

THE STIC PROGRAM

Sector-specific orientation, Terminology training, Information and Counselling

OVERVIEW & ORIENTATION WORKSHOP FOR HEALTH CARE PROFESSIONALS

Participant's Workbook

You are a newcomer to Canada and to Ontario.

You have education and experience in a health care profession but ...

- ❑ Can you speak knowledgeably about your field in Ontario?
- ❑ Do you know where the jobs are and how to find out about openings?
- ❑ Do you understand the laws that apply to your profession?
- ❑ Do you know if you need a license to practise your profession? Do you know how to get one?
- ❑ Do you know about related occupations and what the requirements are?

If the answer to any of these questions is “No”, this Overview & Orientation Workshop is for you.

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WORKSHOP GOALS

In this workshop, you will...

Learn about...

- ❑ The labour market in general, in health care and for your profession specifically.
- ❑ The requirements for members of your occupation in Ontario and for related occupations.
- ❑ The legislation related to your profession in Ontario.
- ❑ The requirements for professional registration and how to qualify for a license.
- ❑ The impact of technology on your profession in Ontario.
- ❑ Opportunities, if any, for self-employment .
- ❑ Opportunities for networking with other members of your profession.
- ❑ Opportunities in related occupations and sectors.

Practise how to...

- ❑ Market your skills.
- ❑ Discuss issues in health care and your profession specifically.
- ❑ Network with peers.

Create a plan to...

- ❑ Research the labour market.
- ❑ Complete the registration process for your occupation.

REGULATED PROFESSIONS: HOW MUCH DO YOU KNOW?

Circle the correct answer for each question.

- 1. A profession is “regulated” when:**
 - A) Entry into the profession is controlled by an organization.
 - B) There is provincial legislation defining who can practise the profession.
 - C) There are standards of practice that members of the profession must meet.
 - D) All of the above.
 - E) None of the above.
- 2. You cannot work as a member of a regulated profession without a license.**

True False
- 3. Professional regulatory bodies have responsibility for:**
 - A) Setting entry and training requirements.
 - B) Assessing qualifications and credentials.
 - C) Disciplining members of the profession.
 - D) All of the above.
 - E) None of the above.
- 4. Professional regulatory bodies are made-up of members of the profession they control.**

True False
- 5. Which of the following occupations are not regulated professions?**
 - A) Nurse
 - B) Physician
 - C) Nutritionist
 - D) Chiropractor
 - E) Massage Therapist
 - F) All of the above.
 - G) None of the above.
- 6. In most cases, people who have been educated outside of Canada are not permitted to practise their profession in Ontario.**

True False
- 7. Most professional regulatory bodies require new members of the profession to have:**
 - A) A degree from a Canadian university or equivalent.
 - B) Work experience in Canada.
 - C) Acceptable English or French language skills.
 - D) All of the above.
 - E) None of the above.

SECTION ONE:

THE LABOUR MARKET

In this section, you will learn about:

- ❑ The labour market in Canada
 - ❑ The Ontario health care system and labour market
 - ❑ The labour market for your profession
 - ❑ Labour market research techniques
-

THE LABOUR MARKET: OVERVIEW

Canada's economy is experiencing dramatic changes. The recovery from a recession in the early 1990s was rather slow but at the end of 1998, Canada had experienced seven consecutive years of positive economic growth (source: Industry Canada). In the new millennium, the labour market has been rather weak. Canada narrowly avoided a recession in 2001. Employment in the year 2003 got off to a slow start but it surged ahead during the last four months of the year.

Employment is improving, but many people are still unemployed in Canada because they do not have the skills that Canadian businesses need. Changes in the Canadian labour market have taken place so quickly, that many Canadian workers have been left behind. Many jobs have been rendered obsolete because of technology. Increasing global competition has meant some companies have relocated to countries where labour is cheaper. And as emerging industries begin to flourish, others are dying out.

Traditionally, Canada's economy has been based on its vast natural resources -- forestry, fishing, mining, and agriculture, for example. Today, however, technology, globalization and other factors have brought new industries to the forefront -- tourism, financial & business services, high technology, for example. What does this mean for you, the job seeker?

Most jobs are no longer advertised. When they are, employers are often flooded with applications. To be successful, you must know where to find the jobs. You must know what your skills are and find employers who need those skills.

You are expected to keep on top of the very latest trends in your profession. Because change -- especially technological change -- is constant, employers need people who can adapt to change. They need people who are prepared to be "lifelong learners" and will keep their skills up-to-date.

Communication is important in every job. Changes in the way companies and organizations work has meant that virtually every worker needs to communicate with others. There are very few occupations in Canada where speaking, listening and writing in English or French are not critical.

Every worker is like a small business. Not only is self-employment growing rapidly in Canada, but the skill of self-marketing has become vital to all workers. Job seekers need to present their skills and knowledge as if they are selling a product to a consumer.

Successful job seekers, therefore, understand the job market. They know what skills are in demand and where to find the employers. They can articulate to an employer how their skills and knowledge will benefit the employer -- now and in the future

LABOUR MARKET TERMS

Draw a line to match the word or phrase on the left with the correct definition on the right.

Attrition	An organization that represents and negotiates on behalf of a group of workers.
Baby Boomers	When an individual markets his or her skills for hire on an “as-needed” basis to companies, organizations.
Benefits	The sharing of labour, production, ideas, knowledge, products and services across borders.
Contract Work	Additional incentives, beyond wages, provided by an employer to its employees.
Downsizing	Usually refers to work secured for a specific period of time or for the completion of a specific project. Often does not include benefits.
Demography	Vacancies due to retirement or death of the workers.
Globalization	The generation of people born between 1945 and 1966; because of its size, this generation has a profound effect on the economy and the labour market.
Industry	Occurs when one company has some of its work done by another company.
Labour Force	The part of the working-age population participating in work or actively job seeking.
Outsourcing	The study of population patterns which provides information such as statistics on birth, death, and age in the community.
Self-Employment	Jobs that offer full-time, full-year work with a single employer. They usually provide benefits and some career prospects.
Standard Jobs	Occurs when an individual works in a job for which he or she is overqualified (i.e. has significantly more education or skills than the job requires).
Under-employment	A specific branch of manufacture and trade. Examples: Forestry, Financial Services.
Union	An attempt to improve efficiency by reducing the size of a company’s workforce.

FACTORS AFFECTING THE CANADIAN LABOUR MARKET

Using what you have learned about the economic factors affecting the Canadian labour market, answer the following questions:

How are changes in the make-up of Canada's population likely to affect the labour market for health care professionals?

What kinds of changes in technology are likely to affect the labour market for health care professionals?

What government policies do you know of which will affect the labour market for health care professionals?

What trends in society are likely to affect the labour market for health care professionals?

CANADA'S HEALTH CARE SYSTEM: TRUE OR FALSE

- | | | |
|---|---|---|
| T | F | 1. Canada's health care system is publicly-financed and publicly-delivered. |
| T | F | 2. Provincial health care insurance is sometimes referred to as "Medicare". |
| T | F | 3. About 60 per cent of all active physicians in Canada are "primary care" physicians. |
| T | F | 4. Women are the primary users of health services. |
| T | F | 5. Dentistry services are covered by OHIP. |
| T | F | 6. The fundamental principles of the health care system are established by the federal government. |
| T | F | 7. The operating budgets of Hospitals are determined by the federal government. |
| T | F | 8. The Province of Ontario provides additional health benefits - beyond the services covered by OHIP -- to seniors. |
| T | F | 9. Many Canadians have private insurance which covers supplementary health benefits such as prescription drugs. |
| T | F | 10. Health care spending accounts for around one-quarter of provincial program expenditures. |
| T | F | 11. Public sector funding represents about 70 percent of total health care expenditures in Canada. |
| T | F | 12. Public health care expenditures in Canada are rising and are expected to continue rising. |

THE LABOUR MARKET: TRENDS IN HEALTH CARE

Ontario's health care system is undergoing a restructuring. These changes are motivated by a number of factors: the need to contain health care costs, the aging of the population, new technologies, and a growing consensus in Canada that the health care system is only one of several major determinants of our population's health. As a result of these trends, we are seeing changes in the way health care services are delivered.

Community-based Care

The provincial government is shifting the emphasis of the health care system away from institutionally-based delivery models (physicians and hospital-based care) to community-based models of care. Community-based care emphasizes health promotion and disease prevention to increase the overall health of the population while co-ordinating the delivery of health care workers in the community – whether in hospices, long-term care facilities or the home.

Home Care

Home health care substitutes for the services of a hospital or long-term health facility. People who need long-term medical care can now stay in the comfort of their homes and receive medical treatment and help with their daily routines instead of staying in a hospital.

There are both private and public home care providers in Ontario. Home health care services are available through OHIP for people who are eligible. This includes people who are recovering from an illness or surgery, who have a chronic disease, who are elderly, or persons with disabilities. Home health

care services include support services, nursing and therapies.

A Team Approach

Increasing emphasis is being put on the team approach to health care. A health care team can include physicians, nurses, therapists, technicians, other health care workers and, especially, the patient and his or her family.

Fewer Hospital Beds

Partly as a means to control expenses and partly as an effect of the shift toward community-based care, hospitals are being closed in many communities in Ontario. The reduction in hospital beds means that those patients who do remain in hospital are those who are the most ill or seriously injured and require highly specialized services.

Public Health & Health Promotion

Public health units are established by municipalities to administer health promotion and disease prevention programs. They inform the public about healthy life-styles, communicable diseases, including Sexually-Transmitted Diseases and AIDS, immunization, and the healthy growth and development of children, including parenting education.

THE LABOUR MARKET: THE IMPACT ON YOUR PROFESSION

Using the material in the Resource Package for your profession, answer the following questions. When your group has answered all of the questions, chose one or two representatives to report your findings back to the class.

1. Identify at least three pressing issues facing currently facing members of your profession. (These issues may present threats or opportunities to members of your profession.)

2. How are members of your profession in Ontario coping with these issues or changes?

3. What major shifts in the labour market are happening in your profession? What is causing these shifts?

4. Do the changes affecting your profession impact on other health care workers?

THE LABOUR MARKET: RESEARCHING EMPLOYERS

Once you have determined what industry you would like to work in and what kind of position you are looking for, you will need to research specific companies that might hire you. Most jobs in Canada are not advertised in major newspapers. Instead, successful job searchers target companies where they would like to work, and they conduct research on a company and know something about it well before the interview.

Steps to Researching Companies

1. **Determine what kind of job you are looking for and in what industry.** You should know what job titles you are qualified for and be prepared to present your skills and experience as they apply to that job title. You should also have a rough idea of what salary to expect.
2. **Find the names of as many companies as possible** that operate in the industry you are interested in. Use newspapers, magazines, the Yellow Pages, business directories and the Internet to find the names of companies.
3. **Find out some basic information** about those companies.
 - Do they hire people with your experience and skills?
 - Where is the company located?
 - What kind of working conditions and salaries do they offer for people in your position?

Use business directories at your local library, the Internet, and newspaper / magazine articles. In some cases, you may have to make a call to the company.

4. **Narrow your list.** Select about 10 companies that you think you are most interested in working for and that might have opportunities suited to you.
5. **Research those companies.** Use the sources described on the following page to find detailed information on your targeted list.
 - How big is the company? Is it growing or downsizing?
 - Are they changing, starting new departments?
 - Are there particular skills they need?
 - In what job titles are people with your skills hired?
 - Who is responsible for hiring them? To whom should you send a resume?
 - Do they post and/or advertise job opportunities?

THE LABOUR MARKET: USING LIBRARIES FOR LABOUR MARKET RESEARCH

How library material is organized

Most materials in a library are catalogued. Usually, library catalogues are contained in a computer database easily used by library patrons; however, catalogues may also be on microfiche or in card form.

Items in a catalogue are normally organized under three headings:

- Author
- Title
- Subject

Therefore, if you know either the author or the exact title of the item you are looking for, you will be able to use the library catalogue to find it. If you do not know the title or the author, you can search for the item using the subject function. Some library catalogues also have a “keyword” function; this allows you to search for items using a word or phrase.

When you have found the catalogue record for an item you are interested in, note its “call number” and use that number to find it on the shelves.

All libraries use a classification system to catalogue their holdings. In Canada the Dewey decimal system is the most widely used. The Dewey decimal system provides ten major indexing categories that are further divided into subcategories. The major Dewey decimal categories are:

The major Dewey decimal categories are:

000-099	Computers, information and general reference
100-199	Philosophy and Psychology
200-299	Religion
300-399	Social Sciences*
400-499	Language
500-599	Science
600-699	Technology*
700-799	Fine Arts and Recreation
800-899	Literature
900-999	History and Geography

*Most business information is contained in these sections.

THE LABOUR MARKET: USING LIBRARIES FOR LABOUR MARKET RESEARCH

Some Basic Library Resources for Researching Employers

Directories

Your reference library will likely have some or all of the following business directories:

Some Basic Library Resources for Researching Companies

Directories

Your reference library will likely have some or all of the following business directories:

Blue Book of Canadian Business

Contact Toronto

Canadian Key Business Directory

Canadian Trade Index

The Dun & Bradstreet National Directory of Canadian Service Companies

Fraser's Canadian Trade Directory

*Made in Canada (Business Opportunities Sourcing System) B.O.S.S. Vol. 1 Product;
Vol. 2 Company*

Ontario Business Directory

Scott's Ontario Manufacturers Directory

Annual Reports and Corporation Files

Some reference libraries hold the annual reports and other information about Canadian companies – usually those that trade on the stock market. Ask a reference librarian if they have this information.

Financial Post Investment Reports

These reports are published for the top 500 Canadian public companies. They provide historical and current data, investment recommendations, latest earnings and performance analysis.

On-Line Databases

Your library may offer access to computer databases. You can use these to find articles and other information about companies.

THE LABOUR MARKET: USING LIBRARIES FOR LABOUR MARKET RESEARCH

Glossary of Library Terms

Call number: A group of letters and numbers, given to each book and to each serial in a library that acts like an address.

Circulating/Non-Circulating: Indicates whether material can be borrowed from the library (circulating) or must be used within the library only (non-circulating)

Citation: Information about a publication or other item that will help someone identify and locate that publication. For example, a citation to a magazine article will usually include the author and title of the article, the title of the magazine, the volume number, page numbers and the date of publication.

Holds: A function that allows someone to request a book that is currently signed out to another person, preventing that person from renewing it.

Index: An alphabetical list of topics, names of persons, authors or titles which serves as a guide to finding information in a publication or a group of publications. In the library, you may use journal indexes to find references to journal articles.

On-line database: Information stored in computer files. Examples of databases found in libraries are catalogues of library collections and indexes to journal articles.

Periodicals: Publications that appear at intervals of more than one day, such as weekly, monthly or quarterly. Magazines are an example of a periodical.

A Reference: A citation to an item such as a book or magazine article.

Reference Material: Material that cannot be taken out of the library, such as dictionaries, directories, atlases.

THE LABOUR MARKET: USING THE INTERNET FOR LABOUR MARKET RESEARCH

To use the Internet, you must have an account on a network that is connected to the Internet. If you do not have a computer with Internet access at home, many libraries and employment resource centres offer access to the Internet on-site.

The Internet provides a variety of services and information of use to job seekers and professionals, such as:

- ❑ Company and employer profiles through the World Wide Web
- ❑ Discussion groups, offering networking opportunities
- ❑ Government documents
- ❑ Information about professional associations and licensing bodies
- ❑ Email, allowing you to send and receive messages.

The World Wide Web is a network of machines all over the world that provide information and are linked together. Users go from one page to another simply by clicking a linked image, word or phrase within the text of the document.

The World Wide Web has become the foremost information service on the Internet. Virtually anything you can think of is on the Web. Unlike libraries, however, the World Wide Web is not catalogued – that is, it is not organized by any one central source. The best way to find information on the Web, therefore, is by using a “search engine”.

A search engine is a program that searches the World Wide Web for sites that meet the criteria you enter. You access search engines on the Web itself. Some search engines offer “subject trees” – a series of categories and sub-categories that you select to find information you are interested in. Some popular search engines include:

www.altavista.com

www.yahoo.ca

<http://www.google.ca/>

<http://groups.google.com/>

(for specialty topics)

<http://www.alltheweb.com/>

www.metacrawler.com

www.hotbot.com

<http://www.scirus.com/>

(for scientific information)

THE LABOUR MARKET: USING THE INTERNET FOR LABOUR MARKET RESEARCH

Glossary of Internet Terms

Email: Electronic Mail – messages, usually text, sent from one person to another via computer. Email can also be sent automatically to a large number of addresses; this is called a Mailing List or Listserv.

HTML: Hypertext Markup Language – the coding language used to create Hypertext documents for use on the World Wide Web.

Hypertext Link: Links are pointers to other web pages that make it easy to follow a thread of related information. These links lead you to more information whenever you choose to follow them.

Newsgroup: The name for discussion groups on Usenet.

Query: A search request. A combination of words and symbols that defines the information that the user is seeking. Queries are used to direct the search tool to appropriate databases.

Search Engine: A program that searches for web sites that correspond to parameters you set.

URL: Uniform Resource Locator – a standardized system for describing the location of any resource on the Internet that is part of the World Wide Web; often called a Web-site address. Example: www.gov.on.ca.

Usenet: A world-wide system of discussion groups called Newsgroups.

Web Browser: A software program that connects you to sites on the World Wide Web. Examples: Netscape, Internet Explorer.

Web Pages: The World Wide Web consists of web pages, each of which contains information on a particular topic. The main Web page of a web-site is called its Home Page.

Web Site: A specific address or URL in a computer network.

THE LABOUR MARKET: RESEARCH PLAN

Use the following worksheet to create a research plan that will help you stay on top of the trends and issues for members of your profession and increase your understanding of the labour market. If necessary, use the list of labour market resources provided on the following pages.

Identify at least three sources of information you will use to find out about the **skills in demand** for members of your profession. For each source, indicate where you will find the source (e.g. a library, resource centre, Internet, subscription, etc.)

Identify at least three sources of information you will use to locate and learn about **specific employers**:

Identify at least three resources you will use to find out about specific **job opportunities**.

THE LABOUR MARKET: FOR MORE INFORMATION

Publications

GENERAL

Newspapers:

The Globe & Mail
The National Post
The Toronto Star
The Toronto Sun

Directories:

Canadian Key Business Directory
(Dunn and Bradstreet)
Associations Canada (Micromedia Ltd.)
The Canadian Almanac & Directory
Canadian Medical Directory (Scott's)

Beck, Nuala. *Shifting Gears: Thriving in the New Economy*. (Harper Collins, 1995)

Bridges, William. *JobShift: How to Prosper in a Workplace without Jobs*. Addison Wesley, 1994)

Campbell, Colin. *Jobscape: Career Survival in the New Global Economy* (JIST Works, Inc., 1998)

Campbell, Colin. *Where the Jobs Are: Career Survival for Canadians in the New Global Economy* (MacFarlane Walter & Ross, 1994)

Feather, Frank. *Canada's Best Careers Guide* (Warwick Publishing, 1996)

Human Resources and Skills Development. *Career Handbook*. HRSD *Job Futures*
Volume 1: Occupational Outlooks
Volume 2: Career Outlooks for Graduates <http://jobfutures.ca>

O'Reilly, Elaine and Diane Alfred. *Making Career Sense of Labour Market Information* (Canadian Career Development Foundation) 2nd edition publication available on website www.ccdf.ca

HEALTH

Damp, Dennis *Health Care Job Explosion*
Rachlis, Dr. Michael and Carol Kushner *Strong Medicine: How to Save Canada's Health Care System*. (Harper Collins, 1994)

OCCUPATION SPECIFIC PERIODICALS

Medical Laboratory Technology:
The Canadian Journal of Medical Laboratory Science

Midwifery:
Birth
MIDRS Digest
Journal of Nurse Midwifery

OCCUPATION SPECIFIC PERIODICALS (Cont'd)

Nursing:

The Canadian Nurse
The Care Connection
The Registered Nurse
Communiqué
Journal of Geriatric Nursing
Nursing Outlook
Journal of Practical Nursing

Occupational Therapy:

Canadian Journal of Occupational Therapy

Pharmacy:

Canadian Journal of Hospital Pharmacists, (Canadian Society of Hospital Pharmacists)
Canadian Pharmaceutical Journal (Canadian Pharmaceutical Association)

Compendium of Nonprescription Products, (CPA)
Compendium of Pharmaceuticals and Specialties, (CPA)
Nonprescription Drug Reference for Health Professionals (CPA)
Pharmacy Connection, (Ontario College of Pharmacists)
Pharmacy Practice Journal, (Maclean Hunter Publishing Ltd.)
Pharmacy Source Book, (Maclean Hunter Publishing Ltd)

Physiotherapy:

Communiqué (College of Physiotherapists)

Respiratory Therapy:

The Canadian Journal of Respiratory Therapy
The RT Corner
RC Source Pages
Advance for Respiratory Care

The Internet

General

Human Resources and Skills Development Canada:

www.hrdc-drhc.gc.ca

Newspapers:

The Globe & Mail
www.theglobeandmail.com
The National Post
www.nationalpost.com
The Toronto Star
www.thestar.com
The Toronto Sun
www.canoe.ca/TorontoSun/home.html

Employment:

Human Resources and Skills Development Job Bank
<http://www.jobbank.gc.ca/>
www.workinfonet.ca – Advice, resources and employment information.
www.ele-spe.org – electronic job matching site
Workopolis www.workopolis.com
Monster www.monster.ca
Employment (Cont'd):

Yahoo Hot Jobs www.hotjobs.ca
Job Bus www.jobbus.com/
All star jobs
www.allstarjobs.ca/jobs/
Job Search www.jobsearch.ca/
Employment News
www.employmentnews.com/
Canadian Employment Search
Network www.canjobs.com/
Career Builder
www.careerbuilder.com/
Career Magazine
www.careermag.com/
Canadian Technical Employment
Network www.cten.ca/
New Canadian Program
www.newcanadians.org/

Health

www.cslt.com – Canadian Society for
Medical Laboratory Science
www.rnao.org – Registered Nurses
Association of Ontario
www.ona.org – Ontario Nurses
Association
www.opa.on.ca – Ontario
Physiotherapy Association
www.physiotherapy.ca – Canadian
Physiotherapy Association
www.rtso.org – Respiratory Therapy
Society of Ontario
[http://www.csrt.com/_CJRT/index
.htm](http://www.csrt.com/_CJRT/index.htm) Canadian Journal of Respiratory
Therapy

SECTION TWO:

REQUIRED QUALIFICATIONS FOR EMPLOYMENT

In this section, you will learn about:

- ❑ The responsibilities of various health care professions
 - ❑ The required qualifications for your profession
 - ❑ The skills in demand by Canadian employers
 - ❑ The skills in demand in your profession
-

QUALIFICATIONS FOR EMPLOYMENT: OVERVIEW

Health care professionals in Ontario are highly educated. In almost all professions, the trend is toward increasing the basic educational requirements. The following summary of qualifications is based on information from Human Resources and Skills Development. The income figures provided are from 2003. Canada-wide averages. Be aware that the licensing process for these professions may entail additional requirements that we will learn about later.

Medical Laboratory Technologist

- ❑ Bachelor of science or medical laboratory science degree or a two-to-three-year college program in medical laboratory technology.
- ❑ A period of supervised training.
- ❑ A license from the College of Medical Laboratory Technologists of Ontario.
- ❑ Average full-time earnings: \$46,000.

Midwife

- ❑ A four-year university program in midwifery (or equivalent in education and experience)
- ❑ Attendance at 40 births as a primary caregiver
- ❑ A license from the College of Midwives of Ontario.
- ❑ Midwives earn between \$55,000 and \$77,000 per year full-time

Registered Nurse

- ❑ A college, university or other approved registered nursing program.*
- ❑ A license from the College of Nurses of Ontario.
- ❑ Additional academic training or experience in order to specialize.
- ❑ Average full-time earnings: \$54,000.

* A university degree is becoming the standard requirement.

Registered Practical Nurse

- ❑ A college program for nursing assistants or equivalent.

- ❑ A license from the College of Nurses of Ontario.
- ❑ Average full-time earnings: \$39,000

Occupational Therapist

- ❑ A university degree in occupational therapy or rehabilitation medicine, including a period of supervised practical training.
- ❑ A license from the College of Occupational Therapists of Ontario.
- ❑ Additional training for specialization.
- ❑ Average full-time earnings \$40,000 to \$45,000.

Pharmacist

A bachelor's degree in science or pharmacy.
Supervised practical training
A license from the College of Pharmacists of Ontario.
Average full-time earnings: \$56,500.

Physiotherapist

- ❑ A university degree in physiotherapy.
- ❑ A license from the College of Physiotherapists of Ontario.
- ❑ Average full-time earnings: \$48,000.

Respiratory Therapist

- ❑ A college program and supervised practical or clinical training.
 - ❑ A license from the College of Respiratory Therapists of Ontario.
- Respiratory Therapists earn between \$41,600 and \$70,000

QUALIFICATIONS FOR EMPLOYMENT: WHO DOES WHAT

Match each of the tasks/responsibilities on the right with one of the following health care professionals (note: there is more than one task listed for some professions):

- | | |
|--|---|
| <input type="checkbox"/> Medical Laboratory Technologist
<input type="checkbox"/> Midwife
<input type="checkbox"/> Registered Nurse
<input type="checkbox"/> Occupational Therapist | <input type="checkbox"/> Pharmacist
<input type="checkbox"/> Physiotherapist
<input type="checkbox"/> Respiratory Therapist |
|--|---|

HEALTH CARE PROFESSIONAL	TASK/RESPONSIBILITY
	Conduct chemical analyses of body fluids.
	Operate and monitor respiratory equipment to administer treatments such as oxygen, oxygen-air mixtures, humidified air or medications.
	Analyze patients' capabilities to perform life activities through observation, interview and formal and informal assessments.
	Plan and implement individually designed programs of physical treatment to maintain, improve or restore patients' physical functions, alleviate pain and prevent physical problems.
	Advise on the administration, use and effects of medication.
	Prepare tissue sections for microscopic examinations.
	Administer medications and treatments as prescribed by a physician.
	Consult and advise on health risks in the workplace and on health promotion programs to prevent disability and to maximize function in all life activities.
	Examine patients to evaluate their conditions and ensure that pregnancies are progressing normally.
	Perform diagnostic tests, such as arterial blood gas analysis and cardiopulmonary functions tests.
	Monitor, record and report symptoms and changes in patients' conditions.

QUALIFICATIONS FOR EMPLOYMENT: ISOLATING REQUIREMENTS

Use the sample job advertisements provided to isolate the requirements and assess your own status. Put a check mark beside each requirement you believe you meet.

POSITION #1

JOB TITLE:

EDUCATIONAL
REQUIREMENTS:

EXPERIENCE
REQUIREMENTS:

ADDITIONAL
REQUIREMENTS:

OTHER VALUED
SKILLS/ASSETS:

POSITION #2

JOB TITLE:

EDUCATIONAL
REQUIREMENTS:

EXPERIENCE
REQUIREMENTS:

ADDITIONAL
REQUIREMENTS:

OTHER VALUED
SKILLS/ASSETS:

EMPLOYABILITY SKILLS 2000+ PROFILE*:

Fundamental Skills

The skills needed as a base for further development

Communicate

- read and understand information presented in a variety of forms (e.g. words, graphs, charts, diagrams)
- write and speak so others
- pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communication technologies (e.g. voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

Manage Information

- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g. the arts, languages, science, technology, mathematics, social sciences, and the humanities)

Use Numbers

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology make estimates and verify calculations

Think & Solve Problems

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions readily
- use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions

- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works and act on opportunities for improvement

Personal Management Skills

The personal skills, attitudes and behaviours that drive one's potential for growth

Demonstrate Positive Attitudes & Behaviours

- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort
- be responsible
- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

Be Adaptable

- work independently or a part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

Learn Continuously

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and assess learning sources and opportunities

- plan for and achieve your learning goals

Work Safely

- be aware of personal and group health and safety practices and procedures, and act in accordance with these

Teamwork Skills

The skills and attributes needed to contribute productively

Work with Others

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinion and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

Participate in Projects & Tasks

- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or a project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve

**QUALIFICATIONS FOR EMPLOYMENT:
EFFECTIVE TEAM SKILLS**

Use the space provided below to list the qualities you think makes a person an effective team member.

In your group, try to reach a consensus on the top 5 qualities of an effective team member.

1.

2.

3.

4.

5.

BEHAVIOUR DESCRIPTION INTERVIEW QUESTIONS

1. Describe a recent example of a time when you worked as a member of a team.

- What was the purpose of the team?
- What was your role on the team?
- What strengths did you bring to the team?
- What challenges did the team experience?
- What do you enjoy about working with others?
- What do you dislike about working with others?

2. Describe how you have contributed to strong morale and team spirit in an organization.

- What was the spirit like before?
- How did you work to maintain it over time?

3. Give an example of a situation in which you have successfully built and maintained a good relationship with a team.

- What was your approach to team building?
- What were the obstacles you faced in building/maintaining the rapport?
- What made your approach successful?

QUALIFICATIONS FOR EMPLOYMENT: FOR MORE INFORMATION

Descriptions of all Canadian occupations are available in the **National Occupational Classification (NOC)**.

The NOC includes:

1. Entry requirements information.
2. Possibilities for career advancement and mobility.

The NOC combines the criterion of Skill Type (type of work performed) with Skill Level (the type and length of education and training that is required to perform the job).

Occupations are classified into 522 groups, to which over 25,000 job titles are assigned. Unit groups are homogeneous in terms of skill level and skill type.

Health occupations are listed under **skill type 3**.

Skill levels are:

Skill Level A (1)	University education
Skill Level B (2 or 3)	College level education including trade apprenticeships
Skill Level C (4 or 5)	Secondary school plus a period of job-specific training
Skill Level D (6)	Short work demonstration (no formal education required)

The NOC is available at libraries and employment resource centres.

SECTION THREE:

THE LEGISLATIVE FRAMEWORK

In this section, you will learn about:

- ❑ *The Regulated Health Professions Act*
 - ❑ *The Health Care Consent Act and Substitute Decisions Act*
 - ❑ The act which regulates members of your profession
-

THE LEGISLATIVE FRAMEWORK: REGULATED HEALTH PROFESSIONS ACT

Section 1: Definitions

According to Schedule 1, there are _____ self-governing “health professions” regulated by _____ “health profession Acts.”

How does the Act define the term “College”?

Section 3

Outline the Minister of Health’s duties under this Act.

Section 11

To whom does the Advisory Council report? _____

What are the Advisory Council’s responsibilities?

THE LEGISLATIVE FRAMEWORK: REGULATED HEALTH PROFESSIONS ACT

Section 27 (2)

In your own words, describe what a “controlled act” is and why they exist.

Section 29

Under what conditions can a person perform a controlled act without violating subsection 27 (1)?

THE LEGISLATIVE FRAMEWORK: REGULATED HEALTH PROFESSIONS ACT

Section 30

According to subsection 30 (1), is it acceptable for an occupational therapist to treat or advise a patient who is seriously ill with liver cancer? Why or why not?

Section 33

Who may use the title “doctor” in Ontario?

Section 36

As a health professional, would you be able to give information:

- about one of your patients to a lawyer?
- about a colleague’s incompetence to the Health Professions Board?

Section 40

What penalties may be imposed on a person who fails to observe subsections 27 (1) and/or 30 (1)?

What are the maximum penalties for a massage therapist who calls himself “Doctor”?

What is the maximum fine for a psychiatrist who discusses his patient with the patient’s employer without the patient’s written consent? _____

THE LEGISLATIVE FRAMEWORK: REGULATED HEALTH PROFESSIONS ACT

Sections 41/42

Which three groups, other than the employee, may be convicted of an offence if the employee has been found guilty of improperly performing controlled acts?

Schedule 2: Health Professions Procedural Code

Define the following:

“incapacitated”

“patient relations program”

“quality assurance program”

Section 13

Who is considered a member of the College?

Section 14

True or false? A member who resigned in 1997 may be charged with an act of professional misconduct that occurred in 1995, while this person was still in practice.

**THE LEGISLATIVE FRAMEWORK:
REGULATED HEALTH PROFESSIONS ACT**

Section 23

The Registrar is a Council employee who has been appointed to this position. What information about members will the Registrar maintain in the College register?

Section 82: The Quality Assurance Committee

In cooperating with the Committee, every member must, if requested to do so:

Section 84: The Patient Relations Program

Outline measures the Patient Relations Program should implement for preventing or dealing with sexual abuse of patients.

THE LEGISLATIVE FRAMEWORK: HEALTH CARE CONSENT ACT & SUBSTITUTE DECISIONS ACT

The *Health Care Consent Act* is administered by the Ministry of Health and Long-Term Care. The Act gives the client control over their care and grants people the right to actively participate and make informed decisions about their plan of care. It ensures the client must:

- Be told about their diagnosis, care and treatment choices,
- Consent to care and treatment choices, and,
- Be allowed to refuse care and treatment choices if they wish.

The Act also ensures this same control for family members when the client cannot consent. No treatment may be performed on a client unless the client gives consent. Every health care professional is responsible for this.

If a health care professional assesses that a client is unable to make an informed voluntary consent, a substitute decision maker will make the decision about the treatment, admission to care facility, or personal assistance service. A substitute decision maker should be selected in this order:

- A spouse,
- A partner,
- A child; if 16 years of age or older,
- A relative,
- A guardian,
- A legally appointed representative.

The *Substitute Decisions Act* is administered by the Office of the Public Guardian and Trustee of the Ministry of the Attorney General. The Act deals with giving power of attorney in cases where clients cannot make informed voluntary consent. The Substitute Decisions Act provides for a greater degree of certainty as to who will make decisions on a client's behalf than does the Health Care Consent Act.

Consider the following scenario:

Mr. C. is an 87 year-old client you have been involved with. Every other day you help Mr. C. with his bath. Today he refuses. What do you do?

THE LEGISLATIVE FRAMEWORK: OCCUPATION-SPECIFIC REGULATIONS

Use the copy of the Act relevant to your profession provided to answer the following questions.

How are the following terms defined in the Act?

“College”: _____

Health Professions Procedural Code: _____

This Act: _____

How is the practice of your profession defined?

List the acts a member of your professions is authorized to perform:

Who can use the title of your profession or represent him/herself as someone who is qualified to practise in Ontario?

What is the maximum penalty faced by someone who, although not a member of the College, calls him or herself a member of the profession?

What other legislation – besides the *Regulated Health Professions Act*, *Health Care Consent Act* and *Substitute Decisions Act* – is relevant to the practice of your profession?

**THE LEGISLATIVE FRAMEWORK:
FOR MORE INFORMATION**

Ministry of Health and Long-Term Care, Professional Relations Branch

5700 Yonge Street, 3rd Floor

Toronto, ON M2M 4K5

(416) 327-8894

(416) 327-8897 Fax

<http://www.health.gov.on.ca/>

Ministry of Health INFOLine

1-800-268-1154 (Toll free in Ontario)

(416) 314-5518 in Toronto

1-800-387-5559 TTY

Health Professions Regulatory Advisory Council

55 St. Clair Avenue West, Suite 806

Toronto ON M4V 2Y7

(416) 326-1550

(416) 326-1549 Fax

www.hprac.org

See also the list of resources at the end of Section Four, Registration.

SECTION FOUR:

PROFESSIONAL REGISTRATION

In this section, you will learn about:

- ❑ The terminology associated with professional registration
 - ❑ The requirements and process for becoming a registered/licensed member of your profession in Ontario
-

PROFESSIONAL REGISTRATION: OVERVIEW

There are 23 self-regulated health professions in Ontario. These professions have governing bodies called “colleges” that set the standards for skills, knowledge and behaviour for their members. Ontario laws administered by the Ministry of Health and Long-Term Care set the legal framework for regulated health professions, but the colleges are independent of the Ministry.

In order to become a member of a college, you must be a Canadian citizen, landed immigrant, or, in some cases, have work authorization. Each profession has its own set of additional requirements for becoming a member of the college. All colleges welcome foreign applicants but they may evaluate foreign training and experience differently. In general, the steps to becoming registered will include:

Educational Assessment

Applicants are normally asked to submit **original documents** – transcript, syllabus, degree/diploma, etc. – to the College for evaluation. If your documents are not in English or French, you may be required to have them translated at your own expense. The assessment process can be time-consuming and may involve fees.

Proof of Fluency

Most colleges require some degree of fluency in English or French. If English or French is not your first language, you may be required to meet a specific score on a fluency test.

Training

If the results of the educational assessment determine that you need upgrading, you will be required to complete certain courses. In addition, some colleges (e.g. Pharmacists) require all applicants to

complete a period of “in-service” training.

Work Experience

Almost all colleges expect foreign applicants to have work experience in the profession and some require Canadian work experience as a condition of registration.

Examinations

You may be required to write one or more examinations. Normally, you are only eligible to write the exam(s) once you have met the other criteria for registration. Some colleges will permit you to work while you are waiting to write the exam; some colleges also give you more than one opportunity to pass the exam. There are often exam fees imposed.

Payment of Fees

In addition to the fees that must be paid throughout the registration process, there are normally registration fees imposed to become a member of the college. Registration fees may be several hundred dollars.

PROFESSIONAL REGISTRATION: TERMINOLOGY

Match the term on the left with the correct definition on the right.

Accreditation	A process of reviewing and evaluating academic credentials and other forms of qualification to determine whether an applicant has met entry requirements for education or occupational purposes.
Appeal	Documented evidence of competency based on completion of a recognized program of study or training.
Assessment	Occupations for which the standards of practice and competence are established by provincial law.
Credential	A formal document that provides the holder the exclusive right to practice certain legally defined functions.
Equivalency	Recognition that a program or course or certificate from one country or institution is the same in content as a program or course or certificate from another country or institution.
Licence	The process of identifying and measuring skills and knowledge for the purpose of recognizing and giving credit for learning that has been acquired from formal and informal education, training, work or other life experience.
Prior Learning Assessment	Minimum guideline for certain tasks that are recommended, but not legally required, for a profession.
Protected Title	Restricts the use on occupational title to those who are registered with the appropriate occupational body.
Registration	Right of an unsuccessful applicant to challenge a decision of an occupational regulatory body in the occupational licensing/certification process.
Regulated Profession	Process by which an agency or association grants public recognition to a training institution, program of study or service which meets certain pre-set standards.
Standards of Practice	A formal recognition that a person has attained a standard of proficiency in the skills and knowledge required to practise in a profession. Often used interchangeably with “certification” or “licensing”, particularly in the regulated health professions.

PROFESSIONAL REGISTRATION: SELF-ASSESSMENT

Using the registration information for your profession, complete the following plan.

What are the **requirements** for registration in your profession? Indicate which requirements you believe you meet.

Have Need

<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____

What documents will you have to submit in order to have your credentials assessed?

1. _____
2. _____
3. _____
4. _____
5. _____

**PROFESSIONAL REGISTRATION:
SELF-ASSESSMENT**

	STEPS	FEEES	COMPLETED?
1.	Contact college and request registration application package.	N/A	
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Estimate how much it will cost you to complete the registration process: \$_____.

Estimate how long it will take you to complete the registration process: _____.

PROFESSIONAL REGISTRATION: FOR MORE INFORMATION

Regulatory Bodies

College of Medical Laboratory Technologists of Ontario
10 Bay Street, Suite 330
Toronto, ON M5J 2R8
(416) 861-9605
(416) 861-0934 fax
1-800-323-9672 (toll-free)
www.cmlto.com

College of Midwives of Ontario
55 St. Clair Avenue West, Suite 812
Box 27 Toronto, ON M4V 2Y7
(416) 327-0874
(416) 327-8219 fax
www.cmo.on.ca

College of Nurses of Ontario (CNO)
101 Davenport Road
Toronto, ON M5R 3P1
(416) 928-0900
www.cno.org
cno@cnomail.org

College of Occupational Therapists of Ontario (COTO)
20 Bay Street, Suite 900
Toronto, ON M5J 2N8
(416) 214-1177
(416) 214-1173 fax
www.coto.org

The Pharmacy Examining Board of Canada
Suite 601, 415 Yonge Street
Toronto, ON M5B 2E7
(416) 979-2431
(416) 599-9244 fax
www.pebc.ca

Ontario College of Pharmacists
483 Huron Street
Toronto, ON M5R 2R4
(416) 962-4861
(416) 847-8200 fax
www.ocpinfo.com

Canadian Alliance of Physiotherapy Regulators
1243 Islington Avenue, Suite 501
Toronto, ON M8X 1Y9
(416) 234-8820
(416) 234-8820 fax
www.alliancept.org

College of Physiotherapists of Ontario
230 Richmond Street West, 10th Floor
Toronto, ON M5V 1V6
(416) 591-3828 / (416) 591-3834 fax
www.collegept.org

The College of Respiratory Therapists of Ontario
180 Dundas Street West, Suite 2103
Toronto, ON M5G 1Z8
(416) 591-7800 / (416) 591-7890 fax
www.crto.on.ca

Translation Services

Association of Translators and Interpreters of Ontario (ATIO)
1-800-234-5030 – to request an official translator in your area.
<http://www.atio.on.ca/>

English Language Testing

TOEFL
PO Box 54502 - 1712 Avenue Road
North York, ON M5M 4N5
(416) 789-2331

SECTION FIVE:

THE WORKPLACE

In this section, you will learn about:

- Workplace expectations
 - The impact of technology on your profession
 - Opportunities for self-employment in your profession
-

THE WORKPLACE: PREPARATION FOR GUEST SPEAKER

Create at least five questions you would like answered by the guest speaker in this workshop. If they are answered during the presentation, fill in the answers. If not, ask at least one of your questions during the Question-Answer session.

Question: _____

Answer: _____

Question: _____

Answer: _____

Question: _____

Answer: _____

Question: _____

Answer: _____

Question: _____

Answer: _____

THE WORKPLACE: IMPACT OF TECHNOLOGY

Using the articles from the Resource Package for your profession,
answer the following questions.

1. Identify all types of technology referred to in the articles. For each type of technology, indicate whether it is something you are familiar with.

TYPE OF TECHNOLOGY	FAMILIAR?
	Y / N
	Y / N
	Y / N
	Y / N

2. What technological changes are affecting members of your profession?
Are they affecting them in a positive way, a negative way, or both?

3. How do you think technology will change your work in this profession in the future?

THE WORKPLACE: SELF-EMPLOYMENT

Self-employment means operating as a small business – often, a business with only one worker: you. As a self-employed person, you market your services to businesses, organizations, and individuals and are paid on a fee-for-service basis. Self-employment is growing dramatically in Canada.

Self-employment is quite rare among members of some health care occupations; in others, it is the main type of employment. One of the largest sources of growth in self-employment comes from the home care sector, as more and more health care professionals work directly with patients in their homes.

The following summary is based on Human Resources and Skills Development information.

Medical Laboratory Technologists

Very few Medical Laboratory Technologists in Canada are self-employed (primarily because of the need for lab facilities).

Midwives

Most midwives are self-employed, operating private practices, often in partnership with other midwives.

Registered Nurses

Only three per cent of nurses in Canada are self-employed.

Occupational Therapists

Although Human Resources and Skills Development reports a growing trend toward self-employment among Occupational Therapists, 94% find work in the public sector

Pharmacists

76% of pharmacists in Canada work in the retail sector; many are self-employed operating independent or franchise community pharmacies.

Physiotherapists

5 per cent of therapists – including physiotherapists – are self-employed in Canada.

Respiratory Therapists

5 per cent of therapists – including respiratory therapists – are self-employed in Canada.

THE WORKPLACE: SELF-EMPLOYMENT

The following information will be of use to individuals wishing to pursue self-employment:

Business Name Registration

Ontario businesses may register a business name as a sole proprietor, a partnership or a limited company. A sole proprietorship is not required to be registered if the business is carried on under the owner's own name. If the business uses a name other than the owner's, the *Business Names Act* requires that you register the business name before you start using it.

Incorporating a Business in Ontario

Incorporation means that your business is a distinct, legal entity. Incorporation offers a number of advantages to your business. Some examples are: the transferability of business ownership, limited liability and possible tax advantages.

Licences

Each municipal government issues its own business licenses within its jurisdiction. Since each municipality in Ontario has different rules about licences for businesses, you should consult a local official for information about local regulations, licences, municipal business tax or zoning requirements.

THE WORKPLACE: SELF-EMPLOYMENT

QUIZ*

Give yourself a mark for each item on the right. Use the following values:

- 4 = always
- 3 = usually
- 2 = sometimes
- 1 = never

Count up your whole score. If you got a score of 30 or more, maybe you should start your own business!

2) Imagine you are starting your own business. You have decided to advertise your services in a community newspaper. Use the space below to write your advertisement.

	1. I am not bothered by stress.
	2. I enjoy solving problems.
	3. I am healthy.
	4. Hard work doesn't bother me.
	5. I like to work independently.
	6. I don't leave things until tomorrow.
	7. I am practical and logical.
	8. I don't give up.
	9. I am optimistic.
	10. I can adapt to new situations.
	11. I am willing to listen to people's comments.
	12. I am good at understanding other people.
	13. I like trying new ideas.
	14. I can set long-term goals for myself.
	15. I accept responsibility for my actions
	TOTAL

* Source: STEPS to Employment, a program created for the Ministry of Citizenship and Immigration

THE WORKPLACE: FOR MORE INFORMATION

Workplace Standards

Employment Standards Act (416) 326-7160 or 1-800-531-5551

<http://www.e-laws.gov.on.ca>

Occupational Health and Safety (416)-326-7770 or 1-800-268-8013 (416) 314-5421

<http://www.e-laws.gov.on.ca>

Workplace Safety and Insurance Board (416) 344-1000 or 1-800-387-5540

www.wsib.on.ca

Ontario Ministry of Labour web-site www.gov.on.ca/LAB/main.htm

Training and Upgrading

Ontario Ministry of Education and Training, Training Hotline 1-800-387-5656 or visit their web site at www.edu.gov.on.ca.

Self-Employment

The Ministry of Economic Development, Trade and Tourism provides counselling and assistance programs to small business.

Small Business Self-help Offices offer information and advice to people wanting to start their own businesses. Each office is a first-stop source of information with access to resource materials and personal advice on preparing a business plan, managing a new business and government assistance to entrepreneurs.

For the location of the office nearest you, contact the Canada-Ontario Business Call Centre at (416) 775-3456 or (toll-free) 1-800-567-2345 or <http://www.cbsc.org/ontario/>

Self-help publications are available by visiting your nearest Self-help Office or at Publications Ontario, at 880 Bay Street, Toronto or through telephone mail order. In Toronto call (416) 326-5300. Elsewhere in Ontario call (toll-free) 1-800-668-9938 or <http://www.gov.on.ca/MBS/english/publications/>

Publications available include:

- How to Start a Business in Ontario*
- Marketing for Small Business*
- Record Keeping Made Easy*

SECTION SIX:

NETWORKING

In this section, you will learn about:

- Opportunities for networking in your profession
 - The skills associated with networking
-

NETWORKING: ROLE-PLAYING

Each of the following situations involves a “networker” – someone looking to get established in their field – and a “networkee” – someone already established who might be able to provide information or further contacts. Try to carry on a conversation making up any information necessary. All members of the group should evaluate the interaction and provide feedback.

Situation #1

Roles:

- A foreign-trained pharmacist working toward registration in his/her field.
- The regional manager for a chain of pharmacies in the Mississauga area.

Situation:

You (Role #1) are at a medical technology trade show to learn about advancements in your field. As you are seated, waiting for a demonstration to begin, another person (Role #2) sits beside you. He/she asks you the time.

Situation #2

Roles:

- A foreign-trained registered nurse who is working as a nursing assistant in a long-term care facility but wants to work in a large hospital.
- A registered nurse who has worked at the Hospital for Sick Children for 10 years.

Situation:

You (Role #1) have volunteered to sit on the Board of Directors of your son’s daycare centre. The meeting is half over and members have decided to break for coffee. A fellow board member (Role #2) introduces herself to you as “Maya’s mother”. You begin talking.

Situation #3

Roles:

- A foreign-trained occupational therapist who has just arrived in this country and knows little of the profession here.
- The Manager of Human Resources for a large Toronto company.

Situation:

You (Role #1) are attending a “job fair” to find out about the kinds of opportunities that might be available to you when you have re-gained your professional status. You approach the booth staffed by Role #2 to find out more about his/her company.

Evaluation

Did the “networker” make good use of this contact?

Did he/she seem desperate? Did he/she ask the right questions?

Did he/she give the contact her business card? Should he/she have?

Should the “networker” follow-up with this contact? When?

NETWORKING: FOR MORE INFORMATION

Canadian Society of Medical Laboratory Technology

P.O. Box 2830, LCD1
Hamilton, ON L8N 8N8
(905) 528-8642
(905) 528-4968 fax
www.csmls.org

Association of Ontario Midwives

789 Don Mills Road, Suite 201
Toronto, ON M3C 1T5
(416) 425-9974
(416) 425-6905 fax
Toll Free in Ontario: 1-866-418-3773
www.aom.on.ca

Ontario Nurses' Association (union)

85 Grenville Street, Suite 400
Toronto, ON M5S 3A2
(416) 964-8833
1-800-387-5580 toll-free
www.ona.org

Practical Nurses Federation of Ontario (union)

5025 Orbitor Drive
Building 4, Suite 200
Mississauga, ON L4W 4Y5
(905) 602-6705

Registered Nurses Association of Ontario (RNAO)

438 University Avenue
Suite 1600
Toronto, ON M5G 2K8
(416) 599-1925
(416) 599-1926 fax
1-800-268-7199 toll-free
www.rnao.org

Registered Practical Nurses Association of Ontario (RPNAO)

5025 Orbitor Drive
Building 4, Suite 200
Mississauga, ON L4W 4Y5
(905) 602-4664
(905) 602-4666 fax
www.rpnao.org

Ontario Society of Occupational Therapists (OSOT)

55 Eglinton Avenue East, Suite 210
Toronto, ON M4N 1G6
(416) 322-3011
(416) 322-6705 fax
www.osot.on.ca

Canadian Association of Occupational Therapists (CAOT)

Carleton Technology and training
Centre, Suite 3400
Carleton University, 1125 Colonel By
Drive
Ottawa, ON K1S 5R1
(613) 523-2268
(613) 523-2552 fax
1-800-434-2268 toll-free
www.caot.ca

The Canadian Pharmaceutical Association

1785 Alta Vista Dr., 2nd Floor
Ottawa, ON K1G 3Y6
1-800-917-9489
(613) 523-0445
www.pharmacists.ca

The Canadian Society of Hospital Pharmacists

350-1145 Hunt Club Road
Ottawa, ON K1V 0Y3
(613) 736-9733
(613) 736-5660 fax
www.cshp.ca

Ontario Physiotherapy Association

55 Eglinton Avenue East, Suite 210
Toronto, ON M4P 1G8
(416) 322-6866
(416) 322-6705
www.opa.on.ca

Physiotherapy Foundation of Canada

2 Carlton Street, Suite 1304
Toronto, ON M5B 1J3
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SECTION SEVEN: RELATED OCCUPATIONS

In this section, you will learn about:

- Occupations related to your profession and the requirements for employment.
-

RELATED OCCUPATIONS: SUMMARIES

If you are unable to work in your profession in Ontario – either permanently or temporarily – you may wish to investigate related occupations which do not require professional registration. These occupations generally pay less than the regulated professions. However, employment may be easier to find – partially because many hospitals and clinics are trying to save money by hiring technicians and assistants, rather than professionals. The following information is provided to you to give you options if you are considering working in a related field.

Medical Laboratory Technicians

A Medical Laboratory Technician -- sometimes called a laboratory assistant – is not a regulated profession. The duties of the job may include: collecting blood tissue and other samples; logging patient samples and preparing them for testing; setting-up lab equipment; conducting routine lab tests and sample analyses and cleaning and maintaining equipment. Technicians in Canada have usually completed a one or two-year college program or may have been trained on-the-job. The average yearly wage in Canada is about \$41,000/year.

Occupational Therapy Assistants

Occupational Therapy Assistants prepare and maintain work materials and supplies and may assist patients in craft and other activities as directed by an Occupational Therapist. The job generally requires on-the-job training, although there are also college programs available. The average salary for an Occupational Therapy Assistant is \$39,000/year.

Pharmacy Assistant

Pharmacy Assistants – sometimes called Pharmacy Technicians – work under the supervision of a registered pharmacist in hospital and community pharmacies. Pharmacy Assistants are often trained on-the-job; there are also pharmacy technician programs offered at some community colleges. These programs are generally six months to one year long. Starting salaries for Pharmacy Assistants are usually about \$26,000 to \$32,000 per year.

WRAP-UP: WHO DOES WHAT

By now, you should have a good understanding of the roles and responsibilities of the various bodies involved in the regulated health professions. Draw a line to match the organization or government agency on the left with the responsibilities on the right.

Ontario Ministry of Health and Long Term Care	Sets national principles for the delivery of health care.
Regulatory Body (College)	Provides advice to the Minister of Health on matters concerning the regulated health professions.
Professional Association	Sets standards for skills, knowledge and behaviour for their members.
Federal Ministry of Health (Health Canada)	Provides labour market information on all occupations.
Human Resources and Skills Development	Provides upgrading and training opportunities.
Universities & Community Colleges	Administers the laws that govern health professionals.
Community-based Agencies	Provides opportunities for English language and other training, as well as employment support.
Health Professions Regulatory Advisory Council	Provides networking and professional development opportunities.

WRAP-UP: GOAL-SETTING

Using what you now know about your profession in Ontario, use the following space to create a specific, measurable goal statement for yourself.

Sample goal statement:

My objective is to become employed as a pharmacy assistant in a hospital-based pharmacy within two months and to complete the registration process for pharmacy within three years.

Your goal statement:
