

Technical Education Program

310.B0

# Youth and Adult Correctional Intervention

Training Sector

20

Social, Educational  
and Legal Services

**Reach** for  
your **Dreams**

Québec 





Technical Education Program

310.B0

# Youth and Adult Correctional Intervention

Training Sector

20

Social, Educational  
and Legal Services

Formation professionnelle et technique  
et formation continue

Direction générale des programmes  
et du développement

# Development Team

## **Coordination**

*Louise Brunelle*

Sectoral training officer

Direction générale des programmes et du développement

Ministère de l'Éducation

## **With the Assistance of**

*Huguette Doré*

Coordinator, Service de l'ingénierie de la formation

Direction générale des programmes et du développement

Ministère de l'Éducation

## **Design and Development**

*Diane Ménard*

Teacher – Correctional intervention

Cégep François-Xavier Garneau

*Renelle Thériault*

Teacher – Correctional intervention

Cégep François-Xavier Garneau

## **Program Development Support**

*Diane Matrianni*

Program development consultant

## **English Version**

Direction de la production en langue anglaise

Services à la communauté anglophone

Ministère de l'Éducation

© Gouvernement du Québec  
Ministère de l'Éducation, 2004-00463

ISBN 2-550- 43053-0

Legal Deposit – Bibliothèque nationale du Québec, 2004

# Acknowledgments

The Ministère de l'Éducation would like to thank the many people working in the field and in the education community who helped in the development of this technical program, in particular the following individuals:

## Representatives Employed in the Field

---

*André Courtemanche*  
Assistant director  
Archambault Institution  
Sainte-Anne-des-Plaines

*Anick Chagnon*  
Correctional officer – level 2  
Leclerc Institution  
Laval

*Carole Laquerre*  
Coordinator, Professional development and practice  
Centre jeunesse de Québec  
Beauport

*Christian Favreau*  
Member, Management committee  
Trajet Jeunesse inc.  
Montréal

*Diane Fortier*  
Training officer  
Ministère de la Sécurité publique  
Sainte-Foy

*Diane Hogue*  
Director, Organization support service  
Centre jeunesse de Laval  
Laval

*Isabelle Kanash*  
Educator  
Centre jeunesse de la Montérégie  
Chambly

*Marie-Ève Lacroix*  
Animator and clinical advisor  
Centre résidentiel communautaire Le Pavillon  
Beauport

*Danielle Mathieu*  
Correctional officer  
Québec City Detention Centre – female sector  
Québec City

## Representatives Employed in Education

---

*François Chénier*  
Placement coordinator – Correctional intervention department  
John Abbott College  
Sainte-Anne-de-Bellevue

*Mark Falardeau*  
Teacher – Correctional intervention department  
Cégep François-Xavier Garneau  
Québec

*José Gariépy*  
Teacher – Correctional intervention department  
Cégep d'Ahuntsic  
Montréal

*Lyne Joncas*  
Teacher – Correctional intervention department  
Cégep François-Xavier Garneau  
Québec

*Silvie Lussier*  
Coordinator – Correctional intervention department  
Cégep de Maisonneuve  
Montréal

*Marie Murphy*  
Coordinator – Correctional intervention department  
John Abbott College  
Sainte-Anne-de-Bellevue

*Chantal Poitras*  
Teacher – Correctional intervention department  
Cégep d'Ahuntsic  
Montréal

*Guy Vallières*  
Teacher – Correctional intervention department  
Cégep de Maisonneuve  
Montréal

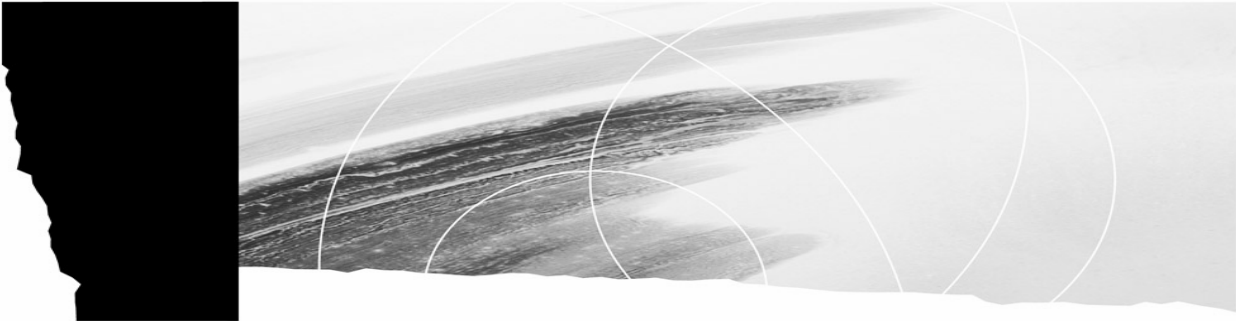


# Table of Contents

Introduction to the Program.....	1
Glossary .....	5
<b>Part I</b>	
Goals of the General Education Components .....	9
Educational Aims of the General Education Components.....	11
General Education Component Common to All Programs .....	17
General Education Component Adapted to this Program.....	29
Complementary General Education Component .....	36
<b>Part II</b>	
Goals of the Program-Specific Component .....	51
Educational Aims of the Program-Specific Component.....	53
Grid of Competencies .....	55
Harmonization .....	57
Program-Specific Component	
To analyze the job function. ....	59
To refer to legislation on delinquency. ....	61
To analyze the origin of delinquency. ....	63
To characterize types of delinquency. ....	65
To establish contact with a delinquent, family members, or the persons close to a delinquent. ....	67
To consider social and ethnocultural diversity. ....	69
To deal with drug use by a delinquent. ....	71
To understand how interventions relate to the application of legal measures.....	73
To deal with a delinquent with mental health problems. ....	75
To assess the risk of a person acting delinquently. ....	77
To work as part of a team under a delinquency intervention organization. ....	79
To observe delinquents in their living environment.....	81
To refer a delinquent, a family member or a person close to a delinquent to a community resource.....	83
To base delinquency intervention work on clinical approaches.....	85
To apply delinquency intervention techniques.....	87
To consider ethics and professional values while working in delinquency intervention. ....	89
To perform security interventions.....	91
To intervene on a daily basis to modify a delinquent's behaviour. ....	95
To intervene with delinquents in crisis situations.....	99
To intervene to assert authority. ....	103
To intervene to provide assistance for a delinquent. ....	107







---

310.B0

---

**Youth and Adult Correctional Intervention**

---

Year of approval: 2003

---

<b>Certification:</b>	Diploma of College Studies
<b>Number of credits:</b>	89 1/3 credits
<b>Total duration:</b>	2 520 hours of instruction

---

General education components:	660	hours of instruction
Program-specific component:	1860	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:

- No requirements



# Introduction to the Program

The *Youth and Adult Correctional Intervention* program is in keeping with the aims and orientations of technical education that guide the Ministère de l'Éducation. Designed in accordance with the framework for developing technical programs, this program is based on competencies, formulated in terms of objectives and standards.

The *Youth and Adult Correctional Intervention* 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 62 2/3 credits.

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

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

---

## General Education Component Common to All Programs

(16 2/3 credits)

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

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

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

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

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

- 030J To analyze the job function.
- 030K To refer to legislation on delinquency.
- 030L To analyze the origin of delinquency.
- 030M To characterize types of delinquency.
- 030N To establish contact with a delinquent, family members, or the persons close to a delinquent.
- 030P To consider social and ethnocultural diversity.
- 030Q To deal with drug use by a delinquent.
- 030R To understand how interventions relate to the application of legal measures.
- 030S To deal with a delinquent with mental health problems.
- 030T To assess the risk of a person acting delinquently.
- 030U To work as part of a team under a delinquency intervention organization.
- 030V To observe delinquents in their living environment.
- 030W To refer a delinquent, a family member or a person close to a delinquent to a community resource.
- 030X To base delinquency intervention work on clinical approaches.
- 030Y To apply delinquency intervention techniques.
- 030Z To consider ethics and professional values while working in delinquency intervention.
- 0310 To perform security interventions.
- 0311 To intervene on a daily basis to modify a delinquent's behaviour.
- 0312 To intervene with delinquents in crisis situations.
- 0313 To intervene to assert authority.
- 0314 To intervene to provide assistance for a delinquent.



# 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.

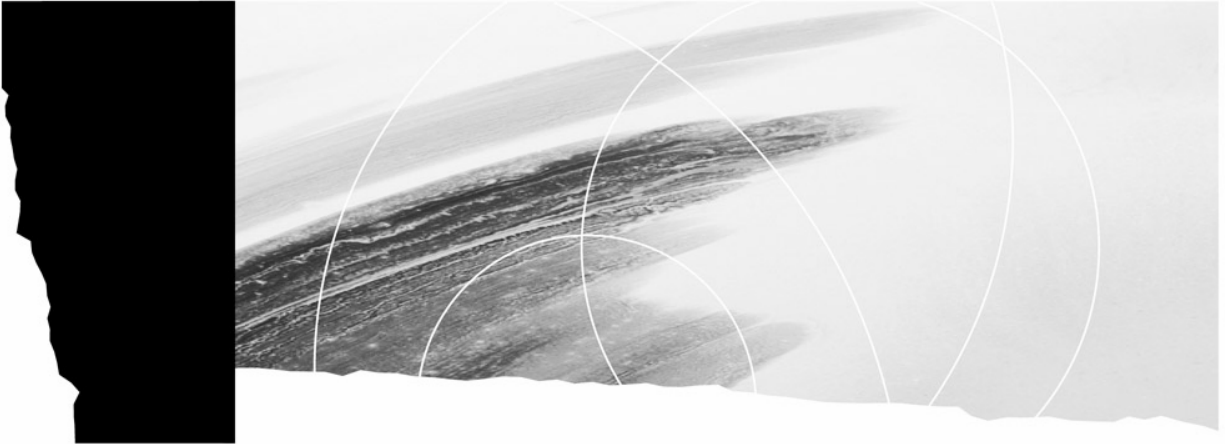
All the criteria must be respected for the objective to be recognized as having been attained.

### **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 and computer literacy
  - art and aesthetics

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

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

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

# Educational Aims of the General Education Components

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

## General Education 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 and Literacy Computer Science**

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

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

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

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

## **Art and Aesthetics**

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

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

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

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

To analyze and produce various forms of discourse.

**Elements of the Competency****Performance Criteria**

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

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

**Learning Activities**

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

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

To apply a critical approach to a literary theme.

**Elements of the Competency****Performance Criteria**

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

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

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

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

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

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

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

**Learning Activities**

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

Physical Education

Code: 0064

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

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

**Elements of the Competency****Performance Criteria**

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

**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**

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

**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**

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

**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**

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

**Learning Activities**

Discipline:	Humanities
Hours of instruction:	45
Credits:	2



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

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

**Elements of the Competency****Performance Criteria**

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

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**

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

**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**

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

**Elements of the Competency****Performance Criteria**

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

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

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

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

**Learning Activities**

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

## Social Sciences

Code: 000V

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

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

**Achievement Context**

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

**Elements of the Competency****Performance Criteria**

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

**Learning Activities**

Hours of instruction:	45
Credits:	2

Social Sciences

Code: 000W

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

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

**Achievement Context**

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

**Elements of the Competency****Performance Criteria**

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

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

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

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

3. Draw conclusions.

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

**Learning Activities**

Hours of instruction: 45  
Credits: 2

## Science and Technology

Code: 000X

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

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

**Achievement Context**

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

**Elements of the Competency****Performance Criteria**

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

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

**Learning Activities**

Hours of instruction: 45  
Credits: 2



Science and Technology

Code: 000Y

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

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

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

**Elements of the Competency****Performance Criteria**

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

**Learning Activities**

Hours of instruction:	45
Credits:	2

## Modern Languages

Code: 000Z

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

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

## Modern Languages

Code: 000Z

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

**Learning Activities**

Hours of instruction: 45  
Credits: 2

<b>Objective</b>	<b>Standard</b>
<b>Statement of the Competency</b>  To communicate on familiar topics in a modern language.	<b>Achievement Context</b>  <ul style="list-style-type: none"> <li>• During a conversation consisting of at least 15 sentences of dialogue</li> <li>• In a written text consisting of at least 20 sentences for Latin-alphabet languages</li> <li>• In a written text consisting of at least 10 sentences for non-Latin alphabet languages</li> <li>• Based on:               <ul style="list-style-type: none"> <li>– situations in everyday life</li> <li>– simple topics from everyday life</li> </ul> </li> <li>• Using reference materials</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. Understand the meaning of a verbal message.	Learning a modern language requires becoming aware of the culture of the people who use the language. <ul style="list-style-type: none"> <li>• Accurate identification of words and idiomatic expressions</li> <li>• Clear recognition of the general meaning and essential ideas of messages of average complexity</li> <li>• Logical connection between the various elements of the message</li> </ul>
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> <li>• Accurate identification of words and idiomatic expressions</li> <li>• Clear recognition of the general meaning and essential ideas of messages of average complexity</li> <li>• Logical connection between the various elements of the message</li> </ul>
3. Express a simple message verbally, using sentences of average complexity.	<ul style="list-style-type: none"> <li>• Appropriate use of language structures in main or subordinate clauses</li> <li>• Appropriate application of grammar rules</li> <li>• Use of verbs in the present indicative</li> <li>• Appropriate use of enriched basic vocabulary and idiomatic expressions</li> <li>• Comprehensible pronunciation</li> <li>• Coherent sequence of sentences of average complexity</li> <li>• Coherent dialogue of average complexity</li> </ul>

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

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

**Learning Activities**

---

Hours of instruction: 45  
Credits: 2

Modern Languages

Code: 0067

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

Hours of instruction: 45  
Credits: 2

## Mathematics Literacy and Computer Science

Code: 0011

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

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

**Achievement Context**

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

**Elements of the Competency****Performance Criteria**

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

**Learning Activities**

Hours of instruction: 45  
Credits: 2

## Mathematics Literacy and Computer Science

Code: 0012

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

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

**Achievement Context**

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

**Elements of the Competency****Performance Criteria**

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

**Learning Activities**

Hours of instruction: 45  
Credits: 2



## Art and Aesthetics

Code: 0013

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

To consider various forms of art produced by aesthetic practices.

**Achievement Context**

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

**Elements of the Competency****Performance Criteria**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Develop an appreciation for the dynamics of the imagination in art.</li> <li>2. Describe art movements.</li> <li>3. Give a commentary on a work of art.</li> </ol> | <ul style="list-style-type: none"> <li>• Precise explanation of a creative process connected to the construction of an imaginary universe</li> <li>• Descriptive list of the main characteristics of three art movements from different periods, including a modern movement</li> <li>• 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</li> </ul> |
|--|---|

**Learning Activities**

Hours of instruction:	45
Credits:	2

## Art and Aesthetics

Code: 0014

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

To produce a work of art.

**Achievement Context**

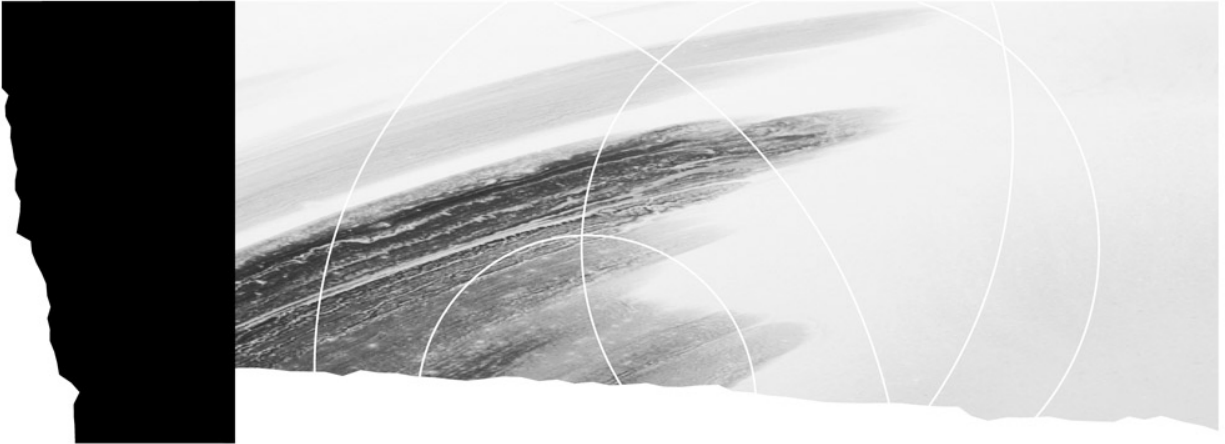
- Working alone
- During a practical exercise
- In the context of a creation or an interpretation
- Using the basic elements of the language and techniques specific to the medium selected

**Elements of the Competency****Performance Criteria**

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

**Learning Activities**

Hours of instruction:	45
Credits:	2



## **Part II**

---

**Goals of the Program-Specific  
Component**

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

**Grid of Competencies**

**Harmonization**

**Objectives and Standards of the  
Program-Specific Component**



## Goals of the Program-Specific Component

The *Youth and Adult Correctional Intervention* program trains technicians in the fields of delinquency prevention and the social integration of delinquents, working with delinquents both before they commit offences and after the application of court decisions or non-judicial measures.

Technicians intervene on a direct and daily basis with youth or adult predelinquents and delinquents, male and female, and with the victims of criminal acts.

The technicians work in secure, semi-open and open custody environments, mainly in provincial and federal detention centres, community residential centres, youth centres and various community organizations.

The goals of the program-specific component of the *Youth and Adult Correctional Intervention* 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 *Youth and Adult Correctional Intervention* program:

- to carry out roles associated with support and supervision, supportive care and attention, and counselling
- to contribute in a meaningful way to delinquency prevention and the reintegration of delinquents into society





# Grid of Competencies

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

The grid of competencies includes:

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

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

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

GRID OF COMPETENCIES															
SPECIFIC COMPETENCIES	Competency Number	GENERAL COMPETENCIES													
		To analyze the job function	To refer to legislation on delinquency	To analyze the origin of delinquency	To characterize types of delinquency	To establish contact with a delinquent, family members, or the persons close to a delinquent	To consider social and ethnocultural diversity	To deal with drug use by a delinquent	To understand how interventions relate to the application of legal measures	To deal with a delinquent with mental health problems	To assess the risk of a person acting delinquently	To work as part of a team under a delinquency intervention organization.	To refer a delinquent, a family member or a person close to a delinquent to a community resource	To base delinquency intervention work on clinical approaches	To consider ethics and professional values while working in delinquency intervention
Competency Number		1	2	3	4	5	6	7	8	9	10	11	13	14	16
To observe delinquents in their living environment	12	○		○	○		○	○		○	○				○
To apply delinquency intervention techniques	15	○	○	○	○	○	○	○				○	○	○	○
To perform security interventions	17	○	○	○	○	○	○	○	○	○	○	○			○
To intervene on a daily basis to modify a delinquent's behaviour	18	○	○	○	○	○	○	○	○	○	○	○	○	○	○
To intervene with delinquents in crisis situations	19	○	○	○	○	○	○	○	○	○	○	○		○	○
To intervene to assert authority.	20	○	○	○	○	○	○	○	○	○	○	○		○	○
To intervene to provide assistance for a delinquent	21	○	○	○	○	○	○	○	○	○	○	○	○	○	○

# Harmonization

The Ministère de l'Éducation 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 *Youth and Adult Correctional Intervention* 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, Techniques d'intervention en délinquance*.



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

To analyze the job function.

**Achievement Context**

- Using information on institutional and community networks
- Using recent data on the occupation and foreseeable changes in the future

**Elements of the Competency****Performance Criteria**

1. To gain an overview of existing institutional and community networks in the field of delinquency intervention.

- Correct representation of the structure and main components of each network
- Precise understanding of the mission of the main intervention organizations
- Accurate use of terminology

2. To describe the function of an intervention worker in each intervention organization.

- Proper understanding of how delinquency intervention job titles and roles relate to each other
- Thorough examination of the main tasks and subsidiary tasks inherent in the job function
- Appropriate examination of the requirements for performing tasks
- Recognition of the hiring criteria for each intervention organization
- Consideration of working conditions and structures in each area of intervention
- Recognition of possible career paths

3. To examine the skills and behaviours necessary to practise the job function.

- Relevance of the links established between suitable attitudes and behaviours and the various tasks involved in the job function
- Relevance of the links established between the required skills and the various tasks involved in the job function

4. To begin to reflect on delinquency as a phenomenon.

- Reliance on an explicit definition of delinquency
- Recognition of the values directly linked to delinquency
- Correct examination of personal values and the values involved in delinquency
- Use of appropriate terminology
- Clarity of expression



Code: 030K

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

To refer to legislation on delinquency.

**Achievement Context**

- In connection with youth or adult delinquents, their family members and those close to them
- With reference to the Canadian and Québec charters of human rights
- With reference to the Criminal Code and related legislation
- With reference to the Code of Penal Procedure
- With reference to various legislation governing private or social relations

**Elements of the Competency****Performance Criteria**

1. To gain an overview of the structure and operation of the judicial system.

- Correct representation of the components of the judicial system
- Precise understanding of the stages in the judicial process, from first court appearance to sentencing, for youth and adult delinquents and pre-delinquents
- Recognition of the roles, duties and functions of the persons who intervene at each stage in the judicial process

2. To locate information in the Criminal Code and related legislation.

- Understanding of how to locate information in the Criminal Code and related legislation
- Clear differentiation between indictable offences, criminal offences and hybrid offences
- Precise recognition of the main offences under the Criminal Code and related legislation
- Association of a type of offence with the corresponding sentence or penalty
- Clear differentiation between the objective and subjective criteria used to impose a sentence or penalty
- Exact definition of the objectives and goals of a sentence or penalty
- Understanding of the procedure to follow when applying for the removal of a criminal record or a pardon

3. To locate information in the Code of Penal Procedure.

- Understanding of how to locate information in the Code of Penal Procedure
- Precise recognition of the main offences under the Code of Penal Procedure

- |  |   |
|--|---|
| <p>4. To consider the fundamental rights and freedoms of a delinquent.</p>   | <ul style="list-style-type: none"> <li>• Thorough examination of the rights and freedoms recognized under the Canadian Charter of Rights and the Québec Charter of Human Rights and Freedoms</li> <li>• Documented recognition of the powers, duties and obligations of technicians when entering and searching a building, and during seizure, personal searches and arrest</li> <li>• Precise recognition of the legal recourses open to a delinquent whose rights and freedoms have been infringed</li> </ul>  |
| <p>5. To examine legislation governing private or social relations that affects delinquents, their family members and the persons close to them.</p> | <ul style="list-style-type: none"> <li>• Understanding of how to locate relevant information in the legislation concerned</li> <li>• Recognition of the principles underlying the legislation</li> <li>• Thorough examination of the rights of delinquents with regard to:               <ul style="list-style-type: none"> <li>– the protection of personal information</li> <li>– access to information concerning them</li> <li>– protection, when their mental health constitutes a threat for themselves or for others</li> </ul> </li> <li>• Appropriate examination of civil liability when intervening with delinquents</li> <li>• Appropriate examination of the rights of victims of crime</li> <li>• Precise recognition of the recourses open to a person whose rights have been infringed</li> </ul> |
| <p>6. To examine the requirements governing the preparation of testimony.</p>  | <ul style="list-style-type: none"> <li>• Recognition of the rules governing the preparation of testimony for a hearing or trial</li> <li>• Accurate differentiation between various cross-examination techniques</li> <li>• Recognition of the requirements, on the personal and professional levels, that a witness must meet when giving testimony</li> </ul>   |



Code: 030L

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

To analyze the origin of delinquency.

**Achievement Context**

- Using clinical and scientific information
- Using reference books

**Elements of the Competency****Performance Criteria**

1. To consider development phases during adolescence.

- Recognition of the main physical, mental, emotional and social changes that occur during adolescence
- Identification of the main needs and challenges to be met during adolescence
- Consideration of the influence of biopsychosocial determinants during adolescence
- Clear differentiation between types of developmental crises
- Use of accurate terminology

2. To consider stages in adult life.

- Valid characterization of the stages in adult life
- Identification of the main needs and challenges associated with adult life
- Consideration of the influence of biopsychosocial determinants on adult development
- Clear differentiation between types of developmental crises
- Use of accurate terminology

3. To use key concepts of criminology.

- Appropriate use of the fundamental concepts of criminology
- Accurate use of terminology

4. To identify the factors likely to lead to delinquency during adolescence.

- Precise recognition of biopsychosocial criminogenic factors
- Recognition of the possible influence of these factors on the emergence of delinquency during adolescence
- Consideration of the conjugated action of several criminogenic factors
- Use of appropriate terminology

5. To identify the factors likely to lead to delinquency during adulthood.
  - Precise recognition of biopsychosocial criminogenic factors
  - Recognition of the possible influence of these factors on the emergence of delinquency during adulthood
  - Consideration for the conjugated action of several criminogenic factors
  - Use of appropriate terminology
6. To understand the influence of social values on the criminalization and decriminalization of various behaviours.
  - Recognition of recent criminalization and decriminalization measures
  - Correct understanding of the relationship between adapted measures and underlying social values
  - Clarity of expression
  - Use of appropriate terminology

Code: 030M

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

To characterize types of delinquency.

**Achievement Context**

- Taking the legal context into account
- Using reference books

**Elements of the Competency****Performance Criteria**

1. To characterize the type of pre-delinquency seen in young boys and girls.

- Recognition of the main types of serious behavioural difficulties
- Demonstration of underlying problems
- Appropriate overview of how young people function in personal, relational and social terms
- Identification of the defence mechanisms used by young people
- Use of appropriate terminology

2. To characterize the type of delinquency seen in young male offenders.

- Recognition of the main types of offences
- Recognition of specific features in the way offences are committed
- Demonstration of the values and reasoning underlying the delinquent behaviour
- Appropriate overview of how young male offenders function in personal, relational and social terms
- Identification of the neutralization techniques used
- Use of appropriate terminology

3. To characterize the type of delinquency seen in young female offenders.

- Recognition of the main types of offences
- Recognition of specific features in the way offences are committed
- Demonstration of the values and reasoning underlying the delinquent behaviour
- Appropriate overview of how young female offenders function in personal, relational and social terms
- Identification of the neutralization techniques used
- Use of appropriate terminology

- |  |  |
|--|--|
| <p>4. To characterize the type of delinquency seen in adult males.</p>         | <ul style="list-style-type: none"> <li>• Recognition of the main types of offences</li> <li>• Recognition of specific features in the way offences are committed</li> <li>• Demonstration of the values and reasoning underlying the delinquent behaviour</li> <li>• Appropriate overview of how delinquent adult males function in personal, relational and social terms</li> <li>• Identification of the neutralization techniques used</li> <li>• Use of appropriate terminology</li> </ul>   |
| <p>5. To characterize the type of delinquency seen in adult females.</p>       | <ul style="list-style-type: none"> <li>• Recognition of the main types of offences</li> <li>• Recognition of specific features in the way offences are committed</li> <li>• Demonstration of the values and reasoning underlying the delinquent behaviour</li> <li>• Appropriate overview of how delinquent adult females function in personal, relational and social terms</li> <li>• Identification of the neutralization techniques used</li> <li>• Use of appropriate terminology</li> </ul> |
| <p>6. Characterize the type of delinquency seen in criminal organizations.</p> | <ul style="list-style-type: none"> <li>• Recognition of the main criminal organizations</li> <li>• Correct overview of how criminal organizations recruit members and operate</li> <li>• Correct identification of the symbols used by criminal organizations</li> <li>• Precise recognition of the types of offences committed, and the ways in which they are committed</li> </ul>   |

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

To establish contact with a delinquent, family members, or the persons close to a delinquent.

**Achievement Context**

- With a youth or adult delinquent
- With the family members of or persons close to a delinquent
- In order to establish communications with individuals who may be resistant, unwilling, manipulating, provocative, hostile, etc.
- In informal or formal settings

**Elements of the Competency****Performance Criteria**

1. To talk to a delinquent, family members, or the persons close to a delinquent.

- Adoption of attitudes conducive to dialogue
- Formulation of questions designed to:
  - get to know the person better
  - identify the person's main characteristics
- Quality of listening
- Valid decoding of the person's body language and verbal message
- Clear expression of ideas and emotions
- Consideration of the other person's point of view
- Focus on the other person's positive aspects

2. To make a request to, or refuse a request from, a delinquent, family members, or the persons close to a delinquent.

- Appropriate combination of tact and firmness
- Direct, concise formulation of the request or refusal
- Clear statement of the reasons underlying the request or refusal
- Coherent nonverbal attitudes
- Quality of listening
- Use of suitable techniques to deal with the reactions of the other person
- Persistence and calmness

3. To respond to criticism from a delinquent, family members, or the persons close to a delinquent.

- Verification of the nature of and basis for the criticism
- Focus on objectivity and precision
- Respectful and calm attitude
- Clear and honest expression of emotions and point of view
- Use of suitable techniques to deal with the type of criticism made

4. To address a criticism to a delinquent, family members, or the persons close to a delinquent.
  - Honest and direct expression of feelings
  - Objective description of the behaviour criticized
  - Clear statement of the reasons underlying the criticism
  - Clear and constructive description of the desired behaviour
  - Quality of listening
  - Conclusion of an agreement that is acceptable to both parties
5. To interview a delinquent, family members, or the persons close to a delinquent.
  - Adoption of behaviour patterns able to create an atmosphere of trust and collaboration
  - Clarification of the objective sought
  - Quality of listening and communication
  - Demonstration of skills in inducing interviewees to express their needs and emotions
  - Consideration of the other person's reactions
  - Compliance with the procedure for the type of interview concerned
  - Joint evaluation of whether the objective of the interview has been met

Code: 030P

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

To consider social and ethnocultural diversity.

**Achievement Context**

- With regard to youth or adult delinquents and the people close to them
- With reference to situations likely to occur in the professional work of an intervention technician

**Elements of the Competency****Performance Criteria**

1. To perceive manifestations of intolerance towards people from a different social or ethnocultural background.
2. To ask questions about the lifestyle of a delinquent and the people close to him or her.
3. To try to understand the thought processes and actions of a delinquent and the people close to him or her.

- Attentive observation of people and situations
- Recognition of behaviour and attitudes that indicate intolerance
- Identification of obstacles to tolerance and communication
- Recognition of the consequences of intolerance for victims
- Constant respect for individuals and their particularities
- Demonstration of interest in and open-mindedness towards a delinquent and the people close to him or her
- Formulation of questions to better understand the delinquent and the people close to him or her:
  - living conditions and occupation
  - beliefs and values
  - etc.
- Use of accessible language
- Receptiveness and open-mindedness with regard to the person's feelings
- Formulation of questions to understand the perceptions of the people present concerning:
  - family and parental roles
  - delinquency
  - justice and the justice system
  - the role of intervention technicians
- Identification of the links between the perceptions, reactions and actions of the persons present

4. To demonstrate respect towards a delinquent and the people close to him or her.
  - Consideration of the role and responsibilities of a professional towards the people present
  - Contribution to the creation of an atmosphere of mutual respect
  - Receptiveness towards the thought processes and actions of the persons present
  - Demonstration of respect during meetings and discussions
5. To adapt to a delinquent and the people close to him or her.
  - Consideration of the problems experienced by people of a different social or ethnocultural background
  - Genuine willingness to modify personal attitudes and behaviour when dealing with people from a different social or ethnocultural background
  - Demonstration of a commitment and willingness to provide support for people from a different social or ethnocultural background
  - Adaptation of ways of communicating and interacting



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

To deal with drug use by a delinquent.

**Achievement Context**

- With regard to youth or adult delinquents
- Taking into account the legal situation, in particular legislation on drugs and narcotics
- Using the rules and policies applicable in the intervention organization
- Using documents on drug abuse: guides, compendiums, videos, posters, Web sites, etc.
- Using observation and evaluation grids
- While maintaining contact with specialized resources as needed

**Elements of the Competency****Performance Criteria**

1. To recognize the signs of drug use by a delinquent.

- Appropriate use of observation grids
- Identification of concrete signs that indicate drug use
- Correct identification of drug types
- Detection of symptoms of intoxication or withdrawal
- Effective use of documentation

2. To assess the extent of a delinquent's drug use.

- Appropriate use of evaluation grids to assess drug use
- Identification of the factors that triggered the drug use
- Demonstration of the links between a person's drug use and delinquency
- Determination of a delinquent's exact drug use profile
- Accurate assessment of a delinquent's needs

3. To apply the directives in force in the intervention organization.

- Well-considered application of the main directives in the intervention organization with regard to:
  - the presence of drugs or items connected with drug use
  - delinquents under the influences of drugs

- |  |  |
|--|--|
| 4. To make delinquents aware of the negative aspects of drug use.                      | <ul style="list-style-type: none"><li>• Clear, well-documented information on factors connected with the drug used, the individual and the environment</li><li>• Use of awareness-raising techniques suited to the person involved</li><li>• Creativity and open-mindedness</li><li>• Use of appropriate vocabulary</li></ul>  |
| 5. To help a delinquent reduce his or her drug use or stop using drugs.                | <ul style="list-style-type: none"><li>• Assessment of the delinquent's degree of motivation</li><li>• Use of relevant techniques given the delinquent's particular situation</li><li>• Appropriate advice to family members or persons close to the delinquent to allow them to provide assistance, where applicable</li></ul> |
| 6. To provide information on the approaches suggested by various drug abuse resources. | <ul style="list-style-type: none"><li>• Consideration of the needs of the delinquent or the people close to the delinquent</li><li>• Relevant choice of existing approaches</li><li>• Clarity and accuracy of the information provided on approaches and resources</li></ul>   |

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

To understand how interventions relate to the application of legal measures.

**Achievement Context**

- Taking into account the mandate of each intervention organization
- Using the applicable policies, standards and rules of each intervention organization
- With reference to the legislation on young people with behavioural difficulties and young offenders
- With reference to the legislation governing adult delinquents

**Elements of the Competency****Performance Criteria**

1. To gain an overview of the structure and operation of the youth intervention network.

- Accurate representation of the components of the youth intervention network
- In-depth analysis of legal measures, and of the services and programs available to young pre-delinquents or delinquents
- Recognition of the interrelations between measures, services and programs
- Accurate designation of the role and responsibilities of the main players in the youth intervention network
- Recognition of the importance of respecting the powers and duties of each player
- Accuracy of the terms used

2. To specify how a technician's responsibilities relate to the application of legal measures targeting young people with a serious behavioural problem and young offenders.

- Consideration of the characteristics of pre-delinquents and delinquents
- Consideration of the legal measures to apply and the service or program that covers the young person concerned
- In-depth examination of a technician's role and responsibilities with regard to a young person and the people close to the young person

- |  |   |
|--|---|
| <p>3. To gain an overview of the structure and general operation of the Québec and Canadian correctional services.</p>                                   | <ul style="list-style-type: none"> <li>• Accurate representation of the components of the Québec and Canadian correctional services</li> <li>• In-depth analysis of legal measures and the programs available to delinquents in secure custody or open custody</li> <li>• Recognition of interrelations between the legal measures to apply and the programs available</li> <li>• Accurate designation of the roles and responsibilities of the main players in the system</li> <li>• Recognition of the importance of respecting the powers and duties of each player</li> <li>• Accuracy of the terms used</li> </ul> |
| <p>4. To specify how the professional activities of a technician relate to the application of legal measures in a prison environment.</p>                | <ul style="list-style-type: none"> <li>• Consideration of the characteristics of each delinquent</li> <li>• Consideration of the legal measure to be applied</li> <li>• In-depth examination of the role and responsibilities of the technician towards the delinquent</li> </ul>   |
| <p>5. To specify how the professional activities of a technician relate to the application of legal measures in open custody with adult delinquents.</p> | <ul style="list-style-type: none"> <li>• Consideration of the characteristics of each delinquent</li> <li>• Consideration of the legal measure to be applied</li> <li>• In-depth examination of the role and responsibilities of the technician towards the delinquent</li> </ul>   |

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

To deal with a delinquent with mental health problems.

**Achievement Context**

- With youth or adult delinquents
- With reference to the main mental health problems experienced by delinquents
- Taking the legal framework into account
- Using statistical and diagnostic tools on mental health and any other useful documentation
- While maintaining contact with resource persons

**Elements of the Competency****Performance Criteria**

1. To establish contact with a delinquent with mental health problems.

- Open-mindedness, calmness and perspicacity
- Use of communication techniques adapted to the delinquent and to the situation
- Quality of listening
- Establishment of an initial valid contact with the delinquent
- Clarification of the delinquent's needs and the general situation

2. To isolate the symptoms associated with a delinquent's mental health problems.

- Discernment
- Recognition of the delinquent's behaviour patterns and attitudes
- Establishment of links between the delinquent's behaviour patterns and attitudes and the symptoms of the mental health problem
- With a focus on:
  - genuine appeals for help
  - warning signs of an upcoming crisis
- Effective use of documentation

3. To establish links between a delinquent's mental health problems and delinquent behaviour.

- Perspicacity and sound judgment
- Identification of the main factors behind the delinquent's mental health problems
- Recognition of the manifestations of the mental health problem connected with the delinquent's behaviour
- Recognition of the situations likely to maintain or intensify the delinquent's mental health problems

4. To consult other intervention technicians.
  - Objectivity and open-mindedness
  - Precise communication of observations and conclusions
  - Use of appropriate vocabulary
  - Location of relevant information on the delinquent's mental health problem and the medication applicable
  - Active search for ways to help the delinquent
5. To help a delinquent with mental health problems.
  - Consideration of the delinquent's mental health problems and general situation
  - Communication adapted to the delinquent concerned
  - Consideration of the delinquent's abilities and degree of motivation
  - Suggestion of activities, ideas or concrete and relevant ways to meet the delinquent's needs
  - Search for a balance between support and supervision
  - Recognition of the need to refer the person to a professional or specialized resource

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

To assess the risk of a person acting delinquently.

**Achievement Context**

- With youth and adult delinquents
- Taking the legal framework into account
- Using the delinquent's case file
- Using the assessment tools applied by the various intervention authorities

**Elements of the Competency****Performance Criteria**

1. To examine a delinquent's criminal profile.

- Full listing of the offences committed by the delinquent: types of offence, frequency, repeat offences and gravity of the offences
- Attentive examination of the context in which the delinquent committed the offences
- Identification of trigger factors
- Consideration of the perception that the delinquent has of his or her offences
- Consideration of the delinquent's compliance or noncompliance with previous commitments

2. To isolate the delinquent's characteristics.

- Gathering of information on:
  - the delinquent's personal and interpersonal characteristics
  - the delinquent's specific problems
  - the way the delinquent functions in society
  - the delinquent's family and social resources
- Vigilance and perspicacity in identifying signs of acting out

3. To write evaluation reports.

- Compliance with legal requirements and the standards of the intervention organization
- Focus on objectivity in transcribing information

4. To issue an opinion concerning the risk of acting out.

- Accurate analysis of all available information
- Demonstration of the factors that make the delinquent likely to act out
- Demonstration of the factors that inhibit the delinquent from acting out
- Formulation of plausible hypotheses concerning the type and degree of risk

5. To make recommendations to the person legally responsible for the case.

- Clarity of expression
- Relevant, substantiated recommendation as to the actions to be taken with regard to the delinquent





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

To work as part of a team under a delinquency intervention organization.

**Achievement Context**

- Under various delinquency intervention organizations
- With the members of a small work team
- With a larger team
- Using the rules of the organization or institution concerned
- Using existing documentation: files, intervention plans, etc.

**Elements of the Competency****Performance Criteria**

1. To join a work team.

- Support for the team's mission and operating rules
- Quality of listening and communication
- Team spirit
- Focus on adapting to people and situations
- Reasoned presentation of the role and professional responsibilities of a technician

2. To cooperate in performing tasks.

- Display of attitudes and behaviours suitable for team work
- Focus on ensuring the flow of information
- Significant contribution to work organization
- Appreciable contribution to the performance of work tasks
- Compliance with the schedule set by the team
- Compliance with team decisions
- Reliability in performing work duties

3. To take part in team meetings.

- Adequate preparation in view of the objectives
- Compliance with the rules of the organization or institution
- Respect for the role, responsibilities and skills of each technician
- Clear statement of observations and hypotheses concerning a delinquent or delinquents
- Quality of listening and communication
- Significant contribution to discussions and decisions
- Preparation of thorough and clear reports, if required

4. To contribute to conflict resolution within the work team.
- Accurate assessment of the situation
  - Critical examination of personal reactions to a given situation
  - Attentive listening and open-mindedness to divergent points of view
  - Clear and respectful statement of personal point of view
  - Significant contribution to the search for solutions

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

To observe delinquents in their living environment.

**Achievement Context**

- In intervention sites for young offenders: youth centres, alternative justice organizations, etc.
- In intervention sites for adult delinquents: detention centres, community residential centres, etc.
- Using observation grids

**Elements of the Competency****Performance Criteria**

1. To observe physical surroundings and materials.

- Effective use of observation grids
- Accurate listing of the characteristics and condition of surroundings and materials
- Identification of:
  - missing, damaged or dangerous materials
  - breakages of or alterations to surroundings or materials

2. To observe a delinquent.

- Effective use of observation grids
- Precise listing of the delinquent's words, behaviour and actions
- Observation of the signs showing the delinquent's physical and emotional state
- Accurate assessment of changes in the delinquent's behaviour and attitudes
- Recognition of relationships with peers, and behaviour towards peers
- Precise listing of the delinquent's reaction to intervention by staff

3. To observe a group of delinquents.

- Identification of all the members of the group
- Precise listing of the words, behaviour and actions of the group members
- Recognition of:
  - interactions and affiliations within the group
  - the way in which roles are exercised within the group
- Precise listing of group reactions to intervention by staff

- |  |  |
|--|--|
| 4. To prepare an observation report.                 | <ul style="list-style-type: none"><li>• Transfer of information to the appropriate report</li><li>• Objectivity and relevance of the observations made</li><li>• Precise description of observations</li><li>• Compliance with legal drafting standards and the standards of the organization concerned</li></ul>  |
| 5. To discuss observations with work colleagues.     | <ul style="list-style-type: none"><li>• Respect for work colleagues</li><li>• Clear and concise formulation of observations</li><li>• Quality of listening</li><li>• Significant contribution to discussions</li></ul>   |
| 6. To analyze personal observations.                 | <ul style="list-style-type: none"><li>• Plausibility of the links established between personal observations and perceptions</li><li>• Formulation of suitable hypotheses to explain the behaviour observed</li><li>• Objectivity</li><li>• Formulation of valid hypotheses concerning the type of interventions required by the delinquents observed</li></ul> |
| 7. To assess personal ability to act as an observer. | <ul style="list-style-type: none"><li>• Honest analysis of the repercussions of personal observations in personal and professional terms</li><li>• Realistic examination of personal strengths and points that need improvement</li><li>• Search for relevant solutions to improve future observation</li></ul>  |

Code: 030W

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

To refer a delinquent, a family member or a person close to a delinquent to a community resource.

**Achievement Context**

- For youth or adult delinquents, and the persons close to them
- To meet various client needs
- Using a range of guides, leaflets, Web sites, etc.
- In connection with local community resources

**Elements of the Competency****Performance Criteria**

1. To prepare an inventory of local community resources.

- Consideration of the main needs of delinquents and the people close to them
- Relevant inventory of local community resources
- Precise listing of all relevant information concerning the resources
- Functional sorting of information

2. To meet with a delinquent or the people close to the delinquent.

- Accurate analysis of the situation of the delinquent or the people close to the delinquent
- Joint determination of the priority needs of the delinquent or the people close to the delinquent
- Quality of listening and communication

3. To search for a suitable community resource.

- Appropriate use of existing documentation
- Collaboration with staff members at community resources
- Clear formulation of the objective of the search
- Establishment of a relevant link between the legal status of the delinquent and the access criteria for the community resource
- Judicious selection of a resource to match the needs of the delinquent or the people close to the delinquent

4. To recommend one or more community resources to the delinquent or the people close to the delinquent.

- Relevance of the information transmitted concerning the recommended resource or resources
- Clarity of the explanations given concerning the actions that the delinquent or the people close to the delinquent must take
- Use of appropriate vocabulary for the situation concerned



Code: 030X

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

To base delinquency intervention work on clinical approaches.

**Achievement Context**

- For intervention work with a youth or adult delinquent
- Taking the legal framework into account
- Taking into account any legal measure applying to the delinquent
- Using the delinquent's case file and the intervention plan determined for the delinquent
- Using reference books

**Elements of the Competency****Performance Criteria**

1. To consider the contribution made by various clinical approaches.

- Demonstration of the main and underlying concepts of each clinical approach
- Precise recognition of the specific contribution of each approach
- Use of exact terms

2. To match clinical approaches with types of delinquency.

- Recognition of the clinical approaches most often applied in the area of youth and adult delinquency
- Establishment of relevant links between clinical approaches and types of delinquency
- Establishment of relevant links between clinical approaches and the characteristics of a youth or adult delinquent
- Use of exact terms

3. To use the analysis tools associated with various clinical approaches.

- Consideration of the various types of analysis tools and their specific functions
- Appropriation of all relevant information concerning the delinquent and his or her situation
- Methodical, strict work
- Determination of the delinquent's main problem
- Formulation of valid hypotheses concerning the intervention objectives to pursue with the delinquent

4. To use the intervention methods associated with the various clinical approaches.
  - Consideration of the intervention methods associated with each clinical approach
  - Judicious use of appropriate intervention methods for the type of delinquency involved
  - Self-assurance and consistency in the use of the intervention methods selected
  - Focus on putting the concepts and principles associated with the clinical approaches into practice
5. To adopt a type of conduct suited to the clinical approach selected.
  - Adoption of attitudes and behaviours that are suitable for an intervention technician
  - Adoption of attitudes and behaviours that are suitable to the intervention situation and issues
  - Adoption of attitudes and behaviours that are suitable to the type of relationship that must be established with the delinquent
  - Initiative and creativity



Code: 030Y

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

To apply delinquency intervention techniques.

**Achievement Context**

- In the area of primary and secondary delinquency prevention
- With individuals and groups
- In response to a request for intervention
- Using documents on prevention: guides, handbooks, videos, posters, Web sites, CD-ROMs, etc.
- Alone or as a member of a work team
- While maintaining contact with resource persons as needed

**Elements of the Competency****Performance Criteria**

1. To analyze a problem situation with links to delinquency.

- Accurate assessment of the type and seriousness of the problem
- Accurate identification of the causes of the problem
- Precise description of the characteristics of the target clientele
- Accurate determination of the needs of the group
- Quality of listening and communication

2. To focus on prevention.

- Consideration of the problem, its causes and characteristics, and the needs of the persons concerned
- Effective use of documents
- Thorough examination of prior preventive interventions
- Listing of the interventions connected to the problem situation

3. To structure a preventive intervention.

- Determination of precise and realistic objectives
- Strict planning of the intervention
- Coherence of the planned intervention
- Relevance and ingenuity of the strategies and techniques used
- Compliance with the mission and clinical approach of the organization concerned
- Appropriate consultation of colleagues
- Methodical preparation of equipment

4. To implement a preventive intervention.
  - Functional organization of equipment and room
  - Creation of an atmosphere conducive to intervention
  - Clear, concise presentation of the intervention and intervention schedule
  - Dynamism and leadership
  - Appropriate use of verbal and nonverbal communication techniques
  - Appropriate use of group leadership techniques
  - Critical review of the intervention with the persons involved
5. To assess the quality of a preventive intervention.
  - Clarity and objectivity when preparing reports
  - Assessment of the degree to which intervention objectives have been attained
  - Appreciation of the strategies and methods used, giving reasons
  - Frank, critical discussions with colleagues
  - Relevant proposals intended to improve the intervention

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

To consider ethics and professional values while working in delinquency intervention.

**Achievement Context**

- Taking the legal framework into account
- With reference to documents concerning the rights of users and persons in custody
- Using:
  - reference books
  - personal reflection and discussions with colleagues

**Elements of the Competency****Performance Criteria**

1. To commit to the values of the profession.

- Recognition of the nature and extent of the values of the profession
- Judicious comparison of personal values, the values of the profession and the values of the intervention organization
- Harmonization of personal values, the values of the profession and the values of the intervention organization
- Adoption of attitudes and behaviours that are consistent with the values of the profession

2. To act with responsibility.

- Autonomy and consistency in carrying out work duties
- Reliability in completing tasks
- Critical review of personal acts and decisions
- Enlightened use of influence

3. To consider various intervention situations from an ethical point of view.

- Recognition of the ethical dimension of intervention situations
- Open-mindedness and respect for other points of view
- Judicious contribution to discussions
- Enlightened examination of the possible consequences of decisions
- Clear distinction between ethical problems for which the technician is responsible and those for which other workers are responsible

4. To avoid the traps inherent in various intervention situations with delinquents.
  - Identification of the main traps that technicians must be prepared to deal with
  - Recognition of the undesirable outcomes that could harm a technician
  - Recognition of the attitudes and behaviours that make technicians vulnerable to traps
  - Determination of relevant solutions
  - Compliance with the legal framework and professional ethics
5. To prevent burnout.
  - Recognition of the stress factors present in the workplace
  - Recognition of personal physical and emotional reactions to stress
  - Realistic assessment of personal ability to deal with stress
  - Use of methods to:
    - reduce stress
    - increase personal ability to manage stress in a work situation
  - Constant focus on maintaining a psychological balance

Code: 0310

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

To perform security interventions.

**Achievement Context**

- In a federal or provincial detention facility, a youth centre or a community residential centre
- To ensure:
  - personal security
  - the security of work colleagues, delinquents, family members and persons close to delinquents, and visitors
  - the security of the room and equipment
- Taking the legal framework into account
- Based on directives, intervention protocols and the rules of conduct of the institution concerned
- Using communications tools
- Using security mechanisms
- Alone or as part of a work team

**Elements of the Competency****Performance Criteria**

- |  |  |
|--|--|
| 1. To obtain information to ensure the continuity of security interventions. | <ul style="list-style-type: none"> <li>• Attentive reading of relevant documents</li> <li>• Active listening to the information given at shift changes</li> <li>• Appropriate consultation of work colleagues</li> <li>• Attention paid to requests for observation</li> </ul>   |
| 2. To supervise surroundings and materials.                                  | <ul style="list-style-type: none"> <li>• Constant care and attention during interventions</li> <li>• Thorough inspection of rooms, activity areas and equipment</li> <li>• Strategic identification of changes or anomalies</li> <li>• Secure control of keys, doors, equipment and rooms</li> <li>• Systematic application of the directives, protocols and rules in force in the institution</li> <li>• Timely requests for assistance where needed</li> </ul> |

- |  |   |
|--|---|
| 3. To oversee the movements and activities of delinquents. | <ul style="list-style-type: none"> <li>• Constant care and attention during interventions</li> <li>• Consideration of the specific problems of each delinquent</li> <li>• Accurate counting of delinquents</li> <li>• Strategic ongoing observations of:               <ul style="list-style-type: none"> <li>– behaviour patterns</li> <li>– relationships between individuals</li> </ul> </li> <li>• Recognition of situations, attitudes and behaviours liable to cause security problems</li> <li>• Systematic application of the directives, protocols and rules in force in the institution</li> <li>• Timely requests for assistance where needed</li> </ul> |
| 4. To work to create or consolidate ties with delinquents. | <ul style="list-style-type: none"> <li>• Availability</li> <li>• Quality of listening and communication</li> <li>• Perspicacity and vigilance</li> <li>• Respect for delinquents</li> <li>• Maintenance of professional distance in compliance with the requirements of the profession</li> </ul>   |
| 5. To analyze suspicious events.                           | <ul style="list-style-type: none"> <li>• Frequent discussions with work colleagues concerning individual observations</li> <li>• Judicious use of comments made by colleagues</li> <li>• Correct assessment of the state of mind of individual delinquents and the atmosphere created by groups of delinquents</li> <li>• Correct assessment of possible security risks</li> <li>• Discernment</li> <li>• Selection of a particular type of intervention to prevent or correct a security problem</li> </ul>  |
| 6. To apply consistent security measures.                  | <ul style="list-style-type: none"> <li>• Compliance with:               <ul style="list-style-type: none"> <li>– legislation and protocols on security</li> <li>– professional ethics</li> </ul> </li> <li>• Sound judgment</li> <li>• Strict application of security measures</li> <li>• Adoption of attitudes and behaviours to ensure personal security and the security of others</li> <li>• Discretion and vigilance</li> <li>• Balanced reliance on assistance from colleagues</li> </ul>   |

Code: 0310

7. To provide follow-up on security interventions.
- Appropriate choice of a report with regard to the type of intervention made
  - Objectivity
  - Consistency and clarity of the report
  - Realistic assessment of the result of the security intervention
  - Honesty in discussions with the work team
  - Significant contribution when coherent intervention methods are determined





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

To intervene on a daily basis to modify a delinquent's behaviour.

**Achievement Context**

- In a residential facility or day centre
- In the field of tertiary prevention of delinquency
- With youth and adult delinquents
- Taking the legal framework into account
- Using the rules of conduct or in-house rules of the organization or documents dealing with the rights of users
- Using documents dealing with the reception, admission and integration of delinquents
- Using an intervention plan
- Using documents on social integration activities
- Alone or with a work team
- While maintaining contact with a multi-disciplinary team or resource persons

**Elements of the Competency****Performance Criteria**

- |   |   |
|---|---|
| <p>1. To obtain information to ensure the continuity of interventions on a daily basis.</p> | <ul style="list-style-type: none"> <li>• Attentive reading of relevant documents</li> <li>• Active listening to the information given at shift changes</li> <li>• Appropriate consultation of work colleagues</li> <li>• Attention paid to requests for observation, intervention strategies and intervention plans</li> <li>• Consideration of aspects relating to the security of persons and of the institution</li> </ul> |
| <p>2. To help organize the day's activities.</p>  | <ul style="list-style-type: none"> <li>• Consideration of the information received</li> <li>• Consideration of the delinquents' daily tasks</li> <li>• Equitable allocation of tasks with work colleagues</li> <li>• Respect for the role and skills of work colleagues</li> <li>• Realistic and consistent planning of work</li> </ul>   |
| <p>3. To work alongside colleagues.</p>   | <ul style="list-style-type: none"> <li>• Regular, relevant exchanges of information with colleagues</li> <li>• Respect for interventions by colleagues</li> <li>• Appropriate support for interventions by colleagues</li> <li>• Display of solidarity during daily activities</li> </ul>   |

4. To receive a delinquent.
  - Examination of the essential elements in the delinquent's case file
  - Establishment of a satisfactory initial contact
  - Clear presentation of the rules and operations of the organization
  - Gathering of relevant and necessary information from the delinquent
  - Appropriate assessment of the delinquent's motivation and physical and emotional state
  
5. To ensure an active presence in common living areas.
  - Targeted movements in common living areas
  - Ongoing observation of the attitudes of individuals and groups
  - Creation of significant relationships with individuals
  - Close analysis of group dynamics
  - Adoption of attitudes and behaviours to match each situation
  - Constant focus on the security of persons and premises
  
6. To lead daily activities.
  - Constant focus on compliance with each delinquent's intervention plan
  - Appropriate supervision of activities involving delinquents
  - Clear willingness to raise the delinquents' motivation, awareness and sense of responsibility
  - Judicious use of the intervention strategies and methods connected with clinical approaches
  - Creativity and open-mindedness
  - Constant focus on the security of persons and premises
  
7. To lead special activities.
  - Relevant selection of objectives
  - Preparation of activities to match the objectives
  - Judicious use of the strategies and methods connected with clinical approaches
  - Clear willingness to help delinquents develop personal and social skills
  - Dynamic attitude and enlightened use of leadership during the activities
  - Creativity and open-mindedness
  - Constant focus on the security of persons and premises

Code: 0311

8. To provide follow-up on daily interventions.
  - Objectivity
  - Consistency and clarity in reports
  - Realistic assessment of the results of daily interventions
  - Honesty in discussions with the work team
  - Significant contribution when coherent intervention methods are determined
9. To assess daily interventions.
  - Open-mindedness and honesty
  - Assessment of personal strengths and weaknesses, attitudes and behaviour with regard to daily interventions
  - Selection of strategies and methods to improve daily interventions



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

To intervene with delinquents in crisis situations.

**Achievement Context**

- With youth or adult delinquents
- For various types of crisis: crisis involving verbal aggression; crisis involving physical aggression; crisis following an accident; crisis involving distress, including suicide crisis
- Taking the legal framework into account
- Using protocols for intervention in crisis situations
- Using guides dealing with emergency measures
- Using a first aid kit
- Using communication tools
- Alone or with a work team, or in collaboration with crisis intervention technicians

**Elements of the Competency****Performance Criteria**

1. To detect warning signs of a crisis.

- Vigilance and discernment
- Ongoing, direct observation
- Rapid recognition of warning signs

2. To assess the situation.

- Appropriate attempts to clarify a delinquent's emotions, problems and needs
- Accurate analysis of warning signs and other information
- Accurate assessment of:
  - the delinquent's physical and emotional state
  - the degree of crisis
  - the dangerousness of the situation
- Correct determination of the type or types of risks involved
- Rapid and accurate decisions as to the type of action to take

3. To ensure personal security.

- Adoption of a safe position and distance
- Compliance with protocols for crisis situation intervention
- Use of measures to protect technicians from the risk of contagion, aggression and injury
- Adoption of behaviour patterns to ensure personal security
- Appropriate control of stress and fear
- Immediate request for assistance if needed

- |   |  |
|---|--|
| 4. To use first aid and cardiopulmonary resuscitation techniques. | <ul style="list-style-type: none"> <li>• Careful verification of the delinquent's state</li> <li>• Determination of the care required by the type of problem identified</li> <li>• Correct execution of first aid techniques</li> <li>• Correct execution of cardiopulmonary resuscitation techniques</li> </ul>   |
| 5. To intervene in a nonviolent way.                              | <ul style="list-style-type: none"> <li>• Compliance with protocols for crisis situation intervention</li> <li>• Establishment of visual and verbal contact with the delinquent</li> <li>• Use of techniques to encourage the delinquent undergoing the crisis to express emotions and needs</li> <li>• Correct use of methods to defuse the crisis or reduce its scope</li> </ul>  |
| 6. To intervene physically in minor incidents.                    | <ul style="list-style-type: none"> <li>• Compliance with protocols for crisis situation intervention</li> <li>• Constant focus on:               <ul style="list-style-type: none"> <li>– personal security and the security of colleagues</li> <li>– the security of others, whether involved in the crisis or not</li> <li>– the security of the premises</li> </ul> </li> <li>• Enlightened use of necessary force</li> <li>• Correct execution of dodging, blocking, control, immobilization and release techniques</li> </ul> |
| 7. To provide follow-up on a crisis situation intervention.       | <ul style="list-style-type: none"> <li>• Consideration of the possible reactions of the delinquent or delinquents following the crisis</li> <li>• Recovery of the delinquent or delinquents</li> <li>• Quick referral of the delinquent or delinquents to an appropriate resource</li> <li>• Clarity and precision in reporting facts to colleagues</li> <li>• Relevance of the information given to family members or persons close to the delinquent</li> <li>• Objectivity in preparing a report</li> </ul>                     |
| 8. To share personal reactions with colleagues.                   | <ul style="list-style-type: none"> <li>• Recognition of personal physiological and emotional reactions to the situation experienced</li> <li>• Discussion of possible ways to maintain an emotional balance</li> </ul>   |

Code: 0312

- 9 To assess a personal intervention.
- Open-mindedness and honesty
  - Close examination of:
    - personal reactions and behaviour
    - the repercussions of the intervention in professional and personal terms
  - Realistic assessment of personal ability to intervene with delinquents in a crisis situation
  - Identification of ways to improve a personal ability to intervene





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

To intervene to assert authority.

**Achievement Context**

- With individual youth or adult delinquents, or groups of delinquents
- Taking the legal framework into account
- Taking legal measures, associated conditions, and the commitments made by delinquents into account
- Using rules of conduct, in-house rules and other documents
- Using the verification tools and methods provided by the institution or organization
- Alone or with a work team

**Elements of the Competency****Performance Criteria**

1. To obtain information in order to ensure the continuity of interventions made to assert authority.
2. To verify compliance by a delinquent or by delinquents with:
  - the rules of the organization or institution
  - their commitments and the conditions associated with legal measures

- Attentive reading of relevant documents
- Active listening to the information given at shift changes
- Appropriate consultation of colleagues
- Consideration of intervention plans
- Ongoing observation of individuals, groups and situations
- Perspicacity and discernment
- Effective use of verification tools
- Periodic supervision of the delinquent or delinquents
- Quality of listening and communication with the delinquent or delinquents
- Valid observations concerning the ability or inability of the delinquent or delinquents to comply with the rules, their commitments and the conditions associated with legal measures

3. To select the type of intervention to implement.
  - Frequent discussions with colleagues concerning the verifications carried out
  - Consideration of the results achieved by the verifications as a whole
  - Consideration of the legal measures and intervention plan applying to each delinquent
  - Accurate analysis of the difficulties faced by the delinquent or delinquents in complying with rules, commitments and the conditions associated with legal measures
  - Determination of the intervention objectives to pursue with each delinquent
  - Enlightened decisions and focus on fairness in selecting an intervention method
4. To ensure compliance with rules, commitments and conditions associated with legal measures.
  - Clear, precise transmission of instructions
  - Appropriate combination of flexibility and firmness
  - Interventions carried out with constancy and perseverance
  - Consistency of the interventions with team decisions
  - Effective use of the methods connected with clinical approaches
  - Use of an individualized approach
  - Use of attitudes to instill respect
5. To set limits.
  - Affirmation of personal points of view, values and emotions
  - Use of gestures and tones of voice to match each situation
  - Self-assurance and self-confidence
  - Respect for delinquents
6. To apply prescribed penalties.
  - Compliance with the legal framework and rules in force in the institution or organization
  - Assured pronouncement of the decision
  - Intervention based on reasonable grounds
  - Firmness and determination
  - Collaborative approach when working with other technicians

Code: 0313

- |  |  |
|--|--|
| 7. To review the situation with the delinquent.                    | <ul style="list-style-type: none"> <li>• Clear, concise statement of the situation</li> <li>• Verification of the delinquent's understanding of the situation</li> <li>• Precise reminders of:               <ul style="list-style-type: none"> <li>– the rules and their justification</li> <li>– the commitment made by the delinquent, and the conditions associated with the legal measures applying to the delinquent</li> </ul> </li> <li>• Calmness and firmness</li> <li>• Clear formulation of the solution implemented to correct the problem</li> </ul> |
| 8. To provide follow-up on interventions made to assert authority. | <ul style="list-style-type: none"> <li>• Appropriate selection of the type of report to prepare</li> <li>• Objectivity</li> <li>• Consistency and clarity in preparing the report</li> <li>• Forwarding of information to the designated or authorized person, where necessary</li> <li>• Clarity and relevance of the information given to the work team</li> <li>• Significant contribution when coherent intervention methods are determined</li> <li>• Support for colleagues</li> </ul>   |
| 9. To assess interventions made to assert authority.               | <ul style="list-style-type: none"> <li>• Open-mindedness and honesty</li> <li>• Thorough examination of personal interventions to assert authority:               <ul style="list-style-type: none"> <li>– strengths and weaknesses</li> <li>– attitudes and behaviour</li> </ul> </li> <li>• Selection of strategies and methods to improve the ability to intervene</li> </ul>   |



Code: 0314

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

To intervene to provide assistance for a delinquent.

**Achievement Context**

- With a youth or adult delinquent
- Taking the legal framework into account and the legal measure to apply
- Using the policies and directives of the intervention organization
- Using the delinquent's case file
- Using computers
- Alone or in collaboration with members of the work team or the multidisciplinary team

**Elements of the Competency****Performance Criteria**

1. To assess the delinquent's situation.

- Verification that all the required documents are in the case file
- Thorough analysis of the delinquent's case file and any other relevant document
- Effective use of the initial assessment grids
- Quality of listening and communication
- Appropriate assessment of the delinquent's characteristics, problems and needs
- Formulation of valid explanatory hypotheses

2. To meet with a delinquent in order to prepare an intervention plan.

- Consideration of the legal measure applying to the delinquent
- Clarification of the technician's role and the extent and limits of the assistance provided
- Joint establishment of precise, realistic objectives
- Appropriate selection of actions to be taken
- Production of a realistic timetable in light of the time available to meet with the delinquent
- Accurate determination of evaluation criteria and the attainment of the objectives set for the delinquent
- Conclusion of a clear agreement stipulating the responsibilities of the individuals concerned

3. To hold follow-up meetings with the delinquent.
  - Compliance with the intervention plan
  - Willingness to establish a relationship of trust and collaboration with the delinquent
  - Effort to support the motivation and commitment of the delinquent and the persons close to the delinquent with regard to the solutions selected
  - Relevant use of the intervention methods connected with clinical approaches
  - Maintenance of an appropriate professional distance
  - Creativity and open-mindedness
  - Regular preparation of summary report concerning the objectives pursued with the delinquent
  - Adjustments to the objectives and intervention methods selected to reflect the delinquent's progress
  
4. To take part in clinical discussions.
  - Accurate overview of the situation of the delinquents under the technician's responsibility
  - Sound decisions as to whether or not to respect the confidentiality of information
  - Significant contribution to the selection of intervention methods
  - Judicious application of suggestions from work colleagues
  
5. To respond to occasional requests for assistance.
  - Openness and availability
  - Quick clarification of the delinquent's problems and needs
  - Consideration of the delinquent's personality type
  - Appropriate use of techniques to help communication
  - Adoption of helpful attitudes
  - Establishment of an agreement with the delinquent
  - Verification, with the delinquent, as to whether the support objectives have been met
  
6. To report on interventions to provide assistance.
  - Clarity and objectivity in case notes and reports
  - Compliance with deadlines for filing reports
  - Realistic assessment of:
    - the results of the interventions made
    - personal strengths and weaknesses
  - Identification of ways to improve the ability to intervene

