

A Tool to Measure the Active Offer of Services in French in a Minority Context and of Perceived Organisational Support, Version 1.0

(Savard, J., Casimiro, L., Benoit, J., Bouchard, P., 2014)

This measurement tool consists of two parts: the first section covers practitioners' behaviors associated with active offer (23 statements, grouped in 3 dimensions or subscales), and the second section covers perceived organizational support (42 statements grouped in 6 dimensions or subscales). Participants evaluated the frequency of each behavior on a scale from 1 (never) to 4 (always).

The items were created following a literature review intended to better understand the concept of active offer and inventory its measurable characteristics or behaviors. A content validation was achieved by a consultation of experts on Active Offer. These steps are described in more detail in Savard, et al. (2015) and Savard, et al. (2017).

A pilot study of the tool's metrological properties was conducted with a sample of recent graduates (within the past five years) from health and social services training programs at the universities of Ottawa and Moncton (see Appendix 1). This study was published in Savard et al. (2014) and summarized in Savard et al. (2017). Due to the small sample, confidence in our results remains limited, especially for the evaluation of test-retest fidelity (n = 22). In addition, the experimental version of the questionnaire contained a choice of "not applicable" response. This made it more difficult to calculate a total score. Indeed, it was difficult to determine whether the "not applicable" response reflected a clinical situation where the behavior would never be appropriate (which should not be taken into account in the total score) or if it showed the absence of the behavior, resulting from a lack of active offer (which should deserve a value of zero in the total score). Two total scores were then calculated for each scale or subscale:

- 1) a gross score assigning a score of "0" to each "not applicable" response and to each missing response; and
- 2) a weighted score that considered only the statements noted by the participant.

Currently, the Measurement Tool of the Active Offer of Services in French Minority Contexts can be used as a self-assessment tool for students or practitioners who would like to situate themselves in relation to a set of possible behaviours associated with active offer. This self-assessment tool can be a component of awareness building that could lead to improvements in one's own behavior. If the tool is intended to measure changes in active offer behavior, caution should be exercised in interpreting the results. It would be useful to further study its temporal stability (test-retest fidelity) in order to increase confidence in the results obtained. A study of this property with a larger sample of 30 to 50 participants would determine the minimum change that can be considered a real change rather than a measurement error.

References

Savard, J., Casimiro, L., Benoît, J. et 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, J., Casimiro, L., Bouchard, P., Benoît, J., Drolet, M. et Dubouloz, C. (2015). Conception d'outils de mesure de l'offre active de services sociaux et de santé en français en contexte minoritaire. *Minorités linguistiques et sociétés*, 6, 131-156.

Savard, J., Casimiro, L., Benoît, J., Bouchard, P. (2017). Behaviours Demonstrating Active Offer: Identification, Measurement, and Determinants. In : Marie Drolet, Pier Bouchard and Jacinthe Savard (Eds.). *Accessibility and Active Offer: Health Care and Social services in linguistic minority communities* (translated from French) (p. 281-317). Ottawa : University of Ottawa Press.

ACTIVE OFFER OF SOCIAL AND HEALTH SERVICES IN FRENCH, Version 1.0

Answer the questions as honestly as possible Not all of the behaviours listed in this questionnaire are carried out in normal practice. Please answer the questions as honestly as possible to reflect your current practice. The questionnaire is not meant to judge any practice or workplace.	Never	Rarely	Often	Always
Active Offer Behaviors				
Welcome and Intake				
What actions do I personally take to indicate that I can offer services in French?				
1. In my workplace, I wear a form of identification to indicate that I can provide services in French (a lapel tag, for example).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I ask my patients/clients whether they prefer that I communicate with them in French or English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. When I don't know a patient's/client's preferred language, I say hello in French first, then in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. There were visual signs that indicate that I can offer services in French or in both official languages (i.e. sign on door or desk, label on agenda).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. If the organisation where I work fails to do so, I reminded them of the importance of promoting the French-language services they offer (i.e., signage, advertising, website)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. When I answer the telephone, I answer in French first, followed by English, as necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My voice mail begins with a greeting in French, followed by the English, as necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My email signature appears in French first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I make sure that common areas (for example, waiting rooms) are supplied with documents and materials in French (i.e., brochures, magazines, newspapers, radio, television and games).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I use expressions and vocabulary familiar to the patients/clients to make them feel comfortable about speaking French with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intervention				
When I interact with francophone patients/clients in French...				
1. I take steps to obtain information or education tools for patients/clients in French, or in both official languages, even when they are not available at the organisation where I work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I use education or information tools (i.e., information brochures, exercise programs) that have been adapted to the French used by my patients/clients (i.e., cultural, ethnic or regulatory context).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. During the intake interview, I use guides or questionnaires adapted to the regional French used by my patients/clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I help patients/clients understand statements written in French when they find the language difficult to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific interventions				
1. When I use a standardized measurement tool (i.e. questionnaires, scales, inventories), I make sure that the instrument has been validated in French (i.e. reliability and validity of the French version has been measured).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> <i>I don't use standardized measurement instruments in my workplace</i>			

Measure of active offer...

Never Rarely Often Always

2. I check that the validation studies of the standardized measurement tool (i.e., questionnaires, scales or inventories) included Francophone minority community members in order to better interpret the findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i><input type="checkbox"/> I don't use standardized measurement instruments in my workplace</i>				
3. When a group activity is only offered in English, I find a way to offer an equivalent activity in French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i><input type="checkbox"/> I don't have group activities in my workplace</i>				
4. When I prepare education or information tools (i.e., written documents and presentations) for patients/clients, I prepare them in French or in both official languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i><input type="checkbox"/> I don't prepare informational and educational resources in my workplace</i>				
5. When I supervise clinical placements, I ask for students who can speak both official languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i><input type="checkbox"/> I don't supervise clinical placements</i>				

Support and Referrals

I sometimes refer Francophone patients/clients to another care provider (consultation request, institutional transfer, etc.)? If yes, fill in this section. If not, skip this section.

1. I refer to a list of employees and organizations capable of delivering services in French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I offer patients/clients the option of being referred to a francophone care provider or organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I specified the patient's/client's language preference in the transfer documentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I inform the referred care provider of the patient's/client's language preference.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Organizational Support

Reception and Intake

In my workplace, it is common practice to ...

1. Post signs in French or in Canada's two official languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provide lapel pins or labels indicating that services are available in Canada's two official languages .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Post clear and visible signs indicating the availability of services in French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provide information in French or in Canada's two official languages on the institution's website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Have magazines, booklets and media in Canada's two official languages available for patients/clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Disseminate information through French-language newspapers and radio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Recruit physicians and staff capable of delivering services in French at every service level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Hold meetings in French or in Canada's two official languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Foster the use of French among Francophone employees or physicians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Inform patients/clients about the institution's commitment to provide services of equal quality in both of Canada's official languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Speak French when amongst Francophone employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Never	Rarely	Often	Always
12. Print organisational letterhead and business cards in French or in Canada's two official languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intervention				
In my workplace, it is common practice to ...				
1. Provide work tools that facilitate service delivery in French or in Canada's two official languages (i.e., calendars, spelling/grammar checkers, dictionaries and forms).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provide a glossary of health and social services terminology in French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Offer helplines or distance specialized services in French (i.e., call centres, Internet, videoconferences and telemedicine).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Check that French-language education and information tools are adapted to the patients/clients (i.e., cultural, ethnic or regulatory context).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Develop education and information tools that include the French and English versions in the same document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Complete documentation, (files, reports, insurance forms, etc.), in the patient's/client's preferred language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support and referrals				
In my workplace, it is common practice to ...				
1. Document the patient's/client's language preferences on the forms used for transfers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Keep an up-to-date list of professionals and organizations in the region or city that can provide services in French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Encourage staff to inform patients/clients that it is possible to be referred to French-language services in the region or elsewhere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuous Professional Development				
In my workplace, employees are offered training...				
1. To develop their French language proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. On French terminology specific to their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. On the active offer of health and social services in French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. On cultural and linguistic competency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. On resources that foster the delivery of services in French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. On the issues and challenges facing French-language minority communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. On language rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Professional development activities are offered in French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management and Governance				
In my workplace...				
1. Some management personnel are able to speak French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. At least one seat on the Board of Directors is reserved for a Francophone community representative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Care providers are made aware of the acts, regulations and provincial policies related to French-language services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. It is standard practice to verify the quality of services offered in French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. It is standard practice to value the delivery of services in French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The official name of the organization is displayed in French or in Canada's two official languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Never	Rarely	Often	Always
7. There is a written policy on the delivery of services in French or in Canada's two official languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Obstacles

In my workplace, the following factors prevent me from providing services in French as often as I would like:

1. Union attitudes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Heavy work load	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Lack of organisation leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Community pressure and prejudices against French language services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Peer pressure and prejudices against the provision of French language services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. A work environment that does not facilitate the use of French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 1 : Characteristics of the *Measure of Active Offer of Social and Health Services in French in a Minority Context, version 1.0*

Scale and subscale	Number of statements	Total score	Test-retest fidelity	Internal consistency
Active Offer Behaviors of Practitioners Scale				
Welcome and Intake	10	(n=60)	(n=22)	(n=56)
Gross score ¹		23,1/40 ± 8,5 (57,8 %)	0,644	0,743
Weighted score ¹		28,5/40 ± 8,0 (71,1 %)	0,589	
Intervention	4	(n=55/53)	(n=22)	(n=53)
Gross score		11,4/16 ± 4,4 (71,3%)	0,587	0,752
Weighted score		13,1/16 ± 3,0 (81,9 %)	0,843	
Specific Interventions	5	(n=58/53)	(n=20)	(n=52)
Gross score		8,6/20 ± 5,0 (40,0%)	0,476	0,597
Weighted score ²		14,0/20 ± 4,6 (70,0 %)	0,602	
Support and referrals	4	(n=32)	(n=12)	(n=32)
Gross score		12,1/16 ± 3,6 (75,6 %)	0,701	0,743
Weighted score		12,8/16 ± 3,4 (80,0 %)	0,916	
Total : Practitioner behaviors	23	(n=60/55)	(n=22)	(n=31)
Gross score		48,4/92 ± 20,5 (52,6 %)	0,685	0,861
Weighted score ²		67,2/92 ± 16,3 (73,0 %)	0,744	
Perceived Organizational Support Scale				
Welcome and Intake	12	(n=52)	(n=22)	(n=49)
Gross score		32,2/48 ± 8,1 (67,1 %)	0,683	0,816
Weighted score		38,6/48 ± 8,1 (80,3 %)	0,849	
Intervention	6	(n=51)	(n=22/21)	(n=51)
Gross score		12,8/24 ± 6,0 (53,3 %)	0,680	0,794
Weighted score		16,0/24 ± 4,8 (66,7 %)	0,866	
Support and Referrals	3	(n=51)	(n=22/20)	(n=50)
Gross score		6,8/12 ± 3,7 (56,7 %)	0,601	0,761
Weighted score		6,9/12 ± 3,7 (57,3 %)	0,271	
Continuous Professional Development ³	7	(n=50/43)	(n=21/18)	(n=49)
Gross score		9,9/28 ± 6.2 (35,4 %)	0,494	0,851
Weighted score		14,3/28 ± 6,7 (51,1 %)	0,638	
Management and Governance	7	(n=52)	(n=22)	(n=51)
Gross score		17,4/28 ± 6,2 (62,1 %)	0,782	0,703
Weighted score		22,3/28 ± 5,5 (79,7 %)	0,923	
Total : Organizational Support	35	(n=52/50)	(n=22/21)	(n=44)

¹ Example of calculation: for a participant who has given 8 responses from 10 statements in the scale and for which the total of the 8 responses is 25

- the gross score calculation is: 25/40

(where 40 is the scale maximum and the missing response is given a score of zero)

- the weighted score calculation is: $\frac{25}{32} \times 40 = 31.25/40$

32

(where 32 is the maximum score possible while using only the noted statements)

² The gross score for this subscale does not show a lack of active offer, but an absence of tasks included in the scale. The weighted score would be a better indicator of active offer behaviors.

³ We recommend a new choice of response for the 8th statement of the continuous development subscale, but since we do not have empirical data on the topic, the current calculations were done with 7 statements.

Measure of active offer...

Gross score		78,3/140 ± 21,9 (55,9 %)	0,737	0,898
Weighted score ²		98,3/140 ± 21,8 (70,2 %)	0,867	
Obstacles (absent or present) ⁴	7	(n=51)	(n=22)	Cannot be calculated
Gross score		0,63/6 ± 1,1	0,605	

⁴ We recommend a new choice of response for the complete Obstacles subscale, but since we do not have empirical data on the topic, the calculations could not be redone. This is why this subscale is not currently included in the Organizational Support total.