

Technical Training Program

181.A0

Prehospital Emergency Care

Training Sector

19

Health Services

Québec 



Technical Training program

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Prehospital Emergency Care

Training Sector

19

Health Services

Formation professionnelle et technique
et formation continue

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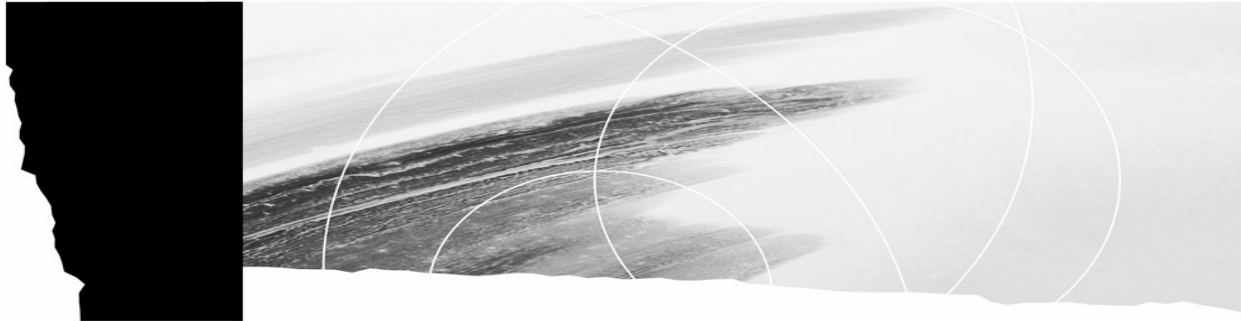
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Prehospital Emergency Care

Year of approval: 2006

Certification:	Diploma of College Studies
Number of credits:	90 credits
Total duration:	2 745 hours of instruction

General education components:	660	hours of instruction
Program-specific component:	2 085	hours of instruction

Maximum duration allotted to clinical instruction: 420 hours of instruction

Admission Requirements:

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

- No requirements

Introduction to the Program

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

The *Prehospital Emergency Care* program includes a general education component common to all programs (16 2/3 credits), a general education component adapted to this program (6 credits), a complementary general education component (4 credits) and a program-specific component of 63 1/3 credits.

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

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

General Education Component Common to All Programs

(16 2/3 credits)

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

General Education Component Adapted to This Program**(6 credits)**

- 000L To communicate in the forms of discourse appropriate to one or more fields of study.
- 000U To apply a critical thought process to ethical issues relevant to the field of study.
- 0018 Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.
- or
- 000Q Communiquer en français dans un champ d'études particulier.
- or
- 000R Communiquer avec aisance en français dans un champ d'études particulier.
- or
- 000S Dissserter en français sur un sujet lié au champ d'études.

Complementary General Education Component**(4 credits)**

- 000V To estimate the contribution of the social sciences to an understanding of contemporary issues.
- 000W To analyze one of the major problems of our time using one or more social scientific approaches.
- 000X To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.
- 000Y To resolve a simple problem by applying the basic scientific method.
- 000Z To communicate with limited skill in a modern language.
- 0010 To communicate on familiar topics in a modern language.
- 0067 To communicate with relative ease in a modern language.
- 0011 To recognize the role of mathematics or informatics in contemporary society.
- 0012 To use various mathematical or computer concepts, procedures and tools for common tasks.
- 0013 To consider various forms of art produced by aesthetic practices.
- 0014 To produce a work of art.

- 052A To analyze the job function.
- 052B To develop an integrated view of the human body and its functions.
- 052C To preserve one's psychological and physical integrity.
- 052D To move patients.
- 052E To use patient assessment methods.
- 052F To interpret a clinical situation.
- 052G To communicate in helping relationships.
- 052H To intervene with patients requiring resuscitation.
- 052J To establish relationships between pharmacology or drug use and clinical situations.
- 052K To prevent the spread of infection or immunological disorders.
- 052L To intervene with patients requiring medical care.
- 052M To communicate in the workplace.
- 052N To use an ambulance in intervention situations.
- 052P To intervene with patients in trauma situations.
- 052Q To behave professionally in accordance with the occupation's code of ethics.
- 052R To deal with social and cultural realities surrounding health matters.
- 052S To intervene with patients exhibiting various behavioural problems.
- 052T To intervene on the scene of a disaster or an antisocial act or in specific situations.

Glossary

Program

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

Competency

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

Objective

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

Statement of the Competency

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

Elements of the Competency

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

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

Standard

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

Achievement Context

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

Performance Criteria

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

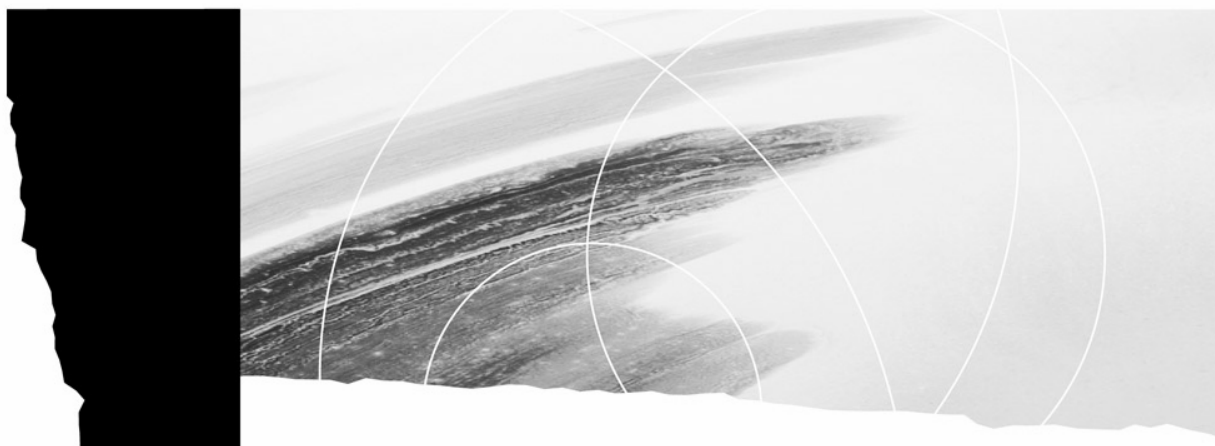
In the general education components, the performance criteria define the requirements for recognition of the attainment of the standard.

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

Learning Activities

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

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



Part I

**Goals of the General Education
Components**

**Educational Aims of the General
Education Components**

**Objectives and Standards of the
General Education Components**

Goals of the General Education Components

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

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

Common Cultural Core

The common cultural core is intended to help students:

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

Generic Skills

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

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

Desirable Qualities and Attitudes

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

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

- creativity
- openness to the world

These goals apply to the three general education components:

- General education component common to all programs, which is allotted 16 2/3 credits distributed as follows:
 - language of instruction and literature: 7 1/3 credits
 - humanities or *philosophie*: 4 1/3 credits
 - physical education: 3 credits
 - second language: 2 credits
- General education component adapted to programs, which introduces tasks or learning situations that are relevant to the program-specific component of a program. The breakdown of credits, for a total of 6, is as follows:
 - language of instruction and literature: 2 credits
 - humanities or *philosophie*: 2 credits
 - second language: 2 credits
- Complementary general education component, which provides students with learning activities chosen to balance their training and complement the program-specific component. Students may choose courses for a total of 4 credits in the following areas:
 - social sciences
 - science and technology
 - modern languages
 - mathematics and computer literacy
 - art and aesthetics

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

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

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

Educational Aims of the General Education Components

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

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

English, Language of Instruction and Literature

General Education Component Common to All Programs

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

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

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

General Education Component Adapted to Programs

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

Expected Outcomes

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

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

Humanities

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

Principles

- 1) Humanities constitutes a thematic, multidisciplinary, at times transdisciplinary, exploration of the human experience, including its accomplishments, failures, abilities, creations, ideas and values.
- 2) Humanities helps students to recognize, define and classify information and provides them with common frameworks for diverse methods of analyzing, synthesizing and evaluating conceptions of society, knowledge and values.
- 3) Humanities aims to prepare students for common civic responsibilities and the exercise of rights.
- 4) Humanities pursues the general goal of developing critical thought, valuing it and recognizing its limitations.

Expected Outcomes

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

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

Sequence of Objectives and Standards

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

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

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

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

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

Français, langue seconde

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

Principes

- 1) La maîtrise du français, langue seconde, est essentielle pour quiconque veut participer pleinement à la vie de la société québécoise, dont le français est la langue officielle. En conséquence, la formation générale en français, langue seconde, a pour finalité de rendre les étudiants et les étudiantes aptes à utiliser de façon efficace les moyens dont dispose la langue pour communiquer en société. À cette fin, ils devront acquérir des connaissances en vue de les déployer dans les formes de discours qu'il leur faudra pratiquer.
- 2) À leur arrivée au collégial, les étudiants et les étudiantes ont déjà acquis des compétences dans les quatre habiletés langagières, à savoir: parler, lire, écouter et écrire, mais sont, de façon générale, plus compétents en matière d'expression orale. En conséquence, la formation porte sur le développement des quatre habiletés langagières tout en mettant l'accent sur la lecture et l'écriture.
- 3) En tant que partie intégrante de la formation générale, le français, langue seconde, contribue au développement de la pensée critique et de l'expression structurée.

Résultats attendus

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

- que, sur le plan des connaissances, il ou elle:
 - sait faire une présentation orale structurée;
 - connaît les différentes formes du discours;
 - connaît les différentes techniques de lecture et d'écriture;
- que, sur le plan des habiletés, il ou elle:
 - est capable de questionner, d'analyser, de juger, et d'argumenter en français;
 - est apte à entretenir des rapports sociaux et à partager la vie culturelle du Québec;
 - est apte à établir, à poursuivre et à pratiquer des rapports professionnels en français;
- que, sur le plan des qualités et des attitudes à développer, il ou elle:
 - fait preuve d'ouverture par rapport aux différents aspects de la culture québécoise;
 - a conscience des différences et des similitudes entre sa culture d'origine et la culture québécoise francophone;
 - a la préparation voulue pour s'insérer dans la vie sociale et économique.

Séquence des objectifs et des standards

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

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

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

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

Physical Education

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

Principles

- 1) Physical Education introduces students to different ways of being physically active with a view to making them aware that they are responsible for their health. Students learn concepts and acquire knowledge drawn from research, and methodically apply them to physical activities that will lead them to adopt healthy lifestyle practices.
- 2) Physical Education enables students to improve their efficiency in an activity and, in doing so, serves to increase their motivation and perseverance to remain physically active, making them aware of the contributing factors. To this end, students use a learning process designed to enhance their aptitudes (i.e. their skills and attitudes) for a given physical activity.
- 3) Physical Education helps students take responsibility for their own health through the maintenance and improvement of their physical fitness and through the sensible practice of physical activity. Students learn to combine being physically active in an effective manner with other factors that promote health.
- 4) Physical Education makes students aware of the importance of sharing the knowledge and behaviours they have acquired. The pleasure and sense of well-being students get out of Physical Education classes motivate them to encourage others to be physically active and to adopt healthy practices.

Expected Outcomes

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

- their knowledge of:
 - the relationship between physical activity, lifestyle and health based on the findings of scientific research
 - the scientific principles for improving or maintaining physical fitness
 - ways to assess their abilities and needs with respect to activities that can improve their health
 - the rules, techniques and conditions involved in different types of physical activity
 - a method for setting goals
 - the factors that help make physical activity part of their lifestyle
- the skills that will enable them to:
 - choose physical activities on the basis of their motivation, abilities and needs
 - establish relationships between lifestyle and health
 - apply the rules, techniques and conditions involved in different types of physical activity
 - set goals that are realistic, measurable, challenging, and situated within a specific time frame

- improve their mastery of the basic techniques, tactics and strategies associated with sports, outdoor and expression-oriented activities
 - use their creative and communication skills, particularly in group activities
 - evaluate their skills, attitudes and progress with respect to different forms of physical activity
 - maintain or increase their level of physical activity and fitness on their own
 - manage a personal physical activity program and assume responsibility in the organization of physical activities
- the attitudes and qualities that will enable them to:
 - understand the importance of taking responsibility for their health
 - be aware of the need to evaluate and respect their abilities and the conditions for carrying out an activity, before undertaking the activity
 - recognize the importance of self-confidence, self-control, respect for others and cooperation, through knowledge they have acquired and through participation in physical activity
 - respect the environment in which the activities are held
 - appreciate the aesthetic and play value of physical activity
 - promote a balanced and active lifestyle as a social value

Sequence of Objectives and Standards

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

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

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

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

Complementary General Education

Social Sciences

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

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

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

Science and Technology

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

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

Modern Languages

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

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

Mathematics Literacy and Computer Science

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

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

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

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

Art and Aesthetics

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

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

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

Objective**Standard****Statement of the Competency**

To analyze and produce various forms of discourse.

Elements of the Competency**Performance Criteria**

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

Learning Activities

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

Language of Instruction and Literature

Code: 0005

Objective**Standard****Statement of the Competency**

To apply a critical approach to literary genres.

Elements of the Competency**Performance Criteria**

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| 1. Distinguish genres of literary discourse. | <ul style="list-style-type: none"> • Clear recognition of the formal characteristics of a literary genre |
| 2. Recognize the use of literary conventions within a specific genre. | <ul style="list-style-type: none"> • Accurate recognition of the figurative communication of meaning • Adequate explanation of the effects of significant literary and rhetorical devices |
| 3. Situate a discourse within its historical and literary period. | <ul style="list-style-type: none"> • Appropriate recognition of the relationship of a text to its period |
| 4. Explicate a discourse representative of a literary genre. | <ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word integrated response to a text |

Learning Activities

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

Objective**Standard****Statement of the Competency**

To apply a critical approach to a literary theme.

Elements of the Competency**Performance Criteria**

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| 1. Recognize the treatment of a theme within a literary text. | <ul style="list-style-type: none"> • Clear recognition of elements within the text which define and reinforce a theme and its development • Adequate demonstration of the effects of significant literary and rhetorical devices |
| 2. Situate a literary text within its cultural context. | <ul style="list-style-type: none"> • Appropriate recognition of a text as an expression of cultural context • Adequate demonstration of the effects of significant literary and rhetorical devices |
| 3. Detect the value system inherent in a literary text. | <ul style="list-style-type: none"> • Appropriate identification of expression (explicit/implicit) of a value system in a text |
| 4. Explicate a text from a thematic perspective. | <ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word integrated response to a text |

Learning Activities

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

Humanities

Code: 00B2

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

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

Learning Activities

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

Humanities

Code: 000G

Objective**Standard****Statement of the Competency**

To apply a critical thought process to world-views.

Elements of the Competency**Performance Criteria**

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

Learning Activities

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

Langue seconde (niveau I)

Code: 0017

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

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| 1. Dégager le sens d'un message oral simple. | <ul style="list-style-type: none"> • Repérage précis des difficultés de compréhension du message. • Utilisation pertinente des techniques d'écoute choisies. • Distinction précise du sens général et des idées essentielles du message. • Description précise du sens général et des idées essentielles du message. |
| 2. Émettre un message oral simple. | <ul style="list-style-type: none"> • Repérage précis des difficultés d'expression. • Utilisation pertinente des techniques d'expression orales choisies. • Emploi pertinent du vocabulaire courant. • Expression intelligible du propos. |
| 3. Dégager le sens d'un texte. | <ul style="list-style-type: none"> • Repérage précis des difficultés de compréhension du texte. • Utilisation pertinente des techniques de lecture choisies. • Distinction claire des principaux éléments du texte. • Description précise du sens général et des idées essentielles d'un texte de 500 mots. |
| 4. Rédiger un texte simple. | <ul style="list-style-type: none"> • Repérage précis des difficultés d'écriture. • Utilisation pertinente des techniques d'écriture choisies. • Emploi pertinent du vocabulaire courant. • Formulation claire et cohérente d'un texte de 100 mots. |

Learning Activities

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

Langue seconde (niveau II)

Code: 000A

Objective**Standard****Statement of the Competency**

Communiquer en français avec une certaine aisance.

Elements of the Competency**Performance Criteria**

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| <ol style="list-style-type: none"> 1. Interpréter un texte oral simple de trois minutes en français courant. 2. Produire un texte oral planifié de cinq minutes en français courant. 3. Interpréter un texte écrit en français courant. 4. Rédiger un texte simple en français courant. | <ul style="list-style-type: none"> • Distinction claire des principaux éléments du texte oral. • Explication précise du sens des mots dans le texte. • Repérage précis des idées et des sujets traités dans le texte. • Emploi pertinent du vocabulaire courant. • Respect du niveau de langue, du code grammatical et des règles de la prononciation. • Formulation claire et cohérente du propos. • Distinction claire des principaux éléments du texte. • Explication précise du sens des mots dans le texte. • Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots. • Respect du code grammatical et orthographique. • Utilisation judicieuse des principaux éléments du corpus. • Formulation claire et cohérente des phrases. • Articulation cohérente des paragraphes. • Rédaction d'un texte de 200 mots. |
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Learning Activities

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

Langue seconde (niveau III)

Code: 000B

Objective**Standard****Statement of the Competency**

Communiquer avec aisance en français.

Elements of the Competency**Performance Criteria**

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| 1. Produire un texte oral planifié de cinq minutes de complexité moyenne. | <ul style="list-style-type: none"> • Emploi pertinent du vocabulaire courant. • Adaptation à l'interlocuteur ou à l'interlocutrice • Respect du niveau de langue, du code grammatical et des règles de la prononciation. • Formulation claire et cohérente du propos. • Agencement pertinent des idées. |
| 2. Commenter un texte écrit de complexité moyenne. | <ul style="list-style-type: none"> • Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots. • Explication précise du sens des mots dans le texte. • Distinction précise des idées principales et secondaires, des faits et des opinions. • Formulation d'éléments implicites. |
| 3. Rédiger un texte de complexité moyenne. | <ul style="list-style-type: none"> • Respect du code grammatical et orthographique. • Adaptation au lecteur ou à la lectrice. • Utilisation judicieuse des principaux éléments du corpus. • Formulation claire et cohérente des phrases, dont au moins trois sont complexes. • Articulation cohérente des paragraphes. • Rédaction d'un texte de 350 mots. |

Learning Activities

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

Langue seconde (niveau IV)

Code: 000C

Objective**Standard****Statement of the Competency**

Traiter d'un sujet culturel et littéraire.

Elements of the Competency**Performance Criteria**

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| 1. Analyser un texte culturel ou littéraire. | <ul style="list-style-type: none"> • Formulation personnelle des éléments principaux du texte. • Inventaire des thèmes principaux. • Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique. • Repérage des valeurs véhiculées. • Repérage juste de la structure du texte. • Articulation claire d'un point de vue personnel. |
| 2. Rédiger un texte sur un sujet culturel ou littéraire. | <ul style="list-style-type: none"> • Respect du sujet. • Respect du code grammatical et orthographique. • Adaptation au lecteur ou à la lectrice. • Utilisation judicieuse des principaux éléments du corpus. • Formulation claire et cohérente d'un texte de 500 mots. • Articulation claire d'un point de vue personnel. |

Learning Activities

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

Physical Education

Code: 0064

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

- | Elements of the Competency | Performance Criteria |
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| 1. Establish a relationship between their lifestyle and their health. | <ul style="list-style-type: none"> • Appropriate use of documentation • Appropriate connections between their lifestyle and their health |
| 2. Be physically active in a manner that promotes health. | <ul style="list-style-type: none"> • Observance of the rules involved in physical activities, including safety rules • Respect for their abilities when engaging in physical activities |
| 3. Recognize their needs, abilities and motivational factors with respect to regular physical activity. | <ul style="list-style-type: none"> • Appropriate use of quantitative and qualitative physical data • Statement of their main physical needs and abilities • Statement of their main motivational factors with respect to regular physical activity |
| 4. Propose physical activities that promote health. | <ul style="list-style-type: none"> • Appropriate and justified choice of physical activities according to their needs, abilities, and motivational factors |

Learning Activities

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

Physical Education

Code: 0065

Objective**Standard****Statement of the Competency**

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

Element of the Competency**Performance Criteria**

1. To use a process designed to improve their effectiveness during a physical activity.

- Initial assessment of their skills and attitudes in relation to a physical activity
- Statement of their expectations and needs with respect to their ability to carry out the activity
- Appropriate formulation of personal objectives
- Statement of the means selected to achieve their objectives
- Observance of the rules involved in the physical activity, including safety rules
- Periodic evaluation of their skills and attitudes in relation to the activity
- Meaningful interpretation of the progress achieved and the difficulties experienced during the activity
- Appropriate, periodic adjustments of their objectives or the means used to achieve them
- Appreciable improvement of the motor skills required by the activity

Learning Activities

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

Physical Education

Code: 0066

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

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| <ol style="list-style-type: none"> 1. Make physical activity part of a healthy lifestyle. 2. Manage a personal physical activity program. | <ul style="list-style-type: none"> • Practise of a physical activity while maintaining a balance between effectiveness and the factors promoting health • Statement of their priorities according to their needs, skills, and motivational factors in relation to regular physical activity • Proper formulation of the objectives for their personal programs • Appropriate choice of activity or activities for their personal programs • Appropriate planning of the conditions in which the activity or activities in their personal programs are carried out • Appropriate choice of criteria for measuring the attainment of their personal programs • Periodic assessment of the time invested and the activities carried out during the program • Meaningful interpretation of the progress achieved and difficulties experienced during the activities • Appropriate, periodic adjustment of their objectives or the means used to attain them |
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Learning Activities

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

Language of Instruction and Literature

Code: 000L

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

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| <ol style="list-style-type: none"> 1. Identify the forms of discourse appropriate to given fields of study. 2. Recognize the discursive frameworks appropriate to given fields of study. 3. Formulate a discourse. | <ul style="list-style-type: none"> • Accurate recognition of specialized vocabulary and conventions • Accurate recognition of the characteristics of the form of discourse • Clear and accurate recognition of the main ideas and structure • Appropriate distinction between fact and argument • Appropriate choice of tone and diction • Correctly developed sentences • Clearly and coherently developed paragraphs • Appropriate use of program-related communication strategies • Formulation of a 1000-word discourse • Thorough revision of form and content |
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Learning Activities

Discipline:	English
Hours of instruction:	60
Credits:	2

Humanities

Code: 000U

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

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

Learning Activities

Discipline:	Humanities
Hours of instruction:	45
Credits:	2

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

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| <p>1. Dégager le sens d'un message oral simple lié à un champ d'études.</p> | <ul style="list-style-type: none"> • Repérage précis des difficultés de compréhension du message. • Distinction juste des caractéristiques du message. • Repérage juste du vocabulaire spécialisé. • Utilisation pertinente des techniques d'écoute choisies. • Distinction claire des principaux éléments du message. • Description précise du sens général et des idées essentielles du message. |
| <p>2. Dégager le sens et les caractéristiques d'un texte lié à un champ d'études.</p> | <ul style="list-style-type: none"> • Repérage précis des difficultés de compréhension du texte. • Distinction juste des caractéristiques du texte. • Repérage précis du vocabulaire spécialisé. • Utilisation pertinente des techniques de lectures choisies. • Distinction claire des principaux éléments du texte. • Description précise du sens général et des idées essentielles du texte. |
| <p>3. Émettre un message oral simple lié à un champ d'études.</p> | <ul style="list-style-type: none"> • Repérage précis des difficultés d'expression orale. • Utilisation pertinente des techniques d'expression orale choisies. • Utilisation pertinente du vocabulaire courant et spécialisé. • Expression intelligible du propos. |

Langue seconde (niveau I)

Code: 0018

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

Learning Activities

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

Langue seconde (niveau II)

Code: 000Q

Objective**Standard****Statement of the Competency**

Communiquer en français dans un champ d'études particulier.

Elements of the Competency**Performance Criteria**

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| <ol style="list-style-type: none"> 1. Distinguer les types de textes propres au champ d'études. 2. Interpréter des textes représentatifs du champ d'études. 3. Utiliser des techniques de production de textes appropriées au champ d'études. | <ul style="list-style-type: none"> • Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées. • Distinction claire des principaux éléments du texte. • Interprétation claire du vocabulaire spécialisé. • Repérage précis des idées et des sujets traités. • Utilisation pertinente des techniques de lecture et d'écoute. • Emploi pertinent du vocabulaire spécialisé et des conventions. • Respect du niveau de langue et du code grammatical. • Formulation claire et cohérente du propos. • Utilisation pertinente des techniques d'expression. |
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Learning Activities

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

Langue seconde (niveau III)

Code: 000R

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

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| <p>1. Commenter des textes propres au champ d'études.</p> <p>2. Produire un texte sur un sujet lié au champ d'études.</p> | <ul style="list-style-type: none"> • Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées. • Explication précise du sens des mots dans le texte. • Repérage précis de la structure du texte. • Reformulation juste des idées principales et secondaires, des faits et des opinions. • Emploi juste du vocabulaire spécialisé.
 • Respect du sujet. • Emploi pertinent du vocabulaire spécialisé et des conventions. • Respect du niveau de langue et du code grammatical. • Formulation claire et cohérente du propos. • Agencement pertinent des idées. • Adéquation entre forme et fond. |
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Learning Activities

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

Langue seconde (niveau IV)

Code: 000S

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

1. Analyser un texte lié au champ d'études.

- Distinction précise des caractéristiques formelles des types particuliers de textes.
- Formulation personnelle des éléments principaux.
- Inventaire des thèmes principaux.
- Repérage juste de la structure du texte.
- Relevé d'indices qui permettent de situer le texte dans son contexte.
- Articulation claire d'un point de vue personnel, s'il y a lieu.
- Association juste des éléments du texte au sujet traité.

2. Rédiger un texte sur un sujet lié au champ d'études.

- Respect du sujet.
- Emploi pertinent du vocabulaire spécialisé et des conventions.
- Choix judicieux des principaux éléments du corpus en fonction du type de texte.
- Formulation claire et cohérente du texte.
- Respect du code grammatical et orthographique.
- Articulation claire d'un point de vue personnel, s'il y a lieu.

Learning Activities

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

Social Sciences

Code: 000V

Objective**Standard****Statement of the Competency**

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

Achievement Context

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

Elements of the Competency**Performance Criteria**

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| <ol style="list-style-type: none"> 1. Recognize the focus of one or more of the social sciences and their main approaches. 2. Identify some of the issues currently under study in the social sciences. 3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues. | <ul style="list-style-type: none"> • Formulation of the focus specific to one or more of the social sciences • Description of the main approaches used in the social sciences • Association of these issues with the pertinent areas of research in the social sciences • Presentation of contemporary issues by emphasizing the interpretation of the social sciences • Illustration of the interaction between certain social changes and the contribution of the social sciences |
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Learning Activities

Hours of instruction:	45
Credits:	2

Social Sciences

Code: 000W

Objective**Standard****Statement of the Competency**

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

Achievement Context

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

Elements of the Competency**Performance Criteria**

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

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

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

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

3. Draw conclusions.

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

Learning Activities

Hours of instruction: 45
Credits: 2

Science and Technology

Code: 000X

Objective**Standard****Statement of the Competency**

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

Achievement Context

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

Elements of the Competency**Performance Criteria**

1. Describe scientific thinking and the standard method.
2. Demonstrate how science and technology are complementary.
3. Explain the context and the stages related to several scientific and technological discoveries.
4. Deduce different consequences and questions resulting from certain recent scientific and technological innovations.

- Brief description of the essential characteristics of scientific thinking, including quantification and demonstration
- Organized list and brief description of the essential characteristics of the main steps in the standard scientific method
- Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions
- Pertinent and coherent explanation of the relationship between the determining contexts of several scientific and technological discoveries
- List of the main stages of scientific and technological discoveries
- Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries
- Formulation of relevant questions and credibility of responses to the questions formulated

Learning Activities

Hours of instruction: 45
Credits: 2

Science and Technology

Code: 000Y

Objective**Standard****Statement of the Competency****Achievement Context**

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

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

Elements of the Competency**Performance Criteria**

- | | |
|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Describe the main steps of the standard scientific method. | <ul style="list-style-type: none"> • Organized list and brief description of the characteristics of the steps of the standard scientific method |
| 2. Formulate a hypothesis designed to solve a simple scientific and technological problem. | <ul style="list-style-type: none"> • Clear, precise description of the problem • Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.) |
| 3. Verify a hypothesis by applying the fundamental principles of the basic experimental method. | <ul style="list-style-type: none"> • Pertinence, reliability and validity of the experimental method used • Observance of established experimental method • Appropriate choice and use of instruments • Clear, satisfactory presentation of results • Validity of the connections established between the hypothesis, the verification and the conclusion |

Learning Activities

Hours of instruction:	45
Credits:	2

Objective	Standard
Statement of the Competency	Achievement Context
To communicate with limited skill ¹ in a modern language.	<ul style="list-style-type: none"> For modern Latin-alphabet languages: <ul style="list-style-type: none"> – during a conversation consisting of at least eight sentences of dialogue – in a written text consisting of at least eight sentences Or For non-Latin-alphabet languages: <ul style="list-style-type: none"> – during a conversation consisting of at least six sentences of dialogue – in a written text consisting of at least six sentences Based on learning situations on familiar themes Using reference materials
Elements of the Competency	Performance Criteria
1. Understand the meaning of a verbal message.	<p>Learning a modern language requires becoming aware of the culture of the people who use the language.</p> <ul style="list-style-type: none"> Accurate identification of words and idiomatic expressions Clear recognition of the general meaning of simple messages Logical connections between the various elements of the message
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> Accurate identification of words and idiomatic expressions Clear recognition of the general meaning of simple messages Logical connections between the various elements of the message

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

Modern Languages**Code: 000Z**

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

Learning Activities

Hours of instruction: 45
Credits: 2

Objective**Standard****Statement of the Competency**

To communicate on familiar topics in a modern language.

Achievement Context

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

Elements of the Competency**Performance Criteria**

1. Understand the meaning of a verbal message.

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

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

2. Understand the meaning of a written message.

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

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

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

Modern Languages**Code: 0010**

4. Write a text on a given subject, using sentences of average complexity.

- Appropriate use of language structures in main or subordinate clauses
- Appropriate application of grammar rules
- Use of verbs in the present and past indicative
- Appropriate use of enriched basic vocabulary and idiomatic expressions.
- Coherent sequence of sentences of average complexity
- Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Hours of instruction: 45
Credits: 2

Modern Languages

Code: 0067

Objective	Standard
Statement of the Competency	Achievement Context
To communicate with relative ease in a modern language.	<ul style="list-style-type: none"> • Working alone • During a conversation consisting of at least 20 sentences of dialogue • In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages) • Given documents of a sociocultural nature • Using reference materials for the written text
Elements of the Competency	Performance Criteria
1. Understand the meaning of a verbal message in everyday language.	<p>Learning a modern language requires being aware of the culture of the people who use the language.</p> <ul style="list-style-type: none"> • Accurate explanation of the general meaning and essential ideas of the message • Clear identification of structural elements of the language
2. Understand the meaning of a text of average complexity.	<ul style="list-style-type: none"> • Accurate explanation of the general meaning and essential ideas of the text • Clear identification of structural elements of the language
3. Have a conversation about a subject.	<ul style="list-style-type: none"> • Appropriate use of the structural elements of the language according to the message to be expressed • Appropriate use of everyday vocabulary • Accurate pronunciation and intonation • Normal flow in a conversation in everyday language • Coherence of the message expressed • Pertinent responses to questions
4. Write a text of average complexity.	<ul style="list-style-type: none"> • Appropriate use of the structural elements of the language according to the text to be written • Accurate vocabulary • Coherence of the text as a whole • Observance of presentation and writing rules
Learning Activities	

Hours of instruction: 45
Credits: 2

Mathematics Literacy and Computer Science

Code: 0011

Objective**Standard****Statement of the Competency**

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

Achievement Context

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

Elements of the Competency**Performance Criteria**

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

Learning Activities

Hours of instruction: 45
Credits: 2

Mathematics Literacy and Computer Science

Code: 0012

Objective**Standard****Statement of the Competency**

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

Achievement Context

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

Elements of the Competency**Performance Criteria**

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

Learning Activities

Hours of instruction: 45
Credits: 2

Art and Aesthetics

Code: 0013

Objective**Standard****Statement of the Competency**

To consider various forms of art produced by aesthetic practices.

Achievement Context

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

Elements of the Competency**Performance Criteria**

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

Learning Activities

Hours of instruction:	45
Credits:	2

Art and Aesthetics

Code: 0014

Objective**Standard****Statement of the Competency****Achievement Context**

To produce a work of art.

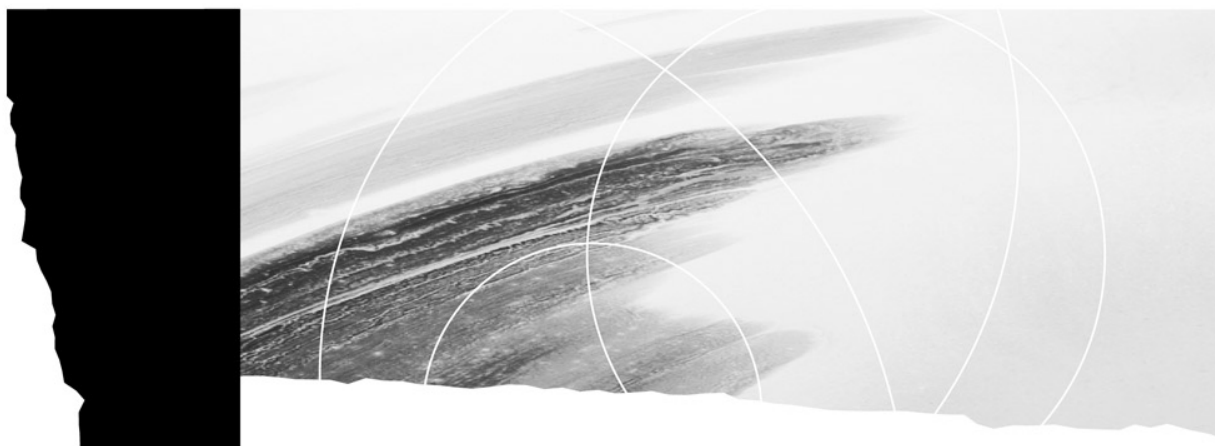
- Working alone
- During a practical exercise
- In the context of a creation or an interpretation
- Using the basic elements of the language and techniques specific to the medium selected

Elements of the Competency**Performance Criteria**

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Recognize the primary forms of expression of an artistic medium. 2. Use the medium. | <ul style="list-style-type: none"> • Identification of specific features: originality, essential qualities, means of communication, styles, genres • Personal, coherent use of elements of language • Satisfactory application of artistic techniques • Observance of the requirements of the method of production |
|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Learning Activities

Hours of instruction:	45
Credits:	2



Part II

**Goals of the Program-Specific
Component**

**Educational Aims of the Program-
Specific Component**

Grid of Competencies

Harmonization

Program-Specific Component

Goals of the Program-Specific Component

The aim of the *Prehospital Emergency Care* program is to prepare students to practise the occupation of ambulance technician.

Ambulance technicians provide assistance to individuals of all ages and in all conditions who require prehospital emergency services with a view to reducing morbidity and mortality. They are responsible for providing, among other things, primary medical care, trauma care, care related to behavioural disorders, and other types of care. This includes the professional activities identified in the *Regulation respecting the professional activities that may be engaged in within the framework of pre-hospital emergency services*. Ambulance technicians are also trained to respond to accidents, antisocial acts, and to specific situations.

In the exercise of their functions, ambulance technicians assess the clinical condition of patients and apply protocols to prevent their condition from deteriorating. They also transport patients with diligence to the appropriate receiving centre.

Because ambulance technicians work in teams and with other emergency response workers, they must possess effective communication skills, sound judgment, initiative, empathy, composure as well as the ability to act quickly and appropriately in various situations.

The job function of ambulance technicians is currently under review: the scope of their responsibilities is likely to increase in the next few years as will the type of clinical assessment and the level of care they provide. Ambulance technicians will also be better integrated into the Québec health care network.

In order to meet these new requirements, ambulance technicians will need to demonstrate clinical judgment based on problem-solving and critical thinking skills. They will also need to develop a systemic approach to patient assessment and demonstrate the intellectual skills related to pathophysiology, immunology and pharmacology.

The goals of the program-specific component of the *Prehospital Emergency Care* 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 of the Program-Specific Component

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

The following is a description of the aims of the program-specific component of the *Prehospital Emergency Care* program:

- to develop an integrated approach to prehospital care
- to develop a professional identity and behave professionally
- to be in good physical condition and maintain a healthy lifestyle in order to meet the requirements of the occupation
- to recognize the importance of the French language in the practice of the occupation

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														
SPECIFIC COMPETENCIES	Competency number	GENERAL COMPETENCIES												
		To analyze the job function	To develop an integrated view of the human body and its functions	To preserve one's psychological and physical integrity	To move patients	To use patient assessment methods	To interpret a clinical situation	To communicate in helping relationships	To establish relationships between pharmacology or drug use and clinical situations	To prevent the spread of infection or immunological disorders	To communicate in the workplace	To use an ambulance in intervention situations	To behave professionally in accordance with the occupation's code of ethics	To deal with social and cultural realities surrounding health matters
Competency number		1	2	3	4	5	6	7	9	10	12	13	15	16
To intervene with patients requiring resuscitation	8	o	o	o	o	o	o	o	o	o	o	o	o	o
To intervene with patients requiring medical care	11	o	o	o	o	o	o	o	o	o	o	o	o	o
To intervene with patients in trauma situations	14	o	o	o	o	o	o	o	o	o	o	o	o	o
To intervene with patients exhibiting various behavioural problems	17	o	o	o	o	o	o	o	o	o	o	o	o	o
To intervene on the scene of a disaster or an antisocial act or in specific situations	18	o	o	o	o	o	o			o	o	o	o	

Harmonization

The Ministère de l'Éducation, du Loisir et du Sport harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors, in order to avoid overlap in program offerings, 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 *Prehospital Emergency Care* program does not share any competencies with other programs at this time.

Code: 052A

Objective	Standard
Statement of the Competency To analyze the job function.	Achievement Context <ul style="list-style-type: none"> • Referring to the organization of the health and social services network • Referring to the orientations of the Ministère de la Santé et des Services sociaux with respect to the occupation of ambulance technician • Based on laws, regulations, standards and codes currently in effect • Using recent data on the occupation
Elements of the Competency	Performance Criteria
1. Describe the characteristics of the occupation and its working conditions.	<ul style="list-style-type: none"> • Accurate general definition of the occupation • Clear distinction of areas of intervention of ambulance technicians • Accurate definition of working conditions • Identification of work environments related to prehospital care • Accurate distinction of the roles of different emergency response workers • Identification of possible career paths
2. Examine the tasks and operations pertaining to the occupation.	<ul style="list-style-type: none"> • Identification of all tasks and operations • Accurate description of the performance conditions and criteria associated with each task • Accurate identification of the relative importance of each task
3. Examine the knowledge, skills and socioaffective behaviours required to practise the occupation.	<ul style="list-style-type: none"> • Relevant relationships established between knowledge, skills and socioaffective behaviours and the different occupational tasks
4. Examine the legislation governing the practice of the occupation.	<ul style="list-style-type: none"> • Accurate identification of the role, powers and responsibilities of the various organizations governing the practice of the occupation • Accurate identification of the impact of the main legal provisions regulating the occupation

Code: 052A

5. Assess the Québec government's approach to health.
- Accurate definition of the ambulance technician's role in the care continuum
 - Identification of the impact of an evidence-based medical approach to health care practices
 - Accurate definition of the main values promoted by health professionals
 - Identification of the main similarities and differences between the Québec approach and the North American and European approaches to prehospital care

Code: 052B

Objective**Standard****Statement of the Competency**

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

Achievement Context

- In a prehospital care setting
- With all types of patients
- During medical or trauma intervention
- In order to assess a patient's condition
- Using reference materials

Elements of the Competency**Performance Criteria**

1. Consider the human body from an anatomical perspective.

- Accurate location of anatomical regions and structures of the human body
- Accurate identification of the body's structural organization
- Correct use of health science terminology

2. Consider the human body as a group of systems.

- Accurate identification of the function of organs making up each system
- Accurate identification of the systems' physiological characteristics
- Accurate functional relationships established between the systems
- Correct use of health science terminology

3. Perceive the human body as an entity seeking equilibrium.

- Accurate definition of the mechanisms contributing to homeostasis
- Accurate identification of the conditions for homeostasis

4. Establish relationships between biological imbalance and body functions.

- Accurate identification of the conditions under which the imbalance appears
- Accurate determination of the systemic reactions and the physiological processes involved
- Relevant relationships established between the imbalance and physiological or metabolic signs
- Probable course of development of the imbalance

Code: 052C

Objective	Standard
<p>Statement of the Competency</p> <p>To preserve one's psychological and physical integrity.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In a prehospital care setting • With the help of professional resources, if necessary • Using reference materials
Elements of the Competency	Performance Criteria
1. Cope with the emotions inherent in the practice of the occupation.	<ul style="list-style-type: none"> • Identification of work-related situations that may provoke strong emotional reactions • Accurate identification of one's emotions and how they are expressed • Use of appropriate ways to keep one's emotions in check • Demonstration of open-mindedness
2. Cope with the stress inherent in the practice of the occupation.	<ul style="list-style-type: none"> • List of factors that may cause stress in the workplace • Accurate identification of one's physiological and psychological reactions to stress • Accurate identification of one's ability to handle stress in the workplace • Informed choice concerning possible ways to: <ul style="list-style-type: none"> – reduce stress – improve one's ability to handle stress in a work-related situation • Concern for maintaining physical and psychological balance
3. Prevent professional burnout.	<ul style="list-style-type: none"> • Identification of factors that may cause professional burnout • Detection of main signs of professional burnout • Accurate identification of one's personal needs and abilities with respect to the requirements of the occupation • Identification of appropriate ways to prevent burnout in the workplace

Code: 052C

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|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Adapt to changes in the workplace. | <ul style="list-style-type: none">• Identification of the main changes that may occur in the workplace• Accurate assessment of the type of change and its impact on the practice of the occupation• Identification of ways to help incorporate changes• Demonstration of open-mindedness and discernment |
| 5. Take measures to protect oneself in physically threatening situations. | <ul style="list-style-type: none">• Recognition of the main physically threatening situations at work• Use of communication strategies adapted to the situation• Appropriate use of self-protection techniques• Demonstration of self-control• Appropriate use of restraints |

Code: 052D

Objective	Standard
<p>Statement of the Competency</p> <p>To move patients.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In various prehospital care settings • In emergency or non-emergency situations • With all types of patients • Using different modes of transport: land, water and air • In different situations: on the scene of an incident, in the receiving centre or in a home • In a team or in collaboration with other emergency response workers • Using patient moving equipment used in prehospital and hospital settings • Referring to the ASSTSAS publication on Moving Patients Safety Principles (MPSP) and any other relevant materials
Elements of the Competency	Performance Criteria
1. Choose methods and techniques for moving patients.	<ul style="list-style-type: none"> • Choice of methods and techniques for moving patients appropriate to the situation and the patient's condition
2. Prepare the equipment.	<ul style="list-style-type: none"> • Thorough verification of the equipment's condition • Choice of equipment appropriate to the methods and techniques selected • Efficient preparation of equipment parts
3. Carry out the procedures associated with the methods and techniques selected.	<ul style="list-style-type: none"> • Observance of safety and ergonomic rules for lifting, transferring and moving patients • Proper use of moving equipment • Proper positioning of patients as they are moved • Effective communication with partner or other emergency response workers
4. Load patients into a transport vehicle.	<ul style="list-style-type: none"> • Proper loading of patients into an ambulance • Proper use of necessary specialized equipment • Correct adaptation of patient loading techniques, in accordance with transport mode

Code: 052E

Objective	Standard
Statement of the Competency To use patient assessment methods.	Achievement Context <ul style="list-style-type: none"> • In a prehospital care setting • Referring to the legal framework governing the practice of the occupation • With all types of patients • Based on various medical or trauma situations • Indoors and outdoors, in various locations and weather conditions • In collaboration with various emergency response workers • Using the necessary devices and equipment to perform patient assessments • Using clinical intervention protocols, reference materials and patient assessment tools • Referring to scientific evidence
Elements of the Competency	Performance Criteria
1. Perform the preliminary operations for the primary exam.	<ul style="list-style-type: none"> • Appropriate assessment of the situation and environment • Use of safety precautions adapted to the situation • Gathering of information needed to determine the type of examination method to use • Proper preparation of patient: comfort and safety • Proper preparation of materials • Information and instructions adapted to the patient and situation
2. Conduct a primary exam.	<ul style="list-style-type: none"> • Correct application of primary exam method (medical or trauma) • Accurate assessment of patient's stability • Consideration of patient's reactions and condition
3. Conduct a secondary exam.	<ul style="list-style-type: none"> • Proper application of a secondary exam method (medical or trauma) • Accurate assessment of vital signs • Proper use of various patient assessment scales associated with emergency situations • Accurate assessment of patient's stability • Consideration of patient's reactions and condition

Code: 052E

4. Assess the patient's functional autonomy.
- Consideration of patient's health condition, lifestyle and resources
 - Accurate assessment of patient's ability to perform household and daily activities
 - Accurate assessment of risks associated with patient's behaviour and environment

Code: 052F

Objective	Standard
Statement of the Competency To interpret a clinical situation.	Achievement Context <ul style="list-style-type: none"> • In a prehospital care setting • Referring to the legal framework governing the practice of the occupation • With all types of patients • Based on various medical or trauma situations • Based on data gathered during patient assessment • Alone or in collaboration with various emergency response workers • Using clinical intervention protocols and reference materials
Elements of the Competency	Performance Criteria
1. Interpret dysfunctions or health problems.	<ul style="list-style-type: none"> • Plausible hypothesis established regarding the patient's dysfunction or health problem • Relevant relationships established between clinical signs and risk factors and the hypothesis regarding the dysfunction or health problem • Accurate description of the course of development and possible complications • Correct use of health science terminology
2. Recognize physical traumas.	<ul style="list-style-type: none"> • Plausible hypothesis established regarding the patient's trauma • Relevant relationships established between clinical signs and the hypothesis regarding the trauma • Accurate description of the course of development and possible complications • Correct use of health science terminology
3. Relate dysfunctions or health problems to prehospital care.	<ul style="list-style-type: none"> • Accurate determination of care treatment(s), in accordance with the dysfunction or health problem • Accurate identification of principles underlying care treatments
4. Relate physical traumas to prehospital care.	<ul style="list-style-type: none"> • Accurate determination of care treatment(s), in accordance with the trauma • Accurate identification of principles underlying care treatments

Code: 052G

Objective	Standard
<p>Statement of the Competency</p> <p>To communicate in helping relationships.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In a prehospital care setting • Referring to the legal framework governing the practice of the occupation • With various types of patients and problems: children, adults, the elderly, physically or mentally handicapped patients, victims of physical or sexual assault, the bereaved, suicidal patients, etc. • With the help of professional resources: social workers, crisis intervention workers, etc. • Using clinical intervention protocols
Elements of the Competency	Performance Criteria
1. Establish contact with the patient and his or her family and friends.	<ul style="list-style-type: none"> • Approach adapted to the patient's personal characteristics and physical and psychological condition • Demonstration of kindness • Attentive and respectful listening • Proper use of verbal and nonverbal communication techniques
2. Establish a relationship of trust with the patient and his or her family and friends.	<ul style="list-style-type: none"> • Clarification of the needs, expectations and values of the persons concerned • Clear, accurate information conveyed regarding their rights and responsibilities • Respect for values, needs, expectations and self-determination capacity • Ability to obtain consent and cooperation with regard to care proposed
3. Interact in a helping relationship.	<ul style="list-style-type: none"> • Proper assessment of the patient's emotional condition and need for help • Appropriate use of verbal and nonverbal communication techniques • Demonstration of attitudes and behaviour adapted to the situation

Code: 052G

4. Support a patient and family members through a decision-making process concerning his or her health.
 - Respect for the values, needs, expectations and self-determination capacity of the patient and family members
 - Appropriate support provided to the patient and family members when:
 - clarifying the problem
 - exploring possible options
 - choosing an option
 - Respect for the patient's decision and that of family members
5. Provide support to the family and friends of a patient who has died suddenly.
 - Actions appropriate to the behaviours and reactions of those concerned
 - Demonstration of helping attitudes

Code: 052H

Objective	Standard
<p>Statement of the Competency</p> <p>To intervene with patients requiring resuscitation.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In a prehospital care setting • Referring to the legal framework governing the practice of the occupation • In various situations involving medical and trauma resuscitation • With all types of patients • In a team or in collaboration with other emergency response workers • Using clinical intervention protocols, reference materials and administrative documents • Using the resuscitation and patient moving equipment used in prehospital settings
Elements of the Competency	Performance Criteria
1. Assess the situation as a whole.	<ul style="list-style-type: none"> • Identification of all potential health and safety hazards • Consideration of the legal aspects involved • Gathering of all necessary information • Use of protective measures adapted to the situation • Determination of an appropriate location in which to perform the intervention
2. Prepare the equipment.	<ul style="list-style-type: none"> • Choice of equipment appropriate to the situation • Proper preparation of equipment
3. Assess the patient's condition.	<ul style="list-style-type: none"> • Patient assessment methods adapted to the context • Relevant information obtained from the patient's family or friends • Consideration of the patient's reactions and condition
4. Provide resuscitation care.	<ul style="list-style-type: none"> • Accurate determination of resuscitation priorities and sequence • Rigorous application of resuscitation techniques • Proper use of resuscitation equipment • Effective communication with partner or other emergency response workers

Code: 052H

5. Evaluate the results.
 - Consideration of the patient's reactions and condition
 - Accurate decision taken to continue or discontinue resuscitation manoeuvres
 - Appropriate physical and psychological support provided to family or friends
6. Evacuate the patient.
 - Use of effective evacuation procedures
 - Rigorous application of safety rules appropriate to the situation
 - Resuscitation manoeuvres appropriately maintained during evacuation
7. Report on the intervention.
 - Rigorous application of procedures regarding:
 - verbal communication of information concerning the intervention
 - writing and transmitting intervention reports
 - producing and transmitting administrative reports

Code: 052J

Objective**Standard****Statement of the Competency**

To establish relationships between pharmacology or drug use and clinical situations.

Achievement Context

- Referring to the legal framework governing the practice of the occupation
- With all types of patients
- Based on data gathered during the patient assessment, including medical prescriptions
- Using clinical intervention protocols and reference materials

Elements of the Competency**Performance Criteria**

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| <p>1. Become familiar with a clinical situation involving the use or administration of medication.</p> <p>2. Relate clinical signs to the use of medication.</p> <p>3. Relate clinical signs to drug use.</p> | <ul style="list-style-type: none"> • Correct identification of classes of medication • Accurate decoding of: <ul style="list-style-type: none"> – prescribed dose – pharmaceutical form – administration route and schedule • Accurate identification of class of medication • Accurate description of pharmacokinetic and pharmacodynamic principles • Identification of the most common risks of drug interaction, drug intolerance and allergies • Accurate recognition of: <ul style="list-style-type: none"> – therapeutic effects – side effects – toxicological effects • Correct use of health science terminology • Accurate identification of drug categories • Accurate description of mechanisms of drug action • Identification of risks of interaction with other substances (medication, other drugs) • Accurate recognition of: <ul style="list-style-type: none"> – side effects – toxicological effects • Identification of main reactions caused by drug withdrawal |
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Code: 052J

4. Determine the medication(s) to administer and the conditions for administering medication in a prehospital care setting.
 - Consideration of clinical signs and patient's medication history
 - Appropriate choice of medication administration protocol(s)
 - Consideration of the pharmacokinetic and pharmacodynamic principles of the medications used
 - Relevant relationships established between physiological, psychological and environmental factors and their influence on the action of the medication(s) administered
 - Accurate determination of:
 - dose to be administered
 - administration route selected
 - Observance of principles and precautions related to the preparation and administration of the medication

Code: 052K

Objective	Standard
<p>Statement of the Competency</p> <p>To prevent the spread of infection or immunological disorders.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In a prehospital care setting • Referring to the legal framework governing the practice of the occupation • With all types of patients • Based on data gathered during patient assessment • Alone, in a team or in collaboration with other emergency response workers • Using clinical intervention protocols and reference materials
Elements of the Competency	Performance Criteria
1. Predict potentially hazardous situations related to infectious or immunological disorders.	<ul style="list-style-type: none"> • Accurate detection of clinical signs indicating the presence of infectious or immunological disorders • Plausible hypotheses established regarding the nature of infectious or immunological disorders • Accurate recognition of the pathogenicity or epidemiological potential of various disorders • Accurate recognition of the mode of transmission of various disorders • Accurate description of the course of development and possible complications of disorders • Correct use of health science terminology
2. Determine the preventive measures related to care, health and safety.	<ul style="list-style-type: none"> • Consideration of universal precautions to take • Determination of preventive measures specific to the disorders identified
3. Implement measures to prevent the spread of infectious or immunological disorders.	<ul style="list-style-type: none"> • Effective application of general and specific preventive measures
4. Implement measures to control the spread of infectious or immunological disorders.	<ul style="list-style-type: none"> • Effective application of measures applicable to the safe handling and disposal of biomedical waste • Effective application of safety procedures to follow when working in contaminated sites • Correct decontamination of equipment and instruments • Correct application of techniques for handling invasive instruments

Code: 052L

Objective	Standard
<p>Statement of the Competency</p> <p>To intervene with patients requiring medical care.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In a prehospital care setting • In emergency or non-emergency situations • Referring to the legal framework governing the practice of the occupation • In various situations requiring medical care (e.g. cardiac, respiratory, neurological problems) • With all types of patients • In a team or in collaboration with other emergency response workers • Using clinical intervention protocols, reference materials and administrative documents • Using the equipment and materials used in prehospital settings
Elements of the Competency	Performance Criteria
1. Assess the situation as a whole.	<ul style="list-style-type: none"> • Identification of all potential health and safety hazards • Gathering of all necessary information • Use of protective measures adapted to the situation • Determination of an appropriate location in which to perform the intervention
2. Prepare the necessary equipment and materials.	<ul style="list-style-type: none"> • Choice of equipment and materials appropriate to the situation • Proper preparation of equipment and materials
3. Assess the patient's condition.	<ul style="list-style-type: none"> • Patient assessment method adapted to the context • Plausible hypothesis established regarding the patient's medical problem • Accurate determination of patient's level of stability • Consideration of the patient's reactions and condition

Code: 052L

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| .4. Provide care. | <ul style="list-style-type: none">• Accurate determination of care priorities• Proper use of equipment and materials• Appropriate choice of care techniques• Correct application of care techniques• Effective communication with partner or other emergency response workers |
| 5. Administer medication. | <ul style="list-style-type: none">• Appropriate choice of medication• Rigorous application of administration protocols |
| 6. Move the patient. | <ul style="list-style-type: none">• Correct application of patient moving techniques• Positioning of patient appropriate to his or her condition |
| 7. Monitor the patient during transport. | <ul style="list-style-type: none">• Demonstration of constant attention and vigilance• Recognition of any change in the patient's condition• Proper intervention in order to stabilize the patient's condition |
| 8. Report on the intervention. | <ul style="list-style-type: none">• Rigorous application of procedures regarding:<ul style="list-style-type: none">– verbal communication of information concerning the intervention– writing and transmitting intervention reports– producing and transmitting administrative reports |

Code: 052M

Objective	Standard
Statement of the Competency To communicate in the workplace.	Achievement Context <ul style="list-style-type: none"> • Referring to the legislation governing confidentiality and access to personal information • In various situations • With colleagues, superiors, the care team and other emergency response workers • Using observation checklists and sample coaching reports
Elements of the Competency	Performance Criteria
1. Work collaboratively within a care team.	<ul style="list-style-type: none"> • Demonstration of attitudes and behaviours that promote a positive work climate • Effective communication of information • Effective collaboration during problem-solving and decision-making • Appropriate use of influence • Correct use of health science terminology
2. Collaborate in an interdisciplinary context.	<ul style="list-style-type: none"> • Accurate identification of each person's role and responsibilities • Proper assertion of professional expertise • Effective communication of needs and expectations regarding a situation • Respect for other people's expertise • Accurate transmission of information about a patient • Effective collaboration during problem-solving and decision-making • Correct use of health science terminology
3. Interact in conflictual work situations.	<ul style="list-style-type: none"> • Accurate interpretation of the situation • Critical examination of one's reactions to the situation • Choice of strategy appropriate to the context • Demonstration of attitudes and behaviours appropriate to the chosen strategy
4. Coach colleagues in various situations.	<ul style="list-style-type: none"> • Demonstration of attitudes and behaviours appropriate to the role of mentor • Production of a detailed coaching report

Code: 052N

Objective	Standard
<p>Statement of the Competency</p> <p>To use an ambulance in intervention situations.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In emergency or non-emergency situations, with or without a patient • In various road and weather conditions, during the day or night • Using ambulance vehicle materials and equipment • Using road maps and guides • Referring to the <i>Highway Safety Code</i> and standards governing emergency vehicle operation
Elements of the Competency	Performance Criteria
1. Inspect and do minor maintenance on the vehicle.	<ul style="list-style-type: none"> • Rigorous application of ambulance inspection procedure • Accurate identification of defects • Accurate recording and transmission of inspection results • Proper execution of minor vehicle maintenance
2. Inspect the materials and equipment.	<ul style="list-style-type: none"> • Complete inventory of materials and equipment • Thorough verification of the condition of materials and equipment, including the radio communications system • Accurate recording and transmission of inspection results
3. Gather and transmit information using a communications system.	<ul style="list-style-type: none"> • Observance of regulations governing radio communications • Observance of ethics in radio communications • Correct use of radio communications equipment • Proper use of vehicle computer • Accurate recording of information gathered • Clear, relevant information transmitted
4. Plan the route to follow.	<ul style="list-style-type: none"> • Proper use of road maps and guides • Accurate assessment of factors capable of affecting the route • Accurate determination of route to follow • Determination of driving technique appropriate to the established response time and safety concerns

Code: 052N

5. Drive an ambulance in an emergency and a non-emergency situation.
 - Observance of regulations, standards and safety rules pertaining to ambulance driving in Québec
 - Correct application of principles of defensive driving
 - Correct application of principles of emergency driving
 - Appropriate adaptation of driving from the point of service to the scene of the incident
 - Appropriate positioning of vehicle at the scene of the incident
 - Appropriate adaptation of driving from the scene of the incident to the receiving centre
6. Clean the vehicle and equipment.
 - Proper choice of cleaning products
 - Safe cleaning of vehicle and equipment

Code: 052P

Objective	Standard
<p>Statement of the Competency</p> <p>To intervene with patients in trauma situations.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In a prehospital care setting • In emergency or non-emergency situations • Referring to the legal framework governing the practice of the occupation • In various trauma situations (e.g. falls, motor vehicle accidents, sports injuries, physical assaults) • With all types of patients • In a team or in collaboration with other emergency response workers • Using clinical intervention protocols, reference materials and administrative documents • Using the equipment and materials used in prehospital settings
Elements of the Competency	Performance Criteria
1. Assess the situation as a whole.	<ul style="list-style-type: none"> • Identification of all potential health and safety hazards • Gathering of all necessary information • Reconstruction of events in order to determine the type of possible traumas • Use of protective measures adapted to the situation • Determination of an appropriate location in which to perform the intervention
2. Prepare the necessary equipment and materials.	<ul style="list-style-type: none"> • Choice of equipment and materials appropriate to the situation • Proper preparation of equipment and materials
3. Assess the patient's condition.	<ul style="list-style-type: none"> • Patient assessment method adapted to the context • Plausible hypothesis established regarding the trauma suffered by the patient • Accurate determination of the patient's level of stability • Consideration of the patient's reactions and condition

Code: 052P

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| 4. Provide care to the trauma patient. | <ul style="list-style-type: none">• Accurate determination of care priorities• Proper use of equipment and materials• Appropriate choice of care technique(s)• Correct application of care techniques• Effective communication with partner or other emergency care workers |
| 5. Move the trauma patient. | <ul style="list-style-type: none">• Correct application of patient moving techniques• Positioning of patient appropriate to his or her condition |
| 6. Monitor the patient during transport. | <ul style="list-style-type: none">• Demonstration of constant attention and vigilance• Recognition of any change in the patient's condition• Proper intervention in order to stabilize the patient's condition |
| 7. Report on the intervention. | <ul style="list-style-type: none">• Rigorous application of procedures regarding:<ul style="list-style-type: none">– verbal communication of information concerning the intervention– writing and transmitting intervention reports– producing and transmitting administrative reports |

Code: 052Q

Objective**Standard****Statement of the Competency**

To behave professionally in accordance with the occupation's code of ethics.

Achievement Context

- Referring to the legal framework governing the practice of the occupation
- In various situations
- With patients and members of their family, superiors, colleagues, the care team and other emergency response workers

Elements of the Competency**Performance Criteria**

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| <p>1. Become familiar with the values of the occupation.</p> <p>2. Assume responsibility for one's actions and decisions.</p> <p>3. Use ethical judgment in work-related situations.</p> <p>4. Become committed to maintaining and improving the quality of prehospital care.</p> | <ul style="list-style-type: none"> • Recognition of the nature and implications of the values of health care professionals • Recognition of attitudes and behaviours compatible with the values of health care professionals • Relevant relationships established between one's values and those of health care professionals <ul style="list-style-type: none"> • Recognition of actions and decisions attributed to ambulance technicians • Ability to work independently and with discernment • Reliability in accomplishing work <ul style="list-style-type: none"> • Recognition of the values or standards at issue in different situations • Recognition of the behaviours to adopt or avoid in order to comply with the values and standards of the occupation <ul style="list-style-type: none"> • Identification of care situations that could be improved • Demonstration of interest in the development of the discipline and innovative approaches in prehospital care • Willingness to share knowledge • Search for ways to improve the quality of one's actions at work |
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Code: 052R

Objective	Standard
Statement of the Competency To deal with social and cultural realities surrounding health matters.	Achievement Context <ul style="list-style-type: none"> • Referring to the legal framework governing the practice of the occupation • In various situations • With all types of patients • In a team or in collaboration with other emergency response workers • Using clinical intervention protocols
Elements of the Competency	Performance Criteria
1. Situate the practice of the occupation in a social context.	<ul style="list-style-type: none"> • Consideration of the social aspects associated with health and illness • Consideration of the nature and organization of care and health services available to the population • Recognition of the demographics of a given population • Recognition of social inequalities in health matters • Recognition of the impact of social changes on the practice of the occupation
2. Establish relationships between a person's health and his or her family and socioeconomic environment.	<ul style="list-style-type: none"> • Accurate identification of the type of family • Accurate recognition of the family's main lifestyle habits • Recognition of the main characteristics of the family's socioeconomic environment • Accurate identification of one or more social problems (e.g. drug abuse, marginality) • Accurate detection of signs of violence, neglect or abuse • Relevant relationships established between environmental factors and a person's health
3. Adapt one's method of communication to a person and his or her ethnic or cultural affiliation.	<ul style="list-style-type: none"> • Correct assessment of the person's attitudes and behaviours regarding health, illness and care, depending on his or her cultural and ethnic affiliation • Demonstration of attitudes and behaviours that promote communication and a climate of trust

Code: 052R

4. Evaluate one's attitudes and behaviours towards sociocultural diversity.
- Accurate assessment of one's spontaneous reactions
 - Careful examination of personal prejudices
 - Proper assessment of one's interpersonal skills and open-mindedness
 - Determination of effective, concrete measures to improve one's interactions

Code: 052S

Objective	Standard
<p>Statement of the Competency</p> <p>To intervene with patients exhibiting various behavioural problems.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In a prehospital care setting • In emergency or non-emergency situations • Referring to the legal framework governing the practice of the occupation • In various situations involving patients with behavioural or other mental health problems (e.g. schizophrenia, paranoia, bipolar psychosis) • With all types of patients • In a team or in collaboration with other emergency response workers • Using clinical intervention protocols, reference materials and administrative documents • Using the equipment and materials used in prehospital settings
Elements of the Competency	Performance Criteria
1. Assess the situation as a whole.	<ul style="list-style-type: none"> • Identification of all potential health and safety hazards • Gathering of all necessary information • Protective measures adapted to the situation • Determination of an appropriate location in which to perform the intervention
2. Establish contact with the patient.	<ul style="list-style-type: none"> • Demonstration of attentive listening and receptiveness • Use of an approach adapted to the patient and context • Effective communication
3. Interpret the patient's reactions and behaviours.	<ul style="list-style-type: none"> • Relevant relationships established between the behaviours observed and normal behaviour • Accurate identification of patient's adaptation mechanisms • Accurate recognition of signs of possible disturbances • Plausible hypothesis established regarding the patient's type of behavioural disturbance

Code: 052S

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| 4. Assess the potential for danger in a situation. | <ul style="list-style-type: none"> • Accurate recognition of significant changes in the patient's attitudes or behaviours • Accurate recognition of precursors of violence towards oneself or others • Demonstration of vigilance |
| 5. React in dangerous situations. | <ul style="list-style-type: none"> • Rigorous application of intervention protocols specific to the situation • Adoption of appropriate behaviours to ensure one's own safety • Appropriate use of self-protection techniques • Effective communication with public safety officials • Appropriate use of restraints, in accordance with clinical intervention protocols |
| 6. Assess the patient's physical condition. | <ul style="list-style-type: none"> • Patient assessment methods adapted to the context • Relevant information obtained from the patient's family or friends • Accurate determination of the patient's level of stability |
| 7. Monitor the patient during transport. | <ul style="list-style-type: none"> • Demonstration of constant attention and vigilance • Use of appropriate safety measures • Recognition of any change in the patient's condition • Proper intervention in order to stabilize the patient's condition |
| 8. Report on the intervention. | <ul style="list-style-type: none"> • Rigorous application of procedures regarding: <ul style="list-style-type: none"> – verbal communication of information concerning the intervention – writing and transmitting intervention reports – producing and transmitting administrative reports |
| 9. Reflect on and assess the intervention. | <ul style="list-style-type: none"> • Realistic assessment of the quality of the intervention • Clear, respectful communication of one's opinions • Demonstration of attentive listening and receptiveness |

Code: 052T

Objective**Standard****Statement of the Competency**

To intervene on the scene of a disaster or an antisocial act or in specific situations.

Achievement Context

- In a prehospital care setting
- Referring to the legal framework governing the practice of the occupation
- Referring to the regulations governing civil protection in Québec
- In various specific situations (e.g. automobile extrication; low-angle rescue; chemical, biological, radiological and nuclear (CBRN) attacks; multiple-casualty incidents; industrial accidents with or without hazardous substances)
- With all types of patients
- Alone, in a team or in collaboration with other emergency response workers
- Using clinical intervention protocols, reference materials and administrative documents
- Using the equipment and materials used in prehospital settings

Elements of the Competency**Performance Criteria**

1. Assess the situation as a whole.

- Identification of potentially hazardous substances or products
- Identification of other potential health and safety hazards
- Determination of the exact number of patients involved in the incident
- Accurate determination of resources needed for the situation and incident, in accordance with:
 - the need to secure the premises
 - the extent of the incident
 - geographic and weather conditions
- Gathering of all necessary information
- Use of protective measures adapted to the situation
- Determination of an appropriate location in which to perform the intervention

2. Approach the scene of the incident.

- Safe parking of vehicle
- Consideration of all other necessary precautions when approaching the scene of the incident
- Identification of all new health and safety hazards

Code: 052T

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| 3. Coordinate the health intervention efforts. | <ul style="list-style-type: none"> • Accurate interpretation of the emergency measures plan • Observance of chain of command • Relevant measures taken, in accordance with the situation and the presence (or absence) of other emergency response workers • Active collaboration with other emergency response workers |
| 4. Gain access to patients involved in the incident. | <ul style="list-style-type: none"> • Observance of the limits of the occupation • Observance of safety rules related to gaining access • Proper use of equipment • Method of gaining access appropriate to the situation, information gathered and the presence, (or absence) of specialists • Correct application of various techniques for gaining access to patients • Active collaboration with other emergency workers |
| 5. Remove patients. | <ul style="list-style-type: none"> • Observance of the limits of the occupation • Observance of safety rules related to patient removal • Proper use of equipment • Patient removal method appropriate to the situation, information gathered and the presence, (or absence) of specialists • Correct application of various patient removal techniques • Correct application of manual vehicle extrication techniques, in the absence of specialists • Active collaboration with other emergency response workers |
| 6. Evacuate patients. | <ul style="list-style-type: none"> • Observance of the limits of the occupation • Correct application of patient triage method • Accurate determination of evacuation priorities • Efficient organization of transportation to the receiving centres |
| 7. Report on the intervention. | <ul style="list-style-type: none"> • Rigorous application of procedures regarding: <ul style="list-style-type: none"> – verbal communication of information concerning the intervention – writing and transmitting intervention reports – producing and transmitting administrative reports |
| 8. Clean the vehicle and equipment. | <ul style="list-style-type: none"> • Appropriate choice of cleaning products • Safe cleaning of vehicle and equipment |

Code: 052T

9. Reflect on and assess the intervention.
 - Realistic assessment of the quality of the intervention
 - Clear, respectful communication of one's opinions
 - Demonstration of attentive listening and receptiveness

