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SOCIAL, EDUCATIONAL AND LEGAL SERVICES

SOCIAL SERVICE

PROGRAM OF STUDY
388.A0

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Type of certification : Diploma of college studies

Number of credits : 91 1/3

Total duration : 2 670 hours of instruction

General education component :	660 hours of instruction
Program-specific component :	2 010 hours of instruction

Specific admission requirements : - None

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INTRODUCTION TO THE PROGRAM

The Social Service program is in keeping with the aims and orientations of technical education that guide the Direction générale de la formation professionnelle et technique. It has been designed in accordance with the framework for developing technical programs, which requires participation by partners from the business and educational communities.

This program is formulated in terms of competencies, objectives and standards. It was designed using an approach that takes into account training needs, the employment situation and the general goals of technical education, and it will provide the basis for the definition and evaluation of learning activities. It lends itself to the application of the program-based approach.

The Social Service program includes a general education component that is common to all programs (16 2/3 credits), a general education component that is specific to the program (6 credits), a general education component that is complementary to the other components (4 credits) and a specific program component (64 2/3 credits).

This document has two parts. Part one presents an overview of the program, and part two describes the objectives and standards for the general education components and the specific program component.

VOCABULARY USED

Program

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

Competency

For the specific program component of a technical program: an integrated set of cognitive and psychomotor skills and socio-affective behaviours that enable a student to exercise a role or function, perform a task or carry out an activity at entry level on the job market (*Cadre technique d'élaboration de la partie ministérielle des programmes d'études techniques*, p. 3).

Objective

The competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, section 1).

Statement of the competency

For the specific program component of a technical program, the statement of the competency is the result of an analysis of the work situation, the general goals of technical education and, in certain cases, other factors. It consists of an action verb and an object. It must be clear and unequivocal.

For the general education component, the statement of the competency is the result of an analysis of the needs of general education.

Elements of the competency

For the specific program 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 in exercising the competency or the essential elements of the competency.

For the general education component, the elements of the objective, formulated in terms of a competency, specify the essential elements of the competency. They include only what is necessary in order to understand and attain the competency.

Standard

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

Achievement context

For the specific program 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

For the specific program component of a technical program, the performance criteria define the requirements that make it possible to judge the attainment of each of the elements 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.

For the general education component, 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 attained.

Learning activities

For the specific program component of a technical program, the learning activities are classes (labs, workshops, seminars, practicums or other educational activities) designed to ensure the attainment of the targeted objectives and standards. Colleges are entirely responsible for defining the learning activities and applying the program-based approach.

For the general education component, 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 ONE

GOALS OF THE PROGRAM

The aim of the Social Service program is to produce graduates qualified to practise the occupation of social service worker.

Social service workers are trained to work with individuals of all ages and with families, groups and communities experiencing various social problems. These problems, linked to living conditions and social inequality, often involve poverty, unemployment, family and spousal violence, adjustment difficulties, loss of autonomy, isolation, suicide and substance abuse. Social service workers help these individuals, families, groups and communities to meet their needs adequately, to defend their rights and to promote social change.

Social service workers work in agencies maintained by the Ministère de la Santé et des Services sociaux, such as local community service centres (known as CLSCs), hospitals, residential and long-term-care facilities, reception and rehabilitation centres, and youth protection agencies. They also work for the Ministère de l'Emploi et de la Solidarité du Québec and for various school boards. Social service workers are often employed by community organizations such as youth centres, community centres, shelters, self-help groups, advocacy groups and popular education groups.

Social service workers are often part of a multidisciplinary team and have autonomy as regards the method of intervention they use. Although the tasks assigned to social service workers vary depending on the setting, they have responsibility for selecting and applying specific types of intervention within the scope of the mission of the agency or organization that employs them.

The tasks performed by social service workers are centred around methods for working with individuals and families, and with groups and communities. The goals of intervention range from preventing the occurrence of problem situations to resolving problems by supporting individuals in a process of personal or collective change.

Lastly, maintaining individuals in their home environment or reintegrating them into society involves social service workers in the support and development of a wide range of resources and services. These services stem from a focus on social and community development.

In accordance with the general goals of technical education, the aims of the program-specific component of the Social Service program are to:

1. enable students to acquire competence in the practice of the occupation, performing the tasks and activities of the occupation at a level acceptable for entry into the job market;
2. help students integrate into professional life by giving them a knowledge of the job market in general and of the specific context of the occupation;
3. foster the students' personal growth and encourage continuing professional development;
4. provide for the future job mobility of students by helping them to develop a positive attitude to change and entrepreneurial skills.

The program also includes the educational intentions underlying the common, specific and complementary general education components.

The specific and general competencies of the program have been designed to take into account the range of client situations encountered, the various methods used in social service work and different practice settings.

The competencies of the program incorporate three main dimensions. The first of these is the skills dimension, which is linked to the application of the social intervention process. Next, the cognitive dimension targets the ability to analyze and assess social needs, situations and problems. Lastly, the socioaffective dimension covers the development of attitudes and behaviours such as empathy, a sense of responsibility, autonomy, openness to change, initiative and creativity. Mastery of the competencies, and thus of all three dimensions, helps students develop self-awareness, self-direction and their critical faculty.

Finally, the program integrates the values and the ethical dimensions of social service work. Thus, respect for others, solidarity, social commitment and the promotion of social justice constitute the primary focus of training.

THE GOALS OF GENERAL EDUCATION

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

Each college program features a general education component that is common to all programs, one that is adapted to the specific field of study, and one that is complementary. The goals of general education are to provide students with a common cultural core, to help them learn and develop generic skills, and to foster desirable attitudes. The desired outcomes are to educate students, to prepare them for their role as responsible members of society and to enable them to share in the common cultural heritage.

The common cultural core

Transmission of the common cultural core is aimed at allowing students to develop or acquire the following:

- mastery of the language of instruction as a tool for communication and reflection, and mastery of the basic rules of rational thought, discourse and argumentation;
- the ability to communicate in other languages, primarily French or English;
- openness to the world and to cultural diversity;
- appreciation of the riches of their cultural heritage through familiarization with the accomplishments of human civilization;
- the ability to situate themselves with respect to the major schools of thought;
- the ability to think critically, independently and reflectively;
- personal and social ethics;
- mastery of knowledge relevant to the development of physical and intellectual well-being;
- awareness 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 in analyzing situations;

- the ability to apply what they have learned in determining appropriate action;
- mastery of work methods;
- the ability to reflect on what they have learned.

Desirable attitudes

Cultural literacy and generic skills help students to acquire and develop the following attitudes:

- autonomy;
- a critical sense;
- awareness of their responsibilities toward themselves and others;
- openmindedness;
- creativity;
- openness to the world.

These outcomes apply to the three general education components, more specifically:

- General education 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 adapted to programs, which introduces tasks or learning situations that are relevant to the field of study. 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, which allows students to complete their training with learning activities chosen with a view to achieving balance and complementarity in relation to 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 literacy and computer science;
 - art and aesthetics.

The general and the specific education components are designed to contribute to students' education in an integrative fashion. In other words, the knowledge and skills transmitted in one component are reinforced and, whenever possible, reapplied in the other.

Each college-level institution must provide such general education through learning activities that are consistent with its educational project, within the framework of the stated outcomes, the given subject areas and ministerial guidelines.

All the sets of objectives and standards in the general education component are developed in keeping with the provisions of the *College Education Regulations* (R.S.Q., c. C-29, s. 18; 1993, c. 25, s. 11). Revised Edition, August 1998.

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

The educational intentions explain in detail the contribution of each field of studies included in the three components of general education (common to all programs, adapted to programs or complementary) to the achievement of the goals of general education. For the first two components, the educational intentions include a general statement of the role of each field of studies, the principles which underlie this role, the contribution of each field, in the form of outcome objectives, to the achievement of the goals of general education in terms of knowledge, abilities and attitudes, and an explanation of the sequence of objectives and standards.

The integral text of the educational intentions is at the end of this document.

LIST OF PROGRAM OBJECTIVES

GENERAL EDUCATION 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 ADAPTED TO PROGRAMS**(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**(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.

SPECIFIC PROGRAM COMPONENT

(64 2/3 credits)

- 0188 To examine the job functions of a social service worker
- 0189 To investigate public and community social service resources
- 018A To form a helping relationship
- 018B To analyze links between social problems, social policies and social interventions
- 018C To analyze social legislation
- 018D To assess the needs and resources of an individual
- 018E To evaluate the ethical dimensions of intervention
- 018F To carry out an interview
- 018G To facilitate a group
- 018H To engage in social research
- 018J To carry out group-work interventions
- 018K To assess the needs and resources of a family
- 018L To assess the needs and resources of social groups
- 018M To make referrals
- 018N To defend individual and collective rights
- 018P To carry out psychosocial interventions with individuals or families
- 018Q To function within a team
- 018R To carry out community interventions
- 018S To develop a service plan or action plan
- 018T To participate in the development and coordination of services and resources
- 018U To protect their personal well-being
- 018V To carry out interventions in a socio-judicial context
- 018W To carry out interventions with people in crisis
- 018X To carry out interventions using a generalist approach

HARMONIZATION

A comparative analysis of the programs of study offered in the Social, Educational and Legal Services sector was carried out in order to show where harmonization was possible. The four programs involved are Social Service, Early Childhood Education, Community Recreation Leadership Training, and Special Care Counselling.

Harmonization of these programs is intended to make it easier for students to move from one program to another without having to repeat course content previously covered. Equivalence tables were drawn up to show the links among the various harmonized programs.

The tables below show the programs involved in harmonization. The left side of each table shows the codes and competencies of the Social Service program, while the right side indicates the equivalent competencies in the three other programs. Thus a student who has acquired one or more competencies in this program would be able to have the equivalent competencies recognized in the other programs if he or she chose to transfer to one of the other programs.

FROM

TO

Social Service		Community Recreation Leadership Training	
Code	Competency	Code	Competency
018G	To facilitate a group	01AM	To lead a work team meeting

FROM

TO

Social Service		Early Childhood Education	
Code	Competency	Code	Competency
018K	To assess the needs and resources of a family	0198	To analyze a child's family and social life and determine the effects on his or her behaviour
018Q	To function within a team	0197	To communicate in the workplace

FROM

TO

Social Service		Special Care Counselling	
Code	Competency	Code	Competency
0189 018M	To investigate public and community social service resources To make referrals	019P	To become familiar with community resources and services
018A 018F	To form a helping relationship To carry out an interview	019Y	To establish a helping relationship
018Q	To function within a team	019Q	To communicate with clients and members of a work team
018W	To carry out interventions with people in crisis	01AB	To intervene in a crisis

PART TWO

**OBJECTIVES AND STANDARDS -
GENERAL EDUCATION COMMON TO ALL
PROGRAMS**

GENERAL EDUCATION COMMON TO ALL PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE		CODE : 0004
OBJECTIVE		STANDARD
Statement of the competency		
To analyze and produce various forms of discourse.		
Elements		Performance criteria
1	To identify the characteristics and functions of the components of discourse.	1.1 Accurate explanation of the denotation of words. 1.2 Adequate recognition of the appropriate connotation of words. 1.3 Accurate definition of the characteristics and function of each component.
2	To determine the organization of facts and arguments of a given discourse.	2.1 Clear and accurate recognition of the main idea and structure. 2.2 Clear presentation of the strategies employed to develop an argument or thesis.
3	To prepare ideas and strategies for a projected discourse.	3.1 Appropriate identification of topics and ideas. 3.2 Adequate gathering of pertinent information. 3.3 Clear formulation of a thesis. 3.4 Coherent ordering of supporting material.
4	To formulate a discourse.	4.1 Appropriate choice of tone and diction. 4.2 Correct development of sentences. 4.3 Clear and coherent development of paragraphs. 4.4 Formulation of a 750-word discourse.
5	To edit the discourse.	5.1 Thorough revision of form and content.
LEARNING ACTIVITIES		
Discipline :	English	
Weighting :	2-2-4, 1-3-4	
Credits :	2 2/3	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE		CODE : 0005
OBJECTIVE		STANDARD
Statement of the competency To apply a critical approach to literary genres. Elements 1 To distinguish genres of literary discourse. 2 To recognize the use of literary conventions within a specific genre. 3 To situate a discourse within its historical and literary period. 4 To explicate a discourse representative of a literary genre.		Performance criteria 1.1 Clear recognition of the formal characteristics of a literary genre. 2.1 Accurate recognition of the figurative communication of meaning. 2.2 Adequate explanation of the effects of significant literary and rhetorical devices. 3.1 Appropriate recognition of the relationship of a text to its period. 4.1 Selective use of appropriate terminology. 4.2 Effective presentation of a 1000-word integrated response to a text.
LEARNING ACTIVITIES		
Discipline : English Weighting : 2-2-3 Credits : 2 1/3		

GENERAL EDUCATION COMMON TO ALL PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE		CODE : 0006
OBJECTIVE		STANDARD
Statement of the competency To apply a critical approach to a literary theme.		
Elements 1 To recognize the treatment of a theme within a literary text. 2 To situate a literary text within its cultural context. 3 To detect the value system inherent in a literary text. 4 To explicate a text from a thematic perspective.		Performance criteria 1.1 Clear recognition of elements within the text which define and reinforce a theme and its development. 1.2 Adequate demonstration of the effects of significant literary and rhetorical devices. 2.1 Appropriate recognition of a text as an expression of cultural context. 2.2 Adequate demonstration of the effects of significant literary and rhetorical devices. 3.1 Appropriate identification of expression (explicit/implicit) of a value system in a text. 4.1 Selective use of an appropriate terminology. 4.2 Effective presentation of a 1000-word integrated response to a text.
LEARNING ACTIVITIES		
Discipline : English Weighting : 2-2-3 Credits : 2 1/3		

GENERAL EDUCATION COMMON TO ALL PROGRAMS : HUMANITIES CODE : 00B2	
OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To apply a logical analytical process to how knowledge is organized and used.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 To recognize the basic elements of a field of knowledge. 2 To define the modes of organization and utilization of a field of knowledge. 3 To situate a field of knowledge within its historical context. 4 To organize the main components into coherent patterns. 5 To produce a synthesis of the main components. 	<p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Appropriate description of the basic elements. 1.2 Appropriate use of terminology relevant to fields of knowledge. 2.1 Adequate definition of the dimensions, limits, and uses of fields of knowledge. 3.1 Accurate identification of the main components in the historical development of fields of knowledge. 3.2 Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge. 4.1 Coherent organization of the main components. 5.1 Appropriate analysis of the components. 5.2 Coherent synthesis of the main components. 5.3 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	
<p>Discipline : Humanities</p> <p>Weighting : 3-1-3</p> <p>Credits : 2 1/3</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : HUMANITIES CODE : 000G	
OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To apply a critical thought process to world views.</p> <p>Elements</p> <p>1 To describe world views.</p> <p>2 To explain the major ideas, values, and implications of a world view.</p> <p>3 To organize the ideas, values and experiences of a world view into coherent patterns.</p> <p>4 To compare world views.</p>	<p>Performance criteria</p> <p>1.1 Accurate description of a society or group with a distinctive world view.</p> <p>1.2 Appropriate use of terminology relevant to these societies or groups.</p> <p>2.1 Adequate explanation of the salient components of a world view.</p> <p>3.1 Coherent organization of ideas about a world view.</p> <p>3.2 Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views.</p> <p>4.1 Comparative analysis of these world views.</p> <p>4.2 Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis.</p>
LEARNING ACTIVITIES	
<p>Discipline : Humanities</p> <p>Weighting : 3-0-3</p> <p>Credits : 2</p>	

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU I) CODE : 0017	
OBJECTIF	STANDARD
<p>Énoncé de la compétence</p> <p>Appliquer les notions de base de la communication en français courant.</p> <p>Éléments</p> <p>1 Dégager le sens d'un message oral simple.</p> <p>2 Émettre un message oral simple.</p> <p>3 Dégager le sens d'un texte.</p> <p>4 Rédiger un texte simple.</p>	<p>Critères de performance</p> <p>1.1 Repérage précis des difficultés de compréhension du message.</p> <p>1.2 Utilisation pertinente des techniques d'écoute choisies.</p> <p>1.3 Distinction précise du sens général et des idées essentielles du message.</p> <p>1.4 Description précise du sens général et des idées essentielles du message.</p> <p>2.1 Repérage précis des difficultés d'expression.</p> <p>2.2 Utilisation pertinente des techniques d'expression orales choisies.</p> <p>2.3 Emploi pertinent du vocabulaire courant.</p> <p>2.4 Expression intelligible du propos.</p> <p>3.1 Repérage précis des difficultés de compréhension du texte.</p> <p>3.2 Utilisation pertinente des techniques de lecture choisies.</p> <p>3.3 Distinction claire des principaux éléments du texte.</p> <p>3.4 Description précise du sens général et des idées essentielles d'un texte de 500 mots.</p> <p>4.1 Repérage précis des difficultés d'écriture.</p> <p>4.2 Utilisation pertinente des techniques d'écriture choisies.</p> <p>4.3 Emploi pertinent du vocabulaire courant.</p> <p>4.4 Formulation claire et cohérente d'un texte de 100 mots.</p>
LEARNING ACTIVITIES	
<p>Discipline :</p> <p>Pondération :</p> <p>Unités :</p>	<p>Français, langue seconde</p> <p>2-1-3</p> <p>2</p>

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU II)		CODE : 000A
OBJECTIF		STANDARD
Énoncé de la compétence Communiquer en français avec une certaine aisance.		
Éléments 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.		Critères de performance 1.1 Distinction claire des principaux éléments du texte oral. 1.2 Explication précise du sens des mots dans le texte. 1.3 Repérage précis des idées et des sujets traités dans le texte. 2.1 Emploi pertinent du vocabulaire courant. 2.2 Respect du niveau de langue, du code grammatical et des règles de la prononciation. 2.3 Formulation claire et cohérente du propos. 3.1 Distinction claire des principaux éléments du texte. 3.2 Explication précise du sens des mots dans le texte. 3.3 Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots. 4.1 Respect du code grammatical et orthographique. 4.2 Utilisation judicieuse des principaux éléments du corpus. 4.3 Formulation claire et cohérente des phrases. 4.4 Articulation cohérente des paragraphes. 4.5 Rédaction d'un texte de 200 mots.
LEARNING ACTIVITIES		
Discipline : Français, langue seconde Pondération : 2-1-3 Unités : 2		

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU III)		CODE : 000B
OBJECTIF	STANDARD	
Énoncé de la compétence Communiquer avec aisance en français.		
Éléments 1 Produire un texte oral planifié de cinq minutes de complexité moyenne. 2 Commenter un texte écrit de complexité moyenne. 3 Rédiger un texte de complexité moyenne.	Critères de performance 1.1 Emploi pertinent du vocabulaire courant. 1.2 Adaptation à l'interlocuteur ou à l'interlocutrice. 1.3 Respect du niveau de langue, du code grammatical et des règles de la prononciation. 1.4 Formulation claire et cohérente du propos. 1.5 Agencement pertinent des idées. 2.1 Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots. 2.2 Explication précise du sens des mots dans le texte. 2.3 Distinction précise des idées principales et secondaires, des faits et des opinions. 2.4 Formulation d'éléments implicites. 3.1 Respect du code grammatical et orthographique. 3.2 Adaptation au lecteur ou à la lectrice. 3.3 Utilisation judicieuse des principaux éléments du corpus. 3.4 Formulation claire et cohérente des phrases, dont au moins trois sont complexes. 3.5 Articulation cohérente des paragraphes. 3.6 Rédaction d'un texte de 350 mots.	
LEARNING ACTIVITIES		
Discipline : Pondération : Unités :	Français, langue seconde 2-1-3 2	

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU IV)		CODE : 000C
OBJECTIF		STANDARD
Énoncé de la compétence Traiter d'un sujet culturel et littéraire. Éléments 1 Analyser un texte culturel ou littéraire. 2 Rédiger un texte sur un sujet culturel ou littéraire.		Critères de performance 1.1 Formulation personnelle des éléments principaux du texte. 1.2 Inventaire des thèmes principaux. 1.3 Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique. 1.4 Repérage des valeurs véhiculées. 1.5 Repérage juste de la structure du texte. 1.6 Articulation claire d'un point de vue personnel. 2.1 Respect du sujet. 2.2 Respect du code grammatical et orthographique. 2.3 Adaptation au lecteur ou à la lectrice. 2.4 Utilisation judicieuse des principaux éléments du corpus. 2.5 Formulation claire et cohérente d'un texte de 500 mots. 2.6 Articulation claire d'un point de vue personnel.
LEARNING ACTIVITIES		
Discipline : Français, langue seconde Pondération : 3-0-3 Unités : 2		

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION CODE : 0064	
OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 To establish the relationship between one's lifestyle and one's health. 2 To be physically active in a manner which promotes health. 3 To recognize one's needs, abilities, and motivational factors with respect to being physically active on a regular basis. 4 To propose physical activities which promote health. 	<p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Proper use of documentation. 1.2 Appropriate relationships between the main lifestyle behaviours and their impact on health. 2.1 Observance of the rules involved in the physical activity, including safety guidelines. 2.2 Respect of one's abilities when practising physical activities. 3.1 Appropriate use of the physical quantitative and qualitative data. 3.2 Statement of one's main physical needs and abilities. 3.3 Statement of one's main motivational factors with respect to being physically active on a regular basis. 4.1 Appropriate and justified choice of physical activities according to one's needs, abilities, and motivational factors.
LEARNING ACTIVITIES	
<p>Discipline : Physical Education</p> <p>Weighting : 1-1-1</p> <p>Credits : 1</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION CODE : 0065	
OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To improve one's effectiveness when practising a physical activity.</p> <p>Elements</p> <p>1 To use a process designed to improve one's effectiveness in the practice of a physical activity.</p>	<p>Performance criteria</p> <p>1.1 Initial assessment of one's abilities and attitudes when practising a physical activity.</p> <p>1.2 Statement of one's expectations and needs with respect to one's ability to practise the activity.</p> <p>1.3 Appropriate formulation of personal objectives.</p> <p>1.4 Statement of the means to achieve one's objectives.</p> <p>1.5 Observance of the rules involved in the physical activity, including safety guidelines.</p> <p>1.6 Periodic evaluation of one's abilities and attitudes when practising a physical activity.</p> <p>1.7 Meaningful interpretation of the progress achieved and the difficulties experienced during the activity.</p> <p>1.8 Pertinent and periodic adjustments of objectives or action plan.</p> <p>1.9 Appreciable improvement of the motor skills required by the activity.</p>
LEARNING ACTIVITIES	
<p>Discipline : Physical Education</p> <p>Weighting : 0-2-1</p> <p>Credits : 1</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : 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 1 To combine effective practice with a health promotional approach to physical activity. 2 To manage a personal physical activity program.		Performance criteria 1.1 Integration of effective practice with factors which promote health in the practice of a physical activity. 2.1 Statement of one's priorities according to the needs abilities, and motivational factors with respect to being active on a regular basis. 2.2 Proper formulation of objectives to achieve in one's personal program. 2.3 Appropriate choice of activity or activities for one's personal program. 2.4 Appropriate planning of how the activity or activities in the personal program are carried out. 2.5 Appropriate choice of criteria to measure program objective attainment. 2.6 Periodic statement of the time invested and the activities carried out during the program. 2.7 Meaningful interpretation of the progress achieved and difficulties experienced during the activity. 2.8 Appropriate and periodic adjustment of objectives or action plan.
LEARNING ACTIVITIES		
Discipline : Physical Education Weighting : 1-1-1 Credits : 1		

**OBJECTIVES AND STANDARDS -
GENERAL EDUCATION ADAPTED TO PROGRAMS**

GENERAL EDUCATION ADAPTED TO PROGRAMS :
LANGUAGE OF INSTRUCTION AND LITERATURE

CODE : 000L

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To communicate in the forms of discourse appropriate to one or more fields of study.</p> <p>Elements</p> <p>1 To identify the forms of discourse appropriate to given fields of study.</p> <p>2 To recognize the discursive frameworks appropriate to given fields of study.</p> <p>3 To formulate a discourse.</p>	<p>Performance criteria</p> <p>1.1 Accurate recognition of specialized vocabulary and conventions.</p> <p>1.2 Accurate recognition of the characteristics of the form of discourse.</p> <p>2.1 Clear and accurate recognition of the main ideas and structure.</p> <p>2.2 Appropriate distinction between fact and argument</p> <p>3.1 Appropriate choice of tone and diction.</p> <p>3.2 Correctly developed sentences.</p> <p>3.3 Clearly and coherently developed paragraphs.</p> <p>3.4 Appropriate use of program-related communication strategies.</p> <p>3.5 Formulation of a 1000-word discourse.</p> <p>3.6 Thorough revision of form and content.</p>
LEARNING ACTIVITIES	
<p>Discipline : English</p> <p>Total Contact Hours : 60</p> <p>Credits : 2</p>	

GENERAL EDUCATION ADAPTED TO PROGRAMS : 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	Performance criteria	
1 To situate significant ethical issues, in appropriate world views and fields of knowledge.	1.1 Accurate recognition of the basic elements of ethical issues.	
	1.2 Appropriate use of relevant terminology.	
	1.3 Adequate identification of the main linkages with world views and fields of knowledge.	
2 To explain the major ideas, values, and social implication of ethical issues.	2.1 Adequate description of the salient components of the issues.	
3 To organize the ethical questions and their implications into coherent patterns.	3.1 Coherent organization of the ethical questions and their implications.	
	3.2 Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues.	
4 To debate the ethical issues.	4.1 Adequate development of substantiated argumentation including context and diverse points of view.	
	4.2 Clear articulation of an individual point of view.	
LEARNING ACTIVITIES		
Discipline :	Humanities	
Total Contact Hours :	45	
Credits :	2	

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU I)		CODE : 0018
OBJECTIVE		STANDARD
Énoncé de la compétence Appliquer des notions fondamentales de la communication en français, liées à un champ d'études. Elements 1 Dégager le sens d'un message oral simple lié à un champ d'études. 2 Dégager le sens et les caractéristiques d'un texte lié à un champ d'études. 3 Émettre un message oral simple lié à un champ d'études. 4 Rédiger un court texte lié à un champ d'études.		Performance criteria 1.1 Repérage précis des difficultés de compréhension du message. 1.2 Distinction juste des caractéristiques du message. 1.3 Repérage juste du vocabulaire spécialisé. 1.4 Utilisation pertinente des techniques d'écoute choisies. 1.5 Distinction claire des principaux éléments du message. 1.6 Description précise du sens général et des idées essentielles du message. 2.1 Repérage précis des difficultés de compréhension du texte. 2.2 Distinction juste des caractéristiques du texte. 2.3 Repérage précis du vocabulaire spécialisé. 2.4 Utilisation pertinente des techniques de lectures choisies. 2.5 Distinction claire des principaux éléments du texte. 2.6 Description précise du sens général et des idées essentielles du texte. 3.1 Repérage précis des difficultés d'expression orale. 3.2 Utilisation pertinente des techniques d'expression orale choisies. 3.3 Utilisation pertinente du vocabulaire courant et spécialisé. 3.4 Expression intelligible du propos. 4.1 Repérage précis des difficultés d'écrire. 4.2 Utilisation pertinente des techniques d'écriture choisies. 4.3 Utilisation pertinente du vocabulaire courant et spécialisé. 4.4 Formulation claire et cohérente du texte.
ACTIVITÉS D'APPRENTISSAGE		
Discipline : Français, langue seconde Nombre d'heures-contact : 45 Nombre d'unités : 2		

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU II)		CODE : 000Q
OBJECTIVE		STANDARD
Énoncé de la compétence Communiquer en français dans un champ d'études particulier.		
Elements 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.		Performance criteria 1.1 Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées. 2.1 Distinction claire des principaux éléments du texte. 2.2 Interprétation claire du vocabulaire spécialisé. 2.3 Repérage précis des idées et des sujets traités. 2.4 Utilisation pertinente des techniques de lecture et d'écoute. 3.1 Emploi pertinent du vocabulaire spécialisé et des conventions. 3.2 Respect du niveau de langue et du code grammatical. 3.3 Formulation claire et cohérente du propos. 3.4 Utilisation pertinente des techniques d'expression.
ACTIVITÉS D'APPRENTISSAGE		
Discipline : Français, langue seconde Nombre d'heures-contact : 45 Nombre d'unités : 2		

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU IV)		CODE : 000S
OBJECTIF	STANDARD	
Énoncé de la compétence Dissserter en français sur un sujet lié au champ d'études. Éléments 1 Analyser un texte lié au champ d'études. 		

**OBJECTIVES AND STANDARDS -
COMPLEMENTARY GENERAL EDUCATION**

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To estimate the contribution of the social sciences to an understanding of contemporary issues.</p> <p>Elements</p> <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. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will write an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues. • Documents and data from the field of social sciences may be used. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Formulation of the focus specific to one or more of the social sciences. 1.2 Description of the main approaches used in the social sciences. 2.1 Association of issues with the pertinent areas of research in the social sciences. 3.1 Presentation of contemporary issues by emphasizing the interpretation of the social sciences. 3.2 Illustration of the interaction between certain social changes and the contribution of the social sciences.
LEARNING ACTIVITIES	
<p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p>	

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To analyze one of the major problems of our time using one or more social scientific approaches.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Formulate a problem using one or more social scientific approaches. 2 Deal with an issue using one or more social scientific approaches. 3 Draw conclusions. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will write an essay of approximately 750 words on a topic related to human existence. • Reference materials from the field of social sciences may be used. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Presentation of the background to the problem. 1.2 Use of appropriate concepts and language. 1.3 Brief description of individual, collective, spatio-temporal and cultural aspects of the problem. 2.1 Clear formulation of an issue. 2.2 Selection of pertinent reference materials. 2.3 Brief description of historical, experimental and survey methods. 3.1 Appropriate use of the selected method. 3.2 Determination of appropriate evaluation criteria. 3.3 Identification of strengths and weaknesses of the conclusions.
LEARNING ACTIVITIES	
<p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p>	

COMPLEMENTARY GENERAL EDUCATION: SCIENCE AND TECHNOLOGY CODE: 000X	
OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Describe the standard scientific mode of thought and 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 developments. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will use a written commentary on a scientific discovery or technological development. • They will write an essay of approximately 750 words. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Brief description of the essential characteristics of the scientific mode of thought, including quantification and demonstration. 1.2 Organized list and brief description of the essential characteristics of the main steps in the standard scientific method. 2.1 Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions. 3.1 Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries. 3.2 List of the main stages of scientific and technological discoveries. 4.1 Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries. 4.2 Formulation of relevant questions and credibility of responses to the questions formulated.
LEARNING ACTIVITIES	
<p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p>	

COMPLEMENTARY GENERAL EDUCATION: SCIENCE AND TECHNOLOGY CODE: 000Y	
OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To resolve a simple problem by applying the basic scientific method.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Describe the main steps of the standard scientific method. 2 Formulate a hypothesis designed to solve a simple scientific and technological problem. 3 Verify a hypothesis by applying the fundamental principles of the basic experimental method. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone or in groups. • They will be given a scientific and technological problem that is not complex and that can be resolved by applying the standard scientific method. • Common scientific instruments and reference materials (written or other) may be used. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Organized list and brief description of the characteristics of the steps of the standard scientific method. 2.1 Clear, precise description of the problem. 2.2 Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.). 3.1 Pertinence, reliability and validity of the experimental method used. 3.2 Observance of established experimental method. 3.3 Appropriate choice and use of instruments. 3.4 Clear, satisfactory presentation of results. 3.5 Validity of the connections established between the hypothesis, the verification and the conclusion.
LEARNING ACTIVITIES	
<p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p>	

COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES		CODE: 000Z
OBJECTIVE	STANDARD	
Statement of the competency To communicate with limited skill* in a modern language. (*This refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.) Elements 1 Understand the meaning of a verbal message. 2 Understand the meaning of a written message. 3 Express a simple message verbally. 4 Write a text on a given subject.	Achievement context For modern languages that use the Latin alphabet, students will: <ul style="list-style-type: none">• have a conversation that includes at least 8 lines of dialogue• write a text consisting of at least 8 sentences For modern languages that use a writing system other than the Latin alphabet, students will: <ul style="list-style-type: none">• have a conversation that includes at least 6 lines of dialogue• write a text consisting of at least 6 sentences Students will be exposed to learning situations on familiar themes. Reference materials may be used. Performance criteria 1.1 The acquisition of a modern language requires an awareness of the culture of the people who use the language. 1.2 Accurate identification of words and idiomatic expressions. 1.3 Clear recognition of the general meaning of simple messages. 1.4 Logical connection between the various elements of the message. 2.1 Accurate identification of words and idiomatic expressions. 2.2 Clear recognition of the general meaning of simple messages. 2.3 Logical connection between the various elements of the message. 3.1 Appropriate use of language structures in main and coordinate clauses. 3.2 Appropriate application of grammar rules. 3.3 Use of verbs in the present indicative. 3.4 Appropriate use of basic vocabulary and idiomatic expressions. 3.5 Understandable pronunciation. 3.6 Coherent sequence of simple sentences. 3.7 Spontaneous and coherent sequence of sentences during a conversation. 4.1 Appropriate use of language structures in main and coordinate clauses. 4.2 Appropriate application of basic grammar rules. 4.3 Use of verbs in the present indicative. 4.4 Appropriate use of basic vocabulary and idiomatic expressions. 4.5 Coherent sequence of simple sentences. 4.6 Acceptable application of graphic rules for writing systems other than the Latin alphabet.	
LEARNING ACTIVITIES		
Number of student-contact hours :	45	
Number of credits :	2	

COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES		CODE: 0010
OBJECTIVE	STANDARD	
Statement of the competency To communicate on familiar topics in a modern language.	Achievement context <ul style="list-style-type: none">Students will have a conversation that includes at least 15 lines of dialogue.They will write a text consisting of at least 20 sentences for Latin-alphabet languages.They will write a text consisting of at least 10 sentences for languages not using the Latin alphabet.Students will be exposed to:<ul style="list-style-type: none">common situations in everyday lifesimple topics from everyday lifeReference materials may be used.	
Elements	Performance criteria	
1 Understand the meaning of a verbal message.	The acquisition of a modern language requires an awareness of the culture of the people who use the language. 1.1 Accurate identification of words and idiomatic expressions. 1.2 Clear recognition of the general meaning and essential ideas of messages of average complexity. 1.3 Logical connection between the various elements of the message.	
2 Understand the meaning of a written message.	2.1 Accurate identification of words and idiomatic expressions. 2.2 Clear recognition of the general meaning and essential ideas of messages of average complexity. 2.3 Logical connection between the various elements of the message.	
3 Express a simple message verbally, using sentences of average complexity.	3.1 Appropriate use of language structures in main or subordinate clauses. 3.2 Appropriate application of grammar rules. 3.3 Use of verbs in the present indicative. 3.4 Appropriate use of enriched basic vocabulary and idiomatic expressions. 3.5 Understandable pronunciation. 3.6 Coherent sequence of sentences of average complexity. 3.7 Conversation	
4 Write a text on a given subject, using sentences of average complexity.	4.1 Appropriate use of language structures in main or subordinate clauses. 4.2 Appropriate application of grammar rules. 4.3 Use of verbs in the present and past indicative. 4.4 Appropriate use of enriched basic vocabulary and idiomatic expressions. 4.5 Coherent sequence of sentences of average complexity. 4.6 Acceptable application of graphic rules for writing systems other than the Latin alphabet.	
LEARNING ACTIVITIES		
Number of student-contact hours : : 45		
Number of credits : 2		

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To communicate with relative ease in a modern language.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Understand the meaning of a verbal message in everyday language. 2 Understand the meaning of a text of average complexity. 3 Have a conversation on a subject. 4 Write a text of average complexity. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will have a conversation that includes at least 20 lines of dialogue. • They will write a text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages). • They will use documents of a sociocultural nature. Reference materials for the written text may be used. <p>Performance criteria</p> <p>The acquisition of a modern language requires an awareness of the culture of the people who use the language.</p> <ol style="list-style-type: none"> 1.1 Accurate explanation of the general meaning and essential ideas of the message. 1.2 Clear identification of structural elements of the language. 2.1 Accurate explanation of the general meaning and essential ideas of the text. 2.2 Clear identification of structural elements of the language. 3.1 Appropriate use of the structural elements of the language according to the message to be expressed. 3.2 Appropriate use of everyday vocabulary. 3.3 Accurate pronunciation and intonation. 3.4 Normal flow in a conversation in everyday language. 3.5 Coherence of the message expressed. 3.6 Pertinent responses to questions. 4.1 Appropriate use of the structural elements of the language according to the text to be written. 4.2 Accurate vocabulary. 4.3 Coherence of the text as a whole. 4.4 Observance of presentation and writing rules applicable to the text.
LEARNING ACTIVITIES	
<p>Number of student-contact hours :</p>	45
<p>Number of credits :</p>	2

COMPLEMENTARY GENERAL EDUCATION: MATHEMATICS LITERACY AND COMPUTER SCIENCE		CODE: 0011
OBJECTIVE	STANDARD	
Statement of the competency To recognize the role of mathematics or informatics in contemporary society. Elements 1 Demonstrate the acquisition of basic general knowledge of mathematics or informatics. 2 Describe the evolution of mathematics or informatics. 3 Recognize the contribution of mathematics or informatics to the development of other areas of knowledge. 4 Illustrate the diversity of mathematical or informatics applications. 5 Evaluate the impact of mathematics or informatics on individuals and organizations.	Achievement context <ul style="list-style-type: none">Students will work alone.They will write an essay of approximately 750 words, using numerous concrete examples that they themselves will have selected. Performance criteria 1.1 Identification of basic notions and concepts. 1.2 Identification of main branches of mathematics or informatics. 1.3 Appropriate use of terminology. 2.1 Descriptive summary of several major phases. 3.1 Demonstration of the existence of important contributions, using concrete examples. 4.1 Presentation of a range of applications in various areas of human activity, using concrete examples. 5.1 Identification of several major influences. 5.2 Explanation of the way in which mathematics or informatics have changed certain human and organizational realities. 5.3 Recognition of the advantages and disadvantages of these influences.	
LEARNING ACTIVITIES		
Number of student-contact hours : 45 Number of credits : 2		

COMPLEMENTARY GENERAL EDUCATION: MATHEMATICS LITERACY AND
COMPUTER SCIENCE

CODE: 0012

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To use various mathematical or computer concepts, procedures and tools for common tasks.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Demonstrate the acquisition of basic functional knowledge in mathematics or informatics. 2 Select mathematical or computer tools and procedures on the basis of specific needs. 3 Use mathematical or computer tools and procedures to carry out tasks and solve problems. 4 Interpret the quantitative data or results obtained using mathematical or computer tools and procedures. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will carry out a task or solve a problem based on everyday needs. • Familiar tools and reference materials may be used. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Brief definition of concepts. 1.2 Correct execution of basic operations. 1.3 Appropriate use of terminology. 2.1 List of numerous possibilities available with mathematical and computer tools and procedures. 2.2 Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures. 2.3 Appropriate choice according to needs. 3.1 Planned, methodical process. 3.2 Correct use of tools and procedures. 3.3 Satisfactory results, given the context. 3.4 Appropriate use of terminology specific to a tool or procedure. 4.1 Accurate interpretation, given the context. 4.2 Clear, precise formulation of the interpretation.
LEARNING ACTIVITIES	
<p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p>	

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To consider various forms of art produced by aesthetic practices.</p> <p>Elements</p> <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. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will use a specified work of art and write a commentary of approximately 750 words. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Precise explanation of a creative process connected to the construction of an imaginary universe. 2.1 Descriptive list of the main characteristics of three art movements from different eras, including a modern movement. 3.1 Coherent organization of observations, including identification of four fundamental 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	
<p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p>	

COMPLEMENTARY GENERAL EDUCATION: ART AND AESTHETICS		CODE: 0014
OBJECTIVE	STANDARD	
Statement of the competency To produce a work of art. Elements 1 Recognize the primary forms of expression of an artistic medium. 2 Use the medium.	Achievement context <ul style="list-style-type: none">• Students will work alone.• of the language and techniques specific to the medium selected. Performance criteria 1.1 Identification of specific features: originality, essential qualities, means of communication, styles, genres. 2.1 Personal, coherent use of elements of language. 2.2 Satisfactory application of artistic techniques. 2.3 Observance of the requirements of the method of production.	
LEARNING ACTIVITIES		
Number of student-contact hours :	45	
Number of credits :	2	

OBJECTIVES AND STANDARDS - SPECIFIC PROGRAM COMPONENT

Code: 0188	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To examine the job functions of a social service worker.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To describe the occupation. 2. To examine the tasks and operations related to social service work. 3. To examine service plans and action plans. 4. To examine the skills and behaviours necessary to practise in the social service field. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using directories and the policies and codes of ethics of agencies and organizations. • Using service plans and action plans. • Using relevant documentation. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Relevance of the information gathered. 1.2 Thorough examination of the general characteristics of the social service role and of practice conditions. 1.3 Recognition of the entrepreneurial opportunities in the field. 2.1 Proper examination of the operations, practice contexts and performance criteria for each task. 2.2 Accurate determination of the relative importance of tasks. 2.3 Connection between the roles and tasks and the stages of social service work. 3.1 Identification of the main aspects of service plans and action plans. 3.2 Situation of the role of service plans and action plans within the social intervention process. 4.1 Relevance of the links established between the skills and behaviours and the various tasks involved in the practice of the occupation.

Code: 0189

OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To investigate public and community social service resources.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none">1. To gather information on the various resources available in a given territory.2. To examine the mission of agencies and organizations.3. To establish an overview of the services offered.	<p>Achievement Context</p> <ul style="list-style-type: none">• Using directories and the policies of agencies and organizations.• Using data collection forms.• Using computer-based tools. <p>Performance Criteria</p> <ol style="list-style-type: none">1.1 Appropriate use of research tools.1.2 Complete inventory of available resources.1.3 Relevance and accuracy of the information gathered.2.1 Clear description of the mandates of agencies and organizations.2.2 Identification of the services offered.2.3 Clear description of worker roles.3.1 Organization of information on the basis of area of intervention, problem situation or client group.3.2 Clear presentation of information.

Code: 018A	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To form a helping relationship.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To establish contact with an individual. 2. To adopt helping attitudes and behaviours. 3. To communicate with the individual. 4. To evaluate the quality of their relationship with the individual. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • With all clients. • Based on the mandates of agencies and organizations. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Presentation of self appropriate to the situation. 1.2 Respect for the individual. 2.1 Adoption of behaviour appropriate to the dynamics of the helping relationship. 2.2 Demonstration of attitudes and behaviours showing empathy and genuineness. 2.3 Demonstration of nonjudgmental attitudes and behaviours. 3.1 Consideration given to the verbal and nonverbal elements of communication. 3.2 Appropriate use of communication techniques. 3.3 Clear explanation of their role and responsibilities. 3.4 Recognition of the impact of their communication style. 3.5 Respect for the individual's autonomy. 4.1 Apt analysis of their behaviour, attitudes and feelings toward the individual. 4.2 Apt analysis of the strengths and weaknesses in the helping relationship. 4.3 Determination of ways to improve the helping relationship.

Code: 018B	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To analyze links between social problems, social policies and social interventions.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To examine social problems. 2. To analyze the relationships between social policies and social problems. 3. To analyze the relationships between social interventions and social problems. 4. To examine the relationships between social policies and social interventions. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using relevant documentation. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Clear description of the manifestation of social problems. 1.2 Clear description of the effects of social problems on individuals and groups. 1.3 Identification of the causal factors of social problems. 2.1 Identification of the social policies concerned. 2.2 Apt analysis of the links between elements of the social policies and social problems. 2.3 Accurate description of the effects of the social policies on social problems. 3.1 Identification of the social interventions concerned. 3.2 Apt analysis of the links between the social interventions and social problems. 3.3 Accurate description of the effects of the social interventions on social problems. 4.1 Clear description of the degree to which social policies and social interventions correspond. 4.2 Identification of the effects of social policies on social interventions.

Code: 018C	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To analyze social legislation.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To recognize the elements of the social legislation. 2. To examine the provisions of the social legislation. 3. To analyze the effects of the social legislation on social problems. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using laws, regulations and procedures. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Identification of legislative objectives. 1.2 Identification of essential sections in the legislation. 2.1 Identification of the authoritative bodies, agencies and organizations involved in the application of the legislation. 2.2 Identification of the relevant sections of current regulations. 2.3 Clear description of the main application measures and eligibility criteria. 2.4 Recognition of professional limits and the areas of expertise of other professions. 3.1 Clear description of the social issues linked to social legislation. 3.2 Clear description of the effects of legislative provisions on individuals and groups. 3.3 Indication of the degree to which the social legislation responds to social problems.

Code: 018D	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To assess the needs and resources of an individual.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To describe the social and economic situation of the individual. 2. To recognize the capabilities of the individual in relation to his or her developmental stage. 3. To analyze the individual's capabilities in relation to his or her state of physical and mental health. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Individually or as part of a work team. • Using assessment forms, eligibility forms, service plans and files. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Identification of the demographic, religious, ethnic and cultural characteristics of the individual. 1.2 Complete overview of the individual's economic situation and connection with the labour market. 1.3 Accurate description of the dwelling and neighbourhood where the individual lives. 2.1 Identification of the main transitional events in the individual's life. 2.2 Accurate description of the individual's developmental successes and difficulties. 2.3 Respect for the individual's uniqueness. 3.1 Recognition of the individual's state of physical and mental health. 3.2 Identification of the individual's attitudes and behaviours with respect to his or her state of physical and mental health. 3.3 Apt analysis of the links between the individual's physical needs and living conditions. 3.4 Recognition of professional limits and the areas of expertise of other professions.

Code: 018D	
4. To analyze the individual's behaviours and functioning.	<p>4.1 Appropriate description of the individual's behaviour patterns.</p> <p>4.2 Appropriate description of the individual's cognitive functioning.</p> <p>4.3 Appropriate description of the individual's emotional functioning.</p> <p>4.4 Apt analysis of the individual's ability to manage his or her daily life.</p> <p>4.5 Demonstration of nonjudgmental attitudes and behaviours.</p> <p>4.6 Recognition of professional limits and the areas of expertise of other professions.</p>
5. To analyze the interactions between the individual and his or her environment.	<p>5.1 Identification of the links between the individual and his or her primary and secondary social networks.</p> <p>5.2 Apt analysis of the positive and negative aspects of the links between the individual and his or her social networks.</p>
6. To write up the results of the assessment.	<p>6.1 Precise summary of the information gathered.</p> <p>6.2 Synthesis of the individual's main needs and resources.</p> <p>6.3 Description of the individual's strengths and assets.</p> <p>6.4 Observance of the rules for presenting a file.</p>

Code: 018E	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To evaluate the ethical dimensions of intervention.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To analyze the values and the culture of an individual and his or her milieu. 2. To situate their own values with regard to the situation or problem area. 3. To analyze the possibility of value conflicts in relation to the situation or problem area. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • With all clients. • Using codes of ethics, users' charters of rights, laws, service plans and files. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Clear description of the individual's social status. 1.2 Consideration given to the values and norms associated with the individual's social status. 1.3 Apt analysis of the individual's values and perceptions in connection with the situation or problem area. 1.4 Respect for the uniqueness of the individual and for his or her culture. 2.1 Indication of their perceptions and attitudes towards the individual's culture and social class. 2.2 Awareness of how their own values in relation to the situation or problem area are influenced by their cultural and class affiliations. 3.1 Adequate appreciation of mainstream values in connection with the situation or problem area. 3.2 Consideration given to professional values and ethics in connection with the situation or problem area. 3.3 Consideration given to the code of ethics of the agency or organization. 3.4 Accurate appraisal of conflicts between the respective values of the individual, the individual's milieu, the worker, the profession and society.

Code: 018E	
4. To evaluate any practice dilemmas arising from value conflicts.	<p>4.1 Identification of practice dilemmas caused by a conflict of values.</p> <p>4.2 Apt analysis of the possible effects of practice dilemmas on the individual's motivation.</p> <p>4.3 Apt analysis of the possible effects of practice dilemmas on the helping relationship with the individual.</p> <p>4.4 Apt analysis of the possible effects of practice dilemmas on their own interest and ability to intervene.</p> <p>4.5 Accurate appraisal of the effects of practice dilemmas.</p> <p>4.6 Respect for codes of ethics, users' charters of rights and the values of social service work.</p>

Code: 018F	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To carry out an interview.</p> <p>Elements of the Competency</p> <p>1. To prepare for the interview.</p> <p>2. To clarify the purpose and the process of the interview with the individual.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Individually or as part of a work team. • With all clients. • Using analysis tools, assessment forms, eligibility forms, intervention plans and files. <p>Performance Criteria</p> <p>1.1 Thorough examination of the information in the file.</p> <p>1.2 Identification of missing information in the file.</p> <p>1.3 Appropriate choice of objectives for the interview.</p> <p>1.4 Proper preparation of the interview plan.</p> <p>1.5 Determination of their own expectations, attitudes and emotions in connection with the individual and with the subject of the interview.</p> <p>1.6 Determination of the expectations, attitudes and emotions the individual is liable to show during the interview.</p> <p>2.1 Presentation of self appropriate to the situation.</p> <p>2.2 Clear explanation of the objectives and procedure of the session.</p> <p>2.3 Clear agreement with the individual on the objectives of the session and how it is to proceed.</p> <p>2.4 Appropriate use of strategies to help establish a relationship of trust.</p> <p>2.5 Respect for the individual.</p> <p>2.6 Demonstration of attitudes and behaviours showing empathy and genuineness.</p>

Code: 018F	
3. To conduct the interview.	3.1 Appropriate use of techniques to encourage the individual to express himself or herself. 3.2 Compliance with the objectives of the meeting. 3.3 Appropriate use of the interview plan. 3.4 Relevance and clarity of the information provided and received. 3.5 Respect for the individual.
4. To end the interview.	4.1 Clear summary of the main points of the interview. 4.2 Identification of follow-up action to be taken. 4.3 Respect for the individual.
5. To evaluate the interview and draft a report.	5.1 Analysis of the results obtained as compared with the objectives of the interview. 5.2 Accurate evaluation of the relevance of the objectives and of techniques used during the interview. 5.3 Accurate appraisal of the effects of the attitudes and behaviours shown on the interview process. 5.4 Precise and correct reporting of the objectives of the interview, the results obtained and the follow-up action to be taken.

Code: 018G	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To facilitate a group.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To prepare for the group meeting. 2. To ensure that participants understand the purpose of the meeting and how it will be conducted. 3. To facilitate group discussion. 4. To manage the decision-making process. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • With voluntary and involuntary participants. • Using facilitation tools, codes of procedure and evaluation tools. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Accurate identification of the objectives and subject matter of the group meeting. 1.2 Correct preparation of the plan for the group meeting. 1.3 Correct setup of the meeting venue. 2.1 Clear explanation of the objectives and procedures of the group meeting. 2.2 Clear agreement on the roles and responsibilities of participants. 3.1 Compliance with the objectives of the meeting. 3.2 Appropriate use of content clarification techniques. 3.3 Appropriate use of the meeting plan. 3.4 Appropriate use of conflict-resolution techniques. 3.5 Demonstration of attitudes and behaviours that promote an exchange of ideas and the participation of the individuals concerned. 3.6 Respect for individual participants and for the dynamics of the group. 4.1 Clear and relevant information on the decision-making process. 4.2 Appropriate use of procedural rules. 4.3 Respect for the opinions of others.

Code: 018G	
5. To evaluate the meeting.	<ul style="list-style-type: none"> 5.1 Appropriate use of evaluation tools. 5.2 Clear summary of the meeting and the follow-up action to be taken. 5.3 Apt analysis of the strengths and weaknesses of the meeting. 5.4 Determination of ways to improve their ability to facilitate a group.

Code: 018H	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To engage in social research.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To define a research goal specific to an intervention context. 2. To prepare to gather data. 3. To share data-gathering and data-processing tasks. 4. To gather and process data. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • As part of a work team. • Using information and communication technologies. • Using relevant documentation. • Using a service plan or action plan. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Brief description of the intervention context. 1.2 Appropriate frame of reference. 1.3 Clear formulation of the research objectives. 1.4 Matching of the research objectives with the intervention context. 1.5 Respect for the mandates and policies of the agency or organization. 2.1 Appropriate choice and clear presentation of the research method or methods. 2.2 Appropriate choice of data sources and data-gathering tools. 2.3 Relevance of the changes made to the data-gathering tools. 3.1 Complete listing of the tasks to be performed. 3.2 Clear definition of the role of each individual. 3.3 Fair distribution of research tasks. 4.1 Appropriate use of data-gathering tools. 4.2 Thorough compilation of data. 4.3 Appropriate use of data-validation techniques. 4.4 Appropriate use of computer-based tools. 4.5 Observance of the rules with respect to ethical research

Code: 018H	
5. To analyze the results.	5.1 Proper use of analysis methods for the type of research concerned. 5.2 Synthesis of significant elements.
6. To draft a status report.	6.1 Simple, exhaustive listing of the main results. 6.2 Observance of the rules of grammar, spelling, syntax and punctuation. 6.3 Observance of the rules for presenting reports.

Code: 018J	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To carry out group-work interventions.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To identify individual or collective needs. 2. To determine intervention objectives and group type. 3. To form the task, self-help, activity or training group. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • With all client groups. • Individually or as part of a work team. • With voluntary and involuntary participants. • Using the mandates, policies and codes of ethics of agencies or organizations. • Using group facilitation tools. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Apt analysis of people's needs and resources. 1.2 Clear formulation of people's needs and resources. 1.3 Appropriate consultation of individuals in the practice setting and other workers. 1.4 Precise determination of the characteristics of the target population. 1.5 Respect for the mandate of the agency or organization concerned. 2.1 Appropriate choice of intervention objectives. 2.2 Matching of the group type selected with the intervention objectives. 2.3 Appropriate choice of group structure and composition. 2.4 Respect for the policies of the agency or organization. 3.1 Appropriate choice of recruitment methods. 3.2 Appropriate use of recruitment strategies.

Code: 018J	
4. To agree on group objectives and operating procedures with the group members.	<p>4.1 Clear agreement on the needs and objectives of the group.</p> <p>4.2 Clear agreement with individuals on the rules governing participation in and the functioning of the group.</p> <p>4.3 Clear agreement on the roles and responsibilities of the group members.</p> <p>4.4 Determination of their own role and responsibilities given the objectives and operating procedures of the group.</p> <p>4.5 Proper programming of group activities.</p> <p>4.6 Demonstration of attitudes and behaviours showing openness.</p>
5. To support the work of the group.	<p>5.1 Use of appropriate facilitation techniques for the type of group concerned.</p> <p>5.2 Appropriate use of helping relationship techniques.</p> <p>5.3 Appropriate use of intervention strategies to achieve objectives.</p> <p>5.4 Respect for the dynamics of the group.</p> <p>5.5 Appropriate use of intervention strategies to promote the development of the group.</p> <p>5.6 Demonstration of attitudes and behaviours likely to support the work of the group.</p>
6. To end the group-work intervention.	<p>6.1 Apt analysis of the situation and dynamics of the group.</p> <p>6.2 Appropriate use of techniques to terminate the group intervention.</p> <p>6.3 Appropriate use of strategies to promote the self-direction of the group.</p> <p>6.4 Appropriate use of group self-evaluation techniques.</p> <p>6.5 Relevance of the plans for follow-up action.</p> <p>6.6 Respect for the dynamics of the group.</p>

Code: 018J	
7. To evaluate the intervention.	<p>7.1 Analysis of the results obtained in relation to the intervention objectives.</p> <p>7.2 Apt analysis of the strengths and weaknesses in the functioning of the group.</p> <p>7.3 Accurate appraisal of the impact of their own attitudes and behaviours on the intervention.</p> <p>7.4 Accurate evaluation of the relevance of the objectives selected and techniques used.</p>

Code: 018K	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To assess the needs and resources of a family.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To describe the social characteristics of the family. 2. To analyze the living conditions of the family. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • At the office or in the family's home. • Individually or as part of a work team. • With one, several or all the members of the family. • With voluntary and involuntary participants. • Using assessment forms, service checklists, evaluation forms, service plans and files. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Clear description of family type and composition. 1.2 Clear description of the religious, ethnic and cultural characteristics of the family members. 2.1 Full picture of the economic situation of the family members and their links with the labour market. 2.2 Accurate description of the dwelling and neighbourhood where the family lives. 2.3 Recognition of the state of physical and mental health of the family members. 2.4 Apt analysis of the support networks of the family members. 2.5 Accurate description of the obstacles encountered by the family in gaining access to social, health, legal, education and recreation services. 2.6 Apt analysis of the effects on the family of their living conditions.

Code: 018K	
3. To describe the family dynamics.	<p>3.1 Clear description of the communication, decision-making and conflict-resolution process.</p> <p>3.2 Description of family rules and roles.</p> <p>3.3 Clear description of how the family expresses feelings and of levels of intimacy.</p> <p>3.4 Relevant and accurate description of signs of abuse, violence and substance abuse in the family.</p> <p>3.5 Recognition of professional limits and the areas of expertise of other professions.</p> <p>3.6 Demonstration of nonjudgmental attitudes and behaviours.</p>
4. To analyze the functioning of the family.	<p>4.1 Accurate description of family behaviours as compared with the dominant norms and values of society.</p> <p>4.2 Apt analysis of the ability of the family to manage daily life.</p> <p>4.3 Accurate description of the ability of the family to ensure the development of family members.</p> <p>4.4 Demonstration of nonjudgmental attitudes and behaviours.</p>
5. To write up the results of the assessment.	<p>5.1 Synthesis of the family's main needs and resources.</p> <p>5.2 Description of the family's strengths and assets.</p> <p>5.3 Clear written presentation of the information gathered.</p> <p>5.4 Observance of the rules for presenting a file.</p>

Code: 018L	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To assess the needs and resources of social groups.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To describe the identifying characteristics of the social group. 2. To analyze the needs of the social group. 3. To examine the relationship between the social group and society. 4. To analyze the resources of the social group. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Individually or as part of a work team. • In collaboration with other practitioners. • With groups having a shared identity or interest. • Using analysis grids and evaluation grids. • Using statistics, directories and research reports. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Clear description of the type and composition of the social group. 1.2 Identification of the sociodemographic profile of the social group. 1.3 Accurate description of the main aspects of the culture of the social group. 2.1 Apt analysis of the social, economic and health conditions of the social group. 2.2 Accurate description of the social group's access to social, health, legal, education and recreation services. 2.3 Identification of the expectations of the social group. 3.1 Clear description of the social legislation, social services and social policies applying specifically to the social group. 3.2 Accurate description of the degree to which the social group is marginalized or integrated. 4.1 Clear description of the structure of the social group. 4.2 Brief description of the level of organization of the social group. 4.3 Apt analysis of the strengths and assets of the social group.

Code: 018M	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To make referrals.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To examine the assessment of the situation. 2. To choose the service or services to offer to the individual. 3. To inform the individual about the nature and the functioning of the service. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In collaboration with other practitioners. • With all client groups. • With voluntary and involuntary participants. • Based on a service plan and file. • Using directories and databases. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Thorough examination of the problem or need with the individual concerned. 1.2 Relevance of and justification for the decision to use outside resources. 2.1 Matching of the service or services to be offered and the needs of the individual. 2.2 Appropriate choice of the resource or resources to be offered to the individual. 2.3 Accurate verification of service availability. 2.4 Accurate verification of the individual's eligibility for services. 3.1 Clear and realistic explanation of the services available. 3.2 Clear and accurate information on the policies and procedures of agencies and organizations. 3.3 Appropriate presentation of the advantages and disadvantages of the services offered.

Code: 018M	
4. To evaluate with the individual his or her interest in using the services.	<p>4.1 Appropriate examination with the individual of obstacles that may prevent use of the services.</p> <p>4.2 Appropriate examination with the individual of his or her feelings, expectations and apprehensions concerning the services and resources.</p> <p>4.3 Accurate appraisal of the individual's motivation to use the services.</p> <p>4.4 Appropriate use of decision-making techniques.</p> <p>4.5 Respect for the individual's priorities and choices.</p>
5. To take steps to facilitate the individual's access to the services.	<p>5.1 Realistic steps to reduce obstacles to using services.</p> <p>5.2 Appropriate decision to do accompaniment.</p> <p>5.3 Appropriate consultation of the individual's primary and secondary social networks.</p> <p>5.4 Thorough, accurate preparation of the required documents or reports.</p> <p>5.5 Relevance of the follow-up action selected.</p>
6. To follow up on the referral.	<p>6.1 Appropriate verification of the services received by the individual.</p> <p>6.2 Summary of the individual's opinion on the services received.</p> <p>6.3 Accurate appraisal of the degree to which the services received match the individual's needs.</p>

Code: 018N	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To defend individual and collective rights.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To become familiar with the problem situation. 2. To inform the individual or group of their rights and obligations and of the recourses open to them. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Individually or as part of a work team. • In collaboration with other practitioners. • With all client groups. • With voluntary and involuntary participants. • Based on situations of social injustice or difficulty accessing services. • Using laws, regulations, guidelines and codes of ethics. • Using service plans and action plans. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Thorough examination of the situation. 1.2 Appropriate verification of the facts. 1.3 Determination of the laws and regulations involved. 1.4 Appropriate consultation of resource persons. 1.5 Accurate identification of rights, obligations and recourses. 1.6 Recognition of professional limits and the areas of expertise of other professions. 1.7 Respect for the individuals involved. 2.1 Accurate simplification of laws, legal documents and procedures. 2.2 Relevance and accuracy of the information provided. 2.3 Appropriate use of communication techniques. 2.4 Recognition of professional limits.

Code: 018N	
3. To determine with the individual or group which strategies and techniques to use to defend their rights.	3.1 Thorough examination with the individual or group of the advantages and disadvantages of strategies and techniques to defend rights. 3.2 Recognition of the possible consequences of the strategies and techniques examined. 3.3 Appropriate choice of strategies and techniques to defend rights. 3.4 Respect for the autonomy of the individual or group.
4. To carry out the strategies and techniques to defend their rights.	4.1 Appropriate use of techniques to promote rights as well as mediation, negotiation and confrontation techniques. 4.2 Respect for professional ethics.
5. To evaluate the process.	5.1 Accurate evaluation with the individual or group of the relevance of the strategies used and the way in which they were applied. 5.2 Appraisal of the strengths and weaknesses of the process.

Code: 018P	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To carry out psychosocial interventions with individuals or families.</p> <p>Elements of the Competency</p> <p>1. To receive a request for service.</p> <p>2. To assess the biopsychosocial situation.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Individually or as part of a work team. • With voluntary and involuntary participants. • Based on the mandates, policies and codes of ethics of agencies or organizations. • Using service protocols, assessment forms, intervention tools and files. <p>Performance Criteria</p> <p>1.1 Appropriate verification of the origin and nature of the request.</p> <p>1.2 Relevance of the information collected and given.</p> <p>1.3 Appropriate use of helping relationship techniques.</p> <p>2.1 Appropriate selection of the dimensions to be assessed.</p> <p>2.2 Apt analysis of the needs and resources of the individual or family.</p> <p>2.3 Accurate appraisal of the strengths and abilities of the individual or family.</p> <p>2.4 Respect for the individual or family.</p> <p>2.5 Respect for professional ethics.</p> <p>2.6 Recognition of professional limits and the areas of expertise of other professions.</p> <p>2.7 Precise drafting of the results of the assessment.</p>

Code: 018P	
3. To agree on intervention objectives and methods with the individual or family.	3.1 Accurate appraisal of the degree of motivation of the individual or family. 3.2 Matching of intervention objectives and methods with the psychosocial situation and the request for service. 3.3 Clear agreement with the individual or family on intervention objectives and methods. 3.4 Appropriate determination of intervention modalities. 3.5 Respect for the mandate and policies of the agency or organization.
4. To support the individual or family in a process of change.	4.1 Appropriate use of helping relationship techniques. 4.2 Quality of the interviews carried out. 4.3 Appropriate use of motivation techniques. 4.4 Appropriate use of techniques to develop the social or emotional skills of the individual or family. 4.5 Appropriate use of intervention strategies to encourage the empowerment of the individual or family.
5. To intervene with the environment of the individual or family.	5.1 Appropriate selection of intervention targets. 5.2 Appropriate use of techniques to reinforce the ability of the individual or family to deal with primary and secondary social networks. 5.3 Appropriate defence of individual or collective rights. 5.4 Appropriateness of the referrals made. 5.5 Demonstration of attitudes and behaviours showing openness and empathy.
6. To terminate the psychosocial intervention.	6.1 Apt analysis of the results obtained with the individual or family. 6.2 Appropriate use of techniques to end the intervention. 6.3 Relevance of the follow-up action planned.

Code: 018P	
7. To evaluate the intervention.	<p>7.1 Accurate appraisal of the strengths and weaknesses of the intervention.</p> <p>7.2 Accurate appraisal of the effects of their own attitudes and behaviours on the intervention.</p> <p>7.3 Accurate evaluation of the relevance of the objectives set, the intervention methods employed and the techniques used.</p>

Code: 018Q	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To function within a team.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To become familiar with the objectives of the meeting. 2. To present and receive professional information. 3. To defend a professional point of view. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Within a team of practitioners or a multidisciplinary team. • Using the mandates, policies and operating rules of agencies and organizations. • Using service plans, action plans and agendas. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Thorough examination of the subject matter of the meeting. 1.2 Recognition of team operating rules. 1.3 Recognition of the roles and responsibilities of individuals. 2.1 Appropriate selection of the means of communication. 2.2 Appropriate use of communication techniques. 2.3 Relevance and accuracy of the information presented. 2.4 Correct note-taking. 2.5 Observance of rules of professional ethics. 2.6 Demonstration of attitudes and behaviours showing a willingness to listen. 3.1 Appropriateness of remarks made. 3.2 Clear arguments to defend a point of view. 3.3 Use of appropriate professional language. 3.4 Respect for the opinions of others. 3.5 Recognition of professional limits and the areas of expertise of other professions. 3.6 Demonstration of attitudes and behaviours showing objectivity and openness.

Code: 018Q	
4. To participate in the decision-making process.	4.1 Communication appropriate to the decision-making context. 4.2 Observance of operating rules. 4.3 Respect for the opinion of others. 4.4 Compliance with the decision made. 4.5 Demonstration of attitudes and behaviours showing cooperation.
5. To evaluate their own participation in the work team.	5.1 Accurate appraisal of the functioning of the work team. 5.2 Apt analysis of the strengths and weaknesses of their own participation. 5.3 Determination of ways to improve their contribution to the work team.

Code: 018R	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To carry out community interventions.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To understand the social issues faced by a geographic community or a community with a shared identity or interest. 2. To agree on a collective action project with individuals or groups in the community. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Individually or in collaboration with other practitioners. • Based on the mandates, policies and codes of ethics of agencies or organizations. • Using social legislation. • Using facilitation, communication and evaluation tools. • Using statistics, directories and research reports. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Relevance of the social research performed. 1.2 Identification of public and community social service resources. 1.3 Identification of past or current interventions. 1.4 Appropriate consultation of individuals in the intervention milieu and other practitioners. 1.5 Apt analysis of the needs and resources of social groups or of the community. 1.6 Relevance of the links established between social policies and the living conditions of the community. 2.1 Appropriate use of intervention strategies to promote the involvement of individuals or groups in the community. 2.2 Appropriate use of facilitation techniques. 2.3 Selection of intervention objectives on the basis of problem situations and needs. 2.4 Clear agreement with individuals and groups in the community on guidelines for the proposed collective action. 2.5 Respect for the priorities of individuals and groups in the community.

Code: 018R	
3. To plan the collective action project with individuals or groups in the community.	3.1 Selection of an action strategy to match the objectives. 3.2 Appropriate selection of methods for action. 3.3 Precise determination of the required human and material resources. 3.4 Clear agreement with individuals and groups in the community on the roles and responsibilities of each. 3.5 Precise determination of the operating methods and organizational structure of the action committee. 3.6 Realistic determination of deadlines.
4. To carry out awareness-raising activities.	4.1 Proper planning of activities. 4.2 Appropriate use of facilitation techniques. 4.3 Matching of activities with the selected strategy. 4.4 Respect for the ideas brought forward.
5. To implement a mobilization or collective empowerment strategy.	5.1 Proper planning of actions. 5.2 Appropriate use of collective intervention techniques. 5.3 Appropriate use of means of communication. 5.4 Matching of actions with the selected strategy. 5.5 Respect for the ideas brought forward. 5.6 Respect for the progress made by the community. 5.7 Respect for democratic values.
6. To evaluate the intervention with individuals and groups in the community.	6.1 Appropriate use of evaluation tools. 6.2 Analysis of the results obtained in relation to the intervention objectives. 6.3 Apt analysis of the strengths and weaknesses of the collective action accomplished. 6.4 Accurate evaluation of the relevance of the objectives targeted, strategies selected, means of action implemented and techniques used. 6.5 Respect for the opinion of others.

Code: 018S	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To develop a service plan or action plan.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To become familiar with a request for services or a request for intervention. 2. To draft a service plan or action plan. 3. To present the service plan or action plan. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Individually or as part of a work team. • Based on requests for services or requests for intervention made by individuals, groups or communities. • Based on the mandates, policies and codes of ethics of agencies or organizations. • Using laws, regulations and procedures. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Identification of information relevant to the problem situation or needs. 1.2 Consideration given to past or current interventions. 1.3 Appropriate consultation of practitioners. 2.1 Clear and objective description of the situation. 2.2 Clear formulation of the objectives of the intervention. 2.3 Clear formulation of the intervention methods and modalities. 2.4 Use of appropriate professional language. 2.5 Recognition of professional limits. 2.6 Observance of the rules for presenting service plans or action plans. 3.1 Appropriate use of a presentation strategy. 3.2 Appropriate use of communication techniques. 3.3 Observance of presentation norms and practices. 3.4 Respect for confidentiality. 3.5 Demonstration of professional attitudes and behaviours.

Code: 018T	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To participate in the development and coordination of services and resources.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To identify the need for service. 2. To draft and submit a proposal for service. 3. To take the necessary steps to implement the proposal. 4. To seek out sources of funding. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Individually or as part of a work team. • Based on the mandates, policies and codes of ethics of agencies or organizations. • Using laws and regulations. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Apt analysis of the needs and resources of individuals, families or social groups. 1.2 Identification of the public and community social service resources. 1.3 Consultation of appropriate individuals and workers in the practice milieu. 1.4 Precise determination of target population characteristics. 1.5 Appropriate selection of the type of service or resource to be developed. 2.1 Identification of relevant laws and regulations. 2.2 Correct formulation of proposal. 2.3 Appropriate selection of target recipients of the proposal. 2.4 Appropriate use of a presentation strategy. 3.1 Correct description of the material resources required. 3.2 Proper drafting of requests for authorization. 3.3 Appropriate collaboration with the team responsible for implementation. 3.4 Observance of applicable laws and regulations. 4.1 Clear description of financial resources available and financing needs. 4.2 Appropriate selection of funding strategies. 4.3 Effective organization of a funding activity. 4.4 Proper drafting of a grant application.

Code: 018T	
5. To assume responsibilities linked to the administration of the resource.	5.1 Effective performance of the tasks linked to the management of the resource. 5.2 Respect for policies and procedures.
6. To recruit and train people.	6.1 Appropriate selection of recruitment methods. 6.2 Appropriate use of recruitment strategies. 6.3 Proper planning of training activities. 6.4 Relevance and quality of training. 6.5 Appropriate use of facilitation techniques. 6.6 Respect for individuals.
7. To assume responsibilities linked to the evaluation of the functioning of the service or resource.	7.1 Appropriate use of evaluation tools. 7.2 Apt analysis of the strengths and weaknesses in the functioning of the service or resource. 7.3 Determination of ways to improve the quality of the services and the functioning of the resource.

Code: 018U	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To protect their personal well-being.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To assess threats to their physical well-being. 2. To take steps to protect their physical well-being. 3. To recognize the signs of burnout. 4. To take steps to prevent burnout. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Based on occupational health and safety procedures. • Using evaluation grids. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Identification of factors liable to threaten their health and physical safety. 1.2 Matching of the factors identified with their personal situation. 1.3 Apt analysis of the consequences of the threats identified for their physical well-being. 2.1 Identification of relevant protocols. 2.2 Appropriate selection of protection methods. 2.3 Appropriate application of procedures. 2.4 Compliance with existing standards. 2.5 Demonstration of attitudes and behaviours showing control of the situation. 3.1 Appropriate examination of stress indicators. 3.2 Apt analysis of the effects of working conditions on their personal situation. 4.1 Appropriate selection of objectives. 4.2 Identification of prevention methods. 4.3 Appropriate selection of prevention methods. 4.4 Appropriate use of stress-management techniques.

Code: 018V	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To carry out interventions in a socio-judicial context.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To analyze a request for protection, a report of risk or a court order. 2. To assess the biopsychosocial situation and risks to the safety of the person and of those close to him or her. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Individually or as part of a work team. • In collaboration with other practitioners. • With individuals of all ages needing protection and with young offenders. • With voluntary and involuntary participants. • Using laws, regulation, forms, court orders, computer-based tools and files. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Appropriate verification of the information received and the origin of the request. 1.2 Identification of the laws and regulations concerned. 1.3 Appropriate decision as to the admissibility of the report of risk or request for protection. 1.4 Precise entry of the relevant elements in the file. 2.1 Appropriate selection of the elements to be assessed. 2.2 Apt analysis of the needs and resources of the individual, the individual's family and those close to him or her. 2.3 Apt analysis of the problem situation and any risk factors. 2.4 Accurate and discerning evaluation of the urgency of the situation. 2.5 Relevance of the follow-up action decided upon or the emergency measures taken. 2.6 Respect for the autonomy of the individuals involved. 2.7 Respect for the rights of the individuals involved. 2.8 Precise entry of the results of the evaluation. 2.9 Recognition of professional limits and the areas of expertise of other professions.

Code: 018V	
3. To obtain the necessary legal authorizations.	3.1 Clear, precise drafting of the required application or reports. 3.2 Clear presentation of the application or recommendations made to the appropriate authorities. 3.3 Pertinence of evidence given in court. 3.4 Truth of the facts reported. 3.5 Relevance of the recommendations made. 3.6 Observance of procedure. 3.7 Respect for professional ethics.
4. To ensure the application of legal measures.	4.1 Relevance of the follow-up measures taken. 4.2 Clear and complete explanation to the individual or individuals involved of the conditions or measures to be complied with. 4.3 Appropriate collaboration with those close to the individual. 4.4 Appropriate collaboration with both mandated and nonmandated resources. 4.5 Compliance with mandates, deadlines and procedures. 4.6 Respect for the rights of the individuals involved. 4.7 Appropriate defence of rights. 4.8 Respect for professional ethics.
5. To provide psychosocial follow-up to the individual or those close to him or her.	5.1 Accurate appraisal of the level of motivation of the individuals involved. 5.2 Appropriate use of helping relationship techniques. 5.3 Matching of the intervention to the involuntary context. 5.4 Respect for the individuals involved. 5.5 Demonstration of attitudes and behaviours showing openness and empathy.
6. To place the individual in a substitute milieu or refer the individual to mandated organizations.	6.1 Appropriate selection of resources. 6.2 Appropriateness of the referrals made. 6.3 Appropriate use of accompaniment. 6.4 Respect for the rights of individuals.

Code: 018V	
7. To evaluate the fulfillment of the mandate and the application of measures.	<p>7.1 Accurate evaluation of the results obtained.</p> <p>7.2 Clear, complete and accurate report on the completed process.</p>

Code: 018W	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To carry out interventions with people in crisis.</p> <p>Elements of the Competency</p> <p>1. To assess the individual's state of balance and decide on the action to be taken.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Face-to-face with the individual or over the telephone. • With voluntary and involuntary participants. • Individually or as part of a work team. • In collaboration with other practitioners. • Based on the mandates, policies and codes of ethics of agencies or organizations. • Using laws, assessment tools, evaluation tools, emergency intervention procedures, forms and files. <p>Performance Criteria</p> <p>1.1 Appropriate use of listening and support techniques.</p> <p>1.2 Rapid establishment of a helping relationship.</p> <p>1.3 Appropriate use of risk-evaluation tools.</p> <p>1.4 Accurate appraisal of the level of risk for the individual and those close to him or her.</p> <p>1.5 Accurate appraisal of the cognitive and emotional functioning and the behaviour of the individual.</p> <p>1.6 Appropriateness of the measures taken to protect the individual's health and physical safety.</p> <p>1.7 Appropriateness of the measures taken to protect their own well-being.</p> <p>1.8 Respect for the laws, codes of ethics and human rights involved.</p> <p>1.9 Recognition of professional limits and the areas of expertise of other professions.</p>

Code: 018W	
2. To determine the nature of the crisis.	<p>2.1 Appropriate consultation with sources of information concerning the individual's functioning before the crisis.</p> <p>2.2 Identification of the elements that triggered or precipitated the crisis.</p> <p>2.3 Determination of the stage the individual has reached in the crisis.</p> <p>2.4 Determination of the degree of severity of the crisis.</p> <p>2.5 Accurate determination of the priority of the individual's problems.</p> <p>2.6 Appropriate use of interview techniques.</p> <p>2.7 Appropriate use of helping relationship techniques.</p> <p>2.8 Respect for confidentiality.</p>
3. To defuse the crisis through immediate intervention.	<p>3.1 Appropriateness of the measures taken to reduce risks to the safety of the individual and those close to him or her.</p> <p>3.2 Appropriate use of intervention techniques to reduce the level of tension.</p> <p>3.3 Adaptation of the intervention to the nature of the crisis.</p> <p>3.4 Appropriate selection of the level of direction needed by the individual.</p> <p>3.5 Exploration of alternative solutions with the individual.</p> <p>3.6 Appropriate selection of intervention objectives and methods to pursue.</p>
4. To steer the individual towards resources.	<p>4.1 Appropriate selection of resources.</p> <p>4.2 Appropriateness of the referrals made.</p> <p>4.3 Appropriate use of techniques to encourage the collaboration of the individual's primary social network.</p> <p>4.4 Respect for the rights of the individuals involved.</p> <p>4.5 Appropriate defence of the rights of the individuals involved.</p> <p>4.6 Appropriate use of accompaniment.</p>

Code: 018W	
5. To provide follow-up to the intervention in the crisis situation.	<p>5.1 Apt analysis with the individual of his or her strategies and techniques to control stress, make decisions and resolve conflicts.</p> <p>5.2 Appropriate use of techniques to reinforce the individual's ability to prevent a crisis.</p> <p>5.3 Appropriate use of techniques to reinforce the individual's ability to manage stress.</p>

Code: 018X	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To carry out interventions using a generalist approach.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1. To analyze the multidimensional aspects of a problem situation. 2. To determine intervention goals with individuals and groups. 3. To select intervention approaches and types of intervention. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In collaboration with other practitioners. • As part of a multidisciplinary team. • Based on the mandates, policies and codes of ethics of agencies or organizations. • Using the required intervention tools. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Appropriate choice of the dimensions to be analyzed. 1.2 Apt analysis of the needs and resources of the individual, family or social group concerned. 2.1 Selection of intervention objectives on the basis of the multidimensional aspects of the situation. 2.2 Clear agreement on intervention objectives with individuals and groups. 2.3 Precise determination of intervention targets. 3.1 Thorough examination of intervention approaches and types of intervention. 3.2 Selection of intervention approaches and types of intervention on the basis of the objectives selected. 3.3 Appropriateness and effectiveness of the intervention plan.

Code: 018X	
4. To carry out the interventions.	<ul style="list-style-type: none"> 4.1 Compliance with the chosen intervention plan. 4.2 Appropriate application of the intervention process. 4.3 Relevance of the social interventions carried out with individuals, families, groups and communities. 4.4 Appropriate use of individual and collective intervention techniques. 4.5 Effective coordination with the practitioners concerned. 4.6 Demonstration of flexibility and openness. 4.7 Recognition of professional limits. 4.8 Observance of applicable laws and regulations. 4.9 Respect for mandates and policies. 4.10 Respect for codes of ethics. 4.11 Respect for individuals.
5. To evaluate the interventions.	<ul style="list-style-type: none"> 5.1 Appropriate use of evaluation tools. 5.2 Apt analysis of the results obtained in relation to the objectives set. 5.3 Apt analysis of the strengths and weaknesses of all the interventions carried out, the objectives set, the intervention approaches selected and the techniques used. 5.4 Apt appraisal of the coordination mechanisms. 5.5 Apt appraisal of their own contribution.

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

GENERAL EDUCATION COMMON TO ALL PROGRAMS AND GENERAL EDUCATION ADAPTED TO PROGRAMS

English, Language of Instruction and Literature

General Education Common to All Programs

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

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

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

General Education Adapted to Programs

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

Outcome Objectives

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 humankind 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 humankind, 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.

Outcome Objectives

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.

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.
- 1) 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.
- 2) 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 :

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

- sur le plan des habiletés, qu'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;
- sur le plan des attitudes, qu'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, as part of the core curriculum, is aimed at promoting the development of the whole person and at 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 the literature and methodically apply them to physical activities apt to lead them to adopt behaviours characteristic of a healthy lifestyle.
- 2) Physical Education enables students to improve their proficiency in an activity and, in doing so, serves to increase their motivation and perseverance to remain physically active, and makes them aware of the contributing factors. To this end, students use a learning process designed to enhance their aptitudes for a given physical activity (i.e., their skills and attitudes).

- 3) Physical Education contributes to making students responsible for assuming responsibility for their 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 factors which promote health.
- 4) Physical Education makes students aware of the importance of sharing the knowledge 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 behaviours.

Outcome Objectives

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 one's fitness.
 - Ways to assess their abilities and needs with respect to activities which can enhance their health.
 - The rules, techniques and conditions involved in different types of physical activity.
 - A method for setting goals.
 - The factors which facilitate making physical activity part of one's lifestyle.
- their ability 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, their attitudes and their progress with respect to different forms of physical activity.
 - Maintain or increase their physical activity level and fitness level on their own.
 - Manage a personal physical activity program and assume responsibility in the organization of physical activities.
- their capacity to (i.e., their attitudes):
 - Recognize the importance of taking charge of their health.
 - Be aware of the need to evaluate and respect their abilities and how the activity is to be carried out, before initiating the activity.
 - Foster self-confidence, self-control, respect for others and cooperation, through the 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 good health and physical activity as related to a healthy lifestyle. Students are required to try one or more activities and to relate them to their abilities, needs, motivation, lifestyle and knowledge of health promotion. This enables them to make an appropriate and justified choice of physical activities.

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

The third set is aimed at bringing students to integrate physical activity into their lifestyle, more particularly through more effective management of factors which facilitate such an integration. During contact-hours with the teacher, students apply the knowledge they have acquired in the first two sets. 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 personal work enable students to complete their personal program.

