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Pre-Hospital Emergency Care (181.A1)

College program

Sector 19 – Health

College Education Program

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181.A1

Pre-Hospital Emergency Care

Year of approval: 2022

Type of certification:	Diploma of College Studies
Number of credits:	91 $\frac{2}{3}$ credits
Number of periods of instruction:	2865 periods of instruction

General education component:	660	periods of instruction
Program-specific component:	2205	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:

- None

College-Level Programs

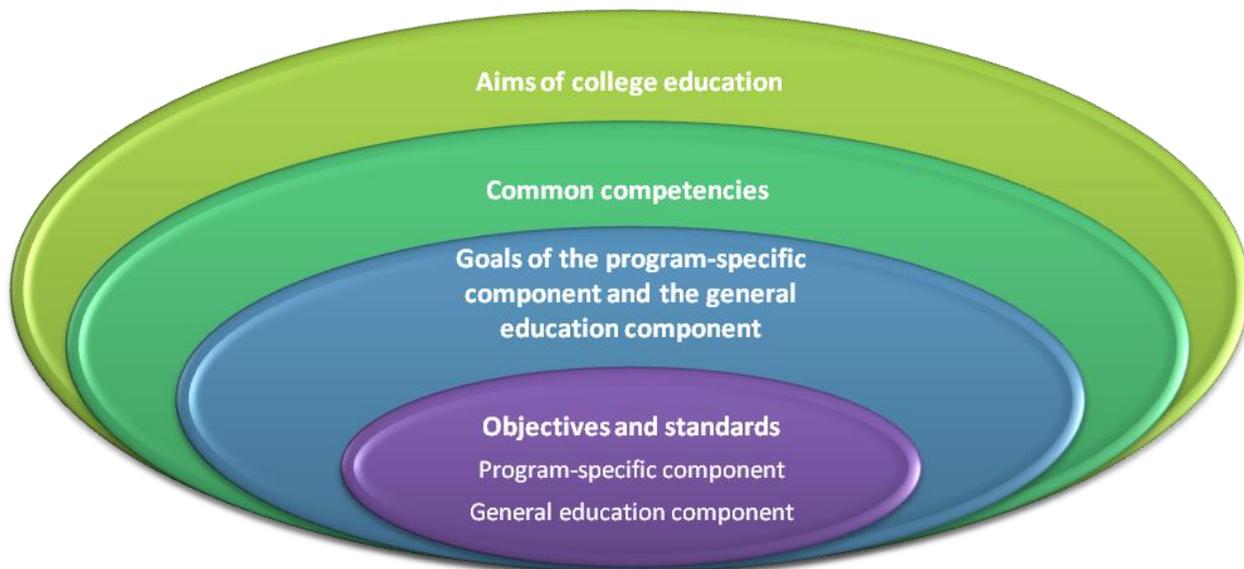
In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school). College graduates enter the labour market directly or proceed to university studies. The Ministère de l'Enseignement supérieur establishes the programs of study, while individual colleges ensure 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 *Pre-Hospital Emergency Care* Program (181.A1)

The *Pre-Hospital Emergency Care* program was designed in accordance with the framework for developing technical programs. This approach involves the participation of partners working in the occupational field and in education, and takes into account training needs, the job analysis and the general goals of technical education. The objectives and standards serve as the basis for the definition and 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 *Pre-Hospital Emergency Care* 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 65 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 *Pre-Hospital Emergency Care* program are based on the general goals of vocational and technical training. These goals are:

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

Educational Aims

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.

For the *Pre-Hospital Emergency Care* program, the educational aims in the program-specific component are as follows:

- To develop an integrated vision of pre-hospital services
- To develop a professional identity and approach
- To develop the concern for keeping their skills up to date. In the field of pre-hospital care, as in other fields, job market needs change constantly. To remain proficient, students must be aware that it is up to them to update their own knowledge and working methods.

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 twelve competencies associated with the three 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
 - Analyse works in philosophy or the humanities emanating from different historical periods and movements
 - Appreciate literary and non-literary works or 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 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 *Pre-Hospital Emergency Care* program is to prepare students to become primary care paramedics.

Primary care paramedics are health practitioners who provide pre-hospital care and services. They are among the first responders to arrive at the scene of an incident for which their services are required. They work in a variety of contexts (medical, psychological, traumatic, etc.) and with all types of patients. They must be adaptable, open-minded and able to act quickly in response to the situations in which they are placed.

They must assess the severity of the situation, injury or illness of a patient quickly, and must then determine the appropriate care to prevent the patient's health from deteriorating. Their role is to provide health care and manage patients at the site of the incident and during ambulance transportation, ensuring continuity of care until further medical treatment can be provided at a health care facility, if necessary.

The examinations administered and care provided may vary depending on the type of intervention: cardiopulmonary resuscitation, intubation, airway management, administration of medication, immobilization of traumatized patients, control of bleeding, etc.

Because the range of potential interventions is so broad, primary care paramedics must have a good understanding of how the human body works and must use their reasoning and clinical judgment to assess the patient's health and determine the best care or services.

They may also be called upon to deal with non-urgent situations requiring the expertise of another health practitioner. To optimize care and services, these health practitioners work together as part of a multidisciplinary approach.

Primary care paramedics also interact with patients and/or their family members and caregivers, as well as with other health practitioners and other responders, depending on the context (police officers, firefighters, etc.). To ensure that these interactions are as effective as possible, they must conduct themselves in a professional manner, which requires good relationship skills including communication, as well as a supportive demeanour, leadership and teamwork.

Objectives

Statements of the Competency

Program-Specific Component

- 02G5 Analyze the job function
- 02G6 Develop an integrated view of the human body and its functions
- 02G7 Move patients
- 02G8 Apply compassionate care practices
- 02G9 Interact with patients and/or their family members and caregivers
- 02GA Prevent the spread of immunological disorders or infections
- 02GB Perform clinical examinations
- 02GC Determine the care to be provided
- 02GD Interact with co-workers and/or other health practitioners
- 02GE Establish connections between pharmacology or drug consumption and clinical situations
- 02GF Intervene with people requiring resuscitation
- 02GG Intervene with people in traumatic situations
- 02GH Intervene with people requiring medical care
- 02GJ Safeguard their own psychological and physical integrity
- 02GK Intervene with people exhibiting various behavioural problems
- 02GL Transport people and ensure the compliance of equipment
- 02GM Intervene in specific situations or in incidents or accidents with multiple victims

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

16½ 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.

Pre-Hospital Emergency Care 181.A1		GENERAL COMPETENCIES											
		Competency number	Analyze the job function.	Develop an integrated view of the human body and its functions.	Move patients.	Apply compassionate care practices.	Interact with patients and/or their family members and caregivers.	Prevent the spread of immunological disorders or infections.	Perform clinical examinations.	Determine the care to be provided.	Interact with co-workers and other health practitioners.	Establish connections between pharmacology or drug consumption and clinical situations.	Safeguard their own psychological and physical integrity.
SPECIFIC COMPETENCIES		Competency number	1	2	3	4	5	6	7	8	9	10	14
Intervene with people requiring resuscitation.		11	0	0	0	0	0	0	0	0	0	0	
Intervene with people in traumatic situations.		12	0	0	0	0	0	0	0	0	0	0	
Intervene with people requiring medical care.		13	0	0	0	0	0	0	0	0	0	0	
Intervene with people exhibiting various behavioural problems.		15	0	0		0	0	0	0	0	0	0	0
Transport people and ensure the compliance of equipment.		16	0		0			0			0	0	
Intervene in specific situations or in incidents or accidents with multiple victims.		17	0	0	0	0	0	0	0	0	0		0

Program-Specific Component

Code: 02G5

Objective

Standard

Statement of the Competency	Achievement Context
Analyze the job function.	<ul style="list-style-type: none"> Referring to the current organization of the health and social services network Referring to the legal framework and precepts applicable to the profession Using recent data on the profession of primary care paramedic
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> None 	
Elements of the Competency	Performance Criteria
1. Characterize the profession and the conditions in which it is practised.	<ul style="list-style-type: none"> Clear distinction of the fields of intervention Clear definition of the conditions in which the profession is practised Accurate recognition of the different workplaces associated with pre-hospital care Clear distinction of the roles of the various responders Accurate recognition of the different potential career paths
2. Examine the legislation and the precepts applicable to the profession.	<ul style="list-style-type: none"> Accurate distinction of the roles, powers and responsibilities of the authorities governing the profession Accurate recognition of the impacts of the main legislative provisions Accurate recognition of the precepts applicable to the demands of the profession Establishment of connections between their professional conduct and the demands of the profession
3. Examine the tasks and operations inherent in the profession.	<ul style="list-style-type: none"> Establishment of connections between tasks, operations and the conditions in which they are carried out
4. Examine the knowledge, skills and socio-emotional conduct required to practice the profession.	<ul style="list-style-type: none"> Precise recognition of the importance of the impacts of an evidence-based medical approach to pre-hospital care Establishment of connections between knowledge, skills and socio-emotional behaviour and the profession's various tasks

Objective**Standard**

Statement of the Competency	Achievement Context
Develop an integrated view of the human body and its functions.	<ul style="list-style-type: none"> • In a pre-hospital care context • In different intervention situations • With all types of patients • With the aim of determining care • Using reference documents
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Appropriate use of terminology 	
Elements of the Competency	Performance Criteria
1. Visualize the anatomy of the human body.	<ul style="list-style-type: none"> • Precise location of the anatomical regions and structures of the body • Precise recognition of the structural layout of the body
2. Visualize the human body as a set of systems.	<ul style="list-style-type: none"> • Precise recognition of the function of the organs making up each system • Precise recognition of each system's physiological characteristics • Establishment of correct functional connections between systems
3. Regard the human body as an organism seeking balance.	<ul style="list-style-type: none"> • Detailed definition of the mechanisms involved in homeostasis • Accurate recognition of conditions conducive to homeostasis
4. Establish connections between biological imbalance and the organism's functions.	<ul style="list-style-type: none"> • Accurate recognition of ways in which imbalance manifests itself • Accurate determination of the systemic reactions and physiological processes concerned • Appropriate linking of the physiological or metabolic manifestations and the imbalance • Anticipation of the probable development of the imbalance

Objective**Standard**

Statement of the Competency	Achievement Context
Move patients.	<ul style="list-style-type: none"> • In a pre-hospital care context • In different intervention situations (e.g. transfers between establishments) • In emergency and non-emergency situations • By different transportation methods (e.g. by land, water or air) • With all types of patients • As part of a team or in cooperation with other responders • Consulting the evidence • Consulting the regulations • Using: <ul style="list-style-type: none"> ○ principles for moving people safely ○ reference documents ○ equipment
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Logical choice of evidence • Effective application of communication techniques 	
Elements of the Competency	Performance Criteria
1. Select the methods and means of moving the patient.	<ul style="list-style-type: none"> • Thoughtful choice of the methods and means used to move the patient, based on the situation and the patient's health status
2. Prepare the equipment.	<ul style="list-style-type: none"> • Meticulous verification of the equipment's condition • Thoughtful choice of equipment based on the chosen methods and means • Effective preparation of different pieces of equipment
3. Carry out the moving manoeuvres.	<ul style="list-style-type: none"> • Compliance with safety and ergonomic rules for the transfer and movement of patients • Appropriate use of equipment for moving patients • Proper installation of the patient while they are being moved
4. Install one or more patients in a vehicle for transportation.	<ul style="list-style-type: none"> • Safe and appropriate installation of the patient • Equipment secured properly and safely

Objective**Standard**

Statement of the Competency	Achievement Context
Apply compassionate care practices.	<ul style="list-style-type: none"> • In a pre-hospital care context • In different intervention situations • With seemingly vulnerable patients • Individually, as part of a team or working with other responders • Consulting: <ul style="list-style-type: none"> ○ the evidence ○ the legal framework governing the profession • Using: <ul style="list-style-type: none"> ○ protocols ○ reference documents ○ identification and screening tools
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Logical choice of evidence • Relevant list of public policies, programs and/or methods to: <ul style="list-style-type: none"> ○ combat social inequality ○ protect vulnerable people • Respect for the roles, responsibilities and expertise of other responders • Respectful consideration of individual, social and cultural differences • Introspective review of their personal biases and reactions 	
Elements of the Competency	Performance Criteria
1. Examine the social determinants of health.	<ul style="list-style-type: none"> • Accurate recognition of social and cultural group diversity • Recognition of social problems affecting vulnerable people • Correlation between the social determinants of health and their consequences for vulnerable people • Careful analysis of the impacts of social determinants during pre-hospital care interactions
2. Examine the elements that determine patient vulnerability.	<ul style="list-style-type: none"> • Accurate recognition of the patient's vulnerability factors • Correlation between the determinants of health, vulnerability factors and the patient's health status • Appropriate assessment of the patient's reactions, attitudes and behaviour

Elements of the Competency	Performance Criteria
3. Apply compassionate care practices.	<ul style="list-style-type: none">• Adaptation of their interactions based on the individual, social and cultural differences of the vulnerable patient• Adaptation of their interventions based on the individual, social and cultural differences of the vulnerable patient
4. File a complaint or report.	<ul style="list-style-type: none">• Proper identification of their legal responsibility and duty to provide care• Accurate identification of signs that the patient has been mistreated• Choice of the best procedure

Objective**Standard**

Statement of the Competency	Achievement Context
Interact with patients and/or their family members and caregivers.	<ul style="list-style-type: none"> • In a pre-hospital care context • In different intervention situations • With all types of patients and their family members and caregivers • Individually, as part of a team or working with other responders • Referring to the legal framework and precepts applicable to the profession • Using: <ul style="list-style-type: none"> ○ protocols ○ directives (e.g. clinical report) ○ reference documents ○ health assessment tools • Based on administrative documents (e.g. intervention reports, forms)

Performance Criteria for the Competency as a Whole	
	<ul style="list-style-type: none"> • Compliance with the code of conduct • Accurate recognition of situations involving ethics • Respect for the values, needs, expectations and self-determination capacity of the patient and their family members and caregivers • Effective application of communication techniques

Elements of the Competency	Performance Criteria
1. Behave in a professional manner.	<ul style="list-style-type: none"> • Thoughtful contribution to the maintenance of a good working climate with their peers • Integrity when carrying out their work • Realistic assessment of the quality of their interactions • Implementation of realistic methods of enhancing the quality of their interactions
2. Establish a supportive relationship.	<ul style="list-style-type: none"> • Proper assessment of the patient's health status • Clarification of the needs, expectations and values of the patient and/or their family members and caregivers • Adaptation of the approach based on the patient's health status and vulnerability factors, if any • Accuracy and clarity of the information given to the patient or their family members and caregivers

Elements of the Competency	Performance Criteria
<p>3. Assist the patient and their family members and caregivers during the decision-making process.</p>	<ul style="list-style-type: none"> • Thoughtful proposal of possible care and/or services • Verification of consent for and cooperation in the care and/or services proposed • Respect for the decision made by the patient and/or their family members and caregivers • Thoughtful referral to care or services • Accuracy and clarity of the information given to the patient or their family members and caregivers
<p>4. Provide support for the deceased's family members and caregivers following a sudden death.</p>	<ul style="list-style-type: none"> • Proper assessment of the person's emotional state and need for support • Interventions tailored to the behaviour and reactions of the people concerned

Objective**Standard**

Statement of the Competency	Achievement Context
Prevent the spread of immunological disorders or infections.	<ul style="list-style-type: none"> • In a pre-hospital care context • In different intervention situations • With all kinds of patients and their family members and caregivers • Individually, as part of a team or working with other responders • Consulting: <ul style="list-style-type: none"> ○ the evidence ○ the legal framework governing the profession • Using: <ul style="list-style-type: none"> ○ protocols ○ directives (e.g. clinical report) ○ reference documents ○ equipment • Based on information obtained during the health assessment

Performance Criteria for the Competency as a Whole
<ul style="list-style-type: none"> • Logical selection of evidence • Appropriate use of terminology

Elements of the Competency	Performance Criteria
1. Anticipate at-risk situations arising from infectious or immunological disorders.	<ul style="list-style-type: none"> • Accurate detection of clinical signs suggesting the presence of infectious or immunological disorders • Formulation of plausible hypotheses regarding the nature of the infectious or immunological disorders • Accurate recognition of the pathogenic or epidemiological power of different disorders • Accurate recognition of ways in which various disorders are spread • Accurate description of how disorders and potential complications evolve
2. Determine preventive measures for care, health and safety.	<ul style="list-style-type: none"> • Respectful consideration of universal precautions • Determination of preventive measures specific to the identified disorders
3. Implement measures to prevent the spread of infectious and immunological disorders.	<ul style="list-style-type: none"> • Effective application of measures to prevent the spread of infectious or immunological disorders

Elements of the Competency	Performance Criteria
4. Implement measures to control the spread of infectious and immunological disorders.	<ul style="list-style-type: none">• Effective application of measures for the safe handling and elimination of biomedical waste• Effective application of safe working procedures in contaminated environments• Proper execution of manoeuvres for decontaminating devices and instruments• Proper application of techniques for handling invasive instruments

Objective**Standard**

Statement of the Competency	Achievement Context
Perform clinical examinations.	<ul style="list-style-type: none"> • In a pre-hospital care context • In different intervention situations • With all kinds of patients and their family members and caregivers • Individually or as part of a team • Consulting: <ul style="list-style-type: none"> ○ the evidence ○ the legal framework governing the profession • Using: <ul style="list-style-type: none"> ○ protocols ○ directives (e.g. clinical report) ○ reference documents ○ health assessment tools ○ equipment
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Logical selection of evidence • Careful consideration of the patient's reactions and health status • Accurate interpretation of the patient's level of stability 	
Elements of the Competency	Performance Criteria
1. Carry out the preparatory steps for the examinations.	<ul style="list-style-type: none"> • Thoughtful assessment of the situation and the environment • Application of safety measures suited to the situation • Gathering of information needed to decide on the examination method • Appropriate preparation of the patient: comfort and safety • Adequate preparation of the equipment
2. Carry out the primary assessment examinations.	<ul style="list-style-type: none"> • Proper application of an assessment method suited to the type of intervention • Accurate recording of the results
3. Carry out additional assessment examinations.	<ul style="list-style-type: none"> • Thoughtful determination of the examinations based on the patient's health status • Effective interpretation of vital signs • Proper application of examination method(s) • Exhaustive identification of signs and symptoms of the pathologies or traumas concerned • Accurate recording of the results

Elements of the Competency	Performance Criteria
4. Carry out functional autonomy assessment tests.	<ul style="list-style-type: none">• Correlation between activities of daily living and the normative data• Correlation between instrumental domestic activities of daily living and the normative data• Correlation between the risks associated with the patient's behaviours, resources and environment and the normative data

Objective**Standard**

Statement of the Competency	Achievement Context
Determine the care to be provided.	<ul style="list-style-type: none"> • In a pre-hospital care context • In different intervention situations • With all kinds of patients and their family members and caregivers • Individually or as part of a team • Consulting: <ul style="list-style-type: none"> ○ the evidence ○ the legal framework governing the profession • Using: <ul style="list-style-type: none"> ○ protocols ○ directives (e.g. clinical report) ○ reference documents ○ health assessment tools ○ equipment ○ a prescription, where applicable • Based on: <ul style="list-style-type: none"> ○ on-site observations, if needed ○ data obtained from clinical examinations

Performance Criteria for the Competency as a Whole
<ul style="list-style-type: none"> • Thoughtful consideration of evidence • Appropriate use of terminology

Elements of the Competency	Performance Criteria
1. Assess the patient's health disorder or problem.	<ul style="list-style-type: none"> • Rigorous analysis of the examination results • Formulation of plausible hypotheses • Thoughtful consideration of changes to the patient's reactions and health status • Thoughtful confirmation of the hypothesis • Choice of the best possible care and/or service based on the patient's health status
2. Assess the patient's physical trauma(s).	<ul style="list-style-type: none"> • Rigorous analysis of the examination results • Formulation of plausible hypotheses • Thoughtful consideration of changes to the patient's reactions and health status • Thoughtful confirmation of the hypothesis • Choice of the best possible care and/or service based on the patient's health status

Objective**Standard**

Statement of the Competency	Achievement Context
Interact with co-workers and/or other health practitioners.	<ul style="list-style-type: none"> • In a pre-hospital care context • In different workplace situations • With all kinds of patients and their family members and caregivers • Individually, as part of a team or working with other responders • Referring to the legal framework and precepts applicable to the profession • Using: <ul style="list-style-type: none"> ○ reference documents ○ organization of work principles ○ task support tools, etc. • Based on: <ul style="list-style-type: none"> ○ observation grids ○ sample supervisory reports
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Compliance with the code of conduct • Accurate recognition of situations involving ethics • Respect for the roles, responsibilities and expertise of the other responders • Effective application of communication techniques • Appropriate use of terminology • Thoughtful contribution to the maintenance and improvement of the quality of pre-hospital care 	
Elements of the Competency	Performance Criteria
1. Behave in a professional manner.	<ul style="list-style-type: none"> • Thoughtful contribution to the maintenance of a good working climate with the other health practitioners • Integrity when carrying out their work • Thoughtful use of the team's resources • Realistic assessment of the quality of their interactions • Implementation of realistic methods of enhancing the quality of their interactions
2. Work with their peers.	<ul style="list-style-type: none"> • Thoughtful use of their own power of influence • Appropriate contribution to the identification of care or services • Appropriate contribution to problem solving and decision making • Effective communication of information

Elements of the Competency	Performance Criteria
3. Work with other health practitioners and/or with interdisciplinary teams during interventions.	<ul style="list-style-type: none">• Appropriate assertion of their own professional expertise• Effective involvement in problem solving and decision making• Appropriate contribution to the best care plan• Transmission of information about the intervention• Transmission of information about the patient
4. Take part in peer-supervision activities.	<ul style="list-style-type: none">• Verification of expectations regarding the activity• Adequate feedback• Production of the necessary reports

Objective**Standard**

Statement of the Competency	Achievement Context
Establish connections between pharmacology or drug consumption and clinical situations.	<ul style="list-style-type: none"> • In a pre-hospital care context • With all types of patients • Referring to the legal framework governing the profession • Using: <ul style="list-style-type: none"> ○ protocols ○ directives (e.g. clinical report) ○ reference documents ○ equipment • Based on: <ul style="list-style-type: none"> ○ data obtained from the health assessment ○ a prescription, where applicable

Performance Criteria for the Competency as a Whole
<ul style="list-style-type: none"> • Appropriate use of terminology

Elements of the Competency	Performance Criteria
1. Understand and manage a clinical situation involving the use or administration of medication.	<ul style="list-style-type: none"> • Correct identification of medication classes • Precise decoding of: <ul style="list-style-type: none"> ○ the prescribed dose ○ the pharmaceutical form ○ the route of administration ○ the administration schedule
2. Connect clinical signs and symptoms to medication use.	<ul style="list-style-type: none"> • Accurate identification of medication classes • Proper description of pharmacokinetic and pharmacodynamics principles • Identification of the most common risks of drug interaction, drug intolerance and drug allergy • Accurate recognition of: <ul style="list-style-type: none"> ○ therapeutic effects ○ side effects ○ toxic effects
3. Connect clinical signs to drug use.	<ul style="list-style-type: none"> • Accurate identification of drug categories • Proper description of mechanisms of action • Identification of the risk of interactions with other substances (medications, other drugs) • Accurate recognition of: <ul style="list-style-type: none"> ○ side effects ○ toxic effects • Identification of the main withdrawal reactions for different drugs

Elements of the Competency	Performance Criteria
4. Determine the appropriate medications and/or controlled substances and their administration method.	<ul style="list-style-type: none">• Careful consideration of clinical signs and symptoms and the patient's history• Careful consideration of pharmacokinetic and pharmacodynamic principles• Correlation between the physiological, psychological and environmental factors and their impacts on the actions of the selected medications and/or controlled substances• Thoughtful choice of medications and/or controlled substances• Precise identification of administration methods:<ul style="list-style-type: none">○ dose○ route of administration○ conditions for repeated administration• Compliance with principles and precautions related to preparation and administration

Objective**Standard**

Statement of the Competency	Achievement Context
Intervene with people requiring resuscitation.	<ul style="list-style-type: none"> • In a pre-hospital care context • With all kinds of patients and their family members and caregivers • As part of a team or working with other responders • Using: <ul style="list-style-type: none"> ○ protocols ○ directives (e.g. clinical report) ○ reference documents ○ equipment • Based on: <ul style="list-style-type: none"> ○ a prescription, where applicable ○ administrative documents

Performance Criteria for the Competency as a Whole	
	<ul style="list-style-type: none"> • Compliance with: <ul style="list-style-type: none"> ○ the regulations ○ precepts applicable to the practice of the profession • Thoughtful use of the team's resources • Use of intervention techniques suited to the person's health status and vulnerability factors where appropriate • Strategic adaptation of communication techniques • Appropriate use of equipment

Elements of the Competency	Performance Criteria
1. Carry out a general assessment of the situation.	<ul style="list-style-type: none"> • Identification of all elements that may potentially cause health and safety risks • Gathering of the information needed for the intervention • Application of protective measures tailored to the situation • Identification of a suitable working space for the intervention
2. Assess the patient's health status.	<ul style="list-style-type: none"> • Thoughtful adaptation of an assessment method • Obtaining of relevant information from the patient's family members and caregivers, where applicable • Careful confirmation of the clinical impression • Choice of the best possible care or service based on the patient's evolving condition

Elements of the Competency	Performance Criteria
3. Provide care.	<ul style="list-style-type: none">• Precise identification of intervention priorities and the resuscitation sequence• Care adapted according to:<ul style="list-style-type: none">○ the health assessment○ the reassessment• Thoughtful choice of medications, where applicable• Rigorous application of medication administration methods, where applicable• Appropriateness of the decision to continue or stop resuscitation efforts
4. Evacuate the patient.	<ul style="list-style-type: none">• Effective use of evacuation methods• Rigorous application of safety rules
5. Report on the intervention.	<ul style="list-style-type: none">• Rigorous application of procedures for:<ul style="list-style-type: none">○ verbal communication of information○ writing up and transmission of intervention reports○ preparation and transmission of administrative reports
6. Prepare a review of the intervention.	<ul style="list-style-type: none">• Realistic assessment of the quality of their intervention• Realistic determination of their needs and ways of improving their interventions

Objective**Standard**

Statement of the Competency	Achievement Context
Intervene with people in traumatic situations.	<ul style="list-style-type: none"> • In a pre-hospital care context • In emergency and non-emergency situations • With all kinds of patients and their family members and caregivers • As part of a team or working with other responders • Using: <ul style="list-style-type: none"> ○ protocols ○ directives (e.g. clinical report) ○ reference documents ○ equipment • Based on: <ul style="list-style-type: none"> ○ a prescription, where applicable ○ administrative documents
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Compliance with: <ul style="list-style-type: none"> ○ the regulations ○ precepts applicable to the practice of the profession • Thoughtful use of the team's resources • Use of intervention techniques suited to the person's health status and vulnerability factors, where applicable • Strategic adaptation of communication techniques • Appropriate use of equipment 	
Elements of the Competency	Performance Criteria
1. Carry out a general assessment of the situation.	<ul style="list-style-type: none"> • Identification of all elements that may potentially cause health and safety risks • Gathering of information needed for the intervention • Application of protective measures tailored to the situation • Identification of a suitable working space for the intervention • Precise determination of the resources needed (e.g. additional ambulance, police officers, firefighters) • Reconstitution of events to determine the nature of the potential traumas

Elements of the Competency	Performance Criteria
2. Assess the patient's health status.	<ul style="list-style-type: none"> • Thoughtful adaptation of an assessment method • Obtaining of relevant information from the patient's family members and caregivers, where applicable • Accurate determination of the patient's level of stability • Thoughtful confirmation of the hypothesis • Choice of the best possible care or service based on the patient's evolving condition
3. Provide care.	<ul style="list-style-type: none"> • Precise identification of care priorities • Care adapted according to: <ul style="list-style-type: none"> ○ the health assessment ○ the reassessment • Thoughtful choice of medications and/or controlled substances, where applicable • Rigorous application of medication administration methods, where applicable
4. Move the patient.	<ul style="list-style-type: none"> • Proper application of techniques to move the patient • Appropriate positioning based on the patient's health status
5. Report on the intervention.	<ul style="list-style-type: none"> • Rigorous application of procedures relating to: <ul style="list-style-type: none"> ○ verbal communication of information ○ writing up and transmission of intervention reports ○ preparation and transmission of administrative reports
6. Prepare a review of the intervention.	<ul style="list-style-type: none"> • Realistic assessment of the quality of their intervention • Realistic identification of their needs and ways of improving their interventions

Objective**Standard**

Statement of the Competency	Achievement Context
Intervene with people requiring medical care.	<ul style="list-style-type: none"> • In a pre-hospital care context • In emergency and non-emergency situations • With all kinds of patients and their family members and caregivers • As part of a team or working with other responders • Using: <ul style="list-style-type: none"> ○ protocols ○ directives (e.g. clinical report) ○ reference documents ○ equipment • Based on: <ul style="list-style-type: none"> ○ a prescription, where applicable ○ administrative documents
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Compliance with: <ul style="list-style-type: none"> ○ the regulations ○ precepts applicable to the practice of the profession • Thoughtful use of the team's resources • Use of intervention techniques suited to the person's health status and vulnerability factors, where applicable • Strategic adaptation of communication techniques • Appropriate use of equipment 	
Elements of the Competency	Performance Criteria
1. Carry out a general assessment of the situation.	<ul style="list-style-type: none"> • Identification of all elements that may potentially cause health and safety risks • Gathering of information needed for the intervention • Application of protective measures tailored to the situation • Identification of a suitable working space for the intervention

Elements of the Competency	Performance Criteria
2. Assess the patient's health status.	<ul style="list-style-type: none"> • Thoughtful adaptation of an assessment method • Obtaining of relevant information from the patient's family members and caregivers, where applicable • Accurate determination of the patient's level of stability • Thoughtful confirmation of the hypothesis • Choice of the best possible care or service based on the patient's evolving condition
3. Provide care.	<ul style="list-style-type: none"> • Precise identification of care priorities • Care adapted according to: <ul style="list-style-type: none"> ○ the health assessment ○ the reassessment • Thoughtful choice of medications and/or controlled substances, where applicable • Rigorous application of medication administration methods, where applicable
4. Move the patient.	<ul style="list-style-type: none"> • Proper application of techniques to move the patient • Appropriate positioning based on the patient's health status
5. Report on the intervention.	<ul style="list-style-type: none"> • Rigorous application of procedures relating to: <ul style="list-style-type: none"> ○ verbal communication of information ○ writing up and transmission of intervention reports ○ preparation and transmission of administrative reports
6. Prepare a review of the intervention.	<ul style="list-style-type: none"> • Realistic assessment of the quality of their intervention • Realistic identification of their needs and ways of improving their interventions

Objective**Standard**

Statement of the Competency	Achievement Context
Safeguard their own psychological and physical integrity.	<ul style="list-style-type: none"> • In a pre-hospital care context • In different intervention situations • With all kinds of patients and their family members and caregivers • Using professional resources where applicable • Referring to the legal framework and precepts applicable to the profession • Using reference documents
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • None 	
Elements of the Competency	Performance Criteria
1. Manage the emotional load inherent in the profession.	<ul style="list-style-type: none"> • Recognition of different workplace situations likely to generate an emotional reaction • Accurate identification of their emotions and how they are expressed • Implementation of appropriate means of maintaining an emotional balance • Demonstration of open-mindedness
2. Manage the stress inherent in the profession.	<ul style="list-style-type: none"> • Identification of different factors likely to generate stress in the workplace • Accurate recognition of their physiological and psychological reactions to stress • Accurate recognition of their ability to deal with stress in the workplace • Informed choice of means likely to: <ul style="list-style-type: none"> ○ reduce stress ○ increase the ability to manage stress • Desire to maintain a physical and psychological balance
3. Prevent occupational burnout.	<ul style="list-style-type: none"> • Recognition of different factors likely to lead to occupational burnout • Screening of the main signs of occupational burnout • Accurate recognition of their personal needs and abilities with respect to the demands of the profession • Identification of appropriate means of countering occupational burnout in the workplace

Elements of the Competency	Performance Criteria
4. Adapt to changes occurring in the workplace.	<ul style="list-style-type: none"> • Recognition of the main changes likely to occur in the workplace • Accurate assessment of the nature of the change and its impact on the practice of the profession • Identification of means likely to foster their ability to integrate the change • Demonstration of open-mindedness and discernment
5. Take self-protective measures in the event of physical threats.	<ul style="list-style-type: none"> • Accurate recognition of the main situations involving physical threats when practising their profession • Use of communication strategies suited to the situation • Appropriate use of self-protection techniques • Demonstration of self-control in their behaviour and attitudes • Thoughtful use of restraint equipment

Objective**Standard**

Statement of the Competency	Achievement Context
Intervene with people exhibiting various behavioural problems.	<ul style="list-style-type: none"> • In a pre-hospital care context • In emergency and non-emergency situations • With people who may potentially pose a threat to themselves or others • As part of a team or working with other responders • Using: <ul style="list-style-type: none"> ○ protocols ○ directives (e.g. clinical report) ○ reference documents ○ equipment • Based on: <ul style="list-style-type: none"> ○ a prescription, where applicable ○ administrative documents
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Compliance with: <ul style="list-style-type: none"> ○ the regulations ○ precepts applicable to the practice of the profession • Thoughtful use of the resources of the team and/or of the other responders • Use of intervention techniques suited to the person's health status and vulnerability factors, where applicable • Appropriate use of equipment • Maintenance of productive contact with the person 	
Elements of the Competency	Performance Criteria
1. Carry out a general assessment of the situation.	<ul style="list-style-type: none"> • Identification of all elements that may potentially cause health and safety risks • Gathering of information needed for the intervention • Application of protective measures tailored to the situation • Identification of a suitable working space for the intervention

Elements of the Competency	Performance Criteria
2. Assess the person's health status.	<ul style="list-style-type: none"> • Thoughtful adaptation of an assessment method • Accurate recognition of potential psychological disturbance indicators • Proper identification of the patient's adaptation mechanisms • Correlation between normal behaviour and the patient's observed reactions and behaviour • Choice of the best possible care or service based on the patient's evolving condition
3. Provide care.	<ul style="list-style-type: none"> • Precise identification of care priorities • Care adapted according to: <ul style="list-style-type: none"> ○ the health assessment ○ the reassessment • Thoughtful choice of medications and/or controlled substances, where applicable • Rigorous application of medication administration methods, where applicable
4. Implement monitoring measures.	<ul style="list-style-type: none"> • Accurate recognition of significant changes in the person's attitude or behaviour • Accurate recognition, in the person's behaviour, of early warning signs of violence directed at themselves or others • Accurate estimate of the potential for the person to become dangerous • Relevant choice of safe means of addressing the risks
5. React to situations involving risk.	<ul style="list-style-type: none"> • Rigorous application of protocols • Adoption of appropriate behaviour to ensure their own safety and that of others • Thoughtful application of self-protection techniques • Thoughtful use of restraint equipment, where applicable
6. Report on the intervention.	<ul style="list-style-type: none"> • Rigorous application of procedures for: <ul style="list-style-type: none"> ○ verbal communication of information ○ writing up and transmission of intervention reports ○ preparation and transmission of administrative reports
7. Prepare a review of the intervention.	<ul style="list-style-type: none"> • Realistic assessment of the quality of their intervention • Realistic identification of their needs and ways of improving their interventions

Objective**Standard**

Statement of the Competency	Achievement Context
Transport people and ensure the compliance of equipment.	<ul style="list-style-type: none"> • In different intervention situations (e.g. multiple victims, inter-establishment transfers) • In emergency and non-emergency situations • With or without a patient • In different conditions: <ul style="list-style-type: none"> ○ weather ○ road ○ day or night • Referring to the Highway Safety Code and emergency vehicle driving standards • Referring to the regulations • As part of a team or working with other responders • Using: <ul style="list-style-type: none"> ○ information and communication technologies ○ equipment

Performance Criteria for the Competency as a Whole
<ul style="list-style-type: none"> • Compliance with: <ul style="list-style-type: none"> ○ the regulations ○ precepts applicable to the practice of the profession

Elements of the Competency	Performance Criteria
1. Carry out verifications and routine maintenance on the vehicle.	<ul style="list-style-type: none"> • Rigorous application of the verification procedure for the ambulance • Accurate identification of defects • Precise recording and transmission of the results • Proper completion of routine maintenance work
2. Check the equipment and control the inventory.	<ul style="list-style-type: none"> • Complete equipment inventory • Meticulous verification of the condition of all equipment including information and communication technology • Rigorous application of the rules governing the management of medications and controlled substances • Precise recording and transmission of the results

Elements of the Competency	Performance Criteria
3. Gather and transmit information.	<ul style="list-style-type: none"> • Proper use of communication technology including a vehicle computer • Accurate recording of the information gathered • Relevance and clarity of the information transmitted
4. Plan the route.	<ul style="list-style-type: none"> • Proper use of information technology, guides and road maps • Accurate assessment of the variables likely to alter the route • Precise determination of the route • Identification of an appropriate driving method based on safety factors and the required response time
5. Onboard one or more responders.	<ul style="list-style-type: none"> • Determination of places based on safety factors and each responder's role and equipment • Safe and appropriate securing of additional equipment
6. Drive an ambulance.	<ul style="list-style-type: none"> • Proper application of driving precepts: <ul style="list-style-type: none"> ○ preventive (non-emergency) ○ emergency • Appropriate adaptation of driving: <ul style="list-style-type: none"> ○ from the service point to the intervention site ○ from the intervention site to the receiving centre • Appropriate positioning of the vehicle at the intervention sites
7. Clean and/or disinfect the vehicle and equipment.	<ul style="list-style-type: none"> • Appropriate choice of cleaning products • Safe cleaning and/or disinfection of: <ul style="list-style-type: none"> ○ the vehicle ○ the equipment

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

Intervene in specific situations or in incidents or accidents with multiple victims.

Achievement Context

- In a pre-hospital care context
- In a specific situation (e.g. antisocial behaviour, extrication, rescue, hazardous materials)
- With all types of patients
- As part of a team or working with other responders
- Using:
 - protocols
 - directives (e.g. clinical report)
 - reference documents
 - equipment
- Based on administrative documents

Performance Criteria for the Competency as a Whole

- Compliance with:
 - the regulations
 - precepts applicable to the practice of the profession
- Thoughtful use of the resources of the team and other responders
- Active collaboration with the other health practitioners
- Strategic choice of intervention techniques for the determination of care or service
- Appropriate use of equipment
- Regulatory cleaning and/or disinfection of:
 - the vehicle
 - the equipment

Elements of the Competency	Performance Criteria
1. Assess the situation and the approach to the intervention site.	<ul style="list-style-type: none"> • Ongoing identification of substances, products or other elements that pose a risk for health or safety • Identification of the exact number of victims • Precise determination of resources for: <ul style="list-style-type: none"> ○ the safety of the site ○ the scope of the incident or accident ○ specific features of the site and weather conditions • Gathering of information needed for the intervention • Application of protective measures suited to: <ul style="list-style-type: none"> ○ the situation ○ the approach to the site • Identification of a suitable working space for the intervention. • Safe parking of the vehicle
2. Coordinate the health-related component of the intervention.	<ul style="list-style-type: none"> • Accurate interpretation of an emergency plan • Relevance of the steps taken based on: <ul style="list-style-type: none"> ○ the situation ○ the presence or absence of other responders
3. Access the victims.	<ul style="list-style-type: none"> • Choice of access methods based on the presence or absence of specialists • Proper application of access techniques
4. Free the victims.	<ul style="list-style-type: none"> • Choice of victim release methods based on: <ul style="list-style-type: none"> ○ the situation ○ the information gathered ○ the presence or absence of specialists • Proper application of release techniques • Proper application of manual techniques to extricate a victim from a vehicle in the absence of specialists
5. Evacuate the victims.	<ul style="list-style-type: none"> • Proper application of a triage method • Accurate determination of evacuation priorities • Effective organization of transportation to receiving centres
6. Report on the intervention.	<ul style="list-style-type: none"> • Rigorous application of procedures for: <ul style="list-style-type: none"> ○ verbal communication of information ○ writing up and transmission of intervention reports ○ preparation and transmission of administrative reports
7. Prepare a review of the intervention.	<ul style="list-style-type: none"> • Realistic assessment of the quality of their intervention • Realistic identification of their needs and ways of improving their interventions

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

Humanities

Code: 4HUP

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.

- 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.

- Accurate identification of the main ideas and structure of a text of 700 to 1 000 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.

- 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.

- 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 2 500 and 3 000 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**

1. Write and revise a short text related to the student's field of study.	<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
2. Understand the meaning and characteristics of a text related to the student's field of study.	<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
3. Convey a simple oral message related to the student's field of study.	<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
4. Understand the meaning of a simple oral message related to the student's field of study.	<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**

1. Produce a text on a topic related to the student's field of study.	<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
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. Comment on texts specific to the student's field of study.	<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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
3. Analyze a text related to the student's field of study.	<ul style="list-style-type: none"> • 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**

1. Establish the relationship between one's lifestyle habits and health.	<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
2. Be physically active in a manner that promotes one's health.	<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
3. Recognize one's needs, abilities and motivational factors with respect to regular and sufficient physical activity.	<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
4. Propose physical activities that promote one's health.	<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**

- | Elements of the Competency | Performance Criteria |
|---|---|
| 1. Plan an approach to improve one's effectiveness when practising a physical activity. | <ul style="list-style-type: none"> 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. | <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 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**

1. Plan a personal physical activity program.

- 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

2. Combine the elements of a regular and sufficient practice of physical activity as part of a healthy lifestyle.

- 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

3. Manage a personal physical activity program.

- 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**

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

Achievement Context

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

Elements of the Competency

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

Performance Criteria

- 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.

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

3. Draw conclusions.

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

Learning Activities

Periods of instruction: 45

Credits: 2

Note: Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000W.
Use code 305 for a multidisciplinary course.
Codes 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
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:	<p>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.</p>

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 sociocultural 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:	<p>The acquisition of a modern language requires an awareness of the culture of its native speakers.</p> <p>Use the 600 series of codes to link a course to objective 0067, with the exception of codes 601, 602, 603 and 604.</p>

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.	<ul style="list-style-type: none"> Precise explanation of a creative process connected to the construction of an imaginary universe
2. Describe art movements.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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**

Explore a contemporary issue from a transdisciplinary perspective.

Achievement Context

- Individually or in groups
- Drawing on different fields of knowledge
- Using documents and data from various disciplines

Elements of the Competency

1. Present a research problem.

Performance Criteria

- 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.

- 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.

- 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 education 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).

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.

Hours of instruction

Unit of measure for the division of teaching time, that is, the time spent by a student under the supervision of a teacher during a theoretical course, in a laboratory or during a practicum.

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 following glossary is designed to help understand some of the terms used in the objectives and standards of the program-specific component.

The main sources of information were the Institut national d'excellence en santé et en services sociaux, the *Le grand dictionnaire terminologique* produced by the Office québécois de la langue française and *Termium Plus* for the English version.

Accurate

Adjective referring to compliance with requirements relating to knowledge, references or standards.

Activities of daily living (ADLs)

The set of tasks carried out on a daily basis by individuals in order to take care of themselves or take part in social life. Activities associated with personal care: washing, dressing, eating, going to the toilet, moving around, etc.

Additional assessment examinations¹

Physical and neurological examinations needed after the primary assessment examinations. The results will be used to determine the care required and the time at which it will be provided.

This expression is used instead of other common expressions in the field, including “secondary examinations” or “additional examinations”.

Assess

A verb used to describe the act of assessment (through workplace activities) and the cognitive processes that allow for a clinical profile to be drawn up in order to determine the care and services required, or to make choices, solve problems, etc.

Care

The action of providing care including examinations or treatments, or any other medical or psychological intervention with a patient in a pre-hospital context. The term is also used to refer to the pre-hospital service offer.

Clinical

An adjective signifying a context of care with one or more patients

Compassionate care

A generic concept taken from the field of ethics. The notion of compassionate care includes, among other things, respect for the patient's dignity and singularity and particular attention to the patient's choices, preferences, refusal of care or services, and safety (mistreatment, violence).

In pre-hospital care, compassionate care applies to all patients in vulnerable situations. It requires primary care paramedics to adopt a professional stance in which patient-centred care and vigilance are primordial, since the primary care paramedic must adjust their attitude to the needs of the vulnerable person, and not vice-versa.

¹ *Ibid.*

Determinants of health

Grouping of a broad range of personal, social, economic and environmental factors that may impact, without directly causing, health problems or diseases and the patient's condition, reactions, conduct and choices, etc.

The actions, measures and other means implemented by the government or other authorities to counter the inequalities arising from these factors serve as tools that primary care paramedics can use to apply patient-centred care when intervening with seemingly vulnerable patients.

Determine

A taxonomically complex verb used to refer to an activity forming part of an intervention step. To determine care or services, primary care paramedics apply one or more cognitive processes that include analysis, correlation and formulation of one or more hypotheses.

Equipment

The set of reusable and/or disposable equipment (including supplies) needed for pre-hospital interventions

Evidence²

Data used to support a practice based on an approach that combines scientifically proven information, the resources available in the community and the health practitioner's clinical experience. These last two elements will determine whether or not research findings can be applied in current clinical practice.

In this program, the notion of evidence also refers to the data required before implementing compassionate care, such as information on inequalities, determinants of health or investigations.

Health status

The person's overall condition from a physical, psychological and social standpoint.

Instrumental domestic activities of daily living (IADLs)

The set of tasks carried out on a daily basis by individuals in connection with their life in and around their home. Activities associated with the use of a telephone, meal preparation, taking of medication, financial management, housekeeping, use of transportation, etc.

Interact

Verb used to refer to interactions between health practitioners and an individual or group. Interaction includes concepts such as the caregiving relationship, compassionate care, communication, workplace relationships and conflict prevention.

Legal framework governing the profession

An expression that refers to all the legislation, regulations and other provisions governing the pre-hospital sector in Québec and the profession of primary care paramedic.

Normative data

Data obtained for an individual and interpreted in comparison to those observed in a set of other individuals making up a reference group (normative benchmarking).

² Fortin, Marie-Fabienne and Johanne Gagnon (2016). *Fondements et étapes du processus de recherche: méthodes quantitatives et qualitatives*, 3rd ed. Montréal: Chenelière Éducation, 479.

Precepts applicable to the practice of the profession

Expression that refers to the profession's rules of conduct. Precepts include, among others, the notions of conduct and ethics.

Code of conduct

The set of rules and standards governing a profession or function, the conduct of the people exercising that profession, and their contacts with their clients or the general public.

Rules of ethics

Rules of ethics give official form to some of the values that should guide decisions and actions.

Primary assessment examinations³

Physical examinations (ABCDE method) included in the primary assessment. The results are used to determine the emergency care required and the time at which it will be provided.

Professional conduct

Manner of behaving, acting, conducting oneself and expressing oneself that involves, among other things, punctuality, respect for hierarchy and compliance with the legal framework governing the profession (including rules of ethics, code of conduct, standards and protocols)

Professional conduct also includes the concept of professionalism, defined as a physical and verbal expression in line with the values of the profession that changes and adjusts to the needs of the job market.

Regulations

The set of legislation, regulations, standards, safety codes and so on that must be upheld during activities targeted by the competency.

Service

The set of services (or resources) in the health network that are most likely to address the patient's physical or psycho-social health needs, excluding the pre-hospital service offer.

Social determinants of health

The set of social and economic factors that may impact the overall health of a population, community or group.

Knowledge of this notion, combined with knowledge of the pre-hospital care working environment, helps primary care paramedics to understand socio-cultural situations and social problems that they may never have faced.

Team

The group of primary care paramedics performing a clinical or operational task. The team may also include supervisors, trainees, etc.

Thoughtful

Adjective used to describe the result of good, reasonable, sensible judgment. The requirements are high for a performance criterion including this adjective.

³ Not to be confused with the evaluation process (see the definition of assessment above).

Vulnerability factors

An expression used to refer to both vulnerability factors and risk factors for determinants of health. Vulnerability factors are concerned with elements specific to a vulnerable patient, such as:

- addiction and/or mental health problems
- reticence about or resistance to care
- personal characteristics that may predispose the person to prejudice
- insufficient knowledge of either of Canada's official languages
- gender, age, etc.

Risk factors are concerned more with the environment of a vulnerable patient, and include:

- social isolation
- absence of access to resources
- addiction, etc.

Vulnerable person (vulnerable patient)

Expression used to refer to a patient with vulnerability factors that may affect interactions or interventions without the primary care paramedics being aware of them.

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.

Harmonization of the *Pre-Hospital Emergency Care* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results is presented in the document entitled *Tableaux d'harmonisation, Soins préhospitaliers d'urgence*.

Occupational Health and Safety Hazards

This section expands on the risks associated with the competencies in the *program title* 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	Pre-Hospital Emergency Care (181.A1)	Sources of risks					
		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
1	Analyze the job function.						
2	Develop an integrated view of the human body and its functions.						
3	Move patients.				●		
4	Apply compassionate care practices.						
5	Interact with patients and/or their family members and caregivers.						○
6	Prevent the spread of immunological disorders or infections.			●			
7	Perform clinical examinations.			●		●	
8	Determine the care to be provided.			●		●	
9	Interact with co-workers and/or other health practitioners.						
10	Establish connections between pharmacology or drug consumption and clinical situations.						
11	Intervene with people requiring resuscitation.			●	●	●	
12	Intervene with people in traumatic situations.	○	○	●	●	●	○
13	Intervene with people requiring medical care.			●	●	●	
14	Safeguard their own psychological and physical integrity.					○	
15	Intervene with people exhibiting various behavioural problems.						●
16	Transport people and ensure the compliance of equipment.			○●			○
17	Intervene in specific situations or in incidents or accidents with multiple victims.	○				○	○

Risk levels

Risk levels are indicated according to their frequency, duration or intensity, and not according to the severity of their effects on personal health and safety.

Low risk: ○

High risk: ●

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