

19

HEALTH

NURSING

PROGRAM OF STUDY
180.AO

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180.A0	Nursing	2001
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Type of certification : Diploma of college studies

Number of credits : 91 2/3

Duration : 2 805¹ hours of instruction

General education component :	660	hours of instruction
Specific program component :	2 145	hours of instruction

Maximum duration allotted to clinical instruction : 1 035 hours of instruction

Special conditions for admission :

- Successful completion of the following secondary courses: Physical Sciences 436, Chemistry 534².

¹ The number of hours has been increased due to the addition of 30 hours of Biology.

² This requirement will come into effect at admission for the fall 2004 term. In the meantime, colleges will offer complementary instruction in chemistry, tailored to the needs of the program, for students who have not passed Chemistry 534.

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INTRODUCTION TO THE PROGRAM

The *Nursing* 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 *Nursing* program includes a general education component common to all programs (16 2/3 credits), a general education component specific to the program (6 credits), a general education component complementary to the other program components (4 credits) and a specific program component of 65 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 *Nursing* Program is to produce graduates qualified to practise the nursing profession. To practise as Registered Nurses, program graduates must also pass the professional examination set by the Ordre des infirmières et infirmiers du Québec (OIIQ).

The *Nurses Act* defines nursing practice as follows:

« Every act the object of which is to identify the health needs of persons, contribute to methods of diagnosis, provide and control the nursing care required for the promotion of health, prevention of illness, treatment and rehabilitation, and to provide care according to a medical prescription constitutes the profession of nursing³. »

« A nurse may in practising the profession inform the population on health problems⁴. »

The professional concept found in the program is based on this Act and incorporates the latest realities with respect to both health and nursing care. It also incorporates the primary health care philosophy advocated by the World Health Organization⁵. Finally, the program draws upon the integral concepts (client, health, environment, nursing), beliefs and assumptions held by the OIIQ as the foundation of nursing practice.

When they enter the workforce, nurses trained at the collegial level will provide professional services to clients and their significant others in the various public and private facilities of the health care system (hospital centres, rehabilitation centres, residential and extended care centres and private establishments under agreement). Within acute and long-term care settings, they will be able to care for clients requiring perinatal care, for children and adolescents, for adults and the elderly.

Their activities are intended to promote health, prevent illness, and provide treatment, rehabilitation and palliative care. To do this, they have to assess the client's condition, determine his/her health needs, plan interventions, organize their work, implement the interventions ensuing from the nursing care and treatment plans, evaluate the interventions carried out and apply measures to ensure continuity of care.

3 *Nurses Act*, section 36.

4 *Nurses Act*, section 37.

5 World Health Organization. *Health for All by the Year 2000*, Geneva (1978).

In accordance with the general goals of professional and technical education, the *Nursing* program aims at:

- enabling a person to become competent in the practice of the profession – i.e. enabling him or her to carry out the roles, tasks and activities of the profession at the level required for entry into the workforce
- facilitating a person's integration into professional life by giving him or her a knowledge of the workforce in general, as well as the specific context of nursing practice
- promoting personal growth and encouraging continuing professional development
- facilitating professional mobility by helping students acquire career-management skills

The program also pursues the following educational goals:

- acquire an integrated perception of the person
- adopt an individualized clinical approach that respects the client's rights, beliefs, values and abilities
- acquire clinical judgment
- develop autonomy, a sense of responsibility and critical thinking
- develop the desire to maintain and perfect his/her professional competencies

Finally, the program brings together two essential educational requirements: versatility and mastery of the job function.

The *Nursing* program ensures versatility by grouping general competencies based on:

- the ability to communicate and interact with people, work teams and other health professionals
- the ability to adapt to different people, circumstances, situations and working environments
- the ability to analyze and interpret, based on scientific and disciplinary foundations
- the ability to solve problems and make a decision, leading to relevant, concerted, effective actions
- the ability to deliver quality care, based on the development of clinical abilities and the use of technology

Mastery of the job function, as outlined for nursing graduates, is ensured by the acquisition of specific competencies that enable nurses to provide nursing care to various populations within the health care system.

The college-level Nursing program represents the first level of nursing education. Graduates who wish to perform more specialized roles must pursue their studies at the university level. For example, certain clinical or clinical-administrative positions, the care of certain specialized clientele, or the teaching of nursing require a more advanced level of knowledge and clinical skills which must be acquired through university education.

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, October 2001.

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

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

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

LIST OF PROGRAM OBJECTIVES

GENERAL EDUCATION COMMON TO ALL PROGRAMS

(16 2/3 credits)

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

GENERAL EDUCATION ADAPTED TO PROGRAMS**(6 credits)**

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

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

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

or

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

or

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

or

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

COMPLEMENTARY GENERAL EDUCATION**(4 credits)**

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

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

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

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

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

0010 To communicate on familiar topics in a modern language.

0067 To communicate with relative ease in a modern language.

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

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

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

0014 To produce a work of art.

SPECIFIC PROGRAM COMPONENT**(65 credits)**

- 01Q0 To analyze the work function.
- 01Q1 To develop an integrated perception of the human body and its functions.
- 01Q2 To deal with a client's reactions and behaviours.
- 01Q3 To refer to a conceptual nursing framework to define one's professional practice
- 01Q4 To use assessment and nursing care procedures.
- 01Q5 To establish a helping communication with the client and his/her significant others.
- 01Q6 To deal with social and cultural realities related to health matters.
- 01Q7 To link immunological disorders and infections to physiological and metabolic mechanisms.
- 01Q8 To interpret a clinical situation by referring to health problems and other problems related to the field of nursing.
- 01Q9 To establish links between pharmacotherapy and a clinical situation.
- 01QA To teach the client and his/her significant others.
- 01QB To assist clients in the maintenance and improvement of their health.
- 01QC To adapt to various work situations.
- 01QD To establish a cooperative relationship with members of the interdisciplinary team.
- 01QE To intervene with hospitalized adults and elderly clients requiring medical/surgical nursing.
- 01QF To use the ethics and values of the profession to understand one's own role.
- 01QG To apply emergency measures.
- 01QH To intervene with clients requiring nursing care in a perinatal setting.
- 01QJ To intervene with children and adolescents requiring nursing care.
- 01QK To intervene with clients receiving medical/surgical nursing care in an ambulatory service.
- 01QL To intervene with clients requiring mental health nursing care.
- 01QM To intervene with adults and elderly clients experiencing loss of autonomy who require institutional nursing.

HARMONIZATION

The technical program *Nursing 180.A0* has been designed and written in such a way as to harmonize the technical programs *Health, Assistance and Nursing (5735)*. The purpose of the harmonization is to optimize students' progress in their training by making it easier for them to go from one program to another or from one level of education to another without duplication of learning content.

PART TWO

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

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

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

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

GENERAL EDUCATION COMMON TO ALL PROGRAMS : HUMANITIES CODE : 00B2	
OBJECTIVE	STANDARD
Statement of the competency To apply a logical analytical process to how knowledge is organized and used. Elements 1 To recognize the basic elements of a field of knowledge. 2 To define the modes of organization and utilization of a field of knowledge. 3 To situate a field of knowledge within its historical context. 4 To organize the main components into coherent patterns. 5 To produce a synthesis of the main components.	Performance criteria 1.1 Appropriate description of the basic elements. 1.2 Appropriate use of terminology relevant to fields of knowledge. 2.1 Adequate definition of the dimensions, limits, and uses of fields of knowledge. 3.1 Accurate identification of the main components in the historical development of fields of knowledge. 3.2 Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge. 4.1 Coherent organization of the main components. 5.1 Appropriate analysis of the components. 5.2 Coherent synthesis of the main components. 5.3 Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge.
LEARNING ACTIVITIES	
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 1 To describe world views. 2 To explain the major ideas, values, and implications of a world view. 3 To organize the ideas, values and experiences of a world view into coherent patterns. 4 To compare world views.	Performance criteria 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. 2.1 Adequate explanation of the salient components of a world view. 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. 4.1 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 1 Dégager le sens d'un message oral simple. 2 Émettre un message oral simple. 3 Dégager le sens d'un texte. 4 Rédiger un texte simple.	Critères de performance 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. 2.1 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. 3.1 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. 4.1 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 1 Interpréter un texte oral simple de trois minutes en français courant. 2 Produire un texte oral planifié de cinq minutes en français courant. 3 Interpréter un texte écrit en français courant. 4 Rédiger un texte simple en français courant.		Critères de performance 1.1 Distinction claire des principaux éléments du texte oral. 1.2 Explication précise du sens des mots dans le texte. 1.3 Repérage précis des idées et des sujets traités dans le texte. 2.1 Emploi pertinent du vocabulaire courant. 2.2 Respect du niveau de langue, du code grammatical et des règles de la prononciation. 2.3 Formulation claire et cohérente du propos. 3.1 Distinction claire des principaux éléments du texte. 3.2 Explication précise du sens des mots dans le texte. 3.3 Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots. 4.1 Respect du code grammatical et orthographique. 4.2 Utilisation judicieuse des principaux éléments du corpus. 4.3 Formulation claire et cohérente des phrases. 4.4 Articulation cohérente des paragraphes. 4.5 Rédaction d'un texte de 200 mots.
LEARNING ACTIVITIES		
Discipline : Français, langue seconde Pondération : 2-1-3 Unités : 2		

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU III)		CODE : 000B
OBJECTIF		STANDARD
Énoncé de la compétence Communiquer avec aisance en français.		
Éléments 1 Produire un texte oral planifié de cinq minutes de complexité moyenne. 2 Commenter un texte écrit de complexité moyenne. 3 Rédiger un texte de complexité moyenne.		Critères de performance 1.1 Emploi pertinent du vocabulaire courant. 1.2 Adaptation à l'interlocuteur ou à l'interlocutrice. 1.3 Respect du niveau de langue, du code grammatical et des règles de la prononciation. 1.4 Formulation claire et cohérente du propos. 1.5 Agencement pertinent des idées. 2.1 Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots. 2.2 Explication précise du sens des mots dans le texte. 2.3 Distinction précise des idées principales et secondaires, des faits et des opinions. 2.4 Formulation d'éléments implicites. 3.1 Respect du code grammatical et orthographique. 3.2 Adaptation au lecteur ou à la lectrice. 3.3 Utilisation judicieuse des principaux éléments du corpus. 3.4 Formulation claire et cohérente des phrases, dont au moins trois sont complexes. 3.5 Articulation cohérente des paragraphes. 3.6 Rédaction d'un texte de 350 mots.
LEARNING ACTIVITIES		
Discipline : Français, langue seconde Pondération : 2-1-3 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 1 To establish the relationship between one's lifestyle and one's health. 2 To be physically active in a manner which promotes health. 3 To recognize one's needs, abilities, and motivational factors with respect to being physically active on a regular basis. 4 To propose physical activities which promote health.	Performance criteria 1.1 Proper use of documentation. 1.2 Appropriate relationships between the main lifestyle behaviours and their impact on health. 2.1 Observance of the rules involved in the physical activity, including safety guidelines. 2.2 Respect of one's abilities when practising physical activities. 3.1 Appropriate use of the physical quantitative and qualitative data. 3.2 Statement of one's main physical needs and abilities. 3.3 Statement of one's main motivational factors with respect to being physically active on a regular basis. 4.1 Appropriate and justified choice of physical activities according to one's needs, abilities, and motivational factors.
LEARNING ACTIVITIES	
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 1 To use a process designed to improve one's effectiveness in the practice of a physical activity.	Performance criteria 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 1 To combine effective practice with a health promotional approach to physical activity. 2 To manage a personal physical activity program.	Performance criteria 1.1 Integration of effective practice with factors which promote health in the practice of a physical activity. 2.1 Statement of one's priorities according to the needs abilities, and motivational factors with respect to being active on a regular basis. 2.2 Proper formulation of objectives to achieve in one's personal program. 2.3 Appropriate choice of activity or activities for one's personal program. 2.4 Appropriate planning of how the activity or activities in the personal program are carried out. 2.5 Appropriate choice of criteria to measure program objective attainment. 2.6 Periodic statement of the time invested and the activities carried out during the program. 2.7 Meaningful interpretation of the progress achieved and difficulties experienced during the activity. 2.8 Appropriate and periodic adjustment of objectives or action plan.
LEARNING ACTIVITIES	
Discipline : Physical Education Weighting : 1-1-1 Credits : 1	

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

GENERAL EDUCATION ADAPTED TO PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE		CODE : 000L
OBJECTIVE		STANDARD
Statement of the competency To communicate in the forms of discourse appropriate to one or more fields of study. Elements 1 To identify the forms of discourse appropriate to given fields of study. 2 To recognize the discursive frameworks appropriate to given fields of study. 3 To formulate a discourse.		Performance criteria 1.1 Accurate recognition of specialized vocabulary and conventions. 1.2 Accurate recognition of the characteristics of the form of discourse. 2.1 Clear and accurate recognition of the main ideas and structure. 2.2 Appropriate distinction between fact and argument 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 1 To situate significant ethical issues, in appropriate world views and fields of knowledge. 2 To explain the major ideas, values, and social implication of ethical issues. 3 To organize the ethical questions and their implications into coherent patterns. 4 To debate the ethical issues.		Performance criteria 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. 2.1 Adequate description of the salient components of the issues. 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. 4.1 Adequate development of substantiated argumentation including context and diverse points of view. 4.2 Clear articulation of an individual point of view.
LEARNING ACTIVITIES		
Discipline : Humanities Total Contact Hours : 45 Credits : 2		

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

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU II)		CODE : 000Q
OBJECTIVE		STANDARD
Énoncé de la compétence Communiquer en français dans un champ d'études particulier.		
Elements 1 Distinguer les types de textes propres au champ d'études. 2 Interpréter des textes représentatifs du champ d'études. 3 Utiliser des techniques de production de textes appropriées au champ d'études.		Performance criteria 1.1 Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées. 2.1 Distinction claire des principaux éléments du texte. 2.2 Interprétation claire du vocabulaire spécialisé. 2.3 Repérage précis des idées et des sujets traités. 2.4 Utilisation pertinente des techniques de lecture et d'écoute. 3.1 Emploi pertinent du vocabulaire spécialisé et des conventions. 3.2 Respect du niveau de langue et du code grammatical. 3.3 Formulation claire et cohérente du propos. 3.4 Utilisation pertinente des techniques d'expression.
ACTIVITÉS D'APPRENTISSAGE		
Discipline : Français, langue seconde Nombre d'heures-contact : 45 Nombre d'unités : 2		

**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. Elements 1 Recognize the focus of one or more of the social sciences and their main approaches. 2 Identify some of the issues currently under study in the social sciences. 3 Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.	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. Performance criteria 1.1 Formulation of the focus specific to one or more of the social sciences. 1.2 Description of the main approaches used in the social sciences. 2.1 Association of issues with the pertinent areas of research in the social sciences. 3.1 Presentation of contemporary issues by emphasizing the interpretation of the social sciences. 3.2 Illustration of the interaction between certain social changes and the contribution of the social sciences.	
LEARNING ACTIVITIES		
Number of student-contact hours :	45	
Number of credits :	2	

OBJECTIVE	STANDARD
Statement of the competency To analyze one of the major problems of our time using one or more social scientific approaches. Elements 1 Formulate a problem using one or more social scientific approaches. 2 Deal with an issue using one or more social scientific approaches. 3 Draw conclusions.	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. Performance criteria 1.1 Presentation of the background to the problem. 1.2 Use of appropriate concepts and language. 1.3 Brief description of individual, collective, spatio-temporal and cultural aspects of the problem. 2.1 Clear formulation of an issue. 2.2 Selection of pertinent reference materials. 2.3 Brief description of historical, experimental and survey methods. 3.1 Appropriate use of the selected method. 3.2 Determination of appropriate evaluation criteria. 3.3 Identification of strengths and weaknesses of the conclusions.
LEARNING ACTIVITIES	
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. Elements 1 Describe the standard scientific mode of thought and method. 2 Demonstrate how science and technology are complementary. 3 Explain the context and the stages related to several scientific and technological discoveries. 4 Deduce different consequences and questions resulting from certain recent scientific and technological developments.	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. Performance criteria 1.1 Brief description of the essential characteristics of the scientific mode of thought, including quantification and demonstration. 1.2 Organized list and brief description of the essential characteristics of the main steps in the standard scientific method. 2.1 Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions. 3.1 Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries. 3.2 List of the main stages of scientific and technological discoveries. 4.1 Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries. 4.2 Formulation of relevant questions and credibility of responses to the questions formulated.
LEARNING ACTIVITIES	
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. Elements 1 Describe the main steps of the standard scientific method. 2 Formulate a hypothesis designed to solve a simple scientific and technological problem. 3 Verify a hypothesis by applying the fundamental principles of the basic experimental method.	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. Performance criteria 1.1 Organized list and brief description of the characteristics of the steps of the standard scientific method. 2.1 Clear, precise description of the problem. 2.2 Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.). 3.1 Pertinence, reliability and validity of the experimental method used. 3.2 Observance of established experimental method. 3.3 Appropriate choice and use of instruments. 3.4 Clear, satisfactory presentation of results. 3.5 Validity of the connections established between the hypothesis, the verification and the conclusion.
LEARNING ACTIVITIES	
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.) Elements 1 Understand the meaning of a verbal message. 2 Understand the meaning of a written message. 3 Express a simple message verbally. 4 Write a text on a given subject.	Achievement context For modern languages that use the Latin alphabet, students will: • 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. Performance criteria 1.1 The acquisition of a modern language requires an awareness of the culture of the people who use the language. 1.2 Accurate identification of words and idiomatic expressions. 1.3 Clear recognition of the general meaning of simple messages. 1.4 Logical connection between the various elements of the message. 2.1 Accurate identification of words and idiomatic expressions. 2.2 Clear recognition of the general meaning of simple messages. 2.3 Logical connection between the various elements of the message. 3.1 Appropriate use of language structures in main and coordinate clauses. 3.2 Appropriate application of grammar rules. 3.3 Use of verbs in the present indicative. 3.4 Appropriate use of basic vocabulary and idiomatic expressions. 3.5 Understandable pronunciation. 3.6 Coherent sequence of simple sentences. 3.7 Spontaneous and coherent sequence of sentences during a conversation. 4.1 Appropriate use of language structures in main and coordinate clauses. 4.2 Appropriate application of basic grammar rules. 4.3 Use of verbs in the present indicative. 4.4 Appropriate use of basic vocabulary and idiomatic expressions. 4.5 Coherent sequence of simple sentences. 4.6 Acceptable application of graphic rules for writing systems other than the Latin alphabet.	
LEARNING ACTIVITIES		
Number of student-contact hours :	45	
Number of credits :	2	

COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES		CODE: 0010
OBJECTIVE	STANDARD	
Statement of the competency To communicate on familiar topics in a modern language. Elements 1 Understand the meaning of a verbal message. 2 Understand the meaning of a written message. 3 Express a simple message verbally, using sentences of average complexity. 4 Write a text on a given subject, using sentences of average complexity.	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. Performance criteria The acquisition of a modern language requires an awareness of the culture of the people who use the language. 1.1 Accurate identification of words and idiomatic expressions. 1.2 Clear recognition of the general meaning and essential ideas of messages of average complexity. 1.3 Logical connection between the various elements of the message. 2.1 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. 3.1 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 4.1 Appropriate use of language structures in main or subordinate clauses. 4.2 Appropriate application of grammar rules. 4.3 Use of verbs in the present and past indicative. 4.4 Appropriate use of enriched basic vocabulary and idiomatic expressions. 4.5 Coherent sequence of sentences of average complexity. 4.6 Acceptable application of graphic rules for writing systems other than the Latin alphabet.	
LEARNING ACTIVITIES		
Number of student-contact hours : : 45 Number of credits : 2		

OBJECTIVE	STANDARD
Statement of the competency To communicate with relative ease in a modern language. Elements 1 Understand the meaning of a verbal message in everyday language. 2 Understand the meaning of a text of average complexity. 3 Have a conversation on a subject. 4 Write a text of average complexity.	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. Performance criteria The acquisition of a modern language requires an awareness of the culture of the people who use the 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. 2.1 Accurate explanation of the general meaning and essential ideas of the text. 2.2 Clear identification of structural elements of the language. 3.1 Appropriate use of the structural elements of the language according to the message to be expressed. 3.2 Appropriate use of everyday vocabulary. 3.3 Accurate pronunciation and intonation. 3.4 Normal flow in a conversation in everyday language. 3.5 Coherence of the message expressed. 3.6 Pertinent responses to questions. 4.1 Appropriate use of the structural elements of the language according to the text to be written. 4.2 Accurate vocabulary. 4.3 Coherence of the text as a whole. 4.4 Observance of presentation and writing rules applicable to the text.
LEARNING ACTIVITIES	
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. Elements 1 Demonstrate the acquisition of basic general knowledge of mathematics or informatics. 2 Describe the evolution of mathematics or informatics. 3 Recognize the contribution of mathematics or informatics to the development of other areas of knowledge. 4 Illustrate the diversity of mathematical or informatics applications. 5 Evaluate the impact of mathematics or informatics on individuals and organizations.	Achievement context • Students will work alone. • They will write an essay of approximately 750 words, using numerous concrete examples that they themselves will have selected. Performance criteria 1.1 Identification of basic notions and concepts. 1.2 Identification of main branches of mathematics or informatics. 1.3 Appropriate use of terminology. 2.1 Descriptive summary of several major phases. 3.1 Demonstration of the existence of important contributions, using concrete examples. 4.1 Presentation of a range of applications in various areas of human activity, using concrete examples. 5.1 Identification of several major influences. 5.2 Explanation of the way in which mathematics or informatics have changed certain human and organizational realities. 5.3 Recognition of the advantages and disadvantages of these influences.	
LEARNING ACTIVITIES		
Number of student-contact hours : 45 Number of credits : 2		

COMPLEMENTARY GENERAL EDUCATION: MATHEMATICS LITERACY AND COMPUTER SCIENCE		CODE: 0012
OBJECTIVE	STANDARD	
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 1 Demonstrate the acquisition of basic functional knowledge in mathematics or informatics. 2 Select mathematical or computer tools and procedures on the basis of specific needs. 3 Use mathematical or computer tools and procedures to carry out tasks and solve problems. 4 Interpret the quantitative data or results obtained using mathematical or computer tools and procedures.	Performance criteria 1.1 Brief definition of concepts. 1.2 Correct execution of basic operations. 1.3 Appropriate use of terminology. 2.1 List of numerous possibilities available with mathematical and computer tools and procedures. 2.2 Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures. 2.3 Appropriate choice according to needs. 3.1 Planned, methodical process. 3.2 Correct use of tools and procedures. 3.3 Satisfactory results, given the context. 3.4 Appropriate use of terminology specific to a tool or procedure. 4.1 Accurate interpretation, given the context. 4.2 Clear, precise formulation of the interpretation.	
LEARNING ACTIVITIES		
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. Elements 1 Develop an appreciation for the dynamics of the imagination in art. 2 Describe art movements. 3 Give a commentary on a work of art.	Achievement context • Students will work alone. • They will use a specified work of art and write a commentary of approximately 750 words. Performance criteria 1.1 Precise explanation of a creative process connected to the construction of an imaginary universe. 2.1 Descriptive list of the main characteristics of three art movements from different eras, including a modern movement. 3.1 Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a justified description of the meaning of the work of art.	
LEARNING ACTIVITIES		
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. Elements 1 Recognize the primary forms of expression of an artistic medium. 2 Use the medium.	Achievement context • Students will work alone. • of the language and techniques specific to the medium selected. Performance criteria 1.1 Identification of specific features: originality, essential qualities, means of communication, styles, genres. 2.1 Personal, coherent use of elements of language. 2.2 Satisfactory application of artistic techniques. 2.3 Observance of the requirements of the method of production.	
LEARNING ACTIVITIES		
Number of student-contact hours :	45	
Number of credits :	2	

**OBJECTIVES AND STANDARDS -
SPECIFIC PROGRAM COMPONENT**

CODE : 01Q0	
OBJECTIVE	STANDARD
Statement of the competency To analyze the work function. Elements 1 To characterize a nurse's function and working conditions. 2 To explore the tasks pertaining to the work function 3 To examine the abilities and behaviours required to perform the work function 4 To study the legislation applicable to professional practice.	Achievement context - Referring to the current organization of the health and social services system. - Based on laws, regulations, standards and codes currently in effect. - Based on information on public or private health institutions. - Using recent data on the profession. Performance criteria 1.1 Relevance of information gathered. 1.2 Precise definition of the work function and working conditions. 1.3 Accurate identification of work environments and role of the various parties involved. 1.4 Accurate identification of entrepreneurial opportunities in the health care sector. 1.5 Identification of possible career paths. 2.1 Appropriate exploration of tasks as well as the conditions for performance, and related requirements. 2.2 Establishment of links between the work process and duties. 2.3 Consideration of the main organizational frameworks. 3.1 Relevance of the links established between abilities and behaviours and the various tasks involved in the work function. 3.2 Identification of the abilities and behaviours specific to nursing in some clinical settings. 4.1 Identification of the role, powers and responsibilities of the various organizations connected with the profession. 4.2 Careful study of the legal framework surrounding the practice of the profession. 4.3 Identification of the limits applicable to the practice of the profession.

CODE : 01Q1

OBJECTIF	STANDARD
Statement of the competency To develop an integrated perception of the human body and its functions. Elements 1 To discern the anatomy of the human body. 2 To recognize the human body as a group of systems. 3 To establish links between nutrition and the body's functioning. 4 To consider the human body as an entity seeking equilibrium. 5 To understand the incidence of a biological imbalance on body functioning.	Achievement context • In order to: – identify health needs – understand health problems • Based on clinical, medical and scientific information. • Using reference materials. • Using health sciences terminology. Performance criteria 1.1 Accurate recognition of anatomical regions and structures of the human body. 1.2 Precise identification of the body's structural organization. 1.3 Accurate depiction. 2.1 Exact designation of the function of organs making up each system. 2.2 Identification of the physiological characteristics of the systems. 2.3 Demonstration of functional links between systems. 3.1 Identification of the chemical compounds and reactions essential to the functioning of the body. 3.2 Identification of the principle nutrients, their functional contribution and food origins. 3.3 Identification of factors that could influence the body's nutritional needs 4.1 Precise definition of the mechanisms contributing to homeostasis. 4.2 Identification of conditions promoting homeostasis. 4.3 Identification of factors that disrupt homeostasis. 5.1 Consideration of the factors leading to imbalance. 5.2 Accurate identification of the physiological processes and systemic reactions. 5.3 Establishment of relevant links between the imbalance and physiological or metabolic signs. 5.4 Consideration of the evolving nature of the imbalance.

CODE : 01Q2

OBJECTIF	STANDARD
Statement of the competency To deal with a client's reactions and behaviours. Elements 1 To establish initial contact with the client. 2 To describe the client's reactions and behaviours.	Achievement context • Within the legal framework of professional practice. • With clients of all ages. • In a variety of professional situations. • In collaboration with professional resources. • Using reference materials. • In compliance with the code of ethics. Performance criteria 1.1 Demonstration of openness and availability. 1.2 Use of an individualized and contextualized approach. 1.3 Effectiveness of communication. 1.4 Use of appropriate language. 2.1 Demonstration of vigilance, attentiveness and perceptiveness. 2.2 Consideration of the client's stage of development. 2.3 Consideration of environmental factors that might affect the client. 2.4 Observation of verbal and body clues to discern the client's reactions and behaviours. 2.5 Clear, concise description. 2.6 Use of appropriate terminology.

CODE : 01Q2

3 To interpret the client's reactions and behaviours.	3.1 Consideration of the situation. 3.2 Establishment of relevant links between the observed reactions and behaviours and normal development. 3.3 Correct identification of the client's adaptation mechanisms. 3.4 Identification of the client's main defensive mechanisms. 3.5 Identification of signs indicating possible perturbations.
4 To appraise the potential danger of a situation.	4.1 Demonstration of vigilance. 4.2 Precise observation of significant changes in attitudes and behaviour. 4.3 Identification of forwarding behaviours that could lead to self-addressed violence. 4.4 Rapid identification of forwarding signs of aggression towards others
5 To react to risk situations	5.1 Strict enforcement of protocol specific to the case. 5.2 Implementation of measures to protect the client and his/her entourage. 5.3 Implementation of behaviours to ensure one's own safety. 5.4 Rapidity in reporting a situation and consulting resource clients.
6 To perform self-assessment.	6.1 Critical assessment of personal reactions and behaviour. 6.2 Estimation of one's own abilities to appropriately interpret a client's reactions and behaviours. 6.3 Realistic assessment of one's own intervention.

CODE : 01Q3

OBJECTIF	STANDARD
Statement of the competency To refer to a conceptual nursing framework to define one's professional practice Elements 1 To base one's own action on the foundations of professional practice 2 To base nursing care activities on a conceptual model. 3 To apply the nursing process.	Achievement context - Based on professional practice policies and rules established by the Ordre des infirmières et infirmiers du Québec. - Based on a conceptual model of nursing. - Using: - work tools - reference materials - Using terminology specific to nursing and health sciences. Performance criteria 1.1 Recognition of the client's uniqueness and multidimensional character. 1.2 Reference to a current concept of health. 1.3 Consideration of environmental factors that may affect health needs and experiences. 1.4 Use of an individualized approach. 1.5 Consideration of primary health care approach. 1.6 Willingness to incorporate core concepts of nursing. 2.1 Establishment of relevant links between the foundations of professional practice and the conceptual model. 2.2 Careful transposition of the premises and values of the model into action. 2.3 Appropriation of attitudes and behaviours in accordance with the conceptual model. 2.4 Correct utilization of work tools designed for the model. 3.1 Strict observance of all steps of the process. 3.2 Appropriate recourse to data sources. 3.3 Appropriate analysis and interpretation of data. 3.4 Satisfactory formulation of problem, objectives and actions to be undertaken. 3.5 Constructive evaluation of actions, methods and outcomes.

CODE : 01Q4	
OBJECTIF	STANDARD
Statement of the competency To use assessment and nursing care procedures. Elements 1 To carry out the preliminary steps to the implementation of the procedure. 2 To proceed with a clinical examination of the client.	Achievement context • Within the legal framework of professional practice. • With people of all ages. • With reference to a nursing care plan and treatment plan. • In collaboration with health professionals. • Based on: – clinical data – medical prescriptions – protocols, directives and forms • Using: – instruments, nursing care tools and assessment tests – reference materials • Observance of rules governing hygiene, asepsis, health and occupational safety. Performance criteria 1.1 Consideration of the client's physical and psychological condition. 1.2 Identification of possible contraindications. 1.3 Appropriate preparation of the client: comfort and safety. 1.4 Rigorous preparation of equipment. 1.5 Information and directives suited to the client and the situation. 2.1 Thorough assessment of objective and subjective clinical signs. 2.2 Strict observance of auscultation, palpation, inspection and percussion procedures. 2.3 Detection of significant clinical features. 2.4 Establishment of relevant links between the data collected. 2.5 Consideration of the client's reactions and condition.

CODE : 01Q4

3 To monitor physical parameters.	3.1 Consideration of factors that may alter the assessment results. 3.2 Observance of principles and procedural steps. 3.3 Accurate measurement and observation of parameters. 3.4 Relevant interpretation of results. 3.5 Verification of data obtained through monitoring. 3.6 Rapid communication of any change or abnormal results. 3.7 Appropriate reaction to the situation.
4 To assess a client's cognitive and affective functions.	4.1 Consideration of factors likely to affect the client. 4.2 Efficient, safe utilization of tools or assessment tests. 4.3 Accurate appraisal of orientation, memory, concentration and computation, judgment and thought processes. 4.4 Accurate appraisal of the client's behaviour, reactions and emotional state. 4.5 Appropriate reaction to the situation.
5 To assess a client's ability to function autonomously.	5.1 Consideration of the client's health status, lifestyle and resources. 5.2 Accurate appraisal of the client's ability to carry out domestic and daily activities. 5.3 Perspicacity and discernment of the client's need for assistance.
6 To perform nursing care autonomously and cooperate with others.	6.1 Thorough verification of the prescription, treatment plans or nursing care plan. 6.2 Strict observance of principles and procedural steps for nursing care. 6.3 Dexterity and safety in implementing nursing care procedures. 6.4 Judicious implementation of assistance and support measures for activities of daily life. 6.5 Safe handling and disposal of equipment and biomedical waste. 6.6 Judicious use of complementary nursing care tools authorized by the professional order.

CODE : 01Q4	
7 To administer medication by various routes.	7.1 Consideration of medical prescription. 7.2 Judicious choice of equipment based on the administration route and the client's physical characteristics. 7.3 Observance of the principles and roles governing preparation, verification and administration of medication. 7.4 Dexterity and safety in implementing the procedure. 7.5 Safe handling of equipment and biomedical waste.
8 To chart data.	8.1 Strict observance of rules governing charting. 8.2 Precision of data entered. 8.3 Recording of all relevant data. 8.4 Use of appropriate terminology

CODE : 01Q5

OBJECTIF	STANDARD
Statement of the competency To establish a helping communication with the client and his/her significant others.	Achievement context • Within the legal framework of professional practice. • In a variety of professional situations. • Based on: – clinical data – the client's health chart, intervention plan or nursing care plan • Using: – data collection tools and assessment grids – reference materials • In compliance with the code of ethics.
Elements 1 To enter into relation with the client and his/her significant others. 2 To create an alliance with the client and his/her significant others.	Performance criteria 1.1 Consideration of the client's physical, psychological and sociocultural characteristics. 1.2 Demonstration of receptiveness and sharing. 1.3 Attentive and respectful listening. 1.4 Appropriate use of verbal communication techniques. 1.5 Prudent use of non-verbal communication. 2.1 Clarification of the needs, expectations and values of the clients concerned. 2.2 Accuracy and clarity of information given to clients regarding their rights and responsibilities. 2.3 Respect for values, needs, expectations and self-determination capacity. 2.4 Expression of a willingness to become involved and secure others' commitment to care planning. 2.5 Establishment of a clear understanding with the client and his/her entourage. 2.6 Relevance of support offered to the client and his/her entourage.

CODE : 01Q5

3 To conduct an interview.	3.1 Appropriate planning of the interview. 3.2 Clear agreement with the client as to the purpose and course of the interview. 3.3 Relevance of remarks according to type of interview. 3.4 Effectiveness of communication at each stage of the interview. 3.5 Appropriate evaluation, with the client, of extent of goal achievement.
4 To interact within a helping relationship.	4.1 Appraisal of the client's emotional status and need for help. 4.2 Demonstration of a willingness to call forth and welcome the client's account of his/her life experiences. 4.3 Establishment of specific and realistic joint objectives. 4.4 Relevance of attitudes and behaviours. 4.5 Judicious use of verbal and non-verbal communication techniques. 4.6 Consideration of the effects of one's own needs and emotions. 4.7 Appropriate approach according to the phase of the helping relationship.
5 To support a client through a decision-making process concerning his/her health	5.1 Respect for the client's values, needs, expectations and self-determination capacity. 5.2 Customized support when: - clarifying the problem - exploring possible avenues - making a choice 5.3 Respect for the client's decision.
6 To support a client experiencing bereavement or loss, as well as his/her entourage	6.1 Consideration of the client's specific needs. 6.2 Relevance of information given about the grieving or loss process and its consequent reactions. 6.3 Interventions suited to the behaviour and reactions of those concerned. 6.4 Demonstration of helping attitudes.

CODE : 01Q5

7 To evaluate established relationships.

- 7.1 Relevant analysis of one's own reactions.
- 7.2 Critical examination of one's own attitudes and behaviours.
- 7.3 Consideration of the limits of personal and professional involvement
- 7.4 Realistic appraisal of one's own strengths and weaknesses.
- 7.5 Identification of concrete ways to improve the quality of one's own interpersonal relationships.

CODE : 01Q6

OBJECTIF	STANDARD
Statement of the competency To deal with social and cultural realities related to health matters.	Achievement context • Within the legal framework of professional practice. • Referring to health legislation, policies and social and economic measures concerning health issues. • In a variety of professional situations. • In collaboration with professionals. • Based on personal reflections and discussions held with colleagues. • Using reference materials. • In compliance with: – code of ethics – the client's rights
Elements 1 To consider the social context surrounding one's own professional practice. 2 To take the client's family context into consideration.	Performance criteria 1.1 Consideration of the social dimensions of health and illness. 1.2 Consideration of the nature and organization of health services available to the public. 1.3 Identification of the demographic characteristics for a given population. 1.4 Identification of social inequities with regard to health matters. 1.5 Awareness of the incidence of social changes on one's own professional practice. 2.1 Consideration of family values that the client refers to. 2.2 Consideration of the type of family in which the client lives. 2.3 Consideration of the family relationships. 2.4 Consideration of the client's role in the family and his/her perception of it. 2.5 Vigilance with respect to risks or signs of violence, negligence or mistreatment. 2.6 Search for possible links between the client's health status and the family context.

CODE : 01Q6

3 To take the client's sociocultural characteristics into account.

3.1 Consideration of:

- the client's lifestyle
- social condition
- ethnic origin, culture, religion, etc.
- presence of one or more social problems (homelessness, marginality, prostitution, substance abuse, etc.)

3.2 Consideration of the client's values and beliefs.

3.3 Demonstration of abilities to promote communication and create a trusting climate.

3.4 Appraisal of the client's attitudes and behaviours about health and illness.

4 To assess one's own attitudes and behaviours with regard to sociocultural diversity.

4.1 Assessment of one's own spontaneous reactions.

4.2 Examination of one's own preconceived ideas.

4.3 Accurate appraisal of one's own ability to relate and keep an open mind.

4.4 Determination of concrete means to improve one's interaction.

CODE : 01Q7

OBJECTIF	STANDARD
Statement of the competency To link immunological disorders and infections to physiological and metabolic mechanisms. Elements 1 To specify the action of an aggressive agent on the human body. 2 To define the body's reactions to the aggressor. 3 To describe the infectious or immunological disorder. 4 To relate the immunopathological disorder to the therapy.	Achievement context • To be able to understand various health problems. • Based on clinical, medical and scientific information. • Using reference materials. • Using health sciences terminology. Performance criteria 1.1 Identification of characteristics of an aggressive agent. 1.2 Consideration of method of transmission. 1.3 Precise description of the agent's pathogenicity. 2.1 Demonstration of body's resistance to the aggressor. 2.2 Identification of conditions that are favourable or unfavourable to homeostasis. 2.3 Identification of disrupted physiological and metabolic functions. 2.4 Consideration of the evolving nature of the biological dysfunction. 3.1 Precise determination of the disorder's stages of development. 3.2 Identification of the disorder's physiological process. 3.3 Accurate description of physiological and metabolic signs. 3.4 Identification of the epidemiological characteristics of the disorder. 4.1 Consideration of the physiological and metabolic manifestations. 4.2 Identification of diagnostic tests. 4.3 Consideration of the type of aggressive agent. 4.4 Demonstration of principles underlying therapy.

CODE : 01Q7	
5 To examine measures to prevent or control infection.	5.1 Identification of infectious process. 5.2 Judicious detection of contamination risks. 5.3 Identification of barriers required to prevent and control infection. 5.4 Consideration of universal precautions. 5.5 Consideration of work rules and procedures applicable to sterile and contaminated environments. 5.6 Consideration of safety measures applicable to the safe handling and disposal of biomedical waste.

CODE : 01Q8

OBJECTIF	STANDARD
Statement of the competency To interpret a clinical situation by referring to health problems and other problems related to the field of nursing. Elements 1 To describe the health problem. 2 To relate test results to the diagnosed health problem. 3 To relate the health problem to the therapy. 4 To identify nursing-related problems connected to the health situation.	Achievement context • Within the legal framework of professional practice. • For physical and mental problems affecting people of all ages. • Based on: – clinical information and health record – medical diagnosis • Using: – texts on nursing problems – reference materials • Using nursing and health sciences terminology. Performance criteria 1.1 Exact definition of the health problem. 1.2 Identification of the pathophysiological process. 1.3 Establishment of relevant link between clinical signs and the health problem diagnosed. 1.4 Accurate appraisal of risk factors. 1.5 Accurate identification of etiology. 1.6 Consideration of epidemiological factors. 1.7 Knowledge of evolutive nature and possible complications. 2.1 Careful consultation of the client's health record. 2.2 Correct identification of tests ordered. 2.3 Recognition of normal results. 2.4 Accurate appraisal of discrepancies between the results and normality. 3.1 Identification of therapeutic modes associated with the health problem. 3.2 Correct definition of treatment(s) prescribed. 3.3 Identification of principles underlying treatment and care. 3.4 Consideration of interventions forming part of the treatment plan. 4.1 Strict analysis of overall data. 4.2 Precise identification of existing or potential problems related to the field of nursing. 4.3 Identification of factors of influence.

CODE : 01Q8	
5 To outline the nursing interventions.	5.1 Analysis of global situation. 5.2 Judicious determination of autonomous type of care. 5.3 Specification of care dependent on interdisciplinary collaboration.

CODE : 01Q9	
OBJECTIF	STANDARD
Statement of the competency To establish links between pharmacotherapy and a clinical situation. Elements 1 To interpret a medical prescription for medication. 2 To relate clinical manifestations to the drug prescribed.	Achievement context • Within the legal framework of professional practice. • In collaboration with health professionals. • Based on: – the <i>Narcotics Act</i> and regulations – the <i>Food and Drugs Act</i> and regulations – the Regulation respecting acts contained in section 31 of the <i>Medical Act</i> – rules in effect in the health care institution – medical prescriptions – a client's health record, treatment or nursing care plan – clinical data • Using: – forms – reference materials • In compliance with: – legislation – code of ethics Performance criteria 1.1 Accurate identification of the type of prescription. 1.2 Correct identification of the drug classification. 1.3 Precise decoding of: – dose prescribed – pharmaceutical form – administration route and schedule 2.1 Consideration of the drug classification. 2.2 Correct definition of drug mechanism of action. 2.3 Recognition of indications and contraindications in relation to clinical situation. 2.4 Recognition of possible alternatives to medication.

CODE : 01Q9

3 To anticipate the effects of the drug.	3.1 Consideration of pharmacokinetic and pharmacodynamic principles. 3.2 Consideration of risks for drug interaction, drug intolerance and allergies. 3.3 Identification of the: – therapeutic effects – side effects – adverse reactions 3.4 Consideration of risks of tolerance or dependence.
4 To specify conditions for drug administration.	4.1 Compliance with pharmacokinetic and pharmacodynamic principles. 4.2 Strict analysis of clinical data to decide: – whether or not to administer the drug – the dose to be administered – the preferred administration route 4.3 Relevant justification of: – the decision whether to administer the drug or not – the dose to be administered – the administration route selected 4.4 Observance of principles and precautions governing drug preparation and administration. 4.5 Consideration of physiologic, psychological and environmental factors affecting drug action
5 To select measures to support medication.	5.1 Judicious choice of information to be given to the client. 5.2 Identification of self-medication principles and directives. 5.3 Consideration of risks of non-compliance. 5.4 Choice of appropriate measures to support compliance.
6 To plan prescription follow-up.	6.1 Identification of therapeutic efficacy. 6.2 Consideration of side effects. 6.3 Monitoring of: – signs of overdose – complications associated with method of administration – signs of drug intolerance or allergy 6.4 Consideration of rules for charting. 6.5 Precise description of client's reactions.

CODE : 01QA

OBJECTIF	STANDARD
Statement of the competency To teach the client and his/her significant others.	Achievement context • To promote health, prevent illness and provide treatment or rehabilitation. • Referring to section 37 of the Nurses Act. • In collaboration with other professionals. • Based on teaching plans or programs. • Using: – teaching material – computer and audiovisual equipment – reference materials • In accordance with teaching principles. • Using language suited to the audience.
Elements 1 To determine needs and expectations with respect to information and learning. 2 To provide information on health, nursing care and services. 3 To organize a teaching activity.	Performance criteria 1.1 Accurate appraisal of the client's physical, intellectual and psychological ability to learn. 1.2 Accurate appraisal of the motivation to learn. 1.3 Clarification of the type of need and expectations. 1.4 Consideration of client's current level of knowledge. 1.5 Verification of the possible incidence of sociocultural factors. 2.1 Selection of relevant content in terms of determined needs. 2.2 Use of an approach suited to the clients concerned. 2.3 Clarity of information provided. 2.4 Verification that information has been understood. 2.5 Evaluation of response given, as necessary 3.1 Selection of teaching priorities corresponding to defined needs. 3.2 Establishment of relevant, realistic learning objectives. 3.3 Selection of appropriate content and teaching materials. 3.4 Choice of method suited to the clients and the situation. 3.5 Choice of appropriate time.

CODE : 01QA

4 To provide teaching on an individual basis.	4.1 Creation and maintenance of an atmosphere conducive to learning. 4.2 Precise explanation of objectives. 4.3 Interventions suited to the client's condition and his/her immediate needs. 4.4 Demonstration of a warm, respectful attitude. 4.5 Relevance of support provided to the client.
5 To teach a small group of people.	5.1 Creation and maintenance of an atmosphere conducive to learning and discussion. 5.2 Precise explanation of objectives and structure of the activity. 5.3 Correct use of basic facilitation techniques. 5.4 Relevance of support provided to participants.
6 To evaluate the results of the activity.	6.1 With all concerned, correct evaluation of: – acquired learnings – structure of the activity – achievement of goals 6.2 Judicious evaluation of one's own ability to provide information and teaching.
7 To chart data.	7.1 Strict observance of charting rules. 7.2 Accuracy of charted data. 7.3 Entry of all relevant data. 7.4 Use of appropriate terminology.

CODE : 01QB

OBJECTIF	STANDARD
Statement of the competency To assist clients in the maintenance and improvement of their health.	Achievement context • Within the legal framework of professional practice. • Referring to current health policies and concepts. • To promote and maintain health and prevent illness. • In collaboration with health system facilities, associations, organizations or institutions. • In conjunction with clients in the health sector and the community. • Based on teaching programs and materials and health programs. • Using: – measurement tools and devices – reference materials • In compliance with: – the code of ethics – current legislation – approach to primary health care • Using language suited to the client.
Elements 1 To perform health care activities as part of a prevention program.	Performance criteria 1.1 Consideration of target population and set objectives. 1.2 Strict preparation of health care activity. 1.3 Observance of rules or protocols established. 1.4 Collection of relevant data. 1.5 Response suited to the client's needs and expectations. 1.6 Interventions performed correctly. 1.7 Vigilance as to the existence or possibility of a health problem. 1.8 Referral of client to appropriate resources, if applicable.

CODE : 01QB

2 To promote a healthy lifestyle.	2.1 Use of an individualized approach. 2.2 Collection of relevant information on client's lifestyle and environment. 2.3 Reinforcement of healthy habits. 2.4 Accurate identification, with the client, of ways to maintain or improve his/her quality of life or prevent health problems.
3 To make the client aware of various risk situations.	3.1 Use of an individualized approach. 3.2 Identification, with the client, of risks associated with his/her lifestyle, behaviour, environment. 3.3 Relevant information about the type of risks observed. 3.4 Search, with the client, for ways to deal with risk factors.
4 To support the client taking charge of his/her health.	4.1 Respect for the client's rights and values. 4.2 Accurate appraisal of the client's interest in improving his/her wellbeing. 4.3 Correct assessment of the client's capacities. 4.4 Attention to helping the client assume responsibilities.
5 To assess the client's capacity to take charge of himself/herself after returning to his/her natural environment.	5.1 Determination of the right time to visit the client. 5.2 Quality of contact established with the client. 5.3 Attention to the life environment of the client. 5.4 Indication of risk factors related to the client and the environment. 5.5 Recognition of the reactions and adaptive capacities of the client and his/her significant others to the health situation. 5.6 Communication adapted to the client's condition and sociocultural characteristics. 5.7 Verification of understanding of the information contained in the initial teaching. 5.8 Transmission of all relevant information to the nurse responsible.

CODE : 01QC

OBJECTIF	STANDARD
Statement of the competency To adapt to various work situations. Elements 1 To assume the emotional consequences inherent in carrying out duties. 2 To manage the stress inherent in professional practice. 3 To prevent professional burn-out.	Achievement context • Taking into account the requirements and development of professional practice. • With the help of professional resources, if appropriate. • Using: – reference materials – personal reflections and discussions with colleagues Performance criteria 1.1 Identification of professional situations conducive to high emotions. 1.2 Demonstration of open-mindedness and discernment. 1.3 Examination of one's own emotions and their expression. 1.4 Search for ways to maintain emotional balance. 2.1 Identification of stress factors in a professional context. 2.2 Awareness of one's own physiological and psychological reactions to stress. 2.3 Examination of ability to cope with stress in a working environment. 2.4 Informed choice about ways to help: – reduce stress – increase one's own ability to manage stress in a professional situation 2.5 Desire to maintain physical and psychological balance. 3.1 Identification of factors associated with professional burn-out. 3.2 Detection of the main signs of professional burn-out. 3.3 Critical examination of one's own needs and capacities with regard to professional requirements. 3.4 Search for ways to prevent burn-out at work.

CODE : 01QC

4 To react to a crisis situation.	4.1 Prompt establishment of contact with client. 4.2 Precise assessment of the situation. 4.3 Utilization of means to protect the health and safety of the client and his/her entourage. 4.4 Utilization of means to defuse the crisis. 4.5 Maintenance of emotional distance. 4.6 Relevance of support provided.
5 To organize one's workload.	5.1 Judicious establishment of priorities and deadlines. 5.2 Identification of human resources and materials required. 5.3 Coherent management of work activities. 5.4 Efficient management of time.
6 To adjust to changes in work environment.	6.1 Demonstration of open-mindedness and flexibility. 6.2 Recognition of need to adjust. 6.3 Appraisal of the nature of change and impact on professional practice. 6.4 Search for ways to help incorporate changes. 6.5 Desire for a balanced, smooth adjustment.
7 To assume responsibility for one's own professional development.	7.1 Awareness of the importance of continuing professional development. 7.2 Realistic identification of one's own capacities and limitations with respect to practical and theoretical knowledge. 7.3 Strict examination of one's own attitudes and behaviour. 7.4 Desire to ensure quality and effectiveness of one's own actions. 7.5 Identification of ways to increase one's own personal and professional capability.

CODE : 01QD

OBJECTIF	STANDARD
Statement of the competency To establish a cooperative relationship with members of the interdisciplinary team. Elements 1 To work collaboratively within a care team. 2 To coordinate nursing activities. 3 To work within the interdisciplinary team.	Achievement context • Within the legal framework of professional practice. • Based on a client's health record, treatment or care plan. • Using: – data processing and transmission equipment – administrative documents • In accordance with the code of ethics. Performance criteria 1.1 Demonstration of attitudes and behaviour conducive to the establishment of a positive working climate. 1.2 Desire to ensure the transmission of information. 1.3 Significant contribution to problem-solving and decision-making processes. 1.4 Appropriate exercise of influence. 2.1 Efficient planning of nursing care activities. 2.2 Judicious delegation of nursing actions. 2.3 Appropriate support of auxiliary personnel. 2.4 Correct supervision of nursing duties delegated to auxiliary personnel. 3.1 Precise identification of each person's role and responsibilities. 3.2 Demonstration of attitudes and behaviours facilitating interdisciplinary work. 3.3 Attestation of one's own competence and professional autonomy. 3.4 Respect for other professionals' competency and professional autonomy. 3.5 Clarity of information given about the client. 3.6 Significant contribution to problem-solving and decision-making processes.

CODE : 01QD

4 To intervene in conflictual work situations.	4.1 Accurate assessment of the situation. 4.2 Critical examination of one's own reactions to the situation. 4.3 Listening and demonstration of open-mindedness to a different point of view. 4.4 Clear, respectful statement of one's own point of view. 4.5 Search for a consensual decision.
5 To carry out administrative duties.	5.1 Strict implementation of procedures for admission, transfer, discharge or death of a client. 5.2 Strict implementation of procedures for incidents and accidents. 5.3 Strict management of drugs and nursing care equipment.
6 To process information to ensure continuity of care and follow-up.	6.1 Data collection for care planning. 6.2 Precise, accurate and concise charting. 6.3 Correct writing and updating of care plan. 6.4 Transmission of relevant data. 6.5 Compliance with established communication procedures. 6.6 Correct review and appropriate management of prescriptions. 6.7 Consideration of treatment plan and multidisciplinary follow-up.

CODE : 01QE

3 To ensure clinical monitoring.	3.1 Strict verification of the physical and psychological parameters involved. 3.2 Careful checking of monitored data. 3.3 Accurate appraisal of diagnostic test results. 3.4 Perspicacity and discernment as to the progress of the clinical case. 3.5 Promptness to report any major change.
4 To outline the care needs.	4.1 Strict analysis and interpretation of overall data. 4.2 Judicious identification of health needs. 4.3 Accurate identification of problems related to the field of nursing and influential factors. 4.4 Identification of collaborative problems.
5 To plan nursing care and work activities.	5.1 Compliance with treatment plan. 5.2 Consideration of client's needs and expectations. 5.3 Accurate determination of nursing care priorities. 5.4 Establishment of specific, realistic nursing care objectives. 5.5 Judicious choice of interventions. 5.6 Efficient organization of activities.
6 To implement the interventions: – to provide care – to assist the client with activities of daily life – and to provide information, advice or teaching	6.1 Use of an approach suited to the: – care needs – client's condition – client's sociocultural characteristics 6.2 Demonstration of supportive attitude. 6.3 Strict observance of: – monitoring and safety measures – principles for the safe ambulation of clients – principles of hygiene and asepsis 6.4 Strict enforcement of protocol(s). 6.5 Correct performance of assessment and nursing procedures. 6.6 Strict implementation of relevant nursing programs. 6.7 Assistance provided according to the client's condition. 6.8 Respect and reinforcement of the client's autonomy. 6.9 Application of appropriate teaching program(s). 6.10 Accuracy of response to the needs of the client and his/her entourage.

CODE : 01QE

7 To administer medications.	7.1 Strict verification of prescription. 7.2 Relevant link between the drug prescribed and clinical manifestations. 7.3 Consideration of alternatives to medication. 7.4 Accuracy of decision whether or not to administer the drug. 7.5 Judicious determination of conditions for drug administration. 7.6 Strict observance of rules governing preparation, administration and recording of drugs. 7.7 Dexterity and safety in carrying out procedure. 7.8 Relevance of information conveyed. 7.9 Relevance of support for compliance. 7.10 Appropriate monitoring and follow-up.
8 To evaluate nursing interventions and outcomes.	8.1 Accurate appraisal of: – changes that occurred and results obtained – quality and efficacy of interventions 8.2 Correct supervision and evaluation of nursing care delegated to others. 8.3 Appropriate modification of nursing care plan. 8.4 Appropriate use of evaluation tools to assess quality of care.
9 To ensure continuity of care and follow-up.	9.1 Precise charting. 9.2 Accurate, concise and relevant reporting. 9.3 Strict implementation of administrative procedures. 9.4 Efficient collaboration with nursing care and multidisciplinary teams. 9.5 Referral of the client, family or significant others to appropriate resources, if applicable. 9.6 Appropriate contribution to case management, if applicable.

CODE : 01QF

OBJECTIF	STANDARD
Statement of the competency To use the ethics and values of the profession to understand one's own role. Elements 1 To comply with professional values. 2 To assume responsibility for actions and decisions. 3 To understand the moral dimensions of the role.	Achievement context • Based on the: – policies and practice standards set by the OIIQ – nurses' ethical and legal obligations – Charter of Human Rights and Freedoms • Using: – nursing care assessment tools – reference materials – personal reflections and discussion with colleagues. Performance criteria 1.1 Recognition of the nature and implications of the values of the profession. 1.2 Establishment of a judicious link between one's own values and those of the profession and the workplace. 1.3 Desire to harmonize one's own values with those of the profession and the workplace. 1.4 Demonstration of behaviours and attitudes compatible with professional values. 2.1 Demonstration of autonomy and discernment in carrying out duties. 2.2 Reliability in accomplishing work. 2.3 Accountability for one's own actions and decisions. 2.4 Proper use of influence. 3.1 Identification of nurses' contribution to health care. 3.2 Recognition of one's own responsibility in regard to the protection of a person's rights, values and wishes. 3.3 Demonstration of interest in improving the population's health status.

CODE : 01QF

4 To consider various professional situations from an ethical point of view.

- 4.1 Identification of the ethical dimensions of the professional situation.
- 4.2 Demonstration of openness and respect for points of view stated.
- 4.3 Appropriate contribution to discussions.
- 4.4 Clear differentiation between ethical problems applicable to his/her area of responsibility and those of other professionals.
- 4.5 Reasoned justification of his/her ethical position.

5 To become involved in maintaining and improving the quality of nursing care.

- 5.1 Identification of nursing care situations requiring improvement.
- 5.2 Demonstration of interest in the development of the discipline and innovative approaches to nursing.
- 5.3 Readiness to share knowledge.
- 5.4 Search for ways to improve the quality of one's own professional actions.

CODE : 01QG

OBJECTIF	STANDARD
Statement of the competency To apply emergency measures.	Achievement context • Within the legal framework of professional practice. • In health care system facilities or natural setting. • Alone or in collaboration with others. • With people of all ages. • Based on legislation, codes, charters and regulations in effect. • Using equipment or materials available. • Respecting the role of others involved. • Observing: – universal precautions – safety rules
Elements 1. To initiate emergency intervention.	Performance criteria 1.1 Demonstration of professionalism. 1.2 Effective communication to reassure the person or significant others. 1.3 Safe management of the situation. 1.4 Rapid primary assessment of the person. 1.5 Identification of required emergency actions. 1.6 Thorough secondary assessment. 1.7 Constant monitoring of vital signs.
2. To perform cardiopulmonary resuscitation.	2.1 Diligent verification of the person's condition. 2.2 Maintenance of a safe environment. 2.3 Compliance with steps of primary examination. 2.4 Correct performance of technique.
3. To provide first aid.	3.1 Appropriate verification of the person's condition. 3.2 Identification of nursing care required for the type of problem detected. 3.3 Maintenance of a safe environment. 3.4 Correct performance of techniques. 3.5 Strict follow-up in order to prevent deterioration of the person's condition.

CODE : 01QG	
4. To report data regarding the situation.	4.1 Relevance of data transmitted. 4.2 Clear, accurate description of events.
5. To apply clinical intervention protocols.	5.1 Strict enforcement of principles and protocol steps. 5.2 Preparation of required material. 5.3 Consideration of context. 5.4 Skill and diligence in carrying out nursing care. 5.5 Accurate charting. 5.6 Careful monitoring of the person's changing condition. 5.7 Follow-up appropriate to the situation. 5.8 Accurate, concise, relevant reporting.

CODE : 01QH

2 To perform initial client assessment or update data.	2.1 Consideration of overall elements from the clinical situation. 2.2 Flexible and customized approach. 2.3 Appropriate use of assessment tools and methods. 2.4 Collection of relevant biophysiological and psychosocial data on the pregnant woman, new mother or newborn. 2.5 Identification of the needs and expectations of the family or significant others. 2.6 Correct appraisal of the reactions and ability to adapt of the expecting woman, new mother, family or significant others.
3 To ensure clinical monitoring.	3.1 Strict verification of the physical and psychological parameters involved. 3.2 Careful checking of monitored data. 3.3 Accurate appraisal of diagnostic test results. 3.4 Perspicacity and discernment as to the progress of the clinical case for the pregnant woman, the new mother or newborn. 3.5 Promptness to report any major change.
4 To outline the care needs.	4.1 Strict analysis and interpretation of overall data. 4.2 Judicious identification of health needs. 4.3 Accurate identification of problems related to the field of nursing and influential factors. 4.4 Precise identification of collaborative problems.
5 To plan nursing care and work activities.	5.1 Consideration of the needs and expectations of the person, family and significant others. 5.2 Accurate identification of nursing priorities. 5.3 Establishment of precise and realistic nursing objectives with the pregnant woman or new mother, the family or significant others. 5.4 Judicious choice of interventions. 5.5 Efficient organization of activities.

CODE : 01QH

6 To implement the interventions: – to provide care – to assist parents in performing their role	6.1 Interventions appropriate to the situation and expectations of the family or significant others. 6.2 Interventions suited to the sociocultural characteristics of the person involved. 6.3 Use of an approach suited to the: – care needs – condition of the pregnant woman, new mother or newborn 6.4 Demonstration of helping attitude. 6.5 Strict observance of: – monitoring measures – principles for the safe ambulation of clients – principles of hygiene and asepsis 6.6 Correct performance of assessment and nursing care procedures. 6.7 Strict enforcement of protocol(s) and/or nursing care program(s). 6.8 Constant motivation of parents to become involved in nursing care activities. 6.9 Appropriate assistance to parents for newborn care. 6.10 Appropriate support for breast-feeding. 6.11 Use of means to promote parental attachment and the adjustment of family members. 6.12 Implementation of appropriate teaching program(s). 6.13 Accuracy of response to information and learning needs. 6.14 Appropriate support for relatives experiencing a problem. 6.15 Accuracy of decision to refer to resource persons.
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CODE : 01QH

7 To administer medications.	7.1 Strict verification of prescription. 7.2 Relevant link between the drug prescribed and clinical manifestations. 7.3 Consideration of alternatives to medication. 7.4 Accuracy of decision whether or not to administer the drug. 7.5 Judicious determination of conditions for drug administration. 7.6 Strict observance of rules governing the preparation, administration and recording of a drug. 7.7 Dexterity and safety in carrying out the procedure. 7.8 Relevance of information conveyed. 7.9 Relevance of support for compliance. 7.10 Appropriate monitoring and follow-up.
8 To evaluate nursing interventions and outcomes.	8.1 Accurate appraisal of: – changes that occurred and results obtained – quality and efficacy of interventions 8.2 Relevant verification with the family: – of achievement of objectives – that needs and expectations are met 8.3 Correct supervision and evaluation of nursing care delegated to others. 8.4 Appropriate modification of care plan. 8.5 Judicious use of evaluation tools to assess quality of care.
9 To ensure continuity of care and follow-up.	9.1 Precise charting. 9.2 Accurate, concise and relevant reporting. 9.3 Strict implementation of administrative procedures. 9.4 Efficient collaboration with nursing care and multidisciplinary teams. 9.5 Referral of the client, family or significant others to resources suited for their situation, as applicable. 9.6 Appropriate contribution to case management, if applicable.

CODE : 01QJ

OBJECTIF	STANDARD
Statement of the competency To intervene with children and adolescents requiring nursing care.	Achievement context • Within the legal framework of professional practice. • To maintain and improve health, prevent risks and provide treatment and rehabilitation. • In hospital centres (HCs). • In collaboration with parental health associations and organizations. • Based on: – legislation applicable to such clients and the care and services intended for them – the client's health record and treatment plan • Using: – data collection tools and assessment grids – instruments, equipment and nursing tools – teaching material – data processing and transmission equipment – reference materials • In accordance with: – professional obligations and the code of ethics – current legislation and policies. • Referring to the: – approach advocated for parental and infant health – client's stage of development
Elements 1 To seek information in order to ensure continuity of care.	Performance criteria 1.1 Diligent reading of chart and interdepartmental report, if applicable. 1.2 Attentive listening to verbal report. 1.3 Appropriate consultation with work colleagues. 1.4 Consideration of case-management system. 1.5 Establishment of relevant link between data.

CODE : 01QJ

2 To perform initial client assessment or update data.	2.1 Consideration of overall elements of the clinical situation. 2.2 Flexible and customized approach. 2.3 Appropriate use of assessment tools and methods. 2.4 Collection of relevant biophysiological and psychosocial data. 2.5 Identification of the needs and expectations of the family or significant others. 2.6 Correct appraisal of the reactions and ability to adapt of the child, adolescent, family or significant others.
3 To ensure clinical monitoring.	3.1 Appropriate verification of the physical and psychological parameters involved. 3.2 Careful checking of monitored data. 3.3 Accurate appraisal of diagnostic test results. 3.4 Perspicacity and discernment as to the progress of the clinical case. 3.5 Promptness to report any major change.
4 To outline the care needs.	4.1 Strict analysis and interpretation of overall data. 4.2 Judicious identification of health needs. 4.3 Accurate identification of problems related to the field of nursing and influential factors. 4.4 Accurate identification of problems calling for cooperative action.
5 To plan nursing care and work activities.	5.1 Consideration of the needs and expectations of the child, adolescent, family and significant others. 5.2 Accurate identification of nursing care priorities. 5.3 Establishment of precise, realistic nursing objectives with the child, adolescent, family or significant others. 5.4 Judicious choice of interventions. 5.5 Efficient organization of activities.

CODE : 01QJ

6 To implement interventions: – to provide care – to help the child or adolescent with activities of daily life – to provide information, advice or teaching	6.1 Interventions appropriate to the situation and expectations of the family or significant others. 6.2 Use of an approach suited to the: – care needs – condition of the child or adolescent – sociocultural characteristics of the client in question 6.3 Demonstration of supportive attitude. 6.4 Strict observance of: – monitoring measures – principles for the safe ambulation of clients – principles of hygiene and asepsis 6.5 Correct performance of assessment and nursing care procedures. 6.6 Strict enforcement of protocol(s) and/or nursing program(s). 6.7 Appropriate support to parents or significant others regarding nursing activities. 6.8 Use of means to promote the adjustment of family or significant others. 6.9 Appropriate assistance for the client's condition. 6.10 Respect and reinforcement of autonomy. 6.11 Implementation of appropriate teaching program(s). 6.12 Accuracy of response to the needs of the child, adolescent, family or significant others.
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CODE : 01QJ

7 To administer medications.	7.1 Strict verification of prescription. 7.2 Relevant link between the drug prescribed and observed clinical manifestations. 7.3 Consideration of alternatives to medication. 7.4 Accuracy of decision whether or not to administer the drug. 7.5 Consideration of the specific conditions governing pediatric pharmacotherapy. 7.6 Judicious identification of conditions for drug administration. 7.7 Strict observance of rules for the preparation, administration and recording of a drug. 7.8 Dexterity and safety in carrying out procedure. 7.9 Relevance of information conveyed. 7.10 Relevance of support for compliance. 7.11 Appropriate monitoring and follow-up.
8 To evaluate nursing interventions and outcomes.	8.1 Accurate appraisal of: – changes that occurred and results obtained – quality and effectiveness of interventions 8.2 Relevant verification with persons concerned: – of achievement of objectives – that needs and expectations are met 8.3 Correct supervision and evaluation of nursing care delegated to others. 8.4 Appropriate modification of care plan. 8.5 Judicious use of evaluation tools to assess quality of care, where necessary.
9 To ensure continuity of care and follow-up.	9.1 Precise charting. 9.2 Accurate, concise and relevant reporting. 9.3 Strict implementation of administrative procedures. 9.4 Efficient collaboration with nursing care and multidisciplinary teams. 9.5 Referral of the client, family or significant others to resources suited for the case, as applicable. 9.6 Appropriate contribution to case management, if applicable.

CODE : 01QK	
OBJECTIF	STANDARD
Statement of the competency To intervene with clients receiving medical/surgical nursing care in an ambulatory service. Elements 1 To refer to the initial client assessment and update information.	Achievement context • Within the legal framework of professional practice • To maintain and improve health, prevent risks and provide treatment and rehabilitation. • For clients of all ages. • In hospital centres (HCs). • For different types of nursing care and services. • Based on: – legislation applicable to such clients and the care and services intended for them – the client's health record and treatment plan or case management • Using: – data collection tools and assessment grids – instruments, equipment and nursing tools – teaching material – data processing and transmission equipment – reference materials • In accordance with: – professional obligations and the code of ethics – current legislation and policies Performance criteria 1.1 Quality of initial greeting and contact established. 1.2 Flexible and customized approach. 1.3 Correct use of assessment tools and methods. 1.4 Collection of significant data. 1.5 Promptness to find out the client's immediate health needs and expectations. 1.6 Demonstration of perspicacity and discernment. 1.7 Establishment of relevant links between collected data.

CODE : 01QK

2 To ensure clinical monitoring. 3 To plan nursing care. 4 To implement interventions: - to provide care - to evaluate client's capacity for self-care - to provide information, advice or teaching	2.1 Strict verification of the physical and psychological parameters involved. 2.2 Careful checking of monitored data. 2.3 Accurate appraisal of diagnostic test results. 2.4 Vigilance concerning any deterioration in the client's health status. 2.5 Strict verification of self-medication, if applicable. 2.6 Promptness to report any major change. 3.1 Strict analysis and interpretation of overall data. 3.2 Consideration of the needs and expectations of the client and his/her significant others. 3.3 Accurate identification of nursing care priorities. 3.4 Establishment of precise and realistic nursing objectives. 3.5 Judicious choice of interventions. 3.6 Efficient organization of activities. 4.1 Use of an approach suited to the: - care needs - client's condition - client's sociocultural characteristics 4.2 Promptness of reaction to an unexpected situation. 4.3 Effectiveness of collaboration with other health professionals. 4.4 Strict enforcement of protocol(s). 4.5 Correct performance of assessment and nursing procedures. 4.6 Accuracy of decision whether or not to administer medications, as applicable. 4.7 Strict administration of medication, if applicable. 4.8 Strict implementation of appropriate nursing care programs. 4.9 Consideration of the client's motivation and ability to take charge of his/her care. 4.10 Desire to make the client assume responsibility. 4.11 Appropriate support for the client. 4.12 Implementation of appropriate teaching program(s). 4.13 Accuracy of response to the needs of the client and his/her entourage. 4.14 Precision, clarity, conciseness of information conveyed.
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CODE : 01QK

5 To evaluate nursing interventions and outcomes.

- 5.1 Appraisal of outcomes achieved.
- 5.2 Strict evaluation of the quality and efficacy of interventions.
- 5.3 Appropriate adjustment to interventions based on achieved outcomes.

6 To ensure continuity of care and follow-up.

- 6.1 Correct charting.
- 6.2 Precise, concise and relevant reporting.
- 6.3 Strict implementation of administrative procedures.
- 6.4 Efficient collaboration with other nursing care providers.
- 6.5 Strict implementation of measures ensuring continuity of care and services.
- 6.6 Referral of the client, family or significant others to appropriate resources, if applicable.

CODE : 01QL

OBJECTIF	STANDARD
Statement of the competency To intervene with clients requiring mental health nursing care.	Achievement context • Within the legal framework of professional practice. • To maintain and improve health, prevent risks and provide treatment and rehabilitation. • In hospital centres (HCs), or other types of facilities (e.g. halfway houses). • In collaboration with mental health associations and organizations. • Based on: – legislation applicable to such clients and the care and services intended for them – the client's health record and treatment plan • Using: – data collection tools or assessment grids – administrative documents – teaching material – data processing and transmission equipment – reference materials • In accordance with: – professional obligations and the code of ethics – current legislation • Referring to the therapeutic approach advocated by the clinical setting.
Elements 1 To seek information in order to ensure continuity of care.	Performance criteria 1.1 Diligent reading of the chart and interdepartmental report, if applicable. 1.2 Attentive listening to verbal report. 1.3 Appropriate consultation with work colleagues. 1.4 Establishment of relevant links between data.

CODE : 01QL

2 To perform initial client assessment or update data.	2.1 Consideration of overall elements from the clinical situation. 2.2 Flexible and customized approach. 2.3 Correct use of assessment tools and methods. 2.4 Complete and precise collection of biophysiological and psychosocial data. 2.5 Appraisal of client's reactions and behaviour during: - contact with the family, significant others or other clients - daily activities - therapeutic activities - contact with staff 2.6 Request of relevant information from family or significant others. 2.7 Selection of significant data.
3 To ensure clinical monitoring.	3.1 Strict verification of physical and psychological parameters involved. 3.2 Accurate appraisal of diagnostic test results. 3.3 Correct assessment of the risk of flight, violence or suicide. 3.4 Perspicacity and discernment as to the progress of the clinical case. 3.5 Promptness to report any major change.
4 To identify the care needs.	4.1 Strict analysis and interpretation of overall data. 4.2 Judicious identification of health needs. 4.3 Accurate identification of problems related to the field of nursing and influential factors. 4.4 Precise identification of collaborative problems.

CODE : 01QL

5 To plan nursing care and work activities.	5.1 Compliance with decisions taken by multidisciplinary team. 5.2 Consideration of the client's needs, expectations and priorities. 5.3 Accurate identification of nursing care priorities. 5.4 Establishment of precise and realistic nursing care objectives. 5.5 Judicious choice of interventions. 5.6 Organization of care appropriate to the: – client – therapeutic program of activities – human and material resources available 5.7 Efficient organization of activities.
6 To implement interventions: – to provide care	6.1 Establishment and maintenance of a: – helping relationship with the client – therapeutic environment 6.2 Appropriate support for the client, family and significant others. 6.3 Carry out interviews in accordance with set objectives. 6.4 Use of an approach suited to the: – phase of the relationship – care needs – client's condition – client's sociocultural characteristics 6.5 Strict observance of: – monitoring and safety measures – rules governing isolation and use of restraint, if applicable – nursing care program(s) – appropriate protocol(s) 6.6 Correct performance of nursing care and assessment procedures.
– to supervise and assist the client with activities of daily life – to provide information, advice or teaching	6.7 Appropriate assistance to the client and situation. 6.8 Respect and reinforcement of the client's autonomy. 6.9 Implementation of appropriate teaching program(s). 6.10 Accuracy of the response to the needs of the client, family or significant others.

CODE : 01QL

7 To administer medications.	7.1 Strict verification of prescription. 7.2 Relevant link between the drug prescribed and clinical manifestations observed. 7.3 Accuracy of the decision whether or not to administer medication. 7.4 Judicious identification of conditions for drug administration. 7.5 Strict observance of rules for preparation, administration and recording of drug. 7.6 Dexterity and safety in carrying out the procedure. 7.7 Relevance of information conveyed. 7.8 Relevance of support for compliance. 7.9 Appropriate monitoring and follow-up.
8 To evaluate nursing interventions and outcomes.	8.1 Precise evaluation, with the client, of: – changes that occurred and progress obtained – achievement of objective 8.2 Evaluation of quality and effectiveness of interventions. 8.3 Correct supervision and evaluation of nursing care delegated to others. 8.4 Appropriate modification of care plan. 8.5 Judicious use of evaluation tools to assess quality of care.
9 To ensure continuity of care and follow-up.	9.1 Precise charting. 9.2 Accurate, concise and relevant reporting. 9.3 Strict implementation of administrative procedures. 9.4 Efficient collaboration with nursing care and multidisciplinary teams. 9.5 Significant participation during interdisciplinary meetings. 9.6 Referral of client(s) to resources suited to the case.

CODE : 01QM	
OBJECTIF	STANDARD
Statement of the competency To intervene with adults and elderly clients experiencing loss of autonomy who require institutional nursing.	Achievement context • Within the legal framework of professional practice. • To maintain and improve health, prevent risks and provide treatment, rehabilitation or palliative care. • To provide nursing care in: – geriatrics – chronicity – rehabilitation – palliative care settings • In residential and extended care centres, hospital centres (HCs), rehabilitation centres (RCs) or other public or private institutions. • Based on: – legislation applicable to such clients and the care and services intended for them – the client's health record and intervention plan • Using: – data collection tools or assessment grids – administrative documents – instruments, equipment and nursing tools – teaching material – data processing and transmission equipment – reference materials • In accordance with: – professional obligations and the code of ethics – current legislation and policies • Referring to: – the aging process and physiopathological processes – the patient's environment – palliative care approach – rehabilitation care approach

CODE : 01QM

Elements	Performance criteria
1. To seek information in order to ensure continuity of care.	1.1 Diligent reading of chart and interdepartmental report, if applicable. 1.2 Attentive listening to verbal report. 1.3 Appropriate consultation with work colleagues. 1.4 Establishment of relevant link between data.
2. To perform initial client assessment or update data.	2.1 Consideration of all factors in the clinical situation. 2.2 Flexible and customized approach. 2.3 Correct use of assessment tools and methods. 2.4 Complete and precise collection of biophysiological and psychosocial data. 2.5 Appraisal of the client's reactions and behaviour during: – contact with family, significant others, and other clients – daily activities – contact with staff 2.6 Correct appraisal of the client's cognitive functions, emotional status and functional autonomy. 2.7 Consideration of the family's or significant others' reactions and ability to adjust. 2.8 Search for relevant information from family or significant others. 2.9 Selection of significant data.
3. To ensure clinical monitoring.	3.1 Strict verification of the physical and psychological parameters involved. 3.2 Accurate appraisal of diagnostic test results. 3.3 Appraisal of the effect of lengthy hospitalization on the client, if applicable. 3.4 Correct assessment of the: – risk of flight, violence or suicide – risk of falls or accidents 3.5 Perspicacity and discernment as to the progress of the clinical case. 3.6 Promptness in reporting any major change.

CODE : 01QM

4. To outline the care needs.

- 4.1 Strict analysis and interpretation of overall data.
- 4.2 Judicious identification of health needs.
- 4.3 Accurate identification of problems related to the field of nursing and influential factors.
- 4.4 Precise identification of collaborative problems.

5. To plan nursing care and work activities.

- 5.1 Compliance with decisions taken by multidisciplinary team.
- 5.2 Consideration of the needs, expectations and priorities of the client, family or significant others.
- 5.3 Accurate identification of nursing priorities.
- 5.4 Establishment of specific and realistic nursing objectives.
- 5.5 Judicious choice of interventions.
- 5.6 Organization of care appropriate to the:
 - client
 - therapeutic program of activities
 - human and material resources available
- 5.7 Efficient organization of activities.

CODE : 01QM

6. To implement interventions: – to provide care – to supervise and assist client with activities of daily life – to provide information, advice or teaching 7. To administer medication.	6.1 Establishment and maintenance of a: – helping relationship with the client – therapeutic environment 6.2 Appropriate support for the client and his/her entourage. 6.3 Use of an approach suitable to the: – care needs – client's condition – client's sociocultural characteristics 6.4 Strict observance of: – monitoring and safety measures – principles of hygiene and asepsi – principles for the safe ambulation of patients – rules governing use of restraints, if applicable 6.5 Strict enforcement of: – protocol – nursing care programs 6.6 Correct performance of assessment and nursing care procedures. 6.7 Appropriate assistance of the client. 6.8 Respect and reinforcement of the client's autonomy. 6.9 Accuracy of response to the needs of the client and his/her entourage. 6.10 Implementation of appropriate teaching program(s). 7.1 Strict verification of prescription. 7.2 Relevant link between drug prescribed and clinical manifestations observed. 7.3 Consideration of alternatives to medication. 7.4 Accuracy of decision whether or not to administer medication. 7.5 Judicious identification of conditions for drug administration. 7.6 Strict observance of rules for preparation, administration and recording of a drug. 7.7 Dexterity and safety in carrying out the procedure. 7.8 Relevance of information conveyed. 7.9 Relevance of support for compliance. 7.10 Appropriate monitoring and follow-up.
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CODE : 01QM

8. To evaluate nursing interventions and outcomes.

8.1 Precise evaluation of:

- changes that occurred and progress obtained
- achievement of objective

8.2 Strict evaluation of quality and effectiveness of interventions.

8.3 Correct supervision and assessment of nursing care delegated to others.

8.4 Appropriate modification of care plan.

8.5 Effective use of evaluation tools to assess quality of care, if necessary.

9. To ensure continuity of care and follow-up.

9.1 Precise charting.

9.2 Accurate, concise and relevant reporting.

9.3 Strict implementation of administrative procedures.

9.4 Efficient collaboration with nursing care and multidisciplinary teams.

9.5 Significant participation in multidisciplinary meetings.

9.6 Referral of the client, family or significant others to appropriate resources, if applicable.

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.

Éducation

Québec 

17-1969-01A