

Clinical Placements to Facilitate Working within OLMCs¹

Jacinthe Savard

In collaboration with:

Claire-Jehanne Dubouloz

Josée Benoît

Stéphanie Breau-Godwin



CHSSN exchange conference, Novembre 23rd 2017

¹This initiative was financed by Health Canada as part of the Roadmap for Canada's Official Languages 2013-2018: education, immigration, communities.



uOttawa

Faculté des sciences de la santé
Faculty of Health Sciences

Presentation outline



- Context
 - Health services in French
 - Interprofessional Rehabilitation Clinic
- Objectives
- Methodology
- Results : Student learning
- Results : Partners' feedback
- Knowledge transfer



Context: Health services in French

- Lack of professionals who can offer services in French
- Francophone or bilingual personnel often poorly equipped
- Obstacles to active offer:
 - language in the workplace
 - linguistic insecurity
 - lack of tools and measures in French
 - lack of knowledge of francophone resources
 - work overload



Context:

Interprofessional Rehabilitation Clinic



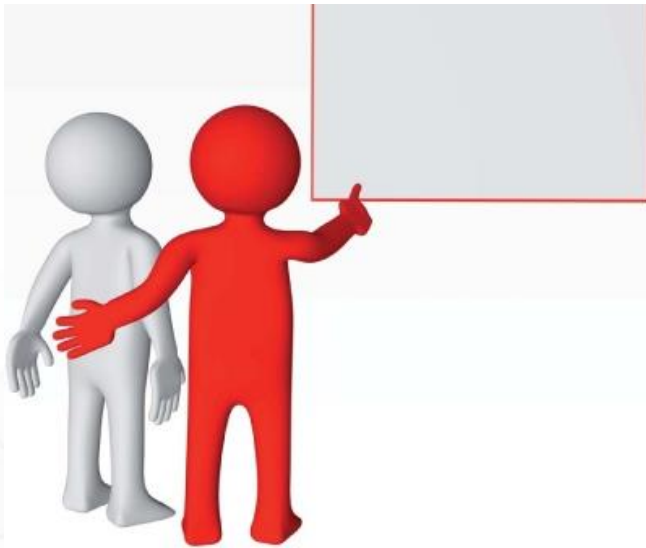
- University clinic geared towards training future health professionals to work in French
- Offers services in French to school-aged children and seniors
- Services mostly offered by the student trainees, under the supervision of clinical educators in professional domains:
 - ❖ audiology
 - ❖ occupational therapy
 - ❖ speech-language pathology
 - ❖ physiotherapy

Objectives of the project

Develop, evaluate, and share a clinical training model for students in English programs, geared towards preparing them to offer services in French



Objectives for the students



- Reduce the feeling of linguistic insecurity
- Practice the professional terminology in French
- Increase the knowledge of resources in French
- Create a professional network

Methodology



Students' Learning

- Participants: 16 students from Anglophone teaching institutions who are able to speak French
- Brief introductory training on the challenges of active offer
- Pre- and post-clinical placement measures
 - Knowledge about francophone communities' needs
 - Satisfaction Questionnaire
 - Questionnaire on the clinical placement experience
 - Individual interview
- Qualitative content analysis

Partners' Feedback

- Short questionnaire sent by e-mail

Results - Students



SUPPORTIVE ENVIRONMENT

Body of Knowledge/ Experiences

- Linguistic background, insecurity
- Professional knowledge
- Courage and curiosity

Challenges

- Communication in FR (writing, oral, reading)
- Preparation time
- Learning language and field at the same time

Awareness

- Myself
- Clients
- My relation with the client

Strategies

- Communication
- Organisation of resources
- Professional networks

Interest in offering services in French



Body of knowledge / Experiences



- Linguistic background
 - Francophones vs francophiles
 - Linguistic insecurity
- Professional knowledge
 - Empathy
 - Client-centered approach
 - Previous placements
 - Lack of knowledge about resources in French
- Courage and curiosity

Results - Students



SUPPORTIVE ENVIRONMENT

Body of Knowledge/ Experiences

- Linguistic background, insecurity
- Professional knowledge
- Courage and curiosity

Challenges

- Communication in FR (writing, oral, reading)
- Preparation time
- Learning language and field at the same time

Awareness

- Myself
- Clients
- My relation with the client

Strategies

- Communication
- Organisation of resources
- Professional networks

Interest in offering services in French



Challenges



- Communication in French (oral, writing, reading)
- Preparation time
- Learning the language and the professional skills at the same time





“...I didn’t even know that a wheelchair was a “fauteuil roulant”...”

“...it’s definitely challenging at the beginning and then the added challenge of trying to learn the profession basically...like both of those going on at the same time was definitely challenging...So it was like double the learning opportunity.”



Results - Students



SUPPORTIVE ENVIRONMENT

Body of Knowledge/ Experiences

- Linguistic background, insecurity
- Professional knowledge
- Courage and curiosity

Challenges

- Communication in FR (writing, oral, reading)
- Preparation time
- Learning language and field at the same time

Awareness

- Myself
- Clients
- My relation with the client

Strategies

- Communication
- Organisation of resources
- Professional networks

Interest in offering services in French



Awareness → active offer



- Myself
 - Awareness that it is difficult for me to speak in my second language
 - Awareness of my personal environment (me as a client)
- Client
 - Awareness of the client's difficulty to express himself in a language that is not his primary language
- My relation with the client
 - Awareness that I must offer to speak French with the client
 - Awareness of the client's interest to speak the language of his choice



It's interesting because we were talking about people who cannot speak English very well and how it's frustrating for them, but for me, it's the opposite...but I think that as a therapist, it's different because I do not have the same level of stress as the client would have. So I felt frustrated, but I can imagine how much the clients must feel frustrated when they cannot speak the language.



Results - Students



SUPPORTIVE ENVIRONMENT

Body of Knowledge/ Experiences

- Linguistic background, insecurity
- Professional knowledge
- Courage and curiosity

Challenges

- Communication in FR (writing, oral, reading)
- Preparation time
- Learning language and field at the same time

Awareness

- Myself
- Clients
- My relation with the client

Strategies

- Communication
- Organisation of resources
- Professional networks

Interest in offering services in French



Strategies - constant adaptation



- Communication strategies
 - Speak like the client (use plain language)
 - Help from the interprofessional team
- Organisation of resources
 - Toolbox
 - Sharing their discoveries
 - Compromise and adaptation for interventions and resources
- Development of professional networks
 - With the clinicians
 - With the other students
 - With professors

Results - Students



SUPPORTIVE ENVIRONMENT

Body of Knowledge/ Experiences

- Linguistic background, insecurity
- Professional knowledge
- Courage and curiosity

Challenges

- Communication in FR (writing, oral, reading)
- Preparation time
- Learning language and field at the same time

Awareness

- Myself
- Clients
- My relation with the client

Strategies

- Communication
- Organisation of resources
- Professional networks

Interest in offering services in French



Supportive environment



- Experiential learning
- Support and encouragement from the clinical educators
- Support from the clients
- Teamwork
- Supervision





It was really the fact that everyone here knows that French is not my first language, so they gave me time to explain myself. They also helped me refine the word choice that I was using...I never felt judged because my vocabulary wasn't as refined...



Interest in offering services in French



- Did the experience influence their interest in offering services in French in the future?





Finally, I would like to pursue a career in French... For the cultural aspect, for me, my first language is French, even though it has been 12 years that I lost my French because I did all my studies in English and my career in English. I did not practice my language for 12 years. For me, to find it again, I really made a connection and I realized that I wanted to get back to my maternal language.





*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 [domaine] 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].*



Partners' Feedback



Other universities...

Interprofessional Rehabilitation Clinic



uOttawa

Partners' Feedback



Directors/coordinators of clinical education

- High level of satisfaction
- Some challenges with the placement agreement (legal document)
- Many are aware of the need for bilingual professional in their province
- Challenge even for bilingual students to work in both languages



“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.”

University Partners' Feedback



Directors/coordinators of clinical education

- High level of satisfaction
- Some challenges with the placement agreement (legal document)
- Many are aware of the need for bilingual professional in their province
- Challenge even for bilingual students to work in both languages
- Challenge to find placement opportunities in French



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.





Partners' Feedback

Clinical educators from the Interprofessional Rehabilitation Clinic

- Rewarding experience
- exchange with students from a variety of universities, with diverse pedagogical approaches
- Support for students when they had to write in French
- Assessment of student learning in their discipline with the various universities' forms/approaches

Knowledge Transfer

- Handbook for service providers
- *Handbook for clinical educators*
- http://www.grefops.ca/guides_fr.html



Acknowledgments:

- All the student participants
- Clinical educators of the Interprofessional Rehabilitation Clinic
- Health Canada, for financing this project



Questions



uOttawa

www.grefops.ca