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## HEALTH AND SOCIAL SERVICES

### HOME CARE AND FAMILY AND SOCIAL ASSISTANCE

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*PROGRAM OF STUDY*  
5545

# **HOME CARE AND FAMILY AND SOCIAL ASSISTANCE**

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5545***

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# HEALTH AND SOCIAL SERVICES

## **HOME CARE AND FAMILY AND SOCIAL ASSISTANCE**

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### **PROGRAM OF STUDY 5545**

*The Home Care and Family and Social Assistance*  
program leads to the Secondary School Vocational  
Diploma (SSVD) and prepares the student to practise  
the occupation of

**Family and Social Assistant**

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## INTRODUCTION

The *Home Care and Family and Social Assistance* program is based on the orientations for secondary school vocational education adopted by the government in 1986. It was designed on the basis of a new framework for developing vocational education programs that calls for the participation of experts from the workplace and the field of education.

The program of study is developed in terms of competencies, expressed as objectives. These objectives are divided into modules, which are organized into teaching blocks. Various factors were kept in mind in developing the program: training needs, the job situation, purposes, goals, and strategies and means used to attain objectives.

The program of study lists the competencies that are the minimum requirements for a **Secondary School Vocational Diploma (SSVD)** for students in both the youth and adult sectors. It also provides the basis for organizing courses, planning teaching strategies, and designing instructional and evaluation materials.

As the *Home Care and Family and Social Assistance* program leads to a Secondary School Vocational Diploma, candidates must fulfil one of the following requirements:

- they hold a Secondary School Diploma;
- they are 16 years of age or older and have obtained the Secondary IV credits in language of instruction, second language and mathematics, or have the equivalencies recognized under section 232 or 250 of the *Education Act*;

- they are 18 years of age or older and have the functional prerequisites required under section 465 of the *Education Act*.

However, because of the requirements of the job market and admission criteria for practicum, preference will be given to candidates who are 18 years of age and hold a Secondary School Diploma. The number of places in the program is limited.

The duration of the program is 960 hours, which includes 480 hours spent on the specific competencies required to practise the occupation and 480 hours on general competencies. The program of study is divided into 19 modules, which vary in length from 15 to 120 hours (multiples of 15). The time allocated to the program is to be used not only for teaching but also for evaluation and remedial work. Modules are divided into two blocks, the first of 450 hours and the second of 510 hours.

This document contains two parts. Part I is of general interest and provides an overview of the training plan. It includes a synoptic table of basic information about the modules, a description of the program training goals, the competencies to be developed and the general objectives, and an explanation of operational objectives. Part II is designed primarily for those directly involved in implementing the program. It contains a description of the operational objectives of each module.

In keeping with this broad approach, three accompanying documents will be provided: a teaching guide, an evaluation guide, and a planning guide.

## **GLOSSARY**

### **Program Training Goals**

Statements that describe the educational aims of a program. These goals are the general goals of vocational education adapted to a specific trade or occupation.

### **Competency**

A set of socio-affective behaviours, cognitive skills or psycho-sensori-motor skills that enable a person to correctly perform a role, function, activity or task.

### **General Objectives**

Instructional objectives that provide an orientation for leading the students to attain one or more related objectives.

### **Operational Objectives**

Statements of the educational aims of a program in practical terms. They serve as the basis for teaching, learning and evaluation.

### **Module of a Program**

A component part of a program of study comprising a first-level operational objective and the related second-level operational objectives.

### **Credit**

A unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to graduate from a program.

# **PART I**

## 1. SYNOPTIC TABLE

Number of modules: 19  
 Duration in hours: 960  
 Credits: 64

Home Care and Family and Social Assistance  
 CODE: 5545

CODE	TITLE OF THE MODULE	HOURS	CREDITS*
751 272	1. The Occupation and the Training Process	30	2
751 284	2. Human Development	60	4
751 295	3. Communication and Teamwork	75	5
751 302	4. Hygiene and Microbiology	30	2
751 312	5. Daily Housekeeping Tasks	30	2
751 323	6. Common Diseases and Disorders	45	3
751 334	7. Moving Patients Safely	60	4
751 344	8. Basic Hygienic Care and Patient Comfort	60	4
751 352	9. Professional Ethics	30	2
751 362	10. Occupational Health and Safety	30	2
<hr/>			
751 373	11. Tasks related to Feeding	45	3
751 385	12. Participation in Providing Home Care and Services	75	5
751 393	13. Family Dynamics	45	3
751 404	14. Social Problems and Resources	60	4
751 415	15. Developing a Trusting Relationship with a Patient at Home	75	5
751 422	16. First Aid	30	2
751 433	17. Managing Daily Affairs	45	3
751 441	18. Planning a Job Search	15	1
751 458	19. Providing Home Care and Services	120	8

\* 15 hours = 1 credit

Modules are divided into one block of 450 hours and one block of 510 hours.

This program leads to a Secondary School Vocational Diploma in Home Care and Family and Social Assistance.

### 3. COMPETENCIES

The competencies to be developed in the *Home Care and Family and Social Assistance* program are shown in the grid of learning focuses on the following page. The grid lists general and specific competencies as well as the major steps in the work process.

General competencies involve activities common to several tasks or situations. They cover, for example, the technological or scientific principles that the students must understand to practise the trade or occupation. Specific competencies focus on tasks and activities that are of direct use in the trade or occupation. The work process includes the most important steps in carrying out the tasks and activities of the trade or occupation.

The grid of learning focuses shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol ( $\Delta$ ) indicates a correlation between a specific competency and a step in the work process. The symbol ( $\circ$ ) indicates a correlation between a general and a specific competency.

The symbols ( $\Delta$ ) and ( $\bullet$ ) indicate that these relationships have been taken into account in the formulation of objectives intended to develop specific competencies related to the trade or occupation.

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 of the grid shows the competencies directly related to the practice of a specific trade or occupation. These competencies are arranged in a relatively fixed order; therefore, the modules should be taught, insofar as possible, in the order represented on the grid. The modules including the general competencies on the horizontal axis should be taught in relation to those on the vertical axis. This means that some modules are prerequisite to others, while other modules are taught concurrently.



## 4. GENERAL OBJECTIVES

The general objectives of the *Home Care and Family and Social Assistance* program are presented below, along with the major statement of each corresponding first-level operational objective.

**To develop in the students the competencies needed to integrate harmoniously into the school and work environments.**

- Determine their suitability for the occupation and the training process.
- Communicate in the workplace and work in a team.
- Apply the rules of professional ethics.
- Plan a job search.

**To develop in the students the competencies needed to apply preventive measures in the workplace.**

- Apply principles of hygiene and microbiology.
- Apply principles and techniques of moving patients safely.
- Take occupational health and safety precautions.
- Provide first aid.

**To develop in the students the competencies needed to understand the underlying principles of caring for different types of clientele.**

- Apply concepts related to human development.
- Apply concepts related to the most common diseases and disorders.
- Apply concepts of family dynamics.

- Apply a knowledge of social problems and resources.

**To develop in the students the competencies needed to perform the tasks of the occupation.**

- Perform daily housekeeping tasks.
- Carry out tasks related to basic hygienic care and patient comfort.
- Carry out tasks related to feeding.
- Carry out tasks related to the management of daily affairs.

**To develop in the students the competencies needed to perform the tasks of the occupation under real working conditions.**

- Participate in providing home care and services.
- Develop a trusting relationship with a patient at home.
- Provide home care and services.

## 5. FIRST- AND SECOND-LEVEL OPERATIONAL OBJECTIVES

### 5.1 DEFINITION

A first-level objective is defined for each competency to be developed. Competencies are organized into an integrated training program designed to prepare students to practise the trade or occupation. This systematic organization of competencies produces better overall results than training by isolated objectives. More specifically, it fosters a smooth progression from one objective to the next, saves teaching time by eliminating needless repetition, and integrates and reinforces learning material.

**First-level operational objectives** are the main, compulsory teaching/learning targets and they are specifically evaluated for certification. There are two kinds of operational objectives: behavioural and situational.

- A **behavioural objective** is a relatively closed objective that describes the actions and results expected of the student by the end of a learning step. Evaluation is based on expected results.
- A **situational objective** is a relatively open-ended objective that outlines the major phases of a learning situation. It allows for output and results to vary from one student to another. Evaluation is based on the student's participation in the activities of the learning context.

**Second-level operational objectives** are intermediate teaching/learning targets deemed prerequisite for attaining first-level objectives. They are grouped according to the specifications (see 5.2 A) or the phases (see 5.2 B) of the first-level objective.

The division of operational objectives into first- and second-level objectives is based on a clear distinction between the levels of learning:

- learning involving prerequisite knowledge
- learning involving competencies

Second-level operational objectives indicate prerequisite knowledge. They prepare the students to learn what is necessary to attain the first-level operational objectives, which collectively lead to the development of a competency. The objectives should always be adapted to meet the particular needs of the individual students or groups of students.

First-level operational objectives cover the learning that the students need to develop a competency:

- The specifications or the phases of the objective determine or guide specific learning, thereby allowing the competency to be developed step by step.



- The objective as a whole (i.e. the six components and in particular the last phase of a situational objective) determines or guides the overall learning and the integration and synthesis of this learning, allowing the competency to be developed fully.

To attain the objectives, the following learning activities may be prepared:

- specific learning activities for second-level objectives
- specific learning activities for the specifications or phases of first-level objectives
- general learning activities for first-level objectives

## 5.2 HOW TO READ FIRST-LEVEL OPERATIONAL OBJECTIVES

### A. How to Read a Behavioural Objective

Behavioural objectives consist of six components. The first three provide an overview of the objective:

1. The **expected behaviour** states a competency in terms of the general behaviour that the students are expected to have acquired by the end of the module.
2. The **conditions for performance evaluation** define what is necessary or permissible to the students during evaluation designed to verify whether or not the students have attained the objective. This means that the conditions for evaluation are the same wherever and whenever the program is taught.
3. The **general performance criteria** define the requirements by which to judge whether or not the results obtained are generally satisfactory.

The last three components ensure that the objective is understood clearly and unequivocally:

4. The **specifications of the expected behaviour** describe the essential elements of the competency in terms of specific behaviours.
5. The **specific performance criteria** define the requirements for each of the specifications of behaviour. They ensure a more enlightened decision on the attainment of the objective.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

## B. How to Read a Situational Objective

Situational objectives consist of six components:

1. The **expected outcome** states a competency as an aim to be pursued throughout the course.
2. The **specifications** outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
3. The **learning context** provides an outline of the learning situation designed to help the students develop the required competencies. It is normally divided into three phases of learning:
  - information
  - performance, practice or involvement
  - synthesis, integration and self-evaluation
4. The **instructional guidelines** provide suggested ways and means of teaching the course to ensure that learning takes place and that the same conditions apply wherever and whenever the course is taught. These guidelines may include general principles or specific procedures.
5. The **participation criteria** describe the requirements the students must fulfil, which are usually related to each phase of the learning context. 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 context.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

## **PART II**

## **MODULE 1: THE OCCUPATION AND THE TRAINING PROCESS**

**CODE: 751 272**

**Duration: 30 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

#### **EXPECTED OUTCOME**

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **determine their suitability for the occupation and the training process.**

#### **SPECIFICATIONS**

At the end of this module, the students will:

- Be familiar with the nature of the occupation.
- Understand the training process.
- Evaluate their career choice.

#### **LEARNING CONTEXT**

##### **PHASE 1: Information on the Occupation**

- Learning about the main developments in the field of health and social services since the early 1970s, through meetings with resource persons or consultation of documents.
- Learning about the current organization of the health and social services system as well as the roles of its main organizations, through meetings with resource persons or consultation of documents.
- Learning about the organization of a local community service centre (CLSC) and the services it offers, and home services in particular (organization, multidisciplinary teams, the processing of requests for services), through meetings with resource persons or a visit to the centre; taking notes.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 1: Information on the Occupation (Cont'd)**

- Learning about the evolution of the occupation of family and social assistant and their role with respect to patients at home, through meetings with resource persons or by viewing a video; taking notes.
- Learning about the job market in home care and family and social assistance (potential work environments, job prospects, remuneration and hiring criteria), through meetings with resource persons or consultation of documents; taking notes.
- Learning about the nature, conditions and organization of the work (e.g. tasks, type of patients, number of patients assigned daily, schedules, travelling obligations, unreliable or non-existent equipment, isolation in performing tasks), through meetings with resource persons or by accompanying a family and social assistant in his or her work; taking notes.
- Presenting, during a class discussion, the information gathered and discussing their views on the occupation.

#### **PHASE 2: Information on and Participation in the Training Process**

- During a group meeting, discussing the skills, aptitudes, attitudes and knowledge required to practise the occupation of family and social assistant.
- Learning about the training program (e.g. program of study, training process, evaluation methods, certification of studies), through meetings and consultation of documents.
- During a group meeting, discussing the training program and how it relates to the work of a family and social assistant.

#### **PHASE 3: Evaluation of Their Career Choice**

- Evaluating individually their preferences, aptitudes and interests with respect to the occupation, and comparing these to the requirements of the occupation.
- Producing a written report describing their reasons for choosing this training program.
- Discussing their report with the teacher and assessing their career choice.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Make sure that resource persons are available and organize the meetings.
- Plan and organize field trips.
- Motivate the students to take part in the suggested activities.
- Help the students search for information.
- Make available all pertinent documentation, and, where possible, audiovisual materials.
- Provide the students with the necessary information and instructions to carry out activities in the workplace.
- Encourage the students to engage in discussions and to express themselves.
- Provide the students with an accurate, objective view of the occupation.
- Provide the students with the means of assessing their career choice honestly and objectively.

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- Gather information on most of the topics to be dealt with.
- Show interest in gathering the requested information.
- Express their views on the occupation clearly, relating them to the information they have gathered.

#### **PHASE 2:**

- Give their opinion on some of the requirements that they will have to meet in order to practise the occupation.
- Show interest in the training program and process.
- Express their views on the training program clearly.

#### **PHASE 3:**

- Carry out the required analysis seriously.
- Write a report stating the reasons for their career choice and how it relates to their preferences, interests, aptitudes and the characteristics of the occupation.
- Be willing to discuss their career choice with the teacher.

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before undertaking the activities in each of the phases:**

1. State the main rules governing group discussions.

**Before undertaking the activities of Phase 1:**

2. Prepare for a meeting in order to gather information about the occupation.
3. Understand the common signs and abbreviations used in the health and social services system.
4. Determine a procedure for recording and presenting information.

**Before undertaking the activities of Phase 2:**

5. Distinguish between the terms *skill*, *aptitude*, *attitude* and *knowledge* as used in vocational education.
6. Define the role and content of a vocational education program.

## **MODULE 2: HUMAN DEVELOPMENT**

**CODE: 751 284**

**Duration: 60 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

#### **EXPECTED OUTCOME**

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **apply concepts related to human development.**

#### **SPECIFICATIONS**

At the end of this module, the students will:

- Be familiar with the stages of child development from birth to adolescence.
- Be familiar with the characteristic behaviours of adolescents.
- Understand the course of adult life.
- Understand the normal aging process.
- Be familiar with the stages of death and the mourning process.

#### **LEARNING CONTEXT**

##### **PHASE 1: Basic Human Needs and the Different Stages of Human Development**

- Participating in a brainstorming activity to identify human needs.
- Associating in class the previously identified needs with the various stages of human development.
- Attending a short presentation on human needs.
- Participating in small group discussions that will help them recognize the living conditions that facilitate progression in the hierarchy of needs.
- Discussing in class the findings of the smaller groups and taking note of the new aspects mentioned.



## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 2: Familiarization with the Stages of Child Development**

- Learning about all the stages of the physical and sensory development in children by consulting documents and noting the characteristics.
- In small group discussions, learning about the stages of intellectual development in children: language, understanding, reasoning, speed of perception, and so on; writing down the aspects considered pertinent for later discussion.
- Carefully observing the affective and social behaviour of groups of children of various ages (3 to 5, 6 to 10, 11 to 14) in a film, case study or real-life situation, and noting significant aspects of their reactions, interests and attitudes.
- Participating in a class discussion of the different stages of psychosexual and moral development in children.
- Participating in a class discussion of the points raised in the preceding activities, and using examples to broaden the discussion to include the factors likely to favour or hinder the physical, intellectual, affective, social, psychosexual and moral development of children.
- Bearing in mind the stages of normal child development, discussing the differences that fall within the normal range, and the factors that may account for these differences.
- Working individually, completing a hidden-word puzzle including the common terminology used to describe child development and defense mechanisms, and handing in the assignment to the teacher.
- Evaluating their own knowledge and understanding of various aspects of child development at different ages; writing down their assessment and discussing it with the teacher.

#### **PHASE 3: Familiarization with the Characteristics of Adolescence**

- In small groups, examining the following topics: the effects of physiological change in adolescence on psychological development, the search for identity, and relationships with parents and peers; writing down the main points for later discussion.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 3: Familiarization with the Characteristics of Adolescence (Cont'd)**

- Referring to the points written down, participating in a class discussion of the topics of distancing, differentiation and the search for identity during adolescence; broadening the discussion to include the attitudes to be encouraged during this period.
- By viewing a videotape, learning about the sexual practices and behaviours of adolescents; sharing their views with the class.
- On the basis of personal experience or through meetings with resource persons, participating in discussions of various problems of adolescence (e.g. drugs, delinquency, running away, dropping out of school) and of the positive attitudes to be developed toward the problems experienced.
- Evaluating their understanding of adolescence; writing down their assessment and discussing it with the teacher.

#### **PHASE 4: Familiarization with Various Aspects of Adult Life**

- Discussing in small groups the individual, familial and social aspects of adult life and taking notes.
- Referring to notes taken during the small-group discussion, participating in a class discussion of the characteristics of adult life and broadening the discussion to include the factors and events likely to influence its course, as well as their effect on the individual, the family and society.
- Participating in a discussion of parental responsibilities and the attitudes to adopt when dealing with a child.

#### **PHASE 5: Familiarization with the Normal Aging Process**

- Writing a report on how they perceive the elderly.
- Learning about the physical and physiological changes that occur with age and their impact on a person's behaviour, by consulting documents, viewing a videotape or meeting with resource persons.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 5: Familiarization with the Normal Aging Process (Cont'd)**

- Participating in a class discussion of the myths and prejudices concerning aging and their impact on the social involvement and experiences of the elderly.
- Participating in organized meetings with the elderly in order to obtain their comments on their experiences regarding this stage of life, including the difficulties involved and the positive aspects.
- Reflecting on their current perception of the elderly and comparing it with their initial perception, writing down the differences found and discussing them with the teacher.

#### **PHASE 6: The Stages of Death and the Mourning Process**

- On the basis of personal experience, reflecting on the loss of a loved one and noting the emotions felt.
- Learning about the stages of death according to Elizabeth Kubler-Ross, during a presentation by a resource person or by consulting documents.
- After the preceding activity, participating in discussions in order to understand the difficulties experienced by the dying person and by the person's family during the processes of death and mourning and the impact of these processes on the behaviour of each person involved.

#### **PHASE 7: Evaluation of Their Overall Ability to Understand Human Development**

- Working individually, preparing a short report showing by means of examples the link between a person's experience and his or her quality of life with respect to the bio-psycho-social aspects of his or her life.
- Discussing the conclusions of their assignment with the teacher.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Make sure the students have the materials they need to carry out the activities.
- Use audiovisual materials as much as possible during the presentations.
- Plan and organize meetings with guest speakers, including resource persons, children and senior citizens.
- Set a time limit for each activity and respect it.
- Direct the activities, clearly defining the rules of procedure.
- Lead group discussions and provide missing information as needed.
- Encourage all the students to express themselves and limit their participation when appropriate.
- Arouse students' interest through questions and references to concrete examples.
- See that the students show respect for each person's feelings.
- Foster a climate that is conducive to personal reflection and discussion.
- Make clarifications and corrections as needed.
- Summarize points made during class discussions in order to reinforce learning.

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- State at least one human need.
- Relate needs to the stages of human development.
- Show interest in the information presented.
- Participate actively in the discussions.

#### **PHASE 2:**

- Write down the relevant aspects seen.
- Participate actively in the discussions.
- Solve the hidden-word puzzle.
- Evaluate the extent of their knowledge of child development.

#### **PHASE 3:**

- Write down the key points of their reflection.
- Participate actively in the discussions.
- Show interest when viewing the video and share their views.
- Evaluate their understanding of the characteristics of adolescence.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **PARTICIPATION CRITERIA**

#### **PHASE 4:**

- List various characteristics of adult life.
- Participate actively in the discussions.

#### **PHASE 5:**

- Make a brief presentation on how they perceive the elderly.
- Show interest in the different aspects of aging covered in class.
- Participate in meetings with the elderly and gather data on the selected topics.
- Show respect for the elderly guest speaker.
- Share any new insights on the elderly.

#### **PHASE 6:**

- Write down the key points of their reflection on the loss of a loved one.
- Write down the stages of death according to Elizabeth Kubler-Ross.
- Identify the links between the dying process experienced by a person in the final stages of death and the mourning process experienced by the family.

#### **PHASE 7:**

- Produce a written assignment on the link between a person's experience and his or her quality of life.
- Be willing to discuss with the teacher the conclusions of their assignments.

## **MODULE 3: COMMUNICATION AND TEAMWORK**

**CODE: 751 295**

**Duration: 75 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

#### **EXPECTED OUTCOME**

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **communicate in the workplace and work in a team.**

#### **SPECIFICATIONS**

At the end of this module, the students will:

- Be familiar with the principles and techniques of various forms of communication.
- Be familiar with the ways of approaching various types of patients receiving home care and services from family and social assistants.
- Be familiar with the principles and techniques of working in a team.
- Evaluate their ability to communicate and to work in a team.

#### **LEARNING CONTEXT**

##### **PHASE 1: Familiarization with the Basic Principles of Communication**

- Introducing themselves and speaking of a personal experience on video.
- Attending the viewing of the video, noting their perceptions of themselves and their fellow students (e.g. position of the body, gestures, tone of voice, language, facial expression) and keeping a written report of their observations for later use.
- Participating in a class discussion of their reactions and the observations they noted, and especially their impressions of themselves.
- In small groups, playing telephone line (a game in which a message is transmitted from one person to another and at the end, compared with the initial message); participating in a class discussion of the causes of loss of information, the difficulties involved in conveying and receiving a message, the fact that information gets back to the source, and the qualities of communication inherent in the sender and the receiver.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 2: Familiarization with the Principles and Techniques of Verbal and Non-Verbal Communication**

- Referring to examples, discussing the various forms of communication and attitudes that promote effective communication: active listening, observance of the person's rate of delivery, and so on.
- Interpreting the messages conveyed by the various charts used by persons with handicaps.
- Participating in a group discussion of obstacles to verbal and non-verbal communication with respect to attitudes, content and coherence.
- Participating in small-group discussions of the topics provided by the teacher to voice their opinions and beliefs.
- Participating in a class discussion of the feelings experienced and the difficulties encountered during the preceding activity.
- Given an idea stated in a few sentences, using their own words to convey the same idea, making sure to retain the same meaning without including personal opinions.
- On the basis of formal or informal learning or teaching (i.e., as a student or a parent) during their studies or in leisure time, identifying ways of acquiring knowledge.

#### **PHASE 3: Familiarization with the Ways of Approaching the Various Types of Patients Who Receive Home Care Services**

- Participating in a class discussion of behaviours characteristic of patients who commonly receive home health care—the elderly, people with physical handicaps and cognitive deficiencies, families in need of assistance, people from a wide range of cultural backgrounds, children, bed-ridden people, people in the final stages of a disease—as well as of the fears and prejudices surrounding some of these people.
- Learning (through meetings with resource persons) about ways of approaching people in specific situations such as complete or partial loss of autonomy, isolation, depression, anxiety, suffering, aggressiveness, violence, adjustment difficulties, imminent death; taking notes.
- Participating in a class discussion of the information gathered, and of ways of establishing a helping relationship in specific situations.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 4: Familiarization with Techniques of Written Communication**

- Discussing the main principles of note-taking (e.g. writing down key words, important facts and precise data, using abbreviations, working quickly), their importance in conveying information in the workplace and the consequences of poor-quality information.
- In small groups of three or four, learning about the main documents used in organizations offering home care services: patient file, parallel file, progress notes, schedule sheet, statistics chart; noting the aspects considered relevant or irrelevant to the work of a family and social assistant.
- Participating in a discussion of the points raised in small groups and of the specific role of each document.
- Attending a short presentation on the content of progress notes and the rules for writing them.
- Working individually, reading sample progress notes from various organizations and learning about the different ways in which they are presented; taking notes on the differences.
- Working individually, reading a patient-care plan and the related progress notes; identifying on the progress sheet the data that is considered relevant or irrelevant.
- Participating in a discussion of the points raised concerning the importance of the notes recorded and of the importance of the quality of written communication in the workplace, as well as of the consequences of poor written communication.

#### **PHASE 5: Application of the Principles and Techniques of Verbal, Non-Verbal and Written Communication**

- In small groups, taking part in role-play highlighting various problems and enabling them to apply techniques of verbal and non-verbal communication.
- Observing the role-play of the other groups; taking notes on the positive and negative aspects of the verbal and non-verbal communication seen.
- Participating in a class discussion of the observations noted and making suggestions for improving communication in each group.



## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 5: Application of the Principles and Techniques of Verbal, Non-Verbal and Written Communication (Cont'd)**

- Given a scenario describing home care of a particular patient, writing down the data pertinent to the situation presented, writing progress notes for it and handing in the assignment to the teacher.

#### **PHASE 6: Application of the Rules of Teamwork**

- Participating in a class discussion of the advantages and disadvantages of teamwork, the role of members, leadership styles, rules for successful teamwork, the factors influencing the dynamics of teamwork and the importance of harmonious work relationships.
- Given case studies provided by the teacher, participating in a simulated meeting of a multidisciplinary team and suggesting various solutions in an effort to determine a patient-care plan appropriate to the case in question.
- Attending the presentations of the other teams and taking notes.
- Participating in a class discussion to sum up the strong and weak points of the request for services in terms of structure, conciseness and clarity, then listing the difficulties encountered during the simulated team meeting (e.g. listening, care provided, ideas, disruptive elements).

#### **PHASE 7: Evaluation of Their Ability to Communicate and to Work in a Team**

- Working individually, summarizing their strengths and weaknesses with respect to communication (verbal, non-verbal and written) and teamwork, referring to the following aspects: the quality of their listening, their language and their writing; their general approach and ability to adapt to various situations; their role and the quality of their participation in the work team; difficulties encountered and means of improvement identified.
- Taking into account the report written at the beginning and the analysis made previously, discussing with the teacher the progress made and aspects requiring further work.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Make sure that the resource persons and the necessary materials are available for the activities.
- Plan the activities (e.g. videotaping, role-play).
- Set a time limit for each activity and respect it.
- Encourage the students to express themselves.
- Encourage each student to participate in the group discussions and activities.
- Direct the class activities and provide support during group activities.
- Provide the instructions required to carry out certain activities and make sure that they are followed.
- Make clarifications and corrections as needed.
- Prepare for each team a case study highlighting a concrete complicated situation that can be used in a simulated multidisciplinary team meeting; ensure that there is a variety of cases and that pertinent data is provided, such as the person's health, status, family situation and financial situation.
- Make sure that the examples or documents used as well as the situations created are representative of the workplace.
- Prepare a checklist to help the students carry out their self-evaluation.
- Help the students evaluate themselves and find ways of improving themselves.

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- Take part in the shooting of the video and write down their impressions.
- Try to provide relevant information.
- Participate in the telephone-line game and attempt to understand the importance of conveying information adequately.

#### **PHASE 2:**

- Participate actively in the discussions.
- Attempt to properly interpret the messages in the communication charts.
- Express their opinions and try to provide convincing arguments.
- Show respect for others' opinions.
- Share their feelings and the difficulties they encountered.
- Make an effort to rephrase a statement adequately.
- Participate in recounting personal experiences related to the sharing of knowledge.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **PARTICIPATION CRITERIA**

#### **PHASE 3:**

- Participate actively in the discussions.
- Show interest in the presentations and take notes.
- Make an effort to link each situation with the appropriate way of approaching the patient.

#### **PHASE 4:**

- Participate actively in the discussions.
- Participate seriously in the small-group activity.
- Make an effort to recognize the purpose of each document presented.
- Show interest during the presentation.
- Make an effort to identify the relevant data in the progress notes.

#### **PHASE 5:**

- Make an effort to use the communication techniques appropriate to the various situations.
- Share the observations noted and suggestions for improving the quality of communication.
- Make an effort to produce a realistic and consistent patient-care plan that is written in accordance with the rules.

#### **PHASE 6:**

- Participate actively in the discussions.
- Show interest in the principles and techniques of teamwork.
- Play an active role in the simulated team meeting.
- Listen seriously to the presentations made by the other teams.
- Make comments on the presentations of the other teams, using the notes taken.
- Make an effort to recognize the strengths and weaknesses of their participation in the team meeting.

#### **PHASE 7:**

- Make a serious, objective analysis of their ability to communicate and to work in a team.
- Suggest means of improvement.
- Be willing to discuss their self-evaluation with the teacher.

## MODULE 4: HYGIENE AND MICROBIOLOGY

CODE: 751 302

Duration: 30 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply principles of hygiene and microbiology** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Using hypothetical situations and case studies when appropriate.

#### GENERAL PERFORMANCE CRITERIA

- Accuracy of descriptions
- Validity of associations
- Use of appropriate terminology

#### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Recognize the principles and practices that improve and maintain physical and mental health.

#### SPECIFIC PERFORMANCE CRITERIA

- Recognition of proper measures and of poor basic hygiene
- Association of healthy living habits with the health of the various systems of the body
- Recognition of situations and actions likely to harm physical and mental health
- Description of means of promoting mental health

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

- |   |  |
|---|--|
| <p><b>B.</b> Establish a link between the routes of entry of micro-organisms, their methods of transmission and the most common diseases.</p> | <ul style="list-style-type: none"> <li>- Description of the routes of entry of micro-organisms in the body</li> <li>- Association of methods of transmission of micro-organisms with common diseases</li> </ul>  |
| <p><b>C.</b> Establish a link between the action of micro-organisms and the defense mechanisms of the body.</p>                               | <ul style="list-style-type: none"> <li>- Recognition of the factors that promote the growth of micro-organisms</li> <li>- Description of the beneficial or harmful effects of micro-organisms</li> <li>- Recognition of the symptoms of infection</li> <li>- Recognition of the factors that increase the body's resistance or vulnerability to infection</li> <li>- Recognition of the signs of inflammation</li> </ul> |
| <p><b>D.</b> Describe means of preventing contamination when providing home care and services.</p>  | <ul style="list-style-type: none"> <li>- Description of means appropriate to various situations</li> <li>- Consideration of the resistance developed by certain bacteria</li> <li>- Consideration of the methods of transmission of the most common diseases</li> </ul>  |

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before undertaking any of the activities:**

1. Define the terms *hygiene*, *epidemic* and *salubrity*.
2. State the levels of government that legislate in the area of public health.
3. State the specific role of the following public bodies with respect to public health: community health departments, local community service centres, municipal departments.

**Before learning how to recognize the principles and practices that improve and maintain physical and mental health (A):**

4. Define *physical health* and *mental health*.

**Before learning how to establish a link between the routes of entry of micro-organisms, their methods of transmission and the most common diseases (B):**

5. Define *bacteria*, *virus* and *fungi* and link them to common diseases.
6. List the main environments in which micro-organisms are found.
7. Distinguish between parasitic, saprophytic and pathogenic micro-organisms.

**Before learning how to establish a link between the action of micro-organisms and the defense mechanisms of the body (C):**

8. Compare the physiological activities of micro-organisms with those of the human body.
9. State the areas of the body in which micro-organisms are mainly found.
10. Distinguish the host from the carrier of germs.
11. Distinguish between the main stages of infection: incubation, the infectious stage and the contagious stage.
12. List the body's specific and general defense mechanisms.
13. Define *immunity*, *immunization*, *antigen* and *antibody*.
14. Distinguish between active immunity and passive immunity.

## **SECOND-LEVEL OPERATIONAL OBJECTIVES**

**IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:**

**Before learning how to describe means of preventing contamination when providing home care and services (D):**

- 15. Distinguish between the following measures: prophylaxis, asepsis, antisepsis, disinfection and sterilization.**
- 16. List the physical and chemical means of preventing or controlling the pathogenic action of micro-organisms.**

## MODULE 5: DAILY HOUSEKEEPING TASKS

CODE: 751 312

Duration: 30 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **perform daily housekeeping tasks** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- In a facility reproducing a furnished residence containing a living room, bedroom, bathroom and kitchen
- Using materials required for performing tasks
- Given a realistic hypothetical situation: messy rooms and a person to act as the patient
- Given specific instructions concerning tasks to perform, the patient's habits, allotted time, and so on.

#### GENERAL PERFORMANCE CRITERIA

- Observance of techniques for performing tasks
- Appropriate use of equipment and products
- Observance of safety measures
- Efficient organization of work
- Consideration of the patient's habits
- Careful use of electrical appliances and hazardous products
- Use of economical and environmentally friendly products



## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

A. Plan the steps in the work.

- Consideration of instructions
- Logical order of steps
- Relevance of priorities set based on determined needs and allotted time

B. Hand- and machine-wash laundry.

- Proper preparation of clothes
- Correct water temperature selected for each type of fabric
- Appropriate water level selected for the amount of laundry
- Appropriate cycle selected for each type of fabric
- Appropriate amount of detergent for the amount of laundry
- Use of bleaching agent where necessary
- Careful use of bleaching agent
- Careful hand-washing of delicate fabrics
- Observance of method of wringing out water
- Sufficient rinsing of hand-washed fabrics

C. Dry the laundry.

- Selection of the appropriate drying method for each type of fabric
- Proper selection of type and length of cycle in the clothes dryer
- Observance of manufacturer's instructions

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

D. Iron clothing.

- Selection of heat setting appropriate to type of fabric
- Use of proper ironing techniques:
  - order of execution
  - right side of garment
- No burn marks or creases on ironed garment

E. Mend clothing.

- Correct performance of the following techniques:
  - darning
  - sewing on a button
  - hemming
- Solid fastening or stitching

F. Perform housekeeping tasks:

- dusting and cleaning of furniture
- cleaning of floors and carpets
- cleaning of bathroom
- cleaning of interior windows and mirrors
- cleaning of appliances
- tidying of rooms

- Logical order of steps
- Appropriate products used
- Correct use of materials
- Materials properly cleaned and put away
- Patient's safety taken into consideration

G. Teach the patient the skills needed to perform housekeeping tasks.

- Observance of the patient's pace of learning
- Relevance and clarity of the information provided and the questions asked
- Appropriate teaching method used

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

### **Before learning how to hand- and machine-wash laundry (B):**

1. Describe the preparatory steps in washing clothing.
2. State the factors that determine how clothing and linens should be sorted.
3. Name the main types of fabrics made from natural fibres and synthetic fibres.
4. State the characteristics of each of the main types of fabric enabling identification in the absence of a tag from the manufacturer.
5. State the specific techniques for caring for each type of fabric.
6. Describe various means of removing different types of stains, such as ink, oil, grease, rust and blood.
7. Explain the common symbols used on fabric care labels.
8. Describe the precautions to take when using and storing a bleaching agent.

### **Before learning how to iron clothing (D):**

9. Distinguish between dry ironing and steam ironing.
10. Describe the means that may be used at home for ironing clothes without an ironing board.
11. Describe the precautions to take when using an iron.
12. Describe the maintenance of an iron.

### **Before learning how to perform housekeeping tasks (F):**

13. State the limits to be observed in performing housekeeping tasks.
14. State the harmful effects of household products on the environment and name substitute products.
15. Describe the precautions to be taken when using and storing household products.
16. Link concepts of occupational health and safety with the use of equipment, electrical appliances and hazardous products in performing housekeeping tasks.

### **Before learning how to teach the patient the skills needed to perform housekeeping tasks (G):**

17. Review the principles of communication.

## MODULE 6: COMMON DISEASES AND DISORDERS

CODE: 751 323

Duration: 45 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply concepts related to the most common diseases and disorders** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Using case studies and hypothetical situations
- Focusing only on the most common diseases and handicaps found in people receiving home care and family and social assistance

#### GENERAL PERFORMANCE CRITERIA

- Use of appropriate terminology
- Accuracy of descriptions

#### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Recognize the aspects to be considered in the care of patients affected by common diseases and disorders of the musculoskeletal system.

#### SPECIFIC PERFORMANCE CRITERIA

- Recognition of functional limitations and reactions resulting from various diseases and disorders
- Description of the observations to make for various diseases and disorders
- Description of the precautions to take for various diseases and disorders

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

B. Recognize the aspects to be considered in the care of patients affected by common diseases and disorders of the nervous system.

- Recognition of the functional limitations and reactions resulting from various diseases and disorders
- Description of the observations to make for various diseases and disorders
- Description of the precautions to take for various diseases and disorders

C. Recognize the aspects to be considered in the care of patients affected by common diseases of the cardio-respiratory system.

- Recognition of functional limitations and reactions resulting from various diseases
- Description of the observations to make for various diseases
- Description of the precautions to take for various diseases

D. Recognize the aspects to be considered in the care of patients affected by common diseases of the digestive system.

- Recognition of functional limitations and reactions resulting from various diseases
- Description of the observations to make for various diseases
- Description of the precautions to take for various diseases

E. Recognize the aspects to be considered in the care of patients affected by common immunological disorders.

- Recognition of functional limitations and reactions resulting from various disorders
- Description of the observations to make for various disorders
- Description of the precautions to take for various disorders

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

F. Recognize the aspects to be considered in the care of patients affected by skin diseases or by diseases or disorders of the sensory organs.

**SPECIFIC PERFORMANCE  
CRITERIA**

- Recognition of the functional limitations and reactions resulting from various diseases or conditions
- Recognition of the observations to make for various diseases or conditions
- Description of the precautions to take for various diseases or conditions

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before undertaking any of the activities:**

1. Define the concepts of *overall health* and *disease*.
2. Define *disorder*, *functional limitation* and *handicap*.
3. State the main functions of each system of the body.
4. Recognize the various areas of the body and the position of the main organs with respect to one another.
5. Define the following terms: *sensitivity*, *pain*, *edema*, *pruritus*, *contusion*, *cyanosis*.
6. Distinguish between subjective and objective symptoms.
7. Recognize the main abbreviations used in patient-care plans.
8. Explain what is meant by the side effects of a medication.
9. State the aspects to watch carefully regarding the medication of a patient at home.

**Before learning how to recognize the aspects to be considered in the care of patients affected by common diseases and disorders of the musculoskeletal system (A):**

10. State the functions of bones, muscles and joints.
11. Define *spasm*, *curvature* and *arthralgia*.
12. State the consequences of osteoporosis, arthritis and muscular dystrophy.

**Before learning how to recognize the aspects to be considered in the care of patients affected by common diseases and disorders of the nervous system (B):**

13. List the main functions of the brain, the cerebellum, the medulla oblongata, the meninges, the spinal cord and the nerves.
14. Define *aphasia*, *cephalgia*, *ataxia*, *paralysis*, *paresis*, *confusion*, *cognitive disorder*, *disorientation*.
15. Distinguish between hemiplegia, paraplegia and quadriplegia.
16. State the consequences of epilepsy, cerebrovascular accident, Alzheimer's disease, Parkinson's disease, multiple sclerosis, Friedrich's ataxia and cerebral palsy.
17. State the most common consequences of psychosis and neurosis.
18. Identify the psycho-affective disorders of intellectual impairment.

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before learning how to recognize the aspects to be considered in the care of patients affected by common diseases of the cardio-respiratory system (C):**

19. State the function of the main components of the cardio-respiratory system.
20. Define *laryngitis, tracheotomy, hypertension, orthostatic hypotension, arteriosclerosis, arrhythmia, embolism, anemia, angina, bronchitis, bronchopneumonia, bronchiolitis, emphysema*.
21. State the consequences of the most common diseases of the cardio-respiratory system.

**Before learning how to recognize the aspects to be considered in the care of patients affected by common diseases of the digestive system (D):**

22. State the role of the main components of the digestive system.
23. Define *constipation, diarrhea, heartburn, vomiting, anorexia, colostomy, jaundice*.
24. State the consequences of the following illnesses: gastroenteritis, diabetes, gastrointestinal ulcer, hernia, cholelithiasis, hepatitis.

**Before learning how to recognize the aspects to be considered in the care of patients affected by common immunological disorders (E):**

25. State the consequences of the following disorders: eczema, urticaria, asthma, acquired immune deficiency syndrome (AIDS).
26. Review the concepts of hygiene concerning the method of transmission of the AIDS virus and of hepatitis B.
27. List carcinogenic factors.
28. Relate healthy lifestyle habits to the prevention of certain types of cancers.
29. Review the hygiene measures designed to protect individuals with weak or inactive immune systems.



## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before learning how to recognize the aspects to be considered in the care of patients affected by skin diseases or by diseases and disorders of the sensory organs (F):**

30. Describe briefly the functions of the five senses.
31. List the characteristics of healthy skin.
32. List the early signs of bedsores.
33. Define the following skin conditions: *wart, herpes, shingles, psoriasis, onychomycosis*.
34. Differentiate between corns, callouses and ingrown nails.
35. State the consequences of glaucoma, otitis, labyrinthitis and sinusitis.

## **MODULE 7: MOVING PATIENTS SAFELY**

**CODE: 751 334**

**Duration: 60 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE**

#### **EXPECTED BEHAVIOUR**

To demonstrate the required competency, the students must **apply principles and techniques of moving patients safely** in accordance with the following conditions, criteria and specifications.

#### **CONDITIONS FOR PERFORMANCE EVALUATION**

- Working alone or with another person, depending on the task to be performed
- In hypothetical situations
- With other students acting as patients to be moved
- Using the appropriate devices
- Using an ordinary bed

#### **GENERAL PERFORMANCE CRITERIA**

- Proper use of techniques
- Application of principles of body mechanics
- Observance of safety rules
- Appropriate communication with the patient to be moved for each manoeuvre to be carried out
- Appropriate means used to obtain the cooperation of the patient being moved
- Proper use of transfer of weight or of counterweight in moving manoeuvres

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

A. Determine the movement technique and the materials to be used.

- Appropriate choice of moving technique based on:
  - the patient's state and needs
  - the space available
  - the task to be performed
- Appropriate choice of equipment for the selected technique

B. Apply the sliding technique.

- Proper position of back and legs
- Contact made at proper point
- Gentle, enveloping and secure grasp
- Movement made at proper moment
- Use of bed as counterweight

C. Apply the rolling technique.

- Proper position of patient being moved
- Proper position of mover when holding and moving the patient

D. Apply the pivoting technique.

- Contact made at proper point
- No twisting of spine

E. Apply lifting techniques to lift a patient onto a bed and into a wheelchair.

- Proper position of mover
- Contact made at proper point
- Use of bed or wheelchair as counterweight

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

F. Transfer a patient from a wheelchair to a bed or to the toilet, using the counterweight technique.

- Proper position of wheelchair
- Proper position of the patient's arms
- Use of chair or of patient as counterweight depending on the time in the movement
- Movement of feet appropriate to the situation

G. Transfer a person using a patient lift.

- Proper placement of canvas support
- Precautions taken with respect to chains
- Proper speed of movement
- Slow descent

H. Transfer a patient using a transfer board.

- Proper position of chair according to functional ability of patient
- Proper placement of board under patient
- Necessary precautions taken to ensure balance of load

I. Help a semi-autonomous patient to walk.

- Secure and enveloping grasp
- Proper position of helper
- Proper method of cushioning shock should patient fall

J. Help a patient get up from a wheelchair or the floor.

- Use of another person if necessary
- Proper position of helper
- Proper grasp of patient
- Precautions taken to ensure the proper balance of helper and of patient

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

K. Help a patient move about using various devices.

L. Move a patient in a wheelchair outdoors.

**SPECIFIC PERFORMANCE  
CRITERIA**

- Proper adjustment of device according to person's size
- Proper position of helper
- Proper position of chair according to movement and obstacle to be cleared
- Appropriate speed of movement

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before undertaking any of the activities:**

1. Review the role of the various parts of the spinal column: vertebrae, intervertebral disks, ligaments, muscles, nerves.
2. State the factors that can cause back pain.
3. State the actions that are likely to cause harmful bending and twisting of the spinal column and the means of preventing these accidents.
4. Define *body alignment, body mechanics, line of gravity, base of support, counterweight, transfer of weight, lever.*
5. Describe the main stages of safe moving techniques and explain their importance in applying the technique.
6. List contraindications to the use of various techniques.
7. State the reason for warming up before applying moving techniques.
8. State the points that should be explained to patients to make them feel secure and obtain their cooperation when they are being moved.
9. Describe devices used in moving, and state how they are used.

## **MODULE 8: BASIC HYGIENIC CARE AND PATIENT COMFORT**

**CODE: 751 344**

**Duration: 60 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE**

#### **EXPECTED BEHAVIOUR**

To demonstrate the required competency, the students must **carry out tasks related to basic hygienic care and patient comfort** in accordance with the following conditions, criteria and specifications.

#### **CONDITIONS FOR PERFORMANCE EVALUATION**

- Working individually or with another person depending on the task to be performed
- With a dummy or a person acting as a patient at home
- Based on hypothetical situations providing necessary data and instructions
- Given the appropriate materials
- Without the use of reference materials

#### **GENERAL PERFORMANCE CRITERIA**

- Observance of the steps in the general procedure
- Observance of rules of hygiene
- Observance of rules of safety concerning patients at home and themselves
- Observance of rules of professional ethics
- Conformity with data and instructions provided
- Appropriate communication with the patient
- Assistance provided appropriate to the patient's age and state and to the need to maintain or develop his or her autonomy
- Efficient organization of work
- Observance of principles of body mechanics and safe moving techniques
- Consideration of patient's habits and pace
- Tidiness and cleanliness of work area and materials used

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

A. Plan the steps in the work.

- Data and instructions taken into consideration
- Logical order of steps
- Pertinence of information obtained and explanations provided
- Proper priorities according to patient's state
- Proper changes made according to the situation
- Proper preparation of the necessary material

B. Apply bathing and basic hygiene techniques.

- Proper application of the following techniques:
  - complete or partial bath in a bathtub
  - complete or partial bed-bath
  - complete or partial wash at sink
  - bathing a newborn
- Appropriate precautions taken according to patient's age and state
- Measures taken to respect patient's privacy

C. Apply dressing techniques.

- Proper application of techniques for dressing and undressing depending on patient's state



## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

D. Provide complementary hygienic care.

- Proper application of the following techniques:
  - shampooing in bed and in the shower
  - shaving
  - cleaning dentures
  - trimming nails
- Proper advice provided concerning care of personal toiletry items

E. Provide care related to elimination.

- Description of methods for promoting elimination
- Proper position of bedpan and patient
- Proper placement of urosheath, protective pants, and diapers for infants
- Measures taken to respect patient's privacy

F. Make or straighten a bed.

- Proper application of techniques for:
  - unoccupied bed
  - occupied bed

G. Make a patient comfortable in bed or in a wheelchair.

- Appropriate choice of means according to patient's state and available resources
- Proper position of patient and means used

H. Teach a person skills related to basic hygiene and dressing.

- Respect for learner's pace
- Validity of information and explanations provided
- Consideration of patient's level of autonomy
- Appropriate teaching methods used

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

### **Before undertaking any of the activities:**

1. State the steps in the general procedure.
2. Review the principles and techniques of moving people safely.
3. State the hygienic care usually given patients receiving home care services.
4. Review concepts of the functional limitations specific to certain diseases or disorders.

### **Before learning how to plan the steps in the work (A):**

5. State the information to be obtained in order to plan the care provided.
6. Describe the importance of adequately planning the steps of work and arranging materials in a functional manner.

### **Before learning how to apply bathing and basic hygiene techniques (B):**

7. Recognize the materials and devices likely to be used during a bath.
8. State the aspects that have to be explained to patients in order to obtain their cooperation during bathing.
9. State the observations to be made during the bath and to be reported to the person in charge of the patient.
10. State the causes of bedsores and the means of preventing or relieving them.
11. State the safety measures that apply to giving baths in a bathtub.
12. Describe the precautions to take to ensure a patient's privacy during bathing.
13. Describe the hygiene measures to take with respect to the patient and the materials.
14. Describe cases that may contraindicate bathing or call for precautions.

### **Before learning how to apply dressing techniques (C):**

15. State means that may be used to facilitate the dressing of a person.

## **SECOND-LEVEL OPERATIONAL OBJECTIVES**

**IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:**

**Before learning how to provide complementary hygienic care (D):**

16. State cases that may contraindicate or call for precautions during shampooing, shaving or trimming nails.
17. Recognize the materials used in shampooing, shaving or trimming nails.
18. Describe the techniques of shampooing hair in bed, in the bathtub and at the sink.
19. Describe the care of dentures.

**Before learning how to provide care related to elimination (E):**

20. Recognize the materials used in care related to elimination.
21. State the hygiene measures to be taken in providing care related to elimination.
22. State the measures for ensuring the comfort and privacy of the patient when providing care related to elimination.

**Before learning how to make or straighten a bed (F):**

23. Recognize the materials required to make or straighten a bed.

**Before learning how to make a patient comfortable in bed or in a wheelchair (G):**

24. State the means that may be used to ensure a person's comfort in bed or in a wheelchair.
25. State the main causes of discomfort in patients.

**Before learning how to teach a person skills related to basic hygiene and dressing (H):**

26. Review concepts of communication.

## MODULE 9: PROFESSIONAL ETHICS

CODE: 751 352

Duration: 30 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

#### EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to  
**apply the rules of professional ethics.**

#### SPECIFICATIONS

At the end of this module, the students will:

- Be familiar with the obligations of family and social assistants set forth in the laws related to the exercise of the occupation.
- Be familiar with the requirements of the occupation in terms of professional behaviours.
- Evaluate their ability to adopt professional behaviours.

#### LEARNING CONTEXT

##### PHASE 1: Familiarization with Laws Related to the Exercise of the Occupation

- Working in small groups and taking notes, researching provisions applicable to family and social assistants in the following laws: *Act respecting health services and social services* (R.S.Q., c. S-5), *Charter of human rights and freedoms* (R.S.Q., c. C-12), *Mental Patients Protection Act* (R.S.Q., c. P-41), *Public Curator Act* (R.S.Q., c. C-81), *Act to secure the handicapped in the exercise of their rights* (R.S.Q., c. E-20.1), *Youth Protection Act* (R.S.Q., c. P-34.1), *Young Offenders Act* (R.S.Q., c. Y-1).
- Participating in class discussions of the obligations ensuing from these laws and of the consequences of failure to respect these obligations.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 2: Familiarization with Professional Behaviours**

- Working in small groups, discussing the requirements of protocol related to the exercise of the occupation (e.g. dress, rules of presentation, language).
- Working in small groups, making a list of the professional behaviours to adopt regarding cultural differences, the patient's values, integrity, confidentiality and the appropriate level of familiarity.
- Participating in class discussions of the information gathered in small groups and of the importance of the family and social assistant as a role model for patients.

#### **PHASE 3: Familiarization with the Professional Behaviours to Adopt in the Exercise of the Occupation**

- Participating in and observing learning situations related to the professional behaviours to adopt with patients and other members of a multidisciplinary team.
- Participating in discussions enabling them to express the feelings they experienced during the role-play, as well as the results of their analysis of the observed behaviours.
- Participating in class discussions of the importance of adopting appropriate behaviours in the workplace and the consequences of breaching professional ethics.
- Viewing a video on different bioethical issues that the family and social assistant may have to confront, such as abortion and euthanasia.
- Participating in a discussion of their thoughts on the video and of the questions it raises, and the behaviours to adopt in situations involving the issues discussed.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 4: Evaluation of Their Ability to Adopt Professional Behaviours**

- Working individually, writing an analysis of their aptitudes with respect to the professional behaviours related to the exercise of the occupation.
- Discussing with the teacher their conclusions and means of improving their weak points.

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- See that the reference materials needed for the activities are available.
- Create a stimulating and motivating climate for students.
- Encourage discussion and individual expression.
- Lead and supervise group discussions.
- Provide hypothetical situations reflecting actual conditions in the job market.
- Provide instructions for the role-playing activity.
- Promote discussion as students share observations made during the role-play.
- Ensure that the students show respect for the opinions of others during discussions.

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- Identify the provisions of each law affecting the exercise of the occupation.
- Express themselves in class discussions.
- Make sure that they realize the potential consequences of failure to obey these laws.

#### **PHASE 2:**

- Participate in making the required list.
- Participate in the discussions.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **PARTICIPATION CRITERIA**

#### **PHASE 3:**

- Show concern for adopting the professional behaviours appropriate to various situations.
- Make an effort to recognize the behaviours that conform to or constitute a breach of professional ethics.
- Show interest and participate seriously in the discussions.
- Make an effort to understand the importance of adopting professional behaviour in the workplace.
- Attend the video presentation.
- Express their views in the class discussion and show respect for the opinions and values of others.

#### **PHASE 4:**

- Recognize their strengths and weaknesses with respect to professional behaviour.
- Carry out the analysis seriously and objectively.
- Propose means of improving their weak points.

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before undertaking the activities of Phase 1:**

1. Distinguish between a law, a decree, a regulation and a code.
2. Define *obligation*, *ethics* and *deontology*.
3. Define *professional responsibility* and *civil liability*.



## MODULE 10: OCCUPATIONAL HEALTH AND SAFETY

CODE: 751 362

Duration: 30 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

#### EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to  
**take occupational health and safety precautions.**

#### SPECIFICATIONS

At the end of this module, the students will:

- Be familiar with the legal provisions related to occupational health and safety in home care and family and social assistance.
- Be familiar with the hazards and preventive measures related to the exercise of the occupation.
- Know the most common accidents and diseases affecting family and social assistants.
- Know the procedure to follow in case of accident or complaints related to occupational health and safety.

#### LEARNING CONTEXT

##### PHASE 1: Familiarization with the Legal Provisions Related to Occupational Health and Safety in Home Care and Family and Social Assistance

- Working in small groups, learning about the provisions related to the occupation in the *Act respecting occupational health and safety* (R.S.Q., c. S-2.1) and the *Act respecting industrial accidents and occupational diseases* (R.S.Q., c. A-3.001); making a list of these provisions.
- Participating in class discussions of the provisions identified in the preceding activity and identifying the responsibilities of employers and those of employees.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 2: Familiarization with the Hazards and Preventive Measures Related to the Exercise of the Occupation**

- Working in small groups, carrying out research in order to identify risk factors related to the exercise of the occupation and associating each factor with the accidents they may cause; noting the results.
- Participating in a class discussion of the results of their research and suggesting preventive measures appropriate to each of the risk factors indicated; broadening the discussion to include the meaning of common symbols designating hazardous materials that are likely to be found in the patient's home.
- In a meeting with a person in charge of home care services, learning about the most common diseases and accidents affecting family and social assistants; discussing the main causes and warning signs of these diseases or accidents.
- Learning about a document on the steps taken by a CLSC to improve the conditions related to the health and safety of its team of family and social assistants.
- Participating in activities designed to develop the habit of recognizing potential accidents and of taking preventive measures in the workplace.

#### **PHASE 3: Familiarization with the Procedure to Follow in the Case of Occupational Hazards and Accidents**

- In a meeting with a resource person, learning about the procedure to follow in case of an accident or when filing a complaint concerning a hazard in the workplace.
- Learning about the content of the forms used in filing complaints or reporting occupational accidents.
- Working individually, filling out various forms on the basis of hypothetical situations provided by the teacher.
- Participating in a class discussion of the importance of reporting any occupational accidents, even minor ones, and of the consequences of neglecting or failing to do so.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 4: Evaluation of Their Behaviours with Respect to Prevention**

- Taking stock individually of their behaviours with respect to health and safety in their daily activities; noting behaviours that could be improved.
- Presenting their results to the teacher and discussing them with respect to the working conditions of the occupation.

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- See that the resource persons and reference materials needed for the activities are available to students.
- Direct the research and help students understand the laws by giving concrete examples.
- Provide appropriate support in small-group activities.
- Encourage students to express themselves.
- Plan and lead class discussions.
- Correct erroneous statements as they arise during discussions and provide additional information if necessary.
- Provide hypothetical situations presenting occupational hazards for family and social assistants.

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- Gather relevant information on the provisions of the laws.
- Participate actively in discussions.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **PARTICIPATION CRITERIA**

#### **PHASE 2:**

- Participate actively in the group research activity.
- Participate actively in the class discussion of the results of their research.
- Show an interest in the data to be gathered.
- Make an effort to identify potential accidents.
- Make an effort to adopt preventive attitudes.

#### **PHASE 3:**

- Participate actively in the meeting.
- Make an effort to fill out the various forms properly.
- Make an effort to understand the importance of reporting any accident in the workplace.

#### **PHASE 4:**

- Produce a serious evaluation of their behaviours with respect to prevention.
- Be willing to discuss the results of their self-evaluation with the teacher.

## MODULE 11: TASKS RELATED TO FEEDING

CODE: 751 373

Duration: 45 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **carry out tasks related to feeding** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Given hypothetical situations providing the patient's age, state of health, financial means, cultural background, and so on
- With a person acting as a patient, where necessary
- Using *Canada's Food Guide*
- Using the appropriate materials, such as food, cookware and utensils

#### GENERAL PERFORMANCE CRITERIA

- Conformity with the principles of *Canada's Food Guide*
- Observance of preventive measures related to hygiene and safety
- Conformity with information about the patient's characteristics

#### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Determine the measures to take for food that is contaminated or not fresh.

#### SPECIFIC PERFORMANCE CRITERIA

- Correct choice of measures depending on state of food
- Validity of explanations concerning measures to take

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

B. Plan a one-week menu for one person.

- Appropriate choice of foods according to the nutritional needs of the person
- Inclusion of foods from each of the food groups in *Canada's Food Guide*
- Consideration of the foods or leftovers available
- Consideration of the person's preferences and habits
- Realism of the menu with respect to available materials and allotted preparation time
- Consideration of the need for a variety of tastes, colours and textures in the choice of foods
- Selection of appropriate side-dishes
- Consideration of weekly specials and seasonal availability of foods
- Pertinence of the order in which the menu is planned

C. Draw up a grocery list and select foods to buy, or help a person select foods.

- Foods grouped by category
- Appropriate choice and quantity of foods for the planned menu
- Consideration of the nutritional value of the foods
- Economical choice of foods

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

D. Prepare meals for immediate use or for freezing, or teach a person to prepare them.

### SPECIFIC PERFORMANCE CRITERIA

- Appropriate choice of recipes according to food to be prepared and principles of economy to be observed
- Proper preparation of foods
- Appropriate use of cooking materials
- Cooking method and time appropriate to the types of foods and recipes chosen
- Proper preparation of culinary basics:
  - béchamel sauce
  - basic brown sauce
  - boiled, poached or scrambled eggs or an omelette
  - soups
  - spaghetti sauce
  - braised beef
  - blancmange
  - quickbreads
- Demonstration of organizational skills
- Preparation time acceptable for the task to be done
- Attractive presentation of dishes
- Proper wrapping and labelling of foods for freezing
- Relevant skills taught
- Consideration of the need to have the person participate

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

E. Feed an adult or a child.

**SPECIFIC PERFORMANCE  
CRITERIA**

- Correct application of the technique according to the person's age and state
- Observance of the person's pace
- Usual precautions taken concerning food temperature
- Adoption of measures facilitating eating
- Adoption of attitudes promoting eating



## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before undertaking any of the activities:**

1. Define *nutrition, nutrient, portion* and *diet*.
2. Describe briefly the process of digestion and absorption of foods in the body.

**Before learning how to determine the measures to take for food that is contaminated or not fresh (A):**

3. State the observations to make in determining the freshness of a food.
4. Explain what is meant by perishable food and non-perishable food.
5. State how long the most commonly used perishable foods may be kept.
6. State the foods that are most likely to contain micro-organisms and cause food poisoning.
7. Distinguish the packaging date from the expiry date.

**Before learning how to plan a one-week menu for one person (B):**

8. State the nutrients present in food and their respective roles in the body.
9. State the main sources of protein, carbohydrates, fats, vitamins and minerals.
10. State the role of water in the body.
11. State the role of fibre in a balanced diet and the main foods containing it.
12. State the components of a menu and the factors influencing its planning.
13. State the aspects to be considered in the planning of a menu to stimulate the appetite and promote good chewing habits.
14. Associate recommended and prohibited foods with the following types of diet: sodium-free diet, no-sugar-added diet and low-fat diet.
15. State the consequences of aging on nutrition and the means of palliating them.

**Before learning how to draw up a grocery list and select foods to buy, or help a person select foods (C):**

16. Read the nutritional information written on a label or a container.
17. State the marketing ploys likely to encourage the purchase of unnecessary or more expensive products and the means of reducing grocery expenses.

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before learning how to prepare meals for immediate use or for freezing, or teach a person to prepare them (D):**

18. Define the following culinary terms: *stewing, simmering, rubbing butter into flour, trimming, blanching*.
19. Distinguish between the following methods of cooking: braising, poaching, broiling, frying, roasting and boiling.
20. State the main methods of cooking that are appropriate to the following foods: vegetables, pasta, rice, fish and meats.
21. State the aspects to be considered in preparing vegetables to preserve their nutritional value and to ensure uniform cooking.
22. Convert from the imperial system to the metric system the units of measure commonly used in cooking.
23. Recognize the quality of a margarine by the type of oil used and its proportion of polyunsaturated and saturated fats.
24. Recognize the advantages and disadvantages of using aluminum, cast iron, steel, teflon, glass and pyrex cookware.
25. State the aspects to be considered in the thawing of foods in order to maintain their quality and nutritional value.

**Before learning how to feed an adult or a child (E):**

26. Recognize the materials that may be used to feed patients who are unable to feed themselves.
27. State the observations to make during the meal and to be reported to the person in charge of the patient.

## **MODULE 12: PARTICIPATION IN PROVIDING HOME CARE AND SERVICES**

**CODE: 751 385**

**Duration: 75 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

#### **EXPECTED OUTCOME**

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **participate in providing home care and services.**

#### **SPECIFICATIONS**

During this module, the students will:

- Become familiar with the organization of the work of a family and social assistant within a home care organization.
- Participate in performing the various tasks of a family and social assistant.
- Observe concrete situations in the workplace.
- Evaluate the quality of their participation in the practicum.

#### **LEARNING CONTEXT**

##### **PHASE 1: Information on the Specific Nature of the Occupation**

- Making initial contact with the practicum supervisor in the organization and with the family and social assistant to whom they have been assigned.
- Visiting the premises and meeting the main members of the home care team.
- Familiarizing themselves with the procedures and instructions relating to the operation of the home care team and the work of a family and social assistant.
- With the family and social assistant, familiarizing themselves with the work to be done in the coming days (e.g. cases selected, schedules) and the data in the patient-care plan for each assigned patient; noting in a journal the given names of each person and the data pertaining to them, such as state of health, services provided and allotted time.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 1: Information on the Specific Nature of the Occupation (Cont'd)**

- Familiarizing themselves with the preparatory stages for work: confirmation of the appointment, preparation of the materials, consultation with a member of the team where necessary, and so on.
- Learning about the resources available in the organization and in the neighbourhood with respect to the specific needs of the patients receiving home care services.

#### **PHASE 2: Participation in the Tasks and Work of a Family and Social Assistant**

- Through the family and social assistant, familiarizing themselves with the patient at home.
- Under the direct, then indirect, supervision of the family and social assistant, helping to plan and carry out various tasks including providing basic hygienic care, ensuring patient comfort, preparing meals and daily housekeeping.
- Participating with the family and social assistant in discussions of the work done and of any new aspects of work encountered; noting in the journal the important points.
- Participating on several occasions, with the family and social assistant or the practicum supervisor in the organization, in writing progress notes using data recorded in the journal.
- Attending a team meeting with the family and social assistants or the multidisciplinary team.
- Making contact with the various members of the home-care team in order to familiarize themselves with their duties.
- Writing in the journal a summary of their daily activities, their impressions and any difficulties encountered.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 3: Observation in the Workplace**

- Observing the patient's home environment, bio-psycho-social behaviour and lifestyle.
- Observing the approaches used by the family and social assistant to achieve the objectives pursued in the patient-care plan.
- Observing the means of organizing and doing the work used by the family and social assistant in various situations.
- Reporting observations to the family and social assistant each day and asking any questions that arise.
- Recording on a daily basis in the journal their observations of the assigned patients.

#### **PHASE 4: Evaluation of Their Participation in the Practicum**

- Analyzing at different times during the practicum their participation in the work with respect to the following aspects: ability to communicate with the clientele and the team members, ability to work in a team, ability to make pertinent observations, professional behaviours; noting their assessments on an individual follow-up sheet as they go along.
- Participating in a minimum of two meetings with the practicum supervisor in the organization to discuss the work done, the aspects to be clarified and any changes to be made.
- Participating at least twice during the practicum in meetings with the teacher in order to present the notes kept in the journal and to discuss their self-evaluations as well as any difficulties encountered, using the notes in the journal and the assessments recorded on their individual follow-up sheets, and suggesting means of improving their efficiency.
- At the end of the practicum, participating in a meeting with the teacher, the designated family and social assistant and the practicum supervisor in the organization to evaluate their participation in the practicum.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Hand out sufficiently in advance the required documents to the persons working with the practicum students.
- Make sure that the participating organizations assign daily at least two persons for each practicum student.
- Clarify with the participants (practicum supervisor, family and social assistants) the practicum procedures and the responsibilities of each person, particularly with respect to the evaluation of the practicum students' participation.
- Encourage an analytical and self-critical attitude in the students during the meetings.
- Prepare an individual follow-up sheet containing the aspects to be evaluated during the practicum and distribute it to the students before the practicum begins.
- Monitor carefully the organization and the student during the practicum.

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- Note in their journals details on each assigned patient.
- Gather data on available resources in the organization and the neighbourhood.

#### **PHASE 2:**

- Make an effort to adopt professional behaviours.
- Make an effort to communicate properly.
- Be available and show initiative in their work with the family and social assistant.
- Show concern for the needs of assigned patients.
- Make an effort to adopt safe behaviour.
- Show interest in the decisions made and tasks done by the family and social assistant.
- Make an effort to write progress notes.
- Show interest during group meetings and meetings with team members.
- Write a daily summary of their activities.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **PARTICIPATION CRITERIA**

#### **PHASE 3:**

- Make an effort to record pertinent observations.
- Report the observations objectively.
- Note in the journal the required items.

#### **PHASE 4:**

- Note the results of their analysis on their follow-up sheets.
- Analyze their work seriously.
- Demonstrate seriousness and open-mindedness during the discussions.
- Submit their journals to the teacher.
- Discuss seriously the results of their self-evaluation.
- Be willing to participate in a three-part evaluation of their practicum.
- Be receptive to the comments made.

## **SECOND-LEVEL OPERATIONAL OBJECTIVES**

**IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:**

**Before undertaking any of the activities:**

1. Be familiar with the objective and the terms and conditions of the practicum.
2. Review the role of the family and social assistant in the multidisciplinary team and with the patient.
3. Review the professional behaviours to adopt in the workplace.
4. Describe the procedures to follow on arriving at and leaving a person's residence in order to establish a trusting relationship and to ensure the person's safety.
5. Review the principles and techniques of communication to be applied in the workplace.
6. Review the concepts related to the use of techniques for moving people safely.
7. Review the concepts related to basic hygienic care and patient comfort.



## **MODULE 13: FAMILY DYNAMICS**

**CODE: 751 393**

**Duration: 45 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

#### **EXPECTED OUTCOME**

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to  
**apply concepts of family dynamics.**

#### **SPECIFICATIONS**

During this module, the students will:

- Recognize the characteristics of a family environment.
- Evaluate the interaction of these characteristics within the context of the family.
- Associate interventions with various family situations.

#### **LEARNING CONTEXT**

##### **PHASE 1: Familiarization with the Basics of Family Dynamics**

- Participating in discussions to make them aware of how their own values influence their perception of the family as well as the impact of a family's values on its dynamics.
- Using concrete examples, discussing the role and duties of each family member, the importance of fully assuming this role and the need for this role to be accepted by the other family members.
- Participating in discussions on the rules governing how a family functions, their effect on family relationships, the danger of contradictory rules and the choice of control mechanisms.
- Using a genogram or diagrams, analyzing the harmonious or conflictual relationships between family members and their impact on communication.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 1: Familiarization with the Basics of Family Dynamics (Cont'd)**

- In groups of three or four, making a list of daily events that are likely to adversely affect family relationships and giving an example of their effect on family dynamics.
- Participating in a class discussion of the results obtained in the preceding activity.

#### **PHASE 2: Applying a Knowledge of and Analyzing Family Dynamics**

- Participating in a class discussion intended to make students aware through various examples of the importance of information on the characteristics of each family member in analyzing family dynamics.
- Participating in portraying and observing others portray a real family situation by making a sculpture of or miming a scene as perceived by the student "director."
- After completing the scene, expressing their feelings toward their character and the other characters.
- After observing the scene, sharing the important aspects noted and their understanding of the relationships between family members.
- Participating in a class discussion to clarify the aspects of family dynamics that were misunderstood or missed by the participants.
- Participating in a class discussion to analyze real family dynamics and writing down the links between the various basic aspects of the dynamics.
- Attending a presentation on the characteristics of families in special situations, such as refugees, immigrants, single-parent families and blended families.
- In small groups, analyzing the dynamics of families with special problems, such as neglect and organizational problems.
- Participating in class discussions of the conclusions of their analyses and proposing interventions for the problems seen.
- Working individually, analyzing a family dynamic showing a specific problem, proposing an appropriate intervention and describing the role of the family and social assistant in this situation.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 3: Evaluation of Their Ability to Analyze the Dynamics of Various Families**

- Working individually, evaluating their ability to make links between the various aspects of a family situation.
- Discussing the conclusions of their self-evaluation with the teacher.

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Draw on the students' personal experiences to initiate discussions.
- Encourage the students to express themselves.
- See that a minimum of four scenes are portrayed in the module.
- Ask the class for volunteers to act as directors for each scene to be portrayed; this person will assign the roles to the students, depending on the situation.
- Make sure that each student has a role of either actor or director.
- Provide the information required for producing a scene as described by Virginia Satir.
- Stimulate the students' interest by asking questions and referring to concrete examples.
- Encourage respect for the feelings of others.
- Make sure that the students respect the rules of ethics concerning the communication of confidential information.
- Provide the necessary assistance for carrying out each activity.
- Present the family situations in increasing order of difficulty.
- Summarize the discussions in order to reinforce the students' learning and help them understand the links between the various aspects of family dynamics.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- Participate actively in the discussions.
- Make an effort to provide pertinent examples.
- Make an effort to link the various aspects of family dynamics.

#### **PHASE 2:**

- Participate in portraying a scene and share the feelings they experienced.
- Make an effort to understand the dynamics represented by the scenes.
- Participate actively in the discussions.
- Participate actively in the analysis of a variety of family dynamics and make an effort to make pertinent links.
- Show interest during the presentation.
- Make an effort during the analysis of the situation to apply their learning about basic aspects of family dynamics and to suggest an intervention which takes into account the role of the family and social assistant.

#### **PHASE 3:**

- Examine seriously their ability to analyze family dynamics.
- Discuss the results of their self-evaluation positively and seriously.

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before undertaking the activities of Phase 1:**

1. Explain what is meant by *dynamics* and *family*.
2. Distinguish between an open system and a closed system.
3. Review the principles and techniques of verbal and non-verbal communication.
4. Distinguish between an implicit rule and an explicit rule.

**Before undertaking the activities of Phase 2:**

5. Distinguish between the main types of families: extended, nuclear, single-parent, two-parent, blended, incestuous.
6. Associate the rules of professional ethics with the confidentiality of information obtained about a family and respect for the opinions of others in discussions.
7. Associate the interventions selected with concepts of human development.

## **MODULE 14: SOCIAL PROBLEMS AND RESOURCES**

**CODE: 751 404**

**Duration: 60 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

#### **EXPECTED OUTCOME**

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to  
**apply a knowledge of social problems and resources.**

#### **SPECIFICATIONS**

At the end of this module, the students will:

- Be familiar with the most common social problems.
- Be familiar with existing resources (personal, community, government and private sector).
- Evaluate their ability to associate appropriate resources with specific problems.

#### **LEARNING CONTEXT**

##### **PHASE 1: Familiarization with Social Problems and Resources**

- Participating in a brainstorming activity on the problems currently affecting Québec society.
- Under the supervision of the teacher, participating in a class discussion to complete the list of social problems and put them into one of the following categories: violence against persons, deviance and social maladjustment, and social integration.
- Selecting a current social problem for the second phase of this objective and forming teams of three or four with other students who have chosen the same subject; informing the teacher of the team members and the problem to be worked on.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 1: Familiarization with Social Problems and Resources (Cont'd)**

- On the basis of a video or a presentation made by the teacher or a resource person, learning about at least five social problems other than the one chosen for work in teams; paying attention to the following aspects: causes of the problem, characteristics of the people affected by the problem, consequences for the individual, the family and society, legislation pertaining to the problem, and so on.
- After each presentation, participating in class discussions to supplement the information covered and share their views with the rest of the class.
- Working individually, writing a summary of each social problem covered and handing in the assignment to the teacher.
- In small groups, doing a research project to draw up a list of various resources (personal, community, government and private sector) and describing the services offered as well as their intended clientele.
- Participating in a class discussion of the conclusions of their research and building on their knowledge using information provided by the other teams.

#### **PHASE 2: Determining a Course of Action When Confronted with a Social Problem**

- In the teams formed in Phase 1, drawing up a work plan for analyzing the selected social problem and researching the appropriate resources; agreeing on a fair distribution of work and presenting the plan to the teacher.
- Obtaining the information necessary to write up the analysis and participating in the team meetings provided for in the plan.
- In conjunction with the other team members, participating in writing up the research project.
- With the other team members, presenting the conclusions of their research to the class.
- Attending the presentations of the other teams and participating in class discussions following each presentation.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 3: Evaluation of Their Ability to Associate the Appropriate Resources with Various Social Problems**

- Working individually, evaluating their ability to analyze social problems and to select the appropriate resources.
- Discussing the conclusions of their self-evaluation with the teacher.

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Provide the necessary assistance for carrying out each activity.
- Set a time limit for each activity and respect it.
- Supervise the distribution of topics among the teams and make sure that a sufficient variety of topics has been chosen.
- Encourage the use of audiovisual materials in teaching concepts related to social problems.
- Make sure that the students understand the various social problems by regularly evaluating their summaries.
- Make sure that the necessary documentation is available for each activity.
- Promote discussion and encourage students to express themselves.
- By means of the different activities in the module, ensure that each of the following problems are covered: child abuse or neglect; conjugal violence; poverty; isolation of the elderly; and the integration difficulties experienced by people with handicaps, who have been deinstitutionalized, or who have different cultural backgrounds.
- Clearly define the procedure for the team research projects.
- Monitor the progress of the research.



## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- State one or more problems affecting Québec society.
- Make a list of social problems and put them into categories.
- Be willing to accept to work in a team and show flexibility in choosing a topic for the teamwork.
- Listen to the presentations and note the specific characteristics of each social problem covered.
- Show interest in broadening their views on social problems.
- Make an effort to summarize the key points of the information provided on each of the problems covered.
- Participate in the research and draw up a list of different types of resources available.
- Participate in a class discussion of the results of their research and complete their own directory of resources.

#### **PHASE 2:**

- Participate actively in planning the research work and in distributing the workload.
- Show interest in the research project.
- Participate in the class discussion of the information presented.
- Participate actively in writing and presenting their results.
- Listen attentively to the presentations made by the other teams.
- Participate actively in the discussions of each subject covered.

#### **PHASE 3:**

- Write a short text on their abilities and difficulties in analyzing social problems and researching appropriate resources.
- Discuss the results of their self-evaluation constructively and seriously.

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

### **Before undertaking the activities of Phase 1:**

1. Describe the evolution of Québec society since the early seventies, including socio-economic, demographic and societal changes.
2. State the social policies implemented since the early seventies that affect the current clientele of home care services.
3. Review concepts related to the organizational and operational structure of social services in Québec.
4. State the various levels of government and their respective responsibilities concerning social services.
5. Define *social problem* and *resources*.
6. List the population segments that are considered most vulnerable on the social level.
7. Distinguish between the following categories of resources: personal support systems, intermediary resources and community resources.

### **Before undertaking the activities of Phase 2:**

8. Review the principles and techniques of group functioning.

## **MODULE 15: DEVELOPING A TRUSTING RELATIONSHIP WITH A PATIENT AT HOME**

**CODE: 751 415**

**Duration: 75 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

#### **EXPECTED OUTCOME**

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to  
**develop a trusting relationship with a patient at home.**

#### **SPECIFICATIONS**

During this module, the students will:

- Create a reassuring climate for a patient at home.
- Recognize the person's bio-psycho-social needs.
- Provide organization, educational or moral support in response to the person's needs.
- Evaluate their ability to develop a trusting relationship.

#### **LEARNING CONTEXT**

##### **PHASE 1: Information and Initial Contact**

- Meeting their practicum supervisor in the volunteer organization and introducing themselves.
- Learning about the policies and instructions in effect in the organization as well as its leeway in dealing with the clientele; taking notes.
- Learning from the practicum supervisor in the organization the characteristics specific to each patient assigned (e.g. given name, age, living conditions and state of health) and the care requested; writing down in the file the data obtained and keeping their notes for later use.
- At the patients' homes, making initial contact with each patient assigned to them; informing the patients of their status as practicum students and of the duration and frequency of their visits.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 1: Information and Initial Contact (Cont'd)**

- Arranging with the patients the procedures for their visits (e.g. prior call, time of arrival) and ascertaining the patients' expectations.
- Writing down in the journal the arrangements made and their impressions during the initial contact.

#### **PHASE 2: Gradual Familiarization with a Patient at Home**

- Engaging the patient in a conversation for a better understanding of his or her family and social background, physical abilities, preferences and areas of interest; taking notes.
- Organizing with the patient a leisure or educational activity designed to develop or maintain his or her autonomy, such as playing a card game, doing crafts, doing a crossword puzzle, going for a walk or cooking.
- Planning at least one outing (e.g. to a community centre or a shopping centre) and accompanying the patient at each stage in the undertaking.
- During discussions with the patient and in the course of daily activities, observing the patient's behaviour and lifestyle, noting the bio-psycho-social needs that seem to have been met and those that have not, other than those already indicated in the file.
- Informing the patient of the resources that may meet his or her needs and lend assistance.
- Advising and assisting the patient in the choice, organization and running of his or her home.
- Encouraging the patient's efforts to improve his or her situation or face his or her difficulties.
- Writing daily progress notes in the file and recording in the journal the interventions made as well as any information on any progression or setback in their relationship with the patient; keeping these notes for discussion with the teacher during the follow-up meetings.
- Communicating regularly with the practicum supervisor in the organization and reporting the results of their work with the patients; discussing with the supervisor any aspects needing to be clarified or resolved.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 3: Class Discussion and Analysis of Their Work with Patients at Home**

- Participating in an initial follow-up meeting with the teacher and the members of their team, and presenting to the team the cases assigned by the practicum supervisor in the organization as well as their objectives for each patient; expressing their views and any uncertainties felt and difficulties encountered.
- Participating at regular intervals in follow-up meetings with the teacher and the team members; informing them about the work done, its effect on the objective pursued and any changes arising, as well as the effect of these changes on the relationship to be developed; expressing their impressions and any uncertainties felt or difficulties experienced; presenting to the teacher the information recorded in the journal as well as the progress notes written in the file following the home visits.
- Following their presentations, listening to the comments of their fellow team members and, where applicable, reacting by clarifying certain aspects or stating the reasons for their decisions.
- Attending the presentations made by the other team members and participating in the discussions by adding information, clarifying information or offering suggestions.

#### **PHASE 4: Evaluation of Their Ability to Develop a Trusting Relationship**

- At various times throughout the practicum, reflecting on their own progress in terms of the following aspects: the quality of their communication, their ability to elicit the person's participation in decisions and activities, their ability to adapt to various situations, their organizational skills, their respect for personal values, their ability to write progress notes and their ability to incorporate suggestions offered in team meetings; noting their conclusions on an individual follow-up sheet.
- Participating on three or four occasions in a meeting with the teacher in order to share their conclusions.
- At the end of the practicum, participating in a meeting with the teacher and the practicum supervisor in the organization to evaluate their ability to develop trusting relationships with patients at home.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Hand out the necessary documents to the practicum supervisors and to the students at the beginning of the practicum.
- Explain to the practicum supervisor in the organization the practicum procedures and his or her responsibilities, particularly concerning the evaluation of the student.
- Assign teams of four or five students who will participate together in each follow-up meeting required by the objective.
- Inform students of the times set for the follow-up meetings.
- Lead the follow-up meetings while gradually allowing students to run the meetings.
- Ensure that each team member has a copy of the file for each case discussed at the first meeting.
- Inform students of the time limit set for the presentations and respect it.
- Encourage each student to participate in the discussions.
- As much as possible, through the study of hypothetical cases, compensate for any missing aspects resulting from the type of clientele available.
- Before the practicum begins, prepare a follow-up sheet containing the aspects to be evaluated during the practicum and distribute it to the students.
- Monitor the students and the participating organizations during the practicums.

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- Take into account standard practice in introducing themselves.
- Note the operating procedures to be followed in their work with the patients.
- Make an effort to obtain pertinent information.
- Record in the journal the results of these meetings.

#### **PHASE 2:**

- Record in the file the information gathered.
- Carry out the required activities.
- Make note of the needs identified.
- Keep their journal.
- Make an effort to provide pertinent information concerning their work with the patients visited.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **PARTICIPATION CRITERIA**

#### **PHASE 3:**

- Make an effort to make proper presentations.
- Make an effort to clearly express the feelings they experience.
- Show judgment and initiative in their choice of interventions with the patients visited.
- Show an open mind and receptivity to the comments and suggestions of the other team members.
- Participate seriously in the discussions.

#### **PHASE 4:**

- Write their assessment for each aspect covered.
- Participate seriously in the discussions.
- Show progress in their development.
- Discuss the quality of their participation in the practicum positively.

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before undertaking any of the activities:**

1. Familiarize themselves with the objective of the practicum and the practicum procedures.
2. Familiarize themselves with their responsibilities toward the organization and the patient met at home.
3. Review the principles and techniques of communication and the importance of using them in the context of a helping relationship.
4. Review the rules of professional ethics to be observed in the workplace.
5. Review the concepts related to the most common social problems and the resources that may offer assistance.
6. Describe how to make satisfactory observations without offending or embarrassing the person observed.
7. Describe the importance of having the patient participate in the decision making and in the steps undertaken.
8. State the aspects to be considered in choosing activities to do with a patient at home.
9. State the means to be used with patients at home to stimulate their interest and positively reinforce their attitudes.
10. State the aspects to be considered when accompanying a patient on an outing.



## MODULE 16: FIRST AID

CODE: 751 422

Duration: 30 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **provide first aid** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Using the appropriate materials
- During hypothetical situations or simulations with a dummy or a subject playing the role of a person in need of assistance

#### GENERAL PERFORMANCE CRITERIA

- Reassurance of the injured person
- Collection of all relevant medical information
- Evaluation of antecedents and symptoms
- Observance of rules of safety and ethics
- Observance of general rules of asepsis
- Observance of contraindications to any particular type of care

#### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Follow the general procedure for emergencies.

#### SPECIFIC PERFORMANCE CRITERIA

- Proper sequence of steps
- Accurate general evaluation of the situation

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

B. Follow the first-aid procedure for heart attack, cardiac arrest or respiratory failure.

- Appropriate choice of care according to the person's state
- Proper care provided
- Proper use of technique according to person's state and age
- Appropriate justification for each action

C. Follow the first-aid procedure for changes in state of consciousness.

- Appropriate choice of care according to the person's degree of unconsciousness
- Appropriate position of person according to his or her state

D. Follow the first-aid procedure for suffocation or obstruction of the respiratory tract.

- Appropriate choice of technique according to the person's state and age
- Proper use of technique chosen
- Appropriate justification for each action

E. Follow the first-aid procedure for hemorrhage or shock.

- Appropriate choice of technique according to type and specific nature of hemorrhage
- Appropriate choice of means to palliate the state of shock
- Proper care provided
- Precautions taken against contact with blood

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

- |   |  |
|---|--|
| F. Follow the first-aid procedure for fractures, dislocations, sprains or perforating wounds. | <ul style="list-style-type: none"> <li>- Choice of technique according to type of injury and area affected</li> <li>- Appropriate choice of materials according to type of injury</li> <li>- Observance of rules concerning stabilization of injured person</li> <li>- Proper use of technique chosen</li> </ul> |
| G. Follow the first-aid procedure for burns, frostbite or problems related to heat or cold.   | <ul style="list-style-type: none"> <li>- Evaluation of seriousness of burn according to its extent and the layers of skin affected</li> <li>- Choice of care according to type and seriousness of burn</li> <li>- Choice of care according to type of problem</li> </ul>   |
| H. Follow the first-aid procedure for poisoning.  | <ul style="list-style-type: none"> <li>- Appropriate choice of action according to type of poisoning and injured person's state</li> </ul>   |
| I. Follow the first-aid procedure for accidents or various health problems.                   | <ul style="list-style-type: none"> <li>- Choice of care according to type of accident or problem and person's state</li> <li>- Proper care provided</li> </ul>   |
| J. Follow procedures for immediate moving and transportation of an injured person.            | <ul style="list-style-type: none"> <li>- Appropriate choice of technique according to type of injury</li> <li>- Use of the appropriate materials</li> <li>- Correct use of technique according to type of injury</li> </ul>  |

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before learning how to follow the general procedure for emergencies (A):**

1. Define *first aid* and state its goals and the legal principles involved.
2. Describe the items in a first-aid kit and their use.
3. Describe the safety measures to take to reduce the risk of contamination when providing first aid.
4. Describe the specific roles of various organizations in emergency situations.
5. Distinguish between the following states: agitation, confusion, disorientation, wakefulness, drowsiness, unconsciousness.
6. Distinguish between the following signs: fever, edema, skin eruptions, perspiration, shivering, breathlessness.
7. State the normal pulse rates and respiration rates for a healthy adult, child and baby.
8. Apply the techniques for taking a person's temperature and pulse.

**Before learning how to follow the first-aid procedure for heart attack, cardiac arrest or respiratory failure (B):**

9. Describe the symptoms of a heart attack and state the appropriate first aid.
10. Describe the cardiopulmonary resuscitation (CPR) technique with one or more first-aid workers, using a dummy of a baby, a child or an adult.

**Before learning how to follow the first-aid procedure for changes in state of consciousness (C):**

11. State the situations in which the lateral safety position is contraindicated.

**Before learning how to follow the first-aid procedure for suffocation or obstruction of the respiratory tract (D):**

12. State the main causes of suffocation or obstruction of the respiratory tract.

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before learning how to follow the first-aid procedure for hemorrhage or shock (E):**

13. State the symptoms of internal hemorrhaging.
14. Describe how to make a tourniquet using a triangular bandage and state its uses.
15. Define *state of shock*.

**Before learning how to follow the first-aid procedure for fractures, dislocations, sprains or perforating wounds (F):**

16. Describe the symptoms of fractures, dislocations or sprains.
17. Describe the different types of splints used to immobilize fractures and explain why they are used.
18. Make a cervical collar using a triangular bandage.

**Before learning how to follow the first-aid procedure for burns, frostbite or problems related to heat or cold (G):**

19. State the main causes of burns.
20. Describe the symptoms of a burn according to its degree of seriousness.
21. Describe the aseptic measures specific to burns.
22. Describe the symptoms of frostbite, hypothermia and heat stroke.

**Before learning how to follow the first-aid procedure for poisoning (H):**

23. List the main types of poisoning.
24. Describe the general symptoms of poisoning.

## **SECOND-LEVEL OPERATIONAL OBJECTIVES**

**IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:**

**Before learning how to follow the first-aid procedure for accidents or various health problems (I):**

- 25. Describe the symptoms of convulsions, hyperventilation, hypoglycemia and allergy.**
- 26. State the main causes of allergy.**
- 27. State the precautions to take in the case of a fall.**

**Before learning how to follow procedures for immediate moving and transportation of an injured person (J):**

- 28. Make carrying devices using the means at hand.**
- 29. State the risks related to moving an injured person and the precautions to take.**

## MODULE 17: MANAGING DAILY AFFAIRS

CODE: 751 433

Duration: 45 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **carry out tasks related to the management of daily affairs** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Using hypothetical situations and simulations where necessary
- Using the appropriate documentation and materials
- Using the table of percentages for various expenses

#### GENERAL PERFORMANCE CRITERIA

- Judgment used in evaluating situations
- Consideration of the person's needs
- Validity and accuracy of the information provided
- Observance of the rules of written communication
- Use of appropriate terminology
- Appropriate choice of solutions or of proposed resources

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

- |   |  |
|---|--|
| A. Evaluate the validity of an application for social assistance.                                     | <ul style="list-style-type: none"> <li>- Appropriate decision made</li> <li>- Recognition of eligibility criteria for an application</li> <li>- Reasons given for ineligibility of application</li> </ul>  |
| B. Fill out forms and documents relating to bank transactions and applications for social assistance. | <ul style="list-style-type: none"> <li>- Inclusion of all required information and documents</li> <li>- Validity and accuracy of information provided</li> <li>- Forms or applications completed in accordance with instructions</li> <li>- Neat, legible writing</li> </ul>   |
| C. Write letters to request information, lodge a complaint and make a claim.                          | <ul style="list-style-type: none"> <li>- Inclusion of information on claimant and file</li> <li>- Clear, concise information about request and desired outcome</li> <li>- Conformity of text with rules of written communication</li> <li>- Determination of measures to take in sending a letter concerning a complaint or claim</li> </ul> |
| D. Plan a weekly, monthly and annual budget.  | <ul style="list-style-type: none"> <li>- Proper placement of recorded data</li> <li>- Accuracy of calculations</li> <li>- Expenses in accordance with income</li> <li>- Realism of options proposed in the event of a deficit budget</li> </ul>  |
| E. Propose resources that may help a person confronted with a problem related to daily affairs.       | <ul style="list-style-type: none"> <li>- Appropriate choice of resources with respect to the situation</li> <li>- Accurate, clear information provided</li> <li>- Required documents included where necessary</li> </ul>   |



## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before undertaking any of the activities:**

1. Review the rules of professional ethics that apply to the management of daily affairs.
2. Review the principles and techniques of oral and written communication.

**Before learning how to evaluate the validity of an application for social assistance (A):**

3. State the main types of social assistance available and the organizations to contact in order to obtain application forms.
4. Define the terms commonly used on application forms, such as *civil status*, *legal name* and *claimant*.
5. Read and interpret the information and instructions on various forms.
6. State the most common reasons for a complaint, a claim or a request directed to a person or a company.
7. State the role of the Office de la protection du consommateur and the main rights of the consumer ensuing from the application of the *Consumer Protection Act*.

**Before learning how to fill out forms and documents relating to bank transactions and applications for social assistance (B):**

8. Distinguish between a cheque, a money order and a bank draft.
9. State the range of services generally offered by banks to their customers.
10. Compare the various types of savings and chequing accounts.
11. Define *request for power of attorney*.

**Before learning how to write letters to request information, lodge a complaint and make a claim (C):**

12. Describe the procedure for lodging a complaint.

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before learning how to plan a weekly, monthly and annual budget (D):**

13. State the main factors in incurring debt.
14. Distinguish between various types of consumer credit: loans, instalment sales and variable credit.
15. State the advantages of credit and the dangers of using it.
16. State means of reducing consumer costs in general.
17. Define *debt consolidation*, *bankruptcy*, *voluntary deposit* and *negotiating with creditors*.
18. Define *asset*, *liability*, *net worth*, *deficit*, *surplus* and *debt*.
19. State the main elements normally found in the following budgetary items: income, fixed expenses, variable expenses.
20. Do various budgetary calculations:
  - calculating weekly, monthly and annual income or expenses;
  - converting weekly income and expenses to monthly and annual income and expenses, and vice versa;
  - calculating percentages of savings, deficit, and expenses with respect to income.

## **MODULE 18: PLANNING A JOB SEARCH**

**CODE: 751 441**

**Duration: 15 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

#### **EXPECTED OUTCOME**

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **plan a job search.**

#### **SPECIFICATIONS**

At the end of this module, the students will:

- Be familiar with the steps involved in planning a job search.
- Know how to prepare a résumé and a letter of introduction.
- Be familiar with the general procedure of a job interview.

#### **LEARNING CONTEXT**

##### **PHASE 1: Familiarization with Job Search Procedures**

- Participating in an information session on the steps involved in a job search.
- Discussing specific aspects of a job search in the field of health care and social services (e.g. how to target establishments, kinds of jobs, job descriptions).
- Discussing the amount of time required for each step in the job search and how this time factor affects the job search.

##### **PHASE 2: Introduction to Preparing a Résumé and a Letter of Introduction**

- Working in small groups, analyzing various model résumés and letters of introduction.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 2: Introduction to Preparing a Résumé and a Letter of Introduction (Cont'd)**

- Participating in a class discussion of the content and characteristics of résumés and letters of introduction, as well as ways to present oneself to advantage in these sorts of documents.
- Working individually, preparing their own résumés and letters of introduction.
- Working in groups, evaluating the quality of the documents produced by group members, and submitting the evaluations to the teacher.

#### **PHASE 3: Participation in a Simulated Job Interview**

- Discussing the three phases of the interview (i.e. cordialities, exchange of information, and arrangements for follow-up).
- Discussing the criteria employers use to evaluate candidates in interviews.
- Participating in a simulated job interview.
- Participating in an evaluation of the performance of the other students during the simulations and writing down aspects to be corrected and ways of improving their own performance.

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Provide the students with relevant reference materials.
- Encourage the students to express their opinions.
- Encourage the students to participate.
- Promote a serious and respectful attitude in group evaluations.
- Encourage self-evaluation.
- Organize the simulation exercises and provide the students with support.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- Show interest in the information provided.
- Participate in discussions.

#### **PHASE 2:**

- Examine carefully all reference materials provided.
- Express their opinions clearly in discussions.
- Show diligence in the preparation of their résumés and letters of introduction.

#### **PHASE 3:**

- Participate in the activities.
- Express themselves clearly, using correct English.
- Make an effort to grasp the importance of their attitudes and behaviour in dealings with a potential employer.
- Make an effort to analyze the other students' performance objectively.

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

### **Before undertaking the activities of Phase 1:**

1. List sources of information and ways to facilitate the job search.

### **Before undertaking the activities of Phase 2:**

2. State the information that a résumé and a letter of introduction should contain.
3. List the documents that should accompany a résumé.
4. Explain the importance of using appropriate vocabulary and correct English in résumés and letters of introduction.

### **Before undertaking the activities of Phase 3:**

5. Describe the preparation for a job interview.
6. State the positive elements to emphasize in a job interview.
7. Identify attitudes and behaviour to avoid in a job interview.
8. State the steps to take following a job interview.

## **MODULE 19: PROVIDING HOME CARE AND SERVICES**

**CODE: 751 458**

**Duration: 120 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

#### **EXPECTED OUTCOME**

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **provide home care and services.**

#### **SPECIFICATIONS**

During this module, the students will:

- Carry out various tasks and activities under the supervision of a family and social assistant.
- Carry out autonomously the tasks of a family and social assistant.
- Evaluate their ability to provide home care and services.

#### **LEARNING CONTEXT**

##### **PHASE 1: Preparation for Tasks to Be Performed at the Patient's Home**

- Reestablishing contact with the practicum supervisor in the organization and the members of the home care team.
- Contacting the family and social assistant to whom they are assigned and determining with him or her the schedule for the coming days according to the assigned cases; recording in the journal the pertinent information for each case.
- Discussing with the family and social assistant the characteristics of the living environment and bio-psycho-social state of the patients assigned; continuing the discussion on the learning acquired in the first practicum and attempting to clarify the points that were misunderstood, to review instructions that were forgotten, and so on.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 1: Preparation for Tasks to Be Performed at the Patient's Home (Cont'd)**

- Selecting among the patients assigned two relatively complex cases for case studies to be done later in the practicum; writing down the choices in the journal.

#### **PHASE 2: Performance of Tasks under the Supervision of a Family and Social Assistant**

- Under the direct supervision of the family and social assistant, providing the patient with support in the form of hygienic care and feeding.
- Under the indirect supervision of the family and social assistant, carrying out various tasks for patients experiencing different problems.
- Offering organizational, educational or moral support to the patient in the course of daily activities.
- Participating regularly with the family and social assistant in discussions of the work done, the difficulties encountered, means of improving themselves and solutions to be considered for the situations encountered; summarizing the discussions in their journal.
- On two occasions during the practicum, doing a study of each case selected, taking the following aspects into account: characteristics, determined genuine needs, needs recognized by home care services or other organizations, objectives of the patient-care plan, interventions carried out, suggested alternatives.
- On the basis of the case study at hand, meeting a team member involved in the case and discussing specific points affording a better understanding of the case; noting the results of the discussion and presenting the work to the practicum supervisor in the organization.
- Participating with their assigned family and social assistant in a team meeting, preferably one pertaining to one of the assigned cases.
- Writing in the journal a summary of their daily activities, their impressions and any difficulties encountered; keeping the notes for discussion in the follow-up meetings.



## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 3: Carrying out the Tasks and Work of a Family and Social Assistant on Their Own**

- Learning about the patient-care plans of the patients assigned, writing down on a sheet the data considered relevant to each case and having it approved by the practicum supervisor.
- Contacting the assigned patients by phone, preparing their daily schedule and having it approved by the practicum supervisor.
- Carrying out, for at least two patients each day, the tasks required by the patient-care plan.
- Reporting regularly to the practicum supervisor in the organization the type and results of work done for the patients assigned.
- Writing in the journal a summary of daily activities, their impressions and any difficulties encountered; keeping these notes for discussion in the follow-up meetings.
- Writing regularly in the file or on a sheet reserved for this purpose the progress notes for each patient assigned.
- Visiting a volunteer community organization and obtaining information that may help one of the patients assigned to them; reporting the results of this effort to the practicum supervisor in the organization.

#### **PHASE 4: Evaluation of Their Ability to Work in a Home Care Team**

- At different times during the practicum, analyzing the following aspects of their participation in the care provided: professional bearing and behaviour, quality of work, efficiency in organizing the work, ability to offer support, ability to adapt to various clienteles and to new and unforeseen situations, ability to report relevant observations and to write progress notes in the file; writing the results of their analyses on their follow-up sheet.
- Participating in at least three meetings with the practicum supervisor in the organization to discuss the work performed and any aspects to be clarified.
- Participating at least three times during the practicum in follow-up meetings with the teacher in order to discuss their performance, impressions and difficulties encountered; using their notes in the journal and the assessments recorded on the follow-up sheet.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 4: Evaluation of Their Ability to Work in a Home Care Team (Cont'd)**

- At the end of the practicum, participating with the teacher, their assigned family and social assistant and the practicum supervisor in the organization in a meeting to evaluate their participation in the practicum.

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Hand out sufficiently in advance to the practicum supervisors the necessary documents.
- Hand out to the students at the beginning of the practicum an individual follow-up sheet containing the aspects on which they are to be evaluated in the practicum.
- Obtain the cooperation of all of those participating in the practicum.
- Clarify with the people participating in the practicum the procedures and the responsibilities of each person, particularly with respect to evaluation.
- Plan follow-up meetings and notify the students of the times set for these meetings.
- Ensure that the practicum supervisors and family and social assistants provide the students with the necessary support while allowing them to exercise autonomy.
- Follow up on the practicum by monitoring the organization and the students in order to ensure that the activities targeted by the objectives are carried out and that the students progress in their learning.
- Ensure that he or she is available to respond to the needs of the student or the practicum supervisor in the organization.
- Encourage critical thinking and self-evaluation in the students during meetings.
- Make sure that the students write in their journals regularly.
- During the meetings, encourage the students who are experiencing difficulties.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- Participate seriously in establishing schedules.
- Write in their journals the information pertaining to the profile of each patient assigned.
- Make an effort to get to know their assigned patients.

#### **PHASE 2:**

- Show concern for constantly applying rules of ethics and safety.
- Pay attention to the needs of the patients and make an effort to respond to them while maintaining or promoting their degree of autonomy.
- Make an effort to adapt their work to a wide range of patients and situations.
- As the practicum progresses, show improvement in performing the tasks and in their work with the clientele.
- Provide organizational, educational and moral support.
- Show honesty and open-mindedness in the discussions.
- Summarize the discussions in their journal.
- Write up the assigned case studies seriously.
- Plan the meetings with the persons involved in the case studies.
- Show interest in the information conveyed during the team meeting.
- Write their journal according to the selected aspects.

#### **PHASE 3:**

- Take care to select from the patient-care plan the information pertinent to each of the assigned patients and present it to the practicum supervisor.
- Show autonomy and organizational skills in preparing their schedule.
- Carry out the tasks required by the patient-care plan.
- Inform the practicum supervisor regularly of work done at the patients' homes.
- Write the required information in their journal.
- Write the progress notes for each patient assigned.
- Report the results of their work to the community organization.

#### **PHASE 4:**

- Prepare the assigned analysis and write their assessments.
- Show seriousness, honesty and open-mindedness in the discussions.
- Present the information written in their journal to the teacher.
- Discuss the results of their self-evaluation seriously.
- Be willing to participate in an evaluation of their participation in the practicum.

