



Training and Retention of Health Professionals Project

RESEARCH DEVELOPMENT PROGRAM - OVERALL PROFILE 2009-2013

<http://www.mcgill.ca/hssaccess/>

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TRAINING AND RETENTION OF HEALTH PROFESSIONALS PROJECT 2009-2013

The McGill University Training and Retention of Health Professionals Project (McGill Project) adds to the initiatives of the Government of Québec to give English-speaking Quebecers access to the full range of health and social services in their own language. It is an additional tool for implementing and revising regional programs for access to services in English, as prescribed in the *Act respecting health services and social services*. The McGill Project addresses the recognized needs of English-speaking communities and the challenge that those needs pose for Québec's health and social services system. Given this, the McGill Project set up various programs to train and promote the hiring and retention of sufficient professionals qualified to deliver health and social services in English. The McGill Project is funded by Health Canada in the amount of \$19 million over four years through its Official Languages Health Contribution Program (OLHCP).

McGILL PROJECT PROGRAMS IN PROFILE

This report is the third in a three-part series to present the data gathered through the McGill Project from 2009 to 2013. The series deals with the three measures of the McGill Project, namely, the Language Training Program, the Retention and Distance Professional and Community Support Program, and the Research Development Program.

The reports are organized to reflect the structure of each program as set out in the reference documents. Each report begins with an introduction of the program, then briefly describes the variables, data sources and sections of the report.

This document reports on Measure 3, the Research Development Program, and is meant to inform Program reframing in Phase 3 (2013-2018).

INTRODUCTION

PROGRAM SUMMARY

The McGill Training and Retention of Health Professionals Project includes a research component to help achieve its overall mission of rendering health care services more accessible to English-speaking Quebecers for whom potential language barriers exist. Through its Research Development Program the project promotes research projects that identify barriers to health care access or that investigate potential means to overcome identified barriers. The program enables the project to expand its strategies and best practices to address the health concerns of minority language communities in Quebec.

The objectives of the Research Development Program are to:

- 1) Understand the ways in which access to health care by linguistic minorities may be limited by linguistic, social and cultural barriers
- 2) Identify and develop strategies through which identified barriers may be overcome or reduced
- 3) Increase dissemination and adoption of knowledge, strategies or best practices which can address the health concerns of minority language communities.
- 4) Expand this emerging field of study by funding existing or new research projects

CALL FOR RESEARCH PROPOSALS

The McGill Training and Retention of Health Professionals Project strictly funds research projects led by university appointed professors, research associates, and post-doctoral associates at universities within Quebec.

2009-2010: During this period the McGill Project was redesigned to include a research component. No research activities took place during this timeframe.

2010-2012: The Research Development Program was initiated in January 2011 and launched in February through a call for proposals soliciting basic and applied proposals aimed at investigating the relationship between language and health and social services. The call for proposals offered seed money to facilitate the development of new projects. A total of \$55,000 was allocated to fund projects for the 2010-2011 fiscal year which ended on March 31, 2011. A total of \$261,200 was allocated to fund projects for the 2011-2012 fiscal year for the period of April 1, 2011 to March 31, 2012.

2012-2013: In November 2011, a second call for proposals was launched encouraging the submission of proposals on the retention of bilingual health and social services professionals. In addition, the call solicited proposals aimed at investigating the relationship between language and health and social services. Seed money was offered to facilitate the development of new projects. A total of \$243,995 was allocated to fund projects for the 2012-2013 fiscal year for the period of April 1, 2012 to December 31, 2012. The short funding period was due the uncertainty of the McGill Project's renewal after the end date of March 31, 2013.



DISSEMINATION

The McGill Training and Retention of Health Professionals Project hosted three events between 2011 and 2013 aiming to foster mutually beneficial research partnerships by bringing together the funded research teams and invited guests.

Welcoming Event

On Tuesday, May 3, 2011, the McGill Project hosted a Welcoming Event to officially launch its Research Development Program. The welcoming event brought together the funded research teams and the Project's Steering Committee. The funded Principal Investigators shared their research project goals with fellow associates.

Poster Session

On Wednesday, May 9th, 2012, the McGill Project hosted a poster session on *Access to Health Care: The Impact of Language Barriers*. The event consisted of 12 presentations given by research teams funded for the 2010-2012 phase; 3 presentations by research teams funded for new projects in the 2012-2013 phase, and one invited guest presentation on cross border health care access in the United States. The poster session brought together researchers, community network leaders, and government officials with a view to creating collaborations for expanding research in language barriers in access to health care.

Research Conference

On Sunday, March 24th and Monday, March 25th, 2013, the McGill Project hosted a research conference entitled *Health Care Access for Linguistic Minorities: Breaking the barriers*. The focus of the conference was to discuss the challenges encountered in attempting to address language and cultural barriers in the delivery of equitable healthcare services to linguistic minorities and to find ways to bring together research and practice in this area. The goal of the conference was to articulate the nature of the newly emerging field "the study of cross-linguistic and cross-cultural barriers in healthcare communication" by bringing together leading thinkers and scholars from various complementary disciplines.

The first day of the conference focused on short presentations and poster displays by researchers and students funded by the McGill Project. The main components of the second day were three thematic roundtables: (1) Realities and Myths of Linguistic Barriers in Health Care; (2) Cultural Dimensions of Linguistic Barriers in Health Care; and (3) Overcoming Barriers between Researchers, Practitioners and Community. In addition, a research forum was held to discuss the future of research in access to health care for linguistic minorities.

WEBSITE

Between 2009 and 2013, the McGill Project website was reworked to take Phase 2 into account. The projects resulting from Phase 1, 2004 to 2008, were archived, and the projects associated with Measures 1, 2 and 3 for the period 2009-2013 were emphasized. Measure 3 has sections of the site devoted to research project descriptions, biographies of the researchers, program events, publications published by members of the research network and call for proposals (<http://www.mcgill.ca/hssaccess/trhpp/research>).



DOCUMENT CONTENTS

The data gathered from 2010 to 2013 are presented for the Research Development Program. The data is presented in four sections. The first section provides a view of the demographics of researchers, by educational institution and by discipline. The second provides an overview of the research projects by research theme. The third reports the research deliverables by institution. The final section deals with the financial resources allocated to the educational institutions for carrying out their respective research projects. An appendix reports a detailed version of the project's research deliverables.

The data in this document are taken from various planning and reporting documents that the educational institutions submitted to the University between 2010 and 2013.

- Annual Work Plan and Narrative Progress Report 2010-2011
- Annual Work Plan and Narrative Progress Report 2011-2012
- Annual Work Plan and Narrative Progress Report 2012-2013
- Call for Research Proposals Application Form 2010-2012
- Call for Research Proposals Application Form 2012-2013
- Cashflow Forecasts and Record of Expenditures Form –2010-2011, 2011-2012 and 2012-2013



SECTION 1: RESEARCHERS

1. DEMOGRAPHICS OF RESEARCHERS

1.1 DISTRIBUTION OF RESEARCHERS BY EDUCATIONAL INSTITUTION

Table 1.1 shows the distribution of Principal Investigators (PI) and Co-Investigators (CI) by educational institution between 2010 and 2013. The table highlights that the majority of PI's are located among three universities: Concordia University (23%), McGill University (23%) and Université de Montréal (21%). The highest concentration of researchers, both PI and CI, are located at McGill University (25%), Concordia University (19%) and Bishop's University (13%). Data comes from the research projects application forms submitted by Principal Investigators.

Table 1.1: Distribution of Principal Investigators and Co-Investigators, by Educational Institution, 2010 to 2013¹

Educational Institution	2010-2011		2011-2012		2012-2013		TOTAL	
	Principal Investigators	Co-Investigators	Principal Investigators	Co-Investigators	Principal Investigators	Co-Investigators	Principal Investigators	Co-Investigators
(02) Université du Québec à Chicoutimi (UQAC)	1	1	1	1	1	1	3	3
(03) Université Laval	1		2		1	2	4	2
(05) Bishop's University	1	5	1	5			2	10
(05) Université de Sherbrooke		4		4				8
(06) Concordia University	3	3	3	3	3	3	9	9
(06) McGill University	2	4	3	4	4	6	9	14
(06) Université de Montréal	2		3		3	2	8	2
(06) Université du Québec à Montréal (UQAM)	1		1		1		3	
(08) Université du Québec en Abitibi-Témiscamingue						1		1
University of Ottawa		1		2				3
(13) AGAPE Community Organization ²			1				1	
TOTAL	11	18	15	19	13	15	39	52

Note: All research assistants (students) recruited were based at the host institution of the PI. Exceptionally, one research assistant was recruited from Concordia University by the UQAM based PI.

¹ No funds were administered between 2009 and 2010 (refer to introduction).

² Exceptionally, one project was funded at a community organization, AGAPE. The project was submitted for review to the Retention Program (Measure 2) and was approved. Due to the nature of the project it was reclassified and funded through the Research Development Program (Measure 3).



1.2 DISTRIBUTION OF RESEARCHERS BY DISCIPLINE

This table shows the distribution of Principal Investigators (PI) and Co-Investigators (CI) by discipline between 2010 and 2013. The table highlights that the majority of PI's are located among four disciplines: Psychology (27%), Education (15%), Epidemiology (15%) and Linguistics (15%). The highest concentration of researchers, both PI and CI, are primarily in the following disciplines; Psychology (27%), Education (21%), Epidemiology (9%), Linguistics (9%) and Nursing (8%). Data comes from the research projects application forms submitted by Principal Investigators³.

Table 1.2: Distribution of funded Principal Investigators and Co-Investigators, by Discipline, 2010 to 2013⁴

Discipline	2010-2011		2011-2012*		2012-2013		TOTAL	
	Principal Investigators	Co-Investigators	Principal Investigators	Co-Investigators	Principal Investigators	Co-Investigators	Principal Investigators	Co-Investigators
Biology	1		1				2	
Education	2	4	2	4	2	5	6	13
Educational and Counselling Psychology					1		1	
Epidemiology	1		3		2	3	6	3
Geography	1		2		1		4	
Linguistics	2	1	2	1	2	1	6	3
Management		1		1	2		2	2
Nursing	1	1	1	1		3	2	5
Physical and Occupational Therapy		1		1		1		3
Psychiatry					1	1	1	1
Psychology	3	8	3	8	2	1	8	17
Social Work		1		1				2
Sociology		1		2				3
Not Applicable (AGAPE) ⁵			1				1	
TOTAL	11	18	15	19	13	15	39	52

³ Where no information was provided, discipline was verified at the researchers' corresponding university website.

⁴ No funds were administered between 2009 and 2010 (refer to introduction).

⁵ No specific discipline is associated with AGAPE Community Organization.



SECTION 2: RESEARCH THEMES

2. OVERVIEW OF RESEARCHERS THEMES

2.1 DISTRIBUTION OF PROJECTS BY RESEARCH THEME

This table shows the distribution of Principal Investigators (PI) and Co-Investigators (CI) by discipline between 2010 and 2013⁶. The table highlights that the majority of PI's are located among four disciplines: Psychology (27%), Education (15%), Epidemiology (15%) and Linguistics (15%). The highest concentration of researchers, both PI and CI, are primarily in the following disciplines; Psychology (27%), Education (21%), Epidemiology (9%), Linguistics (9%) and Nursing (8%). Projects were classified based on the nature of the project and the most suitable corresponding research theme.

Table 2.1: Distribution of Approved Projects by Research Theme, by Count and Allocation⁷ of funds, 2010 to 2013

Research Theme	2010-2011 Count	2010-2011 Allocation	2011-2012 Count ⁸	2011-2012 Allocation	2012-2013 Count	2012-2013 Allocation	Total Count	Total Allocation
Development of Second Language Training for Health and Social Services	6	30,000	6	125,000	6	120,000	18	275,000
Equitable Distribution of Health Professionals	1	5,000	2	25,000			3	30,000
Identifying Inequalities in Health	1	5,000	3	43,700	3	45,000	7	93,700
Improving Access to Health and Social Services	3	15,000	4	67,500	3	59,000	10	141,500
Retention of Health Professionals					1	19,995	1	19,995
TOTAL - APPROVED PROJECTS	11	55,000	15	261,200	13	243,995	39	560,195

⁶ No funds were administered between 2009 and 2010 (refer to introduction).

⁷ Allocation does not represent the amount budgeted but rather the amount approved and transferred to the institutions and reported by the institutions in the *Cashflow and Record of Expenditures Forms*. For example, for fiscal year 2011-2012 a total amount of 247,500 was budgeted but a total of 261,200 was transferred to the institutions due to unspent funds in the Language Training Program (Measure 1) and the Retention Program (Measure 2) that were transferred to the Research Development Program (Measure 3).

⁸ In the 2011-2012 fiscal year, 15 research projects were funded of which 3 were Special Research Projects; these were extensions of projects funded in the same year. Principal Investigators unable to spend all allocated funds in the 2010-2011 fiscal year were invited to submit a proposal for Special Research Projects. This process permitted them to recover some unspent funds from the 2010-2011 fiscal year.



SECTION 3: RESEARCH DELIVERABLES

3. OVERVIEW OF RESEARCH DELIVERABLES

3.1 DISTRIBUTION OF RESEARCH DELIVERABLES BY EDUCATIONAL INSTITUTION

This table provides an overview of dissemination activities and other deliverables completed between 2011 and 2013, by the Educational Institution of the Principal Investigator⁹. A total of 11 publications¹⁰ and 12 conference¹¹ presentations were completed between 2011 and 2013. In addition, 6 other deliverables were produced during this time frame. These include tools, modules, information kits, and maps. Columns for 2009-10 and 2010-11 are omitted from this table since no deliverables were completed during these fiscal years¹². Data was retrieved from the Narrative Progress Reports 2010-2011, 2011-2012 and 2012-2013.

Table 3.1: Research Deliverables by Educational Institution of Principal Investigator, 2011 to 2013

Educational Institution	Publications 2011-2012	Publications 2012-2013	Total Publications	Conferences 2011-2012	Conferences 2012-2013	Total Conferences	Other Deliverables 2011-2012	Other Deliverables 2012-2013	Total Deliverables
(02) Université du Québec à Chicoutimi (UQAC)								1	1
(03) Université Laval		1	1	4	1	5			
(05) Université Bishop's									
(06) Université Concordia	1	2	3		2	2		1	1
(06) Université McGill		1	1					1	1
(06) Université de Montréal	2	2	4		4	4		2	2
(06) Université du Québec à Montréal (UQAM)							1		1
(05) Université Bishop's et (06) Université Concordia					1	1			
(06) Université du Québec à Montréal (UQAM) et (06) Université Concordia	2		2						
TOTAL	5	6	11	4	8	12	1	5	6

⁹ Where two Principal Investigators are authors of the same publication or conference presentation, multiple educational institutions are listed.

¹⁰ Publications listed are published or have been approved for publication.

¹¹ The McGill Project research conference and poster session are excluded from table.

¹² No funds were administered between 2009 and 2010 (refer to introduction). Funding began in 2010 which resulted in the production of deliverables in the following year, 2011.



3.2 DISTRIBUTION OF RESEARCH DELIVERABLES BY RESEARCH THEME

This table provides an overview of dissemination activities and other deliverables completed between 2011 and 2013, by research theme. Projects were classified based on the nature of the project and the most suitable corresponding research theme. The majority of deliverables were produced by research teams falling under *Development of Second Language Training for Health and Social Services*. These teams completed 55% of publications¹³, 42% of conferences¹⁴, and 83% of other deliverables (tools, modules, information kits, and maps). Notably, the majority of these teams were also funded by the McGill Project in a previous phase, from 2007 to 2009. Research teams classified as *Identifying Inequalities in Health* completed 36% of all publications and those falling under *Equitable Distribution of Health Professionals* disseminated results at 42% of all conferences. Columns for 2009-10 and 2010-11 are omitted from this table since no deliverables were completed during these fiscal years. Refer to table 2.1 to view distribution of allocations and number of projects per research theme. To view detailed list of deliverables per research project, refer to the Appendix 1 and Appendix 2. Data was retrieved from the Narrative Progress Reports 2010-2011, 2011-2012 and 2012-2013.

Table 3.2: Research Deliverables by Research Theme, 2011 to 2013

Research Theme	Publications 2011-2012	Publications 2012-2013	Total Publications	Conferences 2011-2012	Conferences 2012-2013	Total Conferences	Other Deliverables 2011-2012	Other Deliverables 2012-2013	Total Deliverables
Development of Second Language Training for Health and Social Services	4	2	6		5	5	1	4	5
Equitable Distribution of Health Professionals		1	1	4	1	5			
Identifying Inequalities in Health	1	3	4		2	2		1	1
Improving Access to Health and Social Services									
Retention of Health Professionals									
TOTAL	5	6	11	4	8	12	1	5	6

¹³ Publications listed are published or have been approved for publication.

¹⁴ The McGill Project research conference and poster session are excluded from table.



SECTION 4: FINANCIAL ASPECTS

4. OVERVIEW OF FINANCIAL ASPECTS

An overall funding envelope of \$560,195 was provided to universities across Quebec for the 2009-2013 period. The call for research proposals targeted all universities across the province. Proposal submissions selected for funding were approved by the McGill Project's Steering Committee.

FUNDING FOR RESEARCH PROJECTS

2009-2010: During this period the McGill Project was redesigned to include a research component. No research activities took place during this timeframe.

2010-2012: The Research Development Program was initiated in January 2011 and launched in February through a call for proposals soliciting basic and applied proposals aimed at investigating the relationship between language and health and social services. The call for proposals offered seed money to facilitate the development of new projects. A total of \$55,000 was allocated to fund projects for the 2010-2011 fiscal year which ended on March 31, 2011. A total of \$261,200 was allocated to fund projects for the 2011-2012 fiscal year for the period of April 1, 2011 to March 31, 2012.

2012-2013: In November 2011, a second call for proposals was launched encouraging the submission of proposals on the retention of bilingual health and social services professionals. In addition, the call solicited proposals aimed at investigating the relationship between language and health and social services. Seed money was offered to facilitate the development of new projects. A total of \$243,995 was allocated to fund projects for the 2012-2013 fiscal year for the period of April 1, 2012 to December 31, 2012. The short funding period was due the uncertainty of the McGill Project's renewal after the end date of March 31, 2013.

Costs attributable to research activities:

Personnel

- This cost item includes honorarium fees and salaries for employees working on research projects. This cost item includes employee benefits, meaning the employer's total share of salary withholdings for employment insurance and the Quebec pension plan [Régime des rentes du Québec] and for all other contributions applicable to salaried employees.

Travel and housing expenses

- This cost item includes travel for the activities related to research projects. This includes travel expenses for project activities, such as mileage for private vehicles, air, train or bus travel, meals and accommodation for meetings/conferences/workshops/seminars as well as travel, accommodation and honoraria for invited speakers.

Rent and Utilities

- Includes the cost of any necessary premises and the cost of utilities that are not already covered in the monthly rental fee.

Materials and supplies

- Amount planned for the purchase of project-related materials. This includes costs for printing, office supplies, as well as delivery expenses (e.g. postage and courier service).



Equipment

- Cost of special equipment acquired by the educational institution for carrying out project activities. Examples include lap tops, headsets, software and license fees.

Performance measurement and dissemination

- Cost of communication and knowledge transfer activities such as promotional activities, annual reports and publications. This also includes costs for conferences attended by project member(s) for the purpose of disseminating research project results.

Other

- This category is to be used to show the cost for all expenditures that are directly related to the project but do not fit within any of the specific sections.



4.1 OVERALL PICTURE OF FINANCIAL RESULTS

Table 4.1 *Distribution of Allocations and Expenditures by Educational Institution, 2010 to 2013*, shows the allocation¹⁵ of funding and corresponding expenditures, by educational institution, from 2010 to 2013. Results highlight that the main recipients of the funds were McGill University (27%), Concordia University (24%) and Université de Montréal (18%). The majority of the institutions were successful in spending the funds in the specified timelines. Notably, the spending of funds improved in each subsequent fiscal year, increasing the average amount of spent funds from 62% in 2010-2011 to 97% in 2011-2012 to 98% in 2012-2013. No funding was administered between 2009 and 2010 (refer to page 12).

The data comes from the *Cashflow Forecasts and Record of Expenditures* forms submitted to McGill University by the Collaborating Institution at the end of each financial year-end.

Graph 4.2 and 4.3 give a visual of the annual financial results from two perspectives: total allocations by educational institution and total expenditures by educational institution. The graphs are based on the data provided in Table 4.1.

A three-year funding envelope of \$560,195 was earmarked for research projects at universities across Quebec. The allocation of funding for the three years is broken down as follows:

- 2010-2011: \$55,000
- 2011-2012: \$261,200
- 2012-2013: \$243,995

¹⁵ Allocation does not represent the amount budgeted but rather the amount approved and transferred to the institutions and reported by the institutions in the *Cashflow and Record of Expenditures Forms*. For example, for fiscal year 2011-2012 a total amount of 247,500 was budgeted but a total of 261,200 was transferred to the institutions due to unspent funds in the Language Training Program (Measure 1) and the Retention Program (Measure 2) that were transferred to the Research Development Program (Measure 3).



Table 4.1: Distribution of Allocations and Expenditures by Educational Institution, 2010 to 2013

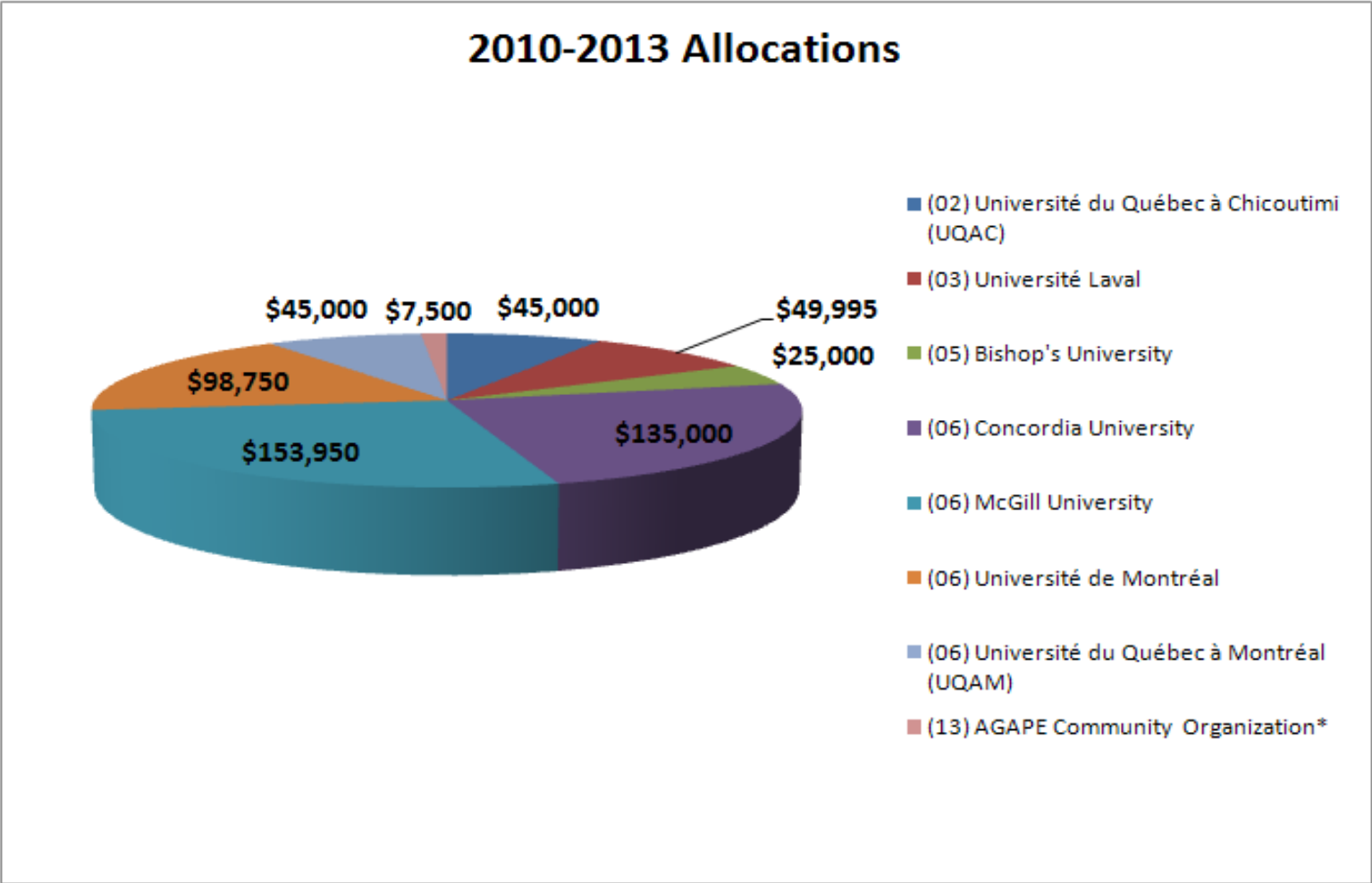
Educational Institution	Number of Projects	Allocation	% Allocation by Institution	Expenditures	% Expenditures by Institution	Unspent Funds	% Unspent Funds by Institution
Fiscal Year 2010-2011							
(02) Université du Québec à Chicoutimi (UQAC)	1	5,000	9%	5,000	100%	-	-
(03) Université Laval	1	5,000	9%	-	-	5,000	100%
(05) Bishop's University	1	5,000	9%	-	-	5,000	100%
(06) Concordia University	3	15,000	27%	15,000	100%	-	-
(06) McGill University	2	10,000	18%	8,147	81%	1,853	19%
(06) Université de Montréal	2	10,000	18%	5,000	50%	5,000	50%
(06) Université du Québec à Montréal (UQAM)	1	5,000	9%	5,000	100%	0	-
Sub-total	11	55,000	100%	38,147	62%	16,853	38%
Fiscal Year 2011-2012							
(02) Université du Québec à Chicoutimi (UQAC)	1	20,000	8%	20,000	100%	-	-
(03) Université Laval	2	25,000	10%	25,000	100%	-	-
(05) Bishop's University	1	20,000	8%	20,000	100%	-	-
(06) Concordia University	3	60,000	23%	59,999	99%	1	-
(06) McGill University	3	69,950	27%	61,026	87%	8,924	13%
(06) Université de Montréal	3	38,750	15%	37,525	97%	1,225	3%
(06) Université du Québec à Montréal (UQAM)	1	20,000	8%	18,759	94%	1,241	6%
(13) AGAPE Community Organization ¹⁶	1	7,500	3%	7,500	100%	-	-
Sub-total	15	261,200	100%	249,809	97%	11,391	3%
Fiscal Year 2012-2013							
(02) Université du Québec à Chicoutimi (UQAC)	1	20,000	8%	19,974	99%	26	1%
(03) Université Laval	1	19,995	8%	19,995	100%	-	-
(06) Concordia University	3	60,000	25%	59,929	99%	71	1%
(06) McGill University	4	74,000	30%	71,094	96%	2,906	4%
(06) Université de Montréal	3	50,000	20%	49,300	99%	700	1%
(06) Université du Québec à Montréal (UQAM)	1	20,000	8%	19,243	96%	757	4%
Sub-total	13	243,995	100%	239,535	98%	4,460	2%
TOTAL	39	560,195		527,490		32,705	

¹⁶ Exceptionally, one project was funded at a community organization, AGAPE. The project was submitted for review to the Retention Program (Measure 2) and was approved but due to the nature of the project it was reclassified and funded through the Research Development Program (Measure 3).



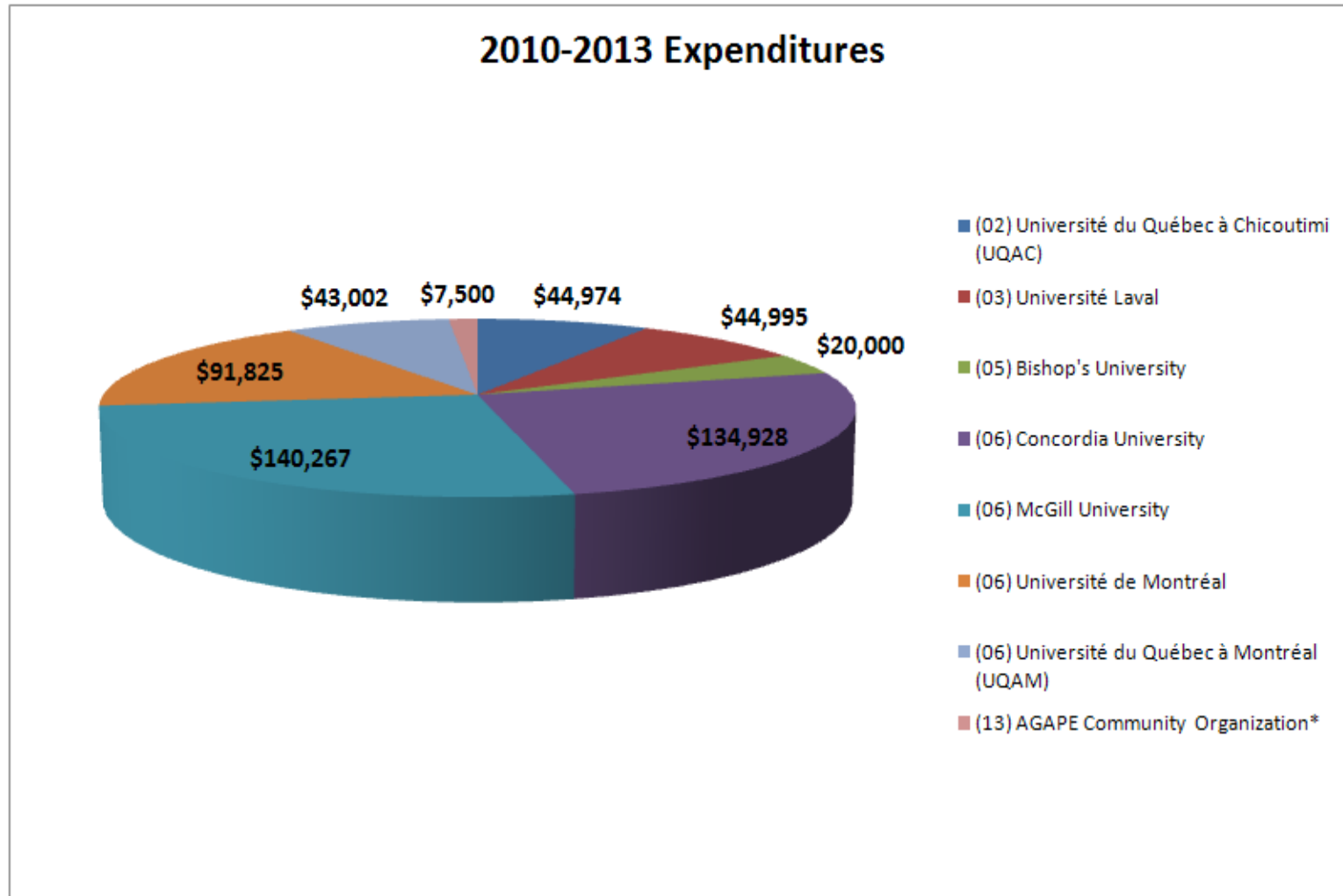
4.2 TOTAL ALLOCATIONS BY EDUCATIONAL INSTITUTION

Graph 4.2: Total Allocations by Educational Institution, 2010 to 2013



4.3 TOTAL EXPENDITURES BY EDUCATIONAL INSTITUTION

Graph 4.3: Total Expenditures by Educational Institution, 2010 to 2013



APPENDICES



Appendix I - Research Deliverables by Research Project

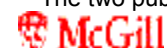
This table provides a view of all research deliverables completed from 2011 to 2013 by research project, theme and Principal Investigator. A list of deliverables including title of publications and conferences can be found on Appendix II. A list of publications can be found on the McGill Project Website at the following address: www.mcgill.ca/hssaccess/trhpp/research/publications.

Deliverables by Fiscal Year	Research Theme	Principal Investigator & Project Title	Educational Institution	Publications ¹⁷	Conferences ¹⁸	Other Deliverables
2012-2013	Development of Second Language Training for Health and Social Services	HENRIETTA CEDERGREN, Modelling Health-Care Giver/Patient Task-Specific Dialogues: Phase III	(06) Université du Québec à Montréal (UQAM), (06) Concordia University			
2011-2012		HENRIETTA CEDERGREN, Modelling Health-Care Giver/Patient Task-Specific Dialogues	(06) Université du Québec à Montréal (UQAM), (06) Concordia University	2		1
2012-2013	Development of Second Language Training for Health and Social Services	LEIF FRENCH, Creating Linguistic Corpora for Second Language (L2) Training of Health Professionals: Phase III	(02) Université du Québec à Chicoutimi (UQAC)			1
2011-2012		LEIF FRENCH, Creating Linguistic Corpora for Second Language Training of Health Professionals	(02) Université du Québec à Chicoutimi (UQAC)			
2012-2013	Development of Second Language Training for Health and Social Services	ELIZABETH GATBONTON, Task-based Language Teaching Modules and Input Frequency: Training Francophone Nurses in Quebec	(06) Concordia University, (02) Université du Québec à Chicoutimi (UQAC)	1	1	1
2011-2012		ELIZABETH GATBONTON, Developing and Testing Task-based Modules for Second Language Training of Francophone Nurses	(06) Concordia University, (02) Université du Québec à Chicoutimi (UQAC)	2 ¹⁹		

¹⁷ Publications listed are published or have been approved for publication. Where two Principal Investigators are authors of the same publication, the item is calculated into the final total once.

¹⁸ Where two Principal Investigators are authors of the same conference presentation, the item is calculated into the final total once. The McGill Project research conference and poster session are excluded from table.

¹⁹ The two publications were produced in conjunction with Henrietta Cedergren (UQAM), *Modelling Health-Care Giver/Patient Task-Specific Dialogues*.



Deliverables by Fiscal Year	ResearchTheme	Principal Investigator & Project Title	Educational Institution	Publications	Conferences	Other Deliverables
2012-2013	Development of Second Language Training for Health and Social Services	NORMAN SEGALOWITZ, Assessing Second Language (L2) Productive Vocabulary in Health Professionals: Phase III	(06) Concordia University, (06) McGill University	1	1	
2011-2012		NORMAN SEGALOWITZ, Assessing Second Language Vocabulary in Health Professionals	(06) Concordia University, (06) McGill University	1		
2012-2013	Development of Second Language Training for Health and Social Services	NORMAN SEGALOWITZ, Assessing and Overcoming Second Language (L2) Semantic Barriers in Health Professionals: Phase III	(06) Concordia University		1	
2011-2012		NORMAN SEGALOWITZ, Assessing and Overcoming Second Language Semantic Barriers in Health Professionals	(06) Concordia University			
2012-2013	Development of Second Language Training for Health and Social Services	MICHEL D. LAURIER, Formative On-Line Assessment Instrument for Nurses Learning ESL	(06) Université de Montréal, (06) McGill University		2	1
2011-2012		MICHEL D. LAURIER, Development of Formative Assessment Tasks for Nurses Learning ESL in Quebec	(06) Université de Montréal, (06) McGill University	1		

Deliverables by Fiscal Year	Research Theme	Principal Investigator & Project Title	Educational Institution	Publications	Conferences	Other Deliverables
2012-2013	Identifying Inequalities in Health	NATHALIE AUGER, Neighbourhood Risk Factors for Poor Fetal Growth in Anglophone Montrealers	(06) Université de Montréal	1	2	
		MARGARET KALACSKA, Neighbourhood Risk Factors for Poor Fetal Growth in Anglophone Montrealers	(06) Université de Montréal (06) McGill University			1
2011-2012	Identifying Inequalities in Health	NATHALIE AUGER, Linguistic Inequalities in Perinatal Health in Quebec*	(06) Université de Montréal	1		
		Special Research Project²⁰ Linguistic Inequalities in Perinatal Health in Quebec				
2012-2013	Identifying Inequalities in Health	NATHALIE AUGER, The Contribution of Wealth and Poverty to Life Expectancy of Anglophones in Montreal	(06) Université de Montréal, (06) McGill University	1		
2012-2013	Identifying Inequalities in Health	AMÉLIE QUESNEL-VALLÉE, The Internet and Health Care Use Among Linguistic Minorities	(06) McGill University	1		
2011-2012						

²⁰ Special Research Projects are extensions of projects funded in the same year. Principal Investigators unable to spend all allocated funds in the 2010-2011 fiscal year were invited to submit a proposal for Special Research Projects. This process permitted them to recover some unspent funds from the 2010-2011 fiscal year.



Deliverables by Fiscal Year	Research Theme	Principal Investigator & Project Title	Educational Institution	Publications	Conferences	Other Deliverables
2012-2013	Improving Access to Health and Social Services	ANTONIA ARNAERT, Development of an Online Multi-Module Elective Telehealth Course for Nurses	(06) McGill University			
2011-2012		ANTONIA ARNAERT, Development of a Telehealth Training Manual for English-Speaking Healthcare Providers	(06) McGill University			
2012-2013	Improving Access to Health and Social Services	LAURENCE J. KIRMAYER, Assessing Language Barriers to Mental Health Services in a Multi-ethnic Patient Population	(06) McGill University			
2012-2013	Improving Access to Health and Social Services	ROBERT SAVAGE, Supporting Community Literacy in Urban and Rural Quebec	(06) McGill University			
2011-2012	Improving Access to Health and Social Services	JAMES C. MACDOUGALL, Breaking Down the Linguistic Barriers for Access to Health Care for Deaf Persons in the English-speaking Community of Quebec	(06) McGill University			1
2012-2013	Improving Access to Health and Social Services	ESTELLE CHAMOUX, The Development and Evaluation of Strategic Interventions Aimed at Improving Relations Between Health Professionals and English-Speaking Users in the Eastern Townships	(05) Bishop's University, (05) Université de Sherbrooke		1 ²¹	

²¹ Where two Principal Investigators are authors of the same conference presentation, the item is calculated into the final total once. The conference presentation was given in conjunction with Norman Segalowitz (Concordia University), *Assessing and Overcoming Second Language (L2) Semantic Barriers in Health Professionals: Phase III*.



Deliverables by Fiscal Year	ResearchTheme	Principal Investigator & Project Title	Educational Institution	Publications	Conferences	Other Deliverables
2012-2013	Equitable Distribution of Health Professionals	MARIE-HÉLÈNE VANDERSMISSEN, Québec Health Professionals with Linguistic Capacity and Official Language Minority Communities in Québec : A comparative analysis with the rest of Canada**	(03) Université Laval, University of Ottawa	1	1	
2011-2012					4	
2011-2012	Equitable Distribution of Health Professionals	Special Research Project²² Québec Health Professionals with Linguistic Capacity and Official Language Minority Communities in Québec : A comparative analysis with the rest of Canada**	(03) Université Laval, University of Ottawa			
2011-2012	Improving Access to Health and Social Services	ELIZABETH MCLEOD, INSPQ Community Portrait of the English-Speaking Population of Laval	(13) AGAPE Community Organization			
2012-2013	Retention of Health Professionals	MARIE-PIERRE GAGNON, The Development and Retention of Health Professionals in Aboriginal Communities through Information and Communication Technologies	(03) Université Laval			
				11	12	6

²² Special Research Projects are extensions of projects funded in the same year. Principal Investigators unable to spend all allocated funds in the 2010-2011 fiscal year were invited to submit a proposal for Special Research Projects. This process permitted them to recover some unspent funds from the 2010-2011 fiscal year.



Appendix II - Research Deliverables by Research Project (Detailed deliverables)

This table provides a detailed view of all research deliverables²³ completed from 2011 to 2013 by research project, theme and Principal Investigator. In addition, it lists all partnerships and deliverables by title or name. It also includes the fiscal years each project was financed. Those funded for longer periods produced more deliverables, particularly those classified under *Development of Second Language Training for Health and Social Services*. As noted in table 3.2 the majority of these projects were funded in a previous phase of the project from 2007 to 2009.

Deliverables by Fiscal Year	Research Theme	Principal Investigator & Project Title	Fiscal Years Funded	Educational Institution	Publications ²⁴	Conferences ²⁵	Other Deliverables	Partnerships
2012-2013	Development of Second Language Training for Health and Social Services	HENRIETTA CEDERGREN , Modelling Health-Care Giver/Patient Task-Specific Dialogues: Phase III	2012-2013	(06) Université du Québec à Montréal (UQAM), (06) Concordia University				
2011-2012		HENRIETTA CEDERGREN , Modelling Health-Care Giver/Patient Task-Specific Dialogues	2010-2012	(06) Université du Québec à Montréal (UQAM), (06) Concordia University	Walker, N. R., Cedergren, H., Trofimovich, P. & Gatbonton E. (2011). Automatic Speech Recognition for CALL: A Task-Specific Application for Training Nurses. <i>Canadian Modern Language Review</i> , 67(4), 459-479. Walker, N. R., Trofimovich, P., Cedergren, H., & Gatbonton, E. (2011). Using ASR technology in language training for specific purposes: A perspective from Quebec, Canada. <i>CALICO Journal</i> , 28(3), 721-743.		Virtual Patient Tool	
2012-2013	Development of Second Language Training for Health and Social Services	LEIF FRENCH , Creating Linguistic Corpora for Second Language (L2) Training of Health Professionals: Phase III	2012-2013	(02) Université du Québec à Chicoutimi (UQAC)			Preliminary Corpora	UQAC & Champlain College (Dept. of Nursing)
2011-2012		LEIF FRENCH , Creating Linguistic Corpora for Second Language Training of Health Professionals	2010-2012	(02) Université du Québec à Chicoutimi (UQAC)				

²³ Where two Principal Investigators are authors of the same publication or conference presentation, the item is calculated into the final total once.

²⁴ Publications listed are published or have been approved for publication.

²⁵ The McGill Project research conference and poster session are excluded from table.



Deliverables by Fiscal Year	Research Theme	Principal Investigator & Project Title	Fiscal Years Funded	Educational Institution	Publications	Conferences	Other Deliverables	Partnerships
2012-2013	Development of Second Language Training for Health and Social Services	ELIZABETH GATBONTON, Task-based Language Teaching Modules and Input Frequency: Training Francophone Nurses in Quebec	2012-2013	(06) Concordia University, (02) Université du Québec à Chicoutimi (UQAC)	Surtees, V., Gatbonton, E., & Cedegren, H. (under editorial review) Designing corpus-informed dialogues for EOP: The case of pain assessments in nursing. <i>English for Specific Purposes Journal</i> .	Nicolae, I., Gatbonton, E., & French, L. TBLT modules promoting nurses' automatic L2 workplace fluency and accuracy. <i>TESOL 2013 Annual International Convention</i> , March 22, 2013, Dallas, Texas (not financed by Health Canada).	Preliminary Training Modules	
2011-2012		ELIZABETH GATBONTON, Developing and Testing Task-based Modules for Second Language Training of Francophone Nurses	2010-2012	(06) Concordia University, (02) Université du Québec à Chicoutimi (UQAC)	<i>Walker, N. R., Cedergren, H., Trofimovich, P. & Gatbonton E. (2011). Automatic Speech Recognition for CALL: A Task-Specific Application for Training Nurses. Canadian Modern Language Review, 67(4), 459-479.²⁶</i> <i>Walker, N. R., Trofimovich, P., Cedergren, H., & Gatbonton, E. (2011). Using ASR technology in language training for specific purposes: A perspective from Quebec, Canada. CALICO Journal, 28(3), 721-743.</i>			
2012-2013	Development of Second Language Training for Health and Social Services	NORMAN SEGALOWITZ, Assessing Second Language (L2) Productive Vocabulary in Health Professionals: Phase III	2012-2013	(06) Concordia University, (06) McGill University	Williams, Joy (M.A. thesis in Applied Linguistics, Supervised by N.Segalowitz; September 4, 2012). An Alternative Approach to Measuring Second Language Productive Vocabulary Size: A Validation Study of the Capture-Recapture Methodology.	Williams, J., Leclair, T., Segalowitz, N., & Kehayia, E. The second language (L2) mental lexicon: A new method to assess productive vocabulary size and its implications for studying the L2 mental lexicon. <i>The Mental Lexicon Conference</i> , Oct. 25, 2012, Montreal, QC.		
2011-2012		NORMAN SEGALOWITZ, Assessing Second Language Vocabulary in Health Professionals	2010-2012	(06) Concordia University, (06) McGill University	Segalowitz, N., & Kehayia, E. (2011). Exploring the determinants of language barriers in health care (LBHC): Toward a research agenda for the language sciences. <i>Canadian Modern Language Review, 67(4), 480-507.</i>			

²⁶ The two publications listed were produced in conjunction with Henrietta Cedergren (UQAM), *Modelling Health-Care Giver/Patient Task-Specific Dialogues*.



Deliverables by Fiscal Year	Research Theme	Principal Investigator & Project Title	Fiscal Years Funded	Educational Institution	Publications	Conferences	Other Deliverables	Partnerships
2012-2013	Development of Second Language Training for Health and Social Services	NORMAN SEGALOWITZ, Assessing and Overcoming Second Language (L2) Semantic Barriers in Health Professionals: Phase III	2012-2013	(06) Concordia University		Beaulieu, M., Carter, J., Chamoux, E., Costopoulos, A., Segalowitz, N., Thomson, W. Colloque 671, Lier la recherche sur les communautés d'expression anglaise du Québec à la politique et à l'intervention: Table ronde—Projet de formation et de maintien en poste des professionnels de la santé. <i>Congrès de l'Acfas</i> , 7 mai 2012, Montréal, QC.		Queensland University of Technology, School of Psychology (Australia)
2011-2012		NORMAN SEGALOWITZ, Assessing and Overcoming Second Language Semantic Barriers in Health Professionals	2010-2012	(06) Concordia University				
2012-2013	Development of Second Language Training for Health and Social Services	MICHEL D. LAURIER, Formative On-Line Assessment Instrument for Nurses Learning ESL	2012-2013	(06) Université de Montréal, (06) McGill University		Baker B., Laurier M., Turner C. & Lira-Gonzalez ML., Tan M., Ainsworth J. Challenge in Developing a Low-stakes Formative ESL Assessment Tool for Quebec Nurses. <i>The Association for Language Awareness (ALA) Conference</i> , Concordia University, July 8-11, 2012, Montreal, QC. Baker B., Laurier M., Turner C., Tan M. & Lira-Gonzalez ML. Development of a Computer-Based Formative Assessment Instrument for Nurses Using ESL in Quebec, Canada. <i>The 34th Language Testing Research Colloquium (LTRC)</i> , Hyatt Regency Princeton, April 1-5, 2012, Princeton, NJ (not financed by Health Canada).	On-line Assessment Tool	UQAT (Dept. of Nursing)
2011-2012		MICHEL D. LAURIER, Development of Formative Assessment Tasks for Nurses Learning ESL in Quebec	2010-2012	(06) Université de Montréal, (06) McGill University	Isaacs, T., Laurier, M. D., Turner, C. E., & Segalowitz, N. (2011). Identifying Second Language Speech Tasks and Ability Levels for Successful Nurse Oral Interaction with Patients in a Linguistic Minority Setting: An Instrument Development Project. <i>Health Communication</i> , 26, 560–570.			



Deliverables by Fiscal Year	Research Theme	Principal Investigator & Project Title	Fiscal Years Funded	Educational Institution	Publications	Conferences	Other Deliverables	Partnerships
2012-2013	Identifying Inequalities in Health	NATHALIE AUGER, Neighbourhood Risk Factors for Poor Fetal Growth in Anglophone Montrealers	2012-2013	(06) Université de Montréal	Auger N., Park AL. & Daniel M. (2013). Contribution of local area deprivation to cultural-linguistic inequalities in fetal growth: Trends over time in a Canadian metropolitan centre. <i>Health & Place</i> , 22, 38-47.	Auger N., Park AL. & Daniel M. Contribution of material and social area deprivation to Francophone-Anglophone inequalities in fetal growth, Montreal, 1989-2008. <i>Health Data Users Conference 2012: Making Connections: Data, People, Technology</i> , September 10-11, 2012, Ottawa, ON. Auger N., Park AL., Trempe N. & Harper S. Colloque 671, Lier la recherche sur les communautés d'expression anglaise du Québec à la politique et à l'intervention: Inégalités en santé périnatale entre les francophones et anglophones du Québec, Canada, 1981-2008. <i>Congrès de l'Acfas</i> , 7 mai 2012, Montréal, QC.		INSPQ, CHUM
		Collaborative Research Project Neighbourhood Risk Factors for Poor Fetal Growth in Anglophone Montrealers		(06) Université de Montréal (06) McGill University		Preliminary Maps	INSPQ, CHUM	
2011-2012	Identifying Inequalities in Health	NATHALIE AUGER, Linguistic Inequalities in Perinatal Health in Quebec*	2010-2012	(06) Université de Montréal	Auger, N., Park, A. & Harper, S. (2012). Francophone and Anglophone perinatal health: temporal and regional inequalities in a Canadian setting, 1981–2008. <i>International Journal of Public Health</i> , 56(5), 27-38.			INSPQ, CHUM
		Special Research Project Linguistic Inequalities in Perinatal Health in Quebec	2011-2012					INSPQ, CHUM
2012-2013	Identifying Inequalities in Health	NATHALIE AUGER, The Contribution of Wealth and Poverty to Life Expectancy of Anglophones in Montreal	2012-2013	(06) Université de Montréal, (06) McGill University	Auger N., Harper S. & Barry AD. (2012). Diverging socioeconomic inequality in life expectancy of Francophones and Anglophones in Canada: Tobacco to blame? <i>International Journal of Public Health</i> , 57(6), 925-934.			INSPQ, CHUM



Deliverables by Fiscal Year	Research Theme	Principal Investigator & Project Title	Fiscal Years Funded	Educational Institution	Publications	Conferences	Other Deliverables	Partnerships
2012-2013	Identifying Inequalities in Health	AMÉLIE QUESNEL-VALLÉE , The Internet and Health Care Use Among Linguistic Minorities	2011-2012	(06) McGill University	Quesnel-Vallee, A. & Falconer, J. (under editorial review) Accès aux Soins de Santé parmi les Minorités de Langue Officielle au Québec. <i>Revue recherches sociographiques</i> (2014).			IRIS
2011-2012								IRIS
2012-2013	Improving Access to Health and Social Services	ANTONIA ARNAERT , Development of an Online Multi-Module Elective Telehealth Course for Nurses	2012-2013	(06) McGill University				CeCoT, CCR, CSSS-PDI
2011-2012		ANTONIA ARNAERT , Development of a Telehealth Training Manual for English-Speaking Healthcare Providers	2010-2012	(06) McGill University			Identification of core competencies for delivery of telehealth services	
2012-2013	Improving Access to Health and Social Services	LAURENCE J. KIRMAYER , Assessing Language Barriers to Mental Health Services in a Multi-ethnic Patient Population	2012-2013	(06) McGill University				Jewish General Hospital
2012-2013	Improving Access to Health and Social Services	ROBERT SAVAGE , Supporting Community Literacy in Urban and Rural Quebec	2012-2013	(06) McGill University				Coasters Association
2011-2012	Improving Access to Health and Social Services	JAMES C. MACDOUGALL , Breaking Down the Linguistic Barriers for Access to Health Care for Deaf Persons in the English-speaking Community of Quebec**	2010-2012	(06) McGill University			Information Tool Kit	MAB-Mackay Rehabilitation Centre
2012-2013	Improving Access to Health and Social Services	ESTELLE CHAMOUX , The Development and Evaluation of Strategic Interventions Aimed at Improving Relations Between Health Professionals and English-Speaking Users in the Eastern Townships	2010-2012	(05) Bishop's University, (05) Université de Sherbrooke		Beaulieu, M., Carter, J., Chamoux, E., Costopoulos, A., Segalowitz, N., Thomson, W. Colloque 671, Lier la recherche sur les communautés d'expression anglaise du Québec à la politique et à l'intervention: Table ronde—Projet de formation et de maintien en poste des professionnels de la santé. Congrès de l'Acfas, 7 mai 2012, Montréal, QC. ²⁷		CSSS-IUGS

²⁷ Conference presentation was given in conjunction with Norman Segalowitz (Concordia University), *Assessing and Overcoming Second Language (L2) Semantic Barriers in Health Professionals: Phase III*.



Deliverables by Fiscal Year	Research Theme	Principal Investigator & Project Title	Fiscal Years Funded	Educational Institution	Publications	Conferences	Other Deliverables	Partnerships
2012-2013	Equitable Distribution of Health Professionals	MARIE-HÉLÈNE VANDERSMISSEN, Québec Health Professionals with Linguistic Capacity and Official Language Minority Communities in Québec : A comparative analysis with the rest of Canada**	2010-2012	(03) Université Laval, University of Ottawa	Warnke, J., & Bouchard, L. (Under editorial review) Validation de l'équité d'accès des CLOSM aux professionnels de la santé dans les régions sociosanitaires du Canada. <i>Canadian Journal of Public Health.</i>	Warnke J., Bouchard L. & Bolger L. Colloque 671, Lier la recherche sur les communautés d'expression anglaise du Québec à la politique et à l'intervention: La géographie de l'accès aux services de santé des Communautés de langue officielle en situation minoritaire dans des bassins de services en Ontario et au Québec. <i>Congrès de l'Acfas</i> , 7 mai 2012, Montréal, QC.		IRHM (Unité de recherche en soins primaires)
2011-2012					Warnke, J. & Bouchard L. Disparities in Health Access of the French Linguistic Minority Population in Canada. <i>Association of American Geographers Annual Conference</i> , Feb. 24-28, 2012, New York, NY (not financed by Health Canada).	Warnke, J. Modèle d'information géographique multi-niveaux pour les populations CLOSM (communautés de langue officielle minoritaire). <i>4e Colloque international des programmes locaux et régionaux de santé</i> , 27-30 juin 2011, Gatineau, QC.	Warnke, J., Bouchard L., Sengupta R. & Chomienne, M-H. A Pilot Decision Support Framework for Visualizing Geographic Access to Health Services of Official Language Minorities in Health Service Basins in Ontario and Québec. <i>GEOMED 2011</i> , Oct. 20-22, 2011, Victoria, B.C.	Warnke, J., Bouchard L. & Chomienne, M-H. L'équité d'accès de la population CLOSM (Communautés de langue officielle en situation minoritaire) aux soins de santé dans les bassins de points de service de santé primaires au Canada. <i>Health Data Users Conference</i> , Sept. 22-23, 2011, Ottawa, ON.



Deliverables by Fiscal Year	Research Theme	Principal Investigator & Project Title	Fiscal Years Funded	Educational Institution	Publications	Conferences	Other Deliverables	Partnerships
2011-2012	Equitable Distribution of Health Professionals	Special Research Project Québec Health Professionals with Linguistic Capacity and Official Language Minority Communities in Québec : A comparative analysis with the rest of Canada**	2011-2012	(03) Université Laval, University of Ottawa				
2011-2012	Improving Access to Health and Social Services	ELIZABETH MCLEOD, INSPQ Community Portrait of the English-Speaking Population of Laval	2011-2012	(13) AGAPE Community Organization				INSPQ
2012-2013	Retention of Health Professionals	MARIE-PIERRE GAGNON, The Development and Retention of Health Professionals in Aboriginal Communities through Information and Communication Technologies	2012-2013	(03) Université Laval				INSPQ, CSSSPNQL
					11	12	6	

ACRONYMS :

CCR: Centre de coordination et de référence du RUIS de l'Université de Montréal
CeCoT: MUHC Centre of Expertise and Coordination of Telehealth
CHUM: Centre hospitalier de l'Université de Montréal
CSSS-IUGS : Centre de santé et de services sociaux – Institut universitaire de gériatrie de Sherbrooke
CSSS-PDI : Centre de santé et de services sociaux de la Pointe-de-l'Île
INSPQ: Institut national de santé publique du Québec
IRHM: Institut de Recherche de l'Hôpital Montfort
IRIS: International Research Infrastructure on Social Inequalities in Health
MAB-Mackay: Montreal Association for the Blind Mackay Rehabilitation Centre
UQAT: Université du Québec en Abitibi-Témiscamingue

