Technical Training Program

351.A0

Special Care Counselling

Training Sector
20
Social, Educational and Legal Services

2004 Version

Reachfor
your**Dreams**

Québec ⬛⬛

Special Care Counselling

Development Team

Team responsible for the 2000 revision

Coordination

Ghislaine Timmons-Plamondon
Direction générale de la formation professionnelle et technique
Ministère de l'Éducation

Design and Development

Guy Lemire
Teacher
Collège de Sherbrooke

Jean-François Pouliot
Program development consultant

Layout and Printing

Under the responsibility of the Direction générale des programmes
et du développement of the Ministère de l'Éducation, du Loisir et du
Sport

English Version

Direction de la production en langue anglaise
Services à la communauté anglophone
Ministère de l'Éducation, du Loisir et du Sport

Team responsible for the 2004 update

Coordination

Louise Brunelle
Direction générale des programmes et du développement
Ministère de l'Éducation

Design and Development

Guy Lemire
Teacher
Collège de Sherbrooke

Lucie Marchessault
Program development consultant

Christiane Morrow
Speech-language pathologist

Layout and Printing

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et du développement of the Ministère de l'Éducation, du Loisir et du
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Representatives Employed in the Field

Louise Baillargeon
Client services coordinator
Association des centres Jeunesse du Québec

Danielle Berthiaume
Human relations officer
Point de service Harmony
Centre Jeunesse de Montréal

Caroll Bigelow
Program coordinator
Centre de réadaptation La Ressource

Michèle Boissinot
Coalition Sherbrookoise pour le travail de rue

Marcel Bonneau
Centre Jeunesse de la Montérégie

Michel Bouchard
Centre de réadaptation Lucie Bruneau

Fabienne Boulais
Centre Notre-Dame de l'Enfant, Dixville

Denis Boulanger
Confédération québécoise des centres d'accueil et
de réadaptation

Gilles Bourgault
Centre de réadaptation Lucie Bruneau

Alain Bureau
Special education technician
École Saint-Charles (Commission scolaire Les Écores)

Francine Caron
Centre Notre-Dame de l'Enfant – Dixville inc.

Nathalie Charron
Educator
Centre hospitalier de soins de longue durée
Chevalier de Lévis

Robert Côté
Centre de réadaptation Lucie Bruneau

Ghyslaine Denis
Clinical consultant
Centre de réadaptation La Triade

Gaétanne Drouin
Coordinator
Centre Jeunesse de Québec

Anne Dubé
Educator
La Débrouille

Louise Dubois
Program management consultant
Fédération québécoise des centres de réadaptation
pour personnes déficientes intellectuelles

Sandra Dufour
Special education technician
École L'Arc-En-Ciel
Commission scolaire Mont-Fort

Lucie Dumas
Centre de réadaptation de l'Estrie

Guy Dumont
Principal
École Saint-François

Hugues Durocher
Centre Jeunesse de l'Estrie

Monique Giroux
Régie régionale des services de santé et des services sociaux
de l'Estrie

Johanne Gravel
Educator
Centre hospitalier Robert-Giffard

Jacques-Gilles Laberge
Centre de réadaptation de l'Abitibi

Christiane Lacoste
Residence coordinator
Centre Rouville

Constance Lamarche
Confédération québécoise des centres d'accueil et
de réadaptation

Manon Légaré
Specialized educator
École Wilbrod Bhérer
Commission des écoles catholiques de Québec

Ann Marcoux
Coordinator, sociovocational integration
Centre d'accueil CNDE – Dixville inc.

Louis Martin
Coordinator of rehabilitation services
Relais Saint-François

Michel Mireault
Street educator
Organisme chez ma cousine Évelyne

Representatives Employed in the Field *(cont.)*

France Pelletier
Educator
Centre Thérèse-Martin

Daniel Richard
Centre Jeunesse de l'Estrie

Line Rondeau
Specialized education technician
École Jean-Moreau
Commission scolaire Saint-Jérôme

Gérald St-Martin
Centre Jeunesse de l'Estrie

Lise Saint-Pierre
Specialized educator
Centre de réadaptation du Saguenay

Michel Thibault
Centre Jeunesse de l'Estrie

Representatives Employed in Education

Lise Boivin
Teacher
Cégep de Saint-Jérôme

Joanne Chamberland
Teacher
Cégep de Rimouski

Gilles Cyr
Teacher
Cégep de la Pocatière

Richard Filion
Academic dean
Cégep de la Pocatière

Sylvie Grisé
Teacher
Cégep de Rimouski

Gilles Leclerc
Teacher
Cégep de la Gaspésie et des Îles

Céline L'Écuyer
Retired teacher
Cégep de L'Outaouais

Madeleine Pinsonneault
Teacher
Collège Laflèche

Diane Richard
Teacher
Cégep de l'Abitibi-Témiscamingue

Josée Roy
Teacher
Vanier College

Yoland Roy
Teacher
Cégep Marie-Victorin

Luc Tremblay
Teacher
Cégep de Sainte-Foy

Monique Tremblay
Teacher
Cégep de Thetford Mines

Daniel Trottier
Teacher
Cégep de Rimouski

Nicole Vinet
Teacher
Cégep du Vieux Montréal

Cégep de Sherbrooke
Teachers
Département d'éducation spécialisée

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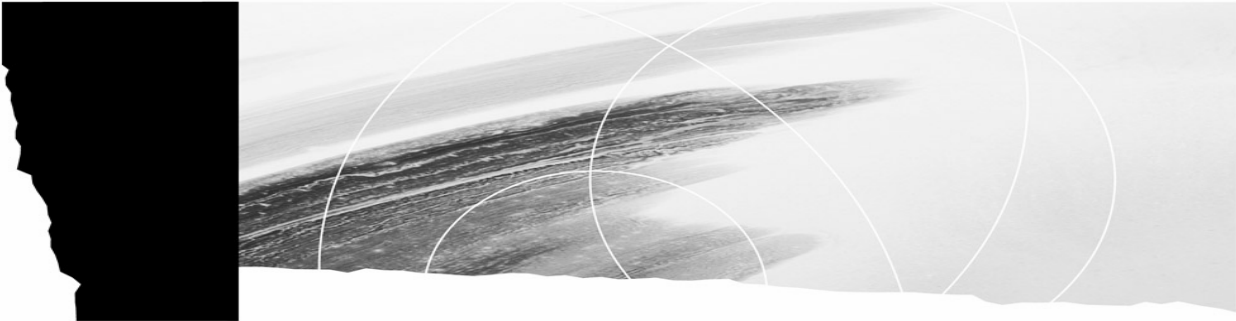
On February 18, 2005, under Order in Council 120-2005, the Ministère de l'Éducation became the Ministère de l'Éducation, du Loisir et du Sport. Given that this is a translation of the original document published in French prior to this date, the name *Ministère de l'Éducation* has been retained for this document.

Table of Contents

351.A0	**Special Care Counselling**

Year of approval: 2004

Certification:	Diploma of College Studies
Number of credits:	91 2/3 credits
Total duration:	2 745 hours of instruction

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

Conditions for Admission:

To be admitted to the program, students must meet the general conditions for admission set out in section 2 of the *College Education Regulations*, as well as the following requirements, if applicable:

- None

Introduction to the Program

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

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

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

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

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

0004   To analyze and produce various forms of discourse.

0005   To apply a critical approach to literary genres.

0006   To apply a critical approach to a literary theme.

00B2   To apply a logical analytical process to how knowledge is organized and used.

000G   To apply a critical thought process to world-views.

0017   Appliquer les notions de base de la communication en français courant.

or

000A   Communiquer en français avec une certaine aisance.

or

000B   Communiquer avec aisance en français.

or

000C   Traiter d'un sujet culturel et littéraire.

0064   To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.

0065   To improve one's effectiveness when practising a physical activity.

0066   To demonstrate one's responsibility for being physically active in a manner which promotes health.

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

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

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

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

or

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

or

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

or

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

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

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

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

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

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

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

0010   To communicate on familiar topics in a modern language.

0067   To communicate with relative ease in a modern language.

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

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

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

0014   To produce a work of art.

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

019N	To examine the job functions of a special care counsellor.
019P	To become familiar with community resources and services.
019Q	To communicate with clients and members of a work team.
019R	To examine biopsychosocial adjustment issues.
019S	To gather information about the client's behaviour.
019T	To design development activities and clinical tools.
019U	To evaluate the ability of the client's living environment to provide appropriate support.
019V	To assist a client in need of help.
019W	To associate approaches, objectives and techniques with specific adjustment problems.
019X	To abide by the code of ethics of the profession.
019Y	To establish a helping relationship.
019Z	To carry out adaptive and rehabilitative activities for clients with an intellectual disability.
046T	To carry out activities for young people with learning or language difficulties.
01A0	To carry out adaptive and rehabilitative activities for clients with a physical impairment or neurological disorder.
01A1	To act as a facilitator for groups of clients or work teams.
01A2	To carry out activities for older individuals who are no longer autonomous.
046U	To carry out adaptive and rehabilitative activities for young people with adjustment difficulties.
01A4	To protect their personal well-being.
01A5	To analyze the relationship between social phenomena and adjustment problems.
01A6	To carry out rehabilitative activities for clients with mental-health and drug-addiction problems.
01A7	To carry out adaptive and rehabilitative activities for clients who are socially excluded or who are perpetrators or victims of violence.
01A8	To develop an intervention plan.
01A9	To interact with clients from cultural and ethnic communities different from their own.
01AA	To carry out adaptive and rehabilitative activities for clients who are reentering society or the workplace.
01AB	To intervene in a crisis.
01AC	To draw up and carry out an integrated intervention project.

Glossary

Program

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

Competency

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

Objective

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

Statement of the Competency

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

Elements of the Competency

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

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

Standard

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

Achievement Context

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

Performance Criteria

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

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

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

Learning Activities

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

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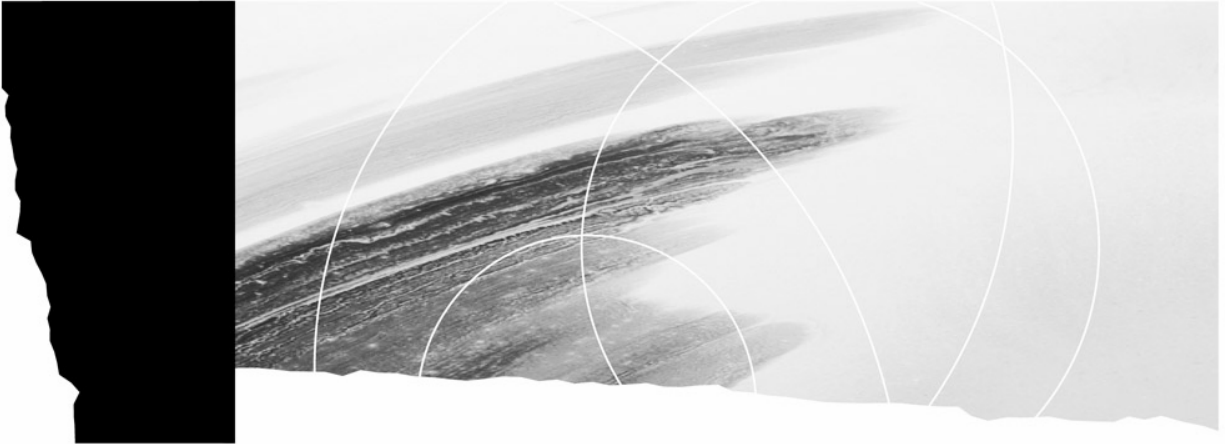
Part I

Goals of the General Education
Components

Educational Aims of the General
Education Components

Objectives and Standards of the
General Education Components

Goals of the General Education Components

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

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

Common Cultural Core

The common cultural core is intended to help students:

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

Generic Skills

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

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

Desirable Qualities and Attitudes

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

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

- creativity
- openness to the world

These goals apply to the three general education components:

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

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

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

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

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

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

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

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

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

Educational Aims of the General Education Components

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

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

English, Language of Instruction and Literature

General Education Common to All Programs

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

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

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

General Education Adapted to Programs

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

Expected Outcomes

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

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

Humanities

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

Principles

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

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

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

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

Expected Outcomes

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

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

Sequence of Objectives and Standards

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

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

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

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

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

Français, langue seconde

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

Principes

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

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

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

Résultats attendus

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

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

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

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

Séquence des objectifs et des standards

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

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

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

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

Physical Education

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

Principles

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

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

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

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

Expected Outcomes

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

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

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

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

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

Sequence of Objectives and Standards

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

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

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

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

Complementary General Education

Social Sciences

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

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

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

Science and Technology

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

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

Modern Languages

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

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

Mathematics Literacy and Computer Science

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

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

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

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

Art and Aesthetics

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

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

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

Language of Instruction and Literature	Code: 0004

Objective   *Standard*

Statement of the Competency

To analyze and produce various forms of discourse.

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

Learning Activities

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

Language of Instruction and Literature	Code: 0005

Objective   *Standard*

Statement of the Competency

To apply a critical approach to literary genres.

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

Learning Activities

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

Language of Instruction and Literature	Code: 0006

Objective   *Standard*

Statement of the Competency

To apply a critical approach to a literary theme.

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

Learning Activities

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

Humanities	Code: 00B2

Objective *Standard*

Statement of the Competency

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

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

Learning Activities

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

Humanities	Code: 000G

Objective *Standard*

Statement of the Competency

To apply a critical thought process to world-views.

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

Learning Activities

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

Langue seconde (niveau I)   Code: 0017

Objective   *Standard*

Statement of the Competency

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

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

Learning Activities

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

Langue seconde (niveau II)　　　　　　　　　　　　　　　　　　　　Code: 000A

Objective　　　　　　　　　　　*Standard*

Statement of the Competency

Communiquer en français avec une certaine
aisance.

Elements of the Competency	Performance Criteria
1. Interpréter un texte oral simple de trois minutes en français courant.	• Distinction claire des principaux éléments du texte oral • Explication précise du sens des mots dans le texte • Repérage précis des idées et des sujets traités dans le texte
2. Produire un texte oral planifié de cinq minutes en français courant.	• Emploi pertinent du vocabulaire courant • Respect du niveau de langue, du code grammatical et des règles de la prononciation • Formulation claire et cohérente du propos
3. Interpréter un texte écrit en français courant.	• Distinction claire des principaux éléments du texte • Explication précise du sens des mots dans le texte • Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots
4. Rédiger un texte simple en français courant.	• Respect du code grammatical et orthographique • Utilisation judicieuse des principaux éléments du corpus • Formulation claire et cohérente des phrases • Articulation cohérente des paragraphes • Rédaction d'un texte de 200 mots

Learning Activities

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

Langue seconde (niveau III)	Code: 000B

Objective *Standard*

Statement of the Competency

Communiquer avec aisance en français.

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

Learning Activities

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

Langue seconde (niveau IV)	Code: 000C

Objective   *Standard*

Statement of the Competency

Traiter d'un sujet culturel et littéraire.

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

Learning Activities

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

Physical Education	Code: 0064

Objective *Standard*

Statement of the Competency

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

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

Learning Activities

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

Physical Education	Code: 0065

Objective   *Standard*

Statement of the Competency

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

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

Learning Activities

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

Physical Education	Code: 0066

Objective *Standard*

Statement of the Competency

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

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

Learning Activities

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

Language of Instruction and Literature   Code: 000L

Objective   *Standard*

Statement of the Competency

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

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

Learning Activities

Discipline: English
Hours of instruction: 60
Credits: 2

Humanities	Code: 000U

Objective   *Standard*

Statement of the Competency

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

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

Learning Activities

Discipline: Humanities
Hours of instruction: 45
Credits: 2

Langue seconde (niveau I)   Code: 0018

Objective   *Standard*

Statement of the Competency

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

Elements of the Competency   **Performance Criteria**

1. Dégager le sens d'un message oral simple lié à un champ d'études.

   - Repérage précis des difficultés de compréhension du message
   - Distinction juste des caractéristiques du message
   - Repérage juste du vocabulaire spécialisé
   - Utilisation pertinente des techniques d'écoute choisies
   - Distinction claire des principaux éléments du message
   - Description précise du sens général et des idées essentielles du message

2. Dégager le sens et les caractéristiques d'un texte lié à un champ d'études.

   - Repérage précis des difficultés de compréhension du texte
   - Distinction juste des caractéristiques du texte
   - Repérage précis du vocabulaire spécialisé
   - Utilisation pertinente des techniques de lectures choisies
   - Distinction claire des principaux éléments du texte
   - Description précise du sens général et des idées essentielles du texte

3. Émettre un message oral simple lié à un champ d'études.

   - Repérage précis des difficultés d'expression orale
   - Utilisation pertinente des techniques d'expression orale choisies
   - Utilisation pertinente du vocabulaire courant et spécialisé
   - Expression intelligible du propos

Langue seconde (niveau I)	Code: 0018

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

Learning Activities

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

Langue seconde (niveau II)	Code: 000Q

Objective   *Standard*

Statement of the Competency

Communiquer en français dans un champ d'études particulier.

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

Learning Activities

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

Langue seconde (niveau III)	Code: 000R

Objective *Standard*

Statement of the Competency

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

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

Learning Activities

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

Langue seconde (niveau IV)	Code: 000S

Objective   *Standard*

Statement of the Competency

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

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

Learning Activities

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

Social Sciences	Code: 000V

Objective

Standard

Statement of the Competency

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

Achievement Context

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

Elements of the Competency

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

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

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

Performance Criteria

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

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

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

Learning Activities

Hours of instruction: 45
Credits: 2

Social Sciences	Code: 000W

Objective

Standard

Statement of the Competency

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

Achievement Context

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

Elements of the Competency

1. To formulate a problem using one or more social scientific approaches.

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

3. To draw conclusions.

Performance Criteria

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

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

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

Learning Activities

Hours of instruction: 45
Credits: 2

Science and Technology   Code: 000X

Objective   *Standard*

Statement of the Competency

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

Achievement Context

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

Elements of the Competency

1. To describe scientific thinking and the standard method.

Performance Criteria

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

2. To demonstrate how science and technology are complementary.

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

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

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

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

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

Learning Activities

Hours of instruction: 45
Credits: 2

Science and Technology	Code: 000Y

Objective

Standard

Statement of the Competency

Achievement Context

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

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

Elements of the Competency

Performance Criteria

1. To describe the main steps of the standard scientific method.

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

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

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

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

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

Learning Activities

Hours of instruction: 45
Credits: 2

Modern Languages	Code: 000Z

Objective

Standard

Statement of the Competency

Achievement Context

To communicate with limited skill[1] in a modern language.

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

Or

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

Elements of the Competency

Performance Criteria

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

1. To understand the meaning of a verbal message.

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

2. To understand the meaning of a written message.

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

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

Modern Languages	Code: 000Z
3. To express a simple message verbally.	• Appropriate use of language structures in main and subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Comprehensible pronunciation • Coherent sequence of simple sentences • Spontaneous, coherent sequence of sentences in a dialogue
4. To write a text on a given subject.	• Appropriate use of language structures in main and subordinate clauses • Appropriate application of basic grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Coherent sequence of simple sentences • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Hours of instruction: 45
Credits: 2

| **Modern Languages** | **Code: 0010** |

Objective | ## *Standard*

Statement of the Competency

Achievement Context

To communicate on familiar topics in a modern language.

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

Elements of the Competency

Performance Criteria

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

1. To understand the meaning of a verbal message.

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

2. To understand the meaning of a written message.

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

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

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

Modern Languages	Code: 0010

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

Learning Activities

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

Modern Languages	**Code: 0067**

Objective   ## *Standard*

Statement of the Competency	**Achievement Context**
To communicate with relative ease in a modern language.	• Working alone • During a conversation consisting of at least 20 sentences of dialogue • In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages) • Given documents of a sociocultural nature • Using reference materials for the written text

Elements of the Competency	**Performance Criteria**
	Learning a modern language requires being aware of the culture of the people who use the language.
1. To understand the meaning of a verbal message in everyday language.	• Accurate explanation of the general meaning and essential ideas of the message • Clear identification of structural elements of the language
2. To understand the meaning of a text of average complexity.	• Accurate explanation of the general meaning and essential ideas of the text • Clear identification of structural elements of the language
3. To have a conversation about a subject.	• Appropriate use of the structural elements of the language according to the message to be expressed • Appropriate use of everyday vocabulary • Accurate pronunciation and intonation • Normal flow in a conversation in everyday language • Coherence of the message expressed • Pertinent responses to questions
4 To write a text of average complexity.	• Appropriate use of the structural elements of the language according to the text to be written • Accurate vocabulary • Coherence of the text as a whole • Observance of presentation and writing rules

Learning Activities

Hours of instruction: 45
Credits: 2

Mathematics Literacy and Computer Science   Code: 0011

Objective   ## *Standard*

Statement of the Competency   **Achievement Context**

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

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

Elements of the Competency   **Performance Criteria**

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

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

2. To describe the evolution of mathematics or informatics.

   - Descriptive summary of several major phases

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

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

4. To illustrate the diversity of mathematical or informatics applications.

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

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

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

Learning Activities

Hours of instruction: 45
Credits: 2

Mathematics Literacy and Computer Science Code: 0012

Objective *Standard*

Statement of the Competency

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

Achievement Context

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

Elements of the Competency

Performance Criteria

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

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

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

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

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

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

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

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

Learning Activities

Hours of instruction: 45
Credits: 2

| Art and Aesthetics | Code: 0013 |

Objective

Standard

Statement of the Competency

To consider various forms of art produced by aesthetic practices.

Achievement Context

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

Elements of the Competency

Performance Criteria

1. To develop an appreciation for the dynamics of the imagination in art.

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

2. To describe art movements.

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

3. To give a commentary on a work of art.

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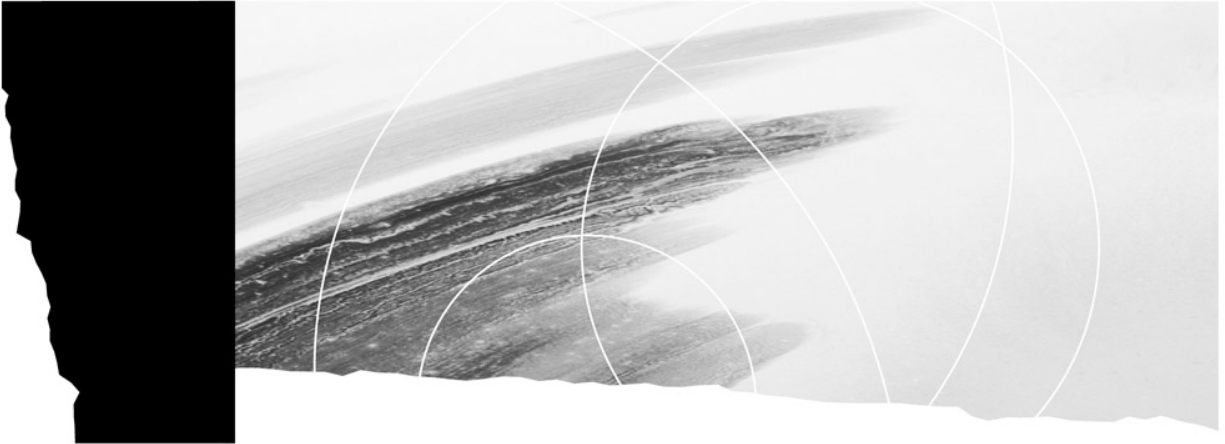
Learning Activities

Hours of instruction: 45
Credits: 2

Art and Aesthetics	Code: 0014

Objective

Standard

Statement of the Competency	**Achievement Context**
To produce a work of art.	• Working alone • During a practical exercise • In the context of a creation or an interpretation • Using the basic elements of the language and techniques specific to the medium selected

Elements of the Competency	**Performance Criteria**
1. To recognize the primary forms of expression of an artistic medium.	• Identification of specific features: originality, essential qualities, means of communication, styles, genres
2. To use the medium.	• Personal, coherent use of elements of language • Satisfactory application of artistic techniques • Observance of the requirements of the method of production

Learning Activities

Hours of instruction: 45
Credits: 2

Part II

Goals of the Program-Specific Component

The *Special Care Counselling* program prepares students to practise the occupation of special care counsellor.

Special care counsellors carry out activities for persons experiencing, or at risk of experiencing, different problems that cause adjustment or social integration difficulties. They work with persons with physical and psychological impairments, behavioural problems, mental problems and health-related problems. Their activities are adapted to all age groups, be it children, adolescents, adults or the elderly.

Special care counsellors work primarily in rehabilitation centres, reception and residential centres, short- and long-term residential care centres, psychiatric hospitals, work skills learning services, school boards, CLSCs, community organizations, group homes, day centres, intermediate resource centres and external employment services.

Special care counsellors focus on prevention, adjustment, rehabilitation and social integration. Direct intervention with persons experiencing adjustment difficulties and support for their families and their immediate environment are a priority. In a context where the intervention or the relationship with the client predominates, these counsellors are key resource persons for their clients, their natural environments and their social network. Front-line or crisis intervention may often be called for with clients who are experiencing intense psychological distress or engaging in behaviours that put themselves or others at risk.

In analyzing and assessing clients' problems with their family and their wider social context, special care counsellors develop adapted intervention plans and carry out individual or group activities. The programming of activities is based on situations from daily life and designed to promote effective communication as well as affective, social, cognitive, psychomotor and moral development. The support and availability of the counsellor fosters the improvement of the client's quality of life, as well as the development of life management skills.

Special care counsellors work closely with resource persons in the education, health and social services systems as well as in community organizations. They generally have a great deal of autonomy, depending on the mandate of their institution or organization.

The *Special Care Counselling* program also helps students acquire the ability to identify problems and apply prevention strategies to minimize the consequences and severity of clients' adjustment problems. The training process centres around students' personal development, comprehension of human difficulties and social environments, capacity for social interaction that produces results, knowledge of approaches and proficiency in managing intervention processes.

The program competencies are formulated to take into consideration all of the problems that special care counsellors are likely to encounter in their work. Thus, the program-specific competencies cover the fields of application particularly related to clients' problems, whereas the general competencies ensure that the training provided is versatile. The program is also designed to allow for intervention activities to be adapted to clients' specific needs.

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

- To help students develop effectiveness in the practice of a trade or occupation, that is:
  - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
  - to prepare students to progress satisfactorily on the job (which implies having the necessary technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)

- To help students integrate into the work force, that is:
  - to familiarize students with the job market in general and the context surrounding the occupation they have chosen
  - to familiarize students with their rights and responsibilities as workers

- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
  - to help students develop their autonomy and the desire to learn, and acquire effective work methods
  - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
  - to help students develop self-expression, creativity, initiative and entrepreneurial spirit
  - to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence

- To promote job mobility, that is:
  - to help students develop positive attitudes toward change
  - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

Educational Aims of the Program-Specific Component

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

The following is a description of the aims of the program-specific component of the *Special Care Counselling* program:

- relational contact and communication
- discernment
- openness to oneself and to others
- composure

Grid of Competencies

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

The grid of competencies includes:

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

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

The grid of competencies shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (◯) indicates a correlation between a general and a specific competency.

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

		GRID OF COMPETENCIES															

GENERAL COMPETENCIES

SPECIAL CARE COUNSELLING

SPECIFIC COMPETENCIESS	Competency Number	To examine the job functions of a special care counsellor	To become familiar with community resources and services	To communicate with clients and members of a work team	To examine biopsychosocial adjustment issues	To gather information about the client's behaviour	To design development activities and clinical tools	To evaluate the ability of the client's living environment to provide appropriate support	To assist a client in need of help	To associate approaches, objectives and techniques with specific adjustment problems	To abide by the code of ethics of the profession	To establish a helping relationship	To act as a facilitator for groups of clients or work teams	To protect their personal well-being	To analyze the relationship between social phenomena and adjustment problems	To develop an intervention plan	To interact with clients from cultural and ethnic communities different from their own
Competency Number		1	2	3	4	5	6	7	8	9	10	11	15	18	19	22	23
To carry out adaptive and rehabilitative activities for clients with an intellectual disability	12	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
To carry out activities for young people with learning or language difficulties	13	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
To carry out adaptive and rehabilitative activities for clients with a physical impairment or neurological disorder	14	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
To carry out activities for older individuals who are no longer autonomous	16	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
To carry out adaptive and rehabilitative activities for young people with adjustment difficulties	17	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
To carry out rehabilitative activities for clients with mental-health and drug-addiction problems	20	O	O	O	O	O	O	O	O	O	O	O		O	O	O	O
To carry out adaptive and rehabilitative activities for clients who are socially excluded or who are perpetrators or victims of violence	21	O	O	O	O	O	O	O		O	O	O	O		O	O	O
To carry out adaptive and rehabilitative activities for clients who are reentering society or the workplace	24	O	O	O	O	O	O	O		O	O	O	O		O	O	O
To intervene in a crisis	25	O	O	O	O	O			O	O	O	O		O	O		O
To draw up and carry out an integrated intervention project	26	O	O	O	O	O	O	O		O	O	O	O	O	O	O	O

O   Existence of a functional link

Harmonization

The Ministère de l'Éducation, du Loisir et du Sport harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors, in order to avoid overlap in program offerings, recognize prior learning and facilitate the students' progress.

Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even if there are no common competencies, training programs are still harmonized.

Harmonization is said to be "inter-level" when it focuses on training programs at different levels, "intra-level" when it focuses on programs within the same educational level, and "inter-sector" when carried out between programs in various sectors.

An important aspect of harmonization is that it allows the common features of competencies to be identified and updated as needed. Common competencies are those that are shared by more than one program; once acquired in one program, they can be recognized as having been acquired in another. Competencies with exactly the same statement and elements are said to be identical. Common competencies that are not identical but have enough similarities to be of equal value are said to be equivalent.

Harmonization of the *Special Care Counselling* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results are presented in the document entitled *Tableaux d'harmonisation, Special Care Counselling.*

Code: 019N

Objective

Statement of the Competency

To examine the job functions of a special care counsellor.

Elements of the Competency

1. To describe the occupation and the working conditions.

2. To examine the tasks and operations related to the occupation.

3. To examine intervention plans.

4. To examine the abilities and socioaffective behaviours necessary to practise the occupation.

Standard

Achievement Context

- Using up-to-date information about the occupation, as well as about the institutions and organizations in the field
- Using the laws, regulations, standards and codes in effect

Performance Criteria

- Relevance of the information gathered
- Thorough examination of the general characteristics of the occupation and the working conditions
- Recognition of the entrepreneurial opportunities in the field

- Proper examination of the operations, performance conditions and performance criteria for each task
- Accurate determination of the relative importance of tasks
- Correlation of steps in working methods with the tasks of the occupation

- Identification of the main features of intervention plans
- Grasp of the role of intervention plans within the special care counselling process

- Relevance of links established between the skills and socioaffective behaviours and the various tasks involved in the practice of the occupation

	Code: 019P

Objective   *Standard*

Statement of the Competency	**Achievement Context**
To become familiar with community resources and services.	• Using the file, intervention plan or individualized service plan • Using the appropriate documentation and computer tools

Elements of the Competency	**Performance Criteria**
1. To analyze the specific nature of the request for services.	• Thorough examination of the reasons for the request • Identification of the main features of the request • Appropriate verification of the laws pertaining to the request
2. To examine the missions of institutions and organizations.	• Identification of the services offered • Identification of the laws governing the institutions or organizations concerned • Clear description of the mandates of the institutions or organizations concerned • Clear description of the roles and fields of professional practice of resource persons • Classification of institutions and organizations according to types of adjustment problems
3. To make a referral.	• Apt choice of relevant resources • Clear description of means of access to the resource

Code: 019Q

Objective

Statement of the Competency

To communicate with clients and members of a work team.

Elements of the Competency

1. To situate themselves in relation to communication objectives.

2. To recognize and analyze the elements that help or hinder communication.

3. To use communication strategies.

4. To evaluate their way of communicating.

Standard

Achievement Context

- Based on work situations

Performance Criteria

- Awareness of the communication context
- Determination of clients' and colleagues' willingness and ability to communicate

- Awareness of body language and the other forms of nonverbal communication at play
- Identification of relevant verbal messages
- Awareness of the emotions and attitudes displayed
- Accurate assessment of their own emotions and attitudes
- Formulation of explanations for the attitudes and socioaffective responses of the client or work team

- Display of behaviours indicative of acceptance and respect
- Appropriate use of approach techniques
- Observance of the rules governing the transmission of information
- Use of appropriate, professional language
- Appropriate use of emotions
- Display of self-asserting attitudes and behaviours

- Awareness of their strengths and weaknesses in terms of communication
- Awareness of their socioaffective responses
- Accurate analysis of their ability to react socioaffectively
- Suggestions for ways of improving their ability to communicate

Code: 019R

Objective

Standard

Statement of the Competency

Achievement Context

To examine biopsychosocial adjustment issues.

- With all clienteles
- Using the client's file
- Using observation and evaluation tools
- Referring to the major manuals for classification of mental and physical disorders
- In collaboration with resource persons

Elements of the Competency

Performance Criteria

1. To assess the client's level of development.

- Recognition of the relevant psychological and developmental factors
- Consideration of the features of the phenomenon of human adjustment
- Identification of significant directions specific to the client's process of development

2. To associate the client's condition or behaviour with a particular biopsychosocial adjustment problem.

- Awareness of the signs of physical, neurological and intellectual impairment
- Awareness of the signs of psychomotor or cognitive deficits
- Awareness of the indications of psychological problems and psychopathological disorders
- Awareness of the indications of functional and dysfunctional social behaviour
- Awareness of the indications of learning difficulties
- Establishment of relevant links between manifestations and indicators
- Appropriate classification of the information
- Appropriate use of observation and evaluation tools
- Ability to recognize the limitations of their capacity to intervene and to act accordingly

3. To research the main factors contributing to the problems identified.

- Awareness of the environmental, intrapersonal and interpersonal factors at play
- Awareness of the effects of the client's behaviour on his or her immediate environment
- Appropriate consultation with resource persons
- Relevance of the causal factors identified

4. To define the features of the biopsychosocial adjustment problem.

- Relevance, clarity and objectivity in presenting the information
- Establishment of relevant links between the information gathered and the dynamics of the client's adjustment challenges
- Clear description of the client's adjustment profile
- Appropriate use of terminology
- Ability to recognize the limitations of their capacity to intervene and to act accordingly

| | Code: | 019S |

Objective *Standard*

Statement of the Competency

To gather information about the client's behaviour.

Achievement Context

- Based on situations from the client's daily life
- Using observation tools
- Using the appropriate documentation

Elements of the Competency

Performance Criteria

1. To observe and describe the client's behaviour in his or her physical environment.

- Awareness of the features of the client's physical environment
- Awareness of the influence of the physical environment on the client's behaviour
- Appropriate use of observation tools

2. To observe and describe the client's social interaction.

- Awareness of significant attitudes and behaviours
- Identification of relevant verbal messages
- Awareness of the influence of the social environment on the client's behaviour
- Appropriate use of observation tools

3. To observe and describe the client's socioaffective behaviours.

- Awareness of the extent of the client's open-mindedness and of his or her socioaffective responses
- Awareness of the indications of mental and emotional health
- Appropriate use of observation tools

4. To draft a preliminary behavioural profile of the person.

- Establishment of relevant links between the various observations
- Formulation of observations on aspects of the behaviour that indicate biopsychosocial adjustment difficulties
- Formulation of observations about the client's pattern of behaviour
- Formulation of observations about the client's level of awareness regarding the behaviour
- Relevance, coherence and clarity of the information recorded

Code: 019T

Objective

Statement of the Competency

To design development activities and clinical tools.

Standard

Achievement Context

- Based on situations from the client's daily life
- Using an intervention plan or individualized service plan
- Using the appropriate documentation, material and computer tools
- Using codes of ethics
- In collaboration with resource persons

Elements of the Competency

1. To determine the development activities and clinical tools that should be used.

Performance Criteria

- Inventory of the main development activities and clinical tools
- Clear understanding of the contribution of the activity or tool to the improvement of the client's communicative, affective, social, cognitive, psychomotor and moral judgment skills
- Accurate analysis of the suitability of the activities or tools for the adjustment problem in question
- Justification of the role and purpose of the activity or tool to be developed with respect to the adjustment, rehabilitation or reintegration program
- Clear description of the project to develop activities and clinical tools
- Observance of the mandates and policies of the institutions and organizations concerned

2. To design the program of development activities and clinical tools.

- Appropriate use of existing documentation and material
- Appropriate use of artistic and cultural activities
- Appropriate use of recreational and sports activities
- Appropriate use of computers and audiovisual aids
- Suitability of the development activity or clinical tool for the adjustment, rehabilitation and reintegration objectives in question
- Clear description of the conditions for implementing the program of activities and for the use of tools
- Use of creativity and originality
- Ability to recognize the limitations of their capacity to intervene and to act accordingly

3. To try out the development activities and clinical tools.

- Preparation of the premises and the material
- Proper carrying out of the activities
- Proper use of the clinical tools
- Display of attitudes and behaviours that capture the client's attention and encourage participation

4. To evaluate the suitability of the development activities and clinical tools for the objectives in question.

- Awareness of which objectives have been achieved and which have not
- Accurate analysis of their socioaffective attitude and behaviour during the trial stage
- Accurate evaluation of the strengths and weaknesses of the activities and tools
- Suggestions for changes to the activity or tool

Code: 019U

Objective

Standard

Statement of the Competency

To evaluate the ability of the client's living environment to provide appropriate support.

Achievement Context

- In the client's home, in an institution or in a substitute environment
- Using the intervention plan or individualized service plan
- Using laws and codes of ethics
- Using observation and evaluation tools
- In collaboration with resource persons

Elements of the Competency

Performance Criteria

1. To evaluate the client's physical environment.

- Awareness of the features of the physical environment such as sanitation and accessibility
- Accurate assessment of the environmental conditions that facilitate adjustment, rehabilitation or reintegration

2. To evaluate the supportive methods of the people closest to the client.

- Display of attitudes and behaviours indicative of empathy and the willingness to collaborate
- Accurate description of the value system and culture of the environment
- Awareness of the risk factors within the family
- Accurate analysis of the current roles and contribution of the people closest to the client
- Accurate assessment of the potential contribution of the people closest to the client
- Relevance and accuracy of the information given to the people closest to the client

3. To draw up a list of the client's support network and informal caregivers.

- Identification of the significant people who offer psychosocial support in the client's entourage
- Clear description of the types of assistance offered by the support network and informal caregivers
- Ability to recognize the limitations of their capacity to intervene and to act accordingly

4. To submit recommendations to or file a report with the proper authorities.

- Formulation of appropriate measures aimed at supporting and training the people closest to the client
- Accuracy and discernment in decision making regarding the official reporting of cases
- Relevance of resorting to respite measures tailored to the situation
- Relevance of recommendations regarding adaptation of the physical environment
- Observance of the laws in effect

	Code: 019V

Objective

Standard

Statement of the Competency

To assist a client in need of help.

Achievement Context

- Based on work situations
- Using material and tools tailored to the situation in question
- Using emergency intervention protocols

Elements of the Competency

Performance Criteria

1. To assess the client's condition.

- Assessment of the gravity of the client's impairments and deficits
- Accurate assessment of the client's physical condition
- Recognition of the client's level of awareness
- Appropriate choice of intervention measures
- Relevance of referrals
- Ability to recognize the limitations of their capacity to intervene and to act accordingly

2. To apply techniques for physically positioning and moving the client.

- Use of physical positioning and movement techniques appropriate to the client's condition
- Respect for the client
- Observance of standard practice in occupational therapy

3. To apply first-aid techniques.

- Use of effective communication that comforts and reassures the client
- Use of intervention techniques tailored to the client's physical and mental condition
- Effective use of cardiopulmonary resuscitation
- Ability to recognize the limitations of their capacity to intervene and to act accordingly

Code: 019W

Objective

Standard

Statement of the Competency

To associate approaches, objectives and techniques with specific adjustment problems.

Achievement Context

- Using the client's file
- Using the appropriate documentation

Elements of the Competency

Performance Criteria

1. To correlate the various intervention approaches with specific adjustment problems.

- Awareness of the features and particularities of the main approaches used in special care counselling
- Awareness of the foundations of and concepts specific to the various intervention approaches
- Awareness of the features of intervention approach implementation
- Correlation of the main intervention approaches used with specific adjustment problems

2. To align intervention objectives and techniques with intervention approaches.

- Awareness of the objectives and intervention techniques specific to the various approaches
- Accurate analysis of the similarities and differences between intervention approaches in terms of intervention techniques and objectives

3. To determine how the various intervention approaches and techniques contribute to meeting the needs of the client.

- Clear description of the contribution of intervention approaches and techniques to the communicative, emotional, social, cognitive, psychomotor and moral needs of the client
- Clear description of the factors that help or hinder implementation of the various approaches

4. To provide information about intervention approaches, objectives and techniques.

- Use of appropriate, professional language
- Relevance and clarity of the information conveyed

Code: 019X

Objective   *Standard*

Statement of the Competency   **Achievement Context**

To abide by the code of ethics of the profession.

- Based on the intervention plan and the individualized service plan
- Based on situations from the client's daily life
- Using the appropriate documentation
- Using the institution's code of ethics and the relevant laws and regulations
- In collaboration with resource persons

Elements of the Competency   **Performance Criteria**

1. To perform their duties, taking into account the institution's or organization's code of ethics and mandate.

- Awareness of the laws and regulations governing the framework for intervention
- Clear description of special care counselling intervention techniques as distinct from those used in related fields of professional practice

2. To intervene in keeping with ethical behaviour.

- Display of socioaffective behaviour and attitudes adapted to the client and to the context for intervention
- Observance of the code of ethics and regulations of the institutions or organizations concerned
- Respect for the areas of competency of the various specialists concerned, i.e. avoiding infringing on areas of competency outside their purview

3. To evaluate their behaviour in light of the requirements of the profession.

- Awareness of appropriate and inappropriate intervention attitudes and behaviours
- Accurate analysis of the consequences of inappropriate or improper behaviour
- Accurate description of their contribution and of their integration into the workplace
- Suggestions for improving how they relate to people and for furthering their professional integration

	Code:	019Y

Objective

Standard

Statement of the Competency

To establish a helping relationship.

Achievement Context

- Based on situations from the client's daily life
- Using support plans
- Using the case file and the intervention plan

Elements of the Competency

Performance Criteria

1. To make initial contact with the client.

- Display of attitudes and behaviours conducive to establishing a relationship based on trust
- Awareness of significant verbal and nonverbal indications of the person's emotional state
- Awareness of the circumstances of and events in the client's daily life
- Appropriate application of the rules of proxemics

2. To explore the affective aspect of the client's life experience with him or her.

- Display of attitudes and behaviours indicative of acceptance and flexibility in order to maintain the client's trust
- Appropriate choices as to the parts of the client's life experience that should be explored
- Appropriate interview planning
- Appropriate use of techniques that validate and help the client constructively channel the expression of emotion
- Appropriate use of paraphrasing, mirroring or confrontation techniques
- Use of a process centred on the client's emotions
- Analysis of the client's emotions and attitudes on the basis of the situation
- Ability to recognize the limitations of their capacity to intervene and to act accordingly

3. To determine, with the client, his or her specific needs and to agree on the appropriate plan of action.

- Display of attitudes and behaviours indicative of empathy
- Appropriate use of intervention strategies that help the client become aware of the need for help
- Accurate description of client expectations and needs in terms of information, support and referral
- Appropriate verification of the client's ability to asssume control of his or her life
- Relevance and clear formulation of the plan of action
- Ability to recognize the limitations of their capacity to intervene in a helping relationship and to act accordingly

4. To evaluate their ability to establish a relationship with the client.

- Awareness of their attitudes and behaviours
- Accurate analysis of their ability to have appropriate socioaffective responses
- Suggestions for improving their effectiveness in a helping relationship, while maintaining an appropriate emotional distance

	Code:	019Z

Objective

Standard

Statement of the Competency

To carry out adaptive and rehabilitative activities for clients with an intellectual disability.

Achievement Context

- Based on situations from the client's daily life
- Using the client's file, intervention plan or individualized service plan
- Using laws and codes of ethics
- Using observation and evaluation tools
- Using suitable material and tools
- In collaboration with resource persons

Elements of the Competency

Performance Criteria

1. To evaluate the extent of the client's disability and his or her adaptive potential.

- Identification of the client's disability and level of autonomy
- Accurate assessment of the client's needs
- Accurate assessment of the impact of the disability on the client's socioaffective adaptability
- Accurate assessment of the client's strengths and ability to learn
- Appropriate use of observation and evaluation tools
- Appropriate consultation with resource persons
- Ability to recognize the limitations of their capacity to intervene and to act accordingly

2. To plan intervention strategies tailored to the client's needs.

- Choice of objectives and intervention techniques based on the client's needs and abilities
- Appropriate choice of adaptive and rehabilitative activities
- Appropriate choice of resources
- Proper structuring of the program of activities
- Appropriate consultation with resource persons
- Observance of the mandates and policies of the institutions and organizations concerned

3. To carry out activities conducive to the development of the client's social skills.

- Display of attitudes and behaviours indicative of acceptance
- Appropriate use of intervention strategies that help develop interpersonal skills and the ability to be part of a group
- Appropriate use of intervention strategies that help the client express emotion and assert needs
- Consideration of the client's attention deficits
- Flexibility and originality in implementing the program of activities

4. To carry out activities that help maintain communication, cognitive and psychomotor skills.

- Display of attitudes and behaviours indicative of empathy
- Appropriate use of intervention strategies that help develop the client's potential and ability to learn successfully
- Appropriate use of rehabilitation material and tools
- Appropriate use of a personalized approach
- Consideration of the client's attention deficits
- Flexibility and originality in implementing the program of activities

5. To support the client in performing day-to-day tasks.

- Display of attitudes and behaviours indicative of empathy
- Support adapted to learning of everyday skills
- Respect for the client's privacy

6. To help the client and family accept the impairment or disability in question.

- Accurate evaluation of the ability of the client's living environment to provide appropriate support
- Display of attitudes and behaviours indicative of empathy
- Appropriate use of strategies that help the client and the family express emotion
- Appropriate use of helping techniques
- Appropriate use of intervention strategies that help the client and the family cope with the impairment or disability
- Accuracy and discernment in conveying information about the impairment or disability
- Clear mutual understanding of and agreement upon the cooperation expected

7. To evaluate the achievement of intervention objectives.

- Awareness of which objectives have been achieved and which have not
- Verification of the effectiveness of the chosen course of intervention and its implementation
- Accurate analysis of their ability to form relationships, to be flexible and to demonstrate appropriate socioaffective responses
- Suggestions for improving their intervention skills
- Formulation of appropriate recommendations and follow-up measures

Code: 046T

Objective

Standard

Statement of the Competency

To carry out activities for young people with learning or language difficulties.

Achievement Context

- Based on an intervention plan
- Based on situations from the client's daily life
- Using the client's file or individualized service plan
- Using laws, codes of ethics and school policy manuals
- Using observation and evaluation tools
- Using adapted material and tools
- In collaboration with resource persons

Elements of the Competency

Performance Criteria

1. To identify a problem situation.

- Recognition of the normal language development indicators and difficulties
- Identification of behaviours indicating learning difficulties
- Recognition of signs indicating that the language and learning difficulties are worsening and that related problems are appearing
- Identification of contextual elements related to the display of language and learning difficulties

2. To plan interventions.

- Observance of the parameters of the intervention plan
- Choice of objectives and intervention techniques based on the client's needs and abilities
- Appropriate choice of activities to help the client develop skills as well as transfer and apply learning
- Appropriate choice of resources
- Production of suitable material
- Appropriate consultation with resource persons

3. To carry out activities that will stimulate language development.

- Application of basic strategies to help the client with language development as well as with the transfer and application of learning
- Concerted action with the family and other professionals concerned
- Display of attitudes and behaviours indicative of empathy
- Flexibility and originality in implementing the program of activities
- Ability to recognize the limitations of their capacity to intervene and to act accordingly

4. To carry out activities that will help the client with academic learning.

- Appropriate use of intervention strategies that help the client adapt his or her behaviours to a school context, sustain his or her motivation and stay in school
- Appropriate use of intervention strategies that help the client develop social and communication skills
- Concerted action with the family and other professionals concerned
- Display of attitudes and behaviours indicative of empathy
- Flexibility and originality in implementing the program of activities
- Ability to recognize the limitations of their capacity to intervene and to act accordingly

5. To communicate information related to the client's progress.

- Establishment of a climate of discussion conducive to developing a trusting relationship
- Accuracy and discernment in describing the client's functioning
- Relevance of information communicated to the family and other professionals concerned

6. To evaluate the means and strategies implemented.

- Rigorous verification of the conformity of means and strategies with the intervention plan
- Verification of the effectiveness of the chosen course of intervention and its implementation
- Accurate analysis of their ability to form relationships, to be flexible and to demonstrate appropriate socioaffective responses
- Suggestions for improving their intervention skills
- Formulation of appropriate recommendations and follow-up measures

	Code: 01A0

Objective *Standard*

Statement of the Competency

To carry out adaptive and rehabilitative activities for clients with a physical impairment or neurological disorder.

Achievement Context

- Based on situations from the client's daily life
- Using the client's file, intervention plan or individualized service plan
- Using laws and codes of ethics
- Using observation and evaluation tools
- Using impairment-specific tests
- Using adapted material and tools
- In collaboration with resource persons

Elements of the Competency

Performance Criteria

1. To evaluate the extent of the client's impairment and his or her adaptive potential.

- Recognition of the client's functional abilities and level of autonomy
- Accurate assessment of the client's needs
- Accurate assessment of the effects of the impairment on the client's functional adaptability and emotional and social life
- Accurate assessment of the client's strengths and ability to learn
- Appropriate use of observation and evaluation tools
- Appropriate consultation with resource persons
- Ability to recognize the limitations of their capacity to intervene and to act accordingly

2. To plan intervention strategies tailored to the client's needs.

- Choice of objectives and intervention techniques based on the client's needs and abilities
- Appropriate choice of adaptive and rehabilitative activities
- Appropriate choice of resources
- Proper structuring of the program of activities
- Appropriate consultation with resource persons
- Observance of the mandates and policies of the institutions and organizations concerned

3. To help the client accept the impairment and define life goals.

- Display of attitudes and behaviours indicative of empathy
- Appropriate use of intervention strategies that facilitate the client's expression of his or her affective and sensory experience
- Appropriate use of helping techniques
- Appropriate use of intervention strategies that help the client take greater charge of his or her life and that enhance motivation
- Use of a personalized approach to support that helps define the client's fields of interest and aspirations
- Appropriate use of intervention strategies that help the client develop social skills
- Accuracy and discernment in conveying information about the impairment

4. To carry out activities that help develop linguistic, cognitive and psychomotor skills.

- Display of attitudes and behaviours indicative of empathy
- Clear explanation of rules and guidelines
- Appropriate use of intervention strategies that favour linguistic, intellectual and psychomotor development
- Appropriate use of rehabilitation material and tools
- Flexibility and originality in implementing the program of activities or exercises
- Respect for the client and his or her limits
- Observance of activity and exercise program objectives

5. To develop or maintain the parents' or family's ability to help the client.

- Accurate evaluation of the family's ability to provide appropriate support
- Display of attitudes and behaviours indicative of empathy
- Clear mutual understanding of and agreement upon the cooperation expected
- Appropriate use of intervention strategies that help the family express emotion and strengthen family ties
- Relevance of the training given to the family
- Respect for the family's culture

6. To evaluate the achievement of intervention objectives.

- Awareness of which objectives have been achieved and which have not
- Verification of the effectiveness of the chosen course of intervention and its implementation
- Accurate analysis of their ability to form relationships, to be flexible and to demonstrate appropriate socioaffective responses
- Suggestions for improving their intervention skills
- Formulation of appropriate recommendations and follow-up measures

Code: 01A1

Objective   *Standard*

Statement of the Competency

To act as a facilitator for groups of clients or work teams.

Achievement Context

- Using the appropriate documentation
- Using facilitation and evaluation tools

Elements of the Competency

Performance Criteria

1. To analyze group dynamics.

- Awareness of the main features and operational framework of the group or team
- Recognition of the group's or team's development phase
- Awareness of the role and contribution of each member of the group or team
- Consideration of the issues particular to the group or team
- Accurate analysis of the patterns of communication and the interpersonal relations within the group or team
- Appropriate facilitation strategy

2. To facilitate the collaboration and participation of group or team members.

- Appropriate use of facilitation strategies and techniques that improve the group's or team's interactions and motivation
- Alignment of facilitation methods with the needs and abilities of the group or team
- Observance of the procedures of group facilitation
- Display of attitudes and behaviours indicative of genuine involvement

3. To use conflict-resolution strategies.

- Description of the facts, behaviours and attitudes involved in the conflict
- Identification of potential solutions for resolving the conflict
- Choice of an appropriate strategy
- Appropriate use of facilitation techniques conducive to cohesion, consensus and acceptance of differences
- Respect for members of the group or team
- Display of attitudes and behaviours indicative of acceptance

4. To evaluate their skills as a facilitator.

- Awareness of their attitudes and actions
- Description of their proficiency in using facilitation techniques
- Suggested ways of improving their facilitation skills

	Code:	01A2

Objective

Standard

Statement of the Competency

To carry out activities for older individuals who are no longer autonomous.

Achievement Context

- Based on situations from the client's daily life
- Using the client's file, intervention plan or individualized service plan
- Using laws and codes of ethics
- Using observation and evaluation tools
- Using adapted material and tools
- In collaboration with resource persons

Elements of the Competency

Performance Criteria

1. To evaluate the impact of the client's deficits on his or her adaptive potential.

- Recognition of the client's functional abilities, social behaviour and level of autonomy
- Accurate assessment of the client's needs
- Accurate assessment of the effects of aging on the client's socioaffective adaptability
- Accurate assessment of the client's strengths and ability to learn
- Accurate assessment of the extent of the client's open-mindedness and willingness to cooperate
- Appropriate use of observation and evaluation tools
- Appropriate consultation with resource persons
- Ability to recognize the limitations of their capacity to intervene and to act accordingly

2. To plan interventions tailored to the client's needs.

- Choice of objectives and intervention techniques based on the client's needs and abilities
- Appropriate choice of adaptive and rehabilitative activities
- Appropriate choice of resources
- Proper structuring of the program of activities
- Appropriate consultation with resource persons
- Observance of the mandates and policies of the institutions and organizations concerned

3. To help the client accept the losses associated with the process of aging.

- Display of attitudes and behaviours indicative of empathy
- Appropriate use of intervention strategies that facilitate the client's expression of his or her affective and sensory experience
- Appropriate use of intervention strategies that help the client accept the effects of aging
- Appropriate use of helping techniques
- Accuracy and discernment in conveying information about the losses related to aging
- Respect for the person's values

4. To help maintain the client's functional abilities.

- Display of attitudes and behaviours indicative of empathy
- Clarity of the rules and guidelines conveyed to the client
- Appropriate use of material and tools
- Flexibility and originality in implementing the program of activities or exercises
- Suitable support for helping the client learn to perform or to maintain the ability to perform daily tasks
- Observance of the objectives of the program of activities or exercises
- Respect for the client and his or her functional abilities

5. To carry out activities conducive to social interaction.

- Display of attitudes and behaviours indicative of empathy
- Appropriate use of intervention techniques that help the client realize the importance of mutual assistance and sharing
- Appropriate use of facilitation techniques
- Flexibility and creativity in implementing the program of activities

6. To help the family accept the losses related to aging.

- Accurate evaluation of the ability of the client's living environment to provide appropriate support
- Display of attitudes and behaviours indicative of empathy
- Appropriate use of strategies that help family members express emotion
- Appropriate use of helping techniques
- Appropriate use of strategies that strengthen the family-client bond
- Accuracy and discernment in conveying information about losses related to aging
- Clear mutual understanding of and agreement upon the cooperation expected

	Code: 01A2
7. To evaluate the achievement of intervention objectives.	• Awareness of which objectives have been achieved and which have not • Verification of the effectiveness of the chosen course of intervention and its implementation • Accurate analysis of their ability to form relationships, to be flexible and to demonstrate appropriate socioaffective responses • Suggestions for improving their intervention skills • Formulation of appropriate recommendations and follow-up measures

Code: 046U

Objective

Statement of the Competency

To carry out adaptive and rehabilitative activities for young people with adjustment difficulties.

Elements of the Competency

1. To identify a problem situation.

2. To evaluate the client's difficulties as well as his or her adaptive potential.

Standard

Achievement Context

- Based on situations from the client's daily life
- Using the client's file, intervention plan or individualized service plan
- Using laws, codes of ethics and school policy manuals
- Using observation and evaluation tools
- Using adapted material and tools
- In collaboration with resource persons

Performance Criteria

- Identification of the client's behavioural indicators
- Identification of the environmental factors in question

- Consideration of the history of the services received
- Accurate assessment of the client's needs
- Accurate assessment of behavioural profile and psychodevelopmental aspects
- Accurate assessment of the effects of the adjustment difficulties on the client's development
- Accurate assessment of the client's strengths and abilities
- Accurate assessment of the client's sense of responsibility and open-mindedness
- Appropriate use of observation and evaluation tools
- Appropriate consultation with resource persons and family members
- Ability to recognize the limitations of their capacity to intervene and to act accordingly

3. To plan interventions tailored to the client's needs.	• Choice of objectives and intervention techniques based on the client's needs and abilities • Appropriate choice of adaptive and rehabilitative activities • Appropriate choice of resources • Proper structuring of the program of activities • Appropriate consultation of resource persons and family members • Observance of laws, mandates, policies and regulations in effect
4. To carry out activities that will help the client develop social skills.	• Display of attitudes and behaviours indicative of empathy • Appropriate use of facilitation techniques • Appropriate use of intervention strategies that help the client develop interpersonal skills and the ability to be part of a group • Appropriate use of intervention strategies that help the client realize the importance of mutual assistance and sharing • Appropriate use of intervention strategies that help the client control his or her aggression • Flexibility and originality in implementing the program of activities
5. To carry out activities that will help the client develop a sense of responsibility and self-esteem.	• Display of attitudes and behaviours indicative of empathy • Appropriate use of intervention strategies that help the client express emotion and improve self-esteem • Flexibility and originality in implementing the program of activities
6. To inform the family and the other professionals involved of the characteristics of the client's difficulties.	• Observance of the rules of ethics • Accuracy and discernment in describing the client's difficulties • Relevance of the educational and rehabilitative stragegies and means suggested to the family and other professionals concerned

	Code:	046U

7. To develop the parents' or family's ability to help the client.	• Accurate evaluation of the family's ability to provide support • Clear mutual understanding of and agreement upon the cooperation expected • Appropriate use of intervention strategies and skills that help develop parenting skills • Carrying out of education and training activities suitable for the family's needs • Display of attitudes and behaviours adapted to the level of cooperation of the persons concerned
8. To evaluate the achievement of intervention objectives.	• Awareness of which objectives have been achieved and which have not • Verification of the effectiveness of the chosen course of intervention and its implementation • Accurate analysis of their ability to form relationships, to be flexible and to demonstrate appropriate socioaffective responses • Suggestions for improving their intervention skills • Formulation of appropriate recommendations and follow-up measures

Code: 01A4

Objective

Standard

Statement of the Competency

Achievement Context

To protect their personal well-being.

- Based on work situations
- Using the appropriate documentation
- Using laws and codes of ethics
- Using emergency intervention protocols

Elements of the Competency

Performance Criteria

1. To assess the risks of a situation.

- Awareness of the risk of infection
- Prompt and accurate recognition of signs of a person's loss of control
- Recognition of the signs of burn-out
- Accurate analysis of the threats to their physical and psychological well-being and safety

2. To take preventive measures in cases of potential exposure to infection.

- Relevance of the protective measures adopted
- Observance of the rules of hygiene
- Respect for the client

3. To take preventive measures in the case of physical threats.

- Appropriate use of physical control techniques
- Appropriate use of a self-protection strategy
- Use of communication strategies adapted to the particular situation
- Display of attitudes and behaviours indicative of self-control
- Observance of the rules of proxemics
- Appropriate use of restraint equipment

4. To take measures to prevent burn-out.

- Appropriate use of stress-management techniques

Code: 01A5

Objective

Standard

Statement of the Competency

To analyze the relationship between social phenomena and adjustment problems.

Achievement Context

- Using the appropriate documentation
- Using charters of rights

Elements of the Competency

Performance Criteria

1. To recognize the social characteristics of a client or client group with adjustment problems.

- Awareness of the socioeconomic profile of the client or client group
- Accurate description of the values of the client or client group

2. To associate inequality and social disparity with adjustment problems.

- Clear description of the inequality and social disparity at the root of the social adjustment problem
- Clear description of the main social, economic and cultural effects of the psychosocial adjustment problems
- Awareness of the main elements of the social and political response to psychosocial adjustment problems

3. To analyze the connections between inequality and social disparity and adjustment dynamics.

- Accurate analysis of the effects of inequality and social disparity on the client's or client group's adjustment problems
- Recognition of the social factors that help or hinder adjustment

	Code:	01A6

Objective

Statement of the Competency

To carry out rehabilitative activities for clients with mental-health and drug-addiction problems.

Standard

Achievement Context

- Based on situations from the client's daily life
- Using the client's file, intervention plan or individualized service plan
- Using laws and codes of ethics
- Using observation and evaluation tools
- Using adapted material and tools
- In collaboration with resource persons

Elements of the Competency

1. To evaluate the extent of the client's disability and his or her adaptive potential.

2. To plan intervention strategies tailored to the client's needs.

Performance Criteria

- Recognition of the client's functional abilities, social behaviours and level of autonomy
- Accurate assessment of the client's needs
- Accurate assessment of the impact of the disability on the client's socioaffective adaptability
- Accurate assessment of the effects of drug use and medication on the client's rehabilitation process
- Accurate assessment of the client's strengths and ability to learn
- Appropriate use of observation and evaluation tools
- Appropriate consultation with resource persons
- Ability to recognize the limitations of their capacity to intervene and to act accordingly

- Choice of objectives and intervention techniques based on the client's needs and abilities
- Appropriate choice of rehabilitative activities
- Appropriate choice of resources
- Proper structuring of the program of activities
- Appropriate consultation with resource persons
- Observance of the mandates and policies of the institutions and organizations concerned

3. To help the client accept the problem and define life goals.

- Display of attitudes and behaviours indicative of empathy
- Appropriate use of intervention strategies that help the client express emotion
- Appropriate use of intervention strategies that help prevent relapse
- Appropriate use of helping techniques
- Appropriate use of intervention strategies that help improve the person's sense of responsibility and self-direction
- Appropriate use of intervention strategies that help develop social skills
- Use of a personalized approach to support that helps define the client's fields of interest and aspirations

4. To work with the client to find and agree upon ways of providing social support.

- Display of behaviour indicative of empathy
- Accurate analysis of the current and potential contribution of the person's social network
- Formulation of follow-up and support measures tailored to the client's needs

5. To implement mechanisms for supporting the family or the substitute environment.

- Accurate evaluation of the ability of the family or substitute environment to provide appropriate support
- Accuracy and discernment in conveying information about the nature and effects of the problem
- Clear mutual understanding of and agreement upon the cooperation expected
- Effectiveness of the educational activities carried out with the client's family and friends
- Ability to recognize the limitations of their capacity to intervene and to act accordingly

6. To evaluate the achievement of intervention objectives.

- Awareness of which objectives have been achieved and which have not
- Verification of the effectiveness of the chosen course of intervention and its implementation
- Accurate analysis of their ability to form relationships, to be flexible and to demonstrate appropriate socioaffective responses
- Suggestions for improving their intervention skills
- Formulation of appropriate recommendations and follow-up measures

	Code:	01A7

Objective

Standard

Statement of the Competency

Achievement Context

To carry out adaptive and rehabilitative activities for clients who are socially excluded or who are perpetrators or victims of violence.

- Using laws and codes of ethics
- Using observation and evaluation tools
- In collaboration with resource persons

Elements of the Competency

Performance Criteria

1. To detect a problem.

- Awareness of behaviours indicative or suggestive of potentially dangerous behaviours
- Awareness of the operative factors at play

2. To evaluate the client's condition and the danger presented by the situation.

- Promptness in reaching the client
- Consideration of the history of the services received
- Accurate assessment of the client's social adjustment and level of autonomy
- Accurate analysis of the client's needs
- Accurate assessment of the client's strengths and capacity for social adjustment
- Appropriate use of observation and evaluation tools
- Appropriate consultation with resource persons
- Ability to recognize the limitations of their capacity to intervene and to act accordingly

3. To determine intervention strategies and priorities on the basis of the client's problem.

- Choice of appropriate intervention objectives and techniques based on the level of vulnerability and on the needs of the client
- Appropriate choice of intervention program
- Appropriate choice of resources
- Proper structuring of the intervention program
- Appropriate consultation with resource persons
- Observance of the laws, policies and regulations in effect

4. To take measures aimed at keeping the client from harming himself or herself or others.

- Display of attitudes and behaviours indicative of support and active listening
- Observance of the rules of proxemics
- Appropriate use of stress-reducing intervention strategies and techniques
- Effectiveness of the protective measures
- Effectiveness of the follow-up agreed upon with the client

5. To attempt to mitigate the behaviours leading to exclusion and violence.

- Display of attitudes and behaviours indicative of empathy
- Appropriate use of intervention strategies that help to improve the person's self-esteem, social assertion and self-control
- Appropriate use of strategies that help resolve the problem of social integration
- Appropriate use of helping techniques
- Use of a process that focuses on empowerment of the client
- Appropriate use of intervention strategies that help establish links between the client and his or her social network

6. To implement social support mechanisms for victims of violence.

- Accurate evaluation of the ability of the client's living environment to provide appropriate support
- Display of attitudes and behaviours indicative of empathy
- Appropriate use of strategies that help establish links between the client and his or her social network
- Effectiveness of the referrals made
- Respect for the client's decision as to the courses of action to be undertaken

7. To evaluate the achievement of intervention objectives.

- Awareness of which objectives have been achieved and which have not
- Verification of the effectiveness of the chosen course of intervention and its implementation
- Accurate analysis of their ability to form relationships, to be flexible and to demonstrate appropriate socioaffective responses
- Suggestions for improving their intervention skills
- Formulation of appropriate recommendations and follow-up measures

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Code: 01A8

Objective

Standard

Statement of the Competency

Achievement Context

To develop an intervention plan.

- Based on a request for services
- Based on the mandates, policies and codes of ethics of the institutions and organizations concerned
- Using laws and regulations
- Using case notes and the progress report
- In collaboration with resource persons

Elements of the Competency

Performance Criteria

1. To process a request for services.

- Awareness of the relevant information concerning the profile and needs of the client and of his or her environment
- Consideration of the history of the services received
- Appropriate consultation with resource persons

2. To be knowledgeable about the legal aspects of the request for services.

- Awareness of the relevant laws and regulations
- Ability to identify the area of jurisdiction to which the request for service applies

3. To write up an intervention plan.

- Clear and objective description of the situation and problem
- Formulation of intervention objectives in the form of expected results
- Clear formulation of the methods of intervention
- Appropriate use of clinical terms
- Ability to recognize the limitations of their capacity to intervene and to act accordingly
- Observance of the rules of grammar, spelling, syntax and punctuation
- Observance of the rules of presentation

4. To present the intervention plan to a work team.

- Display of attitudes and behaviours that encourage members to express themselves and that indicate respect for the viewpoints of the members of the team
- Effective explanation of the plan
- Active participation within the work team
- Ability to recognize the limitations of their capacity to intervene and to act accordingly
- Observance of confidentiality

Code: 01A9

Objective

Standard

Statement of the Competency

To interact with clients from cultural and ethnic communities different from their own.

Achievement Context

- Using charters of rights
- Using the appropriate documentation

Elements of the Competency

Performance Criteria

1. To interpret the mindsets and behaviour patterns of the client using terms of reference from his or her cultural or ethnic background.

- Awareness of the characteristics of the cultural and ethnic communities to which the client belongs
- Effectiveness of the explanations provided regarding the mindsets and behaviour associated with particular cultural and ethnic backgrounds

2. To recognize instances of intolerance toward cultural and ethnic communities.

- Awareness of the main obstacles to intercultural communication
- Awareness of infringements of the client's basic rights

3. To collaborate with clients from cultural and ethnic communities.

- Display of attitudes and behaviours indicative of empathy
- Use of intercultural communication strategies tailored to the community concerned

4. To evaluate their ability to form relationships with clients from other cultures.

- Awareness of the factors that help or hinder effective intercultural intervention
- Awareness of their spontaneous reactions and personal values vis-à-vis different types of cultural behaviour
- Accurate assessment of their ability to form relationships with clients from other cultures and of the scope of their open-mindedness
- Suggestions for improving their approach with clients from other communities

	Code:	01AA

Objective

Standard

Statement of the Competency

Achievement Context

To carry out adaptive and rehabilitative activities for clients who are reentering society or the workplace.

- Using the client's file, intervention plan or individualized service plan
- Using laws and codes of ethics
- Based on the mandates and policies of the institutions and organizations concerned
- Using observation and evaluation tools
- Using adapted material and tools
- In collaboration with resource persons

Elements of the Competency

Performance Criteria

1. To evaluate the client's ability to reenter society or the workplace.

- Accurate analysis of the client's skills, needs and level of autonomy
- Accurate evaluation of the ability of the environment in question to provide appropriate support
- Accurate analysis of the factors that help or hinder integration into society or the workplace
- Accurate assessment of the client's strengths and abilities in terms of integrating into society or the workplace
- Accurate assessment of the client's level of open-mindedness and willingness to cooperate
- Appropriate consultation with resource persons
- Ability to recognize the limitations of their capacity to intervene and to act accordingly

2. To work with the client to produce an integration program and to determine where integration will occur.

- Display of attitudes and behaviours indicative of active listening and a collaborative approach
- Formulation of objectives for integrating into society or the workplace that are tailored to the client's needs
- Choice of the environment where integration will occur based on the client's needs and wishes
- Use of a personalized approach to support that helps define the client's fields of interest and aspirations

3. To work out the terms and conditions of the program and of its implementation with the authorities within the community where integration will occur.	• Relevance and clarity of the information conveyed about the client's needs and abilities • Clear mutual understanding of and agreement upon the conditions for receiving the client, social support mechanisms and follow-up measures • Formulation of an integration plan and a timetable
4. To institute mechanisms for facilitating integration into society or the workplace.	• Display of attitudes and behaviours indicative of empathy • Appropriate use of intervention techniques and strategies that help develop the client's social skills and ability to assert needs • Appropriate use of helping techniques • Effectiveness of the measures taken to prevent abuse • Effectiveness of activities and exercises that promote the transfer of skills
5. To mobilize support networks.	• Clear mutual understanding of and agreement upon the contribution of informal caregivers and the support network • Appropriate planning and implementation of training and support activities • Appropriate coordination of informal caregivers and people from the support network
6. To support and accompany the client throughout the process of integrating into society or the workplace.	• Display of attitudes and behaviours indicative of empathy • Appropriate use of intervention strategies that help the client express emotion • Appropriate use of intervention strategies that empower the client to act and take charge of himself or herself • Appropriate use of helping techniques • Recognition of the effects of work on the client's adjustment and ability to learn • Formulation of alternatives to the behaviour that poses problems • Respect for the client's autonomy

	Code:	01AA

7. To evaluate the achievement of intervention objectives.

- Awareness of which objectives have been achieved and which have not
- Appropriate consultation with those involved in the reintegration process
- Verification of the effectiveness of the program and of its implementation
- Accurate analysis of their ability to form relationships, to be flexible and to demonstrate appropriate socioaffective responses
- Formulation of the appropriate recommendations and follow-up measures

Code: 01AB

Objective

| ## *Standard* |

Statement of the Competency

Achievement Context

To intervene in a crisis.

- Using codes of ethics
- Using observation and evaluation checklists and instruments
- Using emergency intervention protocols

Elements of the Competency

Performance Criteria

1. To assess the level of danger presented by the situation.

- Awareness of the indications that action might need to be taken and of imminent crisis
- Awareness of the environmental and personal trigger factors
- Accurate analysis of the client's emergency needs
- Accurate assessment of the client's level of risk and distress
- Accurate assessment of the risk factors within the client's living environment

2. To determine intervention strategies and priorities.

- Choice of an intervention strategy based on the client's ability to meet his or her needs or on the level of risk
- Discernment and speed in making decisions

3. To take the necessary safety and protective measures.

- Effectiveness of the measures taken to protect the client's physical health and safety
- Effectiveness of the measures taken to safeguard the people in the client's entourage
- Effectiveness of the measures taken to protect themselves
- Appropriate use of approach techniques
- Observance of the rules of proxemics
- Appropriate implementation of the intervention protocol of the environment concerned
- Observance of the rules of ethics

4. To encourage the client to express emotion.

- Promptness in establishing a rapport with the client
- Appropriate use of communication techniques
- Relevance of the questions about the client's immediate and overall life experience
- Appropriate use of techniques that foster the expression of emotion
- Ability to tailor their behaviour to the changing situation
- Display of self-control
- Appropriate use of intervention strategies that help the client to manage stress

5. To work with the client to establish a protection plan.

- Accurate evaluation of the ability of the environment to provide appropriate support
- Display of attitudes and behaviours indicative of empathy
- Appropriate choice of support resources
- Formulation of means and strategies for protection adapted to the situation
- Effectiveness of referrals made

6. To support and accompany the client in the healing process.

- Proof of their availability, open-mindedness and respect
- Effectiveness of the follow-up agreed upon with the client
- Appropriate use of helping techniques
- Clear mutual understanding of and agreement upon the cooperation expected

7. To evaluate the intervention.

- Awareness of their attitudes and behaviours
- Accurate analysis of their ability to form relationships, to be flexible and to demonstrate appropriate socioaffective responses
- Verification of the effectiveness of the intervention strategies and priorities chosen
- Suggestions for improving their intervention and setting appropriate emotional boundaries

Code: 01AC

Objective

Standard

Statement of the Competency

To draw up and carry out an integrated intervention project.

Achievement Context

- Using the relevant documentation and data
- Using laws, regulations and codes of ethics
- In collaboration with resource persons

Elements of the Competency

Performance Criteria

1. To analyze a social problem.

- Accurate analysis of biopsychosocial adjustment problems experienced by clients or client groups
- Accurate analysis of social phenomena linked to adjustment problems
- Accurate analysis of the needs of clients and client groups
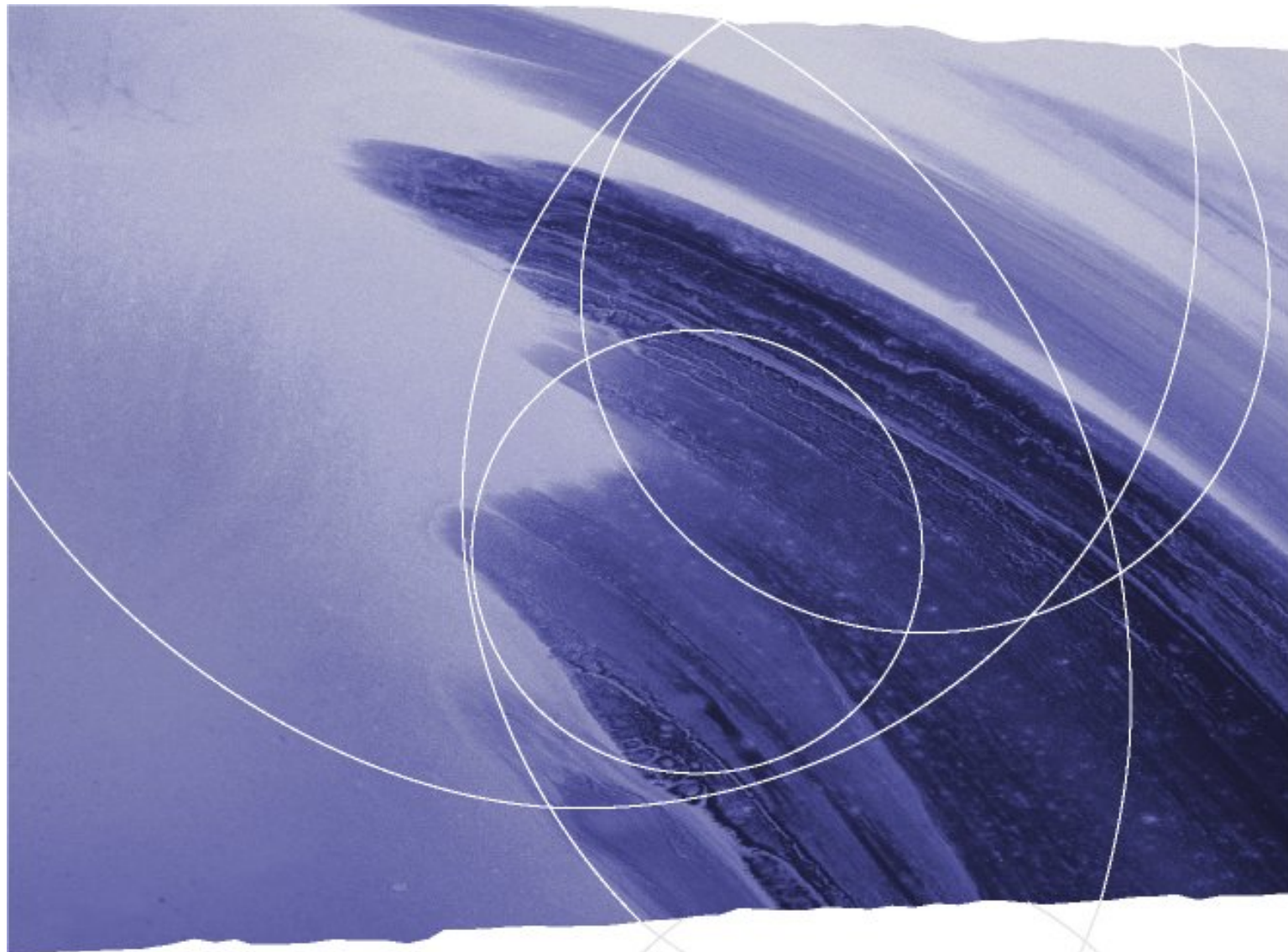- Appropriate consultation with resource persons

2. To design an integrated intervention project.

- Appropriate consultation with resource persons
- Formulation of intervention objectives consistent with the possibilities and limitations of the environment
- Clear description of project implementation
- Justification of the integrated nature of the project
- Clear mutual understanding of and agreement upon the cooperation expected
- Awareness of the limits of professional intervention and of the boundaries that separate the various fields involved

3. To carry out activities that help the client remain in his or her living environment.

- Display of attitudes and behaviours indicative of empathy
- Relevance of the activities undertaken
- Use of intervention strategies and techniques tailored to the project's objectives
- Appropriate use of helping techniques
- Efficient coordination with resource persons
- Display of attitudes and behaviours indicative of flexibility and open-mindedness
- Ability to recognize the limitations of their capacity to intervene and to act accordingly
- Observance of laws and regulations
- Observance of the code of ethics
- Observance of the mandates and policies of the institutions and organizations concerned

4. To carry out preventive activities.

- Effectiveness of the activities carried out
- Appropriate use of facilitation techniques
- Use of originality and creativity

5. To evaluate the project.

- Accurate evaluation of the impact of the project on the client
- Accurate evaluation of the effectiveness of the project