

Social Service (388.A1)

Sector 20 – Social, Educational and Legal Services

College Education Program

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Ministère de l'Éducation

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388.A1

Social Service

Year of approval: 2022

Type of certification:	Diploma of College Studies
Number of credits:	91 $\frac{1}{3}$ credits
Number of periods of instruction:	2670 periods of instruction

General education component:	660	periods of instruction
Program-specific component:	2010	periods of instruction

Admission Requirements:

To be admitted to the program, a person must meet the general requirements for admission set out in the *College Education Regulations*, as well as the following special requirements, where applicable:

- No admission requirements

College-Level Programs

In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school). College graduates enter the labour market directly or proceed to university studies. The Ministère de l'Enseignement supérieur establishes the programs of study, while individual colleges ensure their implementation.

A college-level program provides the frame of reference within which the students acquire designated competencies in order to qualify for a profession or to pursue their studies. For the teachers, the program outlines learning objectives and defines the scope of their application.

The following figure illustrates the relationships among the elements of a college-level program, going from the general to the specific:

- Aims of college education
- Common competencies
- Goals of the program-specific component and the general education component
- Objectives and standards of the program-specific component and the general education component

Figure 1 – Elements of a College-Level Program



Programs leading to the Diploma of College Studies (DCS) include two main components: a general education component and a program-specific component. Both these components contribute to a student's education, as the knowledge, skills and attitudes imparted in one are emphasized and applied in the other, whenever possible. General education is an integral part of each program and, when coupled with the program-specific component as part of an integrated approach, fosters the development of the competencies required by all programs.

All college-level programs are characterized by three educational aims and five common competencies.

Aims of College Education

Educational aims guide the actions of those involved in the students' education. They facilitate the program-based approach by establishing the outcomes expected of students at the end of their college studies.

To educate students to live responsibly in society

At the personal level, students show they are engaged in their learning. They demonstrate rigour and perseverance as well as skills enabling them to analyze, synthesize and carry out research. At the professional level, they draw on their ability to apply their knowledge, skills and attitudes and to adapt to new situations. In the realm of social and civic life, students assume their role as informed and responsible citizens by adopting desirable attitudes and behaviours. They show evidence of open-mindedness and a sense of community in their dealings with others.

To help students integrate cultural knowledge into their studies

Students continue to enhance their personal culture and are able to appreciate various forms of cultural expression. Through their studies, they have become familiar with cultural productions. They can interpret the meaning and assess the value of these productions and are aware of the role they themselves play in the expression of culture. The development of their critical judgment and social conscience and the consolidation of their historical references have broadened their cultural horizons. Students recognize the diversity of social and cultural realities and appreciate the breadth and wealth of Québec's culture. Lastly, they apply their cultural knowledge by making connections among events occurring around them and by being involved in cultural, artistic, sports, technical or scientific activities.

To help students master language as a tool for thought, communication and openness to the world

Students understand and produce various forms of complex discourse in different situations. They are able to read and write independently at an advanced skill level. Their mastery of language allows them to engage in independent reflection, to know where they stand relative to various forms of discourse, and to express themselves in a structured, rational and precise manner. When faced with different communication situations, students are able to express their world view and identity. Language mastery also helps students be receptive to the dissemination of a broad range of knowledge. It allows them to share points of view and improve their communication skills in both the language of instruction and a second language.

Common Competencies of College Education

Common competencies are associated with the aims of college education. They help to ensure students are adequately prepared for personal and professional life.

Solve problems

Students can identify a problem and analyze its elements. They can list and classify possible solutions and implement the one they feel is most effective. They reflect on their approach, assess the appropriateness of the chosen solution and determine whether it can be applied in other situations.

Use creativity

Students discover new possibilities by juxtaposing, combining and reorganizing existing concepts, and by using ideas, strategies and techniques in new ways. Students are open to new ideas and different ways of doing things, while assessing their effectiveness.

Adapt to new situations

When faced with a new situation, students are both open and critical. After analyzing the situation at hand, they identify and test ways of dealing with it. To adapt to a world that is constantly changing, students work in teams and show concern for keeping their knowledge up to date.

Exercise a sense of responsibility

Students assume their role as responsible citizens and act in accordance with socially and democratically desirable attitudes and behaviours. They act ethically and with integrity, exercise critical judgment and are fully engaged, personally, socially and professionally. Independent and organized, they respect their commitments.

Communicate

Students deliver a coherent message adapted to each situation. They are able to listen and to structure their thoughts in order to formulate a clear message. They rely on a variety of communication strategies and use information and communications technologies. They evaluate the impact of their communication and review their strategies, as needed.

Implementation of College-Level Programs

Each college determines the ways in which the educational aims, common competencies, goals, objectives and standards are implemented. This does not mean that students in a college must follow common courses. Each course may contribute to the full or partial achievement of these elements. The important thing is that all of these elements are taken into consideration in one or more courses and that they become specific focuses of teaching and learning, since they have been recognized as essential to the practice of a profession or to the pursuit of university studies in a given discipline.

The *Social Service* Program (388.A1)

The *Social Service* program was designed in accordance with the framework for developing technical programs. This approach involves the participation of partners working in the field and in education, and takes into account the training needs, the job analysis and the general goals of technical education. The objectives and standards serve as the basis for the definition and evaluation of learning activities, for which the colleges are responsible. By successfully completing this program of study, students acquire not only the entry-level competencies required by the workplace to practise the occupation, but also a range of knowledge, skills and attitudes that will ensure their versatility.

The *Social Service* program includes four components: a program-specific component, a general education component that is common to all programs, a general education component that is specific to each program, and a general education component that complements the program.

- The program-specific component consists of $64\frac{2}{3}$ credits.
- The general education component that is common to all programs consists of $16\frac{2}{3}$ credits:
 - Language of Instruction and Literature: $7\frac{1}{3}$ credits
 - Philosophy or Humanities: $4\frac{1}{3}$ credits
 - Physical Education: 3 credits
 - Second Language: 2 credits
- The general education component that is specific to the program consists of 6 credits:
 - Language of Instruction and Literature: 2 credits
 - Philosophy or Humanities: 2 credits
 - Second Language: 2 credits
- The complementary general education component, which aims to expose students to subject areas outside their program of study, consists of 4 credits and includes courses in the following areas:
 - Social Sciences
 - Science and Technology
 - Modern Language
 - Mathematics Literacy and Computer Science
 - Art and Aesthetics
 - Contemporary Issues

Students may choose courses only in those areas that are outside their program of study.

Goals of the Program

Program-Specific Component

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

- To help students develop effectiveness in the practice of a trade or occupation, that is:
 - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
 - to prepare students to progress satisfactorily on the job (which implies having the necessary technical and technological knowledge and skills in such areas as communication, problem solving, decision-making, ethics, health and safety)
- To help students integrate into the workforce, that is:
 - to familiarize students with the job market in general and the context surrounding the occupation they have chosen
 - to familiarize students with their rights and responsibilities as workers
- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
 - to help students develop their autonomy and the desire to learn, and acquire effective work methods
 - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
 - to help students develop self-expression, creativity, initiative and entrepreneurial spirit
 - to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence
- To promote job mobility, that is:
 - to help students develop positive attitudes toward change
 - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

Educational Aims

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

The *Social Service* program incorporates the values of the occupation, including respect for human dignity and human rights, the right to assistance and protection, social justice and self-determination.

These values guide the decisions made by the social service worker. Their autonomy is based, among other things, on relational skills (e.g. trust, unconditional welcome) and analytical skills (e.g. critical thinking, discernment, ethics). Social service workers adapt their intervention according to the needs of individuals, families, groups or communities. Some situations require a good ability to manage their emotions and to maintain an appropriate professional distance.

In addition, self-knowledge and a reflective approach to their practice foster the development of professional attitudes and the social service worker's occupational identity.

In keeping with the aims of college education, the program-specific component is also intended to educate students to live responsibly in society, to help them integrate cultural knowledge into their studies and, lastly, to help them master language as a tool for thought, communication and openness to the world.

General Education Component Common to All Programs and General Education Component Specific to the Program

The general education components that are common to all programs and specific to the program contribute to the development of 12 competencies associated with the 3 aims of college education:

- for the aim *To educate students to live responsibly in society*:
 - Demonstrate independence and creativity in thought and action
 - Demonstrate rational, critical and ethical thinking
 - Develop strategies that promote reflection on their knowledge and actions
 - Pursue the development of a healthy and active lifestyle
 - Assume their social responsibilities
- for the aim *To help students integrate cultural knowledge into their studies*:
 - Recognize the influence of culture and lifestyle on the practice of physical activity and sports
 - Recognize the influence of the media, sciences or technology on culture and lifestyle
 - Analyze works in philosophy or the humanities emanating from different historical periods and movements
 - Appreciate literary and non-literary works of other artistic expressions emanating from different historical periods and movements
- for the aim *To help students master language as a tool for thought, communication and openness to the world*:
 - Improve communication in the second language
 - Master the basic rules of discourse and argumentation
 - Refine oral and written communication in the language of instruction

English, Language of Instruction and Literature

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

- will be able to demonstrate their knowledge of the following:
 - the basic vocabulary and terminology used when discussing literary works
 - ways to apply an independent analytical approach to literary genres
 - ways to apply an independent analytical approach to literary themes
 - the appreciation of literary and non-literary works or other artistic expressions of different historical periods and movements
 - ways to identify the socio-cultural and historical context of different periods and movements
 - ways to refine oral and written communication in the language of instruction

- will be able to demonstrate their ability to do the following:
 - read, write, listen and speak at a college level of proficiency
 - develop their own ideas in arguments and theses
 - organize their arguments and theses in a discourse and edit their work
 - produce and analyze various styles of discourse
 - communicate in the styles of discourse appropriate to one or more fields of study
- will be encouraged to develop the following attitudes:
 - independence, individuality, and open-mindedness in thought and action
 - an appreciation of literature and other artistic works from different periods
 - a recognition of the role of media within a society and its culture
 - an awareness of strategies that foster self-reflective practice in their learning and actions
 - critical and ethical thought

Humanities

Humanities constitutes a thematic, multidisciplinary and, at times, transdisciplinary exploration of humankind, including its accomplishments, failures, abilities, creations, ideas and values. Students who have achieved the general education objectives in Humanities:

- will be able to demonstrate their knowledge of the following:
 - the main concepts, limits and uses of a form of knowledge including significant historical reference points
 - the main concepts, limits and uses of a world view
 - the nature and organization of the basic elements of an ethical question
 - methods for coherent integration of concepts and the formulation and synthesis of ideas
 - the importance and practice of adequately substantiated argumentation, written and oral
- will be able to demonstrate their ability to do the following:
 - describe, explain and organize the 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
 - recognize forms of creativity and original thought
 - 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
 - utilize the multiple strategies of critical thinking
- will be encouraged to develop the following attitudes:
 - openness to diversity and pluralism
 - awareness of the limits of knowledge claims, world views and ethical perspectives
 - respect for the points of view of others
 - empathy and acceptance of others
 - concern for global issues
 - determination to continue learning

French as a Second Language

Students who have achieved the general education objectives in French as a Second Language:

- will be able to demonstrate their knowledge of the following:
 - different reading techniques
 - the formal elements needed to produce a structured text, both orally and in writing
 - different forms of discourse and their specific uses
- will be able to demonstrate their ability to do the following:
 - question, analyze, judge and defend an argument in French
 - reflect on their knowledge and actions notably by revising their written productions
 - maintain social relationships and share in the cultural life of Québec
 - establish and maintain work-related relationships in French
- will be encouraged to develop the following attitudes of:
 - openness to the various aspects of Québec culture
 - recognition and promotion of creativity
 - readiness to participate in social and economic life

Physical Education

Students who have achieved the general education objectives in Physical Education:

- will be able to demonstrate their knowledge of the following:
 - notions and concepts based on the findings of scientific research and how to apply them methodically to physical or sporting activities
 - the relationship between lifestyle, physical activity, physical fitness and health
 - ways to evaluate their own abilities and needs with respect to activities that can enhance their health and fitness
 - the rules, techniques and conditions involved in different types of physical or sporting activity
 - the main socio-cultural determinants of physical activity and a healthy lifestyle
- will be able to demonstrate their ability to do the following:
 - give an initial account of their abilities, attitudes and needs
 - choose physical activities on the basis of their motivation, their ability to adapt to effort and their need for change
 - apply the rules and techniques of a certain number of physical activities with a view to practising them sufficiently on a regular basis
 - set goals that are realistic, measurable, challenging and situated within a specific time frame
 - improve their mastery of basic techniques and strategies associated with physical activities
 - evaluate their skills, attitudes and progress in order to adapt their means or objectives in their practice of physical activities
 - autonomously maintain or increase their physical activity and fitness levels in order to develop a healthy and active lifestyle
 - use their creativity in physical activities
 - express their choice of activities in a clear and reasoned manner

- will be encouraged to develop the following attitudes:
 - awareness of the importance of regular and sufficient physical activity in order to improve their fitness
 - awareness of the factors that encourage them to practise physical activity more often
 - awareness of the importance of evaluating and respecting their ability to adapt to effort, as well as an awareness of the conditions necessary to carry out a physical activity program, before committing to it
 - self-confidence, self-control, cooperation, respect and understanding, through knowledge and through the practice of a physical activity
 - respect for ethical behaviour when participating in a sport or a physical activity
 - respect for individual and cultural differences as well as for the environment in which the sport or physical activity takes place
 - appreciation for the aesthetic value of physical activity as well as the opportunities for the enjoyment it provides
 - readiness to adopt the values of discipline, effort, consistency and perseverance
 - readiness to promote, as a social value, the regular and sufficient practice of physical activity

Complementary General Education Component

Social Sciences

The goal of this subject area is to help students view the social sciences as a specific approach to the study of human existence. This goal may cover various aspects, including the study of the specific contribution of the social sciences to an understanding of contemporary issues and the application of approaches from the social sciences.

Science and Technology

The goal of this subject area is to present science and technology as a specific approach to the study of reality, by introducing students to this area of knowledge. This goal may cover various aspects, including the study of the general nature of science and technology and contemporary scientific or technological issues as well as the application of the scientific method.

Modern Language

The goal of this subject area is to introduce students to the basic structures and vocabulary of a third language and help them develop an awareness of the culture of its native speakers.

Mathematics Literacy and Computer Science

The goal of this subject area is to highlight a culture of mathematics and computer science. This goal may cover various aspects, including the study of the role of mathematics or computers in contemporary society as well as the use of mathematical or computer concepts, procedures and tools.

Art and Aesthetics

The goal of this subject area is to provide students with a cultural awareness by exploring various forms of art and to help students develop an aesthetic awareness. This goal may cover various aspects, including an appreciation of different art forms and the production of a work of art.

Contemporary Issues

This subject area focuses on current, transdisciplinary issues. The concept of transdisciplinarity refers to a type of approach that addresses a contemporary issue from the perspective of different disciplines and areas of knowledge, beyond a mere juxtaposition of the subjects studied.

Goals of the Program-Specific Component

The aim of the *Social Service* program is to train social service workers.

Social service workers work with individuals, families, groups or communities who are experiencing various realities and problems related to their environment, their living conditions and social inequalities. Social service workers are equipped to intervene with a view to prioritizing promotion, prevention, screening, support, protection, development, advocacy, improvement of living conditions and social change.

As part of the social intervention process, they are called on to receive the individuals concerned, explore their life situation, and analyze it in order to determine their needs with them, taking into account their social environment. Social service workers can then shape, plan, carry out and evaluate their intervention. Intervention objectives range from preventing the occurrence of problem situations to resolving problems by supporting individuals in a process of empowerment or personal or collective change.

Social service workers are called on to work with colleagues and partners. Although the tasks assigned vary depending on the setting, they enjoy occupational autonomy in the implementation of the social intervention process. They are responsible for selecting and applying the intervention procedures in accordance with the mission and mandate of the organization that employs them.

Social service workers work in both institutional and community settings, as well as for social economy organizations, schools and in other practice settings.

Objectives

Statements of the Competency

Program-Specific Component

- 02HZ Analyze the occupation.
- 02J0 Establish a helping relationship.
- 02J1 Work in a team.
- 02J2 Facilitate a meeting.
- 02J3 Conduct an interview.
- 02J4 Determine the structural components of social problems.
- 02J5 Analyze the problems of poverty, inequalities and exclusion.
- 02J6 Analyze problems of violence.
- 02J7 Analyze the incidence of physical and mental health problems.
- 02J8 Maintain their physical and psychological integrity.
- 02J9 Assess the needs of the individual.
- 02JA Assess the needs of the family.
- 02JB Assess the needs of the group and/or the community.
- 02JC Deliberate an ethical issue.
- 02JD Make a referral.
- 02JE Carry out social interventions with the individual and/or the family.
- 02JF Contribute to the development and management of their organization.
- 02JG Carry out social interventions with the group.
- 02JH Carry out social interventions with the community.
- 02JJ Carry out an advocacy process.
- 02JK Carry out a socio-legal process.
- 02JL Intervene in a crisis situation.

General Education Component Common to All Programs and General Education Component Specific to the Program

16⅔ credits and 420 periods of instruction, 6 credits and 150 periods of instruction

English, Language of Instruction and Literature

- 4EA0 Analyze and produce various forms of discourse.
- 4EA1 Apply an analytical approach to literary genres.
- 4EA2 Apply an analytical approach to a literary theme.
- 4EAP Communicate in the forms of discourse appropriate to one or more fields of study.

Humanities

- 4HU0 Apply a logical analytical process to how knowledge is organized and used.
- 4HU1 Apply a critical thought process to world views.
- 4HUP Apply a critical thought process to ethical issues relevant to the field of study.

French as a Second Language

One objective to be met from the following:

- 4SF0 Apply basic concepts for communicating in standard French.
- 4SF1 Communicate in standard French with some ease.
- 4SF2 Communicate with ease in standard French.
- 4SF3 Explore a cultural and literary topic.

One objective to be met from the following:

- 4SFP Apply basic concepts for communicating in French in relation to the student's field of study.
- 4SFQ Communicate in French on topics related to the student's field of study.
- 4SFR Communicate with ease in French on topics related to the student's field of study.
- 4SFS Produce a text in French on a topic related to the student's field of study.

Physical Education

- 4EP0 Analyze one's physical activity from the standpoint of a healthy lifestyle.
- 4EP1 Improve one's effectiveness when practising a physical activity.
- 4EP2 Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

Complementary General Education Component

4 credits, 90 periods of instruction

Two objectives to be met from the following, in subject areas outside the student's program of study:

000V	Estimate the contribution of the social sciences to an understanding of contemporary issues.
000W	Analyze one of the major problems of our time using one or more social scientific approaches.
000X	Explain the general nature of science and technology and some of the major contemporary scientific or technological issues.
000Y	Resolve a simple problem by applying the basic scientific method.
000Z	Communicate with limited skill in a modern language.
0010	Communicate on familiar topics in a modern language.
0067	Communicate with relative ease in a modern language.
0011	Recognize the role of mathematics or computer science in contemporary society.
0012	Use various mathematical or computer science concepts, procedures and tools for common tasks.
0013	Consider various forms of art produced according to aesthetic practices.
0014	Produce a work of art.
021L	Consider contemporary issues from a transdisciplinary perspective.
021M	Explore a contemporary issue from a transdisciplinary perspective.

Grid of Competencies

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

The grid of competencies includes:

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

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

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

GRID OF COMPETENCIES																
Social Service	Competency code	GENERAL COMPETENCIES														
		Analyze the occupation.	Establish a helping relationship.	Work in a team.	Facilitate a meeting.	Conduct an interview.	Determine the structural components of social problems.	Analyze the problems of poverty, inequalities and exclusion.	Analyze problems of violence.	Analyze the incidence of physical and mental health problems.	Maintain their physical and psychological integrity.	Assess the needs of the individual.	Assess the needs of the family.	Assess the needs of the group and/or the community.	Deliberate an ethical issue.	Contribute to the development and management of their organization.
SPECIFIC COMPETENCIES		02HZ	02J0	02J1	02J2	02J3	02J4	02J5	02J6	02J7	02J8	02J9	02JA	02JB	02JC	02JF
Make a referral.	02JD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
Carry out social interventions with the individual and/or the family.	02JE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
Carry out social interventions with the group.	02JG	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carry out social interventions with the community.	02JH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carry out an advocacy process.	02JJ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carry out a socio-legal process.	02JK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
Intervene in a crisis situation.	02JL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	

○ = Functional relationship

Program-Specific Component

Code: 02HZ

Objective

Standard

Statement of the Competency	Achievement Context
Analyze the occupation.	<ul style="list-style-type: none"> • Referring to: <ul style="list-style-type: none"> ○ literature on the occupation ○ tools used in the workplace (e.g. clinical tools) ○ legislation ○ professional ethics
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Accurate recognition of formal and informal intervention contexts • Thoughtful review of the values of the occupation 	
Elements of the Competency	Performance Criteria
1. Examine the characteristics of the occupation.	<ul style="list-style-type: none"> • Accurate understanding of roles and tasks • Recognition of prevailing values in social work • Accurate understanding of behaviours expected in the occupation • Appropriate characterization of the scope of practice
2. Examine the intervention process in social work.	<ul style="list-style-type: none"> • Accurate understanding of the stages of the process • Appropriate characterization of modes of intervention • Appropriate characterization of approaches in social work
3. Examine the characteristics of the workplace.	<ul style="list-style-type: none"> • Accurate understanding of the network structure • Determination of the target populations • Accurate recognition of working conditions

Objective

Standard

Statement of the Competency	Achievement Context
Establish a helping relationship.	<ul style="list-style-type: none"> • With: <ul style="list-style-type: none"> ○ the individual and/or the family ○ the group ○ the community • In different work environments • Within intervention contexts that are: <ul style="list-style-type: none"> ○ formal and informal ○ voluntary and non-voluntary • Using: <ul style="list-style-type: none"> ○ data collection tools • Referring to: <ul style="list-style-type: none"> ○ the mandate and procedures of the organization ○ legislation ○ professional ethics
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Respectful consideration of the social and cultural context • Judicious adaptation of their communication • Thoughtful review of their work-related behaviours 	
Elements of the Competency	Performance Criteria
1. Create a bond of trust.	<ul style="list-style-type: none"> • Effective use of moments conducive to creating a bond of trust • Effective contact • Identification of issues that hinder or foster the development of trust
2. Encourage the expression of experiences.	<ul style="list-style-type: none"> • Judicious use of intervention techniques • Respect for the individual's own pace
3. Evaluate the quality of the helping relationship.	<ul style="list-style-type: none"> • Accurate analysis of the effects of the techniques used • Use of relevant means to improve the helping relationship

Objective

Standard

Statement of the Competency	Achievement Context
Work in a team.	<ul style="list-style-type: none"> • With: <ul style="list-style-type: none"> ○ colleagues ○ partners ○ volunteers • In different work environments • Using: <ul style="list-style-type: none"> ○ work tools (e.g. agenda, record of a meeting, facilitation tool) • Referring to: <ul style="list-style-type: none"> ○ the mandate and procedures of the organization ○ legislation ○ professional ethics

	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Judicious adaptation of their communication • Recognition of each person's expertise • Openness to the unexpected and to change • Thoughtful review of their cooperation skills

Elements of the Competency	Performance Criteria
1. Participate in work-related discussions.	<ul style="list-style-type: none"> • Adequate preparation before meetings • Relevant summary of information • Appropriate assertion of their opinions and needs
2. Contribute to the completion of tasks and responsibilities.	<ul style="list-style-type: none"> • Thoroughness in responding to needs and requests • Appropriate collaboration in the problem-solving process
3. Contribute to conflict resolution.	<ul style="list-style-type: none"> • Accurate interpretation of the situation • Appropriate collaboration in the conflict-resolution process

Objective

Standard

Statement of the Competency	Achievement Context
Facilitate a meeting.	<ul style="list-style-type: none"> • With: <ul style="list-style-type: none"> ○ the group ○ the community • In collaboration with: <ul style="list-style-type: none"> ○ colleagues ○ partners ○ volunteers • In different work environments • Within intervention contexts that are: <ul style="list-style-type: none"> ○ formal and informal ○ voluntary and non-voluntary • Using: <ul style="list-style-type: none"> ○ work tools (e.g. facilitation outline, group intervention program, code of procedure) • Referring to: <ul style="list-style-type: none"> ○ the mandate and procedures of the organization ○ legislation ○ professional ethics

	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Respectful consideration of the social and cultural context • Thoughtful review of their professional behaviours

Elements of the Competency	Performance Criteria
1. Prepare for the meeting.	<ul style="list-style-type: none"> • Accurate analysis of needs and expectations • Appropriate development of the facilitation outline • Effective planning of human, material and financial resources
2. Facilitate the meeting.	<ul style="list-style-type: none"> • Establishment of an agreement on how the meeting will proceed • Judicious application of facilitation techniques. • Appropriate adjustments during the facilitation process • Adoption of behaviours specific to the helping relationship
3. Conclude the meeting.	<ul style="list-style-type: none"> • Accurate assessment of the outcomes of the meeting • Appropriate recording of information

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Achievement Context
Conduct an interview.	<ul style="list-style-type: none"> • With the individual and/or the family • In different work environments • Within intervention contexts that are: <ul style="list-style-type: none"> ○ formal and informal ○ voluntary and non-voluntary • Using: <ul style="list-style-type: none"> ○ work tools (e.g. interview plan, intervention plan, file) • Referring to: <ul style="list-style-type: none"> ○ the mandate and procedures of the organization ○ legislation ○ professional ethics
	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Respectful consideration of the social and cultural context • Thoughtful review of their work-related behaviours
Elements of the Competency	Performance Criteria
1. Prepare the interview.	<ul style="list-style-type: none"> • Accurate analysis of the file or the situation • Appropriate development of the interview plan
2. Conduct the interview.	<ul style="list-style-type: none"> • Clear presentation of the purpose of the meeting • Appropriate prioritization of discussion topics • Judicious application of intervention techniques • Adoption of behaviours specific to the helping relationship
3. Conclude the interview.	<ul style="list-style-type: none"> • Accurate assessment of the results of the interview • Appropriate recording of information

Objective

Standard

Statement of the Competency	Achievement Context
Determine the structural components of social problems.	<ul style="list-style-type: none"> • In a context of diversity • In different work environments • Using: <ul style="list-style-type: none"> ○ recent documentation ○ evidence-based data • Referring to: <ul style="list-style-type: none"> ○ the mandate and procedures of the organization ○ legislation ○ professional ethics

Performance Criteria for the Competency as a Whole
<ul style="list-style-type: none"> • Honest examination of their personal biases

Elements of the Competency	Performance Criteria
1. Characterize the organization of society.	<ul style="list-style-type: none"> • Accurate understanding of social structure • Accurate understanding of how society works
2. Examine the interactions between individuals and society.	<ul style="list-style-type: none"> • Accurate understanding of the influence of social determinisms on individuals • Appropriate analysis of individual and collective responsibilities
3. Collectivize social problems.	<ul style="list-style-type: none"> • Accurate understanding of the links between the organization of society and social problems • Appropriate analysis of social responses

Objective

Standard

Statement of the Competency	Achievement Context
Analyze the problems of poverty, inequalities and exclusion.	<ul style="list-style-type: none"> • In a context of diversity • In different work environments • Using: <ul style="list-style-type: none"> ○ recent documentation ○ evidence-based data ○ different situations experienced by individuals, families, groups and communities • Referring to: <ul style="list-style-type: none"> ○ current rules, protocols or procedures ○ professional ethics
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Honest examination of their personal biases • Emphasis on social justice • Multidimensional analysis 	
Elements of the Competency	Performance Criteria
1. Characterize situations of poverty, inequalities and exclusion.	<ul style="list-style-type: none"> • Accurate identification of descriptive and explanatory factors • Accurate understanding of the impacts of poverty, inequalities and exclusion
2. Examine the adequacy of policies and legislation.	<ul style="list-style-type: none"> • Accurate identification of legislation • Appropriate identification of the strengths and limitations of social policies and government programs • Accurate recognition of adequate measures and unmet needs
3. Examine social work interventions.	<ul style="list-style-type: none"> • Adequate exploration of intervention options • Accurate understanding of the different modes of intervention • Accurate recognition of the contributions of colleagues and partners

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Achievement Context
Analyze problems of violence.	<ul style="list-style-type: none"> • In a context of diversity • In different work environments • Using: <ul style="list-style-type: none"> ○ recent documentation ○ evidence-based data ○ different situations experienced by individuals, families, groups and communities • Referring to: <ul style="list-style-type: none"> ○ current rules, protocols or procedures ○ professional ethics
	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Honest examination of their personal biases • Emphasis on the right to assistance and protection • Multidimensional analysis
Elements of the Competency	Performance Criteria
1. Characterize situations of violence.	<ul style="list-style-type: none"> • Accurate identification of descriptive and explanatory factors • Accurate understanding of the impacts of violence
2. Examine the adequacy of policies and legislation.	<ul style="list-style-type: none"> • Accurate identification of legislation • Appropriate identification of the strengths and limitations of social policies and government programs • Accurate recognition of adequate measures and unmet needs
3. Examine social work interventions.	<ul style="list-style-type: none"> • Adequate exploration of intervention options • Accurate understanding of the different modes of intervention • Accurate recognition of the contributions of colleagues and partners

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Achievement Context
Analyze the incidence of physical and mental health problems.	<ul style="list-style-type: none"> • In a context of diversity • In different work environments • Using: <ul style="list-style-type: none"> ○ recent documentation ○ evidence-based data ○ different situations experienced by individuals, families, groups and communities • Referring to: <ul style="list-style-type: none"> ○ current rules, protocols or procedures ○ professional ethics
	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Honest examination of their personal biases • Emphasis on empowerment • Multidimensional analysis
Elements of the Competency	Performance Criteria
1. Characterize physical and mental health problems.	<ul style="list-style-type: none"> • Accurate understanding of the determinants of health • Accurate understanding of physical health issues • Accurate understanding of mental health issues • Accurate understanding of addiction issues • Understanding of comorbidity indicators • Appropriate identification of coping skills • Accurate understanding of the impacts of physical and mental health problems
2. Examine the adequacy of policies and legislation concerning physical and mental health problems.	<ul style="list-style-type: none"> • Accurate identification of legislation • Appropriate identification of the strengths and limitations of social policies and government programs • Accurate recognition of adequate measures and unmet needs
3. Examine social work interventions.	<ul style="list-style-type: none"> • Adequate exploration of intervention options • Accurate understanding of the different modes of intervention • Accurate recognition of the contributions of colleagues and partners

Objective

Standard

Statement of the Competency	Achievement Context
Maintain their physical and psychological integrity.	<ul style="list-style-type: none"> • In collaboration with colleagues • In different work environments • Within intervention contexts that are: <ul style="list-style-type: none"> ○ formal and informal ○ voluntary and non-voluntary • Using: <ul style="list-style-type: none"> ○ work tools (e.g. event reports, forms) ○ support resources (e.g. clinical support, associations, employee assistance program) • Referring to: <ul style="list-style-type: none"> ○ the mandate and procedures of the organization ○ legislation ○ professional ethics

	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Thoughtful review of their attitudes and habits

Elements of the Competency	Performance Criteria
1. Detect risks.	<ul style="list-style-type: none"> • Accurate recognition of risk factors related to the intervention • Accurate recognition of risk factors related to the organization of the work
2. Prevent physical and psychological distress.	<ul style="list-style-type: none"> • Accurate recognition of the manifestations and consequences of physical and psychological distress • Accurate recognition of protective factors • Appropriate choice of self-protection measures
3. Adopt safe behaviours.	<ul style="list-style-type: none"> • Implementation of appropriate actions • Judicious recourse to support measures

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Achievement Context
Assess the needs of the individual.	<ul style="list-style-type: none"> • With the individual and their environment • In collaboration with colleagues and partners • In different work environments • In formal and informal intervention contexts • Using: <ul style="list-style-type: none"> ○ data collection tools ○ assessment tools • Referring to: <ul style="list-style-type: none"> ○ the mandate and procedures of the organization ○ legislation ○ professional ethics ○ different intervention approaches
	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Judicious application of intervention techniques • Rigorous handling of the assessment process • Respectful consideration of the social and cultural context • Recording of information in accordance with workplace procedures
Elements of the Competency	Performance Criteria
1. Collect the data.	<ul style="list-style-type: none"> • Judicious use of assessment tools • Identification of major transitional or crisis-related events • Identification of the individual's developmental successes and difficulties
2. Analyze the data.	<ul style="list-style-type: none"> • Connections made between significant elements • Careful examination of social functioning • Accurate recognition of the social problems at issue • Appropriate synthesis of information • Hypotheses regarding the problem situation and the individual's needs
3. Validate needs with the individual.	<ul style="list-style-type: none"> • Appropriate verification of hypotheses • Appropriate presentation of avenues of intervention • Appropriate assertion of their professional opinion

Objective

Standard

Statement of the Competency	Achievement Context
Assess the needs of the family.	<ul style="list-style-type: none"> • With the family and their environment • In collaboration with colleagues and partners • In different work environments • In formal and informal intervention contexts • Using: <ul style="list-style-type: none"> ○ data collection tools ○ assessment tools • Referring to: <ul style="list-style-type: none"> ○ the mandate and procedures of the organization ○ legislation ○ professional ethics ○ different intervention approaches
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Judicious application of intervention techniques • Rigorous handling of the assessment process • Respectful consideration of the social and cultural context • Recording of information in accordance with workplace procedures 	
Elements of the Competency	Performance Criteria
1. Collect the data.	<ul style="list-style-type: none"> • Judicious use of assessment tools • Identification of major transitional or crisis-related events • Identification of information related to family functioning
2. Analyze the data.	<ul style="list-style-type: none"> • Connections made between significant elements • Careful examination of the family dynamics • Accurate recognition of the social problems at issue • Appropriate synthesis of information • Hypotheses regarding the problem situation and the family's needs
3. Validate needs with the family.	<ul style="list-style-type: none"> • Appropriate verification of hypotheses • Appropriate presentation of avenues of intervention • Appropriate assertion of their professional opinion

Objective

Standard

Statement of the Competency	Achievement Context
Assess the needs of the group and/or the community.	<ul style="list-style-type: none"> • With: <ul style="list-style-type: none"> ○ the group ○ the community • In collaboration with colleagues and partners • In different work environments • In formal and informal intervention contexts • Using: <ul style="list-style-type: none"> ○ data collection tools ○ assessment tools • Referring to: <ul style="list-style-type: none"> ○ the mandate and procedures of the organization ○ legislation ○ professional ethics ○ different intervention approaches ○ databases ○ documentation on the population concerned
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Judicious application of intervention techniques • Rigorous handling of the assessment process • Respectful consideration of the social and cultural context • Recording of information in accordance with workplace procedures 	
Elements of the Competency	Performance Criteria
1. Collect the data.	<ul style="list-style-type: none"> • Iterative approach to data collection • Judicious consultation of the evidence • Identification of significant elements of the group and/or the community
2. Analyze the data.	<ul style="list-style-type: none"> • Connections made between significant elements • Careful examination of how the group or community functions • Accurate recognition of the social problems at issue • Appropriate synthesis of information • Hypotheses regarding the problem situation and the needs of the group and/or the community
3. Validate needs with the group and/or the community.	<ul style="list-style-type: none"> • Appropriate verification of hypotheses • Appropriate presentation of avenues for intervention • Appropriate assertion of their professional opinion

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Achievement Context
Deliberate an ethical issue.	<ul style="list-style-type: none"> • In collaboration with: <ul style="list-style-type: none"> ○ the individual and/or the family ○ the group ○ the community ○ colleagues and partners • In different work environments • Within intervention contexts that are: <ul style="list-style-type: none"> ○ formal and informal ○ voluntary and non-voluntary • Using: <ul style="list-style-type: none"> ○ analysis tools • Referring to: <ul style="list-style-type: none"> ○ the mandate and procedures of the organization ○ legislation ○ professional ethics
	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Adoption of a thoughtful approach to ethical issues • Respectful consideration of the social and cultural context
Elements of the Competency	Performance Criteria
1. Define the ethical dilemma.	<ul style="list-style-type: none"> • Identification of the significant elements of the situation • Appropriate formulation of the ethical dilemma • Accurate analysis of the impacts on the parties involved
2. Make a decision.	<ul style="list-style-type: none"> • Careful consideration of the consequences of the decision • Appropriate choice of actions
3. Communicate the decision.	<ul style="list-style-type: none"> • Clear explanation of the decision • Appropriate presentation of the decision to the parties concerned

Objective

Standard

Statement of the Competency	Achievement Context
<p>Make a referral.</p>	<ul style="list-style-type: none"> • With the individual and their environment • With the family and their environment • In different work environments • In collaboration with colleagues and partners • In formal and informal intervention contexts • Using: <ul style="list-style-type: none"> ○ a resource directory ○ data collection tools • Referring to: <ul style="list-style-type: none"> ○ the mandate and procedures of the organization ○ legislation ○ professional ethics
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Adoption of behaviours specific to the helping relationship • Judicious application of intervention techniques • Accurate recognition of the individual's abilities and limitations
Elements of the Competency	Performance Criteria
<p>1. Analyze the situation.</p>	<ul style="list-style-type: none"> • Appropriate data collection • Accurate understanding of issues and obstacles • Appropriate synthesis of the problem situation • Proper validation of the components of the problem situation
<p>2. Propose resources.</p>	<ul style="list-style-type: none"> • Appropriate selection of resources • Proper verification of the availability of resources • Appropriate support for decision making
<p>3. Ensure access to resources.</p>	<ul style="list-style-type: none"> • Support adapted to the situation • Relevant steps taken with the resources • Appropriate conclusion of the process

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Achievement Context
Carry out social interventions with the individual and/or the family.	<ul style="list-style-type: none"> • With the individual and their environment • With the family and their environment • In different work environments • In collaboration with colleagues and partners • Within intervention contexts that are: <ul style="list-style-type: none"> ○ formal and informal ○ voluntary and non-voluntary • Using: <ul style="list-style-type: none"> ○ a needs assessment ○ information on the social problem ○ work tools (e.g. data collection tools, meeting plan) ○ documentation from the organizations • Referring to: <ul style="list-style-type: none"> ○ the mandate and procedures of the organization ○ legislation ○ professional ethics
	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Adoption of behaviours specific to the helping relationship • Judicious application of intervention techniques • Pertinent identification of ethical issues • Writing in accordance with standards of practice
Elements of the Competency	Performance Criteria
1. Analyze the situation.	<ul style="list-style-type: none"> • Appropriate updating of the needs assessment • Accurate understanding of social functioning • Appropriate synthesis of the problem situation • Proper validation of the components of the problem situation
2. Develop the intervention plan.	<ul style="list-style-type: none"> • Establishment of a clear agreement on objectives and terms • Proper verification of the availability of resources • Judicious recourse to a complementary mode of intervention
3. Support the individual and/or the family throughout the process.	<ul style="list-style-type: none"> • Effective implementation of the intervention plan • Conclusion of the process in accordance with standards of practice

Objective

Standard

Statement of the Competency	Achievement Context
Contribute to the development and management of their organization.	<ul style="list-style-type: none"> • In collaboration with: <ul style="list-style-type: none"> ○ colleagues and partners ○ members of a committee (e.g. working group) • In different work environments • Using: <ul style="list-style-type: none"> ○ project management tools (e.g. forms, grant application, software, annual report) ○ communication tools (e.g. press release, article, press briefing) • Referring to: <ul style="list-style-type: none"> ○ the need identified by the organization ○ the mandate and procedures of the organization ○ legislation ○ the organization's by-laws and internal rules of procedure ○ professional ethics

	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Adoption of a democratic approach • Communication strategy that promotes teamwork

Elements of the Competency	Performance Criteria
1. Represent the organization.	<ul style="list-style-type: none"> • Use of appropriate means to promote the organization • Search for solutions to improve services
2. Support community life.	<ul style="list-style-type: none"> • Support for the involvement of members • Use of means conducive to the circulation of information • Promotion of collaborative practices
3. Participate in the management of a project.	<ul style="list-style-type: none"> • Active involvement in carrying out the work plan • Proper use of project management tools

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Achievement Context
Carry out social interventions with the group.	<ul style="list-style-type: none"> • With the group • In different work environments • In collaboration with colleagues and partners • In formal and informal intervention contexts • Using: <ul style="list-style-type: none"> ○ the needs assessment of the group ○ information on the social problem ○ work tools (e.g. data collection tools, facilitation plan) ○ documentation from the organizations • Referring to: <ul style="list-style-type: none"> ○ the mandate and procedures of the organization ○ legislation ○ professional ethics
	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Adoption of behaviours specific to the helping relationship • Judicious application of intervention techniques • Pertinent identification of ethical issues • Writing in accordance with standards of practice
Elements of the Competency	Performance Criteria
1. Analyze the situation.	<ul style="list-style-type: none"> • Appropriate updating of the needs assessment • Accurate understanding of issues and obstacles • Appropriate synthesis of the problem situation • Proper validation of the components of the problem situation
2. Develop the group program.	<ul style="list-style-type: none"> • Appropriate choice of the type of group and the modalities of implementation • Proper verification of the availability of human, material and financial resources • Judicious recourse to a complementary mode of intervention • Effective recruitment strategy
3. Support the group throughout the process.	<ul style="list-style-type: none"> • Appropriate facilitation of the kick-off meeting • Effective implementation of the program • Conclusion of the process in accordance with standards of practice

<i>Objective</i>	<i>Standard</i>
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Statement of the Competency	Achievement Context
Carry out social interventions with the community.	<ul style="list-style-type: none"> • With the community • In different work environments • In collaboration with colleagues and partners • In formal and informal intervention contexts • Using: <ul style="list-style-type: none"> ○ the needs assessment of the community ○ information on the social problem ○ work tools (e.g. data collection tools, analysis grids, facilitation plan) ○ documentation from the organizations • Referring to: <ul style="list-style-type: none"> ○ the mandate and procedures of the organization ○ legislation ○ professional ethics
	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Adoption of behaviours specific to the helping relationship • Judicious application of intervention techniques • Pertinent identification of ethical issues • Writing in accordance with standards of practice
Elements of the Competency	Performance Criteria
1. Analyze the situation.	<ul style="list-style-type: none"> • Appropriate updating of the needs assessment • Accurate understanding of issues and obstacles • Appropriate synthesis of the problem situation • Proper validation of the components of the problem situation
2. Develop the action plan.	<ul style="list-style-type: none"> • Appropriate choice of change strategies • Appropriate choice of actions and/or a project as well as the implementation terms • Proper verification of the availability of human, material and financial resources • Judicious recourse to a complementary mode of intervention • Tailored consultation strategy
3. Implement the actions and/or the project.	<ul style="list-style-type: none"> • Effective implementation of the action plan • Use of pertinent means to mobilize people and resources • Conclusion of the project in accordance with standards of practice

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Achievement Context
Carry out an advocacy process.	<ul style="list-style-type: none"> • With: <ul style="list-style-type: none"> ○ the individual and their environment ○ the family and their environment ○ the group ○ the community • In different work environments • In collaboration with colleagues and partners • In formal and informal intervention contexts • Using: <ul style="list-style-type: none"> ○ data collection tools ○ a database (e.g. history of actions carried out within the organization, press review) • Referring to: <ul style="list-style-type: none"> ○ a request or an intervention in progress ○ the mandate and procedures of the organization ○ legislation ○ case law ○ professional ethics
	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Adoption of behaviours specific to the helping relationship • Judicious application of intervention techniques • Appropriate dissemination of information • Critical look at discrimination and social inequalities • Writing in accordance with standards of practice
Elements of the Competency	Performance Criteria
1. Analyze the contentious legal situation.	<ul style="list-style-type: none"> • Thorough examination of the facts • Accurate understanding of issues and obstacles • Proper validation of the components of the problem situation
2. Plan the steps.	<ul style="list-style-type: none"> • Appropriate choice of recourses • Appropriate choice of mobilization strategies
3. Support the individual or individuals through the process.	<ul style="list-style-type: none"> • Effective deployment of recourses • Use of pertinent means to mobilize people and resources • Conclusion of the process in accordance with standards of practice

Objective

Standard

Statement of the Competency	Achievement Context
Carry out a socio-legal process.	<ul style="list-style-type: none"> • With or for the individual • With or for the family • In collaboration with the individual's or family's environment • In different work environments • In collaboration with colleagues and partners • Within intervention contexts that are: <ul style="list-style-type: none"> ○ formal and informal ○ voluntary and non-voluntary • Using: <ul style="list-style-type: none"> ○ data collection tools ○ the needs assessment • Referring to: <ul style="list-style-type: none"> ○ a request or an intervention in progress ○ the mandate and procedures of the organization ○ legislation ○ professional ethics
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Adoption of behaviours specific to the helping relationship • Judicious application of intervention techniques • Adoption of safe behaviours • Thoughtful consultation with colleagues and partners • Pertinent identification of ethical issues 	
Elements of the Competency	Performance Criteria
1. Analyze the situation.	<ul style="list-style-type: none"> • Thorough examination of risk factors • Thorough examination of vulnerability factors • Accurate interpretation of the conditions under which the legislation applies • Proper validation of the components of the problem situation
2. Plan the steps.	<ul style="list-style-type: none"> • Appropriate choice of measures • Involvement of the person's resources and of their environment • Recourse to temporary or transitional measures, if necessary
3. Apply socio-legal measures.	<ul style="list-style-type: none"> • Effective implementation of measures • Appropriate follow-up of measures • Conclusion of the process in accordance with standards of practice

Code: 02JL

Objective

Standard

Statement of the Competency	Achievement Context
Intervene in a crisis situation.	<ul style="list-style-type: none"> • With: <ul style="list-style-type: none"> ○ the individual and their environment ○ the family and their environment ○ the group ○ the community • In different work environments • In collaboration with colleagues and partners • In different intervention contexts that are: <ul style="list-style-type: none"> ○ formal and informal ○ voluntary and non-voluntary • Using: <ul style="list-style-type: none"> ○ data collection tools ○ emergency assessment grids • Referring to: <ul style="list-style-type: none"> ○ a request or an intervention in progress ○ the mandate and procedures of the organization ○ legislation ○ professional ethics
	<p style="text-align: center;">Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Adoption of behaviours specific to the helping relationship • Judicious application of intervention techniques • Adoption of safe behaviours • Seeking of informed consent
Elements of the Competency	Performance Criteria
1. Assess the crisis.	<ul style="list-style-type: none"> • Accurate analysis of the urgency of the situation • Thorough examination of risk factors • Accurate interpretation of priority needs
2. Defuse the crisis.	<ul style="list-style-type: none"> • Appropriate prioritization of actions • Use of the person's resources and environment • Judicious application of socio-legal measures, if necessary
3. Ensure post-crisis follow-up.	<ul style="list-style-type: none"> • Accurate recognition of the return to equilibrium • Appropriate referral of the individual to other resources, if necessary • Conclusion of the process in accordance with standards of practice

General Education Component Common to All Programs and General Education Component Specific to the Program

English, Language of Instruction and Literature

Code: 4EA0

Objective

Standard

Statement of the Competency

Analyze and produce various forms of discourse.

Elements of the Competency

Performance Criteria

1. Identify the characteristics and functions of the components of literary texts.	<ul style="list-style-type: none"> ○ Accurate explanation of the denotation of words ○ Adequate recognition of the appropriate connotation of words ○ Accurate definition of the characteristics and function of each component
2. Determine the organization of facts and arguments of a given literary text.	<ul style="list-style-type: none"> ○ Clear and accurate recognition of the main idea and structure ○ Clear presentation of the strategies employed to develop an argument or thesis
3. Prepare ideas and strategies for a projected discourse.	<ul style="list-style-type: none"> ○ Appropriate identification of topics and ideas ○ Adequate gathering of pertinent information ○ Clear formulation of a thesis ○ Coherent ordering of supporting material
4. Formulate a discourse.	<ul style="list-style-type: none"> ○ Appropriate choice of tone and diction ○ Correct development of sentences ○ Clear and coherent development of paragraphs ○ Formulation of a 750-word discourse
5. Revise the work.	<ul style="list-style-type: none"> ○ Appropriate use of revision strategies ○ Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
Weighting: 2-2-4 or 1-3-4
Credits: 2½

Objective

Standard

Statement of the Competency

Apply an analytical approach to literary genres.

Elements of the Competency

Performance Criteria

1. Distinguish genres of literary texts.	<ul style="list-style-type: none"> ○ Clear recognition of the formal characteristics of a literary genre
2. Recognize the use of literary conventions within a specific genre.	<ul style="list-style-type: none"> ○ Accurate recognition of the figurative communication of meaning ○ Adequate explanation of the effects of significant literary and rhetorical devices
3. Situate a work within its historical and literary period.	<ul style="list-style-type: none"> ○ Appropriate recognition of the relationship of a text to its period
4. Write a critical analysis of a literary genre.	<ul style="list-style-type: none"> ○ Selective use of appropriate terminology ○ Effective presentation of a 1000-word coherent response to a literary text
5. Revise the work.	<ul style="list-style-type: none"> ○ Appropriate use of revision strategies ○ Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
Weighting: 2-2-3
Credits: 2½

Objective

Standard

Statement of the Competency

Apply an analytical approach to a literary theme.

Elements of the Competency

Performance Criteria

1. Recognize the treatment of a theme within a literary text.	<ul style="list-style-type: none"> ○ Clear recognition of elements within the text, which define and reinforce a theme and its development ○ Adequate demonstration of the effects of significant literary and rhetorical devices
2. Situate a literary text within its cultural context.	<ul style="list-style-type: none"> ○ Appropriate recognition of a text as an expression of cultural context ○ Adequate demonstration of the effects of significant literary and rhetorical devices
3. Detect the value system inherent in a literary text.	<ul style="list-style-type: none"> ○ Appropriate identification of expression (explicit / implicit) of a value system in a text
4. Write an analysis on a literary theme.	<ul style="list-style-type: none"> ○ Selective use of appropriate terminology ○ Effective presentation of a 1000-word coherent response to a literary text
5. Revise the work.	<ul style="list-style-type: none"> ○ Appropriate use of revision strategies ○ Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
Weighting: 2-2-3
Credits: 2½

Objective

Standard

Statement of the Competency

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

Elements of the Competency

Performance Criteria

1. Identify the forms of discourse appropriate to given fields of study.	<ul style="list-style-type: none"> ○ Accurate recognition of specialized vocabulary and conventions ○ Accurate recognition of the characteristics of the form of discourse ○ Exploration of a variety of topics
2. Recognize the forms of discourse appropriate to given fields of study.	<ul style="list-style-type: none"> ○ Clear and accurate recognition of the main ideas and structure ○ Appropriate distinction between fact and argument
3. Formulate an oral and a written discourse.	<ul style="list-style-type: none"> ○ Examine ways to address and structure a given topic ○ Appropriate choice of tone and diction ○ Correctly developed sentences ○ Clearly and coherently developed paragraphs ○ Appropriate use of program-related communication strategies including media and technology ○ Formulation of a 1000-word discourse
4. Revise the work.	<ul style="list-style-type: none"> ○ Appropriate use of revision strategies ○ Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
 Periods of instruction: 60
 Credits: 2

Objective

Standard

Statement of the Competency

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

Elements of the Competency

Performance Criteria

1. Recognize the basic elements of a field of knowledge.	<ul style="list-style-type: none"> ○ Appropriate description of the basic elements ○ Appropriate use of terminology relevant to a field of knowledge
2. Define the modes of organization and utilization of a field of knowledge.	<ul style="list-style-type: none"> ○ Adequate definition of the dimensions, limits, and uses of a field of knowledge
3. Situate a field of knowledge within its historical context.	<ul style="list-style-type: none"> ○ Accurate identification of the main components in the historical development of a field of knowledge ○ Accurate description of the effects of historical development and social context on the limits and uses of a field of knowledge
4. Organize the main components into coherent patterns.	<ul style="list-style-type: none"> ○ Coherent organization of the main components
5. Produce a synthesis of the main components.	<ul style="list-style-type: none"> ○ Appropriate analysis of the components ○ Coherent synthesis of the main components ○ Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge ○ Appropriate use of revision strategies ○ Appropriate revision of form and content

Learning Activities

Discipline: Humanities
Weighting: 3-1-3
Credits: 2½

Objective

Standard

Statement of the Competency

Apply a critical thought process to world views.

Elements of the Competency

Performance Criteria

1. Describe world views.	<ul style="list-style-type: none"> ○ Accurate description of a society or group with a distinctive world view ○ Appropriate use of terminology relevant to these societies or groups
2. Explain the major ideas, values, and implications associated with a given world view.	<ul style="list-style-type: none"> ○ Adequate explanation of the salient components of a world view
3. Organize the ideas, values and experiences of a world view into coherent patterns.	<ul style="list-style-type: none"> ○ Coherent organization of ideas about a world view ○ Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views
4. Compare world views.	<ul style="list-style-type: none"> ○ Comparative analysis of these world views ○ Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis
5. Convey the ideas, attitudes, and experiences of the societies or groups studied.	<ul style="list-style-type: none"> ○ Coherent integration of the importance and implications of the world views for the given societies or groups ○ Appropriate use of revision strategies ○ Appropriate revision of form and content

Learning Activities

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

Objective

Standard

Statement of the Competency

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

Elements of the Competency

Performance Criteria

1. Situate significant ethical issues in appropriate world views and fields of knowledge.	<ul style="list-style-type: none"> ○ Accurate recognition of the basic elements of ethical issues ○ Appropriate use of relevant terminology ○ Adequate identification of the main linkages with world views and fields of knowledge
2. Explain the major ideas, values, and social implication of ethical issues.	<ul style="list-style-type: none"> ○ Adequate description of the salient components of the issues
3. Organize the ethical questions and their implications into coherent patterns.	<ul style="list-style-type: none"> ○ Coherent organization of the ethical questions and their implications ○ Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues
4. Debate the ethical issues.	<ul style="list-style-type: none"> ○ Adequate development of substantiated argumentation including context and diverse points of view ○ Clear articulation of an individual point of view ○ Appropriate use of revision strategies ○ Appropriate revision of form and content

Learning Activities

Discipline:	Humanities
Periods of instruction:	45
Credits:	2

Objective

Standard

Statement of the Competency

Apply basic concepts for communicating in standard French.

Elements of the Competency

Performance Criteria

1. Write and revise a simple text.	<ul style="list-style-type: none"> ○ Clear, coherent formulation of a text of about 250 words ○ Adequate development of the text: intention, topic, reader ○ Formulation of simple, well-constructed sentences ○ Use of adequate vocabulary for the task ○ Satisfactory application of the rules of grammar, in particular agreement in gender and number; regular verbs; verb tenses in the present, compound past and simple future ○ Satisfactory correction of errors in spelling or grammar ○ Appropriate use of revision strategies
2. Understand the meaning of a simple text.	<ul style="list-style-type: none"> ○ Accurate description of the general meaning and essential ideas of a 500-word text ○ Accurate identification of the difficulties in understanding the text ○ Appropriate use of reading techniques ○ Accurate identification of the main elements of the text
3. Convey a simple oral message.	<ul style="list-style-type: none"> ○ Clear and coherent formulation of an oral presentation of at least four minutes ○ Appropriate use of standard vocabulary ○ Clear and coherent statements
4. Understand the meaning of a simple oral message.	<ul style="list-style-type: none"> ○ Accurate identification of the general meaning and essential ideas of an oral message of at least four minutes ○ Accurate identification of the difficulties in understanding the message ○ Accurate description of the general meaning and essential ideas of the message

Learning Activities

Discipline: French as a Second Language
Weighting: 2-1-3
Credits: 2

Objective

Standard

Statement of the Competency

Communicate in standard French with some ease.

Elements of the Competency

Performance Criteria

1. Write and revise a simple text.	<ul style="list-style-type: none"> ○ Writing of a text of about 350 words ○ Respect for grammar and spelling rules ○ Appropriate use of the main elements of the corpus ○ Clear, coherent formulation of sentences ○ Coherent organization of paragraphs ○ Appropriate use of revision strategies ○ Satisfactory correction of spelling and grammatical errors
2. Interpret a written text.	<ul style="list-style-type: none"> ○ Accurate identification of the main ideas and structure of a text of 700 to 1000 words ○ Accurate identification of the main elements of the text ○ Accurate explanation of the meaning of the words of the text
3. Produce a planned oral text.	<ul style="list-style-type: none"> ○ Clear and coherent formulation of an oral presentation of at least five minutes ○ Appropriate use of standard vocabulary ○ Respect for the level of language and rules of grammar and pronunciation
4. Interpret a simple oral text.	<ul style="list-style-type: none"> ○ Accurate identification of the main elements of an oral text of at least five minutes ○ Accurate identification of the ideas and subjects dealt with in the text ○ Accurate explanation of the meaning of the words of the text

Learning Activities

Discipline: French as a Second Language
Weighting: 2-1-3
Credits: 2

Objective

Standard

Statement of the Competency

Communicate with ease in standard French.

Elements of the Competency

Performance Criteria

1. Write a text of moderate complexity.	<ul style="list-style-type: none"> ○ Writing of a text of about 450 words ○ Respect for grammar and spelling rules ○ Adaptation to the intended audience ○ Appropriate use of the main elements of the corpus ○ Clear and coherent formulation of sentences, including at least three that are complex ○ Coherent organization of paragraphs
2. Revise and correct a text of moderate complexity.	<ul style="list-style-type: none"> ○ Appropriate use of revision strategies ○ Appropriate revision of the text
3. Comment on a written text of moderate complexity.	<ul style="list-style-type: none"> ○ Accurate identification of the main elements of a text of between 2500 and 3000 words ○ Accurate explanation of the meaning of the words of the text ○ Accurate identification of the main and secondary ideas, of facts and opinions ○ Accurate identification of what is implicit and what is explicit
4. Produce a planned oral text of moderate complexity.	<ul style="list-style-type: none"> ○ Clear and coherent formulation of an oral presentation of at least five minutes ○ Appropriate use of standard vocabulary ○ Respect for the level of language and rules of grammar and pronunciation ○ Adaptation to the intended audience ○ Appropriate sequencing of ideas

Learning Activities

Discipline: French as a Second Language
Weighting: 2-1-3
Credits: 2

Objective

Standard

Statement of the Competency

Explore a cultural and literary topic.

Elements of the Competency

Performance Criteria

1. Write a text on a cultural or literary topic.	<ul style="list-style-type: none"> ○ Clear and coherent formulation of a text of about 550 words ○ Respect for the topic ○ Respect for grammar and spelling rules ○ Adaptation to the intended audience ○ Appropriate use of the main elements of the corpus ○ Clear articulation of a personal point of view
2. Revise and correct a text on a cultural or literary topic.	<ul style="list-style-type: none"> ○ Appropriate use of revision strategies ○ Appropriate revision of the text
3. Analyze a cultural or literary text.	<ul style="list-style-type: none"> ○ Personal formulation of the main elements of the text ○ Identification of the main themes ○ Identification of clues that help situate the text in its sociocultural and historical context ○ Accurate identification of the values expressed ○ Accurate identification of the structure of the text ○ Clear articulation of a personal point of view

Learning Activities

Discipline: French as a Second Language
Weighting: 3-0-3
Credits: 2

Objective

Standard

Statement of the Competency

Apply basic concepts for communicating in French in relation to the student's field of study.

Elements of the Competency

Performance Criteria

<p>1. Write and revise a short text related to the student's field of study.</p>	<ul style="list-style-type: none"> ○ Accurate identification of difficulties in writing ○ Appropriate use of writing techniques ○ Appropriate use of standard and specialized vocabulary ○ Clear and coherent formulation of the text ○ Appropriate use of revision strategies ○ Satisfactory correction of spelling and grammatical errors
<p>2. Understand the meaning and characteristics of a text related to the student's field of study.</p>	<ul style="list-style-type: none"> ○ Accurate identification of difficulties in understanding the text ○ Accurate identification of the characteristics of the text ○ Accurate identification of specialized vocabulary ○ Accurate identification of the main elements of the text ○ Accurate description of the general meaning and essential ideas of the text
<p>3. Convey a simple oral message related to the student's field of study.</p>	<ul style="list-style-type: none"> ○ Accurate identification of the difficulties in oral expression ○ Appropriate use of techniques of oral expression ○ Appropriate use of standard and specialized vocabulary ○ Intelligible expression of the message
<p>4. Understand the meaning of a simple oral message related to the student's field of study.</p>	<ul style="list-style-type: none"> ○ Accurate identification of difficulties in understanding the message ○ Accurate identification of the characteristics of the message ○ Accurate identification of specialized vocabulary ○ Accurate identification of the main elements of the message ○ Accurate description of the general meaning and essential ideas of the message

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

Objective

Standard

Statement of the Competency

Communicate in French on topics related to the student's field of study.

Elements of the Competency

Performance Criteria

1. Write a text related to the student's field of study.	<ul style="list-style-type: none"> ○ Appropriate use of specialized vocabulary and of conventions specific to different types of texts ○ Respect for the level of language and rules of grammar and spelling ○ Clear and coherent formulation of the text ○ Appropriate use of writing techniques
2. Revise and correct a text on a topic related to the student's field of study.	<ul style="list-style-type: none"> ○ Appropriate use of revision strategies ○ Satisfactory correction of spelling and grammatical errors
3. Differentiate the types of texts specific to the student's field of study.	<ul style="list-style-type: none"> ○ Accurate identification of the formal characteristics of each of the main types of texts and the conventions used
4. Analyze texts representative of the student's field of study.	<ul style="list-style-type: none"> ○ Accurate identification of the main elements of the text ○ Accurate interpretation of specialized vocabulary ○ Accurate identification of the ideas and subjects dealt with ○ Appropriate use of reading and listening techniques

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

Objective

Standard

Statement of the Competency

Communicate with ease in French on topics related to the student's field of study.

Elements of the Competency

Performance Criteria

<p>1. Produce a text on a topic related to the student's field of study.</p>	<ul style="list-style-type: none"> ○ Respect for the topic ○ Appropriate use of specialized vocabulary and the conventions specific to different types of texts ○ Respect for the level of language and rules of grammar and spelling ○ Clear and coherent formulation of the text ○ Appropriate sequencing of ideas ○ Appropriate form for the content
<p>2. Revise and correct a text on a topic related to the student's field of study.</p>	<ul style="list-style-type: none"> ○ Appropriate use of revision strategies ○ Satisfactory correction of spelling and grammatical errors
<p>3. Comment on texts specific to the student's field of study.</p>	<ul style="list-style-type: none"> ○ Accurate identification of the formal characteristics of the main types of texts and the conventions used ○ Accurate explanation of the meaning of the words in the text ○ Accurate identification of the structure of the text ○ Accurate reformulation of the main and secondary ideas, of the facts and opinions ○ Accurate use of specialized vocabulary

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

Objective

Standard

Statement of the Competency

Produce a text in French on a topic related to the student's field of study.

Elements of the Competency

Performance Criteria

1. Write a text on a topic related to the student's field of study.

- Respect for the topic
- Appropriate use of specialized vocabulary and the conventions specific to different types of texts
- Appropriate choice of the main elements of the corpus based on the type of text
- Clear and coherent formulation of the text
- Respect for the level of language and rules of grammar and spelling
- Clear articulation of a personal point of view

2. Revise and correct a text on a topic related to the student's field of study.

- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

3. Analyze a text related to the student's field of study.

- Precise differentiation of the formal characteristics of specific types of texts
- Personal formulation of the main elements
- Listing of the main themes
- Accurate identification of the structure of the text
- Identification of clues that help situate the text in its context
- Clear articulation of a personal point of view
- Accurate association of elements of the text with the topic

Learning Activities

Discipline: French as a Second Language

Periods of instruction: 45

Credits: 2

Objective

Standard

Statement of the Competency

Analyze one's physical activity from the standpoint of a healthy lifestyle.

Elements of the Competency

Performance Criteria

<p>1. Establish the relationship between one's lifestyle habits and health.</p>	<ul style="list-style-type: none"> ○ Proper use of documentation from scientific research or the media ○ Recognition of the influence of social and cultural factors on the practice of physical activity ○ Pertinent links made between one's lifestyle habits and the impact they have on health
<p>2. Be physically active in a manner that promotes one's health.</p>	<ul style="list-style-type: none"> ○ Respect for the rules specific to the physical activity practised ○ Respect for codes of ethics, safety rules and regulations when being physically active ○ Respect for one's abilities when practising physical activities
<p>3. Recognize one's needs, abilities and motivational factors with respect to regular and sufficient physical activity.</p>	<ul style="list-style-type: none"> ○ Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical condition ○ Overall assessment of one's needs and abilities in terms of physical activity ○ Overall assessment of one's motivational factors with respect to being sufficiently active on a regular basis
<p>4. Propose physical activities that promote one's health.</p>	<ul style="list-style-type: none"> ○ Appropriate choice of physical activities according to one's needs, abilities and motivational factors ○ Use of clear reasoning to explain the choice of physical activity

Learning Activities

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

Objective

Standard

Statement of the Competency

Improve one's effectiveness when practising a physical activity.

Elements of the Competency

Performance Criteria

1. Plan an approach to improve one's effectiveness when practising a physical activity.

- Initial assessment of one's abilities and attitudes when practising a physical activity
- Statement of one's expectations and needs with respect to the ability to practise the activity
- Appropriate formulation of personal objectives
- Appropriate choice of the means to achieve one's objectives
- Use of clear reasoning to explain the choice of physical activity

2. Use a planned approach to improve one's effectiveness when practising a physical activity.

- Respect for the rules and regulations of the physical activity
- Respect for codes of ethics, safety rules and regulations when being physically active
- Appropriate use of strategies for the quantitative and qualitative evaluation of one's motor skills
- Periodic assessment of one's abilities and attitudes when practising a physical activity
- Meaningful interpretation of progress made and the difficulties encountered in the practice of physical activity
- Pertinent, periodic and proper adjustments of one's objectives or means
- Appreciable improvement in one's motor skills, techniques or complex strategies required by the physical activity

Learning Activities

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

Objective

Standard

Statement of the Competency

Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

Elements of the Competency

Performance Criteria

<p>1. Plan a personal physical activity program.</p>	<ul style="list-style-type: none"> ○ Mention of priorities according to one's needs, abilities, and motivational factors with respect to being sufficiently active on a regular basis ○ Proper and appropriate formulation of personal objectives ○ Appropriate choice of physical activity or activities to achieve personal objectives ○ Appropriate planning of the conditions for performing the physical activity or activities in personal program
<p>2. Combine the elements of a regular and sufficient practice of physical activity as part of a healthy lifestyle.</p>	<ul style="list-style-type: none"> ○ Respect for the rules and regulations of the physical activity ○ Respect for codes of ethics, safety rules and regulations when being physically active ○ Regular and sufficient practice of a physical activity while maintaining a balance between effectiveness and health-promoting factors
<p>3. Manage a personal physical activity program.</p>	<ul style="list-style-type: none"> ○ Appropriate choice of criteria for measuring the attainment of program objectives ○ Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical activity ○ Periodic assessment of the time invested and activities practised during the program ○ Appropriate, periodic and proper adjustment of personal objectives or means used ○ Meaningful interpretation of the progress made and difficulties encountered in the practice of physical activities ○ Recognition of the effect of physical activity on one's lifestyle

Learning Activities

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

Complementary General Education Component

Social Sciences

Code: 000V

Objective

Standard

Statement of the Competency	Achievement Context
Estimate the contribution of the social sciences to an understanding of contemporary issues.	<ul style="list-style-type: none"> ○ Working alone ○ In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues ○ Using documents and data from the field of social sciences
Elements of the Competency	Performance Criteria
1. Recognize the focus of one or more of the social sciences and their main approaches.	<ul style="list-style-type: none"> ○ Formulation of the focus specific to one or more of the social sciences ○ Description of the main approaches used in the social sciences
2. Identify some of the issues currently under study in the social sciences.	<ul style="list-style-type: none"> ○ Association of issues with the pertinent areas of research in the social sciences
3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.	<ul style="list-style-type: none"> ○ Presentation of contemporary issues by highlighting the interpretation of the social sciences ○ Illustration of the interaction between certain social changes and the contribution of the social sciences
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000V.</p> <p>Use code 305 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Analyze one of the major problems of our time using one or more social scientific approaches.	<ul style="list-style-type: none"> ○ Working alone ○ In an essay of approximately 750 words on a topic related to human existence ○ Using reference materials from the field of social sciences

Elements of the Competency	Performance Criteria
1. Formulate a problem using one or more social scientific approaches.	<ul style="list-style-type: none"> ○ Presentation of the background to the problem ○ Use of appropriate concepts and language ○ Brief description of individual, collective, spatio-temporal and cultural aspects of the problem
2. Address an issue using one or more social scientific approaches.	<ul style="list-style-type: none"> ○ Clear formulation of an issue ○ Selection of pertinent reference materials ○ Brief description of historical, experimental and survey methods
3. Draw conclusions.	<ul style="list-style-type: none"> ○ Appropriate use of the selected method ○ Determination of appropriate evaluation criteria ○ Identification of strengths and weaknesses of the conclusions ○ Broadening of the issue analyzed

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000W.</p> <p>Use code 305 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	<ul style="list-style-type: none"> ○ Working alone ○ Using a written commentary on a scientific discovery or technological development ○ In an essay of approximately 750 words

Elements of the Competency	Performance Criteria
1. Describe scientific thinking and the standard scientific method.	<ul style="list-style-type: none"> ○ Brief description of the essential characteristics of scientific thinking, including quantification and demonstration ○ Ordered list and brief description of the essential characteristics of the main steps in the standard scientific method
2. Demonstrate how science and technology are complementary.	<ul style="list-style-type: none"> ○ Definition of terms and description of the primary ways in which science and technology are interrelated: logical and temporal connections, and mutual contributions
3. Explain the context and the stages related to several scientific and technological discoveries.	<ul style="list-style-type: none"> ○ Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries ○ Listing of the main stages of scientific and technological discoveries
4. Deduce different consequences and questions resulting from certain recent scientific and technological developments.	<ul style="list-style-type: none"> ○ Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries ○ Formulation of relevant questions and credibility of responses to the questions formulated

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Use the 100 or 200 series of codes to link a course to objective 000X. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Resolve a simple problem by applying the basic scientific method.	<ul style="list-style-type: none"> ○ Working alone or in groups ○ Applying the standard scientific method to a given, simple scientific and technological problem ○ Using common scientific instruments and reference materials (written or other)

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

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	Use the 100 or 200 series of codes to link a course to objective 000Y. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate with limited skill in a modern language.	<ul style="list-style-type: none"> ○ For modern Latin-alphabet languages: <ul style="list-style-type: none"> ▪ during a conversation consisting of at least eight lines of dialogue ▪ in a written text consisting of at least eight sentences ○ For modern non-Latin-alphabet languages: <ul style="list-style-type: none"> ▪ during a conversation consisting of at least six lines of dialogue ▪ in a written text consisting of at least six sentences ○ Based on learning situations on familiar themes ○ Using reference materials

Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> ○ Accurate identification of words and idiomatic expressions ○ Clear recognition of the general meaning of simple messages ○ Logical connection between the various elements of the message
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> ○ Accurate identification of words and idiomatic expressions ○ Clear recognition of the general meaning of simple messages ○ Logical connection between the various elements of the message
3. Express a simple message orally.	<ul style="list-style-type: none"> ○ Appropriate use of language structures in main and coordinate clauses ○ Appropriate application of grammar rules ○ Use of verbs in the present indicative ○ Appropriate use of basic vocabulary and idiomatic expressions ○ Clear pronunciation ○ Coherent sequencing of simple sentences ○ Spontaneous and coherent sequencing of sentences in a conversation
4. Write a text on a given subject.	<ul style="list-style-type: none"> ○ Appropriate use of language structures in main and coordinate clauses ○ Appropriate application of basic grammar rules ○ Use of verbs in the present indicative ○ Appropriate use of basic vocabulary and idiomatic expressions ○ Coherent sequencing of simple sentences ○ Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.

“Limited skill” refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.

Use the 600 series of codes to link a course to objective 000Z, with the exception of codes 601, 602, 603 and 604.

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate on familiar topics in a modern language.	<ul style="list-style-type: none"> ○ During a conversation that includes at least 15 lines of dialogue ○ In a written text consisting of at least 20 sentences for Latin-alphabet languages ○ In a written text consisting of at least 10 sentences for non–Latin-alphabet languages ○ Based on: <ul style="list-style-type: none"> ○ common situations in everyday life ○ simple topics from everyday life ○ Using reference materials
Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> ○ Accurate identification of words and idiomatic expressions ○ Clear recognition of the general meaning and essential ideas of messages of average complexity ○ Logical connection between the various elements of the message
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> ○ Accurate identification of words and idiomatic expressions ○ Clear recognition of the general meaning and essential ideas of messages of average complexity ○ Logical connection between the various elements of the message
3. Express a simple message orally, using sentences of average complexity.	<ul style="list-style-type: none"> ○ Appropriate use of language structures in main or subordinate clauses ○ Appropriate application of grammar rules ○ Use of verbs in the present indicative ○ Appropriate use of enriched basic vocabulary and idiomatic expressions ○ Clear pronunciation ○ Coherent sequencing of sentences ○ Dialogue
4. Write a text on a given subject, using sentences of average complexity.	<ul style="list-style-type: none"> ○ Appropriate use of language structures in main or subordinate clauses ○ Appropriate application of grammar rules ○ Use of verbs in the present and past indicative ○ Appropriate use of enriched basic vocabulary and idiomatic expressions ○ Coherent sequencing of sentences of average complexity ○ Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.
Use the 600 series of codes to link a course to objective 0010, with the exception of codes 601, 602, 603 and 604.

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate with relative ease in a modern language.	<ul style="list-style-type: none"> ○ Working alone ○ During a conversation consisting of at least 20 lines of dialogue ○ In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages) ○ Given documents of a socio-cultural nature ○ Using reference materials for the written text

Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message in everyday language.	<ul style="list-style-type: none"> ○ Accurate explanation of the general meaning and essential ideas of the message ○ Clear identification of structural elements of the language
2. Understand the meaning of a text of average complexity.	<ul style="list-style-type: none"> ○ Accurate explanation of the general meaning and essential ideas of the text ○ Clear identification of structural elements of the language
3. Have a conversation on a subject.	<ul style="list-style-type: none"> ○ Appropriate use of the structural elements of the language according to the message to be expressed ○ Appropriate use of everyday vocabulary ○ Accurate pronunciation and intonation ○ Normal flow in a conversation in everyday language ○ Coherence of the message expressed ○ Pertinent responses to questions
4. Write a text of average complexity.	<ul style="list-style-type: none"> ○ Appropriate use of the structural elements of the language according to the text to be written ○ Accurate vocabulary ○ Coherence of the text as a whole ○ Observance of presentation and writing rules applicable to the text

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	The acquisition of a modern language requires an awareness of the culture of its native speakers. Use the 600 series of codes to link a course to objective 0067, with the exception of codes 601, 602, 603 and 604.

Objective**Standard**

Statement of the Competency	Achievement Context
Recognize the role of mathematics or computer science in contemporary society.	<ul style="list-style-type: none"> ○ Working alone ○ In an essay of approximately 750 words ○ Using different personally selected concrete examples

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

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	<p>Only the following codes can be used to link a course to objective 0011: 105, 201, 204, 420.</p> <p>Use code 204 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Use various mathematical or computer science concepts, procedures and tools for common tasks.	<ul style="list-style-type: none"> ○ Working alone ○ While carrying out a task or solving a problem based on everyday needs ○ Using familiar tools and reference materials

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

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	<p>Only the following codes can be used to link a course to objective 0012: 105, 201, 204 and 420.</p> <p>Use code 204 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Consider various forms of art produced according to aesthetic practices.	<ul style="list-style-type: none"> ○ Working alone ○ Given a specified work of art ○ In a written commentary of approximately 750 words

Elements of the Competency	Performance Criteria
1. Develop an appreciation for the dynamics of the imagination in art.	○ Precise explanation of a creative process connected to the construction of an imaginary universe
2. Describe art movements.	○ Descriptive list of the main characteristics of three art movements from different eras, including a modern movement
3. Give a commentary on a work of art.	○ Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a reasoned description of the meaning of the work of art

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Use the 500 series of codes (except 502) to link a course to objective 0013. Use code 504 for a multidisciplinary course. Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Produce a work of art.	<ul style="list-style-type: none"> ○ Working alone ○ During a practical exercise ○ In the context of creating or interpreting a work of art ○ Using the basic elements of the language and techniques specific to the medium selected
Elements of the Competency	Performance Criteria
1. Recognize the primary forms of expression of an artistic medium.	<ul style="list-style-type: none"> ○ Identification of specific features: originality, essential qualities, means of communication, styles, genres
2. Use the medium.	<ul style="list-style-type: none"> ○ Personal, coherent use of elements of language ○ Satisfactory application of artistic techniques ○ Compliance with the requirements of the method of production
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 500 series of codes to link a course to objective 0014, with the exception of code 502.</p> <p>Use code 504 for a multidisciplinary course.</p> <p>Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Consider contemporary issues from a transdisciplinary perspective.	<ul style="list-style-type: none"> ○ Individually or in groups ○ Drawing on different fields of knowledge ○ Using documents and data from various disciplines

Elements of the Competency	Performance Criteria
1. Identify major contemporary issues.	<ul style="list-style-type: none"> ○ Exploration of various contemporary issues ○ Description of the main perspectives concerning these issues ○ Clear formulation of objects to study related to these issues
2. Recognize the specific role of several disciplines in the understanding of an issue.	<ul style="list-style-type: none"> ○ Identification of some of the theories used in analyzing the issue ○ Clear description of the concepts and methods used
3. Demonstrate the contribution of several disciplines to the understanding of an issue.	<ul style="list-style-type: none"> ○ Clear formulation of the perspectives of the issue ○ Precise description of the main contributions of the disciplines ○ Pertinent explanation of the interaction among various disciplines ○ Appropriate use of language and concepts from the disciplines

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021L in order to maintain the transdisciplinary nature of the competency.

Objective**Standard**

Statement of the Competency	Achievement Context
Explore a contemporary issue from a transdisciplinary perspective.	<ul style="list-style-type: none"> ○ Individually or in groups ○ Drawing on different fields of knowledge ○ Using documents and data from various disciplines

Elements of the Competency	Performance Criteria
1. Present a research problem.	<ul style="list-style-type: none"> ○ Justification of the choice of research problem ○ Brief description of the main issues involved in the problem ○ Clear formulation of the main dimensions of the problem ○ Appropriate use of language and concepts from the disciplines ○ Clear formulation of the research question
2. Analyze the research problem.	<ul style="list-style-type: none"> ○ Relevant description of a research approach or method ○ Appropriate selection of research data ○ Proper application of the approach or method used ○ Appropriate use of an analytical framework
3. Propose solutions.	<ul style="list-style-type: none"> ○ Clear description of the main contributions from the disciplines ○ Pertinent explanation of the interaction among various disciplines ○ Justification of solutions proposed ○ Assessment of the strengths and weaknesses of the proposed solutions

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021M in order to maintain the transdisciplinary nature of the competency.

Additional Information

Vocabulary Used in Technical Programs

Program

A program is an integrated set of learning activities leading to the achievement of educational objectives based on set standards (*College Education Regulations*, s. 1). All college programs include a general education component common to all programs; a general education component adapted to the specific program; a complementary general education component; and a program-specific component (*College Education Regulations*, s. 6).

Competency

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

Objective

An objective is defined as the competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, s. 1). Each objective is formulated in terms of a competency and includes a statement of the competency and its elements. The achievement of objectives and respect for the standards ensure the acquisition or mastery of the college-level general education competencies.

Statement of the Competency

In the program-specific component of a technical program, the statement of the competency is the result of an analysis of the needs of the job situation, the general goals of technical training and (in some cases) other factors. In the general education components, it is the result of an analysis of the needs of general education.

Elements of the Competency

In the program-specific component of a technical program, the elements of the competency include only what is necessary in order to understand and master the competency. They refer to the major steps involved in performing a task or to the main components of the competency.

In the general education components, the elements of an objective, formulated in terms of a competency, specify the main aspects of the competency.

Standard

A standard is defined as the level of performance at which an objective is considered to be achieved (*College Education Regulations*, s. 1). In the program-specific component of a technical program, it is composed of an achievement context and performance criteria.

Performance Criteria

In the program-specific component of a technical program, the performance criteria define requirements by which to judge the attainment of each element of the competency and consequently of the competency itself. The performance criteria are based on the requirements at entry level on the job market. Each element of the competency requires at least one performance criterion.

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

In both components, all the criteria must be respected for the objective to be recognized as having been attained.

Achievement Context

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

Learning Activities

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

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

Glossary for the Program-Specific Component

The *Social Service* program is accompanied by a glossary to facilitate the understanding of certain terms used in the formulation of the objectives and standards of the program-specific component.

Action plan

Work tool that specifies the objectives, strategies, means of action, sharing of responsibilities, mode of functioning, time frames, human and material resources and, if necessary, the organizational structure on which the action will be based.

Collectivize

To provide a collective and mutually supportive solution to a social problem or a common need in society. Certain values, such as social justice, solidarity, democracy, autonomy and respect, underlie this type of intervention, which is specific to the field of social work.

Community

Group of individuals or groups with a common denominator: living conditions, physical or social affiliation with a geographic space, gender identity or expression, etc.

A community of identity or interest is defined as a group of people who share a common cultural background or identity, or a population that shares common socio-economic conditions or experiences common situations of injustice, oppression or exclusion.

Community life

Collection of activities or means that promote the consultation, involvement and active participation of members or individuals who benefit from the services or resources of an organization. These activities are primarily aimed at allowing them to make their point of view heard and to get involved in their community.

Crisis

State of physical and psychological imbalance of an individual, a family, a group or a community that causes a period of disorganization of varying length. Different interventions are put in place to defuse the crisis (e.g. psychosocial crisis, suicidal crisis, health crisis, accident, disaster) in order to restore a certain balance.

Determinants of health

Set of personal, social, economic and environmental factors that determine the state of health and quality of life of individuals or populations (e.g. income, employment status, physical environment, access to health services).

Environment

Set of elements structuring the system of an individual, a family, a group or a community. The characteristics of the general and immediate environments are used to understand and interpret the relationships of adaptation and reciprocity between the individual(s) and the elements of their environment.

Exclusion

See *Social Exclusion*.

Family functioning

How family members interact and communicate with each other and how the family responds to the needs of each individual. The assessment of family functioning is based on analytical and data collection tools that allow for the development of hypotheses and professional judgments about the family's needs.

Formal and informal intervention contexts

A formal intervention context refers to a planned context in which the intervention is explicitly agreed upon by the individual or individuals (e.g. with regard to the objectives).

An informal intervention context refers to a context in which the intervention occurs unexpectedly, is spontaneously organized according to the circumstances, and is implicitly accepted by the individual or individuals (e.g. with regard to the objectives).

These two contexts of intervention are complementary and have the same requirements.

Group

A group of individuals with common interests and goals; or a group of individuals bound together by common actions, ideas or representations.

Group program

Work tool that specifies the objectives, structure, strategies, activities, time frames, human, material and financial resources, and evaluation methods.

Individual(s)

Term used in the program of study to designate one or more individuals with whom the social service worker is in contact throughout their intervention. In the job market, other terms are also used: client, beneficiary, user, member, participant, resident, etc.

It may also refer to significant people who are close to the individual being cared for: caregivers, family members, friends, neighbours, etc.

Inequalities

The result of an unequal distribution of resources among the members of a society due to the very structures of the society (e.g. health, education, environment).

Intervention plan

Work tool that specifies the objectives, strategies, means and time frames on which the intervention will be based.

Intervention process

Process that aims to support and accompany an individual, a family, a group or a community in solving problems and improving their well-being. Whether it is an individual, family, group or community intervention, this process usually includes the stages of analysis, planning, implementation, and evaluation or conclusion of the intervention.

Intervention strategies

Set of coordinated means to achieve an objective.

Intervention techniques

Means chosen to achieve an intervention objective because they are considered to be the most effective means to do so.

Mode of intervention

Procedure used in the field of social services to intervene with an individual, a family, a group or a community. Individual and/or family intervention, group intervention or community intervention are the three modes recognized in the field. Some authors also use the term “intervention method.”

Physical and psychological distress

State of suffering and feeling of powerlessness brought on by the occupation that can manifest itself in different ways (e.g. post-traumatic stress disorder, compassion fatigue, burnout).

Professional ethics

Set of standards, values and attitudes that are intended to guide behaviour in the workplace. Some of these elements are often contained in the code of ethics of the practice setting.

Problem situation

Term used in the program of study to refer to a problem and its components.

Resources

Term used in the program of study to refer to all institutional and community-based organizations that provide services likely to meet the needs of an individual, a family, a group or a community. The term “referral” is widely used in the social services field.

Social determinisms

Culture, gender, social class, etc., are examples of social determinisms that influence people’s thoughts, behaviours and choices. Awareness of determinisms allows us to go beyond an individual reading of the causes and consequences of social problems.

Social exclusion

Action taken by a society that rejects one or more of its members, or the effect of such action on the individual or individuals against whom it is taken.

Two concepts are often closely associated with social exclusion:

- 1) Discrimination: the phenomenon of treating someone differently because of their personal characteristics (e.g. gender, sexual orientation, social condition, disability) and of preventing them from exercising their rights or participating in society
- 2) Marginalization: the phenomenon of keeping a person apart from society

Social functioning

How a person meets their needs through interactions with their environment. The assessment of social functioning is based on data collection and analysis tools that allow for the development of hypotheses and professional judgments about the person’s needs.

Social policies and programs

Social policies are the social protection and development measures put in place by a government to improve the lives of all people, especially those most in need. Social programs are the means of gradually changing institutions and of offering a range of services and resources to the population.

Social problem

A social problem exists when a large number of people are affected by a given situation that is deemed intolerable, and when people are aware of the need for collective action.

Violence

Abuse of power by physical, verbal, psychological, moral or social means that harms an individual, a group, or a community (e.g. crime, delinquency, domestic or family violence, institutional violence, maltreatment).

Voluntary and non-voluntary intervention contexts

A voluntary intervention context refers to a situation in which an individual or individuals, family, group or community chooses to request or receive services, assistance or support (e.g. *Act respecting health services and social services*, support group, advocacy process).

A non-voluntary intervention context refers to a situation in which an individual or individuals are obligated to receive services, assistance or support (e.g. *Act respecting the protection of persons whose mental state presents a danger to themselves or to others*, *Youth Protection Act*, *Youth Criminal Justice Act*).

Harmonization

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

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

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

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

Occupational Health and Safety Hazards

This section expands on the risks associated with the competencies in the *Social Service* program.

The table below, “Sources and risk levels for each competency,” links competencies with the six sources of risk listed in the following typology. It also indicates whether the risk level is high or low. These levels of risk are provided for information purposes only since they vary depending on the operations carried out and the achievement context. The table serves as a guide for teachers to planning progressive learning activities, a way of organizing their teaching in compliance with occupational health and safety in the workplace.

Typology of occupational health and safety in the workplace with a list of dangers and hazardous situations:

- Chemical hazards or dangers:
 - Form of substance (solid, liquid, aerosol, gas, etc.) and exposure (inhalation, absorption through the skin, ingestion, etc.)
- Physical hazards or dangers:
 - Electrical hazards
 - Thermal hazards
 - Noise
 - Vibration
 - Other physical hazards
- Biological hazards or dangers:
 - Form of substance (dust, mist, fluid, etc.) and exposure (inhalation, absorption through the skin, ingestion, cuts, etc.)
- Ergonomic hazards or dangers:
 - Constrained postures
 - Excessive effort
 - Repetitive movements
- Psychosocial hazards or dangers:
 - Factors associated with the nature of the work
 - Factors related to the organization of the work
 - Social factors
- Safety hazards or dangers:
 - Hazards related to general mechanical phenomena
 - Hazards related to moving parts, tools or vehicles
 - Risk of falling (workers and objects)
 - Hazards linked to confined spaces
 - Fire or explosion hazards

SOURCES AND RISK LEVELS FOR EACH COMPETENCY							
COMPETENCY CODE	Social Service	Sources of risk					
		Chemical hazards or dangers	Physical hazards or dangers	Biological hazards or dangers	Ergonomic hazards or dangers	Psychosocial hazards or dangers	Safety hazards or dangers
	STATEMENT OF THE COMPETENCY	1	2	3	4	5	6
02HZ	Analyze the occupation.						
02J0	Establish a helping relationship.			○	○	●	○
02J1	Work in a team.				○	●	
02J2	Facilitate a meeting.				○	●	
02J3	Conduct an interview.			○	○	●	
02J4	Determine the structural components of social problems.						
02J5	Analyze the problems of poverty, inequalities and exclusion.						
02J6	Analyze problems of violence.						
02J7	Analyze the incidence of physical and mental health problems.						
02J8	Maintain their physical and psychological integrity.		○	○	●	●	○
02J9	Assess the needs of the individual.			○	○	●	○
02JA	Assess the needs of the family.			○	○	●	○
02JB	Assess the needs of the group and/or the community.			○	○	●	○
02JC	Deliberate an ethical issue.				○	●	
02JD	Make a referral.			○	○	●	○
02JE	Carry out social interventions with the individual and/or the family.		○	○	○	●	○
02JF	Contribute to the development and management of their organization.			○	○	●	○
02JG	Carry out social interventions with the group.		○	○	○	●	○
02JH	Carry out social interventions with the community.		○	○	○	●	○
02JJ	Carry out an advocacy process.		○	○	○	●	○
02JK	Carry out a socio-legal process.		○	○	●	●	○
02JL	Intervene in a crisis situation.		○	○	●	●	○

Levels of risk

The levels of risk are rated according to the importance (frequency, duration and intensity) of the presence of the risk and not according to the severity of the effects on human health and safety.

Low risk: ○

High risk: ●

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