Benchmarks for the Assessment and Recognition of Skills Required of Internationally-Trained Applicants Who Wish to Practice as Physiotherapists in Quebec

Statement of Professional Experience for Practicing the Profession of Physiotherapy in the Quebec Context

Self-Assessment Questionnaire

January 2016
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Introduction

This self-assessment questionnaire is designed to help you draw up a statement of your professional experience in physiotherapy in terms of meeting the requirements for practicing as a physiotherapist in Quebec. It is divided into seven parts:

- **Part I** General information
- **Part II** Background for the acquisition of professional experience in physiotherapy
- **Part III** Professional experience acquired in performing assessment and intervention procedures in physiotherapy
- **Part IV** Participation in continuing education activities
- **Part V** Participation in extending the outreach of physiotherapy
- **Part VI** Knowledge of the environment for practicing the profession of physiotherapist in Quebec
- **Part VII** Signing the statement

The questionnaire design is based on a document entitled *Le référentiel de compétences lié à l’exercice de la profession de physiothérapeute au Québec* (available in French only; the English equivalent of the title would be *Benchmark Skills for Practicing the Profession of Physiotherapist in Quebec*), which was produced by the Ordre professionnel de la physiothérapie du Québec in 2011 and is available from the Order\(^1\). That document includes information about the profession of physiotherapist, as well as the conditions and requirements for practicing the profession in the Quebec context. In addition, the glossary at the end of the questionnaire explains the meaning of certain expressions used in professional practice in Quebec. The expressions defined in the glossary are marked with a $^G$ on their first appearance in the questionnaire.

You should also be aware that the information you provide about your experience in physiotherapy, like the other information you provide to the Ordre professionnel de la physiothérapie du Québec to support your application, will be examined by the Order’s admissions committee to determine whether to issue a recommendation to grant you a licence to practice the profession, and if applicable, to spell out the steps to be followed regarding your application for admission to the Order. Since the statement of your experience in physiotherapy plays a determining role in the process of admission to the Order, you will need to make a fair and honest appraisal of your professional situation. You will also need to bear in mind the need to provide evidence to the Order of the professional experience you describe in answering the questions in each part of the questionnaire. Please look closely at the seventh and last part of the questionnaire, in which you will be asked to sign an official declaration.

When you start to fill in the questionnaire, please read each question very carefully. Unless otherwise indicated, you are asked to check off only those aspects that reflect your situation and if applicable, pay particular attention to the precise information you are asked to provide. In some cases, you may get the feeling that you’ve already answered the question; in that event, remember that the information requested focuses on the specific context for the question and that it is asked in that way to help you give the Order the most complete information possible about your professional experience in terms of requirements for practicing the profession in the Quebec context. It is important to realize that you may bring to the Order’s attention the desired number of aspects in your answer to questions that involve a list, and copying your replies as many times as you need to. This situation applies to questions 15, 23.1, 25.1, 26.1, 28.2, 29.2 and 30.1. Similarly, you may enter comments in the space at the end of the questionnaire to provide further relevant details on your professional experience in physiotherapy that the Order should know.

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\(^1\) *ORDRE PROFESSIONNEL DE LA PHYSIOTHERAPIE DU QUÉBEC, Le référentiel de compétences lié à l’exercice de la profession de physiothérapeute au Québec*, Montreal, OPPQ, 2011, 71 p.
If you have trouble understanding anything in the questionnaire, contact the Ordre professionnel de la physiothérapie du Québec by email at info@oppq.qc.ca, or by phone at 1 514 351-2770 or 1 800 361-2001. You may also visit the Order’s website at www.oppq.qc.ca.

Thank you for taking the time to fill in the questionnaire. You may rest assured that the Order will keep all of your information strictly confidential.
Part I  General information

The first section of this questionnaire is designed to collect general information on your identity and your application for admission to the Ordre professionnel de la physiothérapie du Québec.

Please provide the following identifying information.

- Name at birth: __________________________________________
- First name: _____________________________________________
- Date of birth: _______ / _______ / _______
  Day / Month / Year
- Gender:  □ Female    □ Male
- Languages spoken:  □ French       □ English       □ Other, please specify: ____________________________
- Languages written: □ French       □ English       □ Other, please specify: ____________________________
- Address: ___________________________________________________________________
- City: ___________________________________________________________________
- Country: ___________________________________________________________________
- Phone no.:  
  Home: ___________________________________________________________________
  Work: ___________________________________________________________________
  Other: ___________________________________________________________________
- Email address: ___________________________________________________________________

Please answer the following questions regarding your application for admission.

- Which of the following situations corresponds to your official status in Canada?
  □ Canadian citizen
  □ Permanent resident
  □ Protected person
  □ Temporary resident
  □ Other status – please specify: ____________________________________________

- Are you a member of a Quebec professional order?
  Yes  □ No  □
  Please provide the requested information.

  – What is the name of the professional order you belong to?
    _____________________________________________________________________
Are you a member of a Quebec professional association?

- What is the name of the professional association you belong to?

Yes ☐

Please provide the requested information.

No ☐

Please go to the next part of the questionnaire.
Part II  Background for the acquisition of professional experience in physiotherapy

This part of the questionnaire is designed to elicit information on the setting in which you acquired your professional experience in physiotherapy. It also includes general questions regarding your experience. In the next section, we will look at specific aspects of your experience.

1. Which of the following jobs have you performed over the course of your experience in physiotherapy?

- Clinician
- Consultant
- Clinical coordinator or administrator, administrative coordinator or manager of an administrative unit in physiotherapy
- Professor
- Clinical placement supervisor
- Researcher
- Other jobs – please specify:

2. Which of the following settings have you worked in over the course of your experience in physiotherapy?

**Physiotherapy practice settings**
- Private clinic providing physiotherapy services
- Private clinic providing multidisciplinary services
- Long-term care centre (for seniors or frail elderly)
- Corporate (insurance company, company that produces goods or services)
- Other settings – please specify:

**Public health-care settings (institutional or government)**
- Hospital
  - Intensive care
  - Acute care
  - Palliative care
  - Outpatient orthopedic clinic
  - Pain clinic
  - Other settings within the hospital – please specify:
3. Which of the following groups of clients have you worked with over the course of your experience in physiotherapy?

- **Individuals** – please specify age group:
  - Babies and toddlers (0 to 4)
  - Children (5 to 17)
  - Adults (18 to 64)
  - Seniors (65 and over)

- **Groups** – please specify: age group
  - Babies and toddlers (0 to 4)
  - Children (5 to 17)
  - Adults (18 to 64)
  - Seniors (65 and over)

4. Which of the following deficits, disabilities and diseases have you dealt with over the course of your experience in physiotherapy?

- Central or peripheral neurological conditions
- Progressive neurological conditions of the central nervous system (Parkinson’s, multiple sclerosis, ALS – Lou Gehrig’s disease, etc.)
- Amputations
- Arthritis and rheumatology
- Burns
- Cancer
- Chronic pain
- Myelopathy (e.g. medullary lesions)
- Myopathy (e.g. muscular dystrophy)
- Developmental delays
- Cardio-respiratory problems
- Disorders of the musculo-skeletal system
5. Which of the following types of services have you provided to clients over the course of your experience in physiotherapy?

- Screening
- Disease prevention and health promotion
- Assessment\textsuperscript{G}, diagnosis\textsuperscript{G} or orientation
- Functional rehabilitation\textsuperscript{G}
- Maintenance of functional abilities
- Other types of services – please specify:

6. Over the course of your experience in physiotherapy, have you kept records relating to the performance of your professional responsibilities for clients, i.e. have you written notes in clients’ files re physiotherapy services?

- Yes
- No

Yes: Please provide the requested information.
No: Please go to question 7.

7. Over the course of your experience in physiotherapy, have you ever served as a professional resource person while working as a member of an \textit{intraprofessional\textsuperscript{G}} team?

- Yes
- No

Yes: Please provide the requested information.
No: Please go to question 8.

In such a situation, have you helped to draw up a treatment plan, intervention program or other project related to physiotherapy?

- Yes
- No

8. Over the course of your experience in physiotherapy, have you ever served as a professional resource person while working as a member of an interprofessional\(^G\) team? 

- Yes □
- No □

Please provide the requested information. Please go to question 9.

- In such a situation, have you helped to draw up a treatment plan, intervention program or other project related to physiotherapy? 

- Yes □
- No □

9. Over the course of your experience in physiotherapy, have you ever participated in the planning of physiotherapy services to be offered, and improving the quality of these services in your workplace? 

- Yes □
- No □

Please use the following frequency scale to add further details about your experience in question 10 and the other questions below.

<table>
<thead>
<tr>
<th>Frequency scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly</td>
<td>When you have habitually completed the activity in question as described – in other words, when the activity accurately reflects what your professional responsibilities cover.</td>
</tr>
<tr>
<td>Sometimes</td>
<td>When you have completed the activity in question as described a few times, but it does not correspond to what your professional responsibilities habitually cover.</td>
</tr>
<tr>
<td>Never</td>
<td>Never at any time have you completed the activity in question as described.</td>
</tr>
</tbody>
</table>

10. In terms of interprofessional relationships and teamwork, have you ever had to do any of the following over the course of your experience in physiotherapy? 

- Take into account the roles and responsibilities of professional resource people from other disciplines as well as the roles and responsibilities of professional resource people in physiotherapy? □ □ □
- Point out the contributions made by physiotherapy while recognizing the contributions made by other disciplines? □ □ □
- Express your point of view while listening to the points of view expressed by other professional resource people? □ □ □
- Make sure that you get from peers, colleagues\(^G\) or other partners timely information needed to support effective interventions in physiotherapy and that you in turn provide such information to them? □ □ □
- Apply the principles of teamwork (acting collaboratively, sharing a common objective, making a personal and significant contribution within the team, etc.)? □ □ □
Over the course of your experience in physiotherapy, have you ever had to do any of the following with your clients?

<table>
<thead>
<tr>
<th>Frequency scale</th>
<th>Regularly</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

- Take an approach that focuses on their individual needs and characteristics? □ □ □
- Give them all the information they need to understand the issues involved in various decisions so they can make free and informed choices? □ □ □
- Take the necessary steps to obtain free and informed consent from them whenever appropriate? □ □ □
- Use a level of language that’s appropriate to their reality? □ □ □
- Behave in such a way as to offer an attentive, kind and sensitive presence? □ □ □
- Behave in such a way as to preserve their modesty, dignity and integrity and respect their autonomy? □ □ □
- Take into consideration their psychosocial, economic and cultural characteristics, their condition, needs, values, concerns, expectations, motivation, experience and environment? □ □ □
- Adopt a strategy of teaching and support in order to encourage and motivate your clients and help them to keep up their efforts to achieve the objectives of the intervention? □ □ □
- Adapt your communications and support strategy based on their sensitivity and how they react? □ □ □
- Provide support for clients in becoming aware of their needs, responsibilities and condition? □ □ □
- Provide support for clients’ empowerment and sense of control over their situation? □ □ □
- Maintain the necessary professional distance in relationships with clients in order to play your role properly? □ □ □
12. Over the course of your experience in physiotherapy, have you ever had to do any of the following while carrying out your professional responsibilities?

<table>
<thead>
<tr>
<th>Frequency scale</th>
<th>Regularly</th>
<th>Sometimes</th>
<th>Never</th>
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<tbody>
<tr>
<td>Use research findings and new aspects found in the scientific literature (evidence)?</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Take cultural, intergenerational and gender differences into account in your communications and in your professional practice in general?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Watch and listen for your reactions to clients, notably in terms of their expectations, behaviours, the way they talk, their values and preferences?</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Pay particular attention to any situation in which a conflict of interest could arise?</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Respect the guiding principles for dealing with health promotion and preventing illness, accidents and social problems?</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Apply the appropriate measures for dealing with risks related to the health and safety of people receiving physiotherapy treatment?</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Apply protective mechanisms that are helpful in preserving your balance in terms of physical and mental health in your professional practice?</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Discuss your professional practice and your concerns or questions about clients’ situations with your peers or other resource people at appropriate times?</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Receive suggestions and criticisms about your work and your behaviours and act accordingly?</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Respect professional secrecy and rules regarding confidentiality?</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
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</table>

13. Over the course of your experience in physiotherapy, have legislation and regulations, policies and procedures, and standards provided a framework for the performance of your professional responsibilities?

- Legislation and regulations ☐
- Code of Ethics ☐
- Ethical rules ☐
- Explanatory guides, practice guides, clinical intervention guides and guidelines on particular aspects of your professional responsibilities ☐
- Other aspects, please specify: ☐
14. Over the course of your experience in physiotherapy, has the performance of your professional responsibilities been governed by an official legal or standards body or an organization with a mission to regulate the performance of such professional responsibilities and protect the public?

- What is the name of the official body?
- Have you held or do you still hold a licence issued by that official body?
  - Yes
  - No
  
  Please provide the requested information.

- Which country was the licence issued in?
- What year did you obtain the licence?
- What was or is your licence number?
- Is your licence still valid?
  - Yes
  - No
  
  Please go to question 15.

If your licence is no longer valid, please enter the period during which it was valid:
- from (month/year) : ______/_____
- to (month/year) : ______/_____

15. During the course of your experience in physiotherapy, what jobs have you held?

For each job you have held, starting with the most recent, please provide the requested information.

- Job title: ____________________________________________
- Period: from (month/year) ______/_______
  to (month/year) ______/_______
- Average number of hours worked per week:________________________
- Employer: _____________________________________________
- Type of setting:  
  - Physiotherapy practice setting
  - Public health-care setting (institutional or government)
  - Other places
- City: _____________________________________________
- County: _____________________________________________
- Main working language:  
  - French
  - English
  - Other languages, please specify: _____________________________
- Major responsibilities: _____________________________________________
  _____________________________________________
  _____________________________________________
  _____________________________________________
  _____________________________________________
Job title: ________________________________

- Period: from (month/year) _____/_____ to (month/year) _____/_____
- Average number of hours worked per week: ____________________________
- Employer: ____________________________
- Type of setting: ☐ Physiotherapy practice setting
☐ Public health-care setting (institutional or government)
☐ Other places
- City: ____________________________
- Count ______-ry: ____________________________
- Main working language: ☐ French
☐ English
☐ Other languages, please specify: ____________________________
- Major responsibilities:

<p>| |</p>
<table>
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<tbody>
<tr>
<td>Your professional experience in physiotherapy comes to a total of:</td>
</tr>
<tr>
<td>number years and number months.</td>
</tr>
</tbody>
</table>
Part III Professional experience acquired in performing assessment and intervention procedures in physiotherapy

This part of the questionnaire is designed to help you make connections between your professional experience in physiotherapy and the requirements for performing assessment and intervention procedures in Quebec. The questions are categorized under the following headings:

A) Analysis of requests for physiotherapy services or any other request regarding a situation that requires expertise in physiotherapy and follow-up on the results of the analysis
B) Physiotherapy assessment
C) Production of results of a physiotherapy assessment
D) Development of a physiotherapy treatment plan or intervention program
E) Implementation of a physiotherapy intervention

As you answer the questions, please use the same frequency scale that was used in the previous part of the questionnaire, i.e. the following scale.

<table>
<thead>
<tr>
<th>Frequency Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly</td>
</tr>
<tr>
<td>Sometimes</td>
</tr>
<tr>
<td>Never</td>
</tr>
</tbody>
</table>

Regularly: When you have habitually completed the activity in question as described – in other words, when the activity accurately reflects what your professional responsibilities cover.

Sometimes: When you have completed the activity in question as described a few times, but it does not correspond to what your professional responsibilities habitually cover.

Never: Never at any time have you completed the activity in question as described.

A) Analysis of requests for physiotherapy services or any other request regarding a situation that requires expertise in physiotherapy and follow-up on the results of the analysis

16. Do you have professional experience in analyzing requests for physiotherapy services, or any other request regarding a situation that requires expertise in physiotherapy?

<table>
<thead>
<tr>
<th>Yes</th>
<th>Please give details on your experience.</th>
<th>No</th>
<th>Please go to question 17.</th>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Regularly</th>
<th>Frequency scale</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1</td>
<td>Have you taken steps to find out what the client expects and what aspects of the situation would be useful for the analysis?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>16.2</td>
<td>Have you collected data and information that would be useful for the analysis?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>16.3</td>
<td>Have you considered the client’s questions, concerns and constraints while conducting your analysis?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>16.4</td>
<td>Have you reached any conclusions regarding follow-up to your analysis of the situation?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>16.5</td>
<td>Have you decided what degree of priority should be given to the request?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>16.6</td>
<td>Have you provided information to the client on the results of your analysis and what the follow-up would involve?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>
16.7 Have you supported the client in his or her approaches to resources that could meet his or her needs?

B) Physiotherapy assessment

17. Do you have professional experience in conducting physiotherapy assessments?

17.1 Have you set up assessment procedures to be implemented in physiotherapy, including formulating an initial diagnostic hypothesis, data to be collected, information sources to be used, people to be consulted, diagnostic models or classifications and assessment techniques to be given priority, including measurement and assessment tools, resources to be called upon and details of the assessment process, including the logical sequence for using assessment tools?

17.2 Have you set in motion physiotherapy assessment procedures?

17.3 While setting assessment procedures in motion, have you explained to the client what you needed to do and why, and have you told the client how important it is to participate in the assessment, and how the testing could affect his or her body?

17.4 While setting assessment procedures in motion, have you used diagnostic models or classifications in physiotherapy?

- Which of the following diagnostic models or classifications have you used? (Check one or more boxes as appropriate.)
  - International Classification of Functioning, Disability and Health (ICF)
  - International Classification of Diseases (ICD-10)
  - Disability Creation Process (DCP)
  - Other diagnostic models or classifications, please specify:

17.5 While setting assessment procedures in motion, have you used specific assessment techniques?

- Which of the following assessment techniques have you used? (Check one or more boxes as appropriate.)
  - Interview
  - Observation
  - Measurement or assessment tools
  - Measurement devices
  - Other techniques, please specify:
17.6 While setting assessment procedures in motion, have you paid particular attention to making the client as comfortable as possible and using assessment techniques effectively?  

17.7 While setting assessment procedures in motion, primarily while collecting subjective and objective data, have you had to revise your initial diagnostic hypothesis and adjust the assessment strategy accordingly?  

17.8 While setting assessment procedures in motion, have you checked to make sure that the data you’ve collected is correct and complete?  

C) Production of results of a physiotherapy assessment  

18. Do you have professional experience in producing the results of a physiotherapy assessment?  

18.1 Have you analyzed available data on a client, i.e. information in the file and information collected during the assessment (subjective and objective data), using a clinical reasoning process that includes analytical conclusions and a differential diagnosis?  

18.2 Have you produced physiotherapy diagnoses?  

18.3 Have you focused on priority problems and needs that the physiotherapy intervention should cover?  

18.4 Have you focused on contra-indications related to physiotherapy interventions and precautions to be taken during such interventions?  

18.5 Have you produced physiotherapy prognoses?  

18.6 Have you written assessment reports?  

18.7 Have you formulated professional opinions and recommendations based on expertise in physiotherapy?  

18.8 Have you decided whether it was appropriate to proceed with a physiotherapy intervention after an assessment?  

18.9 Have you told the client or anyone else involved in the result about the results of the assessment, professional opinion or recommendations?  

D) Development of a physiotherapy treatment plan or intervention program  

19. Do you have professional experience with developing physiotherapy treatment plans or intervention programs?  

19.1 In the treatment plans or intervention programs you’ve developed, have you spelled out intervention objectives in order of priority?  

19.2 In the treatment plans or intervention programs you’ve developed, have you chosen the therapeutic intervention approach to be given priority based on the intervention objectives?
19.3 In the treatment plans or intervention programs you’ve developed, have you decided which intervention techniques to set in motion in response to the intervention objectives, including measurement or assessment tools?

19.4 In the treatment plans or intervention programs you’ve developed, have you determined the conditions for carrying out the treatment plans or intervention programs?

E) Implementation of a physiotherapy intervention

20. Do you have professional experience in setting in motion the process of a physiotherapy intervention?

- Yes ☐
- No ☐

Please give details on your experience. Please go to the next part of the questionnaire.

20.1 Have you discussed the recommended intervention with the individuals involved, in terms of its value and the anticipated effects?

20.2 Have you had to convey information about the intervention to peers and colleagues involved in the intervention, or had to make sure that the people who played a role in the intervention had received the appropriate training?

20.3 Have you used specific intervention techniques to set in motion the process of a physiotherapy intervention?

Please specify the main techniques you have used, including the tools and devices in question.

- Please give details on your experience.
- Please go to question 20.4.

20.4 Have you explained to the client, at the beginning and during the physiotherapy intervention, what steps would be taken to achieve the objectives?

- Which of the following aspects were included in the information given to the client?
  (Check one or more boxes as appropriate.)
  - Completing treatment modalities, notably how the treatment would proceed (duration, location, frequency, appointment times, etc.) ☑
  - What you would need to do to perform the treatment (touching and working on the body, using equipment, etc.) ☑
  - What would be expected of the patient during the treatment (following instructions, performing exercises as taught, showing pain or discomfort, being committed to and involved in the treatment on an ongoing basis, etc.) ☑
  - How equipment used on the body would work and what effects it would have ☑
- The effects treatment has on the body or body part, or reactions that the treatment could possibly cause
- The importance of the client’s cooperation
- Other aspects, please specify:

<table>
<thead>
<tr>
<th>Question</th>
<th>Regularly</th>
<th>Sometimes</th>
<th>Never</th>
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<tbody>
<tr>
<td>20.5</td>
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<td>20.12</td>
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Part IV  Participation in continuing education activities

This part of the questionnaire is designed to collect information on continuing education courses you have taken to help you carry out your professional responsibilities in physiotherapy.

21. Over the past five years, have you conducted an analysis of the professional development you need with a view to making continuous improvements in your professional practice in physiotherapy?  

Yes  □  Please give details on your experience.  
No  □  Please go to question 22.

- On which of the following aspects did you base your analysis?  
  (Check one or more boxes as appropriate.)
  - Changing requirements in your professional responsibilities  
  - New knowledge in physiotherapy, in general, and specifically in terms of your own professional practice  
  - Suggestions made by an official legal supervisory or standard-setting body regarding your professional responsibilities, or observations on your professional practice made by colleagues or by your employer  
  - Other aspects, please specify:

22. Over the past five years, have you spelled out continuing education objectives to help you carry out your professional responsibilities in physiotherapy?  

Yes  □  No  □

23. Over the past five years, have you participated in continuing education activities to help you carry out your professional responsibilities in physiotherapy?  

Yes  □  No  □  Please go to the next part of this questionnaire.

23.1 What did these activities involve, by whom and where were they offered, how long did the activities last, and in what year did they take place?

- Title of first activity:  

  ____________________________

  - Type of activity (course, seminar, colloquium, lecture, conference, etc.):  
    ____________________________

    - Organization or individual that offered the training:  
      ____________________________

    - Length of activity, in hours:  
      ____________________________

    - Year in which activity took place:  
      ____________________________
Did you receive any official certificate or recognition for participating in this continuing education activity?  Yes ☐ No ☐

Was there a connection between choosing this activity and achieving your continuing education objectives for that year?  Yes ☐ No ☐

Was this training activity part of a continuing professional training plan for that year?  Yes ☐ No ☐

Was this training activity entered in a continuing education registry for that year?  Yes ☐ No ☐

Were you able to put what you learned by participating in this continuing education activity to good use in your professional practice?  Yes ☐ No ☐

Title of second activity: ____________________________________________________________

Type of activity (course, seminar, colloquium, lecture, conference, etc.): ________________________________

Organization or individual that offered the training: ________________________________________________

Length of activity, in hours: ________________________________

Year in which activity took place: ________________________________

Did you receive any official certificate or recognition for participating in this continuing education activity?  Yes ☐ No ☐

Was there a connection between choosing this activity and achieving your continuing education objectives for that year?  Yes ☐ No ☐

Was this training activity part of your continuing professional training plan for that year?  Yes ☐ No ☐

Was this training activity entered in a continuing education registry for that year?  Yes ☐ No ☐

Were you able to put what you learned by participating in this continuing education activity to good use in your professional practice?  Yes ☐ No ☐

Title of third activity: ____________________________________________________________

Type of activity (course, seminar, colloquium, lecture, conference, etc.): ________________________________

Organization or individual that offered the training: ________________________________________________

Length of activity, in hours: ________________________________

Year in which activity took place: ________________________________

Did you receive any official certificate or recognition for participating in this continuing education activity?  Yes ☐ No ☐

Was there a connection between choosing this activity and achieving your continuing education objectives for that year?  Yes ☐ No ☐

Was this training activity part of your continuing professional training plan for that year?  Yes ☐ No ☐
Was this training activity entered in a continuing education registry for that year?  
- Yes  
- No

Were you able to put what you learned by participating in this continuing education activity to good use in your professional practice?  
- Yes  
- No

Title of fourth activity:  

Type of activity (course, seminar, colloquium, lecture, conference, etc.):  

Organization or individual that offered the training:  

Length of activity, in hours:  

Year in which activity took place:  

Did you receive any official certificate or recognition for participating in this continuing education activity?  
- Yes  
- No

Was there a connection between choosing this activity and achieving your continuing education objectives for that year?  
- Yes  
- No

Was this training activity part of your continuing professional training G plan for that year?  
- Yes  
- No

Was this training activity entered in a continuing education registry for that year?  
- Yes  
- No

Were you able to put what you learned by participating in this continuing education activity to good use in your professional practice?  
- Yes  
- No

Title of fifth activity:  

Type of activity (course, seminar, colloquium, lecture, conference, etc.):  

Organization or individual that offered the training:  

Length of activity, in hours:  

Year in which activity took place:  

Did you receive any official certificate or recognition for participating in this continuing education activity?  
- Yes  
- No

Was there a connection between choosing this activity and achieving your continuing education objectives for that year?  
- Yes  
- No

Was this training activity part of your continuing professional training G plan for that year?  
- Yes  
- No

Was this training activity entered in a continuing education registry for that year?  
- Yes  
- No

Were you able to put what you learned by participating in this continuing education activity to good use in your professional practice?  
- Yes  
- No
Part V  Participation in extending the outreach of physiotherapy

This part of the questionnaire is designed to collect information on activities related to extending the outreach of physiotherapy that you took part in while carrying out your professional responsibilities.

24. Over the course of your experience in physiotherapy, have you ever supervised physiotherapy students on a clinical placement?

Yes ☐ Please give details on your experience.
No ☐ Please go to question 25.

➤ Number of students supervised: _____

25. Over the course of your experience in physiotherapy, have you ever been involved in teaching students?

Yes ☐ Please give details on your experience.
No ☐ Please go to question 26.

25.1 For each teaching activity you would like to tell the Order about, please provide the following information:

➤ First teaching activity
  - Subject or goal of the activity:
  - Educational institution involved:
  - Program of study:
  - Course name:
  - Year in which activity took place:

➤ Second teaching activity
  - Subject or goal of the activity:
  - Educational institution involved:
  - Program of study:
  - Course name:
  - Year in which activity took place:

➤ Third teaching activity
  - Subject or goal of the activity:
  - Educational institution involved:
  - Program of study:
  - Course name:
  - Year in which activity took place:
26. Over the course of your experience in physiotherapy, have you given any presentations or lectures at physiotherapy events or conferences?  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Please give details on your experience.</td>
</tr>
</tbody>
</table>

26.1 For each presentation or lecture you would like to tell the Order about, please provide the following information:

- **First activity**
  - Title of talk: 
  - Name of event or conference: 
  - City where event or conference was held: 
  - Year in which event or conference took place: 

- **Second activity**
  - Title of talk: 
  - Name of event or conference: 
  - City where event or conference was held: 
  - Year in which event or conference took place: 

- **Third activity**
  - Title of talk: 
  - Name of event or conference: 
  - City where event or conference was held: 
  - Year in which event or conference took place: 

27. Over the course of your experience in physiotherapy, have you done any critical analyses of research findings in order to find best practices for physiotherapy assessments and interventions?  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Please give details on your experience.</td>
</tr>
</tbody>
</table>

27.1 Which of the following goals led you to do this type of critical analysis?

- For professional practice purposes [ ]
- To be able to discuss the research findings with my colleagues [ ]

28. Over the course of your experience in physiotherapy, have you participated in research activities on physiotherapy, apart from the critical analysis mentioned above?  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Please give details on your experience.</td>
</tr>
</tbody>
</table>

28.1 In which of the following professional capacities did you participate in this kind of research activities?

- Coordinator of a research group [ ]
- Principal investigator [ ]
- Research associate [ ]
- Research professional or research assistant [ ]
28.2 For each of the research activities you would like to tell the Order about, please provide the following information:

- First research activity
  - Subject or goal of the research project:
  - Name of research group, if applicable:
  - Duration of the research activity: From (month/year) _____/____ To (month/year) _____/____

- Second research activity
  - Subject or goal of the research project:
  - Name of research group, if applicable:
  - Duration of the research activity: From (month/year) _____/____ To (month/year) _____/____

- Third research activity
  - Subject or goal of the research project:
  - Name of research group, if applicable:
  - Duration of the research activity: From (month/year) _____/____ To (month/year) _____/____

29. Over the course of your experience in physiotherapy, have you ever participated in projects designed to develop measurement or assessment tools to be used in physiotherapy or to adapt existing tools?

Yes. Please give details on your experience.

No. Please go to question 30.

29.1 In which of the following professional capacities did you participate in this kind of research project?

- Coordinator of the project
- Principal investigator
- Research associate
- Research professional or research assistant

29.2 For each of the projects you would like to tell the Order about, please provide the following information:

- First project
  - Subject or goal of the project:
  - Name of research group, if applicable:
  - Duration of the research activity: From (month/year) _____/____ To (month/year) _____/____
Second project
- Subject or goal of the project: ________________________________
- Name of research group, if applicable: _________________________
- Duration of the project: From (month/year) _____/____ To (month/year) _____/____

Third project
- Subject or goal of the project: ________________________________
- Name of research group, if applicable: _________________________
- Duration of the project: From (month/year) _____/____ To (month/year) _____/____

30. Over the course of your experience in physiotherapy, have you written any clinical intervention guides or any other document on physiotherapy, or participated in writing that type of document?

Yes ☐ Please give details on your experience.
No ☐ Please go to the next part of the questionnaire.

30.1 Please give references for documents you would like to tell the Order about:
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
Part VI  Knowledge of the environment for practicing the profession of physiotherapist in Quebec

This part of the questionnaire provides an opportunity for you to show how much you know about various topics related to the practice of physiotherapy in Quebec. The information collected here will have no direct bearing on the analysis of your statement of professional experience, but it should prove useful in guiding the steps you will be taking to practice as a physiotherapist in Quebec. We have also provided some links to websites you may find helpful. Please refer to the scale below as you answer the following questions.

<table>
<thead>
<tr>
<th>Knowledge Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>No knowledge</td>
<td>When you have never had any contact with the topic and feel you need information or training on the subject.</td>
</tr>
<tr>
<td>Basic knowledge</td>
<td>When you have a general knowledge of the topic but feel you need further information or training on the subject.</td>
</tr>
<tr>
<td>Very good knowledge</td>
<td>When you know all about the suggested topic and feel you need no information or training on the subject.</td>
</tr>
</tbody>
</table>

How would you rate your knowledge of the following topics?

- The professional system in Quebec, which is regulated by the *Code des professions* ([Professional Code](http://www.publicationsduquebec.gouv.qc.ca)) and consists of:
  - The Quebec government ([www.gouv.qc.ca](http://www.gouv.qc.ca))
  - The National Assembly ([www.assnat.qc.ca](http://www.assnat.qc.ca))
  - The Office des professions du Québec, which reports to the Minister of Justice, who is responsible by decree for the application of professional legislation ([www.opq.gouv.qc.ca](http://www.opq.gouv.qc.ca))
  - The Conseil interprofessionnel du Québec and the 46 professional orders ([www.professions-quebec.org](http://www.professions-quebec.org))

- The legislation and regulations in effect at the *Ordre professionnel de la physiothérapie du Québec* ([www.oppq.qc.ca](http://www.oppq.qc.ca))

- The *Code de déontologie des physiothérapeutes et des thérapeutes en réadaptation physique* ([www.oppq.qc.ca](http://www.oppq.qc.ca)) (code of ethics for physiotherapists and physical rehabilitation therapists)

- The explanatory guides, practice guides, clinical intervention guides and guidelines published by the *Ordre professionnel de la physiothérapie du Québec* ([www.oppq.qc.ca](http://www.oppq.qc.ca))

NOTE: Most of these documents are available in French only. Look for the “English” tab on the websites to see what is available in English.
Part VII  Signing the statement

This last section of the questionnaire covers the signature of the statement that serves as an official declaration for your application.

Signing the statement

I hereby certify that the information I have provided in this questionnaire is accurate and complete, and that the documents I intend to submit to the Ordre professionnel de la physiothérapie du Québec are valid and authentic.

I understand that any false statement on my part will result in the immediate rejection of my application and that any application accepted under false pretenses will be null and void.

In witness whereof, I have signed:

Signature: ____________________________________________
Date: ________________________________________________
Place: ________________________________________________

This space has been left blank so that you can add comments on your professional experience in physiotherapy.
Glossary

Terms used in Quebec in reference to professional practice

Translator’s Note: The term used in Quebec is given first in French, followed by the English equivalent, and a definition or explanation of the term.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse (analysis)</td>
<td>Examination of the parts of a whole to discover their nature, relationship with each other and with the whole, etc. (Gage Canadian Dictionary)</td>
</tr>
<tr>
<td>Autonomisation (empowerment)</td>
<td>An external process which builds a person’s self-esteem and confidence in his/her ability to make good decisions, to control his/her own life and to achieve autonomy. (Segen's Medical Dictionary)</td>
</tr>
<tr>
<td>Champ d’exercice (scope of practice)</td>
<td>[Translation] The scope of practice for a profession spells out the principal activities performed by members in order to provide a full picture of the nature and end goals of the profession. It is not reserved, and does not cover all activities performed by the members of a given profession; rather, it: 1) makes the distinction between different professions and establishes the distinctive “brand” of the profession; 2) conveys the essentials of what is practiced by the majority of members; and 3) specifically spells out the end goal of professional interventions. (COMITÉ D’EXPERTS [CHAIRÉ PAR JEAN-BERNARD TRUDEAU], Partageons nos connaissances – Modernisation de la pratique professionnelle en santé mentale et en relations humaines, Québec City, Office des professions, 2005)</td>
</tr>
<tr>
<td>Client (client or patient)</td>
<td>May be a person, family, group, community or organization receiving professional services, products or information. A client may also be a patient. (Adapted from the College of Physiotherapists of Ontario, 1996a), cited in NATIONAL PHYSIOTHERAPY ADVISORY GROUP, Essential Competency Profile for Physiotherapists in Canada, 2009).</td>
</tr>
<tr>
<td>Code de déontologie (code of ethics)</td>
<td>The code of good conduct for an individual or group. (Merriam-Webster) [Translation] A document that spells out the rules of professional conduct that govern the practice of a profession or job, including the responsibilities and obligations to which those who practice the given profession are subject. The French term code d’éthique is used in reference to a document stating the values and principles of a moral or civic nature to which an organization subscribes and which serve as a guide for individuals or groups when judging whether behaviour is fair and reasonable. The French term code de conduite (code of conduct), which is sometimes confused with code de déontologie and code d’éthique, specifically designates a set of written rules that a company or organization undertakes to observe and which govern the behaviour of staff and management. (Adapted from Grand dictionnaire terminologique, GDT)</td>
</tr>
<tr>
<td>Collègue (colleague)</td>
<td>A person with whom one works or who performs the same duties, notably in an official capacity. (Adapted from the GDT)</td>
</tr>
<tr>
<td>Collaboration (collaboration, cooperation or working together)</td>
<td>Collaborative client-centred practice is designed to promote the active participation of the client, family and each discipline in client care. It enhances client- and family-centred goals and values, provides mechanisms for continuous communication among caregivers, optimizes staff participation in clinical decision making (within and across disciplines), and fosters respect for the contributions of all disciplines. (Adapted from Memorial University of Newfoundland, 2004, cited in NATIONAL PHYSIOTHERAPY ADVISORY GROUP, Essential Competency Profile for Physiotherapists in Canada)</td>
</tr>
</tbody>
</table>
Terms used in Quebec in reference to professional practice

Translator’s Note: The term used in Quebec is given first in French, followed by the English equivalent, and a definition or explanation of the term.

<table>
<thead>
<tr>
<th>Collecte de données évaluatives (collection of data for assessment)</th>
<th>[Translation] The collection of data for assessment involves documenting in both subjective and objective terms the process of directing the client to a physical rehabilitation therapist. This includes pertinent questions about signs and symptoms, the examination, testing and qualitative and quantitative measurements. (Definition proposed by the Ordre professionnel de la physiothérapie du Québec, 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidentialité (confidentiality)</td>
<td>The nature of personal information that is not to be disclosed to any individuals or entities without express permission from the person in question. (Adapted from the GDT)</td>
</tr>
<tr>
<td>Consentement libre et éclairé (free and informed consent)</td>
<td>[Translation] Consent is free when given of one’s own free will…[…] Consent is informed when the client receives all the information he or she requires to make a decision in full possession of the facts. (ORDRE PROFESSIONNEL DE LA PHYSIOTHERAPIE DU QUÉBEC, “L’obligation d’obtenir un consentement,” in Physio-Québec, volume 33, no. 2, May 2008, p. 3-4.)</td>
</tr>
<tr>
<td>Consultant(e) (consultant)</td>
<td>A specialist who provides advice regarding a specific question or assistance in solving a specific problem. (Adapted from the GDT)</td>
</tr>
<tr>
<td>Déontologie (ethics)</td>
<td>A set of rules and standards governing a profession or job, the conduct of individuals who practice that profession, as well as relationships between those professionals and their clients or the general public. Professional orders establish such rules and ensure that they are respected. (Adapted from the GDT) See also code of ethics.</td>
</tr>
<tr>
<td>Développement professionnel continu (continuing professional development)</td>
<td>Continuing Professional Development (CPD) is the means by which professionals maintain, improve and broaden their knowledge and skills and develop the personal qualities and competencies required in their working lives.[…]. (TUNING EDUCATIONAL STRUCTURES IN EUROPE, Universities’ contribution to the Bologna Process – An introduction, Bilbao, Publicaciones de la Universidad de Deusto, undated)</td>
</tr>
<tr>
<td>Diagnostic en physiothérapie (physiotherapy diagnosis)</td>
<td>[Translation] A physiotherapy diagnosis is the conclusion that results from the process of assessment by a physiotherapist, identifying the nature and severity of the health problem and its repercussions on the individual’s functional plan in relation to individual and environmental factors. (ORDRE PROFESSIONNEL DE LA PHYSIOTHÉRAPIE DU QUÉBEC, Proposition d’une définition conceptuelle du diagnostic émis par le physiothérapeute – Rapport du comité d’étude sur le diagnostic en physiothérapie, Montréal, OPPQ, 2009)</td>
</tr>
<tr>
<td>Écoute active (active listening)</td>
<td>Active listening involves adopting certain attitudes and using certain techniques in an effort to understand what the person is going through so that he or she will become aware of his or her needs, expectations and possibilities, and will consequently be able to take responsibility for his or her own life. (Adapted from <a href="http://www.capsante-outaouais.org">www.capsante-outaouais.org</a>)</td>
</tr>
<tr>
<td>Éthique (ethics)</td>
<td>A discipline of philosophy that examines moral principles in the light of what is deemed to be desirable behaviour, and on which the conduct or an individual or group is based. When applied to a specific sphere of activity, ethics is a process of ongoing reflection on the meaning and consequences of actions. (Adapted from the GDT)</td>
</tr>
<tr>
<td>Expertise (expertise)</td>
<td>Expert advice or opinion from an individual who, as a member of a professional order, practices an activity of an intellectual or technical nature based on advanced training that requires broad knowledge that must be kept up to date. (Adapted from the GDT)</td>
</tr>
<tr>
<td>Évaluation (assessment)</td>
<td>Includes, but is not limited to, examination of joint integrity and mobility, gait and balance, muscle performance, motor function, cardiorespiratory function, pain, neuromotor and sensorimotor development, posture, cardiovascular and work capacity, cognition and mental status, skin condition, accessibility and environmental review. (NATIONAL PHYSIOTHERAPY ADVISORY GROUP, Essential Competency Profile 2009).</td>
</tr>
</tbody>
</table>
### Terms used in Quebec in reference to professional practice

**Translator’s Note:** The term used in Quebec is given first in French, followed by the English equivalent, and a definition or explanation of the term.

For Physiotherapists in Canada, 2009).

<table>
<thead>
<tr>
<th>Term</th>
<th>French</th>
<th>English</th>
<th>Definition or Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examen paraclinique</td>
<td>Examen complémentaire</td>
<td>(paraclinical or supplementary examination)</td>
<td>An examination procedure or supplementary technique used to confirm or invalidate the results of an assessment. Supplementary examinations include laboratory tests and examinations using medical imaging or other techniques. (Adapted from the GDT)</td>
</tr>
<tr>
<td>Formation professionnelle continue</td>
<td>(continuing professional training)</td>
<td>Professional training based on the acquisition, in-depth study or recycling of knowledge or techniques and the development of skills, and intended for people who have already finished school. (Adapted from the GDT)</td>
<td></td>
</tr>
<tr>
<td>Guide d’intervention clinique</td>
<td>(clinical intervention guide)</td>
<td>[Translation] A working tool developed jointly with a physiotherapist based on a precise methodology approved by the treatment team that applies the tool. The clinical intervention guide covers treatment orientations and often treatment modalities as well. Also known as protocol in professional circles. Professionals also use the concept of systematic follow-up to formalize the continuum of care, which may be written in the form of a clinical intervention guide. (ORDRE PROFESSIONNEL DE LA PHYSIOTHÉRAPIE DU QUÉBEC, Section 4 of the Règlement sur les catégories de permis délivrés par l’Ordre professionnel de la physiothérapie du Québec – Cahier explicatif, Montréal, OPPQ, 2011)</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinaire</td>
<td>(interprofessional)</td>
<td>Interprofessional practice refers to “occasions when two or more professions learn with, from and about one another to improve collaboration and the quality of care.” It implies trust, communication, respect and equality underpinning the professional relationship where different health care professionals work collaboratively to provide the best possible care to their patient. (CANADIAN PHYSIOTHERAPY ASSOCIATION, Inter-professional Collaboration and Practice, Toronto, CPA, 2009) (Note: The part of the definition between quotation marks above is taken from a document on interprofessionalism by the Centre for the Advancement of Interprofessional Education, CAIPE)</td>
<td></td>
</tr>
<tr>
<td>Intervention</td>
<td>(intervention)</td>
<td>An activity or technique belonging to a particular discipline that is designed to prevent, elicit or solve physical or psychological problems experienced by individuals with a disability; the act of intervening (in words or concrete actions). (Adapted from the GDT)</td>
<td></td>
</tr>
<tr>
<td>Interventions en physiothérapie</td>
<td>(physiotherapy interventions)</td>
<td>Include but are not limited to education and consultation, therapeutic exercise, soft tissue and manual therapy techniques including manipulation, electro-physical agents and mechanical modalities, functional activity training, cardio-respiratory and neuromotor techniques, and prescribing aids and devices. (NATIONAL PHYSIOTHERAPY ADVISORY GROUP, Essential Competency Profile for Physiotherapists in Canada, 2009)</td>
<td></td>
</tr>
<tr>
<td>Intradisciplinaire</td>
<td>(intraprofessional)</td>
<td>Providers from different professions working together, with interaction as an important goal, to collaborate in providing services. (Adapted from the World Health Organization, 1998, cited in ORDRE PROFESSIONNEL DE LA PHYSIOTHÉRAPIE DU QUÉBEC, Profil des compétences essentielles des thérapeutes en réadaptation physique au Québec, Montréal, OPPQ, 2010)</td>
<td></td>
</tr>
<tr>
<td>Jugement</td>
<td>(judgment)</td>
<td>The ability to judge, make a decision, or form an opinion objectively, authoritatively, and wisely. [...] (The Random House Dictionary of the English Language)</td>
<td></td>
</tr>
<tr>
<td>Niveau de langue</td>
<td>(level of language)</td>
<td>A way of speaking based on the situation at hand or the individuals to whom one is speaking. (Adapted from De Villers)</td>
<td></td>
</tr>
<tr>
<td>Norme</td>
<td>(standards, in the)</td>
<td>A document established by consensus and approved by a recognized organization that</td>
<td></td>
</tr>
</tbody>
</table>
### Terms used in Quebec in reference to professional practice

**Translator’s Note:** The term used in Quebec is given first in French, followed by the English equivalent, and a definition or explanation of the term.

<table>
<thead>
<tr>
<th>Term</th>
<th>French Name</th>
<th>English Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>sense of documents</td>
<td>provides rules for common and repeated usages, for activities or their results, giving an optimal level of order in a particular context. Standards are generally based on cumulative knowledge drawn from science, technology and experience, for the optimal benefit for the community. (Adapted from the GDT)</td>
<td></td>
</tr>
<tr>
<td>Population cible</td>
<td>A group of individuals who are the focus of a study, survey or information campaign, a sanitary or social measure, etc. (Adapted from the GDT)</td>
<td></td>
</tr>
<tr>
<td>Processus</td>
<td>A systematic series of actions directed to some end. <em>(The Random House Dictionary of the English Language)</em></td>
<td></td>
</tr>
<tr>
<td>Programme</td>
<td>An orderly series of actions that a private or public organization plans to accomplish in order to achieve objectives established in a plan. A program is a detailed form of plan that places the accent on how the objectives will be carried out. In some cases, a short-term plan is called a program. (Adapted from the GDT)</td>
<td></td>
</tr>
<tr>
<td>Protocole</td>
<td>A series of steps to be followed under specific clinical circumstances. The term protocol generally refers to a guide to current practices or official or standardized recommendations. (Adapted from the GDT)</td>
<td></td>
</tr>
<tr>
<td>Rééducation fonctionnelle</td>
<td>A set of learning techniques used to help an individual to regain the use of a function or an organ that has been lost due to an illness or disorder. (Adapted from the GDT)</td>
<td></td>
</tr>
<tr>
<td>Réglementation</td>
<td>A set of laws and regulations governing a particular domain. (Adapted from De Villers)</td>
<td></td>
</tr>
<tr>
<td>Représentant légal</td>
<td>An individual who is given a mandate to act on behalf of another individual, and specifically, to represent the other person. (Adapted from the GDT)</td>
<td></td>
</tr>
<tr>
<td>Rétroaction</td>
<td>The transmission of evaluative or corrective information to the original or controlling source about an action, event, or process. <em>(Merriam Webster’s Collegiate Dictionary)</em></td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>A set of rules used by an organization or industry or common to organizations and industries that draw upon practical experience and have become references for the production of available goods, provision of services, completion of various processes or description of savoir-faire. (Adapted from the GDT)</td>
<td></td>
</tr>
</tbody>
</table>