

# Physiotherapy Technology (144.A0)

Sector 19 - Health Services

College Education Program

2014 version

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Year of approval: 2015

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<b>Type of certification:</b>	Diploma of College Studies
<b>Number of credits:</b>	91 $\frac{2}{3}$ credits credits
<b>Number of periods of instruction:</b>	2 745 periods of instruction

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General education component:	660 periods of instruction
Program-specific component:	2 085 periods of instruction
<b>Maximum duration allotted to clinical training:</b>	750 periods 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 requirements, where applicable:

- Secondary IV Mathematics, Cultural, Social and Technical option
- Secondary V Physics



## College-Level Programs

In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school). College graduates enter the labour market directly or proceed to university studies. The Minister of Education, Recreation and Sports establishes the programs of study, while individual colleges ensure their implementation.

A college-level program provides the frame of reference within which the students acquire designated competencies in order to qualify for a profession or to pursue their studies. For the teachers, the program outlines learning objectives and defines the scope of their application.

The following figure illustrates the relationships among the elements of a college-level program, going from the general to the specific:

- Aims of college education
- Common competencies
- Goals of the program-specific component and the general education component
- Objectives and standards of the program-specific component and the general education component

**Figure 1 – Elements of a College-Level Program**



Programs leading to the Diploma of College Studies (DCS) include two main components: a general education component and a program-specific component. Both these components contribute to a student's education, as the knowledge, skills and attitudes imparted in one are emphasized and applied in the other, whenever possible. General education is an integral part of each program and, when coupled with the program-specific component as part of an integrated approach, fosters the development of the competencies required by all programs.

All college-level programs are characterized by three educational aims and five common competencies.

## **Aims of College Education**

Educational aims guide the actions of those involved in the students' education. They facilitate the program-based approach by establishing the outcomes expected of students at the end of their college studies.

### **To educate students to live responsibly in society**

At the personal level, students show they are engaged in their learning. They demonstrate rigour and perseverance as well as skills enabling them to analyze, synthesize and carry out research. At the professional level, they draw on their ability to apply their knowledge, skills and attitudes and to adapt to new situations. In the realm of social and civic life, students assume their role as informed and responsible citizens by adopting desirable attitudes and behaviours. They show evidence of open-mindedness and a sense of community in their dealings with others.

### **To help students integrate cultural knowledge into their studies**

Students continue to enhance their personal culture and are able to appreciate various forms of cultural expression. Through their studies, they have become familiar with cultural productions. They can interpret the meaning and assess the value of these productions and are aware of the role they themselves play in the expression of culture. The development of their critical judgment and social conscience and the consolidation of their historical references have broadened their cultural horizons. Students recognize the diversity of social and cultural realities and appreciate the breadth and wealth of Québec's culture. Lastly, they apply their cultural knowledge by making connections among events occurring around them and by being involved in cultural, artistic, sports, technical or scientific activities.

### **To help students master language as a tool for thought, communication and openness to the world**

Students understand and produce various forms of complex discourse in different situations. They are able to read and write independently at an advanced skill level. Their mastery of language allows them to engage in independent reflection, to know where they stand relative to various forms of discourse, and to express themselves in a structured, rational and precise manner. When faced with different communication situations, students are able to express their world view and identity. Language mastery also helps students be receptive to the dissemination of a broad range of knowledge. It allows them to share points of view and improve their communication skills in both the language of instruction and a second language.

## **Common Competencies of College Education**

Common competencies are associated with the aims of college education. They help to ensure students are adequately prepared for personal and professional life.

### **Solve problems**

Students can identify a problem and analyze its elements. They can list and classify possible solutions and implement the one they feel is most effective. They reflect on their approach, assess the appropriateness of the chosen solution and determine whether it can be applied in other situations.

### Use creativity

Students discover new possibilities by juxtaposing, combining and reorganizing existing concepts, and by using ideas, strategies and techniques in new ways. Students are open to new ideas and different ways of doing things, while assessing their effectiveness.

### Adapt to new situations

When faced with a new situation, students are both open and critical. After analyzing the situation at hand, they identify and test ways of dealing with it. To adapt to a world that is constantly changing, students work in teams and show concern for keeping their knowledge up to date.

### Exercise a sense of responsibility

Students assume their role as responsible citizens and act in accordance with socially and democratically desirable attitudes and behaviours. They act ethically and with integrity, exercise critical judgment and are fully engaged, personally, socially and professionally. Independent and organized, they respect their commitments.

### Communicate

Students deliver a coherent message adapted to each situation. They are able to listen and to structure their thoughts in order to formulate a clear message. They rely on a variety of communication strategies and use information and communications technologies. They evaluate the impact of their communication and review their strategies, as needed.

## Implementation of College-Level Programs

Each college determines the ways in which the educational aims, common competencies, goals, objectives and standards are implemented. This does not mean that students in a college must follow common courses. Each course may contribute to the full or partial achievement of these elements. The important thing is that all of these elements are taken into consideration in one or more courses and that they become specific focuses of teaching and learning, since they have been recognized as essential to the practice of a profession or to the pursuit of university studies in a given discipline.



## The *Physiotherapy Technology* Program

The *Physiotherapy Technology* program was designed in accordance with the framework for developing technical programs. This approach involves the participation of partners working in the occupational 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 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 the profession, but also a range of knowledge, skills and attitudes that will ensure their versatility.

The *Physiotherapy Technology* program includes a program-specific component, a general education component common to all programs, a general education component adapted to the program and a complementary general education component.

- The program-specific component consists of 65 credits.
- The general education component that is common to all programs consists of  $16\frac{2}{3}$  credits:
  - Language of Instruction and Literature:  $7\frac{1}{3}$  credits
  - Philosophy or Humanities:  $4\frac{1}{3}$  credits
  - Physical Education: 3 credits
  - Second Language: 2 credits
- The general education component that is specific to the program consists of 6 credits:
  - Language of Instruction and Literature: 2 credits
  - Philosophy or Humanities: 2 credits
  - Second Language: 2 credits
- The complementary general education component, which aims to expose students to subject areas outside their program of study, consists of 4 credits and includes courses in the following areas:
  - Social Sciences
  - Science and Technology
  - Modern Language
  - Mathematics Literacy and Computer Science
  - Art and Aesthetics
  - Contemporary Issues

Students may choose courses only in those areas that are outside their program of study.



## Goals of the Program

### Program-Specific Component

The goals of the program-specific component of the *Physiotherapy Technology* 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

### Educational Aims

Educational aims in the program-specific component 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.

In keeping with the aims of college education, the program-specific component is also intended to educate students to live responsibly in society, to help them integrate cultural knowledge into their studies and, lastly, to help them master language as a tool for thought, communication and openness to the world.

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

- show constant concern for the client's physical and emotional condition
- foster an educational approach with a view to increasing the client's level of autonomy
- show critical judgment when analyzing available information
- develop communication skills in interactions with clients and other service providers

## General Education Component Common to All Programs and General Education Component Specific to the Program

The general education components that are common to all programs and specific to the program contribute to the development of twelve competencies associated with the three aims of college education:

- for the aim *To educate students to live responsibly in society:*
  - Demonstrate independence and creativity in thought and action
  - Demonstrate rational, critical and ethical thinking
  - Develop strategies that promote reflection on their knowledge and actions
  - Pursue the development of a healthy and active lifestyle
  - Assume their social responsibilities
- for the aim *To help students integrate cultural knowledge into their studies:*
  - Recognize the influence of culture and lifestyle on the practice of physical activity and sports
  - Recognize the influence of the media, sciences or technology on culture and lifestyle
  - Analyse works in philosophy or the humanities emanating from different historical periods and movements
  - Appreciate literary and non-literary works of other artistic expressions emanating from different historical periods and movements
- for the aim *To help students master language as a tool for thought, communication and openness to the world:*
  - Improve communication in the second language
  - Master the basic rules of discourse and argumentation
  - Refine oral and written communication in the language of instruction

## English, Language of Instruction and Literature

Students who have achieved the general education objectives in English, Language of Instruction and Literature,

- will be able to demonstrate their knowledge of the following:
  - the basic vocabulary and terminology used when discussing literary works
  - ways to apply an independent analytical approach to literary genres
  - ways to apply an independent analytical approach to literary themes
  - the appreciation of literary and non-literary works or other artistic expressions of different historical periods and movements
  - ways to identify the socio-cultural and historical context of different periods and movements
  - ways to refine oral and written communication in the language of instruction

- will be able to demonstrate their ability to do the following:
  - read, write, listen and speak at a college level of proficiency
  - develop their own ideas in arguments and theses
  - organize their arguments and theses in a discourse and edit their work
  - produce and analyze various styles of discourse
  - communicate in the styles of discourse appropriate to one or more fields of study
- will be encouraged to develop the following attitudes:
  - independence, individuality, and open-mindedness in thought and action
  - an appreciation of literature and other artistic works from different periods
  - a recognition of the role of media within a society and its culture
  - an awareness of strategies that foster self-reflective practice in their learning and actions
  - critical and ethical thought

## Humanities

Students who have achieved the general education objectives in humanities

- will be able to demonstrate their knowledge of the following:
  - the main concepts, limits and uses of a form of knowledge including significant historical reference points
  - the main concepts, limits and uses of a world view
  - the nature and organization of the basic elements of an ethical question
  - methods for coherent integration of concepts and the formulation and synthesis of ideas
  - the importance and practice of adequately substantiated argumentation, written and oral
- will be able to demonstrate their ability to do the following:
  - describe, explain and organize the 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
  - recognize forms of creativity and original thought
  - 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
  - utilize the multiple strategies of critical thinking
- will be encouraged to develop the following attitudes:
  - openness to diversity and pluralism
  - awareness of the limits of knowledge claims, world views and ethical perspectives
  - respect for the points of view of others
  - empathy and acceptance of others
  - concern for global issues
  - determination to continue learning

## French as a Second Language

Students who have achieved the general education objectives in French as a Second Language,

- will be able to demonstrate their knowledge of the following:
  - different reading techniques
  - the formal elements needed to produce a structured text, both orally and in writing
  - different forms of discourse and their specific uses
- will be able to demonstrate their ability to do the following:
  - question, analyze, judge and defend an argument in French
  - reflect on their knowledge and actions notably by revising their written productions
  - maintain social relationships and share in the cultural life of Québec
  - establish and maintain work-related relationships in French
- will be encouraged to develop: the following attitudes of:
  - openness to the various aspects of Québec culture
  - recognition and promotion of creativity
  - readiness to participate in social and economic life

## Physical Education

Students who have achieved the general education objectives in physical education

- will be able to demonstrate their knowledge of the following:
  - notions and concepts based on the findings of scientific research and how to apply them methodically to physical or sporting activities
  - the relationship between lifestyle, physical activity, physical fitness and health
  - ways to evaluate their own abilities and needs with respect to activities that can enhance their health and fitness
  - the rules, techniques and conditions involved in different types of physical or sporting activity
  - the main socio-cultural determinants of physical activity and a healthy lifestyle
- will be able to demonstrate their ability to do the following:
  - give an initial account of their abilities, attitudes and needs
  - choose physical activities on the basis of their motivation, their ability to adapt to effort and their need for change
  - apply the rules and techniques of a certain number of physical activities with a view to practising them sufficiently on a regular basis
  - set goals that are realistic, measurable, challenging and situated within a specific time frame
  - improve their mastery of basic techniques and strategies associated with physical activities
  - evaluate their skills, attitudes and progress in order to adapt their means or objectives in their practice of physical activities
  - autonomously maintain or increase their physical activity and fitness levels in order to develop a healthy and active lifestyle
  - use their creativity in physical activities
  - express their choice of activities in a clear and reasoned manner

- will be encouraged to develop the following attitudes:
  - awareness of the importance of regular and sufficient physical activity in order to improve their fitness
  - awareness of the factors that encourage them to practise physical activity more often
  - awareness of the importance of evaluating and respecting their ability to adapt to effort, as well as an awareness of the conditions necessary to carry out a physical activity program, before committing to it
  - self-confidence, self-control, cooperation, respect and understanding, through knowledge and through the practice of a physical activity
  - respect for ethical behaviour when participating in a sport or a physical activity
  - respect for individual and cultural differences as well as for the environment in which the sport or physical activity takes place
  - appreciation for the aesthetic value of physical activity as well as the opportunities for enjoyment it provides
  - readiness to adopt the values of discipline, effort, consistency and perseverance
  - readiness to promote, as a social value, the regular and sufficient practice of physical activity

## Complementary General Education Component

### Social Sciences

The goal of this subject area is to help students view the social sciences as a specific approach to the study of human existence. This goal may cover various aspects, including the study of the specific contribution of the social sciences to an understanding of contemporary issues and the application of approaches from the social sciences.

### Science and Technology

The goal of this subject area is to present science and technology as a specific approach to the study of reality, by introducing students to this area of knowledge. This goal may cover various aspects, including the study of the general nature of science and technology and contemporary scientific or technological issues as well as the application of the scientific method.

### Modern Language

The goal of this subject area is to introduce students to the basic structures and vocabulary of a third language and help them develop an awareness of the culture of its native speakers.

### Mathematics Literacy and Computer Science

The goal of this subject area is to highlight a culture of mathematics and computer science. This goal may cover various aspects, including the study of the role of mathematics or computers in contemporary society as well as the use of mathematical or computer concepts, procedures and tools.

### Art and Aesthetics

The goal of this subject area is to provide students with a cultural awareness by exploring various forms of art and to help students develop an aesthetic awareness. This goal may cover various aspects, including an appreciation of different art forms and the production of a work of art.

## Contemporary Issues

This subject area focuses on current, transdisciplinary issues. The concept of transdisciplinarity refers to a type of approach that addresses a contemporary issue from the perspective of different disciplines and areas of knowledge, beyond a mere juxtaposition of the subjects studied.

## Goals of the Program-Specific Component

The *Physiotherapy Technology* program prepares students to practise the profession of physiotherapy technician.\* Physiotherapy technicians work with people who have orthopedic, rheumatological, neurological, geriatric, cardiorespiratory or peripheral vascular conditions and help them maintain or achieve optimal functional performance. Most physiotherapy technicians work in public health care facilities and private clinics.

Graduates of the *Physiotherapy Technology* program must be members of the Ordre professionnel de la physiothérapie du Québec to be authorized to use the title of physiotherapy technician and to be permitted to engage in professional activities as specified in section 37, paragraph (n), of the *Professional Code* in addition to those otherwise allowed them by law.

These professionals practise within the profession's legal framework, in conformity with the *Regulation respecting the categories of permits issued by the Ordre professionnel de la physiothérapie du Québec* and section 94, paragraph (m), of the *Professional Code*.

Regardless of the work environment, except when working in the area of prevention as defined in section 39.4 of the *Professional Code*, interventions performed by physiotherapy technicians must be preceded by a comprehensive medical diagnosis that is not restricted to the description of symptoms alone, that indicates, where applicable, the affected structure, and that is accompanied by any relevant medical information. In the absence of such a diagnosis, a full assessment from a physiotherapist must be available.

Lastly, the program reconciles the need for versatility and the need to achieve proficiency in the particular profession. The program's general competencies, which focus on the technical and scientific aspects of the profession, and the competencies involving therapist-client relations help students acquire a certain versatility. The program's specific competencies, which address different types of interventions and sectors of activity associated with physiotherapy, help students achieve proficiency in the profession.

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\* The title physiotherapy technician is one of the reserved titles listed in section 36, paragraph (n), of the *Professional Code* (chapter C-26). The other reserved titles are: physiotherapist, physical therapist, physical rehabilitation therapist, physiotherapy therapist and physical rehabilitation technician. For the purposes of this document, only the title "physiotherapy technician" will be used.



## Objectives

### Statements of the Competency

#### Program-Specific Component

- 002W Analyze the profession.
- 002X Refer to the normal functioning of the human body.
- 002Y Locate anatomical structures of the musculoskeletal system.
- 002Z Analyze positions and movements of the human body.
- 003A Provide basic and emergency care.
- 003B Associate physiological mechanisms with physical rehabilitation needs.
- 003C Interpret information about pathological conditions and associated interventions.
- 003D Intervene in cases involving pain or circulatory problems.
- 003E Intervene in cases involving loss of mobility.
- 003F Intervene in cases involving muscle impairment.
- 003G Intervene in cases involving functional loss.
- 003H Provide electrotherapy treatments.
- 0559 Establish professional relationships.
- 003K Provide rehabilitation services for clients with orthopedic or rheumatological conditions.
- 003L Provide rehabilitation services for clients with neurological conditions.
- 003M Adapt the clinical approach to a particular handicap and rehabilitation setting.
- 003N Provide rehabilitation services for clients with vascular or respiratory conditions.
- 055A Provide rehabilitation care adapted to a geriatric population.
- 003Q Offer professional services.

## General Education Component Common to All Programs and General Education Component Specific to the Program

16⅔ credits and 420 periods of instruction, 6 credits and 150 periods of instruction

### English, Language of Instruction and Literature

4EA0 Analyze and produce various forms of discourse

4EA1 Apply an analytical approach to literary genres

4EA2 Apply an analytical approach to a literary theme

4EAP Communicate in the forms of discourse appropriate to one or more fields of study

### Humanities

4HU0 Apply a logical analytical process to how knowledge is organized and used

4HU1 Apply a critical thought process to world views

4HUP Apply a critical thought process to ethical issues relevant to the field of study

### French as a Second Language

One objective to be met from the following:

- 4SF0 Apply basic concepts for communicating in standard French
- 4SF1 Communicate in standard French with some ease
- 4SF2 Communicate with ease in standard French
- 4SF3 Explore a cultural and literary topic

One objective to be met from the following:

- 4SFP Apply basic concepts for communicating in French in relation to the student's field of study
- 4SFQ Communicate in French on topics related to the student's field of study
- 4SFR Communicate with ease in French on topics related to the student's field of study
- 4SFS Produce a text in French on a topic related to the student's field of study

### Physical Education

4EP0 Analyze one's physical activity from the standpoint of a healthy lifestyle

4EP1 Improve one's effectiveness when practising a physical activity

4EP2 Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity

## Complementary General Education Component

### 4 credits, 90 periods of instruction

Two objectives to be met from the following, in subject areas outside the student's program of study:

- 000V Estimate the contribution of the social sciences to an understanding of contemporary issues
- 000W Analyze one of the major problems of our time using one or more social scientific approaches
- 000X Explain the general nature of science and technology and some of the major contemporary scientific or technological issues
- 000Y Resolve a simple problem by applying the basic scientific method
- 000Z Communicate with limited skill in a modern language
- 0010 Communicate on familiar topics in a modern language
- 0067 Communicate with relative ease in a modern language
- 0011 Recognize the role of mathematics or computer science in contemporary society
- 0012 Use various mathematical or computer science concepts, procedures and tools for common tasks
- 0013 Consider various forms of art produced according to aesthetic practices
- 0014 Produce a work of art
- 021L Consider contemporary issues from a transdisciplinary perspective
- 021M Explore a contemporary issue from a transdisciplinary perspective

### 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

<b>PHYSIOTHERAPY TECHNOLOGY</b>		<b>GENERAL COMPETENCIES</b>									
		<b>Competency no.</b>	Analyze the profession	Refer to the normal functioning of the human body	Locate anatomical structures of the musculoskeletal system	Analyze positions and movements of the human body	Provide basic and emergency care	Associate physiological mechanisms with physical rehabilitation needs	Interpret information about pathological conditions and associated interventions	Establish professional relationships	Adapt the clinical approach to a particular handicap and rehabilitation setting
<b>SPECIFIC COMPETENCIES</b>	<b>Competency no.</b>	1	2	3	4	5	6	7	13	16	
Intervene in cases involving pain or circulatory problems	8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Intervene in cases involving loss of mobility	9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Intervene in cases involving muscle impairment	10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Intervene in cases involving functional loss	11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Provide electrotherapy treatments	12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Provide rehabilitation services for clients with orthopedic or rheumatological conditions	14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Provide rehabilitation services for clients with neurological conditions	15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Provide rehabilitation services for clients with vascular or respiratory conditions	17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Provide rehabilitation care adapted to a geriatric population	18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Offer professional services	19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

## Program-Specific Component

Code: 002W

### Objective

### Standard

Statement of the Competency	Achievement Context
Analyze the profession.	<ul style="list-style-type: none"> <li>• Using recent information about the profession and the public and private establishments in the sector</li> <li>• Based on current laws, regulations, standards and codes</li> </ul>

  

Elements of the Competency	Performance Criteria
1. Describe the characteristics of the profession and the necessary conditions for its practice.	<ul style="list-style-type: none"> <li>• Relevant information gathered</li> <li>• Thorough examination of the general characteristics of the profession and the necessary conditions for its practice</li> <li>• Accurate understanding of the organization of facilities and services in the health and social services sector</li> <li>• Establishment of pertinent connections between specific treatment approaches and current practices</li> <li>• Recognition of entrepreneurial potential in the sector</li> </ul>
2. Examine the tasks and activities associated with the profession.	<ul style="list-style-type: none"> <li>• Satisfactory analysis of activities, and performance conditions and criteria associated with each task</li> <li>• Accurate determination of the relative importance of each task</li> <li>• Establishment of relationships between the steps in the work process and the different tasks</li> </ul>
3. Examine the skills and behaviours needed to practise the profession.	<ul style="list-style-type: none"> <li>• Establishment of pertinent connections between the skills and behaviours required and the different tasks associated with the profession</li> <li>• Appropriate recognition of factors that could lead to or prevent burnout</li> </ul>



**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Refer to the normal functioning of the human body.	<ul style="list-style-type: none"> <li>• Working with resource professionals in the health care sector</li> <li>• For people of all ages</li> <li>• Based on medical and scientific information</li> <li>• Using reference materials</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Make connections between self-preservation and physical rehabilitation.	<ul style="list-style-type: none"> <li>• Recognition of the role of self-preservation systems in the body and their influence on physical rehabilitation</li> <li>• Recognition of factors that promote or impede homeostasis</li> <li>• Accurate interpretation of medical and scientific terminology</li> </ul>
2. Make connections between autoregulation and physical rehabilitation.	<ul style="list-style-type: none"> <li>• Recognition of the role of the nervous and endocrine systems in the body and their influence on physical rehabilitation</li> <li>• Recognition of factors that promote or impede homeostasis</li> <li>• Accurate interpretation of medical and scientific terminology</li> </ul>
3. Make connections between reproduction and physical rehabilitation.	<ul style="list-style-type: none"> <li>• Recognition of the influence of reproduction and genetic factors on physical rehabilitation</li> <li>• Recognition of factors that promote or impede homeostasis</li> <li>• Accurate interpretation of medical and scientific terminology</li> </ul>
4. Provide information about health maintenance.	<ul style="list-style-type: none"> <li>• Consideration of the interrelatedness of the various functions of the human body</li> <li>• Clear explanations, in lay terms, of how the systems of the human body function</li> <li>• Basic advice on health improvement and maintenance</li> </ul>



**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Locate anatomical structures of the musculoskeletal system.	<ul style="list-style-type: none"> <li>• Within the legal framework for professional practice</li> <li>• For people of all ages</li> <li>• Based on information available about the client prior to intervention</li> <li>• In compliance with the professional code of ethics</li> <li>• Using anatomical charts and models</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Locate bone, joint and muscle structures.	<ul style="list-style-type: none"> <li>• Proper use of procedure for locating structures</li> <li>• Accurate location of bone, joint and muscle structures</li> <li>• Precise palpation of accessible structures</li> </ul>
2. Locate nerves and peripheral vessels.	<ul style="list-style-type: none"> <li>• Proper use of procedure for locating nerves and peripheral vessels</li> <li>• Appropriate location of nerve and peripheral vessel pathways</li> </ul>
3. Provide information about the location of anatomical structures.	<ul style="list-style-type: none"> <li>• Clear explanations, in lay terms, of the nature and location of the structures</li> <li>• Correct localization of the structures on the client's body</li> </ul>



**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Analyze positions and movements of the human body.	<ul style="list-style-type: none"> <li>• Within the legal framework for professional practice</li> <li>• For people of all ages</li> <li>• Based on information available about the client prior to intervention</li> <li>• In compliance with the professional code of ethics</li> <li>• Using accessories and equipment</li> <li>• Using reference materials</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Analyze the mechanical forces and constraints exerted on anatomical structures in static positions and during movement.	<ul style="list-style-type: none"> <li>• Recognition of the forces involved depending on the position or movement</li> <li>• Appropriate deduction of the constraints exerted on the structures of the human body</li> <li>• Realistic estimation of the effort needed to maintain static and dynamic equilibrium</li> <li>• Realistic estimation of the mechanical limits of human tissues</li> <li>• Recognition of the effect of using levers, pulleys and inclined planes on the forces involved</li> </ul>
2. Analyze how joint and muscle structures function to maintain positions and to produce movement.	<ul style="list-style-type: none"> <li>• Establishment of connections between the form and function of a structure and how it acts to maintain a position and to produce movement</li> <li>• Association of the contribution of inert structures with that of muscles during various phases of a movement</li> <li>• Appropriate analysis of joint positions and movements produced during different phases of the gait cycle</li> </ul>
3. Examine the respective positions of joint and muscle structures in static positions and with movement.	<ul style="list-style-type: none"> <li>• Accurate location of inert structures and muscles acting during different phases of a movement</li> <li>• Appropriate analysis of the parameters of normal posture</li> </ul>



**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Provide basic and emergency care.	<ul style="list-style-type: none"> <li>• Within the legal framework for professional practice (for basic care)</li> <li>• For people of all ages</li> <li>• Based on prerequisite information available about the client prior to intervention (for basic care)</li> <li>• In compliance with the professional code of ethics</li> <li>• Using furniture, equipment, accessories and materials</li> <li>• Using reference materials</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Create a favourable environment for the intervention.	<ul style="list-style-type: none"> <li>• Careful preparation of area and materials</li> <li>• Professional behaviour</li> <li>• Use of measures to ensure comfort and safety</li> <li>• Consideration of contraindications</li> <li>• Information and instructions adapted to the situation</li> </ul>
2. Position, move and transfer clients.	<ul style="list-style-type: none"> <li>• Choice of interventions and procedures based on objectives</li> <li>• Correct execution of the intervention</li> <li>• Intervention strategies that promote the maximum participation of the client</li> <li>• Adaptation of the intervention based on the client's reactions and changes in his or her condition</li> </ul>
3. Apply non-rigid supports.	<ul style="list-style-type: none"> <li>• Choice of interventions and procedures based on objectives</li> <li>• Correct execution of intervention</li> <li>• Adaptation of the intervention based on the client's reactions and changes in his or her condition</li> </ul>
4. Intervene in an emergency situation.	<ul style="list-style-type: none"> <li>• Compliance with preliminary emergency procedures</li> <li>• Choice of appropriate interventions for the emergency situations most commonly encountered in a physical rehabilitation setting</li> <li>• Appropriate use of airway opening techniques</li> <li>• Appropriate use of cardiopulmonary resuscitation technique</li> </ul>



**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Associate physiological mechanisms with physical rehabilitation needs.	<ul style="list-style-type: none"> <li>• Within the legal framework for professional practice</li> <li>• For people of all ages</li> <li>• Based on information available about the client prior to intervention</li> <li>• Using reference materials</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Recognize the conditions required to produce an effective muscular contraction.	<ul style="list-style-type: none"> <li>• Consideration of the factors influencing the effectiveness of muscular contraction</li> <li>• Establishment of connections between the type of muscular contraction and the energy source</li> <li>• Establishment of connections between the type of muscular contraction and the parameters of the contraction</li> </ul>
2. Recognize the effect of muscle activity control mechanisms on various applications of physical rehabilitation.	<ul style="list-style-type: none"> <li>• Establishment of connections between neuromuscular and chemical control mechanisms and interventions aimed at facilitating or inhibiting muscle activity</li> </ul>
3. Recognize the effect of muscle activity on the human body.	<ul style="list-style-type: none"> <li>• Recognition of the preventive and curative effects of muscle activity on every system in the human body</li> <li>• Association between the damaging effects of inactivity and immobility and physical rehabilitation needs</li> </ul>
4. Associate the physiological changes related to aging with physical rehabilitation needs.	<ul style="list-style-type: none"> <li>• Recognition of the effect of aging-related physical and cognitive changes on functional autonomy</li> </ul>
5. Consider the physiological mechanisms of pain in a physical rehabilitation context.	<ul style="list-style-type: none"> <li>• Establishment of connections between the physiological mechanisms of pain and methods used to manage it</li> </ul>
6. Recognize physiological changes associated with pregnancy.	<ul style="list-style-type: none"> <li>• Recognition of how physiological changes during pregnancy can influence musculoskeletal problems</li> </ul>
7. Provide information about underlying physiological mechanisms.	<ul style="list-style-type: none"> <li>• Clear explanations, in lay terms, regarding the client's condition</li> </ul>



**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Interpret information about pathological conditions and associated interventions.	<ul style="list-style-type: none"> <li>• Based on information about the client</li> <li>• In order to exchange medical information</li> <li>• For common illnesses</li> <li>• Using reference materials</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Associate the medical diagnosis with clinical features for a given pathological condition.	<ul style="list-style-type: none"> <li>• Identification of pertinent information about the pathological condition</li> <li>• Appropriate representation of the global clinical profile of the client</li> </ul>
2. Make connections between the most commonly encountered medical tests and the diagnosis.	<ul style="list-style-type: none"> <li>• Recognition of the main medical tests that have an impact on physical rehabilitation</li> <li>• Association of the results of medical tests with the pathological condition</li> </ul>
3. Associate medical interventions with a given pathological condition.	<ul style="list-style-type: none"> <li>• Recognition of the most common medical interventions used for a given pathological condition</li> <li>• Establishment of connections between medical interventions and their implications for physical rehabilitation</li> </ul>
4. Recognize the effect of certain types of medications on physical rehabilitation interventions.	<ul style="list-style-type: none"> <li>• Identification of relevant information about the medications</li> <li>• Establishment of connections between the therapeutic effects and side effects of medications and physical rehabilitation interventions</li> </ul>
5. Associate rehabilitation interventions with a given pathological condition.	<ul style="list-style-type: none"> <li>• Recognition of the most common physical rehabilitation solutions for a given pathological condition</li> <li>• Establishment of connections between therapeutic interventions and rehabilitation goals</li> </ul>
6. Distinguish information in the client record that is pertinent to physical rehabilitation.	<ul style="list-style-type: none"> <li>• Accurate interpretation of the terminology and abbreviations used</li> <li>• Identification of information in a client record that is pertinent from a physical rehabilitation perspective</li> </ul>



**Objective****Standard**

Statement of the Competency	Achievement Context
Intervene in cases involving pain or circulatory problems.	<ul style="list-style-type: none"> <li>• Within the legal framework for professional practice</li> <li>• For people of all ages</li> <li>• Based on information available about the client prior to intervention</li> <li>• In compliance with the professional code of ethics</li> <li>• Using furniture, equipment, devices, accessories, measuring instruments and materials</li> <li>• Using reference materials</li> </ul>
Elements of the Competency	Performance Criteria
1. Create a favourable environment for the intervention.	<ul style="list-style-type: none"> <li>• Careful preparation of area and materials</li> <li>• Demonstration of professional behaviour</li> <li>• Use of measures to ensure comfort and safety</li> <li>• Consideration of contraindications</li> <li>• Information and instructions adapted to the situation</li> </ul>
2. Collect evaluative data regarding pain and circulation.	<ul style="list-style-type: none"> <li>• Pertinent questions about signs and symptoms</li> <li>• Correct execution of tests and measurements</li> <li>• Clear recording of data collected</li> <li>• Correct interpretation of data collected</li> </ul>
3. Implement interventions in order to produce antalgic, compressive, or trophic effects.	<ul style="list-style-type: none"> <li>• Choice of interventions and application parameters based on objectives</li> <li>• Correct use of superficial thermal agents, hydrotherapy and pneumatic compression devices</li> <li>• Appropriate teaching of circulation exercises</li> <li>• Adaptation of the intervention based on the client's reactions and changes in his or her condition</li> </ul>
4. Perform massage techniques.	<ul style="list-style-type: none"> <li>• Choice of techniques and application parameters based on objectives</li> <li>• Correct execution of massage techniques</li> <li>• Adaptation of the intervention based on the client's reactions and changes in his or her condition</li> </ul>
5. Apply relaxation techniques.	<ul style="list-style-type: none"> <li>• Pertinent choice of relaxation techniques</li> <li>• Appropriate use of passive relaxation techniques</li> <li>• Appropriate teaching of passive relaxation techniques</li> </ul>

## Program-Specific Component

<b>Elements of the Competency</b>	<b>Performance Criteria</b>
6. Perform mechanical and manual traction.	<ul style="list-style-type: none"><li>• Choice of type of traction and its application parameters based on objectives</li><li>• Correct execution of traction techniques</li><li>• Adaptation of the intervention based on the client's reactions and changes in his or her condition</li></ul>

**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Intervene in cases involving loss of mobility.	<ul style="list-style-type: none"> <li>• Within the legal framework for professional practice</li> <li>• For people of all ages</li> <li>• Based on information available about the client prior to intervention</li> <li>• In compliance with the professional code of ethics</li> <li>• Using furniture, equipment, accessories, measuring instruments and materials</li> <li>• Using information and communications technologies (ICT)</li> <li>• Using reference materials</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Create a favourable environment for the intervention.	<ul style="list-style-type: none"> <li>• Careful preparation of area and materials</li> <li>• Demonstration of professional behaviour</li> <li>• Use of measures to ensure comfort and safety</li> <li>• Consideration of contraindications</li> <li>• Information and instructions adapted to the situation</li> </ul>
2. Examine and measure active and passive mobility.	<ul style="list-style-type: none"> <li>• Pertinent questions about signs and symptoms related to loss of mobility</li> <li>• Correct examination and measurement of mobility and joint range of motion and muscle-length testing</li> <li>• Clear recording of data associated with a loss of mobility</li> <li>• Correct interpretation of data collected</li> </ul>
3. Use active, active-assisted or passive mobilization.	<ul style="list-style-type: none"> <li>• Choice of interventions and application parameters based on objectives</li> <li>• Correct execution of mobilization techniques</li> <li>• Correct set-up of suspensions and pulleys</li> <li>• Appropriate use of accessories to help improve mobility</li> <li>• Adaptation of the intervention based on the client's reactions and changes in his or her condition</li> </ul>

## Program-Specific Component

Elements of the Competency	Performance Criteria
4. Use proprioceptive neuromuscular facilitation techniques to increase mobility.	<ul style="list-style-type: none"><li>• Choice of techniques and application parameters based on objectives</li><li>• Correct execution of facilitation techniques</li><li>• Adaptation of the intervention based on the client's reactions and changes in his or her condition</li></ul>
5. Teach exercises to increase mobility.	<ul style="list-style-type: none"><li>• Development of an exercise program adapted to the objectives and context</li><li>• Explanation of exercises adapted to the client</li><li>• Intervention strategies that promote client participation</li><li>• Written presentation of exercises</li><li>• Adaptation of the intervention based on the client's reactions and changes in his or her condition</li></ul>

**Objective****Standard**

Statement of the Competency	Achievement Context
Intervene in cases involving muscle impairment.	<ul style="list-style-type: none"> <li>• Within the legal framework for professional practice</li> <li>• For people of all ages</li> <li>• Based on information available about the client prior to intervention</li> <li>• In compliance with the professional code of ethics</li> <li>• Using furniture, equipment, accessories, measuring instruments and materials</li> <li>• Using information and communications technologies (ICT)</li> <li>• Using reference materials</li> </ul>
Elements of the Competency	Performance Criteria
1. Create a favourable environment for the intervention.	<ul style="list-style-type: none"> <li>• Careful preparation of area and materials</li> <li>• Demonstration of professional behaviour</li> <li>• Use of measures to ensure comfort and safety</li> <li>• Consideration of contraindications</li> <li>• Information and instructions adapted to the situation</li> </ul>
2. Examine and measure data related to muscle function.	<ul style="list-style-type: none"> <li>• Pertinent questions about signs and symptoms related to muscle function</li> <li>• Correct execution of qualitative and quantitative measurements and tests</li> <li>• Clear recording of data related to muscle function</li> <li>• Correct interpretation of data collected</li> </ul>
3. Implement muscle strengthening techniques.	<ul style="list-style-type: none"> <li>• Pertinent choice of interventions and application parameters</li> <li>• Appropriate stimulation of muscle contraction</li> <li>• Appropriate use of devices and accessories to facilitate muscle strengthening</li> <li>• Adaptation of the intervention based on the client's reactions and changes in his or her condition</li> </ul>

## Program-Specific Component

<b>Elements of the Competency</b>	<b>Performance Criteria</b>
4. Teach exercises to improve muscle strength.	<ul style="list-style-type: none"><li>• Development of an exercise program adapted to the objectives and context</li><li>• Explanation of exercises adapted to the client</li><li>• Intervention strategies that promote client participation</li><li>• Written presentation of the appropriate exercises</li><li>• Adaptation of the intervention based on the client's reactions and changes in his or her condition</li></ul>

**Objective****Standard**

Statement of the Competency	Achievement Context
Intervene in cases involving functional loss.	<ul style="list-style-type: none"> <li>• Within the legal framework for professional practice</li> <li>• For people of all ages</li> <li>• Based on information available about the client prior to intervention</li> <li>• In compliance with the professional code of ethics</li> <li>• Using furniture, equipment, walking aids, accessories and materials</li> <li>• Using reference materials</li> </ul>
Elements of the Competency	Performance Criteria
1. Create a favourable environment for the intervention.	<ul style="list-style-type: none"> <li>• Careful preparation of area and materials</li> <li>• Demonstration of professional behaviour</li> <li>• Use of measures to ensure comfort and safety</li> <li>• Consideration of contraindications</li> <li>• Information and instructions adapted to the situation</li> </ul>
2. Gather evaluative data regarding functional abilities.	<ul style="list-style-type: none"> <li>• Pertinent questions about functional difficulties</li> <li>• Appropriate verification of functional capacities and limitations</li> <li>• Clear recording of evaluative data related to function</li> <li>• Correct interpretation of data collected</li> </ul>
3. Correct postural impairments.	<ul style="list-style-type: none"> <li>• Choice of interventions and application parameters based on the postural impairments requiring correction</li> <li>• Appropriate teaching of postural correction</li> <li>• Intervention promoting client participation and postural awareness</li> <li>• Adaptation of the intervention based on the client's reactions and changes in his or her condition</li> </ul>
4. Implement interventions designed to improve balance or proprioception.	<ul style="list-style-type: none"> <li>• Pertinent choice of interventions and application parameters</li> <li>• Effective use of techniques or exercises to stimulate balance or proprioception</li> <li>• Adaptation of the intervention based on the client's reactions and changes in his or her condition</li> </ul>

## Program-Specific Component

Elements of the Competency	Performance Criteria
5. Implement interventions designed to improve gait.	<ul style="list-style-type: none"><li>• Choice of interventions and application parameters based on the gait impairments requiring correction</li><li>• Appropriate teaching of corrective exercises and the use of walking aids</li><li>• Intervention promoting client participation and awareness of gait impairments</li><li>• Adaptation of the intervention based on the client's reactions and changes in his or her condition</li></ul>

**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Provide electrotherapy treatments.	<ul style="list-style-type: none"> <li>• Within the legal framework for professional practice</li> <li>• For people of all ages</li> <li>• Based on information available about the client prior to treatment</li> <li>• In compliance with the professional code of ethics</li> <li>• Using electrotherapy devices, furniture, accessories and materials</li> <li>• Using reference materials</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Create a favourable environment for the intervention.	<ul style="list-style-type: none"> <li>• Careful preparation of area and materials</li> <li>• Demonstration of professional behaviour</li> <li>• Use of measures to ensure comfort and safety</li> <li>• Consideration of contraindications</li> <li>• Information and instructions adapted to the situation</li> </ul>
2. Explain the principles underlying the use of electrotherapy devices.	<ul style="list-style-type: none"> <li>• Appropriate explanations based on the characteristics of currents and waves and their effects on structures of the human body</li> <li>• Explanations on the use of the devices and necessary safety measures</li> </ul>
3. Use low-, medium- and high-frequency currents for antalgic, trophic or tissue repair purposes.	<ul style="list-style-type: none"> <li>• Choice of type of current, method and application parameters based on objectives</li> <li>• Correct execution of intervention</li> <li>• Adaptation of the intervention based on the client's sensations and changes in his or her condition</li> </ul>
4. Use ultrasound for antalgic, trophic or tissue repair purposes.	<ul style="list-style-type: none"> <li>• Choice of method, sound head and dose based on objectives</li> <li>• Correct execution of intervention</li> <li>• Adaptation of the intervention based on the client's sensations and changes in his or her condition</li> </ul>
5. Use radiation for antalgic, trophic or tissue repair purposes.	<ul style="list-style-type: none"> <li>• Choice of type of radiation, dose and distance from source based on objectives</li> <li>• Correct execution of intervention</li> <li>• Adaptation of the intervention based on the client's reactions and changes in his or her condition</li> </ul>

## Program-Specific Component

Elements of the Competency	Performance Criteria
6. Use electrical stimulation and biofeedback for motor rehabilitation purposes.	<ul style="list-style-type: none"><li>• Choice of method and its application parameters based on objectives</li><li>• Instruction of client on how to participate effectively</li><li>• Correct execution of intervention</li><li>• Adaptation of the intervention based on the client's reactions and changes in his or her condition</li></ul>
7. Use direct current for iontophoresis.	<ul style="list-style-type: none"><li>• Choice of application parameters based on objectives</li><li>• Appropriate dilution of the various solutions</li><li>• Correct execution of intervention</li><li>• Adaptation of the intervention based on the client's reactions and changes in his or her condition</li></ul>

**Objective****Standard**

Statement of the Competency	Achievement Context
Establish professional relationships.	<ul style="list-style-type: none"> <li>• With people of all ages</li> <li>• In a work setting involving the collaboration of a large number of resource people</li> <li>• In professional situations involving interpersonal relationships</li> <li>• In compliance with the professional code of ethics</li> </ul>
Elements of the Competency	Performance Criteria
1. Regulate one's emotions.	<ul style="list-style-type: none"> <li>• Determination of emotions that affect professional activity</li> <li>• Appropriate distancing from the emotional content of a situation</li> </ul>
2. Establish therapeutic relationships with clients.	<ul style="list-style-type: none"> <li>• Demonstration of attentive listening</li> <li>• Accurate perception of the client's emotional state and need for assistance</li> <li>• Intervention strategies that take into account the client's needs and his or her own ability to satisfy them</li> <li>• Appropriate use of reflection, reformulation and confrontation</li> </ul>
3. Provide interventions in a group setting.	<ul style="list-style-type: none"> <li>• Appropriate use of group facilitation techniques</li> <li>• Consideration of the context of the intervention</li> </ul>
4. Collaborate with a multidisciplinary team.	<ul style="list-style-type: none"> <li>• Accurate distinction of the various roles and skills of the different members of a multidisciplinary team</li> <li>• Use of communication strategies fostering harmonious professional relationships</li> <li>• Active participation in the work of the multidisciplinary team</li> <li>• Demonstration of respect and solidarity concerning decisions made by the multidisciplinary team</li> <li>• Demonstration of attitudes and behaviours fostering conflict resolution</li> </ul>



**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Provide rehabilitation services for clients with orthopedic or rheumatological conditions.	<ul style="list-style-type: none"> <li>• Within the legal framework for professional practice</li> <li>• For people of all ages</li> <li>• For orthopedic and rheumatological impairments, associated peripheral nerve lesions, amputations and pregnancy-related musculoskeletal problems</li> <li>• With a view to maintaining or achieving optimal functional performance</li> <li>• Based on information available about the client prior to intervention</li> <li>• In compliance with the professional code of ethics and the policies of the health organization</li> <li>• Using current evaluation and treatment techniques</li> <li>• Using furniture, equipment, devices, technical aids, accessories, measuring instruments and materials</li> <li>• Using information and communications technologies (ICT)</li> <li>• Using reference materials</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Create a favourable environment for the intervention.	<ul style="list-style-type: none"> <li>• Careful preparation of area and materials</li> <li>• Demonstration of professional behaviour</li> <li>• Use of measures to ensure comfort and safety</li> <li>• Consideration of contraindications</li> <li>• Information and instructions adapted to the situation</li> </ul>
2. Collect evaluative data.	<ul style="list-style-type: none"> <li>• Adequate consultation of all available information on the client</li> <li>• Appropriate planning of data collection</li> <li>• Pertinent questions about signs and symptoms</li> <li>• Correct execution of tests and measurements</li> <li>• Accurate interpretation of data</li> </ul>
3. Establish a treatment plan.	<ul style="list-style-type: none"> <li>• Establishment of a list of problems in order of priority</li> <li>• Establishment of appropriate therapeutic objectives for the situation</li> <li>• Pertinent choice of treatment techniques and application parameters</li> </ul>

## Program-Specific Component

<b>Elements of the Competency</b>	<b>Performance Criteria</b>
4. Explain the treatment plan to the client.	<ul style="list-style-type: none"><li>• Adapted explanations concerning the orientation and nature of the treatment plan</li><li>• Attainment of the client's consent to the treatment plan</li></ul>
5. Provide the treatment.	<ul style="list-style-type: none"><li>• Effective organization of interventions</li><li>• Correct execution of treatment techniques</li><li>• Appropriate use of technical aids</li><li>• Adaptation of the treatment based on the client's reactions and changes in his or her condition</li></ul>
6. Teach exercises and measures that contribute to the rehabilitation process.	<ul style="list-style-type: none"><li>• Development of an exercise program adapted to the rehabilitation objectives</li><li>• Explanations of the exercises and advice adapted to the clientele</li><li>• Intervention strategies promoting the participation of the client or group</li><li>• Appropriate written presentation of exercises and advice</li><li>• Adaptation of the exercises and advice based on the client's reactions and changes in his or her condition</li></ul>
7. Record details of the data collection and treatment in the client record.	<ul style="list-style-type: none"><li>• Recording of data according to a charting protocol</li><li>• Pertinence and clarity of data</li><li>• Accurate use of medical terminology</li></ul>

**Objective****Standard**

Statement of the Competency	Achievement Context
Provide rehabilitation services for clients with neurological conditions.	<ul style="list-style-type: none"> <li>• Within the legal framework for professional practice</li> <li>• Using current evaluative and treatment techniques</li> <li>• Based on information available about the client prior to intervention</li> <li>• With a view to maintaining or achieving optimal functional performance</li> <li>• In compliance with the professional code of ethics and the policies of the health organization</li> <li>• Using furniture, equipment, devices, technical aids, accessories, measuring instruments and materials</li> <li>• Using information and communications technologies (ICT)</li> <li>• Using reference materials</li> </ul>
Elements of the Competency	Performance Criteria
1. Create a favourable environment for the intervention.	<ul style="list-style-type: none"> <li>• Careful preparation of area and materials</li> <li>• Demonstration of professional behaviour</li> <li>• Use of measures to ensure comfort and safety</li> <li>• Consideration of contraindications</li> <li>• Consideration of comprehension or expression difficulties</li> <li>• Information and instructions adapted to the situation</li> </ul>
2. Collect evaluative data, if applicable.	<ul style="list-style-type: none"> <li>• Appropriate consultation of all available information on the client</li> <li>• Appropriate planning of data collection</li> <li>• Pertinent questions about signs and symptoms</li> <li>• Correct execution of tests and measurements</li> <li>• Accurate interpretation of data</li> </ul>
3. Establish the treatment plan, if applicable.	<ul style="list-style-type: none"> <li>• Establishment of a list of problems in order of priority in the case of interventions aimed at maintaining functional abilities</li> <li>• Establishment of appropriate therapeutic objectives in the case of interventions aimed at maintaining functional abilities</li> <li>• Pertinent choice of treatment techniques and application parameters</li> </ul>

## Program-Specific Component

<b>Elements of the Competency</b>	<b>Performance Criteria</b>
4. Explain the treatment plan to the client.	<ul style="list-style-type: none"><li>• Adapted explanations concerning the orientation and nature of the treatment plan</li><li>• Attainment of the consent of the client or caregivers to the treatment plan</li></ul>
5. Provide the treatment.	<ul style="list-style-type: none"><li>• Effective organization of interventions</li><li>• Correct execution of treatment techniques</li><li>• Appropriate use of technical aids</li><li>• Adaptation of the treatment based on the client's reactions and changes in his or her condition</li></ul>
6. Teach exercises and measures that contribute to the rehabilitation process.	<ul style="list-style-type: none"><li>• Development of an exercise program adapted to the rehabilitation objectives</li><li>• Explanations of the exercises and advice adapted to the clientele</li><li>• Intervention strategies promoting the participation of the client or the group</li><li>• Appropriate written presentation of exercises and advice</li><li>• Adaptation of the exercises and advice based on the client's reactions and changes in his or her condition</li></ul>
7. Record details of evaluative data and treatment in the client record.	<ul style="list-style-type: none"><li>• Recording of data according to a charting protocol</li><li>• Pertinence and clarity of data</li><li>• Accurate use of medical terminology</li></ul>

**Objective****Standard**

Statement of the Competency	Achievement Context
Adapt the clinical approach to a particular handicap and rehabilitation setting.	<ul style="list-style-type: none"> <li>• For people of all ages</li> <li>• Based on information available about the client prior to intervention</li> <li>• In clinical situations requiring an adapted approach</li> <li>• In compliance with the professional code of ethics</li> <li>• Working with resource professionals from the health care establishment and the client's caregivers</li> </ul>
Elements of the Competency	Performance Criteria
1. Identify signs of healthy versus unhealthy adaptation to a physical or mental handicap or a loss.	<ul style="list-style-type: none"> <li>• Attentive observation of the client's reactions</li> <li>• Establishment of connections between signs exhibited by the client and coping mechanisms for adapting to a handicap or loss</li> <li>• Appropriate recognition of the signs of maladjustment</li> </ul>
2. Adapt the clinical approach to the type of physical handicap and its severity.	<ul style="list-style-type: none"> <li>• Consideration of the influence of a physical handicap on the client's emotional and social life</li> <li>• Establishment of connections between the type of physical handicap and its severity and the client's rehabilitation needs</li> <li>• Demonstration of attitudes and behaviours adapted to the situation</li> <li>• Intervention strategies that promote the participation of the client or caregiver</li> </ul>
3. Adapt the clinical approach in the presence of cognitive or psychiatric problems.	<ul style="list-style-type: none"> <li>• Consideration of the effect of cognitive or psychiatric problems on the client's emotional and social life</li> <li>• Recognition of the effect of cognitive or psychiatric problems on the rehabilitation process</li> <li>• Demonstration of attitudes and behaviours adapted to the situation</li> <li>• Intervention strategies that promote the participation of the client or caregiver</li> </ul>

## Program-Specific Component

Elements of the Competency	Performance Criteria
4. Adopt a specific approach based on the therapeutic setting or living environment.	<ul style="list-style-type: none"><li>• Consideration of the effect of the type of therapeutic setting or living environment on the rehabilitation process</li><li>• Intervention strategies adapted to the type of therapeutic setting or living environment</li><li>• Adaptation of the therapeutic setting or living environment so as to enhance the client's orientation and autonomy</li><li>• Appropriate collaboration with other resource professionals or the client's caregivers</li></ul>

**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Provide rehabilitation services for clients with vascular or respiratory conditions.	<ul style="list-style-type: none"> <li>• Within the legal framework for professional practice</li> <li>• For arterial, venous or lymphatic insufficiency, wounds, cardiovascular associated conditions or chronic respiratory illnesses</li> <li>• Based on information available about the client prior to intervention</li> <li>• With a view to maintaining or achieving optimal functional performance</li> <li>• In compliance with the professional code of ethics and the policies of the health organization</li> <li>• Using current evaluative and treatment techniques</li> <li>• Using furniture, equipment, devices, accessories, measuring instruments and materials</li> <li>• Using computer hardware and media</li> <li>• Using reference materials</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Create a favourable environment for the intervention.	<ul style="list-style-type: none"> <li>• Careful preparation of area and materials</li> <li>• Demonstration of professional behaviour</li> <li>• Use of measures to ensure comfort and safety</li> <li>• Consideration of contraindications</li> <li>• Information and instructions adapted to the situation</li> </ul>
2. Collect additional evaluative data.	<ul style="list-style-type: none"> <li>• Adequate consultation of all available information about the client</li> <li>• Appropriate planning of data collection</li> <li>• Pertinent questions about signs and symptoms</li> <li>• Correct execution of tests and measurements</li> <li>• Accurate interpretation of all the data</li> </ul>
3. Determine the treatment methods.	<ul style="list-style-type: none"> <li>• Pertinent choice of treatment techniques and application parameters</li> </ul>
4. Explain the nature of the interventions to the client.	<ul style="list-style-type: none"> <li>• Adapted explanations of the treatment methods</li> </ul>
5. Provide the treatment.	<ul style="list-style-type: none"> <li>• Effective organization of interventions</li> <li>• Correct execution of treatment techniques</li> <li>• Appropriate use of accessories and materials</li> <li>• Adaptation of the treatment based on the client's reactions and changes in his or her condition</li> </ul>

## Program-Specific Component

Elements of the Competency	Performance Criteria
6. Teach exercises and measures that contribute to the rehabilitation process.	<ul style="list-style-type: none"><li>• Development of an exercise program adapted to the rehabilitation objectives</li><li>• Explanations of the exercises and advice adapted to the clientele</li><li>• Intervention strategies promoting client participation</li><li>• Appropriate written presentation of exercises and advice</li><li>• Adaptation of the exercises and advice based on the client's reactions and changes in his or her condition</li></ul>
7. Record elements of the data collection and treatment in the client record.	<ul style="list-style-type: none"><li>• Recording of data according to a charting protocol</li><li>• Pertinence and clarity of data</li><li>• Accurate use of medical terminology</li></ul>

**Objective****Standard**

Statement of the Competency	Achievement Context
Provide rehabilitation care adapted to a geriatric population.	<ul style="list-style-type: none"> <li>• Within the legal framework for professional practice</li> <li>• Using current evaluative and treatment techniques</li> <li>• Based on information available about the client prior to intervention</li> <li>• With a view to maintaining or achieving optimal functional performance</li> <li>• In compliance with the professional code of ethics and the policies of the health organization</li> <li>• Using furniture, equipment, devices, technical aids, accessories, measuring instruments and materials</li> <li>• Using information and communications technologies (ICT)</li> <li>• Using reference materials</li> </ul>
Elements of the Competency	Performance Criteria
1. Create a favourable environment for the intervention.	<ul style="list-style-type: none"> <li>• Careful preparation of area and materials</li> <li>• Demonstration of professional behaviour</li> <li>• Use of measures to ensure comfort and safety</li> <li>• Consideration of contraindications and the client's general health condition</li> <li>• Consideration of comprehension or expression difficulties</li> <li>• Information and instructions adapted to the situation</li> </ul>
2. Collect evaluative data pertaining to functional autonomy.	<ul style="list-style-type: none"> <li>• Identification of all pertinent information about the geriatric client</li> <li>• Appropriate planning of data collection</li> <li>• Pertinent and adapted questions about the client's symptoms and functional difficulties</li> <li>• Execution of tests and measurements adapted to the population</li> <li>• Appropriate verification of difficulties and functional limitations</li> <li>• Accurate interpretation and consolidation of the data</li> </ul>

Elements of the Competency	Performance Criteria
3. Establish a treatment plan taking functional autonomy into account.	<ul style="list-style-type: none"> <li>• Establishment of a list of problems in order of priority</li> <li>• Appropriate participation in the establishment of the overall intervention plan</li> <li>• Establishment of realistic therapeutic objectives adapted to the elderly person's global needs</li> <li>• Pertinent choice of treatment techniques and application parameters</li> </ul>
4. Explain the treatment plan to the client and caregivers.	<ul style="list-style-type: none"> <li>• Adapted explanation concerning the orientation and nature of the treatment plan</li> <li>• Attainment of the client's or caregiver's consent to the treatment plan</li> </ul>
5. Provide the treatment.	<ul style="list-style-type: none"> <li>• Organization of treatment based on the elderly person's capacities and limitations</li> <li>• Execution of treatment techniques adapted to the population</li> <li>• Appropriate use and adjustment of technical aids</li> <li>• Intervention strategies promoting the participation of the client and caregivers</li> <li>• Appropriate collaboration with other resource professionals</li> <li>• Adaptation of the treatment based on the client's reactions and changes in his or her condition</li> </ul>
6. Teach exercises and measures favouring functional rehabilitation.	<ul style="list-style-type: none"> <li>• Development of an exercise program adapted to the functional rehabilitation objectives</li> <li>• Explanation of the exercises and advice adapted to the clientele</li> <li>• Intervention strategies promoting the participation of the client and caregivers</li> <li>• Facilitation of an exercise class based on the characteristics of the clientele</li> <li>• Written presentation of the exercises and advice adapted to the clientele</li> <li>• Adaptation of the exercises and advice based on the client's reactions and changes in his or her condition</li> </ul>
7. Record details of evaluative data and treatment in the client record.	<ul style="list-style-type: none"> <li>• Recording of information according to a charting protocol</li> <li>• Pertinence and clarity of data</li> <li>• Accurate use of medical terminology</li> </ul>

**Objective****Standard**

Statement of the Competency	Achievement Context
Offer professional services.	<ul style="list-style-type: none"> <li>• For people of all ages</li> <li>• Within the legal framework for professional practice</li> <li>• In collaboration with various resource people</li> <li>• For a variety of problems and clientele</li> <li>• Based on information available about the client prior to intervention</li> <li>• In compliance with the professional code of ethics and the policies of the health organization</li> <li>• Using furniture, equipment, devices, technical aids, accessories, measuring instruments and materials</li> <li>• Using information and communications technologies (ICT)</li> <li>• Using reference materials</li> </ul>

Elements of the Competency	Performance Criteria
1. Plan work effectively.	<ul style="list-style-type: none"> <li>• Correct establishment of priorities</li> <li>• Appropriate adaptation of plan to unforeseen situations</li> <li>• Compliance with the scope of practice and rules specific to the facility</li> </ul>
2. Collaborate with resource professionals within or outside the facility.	<ul style="list-style-type: none"> <li>• Active participation in meetings related to the exercise of the profession</li> <li>• Establishment of harmonious relationships with the family and various resource professionals</li> </ul>
3. Provide rehabilitation services for various people in a variety of contexts.	<ul style="list-style-type: none"> <li>• Autonomous management of interventions</li> <li>• Proper coordination of tasks based on the situation and priorities at the time</li> <li>• Conformity with the facility's usual work pace</li> <li>• Maximization of the client's potential throughout his or her rehabilitation</li> <li>• Appropriate suggestions concerning professional and material resources</li> <li>• Record keeping adapted to match the standards and practices of the therapeutic setting</li> </ul>
4. Perform tasks related to rehabilitation.	<ul style="list-style-type: none"> <li>• Effective participation in the adaptation of materials and accessories to complement interventions</li> <li>• Appropriate contribution to the operation of the department</li> <li>• Undertaking of necessary steps to obtain or transmit information, goods or services</li> </ul>

## Program-Specific Component

<b>Elements of the Competency</b>	<b>Performance Criteria</b>
5. Solve problems related to professional practice.	<ul style="list-style-type: none"><li>• Demonstration of initiative and creativity</li><li>• Solutions adapted to the problems</li></ul>
6. Evaluate one's own professional performance.	<ul style="list-style-type: none"><li>• Accurate appraisal of one's own personal and professional limitations</li><li>• Adequate measures taken to ensure professional development</li></ul>

## General Education Component Common to All Programs and General Education Component Specific to the Program

English, Language of Instruction and Literature

Code: 4EA0

### *Objective*

### *Standard*

#### **Statement of the Competency**

Analyze and produce various forms of discourse.

#### **Elements of the Competency**

#### **Performance Criteria**

1. Identify the characteristics and functions of the components of literary texts.	<ul style="list-style-type: none"> <li>• Accurate explanation of the denotation of words</li> <li>• Adequate recognition of the appropriate connotation of words</li> <li>• Accurate definition of the characteristics and function of each component</li> </ul>
2. Determine the organization of facts and arguments of a given literary text.	<ul style="list-style-type: none"> <li>• Clear and accurate recognition of the main idea and structure</li> <li>• Clear presentation of the strategies employed to develop an argument or thesis</li> </ul>
3. Prepare ideas and strategies for a projected discourse.	<ul style="list-style-type: none"> <li>• Appropriate identification of topics and ideas</li> <li>• Adequate gathering of pertinent information</li> <li>• Clear formulation of a thesis</li> <li>• Coherent ordering of supporting material</li> </ul>
4. Formulate a discourse.	<ul style="list-style-type: none"> <li>• Appropriate choice of tone and diction</li> <li>• Correct development of sentences</li> <li>• Clear and coherent development of paragraphs</li> <li>• Formulation of a 750-word discourse</li> </ul>
5. Revise the discourse.	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

#### **Learning Activities**

Discipline: English, Language of Instruction and Literature  
 Weighting: 2-2-4 or 1-3-4  
 Credits: 2 $\frac{2}{3}$

**Objective**

**Standard**

**Statement of the Competency**

Apply an analytical approach to literary genres.

**Elements of the Competency**

**Performance Criteria**

1. Distinguish genres of literary texts.	<ul style="list-style-type: none"> <li>• Clear recognition of the formal characteristics of a literary genre</li> </ul>
2. Recognize the use of literary conventions within a specific genre.	<ul style="list-style-type: none"> <li>• Accurate recognition of the figurative communication of meaning</li> <li>• Adequate explanation of the effects of significant literary and rhetorical devices</li> </ul>
3. Situate a work within its historical and literary period.	<ul style="list-style-type: none"> <li>• Appropriate recognition of the relationship of a text to its period</li> </ul>
4. Write a critical analysis of a literary genre.	<ul style="list-style-type: none"> <li>• Selective use of appropriate terminology</li> <li>• Effective presentation of a 1000-word coherent response to a literary text</li> </ul>
5. Revise the work.	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

Discipline: English, Language of Instruction and Literature  
Weighting: 2-2-3  
Credits: 2½

**Objective**

**Standard**

**Statement of the Competency**

Apply an analytical approach to a literary theme.

**Elements of the Competency**

**Performance Criteria**

1. Recognize the treatment of a theme within a literary text.	<ul style="list-style-type: none"> <li>• Clear recognition of elements within the text, which define and reinforce a theme and its development</li> <li>• Adequate demonstration of the effects of significant literary and rhetorical devices</li> </ul>
2. Situate a literary text within its cultural context.	<ul style="list-style-type: none"> <li>• Appropriate recognition of a text as an expression of cultural context</li> <li>• Adequate demonstration of the effects of significant literary and rhetorical devices</li> </ul>
3. Detect the value system inherent in a literary text	<ul style="list-style-type: none"> <li>• Appropriate identification of expression (explicit / implicit) of a value system in a text</li> </ul>
4. Write an analysis on a literary theme.	<ul style="list-style-type: none"> <li>• Selective use of appropriate terminology</li> <li>• Effective presentation of a 1000-word coherent response to a literary text</li> </ul>
5. Revise the work.	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

Discipline: English, Language of Instruction and Literature  
Weighting: 2-2-3  
Credits: 2½

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

1. Identify the forms of discourse appropriate to given fields of study.	<ul style="list-style-type: none"> <li>• Accurate recognition of specialized vocabulary and conventions</li> <li>• Accurate recognition of the characteristics of the form of discourse</li> <li>• Exploration of a variety of topics</li> </ul>
2. Recognize the forms of discourse appropriate to given fields of study.	<ul style="list-style-type: none"> <li>• Clear and accurate recognition of the main ideas and structure</li> <li>• Appropriate distinction between fact and argument</li> </ul>
3. Formulate an oral or a written discourse.	<ul style="list-style-type: none"> <li>• Examine ways to address and structure a given topic</li> <li>• Appropriate choice of tone and diction</li> <li>• Correctly developed sentences</li> <li>• Clearly and coherently developed paragraphs</li> <li>• Appropriate use of program-related communication strategies including media and technology</li> <li>• Formulation of a 1000-word discourse</li> </ul>
4. Revise the work.	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

Discipline:	English, Language of Instruction and Literature
Periods of instruction:	60
Credits:	2

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

1. Recognize the basic elements of a field of knowledge.	<ul style="list-style-type: none"> <li>• Appropriate description of the basic elements</li> <li>• Appropriate use of terminology relevant to a field of knowledge</li> </ul>
2. Define the modes of organization and utilization of a field of knowledge.	<ul style="list-style-type: none"> <li>• Adequate definition of the dimensions, limits, and uses of a field of knowledge</li> </ul>
3. Situate a field of knowledge within its historical context.	<ul style="list-style-type: none"> <li>• Accurate identification of the main components in the historical development of a field of knowledge</li> <li>• Accurate description of the effects of historical development and social context on the limits and uses of a field of knowledge</li> </ul>
4. Organize the main components into coherent patterns.	<ul style="list-style-type: none"> <li>• Coherent organization of the main components</li> </ul>
5. Produce a synthesis of the main components.	<ul style="list-style-type: none"> <li>• Appropriate analysis of the components</li> <li>• Coherent synthesis of the main components</li> <li>• Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge</li> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

Discipline: Humanities  
Weighting: 3-1-3  
Credits: 2½

**Objective**

**Standard**

**Statement of the Competency**

Apply a critical thought process to world views.

**Elements of the Competency**

**Performance Criteria**

1. Describe world views.	<ul style="list-style-type: none"> <li>• Accurate description of a society or group with a distinctive world view</li> <li>• Appropriate use of terminology relevant to these societies or groups</li> </ul>
2. Explain the major ideas, values, and implications associated with a given world view.	<ul style="list-style-type: none"> <li>• Adequate explanation of the salient components of a world view</li> </ul>
3. Organize the ideas, values and experiences of a world view into coherent patterns.	<ul style="list-style-type: none"> <li>• Coherent organization of ideas about a world view</li> <li>• Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views</li> </ul>
4. Compare world views.	<ul style="list-style-type: none"> <li>• Comparative analysis of these world views</li> <li>• Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis</li> </ul>
5. Convey the ideas, attitudes, and experiences of the societies or groups studied.	<ul style="list-style-type: none"> <li>• Coherent integration of the importance and implications of the world views for the given societies or groups</li> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

1. Situate significant ethical issues in appropriate world views and fields of knowledge.	<ul style="list-style-type: none"> <li>• Accurate recognition of the basic elements of ethical issues</li> <li>• Appropriate use of relevant terminology</li> <li>• Adequate identification of the main linkages with world views and fields of knowledge</li> </ul>
2. Explain the major ideas, values, and social implication of ethical issues.	<ul style="list-style-type: none"> <li>• Adequate description of the salient components of the issues</li> </ul>
3. Organize the ethical questions and their implications into coherent patterns.	<ul style="list-style-type: none"> <li>• Coherent organization of the ethical questions and their implications</li> <li>• Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues</li> </ul>
4. Debate the ethical issues.	<ul style="list-style-type: none"> <li>• Adequate development of substantiated argumentation including context and diverse points of view</li> <li>• Clear articulation of an individual point of view</li> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

Discipline: Humanities  
 Periods of instruction: 45  
 Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Apply basic concepts for communicating in standard French.

**Elements of the Competency**

**Performance Criteria**

1. Write and revise a simple text.

- Clear, coherent formulation of a text of about 250 words
- Adequate development of the text: intention, topic, reader
- Formulation of simple, well-constructed sentences
- Use of adequate vocabulary for the task
- Satisfactory application of the rules of grammar, in particular agreement in gender and number; regular verbs; verb tenses in the present, compound past and simple future
- Satisfactory correction of errors in spelling or grammar
- Appropriate use of revision strategies

2. Understand the meaning of a simple text.

- Accurate description of the general meaning and essential ideas of a 500-word text
- Accurate identification of the difficulties in understanding the text
- Appropriate use of reading techniques
- Accurate identification of the main elements of the text

3. Convey a simple oral message.

- Clear and coherent formulation of an oral presentation of at least four minutes
- Appropriate use of standard vocabulary
- Clear and coherent statements

4. Understand the meaning of a simple oral message.

- Accurate identification of the general meaning and essential ideas of an oral message of at least four minutes
- Accurate identification of the difficulties in understanding the message
- Accurate description of the general meaning and essential ideas of the message

**Learning Activities**

Discipline: French as a Second Language  
Weighting: 2-1-3  
Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Communicate in standard French with some ease.

**Elements of the Competency**

**Performance Criteria**

1. Write and revise a simple text.

- Writing of a text of about 350 words
- Respect for grammar and spelling rules
- Appropriate use of the main elements of the corpus
- Clear, coherent formulation of sentences
- Coherent organization of paragraphs
- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

2. Interpret a written text.

- Accurate identification of the main ideas and structure of a text of 700 to 1 000 words
- Accurate identification of the main elements of the text
- Accurate explanation of the meaning of the words of the text

3. Produce a planned oral text.

- Clear and coherent formulation of an oral presentation of at least five minutes
- Appropriate use of standard vocabulary
- Respect for the level of language and rules of grammar and pronunciation

4. Interpret a simple oral text.

- Accurate identification of the main elements of an oral text of at least five minutes
- Accurate identification of the ideas and subjects dealt with in the text
- Accurate explanation of the meaning of the words of the text

**Learning Activities**

Discipline: French as a Second Language  
Weighting: 2-1-3  
Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Communicate with ease in standard French.

**Elements of the Competency**

**Performance Criteria**

1. Write a text of moderate complexity.	<ul style="list-style-type: none"> <li>• Writing of a text of about 450 words</li> <li>• Respect for grammar and spelling rules</li> <li>• Adaptation to the intended audience</li> <li>• Appropriate use of the main elements of the corpus</li> <li>• Clear and coherent formulation of sentences, including at least three that are complex</li> <li>• Coherent organization of paragraphs</li> </ul>
2. Revise and correct a text of moderate complexity.	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of the text</li> </ul>
3. Comment on a written text of moderate complexity.	<ul style="list-style-type: none"> <li>• Accurate identification of the main elements of a text of between 2 500 and 3 000 words</li> <li>• Accurate explanation of the meaning of the words of the text</li> <li>• Accurate identification of the main and secondary ideas, of facts and opinions</li> <li>• Accurate identification of what is implicit and what is explicit</li> </ul>
4. Produce a planned oral text of moderate complexity.	<ul style="list-style-type: none"> <li>• Clear and coherent formulation of an oral presentation of at least five minutes</li> <li>• Appropriate use of standard vocabulary</li> <li>• Respect for the level of language and rules of grammar and pronunciation</li> <li>• Adaptation to the intended audience</li> <li>• Appropriate sequencing of ideas</li> </ul>

**Learning Activities**

Discipline: French as a Second Language  
Weighting: 2-1-3  
Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Explore a cultural and literary topic.

**Elements of the Competency**

**Performance Criteria**

1. Write a text on a cultural or literary topic.

- Clear and coherent formulation of a text of about 550 words
- Respect for the topic
- Respect for grammar and spelling rules
- Adaptation to the intended audience
- Appropriate use of the main elements of the corpus
- Clear articulation of a personal point of view

2. Revise and correct a text on a cultural or literary topic.

- Appropriate use of revision strategies
- Appropriate revision of the text

3. Analyze a cultural or literary text.

- Personal formulation of the main elements of the text
- Identification of the main themes
- Identification of clues that help situate the text in its sociocultural and historical context
- Accurate identification of the values expressed
- Accurate identification of the structure of the text
- Clear articulation of a personal point of view

**Learning Activities**

Discipline: French as a Second Language

Weighting: 3-0-3

Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Apply basic concepts for communicating in French in relation to the student's field of study.

**Elements of the Competency**

**Performance Criteria**

<p>1. Write and revise a short text related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Accurate identification of difficulties in writing</li> <li>• Appropriate use of writing techniques</li> <li>• Appropriate use of standard and specialized vocabulary</li> <li>• Clear and coherent formulation of the text</li> <li>• Appropriate use of revision strategies</li> <li>• Satisfactory correction of spelling and grammatical errors</li> </ul>
<p>2. Understand the meaning and characteristics of a text related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Accurate identification of difficulties in understanding the text</li> <li>• Accurate identification of the characteristics of the text</li> <li>• Accurate identification of specialized vocabulary</li> <li>• Accurate identification of the main elements of the text</li> <li>• Accurate description of the general meaning and essential ideas of the text</li> </ul>
<p>3. Convey a simple oral message related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Accurate identification of the difficulties in oral expression</li> <li>• Appropriate use of techniques of oral expression</li> <li>• Appropriate use of standard and specialized vocabulary</li> <li>• Intelligible expression of the message</li> </ul>
<p>4. Understand the meaning of a simple oral message related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Accurate identification of difficulties in understanding the message</li> <li>• Accurate identification of the characteristics of the message</li> <li>• Accurate identification of specialized vocabulary</li> <li>• Accurate identification of the main elements of the message</li> <li>• Accurate description of the general meaning and essential ideas of the message</li> </ul>

**Learning Activities**

Discipline: French as a Second Language  
 Periods of instruction: 45  
 Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Communicate in French on topics related to the student's field of study.

**Elements of the Competency**

**Performance Criteria**

1. Write a text related to the student's field of study.	<ul style="list-style-type: none"> <li>• Appropriate use of specialized vocabulary and of conventions specific to different types of texts</li> <li>• Respect for the level of language and rules of grammar and spelling</li> <li>• Clear and coherent formulation of the text</li> <li>• Appropriate use of writing techniques</li> </ul>
2. Revise and correct a text on a topic related to the student's field of study.	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Satisfactory correction of spelling and grammatical errors</li> </ul>
3. Differentiate the types of texts specific to the student's field of study.	<ul style="list-style-type: none"> <li>• Accurate identification of the formal characteristics of each of the main types of texts and the conventions used</li> </ul>
4. Analyze texts representative of the student's field of study.	<ul style="list-style-type: none"> <li>• Accurate identification of the main elements of the text</li> <li>• Accurate interpretation of specialized vocabulary</li> <li>• Accurate identification of the ideas and subjects dealt with</li> <li>• Appropriate use of reading and listening techniques</li> </ul>

**Learning Activities**

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

**Objective**

**Standard**

**Statement of the Competency**

Communicate with ease in French on topics related to the student's field of study.

**Elements of the Competency**

**Performance Criteria**

<p>1. Produce a text on a topic related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Respect for the topic</li> <li>• Appropriate use of specialized vocabulary and the conventions specific to different types of texts</li> <li>• Respect for the level of language and rules of grammar and spelling</li> <li>• Clear and coherent formulation of the text</li> <li>• Appropriate sequencing of ideas</li> <li>• Appropriate form for the content</li> </ul>
<p>2. Revise and correct a text on a topic related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Satisfactory correction of spelling and grammatical errors</li> </ul>
<p>3. Comment on texts specific to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Accurate identification of the formal characteristics of the main types of texts and the conventions used</li> <li>• Accurate explanation of the meaning of the words in the text</li> <li>• Accurate identification of the structure of the text</li> <li>• Accurate reformulation of the main and secondary ideas, of the facts and opinions</li> <li>• Accurate use of specialized vocabulary</li> </ul>

**Learning Activities**

Discipline: French as a Second Language  
 Periods of instruction: 45  
 Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Produce a text in French on a topic related to the student's field of study.

**Elements of the Competency**

**Performance Criteria**

<p>1. Write a text on a topic related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Respect for the topic</li> <li>• Appropriate use of specialized vocabulary and the conventions specific to different types of texts</li> <li>• Appropriate choice of the main elements of the corpus based on the type of text</li> <li>• Clear and coherent formulation of the text</li> <li>• Respect for the level of language and rules of grammar and spelling</li> <li>• Clear articulation of a personal point of view</li> </ul>
<p>2. Revise and correct a text on a topic related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Satisfactory correction of spelling and grammatical errors</li> </ul>
<p>3. Analyze a text related to the student's field of study.</p>	<ul style="list-style-type: none"> <li>• Precise differentiation of the formal characteristics of specific types of texts</li> <li>• Personal formulation of the main elements</li> <li>• Listing of the main themes</li> <li>• Accurate identification of the structure of the text</li> <li>• Identification of clues that help situate the text in its context</li> <li>• Clear articulation of a personal point of view</li> <li>• Accurate association of elements of the text with the topic</li> </ul>

**Learning Activities**

Discipline: French as a Second Language  
 Periods of instruction: 45  
 Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Analyze one's physical activity from the standpoint of a healthy lifestyle.

**Elements of the Competency**

**Performance Criteria**

1. Establish the relationship between one's lifestyle habits and health.	<ul style="list-style-type: none"> <li>• Proper use of documentation from scientific research or the media</li> <li>• Recognition of the influence of social and cultural factors on the practice of physical activity</li> <li>• Pertinent links made between one's lifestyle habits and the impact they have on health</li> </ul>
2. Be physically active in a manner that promotes one's health.	<ul style="list-style-type: none"> <li>• Respect for the rules specific to the physical activity practised</li> <li>• Respect for codes of ethics, safety rules and regulations when being physically active</li> <li>• Respect for one's abilities when practising physical activities</li> </ul>
3. Recognize one's needs, abilities and motivational factors with respect to regular and sufficient physical activity.	<ul style="list-style-type: none"> <li>• Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical condition</li> <li>• Overall assessment of one's needs and abilities in terms of physical activity</li> <li>• Overall assessment of one's motivational factors with respect to being sufficiently active on a regular basis</li> </ul>
4. Propose physical activities that promote one's health.	<ul style="list-style-type: none"> <li>• Appropriate choice of physical activities according to one's needs, abilities and motivational factors</li> <li>• Use of clear reasoning to explain the choice of physical activity</li> </ul>

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

Improve one's effectiveness when practising a physical activity.

**Elements of the Competency**

**Performance Criteria**

1. Plan an approach to improve one's effectiveness when practising a physical activity.

- Initial assessment of one's abilities and attitudes when practising a physical activity
- Statement of one's expectations and needs with respect to the ability to practise the activity
- Appropriate formulation of personal objectives
- Appropriate choice of the means to achieve one's objectives
- Use of clear reasoning to explain the choice of physical activity

2. Use a planned approach to improve one's effectiveness when practising a physical activity.

- Respect for the rules and regulations of the physical activity
- Respect for codes of ethics, safety rules and regulations when being physically active
- Appropriate use of strategies for the quantitative and qualitative evaluation of one's motor skills
- Periodic assessment of one's abilities and attitudes when practising a physical activity
- Meaningful interpretation of progress made and the difficulties encountered in the practice of physical activity
- Pertinent, periodic and proper adjustments of one's objectives or means
- Appreciable improvement in one's motor skills, techniques or complex strategies required by the physical activity

**Learning Activities**

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

**Objective**

**Standard**

<p><b>Statement of the Competency</b></p> <p>Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.</p>
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Elements of the Competency	Performance Criteria
1. Plan a personal physical activity program.	<ul style="list-style-type: none"> <li>• Mention of priorities according to one's needs, abilities, and motivational factors with respect to being sufficiently active on a regular basis</li> <li>• Proper and appropriate formulation of personal objectives</li> <li>• Appropriate choice of physical activity or activities to achieve personal objectives</li> <li>• Appropriate planning of the conditions for performing the physical activity or activities in personal program</li> </ul>
2. Combine the elements of a regular and sufficient practice of physical activity as part of a healthy lifestyle.	<ul style="list-style-type: none"> <li>• Respect for the rules and regulations of the physical activity</li> <li>• Respect for codes of ethics, safety rules and regulations when being physically active</li> <li>• Regular and sufficient practice of a physical activity while maintaining a balance between effectiveness and health-promoting factors</li> </ul>
3. Manage a personal physical activity program.	<ul style="list-style-type: none"> <li>• Appropriate choice of criteria for measuring the attainment of program objectives</li> <li>• Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical activity</li> <li>• Periodic assessment of the time invested and activities practised during the program</li> <li>• Appropriate, periodic and proper adjustment of personal objectives or means used</li> <li>• Meaningful interpretation of the progress made and difficulties encountered in the practice of physical activities</li> <li>• Recognition of the effect of physical activity on one's lifestyle</li> </ul>

<p><b>Learning Activities</b></p> <p>Discipline: Physical Education Weighting: 1-1-1 Credits: 1</p>
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## Complementary General Education Component

Social Sciences

Code: 000V

### Objective

### Standard

Statement of the Competency	Achievement Context
Estimate the contribution of the social sciences to an understanding of contemporary issues.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues</li> <li>• Using documents and data from the field of social sciences</li> </ul>
Elements of the Competency	Performance Criteria
1. Recognize the focus of one or more of the social sciences and their main approaches.	<ul style="list-style-type: none"> <li>• Formulation of the focus specific to one or more of the social sciences</li> <li>• Description of the main approaches used in the social sciences</li> </ul>
2. Identify some of the issues currently under study in the social sciences.	<ul style="list-style-type: none"> <li>• Association of issues with the pertinent areas of research in the social sciences</li> </ul>
3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.	<ul style="list-style-type: none"> <li>• Presentation of contemporary issues by highlighting the interpretation of the social sciences</li> <li>• Illustration of the interaction between certain social changes and the contribution of the social sciences</li> </ul>
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000V.</p> <p>Use code 305 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

**Objective****Standard**

Statement of the Competency	Achievement Context
Analyze one of the major problems of our time using one or more social scientific approaches.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• In an essay of approximately 750 words on a topic related to human existence</li> <li>• Using reference materials from the field of social sciences</li> </ul>
Elements of the Competency	Performance Criteria
1. Formulate a problem using one or more social scientific approaches.	<ul style="list-style-type: none"> <li>• Presentation of the background to the problem</li> <li>• Use of appropriate concepts and language</li> <li>• Brief description of individual, collective, spatio-temporal and cultural aspects of the problem</li> </ul>
2. Address an issue using one or more social scientific approaches.	<ul style="list-style-type: none"> <li>• Clear formulation of an issue</li> <li>• Selection of pertinent reference materials</li> <li>• Brief description of historical, experimental and survey methods</li> </ul>
3. Draw conclusions.	<ul style="list-style-type: none"> <li>• Appropriate use of the selected method</li> <li>• Determination of appropriate evaluation criteria</li> <li>• Identification of strengths and weaknesses of the conclusions</li> <li>• Broadening of the issue analyzed</li> </ul>
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000W.</p> <p>Use code 305 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Science and Technology

Code: 000X

**Objective****Standard**

Statement of the Competency	Achievement Context
Explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• Using a written commentary on a scientific discovery or technological development</li> <li>• In an essay of approximately 750 words</li> </ul>
Elements of the Competency	Performance Criteria
1. Describe scientific thinking and the standard scientific method.	<ul style="list-style-type: none"> <li>• Brief description of the essential characteristics of scientific thinking, including quantification and demonstration</li> <li>• Ordered list and brief description of the essential characteristics of the main steps in the standard scientific method</li> </ul>
2. Demonstrate how science and technology are complementary.	<ul style="list-style-type: none"> <li>• Definition of terms and description of the primary ways in which science and technology are interrelated: logical and temporal connections, and mutual contributions</li> </ul>
3. Explain the context and the stages related to several scientific and technological discoveries.	<ul style="list-style-type: none"> <li>• Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries</li> <li>• Listing of the main stages of scientific and technological discoveries</li> </ul>
4. Deduce different consequences and questions resulting from certain recent scientific and technological developments.	<ul style="list-style-type: none"> <li>• Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries</li> <li>• Formulation of relevant questions and credibility of responses to the questions formulated</li> </ul>
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 100 or 200 series of codes to link a course to objective 000X.            Use code 105 for a multidisciplinary course.            Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

**Objective****Standard**

Statement of the Competency	Achievement Context
Resolve a simple problem by applying the basic scientific method.	<ul style="list-style-type: none"> <li>• Working alone or in groups</li> <li>• Applying the standard scientific method to a given, simple scientific and technological problem</li> <li>• Using common scientific instruments and reference materials (written or other)</li> </ul>
Elements of the Competency	Performance Criteria
1. Describe the main steps of the standard scientific method.	<ul style="list-style-type: none"> <li>• Ordered list and brief description of the characteristics of the steps of the standard scientific method</li> </ul>
2. Formulate a hypothesis designed to solve a simple scientific and technological problem.	<ul style="list-style-type: none"> <li>• Clear, precise description of the problem</li> <li>• Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.)</li> </ul>
3. Verify a hypothesis by applying the fundamental principles of the basic experimental method.	<ul style="list-style-type: none"> <li>• Pertinence, reliability and validity of the experimental method used</li> <li>• Observance of established experimental method</li> <li>• Appropriate choice and use of instruments</li> <li>• Clear, satisfactory presentation of results</li> <li>• Validity of the connections established between the hypothesis, the verification and the conclusion</li> </ul>
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 100 or 200 series of codes to link a course to objective 000Y.            Use code 105 for a multidisciplinary course.            Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

**Objective****Standard**

Statement of the Competency	Achievement Context
Communicate with limited skill in a modern language.	<ul style="list-style-type: none"> <li>• For modern Latin-alphabet languages:               <ul style="list-style-type: none"> <li>– during a conversation consisting of at least eight lines of dialogue</li> <li>– in a written text consisting of at least eight sentences</li> </ul> </li> <li>• For modern non–Latin-alphabet languages:               <ul style="list-style-type: none"> <li>– during a conversation consisting of at least six lines of dialogue</li> <li>– in a written text consisting of at least six sentences</li> </ul> </li> <li>• Based on learning situations on familiar themes</li> <li>• Using reference materials</li> </ul>
Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> <li>• Accurate identification of words and idiomatic expressions</li> <li>• Clear recognition of the general meaning of simple messages</li> <li>• Logical connection between the various elements of the message</li> </ul>
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> <li>• Accurate identification of words and idiomatic expressions</li> <li>• Clear recognition of the general meaning of simple messages</li> <li>• Logical connection between the various elements of the message</li> </ul>
3. Express a simple message orally.	<ul style="list-style-type: none"> <li>• Appropriate use of language structures in main and coordinate clauses</li> <li>• Appropriate application of grammar rules</li> <li>• Use of verbs in the present indicative</li> <li>• Appropriate use of basic vocabulary and idiomatic expressions</li> <li>• Clear pronunciation</li> <li>• Coherent sequencing of simple sentences</li> <li>• Spontaneous and coherent sequencing of sentences in a conversation</li> </ul>
4. Write a text on a given subject.	<ul style="list-style-type: none"> <li>• Appropriate use of language structures in main and coordinate clauses</li> <li>• Appropriate application of basic grammar rules</li> <li>• Use of verbs in the present indicative</li> <li>• Appropriate use of basic vocabulary and idiomatic expressions</li> <li>• Coherent sequencing of simple sentences</li> <li>• Acceptable application of graphic rules for writing systems that do not use the Latin alphabet</li> </ul>

**Learning Activities**

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.  
“Limited skill” refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.  
Use the 600 series of codes to link a course to objective 000Z, with the exception of codes 601, 602, 603 and 604.

**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Communicate on familiar topics in a modern language.	<ul style="list-style-type: none"> <li>• During a conversation that includes at least 15 lines of dialogue</li> <li>• In a written text consisting of at least 20 sentences for Latin-alphabet languages</li> <li>• In a written text consisting of at least 10 sentences for non–Latin-alphabet languages</li> <li>• Based on: <ul style="list-style-type: none"> <li>• common situations in everyday life</li> <li>• simple topics from everyday life</li> <li>• Using reference materials</li> </ul> </li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> <li>• Accurate identification of words and idiomatic expressions</li> <li>• Clear recognition of the general meaning and essential ideas of messages of average complexity</li> <li>• Logical connection between the various elements of the message</li> </ul>
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> <li>• Accurate identification of words and idiomatic expressions</li> <li>• Clear recognition of the general meaning and essential ideas of messages of average complexity</li> <li>• Logical connection between the various elements of the message</li> </ul>
3. Express a simple message orally, using sentences of average complexity.	<ul style="list-style-type: none"> <li>• Appropriate use of language structures in main or subordinate clauses</li> <li>• Appropriate application of grammar rules</li> <li>• Use of verbs in the present indicative</li> <li>• Appropriate use of enriched basic vocabulary and idiomatic expressions</li> <li>• Clear pronunciation</li> <li>• Coherent sequencing of sentences</li> <li>• Dialogue</li> </ul>
4. Write a text on a given subject, using sentences of average complexity.	<ul style="list-style-type: none"> <li>• Appropriate use of language structures in main or subordinate clauses</li> <li>• Appropriate application of grammar rules</li> <li>• Use of verbs in the present and past indicative</li> <li>• Appropriate use of enriched basic vocabulary and idiomatic expressions</li> <li>• Coherent sequencing of sentences of average complexity</li> <li>• Acceptable application of graphic rules for writing systems that do not use the Latin alphabet</li> </ul>

**Learning Activities**

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.  
Use the 600 series of codes to link a course to objective 0010, with the exception of codes 601, 602, 603 and 604.

Modern Language

Code: 0067

**Objective****Standard**

Statement of the Competency	Achievement Context
Communicate with relative ease in a modern language.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• During a conversation consisting of at least 20 lines of dialogue</li> <li>• In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages)</li> <li>• Given documents of a sociocultural nature</li> <li>• Using reference materials for the written text</li> </ul>
Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message in everyday language.	<ul style="list-style-type: none"> <li>• Accurate explanation of the general meaning and essential ideas of the message</li> <li>• Clear identification of structural elements of the language</li> </ul>
2. Understand the meaning of a text of average complexity.	<ul style="list-style-type: none"> <li>• Accurate explanation of the general meaning and essential ideas of the text</li> <li>• Clear identification of structural elements of the language</li> </ul>
3. Have a conversation on a subject.	<ul style="list-style-type: none"> <li>• Appropriate use of the structural elements of the language according to the message to be expressed</li> <li>• Appropriate use of everyday vocabulary</li> <li>• Accurate pronunciation and intonation</li> <li>• Normal flow in a conversation in everyday language</li> <li>• Coherence of the message expressed</li> <li>• Pertinent responses to questions</li> </ul>
4. Write a text of average complexity.	<ul style="list-style-type: none"> <li>• Appropriate use of the structural elements of the language according to the text to be written</li> <li>• Accurate vocabulary</li> <li>• Coherence of the text as a whole</li> <li>• Observance of presentation and writing rules applicable to the text</li> </ul>
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>The acquisition of a modern language requires an awareness of the culture of its native speakers.</p> <p>Use the 600 series of codes to link a course to objective 0067, with the exception of codes 601, 602, 603 and 604.</p>

**Objective**

**Standard**

Statement of the Competency	Achievement Context
Recognize the role of mathematics or computer science in contemporary society.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• In an essay of approximately 750 words</li> <li>• Using different personally selected concrete examples</li> </ul>

Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic general knowledge of mathematics or computer science.	<ul style="list-style-type: none"> <li>• Identification of basic notions and concepts</li> <li>• Identification of the main branches of mathematics or computer science</li> <li>• Appropriate use of terminology</li> </ul>
2. Describe the evolution of mathematics or computer science.	<ul style="list-style-type: none"> <li>• Descriptive summary of several major phases</li> </ul>
3. Recognize the contribution of mathematics or computer science to the development of other areas of knowledge.	<ul style="list-style-type: none"> <li>• Demonstration of the existence of important contributions, using concrete examples</li> </ul>
4. Illustrate the diversity of mathematical or computer science applications.	<ul style="list-style-type: none"> <li>• Presentation of a range of applications in various areas of human activity, using concrete examples</li> </ul>
5. Evaluate the impact of mathematics or computer science on individuals and organizations.	<ul style="list-style-type: none"> <li>• Identification of several major influences</li> <li>• Explanation of the way in which mathematics or computer science have changed certain human and organizational realities</li> <li>• Recognition of the advantages and disadvantages of these influences</li> </ul>

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Only the following codes can be used to link a course to objective 0011: 105, 201, 204, 420.</p> <p>Use code 204 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

**Objective****Standard**

Statement of the Competency	Achievement Context
Use various mathematical or computer science concepts, procedures and tools for common tasks.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• While carrying out a task or solving a problem based on everyday needs</li> <li>• Using familiar tools and reference materials</li> </ul>

Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic functional knowledge in mathematics or computer science.	<ul style="list-style-type: none"> <li>• Brief definition of concepts</li> <li>• Correct execution of basic operations</li> <li>• Appropriate use of terminology</li> </ul>
2. Select mathematical or computing tools and procedures on the basis of specific needs.	<ul style="list-style-type: none"> <li>• Listing of numerous possibilities available through the use of mathematical and computing tools and procedures</li> <li>• Analysis of concrete situations and recognition of the usefulness of mathematical or computing tools and procedures</li> <li>• Appropriate choice according to needs</li> </ul>
3. Use mathematical or computing tools and procedures to carry out tasks and solve problems.	<ul style="list-style-type: none"> <li>• Use of a planned and methodical process</li> <li>• Correct use of tools and procedures</li> <li>• Satisfactory results, given the context</li> <li>• Appropriate use of terminology specific to a tool or procedure</li> </ul>
4. Interpret the quantitative data or results obtained using mathematical or computing tools and procedures.	<ul style="list-style-type: none"> <li>• Accurate interpretation, given the context</li> <li>• Clear, precise formulation of the interpretation</li> </ul>

**Learning Activities**

Periods of instruction:	45
Credits:	2
Note:	<p>Only the following codes can be used to link a course to objective 0012: 105, 201, 204 and 420.</p> <p>Use code 204 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

**Objective****Standard**

Statement of the Competency	Achievement Context
Consider various forms of art produced according to aesthetic practices.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• Given a specified work of art</li> <li>• In a written commentary of approximately 750 words</li> </ul>

Elements of the Competency	Performance Criteria
1. Develop an appreciation for the dynamics of the imagination in art.	<ul style="list-style-type: none"> <li>• Precise explanation of a creative process connected to the construction of an imaginary universe</li> </ul>
2. Describe art movements.	<ul style="list-style-type: none"> <li>• Descriptive list of the main characteristics of three art movements from different eras, including a modern movement</li> </ul>
3. Give a commentary on a work of art.	<ul style="list-style-type: none"> <li>• Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a reasoned description of the meaning of the work of art</li> </ul>

**Learning Activities**

Periods of instruction: 45

Credits: 2

Note: Use the 500 series of codes (except 502) to link a course to objective 0013. Use code 504 for a multidisciplinary course. Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.

Art and Aesthetics

Code: 0014

**Objective****Standard**

Statement of the Competency	Achievement Context
Produce a work of art.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• During a practical exercise</li> <li>• In the context of creating or interpreting a work of art</li> <li>• Using the basic elements of the language and techniques specific to the medium selected</li> </ul>
Elements of the Competency	Performance Criteria
1. Recognize the primary forms of expression of an artistic medium.	<ul style="list-style-type: none"> <li>• Identification of specific features: originality, essential qualities, means of communication, styles, genres</li> </ul>
2. Use the medium.	<ul style="list-style-type: none"> <li>• Personal, coherent use of elements of language</li> <li>• Satisfactory application of artistic techniques</li> <li>• Compliance with the requirements of the method of production</li> </ul>
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 500 series of codes to link a course to objective 0014, with the exception of code 502.</p> <p>Use code 504 for a multidisciplinary course.</p> <p>Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

**Objective****Standard**

<b>Statement of the Competency</b>	<b>Achievement Context</b>
Consider contemporary issues from a transdisciplinary perspective.	<ul style="list-style-type: none"> <li>• Individually or in groups</li> <li>• Drawing on different fields of knowledge</li> <li>• Using documents and data from various disciplines</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Identify major contemporary issues.	<ul style="list-style-type: none"> <li>• Exploration of various contemporary issues</li> <li>• Description of the main perspectives concerning these issues</li> <li>• Clear formulation of objects to study related to these issues</li> </ul>
2. Recognize the specific role of several disciplines in the understanding of an issue.	<ul style="list-style-type: none"> <li>• Identification of some of the theories used in analyzing the issue</li> <li>• Clear description of the concepts and methods used</li> </ul>
3. Demonstrate the contribution of several disciplines to the understanding of an issue.	<ul style="list-style-type: none"> <li>• Clear formulation of the perspectives of the issue</li> <li>• Precise description of the main contributions of the disciplines</li> <li>• Pertinent explanation of the interaction among various disciplines</li> <li>• Appropriate use of language and concepts from the disciplines</li> </ul>
<b>Learning Activities</b>	
Periods of instruction:	45
Credits:	2
Note:	This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021L in order to maintain the transdisciplinary nature of the competency.

**Objective****Standard**

Statement of the Competency	Achievement Context
Explore a contemporary issue from a transdisciplinary perspective.	<ul style="list-style-type: none"> <li>• Individually or in groups</li> <li>• Drawing on different fields of knowledge</li> <li>• Using documents and data from various disciplines</li> </ul>
Elements of the Competency	Performance Criteria
1. Present a research problem.	<ul style="list-style-type: none"> <li>• Justification of the choice of research problem</li> <li>• Brief description of the main issues involved in the problem</li> <li>• Clear formulation of the main dimensions of the problem</li> <li>• Appropriate use of language and concepts from the disciplines</li> <li>• Clear formulation of the research question</li> </ul>
2. Analyze the research problem.	<ul style="list-style-type: none"> <li>• Relevant description of a research approach or method</li> <li>• Appropriate selection of research data</li> <li>• Proper application of the approach or method used</li> <li>• Appropriate use of an analytical framework</li> </ul>
3. Propose solutions.	<ul style="list-style-type: none"> <li>• Clear description of the main contributions from the disciplines</li> <li>• Pertinent explanation of the interaction among various disciplines</li> <li>• Justification of solutions proposed</li> <li>• Assessment of the strengths and weaknesses of the proposed solutions</li> </ul>
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021M in order to maintain the transdisciplinary nature of the competency.</p>



## Additional Information

### Vocabulary Used in Technical Programs

#### Program

A program is an integrated set of learning activities leading to the achievement of education objectives based on set standards (*College Education Regulations*, s. 1). All college programs include a general education component common to all programs; a general education component adapted to the specific program; a complementary general education component; and a program-specific component (*College Education Regulations*, s. 6).

#### Competency

In the program-specific component of a technical program, a competency is defined as the ability to act, succeed and evolve in order to adequately perform tasks or work-related activities, based on an organized body of knowledge (including elements 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 is defined as the competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, s. 1). Each objective is formulated in terms of a competency and includes a statement of the competency and its elements. The achievement of objectives and respect for the standards ensure the acquisition or mastery of the college-level general education competencies.

#### Statement of the Competency

In the program-specific component of a technical program, the statement of the competency is the result of an analysis of the needs of the job situation, the general goals of technical training and, in some cases, other factors. In the general education components, it is the result of an analysis of the needs of general education.

#### 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 and master the competency. They refer to the major steps involved in performing a task or to the main components of the competency.

In the general education components, the elements of an objective, formulated in terms of a competency, specify the main aspects of the competency.

#### Standard

A standard is defined as the level of performance at which an objective is considered to be achieved (*College Education Regulations*, s. 1). In the program-specific component of a technical program, it is composed of an achievement context and performance criteria.

## 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. 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.

In both components, all the criteria must be respected for the objective to be recognized as having been attained.

## 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.

## 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 applying the program-based approach.

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 number of contact hours, the number of credits and any details deemed essential.

## Harmonization

The Ministère 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.

The *Physiotherapy Technology* program does not share any competencies with other programs at this time.





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