



Physiotherapy Technology (144.A1)

College program

SECTOR 19 – HEALTH SERVICES

COLLEGE EDUCATION PROGRAM

Coordination and Development
Direction des programmes de formation collégiale
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For additional information, contact:
General information
Direction des communications
Ministère de l'Enseignement supérieur
1035, rue De La Chevrotière, 21^e étage
Québec (Québec) G1R 5A5
Telephone: 418 266-1337
Toll-free: 1-866-266-1337

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144.A1

Physiotherapy Technology

Type of certification:	Diploma of College Studies
Number of credits:	91 2/3 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
Maximum duration allotted to clinical training:	750	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:

- Secondary V Physics

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 Minister of Education 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 Physiotherapy Technology Program

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

- The program-specific component consists of 65 credits.
- The general education component that is common to all programs consists of 16 $\frac{2}{3}$ credits:
 - Language of Instruction and Literature: 7 $\frac{1}{3}$ credits
 - Philosophy or Humanities: 4 $\frac{1}{3}$ credits
 - Physical Education: 3 credits
 - Second Language: 2 credits
- The general education component that is specific to the program consists of 6 credits:
 - Language of Instruction and Literature: 2 credits
 - Philosophy or Humanities: 2 credits
 - Second Language: 2 credits
- The complementary general education component, which aims to expose students to subject areas outside their program of study, consists of 4 credits and includes courses in the following areas:
 - Social Sciences
 - Science and Technology
 - Modern Language
 - Mathematics Literacy and Computer Science
 - Art and Aesthetics
 - Contemporary Issues

Students may choose courses only in those areas that are outside their program of study.

Goals of the Program

Program-Specific Component

The goals of the program-specific component of the *Physiotherapy Technology* program are based on the general goals of vocational and technical training. These goals are:

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

Educational Aims

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

The following is a description of the aims of the program-specific component of the *Physiotherapy Technology* program:

- develop clinical judgment
- develop the ability to adapt
- participate in promoting the profession
- become and stay physically fit

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

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

The general education components that are common to all programs and specific to the program contribute to the development of 12 competencies associated with the three aims of college education:

- for the aim “To educate students to live responsibly in society”:
 - Demonstrate independence and creativity in thought and action
 - Demonstrate rational, critical and ethical thinking
 - Develop strategies that promote reflection on their knowledge and actions
 - Pursue the development of a healthy and active lifestyle
 - Assume their social responsibilities
- for the aim “To help students integrate cultural knowledge into their studies”:
 - Recognize the influence of culture and lifestyle on the practice of physical activity and sports
 - Recognize the influence of the media, sciences or technology on culture and lifestyle
 - Analyze works in philosophy or the humanities emanating from different historical periods and movements
 - Appreciate literary and non-literary works of other artistic expressions emanating from different historical periods and movements
- for the aim “To help students master language as a tool for thought, communication and openness to the world”:
 - Improve communication in the second language
 - Master the basic rules of discourse and argumentation
 - Refine oral and written communication in the language of instruction

English, Language of Instruction and Literature

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

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

- will be able to demonstrate their ability to do the following:
 - read, write, listen and speak at a college level of proficiency
 - develop their own ideas in arguments and theses
 - organize their arguments and theses in a discourse and edit their work
 - produce and analyze various styles of discourse
 - communicate in the styles of discourse appropriate to one or more fields of study
- will be encouraged to develop the following attitudes:
 - independence, individuality, and open-mindedness in thought and action
 - an appreciation of literature and other artistic works from different periods
 - a recognition of the role of media within a society and its culture
 - an awareness of strategies that foster self-reflective practice in their learning and actions
 - critical and ethical thought

Humanities

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

- will be able to demonstrate their knowledge of the following:
 - the main concepts, limits and uses of a form of knowledge including significant historical reference points
 - the main concepts, limits and uses of a world view
 - the nature and organization of the basic elements of an ethical question
 - methods for coherent integration of concepts and the formulation and synthesis of ideas
 - the importance and practice of adequately substantiated argumentation, written and oral
- will be able to demonstrate their ability to do the following:
 - describe, explain and organize the main elements, ideas, values and implications of a world view in a coherent fashion
 - compare world views
 - recognize the basic elements in a specific example of the organization, transmission, and use of knowledge
 - recognize forms of creativity and original thought
 - define the dimensions, limits and uses of knowledge in appropriate historical contexts
 - identify, organize and synthesize the salient elements of a particular example of knowledge
 - situate important ethical and social issues in their appropriate historical and intellectual contexts
 - explain, analyze and debate ethical issues in a personal and professional context
 - utilize the multiple strategies of critical thinking
- will be encouraged to develop the following attitudes:
 - openness to diversity and pluralism
 - awareness of the limits of knowledge claims, world views and ethical perspectives
 - respect for the points of view of others
 - empathy and acceptance of others
 - concern for global issues
 - determination to continue learning

French as a Second Language

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

- will be able to demonstrate their knowledge of the following:
 - different reading techniques
 - the formal elements needed to produce a structured text, both orally and in writing
 - different forms of discourse and their specific uses
- will be able to demonstrate their ability to do the following:
 - question, analyze, judge and defend an argument in French
 - reflect on their knowledge and actions notably by revising their written productions
 - maintain social relationships and share in the cultural life of Québec
 - establish and maintain work-related relationships in French
- will be encouraged to develop the following attitudes of:
 - openness to the various aspects of Québec culture
 - recognition and promotion of creativity
 - readiness to participate in social and economic life

Physical Education

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

- will be able to demonstrate their knowledge of the following:
 - notions and concepts based on the findings of scientific research and how to apply them methodically to physical or sporting activities
 - the relationship between lifestyle, physical activity, physical fitness and health
 - ways to evaluate their own abilities and needs with respect to activities that can enhance their health and fitness
 - the rules, techniques and conditions involved in different types of physical or sporting activity
 - the main socio-cultural determinants of physical activity and a healthy lifestyle
- will be able to demonstrate their ability to do the following:
 - give an initial account of their abilities, attitudes and needs
 - choose physical activities on the basis of their motivation, their ability to adapt to effort and their need for change
 - apply the rules and techniques of a certain number of physical activities with a view to practising them sufficiently on a regular basis
 - set goals that are realistic, measurable, challenging and situated within a specific time frame
 - improve their mastery of basic techniques and strategies associated with physical activities
 - evaluate their skills, attitudes and progress in order to adapt their means or objectives in their practice of physical activities
 - autonomously maintain or increase their physical activity and fitness levels in order to develop a healthy and active lifestyle
 - use their creativity in physical activities
 - express their choice of activities in a clear and reasoned manner

- will be encouraged to develop the following attitudes:
 - 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 Physiotherapy Technology program is designed to train physiotherapy technologists

Within the profession's legal framework, physiotherapy technologists, after analyzing the client chart, plan data collections and therapeutic interventions, provide the treatments and constantly re-assess the condition of the persons receiving these treatments in order to maintain, improve or recover their physical or functional capabilities.

To be more specific, physiotherapy technologists must perform the following tasks: review and understand the client chart, including the medical diagnosis or the assessment from a physiotherapist; gather evaluative data, analyze the information gathered and establish treatment plans; provide treatments, reassess the condition of the person receiving treatments and make any necessary adaptations; stop treatments and ensure follow-up as needed; and keep their charts up to date. Physiotherapy technologists also contribute to prevention, training and health promotion within a physiotherapy context in the health care field. They must also keep their professional qualifications up to date by participating in continuing education.

Physiotherapy technologists also perform other related tasks. They carry out administrative tasks; collaborate with different people (families of the people being cared for, other health care professionals and workers, interested groups, etc.); lead training and information sessions; work on intradisciplinary, interdisciplinary and multidisciplinary teams; participate in the work of various committees; produce instructional materials, training programs, work tools, accessories, adaptations, etc.; and maintain equipment and materials.

In their professional practice, physiotherapy technologists may be called upon to treat a variety of client groups (pediatric, adolescent, adult, geriatric and psychiatric) who have diminished functional capabilities. They also treat clients with sports-related or work-related injuries as well as people injured in motor vehicle accidents. Physiotherapy technologists work in various specialized areas of activity, most frequently in orthopedics, neurology, rheumatology and geriatrics. They can also be involved in treating skin lesions and vascular or respiratory diseases, as well as rehabilitating clients following amputation. The level of responsibility of physiotherapy technologists depends on the category of the condition being treated.

Physiotherapy technologists work in various public and private establishments in the health sector, some in therapeutic settings, and others in residential settings. They may also work in community health centres, educational institutions, or for private companies. Physiotherapy technologists may also be self-employed with their own private clientele.

In order to legally engage in the professional activities and use the title of physiotherapy technologist, it is necessary to hold a permit issued by the Ordre professionnel de la physiothérapie du Québec (OPPQ).

Objectives

Statements of the Competency

Program-Specific Component

- 02AD Analyze the profession
- 02AE Refer to the normal functioning of the human body
- 02AF Prevent risks related to health, safety, hygiene and cleanliness
- 02AG Locate the anatomical structures of the human body
- 02AH Analyze the positions and movements of the human body
- 02AJ Associate physiological mechanisms with physical rehabilitation needs
- 02AK Correlate medical information with physical rehabilitation interventions
- 02AL Interact in a professional context
- 02AM Provide electrotherapy treatments
- 02AN Intervene in cases involving pain and circulatory problems
- 02AP Intervene in cases involving loss of mobility
- 02AQ Intervene in cases involving muscle impairment
- 02AR Intervene in cases involving functional loss
- 02AS Adapt the therapeutic approach to various types of disability and handicap, as well as to different settings
- 02AT Adapt their therapeutic approach to a geriatric clientele
- 02AU Provide rehabilitation services to clients with orthopedic or rheumatological conditions
- 02AV Provide rehabilitation services for clients with neurological conditions
- 02AW Provide rehabilitation services for clients with cardiovascular, respiratory and lymphatic conditions
- 02AX Provide rehabilitation services for clients with a loss of functional autonomy
- 02AY Conduct training, information, prevention and health promotion activities

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.

Physiotherapy Technology		GENERAL COMPETENCIES														
		Competency Number	Analyze the profession	Refer to the normal functioning of the human body	Prevent risks related to health, safety, hygiene and cleanliness	Locate the anatomical structures of the human body	Analyze the positions and movements of the human body	Associate physiological mechanisms with physical rehabilitation needs	Correlate medical information with physical rehabilitation interventions	Interact in a professional context	Provide electrotherapy treatments	Intervene in cases involving pain and circulatory problems	Intervene in cases involving loss of mobility	Intervene in cases involving muscle impairment	Intervene in cases involving functional loss	Adapt the therapeutic approach to various types of disability and handicap, as well as to different settings
SPECIFIC COMPETENCIES	Competency Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Provide rehabilitation services to clients with orthopedic or rheumatological conditions	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Provide rehabilitation services for clients with neurological conditions	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Provide rehabilitation services for clients with cardiovascular, respiratory and lymphatic conditions	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Provide rehabilitation services for clients with a loss of functional autonomy	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Conduct training, information, prevention and health promotion activities	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Program-Specific Component

Code: 02AD

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Achievement Context
Analyze the profession.	<ul style="list-style-type: none"> • By referring to the organization of the health and social services network. • Based on current laws, regulations, standards and codes. • Using information on the public and private institutions and businesses in the sector. • Using recent data on the profession. • Using digital and technological tools.
	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Relevant information gathered. • Critical analysis of the information. • Demonstration of interest in the profession.
Elements of the Competency	Performance Criteria
1. Describe the organization of Québec's public and private health network.	<ul style="list-style-type: none"> • Accurate understanding of the organization of the health network. • Accurate understanding of the different workplaces. • Accurate understanding of the role of different health workers in relation to the profession.
2. Examine the main characteristics of the profession.	<ul style="list-style-type: none"> • Clear and complete definition of physiotherapy and of the profession. • Identification of the conditions that must be met in order to practise the profession, especially the program of study and its requirements. • Recognition of the career prospects and the entrepreneurial potential in the sector. • Proper differentiation of the different types of physiotherapy professionals in Canada. • Understanding of the main trends in the field of physiotherapy.
3. Examine the laws and regulations governing the practice of physiotherapy.	<ul style="list-style-type: none"> • Full examination of the regulations of the professional order. • Full examination of the medicolegal context surrounding the practice of physiotherapy in all types of settings. • Full examination of the charters of human rights and freedoms.

Elements of the Competency	Performance Criteria
<p>4. Examine the tasks and activities associated with the profession, their performance conditions and their requirements.</p>	<ul style="list-style-type: none"> • Satisfactory examination of the tasks and their respective activities. • Establishment of connections between the performance conditions and requirements associated with each task.
<p>5. Examine the skills and behaviours needed to practise the profession.</p>	<ul style="list-style-type: none"> • Relevant connections established between the skills and behaviours related to the “caregiving” aspect of the profession. • Relevant connections established between the skills and behaviours related to the technical aspect of the profession. • Realistic comparison with their own skills and behaviours.
<p>6. Establish links between the profession and their career plans.</p>	<ul style="list-style-type: none"> • Appropriate connections established between the profession and their career plan. • Realistic assessment of their motivation to follow the pathway leading to professional practice.

Objective**Standard**

Statement of the Competency	Achievement Context
Refer to the normal functioning of the human body.	<ul style="list-style-type: none"> • For all the human body's systems. • Using anatomical diagrams and models. • Using reference documents, digital and technological tools.
	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Compliance with ethics and the professional code. • Effective use of reference documents. • Correct use of medical terminology.
Elements of the Competency	Performance Criteria
1. Develop a holistic view of the human body.	<ul style="list-style-type: none"> • Correct understanding of the structural organization of the human body, by system • Correct recognition of the organs and anatomical structures of the human body based on the reference system. • Satisfactory visualization of anatomical structures in space. • Appropriate differentiation of individuals' characteristics (morphology, age, etc.).
2. Analyze the normal functioning of body systems.	<ul style="list-style-type: none"> • Accurate identification of the organs and anatomical structures that constitute each of the systems. • Precise understanding of the physiological characteristics of systems (homeostasis). • Identification of functional links between the systems.
3. Establish connections between normal anatomy and anatomical variants.	<ul style="list-style-type: none"> • Recognition of the influence of reproduction and genetic factors. • Relevant identification of anatomical variants.
4. Provide information on the normal functioning of the human body.	<ul style="list-style-type: none"> • Clear explanations for the intended audience. • Basic advice on how to maintain or improve health.

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Achievement Context
Prevent risks related to health, safety, hygiene and cleanliness.	<ul style="list-style-type: none"> • In everyday situations that involve risks for the professional, other health care professionals, people receiving treatment and the general public. • In therapeutic and residential settings. • Based on current laws, regulations, standards, guidelines and codes. • Based on directives, protocols, standardized operational procedures and emergency plans. • Using personal and collective protective gear, clinical furniture, lifts, equipment and materials, accessories and products. • Using reference documents, safety data sheets (SDS), and digital and technological tools.
	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Compliance with regulations, ethics, professional code of ethics, protocols and procedures. • Constant vigilance with respect to every aspect of health and safety. • Appropriate reaction to specific situations. • Informed decisions appropriate to the situation. • Professional behaviours. • Consideration of contraindications and precautions required. • Communication adapted to the persons being addressed.
Elements of the Competency	Performance Criteria
1. Recognize the risks and dangers associated with the professional practice of physiotherapy.	<ul style="list-style-type: none"> • Accurate assessment of the following risks and dangers: <ul style="list-style-type: none"> ○ chemical; ○ physical; ○ biological; ○ ergonomic; ○ psychosocial; ○ safety. • Consideration of the potential consequences of failure to meet health and safety standards.

Elements of the Competency	Performance Criteria
<p>2. Apply measures designed to prevent and control contagion, transmission of infection and contamination.</p>	<ul style="list-style-type: none"> • Understanding of the process of infection and the risk of contamination. • Effective application of the rules governing basic practices and additional precautions including: <ul style="list-style-type: none"> ○ the principles of aseptic technique; ○ handwashing; ○ cleaning of the work area, surfaces and equipment (beds, parallel bars, exercise equipment, etc.); ○ donning of protective clothing and accessories; ○ personal hygiene.
<p>3. Handle materials, equipment, electrical devices and products.</p>	<ul style="list-style-type: none"> • Identification of the dangers associated with using electrical devices and radiation. • Proper verification of the integrity of materials, equipment and electrical devices. • Correct application of safety measures for the handling of materials, equipment, electrical devices and hazardous products.
<p>4. Apply ergonomic work principles and methods.</p>	<ul style="list-style-type: none"> • Appropriate choice of work postures that limit the risk of injury and accidents. • Proper organization of the work environment. • Consistent application of comfortable positioning methods adapted to the client. • Strict application of safe methods for moving clients, e.g. PDSB (Principes pour le déplacement sécuritaire des bénéficiaires / Principles for Moving Clients Safely). • Determination of intervention strategies that maximize the participation of the client.
<p>5. Adapt to challenges associated with professional practice.</p>	<ul style="list-style-type: none"> • Recognition of stress factors related to professional practice. • Appropriate use of methods to manage one's stress. • Identification of appropriate ways to prevent professional burnout. • Recognition of one's own needs, limitations, and ability to meet the requirements of the profession. • Use of specific safety measures when providing home care to clients. • Use of preventive and intervention strategies to protect oneself in situations of violence, aggressivity, etc.

Elements of the Competency	Performance Criteria
6. Provide emergency care.	<ul style="list-style-type: none">• Knowledge of emergency protocols, evacuation plans and alert codes.• Appropriate choice of interventions in the emergency situations most commonly encountered in physiotherapy.• Proper application of technique for opening the respiratory tract.• Proper use of cardiopulmonary resuscitation technique.• Proper application of elastic compression bandages.• Effective collaboration with health care workers and other resource people.

Objective
Standard

Statement of the Competency	Achievement Context
Locate the anatomical structures of the human body.	<ul style="list-style-type: none"> • For all types of client. • For neurological, musculoskeletal and cardiovascular systems. • Based on information available about the client prior to starting the treatment. • Using anatomical charts and models. • Using reference documents, digital and technological tools.
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Compliance with ethics and professional code of ethics. • Proper application of ergonomic, comfort and safety measures. • Proper application of required hygiene and infection control measures. • Consideration of contraindications and precautions. • Correct use of medical terminology. 	
Elements of the Competency	Performance Criteria
1. Delineate bone, joint and muscle structures.	<ul style="list-style-type: none"> • Locate and describe anatomical structures. • Methodical application of procedures for locating anatomical structures. • Precise identification and location of bone, joint and muscle structures using palpation.
2. Locate nerves, peripheral vessels and ganglions.	<ul style="list-style-type: none"> • Proper application of a procedure for locating anatomical structures. • Location through palpation and accurate schematic localization of the pathway of nerves, peripheral vessels and ganglions.
3. Provide information about anatomical structures.	<ul style="list-style-type: none"> • Clear explanations of the nature and location of structures in lay terms. • Proper demonstration of the location of anatomical structures on the client's body.

Objective

Standard

Statement of the Competency	Achievement Context
<p>Analyze the positions and movements of the human body.</p>	<ul style="list-style-type: none"> • For all types of client. • Within the legal framework for professional practice. • Based on information available on the client prior to starting the treatment. • Using anatomical charts and models. • Using clinical furniture, equipment, devices, technical aids, accessories, measuring instruments and materials. • Using reference documents, digital and technological tools.
<p>Performance Criteria for the Competency as a Whole</p>	
<ul style="list-style-type: none"> • Compliance with ethics and professional code. • Proper application of ergonomic, comfort and safety measures. • Proper application of required hygiene and infection control measures. • Consideration of contraindications and precautions. • Correct use of medical terminology. 	
Elements of the Competency	Performance Criteria
<p>1. Analyze the mechanical forces and constraints exerted on anatomical structures in static positions and during movement.</p>	<ul style="list-style-type: none"> • Recognition of the forces involved depending on the position or movement. • Appropriate deduction of the constraints exerted on the structures of the human body. • Realistic estimation of the effort needed to maintain equilibrium both in static postures and during movement. • Realistic estimation of the mechanical limits of human tissues. • Recognition of the effect of using levers, pulleys and inclined planes on the forces involved.
<p>2. Analyze how joint and muscle structures function to maintain static positions and to produce movement.</p>	<ul style="list-style-type: none"> • Relevant connections made between the form and function of a structure and how it acts to maintain a position and to produce movement. • Understanding of the relationships between forces exerted by inert structures and by muscles during various phases of a movement. • Logical analysis of joint positions and movements produced during various phases of movement, including walking.

Elements of the Competency	Performance Criteria
3. Examine the respective positions of joint and muscle structures in static positions and in movement.	<ul style="list-style-type: none">• Accurate location of inert structures and muscles in action during various phases of movement, including walking.• Detailed examination of normal posture.
4. Provide information on the postures and movements of the human body.	<ul style="list-style-type: none">• Proper description of postures and movements of the human body in lay terms.• Identification of impairments of posture and movement and ability to explain them to the client.

Objective

Standard

Statement of the Competency	Achievement Context
Associate physiological mechanisms with physical rehabilitation needs.	<ul style="list-style-type: none"> • For all types of client. • Based on information available on the client prior to starting the treatment. • Using reference documents, digital and technological tools.
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Compliance with ethics and professional code of ethics. • Proper application of ergonomic, comfort and safety measures. • Proper application of required hygiene and infection control procedures. • Consideration of contraindications and precautions. • Correct use of medical terminology. 	
Elements of the Competency	Performance Criteria
1. Analyze the effect of muscle activity control mechanisms in physical rehabilitation applications.	<ul style="list-style-type: none"> • Identification of factors that have an influence on the effectiveness of muscular effort. • Relevance of the connections established between the type of muscular effort and the energy source. • Relevance of the connections established between the type of muscular effort and the contraction parameters. • Relevance of the connections made between the neuromuscular and chemical control mechanisms and interventions aimed at facilitating or inhibiting muscle activity.
2. Analyze the effect of muscle activity on the human body.	<ul style="list-style-type: none"> • Recognition of the preventive and curative effects of muscle activities on all the systems of the human body. • Relevant association between the damaging effects of inactivity and immobility and physical rehabilitation needs. • Proper explanation of the effects of muscular activity and inactivity in lay terms.
3. Associate the physiological changes related to aging with physical rehabilitation needs.	<ul style="list-style-type: none"> • Recognition of the effects of physical and cognitive changes associated with aging on functional autonomy. • Proper explanation of the physiological changes related to aging in lay terms.

Elements of the Competency	Performance Criteria
4. Consider the physiological mechanisms of pain in a physical rehabilitation context.	<ul style="list-style-type: none">• Establishment of connections between the physiological mechanisms of pain and the methods used to manage it.• Proper explanation of the physiological mechanisms of pain in lay terms.
5. Consider the physiological mechanisms of pregnancy in a physical rehabilitation context.	<ul style="list-style-type: none">• Recognition of the effects of the physiological mechanisms of pregnancy on musculoskeletal problems.• Proper explanation of the physiological changes related to pregnancy in lay terms.

Objective
Standard

Statement of the Competency	Achievement Context
Correlate medical information with physical rehabilitation interventions.	<ul style="list-style-type: none"> • For all types of client. • For common pathological conditions. • For the neurological, musculoskeletal and cardiorespiratory systems. • Within the legal framework for professional practice. • Using evidence-based information. • Based on information available on the client prior to starting the treatment. • Using the client and physiotherapy charts. • Using reference documents, medical imaging, and digital and technological tools.
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Compliance with regulations, ethics and the professional code. • Relevant search for evidence-based information. • Efficient use of reference documents. • Proper explanations of pathological conditions and clinical interventions in lay terms. • Correct use of medical terminology. 	
Elements of the Competency	Performance Criteria
1. Associate the medical diagnosis with clinical features of pathological conditions.	<ul style="list-style-type: none"> • Identification of pertinent information about the pathological condition. • Appropriate representation of the global clinical profile of the client.
2. Make connections between common medical tests and the diagnosis.	<ul style="list-style-type: none"> • Recognition of the main medical tests that have an impact on physical rehabilitation. • Connections made between the results of medical tests and the diagnoses.
3. Associate medical interventions with pathological conditions.	<ul style="list-style-type: none"> • Recognition of the most common medical interventions used for a given pathological condition. • Connections made between medical interventions and their implications for physical rehabilitation.
4. Identify the implications of the effects of medications for the physical rehabilitation intervention.	<ul style="list-style-type: none"> • Identification of relevant information about the medications. • Connections made between the therapeutic effects and side effects of the medications and the physical rehabilitation intervention.

Elements of the Competency	Performance Criteria
5. Associate rehabilitation interventions with pathological conditions.	<ul style="list-style-type: none">• Identification of physical rehabilitation interventions using evidence-based information.• Connections made between therapeutic interventions and rehabilitation goals.
6. Identify information in the client chart that is relevant to physical rehabilitation.	<ul style="list-style-type: none">• Accurate interpretation of the terminology and abbreviations used.• Distinguish relevant from irrelevant information.

Objective

Standard

Statement of the Competency	Achievement Context
<p>Interact in a professional context.</p>	<ul style="list-style-type: none"> • For all types of client. • Within the legal framework for professional practice. • In collaboration with other physiotherapy professionals, health care professionals and other resource people. • In a variety of professional situations such as interdisciplinary discussions, interdisciplinary and multidisciplinary meetings, training activities or information sessions, emergency situations, etc. • Following the policies and procedures of the therapeutic facilities and residential settings. • Using the client or physiotherapy chart, forms and other professional documents. • Using digital and technological tools.
<p>Performance Criteria for the Competency as a Whole</p>	
<ul style="list-style-type: none"> • Compliance with regulations, ethics, and the professional code. • Respect for the role, responsibilities and competencies of other health care professionals. • Appropriate use of information and communication technologies. • Adaptation of communication to different people and contexts. • Open-mindedness and respect for other points of view. • Adoption of behaviours conducive to the establishment of harmonious relationships. • Useful contribution to solving problems and making decisions. • Appropriate solutions for defusing interpersonal conflicts. • Correct use of medical terminology. 	
Elements of the Competency	Performance Criteria
<p>1. Analyze evidence-based information.</p>	<ul style="list-style-type: none"> • Accurate identification of reference sources and the ways to find them (keywords). • Correct identification of the parameters of a search protocol. • Understanding of the ethical aspects of the research. • Critical analysis of the information.

Elements of the Competency	Performance Criteria
<p>2. Communicate with clients and caregivers.</p>	<ul style="list-style-type: none"> • Understanding of the characteristics of different types of clients and related intervention strategies. • Relevance and clarity of instructions addressed to the client or their caregivers. • Appropriate understanding of the person's non-verbal language. • Verification that the information given has been understood. • Consideration of socio-cultural variables. • Consideration of difficult physical and psychological situations (e.g. functional disabilities, being off work, chronic pain, anxiety). • Appropriate application of intervention strategies that take into account the client's needs and the client's own ability to respond to those needs.
<p>3. Collaborate within a work team.</p>	<ul style="list-style-type: none"> • Accurate distinction of the roles and competencies of each member of an intradisciplinary, interdisciplinary or multidisciplinary team. • Careful exercise of their power to influence. • Demonstration of attitudes and behaviours conducive to teamwork. • Demonstration of leadership and solidarity concerning decisions made by the team.
<p>4. Adapt to difficult situations.</p>	<ul style="list-style-type: none"> • Accurate assessment of the situation. • Application of stress management techniques in specific situations (e.g. grief, palliative care, psychiatric disorders). • Recognition of their professional boundaries. • Demonstration of emotional distancing appropriate to the situation. • Appropriate adjustment of their interventions. • Reaction within an acceptable delay. • Application of strategies for resolving interpersonal conflicts.

Objective

Standard

Statement of the Competency	Achievement Context
Provide electrotherapy treatments.	<ul style="list-style-type: none"> • For all types of clients. • Within the legal framework for professional practice. • For analgic, trophic, tissue repair and client motor rehabilitation. • Using evidence-based information. • Based on information available on the client prior to starting the treatment. • Using clinical furniture, products, equipment, devices, technical aids, accessories, measuring instruments and materials. • Using reference documents, protocols, and digital and technological tools.
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Compliance with regulations, ethics and the professional code. • Consideration of the various bio-psycho-social aspects of the client. • Application of ergonomic, comfort and safety measures. • Compliance with the rules governing health, safety, hygiene and aseptic technique. • Consideration of indications, contraindications and precautions. • Accurate understanding of the effects of techniques used on the human body. • Adaptation or termination of the treatment based on the client's reactions. • Satisfactory recognition of the signs and symptoms of a medical emergency. • Adaptation of communication to the context and persons being addressed. • Correct use of medical terminology. 	
Elements of the Competency	Performance Criteria
1. Organize the work.	<ul style="list-style-type: none"> • Careful preparation of the treatment area, materials, and equipment. • Logical organization of the sequence of treatments. • Methodical tidying and cleaning of the treatment area.

Elements of the Competency	Performance Criteria
2. Explain the principles underlying the use of electrotherapy devices.	<ul style="list-style-type: none"> • Appropriate explanation of the characteristics of currents and waves and their effects on structures of the human body in lay terms. • Clear explanations about use of the devices and safety measures.
3. Apply different types of electric currents.	<ul style="list-style-type: none"> • Choice of type of current, method and application parameters based on therapeutic goals, indications, contraindications and precautions. • Effective application of the treatment.
4. Apply electromechanical and electromagnetic waves.	<ul style="list-style-type: none"> • Choice of type of wave, method and application parameters based on therapeutic goals, indications, contraindications and precautions. • Effective application of the treatment.
5. Apply radiation.	<ul style="list-style-type: none"> • Choice of type of wave, method and application parameters based on therapeutic goals, indications, contraindications and precautions. • Effective application of the treatment.
6. Apply electrical stimulation and biofeedback.	<ul style="list-style-type: none"> • Choice of type of current, method and application parameters based on therapeutic goals, indications, contraindications and precautions. • Instruction of client on the exercises they are expected to do. • Effective application of the treatment.
7. Record the information in the chart.	<ul style="list-style-type: none"> • Synthesis of relevant information. • Use of a standardized charting method to enter information into the chart. • Correct application of the rules of grammar and spelling.

Objective
Standard

Statement of the Competency	Achievement Context
Intervene in cases involving pain and circulatory problems.	<ul style="list-style-type: none"> • For all types of client. • Within the legal framework for professional practice. • Using evidence-based information. • Based on information available on the client prior to starting the treatment. • Using clinical furniture, products, equipment, devices, technical aids, accessories, measuring instruments and materials. • Using reference documents, forms, and digital and technological tools.
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Compliance with regulations, ethics and the professional code. • Consideration of the client's bio-psycho-social profile. • Application of ergonomic, comfort and safety measures. • Compliance with the rules governing health, safety, hygiene and infection control. • Consideration of indications, contraindications and precautions. • Adaptation or termination of the treatment based on the client's reactions. • Satisfactory recognition of the signs and symptoms of a medical emergency. • Adaptation of communication to the context and persons being addressed. • Continuous transmission of information on the treatment being given. • Correct use of medical terminology. 	
Elements of the Competency	Performance Criteria
1. Organize the work.	<ul style="list-style-type: none"> • Careful preparation of area, materials and equipment. • Logical organization of the sequence of treatments. • Methodical tidying and cleaning of the treatment areas.
2. Collect evaluative data.	<ul style="list-style-type: none"> • Collection of relevant and detailed subjective data. • Detailed collection of objective data including any necessary standardized tests. • Correct analysis of the data.

Elements of the Competency	Performance Criteria
3. Implement treatments for antalgic, trophic or compressive purposes.	<ul style="list-style-type: none"> • Choice of treatments and their application parameters based on therapeutic goals, indications, contraindications and precautions. • Correct use of superficial thermal agents, hydrotherapy and pneumatic compression pumps for various problems, including wounds.
4. Apply different massage techniques.	<ul style="list-style-type: none"> • Choice of massage techniques based on therapeutic goals, indications, contraindications and precautions. • Correct performance of massage techniques for various conditions, including scars.
5. Apply relaxation techniques.	<ul style="list-style-type: none"> • Choice of relaxation techniques based on therapeutic goals, indications, contraindications and precautions. • Correct performance of relaxation techniques.
6. Design exercise programs to reduce pain and improve circulation.	<ul style="list-style-type: none"> • Development of exercise programs adapted to the therapeutic goals and context. • Clarity of written exercise program (handwritten or typed using a digital tool).
7. Teach exercises designed to reduce pain and improve circulation.	<ul style="list-style-type: none"> • Teaching of exercises that promote circulation, pain reduction, and relaxation. • Use of intervention strategies that promote client participation. • Suggestion of measures complementary to the treatment, if applicable (sending back to the referring professional, referral to other professionals, advice on materials and equipment the client should obtain, etc.). • Relevant recommendations regarding maintenance and prevention. • Advice to maintain or improve overall health.
8. Record the information in the chart.	<ul style="list-style-type: none"> • Synthesis of relevant information. • Use of a standardized charting method to enter information into the chart. • Correct application of the rules of grammar and spelling.

Objective**Standard**

Statement of the Competency	Achievement Context
Intervene in cases involving loss of mobility.	<ul style="list-style-type: none"> • For all types of client. • Within the legal framework for professional practice. • Using evidence-based information. • Based on information available on the client prior to starting the treatment. • Using clinical furniture, products, equipment, devices, technical aids, accessories, measuring instruments and materials. • Using reference documents, forms, and digital and technological tools.
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Compliance with the professional regulations and code of ethics. • Consideration of the client's bio-psycho-social needs. • Application of ergonomic, comfort and safety measures. • Compliance with the rules governing health, safety, hygiene and infection control procedures. • Consideration of indications, contraindications and precautions. • Adaptation or termination of the treatment based on the client's reactions. • Satisfactory recognition of the signs and symptoms of a medical emergency. • Adaptation of communication to the context and persons being addressed. • Continuous transmission of information on the treatment being given. • Correct use of medical terminology. 	
Elements of the Competency	Performance Criteria
1. Organize the work.	<ul style="list-style-type: none"> • Careful preparation of area, materials and equipment. • Logical organization of the sequence of treatments. • Methodical tidying and cleaning of the treatment areas.
2. Collect evaluative data.	<ul style="list-style-type: none"> • Collection of relevant subjective data. • Detailed collection of objective data including any necessary standardized tests. • Correct analysis of the data.

Elements of the Competency	Performance Criteria
3. Use mobilization exercises and techniques.	<ul style="list-style-type: none"> • Choice of treatments and their application parameters based on therapeutic goals, indications, contraindications and precautions. • Correct and safe performance of mobilization exercises and techniques, including manual techniques. • Careful selection of devices and accessories that help clients to regain mobility (pulleys, ball, etc.).
4. Use facilitation and stretching exercises.	<ul style="list-style-type: none"> • Choice of exercises, treatments and their application parameters based on therapeutic goals, indications, contraindications and precautions. • Correct and safe performance of facilitation techniques.
5. Design exercise programs to improve mobility.	<ul style="list-style-type: none"> • Development of exercise programs adapted to the therapeutic goals and context. • Clearly written exercise program (handwritten or typed using a digital tool).
6. Teach exercises designed to improve mobility.	<ul style="list-style-type: none"> • Teaching of exercises that promote mobility and flexibility. • Use of intervention strategies that promote client participation. • Suggestion of measures complementary to the treatment, if applicable (returning to the referring professional, referral to other professionals, advice on materials and equipment the client should obtain, etc.). • Relevant recommendations regarding maintenance and prevention. • Advice to maintain or improve overall health.
7. Record the information in the chart.	<ul style="list-style-type: none"> • Synthesis of relevant information. • Use of a standardized charting method to enter information into the chart. • Correct application of the rules of grammar and spelling.

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Achievement Context
Intervene in cases involving muscle impairment.	<ul style="list-style-type: none"> • For all types of client. • Within the legal framework for professional practice. • Using evidence-based information. • Based on information available on the client prior to starting the treatment. • Using clinical furniture, products, equipment, devices, technical aids, accessories, measuring instruments and materials. • Using reference documents, forms, and digital and technological tools.
Performance Criteria for the Competency as a Whole	
	<ul style="list-style-type: none"> • Compliance with regulations, ethics, and the professional code. • Consideration of the client's bio-psycho-social profile. • Application of ergonomic, comfort and safety measures. • Compliance with the rules governing health, safety, hygiene and infection control. • Consideration of indications, contraindications and precautions. • Adaptation or termination of the treatment based on the client's reactions. • Satisfactory recognition of the signs and symptoms of a medical emergency. • Adaptation of communication to the context and persons being addressed. • Continuous transmission of information on the treatment being given. • Correct use of medical terminology.
Elements of the Competency	Performance Criteria
1. Organize the work.	<ul style="list-style-type: none"> • Careful preparation of area, materials and equipment. • Logical organization of the sequence of treatments. • Methodical tidying and cleaning of the treatment areas.
2. Collect evaluative data.	<ul style="list-style-type: none"> • Collection of relevant subjective data. • Detailed collection of objective data including any necessary standardized tests. • Correct analysis of the data.

Elements of the Competency	Performance Criteria
3. Use techniques to recruit muscles and improve muscular strength.	<ul style="list-style-type: none"> • Choice of treatments and their application parameters based on therapeutic goals, indications, contraindications and precautions. • Correct stimulation of muscle contraction. • Careful use of devices and accessories to facilitate muscle recruitment, stimulation or strengthening.
4. Design exercise programs to improve muscular strength.	<ul style="list-style-type: none"> • Development of exercise program adapted to the therapeutic goals and context. • Clearly written exercise program (handwritten or typed using a digital tool).
5. Teach exercises designed to improve muscular strength.	<ul style="list-style-type: none"> • Teaching of exercises that promote muscle strengthening. • Use of intervention strategies that promote client participation. • Suggestion of measures complementary to the treatment, if applicable (returning to the referring professional, referral to other professionals, advice on materials and equipment the client should obtain, etc.). • Relevant recommendations regarding maintenance and prevention. • Advice to maintain or improve overall health.
6. Record the information in the chart.	<ul style="list-style-type: none"> • Synthesis of relevant information. • Use of a standardized charting method to enter information into the chart. • Correct application of the rules of grammar and spelling.

Objective
Standard

Statement of the Competency	Achievement Context
Intervene in cases involving functional loss.	<ul style="list-style-type: none"> • For all types of client. • Within the legal framework for professional practice. • Using evidence-based information. • Based on information available on the client prior to starting the treatment. • Using clinical furniture, products, equipment, devices, technical aids, accessories, measuring instruments and materials. • Using reference documents, forms, and digital and technological tools.
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Compliance with regulations, ethics, and the professional code. • Consideration of the client's bio-psycho-social profile. • Application of ergonomic, comfort and safety measures. • Compliance with the rules governing health, safety, hygiene and infection control. • Consideration of indications, contraindications and precautions. • Adaptation or termination of the treatment based on the client's reactions. • Satisfactory recognition of the signs and symptoms of a medical emergency. • Adaptation of communication to the context and persons being addressed. • Continuous transmission of information on the treatment being given. • Correct use of medical terminology. 	
Elements of the Competency	Performance Criteria
1. Organize the work.	<ul style="list-style-type: none"> • Careful preparation of area, materials and equipment. • Logical organization of the sequence of treatments. • Methodical tidying and cleaning of the treatment areas.
2. Collect evaluative data.	<ul style="list-style-type: none"> • Collection of relevant subjective data. • Detailed collection of objective data including any necessary standardized tests. • Correct analysis of the data.

Elements of the Competency	Performance Criteria
3. Correct postural impairments.	<ul style="list-style-type: none"> • Choice of treatments and their application parameters based on therapeutic goals, indications, contraindications and precautions. • Correct performance of techniques to reduce postural impairments. • Judicious use of accessories that facilitate postural awareness.
4. Perform interventions to improve or maintain transfers and ambulation.	<ul style="list-style-type: none"> • Choice of treatments and their application parameters based on therapeutic goals, indications, contraindications and precautions. • Correct and safe performance of interventions as well as transfer and ambulation training. • Appropriate adjustment and teaching of the use of technical aids.
5. Perform interventions to improve or maintain balance, proprioception and coordination.	<ul style="list-style-type: none"> • Choice of treatments and their application parameters based on therapeutic goals, indications, contraindications and precautions. • Correct and safe performance of techniques and exercises that promote balance, proprioception and coordination.
6. Perform interventions to improve or maintain gait.	<ul style="list-style-type: none"> • Choice of treatments and their application parameters based on therapeutic goals, indications, contraindications and precautions. • Correct and safe performance of gait training and techniques to improve awareness of gait faults. • Appropriate adjustments and teaching of the use of technical aids.
7. Design exercise programs to improve or maintain locomotor function.	<ul style="list-style-type: none"> • Development of exercise programs adapted to the therapeutic goals and context. • Clearly written exercise program (handwritten or typed using a digital tool).
8. Teach exercises designed to improve locomotor function.	<ul style="list-style-type: none"> • Teaching of exercises designed to improve locomotor function. • Use of intervention strategies that promote client participation. • Suggestion of measures complementary to the treatment, if applicable (returning to the referring professional, referral to other professionals, advice on materials and equipment the client should obtain, etc.). • Relevant recommendations regarding maintenance and prevention. • Advice to maintain or improve overall health.
9. Record the information in the chart.	<ul style="list-style-type: none"> • Synthesis of relevant information. • Use of a standardized charting method to enter information into the chart. • Correct application of the rules of grammar and spelling.

Objective

Standard

Statement of the Competency	Achievement Context
<p>Adapt the therapeutic approach to various types of disability and handicap, as well as to different settings.</p>	<ul style="list-style-type: none"> • For all types of client. • In therapeutic and rehabilitation settings. • For situations involving physical or psychological disability, handicap, or loss. • Within the legal framework for professional practice. • Using evidence-based information. • In collaboration with other health care professionals and resource people. • With the goal of optimizing rehabilitation. • Based on information available on the client prior to starting the treatment. • Based on the policies and procedures of the therapeutic setting or living environment. • Using clinical furniture, products, equipment, devices, technical aids, accessories, measuring instruments and materials. • Using reference documents, digital and technological tools.
<p>Performance Criteria for the Competency as a Whole</p>	
<ul style="list-style-type: none"> • Compliance with regulations, ethics, and the professional code. • Consideration of the client's bio-psycho-social profile. • Strict application of the required health, safety, hygiene and infection control rules. • Strict application of client comfort and safety measures. • Consideration of indications, contraindications and precautions. • Use of intervention strategies that promote participation by the client, their entourage or resource people. • Adaptation or termination of the treatment in accordance with the client's reactions. • Satisfactory recognition of the signs and symptoms of a medical emergency. • Adaptation of communication to different people and contexts. • Correct use of medical terminology. 	

Elements of the Competency	Performance Criteria
1. Identify signs of adaptation or maladaptation.	<ul style="list-style-type: none"> • Close observation of the client's reactions. • Relevant connections made between the signs exhibited by the client and the coping mechanisms. • Recognition of signs of maladaptation (grief, depression, psychological distress, chronic pain and others).
2. Adapt the clinical approach to the type of physical disability and its severity.	<ul style="list-style-type: none"> • Consideration of the impact of a disability on the client's emotional and social life. • Relevance of the connections made between the type and severity of the disability and the client's needs during the rehabilitation process.
3. Adapt the clinical approach in the case of psychosocial, cognitive or psychiatric conditions.	<ul style="list-style-type: none"> • Consideration of the effects of psychosocial, cognitive or psychiatric conditions on the client's emotional and social life. • Recognition of the effect of psychosocial, cognitive and psychiatric conditions on the rehabilitation process.
4. Adapt their approach based on the therapeutic setting or living environment.	<ul style="list-style-type: none"> • Consideration of the effect of the type of therapeutic setting or living environment on the rehabilitation process. • Intervention strategies adapted to the setting. • Adaptation of the therapeutic setting or living environment so as to enhance the client's orientation and autonomy.

Objective

Standard

Statement of the Competency	Achievement Context
<p>Adapt their therapeutic approach to a geriatric clientele.</p>	<ul style="list-style-type: none"> • For losses pertaining to functional autonomy. • Within the legal framework for professional practice. • Using evidence-based information. • In collaboration with other health care professionals and resource people. • For the maintenance or optimization of functional autonomy. • Using current evaluation and treatment techniques. • Based on information available on the client prior to starting the treatment. • Based on the policies and procedures of the therapeutic setting or living environment. • Using clinical furniture, products, equipment, devices, technical aids, accessories, measuring instruments and materials. • Using reference documents, digital and technological tools.
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with regulations, ethics, and the professional code. • Consideration of the client's bio-psycho-social profile. • Strict application of the required health, safety, hygiene and infection control procedures. • Strict application of client comfort and safety measures. • Consideration of indications, contraindications and precautions. • Adaptation or termination of the treatment based on the client's reactions. • Satisfactory recognition of the signs and symptoms of a medical emergency. • Adaptation of communication to the persons being addressed. • Correct use of medical terminology.

Elements of the Competency	Performance Criteria
<p>1. Describe the resources available in Québec for a geriatric clientele.</p>	<ul style="list-style-type: none"> • Proper differentiation of the various types of living environments. • Proper identification of different programs designed for seniors. • Determination of the advantages and limitations of providing care for seniors continuing to live at home. • Consideration of end-of-life characteristics.
<p>2. Analyze the client's bio-psycho-social profile.</p>	<ul style="list-style-type: none"> • Consideration of the client's social history. • Analysis of the risk factors associated with taking multiple medications. • Analysis of the risk factors associated with fragility. • Analysis of the effect of geriatric diseases. • Recognition of possible personality changes and communication difficulties. • Use of intervention strategies adapted to the client's cognitive and physical abilities. • Identification of the various means of restraint and other options.
<p>3. Implement interventions with a geriatric clientele.</p>	<ul style="list-style-type: none"> • Evaluation of functional capacities adapted to the bio-psycho-social profile. • Realistic evaluation of the risk of falls. • Correct execution of vital sign measurement. • Correct recognition of tolerance to effort. • Correct analysis of the client's functional profile. • Determination of realistic therapeutic goals to promote autonomy. • Adaptation of interventions according to the global profile. • Use of intervention strategies that promote participation by the client, their entourage or resource people.

Objective

Standard

Statement of the Competency	Achievement Context
<p>Provide rehabilitation services to clients with orthopedic or rheumatological conditions.</p>	<ul style="list-style-type: none"> • For people of all ages. • For cases involving amputations, pregnancy-related musculoskeletal problems, and orthopedic or rheumatological conditions accompanied or unaccompanied by neurological symptoms. • Within the legal framework for professional practice. • Using evidence-based information. • In collaboration with other health care professionals and resource people. • With the goal of achieving optimal functional performance. • Using current evaluation and treatment techniques. • Based on information available on the client prior to starting the treatment. • Based on a medical requisition or the physiotherapist's assessment. • Based on the client's chart. • Based on the policies and procedures of the therapeutic or residential setting. • Using protocols and reference documents. • Using clinical furniture, products, equipment, devices, technical aids, accessories, measuring instruments and materials. • Using digital and technological tools.
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Compliance with regulations, ethics, and the professional code. • Strict application of the required health, safety, hygiene and infection control procedures. • Strict application of client comfort and safety measures. • Respect for privacy and confidentiality. • Adaptation of communication to the context and persons being addressed. • Continuous transmission of information on the treatment being given. • Procurement of consent prior to starting interventions. • Critical analysis of evidence-based information. • Consideration of indications, contraindications and precautions. 	

	<ul style="list-style-type: none"> • Consideration of the client's bio-psycho-social profile. • Demonstration of a strong sense of initiative, creativity and resourcefulness. • Tangible contribution to the smooth operation of the work setting. • Demonstration of manual dexterity. • Adaptation or termination of the treatment based on the client's reactions. • Recognition of the signs and symptoms of a medical emergency. • Correct use of medical terminology.
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Elements of the Competency	Performance Criteria
1. Organize the work.	<ul style="list-style-type: none"> • Efficient preparation of area, materials and equipment. • Efficient organization of the sequence of treatments. • Procurement of all relevant information. • Ongoing consideration of new information added to the client's chart. • Accurate determination of the client category.
2. Document the problems.	<ul style="list-style-type: none"> • Detailed analysis of all relevant information. • Methodical planning of the subjective and objective data collections. • Pertinent questions about signs and symptoms. • Meticulous execution of measurements and objective tests.
3. Analyze all the subjective and objective data.	<ul style="list-style-type: none"> • Accurate interpretation of all data obtained. • Elaboration of a prioritized list of problems or therapeutic goals in order of priority. • Consideration of the client's expectations.
4. Determine the treatment plan.	<ul style="list-style-type: none"> • Pertinent choice of treatment techniques and parameters. • Participation in creating a global or interdisciplinary intervention plan, if applicable.
5. Implement the treatment plan.	<ul style="list-style-type: none"> • Meticulous application of treatment methods and techniques. • Proper use of mechanical and manual traction. • Constant monitoring for subjective and objective changes in the client's condition. • Explanations of the exercises and advice adapted to the client in lay terms. • Appropriate encouragement of the client to take charge of their rehabilitation. • Suggestion of measures complementary to the treatment, if applicable (returning to the referring professional, referral to other professionals, advice on materials and equipment the client should obtain, etc.).

Elements of the Competency	Performance Criteria
6. Complete a re-evaluation.	<ul style="list-style-type: none"> • Methodical planning of the subjective and objective re-evaluation. • Pertinent questions about evolution of the client's condition. • Detailed analysis of the data collected in comparison with the initial evaluation. • Correct adaptation of therapeutic goals and the treatment plan. • Proper explanation of the changes made to the treatment plan in lay terms.
7. Implement a discharge plan.	<ul style="list-style-type: none"> • Proper explanation of the reasons for stopping treatments in lay terms. • Relevant recommendations regarding maintenance and prevention. • Recommendations for other professionals to be consulted if applicable. • Judicious planning of a follow-up, if needed.
8. Record the information in the chart.	<ul style="list-style-type: none"> • Synthesis of relevant information. • Use of a standardized charting method to enter information into the chart. • Correct application of the rules of grammar and spelling.

Objective

Standard

Statement of the Competency	Achievement Context
<p>Provide rehabilitation services for clients with neurological conditions.</p>	<ul style="list-style-type: none"> • For people of all ages. • For cases involving neurological conditions. • Within the legal framework for professional practice. • Using evidence-based information. • In collaboration with other health care professionals and resource people. • With the goal of achieving optimal functional performance. • Using current evaluation and treatment techniques. • Based on information available on the client prior to starting the treatment. • Based on a medical requisition or the physiotherapist's assessment. • Based on the client's chart. • Based on the policies and procedures of the therapeutic or residential setting. • Using protocols and reference documents. • Using clinical furniture, products, equipment, devices, technical aids, accessories, measuring instruments and materials. • Using digital and technological tools.
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with regulations, ethics, and the professional code. • Strict application of the required health, safety, hygiene and infection control procedures. • Strict application of client comfort and safety measures. • Respect for privacy and confidentiality. • Adaptation of communication to the context and persons being addressed. • Continuous transmission of information on the treatment being given. • Procurement of consent prior to starting interventions. • Critical analysis of evidence-based information. • Consideration of indications, contraindications and precautions. • Consideration of the client's bio-psycho-social profile. • Demonstration of a strong sense of initiative, creativity and resourcefulness.

	<ul style="list-style-type: none"> • Tangible contribution to the smooth operation of the work setting. • Demonstration of manual dexterity. • Adaptation or termination of the intervention based on the client's reactions. • Recognition of the signs and symptoms of a medical emergency. • Correct use of medical terminology.
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Elements of the Competency	Performance Criteria
1. Organize the work.	<ul style="list-style-type: none"> • Efficient preparation of area, materials and equipment. • Efficient organization of the sequence of treatments. • Procurement of all relevant information. • Ongoing consideration of new information added to the client's chart. • Accurate determination of the client category.
2. Document the problems.	<ul style="list-style-type: none"> • Detailed analysis of all relevant information. • Methodical planning of the subjective and objective evaluations. • Pertinent questions about signs and symptoms. • Meticulous execution of measurements and objective tests.
3. Analyze all the subjective and objective data.	<ul style="list-style-type: none"> • Accurate interpretation of all data obtained. • Elaboration of a prioritized list of problems or therapeutic objectives. • Consideration of the client's expectations.
4. Determine the treatment plan.	<ul style="list-style-type: none"> • Pertinent choice of treatment techniques and parameters. • Participation in creating a global or interdisciplinary intervention plan if applicable.
5. Implement the treatment plan.	<ul style="list-style-type: none"> • Meticulous application of treatment methods and techniques. • Constant monitoring for changes in the client's condition (subjective and objective). • Explanations of the exercises and advice adapted to the client. • Appropriate encouragement of the client to take charge of their rehabilitation. • Suggestion of measures complementary to the treatment, if applicable (returning to the referring professional, referral to other professionals, advice on materials and equipment the client should obtain, etc.).

Elements of the Competency	Performance Criteria
6. Do a re-evaluation.	<ul style="list-style-type: none"> • Methodical planning of the subjective and objective re-evaluation. • Pertinent question about changes in the client's condition. • Detailed analysis of the data collected in comparison with the initial evaluation. • Correct adaptation of therapeutic goals and the treatment plan. • Proper explanation of the changes made to the treatment plan in lay terms.
7. Implement a discharge plan.	<ul style="list-style-type: none"> • Proper explanation of the reasons for stopping treatments in lay terms. • Relevant recommendations regarding maintenance and prevention. • Recommendations adapted for other professionals to be consulted, if applicable. • Careful planning of a follow-up, if needed.
8. Record the information in the chart.	<ul style="list-style-type: none"> • Synthesis of relevant information. • Use of a standardized charting method to enter information into the chart. • Correct application of the rules of grammar and spelling.

Objective

Standard

Statement of the Competency	Achievement Context
<p>Provide rehabilitation services for clients with cardiovascular, respiratory and lymphatic conditions.</p>	<ul style="list-style-type: none"> • For people of all ages. • For cases involving cardiovascular, respiratory and lymphatic conditions. • Within the legal framework for professional practice. • Using evidence-based information. • In collaboration with other health care professionals and resource people. • With the goal of achieving optimal functional performance. • Using current evaluation and treatment techniques. • Based on information available on the client prior to starting the treatment. • Based on a medical requisition or the physiotherapist's assessment. • Based on the client's chart. • Based on the policies and procedures of the therapeutic setting or residential environment. • Using protocols and reference documents. • Using clinical furniture, products, equipment, devices, technical aids, accessories, measuring instruments and materials. • Using digital and technological tools.
<p></p>	<p>Performance Criteria for the Competency as a Whole</p>
<p></p>	<ul style="list-style-type: none"> • Compliance with regulations, ethics, and the professional code. • Strict application of the required health, safety, hygiene and infection control procedures. • Strict application of client comfort and safety measures. • Respect for privacy and confidentiality. • Adaptation of communication to the context and persons being addressed. • Procurement of consent prior to starting interventions. • Critical analysis of evidence-based information. • Consideration of indications, contraindications and precautions. • Consideration of the client's bio-psycho-social profile. • Demonstration of a strong sense of initiative, creativity and resourcefulness. • Tangible contribution to the smooth operation of the work setting.

	<ul style="list-style-type: none"> • Demonstration of manual dexterity. • Adaptation or termination of the intervention based on the client's reactions. • Recognition of the signs and symptoms of a medical emergency. • Correct use of medical terminology.
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Elements of the Competency	Performance Criteria
1. Organize the work.	<ul style="list-style-type: none"> • Efficient preparation of area, materials and equipment. • Efficient organization of the sequence of treatments. • Procurement of all relevant information. • Ongoing consideration of new information added to the client's chart. • Accurate determination of the client category.
2. Document the problems.	<ul style="list-style-type: none"> • Detailed analysis of all relevant information. • Methodical planning of the subjective and objective evaluations. • Pertinent questions about signs and symptoms. • Meticulous execution of measurements and objective tests.
3. Analyze all subjective and objective data.	<ul style="list-style-type: none"> • Accurate interpretation of all data obtained. • Creation of the list of problems or therapeutic goals in order of priority. • Consideration of the client's expectations.
4. Determine the treatment plan.	<ul style="list-style-type: none"> • Pertinent choice of treatment techniques and application parameters. • Participation in creating a global or interdisciplinary intervention plan, if applicable.
5. Implement the treatment plan.	<ul style="list-style-type: none"> • Meticulous application of treatment methods and techniques. • Proper application of treatment methods for wounds. • Constant monitoring for changes in the client's condition (subjective and objective). • Explanations of the exercises and advice adapted to the client. • Proper teaching of strategies for reducing energy expenditure and managing effort. • Appropriate encouragement of the client to take charge of their rehabilitation. • Suggestion of measures complementary to the treatment, if applicable (returning to the referring professional, referral to other professionals, advice on materials and equipment the client should obtain, etc.).

Elements of the Competency	Performance Criteria
6. Do a re-evaluation.	<ul style="list-style-type: none"> • Methodical planning of the subjective and objective re-evaluation. • Pertinent question about changes in the client's condition. • Detailed analysis of the data collected in comparison with the initial evaluation. • Correct adaptation of therapeutic goals and the treatment plan. • Proper explanation of the changes made to the treatment plan in lay terms.
7. Implement a discharge plan.	<ul style="list-style-type: none"> • Proper explanation of the reasons for stopping treatments in lay terms. • Relevant recommendations regarding maintenance and prevention. • Recommendations adapted for other professionals to be consulted, if applicable. • Careful planning of a follow-up, if needed.
8. Record the information in the chart.	<ul style="list-style-type: none"> • Synthesis of relevant information. • Use of a standardized charting method to enter information into the chart. • Correct application of the rules of grammar and spelling.

Objective**Standard**

Statement of the Competency	Achievement Context
<p>Provide rehabilitation services for clients with a loss of functional autonomy.</p>	<ul style="list-style-type: none"> • For people of all ages. • For cases involving a loss of autonomy or the effects of a known and controlled condition. • For the maintenance or optimization of functional autonomy. • Within the legal framework for professional practice. • Using evidence-based information. • In collaboration with other health care professionals and resource people. • Using current evaluation and treatment techniques. • Based on information available prior to taking charge of the client. • Based on a medical requisition or the physiotherapist's assessment. • Based on the client's chart. • Based on the policies and procedures of the therapeutic or residential setting. • Using protocols and reference documents. • Using clinical furniture, products, equipment, devices, technical aids, accessories, measuring instruments and materials. • Using digital and technological tools.
	<p>Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Compliance with regulations, ethics, and the professional code. • Strict application of the required health, safety, hygiene and infection control procedures. • Strict application of client comfort and safety measures. • Respect for privacy and confidentiality. • Adaptation of communication to the context and persons being addressed. • Procurement of consent prior to starting interventions. • Critical analysis of evidence-based information. • Consideration of indications, contraindications and precautions. • Consideration of the client's bio-psycho-social profile. • Demonstration of a strong sense of initiative, creativity and resourcefulness. • Tangible contribution to the smooth operation of the work setting.

	<ul style="list-style-type: none"> • Demonstration of manual dexterity. • Adaptation or termination of the intervention based on the client's reactions. • Recognition of the signs and symptoms of a medical emergency. • Correct use of medical terminology.
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Elements of the Competency	Performance Criteria
1. Organize the work.	<ul style="list-style-type: none"> • Efficient preparation of area, materials and equipment. • Efficient organization of the sequence of treatments. • Procurement of all relevant information. • Ongoing consideration of new information added to the client's chart. • Accurate determination of the client category.
2. Collect evaluative data.	<ul style="list-style-type: none"> • Detailed analysis of all relevant information. • Methodical planning of the subjective and objective evaluations. • Pertinent questions about changes in the client's condition. • Accurate verification of difficulties and functional limitations. • Meticulous execution of measurements and objective tests.
3. Analyze all the subjective and objective data.	<ul style="list-style-type: none"> • Correct analysis of the client's functional profile. • Creation of the list of problems. • Establishment of realistic therapeutic goals adapted to the client's needs. • Consideration of the client's expectations.
4. Determine the treatment plan.	<ul style="list-style-type: none"> • Pertinent choice of treatment techniques and application parameters. • Participation in creating a global or interdisciplinary intervention plan, if applicable.
5. Implement the treatment plan.	<ul style="list-style-type: none"> • Organization of treatment based on the client's capacities and limitations. • Meticulous application of treatment methods and techniques. • Appropriate use and adjustment of technical aids. • Constant monitoring for changes in the client's condition (subjective and objective). • Explanations of the exercises and advice adapted to the client. • Appropriate encouragement of the client to take charge of their rehabilitation. • Suggestion of measures complementary to the treatment, if applicable (returning to the referring professional, referral to other professionals, advice on materials and equipment the client should obtain, etc.).

Elements of the Competency	Performance Criteria
6. Do a re-evaluation.	<ul style="list-style-type: none"> • Methodical planning of the subjective and objective re-evaluation. • Pertinent question about changes in the client's condition. • Detailed analysis of the data collected in comparison with the initial evaluation. • Correct adaptation of therapeutic goals and the treatment plan. • Proper explanation of the changes made to the treatment plan in lay terms.
7. Implement a discharge plan.	<ul style="list-style-type: none"> • Proper explanation of the reasons for stopping treatments in lay terms. • Relevant recommendations regarding maintenance and prevention. • Recommendations adapted for other professionals to be consulted, if applicable. • Careful planning of a follow-up, if needed.
8. Record the information in the chart.	<ul style="list-style-type: none"> • Synthesis of relevant information. • Use of a standardized charting method to enter information into the chart. • Correct application of the rules of grammar and spelling.

Objective
Standard

Statement of the Competency	Achievement Context
Conduct training, information, prevention and health promotion activities.	<ul style="list-style-type: none"> • For all types of clients, health professionals and the general public. • Within the legal framework for professional practice. • Using evidence-based information. • In collaboration with other health care workers and resource people. • Based on the policies and procedures of the therapeutic setting or residential environment. • Using protocols and reference documents. • Using clinical furniture, products, equipment, devices, technical aids, accessories, measuring instruments and materials. • Using digital and technological tools.
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Compliance with regulations, ethics and professional code of ethics. • Strict application of the required health, safety, hygiene and infection control procedures. • Critical analysis of evidence-based information. • Adaptation of communication to the context and persons being addressed. • Demonstration of a strong sense of initiative, creativity and resourcefulness. • Use of intervention strategies that promote participation by the client or the group. 	
Elements of the Competency	Performance Criteria
1. Plan activities.	<ul style="list-style-type: none"> • Relevant determination of the goals of the activity. • Meticulous planning of the program for the activity in accordance with the type of participants. • Appropriate preparation of the materials, equipment and areas needed.

Elements of the Competency	Performance Criteria
<p>2. Develop activities.</p>	<ul style="list-style-type: none"> • Consideration of the needs of the setting and specific clientele. • Careful design of information, prevention and health promotion activities for different clientele. • Careful design of information, training and prevention activities for other health care workers. • Preparation of relevant documents in accordance with the targeted goals.
<p>3. Lead exercise classes as well as training and information sessions.</p>	<ul style="list-style-type: none"> • Choice of exercises in accordance with the characteristics of the clientele or health care workers. • Correct teaching of exercises. • Appropriate presentation of the information in everyday language. • Adaptation in accordance with the participants' reactions. • Consideration of the group feedback. • Correct recording of the activities carried out and the participants' reactions.

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

English, Language of Instruction and Literature

Code: 4EA0

Objective

Standard

Statement of the Competency

Analyze and produce various forms of discourse.

Elements of the Competency	Performance Criteria
1. Identify the characteristics and functions of the components of literary texts.	<ul style="list-style-type: none"> • Accurate explanation of the denotation of words • Adequate recognition of the appropriate connotation of words • Accurate definition of the characteristics and function of each component
2. Determine the organization of facts and arguments of a given literary text.	<ul style="list-style-type: none"> • Clear and accurate recognition of the main idea and structure • Clear presentation of the strategies employed to develop an argument or thesis
3. Prepare ideas and strategies for a projected discourse.	<ul style="list-style-type: none"> • Appropriate identification of topics and ideas • Adequate gathering of pertinent information • Clear formulation of a thesis • Coherent ordering of supporting material
4. Formulate a discourse.	<ul style="list-style-type: none"> • Appropriate choice of tone and diction • Correct development of sentences • Clear and coherent development of paragraphs • Formulation of a 750-word discourse
5. Revise the work.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature

Weighting: 2-2-4 or 1-3-4

Credits: 2 $\frac{2}{3}$

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

Apply an analytical approach to literary genres.

Elements of the Competency**Performance Criteria**

1. Distinguish genres of literary texts.	<ul style="list-style-type: none"> • Clear recognition of the formal characteristics of a literary genre
2. Recognize the use of literary conventions within a specific genre.	<ul style="list-style-type: none"> • Accurate recognition of the figurative communication of meaning • Adequate explanation of the effects of significant literary and rhetorical devices
3. Situate a work within its historical and literary period.	<ul style="list-style-type: none"> • Appropriate recognition of the relationship of a text to its period
4. Write a critical analysis of a literary genre.	<ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text
5. Revise the work.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature

Weighting: 2-2-3

Credits: 2½

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

Apply an analytical approach to a literary theme.

Elements of the Competency**Performance Criteria**

1. Recognize the treatment of a theme within a literary text.	<ul style="list-style-type: none"> • Clear recognition of elements within the text, which define and reinforce a theme and its development • Adequate demonstration of the effects of significant literary and rhetorical devices
2. Situate a literary text within its cultural context.	<ul style="list-style-type: none"> • Appropriate recognition of a text as an expression of cultural context • Adequate demonstration of the effects of significant literary and rhetorical devices
3. Detect the value system inherent in a literary text.	<ul style="list-style-type: none"> • Appropriate identification of expression (explicit/implicit) of a value system in a text
4. Write an analysis on a literary theme.	<ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text
5. Revise the work.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
 Weighting: 2-2-3
 Credits: 2½

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

Communicate in the forms of discourse appropriate to one or more fields of study.

Elements of the Competency**Performance Criteria**

1. Identify the forms of discourse appropriate to given fields of study.	<ul style="list-style-type: none"> • Accurate recognition of specialized vocabulary and conventions • Accurate recognition of the characteristics of the form of discourse • Exploration of a variety of topics
2. Recognize the forms of discourse appropriate to given fields of study.	<ul style="list-style-type: none"> • Clear and accurate recognition of the main ideas and structure • Appropriate distinction between fact and argument
3. Formulate an oral and a written discourse.	<ul style="list-style-type: none"> • Examine ways to address and structure a given topic • Appropriate choice of tone and diction • Correctly developed sentences • Clearly and coherently developed paragraphs • Appropriate use of program-related communication strategies including media and technology • Formulation of a 1000-word discourse
4. Revise the work.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

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

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.	<ul style="list-style-type: none"> • Appropriate description of the basic elements • Appropriate use of terminology relevant to a field of knowledge
2. Define the modes of organization and utilization of a field of knowledge.	<ul style="list-style-type: none"> • Adequate definition of the dimensions, limits, and uses of a field of knowledge
3. Situate a field of knowledge within its historical context.	<ul style="list-style-type: none"> • Accurate identification of the main components in the historical development of a field of knowledge • Accurate description of the effects of historical development and social context on the limits and uses of a field of knowledge
4. Organize the main components into coherent patterns.	<ul style="list-style-type: none"> • Coherent organization of the main components
5. Produce a synthesis of the main components.	<ul style="list-style-type: none"> • Appropriate analysis of the components • Coherent synthesis of the main components • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: Humanities
 Weighting: 3-1-3
 Credits: 2 $\frac{1}{3}$

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.	<ul style="list-style-type: none"> • Accurate description of a society or group with a distinctive world view • Appropriate use of terminology relevant to these societies or groups
2. Explain the major ideas, values, and implications associated with a given world view.	<ul style="list-style-type: none"> • Adequate explanation of the salient components of a world view
3. Organize the ideas, values and experiences of a world view into coherent patterns.	<ul style="list-style-type: none"> • Coherent organization of ideas about a world view • Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views
4. Compare world views.	<ul style="list-style-type: none"> • Comparative analysis of these world views • Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis
5. Convey the ideas, attitudes, and experiences of the societies or groups studied.	<ul style="list-style-type: none"> • Coherent integration of the importance and implications of the world views for the given societies or groups • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: Humanities
 Weighting: 3-0-3
 Credits: 2

Humanities

Code: 4HUP

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

Apply a critical thought process to ethical issues relevant to the field of study.

Elements of the Competency**Performance Criteria**

1. Situate significant ethical issues in appropriate world views and fields of knowledge.	<ul style="list-style-type: none"> • Accurate recognition of the basic elements of ethical issues • Appropriate use of relevant terminology • Adequate identification of the main linkages with world views and fields of knowledge
2. Explain the major ideas, values, and social implication of ethical issues.	<ul style="list-style-type: none"> • Adequate description of the salient components of the issues
3. Organize the ethical questions and their implications into coherent patterns.	<ul style="list-style-type: none"> • Coherent organization of the ethical questions and their implications • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues
4. Debate the ethical issues.	<ul style="list-style-type: none"> • Adequate development of substantiated argumentation including context and diverse points of view • Clear articulation of an individual point of view • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline:	Humanities
Periods of instruction:	45
Credits:	2

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

Apply basic concepts for communicating in standard French.

Elements of the Competency	Performance Criteria
1. Write and revise a simple text.	<ul style="list-style-type: none"> • Clear, coherent formulation of a text of about 250 words • Adequate development of the text: intention, topic, reader • Formulation of simple, well-constructed sentences • Use of adequate vocabulary for the task • Satisfactory application of the rules of grammar, in particular agreement in gender and number; regular verbs; verb tenses in the present, compound past and simple future • Satisfactory correction of errors in spelling or grammar • Appropriate use of revision strategies
2. Understand the meaning of a simple text.	<ul style="list-style-type: none"> • Accurate description of the general meaning and essential ideas of a 500-word text • Accurate identification of the difficulties in understanding the text • Appropriate use of reading techniques • Accurate identification of the main elements of the text
3. Convey a simple oral message.	<ul style="list-style-type: none"> • Clear and coherent formulation of an oral presentation of at least four minutes • Appropriate use of standard vocabulary • Clear and coherent statements
4. Understand the meaning of a simple oral message.	<ul style="list-style-type: none"> • Accurate identification of the general meaning and essential ideas of an oral message of at least four minutes • Accurate identification of the difficulties in understanding the message • Accurate description of the general meaning and essential ideas of the message

Learning Activities

Discipline: French as a Second Language

Weighting: 2-1-3

Credits: 2

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

Communicate in standard French with some ease.

Elements of the Competency**Performance Criteria**

1. Write and revise a simple text.

- Writing of a text of about 350 words
- Respect for grammar and spelling rules
- Appropriate use of the main elements of the corpus
- Clear, coherent formulation of sentences
- Coherent organization of paragraphs
- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

2. Interpret a written text.

- Accurate identification of the main ideas and structure of a text of 700 to 1 000 words
- Accurate identification of the main elements of the text
- Accurate explanation of the meaning of the words of the text

3. Produce a planned oral text.

- Clear and coherent formulation of an oral presentation of at least five minutes
- Appropriate use of standard vocabulary
- Respect for the level of language and rules of grammar and pronunciation

4. Interpret a simple oral text.

- Accurate identification of the main elements of an oral text of at least five minutes
- Accurate identification of the ideas and subjects dealt with in the text
- Accurate explanation of the meaning of the words of the text

Learning Activities

Discipline: French as a Second Language

Weighting: 2-1-3

Credits: 2

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

Communicate with ease in standard French.

Elements of the Competency**Performance Criteria**

1. Write a text of moderate complexity.	<ul style="list-style-type: none"> • Writing of a text of about 450 words • Respect for grammar and spelling rules • Adaptation to the intended audience • Appropriate use of the main elements of the corpus • Clear and coherent formulation of sentences, including at least three that are complex • Coherent organization of paragraphs
2. Revise and correct a text of moderate complexity.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of the text
3. Comment on a written text of moderate complexity.	<ul style="list-style-type: none"> • Accurate identification of the main elements of a text of between 2 500 and 3 000 words • Accurate explanation of the meaning of the words of the text • Accurate identification of the main and secondary ideas, of facts and opinions • Accurate identification of what is implicit and what is explicit
4. Produce a planned oral text of moderate complexity.	<ul style="list-style-type: none"> • Clear and coherent formulation of an oral presentation of at least five minutes • Appropriate use of standard vocabulary • Respect for the level of language and rules of grammar and pronunciation • Adaptation to the intended audience • Appropriate sequencing of ideas

Learning Activities

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

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

Explore a cultural and literary topic.

Elements of the Competency**Performance Criteria**

1. Write a text on a cultural or literary topic.	<ul style="list-style-type: none"> • Clear and coherent formulation of a text of about 550 words • Respect for the topic • Respect for grammar and spelling rules • Adaptation to the intended audience • Appropriate use of the main elements of the corpus • Clear articulation of a personal point of view
2. Revise and correct a text on a cultural or literary topic.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of the text
3. Analyze a cultural or literary text.	<ul style="list-style-type: none"> • Personal formulation of the main elements of the text • Identification of the main themes • Identification of clues that help situate the text in its socio-cultural and historical context • Accurate identification of the values expressed • Accurate identification of the structure of the text • Clear articulation of a personal point of view

Learning Activities

Discipline: French as a Second Language
 Weighting: 3-0-3
 Credits: 2

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

Apply basic concepts for communicating in French in relation to the student's field of study.

Elements of the Competency	Performance Criteria
1. Write and revise a short text related to the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of difficulties in writing • Appropriate use of writing techniques • Appropriate use of standard and specialized vocabulary • Clear and coherent formulation of the text • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
2. Understand the meaning and characteristics of a text related to the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of difficulties in understanding the text • Accurate identification of the characteristics of the text • Accurate identification of specialized vocabulary • Accurate identification of the main elements of the text • Accurate description of the general meaning and essential ideas of the text
3. Convey a simple oral message related to the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of the difficulties in oral expression • Appropriate use of techniques of oral expression • Appropriate use of standard and specialized vocabulary • Intelligible expression of the message
4. Understand the meaning of a simple oral message related to the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of difficulties in understanding the message • Accurate identification of the characteristics of the message • Accurate identification of specialized vocabulary • Accurate identification of the main elements of the message • Accurate description of the general meaning and essential ideas of the message

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

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

Communicate in French on topics related to the student's field of study.

Elements of the Competency**Performance Criteria**

1. Write a text related to the student's field of study.	<ul style="list-style-type: none"> • Appropriate use of specialized vocabulary and of conventions specific to different types of texts • Respect for the level of language and rules of grammar and spelling • Clear and coherent formulation of the text • Appropriate use of writing techniques
2. Revise and correct a text on a topic related to the student's field of study.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
3. Differentiate the types of texts specific to the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of the formal characteristics of each of the main types of texts and the conventions used
4. Analyze texts representative of the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of the main elements of the text • Accurate interpretation of specialized vocabulary • Accurate identification of the ideas and subjects dealt with • Appropriate use of reading and listening techniques

Learning Activities

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

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

Communicate with ease in French on topics related to the student's field of study.

Elements of the Competency**Performance Criteria**

1. Produce a text on a topic related to the student's field of study.	<ul style="list-style-type: none"> • Respect for the topic • Appropriate use of specialized vocabulary and the conventions specific to different types of texts • Respect for the level of language and rules of grammar and spelling • Clear and coherent formulation of the text • Appropriate sequencing of ideas • Appropriate form for the content
2. Revise and correct a text on a topic related to the student's field of study.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
3. Comment on texts specific to the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of the formal characteristics of the main types of texts and the conventions used • Accurate explanation of the meaning of the words in the text • Accurate identification of the structure of the text • Accurate reformulation of the main and secondary ideas, of the facts and opinions • Accurate use of specialized vocabulary

Learning Activities

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

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

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

Elements of the Competency**Performance Criteria**

1. Write a text on a topic related to the student's field of study.	<ul style="list-style-type: none"> • Respect for the topic • Appropriate use of specialized vocabulary and the conventions specific to different types of texts • Appropriate choice of the main elements of the corpus based on the type of text • Clear and coherent formulation of the text • Respect for the level of language and rules of grammar and spelling • Clear articulation of a personal point of view
2. Revise and correct a text on a topic related to the student's field of study.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
3. Analyze a text related to the student's field of study.	<ul style="list-style-type: none"> • Precise differentiation of the formal characteristics of specific types of texts • Personal formulation of the main elements • Listing of the main themes • Accurate identification of the structure of the text • Identification of clues that help situate the text in its context • Clear articulation of a personal point of view • Accurate association of elements of the text with the topic

Learning Activities

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

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

Analyze one's physical activity from the standpoint of a healthy lifestyle.

Elements of the Competency**Performance Criteria**

1. Establish the relationship between one's lifestyle habits and health.	<ul style="list-style-type: none"> • Proper use of documentation from scientific research or the media • Recognition of the influence of social and cultural factors on the practice of physical activity • Pertinent links made between one's lifestyle habits and the impact they have on health
2. Be physically active in a manner that promotes one's health.	<ul style="list-style-type: none"> • Respect for the rules specific to the physical activity practised • Respect for codes of ethics, safety rules and regulations when being physically active • Respect for one's abilities when practising physical activities
3. Recognize one's needs, abilities and motivational factors with respect to regular and sufficient physical activity.	<ul style="list-style-type: none"> • Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical condition • Overall assessment of one's needs and abilities in terms of physical activity • Overall assessment of one's motivational factors with respect to being sufficiently active on a regular basis
4. Propose physical activities that promote one's health.	<ul style="list-style-type: none"> • Appropriate choice of physical activities according to one's needs, abilities and motivational factors • Use of clear reasoning to explain the choice of physical activity

Learning Activities

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

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

Improve one's effectiveness when practising a physical activity.

Elements of the Competency**Performance Criteria**

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
- Statement of one's expectations and needs with respect to the ability to practise the activity
- Appropriate formulation of personal objectives
- Appropriate choice of the means to achieve one's objectives
- Use of clear reasoning to explain the choice of physical activity

2. Use a planned approach to improve one's effectiveness when practising a physical activity.

- Respect for the rules and regulations of the physical activity
- Respect for codes of ethics, safety rules and regulations when being physically active
- Appropriate use of strategies for the quantitative and qualitative evaluation of one's motor skills
- Periodic assessment of one's abilities and attitudes when practising a physical activity
- Meaningful interpretation of progress made and the difficulties encountered in the practice of physical activity
- Pertinent, periodic and proper adjustments of one's objectives or means
- Appreciable improvement in one's motor skills, techniques or complex strategies required by the physical activity

Learning Activities

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

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

Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

Elements of the Competency**Performance Criteria**

1. Plan a personal physical activity program.	<ul style="list-style-type: none"> • Mention of priorities according to one's needs, abilities, and motivational factors with respect to being sufficiently active on a regular basis • Proper and appropriate formulation of personal objectives • Appropriate choice of physical activity or activities to achieve personal objectives • Appropriate planning of the conditions for performing the physical activity or activities in personal program
2. Combine the elements of a regular and sufficient practice of physical activity as part of a healthy lifestyle.	<ul style="list-style-type: none"> • Respect for the rules and regulations of the physical activity • Respect for codes of ethics, safety rules and regulations when being physically active • 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.	<ul style="list-style-type: none"> • Appropriate choice of criteria for measuring the attainment of program objectives • Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical activity • Periodic assessment of the time invested and activities practised during the program • Appropriate, periodic and proper adjustment of personal objectives or means used • Meaningful interpretation of the progress made and difficulties encountered in the practice of physical activities • Recognition of the effect of physical activity on one's lifestyle

Learning Activities

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

Complementary General Education Component

Social Sciences

Code: 000V

Objective

Standard

Statement of the Competency	Achievement Context
Estimate the contribution of the social sciences to an understanding of contemporary issues.	<ul style="list-style-type: none"> Working alone In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues Using documents and data from the field of social sciences
Elements of the Competency	Performance Criteria
1. Recognize the focus of one or more of the social sciences and their main approaches.	<ul style="list-style-type: none"> Formulation of the focus specific to one or more of the social sciences Description of the main approaches used in the social sciences
2. Identify some of the issues currently under study in the social sciences.	<ul style="list-style-type: none"> Association of issues with the pertinent areas of research in the social sciences
3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.	<ul style="list-style-type: none"> Presentation of contemporary issues by highlighting the interpretation of the social sciences Illustration of the interaction between certain social changes and the contribution of the social sciences
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000V.</p> <p>Use code 305 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Analyze one of the major problems of our time using one or more social scientific approaches.	<ul style="list-style-type: none"> • Working alone • In an essay of approximately 750 words on a topic related to human existence • Using reference materials from the field of social sciences
Elements of the Competency	Performance Criteria
1. Formulate a problem using one or more social scientific approaches.	<ul style="list-style-type: none"> • Presentation of the background to the problem • Use of appropriate concepts and language • Brief description of individual, collective, spatiotemporal and cultural aspects of the problem
2. Address an issue using one or more social scientific approaches.	<ul style="list-style-type: none"> • Clear formulation of an issue • Selection of pertinent reference materials • Brief description of historical, experimental and survey methods
3. Draw conclusions.	<ul style="list-style-type: none"> • Appropriate use of the selected method • Determination of appropriate evaluation criteria • Identification of strengths and weaknesses of the conclusions • Broadening of the issue analyzed
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000W.</p> <p>Use code 305 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	<ul style="list-style-type: none"> • Working alone • Using a written commentary on a scientific discovery or technological development • In an essay of approximately 750 words
Elements of the Competency	Performance Criteria
1. Describe scientific thinking and the standard scientific method.	<ul style="list-style-type: none"> • Brief description of the essential characteristics of scientific thinking, including quantification and demonstration • Ordered list and brief description of the essential characteristics of the main steps in the standard scientific method
2. Demonstrate how science and technology are complementary.	<ul style="list-style-type: none"> • Definition of terms and description of the primary ways in which science and technology are interrelated: logical and temporal connections, and mutual contributions
3. Explain the context and the stages related to several scientific and technological discoveries.	<ul style="list-style-type: none"> • Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries • Listing of the main stages of scientific and technological discoveries
4. Deduce different consequences and questions resulting from certain recent scientific and technological developments.	<ul style="list-style-type: none"> • Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries • Formulation of relevant questions and credibility of responses to the questions formulated
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 100 or 200 series of codes to link a course to objective 000X. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Resolve a simple problem by applying the basic scientific method.	<ul style="list-style-type: none"> • Working alone or in groups • Applying the standard scientific method to a given, simple scientific and technological problem • Using common scientific instruments and reference materials (written or other)
Elements of the Competency	Performance Criteria
1. Describe the main steps of the standard scientific method.	<ul style="list-style-type: none"> • Ordered list and brief description of the characteristics of the steps of the standard scientific method
2. Formulate a hypothesis designed to solve a simple scientific and technological problem.	<ul style="list-style-type: none"> • Clear, precise description of the problem • Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.)
3. Verify a hypothesis by applying the fundamental principles of the basic experimental method.	<ul style="list-style-type: none"> • Pertinence, reliability and validity of the experimental method used • Observance of established experimental method • Appropriate choice and use of instruments • Clear, satisfactory presentation of results • Validity of the connections established between the hypothesis, the verification and the conclusion
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>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.</p>

Objective

Standard

Statement of the Competency	Achievement Context
<p>Communicate with limited skill in a modern language.</p>	<ul style="list-style-type: none"> • For modern Latin-alphabet languages: <ul style="list-style-type: none"> ○ during a conversation consisting of at least eight lines of dialogue ○ in a written text consisting of at least eight sentences • For modern non-Latin-alphabet languages: <ul style="list-style-type: none"> ○ during a conversation consisting of at least six lines of dialogue ○ in a written text consisting of at least six sentences • Based on learning situations on familiar themes • Using reference materials

Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connection between the various elements of the message
3. Express a simple message orally.	<ul style="list-style-type: none"> • Appropriate use of language structures in main and coordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Clear pronunciation • Coherent sequencing of simple sentences • Spontaneous and coherent sequencing of sentences in a conversation
4. Write a text on a given subject.	<ul style="list-style-type: none"> • Appropriate use of language structures in main and coordinate clauses • Appropriate application of basic grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Coherent sequencing of simple sentences • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	The acquisition of a modern language requires an awareness of the culture of its native speakers. "Limited skill" refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language. Use the 600 series of codes to link a course to objective 000Z, with the exception of codes 601, 602, 603 and 604.

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate on familiar topics in a modern language.	<ul style="list-style-type: none">• During a conversation that includes at least 15 lines of dialogue• In a written text consisting of at least 20 sentences for Latin-alphabet languages• In a written text consisting of at least 10 sentences for non–Latin-alphabet languages• Based on:<ul style="list-style-type: none">○ common situations in everyday life○ simple topics from everyday life○ Using reference materials

Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
3. Express a simple message orally, using sentences of average complexity.	<ul style="list-style-type: none"> • Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Clear pronunciation • Coherent sequencing of sentences • Dialogue
4. Write a text on a given subject, using sentences of average complexity.	<ul style="list-style-type: none"> • Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present and past indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Coherent sequencing of sentences of average complexity • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

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

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate with relative ease in a modern language.	<ul style="list-style-type: none"> • Working alone • During a conversation consisting of at least 20 lines of dialogue • In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages) • Given documents of a socio-cultural nature • Using reference materials for the written text
Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message in everyday language.	<ul style="list-style-type: none"> • Accurate explanation of the general meaning and essential ideas of the message • Clear identification of structural elements of the language
2. Understand the meaning of a text of average complexity.	<ul style="list-style-type: none"> • Accurate explanation of the general meaning and essential ideas of the text • Clear identification of structural elements of the language
3. Have a conversation on a subject.	<ul style="list-style-type: none"> • Appropriate use of the structural elements of the language according to the message to be expressed • Appropriate use of everyday vocabulary • Accurate pronunciation and intonation • Normal flow in a conversation in everyday language • Coherence of the message expressed • Pertinent responses to questions
4. Write a text of average complexity.	<ul style="list-style-type: none"> • Appropriate use of the structural elements of the language according to the text to be written • Accurate vocabulary • Coherence of the text as a whole • Observance of presentation and writing rules applicable to the text
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>The acquisition of a modern language requires an awareness of the culture of its native speakers.</p> <p>Use the 600 series of codes to link a course to objective 0067, with the exception of codes 601, 602, 603 and 604.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Recognize the role of mathematics or computer science in contemporary society.	<ul style="list-style-type: none"> • Working alone • In an essay of approximately 750 words • Using different personally selected concrete examples
Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic general knowledge of mathematics or computer science.	<ul style="list-style-type: none"> • Identification of basic notions and concepts • Identification of the main branches of mathematics or computer science • Appropriate use of terminology
2. Describe the evolution of mathematics or computer science.	<ul style="list-style-type: none"> • Descriptive summary of several major phases
3. Recognize the contribution of mathematics or computer science to the development of other areas of knowledge.	<ul style="list-style-type: none"> • Demonstration of the existence of important contributions, using concrete examples
4. Illustrate the diversity of mathematical or computer science applications.	<ul style="list-style-type: none"> • Presentation of a range of applications in various areas of human activity, using concrete examples
5. Evaluate the impact of mathematics or computer science on individuals and organizations.	<ul style="list-style-type: none"> • Identification of several major influences • Explanation of the way in which mathematics or computer science have changed certain human and organizational realities • Recognition of the advantages and disadvantages of these influences
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Only the following codes can be used to link a course to objective 0011: 105, 201, 204, 420.</p> <p>Use code 204 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Use various mathematical or computer science concepts, procedures and tools for common tasks.	<ul style="list-style-type: none"> • Working alone • While carrying out a task or solving a problem based on everyday needs • Using familiar tools and reference materials
Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic functional knowledge in mathematics or computer science.	<ul style="list-style-type: none"> • Brief definition of concepts • Correct execution of basic operations • Appropriate use of terminology
2. Select mathematical or computing tools and procedures on the basis of specific needs.	<ul style="list-style-type: none"> • Listing of numerous possibilities available through the use of mathematical and computing tools and procedures • Analysis of concrete situations and recognition of the usefulness of mathematical or computing tools and procedures • Appropriate choice according to needs
3. Use mathematical or computing tools and procedures to carry out tasks and solve problems.	<ul style="list-style-type: none"> • Use of a planned and methodical process • Correct use of tools and procedures • Satisfactory results, given the context • Appropriate use of terminology specific to a tool or procedure
4. Interpret the quantitative data or results obtained using mathematical or computing tools and procedures.	<ul style="list-style-type: none"> • Accurate interpretation, given the context • Clear, precise formulation of the interpretation
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Only the following codes can be used to link a course to objective 0012: 105, 201, 204 and 420.</p> <p>Use code 204 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Consider various forms of art produced according to aesthetic practices.	<ul style="list-style-type: none"> • Working alone • Given a specified work of art • In a written commentary of approximately 750 words
Elements of the Competency	Performance Criteria
1. Develop an appreciation for the dynamics of the imagination in art.	<ul style="list-style-type: none"> • Precise explanation of a creative process connected to the construction of an imaginary universe
2. Describe art movements.	<ul style="list-style-type: none"> • Descriptive list of the main characteristics of three art movements from different eras, including a modern movement
3. Give a commentary on a work of art.	<ul style="list-style-type: none"> • Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a reasoned description of the meaning of the work of art
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 500 series of codes (except 502) to link a course to objective 0013.</p> <p>Use code 504 for a multidisciplinary course.</p> <p>Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Produce a work of art.	<ul style="list-style-type: none"> • Working alone • During a practical exercise • In the context of creating or interpreting a work of art • Using the basic elements of the language and techniques specific to the medium selected
Elements of the Competency	Performance Criteria
1. Recognize the primary forms of expression of an artistic medium.	<ul style="list-style-type: none"> • Identification of specific features: originality, essential qualities, means of communication, styles, genres
2. Use the medium.	<ul style="list-style-type: none"> • Personal, coherent use of elements of language • Satisfactory application of artistic techniques • Compliance with the requirements of the method of production
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 500 series of codes to link a course to objective 0014, with the exception of code 502.</p> <p>Use code 504 for a multidisciplinary course.</p> <p>Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Consider contemporary issues from a transdisciplinary perspective.	<ul style="list-style-type: none"> • Individually or in groups • Drawing on different fields of knowledge • Using documents and data from various disciplines
Elements of the Competency	Performance Criteria
1. Identify major contemporary issues.	<ul style="list-style-type: none"> • Exploration of various contemporary issues • Description of the main perspectives concerning these issues • Clear formulation of objects to study related to these issues
2. Recognize the specific role of several disciplines in the understanding of an issue.	<ul style="list-style-type: none"> • Identification of some of the theories used in analyzing the issue • Clear description of the concepts and methods used
3. Demonstrate the contribution of several disciplines to the understanding of an issue.	<ul style="list-style-type: none"> • Clear formulation of the perspectives of the issue • Precise description of the main contributions of the disciplines • Pertinent explanation of the interaction among various disciplines • Appropriate use of language and concepts from the disciplines
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021L in order to maintain the transdisciplinary nature of the competency.

Objective**Standard**

Statement of the Competency	Achievement Context
Explore a contemporary issue from a transdisciplinary perspective.	<ul style="list-style-type: none"> • Individually or in groups • Drawing on different fields of knowledge • Using documents and data from various disciplines
Elements of the Competency	Performance Criteria
1. Present a research problem.	<ul style="list-style-type: none"> • Justification of the choice of research problem • Brief description of the main issues involved in the problem • Clear formulation of the main dimensions of the problem • Appropriate use of language and concepts from the disciplines • Clear formulation of the research question
2. Analyze the research problem.	<ul style="list-style-type: none"> • Relevant description of a research approach or method • Appropriate selection of research data • Proper application of the approach or method used • Appropriate use of an analytical framework
3. Propose solutions.	<ul style="list-style-type: none"> • Clear description of the main contributions from the disciplines • Pertinent explanation of the interaction among various disciplines • Justification of solutions proposed • Assessment of the strengths and weaknesses of the proposed solutions
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021M in order to maintain the transdisciplinary nature of the competency.

Additional Information

Vocabulary Used in Technical Programs

Program

A program is an integrated set of learning activities leading to the achievement of education objectives based on set standards (*College Education Regulations*, s. 1). All college programs include a general education component common to all programs; a general education component adapted to the specific program; a complementary general education component; and a program-specific component (*College Education Regulations*, s. 6).

Competency

In the program-specific component of a technical program, a competency is defined as the ability to act, succeed and evolve in order to adequately perform tasks or work-related activities, based on an organized body of knowledge (including elements of knowledge, skills in a variety of fields, perceptions, attitudes, etc.) (*Élaboration des programmes d'études techniques, Cadre général – Cadre technique 2002*, p. 15).

Objective

An objective is defined as the competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, s. 1). Each objective is formulated in terms of a competency and includes a statement of the competency and its elements. The achievement of objectives and respect for the standards ensure the acquisition or mastery of the college-level general education competencies.

Statement of the Competency

In the program-specific component of a technical program, the statement of the competency is the result of an analysis of the needs of the job situation, the general goals of technical training and (in some cases) other factors. In the general education components, it is the result of an analysis of the needs of general education.

Elements of the Competency

In the program-specific component of a technical program, the elements of the competency include only what is necessary in order to understand and master the competency. They refer to the major steps involved in performing a task or to the main components of the competency.

In the general education components, the elements of an objective, formulated in terms of a competency, specify the main aspects of the competency.

Periods of instruction

Periods of instruction are units for calculating the breakdown of teaching time, i.e. the length of time a student spends under the supervision of a teacher, in a class or a laboratory or during a practicum.

Standard

A standard is defined as the level of performance at which an objective is considered to be achieved (*College Education Regulations*, s. 1). In the program-specific component of a technical program, it is composed of an achievement context and performance criteria.

Performance Criteria

In the program-specific component of a technical program, the performance criteria define requirements by which to judge the attainment of each element of the competency and, consequently, of the competency itself. The performance criteria are based on the requirements at entry level on the job market. Each element of the competency requires at least one performance criterion.

In the general education components, the performance criteria define the requirements for recognition of the attainment of the standard.

In both components, all the criteria must be respected for the objective to be recognized as having been attained.

Achievement Context

In the program-specific component of a technical program, the achievement context corresponds to the situation in which the competency is exercised at entry level on the job market. It does not define the learning context or the evaluation context.

Learning Activities

In the program-specific component of a technical program, the learning activities are classes (or labs, workshops, seminars, practicums or other educational activities) designed to ensure the attainment of the targeted objectives and standards. Colleges are entirely responsible for defining the learning activities and applying the program-based approach.

In the general education components, the elements of the learning activities that may be determined in whole or in part by the Minister are the field of study, the discipline(s), the weightings, the number of contact hours, the number of credits and any details deemed essential.

Harmonization

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

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

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

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

Harmonization of the *Physiotherapy Technology* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results are presented in the document entitled *Tableaux d'harmonisation, Techniques de physiothérapie*.

Occupational Health and Safety Hazards

This section expands on the risks associated with the competencies in the *Physiotherapy Technology* 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 on 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
- 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
 - Violence in the workplace
- Psychosocial hazards or dangers:
 - Factors associated with the nature of the work
 - Factors related to the organization of the work
 - Social factors

TABLE: SOURCES AND RISK LEVELS FOR EACH COMPETENCY

COMPETENCY NUMBER	PHYSIOTHERAPY TECHNOLOGY	Sources of risk					
		Chemical hazards or dangers	Physical hazards or dangers	Biological hazards or dangers	Ergonomic hazards or dangers	Safety hazards or dangers	Psychosocial hazards or dangers
		1	2	3	4	5	6
STATEMENT OF THE COMPETENCY							
02AD	Analyze the profession						
02AE	Refer to the normal functioning of the human body						
02AF	Prevent risks related to health, safety, hygiene and cleanliness	○		○	●		
02AG	Locate the anatomical structures of the human body			○	○		
02AH	Analyze the positions and movements of the human body			○	○		
02AJ	Associate physiological mechanisms with physical rehabilitation needs						
02AK	Correlate medical information with physical rehabilitation interventions						
02AL	Interact in a professional context						
02AM	Provide electrotherapy treatments	○	●	●	●	●	○
02AN	Intervene in cases involving pain and circulatory problems	○	○	●	○		
02AP	Intervene in cases involving loss of mobility			○	○		
02AQ	Intervene in cases involving muscle impairment			○	○		
02AR	Intervene in cases involving functional loss			○	○		
02AS	Adapt the therapeutic approach to various types of disability and handicap, as well as to different settings	○	○	●	●	●	●
02AT	Adapt their therapeutic approach to a geriatric clientele	○	○	○	○	○	○
02AU	Provide rehabilitation services to clients with orthopedic or rheumatological conditions	○	○	○	●	○	○
02AV	Provide rehabilitation services for clients with neurological conditions	○	○	○	●	○	○
02AW	Provide rehabilitation services for clients with cardiovascular, respiratory and lymphatic conditions	○	○	●	●	○	○
02AX	Provide rehabilitation services for clients with a loss of functional autonomy	○	○	○	●	○	●
02AY	Carry out training, information, prevention and health promotion activities	○	○	○	●	●	●

Risk levels

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

Low risk: ○ High risk: ●

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