

THE STIC PROGRAM

Sector-specific orientation, Terminology training, Information and Counselling

FACILITATOR'S GUIDE TO THE OVERVIEW & ORIENTATION WORKSHOP FOR HEALTH CARE PROFESSIONALS

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FACILITATOR'S INTRODUCTION

PARTICIPANT PROFILE

This Overview and Orientation Workshop has been designed specifically for immigrants with foreign training, qualifications and experience in:

- Medical Laboratory Technology (technologists, not technicians)
- Midwifery
- Nursing (Registered Nurses and Registered Practical Nurses)
- Occupational Therapy
- Pharmacy
- Physiotherapy
- Respiratory Therapy

If you intend to accept members of other occupations into the workshop, be aware that you may have to conduct further research and adapt the curriculum to your needs.

Participants will benefit most from this program if they also meet one or more of the following criteria:

- newcomers to Canada or
- have lived in Canada for some time, but have not been able to gain access to employment in their field or
- lack awareness of the systems, supports, and resources available to them or
- are seeking entry into their field.

METHODOLOGY

This workshop has been developed so that it is:

- interactive
- accommodates different learning styles
- demonstrates principles of adult education methodology.

Strategies used in the workshop include short lectures, individual activities, pair work and group activities.

Sources of information for the content of this curriculum include:

- Human Resources and Skills Development (formerly Human Resources Development Canada) Job Futures
- Ontario Government (Ontario Futures)
- Industry Canada
- Where the Jobs Are*, by Colin Campbell.
- The STEPS to Employment Program, Citizenship and Immigration Canada
www.stepstoemployment.net
- Material from the regulatory bodies for the health professions

FACILITATOR'S INTRODUCTION

STRUCTURE

The Overview and Orientation Workshop is intended to be delivered over 30-35 hours with time for discussion and breaks. The workshop has been divided into **seven sections**, with an introduction and wrap-up.

The sections do not necessarily need to be delivered in the order presented; the activities within each section, however, should be delivered in order. In other words, you may choose to deal with Registration before the Labour Market, but the activities within the Registration Section should be delivered in order.

It is recommended that facilitators **begin each day with an open discussion** of the labour market for members of the profession or trade you are working with.

You might ask:

- Was there anything in the news yesterday or this morning related to your profession/trade?
- Was there anything in the business sections of the newspapers about major employers in your field?
- Any job ads?
- Has anyone heard anything about job fairs or conventions coming up related to the field?

Discussion of this nature conveys to participants the importance of staying abreast of the field, of sharing information and of being aware of the trends in the industries that affect their job search.

PREPARATION

In order to deliver the Overview & Orientation Workshop for Health Care Professionals, you need:

- The Facilitator's Guide** (this document), including the lecture notes, overheads, hand-outs and answer keys that are included with this guide.
- The Participant's Workbook** – which includes all activities (one for each participant).
- Resource Packages** for all professions represented in your class (see [Building Your Resource Packages](#)).
- At least one Guest Speaker** (see [Guest Speakers](#)).

FACILITATOR'S INTRODUCTION

BUILDING YOUR RESOURCE PACKAGES

The success of this program relies on relevant, up-to-date resource packages for each participant. Resource packages must be occupation-specific (i.e. a different package for each health care occupation). The following detailed bibliography will help you develop these packages.

Resources packages *must* contain:

1. Articles and other documents providing **labour market information** on the specific occupation.
This will entail visits to a library or employment resource centre as well as Internet access.
2. Sample **job advertisements** for the occupation.
3. The relevant **Acts and Regulations** for the occupation, including:
 - The Regulated Health Professions Act*
 - Health Care Consent Act*
 - Substitute Decisions Act*
 - Act covering the specific occupationOrder the relevant Act(s) and accompanying regulations for the profession or trade you are working with from:
Publications Ontario
(416) 326-5300 or 1-800-668-9938
There will be a cost for each act ordered.
4. The **registration package** (requirements and process) from the occupational regulatory body
5. Articles relating to advances in **technology** in the specific occupation.

OCCUPATION-SPECIFIC RESOURCE PACKAGES: Suggested Contents

Medical Laboratory Technologists

1. Labour Market Information

- ❑ “3211 – Medical Laboratory Technologists and Pathologists’ Assistants.”
Job Futures Volume I. Human Resources and Skills Development.
www.jobfutures.ca/noc/3211.shtml
- ❑ *CMLTO Focus* – the newsletter of the College of Medical Laboratory Technologists of Ontario – usually has several relevant articles. Request current and past editions from the CMLTO: (416) 861-9605. (Note: There will likely be a fee for the newsletter. You may wish to order one set and request permission to photocopy relevant articles.)
- ❑ *CMLTO Annual Report* (specifically, membership statistics)

2. Job Advertisements

- ❑ *The Globe and Mail* www.globeandmail.com
- ❑ HRSD job bank www.jobbank.gc.ca/
- ❑ Public Service Commission of Canada, Jobs open to the public
http://jobs.gc.ca/menu/alljobs_e.htm
- ❑ Canada WorkInfoNet www.workinfonet.com
- ❑ Workopolis www.workopolis.com
- ❑ Monster Board www.monster.ca
- ❑ 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/
- ❑ Canada Job <http://www.canadajob.com/>
- ❑ Canadian Employment Search Network www.canjobs.com/
- ❑ Career Builder www.careerbuilder.com/
- ❑ CareerMag www.careermag.com/
- ❑ Canadian Technical Employment Network www.cten.ca/
- ❑ New Canadian Program www.newcanadians.org/
- ❑ Net Jobs <http://www.netjobs.com/>
- ❑ Career Bookmarks Toronto Public Library
<http://careerbookmarks.tpl.toronto.on.ca/>
- ❑ Ontario Hospital Association: www.oha.com
- ❑ Canadian Society of Medical Laboratory Science: www.csmls.org
- ❑ Ontario Society of Medical Technologists: www.osmt.org

OCCUPATION-SPECIFIC RESOURCE PACKAGES:

Suggested Contents

3. Acts & Regulations

In addition to the *Regulated Health Professions Act*, *Health Care Consent Act* and *Substitute Decisions Act*:

- ❑ *An Act respecting the profession of Medical Laboratory Technologist.*
 - ❑ **You can also obtain it through the Internet at www.gov.on.ca, click “Publications”, then “Acts & Regulations Publications Ontario** (416) 326-5300 or 1-800-668-9938. You can also obtain it at www.e-laws.gov.on.ca

4. Registration Package

- ❑ *Procedure and Guidelines for Initial Applicants.* College of Medical Laboratory Technologists of Ontario. Request from the CMLTO: (416) 861-9605.

5. Technology

Issues of CMLTO Focus, and specifically:

- ❑ “CMLTO Meets with the Minister”, from CMLTO Focus. June 1998.
- ❑ “Quality Assurance Questionnaire Summary” *CMLTO Focus*, Vol 2, Issue 4
- ❑ "Duties and Responsibilities of Laboratory Technicians", *CMLTO Focus*, Vol 3, Issue 1.

Midwives

1. Labour Market Information

- ❑ Guidance Centre Career Monograph: *Midwife*. OISE, University of Toronto, 1994.
- ❑ “Controversy lingers over role of midwife”, *Toronto Star*: July, 1998.
- ❑ Brochure: “Midwifery in Ontario”, request from the College of Midwives. (416) 327-0874, admin@cmo.on.ca
- ❑ “3232 - Midwives and Practitioners of Natural Healing.” Human Resources and Skills Development. www.jobfutures.ca/noc/3232.shtml
- ❑ “Who’s delivering the babies?” *Toronto Star*, February 24, 2004

2. Job Advertisements

Because Midwives are usually self-employed, job ads are not necessarily relevant. You may wish to contact a local collective and request information on what skills and attributes they look for in a new member.

OCCUPATION-SPECIFIC RESOURCE PACKAGES: Suggested Contents

3. Acts & Regulations

In addition to the *Regulated Health Professions Act, Health Care Consent Act* and *Substitute Decisions Act*:

- ❑ *An Act respecting the regulation of the Profession of Midwifery* (Bill 56, 1991)

4. Registration Package

- ❑ "Prior Learning and Experience Assessment (PLEA) Information Package". Request from the College of Midwives. (416) 327-0874, admin@cmo.on.ca
- ❑ *The College of Midwives of Ontario Annual Report*. Request from the College of Midwives. (416) 327-0874, admin@cmo.on.ca

5. Technology

- ❑ "Natural childbirth is not for everyone", *Toronto Star*: July 1998.

Nursing: Registered Nurses and Registered Practical Nurses

1. Labour Market Information

- ❑ "Tracking the Nursing Task Force (1999): RNs Rate Their Nursing Work Life", *RNAO*, October 2002
www.rnao.org/html/PDF/Tracking_the_Nursing_Task_Force.pdf
- ❑ Current and past editions of *Canadian Nurse*, specifically:
"What Nurses Do", *Canadian Nurse*, Aug. 1997.
"Delegating Away Patient Safety", *Canadian Nurse*, Feb. 1997.
- ❑ Current and past edition of *Communiqué*, the newsletter of the College of Nurses on Ontario, as well as *Nursing and You*. Request from the College of Nurses: (416) 928-0900, cno@cnomail.org
- ❑ Daily newspapers and general interest newsmagazines, specifically:
"Nursing: Off the critical list?" *Toronto Star*, February 14, 2004
"Shortage of nurses by 2011, study says", *Toronto Star*, Nov. 5.'97
"The Nurses: The front-line care-givers are burned out. Is it any wonder?" *Maclean's*, April 28, 1997

OCCUPATION-SPECIFIC RESOURCE PACKAGES: Suggested Contents

From Human Resources and Skills Development

- Metro Toronto HRDC: Profile available at:
www1.on.hrdc-drhc.gc.ca/ojf/ojf.jsp?lang=e§ion=Profile&noc=3152
- "315 - Nursing Supervisors and Registered Nurses" & "3233 - Registered Nursing Assistants" from Job Futures
www.jobfutures.ca/noc/315.shtml

2. Job Advertisements

- The Globe and Mail: www.theglobeandmail.com
- Toronto Star: www.thestar.com
- Ontario Hospital Association: www.oha.com

3. Acts & Regulations

In addition to the *Regulated Health Professions Act*, *Health Care Consent Act* and *Substitute Decisions Act*:

- Nursing Act, 1991.*

4. Registration Package

- Brochure: "What is the College of Nurses of Ontario?". Request from the College of Nurses: (416) 928-0900, cno@cnomail.org
- A Guide to the Process for Registration in the General Class.* Request from the College of Nurses

5. Technology

- "Good Nursing, Good Health: A Good Investment Progress Report on the Nursing Task Force Strategy in Ontario".
Ontario Ministry of Health and Long-Term Care: Joint Provincial Nursing Council, Summer 2001
- "Nurses get wired to telepractice", *Communiqué: College of Nurses of Ontario*. December 1998.
- "Nurses, Computers and Confidentiality", *Canadian Nurse*, August 1997.

OCCUPATION-SPECIFIC RESOURCE PACKAGES: Suggested Contents

Occupational Therapists

1. Labour Market Information

Current and past editions of the Canadian Journal of Occupational Therapy, specifically:

- "Towards Developing a Flexible Health Workforce", *Canadian Journal of Occupational Therapy*, Vol 64, issue 2.
- An Occupational Performance Process Model: Fostering Client and Therapist Alliances", *CJOT*, Feb. 1997.
- Daily newspapers and general interest newsmagazines

From Human Resources and Skills Development

- "3143-Occupational Therapists" from *Job Futures*.
www.jobfutures.ca/noc/3143.shtml

2. Job Advertisements

- The Globe and Mail: www.theglobeandmail.com
- Toronto Star: www.thestar.com
- Ontario Hospital Association: www.oha.com

3. Acts & Regulations

In addition to the *Regulated Health Professions Act*, *Health Care Consent Act* and *Substitute Decisions Act*:

- An Act respecting the regulation of the Profession of Occupational Therapy* (Bill 58)

4. Registration Package

- College of Occupational Therapists of Ontario: Registration Information* (booklet). Request from COTO.
- Occupational Fact Sheet for Foreign-Trained Occupational Therapists* Ministry of Citizenship and Immigration, APT.

5. Technology

- "Technology Update", *Canadian Journal of Occupational Therapy*, Feb. 1997.
- Current and past editions of *Information Update*, from the College of Occupational Therapists of Ontario.

OCCUPATION-SPECIFIC RESOURCE PACKAGES: Suggested Contents

Pharmacists

1. Labour Market Information

Current and past editions of *Canadian Pharmaceutical Journal*, specifically:

- "Are You Ready for Managed Health Care in Your Community?" *Keeping PACE (Pharmacy & Apotex Continuing Education, a supplement to the Canadian Pharmaceutical Journal)* Vol 3, No. 1, 1997.
- "Innovations in Practice", Vol 3, No. 1, 1997.
- "Re-Professionalizing Pharmacy", Vol 3, No. 1, 1997.
- "PULSE: Hospital restructuring uncertainty", CPJ, April 1997.
- "Defining the Role of Pharmacy Technicians", CPJ, May 1996.
- "Alternative Medicine: A Survival Guide for Pharmacists", CPJ, July/Aug 1996

- Daily newspapers and general interest news magazines

Current and past editions of *Pharmacy Practice*, specifically:

- "11 Pharmacy Trends: the key forces that will shape the destiny of the profession." *Pharmacy Practice*, June 1997.

Human Resources **and Skills** Development:

- "3131 Pharmacists" from Job Futures www.jobfutures.ca/noc/3131.shtml

2. Job Advertisements

- The Globe and Mail: www.theglobeandmail.com
- Toronto Star: www.thestar.com
- Ontario Hospital Association: www.oha.com

3. Acts & Regulations

In addition to the *Regulated Health Professions Act, Health Care Consent Act* and *Substitute Decisions Act*:

- An Act respecting the regulation of the Profession of Pharmacy (Bill 61)*

4. Registration Package

- Occupational Fact Sheet for Foreign-Trained Pharmacists*, Ontario College of Pharmacists. www.ocpinfo.com

Registration Application Information. Request from the Ontario College of Pharmacists: (416) 962-4861.

5. Technology

Current and past editions of *Pharmacy Practice, Pharmacy Connection, Canadian Pharmaceutical Journal*.

OCCUPATION-SPECIFIC RESOURCE PACKAGES: Suggested Contents

Physiotherapists

1. Labour Market Information

Human Resources and Skills Development Canada:

- "3142 - Physiotherapists" from *Job Futures*
www.jobfutures.ca/noc/3142.shtml
- Daily newspapers and general interest newsmagazines
- Current and past editions of *Communiqué*, the newsletter of the College of Physiotherapists of Ontario. Request from the CPO: (416) 591-3828
- "Pre-Employment: Q&A critical", *Communiqué* (newsletter of the College of Physiotherapists), January 1997
- "Environmental scans explore impact of trends on physiotherapy practice", *Communiqué*, May 1997

Excerpts from the Annual Report of the College of Physiotherapists

2. Job Advertisements

- The Globe and Mail: www.theglobeandmail.com
- Toronto Star: www.thestar.com
- Ontario Hospital Association: www.oha.com

3. Acts & Regulations

In addition to the *Regulated Health Professions Act*, *Health Care Consent Act* and *Substitute Decisions Act*:

- An Act representing the regulation of the Profession of Physiotherapy* (Bill 62)

4. Registration Package

- Occupational Fact Sheet for Foreign-trained Physiotherapists*, APT Unit, Ministry of Citizenship and Immigration
- Application Package for Certificate Authorizing Supervised Practice. Request from Canadian Alliance of Physiotherapy Regulators: (416) 234-8800.

5. Technology

Current and past editions of *Communiqué*, the newsletter of the College of Physiotherapists of Ontario. Request from the CPO: (416) 591-3828

OCCUPATION-SPECIFIC RESOURCE PACKAGES: Suggested Contents

Respiratory Therapists

1. Labour Market Information

Human Resources and Skills Development

“314-Therapy and Assessment Professionals” from Job Futures

www.jobfutures.ca/noc/314.shtml . Current and past editions of

College Update, newsletter of the College of Respiratory Therapists of Ontario. Daily newspapers and general interest newsmagazines i.e.

“Helping You Breathe Easier”, *Toronto Sun*, February 25, 2004

2. Job Advertisements

The Globe and Mail: www.theglobeandmail.com

Toronto Star: www.thestar.com

Ontario Hospital Association: www.oha.com

3. Acts & Regulations

In addition to the *Regulated Health Professions Act*, *Health Care Consent Act* and *Substitute Decisions Act*:

Respiratory Therapy Act, 1991

4. Registration Package

Application Package, College of Respiratory Therapists of Ontario.

5. Technology

Current and past editions of *College Update*, newsletter of the College of Respiratory Therapists of Ontario.

FACILITATOR'S INTRODUCTION

Guest Speakers

There is an opportunity within the structure of the Workshop to invite guest speakers in to address the class. The topic for the guest speaker is "workplace expectations and hiring procedures"; this may, of course, be tailored to suit the speaker's expertise. You will have to secure your guest speaker from the local community. Some possible sources are:

An Employment Agency

If there is an employment agency in your community that regularly serves employers and job searchers in the profession or trade you are working with, ask them to come in to address such topics as:

- needs of employers
- temporary work -- if any
- current hiring trends
- resumes - what works, what doesn't.

A Human Resource Professional from a Large Employer

The speaker should address:

- How are positions advertised?
- What kind of people are they looking for?
- What stands out in a resume?
- What are the working conditions, benefits, etc.?

"A Day in the Life of..."

Participants generally enjoy listening to and asking questions of a practicing professional in their field. It is even more beneficial if the guest speaker is foreign-trained and can address any challenges they encountered and "secrets" to success.

One other option for a guest speaker is to integrate it into a field trip. In particular, staff at Human Resources and Skills Development are often able to give very effective presentations in such topics as research tools, "The World of Work" computer program and tours of the Centre.

WORKSHOP INTRODUCTION

INTRODUCTION INTERVIEWS

TIME: 30 min.

LEARNING OUTCOME: Participants will have practiced presentation skills and have learned the names and backgrounds of others in the workshop.

DESCRIPTION:

- Introduce yourself to the group.
In making your introduction, try to employ skills of self-marketing by emphasizing your strengths and articulating your goals clearly.
- Have participants' pair up with the person beside them.
- Distribute handout #1 "INTRODUCTION INTERVIEW" and allow 10 minutes for pairs to interview each other.
- Have each partner introduce the other. Comment on the introductions as needed.

When the introductions are complete, hand out the **Participant Workbooks** for the workshop.

Introduction Interview

Ask your partner the following questions. Record their answers. Be prepared to tell the rest of the class about your partner.

What is your name?	
Where are you from?	
How long have you been in Canada?	
What is your profession?	
What is your educational background?	
How long have you practised your profession?	
Why are you taking this workshop?	

SECTION: INTRODUCTION

EXPLANATION -- WORKSHOP PURPOSE & OVERVIEW

TIME: 15 min.

LEARNING OUTCOME: Participants will understand the rationale for the workshop and its objectives.

DESCRIPTION:

- ❑ Explain the rationale behind the creation of the Workshop. Points you may wish to cover include:
 - *Each year Ontario receives more than 100,000 immigrants, half of whom are highly educated and trained. Many need to become licensed or certified in order to practice their profession in Ontario.*
 - *Government has an interest in ensuring that newcomers are able to work in their profession; this prevents unemployment and fulfills Canada's human resource needs.*
 - *Many newcomers feel they have been unable to find work in their profession because they lack Canadian experience, lack the required language skills (both sector-specific terminology and general workplace communication skills) and/or lack information on professional licensing and Canada's job market. This workshop was created to address these needs.*

- ❑ Instruct participants to open their Workbooks to **page 1**. Review the Workshop Goals with them (using the overhead provided) and outline the structure of the workshop.

- ❑ You may wish to emphasize that this workshop is not a job search workshop (although job search resources are provided).

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

WORKSHOP GOALS, CONTINUED

In this workshop, you will...

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 profession.
-

SECTION: INTRODUCTION

QUIZ: HOW MUCH DO YOU KNOW?

TIME: 30 min.

LEARNING OUTCOME:

Participants will understand:

- What constitutes a regulated profession
- The role of regulatory bodies
- Which professions are regulated

DESCRIPTION:

- Instruct participants to complete, on their own, the quiz on **Page 2** of their workbooks.
- Take up answers as a whole class (use Answer Key provided).
- You may wish to offer copies of the brochure “Access to Professions in Ontario...” from the Ministry of Training, Colleges and Universities to anyone who would like to look up a particular profession. It is available from the ministry, not Publications Ontario.

REGULATED PROFESSIONS: HOW MUCH DO YOU KNOW? ANSWER KEY

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

(Though in some professions, you can do the work but not use the title of, for example, engineer. This is rare in health professions.)

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 (They are called “self-regulating” professions.)

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.

(A dietician is a regulated profession; a nutritionist is not.)

6. In most cases, people who have been educated outside of Canada are not permitted to practise their profession in Ontario.

True False (They will be expected to meet certain requirements but many foreign-trained professionals practise in Ontario.)

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.

(Though not all of these are required by every profession.)

SECTION ONE:

THE LABOUR MARKET

In this section, participants will learn about:

- The labour market in Canada
 - The Ontario health care system and labour market
 - Labour market trends and their impact on health care professions
 - Labour market research techniques
-

SECTION ONE: THE LABOUR MARKET

GENERAL OVERVIEW

ACTIVITY: Lecturette, followed by group terminology activity and individual question/answer activity.

TIME: 2 hours

LEARNING OUTCOME:

Participants will know:

- The definition of labour market
- The five major forces that shape the labour market
- 14 terms commonly used to describe the labour market
- How economic and other trends will affect the health care sector.

DESCRIPTION:

- Use the lecture notes and overheads to guide your lecture.
- When you have finished your lecture, organize the class into groups of 3-4. Instruct participants to complete the terminology exercise on **page 5** of their workbooks.
- Take up the answers using the answer key provided.
- Instruct participants to complete the question-answer exercise on **page 6** of their workbooks.
- Take up answers as a class, using the answer key provided.

LECTURE NOTES: THE LABOUR MARKET IN CANADA

1. Ask the class: When we talk about the Labour Market, what do we mean?

Responses might include:

- The supply and demand of labour or work
- The marketplace for jobs and opportunities
- Trade between workers and employers

2. Ask the class: Why is it important to understand what is happening in the Labour Market?

Responses might include:

- To know where the jobs are
- To know what skills are in demand so that you can get the skills that employers need
- To know when to change careers

3. Place **Overhead 2** on the overhead projector and read the quote aloud. Points to make:

- This is a time of dramatic change in the Canadian labour market. Although Canada has recovered from the recession of the early 1990s, some have called it a “jobless recovery” – meaning unemployment levels have remained high.
- Unemployment is greatest amongst those with lower education levels.
- Canada’s economy is also regional – which means that unemployment levels and skill shortages vary across the country. E.g.: The forest industry is strongest in British Columbia while Toronto is the centre of the financial services industry.
- The key, then, is to understand where you fit in – in the context of these changes.

Lecture notes, continued...

4. Explain to participants that what makes the labour market change are “trends”. A trend can be defined as: “a long-term change in social direction, broad in scope, and identified by many sources.

You may wish to ask participants to come up with several trends they are aware of which are affecting the Canadian economy and the labour market. Answers should include:

Globalization: Canadian business is affected by competitors around the world and must adapt to global trends and innovations, including technological changes and the trend toward less job security.

Demographics: The Canadian population is aging. This means large-scale retirement and growth in occupations that serve the needs of the elderly.

Technology: Expanding use of computers and telecommunications will continue to render some occupations obsolete while creating opportunity in other areas.

The Shift to a Service-based Economy: Resource-based industries, such as agriculture and forestry, are declining while service-based industries such as financial or business services are among the fastest growing industries. This growth has partly been the result of more women entering the labour force, the aging of the baby boomers, and an increase in disposable income amongst older workers.

Focus on Customer Service: As customers demand more for their dollar, the emphasis across all sectors has been on increasing efficiency in order to provide the best product or service at the most reasonable price.

“...Every change carries in its wake new employment opportunities. The trick during periods of change is to grasp the larger patterns emerging, while trying to find where the jobs are at any specific time.

It is important to understand both the overall economic playing field and the evolving employment rules as they might apply to you and your future.”

from Where the Jobs Are, by Colin Campbell

LABOUR MARKET TERMS: ANSWER KEY

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

FACTORS AFFECTING THE CANADIAN LABOUR MARKET: ANSWER KEY

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

1. How are changes in Canada's demographic make-up affecting the labour market for health care professionals?

We are seeing an increase in demand for almost all types of health care professionals as our population ages. This is not only because of the needs of an older society but also because of the massive retirements among current health care professionals.

There are now more than 4 million Canadians older than 65. By the year 2016, this will increase to almost 6 million. The aging of the baby boom generation will mean increased demand for geriatricians, long term care administrators, registered nurses with management skills, dietitians, physiotherapists, and occupational therapists, eldercare workers, social workers and recreational therapists. An aging population requires more medical testing, so there will be increased demand for medical laboratories.

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

*Some technologies are reducing the need for highly skilled professionals, because the equipment can be used by lower skilled workers, and even by patients themselves. However, other technologies require highly skilled individuals to use it. **Note:** There are a number of other answers that are valid here.*

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

Closure of hospitals, reductions in number of hospital beds; prevention and public health programs; screening programs (e.g. Breast screening); changes to OHIP; policies with respect to alternative medicine.

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

Increasing interest in alternative medicine; increasing access to information for health care consumers, resulting in more informed choice. Overall, the orientation of health care is likely to shift to a more family- and community-based model.

Greater emphasis will be placed on health protection and disease prevention. Given the move toward patient empowerment, high-quality physical and psychological environments will be demanded by everyone everywhere. When fee-for-service becomes a larger part of the cost-cutting equation, more private sector health care solutions will appear.

SECTION ONE: THE LABOUR MARKET

THE HEALTH CARE SYSTEM IN ONTARIO

ACTIVITY: True or False

TIME: 1 hour

LEARNING OUTCOME:

Participants will understand:

- How the Canadian health care system is financed and administered
- The roles of each level of government with respect to health care
- Factors that affect health care spending

DESCRIPTION:

- Instruct participants to complete the True or False exercise on **page 7** of their workbooks.
- Take up answers as a class (use answer key provided).

CANADA'S HEALTH CARE SYSTEM: TRUE OR FALSE – ANSWER KEY

1. Canada's health care system is publicly-financed and publicly-delivered.

FALSE: While Canada's health care system is publicly-financed, it is privately-delivered. Canada does not have a system of "socialized medicine", with doctors employed by the government. Most doctors are private practitioners who work in independent or group practices and enjoy a high degree of autonomy. Some doctors work in community health centres, hospital-based group practices or work in affiliation with hospital out-patient departments. Private practitioners are generally paid on a fee-for-service basis and submit their service claims directly to the provincial health insurance plan for payment.

2. Provincial health care insurance is sometimes referred to as "Medicare".

TRUE: OHIP – the Ontario Health Insurance Plan – provides free health care services to Ontarians. Generally, OHIP and other provincial health insurance plans are called "medicare".

3. About 50 per cent of all active physicians in Canada are "primary care" physicians.

TRUE: Primary care physicians are the point of first contact with the health care system for most Canadians; family physicians or general practitioners are the main primary care physicians. They control access to most specialists, many allied providers, hospital admissions, diagnostic testing and prescription drug therapy.

4. Women are the primary users of health services.

TRUE: Women suffer more illness yet live longer than men. They are equally at risk for heart disease as men and are the fastest growing segment of our population.

5. Dentistry services are covered by OHIP.

FALSE: Dentistry services are covered by some private health insurance plans but not OHIP.

6. The operating budgets of hospitals are determined by the federal government.

FALSE: The operating budgets of hospitals are determined by the provincial government.

**CANADA'S HEALTH CARE SYSTEM:
TRUE OR FALSE – ANSWER KEY**

7. **The fundamental principles of the health care system are established by the federal government.**

TRUE: The federal government's role in health care involves the setting and administering of national principles or standards for the health care system (set out in the *Canada Health Act*), assisting in the financing of provincial health care services through fiscal transfers, and fulfilling functions for which it is constitutionally responsible.

8. **The Province of Ontario provides additional health benefits, beyond the services covered by OHIP, to seniors.**

TRUE: Ontario provides insurance for prescription drugs, dental care, vision care, assistive equipment and appliances (prostheses, wheelchairs, etc.), as well as independent living services and services of allied health professionals such as podiatrists and chiropractors to seniors.

9. **Many Canadians have private insurance, which covers supplementary health benefits such as prescription drugs.**

TRUE: Many Canadian employers offer “group insurance” as a benefit to employees. These benefits entitle workers to free or cheaper access to prescription drugs, non-physician health care services, dentistry and vision care.

10. **Health care spending accounts for around one-quarter of provincial program expenditures.**

FALSE: Health care spending accounts for almost 40% of provincial program expenditures. This is why during times of government fiscal restraint, health care spending is often a target.

11. **Public sector funding represents about 70 percent of total health care expenditures in Canada.**

TRUE: The remaining 30 per cent of health care expenditures are paid by private insurance companies, employers and out-of-pocket by consumers.

12. **Public health care expenditures in Canada are rising and are expected to continue rising.**

TRUE: Public health care spending leveled off in the mid-1990s, but has risen every year since 1996. It now comprises about 10% of Canada's Gross Domestic Product (GDP).

SECTION ONE: THE LABOUR MARKET

THE HEALTH CARE PROFESSIONS

ACTIVITY: Reading with Q&A

TIME: 1 hour

LEARNING OUTCOME: Participants will have gained experience in discussing issues related to the labour market for their profession.

DESCRIPTION:

- Organize participants by profession, if possible. Instruct learners to read the Labour Market section of the Resource Package and to complete the exercise on **page 9** of their workbooks.
- Circulate the room and provide support as needed.
- Have each group choose one or two representatives to report their findings back to the class.

NOTE: Answer keys are not provided for this exercise, since responses change over time.

SECTION ONE: THE LABOUR MARKET

RESEARCH SKILLS

ACTIVITY: Brainstorming, small group activity, individual activity

TIME: 3 hours

LEARNING OUTCOME:

Participants will understand how to conduct labour market research on their own using libraries and/or the Internet.

DESCRIPTION:

- ❑ Explain that in order to stay on top of what is happening in their field, participants should be able to gather information on their own.
- ❑ Ask the class to brainstorm sources of information that would be useful to Health Care Professionals. Record responses on an overhead projector or flip chart.

Responses should include:

Directories	Government
Magazines & Newspapers	Employment Resource Centres
“Information interviews”	The Yellow Pages
The Internet	Professional association websites

- ❑ Instruct participants to review the material on **pages 10-15** of their workbooks and complete the worksheet on **page 16**.
- ❑ Circulate the room and comment on participants’ workplans with them.

SECTION TWO:

REQUIRED QUALIFICATIONS FOR EMPLOYMENT

In this section, participants will learn about:

- The responsibilities of various health care professionals
 - The required qualifications for each profession
 - The skills in demand by Canadian employers
 - The skills in demand for each profession
-

SECTION TWO: REQUIRED QUALIFICATIONS FOR EMPLOYMENT

WHO DOES WHAT

ACTIVITY: Pairs – Matching Game

TIME: 30 min.

LEARNING OUTCOME:

Participants will know the main tasks/responsibilities of seven health care professions.

DESCRIPTION:

- Review as a group the qualifications of the eight health care professions represented in the class (**page 21** of the workbook).
- Organize the class into groups of 2 or 3. Ensure different occupations are represented in each group, if possible.
- Instruct participants to complete the exercise on **page 22** of their workbooks.
- Take up answers as a class (use Answer Key provided).

QUALIFICATIONS FOR EMPLOYMENT: WHO DOES WHAT – ANSWER KEY

Match each of the following tasks/responsibilities with one of the following health care professionals:

- Medical Laboratory Technologist
- Midwife
- Registered Nurse
- Occupational Therapist
- Pharmacist
- Physical Therapist
- Respiratory Therapist

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

SECTION: REQUIRED QUALIFICATIONS

WHAT DO EMPLOYERS WANT?

ACTIVITY: Individual – Isolate requirements and complete checklist.

TIME: 30 min.

LEARNING OUTCOME: Participants will have gained practise in reading job ads, isolating the requirements and determining whether they meet the requirements.

DESCRIPTION:

- Instruct participants to use the Sample Job Ads in their Resource Package to complete the exercise on **page 23** of their workbooks.
- Circulate the room and provide support, answers as needed.

SECTION: REQUIRED QUALIFICATIONS

“EMPLOYABILITY SKILLS”

ACTIVITY: Lecturette, followed by Team Skills Group Activity

TIME: 1 hour

LEARNING OUTCOME: Participants will understand the three categories of general skills in demand in the Canadian labour force and will have practised working as a team.

DESCRIPTION:

- Place the Employability Skills Profile on the overhead (Overhead 3).
- Explain to participants that while specific skills are needed for specific jobs, these are the skills that are deemed to be highly valued by most Canadian employers.
- Go through the Employability Skills Profile with them. Explain that there are three categories: Fundamental Skills, Personal Management Skills and Teamwork Skills.
- Explain that teamwork skills are considered very important yet are often the most difficult to acquire and articulate.
- Ask participants to think about the qualities they believe a person must possess to be an effective team member. Give them three minutes to list these qualities on **Page 25**.
- Each person then ranks the items on his/her list according to the perceived importance of each quality (with 1 representing the most important quality of an effective team member).

SECTION: REQUIRED QUALIFICATIONS

“EMPLOYABILITY SKILLS” CONT’D

- ❑ When the participants have finished their rankings, divide them into four groups.
- ❑ The members of each group share their lists and the rationales for their selections and then attempt to reach consensus on the five most important qualities of an effective team member. If consensus cannot be reached within ten minutes, the group members may vote to determine the group’s list of qualities.
- ❑ A volunteer from each group reports on the group’s top five qualities. Facilitator records on flip chart.

Debrief: Can they identify anyone in their group who:

- took on a leadership role?
 - said something that helped the group make a decision?
 - expressed his/her opinion clearly and confidently?
 - acted in a positive, constructive manner?
 - asked someone else for his/her opinion?
 - praised someone?
- ❑ Place overhead 4 – Characteristics of Effective Team Members – on the projector. Are the traits they chose on the list?
 - ❑ Organize participants into pairs. Instruct them to use the questions on **page 26** to interview each other on their performance in a team situation.
 - ❑ Debrief: Did knowing the characteristics of effective team members help them to describe their role? Why are teamwork skills so important in health care?

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

CHARACTERISTICS OF EFFECTIVE TEAM MEMBERS

Effective team members:

- support, protect and defend both the team and the team leader
- act in a positive, constructive manner
- provide appropriate feedback
- accept ownership for team decisions
- participate voluntarily
- express opinions, for and against
- ask questions
- encourage others to express their ideas fully
- listen to the other team members
- consider and build on other members' ideas
- state problems, along with alternative solutions/options
- make their own needs known
- maintain confidentiality
- give praise and recognition when suitable
- criticize ideas, not people
- view criticism as an opportunity to learn
- avoid defensiveness when fellow team members disagree with your ideas
- stay focused on the team objectives
- avoid disruptive behaviour such as side conversations and inside jokes
- attend meetings regularly and promptly

SECTION TWO:

THE LEGISLATIVE FRAMEWORK

In this section, participants will learn about:

- The Regulated Health Professions Act*
- The Health Care Consent Act and Substitute Decisions Act*
- The act specific to each participant's occupation

SECTION THREE: THE LEGISLATIVE FRAMEWORK

INTRODUCTION

ACTIVITY: Lecturette

TIME: 10 min.

LEARNING OUTCOME: Participants will understand that there are three main pieces of provincial legislation that affects their work:

- The Regulated Health Professions Act
- The Health Care Consent Act, and
- The act which governs their particular profession

DESCRIPTION:

Use the lecture notes and overheads to guide your lecture.

THE LEGISLATIVE FRAMEWORK: LECTURE NOTES

Introduction

- Remind participants that being a member of a regulated profession means that there are laws governing the conduct and responsibilities of members of that profession. These laws are designed to protect the public.
- Explain that it is the responsibility of members of a particular profession to know and understand the laws that relate to that profession.
- Place Overhead 5 on the projector.
- Explain that there are two levels of government – federal and provincial – which have some role in the professions, especially with respect to the foreign-trained.
- Review the overhead, explaining the roles of various ministries, as follows:

FEDERAL MINISTRIES

Citizenship & Immigration Canada (CIC)

Responsible for legislation and policy governing immigration to Canada. Some potential immigrants are awarded “points” based on their occupation. The federal government is assuming that because your occupation is in demand here in Canada, you will integrate easily into the economy. The fact that this is not always true is being debated at the federal level and may result in changes to immigration policy.

Note that some participants may have undergone an “assessment” of their professional status as part of the immigration process. Explain that this assessment is not binding – that is, it does not mean that you are guaranteed a license to practise in Ontario.

Human Resources & Skills Development

This is the ministry that deals with Employment Insurance and provides information and resources to jobseekers – most recently through Employment Resource Centres. Beyond that, however, HRSD has no direct role in the regulated professions.

Health Canada

Health Canada is the federal department responsible for administering the Canada Health Act. In partnership with provincial and territorial governments, Health Canada provides national leadership to develop health policy, enforce health regulations, promote disease prevention and enhance healthy living for all Canadians.

This ministries’ mandate includes maintaining Canada’s world-renowned health insurance system. Each province and territory administers its own health care plan with respect to the five basic principles of the Canada Health Act.

PROVINCIAL MINISTRIES

Ministry of Training, Colleges & Universities: The *Constitution Act* gives exclusive authority to each province in Canada to make laws in relation to education. In Ontario, the Ministry of Education and the Ministry of Training, Colleges and Universities are responsible for the administration of laws relating to education and skills training. **Some of their responsibilities include:**

- developing policy directions for adult education and labour market training
- setting standards for occupational training, particularly for trades under the *Trades Qualification and Apprenticeship Act*
- managing provincial programs to support workplace training and workplace preparation, including apprenticeship, career and employment preparation, and adult literacy and basic skills
- undertaking labour market research and planning
- undertaking initiatives to improve access to the professions and trades through the Access to Professions and Trades Unit

Ministry of Health and Long-Term Care

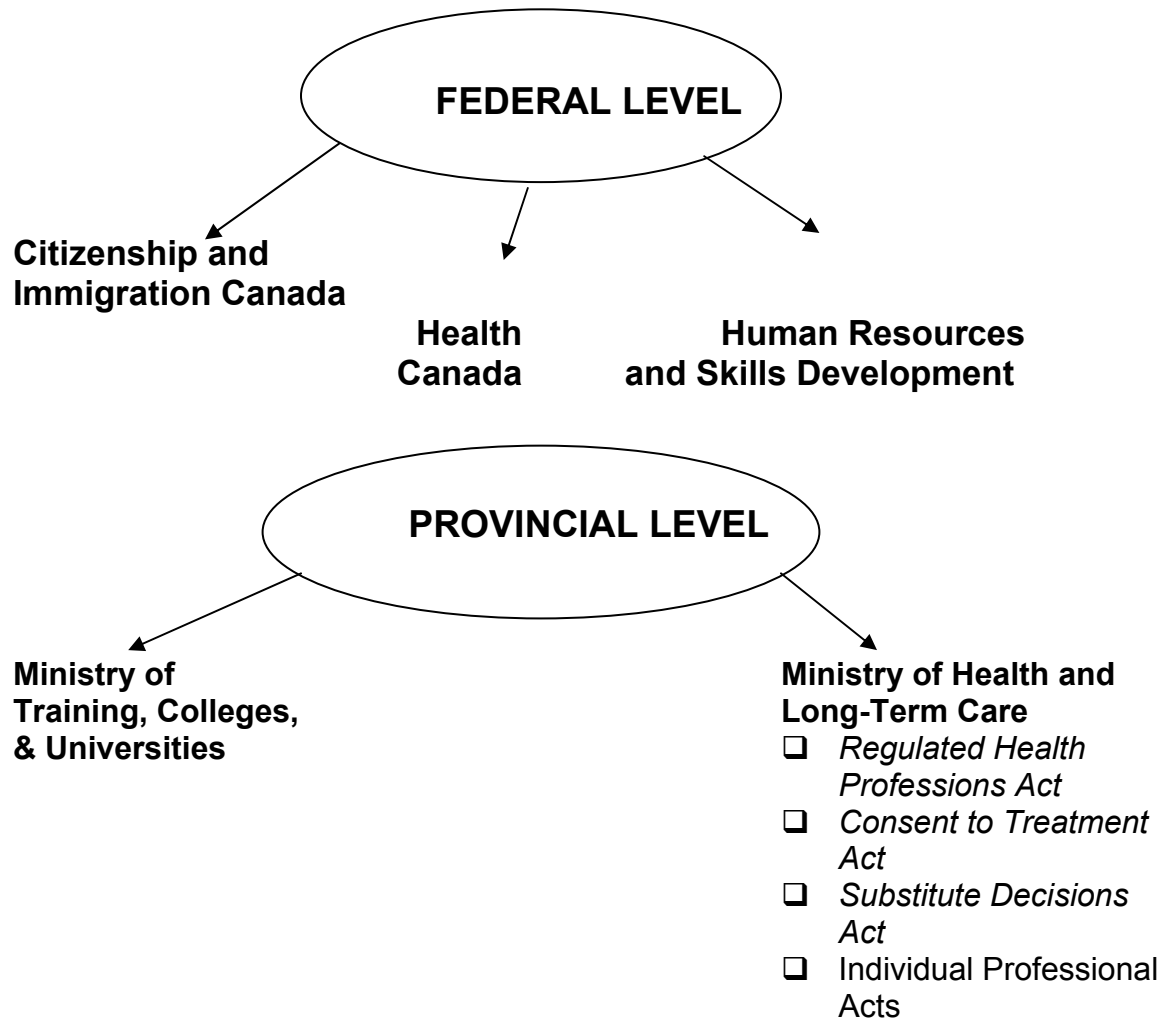
This ministry developed the legislation that governs the health professions. Three acts apply to all health professions:

- *The Consent to Treatment Act:* defines “consent”, i.e. what a patient agrees to undergo
- *The Substitute Decisions Act:* defines who can make decisions for a patient
- *The Regulated Health Professions Act:*
- Defines the health professions and the regulatory bodies
- Defines “controlled acts” – i.e. procedures that only members of certain health professions can perform
- Outlines who can use professional titles
- Outlines requirements for giving information to patients
- Describes professional misconduct and penalties for misconduct

Each profession also has its own specific act.

The Ministry of Health and Long-Term Care delegates responsibility for administering these regulations to the Occupational Regulatory Bodies, or “colleges”. That means that the ORBs, **not the government**, are responsible for:

- Setting entry and training requirements
- Registering qualified applicants
- Setting standards of practice
- Disciplining members
- Assessing qualifications and credentials

THE LEGISLATIVE FRAMEWORK

SECTION: THE LEGISLATIVE FRAMEWORK

ACTS & REGULATIONS

ACTIVITY: Q & A, in pairs, and individually

TIME: 1 hour

LEARNING OUTCOME:

Participants will understand the ways in which these acts affect them in the performance of their duties.

DESCRIPTION:

- Organize the class into pairs.
- Instruct participants to use the copies of *the Regulated Health Professions Act* and the *Health Care Consent Act* in their Resource Packages to complete the exercises on **pages 29-34**.
- Take up answers as a class (use Answer Key provided).
- Instruct participants to use the copy of the act for their profession from the Resource Package to complete the exercise on **page 35** (do not take up answers as a class).

THE LEGISLATIVE FRAMEWORK: REGULATED HEALTH PROFESSIONS ACT --

ANSWER KEY

Section 1: Definitions

According to Schedule 1, there are **21** self-governing “health professions” regulated by **21** “health profession Acts.”

How does the Act define the term “College”?

The College of a health profession or group of health professions established or continued under a health profession Act.

Section 3

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

To ensure that:

- The health professions are regulated and co-ordinated in the public interest*
- That appropriate standards of practice are developed and maintained and*
- That individuals have access to services provided by the health professions of their choice and that they are treated with sensitivity and respect in their dealings with health professions, the Colleges and the Board.*

Section 11

To whom does the Advisory Council report?

The Minister of Health

What are the Advisory Council’s responsibilities?

- To keep a record of matters that the Minister has referred to the Advisory Council;*
- To have the custody and care of the records and documents of the Advisory Council;*
- To give written notice of suggested amendments to the Regulated Health Professions Act, a health profession Act, or a regulation under any of those Acts.*
- To carry out the functions and duties assigned by the Minister.*

**THE LEGISLATIVE FRAMEWORK:
REGULATED HEALTH PROFESSIONS ACT --
ANSWER KEY**

Section 27

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

Controlled acts are acts that can only be performed by members of health professions authorized, through legislation, to perform them. Example - a midwife is authorized through the Midwifery Act to manage labour and deliver a baby. These controlled acts exist to protect the interests of the public.

Section 29

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

- If it is an emergency*
- If you are in training and under supervision*
- If you are treating a person by prayer or spiritual means*
- If you are treating a member of your own household (some controlled acts)*
- If you are assisting a person with his or her routine activities (some controlled acts)*

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?

No it is not. It is reasonably foreseeable that serious physical harm may result from the treatment or advice, since an Occupational Therapist is not qualified to treat or advise on liver cancer.

Section 33

Who may use the title “doctor” in Ontario?

Members of the College of Chiropractors, College of Optometrists, College of Physicians and Surgeons, College of Psychologists, and Royal College of Dental Surgeons of Ontario.

**THE LEGISLATIVE FRAMEWORK:
REGULATED HEALTH PROFESSIONS ACT --
ANSWER KEY**

Section 36

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

- about one of your patients to a lawyer? *Yes, to your own lawyer.*
- about a colleague's incompetence to the Health Professions Board?

Yes. See (b).

Section 40

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

A fine of not more than \$25,000 or imprisonment for a term of not more than six months, or both.

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

A fine of not more than \$5000 for a first offence, and not more than \$10,000 for a subsequent offence.

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

A fine of not more than \$25,000

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?

A person who procures employment for an individual and knows that the individual cannot perform the duties; the employer; the directors of the corporation.

**THE LEGISLATIVE FRAMEWORK:
REGULATED HEALTH PROFESSIONS ACT --
ANSWER KEY**

Schedule 2: Health Professions Procedural Code

Define the following:

“incapacitated”

Suffering from a physical or mental condition or disorder

“patient relations program”

A program to enhance relations between members and patients

“quality assurance program”

A program to assure the quality of the practice of the profession and to promote continuing competence among the members.

Section 13

Who is considered a member of the College?

A person who is registered.

Section 14

True or false? A member who resigned in 2003 may be charged with an act of professional misconduct that occurred in 2000, while this person was still in practice.

True.

**THE LEGISLATIVE FRAMEWORK:
REGULATED HEALTH PROFESSIONS ACT --
ANSWER KEY**

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?

Name, business address, business telephone number

Class of registration and specialist status

Terms, conditions and limitations

Notation of every revocation and suspension of a certificate of registration

Result of every disciplinary and incapacity proceeding

Findings of the Discipline Committee that are under appeal

Information that a panel of the Registration Discipline or Fitness to Practise Committee specifies

Information that the regulations prescribe to be kept in the register.

Section 82: The Quality Assurance Committee

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

- Permit an assessor to enter and inspect the premises*
- Permit the assessor to inspect the member's records of the care of patients*
- Give the Committee or the assessor the information in respect of the care of patients*
- Confer with the Committee or assessor*
- Participate in a program designed to evaluate the knowledge, skill and judgement of the member.*

Section 84: The Patient Relations Program

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

- Educational requirements for members*
- Guidelines for the conduct of members with their patients*
- Training for the College's staff*
- Provision of information to the public*

**THE LEGISLATIVE FRAMEWORK:
REGULATED HEALTH PROFESSIONS ACT --
ANSWER KEY**

For the Case Study on the Health Care Consent Act:

You assess Mr. C. to be competent. You do a quick assessment of other baths. Was there anything that could have upset Mr. C. (cold water, lack of privacy, etc.) You discuss personal hygiene with Mr. C. and any risks associated with not bathing. If Mr. C. still refuses, you respect his wish to not bath, and plan to discuss with him at a later time a new bathing schedule.

SECTION FOUR: REGISTRATION

In this section, participants will learn about:

- The terminology associated with professional licensing
 - The requirements and process for becoming a registered health professional
-

SECTION FOUR: REGISTRATION

INTRODUCTION

ACTIVITY: Lecturette and discussion.

TIME: 20 min.

LEARNING OUTCOME: Participants will understand the 6 general steps to registration.

DESCRIPTION:

Review the material on **page 38** of the workbook.

- Who has initiated the registration process?
- What has their experience been so far?

SECTION: REGISTRATION

TERMINOLOGY

ACTIVITY: Small Groups – Matching Game

TIME: 30 min.

LEARNING OUTCOME: Participants will learn 11 terms associated with the registration process.

DESCRIPTION:

- Organize the class into groups of 4-5.
- Instruct participants to complete the exercise on **page 39** in their workbooks.
- Take up answers as a class (use answer key provided).

PROFESSIONAL REGISTRATION: TERMINOLOGY: ANSWER KEY

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	Right of an unsuccessful applicant to challenge a decision of an occupational regulatory body in the occupational licensing/certification process.
Assessment	Documented evidence of competency, based on completion of a recognized program of study or training.
Credential	Occupations for which the standards of practice and competence are established by provincial law.
Equivalency	A formal document that provides the holder the exclusive right to practice certain legally defined functions.
Licence	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.
Prior Learning Assessment	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.
Protected Title	Minimum guidelines for certain tasks which are recommended, but not legally required, for a profession.
Registration	Restricts the use of occupational title to those who are registered with the appropriate occupational body.
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".

SECTION: REGISTRATION

SELF-ASSESSMENT

ACTIVITY: Individual – Identifying requirements for registration and planning next steps.

TIME: 1 hour

LEARNING OUTCOME:

Participants will understand:

- The requirements for their profession
- The process for becoming registered
- The time and financial resources required.

Participants will have developed a plan to complete the registration process.

DESCRIPTION:

- Instruct participants to use the registration materials in their Resource Package to complete the worksheet on **pages 40-41** of the workbook.
- As participants are working, circulate through the room answering questions as needed.
- Have participants' hand in their work.
- Review it, make comments, and return it the next day.

SECTION FIVE:

THE WORKPLACE

In this section, participants will learn about:

- Workplace expectations
 - The impact of technology on the health care professions
 - Opportunities for self-employment
-

SECTION FIVE: THE WORKPLACE

HIRING PROCEDURES AND WORKPLACE EXPECTATIONS

ACTIVITY: Guest Speaker, with Q & A period.

TIME: 1 hour

LEARNING OUTCOME: Will depend on the guest speaker. Participants will have practised asking meaningful questions of an employer or other speaker.

DESCRIPTION:

- See Preparation, page 12, of this Facilitator's Guide.
- The day before your guest is scheduled to speak, have participants prepare a list of questions they would like answered. Use the worksheet on **page 44** of their workbook.
- Instruct participants to fill in the answers to their questions during the presentation and, if questions are not addressed during the presentation, to ask them in the question/answer session.

SECTION: WORKPLACE

TECHNOLOGY

ACTIVITY: Reading, followed by Q&A

TIME: 30 min.

LEARNING OUTCOME: Participants will isolate the ways in which technology is affecting members of their profession.

DESCRIPTION:

- Instruct participants to use the Technology materials in their Resource Package to complete the exercise on **page 45** of their workbook.
- Circulate the class and comment on their responses as needed.

SECTION: THE WORKPLACE

SELF-EMPLOYMENT

ACTIVITY: Lecturette, followed by individual activity.

TIME: 30 min.

LEARNING OUTCOME: Participants will know whether self-employment is a viable option in their field, will have conducted a brief assessment of their own attributes with respect to self-employment and will have practised marketing skills in writing.

DESCRIPTION:

- Review the material on **pages 46-47** of the workbook.
- When finished, instruct participants to complete the exercises on **page 48** of their workbook.
- Choose a few participants to read their advertisement aloud and encourage the class to provide **constructive criticism**.

SECTION SIX:

NETWORKING

In this section, participants will learn about:

- Opportunities for networking in health care
 - The skills associated with networking
-

SECTION SIX: NETWORKING

ACTIVITY: Lecturette, brainstorming, group activity.

TIME: 1 hour

LEARNING OUTCOMES: Participants will have identified 10-12 networking opportunities and will have practised networking skills.

DESCRIPTION:

- Review the material on **page 51** of their workbooks. Ask participants to jot down some networking opportunities they are aware of. Record these on the overhead or flip chart.
- Organize the class into groups of 3-4.
- Instruct participants to complete the role-playing exercise on **page 52**
- Have each group report back to the class on how the “networker” handled the situation.

SECTION SEVEN: RELATED OCCUPATIONS

In this section, participants will learn about:

- The requirements for occupations related to the health care professions
-

SECTION SEVEN: RELATED OCCUPATIONS

ACTIVITY: Lecturette & discussion

TIME: 30 min.

LEARNING OUTCOME: Participants will know of at least one occupation related to their own.

DESCRIPTION:

- Review the material on **page 56** of the workbook.
- Has anyone applied for these types of positions?
- What has their experience been?
- How do people feel about possibly being underemployed?
- How do people feel about changing their resume to de-emphasize the professional training & experience?

WRAP-UP

WHO DOES WHAT?

ACTIVITY: Small Groups – Matching Game

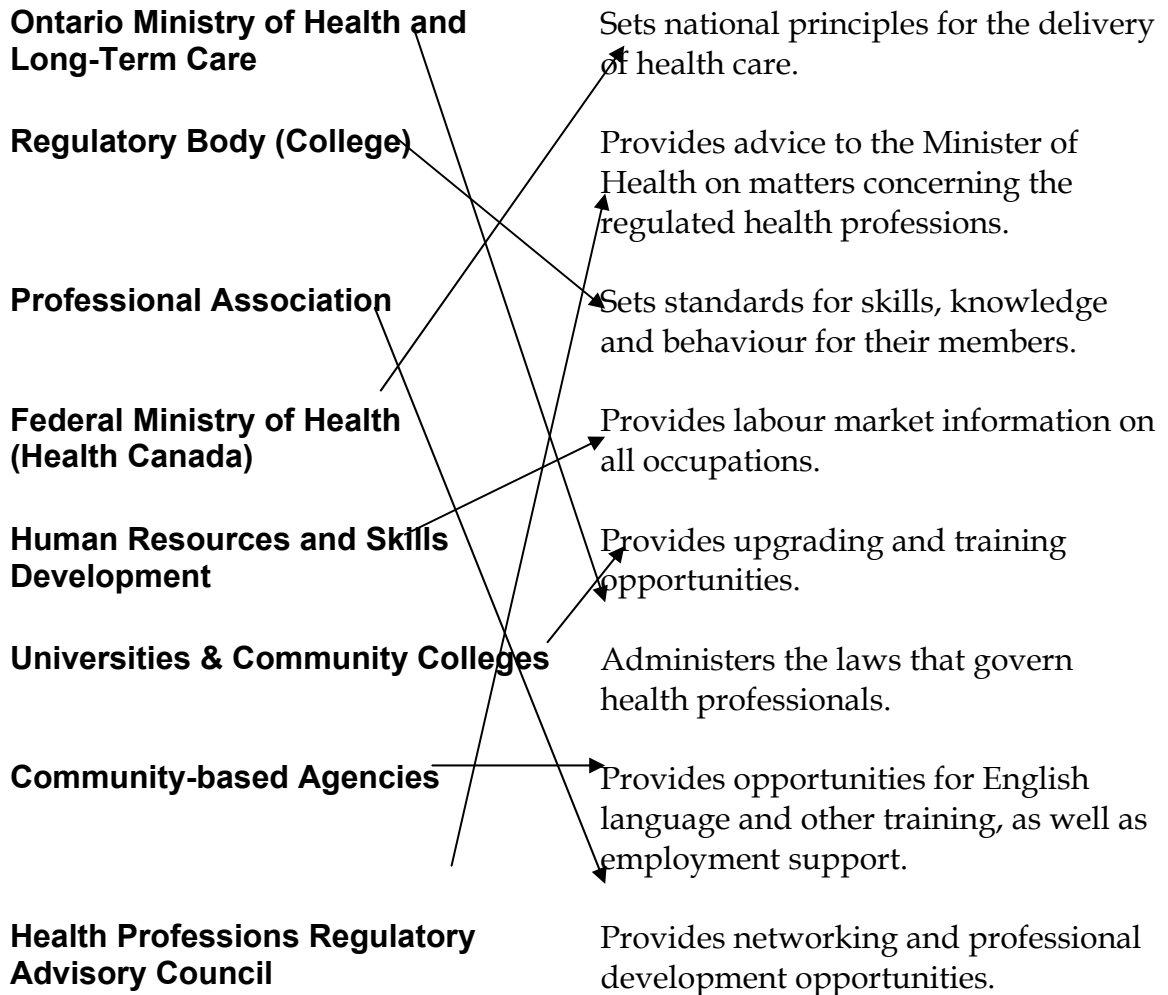
TIME: 20 min.

LEARNING OUTCOME: Participants will understand the roles and responsibilities of 8 different stakeholders in the regulated professions.

DESCRIPTION:

- Organize the class into groups of 3-4.
- Instruct participants to complete the exercise on **page 57** in their Workbooks.
- Take up answers as a class (answer key provided).

WRAP-UP:
WHO DOES WHAT – ANSWER KEY



WRAP-UP

GOAL SETTING & EVALUATION

ACTIVITY: Individual: Writing a goal statement, completing evaluation

TIME: 30 min.

LEARNING OUTCOME: Participants will have created a short and long-term goal statement.

DESCRIPTION:

- Instruct participants to complete the exercise on **page 58** in their workbooks.
- Have participants read their goals and objectives out loud.
- Hand out the evaluation form for the workshop.

WORKSHOP EVALUATION

Overview and Orientation

Facilitator: _____

Session # & Year: _____

Your feedback is very important. Please be as honest and as specific as you can.

1. As a result of this workshop, do you feel you have:

	Yes	No
a) Increased your knowledge of the labour market in your field?	<input type="checkbox"/>	<input type="checkbox"/>
b) Increased your understanding of the laws that apply to your profession?	<input type="checkbox"/>	<input type="checkbox"/>
c) Increased your knowledge of the licensing and registration processes in Ontario?	<input type="checkbox"/>	<input type="checkbox"/>
d) A better understanding of your own status in the licensing process?	<input type="checkbox"/>	<input type="checkbox"/>

2. Were the materials/exercises you were given:

Easy to understand?	Yes	No
Useful?	Yes	No
Detailed enough?	Yes	No

3. How can we improve the materials/exercises?

4. Please complete the following sentences:

The most useful part of this workshop for me was ... because ...

The least useful part of this workshop for me was ... because ...

Thank You!