DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

Human Sexuality

PREVENTION OF SEXUALLY TRANSMITTED AND BLOOD-BORNE INFECTIONS (STBBIS)

PRS-5202-2

August 2019

Québec

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Introduction

The Definition of the Evaluation Domain (DED) ensures consistency between a course and the related evaluation instruments. The DED is used to select, organize and describe the essential and representative elements of a course. The DED is based on the program of study and the course, but should by no means replace them in the planning of instructional activities.

All the DEDs produced after June 30, 2014 by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) are prescriptive. Consequently, they are the reference documents to be used in the development of all examinations, be they ministerial examinations or those developed by adult education centres or by Société GRICS (BIM). The DEDs thus serve as a model for preparing multiple equivalent versions of examinations that are valid across the province.[1]

Furthermore, as set out in the *Policy on the Evaluation of Learning*, adult learners must know what they will be evaluated on and what is expected of them.[2] The DEDs and the criterion-referenced rubrics are recommended for this purpose.

1. Québec, Ministère de l'Éducation du Québec, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 47.
2. Ibid., 9.

Evaluation Content

General Information	
Broad Areas of Learning • Health and Well-Being • Environmental Awareness and Consumer Rights and Responsibilities • Media Literacy • Citizenship and Community Life **Subject Area** • Personal Development **Families of Learning Situations** • Risky behaviour and the transmission of blood-borne infections • Risky sexual behaviour	**Program of Study** • Human Sexuality **Course** • Prevention of Sexually Transmitted and Blood-Borne Infections (STBBIs)
Essential Elements Targeted by the Evaluation	
Subject-Specific Competency 1. Examines situations involving sexuality 2. Establishes a relationship between factors influencing the adoption of safe and responsible sexual behaviour 3. Makes healthy lifestyle choices with regard to sexuality	**Categories of Knowledge** • Social changes • Concepts integral to the frame of reference • Biological dimension • Psychological, affective and relational dimension • Sociocultural dimension • Moral, spiritual and religious dimension • Ethical and legal dimension • Public and community support services (concerning sexuality)
Evaluation Criteria	
Evaluation Criteria for Competency 1 1. Appropriate treatment of information gathered on situations involving STBBIs **Evaluation Criteria for Competency 2** 2. Establishment of appropriate relationships between elements of information on STBBIs in order to draw conclusions **Evaluation Criteria for Competency 3** 3. Relevant, coherent arguments to support the adult learner's position using a range of credible sources of information on STBBIs	**Proficiency in Subject-Specific Knowledge** Proficiency in subject-specific knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competencies.

Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

Information Clarifying the Evaluation Criteria

1. Appropriate treatment of information gathered on situations involving STBBIs

This criterion measures the adult learner's ability to:

- identify a problem related to STBBIs based on risk and protective factors

2. Establishment of appropriate relationships between elements of information on STBBIs in order to draw conclusions

This criterion measures the adult learner's ability to:

- connect behaviours—responsible and safe, or risky—with their causes and consequences

3. Relevant, coherent arguments to support the adult learner's position using a range of credible sources of information on STBBIs

This criterion measures the adult learner's ability to:

- take a position on one or more actions that contribute to the prevention of STBBIs, based on at least two relevant sources of information

Proficiency in Subject-Specific Knowledge

Proficiency in subject-specific knowledge is assessed through the evaluation of the competencies, using tasks related to the evaluation criteria.

Weighting

The weighting of the competencies is determined in accordance with the relative importance of each competency in the course. The competencies are weighted as follows:

Competency 1: Examines situations involving sexuality: 30%

Competency 2: Establishes a relationship between factors influencing the adoption of safe and responsible sexual behaviour: 50%

Competency 3: Makes healthy lifestyle choices with regard to sexuality: 20%

The weighting of the evaluation criteria appears in the assessment tools provided in the *Correction and Evaluation Guide*. Adult learners must be made aware of the evaluation criteria used to evaluate them and the corresponding weighting of each criterion.

Knowledge

The following table presents the prescribed knowledge for this course. The examination must mobilize a representative number of elements of knowledge in at least six of the eight categories of knowledge.

Subject-specific Content

Categories of Knowledge	Knowledge
Social changes	1960s and 1970s • The sexual revolution • Syphilis epidemic 1980s • Changes in drug use • Start of HIV (human immunodeficiency virus) epidemic 1990s • Decrease in STBBIs 2000s • Increase in STBBIs • Synthetic drugs: GHB (date-rape drug) • Pervasive presence of human sexuality in the social sphere Statistical data • Current statistical data
Concepts integral to the frame of reference	Risk taking with regards to STBBIs • Individual/environment/behaviour = risk Risk factors and protective factors with regard to the transmission of STBBIs • Individual factors – Knowledge – Attitudes, beliefs and perceptions – Personal habits – Psychosocial characteristics • Factors relating to the individual's family and friends – Significant persons – Living conditions (of the individual and their family and friends) • Factors relating to the sociocultural environment – Living environment (e.g. school environment, social environment, work environment, in detention, others) • Factors relating to sociocultural standards and values Motivation cycle • Knowledge of the problem • Awareness of the problem (risk) • Emotion (being affected) • Information search • Motivation • Decision to change

Categories of Knowledge	Knowledge
	• Assessment of gains and losses • Adoption and maintenance of preventive behaviour • Eventual relapse

Biological dimension	Myths and beliefs with regard to STBBIs
	• Myths and beliefs concerning biological knowledge
	
	Modes of transmission of STBBIs
	• Sexual transmission
	  – Vaginal
	  – Anal
	  – Oral
	• Blood-related transmission
	  – Sharing of nonsterile equipment
	  – Sharing of personal hygiene items
	• Mother-child transmission
	  – During pregnancy
	  – During birth
	  – During breastfeeding
	• Specific transmission of hepatitis B virus
	  – Saliva
	  – Tears
	  – Urine
	
	Origin of infectious agents and possible treatments
	• Bacterial origin: treatment and cure
	• Viral origin: treatment but no cure
	• Parasitic origin: treatment and cure
	
	Biomedical consequences of STBBIs for the person infected, family and friends
	• Biomedical consequences relating to pregnancy
	• Biomedical consequences relating to sexuality and the pelvic region
	• Biomedical consequences relating to the vital organs
	• Biomedical consequences specific to STBBIs
	
	Prevention methods (risk reduction) and safe practices with regard to STBBIs
	• Regular screening tests for STBBIs
	• Proper use of condoms every time during sex
	• Total abstinence from sex
	• Methods of preventing blood-related transmission
	• Recognition of severity of the STBBI problem

Psychological, affective and relational dimension	Psychosocial consequences of STBBIs for the person infected, family and friends • Consequences relating to sex • Consequences relating to relations with the partner • Consequences relating to self-image

Categories of Knowledge	Knowledge
	Psychological attitudes and characteristics conducive to the adoption of safe, responsible behaviour with regard to STBBIs • Sense of personal efficacy, self-efficacy • Awareness of own needs and limits • Positive body image • Management of emotions and desire • Absence of psychological problems Perception of condom use and use of sterile needles and materials • Perception of effectiveness: – of condoms – of screening tests – of the use of sterile needles and injection or tattoo and body piercing materials • Perceived advantages: – of condom use – of the use of sterile needles and materials • Perceived obstacles: – to condom use – to the use of sterile needles and injection materials – to the use of sterile tattoo and body piercing materials and needles Perception of personal vulnerability to STBBIs • Vulnerability relating to knowledge • Vulnerability relating to different types of relationships • Vulnerability relating to sensation-seeking • Awareness of belonging to a higher-risk group Communication strategies and self-assertion • Communication, assertiveness and negotiation strategies • Impacts of effective communication and assertiveness Risk management with regard to STBBIs • Recognizing risky situations
Sociocultural dimension	Consequences of some STBBIs for the person infected and family and friends • Socioeconomic consequences • Difficulty carrying out social and cultural activities • Consequences specific to HIV/AIDS Influence of significant persons • Family or intergenerational protective factors: parents and family • Relational risk factors: peers, sexual partner or drug use partner • Strategies to resist social pressure and pressure on a partner who is reluctant to use protection

Categories of Knowledge	Knowledge
	Living conditions and environments • Risk factors relating to living conditions and living environments (e.g. school, society, workplace, detention centre, in the street, other) Standards and values of the sociocultural environment with regard to sexual behaviour and drug use • Environmental risk factors with regard to: – sexual behaviour – drug use • Environmental protective factors with regard to: – sexual behaviour – drug use • Intervention and support in Québec with regard to STBBIs
Moral, spiritual and religious dimension	Personal responsibility with regard to STBBIs • Personal responsibility, respect for oneself and for others • Shared responsibilities Personal values, principles, beliefs and myths regarding STBBIs • Clarification of personal values Spiritual consequences of STBBIs at the personal level • Questions relating to the meaning of life
Ethical and legal dimension	Civil and collective responsibility with regard to STBBIs • Responsibility of individuals infected with SSTBIs to prevent transmission to others • Notifiable diseases • Legal and ethical aspects specific to HIV and PLWHA (people living with HIV/AIDS) Human rights in matters related to STBBIs • *Canadian Charter of Rights and Freedoms* and *Québec Charter of Human Rights and Freedoms* • Ethics and confidentiality
Public and community support services (concerning sexuality)	• Québec's health and social services network • Health Canada • Community organizations • Telephone help lines • Websites • Canadian HIV/AIDS Legal Network

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination can be administered in one or two parts, at a time judged appropriate by the teacher.

The teacher determines the duration of the examination, according to the instrument(s) used. In total, no more than 180 minutes may be allotted for the evaluation of this course. The adult learner must be informed of the duration of the examination, or of part of the examination, ahead of time.

Examination Content

The examination as a whole must allow the teacher to assess the three evaluation criteria.

The examination, or part of the examination, may take the following form:

- an interview
- a questionnaire
- an oral presentation
- a case study
- a role-playing exercise
- a presentation of a personal production such as a research project, a logbook or a portfolio

In all cases, the teacher must make a judgment at the end of the course.

The teacher must recognize the adult learner's productions as authentic.

Information-Gathering Tool

- The *Adult's Booklet* (one booklet for each part of the examination, as required)

Authorized Materials

It is up to the teacher to authorize materials deemed relevant to the examination.

Assessment Tool

The criterion-referenced rubric is the tool to be used by the teacher to make an assessment of the competencies "Examines situations involving sexuality," "Establishes a relationship between factors influencing the adoption of safe and responsible sexual behaviour" and "Makes healthy lifestyle choices with regard to sexuality." In criterion-referenced interpretation, the information gathered is compared with the outcomes expected of the adult learner.[3] The rubric is prescribed and includes the following rating scale:

Competency development:

- Advanced
- Thorough
- Acceptable
- Partial
- Minimal

Pass Mark

The pass mark is 60%.

Retakes

The adult learner can retake the entire examination or one part of it.

3. Québec, Ministère de l'Éducation, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 28-29.

APPENDIX – CRITERION-REFERENCED RUBRIC

Adult General Education

EVALUATION

Criterion-Referenced Rubric

_____
Name of the Adult Learner

_____
Name of the Teacher

_____
Date

Diversified Basic Education Program
Human Sexuality

Course
Prevention of Sexually Transmitted and Blood-Borne Infections (STBBIs)
PRS-5202-2

Competency 1: **Examines situations involving sexuality (30%)**

Competency 2: **Establishes a relationship between factors influencing the adoption of safe and responsible sexual behaviour (50%)**

Competency 3: **Makes healthy lifestyle choices with regard to sexuality (20%)**

Instructions:

- For each criterion, circle the statement(s) that correspond(s) to the adult learner's performance level.
- Only those marks indicated in the rubric may be assigned. Enter the marks obtained in the appropriate spaces in the last column.

Rating scale / **Evaluation criteria**	**Advanced** competency development	**Thorough** competency development	**Acceptable** competency development	**Partial** competency development	**Minimal** competency development	**Mark**
1. Appropriate treatment of information gathered on situations involving STBBIs	The adult learner analyzes an issue in a rigorous, precise and detailed manner, based on risk and protective factors.	The adult learner analyzes an issue in an accurate and reasonably thorough manner, based on risk and protective factors.	The adult learner analyzes an issue in an accurate but somewhat cursory manner, based on risk and protective factors.	The adult learner has difficulty analyzing an issue based on risk and protective factors.	The adult learner has great difficulty analyzing an issue based on risk and protective factors.	__/30
	30	**24**	**18**	**12**	**6**	
2. Establishment of appropriate relationships between elements of information on STBBIs in order to draw conclusions	The adult learner establishes relationships between behaviours and their causes or consequences in a rigorous, precise and detailed manner.	The adult learner establishes relationships between behaviours and their causes or consequences in an accurate and reasonably thorough manner.	The adult learner establishes relationships between behaviours and their causes or consequences in an accurate but somewhat cursory manner.	The adult learner has difficulty establishing relationships between behaviours and their causes or consequences.	The adult learner has great difficulty establishing relationships between behaviours and their causes or consequences.	__/50
	50	**40**	**30**	**20**	**10**	

Rating scale / Evaluation criteria	**Advanced** competency development	**Thorough** competency development	**Acceptable** competency development	**Partial** competency development	**Minimal** competency development	**Mark**
3. Relevant, coherent arguments to support the adult learner's position, using a range of credible sources of information on STBBIs	The adult learner presents coherent, relevant and substantiated arguments in support of an action or actions consistent with healthy lifestyle choices with regard to sexuality. The arguments are well documented.	The adult learner presents coherent, relevant arguments in support of an action or actions consistent with healthy lifestyle choices with regard to sexuality. The arguments are well documented.	The adult learner presents relevant but cursory arguments in support of an action or actions consistent with healthy lifestyle choices with regard to sexuality. The arguments are documented.	The adult learner presents arguments with little relevance or coherence in support of an action or actions consistent with healthy lifestyle choices with regard to sexuality.	The adult learner presents arguments with very little relevance or coherence in support of an action or actions consistent with healthy lifestyle choices with regard to sexuality.	__/20
	20	**16**	**12**	**8**	**4**	
					Final mark:	___/100

Assign a mark of 0 when the adult learner's performance does not correspond to any of the statements in the rubric.

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