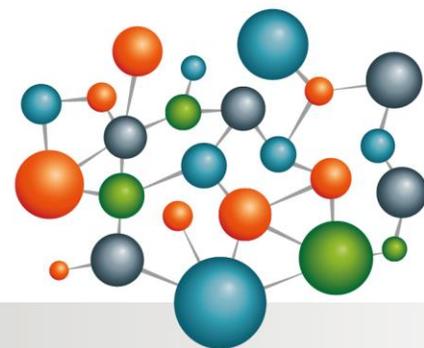


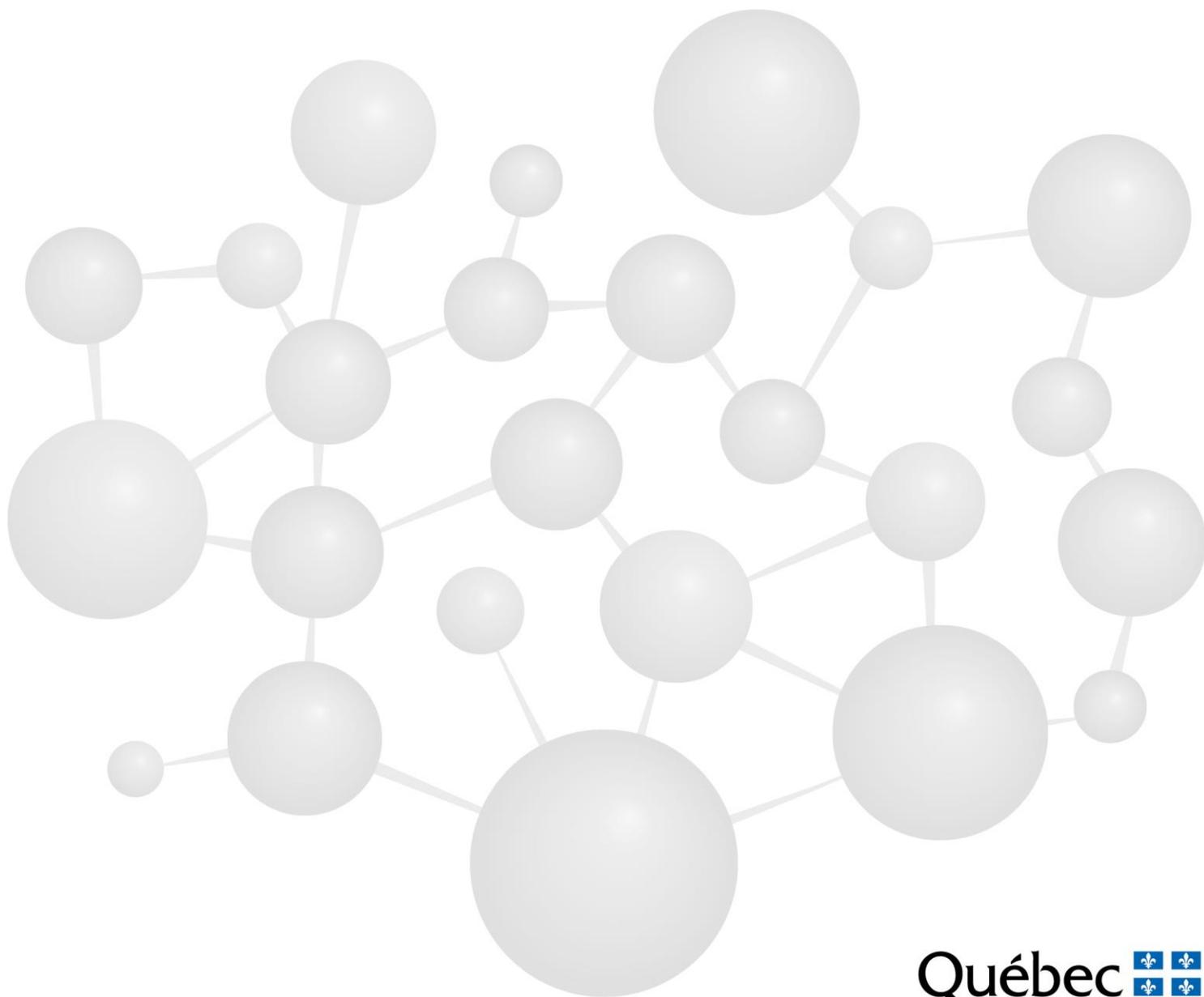
PROGRAM OF STUDY

SECRETARIAL STUDIES MEDICAL (AVS 5874)

Training sector
ADMINISTRATION, COMMERCE AND COMPUTER TECHNOLOGY



MINISTÈRE DE L'ÉDUCATION



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Introduction to the Program

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

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

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

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

Program Components

Program Goals

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

Educational Aims

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

Competency

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

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

¹ *Education Act*, CQLR, c. I-13.3, s. 461

1. Behavioural Competency

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

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

2. Situational Competency

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

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

Competency-Related Knowledge and Know-How

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

Duration

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

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

Credit

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

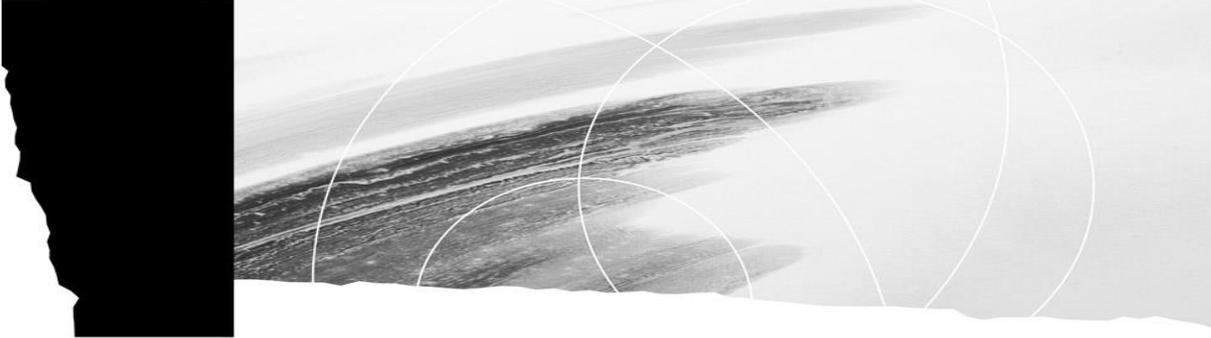
Aspects of Program Implementation

Program-Based Approach

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

Competency-Based Approach

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



Summary of the Program

5874

Secretarial Studies-Medical

Year of approval: 2021

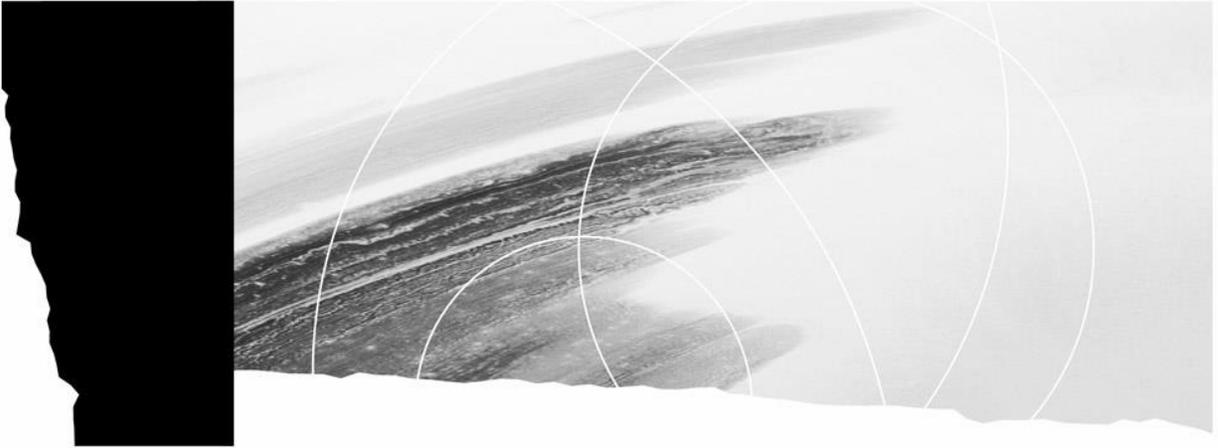
Certification:	Attestation of Vocational Specialization
Number of credits:	30
Number of competencies:	9
Total duration:	450 hours

To be eligible for admission to the *Secretarial Studies-Medical* program, the candidate must meet one of the following requirements:

- The candidate must hold one of the following diplomas of vocational studies, or have been granted recognition of equivalent learning:
 - 5357 *Secrétariat*
 - 5857 *Secretarial Studies*
- OR
- The candidate must exercise a trade or profession related to the program of study.

The duration of the program is 450 hours, which includes 330 hours spent on the specific competencies required to practise the trade or occupation and 120 hours on general, work-related competencies. The program of study is divided into nine competencies which vary in length from 15 to 75 hours. The total hours allocated to the program include time devoted to teaching, evaluation of learning and enrichment or remedial activities.

Competency	Code	Number	Hours	Credits
The Occupation and the Training Process	949301	1	15	1
Interpretation of Medical Terms	949313	2	45	3
Links Between Medical Terms and Specialties	949324	3	60	4
Revision of Reports Transcribed by Automated Systems	949333	4	45	3
Transcription of Medical Consultation Reports	949343	5	45	3
Administrative Support for Medical Consultations	949355	6	75	5
Transcription of Medical Imaging Reports	949363	7	45	3
Transcription of Surgery Reports	949373	8	45	3
Entering the Workforce	949385	9	75	5



Part I

Program Goals

Educational Aims

Statements of the Competencies

Grid of Competencies

Harmonization

Program Goals

The *Secretarial Studies-Medical* program prepares students to practise the trade or occupation of medical secretary.

Medical secretaries work in a variety of health sector facilities in both the public and private sectors, including hospitals, medical clinics, medical practices and medical laboratories. The profession has two distinct functions:

- Transcription of medical reports

This function mainly involves transcribing medical reports dictated by health professionals and revising texts transcribed automatically by automated systems. The ability to communicate with other health sector personnel is important, so as to be able to check elements of information from the dictations.

- Administrative support for medical activities

Medical secretaries assigned to this function are required to greet clients attending medical consultations, manage appointments, update work schedules and manage (file, update, transfer, etc.) patient files in electronic and paper format. These duties are carried out autonomously, in an environment composed of medical or paramedical service users, a care team, managers and numerous other external practitioners. Communication, whether by telephone, email, fax or other means, is an ever-present element of the workplace. In some organizations, especially those in the private sector, medical secretaries may also be asked to bill medical products and services that are not covered by the government health insurance plan.

Since staff turnover is high for both these functions, medical secretaries are often asked to assist newcomers to the job. Experienced medical secretaries who have demonstrated managerial skills may also be entrusted with supervisory responsibilities.

In health sector workplaces, errors can have very significant consequences for human lives. Medical secretaries must therefore be extremely rigorous at all times when carrying out their duties.

The program goals of the *Secretarial Studies-Medical* program are based on the general goals of vocational training. These goals are as follows:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
 - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
 - to prepare students to progress satisfactorily on the job (which implies having the technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)
- To help students integrate into the workforce, that is:
 - to familiarize students with the job market in general, and with the specific context of their chosen trade or occupation
 - to familiarize students with their rights and responsibilities as workers
- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
 - to help students develop their autonomy and ability to learn, and acquire effective work methods
 - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
 - to help students develop self-expression, creativity, initiative and entrepreneurial spirit

- to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence
- To promote job mobility, that is:
 - to help students develop positive attitudes toward change
 - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

Educational Aims

The aim of the *Secretarial Studies-Medical* program is to help students develop attitudes and behaviours that representatives from education and the field deem essential to the practice of the trade or occupation:

- quality language skills
- autonomy
- the ability to adapt
- effective stress management
- the ability to communicate and work with others in a professional manner

Statements of the Competencies

List of Competencies

Determine their suitability for the occupation and the training process.

Interpret medical terms.

Make links between medical terms and medical specialties.

Revise reports transcribed by automated systems.

Transcribe medical consultation reports.

Provide administrative support for medical consultations.

Transcribe medical imaging reports.

Transcribe surgery reports.

Enter the workforce.

Grid of Competencies

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

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

GRID OF COMPETENCIES

SECRETARIAL STUDIES MEDICAL	Competency number	Type of competency	Duration (in hours)	GENERAL COMPETENCIES			TOTAL
				Determine their suitability for the occupation and the training process	Interpret medical terms	Make links between medical terms and medical specialties.	
SPECIFIC COMPETENCIES							
Competency number				1	2	3	
Type of competency				S	B	B	
Duration (in hours)				15	45	60	120
Revise reports transcribed by automated systems	4	B	45	○	●	●	
Transcribe medical consultation reports	5	B	45	○	●	●	
Provide administrative support for medical consultations	6	B	75	○	●	●	
Transcribe medical imaging reports	7	B	45	○	●	●	
Transcribe surgery reports	8	B	45	○	●	●	
Enter the workforce.	9	S	75	○	●	●	
Total duration			330				450

Links between the general competencies and the specific competencies

- : Existence of a link
- : Application of a link

Harmonization

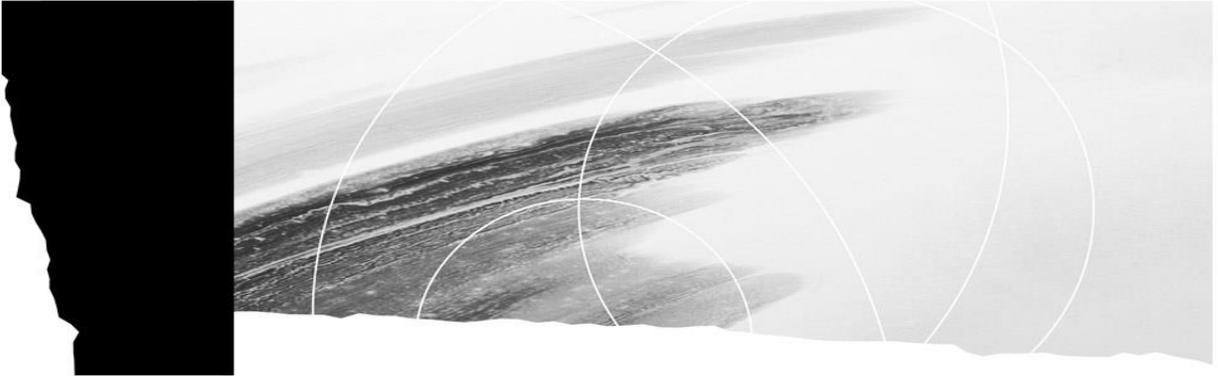
The Ministère de l'Éducation et de l'Enseignement supérieur harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors in order to avoid overlap in program offerings, to recognize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

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

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

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

Harmonization of the *Secretarial Studies-Medical* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results are presented in the document entitled *Tableaux d'harmonisation, Secrétariat médical*.



Part II

Program Competencies

Competency 1 Duration 15 hours Credit 1

Situational Competency

Statement of the Competency

Determine their suitability for the occupation and the training process.

Elements of the Competency

- Become aware of the realities of the occupation.
- Understand the main characteristics of the training process.
- Confirm their career choice.

Learning Context

Information Phase

- Learning about the characteristics of the job market for medical secretaries
- Learning about the nature and requirements of the occupation
- Learning about the program of studies
- Becoming familiar with the training process offered by the educational institution
- Attending the presentation (synchronous or asynchronous) by specialists on the two functions of the occupation (transcription of medical reports and administrative support for medical consultations) and identifying the skills, attitudes and knowledge required to perform these functions

Participation Phase

- Discussing the information gathered and their perceptions of the occupation
- Discussing the connections between the program of study and the situation in the workplace
- Seeking ways to foster academic success and entry into the workforce

Synthesis Phase

- Recording their preferences, aptitudes, skills, attitudes and aspects to be improved in order to exercise the occupation
- Comparing their own profile to the requirements of the occupation and workplace
- Assessing their interest in the two functions of the occupation (transcription of medical reports and administrative support for medical consultations)

Instructional Guidelines

- Ensure that a variety of relevant documentation is available.
- Allow the students to attend the presentation (synchronous or asynchronous) by specialists on the two functions of the occupation (transcription of medical records and administrative support for medical consultations).
- Organize a discussion activity in which:
 - communications between students are encouraged
 - participants can express themselves freely
 - each individual's contribution is valued
- Provide the students with the assistance they need to make observations.

- Encourage the students to develop a realistic view of the occupation.
- Provide the students with means to assess their career orientation honestly and objectively.

Participation Criteria

Information Phase

- Gather information on most of the topics to be covered.
- Select reliable information sources.
- Identify the main features of secretarial work in the health sector.
- Attend the presentation (synchronous or asynchronous) by specialists on the two functions of the occupation (transcription of medical records and administrative support for medical consultations).
- Identify the main skills, attitudes and knowledge required to perform the functions described in the presentation.

Participation Phase

- Give their opinion of the requirements that must be met to exercise the occupation.
- Express their views of the program.
- Discuss the means that must be used to foster academic success and entry into the workforce.
- Demonstrate an open, respectful attitude towards the other students.

Synthesis Phase

- Produce a report that includes:
 - a list of their preferences, aptitudes, skills, attitudes and aspects to be improved in order to exercise the occupation
 - a comparison of their profile with the requirements of the occupation and the health sector
 - an assessment of their interest in the two functions of the occupation (transcription of medical reports and administrative support for medical consultations)

Suggestions for Competency-Related Knowledge and Know-How

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

Information Phase

- Information sources: report analyzing the profession of medical secretary, experience shared by a medical secretary, program of study, health sector websites (lists of health institutions, associations of professionals, etc.), presentations by professionals exercising the occupation
- Formats of presentations by professionals working as medical secretaries: synchronous (in-person meeting or videoconference), asynchronous (audio or video recording)
- Organization of the health sector (institutions, services, public and private sectors, etc.) and workplaces (clinics, hospitals, telework, etc.)
- Distinction between the roles and responsibilities of the various members of a work team
- Remuneration and fringe benefits
- Potential career paths: job prospects, hiring requirements (English language test, transcription tests, etc.), possibilities for promotion, entrepreneurial possibilities
- Definition of the occupation, functions, tasks and operations
- Skills (cognitive, perceptive, motor and kinesthetic), attitudes and knowledge required to perform the tasks
- Main legal and ethical aspects

- Information about the training process: skills to be developed, evaluation methods and certification, amount of personal work, rules, student services, timetable, etc.
- Continuous training and self-training: computer help menu, documentation and procedures, networking, strategies for learning medical terms, training given by the employer, etc.
- Strategies for searching for information and summarizing information

Participation Phase

- Discussion formats: synchronous discussion (in-person meeting or videoconference), asynchronous discussion (e.g. discussion forum), etc.
- Discussion rules: participation, respect for others, etc.
- Benefits of communicating one's own views and considering the views of others
- Connections between the program competencies and the tasks and requirements of the occupation
- Means of fostering academic success: learning strategies, class attendance, frequency of study periods, school-work-family balance, etc.

Synthesis Phase

- Report formats: written document and oral, audio or video presentation
- Typical report content:
 - list of own preferences, skills, attitudes and aspects to be improved in order to exercise the profession
 - comparison of own profile with the requirements of the occupation and of the health sector
 - assessment of own interest for the two functions of the occupation (transcription of medical reports and administrative support for medical consultations)
- Use of appropriate terminology for the occupation

Competency 2 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Interpret medical terms.

Achievement Context

- For medical terms composed of the main prefixes, roots and suffixes used in the health sector
- For common medical abbreviations
- Given reports, forms, requisitions, prescriptions, instructions, requests from various individuals, etc.

Elements of the Competency

1. Decipher the meaning of medical terms with prefixes.
2. Decipher the meaning of medical terms with roots.
3. Decipher the meaning of medical terms with suffixes.
4. Recognize the meaning of medical abbreviations.

Performance Criteria

- Correct identification of prefixes
- Accurate determination of the meaning of prefixes
- Accurate understanding of the meaning of medical terms with prefixes
- Correct identification of roots
- Accurate determination of the meaning of roots
- Accurate deciphering of the meaning of medical terms with roots
- Correct identification of suffixes
- Accurate determination of the meaning of suffixes
- Accurate deciphering of the meaning of medical terms with suffixes
- Accurate determination of the meaning of abbreviations
- Accurate recognition of abbreviations with more than one meaning

For the competency as a whole:

- Accurate deciphering of the meaning of medical terms that combine prefixes, roots and suffixes
- Methodical work
- Rigorous attitude
- Quality of English

Suggestions for Competency-Related Knowledge and Know-How

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

For the competency as a whole:

- Strategies used to analyze medical terms
 - Memorization strategies: lists, audio or visual media, mnemonics, questionnaires, peer teaching, frequency and duration of study periods, etc.
 - Potential consequences of incorrectly interpreting medical terms and the importance of accuracy
 - Examples of medical terms that combine prefixes, roots and suffixes
1. Decipher the meaning of medical terms with prefixes.
 - Meaning of the main prefixes commonly used in the health sector
 - Examples of medical terms with prefixes
 2. Decipher the meaning of medical terms with roots.
 - Meaning of the main roots commonly used in the health sector
 - Examples of medical terms with roots
 3. Decipher the meaning of medical terms with suffixes.
 - Meaning of the main suffixes commonly used in the health sector
 - Examples of medical terms with suffixes
 4. Recognize the meaning of medical abbreviations.
 - Meaning of the main abbreviations commonly used in the health sector
 - Main abbreviations with more than one meaning

Competency 3 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

Make links between medical terms and medical specialties.

Achievement Context

- For medical terms commonly used in the health sector
- Given reports, forms, requisitions, prescriptions, instructions, requests from various individuals, etc.
- Using various reference sources

Elements of the Competency

1. Form a representation of the systems of the human body.
2. Characterize the principal medical specialties.
3. Associate terms relating to medical examinations with the correct specialties.
4. Associate terms relating to pathologies with the correct specialties.
5. Associate terms relating to medical treatments with the correct specialties.
6. Associate terms relating to medications with the correct specialties.

Performance Criteria

- Accurate location of the various systems of the human body
- Accurate location of anatomical components in the systems of the human body
- Accurate recognition of the principal specialties
- Appropriate links between the specialties and the systems of the human body
- Accurate recognition of terms relating to medical examinations
- Appropriate links between medical examinations and specialties
- Accurate recognition of terms relating to pathologies
- Appropriate links between pathologies and specialties
- Accurate recognition of terms relating to medical treatments
- Appropriate links between medical treatments and specialties
- Accurate recognition of terms relating to medications
- Appropriate links between medications and specialties

For the competency as a whole:

- Effective use of reference sources
- Methodical work
- Rigorous attitude
- Quality of English
- Observance of their field of expertise

Suggestions for Competency-Related Knowledge and Know-How

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

For the competency as a whole:

- Importance of selecting relevant, reliable information sources
 - Search strategies: choice of keyword (relevance, related words, spelling), choice of reference sources, search engine, table of contents, index, etc.
 - Importance of resourcefulness when searching
 - Potential consequences of incorrectly interpreting medical terms and the importance of accuracy
1. Form a representation of the systems of the human body.
 - Reference sources: specialized documents on anatomy, medical dictionary, etc.
 - Systems of the human body and main anatomical components: limbs, organs, muscles, bones, ligaments, glands, etc.
 - Spelling of the names of the systems of the human body and their main anatomical components
 2. Characterize the principal medical specialties.
 - Reference sources: directory of medical specialties, associations of specialist physicians, etc.
 - Main characteristics of the specialties
 - Main systems of the human body treated by each specialty
 - Spelling of specialty names
 3. Associate terms relating to medical examinations with the correct specialties.
 - Reference sources: medical dictionary, public or private sector organizations offering examinations, associations of specialist physicians, etc.
 - The most common examinations for the principal medical specialties
 - Spelling of the main medical terms relating to examinations
 4. Associate terms relating to pathologies with the correct specialties.
 - Reference sources: medical dictionary, organizations treating specific pathologies, associations of specialist physicians, etc.
 - The most common pathologies for the principal medical specialties
 - Spelling of the main medical terms relating to pathologies, including eponyms (e.g. Lou Gehrig's disease)

5. Associate terms relating to medical treatments with the correct specialties.
 - Reference sources: medical dictionary, organizations offering medical treatments, associations of specialist physicians, etc.
 - The most common treatments for the principal medical specialties.
 - Spelling of the main medical terms relating to treatments

6. Associate terms relating to medications with the correct specialties.
 - Reference sources: medical dictionary, *Compendium of Pharmaceuticals and Specialties (CPS)*, medication manufacturers, private organizations or government agencies that reimburse medication expenses, etc.
 - The most common medications and medication classes for the principal medical specialties
 - Spelling of the main medical terms relating to medications

Competency 4 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Revise reports transcribed by automated systems.

Achievement Context

- Given different types of reports transcribed by automated systems:
 - record summaries
 - medical observation reports
 - medical imaging reports
 - consultation reports
 - surgery reports, etc.
- Using:
 - a computer system with specialized medical transcription functions
 - commonly used transcription equipment (foot pedal, headset, etc.)
 - a variety of reference sources
 - correction tools

Elements of the Competency**Performance Criteria**

- | | |
|--|---|
| 1. Start the task. | <ul style="list-style-type: none"> • Proper navigation through the computer system's transcription functions • Choice of transcribed text to revise, based on the priorities shown in the system |
| 2. Ensure that the transcribed text is identical to the dictation. | <ul style="list-style-type: none"> • Exhaustive identification of transcription errors • Careful correction of transcription errors • Accurate determination of problem sections for which research is required |
| 3. Deal with problem sections. | <ul style="list-style-type: none"> • Choice of relevant, reliable reference sources • Application of effective search strategies • Relevant search results • Careful corrections |
| 4. Ensure the quality of written English. | <ul style="list-style-type: none"> • Identification of all errors: <ul style="list-style-type: none"> – spelling – grammar – punctuation – capitalization • Careful correction of errors |
| 5. Check and adjust the page layout. | <ul style="list-style-type: none"> • Compliance with dictated instructions • Proper use of templates and procedures |

6. Complete the report.

- Document saved in the appropriate format and location
- Document forwarded appropriately

For the competency as a whole:

- Proper use of medical terms
- Work completed in the permitted time
- Accuracy and consistency of information on:
 - the person's identity
 - the identities of health professionals
 - dates
- Effective use of technology
- Compliance with the legal framework and rules of ethics
- Observance of their field of expertise
- Methodical work
- Rigorous attitude
- Compliance with occupational health and safety rules

Suggestions for Competency-Related Knowledge and Know-How

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

For the competency as a whole:

- Reasons why medical reports are needed
- Characteristics of different medical reports: sections, specialties concerned, personnel involved, dates (consultation, dictation, transcription), duration of dictation, initials of the person transcribing the text, etc.
- Time frame to produce and transcribe the report
- Employers' requirements concerning the number of daily dictation-transcription minutes or dictation-revision minutes and realistic objectives for this competency
- Strategies to help develop one's ability to concentrate
- Information on the person's identity: first name, surname, gender, date of birth, health insurance number, hospital card number, contact information
- Information on the identity of the health professionals: first name, surname, licence number
- Importance of saving work regularly
- Configuration and use of equipment such as the foot pedal, headset, etc.
- Importance of the legal framework with regard to confidentiality and access to information
- Rules of ethics: discretion, use of a cellphone during working hours, personal use of the organization's equipment, dress code, language, etc.
- Potential consequences of errors when interpreting medical terms and the importance of accuracy
- Importance of communication and collaboration in the workplace
- Stress management methods
- Occupational and safety: workstation ergonomics, breaks, exercise, etc.

1. Start the task.
 - Computer system with specialized medical transcription functions: menu navigation, query management, search engine
 - Priority codes and revision time frame
2. Ensure that the transcribed text is identical to the dictation.
 - Basic rules of transcription: complete text, no reformulations, use of quotation marks for foreign language terms, restrictions on the use of symbols and abbreviations, etc.
 - Voice recognition technologies in automated transcription systems
 - Typical errors made by automated transcription systems: missing words, added words, doublets, incorrect spelling, words that sound similar but have a different meaning (out of context), meaningless sentences, incorrect punctuation, incorrect quantitative information (number of stitches, length of an incision, measurement unit, age, etc.)
 - Problem sections for which research is required: out-of-context medical terms, inaudible words, etc.
 - Work method: note taking, use of symbols or colours to indicate errors or sections for which research is required, synchronized audio and text display
 - Computer system with specialized functions for medical transcription, synchronized audio and text display, audio scrolling speed, sound level, etc.
3. Deal with problem sections.
 - Importance of relevant, reliable information sources
 - Reference sources: medical dictionary, anatomy handbook, *Compendium of Pharmaceuticals and Specialties* (CPS), directory of physicians, etc.
 - Search strategies: choice of keyword (relevance, related words, spelling), choice of reference sources, search engine, table of contents, etc.
 - Requests for information according to workplace hierarchy: co-worker, department head, health professional
4. Ensure the quality of written English.
 - Reference sources: dictionary, grammar handbook, irregular verb list, etc.
 - Spelling: medical terms and general terms, hyphenation, capitalization, etc.
 - Grammar: subject-verb agreement, appropriate verb tenses, use of gerunds and infinitives, correct choice of prepositions, word endings (plurals, possessives), etc.
 - Punctuation: commas, periods, semi-colons, etc.
 - Automated spelling and grammar correction tool
5. Check and adjust the page layout.
 - Screen display modes
 - Characteristics of the page layout of medical reports
 - Typical instructions from health professionals: margins, paragraphs, fonts, etc.
6. Complete the report.
 - Importance of checking information when in doubt
 - Saving formats: word processing, transcription system format, etc.
 - File transmission methods depending on the transcription system, document size, confidentiality of information, etc.

Competency 5 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Transcribe medical consultation reports.

Achievement Context

- Given dictated medical consultation reports:
 - relating to different systems of the human body
 - in connection with different specialties
 - presenting a variety of problems: pronunciation, accent, rapid speech, background noise, etc.
- Using:
 - a computer system with specialized medical transcription functions
 - technological equipment commonly used for transcription (foot pedal, headset, etc.)
 - a variety of reference sources
 - correction tools

Elements of the Competency

1. Start the task.
2. Transcribe the dictation.
3. Deal with problem sections.
4. Ensure the quality of written English.
5. Format the report.

Performance Criteria

- Correct identification of priorities when selecting the dictation
- Compliance with requests and instructions
- Exhaustive, accurate transcription of the dictation
- Accurate identification of problem sections for which research is required
- Choice of relevant, reliable reference sources
- Use of effective research strategies
- Relevant search results
- Careful corrections
- Identification of errors:
 - spelling
 - grammar
 - punctuation
 - capitalization
- Careful correction of errors
- Compliance with dictated instructions
- Proper use of templates and procedures

6. Complete the report.
- Document saved in the appropriate format and location
 - Document forwarded appropriately

For the competency as a whole:

- Proper use of medical terms
- Work completed in the permitted time
- Accuracy and consistency of information on:
 - the person's identity
 - the identities of health professionals
 - dates
- Effective use of technology
- Compliance with the legal framework and rules of ethics
- Observance of their field of expertise
- Methodical work
- Rigorous attitude
- Compliance with occupational health and safety rules

Suggestions for Competency-Related Knowledge and Know-How

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

For the competency as a whole:

- Characteristics of medical consultation reports: person's identity, information used to establish a medical opinion or diagnosis, recommendations, dates (consultation, dictation, transcription), health professional's identity, initials of the person transcribing the text, etc.
- Time frame to produce and transcribe the report
- Employers' requirements concerning the number of daily dictation-transcription minutes and realistic objectives for this competency
- Strategies to help develop one's ability to concentrate
- Information on the person's identity: first name and surname, gender, date of birth, health insurance number, hospital card number, contact information
- Information on the identity of the health professionals: first name and surname, licence number
- Computer system with specialized medical transcription functions: menu navigation, query management, search tool, synchronized audio and text display, dictation speed, sound level, etc.
- Importance of saving work regularly
- Foot pedal configuration and use
- Importance of the legal framework with regard to confidentiality and access to information
- Rules of ethics: discretion, use of a cellphone during working hours, personal use of the organization's equipment, dress code, language, etc.
- Potential consequences of errors when interpreting medical terms and the importance of accuracy
- Importance of communication and collaboration in the workplace
- Stress management methods
- Occupational health and safety: workstation ergonomics, breaks, exercise, etc.

1. Start the task.

- Functions of requests: consultation, amendment, creation
- Rules governing priority for transcription of reports: level of urgency, chronological order, specialties, etc.

2. Transcribe the dictation.

- Basic rules of transcription: complete text, no reformulations, use of quotation marks for foreign language terms, restrictions on the use of symbols and abbreviations, etc.
- Transcription method: listening to the entire dictation, noting of special instructions from the health professional, transcription into text format while listening to the dictation, etc.
- Special attention paid to quantitative information: number of stitches, length of an incision, number of days during which symptoms were present, etc.
- Problem sections for which research is required: out-of-context medical terms, inaudible words, etc.
- Strategies to be used for dictations with poor sound, background noise, etc.
- Strategies to be used for dictations from health professionals who have a particular pronunciation, speech rate or accent
- Creation and use of standard text blocks (templates)
- Rereading method: note taking, use of symbols or colours to indicate errors or sections of text for which research is required, synchronized audio and text display

3. Deal with problem sections.

- Importance of relevant, reliable information sources
- Reference sources: medical dictionary, anatomy handbook, *Compendium of Pharmaceuticals and Specialties (CPS)*, directory of physicians, etc.
- Search strategies: choice of keyword (relevance, related words, spelling), choice of reference sources, search engine, table of contents, index, etc.
- Requests for information according to workplace hierarchy: co-worker, department head, health professional

4. Ensure the quality of written English.

- Reference sources: dictionary, grammar handbook, irregular verb list, etc.
- Spelling: medical terms and general terms, hyphenation, capitalization, etc.
- Grammar: subject-verb agreement, appropriate verb tenses, use of gerunds and infinitives, correct choice of prepositions, word endings (plurals, possessives), etc.
- Punctuation: commas, periods, semi-colons, etc.
- Automated spelling and grammar correction tool

5. Format the report.

- Screen display modes
- Characteristics of the page layout of medical reports
- Typical instructions from health professionals: margins, paragraphs, fonts, etc.

6. Complete the report.

- Importance of checking information when in doubt
- Saving formats: word processing, transcription system format, etc.
- File transmission methods depending on the transcription system, document size, confidentiality of information, etc.

Competency 6 Duration 75 hours Credits 5

Behavioural Competency

Statement of the Competency

Provide administrative support for medical consultations.

Achievement Context

- Given, among other things:
 - requests from various individuals, co-workers, health professionals, etc.
 - documents, forms and medical records
- Using:
 - a computer system with specialized functions for managing electronic medical records (EMRs) and appointments
 - a scanner
 - telecommunications tools (email, telephone, etc.)
 - a variety of reference sources

Elements of the Competency

1. Greet and inform the person.

Performance Criteria

- Accurate recognition of the person's characteristics
- Approach adjusted to the person's characteristics
- Accurate understanding of the reasons for the person's visit, questions and requests
- Transmission of clear, relevant information
- Accurate input or updating of information in the person's record

2. Process medical records.

- Accurate choice of the documents and forms to be placed in the record
- Forms completed correctly
- Precise formulation of requests for documents or information
- Transmission of documents in compliance with the related requests
- Appropriate updating of information or documents
- Scanning of documents in line with current procedures
- Filing of documents and records in line with current procedures

- 3. Manage appointments.
 - Observance of the time blocks specified by the health professionals
 - Accuracy when assigning, changing, cancelling and confirming appointments
 - Compliance with established time frames

- 4. Invoice products or services not covered by the government health insurance plan.
 - Appropriate choice of billing form
 - Use of a billing code that matches the product sold or service provided
 - Form completed correctly
 - Accuracy of the amount charged or to be charged

For the competency as a whole:

- Professional attitudes and behaviours suited to the situation
- Accurate identification of priorities
- Accurate interpretation of medical terms
- Efficient performance of several tasks carried out at the same time or alternately
- Compliance with the legal framework and rules of ethics
- Observance of their field of expertise
- Effective use of technology
- Quality of the written and spoken language
- Compliance with occupational health and safety rules
- Compliance with rules governing contamination and contagion

Suggestions for Competency-Related Knowledge and Know-How

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

For the competency as a whole:

- Reference sources: directory of health institutions, directory of physicians, documentation on the applicable legal framework, standardized health network forms
- Electronic medical record (EMR): creation, amendment, search, deleting of information
- Accurate distinction among the roles and responsibilities of all team members
- Importance of professional communication and collaboration
- Importance of being able to adapt to different situations, perform several tasks at once and manage stress
- Variety of statistical reports: waiting time, number of diagnoses, examination codes, billed amounts, etc.
- Importance of the legal framework with respect to confidentiality and access to information, access to services, consent and billing
- Rules of ethics: discretion, use of a cellphone during working hours, personal use of the organization's equipment, dress code, language, etc.

- Potential consequences of errors in medical records and the importance of accuracy
 - Occupational health and safety: workstation ergonomics, breaks, exercise, moving loads, etc.
1. Greet and inform the person.
 - Person's characteristics: physical or mental health problems, emotions, stress, pain, age, cultural differences, etc.
 - Approaches to take, depending on the person's characteristics: standard questions, active listening, reformulation, patience, calm, respect, courtesy, discretion, empathy, limits of the medical secretary's responsibilities
 - Common civilities for different situations: invitation to sit, wait or fill out a form, etc.
 - Instructions to be given to the person: directions to a specific room or building, preparation for an examination or treatment, etc.
 - Prioritization of the order of consultations based on instructions from health professionals or from the institution, the reason for the consultation, the person's physical or psychological condition, etc.
 - Procedure for emergencies: call for nursing staff, physicians or security personnel; application of emergency measure codes, etc.
 - Sources of contamination or contagion risks: general precautions (handwashing, wearing of gloves, wearing of a mask), notifiable diseases, etc.
 - Importance of making sure the information on the person's health insurance card or hospital card matches the information in the person's record
 - Additional information in the person's record: contact information, name of a parent (child under 14 years of age), name of the family physician, medical prescriptions, person to contact in an emergency, allergies, etc.
 2. Process medical records.
 - Typical documents found in a medical record: progress notes, summary sheet, consultation report, medical observations, examination results, surgery reports, medical prescriptions, etc.
 - Typical forms: confirmation of presence at a consultation, attestations of workplace accidents or occupational diseases, preventive withdrawal, disability report, road accident, consent form, etc.
 - Conditions and procedures for consulting a medical record or obtaining medical information from a record
 - Conventions for naming medical records
 - Filing order for medical documents and records
 - Importance of keeping original documents in the medical record
 - Importance of signatures on consent forms
 - Particular aspects of managing electronic medical records (EMRs)
 - Operation of a scanner
 - Document saving formats
 3. Manage appointments.
 - Electronic system functions for allocating, changing, cancelling, confirming and searching for appointments
 - Typical procedures for managing appointments by email, by telephone or in person
 - Duration of appointments: follow-up, annual examination, treatment, prescription renewal
 - Particular features of a health professional's schedule: differences between each health professional's needs and requests, frequent changes, medical acts reserved for specific time blocks, time off, etc.

4. Invoice products or services not covered by the government health insurance plan.
- Reference sources: lists of uninsured products or services, billing guide for fee-for-service payment, directory of diagnoses
 - Eligibility criteria for the health insurance plan
 - Strategies used to search the directory of codes for medical acts to be billed
 - Reimbursement application forms: expired health card or card not presented, out-of-province claims for medical services, etc.
 - Deadlines to be met

Competency 7 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Transcribe medical imaging reports.

Achievement Context

- Given dictated reports on medical imaging:
 - relating to different systems of the human body
 - in connection with different types of medical imaging examinations
 - presenting a variety of problems: pronunciation, accent, rapid speech, background noise, etc.
- Using:
 - a computer system with specialized medical transcription functions
 - technological equipment commonly used for transcription (foot pedal, headset, etc.)
 - a variety of reference sources
 - correction tools

Elements of the Competency

1. Start the task.
2. Transcribe the dictation.
3. Deal with problem sections.
4. Ensure the quality of written English.
5. Format the report.

Performance Criteria

- Correct identification of priorities when selecting the dictation
- Compliance with requests and instructions
- Exhaustive, accurate transcription of the dictation
- Accurate identification of problem sections for which research is required
- Choice of relevant, reliable reference sources
- Use of effective research strategies
- Relevant research results
- Careful corrections
- Identification of errors:
 - spelling
 - grammar
 - punctuation
 - capitalization
- Careful correction of errors
- Compliance with dictated instructions
- Proper use of templates and procedures

6. Complete the report.

- Document saved in the appropriate format and location
- Document forwarded correctly

For the competency as a whole:

- Proper use of medical terms
- Accuracy and consistency of information on:
 - the person's identity
 - the identities of health professionals
 - dates
- Effective use of technology
- Compliance with the legal framework and rules of ethics
- Observance of their field of expertise
- Methodical work
- Rigorous attitude
- Compliance with occupational health and safety rules

Suggestions for Competency-Related Knowledge and Know-How

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

For the competency as a whole:

- Characteristics of medical imaging reports: person's identity, detailed information on the examination and on the health professional's interpretation, dates (examination, dictation, transcription), initials of the person transcribing the text, etc.
- Particular features of positive medical imaging examinations (showing anomalies): description and location of the anomalies; comparison with prior records, if any; comments on the limitations of the examination, if any; results included in the clinical information; summary of the results obtained by different imaging methods where applicable; response to the request from the treating physician; suggestions made by the treating physician, etc.
- Time frame to produce and transcribe the report
- Employers' requirements concerning the number of daily dictation-transcription minutes and realistic objectives for this competency
- Strategies to help develop one's ability to concentrate
- Information on the person's identity: first name, surname, gender, date of birth, health insurance number, hospital insurance number, contact information
- Information on the identity of the health professionals: first name and surname, licence number
- Computer system with specialized medical transcription functions: menu navigation, query management, search tool, synchronized audio and text display, dictation speed, sound level, etc.
- Importance of saving work regularly
- Foot pedal configuration and use
- Importance of the legal framework with regard to confidentiality and access to information
- Rules of ethics: discretion, use of a cellphone during working hours, personal use of the organization's equipment, dress code, language, etc.
- Potential consequences of errors when interpreting medical terms and the importance of accuracy
- Importance of communication and collaboration in the workplace

- Stress management methods
 - Occupational health and safety: workstation ergonomics, breaks, exercise, etc.
1. Start the task.
 - Functions of requests: consultation, amendment, creation
 - Rules governing priority for transcription of reports: level of urgency, chronological order, specialties, etc.
 2. Transcribe the dictation.
 - Basic rules of transcription: complete text, no reformulations, use of quotation marks for foreign language terms, restrictions on the use of symbols and abbreviations, etc.
 - Transcription method: listening to the entire dictation, noting of special instructions from the health professional, transcription into text while listening to the dictation, etc.
 - Problem sections for which research is required: out-of-context medical terms, inaudible words, etc.
 - Special attention paid to quantitative information: number of cysts, cyst dimensions, number of fractures, dimensions of bile duct, etc.
 - Medical terms specific to different medical imaging tests: radiograph, mammography, computerized axial tomography (CAT), magnetic resonance imaging, echography, Doppler, radioscopy, etc.
 - Special attention paid to recognizing specific parts of the anatomy, e.g. vertebrae (C6-C7, D12, L5)
 - Strategies to be used for dictations with poor sound, background noise, etc.
 - Strategies to be used for dictations by health professionals who have a particular pronunciation, speech rate or accent
 - Creation and use of standard text blocks (template)
 - Rereading method: note taking, use of symbols or colours to indicate errors or sections of text for which research is required, synchronized audio and text display
 3. Deal with problem sections.
 - Importance of relevant, reliable information sources
 - Reference sources: medical dictionary, anatomy handbook, *Compendium of Pharmaceuticals and Specialities* (CPS), directory of physicians, etc.
 - Search strategies: choice of keyword (relevance, related words, spelling), choice of reference sources, search engine, table of contents, index, etc.
 - Requests for information according to workplace hierarchy: co-worker, department head, health professional
 4. Ensure the quality of written English.
 - Reference sources: dictionary, grammar handbook, irregular verb list, etc.
 - Spelling: medical terms and general terms, hyphenation, capitalization, etc.
 - Grammar: subject-verb agreement, appropriate verb tenses, use of gerunds and infinitives, correct choice of prepositions, word endings (plurals, possessives), etc.
 - Punctuation: commas, periods, semi-colons, etc.
 - Automated spelling and grammar correction tool
 5. Format the report.
 - Screen display modes
 - Characteristics of the page layout of medical reports
 - Typical instructions from health professionals: margins, paragraphs, fonts, etc.

6. Complete the report.

- Importance of checking information when in doubt
- Saving formats: word processing, transcription system format, etc.
- File transmission methods depending on the transcription system, document size, confidentiality of information, etc.

Competency 8 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Transcribe surgery reports.

Achievement Context

- Given a variety of surgery reports:
 - relating to different systems of the human body
 - in connection with different types of surgical interventions
 - presenting a variety of problems: pronunciation, accent, rapid speech, background noise, etc.
- Using:
 - a computer system with specialized medical transcription functions
 - technological equipment commonly used for transcription (foot pedal, headset, etc.)
 - a variety of reference sources
 - correction tools

Elements of the Competency

1. Start the task.
2. Transcribe the dictation.
3. Deal with problem sections.
4. Ensure the quality of written English.

Performance Criteria

- Correct identification of priorities when selecting the dictation
- Compliance with requests and instructions
- Exhaustive, accurate transcription of the dictation
- Accurate identification of problem sections for which research is required
- Choice of relevant, reliable reference sources
- Use of effective research strategies
- Relevant search results
- Careful corrections
- Identification of errors:
 - spelling
 - grammar
 - punctuation
 - capitalization
- Careful correction of errors

- 5. Format the report.
 - Compliance with dictated instructions
 - Proper use of templates and procedures

- 6. Complete the report.
 - Document saved in the appropriate format and location
 - Document forwarded appropriately

For the competency as a whole:

- Proper use of medical terms
- Work completed in the permitted time
- Accuracy and consistency of information on:
 - the person's identity
 - the identities of health professionals
 - dates
- Effective use of technology
- Compliance with the legal framework and rules of ethics
- Observance of their field of expertise
- Methodical work
- Rigorous attitude
- Compliance with occupational health and safety rules

Suggestions for Competency-Related Knowledge and Know-How

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

For the competency as a whole:

- Characteristics of surgery reports: person's identity, identity of the staff involved, preoperative diagnosis justifying the operation, details of the operation, type of anesthesia, person's position, how the operative fields were disinfected and prepared, type and location of incision, observations made during the operation, operative technique used, instruments used, type of stitches, incision closure methods, drains, wicks, tubes or other items left in place, blood loss in millimetres, type of dressing, attestation of accurate instrument count, report of the person's status during the operation, duration of the operation, start and end times, dates (operation, dictation, transcription), initials of the person transcribing the text, etc.
- Time frame to produce and transcribe the report
- Employer's requirements concerning the number of daily dictation-transcription minutes and realistic objectives for this competency
- Strategies to develop the ability to concentrate
- Information on the person's identity: first name and surname, gender, date of birth, health insurance number, hospital card number, contact information
- Information on the identity of the health professionals: first name and surname, licence number
- Computer system with specialized medical transcription functions: query management, search tool, synchronized audio and text display, dictation speed, sound level, etc.
- Importance of saving work regularly
- Foot pedal configuration and use
- Importance of the legal framework with regard to confidentiality and access to information

- Rules of ethics: discretion, use of a cellphone during working hours, personal use of the organization's equipment, dress code, language, etc.
- Potential consequences of errors when interpreting medical terms and the importance of accuracy
- Importance of communication and collaboration in the workplace
- Stress management methods
- Occupational health and safety: workstation ergonomics, breaks, exercise, etc.

1. Start the task.

- Functions of requests: consultation, amendment, creation
- Rules governing priority for transcription of reports: chronological order, level of urgency, specialties, etc.

2. Transcribe the dictation.

- Basic rules of transcription: complete text, no reformulations, use of quotation marks for foreign language terms, restrictions on the use of symbols and abbreviations, etc.
- Transcription method: listening to the entire dictation, noting of special instructions from the health professional, transcription into text format while listening to the dictation, etc.
- Problem sections for which research is required: medical terms for the context, inaudible words, etc.
- Special attention paid to quantitative information: number of stitches, length of an incision, amount of liquid extracted, measurement unit, etc.
- Terminology specific to surgical interventions: instruments, surgical equipment, types of anesthetics
- Strategies to be used for dictations with poor sound, background noise, etc.
- Strategies to be used for dictations from health professionals who have a particular pronunciation, speech rate or accent
- Creation and use of standard text blocks (templates)
- Rereading method: note taking, use of symbols or colours to indicate errors or sections of text for which research is required, synchronized audio and text display

3. Deal with problem sections.

- Importance of relevant, reliable information sources
- Reference sources: medical dictionary, anatomy handbook, *Compendium of Pharmaceuticals and Specialities* (CPS), directory of physicians, etc.
- Search strategies: choice of keyword (relevance, related words, spelling), choice of reference sources, search engine, table of contents, index, etc.
- Requests for information according to workplace hierarchy: co-worker, department head, health professional

4. Ensure the quality of written English.

- Reference sources: dictionary, grammar handbook, irregular verb list, etc.
- Spelling: medical terms and general terms, hyphenation, capitalization, etc.
- Grammar: subject-verb agreement, appropriate verb tenses, use of gerunds and infinitives, correct choice of prepositions, word endings (plurals, possessives), etc.
- Punctuation: commas, periods, semi-colons, etc.
- Automated spelling and grammar correction tool

5. Format the report.

- Screen display modes
- Characteristics of the page layout of surgery reports
- Typical instructions from health professionals: margins, paragraphs, fonts, etc.

6. Complete the report.

- Importance of checking information when in doubt
- Saving formats: word processing, transcription system format, etc.
- File transmission methods depending on the transcription system, document size, confidentiality of information, etc.

Competency 9 Duration 75 hours Credits 5

Situational Competency

Statement of the Competency

Enter the workforce.

Elements of the Competency

- Apply the competencies acquired during training.
- Consolidate attitudes compatible with the occupation.
- Take stock of their learning.

Learning Context

Information Phase

- Becoming familiar with available information and with the terms and conditions of the practicum
- Learning about the content of a daily journal
- Collecting information about organizations able to host trainees

Participation Phase

- Approaching organizations in order to obtain a practicum
- Integrating the team
- Observing workplace practices
- Carrying out various occupational tasks
- Keeping a daily journal

Synthesis Phase

- Producing a report that contains:
 - a statement of their perceptions of the occupation before and after the practicum
 - a comparison between the training received and the practicum workplace
 - a self-evaluation (strong points and points to be improved, potential ways of continuing to develop competencies)
 - an evaluation of the practicum workplace

Instructional Guidelines

- Provide the students with the means and assistance needed to search for a practicum.
- Provide the students with the documentation they need to prepare for the practicum, keep a daily journal and write a report.
- Agree with the practicum supervisor on ways to encourage the trainee to perform professional tasks and develop autonomy.
- Maintain close ties between the educational institution and the organization hosting the trainee.
- Provide periodic supervision for the trainee during the practicum.
- Solve problems that occur during the practicum.
- Encourage a critical evaluation of the practicum.

Participation Criteria

Information Phase

- Take part in organizing the practicum.
- Collect information on organizations that are able to host trainees.

Participation Phase

- Approach organizations in order to obtain a practicum.
- Carry out the tasks assigned during the practicum.
- Demonstrate professionalism when carrying out the assigned tasks.
- Keep a daily journal.

Synthesis Phase

- Produce a report that contains:
 - a statement of their perceptions of the occupation before and after the practicum
 - a comparison between the training received and the practicum workplace
 - a self-evaluation (strong points and points to be improved, potential ways of continuing to develop competencies)
 - an evaluation of the practicum workplace
- Be objective about their performance during the practicum.

Suggestions for Competency-Related Knowledge and Know-How

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

Information Phase

- Information about and terms and conditions of the practicum: objectives, duration, supervision conditions, requirements, participation criteria
- Daily journal: utility, importance of writing down facts as they arise
- Typical content of a daily journal: observations about the workplace (working context, tasks carried out by staff members, documentation, technologies, clients, medical terms used), tasks carried out by the trainee, specific experiences and reactions, comments received
- Expectations and needs with respect to the practicum: sector (public or private), department, duties, etc.
- Information on practicum workplaces: searches on the websites of organizations able to host trainees, communication with resource people, reviews of practicum experiences in the organizations identified
- Strategies used by human resources personnel to obtain information on candidates: references, social networks, etc.

Participation Phase

- Communication with practicum workplaces: attitude, documents, educational institution's protocol, if applicable
- Agreement with a practicum host: list of tasks to be performed in order to complete the practicum successfully, documents needed, dates and schedule, signature of the agreement
- Features of the organization and department hosting the trainee: rules, medical specialties, clients, treatments, examinations, staff routines

- Work team integration: steps to be taken, work meetings or informal discussions, teamwork, acceptance of advice and comments, verification of the practicum supervisor's satisfaction, etc.
- Specific observations about the elements listed in the daily journal
- When performing tasks, importance of following current procedures and complying with the legal and regulatory framework, the rules of ethics, the hierarchical rules and occupational health and safety rules

Synthesis Phase

- Report formats: written document, oral, audio or video presentation, etc.
- Typical content of a report: statement of own perception of the occupation before and after the practicum, comparison between the training received and the practicum workplace, self-evaluation (strong points and points to be improved, potential ways of continuing to develop competencies), evaluation of the practicum workplace
- Use of terminology specific to the occupation
- Importance of being objective in the report

