

19

HEALTH SERVICES

ASSISTANCE TO PATIENTS IN HEALTH-CARE ESTABLISHMENTS

EVALUATION GUIDE
5581

JUNE 1996

*VOCATIONAL and
TECHNICAL
EDUCATION*

Québec 

HEALTH SERVICES

**ASSISTANCE TO
PATIENTS IN
HEALTH-CARE
ESTABLISHMENTS**

EVALUATION GUIDE
5581

JUNE 1996

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INTRODUCTION

The Evaluation Guide for the Assistance to Patients in Health-care Establishments program is an official publication of the ministère de l'Éducation. It is one in a series of documents needed to implement the approach promoted in the program. The other documents include a program of study, a teaching guide, a planning guide and a general evaluation guide.

This guide is intended for those in charge of evaluation in vocational education in the school boards, those appointed to oversee evaluation in secondary schools, vocational education coordinators and consultants, school principals and teachers offering the Assistance to Patients in Health-care Establishments program.

This guide provides detailed information on the examinations that the Ministère has developed for this program. It also includes a method designed by the Ministère to provide feedback on these examinations. The Appendix contains a program analysis table and a table of specifications for each course for which a ministry examination is available.

This guide will be updated as further examinations are developed.

To obtain additional information on the examinations for the Assistance to Patients in Health-care Establishments program, contact the examination coordinator at the Direction des programmes en techniques administratives, biologiques et chimiques at (514) 873-1983.

It is hoped that this guide will help schools implement the evaluation approach that has been selected for vocational education and applied to the Assistance to Patients in Health-care Establishments program.

**SYNOPTIC TABLE OF EXAMINATIONS FOR THE
ASSISTANCE TO PATIENTS IN HEALTH-CARE ESTABLISHMENTS PROGRAM**

Code:5581

Number of courses: 14

Duration in hours: 630

Credits:42

COURSE CODE	SIMCA CODE	TRANS. ¹ COURSES	MODULE NUMBER	TITLE	CRED.	COURS E DUR.	RESP. ²	TYPE OF EVAL. ³	EXAM DUR. ⁴	MAX. NO. OF CANDIDATES	NUMBER OF ITEMS	PERFORM. STANDARD	NO. OF VERSIONS	SUPP. MATERIAL	EXAM. AVAIL.
750-402	SEN 187		1	The Occupation and the Training Process	2	30	SB	PE	0						
750-432	SEN 188		2	Hygiene and Asepsis	2	30	SB	T							
750-423	SEN 189		3	Human Development	3	45	SB	PE							
750-433	SBO 181		4	Communication and Teamwork	3	45	SB	PE		All		15/18	1		X
750-442	SBO 182		5	Common Diseases	2	30	SB	T							
750-453	SBO 183		6	Moving People Safely	3	45	SB	P		One on one		85	2		X
750-461	SBO 184		7	Professional Ethics	1	15	MEQ	PE							
750-475	SBO 185		8	Carrying Out Daily Tasks	5	75	MEQ	P							
750-482	SBO 186		9	Occupational Health and Safety	2	30	SB	PE							
750-507	SBP 183		10	Providing Care in an Extended-care Facility	7	105	SB	PE		Groups of 2		15/18	1		X

1. TRANS.: Course transferable to program
2. SB: Examination under the responsibility of the school board
MEQ: Examination under the responsibility of the Ministère de l'Éducation
3. T: Theory examination
P: Practical examination
PE: Participation examination
4. Exam Dur: Duration of examination for individual candidate or group of candidates

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750-492			11	First Aid	2	30	SB	P T								
750-511	SEN 189		12	Planning a Job Search	1	15	SB	PE								
750-524	SEN 181		13	Providing Care in a Psychiatric Setting	4	60	SB	PE								
750-423	SEN 189		14	Providing Care in a General and Specialized Hospital	5	75	MEQ	P		Groups of 2		85	1			X

1. TRANS.: Course transferable to program
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EXPLANATION OF THE SYNOPTIC TABLE

1.1 Transferable Courses

Some courses are common to several programs. The TRANSFER COURSES column lists the code numbers of other programs offering such courses.

The Assistance to Patients in Health-care Establishments program has no courses in common with other programs.

1.2 Module Number

The numbers listed in the MODULE NO. column do not represent the order in which the modules are taught. Rather, they are the numbers assigned to the different modules in the program.

These numbers have no direct bearing on the planning of evaluation for certification. Those in charge of planning this type of evaluation should refer to the suggestions provided in the Teaching Guide.

1.3 Responsibility for the Examinations

The RESP. column indicates who is responsible for developing the examinations for the courses. Responsibility may lie with either the Ministère (MEQ) or the school board (SB).

In the Synoptic Table, the information regarding the examinations for which the school board is responsible relates to the model examinations developed by the Ministère to help the boards design suitable evaluation instruments.

For the Assistance to Patients in Health-care Establishments program, the Ministère is responsible for preparing examinations for four courses and the school board is responsible for developing the examinations for 10 courses.

1.4 Type of Evaluation

The TYPE OF EVAL. column indicates the type of examination used to evaluate students' performance in each course. This may be a practical examination, a theory examination or a participation examination.

For certification purposes, the Assistance to Patients in Health-care Establishments program contains:

- 3 courses in which students' performance is evaluated with a practical examination (P)
- 2 courses in which the students' performance is evaluated with a theory examination (T)
- 1 course in which the students' performance is evaluated with a practical examination and a theory examination (P) (T)
- 8 courses where the students' performance is evaluation with a participation examination (PE)

1.5 Maximum Number of Candidates and Duration of Examination

For practical examinations, the synoptic table indicates the number of candidates to whom the examinations may be administered at one time.

If several examination sessions are required because of this quota, the evaluation time indicated in the EXAM DUR. column must be multiplied by the number of sessions.

If no quota has been seen (as is the case with theory examinations, for example) the word ALL appears in this column.

1.6 Number of Items

The information provided in this column applies to theory examinations only.

1.7 Minimum Performance Standard

For theory examinations, the information appearing in the PERFORM. STANDARD column represents the number of correct answers required in proportion to the total number of examination items.

For practical examinations, this information corresponds to the minimum performance standard found on the performance evaluation form.

1.8 Number of Versions

The NO. OF VERSIONS column indicates the number of versions of the examination that are currently available.

1.9 Supplementary Materials

An X in the SUPP. MATER. column indicates that the examination includes supplementary materials (e.g. cassettes, diskettes, plans) that are forwarded separately.

1.10 Availability of Examinations

An X in the column EXAM. AVAIL. indicates that the examination is available and will be sent by the Direction de la sanction des études to all school boards designated in the Carte des enseignements professionnels.

2 ADDITIONAL INFORMATION ON THE EXAMINATIONS

2.1 Duration of Practical Examinations

The duration given for a practical examination corresponds to the steps in administering the examination only and does not include the time allotted to presenting and explaining the examination.

2.2 Preparation for Examination Sessions

The four ministry examinations require preparation time.

2.3 Procedure and Marking for Certain Examinations

For the participation examination for Communication and Team Work (750-433), the evaluation is carried out throughout the module. Refer to the Examiner's Booklet for the time of evaluation for each phase.

For the practical examination for Moving People Safely (750-453), candidates play the role of patients and partners. Refer to information on this matter.

For the participation examination for Providing Care in an Extended-care Facility (750-507), the evaluation is carried out during the final ten days of the practicum.

For the practical examination for Providing Care in a General and Specialized Hospital (750-535), all steps are evaluated on the same day of the practicum. Consult the examiner's booklet for information.

2.4 Application of the Principles of Hygiene, Safety and Professional Ethics

For the following examinations, the examiner must observe that the principles of hygiene, safety and professional ethics are applied throughout the examination:

- Moving People Safely (750-453)
- Providing Care in an Extended-care Facility (750-507)
- Providing Care in a General and Specialized Hospital(750-535)

It is important to read the applicable information covering these aspects in the Examiner's Booklet for each of these examinations.

2.5 Minimum Performance Standards for Evaluating Participation

For the following examinations, in addition to attaining the minimum performance standard, the candidate must satisfy the pass/fail conditions stated in the examiner's booklet.

- Communication and Teamwork (750433)
- Providing Care in an Extended-care Facility (750507)

2.4 Conditions for Rewriting Certain Practical Examinations

For the following examination, the candidates rewrite only the parts of the examination they did not successfully complete:

- Moving People Safely (750453)

Candidates who do not successfully complete the following examinations must rewrite the entire examination according to the conditions established by the school board:

- Communication and Teamwork (750433)
- Providing Care in an Extended-care Facility (750507)
- Providing Care in a General and Specialized Hospital (750535)

2.7 Worksheets

Candidates must complete worksheets for the examinations for Communication and Teamwork (750433), Providing Care in an Extended-care Facility (750507) and Providing Care in a General and Specialized Hospital (750535). Read the applicable information in the Examiner's Booklet.

2.8 Observation Checklists

The examiner must use observation checklists for the examinations for Moving People Safely (750453) and Providing Care in a General and Specialized Hospital (750535). Read the applicable information in the Examiner's Booklet.

3 EXAMINATION VERSIONS

The following practical examination is available in two equivalent versions:

- Moving People Safely (750453)

4 FEEDBACK

To help update the examinations for the Assistance to Patients in Health-care Establishments program, schools using them are asked to provide the Ministère with feedback. The Ministère has prepared two feedback checklists for this purpose. One covers the practical examinations and the other, theory examinations (see the following pages).

After using each version of an examination for the first time, the teacher completes the feedback checklist that corresponds to the examination (theory or practical). The teacher then returns the completed checklist to the person in charge of evaluation at the school or school board, who reads it and forwards it to:

Ministère de l'Éducation
Direction générale de la formation
professionnelle et technique
600, rue Fullum, 7^e étage
Montréal (Québec)
H2K 4L1

À l'attention de la personne
responsable de la rétroaction

FEEDBACK CHECKLIST
PRACTICAL EXAMINATIONS

Program: _____
Course Code: _____
Version of the Examination: _____

Teacher's Name: _____
School: _____
School Board: _____

For each of the following statements, check:

- Box 1 if you fully agree;
- Box 2 if you partially agree;
- Box 3 if you partially disagree;
- Box 4 if you fully disagree.

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The work that the candidate is required to perform throughout the examination is representative of the expected competency as stated in the objective. | 1 | 2 | 3 | 4 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Remarks: _____

2. The selected work steps are consistent with the details in the table of specifications.

1	2	3	4

Remarks: _____

3. The minimum performance standard is at a level that would indicate that the candidate has developed the expected competency.

1	2	3	4

Remarks: _____

4. Enough time has been allotted to carry out the task.

1	2	3	4

Remarks: _____

5. The time set for administering the examination to all the candidates is reasonable, given the duration of the course.

1	2	3	4

Remarks: _____

6. The maximum number of candidates to whom the examination may be administered at the same time is acceptable.

1	2	3	4

Remarks: _____

7. The materials required to administer the examination that are listed in the Examiner's Booklet are appropriate.

1	2	3	4

Remarks: _____

8. The tasks that the examiner is required to perform while administering and marking the examination are feasible.

1	2	3	4

Remarks: _____

9. The work that the candidate is required to perform throughout the examination is realistic and feasible.

1	2	3	4

Remarks: _____

10. The information in the Examiner's Booklet is:
- unambiguous

1	2	3	4

- clear

1	2	3	4

- complete

1	2	3	4

Remarks: _____

11. The information in the Candidate's Booklet is:
- unambiguous

1	2	3	4

- clear

1	2	3	4

- complete

1	2	3	4

Remarks: _____

12. The evaluation form is:
- unambiguous

1	2	3	4

- clear

1	2	3	4

- complete

1	2	3	4

- easy to use

1	2	3	4

Remarks: _____

*13. The companion documents (e.g. worksheets, drawings, plans, sketches) are:

- unambiguous

1	2	3	4

- clear

1	2	3	4

- complete

1	2	3	4

- easy to use

1	2	3	4

Remarks: _____

14. All the data in the Evaluation Form, the Examiner's Booklet and the Candidate's Booklet are consistent.

1	2	3	4

Remarks: _____

* Check only where required.

FEEDBACK CHECKLIST
THEORY EXAMINATIONS

Program: _____
Course Code: _____
Version of the Examination: _____

Teacher's Name: _____
School: _____
School Board: _____

For each of the following statements, check:

- Box 1 if you fully agree;
- Box 2 if you partially agree;
- Box 3 if you partially disagree;
- Box 4 if you fully disagree.

1. There are enough examination items to verify that the candidate has developed the expected competency.

1	2	3	4

Remarks: _____

2. The minimum performance standard is at a level that would indicate that the candidate has developed the expected competency.

1	2	3	4

Remarks: _____

3. The time allotted for the examination permits most of the candidates to complete all the examination items.

1	2	3	4

Remarks: _____

4. The time set for administering the examination to all the candidates is reasonable, given the duration of the course.

1	2	3	4

Remarks: _____

5. The instructions in the Candidate's Booklet are:
- unambiguous

1	2	3	4

- clear

1	2	3	4

- complete

1	2	3	4

Remarks: _____

6. The instructions and information on the Invigilator's Forms are:

- clear

1	2	3	4

- complete

1	2	3	4

Remarks: _____

7. The instructions in the Marking Booklet are:

- clear

1	2	3	4

- complete

1	2	3	4

Remarks: _____

8. The companion documents (e.g. worksheets, drawings, plans, sketches) are:

- clear

1	2	3	4

- complete

1	2	3	4

- easy to use

1	2	3	4

Remarks: _____

“ Check only where required.

For statements 9, 10 and 11, check YES or NO and fill in the sheet, if necessary.

9. Each examination item corresponds to a detail in the table of specifications.

<input type="checkbox"/>	<input type="checkbox"/>
YES	NO

If you have checked NO, write the number of each item concerned and provide an explanation in the space below.

ITEM	EXPLANATION
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

10. Each examination item is clear, complete and correct (e.g., statement, formulation, data, illustrations, space for answers).

<input type="checkbox"/>	<input type="checkbox"/>
YES	NO

If you have checked NO, write the number of each item concerned and indicate any suggested changes in the space provided below.

ITEM	SUGGESTED CHANGES
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

11. Each answer in the Marking Booklet is clear, complete and correct.

YES	NO

If you have checked NO, write the number of each item concerned and indicate any suggested changes in the space provided below.

ITEM	SUGGESTED CHANGES
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
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APPENDICES

PROGRAM ANALYSIS (SITUATIONAL OBJECTIVE)

1/6

PROGRAM TITLE: Assistance to Patients in Health-care Establishments
NO. AND TITLE OF MODULE: 4- COMMUNICATION AND TEAMWORK
EXPECTED OUTCOME: Communicate in the workplace and work in a team

Code: 750433

Training Activities	Learning %	Eval. %	Participation Criteria
<p>PHASE 1: Familiarization with Various Aspects of Verbal and Nonverbal Communication</p> <ul style="list-style-type: none"> - Present themselves individually and give the reasons they decided to undertake training as nursing attendants, for recording on video. - Attend the screening of the video, noting their perceptions of themselves and their fellow students (e.g. position of the body, head, arms and hands; bearing; tone of voice; language; gaze; expression), give themselves a mark out of ten and keeping a written report of their observations. - Participate in a class discussion of their reactions and the observations they noted, and especially their impressions of themselves. 	<p>15</p>	<p>-</p>	<ul style="list-style-type: none"> • Take part in the shooting of the video. • Make an effort to analyze their performance objectively. • Write a report of their observations and give themselves a mark. • Participate actively in class discussion.

PROGRAM ANALYSIS (SITUATIONAL OBJECTIVE)

2/6

PROGRAM TITLE:
NO. AND TITLE OF MODULE:
EXPECTED OUTCOME:

Assistance to Patients in Health-care Establishments
4- COMMUNICATION AND TEAMWORK
Communicate in the workplace and work in a team

Code: 750433

Training Activities	Learning %	Eval. %	Participation Criteria
<p>PHASE 2: Familiarization with the Basic Principles and Techniques of Communication</p> <ul style="list-style-type: none"> - Attending a lecture on the principles, methods and techniques of communication. - Working in groups of three, participate in a role-play in which they express their perceptions of people who are ill, and each acts in turn as sender, receiver and observer-reporter; make observations in terms of the conformity of the message sent with the message reported; indicate the difficulties encountered with each of the roles and the role that was the easiest to play. - Participate in a class discussion of the role-play. - Using the report of the preceding phase, compare their performance, change their mark if appropriate and keeping their notes for further use. 	<p align="center">15</p>	<p align="center">15</p>	<ul style="list-style-type: none"> • Show interest in communication. • Take part in the role-play. • Participate actively in class discussion. • Assume a serious attitude in the self-evaluation.

PROGRAM ANALYSIS (SITUATIONAL OBJECTIVE)

3/6

PROGRAM TITLE:
NO. AND TITLE OF MODULE
EXPECTED OUTCOME:

Assistance to Patients in Health-care Establishments
4- COMMUNICATION AND TEAMWORK
Communicate in the workplace and work in a team

Code: 750433

Training Activities	Learning %	Eval. %	Participation Criteria
<p>PHASE 3: Familiarization with the Ways of Approaching the Various Types of Patients in Health-care Establishments</p> <ul style="list-style-type: none"> - Participate in a discussion of the following topics: active listening; appropriate response within time limit; respectful communication (e.g. language level, familiarity); basic needs of human beings; realism in responding to the demands of those in need of help; importance of maintaining and increasing the autonomy of patients; communication with the patients' families. - Become familiar (through videos, a meeting with a resource-person or documents) with ways of approaching people in specific situations such as complete or partial loss of autonomy, isolation, depression, anxiety, suffering, violence, crisis, imminent death. - Working in groups of three and using the information gathered, make lists of techniques of verbal and nonverbal communication to be used and to be avoided in the situations described above. - Participate in a class discussion based on the lists made, making an effort to extend the discussion to ways of approaching patients in order to maintain and increase the patients' autonomy. 	<p align="center">20</p>	<p align="center">25</p>	<ul style="list-style-type: none"> • Participate actively in the activities. • Show interest in the various topics discussed. • Make an effort to link each situation with the appropriate way of approaching the patient. • Participate actively in the activities.

PROGRAM ANALYSIS (SITUATIONAL OBJECTIVE)

PROGRAM TITLE: Assistance to Patients in Health-care Establishments
NO. AND TITLE OF MODULE: 4- COMMUNICATION AND TEAMWORK
EXPECTED OUTCOME: Communicate in the workplace and work in a team

Code: 750433

Training Activities	Learning %	Eval. %	Participation Criteria
<p>PHASE 4: Application of the Principles and Techniques of Communication In the Workplace</p> <ul style="list-style-type: none"> - Working in groups of three, prepare a realistic role-play on a helping relationship involving the tasks of the occupation and illustrating various aspects of communication in the workplace. - Participate in the presentation of the role-play and watch those of the other students, noting positive and negative aspects of the verbal and nonverbal communication observed. - Participate in a class discussion of the observations noted and, when appropriate, make suggestions for improving communication in each group. - Working in groups of three, present a role-play that illustrates an aspect of communication by depicting an unforeseen situation that threatens to disrupt the performance of tasks. - Analyze their performance throughout the phase, comparing it with their previous performance, change their mark if appropriate and keep their notes for further use. 	20	25	<ul style="list-style-type: none"> • Play an active role in the activities. • Make an effort to adopt the appropriate behaviour in the simulated situations. • Play an active role in the activities. • Make an effort to adopt the appropriate behaviour in the simulated situations. • Share their observations and suggest ways of improving communication. • Play an active role in the activities. • Agree to follow up on their self-evaluation.

PROGRAM ANALYSIS (SITUATIONAL OBJECTIVE)

5/6

PROGRAM TITLE: Assistance to Patients in Health-care Establishments
NO. AND TITLE OF MODULE: 4- COMMUNICATION AND TEAMWORK
EXPECTED OUTCOME: Communicate in the workplace and work in a team

Code: 750433

Training Activities	Learning %	Eval. %	Participation Criteria
<p>PHASE 5: Application of the Principles and Techniques of Teamwork</p> <ul style="list-style-type: none"> - Participate, in small groups, in a discussion of the advantages and disadvantages of teamwork, the role of participants and the factors influencing the dynamics of teamwork. - Participate in a class discussion of the results of the small-group discussions and broaden the aspects to include the following: styles of leadership, the importance of harmonious work relationships and the composition of a nursing-care team. - Participate in a simulated team meeting in the workplace in order to become familiar with the rules of group process. - Working in small groups, create and present a simulated situation involving disruptive elements of a work team in a health-care establishment. - Participate in a class discussion and indicate their strengths and weaknesses with respect to teamwork. 	20	20	<ul style="list-style-type: none"> • Participate actively in the activities. • Participate actively in the activities. • Make an effort to understand their role as individuals within a team. • Make an effort to understand the nursing attendant's role within the health-care team. • Take part in creating and carrying out role-plays. • Assume a serious attitude in the self-evaluation.

PROGRAM ANALYSIS (SITUATIONAL OBJECTIVE)

6/6

PROGRAM TITLE: Assistance to Patients in Health-care Establishments
NO. AND TITLE OF MODULE: 4- COMMUNICATION AND TEAMWORK
EXPECTED OUTCOME: Communicate in the workplace and work in a team

Code: 750433

Training Activities	Learning %	Eval. %	Participation Criteria
<p>PHASE 6: Evaluation of Their Ability to Communicate and to Work In a Team</p> <ul style="list-style-type: none"> - Summarize their strengths and weaknesses with respect to communications and teamwork, using the self-evaluation reports written throughout the previous phases and referring to the following: the quality of their listening, their language, their general approach, their ability to adapt to various situations, their role and the quality of their participation in the work team, difficulties encountered and means of improvement identified. - Present the summary to the teacher for discussion and joint evaluation. 	10	15	<ul style="list-style-type: none"> • Examine thoroughly and objectively their ability to communicate and to work in a team. • Produce a realistic report that is consistent with the preceding evaluations. • Discuss their self-evaluation report with the teacher.

TABLE OF SPECIFICATIONS (SITUATIONAL OBJECTIVE)

1/3

PROGRAM TITLE: Assistance to Patients in Health-care Establishments
NO. AND TITLE OF MODULE: 4- COMMUNICATION AND TEAMWORK
EXPECTED OUTCOME: Communicate in the workplace and work in a team

Code: 750433

Participation Criteria	Weighting %	Criterion Components	Weighting %
PHASE 2: 1. Participate actively in the role-play.	15	1.1 Express opinions on each of the roles played. 1.2 Show interest during the role play.	7 8
PHASE 3: 2. Participates actively in the activity.	25	2.1 Indicate at least one aspect of communication to be used and one aspect to be avoided with respect to the situations in the previously compiled list. 2.2 Indicate at least one example of an approach aimed at maintaining or developing autonomy in the patients.	15 10

TABLE OF SPECIFICATIONS (SITUATIONAL OBJECTIVE)

PROGRAM TITLE:
NO. AND TITLE OF MODULE:
EXPECTED OUTCOME:

Assistance to Patients in Health-care Establishments
4- COMMUNICATION AND TEAMWORK
Communicate in the workplace and work in a team

Code: 750433

Participation Criteria	Weighting %	Criterion Components	Weighting %
<p>PHASE 4:</p> <p>3. Share their observations and suggest ways of improving communication.</p>	25	<p>3.1 Provide at least one example of an effective verbal or nonverbal communication.</p> <p>3.2 Provide at least one example of an obstacle to verbal or nonverbal communication.</p> <p>3.3 Indicate at least one way of improving communication.</p>	10 10 5
<p>PHASE 5:</p> <p>4. Participate actively in the activity.</p> <p>5. Participate actively creating and carrying out the role-plays.</p>	20	<p>4.1 Express an opinion on at least one of the proposed topics on teamwork.</p> <p>5.1 Seriously and enthusiastically play the role assigned to them for the role-play.</p>	10 10

TABLE OF SPECIFICATIONS (SITUATIONAL OBJECTIVE)

3/3

PROGRAM TITLE:
NO. AND TITLE OF MODULE:
EXPECTED OUTCOME:

Assistance to Patients in Health-care Establishments
4- COMMUNICATION AND TEAMWORK
Communicate in the workplace and work in a team

Code: 750433

Participation Criteria	Weighting %	Criterion Components	Weighting %
PHASE 6:			
6. Produce a realistic report that is consistent with the preceding evaluations.	15	6.1 Make an effort to provide a self-evaluation that is realistic and consistent with the preceding evaluations.	5
		6.2 Cover all the topics proposed in the objective.	5
7. Discuss their self-evaluation report with the teacher.		7.1 Discuss the self-evaluation seriously and openmindedly.	5

PROGRAM ANALYSIS (BEHAVIOURAL OBJECTIVE)

PROGRAM TITLE: Assistance to Patients in Health-care Establishments
NO. AND TITLE OF MODULE: 6- MOVING PEOPLE SAFELY
EXPECTED BEHAVIOUR: Apply principles and techniques of moving people safely

Code: 750453

Possible Focuses	Lrn. %	Eval. %	Observable Aspects or Themes of Knowledge	P* or PK*
Relate the moving techniques to specific situations.	10	--	<ul style="list-style-type: none"> • Appropriate choice of moving technique. • Appropriate choice of equipment. 	PK
Execute the sliding technique.	10	14	<ul style="list-style-type: none"> • Quality of execution of the technique. 	P
Execute the rolling technique.	10	--	<ul style="list-style-type: none"> • Quality of execution of the technique. 	P
Execute the pivoting technique.	10	--	<ul style="list-style-type: none"> • Quality of execution of the technique. 	P
Execute lifting techniques with and without a drawsheet.	5	14	<ul style="list-style-type: none"> • Quality of execution of the technique. 	P
Execute the lifting technique in a wheel chair.	5	--	<ul style="list-style-type: none"> • Quality of execution of the technique. 	P
Execute a transfer from wheel chair to bed or chair, using the technique of blocking the feet and knees of the person being moved with their own.	10	18	<ul style="list-style-type: none"> • Quality of execution of the technique. 	P

*P: Practical Examination

PK: Practical Knowledge Examination

Module 6

PROGRAM ANALYSIS (BEHAVIOURAL OBJECTIVE)

2/2

PROGRAM TITLE:
NO. AND TITLE OF MODULE:
EXPECTED BEHAVIOUR:

Assistance to Patients in Health-care Establishments
6- MOVING PEOPLE SAFELY
Apply principles and techniques of moving people safely

Code: 750453

Possible Focuses	Lrn. %	Eval. %	Observable Aspects or Themes of Knowledge	P* or PK*
Execute a transfer from bed to wheel chair, working in pairs.	10	--	<ul style="list-style-type: none"> • Quality of execution of the technique. 	P
Use a patient lift.	15	18	<ul style="list-style-type: none"> • Quality of execution of the technique. 	P
Use a transfer board.	5	--	<ul style="list-style-type: none"> • Quality of execution of the technique. 	P
Help a semi-autonomous person to walk without a device.	5	--	<ul style="list-style-type: none"> • Quality of execution of the technique. 	P
Help a semi-autonomous person to use various devices for moving.	5	--	<ul style="list-style-type: none"> • Quality of execution of the technique. 	P
Apply the principles and techniques of moving people safely.	--	36	<ul style="list-style-type: none"> • Observance of safety rules. • Accurate, clear explanations of actions and appropriate means to obtain cooperation of persons being moved. 	P

*P: Practical Examination

PK: Practical Knowledge Examination

Module 6

TABLE OF SPECIFICATIONS - PRACTICAL EXAMINATION

1/2

PROGRAM TITLE:
NO. AND TITLE OF MODULE:
EXPECTED BEHAVIOUR:

Assistance to Patients in Health-care Establishments
6- MOVING PEOPLE SAFELY
Apply principles and techniques of moving people safely

Code: 750453

Duration of Examination: 1 hour

Evaluation Focuses	Str.*	Observable Aspects	Wgt. %	Criterion Components	Wgt. %
Execute the sliding technique.	PS	1. Quality of execution of the technique.	14	1.1 Perform the technique in the proper sequence.	7
				1.2 Execute the manoeuvre correctly.	7
Execute the techniques of lifting with and without a drawsheet.	PS	2. Quality of execution of the technique.	14	2.1 Perform the technique in the proper sequence.	7
				2.2 Execute the manoeuvre correctly.	7
Execute the transfer from a wheel chair to bed or chair, using the technique of blocking the feet and knees of the person being moved with their own.	PS	3. Quality of execution of the technique.	18	3.1 Perform the technique in the proper sequence.	9
				3.2 Execute the manoeuvre correctly.	9
Use a patient lift.	PS	4. Quality of execution of the technique.	18	4.1 Perform the technique in the proper sequence.	9
				4.2 Execute the manoeuvre correctly.	9

* Evaluation strategy: process (PS) or product (PT) evaluation

Module 6

TABLE OF SPECIFICATIONS - PRACTICAL EXAMINATION

2/2

PROGRAM TITLE:
NO. AND TITLE OF MODULE:
EXPECTED BEHAVIOUR:

Assistance to Patients in Health-care Establishments
6- MOVING PEOPLE SAFELY
Apply principles and techniques of moving people safely

Code: 750453

Duration of Examination: 1 hour

Evaluation Focuses	Str.*	Observable Aspects	Wgt. %	Criterion Components	Wgt. %
Apply the principles and techniques of moving people safely.	PS	5. Observance of safety rules. 6. Accurate, clear explanations of actions and appropriate means used to obtain cooperation of persons being moved.	36	5.1 Fully apply general and specific safety rules. 6.1 Provide appropriate explanations for each of the techniques. 6.2 Use the appropriate means to obtain cooperation of person being moved.	16 10 10

* Evaluation strategy: process (PS) or product (PT) evaluation

PROGRAM ANALYSIS (SITUATIONAL OBJECTIVE)

PROGRAM TITLE: Assistance to Patients in Health-care Establishments
NO. AND TITLE OF MODULE: 10- PROVIDING CARE IN AN EXTENDED-CARE FACILITY
EXPECTED OUTCOME: Provide care in an extended-care facility

Code: 750507

Training Activities	Learning %	Eval. %	Participation Criteria
<p>PHASE 1: Familiarization with the Workplace</p> <ul style="list-style-type: none"> - Attend an orientation session and learn about the establishment's physical layout, philosophy and policies. - Participate in a meeting with a health-care team, become familiar with the roles and responsibilities of each member, and meet the nursing attendant to whom they have been assigned. - Visit the unit with the designated nursing attendant, the head nurse and the teacher, in order to get an impression of the characteristics of the patients. - Participate, with the teacher, in a meeting with the designated nursing attendants in order to familiarize them with the points to be evaluated during the practicum, and to provide them with the checklist previously created by the teacher for this purpose. 	<p align="center">10</p>	<p align="center">-</p>	<ul style="list-style-type: none"> • Participate in the meeting. • Participate in the meetings. • Show tact and concern for protocol and the rules of etiquette. • Show tact and concern for protocol and the rules of etiquette. • Participate actively in class discussion. • Present the checklist to the designated nursing attendant.

PROGRAM ANALYSIS (SITUATIONAL OBJECTIVE)

PROGRAM TITLE: Assistance to Patients in Health-care Establishments
NO. AND TITLE OF MODULE: 10 - PROVIDING CARE IN AN EXTENDED-CARE FACILITY
EXPECTED OUTCOME: Provide care in an extended-care facility

Code: 750507

Training Activities	Learning %	Eval. %	Participation Criteria
<p>PHASE 2: Introduction to Work with Semi-autonomous Elderly People</p> <ul style="list-style-type: none"> - Familiarize themselves with the tasks by accompanying the designated nursing attendant through an entire working day. - Participate in a meeting with the teacher, the head nurse and the designated nursing attendant in order to give their impressions of working with elderly people. - Familiarize themselves with the instructions on the assignment sheet of the patients for whom the designated nursing attendant is responsible, and cooperate with the nursing attendant in planning the tasks. - Discuss, with the designated nursing attendant and the head nurse, the choice of the patient with whom they will work closely during the first week of the practicum. 	<p align="center">30</p>	<p align="center">32</p>	<ul style="list-style-type: none"> • Observe all the daily activities attentively. • Show tact and respect towards the patients. • Participate in the meetings. • Show interest for the tasks to be carried out. • Participate actively in planning their tasks, taking into account the instructions on the assignment sheets. • Make sure that the patients are chosen on the basis of their characteristics and affinities.

PROGRAM ANALYSIS (SITUATIONAL OBJECTIVE)

PROGRAM TITLE:
NO. AND TITLE OF MODULE:
EXPECTED OUTCOME:

Assistance to Patients in Health-care Establishments
10 -PROVIDING CARE IN AN EXTENDED-CARE FACILITY
Providing care in an extended-care facility

Code: 750507

Training Activities	Learning %	Eval. %	Participation Criteria
<ul style="list-style-type: none"> - Assist the patient chosen with his or her daily activities, while gradually assuming a greater share of the tasks of the designated nursing attendant. - Carry out an activity that will allow them to use their listening and communication skills with the patient chosen. - Report their observations to the designated nursing attendant and the head nurse. - Complete their checklist daily. - Attend a meeting of the health-care team with the designated nursing attendant in order to understand the nursing attendant's role within the team. 			<ul style="list-style-type: none"> • Be attentive to the patient they are working with and show concern for his or her welfare. • Be attentive to and try to meet the needs of all the patients in the unit. • Try to gradually increase their participation in the team's activities. • Show judgement in choosing and carrying out an activity with a patient. • Show objectivity and judgement in the observations reported. • Complete their checklist. • Show interest during the meeting.

PROGRAM ANALYSIS (SITUATIONAL OBJECTIVE)

4/7

PROGRAM TITLE: Assistance to Patients in Health-care Establishments
NO. AND TITLE OF MODULE: 10 - PROVIDING CARE IN AN EXTENDED-CARE FACILITY
EXPECTED OUTCOME: Provide care in an extended-care facility

Code: 750507

Training Activities	Learning %	Eval. %	Participation Criteria
<p>- Write a journal that includes the following aspects: the characteristics of the patient chosen; how they feel towards and how comfortable they are with the patient assisted; their achievements and difficulties; their behaviour with patients, the designated nursing attendant and other members of the health-care team; their evaluation of the quality of their work and the time taken to carry out tasks; changes in their perceptions of working with elderly people.</p> <p>PHASE 3 Introduction to Work with People with Severe Functional Disabilities</p> <p>- Meet with the teacher and the nursing attendant to whom they have been assigned for the second part of the practicum in order to familiarize the nursing attendant with the objectives and evaluation criteria as outlined in the checklist previously prepared for this purpose.</p> <p>- Attend the reporting, cooperate with the designated nursing attendant in planning the day's work, and take notes.</p>	<p align="center">15</p>	<p align="center">--</p>	<ul style="list-style-type: none"> • Complete their journal in accordance with objectives. • Ensure that the designated nursing attendant understands what is expected of him or her. • Show interest during the reporting and make an effort to contribute to the planning of tasks.

PROGRAM ANALYSIS (SITUATIONAL OBJECTIVE)

PROGRAM TITLE:
NO. AND TITLE OF MODULE:
EXPECTED OUTCOME:

Assistance to Patients in Health-care Establishments
10- PROVIDING CARE IN AN EXTENDED-CARE FACILITY
Provide care in an extended-care facility

Code: 750507

Training Activities	Learning %	Eval. %	Participation Criteria
<ul style="list-style-type: none"> - Accompany the designated nursing attendant throughout the day, help with tasks, and, with his or her assistance, choose the patient they will be responsible for during the next two days; have the choice approved by the head nurse and the teacher. - Provide the patient chosen with all the care required according to the assignment sheet. - Complete their checklist daily, discuss it with the designated nursing attendant and teacher, and keep their journal up to date. <p>PHASE 4: Gradual Integration into the Health-care Team</p> <ul style="list-style-type: none"> - Discuss with the designated nursing attendant the choice of two more patients for whom they will gradually take responsibility. - Attend the reporting, plan the tasks to be carried out for the patients chosen and have their plan approved by the designated nursing attendant and teacher. 	40	58	<ul style="list-style-type: none"> • Make an effort to effectively assist the designated nursing attendant. • Show judgement in the choice of the patient whom they will assist. • Show concern for the information on an assignment sheet when carrying out tasks. • Complete the checklist and journal daily. • Show judgement and take into account the opinion of the designated nursing attendant when choosing patients. • Show interest and tact during the reading of the daily report and take notes. • Take into account the patients' needs, the activities and the establishment's routine when planning their tasks.

PROGRAM ANALYSIS (SITUATIONAL OBJECTIVE)

PROGRAM TITLE:
NO. AND TITLE OF MODULE:
EXPECTED OUTCOME:

Assistance to Patients in Health-care Establishments
10- PROVIDING CARE IN AN EXTENDED-CARE FACILITY
Provide care in an extended-care facility

Code: 750507

Training Activities	Learning %	Eval. %	Participation Criteria
<ul style="list-style-type: none"> - Provide the patients chosen with all the care required according to the assignment sheets, and participate in carrying out the tasks of the unit's nursing attendants. - Report to the designated nursing attendant and the head nurse the results of the care provided and their observations concerning the patients chosen. - Complete their checklist daily submit it to the teacher when requested, and keep their journals up to date. 			<ul style="list-style-type: none"> • Show concern for carrying out tasks efficiently and well. • Make a constant effort to observe rules of hygiene, safety and professional ethics. • Try to apply the techniques they have learned to communicating in the workplace. • Show concern for the welfare of patients and the maintenance of their autonomy. • Show openness to criticism and accept advice from others. • Try to gradually increase their working speed and their integration into the health-care team. • Report their observations concerning the patients chosen. • Complete their checklist and journal daily.

PROGRAM ANALYSIS (SITUATIONAL OBJECTIVE)

PROGRAM TITLE:
NO. AND TITLE OF MODULE:
EXPECTED OUTCOME:

Assistance to Patients in Health-care Establishments
10 -PROVIDING CARE IN AN EXTENDED-CARE FACILITY
Provide care in an extended-care facility

Code: 750507

Training Activities	Learning %	Eval. %	Participation Criteria
<p>PHASE 5: Evaluation of the Practicum</p> <ul style="list-style-type: none"> - Write and submit to the teacher a report of their practicum experience, based on their journal, the daily checklist, the comments of the team and the teacher, and covering the following: their overall impressions (e.g. patients, working relationships, tasks); work planning; easy and difficult aspects of the work; their ability to adapt; their behaviour in crises or emergencies; their attitude to comments and criticism; respect for the values and beliefs of others; respect of the patients' privacy and confidentiality; methods used to encourage or maintain the development of patients' autonomy; communication; their ability to assume their role within the health-care team; their level of autonomy; their observance of rules of safety and hygiene; their practical application of theory. - Meet with the teacher in order to compare their respective evaluations, and to discuss their strengths and weaknesses as well as ways to remedy any faults identified. 	5	10	<ul style="list-style-type: none"> • Write a report on their experience during the practicum, covering all the points listed in the objective. • Discuss their self evaluation objectively with the teacher and try to find ways of improving themselves.

TABLE OF SPECIFICATIONS (SITUATIONAL OBJECTIVE)

PROGRAM TITLE:
NO. AND TITLE OF MODULE:
EXPECTED OUTCOME:

Assistance to Patients in Health-care Establishments
10 - PROVIDING CARE IN AN EXTENDED-CARE FACILITY
Provide care in an extended-care facility

Code: 750507

Participation Criteria	Weighting %	Criterion Components	Weighting %
<p>4. Show concern for carrying out tasks efficiently and well.</p> <p>5. Make a constant effort to observe safety rules.</p> <p>6. Try to apply the techniques they have learned for communicating in the workplace.</p>		4.1 Use the proper techniques for providing care.	8
		4.2 Try to adhere to the established plan, while allowing for the unexpected.	8
		4.3 Try to fully observe all the rules of hygiene and professional ethics.	8
		5.1 Try to apply all measures to ensure the patients' safety and protect themselves from work-related accidents.	12
		6.1 Provide the patients with explanations about the care and the activities.	8
		6.2 Provide team members with the required or relevant information.	7

PROGRAM ANALYSIS (BEHAVIOURAL OBJECTIVE)

PROGRAM TITLE: Assistance to Patients in Health-care Establishments
NO. AND TITLE OF MODULE: 14- PROVIDING CARE IN A GENERAL AND SPECIALIZED HOSPITAL
EXPECTED BEHAVIOUR: Provide care in a general and specialized hospital

Code: 750535

Possible Focuses	Lrn. %	Eval. %	Observable Aspects or Themes of Knowledge	P* or PK*
Plan their work.	10	10	<ul style="list-style-type: none"> • Appropriate planning of work 	P
Provide care related to patient hygiene and comfort.	30	30	<ul style="list-style-type: none"> • Preparation of material • Quality of execution of care • Appropriate behaviour with patient • Observations recorded 	P
Help the patient at mealtime.	15	15	<ul style="list-style-type: none"> • Quality of assistance • Observations recorded 	P
Help the patient with elimination.	15	--	<ul style="list-style-type: none"> • Appropriate measures taken • Appropriate behaviour with patient • Observations recorded 	P
Respond to patients' needs.	15	20	<ul style="list-style-type: none"> • Quality of care • Observations recorded 	P

*P: Practical Examination

PK: Practical Knowledge Examination

Module 14

PROGRAM ANALYSIS (BEHAVIOURAL OBJECTIVE)

PROGRAM TITLE:
NO. AND TITLE OF MODULE:
EXPECTED BEHAVIOUR:

Assistance to Patients in Health-care Establishments
14- PROVIDING CARE IN A GENERAL AND SPECIALIZED HOSPITAL
Provide care in a general and specialized hospital

Code: 750535

Possible Focuses	Lrn. %	Eval. %	Observable Aspects or Themes of Knowledge	P* or PK*
Participate in the reception, transfer and departure of the patient.	15	--	<ul style="list-style-type: none"> • Preparation of the patient's unit • Appropriate behaviour with patient • Quality of assistance 	P
Provide care in a general and specialized hospital.	--	25	<ul style="list-style-type: none"> • Application of hygiene and safety rules 	P

*P: Practical Examination

PK: Practical Knowledge Examination

Module 14

TABLE OF SPECIFICATIONS - PRACTICAL EXAMINATION

PROGRAM TITLE:
NO. AND TITLE OF MODULE:
EXPECTED BEHAVIOUR:

Assistance to Patients in Health-care Establishments
14- PROVIDING CARE IN A GENERAL AND SPECIALIZED HOSPITAL
Provide care in a general and specialized hospital

Code: 750535

Evaluation Focuses	Str.*	Observable Aspects	Wgt. %	Criterion Components	Wgt. %				
Plan their work.	PT	1. Appropriate planning.	10	1.1 Inclusion in the work plan of all appropriate oral or written information.	5				
				1.2 Consideration of the patients' needs and the constraints inherent in the unit's activities.	5				
Provide care related to patient hygiene and comfort.	PS PT	2. Preparation of materials.	5	2.1 Proper preparation of materials for the care to be provided.	5				
				3. Quality of care given.	10	3.1 Proper execution of care.	10		
						4. Appropriate behaviour with patient.	10	4.1 Appropriate conversation with the patient.	5
								4.2 Measures taken to ensure the patient's privacy and comfort.	5
		5. Observations reported.	5	5.1 Appropriate observations reported on patient's skin and general behaviour.	5				

* Evaluation strategy: process (PS) or product (PT) evaluation

TABLE OF SPECIFICATIONS - PRACTICAL EXAMINATION

PROGRAM TITLE: Assistance to Patients in Health-care Establishments
NO. AND TITLE OF MODULE: 14 - PROVIDING CARE IN A GENERAL AND SPECIALIZED HOSPITAL
EXPECTED BEHAVIOUR: Provide care in a general and specialized hospital

Code: 750535

Evaluation Focuses	Str.*	Observable Aspects	Wgt. %	Criterion Components	WGT. %	
Help the patient at mealtime.	PS PT	6. Quality of assistance.	10	6.1 Proper position of patient according to his or her condition or preference.	5	
				6.2 Provide appropriate assistance according to the patient's condition.	5	
Respond to patients' needs.	PS PT	7. Observations reported.	5	7.1 Accurate and appropriate observations reported.	5	
				8. Quality of interventions.	8.1 Proper rounds made according to the established protocol.	5
					8.2 Carry out regular checks and those specific to each of the patients assigned to them.	5
					8.3 Appropriate response to the needs expressed verbally and nonverbally by the patients.	5
9. Observations reported.	5	9.1 Relevance of observations reported.	5			

* Evaluation strategy: process (PS) or product (PT) evaluation

TABLE OF SPECIFICATIONS - PRACTICAL EXAMINATION

PROGRAM TITLE:
NO. AND TITLE OF MODULE:
EXPECTED BEHAVIOUR:

Assistance to Patients in Health-care Establishments
14 - PROVIDING CARE IN A GENERAL AND SPECIALIZED HOSPITAL
Provide care in a general and specialized hospital

Code: 750535

Evaluation Focuses	Str.*	Observable Aspects	Wgt. %	Criterion Components	Wgt. %
Provide care in a general and specialized hospital.	PS PT	10. Application of hygiene and safety rules.	25	10.1 Hygiene rules applied appropriately to each activity.	9
				10.2 All safety rules applied.	16

* Evaluation strategy: process (PS) or product (PT) evaluation

