

GReFoPS Research

2011-2015

GReFoPS

Groupe de recherche sur la formation professionnelle en
santé et service social en contexte francophone minoritaire

www.grefops.ca

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AXIS 1

Access to French-language health
and social services in Francophone
minority communities

The needs and practices of Francophone children, youth and seniors in linguistic minority environments that future professionals should know (2011-2012)

(collab: Josée Lagacé, audiology; Sylvie Lauzon, Nursing; Raymond LeBlanc, Education; Daphne Ducharme, speech therapy; Patricia Roberts, speech therapy)

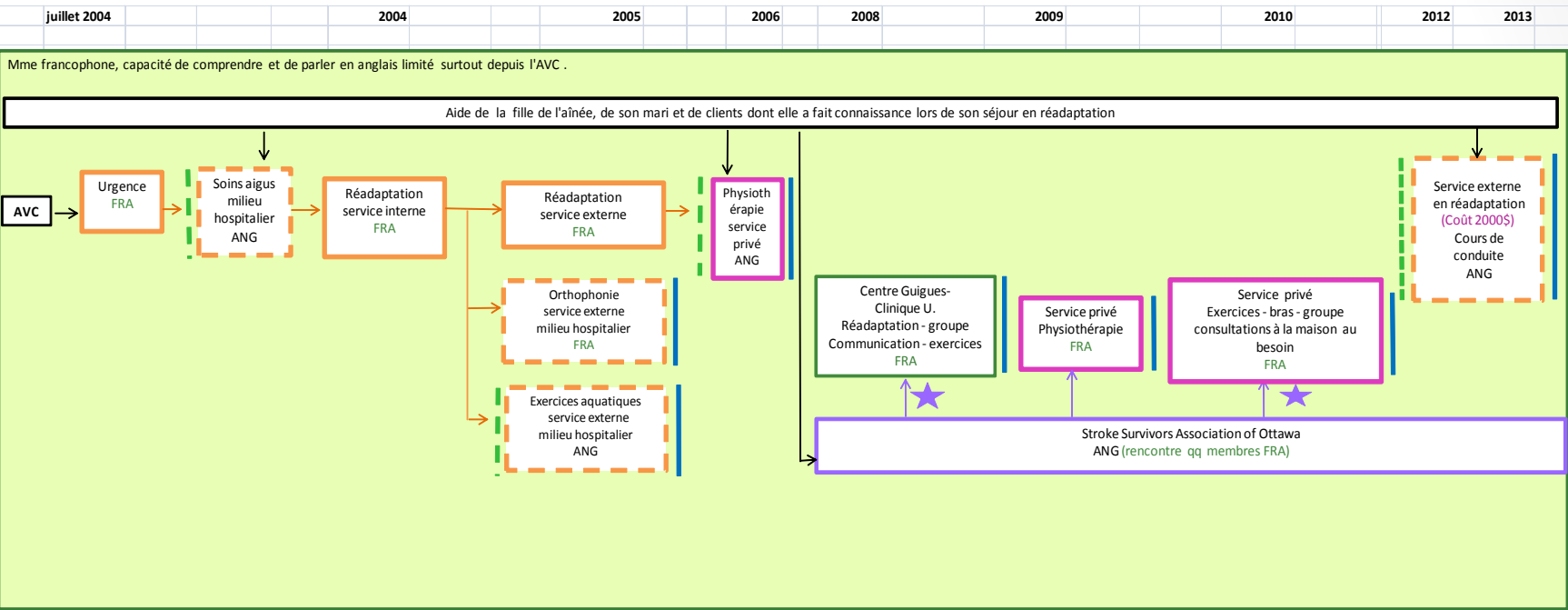
- **Research methodology:** focus groups made up of professionals who work with Francophone clients
- **Key findings:**
 - *Challenges encountered:* limited claim, complex problems, recruitment challenges, lack of programs and services, gaps in bilingualism
 - *Success factors:* collaboration, commitment of Francophone staff, complicity, partnerships (social capital)

The path of children, school-aged youth and seniors with communication disorders in the context of access to French-language health and social services (2012-2014)

(collab: Josée Lagacé, audiology; Daphne Ducharme, speech therapy; Patricia Roberts, speech therapy)

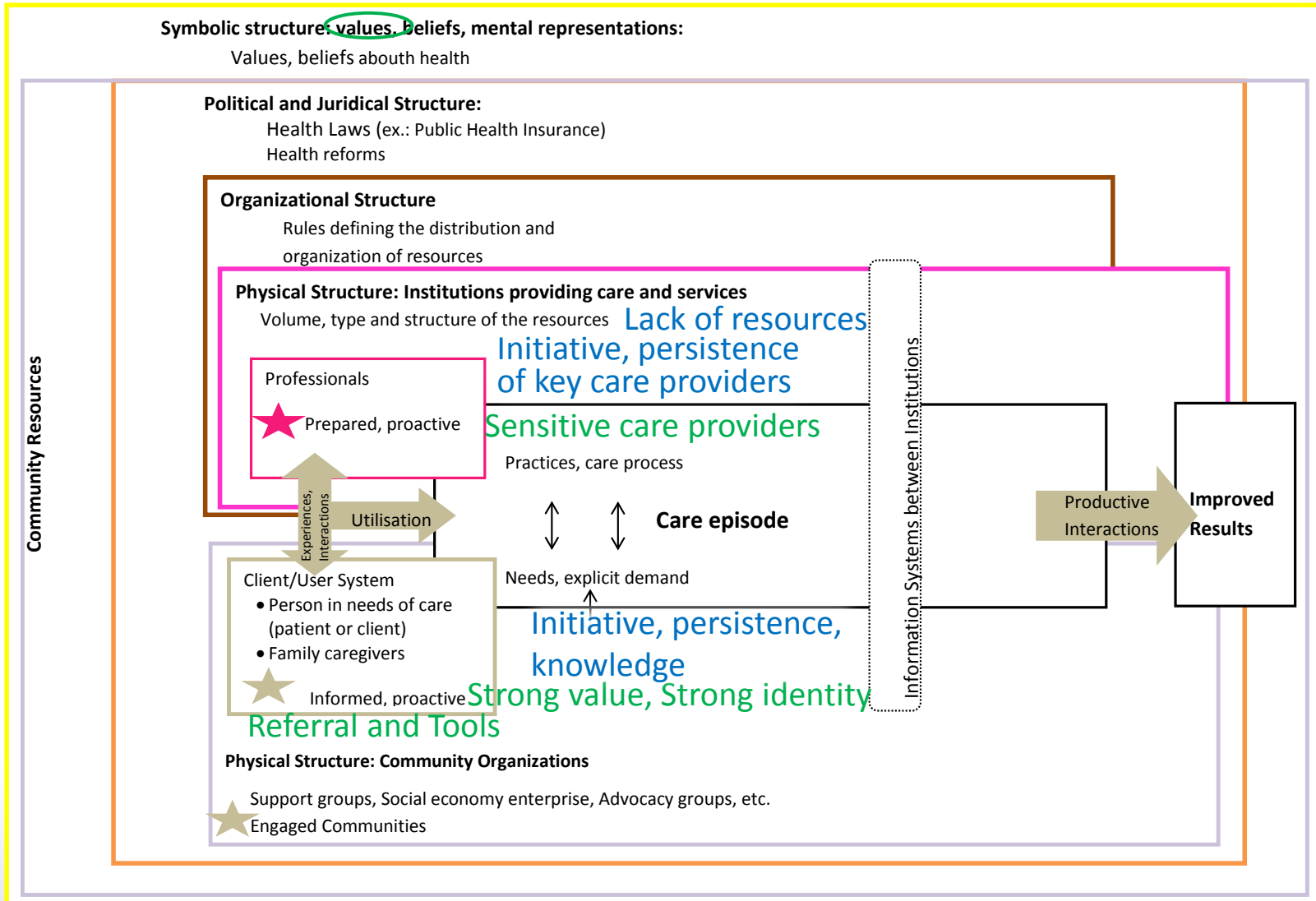
- **Methodology:** Semi-directed interviews
 - 18 parents of children
 - 8 family caregivers of seniors
 - 6 Ottawa agencies
- **Findings**
 - *Barriers:* English-language communications and literature, service delays, challenges linked to Anglophone staff
 - *Success factors:* French-language communications and literature, prompt service, support of Francophone staff, designated facilities under Ontario's *French Language Services Act*
 - *Strategies implemented:* involvement of family caregivers
 - *Linchpins and coordinators*

Example of a service trajectory

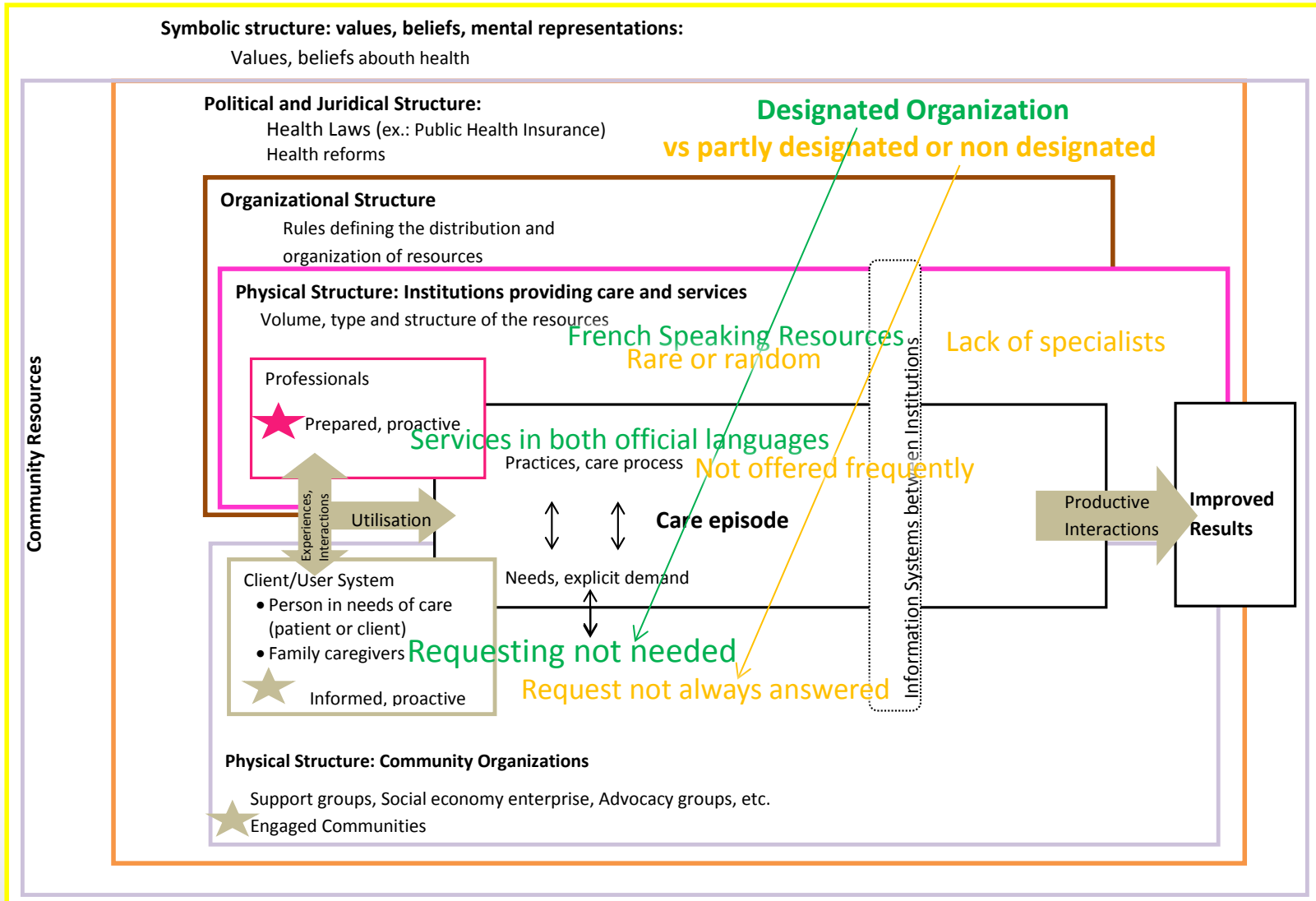


Exemple 2

An Organized System of Actions for an Healthy Population



An Organized System of Actions for an Healthy Population



Recruitment and retention of bilingual health and social service professionals in Francophone minority settings (2013-2014)

(collab from U of St-Boniface, Manitoba: Danielle De Moissac, Experimental Sciences; Florette Giasson, Social Services; Halimatou Ba, Social Services; Faïçal Zellama, Business Administration)

- **Two areas of study:** Winnipeg and Ottawa
- Health services for seniors (long-term care residences and supportive housing)
- **Six discussion groups** with health care attendants, nurses, social workers and others (n=55)
- **Topics addressed:**
 - Factors that supported their recruitment
 - The realities of a bilingual working environment
 - Employee commitment
 - Recognition and support
- **Factors:**
 - Environmental and socio-cultural variables
 - Language skills
 - Employees' psychological needs
 - Organizational support

Factors associated with employee recruitment and retention based on Dolea and Adams (2005) and Landry et al. (2008)

Environmental and socio-cultural variables

- Rapid employability
- New arrivals
 - o Allophones
 - o Anglophones
- Working conditions/demands of life
- Minority setting requiring bilingualism
- Shortage of bilingual professionals
- Few opportunities to work in FR
- Place of FR in the province (RHA/LHIN)
- Policies/legislation
- Active offer (SSF/CNFS)

Language skills in both official languages

Psychological needs of employees

- Independence/belonging/competence
- Desire to promote and work in French
- Gift of self to Francophone seniors
- Need for linguistic support
- Expectation of being to work in French (documentation and oral communication)
- Social capital (Ruuskanen)

Organizational support

- Building an FR environment – FR visibility
- Promotion of FR
- Internal policies
- Manager/employee communication
- Employee appreciation
- Ongoing language training

Improved satisfaction/performance

Motivation to choose this employer and to remain in the position

Toward a co-construction of guidelines to promote integrated French-language health and social services for Francophone seniors in minority settings in Champlain in Ontario (2014-2016, in progress)

(collab: Marjorie Silverman, U of O; Ghislain Lugoma, Réseau; Jean-Louis Schryburt, FARFO; Cécile Paquette, FARFO; Maryse Castonguay, Hôpital Montfort; Gaétanne Gagnon, CSC de l'Estrie)

- **Participatory community research approach**

- Researchers, agency representatives, community members

- **Data collection:**

- Individual interviews with managers
- Focus groups with professionals
- Focus groups with senior clients and/or family caregivers

- **Contribution:**

- Impact on social and health practices intended for Francophone seniors in minority settings and/or their family caregivers in order to improve access to, integration of and quality of care and services in French

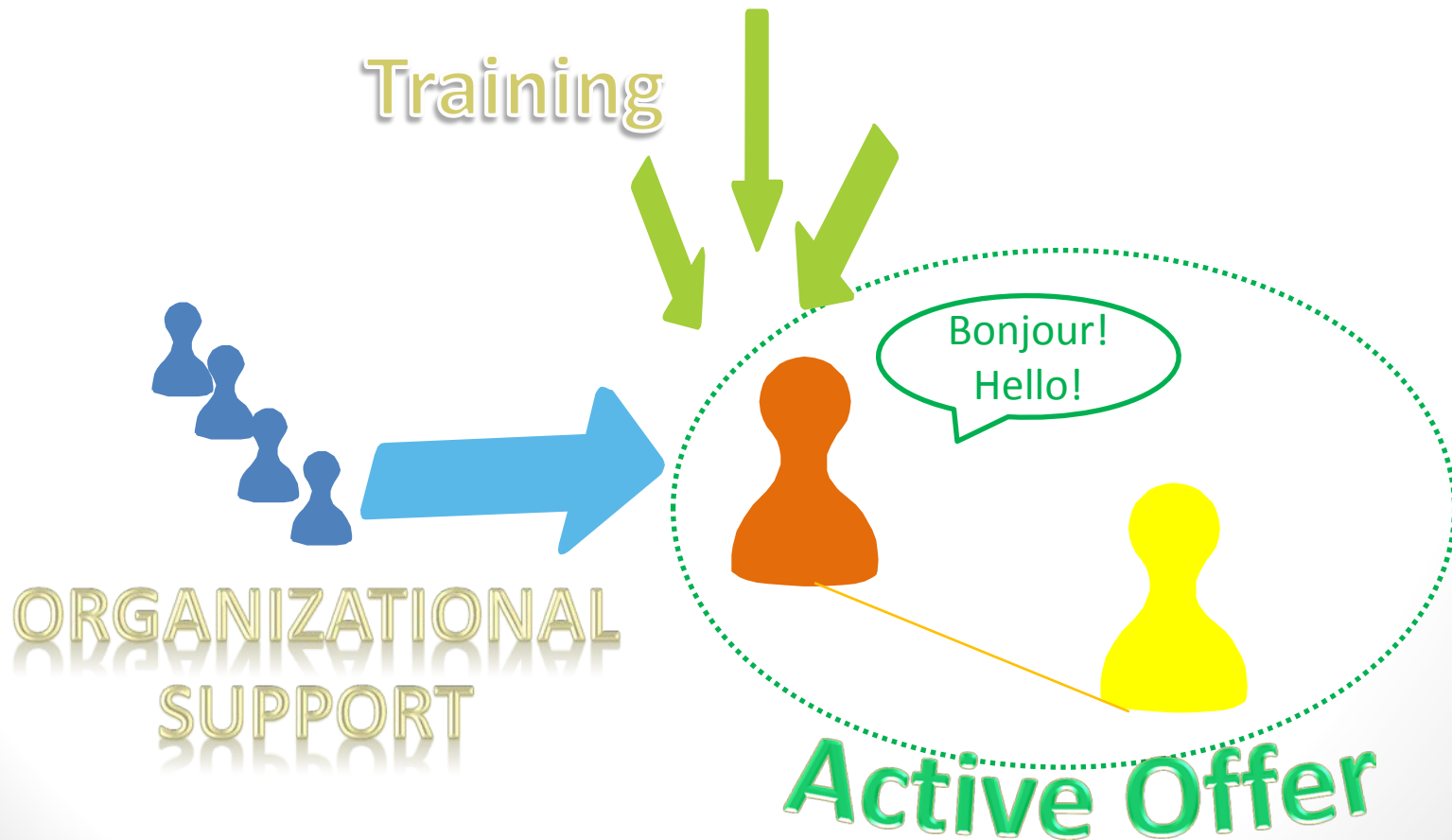
AXIS 2

Active offer behaviours in French-language health and social services and their determinants

(collab: Pier Bouchard, U of Moncton;
Lynn Casimiro, Hôpital Montfort)

Measuring active offer behaviours and their determinants

Individual Determinants



Determinants of active offer of French-language services in Francophone minority settings

1. Literature review and expert consultation to identify behaviours indicative of an active offer of French-language services
2. Creation of an ***Active Offer Behaviour Questionnaire*** and a ***Perceived Organizational Support Questionnaire***
3. Validation of questionnaire content via a cross-Canada Delphi survey
4. Testing of the questionnaire to assess its metrological properties
5. Questionnaires to assess possible determinants of active offer
 - Training, cultural skills
 - Psycho-linguistic development (education, use of French, feeling competent in French, etc.)
 - General motivation (self-determination)

Measuring the active offer of French-language services

Contents

- **Active offer behaviours (23 items)**
 - Intake and case management
 - Interaction
 - Support and referral
- **Perceived organizational support (42 items)**
 - Intake and case management
 - Interaction
 - Support and referral
 - Continuing professional development
 - Management and governance
 - Obstacles

Metrological qualities

- Good internal consistency of all scales
- Temporal stability to be improved
- Tool to be assessed using Rash analysis

Exploration of socio-linguistic profiles in relation to active offer behaviours among Francophone and Francophile medical students (2013-2014)

(collab: Dre. Lyne Pitre, Hôpital Montfort; Jacinthe Beauchamp, U of Moncton; Danielle Barbeau-Rodrigue, NOSM; Lisa Graves, NOSM)

RESULTS

Organizational support explains 60.8% of the variance in individual active offer behaviours.

Four socio-linguistic variables (feeling competent in French, sense of belonging to the Francophone community, linguistic identity, and language of primary and secondary schooling) explained an additional 6.5 to 13.7% of the variance.

Is it possible to influence certain active offer determinants during training?

In addition to **active offer training**:

- **Organizational support**: create work environments conducive to active offer behaviours
- **Individual determinants**: encourage education in French, develop language skills, promote linguistic identity and feelings of belonging to the Francophone community

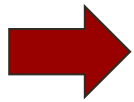
AXIS 3

Active offer training to prepare
future professionals to work in
Francophone minority communities

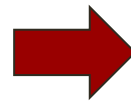
(collab: Paulette Guitard, occupational therapy;
Lucie Brosseau, physiotherapy, U of Ottawa)

Pedagogical approaches and significant training content to facilitate the preparation of future health and social service professionals to work in Francophone minority settings (2011-2013)

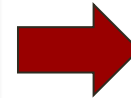
**Literature
review**



Survey



**Expert
panel**



Guidelines

Interdisciplinary educational guidelines to improve the training of health and social services students on the active offer of French-language services to Francophone minority communities in Canada (2013-2014)

- Support from the institution
- Support from the faculty/department
- Support from the program of study
- Training of the trainers (general knowledge, interpersonal knowledge, procedural knowledge)
- Training of the future professionals (general knowledge, interpersonal knowledge, procedural knowledge)
- Teaching approaches and strategies

Interdisciplinary collective reflection at the University of Ottawa (January 2014)

(collab: Joanne Myre, Medicine; Cameron Montgomery, Education)

- **What exists:**
 - Institutional mandate and missions from some programs
 - Support from the CNFS
- **What's missing:**
 - AO content in courses
 - French-language internships
 - Training for the trainers
- **Solutions:**
 - Required courses on AO for Francophone programs
 - Internship objectives aligned with AO
 - Training for trainers and internship supervisors
 - Education on the topic in Anglophone programs
 - Other opportunities for dialogue and reflection

Introduction and assessment of a training program in the active offer of French-language services, designed for future health and social service professionals at the University of Ottawa (2014-2015)

- **Participation of 4 class-groups (4 professors)**
 - *2 groups in a Master of Occupational Therapy program*
 - First-year group
 - Second-year group
 - *2 groups in a Bachelor of Social Services program*
 - Second-year group
 - Third-year group

Professor Feedback

- **Learning activities**
 - Presentation, video, case studies, discussions
- **Resources**
 - Toolkit, resource persons, motivation of prof
- **Student impact**
 - Awareness, understanding of the impact of language on health, the importance of their role as future professionals, integration of AO into later internship
- **Obstacles/challenges**
 - Time, novelty, university regulations on language of work
- **Proposals for improvement**
 - Integrated and formalized concept, consultations among profs, awareness-raising among Anglophones

Student learning

- **Questionnaire on knowledge of AO (4 groups, 82 participants)**
2-pt improvement (from 22 to 24 out of 32) ($p < 0.05$)

Applicability of questionnaire to the training provided?

Development and implementation of a train-the-trainer program on active offer of French-language services (2014-2016, in progress)

(collab: Claire Duchesne, Education)

- **Reflective and experience-based approach**
 - Me, me and my class, me and my teaching
- **Content on general knowledge, procedural knowledge, interpersonal knowledge**
 - Toward practical knowledge?
- **Double role of the educator in AO training**
 - AO training
 - AO acting

