

An Educational Program that Trains University Professors in Health Care and Social Work to the Concept of **Active Offer in a Context of French Speakers' Minority in Canada.**

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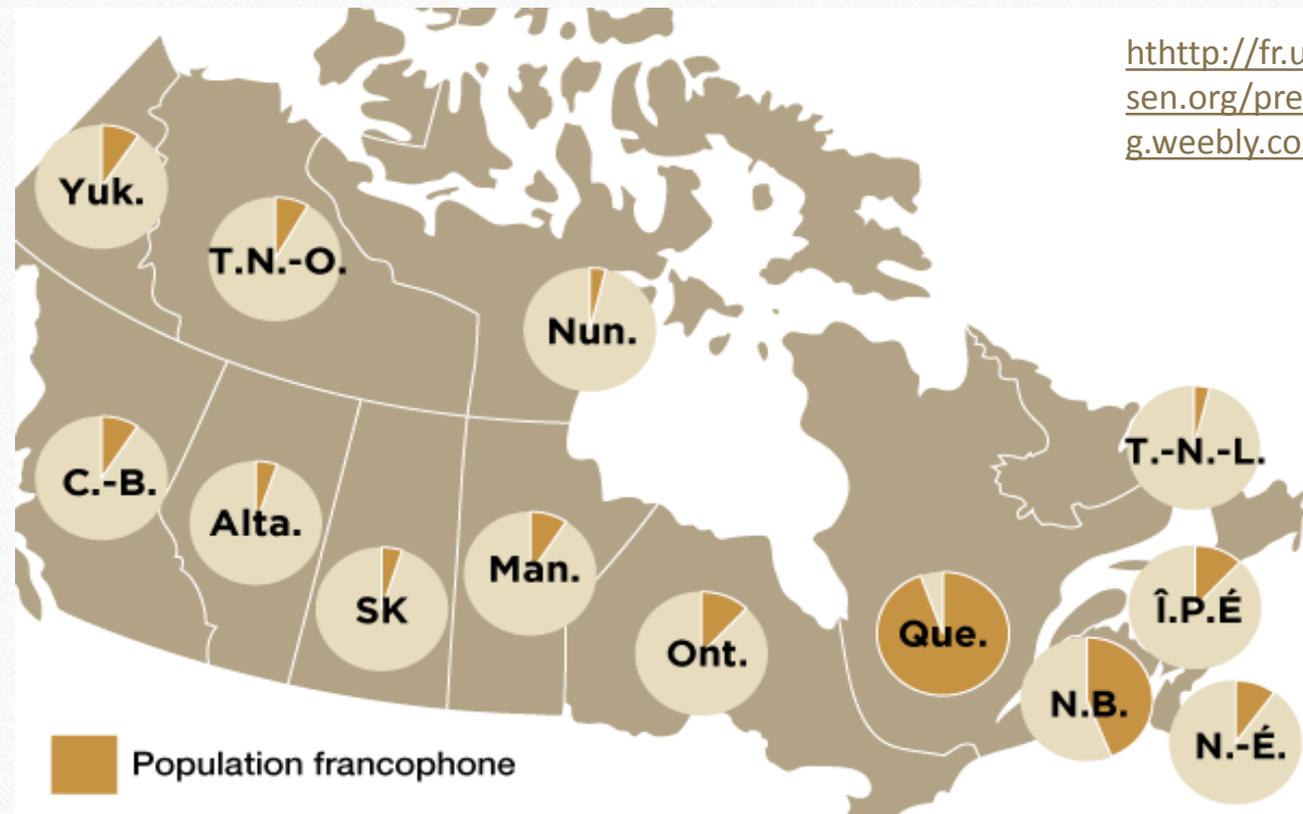
A Brief History of French Canada

- French and British colonies settled in North America in the 16th century.
- At the end of the Seven Year War, France ceded its colony (called Nouvelle-France) to Great Britain, but Francophones continued to reside in Canada.
- 1969: the federal government declared French and English as the two official languages of Canada.
- 1982: the *Canadian Charter of Rights and Freedoms* protects the rights of members of both linguistic communities.

Francophones in Canada Today

- More than 6,600,000 Francophones live inside the province of Québec, as a linguistic majority. (Statistics Canada, 2013)
- More than 1,000,000 Francophones live outside the province of Québec (Statistics Canada, 2013). They are considered an *Official Language Minority Community*, as are the Anglophones living in the province of Québec.

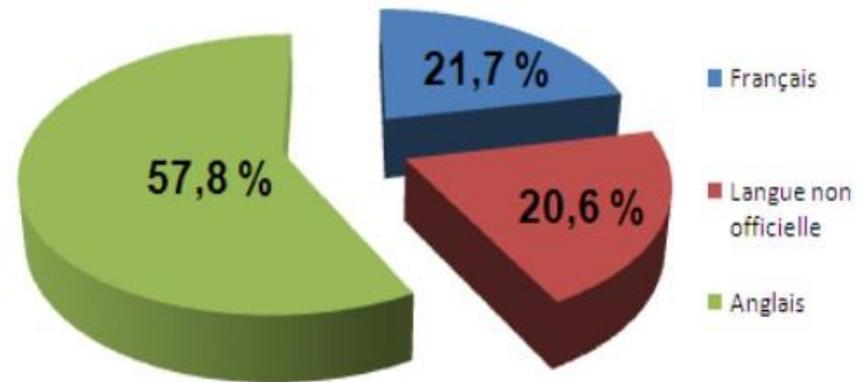
Francophone Groups in Canada



<http://fr.unesco.org/press/?p=3694>
[tp://quebecmg.g.weebly.com/languages.html](http://quebecmg.g.weebly.com/languages.html)

Mother Tongue Groups in Canada

**Langue maternelle (%), Canada,
Recensement 2011**



Language and Health

- Language has been shown to be a social determinant of health (Bouchard et al., 2013).
- There are many possible risks related to not receiving health or social services in the patient's/client's preferred language, including:

Poorer satisfaction
with services
received
(Bowen, 2001)

Higher risk of
hospital readmission
(Drouin & Rivet, 2003)

Challenges with
medical follow-up
(Anderson et al, 2003)

Active Offer

- **Active Offer** is a proactive approach, where health care and social service professionals offer the patient/client the choice of services in both official languages before he/she needs to request it.
- The concept of Active Offer must be **taught** to actual and future professionals as they will not automatically offer the choice to patients/clients.



Research Objective

- To develop and evaluate a training program aimed at providing university professors teaching in the fields of health and social services at a bilingual university with the necessary tools to teach the concept of Active Offer in their courses.

Specific Objectives

1. Structure the training program content.
2. Offer the training program in a the university context.
3. Evaluate the training program.

Obj. 1 Methods: Structure Training Program Content

- Based on results of Active Offer research in health and social science domains.
- Linked with an Active Offer learning tool created by a research team from University of Moncton (province of New Brunswick).
- Grounded in adult education course planning principles.

Obj. 2 Methods: Offer the Training Program

- 3 workshops (each lasting 3 hours).
- Workshops aimed to attain learning objectives in the following categories:
 - Knowledge (i.e. statistics, language laws, historical data)
 - Know-how (i.e. Active Offer course planning)
 - Attitudes (i.e. openness toward Active Offer approach and concept)
- Learning activities included group discussions, periods of self-reflection, presentations from peer-experts, case study, video, etc.)

Obj. 3 Methods: Evaluate the Training Program

A. Evaluation of learning

- Pre and post evaluations of participant knowledge (questionnaires).

B. Evaluation of satisfaction

- Participant evaluations of satisfaction for each workshop (questionnaires).

C. Evaluation of the application of new knowledge

- Focus group with participants 6 months following training (thematic discussion and observation by team members).

D. Evaluation of the training program

- Evaluation of training content, participant engagement, and instruction/facilitation (criterion-observation by team members during workshops).

Participants

- 150 University of Ottawa professors from Social Work, Psychology, Nursing, Rehabilitation Sciences, and Medicine programs were invited.
- 25 responded to the invitation, 7 could attend all 3 workshops (**time commitment** was identified as the most important obstacle to participation):

Participants

3 professors from the School of Rehabilitation Sciences
2 professors from the School of Nursing
1 CNFS coordinator
1 clinical placement coordinator (Occupational Therapy)

Results A: Evaluation of Learning

Pre-training questionnaire highlights:

- Participants had basic knowledge related to Active Offer.
- They did not integrate information related to Active Offer in their courses.
- They did not all agree that teaching the concept was their responsibility.

Post-training questionnaire highlights:

- Participants showed that they better understood the concept of Active Offer.
- They felt well prepared to integrate the concept into their courses.
- They all agreed that teaching Active Offer was their responsibility.

Results B: Evaluation of Satisfaction

Highlights of workshop satisfaction questionnaires:

- Participants increased their awareness of the challenge of accessing French services for the francophone linguistic minority communities.
- They expressed an increased sense of responsibility in terms of teaching Active Offer to future professionals.
- They enjoyed the opportunity to exchange with each other during group conversation and reflection times.
- They appreciated the course planning template.
- They were satisfied or very satisfied with the workshops.

Results C: Evaluation of the Application of New Knowledge

Focus group highlights:

- 4 participants presented the AO theme in courses, 1 will present AO in her upcoming summer course, 1 presented AO to colleagues
- Obstacles to integrate teaching on AO in university programs include: a need for buy-in from the dean and program directors, lack of space in the curriculums to add teaching material, the challenge of not “over-saturating” students with AO- related teaching.
- Participants felt that the training met all the objectives, however, they felt that the level of instructions did not match all of their individual needs.

Results D: Evaluation of the Training Program

Highlights of recommendations:

- Review the time allotted to each activity (i.e. more time for group discussions).
- Re-organize the training manual for participants (i.e. increase ease of use).
- Review the activities to be completed by participants outside of the workshops.
- Add a method to identify the learning needs of the students in their class pertaining to Active Offer.
- Add English resources so as to increase awareness of Anglophone faculty colleagues.
- Add resources to integrate the concept of Active Offer in courses relating to pediatrics and family health (current resources are adult-health specific).
- Take into account that not all participants have the same knowledge and/or learning needs related to Active Offer.

Conclusions

- According to the specific objectives, the training program was developed, delivered, and evaluated.
- Although positive results were received, the training in its current format does present with certain challenges, most importantly, the time commitment. A web-based training is therefore recommended.
- As well, a tool to identify participants' former knowledge, know-how and attitudes *vis à vis* Active Offer would be beneficial as this would allow the web-based training to be tailored to the needs of the participant.

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