



McGill

Dialogue McGill
Better Communication for Better Care

TRAINING AND RETENTION OF HEALTH PROFESSIONALS PROJECT

INSTITUTE FOR HEALTH AND SOCIAL POLICY

**MEASURE 2
RETENTION PROGRAM**

**COMMUNITY NETWORKS
RETENTION INCENTIVE INITIATIVES**

**PROJECT PROPOSAL GUIDE
2018-2023**

Due Date: August 20th, 2018

FORWARD

The results obtained in the previous phases of the Training and Retention of Health Professionals Project – Dialogue McGill, confirm the important role the English-speaking community networks play as regional capacity builders with regard to bilingual human resources in the health and social services field.

Through the Retention component of Dialogue McGill, community networks have been engaged with the health and social services network and educational institutions in most regions of Quebec to promote careers in health to English-speaking youth, incentivize and reward successful studies in the field of health and social services and, monitor students' educational trajectory. Community networks are strategically placed to play a pivotal role with regard to increasing the presence of English-speaking health and social service professionals in public institutions. Funding provided through the 2018-2023 Retention component of Dialogue McGill will enable community networks to further leverage their unique position and expand it into the areas of facilitation of clinical practica in the regions and employment of young bilingual graduates.

McGill University is grateful for the opportunity to pursue the Project's objectives for another five years and looks forward to working with stakeholders in achieving the targeted results.

We wish to thank Health Canada, which is funding this Project through its Official Languages Health Contribution Program, and the Québec government, in particular the ministère de l'Éducation, du Loisir et du Sport and the ministère de la Santé et des Services sociaux, for their support and collaboration in implementing this program.



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1. INTRODUCTION

This Guide gives an overview of the context and general objectives of Dialogue McGill, a description of the Retention Program and its various components, a description of the role accorded to community networks in the 2018-2023 funding phase and the expected outcomes. The Guide also identifies and explains what is required in each section of the Proposal Form for Community Networks.

2. DIALOGUE MCGILL 2018-2023

2.1 CONTEXT AND GENERAL OBJECTIVES

Through a 5-year funding agreement concluded between McGill University and Health Canada, Dialogue McGill will contribute to Government of Quebec initiatives aimed at ensuring that English-speaking Quebecers have access to the full range of health and social services in their language. Specifically, the Project will provide financial support to initiatives that will increase the number of health and social service professionals and intake personnel able to provide services in English, in accordance with regional access programs. The achievement of these goals depends on a solid partnership between McGill University, the ministère de la Santé et des Services sociaux (MSSS), education institutions and the English-speaking community of Quebec.

2.2 PROJECT OVERVIEW

Three measures will be implemented over a five-year period.

1. **The Language Training Program** aims to provide language training initiatives in English for Professional Purposes and French for Professional Purposes for current and future health and social service providers in order for them to attain and maintain the threshold level of second language competency in their respective professional categories. The Program also supports skills maintenance activities in conjunction with the English-speaking community and the development and implementation of knowledge transfer in the workplace strategies and tools.
2. **The Retention Program** aims to create and support strategies designed to recruit, employ and retain bilingual health professionals across Quebec's health and social services network. Initiatives include support for development of practice education¹ opportunities, awarding of bursaries for students who commit to return to selected regions to work in health and social service institutions; awarding of targeted bursaries designed to respond to specific gaps in service; and support for community networks to further leverage their unique position to broker internships² for English-speaking students and facilitate their recruitment. Education institutions play a key role in providing access to a greater range of practica³ in the Quebec regions.
3. **The Research Development Program** supports research projects that explore means to overcome barriers identified as limiting access to health and social services for English-speakers. The Program also promotes transfer of knowledge about winning strategies and best practices to respond to concerns of the English-speaking community surrounding health.

¹ Practicum: «a course of practical training through experience working in a particular field.» (Oxford Dictionary)

² Internship: the position of a student or trainee who works in an organization, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification. (Oxford Dictionary)

³ Practica: Plural of practicum, practica, practicums. (Oxford Dictionary)

2.3 RETENTION PROGRAM 2018-2023

The Retention Program creates and supports strategies designed to recruit, employ and retain bilingual health professionals across Quebec's the Health and Social Services network. The Project has selected retention incentives and support measures among a range of interventions recommended by the World Health Organization (WHO)⁴. Results cannot be reached by relying solely on one initiative. Recourse to a combination of measures is essential to improve regional retention of health professionals and all measures don't have the same strength, impact or timeline. Retention initiatives pay particular attention to the report's strong recommendation about the importance of targeting students most likely to practice in remote and rural areas⁵. A systematic review states, "It appears to be the single factor most strongly associated with rural practice".⁶

The Retention Program is composed of retention incentive initiatives and support measures for students in health care and social service programs and supervisors through educational institutions, community networks and health and social service institutions.

Support for Clinical Practice, Students and Supervisors

Priority is given to activities that support students in health and social service fields who come from outlying regions, enabling them to complete clinical practice in their home region with the goal of facilitating employment. Support for the development of clinical placements, students and supervisors will be viewed comprehensively with this in mind. Universities, CEGEPS and school boards will be solicited to participate in this renewed component and community networks will be invited to provide a contribution at the regional and local levels.

Funding for students going to a region remote from their training location for clinical practice in health care and social service programs will be available. Allocation will be provided primarily through educational institutions and exceptionally may be available through health and social services institutions or community networks.

Funding will be provided to educational institutions to support special supervisory needs in situations where institutions cannot provide adequate supervision. Resources for supervisors will be made available through the Dialogue McGill website.

Targeted Bursaries

Dialogue McGill anticipates allocating 50 targeted bursaries with 10 offered annually. Targeted bursaries are directed towards students in fields identified as problem areas for access to services in English and are not limited to students from selected regions. Within this category special attention will be accorded to Speech-Language Pathology bursaries. Students who receive these targeted bursaries must commit to working in public health institutions or related organizations in Quebec for one year for each year that they are funded. Targeted bursaries can be applied for and administered through either educational institutions or community networks.

⁴ World Health Organization. (2010). *Increasing access to health workers in remote and rural areas through improved retention: global policy recommendations*, Geneva, Switzerland. Table 3.1, p. 17. http://books.google.ca/books?hl=en&lr=&id=bs8WT4hqdUC&oi=fnd&pg=PP2&dq=increasing+access+to+health+workers+in+remote+and+rural+areas&ots=-theY-hewr1&sig=Jbu5XdAj5kiNIIISlQf9l0V_owQ0#v=onepage&q=increasing%20access%20to%20health%20workers%20in%20remote%20and%20rural%20areas&f=false

⁵ World Health Organization. (2010). *Increasing access to health workers in remote and rural areas through improved retention: global policy recommendations*, Geneva, Switzerland, p.18

⁶ World Health Organization. (2010). *Increasing access to health workers in remote and rural areas through improved retention: global policy recommendations*, Geneva, Switzerland, p.18

Support for Community Networks

Funding will be allocated to community networks for:

- Promotion of careers in health and social services to secondary school students or even post-secondary students;
- Development and maintenance of Student Data Banks;
- Community administration and monitoring of the Bursary Program;
- Support for internship development, interns and employment of graduates in the regions;
- Linguistic and cultural adaptation activities for health care and psychosocial service providers that are considered support measures for language acquisition (Measure 1).

Health and Social Services Community Leadership Bursary Program

This program involves the allocation of bursaries for students from selected Quebec regions, who already have English and French language skills. These students must be pursuing full-time studies in health and social service programs and they must commit to return to (Category 1) or to stay (Category 2) in a Quebec region and work for a minimum of one year post-graduation in a public health and social services institution. A Category 3 bursary has been added for students enrolled in vocational training centers.

2.4 2018-2023 TARGETS

Dialogue McGill has set the following multi-year and annual targets for the Retention Program:

- 300 internships opportunities for students in health care and social service programs at an annual rate of 60
- 250 community leadership bursaries for students in health care and social service programs who commit to return to regions to work in health and social services institutions at an annual rate of 50
- 50 targeted bursaries for students in health care and social service programs who commit to return to regions to work in health and social services institutions, at an annual rate of 10
- 275 graduates who have benefited from internship opportunities and/or bursary allocations are employed, at an annual rate of 55
- 15 webinars
- 20 workshops
- 25 recruitment events
- 20 liaison events

3. ROLE OF COMMUNITY NETWORKS - 2018-2023

Community networks are uniquely situated to play a special role with regard to increasing the pool of human resources able to provide services in English on which the health and social services institutions can draw. The role accorded to community networks in the 2018-2023 period will focus exclusively on activities designed to build the pool of human resources and to facilitate their entry into the workplace.

Five broad areas of activity have been identified for community network intervention. Community networks can be involved in all or some of the following dimensions:

3.1 PROMOTION OF CAREERS IN HEALTH AND SOCIAL SERVICES TO SECONDARY SCHOOL STUDENTS OR EVEN POST-SECONDARY STUDENTS

The strategy behind this initiative is to influence the educational trajectory and career choice of young English-speaking students. Community networks have been engaged in a variety of activities in this area for close to ten years. Past activities have included the production of very interesting tools such as career wheels, career catalogues, promotional flyers etc. These documents have all been uploaded to a sharing platform entitled Dialogue McGill Digital Library. Community networks are encouraged to use the materials found on this site and adapt them to their regional needs to reduce program costs. <https://www.mcgill.ca/dialoguemcgill/trainers/resources-project-partners>.

Eligible activities include participation in career fairs, health career panes and kiosks, chats with health professionals, and job shadowing activities.

3.2 DEVELOPMENT AND MAINTENANCE OF STUDENT DATA BANKS

Through this component, community networks will be able to develop and maintain data banks to track English-speaking or bilingual students interested in or pursuing studies leading to careers in health and social services fields. Community networks can track health and social services oriented students from the career fair stage right through their educational trajectory, including the internship stage, up to graduation and into the job market. During their studies, community networks will connect the students with internship opportunities in their region and, upon graduation, with job opportunities at the CISSS. They will keep the CISSS informed of upcoming and current graduates in search of jobs. Names and contact information of graduates in search of employment will be fed by the networks into a Quebec-wide database maintained by Dialogue McGill and made available to the CISSS.

3.3 BURSARY PROGRAM ADMINISTRATION

Community networks from selected regions of Quebec participating in the Health and Social Services Community Leadership Bursary Program are eligible to apply for funds under the Retention Program for the administration of the Program in their region. The expectations placed on participating community networks with regard to administrative responsibilities are found in the Bursary Program Guides. <https://www.mcgill.ca/dialoguemcgill/trhpp/m2intro/bursaries>.

Eligible expenses include the production and dissemination of promotional materials, advertising costs, travel, office expenses and direct human resources costs. Here again we encourage networks to consult the Digital Library for bursary promotional tools already developed by networks over the past four years.

3.4 SUPPORT FOR INTERNSHIP DEVELOPMENT, INTERNS AND EMPLOYMENT OF GRADUATES IN THE REGION

Community networks can play an important role as broker between the health and social service institution and the English educational institutions with health and social service programs to facilitate students' return to their regions for their clinical practice. They can do this by keeping in touch with students who are studying outside their regions, by encouraging students to request clinical placements back in the regions and by providing the contact information of the various stakeholders involved in the actual development of clinical placements. Equipped with knowledge of the needs of the English-speaking community with regard to specific services, community networks can work collaboratively with health and

social services institutions to leverage the creation of certain clinical placements. For contact information regarding clinical placements in a specific CISSS or CIUSSS please consult Appendix 2.

Through the creation of health and social services job banks, community networks can keep students abreast of upcoming jobs in the region and employers informed of the students who will soon be ready for recruitment or graduates already in the job market.

3.5 LINGUISTIC AND CULTURAL ADAPTATION ACTIVITIES FOR HEALTH CARE AND PSYCHOSOCIAL SERVICE PROVIDERS

Community networks can receive funding for outreach activities for health and social service providers that afford opportunities for them to practice their English language skills and that expose them to the culture and history of the English-speaking community in the region. In Phase 3, a number of community networks undertook activities in this area with positive results. The Assistance and Referral Centre (ARC) shared their experience with their Lunch 'n Learn program at the February Symposium as well as their materials, which can be found at https://www.mcgill.ca/dialoguemcgill/files/dialoguemcgill/conversation_club_tool_kit.pdf. The Megantic English-speaking Community Development Corporation (MCDC) also ran conversations clubs and have documented their experience and offered valuable advice to other organizations, which can be found at <https://www.mcgill.ca/dialoguemcgill/documentation-centre>.

Please note that if you are applying for a funding under this dimension, you are required to fill out a separate Budget Summary Form Appendix 1B of the Project Submission Form.

4. 2018-2023 FUNDING ENVELOPE

The total envelope available for the community network component of the Retention Program – Retention Incentive Measures is \$300,300 annually and will be disbursed according to the table below. (The original amount of \$300,000 has been rounded up to \$300,300).

GUIDE FOR PROJECT SUBMISSION

Region	Community network	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
01	Heritage Lower Saint Lawrence (HLSL)	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
03	Jeffery Hale Community Partners (JHCP)	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
04	Centre for Access to Services in English (CASE)	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
05	Townshippers Association Inc. Estrie Region	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
06	African Canadian Development and Prevention Network (ACDPN)	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
	The East Island Network for English Language Services (REISA)	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
	Les Services communautaires (CCS)	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
07	Connexions Resource Centre	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
08	Neighbours Regional Association of Rouyn-Noranda	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
09	Coasters' Association, Inc.	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
	North Shore Community Association (NSCA)	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
11	Committee for Anglophone Social Action (CASA)	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
	Council for Anglophone Magdalen Islanders (CAMI)	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
	Vision Gaspé-Percé Now (VGPN)	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
12	Megantic English-speaking Community Development Corporation (MCDC)	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
13	Youth and Parents AGAPE Association Inc.	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
14	English Community Organization of Lanaudière (ECOL)	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
15	4 Korner's Family Resource Center	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
16	Assistance and Referral Centre (ARC)	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
	Montérégie West Community Network (MWCN)	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
	Townshippers' Association (Montérégie-East Network)	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$71,500
	TOTAL	\$300,300	\$300,300	\$300,300	\$300,300	\$300,300	\$1,501,500

5. PROJECT PROPOSALS FOR COMMUNITY NETWORKS

Community networks must use the [designated form](#) to submit their project proposals for retention incentive initiative funding for the 2018-2023 period. It is in fillable format and must be filled out by computer.

Any questions about the role of community networks in the 2018-2023 Retention Program or the submission process, should be directed to Gail Hawley-McDonald at hawleymcd@bellnet.ca

Community networks must submit their completed application duly signed on or before August 20th, 2018 by email to:

Ms. Gail Hawley-McDonald
Senior Program Officer
Dialogue McGill

E-mail address: hawleymcd@bellnet.ca
Telephone: (819) 827-1491

The hard copy is no longer required.

APPROVAL PROCESS

Your proposal will be reviewed by the Dialogue McGill Retention Project Evaluation Committee using the following criteria:

Evaluation Criteria

1. Proposal is complete
2. Project activities are clearly described
3. Project activities are in line with the role accorded to community networks
4. Output and outcomes are clear and measurable
5. Budget does not exceed amount allotted and is in line with the proposed activities

Once your request has been approved by Dialogue McGill, a contribution agreement setting out the funding amount as well as the commitments and responsibilities of both parties will be signed by your organization and McGill University.

5.1 FILLING OUT THE PROJECT PROPOSAL FORM

Below are the specific instructions for filling out the various sections of the application form.

1. IDENTIFICATION OF APPLICANT ORGANIZATION

This section provides information about the community network. In Section 1.2 we ask that you provide the name of the Executive Director of the organization. The name given in section 1.3, the contact person, identifies the individual who will be in charge of the project and will liaise with its regional partners and McGill University.

2. INFORMATION ABOUT THE 2018-2023 RETENTION INCENTIVE INITIATIVES

2.1 PROJECT TITLE

The project title should reflect the content of your project and include the name of your region.

2.2 PROJECT OBJECTIVES AND TARGETS

State the objectives of your project and what you expect to achieve. The objectives must be in line with role accorded to community networks as described in Section 3 of the Guide for Project Submissions. Targets should be quantitatively described.

2.3 PROJECT DESCRIPTION

Provide a summary of your project, explaining the strategies you intend to implement to achieve the project objectives. Your description, which should not exceed 225 words, will be posted on the Dialogue McGill website.

2.4 PLANNED ACTIVITIES

In this section, describe the activities you intend to carry out under each of the relevant activity categories, indicating your target group. Your proposed activities must be in keeping with the objective of the Retention Program as a whole. They must also be in line with one or all of the dimensions described in Section 3 of this guide. The combination of activities should support the achievement of the objective but your project does not necessarily have to include all dimensions.

2.5 SCHEDULE OF ACTIVITIES, TARGET AUDIENCE, OUTPUTS AND IMMEDIATE OUTCOMES

Use the table in Section 2.5 to list the activities you have described in detail in section 2.4 for each of the five years. Enter each of the activities next to the appropriate dimension, identify the target audience, the anticipated outputs and the immediate outcomes as well as the indicators you will use for your reporting.

Dimension Code: Each activity must fall under one of the Dimensions listed in the Guide. If you are not planning activities in certain dimensions, simply mark N/A for the year and dimension in question.

- D1: Promotion of Careers in Health and Social Services to Secondary School Students or even Post-secondary Students
- D2: Development and Maintenance of Student Data Banks
- D3: Bursary Program Administration
- D4: Support for Internship Development, Interns and Employment of Graduates in the Region
- D5: Linguistic and cultural adaptation activities for health care and psychosocial service providers

Target Audience: Refers to the population targeted by the activity, their institutional affiliation (if applicable), and geographic location.

Output: An output (deliverable) is a direct product or service related to the specific activity.

Immediate Outcome: An immediate outcome (anticipated result or target) is a desired state or change attributable to the output that has a direct influence in the short term and should be described both qualitatively and quantitatively.

Intermediate and ultimate outcomes: You will note that you are only being asked to identify immediate outcomes in your proposal form. However, intermediate and ultimate outcomes are also important and will essentially be the same for most activities. The intermediate outcome for community retention incentive initiatives is “that more English-speaking youth choose and are successful in studies leading to careers in health and social services”. The ultimate outcome is “that more English-speaking youth are employed in health and social services institutions in the region”. In order to report on these intermediate and ultimate outcomes, we must first determine baselines or starting points from which to measure progress in these areas. We intend to work together with you in the early stages of the project to develop strategies for determining baselines and for measuring progress.

2.6 PROJECT PARTNERS

Please list the names of the partners your community network intends to work with in relation to any of the activities outlined in Section 2.4. For example, you might collaborate with one or more institutions to provide social support for interns or you might work together with school boards and educational institutions to inform students about specialized training programs and internships. That collaboration could also help identify students who qualify for bursaries. A community network might also consider working together with an organization active in workforce integration, e.g. the *Place aux jeunes en région* Program.

Indicate here the expected part that each partner will play in your project. If the party sends you a letter of support, kindly provide a copy of that letter along with your proposal form.

3. CONTRACT SIGNING AUTHORITIES

If your project is approved, a contract will be drawn up between your community network and McGill University which must be signed by both parties.

In Section 3 provide the name and title of the person authorized to sign the contract with McGill University.

4. DECLARATION BY THE ORGANIZATION

Section 4 is the community network's official declaration that the information provided in the proposal is accurate and that should the project be accepted, the organization is committed to providing information on the outputs of the initiatives and all relevant reporting data. Signing this section represents engagement.

In Section 4, you must provide the name and contact information of the person authorized to sign this proposal and ensure that it is signed by that person. If your organization requires two signatures, provide the information for the second person and obtain the second signature.

APPENDIX 1A AND 1B

NOTE: If you are applying for funding for Dimension 5, you are required to fill out a Budget Summary for Dimensions 1 – 4 (Appendix 1A) and a Budget Summary for Dimension 5 (Appendix 1B)

1. BUDGET SUMMARY FOR 2018-2023

Complete Appendices 1 – Budget Summary for 2018-2023. Use the Budget Summary table to calculate the anticipated expenses related to the project: all purchases of goods or services involving an outlay and all employee salaries paid for time spent on the project, including employee benefits.

2. BUDGET ITEMS

All eligible expenses must include the applicable taxes.

Personnel Salaries & Benefits

Salaries and benefits of staff members are entered in this section.

This cost item includes employee benefits, meaning the employer's total share of salary withholdings for employment insurance and the Quebec pension plan [Régime de rentes du Québec] and for all other contributions applicable to salaried employees.

Contractual Personnel

Goods and services received from contractual personnel are entered here.

Travel & Accommodations

This cost item includes travel for the activities mentioned in section 2.4 of the Guide, meaning activities involved in planning, coordinating, monitoring and reporting on your regional project. Travel and accommodation rates must not exceed those set by the Treasury Board of Canada. All expenditures for international travel must be pre-approved by Dialogue McGill.

Materials & Supplies

This cost item is for amounts that the community network plans to spend for the purchase and distribution of project-related materials. It also includes the amounts paid to a printer, as well as delivery expenses (e.g. stamps, transportation and courier service).

Equipment

This cost item covers special equipment required for project activities. It does not include the cost of leasing existing computers or other equipment owned by the community network. The organization's contribution in kind is expected to include use of its existing equipment by project personnel. Basically, the amounts entered here must relate to the activities set out in section 2.4.

Rent & Utilities

Rent includes the cost of any necessary premises. This item does not include rent for premises owned by the community network since such premises are normally part of its contribution in kind to the project. For utilities, include the cost of additional utilities that are not already part of the community network's normal operating costs. Examples of such costs could be, additional phone lines, long distance charges, teleconferencing, etc.

Performance Measurement & Knowledge Translation

This category includes the cost of data collection designed to measure performance, assess the impact of your program and report on it. It also includes communication and knowledge transfer activities such as promotional activities, annual reports and publications.

Other Costs

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. You are asked to clearly specify what the activity is.

The annual itemized budget of your community network will present these budget items in greater detail.

APPENDIX 2

INFORMATION ON CLINICAL PLACEMENTS BY REGION AND INSTITUTION

REGION	HSS ESTABLISHMENT	CLINICAL PLACEMENTS	EMAIL	CONTACT AND PHONE
01	CISSS du Bas-Saint-Laurent	https://www.cisss-bsl.gouv.qc.ca/enseignement-et-recherche/enseignement/faire-un-stage-au-cisss		
02	CIUSSS du Saguenay – Lac-Saint-Jean	https://santesaglac.gouv.qc.ca/enseignement-et-recherche/81-enseignement/534-stages-en-sciences-de-la-sante-et-autres-stages	02.reg02.demandestage.de@ssss.gouv.qc.ca	
03	CIUSSS de la Capitale-Nationale	https://www.ciuiss-capitalenationale.gouv.qc.ca/carrieres-et-stage/stage/demande-de-stage	enseignement.ciuisscn@ssss.gouv.qc.ca	
	CHU de Québec – Université Laval	https://www.chudequebec.ca/etudiants/demande-de-stage.aspx		
	Institut universitaire de cardiologie et de pneumologie	http://iucpq.qc.ca/fr/enseignement/stages/accueil		
04	CIUSSS de la Mauricie-et-du-Centre-du-Québec	https://ciuissmcq.ca/carrieres/stages/pourquoi-faire-un-stage-au-ciuiss-mcq/	stages.ciuissmcq@ssss.gouv.qc.ca	
05	CIUSSS de l'Estrie – Centre hospitalier universitaire de Sherbrooke (CHUS)	https://www.santeestrie.qc.ca/fr/carrieres/stages/	infoenseignement.ciuisse-chus@ssss.gouv.qc.ca	General Contact (819) 780-2220 Ext. 47200
06	CIUSSS de l'Ouest-de-l'Île-de-Montréal	https://ciuiss-ouestmtl.gouv.qc.ca/emplois-et-stages/stages/stages-universitaires/	stage.universitaire.comtl@ssss.gouv.qc.ca	
	CIUSSS du Centre-Ouest-de-l'Île-de-Montréal	http://ciuiss-centreouestmtl.gouv.qc.ca/enseignement/stages/	enseignement.ccomtl@ssss.gouv.qc.ca kevin.hayes.ccomtl@ssss.gouv.qc.ca	Kevin Hayes, Academic Affairs, Psychology (514) 484-7878 #1457

REGION	HSS ESTABLISHMENT	CLINICAL PLACEMENTS	EMAIL	CONTACT AND PHONE
06	CIUSSS du Centre-Sud-de-l'Île-de-Montréal	https://ciusss-centresudmtl.gouv.qc.ca/emplois-et-stages/stages/?L=70	stages.ccsmtl@ssss.gouv.qc.ca	
	CIUSSS du Nord-de-l'Île-de-Montréal	https://ciusss-nordmtl.gouv.qc.ca/emploi-stage-et-benevolat/stage/	enseignement.cnmtl@ssss.gouv.qc.ca	
	CIUSSS de l'Est-de-l'Île-de-Montréal	http://ciusss-estmtl.gouv.qc.ca/emplois-et-stages/offres-de-stage/		
	Centre hospitalier de l'Université de Montréal (CHUM)	https://sondage.chumontreal.qc.ca/index.php/828827?lang=fr		
	Centre universitaire de santé McGill (CUSM)		kashif.baig@muhc.mcgill.ca	Kashif Baig, Occupational Therapy
	Centre hospitalier universitaire (CHU) Sainte-Justine	https://enseignement.chusj.org/fr/Etudiants-en-stage	centre.du.savoir.hsj@ssss.gouv.qc.ca	
	Institut de Cardiologie de Montréal (ICM)	https://www.icm-mhi.org/en/career/make-an-internship	jeanne-sophie.lavoie@icm-mhi.org	Jeanne-Sophie Lavoie, (514) 376-3330 Ext. 2622
	Institut Philippe-Pinel de Montréal	http://www.pinel.qc.ca/GeneralList.aspx?NavID=63&CultureCode=fr-CA		Contacts are segregated by field of study.
07	CISSS de l'Outaouais	https://cisss-outaouais.gouv.qc.ca/enseignement-et-recherche/coordination-des-stages-cliniques/		
08	CISSS de l'Abitibi-Témiscamingue	http://www.cisss-at.gouv.qc.ca/carrieres/		
09	CISSS de la Côte-Nord	www.emploi.santecotenord.gouv.qc.ca/en.html	stages.09cisss@ssss.gouv.qc.ca	
10	Centre régional de santé et de services sociaux (CRSSS) de la Baie-James	http://www.crssbaiejames.gouv.qc.ca/1279/Tableau_des_stages_disponibles.crssbaiejames	10_recrutement_crssbj@ssss.gouv.qc.ca	
11	CISSS de la Gaspésie	http://www.cisss-gaspesie.gouv.qc.ca/	lisa.cleary.cisssgaspesie@ssss.gouv.qc.ca	Lisa Cleary
	CISSS des Îles	http://www.cisssdesiles.com/enseignement-medical/		

REGION	HSS ESTABLISHMENT	CLINICAL PLACEMENTS	EMAIL	CONTACT AND PHONE
12	CISSS de Chaudière-Appalaches	https://www.cisss-ca.gouv.qc.ca/le-cisss-de-chaudiere-appalaches/enseignement-et-stages/	enseignement.cisssca@ssss.gouv.qc.ca	General Contact (418) 835-7128
13	CISSS de Laval	http://www.lavalensante.com/carrieres/stages/stages-en-soins-infirmiers/	jbrisson2.csssl@ssss.gouv.qc.ca jaroberge.csssl@ssss.gouv.qc.ca	Jimmy Brisson, General Contact Julie-Alexandra Roberge, Nursing (450) 668-1010 Ext. 23829
14	CISSS de Lanaudière	http://www.cisss-lanaudiere.gouv.qc.ca/stages/stages-offerts/	coordination.enseignement.cissslan@ssss.gouv.qc.ca	
15	CISSS des Laurentides	http://www.santelaurentides.gouv.qc.ca/carriere-recherche-et-benevolat/#	stages.cissslau@ssss.gouv.qc.ca	
16	CISSS de la Montérégie-Centre	http://www.santemonteregie.qc.ca/champlaincharleslemoyne/apropos/a-propos-csss/enseignement/stages-universitaires.fr.html#.W1dv5dhKhYd		General Contact (450) 466-3341 Nursing (450) 466-5000 Ext. 4886
	CISSS de la Montérégie-Est	http://recrutementcisssme.com/#	deur.stages.cisssme16@ssss.gouv.qc.ca	
	CISSS de la Montérégie-Ouest	http://www.santemo.quebec/carrieres/index2.html		David Bessette, General Contact (450) 455-6171 Ext. 72350 Diane Benoit, University Practicum (450) 845-1751 Ext. 7300 Josée Ferland, Nursing (450) 763-5951 Ext. 315

REGION	HSS ESTABLISHMENT	CLINICAL PLACEMENTS	EMAIL	CONTACT AND PHONE
17	Régie régionale de la santé et des services sociaux du Nunavik	https://nrbhss.ca/	jocelyne.desjardins@ssss.gouv.qc.ca Melanie.lepage.mnq@ssss.gouv.qc.ca Rh.ungava@ssss.gouv.qc.ca	Jocelyne Desjardins, Professional Services Melanie LePage, Inuulitsivik Health Centre Ungava Tulattavik Health Centre Professional Services
18	Conseil Cri de la santé et des services sociaux de la Baie-James	http://www.crsssbaiejames.gouv.qc.ca/1239/Bourses_et_stages.crsssbaiejames	10_recrutement_crssbj@ssss.gouv.qc.ca	

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Please consult the Dialogue McGill website for periodic updates to this list.