# Criminology Interventions (310.B1)
## Technical Program

**SECTOR 20 – SOCIAL, EDUCATIONAL AND LEGAL SERVICES**

**COLLEGE EDUCATION PROGRAM**

Votre gouvernement

Québec

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| **310.B1** | **Criminology Interventions** | **2021** |
|---|---|---|

| **Type of certification:** | Diploma of College Studies |
|---|---|
| **Number of credits:** | 89 1/3 credits |
| **Number of periods of instruction:** | 2520 periods of instruction |

| General education component: | 660 | periods of instruction |
|---|---|---|
| Program-specific component: | 1860 | 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**
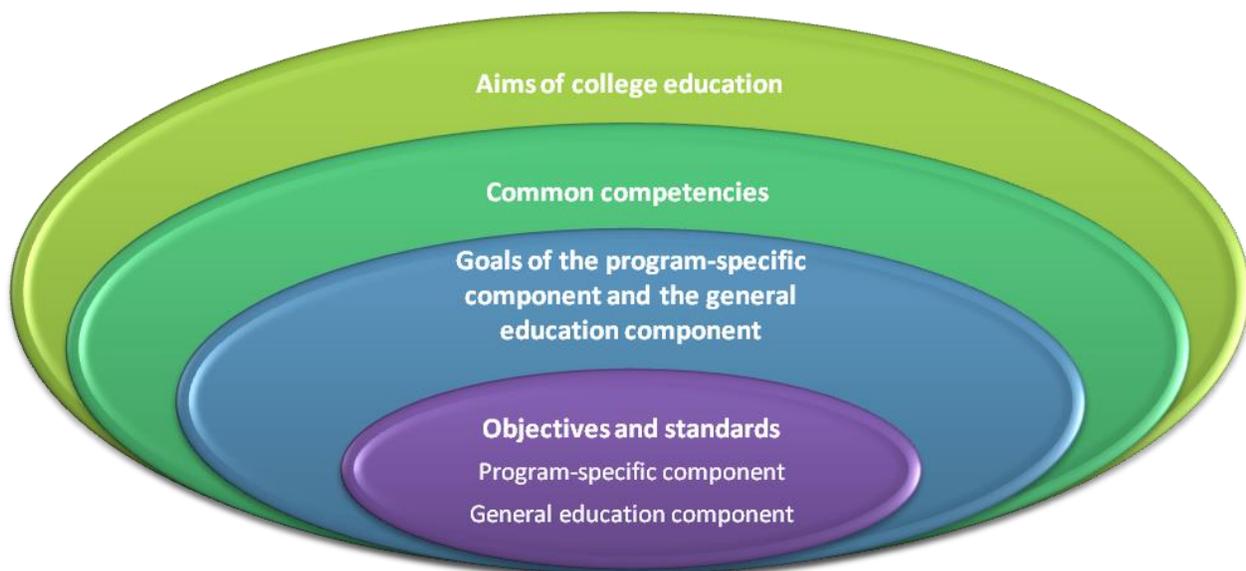


Programs leading to the Diploma of College Studies (DCS) include two main components: a general education component and a program-specific component. Both these components contribute to a student's education, as the knowledge, skills and attitudes imparted in one are emphasized and applied in the other, 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 *Criminology Interventions* Program (310.B1)

The *Criminology Interventions* 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 *Criminology Interventions* 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 62⅔ credits.

- The general education component that is common to all programs consists of 16 ⅔ credits:
  - Language of Instruction and Literature: 7⅓ credits
  - Philosophy or Humanities: 4⅓ 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 *Criminology Interventions* program are based on the general goals of vocational and technical training. These goals are:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
    - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
    - to prepare students to progress satisfactorily on the job (which implies having the necessary technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)

- To help students integrate into the workforce, that is:
    - to familiarize students with the job market in general and the context surrounding the occupation they have chosen
    - to familiarize students with their rights and responsibilities as workers

- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
    - to help students develop their autonomy and the desire to learn, and acquire effective work methods
    - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
    - to help students develop self-expression, creativity, initiative and entrepreneurial spirit
    - to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence

- To promote job mobility, that is:
    - to help students develop positive attitudes toward change
    - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

## Educational Aims

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

The *Criminology Interventions* program integrates the values of the profession, namely respect, honesty, and accountability, thus enabling students to develop and maintain a work ethic.

Respect involves, first of all, self-knowledge and the ability to establish and maintain interpersonal boundaries in a helping relationship. The often involuntary nature of the interventions requires the development of good self-control and the ability to manage emotions. Respect also implies a benevolent recognition of others and their differences, a necessary condition for the development of empathy and open-mindedness.

Honesty and accountability refer to the dimensions of discernment and autonomy. Discernment is closely linked to the notion of rigour, enabling the development of critical thinking. Autonomy is

developed through the acquisition of a solid base of knowledge and skills, but it also requires a healthy curiosity, which is essential for acquiring and maintaining up-to-date knowledge of constantly evolving issues.

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

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

The general education components that are common to all programs and specific to the program contribute to the development of 12 competencies associated with the 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
    - Analyze works in philosophy or the humanities emanating from different historical periods and movements
    - Appreciate literary and non-literary works of other artistic expressions emanating from different historical periods and movements

- for the aim To help students master language as a tool for thought, communication and openness to the world:
    - Improve communication in the second language
    - Master the basic rules of discourse and argumentation
    - Refine oral and written communication in the language of instruction

### English, Language of Instruction and Literature

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

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

- will be able to demonstrate their ability to do the following:
  - read, write, listen and speak at a college level of proficiency
  - develop their own ideas in arguments and theses
  - organize their arguments and theses in a discourse and edit their work
  - produce and analyze various styles of discourse
  - communicate in the styles of discourse appropriate to one or more fields of study

- will be encouraged to develop the following attitudes:
  - independence, individuality, and open-mindedness in thought and action
  - an appreciation of literature and other artistic works from different periods
  - a recognition of the role of media within a society and its culture
  - an awareness of strategies that foster self-reflective practice in their learning and actions
  - critical and ethical thought

## Humanities

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

- will be able to demonstrate their knowledge of the following:
  - the main concepts, limits and uses of a form of knowledge including significant historical reference points
  - the main concepts, limits and uses of a world view
  - the nature and organization of the basic elements of an ethical question
  - methods for coherent integration of concepts and the formulation and synthesis of ideas
  - the importance and practice of adequately substantiated argumentation, written and oral

- will be able to demonstrate their ability to do the following:
  - describe, explain and organize the main elements, ideas, values and implications of a world view in a coherent fashion
  - compare world views
  - recognize the basic elements in a specific example of the organization, transmission, and use of knowledge
  - recognize forms of creativity and original thought
  - define the dimensions, limits and uses of knowledge in appropriate historical contexts
  - identify, organize and synthesize the salient elements of a particular example of knowledge
  - situate important ethical and social issues in their appropriate historical and intellectual contexts
  - explain, analyze and debate ethical issues in a personal and professional context
  - utilize the multiple strategies of critical thinking

- will be encouraged to develop the following attitudes:
  - openness to diversity and pluralism
  - awareness of the limits of knowledge claims, world views and ethical perspectives
  - respect for the points of view of others
  - empathy and acceptance of others
  - concern for global issues
  - determination to continue learning

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

- will be able to demonstrate their knowledge of the following:
  - different reading techniques
  - the formal elements needed to produce a structured text, both orally and in writing
  - different forms of discourse and their specific uses

- will be able to demonstrate their ability to do the following:
  - question, analyze, judge and defend an argument in French
  - reflect on their knowledge and actions notably by revising their written productions
  - maintain social relationships and share in the cultural life of Québec
  - establish and maintain work-related relationships in French

- will be encouraged to develop the following attitudes of:
  - openness to the various aspects of Québec culture
  - recognition and promotion of creativity
  - readiness to participate in social and economic life

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

- will be able to demonstrate their knowledge of the following:
  - notions and concepts based on the findings of scientific research and how to apply them methodically to physical or sporting activities
  - the relationship between lifestyle, physical activity, physical fitness and health
  - ways to evaluate their own abilities and needs with respect to activities that can enhance their health and fitness
  - the rules, techniques and conditions involved in different types of physical or sporting activity
  - the main socio-cultural determinants of physical activity and a healthy lifestyle

- will be able to demonstrate their ability to do the following:
  - give an initial account of their abilities, attitudes and needs
  - choose physical activities on the basis of their motivation, their ability to adapt to effort and their need for change
  - apply the rules and techniques of a certain number of physical activities with a view to practising them sufficiently on a regular basis
  - set goals that are realistic, measurable, challenging and situated within a specific time frame
  - improve their mastery of basic techniques and strategies associated with physical activities
  - evaluate their skills, attitudes and progress in order to adapt their means or objectives in their practice of physical activities
  - autonomously maintain or increase their physical activity and fitness levels in order to develop a healthy and active lifestyle
  - use their creativity in physical activities
  - express their choice of activities in a clear and reasoned manner

- will be encouraged to develop the following attitudes:
  o awareness of the importance of regular and sufficient physical activity in order to improve their fitness
  o awareness of the factors that encourage them to practise physical activity more often
  o 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
  o self-confidence, self-control, cooperation, respect and understanding, through knowledge and through the practice of a physical activity
  o respect for ethical behaviour when participating in a sport or a physical activity
  o respect for individual and cultural differences as well as for the environment in which the sport or physical activity takes place
  o appreciation for the aesthetic value of physical activity as well as the opportunities for enjoyment it provides
  o readiness to adopt the values of discipline, effort, consistency and perseverance
  o 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 *Criminology Interventions program* is designed to train criminology intervention technicians.

Criminology intervention technicians work with individuals or groups who require voluntary or non-voluntary placement. Their clientele is composed of children, adolescents or adults who manifest delinquent behaviours, present risk factors associated with delinquency or are victims of negligence or abuse. They may also accompany victims of crime, the people close to these victims or the people who witnessed the criminal act.

In collaboration with colleagues, partners and, if applicable, the people close to the client, criminology intervention technicians practise their profession primarily in the health and social services network, community organizations, educational institutions, detention facilities or penitentiaries.

Their interventions focus on prevention (through information and education about the factors that might make a person vulnerable to becoming delinquent), neutralizing problem behaviours (using surveillance and control measures), putting an end to a compromising situation, and promoting rehabilitation, reparation and social reintegration.

Their interventions also focus on helping clients become autonomous and take responsibility. Criminology intervention technicians provide a helping relationship and clinical monitoring, while ensuring that their clients maintain links with the community. Depending on their workplace, technicians are called upon to diagnose problems, evaluate the clientele's needs, prepare and animate activities, ensure the safety of staff and clients, refer clients to resources that meet their needs and intervene in crisis situations.

The intervention process is based primarily on observation, analysis, evaluation, implementation of intervention plans, individual meetings, facilitation or direction to community resources. This process is carried out in compliance with the legal and regulatory framework in force.

# Objectives

## Statements of the Competency
Program-Specific Component

02ET   Explore the profession

02EU   Analyze the issues related to community-based social integration

02EV   Enter into a relationship with the clientele

02EW   Situate the individual with regard to their development

02EX   Situate the individual with regard to their delinquency

02EY   Observe the person and/or the group

02EZ   Work as part of a team

02F0   Act safely in intervention settings

02F1   Collaborate in the implementation of a prevention strategy

02F2   Carry out local interventions

02F3   Examine the impact of interventions by the State in penal matters

02F4   Explore intervention techniques

02F5   Develop an intervention plan

02F6   Develop an intervention strategy for a young person in difficulty

02F7   Develop an intervention strategy for a delinquent

02F8   Develop an intervention strategy for a victim

02F9   Develop an intervention strategy for a substance-dependent person

02FA   Develop an intervention strategy for a person with a mental-health problem

02FB   Animate activities

02FC   Implement an intervention and rehabilitation strategy

02FD   Implement an intervention strategy for the victim

02FE   Supervise the person subject to legal constraints

02FF   Carry out crisis interventions

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

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

### English, Language of Instruction and Literature

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

### Humanities

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

### French as a Second Language

One objective to be met from the following:

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

One objective to be met from the following:

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

### Physical Education

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

## Complementary General Education Component

4 credits, 90 periods of instruction
Two objectives to be met from the following, in subject areas outside the student's program of study:

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

## Grid of Competencies

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

The grid of competencies includes:

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

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

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

# GRID OF COMPETENCIES

| SPECIFIC COMPETENCIES | Competency Code | GENERAL COMPETENCIES | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Competency Code** | | 02ET | 02EU | 02EV | 02EW | 02EX | 02EY | 02EZ | 02F0 | 02F3 | 02F4 | 02F5 | 02F6 | 02F7 | 02F8 | 02F9 | 02FA |
| | | Explore the profession | Analyze the issues related to community-based social integration | Enter into a relationship with the clientele | Situate the individual with regard to their development | Situate the individual with regard to their delinquency | Observe the person and/or the group | Work as part of a team | Act safely in intervention settings | Examine the impact of interventions by the State in penal matters | Explore intervention techniques | Develop an intervention plan | Develop an intervention strategy for a young person in difficulty | Develop an intervention strategy for a delinquent | Develop an intervention strategy for a victim | Develop an intervention strategy for a substance-dependent person | Develop an intervention strategy for a person with a mental-health problem |
| Collaborate in the implementation of a prevention strategy | 02F1 | o | o | o | o | o | o | o | o | | | | | | | | |
| Carry out local interventions | 02F2 | o | o | o | o | o | o | o | o | | | | | | | | |
| Animate activities | 02FB | o | o | o | o | o | o | o | o | o | o | | o | o | o | o | o |
| Implement an intervention and rehabilitation strategy | 02FC | o | o | o | o | o | o | o | o | o | o | o | o | o | | o | o |
| Develop an intervention strategy for a victim | 02FD | o | o | o | o | o | o | o | o | o | o | o | o | | o | o | o |
| Supervise the person subject to legal constraints | 02FE | o | o | o | o | o | o | o | o | o | o | o | o | o | | o | o |
| Carry out crisis interventions | 02FF | o | o | o | o | o | o | o | o | o | o | | o | o | o | o | o |

# Program-Specific Component

| | |
|---|---|
| | Code: 02ET |

| *Objective* | *Standard* |
|---|---|

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Explore the profession. | • By referring to:<br>   o recent literature on the profession<br>   o laws, regulations and procedures<br>   o professional ethics |

| | **Performance Criteria for the Competency as a Whole** |
|---|---|
| | • Proper use of terminology<br>• Clear identification of workplace requirements<br>• Honest examination of one's values and skills |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1. Differentiate between work contexts. | • Clear delineation of work situations, tasks, and roles<br>• Realistic representation of working conditions |
| 2. Examine the structure of the intervention networks. | • Accurate representation of the functioning of community and institutional networks<br>• Accurate representation of collaboration opportunities between networks |
| 3. Examine the intervention process. | • Clear delineation of the steps of the intervention process<br>• Recognition of the work tools related to the various steps |
| 4. Examine work behaviours. | • Recognition of duties and responsibilities related to professional ethics and conduct<br>• Accurate representation of the required skills |

| | Code: 02EU |
|---|---|

### *Objective*

### *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Analyze the issues related to community-based social integration. | • For all clienteles<br>• By referring to:<br>• recent literature<br>   o   laws, regulations and procedures<br>   o   professional ethics<br>• In the context of diversity |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Proper use of terminology<br>• Reflection on perceptions of diversity |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Examine the complexity of social interactions. | • Respectful consideration of the social and cultural contexts<br>• Respectful consideration of life paths<br>• Proper understanding of clients' reactions to practitioners and people in positions of authority |
| 2. Examine the phenomenon of social inequality. | • Proper recognition of powers and privileges<br>• Accurate recognition of social exclusion mechanisms<br>• Accurate identification of the consequences of social inequalities |
| 3. Examine the impact of social reaction on community-based social integration. | • Proper recognition of the interplay between social constructs and social reaction<br>• Proper recognition of the impacts of social reaction<br>• Accurate identification of the conditions that promote community-based social integration |

| | Code: 02EV |
|---|---|

## *Objective*          *Standard*

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Enter into a relationship with the clientele. | • With all clients and those close to them<br>• With groups<br>• By referring to:<br>   o laws, regulations and procedures<br>   o professional ethics |

| | **Performance Criteria for the Competency as a Whole** |
|---|---|
| | • Respectful consideration of the social and cultural contexts<br>• Honest examination of personal biases<br>• Active listening<br>• Appropriate use of communication techniques |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1. Communicate professionally. | • Accurate interpretation of verbal and body language<br>• Relevant choice of means to promote trust and collaboration<br>• Appropriate adaptation of verbal and body language |
| 2. Interact in an informal context. | • Appropriate use of informal communication opportunities<br>• Appropriate proposed topics of discussion |
| 3. Conduct an interview. | • Precise determination of interview objectives<br>• Sound use of interview techniques |

| | Code: 02EW |
|---|---|

## *Objective*  *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Situate the individual with regard to their development. | • For all clienteles<br>• By referring to:<br>  o  recent literature<br>  o  professional ethics<br>• In collaboration with:<br>  o  colleagues and partners<br>  o  people close to the individual |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Respectful consideration of the social and cultural contexts |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Examine the stages of human development. | • Accurate understanding of the stages of development<br>• Clear identification of the person's needs |
| 2. Examine the impact of life transitions on the person. | • Recognition of life transitions related to physical and sexual development<br>• Recognition of life transitions related to cognitive, socio-affective, and moral development<br>• Accurate understanding of factors related to personality and identity development |
| 3. Explain how the person functions on a personal and social level. | • Relevant identification of situational factors<br>• Accurate understanding of coping strategies for stressful situations<br>• Accurate understanding of the person's interactions with their environment |

| | Code: 02EX |
|---|---|

## *Objective*

## *Standard*

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Situate the individual with regard to their delinquency. | • For adolescent and adult clients<br>• By referring to:<br>  o the recent literature (e.g. statistics on pre-delinquency and delinquency)<br>  o laws, regulations and procedures<br>  o professional ethics |

| | **Performance Criteria for the Competency as a Whole** |
|---|---|
| | • Accurate recognition of the characteristics of the social and cultural contexts<br>• Proper use of terminology |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1. Examine the phenomenon of social disaffiliation. | • Proper recognition of contexts of social disaffiliation<br>• Proper recognition of the impact of social disaffiliation on the person<br>• Clear distinction between manifestations of marginality and deviance |
| 2. Examine the manifestations of pre-delinquency and delinquency. | • Accurate identification of risk factors and protective factors<br>• Accurate assessment of the impact of criminogenic factors on the individual's delinquent path |
| 3. Explain the process of committing a delinquent act. | • Proper understanding of the factors associated with committing a delinquent act<br>• Clear identification of types of social reaction to crime<br>• Accurate recognition of the impact of social reaction on the individual's delinquent path |

| Code: 02EY |
| --- |

## *Objective*   *Standard*

| Statement of the Competency | Achievement Context |
| --- | --- |
| Observe the person and/or the group. | • For all clients and the people close to them<br>• In collaboration with colleagues and partners<br>• Using observation tools<br>• By referring to:<br>  ○ recent literature<br>  ○ laws, regulations and procedures<br>  ○ professional ethics |

| | Performance Criteria for the Competency as a Whole |
| --- | --- |
| | • Rigorous use of observation tools<br>• Objective view<br>• Respectful consideration of the social and cultural contexts<br>• Informed communication of observations |

| Elements of the Competency | Performance Criteria |
| --- | --- |
| 1. Gather information. | • A rigorous approach to gathering information about the person and/or the group<br>• Discernment of significant events for the individual and/or the group<br>• Effective validation of information |
| 2. Conduct observations. | • Clear formulation of observation objectives<br>• Careful choice of observation methods<br>• Factual record of characteristics, behaviours, and interactions |
| 3. Analyze the information. | • Accurate interpretation of the information collected<br>• Realistic hypotheses about the situation of the individual and/or group<br>• Appropriate testing of hypotheses |
| 4. Synthesize information. | • Relevant summary for the team<br>• Recording of essential points |

| | Code: 02EZ |
|---|---|

## *Objective*                              *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Work as part of a team. | • In collaboration with colleagues, volunteers, and partners<br>• By referring to:<br>  o the mandate<br>  o laws, regulations and procedures<br>  o professional ethics |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Respectful consideration of points of view<br>• Providing constructive feedback and suggestions<br>• Respect for people, roles, and responsibilities<br>• Reflection on one's behaviour and reactions |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Establish collaboration with colleagues. | • Active participation in attaining objectives<br>• Active participation in meetings |
| 2. Prevent conflicts. | • Accurate identification of potential sources of conflict<br>• Appropriate clarification of team functioning<br>• Sound use of team resources |
| 3. Establish collaboration with partners. | • Sound use of partner resources<br>• Active participation in discussions and joint-action activities |
| 4. Participate in the training and supervision of volunteers. | • Clear identification of needs in terms of volunteers<br>• Proper monitoring of volunteers' work |

| | Code: 02FO |
|---|---|

## *Objective*

## *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Act safely in intervention settings. | • With clients and colleagues<br>• In collaboration with colleagues and partners<br>• Using work tools<br>• By referring to:<br>   o the mandate<br>   o recent literature<br>   o laws, regulations and procedures<br>   o professional ethics |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Compliance with protocols and procedures<br>• Methodical recording of information<br>• Reflection on the effectiveness of one's actions |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Carry out interventions relating to people's safety. | • Implementation of preventive measures<br>• Implementation of corrective measures<br>• Effective application of first-aid techniques |
| 2. Preserve one's physical well-being. | • Realistic anticipation of the risks inherent in the intervention contexts<br>• Effective application of restraint and self-defence techniques |
| 3. Preserve one's psychological well-being. | • Accurate recognition of psychological risks<br>• Sound identification of resources<br>• Preventive application of a stress management strategy |

| | Code: 02F1 |
|---|---|

## *Objective*                                    *Standard*

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Collaborate in the implementation of a prevention strategy. | • For juvenile and adult clients<br>• For the person and/or the group<br>• In primary and secondary prevention<br>• In the context of risk and harm reduction<br>• In collaboration with colleagues and partners<br>• Using work tools<br>• By referring to:<br>   o   the mandate<br>   o   recent literature/documentation<br>   o   laws, regulations and procedures<br>   o   professional ethics<br>   o   evidence-based approaches |

| | **Performance Criteria for the Competency as a Whole** |
|---|---|
| | • Socially and culturally adapted relational approach<br>• Appropriate professional conduct<br>• Careful recording of information<br>• Reflection on one's collaborative skills |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1.  Identify the problem. | • Rigorous analysis of the nature, severity, and sources of the problem<br>• Realistic determination of the needs and objectives |
| 2.  Participate in the organization of prevention interventions. | • Strategic choice of means of communication and intervention<br>• Joint action planning<br>• Sharing of roles and responsibilities of the mandate |
| 3.  Carry out prevention interventions. | • Appropriate contribution to the situational prevention strategy<br>• Relevance of educational interventions |
| 4.  Evaluate the impact of the prevention strategy. | • Accurate interpretation of intervention success indicators<br>• Relevant proposal of further action<br>• Appropriate contribution to the team's summary evaluation |

| | Code: 02F2 |
|---|---|

## *Objective*          *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Carry out local interventions. | • With juvenile and adult clients<br>• With the person and/or the group<br>• In collaboration with colleagues and partners<br>• Using clinical tools<br>• By referring to:<br>   ○ the mandate<br>   ○ recent literature/documentation<br>   ○ laws, regulations and procedures<br>   ○ professional ethics<br>   ○ evidence-based approaches |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Informed priority management<br>• Socially and culturally adapted relational approach<br>• Appropriate professional conduct |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Make contact. | • Comprehensive record of information on the individuals<br>• Proper understanding of group dynamics<br>• Determination of ad hoc needs |
| 2. Oversee the procedure of activities and routines. | • Sustained observation of people and their interactions<br>• Appropriate response to the needs of the person and/or the group<br>• Effective supervision of tasks and activities<br>• Effective management of interpersonal conflict |
| 3. Pass on information to colleagues. | • Proper identification of follow-ups<br>• Methodical use of monitoring and support tools |

| | Code: 02F3 |
|---|---|

## *Objective*                              *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Examine the impact of interventions by the State in penal matters. | • For juvenile and adult clients<br>• By referring to:<br>  o the mandate<br>  o laws, codes, regulations and procedures<br>  o the Charter of Human Rights and Freedoms<br>  o professional ethics |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Methodical consultation of codes and laws<br>• Observance of one's scope of intervention<br>• Accurate recognition of fundamental human rights |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Identify the legislation. | • Accurate recognition of types of offences<br>• Identification of sentences for offences |
| 2. Identify the legal and civil responsibilities of the technician. | • Recognition of the requirements for the production of testimony<br>• Recognition of the requirements regarding the recording of information |
| 3. Understand the impact of police interventions. | • Accurate recognition of the types of police interventions<br>• Accurate recognition of the impacts of police intervention |
| 4. Understand the impact of judicial decisions. | • Identification of conditions relating to judicial decisions<br>• Accurate recognition of the consequences of a judicial decision<br>• Accurate recognition of the scope of administrative judgments |

| | Code: 02F4 |
|---|---|

## *Objective*          *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Explore intervention techniques. | • For juvenile and adult clients<br>• In collaboration with the work team and partners<br>• Using clinical tools<br>• By referring to:<br>  o the mandate<br>  o recent literature/documentation<br>  o laws, regulations and procedures<br>  o professional ethics<br>  o evidence-based approaches<br>• In contexts of:<br>  o prevention<br>  o rehabilitation<br>  o social reintegration<br>  o neutralization |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Proper use of terminology<br>• Accurate recognition of intervention models |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Examine clinical approaches. | • Accurate recognition of the complementarity of clinical approaches<br>• Identification of assessment and/or intervention tools related to the various approaches |
| 2. Examine intervention techniques. | • Clear distinction between techniques used in different workplaces<br>• Relevant summary of issues and challenges related to the interventions according to the context |
| 3. Identify the intervention techniques with regard to professional ethics. | • Proper identification of ethical issues<br>• Accurate understanding of the role and responsibilities of the technician<br>• Compliance with fields of intervention |

| | Code: 02F5 |
|---|---|

## *Objective*                                    *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Develop an intervention plan. | • With juvenile and adult clients<br>• In collaboration with the person, with people close to them, with the work team, and with partners<br>• Using the person's file and clinical tools<br>• By referring to:<br>  ○ the mandate<br>  ○ recent literature/documentation<br>  ○ laws, regulations and procedures<br>  ○ professional ethics<br>  ○ evidence-based approaches |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Respectful consideration of the social and cultural contexts<br>• Respect for people, roles, and responsibilities (e.g. field of intervention) |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Evaluate the person's needs. | • Rigorous examination of the person's information<br>• Effective use of assessment tools<br>• Proper prioritization of needs |
| 2. Choose the intervention methods. | • Appropriate alignment of objectives with needs<br>• Rigorous review of internal and external resources<br>• Selection of relevant methods<br>• Precise identification of success indicators<br>• Clarification of the review methods |
| 3. Draft the intervention plan. | • Compliance with professional writing standards<br>• Clear documentation of collaborative agreements |

| | Code: 02F6 |
|---|---|

## *Objective*      *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Develop an intervention strategy for a young person in difficulty. | • For juvenile clients<br>• In collaboration with colleagues, partners, and people close to the young person<br>• Using clinical tools<br>• By referring to:<br>    o the mandate<br>    o the person's file<br>    o recent literature/documentation<br>    o laws, regulations and procedures<br>    o professional ethics<br>    o evidence-based approaches |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Respectful consideration of the social and cultural contexts<br>• Effective identification of risk factors and protective factors |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Examine the young person's life context. | • Relevant family resource summary<br>• Relevant summary of abuse and neglect indicators<br>• Proper understanding of complex stress and trauma indicators |
| 2. Examine the characteristics of the young person. | • Relevant summary of strengths, interests, and aptitudes<br>• Relevant summary of indicators of neurodevelopmental issues |
| 3. Examine the young person's reactions. | • Relevant summary of indicators of behavioural issues<br>• Relevant summary of coping strategies<br>• Establishment of relevant connections between the person's functioning and their life path |
| 4. Determine interventions. | • Sound prioritization of needs<br>• Rigorous review of best practices<br>• Appropriate combination of intervention techniques<br>• Proper alignment with partner services |

| | Code: 02F7 |
|---|---|

## *Objective*  *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Develop an intervention strategy for a delinquent. | • For adolescent and adult clients<br>• In collaboration with colleagues, partners, and people close to the delinquent<br>• Using clinical and risk management tools<br>• By referring to:<br>   o the mandate<br>   o the person's file<br>   o recent literature/documentation<br>   o laws, regulations and procedures<br>   o professional ethics<br>   o evidence-based approaches |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Respectful consideration of the social and cultural contexts<br>• Effective identification of criminogenic factors<br>• Clear distinction between types of crime<br>• Accurate analysis of the contexts in which the offences were committed |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Review the delinquent's situation. | • Proper identification of underlying values and motives<br>• Relevant summary of strengths, interests, and aptitudes<br>• Accurate understanding of the person's functioning on a personal level and social level |
| 2. Examine the repercussions of the delinquency. | • Proper identification of predictors of dangerousness and recurrence<br>• Proper understanding of the impact of social reaction to the crime<br>• Proper understanding of the personal, social, and legal consequences |
| 3. Determine interventions. | • Precise identification of criminogenic needs<br>• Rigorous review of best practices<br>• Appropriate combination of intervention techniques<br>• Proper alignment with partner services |

| | Code: 02F8 |
|---|---|

## *Objective*       *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Develop an intervention strategy for a victim. | • For juvenile and adult clients<br>• For the people close to the victim<br>• In collaboration with colleagues, partners, and people close to the victim<br>• Using clinical tools<br>• By referring to:<br>   o the mandate<br>   o the person's file<br>   o recent literature/documentation<br>   o laws, regulations and procedures<br>   o professional ethics<br>   o evidence-based approaches |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Respectful consideration of the social and cultural contexts<br>• Respectful consideration of victims' rights<br>• Proper recognition of forms of victimization |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Examine the victim's situation. | • Effective identification of vulnerability factors and protective factors<br>• Relevant summary of strengths, interests, and aptitudes<br>• Accurate understanding of values and beliefs |
| 2. Examine the repercussions on the victim's life. | • Proper recognition of the victimization process<br>• Accurate understanding of the legal procedure regarding the file<br>• Relevant summary of secondary victimization indicators<br>• Proper understanding of personal, social, and legal consequences |
| 3. Determine interventions. | • Sound prioritization of needs<br>• Rigorous review of best practices<br>• Appropriate combination of intervention techniques<br>• Proper alignment with partner services |

| | Code: 02F9 |
|---|---|

## *Objective*          *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Develop an intervention strategy for a substance-dependent person. | • For juvenile and adult clients<br>• For the people close to the substance-dependent person<br>• In collaboration with colleagues, partners, and people close to the person<br>• Using clinical and detection tools<br>• By referring to:<br>   ○ the mandate<br>   ○ the person's file<br>   ○ recent literature/documentation<br>   ○ laws, regulations and procedures<br>   ○ professional ethics<br>   ○ evidence-based approaches |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Respectful consideration of the social and cultural contexts<br>• Effective identification of risk factors and protective factors<br>• Accurate assessment of the risk of developing a comorbidity |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Examine the situation of the substance-dependent person. | • Relevant summary of dependency indicators<br>• Relevant summary of strengths, interests, and aptitudes<br>• Accurate understanding of values and beliefs<br>• Accurate understanding of the person's functioning on a personal level and social level |
| 2. Examine the repercussions of the dependency. | • Proper identification of maintenance, interruption, and progression factors<br>• Proper identification of impacts on the people close to the substance-dependent person<br>• Proper understanding of personal, social, and legal consequences |
| 3. Determine interventions. | • Sound prioritization of needs<br>• Rigorous review of best practices<br>• Appropriate combination of intervention techniques<br>• Proper alignment with partner services |

| | Code: 02FA |
|---|---|

## *Objective*                                      *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Develop an intervention strategy for a person with a mental-health problem. | • For juvenile and adult clients<br>• For the people close to the person with a mental-health problem<br>• In collaboration with colleagues, partners, and people close to the person<br>• Using detection and clinical tools<br>• By referring to:<br>   o the mandate<br>   o the person's file<br>   o recent literature/documentation<br>   o laws, regulations and procedures<br>   o professional ethics<br>   o evidence-based approaches |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Respectful consideration of the social and cultural contexts<br>• Effective identification of risk factors and protective factors<br>• Accurate assessment of the risk of developing a comorbidity |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Review the person's situation. | • Relevant identification of mood disorders, anxiety disorders, and psychotic disorders<br>• Relevant summary of personality disorder indicators<br>• Relevant summary of strengths, interests, and aptitudes<br>• Accurate understanding of the person's functioning on a personal level and social level |
| 2. Examine the repercussions of mental health disorders. | • Proper identification of the impact on the entourage and the family<br>• Accurate understanding of personal, social, and legal consequences |
| 3. Determine interventions. | • Sound prioritization of needs<br>• Rigorous review of best practices<br>• Appropriate combination of intervention techniques<br>• Proper alignment with partner services |

| | Code: 02FB |
|---|---|

## *Objective*                    *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Animate activities. | <ul><li>With juvenile and adult clients and the people close to them</li><li>In collaboration with colleagues and partners</li><li>Using animation tools</li><li>By referring to:<ul><li>the mandate</li><li>recent literature/documentation</li><li>laws, regulations and procedures</li><li>professional ethics</li><li>evidence-based approaches</li><li>information about the group</li></ul></li></ul> |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | <ul><li>Socially and culturally adapted relational approach</li><li>Appropriate professional conduct</li><li>Honest examination of one's personal biases</li><li>Reflection on one's animation skills</li></ul> |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Validate needs. | <ul><li>Relevant information gathering</li><li>Proper prioritization of needs</li></ul> |
| 2. Prepare animation. | <ul><li>Proper alignment of objectives with group needs and characteristics</li><li>Relevant choice of activity</li><li>Effective organization of resources</li></ul> |
| 3. Animate. | <ul><li>Sound use of animation tools</li><li>Appropriate group supervision</li><li>Appropriate adjustments during the animation</li></ul> |
| 4. Evaluate the impact of the animation. | <ul><li>Appropriate use of monitoring tools</li><li>Proper interpretation of activity success indicators</li></ul> |

| | Code: 02FC |
|---|---|

## *Objective*

## *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Implement an intervention and rehabilitation strategy. | • With juvenile and adult clients<br>• In collaboration with colleagues, partners, and people close to the person<br>• Using clinical tools<br>• By referring to:<br>  o the mandate<br>  o the person's file (including the intervention plan)<br>  o recent literature/documentation<br>  o laws, regulations and procedures<br>  o professional ethics<br>  o evidence-based approaches |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Socially and culturally adapted relational approach<br>• Appropriate professional conduct<br>• Compliance with the modalities of the intervention plan<br>• Proper recording of information<br>• Honest examination of one's personal biases<br>• Reflection upon one's intervention skills |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Hold follow-up meetings. | • Clear agreement on the objectives, methods, and modalities of intervention<br>• Proper identification of the follow-ups to be carried out |
| 2. Assist the person in their efforts. | • Precise identification of the request for assistance<br>• Effective collaboration with partners<br>• Relevant choice of accompanying measures |
| 3. Direct the person to services and resources. | • Appropriate proposal of services and resources<br>• Appropriate transitional support |
| 4. Evaluate the impact of the strategy. | • Accurate interpretation of intervention success indicators<br>• Relevant proposal of further action |

|  | Code: 02FD |
|---|---|

## *Objective*                                    *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Implement an intervention strategy for the victim. | • With juvenile and adult clients<br>• In collaboration with colleagues, partners, and people close to the victim<br>• Using clinical tools<br>• By referring to:<br>  ○ the mandate<br>  ○ the person's file (including the intervention plan)<br>  ○ recent literature/documentation<br>  ○ laws, regulations and procedures<br>  ○ professional ethics<br>    ○ evidence-based approaches |

|  | Performance Criteria for the Competency as a Whole |
|---|---|
|  | • Socially and culturally adapted relational approach<br>• Appropriate professional conduct<br>• Appropriate identification of the safety measures to be put in place<br>• Proper recording of information<br>• Honest examination of one's personal biases<br>• Reflection on one's intervention skills |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Hold meetings. | • Rigorous examination of the person's needs<br>• Clear agreement on the objectives, methods, and modalities of intervention<br>• Proper identification of follow-ups |
| 2. Assist the victim in their efforts. | • Relevant choice of accompanying measures<br>• Effective collaboration with people close to the victim and with partners |
| 3. Direct the victim to services and resources. | • Proper consideration of mediation or reparation measures<br>• Appropriate proposal of services and resources<br>• Appropriate transitional support |
| 4. Evaluate the impact of the strategy. | • Accurate interpretation of intervention success indicators<br>• Relevant proposal of further action |

| | Code: 02FE |
|---|---|

## *Objective*            *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Supervise the person subject to legal constraints. | • With juvenile and adult clients<br>• In collaboration with colleagues, partners, and people close to the person<br>• Using clinical tools and the intervention strategy<br>• By referring to:<br>  ○ the mandate<br>  ○ the person's legal file<br>  ○ recent literature/documentation<br>  ○ laws, regulations and procedures<br>  ○ professional ethics<br>  ○ evidence-based approaches |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Socially and culturally adapted relational approach<br>• Adopting a safe position and distance<br>• Proper recording of information<br>• Reflection on one's communication skills |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Carry out an admission procedure. | • Comprehensive list of legal conditions<br>• Clear communication of the rules and operating procedures of the setting<br>• Complete inventory of personal effects |
| 2. Monitor the person's behaviour. | • Sustained attention<br>• Rigorous application of surveillance tools<br>• Appropriate reporting of failure to observe rules |
| 3. Direct the person to social reintegration programs and services. | • Relevant inventory of social reintegration programs<br>• Appropriate proposal of services and resources<br>• Appropriate transitional support |

| | Code: 02FF |
|---|---|

## *Objective* | *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Carry out crisis interventions. | • With juvenile and adult clients<br>• With the person and/or the group<br>• In collaboration with colleagues, partners, and people close to the person or people<br>• Using work tools (e.g. crisis intervention protocols, customized intervention strategy)<br>• And by referring to:<br>  ○ the mandate<br>  ○ the person's file<br>  ○ recent literature/documentation<br>  ○ laws, regulations and procedures<br>  ○ professional ethics<br>  ○ evidence-based approaches |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Socially and culturally adapted relational approach<br>• Appropriate professional conduct<br>• Adopting a safe position and distance |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Evaluate the situation. | • Accurate identification of the type of crisis<br>• Proper recognition of the crisis state and signs of disorganization<br>• Proper anticipation of risks and/or consequences |
| 2. Prioritize the interventions. | • Proper use of means to restore balance<br>• Compliance with protocols for restraint and/or neutralization techniques<br>• Sound use of internal and external services<br>• Coherent organization of actions |
| 3. Follow up after the crisis. | • Relevant proposal of services and resources<br>• Appropriate transitional support<br>• Proper recording of information |
| 4. Evaluate the interventions. | • Appropriate evaluation summary of interventions<br>• Reflection on one's intervention skills |

# 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. | • Accurate explanation of the denotation of words<br>• Adequate recognition of the appropriate connotation of words<br>• Accurate definition of the characteristics and function of each component |
| 2. Determine the organization of facts and arguments of a given literary text. | • Clear and accurate recognition of the main idea and structure<br>• Clear presentation of the strategies employed to develop an argument or thesis |
| 3. Prepare ideas and strategies for a projected discourse. | • Appropriate identification of topics and ideas<br>• Adequate gathering of pertinent information<br>• Clear formulation of a thesis<br>• Coherent ordering of supporting material |
| 4. Formulate a discourse. | • Appropriate choice of tone and diction<br>• Correct development of sentences<br>• Clear and coherent development of paragraphs<br>• Formulation of a 750-word discourse |
| 5. Revise the work. | • Appropriate use of revision strategies<br>• Appropriate revision of form and content |

| **Learning Activities** |
|---|
| Discipline:     English, Language of Instruction and Literature<br>Weighting:     2-2-4 or 1-3-4<br>Credits:     2⅔ |

| English, Language of Instruction and Literature | Code: 4EA1 |
|---|---|

## *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. | • Clear recognition of the formal characteristics of a literary genre |
| 2. Recognize the use of literary conventions within a specific genre. | • Accurate recognition of the figurative communication of meaning<br>• Adequate explanation of the effects of significant literary and rhetorical devices |
| 3. Situate a work within its historical and literary period. | • Appropriate recognition of the relationship of a text to its period |
| 4. Write a critical analysis of a literary genre. | • Selective use of appropriate terminology<br>• Effective presentation of a 1000-word coherent response to a literary text |
| 5. Revise the work. | • Appropriate use of revision strategies<br>• Appropriate revision of form and content |

**Learning Activities**

Discipline:     English, Language of Instruction and Literature
Weighting:     2-2-3
Credits:        2⅓

| English, Language of Instruction and Literature | Code: 4EA2 |
|---|---|

## *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. | • Clear recognition of elements within the text, which define and reinforce a theme and its development<br>• Adequate demonstration of the effects of significant literary and rhetorical devices |
| 2. Situate a literary text within its cultural context. | • Appropriate recognition of a text as an expression of cultural context<br>• Adequate demonstration of the effects of significant literary and rhetorical devices |
| 3. Detect the value system inherent in a literary text. | • Appropriate identification of expression (explicit/implicit) of a value system in a text |
| 4. Write an analysis on a literary theme. | • Selective use of appropriate terminology<br>• Effective presentation of a 1000-word coherent response to a literary text |
| 5. Revise the work. | • Appropriate use of revision strategies<br>• Appropriate revision of form and content |

| **Learning Activities** |
|---|
| Discipline:     English, Language of Instruction and Literature<br>Weighting:    2-2-3<br>Credits:        2⅓ |

| English, Language of Instruction and Literature | Code: 4EAP |
|---|---|

## *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. | • Accurate recognition of specialized vocabulary and conventions<br>• Accurate recognition of the characteristics of the form of discourse<br>• Exploration of a variety of topics |
| 2. Recognize the forms of discourse appropriate to given fields of study. | • Clear and accurate recognition of the main ideas and structure<br>• Appropriate distinction between fact and argument |
| 3. Formulate an oral and a written discourse. | • Examine ways to address and structure a given topic<br>• Appropriate choice of tone and diction<br>• Correctly developed sentences<br>• Clearly and coherently developed paragraphs<br>• Appropriate use of program-related communication strategies including media and technology<br>• Formulation of a 1000-word discourse |
| 4. Revise the work. | • Appropriate use of revision strategies<br>• Appropriate revision of form and content |

**Learning Activities**

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

| Humanities | Code: 4HU0 |
|---|---|

## *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. | • Appropriate description of the basic elements<br>• Appropriate use of terminology relevant to a field of knowledge |
| 2. Define the modes of organization and utilization of a field of knowledge. | • Adequate definition of the dimensions, limits, and uses of a field of knowledge |
| 3. Situate a field of knowledge within its historical context. | • Accurate identification of the main components in the historical development of a field of knowledge<br>• 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. | • Coherent organization of the main components |
| 5. Produce a synthesis of the main components. | • Appropriate analysis of the components<br>• Coherent synthesis of the main components<br>• Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of the organization and uses of knowledge<br>• Appropriate use of revision strategies<br>• Appropriate revision of form and content |

| **Learning Activities** |
|---|
| Discipline:    Humanities<br>Weighting:    3-1-3<br>Credits:    2⅓ |

| Humanities | Code: 4HU1 |
|---|---|

## *Objective*          *Standard*

| Statement of the Competency |
|---|
| Apply a critical thought process to world views. |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Describe world views. | • Accurate description of a society or group with a distinctive world view<br>• Appropriate use of terminology relevant to these societies or groups |
| 2. Explain the major ideas, values, and implications associated with a given world view. | • Adequate explanation of the salient components of a world view |
| 3. Organize the ideas, values, and experiences of a world view into coherent patterns. | • Coherent organization of ideas about a world view<br>• Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views |
| 4. Compare world views. | • Comparative analysis of these world views<br>• 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. | • Coherent integration of the importance and implications of the world views for the given societies or groups<br>• Appropriate use of revision strategies<br>• Appropriate revision of form and content |

| Learning Activities |
|---|
| Discipline:     Humanities<br>Weighting:    3-0-3<br>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. | • Accurate recognition of the basic elements of ethical issues<br>• Appropriate use of relevant terminology<br>• 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. | • Adequate description of the salient components of the issues |
| 3. Organize the ethical questions and their implications into coherent patterns. | • Coherent organization of the ethical questions and their implications<br>• 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. | • Adequate development of substantiated argumentation including context and diverse points of view<br>• Clear articulation of an individual point of view<br>• Appropriate use of revision strategies<br>• Appropriate revision of form and content |

| **Learning Activities** |
|---|
| Discipline: Humanities<br>Periods of instruction: 45<br>Credits: 2 |

| French as a Second Language (Level I) | Code: 4SF0 |
|---|---|

## *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. | • Clear, coherent formulation of a text of about 250 words<br>• Adequate development of the text: intention, topic, reader<br>• Formulation of simple, well-constructed sentences<br>• Use of adequate vocabulary for the task<br>• 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<br>• Satisfactory correction of errors in spelling or grammar<br>• Appropriate use of revision strategies |
| 2. Understand the meaning of a simple text. | • Accurate description of the general meaning and essential ideas of a 500-word text<br>• Accurate identification of the difficulties in understanding the text<br>• Appropriate use of reading techniques<br>• Accurate identification of the main elements of the text |
| 3. Convey a simple oral message. | • Clear and coherent formulation of an oral presentation of at least four minutes<br>• Appropriate use of standard vocabulary<br>• Clear and coherent statements |
| 4. Understand the meaning of a simple oral message. | • Accurate identification of the general meaning and essential ideas of an oral message of at least four minutes<br>• Accurate identification of the difficulties in understanding the message<br>• Accurate description of the general meaning and essential ideas of the message |

| Learning Activities |
|---|
| Discipline:  French as a Second Language<br>Weighting:  2-1-3<br>Credits:  2 |

| French as a Second Language (Level II) | Code: 4SF1 |
|---|---|

## *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<br>• Respect for grammar and spelling rules<br>• Appropriate use of the main elements of the corpus<br>• Clear, coherent formulation of sentences<br>• Coherent organization of paragraphs<br>• Appropriate use of revision strategies<br>• 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 1000 words<br>• Accurate identification of the main elements of the text<br>• 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<br>• Appropriate use of standard vocabulary<br>• 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<br>• Accurate identification of the ideas and subjects dealt with in the text<br>• Accurate explanation of the meaning of the words of the text |

| **Learning Activities** |
|---|
| Discipline:     French as a Second Language<br>Weighting:    2-1-3<br>Credits:        2 |

| French as a Second Language (Level III) | Code: 4SF2 |
|---|---|

## *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. | • Writing of a text of about 450 words<br>• Respect for grammar and spelling rules<br>• Adaptation to the intended audience<br>• Appropriate use of the main elements of the corpus<br>• Clear and coherent formulation of sentences, including at least three that are complex<br>• Coherent organization of paragraphs |
| 2. Revise and correct a text of moderate complexity. | • Appropriate use of revision strategies<br>• Appropriate revision of the text |
| 3. Comment on a written text of moderate complexity. | • Accurate identification of the main elements of a text of between 2500 and 3000 words<br>• Accurate explanation of the meaning of the words of the text<br>• Accurate identification of the main and secondary ideas, of facts and opinions<br>• Accurate identification of what is implicit and what is explicit |
| 4. Produce a planned oral text of moderate complexity. | • Clear and coherent formulation of an oral presentation of at least five minutes<br>• Appropriate use of standard vocabulary<br>• Respect for the level of language and rules of grammar and pronunciation<br>• Adaptation to the intended audience<br>• Appropriate sequencing of ideas |

**Learning Activities**

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

| French as a Second Language (Level IV) | Code: 4SF3 |
|---|---|

*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. | • Clear and coherent formulation of a text of about 550 words<br>• Respect for the topic<br>• Respect for grammar and spelling rules<br>• Adaptation to the intended audience<br>• Appropriate use of the main elements of the corpus<br>• Clear articulation of a personal point of view |
| 2. Revise and correct a text on a cultural or literary topic. | • Appropriate use of revision strategies<br>• Appropriate revision of the text |
| 3. Analyze a cultural or literary text. | • Personal formulation of the main elements of the text<br>• Identification of the main themes<br>• Identification of clues that help situate the text in its socio-cultural and historical context<br>• Accurate identification of the values expressed<br>• Accurate identification of the structure of the text<br>• Clear articulation of a personal point of view |

| **Learning Activities** |
|---|
| Discipline:    French as a Second Language<br>Weighting:   3-0-3<br>Credits:      2 |

| French as a Second Language (Level I) | Code: 4SFP |
|---|---|

## *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. | • Accurate identification of difficulties in writing<br>• Appropriate use of writing techniques<br>• Appropriate use of standard and specialized vocabulary<br>• Clear and coherent formulation of the text<br>• Appropriate use of revision strategies<br>• Satisfactory correction of spelling and grammatical errors |
| 2. Understand the meaning and characteristics of a text related to the student's field of study. | • Accurate identification of difficulties in understanding the text<br>• Accurate identification of the characteristics of the text<br>• Accurate identification of specialized vocabulary<br>• Accurate identification of the main elements of the text<br>• 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. | • Accurate identification of the difficulties in oral expression<br>• Appropriate use of techniques of oral expression<br>• Appropriate use of standard and specialized vocabulary<br>• Intelligible expression of the message |
| 4. Understand the meaning of a simple oral message related to the student's field of study. | • Accurate identification of difficulties in understanding the message<br>• Accurate identification of the characteristics of the message<br>• Accurate identification of specialized vocabulary<br>• Accurate identification of the main elements of the message<br>• 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 |

| French as a Second Language (Level II) | Code: 4SFQ |
|---|---|

## *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. | • Appropriate use of specialized vocabulary and of conventions specific to different types of texts<br>• Respect for the level of language and rules of grammar and spelling<br>• Clear and coherent formulation of the text<br>• Appropriate use of writing techniques |
| 2. Revise and correct a text on a topic related to the student's field of study. | • Appropriate use of revision strategies<br>• Satisfactory correction of spelling and grammatical errors |
| 3. Differentiate the types of texts specific to the student's field of study. | • 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. | • Accurate identification of the main elements of the text<br>• Accurate interpretation of specialized vocabulary<br>• Accurate identification of the ideas and subjects dealt with<br>• Appropriate use of reading and listening techniques |

| Learning Activities |
|---|
| Discipline: French as a Second Language<br>Periods of instruction: 45<br>Credits: 2 |

| French, Second Language (Level III) | Code: 4SFR |
|---|---|

## *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. | • Respect for the topic<br>• Appropriate use of specialized vocabulary and the conventions specific to different types of texts<br>• Respect for the level of language and rules of grammar and spelling<br>• Clear and coherent formulation of the text<br>• Appropriate sequencing of ideas<br>• Appropriate form for the content |
| 2. Revise and correct a text on a topic related to the student's field of study. | • Appropriate use of revision strategies<br>• Satisfactory correction of spelling and grammatical errors |
| 3. Comment on texts specific to the student's field of study. | • Accurate identification of the formal characteristics of the main types of texts and the conventions used<br>• Accurate explanation of the meaning of the words in the text<br>• Accurate identification of the structure of the text<br>• Accurate reformulation of the main and secondary ideas, of the facts and opinions<br>• Accurate use of specialized vocabulary |

### Learning Activities

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

| French as a Second Language (Level IV) | Code: 4SFS |
|---|---|

*Objective*                 *Standard*

**Statement of the Competency**

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

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Write a text on a topic related to the student's field of study. | • Respect for the topic<br>• Appropriate use of specialized vocabulary and the conventions specific to different types of texts<br>• Appropriate choice of the main elements of the corpus based on the type of text<br>• Clear and coherent formulation of the text<br>• Respect for the level of language and rules of grammar and spelling<br>• Clear articulation of a personal point of view |
| 2. Revise and correct a text on a topic related to the student's field of study. | • Appropriate use of revision strategies<br>• Satisfactory correction of spelling and grammatical errors |
| 3. Analyze a text related to the student's field of study. | • Precise differentiation of the formal characteristics of specific types of texts<br>• Personal formulation of the main elements<br>• Listing of the main themes<br>• Accurate identification of the structure of the text<br>• Identification of clues that help situate the text in its context<br>• Clear articulation of a personal point of view<br>• Accurate association of elements of the text with the topic |

**Learning Activities**

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

| Physical Education | Code: 4EP0 |
|---|---|

## *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. | • Proper use of documentation from scientific research or the media<br>• Recognition of the influence of social and cultural factors on the practice of physical activity<br>• 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. | • Respect for the rules specific to the physical activity practised<br>• Respect for codes of ethics, safety rules and regulations when being physically active<br>• 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. | • Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical condition<br>• Overall assessment of one's needs and abilities in terms of physical activity<br>• 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. | • Appropriate choice of physical activities according to one's needs, abilities and motivational factors<br>• Use of clear reasoning to explain the choice of physical activity |

**Learning Activities**

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

| Physical Education | Code: 4EP1 |
|---|---|

## *Objective*        *Standard*

| Statement of the Competency |
|---|
| Improve one's effectiveness when practising a physical activity. |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Plan an approach to improve one's effectiveness when practising a physical activity. | <ul><li>Initial assessment of one's abilities and attitudes when practising a physical activity</li><li>Statement of one's expectations and needs with respect to the ability to practise the activity</li><li>Appropriate formulation of personal objectives</li><li>Appropriate choice of the means to achieve one's objectives</li><li>Use of clear reasoning to explain the choice of physical activity</li></ul> |
| 2. Use a planned approach to improve one's effectiveness when practising a physical activity. | <ul><li>Respect for the rules and regulations of the physical activity</li><li>Respect for codes of ethics, safety rules and regulations when being physically active</li><li>Appropriate use of strategies for the quantitative and qualitative evaluation of one's motor skills</li><li>Periodic assessment of one's abilities and attitudes when practising a physical activity</li><li>Meaningful interpretation of progress made and the difficulties encountered in the practice of physical activity</li><li>Pertinent, periodic and proper adjustments of one's objectives or means</li><li>Appreciable improvement in one's motor skills, techniques or complex strategies required by the physical activity</li></ul> |

| Learning Activities |
|---|
| Discipline:     Physical Education<br>Weighting:    0-2-1<br>Credits:        1 |

| Physical Education | Code: 4EP2 |
|---|---|

## *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<br>• Proper and appropriate formulation of personal objectives<br>• Appropriate choice of physical activity or activities to achieve personal objectives<br>• 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<br>• Respect for codes of ethics, safety rules and regulations when being physically active<br>• 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<br>• Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical activity<br>• Periodic assessment of the time invested and activities practised during the program<br>• Appropriate, periodic and proper adjustment of personal objectives or means used<br>• Meaningful interpretation of the progress made and difficulties encountered in the practice of physical activities<br>• 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. | • Working alone<br>• In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues<br>• 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. | • Formulation of the focus specific to one or more of the social sciences<br>• Description of the main approaches used in the social sciences |
| 2. Identify some of the issues currently under study in the social sciences. | • 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. | • Presentation of contemporary issues by highlighting the interpretation of the social sciences<br>• Illustration of the interaction between certain social changes and the contribution of the social sciences |

| 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 000V.<br>Use code 305 for a multidisciplinary course.<br>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education. |

| Social Sciences | Code: 000W |
|---|---|

## *Objective*                                        *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Analyze one of the major problems of our time using one or more social scientific approaches. | • Working alone<br>• In an essay of approximately 750 words on a topic related to human existence<br>• Using reference materials from the field of social sciences |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Formulate a problem using one or more social scientific approaches. | • Presentation of the background to the problem<br>• Use of appropriate concepts and language<br>• Brief description of individual, collective, spatiotemporal and cultural aspects of the problem |
| 2. Address an issue using one or more social scientific approaches. | • Clear formulation of an issue<br>• Selection of pertinent reference materials<br>• Brief description of historical, experimental and survey methods |
| 3. Draw conclusions. | • Appropriate use of the selected method<br>• Determination of appropriate evaluation criteria<br>• Identification of strengths and weaknesses of the conclusions<br>• 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.<br>Use code 305 for a multidisciplinary course.<br>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education. |

| Science and Technology | Code: 000X |
|---|---|

## *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. | • Working alone<br>• Using a written commentary on a scientific discovery or technological development<br>• In an essay of approximately 750 words |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Describe scientific thinking and the standard scientific method. | • Brief description of the essential characteristics of scientific thinking, including quantification and demonstration<br>• 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. | • 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. | • Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries<br>• Listing of the main stages of scientific and technological discoveries |
| 4. Deduce different consequences and questions resulting from certain recent scientific and technological developments. | • Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries<br>• Formulation of relevant questions and credibility of responses to the questions formulated |

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

| Science and Technology | 000Y |
|---|---|

## *Objective*                                        *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Resolve a simple problem by applying the basic scientific method. | • Working alone or in groups<br>• Applying the standard scientific method to a given, simple scientific and technological problem<br>• 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. | • 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. | • Clear, precise description of the problem<br>• 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. | • Pertinence, reliability and validity of the experimental method used<br>• Observance of established experimental method<br>• Appropriate choice and use of instruments<br>• Clear, satisfactory presentation of results<br>• 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.<br>Use code 105 for a multidisciplinary course.<br>Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education. |

| Modern Language | Code: 000Z |
|---|---|

## *Objective* *Standard*

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Communicate with limited skill in a modern language. | • For modern Latin-alphabet languages:<br>   o during a conversation consisting of at least eight lines of dialogue<br>   o in a written text consisting of at least eight sentences<br>• For modern non–Latin-alphabet languages:<br>   o during a conversation consisting of at least six lines of dialogue<br>   o in a written text consisting of at least six sentences<br>• Based on learning situations on familiar themes<br>• Using reference materials |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1. Understand the meaning of an oral message. | • Accurate identification of words and idiomatic expressions<br>• Clear recognition of the general meaning of simple messages<br>• Logical connection between the various elements of the message |
| 2. Understand the meaning of a written message. | • Accurate identification of words and idiomatic expressions<br>• Clear recognition of the general meaning of simple messages<br>• Logical connection between the various elements of the message |
| 3. Express a simple message orally. | • Appropriate use of language structures in main and coordinate clauses<br>• Appropriate application of grammar rules<br>• Use of verbs in the present indicative<br>• Appropriate use of basic vocabulary and idiomatic expressions<br>• Clear pronunciation<br>• Coherent sequencing of simple sentences<br>• Spontaneous and coherent sequencing of sentences in a conversation |
| 4. Write a text on a given subject. | • Appropriate use of language structures in main and coordinate clauses<br>• Appropriate application of basic grammar rules<br>• Use of verbs in the present indicative<br>• Appropriate use of basic vocabulary and idiomatic expressions<br>• Coherent sequencing of simple sentences<br>• 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. |

| Modern Language | Code: 0010 |
|---|---|

## *Objective*        *Standard*

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Communicate on familiar topics in a modern language. | • During a conversation that includes at least 15 lines of dialogue<br>• In a written text consisting of at least 20 sentences for Latin-alphabet languages<br>• In a written text consisting of at least 10 sentences for non–Latin-alphabet languages<br>• Based on:<br>    ○ common situations in everyday life<br>    ○ simple topics from everyday life<br>• Using reference materials |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1. Understand the meaning of an oral message. | • Accurate identification of words and idiomatic expressions<br>• Clear recognition of the general meaning and essential ideas of messages of average complexity<br>• Logical connection between the various elements of the message |
| 2. Understand the meaning of a written message. | • Accurate identification of words and idiomatic expressions<br>• Clear recognition of the general meaning and essential ideas of messages of average complexity<br>• Logical connection between the various elements of the message |
| 3. Express a simple message orally, using sentences of average complexity. | • Appropriate use of language structures in main or subordinate clauses<br>• Appropriate application of grammar rules<br>• Use of verbs in the present indicative<br>• Appropriate use of enriched basic vocabulary and idiomatic expressions<br>• Clear pronunciation<br>• Coherent sequencing of sentences<br>• Dialogue |
| 4. Write a text on a given subject, using sentences of average complexity. | • Appropriate use of language structures in main or subordinate clauses<br>• Appropriate application of grammar rules<br>• Use of verbs in the present and past indicative<br>• Appropriate use of enriched basic vocabulary and idiomatic expressions<br>• Coherent sequencing of sentences of average complexity<br>• Acceptable application of graphic rules for writing systems that do not use the Latin alphabet |

| **Learning Activities** |
|---|
| Periods of instruction:     45<br>Credits:     2<br>Note:     The acquisition of a modern language requires an awareness of the culture of its native speakers.<br>Use the 600 series of codes to link a course to objective 0010, with the exception of codes 601, 602, 603 and 604. |

| Modern Language | Code: 0067 |
|---|---|

## *Objective*        *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Communicate with relative ease in a modern language. | • Working alone<br>• During a conversation consisting of at least 20 lines of dialogue<br>• In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages)<br>• Given documents of a socio-cultural nature<br>• Using reference materials for the written text |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Understand the meaning of an oral message in everyday language. | • Accurate explanation of the general meaning and essential ideas of the message<br>• Clear identification of structural elements of the language |
| 2. Understand the meaning of a text of average complexity. | • Accurate explanation of the general meaning and essential ideas of the text<br>• Clear identification of structural elements of the language |
| 3. Have a conversation on a subject. | • Appropriate use of the structural elements of the language according to the message to be expressed<br>• Appropriate use of everyday vocabulary<br>• Accurate pronunciation and intonation<br>• Normal flow in a conversation in everyday language<br>• Coherence of the message expressed<br>• Pertinent responses to questions |
| 4. Write a text of average complexity. | • Appropriate use of the structural elements of the language according to the text to be written<br>• Accurate vocabulary<br>• Coherence of the text as a whole<br>• Observance of presentation and writing rules applicable to the text |

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

| Mathematics Literacy and Computer Science | Code: 0011 |
|---|---|

## *Objective*          *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Recognize the role of mathematics or computer science in contemporary society. | • Working alone<br>• In an essay of approximately 750 words<br>• 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. | • Identification of basic notions and concepts<br>• Identification of the main branches of mathematics or computer science<br>• Appropriate use of terminology |
| 2. Describe the evolution of mathematics or computer science. | • Descriptive summary of several major phases |
| 3. Recognize the contribution of mathematics or computer science to the development of other areas of knowledge. | • Demonstration of the existence of important contributions, using concrete examples |
| 4. Illustrate the diversity of mathematical or computer science applications. | • 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. | • Identification of several major influences<br>• Explanation of the way in which mathematics or computer science have changed certain human and organizational realities<br>• Recognition of the advantages and disadvantages of these influences |

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

| Mathematics Literacy and Computer Science | Code: 0012 |
|---|---|

## *Objective*        *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Use various mathematical or computer science concepts, procedures and tools for common tasks. | • Working alone<br>• While carrying out a task or solving a problem based on everyday needs<br>• 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. | • Brief definition of concepts<br>• Correct execution of basic operations<br>• Appropriate use of terminology |
| 2. Select mathematical or computing tools and procedures on the basis of specific needs. | • Listing of numerous possibilities available through the use of mathematical and computing tools and procedures<br>• Analysis of concrete situations and recognition of the usefulness of mathematical or computing tools and procedures<br>• Appropriate choice according to needs |
| 3. Use mathematical or computing tools and procedures to carry out tasks and solve problems. | • Use of a planned and methodical process<br>• Correct use of tools and procedures<br>• Satisfactory results, given the context<br>• 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. | • Accurate interpretation, given the context<br>• Clear, precise formulation of the interpretation |

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

| Art and Aesthetics | Code: 0013 |
|---|---|

## *Objective*                                    *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Consider various forms of art produced according to aesthetic practices. | • Working alone<br>• Given a specified work of art<br>• In a written commentary of approximately 750 words |

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

| Learning Activities | |
|---|---|
| Periods of instruction: | 45 |
| Credits: | 2 |
| Note: | Use the 500 series of codes (except 502) to link a course to objective 0013.<br>Use code 504 for a multidisciplinary course.<br>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. |

| Art and Aesthetics | Code: 0014 |
|---|---|

## *Objective*          *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Produce a work of art. | • Working alone<br>• During a practical exercise<br>• In the context of creating or interpreting a work of art<br>• 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. | • Identification of specific features: originality, essential qualities, means of communication, styles, genres |
| 2. Use the medium. | • Personal, coherent use of elements of language<br>• Satisfactory application of artistic techniques<br>• Compliance with the requirements of the method of production |

| Learning Activities |
|---|

| Periods of instruction: | 45 |
|---|---|
| Credits: | 2 |
| Note: | Use the 500 series of codes to link a course to objective 0014, with the exception of code 502.<br>Use code 504 for a multidisciplinary course.<br>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. |

| Contemporary Issues | Code: 021L |
|---|---|

## *Objective*        *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Consider contemporary issues from a transdisciplinary perspective. | • Individually or in groups<br>• Drawing on different fields of knowledge<br>• Using documents and data from various disciplines |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Identify major contemporary issues. | • Exploration of various contemporary issues<br>• Description of the main perspectives concerning these issues<br>• Clear formulation of objects to study related to these issues |
| 2. Recognize the specific role of several disciplines in the understanding of an issue. | • Identification of some of the theories used in analyzing the issue<br>• Clear description of the concepts and methods used |
| 3. Demonstrate the contribution of several disciplines to the understanding of an issue. | • Clear formulation of the perspectives of the issue<br>• Precise description of the main contributions of the disciplines<br>• Pertinent explanation of the interaction among various disciplines<br>• 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. |

| Contemporary Issues | Code: 021M |
|---|---|

## *Objective*        *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Explore a contemporary issue from a transdisciplinary perspective. | • Individually or in groups<br>• Drawing on different fields of knowledge<br>• Using documents and data from various disciplines |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Present a research problem. | • Justification of the choice of research problem<br>• Brief description of the main issues involved in the problem<br>• Clear formulation of the main dimensions of the problem<br>• Appropriate use of language and concepts from the disciplines<br>• Clear formulation of the research question |
| 2. Analyze the research problem. | • Relevant description of a research approach or method<br>• Appropriate selection of research data<br>• Proper application of the approach or method used<br>• Appropriate use of an analytical framework |
| 3. Propose solutions. | • Clear description of the main contributions from the disciplines<br>• Pertinent explanation of the interaction among various disciplines<br>• Justification of solutions proposed<br>• 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.

### 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. It does not define the learning context or the evaluation context.

## 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 *Criminology Interventions* program contains a glossary intended to facilitate understanding of certain terms used in the formulations of objectives and standards for the program-specific component.

### Anxiety disorders
Disorders that are distinguished from so-called normal reactions of stress, fear, anxiety and anguish by the magnitude and repetitiveness of the physical, behavioural, cognitive and emotional reactions (e.g. panic disorder, agoraphobia, generalized anxiety, specific phobia and social phobia).

### Behavioural disorders
These disorders are generally diagnosed during childhood or adolescence and consist of a set of reactions that demonstrate disorganization. These disorders most often manifest themselves in aggression or violence, particularly at home and at school. Behavioural disorders are adaptation disorders that go far beyond the simple temporary difficulties that a young person could experience at a certain moment in their life.

### Criminology
The scientific study of crime, causes of crime, and methods of reducing crime, reacting to offenders and understanding victimization and its consequences. The science of criminality; study of natural, individual and social causes, manifestations and prevention of crime.

### Crisis state
A condition characterized by a psychological imbalance with several phases where certain interventions are desirable, even essential, because they have been proven in practice. These interventions help to reduce the level of tension and defuse the crisis.

### Dangerousness
The probability that a given individual will commit, in the short term, a delinquent act that could cause physical, moral or psychological harm to others.

### Delinquency
Behaviour characterized by acts that violate laws.

### Depression and bipolar disorder
Mental health disorders that are characterized by lasting emotional states that can result in sometimes intolerable suffering and can severely disable people who have the disorders.

### Deviance/Deviancy
Any behaviour that differs from the norms adopted by a given group or society.

### Intervention approach
A specific perspective within a model. An approach is put into action by a method. When a method is a set of technical procedures that enable a goal to be reached, an approach, such as a behavioural approach, may include several methods that follow the procedures or learning activities set forth in the intervention program (techniques).

### Intervention model
A theoretical representation that may take different forms. For example, the psychoanalytical model has given rise to several individual therapy approaches. The internship model is manifested through different approaches. Psychoeducation is also an example of an intervention model.

## Intervention plan
A process designed to help a person with difficulties who needs adapted interventions in order to continue to develop in the best way possible. The intervention plan consists of planned coordinated actions established in an organization.

## Intervention strategy
A set of measures to support someone in achieving a goal. A strategy can include different techniques, actions and activities.

## Intervention technique
Know-how based on a series of specific rules that have been proven in practice. Techniques are essential elements of an intervention program or ways of doing things (e.g. sessions in which participants learn social skills).

## Life transition
A psychological process through which a person passes to reach a new state. The change is external and visible. The transition is internal, intimate and unique. This is a living, non-mechanical and automatic process.

## Local intervention
An intervention aimed at maintaining a meaningful relationship, in a non-directive way, with people who are at odds with institutions. It involves physical proximity (in the living environment) and a voluntary relationship. It also includes a certain relational proximity or community proximity (voluntary and egalitarian relationship). As the establishment of a voluntary and egalitarian relationship requires time, local intervention work involves a recurrent and consistent presence in the field.

## Maintenance, progress or interruption factor
In the field of drug addiction, a factor that influences the passage from one stage to another or the giving up of a current lifestyle. For example, a stay in prison or getting older are factors that could encourage the person to either maintain or give up a deviant lifestyle.

## Mandate
A responsibility or function that may be delegated to more than one intervention worker in the same organization. It is therefore important that each worker be aware of the specific role that they exercise in their field of practice and thus stay within the limits set and the powers conferred by the laws that govern their professional activities.

## Manifestation
An action or a way of showing something. A clinical manifestation of a disease could be a phenomenon, symptom or disorder. This term is often accompanied by an adjective: behavioural, emotional, cognitive.

## Marginality
A distinct way of living outside the social mainstream, usually on a regular basis and deliberately chosen.

## Mental health
A state of well-being that enables anyone to achieve their potential, cope with the ordinary demands of life, work successfully and productively, and be able to contribute to the community.

## Neurodevelopmental disorders
Disorders that appear during childhood but affect the person to varying degrees throughout their life (e.g. attention deficit disorder, with or without hyperactivity, autism spectrum disorder, intellectual handicaps and specific learning difficulties).

## Neutralization
A set of interventions designed to prevent a person from acting by controlling them. Neutralization is designed to protect society and reduce the person's risk of re-offending.

## Personality disorder
A set of personality traits that are rigid, maladjusted, or cause the person with the disorder or the people close to them to suffer psychologically.

## Prevention
A set of interventions carried out in order to stop something before it happens; in other words, it is the attempt to prevent deviant and delinquent behaviours from manifesting and recurring. Primary crime prevention is defined as the set of measures taken to stop a problem from developing. Secondary prevention is defined as a set of measures designed to address a problem as early as possible, ideally before vulnerable people are affected by that problem.

## Protective factor
Something in a person's life that is linked to their family situation, living environment or culture and that may contribute to reducing their risk of developing physical, emotional or behavioural disorders.

## Rehabilitation
A set of interventions aimed at transforming the subject's way of thinking and acting. Rehabilitation involves different procedures, therapies, techniques and approaches that act on the subject in order to get adapted ways of behaving to appear.

## Risk factor
Something in a person's life that is linked to their family situation, living environment or culture and that may contribute to increasing their risk of developing physical, emotional or behavioural disorders.

## Schizophrenia and other psychotic disorders
Disorders marked by significant distortions in the way reality is perceived (e.g. hearing voices) and disordered functioning.

## Situational prevention
Non-penal measures aimed at reducing the opportunities to commit a crime, or at reducing the benefits and increasing the risks for offenders.

## Social prevention
Social measures designed to improve living conditions in a given community in order to have a direct influence on a delinquent behaviour.

## Social reintegration
A set of interventions designed to help an offender live in a socially acceptable way, obeying the law. These interventions take the form of activities and programs designed to support the person on their pathway and to get to know them better, to consolidate the relationship of trust, to involve the person's family and social network as well as to provide the person with services adapted to their needs.

## Trauma-and stress-related disorders
Disorders that include reactive attachment disorder, disinhibited social engagement disorder, post-traumatic stress disorder, acute stress disorder, adjustment disorders, etc.

## Victim
A person who, as a result of a crime, has had their rights infringed or their well-being harmed. This infringement or harm has psychological, physical, social, emotional, financial or existential consequences.

## Vulnerability factor
A factor that is explained by fragile elements of a personal, family or social nature.

## Harmonization

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

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

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

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

# Occupational Health and Safety Hazards

This section expands on the risks associated with the competencies in the *Criminology Interventions* 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.[1] 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

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[1] Gouvernement du Québec, 2020, *Rapport d'analyse de profession – Technicienne et technicien en intervention en délinquance*, 57-62 *(Translation)*.

| | **TABLE: SOURCES AND RISK LEVELS FOR EACH COMPETENCY** | | | | | | |
|---|---|---|---|---|---|---|---|
| | | **Sources of risk** | | | | | |
| COMPETENCY NUMBER | *Criminology Interventions* | 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 |
| 02ET | Explore the profession | | | | | | |
| 02EU | Analyze the issues related to community-based social integration | | | | | | |
| 02EV | Enter into a relationship with the clientele | | | ○ | ○ | ● | |
| 02EW | Situate the individual with regard to their development | | | | | | |
| 02EX | Situate the individual with regard to their delinquency | | | | | | |
| 02EY | Observe the person and/or the group | | | ○ | ○ | ● | |
| 02EZ | Work as part of a team | | | | ○ | ○ | |
| 02F0 | Act safely in intervention settings | | ○ | ○ | ● | ● | |
| 02F1 | Collaborate in the implementation of a prevention strategy | | | ○ | ○ | ● | |
| 02F2 | Carry out local interventions | | ○ | ● | ● | ● | ○ |
| 02F3 | Examine the impact of interventions by the State in penal matters | | | | | | |
| 02F4 | Explore intervention techniques | | | | | | |
| 02F5 | Develop an intervention plan | | | ○ | ○ | ● | |
| 02F6 | Develop an intervention strategy for a young person in difficulty | | | | | ● | |
| 02F7 | Develop an intervention strategy for a delinquent | | | | | ● | |
| 02F8 | Develop an intervention strategy for a victim | | | | | ● | |
| 02F9 | Develop an intervention strategy for a substance-dependent person | | | | | ● | |
| 02FA | Develop an intervention strategy for a person with a mental-health problem | | | | | ● | |
| 02FB | Animate activities | | ○ | ○ | ○ | ● | |
| 02FC | Implement an intervention and rehabilitation strategy | | | ○ | ○ | ● | |
| 02FD | Implement an intervention strategy for the victim | | | ○ | ○ | ● | |
| 02FE | Supervise the person subject to legal constraints | | | ○ | ● | ● | |
| 02FF | Carry out crisis interventions | | ○ | ● | ● | ● | |

## Risk levels

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

Low risk: ○     High risk: ●