20

SOCIAL, EDUCATIONAL AND LEGAL SERVICES

SPECIAL CARE COUNSELLING

PROGRAM OF STUDY
351.A0

VOCATIONAL and TECHNICAL EDUCATION

Québec

SOCIAL, EDUCATIONAL AND LEGAL SERVICES

SPECIAL CARE COUNSELLING

PROGRAM OF STUDY
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351.A0	**Special Care Counselling**	2000

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Program-specific component :	2 025	hours of instruction

Specific admission requirements : - None

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INTRODUCTION TO THE PROGRAM

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

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

The Special Care Counselling program includes a general education component that is common to all programs (16 2/3 credits), a general education component that is specific to the program (6 credits), a general education component that is complementary to the other program components (4 credits) and a specific program component (63 1/3 credits).

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

VOCABULARY USED

Program

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

Competency

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

Objective

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

Statement of the competency

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

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

Elements of the competency

For the specific program component of a technical program, the elements of the competency include only what is necessary in order to understand the competency. They specify the major steps in exercising the competency or the essential elements of the competency.

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

Standard

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

Achievement context

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

Performance criteria

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

For the general education component, the performance criteria define the requirements for recognition of the attainment of the standard. All the criteria must be respected for the objective to be attained.

Learning activities

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

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

PART ONE

GOALS OF THE PROGRAM

The aim of the Special Care Counselling program is to produce graduates qualified to practise the occupation of special care counsellor.

The job of a special care counsellor consists in helping people who have or who show signs of developing adjustment and social integration problems and in working with clients with physical or psychological impairments, behavioural problems, mental disorders or health-related problems. These interventions can be adapted to clients of all ages: children, adolescents and adults, including the elderly.

The main places of employment are rehabilitation centres, reception centres and shelters, residential and short- and long-term care centres, psychiatric hospital centres, protected workshops, school boards, local community service centres (known as CLSCs), community organizations, group homes, day centres, halfway houses and external manpower services.

Special care counsellors work in the field of prevention, adjustment, rehabilitation and social integration, intervene directly with people who have adjustment problems, and provide support to clients' families and the people in the clients' immediate surroundings. The centrepiece of intervention is the client-therapist relationship, in which the special care counsellor becomes a key resource person for clients and for the people within their immediate circle and social network. Special care counsellors are often called upon to perform front-line and crisis intervention in cases involving severe psychological distress or potentially harmful behaviour.

Special care counsellors analyze and evaluate clients' particular challenges, taking into account their family situation and environment, so as to develop and implement individual and group intervention plans. The program of activities, based on situations from everyday life, is aimed at communicative, emotional, social, cognitive, psychomotor and moral development. The special care counsellor's support and availability help to enhance the quality of life of clients and to enable them to better manage their life.

Special care counsellors work with resource persons from the education, health and social services systems and community organizations. Generally speaking, they are given considerable leeway in performing their duties, but the extent of this freedom depends on the mandates of the various institutions and organizations concerned.

In accordance with the general goals of technical education, the aims of the program-specific component of the Special Care Counselling program are:

- to enable students to acquire competence in the practice of the occupation, performing the tasks and activities of the occupation at a level acceptable for entry into the job market;

- to help students integrate into professional life by giving them a knowledge of the job market in general and of the specific context of the occupation;

- to encourage continuing professional development;

- to provide for the future job mobility of students by helping them to acquire career-management skills and, especially, entrepreneurial skills.

The Special Care Counselling program also includes the educational intentions underlying the general education components common to all programs, specific to the program and complementary to the program.

Program activities have been arranged so that the full spectrum of intervention problems encountered by special care counsellors is covered. This means that students acquire situation-specific skills as well as general skills which can be applied to special care counselling as a whole**.** In other words, the program is aimed at making it possible to adapt the intervention method used to the client's needs.

The Special Care Counselling program is also designed to help students acquire the ability to detect problems and intervene preventively in order to reduce the effects and seriousness of adjustment problems. Students' personal development, an understanding of the difficulties that individuals face and of the challenges of the social environment, the ability to have meaningful social interaction, knowledge of approaches and the mastery of intervention processes are the focal points of the training provided.

Finally, the program has been designed with a view to developing the qualities required for students to establish a sound relationship with the client, to communicate, to use their critical faculties, to fine-tune their self-awareness and openness to others, and to exercise self-control.

THE GOALS OF GENERAL EDUCATION

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

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

The common cultural core

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

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

Generic skills

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

- conceptualization, analysis and synthesis;
- coherent reasoning;
- critical judgment;
- articulate expression;
- the ability to apply what they have learned in analyzing situations;

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

Desirable attitudes

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

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

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

- General education common to all programs, which is allotted 16 2/3 credits distributed as follows:
    - language of instruction and literature: 7 1/3 credits;
    - humanities or *philosophie*: 4 1/3 credits;
    - physical education: 3 credits;
    - second language: 2 credits.

- General education adapted to programs, which introduces tasks or learning situations that are relevant to the field of study. The breakdown of credits, for a total of 6, is as follows:
    - language of instruction and literature: 2 credits;
    - humanities or *philosophie*: 2 credits;
    - second language: 2 credits.

- Complementary general education, which allows students to complete their training with learning activities chosen with a view to achieving balance and complementarity in relation to the program-specific component. Students may choose courses for a total of 4 credits in the following areas:
    - social sciences;
    - science and technology;
    - modern languages;
    - mathematics literacy and computer science;
    - art and aesthetics.

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

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

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

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

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

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

LIST OF PROGRAM OBJECTIVES

GENERAL EDUCATION COMMON TO ALL PROGRAMS

(16 2/3 credits)

0004 To analyze and produce various forms of discourse.

0005 To apply a critical approach to literary genres.

0006 To apply a critical approach to a literary theme.

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

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

0017 Appliquer les notions de base de la communication en français courant.
or
000A Communiquer en français avec une certaine aisance.
or
000B Communiquer avec aisance en français.
or
000C Traiter d'un sujet culturel et littéraire.

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

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

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

GENERAL EDUCATION ADAPTED TO PROGRAMS

(6 credits)

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

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

0018 Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.
or
000Q Communiquer en français dans un champ d'études particulier.
or
000R Communiquer avec aisance en français dans un champ d'études particulier.
or
000S Disserter en français sur un sujet lié au champ d'études.

COMPLEMENTARY GENERAL EDUCATION

(4 credits)

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

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

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

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

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

0010 To communicate on familiar topics in a modern language.

0067 To communicate with relative ease in a modern language.

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

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

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

0014 To produce a work of art.

SPECIFIC PROGRAM COMPONENT

(63 1/3 credits)

019N To examine the job functions of a special care counsellor

019P To become familiar with community resources and services

019Q To communicate with clients and members of a work team

019R To examine biopsychosocial adjustment issues

019S To gather information about the client's behaviour

019T To design development activities and clinical tools

019U To evaluate the ability of the client’s living environment to provide appropriate support

019V To assist a client in need of help

019W To associate approaches, objectives and techniques with specific adjustment problems

019X To abide by the code of ethics of the profession

019Y To establish a helping relationship

019Z To carry out adaptive and rehabilitative activities for clients with an intellectual disability

01A0 To carry out adaptive and rehabilitative activities for clients with a physical impairment or neurological disorder

01A1 To act as a facilitator for groups of clients or work teams

01A2 To carry out activities for older individuals who are no longer autonomous

01A3 To carry out adaptive and rehabilitative activities for young people with social maladjustments or learning difficulties

01A4 To protect their personal well-being

01A5 To analyze the relationship between social phenomena and adjustment problems

01A6 To carry out rehabilitative activities for clients with mental-health and drug-addiction problems

01A7 To carry out adaptive and rehabilitative activities for clients who are socially excluded or who are perpetrators or victims of violence

01A8 To develop an intervention plan

01A9 To interact with clients from cultural and ethnic communities different from their own

01AA To carry out adaptive and rehabilitative activities for clients who are reentering society or the workplace

01AB To intervene in a crisis

01AC To draw up and carry out an integrated intervention project

HARMONIZATION

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

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

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

FROM TO

Special Care Counselling		**Community Recreation Leadership Training**	
Code	**Competency**	**Code**	**Competency**
019S	To gather information about the client's behaviour	01AF	To recognize significant indicators for recreation leadership
01A4 019V	To protect their personal well-being To assist a client in need of help	01AG	To manage health and safety risks

FROM TO

Special Care Counselling		**Early Childhood Education**	
Code	**Competency**	**Code**	**Competency**
019Q	To communicate with clients and members of a work team	0197	To communicate in the workplace
019S	To gather information about the client's behaviour	0191	To observe children's behaviour
01A4 019V 019U	To protect their personal well-being To assist a client in need of help To evaluate the ability of the client's living environment to provide appropriate support	0193	To function safely in the work environment

FROM TO

Special Care Counselling		Social Service	
Code	**Competency**	**Code**	**Competency**
019P	To become familiar with community resources and services	0189	To investigate public and community social service resources
019Y 019Q	To establish a helping relationship To communicate with clients and members of a work team	018A	To form a helping relationship
01A4	To protect their personal well-being	018U	To protect their personal well-being

PART TWO

OBJECTIVES AND STANDARDS - GENERAL EDUCATION COMMON TO ALL PROGRAMS

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

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

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

LEARNING ACTIVITIES

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

GENERAL EDUCATION COMMON TO ALL PROGRAMS : HUMANITIES CODE : 00B2	
OBJECTIVE	STANDARD
Statement of the competency To apply a logical analytical process to how knowledge is organized and used.	
Elements	**Performance criteria**
1 To recognize the basic elements of a field of knowledge.	1.1 Appropriate description of the basic elements. 1.2 Appropriate use of terminology relevant to fields of knowledge.
2 To define the modes of organization and utilization of a field of knowledge.	2.1 Adequate definition of the dimensions, limits, and uses of fields of knowledge.
3 To situate a field of knowledge within its historical context.	3.1 Accurate identification of the main components in the historical development of fields of knowledge. 3.2 Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge.
4 To organize the main components into coherent patterns.	4.1 Coherent organization of the main components.
5 To produce a synthesis of the main components.	5.1 Appropriate analysis of the components. 5.2 Coherent synthesis of the main components. 5.3 Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge.

LEARNING ACTIVITIES

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

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

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

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

LEARNING ACTIVITIES

Discipline : Français, langue seconde
Pondération : 2-1-3
Unités : 2

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

LEARNING ACTIVITIES

Discipline : Français, langue seconde
Pondération : 2-1-3
Unités : 2

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

LEARNING ACTIVITIES

Discipline : Français, langue seconde
Pondération : 3-0-3
Unités : 2

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION CODE : 0064	
OBJECTIVE	STANDARD
Statement of the competency To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.	
Elements	**Performance criteria**
1 To establish the relationship between one's lifestyle and one's health.	1.1 Proper use of documentation. 1.2 Appropriate relationships between the main lifestyle behaviours and their impact on health.
2 To be physically active in a manner which promotes health.	2.1 Observance of the rules involved in the physical activity, including safety guidelines. 2.2 Respect of one's abilities when practising physical activities.
3 To recognize one's needs, abilities, and motivational factors with respect to being physically active on a regular basis.	3.1 Appropriate use of the physical quantitative and qualitative data. 3.2 Statement of one's main physical needs and abilities. 3.3 Statement of one's main motivational factors with respect to being physically active on a regular basis.
4 To propose physical activities which promote health.	4.1 Appropriate and justified choice of physical activities according to one's needs, abilities, and motivational factors.
LEARNING ACTIVITIES	
Discipline : Physical Education **Weighting** : 1-1-1 **Credits :** 1	

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

GENERAL EDUCATION COMMON TO ALL PROGRAMS :
PHYSICAL EDUCATION CODE : 0066

OBJECTIVE	STANDARD
Statement of the competency To demonstrate one's responsibility for being physically active in a manner which promotes health.	
Elements	**Performance criteria**
1 To combine effective practice with a health promotional approach to physical activity.	1.1 Integration of effective practice with factors which promote health in the practice of a physical activity.
2 To manage a personal physical activity program.	2.1 Statement of one's priorities according to the needs abilities, and motivational factors with respect to being active on a regular basis. 2.2 Proper formulation of objectives to achieve in one's personal program. 2.3 Appropriate choice of activity or activities for one's personal program. 2.4 Appropriate planning of how the activity or activities in the personal program are carried out. 2.5 Appropriate choice of criteria to measure program objective attainment. 2.6 Periodic statement of the time invested and the activities carried out during the program. 2.7 Meaningful interpretation of the progress achieved and difficulties experienced during the activity. 2.8 Appropriate and periodic adjustment of objectives or action plan.

LEARNING ACTIVITIES

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

OBJECTIVES AND STANDARDS - GENERAL EDUCATION ADAPTED TO PROGRAMS

GENERAL EDUCATION ADAPTED TO PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE	CODE : 000L
OBJECTIVE	STANDARD
Statement of the competency To communicate in the forms of discourse appropriate to one or more fields of study.	
Elements	**Performance criteria**
1 To identify the forms of discourse appropriate to given fields of study.	1.1 Accurate recognition of specialized vocabulary and conventions. 1.2 Accurate recognition of the characteristics of the form of discourse.
2 To recognize the discursive frameworks appropriate to given fields of study.	2.1 Clear and accurate recognition of the main ideas and structure. 2.2 Appropriate distinction between fact and argument
3 To formulate a discourse.	3.1 Appropriate choice of tone and diction. 3.2 Correctly developed sentences. 3.3 Clearly and coherently developed paragraphs. 3.4 Appropriate use of program-related communication strategies. 3.5 Formulation of a 1000-word discourse. 3.6 Thorough revision of form and content.

LEARNING ACTIVITIES

Discipline : English
Total Contact Hours : 60
Credits : 2

GENERAL EDUCATION ADAPTED TO PROGRAMS : HUMANITIES	CODE : 000U
OBJECTIVE	STANDARD
Statement of the competency To apply a critical thought process to ethical issues relevant to the field of study.	
Elements	**Performance criteria**
1 To situate significant ethical issues, in appropriate world views and fields of knowledge.	1.1 Accurate recognition of the basic elements of ethical issues. 1.2 Appropriate use of relevant terminology. 1.3 Adequate identification of the main linkages with world views and fields of knowledge.
2 To explain the major ideas, values, and social implication of ethical issues.	2.1 Adequate description of the salient components of the issues.
3 To organize the ethical questions and their implications into coherent patterns.	3.1 Coherent organization of the ethical questions and their implications. 3.2 Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues.
4 To debate the ethical issues.	4.1 Adequate development of substantiated argumentation including context and diverse points of view. 4.2 Clear articulation of an individual point of view.

LEARNING ACTIVITIES

Discipline : Humanities
Total Contact Hours : 45
Credits : 2

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

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU II)	CODE : 000Q
OBJECTIVE	STANDARD
Énoncé de la compétence Communiquer en français dans un champ d'études particulier.	
Elements	**Performance criteria**
1 Distinguer les types de textes propres au champ d'études.	1.1 Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées.
2 Interpréter des textes représentatifs du champ d'études.	2.1 Distinction claire des principaux éléments du texte. 2.2 Interprétation claire du vocabulaire spécialisé. 2.3 Repérage précis des idées et des sujets traités. 2.4 Utilisation pertinente des techniques de lecture et d'écoute.
3 Utiliser des techniques de production de textes appropriées au champ d'études.	3.1 Emploi pertinent du vocabulaire spécialisé et des conventions. 3.2 Respect du niveau de langue et du code grammatical. 3.3 Formulation claire et cohérente du propos. 3.4 Utilisation pertinente des techniques d'expression.

ACTIVITÉS D'APPRENTISSAGE

Discipline : Français, langue seconde
Nombre d'heures-contact : 45
Nombre d'unités : 2

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU III)	CODE : 000R
OBJECTIVE	STANDARD
Énoncé de la compétence Communiquer avec aisance en français dans un champ d'études particulier.	
Elements	**Performance criteria**
1 Commenter des textes propres au champ d'études.	1.1 Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées. 1.2 Explication précise du sens des mots dans le texte. 1.3 Repérage précis de la structure du texte. 1.4 Reformulation juste des idées principales et secondaires, des faits et des opinions. 1.5 Emploi juste du vocabulaire spécialisé.
2 Produire un texte sur un sujet lié au champ d'études.	2.1 Respect du sujet. 2.2 Emploi pertinent du vocabulaire spécialisé et des conventions. 2.3 Respect du niveau de langue et du code grammatical. 2.4 Formulation claire et cohérente du propos. 2.5 Agencement pertinent des idées. 2.6 Adéquation entre forme et fond.

ACTIVITÉS D'APPRENTISSAGE

Discipline : Français, langue seconde
Nombre d'heures-contact : 45
Nombre d'unités : 2

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU IV)	CODE : 000S
OBJECTIF	STANDARD
Énoncé de la compétence Disserter en français sur un sujet lié au champ d'études.	
Éléments	**Critères de performance**
1 Analyser un texte lié au champ d'études.	1.1 Distinction précise des caractéristiques formelles des types particuliers de textes. 1.2 Formulation personnelle des éléments principaux. 1.3 Inventaire des thèmes principaux. 1.4 Repérage juste de la structure du texte. 1.5 Relevé d'indices qui permettent de situer le texte dans son contexte. 1.6 Articulation claire d'un point de vue personnel, s'il y a lieu. 1.7 Association juste des éléments du texte au sujet traité.
2 Rédiger un texte sur un sujet lié au champ d'études.	2.1 Respect du sujet. 2.2 Emploi pertinent du vocabulaire spécialisé et des conventions. 2.3 Choix judicieux des principaux éléments du corpus en fonction du type de texte. 2.4 Formulation claire et cohérente du texte. 2.5 Respect du code grammatical et orthographique. 2.6 Articulation claire d'un point de vue personnel, s'il y a lieu.

ACTIVITÉS D'APPRENTISSAGE

Discipline : Français, langue seconde
Nombre d'heures-contact : 45
Nombre d'unités : 2

OBJECTIVES AND STANDARDS - COMPLEMENTARY GENERAL EDUCATION

COMPLEMENTARY GENERAL EDUCATION: 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** • Students will work alone. • They will write an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues. • Documents and data from the field of social sciences may be used.
Elements	**Performance criteria**
1 Recognize the focus of one or more of the social sciences and their main approaches.	1.1 Formulation of the focus specific to one or more of the social sciences. 1.2 Description of the main approaches used in the social sciences.
2 Identify some of the issues currently under study in the social sciences.	2.1 Association of issues with the pertinent areas of research in the social sciences.
3 Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.	3.1 Presentation of contemporary issues by emphasizing the interpretation of the social sciences. 3.2 Illustration of the interaction between certain social changes and the contribution of the social sciences.

LEARNING ACTIVITIES

Number of student-contact hours : 45
Number of credits : 2

COMPLEMENTARY GENERAL EDUCATION: 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** • Students will work alone. • They will write an essay of approximately 750 words on a topic related to human existence. • Reference materials from the field of social sciences may be used.
Elements	**Performance criteria**
1 Formulate a problem using one or more social scientific approaches.	1.1 Presentation of the background to the problem. 1.2 Use of appropriate concepts and language. 1.3 Brief description of individual, collective, spatio-temporal and cultural aspects of the problem.
2 Deal with an issue using one or more social scientific approaches.	2.1 Clear formulation of an issue. 2.2 Selection of pertinent reference materials. 2.3 Brief description of historical, experimental and survey methods.
3 Draw conclusions.	3.1 Appropriate use of the selected method. 3.2 Determination of appropriate evaluation criteria. 3.3 Identification of strengths and weaknesses of the conclusions.

LEARNING ACTIVITIES

Number of student-contact hours : 45
Number of credits : 2

COMPLEMENTARY GENERAL EDUCATION: 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** • Students will work alone. • They will use a written commentary on a scientific discovery or technological development. • They will write an essay of approximately 750 words.
Elements	**Performance criteria**
1 Describe the standard scientific mode of thought and method.	1.1 Brief description of the essential characteristics of the scientific mode of thought, including quantification and demonstration. 1.2 Organized list and brief description of the essential characteristics of the main steps in the standard scientific method.
2 Demonstrate how science and technology are complementary.	2.1 Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions.
3 Explain the context and the stages related to several scientific and technological discoveries.	3.1 Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries. 3.2 List of the main stages of scientific and technological discoveries.
4 Deduce different consequences and questions resulting from certain recent scientific and technological developments.	4.1 Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries. 4.2 Formulation of relevant questions and credibility of responses to the questions formulated.
LEARNING ACTIVITIES	
Number of student-contact hours : 45 **Number of credits :** 2	

COMPLEMENTARY GENERAL EDUCATION: SCIENCE AND TECHNOLOGY CODE: 000Y	
OBJECTIVE	STANDARD
Statement of the competency To resolve a simple problem by applying the basic scientific method.	**Achievement context** • Students will work alone or in groups. • They will be given a scientific and technological problem that is not complex and that can be resolved by applying the standard scientific method. • Common scientific instruments and reference materials (written or other) may be used.
Elements	**Performance criteria**
1 Describe the main steps of the standard scientific method.	1.1 Organized list and brief description of the characteristics of the steps of the standard scientific method.
2 Formulate a hypothesis designed to solve a simple scientific and technological problem.	2.1 Clear, precise description of the problem. 2.2 Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.).
3 Verify a hypothesis by applying the fundamental principles of the basic experimental method.	3.1 Pertinence, reliability and validity of the experimental method used. 3.2 Observance of established experimental method. 3.3 Appropriate choice and use of instruments. 3.4 Clear, satisfactory presentation of results. 3.5 Validity of the connections established between the hypothesis, the verification and the conclusion.

LEARNING ACTIVITIES

Number of student-contact hours : 45
Number of credits : 2

COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES	CODE: 000Z
OBJECTIVE	STANDARD
Statement of the competency To communicate with limited skill* in a modern language. (*This refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.)	**Achievement context** For modern languages that use the Latin alphabet, students will: • have a conversation that includes at least 8 lines of dialogue • write a text consisting of at least 8 sentences For modern languages that use a writing system other than the Latin alphabet, students will: • have a conversation that includes at least 6 lines of dialogue • write a text consisting of at least 6 sentences Students will be exposed to learning situations on familiar themes. Reference materials may be used.
Elements	**Performance criteria**
1 Understand the meaning of a verbal message.	1.1 The acquisition of a modern language requires an awareness of the culture of the people who use the language. 1.2 Accurate identification of words and idiomatic expressions. 1.3 Clear recognition of the general meaning of simple messages. 1.4 Logical connection between the various elements of the message.
2 Understand the meaning of a written message.	2.1 Accurate identification of words and idiomatic expressions. 2.2 Clear recognition of the general meaning of simple messages. 2.3 Logical connection between the various elements of the message.
3 Express a simple message verbally.	3.1 Appropriate use of language structures in main and coordinate clauses. 3.2 Appropriate application of grammar rules. 3.3 Use of verbs in the present indicative. 3.4 Appropriate use of basic vocabulary and idiomatic expressions. 3.5 Understandable pronunciation. 3.6 Coherent sequence of simple sentences. 3.7 Spontaneous and coherent sequence of sentences during a conversation.
4 Write a text on a given subject.	4.1 Appropriate use of language structures in main and coordinate clauses. 4.2 Appropriate application of basic grammar rules. 4.3 Use of verbs in the present indicative. 4.4 Appropriate use of basic vocabulary and idiomatic expressions. 4.5 Coherent sequence of simple sentences. 4.6 Acceptable application of graphic rules for writing systems other than the Latin alphabet.
LEARNING ACTIVITIES	
Number of student-contact hours : 45 **Number of credits :** 2	

COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES	CODE: 0010
OBJECTIVE	STANDARD
Statement of the competency To communicate on familiar topics in a modern language.	**Achievement context** • Students will have a conversation that includes at least 15 lines of dialogue. • They will write a text consisting of at least 20 sentences for Latin-alphabet languages. • They will write a text consisting of at least 10 sentences for languages not using the Latin alphabet. • Students will be exposed to: – common situations in everyday life – simple topics from everyday life • Reference materials may be used.
Elements	**Performance criteria** The acquisition of a modern language requires an awareness of the culture of the people who use the language.
1 Understand the meaning of a verbal message.	1.1 Accurate identification of words and idiomatic expressions. 1.2 Clear recognition of the general meaning and essential ideas of messages of average complexity. 1.3 Logical connection between the various elements of the message.
2 Understand the meaning of a written message.	2.1 Accurate identification of words and idiomatic expressions. 2.2 Clear recognition of the general meaning and essential ideas of messages of average complexity. 2.3 Logical connection between the various elements of the message.
3 Express a simple message verbally, using sentences of average complexity.	3.1 Appropriate use of language structures in main or subordinate clauses. 3.2 Appropriate application of grammar rules. 3.3 Use of verbs in the present indicative. 3.4 Appropriate use of enriched basic vocabulary and idiomatic expressions. 3.5 Understandable pronunciation. 3.6 Coherent sequence of sentences of average complexity. 3.7 Conversation
4 Write a text on a given subject, using sentences of average complexity.	4.1 Appropriate use of language structures in main or subordinate clauses. 4.2 Appropriate application of grammar rules. 4.3 Use of verbs in the present and past indicative. 4.4 Appropriate use of enriched basic vocabulary and idiomatic expressions. 4.5 Coherent sequence of sentences of average complexity. 4.6 Acceptable application of graphic rules for writing systems other than the Latin alphabet.
LEARNING ACTIVITIES	
Number of student-contact hours : : 45 **Number of credits :** 2	

COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES	CODE: 0067
OBJECTIVE	STANDARD
Statement of the competency To communicate with relative ease in a modern language.	**Achievement context** • Students will work alone. • They will have a conversation that includes at least 20 lines of dialogue. • They will write a text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages). • They will use documents of a sociocultural nature. Reference materials for the written text may be used.
Elements	**Performance criteria** The acquisition of a modern language requires an awareness of the culture of the people who use the language.
1 Understand the meaning of a verbal message in everyday language.	1.1 Accurate explanation of the general meaning and essential ideas of the message. 1.2 Clear identification of structural elements of the language.
2 Understand the meaning of a text of average complexity.	2.1 Accurate explanation of the general meaning and essential ideas of the text. 2.2 Clear identification of structural elements of the language.
3 Have a conversation on a subject.	3.1 Appropriate use of the structural elements of the language according to the message to be expressed. 3.2 Appropriate use of everyday vocabulary. 3.3 Accurate pronunciation and intonation. 3.4 Normal flow in a conversation in everyday language. 3.5 Coherence of the message expressed. 3.6 Pertinent responses to questions.
4 Write a text of average complexity.	4.1 Appropriate use of the structural elements of the language according to the text to be written. 4.2 Accurate vocabulary. 4.3 Coherence of the text as a whole. 4.4 Observance of presentation and writing rules applicable to the text.
LEARNING ACTIVITIES	
Number of student-contact hours : 45 **Number of credits :** 2	

COMPLEMENTARY GENERAL EDUCATION: MATHEMATICS LITERACY AND COMPUTER SCIENCE	CODE: 0011
OBJECTIVE	STANDARD
Statement of the competency To recognize the role of mathematics or informatics in contemporary society.	**Achievement context** • Students will work alone. • They will write an essay of approximately 750 words, using numerous concrete examples that they themselves will have selected.
Elements	**Performance criteria**
1 Demonstrate the acquisition of basic general knowledge of mathematics or informatics.	1.1 Identification of basic notions and concepts. 1.2 Identification of main branches of mathematics or informatics. 1.3 Appropriate use of terminology.
2 Describe the evolution of mathematics or informatics.	2.1 Descriptive summary of several major phases.
3 Recognize the contribution of mathematics or informatics to the development of other areas of knowledge.	3.1 Demonstration of the existence of important contributions, using concrete examples.
4 Illustrate the diversity of mathematical or informatics applications.	4.1 Presentation of a range of applications in various areas of human activity, using concrete examples.
5 Evaluate the impact of mathematics or informatics on individuals and organizations.	5.1 Identification of several major influences. 5.2 Explanation of the way in which mathematics or informatics have changed certain human and organizational realities. 5.3 Recognition of the advantages and disadvantages of these influences.

LEARNING ACTIVITIES

Number of student-contact hours : 45
Number of credits : 2

COMPLEMENTARY GENERAL EDUCATION: MATHEMATICS LITERACY AND COMPUTER SCIENCE	CODE: 0012
OBJECTIVE	STANDARD
Statement of the competency To use various mathematical or computer concepts, procedures and tools for common tasks.	**Achievement context** • Students will work alone. • They will carry out a task or solve a problem based on everyday needs. • Familiar tools and reference materials may be used.
Elements	**Performance criteria**
1 Demonstrate the acquisition of basic functional knowledge in mathematics or informatics.	1.1 Brief definition of concepts. 1.2 Correct execution of basic operations. 1.3 Appropriate use of terminology.
2 Select mathematical or computer tools and procedures on the basis of specific needs.	2.1 List of numerous possibilities available with mathematical and computer tools and procedures. 2.2 Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures. 2.3 Appropriate choice according to needs.
3 Use mathematical or computer tools and procedures to carry out tasks and solve problems.	3.1 Planned, methodical process. 3.2 Correct use of tools and procedures. 3.3 Satisfactory results, given the context. 3.4 Appropriate use of terminology specific to a tool or procedure.
4 Interpret the quantitative data or results obtained using mathematical or computer tools and procedures.	4.1 Accurate interpretation, given the context. 4.2 Clear, precise formulation of the interpretation.

LEARNING ACTIVITIES

Number of student-contact hours : 45
Number of credits : 2

COMPLEMENTARY GENERAL EDUCATION: ART AND AESTHETICS	CODE: 0013
OBJECTIVE	STANDARD
Statement of the competency To consider various forms of art produced by aesthetic practices.	**Achievement context** • Students will work alone. • They will use a specified work of art and write a commentary of approximately 750 words.
Elements	**Performance criteria**
1 Develop an appreciation for the dynamics of the imagination in art.	1.1 Precise explanation of a creative process connected to the construction of an imaginary universe.
2 Describe art movements.	2.1 Descriptive list of the main characteristics of three art movements from different eras, including a modern movement.
3 Give a commentary on a work of art.	3.1 Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a justified description of the meaning of the work of art.

LEARNING ACTIVITIES

Number of student-contact hours : 45
Number of credits : 2

COMPLEMENTARY GENERAL EDUCATION: ART AND AESTHETICS	CODE: 0014
OBJECTIVE	STANDARD
Statement of the competency To produce a work of art.	**Achievement context** • Students will work alone. • of the language and techniques specific to the medium selected.
Elements	**Performance criteria**
1 Recognize the primary forms of expression of an artistic medium.	1.1 Identification of specific features: originality, essential qualities, means of communication, styles, genres.
2 Use the medium.	2.1 Personal, coherent use of elements of language. 2.2 Satisfactory application of artistic techniques. 2.3 Observance of the requirements of the method of production.

LEARNING ACTIVITIES

Number of student-contact hours : 45
Number of credits : 2

OBJECTIVES AND STANDARDS - SPECIFIC PROGRAM COMPONENT

Code: 019N	
OBJECTIVE	STANDARD
Statement of the Competency To examine the job functions of a special care counsellor.	**Achievement Context** • Using up-to-date information about the occupation, as well as about the institutions and organizations in the field. • Using the laws, regulations, standards and codes in effect.
Elements of the Competency	**Performance Criteria**
1. To describe the occupation and the working conditions.	1.1 Relevance of the information gathered. 1.2 Thorough examination of the general characteristics of the occupation and the working conditions. 1.3 Recognition of the entrepreneurial opportunities in the field.
2. To examine the tasks and operations related to the occupation.	2.1 Proper examination of the operations, performance conditions and performance criteria for each task. 2.2 Accurate determination of the relative importance of tasks. 2.3 Correlation of steps in working methods with the tasks of the occupation.
3. To examine intervention plans.	3.1 Identification of the main features of intervention plans. 3.2 Grasp of the role of intervention plans within the special care counselling process.
4. To examine the abilities and socioaffective behaviours necessary to practise the occupation.	4.1 Relevance of links established between the skills and socioaffective behaviours and the various tasks involved in the practice of the occupation.

Code: 019P	
OBJECTIVE	STANDARD
Statement of the Competency To become familiar with community resources and services.	**Achievement Context** • Using the file, intervention plan or individualized service plan. • Using the appropriate documentation and computer tools.
Elements of the Competency	**Performance Criteria**
1. To analyze the specific nature of the request for services.	1.1 Thorough examination of the reasons for the request. 1.2 Identification of the main features of the request. 1.3 Appropriate verification of the laws pertaining to the request.
2. To examine the missions of institutions and organizations.	2.1 Identification of the services offered. 2.2 Identification of the laws governing the institutions or organizations concerned. 2.3 Clear description of the mandates of the institutions or organizations concerned. 2.4 Clear description of the roles and fields of professional practice of resource persons. 2.5 Classification of institutions and organizations according to types of adjustment problems.
3. To make a referral.	3.1 Apt choice of relevant resources. 3.2 Clear description of means of access to the resource.

Code: 019Q	
OBJECTIVE	STANDARD
Statement of the Competency To communicate with clients and members of a work team.	**Achievement Context** • Based on work situations.
Elements of the Competency	**Performance Criteria**
1. To situate themselves in relation to communication objectives.	1.1 Awareness of the communication context. 1.2 Determination of clients' and colleagues' willingness and ability to communicate.
2. To recognize and analyze the elements that help or hinder communication.	2.1 Awareness of body language and the other forms of nonverbal communication at play. 2.2 Identification of relevant verbal messages. 2.3 Awareness of the emotions and attitudes displayed. 2.4 Accurate assessment of their own emotions and attitudes. 2.5 Formulation of explanations for the attitudes and socioaffective responses of the client or work team.
3. To use communication strategies.	3.1 Display of behaviours indicative of acceptance and respect. 3.2 Appropriate use of approach techniques. 3.3 Observance of the rules governing the transmission of information. 3.4 Use of appropriate, professional language. 3.5 Appropriate use of emotions. 3.6 Display of self-asserting attitudes and behaviours.
4. To evaluate their way of communicating.	4.1 Awareness of their strengths and weaknesses in terms of communication. 4.2 Awareness of their socioaffective responses. 4.3 Accurate analysis of their ability to react socioaffectively. 4.4 Suggestions for ways of improving their ability to communicate.

Code: 019R	
OBJECTIVE	STANDARD
Statement of the Competency To examine biopsychosocial adjustment issues.	**Achievement Context** • With all clienteles. • Using the client's file. • Using observation and evaluation tools. • Referring to the major manuals for classification of mental and physical disorders. • In collaboration with resource persons.
Elements of the Competency	**Performance Criteria**
1. To assess the client's level of development.	1.1 Recognition of the relevant psychological and developmental factors. 1.2 Consideration of the features of the phenomenon of human adjustment. 1.3 Identification of significant directions specific to the client's process of development.
2. To associate the client's condition or behaviour with a particular biopsychosocial adjustment problem.	2.1 Awareness of the signs of physical, neurological and intellectual impairment. 2.2 Awareness of the signs of psychomotor or cognitive deficits. 2.3 Awareness of the indications of psychological problems and psychopathological disorders. 2.4 Awareness of the indications of functional and dysfunctional social behaviour. 2.5 Awareness of the indications of learning difficulties. 2.6 Establishment of relevant links between manifestations and indicators. 2.7 Appropriate classification of the information. 2.8 Appropriate use of observation and evaluation tools. 2.9 Ability to recognize the limitations of their capacity to intervene and to act accordingly.

Code: 019R	
3. To research the main factors contributing to the problems identified.	3.1 Awareness of the environmental, intrapersonal and interpersonal factors at play. 3.2 Awareness of the effects of the client's behaviour on his or her immediate environment. 3.3 Appropriate consultation with resource persons. 3.4 Relevance of the causal factors identified.
4. To define the features of the biopsychosocial adjustment problem.	4.1 Relevance, clarity and objectivity in presenting the information. 4.2 Establishment of relevant links between the information gathered and the dynamics of the client's adjustment challenges. 4.3 Clear description of the client's adjustment profile. 4.4 Appropriate use of terminology. 4.5 Ability to recognize the limitations of their capacity to intervene and to act accordingly.

Code: 019S	
OBJECTIVE	STANDARD
Statement of the Competency To gather information about the client's behaviour.	**Achievement Context** • Based on situations from the client's daily life. • Using observation tools. • Using the appropriate documentation.
Elements of the Competency	**Performance Criteria**
1. To observe and describe the client's behaviour in his or her physical environment.	1.1 Awareness of the features of the client's physical environment. 1.2 Awareness of the influence of the physical environment on the client's behaviour. 1.3 Appropriate use of observation tools.
2. To observe and describe the client's social interaction.	2.1 Awareness of significant attitudes and behaviours. 2.2 Identification of relevant verbal messages. 2.3 Awareness of the influence of the social environment on the client's behaviour. 2.4 Appropriate use of observation tools.
3. To observe and describe the client's socioaffective behaviours.	3.1 Awareness of the extent of the client's open-mindedness and of his or her socioaffective responses. 3.2 Awareness of the indications of mental and emotional health. 3.3 Appropriate use of observation tools.

Code: 019S	
4. To draft a preliminary behavioural profile of the person.	4.1 Establishment of relevant links between the various observations. 4.2 Formulation of observations on aspects of the behaviour that indicate biopsychosocial adjustment difficulties. 4.3 Formulation of observations about the client's pattern of behaviour. 4.4 Formulation of observations about the client's level of awareness regarding the behaviour. 4.5 Relevance, coherence and clarity of the information recorded.

Code: 019T	
OBJECTIVE	STANDARD
Statement of the Competency To design development activities and clinical tools.	**Achievement Context** • Based on situations from the client's daily life. • Using an intervention plan or individualized service plan. • Using the appropriate documentation, material and computer tools. • Using codes of ethics. • In collaboration with resource persons.
Elements of the Competency 1. To determine the development activities and clinical tools that should be used.	**Performance Criteria** 1.1 Inventory of the main development activities and clinical tools. 1.2 Clear understanding of the contribution of the activity or tool to the improvement of the client's communicative, affective, social, cognitive, psychomotor and moral judgment skills. 1.3 Accurate analysis of the suitability of the activities or tools for the adjustment problem in question. 1.4 Justification of the role and purpose of the activity or tool to be developed with respect to the adjustment, rehabilitation or reintegration program. 1.5 Clear description of the project to develop activities and clinical tools. 1.6 Observance of the mandates and policies of the institutions and organizations concerned.

Code: 019T	
2. To design the program of development activities and clinical tools.	2.1 Appropriate use of existing documentation and material. 2.2 Appropriate use of artistic and cultural activities. 2.3 Appropriate use of recreational and sports activities. 2.4 Appropriate use of computers and audiovisual aids. 2.5 Suitability of the development activity or clinical tool for the adjustment, rehabilitation and reintegration objectives in question. 2.6 Clear description of the conditions for implementing the program of activities and for the use of tools. 2.7 Use of creativity and originality. 2.8 Ability to recognize the limitations of their capacity to intervene and to act accordingly.
3. To try out the development activities and clinical tools.	3.1 Preparation of the premises and the material. 3.2 Proper carrying out of the activities. 3.3 Proper use of the clinical tools. 3.4 Display of attitudes and behaviours that capture the client's attention and encourage participation.
4. To evaluate the suitability of the development activities and clinical tools for the objectives in question.	4.1 Awareness of which objectives have been achieved and which have not. 4.2 Accurate analysis of their socioaffective attitude and behaviour during the trial stage. 4.3 Accurate evaluation of the strengths and weaknesses of the activities and tools. 4.4 Suggestions for changes to the activity or tool.

Code: 019U	
OBJECTIVE	STANDARD
Statement of the Competency To evaluate the ability of the client's living environment to provide appropriate support.	**Achievement Context** • In the client's home, in an institution or in a substitute environment. • Using the intervention plan or individualized service plan. • Using laws and codes of ethics. • Using observation and evaluation tools. • In collaboration with resource persons.
Elements of the Competency	**Performance Criteria**
1. To evaluate the client's physical environment.	1.1 Awareness of the features of the physical environment such as sanitation and accessibility. 1.2 Accurate assessment of the environmental conditions that facilitate adjustment, rehabilitation or reintegration.
2. To evaluate the supportive methods of the people closest to the client.	2.1 Display of attitudes and behaviours indicative of empathy and the willingness to collaborate. 2.2 Accurate description of the value system and culture of the environment. 2.3 Awareness of the risk factors within the family. 2.4 Accurate analysis of the current roles and contribution of the people closest to the client. 2.5 Accurate assessment of the potential contribution of the people closest to the client. 2.6 Relevance and accuracy of the information given to the people closest to the client.
3. To draw up a list of the client's support network and informal caregivers.	3.1 Identification of the significant people who offer psychosocial support in the client's entourage. 3.2 Clear description of the types of assistance offered by the support network and informal caregivers. 3.3 Ability to recognize the limitations of their capacity to intervene and to act accordingly.

Code: 019U	
4. To submit recommendations to or file a report with the proper authorities.	4.1 Formulation of appropriate measures aimed at supporting and training the people closest to the client. 4.2 Accuracy and discernment in decision-making regarding the official reporting of cases. 4.3 Relevance of resorting to respite measures tailored to the situation. 4.4 Relevance of recommendations regarding adaptation of the physical environment. 4.5 Observance of the laws in effect.

Code: 019V	
OBJECTIVE	STANDARD
Statement of the Competency To assist a client in need of help.	**Achievement Context** • Based on work situations. • Using material and tools tailored to the situation in question. • Using emergency intervention protocols.
Elements of the Competency	**Performance Criteria**
1. To assess the client's condition.	1.1 Assessment of the gravity of the client's impairments and deficits. 1.2 Accurate assessment of the client's physical condition. 1.3 Recognition of the client's level of awareness. 1.4 Appropriate choice of intervention measures. 1.5 Relevance of referrals. 1.6 Ability to recognize the limitations of their capacity to intervene and to act accordingly.
2. To apply techniques for physically positioning and moving the client.	2.1 Use of physical positioning and movement techniques appropriate to the client's condition. 2.2 Respect for the client. 2.3 Observance of standard practice in occupational therapy.
3. To apply first-aid techniques.	3.1 Use of effective communication that comforts and reassures the client. 3.2 Use of intervention techniques tailored to the client's physical and mental condition. 3.3 Effective use of cardiopulmonary resuscitation. 3.4 Ability to recognize the limitations of their capacity to intervene and to act accordingly.

Code: 019W	
OBJECTIVE	STANDARD
Statement of the Competency To associate approaches, objectives and techniques with specific adjustment problems.	**Achievement Context** • Using the client's file. • Using the appropriate documentation.
Elements of the Competency	**Performance Criteria**
1. To correlate the various intervention approaches with specific adjustment problems.	1.1 Awareness of the features and particularities of the main approaches used in special care counselling. 1.2 Awareness of the foundations of and concepts specific to the various intervention approaches. 1.3 Awareness of the features of intervention approach implementation. 1.4 Correlation of the main intervention approaches used with specific adjustment problems.
2. To align intervention objectives and techniques with intervention approaches.	2.1 Awareness of the objectives and intervention techniques specific to the various approaches. 2.2 Accurate analysis of the similarities and differences between intervention approaches in terms of intervention techniques and objectives.
3. To determine how the various intervention approaches and techniques contribute to meeting the needs of the client.	3.1 Clear description of the contribution of intervention approaches and techniques to the communicative, emotional, social, cognitive, psychomotor and moral needs of the client. 3.2 Clear description of the factors that help or hinder implementation of the various approaches.
4. To provide information about intervention approaches, objectives and techniques.	4.1 Use of appropriate, professional language. 4.2 Relevance and clarity of the information conveyed.

Code: 019X	
OBJECTIVE	STANDARD
Statement of the Competency To abide by the code of ethics of the profession.	**Achievement Context** • Based on the intervention plan and the individualized service plan. • Based on situations from the client's daily life. • Using the appropriate documentation. • Using the institution's code of ethics and the relevant laws and regulations. • In collaboration with health care, social services, education and community organization professionals.
Elements of the Competency	**Performance Criteria**
1. To perform their duties, taking into account the institution's or organization's code of ethics and mandate.	1.1 Awareness of the laws and regulations governing the framework for intervention. 1.2 Clear description of special care counselling intervention techniques as distinct from those used in related fields of professional practice.
2. To intervene in keeping with ethical behaviour.	2.1 Display of socioaffective behaviour and attitudes adapted to the client and to the context for intervention. 2.2 Observance of the code of ethics and regulations of the institutions or organizations concerned. 2.3 Respect for the areas of competency of the various specialists concerned, i.e. avoiding infringing on areas of competency outside their purview.
3. To evaluate their behaviour in light of the requirements of the profession.	3.1 Awareness of appropriate and inappropriate intervention attitudes and behaviours. 3.2 Accurate analysis of the consequences of inappropriate or improper behaviour. 3.3 Accurate description of their contribution and of their integration into the workplace. 3.4 Suggestions for improving how they relate to people and for furthering their professional integration.

Code: 019Y	
OBJECTIVE	STANDARD
Statement of the Competency To establish a helping relationship.	**Achievement Context** • Based on situations from the client's daily life. • Using support plans. • Using the case file and the intervention plan.
Elements of the Competency	**Performance Criteria**
1. To make initial contact with the client.	1.1 Display of attitudes and behaviours conducive to establishing a relationship based on trust. 1.2 Awareness of significant verbal and nonverbal indications of the person's emotional state. 1.3 Awareness of the circumstances of and events in the client's daily life. 1.4 Appropriate application of the rules of proxemics.
2. To explore the affective aspect of the client's life experience with him or her.	2.1 Display of attitudes and behaviours indicative of acceptance and flexibility in order to maintain the client's trust. 2.2 Appropriate choices as to the parts of the client's life experience that should be explored. 2.3 Appropriate interview planning. 2.4 Appropriate use of techniques that validate and help the client constructively channel the expression of emotion. 2.5 Appropriate use of paraphrasing, mirroring or confrontation techniques. 2.6 Use of a process centred on the client's emotions. 2.7 Analysis of the client's emotions and attitudes on the basis of the situation. 2.8 Ability to recognize the limitations of their capacity to intervene and to act accordingly.

Code: 019Y	
3. To determine, with the client, his or her specific needs and to agree on the appropriate plan of action.	3.1 Display of attitudes and behaviours indicative of empathy. 3.2 Appropriate use of intervention strategies that help the client become aware of the need for help. 3.3 Accurate description of client expectations and needs in terms of information, support and referral. 3.4 Appropriate verification of the client's ability to asssume control of his or her life. 3.5 Relevance and clear formulation of the plan of action. 3.6 Ability to recognize the limitations of their capacity to intervene in a helping relationship and to act accordingly.
4. To evaluate their ability to establish a relationship with the client.	4.1 Awareness of their attitudes and behaviours. 4.2 Accurate analysis of their ability to have appropriate socioaffective responses. 4.3 Suggestions for improving their effectiveness in a helping relationship, while maintaining an appropriate emotional distance.

Code: 019Z	
OBJECTIVE	STANDARD
Statement of the Competency To carry out adaptive and rehabilitative activities for clients with an intellectual disability.	**Achievement Context** • Based on situations from the client's daily life. • Using the client's file, intervention plan or individualized service plan. • Using laws and codes of ethics. • Using observation and evaluation tools. • Using suitable material and tools. • In collaboration with resource persons.
Elements of the Competency	**Performance Criteria**
1. To evaluate the extent of the client's disability and his or her adaptive potential.	1.1 Identification of the client's disability and level of autonomy. 1.2 Accurate assessment of the client's needs. 1.3 Accurate assessment of the impact of the disability on the client's socioaffective adaptability. 1.4 Accurate assessment of the client's strengths and ability to learn. 1.5 Appropriate use of observation and evaluation tools. 1.6 Appropriate consultation with resource persons. 1.7 Ability to recognize the limitations of their capacity to intervene and to act accordingly.
2. To plan intervention strategies tailored to the client's needs.	2.1 Choice of objectives and intervention techniques based on the client's needs and abilities. 2.2 Appropriate choice of adaptive and rehabilitative activities. 2.3 Appropriate choice of resources. 2.4 Proper structuring of the program of activities. 2.5 Appropriate consultation with resource persons. 2.6 Observance of the mandates and policies of the institutions and organizations concerned.

Code: 019Z	
3. To carry out activities conducive to the development of the client's social skills.	3.1 Display of attitudes and behaviours indicative of acceptance. 3.2 Appropriate use of intervention strategies that help develop interpersonal skills and the ability to be part of a group. 3.3 Appropriate use of intervention strategies that help the client express emotion and assert needs. 3.4 Consideration of the client's attention deficits. 3.5 Flexibility and originality in implementing the program of activities.
4. To carry out activities that help maintain communication, cognitive and psychomotor skills.	4.1 Display of attitudes and behaviours indicative of empathy. 4.2 Appropriate use of intervention strategies that help develop the client's potential and ability to learn successfully. 4.3 Appropriate use of rehabilitation material and tools. 4.4 Appropriate use of a personalized approach. 4.5 Consideration of the client's attention deficits. 4.6 Flexibility and originality in implementing the program of activities.
5. To support the client in performing day-to-day tasks.	5.1 Display of attitudes and behaviours indicative of empathy. 5.2 Support adapted to learning of everyday skills. 5.3 Respect for the client's privacy.

Code: 019Z	
6. To help the client and family accept the impairment or disability in question.	6.1 Accurate evaluation of the ability of the client's living environment to provide appropriate support. 6.2 Display of attitudes and behaviours indicative of empathy. 6.3 Appropriate use of strategies that help the client and the family express emotion. 6.4 Appropriate use of helping techniques. 6.5 Appropriate use of intervention strategies that help the client and the family cope with the impairment or disability. 6.6 Accuracy and discernment in conveying information about the impairment or disability. 6.7 Clear mutual understanding of and agreement upon the cooperation expected.
7. To evaluate the achievement of intervention objectives.	7.1 Awareness of which objectives have been achieved and which have not. 7.2 Verification of the effectiveness of the chosen course of intervention and its implementation. 7.3 Accurate analysis of their ability to form relationships, to be flexible and to demonstrate appropriate socioaffective responses. 7.4 Suggestions for improving their intervention skills. 7.5 Formulation of appropriate recommendations and follow-up measures.

Code: 01A0	
OBJECTIVE	STANDARD
Statement of the Competency To carry out adaptive and rehabilitative activities for clients with a physical impairment or neurological disorder.	**Achievement Context** • Based on situations from the client's daily life. • Using the client's file, intervention plan or individualized service plan. • Using laws and codes of ethics. • Using observation and evaluation tools. • Using impairment-specific tests. • Using adapted material and accessories. • In collaboration with resource persons.
Elements of the Competency	**Performance Criteria**
1. To evaluate the extent of the client's impairment and his or her adaptive potential.	1.1 Recognition of the client's functional abilities and level of autonomy. 1.2 Accurate assessment of the client's needs. 1.3 Accurate assessment of the effects of the impairment on the client's functional adaptability and emotional and social life. 1.4 Accurate assessment of the client's strengths and ability to learn. 1.5 Appropriate use of observation and evaluation tools. 1.6 Appropriate consultation with resource persons. 1.7 Ability to recognize the limitations of their capacity to intervene and to act accordingly.
2. To plan intervention strategies tailored to the client's needs.	2.1 Choice of objectives and intervention techniques based on the client's needs and abilities. 2.2 Appropriate choice of adaptive and rehabilitative activities. 2.3 Suitable choice of resources. 2.4 Proper structuring of the program of activities. 2.5 Appropriate consultation with resource persons. 2.6 Observance of the mandates and policies of the institutions and organizations concerned.

Code: 01A0	
3. To help the client accept the impairment and define life goals.	3.1 Display of attitudes and behaviours indicative of empathy. 3.2 Appropriate use of intervention strategies that facilitate the client's expression of his or her affective and sensory experience. 3.3 Appropriate use of helping techniques. 3.4 Appropriate use of intervention strategies that help the client take greater charge of his or her life and that enhance motivation. 3.5 Use of a personalized approach to support that helps define the client's fields of interest and aspirations. 3.6 Appropriate use of intervention strategies that help the client develop social skills. 3.7 Accuracy and discernment in conveying information about the impairment.
4. To carry out activities that help develop linguistic, cognitive and psychomotor skills.	4.1 Display of attitudes and behaviours indicative of empathy. 4.2 Clear explanation of rules and guidelines. 4.3 Appropriate use of intervention strategies that favour linguistic, intellectual and psychomotor development. 4.4 Appropriate use of rehabilitation material and tools. 4.5 Flexibility and originality in implementing the program of activities or exercises. 4.6 Respect for the client and his or her limits. 4.7 Observance of activity and exercise program objectives.

Code: 01A0	
5. To develop or maintain the parents' or family's ability to help the client.	5.1 Accurate evaluation of the family's ability to provide appropriate support. 5.2 Display of attitudes and behaviours indicative of empathy. 5.3 Clear mutual understanding of and agreement upon the cooperation expected. 5.4 Appropriate use of intervention strategies that help the family express emotion and strengthen family ties. 5.5 Relevance of the training given to the family. 5.6 Respect for the family's culture.
6. To evaluate the achievement of intervention objectives.	6.1 Awareness of which objectives have been achieved and which have not. 6.2 Verification of the effectiveness of the chosen course of intervention and its implementation. 6.3 Accurate analysis of their ability to form relationships, to be flexible and to demonstrate appropriate socioaffective responses. 6.4 Suggestions for improving their intervention skills. 6.5 Formulation of appropriate recommendations and follow-up measures.

Code: 01A1	
OBJECTIVE	STANDARD
Statement of the Competency To act as a facilitator for groups of clients or work teams.	**Achievement Context** • Using the appropriate documentation. • Using facilitation and evaluation tools.
Elements of the Competency	**Performance Criteria**
1. To analyze group dynamics.	1.1 Awareness of the main features and operational framework of the group or team. 1.2 Recognition of the group's or team's development phase. 1.3 Awareness of the role and contribution of each member of the group or team. 1.4 Consideration of the issues particular to the group or team. 1.5 Accurate analysis of the patterns of communication and the interpersonal relations within the group or team. 1.6 Appropriate facilitation strategy.
2. To facilitate the collaboration and participation of group or team members.	2.1 Appropriate use of facilitation strategies and techniques that improve the group's or team's interactions and motivation. 2.2 Alignment of facilitation methods with the needs and abilities of the group or team. 2.3 Observance of the procedures of group facilitation. 2.4 Display of attitudes and behaviours indicative of genuine involvement.

Code: 01A1	
3. To use conflict-resolution strategies.	3.1 Description of the facts, behaviours and attitudes involved in the conflict. 3.2 Identification of potential solutions for resolving the conflict. 3.3 Choice of an appropriate strategy. 3.4 Appropriate use of facilitation techniques conducive to cohesion, consensus and acceptance of differences. 3.5 Respect for members of the group or team. 3.6 Display of attitudes and behaviours indicative of acceptance.
4. To evaluate their skills as a facilitator.	4.1 Awareness of their attitudes and actions. 4.2 Description of their proficiency in using facilitation techniques. 4.3 Suggested ways of improving their facilitation skills.

Code: 01A2	
OBJECTIVE	STANDARD
Statement of the Competency To carry out activities for older individuals who are no longer autonomous.	**Achievement Context** • Based on situations from the client's daily life. • Using the client's file, intervention plan or individualized service plan. • Using laws and codes of ethics. • Using observation and evaluation tools. • Using adapted material and accessories. • In collaboration with resource persons.
Elements of the Competency 1. To evaluate the impact of the client's deficits on his or her adaptive potential.	**Performance Criteria** 1.1 Recognition of the client's functional abilities, social behaviour and level of autonomy. 1.2 Accurate assessment of the client's needs. 1.3 Accurate assessment of the effects of aging on the client's socioaffective adaptability. 1.4 Accurate assessment of the client's strengths and ability to learn. 1.5 Accurate assessment of the extent of the client's open-mindedness and willingness to cooperate. 1.6 Appropriate use of observation and evaluation tools. 1.7 Appropriate consultation with resource persons. 1.8 Ability to recognize the limitations of their capacity to intervene and to act accordingly.

Code: 01A2	
2. To plan interventions tailored to the client's needs.	2.1 Choice of objectives and intervention techniques based on the client's needs and abilities. 2.2 Appropriate choice of adaptive and rehabilitative activities. 2.3 Suitable choice of resources. 2.4 Proper structuring of the program of activities. 2.5 Appropriate consultation with resource persons. 2.6 Observance of the mandates and policies of the institutions and organizations concerned.
3. To help the client accept the losses associated with the process of aging.	3.1 Display of attitudes and behaviours indicative of empathy. 3.2 Appropriate use of intervention strategies that facilitate the client's expression of his or her affective and sensory experience. 3.3 Appropriate use of intervention strategies that help the client accept the effects of aging. 3.4 Appropriate use of helping techniques. 3.5 Accuracy and discernment in conveying information about the losses related to aging. 3.6 Respect for the person's values.
4. To help maintain the client's functional abilities.	4.1 Display of attitudes and behaviours indicative of empathy. 4.2 Clarity of the rules and guidelines conveyed to the client. 4.3 Appropriate use of material and tools. 4.4 Flexibility and originality in implementing the program of activities or exercises. 4.5 Suitable support for helping the client learn to perform or to maintain the ability to perform daily tasks. 4.6 Observance of the objectives of the program of activities or exercises. 4.7 Respect for the client and his or her functional abilities.

Code: 01A2	
5. To carry out activities conducive to social interaction.	5.1 Display of attitudes and behaviours indicative of empathy. 5.2 Appropriate use of intervention techniques that help the client realize the importance of mutual assistance and sharing. 5.3 Appropriate use of facilitation techniques. 5.4 Flexibility and creativity in implementing the program of activities.
6. To help the family accept the losses related to aging.	6.1 Accurate evaluation of the ability of the client's living environment to provide appropriate support. 6.2 Display of attitudes and behaviours indicative of empathy. 6.3 Appropriate use of strategies that help family members express emotion. 6.4 Appropriate use of helping techniques. 6.5 Appropriate use of strategies that strengthen the family-client bond. 6.6 Accuracy and discernment in conveying information about losses related to aging. 6.7 Clear mutual understanding of and agreement upon the cooperation expected.
7. To evaluate the achievement of intervention objectives.	7.1 Awareness of which objectives have been achieved and which have not. 7.2 Verification of the effectiveness of the chosen course of intervention and its implementation. 7.3 Accurate analysis of their ability to form relationships, to be flexible and to demonstrate appropriate socioaffective responses. 7.4 Suggestions for improving their intervention skills. 7.5 Formulation of appropriate recommendations and follow-up measures.

Code: 01A3	
OBJECTIVE	STANDARD
Statement of the Competency To carry out adaptive and rehabilitative activities for young people with social maladjustments or learning difficulties.	**Achievement Context** • Based on situations from the young person's daily life. • Using the file, intervention plan or individualized service plan. • Using laws, codes of ethics or school policies. • Using observation and evaluation tools. • Using adapted material and accessories. • In collaboration with education, health care, and social services professionals.
Elements of the Competency	**Performance Criteria**
1. To detect a problem.	1.1 Awareness of the significant behaviour exhibited by the young person. 1.2 Awareness of the environmental factors involved.
2. To evaluate the young person's difficulties as well as his or her adaptive and learning potential.	2.1 Consideration of the history of the services received. 2.2 Accurate analysis of the young person's needs. 2.3 Accurate analysis of the young person's behavioural profile and psychological and developmental abilities. 2.4 Accurate assessment of the effects of the young person's maladjustment and learning difficulties on his or her development. 2.5 Accurate assessment of the young person's strengths and ability to learn. 2.6 Accurate assessment of the young person's sense of responsibility and open-mindedness. 2.7 Appropriate use of observation and evaluation tools. 2.8 Appropriate consultation with resource persons. 2.9 Ability to recognize the limitations of their capacity to intervene and to act accordingly.

Code: 01A3	
3. To plan intervention strategies tailored to the young person's needs.	3.1 Choice of objectives and intervention techniques based on the young person's needs and abilities. 3.2 Appropriate choice of adaptive and rehabilitative activities. 3.3 Suitable choice of resources. 3.4 Proper structuring of the program of activities. 3.5 Appropriate consultation with resource persons. 3.6 Observance of the laws, mandates, policies and regulations in effect.
4. To carry out activities that help develop the young person's social skills.	4.1 Display of attitudes and behaviours indicative of empathy. 4.2 Appropriate use of intervention strategies that help develop the young person's communication skills and ability for group interaction. 4.3 Appropriate use of facilitation techniques. 4.4 Appropriate use of intervention strategies that help the young person control aggression. 4.5 Flexibility and originality in implementing the program of activities.
5. To carry out activities that help improve the young person's sense of responsibility and self-esteem.	5.1 Display of attitudes indicative of empathy. 5.2 Appropriate use of intervention strategies that help the young person express emotion and enhance self-image. 5.3 Flexibility and originality in implementing the program of activities.

Code: 01A3	
6. To carry out activities that help prevent dropping out and that promote success in school.	6.1 Display of attitudes and behaviours indicative of empathy. 6.2 Appropriate use of intervention strategies that improve motivation at school and increase the young person's interest in learning. 6.3 Appropriate use of intervention strategies that encourage peers to help each other and to share. 6.4 Appropriate use of intervention strategies that help the young person behave in a suitable manner in school. 6.5 Appropriate use of individualized helping and support techniques. 6.6 Flexibility and originality in implementing the program of activities.
7. To provide advice to the family and education professionals regarding the young person's problem.	7.1 Observance of professional ethics. 7.2 Accuracy and discernment in describing the young person's behaviour. 7.3 Appropriate consultation with the family and education professionals. 7.4 Relevance of the education and rehabilitation techniques and strategies suggested to the family and education professionals.
8. To develop the support skills of parents.	8.1 Accurate evaluation of the ability of family members to provide appropriate support. 8.2 Clear mutual understanding of and agreement upon the cooperation expected. 8.3 Use of intervention strategies and activities that help develop parenting skills. 8.4 Use of education and training activities tailored to the needs of the living environment. 8.5 Display of attitudes and behaviours consistent with the level of cooperation demonstrated by the parents.

Code: 01A3	
9. To evaluate the achievement of intervention objectives.	9.1 Awareness of which objectives have been achieved and which have not. 9.2 Verification of the effectiveness of the chosen course of intervention and its implementation. 9.3 Accurate analysis of their ability to form relationships, to be flexible and to demonstrate appropriate socioaffective responses. 9.4 Suggestions for improving their intervention skills. 9.5 Formulation of appropriate recommendations and follow-up measures.

Code: 01A4	
OBJECTIVE	STANDARD
Statement of the Competency To protect their personal well-being.	**Achievement Context** • Based on work situations. • Using the appropriate documentation. • Using laws and codes of ethics. • Using emergency intervention protocols.
Elements of the Competency	**Performance Criteria**
1. To assess the risks of a situation.	1.1 Awareness of the risk of infection. 1.2 Prompt and accurate recognition of signs of a person's loss of control. 1.3 Recognition of the signs of burn-out. 1.4 Accurate analysis of the threats to their physical and psychological well-being and safety.
2. To take preventive measures in cases of potential exposure to infection.	2.1 Relevance of the protective measures adopted. 2.2 Observance of the rules of hygiene. 2.3 Respect for the client.
3. To take preventive measures in the case of physical threats.	3.1 Appropriate use of physical control techniques. 3.2 Appropriate use of a self-protection strategy. 3.3 Use of communication strategies adapted to the particular situation. 3.4 Display of attitudes and behaviours indicative of self-control. 3.5 Observance of the rules of proxemics. 3.6 Appropriate use of restraint equipment.
4. To take measures to prevent burn-out.	4.1 Appropriate use of stress-management techniques.

Code: 01A5	
OBJECTIVE	STANDARD
Statement of the Competency To analyze the relationship between social phenomena and adjustment problems.	**Achievement Context** • Using the appropriate documentation. • Using charters of rights.
Elements of the Competency	**Performance Criteria**
1. To recognize the social characteristics of a client or client group with adjustment problems.	1.1 Awareness of the socioeconomic profile of the client or client group. 1.2 Accurate description of the values of the client or client group.
2. To associate inequality and social disparity with adjustment problems.	2.1 Clear description of the inequality and social disparity at the root of the social adjustment problem. 2.2 Clear description of the main social, economic and cultural effects of the psychosocial adjustment problems. 2.3 Awareness of the main elements of the social and political response to psychosocial adjustment problems.
3. To analyze the connections between inequality and social disparity and adjustment dynamics.	3.1 Accurate analysis of the effects of inequality and social disparity on the client's or client group's adjustment problems. 3.2 Recognition of the social factors that help or hinder adjustment.

Code: 01A6	
OBJECTIVE	STANDARD
Statement of the Competency To carry out rehabilitative activities for clients with mental-health and drug-addiction problems.	**Achievement Context** • Based on situations from the client's daily life. • Using the file, intervention plan or individualized service plan. • Using laws and codes of ethics. • Using observation and evaluation tools. • Using adapted material and accessories. • In collaboration with resource persons.
Elements of the Competency	**Performance Criteria**
1. To evaluate the extent of the client's disability and his or her adaptive potential.	1.1 Recognition of the client's functional abilities, social behaviours and level of autonomy. 1.2 Accurate assessment of the client's needs. 1.3 Accurate assessment of the impact of the disability on the client's socioaffective adaptability. 1.4 Accurate assessment of the effects of drug use and medication on the client's rehabilitation process. 1.5 Accurate assessment of the client's strengths and ability to learn. 1.6 Appropriate use of observation and evaluation tools. 1.7 Appropriate consultation with resource persons. 1.8 Ability to recognize the limitations of their capacity to intervene and to act accordingly.
2. To plan intervention strategies tailored to the client's needs.	2.1 Choice of objectives and intervention techniques based on the client's needs and abilities. 2.2 Appropriate choice of rehabilitative activities. 2.3 Appropriate choice of resources. 2.4 Proper structuring of the program of activities. 2.5 Appropriate consultation with resource persons. 2.6 Observance of the mandates and policies of the institutions and organizations concerned.

Code: 01A6	
3. To help the client accept the problem and define life goals.	3.1 Display of attitudes and behaviours indicative of empathy. 3.2 Appropriate use of intervention strategies that help the client express emotion. 3.3 Appropriate use of intervention strategies that help prevent relapse. 3.4 Appropriate use of helping techniques. 3.5 Appropriate use of intervention strategies to help improve the person's sense of responsibility and self-direction. 3.6 Appropriate use of intervention strategies that help develop social skills. 3.7 Use of a personalized approach to support that helps define the client's fields of interest and aspirations.
4. To work with the client to find and agree upon ways of providing social support.	4.1 Display of behaviour indicative of empathy. 4.2 Accurate analysis of the current and potential contribution of the person's social network. 4.3 Formulation of follow-up and support measures tailored to the client's needs.
5. To implement mechanisms for supporting the family or the substitute environment.	5.1 Accurate evaluation of the ability of the family or substitute environment to provide appropriate support. 5.2 Accuracy and discernment in conveying information about the nature and effects of the problem. 5.3 Clear mutual understanding of and agreement upon the cooperation expected. 5.4 Effectiveness of the educational activities carried out with the client's family and friends. 5.5 Ability to recognize the limitations of their capacity to intervene and to act accordingly.

Code: 01A6	
6. To evaluate the achievement of intervention objectives.	6.1 Awareness of which objectives have been achieved and which have not. 6.2 Verification of the effectiveness of the chosen course of intervention and its implementation. 6.3 Accurate analysis of their ability to form relationships, to be flexible and to demonstrate appropriate socioaffective responses. 6.4 Suggestions for improving their intervention skills. 6.5 Formulation of appropriate recommendations and follow-up measures

Code: 01A7	
OBJECTIVE	STANDARD
Statement of the Competency To carry out adaptive and rehabilitative activities for clients who are socially excluded or who are perpetrators or victims of violence.	**Achievement Context** • Using laws and codes of ethics. • Using observation and evaluation tools. • In collaboration with resource persons.
Elements of the Competency	**Performance Criteria**
1. To detect a problem.	1.1 Awareness of behaviours indicative or suggestive of potentially dangerous behaviours. 1.2 Awareness of the operative factors at play.
2. To evaluate the client's condition and the danger presented by the situation.	2.1 Promptness in reaching the client. 2.2 Consideration of the history of the services received. 2.3 Accurate assessment of the client's social adjustment and level of autonomy. 2.4 Accurate analysis of the client's needs. 2.5 Accurate assessment of the client's strengths and capacity for social adjustment. 2.6 Appropriate use of observation and evaluation tools. 2.7 Appropriate consultation with resource persons. 2.8 Ability to recognize the limitations of their capacity to intervene and to act accordingly.

Code: 01A7	
3. To determine intervention strategies and priorities on the basis of the client's problem.	3.1 Choice of appropriate intervention objectives and techniques based on the level of vulnerability and on the needs of the client. 3.2 Appropriate choice of intervention program. 3.3 Appropriate choice of resources. 3.4 Proper structuring of the intervention program. 3.5 Appropriate consultation with resource persons. 3.6 Observance of the laws, policies and regulations in effect.
4. To take measures aimed at keeping the client from harming himself or herself or others.	4.1 Display of attitudes and behaviours indicative of support and active listening. 4.2 Observance of the rules of proxemics. 4.3 Appropriate use of stress-reducing intervention strategies and techniques. 4.4 Effectiveness of the protective measures. 4.5 Effectiveness of the follow-up agreed upon with the client.
5. To attempt to mitigate the behaviours leading to exclusion and violence.	5.1 Display of attitudes and behaviours indicative of empathy. 5.2 Appropriate use of intervention strategies that help to improve the person's self-esteem, social assertion and self-control. 5.3 Appropriate use of strategies that help resolve the problem of social integration. 5.4 Appropriate use of helping techniques. 5.5 Use of a process that focuses on empowerment of the client. 5.6 Appropriate use of intervention strategies that help establish links between the client and his or her social network.

Code: 01A7	
6. To implement social support mechanisms for victims of violence.	6.1 Accurate evaluation of the ability of the client's living environment to provide appropriate support. 6.2 Display of attitudes and behaviours indicative of empathy. 6.3 Appropriate use of strategies that help establish links between the client and his or her social network. 6.4 Effectiveness of the referrals made. 6.5 Respect for the client's decision as to the courses of action to be undertaken.
7. To evaluate the achievement of intervention objectives.	7.1 Awareness of which objectives have been achieved and which have not. 7.2 Verification of the effectiveness of the chosen course of intervention and its implementation. 7.3 Accurate analysis of their ability to form relationships, to be flexible and to demonstrate appropriate socioaffective responses. 7.4 Suggestions for improving their intervention skills. 7.5 Formulation of appropriate recommendations and follow-up measures.

Code: 01A8	
OBJECTIVE	STANDARD
Statement of the Competency To develop an intervention plan.	**Achievement Context** • Based on a request for services. • Based on the mandates, policies and codes of ethics of the institutions and organizations concerned. • Using laws and regulations. • Using case notes and the progress report. • In collaboration with resource persons.
Elements of the Competency	**Performance Criteria**
1. To process a request for services.	1.1 Awareness of the relevant information concerning the profile and needs of the client and of his or her environment. 1.2 Consideration of the history of the services received. 1.3 Appropriate consultation with resource persons.
2. To be knowledgeable about the legal aspects of the request for services.	2.1 Awareness of the relevant laws and regulations. 2.2 Ability to identify the area of jurisdiction to which the request for service applies.
3. To write up an intervention plan.	3.1 Clear and objective description of the situation and problem. 3.2 Formulation of intervention objectives in the form of expected results. 3.3 Clear formulation of the methods of intervention. 3.4 Appropriate use of clinical terms. 3.5 Ability to recognize the limitations of their capacity to intervene and to act accordingly. 3.6 Observance of the rules of grammar, spelling, syntax and punctuation. 3.7 Observance of the rules of presentation.

Code: 01A8	
4. To present the intervention plan to a work team.	4.1 Display of attitudes and behaviours that encourage members to express themselves and that indicate respect for the viewpoints of the members of the team. 4.2 Effective explanation of the plan. 4.3 Active participation within the work team. 4.3 Ability to recognize the limitations of their capacity to intervene and to act accordingly. 4.4 Observance of confidentiality.

Code: 01A9	
OBJECTIVE	STANDARD
Statement of the Competency To interact with clients from cultural and ethnic communities different from their own.	**Achievement Context** • Using charters of rights. • Using the appropriate documentation.
Elements of the Competency	**Performance Criteria**
1. To interpret the mindsets and behaviour patterns of the client using terms of reference from his or her cultural or ethnic background.	1.1 Awareness of the characteristics of the cultural and ethnic communities to which the client belongs. 1.2 Effectiveness of the explanations provided regarding the mindsets and behaviour associated with particular cultural and ethnic backgrounds.
2. To recognize instances of intolerance towards cultural and ethnic communities.	2.1 Awareness of the main obstacles to intercultural communication. 2.2 Awareness of infringements of the client's basic rights.
3. To collaborate with clients from cultural and ethnic communities.	3.1 Display of attitudes and behaviours indicative of empathy. 3.2 Use of intercultural communication strategies tailored to the community concerned.
4. To evaluate their ability to form relationships with clients from other cultures.	4.1 Awareness of the factors that help or hinder effective intercultural intervention. 4.2 Awareness of their spontaneous reactions and personal values vis-à-vis different types of cultural behaviour. 4.3 Accurate assessment of their ability to form relationships with clients from other cultures and of the scope of their open-mindedness. 4.4 Suggestions for improving their approach with clients from other communities.

Code: 01AA	
OBJECTIVE	STANDARD
Statement of the Competency To carry out adaptive and rehabilitative activities for clients who are reentering society or the workplace.	**Achievement Context** • Using the case file, intervention plan or individualized service plan. • Using laws and codes of ethics. • Based on the mandates and policies of the institutions and organizations concerned. • Using observation and evaluation tools. • Using adapted material and accessories. • In collaboration with resource persons.
Elements of the Competency 1. To evaluate the client's ability to reenter society or the workplace.	**Performance Criteria** 1.1 Accurate analysis of the client's skills, needs and level of autonomy. 1.2 Accurate evaluation of the ability of the environment in question to provide appropriate support. 1.3 Accurate analysis of the factors that help or hinder integration into society or the workplace 1.4 Accurate assessment of the client's strengths and abilities in terms of integrating into society or the workplace. 1.5 Accurate assessment of the client's level of open-mindedness and willingness to cooperate. 1.6 Appropriate consultation with resource persons. 1.7 Ability to recognize the limitations of their capacity to intervene and to act accordingly.

Code: 01AA	
2. To work with the client to produce an integration program and to determine where integration will occur.	2.1 Display of attitudes and behaviours indicative of active listening and a collaborative approach. 2.2 Formulation of objectives for integrating into society or the workplace that are tailored to the client's needs. 2.3 Choice of the environment where integration will occur based on the client's needs and wishes. 2.4 Use of a personalized approach to support that helps define the client's fields of interest and aspirations.
3. To work out the terms and conditions of the program and of its implementation with the authorities within the community where integration will occur.	3.1 Relevance and clarity of the information conveyed about the client's needs and abilities. 3.2 Clear mutual understanding of and agreement upon the conditions for receiving the client, social support mechanisms and follow-up measures. 3.3 Formulation of an integration plan and a timetable.
4. To institute mechanisms for facilitating integration into society or the workplace.	4.1 Display of attitudes and behaviours indicative of empathy. 4.5 Appropriate use of intervention techniques and strategies that help develop the client's social skills and ability to assert needs. 4.6 Appropriate use of helping techniques. 4.4 Effectiveness of the measures taken to prevent abuse. 4.5 Effectiveness of activities and exercises that promote the transfer of skills.
5. To mobilize support networks.	5.1 Clear mutual understanding of and agreement upon the contribution of informal caregivers and the support network. 5.2 Appropriate planning and implementation of training and support activities. 5.3 Appropriate coordination of informal caregivers and people from the support network.

Code: 01AA	
6. To support and accompany the client throughout the process of integrating into society or the workplace.	6.1 Display of attitudes and behaviours indicative of empathy. 6.2 Appropriate use of intervention strategies that help the client express emotion. 6.3 Appropriate use of intervention strategies that empower the client to act and take charge of himself or herself. 6.4 Appropriate use of helping techniques. 6.5 Recognition of the effects of work on the client's adjustment and ability to learn. 6.6 Formulation of alternatives to the behaviour that poses problems. 6.7 Respect for the client's autonomy.
7. To evaluate the achievement of intervention objectives.	7.1 Awareness of which objectives have been achieved and which have not. 7.2 Appropriate consultation with those involved in the reintegration process. 7.3 Verification of the effectiveness of the program and of its implementation. 7.4 Accurate analysis of their ability to form relationships, to be flexible and to demonstrate appropriate socioaffective responses. 7.5 Formulation of the appropriate recommendations and follow-up measures.

Code: 01AB	
OBJECTIVE	STANDARD
Statement of the Competency To intervene in a crisis.	**Achievement Context** • Using codes of ethics. • Using observation and evaluation checklists and instruments. • Using emergency intervention protocols.
Elements of the Competency	**Performance Criteria**
1. To assess the level of danger presented by the situation.	1.1 Awareness of the indications that action might need to be taken and of imminent crisis. 1.2 Awareness of the environmental and personal trigger factors. 1.3 Accurate analysis of the client's emergency needs. 1.4 Accurate assessment of the client's level of risk and distress. 1.5 Accurate assessment of the risk factors within the client's living environment.
2. To determine intervention strategies and priorities.	2.1 Choice of an intervention strategy based on the client's ability to meet his or her needs or on the the level of risk. 2.2 Discernment and speed in making decisions.
3. To take the necessary safety and protective measures.	3.1 Effectiveness of the measures taken to protect the client's physical health and safety. 3.2 Effectiveness of the measures taken to safeguard the people in the client's entourage. 3.3 Effectiveness of the measures taken to protect themselves. 3.4 Appropriate use of approach techniques. 3.5 Observance of the rules of proxemics. 3.6 Appropriate implementation of the intervention protocol of the environment concerned. 3.7 Observance of the rules of ethics.

Code: 01AB	
4. To encourage the client to express emotion.	4.1 Promptness in establishing a rapport with the client. 4.2 Appropriate use of communication techniques. 4.3 Relevance of the questions about the client's immediate and overall life experience. 4.4 Appropriate use of techniques that foster the expression of emotion. 4.5 Ability to tailor their behaviour to the changing situation. 4.6 Display of self-control. 4.7 Appropriate use of intervention strategies that help the client to manage stress.
5. To work with the client to establish a protection plan.	5.1 Accurate evaluation of the ability of the environment to provide appropriate support. 5.2 Display of attitudes and behaviours indicative of empathy. 5.3 Appropriate choice of support resources. 5.4 Formulation of means and strategies for protection adapted to the situation. 5.5 Effectiveness of referrals made.
6. To support and accompany the client in the healing process.	6.1 Proof of their availability, open-mindedness and respect. 6.2 Effectiveness of the follow-up agreed upon with the client. 6.3 Appropriate use of helping techniques. 6.4 Clear mutual understanding of and agreement upon the cooperation expected.
7. To evaluate the intervention.	7.1 Awareness of their attitudes and behaviours. 7.2 Accurate analysis of their ability to form relationships, to be flexible and to demonstrate appropriate socioaffective responses. 7.3 Verification of the effectiveness of the intervention strategies and priorities chosen. 7.4 Suggestions for improving their intervention and setting appropriate emotional boundaries.

Code: 01AC	
OBJECTIVE	STANDARD
Statement of the Competency To draw up and carry out an integrated intervention project.	**Achievement Context** • Using the relevant documentation and data. • Using laws, regulations and codes of ethics. • In collaboration with resource persons.
Elements of the Competency	**Performance Criteria**
1. To analyze a social problem.	1.1 Accurate analysis of biopsychosocial adjustment problems experienced by clients or client groups. 1.2 Accurate analysis of social phenomena linked to adjustment problems. 1.3 Accurate analysis of the needs of clients and client groups. 1.4 Appropriate consultation with resource persons.
2. To design an integrated intervention project.	2.1 Appropriate consultation with resource persons. 2.2 Formulation of intervention objectives consistent with the possibilities and limitations of the environment. 2.3 Clear description of project implementation. 2.4 Justification of the integrated nature of the project. 2.5 Clear mutual understanding of and agreement upon the cooperation expected. 2.6 Awareness of the limits of professional intervention and of the boundaries that separate the various fields involved.

Code: 01AC	
3. To carry out activities that help the client remain in his or her living environment.	3.1 Display of attitudes and behaviours indicative of empathy. 3.2 Relevance of the activities undertaken. 3.3 Use of intervention strategies and techniques tailored to the project's objectives. 3.4 Appropriate use of helping techniques. 3.5 Efficient coordination with resource persons. 3.6 Display of attitudes and behaviours indicative of flexibility and open-mindedness. 3.7 Ability to recognize the limitations of their capacity to intervene and to act accordingly. 3.8 Observance of laws and regulations. 3.9 Observance of the code of ethics. 3.10 Observance of the mandates and policies of the institutions and organizations concerned.
4. To carry out preventive activities.	4.1 Effectiveness of the activities carried out. 4.2 Appropriate use of facilitation techniques. 4.3 Use of originality and creativity.
5. To evaluate the project.	5.1 Accurate evaluation of the impact of the project on the client. 5.2 Accurate evaluation of the effectiveness of the project.

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

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

English, Language of Instruction and Literature

General Education Common to All Programs

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

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

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

General Education Adapted to Programs

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

Outcome Objectives

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

- Demonstrate a college level of proficiency in the areas of reading, writing, listening and speaking.
- Develop their own ideas into arguments and theses, organize them and edit their work.
- Understand basic vocabulary and terminology used when discussing literature.
- Analyze literary works.

Humanities

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

Principles

1) Humanities constitutes a thematic, multidisciplinary, at times transdisciplinary, exploration of humankind, including its accomplishments, failures, abilities, creations, ideas, and values.
2) Humanities helps students to recognize, define and classify information and provides them with common frameworks for diverse methods of analyzing, synthesizing and evaluating conceptions of society, knowledge and values.
3) Humanities aims to prepare students for common civic responsibilities and the exercise of rights.
4) Humanities pursues the general goal of developing critical thought, valuing it, and recognizing its limitations.

Outcome Objectives

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

- Describe, explain and organize main elements, ideas, values and implications of a world view in a coherent fashion.
- Compare world views.
- Recognize the basic elements in a specific example of the organization, transmission, and use of knowledge.
- Define the dimensions, limits, and uses of knowledge in appropriate historical contexts.
- Identify, organize and synthesize the salient elements of a particular example of knowledge.
- Situate important ethical and social issues in their appropriate historical and intellectual contexts.
- Explain, analyze and debate ethical issues in a personal and professional context.

Sequence of Objectives and Standards

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

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

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

The third set, which is part of the general education component adapted to programs is aimed at deepening and reinforcing the critical thinking skills developed in the first two sets. It is, therefore, sequenced so that students can build on the critical skills, knowledge and insights developed in the first two sets. By situating these issues in their appropriate world view and knowledge contexts, students develop a critical and autonomous approach to ethical values in general and to the values involved in their own fields of interest in particular. This final set also provides students with an opportunity to consolidate personal and social values.

Français, langue seconde

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

Principes

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

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

Résultats attendus

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

- sur le plan des connaissances, qu'il ou elle :

    - sait faire une présentation orale structurée;
    - connaît les différentes formes du discours;
    - connaît les différentes techniques de lecture et d'écriture;

- sur le plan des habiletés, qu'il ou elle :

  - est capable de questionner, d'analyser, de juger, et d'argumenter en français;
  - est apte à entretenir des rapports sociaux et à partager la vie culturelle du Québec;
  - est apte à établir, à poursuivre et à pratiquer des rapports professionnels en français;

- sur le plan des attitudes, qu'il ou elle :

  - fait preuve d'ouverture par rapport aux différents aspects de la culture québécoise;
  - a conscience des différences et des similitudes entre sa culture d'origine et la culture québécoise francophone;
  - a la préparation voulue pour s'insérer dans la vie sociale et économique.

Séquence des objectifs et des standards

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

La formation générale en français, langue seconde, comporte deux ensembles prévus en séquence. Le premier, qui fait partie de la formation générale commune à tous les programmes, a pour objet de consolider les connaissances linguistiques déjà acquises et de les développer pour amener les étudiants et les étudiantes à communiquer de façon plus précise sur le plan tant du vocabulaire et de la syntaxe que de l'organisation textuelle.

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

Physical Education

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

Principles

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

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

3) Physical Education contributes to making students responsible for assuming responsibility for their health through the maintenance and improvement of their physical fitness and through the sensible practice of physical activity. Students learn to combine being physically active in an effective manner with factors which promote health.

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

Outcome Objectives

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

- their knowledge of :

  - The relationship between physical activity, lifestyle and health based on the findings of scientific research.
  - The scientific principles for improving or maintaining one's fitness.
  - Ways to assess their abilities and needs with respect to activities which can enhance their health.
  - The rules, techniques and conditions involved in different types of physical activity.
  - A method for setting goals.
  - The factors which facilitate making physical activity part of one's lifestyle.

- their ability to :
  - Choose physical activities on the basis of their motivation, abilities and needs.
  - Establish relationships between lifestyle and health.
  - Apply the rules, techniques and conditions involved in different types of physical activity.
  - Set goals that are realistic, measurable, challenging, and situated within a specific time frame.
  - Improve their mastery of the basic techniques, tactics and strategies associated with sports, outdoor and expression-oriented activities.
  - Use their creative and communication skills, particularly in group activities.
  - Evaluate their skills, their attitudes and their progress with respect to different forms of physical activity.
  - Maintain or increase their physical activity level and fitness level on their own.
  - Manage a personal physical activity program and assume responsibility in the organization of physical activities.

- their capacity to (i.e., their attitudes):
  - Recognize the importance of taking charge of their health.
  - Be aware of the need to evaluate and respect their abilities and how the activity is to be carried out, before initiating the activity.
  - Foster self-confidence, self-control, respect for others and cooperation, through the knowledge they have acquired and through participation in physical activity.
  - Respect the environment in which the activities are held.
  - Appreciate the aesthetic and play value of physical activity.
  - Promote a balanced and active lifestyle as a social value.

Sequence of Objectives and Standards

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

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

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

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

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