

WELCOMING AND INTEGRATING STUDENT TRAINEES ABLE TO SERVE FRANCOPHONE CLIENTS IN FRANCOPHONE MINORITY COMMUNITIES

**Handbook for
service providers**

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** 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 treatments².

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 care providers wishing to host student trainees able to speak French to Francophone clients in minority-language communities. 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).

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- 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) [*Our translation*]
 - 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, n° 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
- Overview of the seven steps to consider in offering clinical placements in French in Francophone minority communities
- Detailed explanation of these seven steps
- Conclusion
- Glossary
- Appendices including a summary of the research project results, tools, forms and 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=Begins&SearchPR=01&B1=Language&TABID=1>

INTRODUCTION

Who is this handbook for?

This handbook is designed for care providers wishing to host student trainees able to speak French to Francophone clients in Francophone minority communities. These care providers may be found in Francophone and bilingual agencies, as well as in Anglophone organizations that are subjected to laws or policies related to providing services in French.

Various supervision options are possible:

- 1) A supervisor may speak French and supervise the student trainee entirely in French;
- 2) A person who does not speak French may also supervise a Francophone trainee by pairing up with another person employed by the care provider who is able to speak French; this person would be designated to provide mentoring on aspects of the placement that address French services more specifically. This person will be referred to herein as the “Francophone mentor”;
- 3) When a care provider organization does not have the necessary resources, it may be possible to find a co-supervisor or a Francophone mentor who can interact online or by phone with the student to guide him/her through the different language related aspects of the clinical placement. A link to different supervision models is provided in the list of resources in Appendix 8.

Who are the target student trainees?

This handbook is primarily aimed at student trainees who can speak French and who are enrolled in postsecondary healthcare programs.

There are two possible trainee profiles: supervision options are possible:

- 1) Francophone or bilingual students enrolled in English-language healthcare or social service programs;
- 2) Francophone or bilingual students enrolled in French-language healthcare or social service programs.

The needs of these two trainee profiles may vary slightly. These differences are explained in this handbook. The two trainee profiles can help your organization increase its offer of services in French.

Why host a student trainee able to speak French in your organization?

Welcoming a student trainee can be a rewarding experience for a health and social service professional and his or her organization. See the online product titled *Être superviseur : un plus dans ma vie professionnelle* [Being a Supervisor: A Plus in My Professional Life] (http://www.cnfs.ca/argumentaire/story_html5.html). Hosting a student trainee who can offer services in French can have these same benefits as well as others.

1. To offer services in French to your 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).

This handbook proposes a seven-step process for hosting student trainees able to speak French in different types of clinical settings serving members of FMCs. The next section provides a general overview of the seven steps, which are described in greater detail in the sections that follow.

A photograph of a woman with blonde hair and glasses, wearing a bright blue tracksuit, smiling. A man in a blue button-down shirt is standing next to her, smiling and holding the handle of a walker she is using. In the background, another person in a blue shirt is visible, and there is a window with a grid pattern. A large blue diamond shape is overlaid on the center of the image, containing white text.

OVERVIEW

**OF THE SEVEN STEPS TO
CONSIDER IN OFFERING
CLINICAL PLACEMENTS
IN FRENCH**

OVERVIEW OF THE SEVEN STEPS TO CONSIDER IN OFFERING CLINICAL PLACEMENTS IN FRENCH

Below is an overview of the seven steps to consider in offering clinical placements in French in your organization. Appendix 2 contains a checklist that can be used to ensure that you have properly taken into account all the steps.

STEP 1: FORMULATE THE CLINICAL PLACEMENT OFFER

- 1a. Decide on the field of intervention in which you would like to offer a clinical placement
- 1b. Decide on the period in which you would like to offer a clinical placement
- 1c. Determine who will supervise the trainee
- 1d. Determine the level of clinical placement that you are ready to supervise
- 1e. Contact the educational institution and provide a description of the clinical placement
- 1f. Evaluate, if needed, the level of French and English proficiency of candidates interested in the clinical placement

STEP 2: ESTABLISH AN AFFILIATION AGREEMENT

- 2a. Review the requirements set by your organization and by the educational institution
- 2b. Draft the affiliation agreement

STEP 3: UNDERTAKE THE TRAINEE SELECTION PROCESS

- 3a. Select the trainee
- 3b. Forward preparation documents to the trainee

STEP 4: PREPARE SUPPORT MATERIAL FOR THE TRAINEE

STEP 5: WELCOME AND INTEGRATE THE TRAINEE INTO YOUR ORGANIZATION

- 5a. Schedule a visit of the organization
- 5b. Increase the trainee's awareness about Francophone minority communities and the concept of active offer
- 5c. Organize ice breakers
- 5d. Organize a meeting with the supervisor
- 5e. Provide the trainee with opportunities to become familiar with the material used in interventions in French
- 5f. Provide opportunities to observe interventions in French

STEP 6: SUPPORT THE WORK IN FRENCH THROUGHOUT THE CLINICAL PLACEMENT

- 6a. Foster communication in French
- 6b. Provide adequate work and preparation time
- 6c. Promote opportunities for interprofessional or interorganizational work in French
- 6d. Provide opportunities for trainees to discover French resources and to build Francophone or bilingual professional networks
- 6e. Provide opportunities to practise active-offer behaviours

STEP 7: OBTAIN FEEDBACK ON THE CLINICAL PLACEMENT

WELCOMING AND INTEGRATING A STUDENT TRAINEE ABLE TO SPEAK FRENCH INTO YOUR ORGANIZATION

STEP 1: FORMULATE THE CLINICAL PLACEMENT OFFER

1a. Decide on the field of intervention in which you would like to offer a clinical placement

To offer a clinical placement in your organization, you must first examine potential fields of intervention. This must be a field for which your organization has the capacity to offer services and to supervise a student. This may be a field in which the practitioner-supervisor speaks French or a field where there is a need to increase the capacity to offer services in French.

Points to consider:

In some professional fields, the host organization's clinical placement supervisor is required to come from the same profession as the student. In other fields, students are allowed to complete a clinical placement with an on-site supervisor from another field, with co-supervision by a member of their profession employed in the educational institution or elsewhere. For more information about supervision requirements for each profession, you are invited to contact the clinical education coordinator from the educational institution in the target field.

Some programs are divided into teaching modules. For example, if you offer a clinical placement in physiotherapy and your clientele is made up of neurology cases, student trainees will surely enjoy a better clinical placement experience if they have already taken courses in neurology.

Appendix 3 contains a list of rehabilitation programs in Canadian universities. You can consult the Web page of these programs to obtain more information about the placements and to obtain the contact information of the clinical education coordinators.

1b. Decide on the period in which you would like to offer a clinical placement

The following steps will help you reflect on the period in which you would like to host a student trainee:

- Find out the periods in which hosting a student trainee is possible in your organization;
- Find out about the placement periods in the desired professional program offered by postsecondary educational institutions geographically close to your organization;
- Find out about placement periods in the desired professional program of the postsecondary educational institutions delivering the program in French.

This information is generally published and easy to find on various educational institutions' websites. It is preferable to confirm details with the clinical education coordinator of the target program.

Points to consider:

Some coordinators prefer that clinical placements be confirmed several months in advance (from 6 to 12 months), especially for clinical placements outside their usual catchment areas. It is important to initiate the process early to confirm the clinical placement in a timely manner. Some of the steps in the process, such as approving the agreement, can take several weeks, if not months. Students will also prefer having sufficient time to make travel plans if the placement is outside the city where they are studying. That said, the steps may go quite quickly and the clinical placement offer may be well received even within a few weeks (from six to ten weeks) before the start of the placement.

1c. Determine who will supervise the trainee

The choice of a clinical placement supervisor is important when hosting a student with limited knowledge of, and experience, with working in French. As mentioned previously, even if the supervisor does not speak French, he/she can nevertheless supervise a Francophone trainee by working in collaboration with a Francophone mentor, that is, another practitioner from the organization or from a partner organization who can speak French and guide the student trainee throughout his/her work in French.

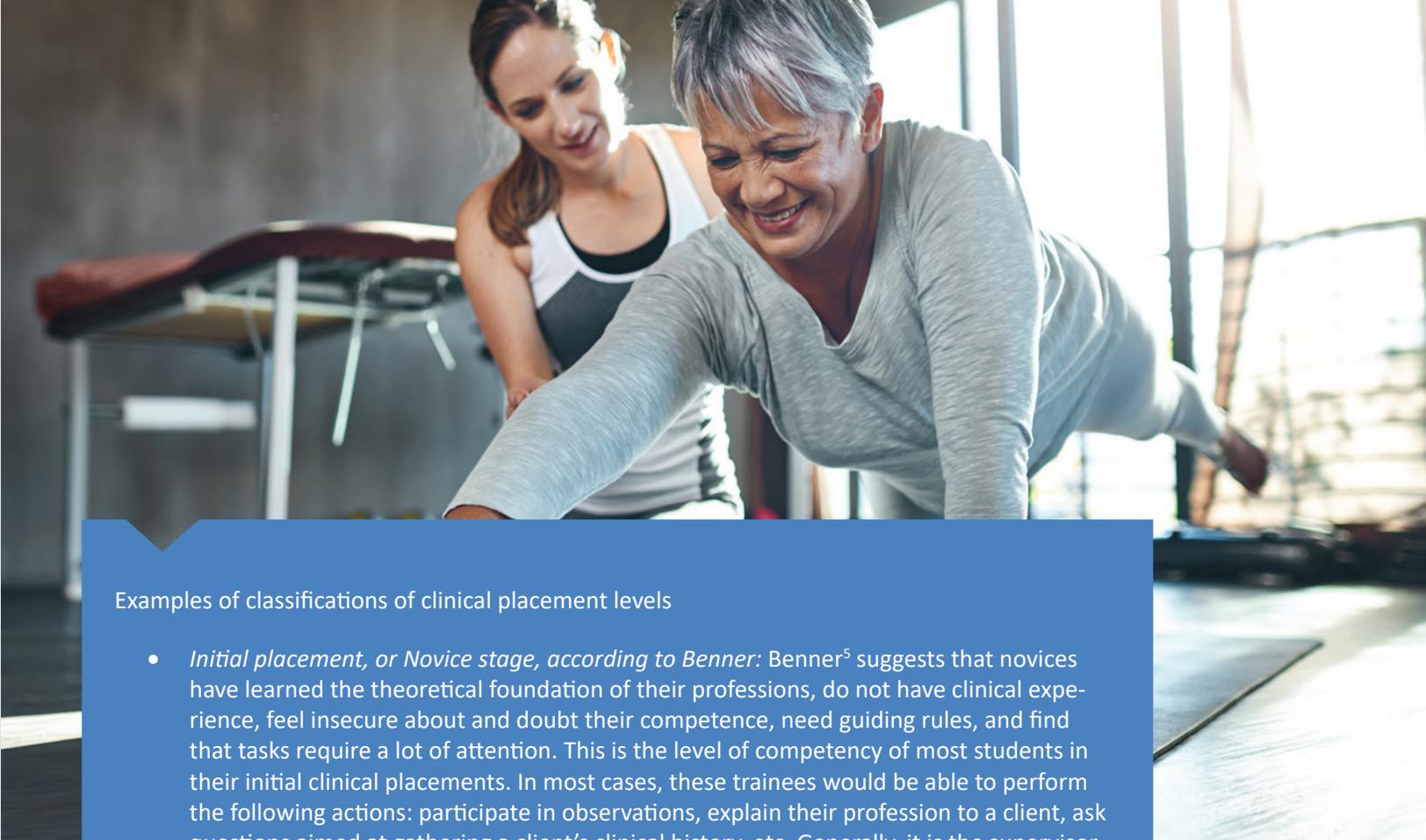
When students are from an English-language program of study, the supervisor (and the Francophone mentor, if any) must understand students' difficulty with working in a language other than their study language and must help them feel comfortable with speaking French, must be patient and must know how to support students' efforts.

The supervisor (and the Francophone mentor, if any) is motivated to offer this support because he/she believes that this effort will be rewarded by increased access to French services for clients during the clinical placement period. These placements may also increase Francophone resources available in their catchment area, given that many graduates look for jobs in the region where they completed their clinical placements.

If professionals in your organization wish to enhance their trainee supervision skills, the Consortium national de formation en santé (CNFS) offers a series of workshops on supervising clinical placements, in French and in English. Appendix 8 contains links to these workshops.

1d. Determine the level of clinical placement that you are ready to supervise

Students in professional healthcare programs complete several placements during their studies. Before hosting a student trainee, you must first determine the level of trainee that you are ready to supervise. There are various ways of qualifying placement competency levels. Benner (2000) proposes a classification with five stages of clinical competence (Novice, Beginner, Competent, Proficient, Expert). The first three levels can apply to the competencies of student trainees, whereas the last two apply to persons in the workforce. Some programs define placement levels according to the behaviours expected of trainees. The description of the trainee level and the expected behaviours at each level can vary from one profession to the other. We provide an example below, although it would be advisable to confirm this with the education program in which you plan to offer a clinical placement.



Examples of classifications of clinical placement levels

- *Initial placement, or Novice stage, according to Benner:* Benner⁵ suggests that novices have learned the theoretical foundation of their professions, do not have clinical experience, feel insecure about and doubt their competence, need guiding rules, and find that tasks require a lot of attention. This is the level of competency of most students in their initial clinical placements. In most cases, these trainees would be able to perform the following actions: participate in observations, explain their profession to a client, ask questions aimed at gathering a client's clinical history, etc. Generally, it is the supervisor who plans and leads the intervention.
- *Intermediate placement, or Beginner stage, according to Benner:* Benner states that beginners have acquired limited clinical experience, are starting to make connections between theory and practice, need assistance to perform appropriate professional actions, may still have feelings of incompetence, experience new situations that are becoming increasingly complex. In most cases, this corresponds to what is observed in intermediate placements in which trainees can perform some assessments, plan and carry out some interventions by themselves, after discussion with the supervisor. Students at the intermediate level are generally expected to be able to care for some clients presenting situations commonly seen in the profession.
- *Advanced placement, or Proficient stage, according to Benner:* Benner writes that proficient individuals feel more competent and effective, take measures to expand their knowledge and begin to identify priorities. In most cases, this corresponds to advanced student trainees who can perform most of the assessments, plan and carry out most of the usual interventions by themselves after discussion with the supervisor. Advanced students are generally expected to care for clients presenting situations commonly seen in the profession and to propose solutions for more complex or more rarely seen cases, which they could apply in collaboration with the supervisor.

5 Benner, P. (2000). *From Novice to Expert : Excellence and Power in Clinical Nursing Practice*, Commemorative Edition. New Jersey: Prentice-Hall Health.

1e. Contact the educational institution and provide a description of the clinical placement

In several university programs of study, there are interuniversity agreements stipulating that an organization must first offer its clinical placements to the university located in its catchment area.⁶ Even if the university is English-speaking, you can ask for a student who speaks French. You can therefore inform the institution's clinical education coordinator that you are ready to offer a placement first to a French-speaking student from his/her institution or to a French-speaking student from another institution.

Clinical education coordinators are the first people with whom you should communicate when you want to offer a clinical placement in French. They will be able to guide you through the process with respect to clinical placement requirements and to signing an affiliation agreement. Their contact information is readily accessible on the website of the educational institution or by communicating with the program director.

When communicating with the educational institution, you are invited to provide the clinical education coordinator with a description of the placement that you can offer. A sample letter of invitation related to the placement is provided in Appendix 4.

1f. Evaluate, if needed, the level of French and English proficiency of candidates interested in the placement

- For students enrolled in programs offered in English:

Students do not always identify themselves as being bilingual and do not necessarily ask to do a placement in French. Therefore, clinical education coordinators are not always aware that some of their students are linguistically proficient enough to complete a placement in French and could be interested in this type of placement. Thus, it is recommended to provide clinical education coordinators with not only a letter of invitation to do the placement, but also a letter that could be distributed to all their students and designed to identify those with a certain level of French (see Appendix 5).

In our pilot project, we identified or created tools to assess students' level of proficiency in French.

Before assessing the level of French proficiency, you must define the language level that you are seeking. In the case of the pilot project that we conducted, we were not expecting students to express themselves in perfect French because one of the aims of the placement was to improve their French-language skills. We looked for students who could sustain a conversation and get their message across, even if they made language errors. However, the level of French proficiency required of students in Speech Language Pathology was higher than that required of other trainees because in this profession, trainees help clients improve their language and must therefore understand the mechanisms of the French language to be able to provide services in French.

6 Here are the information sources for rehabilitation programs:

- Physiotherapy: see <http://www.physiotherapyeducation.ca/ClinicalEducation%20french.html>. This page describes the procedure to follow for students wishing to complete a clinical placement in physiotherapy in Canada. This procedure also applies to organizations wishing to offer clinical placements (Personal communication with Mark Scheer, Clinical Education Coordinator in physiotherapy at the University of Ottawa, June 16, 2017).
- Occupational Therapy: The document *Canadian Fieldwork Placement Sharing System (CFPSS)* describes this policy. However, this document is not currently public; it is shared between the members of the Association of Canadian Occupational Therapy University Programs (ACOTUP) (Personal communication with Marie White, Clinical Education Coordinator, Occupational Therapy Program, University of Ottawa, June 15, 2017).
- Speech Language Pathology and Audiology: there does not seem to be a written document, but the implicit agreement between various universities is the same. (Personal communication with Lynn Metthé, Clinical Education Coordinator, Speech Language Pathology and Audiology Program, University of Ottawa, June 16, 2017)

Here are examples of means to assess students' level of French proficiency:

- (a) *Questionnaire*: In the documentation provided to clinical education coordinators, it is recommended to include a questionnaire so that students can self-assess themselves and gain a general idea of the required level of French for the placement. This test can include questions on their experience with French (e.g. whether the student grew up in a Francophone or bilingual city) and/or a self-assessment questionnaire such as the one proposed by Vallerand & Halliwell.⁷ A sample is provided in Appendix 5.
- (b) *Skype or telephone conversation*: This conversation is not an official interview. Rather, it is an opportunity for the clinical placement supervisor (or other member of the organization) to converse with the student in French and to assess the student's level of oral French. This allows you to make initial contact with the trainee, and also to discover his/her level of oral French in order to determine how much preparation he/she will need before the placement. The student is also encouraged to ask questions about the placement, the city, etc. Examples of questions and topics that can be covered during the conversation with the student are presented in Appendix 6.
- (c) *Written assignment*: If trainees are expected to write in French (e.g. notes in case files, reports, various documents for patients), they could be asked to produce a brief essay to assess their level of written French. It is preferable for them to do the written assignment while the clinical education coordinator (or another monitor) is present, without the use of a dictionary, the Internet or other resources. As with the interview, this step allows students to become aware of their level of written French and, if applicable, to take the necessary measures to prepare before the placement. Examples of instructions and topics for the writing assignment are provided in Appendix 7.

It is important to ensure that the students and clinical education coordinator understand that the purpose of these assessments is to make sure that the students' French-language proficiency will allow them to enjoy a positive experience and to fully benefit from their placement.

- For students enrolled in programs offered in French:

If there are few professionals able to provide services in French in your organization and you apply to host a student enrolled in a program offered in French, it may be useful to make sure that this student can also function in English with your work team, while offering services in French to part of your clientele.

7 Vallerand, R. J., & Halliwell, W. R. (1983). « Vers une méthodologie de validation trans-culturelle de questionnaires psychologiques: Implications pour la psychologie du sport ». [Toward a methodology for the transcultural validation of psychological questionnaires: Implications for research in sport psychology]. *Canadian Journal of Applied Sport Sciences*, 8, 9-18.

STEP 2: ESTABLISH AN AFFILIATION AGREEMENT

2a. Review the requirements set by your organization and by the educational institution

Each educational institution sets clinical placement requirements for students in professional programs, such as immunization, police record checks by the Canadian Police Information Centre (CPIC), life-saving or cardiopulmonary resuscitation (CPR) courses. These requirements vary across educational institutions and are usually listed on the institution's website.

Your organization may have additional requirements. To ensure that requirements of the clinical placement site are met, it is recommended that you send a list of requirements to the clinical education coordinator, who will make sure that the student's file is complete before the start of the placement.

If your organization requires N95 mask fit testing for all employees or student trainees, it is useful to know that:

- Several educational institutions organize mask fitting clinics once or twice a year for their students.
- Most of the time, students who did not need mask fitting for their program of study can still register for these clinics.
- Students can also make an appointment with their educational institution's medical clinic or else directly with a company offering this service in order to do this test before the start of the placement. For additional information on this topic, contact the clinical education coordinator.

2b. Draft the affiliation agreement

The affiliation agreement is a contract between the educational institution and the clinical placement site. The clinical education coordinator can provide a document that will need to be reviewed by the clinical placement site and signed by both parties. 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.

This process can take several months if your organization's administrators or legal counsellors must negotiate the addition of clauses with the educational institution's administrators or legal counsellors.

STEP 3: UNDERTAKE THE TRAINEE SELECTION PROCESS

3a. Select the trainee

This step is undertaken in collaboration with the clinical education coordinator from the educational institution. The coordinator must first identify one or more students whose training needs correspond to what your organization can offer. You can inform the coordinator of the criteria you have established. This discussion can help identify the student who will best fit your clinical placement offer.

Then, the clinical education coordinator from the educational institution should send you written confirmation indicating the name of the student and the clinical placement dates, as well as any other relevant information.

3b. Forward preparation documents to the trainee

Once the selection of the trainee is confirmed, it can also be very useful to forward preparation documents to trainees, before the start of the clinical placement. Examples of such documents include:

- A description of the organization and clientele (the organization's operational procedures, layout of the facilities, work team, examples of clientele);
- A few key documents (articles, websites, etc.) on the main problems presented by the clients they will meet during their placement;
- A few selected documents (articles, websites, etc.) on Francophone minority communities and on active offer (see Appendix 9 for suggestions);
- Some language resources helpful to them in working in French (lexicons, applications, etc.) (see Appendix 8);
- A list of possible living accommodations for trainees during the clinical placement;
- A calendar of French-language activities in the area.

STEP 4: PREPARE SUPPORT MATERIAL FOR THE TRAINEE

Support material is very important for student trainees working in FMCs. It is useful for them to become familiar in advance with some of the specific characteristics of their clinical placement sites. As mentioned in step 3b, a document on the clinical placement site (operational procedures, layout of the facilities, work team, examples of clientele) can be sent to trainees before the start of the placement.

Other resources may be important to foster a successful placement in French. Here are examples of materials and resources that may be available at the clinical placement site:

- (1) Language resources (dictionaries, anatomy books or charts in French, Antidote, lexicons of field-specific vocabulary, Word Reference, field-specific applications, templates for writing reports in French, etc.). A list of language resources appears in Appendix 8.
- (2) Assessment tools available in French or in both languages (see for example <http://infocom.ca/eval/pers.agees/>).
- (3) Resources on the needs and particular characteristics of FMCs and on active offer (articles, statistics, local Francophone organizations, information on the online courses offered by the Consortium national de formation en santé, etc.). A list of resources concerning FMCs appears in Appendix 9. You can also consult a fact sheet on Francophone minority communities and active offer on the following Web site: http://www.grefops.ca/guides_en.html

STEP 5: WELCOME AND INTEGRATE THE TRAINEE INTO YOUR ORGANIZATION

Specific activities are recommended at the start of the placement to foster trainees' orientation and to make it easier for them to integrate into the clinical placement site. Below are a few examples.

5a. Schedule a visit of the organization

When you host a new student trainee, it is important to plan a visit of the clinical placement site in order to introduce the team of professionals, to explain how the organization operates and the emergency measures in force.

5b. Increase the trainee's awareness about Francophone minority communities and the concept of active offer

During the students' orientation period, it may be useful to teach them about FMCs and active offer so that they clearly understand the context and characteristics of offering French-language services to this population. This can be done through a presentation on FMCs and on active offer, or by way of discussions with a group of Francophone practitioners or clients, or by any other means that you consider appropriate.

A PowerPoint presentation is provided as an example at http://www.grefops.ca/guides_fr.html and http://www.grefops.ca/guides_en.html.

The student trainee can also consult the unit on Active Offer in the workshop *Cheminer vers la réussite de mon stage* [Thriving in my placement] : <http://formations.cnfs.ca/formation-professionnelle/> (see Appendix 8).

5c. Organize ice breakers

Ice-breaking activities organized at the start of the placement can help trainees become familiar with the clinical placement site, while they meet other professionals and trainees, if any. If your trainee is enrolled in an English-language program, organizing this activity in French with members of your organization who provide French-language services will help them start to feel comfortable expressing themselves in French. If this is not possible, you could consider doing an ice breaker in English with the team of practitioners, and a second ice breaker in French with a Francophone group from your organization's target clientele.

5d. Organize a meeting with the supervisor

At the very beginning of the placement, it is important to organize a meeting between individual trainees and their supervisors to set specific placement objectives. Trainees can talk about their personal objectives and challenges, if any, and the supervisors can clarify their expectations.

If a Francophone mentor has been named, it would also be useful to organize a meeting including the trainee, the supervisor and the mentor in order to clarify roles.

5e. Provide the trainee with opportunities to become familiar with the material used in interventions in French.

If your organization already offers services in French:

Give the students time to read the material used in French-language interventions and to practise, on their own, using a test in French or discussing the consent to care in French, etc.

If your organization is counting on the student to expand its offer of French-language services:

Give the students time to search for materials in French that they can use in the interventions with Francophone clients. In addition, allow sufficient time for them to practise, on their own, using the material in French, giving a French presentation on services they can offer or obtaining the client's consent, etc.

5f. Provide opportunities to observe interventions in French

If your organization already offers French-language services in the student's clinical placement field:

Provide the trainee with the opportunity to observe one or more interventions carried out by the supervisor (or other practitioner) and to take note of active-offer behaviours and the specific characteristics of French-language services.

If French-language services are not available in the student's clinical placement field:

Suggest that the student observe a professional from another field or else from another organization to become familiar with interventions in French.

STEP 6: SUPPORT THE WORK IN FRENCH THROUGHOUT THE CLINICAL PLACEMENT

Whether the trainee is Francophone or Anglophone, studies in English or in French in a Francophone minority community, some conditions should be fostered during the placement to promote a positive field experience in French in areas that are mostly Anglophone. Below are a few examples:

6a. Foster communication in French

To allow trainees to practise their French as much as possible, you should foster work and communication in French with them. It is important to inform other professionals and clients in advance that the trainees are practising their French.

If the percentage of Francophone clients is low and few colleagues speak French, consider the possibility of spending a few hours a week collaborating with a Francophone organization to increase the trainees' exposure to French-language contexts.

6b. Provide adequate work and preparation time

When trainees are not working in their first language, it is important to give them extra time to prepare and draft reports, if applicable.

6c. Promote opportunities for interprofessional or interorganizational work in French

It may be advisable to provide the trainee with the opportunity to work as part of an interprofessional team or interorganizational collaboration. Interacting with members of other professions or other organizations, whether trainees or professionals, will help enrich the student's professional vocabulary in French. It will also allow them to share resources that the supervisor or Francophone mentor may not have thought of.

6d. Provide opportunities for trainees to discover French resources and to build Francophone or bilingual professional networks

To help trainees during the clinical placement or in future jobs as professionals able to offer services in French, it is important to provide them with opportunities to search for services and resources in French or to develop strategies to provide or find services in French. It is also important that trainees access French-language assessment tools and learning materials or to give them the time to find such resources.

Interprofessional or interorganizational work can help trainees start building Francophone or bilingual professional networks, which will be useful throughout their careers.

6e. Provide opportunities to practise active-offer behaviours

Active offer is an important component in linguistic minority situations as it enables clients to receive services in the official language of their choice. One of the objectives of the clinical placement is therefore to allow trainees to practise active-offer behaviours.

A self-assessment of active offer behaviors can help the trainee to recognize various active offer behaviors and select those that are relevant to his / her placement environment. For example, an active offer self-assessment tool is available at: http://www.grefops.ca/uploads/7/4/7/3/7473881/mesure_de_loffre_active_de_services_en_franc%CC%A7ais_en.pdf

STEP 7: OBTAIN FEEDBACK ON THE CLINICAL PLACEMENT

It is important for the supervisor to obtain constant feedback throughout the placement, to ensure that the placement experience is a good match with the students' professional objectives and program of study. According to the results of the satisfaction questionnaire answered during the pilot project, for trainees to have a positive experience and to develop an interest in offering services in French, they must also have had a good professional experience (see Appendix 1).

At the end of the placement, it would be useful for your organization to get feedback from the trainees on their clinical placement experience. That information will allow you to adapt your future clinical placement offers, when relevant. A sample satisfaction questionnaire is provided in Appendix 10.

placement in French to a student enrolled in a professional health or social service program requires several steps. However, it will allow your organization to increase its ability to deliver services in French. In addition, a trainee who wishes to offer services in French in the future will gain an enriching experience and the tools required for such practice.

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.”⁸ [*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.

8 Bouchard, Beaulieu & Desmeules, 2012, p. 46. See note 3 for the complete reference



APPENDIX

APPENDIX 1

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

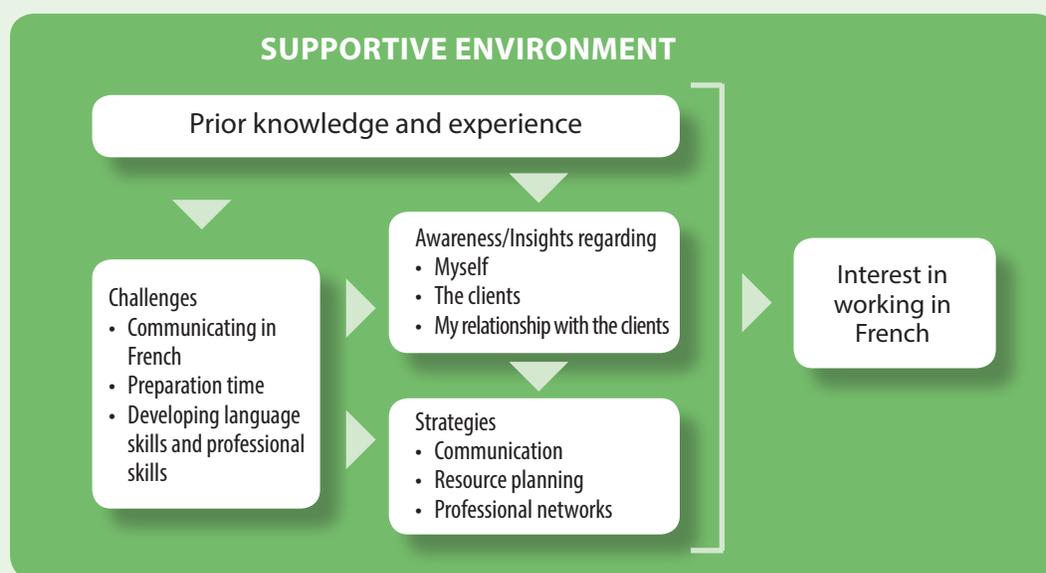
Description of the research project

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.



Prior Knowledge and Experience

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

CHECKLIST

STEP 1: FORMULATE THE CLINICAL PLACEMENT OFFER	COMPLETED (DATE)
The field for the clinical placement has been discussed and decided upon within the organization.	
The possible placement periods have been examined within the organization.	
Information has been obtained regarding the placement periods in the desired professional program offered by the area's educational institution.	
If applicable, information has been obtained regarding the placement periods in the desired professional program of other educational institutions offering the program in French.	
The clinical placement supervisor (along with the Francophone mentor, if any) has been selected.	
The clinical placement supervisor (and the Francophone mentor, if any) has been informed and agrees with the role he/she is to play with the student trainee.	
The level of clinical placement has been discussed and decided upon within the organization.	
Contact has been made with the clinical education coordinator(s).	
The following documents have been given to the clinical education coordinator: <ul style="list-style-type: none"> - Letter describing the clinical placement; - Letter including sample questions to assess the potential trainees' level of French proficiency; - List of your organization's clinical placement requirements. 	
The level of French of candidates interested in the placement has been evaluated by the organization, either through a screening test, a Skype or telephone conversation, and/or a written assignment.	
<i>Comments :</i> <hr/> <hr/> <hr/>	
STEP 2: ESTABLISH AN AFFILIATION AGREEMENT	COMPLETED (DATE)
The organization has informed the educational institution of the requirements to be met by all those working within the organization.	
The affiliation agreement has been reviewed and signed by the appropriate persons from the organization and the educational institution.	
<i>Comments :</i> <hr/> <hr/> <hr/>	
STEP 3: UNDERTAKE THE TRAINEE SELECTION PROCESS	COMPLETED (DATE)
The trainee has been selected.	
The student trainee meets the placement requirements set by the educational institution and the organization.	
Preparation documents have been sent to the student trainee, such as a description of the organization and the clinical placement, documents on FMCs, language resources, list of possible living accommodations, calendar etc of French-language activities in the area.	
<i>Comments :</i> <hr/> <hr/> <hr/>	

STEP 4: PREPARE SUPPORT MATERIAL FOR THE TRAINEE	COMPLETED (DATE)
A document on the organization's operational procedures (layout of the facilities, work team, examples of clientele, etc.) to be given to the trainee has been prepared.	
Language resources (e.g. Antidote, dictionaries, lexicons) have been assembled for the trainee.	
French-language assessment tools available will be provided to the trainee.	
Resources on the needs and specific characteristics of FMCs and on active offer will be made available to the trainee.	
<i>Comments :</i>	

STEP 5: WELCOME AND INTEGRATE THE TRAINEE INTO YOUR ORGANIZATION	COMPLETED (DATE)
The trainee has visited your organization.	
The trainee has been offered a talk or presentation on Francophone minority communities and on the concept of active offer.	
An ice-breaking activity has been organized to allow the trainee to meet with staff and to become familiar with the placement site.	
A meeting about objectives has taken place between the placement supervisor (and the Francophone mentor, if any) and the trainee.	
The trainee has the opportunity to become familiar with the material in French.	
The trainee has the opportunity to observe interventions in French.	
<i>Comments :</i>	

STEP 6: SUPPORT THE WORK IN FRENCH THROUGHOUT THE CLINICAL PLACEMENT	COMPLETED (DATE)
Communication in French is fostered throughout the placement.	
The trainee is given extra time to prepare and write reports.	
Opportunities for interprofessional work are offered.	
Opportunities to build professional networks are offered.	
Opportunities to discover resources in French are offered.	
Opportunities to practise active-offer behaviours are offered.	
<i>Comments :</i>	

STEP 7: OBTAIN FEEDBACK ON THE CLINICAL PLACEMENT	COMPLETED (DATE)
The trainee completed the satisfaction questionnaire or gave feedback by other means.	
<i>Comments :</i>	

APPENDIX 3

LIST OF REHABILITATION PROGRAMS IN CANADIAN UNIVERSITIES

AUDIOLOGY

English-language programs

- Dalhousie University
- University of British Columbia
- Western University

French-language programs

- Université de Montréal
- Université d'Ottawa

OCCUPATIONAL THERAPY

English-language programs

- Dalhousie University
- McGill University
- McMaster University
- Queens University
- University of Alberta
- University of British Columbia
- University of Manitoba
- University of Toronto
- Western University

French-language programs

- Université Laval
- Université de Montréal
- Université d'Ottawa
- Université du Québec à Trois-Rivières
- Université de Sherbrooke



SPEECH-LANGUAGE PATHOLOGY

English-language programs

- Dalhousie University
- McGill University
- University of Alberta
- University of British Columbia
- University of Toronto
- Western University
- McMaster University

French-language programs

- Université Laurentienne
- Université Laval
- Université de Montréal
- Université d'Ottawa
- Université du Québec à Trois-Rivières

PHYSIOTHERAPY

English-language programs

- Dalhousie University
- McGill University
- McMaster University
- Queen's University
- University of Alberta
- University of British Columbia
- University of Manitoba
- University of Saskatchewan
- University of Toronto
- Western University

French-language programs

- Université Laval
- Université de Montréal
- Université d'Ottawa
- Université du Québec à Chicoutimi
- Université de Sherbrooke

For a list of other health profession programs offered in French, see <http://cnfs.net/programmes-et-cours/programmes-collegiaux/> and <http://cnfs.net/programmes-et-cours/programmes-universitaires/>

APPENDIX 4

SAMPLE LETTER OF INVITATION TO COMPLETE A CLINICAL PLACEMENT

[Your organization's letterhead]

Are you interested in a placement where you would:

- Apply your knowledge and further develop your abilities in *[field]* with *[describe the clientele]*;
- Participate in client's healthcare plans and represent *[field]* within the team composed of *[describe the team]*;
- Have the opportunity to further develop your ability to do assessments and interventions in French, by increasing your knowledge of the *[field-specific]* vocabulary and of available resources related to *[professional field]* working with the Canadian francophone population?
- *[other items describing the placement within your organization]*

If you answered yes, this placement is for you!

[Describe your organization]

For more information, please visit our website: xxx

If you have any questions or if you are interested in this placement opportunity, please contact your clinical education coordinator.

We hope to welcome you to *[name of the organization]* for one of your placements.

Description of the clinical placement in *[profession]*

Population

[Describe your organization's clientele]

Assessments

[Describe the type of assessments that the trainee will perform]

Interventions

[Describe the type of interventions that the trainee will perform]

Interprofessional Activities

[Describe interprofessional activities in which the trainee will participate, if applicable]

[En-tête de votre organisation]

Vous aimeriez effectuer un stage où vous pourrez :

- Mettre en pratique vos connaissances et habiletés en [*profession*] auprès de [*expliquer la clientèle*]
- Participer au plan d'intervention au sein de l'équipe constituée de [*décrire l'équipe*]
- Avoir la chance de développer votre capacité d'intervention en français, en améliorant votre connaissance du vocabulaire professionnel et des ressources disponibles en français pour l'intervention en [*profession*] auprès des francophones du Canada?
- [*autres points décrivant le stage dans votre organisation*]

Si oui, ce stage est pour vous!

[*Décrire votre organisation*]

Pour plus d'information, visitez notre site internet : xxx

Si vous avez des questions ou si vous êtes intéressés par cette opportunité de stage, veuillez vous adresser à votre coordonnateur de la formation clinique.

Nous espérons avoir la chance de vous accueillir à [*nom de l'organisation*] pour l'un de vos stages.

Description du stage en [*profession*]

Population

[*Décrire la clientèle de votre organisation*]

Évaluation

[*Décrire le type d'évaluation que fera le stagiaire*]

Intervention

[*Décrire le type d'intervention que fera le stagiaire*]

Activités interprofessionnelles

[*Décrire les activités interprofessionnelles auxquelles participera le stagiaire, s'il y a lieu*]

APPENDIX 5

LETTER FOR SCREENING STUDENTS WHO CAN SPEAK FRENCH

[Your organization's letterhead]

Placement opportunity for students who can speak French

Dear Clinical Education Coordinator,

Thank you for your interest in our placement offer. As discussed in our telephone conversation [if applicable], here are the screening questions to help you identify students who could potentially complete a placement in French within our organisation. This will give you a better idea of what we are looking for regarding French-language proficiency. Following are two examples of questionnaires that can help identify these students.

- 1) French-language proficiency questionnaire (Vallerand & Halliwell, 1983).

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

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

If the student obtains a total score of 12 points or more, he is probably comfortable enough in French to do the placement. 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?

If students answer yes to at least one of the above questions, they could be a good candidate.

If students are not sure about their level of French following these screening tests, they could contact me [or specify the designated person] to make a phone or Skype appointment so that we can have a conversation in French, to help determine if their level is sufficient to allow them to benefit from our placements.

Again, I thank you for your interest in our placement offer and hope to welcome your students in [name of organization] in the near future. Please do not hesitate to contact me if you have any questions.

Best regards,

[Name and position]

APPENDIX 6

SAMPLE QUESTIONS TO ASSESS THE TRAINEE'S ABILITY TO HOLD A CONVERSATION IN FRENCH

Below are examples of questions that can be used by the clinical supervisor (or other representative from the clinical placement site) during the phone or Skype interview with potential trainees. These questions are designed to stimulate the conversation. They also provide students with an opportunity to express themselves in French, allowing the supervisor to determine whether their oral French skills are sufficient for them to benefit from a clinical placement in French.

1. *Qu'est-ce que tu aimes de la ville où tu étudies?* [What do you like about the city where you are studying?]
2. *Est-ce dans cette ville que tu as grandi?* [Is that the city where you grew up?]
3. *Qu'est-ce que tu fais comme passe-temps?* [What do you do in your spare time?] *Quels sont tes intérêts autres que (domaine d'études)?* [What are you interested in other than (field of study)?]
4. *Pourquoi as-tu choisi (domaine) comme carrière?* [Why did you choose (field) as a career?]
5. *Est-ce que tu as déjà fait des stages?* [Have you ever done any clinical placements?] *Si oui, est-ce que tu peux me parler de ton expérience (clientèle, milieu, etc.)?* [If so, can you tell me about your experience (clientele, setting, etc.)?]
6. *Est-ce qu'il y a une clientèle qui t'intéresse davantage et avec laquelle tu aimerais travailler?* [Is there a clientele that interests you the most and that you'd like to work with?]
7. *Est-ce que ton programme inclut un projet de recherche dans son curriculum?* [Does your program include a research project in its curriculum?] *Si oui, est-ce que tu peux me parler de ton projet?* [If so, can you tell me about your project?]
8. *Où as-tu appris le français?* [Where did you learn French?]
9. *Est-ce que tu as des questions pour moi?* [Do you have any questions?] *Inviter l'étudiant à poser des questions sur le milieu de stage, la clientèle, la ville où aura lieu le stage, etc.* [Invite the student to ask questions about the clinical placement site, clientele, city in which the placement will take place, etc.]

APPENDIX 7

WRITTEN ASSIGNMENT/ESSAY

Below are a few examples of exercises to assess students' French writing skills.

1. Composition/Essay writing

Please write an essay of approximately 300 words on the importance of having a good knowledge of the client's language to offer services in [*student's professional field*]. You have a maximum of one hour to write your essay and you cannot use dictionaries, the Internet or any other resource.

Veillez écrire un texte d'environ 300 mots sur l'importance de bien connaître la langue du client pour offrir un service en [*domaine professionnel de l'étudiant*]. Le temps maximum alloué pour cette tâche est de 60 minutes. Vous n'avez pas le droit d'utiliser des dictionnaires, l'Internet ou d'autres ressources.

2. Case notes in point form

Watch the following video: <https://vimeo.com/174681153?from=outrio-embed>

Write a brief note in French describing Gérald Bisson's history, as reported by his brother Ronald, focusing on the following three points:

- (1) Brief history of the disease (dates, symptoms, diagnosis).
- (2) Description of the family (number of people mentioned in the video and their relationship to Gérald).
- (3) Description of the needs that Gérald was able to communicate, owing to his brother's being there with him.

Visionnez la vidéo suivante : <https://vimeo.com/174681153?from=outrio-embed>

Écrivez une brève note en français qui décrit l'histoire de Gérald Bisson telle que rapportée par son frère Ronald, en vous attardant aux trois points suivants :

- 1) Brève histoire de la maladie (dates, symptômes et diagnostic).
- 2) Description de la famille (nombre de personnes décrites dans la vidéo et leurs liens avec Gérald).
- 3) Description des besoins que Gérald a pu communiquer grâce à la présence de son frère.

APPENDIX 8

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 Francophone 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 (terminology and linguistic databases from the Government of Canada): <http://www.btb.termiumplus.gc.ca/tpv2alpha/alpha-eng.html?lang=eng&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 9

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 futurs 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.

Savard, J., Casimiro, L., Bouchard, P., Benoit, J. Drolet, M. & Dubouloz, C-J. « Conception de mesures de l'offre active de services sociaux et de santé en français en contexte minoritaire ». *Minorités linguistiques et société*, (2015) 6, 131-156. doi :10.7202/1033193ar

Savard, J., Casimiro, L., Benoît, 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., Benoît, 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.

APPENDIX 10

CLINICAL PLACEMENT SATISFACTION QUESTIONNAIRE

For each of the points below, indicate your level of agreement or disagreement, 1 being strongly disagree and 7 being strongly agree.

	1	2	3	4	5	6	7
The clinical placement supervisor created a supportive environment, making me feel that my voice was heard.							
The clinical placement supervisor provided useful feedback.							
This placement contributed to achieving the learning objectives of offering services in French.							
This placement contributed to achieving the learning objectives of my program of study.							
This placement included the knowledge and skills required to offer services to the Francophone clientele.							
The content of this placement corresponded to my interests and professional needs.							
I enjoyed this learning experience.							
This experience provided opportunities to learn about Francophone minority communities.							
I learned field-specific concepts that I will be able to apply in practice.							
I acquired professional skills that I will be able to apply in practice.							
This placement was well organized.							
The supervisor was a role model for delivering services in my field of study.							
The clinical placement supervisor (or the Francophone mentor) was a role model for active offer.							
This clinical placement was stimulating.							
The clinical placement supervisor/preceptor quickly responded to the needs I expressed.							
The learning objectives were clear.							
Following this placement, I now feel more comfortable offering services in my field.							
Following this placement, I now feel more comfortable offering services in French.							
Following this placement, I now feel more comfortable identifying myself as a practitioner able to provide services in French.							
I received and learned about interesting and relevant resources regarding Francophone minority communities and active offer.							
I feel well equipped to offer services in my field of study.							
I feel well equipped to offer services in French.							
I feel motivated to actively offer services in French.							

Note : This questionnaire was adapted from Casimiro, MacDonald, Trumpower, Archibald, Cragg, Jelley & Johnstone, 2009, retrieved online in March 2015 at <http://www.ennovativesolution.com/WeLearn/> and described in MacDonald, C. J., Archibald, D., Trumpower, D., Casimiro, L., Cragg, B., & Jelley, W. (2010). Designing and operationalizing a toolkit of bilingual interprofessional education assessment instruments. *Journal of Research in Interprofessional Practice and Education*, 1(3).

The logo for GREFOPS, featuring the letters 'G', 'R', 'E', 'F', 'O', 'P', 'S' in a stylized, serif font. The 'G' and 'S' are larger and more prominent, with the 'R', 'E', 'F', and 'O' in between. The letters are white against a green background.

GREFOPS

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