

# Dialogue McGill

Better Communication for Better Care

TRAINING AND RETENTION OF HEALTH PROFESSIONALS PROJECT

[www.mcgill.ca/dialoguemcgill](http://www.mcgill.ca/dialoguemcgill)

Funded by Health Canada



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## A name with impact

There is no denying it: the “McGill University Training and Retention of Health Professionals Project” is quite a mouthful. That’s why, since 2004, many of us – partners and team members alike – have adopted less cumbersome ways of referring to our project, including *Le Projet McGill* in French, and *TRHPP*, the *McGill Project* or even the *Health Canada Project*, in English. These terms are certainly easier to pronounce and quicker to write, but they don’t truly express the philosophy behind what we do.

With that in mind, and as we embark on the fourth phase of our project, we decided to change our name and image to something both simpler and stronger: **Dialogue McGill**.

In a sense, this new name is actually a return to our roots. Not only is Dialogue the name of our newsletter, but, in the past, Dialogue McGill was a name that was frequently used for our project in many administrative and other documents. It is concise, representative of what we do, and has the major advantage of working equally well in both French and English.

The official logo of Dialogue McGill has now become the header of this newsletter. We have produced a graphic norms guide that sets out the rules for using our new logo. All details relating to the use of our logo, as well as the different versions of the logo, will be made available on request. We hope that our recipient organizations find this tool helpful, as it will help them

identify, without any ambiguity, the Dialogue McGill related activities that they manage. For more details about using our new logo, please email Daksha Manek at [daksha.manek@mcgill.ca](mailto:daksha.manek@mcgill.ca). Please note that our website has also changed: <http://www.mcgill.ca/dialoguemcgill>. Anyone who visits our former URL address will be automatically redirected to the new one.

We are confident that our new name and new logo, coupled with our eloquent tagline,

*“better communication  
for better care,”*

will create a stronger impact for the efforts that all of you make to ensure that English-speaking Quebecers have access to health and social services in their language. (↔)

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## ORIENTATIONS FOR PHASE 4 (2018–2023)

### A good balance between delivery and discovery

As Dialogue McGill prepares to enter Phase 4, our team is looking toward the future and formulating our new strategic orientations. Determined to maintain most of the initiatives we have in place

to improve access for English-speaking individuals to Quebec’s health and social services network, we are also planning to add a few new ones to our roster.

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“As far as language training goes, we will develop and implement a program component designed to transfer knowledge, skills and competence acquired in language training to daily working practice. Additional new orientations include evaluating the impact of the program on patient-provider communication in English and increasing the annual training target from 1500 learners to 1750. For both orientations, the MSSS plays a pivotal leadership role,” explains Dialogue McGill Director, Mireille Marcil.

**“Our aim is to ensure that the programs are delivered effectively and with the utmost accuracy.”**

Funding for internships in regional areas, for students studying in the health and social services sector outside their



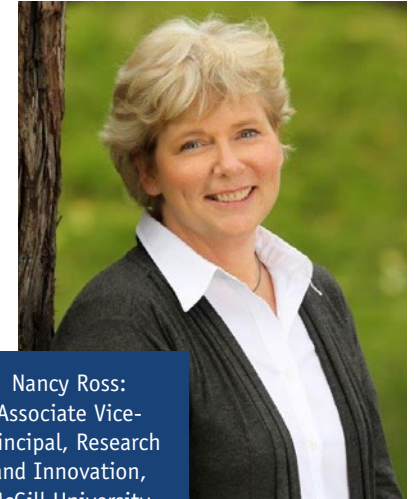
Mireille Marcil:  
Director,  
Dialogue McGill

home region, will be an important part of Phase 4. Funding for community leadership bursaries in health and social services will also be increased. In addition, Dialogue McGill plans to make online peda-

gogical material, with an emphasis on professional workplace situations, available to CEGEP ESL professors who teach students in health and social services programs. Resources will be allocated to address urgent needs, such as the acute shortage of English-speaking health and social services professionals in Laval. And, finally, if the outcomes of a current study on the subject are conclusive, the limited number of spaces available in McGill University's Speech-Language Pathology program might be increased, with the help of additional funding from Dialogue McGill.

One of the many key indicators of Dialogue McGill's success to date has been the number of recent healthcare graduates from outlying and remote areas able to express themselves fluently in both French and English, who happily return to their home towns to serve their communities. Their contribution to improving access to healthcare and social services in the regions is much appreciated, and their professional integration has yielded optimal results.

Phase 4 of Dialogue McGill will see significant investments in research, always with the view to breaking down language barriers and eliminating obstacles that get in the way of proper access to services. Research allows us to better understand the needs that exist in our society and is essential to advancing our knowledge in this area. “One of the most fascinating aspects of this project has got to be the symbiotic relationship that exists between the ‘delivery’ side - the programs



Nancy Ross:  
Associate Vice-Principal, Research and Innovation, McGill University

that are delivered in the regions - and the ‘discovery’ side, which is generated by research,” explains Professor Nancy Ross, Associate Vice-Principal, Research and Innovation, at McGill University.

**“Establishing more international research partnerships in the area of linguistic minority access to health care is another avenue being explored,”**

adds Professor Ross.

With all of this in store, the future of Dialogue McGill will be a very interesting one, indeed! 🌐

## Anglais Santé receives an Award of Excellence for its innovative approach

On June 14, 2017, the Anglais Santé program team at McGill University's School of Continuing Studies received an Award of Excellence, in the “Establishment” category, from the *Association canadienne d'éducation des adultes des universités de langue française* (ACDEAULF). This award honours

the exceptional contribution that McGill University has made in the promotion and development of continuing education.

McGill owes its award to the custom-made ESL training program its team developed for professionals working in the health and social services sector in Quebec: *Anglais Santé*. The program's innovative approach combines two complementary components: online courses, which allow for self-instruction, and in-person courses, which can be taken either

in a classroom or remotely, in a virtual classroom.

The program has received a lot of positive feedback from students, who claim that its flexible, dual-platform approach helped them learn and kept them motivated.

Congratulations to the entire *Anglais Santé* team! 🌐



## UN NOUVEL OUTIL DE PERFECTIONNEMENT LINGUISTIQUE :

Le 1<sup>er</sup> webinaire de la série **Anglais Santé** a été lancé en juillet et tous les intervenants ayant suivi des cours y ont accès! Un outil de plus pour les aider à parfaire leurs connaissances, en tout temps. Plus de détails à [anglaissante.mcgill.ca/fr](http://anglaissante.mcgill.ca/fr)



Effie Dracopoulos, directrice adjointe, Langues et communication interculturelle, et Jean-Paul Rémillieux, directeur, Services aux enseignants et technologies pédagogiques, faisant tous deux partie de l'École d'éducation permanente de l'Université McGill, reçoivent le Prix d'Excellence 2017 de Jasmine Paradis-Laroche, présidente de l'ACDEAULF. (Voir article à la page 2)

# Selon un sondage récent, le Programme de formation linguistique de Dialogue McGill est grandement apprécié

Avant de déterminer ses priorités pour la période 2018-2023, l'équipe de Dialogue McGill a tenu à sonder les acteurs du milieu concernant son offre de formation linguistique.

**Elle a ainsi mené des entrevues auprès de 13 répondants des centres intégrés de services de santé et de services sociaux (CISSS) et des centres intégrés universitaires de santé et de services sociaux (CIUSSS).**

Un rapport synthèse sera distribué aux répondants, mais voici déjà quelques-uns des points qui ressortent de ce sondage :

- Le taux de satisfaction général envers le programme, son format et l'équipe responsable à l'Université McGill est très élevé;
- Tous souhaitent la poursuite du programme, démontrent un très grand engagement et intérêt;
- Parmi les points à améliorer ou difficultés rencontrées : le processus d'inscription relativement complexe, le taux élevé de roulement du personnel à la suite de la réorganisation du système de santé, le manque de temps compte

tenu d'une grande charge de travail, et certaines difficultés techniques;

- Quelques suggestions proposées : un calendrier des inscriptions comprenant toutes les étapes du processus et une boucle d'information avec suivis aux différentes étapes;
- Les retraites et visioconférences seraient les bienvenues selon la plupart des répondants pour permettre les contacts entre collègues de différentes régions, l'échange quant aux meilleures pratiques et le partage d'informations aux étapes charnières.

Autre fait à noter : une baisse

significative du nombre d'inscriptions ainsi que du nombre d'intervenants ayant terminé les cours. Les entrevues avec les répondants ont fait ressortir que la réforme de la santé qui est entrée en vigueur le 1<sup>er</sup> avril 2015 a eu un impact déterminant sur la baisse des inscriptions au programme de formation linguistique au cours des deux années qui ont suivi. La fusion des établissements et la réduction du nombre de niveaux hiérarchiques dans les nouvelles structures ont créé un climat d'incertitude tant au niveau du personnel que chez les gestionnaires, faisant en sorte que la formation linguistique en a souffert. D'autres facteurs ont assurément contribué à cette diminution, d'où la nécessité d'une évaluation plus approfondie afin de bien en cerner les causes et de rectifier cette situation.

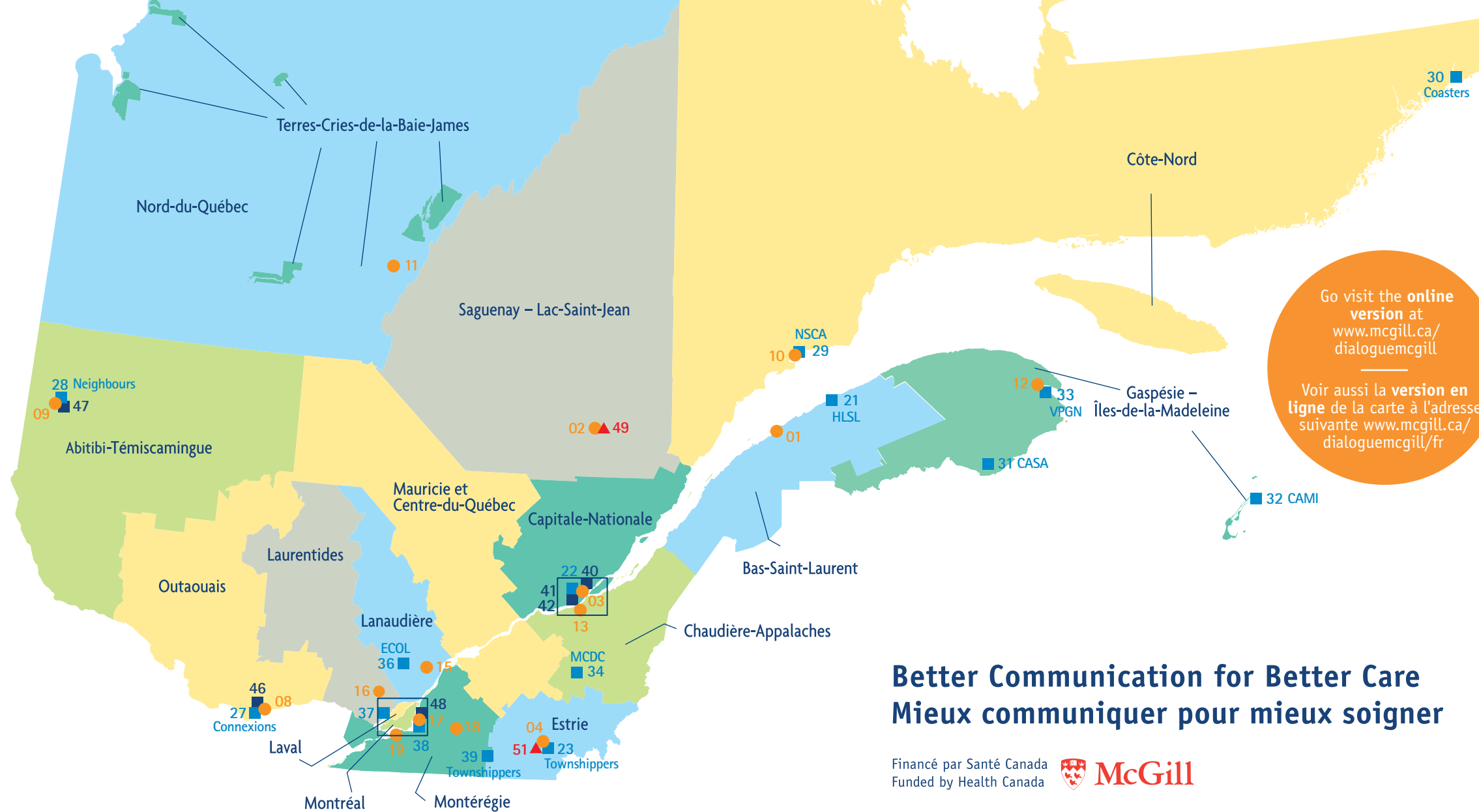
Des résultats fort éclairants qui guideront l'équipe dans ses décisions à venir.

Un grand merci à tous les répondants qui ont pris le temps de nous fournir leurs commentaires et opinions! À suivre. 🌟

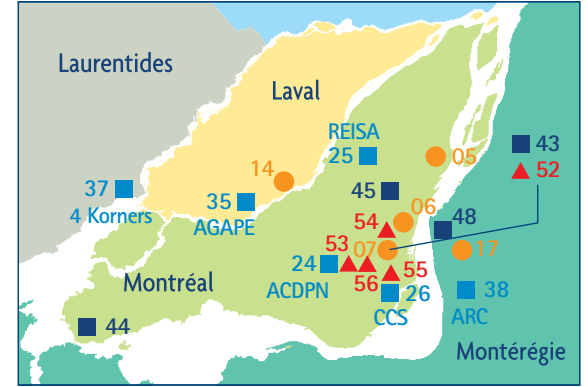
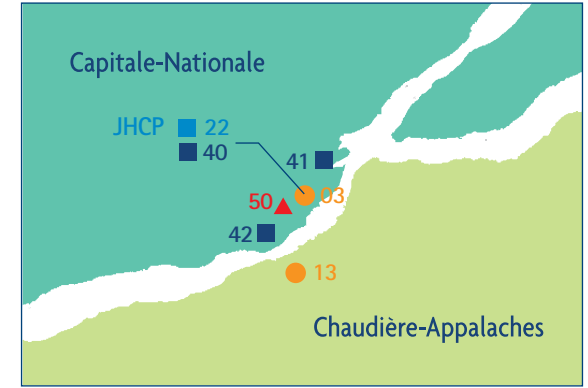
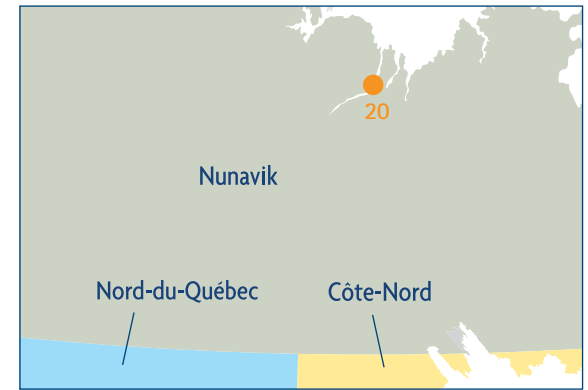
## CARTE DES PARTENAIRES DIALOGUE MCGILL

Nous avons le plaisir de vous présenter la carte de nos partenaires, à l'échelle du Québec. Le travail accompli par Dialogue McGill se fait grâce à une précieuse collaboration avec chacun d'entre eux. Il s'agit de la première d'une série de cartes qui permettront de saisir l'étendue et le degré de pénétration de cet ambitieux projet entrepris en 2004.

Voir la carte à la page suivante.



Go visit the **online version** at [www.mcgill.ca/dialoguemcgill](http://www.mcgill.ca/dialoguemcgill)  
Voir aussi la **version en ligne** de la carte à l'adresse suivante [www.mcgill.ca/dialoguemcgill/fr](http://www.mcgill.ca/dialoguemcgill/fr)



## Better Communication for Better Care Mieux communiquer pour mieux soigner

Financé par Santé Canada  
Funded by Health Canada

**MEASURE 1** / **MESURE 1** Language Training Program (CISSS, CIUSSS, RRSSS)  
Programme de formation linguistique (CISSS, CIUSSS, RRSSS)

- |  |   |  |
|--|---|--|
| <b>BAS-SAINT-LAURENT</b><br>01. CISSS du Bas-Saint-Laurent   | <b>07. McGill University</b>                | <b>LAVAL</b><br>14. CISSS de Laval   |
| <b>SAGUENAY-LAC-SAINT-JEAN</b><br>02. CIUSSS du Saguenay-Lac-Saint-Jean                                      | <b>08. CISSS de l'Outaouais</b>             | <b>LANAUDIÈRE</b><br>15. CISSS de Lanaudière   |
| <b>CAPITALE-NATIONALE</b><br>03. CIUSSS de la Capitale-Nationale   | <b>09. CISSS de l'Abitibi-Témiscamingue</b> | <b>LAURENTIDES</b><br>16. CISSS des Laurentides  |
| <b>ESTRIE</b><br>04. CIUSSS de l'Estrie - Centre hospitalier universitaire de Sherbrooke                     | <b>10. CISSS de la Côte-Nord</b>            | <b>MONTÉRÉGIE</b><br>17. CISSS de la Montérégie-Centre<br>18. CISSS de la Montérégie-Est<br>19. CISSS de la Montérégie-Ouest |
| <b>MONTRÉAL</b><br>05. CIUSSS de l'Est-de-l'Île-de-Montréal<br>06. CIUSSS du Centre-Sud-de-l'Île-de-Montréal | <b>11. CRSSS de la Baie-James</b>           | <b>NUNAVIK</b><br>20. RRSSS Nunavik  |
|  | <b>12. CISSS de la Gaspésie</b>             |  |
|  | <b>13. CISSS de Chaudière-Appalaches</b>    |  |

**MEASURE 2** / **MESURE 2** Retention Program (Community Networks)  
Programme de maintien en poste (Réseaux communautaires)

- |  |  |  |
|--|--|--|
| <b>BAS-SAINT-LAURENT</b><br>21. Heritage Lower Saint Lawrence  | <b>OUTAOUAIS</b><br>27. Connexions Resource Centre   | <b>CHAUDIÈRE-APPALACHES</b><br>34. Megantic English-speaking Community Development Corporation                     |
| <b>CAPITALE-NATIONALE</b><br>22. Jeffery Hale Community Partners   | <b>ABITIBI-TÉMISCAMINGUE</b><br>28. Neighbours Regional Association of Rouyn-Noranda   | <b>LAVAL</b><br>35. Youth and Parents AGAPE Association Inc.   |
| <b>ESTRIE</b><br>23. Townshippers' Association (Estrie Network)  | <b>CÔTE-NORD</b><br>29. North Shore Community Association<br>30. Coasters' Association of the Lower North Shore                              | <b>LANAUDIÈRE</b><br>36. English Community Organization of Lanaudière  |
| <b>MONTRÉAL</b><br>24. African Canadian Development and Prevention Network<br>25. The East Island Network for English Language Services<br>26. Collective Community Services | <b>GASPÉSIE</b><br>31. Committee for Anglophone Social Action<br>32. Council for Anglophone Magdalen Islanders<br>33. Vision Gaspé-Percé Now | <b>LAURENTIDES</b><br>37. 4 Korners Family Resource Center   |
|  |  | <b>MONTÉRÉGIE</b><br>38. Assistance and Referral Centre<br>39. Townshippers' Association (Montérégie-East Network) |

**MEASURE 2** / **MESURE 2** Retention Program (Education Institutions)  
Programme de maintien en poste (Maisons d'enseignement)

- |  |  |  |
|--|--|--|
| <b>CAPITALE-NATIONALE</b><br>40. Place aux jeunes<br>41. Cégep Limoilou<br>42. Central Quebec School Board | <b>44. John Abbott College</b><br>45. Cégep à distance (Collège de Rosemont) | <b>ABITIBI-TÉMISCAMINGUE</b><br>47. Université du Québec en Abitibi-Témiscamingue (UQAT) |
| <b>MONTRÉAL</b><br>43. McGill University   | <b>OUTAOUAIS</b><br>46. Cégep Heritage College                               | <b>MONTÉRÉGIE</b><br>48. Champlain College Saint-Lambert                                 |

**MEASURE 3** / **MESURE 3** Research Development Program (Universities and CHU)  
Programme de développement de la recherche (Universités et CHU)

- |  |   |   |
|--|---|---|
| <b>SAGUENAY-LAC-SAINT-JEAN</b><br>49. Université du Québec à Chicoutimi (UQAC) | <b>ESTRIE</b><br>51. Bishop's University  | (CHU Sainte-Justine)<br>54. Centre hospitalier de l'Université de Montréal (CHUM) |
| <b>CAPITALE-NATIONALE</b><br>50. Université Laval                              | <b>MONTRÉAL</b><br>52. McGill University<br>53. Centre hospitalier universitaire Sainte-Justine | 55. Concordia University<br>56. Université de Montréal                            |