

Vocational Training Program

5817

# Home Care Assistance

Training Sector

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Health Services

Québec 



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Training Sector

19

Health Services

Formation professionnelle et technique  
et formation continue

Direction générale de la formation  
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# Introduction to the Program

In vocational training, a program of study presents the competencies required to practise a given trade or occupation at entry level on the job market. The training provided allows students to acquire a degree of versatility that will be useful in their professional career and personal development.

A program is a coherent set of competencies to be developed. It outlines the knowledge and broad orientations to be favoured during training. The competencies correspond to the tasks of the trade or occupation or to activities related to work, vocational or personal life, depending on the case. Learning is acquired in a specific achievement context and targets the ability to act, succeed and evolve.

According to the Education Act<sup>1</sup>, "every program shall include compulsory objectives and contents and may include optional objectives and contents that shall be enriched or adapted according to the needs of students who receive the services." For behavioural competencies, the compulsory components include the statement of the competency, the elements of the competency, the achievement context and the performance criteria; for situational competencies, they include the corresponding components.

For information purposes, programs also provide a grid of competencies, educational aims, a summary of competency-related knowledge and know-how, and guidelines. They also specify the suggested duration of each competency. All optional components of a program may be enriched or adapted according to the needs of the students, the environment and the workplace.

## Program Components

### Program Goals

Program goals consist of the expected outcome at the end of training as well as a general description of a given trade or occupation. They also include the four general goals of vocational training.

### Educational Aims

Educational aims are broad orientations to be favoured during training in order to help students acquire intellectual or motor skills, work habits or attitudes. Educational aims usually address important aspects of career and personal vocational development that have not been explicitly included in the program goals or competencies. They serve to orient appropriate teaching strategies to contextualize students' learning, in keeping with the dimensions underlying the practice of a trade or occupation. They help guide educational institutions in implementing the program.

### Competency

A competency is the ability to act, succeed and evolve in order to adequately perform tasks or activities related to vocational working or personal life, based on an organized body of knowledge and skills from a variety of fields, perceptions, attitudes, etc.

A competency in vocational training can be defined in terms of a behaviour or a situation, and includes specific practical guidelines and requirements for learning.

#### 1. Behavioural Competency

A behavioural competency describes the actions and the results expected of the student. It consists of the following features:

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1. Education Act, R.S.Q., c. I-13.3, ss 461

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The *elements of the competency* correspond to essential details that are necessary in order to understand the competency and are expressed in terms of specific behaviours. They refer to the major steps involved in performing a task or to the main components of the competency.
- The *achievement context* corresponds to the situation in which the competency is exercised at entry-level on the job market. The achievement context attempts to recreate an actual work situation but does not describe a learning or evaluation situation.
- The *performance criteria* define the requirements to be respected. They may refer to elements of the competency or to the competency as a whole. When associated with a specific element, performance criteria are used to judge whether a competency has been acquired. When associated with the competency as a whole, the criteria describe the requirements for performing a task or activity and provide information on the expected level of performance or the overall quality of a product or service.

## 2. Situational Competency

A situational competency describes the situation in which students are placed to acquire learning, and allows for actions and results to vary from one student to another. It consists of the following features:

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The *elements of the competency* outline the essential aspects of the competency and ensure a better understanding of the competency with respect to the expected outcome. The elements of the competency are fundamental to the implementation of the learning situation.
- The *learning context* provides a broad outline of the learning situation designed to help the students develop the required competency. It is normally divided into three key phases of learning: information, participation and synthesis.
- The *instructional guidelines* provide reference points and means for teachers to ensure that learning takes place and that the context in which it occurs is always the same. These guidelines may include general principles or specific procedures.
- The *participation criteria* describe requirements that the students must meet when participating in learning activities. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning situation.

## Competency-Related Knowledge and Know-How

Competency-related knowledge and know-how together with related guidelines are provided for information purposes. Competency-related knowledge and know-how define the essential and meaningful learning that students must acquire in order to apply and continue to develop the competency. They are in keeping with the job market and are accompanied by guidelines that provide information about the field of application, level of complexity and learning content. They generally encompass learning associated with knowledge, skills, strategies, attitudes, perceptions, etc.

## Duration

The total duration of the program is compulsory and must be observed. It consists of teaching time, which includes time for the evaluation of learning and for enrichment or remedial activities, depending on the students' needs. The duration indicated for a given competency refers to the amount of time needed to develop the competency.

The amount of teaching time corresponds to the amount of time allotted to training, which is established during program development as the average amount of time needed to acquire a competency and evaluate learning. This duration is helpful in organizing training.

### **Credit**

A credit is a unit used for expressing the quantitative value of each competency. One credit corresponds to 15 hours of training.

## **Aspects of Program Implementation**

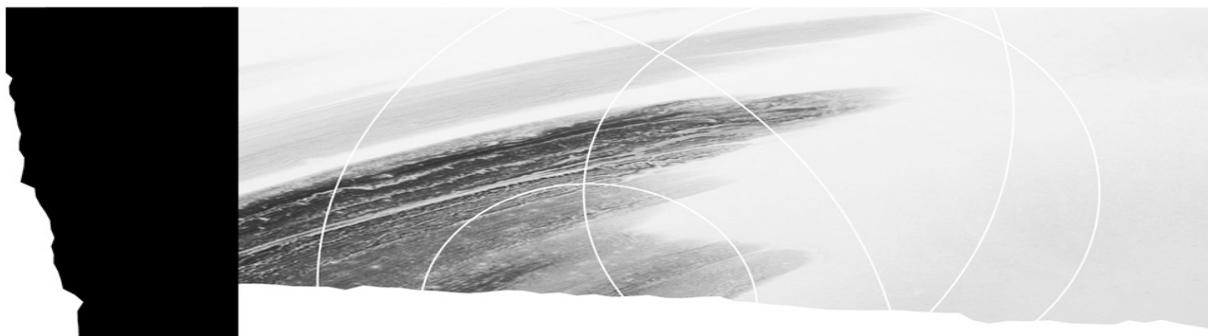
### **Program-Based Approach**

The program-based approach is founded on a comprehensive view of a program of study and its components (e.g. goals, educational aims, competencies). It requires concerted action among all players involved, from the initial stages of program design and development, to program implementation and evaluation. It consists in ensuring that all of the actions and activities proposed are based on the same aims and take into account the same orientations. For students, the program-based approach makes training more meaningful as it presents learning as a coherent whole.

### **Competency-Based Approach**

In vocational training, the competency-based approach is based on a teaching philosophy that is designed to help students mobilize their own individual sets of resources in order to act, succeed and evolve in different contexts, according to established performance levels with all the required knowledge and know-how (e.g. skills, strategies, attitudes, perceptions). The competency-based approach is carried out in situations that are relevant to the students' working life and personal life.





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5817

**Home Care Assistance**

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Year of approval: 2007

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<b>Certification:</b>	Diploma of Vocational Studies
<b>Number of credits:</b>	65
<b>Number of competencies:</b>	18
<b>Total duration:</b>	975 hours

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To be eligible for admission to the *Home Care Assistance* program, candidates must meet one of the following requirements:

- Persons holding a Secondary School Diploma or its recognized equivalent.
- OR
- Persons who are at least 16 years of age on September 30 of the school year in which their training is to begin and have earned the Secondary III credits in language of instruction, second language and mathematics in the programs of study established by the Minister, or have been granted recognition of equivalent learning.
- OR
- Persons who are at least 18 years of age upon entry into the program and have the following functional prerequisites: the successful completion of the general development test and SPR 2, 5, 7, 8, or recognition of equivalent learning.

*N.B.: For programs of study in this category, persons may continue their general education courses concurrently with their vocational training provided that they have earned at least the Secondary III credits in language of instruction, second language and mathematics in the programs established by the Minister or they are at least 18 years of age and have successfully completed the general development test (GDT).*

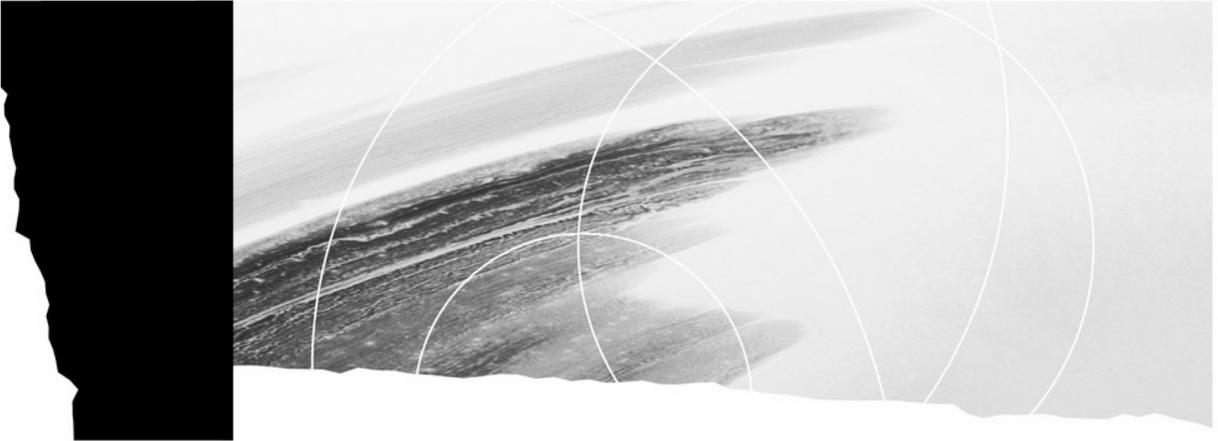
The duration of the program is 975 hours, which includes 405 hours spent on the specific competencies required to practise the trade or occupation and 570 hours on general, work-related competencies. The program of study is divided into 18 competencies which vary in length from 15 to 120 hours. The total hours allocated to the program include time devoted to teaching, evaluation of learning and enrichment or remedial activities.

## Specifics of the Program

This program shares 12 competencies with the *Assistance in Health Care Facilities* program (DVS 5816). These competencies prepare students to work not only in clients' homes (the traditional work environment of a home care attendant), but also in various living environments and care units (the traditional working environment of a nursing attendant).

This is why students graduating from the *Home Care Assistance* program who also wish to become nursing attendants need take only 210 hours of instruction in the *Assistance in Health Care Facilities* program. Graduates with a Diploma of Vocational Studies (DVS) in *Home Care Assistance* (5817) may be granted an additional equivalence corresponding to the credits for a competency focusing on the integration of learning in the workplace after they have successfully acquired the remaining competencies of the *Assistance in Health Care Facilities* program (DVS 5816).

<b>Competency</b>	<b>Code</b>	<b>Number</b>	<b>Hours</b>	<b>Credits</b>
Occupations and Training	751472	1	30	2
Client Needs	751483	2	45	3
Infections and Contamination	751492	3	30	2
Workplace Ethics	751502	4	30	2
The Helping Relationship	751522	5	30	2
Team Interaction	751532	6	30	2
Physical Illnesses and Disabilities	751543	7	45	3
Mental Health Approaches	751554	8	60	4
Basic Care Procedures	751568	9	120	8
First Aid	751572	10	30	2
Palliative Care	751581	11	15	1
Job Search Techniques	751591	12	15	1
Activities of Daily Living	751647	13	105	7
Occupational Therapy	751655	14	75	5
Family and Social Context	751666	15	90	6
Everyday Domestic Activities	751673	16	45	3
Medications and Basic Invasive Care	751684	17	60	4
Home Care	751698	18	120	8



# **Part I**

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**Program Goals**

**Educational Aims**

**Statements of the Competencies**

**Grid of Competencies**

**Harmonization**



## Program Goals

The *Home Care Assistance* program prepares students to practise the occupation of nursing attendant or home care attendant and to carry out a variety of occupational activities depending on how the work is organized. This program is based on recent laws, ministerial policies and orientations that govern health and social services. It is also based on integrative concepts such as the living environment approach and the holistic approach.

Program graduates work in the public, private and community health networks, in particular in home care settings as well as in various living environments offering basic care and services to individuals, such as nursing homes, group homes or similar types of environments.

Graduates from either of the two programs may be called upon to provide basic care and services to persons of all ages who are sick or who have physical or mental disabilities on the basis of a care plan. This involves offering the basic care that they are trained to provide, helping clients<sup>2</sup> carry out their everyday activities, helping them organize their living environment, ensuring clients' safety and intervening in crisis or emergency situations. Graduates may also help clients integrate and socialize in individual or community activities. All of these tasks require establishing a relationship of trust with clients and those close to them.

Home care attendants also receive training in providing care and services in the home. They help vulnerable or at-risk clientele carry out everyday domestic activities, such as preparing meals. They also advise clients on their lifestyle habits and provide parenting support, if applicable. The goal is to meet the general needs of clients, to help them compensate for their disabilities, to maintain and promote their autonomy, to accompany and support them in their daily and domestic lives, while taking into account any family or social problems that could interfere.

When performing their tasks, attendants are in constant contact with their clients. They also work closely with the teams in place in order to make suggestions and share observations regarding the health, behaviour and needs of clients and those close to them. Thus, they participate in identifying clients' needs, and in developing and carrying out care plans. They play an important role in the ongoing care of clients.

In a home care setting, attendants work alone, which requires critical judgment, resourcefulness, discernment, the ability to manage with the resources on hand, as well as constant adaptation to people and changing situations. They must be vigilant in detecting any problems with the client and the living environment.

The program goals of the *Home Care Assistance* program are based on the general goals of vocational training. These goals are as follows:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
  - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
  - to prepare students to progress satisfactorily on the job (which implies having the technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)

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2. Both the *Assistance in a Health Care Facility* and the *Home Care Assistance* programs refer to "client." This term, however, is intended to include patients, residents and any other term that refers to individuals receiving assistance in a health care facility or at home.

- To help students integrate into the work force, that is:
  - to familiarize students with the job market in general, and with the specific context of their chosen trade or occupation
  - to familiarize students with their rights and responsibilities as workers
- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
  - to help students develop their autonomy and ability to learn, and acquire effective work methods
  - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
  - to help students develop self-expression, creativity, initiative and entrepreneurial spirit
  - to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence
- To promote job mobility, that is:
  - to help students develop positive attitudes toward change
  - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

## **Educational Aims**

The aim of the *Home Care Assistance* program is to help students develop attitudes and behaviours that representatives from education and the field deem essential to the practice of the trade or occupation:

- The ability to take a critical look at how they practise their occupation
- The ability to exercise autonomy and initiative
- The ability to adapt to persons, different situations and the work environment
- The ability to exercise critical judgment in their behaviour and decision making
- The ability to organize their work effectively

# Statements of the Competencies

## List of Competencies

- Determine their suitability for the occupations and the training process.
- Adopt a holistic approach when considering the needs of different types of clientele.
- Prevent infections and contamination.
- Adopt behaviours consistent with professional decorum and workplace ethics.
- Establish a helping relationship.
- Interact as part of a team.
- Consider the manifestations of physical illnesses and disabilities as well as the specific needs of affected clients.
- Adopt relational approaches with clients with mental health problems, cognitive deficits or intellectual disabilities.
- Perform basic care procedures.
- Administer first aid.
- Provide assistance to clients in palliative care.
- Use job search techniques.
- Provide basic care related to activities of daily living (ADL).
- Work with clients using occupational therapy activities.
- Adapt their intervention to the family and social context.
- Perform everyday domestic activities for clients with disabilities.
- Consider the facility's rules and procedures for administering medications and basic invasive care.
- Provide basic care and assistance in a home care setting.

## Grid of Competencies

The grid of competencies shows the relationship between general competencies, which correspond to work-related activities, and specific competencies, which are required to practise the particular trade or occupation, as well as the major steps in the work process.

The general competencies appear on the horizontal axis and the specific competencies, on the vertical axis. The symbol (○) indicates a correlation between a general and a specific competency. The symbol (△) indicates a correlation between a specific competency and a step in the work process. Shaded symbols indicate that these relationships have been taken into account in the acquisition of specific competencies. The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis presents the specific competencies in the order in which they should be acquired and serves as a point of departure for determining how all of the competencies will be taught.

## GRID OF COMPETENCIES

<b>Assistance in Health Care Facilities</b>	<b>GENERAL COMPETENCIES</b>													<b>WORK PROCESS</b>								
	Competency number	Type of competency	Duration (in hours)	1	2	3	4	5	6	7	8	9	10	11	12	13						
	S	B	30	45	30	30	30	30	45	60	120	30	15	15	30							
	30	45	30	30	30	30	45	60	120	30	15	15	30									
14	B	105	○	●	●	●	●	●	●	○	●	○	○	○	○	▲	▲	▲	▲	▲	▲	▲
15	B	60	○	●	●	●	●	●	●	●	●	○	○	○	○	▲	▲	▲	▲	▲	▲	▲
16	B	75	○	●	●	●	●	●	●	○	●	○	○	○	●	▲	▲	▲	▲	▲	▲	▲

## Harmonization

The Ministère de l'Éducation, du Loisir et du Sport harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors in order to avoid overlap in program offerings, to recognize prior learning and to optimize the students' progress.

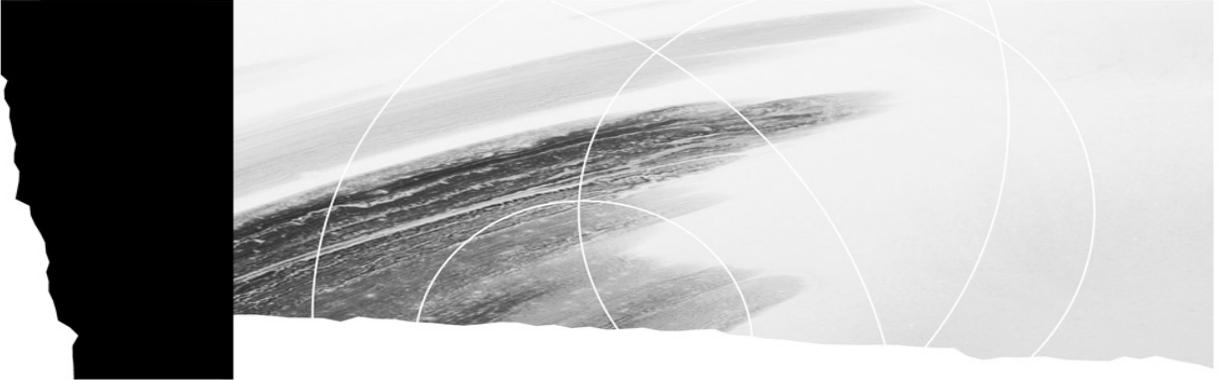
Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even if there are no common competencies, training programs are still harmonized.

Harmonization is said to be “inter-level” when it focuses on training programs at different levels, “intra-level” when it focuses on programs within the same educational level, and “inter-sector” when carried out between programs in various sectors.

An important aspect of harmonization is that it allows the common features of competencies to be identified and updated as needed. Common competencies are those that are shared by more than one program; once acquired in one program, they can be recognized as having been acquired in another. Competencies with exactly the same statement and elements are said to be identical. Common competencies that are not identical but have enough similarities to be of equal value are said to be equivalent.

Harmonization of the *Home Care Assistance* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results is presented in the document entitled *Tableaux d'harmonisation, Assistance à la personne à domicile*.





## **Part II**

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### **Program Competencies**



Competency 1                      Duration 30            hours            Credits 2

## ***Situational Competency***

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### **Statement of the Competency**

Determine their suitability for the occupations and the training process.

### **Elements of the Competency**

- Explore the reality of the occupations as well as the aspects related to providing care in a living environment, in a care unit or in a home setting.
- Understand the training programs.
- Confirm their career choice.

### **Learning Context**

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#### **Information Phase**

- Learning about how the health and social services network is organized.
- Learning about the job market in the public, private and community health services network: facilities' missions, clientele served, job prospects, remuneration, working conditions, roles and tasks, scope of the occupations, and other information.
- Learning about the requirements and risk factors associated with the physical and psychological aspects of the occupations.
- Learning about the main types of knowledge, skills and attitudes required for practising the occupations.
- Learning about the protocol associated with the occupations, i.e. appropriate attire, personal appearance, etiquette.
- Learning about ministerial policies and orientations related to the occupations.
- Learning about the impact of legislation on the practice of the occupations.
- Learning about the various committees and organizations representing the occupations.
- Learning about the programs of study.

#### **Participation Phase**

- Discussing the information gathered as well as their perceptions of the occupations.
- Identifying the skills, aptitudes, attitudes and knowledge required to practise the occupations.
- Verifying the consistency between the programs of study and the work situations.
- Presenting the information gathered as well as their perceptions of the occupations and training.
- Becoming involved in identifying ways of furthering their chances for success.

#### **Synthesis Phase**

- Assessing their aptitudes, preferences, relational skills, attitudes, and physical and psychological limitations.
- Comparing their assessment with the requirements of the chosen occupation(s) and training.
- Justifying the reasons behind their decision to continue or withdraw from the training program.

### Instructional Guideline

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- Make available relevant reference materials.
- Encourage the students to become familiar with the job analysis for the occupations concerned.
- Organize meetings with specialists in the field or workplace visits.
- Promote discussions in a climate of openness and respect.
- Make connections between the attitudes and behaviours expected during the training and those required to practise the occupations.
- Provide the students with the means of assessing their career choice honestly and objectively.
- Provide the students with information on the support resources available at the educational institution and in the community.
- Provide the support and guidance required for student self-evaluation.

### Participation Criteria

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#### Information Phase

- Gather information on most of the topics to be covered.

#### Participation Phase

- Demonstrate attentive listening and respect for others.
- Describe their perception of the occupations.
- Participate in a discussion on the requirements, attitudes, aptitudes and knowledge required to practise the occupations.

#### Synthesis Phase

- Present an objective report comparing the requirements of the occupations and the training with their aptitudes, preferences, relational skills, attitudes, and physical and psychological limitations.
- Justify their decision to continue or withdraw from the training program.

### Suggestions for Competency-Related Knowledge and Know-How

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each phase of the learning context, along with their attendant guidelines.

#### Information Phase

- Identify sources of information.

Essential legislation: *An Act respecting health services and social services, An Act respecting occupational health and safety, An Act respecting industrial accidents and occupational diseases, An Act to amend the Professional Code and other legislative provisions as regards the health sector*, publications of the Ministère de la Santé et des Services sociaux, publications of the Association for Health and Safety in the Workplace, Social Affairs Sector (ASSTSAS), union, information from professional associations.

- Use a note-taking method. Selection of points to record, common abbreviations, organization of information
  - Gather information. New developments pertaining to ministerial orientations, policies, technologies. Three types of work settings: living environment, care unit, in the home. Diversity of living environments: family home, residential and long-term care centre (CHSLD), rehabilitation centres for developmental disabilities (centre de réadaptation en déficience intellectuelle-CRDI), private residence, other residential models. Information on the health and social services network and the job market: organization of services; types of services, clientele and users of services. Information from the job analysis reports and other reference sources. Scope and limits of responsibilities inherent in the occupations. Impact of the main provisions of the applicable legislation: rights and obligations of the employer and worker, filing of an incident report, consequences of not filing a report, and other relevant provisions. Representative bodies: committees within the facility, professional associations, special committees in the health services sector, unions. Information on the programs of study.
- Participation Phase
- Organize and present information. Concern for conciseness, appropriate vocabulary
  - Summarize the rules governing group discussion. Active participation, attentive listening, respect for others and for differing opinions
  - Use appropriate vocabulary. Technical terms, basic grammar and spelling rules
- Synthesis Phase
- Write a report. Content elements, rules of presentation, evaluation criteria
  - Be open to comments. Development of an open-minded attitude



Competency 2                      Duration 45                      hours                      Credits 3

## ***Behavioural Competency***

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### **Statement of the Competency**

Adopt a holistic approach when considering the needs of different types of clientele.

### **Achievement Context**

- In situations representative of living environments, care units and home settings
- Using reference documents

### **Elements of the Competency**

### **Performance Criteria**

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|---|--|
| <p>1. Identify the factors likely to promote or interfere with meeting the needs of child clients.</p>                | <ul style="list-style-type: none"> <li>• Consideration of the child's developmental stage</li> <li>• Accurate identification of positive and negative factors</li> <li>• Identification of signs that a child is having difficulties</li> <li>• Identification of specific details concerning intervention</li> </ul>                                |
| <p>2. Consider the particular characteristics of adolescent clients.</p>  | <ul style="list-style-type: none"> <li>• Accurate identification of changes experienced in adolescence</li> <li>• Correct assessment of the repercussions of the illness on the needs of these clients</li> <li>• Identification of specific details concerning intervention</li> </ul>  |
| <p>3. Consider the particular characteristics of adult clients.</p>   | <ul style="list-style-type: none"> <li>• Accurate identification of events likely to influence the progress of adult clients and to change their needs</li> <li>• Relevant links established between the events and their repercussions</li> <li>• Identification of specific details concerning intervention</li> </ul>                             |
| <p>4. Consider the impact of physical and physiological changes related to aging on the needs of elderly clients.</p> | <ul style="list-style-type: none"> <li>• Accurate identification of physical and physiological changes related to normal aging</li> <li>• Accurate identification of events likely to change the needs of elderly clients</li> <li>• Correct assessment of the impact of changes and events on the behaviour and needs of elderly clients</li> </ul> |
| <p>5. Consider the impact of aging on the emotional needs of elderly clients.</p>                                     | <ul style="list-style-type: none"> <li>• Accurate assessment of the repercussions of aging on the emotional needs of elderly clients</li> <li>• Identification of specific details concerning intervention</li> </ul>  |

*For the competency as a whole:*

- Consideration of the client as a whole and of his or her lifestyle
- Consideration of the client's potential
- Use of appropriate vocabulary

### **Suggestions for Competency-Related Knowledge and Know-How**

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

#### 1. Identify the factors likely to promote or interfere with the needs of child clients.

- Recognize the main physical, intellectual, affective and social stages in the development of a child. Newborn, early childhood, preschool years, school years
- Distinguish the elements likely to interfere with a child's development. Lack of stimulation, affection or care; violence or abuse; poverty, isolation
- Distinguish the elements likely to promote a child's development. Physical and emotional needs met, quality of parental care, stimulating environment, proper nourishment, healthy lifestyle habits
- Identify the signs that a child is having difficulties. Physical, emotional and relational signs
- Identify their roles, tasks and specific characteristics of their intervention. Basic care and services specific to child clients, support for parents, observation, monitoring, games, stories, sensory stimulation

#### 2. Consider the particular characteristics of adolescent clients.

- Consider the repercussions of the illness on the behaviours and needs of adolescents. Behaviours in adolescence: self-affirmation, rebellion against parents, concern with physical appearance, social life. Repercussions of illness: change in everyday domestic and social activities; specific reactions to their physical or mental disabilities.
- Identify their roles, tasks and specific characteristics of their intervention. Basic care and services specific to adolescent clients and characteristics to consider during any intervention: modesty, physical appearance, emotionalism and other problems related to adolescence

#### 3. Consider the particular characteristics of adult clients.

- Identify the events likely to influence the progress of adult clients. Events such as illness, accident, health problem, responsibility for a sick or elderly parent, mourning, family problems

- Consider the repercussions of these events on an adult's progress and on his or her needs. Loss of self-esteem, depression, isolation, heavy workload, changes in everyday, domestic and social activities
  - Identify their roles, tasks and specific characteristics of their intervention. Basic care and services specific to adult clients in accordance with the events experienced and their social and family roles
4. Consider the impact of physical and physiological changes related to aging on the needs of elderly clients.
- Consider the myths and prejudices associated with aging in terms of personal, social and cultural aspects. Types of myths and prejudices, cultural influence
  - Determine the consequences of prejudices. An individual's quality of life, respect of one's rights, participation in decision making, infantilization
  - Recognize the physical and physiological changes associated with aging. Decline in sensory and psychomotor functions such as vision, hearing, taste and smell, muscular strength, coordination and reaction time
  - Understand the consequences of these changes on clients. Changes in how everyday and domestic activities are carried out, possible decrease in leisure activities and social life
  - Make connections between these consequences and client needs. Changes in how basic needs are met: breathing, moving, self-protection, elimination
5. Consider the impact of aging on the emotional needs of elderly clients.
- Consider the emotional and cognitive changes associated with aging. Changes in personality, increased vulnerability and insecurity, altered memory, influencing factors, individual differences, level of satisfaction with one's life
  - Make connections between these emotional and cognitive changes and client needs. Changes in how needs are met: communication, learning, self-fulfillment, recreation
  - Identify the events likely to be experienced during old age. Death of a spouse, health problems, change in living environment
  - Consider the consequences of these events on clients. Depression, isolation, loss of independence
  - Identify their roles, tasks and specific characteristics of their intervention. Basic care and services in accordance with the physical limitations of the elderly, their emotional and cognitive changes, their past lifestyle habits, the events experienced as well as their family and social roles. Stimulation of an individual's potential, various activities (games, leisure and recreational activities)

*For the competency as a whole:*

- Recognize the importance of a holistic approach.

Definition of the holistic approach and basic needs. An individual's psycho-physiological, relational, situational, environmental and cultural contexts. Family and social network. Physiological condition (pain, dyspnea, fatigue), psychological condition (sadness, anxiety, anger), self-image, perception of illness, personality. Nature of the relationship, level of trust, previous history, level of control and power. Reasons for the communication: sharing of information, expression of feelings, support, achievement of objectives. Physical environment: noise, privacy, distractions. Level of education, language, habits and customs, an individual's expectations.

- Take into account the client's potential.

Information gathering and observation of the client's abilities, preferences, interests and other factors

Competency 3      Duration 30      hours      Credits 2

***Behavioural Competency***

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**Statement of the Competency**

Prevent infections and contamination.

**Achievement Context**

- In situations representative of living environments, care units and home settings
- In collaboration with the team
- Based on data and instructions
- Using the necessary equipment and materials
- Using the documentation available on measures for preventing infection

**Elements of the Competency**

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1. Detect the manifestations of inflammation or potential infection.
2. Apply the basic practices for preventing and controlling infections.
3. Take additional precautions for certain pathogenic agents.
4. Handle contaminated materials.
5. Clean contaminated materials and equipment.

**Performance Criteria**

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- Accurate identification of systemic and local manifestations
- Diligent, clear and accurate transmission of information to the person concerned
- Accurate identification of the modes of transmission of infectious agents
- Proper application of basic practices
- Meticulous hand washing
- Proper use of protective materials
- Accurate identification of situations requiring additional precautions
- Proper application of additional precautions
- Accurate identification of the consequences of not taking additional precautions
- Correct identification of the risk of contamination in the workplace
- Proper use of procedures for handling contaminated materials and excreta
- Proper disposal of excreta and biomedical waste
- Immediate reporting of any contamination
- Appropriate choice of products
- Strict application of cleaning and disinfecting procedures
- Proper storage of cleaned materials and equipment
- Accurate identification of risks associated with product use

*For the competency as a whole:*

- Observance of hygiene and asepsis rules
- Observance of occupational health and safety principles
- Compliance with laws, instructions and protocols in effect
- Use of appropriate vocabulary

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

#### 1. Detect the manifestations of inflammation or potential infection.

- |  |   |
|--|---|
| • Identify the human body's defence mechanisms.                                  | Skin, lymphatic system, inflammation, fever   |
| • Identify the factors likely to increase a person's vulnerability to infection. | Age, too much stress, poor eating habits, medication, hospital stay (nosocomial infections), illness  |
| • Identify the factors likely to increase a person's resistance to infection.    | Healthy lifestyle habits, good eating habits, effective stress management, absence of illness, heredity, rigorous hygiene                         |
| • Identify the cycle of infection.   | Environment, host, infectious agent (virus, bacteria, fungi), resistance to antibiotics, routes of transmission, modes of transmission, reservoir |
| • Show concern for their health.   | Staff as agents of contamination, the right to refuse to work in the absence of protective materials, health risks                                |
| • Recognize the importance of vaccination.                                       | Role of vaccination for staff and sick persons  |

#### 2. Apply the basic practices for preventing and controlling infections.

- |  |  |
|--|--|
| • Make connections between modes of transmission and common practices. | Modes of transmission and common practices to take into consideration              |
| • Wash their hands.  | Agents used, importance, indications, procedure, alternatives to the products used |
| • Put on and remove gloves.  | Indications, method. Types of gloves, prevention of dermatoses                     |
| • Put on and remove a gown.  | Indications, method  |
| • Put on and remove a mask.  | Indications, method  |

<ul style="list-style-type: none"> <li>• Handle sharp instruments.</li> </ul>	Safe handling and disposal of cutting and piercing instruments, biohazardous containers
<ul style="list-style-type: none"> <li>• Handle soiled bedding and linens.</li> </ul>	Double-bagging, concern for not contaminating adjoining surfaces
3. Take additional precautions for certain pathogenic agents.	
<ul style="list-style-type: none"> <li>• Associate routes of transmission of infection with the type of additional precautions required.</li> </ul>	Airborne transmission: precautions against measles. Contact: precautions against <i>C. difficile</i> -associated diarrhea. Droplet contact: precautions against whooping cough. Droplet and contact precautions against respiratory tract bacterial and viral infections. Airborne and contact precautions against chickenpox and herpes zoster. Special precautions (airborne, droplet and direct contact) against smallpox and Severe Acute Respiratory Syndrome (SARS).
<ul style="list-style-type: none"> <li>• Read a sheet indicating the additional precautions required.</li> </ul>	Importance, classification by mode of transmission, type of information, responsibility of the care provider, availability of materials
<ul style="list-style-type: none"> <li>• Recognize the consequences for the client of using additional precautions.</li> </ul>	Isolation, feeling of rejection
<ul style="list-style-type: none"> <li>• Recognize the consequences of not taking additional precautions.</li> </ul>	Spread of infection, extension of hospital stay, contamination of staff and loved ones
<ul style="list-style-type: none"> <li>• Understand the influence of the workplace on the choice of additional precautions.</li> </ul>	Protective measures that vary depending on the environment: care unit, rehabilitation facility, residence, intermediate resource and other living environments; protective measures that vary depending on the risks associated with human contact
<ul style="list-style-type: none"> <li>• Explain the techniques used to clients and those close to them.</li> </ul>	Hand washing, wearing a gown, using materials, additional precautions depending on the situation
4. Handle contaminated materials.	
<ul style="list-style-type: none"> <li>• Identify situations involving risk in the workplace.</li> </ul>	Forgotten needles, noncompliance with both routine and special precautions, heavy workload, clients' hygiene habits
<ul style="list-style-type: none"> <li>• Apply the recommended protocols.</li> </ul>	Storage location, double-bagging, identification of contaminated materials, waste management, sterilizing materials. Precautions to take regarding materials in isolation rooms.

- Recognize the importance of immediately reporting any blood or other body fluid contamination.

Application of *An Act respecting occupational health and safety*, *An Act respecting industrial accidents and occupational diseases* and the postexposure protocol for managing exposures to biological fluids; completion of an incident report

#### 5. Clean contaminated materials and equipment.

- Select the products to use.
- Apply cleaning and disinfecting techniques.
- Find alternatives to using products.
- Collaborate with the team.

Use of cleaning and disinfecting products. Product labels. Workplace Hazardous Materials Information System (WHMIS). Risks associated with product use.

Indications, cleaning methods

Various possibilities for using available products and materials

*For the competency as a whole:*

Instructions and information provided by the team, collective effort toward prevention

Competency 4      Duration 30      hours      Credits 2

## ***Behavioural Competency***

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### **Statement of the Competency**

Adopt behaviours consistent with professional decorum and workplace ethics.

### **Achievement Context**

- In situations representative of living environments, care units and home settings
- Using documents related to ethics
- Based on personal reflection and discussions with colleagues

### **Elements of the Competency**

### **Performance Criteria**

- |  |  |
|--|--|
| <p>1. Make connections between clients' rights and professional obligations.</p> | <ul style="list-style-type: none"> <li>• Accurate identification of values recognized in the environment</li> <li>• Accurate identification of client rights</li> <li>• Careful examination of applicable documents regarding ethics</li> <li>• Accurate assessment of the attitudes and behaviours required to meet professional obligations</li> </ul>   |
| <p>2. Examine work situations from an ethical point of view.</p>                 | <ul style="list-style-type: none"> <li>• Accurate identification of the ethical aspect of a professional situation</li> <li>• Precise clarification of the difference between their personal values and professional and organizational values</li> <li>• Accurate evaluation of their responsibilities and limits regarding an ethical problem</li> <li>• Correct assessment of the possible consequences of their decisions</li> </ul> |
| <p>3. Consider work situations of a bioethical nature.</p>                       | <ul style="list-style-type: none"> <li>• Correct assessment of the personal consequences of a bioethical situation</li> <li>• Accurate evaluation of the limits of the occupation with regard to a bioethical situation</li> </ul>   |
| <p>4. Determine the behaviour to adopt.</p>                                      | <ul style="list-style-type: none"> <li>• Recognition of the physical and emotional signs that they have reached their limits</li> <li>• Vigilance with respect to compromising situations and factors</li> <li>• Determination of realistic and applicable means</li> </ul>  |

*For the competency as a whole:*

- Adoption of behaviours respecting the protocol and values of the occupations
- Openness and respect for different viewpoints and opinions
- Critical review of their reactions, behaviours and attitudes
- Consideration of the legal framework

### **Suggestions for Competency-Related Knowledge and Know-How**

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

#### 1. Make connections between client rights and professional obligations.

- Examine their prejudices. Distinguish between prejudices and facts with regards to: clients with AIDS; clients with substance abuse, alcoholism or mental health problems; habits and customs in other cultures
- Consider client rights. Québec Charter of Human Rights and Freedoms. Concepts of capacity to consent, free and informed consent, system of protection, mandate in case of incapacity, respect and safety, confidentiality
- Identify values as well as the behaviours consistent with these values. Professional behaviours: tolerance, respect, compassion, discretion, integrity
- Refer to applicable documents regarding ethics. Documents dealing with the professional ethics of associations and facilities. Professional obligations.
- Consider the legal framework governing the occupations of nursing and home care attendants. Sections of the *Act respecting occupational health and safety* dealing with ethics; the *Act respecting health services and social services*; the *Act respecting the protection of persons whose mental state presents a danger to themselves or to others*

#### 2. Examine work situations from an ethical point of view.

- Examine work situations of an ethical nature that deal with clients and their immediate circle. Refusal to receive care; care imposed in spite of refusal; observed violence, negligence or abuse by a family member; forwarding of a complaint filed by client
- Examine work situations of an ethical nature that deal with teamwork and the facility. Insufficient staff; request for intervention exceeding the scope of responsibilities associated with the attendant's roles and tasks; care provider with abusive or discriminatory behaviours; insufficient information on the client's condition

<ul style="list-style-type: none"> <li>• Evaluate their occupational responsibilities and limits in an ethical problem.</li> </ul>	Legal aspects, functions and roles
<ul style="list-style-type: none"> <li>• Identify any discrepancies between their personal values and the values associated with the occupation and the facility.</li> </ul>	Working independently vs. obedience; profitability vs. quality of services
3. Consider work situations of a bioethical nature.	
<ul style="list-style-type: none"> <li>• Consider the personal consequences of bioethical work situations.</li> </ul>	Situations such as euthanasia, assisted suicide, aggressive treatment. Consequences such as conflicting values, emotional load.
<ul style="list-style-type: none"> <li>• Evaluate the limits of the occupation.</li> </ul>	Legal aspects, functions and roles; team's request for intervention
4. Determine the behaviour to adopt.	
<ul style="list-style-type: none"> <li>• Detect the physical and emotional signs that they have reached their limits.</li> </ul>	Fatigue, sadness, lack of motivation, impatience, decline in vigilance and concentration
<ul style="list-style-type: none"> <li>• Recognize the personal, professional and organizational factors that can compromise their professional behaviours.</li> </ul>	Conflicting values; heavy workload; lack of professional recognition; emotional load; routine; habits; constant, regular presence with clients
<ul style="list-style-type: none"> <li>• Consider the consequences of these factors on clients, attendants and the team.</li> </ul>	Abuse of power, conflict of interest, professional disengagement, job burnout
<ul style="list-style-type: none"> <li>• Choose immediate solutions.</li> </ul>	Taking a step back, reflection, stress management, various solutions
<ul style="list-style-type: none"> <li>• Determine the means to achieve personal and professional balance.</li> </ul>	Training, support from the team, employee assistance program, career reorientation



Competency 5      Duration 30      hours      Credits 2

***Behavioural Competency***

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**Statement of the Competency**

Establish a helping relationship.

**Achievement Context**

- In situations representative of living environments, care units and home settings
- Based on information on the client's condition
- Using various sources of information on the activities and services available in the environment

**Elements of the Competency**

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**Performance Criteria**

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- |   |  |
|---|--|
| 1. Establish a relationship with the client.                | <ul style="list-style-type: none"> <li>• Correct assessment of signs that the client is open to receiving help</li> <li>• Adoption of an open attitude toward the client</li> <li>• Demonstration of interest in the client</li> <li>• Clear, specific description of their role</li> </ul>  |
| 2. Develop an atmosphere of trust.                          | <ul style="list-style-type: none"> <li>• Adoption of attitudes that build trust</li> <li>• Adoption of concrete means that build trust</li> <li>• Demonstration of interest in the client</li> </ul>   |
| 3. Communicate with the client and those around him or her. | <ul style="list-style-type: none"> <li>• Appropriate use of verbal and nonverbal communication techniques</li> <li>• Demonstration of empathy</li> <li>• Careful observation of the client's reactions</li> <li>• Identification of relevant means of resolving relational problems</li> <li>• Observance of personal and professional limits</li> </ul> |
| 4. Adapt how they communicate.                              | <ul style="list-style-type: none"> <li>• Use of appropriate techniques for facilitating communication with an aphasic client</li> <li>• Use of appropriate techniques for facilitating communication with a client with a sensory disorder</li> </ul>  |
| 5. Help the client integrate into the environment.          | <ul style="list-style-type: none"> <li>• Consideration of the activities and services offered in the environment</li> <li>• Transmission of information relevant to the client's preferences and interests</li> </ul>  |
| 6. Examine the quality of their interactions.               | <ul style="list-style-type: none"> <li>• Realistic determination of their strengths and weaknesses</li> <li>• Determination of concrete means of improving how they communicate</li> </ul>   |

*For the competency as a whole:*

- Consideration of the client's context
- Attentive listening
- Respect for the client's values, ideas and opinions

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

#### 1. Establish a relationship with the client.

- Show concern for the client as a whole. Review of the different contexts to consider that were previously seen in the competency *Adopt a holistic approach when considering client needs*
- Observe the signs that indicate that a client is, or is not, receptive. Eye contact, language, withdrawal, silence
- Describe their role to the client. Type of tasks performed; how they fit into the team, objectives pursued; care and services offered

#### 2. Develop an atmosphere of trust.

- Adopt attitudes that build trust. Respect, openness, authenticity, empathy, presence, confidentiality, nonjudgment, dependability, consistency between their words and action
- Adopt concrete means that build trust. Client's opinion considered; choices offered; promises kept; physical needs met; simple explanation of the reasoning behind rules; treatment of client as an adult
- Demonstrate interest in the client. Listening, not interrupting, questions, appropriate distance, visual contact, body language

#### 3. Communicate with the client and those around him or her.

- Use nonverbal communication techniques. Posture, touch, facial expression, eye contact
- Use verbal communication techniques. Active listening, silence, open-ended questions, rephrasing, reflecting back, clarifying
- Demonstrate empathy. Understanding, compassion, maintenance of a certain emotional distance
- Observe the client's reactions. Verbal and nonverbal communication, emotional state, involvement, interest, fatigue, silence, tears

<ul style="list-style-type: none"> <li>• Watch for signs of a situation that may require immediate intervention.</li> <li>• Use relational problem-solving techniques.</li> <li>• Recognize the limits of their responsibilities.</li> </ul>	<p>Suicidal comments, signs of a state of crisis or anxiety</p> <p>Main defence mechanisms, relational problem-solving process, helpful attitudes</p> <p>Sphere of responsibilities of the different care providers. Personal and professional limitations.</p>
4. Adapt how they communicate.	
<ul style="list-style-type: none"> <li>• Use techniques for facilitating communication with an aphasic client.</li> <li>• Use techniques for facilitating communication with a visually impaired client.</li> <li>• Use techniques for facilitating communication with a deaf client.</li> </ul>	<p>Position facing the client, respect for the client's pace, reduction of external stimuli, no feigned comprehension, use of a communication board</p> <p>Description of attendant and premises, use of the position of the hands on a clock to give instructions, stable environment, use of a communication board</p> <p>Verification that the hearing aid is working properly, position facing the client, normal articulation, use of writing and gestures, use of a communication board</p>
5. Help the client integrate into the environment.	
<ul style="list-style-type: none"> <li>• Learn about the client's preferences and interests.</li> <li>• Inform the client of the activities and services offered.</li> </ul>	<p>Active listening to client's description of past activities</p> <p>Leisure and religious activities; services offered by volunteers; varied services in different environments or in the community</p>
6. Examine the quality of their interactions.	
<ul style="list-style-type: none"> <li>• Determine their strengths and weaknesses.</li> <li>• Use concrete means of improving how they communicate.</li> </ul>	<p>Verbal and nonverbal communication, difficulty in moments of silence, tendency to give advice, difficulty listening, personal space</p> <p>Short-term objectives, personal investment, experimentation with new ways of saying things, openness to comments</p>



Competency 6      Duration 30      hours      Credits 2

***Behavioural Competency***

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**Statement of the Competency**

Interact as part of a team.

**Achievement Context**

- In situations representative of living environments, care units and home settings
- In collaboration with members of the interdisciplinary team or the care team
- Based on a care plan
- Using reference materials
- Using the necessary materials

**Elements of the Competency****Performance Criteria**

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|--|---|
| 1. Adopt attitudes that promote teamwork.    | <ul style="list-style-type: none"> <li>• Respect for individual differences</li> <li>• Respect for consensus and decision making by the team</li> <li>• Adoption of attitudes and behaviours consistent with the team's values</li> </ul>   |
| 2. Transmit verbal and written observations. | <ul style="list-style-type: none"> <li>• Transmission of observations on real, concrete facts to the appropriate persons</li> <li>• Objective reporting of the manifestations observed</li> <li>• Relevant, accurate information transmitted</li> <li>• Neat, legible notes transmitted</li> <li>• Concern for providing information regarding the continuity of basic care and services</li> </ul> |
| 3. Report any problematic situations.        | <ul style="list-style-type: none"> <li>• Consideration of the care plan</li> <li>• Accurate identification of situations requiring individual or team intervention</li> <li>• Emphasis of the importance of reporting any significant change to the person concerned</li> </ul>   |
| 4. Participate in team meetings.             | <ul style="list-style-type: none"> <li>• Appropriate preparation</li> <li>• Clear, relevant information provided</li> <li>• Clear, respectful expression of their opinions</li> <li>• Respectful comments made regarding clients</li> <li>• Appropriate contribution of suggestions to the team</li> </ul>  |

5. Organize their work so as to take into account the team.
- Consideration of how the work is currently organized
  - Verification of the accuracy of information used for their work
  - Appropriate establishment of priorities
  - Effective time management

*For the competency as a whole:*

- Use of appropriate vocabulary
- Demonstration of skills and attitudes that promote teamwork
- Respect for confidentiality
- Recognition of their role and responsibilities within the team
- Respect for each care provider's sphere of responsibility

### **Suggestions for Competency-Related Knowledge and Know-How**

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

#### 1. Adopt attitudes that promote teamwork.

- Understand the advantages of good communication within a team. Cohesiveness of team; planned, effective work; quality of work atmosphere; decrease in stress; reduced risk of errors
- Understand the need for the different teams, depending on the environments. Establishment of care plan, provision of care and services according to client needs
- Recognize the roles and responsibilities of each team member. Spheres of responsibility of each care provider who is part of the interdisciplinary or care teams. Scope and limits of attendants' responsibilities.
- Recognize the problems likely to affect teamwork and the possible solutions. Power struggle, interpersonal conflict, withdrawal, decision-making methods, leadership style, problem-solving process
- Recognize the consequences of not complying with the team's consensus and decisions. Importance of respect. Consequences such as client's feeling of insecurity, possibility of comparisons among colleagues, decrease in the team's credibility and effectiveness.
- Apply rules that promote effective teamwork. Making contact, common goal, sharing roles. The team's tasks: content, procedures, atmosphere.

#### 2. Transmit verbal and written observations.

- Recognize the type of elements to observe. Physical, psychological, family, social and environmental aspects as well as lifestyle

<ul style="list-style-type: none"> <li>• Choose the observations to share.</li> </ul>	<p>Concept of relevance and quality of facts reported, choice of team member to address</p>
<ul style="list-style-type: none"> <li>• Formulate verbal and written observations.</li> </ul>	<p>Comments heard, description of a reaction or activity carried out by clients, writing rules, vocabulary to use, quality criteria</p>
<ul style="list-style-type: none"> <li>• Enter the information on computer.</li> </ul>	<p>Basic concepts of software commonly used in the health system, inputting of various information</p>
3. Report any problematic situations.	
<ul style="list-style-type: none"> <li>• Read the information provided in a care plan.</li> </ul>	<p>Types of care plans: individualized service plan, nursing treatment plan, nursing care plan. Health condition, objectives pursued, services offered, degree of assistance required and other information, depending on the care plan.</p>
<ul style="list-style-type: none"> <li>• Find the important information.</li> </ul>	<p>Safety of the environment, change in health condition, inappropriate or unusual behaviour</p>
<ul style="list-style-type: none"> <li>• Assess the urgency of a situation.</li> </ul>	<p>Danger for the health and safety of clients or care providers</p>
4. Participate in team meetings.	
<ul style="list-style-type: none"> <li>• Recognize the factors that facilitate team meetings.</li> </ul>	<p>Appropriate preparation, attitude of respect during discussions and toward clients</p>
<ul style="list-style-type: none"> <li>• Gather the information required for the meeting.</li> </ul>	<p>Contribution to developing and updating the care plan, information gathered from the client, new developments in the situation</p>
<ul style="list-style-type: none"> <li>• Offer suggestions to the team.</li> </ul>	<p>Quality of life, abilities and limitations of client, materials and equipment, needs expressed by client</p>
5. Organize their work so as to take into account the team.	
<ul style="list-style-type: none"> <li>• Recognize the different sources of information available in the workplace.</li> </ul>	<p>Care plan, traditional or electronic information sheets regarding the client, team leader, work colleagues, other care providers</p>
<ul style="list-style-type: none"> <li>• Plan the work.</li> </ul>	<p>Specific characteristics about how the team operates. Basic care and services to provide, priorities, specific characteristics about the client and constraints to take into account, time management. Basic planning tools.</p>



Competency 7      Duration 45      hours      Credits 3

***Behavioural Competency***

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**Statement of the Competency**

Consider the manifestations of physical illnesses and disabilities as well as the specific needs of affected clients.

**Achievement Context**

- In situations representative of living environments, care units and home settings
- Based on the client's health condition as described in the care plan

**Elements of the Competency****Performance Criteria**

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- |   |   |
|---|---|
| <p>1. Observe clients with a cardiorespiratory disease.</p> | <ul style="list-style-type: none"> <li>• Accurate identification of the main manifestations of heart failure, chronic obstructive pulmonary disease and arterial and venous insufficiency</li> <li>• Accurate connections between the manifestations and the organs affected</li> <li>• Correct identification of the manifestations and subjective symptoms requiring immediate reporting</li> <li>• Accurate identification of the characteristics of normal breathing</li> </ul>   |
| <p>2. Observe clients with a musculoskeletal disease.</p>   | <ul style="list-style-type: none"> <li>• Accurate identification of the main manifestations of arthritis and osteoporosis</li> <li>• Accurate identification of subjective symptoms</li> <li>• Accurate connections between the manifestations and the organs affected</li> <li>• Correct identification of the manifestations requiring immediate reporting</li> <li>• Accurate identification of the manifestations of discomfort and pain</li> <li>• Accurate identification of the main areas of edema and signs of inflammation</li> </ul> |

3. Observe clients with a nervous and sensory system disease.
  - Accurate identification of the main manifestations of a cerebrovascular accident, multiple sclerosis, Parkinson's disease, spinal cord injury, cerebral palsy, glaucoma, cataracts
  - Accurate identification of subjective symptoms
  - Accurate connections between the manifestations and the organs affected
  - Correct identification of the manifestations requiring immediate reporting
  - Accurate identification of the characteristics of healthy skin
  - Accurate identification of precursors to a bedsore
  
4. Observe clients with a digestive disease.
  - Accurate identification of the main manifestations of hepatitis, gastroenteritis and a gastrointestinal ulcer
  - Accurate identification of subjective symptoms
  - Accurate connections between the manifestations and the organs affected
  - Correct identification of the manifestations requiring immediate reporting
  - Accurate identification of the general signs of dehydration and malnutrition
  - Accurate observation of the quality of feces
  
5. Observe clients with a genitourinary disease.
  - Accurate identification of the main manifestations of renal failure, prostatic hypertrophy, ptosis of the uterus or bladder
  - Accurate identification of subjective symptoms
  - Accurate connections between the manifestations and the organs affected
  - Correct identification of the manifestations requiring immediate reporting
  - Accurate observation of the appearance of urine
  
6. Observe clients with an endocrine disease.
  - Accurate identification of the main manifestations of diabetes
  - Accurate identification of subjective symptoms
  - Correct identification of the manifestations requiring immediate reporting
  - Accurate identification of the signs of hyperglycemia and hypoglycemia
  - Accurate identification of the signs of hypothyroidism and hyperthyroidism
  
7. Observe clients with an immune system disease.
  - Accurate identification of the main manifestations of AIDS
  - Accurate identification of the main manifestations of a cancer

- |   |  |
|---|--|
| 8. Choose the precautions and means to take in accordance with the situations.        | <ul style="list-style-type: none"> <li>• Consideration of the consequences of various illnesses on client needs</li> <li>• Consideration of the care plan</li> <li>• Relevant choice of the precautions and means to take in accordance with the manifestations observed and the client's needs</li> </ul> |
| 9. Help clients with physical illnesses or disabilities achieve their full potential. | <ul style="list-style-type: none"> <li>• Consideration of the client's abilities, preferences and interests</li> <li>• Choice of means adapted to the client's condition</li> </ul>  |

*For the competency as a whole:*

- Consideration of the client as a whole
- Consideration of the client's potential
- Observance of the limits of the occupation
- Demonstration of vigilance
- Clear, relevant transmission of observations to the person concerned
- Use of appropriate vocabulary

### Suggestions for Competency-Related Knowledge and Know-How

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

- |  |   |
|--|---|
| 1. Observe clients with a cardiorespiratory disease.   |   |
| <ul style="list-style-type: none"> <li>• Understand how the human body works.</li> </ul>   | Homeostasis, coherent organization of the human body, close links between the different systems |
| <ul style="list-style-type: none"> <li>• Locate the main organs of the cardiorespiratory system.</li> </ul>                                      | Heart, lungs, blood vessels   |
| <ul style="list-style-type: none"> <li>• Recognize the main functions of the cardiorespiratory system.</li> </ul>                                | Gas exchange, transport of carbon dioxide, oxygen and waste products                            |
| <ul style="list-style-type: none"> <li>• Distinguish between subjective and objective symptoms.</li> </ul>                                       | Observable elements, elements mentioned by the client   |
| <ul style="list-style-type: none"> <li>• Use appropriate vocabulary.</li> </ul>  | Cyanosis, cough, expectoration, apnea, dyspnea  |
| <ul style="list-style-type: none"> <li>• Consider the general manifestations of the main impairments of the cardiorespiratory system.</li> </ul> | Chronic obstructive pulmonary disease, heart failure, arterial and venous insufficiency         |
| <ul style="list-style-type: none"> <li>• Recognize the characteristics of normal breathing.</li> </ul>   | Abdominal and thoracic breathing, rhythm, frequency   |

## 2. Observe clients with a musculoskeletal disease.

- Locate the main organs of the musculoskeletal system. Bones, joints, muscles, spinal column
- Recognize the main functions of the musculoskeletal system. Locomotion, movements, support
- Use appropriate vocabulary. Arthralgia, edema, inflammation
- Consider the general manifestations of the main impairments of the musculoskeletal system. Rheumatoid arthritis, muscular dystrophy, fractures, osteoporosis
- Recognize the manifestations of pain. Rigidity, frown, resistance to being moved, verbal complaints, agitation
- Recognize the main areas affected by edema. Legs, feet, hands
- Recognize the manifestations of inflammation. Heat, redness, pain, edema

## 3. Observe clients with a nervous and sensory system disease.

- Locate the main organs of the nervous and sensory system. Brain, spinal cord, nerves, eyes, nose, tongue, skin, ears
- Recognize the main functions of the nervous and sensory system. Coordination, perception
- Use appropriate vocabulary. Headache, aphasia, paralysis, dysphasia, diaphoresis
- Consider the general manifestations of the main impairments of the nervous and sensory system. Cerebrovascular accident, epilepsy, multiple sclerosis, spinal cord injuries, cranial trauma, Parkinson's disease, cerebral palsy, glaucoma, cataracts
- Recognize the characteristics of healthy skin. Colour, hydration, hair, elasticity
- Recognize the precursors of a bedsore. Redness, pain, skin colour

## 4. Observe clients with a digestive disease.

- Locate the main organs of the digestive system. Mouth, teeth, esophagus, stomach, liver, gallbladder, duodenum, pancreas, small intestine, large intestine, rectum
- Recognize the main functions of the digestive system. Breakdown and absorption of foods, waste elimination
- Use appropriate vocabulary. Constipation, diarrhea, feces, vomiting, jaundice

- Consider the general manifestations of the main impairments of the digestive system. Hepatitis, gastrointestinal ulcer, gastroenteritis
  - Recognize the general signs of dehydration and malnutrition. Loss of skin elasticity, skin turgor, weight loss, dry mucous membranes
  - Recognize the characteristics of feces. Colour, quantity, consistency, frequency of elimination, associated pain
5. Observe clients with a genitourinary disease.
- Locate the main organs of the genitourinary system. Kidneys, ureters, bladder, urethra, penis, vagina, uterus, ovaries, prostate, testicles
  - Recognize the main functions of the genitourinary system. Filtration, elimination, reproduction
  - Use appropriate vocabulary. Miction, dysuria, incontinence, urinary retention
  - Consider the general manifestations of the main impairments of the genitourinary system. Renal failure, hypertrophy of the prostate, prolapsed uterus or bladder
  - Recognize the characteristics of normal urine. Colour, odour, clarity, frequency of elimination
6. Observe clients with an endocrine disease.
- Locate the main organs of the endocrine system. Pancreas, thyroid, adrenal glands
  - Recognize the main function of the endocrine system. Regulation
  - Use appropriate vocabulary. Glycemia, hypoglycemia, hyperglycemia
  - Consider the general manifestations of the main illnesses of the endocrine system. Diabetes, hyperthyroidism, hypothyroidism
  - Recognize the main signs of hypoglycemia and hyperglycemia. Fatigue, irritability, diaphoresis
7. Observe clients with an immune system disease.
- Recognize the main manifestations of AIDS. Fatigue, predisposition to infections, thinness
  - Recognize the main manifestations of a cancer. Fatigue, weight loss
8. Choose the precautions and means to take depending on the situations.
- Recognize the prejudices associated with certain illnesses. AIDS, lung cancer, hepatitis, morbid obesity

- Distinguish client needs that are unmet as a result of the various illnesses and their manifestations. Difficulty sleeping related to dyspnea; difficulty feeding oneself related to joint swelling; difficulty communicating related to aphasia
- Read the tables concerning the residual capacities of the client and the level of assistance required. Precautions to take during activities that involve hygiene, moving clients, feeding and the cognitive sphere
- Choose the precautions and the means to take to address the client's unmet needs. Dyspnea: semireclined position; pruritus: moisturizing cream; edema: elevation of limbs; fever: temperature taking; absence of or difficulty with mobility: passive exercises

9. Help clients with physical illnesses or disabilities achieve their full potential.

- Gather information on the client. Client's abilities and limitations, preferences and interests
- Use means of helping the client achieve his or her full potential. Stimulation of learning; support and encouragement; collaboration with regular caregivers

Competency 8      Duration 60      hours      Credits 4

## ***Behavioural Competency***

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### **Statement of the Competency**

Adopt relational approaches with clients with mental health problems, cognitive deficits or intellectual disabilities.

### **Achievement Context**

- In situations representative of living environments, care units and home settings
- In collaboration with the team
- Based on the care plan
- Referring to the legislation applicable to these clients

### **Elements of the Competency**

### **Performance Criteria**

- |  |   |
|--|---|
| <p>1. Observe the client.</p>  | <ul style="list-style-type: none"> <li>• Accurate identification of the main manifestations</li> <li>• Accurate identification of subjective symptoms</li> <li>• Accurate establishment of links between the manifestations and consequences on the client and on the family and social environment</li> <li>• Accurate, relevant communication of manifestations observed and symptoms reported</li> </ul> |
| <p>2. Establish a relationship of trust with clients with mental health problems.</p>    | <ul style="list-style-type: none"> <li>• Consideration of the client's current condition</li> <li>• Consideration of the client's needs</li> <li>• Appropriate use of verbal and nonverbal communication</li> <li>• Appropriate choice of means of facilitating the provision of basic care and services</li> <li>• Proper establishment of the necessary limits</li> </ul>                                 |
| <p>3. Establish a relationship of trust with clients with a cognitive deficit.</p>       | <ul style="list-style-type: none"> <li>• Consideration of the client's current condition</li> <li>• Consideration of the client's needs</li> <li>• Appropriate use of means of preventing disruptive behaviours and facilitating the provision of basic care and services</li> </ul>  |
| <p>4. Establish a relationship of trust with clients with intellectual disabilities.</p> | <ul style="list-style-type: none"> <li>• Consideration of the client's stage of development</li> <li>• Consideration of routines and rituals</li> <li>• Accurate identification of factors likely to result in inappropriate behaviours</li> <li>• Appropriate use of means of preventing disruptive behaviours and facilitating the provision of basic care and services</li> </ul>                        |

5. Take action with clients in a crisis episode.
- Accurate identification of risk situations
  - Accurate identification of signs that are precursors to an episode of aggressive behaviour
  - Appropriate use of measures aimed at protecting the care provider, the client and others present
  - Compliance with the facility's intervention protocol
  - Appropriate use of verbal and nonverbal communication in order to avoid escalation
  - Appropriate decision as to whether or not to intervene
6. Help clients achieve their full potential.
- Consideration of the client's abilities, limitations and preferences
  - Consideration of difficulties with the client's social integration
  - Application of means adapted to the client's condition
- For the competency as a whole:*
- Consideration of the client as a whole
  - Compliance with legislation applicable to these clients
  - Observance of safety rules
  - Demonstration of respect, vigilance and helpful attitudes
  - Compliance with care plan in conjunction with members of the team
  - Clear, relevant transmission of observations to the person concerned
  - Observance of personal and professional limits

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Observe the client.
- Observe the clinical manifestations. Disorders related to substance abuse, schizophrenia, personality and mood disorders, psychotic disorders, cognitive deficits, intellectual disabilities
  - Recognize the main manifestations of certain disorders involving stages of deterioration. Reisberg scale, cognitive regression, cycles of bipolar disorder

- Recognize the main causes. Family and social context, triggers, risk factors, genetic aspect, disrupted lifestyle
  - Recognize the consequences on the client and on his or her environment. Physical, intellectual, emotional, family and social consequences; prejudices; neglect of everyday and domestic activities
2. Establish a relationship of trust with clients with mental health problems.
- Show concern for the client's current condition. Physical, intellectual, emotional and social signs; ability to listen; level of anxiety
  - Recognize the signs of anxiety. Physical, intellectual, emotional and social signs
  - Recognize situations appropriate to the use of touch. Gradual approach, detection of client's nonverbal signs
  - Use means of facilitating the provision of care and services. Approaches during delusions, hallucinations, suicidal thoughts, inappropriate behaviours
  - Adopt means of implementing the limits required for intervention. Type of limits; goals pursued; danger of abuse of power; method of instituting limits; difficulties related to the care provider, client and environment
3. Establish a relationship of trust with clients with a cognitive deficit.
- Learn about the client's life story. Different sources of information, striking events, routine, interests, memory regression
  - Recognize the factors likely to produce disruptive behaviours. Pain, physical environment, human environment, change in routine
  - Use means of reducing or preventing disruptive behaviours and of facilitating the provision of care and services. Diversion, compassionate touch, reminiscence, emotional validation, voice intonation, short sentences, space-time orientation
4. Establish a relationship of trust with clients with intellectual disabilities.
- Recognize the client's stage of development. In terms of cognitive, moral, social and emotional development
  - Consider routines and rituals. Type, goals, importance, consequences of not following routines and rituals
  - Recognize the factors likely to produce disruptive behaviours. A task that is too difficult, fatigue, lack of motivation
  - Use means of preventing or controlling inappropriate behaviours. Presence, affection, withdrawal, change in activity, intentional ignoring

<ul style="list-style-type: none"> <li>• Use means of communicating and facilitating the provision of care and services.</li> </ul>	<p>Elements to consider: stages in a client's development; the client's routines and rituals. Ways of initiating communication: accompaniment, replacement</p>
5. Take action with clients in a crisis episode.	
<ul style="list-style-type: none"> <li>• Identify risk situations.</li> </ul>	<p>Triggers, history of substance abuse, alcoholism, violence</p>
<ul style="list-style-type: none"> <li>• Identify precursors.</li> </ul>	<p>Signs of anxiety, physical and verbal manifestations</p>
<ul style="list-style-type: none"> <li>• Analyze the dangerous situation and the risks involved in taking action.</li> </ul>	<p>Physical and human environment; level of escalation; client's state; decision to intervene</p>
<ul style="list-style-type: none"> <li>• Decide on the approach to use.</li> </ul>	<p>Personal arrangements, intervention protocol, verbal and nonverbal communication techniques to avoid escalation</p>
<ul style="list-style-type: none"> <li>• Use alternatives to restraint.</li> </ul>	<p>Layout of premises, increased surveillance, use of a reclining chair, leisure or therapeutic activities, diversion, change in location, secure areas to prevent wandering, exercise program</p>
6. Help clients achieve their full potential.	
<ul style="list-style-type: none"> <li>• Consider the client's abilities, limitations, preferences and interests.</li> </ul>	<p>Encouragement of clients to do activities that correspond to their preferences and abilities, possibility of making choices, suggestion of activities based on their preferences and abilities</p>
<ul style="list-style-type: none"> <li>• Use means of stimulation and occupational therapy activities.</li> </ul>	<p>Games, verbal encouragement, songs, picture communication (e.g. <i>Communiquer et apprendre par pictogrammes</i>-CAP method, <i>Treatment and Education of Autistic and related Communication-handicapped Children</i>-TEACCH program)</p>
<ul style="list-style-type: none"> <li>• Use means of promoting social integration.</li> </ul>	<p>Appropriate attire, socially acceptable behaviours, simplification of tasks, experimentation with new situations, involvement of families or caregivers</p>

Competency 9      Duration 120 hours Credits 8

***Behavioural Competency***

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**Statement of the Competency**

Perform basic care procedures.

**Achievement Context**

- In situations involving living and home environments
- Based on the care plan
- Using appropriate equipment and materials

**Elements of the Competency****Performance Criteria**

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- |   |  |
|---|--|
| 1. Move a client.                                   | <ul style="list-style-type: none"> <li>• Proper choice and execution of moving technique</li> <li>• Appropriate assistance provided for walking</li> <li>• Appropriate assistance provided for transferring client to a wheelchair</li> </ul>                            |
| 2. Provide hygiene care.                            | <ul style="list-style-type: none"> <li>• Proper choice and performance of care procedures</li> <li>• Careful observation of the skin's condition</li> <li>• Respect for the client's privacy</li> </ul>  |
| 3. Provide elimination care.                        | <ul style="list-style-type: none"> <li>• Proper choice and performance of basic elimination care</li> <li>• Respect for the client's privacy</li> </ul>  |
| 4. Provide comfort care.                            | <ul style="list-style-type: none"> <li>• Appropriate choice of means of preventing bedsores</li> <li>• Proper positioning of client</li> <li>• Correct changing of bed linens</li> <li>• Verification of client's comfort</li> </ul>                                     |
| 5. Provide assistance with dressing and undressing. | <ul style="list-style-type: none"> <li>• Appropriate choice of clothing</li> <li>• Correct application of dressing techniques according to the client's condition</li> <li>• Respect for the client's preferences</li> <li>• Respect for the client's privacy</li> </ul> |
| 6. Provide assistance with eating and drinking.     | <ul style="list-style-type: none"> <li>• Appropriate choice of means of promoting an environment conducive to mealtime</li> <li>• Appropriate use of materials</li> <li>• Respect for the client's pace</li> <li>• Proper positioning of client</li> </ul>               |

*For the competency as a whole:*

- Correct application of work process
- Consideration of the client's physical and emotional condition as well as of the environment
- Observance of rules of hygiene, asepsis and safety in the workplace
- Observance of principles for moving clients safely
- Adoption of behaviours consistent with the protocol and values of the occupations
- Proper use, maintenance and tidying up of materials, equipment and work areas
- Use of appropriate vocabulary

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

#### 1. Move a client.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Plan the work to be done.</li> </ul>                   | <p>Time allotted, tasks to be completed, assessment of the work situation, place of intervention, verification of the help that the client can provide, materials available</p>  |
| <ul style="list-style-type: none"> <li>• Use the materials, equipment and work area.</li> </ul> | <p>Wheelchair, mechanical lift, floor to ceiling grab bar, walker, walking belt, crutches, cane, 3-point prong, absorbent pad, drawsheet, sit/stand lift, transfer board, maintenance and storage of materials</p>                     |
| <ul style="list-style-type: none"> <li>• Apply principles for moving clients safely.</li> </ul> | <p>Level of assistance required, positioning, holding principles, principles of movement, natural movements, weight transfer, counterweight, communication with the client, synchronized effort with another person</p>                |
| <ul style="list-style-type: none"> <li>• Perform moving manoeuvres.</li> </ul>                  | <p>Principles of assisting clients out of an armchair or wheelchair, assisting them onto a bed, sit them on the edge of the bed and place them in the armchair; principles of transferring clients into the bath, bed and armchair</p> |
| <ul style="list-style-type: none"> <li>• Help clients to walk.</li> </ul>                       | <p>Stimulation, holding principles, positioning, movements</p>   |
| <ul style="list-style-type: none"> <li>• Move clients using a wheelchair.</li> </ul>            | <p>Positioning, safety, manoeuvres</p>   |

## 2. Provide hygiene care.

- Plan the work to be done. Materials required, time allotted, tasks to be completed, assessment of the work situation, place of intervention, verification of the help that the client can provide, collaboration with a work colleague or caregiver
- Use the materials, equipment and work area required for hygiene care. Bath, transfer chair, shower stretcher, shower, transfer board with backrest, bath transfer board, bath seat, bathmat; cleaning, disinfection, maintenance and storage of materials
- Recognize the characteristics of healthy skin. Colour, pigmentation, hair
- Respect the client's privacy. Cover the client, close doors and curtains
- Give the client a bath. Complete and partial bath; bath in a bed, in a tub and at a sink
- Provide oral hygiene care. Teeth brushing, cleaning of dental prostheses, oral solutions, observation of mucous membranes, risk situations (nasogastric tube, oxygen, NPO), use of oxygen therapy equipment
- Maintain hearing aids and glasses. Types of hearing aids and how they work. Method of maintenance, handling and applying; precautions.
- Maintain the client's nails. Observation of the condition of nails. Role of the podiatrist and nurse specialized in feet care. Procedure, contraindications.
- Shave a client's face. Materials required, steps and procedure. Maintenance of razor.
- Wash a client's hair. Steps and procedure in bed, in the bath and at the sink; materials required
- Give a client a backrub. Techniques and products to use

## 3. Provide elimination care.

- Apply methods that promote elimination. Hydration, diet, comfort
- Use the materials necessary for providing elimination care. Toilet, bedpan, urinal
- Show concern for protecting the client's privacy. Cover the client, close doors and curtains
- Put protective underwear on the client. Technique, types of protection, psychological consequences on the client, frequency of change

<ul style="list-style-type: none"> <li>• Put on a condom catheter.</li> </ul>	<p>Types of catheters, reasons for their use, technique for putting on a catheter, frequency of change, attachment of a urine collection bag, emptying and maintenance of a urine collection bag</p>
<p>4. Provide comfort care.</p> <ul style="list-style-type: none"> <li>• Recognize the factors that may cause a bedsore.</li> <li>• Prevent bedsores.</li> <li>• Position the client.</li> <li>• Make up a bed.</li> <li>• Show concern for the client's comfort.</li> <li>• Use the materials necessary to provide comfort care.</li> </ul>	<p>Presence of skin folds, lack of mobility, poorly adjusted clothing, malnutrition</p> <p>Positioning, rubbing, massage, bed linens, alternating pressure mattress</p> <p>Lateral decubitus, dorsal decubitus or Fowler positions; position in bed, in a chair</p> <p>Occupied bed, with or without a drawsheet, absorbent pad, materials required, steps and procedure</p> <p>Verification of the client's comfort and well-being, body alignment, observation of verbal and nonverbal language, application of moisturizing cream</p> <p>Cushion, blanket, pillow</p>
<p>5. Provide dressing care.</p> <ul style="list-style-type: none"> <li>• Show concern for the client's comfort and preferences.</li> <li>• Help clients dress and undress.</li> <li>• Put antiembolic support stockings on the client.</li> </ul>	<p>Choice of clothing based on past habits and mobility. Adapted clothing.</p> <p>Bedridden client, client with a hemiplegia, cast, orthosis or prosthesis, or who is visually impaired</p> <p>Procedure and maintenance</p>
<p>6. Help a client with eating and drinking.</p> <ul style="list-style-type: none"> <li>• Use means of promoting an environment suitable for eating.</li> <li>• Position the client.</li> <li>• Use the materials necessary for eating.</li> <li>• Provide the necessary help.</li> </ul>	<p>Calm, clean area; preparation and display of foods; respect for the client's preferences</p> <p>Concern for client's comfort in bed, in a chair, in the dining room</p> <p>Adapted materials</p> <p>Partial or complete help, concern for maintaining eye contact with the client, positioning</p>

- Promote hydration. Frequent reminders, a sufficient quantity of a variety of liquids, consideration of the client's condition and ambient temperature  
  
*For the competency as a whole:*
- Apply the work process. Become familiar with the required information. Establish contact with the client. Choose a work method. Plan their intervention. Provide the care or services requested. Assess how they provide care or services. Ensure follow-up to the intervention.
- Provide information and explanations to the client and his or her family and friends. Ways of proceeding when providing care, prevention of accident risks, principles for moving clients safely
- Consider the presence of caregivers when providing basic care. Assistance when providing care, accompaniment, support
- Adjust the care provided according to the different types of clients. Newborn, child, adolescent, adults and elderly persons. Level of assistance required according to the client's potential and disabilities.
- Recognize the risks and sources of danger associated with the work situation. Risk: static or constraining posture, repetitive movements. Sources of danger: clients, care provider, environment, equipment, time, task, organization of physical environment.



Competency 10      Duration 30      hours      Credits 2

## ***Behavioural Competency***

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### **Statement of the Competency**

Administer first aid.

### **Achievement Context**

- Alone or in collaboration with professionals and nonprofessionals
- With persons of all ages
- Referring to the laws, codes, charters and regulations in effect
- Using available equipment and materials

### **Elements of the Competency**

1. Apply techniques for maintaining and restoring vital functions.
2. Intervene in cases of hemorrhage or state of shock.
3. Intervene in cases of musculoskeletal injury.
4. Intervene in cases of eye injury.

### **Performance Criteria**

- Accurate evaluation of vital functions
- Appropriate choice of technique for clearing obstructed airways, artificial respiration or cardiac massage
- Quick execution in conformity with techniques
- Accurate identification of types of hemorrhage
- Precise identification of a state of shock
- Quick, appropriate use of pressure, elevation and rest
- Correct use of measures aimed at preventing contamination by blood
- Precise identification of manifestations of musculoskeletal injury
- Correct use of means of stabilizing and immobilizing an injured limb
- Proper positioning during spinal trauma
- Precise identification of types of injury
- Quick, proper eye irrigation
- Appropriate choice of means of preventing the injury from being aggravated when a foreign body has penetrated the eye

5. Intervene in cases of various wounds.
- Precise identification of types of wounds
  - Proper positioning of person according to the type and location of wound
  - Correct use of means of preserving a severed body part
  - Rapid, correct intervention in the case of a thoracic wound
  - Appropriate choice of means of preventing contamination and hypothermia in the case of an open abdominal wound
6. Intervene in cases of problems related to heat or cold.
- Precise identification of manifestations of various problems related to heat or cold
  - Rapid, correct intervention in cases of hypothermia, heat exhaustion and heat stroke
  - Correct use of means of alleviating pain and preventing infection and contamination in the case of burns
7. Intervene in cases of poisoning.
- Precise identification of manifestations related to different types of poisoning
  - Appropriate choice of measures to take for different types of poisoning
8. Intervene in cases of allergic reaction.
- Precise identification of manifestations of allergic reaction
  - Correct application of first-aid techniques during an allergic reaction
  - Accurate assessment of the limits of the occupation with respect to the use of adrenaline
9. Intervene in cases of other medical problems.
- Accurate identification of manifestations related to various medical problems
  - Rapid, correct intervention for thoracic pain
  - Use of appropriate means of preventing injury during convulsions
  - Rapid, correct intervention for hypoglycemia

*For the competency as a whole:*

- Thorough compliance with the general emergency plan
- Demonstration of a calm attitude and self-control
- Effective communication for reassuring the victim and those close to him/her
- Observance of the limits of the occupation
- Compliance with the health facility's intervention protocols
- Clear, precise transmission of information to the person in charge

### Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

#### 1. Apply techniques for maintaining and restoring vital functions.

- Distinguish the steps of the general emergency plan. First-aid principles, presence of one or more victims
- Identify dangerous situations. Legal aspects, type of risk for the victim and first aider, protective measures
- Communicate with prehospital emergency services. Ambulance technicians, first responders, police officers, firefighters, type of information to transmit
- Assess the state of consciousness, breathing, pulse and visible signs of circulation. Opening of airways, taking of carotid pulse, and recognition of visible signs of circulation
- Locate anatomical structures. Identification of respiratory tracts, lungs and heart
- Participate in identifying situations involving risk and in raising awareness of preventive measures. Identification of potential dangers in everyday life, in the workplace; medical causes (myocardial infarction, angina, cerebrovascular accident) or trauma; risk factors for cardiovascular disease and cerebrovascular disease
- Take into account specific instructions applicable to infants, children and adults when clearing airway obstructions, giving artificial respiration, using an automated external defibrillator and performing cardiopulmonary resuscitation. Conscious or unconscious victim; taking of brachial or carotid pulse; compression rate; compression/breath rate; recovery position; conditions indicating that the procedure can be stopped; use of automated external defibrillator

#### 2. Intervene in cases of hemorrhage or state of shock.

- Observe the signs of internal and external hemorrhage. Venous or arterial bleeding, abdominal rigidity
- Observe the signs of state of shock. Signs associated with different body systems
- Participate in identifying situations involving risk and in implementing preventive measures. Medical or traumatic causes, identification of potential dangers in everyday life and in the workplace
- Use the available materials. Specialized materials, adaptation of common materials

#### 3. Intervene in cases of musculoskeletal injury.

- Locate anatomical structures. Muscles, joints, ligaments, spinal column

<ul style="list-style-type: none"> <li>Observe the manifestations of different types of injuries.</li> </ul>	Open or closed fracture, sprain, spinal fracture, cranial fracture
<ul style="list-style-type: none"> <li>Participate in identifying situations involving risk and in implementing preventive measures.</li> </ul>	Medical or traumatic causes, identification of potential dangers in everyday life and in the workplace
<ul style="list-style-type: none"> <li>Use the materials available for stabilizing or immobilizing the victim.</li> </ul>	Spine board, stabilization using the hands, splint, sling
4. Intervene in cases of eye injury.	
<ul style="list-style-type: none"> <li>Participate in identifying situations involving risk and in implementing preventive measures.</li> </ul>	Foreign body, chemical burns or radiation
<ul style="list-style-type: none"> <li>Use a variety of techniques.</li> </ul>	Eye irrigation, wet bandage, immobilization of the head
5. Intervene in cases of various wounds.	
<ul style="list-style-type: none"> <li>Observe different types of wounds.</li> </ul>	Wounds with or without foreign bodies, on various parts of the body, open abdominal wound, amputation
<ul style="list-style-type: none"> <li>Participate in identifying situations involving risk and in implementing preventive measures.</li> </ul>	Medical or traumatic causes
<ul style="list-style-type: none"> <li>Use a variety of techniques.</li> </ul>	Compression bandage, waterproof dressing, triangular bandage
6. Intervene in cases of problems related to heat or cold.	
<ul style="list-style-type: none"> <li>Observe different types of burns and frostbite.</li> </ul>	According to the extent and depth of the burn or frostbite, the causal agent, and the areas affected
<ul style="list-style-type: none"> <li>Observe the manifestations of hypothermia and hyperthermia.</li> </ul>	Local and systemic manifestations
<ul style="list-style-type: none"> <li>Participate in identifying situations involving risk and in implementing preventive measures.</li> </ul>	Traumatic causes, prolonged exposure to cold or intense heat
<ul style="list-style-type: none"> <li>Use a variety of techniques.</li> </ul>	Modification of the environment, hydration, gradual warming, dry or wet bandages
7. Intervene in cases of poisoning.	
<ul style="list-style-type: none"> <li>Identify the types of poisoning.</li> </ul>	Absorption through the skin contact, ingestion and inhalation
<ul style="list-style-type: none"> <li>Participate in identifying situations involving risk and in implementing preventive measures.</li> </ul>	Spoiled foods, toxic gases, chemical products
<ul style="list-style-type: none"> <li>Observe the manifestations of poisoning</li> </ul>	Local or systemic manifestations

- Take the necessary precautions based on the potential risks. Knowledge of the Workplace Hazardous Materials Information System (WHMIS)
8. Intervene in cases of allergic reaction.
- Observe the manifestations of a local or systemic allergic reaction and of anaphylactic shock. Definition of terms: local or systemic allergic reaction, anaphylactic shock
  - Participate in identifying situations involving risk and in implementing preventive measures. Reading of labels, protective clothing
  - Use a variety of techniques. Adrenaline auto-injector, positioning, administration and regulation
9. Intervene in cases of other medical problems.
- Observe the manifestations of various medical problems. Myocardial infarction, angina, cerebrovascular accident, convulsions, hypoglycemia
  - Use a variety of techniques according to the problems identified. Positioning, assistance in administering nitroglycerin



Competency 11      Duration 15      hours      Credit 1

## ***Behavioural Competency***

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### **Statement of the Competency**

Provide assistance to clients in palliative care.

### **Achievement Context**

- In situations representative of living environments, care units and home settings
- Based on the care plan
- In collaboration with the team

### **Elements of the Competency**

1. Make connections between their perception of death and the palliative care approach.
2. Establish a relationship of trust with a client at the end of life and with his or her loved ones.
3. Consider the needs of the client at the end of life and of his or her loved ones.
4. Consider means of meeting the needs of a client at the end of life and of his or her loved ones.
5. Examine their attitudes regarding the palliative care approach.

### **Performance Criteria**

- Careful examination of their perception of death
- Accurate identification of principles underlying the palliative care approach
- Accurate comparison of their perception of death and the palliative care approach
- Adoption of attitudes that promote an atmosphere of trust
- Demonstration of empathy and compassion
- Accurate identification of changes to different systems in the terminal phase
- Accurate identification of manifestations of agony
- Accurate identification of stages of grief
- Careful observation of the reactions of the client and his or her loved ones
- Appropriate response to the need for information on the part of the client and his or her loved ones
- Appropriate use of means of alleviating various physical discomfort
- Appropriate use of means of alleviating moral suffering
- Consideration of the collaboration of caregivers
- Realistic determination of their strengths and weaknesses
- Accurate determination of means of improving their attitudes
- Accurate identification of their role

*For the competency as a whole:*

- Consideration of the client as a whole
- Respect for the client's values
- Respect for the client's dignity and privacy
- Recognition of their personal and professional limits
- Compliance with care plan in conjunction with members of the team

### **Suggestions for Competency-Related Knowledge and Know-How**

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Make connections between their perception of death and the palliative care approach.
  - Understand how they feel about death. Perception of death: past experiences, values, fears, expectations, beliefs, meaning of life and death
  - Recognize the principles underlying the palliative care approach. Support of life, view of death as a normal process, alleviation of pain and other physical symptoms, integration of psychological and spiritual aspects, active participation of client at the end of life, intrinsic value of the client
2. Establish a relationship of trust with a client at the end of life and with his or her loved ones.
  - Adopt attitudes that promote an atmosphere of trust. Respect of silence, availability, frequent visits, concern for details, concern for what loved ones are experiencing
  - Demonstrate empathy and compassion. Respect for the client's life story and social and family role
3. Consider the needs of the client at the end of life and of his or her loved ones.
  - Observe changes to the different systems. Dyspnea, cough, vomiting, dry mouth, constipation, anorexia, signs of pain, dysphagia
  - Observe the signs of agony. Difficult and loud breathing, agitation; drowsiness, extensive secretions, hyperthermia
  - Observe the reactions of the client and of his or her loved ones. Stages of grief and reactions associated with each stage; announcement of diagnosis; perception of the meaning of death by the client and his or her loved ones; disruptions in family and social functioning; two-fold position of loved ones: obtaining and offering support

## 4. Consider means of meeting the needs of a client at the end of life and of his or her loved ones.

- Consider ways of collaborating with caregivers. Participation of caregivers, physical and emotional limitations of persons
- Use means of responding to different needs. Oral care, body position, eating, skin care
- Use means of alleviating moral suffering. Influencing factors, presence, alternative medicine, spiritual support, respect for the client's wishes, support of hope
- Consider the needs of the client and his or her loved ones. Response to questions; available support resources; consideration of choices and individual, family and cultural values; mortuary rites

## 5. Examine their attitudes regarding the palliative care approach.

- Determine their strengths and weaknesses. Ability to manage their fears, demonstrate empathy and compassion, maintain an appropriate emotional distance, accept their limits
- Explore means of accompanying clients at the end of life. Understanding of the role of accompaniment: openness to comments, discussion with peers



Competency 12      Duration 15      hours      Credit 1

## ***Situational Competency***

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### **Statement of the Competency**

Use job search techniques.

### **Elements of the Competency**

- Consult sources of information.
- Plan a job search.
- Prepare the documents required for a job search.

### **Learning Context**

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#### **Information Phase**

- Learning about the steps involved in looking for a job.
- Becoming familiar with the sources of information available when looking for a job.
- Becoming familiar with the elements to be included in a résumé and a cover letter.
- Identifying the work environments that correspond to their fields of interest.

#### **Participation Phase**

- Planning their job-search strategy.
- Writing a résumé and a cover letter.
- Carrying out the steps involved in their job search plan.
- Participating in role-plays of interviews with a prospective employer.
- Keeping a journal of the steps carried out as part of their job search plan.

#### **Synthesis Phase**

- Analyzing the effectiveness of their job search plan.
- Presenting the results of their evaluation as well as an assessment of their work and the steps carried out.

### **Instructional Guideline**

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- Make available to students all relevant documentation.
- Facilitate and guide group discussions.
- Encourage students to participate and express themselves.
- Organize role-playing activities and provide the students with support.
- Encourage students to be serious and to show respect for others during presentations and evaluations.
- Encourage self-criticism.

## Participation Criteria

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### Information Phase

- Consult the sources of information made available to them.
- Participate in group discussions.

### Participation Phase

- Prepare their résumé and cover letter.
- Participate in activities.
- In their journal, record information on the various steps involved in their job search plan and describe the steps carried out.

### Synthesis Phase

- Produce a report on their experience.

## Suggestions for Competency-Related Knowledge and Know-How

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each phase of the learning context, along with their attendant guidelines.

### Information Phase

- |   |   |
|---|---|
| • Carry out research on different facilities.               | Size, services offered, orientations, organization.<br>Sources of information. Internet research.<br>Reference documents.                     |
| • Analyze job offers.                                       | Requirements regarding training and experience.<br>Comparison with their career goals.  |
| • Recognize the characteristics of a résumé.                | Definition of a résumé and its advantages. Types of résumés and their components.   |
| • Recognize the purpose of a letter of application.         | Interest in job. Presentation of the résumé.<br>Availability for an interview.  |
| • Recognize the characteristics of a letter of application. | Emphasis on attitudes, qualities and behaviours sought by employers. Qualities of a well-written letter of application. Information provided. |

### Participation Phase

- |   |   |
|---|---|
| • Understand the importance of preparing for an interview.  | Presentation, appropriate responses, questions.<br>Information to be gathered, employers' expectations.<br>Behaviour and attire. Attitudes. |
| • Distinguish between the different types of interviews.    | Individual, committee, with hypothetical situations, in the presence of other candidates  |
| • Show concern for the impression made on future employers. | Appearance, language, punctuality   |

Competency 13      Duration 105 hours      Credits 7

***Behavioural Competency***

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**Statement of the Competency**

Provide basic care related to activities of daily living (ADL).

**Achievement Context**

- In different living environments and home care settings
- Following instructions
- Based on the care plan
- Using available materials and equipment

**Elements of the Competency****Performance Criteria**

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1. Plan the work.

- Correct interpretation of the care plan
- Relevant clarification of tasks to perform
- Thorough, relevant note-taking

2. Provide basic care.

- Compliance with the care plan and instructions
- Appropriate preparation and use of materials and equipment
- Respect for the client's preferences and lifestyle
- Consideration of the level of assistance required by the client and his or her general condition
- Respect for the client's pace
- Observance of principles for moving clients safely
- Proper application of basic care procedures
- Regular verification of client's well-being
- Respect for the client's privacy
- Observance of hygiene and asepsis rules

3. Observe clients, their environment and their lifestyle habits.

- Discreet demonstration of vigilance
- Relevant, accurate observations made
- Precise, objective reporting of observations made to the persons concerned at the right time

4. Maintain and tidy up the materials, equipment and work areas used.

- Observance of hygiene and asepsis rules
- Storage respecting the client's habits and safety

*For the competency as a whole:*

- Consideration of the client as a whole
- Adoption of attitudes and behaviours consistent with the facility's professional values and documents related to ethics
- Demonstration of an attitude receptive to comments
- Observance of personal and professional limits
- Compliance with the facility's laws, regulations and standards
- Observance of occupational health and safety rules
- Establishment of a helping relationship with the client
- Demonstration of autonomy when performing tasks
- Objective and constructive self-criticism

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

#### 1. Plan the work.

- Recognize how the work is organized in the home and in the living environments. Workplace visit, composition of teams, procedures and instructions
- Recognize the steps involved in preparing for the tasks to perform. Consultation of client files, work schedule, clients assigned, confirmation of appointments and preparation of materials, if applicable
- Recognize the work process. Familiarization with care plan, planning of tasks to perform, provision of services requested. Assessment of how they provide care. Follow-up to the intervention.

#### 2. Provide basic care.

- Establish contact with the client. Introduction, participation in services, interest in getting to know the client
- Adapt their intervention to various clienteles and situations. Consideration of the client as a whole, such as his or her physical and emotional condition, the context, his or her lifestyle and rituals. Materials available, workspace. Reasonable working speed.

#### 3. Observe clients, their environment and their lifestyle habits.

- Note their observations. Physical, psychological, family, social and environmental aspects as well as lifestyle

- Demonstrate discretion and respect in their observations.

Discreet observation, knowing when to remove themselves from the situation

- Transmit their observations.

Review of previously seen knowledge. Purpose of a logbook: messages between colleagues to ensure continuity of services, information for the family. Update of client file when required.

4. Maintain and tidy up the materials, equipment and work areas used.

- Apply knowledge regarding the previously seen competencies.

*For the competency as a whole:*

- Comply with laws, rules and protocol.

Application of previously seen knowledge

- Adapt to various situations.

When planning and performing tasks



Competency 14      Duration 75      hours      Credits 5

***Behavioural Competency***

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**Statement of the Competency**

Work with clients using occupational therapy activities.

**Achievement Context**

- Based on instructions and information regarding the client
- Using required materials and equipment
- With various types of clientele

**Elements of the Competency****Performance Criteria**

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1. Plan the work.

- Correct interpretation of instructions and information
- Relevant clarification of activities to perform
- Thorough, relevant note-taking

2. Choose the occupational therapy activities to perform.

- Obtention of the client's agreement and collaboration
- Relevant choice considering the client's needs, abilities and interests

3. Organize occupational therapy activities.

- Optimal participation of client
- Effective use of means allowing an occupational therapy activity to be carried out

4. Participate with clients in occupational therapy activities.

- Constant concern for maintaining the client's abilities
- Respect for the client's pace and limitations
- Effective adaptation to unforeseen circumstances
- Observance of principles for moving clients safely
- Observance of rules of hygiene and occupational health and safety
- Regular verification of the client's well-being
- Discreet demonstration of vigilance
- Use of an approach adapted to the client and context
- Effective time management
- Precise, relevant and objective reporting of the intervention and observations made to the persons concerned at the right time

5. Evaluate the result of the activities carried out with the clients involved.
- Consideration of the client's satisfaction
  - Realistic determination of elements considered to be satisfactory and unsatisfactory
  - Determination of means relevant to improving their performance
  - Appropriate participation in discussions

*For the competency as a whole:*

- Consideration of the client as a whole
- Adoption of attitudes and behaviours consistent with the philosophy and professional values
- Demonstration of an attitude receptive to comments
- Observance of personal and professional limits
- Compliance with instructions and information received
- Compliance with the facility's laws, regulations and standards

### **Suggestions for Competency-Related Knowledge and Know-How**

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Plan the work.

- Recognize the type of information to gather. Client: needs identified, type of request, physical abilities, interests, lifestyle habits. Facility: policies and directives, margin of flexibility with clients.

2. Choose the occupational therapy activities to perform.

- Identify occupational therapy activities that are suited to the client's abilities. Memory games, stimulation activities, recreational outings
- Consider the elements required for selecting an occupational therapy activity. Client's interest, resources in the environment, the facility's policies, duration of the visit, available budget

3. Organize occupational therapy activities.

- Plan an activity to carry out. Prior reservation, transportation used, required materials

4. Participate with clients in occupational therapy activities.

- Apply knowledge regarding the previously seen competencies. Competencies pertaining to helping relationships and mental health approaches
- Show concern for transmitting their observations in an appropriate manner. Rigorous preparation, choice of persons with whom to share information, opportune moment

5. Evaluate the result of the activities carried out with the clients involved.

- Apply knowledge regarding the previously seen competencies *Establish a helping relationship* and *Interact as part of a team*.





7. Detect signs of a problematic situation.
- Demonstration of vigilance in terms of the client's behaviours, social entourage, environment and lifestyle
  - Relevance of signs observed
8. Intervene in problematic situations.
- Consideration of information in the care plan
  - Accurate recognition of the responsibilities and limits of their occupation
  - Consideration of the legal framework applicable to the situation
  - Appropriate choice of when to intervene with a client
  - Appropriate, safe adaptation of basic care to the context
  - Urgency of reporting any situation likely to place a client in danger
  - Recognition of existing resources
  - Appropriate collaboration with the interdisciplinary team
- For the competency as a whole:*
- Consideration of the client as a whole
  - Careful examination of prejudices toward clients
  - Adoption of attitudes and behaviours respecting clients' values, lifestyles and choices

### Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Consider the client's family and social context.
- Distinguish the main types of families. Traditional, single-parent, blended, extended
  - Recognize how a family functions and how this impacts family relations. Roles and functioning of members, rules of functioning, type of communication
  - Recognize how a client and caregiver function together. Roles and responsibilities of the caregiver, impact on the client, effects on the life of each, helpful and harmful behaviours
  - Recognize the consequences of certain events likely to disrupt family relations. Illness, taking over responsibility for a sick or aging parent and consequences on family relations
  - Recognize the consequences of certain problems on family relations. Family violence, sexual abuse, weak parenting skills, and consequences on family relations
  - Consider the impact of the social environment on the client or family. Economic, cultural and relational aspects

2. Consider difficulties pertaining to social integration.
  - Consider the environmental factors related to social integration problems. Marginality, social prejudices
  - Recognize the consequences on clients of social integration problems. Loss of self-esteem, isolation
3. Consider the specific characteristics of a multicultural clientele.
  - Recognize the specific characteristics of a multicultural clientele. Family relations, religion, habits, beliefs, customs, linguistic barriers, knowledge and use of resources
4. Consider the consequences of violence or abuse on clients.
  - Consider the different types of abuse that clients may experience. Financial, physical or psychological abuse and negligence
  - Consider the factors related to the development of violence or abuse. Low self-esteem, situation of dependence, family dynamics, financial situation
5. Consider the consequences of alcoholism and drug abuse on clients.
  - Consider the different types of drug abuse that clients may experience. Overconsumption of medication, mixing of alcohol and medication; specific characteristic of elderly clients
  - Consider the factors related to the development of alcoholism and drug abuse. Background and lifestyle, grief, isolation
6. Consider the consequences of poverty on clients.
  - Recognize the factors likely to disrupt a client's economic situation. Physical and mental health condition; cultural and social contexts that could worsen the situation
  - Recognize the aspects of life likely to be disrupted by a client's economic situation. Diet, social life, housing
7. Detect signs of a problematic situation.
  - Demonstrate vigilance in their observations. Observations: client's behaviour with others around him or her, change in lifestyle habits, relationship between the caregiver and client
8. Intervene in problematic situations.
  - Recognize government responsibilities in matters related to family and social services. Federal and provincial responsibilities, family and social policies, assistance programs and services
  - Recognize the effects of the problematic situation on the care and services to provide. Client's condition, aggressiveness or apathy, refusal of service or limited cooperation, control of information or withdrawal of client
  - Recognize existing resources in matters of family and social problems. Natural, community, public and private networks

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Determine ways of intervening in order to facilitate the intervention.</li> </ul>  | <p>Adaptation of care and services to the care plan: approach strategies, information on resources in the environment</p>   |
| <ul style="list-style-type: none"> <li>• Recognize the specific characteristics of intervention in the family sector.</li> </ul>  | <p>Basic care and services: support for parents in their parenting role, observation and monitoring of the environment, respite, babysitting</p>  |
| <ul style="list-style-type: none"> <li>• Consider the responsibilities and limits of their occupation, given the legal framework of the family and social problem.</li> </ul> | <p>Obligation to report abuses, professional responsibilities</p>   |
| <ul style="list-style-type: none"> <li>• Write notes on their observations.</li> </ul>  | <p>Type of information, writing rules, characteristics of a quality note: relevance, objectivity, accuracy, conciseness, use of appropriate terminology</p>   |
| <ul style="list-style-type: none"> <li>• Apply a problem-solving process.</li> </ul>  | <p style="text-align: center;"><i>For the competency as a whole:</i></p> <p>Become familiar with the problem. Observe the situation. Search for solutions. Decide how to adapt the care. Plan the intervention.</p> |

Competency 16      Duration 45      hours      Credits 3

***Behavioural Competency***

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**Statement of the Competency**

Perform everyday domestic activities for clients with disabilities.

**Achievement Context**

- For clients in different living environments and in a home care setting
- With a vulnerable or at-risk clientele
- Based on the care plan
- Using appropriate materials and equipment

**Elements of the Competency****Performance Criteria**

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1. Become familiar with the specifics of the intervention.
  
2. Identify the activities to prioritize in terms of making the environment safe.
  
3. Perform household cleaning tasks.
  
4. Prepare meals.

- Consideration of information in the care plan
- Consideration of the client's preferences
- Accurate recognition of the abilities and physical and intellectual limitations of clients during the intervention
  
- Discreet demonstration of vigilance
- Identification of all elements that may pose a danger to the health and safety of clients and those close to them
- Accurate recognition of situations that could pose a danger to the attendant
- Correct assessment of risks incurred
- Realistic, relevant interventions
  
- Correct, safe performance of household cleaning tasks
- Safe use of products
- Proper use, maintenance and tidying up of materials, equipment and work areas
  
- Consideration of the client's health problem
- Application of healthy eating principles
- Observance of the client's preferences and eating habits
- Appropriate use of available foods
- Proper preparation of foods
- Acceptable working speed
- Attractive presentation of meals
- Proper use, maintenance and tidying up of materials, equipment and work areas

5. Provide information and make suggestions likely to improve the client's situation in terms of safety, diet and household cleaning.
- Appropriate consultation of members of the interdisciplinary team
  - Information adapted to the client
  - Formulation of relevant, realistic suggestions
  - Observance of the limits of the occupation

*For the competency as a whole:*

- Respect for the care plan and client as a whole
- Establishment of a helping relationship with the client
- Observance of hygiene rules
- Constant concern for the health and safety of the attendant and client
- Adoption of a professional attitude
- Application of an effective work process
- Maintenance and development of the client's abilities
- Compliance with laws, instructions and protocols in effect

### Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

#### 1. Become familiar with the specifics of the intervention.

- Distinguish the types of clientele likely to receive services related to performing domestic activities. Client suffering from unstable mental states, mental health problems, intellectual impairments; client at the end of life, at risk for abuse or violence, or with health problems related to diet
- Consider the objectives of the care plan. Observation and monitoring of the living environment, assistance in the concrete organization and functioning of the living environment

#### 2. Identify the activities to prioritize in terms of making the environment safe.

- Review the importance of protocol in matters related to safety. Application of previously seen competencies
- Analyze situations that could compromise the safety of the client and attendant. Risks of falling, contamination, unsanitary premises, equipment in poor condition, presence of animals
- Determine solutions for preventing accidents. Different ways of organizing the living environment, purchase of equipment, service contract with the client

## 3. Help with household cleaning tasks.

- Apply cleaning methods. Cleaning of bathrooms, laundry, washing of floors, dusting. Materials required. Concepts of efficiency and safety.
- Use cleaning products. Choice of products, reading of labels, contraindications, ecological concerns
- Use materials that make tasks easier to perform. Gardening cushion, stool, knee pads

## 4. Prepare meals.

- Recognize the essential guidelines to healthy eating. *Canada's Food Guide*
- Recognize the consequences of nutritional deficiency on clients. Physiological and psychological consequences, weight loss, anemia, slow wound healing, apathy
- Recognize the risk factors most often responsible for malnutrition in elderly clients. Social isolation, insufficient income, lack of appetite
- Use means of stimulating appetite. Texture and colour of foods, presentation
- Associate allowed and prohibited foods with the types of diets most often followed. Diet low in sugar, salt and fat; foods allowed, foods prohibited
- Recognize the most frequent causes of food poisoning. Spoiled foods, inadequate preservation
- Make a grocery list. Eating habits, available budget, specific diet

## 5. Provide information and make suggestions likely to improve the client's situation in terms of safety, diet and household cleaning.

- Recognize the limits of their intervention in matters related to safety of the environment, diet and household cleaning. The facility's policies, reference to professionals of the interdisciplinary team
- Explain to clients concepts related to safety, diet and household cleaning. Information adapted to client in terms of steps and methods
- Make suggestions. Community resources available, advice adapted to the client

*For the competency as a whole:*

- Apply the work process. Become familiar with the care plan. Plan the interventions. Provide the requested services. Assess how they provide the services. Ensure follow-up to the intervention.

- Review the importance of occupational health and safety. Application of knowledge regarding the previously seen competency *Determine their suitability for the occupations and the training process.*

Competency 17      Duration 60      hours      Credits 4

## ***Behavioural Competency***

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### **Statement of the Competency**

Consider the facility's rules and procedures for administering medications and basic invasive care.

### **Achievement Context**

- Within the legal framework of the *Act to amend the Professional Code and other legislative provisions as regards the health sector*
- For invasive care involved in assistance with activities of daily living
- Based on the care plan as well as the facility's rules and procedures
- Using the necessary equipment and materials

### **Elements of the Competency**

1. Become familiar with the request.
2. Determine the limits of their intervention.
3. Follow the facility's procedures for administering medications.
4. Follow the facility's procedures for providing basic invasive care.

### **Performance Criteria**

- All necessary information gathered
- Accurate interpretation of instructions
- Accurate clarification of the care to provide with the person in charge
- Accurate distinction of activities requiring training by the facility because of their reserved status (Bill 90)
- Recognition of situations involving risk
- Determination of situations requiring a professional's assistance
- Concern for the client as a whole
- Compliance with the facility's rules and procedures for distributing or administering medication
- Accurate recognition of the precautions to take for each route of administration
- Compliance with all instructions written on the medication
- Complete compliance with the procedure for administering insulin
- Concern for the client as a whole
- Accurate identification of the precautions to take according to the type of care
- Compliance with the instructions of the person designated by the facility
- Complete compliance with the procedure for the care to provide

5. Put away medications and materials used.
- Correct, safe storage of medications
  - Rigorous maintenance of materials used
  - Safe arrangement of materials
  - Compliance with all procedures for cleaning materials
  - Proper storage of materials
6. Transmit information to the persons concerned.
- Precise, thorough recording of information on the appropriate sheet or document
  - Immediate transmission of information, if necessary

*For the competency as a whole:*

- Consideration of the occupational limits imposed by law
- Accurate identification of situations requiring a professional's assistance
- Compliance with the care plan
- Observance of rules of safety, hygiene and asepsis
- Critical assessment of their training needs

### **Suggestions for Competency-Related Knowledge and Know-How**

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Become familiar with the request.

- Learn about the care to provide.

The facility's rules and procedures regarding the administration of medications and basic invasive care. Resources available: meeting with the professional in charge, care plan, instruction sheet specifying the task and details of the intervention, basic care procedure binder or other reference materials.

- Read the instruction sheet.

Type of information in the instruction sheet regarding medications and basic invasive care

2. Assess the limits of their intervention.

- Consider the legal framework of the *Act to amend the Professional Code and other legislative provisions as regards the health sector*.

Impacts of deprofessionalizing the administration of medications and basic invasive care. The facility's responsibilities in terms of the training and supervision of nonprofessional personnel. Consequences of not complying with the legal framework in terms of dangers for clients and lawsuits. Invasive care clients: clients whose health condition is stable and who cannot give themselves the care they need due to a loss of autonomy.

<ul style="list-style-type: none"> <li>• Consider the local conditions for applying the legislative framework.</li> </ul>	<p>Activities authorized by the facility, conditions for supervision, specific features of the documentation</p>
<ul style="list-style-type: none"> <li>• Recognize their responsibilities, rights and obligations.</li> </ul>	<p>Distinction between an informal caregiver, nonprofessional and professional personnel; meaning and type of nonregulated and regulated activities; precision regarding the context of intervention; responsibilities of the facility, the professional in charge as well as the attendant; civil liability of the attendant. Integrity and honesty regarding their training and supervision needs, right to refuse to provide care if the request does not comply with the legal framework.</p>
<ul style="list-style-type: none"> <li>• Recognize situations involving risk that may lead them to overstep their responsibilities.</li> </ul>	<p>Heavy workload; noncompliant request from the employer; pressure from the facility, a member of the work team, clients or loved ones</p>
<ul style="list-style-type: none"> <li>• Recognize situations requiring the assistance of a professional before and during the administration of care.</li> </ul>	<p>Modification of the client's health condition, irregular situation, insufficient experience and training</p>
<p>3. Follow the facility's procedures for administering medications.</p>	
<ul style="list-style-type: none"> <li>• Recognize the permitted routes of administration.</li> </ul>	<p>Oral, topical, transdermal, ophthalmic, otic route; by inhalation; rectal and subcutaneous route for insulin only</p>
<ul style="list-style-type: none"> <li>• Recognize the different forms of medication.</li> </ul>	<p>Cream, ointment, spray, skin patch, tablet</p>
<ul style="list-style-type: none"> <li>• Apply the procedure for administration by oral, topical, transdermal, ophthalmic, auricular and rectal route, as well as by inhalation.</li> </ul>	<p>Procedures and precautions to take. Means of reacting to potential problems, such as an unstuck skin patch or contaminated eye drops.</p>
<ul style="list-style-type: none"> <li>• Take a capillary blood glucose using a blood glucose monitor.</li> </ul>	<p>Review of previously seen concepts on hypoglycemia and hyperglycemia in the competency on physical illnesses and disabilities. Procedures for using a pricking pen and a blood glucose monitor, procedure for calibrating a new box of test strips, comparison of readings, recording of result in the appropriate place.</p>
<ul style="list-style-type: none"> <li>• Administer insulin by subcutaneous route.</li> </ul>	<p>Procedure for administering insulin with an insulin syringe: materials to use, instructions and record sheet, rotation of sites, injection angle, choice of injection site, contraindications. Potential problems, such as a nonconforming needle.</p>

## 4. Follow the facility's procedures for providing basic invasive care.

- Apply procedures related to breathing. Review of previously seen concepts on anatomical structures in the competency on physical illnesses and disabilities. Procedure for care of tracheostomized clients: suctioning of secretions, cleaning of the inner canula, change of dressing and ties. Signs indicating the need for suctioning. Observation of the skin's condition. Potential problems such as resistance to suctioning, difficulties breathing, constant cough.
- Apply procedures related to feeding. Review of previously seen concepts on observation and care of the mouth, nose and skin in the competency on care procedures. The most common gavage procedures and use of materials according to the type of gavage: intermittent, continuous, bolus, gravity, pump or syringe. Potential problems, such as breathing difficulties, tube obstruction, vomiting.
- Apply procedures related to intestinal elimination. Review of previously seen concepts on anatomical structures in the competency on physical illnesses and disabilities. Care procedures: stimulation of the anal reflex, rectal curage, administration of a Fleet enema. Potential problems such as headaches, rapid breathing, diaphoresis, pallor. Procedure for changing a collecting apparatus for an intestinal stoma and potential problems.
- Apply procedures related to urinary elimination. Review of previously seen concepts on anatomical structures in the competency on physical illnesses and disabilities. Procedure: bladder catheterization for men and for women, intermittent catheterism, observation of urine. Potential problems such as an erection, pain, resistance, failure.

## 5. Put away medications and materials used.

- Put away medications in a safe and appropriate place. Designated area, concern for children and clients with cognitive deficits, according to the safe storage conditions required
- Maintain, conserve and store materials. Procedures according to the type of materials used

## 6. Transmit information to the persons concerned.

- Write comments regarding exceptions to reserved activities on an instruction sheet.

Rules of writing

- Ensure information is transmitted.

Observations and elements to report

*For the competency as a whole:*

- Recognize the client's rights.

Right to information, right to refuse care



Competency 18      Duration 120 hours      Credits 8

## ***Behavioural Competency***

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### **Statement of the Competency**

Provide basic care and assistance in a home care setting.

### **Achievement Context**

- In different living environments and home care settings
- Based on the care plan and instructions
- Using available materials and equipment

### **Elements of the Competency**

1. Become familiar with the information in the care plan.

### **Performance Criteria**

- Appropriate use of information sources
- Relevance of information gathered on the client's health condition and the services offered
- Clarification of tasks to perform
- Thorough, relevant note-taking

2. Plan the tasks to perform.

- Consideration of information in the care plan and instructions regarding the work to be carried out
- Appropriate establishment of priorities according to the timetable
- Appropriate choice and preparation of materials, equipment and workspace required

3. Establish contact with the client.

- Reassuring introduction
- Attentive listening
- Marked interest in getting to know the client
- Use of techniques relevant to building a helping relationship

- |   |   |
|---|---|
| 4. Provide basic care related to everyday domestic activities.        | <ul style="list-style-type: none"><li>• Compliance with the care plan and instructions</li><li>• Appropriate use of materials and equipment</li><li>• Consideration of the level of assistance required by the client</li><li>• Consideration of the client's physical and emotional condition</li><li>• Respect for the client's privacy, preferences and lifestyle habits</li><li>• Appropriate choice of means of promoting or maintaining the client's autonomy</li><li>• Observance of principles for moving clients safely</li><li>• Observance of hygiene and asepsis rules</li><li>• Proper application of basic care and services</li><li>• Effective time management</li><li>• Adequate use of relational approaches that facilitate the provision of care and services</li></ul> |
| 5. Observe clients, their environment and their lifestyle habits.     | <ul style="list-style-type: none"><li>• Discreet demonstration of vigilance, attention and insight</li><li>• Relevant, accurate observations made</li><li>• Precise, objective reporting of observations made to the persons concerned at the right time</li></ul>  |
| 6. Maintain and tidy up the materials, equipment and work areas used. | <ul style="list-style-type: none"><li>• Observance of hygiene and asepsis rules</li><li>• Storage respecting the client's habits and safety</li></ul>   |
| 7. Share their observations during case discussions.                  | <ul style="list-style-type: none"><li>• Consideration of the objectives of the care plan</li><li>• Consideration of the client's health condition, lifestyle habits and resources</li><li>• Rigorous preparation of their presentation</li><li>• Clear, relevant information provided</li><li>• Relevance of questions and comments concerning the client</li><li>• Clear, respectful assertion of their point of view</li></ul>  |
| 8. Suggest modifications that could improve the client's situation.   | <ul style="list-style-type: none"><li>• Relevant proposals related to the client's needs</li><li>• Realistic proposals considering the client's abilities, preferences and lifestyle</li></ul>  |

*For the competency as a whole:*

- Consideration of the client as a whole
- Observance of rules of occupational health and safety rules and protocol
- Adoption of attitudes and behaviours consistent with the facility's professional values and documents related to ethics
- Consideration of the client's family and social context
- Adoption of attitudes that promote teamwork
- Demonstration of an attitude receptive to comments
- Observance of personal and professional limits
- Compliance with the facility's policies, instructions and modes of operation

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Become familiar with the information in the care plan.

- Prepare the tasks to perform. Confirmation of appointments and work schedule according to the clients assigned

2. Plan the tasks to perform.

- Consider the specific characteristics of the client, the services offered and the geographical area served. Client's health condition, visit to the day centre, medical treatment, meal preparation, pairing with a work colleague, travel, frequency of services
- Prioritize the tasks to perform. Time allotted and tasks planned, needs expressed by client

3. Establish contact with the client.

- Introduce themselves to the client. Purpose of the visit, role of the attendant
- Demonstrate interest in getting to know the client and his or her loved ones. Lifestyle habits, preferences, leisure activities, abilities

4. Provide basic care related to everyday domestic activities.

- Use means of promoting the maintenance or development of autonomy. Encouragement, stimulation
- Use relational approaches that facilitate the provision of care and services. Diversion, respect of routines and rituals

- Consider the presence of caregivers when providing basic care and services, if applicable. Assistance, accompaniment, support
5. Observe clients, their environment and their lifestyle habits.
    - Apply knowledge regarding the competency pertaining to activities of daily living.
  6. Maintain and tidy up the materials, equipment and work areas used.
    - Apply knowledge regarding previously seen competencies.
  7. Share their observations during case discussions.
    - Adjust their schedule according to the case discussion. Planning of time for consulting the care plan, meeting of persons concerned and preparation of their presentation
    - Prepare for the case discussion. Gathering of information in the notes on their observations and other information sources, development of the situation, sheet for preparing the presentation
    - Recognize the specific characteristics of a quality presentation. Structure, synthesis, precision, duration
  8. Suggest modifications that could improve the client's situation.
    - Analyze the observations made during client visits. Functional layout of space, proposal of activities allowing for abilities to be maintained, relevant resources



