

OFFERING YOUR BILINGUAL STUDENTS CLINICAL PLACEMENTS IN MINORITY OFFICIAL-LANGUAGE COMMUNITIES



**Handbook for clinical
educators**

By:

**Jacinthe Savard
Josée Benoît
Stéphanie Breau-Godwin
Claire-Jehanne Dubouloz**

July, 2017



uOttawa

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



**CONSORTIUM NATIONAL
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Volet Université d'Ottawa

Cette initiative est financée par Santé Canada dans le cadre de la Feuille de route
pour les langues officielles du Canada 2013-2018 : éducation, immigration, communautés.

ACKNOWLEDGEMENTS

We would like to thank:

Health Canada* for its financial support, as well as Nicole Lavoie, Director of Operations, Consortium national de formation en santé – volet Université d'Ottawa (CNFS-UO), for her support throughout this project.

The following individuals for useful suggestions to improve this handbook: Marthe Dumont (Érié St-Clair LHIN), Nancy Larivière (Project Coordinator, Réseau franco-santé du Sud de l'Ontario), Lynn Metthé and Marie White (Academic Coordinators of Clinical Education, School of Rehabilitation Sciences, University of Ottawa), Dominique Cardinal (Manager, Education Section, CNFS-UO), Estelle Éthier (Director of Education, Institut du Savoir Montfort) and Josée Lemaire (Associate Director, Clinique interprofessionnelle en réadaptation, University of Ottawa).

All the student trainees who took part in the pilot project and completed the evaluation questionnaires.

Clinician Educators who supervised student trainees (Marie-Céline Alexander, Josée Meunier-Baillargeon, Valérie Metcalfe, Véronique Vaillancourt, Carole Daoust, Natalie Pincombe, Elaine Hendry) and Associate Directors (Estelle Éthier, until July 2016 and Josée Lemaire, from July 2016 to today), of the Clinique interprofessionnelle en réadaptation.



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

www.grefops.ca

Université d'Ottawa
600 Peter Morand, bureau 116
Ottawa, ON K1G 5Z3
613-562-5800 ext. 8065

* This initiative was funded by Health Canada as part of the Roadmap for Canada's Official Languages 2013-2018: Education, Immigration, Communities. The opinions expressed herein do not necessarily reflect those of Health Canada.

** This handbook is also available in French at www.grefops.ca/guides_fr.html



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FOREWORD

Francophones in Francophone minority communities are sometimes reluctant to ask for health and social services in French either because they are often convinced that such services are not available in their language or because they believe that wait times will be longer for services in French, and these may potentially be of lower quality. They may also feel linguistically insecure about their ability to understand the standard French¹ used in professional settings. Failure to receive services in French may lead to several negative effects, including higher risks of hospital readmissions, misdiagnoses and non-compliance with medical recommendations or treatments.²

To address this issue, health and social service professionals are called upon to actively offer services in both official languages. Active offer is multifaceted, but may be simply defined as “a verbal or written invitation for people to express themselves in the language of their choice. The offer to speak in the official language of their choice must precede the request for services.”³ [our translation]

Accordingly, offering clinical placements in French provides the opportunity for students enrolled in healthcare and social service programs to practise offering services and interventions in French.

This handbook is therefore intended for clinical education coordinators of healthcare education programs in postsecondary institutions in Canada, who would like to learn about clinical placement opportunities offered in French in Francophone minority communities (FMCs) to students who can speak French. It is based on the results of a research project designed to propose and assess a clinical education model for bilingual students enrolled in English-language programs of study to prepare them for offering services in French (a summary of the project is provided in Appendix 1).

- 1 “Standard French or International French refers to French that is devoid of regional accents or expressions; in addition, its syntax, morphology and spelling are described in dictionaries, grammar books and style manuals.” (https://fr.wikipedia.org/wiki/Français_standard)
- 2 To know more about the Francophone minority communities the reader is invited to consult:
 - Savard, J., Benoit, J., Breau-Godwin, S. & Dubouloz, C.-J. (2017). *Fact Sheet on Francophone Minority Communities and Active Offer*. Online : http://www.grefops.ca/guides_fr.html
 - Drolet, M., Bouchard, P., & Savard, J. (Eds.) (2017). *Accessibility and Active Offer: Health and Social Services in linguistic minority communities*. Ottawa : University of Ottawa Press.
 - Consortium national de formation en santé (CNFS) & Groupe de recherche et d'innovation sur l'organisation des services de santé (GRIOSS) (2013). *Toolbox for active offer*. Online : www.offreactive.com/home/
- 3 Bouchard, L., Beaulieu, M. & Desmeules, M. (2012). « L'offre active de services de santé en français en Ontario : Une mesure d'équité ». *Reflets : revue d'intervention sociale et communautaire*, vol. 18, no 2, p. 38-65. Online : <http://www.erudit.org/revue/ref/2012/v18/n2/1013173ar.pdf> (page 46)



Our research project was aimed at Francophone or bilingual students enrolled in English language healthcare programs and completing clinical placements in a mostly French speaking clinical setting in Ottawa, a region where French is spoken among approximately 16% of the population⁴. However, many of the elements that emerged from this experience can also apply to students enrolled in French-language programs and doing placements in a clinical setting where French is not predominant. While the research project was carried out by rehabilitation professionals for university students in this field, we believe that the general information is valid and transferable to other health and social service professions, including some of those taught in college-level programs. When specific examples are provided, they often come from the field of rehabilitation.

- The handbook is divided into the following sections:
- Introduction
- Four steps for finding out about clinical placement opportunities in French
- Conclusion
- Glossary
- Appendices including a summary of the research project results and various resources

4 Statistics Canada (2016). Census Profile, 2016 Census. See line First Official Language Spoken.
<http://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CSD&Code1=3506008&Geo2=CD&Code2=3506&Data=Count&SearchText=Ottawa&SearchType=Begin&SearchPR=01&B1=Language&TABID=1>

INTRODUCTION

Who is this handbook for?

This handbook is intended for the clinical placement coordinators of healthcare education programs offered in English in postsecondary institutions in Canada, who are interested in learning about clinical placement opportunities offered in French for their French-speaking students.

Who are the target student trainees?

This handbook primarily targets Francophone or bilingual students enrolled in English-language healthcare or social service programs.

Why encourage students to complete a placement in French?

Given that French is one of the two official languages in Canada, several of your students may know French. They may speak it at home, have studied in French schools, in French immersion programs, or for any other reason. For these students, completing a clinical placement in which they can make good use of their French can be a rewarding experience. At the same time, this will allow to provide better services to Francophone clientele.

1. To offer services in French to Francophone clientele.

Communicating in a language that is not someone's mother tongue can be particularly difficult for people who need to talk about their health problems, even if they say they are bilingual. Francophones needing healthcare services are often reluctant to ask for these services in French when they live in a Francophone minority community, even if this situation may limit effective communication with their healthcare service provider.

Moreover, health and social service organizations in mostly Anglophone communities do not always have enough professionals able to speak French and offer services to their Francophone clientele. Hosting a student trainee who can speak French can therefore help increase the offer of French-language services during the clinical placement period, even if the supervisor is an Anglophone.

2. To enhance the preparation of prospective health professionals who will be able to offer French-language services in minority language communities.

Students who opt for a career in health care take into account several factors when the time comes for them to choose a program of study (proximity to their home, admission requirements, financial assistance opportunities, etc.). Therefore, Francophone or bilingual students do not always choose to study in French. As a result, during their studies, they may learn very little about the French vocabulary used in their professional field and about resources available in French. In addition, they may have very few opportunities to network with other Francophone professionals and organizations in official language minority communities.

Thus, completing a clinical placement where they have the opportunity to use French would allow them to:

- 1) Minimize their feeling of linguistic insecurity by having the opportunity to learn and practise field-specific vocabulary in French;
- 2) Increase their knowledge of available resources in French and their ability to adapt these resources in a Francophone minority community (FMC);
- 3) Start to build a network of Francophone professional contacts working in FMCs, a network that they will be able to refer to once they are in the workforce, as professional support (discussing resources related to their care offer) and as personal support (sharing the difficulties encountered; peer support).

Our experience has shown us that students enrolled in English-language universities appreciated completing a clinical placement in French. Appendix 3 and Appendix 4 provide language and training resources, along with publications on Francophone minority communities.

This handbook proposes a four-step process for finding out about clinical placement opportunities offered in different types of Francophone minority communities.





OFFERING A CLINICAL PLACEMENT IN FRENCH TO BILINGUAL STUDENTS

STEP 1: FIND OUT WHICH ORGANIZATIONS OFFER FRENCH-LANGUAGE SERVICES IN YOUR AREA

1a. Which organizations offer services in French?

Many healthcare organizations offer French-language services across Canada's provinces and territories. Each province in which French is the minority language has one or two French-language healthcare networks, which will have sound knowledge of services offered in their catchment areas. Appendix 2 provides a list of these networks.

1b. Which organizations would be willing to host a student trainee who can speak French?

You can inform French-language organizations and health centres about the possibilities of offering clinical placements in your institution. They are not always aware of the steps they can take to request a student trainee who can speak French.

In organizations that can offer services in French, not all professionals can speak French. Supervisors who do not speak French can nevertheless supervise a French-speaking trainee, by pairing up with another person employed by the care provider, who is able to speak French. This person would be assigned to provide mentoring on aspects of the clinical placement dealing more specifically with services in French.

STEP 2: FIND OUT WHICH OF YOUR STUDENTS CAN OFFER SERVICES IN FRENCH

Given that students do not always identify themselves as bilingual and do not necessarily ask to complete a clinical placement in French, various means can be used to identify students who can speak French. Here are two examples:

1) French language competency questionnaire (Vallerand & Halliwell, 1983).⁵

Pour chaque question, veuillez indiquer votre niveau de confort avec le français/
For each question, please indicate your level of comfort in French.

	Très peu / Very little 1	Assez / Somewhat 2	Beaucoup / A lot 3	Parfaitement / Perfectly 4
Je comprends ce que les gens me disent en français / <i>I understand when people speak French to me.</i>				
Je peux m'exprimer en français / <i>I can express myself in French.</i>				
Je peux comprendre le français quand je le lis / <i>I can understand written French.</i>				
Je peux écrire en français / <i>I can write in French.</i>				
Total :				

Si l'étudiant obtient un score total de 12 point ou plus, il est probablement assez à l'aise en français pour faire un stage en français. S'il obtient un score entre 9 et 11, une conversation en français avec moi [ou indiquer la personne désignée] sera bénéfique pour mieux déterminer ses compétences en français.

If the student obtains a total score of 12 points or more, he is probably comfortable enough in French to do a placement using French language. If he obtains a score between 9 and 11, a conversation in French with me (or indicate the designated person) would help to determine his competencies in French.

2) Informal questionnaire :

- A. Est-ce que vous parlez régulièrement en français à la maison? / *Do you regularly speak French at home?*
- B. Est-ce que vous parliez français à la maison durant votre enfance? / *Did you grow up speaking French at home?*
- C. Est-ce que vous avez fréquenté une école française ou un programme d'immersion française pendant au moins trois ans? / *Did you attend a French school or a French immersion program for at least three years?*

Si l'étudiant répond oui à au moins l'une des questions ci-haut, il pourrait être un bon candidat. / *If students answer yes to at least one of the above questions, they could be a good candidate.*

⁵ Vallerand, R. J., et Halliwell, W. R. (1983). « Vers une méthodologie de validation trans-culturelle de questionnaires psychologiques: Implications pour la psychologie du sport ». *Canadian Journal of Applied Sport Sciences*, 8, 9-18

The purpose of these assessments is to make sure that the students' French-language proficiency will allow them to have a positive experience and to fully benefit from their placements. You should also contact the organization to find out the level of French proficiency expected for their clinical placement offer. If needed, the organization can perform its own assessment of the student's language level before confirming the placement.

STEP 3: SELECT A STUDENT TRAINEE OR OFFER THE CLINICAL PLACEMENT TO ANOTHER EDUCATIONAL INSTITUTION

If some of your students speak French, you can identify those who would be interested in completing a clinical placement in French and then select the candidates who meet placement requirements.

If you receive a request for a clinical placement in French and have no students who can speak French, consider offering the placement to another institution so that as many students as possible can take advantage of clinical placement opportunities in French.

STEP 4: ESTABLISH AN AFFILIATION AGREEMENT

As usual, you must establish an affiliation agreement with the organization. This agreement includes, for example, the term of the agreement, each party's responsibilities, details concerning compensation and insurance, confidentiality protocols, and so forth. The affiliation agreement may be short term (length of a particular clinical placement) or multi-year.

CONCLUSION

During our pilot project, both Francophone and Anglophone trainees studying in English indicated that a clinical placement in French definitely allowed them to gain confidence in their ability to offer services in French. This type of experience should be renewed and adapted to the realities of each community in order to increase the ability to provide French-language services in Francophone minority communities across Canada.

GLOSSARY

Francophone minority community (FMC): A community composed of people whose first official spoken language is French and who live in an area where English is the first official language of most of the residents.

“French is the mother tongue of 6.8 million Canadians. This large Francophone community forms an integral component of the Canadian identity and contributes to its unique character. The vast majority of Francophones live in Quebec, the hub of Francophone culture in North America. However, close to a million Francophones form vibrant minority communities throughout Canada’s other provinces and territories.” (<https://www.ic.gc.ca/eic/site/com-com.nsf/eng/00030.html>)

Clinical Education Coordinator: The person in an educational institution who is in charge of planning clinical placements, setting objectives, determining the criteria for successful placements and for matching students enrolled in its program with suitable placements. This person is sometimes called Academic Coordinator of Clinical Education, Clinical Placement Coordinator, etc.

Educational institution: Any postsecondary education institution (university or college) that offers professional health or social service programs.

Francophone mentor: A practitioner or person in the organization who is able to speak French and guide trainees through the Francophone aspects of their placements.

Active offer: Active offer is multifaceted, but may be simply defined as “a verbal or written invitation for people to express themselves in the language of their choice. The offer to speak in the official language of their choice must precede the request for services.” (Bouchard, Beaulieu & Desmeules, 2012, p. 46) [Our translation]

Organization: The entity or setting that offers healthcare or social services and hosts a student trainee.

Rehabilitation: Rehabilitation programs covered in the pilot project included physiotherapy, occupational therapy, audiology and speech therapy.

Student trainee: A student enrolled in a professional health or social service program in a postsecondary education institution. This student may be Francophone, Anglophone or bilingual.

Clinical Placement Supervisor: The practitioner or preceptor who supervises student trainees and guides them in their interventions. This person frequently evaluates students’ skills in their professional fields, according to criteria defined by the educational institution.

APPENDIX

APPENDIX 1: RESEARCH FINDINGS: EXPERIENCES OF STUDENTS WHO COMPLETED CLINICAL PLACEMENTS IN FRANCOPHONE COMMUNITIES IN PREPARATION FOR WORKING IN FMCs

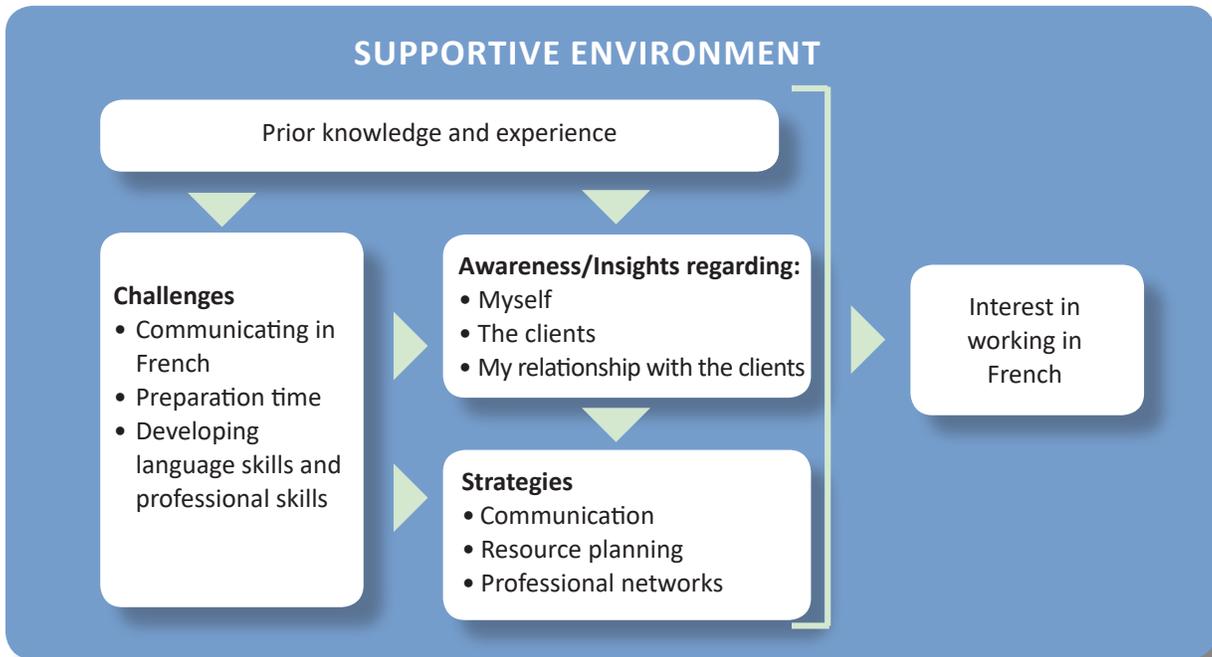
Description of the research project

A study conducted in 2015-2017 was designed to assess, enhance and disseminate a clinical education model for students in English-language programs aimed at preparing them to offer services in French. During that time, 18 student trainees from English-language educational institutions capable of speaking French completed a clinical placement in French at the Clinique interprofessionnelle de réadaptation, University of Ottawa. At the start of the placement, the student trainees were given a brief training session on the challenges of offering services in French. During the project, 16 of the 18 students completed pre- and post-placement evaluations, a satisfaction questionnaire, and a questionnaire on their placement experience, and took part in a personal interview. The university clinical education coordinators also provided feedback on their experience with the students who participated in this project.

The study was led by Jacinthe Savard and Claire-Jehanne Dubouloz (School of Rehabilitation Sciences, University of Ottawa) in collaboration with Stéphanie Breau-Godwin and Josée Benoît, research associates; Estelle Éthier (2014-16) and Josée Lemaire (2016-17), Associate Directors of Education and Services at the Clinique interprofessionnelle de réadaptation, University of Ottawa; and clinician educators at this clinic.

Research results

Several themes emerged from analysis of the questionnaires and post-placement interviews. These themes are depicted in the diagram below and discussed in greater detail in the pages that follow.



Students started the clinical placement with various linguistic backgrounds. But, they all felt some amount of linguistic insecurity, either in terms of general communication or field-specific terminology in French. They also had prior professional knowledge and some had already completed clinical placements and had experience in providing services.

However, trainees were not aware of the challenges posed by linguistic barriers and had little knowledge of assessment tools in French. Several of them were unaware that some tools had been translated and validated in French. Others did not realize the challenges of obtaining clinical tools in French.

Challenges

Several trainees faced some challenges in communicating in French, related not only to their written and oral communication, but also to their reading skills. Several trainees needed extra time to prepare themselves and to write evaluation and progress reports because of the language issue. They found that it was doubly challenging to be working on their language skills at the same time as their professional skills in their field.

Awareness/Insights

During the placement, trainees gained awareness about themselves, clients and their therapeutic relationship. Several trainees pointed out that they found it difficult to express themselves in their second language while providing services. They discovered that their clients could have great difficulty expressing pain in another language.

Student trainees came to recognize the importance of active offer; they noted that it was up to them as professionals to provide services in both official languages so that clients could use the language of their choice. They also came to realize that the professional-client relationship was enhanced when the language used was one chosen by the client.

Strategies

Some of the trainees developed strategies to manage their work with the Francophone clientele. For example:

- They relied on the work team by asking for help from clinicians or from the other trainees to find the right word in French.
- They developed communication strategies in everyday language understandable to the clients, instead of complex professional terminology; they mentioned this was somewhat easier to do in French than in English as they knew more professional terminology in English, and more everyday language in French.
- They organized or created resources to help each other out (lexicons, kits of materials in French, adaptations or translations of materials, etc.).
- They had the opportunity to start developing a Francophone professional network with other clinicians and trainees at their clinical placement site.

Interest in working in French

The trainees' placement experiences allowed most of them to develop an interest in working in French. In fact, they ended up feeling more comfortable working with Francophone clients and identifying themselves as bilingual professionals.

Supportive environment

The climate of trust built in the clinical placement site was one of the key aspects for creating a positive placement experience, despite all the reported challenges. The trainees had time to prepare their interventions and to write their reports. They did not feel judged or uncomfortable even if their level of French was not the best; clinician educators and the entire interprofessional team gave them considerable support by providing resources and helping them find the right words. For their part, clients were just as understanding, did not judge the trainee on their level of French, and enjoyed being able to help in their learning process. In addition, trainees discovered the benefits of team work, especially with respect to interprofessional discussions. They also found it beneficial to have had an orientation session before starting the placement, including a presentation on the particular characteristics of FMCs and active offer.

Questionnaire results

Knowledge: All the trainees, except for one, improved their knowledge of health services in French between the start and the end of the placement. Improvement was especially noticeable with regard to their knowledge of French-language resources and tools.

Satisfaction: Most of the trainees were satisfied with their placement experience (average of 6.6 out of 7). Two trainees were a little less satisfied (two standard deviations below the mean) and also felt less equipped to offer services in French. The points ranked less satisfactory concerned the opportunity to learn from other student trainees, the correspondence between the placement and professional interests and needs, and the feeling of being well prepared to offer services in French. The most satisfactory points were the useful feedback received from the supervisor, the learning of concepts applicable to their practice, and the supervisor's knowledge of interprofessional practice.

Conclusion

In conclusion, the trainees who took part in the pilot project reported that their placement experience in French had boosted their confidence in their ability to offer French-language services and in identifying themselves as professionals able to provide services in both official languages.

Student feedback

“At the end of the day, I’d like to pursue my career in French. I really enjoyed the experience. For me it was for the cultural aspect as well, my mother tongue is French even though I haven’t spoken French for 12 years because I’ve done all my studies and my career in English. I haven’t practised my French for 12 years. For me, rediscovering it, I really connected with it and I told myself that I wanted to go back to using my mother tongue.” [Our translation]



“Yeah, and that’s why I wanted to do this placement... because [before] I would have been able to get by but I didn’t feel comfortable enough, especially in relation to (field) being able to provide those services.”

“So definitely now after completing this placement I do feel like I would be able to do that and I would be comfortable saying, you know, to my boss, my future potential boss, that I could provide those services [in French].”



Feedback from the clinical education coordinators:

All the clinical education coordinators from the educational institutions who participated in the project stated that they were satisfied with the experience. Some of them mentioned challenges concerning the affiliation agreement process or talked about their student’s difficulties with language, but most of them acknowledged that their students appreciated their placement.

“Our student was very interested in the opportunity to complete a placement in French. I have found sometimes students struggle to transition from English academics to practising in French. This placement offered our student an opportunity to make this transition in a supportive environment. We have a Francophone population in (our province) and we need OTs who can practise in French.”





"Especially in (this province), there is a need for bilingual OTs. The existing French placements take place in very French practices. We have had some interested students tested, and even though they graduated from 'French immersion' programs, they were not deemed sufficiently French to accept these placements. Therefore they are limited in expanding their French skills, and gaining a French OT vocabulary. These placements in Ottawa were advertised as being more open to students who wanted to enhance these skills."



"The student reported that he learned a great deal, and he was challenged to communicate in French, and ultimately he felt a great sense of accomplishment at his progress during the placement. [The student] thoroughly enjoyed being in Ottawa, and his experience at the clinic!"



"I would love to see the pilot program extended, as it was of such benefit to our students!"

APPENDIX 2: NETWORKS

In every province where French is in a minority situation, there is one or more health networks in French who can provide information about the services offered on their territory. Following is a list of these networks.

Réseau de santé en français de Terre-Neuve-et-Labrador (RSFTNL):

<http://www.francotnl.ca/ReseauSante>

Réseau Santé en français Î.-P.-É: <http://www.santeipe.ca>

Réseau Santé – Nouvelle-Écosse: <http://www.reseausantene.ca>

Société Santé et Mieux-être en français du Nouveau-Brunswick (SSMEFNB):

<http://www.ssmefnb.ca>, <http://www.macsnb.ca>

Réseau des services de santé en français de l'Est de l'Ontario: <http://www.rssfes.on.ca>

Réseau franco-santé du Sud de l'Ontario: <http://www.francosantesud.ca>

Réseau du mieux-être francophone du Nord de l'Ontario: <http://www.reseaudumieuxetre.ca>

Santé en français (Manitoba): <https://santeenfrancais.com/>

Réseau Santé en français de la Saskatchewan (RSFS): <http://www.rsfs.ca>

Réseau santé albertain (RSA): <http://www.reseausantealbertain.ca>

RésoSanté Colombie-Britannique (RSCB): <http://www.resosante.ca>

Partenariat communauté en santé (PCS): <http://www.francosante.org>

Réseau TNO Santé en français: <http://reseautnosante.ca/>

Réseau de santé en français au Nunavut (Résefan): <http://www.resefan.ca>

GROUPS

APPENDIX 3: LANGUAGE AND EDUCATIONAL RESOURCES

1. Web resources

Soigner en français, ça me parle! [Caring in French, it's for me!]

http://web3.med.uottawa.ca/cnfs/capsule_linguistique/index.php

Here is a link to videos depicting discussions in French between health professionals and their patients. These videos were created specifically for professionals whose mother tongue is not French but who want to offer their patients services in French. You can also browse the other resources on this webpage.

(in French only)

Les mots pour parler des maux [Words Used to Talk about Aches and Pains]

<http://www8.umoncton.ca/umcm-mots-maux/>

This differential glossary of healthcare terms serves as both a troubleshooting tool and as a means of raising awareness of the linguistic differences among health professionals across French Canada who are perplexed about some expressions heard in their practice.

It also offers a brief introduction to the reality of French in Canada and Acadia.

(in French only)

2. Courses and workshops

Soignez vos patients en français/Caring for patients in French

<http://educacentre.com/formation-continue/soignez-vos-patients-en-francais-caring-for-patients-in-french/>

Online course offered by Collège Éducacentre. Each workshop consists of various dynamic learning activities related to medical terminology (online exercises, listening comprehension, pronunciation of expressions and vocabulary, short videos in French, etc.). These activities are grouped under various healthcare themes, allowing you to expand your knowledge of French in your work and communication with your patients.

(in French and English)

Cheminer vers la réussite de mon stage [Moving toward placement success]

<http://formations.cnfs.ca/formation-professionnelle/>

Online workshop designed to help participants clearly understand the components of a clinical placement, their roles as student trainees, their relationship with the supervisor, challenges to meet and many other factors affecting a clinical placement. Participants will be better equipped to successfully complete their clinical placements, while learning about the importance of the active offer of French-language services.

(in French only)

Training for clinical placement supervision

<http://formations.cnfs.ca/formation-a-la-supervision/formation-de-base-volet-anglophone-en-ligne/>

Series of online workshops (from basic to advanced) offered by the Consortium national de formation en santé (CNFS) to all clinical placement supervisors working in Canada.

(in French and in English)

Exploring various supervision models

To register : <http://formations.cnfs.ca/formation-a-la-supervision/formation-de-base-volet-anglophone-en-ligne/>

To consult a document on the workshop: http://formations.cnfs.ca/wp-content/uploads/2017/04/DiversModele_en.summary.pdf

Online workshop introducing participants to various models of clinical placement supervision. Participants will be able to state the benefits and drawbacks of models, and identify organizational and supervisory strategies specific to each. They will also be able to choose the one that best fits their clinical situations.

This workshop is particularly useful for clinical placements sites that opt to have more than one person supervise the students (e.g. a supervisor from the field and a Franco-phone mentor).

(in French and English)

Portail sur la formation linguistique et culturelle [Portal on linguistic and cultural education]

<http://cnfs.net/portail/formation-flacs/>

This portal, focusing on linguistic and cultural education, serves as a single platform for all the training courses recognized by the CNFS. It refers health professionals to CNFS institutional members or regional partners who are responsible for offering targeted education. These courses, workshops or tools are intended for health professionals and designed to help them maintain, strengthen and improve their language skills.

(in French only)

Les compétences culturelles : un incontournable pour assurer des soins de qualité [Cultural competences: a key to ensuring quality care]

To register : <http://formations.cnfs.ca/formation-a-la-supervision/formation-avancee-volet-francophone-en-ligne/>

At the end of this workshop, the participant will be able to define the terminology associated with culture and the elements that compose it. He will become aware of his own cultural values and develop his knowledge of other cultures on notions such as time, health, illness and care practices. He will also be able to describe models of cultural competence and integrate communication strategies that take into account the cultural diversity of patients and trainees. He will be able to integrate cultural competencies into his approach and recognize the positive impact on his intercultural relations and the quality of care.

(in French only)

3. Applications

Medi-Lexico – OT and PT by Collège Éducacentre (free)

<https://itunes.apple.com/ca/app/medi-lexico-ergo-et-physio/id951852438?l=en>

Med Interpret by Accueil Francophone (free)

For Apple and Android devices

<http://www.accueilfrancophone.com/new-york/new-york/articles-en/med-interpret-aaa-free-app-to-our-interpretation-guide-for-health-care-professionals-8?lang=en>

These are two potentially useful applications. They will allow you to search for the translations of words or expressions (from French to English and vice versa); you can also listen to word pronunciations.

Visible Body

<http://visiblebody.com/>

This app presents a 3D visual guide to human anatomy. It is available in French (as well as in English and a few other languages) for iPhone and Android, but it is not free. There is also a PC version. Some educational institutions offer it to their students via their library services.

4. Writing resources

Antidote: <http://www.antidote.info/>

Word Reference: <http://www.wordreference.com>

Linguee: <http://www.linguee.fr/>

Banque de dépannage linguistique: <http://www.oqlf.gouv.qc.ca/ressources/bdl.html>

Le grand dictionnaire terminologique: <http://www.granddictionnaire.com/>

TERMIUM Plus (banque de données terminologiques et linguistiques du gouvernement du Canada): <http://www.btb.termiumplus.gc.ca/tpv2alpha/alpha-fra.html?lang=fra&index=alt>

5. Anatomy charts in French

Example: https://www.a3bs.com/anatomical-charts-and-posters,pg_16.html – when you click on a chart in particular, go to the box “Variants” to see if the chart is available in French.

6. Other ideas for supervisors

- Send articles on the field published in French, along with other documents and resources (e.g. handouts for patients) that can help trainees become familiar with the terminology.

APPENDIX 4: RESOURCES ON FRANCOPHONE MINORITY COMMUNITIES

1. Publications

Bouchard, L., Batal, M., Imbeault, P., Sedigh, G., Silva, E. & Sucha, E. (2015). « Précarité des populations francophones âgées vivant en situation linguistique minoritaire ». *Minorités linguistiques et société*, 6, 66–81. doi:10.7202/1033190ar

Bouchard, L., Beaulieu, M. & Desmeules, M. (2012). « L'offre active de services de santé en français en Ontario : Une mesure d'équité ». *Reflets : revue d'intervention sociale et communautaire*, vol. 18, n° 2, p. 38-65. doi : 10.7202/1013173ar

Bowen, S. (2015). *Impact des barrières linguistiques sur la sécurité des patients et la qualité des soins* (p. 62). Consulté à l'adresse <http://santefrancais.ca/wp-content/uploads/SSF-Bowen-S---tude-Barri-res-linguistiques.pdf>

Bowen, S. (2015). *The Impact of Language Barriers on Patient Safety and Quality of Care*. Consulted from <https://santefrancais.ca/wp-content/uploads/SSF-Bowen-S.-Language-Barriers-Study.pdf>

de Moissac, D., Giasson, F. & Roch-Gagné, M. (2015). « Accès aux services sociaux et de santé en français : l'expérience des Franco-Manitobains ». *Minorités linguistiques et société*, (6), 42–65. doi:10.7202/1033189ar

Drolet, M., Arcand, I., Benoît, J., Savard, J., Savard, S. & Lagacé, J. (2015) « Agir pour avoir accès à des services sociaux et de santé en français : Des Francophones en situation minoritaire nous enseignent quoi faire! ». *Revue canadienne de service social*, 32(1-2), 5-26. doi :10.7202/1034141ar

Drolet, M., Savard, J., Benoît J., Arcand I., Savard, S., Lagacé J., Lauzon S. & Dubouloz, C-J. (2014) « Health Services for Linguistic Minorities in a Bilingual Setting : Challenges for Bilingual Professionals », *Qualitative Health Research*, 24(3), 295-305. doi:10.1177/1049732314523503

Drolet, M., Bouchard, P. & Savard, J. (Dir.) (2017). *Accessibilité et offre active : Santé et services sociaux en contexte linguistique minoritaire*. Ottawa : Les Presses de l'Université d'Ottawa.

Drolet, M., Bouchard, P., & Savard, J. (Eds.) (2017). *Accessibility and Active Offer: Health and Social Services in Linguistic Minority Communities*. Ottawa: University of Ottawa Press.

Dubouloz, C-J., Benoît, J., Guitard, P., Brosseau, L., Kubina, L-A, Savard, J. & Drolet, M. (2014). « Proposition de lignes directrices pour la formation à l'offre active des futures professionnelles et professionnels en santé et en service social œuvrant en situation francophone minoritaire ». *Reflets : revue d'intervention sociale et communautaire*, 20(2), 123-151. doi:10.7202/1027588ar

Forgues, É., Bahi, B. & Michaud, J. (2011). *L'offre de services de santé en français en contexte minoritaire*. Institut canadien de recherche sur les minorités linguistiques. Moncton, N-B. 182 pages. En ligne : http://www.icrml.ca/images/stories/documents/fr/Offre_active_services_sante/rapport_services_sante.pdf

Forgues, É., Bahi, B. & Michaud, J. (2011). *The Offer of Health Services in French in Minority Context*. Canadian Institute for Research on Linguistic Minorities. Moncton, N-B. 124 pages. Accessed from: <http://www.icrml.ca/en/research-and-publications/cirlm-publications/item/8697-l-offre-de-services-de-sante-en-francais-en-contexte-minoritaire>

Forgues, É. & Landry, R. (2014). *L'accès aux services de santé en français et leur utilisation en contexte francophone minoritaire*. Institut canadien de recherche sur les minorités linguistiques. Moncton, N-B. 158 pages. En ligne : <http://www.icrml.ca/en/research-and-publications/cirlm-publications/item/8710-acces-aux-services-de-sante-en-francais-et-leur-utilisation-en-contexte-francophone-minoritaire>

Gauthier, A. P., Timony, P. E., & Wenghofer, E. F. (2012). Examining the geographic distribution of French-speaking physicians in Ontario. *Canadian Family Physician*, 58(12), e717-e724.

Gouvernement du Canada. *Communautés francophones en situation minoritaire* : <http://www.ic.gc.ca/eic/site/com-com.nsf/fra/00030.html>

Kubina, L-A., de Moissac, D., Savard, J., Savard, S. & Giasson, F. (2017). *Les services sociaux et de santé pour les personnes âgées francophones de l'Est ontarien et du Manitoba : Lignes directrices pour améliorer la continuité des services en français*. Rapport de recherche.

Kubina, L-A., de Moissac, D., Savard, J., Savard, S. & Giasson, F. (2017). *Health and Social Services for Francophone Seniors in Eastern Ontario and Manitoba: Guidelines for Improving the Continuity of French Language Services*. Research Report.

Lortie, L. et André L. en collaboration avec P. Bouchard (2012). « Cadre de référence : pour la formation à l'offre active des services de santé en français », *Les Sentiers du Leadership*, CNFS, Ottawa, 27 pages.

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Savard, J., Casimiro, L., Benoit, J. & Bouchard, P. (2014). « Évaluation métrologique de la Mesure de l'offre active de services sociaux et de santé en français en contexte minoritaire ». *Reflets : revue d'intervention sociale et communautaire*, 20(2), 83-122. doi : 10.7202/1027587ar

Savard, S., Arcand, I., Drolet, M., Benoit, J., Savard, J., & Lagacé, J. (2013). « Les professionnels de la santé et de services sociaux intervenant auprès des francophones minoritaires : l'enjeu du capital social ». *Francophonies d'Amérique*, (36), 113-133. doi :10.7202/1029379ar

Timony, P. E., Gauthier, A. P., Hogenbirk, J. C., & Wenghofer, E. F. (2013). Promising quantities, disappointing distribution. Investigating the presence of French-speaking physicians in Ontario's rural Francophone communities. *Rural Remote Health*, 13(4), 2543. En ligne : <http://www.rrh.org.au/articles/subviewnew.asp?ArticleID=2543>



2. Online resources

Boîte à outils pour l'offre active: <http://www.offreactive.com/>

Toolbox for the active offer: <http://www.offreactive.com/home>

This toolkit assembles various resources related to active offer, such as infosheets, case studies, questions for reflection, videos, clinical simulation exercises, etc.

Groupe de recherche sur la formation professionnelle en santé et service social en contexte francophone minoritaire (GReFoPS): <http://grefops.ca>

GReFoPS is composed of researchers from health and social science faculties of the University of Ottawa, and associates from other universities.

The areas of concern for GReFoPS are: (1) Access to health and social services in French in Francophone minority communities; (2) behaviours fostering the active offer of health and social services in French; (3) active offer training to prepare future professionals to work in Francophone minority communities.

www.grefops.ca



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Cette initiative est financée par Santé Canada dans le cadre de la Feuille de route pour les langues officielles du Canada 2013-2018 : éducation, immigration, communautés.