# Special Education Techniques (351.A1)

**College program**

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

**COLLEGE EDUCATION PROGRAM**

Votre gouvernement

Québec

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**Type of certification:**                                                      Diploma of College Studies

**Number of credits:**                                          91 ⅔ credits

**Number of periods of instruction:**                      2 745 periods of instruction

| General education component: | 660 | periods of instruction |
|---|---|---|
| Program-specific component: | 2 085 | 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
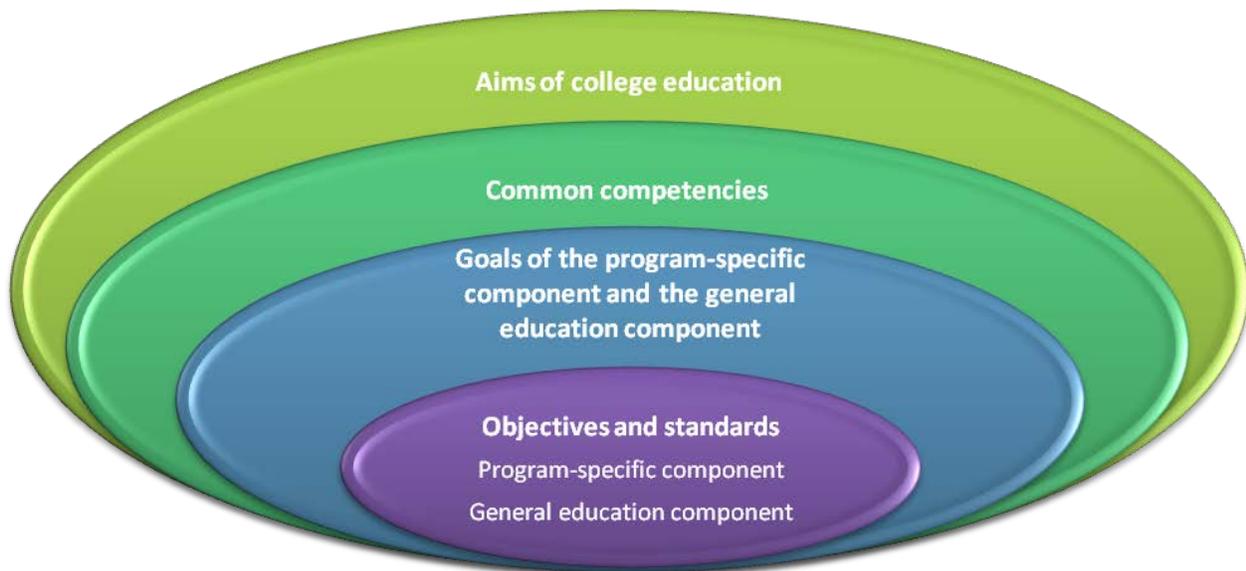


Programs leading to the Diploma of College Studies (DCS) include two main components: a general education component and a program-specific component. Both these components contribute to a student's education, as the knowledge, skills and attitudes imparted in one are emphasized and applied in the other, 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 *Special Education Techniques* Program (351.A1)

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

- The program-specific component consists of 65 credits.

- The general education component that is common to all programs consists of 16⅔ 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 *Special Education Techniques* program are based on the general goals of vocational and technical training. These goals are:

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

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

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

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

## Educational Aims

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

The program-specific content of the *Special Education Techniques* program covers the values of the profession, including empathy, adaptation capacity and discernment.

Empathy is essential in order to create a relationship of trust. The term refers to the ability to put oneself in the other person's shoes and understand their experience. This is done, among other things, through authentic listening. Empathy allows other people to be welcomed with an open mind and full belief in their potential.

Specialized educators assist others and support them through shared experience. They must therefore be extremely adaptable in everyday life. They must also demonstrate versatility and flexibility when performing their duties, and be able to adjust to the demands of a variety of working

contexts and the people with whom they work. They are able to personalize their interventions thanks to their creativity and willingness to take initiatives.

Specialized educators must also show discernment when identifying the issues at stake in a given situation and the impacts of their choices and actions. They must exercise judgment in order to make responsible decisions based on each person's individual situation. They must also carry out reflective analysis after each intervention, and adjust their practice constantly.

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

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

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

- for the aim To educate students to live responsibly in society:
  - Demonstrate independence and creativity in thought and action
  - Demonstrate rational, critical and ethical thinking
  - Develop strategies that promote reflection on their knowledge and actions
  - Pursue the development of a healthy and active lifestyle
  - Assume their social responsibilities

- for the aim To help students integrate cultural knowledge into their studies:
  - Recognize the influence of culture and lifestyle on the practice of physical activity and sports
  - Recognize the influence of the media, sciences or technology on culture and lifestyle
  - 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

- o identify, organize and synthesize the salient elements of a particular example of knowledge
- o situate important ethical and social issues in their appropriate historical and intellectual contexts
- o explain, analyze and debate ethical issues in a personal and professional context
- o utilize the multiple strategies of critical thinking

- will be encouraged to develop the following attitudes:
  - o openness to diversity and pluralism
  - o awareness of the limits of knowledge claims, world views and ethical perspectives
  - o respect for the points of view of others
  - o empathy and acceptance of others
  - o concern for global issues
  - o 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:
  - o different reading techniques
  - o the formal elements needed to produce a structured text, both orally and in writing
  - o different forms of discourse and their specific uses

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

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

## Physical Education

Students who have achieved the general education objectives in physical education:

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

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

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

# Complementary General Education Component

## Social Sciences

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

## Science and Technology

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

## Modern Language

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

## Mathematics Literacy and Computer Science

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

## Art and Aesthetics

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

## Contemporary Issues

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

# Goals of the Program-Specific Component

The *Special Education Techniques* program prepares students to become specialized educators.

Specialized educators work with people of all ages who are or may be dealing with adjustment difficulties resulting from emotional, physical, intellectual, social, behavioural or mental health problems. Their goal is to provide prevention, adaptation and rehabilitation support that will help these people to play a role in society.

Specialized educators assist these people in their daily lives, whether it be at home, in public or private establishments such as schools and rehabilitation centres, or in community organizations.

Specialized educators observe the attitudes and behaviours of people in difficulty, and assess their needs, abilities and lifestyle habits. They also screen, rate, detect and assess undiagnosed disorders, and assess the suicide risk and danger level during crises. In addition, they either prepare and update intervention plans, or take part in the process of preparing and updating these plans as part of multidisciplinary teams set up to address the specific needs of the individuals in difficulty.

Specialized educators are also required to apply intervention approaches and techniques, design or adapt intervention tools, plan and implement clinical activities for individuals or groups, and record their interventions in writing. To do this, they work closely with a multidisciplinary team and, where applicable, with the family of the person in difficulty. They create and maintain a climate of trust within which they are able to provide the support needed to facilitate rehabilitation or help the person to adapt. They use means that enable people in difficulty to learn, acquire new habits and develop attitudes and behaviours suited to their environment.

# Objectives

## Statements of the Competency

Program-Specific Component

02FG  Explore the profession

02FH  Analyze the issues associated with participation in society

02FJ  Situate the person from a developmental standpoint

02FK  Communicate in a professional context

02FL  Adopt safe working practices

02FM  Observe behaviours

02FN  Examine intervention approaches and techniques

02FP  Establish a helping relationship

02FQ  Determine interventions for intellectual impairments

02FR  Determine interventions for autism spectrum disorders

02FS  Animate clinical activities

02FT  Determine interventions for language difficulties and communication disorders

02FU  Determine interventions for learning difficulties and disorders

02FV  Determine interventions for ageing

02FW  Carry out preventive interventions

02FX  Prepare an intervention plan

02FY  Determine interventions for physical disability

02FZ  Determine interventions for young people with social maladjustments

02G0  Determine interventions for mental health issues

02G1  Determine interventions for dependencies

02G2  Determine interventions for social exclusion and violence

02G3  Carry out adaptation and rehabilitation interventions

02G4  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 (○) 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.

# SPECIAL EDUCATION TECHNIQUES

**General Competencies**

**Specific Competencies**

| Specific Competency | Competency number | Explore the profession | Analyze the issues associated with participation in society. | Situate the person from a developmental standpoint | Communicate in a professional context | Adopt safe working practices | Observe behaviours | Examine intervention approaches and techniques | Establish a helping relationship | Determine interventions for intellectual impairments | Determine interventions for autism spectrum disorders | Determine interventions for language difficulties and communication disorders | Determine interventions for language difficulties and communication disorders | Determine interventions for ageing | Prepare an intervention plan | Determine interventions for physical disability | Determine interventions for young people with social maladjustments | Determine interventions for mental health issues | Determine interventions for dependencies | Determine interventions for social exclusion and violence |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Competency number | | 02FG | 02FH | 02FJ | 02FK | 02FL | 02FM | 02FN | 02FP | 02FQ | 02FR | 02FT | 02FU | 02FV | 02FX | 02FY | 02FZ | 02G0 | 02G1 | 02G2 |
| Animate clinical activities | 02FS | O | O | O | O | O | O | O | O | O | O | | | | | | | | | |
| Carry out preventive interventions | 02FW | O | O | O | O | O | O | O | O | O | O | O | O | O | | | | | | |
| Carry out adaptation and rehabilitation interventions | 02G3 | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O |
| Carry out crisis interventions | 02G4 | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O |

## Program-Specific Component

| | Code 02FG |
|---|---|

### *Objective* | ### *Standard*

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Explore the profession. | Using information on: <br>• intervention mandates <br>• legislation and regulations <br>• work procedures and tools <br>• documentation about the profession <br>• professional ethics |

| | **Performance Criteria for the Competency as a Whole** |
|---|---|
| | • Appropriate use of terminology |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1. Examine the characteristics of the profession. | • Accurate picture of legislation and regulations <br>• Accurate picture of support network structures <br>• Accurate picture of the organization of work |
| 2. Examine the roles, responsibilities and tasks associated with the profession. | • Proper recognition of special education as a field of intervention <br>• Appropriate distinction between intervention mandates <br>• Relevant connection with the steps of the intervention process <br>• Appropriate identification of work tools |
| 3. Examine professional behaviours. | • Acceptance of the rules of ethics applicable to the profession <br>• Identification of the behaviour expected of professionals <br>• Accurate analysis of the consequences of inappropriate behaviour |

| | Code : 02FH |
|---|---|

## *Objective*                                   *Standard*

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Analyze the issues associated with participation in society. | • For the person, the family and/or the group<br>• Within the context of diversity<br>• In a variety of work-related situations<br>Using:<br>• the file of the person and/or the family<br>• information about the person and/or the family<br>• information about the group<br>Using information on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

| | **Performance Criteria for the Competency as a Whole** |
|---|---|
| | • Accurate recognition of individual and collective responsibilities<br>• Compliance with professional ethics |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1. Examine the complexity of social interactions. | • Accurate analysis of the social and cultural contexts of the person and/or the group<br>• Respectful consideration of the person's life trajectory<br>• Accurate recognition of the feelings of the person and/or the group<br>• Thoughtful consideration of own behaviour towards difference |
| 2. Examine the phenomenon of inequality. | • Accurate recognition of power and privilege<br>• Appropriate identification of mechanisms that create marginalization<br>• Accurate analysis of the consequences of inequality |
| 3. Examine the effects of the social context on social participation. | • Accurate recognition of how social constructs influence social policies<br>• Accurate analysis of the impacts of social policies<br>• Recognition of the factors conducive to social participation |

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## *Objective*                                      *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Situate the person from a developmental standpoint. | • With the person<br>• In a variety of work-related situations.<br>Using:<br>• the file and/or information about the person and/or the person's family<br>• work procedures and tools<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• professional ethics |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Consideration of elements relating to social and cultural contexts<br>• Compliance with professional ethics |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Examine the person's development. | • Accurate understanding of development stages<br>• Relevant identification of the factors influencing development<br>• Appropriate identification of difficulty indicators |
| 2. Examine the impacts of life transitions on the person. | • Recognition of life transitions arising from physical and sexual development<br>• Recognition of life transitions arising from cognitive, social, emotional and moral development<br>• Proper understanding of the factors relating to personal and identity development |
| 3. Examine the adaptation process applied by the person and/or the person's family. | • Relevant identification of situational factors<br>• Proper understanding of the way in which the person interacts with their environment<br>• Identification of appropriate adaptation strategies<br>• Accurate identification of needs |

| | Code : 02FK |
|---|---|

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

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Communicate in a professional context. | • With the person, the family and/or the group<br>• With co-workers and/or partners<br>• In a variety of work-related situations<br>Using:<br>• the file and/or information about the person and/or the person's family<br>• information about the group<br>• work procedures and tools (e.g. consent forms)<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

| | **Performance Criteria for the Competency as a Whole** |
|---|---|
| | • Respectful consideration of social and cultural contexts<br>• Appropriate formulation of written messages<br>• Appropriate choices of communication techniques<br>• Appropriate choices of methods to improve own communication skills<br>• Adoption of behaviours consistent with professional ethics |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1. Communicate with the person and/or the person's family. | • Relevant identification of the elements conducive and not conducive to communication<br>• Active listening with regard to informative and emotional content |
| 2. Communicate within a work team. | • Active participation in professional discussions<br>• Appropriate assertion of opinions and needs<br>• Interactions focused on collaboration |
| 3. Play a role in conflict resolution. | • Careful analysis of the situation<br>• Search for mutually acceptable solutions |

|  | Code : 02FL |
|---|---|

### *Objective*

### *Standard*

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Adopt safe working practices. | • With the person, the family and/or the group<br>• With co-workers and/or partners<br>• In a variety of work-related situations<br>Using:<br>• the file and/or information about the person and/or the person's family<br>• information about the group<br>• work procedures and tools (e.g. intervention protocols, incident reports)<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

|  | **Performance Criteria for the Competency as a Whole** |
|---|---|
|  | • Respect for the person as a whole<br>• Accurate recognition of the person's condition and state of health<br>• Effective communication<br>• Proper prioritization of actions<br>• Adoption of behaviours consistent with professional ethics |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1. Mitigate the risks in the work environment. | • Stringent application of infection prevention and hygiene measures<br>• Compliance with the rules governing workplace ergonomics<br>• Application of appropriate injury and accident prevention methods |
| 2. Help the person with medical care and movement. | • Application of medication distribution and administration protocols<br>• Application of the principles for moving a person safely<br>• Careful application of first aid techniques |
| 3. Protect own psychological well-being and that of others. | • Accurate recognition of stress factors<br>• Accurate recognition of distress indicators<br>• Appropriate choice of preventive methods |

| | Code : 02FM |
|---|---|

## *Objective*          *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Observe behaviours. | • With the person, the family and/or the group<br>• With co-workers and/or partners<br>• In a variety of work-related situations<br>Using:<br>• the file and/or information about the person and/or the person's family<br>• information about the group<br>• work procedures and tools (e.g. observation tools)<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Rigorous application of professional writing standards<br>• Consideration of the person's culture and the social norms of the group to which the person belongs<br>• Adequate verification of information and observations<br>• Adoption of behaviours consistent with professional ethics |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Gather information about the person, the person's family and/or the group. | • Appropriate information gathering process<br>• Identification of meaningful information |
| 2. Determine the observation methods to be used. | • Identification of relevant elements for observation<br>• Thoughtful choice of observation techniques and tools<br>• Appropriate choice of observation contexts |
| 3. Carry out the observation. | • Appropriate use of observation techniques and tools<br>• Identification of meaningful behaviour<br>• Identification of meaningful elements in the environment |
| 4. Interpret the observations. | • Accurate analysis of the observations<br>• Relevant connections made between the observations and additional sources of information<br>• Appropriate formulation of clinical hypotheses |

| 5. Summarize the observations. | <ul><li>Accurate identification of the person's strengths and difficulties</li><li>Accurate identification of the person's priority needs</li><li>Formulation of appropriate recommendations</li></ul> |
| --- | --- |

| | Code : 02FN |
|---|---|

## *Objective*                                                 *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Examine intervention approaches and techniques. | • In a variety of work-related situations<br>Using:<br>• work procedures and tools (e.g. behavioural chains and behavioural contracts)<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Appropriate use of terminology<br>• Identification of relevant conditions for application<br>• Compliance with professional ethics |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Characterize approaches. | • Accurate recognition of the characteristics of different approaches<br>• Relevant identification of similarities and differences<br>• Accurate recognition of the limitations of an approach |
| 2. Distinguish between techniques and tools. | • Accurate recognition of the characteristics of techniques and tools<br>• Relevant identification of similarities and differences<br>• Accurate recognition of the limitations of a given technique or tool |
| 3. Recognize the complementary aspects of approaches, techniques and tools. | • Appropriate correlation of approaches, techniques and tools |

|  | Code : 02FP |
|---|---|

## *Objective*  ·  *Standard*

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Establish a helping relationship. | • With the person<br>• In collaboration with co-workers and/or partners<br>• In a variety of work-related situations<br>Using:<br>• the file and/or information about the person<br>• work procedures and tools (e.g. reflection sheets)<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

|  | **Performance Criteria for the Competency as a Whole** |
|---|---|
|  | • Careful adaptation of own communication<br>• Use of techniques to promote empowerment<br>• Appropriate choice of methods to improve own helping relationship skills<br>• Adoption of behaviours consistent with professional ethics |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1. Welcome the person. | • Active listening to informative and emotional content<br>• Appropriate structuring of affects and experience |
| 2. Explore the emotional aspect of the person's experience. | • Careful choice of the aspects of experience to be explored<br>• Careful use of techniques with regard to the expression of affects |
| 3. Identify the need for help. | • Careful use of techniques to create awareness of the need for help<br>• Proper understanding of the person's needs |
| 4. Agree on follow-up action. | • Appropriate support for the person when considering solutions<br>• Appropriate suggestions for resources and/or referrals |

| | Code : 02FQ |
|---|---|

## *Objective*                                     *Standard*

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Determine interventions for intellectual impairments. | • For the person, the family and/or the group<br>• In cooperation with co-workers and/or partners<br>• In a variety of work-related situations<br>Using:<br>• the file and/or information about the person and/or the person's family<br>• information about the group<br>• work procedures and tools<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

| | **Performance Criteria for the Competency as a Whole** |
|---|---|
| | • Compliance with professional ethics |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1. Examine the effects of the intellectual impairment. | • Accurate identification of the manifestations of the intellectual impairment<br>• Proper understanding of how the intellectual impairment affects the person's development and functioning |
| 2. Assess the person's adaptive potential. | • Accurate profile of the person's strengths and difficulties<br>• Accurate analysis of the ability of the person and/or the person's family to adapt<br>• Proper understanding of the needs of the person and/or the person's family |
| 3. Select intervention methods to promote empowerment. | • Relevance of the intervention objectives<br>• Choice of intervention methods with regard to conceptual skills<br>• Choice of intervention methods with regard to motor and sensory skills<br>• Choice of intervention methods with regard to communication skills<br>• Choice of intervention methods with regard to social skills<br>• Relevant suggestions for additional resources |

| | Code : 02FR |
|---|---|

## *Objective*  *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Determine interventions for autism spectrum disorders. | • For the person, the family and/or the group<br>• In cooperation with co-workers and/or partners<br>• In a variety of work-related situations<br>Using:<br>• the file and/or information about the person and/or the person's family<br>• information about the group<br>• work procedures and tools<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Compliance with professional ethics |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Examine the effects of the autism spectrum disorder. | • Accurate identification of the manifestations of the autism spectrum disorder<br>• Proper understanding of how the autism spectrum disorder affects the person's development and functioning |
| 2. Assess the person's adaptive potential. | • Accurate profile of the person's strengths and difficulties<br>• Accurate analysis of the ability of the person and/or the person's family to adapt<br>• Proper understanding of the needs of the person and/or the person's family |
| 3. Select intervention methods to promote empowerment. | • Relevance of the intervention objectives<br>• Choice of intervention methods with regard to communication skills<br>• Choice of intervention methods with regard to social skills<br>• Choice of intervention methods with regard to sensory issues<br>• Choice of intervention methods with regard to cognitive flexibility<br>• Relevant suggestions for additional resources |

|  | Code : 02FS |
|---|---|

## *Objective* | *Standard*

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Animate clinical activities. | • For the person, the family and/or the group<br>• In cooperation with co-workers and/or partners<br>• In a variety of work-related situations<br>• Within the context of a helping relationship<br>Using:<br>• the file and/or information about the person and/or the person's family<br>• information about the group<br>• work procedures and tools (e.g. activity records)<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

|  | **Performance Criteria for the Competency as a Whole** |
|---|---|
|  | • Careful adaptation of own communication<br>• Use of techniques to promote empowerment<br>• Appropriate choice of methods to improve own animation skills<br>• Adoption of behaviours consistent with professional ethics |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1. Select, adapt or design a clinical activity. | • Relevance of the clinical activity<br>• Appropriate planning of the clinical activity's components |
| 2. Animate the clinical activity. | • Clear communication of instructions<br>• Thoughtful use of animation techniques<br>• Relevant adjustments made during the activity<br>• Thoughtful use of life experience during the activity<br>• Relevant suggestions for ways to transfer learning |
| 3. Produce a review of the clinical activity. | • Accurate assessment of elements relating to the achievement of the objectives<br>• Relevant suggestions for additional actions |

| | Code : 02FT |
|---|---|

## *Objective*       *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Determine interventions for language difficulties and communication disorders. | • For the person, the family and/or the group<br>• In cooperation with co-workers and/or partners<br>• In a variety of work-related situations<br>Using:<br>• the file and/or information about the person and/or the person's family<br>• information about the group<br>• work procedures and tools<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Compliance with professional ethics |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Examine the effects of language difficulties and communication disorders. | • Accurate identification of normal language development indicators<br>• Accurate identification of the manifestations of difficulties and disorders<br>• Proper understanding of the impact on the person's development and functioning |
| 2. Assess the person's adaptive potential. | • Accurate profile of the person's strengths and difficulties<br>• Accurate analysis of the ability of the person and/or the person's family to adapt<br>• Proper understanding of the needs of the person and/or the person's family |
| 3. Select intervention methods to promote empowerment. | • Relevance of the intervention objectives<br>• Choice of intervention methods with regard to language stimulation<br>• Choice of intervention methods with regard to language expression<br>• Choice of intervention methods with regard to language comprehension<br>• Relevant suggestions for additional resources |

| | Code : 02FU |
|---|---|
| *Objective* | *Standard* |

| Statement of the Competency | Achievement Context |
|---|---|
| Determine interventions for learning difficulties and disorders. | • For the person, the person's family and/or the group<br>• In cooperation with co-workers and/or partners<br>• In a variety of work-related situations<br>Using:<br>• the file and/or information about the person and/or the person's family<br>• information about the group<br>• work procedures and tools<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Compliance with professional ethics |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Examine the effects of the learning difficulties and disorders. | • Accurate identification of the manifestations of learning difficulties and disorders<br>• Proper understanding of the impact that attention deficit with or without hyperactivity has on learning<br>• Proper understanding of the impact that developmental coordination disorder has on learning<br>• Proper understanding of the impact that giftedness has on learning<br>• Proper understanding of the impact on the person's development and functioning |
| 2. Assess the person's adaptive potential. | • Accurate profile of the person's strengths and difficulties<br>• Accurate analysis of the ability of the person and/or the person's family to adapt<br>• Proper understanding of the needs of the person and/or the person's family |
| 3. Select intervention methods to promote empowerment. | • Relevance of the intervention objectives<br>• Choice of intervention methods with regard to attention deficits<br>• Choice of intervention methods with regard to impulse management<br>• Choice of intervention methods with regard to organizational skills<br>• Choice of intervention methods with regard to cognitive flexibility<br>• Choice of intervention methods with regard to motivation<br>• Relevant suggestions for additional resources |

| | Code : 02FV |
|---|---|

## *Objective*          *Standard*

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Determine interventions for ageing. | • For the elderly person, the person's family and/or the group<br>• In cooperation with co-workers and/or partners<br>• In a variety of work-related situations<br>Using:<br>• the file and/or information about the person and/or the person's family<br>• work procedures and tools<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

| | **Performance Criteria for the Competency as a Whole** |
|---|---|
| | • Compliance with professional ethics |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1. Examine the effects of problems arising from ageing. | • Accurate identification of the manifestations of motor, sensory and cognitive deficits<br>• Accurate identification of the manifestations of physical health problems<br>• Accurate identification of the manifestations of neurocognitive disorders<br>• Proper understanding of the impact on the person's functioning |
| 2. Assess the person's adaptive potential. | • Accurate profile of the person's strengths and difficulties<br>• Accurate analysis of the ability of the person and/or the person's family to adapt<br>• Proper understanding of the needs of the person and/or the person's family |
| 3. Select intervention methods to promote empowerment. | • Relevance of the intervention objectives<br>• Choice of intervention methods to help maintain proficiency<br>• Choice of intervention methods with regard to social isolation<br>• Choice of intervention methods with regard to management of emotions<br>• Choice of intervention methods with regard to management of disruptive behaviour<br>• Relevant suggestions for additional resources |

| | Code : 02FW |
|---|---|

## *Objective*        *Standard*

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Carry out preventive interventions. | • With the person, the family and/or the group<br>• In cooperation with co-workers and/or partners<br>• Within the context of a helping relationship<br>• In a variety of work-related situations<br>Using:<br>• the file and/or information about the person and/or the person's family<br>• information about the group<br>• work procedures and tools (e.g. intervention programs, clinical activities)<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

| | **Performance Criteria for the Competency as a Whole** |
|---|---|
| | • Careful adaptation of own communication<br>• Use of techniques to promote empowerment<br>• Appropriate choice of methods to improve own intervention skills<br>• Adoption of behaviours consistent with professional ethics |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1. Agree on intervention methods. | • Proper understanding of the problem<br>• Accurate analysis of strengths, difficulties, needs and interests<br>• Clear agreement on the intervention objectives and methods |
| 2. Implement the actions. | • Appropriate application of methods to promote clean living<br>• Appropriate application of methods to promote prosocial behaviours<br>• Appropriate application of methods to promote safe behaviours<br>• Thoughtful use of life experience during the intervention<br>• Relevant adjustments during the intervention<br>• Appropriate support for knowledge transfer |
| 3. Prepare a review of the interventions. | • Accurate assessment of elements relating to the achievement of objectives<br>• Clear communication of the interventions carried out<br>• Relevant suggestions for additional actions |

| | Code : 02FX |
|---|---|

## *Objective*                    *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Prepare an intervention plan. | • With the person<br>• In a variety of work-related situations<br>• Within the context of a helping relationship<br>Working with:<br>• the family<br>• co-workers<br>Using:<br>• the file and/or information about the person<br>• work procedures and tools (e.g. common framework)<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Careful adaptation of own communication<br>• Use of techniques to promote empowerment<br>• Adoption of behaviours consistent with professional ethics |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Analyze the situation. | • Collection of relevant information<br>• Accurate identification of strengths, difficulties, needs and interests<br>• Appropriate inventory of available resources |
| 2. Agree on the conditions of the intervention plan. | • Relevance of the intervention objectives<br>• Consensus on intervention methods<br>• Clear agreement on the division of roles and responsibilities<br>• Realistic timeframe planning |
| 3. Prepare the intervention plan. | • Rigorous application of professional writing standards<br>• Clear written description of collaborative agreements |

| | Code : 02FY |
|---|---|

## *Objective*

## *Standard*

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Determine interventions for physical disability. | • For the person, the family and/or the group<br>• In cooperation with co-workers and/or partners<br>• In a variety of work-related situations<br>Using:<br>• the file and/or information about the person and/or the person's family<br>• information about the group<br>• work procedures and tools<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

| | **Performance Criteria for the Competency as a Whole** |
|---|---|
| | • Compliance with professional ethics |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1. Examine the effects of the physical disability. | • Accurate identification of the manifestations of motor and neurological impairments<br>• Accurate identification of manifestations of visual and auditory impairments<br>• Proper understanding of how the physical disability affects the person's development and functioning |
| 2. Assess the person's adaptive potential. | • Accurate profile of the person's strengths and difficulties<br>• Accurate analysis of the ability of the person and/or the person's family to adapt<br>• Proper understanding of the needs of the person and/or the person's family |
| 3. Select intervention methods to promote empowerment. | • Relevance of the intervention objectives<br>• Choice of intervention methods with regard to functional skills<br>• Choice of intervention methods with regard to compensation of deficits<br>• Choice of intervention methods with regard to self-esteem<br>• Choice of intervention methods with regard to management of emotions<br>• Relevant suggestions for additional resources |

| | Code : 02FZ |
|---|---|

## *Objective*  *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Determine interventions for young people with social maladjustments. | • For young people with social maladjustments, the families and/or the group<br>• In cooperation with co-workers and/or partners<br>• In a variety of work-related situations<br>Using:<br>• The file and/or information about the young person and/or the young person's family<br>• information about the group<br>• work procedures and tools<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Consideration of specific aspects of the context in which the young person lives<br>• Compliance with professional ethics |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Examine the effects of the person's difficulties and disorders. | • Accurate identification of the manifestations of social maladjustments<br>• Accurate identification of the manifestations of reactive attachment disorder<br>• Accurate identification of the manifestations of conduct disorder<br>• Accurate identification of the manifestations of oppositional defiant disorder<br>• Proper understanding of the impact on the young person's development and functioning |
| 2. Assess the person's adaptive potential. | • Accurate profile of the strengths and difficulties of the young person and/or the young person's family<br>• Accurate analysis of the ability of the young person and/or the young person's family to adapt<br>• Proper understanding of the needs of the young person and/or the young person's family |

| Elements of the Competency | Performance Criteria |
|---|---|
| 3. Select intervention methods to promote empowerment. | • Relevance of the intervention objectives<br>• Choice of intervention methods with regard to parenting skills<br>• Choice of intervention methods with regard to management of emotions<br>• Choice of intervention methods with regard to social skills<br>• Choice of intervention methods with regard to self-esteem<br>• Choice of intervention methods with regard to accountability<br>• Relevant suggestions for additional resources |

| | Code : 02G0 |
|---|---|

## *Objective*          *Standard*

| Statement of the Competency | Achievement Context |
|---|---|
| Determine interventions for mental health issues. | • For the person, the family and/or the group<br>• In cooperation with co-workers and/or partners<br>• In a variety of work-related situations<br>Using:<br>• the file and/or information about the person and/or the person's family<br>• information about the group<br>• work procedures and tools<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

| | Performance Criteria for the Competency as a Whole |
|---|---|
| | • Compliance with professional ethics |

| Elements of the Competency | Performance Criteria |
|---|---|
| 1. Examine the effects of mental health disorders. | • Accurate identification of the manifestations of mental health disorders<br>• Proper understanding of the impact on the person's development and functioning<br>• Proper understanding of the legal consequences |
| 2. Assess the person's adaptive potential. | • Accurate assessment of the suicide risk<br>• Accurate profile of the person's strengths and difficulties<br>• Accurate analysis of the ability of the person and/or the person's family to adapt<br>• Proper understanding of the needs of the person and/or the person's family |
| 3. Select intervention methods to promote empowerment. | • Relevance of the intervention objectives<br>• Choice of intervention methods with regard to cognitive distortions<br>• Choice of intervention methods with regard to clean living<br>• Choice of intervention methods with regard to social isolation<br>• Choice of intervention methods with regard to self-esteem<br>• Relevant suggestions for additional resources |

| | Code : 02G1 |
|---|---|

## *Objective*

## *Standard*

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Determine interventions for dependencies. | • For the person, the family and/or the group<br>• In cooperation with co-workers and/or partners<br>• In a variety of work-related situations<br>Using:<br>• the file and/or information about the person and/or the person's family<br>• information about the group<br>• work procedures and tools<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

| | **Performance Criteria for the Competency as a Whole** |
|---|---|
| | • Compliance with professional ethics |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1. Examine the effects of dependencies. | • Accurate identification of the manifestations of dependencies<br>• Proper understanding of the impact on the person's development and functioning<br>• Proper understanding of the legal consequences |
| 2. Assess the person's adaptive potential. | • Relevant choice of dependency evaluation tools<br>• Accurate profile of the person's strengths and difficulties<br>• Accurate analysis of the ability of the person and/or the person's family to adapt<br>• Proper understanding of the needs of the person and/or the person's family |
| 3. Select intervention methods to promote empowerment. | • Relevance of the intervention objectives<br>• Choice of dependency prevention intervention methods<br>• Choice of intervention methods with regard to awareness of dependency and its consequences<br>• Choice of intervention methods with regard to accountability<br>• Choice of intervention methods with regard to clean living<br>• Relevant suggestions for additional resources |

| | Code : 02G2 |
|---|---|

## *Objective*

## *Standard*

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Determine interventions for social exclusion and violence. | • For the person, the family and/or the group<br>• In cooperation with co-workers and/or partners<br>• In a variety of work-related situations<br>Using:<br>• the file and/or information about the person and/or the person's family<br>• information about the group<br>• work procedures and tools<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

| | **Performance Criteria for the Competency as a Whole** |
|---|---|
| | • Consideration of the person's vulnerability<br>• Compliance with professional ethics |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1. Examine the effects of social exclusion and violence. | • Appropriate recognition of the forms of exclusion<br>• Appropriate recognition of the forms of violence<br>• Proper understanding of the impact on the person's development and functioning<br>• Relevant identification of signs that the person's well-being has been violated<br>• Proper understanding of the legal consequences |
| 2. Assess the person's adaptive potential. | • Accurate analysis of the risk level presented by the situation<br>• Accurate profile of the strengths and difficulties of the person and/or the person's family<br>• Accurate analysis of the ability of the person and/or the person's family to adapt<br>• Proper understanding of the needs of the person and/or the person's family |
| 3. Select intervention methods to promote empowerment. | • Relevance of the intervention objectives<br>• Choice of intervention methods with regard to essential needs<br>• Choice of intervention methods with regard to self-assertion and/or accountability<br>• Choice of intervention methods with regard to self-esteem<br>• Relevant suggestions for additional resources |

| | Code : 02G3 |
|---|---|

## *Objective*        *Standard*

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Carry out adaptation and rehabilitation interventions. | • With the person, the family and/or the group<br>• In cooperation with co-workers and/or partners<br>• In a variety of work-related situations<br>• Within the context of a helping relationship<br>Using:<br>• the file and/or information about the person and/or the person's family<br>• information about the group<br>• work procedures and tools (e.g. intervention plans, clinical activities)<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

| | **Performance Criteria for the Competency as a Whole** |
|---|---|
| | • Thoughtful adaptation of own communication<br>• Use of techniques to promote empowerment<br>• Appropriate choice of methods to improve own intervention skills<br>• Adoption of behaviours consistent with professional ethics |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1. Agree on intervention methods. | • Proper understanding of the problem<br>• Accurate analysis of strengths, difficulties, needs and interests<br>• Clear agreement on the intervention objectives and conditions |
| 2. Provide support during experience sharing. | • Appropriate application of methods to maintain and/or develop skills<br>• Appropriate application of methods to compensate for functional deficits<br>• Appropriate support for social and/or professional integration<br>• Thoughtful use of life experience during the intervention<br>• Relevant adjustments during the intervention<br>• Appropriate support for knowledge transfer |
| 3. Produce a review of the interventions. | • Accurate assessment of elements relating to the achievement of objectives<br>• Clear communication of the interventions<br>• Relevant suggestions for additional actions |

## *Objective*

## *Standard*

| **Statement of the Competency** | **Achievement Context** |
|---|---|
| Carry out crisis interventions. | • With the person, the family and/or the group<br>• In cooperation with co-workers and/or partners<br>• In a variety of work-related situations<br>• Within the context of a helping relationship<br>Using:<br>• the file and/or information about the person and/or the person's family<br>• information about the group<br>• work procedures and tools (e.g. intervention plans, crisis management protocols, suicidal risk assessment tools)<br>Based on:<br>• intervention mandates<br>• evidence-based approaches<br>• legislation and regulations<br>• professional ethics |

| | **Performance Criteria for the Competency as a Whole** |
|---|---|
| | • Thoughtful adaptation of own communication<br>• Use of techniques to promote empowerment<br>• Appropriate choice of methods to improve own intervention skills<br>• Adoption of behaviours consistent with professional ethics |

| **Elements of the Competency** | **Performance Criteria** |
|---|---|
| 1.  Evaluate the situation. | • Collection of relevant information<br>• Appropriate decoding of emotional and physical state<br>• Appropriate assessment of the risk of aggression and injury<br>• Accurate assessment of the suicide risk<br>• Accurate identification of needs |
| 2.  Defuse the crisis. | • Appropriate application of methods to protect well-being<br>• Appropriate application of de-escalation methods<br>• Appropriate adjustments during the intervention |
| 3.  Provide follow-up. | • Appropriate post-crisis review<br>• Relevant suggestions for additional actions |

## 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<br>Weighting:   2-2-3<br>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<br>Periods of instruction: 60<br>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
Weighting: 3-1-3
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
Weighting:    2-1-3
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 1 000 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 2 500 and 3 000 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 sociocultural 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 under-standing 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. | <ul><li>Respect for the topic</li><li>Appropriate use of specialized vocabulary and the conventions specific to different types of texts</li><li>Respect for the level of language and rules of grammar and spelling</li><li>Clear and coherent formulation of the text</li><li>Appropriate sequencing of ideas</li><li>Appropriate form for the content</li></ul> |
| 2. Revise and correct a text on a topic related to the student's field of study. | <ul><li>Appropriate use of revision strategies</li><li>Satisfactory correction of spelling and grammatical errors</li></ul> |
| 3. Comment on texts specific to the student's field of study. | <ul><li>Accurate identification of the formal characteristics of the main types of texts and the conventions used</li><li>Accurate explanation of the meaning of the words in the text</li><li>Accurate identification of the structure of the text</li><li>Accurate reformulation of the main and secondary ideas, of the facts and opinions</li><li>Accurate use of specialized vocabulary</li></ul> |

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

### Learning Activities

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

| 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, spatio-temporal 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. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education. |

| 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. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education. |

| 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<br>Credits:     2<br>Note:     The acquisition of a modern language requires an awareness of the culture of its native speakers.<br>"Limited skill" refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.<br>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 |
| 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 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 sociocultural 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<br>Credits:      2<br>Note:      Only the following codes can be used to link a course to objective 0011: 105, 201, 204, 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. 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<br>Credits:                              2<br>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 the requirements for determining if a student has acquired each of the elements of the competency and, consequently, the competency itself. The performance criteria are based on entry-level requirements in the job market. Each competency element has at least one performance criterion attached to it.

In the general education component, the performance criteria define the requirements for recognizing the standard.

In both components, all criteria must be met for the objective to be achieved.

## Achievement Context

In the program-specific component of a technical program, the achievement context corresponds to implementation of the competency upon entry into the job market. The context defines neither the learning situation nor the evaluation situation.

## 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.

## Vocabulary Used in the Program-Specific Component

The *Special Education Techniques* program comes with a lexicon designed to help understand some of the terms used to formulate the objectives and standards for the program's subject-specific component.

### Accountability
Analysis of a situation, informed decision-making and adaptation of behaviour in order to be accountable for one's actions and have more control over one's life.

### Adaptation
A process and set of methods that help people to develop new behaviours and to evolve to the greatest extent possible in a given situation. Through adaptation, people are able to achieve balance and fulfill their potential within their own particular context.

### Basic need
The need for food, hygiene, access to healthcare and housing.

### Clean living
A set of principles and practices applicable to physical and mental health, such as taking medication as prescribed, personal care, house cleaning and responsible consumption.

### Clinical activity
An activity with a predetermined educational goal, which includes objectives that address the person's needs and is carried out for prevention, adaptation or rehabilitation purposes. This type of activity contributes to the person's development and helps to maintain the person's skills.

### Clinical hypothesis
Reasoning based on theory and/or observation that is used to attempt to explain facts. A proposal made subject to verification through observation and intervention in different contexts, with the aim of issuing hypotheses regarding the reasons underlying a person's behaviour.

### Clinical process
A structured method used to objectivize, understand and analyze the interactions between a person and the environment in a variety of contexts. The clinical process is used to target needs, identify the most suitable interventions and determine how to implement and reassess them.

### Cognitive distortion
A way of processing information that causes errors in thinking and often leads to exaggerated or irrational thought patterns.

### Cognitive flexibility
The ability to shift, fluidly and quickly, from an information processing mode to another mode. Cognitive flexibility manifests in the way in which information is received and in how the person expresses ideas and adapts to requirements, changes or new situations. Cognitive flexibility also allows a person to consider more than one possible solution when faced with a problem, and to change opinions based on new information.

### Communication skills
The ability to use and understand verbal and/or non-verbal language in order to communicate with others.

## Conceptual skills
Mental capacity or aptitude that allows a person to understand and use abstract concepts.

## Crisis
An acute difficulty, disorganization, disorder or problem that occurs at a critical time, or a disruptive impasse that requires a significant intervention to restore balance or bring about major changes in perceptions or actions.

## Dependencies
Problems arising from substance abuse and/or from pathological gambling. Other types of dependencies are currently being studied, including internet or electronic device use, sexuality, shopping and purchasing, video games, work and physical exercise.

## Disruptive behaviours
Manifestations of verbal or physical agitation, with or without aggression, arising as a result of a neurocognitive disorder.

## Empowerment
A process in which an individual or social group gains control over the means that will allow them to gain awareness, reinforce their potential and change themselves from a developmental point of view, and also to improve their living conditions and environment.

## Family
Any combination of at least two people bound together by ties arising from mutual consent, birth, adoption and/or placement. A family may also include a relative acting as a natural caregiver.

## Intervention approaches
Approaches based on theoretical models of human development, inspired by recognized, tested methods in psychology, with each theory offering a coherent set of logically related statements and concepts designed to explain, interpret and predict human behaviour.

## Intervention method
A tangible or intangible method applied during an intervention, for example a visual demonstration or the use of an intervention tool or technique.

## Intervention plan
A written document describing a coordinated process designed to help a person in difficulty. It establishes the intervention objectives and methods needed to allow the person to progress and develop in the best possible way, and/or to maintain existing skills and knowledge.

## Intervention techniques
Expertise, or standardized method, designed to resolve a problem behaviour or encourage proper behaviour in the here-and-now.

## Intervention tool
A specific tool used for an intervention with a person, usually something tangible such as a pictogram, a board game or sensory stimulation materials.

## Language simulation
General stimulation of language development in children through targeted interventions and activities.

## Prevention
Measures designed to counter specific risks or risk factors and to promote specific behaviours and/or habits.

## Rehabilitation
Process and means used to prevent loss of function, slow down functional deficits, improve or restore function, compensate for loss of function and/or maintain a person's functional level. Used to help a person achieve and maintain optional functioning in interactions with their surroundings.

## Social exclusion
A situation in which a person is set aside from society and no longer has equal access to the resources needed for them to survive and flourish.

## Social participation
Result of a reciprocal exchange between an individual and a collectivity where there is a collective responsibility to allow everyone to play an active role in society on the one hand, and an individual responsibility to act like a responsible citizen on the other. Social participation is a means of reducing social inequalities, allowing individuals to take part in everyday activities and play the social roles that they themselves value or, depending on their age, that are valued by their social and cultural context.

## Social skills
Ability to manifest appropriate behaviours in different social contexts, whether at home, at school, at work or in society.

## Violence
Intentional use of constraint, threats, rejection or physical strength against oneself, another person, a group or a community, which causes or is highly likely to cause trauma, psychological damage, developmental problems or death. Violence may be psychological, verbal, economic, sexual or physical in 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 *Special Education Techniques* program.

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

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

- Chemical hazards or dangers:
    - Form of substance (solid, liquid, aerosol, gas, etc.) and exposure (inhalation, absorption through the skin, ingestion, etc.).

- Physical hazards or dangers:
    - Electrical hazards
    - Thermal hazards
    - Noise
    - Vibration
    - Other physical hazards

- Biological hazards or dangers:
    - Form of substance (dust, mist, fluid, etc.) and exposure (inhalation, absorption through the skin, ingestion, cuts, etc.).

- Ergonomic hazards or dangers:
    - Constrained postures
    - Excessive effort
    - Repetitive movements

- Psychosocial hazards or dangers:
    - Factors associated with the nature of the work
    - Factors related to the organization of the work
    - Social factors

- Safety hazards or dangers:
    - Hazards related to general mechanical phenomena
    - Hazards related to moving parts, tools or vehicles
    - Risk of falling (workers and objects)
    - Hazards linked to confined spaces
    - Fire or explosion hazards

| | TABLE: SOURCES AND LEVELS OF RISKS FOR EACH COMPETENCY | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Source of Risk | | | | | |
| COMPETENCY CODE | *SPECIAL EDUCATION TECHNIQUES* | 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 |
| 02FG | Explore the profession | | | | | | |
| 02FH | Analyze the issues associated with participation in society | | | | | | |
| 02FJ | Situate the person from a developmental standpoint | | | | | | |
| 02FK | Communicate in a professional context | | | ○ | ○ | ● | |
| 02FL | Adopt safe working practices | | | ○ | ● | ● | |
| 02FM | Observe behaviours | | | ○ | ● | ● | |
| 02FN | Examine intervention approaches and techniques | | | | | | |
| 02FP | Establish a helping relationship | | | ○ | ○ | ● | |
| 02FQ | Determine interventions for intellectual impairments | | | | | ○ | |
| 02FR | Determine interventions for autism spectrum disorders | | | | | ○ | |
| 02FS | Animate clinical activities | ○ | | ○ | ○ | ○ | |
| 02FT | Determine interventions for language difficulties and communication disorders | | | | | ○ | |
| 02FU | Determine interventions for learning difficulties and disorders | | | | | ○ | |
| 02FV | Determine interventions for ageing | | | | | ○ | |
| 02FW | Carry out preventive interventions | ○ | | ○ | ○ | ● | |
| 02FX | Prepare an intervention plan | | | ○ | ○ | ● | |
| 02FY | Determine interventions for physical disability | | | | | ○ | |
| 02FZ | Determine interventions for young people with social maladjustments | | | | | ○ | |
| 02G0 | Determine interventions for mental health issues | | | | | ● | |
| 02G1 | Determine interventions for dependencies | | | | | ● | |
| 02G2 | Determine interventions for social exclusion and violence | | | | | ● | |
| 02G3 | Carry out adaptation and rehabilitation interventions | ○ | | ○ | ○ | ● | |
| 02G4 | Carry out crisis interventions | ○ | | ○ | ● | ● | |