Technical Training Program

180.A0

Nursing

2007 Version

Training Sector

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Health Services

Québec 🔳

Nursing

2007 Version

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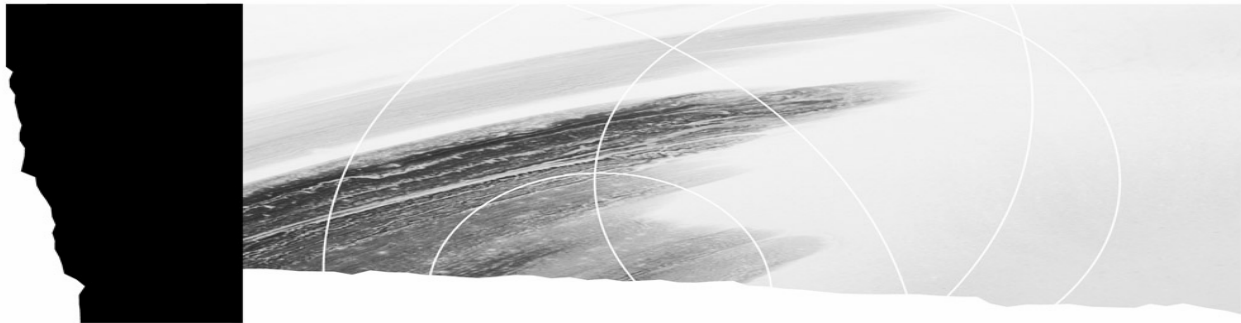Teacher, Cégep de Trois-Rivières

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180.A0	**Nursing**

Year of approval: 2007

Certification:	Diploma of College Studies
Number of credits:	91 2/3 credits
Total duration:	2 805 hours of instruction

General education components:	660	hours of instruction
Program-specific component:	2 145	hours of instruction

Maximum duration allotted to clinical instruction: 1 035 hours of instruction

Admission Requirements:

To be admitted to the program, a person must meet the general requirements for admission set out in the *College Education Regulations*, as well as the following special conditions, where applicable:

- *Physical Science 436*
- *Chemistry 534*[1]

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1. This condition will apply to admissions for fall 2011. In the meantime, colleges will be offering a complementary chemistry program adapted to Nursing for those students who have not successfully completed *Chemistry 534.*

Introduction to the Program

The *Nursing* program is in keeping with the aims and orientations of technical education that guide the Ministère de l'Éducation, du Loisir et du Sport. Designed in accordance with the framework for developing technical programs, this program is based on competencies, formulated in terms of objectives and standards.

The *Nursing* program includes a general education component common to all programs (16 2/3 credits), a general education component adapted to this program (6 credits), a complementary general education component (4 credits) and a program-specific component of 65 credits.

The program-specific component was also designed according to the framework for developing technical programs. This approach requires the participation of people working in the field and in education, and takes into account training needs, the job analysis and the general goals of technical education. The objectives and standards serve as the basis for the definition and the evaluation of learning activities, for which the colleges are responsible.

By successfully completing this program of study, students acquire not only the entry-level competencies required by the workplace to practise a trade or occupation, but also a range of knowledge, skills and attitudes that will ensure the students' versatility.

General Education Component Common to All Programs   **(16 2/3 credits)**

0004	To analyze and produce various forms of discourse.
0005	To apply a critical approach to literary genres.
0006	To apply a critical approach to a literary theme.
00B2	To apply a logical analytical process to how knowledge is organized and used.
000G	To apply a critical thought process to world-views.
0017	Appliquer les notions de base de la communication en français courant.
or	
000A	Communiquer en français avec une certaine aisance.
or	
000B	Communiquer avec aisance en français.
or	
000C	Traiter d'un sujet culturel et littéraire.
0064	To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.
0065	To improve one's effectiveness when practising a physical activity.
0066	To demonstrate one's responsibility for being physically active in a manner which promotes health.

General Education Component Adapted to This Program (6 credits)

000L To communicate in the forms of discourse appropriate to one or more fields of study.

000U To apply a critical thought process to ethical issues relevant to the field of study.

0018 Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.

or

000Q Communiquer en français dans un champ d'études particulier.

or

000R Communiquer avec aisance en français dans un champ d'études particulier.

or

000S Disserter en français sur un sujet lié au champ d'études.

Complementary General Education Component (4 credits)

000V To estimate the contribution of the social sciences to an understanding of contemporary issues.

000W To analyze one of the major problems of our time using one or more social scientific approaches.

000X To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.

000Y To resolve a simple problem by applying the basic scientific method.

000Z To communicate with limited skill in a modern language.

0010 To communicate on familiar topics in a modern language.

0067 To communicate with relative ease in a modern language.

0011 To recognize the role of mathematics or informatics in contemporary society.

0012 To use various mathematical or computer concepts, procedures and tools for common tasks.

0013 To consider various forms of art produced by aesthetic practices.

0014 To produce a work of art.

Program-Specific Component **(65 credits)**

01Q0	To analyze the work function.
01Q1	To develop an integrated perception of the human body and its functions.
01Q2	To deal with a client's reactions and behaviours.
01Q3	To refer to a conceptual nursing framework to define one's professional practice
01Q4	To use assessment and nursing care procedures.
01Q5	To establish a helping communication with the client and his/her significant others.
01Q6	To deal with social and cultural realities related to health matters.
01Q7	To link immunological disorders and infections to physiological and metabolic mechanisms.
01Q8	To interpret a clinical situation by referring to health problems and other problems related to the field of nursing.
01Q9	To establish links between pharmacotherapy and a clinical situation.
01QA	To teach the client and his/her significant others.
01QB	To assist clients in the maintenance and improvement of their health.
01QC	To adapt to various work situations.
01QD	To establish a cooperative relationship with members of the interdisciplinary team.
01QE	To intervene with hospitalized adults and elderly clients requiring medical/surgical nursing.
01QF	To use the ethics and values of the profession to understand one's own role.
01QG	To apply emergency measures.
01QH	To intervene with clients requiring nursing care in a perinatal setting.
01QJ	To intervene with children and adolescents requiring nursing care.
01QK	To intervene with clients receiving medical/surgical nursing care in an ambulatory service.
01QL	To intervene with clients requiring mental health nursing care.
01QM	To intervene with adults and elderly clients experiencing loss of autonomy who require institutional nursing.

Glossary

Program

A program is an integrated set of learning activities leading to the achievement of educational objectives based on set standards (*College Education Regulations,* section 1).

Competency

In the program-specific component of a technical program: a competency is the ability to act successfully and evolve in order to adequately perform work-related tasks and activities based on an organized body of knowledge, skills in a variety of fields, perceptions, attitudes, etc. (*Élaboration des programmes d'études techniques*, *Cadre-général – Cadre technique 2002*, p. 15).

Objective

An objective encompasses the competency, skills or knowledge to be acquired or mastered (*College Education Regulations,* section 1). It describes the competency to be acquired and includes the statement of the competency as well as the elements needed to understand it.

Statement of the Competency

In the program-specific component of a technical program, a statement of the competency is derived from the job analysis, the general goals of technical education and, in certain cases, other determinants. In the general education components, the statement of the competency is the result of an analysis of general education needs.

Elements of the Competency

In the program-specific component of a technical program, the elements of the competency include only what is necessary in order to understand the competency. They specify the major steps involved in carrying out a task or the main aspects of the competency.

In the general education components, the elements of the objective, formulated in terms of a competency, specify the main aspects of the competency. They include only what is necessary in order to understand and attain the competency.

Standard

A standard is the level of performance at which an objective is considered to be achieved (*College Education Regulations,* section 1).

Achievement Context

In the program-specific component of a technical program, the achievement context corresponds to the situation in which the competency is exercised at entry level on the job market. The achievement context does not specify the context for learning or evaluation.

Performance Criteria

In the program-specific component of a technical program, the performance criteria define requirements by which to judge the attainment of each element of the competency and, consequently, of the competency itself. The performance criteria are based on the requirements at entry level on the job market. The performance criteria are not the evaluation instrument but, rather, they serve as a reference for the development of the evaluation instrument. Each element of the competency requires at least one performance criterion.

In the general education components, the performance criteria define the requirements for recognition of the attainment of the standard.

All the criteria must be respected for the objective to be recognized as having been attained.

Learning Activities

In the program-specific component of a technical program, the learning activities are classes (or labs, workshops, seminars, practicums or other educational activities) designed to ensure the attainment of the targeted objectives and standards. Colleges are entirely responsible for defining the learning activities and organizing the way in which programs are offered.

In the general education components, the elements of the learning activities that may be determined in whole or in part by the Minister are the field of study, the discipline(s), the weightings, the total hours of instruction, the number of credits and any details deemed essential.
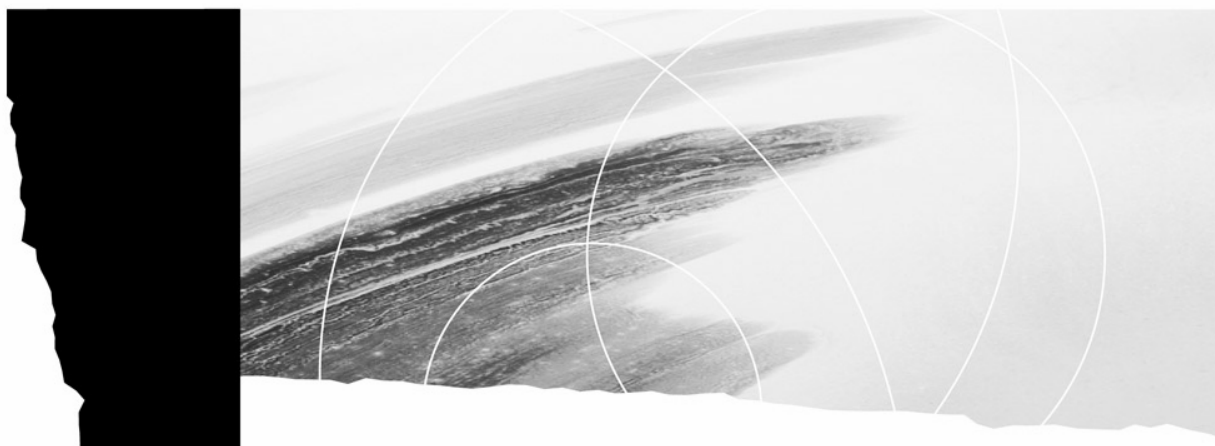
Part I

Goals of the General Education Components

Educational Aims of the General Education Components

Objectives and Standards of the General Education Components

Goals of the General Education Components

In Québec, college is the next stage after the compulsory years of schooling in elementary and secondary school, during which students acquire basic knowledge and skills. It represents a major crossroads in that it places greater emphasis on the cultural content of education and leads directly to the job market or to university. The college system meets current needs with respect to technical and pre-university education. It allows students to further their education without narrowing their options, since they may switch from one type of program to the other. Finally, it provides students with a well-rounded, balanced education.

General education is an integral part of every program and comprises three components: a component common to all programs, a component adapted to the particular program and a complementary component. The aim of general education is threefold: to provide students with a common cultural core, to help them learn and develop generic skills, and to foster desirable qualities and attitudes. Its purpose is to educate students as individuals, to prepare them for their role as responsible members of society and to enable them to share in the common cultural heritage.

Common Cultural Core

The common cultural core is intended to help students:

- master the language of instruction as a tool for communication and reflection
- master the basic rules of rational thought, discourse and argumentation
- communicate in another language, primarily French or English
- be open to the world and to cultural diversity
- appreciate the riches of our cultural heritage through awareness of the accomplishments of human civilization
- relate to major currents in the history of human thought
- think independently and critically
- develop personal and social ethics
- acquire the knowledge essential for their physical and intellectual well-being
- become aware of the need to develop habits conducive to good health

Generic Skills

General education allows students to acquire and develop the following generic skills:

- conceptualization, analysis and synthesis
- coherent reasoning
- critical judgment
- articulate expression
- the ability to apply what they have learned to the analysis of situations
- the ability to apply what they have learned to decision making
- work methods
- the ability to reflect on what they have learned

Desirable Qualities and Attitudes

The common cultural core and generic skills help students acquire and develop the following qualities and attitudes:

- autonomy
- a critical sense
- awareness of their responsibilities toward themselves and others
- open-mindedness

- creativity
- openness to the world

These goals apply to the three general education components:

- General education component common to all programs, which is allotted 16 2/3 credits distributed as follows:

    – language of instruction and literature: 7 1/3 credits
    – humanities or *philosophie*: 4 1/3 credits
    – physical education: 3 credits
    – second language: 2 credits

- General education component adapted to programs, which introduces tasks or learning situations that are relevant to the program-specific component of a program. The breakdown of credits, for a total of 6, is as follows:

    – language of instruction and literature: 2 credits
    – humanities or *philosophie*: 2 credits
    – second language: 2 credits

- Complementary general education component, which provides students with learning activities chosen to balance their training and complement the program-specific component. Students may choose courses for a total of 4 credits in the following areas:

    – social sciences
    – science and technology
    – modern languages
    – mathematics and computer literacy
    – art and aesthetics

The knowledge and skills acquired in the general education components should be emphasized and, whenever possible, applied in the program-specific component, and vice-versa. Thus, general education and the program-specific component of a program enhance each other as they contribute to the students' overall education.

Each college-level institution must provide general education through learning activities that are consistent with its educational project, in keeping with the aims, subject areas and ministerial guidelines provided.

The objectives and standards in the general education components were developed according to the provisions of the *College Education Regulations* (R.S.Q., c. C-29, s. 18).

Educational Aims of the General Education Components

The educational aims describe how each field of study in the common, adapted and complementary components of general education contributes to achieving the goals of general education. For the common and adapted components, the educational aims include a general statement of the role of each field of study; the principles underlying this role; the expected outcomes that define, in terms of cultural knowledge, generic skills, and qualities and attitudes, the contribution of each field to the achievement of the goals of general education; and an explanation of the sequence of objectives and standards.

General Education Common to All Programs and General Education Adapted to Programs

English, Language of Instruction and Literature

General Education Common to All Programs

The three sets of objectives and standards in English, Language of Instruction and Literature, pursue two general goals: mastery of the language of instruction and exploration of the riches of the literary heritage. Achievement of these goals is intended to bring the students to a college level of proficiency in the areas of reading, writing, listening and speaking. Building on the skills developed by students on completion of secondary school, the English program places a marked emphasis on written production and reading comprehension while at the same time consolidating listening and speaking skills.

The mastery of language skills will be achieved through regular and ongoing observance of the rules of correct writing and speaking and the production of texts, supported by reading and the study of literature. Students will also be encouraged to develop an appreciation of literature by becoming acquainted with a number of significant literary works representative of various genres and periods and expressing a variety of literary themes. Both the aesthetic and cultural value of these texts and their formal aspects will be the objects of study.

All students entering college will begin their English studies with an introductory set of objectives and standards. This set has two possible formats. While both provide a range of reading, writing and literary activities, one includes additional reinforcement of reading and writing skills.

General Education Adapted to Programs

The set of objectives and standards for English, Language of Instruction and Literature, is placed in the context of general education and is a complement to the general education common to all programs. Students will develop the skills required in order to communicate in the forms of discourse appropriate to their field of study.

Expected Outcomes

Students, who have achieved the general education objectives in English, Language of Instruction and Literature, will be able to:

- demonstrate a college level of proficiency in the areas of reading, writing, listening and speaking
- develop their own ideas into arguments and theses, organize them and edit their work
- understand basic vocabulary and terminology used when discussing literature
- analyze literary works

Humanities

Humanities, as part of the core curriculum, is intended to promote personal and social development and to give students a foundation that will help them understand their roles in contemporary society as members of the labour force, citizens and individuals. The three sets of objectives and standards in Humanities propose common frameworks for understanding the experiences, ideas and values of human beings and their diversity. They are aimed at developing critical thinking, reinforcing the ancillary skills involved in careful reading, organized writing, and well-developed oral presentations, and, where appropriate, improving media and computer literacy. Once students have mastered the three-stage process of analysis, synthesis and evaluation, they will be able to reflect in an informed manner and to communicate what they have learned in an organized and coherent fashion.

Principles

1) Humanities constitutes a thematic, multidisciplinary, at times transdisciplinary, exploration of the human experience, including its accomplishments, failures, abilities, creations, ideas and values.

2) Humanities helps students to recognize, define and classify information and provides them with common frameworks for diverse methods of analyzing, synthesizing and evaluating conceptions of society, knowledge and values.

3) Humanities aims to prepare students for common civic responsibilities and the exercise of rights.

4) Humanities pursues the general goal of developing critical thought, valuing it and recognizing its limitations.

Expected Outcomes

Students who have achieved the general education objectives in Humanities will be able to:

- describe, explain and organize main elements, ideas, values and implications of a world-view in a coherent fashion
- compare world-views
- recognize the basic elements in a specific example of the organization, transmission and use of knowledge
- define the dimensions, limits, and uses of knowledge in appropriate historical contexts
- identify, organize and synthesize the salient elements of a particular example of knowledge
- situate important ethical and social issues in their appropriate historical and intellectual contexts
- explain, analyze and debate ethical issues in a personal and professional context

Sequence of Objectives and Standards

The first two sets of objectives and standards in Humanities, which are part of the general education component common to all programs, develop similar skills in a recursive fashion.

In the first set the emphasis is on how knowledge is defined, acquired, classified, transmitted and applied. Students examine both messages and media to identify the strengths and limitations of each. Students learn to situate knowledge in a social, historical and personal context, a skill they will need in order to become lifelong learners.

The second set focuses on how individuals, groups, societies or nations organize ideas, perceptions and values into explanatory patterns. Students explore major ideas and value systems by which diverse individuals, groups, societies or nations seek to explain the world and their place in it.

The third set, which is part of the general education component adapted to programs, is aimed at deepening and reinforcing the critical thinking skills developed in the first two sets. It is, therefore, sequenced so that students can build on the critical skills, knowledge and insights developed in the first two sets. By situating these issues in their appropriate world-view and knowledge contexts, students

develop a critical and autonomous approach to ethical values in general and to the values involved in their own fields of interest in particular. This final set also provides students with an opportunity to consolidate personal and social values.

Français, langue seconde

L'enseignement du français, langue seconde, contribue à la formation fondamentale de la personne, en même temps qu'il a pour objet de lui permettre de communiquer efficacement avec ses concitoyens et concitoyennes.

Principes

1) La maîtrise du français, langue seconde, est essentielle pour quiconque veut participer pleinement à la vie de la société québécoise, dont le français est la langue officielle. En conséquence, la formation générale en français, langue seconde, a pour finalité de rendre les étudiants et les étudiantes aptes à utiliser de façon efficace les moyens dont dispose la langue pour communiquer en société. À cette fin, ils devront acquérir des connaissances en vue de les déployer dans les formes de discours qu'il leur faudra pratiquer.

2) À leur arrivée au collégial, les étudiants et les étudiantes ont déjà acquis des compétences dans les quatre habiletés langagières, à savoir : parler, lire, écouter et écrire, mais sont, de façon générale, plus compétents en matière d'expression orale. En conséquence, la formation porte sur le développement des quatre habiletés langagières tout en mettant l'accent sur la lecture et l'écriture.

3) En tant que partie intégrante de la formation générale, le français, langue seconde, contribue au développement de la pensée critique et de l'expression structurée.

Résultats attendus

Tout étudiant ou toute étudiante qui a atteint les objectifs de formation générale en français, langue seconde, pourra, selon son niveau de compétence, montrer :

- que, sur le plan des connaissances, il ou elle :
    - sait faire une présentation orale structurée;
    - connaît les différentes formes du discours;
    - connaît les différentes techniques de lecture et d'écriture;

- que, sur le plan des habiletés, il ou elle :
    - est capable de questionner, d'analyser, de juger, et d'argumenter en français;
    - est apte à entretenir des rapports sociaux et à partager la vie culturelle du Québec;
    - est apte à établir, à poursuivre et à pratiquer des rapports professionnels en français;

- que, sur le plan des qualités et des attitudes à développer, il ou elle :
    - fait preuve d'ouverture par rapport aux différents aspects de la culture québécoise;
    - a conscience des différences et des similitudes entre sa culture d'origine et la culture québécoise francophone;
    - a la préparation voulue pour s'insérer dans la vie sociale et économique.

Séquence des objectifs et des standards

Pour répondre aux divers besoins d'apprentissage des étudiants et des étudiantes du collégial, les ensembles en français, langue seconde, sont répartis selon quatre niveaux. Chacun de ces niveaux permet d'amener les étudiants et les étudiantes à interpréter et à produire des textes de plus ou moins grande complexité.

La formation générale en français, langue seconde, comporte deux ensembles prévus en séquence. Le premier, qui fait partie de la formation générale commune à tous les programmes, a pour objet de

consolider les connaissances linguistiques déjà acquises et de les développer pour amener les étudiants et les étudiantes à communiquer de façon plus précise sur le plan tant du vocabulaire et de la syntaxe que de l'organisation textuelle.

Le second ensemble, qui fait partie de la formation générale propre aux programmes, s'appuie sur les acquis développés dans le premier ensemble en les enrichissant d'éléments de compétence liés aux champs d'études de l'étudiant ou de l'étudiante. On cherche à développer la précision de l'expression dans des situations de communication particulières qui relèvent du champ d'études de l'étudiant ou de l'étudiante.

Physical Education

Physical Education is aimed at promoting the development of the whole person and encouraging students to acquire responsible behaviours with respect to their health and quality of life.

Principles

1) Physical Education introduces students to different ways of being physically active with a view to making them aware that they are responsible for their health. Students learn concepts and acquire knowledge drawn from research, and methodically apply them to physical activities that will lead them to adopt healthy lifestyle practices.

2) Physical Education enables students to improve their efficiency in an activity and, in doing so, serves to increase their motivation and perseverance to remain physically active, and makes them aware of the contributing factors. To this end, students use a learning process designed to enhance their aptitudes (i.e. their skills and attitudes) for a given physical activity.

3) Physical Education helps students take responsibility for their own health through the maintenance and improvement of their physical fitness and through the sensible practice of physical activity. Students learn to combine being physically active in an effective manner with other factors that promote health.

4) Physical Education makes students aware of the importance of sharing the knowledge and behaviours they have acquired. The pleasure and sense of well-being students get out of Physical Education classes motivate them to encourage others to be physically active and to adopt healthy practices.

Expected Outcomes

Students who have achieved the general education objectives in Physical Education will be able to demonstrate:

- their knowledge of:
  - the relationship between physical activity, lifestyle and health based on the findings of scientific research
  - the scientific principles for improving or maintaining physical fitness
  - ways to assess their abilities and needs with respect to activities that can improve their health
  - the rules, techniques and conditions involved in different types of physical activity
  - a method for setting goals
  - the factors that help make physical activity part of their lifestyle

- the skills that will enable them to:
  - choose physical activities on the basis of their motivation, abilities and needs
  - establish relationships between lifestyle and health
  - apply the rules, techniques and conditions involved in different types of physical activity
  - set goals that are realistic, measurable, challenging, and situated within a specific time frame

- improve their mastery of the basic techniques, tactics and strategies associated with sports, outdoor and expression-oriented activities
- use their creative and communication skills, particularly in group activities
- evaluate their skills, attitudes and progress with respect to different forms of physical activity
- maintain or increase their level of physical activity and fitness on their own
- manage a personal physical activity program and assume responsibility in the organization of physical activities

- the attitudes and qualities that will enable them to:
  - understand the importance of taking responsibility for their health
  - be aware of the need to evaluate and respect their abilities and the conditions for carrying out an activity, before undertaking the activity
  - recognize the importance of self-confidence, self-control, respect for others and cooperation, through knowledge they have acquired and through participation in physical activity
  - respect the environment in which the activities are held
  - appreciate the aesthetic and play value of physical activity
  - promote a balanced and active lifestyle as a social value

Sequence of Objectives and Standards

The three sets of objectives and standards in Physical Education are designed in a learning sequence. The first two are prerequisites for the third.

The first set focuses on the relationship between health and physical activity as related to a healthy lifestyle. Students are required to try one or more activities and to relate them to their abilities, needs, motivation, lifestyle and knowledge of health prevention. This enables them to make an appropriate and justified choice of activities.

The second set looks at the improvement of effectiveness through the use of a goal-oriented approach in a sports, outdoor or expression-oriented activity. After making an initial assessment of their abilities and attitudes, students are called upon to evaluate them with respect to a physical activity, to set goals and to interpret their progress.

The third set is aimed at helping students integrate physical activity into their lifestyle, more particularly through more effective management of factors that facilitate such integration. During the hours of instruction, students apply the knowledge they have acquired in the first two sets of objectives. This is done through the safe and effective practice of physical activity and through the development, realization and evaluation of a personal physical activity program, which students follow and validate under their teacher's supervision. The hours allotted for individual work enable students to complete their personal programs.

Complementary General Education

Social Sciences

The two sets of objectives and standards aim to familiarize students with the social sciences and their particular approach to the human condition.

The first set supports learning activities that allow students to look at one or more of the social sciences in relation to major contemporary issues: subjects studied in the social sciences; contribution of the social sciences to an understanding of contemporary issues; issues facing the social sciences in the future.

The second set supports learning activities in the social sciences that allow students to rigorously analyze one of the major problems of our time, using one or more social scientific approaches.

Science and Technology

In Science and Technology, the educational aim is to present science and technology as a specific approach to reality in order to familiarize students with this field of knowledge. This general intention can take several forms, such as helping students gain experience with the scientific method or study the evolution, challenges and consequences of scientific and technological discoveries.

The first set of objectives and standards emphasizes the general nature and scope of science and technology. The second set emphasizes using the scientific method.

Modern Languages

The three sets of objectives and standards in Modern Languages introduce students to the basic language structures and vocabulary of a third language while making them aware of the culture of the people who speak the language.

Because some modern languages use different structures and writing systems, the three sets of objectives and standards have been designed accordingly. The degree of competency acquisition will therefore vary according to how distant the language is from our own language or system of thought. Furthermore, awareness of the culture of the people using a modern language does not figure as an element of competency, since learning a modern language necessarily implies developing such awareness.

Mathematics Literacy and Computer Science

In Mathematics Literacy and Computer Science, the two sets of objectives and standards are based on the aim of developing mathematical and computer culture.

The educational aim of the first set is to lead students to consider the place, role and evolution of this knowledge and these tools in our society and to describe their different uses. It consists of general education about the language of mathematics or computers, and does not include specialized training.

The second set targets the understanding and use of the language of mathematics or computers for everyday purposes. This intention refers mainly to the concepts, tools and general uses of mathematical or computer language in daily life.

Since the objectives and standards for the field of mathematics literacy and computer science are quite general, they can be used to define various learning activities that foster the development of competencies in mathematics or computer science, or in a combination of these two areas.

Art and Aesthetics

The educational aim of Art and Aesthetics is to help students to acquire general cultural knowledge by exploring various forms of art in one or more artistic fields. This basic education is intended to develop an artistic sensibility through exposure to works of art or experimentation in an artistic medium. Furthermore, it aims to teach the basic elements of the language of art and to enable students to make connections between those elements.

Through the first set of objectives and standards, students are introduced to works of art from contemporary culture and from other periods. This allows them to develop an appreciation for the dynamics of the imagination in art and to learn methods of analyzing artistic production.

Through the second set, students engage in creative or interpretive activities in a given artistic medium. As well, students are introduced to artistic works in that medium so that they may learn to recognize its primary forms of expression.

Language of Instruction and Literature	Code: 0004

Objective *Standard*

Statement of the Competency

To analyze and produce various forms of discourse.

Elements of the Competency	**Performance Criteria**
1. To identify the characteristics and functions of the components of discourse.	• Accurate explanation of the denotation of words • Adequate recognition of the appropriate connotation of words • Accurate definition of the characteristics and function of each component
2. To determine the organization of facts and arguments of a given discourse.	• Clear and accurate recognition of the main idea and structure • Clear presentation of the strategies employed to develop an argument or thesis
3. To prepare ideas and strategies for a projected discourse.	• Appropriate identification of topics and ideas • Adequate gathering of pertinent information • Clear formulation of a thesis • Coherent ordering of supporting material
4. To formulate a discourse.	• Appropriate choice of tone and diction • Correct development of sentences • Clear and coherent development of paragraphs • Formulation of a 750-word discourse
5. To edit the discourse.	• Thorough revision of form and content

Learning Activities

Discipline: English
Weighting: 2-2-4 or 1-3-4
Credits: 2 2/3

Language of Instruction and Literature	Code: 0005

Objective   *Standard*

Statement of the Competency

To apply a critical approach to literary genres.

Elements of the Competency	**Performance Criteria**
1. To distinguish genres of literary discourse.	• Clear recognition of the formal characteristics of a literary genre
2. To recognize the use of literary conventions within a specific genre.	• Accurate recognition of the figurative communication of meaning • Adequate explanation of the effects of significant literary and rhetorical devices
3. To situate a discourse within its historical and literary period.	• Appropriate recognition of the relationship of a text to its period
4. To explicate a discourse representative of a literary genre.	• Selective use of appropriate terminology • Effective presentation of a 1000-word integrated response to a text

Learning Activities

Discipline: English
Weighting: 2-2-3
Credits: 2 1/3

Language of Instruction and Literature	Code: 0006

Objective   *Standard*

Statement of the Competency

To apply a critical approach to a literary theme.

Elements of the Competency	Performance Criteria
1. To recognize the treatment of a theme within a literary text.	• Clear recognition of elements within the text which define and reinforce a theme and its development • Adequate demonstration of the effects of significant literary and rhetorical devices
2. To situate a literary text within its cultural context.	• Appropriate recognition of a text as an expression of cultural context • Adequate demonstration of the effects of significant literary and rhetorical devices
3. To detect the value system inherent in a literary text.	• Appropriate identification of expression (explicit/implicit) of a value system in a text
4. To explicate a text from a thematic perspective.	• Selective use of appropriate terminology • Effective presentation of a 1000-word integrated response to a text

Learning Activities

Discipline: English
Weighting: 2-2-3
Credits: 2 1/3

Humanities	Code: 00B2

Objective   *Standard*

Statement of the Competency

To apply a logical analytical process to how
knowledge is organized and used.

Elements of the Competency	Performance Criteria
1. To recognize the basic elements of a field of knowledge.	• Appropriate description of the basic elements • Appropriate use of terminology relevant to fields of knowledge
2. To define the modes of organization and utilization of a field of knowledge.	• Adequate definition of the dimensions, limits and uses of fields of knowledge
3. To situate a field of knowledge within its historical context.	• Accurate identification of the main components in the historical development of fields of knowledge • Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge
4. To organize the main components into coherent patterns.	• Coherent organization of the main components
5. To produce a synthesis of the main components.	• Appropriate analysis of the components • Coherent synthesis of the main components • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge

Learning Activities

Discipline: Humanities
Weighting: 3-1-3
Credits: 2 1/3

Humanities	Code: 000G

Objective   *Standard*

Statement of the Competency

To apply a critical thought process to world-views.

Elements of the Competency	Performance Criteria
1. To describe world-views.	• Accurate description of a society or group with a distinctive world-view • Appropriate use of terminology relevant to these societies or groups
2. To explain the major ideas, values and implications of a world-view.	• Adequate explanation of the salient components of a world-view
3. To organize the ideas, values and experiences of a world-view into coherent patterns.	• Coherent organization of ideas about a world-view • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of world-views
4. To compare world-views.	• Comparative analysis of these world-views • Appropriate inclusion of central elements, relationships and organizational principles of the societies or groups in the analysis

Learning Activities

Discipline: Humanities
Weighting: 3-0-3
Credits: 2

Langue seconde (niveau I)	Code: 0017

Objective   *Standard*

Statement of the Competency

Appliquer les notions de base de la communication en français courant.

Elements of the Competency	Performance Criteria
1. Dégager le sens d'un message oral simple.	• Repérage précis des difficultés de compréhension du message. • Utilisation pertinente des techniques d'écoute choisies. • Distinction précise du sens général et des idées essentielles du message. • Description précise du sens général et des idées essentielles du message.
2. Émettre un message oral simple.	• Repérage précis des difficultés d'expression. • Utilisation pertinente des techniques d'expression orales choisies. • Emploi pertinent du vocabulaire courant. • Expression intelligible du propos.
3. Dégager le sens d'un texte.	• Repérage précis des difficultés de compréhension du texte. • Utilisation pertinente des techniques de lecture choisies. • Distinction claire des principaux éléments du texte. • Description précise du sens général et des idées essentielles d'un texte de 500 mots.
4. Rédiger un texte simple.	• Repérage précis des difficultés d'écriture. • Utilisation pertinente des techniques d'écriture choisies. • Emploi pertinent du vocabulaire courant. • Formulation claire et cohérente d'un texte de 100 mots.

Learning Activities

Discipline: Français, langue seconde
Weighting: 2-1-3
Credits: 2

Langue seconde (niveau II)	Code: 000A

Objective   *Standard*

Statement of the Competency

Communiquer en français avec une certaine aisance.

Elements of the Competency

Performance Criteria

1. Interpréter un texte oral simple de trois minutes en français courant.

- Distinction claire des principaux éléments du texte oral.
- Explication précise du sens des mots dans le texte.
- Repérage précis des idées et des sujets traités dans le texte.

2. Produire un texte oral planifié de cinq minutes en français courant.

- Emploi pertinent du vocabulaire courant.
- Respect du niveau de langue, du code grammatical et des règles de la prononciation.
- Formulation claire et cohérente du propos.

3. Interpréter un texte écrit en français courant.

- Distinction claire des principaux éléments du texte.
- Explication précise du sens des mots dans le texte.
- Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots.

4. Rédiger un texte simple en français courant.

- Respect du code grammatical et orthographique.
- Utilisation judicieuse des principaux éléments du corpus.
- Formulation claire et cohérente des phrases.
- Articulation cohérente des paragraphes.
- Rédaction d'un texte de 200 mots.

Learning Activities

Discipline: Français, langue seconde
Weighting: 2-1-3
Credits: 2

Langue seconde (niveau III)	Code: 000B

Objective *Standard*

Statement of the Competency

Communiquer avec aisance en français.

Elements of the Competency	Performance Criteria
1. Produire un texte oral planifié de cinq minutes de complexité moyenne.	• Emploi pertinent du vocabulaire courant. • Adaptation à l'interlocuteur ou à l'interlocutrice • Respect du niveau de langue, du code grammatical et des règles de la prononciation. • Formulation claire et cohérente du propos. • Agencement pertinent des idées.
2. Commenter un texte écrit de complexité moyenne.	• Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots. • Explication précise du sens des mots dans le texte. • Distinction précise des idées principales et secondaires, des faits et des opinions. • Formulation d'éléments implicites.
3. Rédiger un texte de complexité moyenne.	• Respect du code grammatical et orthographique. • Adaptation au lecteur ou à la lectrice. • Utilisation judicieuse des principaux éléments du corpus. • Formulation claire et cohérente des phrases, dont au moins trois sont complexes. • Articulation cohérente des paragraphes. • Rédaction d'un texte de 350 mots.

Learning Activities

Discipline: Français, langue seconde
Weighting: 2-1-3
Credits: 2

Langue seconde (niveau IV)	Code: 000C

Objective   *Standard*

Statement of the Competency

Traiter d'un sujet culturel et littéraire.

Elements of the Competency	**Performance Criteria**
1. Analyser un texte culturel ou littéraire.	• Formulation personnelle des éléments principaux du texte. • Inventaire des thèmes principaux. • Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique. • Repérage des valeurs véhiculées. • Repérage juste de la structure du texte. • Articulation claire d'un point de vue personnel.
2 Rédiger un texte sur un sujet culturel ou littéraire.	• Respect du sujet. • Respect du code grammatical et orthographique. • Adaptation au lecteur ou à la lectrice. • Utilisation judicieuse des principaux éléments du corpus. • Formulation claire et cohérente d'un texte de 500 mots. • Articulation claire d'un point de vue personnel.

Learning Activities

Discipline:	Français, langue seconde
Weighting:	3-0-3
Credits:	2

Physical Education	Code: 0064

Objective   *Standard*

Statement of the Competency

To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.

Elements of the Competency	**Performance Criteria**
1. To establish a relationship between their lifestyle and their health.	• Appropriate use of documentation • Appropriate connections between their lifestyle and their health
2. To be physically active in a manner that promotes health.	• Observance of the rules involved in physical activities, including safety rules • Respect for their abilities when engaging in physical activities
3. To recognize their needs, abilities and motivational factors with respect to regular physical activity.	• Appropriate use of quantitative and qualitative physical data • Statement of their main physical needs and abilities • Statement of their main motivational factors with respect to regular physical activity
4. To propose physical activities that promote health.	• Appropriate and justified choice of physical activities according to their needs, abilities, and motivational factors

Learning Activities

Discipline: Physical Education
Weighting: 1-1-1
Credits: 1

Physical Education	Code: 0065

Objective   *Standard*

Statement of the Competency

To improve one's effectiveness when practising a physical activity.

Element of the Competency	**Performance Criteria**
1. To use a process designed to improve their effectiveness during a physical activity.	• Initial assessment of their skills and attitudes in relation to a physical activity • Statement of their expectations and needs with respect to their ability to carry out the activity • Appropriate formulation of personal objectives • Statement of the means selected to achieve their objectives • Observance of the rules involved in the physical activity, including safety rules • Periodic evaluation of their skills and attitudes in relation to the activity • Meaningful interpretation of the progress achieved and the difficulties experienced during the activity • Appropriate, periodic adjustments of their objectives or the means used to achieve them • Appreciable improvement of the motor skills required by the activity

Learning Activities

Discipline: Physical Education
Weighting: 0-2-1
Credits: 1

Physical Education	Code: 0066

Objective   *Standard*

Statement of the Competency

To demonstrate one's responsibility for being physically active in a manner which promotes health.

Elements of the Competency	**Performance Criteria**
1. To make physical activity part of a healthy lifestyle.	• Practice of a physical activity while maintaining a balance between effectiveness and the factors promoting health
2. To manage a personal physical activity program.	• Statement of their priorities according to their needs, skills, and motivational factors in relation to regular physical activity • Proper formulation of the objectives for their personal programs • Appropriate choice of activity or activities for their personal programs • Appropriate planning of the conditions in which the activity or activities in their personal programs are carried out • Appropriate choice of criteria for measuring the attainment of their personal programs • Periodic assessment of the time invested and the activities carried out during the program • Meaningful interpretation of the progress achieved and difficulties experienced during the activities • Appropriate, periodic adjustment of their objectives or the means used to attain them

Learning Activities

Discipline: Physical Education
Weighting: 1-1-1
Credits: 1

Language of Instruction and Literature   Code: 000L

Objective   *Standard*

Statement of the Competency

To communicate in the forms of discourse
appropriate to one or more fields of study.

Elements of the Competency	Performance Criteria
1. To identify the forms of discourse appropriate to given fields of study.	• Accurate recognition of specialized vocabulary and conventions • Accurate recognition of the characteristics of the form of discourse
2. To recognize the discursive frameworks appropriate to given fields of study.	• Clear and accurate recognition of the main ideas and structure • Appropriate distinction between fact and argument
3. To formulate a discourse.	• Appropriate choice of tone and diction • Correctly developed sentences • Clearly and coherently developed paragraphs • Appropriate use of program-related communication strategies • Formulation of a 1000-word discourse • Thorough revision of form and content

Learning Activities

Discipline: English
Hours of instruction: 60
Credits: 2

Humanities	Code: 000U

Objective   *Standard*

Statement of the Competency

To apply a critical thought process to ethical issues relevant to the field of study.

Elements of the Competency	**Performance Criteria**
1. To situate significant ethical issues in appropriate world-views and fields of knowledge.	• Accurate recognition of the basic elements of ethical issues • Appropriate use of relevant terminology • Adequate identification of the main linkages with world-views and fields of knowledge
2. To explain the major ideas, values, and social implications of ethical issues.	• Adequate description of the salient components of the issues
3. To organize the ethical questions and their implications into coherent patterns.	• Coherent organization of the ethical questions and their implications • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues
4. To debate the ethical issues.	• Adequate development of substantiated argumentation including context and diverse points of view • Clear articulation of an individual point of view

Learning Activities

Discipline: Humanities
Hours of instruction: 45
Credits: 2

Langue seconde (niveau I)	Code: 0018

Objective   *Standard*

Statement of the Competency

Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.

Elements of the Competency	**Performance Criteria**
1. Dégager le sens d'un message oral simple lié à un champ d'études.	- Repérage précis des difficultés de compréhension du message. - Distinction juste des caractéristiques du message. - Repérage juste du vocabulaire spécialisé. - Utilisation pertinente des techniques d'écoute choisies. - Distinction claire des principaux éléments du message. - Description précise du sens général et des idées essentielles du message.
2. Dégager le sens et les caractéristiques d'un texte lié à un champ d'études.	- Repérage précis des difficultés de compréhension du texte. - Distinction juste des caractéristiques du texte. - Repérage précis du vocabulaire spécialisé. - Utilisation pertinente des techniques de lectures choisies. - Distinction claire des principaux éléments du texte. - Description précise du sens général et des idées essentielles du texte.
3. Émettre un message oral simple lié à un champ d'études.	- Repérage précis des difficultés d'expression orale. - Utilisation pertinente des techniques d'expression orale choisies. - Utilisation pertinente du vocabulaire courant et spécialisé. - Expression intelligible du propos.

Langue seconde (niveau I)   Code: 0018

4. Rédiger un court texte lié à un champ d'études.	• Repérage précis des difficultés d'écrire.
	• Utilisation pertinente des techniques d'écriture choisies.
	• Utilisation pertinente du vocabulaire courant et spécialisé.
	• Formulation claire et cohérente du texte.

Learning Activities

Discipline: Français, langue seconde
Hours of instruction: 45
Credits: 2

Langue seconde (niveau II)	Code: 000Q

Objective   *Standard*

Statement of the Competency

Communiquer en français dans un champ d'études
particulier.

Elements of the Competency	**Performance Criteria**
1. Distinguer les types de textes propres au champ d'études.	• Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées.
2. Interpréter des textes représentatifs du champ d'études.	• Distinction claire des principaux éléments du texte. • Interprétation claire du vocabulaire spécialisé. • Repérage précis des idées et des sujets traités. • Utilisation pertinente des techniques de lecture et d'écoute.
3. Utiliser des techniques de production de textes appropriées au champ d'études.	• Emploi pertinent du vocabulaire spécialisé et des conventions. • Respect du niveau de langue et du code grammatical. • Formulation claire et cohérente du propos. • Utilisation pertinente des techniques d'expression.

Learning Activities

Discipline: Français, langue seconde
Hours of instruction: 45
Credits: 2

Langue seconde (niveau III)	Code: 000R

Objective   *Standard*

Statement of the Competency

Communiquer avec aisance en français dans un champ d'études particulier.

Elements of the Competency	**Performance Criteria**
1. Commenter des textes propres au champ d'études.	• Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées. • Explication précise du sens des mots dans le texte. • Repérage précis de la structure du texte. • Reformulation juste des idées principales et secondaires, des faits et des opinions. • Emploi juste du vocabulaire spécialisé.
2. Produire un texte sur un sujet lié au champ d'études.	• Respect du sujet. • Emploi pertinent du vocabulaire spécialisé et des conventions. • Respect du niveau de langue et du code grammatical. • Formulation claire et cohérente du propos. • Agencement pertinent des idées. • Adéquation entre forme et fond.

Learning Activities

Discipline: Français, langue seconde
Hours of instruction: 45
Credits: 2

Langue seconde (niveau IV)	**Code: 000S**

Objective   *Standard*

Statement of the Competency

Disserter en français sur un sujet lié au champ d'études.

Elements of the Competency	**Performance Criteria**
1. Analyser un texte lié au champ d'études.	• Distinction précise des caractéristiques formelles des types particuliers de textes. • Formulation personnelle des éléments principaux. • Inventaire des thèmes principaux. • Repérage juste de la structure du texte. • Relevé d'indices qui permettent de situer le texte dans son contexte. • Articulation claire d'un point de vue personnel, s'il y a lieu. • Association juste des éléments du texte au sujet traité.
2. Rédiger un texte sur un sujet lié au champ d'études.	• Respect du sujet. • Emploi pertinent du vocabulaire spécialisé et des conventions. • Choix judicieux des principaux éléments du corpus en fonction du type de texte. • Formulation claire et cohérente du texte. • Respect du code grammatical et orthographique. • Articulation claire d'un point de vue personnel, s'il y a lieu.

Learning Activities

Discipline: Français, langue seconde
Hours of instruction: 45
Credits: 2

Social Sciences	Code: 000V

Objective

Standard

Statement of the Competency

To estimate the contribution of the social sciences to an understanding of contemporary issues.

Achievement Context

- Working alone
- In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues
- Using documents and data from the social sciences

Elements of the Competency

1. Recognize the focus of one or more of the social sciences and their main approaches.

2. Identify some of the issues currently under study in the social sciences.

3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.

Performance Criteria

- Formulation of the focus specific to one or more of the social sciences
- Description of the main approaches used in the social sciences

- Association of these issues with the pertinent areas of research in the social sciences

- Presentation of contemporary issues by emphasizing the interpretation of the social sciences
- Illustration of the interaction between certain social changes and the contribution of the social sciences

Learning Activities

Hours of instruction: 45
Credits: 2

Social Sciences	Code: 000W

Objective

Standard

Statement of the Competency

To analyze one of the major problems of our time using one or more social scientific approaches.

Achievement Context

- Working alone
- In an essay of approximately 750 words on a topic related to human existence
- Using reference materials from one or more disciplines in the social sciences

Elements of the Competency

Performance Criteria

1. Formulate a problem using one or more social scientific approaches.

- Presentation of the background to the problem
- Use of appropriate concepts and language
- Brief description of individual, collective, spatiotemporal and cultural aspects of the problem

2. Deal with an issue using one or more social scientific approaches.

- Clear formulation of an issue
- Selection of pertinent reference materials
- Brief description of historical, experimental and survey methods

3. Draw conclusions.

- Appropriate use of the selected method
- Determination of appropriate evaluation criteria
- Identification of strengths and weaknesses of the conclusions
- Broadening of issue studied

Learning Activities

Hours of instruction: 45
Credits: 2

Science and Technology	Code: 000X

Objective

Standard

Statement of the Competency

Achievement Context

To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.

- Working alone
- Given a written commentary on a scientific discovery or technological development
- In an essay of approximately 750 words

Elements of the Competency

Performance Criteria

1. Describe scientific thinking and the standard method.

- Brief description of the essential characteristics of scientific thinking, including quantification and demonstration
- Organized list and brief description of the essential characteristics of the main steps in the standard scientific method

2. Demonstrate how science and technology are complementary.

- Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions

3. Explain the context and the stages related to several scientific and technological discoveries.

- Pertinent and coherent explanation of the relationship between the determining contexts of several scientific and technological discoveries
- List of the main stages of scientific and technological discoveries

4. Deduce different consequences and questions resulting from certain recent scientific and technological innovations.

- Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries
- Formulation of relevant questions and credibility of responses to the questions formulated

Learning Activities

Hours of instruction: 45
Credits: 2

Science and Technology	Code: 000Y

Objective

Standard

Statement of the Competency

To resolve a simple problem by applying the basic scientific method.

Achievement Context

- Working alone or in groups
- Given a simple scientific and technological problem that can be resolved by applying the standard scientific method
- Using common scientific instruments and reference materials (written or other)

Elements of the Competency

1. Describe the main steps of the standard scientific method.

2. Formulate a hypothesis designed to solve a simple scientific and technological problem.

3. Verify a hypothesis by applying the fundamental principles of the basic experimental method.

Performance Criteria

- Organized list and brief description of the characteristics of the steps of the standard scientific method

- Clear, precise description of the problem
- Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.)

- Pertinence, reliability and validity of the experimental method used
- Observance of established experimental method
- Appropriate choice and use of instruments
- Clear, satisfactory presentation of results
- Validity of the connections established between the hypothesis, the verification and the conclusion

Learning Activities

Hours of instruction: 45
Credits: 2

Modern Languages	Code: 000Z

Objective

Standard

Statement of the Competency

To communicate with limited skill[2] in a modern language.

Achievement Context

- For modern Latin-alphabet languages:
  – during a conversation consisting of at least eight sentences of dialogue
  – in a written text consisting of at least eight sentences

Or

- For non–Latin-alphabet languages:
  – during a conversation consisting of at least six sentences of dialogue
  – in a written text consisting of at least six sentences
- Based on learning situations on familiar themes
- Using reference materials

Elements of the Competency

Performance Criteria

Learning a modern language requires becoming aware of the culture of the people who use the language.

1. Understand the meaning of a verbal message.

- Accurate identification of words and idiomatic expressions
- Clear recognition of the general meaning of simple messages
- Logical connections between the various elements of the message

2. Understand the meaning of a written message.

- Accurate identification of words and idiomatic expressions
- Clear recognition of the general meaning of simple messages
- Logical connections between the various elements of the message

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2 This refers to the limited use of the structures, grammar and vocabulary of the language studied. This limitation varies depending on the complexity of the modern language.

Modern Languages	Code: 000Z

3. Express a simple message verbally.
- Appropriate use of language structures in main and subordinate clauses
- Appropriate application of grammar rules
- Use of verbs in the present indicative
- Appropriate use of basic vocabulary and idiomatic expressions
- Comprehensible pronunciation
- Coherent sequence of simple sentences
- Spontaneous, coherent sequence of sentences in a dialogue

4. Write a text on a given subject.
- Appropriate use of language structures in main and subordinate clauses
- Appropriate application of basic grammar rules
- Use of verbs in the present indicative
- Appropriate use of basic vocabulary and idiomatic expressions
- Coherent sequence of simple sentences
- Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Hours of instruction: 45
Credits: 2

Modern Languages	Code: 0010

Objective

Standard

Statement of the Competency

Achievement Context

To communicate on familiar topics in a modern language.

- During a conversation consisting of at least 15 sentences of dialogue
- In a written text consisting of at least 20 sentences for Latin-alphabet languages
- In a written text consisting of at least 10 sentences for non–Latin alphabet languages
- Based on:
  - situations in everyday life
  - simple topics from everyday life
- Using reference materials

Elements of the Competency

Performance Criteria

Learning a modern language requires becoming aware of the culture of the people who use the language.

1. Understand the meaning of a verbal message.

- Accurate identification of words and idiomatic expressions
- Clear recognition of the general meaning and essential ideas of messages of average complexity
- Logical connection between the various elements of the message

2. Understand the meaning of a written message.

- Accurate identification of words and idiomatic expressions
- Clear recognition of the general meaning and essential ideas of messages of average complexity
- Logical connection between the various elements of the message

3. Express a simple message verbally, using sentences of average complexity.

- Appropriate use of language structures in main or subordinate clauses
- Appropriate application of grammar rules
- Use of verbs in the present indicative
- Appropriate use of enriched basic vocabulary and idiomatic expressions
- Comprehensible pronunciation
- Coherent sequence of sentences of average complexity
- Coherent dialogue of average complexity

Modern Languages	Code: 0010

4. Write a text on a given subject, using sentences of average complexity.	• Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present and past indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions. • Coherent sequence of sentences of average complexity • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Hours of instruction**:**   45
Credits: 2

Modern Languages	Code: 0067

Objective

Standard

Statement of the Competency

Achievement Context

To communicate with relative ease in a modern language.

- Working alone
- During a conversation consisting of at least 20 sentences of dialogue
- In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages)
- Given documents of a sociocultural nature
- Using reference materials for the written text

Elements of the Competency

Performance Criteria

Learning a modern language requires being aware of the culture of the people who use the language.

1. Understand the meaning of a verbal message in everyday language.

- Accurate explanation of the general meaning and essential ideas of the message
- Clear identification of structural elements of the language

2. Understand the meaning of a text of average complexity.

- Accurate explanation of the general meaning and essential ideas of the text
- Clear identification of structural elements of the language

3. Have a conversation about a subject.

- Appropriate use of the structural elements of the language according to the message to be expressed
- Appropriate use of everyday vocabulary
- Accurate pronunciation and intonation
- Normal flow in a conversation in everyday language
- Coherence of the message expressed
- Pertinent responses to questions

4. Write a text of average complexity.

- Appropriate use of the structural elements of the language according to the text to be written
- Accurate vocabulary
- Coherence of the text as a whole
- Observance of presentation and writing rules

Learning Activities

Hours of instruction: 45
Credits: 2

Mathematics Literacy and Computer Science	Code: 0011

Objective   *Standard*

Statement of the Competency

To recognize the role of mathematics or informatics in contemporary society.

Achievement Context

- Working alone
- In an essay of approximately 750 words
- Using several concrete examples selected by the student demonstrating the competency

Elements of the Competency

1. Demonstrate the acquisition of basic general knowledge in mathematics or informatics.

2. Describe the evolution of mathematics or informatics.

3. Recognize the contribution of mathematics or informatics to the development of other areas of knowledge.

4. Illustrate the diversity of mathematical or informatics applications.

5. Evaluate the impact of mathematics or informatics on individuals and organizations.

Performance Criteria

- Identification of basic notions and concepts
- Identification of main branches of mathematics or informatics
- Appropriate use of terminology

- Descriptive summary of several major phases

- Demonstration of the existence of important contributions, using concrete examples

- Presentation of a range of applications in various areas of human activity, using concrete examples

- Identification of several major influences
- Explanation of the way in which mathematics or informatics have changed certain human and organizational realities
- Recognition of the advantages and disadvantages of these influences

Learning Activities

Hours of instruction: 45
Credits: 2

Mathematics Literacy and Computer Science	Code: 0012

Objective

Standard

Statement of the Competency

To use various mathematical or computer concepts, procedures and tools for common tasks.

Achievement Context

- Working alone
- While carrying out a task or solving a problem based on everyday needs
- Using familiar tools and reference materials

Elements of the Competency

Performance Criteria

1. Demonstrate the acquisition of basic functional knowledge in mathematics or informatics.

- Brief definition of concepts
- Correct execution of basic operations
- Appropriate use of terminology

2. Select mathematical or computer tools and procedures on the basis of specific needs.

- List of numerous possibilities available with mathematical and computer tools and procedures
- Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures
- Appropriate choice according to needs

3. Use mathematical or computer tools and procedures to carry out tasks and solve problems.

- Planned, methodical process
- Correct use of tools and procedures
- Satisfactory results, given the context
- Appropriate use of terminology specific to a tool or procedure

4. Interpret the quantitative data or results obtained using mathematical or computer tools and procedures.

- Accurate interpretation, given the context
- Clear, precise formulation of the interpretation

Learning Activities

Hours of instruction: 45
Credits: 2

Art and Aesthetics	Code: 0013

Objective

Standard

Statement of the Competency

To consider various forms of art produced by aesthetic practices.

Achievement Context

- Working alone
- Given a specified work of art
- In a written commentary of approximately 750 words

Elements of the Competency

Performance Criteria

1. Develop an appreciation for the dynamics of the imagination in art.

- Precise explanation of a creative process connected to the construction of an imaginary universe

2. Describe art movements.

- Descriptive list of the main characteristics of three art movements from different periods, including a modern movement

3. Give a commentary on a work of art.

- Coherent organization of observations, including identification of four basic elements of form and structure related to the language used as well as a justified description of the meaning of the work of art

Learning Activities

Hours of instruction: 45
Credits: 2

Art and Aesthetics	Code: 0014

Objective

Standard

Statement of the Competency

To produce a work of art.

Achievement Context

- Working alone
- During a practical exercise
- In the context of a creation or an interpretation
- Using the basic elements of the language and techniques specific to the medium selected

Elements of the Competency

1. Recognize the primary forms of expression of an artistic medium.

2. Use the medium.

Performance Criteria

- Identification of specific features: originality, essential qualities, means of communication, styles, genres

- Personal, coherent use of elements of language
- Satisfactory application of artistic techniques
- Observance of the requirements of the method of production

Learning Activities

Hours of instruction: 45
Credits: 2
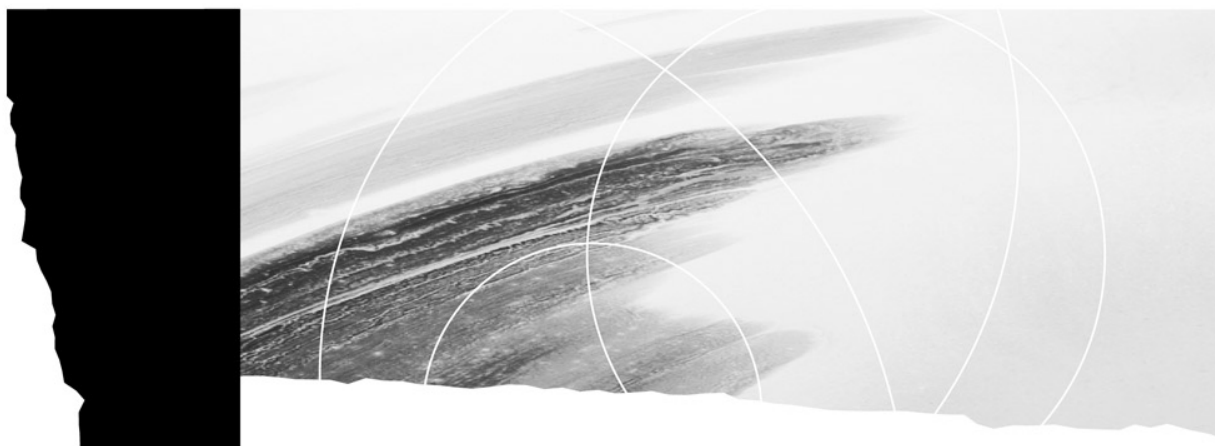
Part II

Goals of the Program-Specific Component

The *Nursing* program prepares students to practise the nursing profession. To practise as Registered Nurses, program graduates must also pass the professional examination set by the Ordre des infirmières et infirmiers du Québec (OIIQ).

Section 36 of the *Nurses Act* defines the practice of nursing as follows:

> The practice of nursing consists in assessing a client's state of health, determining and carrying out of the nursing care and treatment plan, providing nursing and medical care and treatment in order to maintain or restore health and prevent illness, and providing palliative care.[3]

As stipulated in section 36, the following 14 activities are reserved to nurses:

- assessing the physical and mental condition of a symptomatic person
- providing clinical monitoring of the condition of persons whose state of health is problematic, including monitoring and adjusting the therapeutic nursing plan
- initiating diagnostic and therapeutic measures, according to a prescription
- initiating diagnostic measures for the purposes of a screening operation under the *Public Health Act* (2001, c. 60)
- performing invasive examinations and diagnostic tests, according to a prescription
- providing and adjusting medical treatment, according to a prescription
- determining the treatment plan for wounds and alterations of the skin and teguments and providing the required care and treatment
- applying invasive techniques
- participating in pregnancy care, deliveries and postpartum care
- providing nursing follow-up for persons with complex health problems
- administering and adjusting prescribed medications or other prescribed substances
- performing vaccinations as part of a vaccination operation under the *Public Health Act*
- mixing substances to complete the preparation of a medication, according to a prescription
- making decisions as to the use of restraint measures

Moreover, according to section 39.4 of the *Professional Code,*[4] registered nurses may disseminate information, promote health and prevent illness, accidents and social problems among individuals and within families and communities to the extent that such activities are related to their professional activities.

The profession portrayed in this program is based on the *Nursing Act* and incorporates the latest realities with respect to both health and nursing care. It also incorporates the primary health care philosophy advocated by the World Health Organization.[5] Finally, the program draws upon the integral concepts (client, health, environment, nursing), beliefs and assumptions held by the OIIQ as the foundation of nursing practice.

When they enter the work force, nurses trained at the college level will provide professional services to clients and their significant others in the various public and private facilities of the health care system (hospital centres, rehabilitation centres, residential and extended care centres and private establishments under agreement). Within acute and long-term care settings, they will be able to care for clients requiring perinatal care, for children and adolescents, for adults and the elderly.

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3. *Nurses Act* (R.S.Q., c. I-8, s. 36)
4. *Professional Code* (R.S.Q., c. C-26, s. 39.4)
5. World Health Organization, *Health for All by the Year 2000*, (Geneva, 1978)

The goals of the program-specific component of the *Nursing* program are based on the general goals of vocational and technical training. These goals are:

- 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 necessary 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 the context surrounding the occupation they have chosen
  - 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 the desire 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

The college-level *Nursing* program represents the first level of training for nurses. Certain activities, such as critical care intervention, the teaching of nursing, administration and research, require a more advanced level of knowledge and clinical skills which must be acquired through university studies. Graduates who wish to perform more specialized roles must pursue their studies at the university level.

Educational Aims of the Program-Specific Component

Educational aims are based on important values and concerns and serve as guidelines for interactions with students. As a general rule, educational aims focus on important aspects of the students' professional and personal development, such as attitudes, work habits and intellectual skills, which have not been explicitly formulated in the program's goals, objectives and standards.

The following is a description of the aims of the program-specific component of the *Nursing* program:

- acquire an integrated perception of the client and of client care
- develop an individualized clinical approach that respects the client
- develop a reflective mind
- develop clinical judgment
- develop the ability to communicate and interact with clients, work teams and other health professionals
- develop the ability to adapt to clients and to different realities, situations and work environments
- develop a professional identity and behaviour
- develop a concern for perfecting and maintaining his/her professional competencies

Grid of Competencies

The grid of competencies provides an overview of a technical program. It brings together all of the components of a program and shows the relationship among the competencies.

The grid of competencies includes:

- the general competencies of the program-specific component, which deal with work-related activities common to various tasks or situations

- the specific competencies, which deal with tasks directly related to the practice of the trade or occupation

The grid of competencies shows the relationship between the general competencies 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 order in which the competencies are presented reflects the program's design; it does not dictate the course sequence. The grid of competencies is provided for information purposes only.

GRID OF COMPETENCIES

GENERAL COMPETENCIES

Nursing — SPECIFIC COMPETENCIES	Competency Number	To analyze the work function	To develop an integrated perception of the human body and its functions	To deal with a client's reactions and behaviours	To refer to a conceptual nursing framework to define one's professional practice	To use assessment and nursing care procedures	To establish a helping communication with the client and his/her significant others	To deal with social and cultural realities related to health matters	To link immunological disorders and infections to physiological and metabolic mechanisms	To interpret a clinical situation by referring to health problems and other problems related to the field of nursing	To establish links between pharmacotherapy and a clinical situation	To teach the client and his/her significant others	To adapt to various work situations	To establish a cooperative relationship with members of the interdisciplinary team	To use the ethics and values of the profession to understand one's own role	To apply emergency measures
Competency Number		1	2	3	4	5	6	7	8	9	10	11	13	14	16	17
To interpret a clinical situation by referring to health problems and other problems related to the field of nursing	12	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
To intervene with hospitalized adults and elderly clients requiring medical/surgical nursing	15	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
To intervene with clients requiring nursing care in a perinatal setting	18	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
To intervene with children and adolescents requiring nursing care	19	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
To intervene with clients receiving medical/surgical nursing care in an ambulatory service	20	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
To intervene with clients requiring mental health nursing care	21	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
To intervene with adults and elderly clients experiencing loss of autonomy who require institutional nursing	22	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O

Harmonization

The Ministère de l'Éducation 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, recognize prior learning and facilitate 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 *Nursing* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results are presented in the document entitled *Tableaux d'harmonisation, Soins infirmiers.*

Code: 01Q0

Objective

Standard

Statement of the Competency	**Achievement Context**
To analyze the work function.	• Referring to the current organization of the health and social services system • Based on laws, regulations, standards and codes currently in effect • Based on information on public or private health institutions • Using recent data on the profession

Elements of the Competency	**Performance Criteria**
1. To characterize a nurse's function and working conditions.	• Relevance of information gathered • Precise definition of the work function and working conditions • Accurate identification of work environments and role of the various parties involved • Accurate identification of entrepreneurial opportunities in the health care sector • Identification of possible career paths
2. To explore the tasks pertaining to the work function.	• Appropriate exploration of tasks as well as the conditions for performance, and related requirements • Establishment of links between the work process and duties • Consideration of the main organizational frameworks
3. To examine the abilities and behaviours required to perform the work function.	• Relevance of the links established between abilities and behaviours and the various tasks involved in the work function • Identification of the abilities and behaviours specific to nursing in some clinical settings
4. To study the legislation applicable to professional practice.	• Identification of the role, powers and responsibilities of the various organizations connected with the profession • Careful study of the legal framework surrounding the practice of the profession • Identification of the limits applicable to the practice of the profession

	Code:	01Q1

Objective

Standard

Statement of the Competency

To develop an integrated perception of the human body and its functions.

Achievement Context

- In order to:
  - – assess the health condition of a client
  - – understand health problems
- Based on clinical, medical and scientific information
- Using reference materials
- Using health sciences terminology

Elements of the Competency

1. To discern the anatomy of the human body.

2. To recognize the human body as a group of systems.

3. To establish links between nutrition and the body's functioning.

4. To consider the human body as an entity seeking equilibrium.

Performance Criteria

- Accurate recognition of anatomical regions and structures of the human body
- Precise identification of the body's structural organization
- Accurate depiction

- Exact designation of the function of organs making up each system
- Identification of the physiological characteristics of the systems
- Demonstration of functional links between systems

- Identification of the chemical compounds and reactions essential to the functioning of the body
- Identification of the principle nutrients, their functional contribution and food origins
- Identification of factors that could influence the body's nutritional needs

- Precise definition of the mechanisms contributing to homeostasis
- Identification of conditions promoting homeostasis
- Identification of factors that disrupt homeostasis

5. To understand the incidence of a biological imbalance on body functioning.

- Consideration of the factors leading to imbalance
- Accurate identification of the physiological processes and systemic reactions
- Establishment of relevant links between the imbalance and physiological or metabolic signs
- Consideration of the evolving nature of the imbalance

	Code:	01Q2

Objective

Standard

Statement of the Competency

To deal with a client's reactions and behaviours.

Achievement Context

- Within the legal framework of professional practice
- With clients of all ages
- In a variety of professional situations
- In collaboration with professional resources
- Using reference materials
- In accordance with the code of ethics

Elements of the Competency

Performance Criteria

1. To establish initial contact with the client.

- Demonstration of openness and availability
- Use of an individualized and contextualized approach
- Effectiveness of communication
- Use of appropriate language

2. To describe the client's reactions and behaviours.

- Demonstration of vigilance, attentiveness and perceptiveness
- Consideration of the client's stage of development
- Consideration of environmental factors that might affect the client
- Observation of verbal and body clues to discern the client's reactions and behaviours
- Clear, concise description
- Use of appropriate terminology

3. To interpret the client's reactions and behaviours.

- Consideration of the situation
- Establishment of relevant links between the observed reactions and behaviours and normal development
- Correct identification of the client's adaptation mechanisms
- Identification of the client's main defensive mechanisms
- Identification of signs indicating possible perturbations

4. To appraise the potential danger of a situation.

- Demonstration of vigilance
- Precise observation of significant changes in attitudes and behaviours
- Identification of forwarding behaviours that could lead to self-addressed violence
- Rapid identification of forwarding signs of aggression toward others

5. To react to risk situations.

- Rigorous application of protocol specific to the case
- Application of measures to protect the client and his/her entourage
- Application of behaviours to ensure one's own safety
- Promptness in reporting a situation and consulting resource clients

6. To perform self-assessment.

- Critical assessment of personal reactions and behaviours
- Estimation of one's own abilities to appropriately interpret a client's reactions and behaviours
- Realistic assessment of one's own intervention

Code: 01Q3

Objective

Standard

Statement of the Competency

To refer to a conceptual nursing framework to define one's professional practice

Achievement Context

- Based on professional practice policies and rules established by the OIIQ
- Based on a conceptual model of nursing
- Using:
  – work tools
  – reference materials
- Using terminology specific to nursing and health sciences

Elements of the Competency

Performance Criteria

1. To base one's own action on the foundations of professional practice.

- Recognition of the client's uniqueness and multidimensional character
- Reference to a current concept of health
- Consideration of environmental factors that may affect health needs and experiences
- Use of an individualized approach
- Consideration of primary health care approach
- Willingness to incorporate core concepts of nursing

2. To base nursing care activities on a conceptual model.

- Establishment of relevant links between the foundations of professional practice and the conceptual model
- Careful transposition of the premises and values of the model into action
- Assimilation of attitudes and behaviours in accordance with the conceptual model
- Correct use of work tools designed for the model

3. To apply the nursing process.

- Judicious application of steps in the process and determination or adjustment of the therapeutic nursing plan, if applicable
- Appropriate recourse to data sources
- Appropriate analysis and interpretation of data
- Satisfactory formulation of problem, expected outcomes and actions to be undertaken
- Constructive evaluation of actions, methods and outcomes

Code: 01Q4

Objective   *Standard*

Statement of the Competency   **Achievement Context**

To use assessment and nursing care procedures.

- Within the legal framework of professional practice
- With clients of all ages
- According to a therapeutic nursing plan and a nursing care and treatment plan
- In collaboration with health professionals
- Based on:
  - clinical data
  - individual or collective prescriptions
  - clinical supervision tools
  - directives and forms
- Using:
  - instruments, nursing care tools and assessment tests
  - reference materials
- Observance of rules governing hygiene, asepsis, health and occupational safety

Elements of the Competency   **Performance Criteria**

1. To carry out the preliminary steps to the implementation of the procedure.

- Consideration of the client's physical and psychological condition
- Identification of possible contraindications
- Appropriate preparation of the client: comfort and safety
- Thorough preparation of equipment
- Information and directives suited to the client and the situation

2. To proceed with a clinical examination of the client.

- Thorough assessment of objective and subjective clinical signs
- Strict observance of auscultation, palpation, inspection and percussion methods
- Detection of significant clinical features
- Establishment of relevant links between the data collected
- Consideration of the client's reactions and condition

3. To monitor a client's physical condition.	• Consideration of factors that may alter the assessment results • Efficient, safe use of tools or assessment tests • Observance of principles and steps involved • Accurate measurement and observation of parameters • Relevant interpretation of results • Verification of data obtained through monitoring • Rapid communication of any change or abnormal results • Appropriate reaction to the situation
4. To assess a client's cognitive and affective functions.	• Consideration of factors likely to affect the client • Efficient, safe use of tools or assessment tests • Accurate appraisal of orientation, memory, concentration and computation, judgment and thought processes • Accurate appraisal of the client's behaviours, reactions and emotional state • Appropriate reaction to the situation
5. To assess a client's ability to function autonomously.	• Consideration of the client's health status, lifestyle and resources • Accurate appraisal of the client's ability to carry out domestic and daily activities • Accurate appraisal of risks associated with the client's behaviour or environment • Perspicacity and discernment of the client's need for assistance
6. To carry out nursing/medical care and treatment.	• Thorough verification of the prescription, therapeutic nursing plan and nursing care and treatment plan, depending on the case • Strict observance of principles and steps involved in performing care • Dexterity and safety in carrying out the procedure • Judicious application of assistance and support measures for daily activities • Safe handling and disposal of equipment and biomedical waste • Judicious use of complementary nursing care tools authorized by the professional order

7. To administer medication by various routes.	• Consideration of medical prescription • Judicious choice of equipment based on the administration route and the client's physical characteristics • Observance of the principles and roles governing preparation, verification and administration of medication • Dexterity and safety in carrying out the procedure • Safe handling of equipment and biomedical waste
8. To chart data.	• Observance of principles and rules governing charting[6] • Precision of data entered • Recording of all relevant data • Use of appropriate terminology

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6. This includes the application of the standard for documenting therapeutic nursing plans.

Code: 01Q5

Objective

Standard

Statement of the Competency

To establish a helping communication with the client and his/her significant others.

Achievement Context

- Within the legal framework of professional practice
- In a variety of professional situations
- Based on:
  - clinical data
  - a client's health record, a therapeutic nursing plan, a nursing care and treatment plan or an interdisciplinary intervention plan
- Using:
  - data collection tools and assessment grids
  - reference materials
- In accordance with the code of ethics

Elements of the Competency

1. To enter into relation with the client and his/her significant others.

Performance Criteria

- Consideration of the client's physical, psychological and sociocultural characteristics
- Demonstration of receptiveness and sharing
- Attentive and respectful listening
- Appropriate use of verbal communication techniques
- Prudent use of nonverbal communication

2. To create an alliance with the client and his/her significant others.

- Clarification of the needs, expectations and values of the clients concerned
- Accuracy and clarity of information given to clients regarding their rights and responsibilities
- Respect for values, needs, expectations and self-determination capacity
- Expression of a willingness to become involved and secure others' commitment to care planning
- Establishment of a clear understanding with the client and his/her entourage
- Relevance of support offered to the client and his/her entourage

Code: 01Q5

3. To conduct an interview.	• Appropriate planning of the interview • Clear agreement with the client as to the purpose and course of the interview • Relevance of remarks according to type of interview • Effectiveness of communication at each stage of the interview • Appropriate evaluation, with the client, of extent of goal achievement
4. To interact within a helping relationship.	• Appraisal of the client's emotional status and need for help • Demonstration of a willingness to call forth and welcome the client's account of his/her life experiences • Establishment of specific and realistic joint objectives • Relevance of attitudes and behaviours • Judicious use of verbal and nonverbal communication techniques • Consideration of the effects of one's own needs and emotions • Appropriate approach according to the phase of the helping relationship

5. To support a client through a decision-making process concerning his/her health.	• Respect for the client's values, needs, expectations and self-determination capacity
	• Customized support when:
	  – clarifying the problem
	  – exploring possible avenues
	  – making a choice
	• Respect for the client's decision

6. To support a client experiencing bereavement or loss, as well as his/her entourage.	• Consideration of the client's specific needs • Relevance of information given about the grieving or loss process and its consequent reactions • Interventions suited to the behaviours and reactions of those concerned • Demonstration of helping attitudes
7. To evaluate established relationships.	• Relevant analysis of one's own reactions • Critical examination of one's own attitudes and behaviours • Consideration of the limits of personal and professional involvement • Realistic appraisal of one's own strengths and weaknesses • Identification of concrete ways to improve the quality of one's own interpersonal relationships

Code: 01Q6

Objective

Standard

Statement of the Competency

To deal with social and cultural realities related to health matters.

Achievement Context

- Within the legal framework of professional practice
- Referring to health legislation, policies and social and economic measures concerning health issues
- In a variety of professional situations
- In collaboration with professionals
- Based on personal reflections and discussions held with colleagues
- Using reference materials
- In accordance with:
  - the code of ethics
  - the client's rights

Elements of the Competency

1. To consider the social context surrounding one's own professional practice.

2. To take the client's family context into consideration.

Performance Criteria

- Consideration of the social dimensions of health and illness
- Consideration of the nature and organization of health services available to the public
- Identification of the demographic characteristics for a given population
- Identification of social inequities with regard to health matters
- Awareness of the incidence of social changes on one's own professional practice

- Consideration of the client's family values
- Consideration of the type of family in which the client lives
- Consideration of the family relationships
- Consideration of the client's role in the family and his/her perception of it
- Vigilance concerning risks or signs of violence, negligence or mistreatment
- Search for possible links between the client's health status and the family context

Code: 01Q6

3. To take the client's sociocultural characteristics into account.	• Consideration of:
	  – the client's lifestyle
	  – social condition
	  – ethnic origin, culture, religion, etc.
	  – presence of one or more social problems (homelessness, marginality, prostitution, substance abuse, etc.)
	• Consideration of the client's values and beliefs
	• Demonstration of abilities to promote communication and create a trusting climate
	• Appraisal of the client's attitudes and behaviours about health and illness

4. To assess one's own attitudes and behaviours with regard to sociocultural diversity.	• Assessment of one's own spontaneous reactions • Examination of one's own preconceived ideas • Accurate appraisal of one's own ability to relate and keep an open mind • Determination of concrete means to improve one's interaction

Code: 01Q7

Objective

Standard

Statement of the Competency

To link immunological disorders and infections to physiological and metabolic mechanisms.

Achievement Context

- In order to understand various health problems
- Based on clinical, medical and scientific information
- Using reference materials
- Using health sciences terminology

Elements of the Competency

Performance Criteria

1. To specify the action of an aggressive agent on the human body.

- Identification of characteristics of an aggressive agent
- Consideration of method of transmission
- Precise description of the agent's pathogenicity

2. To define the body's reactions to the aggressor.

- Demonstration of body's resistance to the aggressor
- Identification of conditions that are favourable or unfavourable to homeostasis
- Identification of disrupted physiological and metabolic functions
- Consideration of the evolving nature of the biological dysfunction

3. To describe the infectious or immunological disorder.

- Precise determination of the disorder's stages of development
- Identification of the disorder's physiological process
- Accurate description of physiological and metabolic signs
- Identification of the epidemiological characteristics of the disorder

4. To relate the immunopathological disorder to the therapy.

- Consideration of the physiological and metabolic manifestations
- Identification of diagnostic tests
- Consideration of the type of aggressive agent
- Demonstration of principles underlying therapy

5. To examine measures to prevent or control infection.	• Identification of infectious process • Judicious detection of contamination risks • Identification of barriers required to prevent and control infection • Consideration of universal precautions • Consideration of work rules and procedures applicable to sterile and contaminated environments • Consideration of safety measures applicable to the safe handling and disposal of biomedical waste

Code: 01Q8

Objective

Standard

Statement of the Competency

To interpret a clinical situation by referring to health problems and other problems related to the field of nursing.

Achievement Context

- Within the legal framework of professional practice
- For physical and mental problems affecting clients of all ages
- Based on:
  - clinical data and a health record
  - medical diagnosis
- Using:
  - texts on nursing problems
  - reference materials
- Using nursing and health sciences terminology

Elements of the Competency

Performance Criteria

1. To describe the health problem.

- Exact definition of the health problem
- Identification of the pathophysiological process
- Establishment of relevant links between clinical signs and the health problem diagnosed
- Accurate appraisal of risk factors
- Accurate identification of etiology
- Consideration of epidemiological factors
- Knowledge of evolutive nature and possible complications

2. To relate test results to the diagnosed health problem.

- Careful consultation of the client's health record
- Correct identification of tests ordered
- Recognition of normal results
- Accurate appraisal of discrepancies between the results and normality

3. To relate the health problem to the therapy.

- Identification of therapeutic modes associated with the health problem
- Correct definition of treatment(s) prescribed
- Identification of principles underlying treatment and care
- Consideration of interventions in the medical treatment plan

4. To identify nursing-related problems connected to the health situation.

- Thorough analysis of overall data
- Precise identification of existing or potential problems related to the field of nursing
- Identification of factors of influence

	Code:	01Q8

5. To outline the nursing interventions.	• Analysis of global situation • Accurate determination of nursing care and treatment • Determination of interventions related to the interdisciplinary intervention plan

Code: 01Q9

Objective

Standard

Statement of the Competency

To establish links between pharmacotherapy and a clinical situation.

Achievement Context

- Within the legal framework of professional practice
- In collaboration with health professionals
- Based on:
  - the *Narcotics Act* and regulations
  - the *Food and Drugs Act* and regulations
  - rules in effect in the health care institution
  - individual or collective prescriptions
  - a client's health record and a therapeutic nursing plan
  - a nursing care and treatment plan and clinical data
- Using:
  - forms
  - reference materials
- In accordance with:
  - legislation
  - the code of ethics

Elements of the Competency

Performance Criteria

1. To interpret a medical prescription for medication.

- Accurate identification of the type of prescription
- Correct identification of the drug classification
- Precise decoding of:
  - dose prescribed
  - pharmaceutical form
  - administration route and schedule

2. To relate clinical manifestations to the medication prescribed.

- Consideration of the drug classification
- Correct definition of drug mechanism of action
- Recognition of indications and contraindications in relation to clinical situation
- Recognition of possible alternatives to medication

3. To anticipate the effects of the drug.

- Consideration of pharmacokinetic and pharmacodynamic principles
- Consideration of risks for drug interaction, drug intolerance and allergies
- Identification of the:
  - therapeutic effects
  - side effects
  - adverse reactions
- Consideration of risks of tolerance or dependence

4. To specify conditions for drug administration.

- Observance of pharmacokinetic and pharmacodynamic principles
- Thorough analysis of clinical data to decide:
  - whether or not to administer the medication
  - whether to adjust the medication
  - the dose to be administered
  - the preferred administration route
- Relevant justification of:
  - the decision whether or not to administer the medication
  - the dose to be administered
  - the administration route selected
- Determination, in the therapeutic nursing plan or in the nursing care and treatment plan (depending on the case), of the conditions for drug administration, if applicable
- Observance of principles and precautions governing the preparation and administration of medication
- Consideration of physiologic, psychological and environmental factors affecting drug action

5. To select measures to support medication.

- Judicious choice of information to be given to the client
- Identification of self-medication principles and directives
- Consideration of risks of noncompliance
- Choice of appropriate measures to support compliance

6. To plan prescription follow-up.

- Identification of therapeutic efficacy
- Consideration of side effects
- Monitoring of:
  - signs of overdose
  - complications associated with method of administration
  - signs of drug intolerance or allergy
- Consideration of rules governing charting
- Precise description of client's reactions

Code: 01QA

Objective   *Standard*

Statement of the Competency   **Achievement Context**

To teach the client and his/her significant others.

- In order to promote health, prevent illness and provide treatment or rehabilitation
- Referring to section 36 of the Nurses Act
- In collaboration with other professionals
- According to the therapeutic nursing plan
- Based on a nursing care and treatment plan and teaching plans or programs
- Using:
  – teaching materials
  – computer and audiovisual equipment
  – reference materials
- In accordance with teaching principles
- Using language suited to the audience

Elements of the Competency   **Performance Criteria**

1. To determine needs and expectations with respect to information and learning.

- Accurate appraisal of the client's physical, intellectual and psychological ability to learn
- Accurate appraisal of the motivation to learn
- Clarification of the type of need and expectations
- Consideration of client's current level of knowledge
- Verification of the possible incidence of sociocultural factors

2. To provide information on health, nursing care and services.

- Selection of relevant content in terms of determined needs
- Use of an approach suited to the clients concerned
- Clarity of information provided
- Verification that information has been understood
- Evaluation of response given, as necessary

	Code: 01QA

3. To organize a teaching activity.

- Selection of teaching priorities corresponding to defined needs
- Establishment of relevant, realistic learning objectives
- Selection of appropriate content and teaching materials
- Choice of method suited to the clients and the situation
- Choice of appropriate time

4. To provide teaching on an individual basis.

- Creation and maintenance of an atmosphere conducive to learning
- Precise explanation of objectives
- Interventions suited to the client's condition and his/her immediate needs
- Demonstration of a warm, respectful attitude
- Relevance of support provided to the client

5. To teach a small group of people.

- Creation and maintenance of an atmosphere conducive to learning and discussion
- Precise explanation of objectives and structure of the activity
- Correct use of basic facilitation techniques
- Relevance of support provided to participants

6. To evaluate the results of the activity.

- With all concerned, correct evaluation of:
  – acquired learning
  – structure of the activity
  – achievement of goals
- Judicious evaluation of one's own ability to provide information and teaching

7. To chart data.

- Observance of principles and rules governing charting
- Accuracy of charted data
- Entry of all relevant data
- Use of appropriate terminology

Code: 01QB

Objective

Standard

Statement of the Competency

To assist clients in the maintenance and improvement of their health.

Achievement Context

- Within the legal framework of professional practice
- Referring to current health policies and concepts
- In order to promote and maintain health and prevent illness
- In collaboration with health system facilities, associations, organizations or institutions
- In conjunction with clients in the health sector and the community
- According to the therapeutic nursing plan, if applicable
- Based on:
  - teaching programs
  - health programs
  - PIQ (Québec immunization protocol)
  - Québec priorities in public health
  - rules in effect in the health care institution
  - teaching materials
- Using:
  - measurement tools and devices
  - reference materials
- In accordance with:
  - the code of ethics
  - current legislation
  - approach to primary health care
- Using language suited to the client

Elements of the Competency

1. To perform health care activities as part of a prevention program.

Performance Criteria

- Consideration of target population and set objectives
- Thorough preparation of health care activity
- Observance of rules or protocols established
- Collection of relevant data
- Response suited to the client's needs and expectations
- Accurate decision as to whether or not to administer a vaccine
- Interventions performed correctly
- Vigilance concerning the existence or possibility of a health problem
- Referral of the client to appropriate resources, if applicable

2. To promote a healthy lifestyle.	• Use of an individualized approach • Collection of relevant information on client's lifestyle and environment • Reinforcement of healthy habits • Accurate identification, with the client, of ways to maintain or improve his/her quality of life or prevent health problems
3. To make the client aware of various risk situations.	• Use of an individualized approach • Identification, with the client, of risks associated with his/her lifestyle, behaviour, environment • Relevant information about the type of risks observed • Search, with the client, for ways to deal with risk factors
4. To support the client taking charge of his/her health.	• Respect for the client's rights and values • Accurate appraisal of the client's interest in improving his/her well-being • Correct assessment of the client's capacities • Attention to helping the client assume responsibilities
5. To assess the client's capacity to take charge of himself/herself after returning to his/her natural environment.	• Determination of the right time to visit the client • Quality of contact established with the client • Attention to the life environment of the client • Indication of risk factors related to the client and the environment • Recognition of the reactions and adaptive capacities of the client and his/her significant others to the health situation • Appraisal of the level of knowledge of the client and his/her significant others concerning self-care, self-monitoring and resources to contact, if necessary • Communication adapted to the client's condition and sociocultural characteristics • Verification that information conveyed in initial teaching has been understood • Transmission of all relevant information to the nurse responsible

Code: 01QC

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To adapt to various work situations.	- Taking into account the requirements and development of professional practice - With the help of professional resources, if appropriate - Using: - reference materials - personal reflections and discussions with colleagues
Elements of the Competency	**Performance Criteria**
1. To assume the emotional consequences inherent in carrying out duties.	- Identification of professional situations conducive to high emotions - Demonstration of open-mindedness and discernment - Examination of one's own emotions and their expression - Search for ways to maintain emotional balance
2. To manage the stress inherent in professional practice.	- Identification of stress factors in a professional context - Awareness of one's own physiological and psychological reactions to stress - Examination of ability to cope with stress in a working environment - Informed choice about ways to help: - reduce stress - increase one's own ability to manage stress in a professional situation - Desire to maintain physical and psychological balance
3. To prevent professional burnout.	- Identification of factors associated with professional burnout - Detection of the main signs of professional burnout - Critical examination of one's own needs and capacities with regard to professional requirements - Search for ways to prevent burnout at work

4. To react to a crisis situation.	• Prompt establishment of contact with client • Precise assessment of the situation • Use of means to protect the health and safety of the client and his/her entourage • Use of means to defuse the crisis • Maintenance of emotional distance • Relevance of support provided • Appropriate consultation with resource persons, if necessary
5. To organize one's workload.	• Judicious establishment of priorities and deadlines • Identification of human resources and materials required • Coherent management of work activities • Efficient management of time
6. To adjust to changes in work environment.	• Demonstration of open-mindedness and flexibility • Recognition of need to adjust • Appraisal of the nature of change and impact on professional practice • Search for ways to help incorporate changes • Desire for a balanced, smooth adjustment
7. To assume responsibility for one's own professional development.	• Awareness of the importance of continuing professional development • Realistic identification of one's own capacities and limitations with respect to practical and theoretical knowledge • Thorough examination of one's own attitudes and behaviours • Desire to ensure quality and effectiveness of one's own actions • Identification of ways to increase one's own personal and professional capability

	Code: 01QD

Objective

Standard

Statement of the Competency

To establish a cooperative relationship with members of the interdisciplinary team.

Achievement Context

- Within the legal framework of professional practice
- Based on a client's health record, a therapeutic nursing plan, a nursing care and treatment plan or an interdisciplinary intervention plan
- Using:
  - administrative documents
  - data processing and transmission equipment
- In accordance with the code of ethics

Elements of the Competency

Performance Criteria

1. To work collaboratively within a care team.

- Demonstration of attitudes and behaviours conducive to the establishment of a positive working climate
- Desire to ensure the transmission of information
- Significant contribution to problem-solving and decision-making processes
- Concern for creating a cohesive nursing team in order to achieve the expected outcomes
- Appropriate exercise of influence

2. To coordinate nursing activities.

- Efficient planning of nursing care activities
- Judicious identification of activities to be delegated to auxiliary personnel
- Appropriate support of auxiliary personnel
- Quality control of nursing care delegated to auxiliary personnel, based on achieved outcomes

3. To work within the interdisciplinary team.

- Precise identification of each person's role and responsibilities
- Demonstration of attitudes and behaviours facilitating interdisciplinary work
- Assertion of one's own competency and professional autonomy
- Respect for other professionals' competency and professional autonomy
- Clarity of information given about the client
- Significant contribution to problem-solving and decision-making processes

4. To intervene in conflictual work situations.	- Accurate assessment of the situation - Critical examination of one's own reactions to the situation - Listening and demonstration of open-mindedness to a different point of view - Clear, respectful statement of one's own point of view - Search for a consensual decision
5. To carry out administrative duties.	- Rigorous application of procedures for admission, transfer, discharge or death of a client - Rigorous application of procedures for incidents and accidents - Rigorous control of medications and nursing care equipment
6. To process information to ensure continuity of care and follow-up.	- Data collection for care planning - Precise, accurate and concise charting - Appropriate determination of the therapeutic nursing plan and its adjustments - Appropriate determination of and updates to the nursing care and treatment plan - Transmission of relevant data - Observance of established communication procedures - Correct review and appropriate management of prescriptions - Consideration of treatment plan and multidisciplinary follow-up

Code: 01QE

Objective

Standard

Statement of the Competency

To intervene with hospitalized adults and elderly clients requiring medical/surgical nursing.

Achievement Context

- Within the legal framework of professional practice
- In order to maintain and improve health, prevent risks and provide treatment and rehabilitation
- In hospital centres (HCs)
- Based on:
  – legislation applicable to clients and the care and services intended for them
  – a client's health record
  – a therapeutic nursing plan
  – a nursing care and treatment plan
  – individual or collective prescriptions
  – clinical supervision and administration tools in use in the establishment
- Using:
  – data collection tools or assessment grids
  – instruments, equipment and nursing care tools
  – administrative documents
  – teaching materials
  – data processing and transmission equipment
  – reference materials
- In accordance with:
  – professional obligations and the code of ethics
  – current legislation

Elements of the Competency

1. To seek information in order to ensure continuity of care.

Performance Criteria

- Appropriate consultation of information sources:
  – health record
  – reports
  – colleagues
- Consideration of clinical pathway, if applicable
- Establishment of relevant links between data

2. To perform an initial or an ongoing assessment of a client.	• Consideration of overall elements from the clinical situation
	• Flexible and customized approach
	• Appropriate use of assessment tools and methods
	• Collection of relevant biophysiological and psychosocial data:
	  – performance of clinical examination
	  – use of other information sources
	• Accurate appraisal of the client's reactions and ability to adapt

3. To ensure clinical monitoring.	• Thorough verification of the physical and psychological parameters, in accordance with the progress of the client's condition • Careful verification of monitored data • Accurate decision to perform an examination or diagnostic test, according to a prescription • Accurate appraisal of diagnostic test results • Perspicacity and discernment as to the progress of the clinical case • Promptness in reporting any major change
4. To outline the care needs.	• Thorough analysis and interpretation of overall data • Correct determination of problems related to the field of nursing and influential factors • Accurate identification of problems related to interprofessional collaboration
5. To determine and adjust the therapeutic nursing plan.	• Accurate determination of priority problems and needs affecting clinical follow-up • Appropriate determination of nursing directives including, if applicable, instructions regarding the treatment plan for wounds or alterations of the skin and teguments • Consideration of the composition of the nursing team • Appropriate adjustments to the therapeutic nursing plan, in accordance with changes in the clinical situation
6. To determine the nursing care and treatment plan.	• Consideration of client's needs and expectations • Accurate determination of nursing care priorities • Establishment of specific, realistic outcomes • Judicious choice of interventions

	Code: 01QE

7. To plan the implementation of the therapeutic nursing plan and the nursing care and treatment plan

- Compliance with the directives in the therapeutic nursing plan
- Judicious identification of activities to be delegated to auxiliary personnel
- Efficient organization of activities

8. To carry out the interventions:

- Use of an approach suited to the:
  - care needs
  - client's condition
  - client's sociocultural characteristics
- Demonstration of supportive attitude
- Application of nursing directives or adjustment of the therapeutic nursing plan, if necessary
- Rigorous application of:
  - monitoring and safety measures
  - principles for the safe ambulation of clients
  - principles of hygiene and asepsis

– to provide nursing/medical care and treatment

- Accurate decision to perform or adjust a medical treatment, according to a prescription
- Correct performance of nursing procedures
- Judicious application of appropriate protocol(s) and/or nursing care program(s)

– to assist the client with daily activities

- Assistance provided according to the client's condition
- Respect and reinforcement of the client's autonomy

– and to provide information, advice or teaching

- Application of appropriate teaching program(s)
- Relevant response to the needs of the client and his/her entourage

	Code: 01QE

9. To administer medication.	• Thorough verification of prescription
	• Relevant link between the prescribed medication and clinical manifestations
	• Consideration of alternatives to medication
	• Accurate decision:
	  – whether or not to administer the medication
	  – whether to adjust the medication, if necessary
	• Application of nursing directives or adjustment of the therapeutic nursing plan, if necessary
	• Accurate determination of conditions for drug administration
	• Strict observance of rules governing the preparation, administration and recording of medication
	• Dexterity and safety in carrying out the procedure
	• Relevance of information conveyed
	• Relevance of support for compliance
	• Appropriate monitoring and follow-up

10. To evaluate nursing interventions and outcomes.	• Accurate appraisal of the quality of interventions • Appraisal of the efficacy of interventions, based on achieved outcomes • Quality control of nursing care delegated to auxiliary personnel, based on achieved outcomes • Appropriate adjustment of the therapeutic nursing plan and of the nursing care and treatment plan, if applicable • Appropriate use of evaluation tools to assess quality of care, if applicable
11. To ensure continuity of care and follow-up.	• Precise charting • Appropriate documenting of the therapeutic nursing plan • Accurate, concise and relevant reporting • Appropriate transmission of nursing directives to the individuals concerned • Rigorous application of administrative procedures • Efficient collaboration with nursing care and multidisciplinary teams • Referral of the client, family or significant others to appropriate resources, if applicable • Appropriate contribution to case management, if applicable

Code: 01QF

Objective

Standard

Statement of the Competency

To use the ethics and values of the profession to understand one's own role.

Achievement Context

- Based on the:
  - policies and practice standards set by the OIIQ
  - nurses' ethical and legal obligations
  - *Charter of Human Rights and Freedoms*
- Using:
  - nursing care assessment tools
  - reference materials
  - personal reflections and discussion with colleagues

Elements of the Competency

Performance Criteria

1. To comply with professional values.

- Recognition of the nature and implications of the values of the profession
- Establishment of relevant links between one's own values and those of the profession and the workplace
- Desire to harmonize one's own values with those of the profession and the workplace
- Demonstration of behaviours and attitudes compatible with professional values

2. To assume responsibility for actions and decisions.

- Demonstration of autonomy and discernment in carrying out duties
- Reliability in accomplishing work
- Accountability for one's own actions and decisions
- Proper use of influence

3. To understand the moral dimensions of the role.

- Identification of nurses' contribution to health care
- Recognition of one's own responsibility in regard to the protection of a person's rights, values and wishes
- Demonstration of interest in improving the population's health status

Code: 01QF

4. To consider various professional situations from an ethical point of view.	• Identification of the ethical dimensions of the professional situation • Demonstration of openness and respect for points of view stated • Appropriate contribution to discussions • Clear differentiation between ethical problems applicable to one's area of responsibility and those of other professionals • Reasoned justification of one's ethical position
5. To become involved in maintaining and improving the quality of nursing care.	• Identification of nursing care situations requiring improvement • Demonstration of interest in the development of the discipline and innovative approaches to nursing • Willingness to share knowledge • Search for ways to improve the quality of one's own professional actions

Code: 01QG

Objective

Standard

Statement of the Competency

Achievement Context

To apply emergency measures.

- Within the legal framework of professional practice
- In health care system facilities or natural setting
- Alone or in collaboration with others
- With clients of all ages
- Based on legislation, codes, charters and regulations in effect
- Using equipment or materials available
- Respecting the role of others involved
- In accordance with:
  – universal precautions
  – safety rules

Elements of the Competency

Performance Criteria

1. To initiate emergency intervention.

- Demonstration of professionalism
- Effective communication to reassure the client or significant others
- Safe management of the situation
- Rapid primary assessment of the client
- Identification of required emergency actions
- Thorough secondary assessment
- Constant monitoring of vital signs

2. To perform cardiopulmonary resuscitation.

- Diligent verification of the client's condition
- Maintenance of a safe environment
- Observance of steps of primary examination
- Correct performance of technique

3. To provide first aid.

- Appropriate verification of the client's condition
- Identification of nursing care required for the type of problem detected
- Maintenance of a safe environment
- Correct performance of techniques
- Thorough follow-up in order to prevent deterioration of the client's condition

4. To report data regarding the situation.

- Relevance of data transmitted
- Clear, accurate description of events

	Code:	01QG

5. To apply interdisciplinary care protocols.	• Strict observance of principles and steps in the protocol • Preparation of required material • Consideration of context • Skill and diligence in carrying out nursing care • Accurate charting • Careful monitoring of the client's changing condition • Follow-up appropriate to the situation • Accurate, concise, relevant reporting

<table>
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Objective	*Standard*

Statement of the Competency

To intervene with clients requiring nursing care in a perinatal setting.

Achievement Context

- Within the legal framework of professional practice
- In order to maintain and improve health, prevent risks and provide treatment and rehabilitation
- In hospital centres (HCs)
- In collaboration with parental health associations and organizations
- Based on:
  – legislation applicable to such clients and the care and services intended for them
  – the client's health record
  – a therapeutic treatment plan
  – a nursing care and treatment plan
  – individual or collective prescriptions
  – clinical supervision and administration tools in use in the establishment
- Using:
  – data collection tools and assessment grids
  – instruments, equipment and nursing care tools
  – administrative documents
  – teaching materials
  – data processing and transmission equipment
  – reference materials
- In accordance with:
  – professional obligations and the code of ethics
  – current legislation and policies
- Referring to:
  – the approach advocated for parental and infant health
  – the process and experience of pregnancy, labour, delivery and parenthood
  – principles for intervention in perinatal crisis situations

	Code: 01QH

Elements of the Competency	Performance Criteria

1. To seek information in order to ensure continuity of care.	• Appropriate consultation of information sources:
	  – health record
	  – reports
	  – colleagues
	• Consideration of clinical pathway, if applicable
	• Establishment of relevant links between data

2. To perform an initial or an ongoing assessment of a client.	• Consideration of overall elements from the clinical situation
	• Flexible and customized approach
	• Appropriate use of assessment tools and methods
	• Collection of relevant biophysiological and psychosocial data on the pregnant woman, new mother or newborn:
	  – performance of clinical examination
	  – use of other information sources
	• Identification of the needs and expectations of the family or significant others
	• Accurate appraisal of the reactions and ability to adapt of the pregnant woman, new mother, family or significant others

3. To ensure clinical monitoring.	• Thorough verification of the physical and psychological parameters, in accordance with the progress of the client's condition • Careful verification of monitored data • Accurate decision to perform an examination or diagnostic test, according to a prescription • Accurate appraisal of diagnostic test results • Perspicacity and discernment as to the progress of the clinical case for the pregnant woman, the new mother or newborn • Promptness in reporting any major change
4. To outline the care needs.	• Thorough analysis and interpretation of overall data • Accurate identification of problems related to the field of nursing and influential factors • Precise identification of problems related to interprofessional collaboration

	Code: 01QH
5. To determine and adjust the therapeutic nursing plan.	• Accurate determination of priority problems and needs affecting clinical follow-up • Appropriate determination of nursing directives including, if applicable, instructions regarding the treatment plan for wounds or alterations of the skin and teguments • Consideration of the composition of the nursing team • Appropriate adjustments to the therapeutic nursing plan, in accordance with changes in the clinical situation
6. To determine the nursing care and treatment plan.	• Consideration of the needs and expectations of the client, family and significant others • Accurate determination of nursing care priorities • Establishment of specific, realistic outcomes with the pregnant woman or new mother, the family or significant others • Judicious choice of interventions
7. To plan the implementation of the therapeutic nursing plan and the nursing care and treatment plan.	• Compliance with the directives in the therapeutic nursing plan • Judicious identification of activities to be delegated to auxiliary personnel • Efficient organization of activities

8. To carry out the interventions:	• Interventions appropriate to the situation and expectations of the family or significant others
	• Interventions suited to the sociocultural characteristics of the client involved
	• Use of an approach suited to the:
	  – care needs
	  – condition of the pregnant woman, new mother or newborn
	• Demonstration of helping attitude
	• Application of nursing directives or adjustment of the therapeutic nursing plan, if necessary
	• Rigorous application of:
	  – monitoring measures
	  – principles for the safe ambulation of clients
	  – principles of hygiene and asepsis

– to provide nursing/medical care and treatment	• Accurate decision to perform or adjust a medical treatment, according to a prescription • Correct performance of nursing procedures • Judicious application of appropriate protocol(s) and/or nursing care program(s)

	Code: 01QH

– to assist parents in performing their role

- Concern for motivating parents to become involved in care activities
- Appropriate assistance to parents for newborn care
- Appropriate support for breast-feeding
- Use of means to promote parental attachment and the adjustment of family members
- Application of appropriate teaching program(s)
- Accurate response to information and learning needs
- Appropriate support for relatives experiencing a problem
- Accurate decision to refer to resource persons

9. To administer medication.

- Thorough verification of prescription
- Relevant link between the prescribed medication and clinical manifestations
- Consideration of alternatives to medication
- Accurate decision:
  – whether or not to administer the medication
  – whether to adjust the medication, if necessary
- Application of nursing directives or adjustment of the therapeutic nursing plan, if necessary
- Accurate determination of conditions for drug administration
- Strict observance of rules governing the preparation, administration and recording of medication
- Dexterity and safety in carrying out the procedure
- Relevance of information conveyed
- Relevance of support for compliance
- Appropriate monitoring and follow-up

10. To evaluate nursing interventions and outcomes.

- Accurate appraisal of the quality of interventions
- Accurate appraisal of the efficacy of interventions, based on achieved outcomes
- Relevant verification with the family that:
  – expected outcomes have been achieved
  – needs and expectations have been met
- Quality control of nursing care delegated to auxiliary personnel, based on achieved outcomes
- Appropriate adjustment of the therapeutic nursing plan and the nursing care and treatment plan, if applicable
- Appropriate use of evaluation tools to assess quality of care, if applicable

	Code:	01QH

11. To ensure continuity of care and follow-up.	• Precise charting
	• Appropriate documenting of the therapeutic nursing plan
	• Accurate, concise and relevant reporting
	• Appropriate transmission of nursing directives to the individuals concerned
	• Rigorous application of administrative procedures
	• Efficient collaboration with nursing care and multidisciplinary teams
	• Referral of the client, family or significant others to appropriate resources, if applicable
	• Appropriate contribution to case management, if applicable

Objective

Standard

Statement of the Competency

Achievement Context

To intervene with children and adolescents
requiring nursing care.

- Within the legal framework of professional
  practice
- In order to maintain and improve health,
  prevent risks and provide treatment and
  rehabilitation
- In hospital centres (HCs)
- In collaboration with parental health
  associations and organizations
- Based on:
  – legislation applicable to such clients and the
    care and services intended for them
  – the client's health record
  – a therapeutic treatment plan
  – a nursing care and treatment plan
  – individual or collective prescriptions
  – clinical supervision and administration tools
    in use in the establishment
- Using:
  – data collection tools and assessment grids
  – instruments, equipment and nursing care
    tools
  – teaching materials
  – data processing and transmission equipment
  – reference materials
- In accordance with:
  – professional obligations and the code of
    ethics
  – current legislation and policies
- Referring to the:
  – approach advocated for parental and infant
    health
  – client's stage of development

Elements of the Competency

Performance Criteria

1. To seek information in order to ensure
   continuity of care.

- Appropriate consultation of information
  sources:
  – health record
  – reports
  – colleagues
- Consideration of clinical pathway, if applicable
- Establishment of relevant links between data

Code: 01QJ

2. To perform an initial or an ongoing assessment of a client.

- Consideration of overall elements of the clinical situation
- Flexible and customized approach
- Appropriate use of assessment tools and methods
- Collection of relevant biophysiological and psychosocial data:
  - performance of clinical examination
  - use of other information sources
- Identification of the needs and expectations of the family or significant others
- Accurate appraisal of the reactions and ability to adapt of the child, adolescent, family or significant others

3. To ensure clinical monitoring.

- Appropriate verification of the physical and psychological parameters, in accordance with the progress of the client's condition
- Careful verification of monitored data
- Accurate decision to perform an examination or diagnostic test, according to a prescription
- Accurate appraisal of diagnostic test results
- Perspicacity and discernment as to the progress of the clinical case
- Promptness in reporting any major change

4. To outline the care needs.

- Thorough analysis and interpretation of overall data
- Accurate identification of problems related to the field of nursing and influential factors
- Accurate identification of problems related to interdisciplinary collaboration

5. To determine and adjust the therapeutic nursing plan.

- Accurate determination of priority problems and needs affecting clinical follow-up
- Appropriate determination of nursing directives including, if applicable, instructions regarding the treatment plan for wounds or alterations of the skin and teguments
- Consideration of the composition of the nursing team
- Appropriate adjustments to the therapeutic nursing plan, in accordance with changes in the clinical situation

	Code: 01QJ

6. To determine the nursing care and treatment plan.	• Consideration of the needs and expectations of the child, adolescent, family and significant others • Accurate determination of nursing care priorities • Establishment of specific, realistic outcomes with the child, adolescent, family or significant others • Judicious choice of interventions
7. To plan the implementation of the therapeutic nursing plan and the nursing care and treatment plan.	• Compliance with the directives in the therapeutic nursing plan • Judicious identification of activities to be delegated to auxiliary personnel • Efficient organization of activities

8. To carry out interventions:	• Interventions appropriate to the situation and expectations of the family or significant others
	• Use of an approach suited to the:
	  – care needs
	  – condition of the child or adolescent
	  – sociocultural characteristics of the client in question
	• Demonstration of supportive attitude
	• Application of nursing directives or adjustment of the therapeutic nursing plan, if necessary
	• Rigorous application of:
	  – monitoring measures
	  – principles for the safe ambulation of clients
	  – principles of hygiene and asepsis

– to provide nursing/medical care and treatment	• Accurate decision to perform or adjust a medical treatment, according to a prescription • Correct performance of nursing procedures • Judicious application of appropriate protocol(s) and/or nursing care program(s) • Appropriate support to parents or significant others regarding nursing activities • Use of means to promote the adjustment of family or significant others
– to help the child or adolescent with daily activities	• Appropriate assistance for the client's condition • Respect and reinforcement of autonomy
– to provide information, advice or teaching	• Application of appropriate teaching program(s) • Relevance of response to the needs of the child, adolescent, family or significant others

	Code: 01QJ

9. To administer medication.

- Thorough verification of prescription
- Relevant link between the prescribed medication and observed clinical manifestations
- Consideration of alternatives to medication
- Accurate decision:
  – whether or not to administer the medication
  – whether to adjust the medication, if necessary
- Consideration of the specific conditions governing pediatric pharmacotherapy
- Application of nursing directives or adjustment of the therapeutic nursing plan, if necessary
- Judicious identification of conditions for drug administration
- Strict observance of rules for the preparation, administration and recording of medication
- Dexterity and safety in carrying out the procedure
- Relevance of information conveyed
- Relevance of support for compliance
- Appropriate monitoring and follow-up

10. To evaluate nursing interventions and outcomes.

- Accurate appraisal of the quality of interventions
- Appraisal of the efficacy of interventions
- Relevant verification with persons concerned that:
  – expected outcomes have been achieved
  – needs and expectations have been met
- Quality control of nursing care delegated to auxiliary personnel, based on achieved outcomes
- Appropriate adjustment of the therapeutic nursing plan and the nursing care and treatment plan, if applicable
- Appropriate use of evaluation tools to assess quality of care, if applicable

	Code: 01QJ

| 11. To ensure continuity of care and follow-up. | • Precise charting
• Appropriate documenting of the therapeutic nursing plan
• Accurate, concise and relevant reporting
• Appropriate transmission of nursing directives to the individuals concerned
• Rigorous application of administrative procedures
• Efficient collaboration with nursing care and multidisciplinary teams
• Referral of the client, family or significant others to appropriate resources, as applicable
• Appropriate contribution to case management, if applicable |

Code: 01QK

Objective

Standard

Statement of the Competency

To intervene with clients receiving medical/surgical nursing care in an ambulatory service.

Achievement Context

- Within the legal framework of professional practice
- In order to maintain and improve health, prevent risks and provide treatment and rehabilitation
- With clients of all ages
- In hospital centres (HCs)
- For different types of nursing care and services
- Based on:
  – legislation applicable to such clients and the care and services intended for them
  – the client's health record
  – a medical treatment, clinical pathway or interdisciplinary intervention plan
  – a therapeutic nursing plan and a nursing care and treatment plan (when available), and clinical supervision and administration tools in use in the establishment
- Using:
  – data collection tools and assessment grids
  – instruments, equipment and nursing care tools
  – teaching materials
  – data processing and transmission equipment
  – reference materials
- In accordance with:
  – professional obligations and the code of ethics
  – current legislation

Code: 01QK

Elements of the Competency	Performance Criteria
1. To perform or complete an initial assessment of the client.	• Quality of initial greeting and contact established • Flexible and customized approach • Consultation of the therapeutic nursing plan and the initial assessment, when available • Correct use of assessment tools and methods • Collection of significant data • Promptness in determining the client's immediate health needs and expectations • Demonstration of perspicacity and discernment • Establishment of relevant links between collected data
2. To ensure clinical monitoring.	• Thorough verification of the physical and psychological parameters involved • Careful verification of monitored data • Accurate decision to perform an examination or diagnostic test, according to a prescription • Accurate appraisal of diagnostic test results • Vigilance concerning any deterioration in the client's health status • Thorough verification of self-medication, if applicable • Promptness in reporting any major change
3. To outline or revise the care needs.	• Thorough analysis and interpretation of overall data • Accurate identification of problems related to the field of nursing and influential factors • Accurate identification of problems related to interdisciplinary collaboration
4. To determine and adjust the therapeutic nursing plan.	• Accurate determination of priority problems and needs affecting clinical follow-up • Appropriate determination of nursing directives including, if applicable, instructions regarding the treatment plan for wounds or alterations of the skin and teguments • Consideration of the composition of the nursing team • Appropriate adjustments to the therapeutic nursing plan, in accordance with changes in the clinical situation

Code: 01QK

5. To determine the nursing care and treatment plan.	• Consideration of the needs and expectations of the client and his/her significant others • Accurate determination of nursing care priorities • Establishment of specific, realistic outcomes • Judicious choice of interventions • Efficient organization of activities
6. To carry out the interventions:	• Use of an approach suited to the: – care needs – client's condition – client's sociocultural characteristics • Application of nursing directives or adjustment of the therapeutic nursing plan, if necessary • Promptness of reaction to an unexpected situation • Effectiveness of collaboration with other health professionals
– to provide nursing/medical care and treatment	• Judicious application of protocol(s) • Accurate decision to perform or adjust a medical treatment, according to a prescription • Correct performance of nursing procedures • Accurate decision as to whether or not to administer medication, if applicable • Rigorous administration of medication, if applicable • Application of appropriate care programs
– to evaluate the client's capacity for self-care	• Consideration of the client's motivation and ability to take charge of his/her care • Desire to make the client assume responsibility • Appropriate support for the client
– to provide information, advice or teaching	• Application of appropriate teaching program(s) • Relevant response to the needs of the client and his/her entourage • Precision, clarity, conciseness of information conveyed
7. To evaluate nursing interventions and outcomes.	• Appraisal of the efficacy of interventions, based on achieved outcomes • Accurate appraisal of the quality of interventions • Appropriate adjustment of the therapeutic nursing plan and the nursing care and treatment plan, in accordance with treatment outcomes

	Code:	01QK

8. To ensure continuity of care and follow-up.

- Correct charting
- Appropriate documenting of the therapeutic nursing plan
- Precise, concise and relevant reporting
- Appropriate transmission of nursing directives to the individuals concerned
- Planning of appropriate follow-up, if applicable
- Rigorous application of administrative procedures
- Efficient collaboration with other nursing care providers
- Correct application of measures ensuring continuity of care and services
- Referral of the client, family or significant others to appropriate resources, if applicable

Code: 01QL

Objective

Standard

Statement of the Competency

To intervene with clients requiring mental health nursing care.

Achievement Context

- Within the legal framework of professional practice
- In order to maintain and improve health, prevent risks and provide treatment and rehabilitation
- In hospital centres (HCs), or other types of facilities (e.g. halfway houses)
- In collaboration with mental health associations and organizations
- Based on:
  - legislation applicable to such clients and the care and services intended for them
  - the client's health record, a therapeutic nursing plan, a nursing care and treatment plan and an interdisciplinary intervention plan
  - individual or collective prescriptions
  - clinical supervision and administration tools in use in the establishment
- Using:
  - data collection tools or assessment grids
  - administrative documents
  - teaching materials
  - data processing and transmission equipment
  - reference materials
- In accordance with:
  - professional obligations and the code of ethics
  - current legislation
- Referring to the therapeutic approach advocated by the clinical setting

Elements of the Competency

1. To seek information in order to ensure continuity of care.

Performance Criteria

- Appropriate consultation of information sources:
  - health record
  - reports
  - colleagues
- Establishment of relevant links between data

	Code: 01QL

2. To perform an initial or an ongoing assessment of the client.

- Consideration of overall elements from the clinical situation
- Flexible and customized approach
- Correct use of assessment tools and methods
- Complete and precise collection of biophysiological and psychosocial data:
  – performance of the clinical examination of the client's mental state and summary physical examination
  – use of other information sources
- Correct assessment of the risk of flight, violence or suicide
- Appraisal of the client's reactions and behaviours during:
  – contact with the family, significant others or other clients
  – daily activities
  – therapeutic activities
  – contact with staff
- Request of relevant information from family or significant others
- Selection of significant data

3. To ensure clinical monitoring.

- Thorough verification of physical and psychological parameters, in accordance with the progress of the client's condition
- Accurate decision to perform an examination or diagnostic test, according to a prescription
- Accurate appraisal of diagnostic test results
- Vigilance concerning the risk of flight, violence or suicide
- Perspicacity and discernment as to the progress of the clinical case
- Promptness in reporting any major change

4. To outline the care needs.

- Thorough analysis and interpretation of overall data
- Accurate identification of problems related to the field of nursing and influential factors
- Precise identification of problems related to interprofessional collaboration

5. To determine and adjust the therapeutic nursing plan.

- Accurate determination of priority problems and needs affecting clinical follow-up
- Appropriate determination of nursing directives including, if applicable, instructions regarding the treatment plan for wounds or alterations of the skin and teguments
- Consideration of the composition of the nursing team
- Appropriate adjustments to the therapeutic nursing plan, in accordance with changes in the clinical situation

6. To determine the nursing care and treatment plan.

- Consideration of the needs, expectations and priorities of the client
- Compliance with the orientations established by the multidisciplinary team
- Accurate determination of care priorities
- Establishment of specific, realistic outcomes
- Judicious choice of interventions

7. To plan the implementation of the therapeutic nursing plan and the nursing care and treatment plan.

- Compliance with the directives in the therapeutic nursing plan
- Judicious identification of activities to be delegated to auxiliary personnel
- Organization of care appropriate to the:
  – client
  – interdisciplinary intervention plan
  – human and material resources available
- Efficient organization of activities

8. To carry out the interventions:

- Establishment and maintenance of a:
  – helping relationship with the client
  – therapeutic environment
- Appropriate support for the client, family and significant others
- Application of nursing directives or adjustment of the therapeutic nursing plan, if necessary

– to provide nursing/medical care and treatment	• Interviews conducted in accordance with set objectives
	• Use of an approach suited to the:
	  – phase of the relationship
	  – care needs
	  – client's condition
	  – client's sociocultural characteristics
	• Rigorous application of:
	  – monitoring and safety measures
	  – rules governing isolation and use of restraint, if applicable
	• Judicious application of:
	  – appropriate care program(s)
	  – appropriate protocol(s)
	• Accurate decision to perform or adjust a medical treatment, according to a prescription
	• Correct performance of nursing care procedures

– to supervise and assist the client with daily activities	• Assistance appropriate to the client and situation • Respect and reinforcement of the client's autonomy
– to provide information, advice or teaching	• Application of appropriate teaching program(s) • Accurate response to the needs of the client, family or significant others

9. To administer medication.	• Thorough verification of prescription
	• Relevant link between the medication prescribed and clinical manifestations observed
	• Accurate decision:
	  – whether or not to administer the medication
	  – whether to adjust the medication, if necessary
	• Application of nursing directives or adjustment of the therapeutic nursing plan, if necessary
	• Accurate determination of conditions for drug administration
	• Strict observance of rules for the preparation, administration and recording of medication
	• Dexterity and safety in carrying out the procedure
	• Relevance of information conveyed
	• Relevance of support for compliance
	• Appropriate monitoring and follow-up

	Code: 01QL

| 10. To evaluate nursing interventions and outcomes. | • Precise evaluation, with the client, of:
  – changes that occurred and progress achieved
  – achievement of expected outcomes
• Accurate appraisal of the quality of interventions
• Appraisal of the efficacy of interventions, based on achieved outcomes
• Quality control of nursing care delegated to auxiliary personnel, based on achieved outcomes
• Appropriate adjustment of the therapeutic nursing plan and the nursing care and treatment plan, if applicable
• Appropriate use of evaluation tools to assess quality of care, if applicable |
| 11. To ensure continuity of care and follow-up. | • Precise charting
• Appropriate documenting of the therapeutic nursing plan
• Accurate, concise and relevant reporting
• Appropriate transmission of nursing directives to the individuals concerned
• Rigorous application of administrative procedures
• Efficient collaboration with nursing care and multidisciplinary teams
• Significant participation during interdisciplinary meetings
• Referral of the client(s) to appropriate resources |

Code: 01QM

Objective

Standard

Statement of the Competency

To intervene with adults and elderly clients experiencing loss of autonomy who require institutional nursing.

Achievement Context

- Within the legal framework of professional practice
- In order to maintain and improve health, prevent risks and provide treatment, rehabilitation or palliative care
- In order to provide nursing care in:
  - geriatrics
  - chronicity
  - rehabilitation
  - palliative care settings
- In residential and extended care centres, hospital centres (HCs), rehabilitation centres (RCs) or other public or private institutions
- Based on:
  - legislation applicable to such clients and the care and services intended for them
  - the client's health record
  - a therapeutic nursing plan, a nursing care and treatment plan and an interdisciplinary intervention plan
  - individual or collective prescriptions
  - clinical supervision and administration tools in use in the establishment
- Using:
  - data collection tools or assessment grids
  - administrative documents
  - instruments, equipment and nursing care tools
  - teaching materials
  - data processing and transmission equipment
  - reference materials
- In accordance with:
  - professional obligations and the code of ethics
  - current legislation
- Referring to:
  - the aging process and physiopathological processes
  - the patient's environment
  - palliative care approach
  - rehabilitation care approach

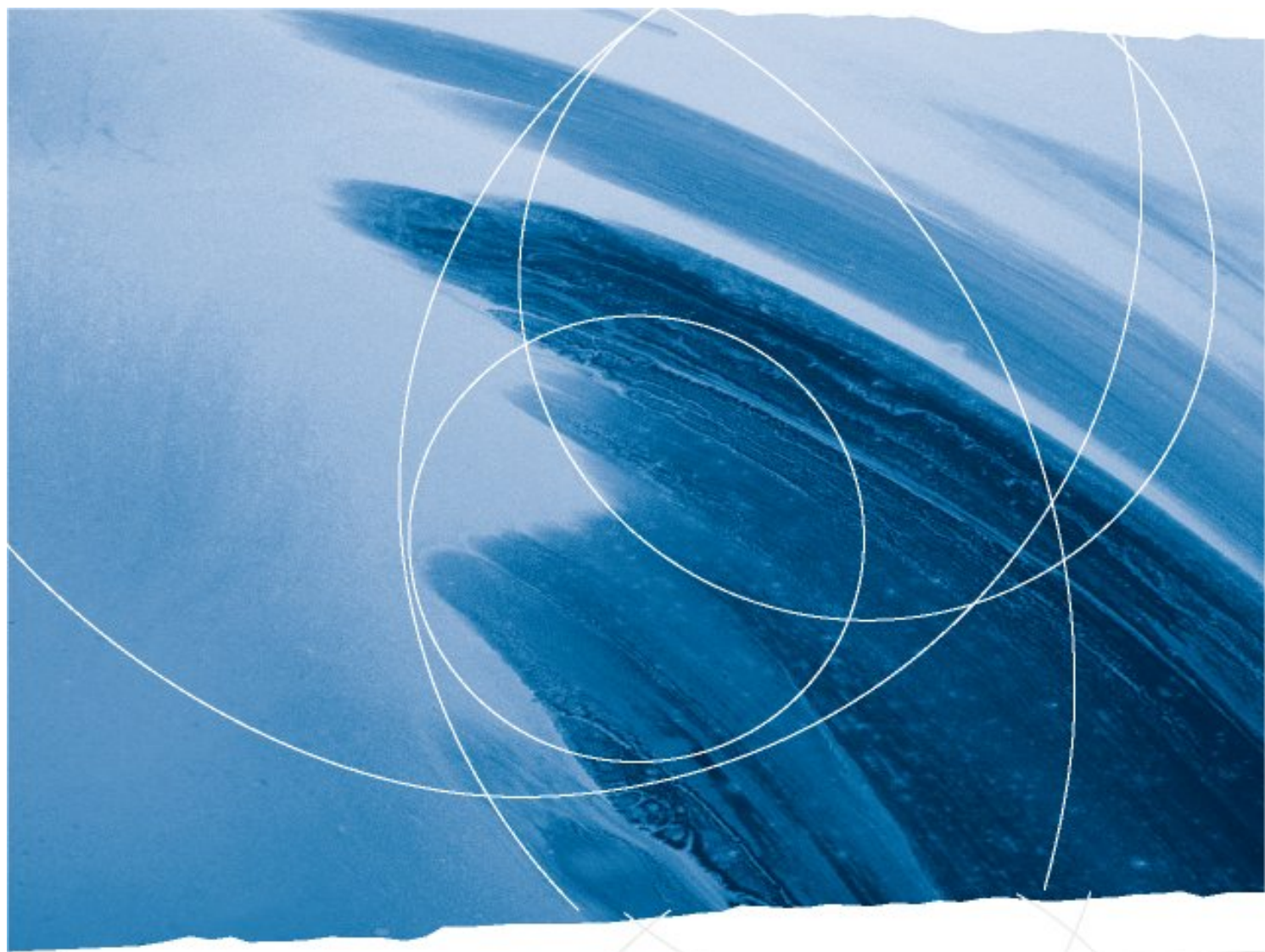| Elements of the Competency	Performance Criteria
1. To seek information in order to ensure continuity of care.	• Appropriate consultation of information sources: – health record – reports – colleagues • Establishment of relevant links between data
2. To perform an initial or an ongoing assessment of the client.	• Consideration of overall elements from the clinical situation • Flexible and customized approach • Correct use of assessment tools and methods • Complete and precise collection of biophysiological and psychosocial data: – performance of the clinical examination – use of other information sources • Appraisal of the client's reactions and behaviours during: – contact with the family, significant others or other clients – daily activities – contact with staff • Accurate appraisal of the client's cognitive functions, emotional status and functional autonomy • Correct assessment of the: – risk of flight, violence or suicide – risk of falls or accidents – risk of pressure sores • Consideration of the family's and significant others' reactions and their ability to adjust • Request of relevant information from family or significant others • Selection of significant data

	Code: 01QM

3. To ensure clinical monitoring.	• Thorough verification of the physical and psychological parameters, in accordance with the progress of the client's condition • Accurate decision to perform an examination or diagnostic test, according to a prescription • Accurate appraisal of diagnostic test results • Appraisal of the effect of lengthy hospitalization on the client, if applicable • Vigilance concerning the: – risk of flight, violence or suicide – risk of falls or accidents – risk of pressure sores • Perspicacity and discernment as to the progress of the clinical case • Promptness in reporting any major change
4. To outline the care needs.	• Thorough analysis and interpretation of overall data • Accurate identification of problems related to the field of nursing and influential factors • Precise identification of problems related to interprofessional collaboration
5. To determine and adjust the therapeutic nursing plan.	• Accurate determination of priority problems and needs affecting clinical follow-up • Appropriate determination of nursing directives including, if applicable, instructions regarding the treatment plan for wounds or alterations of the skin and teguments • Consideration of the composition of the nursing team • Appropriate adjustments to the therapeutic nursing plan, in accordance with changes in the clinical situation
6. To determine the nursing care and treatment plan.	• Consideration of the needs, expectations and priorities of the client, his/her family or significant others • Compliance with the orientations established by the multidisciplinary team • Accurate determination of care priorities • Establishment of specific, realistic outcomes • Judicious choice of interventions

7. To plan the implementation of the therapeutic nursing plan and the nursing care and treatment plan.	• Compliance with the directives in the therapeutic nursing plan
	• Judicious identification of activities to be delegated to auxiliary personnel
	• Organization of care appropriate to the:
	  – client's needs and expectations
	  – interdisciplinary intervention plan
	  – human and material resources available
	• Efficient organization of activities

8. To carry out the interventions:	• Establishment and maintenance of a:
	  – helping relationship with the client
	  – therapeutic environment
	• Appropriate support for the client and his/her entourage
	• Use of an approach suitable to the:
	  – care needs
	  – client's condition
	  – client's sociocultural characteristics
	• Application of nursing directives or adjustment of the therapeutic nursing plan, if necessary

– to provide nursing/medical care and treatment	• Rigorous application of:
	  – monitoring and safety measures
	  – principles of hygiene and asepsis
	  – principles for the safe ambulation of patients
	• Judicious application of:
	  – appropriate protocol(s)
	  – appropriate care program(s)
	  – rules governing isolation and use of restraint, if applicable
	• Accurate decision to perform or adjust a medical treatment, according to a prescription
	• Correct performance of nursing care procedures

– to supervise and assist client with daily activities	• Appropriate assistance to the client • Respect and reinforcement of the client's autonomy
– to provide information, advice or teaching	• Accurate response to the needs of the client and his/her entourage • Application of appropriate teaching program(s)

	Code: 01QM

9. To administer medication.	• Thorough verification of prescription
	• Relevant link between prescribed medication and clinical manifestations observed
	• Consideration of alternatives to medication
	• Accurate decision:
	  – whether or not to administer medication
	  – whether to adjust the medication, if necessary
	• Application of nursing directives or adjustment of the therapeutic nursing plan, if necessary
	• Accurate determination of conditions for drug administration
	• Strict observance of rules for the preparation, administration and recording of medication
	• Dexterity and safety in carrying out the procedure
	• Relevance of information conveyed
	• Relevance of support for compliance
	• Appropriate monitoring and follow-up

10. To evaluate nursing interventions and outcomes.	• Accurate appraisal of the quality of interventions • Appraisal of the efficacy of interventions, based on achieved outcomes • Quality control of nursing care delegated to auxiliary personnel, based on achieved outcomes • Appropriate adjustment of the therapeutic nursing plan and the nursing care and treatment plan, if applicable • Appropriate use of evaluation tools to assess quality of care, if applicable
11. To ensure continuity of care and follow-up.	• Precise charting • Appropriate documenting of the therapeutic nursing plan • Accurate, concise and relevant reporting • Appropriate transmission of nursing directives to the individuals concerned • Rigorous application of administrative procedures • Efficient collaboration with nursing care and multidisciplinary teams • Significant participation in multidisciplinary meetings • Referral of the client, family or significant others to appropriate resources, if applicable

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