



École de médecine
du Nord de l'Ontario
Northern Ontario
School of Medicine
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My patient/client speaks French, and I don't

Webinar four: **Tools for Making it Work**

Thursday April 24, 2014

12:00 pm -1:30 pm



*your health promotion specialist
votre spécialiste en promotion de la santé*

Mapping NOSM's Distributed Model



Aboriginal Communities

First-year medical students spend four weeks in an Aboriginal community in Northern Ontario.



Rural/Remote Communities

Second-year medical students complete two four-week placements in small rural or remote Northern Ontario communities.



Comprehensive Community Clerkships (CCC)

Third-year medical students spend eight months completing the CCC in a host community in Northern Ontario.



Clinical Clerkships

Fourth-year medical students undertake six core rotations in a twelve-month period at the academic health science centres in Sudbury and Thunder Bay.



Postgraduate Residency Training

Residency training at NOSM occurs at distributed learning sites throughout Northern Ontario.



Northern Ontario Dietetic Internship Program (NODIP)

Forty-six week internships are completed in communities throughout Northern Ontario and North Simcoe Muskoka Local Health Integration Network (LHIN).



Physician Assistant (PA) Program

PA students undertake 40 weeks of supervised clinical rotations in rural and urban settings throughout Ontario, including 20 weeks in the North.

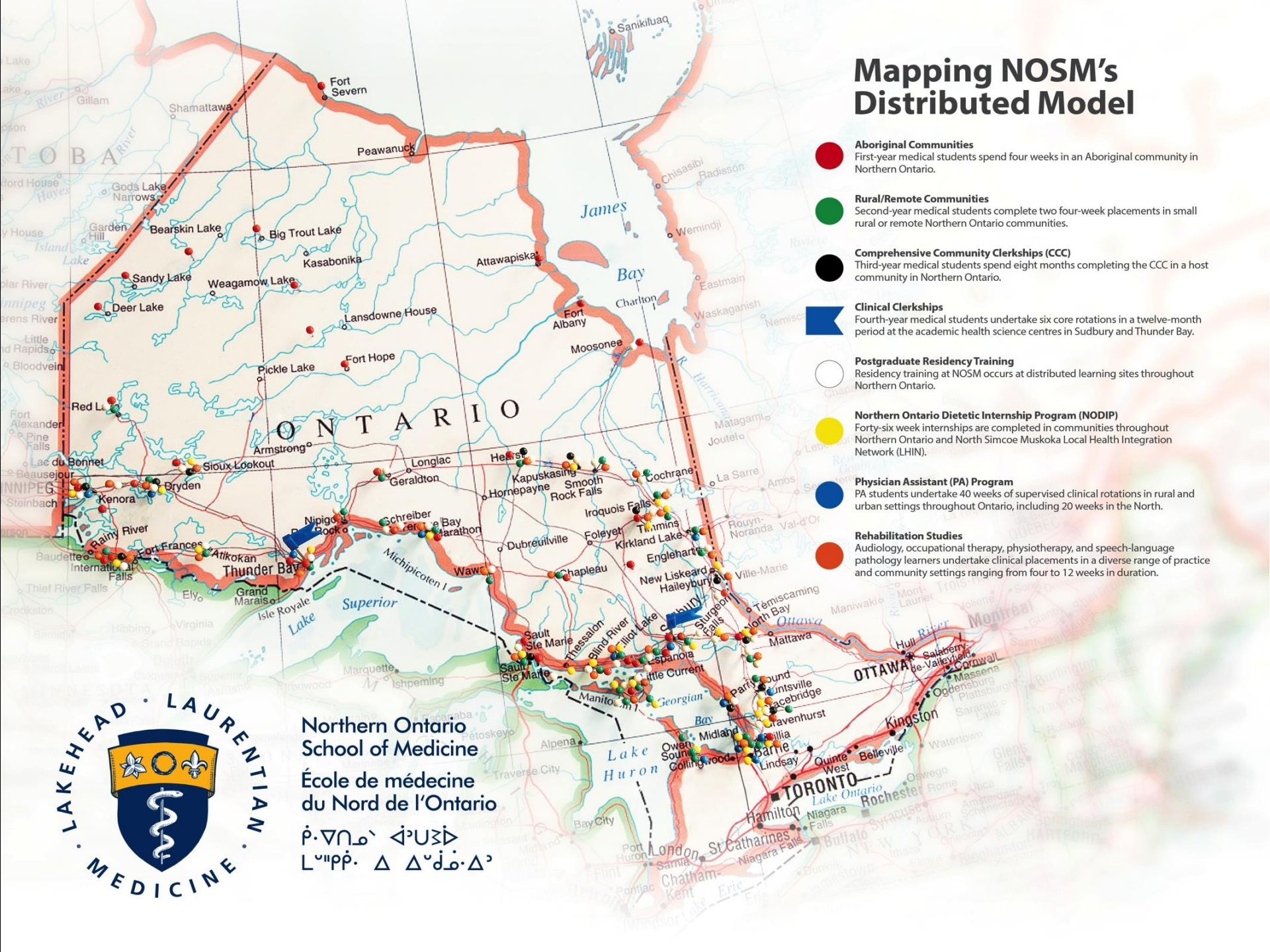


Rehabilitation Studies

Audiology, occupational therapy, physiotherapy, and speech-language pathology learners undertake clinical placements in a diverse range of practice and community settings ranging from four to 12 weeks in duration.



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L'Université du Nord de l'Ontario

Francophone Competency

- About 22% of Franco-Ontarians in Northern Ontario
- Ensure all NOSM activities
 - sensitive to cultural and linguistic needs
- All NOSM learners (+ Health Sciences)
 - develop knowledge and understanding
 - history, tradition and culture
 - health concerns and needs





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Needs Assessment

- Non-medical preceptors from NW and NE ON (RD, OT, PT, SLP, Audiology)
 - To gauge attitudes, perceived importance and professional development needs
 - As a practitioner and as a preceptor
- 43-item online survey (Fluid Surveys[©]) during March 2013
- Approval from Lakehead & Laurentian University REBs



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Today's Presenters



Estelle Duchon
Bilingual Health Promotion
Consultant, Health Nexus



Andrea Bodkin
Health Promotion Consultant,
Health Nexus

Cindy Davis-Maille

Speech Language Pathologist (SLP),
NOSM East Campus SLP Site Coordinator

Christiane Fontaine

Executive Director / Directrice générale
Regroupement des intervenants francophones en santé et
en services sociaux de l'Ontario (Rifssso)

Why we are here today

- Discover tools to incorporate Francophone awareness and skills into practice and clinical teaching.
- Strengthen your grasp of strategies and resources to initiate and ensure an “active offer” of French Language Services.

Today's Agenda

- **Introductions & Opening Activities**
- **NOSM Health Sciences Francophone Competency Checklist and Implementation Toolkit & Interview with Cindy Davis-Maille**
- **Health Equity Impact Assessment (HEIA) Tool**
- **Others tools to support the development of FLS & Interview with Christiane Fontaine**
- **Questions and Discussion**



Who is in the room?



NOSM Health Sciences Francophone Competency Checklist and Implementation Toolkit

Toolkit and Checklist



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Working with Francophones: NOSM Health Sciences Competency and Curriculum Implementation Toolkit

February 2014

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Working with Francophones: NOSM Health Sciences Competency Check

The NOSM Health Sciences learner develops competence in francophone health and demonstrating the knowledge, attitudes and skills required. For successful attainment competencies, the majority of these learning activities should be completed at least NOSM placement and/or NOSM-related program (e.g. NODIP, PA).

There are seven competencies to be achieved; six minimum competencies for all le advanced competency for bilingual learners/placements.

Minimum Competencies

1. Identify and describe the health status of Francophones in Ontario, including context through which cultural values related to traditional family roles, ed employment, and lifestyle have influenced this health status.
2. Identify and describe the socio-demographic profile of Francophones in Ont heterogeneity of this population.
3. Acknowledge that feelings of assimilation related to being a cultural and lin have shaped the Francophone experience in Northern Ontario over time.
4. Discuss the federal and provincial legislative rights of Francophones in Can to services in French.
5. Discuss the issues related to access to linguistically and culturally appropri for Francophones.
6. Identify and describe strategies for improving the Francophone population appropriate health services.

Advanced Competency

7. Demonstrate appropriate approaches and strategies to reach Francophones at an individual and/or population level. These may include knowledge of the local, provincial and national networks, groups, organizations serving Francophones, and how to offer bilingual services.

Notes:

1. This checklist is used to assist the learner and clinical teacher/preceptor to plan the placement activities and schedule.
2. It is the responsibility of the learner to complete the checklist and submit to the NOSM-related Program Manager/Coordinator.
3. The Program Manager/Coordinator will review checklist and collate for Health Sciences accreditation purposes.

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Travailler avec les francophones : Liste de l'EMNO pour le contrôle des compétences en sciences de la santé

Les étudiants en sciences de la santé de l'EMNO perfectionnent leur compétence en matière de santé et de culture des francophones en acquérant les connaissances, les attitudes et les compétences requises. Pour assurer cette compétence, la majorité de ces activités d'apprentissage doivent être terminées au moins d'ici la fin du stage et/ou du programme connexe de l'EMNO (p. ex., programme de stage en diététique dans le Nord de l'Ontario, adjoints aux médecins).

Il faut acquérir sept compétences : six compétences minimales pour tous les étudiants, et une compétence avancée pour les étudiants ou stagiaires bilingues.

Compétences minimales

1. Déterminer et décrire l'état de santé des francophones en Ontario, y compris le contexte historique dans lequel les valeurs culturelles liées aux rôles familiaux traditionnels, l'éducation, l'emploi et le mode de vie ont influencé cet état de santé.
2. Déterminer et décrire le profil sociodémographique des francophones en Ontario, y compris l'hétérogénéité de cette population.
3. Comprendre qu'au fil du temps, le sentiment d'assimilation lié au fait d'appartenir à une minorité culturelle et linguistique a façonné l'expérience des francophones dans le Nord de l'Ontario.
4. Connaître les droits légaux fédéraux et provinciaux des francophones au Canada concernant l'accès aux services en français.
5. Connaître les questions liées à l'accès à des services de santé appropriés sur les plans linguistique et culturel pour les francophones.
6. Déterminer et décrire des stratégies pour améliorer l'accès de la population francophone aux services de santé culturellement appropriés.

Compétence avancée

7. Employer les approches et stratégies appropriées pour atteindre les francophones sur le plan individuel ou collectif. Il faut peut-être pour cela connaître les réseaux, groupes et organismes locaux, provinciaux et nationaux qui servent les francophones et savoir comment offrir des services bilingues.

Notes:

1. Cette liste de contrôle a pour but d'aider l'étudiant et l'enseignant ou le précepteur-clinicien à planifier les activités et le programme du stage.
2. Il incombe à l'étudiant de réaliser les éléments de cette liste et de la présenter au chef/coordonnateur du programme approprié de l'EMNO.
3. Le chef/coordonnateur du programme passera cette liste en revue et la conservera en vue de l'agrément en sciences de la santé.

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<http://www.nosm.ca/education/general.aspx?id=17825>

Minimum Competencies

1. Identify and describe the health status of Francophones in Ontario, including the historical context through which cultural values related to traditional family roles, education, employment, and lifestyle have influenced this health status.
2. Identify and describe the socio-demographic profile of Francophones in Ontario, including the heterogeneity of this population.
3. Acknowledge that feelings of assimilation related to being a cultural and linguistic minority have shaped the Francophone experience in Northern Ontario over time.

Advanced Competency

7. Demonstrate appropriate approaches and strategies to reach Francophones at an individual and/or population level. These may include knowledge of the local, provincial and national networks, groups, organizations serving Francophones, and how to offer bilingual services.

Learning Activities

1. Identify and describe the health status of Francophones in Ontario, including the historical context through which cultural values related to traditional family roles, education, employment, and lifestyle have influenced this health status.

1.1 Gains knowledge of the history of Francophones in Ontario.

- Learning Activities:
- Completes recommended readings from Office of Francophone Affairs and other key links such as:
- History of education, health, culture within Ontario.
<http://www.ofa.gov.on.ca/en/flsa-chronology.html>
- History in Ontario. <http://www.ofa.gov.on.ca/en/franco-history.html>
- Then and Now. <http://www.ofa.gov.on.ca/en/franco-exhibition.html>



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Health Equity Impact Assessment (HEIA)

Overview of the HEIA Tool

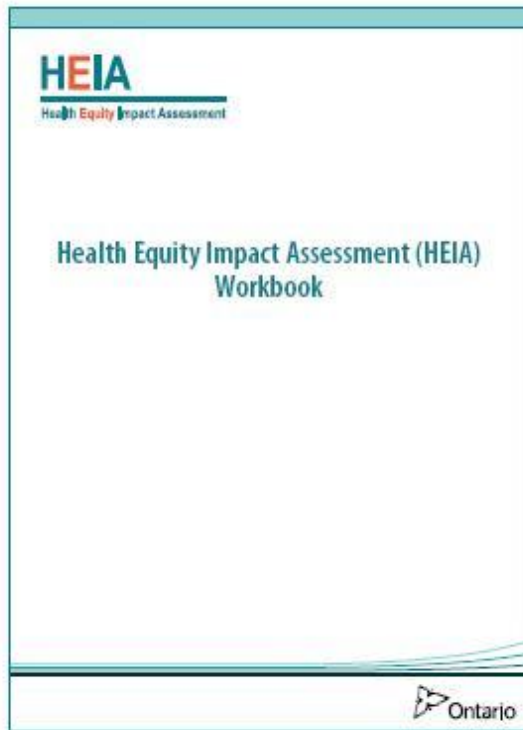
Andrea Bodkin

Health Promotion Consultant

Health Nexus Santé



The Health Equity Impact Assessment Tool



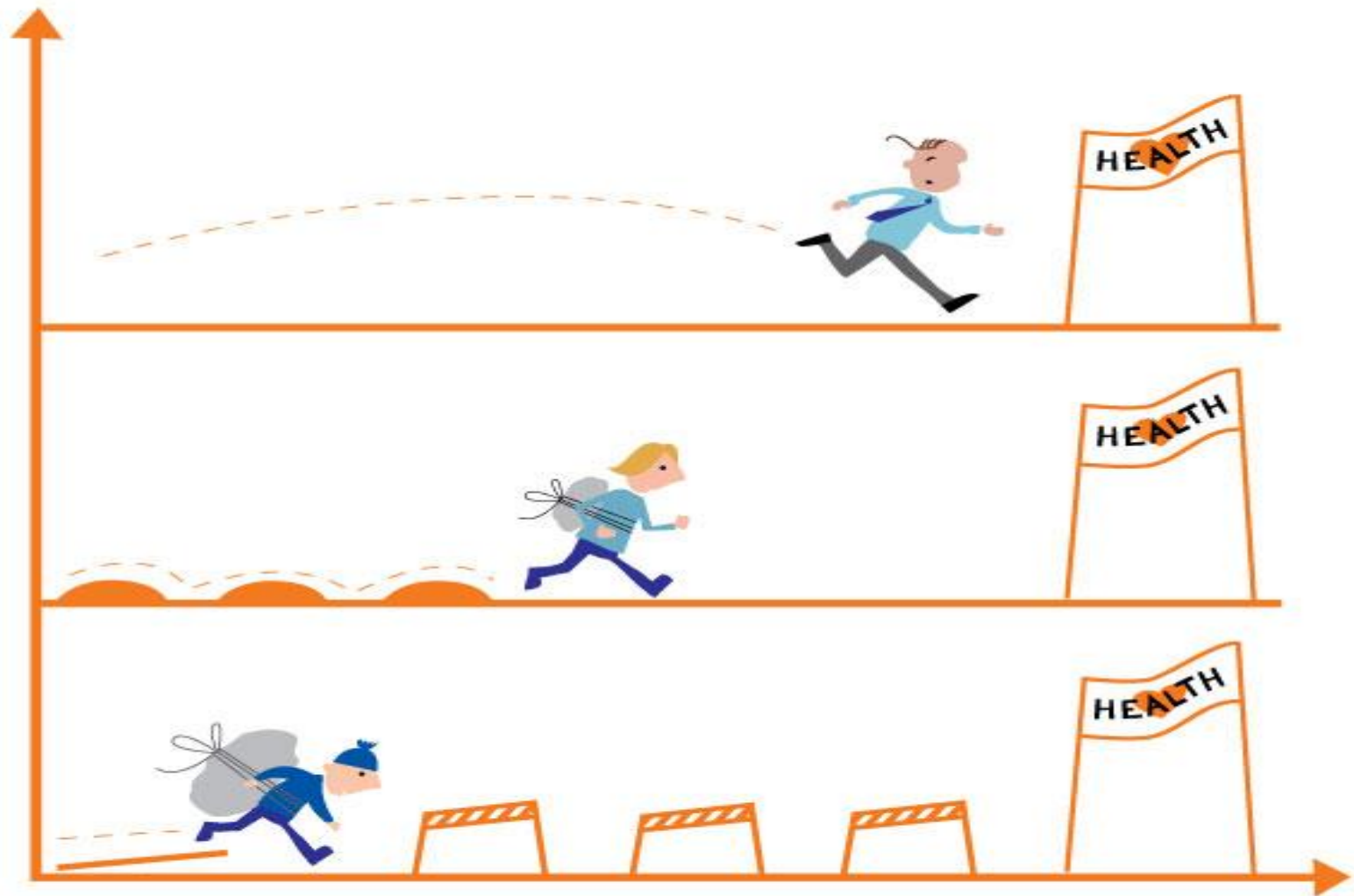
HEIA Template

The numbered steps in this template correspond with sections in the HEIA Workbook. The workbook with step-by-step instructions is available at www.ontario.ca/healthequity.

Step 1. SCOPING		Step 2. POTENTIAL IMPACTS			Step 3. MITIGATION	Step 4. MONITORING	Step 5. DISSEMINATION
a) Populations*	b) Determinants of Health	Unintended Positive Impacts	Unintended Negative Impacts	More Information Needed	Identify ways to reduce potential negative impacts and amplify the positive impacts.	Identify ways to measure success for each mitigation strategy identified.	Identify ways to share results and recommendations to address equity.
Aboriginal peoples (e.g., First Nations, Inuit, Métis, etc.)	Identify determinants and health inequities to be considered alongside the populations you identify.						
Age-related groups (e.g., children, youth, seniors, etc.)							
Disability (e.g., physical, D/deaf, deafened or hard of hearing, visual, intellectual/developmental, learning, mental illness, addictions/substance use, etc.)							
Ethno-racial communities (e.g., racial/racialized or cultural minorities, immigrants and refugees, etc.)							
Francophone (including new immigrant francophones, deaf communities using LSQ/LSF, etc.)							
Homeless (including marginally or under-housed, etc.)							
Linguistic communities (e.g., uncomfortable using English or French, literacy affects communication, etc.)							
Low income (e.g., unemployed, underemployed, etc.)							
Religious/faith communities							
Rural/remote or inner-urban populations (e.g., geographic/social isolation, under-served areas, etc.)							
Sex/gender (e.g., male, female, women, men, trans, transsexual, transgendered, two-spirited, etc.)							
Sexual orientation (e.g., lesbian, gay, bisexual, etc.)							
Other: please describe the population here.							

*Note: The terminology listed here may or may not be preferred by members of the communities in question and there may be other populations you wish to add. Also consider intersecting populations (i.e., Aboriginal women).

Health Burden & Access Barriers Widen Equity Gap



Denmark's National Strategy to Reduce Social Inequalities in Health (2007)

5 Steps in HEIA

```
graph LR; A[5 Steps in HEIA] --> B[Scoping]; A --> C[Impacts]; A --> D[Mitigation]; A --> E[Monitoring]; A --> F[Dissemination];
```

Scoping

Impacts

Mitigation

Monitoring

Dissemination

5 Steps in HEIA

Step One: Identify Population Groups and the Determinants relevant to your program

Scoping

Impacts

Mitigation

Monitoring

Dissemination

5 Steps in HEIA

Step Two: What are the unintended positive and negative impacts of the proposed program?

Scoping

Impacts

Mitigation

Monitoring

Dissemination

5 Steps in HEIA

Step Three: What could be done to maximize the positive and minimize the negative potential impacts?

Scoping

Impacts

Mitigation

Monitoring

Dissemination

5 Steps in HEIA

Step Four: How will you know if the modifications you have made had the intended affects?

Scoping

Impacts

Mitigation

Monitoring

Dissemination

5 Steps in HEIA

Step Five: Who do you need to communicate with, and what do you need to tell them?

Scoping

Impacts

Mitigation

Monitoring

Dissemination

Example

Continuity of Care During Transitions Between Community and Hospital Services for Youth with Mental Health and Addiction Needs

Project Summary

Project includes three components: internal procedures; continuity of care; diversion from emergency department

Objectives for Conducting the HEIA:

To examine what considerations for Francophone, Ethno-cultural communities and Aboriginal peoples need to be made when designing the implementation plan and execution of the plan to be inclusive of these communities.

Example: Ottawa Service Collaborative

Continuous application of the HEIA tool ensures the Ottawa Service Collaborative remains committed to implementing an equitable intervention.

Example: 3M Health Leadership Award

This award program (Health Nexus and 3M Canada) recognizes leaders working in the social determinants of health. The HEIA focused on the communications outreach.

- **Method:** interviews with the team lead, focus groups with the project committee, key informant interviews
- **Results:** Mitigation strategies will be adopted to increase nominations from Aboriginal, low income and disabilities communities
- **Lessons learned:** asking the questions on the HEIA tool directed the conversation in a completely different way. Key informant interviews not only resulted in good ideas, but stronger or new relationships



Others Tools to support the development of FLS



Christiane Fontaine

Executive Director / Directrice générale

Regroupement des intervenants francophones
en santé et en services sociaux de l'Ontario
(Rifssso)

rifssso@rifssso.ca



Regroupement des intervenants
francophones en santé et en services
sociaux de l'Ontario

www.rifssso.ca

Tools to make it work

Christiane Fontaine
Executive Director
April 24, 2014





Regroupement des intervenants francophones
en santé et en services sociaux de l'Ontario
www.rifssso.ca

WHO WE ARE

Rifssso is a **not-for-profit umbrella organization** for French Speaking Professionals working in the field of **Health and Social Services**.

MISSION

Rifssso is a growing network of stakeholders in health and social services that aims at developing and supporting professional leadership in its members



Regroupement des intervenants francophones
en santé et en services sociaux de l'Ontario
www.rifssso.ca

OUR SERVICES

Professional Development - Providing quality professional development activities that are designed to be flexible and to meet the needs of working professionals. Our network facilitates the sharing of knowledge among stakeholders and experts.

Promoting careers in Health and Social Services - «Carrières en santé et services sociaux» - By its various activities the young Francophone's in Ontario are presented with career options in health and social services.

Cliquezsanté.ca - Website where you could easily find a professional or a service in the field of health and social services in French in Ontario. Provides access to applications and job offers.

cliquez

santé.ca

**French-language Health and Social Services
in Ontario At Your Fingertips!**

Who uses it, why and how

Individuals

Need services?

- Find a professional in your area who provides French-language health and social services.
- Locate a health or social service program or organization in your area able to serve you in French.

Professionals

Need to network and to know?

- Join a network of French-speaking professionals.
- Read the latest news (e-newsletter).
- Discover new career opportunities.

Service Providers and Managers

Need to let people know?

- Promote the availability of French-language services.
- Refer a Francophone client to a colleague or an organization in your area offering French-language services.
- Advertise job postings free of charge.

Rifssso

CLIQUEZSANTÉ.CA

Is an initiative of Rifssso, Regroupement des intervenants francophones en santé et en services sociaux de l'Ontario, a provincial network of French-speaking stakeholders and professionals working in the health and social services fields.

Through this initiative, Rifssso helps to improve access to French-language health and social services across Ontario.

For information,

contact Rifssso at
416-968-6759 or
1-800-265-4399 toll free

or by email at
info@rifssso.ca



Cliquezsanté allows you to easily find a **professional** or **service** in the field of **health and social services** in French in your area.

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Search

To search our directory of French-speaking **professionals** and **services** in Ontario, enter your postal code and the profession or service you are looking for.

☐ By Profession:

☐ By Service:

Your Postal Code:

Within:

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Job Offers

This site lists jobs available in French in the health and social services field in Ontario.

[Add a new job offer](#)

Infirmier(ère) ECR ou Technicien(ne) en respirologie

Employer: Centre de santé communautaire Hamilton/Niagara

Posting Date: 2014-04-14

Expiry Date: 2014-05-05

Salary: Salaire compétitif, excellents a

Location: Welland, ON

Contact: Responsable des Ressources humaines

Email: r-h@cschn.ca

Link: www.cschn.ca

[Show the Description »](#)

Travailleur social-MPOC

Employer: Centre de santé communautaire Hamilton/Niagara

Posting Date: 2014-04-14

Expiry Date: 2014-05-05

Salary: Voir descriptif

Location: Welland, ON

Contact: Responsable des Ressources humaines

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To post a job offer, please provide the following information:

Expiry Date : *

16 ▾ — April ▾ — 2014 ▾

Title : *

Employer : *

Salary :

Description : *





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- ▶ JOURNAUX - EST / NEWSPAPERS - EAST
- ▶ JOURNAUX - NORD / NEWSPAPERS - NORTH
- ▶ RÉSEAUX ET ORGANISMES / NETWORKS AND ORGANIZATIONS
- ▶ SITES - BABILLARDS / JOB POSTING WEBSITES
- ▶ UNIVERSITÉS ET COLLÈGES / UNIVERSITIES AND COLLEGES

www.rifssso.ca/ressources/outils/

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Twitter: [@rifssso](https://twitter.com/rifssso)

Your favorite tools or resources?



<http://www.offreactive.com>



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GUIDE D'UTILISATION



Idée originale développée par le
GRIOSS de l'Université de Moncton
en collaboration avec le CNFS

Remerciements

Enjeux et
défis de
l'offre active

Langue et
santé

Caractéristiques
du travail en
milieu
minoritaire

Compétences
culturelles

Approche
centrée sur
le patient

Leadership

Portraits des
CFSM

HC Link

<http://www.hclinkontario.ca/index.php/resources/resource/s/engaging-working-with-francophones.html>

Work Together With Francophones In Ontario: Understanding The Context And Using Promising Practices

GUIDE

March 2013

In this issue ...

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Steps to Building a Bilingual Organizational Culture	2
Conclusion	6
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Ce document traduit est disponible dans sa version originale en français sous le titre *Comment développer une culture organisationnelle bilingue*

Creating a Bilingual Organizational Culture

BY ANDREA BODKIN, HC LINK COORDINATOR

Introduction

Many organizations who seek to deliver services and programs in French focus solely on the service delivery component of French language services. Equally important is creating an organizational culture which supports the delivery of French language services – a bilingual organizational culture. HC Link's 2011 resource, *Work Together with Francophones in Ontario: Understanding the Context and Using Promising Practices*, was developed to support organizations that are planning to deliver services in French. This issue of *in depth* draws upon that resource to provide an overview of different aspects to consider to successfully develop a bilingual organizational culture.

Rationale for Delivering French Language Services

Why should we strive to offer services in French? From a legislative point of view, Francophones have the right to request and receive services in their own language under provincial and federal law. Although this right may vary according to the area of the province where they live and the type of service involved (French Language Services Act, 1986). In addition to legislative requirements, evidence suggests that clients who receive services in their first language follow health advice and more closely, have less need for hospital services and stay healthier (Bowen, 2001).

Delivering services in French also benefits the organization providing the services. Service providers who offer services in French have a better understanding of their Francophone clients and can

@ A GLANCE
AN HC LINK RESOURCE

MARCH 2014

Finders Keepers:

Recruiting & Retaining Bilingual Staff

By Andrea Bodkin & Estelle Duchon, HC Link

CONTENTS

Introduction
Recruiting Bilingual Staff
Retaining Bilingual Staff
When Bilingual Staff Leave
Conclusion
References & Further Resources
Checklist for Assessing Working Conditions of Bilingual Staff

This resource is part of HC Link's series aimed at building the capacity of organizations to deliver services in French. Past resources in this series include [understanding Franco-Ontarian contexts and their effects on health, engaging with francophone communities](#), and [building a bilingual organizational culture](#). While all of these pieces are important – and many are interrelated – in creating an environment that supports French Language Services, in order to actually be able to deliver services in French you will need French-speaking and/or bilingual staff.

We often hear from organizations that we work with that finding bilingual staff can be difficult, that hiring is complex and that retaining bilingual staff is even more challenging. In this resource, we will discuss three important steps that improve the chances of success for organizations: recruiting bilingual staff, retaining them and developing strategies to keep bilingual staff in your organization.

Download this resource at
www.hclinkontario.ca/images/finders-keepers.pdf
Celle ressource a aussi été développée en français
(recruter et retenir son personnel bilingue)



In this issue ...

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Engaging Francophones When You Don't Speak French	2
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How to Engage Francophones... When You Don't Speak French!

By Andrea Bodkin, HC Link Coordinator & Estelle Duchon, Bilingual Health Promotion Coordinator

Introduction

Supporting our clients in engaging with Francophone communities is an area that HC Link has been working on for the past several years. We have delivered several sessions and produced many resources – in both languages – on the topic. Across the province, people working in the areas of community based planning, health promotion and healthy communities want to fully engage and work with all of the people who live, work and play in our communities. The reality is that given the prominence many people doing this work do not speak French, how does that mean that they can meaningfully engage Francophones in their community work?

Prepared by the Healthy Communities Consortium





Thank you and merci!