

Vocational Education Program

5825

Health, Assistance and Nursing

Training Sector

19

Health Services

Québec 

Health, Assistance and Nursing

Training Sector

19

Health Services

Formation professionnelle et technique
et formation continue

Direction générale de la formation
professionnelle et technique

Development Team

Coordination

Maryse Quesnel
Project Manager
Direction des programmes et de la veille sectorielle
Ministère de l'Éducation, du Loisir et du Sport

In Collaboration With

Ghislaine Timmons-Plamondon
Coordinator, Health Services Sector
Direction des programmes et de la veille sectorielle
Ministère de l'Éducation, du Loisir et du Sport

Design and Development

Éric Bard
Teacher
Commission scolaire des Premières-Seigneuries

Line Desmarais
Program Development Consultant

English Version

Direction de la production en langue anglaise
Secteur des services à la communauté anglophone
Ministère de l'Éducation, du Loisir et du Sport

Technical Editing

Christine Simard
Education Consultant,
Centre de formation professionnelle Fierbourg
Commission scolaire des Premières Seigneuries

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Ministère de l'Éducation, du Loisir et du Sport, 2009-09-00695

ISBN 978-2-550-57214-5 (Print version)
ISBN 978-2-550-57215-2 (PDF)

Legal Deposit – Bibliothèque et Archives nationales du Québec, 2009

Acknowledgments

The Ministère de l'Éducation, du Loisir et du Sport would like to thank the many people working in the field and in the education community who participated in the development of this vocational training program, in particular the following individuals:

Representatives Employed in Education

Sonia Bergeron
Teacher
Commission scolaire des Premières-Seigneuries

Rosie Calabretta
Teacher
Lester B. Pearson School Board

Frédéric Corbeil
Principal
École des métiers des Faubourgs-de-Montréal
Commission scolaire de Montréal

Micheline Fortin
Teacher
Commission scolaire des Hautes-Rivières

Sylvie Gendreau
Teacher
Commission scolaire de Montréal

Johanne St-Cyr
Education Consultant
Commission scolaire de Montréal

Margaret Tomdeo
Teacher
Collège CDI

Ellen Redpath Buchanan
Teacher
Lester B. Pearson School Board

Céline Cloutier
Consultant

Sylvie Favreau
Education Consultant
Commission scolaire Val-des-Cerfs

Stéphanie Gagnon
Teacher
Commission scolaire des Portages-de-l'Outaouais

Josée Morissette
Team Leader
Cégep de Maisonneuve

Christine Simard
Education Consultant and Provincial Spokesperson
Commission scolaire des Premières-Seigneuries

Renée Vaillancourt
Vice-Principal
Centre de formation professionnelle Fierbourg
Commission scolaire des Premières-Seigneuries

Representatives Employed in the Field

Ann Bélanger
Nursing Assistant
Centre de santé et de services sociaux de Portneuf

Robert Charuest
Nursing Assistant
Centre de santé et de services sociaux de
Thérèse-De Blainville

Sophie Dorion
Nursing Assistant
Manoir Cartierville

Sylvie Hains
Director
Direction de la planification et des soins infirmiers
Ministère de la Santé et des Services sociaux

Johanne Chantigny
Nursing Assistant
Centre de santé et de services sociaux de Gatineau

Nadia Colella
Director
Service de la formation et de l'admission
Ordre des infirmières et infirmiers auxiliaires du Québec

Christian Gélinas
Nursing Assistant
Centre de santé et de services sociaux d'Arthabaska-et-de-
l'Érable

Nancy Langlais
Nursing Assistant
Centre de santé et de services sociaux de Rimouski-Neigette

Madeleine Lauzier
Director-Consultant
Ordre des infirmières et infirmiers du Québec

Georges Ledoux
Lawyer
Ordre des infirmières et infirmiers auxiliaires du Québec

Diane Levasseur
Director, Service des relations professionnelles
Ordre des infirmières et infirmiers auxiliaires du Québec

Louise Morissette
Consultant
Association paritaire pour la santé et la sécurité du travail du
secteur affaires sociales

Sylvie Pépin
Nursing Assistant
CLSC de Sherbrooke

Line Poitras
Research Officer
Office des professions du Québec

Michel Renaud
Nursing Assistant
Hôpital Marie-Enfant

Micheline L'Écuyer
Consultant
Ordre des infirmières et infirmiers auxiliaires du Québec

Suzanne Lefebvre
Research Officer
Office des professions du Québec

Denise Marcotte
Nursing Assistant
Hôpital Saint-François d'Assise

Régis Paradis
President
Ordre des infirmières et infirmiers auxiliaires du Québec

Céline Plamondon
Executive Consultant
Association québécoise d'établissements
de santé et de services sociaux

Dominique Porret
President
Ordre des sages-femmes du Québec

Johanne Séguin
Nursing Assistant
Centre de santé et de services sociaux
Haut-Richelieu/Rouville

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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, R.S.Q., c. I-13.3, ss 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.

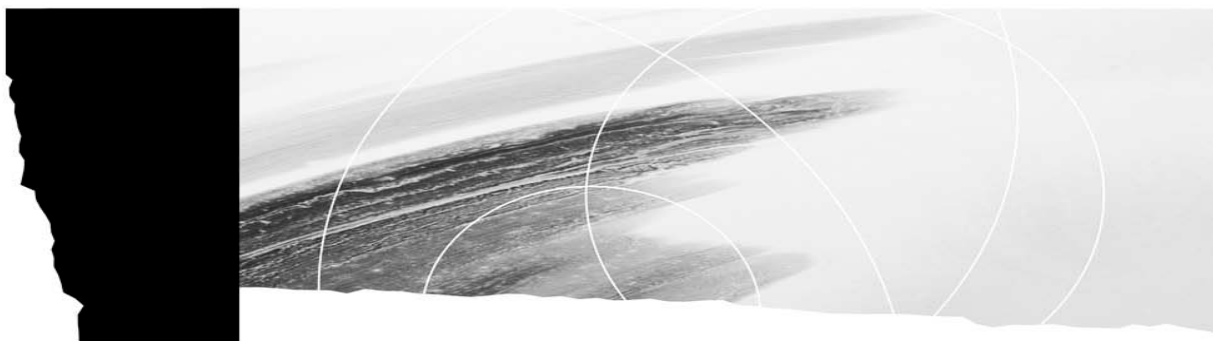
Aspects of Program Implementation

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.



5825

Health, Assistance and Nursing

Year of approval: 2008

Certification:	Diploma of Vocational Studies
Number of credits:	120 credits
Number of competencies:	31 competencies
Total duration:	1800 hours

To be eligible for admission to the *Health, Assistance and Nursing* program, candidates must meet one of the following requirements:

- Persons holding a Secondary School Diploma or its recognized equivalent.
- OR
- Persons who are at least 16 years of age on September 30 of the school year in which their training is to begin and have earned the Secondary V credits in language of instruction and Secondary IV credits in second language and mathematics in the programs of study established by the Minister, or have been granted recognition of equivalent learning.
- OR
- Persons who are at least 18 years of age upon entry into the program and have the following functional prerequisites: the successful completion of the general development test, as well as Secondary V credits in language of instruction in a program of study established by the Minister, or recognition of equivalent learning.
- OR
- Persons having earned Secondary III credits in language of instruction, second language and mathematics in the programs of study established by the Minister and who will continue their general education courses concurrently with their vocational training in order to obtain the credits they are missing among the following: Secondary V language of instruction and Secondary IV second language and mathematics in the programs of study established by the Minister.

The duration of the program is 1800 hours, which includes 840 hours spent on the specific competencies required to practise the trade or occupation and 960 hours on general, work-related competencies. The program of study is divided into 31 competencies which vary in length from 30 to 120 hours. The total hours allocated to the program include time devoted to teaching, evaluation of learning and enrichment or remedial activities.

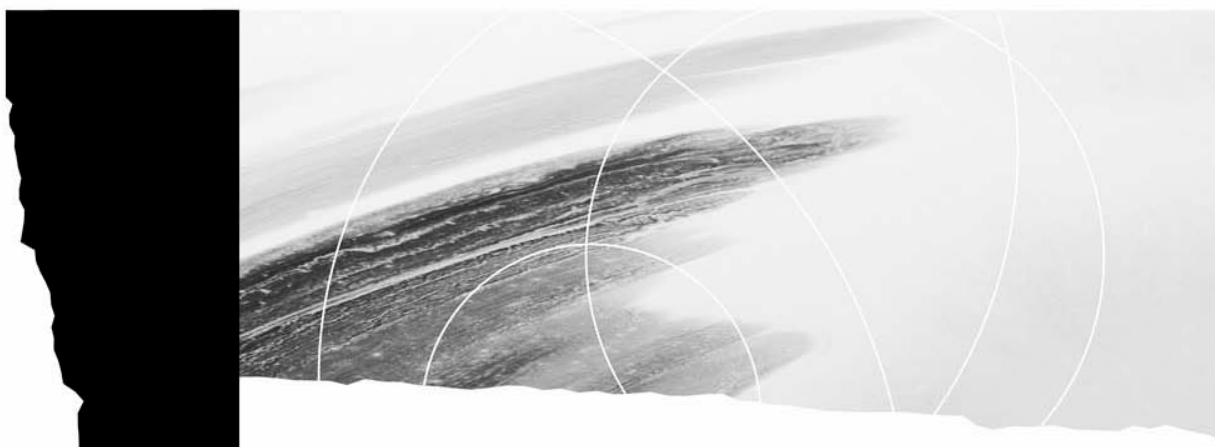
Specifics of the Program

Graduates of the *Health, Assistance and Nursing* program may continue their training by enrolling in the *Nursing* program at the college level. The learning acquired in the *Health, Assistance and Nursing* program will allow them to develop in a shorter period of time the competencies of the program-specific component leading to a Diploma of College Studies (DCS) in *Nursing–180.B0*. Please refer to the admission requirements for that program.

Information regarding the bridge established between the *Health, Assistance and Nursing* program and the *Nursing* program is contained in the following document: *Comparative Analysis of the Competencies of the Health, Assistance and Nursing program, Leading to a Diploma of Vocational Studies (DVS), and the Nursing Program, Leading to a Diploma of College Studies (DCS)*.

Competency	Code	Number	Hours	Credits
Profession and Training	752332	1	30	2
Comprehensive Approach to Health	752342	2	30	2
Communicating in a Care Team	752353	3	45	3
Basic Care Procedures	752367	4	105	7
Helping Relationship	752372	5	30	2
Ethical and Legal Aspects	752382	6	30	2
Care Procedures and the Musculoskeletal System	752393	7	45	3
Infection Control	754664	8	60	4
Drug Therapy	754714	9	60	4
Basic Care	752405	10	75	5
Nutrition	752412	11	30	2
Care Procedures and the Nervous and Sensory Systems	752424	12	60	4
Care Procedures and the Endocrine system	752432	13	30	2
Cardiovascular and Respiratory Systems	754865	14	75	5
Care Procedures and the Digestive System	752444	15	60	4
Care Procedures and the Urinary and Reproductive Systems	752454	16	60	4
Specific Care	754795	17	75	5
Approach to Clients With Cognitive Deficits	752463	18	45	3
Approach to Clients in Palliative Care	752472	19	30	2
Approach to Clients with Mental Health Problems	752483	20	45	3
Geronto-Geriatric Care	752498	21	120	8
First Aid	751572	22	30	2
Care of Clients with Mental Health Problems	752505	23	75	5
Medical Care	754828	24	120	8
Physical Rehabilitation Care	752518	25	120	8
Surgical Care	752526	26	90	6
Approach to Mothers and Newborns	752532	27	30	2
Care of Mothers and Newborns	752542	28	30	2

Approach to Children and Adolescents	752552	29	30	2
Care of Children and Adolescents	752562	30	30	2
Care of a Diverse Clientele	752577	31	105	7



Part I

Program Goals

Educational Aims

Statements of the Competencies

Grid of Competencies

Harmonization

Program Goals

The *Health, Assistance and Nursing* program prepares students to practise the trade or occupation of Nursing Assistant.

SCOPE OF PRACTICE

In accordance with paragraph *p* of section 37 of the *Professional Code*, nursing assistants may “participate in the assessment of a person's state of health and in the carrying out of a care plan, provide nursing and medical care and treatment to maintain or restore health and prevent illness, and provide palliative care.”

RESERVED ACTIVITIES

As stipulated in paragraph 5 of section 37.1 of the *Professional Code*, the following nine activities are reserved to nursing assistants:

- a) apply invasive measures for the maintenance of therapeutic equipment
- b) take specimens, according to a prescription
- c) provide care and treatment for wounds and alterations of the skin and teguments, according to a prescription or a nursing plan
- d) observe the state of consciousness of a person and monitor neurological signs
- e) mix substances to complete the preparation of a medication, according to a prescription
- f) administer prescribed medications or other prescribed substances via routes other than the intravenous route
- g) participate in vaccination operations under the Public Health Act (chapter S-2.2)
- h) introduce an instrument or a finger, according to a prescription, beyond the nasal vestibule, labia majora, urinary meatus or anal margin or into an artificial opening in the human body and
- i) introduce an instrument, according to a prescription, into a peripheral vein in order to take a specimen, provided a training certificate has been issued to the member by the Order pursuant to a regulation under paragraph *o* of section 94.²

Moreover, according to section 4 of the *Regulation respecting certain professional activities which may be engaged in by nursing assistants*,³ nursing assistants may perform the following activities:

- (1) install a short peripheral intravenous catheter, measuring less than 7.5 cm
- (2) administer an intravenous solution without additives using a short peripheral intravenous catheter measuring less than 7.5 cm
- (3) install and irrigate a short intermittent injection intravenous catheter, measuring less than 7.5 cm, with an isotonic solution

2. An attestation is required for this activity in programs preceding the 2003 version of the *Health, Assistance and Nursing* (5787) program.

3. R.S.Q. c. C-26, r. 109.5.

Lastly, section 39.4 of the *Professional Code* stipulates that the field of practice of nursing assistants may also include disseminating information, promoting health and preventing illness, accidents and social problems among individuals and within families and communities.

Program graduates work in the public and private health sectors, particularly in hospital centres, residential and long-term care centres (CHSLDs), local community service centres (CLSCs) and rehabilitation centres. They must be well versed in human anatomy and physiology, common pathologies and related clinical manifestations and medications (classification, functions and adverse effects). They must also be able to use materials, equipment and instruments commonly used for providing care.

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

Educational Aims

The aim of the *Health, Assistance and Nursing* 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:

- To develop the ability to work independently
- To strengthen mathematical skills
- To strengthen written and oral communication skills

- To develop the ability to make clinical judgments
- To develop a concern for professional ethics

Statements of the Competencies

List of Competencies

- Determine their suitability for the profession and training.
- Become familiar with a comprehensive approach to health.
- Communicate in a care team.
- Apply basic care procedures.
- Establish a helping relationship.
- Become familiar with the legal and ethical aspects of the profession.
- Apply care procedures related to the musculoskeletal system.
- Prevent and control infection.
- Participate in drug therapy.
- Provide basic care to clients who are experiencing loss of autonomy.
- Help a client meet his or her nutritional needs.
- Apply care procedures related to the nervous and sensory systems.
- Apply care procedures related to the endocrine system.
- Refer to their knowledge of the cardiovascular and respiratory systems when providing care.
- Apply care procedures related to the digestive system.
- Apply care procedures related to the urinary and reproductive systems.
- Provide specific care.
- Intervene with a client with cognitive deficits.
- Intervene with a client in palliative care.
- Intervene with a client with a mental health problem.
- Provide geronto-geriatric care.
- Administer first aid.
- Provide care to clients with mental health problems.
- Provide care in a medical unit.
- Provide care to clients undergoing physical rehabilitation.
- Provide care in a surgical unit.
- Intervene with a mother and her newborn.
- Provide care to mothers and newborns.
- Intervene with a child or adolescent with a health problem.
- Provide care to children and adolescents.
- Provide care to a diverse clientele.

Grid of Competencies

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

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

GRID OF COMPETENCIES

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Harmonization

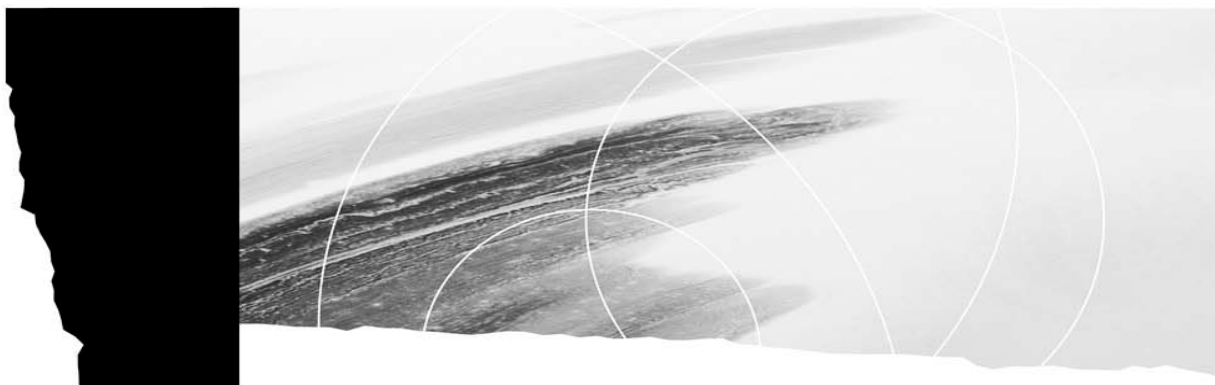
The Ministère de l'Éducation, du Loisir et du Sport harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors in order to avoid overlap in program offerings, to recognize prior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

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

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

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

Harmonization of the *Health, Assistance and Nursing* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results is presented in the document entitled *Tableaux d'harmonisation, Santé, assistance et soins infirmiers*.



Part II

Program Competencies

Competency 1 Duration 30 hours Credits 2

Situational Competency

Statement of the Competency

Determine their suitability for the profession and training.

Elements of the Competency

- Establish a profile of the profession.
- Become familiar with the training program.
- Recognize the importance of being committed to learning and to their program of study.
- Confirm their career choice.

Learning Context

Information Phase

- Learning about the training program.
- Learning about the job market in the public, private and community health care networks.
- Learning about the tasks and activities of nursing assistants.
- Learning about the requirements and risk factors associated with the physical and psychological aspects of the profession.
- Learning about professional decorum.
- Learning about the requirements for practising the profession: legislation governing nursing care, scope of practice and reserved activities.

Participation Phase

- Discussing the information gathered and their perception of the profession.
- Discussing the program's relevance to the work of nursing assistants.
- Determining their suitability for the work involved in the training program.
- Drawing up a list of their personal aptitudes and interests in the profession.

Synthesis Phase

- Assessing their career choice by comparing different aspects and requirements of the profession with their personal aptitudes and interests.

Instructional Guidelines

- Promote group discussions and allow all students to express their opinions.
- Motivate the students to take part in the suggested activities.
- Help the students acquire an accurate, objective perception of the profession.
- Organize meetings with specialists in the field.
- Ensure that relevant reference materials are available: information on the profession, program of study, specialized reference materials.
- Provide the students with a list of questions to answer as an alternative to taking notes.

Participation Criteria

Information Phase

- Gather information on most of the topics indicated.

Participation Phase

- Discuss their perception of the profession.
- Discuss the knowledge, skills and attitudes required to practise the profession.
- Make connections between the program of study and the job situation.

Synthesis Phase

- Present the results of their reflection and assessment in a report.
- Justify their decision to continue with or withdraw from the training program.

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

- | | |
|--|--|
| • Identify information about the training program. | Training centres
Program of study, practicum activities, evaluation methods and certification of studies |
| • Identify information about the health and social services network. | Network organization
Major reforms and impact on the network and its evolution |
| • Identify information about the profession. | Professional associations and unions
Employment prospects, remuneration and working conditions
Characteristics of practice in hospitals, living environments and home settings, mission of facilities, types of clients
Professional attire, personal appearance and demeanour
Knowledge, skills and attitudes required to practise the profession
Applicable laws, scope of practice and reserved activities
Code of ethics |
| • Adopt a work method. | Determination of research topic, available sources of information and important points to retain |
| • Adopt a note-taking method. | Common abbreviations
Organization of information |

Participation Phase

- | | |
|---|---|
| <ul style="list-style-type: none">• Identify the main rules governing effective group discussions. | Participation, respecting one's turn, staying on topic, paying attention to others and accepting diverging points of view |
| <ul style="list-style-type: none">• Show concern for sharing their views with other members of the group. | Advantages of sharing their point of view and listening to that of others |
| <ul style="list-style-type: none">• List the knowledge, skills and attitudes required to practise the occupation. | Distinction between knowledge, skills and attitudes
Importance of basic knowledge of English and mathematics |
| <ul style="list-style-type: none">• Make connections between the program's competencies and the work of nursing assistants. | |
| <ul style="list-style-type: none">• Situate the role of nursing assistants within the care team. | |

Synthesis Phase

- | | |
|--|--|
| <ul style="list-style-type: none">• Analyze personal preferences, aptitudes and interests in relation to aspects and requirements of the profession. | Distinction between preferences, aptitudes and interests |
|--|--|

Competency 2 Duration 30 hours Credits 2

Situational Competency

Statement of the Competency

Become familiar with a comprehensive approach to health.

Elements of the Competency

- Situate health within a more comprehensive approach to personal well-being.
- Recognize the unique, multidimensional nature of individuals.
- Recognize the attitudes, behaviours and values that underlie the humanization of care.
- Situate the contribution of nursing assistants in the care process.
- Situate the contribution of nursing assistants in carrying out the therapeutic nursing plan.

Learning Context

Information Phase

- Learning about the components and determinants of health.
- Learning about conceptual models of nursing care.
- Learning about the holistic approach.
- Learning about the basic needs of clients.
- Learning about the steps in the care process.

Participation Phase

- Discussing the information gathered.
- Discussing their perception of the humanization of care.
- Discussing their perception of health and clients requiring care.
- Identifying ways of assisting clients based on their needs.
- Giving examples of situations along the health-illness continuum.

Synthesis Phase

- Establishing the steps (information gathering, planning and intervention) in the care process, based on the client's unmet needs.
- Assessing their ability to adopt the attitudes and behaviours underlying the humanization of care.

Instructional Guidelines

- Promote group discussions and allow all students to express their opinions.
- Motivate the students to take part in the suggested activities.
- Help the students acquire an accurate perception of the nursing assistant's role in the care process.
- Ensure that specialized reference materials are available.
- Present a variety of case studies that are representative of the workplace.

Participation Criteria

Information Phase

- Gather information on most of the topics indicated.

Participation Phase

- Describe their perception of health, clients and nursing care.
- Consider the various aspects of the client in their approach.
- Make connections between clients' needs and the means used to assist clients in meeting these needs.
- Prepare a worksheet.

Synthesis Phase

- Write a report on their process and reflection.

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

- | | |
|---|---|
| • Use specialized reference materials. | Technical and terminology documents
Therapeutic nursing plan
Nursing care and treatment plan
Interdisciplinary intervention plan
Departmental report |
| • Identify information pertaining to health. | Definitions of health
Components and determinants of health
Illustration of the health-illness continuum: health, well-being, quality of life, lifestyle habits
Areas of intervention: disease prevention, health promotion, health maintenance and rehabilitation |
| • Identify information pertaining to clients. | Biological, psychosocial, cultural and spiritual aspects of a client
Life stages and Maslow's hierarchy of needs
Holistic approach |
| • Identify information about the humanization of care. | Attitudes, behaviours and values
Primary health care philosophy |
| • Identify information about conceptual models of nursing care. | |

Participation Phase

- Identify the basic needs of a client.

- Identify the factors that affect the satisfaction of a client's basic needs.
Age, health status, environment, personal resources, degree of autonomy in activities of daily living and domestic activities
- Identify the steps in the care process.
Virginia Henderson model: collecting, analyzing and interpreting data; planning, implementing and evaluating care
McGill model: looking for relevant data, analyzing and interpreting data, planning and implementing nursing care and treatment, evaluating results
- Recognize means used to assist clients in satisfying unmet needs.
Self-management, support for the family, home-based care, care in a health facility
- Prepare a worksheet.
Reference to the therapeutic nursing plan
Reference to the nursing care and treatment plan
Priorities to establish

Competency 3 Duration 45 hours Credits 3

Situational Competency

Statement of the Competency

Communicate in a care team.

Elements of the Competency

- Adopt behaviours that promote harmonious relations and team dynamics.
- Communicate information about the care provided.
- Recognize the importance of ensuring the continuity of care.
- Become aware of their personal strengths and weaknesses when communicating.

Learning Context

Information Phase

- Learning about constraints that can affect harmonious relations in a team.
- Learning about constraints that can affect team dynamics.
- Learning about the documents used to ensure the continuity of care.
- Learning about medical terminology.

Participation Phase

- Discussing the information gathered and their perception of communication in a team.
- Participate in role-playing activities involving communication situations in a care team.
- Writing observation notes.
- Writing reports on client status.
- Delivering oral reports on client status.
- Receiving reports from colleagues on client status.

Synthesis Phase

- Assessing their ability to work in a team.
- Assessing their ability to communicate in order to ensure the continuity of care.

Instructional Guidelines

- Promote group discussions and allow all students to express their opinions.
- Motivate the students to take part in the suggested activities.
- Help the students acquire an accurate, objective perception of daily communications in a team.
- Present cases that are representative of the workplace.
- Ensure that relevant reference materials are available: terminology documents, documents used to ensure the continuity of care.
- Provide the students with a document to fill out in order to help them prepare their notes for client records.

Participation Criteria

Information Phase

- Gather information on most of the topics indicated.

Participation Phase

- Participate in the role-playing activities suggested.
- Write observation notes in a client's medical record.
- Identify the emotions felt in a communication situation.

Synthesis Phase

- Summarize the various aspects of communication in a team.
- Present the results of their reflection and assessment in a report.

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

- | | |
|---|--|
| • Identify information pertaining to communication. | Communication process: sender, message, receiver and response
Verbal and nonverbal communication techniques
Factors that influence communication: language, age difference, social status, education, prejudices and stereotypes |
| • Use medical terminology. | Components of a term: root, prefix and suffix
Terminology related to anatomy, physiology, pathology and diagnoses |
| • Identify the documents used to ensure the continuity of care. | Medical record, therapeutic nursing plan, nursing care and treatment plan, departmental report |

Participation Phase

- | | |
|--|---|
| • Use nursing software. | |
| • Recognize nursing assistants' legal responsibilities when writing observation notes. | Organization and Management of Institutions
Regulation |
| • Identify the standards that apply to writing observation notes. | Using a ballpoint pen (permanent ink)
Using the international system of units (SI)
Information to provide: date and time (hour and minutes)
Signature: full name (first and last), title |
| • Identify documentation methods. | SOAP, PIE, SOAPIE, DAR and chronological narrative charting |

- Recognize the importance of using correct spelling and grammar when writing notes.
- Discuss the factors that influence group dynamics.
 - Power, assigned roles and tasks in a group
 - Leadership styles
 - Decision-making process
 - Problem-solving process
 - Role and status of team members
 - Attitudes, behaviours and motivation of team members
 - Conflicts
- Recognize the role and responsibilities of each member in a care team.
 - Nurse, attendant, other health professionals
 - Sharing of responsibilities
 - Role of the nurse and nursing assistant within the care team (review of Competency 1)
- Recognize the importance of effective communication in a care team.
 - Cohesion, quality of life at work, reduced emotional load, increased quality and effectiveness

Competency 4 Duration 105 hours Credits 7

Behavioural Competency

Statement of the Competency

Apply basic care procedures.

Achievement Context

- Referring to laws and regulations
- Using care-related materials
- Using personal protective equipment
- Based on a therapeutic nursing plan or nursing care and treatment plan and a departmental report
- Using technical reference materials
- Working with other health care professionals

Elements of the Competency**Performance Criteria**

- | | |
|---|--|
| 1. Move a client. | <ul style="list-style-type: none">• Appropriate manoeuvres for moving clients• Safe, functional movements |
| 2. Restrain a client. | <ul style="list-style-type: none">• Proper immobilization and positioning of the client• Use of safe restraints, in accordance with requirements |
| 3. Provide care related to hygiene, comfort and dressing. | <ul style="list-style-type: none">• Correct application of measures to prevent pressure sores• Proper positioning of the client• Observance of care procedures• Clear concern for ensuring client privacy and cleanliness |
| 4. Provide care related to eating and drinking. | <ul style="list-style-type: none">• Verification that meal provided conforms with the client's diet• Proper positioning of the client• Observance of care procedures |
| 5. Provide care related to elimination. | <ul style="list-style-type: none">• Proper positioning of the client• Correct installation of a condom catheter or protective underwear• Clear concern for ensuring client privacy and cleanliness |
| 6. Take a client's vital signs. | <ul style="list-style-type: none">• Selection of appropriate sites• Accurate measurements• Reference to normal ranges |

7. Provide postmortem care.

- Accurate identification of the deceased client
- Clear respect for the deceased client

For the competency as a whole:

- Observance of the limits of the profession
- Appropriate level of assistance
- Clear respect for the client
- Observance of frequency indicated
- Proper preparation and use of care-related materials
- Observance of hygiene and safety rules
- Efficient collaboration with other members of the care team

Suggestions for Competency-Related Knowledge and Know-How

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

1. Move a client.

- Use patient moving equipment.

Wheelchair, mechanical lift, floor-to-ceiling grab bar, walker, walking belt, crutches, cane, 3-point prong, piqué, drawsheet, sit-to-stand lift and transfer board
Maintenance and storage

- Recognize principles of safe patient handling and movement.

Moving patients safety principles (MPSP)
Positioning, movements, holding principles, weight transfer and counterweight
Use of area available

- Perform moving manoeuvres.

Level of assistance required
Communication with the client
Synchronization with another person

- Help a client walk.

Stimulation, holding principles, positioning, movements

2. Restrain a client.

- Identify types of restraints.

Physical restraints: straps or belts, bed rails, wrist and ankle restraints, vest restraints

- Perform immobilization manoeuvres.

Indications, risks and consequences for the immobilized client
Monitoring and safety measures

- Identify the conditions surrounding the use of restraints.
 - Québec *Charter of Human Rights and Freedoms* (connection with competencies 6 and 20)
 - Act respecting health services and social services*
 - Orientations of the Ministère de la Santé et des Services sociaux
 - Act to amend the Professional Code and other legislative provisions as regards the health sector*

3. Provide care related to hygiene, comfort and dressing.

- Recognize the purpose and context for providing each type of hygiene, comfort and dressing care.
 - Clients and level of assistance required
 - Preoperative context for certain care procedures (connection with Competency 26)
- Use the materials and equipment required for hygiene and comfort care.
 - Bath, transfer chair, shower stretcher, shower, bath transfer board
 - Mattress, cushion, blanket and pillow
 - Maintenance and storage
- Recognize the rules of hygiene and occupational health and safety applicable to each type of hygiene, comfort and dressing care.
- Recognize the importance of respecting client privacy.
 - Drawing curtains, closing doors, covering the client
- Recognize the importance of verifying client comfort.
 - Body alignment
- Make a bed.
 - Occupied bed, with or without a drawsheet or *piqué*
 - Bed of operated client
- Give a client a bath.
 - Complete and partial bath
 - In a tub, at a sink or in a bed
- Provide oral hygiene care.
 - Teeth brushing, cleaning of dental prostheses, oral solutions, observation of mucous membranes
- Maintain hearing aids and glasses.
 - Types of hearing aids and how they work
 - Maintenance, handling and installation methods; precautions
- Maintain a client's nails.
 - Observation of the condition of nails
 - Role of the podiatrist and nurse specialized in foot care
 - Procedure, contraindications
- Shave a client's face.
 - Materials required, steps and procedure
 - Maintenance of razor

• Wash a client's hair.	Steps and procedure in a bed, in the bath and at the sink; materials required
• Give a client a back rub.	Techniques and products to use
• Put antiembolism stockings on a client.	Varicose veins, prolonged immobility, venous stasis
• Help a client dress or undress.	Bedridden client; client with hemiplegia, a cast, orthosis or prosthesis; or client who is visually impaired
• Recognize healthy skin.	Colour, pigmentation, hair
• Recognize factors that may cause pressure sores.	Presence of skin folds, lack of mobility, poorly fitted clothing, malnutrition
• Recognize ways of preventing pressure sores.	Positioning, rubbing, massage, bed linens, alternating pressure mattress
4. Provide care related to eating and drinking.	
• Recognize the purpose and context for providing each type of care related to eating and drinking.	Clients and level of assistance required Preoperative context for certain care procedures (connection with Competency 26)
• Use adapted materials and equipment for eating and drinking.	Maintenance and storage
• Recognize the rules of hygiene, health and safety applicable to each type of care related to eating and drinking.	
• Position a client for a meal.	In bed, in a chair, in the dining room
5. Provide care related to elimination.	
• Recognize the purpose and context for providing each type of elimination care.	Clients and level of assistance required Preoperative context (connection with Competency 26)
• Use the materials and equipment related to elimination.	Commode, bedpan and urinal Maintenance and storage
• Recognize the rules of hygiene, health and safety applicable to each type of elimination care.	
• Put a condom catheter on a client.	Types of catheters, purpose for their use, installation technique, frequency of change, attachment of a urine collection bag, emptying and maintenance

- Put protective underwear on a client. Technique, types of protection, frequency of change, psychological consequences
6. Take a client's vital signs.
- Recognize the purpose of measuring a client's vital signs. Definitions: temperature, pulse, respiration and blood pressure
 - Use the materials required for taking a client's vital signs.
 - Measure temperature. Sites, normal range and factors of influence
 - Measure pulse. Sites, characteristics, normal range and factors of influence
 - Measure respiration. Site, normal range and factors of influence
 - Measure blood pressure. Sites, normal range and factors of influence; hypotension and hypertension
7. Provide postmortem care.
- Recognize the importance of providing postmortem hygiene care.
 - Identify the deceased client.
 - Identify the procedures to follow after a client dies. Death certificate, handling of deceased client's personal belongings, information to provide to the family, autopsy, funeral arrangements

Competency 5 Duration 30 hours Credits 2

Situational Competency

Statement of the Competency

Establish a helping relationship.

Elements of the Competency

- Adopt an attitude of openness towards others.
- Assess indicators of a client's emotional status.
- Demonstrate respect and empathy for clients.
- Become aware of their personal strengths and weaknesses in establishing relationships with others.

Learning Context

Information Phase

- Learning about the emotions of clients who are ill.
- Learning about the relationship between a nursing assistant and a client who is ill.
- Learning about the skills and attitudes required to establish and maintain a helping relationship.

Participation Phase

- Discussing the information gathered and their perception of a helping relationship.
- Participating in role-playing activities involving communication situations with clients who are ill.
- Identifying the skills required to establish and maintain a helping relationship.
- Identifying the attitudes required to establish and maintain a helping relationship.
- Informing a client who is ill of the care to be provided.

Synthesis Phase

- Recognizing their personal strengths and weaknesses in establishing helping relationships.
- Assessing their ability to establish a helping relationship.

Instructional Guidelines

- Promote group discussions and allow all students to express their opinions.
- Motivate the students to take part in the suggested activities.
- Help the students acquire an accurate, objective perception of a helping relationship.
- Present cases that are representative of the workplace.
- Make connections between the competency on communicating in a care team and the one on helping relationships.
- Provide the students with a form to fill out for their report.

Participation Criteria

Information Phase

- Gather information on all of the topics indicated.

Participation Phase

- Participate in the role-playing activities suggested.
- Use words and a tone that are appropriate for communicating with clients who are ill.
- List the emotions they feel in a helping relationship.
- Recognize the importance of discretion and of honouring their commitments.
- Recognize the importance of being available.

Synthesis Phase

- Present their point of view on the communication situations they participated in.
- Present the results of their reflection and assessment in a report.

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

- | | |
|---|---|
| <ul style="list-style-type: none"> • Identify information pertaining to communication. | Communication process: sender, message, receiver and response (review of Competency 3)
Factors that influence communication (review of Competency 3) |
| <ul style="list-style-type: none"> • Identify information pertaining to clients. | Biological, psychosocial, cultural and spiritual aspects of a client (review of Competency 2)
Life stages and Maslow's hierarchy of needs (review of Competency 2)
Holistic approach (review of Competency 2) |

Participation Phase

- | | |
|--|---|
| <ul style="list-style-type: none"> • Use verbal communication techniques. | Open-ended, closed, direct and indirect questions
Active listening
Content reflection; feeling reflection
Summary and feedback
Effectiveness criteria: appropriate terminology and pace, clarity, precision and brevity |
| <ul style="list-style-type: none"> • Use nonverbal communication techniques. | Gestures, eye contact, voice, facial expressions, silence, touch, proxemics and posture |
| <ul style="list-style-type: none"> • Recognize the importance of using an appropriate tone, words and gestures. | Pace, articulation, clarity and terminology
Different types of clients and settings
Pace of the client |

- | | |
|---|---|
| <ul style="list-style-type: none">• Recognize means and attitudes that help build a climate of trust. | Taking into account other people's opinions, offering choices, meeting physical needs
Respect, openness, empathy, authenticity, tolerance, consistency between words and actions |
| <ul style="list-style-type: none">• Recognize behaviours to avoid. | Asking too many questions; adopting a superior attitude; interrupting and changing the subject; making value judgments and adopting a moralizing attitude |
| <ul style="list-style-type: none">• Recognize indicators of a client's emotional status. | Smiling, crying, screaming, silence, sweating, facial expressions, shivering, trembling voice |
| <ul style="list-style-type: none">• Recognize communication difficulties that may arise with specific types of clients. | Aphasic clients, clients with visual or hearing impairments |

Competency 6 Duration 30 hours Credits 2

Situational Competency

Statement of the Competency

Become familiar with the legal and ethical aspects of the profession.

Elements of the Competency

- Recognize the legal framework governing the scope of practice and reserved activities of nursing assistants.
- Recognize patients' rights.
- Recognize the duties and obligations of nursing assistants.
- Determine where they stand personally in relation to an ethical dilemma.
- Determine where they stand professionally in relation to an ethical dilemma.

Learning Context

Information Phase

- Learning about the laws and regulations governing the profession of nursing assistant.
- Learning about the Québec *Charter of Human Rights and Freedoms*.
- Learning about the *Code of ethics of nursing assistants*.

Participation Phase

- Discussing the information gathered on the scope of practice and reserved activities of nursing assistants.
- Discussing the information gathered on the duties and obligations of nursing assistants.
- Discussing their perception of patients' rights.
- Discussing possible violations in the duties and obligations stipulated in the *Code of ethics of nursing assistants*.
- Analyzing ethical dilemmas.

Synthesis Phase

- Assessing their ability to fulfill the duties and obligations stipulated in the *Code of ethics of nursing assistants*.

Instructional Guidelines

- Promote group discussions and allow all students to express their opinions.
- Motivate the students to take part in the suggested activities.
- Help the students acquire an accurate, objective perception of the laws that apply to the profession of nursing assistant.
- Help the students acquire an accurate, objective view of the *Code of ethics of nursing assistants*.
- Ensure that relevant reference materials are available: laws and regulations, general information documents published by the Ordre des infirmières et infirmiers auxiliaires du Québec (OIIAQ), the *Code of ethics of nursing assistants*.
- Guide the students as they search for information in the reference materials.
- Present case studies that are representative of the workplace.

Participation Criteria

Information Phase

- Gather information on most of the topics indicated.

Participation Phase

- Participate in discussions.
- Be respectful of and open to the opinion of others.
- Recognize ethical dilemmas that nursing assistants may encounter in the course of their work.
- Identify the interests of the parties affected by an ethical dilemma.
- Justify a decision made regarding an ethical dilemma.

Synthesis Phase

- Present the results of their analysis and assessment in a report.
- Recognize the emotions they feel when faced with an ethical dilemma.

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

- | | |
|---|--|
| <ul style="list-style-type: none"> • Identify information on the legislative provisions applicable to the health sector. | <p>Laws and regulations pertaining to health: general information
 <i>Québec Charter of Human Rights and Freedoms</i>: patient rights (right to respect, dignity, autonomy, inviolability, information, truth, informed consent and non-disclosure of confidential information)
 <i>Civil Code of Québec</i></p> |
|---|--|

- Identify information on the regulatory provisions applicable to the profession of nursing assistant.

Professional Code

Ordre des infirmières et infirmiers auxiliaires du Québec (OIIAQ): Bureau (composition, responsibilities), entry on the roll of the OIIAQ, permit, professional inspection (discipline committee)

Scope of practice, reserved activities, applicable legislation and the *Code of ethics of nursing assistants* (review of Competency 1)

Scope of practice of nurses in relation to that of nursing assistants

Competency indicators of nursing assistants

Contribution of nursing assistants to the therapeutic nursing plan (review of Competency 2)

- Distinguish between *ethics*, *bioethics* and *code of ethics*.

Participation Phase

- Recognize the importance of respecting and being open to the opinion of others.
- Identify the duties and obligations stipulated in the *Code of ethics of nursing assistants*.
- Recognize ethical dilemmas that nursing assistants may encounter.

Rules governing effective group discussions (review of Competency 1)

Integrity, availability and diligence, independence and impartiality, professional secrecy, acts derogatory to the dignity of the profession, fees and advertising

Violations with respect to the public, patients and the profession

Consequences

Examples pertaining to:

- the preservation of life
- the right to dissent
- respect for personal dignity
- absence of prejudice
- mandate in case of incapacity
- living wills

- Compare decisions made in cases of ethical dilemmas.

Synthesis Phase

- Draw up a list of behaviours that comply with the requirements, duties and obligations stipulated in the *Code of ethics of nursing assistants*.

Competency 7 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Apply care procedures related to the musculoskeletal system.

Achievement Context

- Using care-related materials
- Based on a therapeutic nursing plan or a nursing care and treatment plan and a departmental report
- Based on a prescription
- Using technical reference materials

Elements of the Competency**Performance Criteria**

- | | |
|--|--|
| 1. Make connections between physiology and the musculoskeletal system. | <ul style="list-style-type: none">• Accurate identification of the system's role• Accurate identification of the role of anatomical structures• Relevant connections made between the system and homeostasis |
| 2. Make connections between disorders and the musculoskeletal system. | <ul style="list-style-type: none">• Description of clinical manifestations associated with disorders• Identification of causes, predispositions and risk factors associated with disorders |
| 3. Select basic care related to musculoskeletal disorders. | <ul style="list-style-type: none">• Consideration of the client's body mass and vital signs• Consideration of the client's unmet needs• Consideration of the applicable therapeutic diet• Selection of appropriate basic care |
| 4. Execute a prescription related to the musculoskeletal system. | <ul style="list-style-type: none">• Proper preparation and use of therapeutic materials• Compliance with the prescription• Prescription executed in accordance with requirements• Identification of the effects of the care provided and the drug therapy• Observance of hygiene, asepsis, health and safety rules |
| 5. Write observation notes. | <ul style="list-style-type: none">• Accurate, relevant observations• Compliance with documentation formats and standards• Clear concern for the continuity of care |

For the competency as a whole:

- Observance of the limits of the profession
- Use of appropriate terminology
- Compliance with the therapeutic nursing plan and the nursing care and treatment plan

Suggestions for Competency-Related Knowledge and Know-How

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

1. Make connections between physiology and the musculoskeletal system.

- | | |
|--|--|
| • Situate the human body's levels of structural organization. | Cells and tissues
Systems and homeostasis
Anatomical regions
Cavities
Views and cross-sections |
| • Visualize the anatomical structures of the musculoskeletal system. | Skeletal divisions
Bones, joints and muscles
Location |
| • Recognize the role of the anatomical structures of the musculoskeletal system. | |
| • Recognize how the musculoskeletal system functions. | Physiology of movement
Hormones associated with growth, development and aging |

2. Make connections between disorders and the musculoskeletal system.

- | | |
|--|--|
| • Identify common musculoskeletal disorders. | Bone, joint and muscle disorders
Causes, risk factors, predispositions, clinical manifestations and complications
Care and treatment |
| • Recognize the factors that affect bone repair. | Age, nutrition, location, blood supply and infection |
| • Identify applicable therapeutic diets. | (Connection with Competency 11) |
| • Identify applicable diagnostic tests. | |
| • Identify medication commonly prescribed for musculoskeletal disorders. | Classes, desired effects, adverse effects and nursing care |

3. Select basic care related to musculoskeletal disorders.

- Identify the needs related to a client's musculoskeletal system. Use of a conceptual model of nursing care (review of Competency 2)
- Identify basic care related to musculoskeletal disorders.

4. Execute a prescription related to the musculoskeletal system.

- Identify specific care related to musculoskeletal disorders.
 - Recognize the purpose and context for providing each type of specific care. Postoperative context for certain care procedures (connection with Competency 26)
 - Use the therapeutic materials needed to provide each type of specific care.
 - Identify the hygiene, asepsis, health and safety rules applicable to each type of specific care.
 - Apply heat or cold to an area of the body. Materials required, duration and monitoring
 - Help a client use orthopedic devices. Cane, walker, crutches, sling, splint, orthosis, prosthesis, corset and elastic bandage
 - Check neurovascular signs. Presence of pain, pulse, pallor, paresthesia and paralysis
 - Monitor a limb in a cast or in traction. Neurovascular signs, body alignment, verification of traction apparatus and signs of infection
5. Write observation notes.
- Use terminology specific to the musculoskeletal system. Anatomy, physiology and disorders of the system

Competency 8 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

Prevent and control infection.

Achievement Context

- Using therapeutic materials
- Using personal protective equipment
- Using technical reference materials
- In order to provide care
- Within the legal framework governing the profession

Elements of the Competency**Performance Criteria**

1. Detect signs of inflammation and infection.

- Accurate identification of the components of defence mechanisms
- Accurate identification of the body's defence mechanisms
- Accurate identification of the factors that decrease the body's resistance
- Correct association of alterations with disrupted defence mechanisms
- Accurate differentiation between local and systemic signs and symptoms of inflammation and infection

2. Describe the methods of controlling infection.

- Accurate description of the infection process
- Accurate identification of the mode of transmission of infectious agents
- Accurate identification of preventive measures
- Accurate identification of standard precautions for preventing infection

3. Wash hands.

- Accurate relationship between hand washing and preventing infection
- Appropriate times to wash hands
- Correct use of hand-washing procedure

4. Wear gloves.

- Accurate relationship between wearing gloves and preventing infection
- Correct way of putting on sterile gloves
- Correct way of removing gloves
- Appropriate times to wear gloves

5. Handle contaminated equipment and body fluids.

- Accurate identification of methods of reducing infection
- Accurate identification of the risks of infection at work

6. Use antimicrobial agents.
- Consideration of methods of controlling infectious agents
 - Accurate identification of the role of antimicrobial agents in interrupting the chain of infection
 - Correct use of antimicrobial agents
7. Provide wound care.
- Appropriate verification that care conforms with the prescription or nursing treatment plan, if applicable
 - Concern for the patient's comfort
 - Observance of care procedures
 - Observance of hygiene and asepsis measures
 - Observance of safety measures
 - Accurate assessment of the condition of the wound
 - Accurate identification of methods to reduce infection
 - Accurate identification of the usefulness of taking specimens when fighting infection
 - Appropriate transmission of information concerning the appearance of the wound
 - Accurate documentation of patient's chart
8. Take isolation precautions.
- Accurate identification of isolation precautions
 - Compliance with the rules governing isolation precautions
9. Stay abreast of the latest methods of infection control.
- Relevant information on the nature of infections
 - Accurate identification of ways to combat the spread of new infectious agents
 - Relevant information on ways to promote the body's normal repair process
 - Relevant information on immunization programs

For the competency as a whole:

- Use of appropriate terminology
- Effective use of reference materials
- Accurate relationship between anatomy/physiology and alterations
- Observance of standard precautions

Suggestions for Competency-Related Knowledge and Know-How

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

1. Detect signs of inflammation and infection.

- | | |
|---|---|
| • Visualize the components of the lymphatic system. | Lymphatic vessels, cells, tissues, lymphatic organs and lymph nodes |
| • Recognize the role of the components of the lymphatic system. | Lymph transport |
| • Visualize the mechanisms of nonspecific defence. | Skin, mucous membranes, phagocytes, antimicrobial proteins, natural killer cells, inflammation and fever |
| • Visualize the mechanisms of specific defence. | Antigens, lymphocytes, humoral immune response, cell-mediated immune response, natural immunity, active and passive immunity |
| • Recognize the factors that affect the body's resistance to infection. | Age, stress, fatigue, diet, medication, organic disorders and radiation |
| • Identify common disorders associated with a dysfunction of the immune system. | Bacterial infections, viral infections, fungal infections, parasitic infections, allergies (food, respiratory, contact and medication), anaphylactic shock, cancer and AIDS
Causes, risk factors, predispositions, clinical manifestations and complications
Care and treatment |
| • Identify applicable diagnostic tests. | |
| • Identify medication commonly prescribed for a dysfunction of the immune system. | Classes, desired effects, adverse effects and nursing care |
| • Recognize signs of inflammation and infection. | Local symptoms
Systemic symptoms |

2. Describe the methods of controlling infection.

- | | |
|---|--|
| • Identify infectious agents. | Bacteria, viruses, fungi and parasites |
| • Recognize factors that promote the spread of infectious agents. | Short-term care units or residential facilities
Concentration, virulence, ability of the infectious agents to enter the body, susceptibility of the host, duration of exposure, age and condition of the client |

- Identify modes of transmission of infectious agents.
Direct contact, indirect contact, airborne and droplets
Vehicles: blood, water, feces, food, fomites (inanimate objects) and care-related materials
Vectors: animals and insects
Cycle of infection: environment, host, infectious agent, route of transmission, modes of transmission and reservoir
 - Identify infection control methods.
Hand washing
Use of gloves, masks, gown and protective eyewear
Cleaning and disinfection
Sterilization
Handling contaminated materials
Vaccination
 - Identify infection prevention measures.
Basic practices and additional precautions, vaccination
3. Wash hands.
- Identify hand-washing products.
Hygienic and antiseptic hand washing
 - Recognize hand-washing procedures.
4. Wear gloves.
- Identify different types of gloves.
Sterile and nonsterile gloves
 - Put on gloves.
 - Remove gloves.
5. Handle contaminated equipment and body fluids.
- Identify contaminated equipment or potentially contaminated body fluids.
Dressings, needles, drainage bags, drains and linens
Blood, sperm, vaginal secretions, tracheal secretions, pleural fluid and cerebrospinal fluid
Amniotic fluid and any other blood-tinged fluid
 - Interpret signs applicable to the handling of contaminated materials and body fluids.
 - Identify basic practices applicable to the handling of contaminated materials and body fluids.
Duties and obligations of workers with respect to handling contaminated materials

6. Use antimicrobial agents.

- Identify antimicrobial agents.

Disinfecting power
Context and procedure for use

- Pour an antimicrobial solution.

7. Provide wound care.

- Identify different types of wounds.

Wound classification systems

- Identify the condition of a wound.

Aspects to observe:

- colour
- edema
- dimensions
- exudate
- presence of a drain, stitches, staples, etc.
- cicatrization (process and stages)
- pain

- Use therapeutic materials.

Products and dressings/bandages

- Clean a wound.

- Remove a drain.

- Insert and remove a packing strip.

- Remove sutures.

- Prepare a sterile field.

- Make a dressing.

- Communicate information about a wound.

8. Take isolation precautions.

- Recognize cases where isolation precautions are required.

Tuberculosis, *clostridium difficile*, herpes zoster
Methicillin-resistant *Staphylococcus aureus* (MRSA)

- Identify types of isolation precautions.

Airborne, droplet, contact and neutropenic precautions

9. Stay abreast of the latest methods of infection control.

- Recognize the importance of keeping abreast of legislation regarding infection prevention.

Legislation governing public health protection: confidentiality, immunization and reportable diseases

- Recognize the importance of keeping abreast of developments regarding infectious agents. *Protocole d'immunisation du Québec* (Québec immunization protocol)
- Recognize the importance of keeping abreast of methods of promoting the body's normal repair process. Components and determinants of health (review of Competency 2)

Competency 9 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

Participate in drug therapy.

Achievement Context

- Using materials
- Using technical reference materials
- In order to provide care
- Within the legal framework governing the profession

Elements of the Competency**Performance Criteria**

- | | |
|--|---|
| 1. Act in concordance with the laws governing drug therapy. | <ul style="list-style-type: none">• Accurate identification of legislation related to drug therapy• Identification of their role and professional responsibilities in relation to drug therapy• Respect for the role and responsibilities of other health care professionals• Accuracy in relating the legal aspect of drug therapy and the prescription, preparation and administration of medication or other substances• Relevant relationship between drug therapy and the patient's rights |
| 2. Establish links between medication or other substances and their effects on the body. | <ul style="list-style-type: none">• Accurate recognition of principal drug classes• Accurate identification of the effect of medication and other substances on the body• Accurate identification of adverse side effects of medication and other substances on the body• Accurate identification of the factors affecting the action of drugs and other substances |
| 3. Calculate the dosage of a drug or substance. | <ul style="list-style-type: none">• Correct interpretation of pharmaceutical abbreviations• Accurate identification of pharmaceutical forms• Correct use of ratios and proportions when calculating the dosage of medication or other substances• Accurate conversion of measurement systems |

4. Prepare medication or other substances.
 - Accurate identification of the main routes for administering medication and other substances
 - Accurate identification of the advantages and disadvantages of each administration route
 - Correct verification of the medical prescription or nursing treatment plan
 - Appropriate choice of syringe and needle for injections, depending on the drug or other substance to be injected
 - Correct preparation of medication or other substance
 - Observance of hygiene and asepsis measures
 - Observance of safety measures
5. Administer medication or other substances.
 - Accurate identification of nursing measures associated with administering medication or other substances
 - Accurate identification of the precautions to take for each administration route for medication or other substances
 - Observance of hygiene and asepsis measures
 - Observance of safety measures
 - Observance of procedures associated with administering medication or other substances
 - Appropriate transmission of information concerning the administration of medication or other substances
 - Prompt, accurate entry in the chart.
 - Consideration of the effect on the patient of the medication or other substance
 - Respect for patient's rights
6. Monitor patient self-medication.
 - Consideration of the patient's functional capabilities
 - Consideration of the effect of the medication on the patient
 - Relevant information given to the patient
 - Accurate transmission of information to the health care team
 - Respect for patient's rights

For the competency as a whole:

- Use of appropriate terminology
- Effective use of reference materials

Suggestions for Competency-Related Knowledge and Know-How

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

1. Comply with the laws governing drug therapy.

- Recognize the legislative provisions applicable to drug therapy.
 - Contribution of nursing assistants to the administration of prescribed medications (review of Competency 6)
 - Contribution of other health care professionals to drug therapy
 - Legal aspect of vaccination
 - Food and Drugs Act*
 - Narcotic Control Act*
- Recognize drug therapy protocols and procedures.
 - Care unit's pharmacy
 - Methods of distribution
 - Importance of checking:
 - the medication administration record (MAR) against the prescription or care plan
 - the MAR against the label on the container of the medication or other substance
 - Importance of hygiene, asepsis and safety rules
- Recognize client rights with regard to drug therapy.
 - Right to:
 - receive information
 - receive medications or other substances appropriate to their health status
 - refuse medications or substances

2. Establish links between medication or other substances and their effects on the body.

- Recognize the role of a medication or substance.
 - Definition of medication and substance
 - Trademark
 - Generic name
 - Reference materials
- Recognize the mechanisms of pharmacokinetics.
 - Absorption
 - Distribution
 - Metabolism (biotransformation)
 - Excretion
 - Half-life
- Identify drug classes.
 - Classification based on:
 - intended effect on a system or the entire body
 - symptoms to alleviate
 - desired effects

<ul style="list-style-type: none">Identify the effects of a medication or substance on the body.	Therapeutic effects Adverse effects Toxic effects Allergic reactions Drug interactions Tolerance Dependence Drug addiction
<ul style="list-style-type: none">Recognize the factors that affect the action of medications or other substances.	Physical factors Psychological factors Environmental factors Drug interactions Diet
3. Calculate the dosage of a drug or substance.	
<ul style="list-style-type: none">Interpret pharmaceutical abbreviations.	Common pharmaceutical abbreviations
<ul style="list-style-type: none">Identify pharmaceutical forms.	Forms: <ul style="list-style-type: none">solid (tablet, scored tablet and capsule)semi-solid (pomade, cream and paste)liquid (syrup, lotion and solution)gas (aerosol) Containers: vial and ampoule
<ul style="list-style-type: none">Identify the materials needed to calculate a required dosage and administer medications or other substances.	
<ul style="list-style-type: none">Handle medications and other substances as well as the materials needed for their administration.	Applicable precautions Applicable health and safety rules Applicable hygiene and asepsis measures Storage of materials
<ul style="list-style-type: none">Solve mathematical operations involving fractions and decimal numbers.	(Review of basic operations: addition, subtraction, multiplication and division) Metric (SI) units and abbreviations
<ul style="list-style-type: none">Use ratios and proportions.	Equivalent measures for converting: <ul style="list-style-type: none">pounds into kilogramsliquid ounces into millilitresdrops into millilitres Calculation of dosages for children
4. Prepare medication or other substances.	
<ul style="list-style-type: none">Identify routes for administering medications or other substances.	Administration routes: oral, sublingual, topical, parenteral (subcutaneous, intramuscular, intravenous and intradermal), mucosal (aural, nasal, ophthalmic, vaginal, rectal, buccal) Characteristics, advantages and disadvantages of each route

<ul style="list-style-type: none"> • Read a medication administration record (MAR). 	<p>Medical prescription</p> <p>Components of an MAR: client's full name; name, dosage and form of the medication or other substance; administration route; time and frequency of administration</p>
<ul style="list-style-type: none"> • Prepare the materials for an injection. 	<p>Choice of syringe and needle, based on:</p> <ul style="list-style-type: none"> – the medication or substance – the quantity to inject – the administration route – the injection site – the client's age and weight <p>Preparation techniques specific to:</p> <ul style="list-style-type: none"> – subcutaneous injections – intramuscular injections
5. Administer medication or other substances.	
<ul style="list-style-type: none"> • Identify techniques for administering medications or other substances. 	<p>Manrex, Dispill systems</p> <p>Special characteristics of vaccination</p>
<ul style="list-style-type: none"> • Observe the effects of or client's reaction to a medication or substance. 	<p>Therapeutic effects</p> <p>Adverse effects</p> <p>Toxic effects</p> <p>Allergic reactions</p>
<ul style="list-style-type: none"> • Identify the type of information to provide to a client or his or her family regarding drug therapy. 	
<ul style="list-style-type: none"> • Identify the type of information to document in the client record or to communicate to the care team regarding drug therapy. 	<p>Date, time of administration, name of medication or substance administered, posology, administration route, site, reason for administering medication as needed and level of relief, signature</p>
6. Monitor patient self-medication.	
<ul style="list-style-type: none"> • Determine the client's functional abilities. 	<p>Identification of:</p> <ul style="list-style-type: none"> – sensory loss – cognitive deficit – digestive disorder – anxiety – client's (or family's) knowledge of preparing and taking medication
<ul style="list-style-type: none"> • Identify the type of information to provide to a client and his or her family. 	<p>Information on:</p> <ul style="list-style-type: none"> – the therapeutic effect of the medication – the adverse side effects to monitor – the precautions to take – interaction with over-the-counter medications – overuse – expired medication

Competency 10 Duration 75 hours Credits 5

Behavioural Competency

Statement of the Competency

Provide basic care to clients who are experiencing loss of autonomy.

Achievement Context

- Referring to laws and regulations
- Using care-related materials
- Using personal protective equipment
- Based on a therapeutic nursing plan or nursing care and treatment plan and a departmental report
- Using technical reference materials
- Working with other health care professionals
- Within a public or subsidized private health care facility

Elements of the Competency**Performance Criteria**

- | | |
|--|--|
| 1. Plan their shift. | <ul style="list-style-type: none">• Consideration of the nursing unit's organization and the departmental report• Preparation of a complete, accurate worksheet• Establishment of priorities |
| 2. Establish a relationship with the client. | <ul style="list-style-type: none">• Demonstration of attentiveness, interest and empathy• Respect for the client's pace• Choice of appropriate tone and words• Consideration of information provided by the client's family |
| 3. Assist the client with hygiene, comfort, dressing and ambulation. | <ul style="list-style-type: none">• Proper preparation and use of care-related materials• Proper ambulation and positioning of the client• Observance of care procedures• Assistance adapted to the client's needs, pace and limitations• Stimulation of the client to increase his or her autonomy• Adoption of required safety measures |
| 4. Assist the client with eating and drinking. | <ul style="list-style-type: none">• Proper positioning of the client• Observance of care procedures• Assistance adapted to the client's needs, pace and limitations• Stimulation of the client to increase his or her autonomy |

- | | |
|---|--|
| 5. Assist the client with elimination. | <ul style="list-style-type: none"> • Proper preparation and use of care-related materials • Proper positioning of the client • Observance of care procedures • Assistance adapted to the client's needs, pace and limitations • Stimulation of the client to increase his or her autonomy |
| 6. Tidy up the client's room. | <ul style="list-style-type: none"> • Functional arrangement of the client's belongings • Safe storage of care-related materials • Clear concern for cleanliness |
| 7. Communicate information about the care provided and the client's status. | <ul style="list-style-type: none"> • Prompt communication of any significant change in the client's status • Accurate, relevant observations • Use of appropriate terminology • Communication adapted to the care setting |

For the competency as a whole:

- Observance of the limits of the profession
- Compliance with the therapeutic nursing plan and the nursing care and treatment plan
- Observance of professional decorum and the Code of Ethics
- Observance of hygiene, asepsis and OHS rules
- Observance of appropriate safety measures
- Clear concern for client comfort
- Clear ability to adapt to unexpected situations
- Efficient collaboration with other members of the care team

Suggestions for Competency-Related Knowledge and Know-How

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

- | | |
|--|---|
| 1. Plan their shift. | |
| <ul style="list-style-type: none"> • Be receptive to information about the workplace. | Clients, socioeconomic background, organizational structure, interpersonal relations, equipment and instruments, occupational health and safety |
| <ul style="list-style-type: none"> • Be receptive to information about the nursing unit's organization. | Premises, material organization, directives and procedures, occupational health and safety rules, safety measures
Work schedule, routine and technical reference materials |

- Identify the behaviour to adopt in the nursing unit. Expectations of members of the care team
Code of Ethics (review of Competency 6)
 - Introduce themselves to the care team. Name, title and status
 - Become familiar with the therapeutic nursing plan, the nursing care and treatment plan or the departmental report. (Review of Competency 2)
 - Prepare their worksheet. (Review of Competency 2)
2. Establish a relationship with the client.
- Introduce themselves to the client. Name, shift and title
Decorum regarding professional attire
(Review of Competency 1)
 - Inform the client of the care provided.
 - Consider indicators of the client's emotional status. (Review of Competency 5)
 - Demonstrate openness, respect and empathy towards the client. (Review of Competency 5)
3. Assist the client with hygiene, comfort, dressing and ambulation.
- Observe the condition of the client. Client's reactions, signs of discomfort, condition of the skin and mucous membranes, ability to express himself or herself, effects of care
 - Provide care related to hygiene, comfort, dressing and ambulation. Maintenance of hearing aids and glasses
Nail care
Shaving
Hair washing
Use of antiembolism stockings
Help with dressing and undressing
 - Recognize methods of preventing and controlling infection. Infection control methods
Hand washing, use of gloves and antimicrobial agents
Handling contaminated materials and body fluids
Wound care
Additional precautions: isolation measures
4. Assist the client with eating and drinking.
- Provide care related to eating and drinking. (Review of Competency 4)

5. Assist the client with elimination.

- Determine the client's needs, based on his or her digestive and urinary systems. (Connections with competencies 15 and 16)
- Provide care related to elimination. (Review of Competency 4)
- Make connections between a client's diet and elimination. (Connection with Competency 11)

6. Tidy up the client's room.

- Make the bed. (Review of Competency 4)
- Put away the client's belongings.
- Put away care-related materials.

7. Communicate information about the care provided and the client's status.

- Receive reports from colleagues. (Review of Competency 3)
- Identify the type of information to provide. (Review of Competency 3)
- Give a verbal report. (Review of Competency 3)

Competency 11 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

Help a client meet his or her nutritional needs.

Achievement Context

- Based on a therapeutic nursing plan or nursing care and treatment plan and a departmental report
- Based on a prescription
- Using technical reference materials
- Working with other health care professionals

Elements of the Competency

Performance Criteria

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Make connections between a client's diet and his or her health status. 2. Verify whether a client's meal corresponds to his or her diet. 3. Encourage a client to eat. | <ul style="list-style-type: none"> • Accurate identification of the client's nutritional needs • Accurate identification of the client's energy requirements • Identification of the effects of the client's diet on his or her health status • Systematic verification • Accurate identification of the nutritional value of foods • Compliance with the diet established • Consideration of the client's food preferences • Consideration of the client's eating habits • Appropriate assistance and strategies |
|---|--|

For the competency as a whole:

- Use of appropriate terminology
- Functional use of technical reference materials

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.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Make connections between a client's diet and his or her health status. <ul style="list-style-type: none"> • Identify types of nutrients. | <p>Macronutrients, micronutrients and their main sources</p> |
|---|--|

- Recognize the role of nutrients.
 - Production and supply of materials, energy and antioxidants and maintenance of metabolism
 - Waste products and storage sites
 - Role of the digestive system in transforming foods
 - Interpret Nutrition Facts tables on product packaging.
 - Labels
 - Nutritional value
 - Calories, fat and sodium
 - Storage conditions
 - Analyze the nutritional needs of a healthy client.
 - Principles of healthy eating: *Canada's Food Guide to Healthy Eating*, role of dietary fibre
 - Nutritional value of each food category
 - Centre for hunger and thirst
 - Factors of influence: age, gender, stage of development
 - Daily energy requirements
 - Recognize eating habits that may cause health problems.
 - Factors of influence: lifestyle, economic conditions, level of knowledge
 - Recognize situations that require food consistency modifications.
 - Chewing and swallowing difficulties
2. Verify whether a client's meal corresponds to his or her diet.
- Identify common therapeutic diets.
 - (Connections with competencies 7, 13, 14, 15 and 16)
 - Effects on the body
 - Recognize situations requiring a change in diet.
 - Surgery, diagnostic tests and functional disorders
 - Level of consciousness
 - Interactions between foods and medications
3. Encourage a client to eat.
- Recognize sociocultural characteristics associated with food.
 - Vegetarian, macrobiotic and Mediterranean diets
 - Habits related to ethnicity and culture
 - Determine the nutritional status of a client.
 - Obtaining information from the client
 - Signs of dehydration
 - Screening for deficiencies
 - Healthy weight and body mass index
 - Identify ways of motivating a client to eat.
 - Preferred foods; pleasant environment; small, frequent meals; homemade meals

Competency 12 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

Apply care procedures related to the nervous and sensory systems.

Achievement Context

- Using therapeutic materials
- Using personal protective equipment
- Based on a therapeutic nursing plan or a nursing care and treatment plan and a departmental report
- Based on a prescription
- Using technical reference materials

Elements of the Competency

Performance Criteria

- | | |
|---|---|
| <p>1. Make connections between physiology and the nervous and sensory systems.</p> <p>2. Make connections between disorders and the nervous and sensory systems.</p> <p>3. Select basic care related to neurological and sensory disorders.</p> <p>4. Execute a prescription related to the nervous and sensory systems.</p> <p>5. Write observation notes.</p> | <ul style="list-style-type: none"> • Accurate identification of the systems' role • Accurate identification of the role of anatomical structures • Relevant connections made between the systems and homeostasis <ul style="list-style-type: none"> • Description of clinical manifestations associated with disorders • Identification of causes, predispositions and risk factors associated with disorders <ul style="list-style-type: none"> • Consideration of the client's body mass and vital signs • Consideration of the client's unmet needs • Consideration of the established therapeutic diet • Selection of appropriate basic care <ul style="list-style-type: none"> • Proper preparation and use of therapeutic materials • Compliance with the prescription • Prescription executed in accordance with requirements • Identification of the effects of the care provided and the drug therapy • Observance of hygiene, asepsis, health and safety rules <ul style="list-style-type: none"> • Accurate, relevant observations • Compliance with documentation formats and standards • Clear concern for the continuity of care |
|---|---|

For the competency as a whole:

- Observance of the limits of the profession
- Use of appropriate terminology
- Compliance with the therapeutic nursing plan and the nursing care and treatment plan

Suggestions for Competency-Related Knowledge and Know-How

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

1. Make connections between physiology and the nervous and sensory systems.

- | | |
|--|--|
| • Visualize the anatomical structures of the nervous system. | Central nervous system
Brain
Spinal cord
Peripheral nervous system
Cranial nerves
Spinal nerves
Cells and tissues
Location |
| • Recognize the role of the nervous system. | Influence of the nervous system on maintaining homeostasis |
| • Recognize how the nervous system functions. | Central nervous system
Brain
Spinal cord
Peripheral nervous system
Afferent path
Efferent path
Functional areas of the cerebral cortex |
| • Visualize the anatomical structures of the sensory system. | Sensory organs (eyes, ears, nose, tongue and skin)
Cells and tissues
Location |
| • Recognize the role of the anatomical structures of the sensory system and the way they function. | Sight, hearing, smell, taste, touch and balance
Influence of the sensory system on maintaining homeostasis |

2. Make connections between disorders and the nervous and sensory systems.

- | | |
|---|--|
| • Identify the pain perception mechanism. | Somatic, visceral and psychogenic pain
Objective and subjective manifestations of pain
Factors likely to affect pain |
| • Use a pain assessment scale. | Pain assessment scales: Doloplus-2, PACSLAC |

- Identify common neurological disorders. Disorders of the brain and spinal cord
Causes, risk factors, predispositions, clinical manifestations and complications
Care and treatment
 - Identify common sensory disorders. Eye, ear and skin disorders
Causes, risk factors, predispositions, clinical manifestations and complications
Care and treatment
 - Identify appropriate diagnostic tests.
 - Identify medications commonly prescribed for neurological and sensory disorders. Classes, desired effects, adverse effects and nursing care
3. Select basic care related to neurological and sensory disorders.
- Identify the needs related to a client's nervous and sensory systems. Use of a conceptual model of nursing care (review of Competency 2)
 - Identify basic care related to neurological and sensory disorders.
4. Execute a prescription related to the nervous and sensory systems.
- Identify specific care related to neurological and sensory disorders.
 - Recognize the purpose and context for providing each type of specific care. Care provided in a postoperative context (connection with Competency 26)
 - Use the therapeutic materials needed to provide each type of specific care.
 - Identify the hygiene, asepsis, health and safety rules applicable to each type of specific care.
 - Check neurological signs. Glasgow scale, pupils, movements and level of consciousness
 - Perform ear irrigation.
5. Write observation notes.
- Use terminology specific to the nervous and sensory systems. Anatomy, physiology and disorders of the systems

Competency 13 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

Apply care procedures related to the endocrine system.

Achievement Context

- Using therapeutic materials
- Using personal protective equipment
- Based on a therapeutic nursing plan or a nursing care and treatment plan and a departmental report
- Based on a prescription
- Using technical reference materials
- Working with other health care professionals

Elements of the Competency**Performance Criteria**

- | | |
|--|--|
| 1. Make connections between physiology and the endocrine system. | <ul style="list-style-type: none">• Accurate identification of the system's role• Accurate identification of the role of anatomical structures• Relevant connections made between the system and homeostasis |
| 2. Make connections between disorders and the endocrine system. | <ul style="list-style-type: none">• Description of clinical manifestations associated with disorders• Identification of causes, risk factors and predispositions associated with disorders |
| 3. Select basic care related to endocrine disorders. | <ul style="list-style-type: none">• Consideration of the client's body mass and vital signs• Consideration of the client's unmet needs• Consideration of the applicable therapeutic diet• Selection of appropriate basic care |
| 4. Execute a prescription related to the endocrine system. | <ul style="list-style-type: none">• Proper preparation and use of therapeutic materials• Compliance with the prescription• Prescription executed in accordance with requirements• Identification of the effects of the care provided and the drug therapy• Observance of hygiene, asepsis, health and safety rules |
| 5. Write observation notes. | <ul style="list-style-type: none">• Accurate, relevant observations• Compliance with documentation formats and standards• Clear concern for the continuity of care |

For the competency as a whole:

- Observance of the limits of the profession
- Use of appropriate terminology
- Compliance with the therapeutic nursing plan and the nursing care and treatment plan

Suggestions for Competency-Related Knowledge and Know-How

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

1. Make connections between physiology and the endocrine system.

- | | |
|--|--|
| • Visualize the anatomical structures of the endocrine system. | Endocrine glands
Hormonopoetic structures
Cells and tissues
Location |
| • Recognize the role of the endocrine system. | Influence of the endocrine system on maintaining homeostasis |
| • Visualize how the endocrine system functions. | Types of hormones
Secretion sites
Hormonal action
Regulation of secretion |

2. Make connections between disorders and the endocrine system.

- | | |
|---|--|
| • Identify common endocrine disorders. | Glandular disorders: thyroid gland, parathyroid gland, adrenal gland, pituitary gland and pancreas
Social problems: diabetes, junk food diet, physical inactivity and obesity
Causes, risk factors, predispositions, clinical manifestations and complications
Care and treatment |
| • Recognize the factors that affect glycemia. | Physical activity, acute illnesses, stress, drug therapy, intravenous therapy, mealtimes, diet |
| • Identify applicable therapeutic diets. | Connection with Competency 11 |
| • Identify applicable diagnostic tests. | |
| • Identify types of medication commonly prescribed for endocrine disorders. | Classes, desired effects, adverse effects and nursing care |

3. Select basic care related to endocrine disorders.

- | | |
|--|--|
| • Identify the needs related to a client's endocrine system. | Use of a conceptual model of nursing care (review of Competency 2) |
|--|--|

- Identify basic care related to endocrine disorders.
4. Execute a prescription related to the endocrine system.
- Identify specific care related to endocrine disorders.
 - Recognize the purpose and context for providing each type of specific care.
 - Use the therapeutic materials needed to provide each type of specific care.
 - Identify the hygiene, asepsis, health and safety rules applicable to each type of specific care.
 - Perform a capillary puncture to test blood glucose. Glucometre
 - Prepare and administer a subcutaneous insulin injection.
5. Write observation notes.
- Use terminology specific to the endocrine system. Anatomy, physiology and disorders of the system

Competency 14 Duration 75 hours Credits 5

Behavioural Competency

Statement of the Competency

Refer to their knowledge of the cardiovascular and respiratory systems when providing care.

Achievement Context

- Using materials
- Using technical reference materials
- In order to provide care
- Within the legal framework governing the profession

Elements of the Competency**Performance Criteria**

- | | |
|--|--|
| 1. Discern the anatomical structures of the heart and its vessels. | <ul style="list-style-type: none"> • Accurate location of the structures of the heart and its vessels • Accurate identification of the composition of the heart structures • Accurate identification of vessels providing coronary circulation |
| 2. Describe the role of the heart and its anatomical structures. | <ul style="list-style-type: none"> • Accurate definition of the role of the heart's structures and vessels • Accurate identification of the phases of the heart cycle • Accurate identification of the intrinsic conduction system of the heart • Accurate identification of nervous system mechanisms regulating the cardiovascular system • Accurate identification of the factors affecting heart rate |
| 3. Discern the anatomical structures of the circulatory system. | <ul style="list-style-type: none"> • Accurate location of the body's main arteries and veins • Accurate identification of the anatomy and histology of arteries, veins and capillaries |
| 4. Describe the role of the anatomical structures of the circulatory system. | <ul style="list-style-type: none"> • Correct association of anatomical structures with the mechanisms regulating pulmonary and systemic circulation • Correct association of the various networks and their respective functions • Accurate identification of the factors affecting blood pressure • Accurate identification of the factors affecting venous return |

- | | |
|---|--|
| 5. Describe the role of blood components. | <ul style="list-style-type: none">• Accurate identification of the composition of formed elements and plasma• Correct association of blood components with the body's defence, transport and regulatory mechanisms• Accurate identification of the stages of hemostasis• Accurate identification of the factors affecting coagulation |
| 6. Discern the anatomical structures of the respiratory system. | <ul style="list-style-type: none">• Accurate location of the structures of the respiratory system• Accurate identification of the composition of organs of the respiratory system |
| 7. Describe the role of the organs of the respiratory system. | <ul style="list-style-type: none">• Correct association of organs of the respiratory system with their respective roles• Accurate identification of the physiological mechanisms of breathing• Accurate identification of the factors affecting the regulation of breathing• Accurate identification of interactions between the nervous and cardiovascular systems and the respiratory system |
| 8. Describe the clinical signs associated with alterations in the cardiovascular and respiratory systems. | <ul style="list-style-type: none">• Consideration of the normal functioning of the cardiovascular and respiratory systems• Accurate relationship between clinical signs and alterations• Accurate identification of types of breathing• Correct differentiation between objective and subjective symptoms• Accurate determination of the causes and risk factors associated with alterations• Accurate identification of the effects of smoking |
| 9. Provide basic care associated with alterations in the cardiovascular and respiratory systems. | <ul style="list-style-type: none">• Consideration of vital signs• Accurate determination of unmet needs• Appropriate intervention in case of retrosternal pain• Accurate verification of body mass• Appropriate use of positions to enhance patient comfort• Accurate relationship between diet and the patient's condition• Appropriate choice of basic nursing care for the patient |

10. Provide specific care associated with alterations in the cardiovascular and respiratory systems.
- Observance of care procedures
 - Observance of hygiene and asepsis measures
 - Observance of safety measures
 - Accurate verification of orthostatic hypotension
 - Appropriate transmission of care-related information
 - Accurate documentation of patient's chart

For the competency as a whole:

- Use of appropriate terminology
- Effective use of reference materials
- Accurate connections between anatomy/physiology and alterations

Suggestions for Competency-Related Knowledge and Know-How

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

1. Discern the anatomical structures of the heart and its vessels.
 - Identify the anatomical structures of the heart.
 - Position of the heart
 - Chambers, walls, septum and valves
 - Arteries, veins and capillaries
 - Composition of structures
 - Location
 - Identify the vessels providing coronary circulation.
 - Vessels connected to the heart chambers
 - Coronary vessels
 - Path of blood in the heart
2. Describe the role of the heart and its anatomical structures.
 - Discern how the heart functions.
 - Phases of the cardiac cycle
 - Cardiac circulation, cardiac mechanism, blood circulation
 - Role of coronary vessels and vessels connected to the heart chambers
 - Recognize the factors that affect heart rate.
 - Hormones, ions, physical exercise and body temperature
3. Discern the anatomical structures of the circulatory system.
 - Identify the anatomical structures of the circulatory system.
 - Major arteries and veins of the head, trunk and limbs
 - Anatomy and histology of arteries, veins and capillaries
 - Location of arteries and veins

4. Describe the role of the anatomical structures of the circulatory system.

- Recognize the role of vessels.

Arteries, veins, capillaries and lymph vessels

Blood transport

Distinction between different types of circulation:

- systemic
- coronary
- hepatic
- cerebral
- pulmonary
- lymphatic

- Recognize the factors that affect blood pressure.

Definition of blood pressure (review of Competency 4)

Factors responsible for vascular resistance

Factors responsible for blood pressure regulation

Environmental factors

- Recognize the factors that affect venous return.

Definition of venous return

Physiological factors that increase venous return

Internal and external factors that decrease venous return

5. Describe the role of blood components.

- Identify the components of blood.

Physical properties of blood

Composition of formed elements and plasma

Normal concentrations of blood components

- Make connections between blood components and the functions of blood.

Functions: protection, transport and regulation

Role of blood components

- Identify the phases of hemostasis.

Vascular spasm

Formation of platelet plug

Coagulation

Factors that affect coagulation

6. Discern the anatomical structures of the respiratory system.

- Identify the organs of the respiratory system.

Upper respiratory tract

Lower respiratory tract

Location

7. Describe the role of the organs of the respiratory system.

- Identify the air conducting zone and the respiratory zone.

- Visualize how the respiratory system functions.

Inspiration and expiration, zones (air conducting and respiratory), gas exchange

Influence of the autonomic nervous system

Connection with the cardiac system

- Recognize the factors that affect the respiratory rate. Physical exercise, intense pain, anxiety, smoking, altitude and hematological function
8. Describe the clinical manifestations associated with alterations in the cardiovascular and respiratory systems.
- Identify common cardiovascular disorders. Coronary vascular disorders
Cardiac function disorders
Vascular and circulatory disorders
Hematological and blood pressure disorders
Dysrhythmias
Hypovolemic shock
Predispositions, risk factors, clinical manifestations and complications
Care and treatment
 - Identify common respiratory disorders. Disorders of the nasal cavity, pharynx, larynx, trachea, bronchi, bronchioles, alveoli and lungs
Causes, risk factors, predispositions, clinical manifestations and complications
Care and treatment
 - Identify applicable therapeutic diets. Connection with Competency 11
 - Identify applicable diagnostic tests.
 - Identify medications commonly prescribed for cardiovascular and respiratory disorders. Classes, desired effects, adverse effects and nursing care
9. Provide basic care associated with alterations in the cardiovascular and respiratory systems.
- Identify the needs related to a client's cardiovascular system. Use of a conceptual model of nursing care (review of Competency 2)
 - Identify the needs related to a client's respiratory system.
 - Identify basic care related to cardiovascular disorders.
 - Identify basic care related to respiratory disorders.
 - Verify indicators of efficient circulation. Peripheral pulse measurement: pulse sites and factors affecting results
Blood pressure measurement (review of Competency 4)
 - Measure respiration. Normal rate, rhythm and amplitude/volume
Breathing disorders

10. Provide specific care associated with alterations in the cardiovascular and respiratory systems.

- Identify specific care related to cardiovascular and respiratory disorders.
- Recognize the purpose and context for providing each type of specific care.
- Use the therapeutic materials needed to provide each type of specific care. Preoperative or postoperative context for certain care procedures (connection with Competency 26)
- Identify the hygiene, asepsis, health and safety rules applicable to each type of specific care.
- Put antiembolism stockings on a client. Preoperative or postoperative context, deep vein thrombophlebitis, auricular fibrillation, myocardial infarction and congestive heart failure
- Detect orthostatic hypotension.
- Perform a venipuncture.
- Provide tracheotomy care.
- Aspirate nasopharyngeal and tracheal secretions.
- Collect specimens of nasopharyngeal secretions.
- Administer oxygen.
- Write observation notes.
- Provide information to the client regarding respiratory exercises. Spirometre
- Provide information to the client regarding lower limb exercises.
- Provide information to the client regarding early mobilization.

Competency 15 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

Apply care procedures related to the digestive system.

Achievement Context

- Using therapeutic materials
- Using personal protective equipment
- Based on a therapeutic nursing plan or a nursing care and treatment plan and a departmental report
- Based on a prescription
- Using technical reference materials
- Working with other health care professionals

Elements of the Competency**Performance Criteria**

- | | |
|--|--|
| 1. Make connections between physiology and the digestive system. | <ul style="list-style-type: none"> • Accurate identification of the system's role • Accurate identification of the role of anatomical structures • Relevant connections made between the system and homeostasis |
| 2. Make connections between disorders and the digestive system. | <ul style="list-style-type: none"> • Description of clinical manifestations associated with disorders • Identification of causes, risk factors and predispositions associated with disorders |
| 3. Select basic care related to digestive disorders. | <ul style="list-style-type: none"> • Consideration of the client's body mass and vital signs • Consideration of the client's unmet needs • Consideration of the applicable therapeutic diet • Selection of appropriate basic care |
| 4. Execute a prescription related to the digestive system. | <ul style="list-style-type: none"> • Proper preparation and use of therapeutic materials • Compliance with the prescription • Prescription executed in accordance with requirements • Identification of the effects of the care provided and the drug therapy • Observance of hygiene, asepsis, health and safety rules |
| 5. Write observation notes. | <ul style="list-style-type: none"> • Accurate, relevant observations • Compliance with documentation formats and standards • Clear concern for the continuity of care |

For the competency as a whole:

- Observance of the limits of the profession
- Use of appropriate terminology
- Compliance with the therapeutic nursing plan and the nursing care and treatment plan

Suggestions for Competency-Related Knowledge and Know-How

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

1. Make connections between physiology and the digestive system.

- | | |
|--|--|
| • Visualize the anatomical structures of the digestive system. | Control centre for hunger and thirst
Organs of the digestive tract
Accessory organs
Cells and tissues
Location |
| • Recognize the role of the anatomical structures of the digestive system. | |
| • Recognize how the digestive system functions. | Mechanical processes of digestion
Chemical processes of digestion
Influence of the nervous and endocrine systems |

2. Make connections between disorders and the digestive system.

- | | |
|---|---|
| • Identify common digestive disorders. | Disorders of the mouth, esophagus, stomach, small intestine, colon, liver and gall bladder
Dysphagia
Causes, risk factors, predispositions, clinical manifestations and complications
Care and treatment |
| • Identify applicable therapeutic diets. | Connection with Competency 11 |
| • Identify applicable diagnostic tests. | |
| • Identify medications commonly prescribed for digestive disorders. | Classes, desired effects, adverse effects and nursing care |

3. Select basic care related to digestive disorders.

- | | |
|--|--|
| • Identify the needs related to a client's digestive system. | Use of a conceptual model of nursing care (review of Competency 2) |
| • Recognize signs of dehydration in a client. | Dry mucous membranes, dry skin, thirst, high body temperature and coma |
| • Identify basic care related to digestive disorders. | |

4. Execute a prescription related to the digestive system.

- Identify specific care related to digestive disorders.
- Recognize the purpose and context for providing each type of specific care. Preoperative or postoperative context for certain care procedures (connection with Competency 26)
- Use the therapeutic materials needed to provide each type of specific care.
- Identify the hygiene, asepsis, health and safety rules applicable to each type of specific care.
- Perform a digital rectal exam and rectal curage.
- Insert a suppository.
- Administer an enema.
- Collect a stool specimen.
- Prepare a sitz bath.
- Provide ostomy care.
- Insert and remove a nasogastric tube.
- Insert and remove a nasoenteric tube.
- Perform gavage feeding.
- Install a short peripheral intravenous catheter measuring less than 7.5 cm. Legal restrictions regarding age and weight
- Administer an intravenous solution without additives using a short peripheral catheter measuring less than 7.5 cm.
- Install and irrigate a short intermittent injection intravenous catheter, measuring less than 7.5 cm, with an isotonic solution.
- Remove an intravenous perfusion (catheter measuring less than 7.5 cm).

- Fill out a fluid intake and output record (fluid balance chart).
- Change a dressing on a short peripheral intravenous catheter measuring less than 7.5 cm.

5 Write observation notes.

- Use terminology specific to the digestive system.

Anatomy, physiology and disorders of the system

Competency 16 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

Apply care procedures related to the urinary and reproductive systems.

Achievement Context

- Using therapeutic materials
- Using personal protective equipment
- Based on a therapeutic nursing plan or a nursing care and treatment plan and a departmental report
- Based on a prescription
- Using technical reference materials

Elements of the Competency**Performance Criteria**

- | | |
|---|--|
| <p>1. Make connections between physiology and the urinary and reproductive systems.</p> | <ul style="list-style-type: none"> • Accurate identification of the systems' roles • Accurate identification of the role of anatomical structures • Relevant connections made between the systems and homeostasis |
| <p>2. Make connections between disorders and the urinary and reproductive systems.</p> | <ul style="list-style-type: none"> • Description of clinical manifestations associated with disorders • Identification of causes, predispositions and risk factors associated with disorders |
| <p>3. Select basic care related to urinary and reproductive disorders.</p> | <ul style="list-style-type: none"> • Consideration of the client's body mass and vital signs • Consideration of the client's unmet needs • Consideration of the prescribed therapeutic diet • Selection of appropriate basic care |
| <p>4. Execute a prescription related to the urinary and reproductive systems.</p> | <ul style="list-style-type: none"> • Proper preparation and use of therapeutic materials • Compliance with the prescription • Prescription executed in accordance with requirements • Identification of the effects of the care provided and the drug therapy • Observance of hygiene, asepsis, health and safety rules |
| <p>5. Write observation notes.</p> | <ul style="list-style-type: none"> • Accurate, relevant observations • Compliance with documentation formats and standards • Clear concern for the continuity of care |

For the competency as a whole:

- Observance of the limits of the profession
- Use of appropriate terminology
- Compliance with the therapeutic nursing plan and the nursing care and treatment plan

Suggestions for Competency-Related Knowledge and Know-How

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

1. Make connections between physiology and the urinary and reproductive systems.

- | | |
|--|---|
| • Visualize the anatomical structures of the urinary system. | Kidneys, ureters, bladder and urethra
Cells and tissues
Location |
| • Recognize the role of the anatomical structures of the urinary system. | Process of urine formation
Characteristics of urine: pH, creatinine, urea, sodium, potassium, chlorine and calcium |
| • Recognize how the urinary system functions. | Glomerular filtration, tubular reabsorption and tubular secretion
Urine volume and factors of influence (blood pressure, blood concentration and autonomic nervous system)
Influence of the endocrine, cardiovascular and nervous systems |
| • Visualize the anatomical structures of the male and female reproductive systems. | Ovaries, uterus, vagina, mammary glands and Fallopian tubes
Testes, prostate gland, penis, accessory glands, vas deferens, seminal vesicles and ejaculatory duct
Cells and tissues |
| • Recognize the role of the male and female reproductive systems. | Fertility and conception |
| • Recognize how the reproductive system functions. | Female reproductive system: hormones and ovogenesis
Male reproductive system: hormones and spermatogenesis
Influence of the endocrine system |

2. Make connections between disorders and the urinary and reproductive systems.

- | | |
|--------------------------------------|---|
| • Identify common urinary disorders. | Disorders of the kidneys and the urinary tract
Predispositions, clinical manifestations and complications.
Care and treatment |
|--------------------------------------|---|

- Identify common male and female reproductive disorders. Disorders of the female reproductive system
Disorders related to the male reproductive system
Causes, risk factors, predispositions, clinical manifestations and complications
Care and treatment
 - Identify applicable therapeutic diets. Connection with Competency 11
 - Identify applicable diagnostic tests.
 - Identify medications commonly prescribed for urinary and reproductive disorders. Classes, desired effects, adverse effects and nursing care
3. Select basic care related to urinary and reproductive disorders.
- Identify the needs related to a client's urinary and reproductive systems. Use of a conceptual model of nursing care (review of Competency 2)
 - Identify basic care related to urinary and reproductive disorders. Urinary bladder reeducation
4. Execute a prescription related to the urinary and reproductive systems.
- Identify specific care related to urinary and reproductive disorders.
 - Recognize the purpose and context for providing each type of specific care. Postoperative context for certain care procedures (connection with Competency 26)
 - Use the therapeutic materials needed to provide each type of specific care.
 - Identify the hygiene, asepsis, health and safety rules applicable to each type of specific care.
 - Install and remove a urinary catheter. Hygiene care related to urinary catheters (connection with Competency 4)
 - Collect a urine specimen.
 - Perform a bladder irrigation and instillation.
 - Collect a vaginal specimen.
5. Write observation notes.
- Use terminology specific to the urinary and reproductive systems. Anatomy, physiology and disorders of the systems

Competency 17 Duration 75 hours Credits 5

Behavioural Competency

Statement of the Competency

Provide specific care.

Achievement Context

- Based on a care plan
- Using materials
- To clients affected by various illnesses
- Under direct or indirect supervision, depending on the type of care provided
- Within the legal framework governing the profession

Elements of the Competency

Performance Criteria

1. Plan work.

- Consideration of how work is organized in the unit
- Consideration of information received at report time
- Appropriate consideration of information contained in the chart and nursing care plan
- Complete entry of information in the patient's worksheet
- Priorities established based on the patient's condition and needs

2. Detect clinical signs associated with various problems.

- Accurate consideration of vital signs
- Close observation of respiratory function
- Close attention to the patient's ability to feed and hydrate himself or herself and to move
- Observation of bladder and bowel elimination
- Close attention to the integrity of skin and mucous membranes
- Appropriate observation of signs of discomfort or pain
- Relevance of selected information obtained during conversations with the patient or his or her family

3. Provide basic and specific care.

- Appropriate verification that care conforms with the prescription or nursing treatment plan, if applicable
- Observance of care procedures
- Relevance of information given to the patient
- Appropriate choice of basic nursing care

4. Administer medication or other substances.
- Close verification of information on card (MAR) detailing medication or other substances
 - Accuracy in preparing medication or other substances
 - Nursing care adapted to the administration of medication or other substances
 - Appropriate verification of the patient's identity
 - Relevance of information given to the patient concerning the effect of the medication or other substances
 - Necessary precautions taken in handling materials
 - Prompt, accurate charting of medication or other substances
 - Appropriate monitoring of effects following the administration of medication or other substances
5. Provide information on the care provided.
- Prompt communication of any significant alteration in the patient's condition
 - Accurate documentation of nursing notes and care provided in the chart
 - Consideration of legal aspects of nursing documentation entered in patient's chart
 - Appropriate transmission of information on the patient's condition at the end of the shift

For the competency as a whole:

- Maintenance of decorum
- Compliance with the *Code of ethics of nursing assistants*
- Observance of hygiene, asepsis and safety measures
- Demonstration of sense of responsibility, willingness to cooperate and self-criticism
- Demonstration of initiative
- Demonstration of ability to adjust to different situations
- Adoption of attitudes conducive to appropriate communication
- Consideration of the patient's biological, psychosocial, cultural and spiritual characteristics
- Use of appropriate terminology

Suggestions for Competency-Related Knowledge and Know-How

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

1. Plan the work.

- Be receptive to information about the workplace. Clients, socioeconomic background, organizational structure, interpersonal relations, equipment and instruments, occupational health and safety
- Be receptive to information about the nursing unit's organization. Premises, material organization, directives and procedures, occupational health and safety rules, safety measures
Work schedule, routine and technical reference materials
- Identify the behaviour to adopt in the nursing unit. Expectations of members of the care team
Code of Ethics (review of Competency 6)
- Introduce themselves to the care team. Name, title and status
- Become familiar with the therapeutic nursing plan, the nursing care and treatment plan or the departmental report. (Review of Competency 2)
- Prepare their worksheet. (Review of Competency 2)

2. Detect clinical signs associated with various problems.

- Check vital signs. (Review of Competency 4)
- Observe the client's breathing. (Review of Competency 14)
- Observe signs of discomfort or pain. (Review of Competency 12)
- Observe the client's ability to perform activities of daily living (ADLs). (Review of Competency 4)
- Observe the skin and mucous membranes. (Review of Competency 12)
- Observe daily elimination. (Review of competencies 15 and 16)

3. Provide basic and specific care.

- Check the care plan. (Review of Competency 2)
- Provide information to the client about the care provided. (Review of Competency 5)
- Assist the client with ADLs. (Review of Competency 4)

- Comply with specific care procedures. (Review of competencies on specific care procedures: 7, 12, 13, 14, 15 and 16)
(Review of Competency 8)
- 4. Administer medications or other substances.
 - Check the MAR. (Review of Competency 9)
 - Prepare medications or other substances. (Review of Competency 9)
 - Administer medications or other substances. (Review of Competency 9)
 - Write notes in the client record. (Review of Competency 9)
 - Observe the effects of medications or other substances. (Review of Competency 9)
- 5. Communicate information about the care provided.
 - Receive a report from a colleague. (Review of Competency 3)
 - Determine the type of information to provide. (Review of competencies 3 and 9)
 - Give a verbal report. (Review of Competency 3)
 - Write an observation note in the client record. (Review of competencies 3, 7, 12, 13, 15 and 16)

Competency 18 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Intervene with a client with cognitive deficits.

Achievement Context

- Referring to laws and regulations
- Using technical reference materials
- Based on a therapeutic nursing plan or a nursing care and treatment plan and a departmental report
- Working with other health care professionals
- In order to provide care

Elements of the Competency

Performance Criteria

1. Identify the needs of a client with cognitive deficits.

- Consideration of the biological, psychosocial, cultural and spiritual aspects of the client
- Consideration of the factors that affect the satisfaction of needs
- Consideration of apparent imbalances
- Accurate identification of the client's unmet needs

2. Assess the functional autonomy of a client with cognitive deficits.

- Accurate identification of the client's abilities with respect to activities of daily living and domestic activities
- Consideration of the client's pace
- Accurate assessment

3. Promote the autonomy of a client with cognitive deficits.

- Clear concern for maintaining the client's abilities
- Communication adapted to the care setting
- Selection of effective methods

4. Select methods of reducing or preventing disruptive behaviours.

- Selection of effective methods
- Accurate assessment of the risks involved in using restraining methods

For the competency as a whole:

- Appropriate intervention
- Observance of the limits of the profession
- Observance of professional decorum and code of ethics
- Clear concern for the continuity of care

Suggestions for Competency-Related Knowledge and Know-How

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

1. Identify the needs of a client with cognitive deficits.

- | | |
|---|---|
| • Recognize the characteristics of an elderly client. | Aging process: physical, physiological, psychological, emotional and cognitive changes
Sociocultural aspects of aging: demographics, perception of aging in oneself and in others, stereotypes
Dependence with regard to activities of daily living |
| • Recognize how aging or a cognitive deficit affects the daily life of a client. | Housing, social network and natural support system |
| • Identify the factors that affect the satisfaction of needs of an elderly client. | Age, health status, environment, personal resources, degree of autonomy (connection with Competency 2) |
| • Distinguish a normal aging process from a pathological aging process. | Changes related to age
Changes caused by disorders of certain systems |
| • Recognize the characteristics of a client with cognitive deficits. | Altered systems
Difficulties with orientation, perception and language |
| • Identify the factors that affect the satisfaction of needs of a client with cognitive deficits. | Age, health status, environment, personal resources, degree of autonomy (connection with Competency 2) |
| • Identify types of dementia. | Alzheimer's disease
Reversible, irreversible dementia
Diagnostic criteria |
| • Identify medications commonly prescribed for dementia. | Classes, desired effects, adverse effects and nursing care |

2. Assess the functional autonomy of a client with cognitive deficits.

- | | |
|--|---|
| • Consider the client's abilities with respect to hygiene, comfort, dressing and ambulation. | Functional autonomy measurement systems |
| • Consider the client's abilities with respect to eating and drinking. | |
| • Consider the client's abilities with respect to elimination. | |

3. Promote the autonomy of a client with cognitive deficits.

- | | |
|---|--|
| <ul style="list-style-type: none"> Identify the factors that affect the behaviour of a client with cognitive deficits. | Restraining measures, activities of daily living and domestic activities, fatigue, pain, sensory overload, physical needs and changes in the environment |
| <ul style="list-style-type: none"> Identify methods of stimulating a client with cognitive deficits. | Stimulation of speech, writing, object recognition, memory and senses
Participation in social and recreational activities |

4. Select methods of reducing or preventing disruptive behaviours.

- | | |
|---|---|
| <ul style="list-style-type: none"> Recognize disruptive behaviours. | Agitation, obstinacy, aggression, violence, nonaggressive or repetitive vocalizations, wandering and fugues |
| <ul style="list-style-type: none"> Identify the factors that can trigger disruptive behaviours. | Trigger: unmet basic need (pain, hunger, thirst), environment and change in routine |
| <ul style="list-style-type: none"> Identify methods of reducing or preventing disruptive behaviours in a client with cognitive deficits. | Voice intonation and touch
Diversion, validation, stimulation of the senses, special care units, zootherapy, music therapy, establishment of a routine and relational approach |
| <ul style="list-style-type: none"> Identify the conditions and risks surrounding the use of restraints. | Use of restraints (review of Competency 4)
<i>Québec Charter of Human Rights and Freedoms</i> and the Code of Ethics (review of Competency 6)
<i>Act respecting health services and social services</i>
Orientations of the Ministère de la Santé et des Services sociaux
<i>Act to amend the Professional Code and other legislative provisions as regards the health sector</i> |

Competency 19 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

Intervene with a client in palliative care.

Achievement Context

- Using technical reference materials
- Based on a therapeutic nursing plan or a nursing care and treatment plan and a departmental report
- Working with other health care professionals
- In order to provide care

Elements of the Competency**Performance Criteria**

- | | |
|--|--|
| 1. Make connections between the terminal phase of an illness, its clinical manifestations and the reactions of a dying client. | <ul style="list-style-type: none"> • Relevant connections made between clinical manifestations and the terminal phase of an illness • Relevant connections made between clinical manifestations and impending death |
| 2. Identify the needs of a palliative client. | <ul style="list-style-type: none"> • Consideration of the biological, psychosocial, cultural and spiritual aspects of the client • Consideration of the factors that affect the satisfaction of needs • Consideration of apparent imbalances • Accurate identification of the client's unmet needs |
| 3. Ensure the comfort of a palliative client. | <ul style="list-style-type: none"> • Close monitoring • Communication adapted to the care setting • Accurate identification of sources of discomfort for the client • Appropriate use of a pain assessment scale • Appropriate basic care |
| 4. Provide support to the family of a palliative client. | <ul style="list-style-type: none"> • Close monitoring • Communication adapted to the care setting • Proper consideration of the family's questions |

For the competency as a whole:

- Appropriate intervention
- Observance of the limits of the profession
- Observance of professional decorum and the Code of Ethics
- Clear concern for the continuity of care

Suggestions for Competency-Related Knowledge and Know-How

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

1. Make connections between the terminal phase of an illness, its clinical manifestations and the reactions of a dying client.
 - Identify system disorders in a dying client.
 - Recognize the physiological manifestations of impending death. Diminished vital functions, changes in respiration, hypersecretion and hyperthermia
 - Identify the stages of the grieving process.
 - Recognize the effects of a prognosis of death. Acceptance and denial of the prognosis
Adaptation to the situation
Psychological and physical effects
2. Identify the needs of a palliative client.
 - Distinguish palliative care from curative care. Life support, death as a normal process, psychological and spiritual aspects of care, support system
Politique en soins palliatifs de fin de vie [end-of-life palliative care policy] (MSSS, Québec, 2004)
Role of the nurse and the nursing assistant within the palliative care team
 - Identify the factors that affect the satisfaction of needs in a dying client. Age, health status, environment, personal resources, degree of autonomy (connection with Competency 2)
3. Ensure the comfort of a palliative client.
 - Recognize the characteristics of basic care for a terminally ill client. Oral care, care related to hygiene, ambulation, positioning, eating, drinking and elimination
 - Recognize the characteristics of specific care for a terminally ill client. Respiratory care protocol
Prevention of bowel obstruction
Alleviation of pain, anxiety and agitation
 - Identify medications commonly prescribed in palliative care. Classes, desired effects, adverse effects and nursing care
 - Identify methods of alleviating total pain. Effects of total pain on a client
Factors that affect total pain
Use of a pain assessment scale

4. Provide support to the family of a palliative client.

- Identify different funeral rites. Cultural differences
Impact on grieving
- Recognize the impact of a prognosis of death on a client's family. Anxiety, stress, fear, feeling of helplessness, guilt
- Recognize the importance of demonstrating respect and empathy. (Review of Competency 5)

Competency 20 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Intervene with a client with a mental health problem.

Achievement Context

- Referring to laws and regulations
- Using technical reference materials
- Based on a therapeutic nursing plan or a nursing care and treatment plan and a departmental report
- Working with other health care professionals
- In order to provide care

Elements of the Competency**Performance Criteria**

1. Make connections between mental health problems and their clinical manifestations.

- Accurate identification of mental health problems
- Accurate identification of clinical manifestations
- Identification of problems that may affect mental health

2. Identify the needs of a client with a mental health problem.

- Consideration of the biological, psychosocial, cultural and spiritual aspects of the client
- Consideration of the factors that affect the satisfaction of needs
- Consideration of apparent imbalances
- Accurate identification of unmet needs

3. Use strategies for defusing a crisis situation.

- Appropriate selection
- Application in accordance with requirements
- Observance of rights associated with the protection of clients with mental health problems

For the competency as a whole:

- Appropriate intervention
- Observance of the limits of the profession
- Observance of professional decorum and the Code of Ethics
- Clear concern for the continuity of care

Suggestions for Competency-Related Knowledge and Know-How

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

1. Make connections between mental health problems and their clinical manifestations.

- | | |
|--|---|
| • Situate the context surrounding mental health services. | Organization of services at the provincial, regional and local level
Québec policy on health and well-being |
| • Identify mental health problems. | Classification of the <i>Diagnostic and Statistical Manual of Mental Disorders</i> (DSM-IV)
Disorders usually diagnosed in infancy, childhood and adolescence (intellectual disabilities)
Psychotic, mood, anxiety, somatoform, personality and behavioural disorders |
| • Identify medications commonly prescribed for mental health problems. | Classes, desired effects, adverse effects and nursing care |
| • Recognize problems that may affect mental health. | Poverty, family problems, addiction to various substances |

2. Identify the needs of a client with a mental health problem.

- | | |
|---|--|
| • Identify the factors that affect the satisfaction of needs of a client with mental health problems. | Concept of mental health
Lifestyle, health status, environment, personal resources, degree of autonomy in activities of daily living and domestic activities (connection with Competency 2) |
| • Recognize the characteristics of communicating with a client with mental health problems. | Little or no external reactions (e.g. indifference, coldness), distance to observe, positive or negative reaction to being touched, attitudes and respect of pace |
| • Pay attention to signs of anxiety in a client. | Distinction between fear, stress and anxiety
Psychological distress |
| • Pay attention to signs of aggression in a client. | Humiliating comments, verbal threats, sarcastic comments, self-mutilation, threats of physical violence towards self or others and acts of violence against objects |
| • Pay attention to signs of depression in a client. | Loss of interest or pleasure
Weight gain or loss
Depressed mood
Insomnia or hypersomnia
Fatigue or loss of energy
Recurring thoughts of death |

- Pay attention to signs of psychosis in a client.
 - Incoherent speech
 - Hallucinations
 - Odd or bizarre behaviour
 - Delusional ideas
 - Pay attention to signs of suicide in a client.
 - Behavioural or verbal cues
 - Giving away possessions
 - Sudden elated mood
 - How, where and when
3. Use strategies for defusing a crisis situation.
- Identify the stages of a crisis.
 - Recognize the warning signs of a crisis in a client.
 - Signs of anxiety; verbal and nonverbal signs
 - Recognize the effects of a crisis on a client.
 - Physical, cognitive and emotional consequences
 - Identify strategies for defusing a crisis situation.
 - Risks of escalation (e.g. acting on a thought)
 - Recognize the conditions surrounding the protection of a client with mental health problems.
 - Québec Charter of human rights and freedoms*
 - Civil Code of Québec* and the Code of Ethics (review of Competency 6)
 - An Act respecting the protection of persons whose mental state presents a danger to themselves or to others*

Competency 21 Duration 120 hours Credits 8

Behavioural Competency

Statement of the Competency

Provide geronto-geriatric care.

Achievement Context

- Referring to laws and regulations
- Using care-related materials
- Using personal protective equipment
- Based on a therapeutic nursing plan or a nursing care and treatment plan and a departmental report
- Based on a prescription
- Using technical reference materials
- Working with other health care professionals
- Within a public or subsidized private health care facility

Elements of the Competency

Performance Criteria

1. Plan their shift.

- Consideration of the nursing unit's organization and the departmental report
- Preparation of a complete, accurate worksheet
- Establishment of priorities

2. Establish a relationship with the client.

- Demonstration of attentiveness, interest and empathy
- Respect for the client's pace
- Choice of appropriate tone and words
- Consideration of information provided by the client's family

3. Assist the client with activities of daily living.

- Consideration of the client's unmet needs
- Respect for the client's limitations
- Appropriate level of assistance
- Observance of hygiene, asepsis, health and safety rules
- Adoption of necessary safety measures
- Stimulation of the client to increase his or her autonomy

4. Provide specific care.
 - Consideration of the client's unmet needs
 - Proper preparation and use of therapeutic materials
 - Compliance with the prescription
 - Observance of care procedures
 - Attention paid to the effects of the care provided and the drug therapy
 - Accurate interpretation of vital signs
 - Identification of clinical manifestations associated with disorders
 - Observance of hygiene, asepsis, health and safety rules
 - Adoption of necessary safety measures
5. Communicate information about the care provided and the client's status.
 - Prompt communication of any significant change in the client's status
 - Documentation of concise, accurate observation notes, in accordance with guidelines
 - Use of appropriate terminology
 - Communication adapted to the care setting
 - Clear concern for the continuity of care

For the competency as a whole:

- Observance of the limits of the profession
- Compliance with the therapeutic nursing plan and the nursing care and treatment plan
- Observance of professional decorum and the Code of Ethics
- Clear concern for client comfort
- Clear ability to adapt to unexpected situations
- Efficient collaboration with other members of the care team

Suggestions for Competency-Related Knowledge and Know-How

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

1. Plan their shift.
 - Be receptive to information about the workplace.

Clients, socioeconomic background, organizational structure, interpersonal relations, equipment and instruments, occupational health and safety
 - Be receptive to information about the nursing unit's organization.

Premises, material organization, directives and procedures, occupational health and safety rules, safety measures
Work schedule, routine and technical reference materials

- Identify the behaviour to adopt in the nursing unit. Expectations of members of the care team
Code of ethics (review of Competency 6)
 - Introduce themselves to the care team. Name, title and status
 - Become familiar with the therapeutic nursing plan, the nursing care and treatment plan or the departmental report. (Review of Competency 2)
 - Prepare their worksheet. (Review of Competency 2)
2. Establish a relationship with the client.
- Introduce themselves to the client. Name, shift and title
Professional decorum (review of Competency 1)
 - Inform the client of the care provided.
 - Consider indicators of the client's emotional status. (Review of Competency 5)
 - Demonstrate openness, respect and empathy towards the client. (Review of Competency 5)
 - Select methods of reducing or preventing disruptive behaviour. (Review of Competency 18)
3. Assist the client with activities of daily living.
- Apply care procedures related to hygiene, comfort, dressing, ambulation, eating, drinking and elimination. (Review of Competency 4)
4. Provide specific care.
- Observe the condition of the client. Vital signs, condition of the skin and mucous membranes, signs of discomfort or pain
Unmet needs
Needs of a client with cognitive deficits (connection with Competency 18)
Client response to care provided and drug therapy
Clinical manifestations associated with disorders
 - Apply specific care procedures. (Review of competencies on specific care procedures: 7, 12, 13, 14, 15 and 16)
Means of preventing and controlling infection: infection control methods; hand washing, use of gloves and antimicrobial agents; handling contaminated materials and body fluids; wound care; additional precautions
 - Participate in drug therapy. (Review of Competency 9)

5. Communicate information about the care provided and the client's status.

- Receive a report from a colleague. (Review of Competency 3)
- Identify the type of information to provide. (Review of Competency 3)
- Give a verbal report. (Review of Competency 3)
- Write observation notes. (Review of competencies on specific care procedures: 7, 12, 13, 14, 15 and 16)
Dementia and cognitive deficits (connection with Competency 18)

Competency 22 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

Administer first aid.

Achievement Context

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

Elements of the Competency**Performance Criteria**

1. Apply techniques for maintaining and restoring vital functions.

- Accurate evaluation of vital functions
- Appropriate choice of technique for clearing obstructed airways, artificial respiration or cardiac massage
- Quick execution in conformity with techniques

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

- Accurate identification of types of hemorrhage
- Precise identification of a state of shock
- Quick, appropriate use of pressure, elevation and rest
- Correct use of measures aimed at preventing contamination by blood

3. Intervene in cases of musculoskeletal injury.

- Precise identification of manifestations of musculoskeletal injury
- Correct use of means of stabilizing and immobilizing an injured limb
- Proper positioning during spinal trauma

4. Intervene in cases of eye injury.

- Precise identification of types of injury
- Quick, proper eye irrigation
- Appropriate choice of means of preventing the injury from being aggravated when a foreign body has penetrated the eye

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

For the competency as a whole:

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

Suggestions for Competency-Related Knowledge and Know-How

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

1. Apply techniques for maintaining and restoring vital functions.

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

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

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

3. Intervene in cases of musculoskeletal injury.

- Locate anatomical structures. Muscles, joints, ligaments, spinal column
- Observe the manifestations of different types of injuries. Open or closed fracture, sprain, spinal fracture, cranial fracture
- Participate in identifying situations involving risk and in implementing preventive measures. Medical or traumatic causes, identification of potential dangers in everyday life and in the workplace
- Use the materials available for stabilizing or immobilizing the victim. Spine board, stabilization using the hands, splint, sling

4. Intervene in cases of eye injury.

- Participate in identifying situations involving risk and in implementing preventive measures. Foreign body, chemical burns or radiation
- Use a variety of techniques. Eye irrigation, wet bandage, immobilization of the head

5. Intervene in cases of various wounds.

- Observe different types of wounds. Wounds with or without foreign bodies, on various parts of the body, open abdominal wound, amputation
- Participate in identifying situations involving risk and in implementing preventive measures. Medical or traumatic causes
- Use a variety of techniques. Compression bandage, waterproof dressing, triangular bandage

6. Intervene in cases of problems related to heat or cold.

- Observe different types of burns and frostbite. According to the extent and depth of the burn or frostbite, the causal agent, and the areas affected
- Observe the manifestations of hypothermia and hyperthermia. Local and systemic manifestations
- Participate in identifying situations involving risk and in implementing preventive measures. Traumatic causes, prolonged exposure to cold or intense heat
- Use a variety of techniques. Modification of the environment, hydration, gradual warming, dry or wet bandages

7. Intervene in cases of poisoning.

- Identify the types of poisoning. Absorption through skin contact, ingestion and inhalation
- Participate in identifying situations involving risk and in implementing preventive measures. Spoiled foods, toxic gases, chemical products

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

Competency 23 Duration 75 hours Credits 5

Behavioural Competency

Statement of the Competency

Provide care to clients with mental health problems.

Achievement Context

- Referring to laws and regulations
- Using care-related materials
- Using personal protective equipment
- Based on a therapeutic nursing plan or a nursing care and treatment plan or an interdisciplinary intervention plan
- Based on a prescription
- Using technical reference materials
- Working with other health care professionals
- Within a public or subsidized private health care facility, a school or a community-based facility

Elements of the Competency**Performance Criteria**

1. Plan their shift.

- Consideration of the facility's organization and the departmental report
- Preparation of a complete, accurate worksheet
- Establishment of priorities

2. Establish a relationship with the client.

- Demonstration of attentiveness, interest and empathy
- Concern for the client's emotional status
- Respect for the client's pace
- Use of appropriate tone and words
- Consideration of information provided by the client's family

3. Assist the client with activities of daily living.

- Consideration of the client's unmet needs
- Respect for the client's limitations
- Appropriate level of assistance
- Observance of hygiene, asepsis, health and safety rules
- Adoption of necessary safety measures
- Stimulation of the client to increase his or her autonomy

4. Provide specific care.
 - Consideration of the client's unmet needs
 - Proper preparation and use of therapeutic materials
 - Compliance with the prescription
 - Observance of care procedures
 - Attention paid to the effects of the care provided and the drug therapy
 - Accurate interpretation of vital signs
 - Identification of clinical manifestations associated with mental health problems
 - Observance of hygiene, asepsis, health and safety rules
 - Adoption of necessary safety measures
5. Communicate information about the care provided and the client's status.
 - Prompt communication of any significant change in the client's status
 - Documentation of concise, accurate observation notes, in accordance with guidelines
 - Use of appropriate terminology
 - Communication adapted to the care setting
 - Clear concern for the continuity of care

For the competency as a whole:

- Observance of the limits of the profession
- Compliance with the therapeutic nursing plan, the nursing care and treatment plan or the interdisciplinary intervention plan
- Observance of professional decorum and the Code of Ethics
- Clear concern for client comfort
- Clear ability to adapt to unexpected situations
- Efficient collaboration with other members of the care team

Suggestions for Competency-Related Knowledge and Know-How

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

1. Plan their shift.
 - Be receptive to information about the workplace. Clients, socioeconomic background, organizational structure, interpersonal relations, equipment and instruments, occupational health and safety

- | | |
|--|---|
| <ul style="list-style-type: none"> • Be receptive to information about the nursing unit's organization. | Premises, material organization, directives and procedures, occupational health and safety rules, safety measures
Work schedule, routine and technical reference materials |
| <ul style="list-style-type: none"> • Identify the behaviour to adopt in the nursing unit. | Expectations of members of the care team
Code of ethics (review of Competency 6) |
| <ul style="list-style-type: none"> • Introduce themselves to the care team. | Name, title and status |
| <ul style="list-style-type: none"> • Become familiar with the therapeutic nursing plan, the nursing care and treatment plan or the departmental report. | (Review of Competency 2) |
| <ul style="list-style-type: none"> • Prepare their worksheet. | (Review of Competency 2) |
2. Establish a relationship with the client.
- | | |
|---|--|
| <ul style="list-style-type: none"> • Introduce themselves to the client. | Name, shift and title
Professional decorum (review of Competency 1) |
| <ul style="list-style-type: none"> • Inform the client of the care provided. | |
| <ul style="list-style-type: none"> • Consider indicators of the client's emotional status. | (Review of Competency 5) |
| <ul style="list-style-type: none"> • Demonstrate openness, respect and empathy towards the client. | (Review of Competency 5) |
3. Assist the client with activities of daily living.
- | | |
|--|--|
| <ul style="list-style-type: none"> • Apply care procedures related to hygiene, comfort, dressing, ambulation, eating, drinking and elimination. | (Review of Competency 4) |
| <ul style="list-style-type: none"> • Stimulate the client to increase his or her degree of autonomy. | (Review of Competency 18)
Recreational and therapeutic activities |
4. Provide specific care.
- | | |
|--|---|
| <ul style="list-style-type: none"> • Observe the condition of the client. | Vital signs, appearance, cognitive activities, motor activity, speech characteristics, signs of emotional status
Unmet needs
Needs of a client with a mental health problem (connection with Competency 20)
Client response to care provided and drug therapy
Clinical manifestations associated with disorders |
|--|---|

- Apply specific care procedures. (Review of competencies on specific care procedures: 7, 12, 13, 14, 15 and 16)
Means of preventing and controlling infection: infection control methods; hand washing, use of antimicrobial agents; handling contaminated materials and body fluids; wound care; additional precautions
 - Participate in drug therapy. (Review of Competency 9)
5. Communicate information about the care provided and the client's status.
- Receive a report from a colleague. (Review of Competency 3)
 - Identify the type of information to provide. (Review of Competency 3)
 - Give a verbal report. (Review of Competency 3)
 - Write observation notes. (Review of competencies on specific care procedures: 7, 12, 13, 14, 15 and 16)
Dementia and cognitive deficits (connection with Competency 18)
Mental health problems (connection with Competency 20)

Competency 24 Duration 120 hours Credits 8

Behavioural Competency

Statement of the Competency

Provide care in a medical unit.

Achievement Context

- Based on a care plan
- Using materials
- Working alone
- Under direct or indirect supervision, depending on the type of care provided
- Within the legal framework governing the profession

Elements of the Competency

Performance Criteria

1. Plan work.

- Accurate identification of how the work is organized in the care unit
- Consideration of information received at report time
- Consideration of information contained in the nursing care plan and chart
- Complete preparation of the patient worksheet
- Judicious establishment of care priorities

2. Observe the patient's condition.

- Accurate observation of clinical signs associated with alterations
- Correct interpretation of vital signs
- Monitoring of the effect of medication or other substances
- Close observation of the patient's emotional state regarding his or her illness
- Accurate identification of the effect of care provided
- Consideration of information received from the patient or his or her family

3. Provide support to the patient.

- Close attention paid to needs
- Appropriate choice of basic nursing care
- Clear, accurate transmission of information on the care provided
- Appropriate application of palliative care
- Appropriate assistance upon admission or discharge

- 4. Provide specific care.
 - Appropriate verification that care conforms with the prescription or nursing treatment plan, if applicable
 - Observance of care procedures
 - Care adapted to unmet needs
- 5. Provide information on the patient's condition.
 - Prompt communication of any significant alteration in the patient's condition
 - Concise, accurate documentation of patient's chart
 - Consideration of legal aspects of nursing notes in the patient's chart
 - Cooperation during health care team meetings
 - Appropriate transmission of information on the patient's condition at the end of the shift

For the competency as a whole:

- Maintenance of decorum
- Compliance with the *Code of ethics of nursing assistants*
- Observance of hygiene, asepsis and safety rules
- Sense of responsibility, judgment, willingness to cooperate and self-criticism
- Respect for and listening to patients and their families
- Ability to adjust to various situations
- Demonstration of autonomy and initiative
- Consideration of the patient's biological, psychosocial, cultural and spiritual characteristics
- Use of appropriate terminology

Suggestions for Competency-Related Knowledge and Know-How

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

1. Plan the work.

- Be receptive to information about the workplace.

Clients, socioeconomic background, organizational structure, interpersonal relations, equipment and instruments, occupational health and safety
- Be receptive to information about the nursing unit's organization.

Premises, material organization, directives and procedures, occupational health and safety rules, safety measures
Work schedule, routine and technical reference materials

- Identify the behaviour to adopt in the nursing unit.
Expectations of team members
Collaboration with team members
Code of ethics (review of Competency 6)
 - Introduce themselves to the work team.
Name, title and status
 - Become familiar with the therapeutic nursing plan, the nursing care and treatment plan or the departmental report.
(Review of Competency 2)
 - Prepare their worksheet.
(Review of Competency 2)
2. Observe the condition of the client.
- Observe clinical manifestations.
(Review of competencies on specific care procedures: 7, 12, 13, 14, 15 and 16)
(Review of Competency 8)
 - Check vital signs.
(Review of Competency 4)
 - Observe the effects of medications or other substances.
(Review of Competency 9)
 - Observe the client's emotional status regarding his or her illness.
(Review of Competency 5)
3. Provide assistance to the client.
- Assist the client in meeting his or her needs.
(Review of Competency 2)
 - Provide palliative care.
(Review of Competency 19)
 - Apply admission and discharge procedures.
4. Provide specific care.
- Plan their intervention.
 - Follow the care procedures.
(Review of competencies on specific care procedures: 7, 12, 13, 14, 15 and 16)
(Review of Competency 8)
5. Communicate information about the client's status.
- Give a verbal report.
(Review of Competency 3)
 - Write an observation note in the client record.
(Review of competencies 3, 7, 12, 13, 15 and 16)

Competency 25 Duration 120 hours Credits 8

Behavioural Competency

Statement of the Competency

Provide care to clients undergoing physical rehabilitation.

Achievement Context

- Referring to laws and regulations
- Using care-related materials
- Using personal protective equipment
- Based on a therapeutic nursing plan, a nursing care and treatment plan or an interdisciplinary intervention plan
- Based on a prescription
- Using technical reference materials
- Working with other health care professionals
- Within a health care facility

Elements of the Competency

Performance Criteria

1. Plan their shift.

- Consideration of the nursing unit's organization and the departmental report
- Preparation of a complete, accurate worksheet
- Establishment of priorities

2. Establish a relationship with the client.

- Demonstration of attentiveness, interest and empathy
- Respect for the client's pace
- Use of appropriate tone and words
- Consideration of information provided by the client's family

3. Assist the client with activities of daily living.

- Consideration of the client's unmet needs
- Respect for the client's limitations
- Appropriate level of assistance
- Observance of hygiene, asepsis, health and safety rules
- Adoption of necessary safety measures
- Stimulation of the client to increase his or her autonomy

4. Provide specific care.
 - Consideration of the client's unmet needs
 - Proper preparation and use of therapeutic materials
 - Compliance with the prescription
 - Observance of care procedures
 - Attention paid to the effects of the care provided and the drug therapy
 - Accurate interpretation of vital signs
 - Identification of clinical manifestations associated with disorders
 - Observance of hygiene, asepsis, health and safety rules
 - Adoption of necessary safety measures

5. Communicate information about the care provided and the client's status.
 - Prompt communication of any significant change in the client's status
 - Documentation of concise, accurate observation notes, in accordance with guidelines
 - Use of appropriate terminology
 - Communication adapted to the care setting
 - Clear concern for the continuity of care

For the competency as a whole:

- Observance of the limits of the profession
- Compliance with the therapeutic nursing plan, the nursing care and treatment plan or the interdisciplinary intervention plan
- Observance of professional decorum and the Code of Ethics
- Clear concern for client comfort
- Clear ability to adapt to unexpected situations
- Efficient collaboration with other members of the care team

Suggestions for Competency-Related Knowledge and Know-How

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

1. Plan their shift.
 - Be receptive to information about the workplace.

Clients, socioeconomic background, organizational structure, interpersonal relations, equipment and instruments, occupational health and safety

- Be receptive to information about the nursing unit's organization.
 - Premises, material organization, directives and procedures, occupational health and safety rules, safety measures
 - Work schedule, routine and technical reference materials
 - Admission and discharge procedures (review of Competency 24)
 - Identify the behaviour to adopt in the nursing unit.
 - Expectations of members of the care team
 - Code of Ethics (review of Competency 6)
 - Introduce themselves to the care team.
 - Name, title and status
 - Become familiar with the therapeutic nursing plan, the nursing care and treatment plan or the departmental report.
 - (Review of Competency 2)
 - Prepare their worksheet.
 - (Review of Competency 2)
2. Establish a relationship with the client.
- Introduce themselves to the client.
 - Name, shift and title
 - Professional decorum (review of Competency 1)
 - Inform the client of the care provided.
 - Consider indicators of the client's emotional status.
 - (Review of Competency 5)
 - Demonstrate openness, respect and empathy towards the client.
 - (Review of Competency 5)
3. Assist the client with activities of daily living.
- Apply care procedures related to hygiene, comfort, dressing, ambulation, eating, drinking and elimination.
 - (Review of Competency 4)
4. Provide specific care.
- Observe the condition of the client.
 - Vital signs, signs of discomfort or pain, indicators of the client's emotional status and reactions, degree of functional autonomy
 - Unmet needs
 - Client response to care provided and drug therapy
 - Clinical manifestations associated with disorders

- Apply specific care procedures. (Review of competencies on specific care procedures: 7, 12, 13, 14, 15 and 16)
Means of preventing and controlling infection: infection control methods; hand washing, use of gloves and antimicrobial agents; handling contaminated materials and body fluids; wound care; additional precautions
 - Participate in drug therapy. (Review of Competency 9)
5. Communicate information about the care provided and the client's status.
- Receive a report from a colleague. (Review of Competency 3)
 - Identify the type of information to provide. (Review of Competency 3)
 - Give a verbal report. (Review of Competency 3)
 - Write observation notes. (Review of competencies on specific care procedures: 7, 12, 13, 14, 15 and 16)

Competency 26 Duration 90 hours Credits 6

Behavioural Competency

Statement of the Competency

Provide care in a surgical unit.

Achievement Context

- Referring to laws and regulations
- Using care-related materials
- Using personal protective equipment
- Based on a therapeutic nursing plan, a nursing care and treatment plan and a departmental report
- Based on a prescription
- Using technical reference materials
- Working with other health care professionals
- Within a public or subsidized private health care facility

Elements of the Competency**Performance Criteria**

1. Plan their shift.

- Consideration of the nursing unit's organization and the departmental report
- Preparation of a complete, accurate worksheet
- Establishment of priorities
- Adequate preparation of the room of a client who has undergone surgery

2. Establish a relationship with the client.

- Demonstration of attentiveness, interest and empathy
- Respect for the client's pace
- Use of appropriate tone and words
- Consideration of information provided by the client's family

3. Assist the client with activities of daily living.

- Consideration of the client's unmet needs
- Respect for the client's limitations
- Appropriate level of assistance
- Observance of hygiene, asepsis, health and safety rules
- Adoption of necessary safety measures
- Stimulation of the client to increase his or her autonomy

4. Provide preoperative care.
- Physical preparation of the client
 - Relevant information regarding the surgery and follow-up
 - Consideration of the client's unmet needs
 - Accurate interpretation of vital signs
 - Appropriate use of a pain scale
 - Proper preparation and use of care-related materials
 - Compliance with the prescription
 - Observance of care procedures
 - Attention paid to the effects of the care provided and the drug therapy
 - Observance of hygiene, asepsis, health and safety rules
 - Adoption of necessary safety measures
5. Provide postoperative care.
- Consideration of the client's unmet needs
 - Accurate interpretation of vital signs
 - Appropriate use of a pain scale
 - Proper preparation and use of care-related materials
 - Compliance with the prescription
 - Observance of care procedures
 - Identification of warning signs for complications
 - Attention paid to the effects of the care provided and the drug therapy
 - Observance of hygiene, asepsis, health and safety rules
 - Adoption of necessary safety measures
6. Communicate information about the care provided and the client's status.
- Prompt communication of any significant change in the client's status
 - Documentation of concise, accurate observation notes, in accordance with guidelines
 - Use of appropriate terminology
 - Communication adapted to the care setting
 - Clear concern for the continuity of care

For the competency as a whole:

- Observance of the limits of the profession
- Compliance with the therapeutic nursing plan and the nursing care and treatment plan
- Observance of professional decorum and the Code of Ethics
- Clear concern for client comfort
- Clear ability to adapt to unexpected situations
- Efficient collaboration with other members of the care team

Suggestions for Competency-Related Knowledge and Know-How

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

1. Plan their shift.

- Be receptive to information about the workplace. Clients, socioeconomic background, organizational structure, interpersonal relations, equipment and instruments, occupational health and safety
- Be receptive to information about the nursing unit's organization. Premises, material organization, directives and procedures, occupational health and safety rules, safety measures
Work schedule, routine and technical reference materials
- Identify the behaviour to adopt in the nursing unit. Expectations of members of the care team
Code of Ethics (review of Competency 6)
- Introduce themselves to the work team. Name, title and status
- Become familiar with the therapeutic nursing plan, the nursing care and treatment plan or the departmental report. (Review of Competency 2)
- Prepare their worksheet. (Review of Competency 2)

2. Establish a relationship with the client.

- Introduce themselves to the client. Name, shift and title
Professional decorum (review of Competency 1)
- Inform the client of the care provided.
- Consider indicators of the client's emotional status. (Review of Competency 5)
- Demonstrate openness, respect and empathy towards the client. (Review of Competency 5)

3. Assist the client with activities of daily living.

- Apply care procedures related to hygiene, comfort, dressing, ambulation, eating, drinking and elimination. (Review of Competency 4)

4. Provide preoperative care.

Preoperative care (review of competencies on specific care procedures: 7, 12, 14, 15 and 16)
Care related to hygiene, eating and elimination (review of Competency 4)
Drug therapy (review of Competency 9)

5. Provide postoperative care.
- Postoperative care (review of competencies on specific care procedures: 7, 12, 14, 15 and 16)
Methods of preventing and controlling infection (review of Competency 8)
Drug therapy (review of Competency 9)
6. Communicate information about the care provided and the client's status.
- Receive a report from a colleague. (Review of Competency 3)
 - Identify the type of information to provide. (Review of Competency 3)
 - Give a verbal report. (Review of Competency 3)
 - Write observation notes. (Review of competencies on specific care procedures: 7, 12, 13, 14, 15 and 16)

Competency 27 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

Intervene with a mother and her newborn.

Achievement Context

- Using technical reference materials
- Based on a therapeutic nursing plan or a nursing care and treatment plan and a departmental report
- Working with other health care professionals
- In order to provide care

Elements of the Competency**Performance Criteria**

1. Make connections between pregnancy, the postpartum period and clinical manifestations in a mother.

- Relevant connections made between clinical manifestations and pregnancy
- Relevant connections made between clinical manifestations and the postpartum period
- Accurate identification of disorders that may arise during and after pregnancy

2. Identify the needs of a mother.

- Consideration of the biological, psychosocial, cultural and spiritual aspects of the mother
- Consideration of the factors that affect the satisfaction of needs
- Consideration of apparent imbalances
- Accurate identification of needs

3. Identify the needs of a newborn.

- Consideration of the factors that affect the satisfaction of needs
- Consideration of apparent imbalances
- Accurate identification of needs

4. Ensure the comfort of a mother and her newborn.

- Close monitoring
- Communication adapted to the care setting
- Accurate identification of sources of discomfort for the mother
- Accurate identification of sources of discomfort for the newborn
- Appropriate basic care

For the competency as a whole:

- Observance of the limits of the profession
- Appropriate intervention
- Observance of professional decorum and the Code of Ethics
- Clear concern for the continuity of care

Suggestions for Competency-Related Knowledge and Know-How

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

1. Make connections between pregnancy, the postpartum period and clinical manifestations in a mother.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Recognize the role of the female reproductive system. (Review of Competency 16) | |
| <ul style="list-style-type: none"> • Identify physiological changes related to pregnancy. | Effects on the metabolism |
| <ul style="list-style-type: none"> • Identify subjective, objective and positive signs of pregnancy. | Subjective signs: amenorrhea, nausea and vomiting, pollakiuria, breast changes
Objective signs: pelvic changes, enlargement of abdomen, change in skin pigmentation, abdominal striae, pregnancy tests and palpation of fetus
Positive signs: fetal heart beat, fetal movement, visualization of fetus |
| <ul style="list-style-type: none"> • Recognize pregnancy complications. | Vomiting, ectopic pregnancy, spontaneous abortion, abruptio placentae and hemorrhage |
| <ul style="list-style-type: none"> • Recognize disorders that may affect pregnancy. | Diabetes, hematological disorders, cardiomyopathy, thyroid disorders and sexually transmitted infections (STIs) |
| <ul style="list-style-type: none"> • Identify the stages of labour and delivery. | Four stages of labour
Fetal presentation
Complications
Cesarean section |
| <ul style="list-style-type: none"> • Recognize the physiological, anatomical and psychological changes in a postpartum mother. | Urinary and reproductive systems, digestive system
Abdomen
Lactation
Vital signs
Tremors
Depressive reactions |

2. Identify the needs of a mother.

- Recognize the characteristics of new parents. Mother's age and physical condition
Preparation for the delivery
Marital status
Family network, support network
Bond between the mother and newborn and between the parents and newborn
- Consider the nutritional needs of a mother. Breast-feeding and nonbreast-feeding mother
- Identify the factors that affect the satisfaction of needs in a mother. (Review of Competency 2)
- Recognize the unmet needs of a mother.
- Recognize the information needs of a mother. Information on breast-feeding, bottle-feeding, the postpartum period, characteristics and care of a newborn

3. Identify the needs of a newborn.

- Recognize the characteristics of a newborn. Physical appearance of a normal newborn
Physiological reactions to extrauterine life
Thermoregulation, hematopoietic function, Apgar score
Birth traumas caused by difficult deliveries: soft tissue injury, cranial trauma, paralysis and fracture
Premature birth: causes, problems associated with the immature systems of premature newborns
Common problems: candidosis, erythema toxicum and nevus
- Consider the nutritional needs of a newborn. Breast milk, infant formula
Feedings
- Identify the factors that affect the satisfaction of needs in a newborn. (Review of Competency 2)
- Recognize the unmet needs of a newborn. Needs associated with eating and elimination
Thermoregulation

4. Ensure the comfort of a mother and her newborn.

- Identify basic care for mothers. Sitz bath, verification of lochia, ice packs, perineal care, breast engorgement
Care following a cesarean section
Breast-feeding, bottle-feeding: advantages and disadvantages
Milk supply
Milk extraction techniques
Potential difficulties for the mother or newborn

- Identify basic care for newborns. Identification, weighing and measuring the baby, measuring temperature, apical pulse and respiration
Eye care, verification of umbilical cord, basic care
- Identify medications commonly prescribed to promote the mother's comfort. Classes, desired effects, adverse effects

Competency 28 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

Provide care to mothers and newborns.

Achievement Context

- Referring to laws and regulations
- Using care-related materials
- Using personal protective equipment
- Based on a therapeutic nursing plan or a nursing care and treatment plan and a departmental report
- Based on a prescription
- Using technical reference materials
- Working with other health care professionals

Elements of the Competency**Performance Criteria**

- | | |
|--|---|
| 1. Plan their shift. | <ul style="list-style-type: none"> • Consideration of the nursing unit's organization and the departmental report • Preparation of a complete, accurate worksheet • Establishment of priorities |
| 2. Establish a relationship with the mother. | <ul style="list-style-type: none"> • Demonstration of attentiveness, interest and empathy • Respect for the mother's pace • Use of appropriate tone and words • Clear concern for the other parent |
| 3. Assist the mother with activities of daily living. | <ul style="list-style-type: none"> • Consideration of the mother's unmet needs • Appropriate level of assistance • Observance of hygiene, asepsis, health and safety rules • Adoption of necessary safety measures |
| 4. Provide specific care to the mother or her newborn. | <ul style="list-style-type: none"> • Consideration of the client's unmet needs • Proper preparation and use of therapeutic materials • Compliance with the prescription • Observance of care procedures • Attention paid to the effects of the care provided and the drug therapy • Accurate interpretation of vital signs • Identification of clinical manifestations associated with disorders • Observance of hygiene, asepsis, health and safety rules • Adoption of necessary safety measures |

5. Communicate information about the care provided and the status of the mother or her newborn.

- Prompt communication of any significant change in the client's status
- Documentation of concise, accurate observation notes, in accordance with guidelines
- Use of appropriate terminology
- Communication adapted to the care setting
- Clear concern for the continuity of care

For the competency as a whole:

- Observance of the limits of the profession
- Compliance with the therapeutic nursing plan or the nursing care and treatment plan
- Observance of professional decorum and the Code of Ethics
- Clear concern for the comfort of the mother and newborn
- Clear ability to adapt to unexpected situations
- Efficient collaboration with other members of the care team

Suggestions for Competency-Related Knowledge and Know-How

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

1. Plan their shift.

- Be receptive to information about the workplace.
- Be receptive to information about the nursing unit's organization.
- Identify the behaviour to adopt in the nursing unit.
- Introduce themselves to the work team.
- Become familiar with the therapeutic nursing plan, the nursing care and treatment plan or the departmental report.

Clients, socioeconomic background, organizational structure, interpersonal relations, equipment and instruments, occupational health and safety

Premises, material organization, directives and procedures, occupational health and safety rules, safety measures
Work schedule, routine and technical reference materials

Expectations of members of the care team
Code of Ethics (review of Competency 6)

Name, title and status

(Review of Competency 2)

- Prepare their worksheet. (Review of Competency 2)
- 2. Establish a relationship with the mother.
 - Introduce themselves to the mother. Name, shift and title
Professional decorum (review of Competency 1)
Presence of other parent
 - Inform the mother of the care provided.
 - Consider indicators of the mother's emotional status. (Review of Competency 5)
 - Demonstrate openness, respect and empathy towards the mother. (Review of Competency 5)
- 3. Assist the mother with activities of daily living.
 - Apply care procedures. Postpartum follow-up and basic care for the mother and her newborn (connection with Competency 27)
Care related to hygiene, comfort, eating, drinking and elimination (review of Competency 10)
- 4. Provide specific care to the mother or her newborn.
 - Apply specific care procedures. (Review of competencies 12, 13, 14, 15 and 16)
Means of preventing and controlling infection: infection control methods; hand washing, use of gloves and antimicrobial agents; handling contaminated materials and body fluids; wound care; additional precautions
Postpartum follow-up (connection with Competency 27)
 - Participate in drug therapy. (Review of Competency 9)

- Observe the condition of the mother and her newborn.

Unmet needs (connection with Competency 27)
Response to care provided
Clinical manifestations associated with disorders
Mother: vital signs, condition of the skin and mucous membranes, degree of functional autonomy, signs of discomfort and pain, bladder and bowel elimination, monitoring lochia and breast engorgement
Newborn: vital signs, cries, condition of the skin and umbilical cord, bladder and bowel elimination, suckling and swallowing reflex

5. Communicate information about the care provided and the status of the mother or her newborn.

- Receive a report from a colleague.
- Identify the type of information to provide.
- Give a verbal report.
- Write observation notes.

(Review of Competency 3)

(Review of Competency 3)

(Review of Competency 3)

(Review of competencies on specific care procedures: 7, 12, 13, 14, 15 and 16)

Competency 29 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

Intervene with a child or adolescent with a health problem.

Achievement Context

- Using technical reference materials
- Based on a therapeutic nursing plan or a nursing care and treatment plan and a departmental report
- Working with other health care professionals
- In order to provide care

Elements of the Competency

Performance Criteria

1. Identify the needs of a child.

- Consideration of the biological, psychosocial, cultural and spiritual aspects of the child
- Consideration of the factors that affect the satisfaction of needs
- Consideration of apparent imbalances
- Accurate identification of needs

2. Identify the needs of an adolescent.

- Consideration of the biological, psychosocial, cultural and spiritual aspects of the adolescent
- Consideration of the factors that affect the satisfaction of needs
- Consideration of apparent imbalances
- Accurate identification of needs

3. Ensure the comfort of a child or adolescent.

- Close monitoring
- Communication adapted to the care setting
- Accurate identification of sources of discomfort for the child or adolescent
- Appropriate basic care

For the competency as a whole:

- Observance of the limits of the profession
- Appropriate intervention
- Observance of professional decorum and the Code of Ethics
- Clear concern for the continuity of care

Suggestions for Competency-Related Knowledge and Know-How

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

1. Identify the needs of a child.

- | | |
|--|---|
| • Recognize the characteristics of a child. | Developmental stages: infant, toddler, preschooler, school-age child, adolescent
Growth and development |
| • Identify the needs of a child. | Nutritional, sleep, rest, physical activity, dental health requirements
Biological, psychosocial, cultural and spiritual aspects |
| • Identify the factors that affect the satisfaction of needs in a child. | Developmental stage, health condition, environment, family (connection with Competency 2) |
| • Recognize the impact of an accident on a child. | Burn, fall, poisoning |
| • Recognize the impact of an illness on a child and his or her family. | Disorders and clinical manifestations (review of competencies on care procedures: 7, 12, 13, 14, 15 and 16)
Contagious diseases: modes of transmission and incubation
Fatal illnesses and palliative care (review of Competency 19)
Physical injury
Daily life, family life and school life |
| • Recognize the impact of hospitalization on a child. | Separation anxiety, loss of control over one's environment, isolation to prevent infection |
| • Recognize the impact of birth defects on a child. | Cleft lip and palate, club foot, pyloric stenosis and hip luxation |

2. Identify the needs of an adolescent.

- | | |
|--|---|
| • Recognize the characteristics and needs of an adolescent. | Distinction between a child and an adolescent or an adolescent and an adult
Nutritional and sleep requirements
Biological, psychosocial, cultural and spiritual aspects |
| • Identify the factors that affect the satisfaction of needs in an adolescent. | Environment and family (connection with Competency 2) |

<ul style="list-style-type: none">• Recognize the impact of an illness on an adolescent.	Disorders and clinical manifestations (review of competencies on care procedures: 7, 12, 13, 14, 15 and 16) Daily life, family life and school life
<ul style="list-style-type: none">• Recognize the impact of hospitalization on an adolescent.	Loss of autonomy, social isolation, loss of control over one's environment and psychological reactions
3. Ensure the comfort of a child or adolescent.	
<ul style="list-style-type: none">• Take the vital signs of a child.	Sites, characteristics, normal ranges and factors of influence (Review of Competency 4)
<ul style="list-style-type: none">• Recognize the characteristics of communication with a child.	Verbal and nonverbal communication techniques (review of Competency 5)
<ul style="list-style-type: none">• Recognize the characteristics of communication with an adolescent	As equals Verbal and nonverbal communication techniques (review of Competency 5)
<ul style="list-style-type: none">• Identify medications commonly prescribed to promote the comfort of a child or adolescent.	Classes, desired effects and adverse effects
<ul style="list-style-type: none">• Recognize the conditions surrounding the screening and prevention of physical abuse or neglect.	<i>Youth Protection Act</i>

Competency 30 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

Provide care to children and adolescents.

Achievement Context

- Referring to laws and regulations
- Using care-related materials
- Using personal protective equipment
- Based on a therapeutic nursing plan, a nursing care and treatment plan or an interdisciplinary intervention plan
- Based on a prescription
- Using technical reference materials
- Working with other health care professionals

Elements of the Competency**Performance Criteria**

1. Plan their shift.

- Consideration of the facility's organization and the departmental report
- Consideration of information regarding the client's status
- Preparation of a complete, accurate worksheet
- Establishment of priorities

2. Establish a relationship with the child or adolescent.

- Demonstration of attentiveness, interest and empathy
- Respect for the pace and abilities of the child or adolescent
- Use of appropriate tone and words
- Consideration of information provided by the family

3. Assist the child or adolescent with activities of daily living.

- Consideration of the client's unmet needs
- Respect for the client's limitations
- Appropriate level of assistance
- Observance of hygiene, asepsis, health and safety rules
- Adoption of necessary safety measures
- Stimulation of the client to increase his or her autonomy

4. Provide specific care to the child or adolescent.
 - Consideration of the client's unmet needs
 - Proper preparation and use of therapeutic materials
 - Compliance with the prescription
 - Observance of care procedures
 - Attention paid to the effects of the care provided and the drug therapy
 - Accurate interpretation of vital signs
 - Identification of clinical manifestations associated with disorders
 - Observance of hygiene, asepsis, health and safety rules
 - Adoption of necessary safety measures

5. Communicate information about the care provided and the status of the child or adolescent.
 - Prompt communication of any significant change in the client's status
 - Documentation of concise, accurate observation notes, in accordance with guidelines
 - Use of appropriate terminology
 - Communication adapted to the care setting
 - Clear concern for the continuity of care

For the competency as a whole:

- Observance of the limits of the profession
- Compliance with the therapeutic nursing plan and the nursing care and treatment plan
- Observance of professional decorum and the Code of Ethics
- Clear concern for client comfort
- Clear ability to adapt to unexpected situations
- Efficient collaboration with other members of the care team

Suggestions for Competency-Related Knowledge and Know-How

1. Plan their shift.
 - Be receptive to information about the workplace.

Clients, socioeconomic background, organizational structure, interpersonal relations, equipment and instruments, occupational health and safety

 - Be receptive to information about the nursing unit's organization.

Premises, material organization, directives and procedures, occupational health and safety rules, safety measures
Work schedule, routine and technical reference materials

- Identify the behaviour to adopt in the nursing unit. Expectations of members of the care team
Code of Ethics (review of Competency 6)
 - Introduce themselves to the work team. Name, title and status
 - Become familiar with the therapeutic nursing plan, the nursing care and treatment plan or the departmental report. (Review of Competency 2)
 - Prepare their worksheet. (Review of Competency 2)
2. Establish a relationship with the child or adolescent.
- Introduce themselves to the child or adolescent. Name, shift and title
Professional decorum (review of Competency 1)
 - Inform the child or adolescent of the care provided.
 - Consider indicators of the child or adolescent's emotional status. (Review of Competency 5)
 - Demonstrate openness, respect and empathy towards the child or adolescent. (Review of Competency 5)
3. Assist the child or adolescent with activities of daily living.
- Apply care procedures related to hygiene, comfort, dressing, ambulation, eating, drinking and elimination. (Review of Competency 10)
Needs of a child or adolescent (connection with Competency 29)
4. Provide specific care to the child or adolescent.
- Observe the condition of the child or adolescent. Vital signs, condition of the skin and mucous membranes, signs of discomfort and pain, bladder and bowel elimination
 - Apply specific care procedures. (Review of competencies on specific care procedures: 7, 12, 13, 14, 15 and 16)
Means of preventing and controlling infection: infection control methods; hand washing, use of gloves and antimicrobial agents; handling contaminated materials and body fluids; wound care; additional precautions
Needs of a child or adolescent (connection with Competency 29)
 - Participate in drug therapy. (Review of Competency 9)

5. Communicate information about the care provided and the status of the child or adolescent.

- Receive a report from a colleague. (Review of Competency 3)
- Identify the type of information to provide. (Review of Competency 3)
- Give a verbal report. (Review of Competency 3)
- Write observation notes. (Review of competencies on specific care procedures: 7, 12, 13, 14, 15 and 16)

Competency 31 Duration 105 hours Credits 7

Behavioural Competency

Statement of the Competency

Provide care to a diverse clientele.

Achievement Context

- Referring to laws and regulations
- Using care-related materials
- Using personal protective equipment
- Based on a therapeutic nursing plan, a nursing care and treatment plan or a multidisciplinary intervention plan
- Based on a prescription
- Using technical reference materials
- Working with other health care professionals
- Within a public or subsidized private health care facility

Elements of the Competency**Performance Criteria**

1. Plan their shift.

- Consideration of the nursing unit's organization and the departmental report
- Preparation of a complete, accurate worksheet
- Establishment of priorities

2. Establish a relationship with the client.

- Demonstration of attentiveness, interest and empathy
- Respect for the client's pace
- Use of appropriate tone and words
- Consideration of information provided by the client's family

3. Assist the client with activities of daily living.

- Consideration of the client's unmet needs
- Respect for the client's limitations
- Appropriate level of assistance
- Observance of hygiene, asepsis, health and safety rules
- Adoption of necessary safety measures
- Stimulation of the client to increase his or her autonomy

4. Provide specific care.
 - Consideration of the client's unmet needs
 - Proper preparation and use of therapeutic materials
 - Compliance with the prescription
 - Observance of care procedures
 - Attention paid to the effects of the care provided and the drug therapy
 - Accurate interpretation of vital signs
 - Identification of clinical manifestations associated with disorders
 - Observance of hygiene, asepsis, health and safety rules
 - Adoption of necessary safety measures
5. Communicate information about the care provided and the client's status.
 - Prompt communication of any significant change in the client's status
 - Documentation of concise, accurate observation notes, in accordance with guidelines
 - Use of appropriate terminology
 - Communication adapted to the care setting
 - Clear concern for the continuity of care

For the competency as a whole:

- Observance of the limits of the profession
- Compliance with the therapeutic nursing plan and the nursing care and treatment plan
- Observance of professional decorum and the Code of Ethics
- Clear concern for client comfort
- Clear ability to adapt to unexpected situations
- Efficient collaboration with other members of the care team

Suggestions for Competency-Related Knowledge and Know-How

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

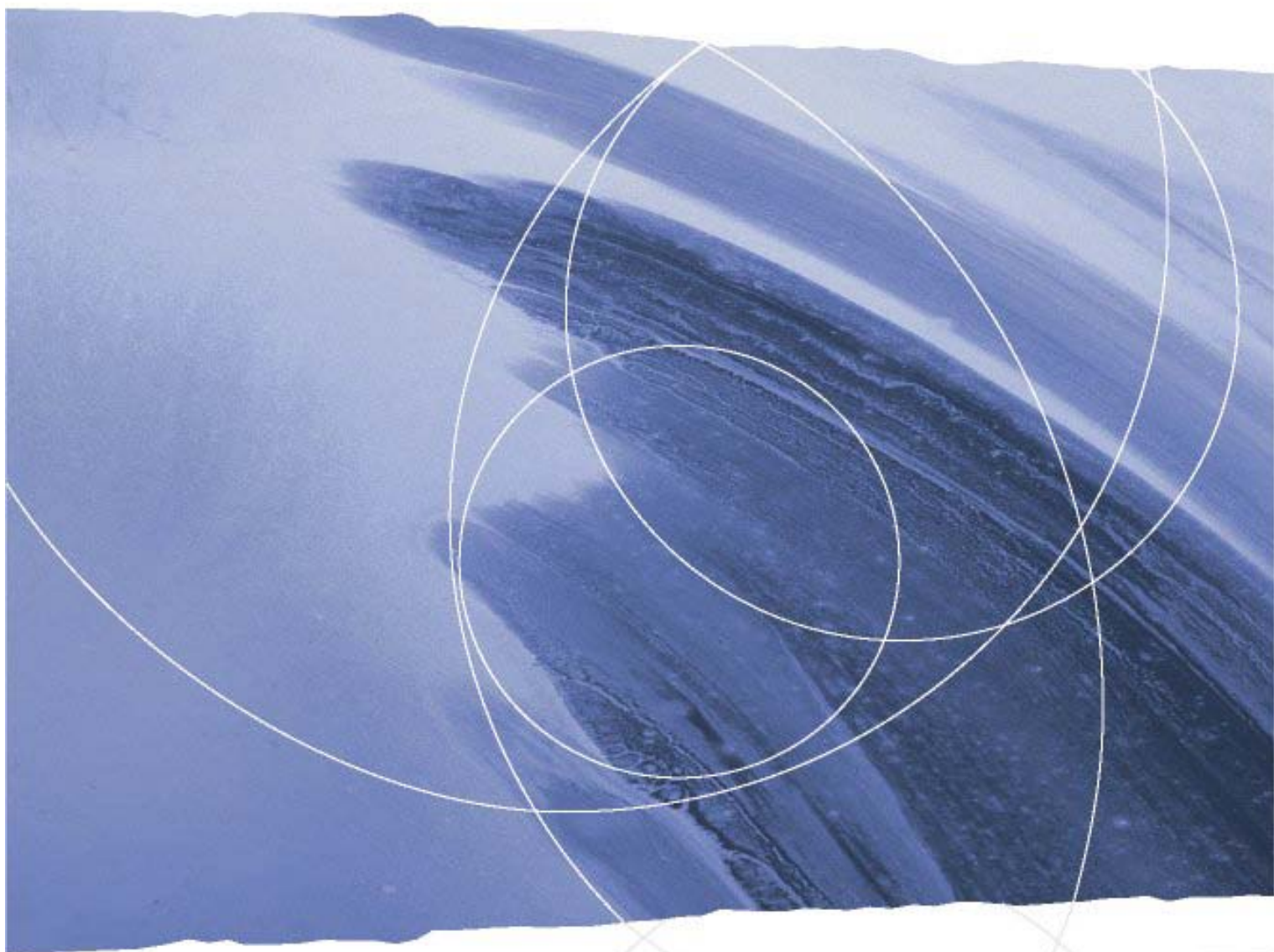
1. Plan their shift.
 - Be receptive to information about the workplace.

Clients, socioeconomic background, organizational structure, interpersonal relations, equipment and instruments, occupational health and safety
 - Be receptive to information about the nursing unit's organization.

Premises, material organization, directives and procedures, occupational health and safety rules, safety measures
Work schedule, routine and technical reference materials

- Identify the behaviour to adopt in the nursing unit. Expectations of members of the care team
Code of Ethics (review of Competency 6)
 - Introduce themselves to the work team. Name, title and status
 - Become familiar with the therapeutic nursing plan, the nursing care and treatment plan or the departmental report. (Review of Competency 2)
 - Prepare their worksheet. (Review of Competency 2)
2. Establish a relationship with the client.
- Introduce themselves to the client. Name, shift and title
Professional decorum (review of Competency 1)
 - Inform the client of the care provided.
 - Consider indicators of the client's emotional status. (Review of Competency 5)
 - Demonstrate openness, respect and empathy towards the client. (Review of Competency 5)
3. Assist the client with activities of daily living.
- Apply care procedures related to hygiene, comfort, dressing, ambulation, eating, drinking and elimination. (Review of Competency 10)
4. Provide specific care.
- Observe the condition of the client. Unmet needs
Client response to care provided and drug therapy
Clinical manifestations associated with disorders
 - Apply specific care procedures. (Review of competencies on specific care procedures: 7, 12, 13, 14, 15 and 16)
Means of preventing and controlling infection: infection control methods; hand washing, use of gloves and antimicrobial agents; handling contaminated materials and body fluids; wound care; additional precautions
 - Participate in drug therapy. (Review of Competency 9)
5. Communicate information about the care provided and the client's status.
- Receive a report from a colleague. (Review of Competency 3)
 - Identify the type of information to provide. (Review of Competency 3)

- Give a verbal report. (Review of Competency 3)
- Write observation notes. (Review of competencies on specific care procedures: 7, 12, 13, 14, 15 and 16)



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