

## Inventory of Knowledge, Skills And Attitudes

Villeneuve, L. (1995). *Cahier d'encadrement du stage supervisé*. Montreal: Éditions Saint-Martin, p. 7-10.

Learning	I've heard about	I've already used once or twice	I'm proficient at	I wish to learn about
<b>I Knowledge of organizational environment</b>				
• Organization chart				
• History of institution				
• Orientations (e.g. goals, objectives)				
• Internal organization (functional structures, authority levels)				
• Practice (issues, intervention methods, activities, services)				
• Stakeholders (professionals, patients)				
• Ability to establish contact with main stakeholders				
• Human resources (other professionals, associations, institutions) as links				

<b>II Issues addressed</b>				
<b>Definition of issues</b>				
<ul style="list-style-type: none"> <li>Types of beneficiaries (economic status, gender, age, cultural traits)</li> </ul>				
<ul style="list-style-type: none"> <li>Profile of beneficiaries' host community</li> </ul>				
<b>III Intervention process</b>				
<b>Establish contact with patients</b>				
<ul style="list-style-type: none"> <li>Extend warm greeting</li> </ul>				
<ul style="list-style-type: none"> <li>Build trust</li> </ul>				
<ul style="list-style-type: none"> <li>Develop significant link</li> </ul>				
<b>Analyze problem situation</b>				
<ul style="list-style-type: none"> <li>Collect and organize relevant information</li> </ul>				
<ul style="list-style-type: none"> <li>Identify and link priority elements</li> </ul>				
<ul style="list-style-type: none"> <li>Propose working hypotheses</li> </ul>				
<ul style="list-style-type: none"> <li>Synthesize situation analyzed</li> </ul>				
<b>Develop intervention plan</b>				
<ul style="list-style-type: none"> <li>Set intervention objectives tailored</li> </ul>				

to beneficiaries				
• State those objectives clearly				
• Differentiate intervention methods tailored to problem situation				
• Set intervention limits and parameters				
• Create intervention plan: who, what, how, when?				
Explain rationale of plan				
State plan's foreseeable impact and limitations				
<b>Deliver intervention plan</b>				
• Draw up specific contract with patient				
• Include material and technical resources relevant to situation, as needed				
<b>Evaluate intervention</b>				
• Match target objectives against actual results				
• Evaluate relevance or efficacy of methods used				
• Identify factors for change or inertia				

<ul style="list-style-type: none"> <li>Develop hypotheses together with departments or services concerned</li> </ul>				
<ul style="list-style-type: none"> <li>Revise intervention plan if necessary</li> </ul>				
<ul style="list-style-type: none"> <li>Pursue action</li> </ul>				
<b>IV Intervention techniques</b>				
<ul style="list-style-type: none"> <li>Name techniques used for issues addressed; indicate your degree of skill</li> </ul>				
<ul style="list-style-type: none"> <li>Evaluate relevance or effect the techniques named</li> </ul>				
<b>V Career development (competencies, skills, values, attitudes)</b>				
Determine his/her skills for establishing helping relationships				
Recognize his/her intervention competencies, skills and limitations				
Consider issues inherent in all helping relations: power plays, class differences, etc.				
Recognize his/her values and ideology and their effect on intervention				
Display capacities for				

self-analysis and self-assessment of learning through intervention				
Demonstrates adaptability as regards professional practice				