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SOCIAL, EDUCATIONAL AND LEGAL SERVICES

HEALTH AND SOCIAL SERVICES ASSISTANCE IN NUNAVIK

PROGRAM OF STUDY
5737

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Gouvernement du Québec
Ministère de l'Éducation, 2000 – 99-1110

ISBN 2-550- 35674-8

Dépôt légal – Bibliothèque nationale du Québec, 2000

SOCIAL, EDUCATIONAL AND LEGAL SERVICES

HEALTH AND SOCIAL SERVICES ASSISTANCE IN NUNAVIK

**PROGRAM OF STUDY
5737**

*The Health and Social Services
Assistance in Nunavik* program leads to
the Diploma of Vocational Studies (DVS)
and prepares the student to work as a

*FAMILY ASSISTANT and
PATIENT ATTENDANT*

Acknowledgments

The Ministère de l'Éducation and the Kativik School Board wish to thank the following people for their invaluable assistance in the development of this program:

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Translation

Services à la communauté anglophone,
Direction de la production en langue anglaise

Financial Support

Kativik Regional Government, Employment
and Training Department
Nunavik Board of Health and Social Services

TABLE OF CONTENTS

PAGE

INTRODUCTION	1
GLOSSARY	3

Part I

1	SYNOPTIC TABLE	7
2	PROGRAM TRAINING GOALS	9
3	COMPETENCIES	11
	Grid of Learning Focuses.....	12
4	GENERAL OBJECTIVES	13
5	FIRST-LEVEL OPERATIONAL OBJECTIVES	15
5.1	DEFINITION	15
5.2	HOW TO READ FIRST-LEVEL OPERATIONAL OBJECTIVES.....	16

Part II

MODULE 1:	THE OCCUPATION AND THE TRAINING PROCESS	21
MODULE 2:	COMMUNICATION IN THE WORKPLACE	25
MODULE 3:	HEALTHY LIVING HABITS	29
MODULE 4:	OBSERVING CLIENTS	31
MODULE 5:	MOVING CLIENTS SAFELY	33
MODULE 6:	CARE, BASIC HYGIENE AND WELL-BEING	35
MODULE 7:	PROFESSIONAL ETHICS	37
MODULE 8:	INTERPRETATING MESSAGES	39
MODULE 9:	PROMOTIONAL CAMPAIGNS	43
MODULE 10:	HELPING RELATIONSHIPS	47
MODULE 11:	STRESS MANAGEMENT	51
MODULE 12:	OCCUPATIONAL HEALTH AND SAFETY	53

MODULE 13:	FIRST AID.....	57
MODULE 14:	CRISIS INTERVENTION	61
MODULE 15:	PRACTICUM IN HEALTH SERVICES.....	63
MODULE 16:	PRACTICUM IN SOCIAL SERVICES.....	67

INTRODUCTION

The *Health and Social Services Assistance in Nunavik* program is part of the regional development of health and social services in Nunavik, where it aims to meet specific needs.

As intended by experts from the region, this program has two main objectives. First, it enables students to acquire competencies required to work as a family assistant and a patient attendant. Students also acquire the basic competencies required to pursue a technical education program in the field of social services at the college level.

The program is based on a framework for developing vocational education programs that calls for the participation of experts from the workplace and the field of education.

The program of study is developed in terms of competencies, expressed as objectives. These objectives are divided into modules. Various factors were kept in mind in developing the program: training needs, the job situation, purposes, goals, as well as strategies and means used to attain objectives.

The program of study lists the competencies that are the minimum requirements for students in both the youth and adult sectors. It also provides the basis for organizing courses, planning teaching strategies, and designing instructional and evaluation materials.

The duration of the program is 900 hours, which includes 480 hours spent on the specific competencies required to practise the occupation and 510 hours on general competencies. The program of study is divided into 16 modules, which vary in length from 30 to 120 hours (multiples of 15). The time allocated to the program is to be used not only for teaching, but also for evaluation and remedial work.

This document contains two parts. Part I is of general interest and provides an overview of the training plan. It includes five chapters: a table of basic information about the modules; a description of the program training objectives; the competencies to be developed; the general objectives; and an explanation of operational objectives. Part II is designed primarily for those directly involved in implementing the program. It contains a description of the operational objectives of each module.

GLOSSARY

Program Training Goals

Statements that describe the educational aims of a program. These goals are the general goals of vocational education adapted to a specific trade or occupation.

Competency

An integrated set of knowledge, skills from various fields, perceptions and attitudes that enable a person to effectively perform tasks or activities related to the job or workplace.

General Objectives

Statement of educational aims according to categories of competencies to be acquired by the student. Enables the regrouping of operational objectives.

Operational Objectives

Statements of the educational aims of a program in practical terms. They serve as the basis for teaching, learning and evaluation.

Module of a Program

A component part of a program of study equivalent to a first-level operational objective.

Credit

A unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to graduate from a program.

Part I

1 SYNOPTIC TABLE

Health and Social Services Assistance in Nunavik

Code: 5737

Number of modules: 16

Duration in hours: 990

Credits: 66

CODE	TITLE OF THE MODULE	HOURS	CREDITS*
910 212	1. The Occupation and the Training Process	30	2
910 225	2. Communication in the Workplace	75	5
910 235	3. Healthy Living Habits	75	5
910 248	4. Observing Clients	120	8
910 254	5. Moving Clients Safely	60	4
910 263	6. Care, Basic Hygiene and Well-Being	45	3
910 272	7. Professional Ethics	30	2
910 283	8. Interpreting Messages	45	3
910 298	9. Promotional Campaigns	120	8
910 306	10. Helping Relationships	60	4
910 312	11. Stress Management	30	2
910 322	12. Occupational Health and Safety	30	2
910 332	13. First Aid	30	2
910 343	14. Crisis Intervention	45	3
910 357	15. Practicum in Health Services	105	7
910 366	16. Practicum in Social Services	90	6

* 15 hours = 1 credit

This program leads to a DVS in *Health and Social Services Assistance in Nunavik*.

2 PROGRAM TRAINING GOALS

The training goals of the *Health and Social Services Assistance in Nunavik* program are based on the general goals of vocational education and take into account the specific nature of the job situation. These goals are:

To develop effectiveness in the practice of the occupations of family assistant and patient attendant.

- To help students correctly perform the tasks and activities specific to their occupation, at an acceptable level of competence for entry into the job market.
- To help students progress satisfactorily on the job by fostering the acquisition of the following skills and attitudes:
 - constant concern for the person’s needs and the alert attitude that results from it;
 - observance of the limits of their responsibilities in the practice of their occupation;
 - ability to communicate effectively and establish a relationship of trust with the client;
 - ability to communicate effectively with superiors and other members of the multidisciplinary team;
 - ability to work in a variety of situations that may be constraining and sometimes dangerous;
 - compliance with the rules of professional ethics and human rights;
 - ability to react calmly and coolly in emergency or unexpected situations;

- constant concern for the principles of hygiene and body mechanics, and the rules of occupational health and safety.

To ensure integration into the workplace.

- To help students:
 - learn about the specific characteristics of the health and social services sector in Nunavik;
 - learn about the laws and regulations that govern this sector;
 - learn about the rights of clients as well as the rights and obligations specific to the practice of their occupation;
 - gradually integrate into the job market.

To foster the acquisition of occupation-related knowledge.

- To help students:
 - develop initiative, a sense of responsibility, objectivity, openness and self-confidence;
 - understand the principles for promoting health, well-being and health care as well as social services intervention;
 - develop the habit of consulting appropriate documentation;
 - pursue specialized training in the health and social services sector.

To ensure job mobility.

- To help students:
 - acquire solid basic training that will give them versatility in performing their tasks;
 - enhance their ability to learn and to instil the desire for more information;
 - develop positive attitudes toward technological change and new situations.

3 COMPETENCIES

The competencies to be developed in the *Assistance to Health and Social Services Assistance in Nunavik* program are shown in the grid of learning focuses on page 12. The grid lists general and specific competencies (or those specific to the occupations).

General competencies involve activities common to the job or workplace. They cover, for example, the technological or scientific principles that students must understand to practise the trade or occupation. Specific competencies focus on tasks and activities that are of direct use in the trade or occupation.

The grid of learning focuses 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 symbol □ indicates that these relationships have been taken into account in the formulation of objectives intended to develop specific competencies (or those specific to the occupations).

The grid was constructed in terms of the orientations and objectives of the training program, and is based on tasks and operations determined by the analysis of the job situation. The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis of the grid shows the competencies directly related to the practice of a specific trade or occupation. These competencies are arranged in a relatively fixed order; therefore, the modules should be taught, insofar as possible, in the order represented on the grid. Some modules are prerequisite to others, while other modules are taught concurrently.

GRID OF LEARNING FOCUSES HEALTH AND SOCIAL SERVICES ASSISTANCE IN NUNAVIK		FIRST-LEVEL OPERATIONAL OBJECTIVES	DURATION (IN HOURS)	GENERAL COMPETENCIES (related to technology, subjects, personal development, etc.)										TOTALS	
				Determine their suitability for the occupation and the training process	Communicate in various work situations	Observe a person's condition and be able to identify the problem	Apply principles and techniques for nursing	Behave in accordance with professional ethics	Develop a helping relationship with a person and his or her loved ones	Apply stress management techniques	Adopt safe practices in the workplace	Provide first aid	Apply approaches to prevent or defuse a crisis	NUMBER OF OBJECTIVES	DURATION (IN HOURS)
MODULES	MODULES			1	2	4	5	7	10	11	12	13	14		
	FIRST-LEVEL OPERATIONAL OBJECTIVES			S	S	B	B	S	S	S	S	B	S	10	
	DURATION (IN HOURS)			30	75	120	60	30	60	30	30	30	45		510
3	Provide advice on healthy living habits	B	75	○	●	○		○	○						
6	ensure care, basic hygiene and well-being	B	45	○	●	●	●	○			○				
8	Help interpret a written or verbal message in another language	S	45	○	○	○		●	○	○					
9	participate in implementing campaigns promoting health and well-being	B	120	○	●	○		●	○	○	○				
15	Integrate into a work environment where health services are provided	S	105	○	●	●	●	●	●	●	●	●	●		
16	Integrate into a work environment where social services are provided	S	90	○	●	●		●	●	●	●	○	●		
NUMBER OF OBJECTIVES		6												16	
DURATION (IN HOURS)			480												990

S: Situational objective
B: Behavioural objective

○ Correlation between a general and a specific competency
● Correlation to be taught and evaluated

4 GENERAL OBJECTIVES

The general objectives of the *Health and Social Services Assistance in Nunavik* program are presented below, along with the major statements of each first-level operational objective.

To develop in the students the competencies needed to integrate harmoniously into the school and work environments.

- Determine their suitability for the occupation and the training process.
- Communicate in various work situations.
- Behave in accordance with professional ethics.
- Integrate into a work environment where health services are provided.
- Integrate into a work environment where social services are provided.

To develop in the students the competencies needed to support clients and specialists in health and social services.

- Observe a person's condition and behaviour.
- Help interpret a written or verbal message in another language.
- Develop a helping relationship with a person and his or her loved ones.

To develop in the students the competencies needed to perform tasks and activities to maintain and promote health and well-being.

- Provide advice on healthy living habits.
- Ensure care, basic hygiene and well-being.
- Participate in implementing campaigns promoting health and well-being.

To develop in the students the competencies needed to apply preventive measures in the workplace.

- Apply principles and techniques for moving clients safely.
- Apply stress management techniques.
- Adopt safe practices in the workplace.
- Provide first aid.
- Apply approaches to prevent or defuse a crisis.

5 FIRST-LEVEL OPERATIONAL OBJECTIVES

5.1 DEFINITION

A first-level operational objective is defined for each of the competencies to be developed, according to their presentation in section 3. Competencies are organized into an integrated training program designed to prepare students to practise the trade or occupation. This systematic organization of competencies produces better overall results than training by isolated objectives. More specifically, it fosters a smooth progression from one objective to the next, saves teaching time by eliminating needless repetition, and integrates and reinforces learning material, etc.

First-level operational objectives are the main, compulsory teaching/learning targets and are specifically evaluated for certification. There are two kinds of operational objectives: behavioural and situational.

- A **behavioural objective** is a relatively closed objective that describes the actions and results expected of the student by the end of a learning step. Evaluation is based on expected results.
- A **situational objective** is a relatively open-ended objective that outlines the major phases of a learning situation. It allows for output and results to vary from one student to another. Evaluation is based on the student's participation in the activities of the learning context.

First-level operational objectives cover the learning that the students need to develop a competency:

- The specifications or the phases of the objective determine or guide specific learning, thereby allowing the competency to be developed step by step.
- The objective as a whole (i.e. the five components and in particular the last phase of the situational objective, see 5.2) determines or guides the overall learning and the integration and synthesis of this learning, allowing the competency to be developed fully.

To attain the objectives, specific and general learning activities may be prepared.

5.2 HOW TO READ FIRST-LEVEL OPERATIONAL OBJECTIVES

A. How to Read a Behavioural Objective

Behavioural objectives consist of five components. The first three provide an overview of the objective:

- The **expected behaviour** states a competency in terms of the general behaviour that the students are expected to have acquired by the end of the module.
- The **conditions for performance evaluation** define what is necessary or permissible to the students during evaluation designed to verify whether or not the students have attained the objective. This means that the conditions for evaluation are the same wherever and whenever the program is taught.
- The **general performance criteria** define the requirements by which to judge whether or not the results obtained are generally satisfactory.

The last two components ensure that the objective is understood clearly and unequivocally:

- The **specifications of the expected behaviour** describe the essential elements of the competency in terms of specific behaviours.
- The **specific performance criteria** define the requirements for each of the specifications of behaviour. They ensure a more enlightened decision on the attainment of the objective.

B. How to Read a Situational Objective

Situational objectives consist of five components:

- The **expected outcome** states a competency as an aim to be pursued throughout the course.
- The **specifications** outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
- The **learning context** provides an outline of the learning situation designed to help the students develop the required competencies. It is normally divided into three phases of learning:
 - information
 - performance, practice or involvement
 - synthesis, integration and self-evaluation
- The **instructional guidelines** provide suggested ways and means of teaching the course to ensure that learning takes place and that the same conditions apply wherever and whenever the course is taught. These guidelines may include general principles or specific procedures.
- The **participation criteria** describe the requirements the students must fulfil, which are usually related to each phase of the learning context. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning context.

Part II

MODULE 1: THE OCCUPATION AND THE TRAINING PROCESS

Code: 910 212

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **determine their suitability for the occupation and the training process.**

Specifications

During this module, the students will:

- Become familiar with the structure of health and social services in Nunavik.
- Become familiar with the nature of the occupations involving the clientele in Nunavik.
- Understand the training process.
- Evaluate their career choice.

LEARNING CONTEXT

PHASE 1: Information on the Health and Social Services Sector in Nunavik

- Learning about the structure of health and social services in Nunavik: evolution, composition of the network, services provided and clients.
- Learning about aspects of the law regarding the rights and obligations of clients and workers in the health and social services sector.
- Learning, through meetings with resource persons, about the job functions that constitute the focus of basic training in health and social services: the nature of the functions, clients, language of communication, work activities, etc.
- Discussing, as a group, the information gathered.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PHASE 2: **Information on the Occupations of Family Assistant and Patient Attendant**

- Learning about the work environments, job prospects and hiring criteria of each occupation.
- Learning about the nature, conditions and organization of the work of a family assistant and patient attendant.
- Learning about the skills, aptitudes, attitudes and knowledge required to practise each of these occupations.
- Discussing, as a group, the information gathered and their views on the occupation.

PHASE 3: **Information on and Participation in the Training Process**

- Learning about the training process: program of study, procedure, evaluation methods and certification of studies.
- Discussing, as a group, the relevance of the training program with respect to the occupations of family assistant and patient attendant as well as the other job functions that constitute the focus of the basic training.
- Specifying, in writing, the reasons for choosing this training program, taking into account the job functions that constitute the focus of the basic training.

PHASE 4: **Evaluation of Career Choice**

- Evaluating their preferences, aptitudes and areas of interest with respect to the various health and social services clients and to the various aspects and requirements of the work.
- Discussing their career choice with the teacher.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Make sure that resource persons as well as all required reference materials are available before holding the activities.
- Help students research information and understand legal texts.
- Plan and organize field trips.
- Encourage students to engage in discussions and express their opinions.
- Help students to arrive at an accurate and objective perception of the job functions related to working with health and social services clients in Nunavik.
- Emphasize the importance of assessing their career choice honestly and objectively.
- Provide support to students in assessing their career choice.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE**

PARTICIPATION CRITERIA

- PHASE 1: ▪ Gather information on the topics to be covered.
 ▪ Participate in visits and meetings with resource persons.
- PHASE 2: ▪ Express their views on the job functions addressed and their requirements.
- PHASE 3: ▪ Write down the reasons for choosing this training program.
 ▪ Express their views on the training program clearly.
- PHASE 4: ▪ Write down the reasons for their career choice and how it relates to their preferences,
 interests and aptitudes, and discuss their choice with the teacher.

MODULE 2: COMMUNICATION IN THE WORKPLACE

Code: 910 225

Duration: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **communicate in various work situations.**

Specifications

During this module, the students will:

- Become familiar with the principles of working in a group.
- Apply basic interpersonal communication techniques.
- Apply negotiation and conflict-resolution techniques.
- Evaluate their ability to communicate and work in a team.

LEARNING CONTEXT

PHASE 1: Information on How to Communicate and Work in a Team

- Learning about the principles and elements of interpersonal communication as well as other factors that have an impact on communication, particularly in an intercultural context.
- Learning about the specifics of verbal and non-verbal communication as well as basic techniques for establishing good communication.
- Making a list of obstacles to communication as well as elements that ensure effective communication.
- Learning about various aspects of teamwork: advantages and disadvantages, each member's role; styles of leadership; factors that influence team dynamics; composition of teams in various establishments; and means for ensuring harmonious relationships among team members.
- Learning about negotiation and conflict-resolution techniques.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PHASE 2: Experimentation with Communication Techniques and Teamwork

- In small groups, participating in an activity that illustrates the congruency and incongruency of verbal and non-verbal modes of communication.
- Discussing in class observations regarding congruency and incongruency.
- In the context of learning situations, experimenting with communication techniques in pairs: open-ended questions, silence, reformulation, etc.
- Experimenting with conflict situations that are representative of the workplace and applying negotiation and conflict-resolution techniques.
- Participating in a simulated multidisciplinary team meeting and proposing possible solutions to a given problem.
- Sharing the difficulties encountered during the simulated team meeting in terms of listening, expressing ideas, level of participation and methods for encouraging participation.
- Participating in a communication activity in an intercultural context and sharing the experience with the group.

PHASE 3: Evaluation of Their Ability to Communicate and Work in a Team

- Identifying their strengths and aspects that need improvement in terms of their communication habits with colleagues, superiors and clients, and proposing ways in which they could improve.
- Meeting with the teacher to discuss the results of their self-evaluation and ways in which they could improve.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate of trust and openness.
- Use role-play and simulation techniques extensively in learning situations that are representative of the workplace.
- Ensure that each student has a chance to participate in learning situations, and observe their performance.
- Provide support to small groups.
- Ensure that students share ideas in a respectful manner.
- Encourage students to share ideas by using appropriate facilitation techniques.
- Encourage and support students who are having difficulty communicating.
- Provide grids used for observing and analyzing learning situations as well as for student self-evaluation.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE**

PARTICIPATION CRITERIA

- PHASE 1:
- Read the documents provided.
 - Gather information on the various topics to be covered.
- PHASE 2:
- Participate in activities while following instructions.
- PHASE 3:
- Present the findings of their work, indicating their strengths and aspects that need improving in their communication habits with colleagues, superiors and clients.
 - Indicate ways in which they could improve their habits with regard to interpersonal communication and teamwork.

MODULE 3: HEALTHY LIVING HABITS

Code: 910 235

Duration: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **provide advice about healthy living habits** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using appropriate reference materials
- Given situations representative of the work environments

GENERAL PERFORMANCE CRITERIA

- Holistic approach to health
- Establishment of a relationship of trust
- Relevance of information and advice provided
- Correct application of communication techniques
- Tactfulness and respect for the individual
- Observance of the limits of the job functions

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Gather information about a person's lifestyle.

SPECIFIC PERFORMANCE CRITERIA

- Gathering of information in order to write a report on the person's lifestyle
- Description of habits that must be changed and facts that could explain the person's situation
- Identification of situations that could pose a risk to the person's physical and mental health

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

B. Recommend appropriate basic hygiene practices.

- Recommendation of basic hygiene practices suitable to the person’s needs
- Recommendation of practices aimed at preventing common communicable diseases
- Clear explanation of the how microbes are transmitted and the factors that promote their growth
- Consideration of the factors that increase an individual’s susceptibility to infection

C. Propose means for establishing healthy eating habits.

- Description of the person’s nutritional requirements
- Consideration of the person’s customs, tastes and habits
- Establishment of a well-balanced diet
- Good judgement and initiative

D. Recommend healthy living habits and practices for maintaining good physical and mental health.

- Suggestion of healthy living habits that promote the proper functioning of the body’s various systems
- Suggestion of practices that promote psychological well-being
- Consideration of the person’s lifestyle and condition

MODULE 4: OBSERVING CLIENTS

Code: 910 248

Duration: 120 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **observe a person's condition and behaviour** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using observation tools and appropriate reference materials
- Given situations representative of the workplace

GENERAL PERFORMANCE CRITERIA

- Observance of the limits of the job functions
- Concern for objectivity
- Correct application of observation methods
- Tactfulness and respect
- Prejudice-free attitude
- Professionalism

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Prepare to observe a person.

SPECIFIC PERFORMANCE CRITERIA

- Clarification of the elements to be observed and goal of the observation
- Relevance of information gathered on the person's social and health profile
- Consideration of the context and conditions surrounding the observation
- Appropriate choice of the methods and tools of observation based on the person and the context

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

B. Observe the person's biopsychological functioning.

- Description of the significant aspects of the person's behaviour
- Consideration of the person's stages of development
- Recognition of the functional limitations and manifestations related to the person's health
- Identification of signs of unusual behaviour
- Description of the factors that could explain the observed behaviour and reactions

C. Observe a person's socioaffective behaviour.

- Recognition of the nature of the person's emotional reactions
- Identification of signs of unusual behaviour
- Description of the person's social interactions and socioaffective reactions in various situations

D. Validate observations.

- Use of communication techniques suitable to the situation
- Relevance of verbal exchanges with the person
- Tactfulness
- Objective presentation of the facts

E. Write an observation report.

- Proper sequencing of elements in the plan
- Relevance and accuracy of information for each of the plan's elements
- Use of all necessary information
- Clarity and readability of the text
- Presentation of the document according to the establishment's requirements

F. Verbally communicate the findings of the observations.

- Communication with the appropriate employee
- Timely transmission of information
- Accurate transmission of the observations
- Consideration of the consequences of the incomplete or incorrect transmission of the observations

MODULE 5: MOVING CLIENTS SAFELY

Code: 910 254

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply principles and techniques of moving clients safely**, in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone or with another person, depending on the task to be performed
- Given situations representative of the workplace
- Using appropriate materials

GENERAL PERFORMANCE CRITERIA

- Proper use of techniques
- Observance of safety measures
- Appropriate communication with the person to be moved, with respect to each manoeuvre to be carried out
- Appropriate means used to obtain the collaboration of the person being moved

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Determine the moving technique and the materials to be used.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate choice of moving technique based on:
 - the patient's condition and needs
 - the space available
 - the task to be performed
- Appropriate choice of materials for the selected technique

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|---|--|
| B. Apply the sliding technique. | <ul style="list-style-type: none"> – Proper position of back and legs – Contact made at proper point – Gentle, enveloping and secure grasp – Movement made at proper moment – Use of bed as counterweight |
| C. Apply the pivoting technique. | <ul style="list-style-type: none"> – Contact made at proper point – No twisting of spine |
| D. Apply lifting techniques to lift a patient onto a bed and into a wheelchair. | <ul style="list-style-type: none"> – Proper position of mover – Contact made at proper point – Use of bed or wheelchair as counterweight |
| E. Transfer patient from a wheelchair to a bed or to the toilet, using the counterweight technique. | <ul style="list-style-type: none"> – Proper position of wheelchair – Proper position of patient's arms – Use of chair or of patient as counterweight – Movement of feet appropriate to the situation at the time of the movement |
| F. Transfer patient using a transfer board. | <ul style="list-style-type: none"> – Proper position of chair according to functional ability of patient – Proper placement of board under patient – Necessary precautions taken to ensure balance of loads |
| G. Help a semi-autonomous patient to walk with or without a device. | <ul style="list-style-type: none"> – Secure and enveloping grasp – Proper position of helper – Proper method of cushioning shock should patient fall – Adjustment of device according to the size of patient |
| H. Help a patient get up from a wheelchair or the floor. | <ul style="list-style-type: none"> – Use of another person if necessary – Proper position of helper – Proper grasp of patient – Precautions taken to ensure the proper balance of helper and of patient to be lifted |

MODULE 6: CARE, BASIC HYGIENE AND WELL-BEING

Code: 910 263

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
Ensure care, basic hygiene and well-being
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually, with a dummy or a person acting as a patient
- Given situations representative of the workplace according to information and instructions
- Using the appropriate materials

GENERAL PERFORMANCE CRITERIA

- Observance of the steps in the general procedure
- Observance of rules of hygiene
- Observance of rules of safety concerning patients and themselves
- Observance of rules of professional ethics
- Appropriate communication with the patient
- Assistance appropriate to the patient's age and condition and to the need to maintain or develop his or her autonomy
- Efficient organization of work
- Observance of principles of body mechanics and safe moving techniques
- Consideration of patient's habits and pace
- Tidiness and cleanliness of work area and materials used

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

- | | |
|--|--|
| A. Plan the steps in the work. | <ul style="list-style-type: none"> – Relevance of information obtained and questions asked – Logical order of steps – Proper preparation of the necessary materials |
| B. Apply bathing and basic hygiene techniques. | <ul style="list-style-type: none"> – Proper application of the following techniques: <ul style="list-style-type: none"> ▪ hand washing ▪ complete or partial bath in a bathtub ▪ complete or partial bed-bath – Appropriate precautions taken according to patient's age and condition – Measures taken to respect patient's privacy and comfort – Relevant observations regarding patient's condition |
| C. Apply dressing techniques. | <ul style="list-style-type: none"> – Proper application of techniques for dressing and undressing depending on patient's condition – Proper precautions taken according to patient's condition |
| D. Provide complementary hygienic care. | <ul style="list-style-type: none"> – Proper application of the following techniques: <ul style="list-style-type: none"> ▪ shampooing in bed and in the shower ▪ shaving ▪ cleaning dentures ▪ trimming nails – Proper advice provided concerning care of personal toiletry items |
| E. Make a patient comfortable in bed or in a wheelchair. | <ul style="list-style-type: none"> – Appropriate choice of means according to patient's condition and available resources – Proper position of patient and means necessary for his or her comfort |
| F. Follow procedures for maintenance and storage. | <ul style="list-style-type: none"> – Use of appropriate products – Proper application of procedures for the maintenance of equipment and materials – Appropriate storage of materials |

MODULE 7: PROFESSIONAL ETHICS

Code: 910 272

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **behave in accordance with professional ethics.**

Specifications

During this module, the students will:

- Become familiar with the requirements of professional ethics in the area of health and social services.
- Become aware of ethical dilemmas.
- Evaluate their ability to adopt professional conduct.

LEARNING CONTEXT

PHASE 1: Information About the Principles and Rules of Professional Ethics

- Participating in a brainstorming activity in order to define moral values that should serve as the guiding principles in the practice of health and social services occupations.
- Becoming familiar with aspects related to professional ethics in the following legislation: *Act respecting health services and social services* (R.S.Q., c. S-5); *Charter of human rights and freedoms* (R.S.Q., c. C-12); *Act respecting the protection of persons whose mental state presents a danger to themselves or to others* (R.S.Q., c. 75); *Act to secure the handicapped in the exercise of their rights* (R.S.Q., c. P-34-1); *Young Offenders Act* (R.S.Q., c. Y-1).
- Participating in a class discussion of the obligations set out in these laws and of the consequences of not complying with these obligations.
- Learning about the moral and religious dilemmas that professionals in health and social services may face in performing their duties (abortion, child placement, euthanasia, etc.).

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PHASE 2: **Familiarization with Professional Conduct to Adopt in the Practice of Health and Social Services Occupations**

- Participating in an activity designed to identify behaviour related to professional ethics: confidentiality, moral obligations (respect for and loyalty toward the individual, right to information, etc.), collaboration, obligations and the quality of the services provided.
- Participating in a class discussion about the repercussions of this conduct on the well-being of patients, the functioning of the establishment and their professional lives.
- Participating in meetings with workers from the field to discuss the difficulties of adopting conduct related to professional ethics.
- Participating in a simulated debate on an ethical problem, and sharing their feelings during the debate in terms of their values and opinions.

PHASE 3: **Evaluation of Their Ability to Adopt Professional Conduct**

- Based on their life experience, identifying aspects of professional conduct that they seem to have already acquired and those that need improving.
- Discussing with the teacher changes that could be made to their conduct and ways of making these changes.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate of trust, openness and mutual respect.
- Direct students in their research and help them understand legal texts.
- Encourage discussion and individual expression.
- Make sure that the necessary audio-visual and reference materials are available.
- Provide support and guidance necessary for self-evaluation.

PARTICIPATION CRITERIA

- PHASE 1:
- Participate in the brainstorming activity.
 - Become familiar with the obligations and possible consequences of not complying with these obligations.
 - Participate in the class discussion.
- PHASE 2:
- Identify behaviour consistent with professional ethics.
 - Express their opinions and feelings during class discussions and the debate.
- PHASE 3:
- Propose ways in which they could improve their professional conduct.
 - Discuss the results of their self-evaluation with the teacher.

MODULE 8: INTERPRETING MESSAGES

Code: 910 283

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **help interpret a written or verbal message in another language.**

Specifications

During this module, the students will:

- Become familiar with the nature of support needed as well as the clientele.
- Use terminology specific to the area of health and social services.
- Experiment with providing support in terms of interpreting simple information from English or French to Inuit and vice versa.
- Evaluate their ability to provide interpretation support.

LEARNING CONTEXT

PHASE 1: **Information About the Various Aspects of Support for Interpreting Verbal Messages**

- Becoming aware of situations representative of various work environments and the specifics of the assistance required (definition, observance of the limits of their functions, etc.).
- Participating in a class discussion in order to identify foreseeable difficulties in transmitting certain messages and the consequences of incomplete or incorrect interpretation.
- Making a list of the most effective best attitudes and communication techniques when interpreting a text or a verbal message in another language as well as of the human and materials resources that could facilitate the task.
- Learning about the aspects to consider when providing interpretation support to health and social services professionals: subject, terminology specific to the work environments, faithful rendering of the message, etc.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PHASE 2: **Experimentation with Interpretation Support in Another Language**

- Using learning situations that are representative of everyday life, and in groups of three, experimenting through the simulation of verbal exchanges in another language; each person plays three roles: the person whose message is being interpreted, the person interpreting and the person for whom the message is being interpreted.
- Discussing, in a large group, the observations and impressions of each team.
- In small groups, using a lexicon to examine the terminology specific to the work environments, and identifying and clarifying the terms that were not understood.
- Participating in a class discussion in order to clarify terms that were not understood and broadening the discussion to include difficulties in transmitting messages about facts or events that are hard to accept.
- Using learning situations representative of the work environments, taking turns performing the functions of a health and social services professional, the client and the interpreter; enabling the use of appropriate resources; ensuring that each person has a chance to act out all three roles.
- Sharing impressions and difficulties encountered for each of the roles acted out, and proposing solutions that could make each task easier to perform.
- Individually, examining a request to interpret a written message and translating it using the resources available.

PHASE 3: **Evaluation of Their Ability to Provide Support for Interpreting Verbal Messages**

- Identifying their strengths and the aspects to be improved in order to interpret verbal exchanges in the area of health and social services.
- Proposing ways in which they could improve their conduct with regard to the transmission of information to individuals.
- Discussing the results of their self-evaluation with the teacher.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate of trust and openness.
- Make sure the material resources required are available.
- Use role-play and simulation techniques extensively in learning situations representative of the work environments.
- Make sure the students take turns participating in learning situations, while observing them.
- Provide the support needed to perform activities.
- Encourage the exchange of ideas by using appropriate facilitation techniques.
- Provide grids for observing and analyzing learning situations as well as for student self-evaluation.
- Help students with their evaluations.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE**

PARTICIPATION CRITERIA

- PHASE 1:
- Gather information on the topics to be covered.
 - Participate actively in discussions.
- PHASE 2:
- Take part in the proposed activities.
 - Express their ideas and impressions during class discussions.
- PHASE 3:
- Present the results of their self-evaluation to the teacher.
 - Indicate ways in which they could improve their attitudes and communication techniques with regard to interpreting verbal exchanges.

MODULE 9: PROMOTIONAL CAMPAIGNS

Code: 910 298

Duration: 120 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **participate in implementing campaigns promoting health and well-being** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using the required reference documents, as well as the appropriate materials and equipment
- Given situations to promote health and well-being
- In collaboration with a multidisciplinary team and community partners

GENERAL PERFORMANCE CRITERIA

- Consideration of the regional policy for promoting health and well-being
- Observance of roles and consideration of the responsibilities of partners
- Observance of the rules of safety and ethics
- Correct application of communication techniques
- Conduct that fosters effective teamwork

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Propose an activity to promote health and well-being.

SPECIFIC PERFORMANCE CRITERIA

- Identification of the community's social and health problems
- Active participation in the process of establishing priorities related to the problems identified
- Recommendation of an activity suitable to the problem identified

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

B. Plan the activity.

- Correct use of planning tools
- Clarification of the information needed to implement the activity
- Determination of human, financial and material resources needed
- Realistic estimate of the time needed to prepare and hold the activity
- Determination of strategies and relevant means for promoting the campaign

C. Organize the activity.

- Consideration of the activity's objectives and target clientele
- Appropriate preparation of the promotional, information or facilitation materials
- Development of a facilitation plan suitable for the situation
- Use of means or strategies designed to stimulate the interest of individuals targeted by the activity

D. Hold an information session on a topic related to health, well-being or social adaptation.

- Effective use of a method for transmitting information
- Use of appropriate audio-visual materials
- Use of audience-appropriate terminology
- Appropriate handling of questions from the audience

E. Facilitate a community activity.

- Establishment of clear rules for group conduct
- Correct use of facilitation and co-facilitation techniques based on the particularities of the group and the focus of the activity
- Demonstration of attitudes fostering participation

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

F. Evaluate the results of the activity.

- Use of appropriate evaluation tools
- Consideration of the objectives pursued and the characteristics of the target clientele
- Identification of the difficulties encountered and conducive to carrying out the activity
- Fair evaluation of the attainment of the objectives of the activity

G. Write the activity report.

- Correct sequencing of elements in the plan
- Pertinence and accuracy of the information for each element in the plan
- Presence of all necessary information
- Clarity and readability of the text
- Presentation of the document according to the establishment's requirements

MODULE 10: HELPING RELATIONSHIPS

Code: 910 306

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to
develop a helping relationship with a client and his or her loved ones.

Specifications

During this module, the students will:

- Become familiar with the phases of the helping relationship as well as the communication techniques or approaches to be applied.
- Adopt attitudes and basic techniques specific to the helping relationship with people facing difficult situations.
- Evaluate their ability to develop a helping relationship.

LEARNING CONTEXT

PHASE 1: Information About the Helping Relationship

- Learning about the goals and basic principles of the helping relationship.
- Learning about the major phases of the helping relationship and distinguishing the steps of each phase.
- Learning about the communication techniques used in a helping relationship and appropriate attitudes.
- Becoming familiar with the particular approaches to be adopted with people living through certain situations, such as adaptation problems, abuse of psychoactive drugs, anxiety, depression, thoughts of suicide, loss of autonomy and imminent death.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PHASE 2: **Experimentation With the Helping Relationship**

- Taking turns performing the functions of the helper, the client and the observer during a simulated encounter with a person in difficulty; the observer identifies the attitudes demonstrated and the communication techniques used.
- Sharing impressions on each of the roles acted out.
- Participating in learning situations for applying communication techniques in a helping relationship with people living through various difficult situations.
- In a large group, observing each learning situation and identifying the techniques and attitudes appropriate to each situation; sharing their observations with the group.
- Participating in a group discussion on the importance of considering the loved ones of the person in need of help.

PHASE 3: **Evaluation of Their Ability to Develop a Helping Relationship**

- Identifying their strengths as well as the aspects to be improved in terms of communication in the context of a helping relationship; proposing ways in which they could improve certain aspects.
- Discussing the results of their self-evaluation with the teacher.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate of trust, openness and respect for others.
- Encourage individual expression.
- Make sure the necessary documentation and materials are available.
- Provide support needed to carry out activities.
- Encourage students to participate in the proposed activities.
- Emphasize each student's contribution during the exchange of ideas in class.
- Organize meetings with specialists in helping relationships.
- Help students recognize their strengths and the aspects that need improving with respect to the helping relationship.

PARTICIPATION CRITERIA

- PHASE 1:
- Become familiar with the documents provided.
 - Gather information on all of the topics.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE**

- PHASE 2:
- Participate in all of the proposed activities, while following the main instructions.
 - Express their impressions and opinions during class discussions.
 - Attempt to link communication techniques and attitudes appropriate to each of the situations presented.
- PHASE 3:
- Present to the teacher the results of their self-evaluation and propose ways in which they could improve communication specific to the helping relationship.

MODULE 11: STRESS MANAGEMENT

Code: 910 312

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **apply stress management techniques.**

Specifications

During this module, the students will:

- Become familiar with the physiological, psychological and behavioural manifestations related to stress.
- Apply the techniques and the means for stress management in the workplace.
- Evaluate their limitations in terms of stress and their ability to manage it effectively.

LEARNING CONTEXT

PHASE 1: **Information About the Causes and Effects of Stress for Health and Social Services Workers**

- Learning about the notion of stress and general adaptation syndrome.
- Learning about the causes of stress inherent in relationships with people experiencing physical, psychological or social problems.
- Learning about ways of managing emotions.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PHASE 2: **Experimentation with Ways of Managing Stress**

- Through an activity in small groups, identifying the causes of stress in their lives in terms of the various aspects of work in the area of health and social services in Nunavik.
- In a large group, discussing ways in which they manage their emotions and stress.
- Discussing the risks of accumulated stress and the effects of poor stress management.
- Experimenting with techniques (controlled breathing, visualization, relaxation, etc.) in order to regain a state of well-being.
- Sharing comments following experimentation with techniques that promote well-being.

PHASE 3: **Evaluation of Their Ability to Manage Stress**

- Reviewing the skills acquired to manage stress more effectively.
- Identifying the main causes of stress in their lives and indicating how (attitudes, behaviour, techniques, etc.) they could manage stress and emotions more effectively.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate of trust, openness and mutual respect.
- Encourage students to express their opinions.
- Emphasize each student's contribution to the reflection process and to the proposed activities.
- Provide the support and guidance needed for students to self-evaluate the skills learned.

PARTICIPATION CRITERIA

- PHASE 1: ▪ Gather information on the various aspects of stress
- PHASE 2: ▪ Carry out the proposed exercises
 ▪ Participate in class discussions
- PHASE 3: ▪ Present a review of the stress management skills acquired
 ▪ Indicate how they could manage stress and emotions more effectively

MODULE 12: OCCUPATIONAL HEALTH AND SAFETY

Code: 910 322

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **adopt safe practices in the workplace.**

Specifications

During this module, the students will:

- Become familiar with the legal provisions related to occupational health and safety in the practice of the occupations of patient attendant and family assistant.
- Evaluate the risks to health and safety in these occupations as well as related precautions.
- Become aware of the most common accidents and diseases related to these occupations as well as the social services sector.
- Evaluate their behaviour in terms of prevention.

LEARNING CONTEXT

PHASE 1: **Information About the Legal Aspect of Occupational Health and Safety in Health and Social Services**

- Identifying the rights and responsibilities of workers and employers related to occupational health and safety by referring to the following legislation: *Act respecting occupational health and safety* (R.S.Q., c. S-2.1); *Act respecting industrial accidents and occupational diseases* (R.S.Q., c. A-3).
- Participating in a class discussion about their rights and responsibilities as well as the consequences of failing to respect them.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PHASE 2: **Familiarization with the Hazards and Prevention Measures Related to the Exercise of the Occupations and the Procedure to Follow in the Case of Accident**

- Working in small groups, carrying out research in order to identify the risks related to the exercise of the occupations; associating each risk with the accidents or diseases it may cause; recording findings.
- Watching video presentations illustrating risk situations representative of various work environments; taking notes.
- Using notes taken in class during preceding activities, participating in class discussions about the steps and behaviour required to reduce and prevent risks; broadening the discussion to include leading causes, warning signs and effects of occupational diseases on individuals, families and society.
- Becoming familiar with the meaning of common symbols used to designate hazardous substances often found in the home or in health care facilities.
- Learning about the procedure to follow in case of a work-related accident or when filing a complaint regarding a hazard in the workplace.
- Given situations representative of the workplace, filling out forms used in the case of a work-related complaint or accident.
- Participating in a class discussion on the importance of reporting all work-related accidents and the consequences of failing to do so.

PHASE 3: **Evaluation of Their Behaviour with Respect to Prevention**

- Identifying risks in their daily activities and reflecting on their behaviour; noting behaviour that could be improved, given the potential risks related to the situation.
- Presenting the results of their self-evaluation to the class and indicating ways to improve.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Make available required reference materials.
- Direct the students' research and help them understand the legal texts.
- Provide appropriate support in small-group activities.
- Plan and lead class discussions.
- Plan learning situations representative of the workplace.
- Provide examples of dangerous behaviour in terms of health and safety and propose means for avoiding this behaviour.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE**

PARTICIPATION CRITERIA

- PHASE 1: ▪ Participate in the proposed activities.
- PHASE 2: ▪ Participate in the proposed activities.
 ▪ Fill out the forms used for complaints or work-related accidents.
- PHASE 3: ▪ Evaluate their behaviour in terms of prevention.
 ▪ Indicate to the class the behaviour to be improved and ways in which they can improve it.

MODULE 13: FIRST AID

Code: 910 332

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **provide first aid** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using the appropriate materials
- Given learning situations or simulations with a dummy or a subject playing the role of the person in need of assistance

GENERAL PERFORMANCE CRITERIA

- Reassurance of the injured person
- Collection of all relevant information
- Observance of the rules of hygiene, safety and ethics
- Rigorous application of first-aid procedures

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Apply the general procedure for emergencies.

SPECIFIC PERFORMANCE CRITERIA

- Consideration of the legal aspects related to emergency intervention
- Proper sequence of steps for the primary and secondary evaluation procedure
- Accurate general evaluation of the situation
- Prompt identification of priorities

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|--|--|
| B. Provide first aid in the case of heart attack, cardiac arrest or respiratory failure. | <ul style="list-style-type: none"> – Recognition of the signs of heart attack, cardiac arrest and respiratory failure – Appropriate choice of technique according to the person's condition and age – Proper application of the technique chosen – Appropriate justification of each action |
| C. Provide first aid in the case of changes in state of consciousness. | <ul style="list-style-type: none"> – Recognition of signs of changes in the person's state of consciousness – Appropriate position of the person according to his or her state – Appropriate choice of care according to the person's degree of consciousness |
| D. Provide first aid in the case of suffocation or obstruction of the respiratory tract. | <ul style="list-style-type: none"> – Recognition of the signs of partial or total suffocation and obstruction of the respiratory tract – Appropriate choice of technique according to the person's condition and age – Proper application of the technique chosen – Appropriate justification of each action |
| E. Provide first aid in the case of haemorrhage or shock. | <ul style="list-style-type: none"> – Recognition of the signs of internal and external haemorrhage – Recognition of the signs of shock – Appropriate choice of care according to the situation – Proper use of tourniquets and bandages, according to the injury – Precautions taken against contact with blood |
| F. Provide first aid in the case of fractures, dislocations or sprains. | <ul style="list-style-type: none"> – Recognition of the signs of fractures, dislocations and sprains – Choice of technique according to type of injury and area affected – Proper application of the technique chosen |

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

- | | |
|---|---|
| G. Provide first aid in the case of burns, frostbite or problems related to heat or cold. | <ul style="list-style-type: none"> – Evaluation of seriousness of burn and frostbite according to its extent and the layers of skin affected – Choice of care according to the type and seriousness of the injury as well as the materials available – Proper care given |
| H. Provide first aid in the case of eye injuries or burns. | <ul style="list-style-type: none"> – Recognition of the signs of the seriousness of the injury or burn, depending on the cause – Appropriate choice of care according to the situation |
| I. Provide first aid in the case of poisoning. | <ul style="list-style-type: none"> – Recognition of the signs of poisoning – Appropriate choice of intervention according to the type of poisoning and the person's condition – Proper care given |
| J. Follow procedures for the immediate moving and transportation of an injured person. | <ul style="list-style-type: none"> – Appropriate choice of technique according to type of injury – Use of appropriate materials – Correct use of technique according to the type of injury and the person's condition |
| K. Provide first aid for various health problems. | <ul style="list-style-type: none"> – Recognition of the signs of hypoglycemia, hyperventilation, convulsions and allergy – Appropriate choice of care according to the problem and the person's condition – Proper care given |

MODULE 14: CRISIS INTERVENTION

Code: 910 343

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **adopt approaches designed to prevent or defuse a crisis.**

Specifications

During this module, the students will:

- Become familiar with the stages of a crisis as well as the factors that contribute to it.
- Apply techniques designed to prevent or defuse a crisis.
- Take appropriate action to ensure their protection, as well as the safety of the person in crisis and those around him or her.
- Become aware of their attitudes, reactions and limitations when intervening during a crisis.

LEARNING CONTEXT

PHASE 1: **Information About the Stages of a Crisis and Approaches to be Adopted**

- Learning about the concept of crisis and the stages involved: stability, vulnerability and the crisis itself.
- Learning about the conditions that can lead to a crisis and the warning signs of an imminent crisis.
- Establishing a list of the approaches to be adopted in order to prevent or defuse a crisis in various situations.
- Reflecting on attitudes that could be perceived as aggressive or stressful for the person in crisis.
- Participating in a class discussion in order to identify their concerns and the risks involved in crisis situations.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PHASE 2: **Experimentation of Approaches to be Adopted in Case of Crisis**

- Experimenting with approaches designed to prevent or defuse a crisis (for instance, reflecting back what the person is saying and encouraging him or her to express emotions).
- Experimenting with ways to ensure their protection in various situations, as well as the safety of the patient and those present during a crisis.
- Discussing in class their impressions regarding their experience and the difficulties encountered, and indicating the best strategies for various situations.

PHASE 3: **Evaluation of Their Ability to Handle a Crisis Situation**

- Summarizing the crisis-related skills acquired.
- Becoming familiar with their attitudes and reactions when dealing with certain crises.
- Recognizing the limits of their intervention during a crisis and indicating ways to improve their approach.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate of trust, openness and mutual respect.
- Provide the necessary reference materials.
- Encourage each person to question their attitudes and behaviour when dealing with a person in crisis.
- Use exercises, role-play and simulations.
- Encourage the students to participate in the proposed activities.
- Make sure that students each express what they felt during the various activities proposed.
- Provide the support and guidance needed for students to self-evaluate the skills learned.

PARTICIPATION CRITERIA

- PHASE 1:
- Gather information on the crisis process.
 - List the approaches to be adopted in case of crisis.
- PHASE 2:
- Participate in proposed experimentation while following instructions.
 - Express their ideas and impressions about the experience.
- PHASE 3:
- Present to the group a summary of skills acquired.
 - Indicate how they could improve their attitude and behaviour during a crisis.

MODULE 15: PRACTICUM IN HEALTH SERVICES

Code: 910 357

Duration: 105 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to
integrate into a work environment where health services are provided.

Specifications

During this module, the students will:

- Become familiar with the structure and policies of the host establishment being considered as well as the characteristics of the clientele.
- Become familiar with the physical, material and human environment specific to the workplace.
- Carry out, in the client's home or at the health centre, the tasks of a patient attendant or of family assistant.
- Evaluate their ability to work independently, at the client's home or as part of a health care team.

LEARNING CONTEXT

PHASE 1: Information on the Practicum and the Workplace

- Learning from the practicum supervisor about their objectives and conditions as well as the method of supervision and evaluation.
- Learning about the policies and methods of the host establishment as well as the particularities of the occupation and the clientele.
- Participating in a visit of the host establishment, making contact with the work team and learning about each member's responsibilities.
- Learning from practicum and shadowing supervisors about the social and health profile of each client assigned to their care and the type of tasks to be carried out.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE**

PHASE 2: Participation in the Tasks of a Family Assistant or Patient Attendant

- Shadowing the designated specialist for an entire day and observing his or her approaches, the behaviour of the specialist's clients as well as the organization and execution of the work.
- In the following days, planning the work in collaboration with the person being shadowed, based on the information contained in the intervention plans.
- Then, under the supervision of the person being shadowed, participating in tasks to be carried out for the clients in their care.
- On a daily basis, filling in the follow-up chart and communicating with the practicum supervisor.
- Participating in an initial follow-up meeting with the practicum and shadowing supervisors in order to express their impressions, uncertainties and difficulties; discussing with these people ways in which they could improve their work.

PHASE 3: Performance, in a Home or a Health Centre, of Tasks Related to Clients

- Learning about the particularities and the intervention plan for each of their clients and making contact with them; recording the information needed to provide care.
- Establishing a work plan based on the tasks to be performed in the time allotted; having the plan approved by the person in charge.
- For each of their clients, providing the care for basic hygiene and well-being by adapting to the clients' specific needs as well as their physical and social environment; consulting with a resource person, if necessary.
- When providing care or talking to clients, observing their own behaviour and habits; recording their observations and communicating them to the person overseeing their activities.
- In collaboration with one of their clients, organizing recreational or educational activities to promote health and well-being.
- Filling out the follow-up chart on a daily basis and communicating regularly with the practicum supervisor.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PHASE 4: **Evaluation of the Practicum**

- At different stages of the practicum, analyzing the quality of their work in terms of the following aspects: care provided, communication with clients and with team members, observations, planning, behaviour vis-à-vis individuals, adapting to unforeseen situations and applying preventive measures regarding health and safety.
- Participating in a minimum of two meetings with the teacher in order to discuss the work accomplished, aspects to be clarified, difficulties experienced and, if applicable, changes to be made.
- At the end of the practicum, meeting with the teacher in order to present the results of their self-evaluation.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Guide students in their choice of a practicum, taking into account their preferences as well as the capacity of the workplace to host the student trainees.
- Ensure an even distribution of student trainees in various environments: at home for family assistants, or in a health care unit for patient attendants.
- Submit, well in advance, the documents needed for the practicum to those in charge of supervision.
- At the beginning of the practicum, submit to the students an individual follow-up chart of the aspects used for their self-evaluation.
- Enlist the collaboration of all individuals participating in the practicum in order to clarify the conditions of the practicum as well as the responsibilities of each person, particularly with regard to evaluation.
- Plan follow-up meetings and inform the students of these meetings.
- Ensure that individuals from the host establishment in charge of supervising the student trainees provide the appropriate support, while allowing the trainees to exercise their independence.
- Ensure follow-up in order to answer any questions the student trainees may have and to verify the performance of activities, taking into account the objectives and students' progress.
- During meetings, help students who are experiencing difficulties.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE**

PARTICIPATION CRITERIA

- PHASE 1:
- Gather the information requested.
 - Participate in a visit of the premises.
- PHASE 2:
- Record their observations on the specified aspects.
 - Perform the proposed activities.
 - Fill out the follow-up chart according to the aspects selected and discuss them with the practicum supervisor.
 - Demonstrate honesty and interest during the meeting.
- PHASE 3:
- Gather the information requested.
 - Plan and provide care for basic hygiene and well-being.
 - Record the observations made during their intervention with the client.
 - Organize an activity.
 - Fill out the follow-up chart.
- PHASE 4:
- Conduct the required analysis and record the aspects to be considered.
 - Discuss with the teacher the results of their self-evaluation.

MODULE 16: PRACTICUM IN SOCIAL SERVICES

Code: 910 366

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **integrate into a work environment where social services are provided.**

Specifications

During this module, the students will:

- Become familiar with the structure and policies of the host establishment being considered as well as the characteristics of the clientele.
- Become familiar with the physical, material and human environment specific to the workplace.
- Observe individuals and write a report.
- In collaboration with the specialist, organize activities that meet the needs of individuals.
- Evaluate the results of their practicum.

LEARNING CONTEXT

PHASE 1: Information on the Practicum and Workplace

- Learning from the practicum supervisor about their objectives and conditions as well as the method of supervision and evaluation.
- Learning about the policies and methods of the host establishment as well as the particularities of the occupation and the clientele.
- During a meeting with the work team, learning about each member's responsibilities.
- Finding their way around the host establishment.
- Participating in an initial meeting with the person being shadowed in order to become acquainted with him or her and to determine their suitability for the work environment.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PHASE 2: **Observation of the Workplace**

- Shadowing the designated specialist for a few days and observing the following aspects: work environment, nature of the interventions, and the person's particularities and behaviour; recording their observations.
- Writing an observation report on a regular basis and discussing it with the specialist in order to verify the accuracy and relevance of the elements contained in the report.
- Filling out the follow-up chart and communicating with the practicum supervisor on a daily basis.
- Participating in an initial follow-up meeting with the practicum and shadowing supervisors in order to express their impressions, their uncertainties and the difficulties encountered.

PHASE 3: **Participation in Assisting Individuals with Psycho-Social Problems**

- Under the supervision of the specialist, establishing contact with individuals experiencing psycho-social problems; gathering information about these individuals in order to better understand them and participating in defining their needs.
- Discussing with the specialist the information gathered and specifying the perceived needs and the appropriate resources for each situation.
- Proposing to the specialist an activity to be organized with one of the individuals whom they have already met; choosing an activity in order to establish a helping relationship with this person.
- Organizing and setting up the activity, in collaboration with the specialist; sharing the findings of their intervention with the individual.
- Participating in the multidisciplinary team's meetings in order to express their opinion on aspects of the intervention plans or on any other relevant question; asking questions when necessary.
- Filling out the follow-up chart on a daily basis and communicating regularly with the practicum supervisor.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PHASE 4: **Evaluation of the Practicum**

- At different stages of the practicum, analyzing the quality of their work in terms of the following aspects: communication with individuals, perceived needs, observations, planning, initiative in terms of action taken, behaviour vis-à-vis individuals, adapting to unforeseen situations and applying preventive measures regarding health and safety.
- Participating in a minimum of two meetings with the teacher in order to discuss the work accomplished, aspects to be clarified, difficulties experienced and, if applicable, changes to be made.
- At the end of the practicum, meeting with the teacher in order to present the results of their self-evaluation.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Guide students in their choice of a practicum, taking into account their preferences as well as the capacity of the workplace to host the student trainees.
- Ensure an even distribution of student trainees in various environments: CLSC, group home or rehabilitation centre.
- Submit, well in advance, the documents needed for the practicum to those in charge of supervision.
- At the beginning of the practicum, submit to the students an individual follow-up chart of the aspects used for their self-evaluation.
- Enlist the collaboration of all individuals participating in the practicum in order to clarify the conditions of the practicum as well as the responsibilities of each person, particularly with regard to evaluation.
- Plan follow-up meetings and inform the students of these meetings.
- Ensure that the individuals from the host establishment in charge of supervising the practicum students provide the appropriate support, while allowing the trainees to exercise their independence.
- Ensure follow-up in order to answer any questions the student trainees may have and to verify the performance of activities, taking into account the objectives and students' progress.
- During meetings, help students who are experiencing difficulties.

PARTICIPATION CRITERIA

- PHASE 1:
- Gather the information requested.
 - Participate in a visit of the premises.
 - Meet the person being shadowed.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE**

- PHASE 2:
- Write the requested observation reports and discuss them with the specialist.
 - Fill out the follow-up chart based on the aspects selected and discuss them with the practicum supervisor.
 - Demonstrate honesty and interest during the meeting.
- PHASE 3:
- Gather the information requested and discuss it with the specialist.
 - Propose and set up an activity.
 - Participate in a multidisciplinary team meeting.
 - Fill out the follow-up chart based on the aspects selected and communicate regularly with the practicum supervisor.
- PHASE 4:
- Conduct the requested analysis and record the aspects to be considered.
 - Discuss with the teacher the results of their self-evaluation.

Éducation

Québec 

17-2003-01A