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PROGRAM OF STUDY
388.A0

Québec

SOCIAL, EDUCATIONAL AND LEGAL SERVICES

PROGRAM OF STUDY
388.A0

Direction générale des programmes
et du développement

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Diploma of college studies

91 1/3

2 670 hours of instruction

General education component :	660	hours of instruction
Program-specific component :	2 010	hours of instruction

- None

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The Direction générale de la formation professionnelle et technique also wishes to thank all those who were consulted during the development of the training plan and the objectives and standards of the program-specific component of the technical program.

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INTRODUCTION TO THE PROGRAM

The Social Service program is in keeping with the aims and orientations of technical education that guide the Direction générale de la formation professionnelle et technique. It has been designed in accordance with the framework for developing technical programs, which requires participation by partners from the business and educational communities.

This program is formulated in terms of competencies, objectives and standards. It was designed using an approach that takes into account training needs, the employment situation and the general goals of technical education, and it will provide the basis for the definition and evaluation of learning activities. It lends itself to the application of the program-based approach.

The Social Service program includes a general education component that is common to all programs (16 2/3 credits), a general education component that is specific to the program (6 credits), a general education component that is complementary to the other components (4 credits) and a pecific program

VOCABULARY USED

Program

An integrated set of learning activities leading to the achievement of educational objectives based on set standards (*College Education Regulations,* section 1).

Competency

For the specific program component of a technical program: an integrated set of cognitive and psychomotor skills and socio-affective behaviours that enable a student to exercise a role or function, perform a task or carry out an activity at entry level on the job market (*Cadre technique d'élaboration de la partie ministérielle des programmes d'études techniques,* p. 3).

Objective

The competency, skills or knowledge to be acquired or mastered (*College Education Regulations,* section 1).

Statement of the competency

For the specific program component of a technical program, the statement of the competency is the result of an analysis of the work situation, the general goals of technical education and, in certain cases, other factors. It consists of an action verb and an object. It must be clear and unequivocal.

For the general education component, the statement of the competency is the result of an analysis of the needs of general education.

Elements of the competency

For the specific program component of a technical program, the elements of the competency include only what is necessary in order to understand the competency. They specify the major steps in exercising the competency or the essential elements of the competency.

For the general education component, the elements of the objective, formulated in terms of a competency, specify the essential elements of the competency. They include only what is necessary in order to understand and attain the competency.

Standard

The level of performance at which an objective is considered to be achieved (*College Education Regulations*, section 1).

Achievement context

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

Performance criteria

For the specific program component of a technical program, the performance criteria define the requirements that make it possible to judge the attainment of each of the elements of the competency and consequently of the competency itself. The performance criteria are based on the requirements at entry level on the job market. The performance criteria are not the evaluation instrument but, rather, they serve as a reference for the development of the evaluation instrument. Each element of the competency requires at least one performance criterion.

For the general education component, the performance criteria define the requirements for recognition of the attainment of the standard. All the criteria must be respected for the objective to be attained.

Learning activities

For the specific program component of a technical program, the learning activities are classes (labs, workshops, seminars, practicums or other educational activities) designed to ensure the attainment of the

PART ONE

GOALS OF THE PROGRAM

The aim of the Social Service program is to produce graduates qualified to practise the occupation of social service worker.

Social service workers are trained to work with i

- the ability to apply what they have learned in determining appropriate action;
- mastery of work methods;
- the ability to reflect on what they have learned.

Desirable attitudes

Cultural literacy and generic skills help students to acquire and develop the following attitudes:

- autonomy;
- a critical sense;
- awareness of their responsibilities toward themselves and others;
- openmindedness;
- creativity;
- openness to the world.

These outcomes apply to the three general education components, more specifically:

- General education common to all programs, which is allotted 16 2/3 credits distributed as follows:
  - language of instruction and literature: 7 1/3 credits;
  - humanities or *philosophie*: 4 1/3 credits;
  - physical education: 3 credits;
  - second language: 2 credits.
- General education adapted to programs, which introduces tasks or learning situations that are relevant to the field of study. The breakdown of credits, for a total of 6, is as follows:
  - language of instruction and literature: 2 credits;
  - humanities or *philosophie*: 2 credits;
  - second language: 2 credits.
- Complementary general education, which allows students to complete their training with learning activities chosen with a view to achieving balance and complementarity in relation to the program-specific component. Students may choose courses for a total of 4 credits in the following areas:
  - social sciences;
  - science and technology;
  - modern languages;
  - mathematics literacy and computer science;
  - art and aesthetics.

The general and the specific education components are designed to contribute to students' education in an integrative fashion. In other words, the knowledge and skills transmitted in one component are reinforced and, whenever possible, reapplied in the other.

Each college-level institution must provide such general education through learning activities that are consistent with its educational project, within the framework of the stated outcomes, the given subject areas and ministerial guidelines.

All the sets of objectives and standards in the general

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

The educational intentions explain in detail the contribution of each field of studies included in the three components of general education (common to all programs, adapted to programs or complementary) to the achievement of the goals of general education. For the first two components, the educational intentions include a general statement of the role of each field of studies, the principles which underlie this role, the contribution of each field, in the form of outcome objectives, to the achievement of the goals of general education in terms of knowledge, abilities and attitudes, and an explanation of the sequence of

LIST OF PROGRAM OBJECTIVES

GENERAL EDUCATION COMMON TO ALL PROGRAMS

(16 2/3 credits)

0004 To analyze and produce various forms of discourse.

0005 To apply a critical approach to literary genres.

0006 To apply a critical approach to a literary theme.

00B2 To apply a logical analytical process to how knowledge is organized and used.

000G To apply a critical thought process to world views.

0017 Appliquer les notions de base de la communication en français courant.

or

000A Communiquer en français avec une certaine aisance.

or

000B Communiquer avec aisance en français.

or

000C Traiter d'un sujet culturel et littéraire.

0064 To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.

0065 To improve one's effectiveness when practising a physical activity.

0066 To demonstrate one's responsibility for being physically active in a manner which promotes health.

GENERAL EDUCATION ADAPTED TO PROGRAMS

(6 credits)

000L To communicate in the forms of discourse appropriate to one or more fields of study.

000U To apply a critical thought process to ethical issues relevant to the field of study.

0018 Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.

or

000Q Communiquer en français dans un champ d'études particulier.

or

000R Communiquer avec aisance en français dans un champ d'études particulier.

or

000S Disserter en français sur un sujet lié au champ d'études.

COMPLEMENTARY GENERAL EDUCATION

(4 credits)

000V To estimate the contribution of the social sciences to an understanding of contemporary issues.

000W To analyze one of the major problems of our time using one or more social scientific approaches.

000X To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.

000Y To resolve a simple problem by applying the basic scientific method.

000Z To communicate with limited skill in a modern language.

0010 To communicate on familiar topics in a modern language.

0067 To communicate with relative ease in a modern language.

0011 To recognize the role of mathematics or informatics in contemporary society.

0012 To use various mathematical or computer concepts, procedures and tools for common tasks.

0013 To consider various forms of art produced by aesthetic practices.

0014 To produce a work of art.

HARMONIZATION

A comparative analysis of the programs of study offered in the Social, Educational and Legal Services sector was carried out in order to show where harmonization was possible. The four programs involved are Social Service, Early Childhood Education, Community Recreation Leadership Training, and Special Care Counselling.

Harmonization of these programs is intended to make it easier for students to move from one program to another without having to repeat course content previously covered. Equivalence tables were drawn up to show the links among the various harmonized programs.

The tables below show the programs involved in harm

FROM TO

Social Service		Special Care Counselling	

PART TWO

OBJECTIVES AND STANDARDS - GENERAL EDUCATION COMMON TO ALL PROGRAMS

GENERAL EDUCATION COMMON TO ALL PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE	CODE : 0006
OBJECTIVE	STANDARD
To apply a critical approach to a literary theme.	
1 To recognize the treatment of a theme within a literary text.	1.1 Clear recognition of elements within the text which define and reinforce a theme and its

GENERAL EDUCATION COMMON TO ALL PROGRAMS : HUMANITIES CODE : 00B2

OBJECTIVE STANDARD

GENERAL EDUCATION COMMON TO ALL PROGRAMS : HUMANITIES CODE : 000G	
OBJECTIVE	STANDARD
STo apply-70.4 al critical thoughtprogcess to world views.	

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU I) CODE : 0017

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU II)	CODE : 000A
OBJECTIF	STANDARD
Communiquer en français avec une certaine aisance.	
1 Interpréter un texte oral simple de trois minutes en français courant.	1.1 Distinction claire des principaux éléments du texte oral. 1.2 Explication précise du sens des mots dans le texte. 1.3 Repérage précis des idées et des sujets traités dans le texte.
2 Produire un texte oral planifié de cinq minutes en français courant.	2.1 Emploi pertinent du vocabulaire courant. 2.2 Respect du niveau de langue, du code grammatical et des règles de la prononciation. 2.3 Formulation claire et cohérente du propos.
3 Interpréter un texte écrit en français courant.	3.1 Distinction claire des principaux éléments du texte. 3.2 Explication précise du sens des mots dans le texte. 3.3 Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots.
4 Rédiger un texte simple en français courant.	4.1 Respect du code grammatical et orthographique. 4.2 Utilisation judicieuse des principaux éléments du corpus. 4.3 Formulation claire et cohérente des phrases. 4.4 Articulation cohérente des paragraphes. 4.5 Rédaction d'un texte de 200 mots.
LEARNING ACTIVITIES	
Français, langue seconde 2-1-3 2	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION CODE : 0065	
OBJECTIVE	STANDARD
To improve one's effectiveness when practising a physical activity.	
1 To use a process designed to improve one's effectiveness in the practice of a physical activity.	1.1 Initial assessment of one's abilities and attitudes when practising a physical activity. 1.2 Statement of one's expectations and needs with respect to one's ability to practise the activity. 1.3 Appropriate formulation of personal objectives. 1.4 Statement of the means to achieve one's objectives. 1.5 Observance of the rules involved in the physical activity, including safety guidelines. 1.6 Periodic evaluation of one's abilities and attitudes when practising a physical activity. 1.7 Meaningful interpretation of the progress achieved and the difficulties experienced during the activity. 1.8 Pertinent and periodic adjustments of objectives or action plan. 1.9 Appreciable improvement of the motor skills required by the activity.
LEARNING ACTIVITIES	

GENERAL EDUCATION COMMON TO ALL PROGRAMS :
PHYSICAL EDUCATION CODE : 0066

OBJECTIVE	STANDARD
To demonstrate one's responsibility for being physically active in a manner which promotes health.	
1 To combine effective practice with a health promotional approach to physical activity.	1.1 Integration of effective practice with factors which promote health in the practice of a physical activity.
2 To manage a personal physical activity program.	2.1 Statement of one's priorities according to the needs abilities, and motivational factors with respect to being active on a regular basis.
	2.2 Proper formulation of objectives to achieve in one's personal program.
	2.3 Appropriate choice of activity or activities for one's personal program.
	2.4 Appropriate planning of how the activity or activities in the personal program are carried out.
	2.5 Appropriate choice of criteria to measure program objective attainment.
	2.6 Periodic statement of the time invested and the activities carried out during the program.
	2.7 Meaningful interpretation of the progress achieved and difficulties experienced during the activity.
	2.8 Appropriate and periodic adjustment of objectives or action plan.

OBJECTIVES AND STANDARDS - GENERAL EDUCATION ADAPTED TO PROGRAMS

GENERAL EDUCATION ADAPTED TO PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE	CODE : 000L
OBJECTIVE	STANDARD
To communicate in the forms of discourse appropriate to one or more fields of study.	
1 To identify the forms of discourse appropriate to given fields of study.	1.1 Accurate recognition of specialized vocabulary and conventions. 1.1 Accur2 TwharacrmansticTw(d vocabular

GENERAL EDUCATION ADAPTED TO PROGRAMS : HUMANITIES	CODE : 000U
OBJECTIVE	STANDARD
To apply a critical thought process to ethical issues relevant to the field of study.	
1 To situate significant ethical issues, in appropriate world views and fields of knowledge.	1.1 Accurate recognition of the basic elements of ethical issues. 1.2 Appropriate use of relevant terminology. 1.3 Adequate identification of the main linkages with world views and fields of knowledge.
2 To explain the major ideas, values, and social implication of ethical issues.	2.1 Adequate description of the salient components of the issues.
3 To organize the ethical questions and their implications into coherent patterns.	3.1 Coherent organization of the ethical questions and their 0 1.1585 TTc0.0000E48 dEu2.squate descriptio5J3TE

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU I) CODE : 0018

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU II)	CODE : 000Q
OBJECTIVE	STANDARD
Communiquer en français dans un champ d'études particulier.	
1 Distinguer les types de textes propres au champ d'études.	1.1 Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées.
2 Interpréter des textes représentatifs du champ d'études.	2.1 Distinction claire des principaux éléments du texte.
	2.2 Interprétation claire du vocabulaire spécialisé.
	2.3 Repérage précis des idées et des sujets traités.
	2.4 Utilisation pertinente des techniques de lecture et d'écoute.
3 Utiliser des techniques de production de textes appropriées au champ d'études.	3.1 Emploi pertinent du vocabulaire spécialisé et des conventions.
	3.2 Respect du niveau de langue et du code grammatical.
	3.3 Formulation claire et cohérente du propos.
	3.4 Utilisation pertinente des techniques d'expression.

ACTIVITÉS D'APPRENTISSAGE

Français, langue seconde
45
2

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU III)	CODE : 000R
OBJECTIVE	STANDARD
Communiquer avec aisance en français dans un champ d'études particulier.	
1 Commenter des textes propres au champ d'études.	1.1 Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées.
	1.2 Explication précise du sens des mots dans le texte.
	1.3 Repérage précis de la structure du texte.
	1.4 Reformulation juste des idées principales et secondaires, des faits et des opinions.
	1.5 Emploi juste du vocabulaire spécialisé.
2 Produire un texte sur un sujet lié au champ d'études.	2.1 Respect du sujet.
	2.2 Emploi pertinent du vocabulaire spécialisé et des conventions.
	2.3 Respect du niveau de langue et du code grammatical.
	2.4 Formulation claire et cohérente du propos.
	2.5 Agencement pertinent des idées.
	2.6 Adéquation entre forme et fond.
ACTIVITÉS D'APPRENTISSAGE	
Français, langue seconde 45 2	

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU IV)	CODE : 000S
OBJECTIF	STANDARD
Disserter en français sur un sujet lié au champ d'études.	
1 Analyser un texte lié au champ d'études.	1.1 Distinction précise des caractéristiques formelles des types particuliers de textes. 1.2 Formulation personnelle des éléments principaux. 1.3 Inventaire des thèmes principaux. 1.4 Repérage juste de la structure du texte. 1.5 Relevé d'indices qui permettent de situer le texte dans son contexte. 1.6 Articulation claire d'un point de vue personnel, s'il y a lieu. 1.7 Association juste des éléments du texte au sujet traité.
2 Rédiger un texte sur un sujet lié au champ d'études.	2.1 Respect du sujet. 2.2 Emploi pertinent du vocabulaire spécialisé et des conventions. 2.3 Choix judicieux des principaux éléments du corpus en fonction du type de texte. 2.4 Formulation claire et cohérente du texte. 2.5 Respect du code grammatical et orthographique. 2.6 Articulation claire d'un point de vue personnel, s'il y a lieu.
ACTIVITÉS D'APPRENTISSAGE	
Français, langue seconde 45 2	

OBJECTIVES AND STANDARDS - COMPLEMENTARY GENERAL EDUCATION

COMPLEMENTARY GENERAL EDUCATION: SOCIAL SCIENCES	CODE: 000V
OBJECTIVE	STANDARD
To estimate the contribution of the social sciences to an understanding of contemporary issues.	• Students will work alone. • They will write an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues. • Documents and data from the field of social sciences may be used.
1 Recognize the focus of one or more of the social sciences and their main approaches.	1.1 Formulation of the focus specific to one or more of the social sciences. 1.2 Description of the main approaches used in the social sciences.
2 Identify some of the issues currently under study in the social sciences.	2.1 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.	3.1 Presentation of contemporary issues by emphasizing the interpretation of the social sciences.

COMPLEMENTARY GENERAL EDUCATION: SOCIAL SCIENCES	CODE: 000W
OBJECTIVE	STANDARD

COMPLEMENTARY GENERAL EDUCATION: SCIENCE AND TECHNOLOGY CODE: 000X	
OBJECTIVE	STANDARD
To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	• Students will work alone. • They will use a written commentary on a scientific discovery or technological development. • They will write an essay of approximately 750 words.
1 Describe the standard scientific mode of thought and method.	1.1 Brief description of the essential characteristics of the scientific mode of thought, including quantification and demonstration.
	1.2 Organized 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.	2.1 Definition of terms and description of the primary ways in which science, techniques 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.	3.1 Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries.
	3.2 List of the main stages of scientific and technological discoveries.
4 Deduce different consequences and questions resulting from certain recent scientific and technological developments.	4.1 Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries.
	4.2 Formulation of relevant questions and credibility of responses to the questions formulated.
LEARNING ACTIVITIES	
45 2	

COMPLEMENTARY GENERAL EDUCATION: SCIENCE AND TECHNOLOGY CODE: 000Y	
OBJECTIVE	STANDARD
To resolve a simple problem by applying the basic scientific method.	• Students will work alone or in groups. • They will be given a scientific and technological problem that is not complex and that can be resolved by applying the standard scientific method. • Common scientific instruments and reference materials (written or other) may be used.
1 Describe the main steps of the standard scientific method.	1.1 Organized 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.	2.1 Clear, precise description of the problem. 2.2 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.	3.1 Pertinence, reliability and validity of the experimental method used. 3.2 Observance of established experimental method. 3.3 Appropriate choice and use of instruments. 3.4 Clear, satisfactory presentation of results. 3.5 Validity of the connections established between the hypothesis, the verification and the conclusion.
LEARNING ACTIVITIES	
45 2	

COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES	CODE: 000Z
OBJECTIVE	STANDARD
To communicate with limited skill* in a modern language. (*This refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.)	For modern languages that use the Latin alphabet, students will: • have a conversation that includes at least 8 lines of dialogue • write a text consisting of at least 8 sentences For modern languages that use a writing system other than the Latin alphabet, students will: • have a conversation that includes at least 6 lines of dialogue • write a text consisting of at least 6 sentences Students will be exposed to learning situations on familiar themes. Reference materials may be used.
1 Understand the meaning of a verbal message.	1.1 The acquisition of a modern language requires an awareness of the culture of the people who use the language. 1.2 Accurate identification of words and idiomatic expressions. 1.3 Clear recognition of the general meaning of simple messages. 1.4 Logical connection between the various elements of the message.
2 Understand the meaning of a written message.	2.1 Accurate identification of words and idiomatic expressions. 2.2 Clear recognition of the general meaning of simple messages. 2.3 Logical connection between the various elements of the message.
3 Express a simple message verbally.	3.1 Appropriate use of language structures in main and coordinate clauses. 3.2 Appropriate application of grammar rules. 3.3 Use of verbs in the present indicative. 3.4 Appropriate use of basic vocabulary and idiomatic expressions. 3.5 Understandable pronunciation. 3.6 Coherent sequence of simple sentences. 3.7 Spontaneous and coherent sequence of sentences during a conversation.
4 Write a text on a given subject.	4.1 Appropriate use of language structures in main and coordinate clauses. 4.2 Appropriate application of basic grammar rules. 4.3 Use of verbs in the present indicative. 4.4 Appropriate use of basic vocabulary and idiomatic expressions. 4.5 Coherent sequence of simple sentences. 4.6 Acceptable application of graphic rules for writing systems other than the Latin alphabet.
LEARNING ACTIVITIES	
45 2	

COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES	CODE: 0010
OBJECTIVE	STANDARD
To communicate on familiar topics in a modern language.	• Students will have a conversation that includes at least 15 lines of dialogue. • They will write a text consisting of at least 20 sentences for Latin-alphabet languages. • They will write a text consisting of at least 10 sentences for languages not using the Latin alphabet. • Students will be exposed to: – common situations in everyday life – simple topics from everyday life • Reference materials may be used.
1 Understand the meaning of a verbal message.	The acquisition of a modern language requires an awareness of the culture of the people who use the language. 1.1 Accurate identification of words and idiomatic expressions. 1.2 Clear recognition of the general meaning and essential ideas of messages of average complexity. 1.3 Logical connection between the various elements of the message.
2 Understand the meaning of a written message.	2.1 Accurate identification of words and idiomatic expressions. 2.2 Clear recognition of the general meaning and essential ideas of messages of average complexity. 2.3 Logical connection between the various elements of the message.
3 Express a simple message verbally, using sentences of average complexity.	3.1 Appropriate use of language structures in main or subordinate clauses. 3.2 Appropriate application of grammar rules. 3.3 Use of verbs in the present indicative. 3.4 Appropriate use of enriched basic vocabulary and idiomatic expressions. 3.5 Understandable pronunciation. 3.6 Coherent sequence of sentences of average complexity. 3.7 Conversation
4 Write a text on a given subject, using sentences of average complexity.	4.1 Appropriate use of language structures in main or subordinate clauses. 4.2 Appropriate application of grammar rules. 4.3 Use of verbs in the present and past indicative. 4.4 Appropriate use of enriched basic vocabulary and idiomatic expressions. 4.5 Coherent sequence of sentences of average complexity. 4.6 Acceptable application of graphic rules for writing systems other than the Latin alphabet.
LEARNING ACTIVITIES	

COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES	CODE: 0067
OBJECTIVE	STANDARD
To communicate with relative ease in a modern language.	• Students will work alone. • They will have a conversation that includes at least 20 lines of dialogue. • They will write a text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages). • They will use documents of a sociocultural nature. Reference materials for the written text may be used.
1 Understand the meaning of a verbal message in everyday language.	The acquisition of a modern language requires an awareness of the culture of the people who use the language. 1.1 Accurate explanation of the general meaning and essential ideas of the message. 1.2 Clear identification of structural elements of the language.
2 Understand the meaning of a text of average complexity.	2.1 Accurate explanation of the general meaning and essential ideas of the text. 2.2 Clear identification of structural elements of the language.
3 Have a conversation on a subject.	3.1 Appropriate use of the structural elements of the language according to the message to be expressed. 3.2 Appropriate use of everyday vocabulary. 3.3 Accurate pronunciation and intonation. 3.4 Normal flow in a conversation in everyday language. 3.5 Coherence of the message expressed. 3.6 Pertinent responses to questions.
4 Write a text of average complexity.	4.1 Appropriate use of the structural elements of the language according to the text to be written. 4.2 Accurate vocabulary. 4.3 Coherence of the text as a whole. 4.4 Observance of presentation and writing rules applicable to the text.
LEARNING ACTIVITIES	
45 2	

COMPLEMENTARY GENERAL EDUCATION: MATHEMATICS LITERACY AND COMPUTER SCIENCE	CODE: 0011
OBJECTIVE	STANDARD
To recognize the role of mathematics or informatics in contemporary society.	

COMPLEMENTARY GENERAL EDUCATION: MATHEMATICS LITERACY AND COMPUTER SCIENCE	CODE: 0012
OBJECTIVE	STANDARD
To use various mathematical or computer concepts, procedures and tools for common tasks.	• Students will work alone. • They will carry out a task or solve a problem based on everyday needs. • Familiar tools and reference materials may be used.
1 Demonstrate the acquisition of basic functional knowledge in mathematics or informatics.	1.1 Brief definition of concepts. 1.2 Correct execution of basic operations. 1.3 Appropriate use of terminology.
2 Select mathematical or computer tools and procedures on the basis of specific needs.	2.1 List of numerous possibilities available with mathematical and computer tools and procedures. 2.2 Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures. 2.3 Appropriate choice according to needs.
3 Use mathematical or computer tools and procedures to carry out tasks and solve problems.	

COMPLEMENTARY GENERAL EDUCATION: ART AND AESTHETICS	CODE: 0013
OBJECTIVE	STANDARD
To consider various forms of art produced by aesthetic practices.	

COMPLEMENTARY GENERAL EDUCATION: ART AND AESTHETICS	CODE: 0014
OBJECTIVE	STANDARD
To produce a work of art.	• Students will work alone. • of the language and techniques specific to the medium selected.
1 Recognize the primary forms of expression of an artistic medium.	1.1 Identification of specific features: originality, essential qualities, means of communication, styles, genres.
2 Use the medium.	2.1 Personal, coherent use of elements of language. 2.2 Satisfactory application of artistic techniques. 2.3 Observance of the requirements of the method of production.
LEARNING ACTIVITIES	
45 2	

OBJECTIVES AND STANDARDS - SPECIFIC PROGRAM COMPONENT

Code: 0188	
OBJECTIVE	STANDARD

Code: 0189	
OBJECTIVE	STANDARD
To investigate public and community social service resources.	• Using directories and the policies of agencies and organizations. • Using data collection forms. • Using computer-based tools.
1. To gather information on the various resources available in a given territory.	1.1 Appropriate use of research tools. 1.2 Complete inventory of available resources. 1.3 Relevance and accuracy of the information gathered.
2. To examine the mission of agencies and organizations.	2.1 Clear description of the mandates of agencies and organizations. 2.2 Identification of the services offered. 2.3 Clear description of worker roles.
3. To establish an overview of the services offered.	3.1 Organization of information on the basis of area of intervention, problem situation or client group. 3.2 Clear presentation of information.

Code: 018A	
OBJECTIVE	STANDARD
To form a helping relationship.	• With all clients. • Based on the mandates of agencies and organizations.
1. To establish contact with an individual.	1.1 Presentation of self appropriate to the situation. 1.2 Respect for the individual.

Code: 018B	
OBJECTIVE	STANDARD
To analyze links between social problems, social policies and social interventions.	• Using relevant documentation.
1. To examine social problems.	1.1 Clear description of the manifestation of social problems. 1.2 Clear description of the effects of social problems on individuals and groups. 1.3 Identification of the causal factors of social problems.
2. To analyze the relationships between social policies and social problems.	2.1 Identification of the social policies concerned. 2.2 Apt analysis of the links between elements of the social policies and social problems. 2.3 Accurate description of the effects of the social policies on social problems.
3. To analyze the relationships between social interventions and social problems.	

Code: 018C	
OBJECTIVE	STANDARD
To analyze social legislation.	• Using laws, regulations and procedures.
1. To recognize the elements of the social legislation.	1.1 Identification of legislative objectives. 1.2 Identification of essential sections in the legislation.
2. To examine the provisions of the social legislation.	2.1 Identification of the authoritative bodies, agencies and organizations involved in the application of the legislation. 2.2 Identification of the relevant sections of current regulations. 2.3 Clear description of the main application measures and eligibility criteria. 2.4 Recognition of professional limits and the areas of expertise of other professions.
3. To analyze the effects of the social legislation on social problems.	3.1 Clear description of the social issues linked to social legislation. 3.2 Clear description of the effects of legislative provisions on individuals and groups. 3.3 Indication of the degree to which the social legislation responds to social problems.

Code: 018D	
4. To analyze the individual's behaviours and functioning.	4.1 Appropriate description of the individual's behaviour patterns. 4.2 Appropriate description of the individual's cognitive functioning. 4.3 Appropriate description of the individual's emotional functioning. 4.4 Apt analysis of the individual's ability to manage his or her daily life. 4.5 Demonstration of nonjudgmental attitudes and behaviours. 4.6 Recognition of professional limits and the areas of expertise of other professions.
5. To analyze the interactions between the individual and his or her environment.	5.1 Identification of the links between the individual and his or her primary and secondary social networks. 5.2 Apt analysis of the positive and negative aspects of the links between the individual and his or her social networks.
6. To write up the results of the assessment.	6.1 Precise summary of the information gathered. 6.2 Synthesis of the individual's main needs and resources. 6.3 Description of the individual's strengths and assets. 6.4 Observance of the rules for presenting a file.

Code: 018E	
OBJECTIVE	STANDARD
To evaluate the ethical dimensions of intervention.	• With all clients. • Using codes of ethics, users' charters of rights, laws, service plans and files.
1. To analyze the values and the culture of an individual and his or her milieu.	1.1 Clear description of the individual's social status. 1.2 Consideration given to the values and norms associated with the individual's social status. 1.3 Apt analysis of the individual's values and perceptions in connection with the situation or problem area. 1.4 Respect for the uniqueness of the individual and for his or her culture.
2. To situate their own values with regard to the situation or problem area.	2.1 Indication of their perceptions and attitudes towards the individual's culture and social class. 2.2 Awareness of how their own values in relation to the situation or problem area are influenced by their cultural and class affiliations.
3. To analyze the possibility of value conflicts in relation to the situation or problem area.	3.1 Adequate appreciation of mainstream values in connection with the situation or problem area. 3.2 Consideration given to professional values and ethics in connection with the situation or problem area. 3.3 Consideration given to the code of ethics of the agency or organization. 3.4 Accurate appraisal of conflicts between the respective values of the individual, the individual's milieu, the worker, the profession and society.

Code: 018E	
4. To evaluate any practice dilemmas arising from value conflicts.	4.1 Identification of practice dilemmas caused by a conflict of values. 4.2 Apt analysis of the possible effects of practice dilemmas on the individual's motivation. 4.3 Apt analysis of the possible effects of practice dilemmas on the helping relationship with the individual. 4.4 Apt analysis of the possible effects of practice dilemmas on their own interest and ability to intervene. 4.5 Accurate appraisal of the effects of practice dilemmas. 4.6 Respect for codes of ethics, users' charters of rights and the values of social service work.

Code: 018F	
OBJECTIVE	

Code: 018F	
3. To conduct the interview.	3.1 Appropriate use of techniques to encourage the individual to express himself or herself. 3.2 Compliance with the objectives of the meeting. 3.3 Appropriate use of the interview plan. 3.4 Relevance and clarity of the information provided and received. 3.5 Respect for the individual.
4. To end the interview.	4.1 Clear summary of the main points of the interview. 4.2 Identification of follow-up action to be taken. 4.3 Respect for the individual.

Code: 018G	
5. To evaluate the meeting.	5.1 Appropriate use of evaluation tools. 5.2 Clear summary of the meeting and the follow-up action to be taken. 5.3 Apt analysis of the strengths and weaknesses of the meeting. 5.4 Determination of ways to improve their ability to facilitate a group.

Code: 018H	
OBJECTIVE	STANDARD
To engage in social research.	• As part of a work team. • Using information and communication technologies. • Using relevant documentation. • Using a service plan or action plan.
1. To define a research goal specific to an intervention context.	1.1 Brief description of the intervention context. 1.2 Appropriate frame of reference. 1.3 Clear formulation of the research objectives. 1.4 Matching of the research objectives with the intervention context. 1.5 Respect for the mandates and policies of the agency or organization.
2. To prepare to gather data.	2.1 Appropriate choice and clear presentation of the research method or methods. 2.2 Appropriate choice of data sources and data-gathering tools. 2.3 Relevance of the changes made to the data-gathering tools.
3. To share data-gathering and data-processing tasks.	3.1 Complete listing of the tasks to be performed. 3.2 Clear definition of the role of each individual. 3.3 Fair distribution of research tasks.
4. To gather and process data.	4.1 Appropriate use of data-gathering tools. 4.2 Thorough compilation of data. 4.3 Appropriate use of data-validation techniques. 4.4 Appropriate use of computer-based tools. 4.5 Observance of the rules with respect to ethical research

Code: 018H	
5. To analyze the results.	5.1 Proper use of analysis methods for the type of research concerned. 5.2 Synthesis of significant elements.
6. To draft a status report.	6.1 Simple, exhaustive listing of the main results. 6.2 Observance of the rules of grammar, spelling, syntax and punctuation. 6.3 Observance of the rules for presenting reports.

Code: 018J	
OBJECTIVE	STANDARD
To carry out group-work interventions.	• With all client groups. • Individually or as part of a work team. • With voluntary and involuntary participants. • Using the mandates, policies and codes of ethics of agencies or organizations. • Using group facilitation tools.
1. To identify individual or collective needs.	1.1 Apt analysis of people's needs and resources. 1.2 Clear formulation of people's needs and resources. 1.3 Appropriate consultation of individuals in the practice setting and other workers. 1.4 Precise determination of the characteristics of the target population. 1.5 Respect for the mandate of the agency or organization concerned.
2. To determine intervention objectives and group type.	2.1 Appropriate choice of intervention objectives. 2.2 Matching of the group type selected with the intervention objectives. 2.3 Appropriate choice of group structure and composition. 2.4 Respect for the policies of the agency or organization.
3. To form the task, self-help, activity or training group.	3.1 Appropriate choice of recruitment methods. 3.2 Appropriate use of recruitment strategies.

Code: 018J	
4. To agree on group objectives and operating procedures with the group members.	4.1 Clear agreement on the needs and objectives of the group. 4.2 Clear agreement with individuals on the rules governing participation in and the functioning of the group. 4.3 Clear agreement on the roles and responsibilities of the group members. 4.4 Determination of their own role and responsibilities given the objectives and operating procedures of the group. 4.5 Proper programming of group activities. 4.6 Demonstration of attitudes and behaviours showing openness.
5. To support the work of the group.	5.1 Use of appropriate facilitation techniques for the type of group concerned. 5.2 Appropriate use of helping relationship techniques. 5.3 Appropriate use of intervention strategies to achieve objectives. 5.4 Respect for the dynamics of the group. 5.5 Appropriate use of intervention strategies to promote the development of the group. 5.6 Demonstration of attitudes and behaviours likely to support the work of the group.
6. To end the group-work intervention.	6.1 Apt analysis of the situation and dynamics of the group. 6.2 Appropriate use of techniques to terminate the group intervention. 6.3 Appropriate use of strategies to promote the self-direction of the group. 6.4 Appropriate use of group self-evaluation techniques. 6.5 Relevance of the plans for follow-up action. 6.6 Respect for the dynamics of the group.

Code: 018J	
7. To evaluate the intervention.	7.1 Analysis of the results obtained in relation to the intervention objectives. 7.2 Apt analysis of the strengths and weaknesses in the functioning of the group. 7.3 Accurate appraisal of the impact of their own attitudes and behaviours on the intervention. 7.4 Accurate evaluation of the relevance of the objectives selected and techniques used.

Code: 018K	
OBJECTIVE	STANDARD
To assess the needs and resources of a fa-op 7oo2n70.62 702.42T/TT2 1 TfTT2 1 TfTT2 1 TfTT2 1 TfTi6A i6 -0.72 refB	

Code: 018K	
3. To describe the family dynamics.	3.1 Clear description of the communication, decision-making and conflict-resolution process. 3.2 Description of family rules and roles. 3.3 Clear description of how the family expresses feelings and of levels of intimacy. 3.4 Relevant and accurate description of signs of abuse, violence and substance abuse in the family. 3.5 Recognition of professional limits and the areas of expertise of other professions. 3.6 Demonstration of nonjudgmental attitudes and behaviours.
4. To analyze the functioning of the family.	4.1 Accurate description of family behaviours as compared with the dominant norms and values of society. 4.2 Apt analysis of the ability of the family to manage daily life. 4.3 Accurate description of the ability of the family to ensure the development of family members. 4.4 Demonstration of nonjudgmental attitudes and behaviours.
5. To write up the results of the assessment.	5.1 Synthesis of the family's main needs and resources. 5.2 Description of the family's strengths and assets. 5.3 Clear written presentation of the information gathered. 5.4 Observance of the rules for presenting a file.

Code: 018L	
OBJECTIVE	STANDARD
To assess the needs and resources of social groups.	• Individually or as part of a work team. • In collaboration with other practitioners. • With groups having a shared identity or interest. • Using analysis grids and evaluation grids. • Using statistics, directories and research reports.
1. To describe the identifying characteristics of the social group.	1.1 Clear description of the type and composition of the social group. 1.2 Identification of the sociodemographic profile of the social group. 1.3 Accurate description of the main aspects of the culture of the social group.
2. To analyze the needs of the social group.	2.1 Apt analysis of the social, economic and health conditions of the social group. 2.2 Accurate description of the social group's access to social, health, legal, education and recreation services. 2.3 Identification of the expectations of the social group.
3. To examine the relationship between the social group and society.	3.1 Clear description of the social legislation, social services and social policies applying specifically to the social group. 3.2 Accurate description of the degree to which the social group is marginalized or integrated.
4. To analyze the resources of the social group.	4.1 Clear description of the structure of the social group. 4.2 Brief description of the level of organization of the social group. 4.3 Apt analysis of the strengths and assets of the social group.

Code: 018M	
OBJECTIVE	STANDARD
To make referrals.	• In collaboration with other practitioners. • With all client groups. • With voluntary and involuntary participants. • Based on a service plan and file. • Using directories and databases.
1. To examine the assessment of the	

Code: 018M	
4. To evaluate with the individual his or her interest in using the services.	4.1 Appropriate examination with the individual of obstacles that may prevent use of the services. 4.2 Appropriate examination with the individual of his or her feelings, expectations and apprehensions concerning the services and resources. 4.3 Accurate appraisal of the individual's motivation to use the services. 4.4 Appropriate use of decision-making techniques. 4.5 Respect for the individual's priorities and choices.
5. To take steps to facilitate the individual's access to the services.	5.1 Realistic steps to reduce obstacles to using services. 5.2 Appropriate decision to do accompaniment. 5.3 Appropriate consultation of the individual's primary and secondary social networks. 5.4 Thorough, accurate preparation of the required documents or reports. 5.5 Relevance of the follow-up action selected.
6. To follow up on the referral.	6.1 Appropriate verification of the services received by the individual. 6.2 Summary of the individual's opinion on the services received. 6.3 Accurate appraisal of the degree to which the services received match the individual's needs.

Code: 018N	
OBJECTIVE	STANDARD
To defend individual and collective rights.	• Individually or as part of a work team. • In collaboration with other practitioners. • With all client groups. • With voluntary and involuntary participants. • Based on situations of social injustice or difficulty accessing services. • Using laws, regulations, guidelines and codes of ethics. • Using service plans and action plans.
1. To become familiar with the problem situation.	1.1 Thorough examination of the situation. 1.2 Appropriate verification of the facts. 1.3 Determination of the laws and regulations involved. 1.4 Appropriate consultation of resource persons. 1.5 Accurate identification of rights, obligations and recourses. 1.6 Recognition of professional limits and the areas of expertise of other professions. 1.7 Respect for the individuals involved.
2. To inform the individual or group of their rights and obligations and of the recourses open to them.	2.1 Accurate simplification of laws, legal documents and procedures. 2.2 Relevance and accuracy of the information provided. 2.3 Appropriate use of communication techniques. 2.4 Recognition of professional limits.

Code: 018N	
3. To determine with the individual or group which strategies and techniques to use to defend their rights.	3.1 Thorough examination with the individual or group of the advantages and disadvantages of strategies and techniques to defend rights. 3.2 Recognition of the possible consequences of the strategies and techniques examined. 3.3 Appropriate choice of strategies and techniques to defend rights. 3.4 Respect for the autonomy of the individual or group.
4. To carry out the strategies and techniques to defend their rights.	4.1 Appropriate use of techniques to promote rights as well as mediation, negotiation and confrontation techniques. 4.2 Respect for professional ethics.
5. To evaluate the process.	5.1 Accurate evaluation with the individual or group of the relevance of the strategies used and the way in which they were applied. 5.2 Appraisal of the strengths and weaknesses of the process.

Code: 018P	
OBJECTIVE	STANDARD
To carry out m8t	

Code: 018P	
3. To agree on intervention objectives and methods with the individual or family.	3.1 Accurate appraisal of the degree of motivation of the individual or family. 3.2 Matching of intervention objectives and methods with the psychosocial situation and the request for service. 3.3 Clear agreement with the individual or family on intervention objectives and methods. 3.4 Appropriate determination of intervention modalities. 3.5 Respect for the mandate and policies of the agency or organization.
4. To support the individual or family in a process of change.	4.1 Appropriate use of helping relationship techniques. 4.2 Quality of the interviews carried out. 4.3 Appropriate use of motivation techniques. 4.4 Appropriate use of techniques to develop the social or emotional skills of the individual or family. 4.5 Appropriate use of intervention strategies to encourage the empowerment of the individual or family.
5. To intervene with the environment of the individual or family.	5.1 Appropriate selection of intervention targets. 5.2 Appropriate use of techniques to reinforce the ability of the individual or family to deal with primary and secondary social networks. 5.3 Appropriate defence of individual or collective rights. 5.4 Appropriateness of the referrals made. 5.5 Demonstration of attitudes and behaviours showing openness and empathy.
6. To terminate the psychosocial intervention.	6.1 Apt analysis of the results obtained with the individual or family. 6.2 Appropriate use of techniques to end the intervention. 6.3 Relevance of the follow-up action planned.

Code: 018P	
7. To evaluate the intervention.	7.1 Accurate appraisal of the strengths and weaknesses of the intervention. 7.2 Accurate appraisal of the effects of their own attitudes and behaviours on the intervention. 7.3 Accurate evaluation of the relevance of the objectives set, the intervention methods employed and the techniques used.

Code: 018Q	
OBJECTIVE	STANDARD
To function within a team.	• Within a team of practitioners or a multidisciplinary team. • Using the mandates, policies and operating rules of agencies and organizations. • Using service plans, action plans and agendas.
1. To become familiar with the objectives of the meeting.	1.1 Thorough examination of the subject matter of the meeting. 1.2 Recognition of team operating rules. 1.3 Recognition of the roles and responsibilities of individuals.
2. To present and receive professional information.	2.1 Appropriate selection of the means of communication. 2.2 Appropriate use of communication techniques. 2.3 Relevance and accuracy of the information presented. 2.4 Correct note-taking. 2.5 Observance of rules of professional ethics. 2.6 Demonstration of attitudes and behaviours showing a willingness to listen.
3. To defend a professional point of view.	3.1 Appropriateness of remarks made. 3.2 Clear arguments to defend a point of view. 3.3 Use of appropriate professional language. 3.4 Respect for the opinions of others. 3.5 Recognition of professional limits and the areas of expertise of other professions. 3.6 Demonstration of attitudes and behaviours showing objectivity and openness.

Code: 018Q	
4. To participate in the decision-making process.	4.1 Communication appropriate to the decision-making context. 4.2 Observance of operating rules. 4.3 Respect for the opinion of others. 4.4 Compliance with the decision made. 4.5 Demonstration of attitudes and behaviours showing cooperation.
5. To evaluate their own participation in the work team.	5.1 Accurate appraisal of the functioning w9se paJ1.5082 -1.1585v24c

Code: 018R	
OBJECTIVE	STANDARD
To carry out community interventions.	•

Code: 018R	
3. To plan the collective action project with individuals or groups in the community.	3.1 Selection of an action strategy to match the objectives. 3.2 Appropriate selection of methods for action. 3.3 Precise determination of the required human and material resources. 3.4 Clear agreement with individuals and groups in the community on the roles and responsibilities of each. 3.5 Precise determination of the operating methods and organizational structure of the action committee. 3.6 Realistic determination of deadlines.
4. To carry out awareness-raising activities.	4.1 Proper planning of activities. 4.2 Appropriate use of facilitation techniques. 4.3 Matching of activities with the selected strategy. 4.4 Respect for the ideas brought forward.
5. To implement a mobilization or collective empowerment strategy.	5.1 Proper planning of actions. 5.2 Appropriate use of collective intervention techniques. 5.3 Appropriate use of means of communication. 5.4 Matching of actions with the selected strategy. 5.5 Respect for the ideas brought forward. 5.6 Respect for the progress made by the community. 5.7 Respect for democratic values.
6. To evaluate the intervention with individuals and groups in the community.	6.1 Appropriate use of evaluation tools. 6.2 Analysis of the results obtained in relation to the intervention objectives. 6.3 Apt analysis of the strengths and weaknesses of the collective action accomplished. 6.4 Accurate evaluation of the relevance of the objectives targeted, strategies selected, means of action implemented and techniques used. 6.5 Respect for the opinion of others.

Code: 018S	
OBJECTIVE	STANDARD
To develop a service plan or action plan.	• Individually or as part of a work team. • Based on requests for services or requests for intervention made by individuals, groups or communities. • Based on the mandates, policies and codes of ethics of agencies or organizations. • Using laws, regulations and procedures.
1. To become familiar with a request for services or a request for intervention.	1.1 Identification of information relevant to the problem situation or needs. 1.2 Consideration given to past or current interventions. 1.3 Appropriate consultation of practitioners.
2. To draft a service plan or action plan.	2.1 Clear and objective description of the situation. 2.2 Clear formulation of the objectives of the intervention. 2.3 Clear formulation of the intervention methods and modalities. 2.4 Use of appropriate professional language. 2.5 Recognition of professional limits. 2.6 Observance of the rules for presenting service plans or action plans.
3. To present the service plan or action plan.	3.1 Appropriate use of a presentation strategy. 3.2 Appropriate use of communication techniques. 3.3 Observance of presentation norms and practices. 3.4 Respect for confidentiality. 3.5 Demonstration of professional attitudes and behaviours.

Code: 018T	
OBJECTIVE	STANDARD
To participate in the development and coordination of services and resources.	• Individually or as part of a work team. • Based on the mandates, policies and codes of ethics of agencies or organizations. • Using laws and regulations.
1. To identify the need for service.	1.1 Apt analysis of the needs and resources of individuals, families or social groups. 1.2 Identification of the public and community social service resources. 1.3 Consultation of appropriate individuals and workers in the practice milieu. 1.4 Precise determination of target population characteristics. 1.5 Appropriate selection of the type of service or resource to be developed.
2. To draft and submit a proposal for service.	2.1 Identification of relevant laws and regulations. 2.2 Correct formulation of proposal. 2.3 Appropriate selection of target recipients of the proposal. 2.4 Appropriate use of a presentation strategy.
3. To take the necessary steps to implement the proposal.	3.1 Correct description of the material resources required.

Code: 018T	
5. To assume responsibilities linked to the administration of the resource.	5.1 Effective performance of the tasks linked to the management of the resource. 5.2 Respect for policies and procedures.
6. To recruit and train people.	6.1 Appropriate selection of recruitment methods. 6.2 Appropriate use of recruitment strategies. 6.3 Proper planning of training activities. 6.4 Relevance and quality of training. 6.5 Appropriate use of facilitation techniques. 6.6 Respect for individuals.
7. To assume responsibilities linked to the evaluation of the functioning of the service or resource.	7.1 Appropriate use of evaluation tools. 7.2 Apt analysis of the strengths and weaknesses in the functioning of the service or resource. 7.3 Determination of ways to improve the quality of the services and the functioning of the resource.

Code: 018V	
OBJECTIVE	STANDARD
To carry out interventions in a socio-judicial context.	• Individually or as part of a work team. • In collaboration with other practitioners. • With individuals of all ages needing protection and with young offenders. • With voluntary and involuntary participants. • Using laws, regulation, forms, court orders, computer-based tools and files.
1. To analyze a request for protection, a report of risk or a court order.	1.1 Appropriate verification of the information received and the origin of the request. 1.2 Identification of the laws and regulations concerned. 1.3 Appropriate decision as to the admissibility of the report of risk or request for protection. 1.4 Precise entry of the relevant elements in the file.
2. To assess the biopsychosocial situation and risks to the safety of the person and of those close to him or her.	2.1 Appropriate selection of the elements to be assessed. 2.2 Apt analysis of the needs and resources of the individual, the individual's family and those close to him or her. 2.3 Apt analysis of the problem situation and any risk factors. 2.4 Accurate and discerning evaluation of the urgency of the situation. 2.5 Relevance of the follow-up action decided upon or the emergency measures taken. 2.6 Respect for the autonomy of the individuals involved. 2.7 Respect for the rights of the individuals involved. 2.8 Precise entry of the results of the evaluation. 2.9 Recognition of professional limits and the areas of expertise of other professions.

Code: 018W	
OBJECTIVE	STANDARD
To carry out interventions with people in crisis.	• Face-to-face with the individual or over the telephone. • With voluntary and involuntary participants. • Individually or as part of a work team. • In collaboration with other practitioners. • Based on the mandates, policies and codes of ethics of agencies or organizations. • Using laws, assessment tools, evaluation tools, emergency intervention procedures, forms and files.
1. To assess the individual's state of balance and decide on the action to be taken.	1.1 Appropriate use of listening and support techniques. 1.2 Rapid establishment of a helping relationship. 1.3 Appropriate use of risk-evaluation tools. 1.4 Accurate appraisal of the level of risk for the individual and those close to him or her. 1.5 Accurate appraisal of the cognitive and emotional functioning and the behaviour of the individual. 1.6 Appropriateness of the measures taken to protect the individual's health and physical safety. 1.7 Appropriateness of the measures taken to protect their own well-being. 1.8 Respect for the laws, codes of ethics and human rights involved. 1.9 Recognition of professional limits and the areas of expertise of other professions.

Code: 018W	
2. To determine the nature of the crisis.	2.1 Appropriate consultation with sources of information concerning the individual's functioning before the crisis. 2.2 Identification of the elements that triggered or precipitated the crisis. 2.3 Determination of the stage the individual has reached in the crisis. 2.4 Determination of the degree of severity of the crisis. 2.5 Accurate determination of the priority of the individual's problems. 2.6 Appropriate use of interview techniques. 2.7 Appropriate use of helping relationship techniques. 2.8 Respect for confidentiality.
3. To defuse the crisis through immediate intervention.	3.1 Appropriateness of the measures taken to reduce risks to the safety of the individual and those close to him or her. 3.2 Appropriate use of intervention techniques to reduce the level of tension. 3.3 Adaptation of the intervention to the nature of the crisis. 3.4 Appropriate selection of the level of direction needed by the individual. 3.5 Exploration of alternative solutions with the individual. 3.6 Appropriate selection of intervention objectives and methods to pursue.
4. To steer the individual towards resources.	4.1 Appropriate selection of resources. 4.2 Appropriateness of the referrals made. 4.3 Appropriate use of techniques to encourage the collaboration of the individual's primary social network. 4.4 Respect for the rights of the individuals involved. 4.5 Appropriate defence of the rights of the individuals involved. 4.6 Appropriate use of accompaniment.

Code: 018W	
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Code: 018X	
OBJECTIVE	STANDARD
To carry out interventions using a generalist approach.	• In collaboration with other practitioners. • As part of a multidisciplinary team. • Based on the mandates, policies and codes of ethics of agencies or organizations. • Using the required intervention tools.
1. To analyze the multidimensional aspects of a problem situation.	1.1 Appropriate choice of the dimensions to be analyzed. 1.2 Apt analysis of the needs and resources of the individual, family or social group concerned.
2. To determine intervention goals with individuals and groups.	2.1 Selection of intervention objectives on the basis of the multidimensional aspects of the situation. 2.2 Clear agreement on intervention objectives with individuals and groups. 2.3 Precise determination of intervention targets.
3. To select intervention approaches and types of intervention.	3.1 Thorough examination of intervention approaches and types of intervention. 3.2 Selection of intervention approaches and types of intervention on the basis of the objectives selected. 3.3 Appropriateness and effectiveness of the intervention plan.

Code: 018X	
4. To carry out the interventions.	4.1 Compliance with the chosen intervention plan. 4.2 Appropriate application of the intervention process. 4.3 Relevance of the social interventions carried out with individuals, families, groups and communities. 4.4 Appropriate use of individual and collective intervention techniques. 4.5 Effective coordination with the practitioners concerned. 4.6 Demonstration of flexibility and openness. 4.7 Recognition of professional limits. 4.8 Observance of applicable laws and regulations. 4.9 Respect for mandates and policies. 4.10 Respect for codes of ethics. 4.11 Respect for individuals.
5. To evaluate the interventions.	5.1 Appropriate use of evaluation tools. 5.2 Apt analysis of the results obtained in relation to the objectives set. 5.3 Apt analysis of the strengths and weaknesses of all the interventions carried out, the objectives set, the intervention approaches selected and the techniques used. 5.4 Apt appraisal of the coordination mechanisms. 5.5 Apt appraisal of their own contribution.

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

GENERAL EDUCATION COMMON TO ALL PROGRAMS AND GENERAL EDUCATION ADAPTED TO PROGRAMS

English, Language of Instruction and Literature

General Education Common to All Programs

The three sets of objectives and standards in English, Language of Instruction and Literature, pursue two general goals : mastery of the language of instruction and exploration of the riches of the literary heritage. Achievement of these goals is intended to bring the st

Humanities

The second set focuses on how individuals, groups, societies or nations organize ideas, perceptions and values into explanatory patterns. Students explor

- sur le plan des habiletés, qu'il ou elle :

  - ü est capable de questionner, d'analyser, de juger, et d'argumenter en français;
  - ü est apte à entretenir des rapports sociaux et à partager la vie culturelle du Québec;
  - ü est apte à établir, à poursuivre et à pratiquer des rapports professionnels en français;

- sur le plan des attitudes, qu'il ou elle :

  - ü fait preuve d'ouverture par rapport aux différents aspects de la culture québécoise;
  - ü a conscience des différences et des similitudes entre sa culture d'origine et la culture québécoise francophone;
  - ü a la préparation voulue pour s'insérer dans la vie sociale et économique.

Séquence des objectifs et des standards

Pour répondre aux divers besoins d'apprentissage des étudiants et des étudiantes du collégial, les ensembles en français, langue seconde, sont répartis

Ministère de l’Éducation