



McGill

Faculty of Arts

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FOREWORD

ACKNOWLEDGEMENTS

This document is the result of a collective approach involving input from all parties associated with the Language Training Program, a component of the McGill Training and Retention of Health Professionals Project. We are especially grateful for the collaboration of the members of the Provincial Committee on the dispensing of health and social services in the English language and of health and social services agency respondents, as well as the individuals mentioned below.

The Frame of Reference Revision Committee consists of the following:

Heather Clarke Institutional advisor,

and educational organizations through financial assistance as well as with the provision of tools and resources to meet specific supervision needs. And finally, host institutions will receive financial support to create internships, take in interns and provide incentives for hiring the interns as soon as they graduate. Community organizations working with English speakers will organize promotional activities with the education and health and social services sectors. The organizations will also be eligible for financial support to welcome and integrate the interns, to establish regional partnerships aimed at supporting young graduates returning to their regions and finally for their contribution to the allocation of bursaries designed to entice young graduates to return to their region.

The second component, Distance Professional Support, is meant to support network professionals serving the English-speaking population. Procedures and conditions for 2010-2013 have yet to be determined.

The third component, Distance Community Support, consists of English-language Telehealth information sessions in the public health sector. The Community Health and Social Services Network (CHSSN) has been tasked with carrying out this component.

Measure 3. The **McGill Research Development Program** builds upon the knowledge gained dur

Table 1 Training and Retention of Health Professionals Budget Forecast 2009 2013

Type of expense	2009	2010	2010	2011	2011	2012
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CONTEXT

1. LANGUAGE TRAINING PROGRAM ORIENTATIONS

The points enumerated here form the cornerstone of the Language Training Program and are indeed the foundation on which it is built.

The Language Training Program

focuses on the teaching of English and French for professional purposes using learner-centred communicative methodology incorporating adult education principles;

conforms to the provisions of the *Act respecting health services and social services* as regards the right of English-speaking Quebecers to receive health and social services in their language (Appendix 2);

is consistent with MSSS priorities set out in strategic plans, action plans and annual management agreements;

seeks to support MSSS activities and initiatives related to accessibility of services for English speakers;

is directed toward supporting programs of access to English-language health and social services for English speakers;

is based on studies³ showing the need for human resources able to effectively address the needs of English speakers in their own language;

builds on the willingness of health and social services institutions and their partners to improve the quality of services for English speakers;

builds on the willingness and commitment of French-speaking providers⁴ within the health and social services network to improve their English-language skills for communicating with English-speaking users;

builds on the willingness and commitment of English speakers working in the network to improve their French-language skills;

conforms to the provisions of the *Charter of the French Language* (R.S.Q., c. C-11).

³ See the bibliography for the list of studies and writings.

⁴ In the context of the Language Training Program, the term *provider* refers to health and social services network personnel working with the population and clients.

2. TARGET CLIENTELE

The Language Training Program is for health and social services personnel working directly with the population and clients in Quebec's 18 health and social service regions. The network comprises all public and private institutions under agreement, agencies and organizations.

3. LANGUAGE TRAINING PROGRAM OBJECTIVES, STRUCTURE AND CONTENT

A Solid Foundation

Since the Language Training Program came on stream in 2005, more than 7,200 health and social service providers have enrolled in English for Professional Purposes courses delivered across Quebec by 28 public and private language training organizations. This figure far surpasses the original target of 4,000 enrolments. The learners involved work in 78 different health and social services organizations and institutions in 17 Quebec regions. Seven special

discourse analysis. The training content in this case is developed in light of the learners specific needs. These needs are defined by the learners themselves, by professional task and skill profiles and by directives of the governing bodies, including employers and professional corporations.

This training is akin to second-language training in a number of ways, but has its own particularities as well. The teaching methodology emphasizes a learner-oriented communicative approach. It factors in adult education principles: learner motivation, constraints and professional experience, the essential skills required by their profession and characteristic learning strategies and styles. Training of this kind aims to turn learners into effective users of the target language in the workplace. It does not aim to have them attain the level of communication of native speakers.

Due to the time and resources required⁶, this training is mainly for providers who already have an intermediate command of the target language. Depending on the job involved, whether receptionist or other intake positions, nurse or psychosocial worker, and on local circumstances, training may be tailored to the needs of learners at a higher or lower level.

In this type of training, the trainers maintain their role as specialists in teaching the target language. But they share the spotlight with learners, who, based on their experience, are specialists in the know how used to acquire the target language. Trainers must be sensitive to the needs of their learners, know the requirements of their profession and build on the learners professional experience in order to effectively fill their role as communication facilitators. They may be required to produce needs and discourse analyses or to use such analyses. They are also expected to have an excellent command of appropriate teaching strategies to help learners develop their professional communication skills, i.e. listening, oral expression and, if need be, written understanding and production, while at the same time helping them become self-learners after completing their course. Trainers may also be required to evaluate, adapt and create teaching materials and should therefore know about available health and social services resources and the best practices of the institutions and professional corporations. They are also expected to use a variety of media, including electronic media. They must develop or upgrade their evaluation procedures for teaching a language for professional purposes. In addition, they should be able to highlight cultural information relevant to the workplace, such as how to address clients, expressions of courtesy, taboos, cultural interpretations or euphemisms, and the resulting behaviour.

⁶ Many factors come into play when evaluating the time required to learn a language, such as the aptitude and age of the learner, the nature of his or her needs, motivation, previous language experience and personal availability, the target language, the teaching/learning methods used and the opportunity to use the language while studying. Researchers estimate the minimal investment required to move from beginner to advanced level to be 2,300 hours. The wider the range of general competencies to be acquired, the greater he g4 exp5(it)-6(u754(0)-79(t))9(t)-4(an)31(e)4(r)5r1e5(a)4m{ee(sy)11(,)-4)1

Language Training for Professional Purposes 2010 2013 targets

The regional language training projects designed and implemented by the agen

Self-study workbooks

Seeking to encourage retention and improvement of the learners' English language skills, McGill will continue producing, distributing and evaluating a series of self-study workbooks for French-speaking personnel in targeted job positions. Workbooks for receptionists, triage nurses and psychosocial service providers are either in preparation or have already been distributed. Once the needs have been assessed, two more workbooks will be produced over the next three years following recommendations by the MSSS-McGill Joint Committee.

Website

The Project website, including links to numerous tools, language exercises, and teaching materials for learning a language for professional purposes, will be updated periodically. The new documents and tools will be posted on the website to facilitate access for our network partners. The volume of website visits will be tracked.

Professional development workshops

Each year, the McGill French Language Centre will stage two professional development workshops allowing trainers to share techniques and approaches tailored to specific needs. The choice of workshop subject matter will be based on expressed needs, such as teaching multi-level groups, pronunciation, intercultural communication, task-based learning, vocabulary building, and implicit and explicit grammar teaching. Workshops will be structured and delivered in a way that will facilitate the participation of all regions, including distant regions. Delivery methods will include videoconferencing, the Project website as well as multimedia training modules.

Evaluation of support materials

The McGill French Language Centre will apply its expertise to ongoing evaluation of support materials. A data bank of evaluated materials will be available to help learners and trainers make informed choices.

Learning retention and knowledge transfer

It is important that acquired skills be maintained and that the knowledge gained carries over into daily living and the workplace. As regards learning retention, McGill encourages trainers to teach stra TJETBT815(ork)-12(pl)6(ace)14(.)6()-47(ha)3(v)1pe. havg

4. PARTNER CONTRIBUTION

works with users to determine tool development requirements and calls on appropriate expertise to design

6. CRITERIA FOR ANALYZING REGIONAL LANGUAGE TRAINING PROPOSALS

6.1 The MSSS will evaluate the admissibility of regional language training proposals with reference to the following:

compliance with MSSS, regional and local priorities;

link with the access program for health and social services in the English language in each region.

6.2 The proposed projects that are deemed admissible and forwarded to McGill University by the MSSS will be submitted to the Project Evaluation Committee. They will be analyzed in light of the following criteria:

7. CRITERIA FOR EVALUATING THE QUALITY OF LANGUAGE TRAINING PROPOSALS

The training proposal evaluation criteria are guidelines providing for the quality and continuing improvement of language training. Agencies are invited to develop their own criteria. Information related to these criteria must be sent to McGill University. Should the criteria not be available when the regional project is submitted, they must be sent to McGill University when available.

For reference purposes, McGill is proposing criteria for the evaluation of the language training proposals. The criteria are meant to provide a framework for designing and developing a program for teaching adults a language for professional purposes. These criteria pertain to

- language training organizations;
- course content;
- teaching methodology;
- knowledge transfer and learning retention;
- learning assessment;
- trainers.

Appendix 3 describes these criteria in greater detail.

8. PROGRAM FUNDING AND BUDGET ALLOCATION

8.1 Allocations

An \$8,528,707 envelope is set aside for health and social services agencies, the Centre régional de santé et de services sociaux de la Baie-James, the Nunavik Regional Board of Health and Social Services, and the Cree Board of Health and Social Services of James Bay. An additional \$1,055,794 will be allocated for trainer/learner support activities and for planning, coordinating, monitoring and reporting on the three Program components. The total four-

allocation of financial resources to the health and social services network has essentially been based on a population approach since 1995;

standardized language competency data for personnel is not available and would require extensive work;

regional training project costs between 2005 and 2009 were largely influenced by the financial allocation granted to each region.

The regional distribution of the financial resources is equity-based. The envelope is divided between the 18 sociosanitary regions of Quebec starting with a base amount calculated according to the size of the English-speaking population of each region (first official language spoken)⁸. The results of this scenario are adjusted to account for excessive regional disparities and give agencies in regions having remote, vulnerable or sparse populations an allocation sufficient to ensure that the Language Training Program is effective.

The allocation was adjusted based on the percentage of English speakers in the regions. A minimum annual allocation of \$55,000 and a maximum annual allocation of \$300,000 were established. Three-year budgets were established for all of these regions based on these limits.

Modulation has enabled equalization from the more populated regions towards the less populated and distant regions. As for the populations of the Nunavik (17) and Terres-Cries-de-la-Baie-James (18) regions, the service agreements with the Montréal (06), Abitibi-Témiscamingue (08) and Nord-du-

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APPENDIX 1

TRAINING AND RETENTION OF HEALTH PROFESSIONALS DETAILED BUDGET FORECAST 2009 2013

APPENDIX 2

EXTRACTS FROM ACT RESPECTING HEALTH SERVICES
AND SOCIAL SERVICES (R.S.Q., c. S-4.2)

ACT RESPECTING HEALTH SERVICES AND SOCIAL SERVICES

(R.S.Q., c. S-4.2)

Sections concerning the delivery of health and social services in English⁹

- 15.** English-speaking persons are entitled to receive health services and social services in the English language, in keeping with the organizational structure and human, material and financial resources of the institutions providing such services and to the extent provided by an access program referred to in section 348. 1991, c. 42, s. 15.
- 348.** Each agency, in collaboration with institutions, must develop a program of access to health services and social services in the English language for the English-speaking population of its area in the centres operated by the institutions of its region that it indicates or, as the case may be, develop jointly, with other agencies, such a program in centres operated by the institutions of another region.

Such an access program must take into account the human, financial and material resources of the institutions providing such services and to the extent provided by an access program referred to in section 348.

510. The Government shall, by regulation, provide for the formation of regional committees entrusted with

- 1) advising the agency concerning the access programs developed by that agency in accordance with section 348;
- 2) evaluating the access programs and suggesting modifications to them where expedient.

The agency concerned shall determine by by-law the composition of its regional committee, its rules of operation and internal management, the manner in which its affairs are to be conducted and its functions, duties and powers. 1991, c. 42, s. 510; 1992, c. 21, s. 56; 2005, c. 32, s. 227.

APPENDIX 3

CRITERIA FOR EVALUATING THE QUALITY OF LANGUAGE TRAINING PROPOSALS

CRITERIA FOR EVALUATING THE QUALITY OF LANGUAGE TRAINING PROPOSALS

McGill University is proposing the following criteria to be used as a guideline for evaluating the quality of language training proposals. The suggested criteria can also provide a framework for the design and development of adult-centered second language courses for professional purposes.

1. TRAINING ORGANIZATION

1.1 Demonstrated competence in teaching a language for professional purposes

The training organization has demonstrated competence in teaching English or French for professional purposes in the health and social services sector.

1.2 Administration

The training organization undertakes to provide all necessary information for reporting and compliance with deadlines.

1.3 Planning and assessing language skills

Courses are planned with reference to the needs and goals prioritized by the agency in its access program for services in English.

The training organization demonstrates competence in assessing learners' language skills and uses appropriate assessment tools and methodology.

The organization undertakes to have a confidentiality agreement signed by all personnel involved in training activities.

1.4 Conditions

The proposal by the training organization shows that

all training areas provided by them are barrier-free, conducive to learning and suitably equipped;

the learner/trainer ratio is suited to the type of training provided and allows for achieving the learning objectives;

it is able to mobilize the resources needed for high-quality training throughout the territory determined by the agency.

2. COURSE CONTENT

The training organization spells out specific learning objectives and plans course development based on the following:

a needs analysis of skills to be acquired for the occupational areas prioritized by the agencies;

adult education principles applicable to teaching a language for professional purposes;

approaches, methods, activities, materials, technological resources and evaluation measures suited to the objectives;

heightening the learners awareness of the target culture.

3. INSTRUCTION

The instructional approach and format and the learning activities described

make use of a variety of teaching strategies reflecting the diversity of learning styles and methodologies;

allow for learning aids in the form of authentic documents, i.e. working documents used in a professional environment;

correspond to the target skills and expected outcomes.

4. KNOWLEDGE TRANSFER AND LEARNING RETENTION

The training organization expects its trainers to

suggest practical means for transferring knowledge and using it in

INTERREGIONAL DISTRIBUTION OF THE 2010-2013 LANGUAGE TRAINING PROGRAM ENVELOPE

The parameters of the adopted approach are

English-speaking population according to the first official language spoken in each
socio-sanitary region of Quebec (2006 census);

in the Montreal region, the total population with English as the first official language (2006 census)

Using the first official language spoken statistics and applying the population-to-be-served approach to a sum of \$1,000,000, excluding regions 17 and 18, the results are as follows. (The sum of \$1,000,000 is used as an example only).

Table 1 Appendix 4 Application of the population-to-be-served approach excluding the Nunavik and Terres-Criées-de

Observations

excessive variation between regions;

Nunavik (17) and Terres-Cries-de-la-Baie-James (18) are regions not included;

need to adjust the regional allocations to allow for language training projects in the less populated and northern regions.

Proposition

develop a formula based on the percentage of the English-speaking population in the regions;

set the minimum annual budget at \$55,000 and the maximum annual budget at \$300,000;

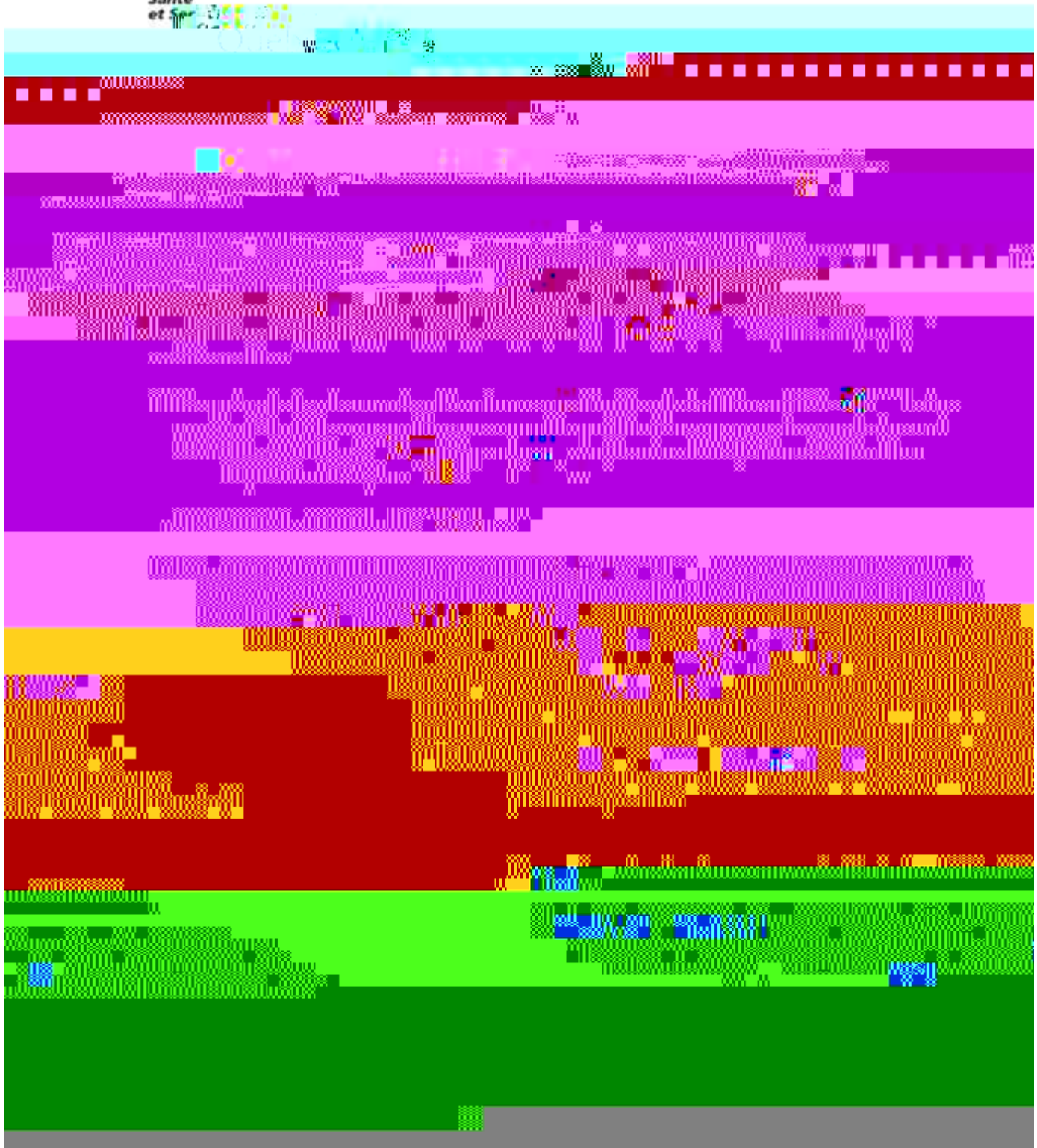
determine three-year annual budgets for all of the regions.

Table 2 Appendix 4

Application of all of the parameters

Table 3 Appendix 4 2010-2013 three-year budgets applying all of the parameters

Regions	1
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déplorons avoir dû sans cesse défendre le respect des orientations signées dans le cadre de mi-

sement de l'orientation des mesures de la



besoins. De plus, les données démographiques utilisées dans les sections 17 et 18 sont inexactes.

Reddition de comptes

Il est spécifié dans le cadre de mise en œuvre signé par nos deux organisations, que celles-ci doivent s'entendre sur un modèle de

APPENDIX 6

**MCGILL UNIVERSITY'S RESPONSE TO THE FORMAL OPINION OF THE
MINISTÈRE DE LA SANTÉ ET DES SERVICES SOCIAUX**

McGill Dialogue

McGill Dialogue

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McGill Dialogue

Financement du Programme et répartition de l'enveloppe budgétaire

L'Université McGill a retenu les services d'un consultant pour élaborer en étroite collaboration avec des représentants du MSSS une nouvelle répartition de l'enveloppe destinée aux projets régionaux de formation linguistique. Selon cette répartition, l'enveloppe est partagée entre les dix-huit régions sanitaires du Québec à partir d'un montant de base calculé en fonction de la taille de la population d'expression anglaise de chaque région, selon la première approche officielle adoptée. Les résultats de la répartition selon ce scénario sont ajustés de façon à tenir compte des écarts trop importants entre les régions et à répartir équitablement aux agences locales une somme suffisante pour que le Programme de formation linguistique ait des effets concrets. Le texte et les tableaux de la section 8 sont modifiés en fonction de cette nouvelle approche.

Critères d'appréciation relatifs à la qualité des propositions de formation

Quant aux critères d'appréciation relatifs à la qualité des propositions de formation nous avons cru bon de les réviser dans leur forme intégrale. Ces critères sont qu'ils peuvent fournir un cadre relatif à la qualité des propositions de formation.

Dans sa lettre, la Sous-ministre associée écrivait :

Compte tenu des besoins importants de formation linguistique du réseau, nous considérons que les propositions qui terminent au 31 décembre 2012. Celles-ci mars 2013.

l'Université souhaite que le Programme de contribution poursuive et que l'annonce en soit faite suffisamment tôt pour lui permettre de reporter au-delà du 31 mars 2013 la période de contribution de ces

n'ayant pas été retenue par le MSSS, l'Université McGill a accepté de conclure une entente bipartite avec les agences. Cependant l'Université McGill demeure

un partenaire de premier plan dans le développement de programmes de formation et de recherche en santé publique et en soins de santé communautaires.

En 2010, l'Université McGill a été désignée par le MSSS comme l'un des quatre établissements universitaires de premier plan en Ontario pour la formation des professionnels de la santé. Cette désignation reconnaît l'expertise de McGill en matière de formation et de recherche en santé publique et en soins de santé communautaires.

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En 2014, l'Université McGill a été désignée par le MSSS comme l'un des quatre établissements universitaires de premier plan en Ontario pour la formation des professionnels de la santé. Cette désignation reconnaît l'expertise de McGill en matière de formation et de recherche en santé publique et en soins de santé communautaires.

En 2015, l'Université McGill a été désignée par le MSSS comme l'un des quatre établissements universitaires de premier plan en Ontario pour la formation des professionnels de la santé. Cette désignation reconnaît l'expertise de McGill en matière de formation et de recherche en santé publique et en soins de santé communautaires.



III

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www.mcgill.ca/hssaccess/

Également disponible en français sous le titre
*Projet de formation et de maintien en poste des professionnels
de la santé - Programme de formation linguistique -
Cadre de référence 2010-2013*

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Faculty of Arts