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**ADMINISTRATION,
COMMERCE AND
COMPUTER
TECHNOLOGY**

**SECRETARIAL
STUDIES-LEGAL**

**PROGRAM OF STUDY
5726**

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ADMINISTRATION, COMMERCE AND COMPUTER TECHNOLOGY

SECRETARIAL STUDIES- LEGAL

PROGRAM OF STUDY 5726

The *Secretarial Studies-Legal*

program leads to the Attestation of Vocational Specialization

(AVS) and prepares the student to

work as a

LEGAL SECRETARY

Direction générale de la formation professionnelle et technique

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François Legault
Minister of Education

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INTRODUCTION

The *Secretarial Studies-Legal* program was designed on the basis of a framework for developing vocational education programs that calls for the participation of experts from the workplace and the field of education.

The program of study is developed in terms of competencies, expressed as objectives and divided into modules. Various factors were kept in mind in developing the program: training needs, the job situation, purposes, goals, and strategies and means used to attain objectives.

The program of study lists the competencies that are the minimum requirements for an Attestation of Vocational Specialization (AVS) for students in both the youth and adult sectors. It also provides the basis for organizing courses, planning teaching strategies, and designing instructional and evaluation materials.

The duration of the program is 450 hours, which includes 375 hours spent on the specific competencies required to practise the occupation and 75 hours on general competencies. The program of study is divided into 11 modules, which vary in length from 15 to 75 hours (multiples of 15). The time allocated to the program is to be used not only for teaching but also for evaluation and remedial work.

This document contains two parts. Part I is of general interest and provides an overview of the training plan. It includes a synoptic table of basic information about the modules, a description of the program training goals, the competencies to be developed and the general objectives, and an explanation of operational objectives. Part II is designed primarily for those directly involved in implementing the program. It contains a description of the operational objectives of each module.

GLOSSARY

Program Training Goals

Statements that describe the educational aims of a program. These goals are the general goals of vocational education adapted to a specific trade or occupation.

Competency

A set of socio-affective behaviours, cognitive skills or psycho-sensori-motor skills that enable a person to correctly perform a role, function, activity or task.

General Objectives

Instructional objectives that provide an orientation for leading the students to attain one or more related objectives.

Operational Objectives

Statements of the educational aims of a program in practical terms. They serve as the basis for teaching, learning and evaluation.

Module of a Program

A component part of a program of study comprising a first-level operational objective.

Credit

A unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to graduate from a program.

PART I

1. SYNOPTIC TABLE

Number of modules: 11
Duration in hours: 450
Credits: 30

Secretarial Studies-Legal
CODE: 5726

CODE	TITLE OF THE MODULE	HOURS	CREDITS*
948 312	1. The Occupation and the Training Process	30	2
948 325	2. Civil Proceedings	75	5
948 331	3. Interpersonal Relations	15	1
948 343	4. Motions and Inscriptions	45	3
948 352	5. French Terminology	30	2
948 362	6. Contested Divorces	30	2
948 371	7. Books of Notes and Authorities	15	1
948 384	8. Notarial Acts	60	4
948 393	9. Non-Contentious Matters	45	3
948 402	10. Establishment of a Business	30	2
948 415	11. Entering the Work Force	75	5

* 15 hours = 1 credit

This program leads to an AVS in *Secretarial Studies-Legal*.

2. PROGRAM TRAINING GOALS

The training goals of the AVS program, *Secretarial Studies-Legal*, are based on the general goals of vocational education and take into account the work situation. These goals are:

To develop effectiveness in the practice of an occupation.

- To teach students to perform legal secretary tasks and activities correctly and achieve acceptable results for entry into the job market.
- To prepare students to make satisfactory progress on the job by fostering:
 - the intellectual skills needed to make sound decisions on the job;
 - the ability to analyze and solve problems on the job;
 - a concern for communicating effectively with superiors, clients, colleagues and other professional resource persons;
 - attention and precision in carrying out various tasks of a legal secretary;
 - a constant concern for professional ethics.

To ensure integration into the working world.

- To familiarize students with various opportunities offered by the occupation.
- To familiarize students with the particular job market for the occupation of legal secretary.
- To familiarize students with the occupation by introducing them to the work force through a practicum.

To foster the development of occupational knowledge.

- To foster independence, a sense of responsibility and an ability to manage stress.
- To foster capacities for memorization and concentration.
- To foster the habit of evaluating the quality of their own work.
- To help students acquire legal work methods and thinking.

To ensure job mobility.

- To help students develop a positive attitude toward change and new situations.
- To help students develop the ability to pursue further learning, do research and keep up to date.

3. COMPETENCIES

The AVS program, *Secretarial Studies-Legal*, is designed to train students to exercise the occupation of legal secretary. The principal functions of a legal secretary are to prepare the documents required by lawyers, notaries or other persons in the legal field in their professional activities. Also, legal secretaries often act as assistants to their superiors. They are also called upon to carry out general secretarial tasks which are covered in the program leading to a DVS (Diploma of Vocational Studies) in *Secretarial Studies*.

Most legal secretaries work for law firms or notaries, while others work for the legal departments of large companies, for municipalities, for the federal or provincial government or for trustees or bailiffs.

Legal secretaries must be very productive and able to work under pressure, given the importance of time limits and the urgency of certain files. As legal secretaries are often in contact with clients, they must be very good at communicating and establishing interpersonal relationships. As assistants, they are required to observe professional ethics, especially in their general conduct and as regards confidentiality.

The AVS program, *Secretarial Studies-Legal*, helps students develop the skills required to exercise the occupation and to master the competencies needed in the workplace in a legal environment. This training takes into account all the competencies included in the DVS in *Secretarial Studies*. In the interest of continuity and harmonization, the *Secretarial Studies-Legal* program favors the acquisition of competencies specific to the tasks of a legal secretary.

Before introducing the competencies targeted by the *Secretarial Studies-Legal* program, it should be mentioned that competencies related to the topics below are covered in *Secretarial Studies 5712*, and therefore are not included in *Secretarial Studies-Legal*:

- opening, follow-up and closing of files
- correspondence
- use of common software
- common accounting tasks
- telecommunication tools
- communication in an office context

The competencies to be developed in the *Secretarial Studies-Legal* program are shown in the grid of learning focuses on the following page. The grid lists general and specific competencies as well as the major steps in the work process.

General competencies involve activities common to several tasks or situations. They cover, for example, the technological or scientific principles that the students must understand to practise the trade or occupation. Specific competencies focus on tasks and activities that are of direct use in the trade or occupation. The work process includes the most important steps in carrying out the tasks and activities of the trade or occupation.

The grid of learning focuses 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 specific competency and a step in the work process. The symbol (○) indicates a correlation between a general and a specific competency.

The symbols (■) and (●) indicate that these relationships have been taken into account in the formulation of objectives intended to develop specific competencies related to the trade or occupation.

The grid of learning focuses has been designed to take into account the orientations and training goals of the

program, based on tasks and operations defined during the job situation analysis. The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis of the grid shows the competencies directly related to the practice of a specific trade or occupation. These competencies are arranged in a relatively fixed order; therefore, the modules should be taught, insofar as possible, in the order represented on the grid. The modules including the general competencies on the horizontal axis should be taught in relation to those on the vertical axis. This means that some modules are prerequisite to others, while other modules are taught concurrently.

GRID OF LEARNING FOCUSES		OPERATIONAL OBJECTIVES	DURATION (IN HOURS)	WORK PROCESS (major steps)							GENERAL COMPETENCIES			TOTALS	
				Become familiar with the work to be performed	Plan work	Gather the necessary information	Carry out the work	Present the documents for approval	Communicate with the persons concerned	Update files	Determine their suitability for the occupation and the training process	Interact in a workplace in a legal environment	Use the French terminology specific to the legal field	NUMBER OF OBJECTIVES	DURATION (IN HOURS)
SPECIFIC COMPETENCIES (directly related to the practice of the specific occupation)															
modules	MODULES									1	3	5			
	OPERATIONAL OBJECTIVES									S	S	B	3		
	DURATION (IN HOURS)									30	15	30		75	
2	Prepare ordinary civil proceedings	B	75	■	■	□	■	■	□	■	●	○	○		
4	Prepare motions and inscriptions	B	45	■	■	■	■	■	■	□	●	●	○		
6	Prepare a file for a contested family law matter	B	30	■	■	■	■	□	□	□	●	●	○		
7	Prepare a book of notes and authorities	B	15	■	■	■	■	□	□	□	●	○	○		
8	Prepare notarial acts	B	60	■	■	■	■	■	■	□	●	●	●		
9	Prepare documents related to non-contentious matters	B	45	■	■	■	■	□	□	□	●	○	○		
10	Prepare documents to establish or provide updated information on a business	B	30	■	■	■	■	□	□	■	●	○	●		
11	Enter the work force	S	75	■	■	■	■	□	■	□	●	●	○		
NUMBER OF OBJECTIVES		8												11	
DURATION (IN HOURS)			375											450	

□ Correlation between a step and a specific competency

■ Correlation to be taught and evaluated

○ Correlation between a general and a specific competency

● Correlation to be taught and evaluated

S: Situational objective
B: Behavioural objective

4. GENERAL OBJECTIVES

The general objectives of the *Secretarial Studies-Legal* program are presented below, along with the major statement of each corresponding first-level operational objective.

To develop in the students the competencies required to integrate harmoniously into the school and work environments.

- Determine their suitability for the occupation and the training process.
- Enter the work force.

To develop in the students the competencies required to communicate in the workplace.

- Interact in a workplace in a legal environment.
- Use the French terminology specific to the legal field.

To develop in the students the competencies required for the keyboarding and layout of civil proceedings.

- Prepare ordinary civil proceedings.
- Prepare motions and inscriptions.
- Prepare a file for a contested family law matter.
- Prepare a book of notes and authorities.

To develop in the students the competencies required to prepare documents in the business law field

- Prepare documents to establish or provide updated information on a business.

To develop in the students the competencies required for the keyboarding and layout of notarial acts and documents.

- Prepare notarial acts.
- Prepare documents related to non-contentious matters.

5. OPERATIONAL OBJECTIVES

5.1 DEFINITION

An operational objective is defined for each competency to be developed. Competencies are organized into an integrated training program designed to prepare students to practise the trade or occupation. This systematic organization of competencies produces better overall results than training by isolated objectives. More specifically, it fosters a smooth progression from one objective to the next, saves teaching time by eliminating needless repetition, and integrates and reinforces learning material.

Operational objectives are the main compulsory teaching/learning targets and they are specifically evaluated for certification. There are two kinds of operational objectives: behavioural and situational.

- **A behavioural objective** is a relatively closed objective that describes the actions and results expected of the student by the end of a learning step. Evaluation is based on expected results.
- **A situational objective** is a relatively open-ended objective that outlines the major phases of a learning situation. It allows for output and results to vary from one student to another. Evaluation is based on the student's participation in the activities of the learning context.

Operational objectives cover the learning that the students need to develop a competency:

- The specifications or the phases of the objective determine or guide specific learning, thereby allowing the competency to be developed step by step.
- The objective as a whole (i.e. the six components and in particular the last phase of a situational objective) determines or guides the overall learning and the integration and synthesis of this learning, allowing the competency to be developed fully.

To attain the objectives, the following learning activities may be prepared:

- specific learning activities for the specifications or phases of objectives
- general learning activities for objectives

5.2 HOW TO READ OPERATIONAL OBJECTIVES

A. How to Read a Behavioural Objective

Behavioural objectives consist of six components. The first three provide an overview of the objective:

1. The **expected behaviour** states a competency in terms of the general behaviour that the students are expected to have acquired by the end of the module.
2. The **conditions for performance evaluation** define what is necessary or permissible to the students during evaluation designed to verify whether or not the students have attained the objective. This means that the conditions for evaluation are the same wherever and whenever the program is taught.
3. The **general performance criteria** define the requirements by which to judge whether or not the results obtained are generally satisfactory.

The last three components ensure that the objective is understood clearly and unequivocally:

4. The **specifications of the expected behaviour** describe the essential elements of the competency in terms of specific behaviours.
5. The **specific performance criteria** define the requirements for each of the specifications of behaviour. They ensure a more enlightened decision on the attainment of the objective.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

B. How to Read a Situational Objective

Situational objectives consist of six components:

1. The **expected outcome** states a competency as an aim to be pursued throughout the course.
2. The **specifications** outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
3. The **learning context** provides an outline of the learning situation designed to help the students develop the required competencies. It is normally divided into three phases of learning:
 - information
 - performance, practice or involvement
 - synthesis, integration and self-evaluation
4. The **instructional guidelines** provide suggested ways and means of teaching the course to ensure that learning takes place and that the same conditions apply wherever and whenever the course is taught. These guidelines may include general principles or specific procedures.
5. The **participation criteria** describe the requirements the students must fulfil, which are usually related to each phase of the learning context. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning context.
6. **The field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

PART II

MODULE 1: THE OCCUPATION AND THE TRAINING PROCESS

CODE: 948 312

Duration: 30 hours

SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **determine their suitability for the occupation and the training process.**

SPECIFICATIONS

At the end of this module, the students will:

- Be familiar with the nature of the occupation.
- Understand the education plan.
- Be familiar with the structure of the legal system in civil and criminal matters.
- Confirm their career choice.

LEARNING CONTEXT

PHASE 1: Information on the Occupation

- Learning about the nature of the job market for legal secretaries (requirements of the occupation, job prospects, remuneration and opportunities for promotion).
- Learning about the requirements of the occupation (skills, aptitudes, attitudes and knowledge) and learning about the nature, duties, conditions and organization of the work.
- Learning about the importance of the accuracy of information in verbal and written communication.
- Presenting the information gathered and describing their views on the occupation (advantages, disadvantages and requirements).

SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Information on and Participation in the Training Process

- Becoming familiar with the education plan (program of study, training process, methods of evaluation and certification of studies).
- Discussing the content of the program in relation to the occupation and its requirements.

PHASE 3: Information on the Structure of the Legal System

- Becoming familiar with the components of the legal system.
- Learning about the difference between civil and criminal procedure.
- Participating in discussions on the main components of the judicial system.

PHASE 4: Evaluation and Confirmation of Career Choice

- Relating the various requirements of the occupation to their own preferences, aptitudes, interests and personal qualities.
- Writing a report to justify their choice of occupation.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Organize meetings with one or more legal secretaries from different work environments.
- Make available all pertinent reference materials: information on the occupation, the training, etc.
- Organize a visit to a courthouse, an administrative tribunal, a municipal court or any other place where students may become familiar with the structure of the legal system.
- Create a climate that favours trust, openness and mutual respect, and value each person's contribution during group discussions.
- Motivate the students to take part in the suggested activities.
- Encourage students to assess their career choice honestly and objectively.
- Encourage students to engage in discussions.

SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

- Gather information on most of the topics to be covered.
- Express their views on the occupation, based on the information they have gathered.

PHASE 2:

- Express their views on the training program and how it relates to the occupation.
- Express clearly their reactions to the requirements of the occupation.
- Participate actively in discussions.

PHASE 3:

- Gather information on the structure of the legal system.
- Bring up examples of situations during discussions.

PHASE 4:

- Present a report stating their strengths and where they need to make improvements in order to meet the requirements of the occupation.
- Explain why they chose to continue training to become a legal secretary.

MODULE 2: CIVIL PROCEEDINGS

CODE: 948 325

Duration: 75 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **prepare ordinary civil proceedings** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given:
 - case studies and simulations representing characteristic stages of ordinary civil actions
- Using:
 - a microcomputer
 - the *Code of Civil Procedure*
 - software containing civil procedure forms, or the *manuel de formulaires de procédure civile*
 - a dictating machine
 - an agenda

GENERAL PERFORMANCE CRITERIA

- Observance of the rules of practice and the requirements of the *Code of Civil Procedure*
- Observance of the layout rules for civil proceedings
- Preparation of the proceedings using the entire text and all the information provided
- Selection of the proper steps to be followed during the action
- Strict observance of time limits
- Completion within the time allotted
- Neatness of the work
- Selection of the appropriate mode of service
- Absence of spelling, grammatical or structural errors
- Proper punctuation
- Precision in the logic of the text of the proceedings

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Organize the work.

- Correct interpretation of instructions
- Accurate association of information for preparation of acts
- Proper preparation of client card and follow-up sheet

B. Keyboard and format civil proceedings.

- Selection of proper parameters
- General application of the layout rules for civil proceedings
- Designation of proper district, court and division
- Accurate designation of the parties
- Accurate indication of the capacity of each party
- Accurate indication of the date and place of preparation of each civil proceeding
- Accurate indication of the name of the attorney or attorneys for the purposes of each proceeding
- Logical and coherent transcription of the dictated text

C. Perform linguistic revision of civil proceedings.

- Proper spelling of common words and legal terms
- Proper agreement
- Proper punctuation
- Proper use of capital letters

D. Prepare civil proceedings for signature.

- Meticulousness as regards:
 - the rereading of civil proceedings
 - the inclusion of all documents required to ensure the validity of proceedings
 - the preparation and distribution of the certified copies of proceedings
 - the accurate recording of the steps of the proceeding in the agenda

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

E. Prepare documents and backs.

- Proper layout of backs
- Consistency between the information recorded on the back and the heading of the corresponding proceeding
- Consistency between the back and the corresponding document
- Observance of the rules of practice governing the filing of documents in court

F. Prepare a bill of costs.

- Accurate recording of all information in the heading of the form
- Proper use of the tariffs of court costs, the tariffs of judicial fees of advocates and the tariffs of fees of bailiffs
- Recording of the amounts in the proper places

G. Complete a writ of seizure.

- Selection of the proper writ
- Accurate recording of the information on the writ

H. Classify civil proceedings

- Accurate recording of each step on the follow-up sheet
- Appropriate classification of the proceedings in the file

FIELD OF APPLICATION

Ordinary procedure without preliminary exceptions, incidental proceedings or default inscriptions

MODULE 3: INTERPERSONAL RELATIONS

CODE: 948 331

Duration: 15 hours

SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **interact in a workplace in a legal environment.**

SPECIFICATIONS

During this module, the students will:

- Become aware of the importance of creating a climate conducive to positive interpersonal relations.
- Apply interpersonal-relationship techniques in different situations in a legal environment.
- Become aware of their role to act as resource persons without performing any exclusive function of advocates or notaries.
- Become aware of their strengths and weaknesses in how they interact in the workplace.

SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 1: Awareness of Aspects of Communication in the Workplace

- Identifying the persons in their work environment.
- Identifying stress factors and learning about how they affect their own behaviour and that of people consulting a professional in a legal environment.
- Learning about ways of communicating that foster good interpersonal relations.
- Identifying obstacles that may hinder good interpersonal relations.
- Examining how they communicate in specific situations, recognizing their strengths and weaknesses.

PHASE 2: Application of Interpersonal-Relationship and Stress-Management Techniques

- Learning about possible interpersonal-relationship and stress-management techniques that build trust.
- Exploring creative means to enable people in a troubling legal situation to feel secure.
- Reflecting on the effect of a wrong approach on the image of the firm or office and on the progress of a matter.

PHASE 3: Familiarization with the Responsibilities of a Legal Secretary

- Learning about the rules of professional ethics in a legal environment.
- Reflecting on the importance of the role of a legal secretary and learning about the limits of his or her responsibilities.
- Discussing the requirements of etiquette (decorum, rule of introduction, language, dress, etc.) of the occupation.
- Using role-playing to explore delicate situations in which they must:
 - communicate information to a client.
 - gather information from resource persons;
 - give their opinion on the quality of the service provided by their employer;
 - receive confidential information;
 - discuss with colleagues, clients or any other person a matter relating to a specific case.

PHASE 4: Evaluation of Their Ability to Interact in the Workplace

- Drawing up a list of their strengths and limitations in their way of interacting with their employer, colleagues, professionals and clients.

SITUATIONAL OBJECTIVE

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate of trust, openness and mutual respect among participants to encourage reflection.
- Make significant use of role-playing and simulations in designing learning situations that reflect the legal field.
- Value each person's contributions during group discussions.
- Give the support and guidance necessary for the self-evaluation of learning.
- Encourage students to experiment with new approaches.
- Encourage and support students with communication difficulties.
- Give the students support in their efforts to improve how they deal with stress.

PARTICIPATION CRITERIA

PHASE 1:

- Draw up a list of persons with whom they must work and indicate factors that may hinder good interpersonal relations.
- Follow the instructions for participation in an activity.

PHASE 2:

- Determine what enables a person to develop good interpersonal-relationship and stress-management techniques.
- Explore different interpersonal-relationship techniques.

PHASE 3:

- State their views on the role of a legal secretary and the limits of his or her responsibilities.
- Participate actively in role-playing activities.
- Give their opinions on professional conduct and rules of decorum.

PHASE 4:

- Present a summary including two strengths, two limitations and two ways of improving their interpersonal relationships.

MODULE 4: MOTIONS AND INSCRIPTIONS

CODE: 948 343

Duration: 45 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **prepare motions and inscriptions** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using:
 - case studies and simulations that indicate the essential or urgent nature of the proceeding
 - the *Code of Civil Procedure*
 - a microcomputer
 - software containing civil procedure forms, or the *manuel de formulaires de procédure civile*
 - a dictating machine
 - an agenda

GENERAL PERFORMANCE CRITERIA

- Observance of the rules of practice and the requirements of the *Code of Civil Procedure*
- Preparation of the proceedings using the entire text and all the information provided
- Selection of the proper proceeding to be prepared
- Strict observance of time limits
- Selection of the appropriate mode of service
- Completion within the time allotted
- Absence of spelling, grammatical or structural errors
- Proper punctuation
- Precision in the logic of the text of the proceedings

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Plan the work.

- Correct interpretation of instructions
- Proper selection of models to be used to prepare proceedings
- Selection of relevant information to complete proceedings

B. Keyboard and format proceedings.

- Presence of the following:
 - the motion by which the application is made
 - the affidavit
 - the notice of motion
 - the proper signatures
 - the supporting documents
 - the back

C. Prepare a motion used for a preliminary contestation.

- Observance of the steps of the procedure
- Conformity of the date of the motion with the prescribed time limit for its filing

D. Prepare an incidental motion.

- Correspondence between the motion and an existing proceeding in the file
- Determination of the proper motion to be used for the incidental proceeding
- Proper preparation of the attached proceeding
- Logical and coherent application of the information in the proceedings

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

E. Keyboard and format inscriptions by default.

SPECIFIC PERFORMANCE CRITERIA

- Proper preparation of the inscription by default, having regard to the stage of the proceeding
- Accurate verification of the docket of the Court
- Application of the provisions of the *Code of Civil Procedure* setting out the applicable time limits in the case of default proceedings
- Addition of the proper documents in accordance with the rules of practice of the jurisdiction concerned

MODULE 5: FRENCH TERMINOLOGY

CODE: 948 352

Duration: 30 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **use the French terminology specific to the legal field** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Reception and transmission of messages, drafting of correspondence, keyboarding of proceedings and notarial acts and translation of vocabulary into French
- Given instructions as to the work to be performed
- Using:
 - a microcomputer
 - a legal lexicon
 - dictionaries
 - a dictating machine
 - models

GENERAL PERFORMANCE CRITERIA

- Use of appropriate tools
- Selection of appropriate French vocabulary
- Absence of errors
- Compliance with instructions and completion within the allotted time

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Organize the work.

- Correct interpretation of instructions
- Proper association of data, having regard to the information obtained and the documents to be prepared

B. Translate legal terms into French.

- Accurate translation of each term

C. Receive and communicate verbal information in French.

- Proper interpretation of the message received
- Presence of the main ideas
- Accuracy and clarity of the message sent

D. Draft correspondence in French.

- Proper formulation based on type of correspondence
- Observance of epistolary rules:
 - layout of letter
 - style
 - punctuation

E. Keyboard proceedings dictated in French.

- Transcription of the entire proceeding dictated
- General application of layout rules

FIELD OF APPLICATION

Simple proceedings

Memorandums and simple business letters such as requests for information and acknowledgments

MODULE 6: CONTESTED DIVORCES

CODE: 948 362

Duration: 30 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **prepare a file for a contested family law matter** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Preparation and organization of a file for a contested divorce matter
- Given:
 - case studies and simulations involving a contestation
- Using:
 - a microcomputer
 - software containing civil procedure forms, or the *manuel de formulaires de procédure civile*
 - specialized family law software
 - an agenda

GENERAL PERFORMANCE CRITERIA

- Application of the rules specific to the field of family law
- Observance of the layout rules for proceedings
- Use of the entire model provided and all the information to be entered in the models
- Selection of the proper steps to be followed during the procedure
- Effective management of the applicant's file and the defendant's file simultaneously, without confusion of the files or the attorneys
- Absence of spelling or grammatical errors
- Precision in the logic of the text of the proceedings
- Strict observance of time limits

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|---|--|
| A. Plan the work. | <ul style="list-style-type: none">- Correct interpretation of instructions- Proper association of information in relation to the files for a divorce matter being prepared |
| B. Prepare the applicant's file and the defendant's file. | <ul style="list-style-type: none">- Selection of the proper proceeding to be prepared, having regard to the task- Accurate determination of dates and time limits to be observed- Selection of the appropriate mode of service for each proceeding |
| C. Keyboard the text of each proceeding. | <ul style="list-style-type: none">- Selection of the appropriate proceedings, according to the parties involved- Recording of the proper district, court, division and attorney |

MODULE 7: BOOKS OF NOTES AND AUTHORITIES

CODE: 948 371

Duration: 15 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **prepare a book of notes and authorities** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using:
 - a microcomputer
 - the information highway or software
 - books, specialized manuals and the *Code of Civil Procedure*
 - a dictating machine
 - a photocopier and a punching and binding machine

GENERAL PERFORMANCE CRITERIA

- Observance of the layout and presentation rules
- Use of appropriate research tools
- Proper citation of reference materials
- Proper order of presentation of documents in the book of notes and authorities

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Organize the work.

- Correct interpretation of instructions
- Proper association of information for the preparation of the book of notes and authorities

B. Update sources of information.

- Selection of proper books to be updated
- Proper updating of codes and other law books

C. Locate factual information.

- Search for relevant information by subject, name, keyword or title
- Proper preparation of copies of the information located

D. Transcribe the information in accordance with the rules of citation.

- Judicious application of legal citation method
- Uniform citation
- Proper presentation of the book of notes and authorities

FIELD OF APPLICATION

Appeal factums and legal opinions

MODULE 8: NOTARIAL ACTS

CODE: 948 384

Duration: 60 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **prepare notarial acts** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given:
 - case studies and simulations
 - paper and electronic versions of forms and models of documents
- Using:
 - a computer
 - a dictating machine
 - a calculator

GENERAL PERFORMANCE CRITERIA

- Appropriate verification of the coherence and accuracy of the information
- Observance of the rules of presentation of a notarial act
- Observance of the formality of authentic acts
- Preparation of the acts using the entire text and all the information provided
- Attention to detail and uniformity in the formatting of acts
- Absence of spelling, grammatical or structural errors
- Completion within the time allotted
- Neat documents

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Organize the work.

- Correct interpretation of instructions
- Gathering of all necessary information and documents to prepare acts
- Selection of proper reference tools
- Proper preparation of client card and follow-up sheet

B. Keyboard and format notarial acts in French and English.

- Proper formatting of acts:
 - layout
 - writing out in full of:
 - date
 - minute number
 - amount
 - lot number
 - signature
- Presence of all information
- Consistency in names and addresses of each party and in information concerning each party

C. Revise spelling, grammar, punctuation and usage of capital letters.

- Proper agreement of common words and legal terms
- Observance of rules of punctuation
- Proper use of capital letters, italics and underlining

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

D. Determine apportionments and duties on transfer.

E. Prepare the documents for the completion of the acts.

SPECIFIC PERFORMANCE CRITERIA

- Accurate calculation of the amounts owed by the seller and the acquirer
- Selection of the proper supporting documents

- Presence of all the documents required for the completion of the acts
- Accurate recording of the information in the notary's repertory
- Proper preparation of the card index
- Proper preparation of the copies of the acts
- Appropriate classification of the acts

FIELD OF APPLICATION

Deeds of sale, deeds of hypothec, apportionments, etc.

MODULE 9: NON-CONTENTIOUS MATTERS

CODE: 948 393

Duration: 45 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **prepare documents related to non-contentious matters** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given case studies and simulations
- Using:
 - a microcomputer
 - software containing civil procedure forms and notarial forms, or the *manuel de formulaires de procédure civile et de formulaires notariaux*
 - the *Code of Civil Procedure*
 - an agenda

GENERAL PERFORMANCE CRITERIA

- Compliance with the stages related to non-contentious matters
- Observance of the layout rules for acts
- Completion within the time allotted
- Neatness of the completed work
- Absence of spelling, grammatical or structural errors
- Logic and coherence of the text and of connected documents

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Organize the work.
- B. Obtain information and documents.
- C. Prepare a file for an adoption matter.
- D. Prepare a file for the institution of protective supervision of a person of full age or for the institution of tutorship to a minor.

SPECIFIC PERFORMANCE CRITERIA

- Correct interpretation of instructions
- Proper association of information in relation to documents to be prepared
- Selection of proper reference tools
- Proper preparation of client card and follow-up sheet
- Determination of the proper persons or organizations to be contacted, according to the type of file involved
- Proper preparation of the letters requesting information
- Selection of the proper acts and documents for the type of adoption involved
- Gathering of all documents required for an adoption
- Strict observance of the applicable time limits for an adoption
- Gathering of information on the family and friends of the minor or of the incapable person for the purposes of calling a meeting of relatives, persons connected by marriage or friends
- Proper keyboarding of the documents required in a file for the institution of protective supervision of a person of full age or for the institution of tutorship to a minor
- Correct preparation of the entire file for homologation

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

E. Prepare a file for a succession matter.

SPECIFIC PERFORMANCE CRITERIA

- Gathering of the information required to complete the forms for a succession matter
- Proper keyboarding and formatting of the acts required for the client's file

FIELD OF APPLICATION

Adoptions, successions and meetings of relatives, persons connected by marriage or friends

MODULE 10: ESTABLISHMENT OF A BUSINESS

CODE: 948 402

Duration: 30 hours

BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **prepare documents to establish or provide updated information on a business** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given:
 - case studies and simulations
 - forms, models or specialized software
- Preparing documents by hand or using a typewriter or a microcomputer
- Using:
 - the articles for the establishment of a business
 - the book of minutes and resolutions

GENERAL PERFORMANCE CRITERIA

- Use of proper forms and models
- Observance of the rules of spelling and agreement
- Completion within the time allotted
- Correspondence of content with instructions
- Neatness of documents

BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Plan the work.

- Correct interpretation of instructions
- Gathering of all documents and information required for the establishment of a business or the updating of the register of minutes

B. Fill out the French and English versions of the forms required for the establishment of a business.

- Selection of the proper forms based on the desired legal form of the business
- Accurate keyboarding of information for the articles of establishment of the business
- Accuracy of the information provided
- Meeting of deadlines

C. Organize the register of minutes.

- Accurate keyboarding of the text of organizational resolutions
- Accurate keyboarding of the text of the general by-laws
- Proper structure of the register of minutes
- Presence of all required documents

D. Prepare the documents for the updating of information on a business.

- Selection of the proper forms
- Layout of document as requested
- Accurate keyboarding of information provided
- Presence of required dates and signatures

MODULE 11: ENTERING THE WORK FORCE

CODE: 948 415

Duration: 75 hours

SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **enter the work force.**

SPECIFICATIONS

During this module, the students will:

- Prepare a résumé and a portfolio.
- Become familiar with the tasks performed in a law firm, a notary's office or any other workplace in a legal environment
- Carry out activities related to the occupation of legal secretary
- Review their training in relation to the requirements of the occupation

LEARNING CONTEXT

PHASE 1: Preparation for the Practicum in the Workplace

- Preparing a résumé and a portfolio for the interview for a practicum.
- Gathering information on the practicum and becoming familiar with its terms and conditions.
- Learning about the professional's specialization.
- Understanding their tasks and roles within the organization.

SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Observation and Performance of Occupational Activities

- Becoming familiar with the rules and practices at the office.
- Observing the work situation.
- Participating in and carrying out various occupational tasks.

PHASE 3: Evaluation of the Practicum

- Preparing a report on the practicum.
- Participating in the evaluation of the practicum supervisor.
- Evaluating how their experience will affect their career choice.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Inform the business in advance of the objectives of the practicum.
- Ensure close cooperation between the school and the workplace.
- Make it possible for students to observe and perform occupational tasks.
- Make sure that there is a responsible person to supervise the student in the workplace.
- Ensure periodic support and supervision of student-trainees.
- Intervene in the event of problems or difficulties.

SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

- Prepare a résumé.
- Gather models of acts to create a portfolio.
- Collect information on the practicum and on the organizational structure of the business.
- Describe the tasks that a student-trainee will be expected to carry out according to the specialization of the office.

PHASE 2:

- Observe the business' policies regarding the activities that may be carried out by student-trainees, working hours and professional ethics.
- Observe the rules of professional ethics.

PHASE 3:

- Prepare a report on their experience in the workplace.
- Give their opinion on the practicum.

Éducation

Québec 

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