

McGill Dialogue

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McGill

Institute for Health and Social Policy

**TRAINING AND RETENTION OF
HEALTH PROFESSIONALS PROJECT**

Measure 2: Retention Program

**Community Networks
and Educational Institutions Components**

**PROSPECTUS
2014-2018**

December 2014

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FOREWORD

The results obtained in the previous phases of the Training and Retention¹ of Health Professionals Project confirm the indispensable role and real impact of close collaboration between health and education in facilitating access to health services and social services for Quebec English-speaking individuals. These results also testify to the important contribution that can be made by the English-speaking community to support this collaboration.

The Retention Program, one of the three measures of this Project, for which McGill Institute for Health and Social Policy has primary responsibility, owes its success to cooperation among the health and social services network, the community networks working with the English-speaking community and the educational institutions, in each region of Quebec.

Solid Foundations

From 2010 to 2013, the Retention Program supported 44 projects. Seven of them were spearheaded by educational institutions, 17 by community networks and 20 by health and social services institutions and regional agencies. These projects generated a total of 153 internships. Health and social services institutions hosted 102 internships while 51 others were created in community organizations and school boards. Supervisory support was an important component of many of these internships. Numerous activities were organized to promote internships in the regions as well as health and social services jobs to youth. Linguistic support was also provided. French language courses specific to the needs of health and social services professions were offered to 139 McGill students and to more than 150 nursing students at Heritage College in the Outaouais region.

A retention bursary program was developed and implemented through close association with CHSSN and its community networks. This program provides financial support to students with English and French language skills from selected Quebec regions pursuing full-time studies in the area of health and social services. Bursary recipients commit to returning to or to staying in a region following the completion of their studies to work for a minimum of one year in a public health and social services institution. From 2011-2013 a total of 67 bursaries were allocated.

McGill University is grateful for the opportunity to pursue the Project's objectives for another four 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 In the context of this Project, the French term “maintien en poste” is synonymous with “retention”.

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This document is the product of a collaborative effort involving individuals from various partner groups associated with the Retention Program of the McGill Training and Retention of Health Professionals Project.

We particularly wish to acknowledge the contribution of the Prospectus Review Committee:

Denyse April	Coordinator of the Nursing Program, Heritage College
Suzanne Aubre	Executive Director, Megantic English-Speaking Community Development Corporation
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Rachel Hunting	Executive Director, Townshippers' Association
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We are also grateful to the following people from the health and social services network for their valuable input into the internship review and reflection process:

Lisette Shaffer	Coordinator, Human Resources Management, CSSS de Laval
Jean-Philippe Vézina	Coordonnateur à l'accès aux services en langue anglaise, Ministère de la Santé et des Services sociaux
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We are indebted to our researcher, Dr. Marie-Pierre Gagnon, Assistant Professor, Faculty of Nursing, Université Laval, who reviewed the activities carried out in the institutional support component of the 2009-2013 Retention Program. Her report, *Évaluation de la mesure Programme de maintien en poste et recommandations*, provided valuable insight into the strengths and challenges of the Program and identified strategies to help improve its impact.

And finally, a heartfelt thank you to the members of the McGill Project team: Gail Hawley-McDonald, for coordinating the prospectus revision process and drafting the document; Claude Béland, for providing a background document on the institutional component of the 2009-2013 Retention Program and for her painstaking linguistic revision of the French version of this Prospectus.

The expertise and commitment of all of the above individuals are greatly appreciated.



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INTRODUCTION

The McGill Training and Retention of Health Professionals Project contributes to Quebec's initiatives aimed at ensuring English-speaking Quebecers have access to the full range of health and social services in their own language through measures designed to build and maintain a sufficient complement of personnel capable of providing services in English. The project is an additional tool to support the implementation and enhancement of regional programs of access to health and social services in English provided for in the *Act respecting health services and social services*.

The specific objectives are to provide training and retention initiatives so that health and social services professionals have opportunities to improve their ability to provide services in English and to practice where they can meet the needs of the English-speaking population of Quebec. It also seeks to promote research and information sharing on approaches to reducing barriers to health and social services access for English-speaking Quebecers.

The project addresses priorities expressed by the English-speaking community as outlined in the document *Improving Access to Health and Social Services for Quebec's English-speaking Population – Development Priorities 2013-2018*² namely, increasing the number of health and social services professionals who can offer service in English both at the local level and in centres to which English-speaking clients/patients are referred; increasing the emphasis on opportunities for integration so that language acquired in the classroom can be more readily transferred into the workplace; and getting young English speakers trained in health and social services professions and back working in their regions.

Over a four-year period, three measures will be implemented:

- The **Language Training Program** which aims to provide results-focused, sustainable English for professional purposes courses tailored to the needs of health and social services professionals so they can attain the language competency threshold levels in their professional category;
- The **Retention Program** which seeks to increase participation of English-speaking personnel in Quebec's health and social services system in areas where needs are the greatest through offering bursaries, creating and supporting internships in the regions and offering French for professional purposes for students. The Program also sponsors community initiatives that encourage linguistic and cultural adaptation of services;
- The **Research Development Program** which builds upon the knowledge gained through the work conducted in the first two phases of the McGill Project, develops new research projects that investigate potential means to overcome identified barriers to health care and social services access for English-speaking Quebecers, and increases transfer of knowledge regarding strategies and best practices to address the health concerns of English-speaking communities.

² Community Health and Social Services Network. (2013). *Improving Access to Health and Social Services for Quebec's English-speaking Population – Development Priorities 2013-2018*, Quebec.

A global budget of \$16,899,999 over a four-year period is required to carry out the three measures. An envelope of \$7,605,767 will be allocated to the Language Training Program. The Retention Program will receive \$3,574,321 and \$1,092,000 will be accorded to the Research Development Program. A sum of \$3,327,912 will be allocated to support the three measures. And finally, an annual amount of \$433,333 has been set aside for the first three years to address emerging needs.

**Table 1 Training and Retention of Health Professionals Project
Budget Forecast, 2014-2018**

Type of expenditure	2014-2015	2015-2016	2016-2017	2017-2018	2014-2018
Measure 1 – Allocation to School of Continuing Studies and regional projects	\$1,689,779	\$1,971,996	\$1,971,996	\$1,971,996	\$7,605,767
Measure 2 – Allocation to the partners	\$803,221	\$923,700	\$923,700	\$923,700	\$3,574,321
Measure 3 – Allocation to research projects	\$252,000	\$280,000	\$280,000	\$280,000	\$1,092,000
Support for the 3 measures	\$855,000	\$824,304	\$824,304	\$824,304	\$3,327,912
Special Projects	\$433,333	\$433,333	\$433,333	\$0	\$1,299,999
TOTAL	\$4,033,333	\$4,433,333	\$4,433,333	\$4,000,000	\$16,899,999

An amount of \$3,327,912 is allocated to support the implementation of the Project which takes place within a complex environment where a judicious balance of the various stakeholder interests must be maintained, all the while juggling the need for administrative cohesion and rigueur with the need to promote stakeholder autonomy and creativity. It includes costs related to administrative and resource personnel dedicated to the creation and maintenance of strategic alliances both internal and external to McGill, to the planning, coordination, monitoring and accountability of the Project, and to the management of approximately fifty contracts. It also covers costs related to the creation and maintenance of a website, the production and dissemination of information and promotional tools and the organization of a number of conferences and knowledge exchange activities. Also included is the cost of material and office supplies, the cost of rent and equipment leasing, and the cost of utilities (telephone, Internet access, etc.). As well, an amount of \$1,299,999 has been set aside for allocation by the Tripartite Steering Committee to cover emerging needs as the Project evolves. The detailed budget forecast for 2014-2018 is presented in Appendix 2.

The 2014-2018 Project has been reshaped to reflect the observations that emerged from the overall profiles produced for each measure of the 2009-2013 McGill Training and Retention of Health Professionals Project, the priority needs and actions identified by the community and the recommendations stemming from the evaluation conducted by Health Canada. It is stakeholder driven and as such, provides a framework for results-oriented action and measurable outcomes in the pursuit of “Better Communication for Better Care”.

CONTEXT

In April 2014, McGill University and the ministère de la Santé et des Services sociaux (MSSS) agreed on a framework for implementing the Official Languages Health Contribution Program in Quebec. The Framework sets out the roles and responsibilities of the partners in carrying out the activities described in the three measures of the McGill Project. It also provides for the formation of a tripartite steering committee mandated to ensure the implementation and monitoring of the Project measures. The member organizations are McGill University, the MSSS and the CHSSN representing the English-speaking communities of Quebec.

The Implementation Framework confirms three distinct but complementary components to the Retention Program: one that concerns educational institutions, one that concerns the health and social services network, and one that concerns the English-speaking community through the CHSSN and its community networks. The agreement stipulates that the administrative management of the health and social services network component of the Program is the responsibility of the MSSS and regional administration is looked after by the agencies³. Their respective human resources planning and internship coordination mechanisms will be involved.

The MSSS is charged with the responsibility of preparing a draft prospectus for the health and social services network component and McGill is to prepare a draft one for the community and educational institution components. Drafts of these documents must be submitted to the Tripartite Steering Committee for approval. McGill University will issue the call for proposals to community networks and educational institutions for multi-year projects consistent with the prospectus while the MSSS will do likewise within its network.

A Prospectus for the Retention Program – Community Networks and Educational Institutions Components

In conformity with the Implementation Framework, this Prospectus addresses Measure 2, the 2014-2018 Retention Program – Community Networks and Educational Institutions Components. McGill University prepared this Prospectus to support the calls for proposals for retention initiatives from the community networks and educational institutions. It presents the structure and content of each of these components of the Program, the objectives, the partners involved, the conditions to be fulfilled, the parameters of the call for proposals and the funding structure.

It deals with training and retention incentive initiatives and support measures for students, more specifically promotional projects with health and social services institutions and educational institutions, allocation of bursaries, initiatives to support internship supervisors, professional French language courses for students in the targeted educational institutions, welcoming and community integration measures, language and cultural adaptation activities for professionals from the health and social services network, and outreach activities with extra-regional partners to support the integration and academic success of students studying out of region.

³ At the time of the drafting of this Prospectus, Bill 10 – An Act to modify the organization and governance of the health and social services network, in particular by abolishing the regional agencies was only at the Committee stage. This document reflects the status of the health and social services network as of December 2014, before the adoption of Bill 10.

The Prospectus was produced with the participation of resource persons from the education network and community networks working with the English-speaking community. The MSSS was kept informed of production progress and offered input at several stages.

A final draft of the Prospectus was transmitted to the Tripartite Steering Committee for approval.

1. ORIENTATIONS

The following orientations lay the cornerstone of the Retention Program and the foundation upon which it is built.

The Retention Program:

- seeks to increase the number of health and social services professionals and technicians able to respond to the needs of the English-speaking population, by increasing the number of internships in the regions, by strengthening support for internship supervision, support for the interns themselves and support for the community, and ultimately by the hiring and retention of new graduates;
- complies with the provisions of the *Act respecting health services and social services* (R.R.Q. chapter S-4.2) regarding the right of English-speaking clients in Quebec to receive health and social services in their own language (see Appendix 1);
- is consistent with the priorities of the MSSS, as specified in the strategic plans, the action plans and the annual management agreements;
- supports the activities and initiatives of the MSSS regarding access to services for English-speaking clients;
- supports the regional programs for access to health and social services in the English language for English-speaking clients;
- is based on studies⁴ which make reference to the lack of sufficient human resources capable of offering an adequate response to the needs of English-speaking clients, in their own language;
- depends on the willingness of health and social services institutions, and of their partners, to improve the quality of services to English-speaking clients;
- depends on the willingness of health and social services institutions to support training of new professionals and to hire competent personnel who are able to respond to the needs of the English-speaking population;
- is based on the willingness of the partners to allocate human resources to support internship⁵ training opportunities for health sciences and social work students;
- is based on the willingness of the educational institutions to stimulate student interest in internships in institutions that make services to English-speaking clients accessible in their own language;
- complies with the provisions of the agreements between health and social services institutions and educational institutions governing the terms and conditions of internships and training, and the regional internship coordinating mechanisms;

⁴ The list of studies and writings is provided in the bibliography.

⁵ In the context of the Retention Program, “internship” encompasses a wide range of terms used to describe professional training situations. They include: field placement, field study, field work, stage, training, co-op training, clinical affiliation, preceptorship, etc.

- depends on the willingness of community networks to establish partnerships with the health and social services network, with the education network and with the employment and manpower sector;
- depends on the willingness of community networks to contribute to the improvement of access to services for English-speaking clients;
- complies with the provisions of the *Charter of the French Language* (R.S.Q., c. C-11).

2. TARGET POPULATION AND PARTNERS

The Retention Program ultimately targets students at various levels of study who might be interested in or are already pursuing studies in the area of health and social services who wish to work directly with English-speaking clients in one of Quebec's eighteen health and social services regions. The targeted students must have the appropriate French and English language skills or be willing to take specialized language training to attain these skills.

Three delivery partners are key to implementing training and retention incentive initiatives and support measures intended to reach these students.

The first partner category is the English-speaking community networks established under the Networking and Partnership Initiative and working collaboratively with the health and social services network at the regional level. The Retention Program addresses community networks wishing to support health and social services institutions as well as educational institutions, in order to increase the number of interns in their region and ultimately strengthen the institutions' capacity to hire new graduates capable of offering services to English-speaking clients. This component is also designed to reach the networks of the employment and manpower sector.

The educational institutions that play a leading role in the training of future health and social services professionals and technicians form the second partner group. Educational institutions, following regulatory bodies' licensure requirements, determine the internship requirements for the specific programs⁶. Given that internships performed in health and social service institutions are an essential component of this training, financial support will be available to assist them in the creation of internship partnerships and to ensure students have the French language skills required to work in the sector. The educational institutions concerned are the universities, the CEGEPs and the school boards which offer professional, technical and vocational programs in the health and social services fields.

The third category of partner addressed by the Retention Program is the health and social service institutions. It targets those institutions wishing to develop internship placements to students with a view to strengthening their capacity to hire graduates capable of responding to the needs of their English-speaking clientele in their own language.

⁶ For example, a summary of the internship requirements for the McGill University professional schools involved in health and social services teaching and training can be found at <http://www.mcgill.ca/hssaccess/trhpp/m2intro/internshiprequirements>

More specifically, it addresses:

- health and social services agencies (ASSS);
- residential and long-term care centres (CHSLD);
- hospital centres (CH);
- centres jeunesse (CJ);
- local community service centres (CLSC);
- rehabilitation centres (CR), for the physically disabled (CRDP), for the intellectually challenged (CRDITED) and for addictions (CRD);
- health and social services centres (CSSS);
- family medicine groups (GMF) or network clinics;
- intermediate resources;
- family-type resources.

3. OBJECTIVE, STRUCTURE AND CONTENT

3.1 Objective of the 2014-2018 Retention Program

The objective of the Retention Program is to provide retention initiatives to increase institutions' capacity to hire graduates capable of providing services in English to the English-speaking population in the regions of Quebec. Its ultimate goal is to increase the number of new graduates capable of offering services to English-speaking clients, who obtain jobs in the different regions of Quebec.

3.2 Structure of the 2014-2018 Retention Program

Based on the successes and challenges of the past phases, the 2014-2018 Retention Program will continue to implement a combination of strategies while, at the same time, working with its partners to analyse these strategies to determine those that are the most effective in the Quebec context in increasing the number of professionals who can offer services in English in the regions.

The Retention Program will be composed of training and retention incentive initiatives and support measures for students in professional and technical health care and social service programs and internship supervisors through the collaboration of three categories of partners: educational institutions, community networks and health and social services network. Each partner's contribution centers on activities that correspond with its area of responsibility and are tailored to regional needs.

Each partner organizes its contribution according to the dimensions presented below. The call for projects from the educational institutions and community networks is issued by McGill directly to these partners. The call for internship proposals from the health and

social services network is issued by the MSSS in accordance with procedures outlined in a prospectus drafted by the MSSS.

3.2.1 Contribution of the Educational Institutions

- Dimension 1: Creation of Internships: Outreach;
- Dimension 2: Supervision;
- Dimension 3: Support for Interns;
- Dimension 4: Linguistic Training for Students of the Targeted Educational Institutions.

3.2.2 Contribution of the Health and Social Services Institutions

- Dimension 1: Creation of Internships: A Bridge to Hiring;
- Dimension 2: Support for Internship Supervisors;
- Dimension 3: Support for Student Hiring.

3.2.3 Contribution of the Community Networks

- Dimension 1: Promotional Activities with the Health and Social Services Network;
- Dimension 2: Promotional Activities with the Education Network;
- Dimension 3: Welcoming and Integrating Interns in the Region;
- Dimension 4: Collaboration with the Regional Partners to Support Employment of Young Graduates who Return to their Region;
- Dimension 5: Allocation of Health and Social Services Community Leadership Bursaries;
- Dimension 6: Language and Cultural Activities for Professionals from the Health and Social Services Network;
- Dimension 7: Collaboration with Extra-regional Partners to Support the Integration of Out-of-region Students.

3.3 Contents of the 2014-2018 Retention Program

3.3.1 Educational Institutions

McGill University will take the necessary steps to encourage the participation of educational institutions offering programs in health and social services disciplines. Participating institutions will be eligible for funding for the following categories:

- **Dimension 1: Creation of Internships: Outreach**

Participating educational institutions will be eligible to receive funding to promote and stimulate the creation of internships for their students in health and social services

institutions that have responsibilities towards the English-speaking population of their region as defined in the regional program of access to health and social services in English. They will have the opportunity to produce new tools or adapt already existing tools aimed at providing information to these institutions on the possibility of taking interns from their programs. For instance, information could be disseminated on the requirement of these clinical placements.

■ Dimension 2: Supervision

Supervision Training

McGill University, through its professional schools offering programs in health care and social services, will continue to offer online supervision training in English for use with an interprofessional group of field supervisors. The training is intended to increase the quality and capacity of professionals providing supervision in the regions. It offers first time supervisors or experienced supervisors who wish to develop their training skills, a range of materials and activities as well as the opportunity to be part of a community of on-line learners from a range of disciplines – dietetics and human nutrition, nursing, occupational therapy, physiotherapy, social work, and speech-language pathology. Following a timely review and needs assessment, and with the support of an instructional team from McGill University, the courses offered since 2006 will be adapted to the reality of today's technology and current training needs. Participation will be completely flexible and self-paced. Certificates will be offered for continuing education purposes. In addition to the English modules, online French supervision modules will be available through an inter-university platform and the format upgrade will include developing an iPad friendly version.

Support for Special Supervisory Needs

In most cases, the health and social services institutions that accept interns referred by the educational institutions targeted by the Project have appropriate professional resources to provide supervision that meets the requirements of the educational institutions. However, internship opportunities may emerge in role-emerging environments less equipped with such resources. Further, innovative programs may require outside supervisors to support student learning. For this purpose, educational institutions can benefit from funding to cover special supervisory needs on an as-needed basis.

■ Dimension 3: Support for Interns

Students who undertake an internship in a region remote from their training location will be able to benefit from financial support for travel, lodging etc. Students will be requested to submit an application to their educational institution which will forward it to McGill University where the application will be reviewed and an amount will be allocated based on the file submitted. The institution will receive the funding and ensure the monitoring and control of the financial support, as well as the reporting. In some instances, it may be more practical for the organization hosting the internship to make this application on behalf of the student.

■ **Dimension 4: Linguistic Training for Students from Targeted Educational Institutions**

French for professional purposes for students

Students enrolled in health and social services sector programs in participating educational institutions will be able to take interprofessional courses in French as part of their academic program, in order to fully participate in professional practice in Quebec. The training is offered directly by the educational institution.

The expression “language courses for professional purposes” denotes a type of training designed to help adults in the workplace use professional terminology and vernacular language for the routine communicative tasks of their profession. The key words are “communication in the workplace.” Accordingly, educational content centres on language and communication geared to the specific profession. This type of training aims to turn learners into fluent users of the target language in their workplace. It does not aim to have them attain the level of communication of native speakers. The French for professional purposes courses offered through Dimension 4 target students wishing to intern in an environment requiring more extensive task-based French language skills. Due to the time and resources required⁷, this training is mainly for students who already have an intermediate command of the French language.

Educational organizations wishing to develop and offer such French courses to their students are invited to submit a language training project and an accompanying funding application.

English for professional purposes for students

Online self-study modules targeting students pursuing studies in health professions or psychosocial services professions who wish to improve their ability to communicate with English-speaking patients will be made available to participating educational institutions.

Table 2 Application and Funding Schedule for Educational Institutions, 2014-2018

Dimension	Application and Funding Schedule		
	4-Year	Annual	As Needed
1	✓		
2			✓
3			✓
4	✓		

⁷ Many factors come into play when evaluating the time required to learn a language, notably: the aptitude and age of the learner, the nature of his or her needs, motivation, previous language experience and personal availability, the target language, the teaching/learning methods used and the opportunity to use the language while studying. Researchers estimate the minimal investment required to move from beginner to advanced level to be 2300 hours. The wider the range of general competencies to be acquired, the greater the increase in work and training time required. However, in the case of a professional language, estimates indicate that training time can be reduced to somewhere between 900 and 2000 hours.

3.3.2 Health and Social Services Institutions

The specifics of the three dimensions involving health and social services institutions will be detailed in the prospectus developed for this purpose by the MSSS.

3.3.3 Community Networks

■ Dimension 1: Promotional Activities with the Health and Social Services Network

Community networks are eligible to receive financial support aimed at promoting the English-speaking community within the health and social services network. The activities organized and material produced should focus on the community's needs regarding access to health and social services and the contribution the community network might offer in the region.

■ Dimension 2: Promotional Activities with the Education Network

Community networks can receive financial support to organize activities and develop promotional materials for students with the intention of promoting health and social services programs of study in universities, CEGEPs and school boards. These activities might also feature health sector resources and employment opportunities in the region. They might take various forms: career days, kiosks at special events, information sessions at secondary schools and CEGEPs, creation and maintenance of a website, meetings with guidance counsellors, etc. These promotional activities are aimed at a larger, more diverse student pool than that currently enrolled in these programs.

■ Dimension 3: Welcoming and Integrating Interns in the Region

The community networks will be invited to participate in welcoming and integrating interns in their region. A wide range of activities are eligible for funding, such as organizing the intern's arrival in the region, locating accommodations, greeting upon arrival, connecting with youth groups, coaching and awareness of the region's attractions, answering practical questions, and organizing cultural outings on some weekends, to name a few. These activities could be undertaken in collaboration with the institutions concerned.

■ Dimension 4: Collaboration with the Regional Partners to Support Employment of Recent Graduates who Return to their Region

The community networks that establish partnerships with regional bodies to support the employment of recent graduates in their region, such as Place aux jeunes, would be eligible for an allowance to defray the cost of the required coordinating activities. Support for graduates engaged in job search and settlement in the region is also an eligible activity.

■ **Dimension 5: Allocation of Health and Social Services Community Leadership Bursaries**

A bursary allocation is available for community-engaged students from selected regions pursuing full-time studies in the area of health and social services in a government recognized educational institution and who agree to work in a selected region after obtaining their degree. There are two categories of bursaries available. Category 1 is intended for students studying outside their region and Category 2 provides financial incentive to students studying within their region. Students who are awarded bursaries must commit to staying in a selected Quebec region following the successful completion of their studies to work for a minimum of one year in a public health and social services institution or related organization.

The amount allocated will be determined by the established bursary criteria and by the file submitted by the applicant. The awarding of these bursaries will be managed by the community networks funded by McGill under this measure.

Guides are available for both bursary categories. They provide general information, deadlines, list of the selected Quebec regions, the levels of study and government recognized health and social services programs, the directory of participating networks and the responsibilities of each of the partners in the Bursary Program. They are available on the McGill Project website at <http://www.mcgill.ca/hssaccess/trhpp/m2intro/financial/bursaries>.

Some educational institutions have already received a special mandate to train health and social services professionals who will be able to offer services to remote Aboriginal communities whose second language is English. The students of these educational institutions may also be eligible for bursaries.

Community networks from selected regions who intend to participate in the Health and Social Services Community Leadership Bursary Program may request funds under this dimension for the implementation of the Bursary Program in their region. Eligible expenses include the production of promotional materials, advertising costs, travel, office expenses (photocopying, postage etc.) and direct human resources costs.

■ **Dimension 6: Language and Cultural Activities for Professionals from the Health and Social Services Network**

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.

■ **Dimension 7: Collaboration with Extra-regional Partners to Support the Integration of Out-of-region Students**

Community Networks can receive funding for outreach activities with extra-regional partners to support, through mentorship and other means, the successful integration and academic achievement of out-of-region students, in health related fields.

Table 3 Application and Funding Schedule for Community Networks, 2014-2018

Dimension	Application and Funding Schedule		
	4-Year	Annual	As Needed
1	✓		
2	✓		
3	✓		
4	✓		
5		✓	
6	✓		
7	✓		

4. PARTNERS' CONTRIBUTION

The following section outlines the contribution of each party associated with the 2014-2018 Retention Program to ensure its efficient management. Partners can adapt their contribution to be compatible with their regional or local dynamics. The proposed contributions conform to the MSSS-McGill Implementation Framework.

4.1 McGill University

As the organization responsible for the Training and Retention of Health Professionals Project, McGill University:

- participates in the Tripartite Steering Committee mandated to ensure the implementation and monitoring of all of the Project's measures;
- with the collaboration of the resource persons from the educational institutions and the community networks, prepares the Retention Program Prospectus – Community Networks and Educational Institutions Components,

Regarding the call for project proposals from educational institutions, the McGill Project team:

- promotes the internship component of the Retention Program within educational institutions offering programs in the health and social services field;
- solicits the participation of educational institutions offering programs in the health and social services field;
- prepares a project proposal application form;
- issues the call for project proposals directly to the educational institutions;
- signs a funding contract with each educational institution for which a project is accepted;
- determines the budget allocations.

Regarding the call for project proposals from community networks, the McGill Project team:

- prepares a project proposal application form;
- issues the call for retention project proposals to community networks;
- signs a funding contract with each community network for which a project is accepted;
- allocates the budget envelope based on the recommendations of CHSSN.

Regarding the funding for the health and social services network, the McGill Project team:

- determines the list of essential information required to prepare the funding contracts with the health and social services network;
- signs a funding contract with each health and social services agency.

Regarding the Retention Program as a whole, the McGill Project team:

- sends its recommendations for projects to be funded to the Tripartite Steering Committee for final approval;
- informs partners in the use of the tools and activities developed;
- organizes and holds two province-wide stakeholder conferences;
- annually disburses funds to educational institutions, community networks and health and social services agencies in accordance with the terms of the contracts;
- produces and distributes an annual report intended for the ministère de la Santé et des Services sociaux du Québec and its network, McGill University, Health Canada and the Project's other partners.

4.2 Educational Institutions

The Project's partner educational institutions:

- stimulate the interest of health and social services institutions that have responsibilities towards the English-speaking population of their region as defined in the regional program of access to health and social services in English in creating internships for students;
- promote their interns to health and social services institutions that have responsibilities towards the English-speaking population of their region as defined in the regional program of access to health and social services in English;
- stimulate the interest of their students enrolled in health and social services technical, professional and vocational programs to intern in the different regions of Quebec, in institutions where French is the working language;
- may offer their students French language courses for professional purposes as part of their studies;

- may offer their students opportunities to improve their English language skills as part of their studies;
- offer supervision courses through the McGill professional schools offering programs in health care and social services;
- inform the interns that support measures are available;
- work collaboratively with the regional internship coordination mechanism and internship management systems, such as the Health Sciences Placement Network, as the case may be;
- sign a contract with McGill, when required;
- collect and transmit the data necessary for accountability to McGill University according to the reporting schedule to be outlined in the contracts.

4.3 The Ministère de la Santé et des Services sociaux

The MSSS:

- assures the administrative management of the component of the Retention Program involving the health and social services network;
- drafts the prospectus for the component of the Retention Program that concerns the health and social services network;
- launches the call for funding requests from the health and social services network using the document *Information required for the funding contract between the agency and McGill University*;
- forwards the completed document *Information required for the funding contract between the agency and McGill University* for each participating agency to McGill University.

The specifics of the role of the MSSS, the health and social services agencies and institutions will be determined by the MSSS and detailed in the prospectus developed for this purpose by them.

4.4 Community Networks

The community networks working with the English-speaking community in their region:

- apply for funding to the McGill Project, using the Project Application Form and Guide;
- obtain a favorable opinion on their project from the Agency;
- collaborate with the agencies, the health and social services institutions, and the educational institutions concerned on measures for promotion, welcoming, integration and social coaching to be offered to the students targeted in section 3.3.3;
- promote the program to future and current students who qualify for the bursaries identified in Dimension 5 of section 3.3.3;

- sign a funding contract with McGill University;
- transmit to McGill University, each year, an annual work plan for the implementation of their retention project, and a detailed budget according to the conditions stipulated in their contract;
- collect and transmit the data necessary for accountability to McGill University, according to the conditions stipulated in their contract.

5. TIMETABLE FOR THE 2014-2018 RETENTION PROGRAM

The activities will be conducted during the 2014-2018 period, except if otherwise indicated.

From April 1, 2014 to December 31, 2014:

- drafting and adoption of the Prospectus
- preparation of a contract template between community organizations and McGill University
- preparation of a contract template between educational institutions and McGill University
- preparation of a contract template between health and social services agencies and McGill University

From January 1, 2015 to January 31, 2015:

- call for retention project proposals to the educational institutions and selection by McGill University of the projects to be funded
- call for retention project proposals to the community networks and selection by McGill University of the projects to be funded

From February 1, 2015 to February 28, 2015:

- conclusion of funding contracts between McGill University and the educational institutions for which the projects have been accepted
- conclusion of funding contracts between McGill University and the community networks for which the projects have been accepted
- conclusion of funding contracts between McGill University and the health and social services agencies

From March 1, 2015 to December 31, 2017:

- implementation of the retention projects and adjustments, if necessary
- implementation of the tools developed
- continuation of the activities to support internship supervisors and interns

From January 1, 2018 to March 31, 2018:

- reporting

6. PARAMETERS FOR ANALYSIS OF THE RETENTION PROJECT PROPOSALS

McGill University will analyze the retention project proposals presented by educational institutions, based on the following criteria:

- the proposed project is consistent with the objective of the Retention Program;
- the proposed activities fall within one or more of the proposed dimensions detailed in section 3.3.1;
- the forecast expenses are part of the list of eligible expenses set out in the Application Guide for educational institutions;
- the requested funding does not exceed the prescribed maximum amount per year and for the four years of the Project.

McGill University will analyze the retention project proposals presented by community networks, based on the following criteria:

- the project supports the region's program for access to health and social services in the English language;
- the proposed project is consistent with the objective of the Retention Program;
- the proposed activities are consistent with one or more of the seven proposed dimensions detailed in section 3.3.3;
- the forecasted expenses are part of the list of eligible expenses set out in the Community Networks Guide for Applicants;
- the requested funding does not exceed the prescribed maximum amount for each year and for the four years of the Project.

7. RETENTION PROGRAM FUNDING

7.1 Breakdown of the Envelope Allocated to the Retention Program

The aggregate amount allocated to the Retention Program for the period from 2014-2015 to 2017-2018 will be \$3,574,321 which represents a potential of 300 internships, 160 bursary allocations and 60 new graduates hired six-months post-graduation (see Table 4).

**Table 4 Retention Program – Budget Forecast, 2014-2018
Annual Allocations and Targets**

	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
Annual allocations	\$803,221	\$923,700	\$923,700	\$923,700	\$3,574,321
Internships	60	70	90	80	300
Bursaries	40	40	40	40	160
Jobs	10	15	20	15	60

7.1.1 Breakdown of the Retention Program envelope allocated to Educational Institutions

The total budget available to the educational institutions component is \$483,240 over a four-year period, or \$103,140 in the first year and \$126,700 in subsequent years, based on the activities projected, approved and carried out. Educational institutions are also eligible to apply for funding for special supervisory needs that may arise in the course of the project.

**Table 5 Retention Program – Budget Forecast, 2014-2018
Allocations to Educational Institutions**

	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
Educational institutions	\$88,110	\$110,000	\$110,000	\$110,000	\$418,110
Supervisory Support	\$15,030	\$16,700	\$16,700	\$16,700	\$65,130
Supervision Courses	TBD	TBD	TBD	TBD	TBD
TOTAL	\$103,140	\$126,700	\$126,700	\$126,770	\$483,240

7.1.2 Breakdown of the Retention Program envelope allocated to health and social services institutions

Details of the allocation to health and social services institutions will be provided in the prospectus governing the health and social service institutions component, to be developed by the MSSS.

**Table 6 Retention Program – Budget Forecast, 2014-2018
Allocations to Health and Social Services Institutions**

	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
Health and social services institutions	\$261,490	\$300,000	\$300,000	\$300,000	\$1,161,490

7.1.3 Breakdown of the Retention Program Envelope Allocated Community Networks

Community networks will have an envelope of \$1,169,092 for a four-year period for retention initiatives and another \$682,500 will be available for designated regions to support the Bursary Program. Thus, funded community networks will receive a maximum envelope of \$1,851,592 over the four-year period, or \$420,592 in the first year and \$477,000 in subsequent years, based on the activities projected, approved and carried out.

**Table 7 Retention Program – Budget Forecast, 2014-2018
Allocations to Community Networks**

	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
Community Networks	\$263,092	\$302,000	\$302,000	\$302,000	\$1,169,092
Bursary Program	\$157,500	\$175,000	\$175,000	\$175,000	\$682,500
TOTAL	\$420,592	\$477,000	\$477,000	\$477,000	\$1,851,592

Table 8 below presents the distribution of the \$1,169,092 envelope to community networks for retention incentive projects as recommended by the CHSSN.

**Table 8 Retention Program – Budget Forecast, 2014-2018
Allocations to Community Networks – Distribution by Community Network**

Reg	Community Network	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
01	Heritage Lower Saint Lawrence	\$13,155*	\$15,100	\$15,100	\$15,100	\$58,455
03	Jeffery Hale Community Partners	\$13,155	\$15,100	\$15,100	\$15,100	\$58,455
05	Townshippers' Association (Estrie)	\$13,155	\$15,100	\$15,100	\$15,100	\$58,455
06	The East Island Network for English Language Services	\$13,155	\$15,100	\$15,100	\$15,100	\$58,455
06	Catholic Community Services	\$13,155	\$15,100	\$15,100	\$15,100	\$58,455
06	African Canadian Development and Prevention Network	\$13,155	\$15,100	\$15,100	\$15,100	\$58,455
07	Connexions Resource Centre	\$13,155	\$15,100	\$15,100	\$15,100	\$58,455
08	Neighbours Regional Association of Rouyn-Noranda	\$13,155	\$15,100	\$15,100	\$15,100	\$58,455
09	Coasters' Association, Inc.	\$13,155	\$15,100	\$15,100	\$15,100	\$58,455
09	North Shore Community Association	\$13,155	\$15,100	\$15,100	\$15,100	\$58,455
11	Committee for Anglophone Social Action	\$13,155	\$15,100	\$15,100	\$15,100	\$58,455
11	Council for Anglophone Magdalen Islanders	\$13,155	\$15,100	\$15,100	\$15,100	\$58,455
11	Vision Gaspé-Percé Now	\$13,155	\$15,100	\$15,100	\$15,100	\$58,455
12	Megantic English-speaking Community Corporation	\$13,155	\$15,100	\$15,100	\$15,100	\$58,455
13	AGAPE Inc.	\$13,155	\$15,100	\$15,100	\$15,100	\$58,455
14	English Community Organization of Lanaudière (ECOL)	\$13,155	\$15,100	\$15,100	\$15,100	\$58,455
15	4 Korner's Family Resource Center	\$13,155	\$15,100	\$15,100	\$15,100	\$58,455
16	Townshippers' Association (Montréal East)	\$13,155	\$15,100	\$15,100	\$15,100	\$58,455
16	South Shore Assistance and Referral Centre (ARC)	\$13,155	\$15,100	\$15,100	\$15,100	\$58,455
16	Réseau Emploi Entrepreneurship Vaudreuil-Soulanges	\$13,155	\$15,100	\$15,100	\$15,100	\$58,455
TOTAL		\$263,092	\$302,000	\$302,000	\$302,000	\$1,169,092
Adjusted to round up \$13,154.60 making a \$8 difference in the total		\$263,100	\$302,000	\$302,000	\$302,000	\$1,169,100

Funds are allocated based on the detailed budget provided by the community network within the context of its funding application, and subsequently, upon receipt of the reports required for accountability.

The eligible expenses include:

- cost of coordination, planning, monitoring and accountability of the project submitted;
- costs related to the activities described in the seven dimensions of the Retention Program detailed in section 3.3.3;
- travel expenses associated with the activities described in the seven dimensions of the component.

7.1.4. Breakdown of the Retention Program Envelope for Student Support

The amount set aside for Student Support is \$72,000. Although this fund will primarily be made available through educational institutions, depending on the specific need and where the budget can most effectively be administered under the circumstances, organizations hosting internships can also apply on behalf of students.

Table 9 Retention Program – Budget Forecast, 2014-2018
Allocations for Student Support

	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
Student Support	\$18,000	\$20,000	\$20,000	\$20,000	\$78,000

Eligible expenses include:

- cost of transportation round trip from student's place of residence to the internship region;
- cost of transportation within the internship region;
- cost of accommodation within the internship region, including rent, electricity and heating.

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APPENDIX 1

EXCERPTS FROM THE ACT RESPECTING HEALTH SERVICES AND SOCIAL SERVICES

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

Sections of the Act respecting health services and social services in English⁸

15. English-speaking persons are entitled to receive health services and social services in the English language, in keeping with the organizational structure and human, material and financial resources of the institutions providing such services and to the extent provided by an access program referred to in section 348. 1991, c. 42, s. 15

348. Each agency, in collaboration with institutions, must develop a program of access to health services and social services in the English language for the English-speaking population of its area in the centres operated by the institutions of its region that it indicates or, as the case may be, develop jointly, with other agencies, such a program in centres operated by the institutions of another region.

Such an access program must take into account the human, financial and material resources of institutions and include any institution in the region designated under section 508.

The program must be approved by the Government and revised at least every three years. 1991, c. 42, s. 348; 2005, c. 32, s. 227.

508. The Government shall designate from among the institutions recognized under section 29.1 of the Charter of the French Language (chapter C-11) those which are required to make health services and social services accessible in the English language to English-speaking persons. 1991, c. 42, s. 508; 1994, c. 23, s. 5.

509. The Government shall, by regulation, provide for the formation of a provincial committee entrusted with advising the Government on

- (1) the dispensing of health and social services in the English language;
- (2) the approval, evaluation and modification by the Government of each access program developed by an agency in accordance with section 348.

The regulation must provide for the composition of the committee, its rules of operation and internal management, the manner in which its affairs are to be conducted and its functions, duties and powers. 1991, c. 42, s. 509; 2005, c. 32, s. 227.

⁸ Excerpts from the revised *Act respecting health services and social services*.

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

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

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

THE INSTITUTIONS

231. Every public or private institution under agreement must adopt a three-year staffing and personnel development action plan, with the participation of its employees and, if applicable, of the unions to which they belong. The action plan is communicated to all personnel members and sent to the agency.

The plan shall contain policies relating to the induction of the employees, their motivation, the enrichment of their tasks, the maintenance of their professional standards, subject to the responsibilities entrusted to the multidisciplinary council and to the council of nurses, where applicable, and policies relating to the assessment of their performance, their professional development, their mobility, the preparation of their successors and the development of their career.

The plan must be assessed and updated every year, with the participation of the employees of the institution and the unions to which they belong, where that is the case. 1991, c. 42, s. 231; 2005, c. 32, s. 113.

HEALTH AND SOCIAL SERVICES AGENCIES

376. The agency shall draw up regional staffing and human resources development plans in keeping with the orientations and policies established by the Minister and in cooperation with the institutions and organizations concerned, and see to their implementation. To that end, the the agency shall

- (0.1) set up a workforce information system facilitating, in particular, the preparation of the regional plans referred to in this paragraph;
- (1) coordinate personnel development activities and the preparation of the next generation of employees within the scope of the regional plans referred to in this paragraph;
- (2) coordinate personnel development activities for the members of the boards of directors of institutions;

- (3) assist community organizations with regard to human resource development activities for their members.

The agency shall also provide ways to assist the institutions in preparing their staffing and personnel development action plans, if requested, and identify priority needs in order to facilitate for institutions the pooling of services pertaining to staffing, and the professional development and mobility of their personnel. 1991, c. 42, s. 376; 2005, c. 32, s. 153.

THE MINISTER

- 431.** With a view to improving the health and well-being of the general public, the Minister shall determine priorities, objectives and orientations in the field of health and social services and see to their implementation.

He shall, in particular,

- (1) establish health and social services policies, see that the policies are implemented and applied by the agencies, and that they are assessed;

[...]

- (4) see to the promotion of teaching and research;

- (5) develop management frameworks for human, material and financial resources;

- (6) establish policies and orientations relating to the workforce in the health and social services network, monitor their implementation and evaluate them;

[...]

1991, c. 42, s. 431; 1992, c. 21, s. 46; 1997, c. 75, s. 50; 1998, c. 39, s. 137; 2001, c. 24, s. 82; 2002, c. 71, s. 15; 2001, c. 60, s. 164; 2005, c. 32, s. 169.

APPENDIX 2

DETAILED BUDGET FORECAST McGILL TRAINING AND RETENTION OF HEALTH PROFESSIONALS PROJECT 2014-2018

DETAILED BUDGET FORECAST 2014-2018

Type of Expenditure	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
MEASURE 1					
Allocation to regional projects	\$378,803	\$1,262,076	\$1,262,076	\$1,262,076	\$4,165,031
School of Continuing Studies – Online courses	\$212,976	\$709,920	\$709,920	\$709,920	\$2,342,736
School of Continuing Studies – Production	\$1,098,000	–	–	–	\$1,098,000
Subtotal M-1	\$1,689,779	\$1,971,996	\$1,971,996	\$1,971,996	\$7,605,767
MEASURE 2					
Health and Social services institutions	\$261,490	\$300,000	\$300,000	\$300,000	\$1,161,490
Community Networks	\$263,092	\$302,000	\$302,000	\$302,000	\$1,169,092
Bursaries	\$157,500	\$175,000	\$175,000	\$175,000	\$682,500
Student Support	\$18,000	\$20,000	\$20,000	\$20,000	\$78,000
Supervisory Support	\$15,030	\$16,700	\$16,700	\$16,700	\$65,130
Educational Institutions – Courses	\$88,110	\$110,000	\$110,000	\$110,000	\$418,110
Subtotal M-2	\$803,221	\$923,700	\$923,700	\$923,700	\$3,574,321
MEASURE 3					
Research – Allocations	\$180,000	\$200,000	\$200,000	\$200,000	\$780,000
Language Competency Tests and Profiles – CEF	\$72,000	\$80,000	\$80,000	\$80,000	\$312,000
Subtotal M-3	\$252,000	\$280,000	\$280,000	\$280,000	\$1,092,000
SUPPORT FOR THE 3 MEASURES					
McGill Project (Support...)	\$405,000	\$394,768	\$394,768	\$394,768	\$1,589,304
McGill University	\$450,000	\$394,768	\$394,768	\$394,768	\$1,634,304
Various – Tripartite Steering Committee	–	\$34,768	\$34,768	\$34,768	\$104,304
Subtotal – Support	\$855,000	\$824,304	\$824,304	\$824,304	\$3,327,912
Special Projects	\$433,333	\$433,333	\$433,333	–	\$1,299,999
TOTAL	\$4,033,333	\$4,433,333	\$4,433,333	\$4,000,000	\$16,899,999

This document is available on the McGill University website at
<https://www.mcgill.ca/hssaccess/documents/prospectusm2>

Ce document est également disponible en français sous le titre : Projet de formation
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