

## **Increasing bilingual health and social service professionals capacity in Québec**

January 19, 2023

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# Dialogue McGill's Background

- Launched in 2004, Dialogue McGill is funded by Health Canada's Official Languages Health Program
- Based in McGill University's Faculty of Medicine and Health Sciences
  - Director and Principal Investigator: Carmen G. Loiselle, RN, PhD, FCAHS, FCAN
  - Associate Director: Jacqueline Vachon, MSc
- Dialogue McGill's primary objective is the recruitment, training, and retention of bilingual health professionals in Quebec

## Dialogue McGill's Background (cont'd)

- Dialogue McGill's three programs:
  1. Language training
  2. Recruitment and retention of bilingual professionals
  3. Research and performance evaluation

## Dialogue McGill's Background (cont'd)

- Example initiatives:
  - Student bursaries in exchange for a 1 year commitment to practice in a Quebec region post-graduation
  - Projects focused on recruitment, employment, and retention of bilingual professionals (e.g., increasing internship placements in public sector)
  - Research funding for projects on health and social services access needs of English-speaking communities
  - Knowledge dissemination and update of knowledge, strategies, and best practices (e.g., annual conference)

# LANGUAGE TRAINING PROGRAM

## Language Training

- Professionals at 26 Quebec institutions receive English language training
  - Objective: Increase second language proficiency via formal courses, workshops, community-based programs, etc.
- University and CEGEP students learn and practice second language to work in Quebec public sector
- Office Québécois de la langue française (OQLF) exam preparation workshops

# Language Training

Dialogue McGill also supports other language learning initiatives, including:

- Conversation cafes and webinars (hosted by Community Networks)
- Student second language training with mock patients
- Creation and dissemination of free English language learning materials
- Initiatives to identify and support professions most in need of bilingualism through tailored programs
- Innovative projects that respond to the English language needs of patients (e.g., studies on apps for medical interpretation)



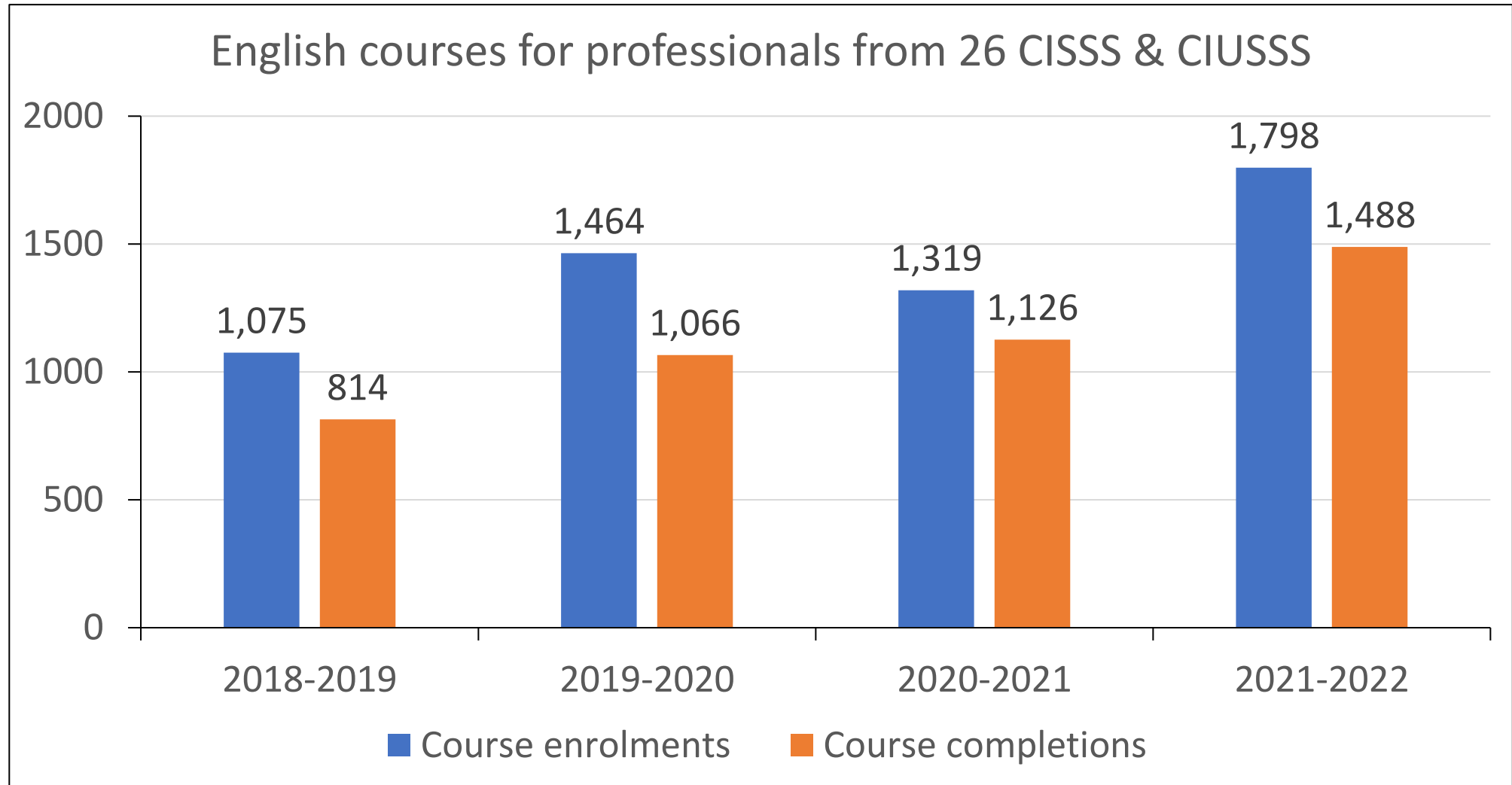
# Language Training

Dialogue McGill's English language courses are offered by McGill University's School of Continuing Studies (Anglais Santé Program):

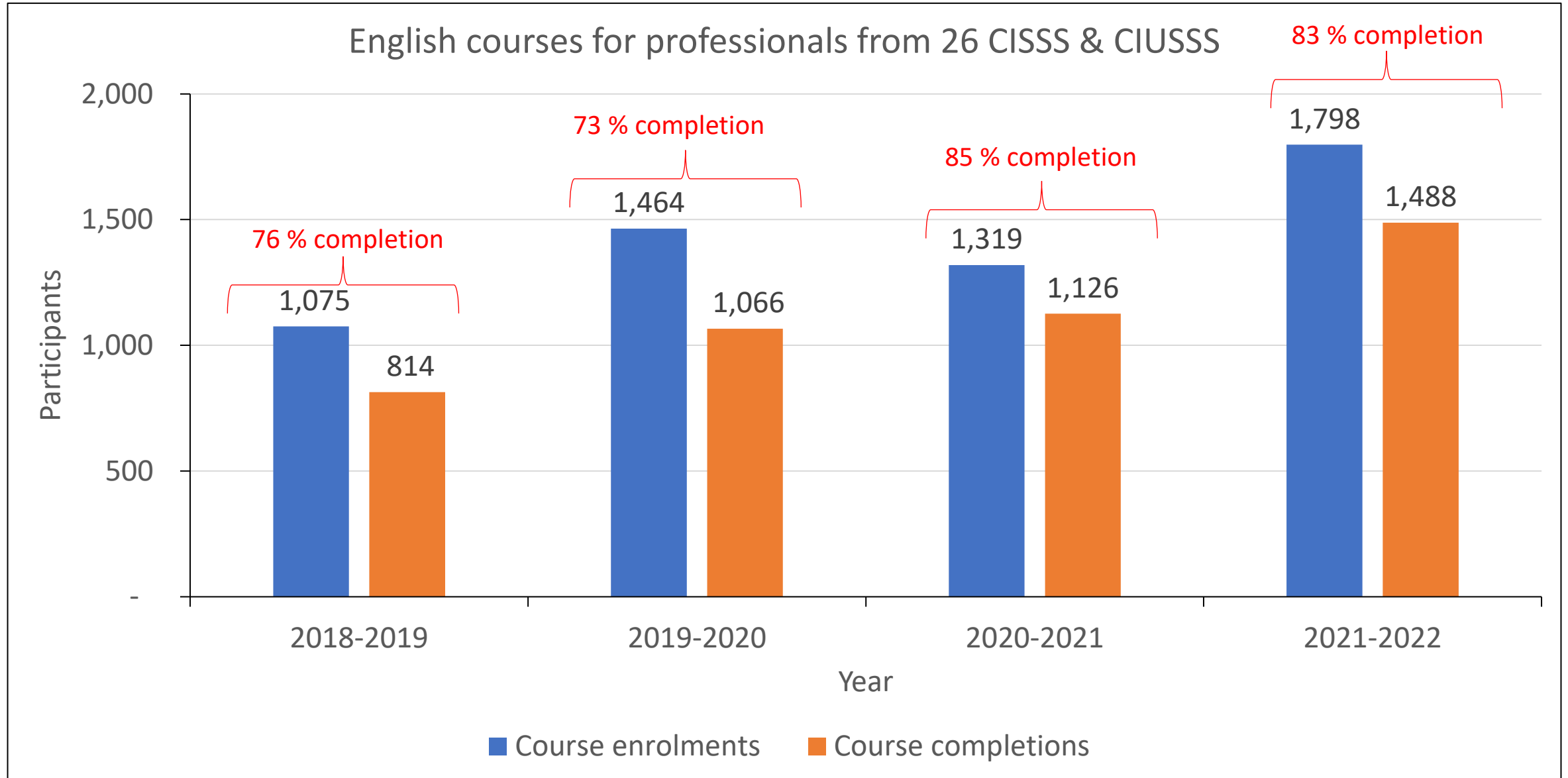
- Course content created specifically for 3 professional domains:
  - Health care, social services, and health care administration
- 8 language levels: Beginner 1, 2, 3 - Intermediate 1, 2, 3 - Advanced 1, 2
- 24-hour online training modules
- 16-hour complementary conversation course
- <http://anglaissante.mcgill.ca/fr/>



# Language Training



# Language Training



# Language Training

- Language Training Satisfaction and Workplace Impact Survey
  - Objective:
    - Evaluate professionals' satisfaction with English courses and workplace impact
    - Use findings to guide future programming
  - A panel of experts was formed to create survey
    - Expertise in second language learning, English-speaking communities, higher education, psychometrics, methodology, and statistics

## Language Training

- Language Training Satisfaction and Workplace Impact Survey
  - Survey sent to 26 Quebec public health and social services institutions
  - Institutions distributed survey to professionals who participated in at least one of our English courses between 2018-2022

# Language Training

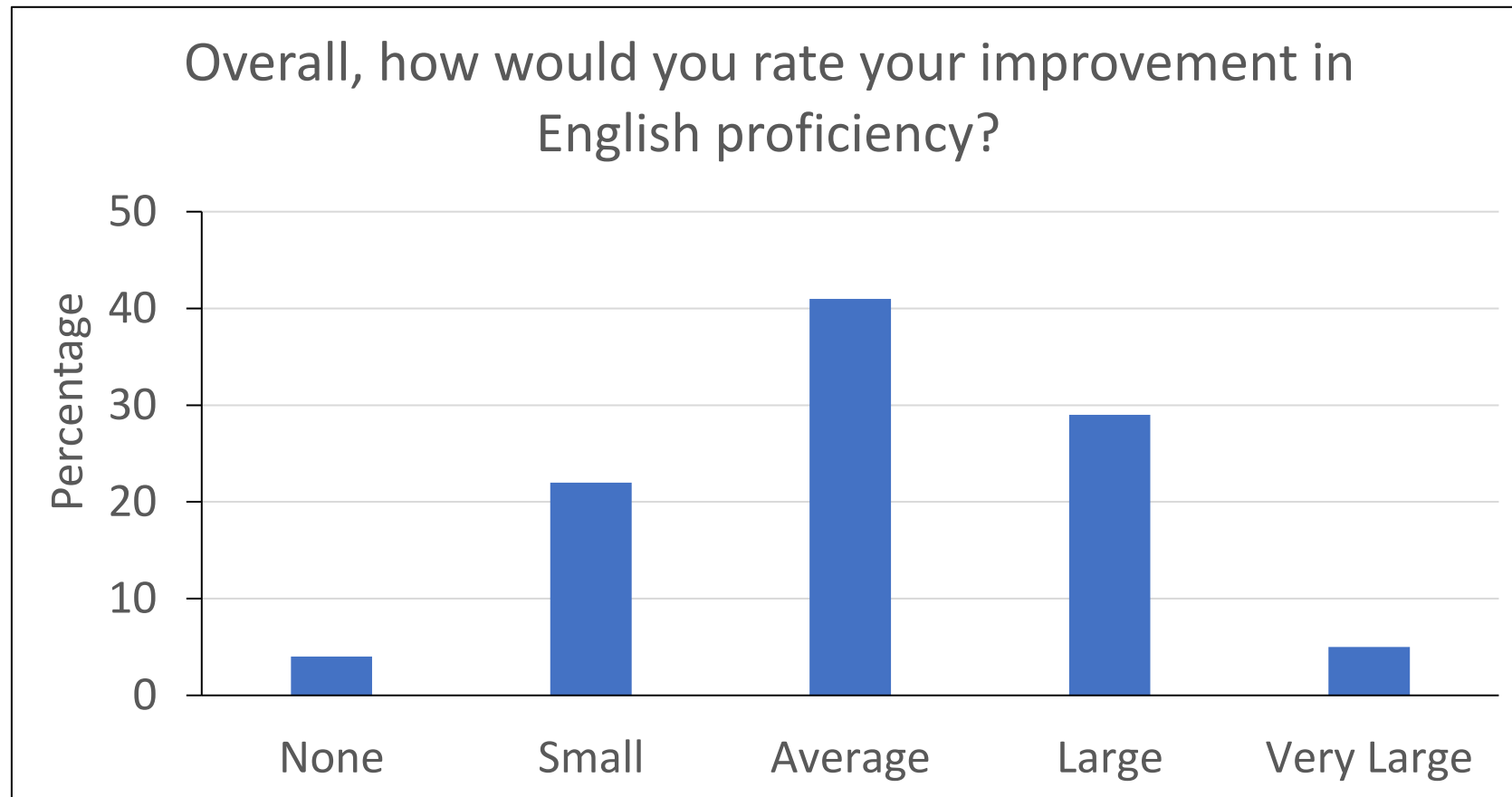
- Language Training Satisfaction and Workplace Impact Survey
  - 668 participants completed survey
  - 91% females
  - Occupations:
    - 62.5% health professionals
    - 18.5% social services professionals
    - 9.3% front desk workers
    - 9.7% other occupations

# Language Training

- Language Training Satisfaction and Workplace Impact Survey
  - **Survey Results**
    - **Question: Indicate the percentage of time you spoke in English with patients:**
      - Before the English course = 18%
      - After the English course = 24%
      - Difference = + 6%
        - Dependent t-test is statistically significant at  $p < 0.01$

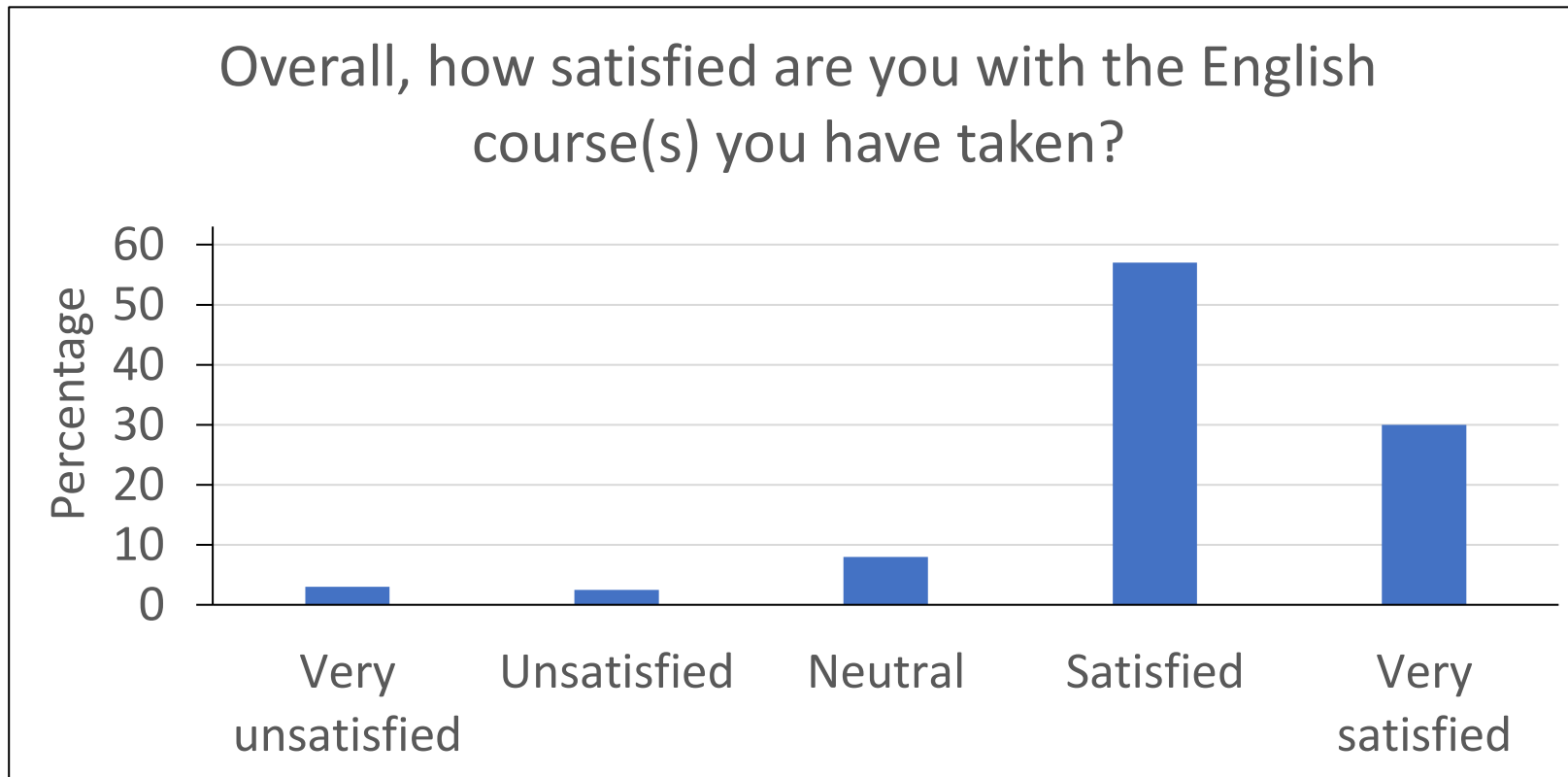
# Language Training

- **Survey Results**



# Language Training

- **Survey Results**





# Language Training

- Linguistic Profiles Project
  - Context:
    - Ann Martell from the CISSS des Îles submitted a project request to examine English fluency needs by professional position (e.g., English fluency level for nurses)
    - Dialogue McGill and Ann expanded project and consulted with the MSSS, institutions, and other key stakeholders

# Language Training

- Linguistic Profiles Project
  - Objectives:
    - To create a guide with the following resources:
      - List of best tests to determine English proficiency
      - Level of English recommended for each professional position and a detailed description of fluency levels
      - List of Dialogue McGill's courses that correspond to the recommended fluency levels

# Language Training

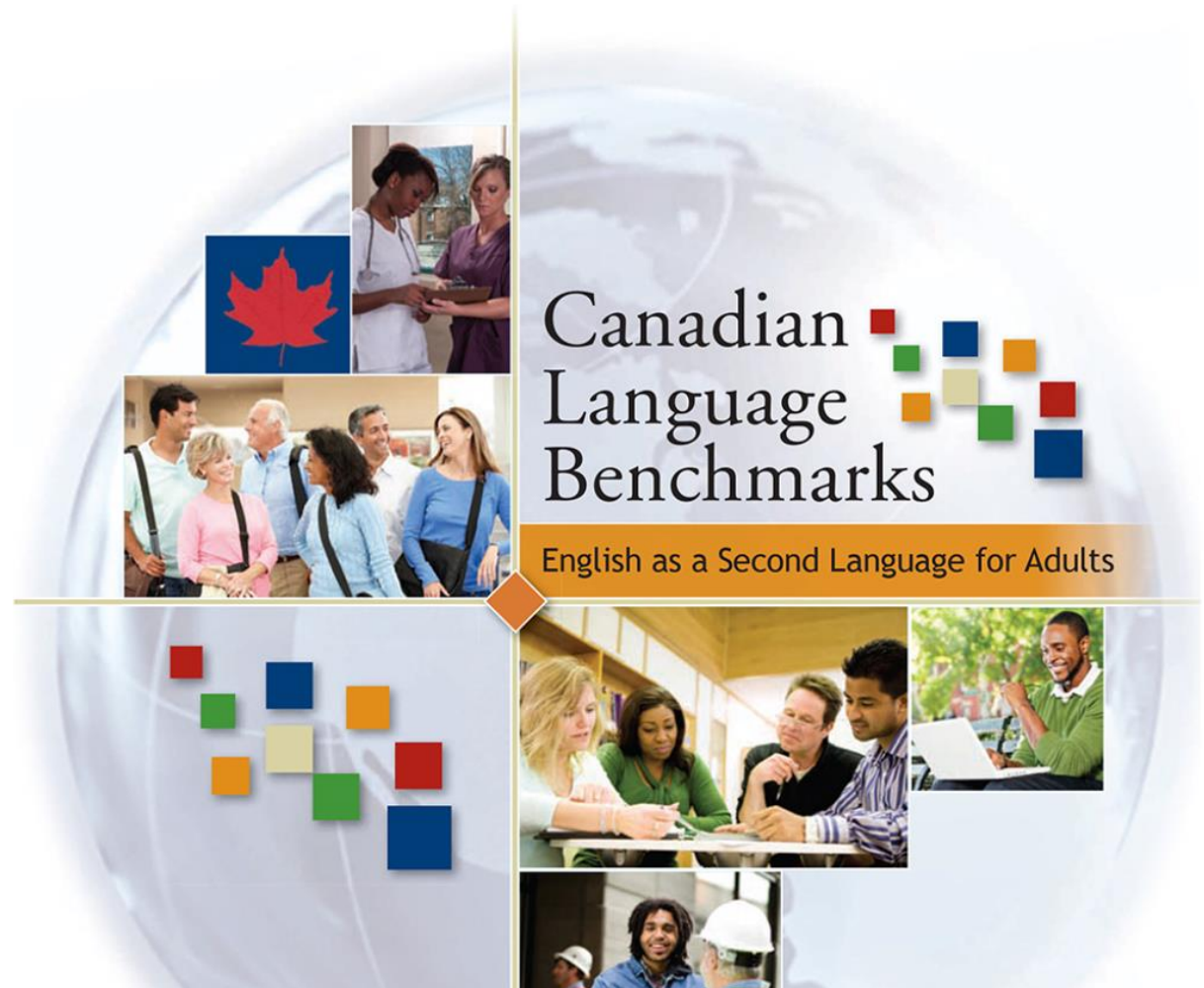
- Linguistic Profiles Project
  - Strategies to obtain objectives:
    - Literature review
    - Consultations:
      - Panel of experts
      - MSSS representative (a special thanks to Ange Beaulieu)
      - Representatives from public health and social services institutions
  - Creation and distribution of survey to managers and human resources at 26 institutions

# Language Training

- Linguistic Profiles Project
  - Literature review
    - What is a well-validated test that clearly describes each English fluency level?
      - Example: Test of English as a Foreign Language (TOEFL) Essentials (\$120/test), Canadian Language Benchmarks (CLB; \$120-150/test)

# Language Training

- Linguistic Profiles Project
  - Best test to clearly describe English proficiency levels was the Canadian Language Benchmarks (CLB)
  - French version: Niveaux de compétence linguistique canadiens (NCLC)



Source:

<https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf>

# Language Training

- Linguistic Profiles Project



## Overview of CLB and NCLC competency levels Aperçu des niveaux de compétence NCLC et CLB

Competency level that should be achieved by learners at the end of each CLB level in each skill.

CLB level	Listening	Speaking	Reading	Writing
CLB 1	<ul style="list-style-type: none"> <li>Understand individual greetings, introductions and goodwill expressions; very short, simple instructions, commands and requests related to immediate personal needs; expressions used to attract attention and to request assistance in situations of immediate personal need; and very simple information about highly familiar, concrete topics.</li> </ul>	<ul style="list-style-type: none"> <li>Use and respond to basic courtesy formulas and greetings.</li> <li>Give brief, simple, common, routine instructions to a familiar person.</li> <li>Make and respond to simple requests related to immediate personal needs.</li> <li>Give basic personal information in response to direct questions.</li> <li>Ask for basic personal information.</li> </ul>	<ul style="list-style-type: none"> <li>Understand short greetings and simple goodwill messages; and, very short, simple instructions for common, familiar everyday situations.</li> <li>Get information from very short, simple, common formatted texts.</li> <li>Recognize names, numbers and some basic details in very simple, short texts related to everyday situations and immediate needs.</li> </ul>	<ul style="list-style-type: none"> <li>Convey greetings or other goodwill messages by completing very short, simple standard texts.</li> <li>Copy numbers, letters, words, short phrases or sentences.</li> <li>Complete very short, simple or simplified forms that require only basic personal identification information.</li> <li>Write a few words to complete a short, guided text or answer simple questions.</li> </ul>
CLB 2	<ul style="list-style-type: none"> <li>Understand greetings, introductions, requests, goodwill expressions and an expanding range of basic courtesy formulas; short, simple, common instructions, commands, requests and directions related to immediate personal needs; expressions used to make and respond to requests and warnings in situations of immediate personal need; and simple information about familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Use and respond to courtesy formulas and greetings.</li> <li>Give short, simple, common, routine instructions.</li> <li>Make and respond to simple requests related to common everyday activities.</li> <li>Ask for basic personal information.</li> <li>Give very simple warnings and cautions; expanded basic personal information; and basic</li> </ul>	<ul style="list-style-type: none"> <li>Understand short greetings and other goodwill messages; short, simple, clearly sequenced instructions for common, familiar everyday situations; and purpose and some basic details in very simple, short texts related to everyday, familiar, situations and topics.</li> <li>Get information from simple formatted texts.</li> </ul>	<ul style="list-style-type: none"> <li>Convey an expanding range of goodwill messages by guided notes.</li> <li>Copy from simple lists or very short passages, to complete short tasks.</li> <li>Complete short, simple or simplified forms that require basic personal identification or familiar information.</li> <li>Write a few words to complete a short, guided text or answer</li> </ul>

# 1. Language Training (cont'd)

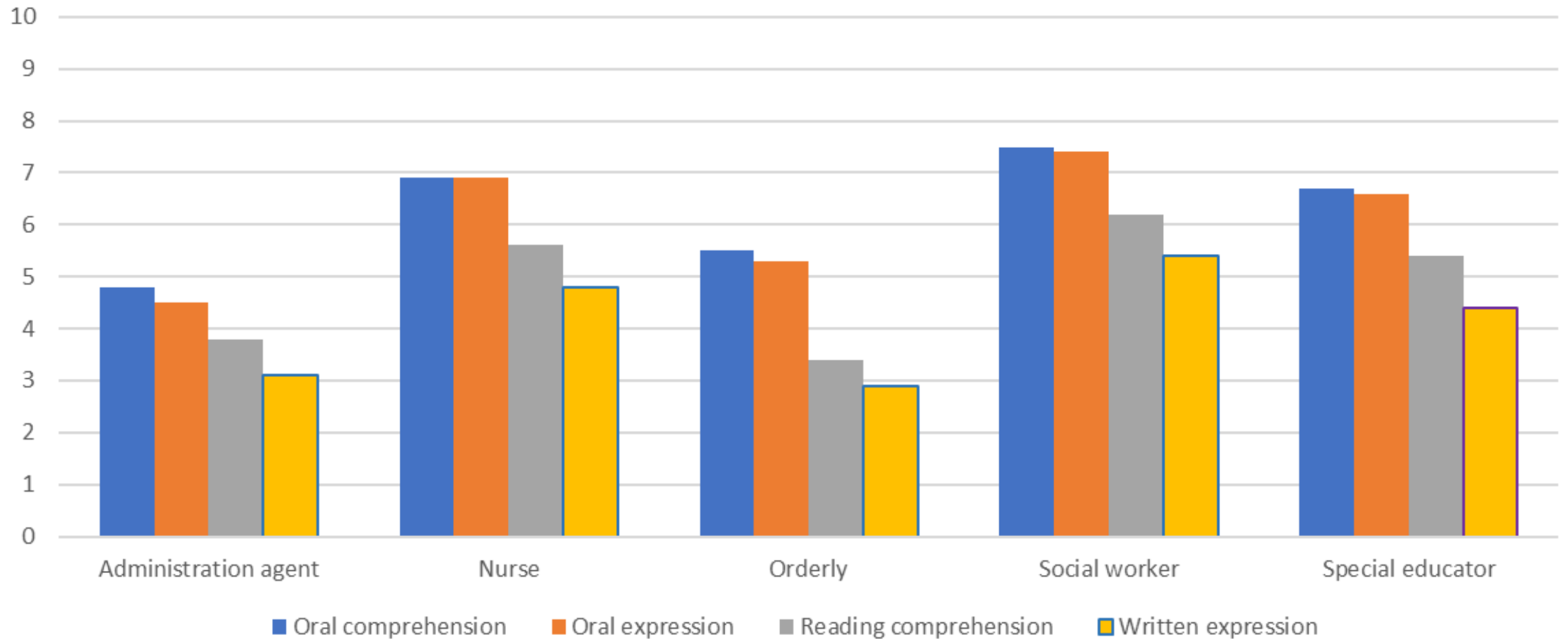
- Linguistic Profiles Project
  - Creation of a survey with the CLB's English fluency level descriptions was sent to public institutions
  - Managers of professionals were invited to give their recommendations on the English fluency for 5 positions:
    - Administrative agent (reception)
    - Nurse
    - Orderly
    - Social worker
    - Special educator

# Language Training

- Linguistic Profiles Project
  - Project is ongoing, but here are preliminary survey findings based on 55 participants:
    - 42 supervisors of professionals
    - 2 directors of human resources
    - 1 director of a unit
    - 10 other types of professionals



## Managers' recommended English fluency levels (by position)



## Language Training Program: Future directions

- Consultations underway on the linguistic profiles project's next steps
- New survey launch with 5 more professional positions
- Report and guide to be compiled then discussed with the MSSS
- Dissemination of report and guide to key stakeholders, including Quebec public institutions
- Continue to offer English language courses to professionals
- New and ongoing initiatives to increase capacity of bilingual professionals in Quebec

**Please contact us to learn more about  
Dialogue McGill's programs:  
[info.dialoguemcgill@mcgill.ca](mailto:info.dialoguemcgill@mcgill.ca)**

**Upcoming Conference on February 7-8 (half-days):  
Mental health services for Quebecers: Language Matters**

# Acknowledgements

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- Thank you to CHSSN for the invitation to present and for hosting this important, timely event
- Nous remercions Ange Beaulieu (le MSSS), les institutions et les professionnels qui ont participé aux consultations et ont répondu aux questionnaires
- Thank you to our sponsor, Health Canada, and the OLCDB Team



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*Dialogue McGill's programs were made possible through a financial contribution from Health Canada.*