Inventory of Tools, Programs, & Resources for Internationally Educated Health Professionals
This inventory has been produced by The OCECCA Project.

The inventory development team is:

Andrea Strachan, ardocs writers & consultants, Principal Researcher
Anna Zyuzin, Research Assistant
Bruce Russell, LCRT Consulting, Advisor
Andrea Kwan, Editor
Graphic design and layout, benmotz.com

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We would like to thank the organizations and individuals who responded to our requests for information over the course of the project. The tools, programs, and resources included in this inventory are not comprehensive, but offer a good representation of the current environment. Any omissions to this inventory are due to the limitations of the research team, and do not in any way reflect the availability or quality of such resources. The information in this inventory is current as of June 2013. Fees, where applicable, are listed in Canadian dollars and may change at any time.

The OCECCA Project has been a partnership among:

Project Lead: ARDOCS  
Content Advisor: LCRT CONSULTING

Project Sponsor: Michener Institute  
Management Consultants: MNP LLP

The OCECCA Project gratefully acknowledges the support of our funders, the Governments of Canada and Ontario; and our project host, The Michener Institute for Applied Health Sciences.
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ABOUT THE OCECCA INVENTORY
The OCECCA Inventory summarizes the results of a broad scan of resources, tests, and training materials devoted to occupation-specific communication in the health sector. The scan was conducted as part of the OCECCA Project, a two-year study into the feasibility of establishing an Ontario Centre of Excellence for Communication Competency Assessments (OCECCA). Funded by Ontario’s Ministry of Citizenship and Immigration and supported by the Michener Institute, developer of the occupation-specific Michener English Language Assessment (MELA), the OCECCA Project’s main goal has been to create a vision and a sustainable business plan for a centralized hub focused on communicative competency for healthcare professionals. This centre would offer services to support the successful integration and retention of internationally educated health professionals (IEHPs) in Ontario’s healthcare system.

The OCECCA Inventory catalogues the various instruments and resources that address different aspects of communication competency, arranged into three main categories:

- **Assessment Tools**, which include English-language assessments used by IEHPs for the purposes of professional licensure and program admission. These incorporate general language assessments, occupation-specific assessments, self-assessment tools, and other communication competency and readiness-to-practice assessments.
The selection included here, then, pertains to knowledge of professional practice standards in Canada, health-sector-specific language, as well as interpersonal and cross-cultural communication skills.

While the OCECCA Inventory was created initially to help the OCECCA Project assess gaps in current services and ensure that existing resources had been taken into account, it also offers a unique overview of the services that IEHPs commonly access as part of their integration into Ontario’s healthcare sector. We hope that the inventory will be of value not only as a planning document for the OCECCA Project team, but also as a resource for other health sector professionals, regulators, and funders who are seeking to better understand the assessment and training that IEHPs access along their professional registration pathway.

To be included in this inventory, the tools, programs, and resources had to:

- **Programs for IEHPs**, which include specific-purpose language and/or communication training programs, bridging programs (bridge to licensure/bridge to employment), cross-cultural/intercultural communication training programs and other programs for IEHPs.

- **Training Resources**, which include occupation-specific language training resources (specifically for IEHPs), occupation-specific communication training resources (not language-specific or specifically for IEHPs), and other training resources related to language, communication, or cultural competency for IEHPs in the health sector.

The selection included here, then, pertains to knowledge of professional practice standards in Canada, health-sector-specific language, as well as interpersonal and cross-cultural communication skills.
Internationally Educated Health Professionals in Ontario

Internationally educated health professionals (IEHPs) who immigrate to Canada and plan on working in one of Ontario’s regulated health professions are required to demonstrate that their training and experience meets Ontario standards. There are twenty-one self-regulated health professions in Ontario whose colleges set the standards for skills, knowledge, and behaviour for their members, as legislated under the Regulated Health Professions Act, 1991 (RHPA). Regulatory bodies responsible for these professions develop, establish, and maintain standards of qualifications for professionals in their fields. They also oversee the evaluation and recognition of IEHP qualifications, including prior learning assessment and recognition (PLAR), where appropriate.

Professional registration as a healthcare professional in Ontario requires an IEHP to undergo a qualifications recognition process, which can take from two to five years to complete, and involves professional competency examinations, training, and for non-English (or French) speakers, a language proficiency test. The professional registration pathway varies from one regulated profession to another, but generally follows the pathway as illustrated below:

This pathway can pose several challenges to newcomers; for example, accessing information about the process, planning the various assessments in the appropriate sequence, and preparing for the examinations. There is evidence that applicants with stronger English-language communication skills tend to have better results in negotiating this pathway (Cheng, Spaling & Song, 2013). Moreover, even after completing the professional registration process, success in the workplace frequently depends on IEHPs having strong knowledge of the technical language specific to their profession (Johnson & Baumal, 2011).

The ability to communicate effectively is a critical asset for newcomers traversing this pathway. Even after completing the formal language qualifications required for registration, some aspects of communication may
remain problematic for IEHPs, their employers, and coworkers. These issues are not always resolved through a language course (Baumann et al., 2006). Additional attention to occupation-specific language, cross-cultural awareness, and culturally appropriate interpersonal communication skills is often required.

Many regulatory bodies and employers have reported that some IEHPs who have successfully completed their professional accreditation requirements and passed mainstream, general-language proficiency tests (e.g., IELTS™ and TOEFL) are failing to thrive in the workplace (Baumann & Blythe, 2009; Johnson & Baumal, 2011). In the Ontario Regulators for Access Consortium’s “Bridging to Success” Report, Austin (2008) noted that the following were key contributors to such lack of success:

- a need for IEHPs to enhance their occupation-appropriate language skills;
- a lack of awareness or understanding on the part of employers regarding the interpretation and assessment of an IEHP's education and previous work experience; and
- an inadequate understanding on the part of IEHPs of the Canadian workplace and issues particular to the Canadian context.

**The Importance of Communication Competency**

Healthcare professionals are expected to practice safely, with integrity and professionalism, and be able to communicate across language, cultural, generational, and situational barriers. This is described as “communication competency.” In order to demonstrate communication competency, healthcare professionals must be able to use language effectively and appropriately to deliver quality patient care in Ontario’s inter-professional, multicultural, and client-centered healthcare environment.

When describing the abilities of English-as-a-second-(or additional)-language speakers, we often use the terms “language” and “communication” interchangeably to refer to communication competency in general. While some issues in communication stem from language ability, others are related to communication and cultural competencies. In general, language refers to the grammar and the words of language (written or spoken) while communication includes not only the grammar and words of language but also the non-verbal aspects (i.e., tone, mood, pragmatics, etc).
The various aspects of communication competency are depicted in the following diagram.

It is important to note that individuals may be proficient in one area of communication competency (fundamental and advanced language knowledge and ability, for example) but this alone may not be sufficient for them to achieve professional success, which may require strong socio-cultural and pragmatic competence. Relatedly, different language assessments may test for certain competencies, but not for all of them. The importance of addressing all areas of communication competency should not be underestimated; in 2013, Cheng, Spaling & Song found that immigrants with a greater number of communication competencies achieve greater professional success.
The Settlement and Integration Environment

Upon arriving in Canada, immigrants can access a number of supports to help with the settlement and adaptation process. These include government-supported assessments for placement into language training, job search workshops, and bridging programs. To gain licensure and employment in Canada, IEHPs may be required to take language assessments other than those required for day-to-day communication (i.e., general English-as-a-second-language tests). Language proficiency tests are often required as part of admissions procedures to educational programs, such as college or university admissions, and sometimes as part of the professional registration pathway (i.e., demonstration of language fluency for licensure). The diagram below illustrates the different scenarios in which language assessment occurs for IEHPs.

Newcomers may use several general language assessment tools beginning with online self-assessment of language skills (CLB-OSA), assessments for placement into English-as-a-second-language (ESL) classes, the Language Instruction for Newcomers to Canada (LINC) program, or the Enhanced Language Training (ELT) program. Further into the integration process, assessments such as the Workplace Language Assessment (WLA) support the search for employment. Along the academic and professional streams, newcomers to Ontario are often required to complete language proficiency tests for entry into training and academic study programs, or – as discussed above – as part of their registration process.
The Canadian Language Benchmarks

The Canadian Language Benchmarks (CLB) is a descriptive framework of English-language proficiency which is sponsored by Citizenship and Immigration Canada and recognized by provincial governments. The CLB scale of language proficiency underlies ESL assessments and curricula, and is often used to determine program eligibility (i.e., programs have required CLB test results that demonstrate a certain placement on the CLB scale). The CLB is three-staged (developing, intermediate, and advanced) with four levels of proficiency at each stage, for an overall 12-point scale. As a scale of language proficiency, it includes descriptions for each of the four language skill areas: speaking, listening, reading, and writing. Many of the tools, programs and resources listed in the inventory make reference to the CLB.

Caveat

This collection is only a “snapshot” of the tools, programs, and resources pertaining to communication competency that are available and administered as of 2012-13. Many of the tools and programs here, particularly bridging programs, are in development and piloting stages, and are still under sponsorship. The longevity of these tools and programs depends on whether or not they become embedded in the programming of the institutions that have developed them, on the demand by immigrants for the services provided, as well as on those immigrants’ ability and will to pay for the services. This inventory does not make any claims about the likelihood that any of the tools, programs, or resources listed here will be adopted or accepted in the long term. They are listed in the inventory to help us gain a clearer picture of what needs OCECCA may be able to fill in terms of communication competency assessment in the health sector.

How to Read this Document

Each tool, program, or resource listed in this inventory has a description that includes its stated purpose and target audience. Additionally, we note the developer, administrator, availability, and details on the duration, delivery mode, prerequisite (if applicable), and fees. Finally, each entry gives a link to more information where available. Both an alphabetical index and an index by specialty area can be found at the end of the inventory.
CHAPTER ONE: ASSESSMENT TOOLS
Immigrants to Ontario are expected to demonstrate professional competence in a number of different areas. These range from clinical to language skills, and often include comprehension of local jurisprudence and ethical standards. This section provides information on assessment tools related to language and communication that have been developed for or are commonly used by IEHPs. The tools listed here include a range of language proficiency assessments, some formal and academic, others less formal and more self-directed. The latter part of the chapter includes some assessments related to readiness for technical examinations or specialized training programs.

Immigrants to Canada generally have access to English-language assessments to determine their eligibility for placement into government-funded programs. These assessments are based on the Canadian Language Benchmarks (CLB), a descriptive scale of language proficiency that provides the framework for English language proficiency for adult newcomers to Canada. Included in this section are those CLB assessments most often administered to IEHPs for placement into language-training, job-search, and bridging programs for newcomers.

For many non-English-(or non-French-)speaking IEHPs who hope to gain professional registration in Ontario’s regulated healthcare professions, a language proficiency test is required. Objective, third-party, standardized language proficiency tests that have been approved by the respective regulatory bodies are often used to meet this requirement; the most commonly used of these appear in this section of the inventory.

In addition to language proficiency tests, this chapter lists several assessment tools that have been specifically developed to support IEHP access to and integration into the Ontario healthcare system. These include occupation-specific language and communication-assessment tools, as well as self-assessments designed to support IEHPs as they prepare to engage in resource- and time-intensive programs. With respect to assessment tools that address the broader issues of communication competency, we also document cross-cultural and health-specific communication competency assessments.
Canadian Language Benchmarks (CLB) Language Assessment Tools

Among the Canadian-made language proficiency tests included in this subsection are tests developed by postsecondary institutions for admissions purposes and tests funded by the Canadian government to meet government settlement priorities (e.g., integration of immigrants into Canadian society through language training). A characteristic of many of these assessments is that they use the CLB scale of language proficiency.
CLBA
(Canadian Language Benchmarks Assessment)

The CLBA is a general English-language assessment used to determine admission to government-funded settlement language programs. This assessment is based on the CLB and its results rank a test-taker on the CLB 1-8 range of the 12-point scale of language proficiency. Paper-based with an oral interview, the CLBA evaluates four language skills: writing, speaking, listening, and reading. The CLBA is available across Canada through government-supported language testing centres and is recognized by government-funded language training programs and Canadian educational institutions offering non-credit language training.

Developer: Centre for Education and Training (CET), Mississauga, Ontario

Administrator: Government-funded assessment centres

Target audience: Adult immigrants

Availability: By appointment at licensed assessment centres across Canada

Delivery mode: On-site at designated assessment centres

Format: Paper-based reading and writing test; one-on-one speaking and listening test

Duration: Up to 4 hours

Fee: Free for eligible immigrants

For more information: www.tcet.com/nlass/clba.php
CLBPT  
(Canadian Language Benchmark Placement Test)

A shorter version of the CLBPA, the CLBPT is a general English-language assessment used to determine admission to non-credit settlement language programs and for professional bridging programs. This assessment is based on the CLB and its results rank a test-taker on the CLB 1-8 range of the 12-point scale of language proficiency. Paper-based with an oral interview, the CLBPT evaluates four language skills: writing, speaking, listening, and reading. The CLBPT is available across Canada and is recognized by Canadian educational institutions offering non-credit language training and professional bridging programs.

**Developer:** Centre for Canadian Language Benchmarks (CCLB), Ottawa, Ontario  
**Administrator:** Government-funded assessment centres  
**Target audience:** Adult immigrants  
**Availability:** By appointment at licensed assessment centres across Canada  
**Delivery mode:** On-site at licensed assessment centres  
**Format:** Paper-based reading and writing test; one-on-one speaking and listening test  
**Duration:** 1.5 hours  
**Fee:** Free for eligible immigrants  

For more information: www.language.ca
ELTPA
(Enhanced Language Training Placement Assessment)

The ELTPA is a general English-language assessment used for admission to non-credit English programs. ELTPA is paper-based with an oral interview and evaluates writing, speaking, listening, and reading. Available across Canada, it is based on the CLB scale and evaluates benchmarks 6-10. ELTPA is recognized by Canadian educational institutions offering non-credit language training.

**Developer:** Centre for Education and Training (CET), Mississauga, Ontario

**Administrator:** Government-funded assessment centres

**Target audience:** Adult immigrants with high-intermediate to advanced language ability

**Availability:** By appointment at licensed assessment centres across Canada

**Delivery mode:** On-site at licensed assessment centres

**Format:** Paper-based reading and writing test; one-on-one speaking and listening test

**Duration:** 1.5 hours

**Fee:** Free for eligible immigrants

**For more information:** [www.tcet.com/nlass/eltpa.php](http://www.tcet.com/nlass/eltpa.php)
WLA
(Workplace Language Assessment)

The WLA is a communication assessment tool used to evaluate higher-level language proficiencies (CLB 7-10) of clients seeking entry into workplace-related training opportunities, such as bridge-to-employment programs. The target audience for this tool is clients who have post-secondary education and some work experience. The tool assesses clients in approximately 90 minutes and provides CLB scores for each language skill. Three sub-tests identify language proficiencies in all four skills – speaking, listening, reading, and writing – in terms of CLB levels 7–10. The WLA is paper-based with an oral interview. The WLA has not been implemented across Ontario and is only available in a limited way in select programs.

**Developer:** Centre for Canadian Language Benchmarks (CCLB), Ottawa, Ontario

**Administrator:** N/A

**Target audience:** Adult immigrants with high-intermediate to advanced language ability

**Availability:** N/A

**Delivery mode:** On-site

**Format:** Paper-based reading and writing test; one-on-one speaking and listening test

**Duration:** 1.5 hours

**Fee:** N/A

**For more information:** www.language.ca
English Language Proficiency Tests (Not Occupation-Specific)

The tests included in this subsection include Canadian and international tests administered worldwide. Results from these tests are generally used for postsecondary admission and professional certification, but also for immigration and employment. These assessments evaluate the four language skills: writing, speaking, listening, and reading. Each assessment has its own scale of language proficiency. Most are academic-purpose, and some have alternate general-purpose versions. All of the tools listed here represent language proficiency tests that IEHPs may use for demonstration of language proficiency for professional registration, and are often selected by regulators as appropriate choices for IEHPs to demonstrate proof of English-language proficiency for licensure.
CAEL
(Canadian Academic English Language Assessment)

The CAEL assessment is a standardized test of English used for academic purposes. Designed to describe the English-language proficiency of test-takers planning to study in English-language colleges and universities, the CAEL assessment is a paper-based tool that evaluates the four language skills (writing, speaking, listening, and reading) on a scale of 10-90. The CAEL assessment offers a unique alternative to other standardized tests of English because it is a topic-based performance test, comprising an integrated set of language activities. Test-takers read articles, listen to a lecture, answer questions, and write a short essay – all on one subject. The CAEL assessment is recognized by Canadian educational institutions across all provinces.

Developer: Carleton University, Ottawa, Ontario

Administrator: The CAEL Assessment Office and associated licensed sites

Target audience: Individuals seeking admission to undergraduate and graduate programs at Canadian institutions

Availability: Licensed testing centres in Canada (Ontario, Manitoba, Saskatchewan, Alberta, British Columbia, New Brunswick, Newfoundland, Nova Scotia, and Quebec) as well as licensed testing centres across the world (Brazil, India, China, Qatar, and Taiwan).

Delivery mode: On-site at licensed testing centres

Format: Paper-based reading response, lecture response, writing response, tape-mediated oral language response

Duration: 2 hours and 15 minutes

Fee: $185

For more information: www.cael.ca
CanTEST
(Canadian Test of English)

The CanTEST is a standardized English proficiency test used to determine whether applicants meet the admission requirements of Canadian postsecondary institutions or the fluency requirements of professional licensing associations. The CanTEST score report also provides information about additional English-language training applicants may require. The CanTEST measures four skills: listening, reading, writing, and speaking on a scale of 1-5, and is recognized by professional regulators and Canadian educational institutions.

Developer: Official Languages and Bilingualism Institute, University of Ottawa, Ottawa, Ontario

Administrator: Language Testing Services, Official Languages and Bilingualism Institute, University of Ottawa

Target audience: Individuals seeking admission to undergraduate and graduate programs at Canadian institutions or seeking to fulfill the language requirements of professional licensing authorities

Availability: Administered at licensed testing centres in Ontario, Manitoba, and Saskatchewan

Delivery mode: On-site at licensed testing centres

Format: Three paper-based sections (reading, writing, listening); one-on-one oral interview

Duration: 4 hours

Fee: $210 - $230 for a complete test (depending on location)

For more information: www.cantest.uottawa.ca
CELPIP®
(Canadian English Language Proficiency Index Program)

The CELPIP® is an English-language proficiency test used for immigration, business, and academic admission to postsecondary institutions. The CELPIP® is a computer-delivered assessment tool that evaluates writing, speaking, listening, and reading. The CELPIP® has two different modules: an academic module required by postsecondary institutions and regulatory agencies, and a general module for immigration and training purposes. The score is given on a scale of 0-5. The general module is endorsed by Citizenship and Immigration Canada (CIC) for immigration purposes.

Developer: University of British Columbia, Canada

Administrator: Paragon Testing Enterprises

Target audience: Postsecondary students and immigrants

Availability: Licensed testing centres across Canada (Ontario, Manitoba, Saskatchewan, Alberta, British Columbia, Yukon, Nova Scotia, and Quebec)

Delivery mode: On-site at licensed testing centres

Format: Computer-mediated sections in listening, speaking, reading, and writing

Duration: 3.5 hours

Fee: $250

For more information: www.celpiptest.ca
IELTS™

(International English Language Testing System)

The IELTS™ is a paper-based language test that evaluates writing, speaking, listening, and reading using two distinct modules. IELTS AC™ (academic) is commonly used for postsecondary admission and professional licensing, whereas the IELTS GT™ (general training) is more often used for employment and immigration purposes. IELTS™ scores are reported on a scale of 1-9 regardless of the module. IELTS™ results are recognized by employers, regulators, and educational institutions worldwide. In Canada, the general module is endorsed by Citizenship and Immigration Canada (CIC) for immigration purposes while the academic module is generally endorsed by regulators as proof of English language proficiency for professional registration.

Developer: University of Cambridge ESOL and British Council, Australia

Administrator: Accredited, licensed test sites worldwide

Target audience: Immigrants planning to study, work, or migrate to an English-speaking country

Availability: IELTS™ is available at licensed testing centres worldwide

Delivery mode: On-site at licensed testing centres

Format: Paper-based reading, writing, and listening test; one-on-one oral interview

Duration: 2.5 hours, plus 15 minute interview

Fee: $265 – 285 (depending on location)

For more information: www.ielts.org
MELAB (Michigan English Language Assessment Battery)

The MELAB evaluates the advanced English-language competence of adult non-native speakers of English. MELAB is administered only by authorized official examiners, and is a paper-based assessment tool with an oral interview. Scores are based on a scale of 53–97. MELAB evaluates writing, speaking, listening, and reading, and its results are recognized by employers, regulators, and educational institutions in the United States, Canada, the United Kingdom, and other countries.

Developer: University of Michigan, USA

Administrator: University of Michigan and Cambridge English at Cambridge University (CaMLA)

Target audience: Potential students and professionals required to demonstrate language proficiency

Availability: Accredited, licensed test centres worldwide. The speaking test is not offered at every test centre.

Delivery mode: On-site at licensed test centres

Format: Three required paper-based sections (focusing on written composition, listening comprehension, grammar, close reading, vocabulary, and reading comprehension) and an optional one-on-one speaking test

Duration: 2.5 – 3.5 hours

Fee: $280

For more information: www.cambridgetemichigan.org/melab
TOEFL iBT®
(Test of English as a Foreign Language, Internet-based)

TOEFL iBT® is an Internet-based language test that evaluates writing, speaking, listening, and reading in an academic context. The overall results are reported as a single score on a scale of 0-120, while the skill area subsections are rated out of 30. TOEFL iBT® is used for admission to postsecondary institutions and professional licensing. Test results are available online to test-takers through a secure login and via mail directly to the admission and licensing institutions. TOEFL iBT® results are recognized by employers, regulators, and educational institutions worldwide. In Ontario, most healthcare regulators that require demonstration of language proficiency recognize TOEFL iBT®.

Developer: Educational Testing Services, USA

Administrator: Secure licensed testing centres worldwide

Target audience: Individuals needing to demonstrate English-language proficiency for a range of purposes

Availability: Available at 4,500 testing sites across 165 countries; frequency varies

Delivery mode: Online

Format: Four computer-mediated subsections (writing, speaking, listening, and reading)

Duration: 4.5 hours

Fee: $225

For more information: www.ets.org/toefl
The TOEIC® is an English-language test for the workplace that evaluates the four language-skill areas through two separate assessments. The listening and reading test is paper-based whereas the writing and speaking test is Internet-based. The tests are offered separately; scores on the listening and reading tests are reported on a 10-990 scale, while speaking and writing are rated on a 200-point scale. TOEIC® is designed for use in an international business context, usually by employers seeking verification of a minimum level of English-language proficiency for business interactions. Although focused on the business context, some healthcare regulators in Canada recognize TOEIC® results for professional registration to work in a healthcare setting. TOEIC® results are recognized by employers, educational institutions, and regulators worldwide.

**Developer:** Educational Testing Services, USA

**Administrator:** Secure licensed testing centres worldwide

**Target audience:** International business professionals

**Availability:** Secure, licensed testing centres worldwide

**Delivery mode:** Paper-based and online

**Format:** Paper-based listening and reading test; online speaking and writing test

**Duration:** Listening and reading test: 2.5 hours; speaking and writing test: 1.5 hours

**Fee:** $100 for listening and reading test; $150 for speaking and writing test

**For more information:** [www.ets.org/toeic](http://www.ets.org/toeic)
Occupation-Specific English Language Proficiency Tests for IEHPs

Given the human-resource needs of Canada's health sector and the increasing numbers of immigrants planning to enter health professions, several programs and services have emerged to support IEHP access to employment and licensure. Occupation-specific language assessments use a relevant and familiar context through which to assess language ability and are thus a fair option for IEHPs. Some regulators have collaborated with language assessment experts and training institutions to develop targeted, occupation-specific language assessments that are also used to demonstrate fluency.

The tests in this subsection are relatively new and are generally used for program admission and professional licensure. Challenges associated with these tests are their limited accessibility and the difficulty of administering and maintaining these tests for a relatively small group of test-takers.
The CELBAN™ is a test of English-language proficiency for internationally educated nurses seeking professional registration in Canada. It is a paper-based test with an oral interview, and evaluates writing, speaking, listening, and reading. CELBAN™ results are recognized by nursing regulators as proof of language proficiency for professional registration and are accepted by nursing programs at various educational institutions. CELBAN™ also has an institutional version (ICELBAN™), which is used in bridging programs and is not recognized for professional licensure. CELBAN™ uses the Canadian Language Benchmarks to report scores.

**Developer:** Centre for Canadian Language Benchmarks (CCLB)

**Administrator:** Canadian English Language Assessment Services (CELAS) Centre

**Target audience:** Internationally educated nurses

**Availability:** Approved licensed sites in Calgary, Edmonton, Regina, Saskatoon, Hamilton, Surrey, Richmond, and Winnipeg

**Delivery mode:** On-site at licensed testing sites

**Format:** Paper-based listening, writing, and reading tests; oral interview

**Duration:** 3.5 hours

**Fee:** $320

**For more information:** www.celban.org
IPGLA
(International Pharmacy Graduate Language Assessment)

The IPGLA was developed as part of the bridging initiatives associated with the development of the International Pharmacy Graduate Program at the Faculty of Pharmacy, University of Toronto. The assessment was developed by LCRT Consulting through consultations with bridging program instructors and participants. IPGLA was used extensively for the admission and language-needs analysis of applicants to the Enhanced Language Training (ELT) program offered through the IPG Program. The IPGLA is based on the Canadian Language Benchmarks.

Developer: International Pharmacy Graduate Program at the Faculty of Pharmacy, University of Toronto

Administrator: Currently not being administered

Target audience: International pharmacy graduates

Availability: Currently not in use

Delivery mode: Currently not in use

Format: Paper-based listening, writing, and reading tests; oral interview

Duration: 3 hours

Fee: Not applicable

For more information: www.ipgcanada.ca
LAPOT
(Language Assessment for Physiotherapists and Occupational Therapists)

The LAPOT is an online profession-specific language and communication assessment under development for the Canadian Alliance of Physiotherapy Regulators (The Alliance). The online test is based on a series of communication tasks commonly performed as part of physiotherapy and occupational therapy practice. The evaluation rubrics are based on the Canadian Language Benchmarks (CLB levels 8 and 9). A unique feature of LAPOT is the detailed report it provides, giving feedback on performance. The tool is currently undergoing validation. As part of this process, it is being used as a diagnostic/development tool by bridging programs for internationally educated physiotherapists in Ontario and Alberta.

**Developer:** thinkingcap® lms for the Canadian Alliance of Physiotherapists, the College of Occupational Therapists of Ontario, and the Ontario College of Physiotherapists

**Administrator:** The Alliance through thinkingcap®lms

**Target audience:** Internationally educated physiotherapists and occupational therapists

**Availability:** Currently LAPOT is a component of the Ontario Internationally Educated Physiotherapists Bridging (OIEPB) Program and the Alberta Internationally Educated Physiotherapists Bridging (AIEPB) as a low stakes, diagnostic/development tool

**Delivery mode:** Online

**Format:** Computer-mediated integrated communication tasks

**Fee:** Information not available at time of publication

**For more information:** [http://lapot.thinkingcap.com](http://lapot.thinkingcap.com)
MELA
(Michener English Language Assessment)

The MELA is a standardized English-language proficiency test specific to healthcare, and currently accepted for the credentialing of medical laboratory technologists, medical radiation technologists, respiratory therapists, and massage therapists. MELA is paper-based with an oral interview, and evaluates writing, speaking, listening, and reading. MELA results are a prerequisite for participation in bridging programs, as well as for an admissions test for IEHPs entering full- and part-time programs at the Michener Institute. MELA test results are also recognized by regulators as a language fluency test for professional certification.

Developer: The Michener Institute of Applied Health Sciences

Administrator: LCRT Consulting

Target audience: Internationally educated medical laboratory technologists, medical radiation technologists, respiratory therapists, and massage therapists

Availability: 4-5 times annually at the Michener Institute of Applied Health Sciences in Toronto, Ontario

Delivery mode: On-site at the Michener Institute of Applied Health Sciences

Format: Paper-based listening, writing, and reading tests; oral interview

Duration: 3.5 hours

Fee: $280

For more information: www.themela.com
MLPT
(Midwifery Language Proficiency Test)

MLPT results are a requirement for registration with the College of Midwives of Ontario (CMO). A minimum score of 50% on the MLPT is the prerequisite for entry into the International Midwifery Pre-registration Program (IMPP) at Ryerson University in Toronto. This comprehensive profession-specific test is offered by the IMPP four to six times per year, based on applicant need. The MLPT assesses reading, writing, and listening skills.

Developer: International Midwifery Pre-registration Program

Administrator: International Midwifery Pre-registration Program

Target audience: Internationally educated midwives

Availability: 4–6 test sessions annually at Ryerson University in Toronto, Ontario

Delivery mode: On-site at Ryerson University

Format: Paper-based reading, writing, and listening skills test

Duration: Information not available at time of publication

Fee: $195

For more information: http://ce-online.ryerson.ca/ce/default.aspx?id=2177
OELPE
(Optometric English Language Proficiency Exam)

The OELPE is a language assessment developed by the English Language Institute at Renison University College and the School of Optometric and Vision Science at the University of Waterloo for use with its International Optometric Bridging Program (IOBP). The OELPE is not used as a gatekeeping test; rather, it is completed by bridging program participants as a pre-/post-test before and after the enhanced language training component of the program. There is no additional charge for the assessment aside from the fees paid for the bridging program.

Developer: English Language Institute, Renison University College

Administrator: English Language Institute, Renison University College

Target audience: Internationally educated optometrists

Availability: Entry and exit assessment for the International Optometric Bridging Program (IOBP)

Delivery mode: On-site at the University of Waterloo

Format: Paper-based written language assessment; oral interview

Duration: 2 – 2.5 hours

Fee: Information not available at time of publication

For more information:
http://uwaterloo.ca/international-optometric-bridging-program
OET
(Occupational English Test)

The OET is a language test for IEHPs seeking provisional registration to practice their profession in an English-speaking context. It was developed in Australia in the 1990s and is now a regionally significant test accepted by regulatory boards across Australia, New Zealand, and Singapore. The OET tests English-language proficiency for dentistry, pharmacy, dietetics, physiotherapy, medicine, podiatry, nursing, radiography, occupational therapy, speech pathology, optometry, and veterinary science. The OET is administered in person at the OET Centre in Melbourne, as well as at over forty locations outside of Melbourne. The University of Melbourne supports ongoing OET test development and validation, with its Department of Linguistics and Applied Linguistics providing advice directly to the OET.

Developer: Language Testing Research Centre (LTRC), University of Melbourne

Administrator: OET Centre, the Adult Education Centre (AEC), Melbourne, Australia

Target audience: Internationally educated health professionals

Availability: Up to ten times a year in Melbourne, Australia, and at other licensed sites worldwide

Delivery mode: On-site at licensed testing sites

Format: Paper-based listening, reading, and writing tests; in-person interview

Duration: 3.5 – 4 hours

Fee: $800 (approximate)

For more information: www.occupationalenglishtest.org
Self-Assessment Tools

The assessments listed here represent self-directed tools intended to help newcomers gauge their readiness for participation in language assessment programs or enrollment in resource- and/or time-intensive programs.
The CELBAN™ Readiness Self-Assessment was developed by the Centre for Canadian Language Benchmarks to help internationally educated nurses determine their readiness to take the CELBAN™. This self-assessment does not provide the test-taker with a Canadian Language Benchmarks level that can be used as an official score, but does offer information on the test-taker’s preparedness for the CELBAN™ itself.

**Developer:** Centre for Canadian Language Benchmarks

**Administrator:** Centre for Canadian Language Benchmarks

**Target audience:** Internationally educated nurses

**Availability:** Anytime

**Delivery mode:** Online

**Format:** Computer-mediated reading, listening, speaking, writing sections

**Duration:** 1 hour and 40 minutes

**Fee:** Free (note that a fee applies to writing evaluated by a CELBAN™ assessor)

**For more information:** http://crsa.celban.org
**CLB-OSA**

*(Canadian Language Benchmarks – Online Self-Assessment)*

The CLB-OSA is an online self-assessment tool for people interested in assessing their English-language ability. These tests are based on the Canadian Language Benchmarks and assess language proficiency in reading and listening. The results are unofficial.

**Developer:** Centre for Education and Training (CET), Mississauga, Ontario

**Administrator:** Centre for Education and Training (CET), Mississauga, Ontario

**Target audience:** Those interested in assessing their ESL proficiency

**Availability:** Anytime

**Delivery mode:** Online

**Format:** Computer-mediated reading, listening sections

**Duration:** 1 hour

**Fee:** Free

**For more information:** [http://clb-osa.ca](http://clb-osa.ca)
CSMLS (Canadian Society of Medical Laboratory Sciences)
Online Self-Assessment Test

Designed for individuals wishing to check their knowledge of general medical laboratory science in Canada, the CSMLS Online Self-Assessment Test helps internationally educated medical laboratory technologists or other internationally educated professionals in related health occupations to assess their basic knowledge of medical laboratory practice. Through this self-assessment, test-takers can identify knowledge gaps, which will assist them in planning their next steps, for example, whether they are ready for the CSMLS Prior Learning Assessment. Upon completion of the self-assessment, test-takers receive a diagnostic report showing levels of performance (‘acceptable,’ ‘borderline,’ or ‘unacceptable’) in the ten major categories of test questions.

Developer: Canadian Society of Medical Laboratory Sciences

Administrator: CSMLS online

Target audience: Individuals wishing to check their knowledge of general medical laboratory science in Canada

Availability: Anytime

Delivery mode: Online

Format: 100 multiple-choice questions

Duration: Self-directed

Fee: $59.95

For more information: http://csmls.protraining.com
Readiness for Communication & Cultural Competence Program

This integrated educational program is designed to assist physicians trained outside North America in determining their readiness to register in the Communication & Cultural Competence E-Learning Program. There are four listening tasks, two video clips, and two telephone calls with audio only. The four reading tasks are examples of the different types of reading that physicians encounter in their professional work. The entire language assessment may take up to two hours to complete.

**Developer:** The College of Physicians and Surgeons of Ontario and the Medical Council of Canada

**Administrator:** The College of Physicians and Surgeons of Ontario and the Medical Council of Canada

**Target audience:** International medical graduates

**Availability:** Anytime

**Delivery mode:** Online

**Format:** Four listening tasks and four reading tasks

**Duration:** Up to 2 hours

**Fee:** Free

**For more information:** [www.imgccc.ca/self-assessment](http://www.imgccc.ca/self-assessment)
SART© (Self-Assessment Readiness Tools) for IEHPs

The SART© is an online tool that gives potential immigrants a sense of their likelihood to meet Canadian professional practice requirements, and what Canadian practice looks like. It is a self-assessment using employer-identified core skills and technical competencies that will enable users to make informed career decisions. The tool can be completed prior to entry to Canada, and is not intended to provide a technical assessment for licensure, but rather a snapshot of the professional life of particular healthcare providers in Canada (i.e., personal care provider, licensed practical nurse, magnetic resonance technologist, midwife, medical radiation technologist, nuclear medicine technologist, occupational therapist, physiotherapist, physiotherapy assistant, radiation therapist, radiological technologist).

Developer: Price-Macdonald & Associates, Nova Scotia Community College

Administrator: Atlantic Connection for Internationally Educated Health Professionals

Target audience: Potential immigrants

Availability: Anytime

Delivery mode: Online

Format: Self-directed reflection questions

Duration: Self-directed

Fee: Free

For more information: www.iehptoolkits.com/iehp
Cross-Cultural & Communication Competency Assessments

Cross-cultural awareness promotes cross-cultural interaction and is fundamental to the development of communication skills. As a result, cross-cultural assessments have an important part to play in any program seeking to promote communication competency. In addition to the increasingly diverse nature of Canadian workplaces, healthcare delivery is becoming more and more inter-professional and collaborative, which deepens the need for health sector workers to have strong cross-cultural and communication competency skills.

This subsection documents assessment tools that address cross-cultural and collaborative communication. While not all tools in this section are specific to the health sector, they are all cross-cultural assessments used in programs for newcomers across Canada. Some of these tools are also used in Canadian workplaces to raise awareness of how culture impacts values, beliefs, and attitudes, and to generate a greater understanding of how these differences can impact the ability to communicate effectively.
Assessment for Health Services
International Professionals (IPs)

The Assessment for Health Services IPs is designed for international professionals from health and community/social service professions. Participants are assessed and provided with a report on their strengths and gaps in culture-based, workplace-related communication skills through simulated workplace activities. The assessment is followed by a workshop in which participants plan their professional development paths based on the outcomes of the assessment.

Developer: G. Raymond Chang School of Continuing Education, Ryerson University

Administrator: Gateway for International Professionals

Target audience: International health and community/social service professions

Availability: Depends on demand

Delivery mode: On-site

Format: Assessment followed by a planning workshop

Duration: 12 hours

Fee: $239

For more information: http://ce-online.ryerson.ca/ce/default.aspx?id=3405
The IDI® is a statistically reliable, cross-culturally valid measure of intercultural competence adapted from the developmental model of intercultural sensitivity. This tool has been used extensively in intercultural education and training as a framework for explaining the reactions of people to cultural differences. The IDI® can help respondents determine training and educational needs; evaluate the effectiveness of training, counselling, and education endeavours; improve the intercultural skills of respondents; and prepare respondents to enter a new culture, such as a multinational environment, a new country, or a domestic situation with cultural diversity.

**Developer:** Mitch R. Hammer, IDI LLC

**Administrator:** Licensed consultants

**Target audience:** Anyone

**Availability:** Questionnaire online anytime, feedback interview by appointment

**Delivery mode:** Questionnaire available online, with debrief on-site

**Format:** Paper-based 50-item questionnaire

**Duration:** N/A

**Fee:** $20, with additional fees for feedback interview

**For more information:** [www.idiinventory.com](http://www.idiinventory.com)
ICAR
(Inter-Professional Collaborator Assessment Rubric)

Intended for use with inter-professional collaborator competencies, this assessment rubric provides a framework for the evaluation of inter-professional communication in collaborative health practice. The rubric provides clear targets of proficiency, and can be used for self-assessment in individual, group, and peer-assessment contexts. Rubrics may improve learners’ performance, particularly if they are distributed beforehand, which allows learners to understand how they will be evaluated and prepare accordingly. Such rubrics are becoming increasingly popular with educators moving toward more authentic, performance-based assessments.

Developer: Academic Health Council

Administrator: Information not available at time of publication

Target audience: Trainers in health professions

Availability: Download

Delivery: Varies

Format: Rubric

Fee: Free

For more information: www.med.mun.ca/CCHPE/Faculty-Resources/Interprofessional-Collaborator-Assessment-Rubric.aspx
OCQ
(Organizational and Cultural Questionnaire)

The OCQ quantifies cultural differences and identifies culturally driven behaviours in the workplace. Results are provided in the form of customized reports that compare participant results with sample groups. The tool has 45 questions, is easy to administer and use, and is adapted to the Canadian context. It has been formally validated through research, and is used as a professional development tool in business and as a cross-cultural training tool for newcomers to Canada. The OCQ recognizes the importance of improving soft skills such as communication and professionalism, and understanding how culture affects how people behave. A healthcare-specific version of this tool is currently being researched.

Developer: Dr. Lionel Laroche

Administrator: Multicultural Business Solutions

Target audience: Professional and management staff

Availability: Information not available at time of publication

Delivery mode: On-site by request

Format: 45-item questionnaire

Duration: Information not available at time of publication

Fee: Information not available at time of publication

For more information: http://mcbsol.com/resources.html
CHAPTER TWO: PROGRAMS
Many programs have emerged over the last several years to support the settlement and adaptation of internationally educated healthcare professionals. As the English-as-a-Second-Language (ESL) professional community has gained more skill and experience in specific-purpose language training and communication competency, curricula and programming that serve specific needs have been developed.

This chapter compiles a range of programs that are “specific-purpose.” This means that rather than being general in their approach, these programs have outcomes that relate to specialized language and communication skills. Specific-purpose language and communication training programs focus on helping newcomers develop language skills that are particular to their occupations, and communication skills that are based on the specific competencies required in their areas of practice. Cross-cultural communication and orientation programs recognize the cultural dimension of adaptation and the interconnectedness of language and culture. These programs focus on raising awareness of how underlying beliefs, values, and behaviours connect to culture, and the development of skills to enable communication across cultural boundaries. Bridging programs, on the other hand, have been designed to help immigrants along the professional registration pathway. Aside from providing clear information and orientation to the professional registration process, bridging programs provide technical and communication training to help newcomers meet Ontario requirements for professional practice.

Many of the programs included in this section have prerequisites ranging from prior knowledge and experience in a particular field (e.g., nursing) or a minimum Canadian Language Benchmarks level. These indicate where along the professional registration pathways immigrants must be in order to access services.
Specific-Purpose Language & Communication Training Programs

Hosted by publicly funded institutions and intended for IEHPs, many of the programs described here were developed with government funding. Some are still government-supported and available to newcomers at no cost while others have become embedded in the course offerings of community colleges, universities, and other training institutions across Ontario and Canada. Many of the language components of these programs are based on Canadian Language Benchmarks (CLB). Some programs from outside Ontario have been included to illustrate the range of specific-purpose programs that have been developed, as well as different models of program delivery.
CARE Language and Communication Program for Nurses

This three-module specific-purpose language training program was developed by CARE for Nurses. The curriculum was researched and designed by language experts in consultation with nurses, resulting in a comprehensive, occupation-specific program that focuses on nursing communication skills for internationally educated nurses who possess intermediate to advanced levels of English language proficiency. An exclusive feature of the CARE language curriculum is the e-learning lounge, an online learning tool that allows nurses to practice communication skills using audio and video materials, which results in enhanced listening skills, grammatical accuracy, and improved pronunciation. Certificates are awarded to participants who attend and successfully complete each course.

Developer: CARE Centre for Internationally Educated Nurses

Administrator: CARE Centres and licensed sites across Ontario

Target audience: Internationally educated nurses

Availability: Offered throughout the year at different locations

Delivery: Blended (on-site and online)

Format: Varies

Duration: Module 1 – 48 hours; Module 2 – 48 hours; Module 3 – 96 hours

Fee: Free for permanent residents and conventional refugees

Prerequisite: CLB 6 for modules 1 and 2; CLB 7 for module 3

For more information: www.care4nurses.org/what-we-do/language
**CELBAN™ Test Preparation**

This course is designed for internationally educated nurses who are planning on completing the Canadian English Language Benchmarks Assessment for Nurses (CELBAN™). CELBAN™ has been endorsed by most nursing licensing bodies across Canada as an acceptable assessment to use to demonstrate the requisite English language proficiency for licensure. The CELBAN™ Test Preparation course at OMNI College aims to improve a student’s English-language competency and prepare candidates to write the CELBAN™ Test.

**Developer:** OMNI College, Vancouver, British Columbia

**Administrator:** OMNI College, Vancouver, British Columbia

**Target audience:** Internationally educated nurses

**Availability:** Four sessions annually

**Delivery mode:** On-site at OMNI College

**Format:** Intensive, full-time and part-time; day and evening classes available

**Duration:** 2 – 4 weeks, intensive, full-time and part-time

**Fee:** $1,200

**Prerequisite:** Minimum previous CELBAN™ score of not more than 3 points below the regulatory body required pass level, or an equivalent score from a recognized English proficiency test (i.e., IELTS™, TOEFL®, etc.), or a pass on an OMNI English Assessment test

**For more information:** [http://omnicollege.com/programs/celban-test-prep](http://omnicollege.com/programs/celban-test-prep)
CSHP (Communication Skills for Health Professionals)

The CSHP course assists internationally educated health professionals to increase their cultural competence, communication skills and strategies, and language in order to work effectively with culturally diverse clients and colleagues. The course is aimed at internationally educated midwives, nurses, and physicians who want to improve their English-language proficiency, professional communication skills, and understanding of professional workplace culture in order to access bridging programs, prepare for competency exams in their field, or receive an orientation to the Canadian healthcare system.

**Developer:** Adapted from Professional Communication for Internationally Educated Health Professionals available at Kwantlen Polytechnic University, British Columbia

**Administrator:** Languages Institute, Mount Royal University, Calgary, Alberta

**Target audience:** Internationally educated midwives, nurses, and physicians

**Availability:** Spring, fall, and winter terms

**Delivery mode:** On-site at Mount Royal University

**Format:** Monday to Friday, 1 pm – 5:30 pm

**Duration:** 12 weeks (270 hrs)

**Fee:** Free for permanent residents; $1,975 for Canadian citizens; $3,325 for international students

**Prerequisite:** Pre- and post-language assessment through the Institutional CELBAN™

**For more information:**
[www.mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/InternationalEducationLanguagesInstitute/PC-IEHP](http://www.mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/InternationalEducationLanguagesInstitute/PC-IEHP)
ELT (Enhanced Language Training) Program for International Pharmacy Graduates

The ELT program for pharmacists is a part-time language training course offered by the International Pharmacy Graduate Program at the Leslie Dan Faculty of Pharmacy, University of Toronto. The ELT for international pharmacy graduates is not an alternative to the Canadian Pharmacy Skills course offered through the same department. Rather, it is an ESL course that helps participants improve their English-language skills so they can communicate more effectively in pharmacy work environments. Participation in this program also helps participants increase their scores in English-language tests (TOEFL®, CANTest, IELTS™) to meet the fluency requirements for admission to Canadian Pharmacy Skills and for licensing by the Ontario College of Pharmacists.

Developer: Leslie Dan Faculty of Pharmacy, University of Toronto, Ontario

Administrator: International Pharmacy Graduate Program

Target audience: Pharmacists educated outside of Canada

Availability: Course held upon sufficient enrollment

Duration: 210 hours

Delivery mode: On-site at the University of Toronto

Format: Part-time; classes delivered twice weekly

Fee: Information not available at time of publication

Prerequisite: Information not available at time of publication

For more information: www.pharmacy.utoronto.ca/ipg/elt
English Language Training for Health Professionals

This program is an interdisciplinary communication course for healthcare professionals. An intensive course focused on the language skills needed to practice effectively in a Canadian healthcare work environment, the course is aimed at the needs of immigrants with international professional healthcare qualifications who intend to work in their profession in Canada. Participants connect with healthcare providers and health education resources through visits in the community.

Developer: Information not available at time of publication

Administrator: Immigrant Settlement and Integration Services, Halifax, Nova Scotia

Target audience: Immigrants with international professional healthcare qualifications who intend to work in their profession in Canada

Availability: Regular classes offered

Delivery mode: On-site

Format: Monday – Friday, 9:00 am – 12:15 pm

Developer: 10 weeks (175 hours)

Fee: Free

Prerequisite: CLB 6

For more information: www.isisns.ca/english/english-for-work
English Skills for Health Professionals: English for Nursing and English for Health

Two online programs for IEHPs are available through Mount Royal University in Calgary, Alberta. The English-for-nursing online tutorial is designed for internationally educated nurses studying or intending to study in Canada or other English-speaking countries, and who require language support at the postsecondary level. The tutorial consists of 40 hours of nursing-focused instruction, with an emphasis on listening and reading. The more general English-for-health tutorial is designed for people working or hoping to work in the healthcare sector. This tutorial consists of 64 hours of interactive learning material that enables students to practice English language skills at intermediate to advanced levels within a wide range of authentic health-related speaking and listening situations.

Developer: Mount Royal University, Calgary, Alberta

Administrator: Mount Royal University and Intuto Canada Inc.

Target audience: People working or hoping to work in the healthcare sector; internationally educated nurses

Availability: On demand

Delivery mode: Online

Format: 40 hours (English for Nursing) and 64 hours (English for Health)

Duration: Self-directed

Fee: $80 for one month; $175 for 3 months

Prerequisite: IELTS™ 6

For more information: www.englishforhealth.com
ESL (English-as-a-Second-Language) Medical Terminology

This course is offered by the Toronto District School Board for medical personnel who require further training in English medical terminology. This ESL program provides students with medical terminology training while developing English communication skills for a medical office setting. The course is intended for ESL learners with CLB 6-8. School boards across Ontario offer similar programming as part of Adult ESL programming.

Developer: Toronto District School Board

Administrator: Toronto District School Board

Target audience: Adult ESL learners

Availability: Semester-based

Delivery mode: On-site at specified locations

Duration: 3 hours, twice a week for 12 weeks

Fee: Free to eligible applicants

Prerequisite: CLB 6

For more information:
**ESP (English for Specific Purposes)**

**Health**

Red River College in Winnipeg, Manitoba, offers several specific-purpose language training programs. These are intermediate-level programs focused on the development of effective communication skills for daily, social, and healthcare situations. The program for healthcare aides (EHCA) prepares students for the college diploma program. The nursing program (ENP) focuses on interacting in social situations, giving and receiving information and instructions, using language persuasively and effectively, and constructing and understanding specific formats and texts in a nursing context. The program for dentists (CCIED) offers training in communication skills required to complete the National Dental Examining Board of Canada (NDEB) licensing exam. All programs include field trips, guest speakers, informational interviews, and a volunteer work experience component.

**Developer:** Red River College Language Training Centre  
**Administrator:** Red River College Language Training Centre  
**Target audience:** Internationally educated health professionals  
**Availability:** Multiple start dates throughout the year  
**Delivery mode:** On-site at Red River College  
**Format:** Full-time programs (day); Monday – Friday 9:00 am – 2:50 pm  
**Duration:** 20 weeks  
**Fee:** Free for permanent residents  
**Prerequisite:** Information not available at time of publication  
**For more information:** [http://eal.rrc.ca/programs/programs.html](http://eal.rrc.ca/programs/programs.html)
MCAP (Medical Communication Assessment Project) Online

MCAP Online is a customized, engaging e-learning program for International Medical Doctors seeking licensure in Canada. Access is 24/7. The purpose of the program is to provide participants with the necessary communication skills, cultural knowledge, and an in-depth understanding of the patient-centered care model for successful integration into the Canadian healthcare system. MCAP Online was developed from a classroom-based version, and its success verified statistically (i.e. 70% of graduates have gone directly into practice, obtained a residency seat or a position as a clinical/surgical assistant).

Modules include:
1. An Introduction to Patient-Centered Care
2. Giving Advice & Including the Patient in the Management Plan
3. Dealing with Teenagers
4. Dealing with Difficult Patients
5. Breaking Bad News
6. Medical Ethics
7. Preparing for the OSCE: Exam Techniques, Tips, & Strategies
8. Preparing for the Mini Multiple Interview (MMI): Interview Techniques, Tips, & Strategies

Developers: Deidre Lake, Communication4Integration Inc (formerly University of Calgary) and David Watt (formerly University of Calgary)

Administrator: Communication4Integration Inc.

Target audience: International medical graduates (IMGs)

Availability: See website for schedule

Delivery mode: Online

Format: A total of 8 modules

Duration: Each module takes participants 20-25 hours each to complete

Fee: $1,500

For more information: www.communication4integration.ca
OMNI College's Medical Terminology & Communication course is designed for medical professionals looking to better their communication skills within the healthcare workplace. The course focuses on improving language fluency by practicing listening, speaking, reading, and writing tasks in the context of Canadian healthcare. The course teaches terminology and assists the student in applying new vocabulary to effectively communicate in an English-speaking workplace environment. Coursework includes in-class presentations, presentation skills (speaking clearly, using a loud voice, facial and body expressions, etc.), and interpersonal communication skills.

**Developer:** OMNI College, Vancouver, British Columbia

**Administrator:** OMNI College, Vancouver, British Columbia

**Target audience:** Internationally educated nurses, doctors, pharmacists, physical therapists, international healthcare students, and other medical professionals

**Availability:** Three sessions annually

**Delivery mode:** On-site at OMNI College

**Format:** Intensive full-time; Monday to Thursday: 9 am to 3 pm; Friday: 9 am to 12 pm

**Duration:** 18 weeks

**Fee:** $4,950

**Prerequisite:** IELTS™ 5.5 or equivalent, or a pass on the OMNI English Assessment Test

**For more information:**
http://omnicollege.com/programs/medical-terminology-communication
OSLT
(Occupation Specific Language Training) for Health Sciences

OSLT programs are offered at no cost by community colleges for newcomers to Ontario. Participants must be permanent residents or convention refugees who have training or experience in a specific occupation or sector but need to improve their occupation-specific communication skills. OSLT for Health Sciences was designed specifically for IEHPs with training or experience in dental hygiene, medical radiation technology, nursing, personal support work, and sleep technology. The OSLT program helps participants develop the language and communication skills necessary to understand workplace culture and interact effectively with their colleagues, clients, and supervisors. The program is funded by Citizenship and Immigration Canada.

Developer: Colleges Ontario

Administrator: Community Colleges across Ontario

Target audience: Internationally educated health professionals

Availability: Depends on demand, usually 2-4 cohorts per year

Delivery mode: On-site delivery for most programs; some blended models emerging

Format: Part-or full-time courses available

Duration: 180 hours

Fee: Free for eligible immigrants

Prerequisite: CLB 6

For more information: www.co-oslt.org
Professional Communications for International Health Professionals

Offered through Kwantlen Polytechnic University in Surrey, British Columbia, this course is designed to help IEHPs improve their communication skills for entry into professional practice. Skills covered include pronunciation, health and idiomatic vocabulary, written skills for documentation, awareness of communication styles, and an understanding of culturally expected behaviours in the Canadian healthcare system. The course is performance-based and includes communication practice (language and behaviour) through role-plays (filmed and with standardized patients), coaching, feedback, and self-reflection.

Developer: Information not available at time of publication

Administrator: Faculty of Academic and Career Advancement, Kwantlen Polytechnic University, Surrey, British Columbia

Target audience: Internationally educated health professionals in nursing, medicine, midwifery, pharmacy, physical therapy, occupational therapy

Delivery mode: On-site at Kwantlen Polytechnic University

Format: Performance-based

Duration: 14 weeks (280 hours)

Fee: Free for Canadian citizens or landed immigrants

Prerequisite: IELTS™ minimum score of 6.0 for listening, speaking, and reading; IELTS™ minimum score of 5.0 for writing; CLBPT minimum score of 7 for listening and speaking and 6 for reading and writing

For more information: www.kwantlen.ca/aca/els/IEHP.html
Cross-Cultural Communication & Orientation Programs

The training resources in this subsection are offered in formats such as courses, programs, and workshops. These resources do not have a language focus, and instead address general workplace-related soft skills such as cross-cultural communication, workplace culture, and cross-cultural awareness. These skills inform sociocultural competence, which is an important aspect of overall communication competency. Included here are also programs that offer an introduction to the Canadian healthcare sector.
Cross-Cultural Communication in the Workplace

This short online training module focuses primarily on communication challenges that can arise when orienting, on-boarding, and developing new talent. The learning outcomes for this course are to understand the cross-cultural communication challenges that come up in a diverse workplace; understand personal communication styles and their impact on intercultural relationships; and generate strategies to enhance both one-on-one and team communication in organizations. Other similar resources are available through TRIEC Campus, which are relevant to cross-cultural communication in the workplace, despite not being health-sector-specific.

Developer: Toronto Region Immigrant Employment Council (TRIEC)

Administrator: www.trieccampus.ca

Target audience: Employers, human resource professionals

Availability: On demand

Delivery mode: Online

Format: Online

Duration: 30 minutes

Fee: Free

Prerequisite: None

For more information: www.hireimmigrants.ca/resources-tools/elearning-cross-cultural-communication-in-the-workplace
**Intercultural Communication Courses**

University of British Columbia Continuing Studies offers a series of courses on Canadian workplace-related intercultural communication issues. The courses introduce participants to typical communication strategies, workplace culture, and employability skills in the Canadian setting. Although not health-sector-specific, these programs offer generalized cross-cultural communication training for newcomers to Canada.

**Developer:** University of British Columbia Continuing Studies

**Administrator:** University of British Columbia Continuing Studies

**Target audience:** Immigrants to Canada

**Availability:** Sessional

**Delivery mode:** Online or in-class (depending on course)

**Format:** Part-time

**Duration:** 12 hours

**Fee:** $279 per course

**Prerequisite:** CLB 7-8

**For more information:** [http://cstudies.ubc.ca/intercultural-communication](http://cstudies.ubc.ca/intercultural-communication)
ICCW
(Intercultural Communication for the Canadian Workplace)

Although not health-sector specific, this online course addresses common Canadian norms and nuances in order to enhance culture-based professional communication. Supplemental in-class workshops allow students to practice using real-life scenarios. ICCW uses situational videos, simulations, and commentaries, and testing modules focus on topics such as teamwork, interview skills, negotiating skills, and performance evaluations. Participants gain increased cultural awareness of the Canadian workplace through practical application. A certificate from Laurentian University is issued to successful program participants.

Developer: Professions North, Laurentian University

Administrator: Professions North, Laurentian University

Target audience: Internationally trained professionals who are Canadian citizens, permanent residents, or convention refugees who are currently residing in Ontario

Availability: Online program ongoing; workshops periodically available

Delivery mode: Blended

Format: Online, in-class, and videoconference workshops

Duration: 25 – 30 hours

Fee: Free of charge to eligible candidates

Prerequisite: Registration and evaluation with Professions North

For more information: www.professionsnorth.ca/iccw
Orientation to the Canadian Healthcare System, Culture, and Context for Internationally Educated Health Professionals

This course was designed for IEHPs who are in the process of becoming licensed in Canada. It provides learners with a deeper understanding of the Canadian healthcare system, as well as what Canadian patients expect from their healthcare providers, and how to communicate with patients and caregivers. During the course, participants interact with other internationally educated healthcare professionals in a supportive learning environment. Participants must demonstrate a minimum level of English-language proficiency in order to be eligible for this program.

**Developer:** International Pharmacy Graduate Program, Leslie Dan Faculty of Pharmacy, University of Toronto; based on an earlier curriculum developed by Kathryn Allen at the RN-Professional Development Centre in Halifax, Nova Scotia (see next entry)

**Administrator:** International Pharmacy Graduate Program, Leslie Dan Faculty of Pharmacy, University of Toronto

**Target audience:** Internationally educated health professionals

**Availability:** Twice annually

**Delivery mode:** Online

**Format:** 11 units

**Duration:** 11 weeks

**Fee:** $275

**Prerequisite:** IELTS™ 6.5

**For more information:** www.iehpcanada.utoronto.ca/index.html
Orientation to the Canadian Healthcare System for the Internationally Educated Healthcare Professional

This is an inter-professional education program that orients students to the Canadian healthcare system, with a focus on the Nova Scotia healthcare system. The program includes key concepts and principles of professional practice, and its objectives are to facilitate an understanding of the basic frameworks of the federal and provincial healthcare systems; to increase awareness of current practice issues; to increase personal and professional confidence while adapting; and to facilitate integration into a new healthcare practice setting. The development of this program was funded by the Nova Scotia Department of Health and Wellness.

Developer: Registered Nurses Professional Development Centre (RN-PDC), 2012

Administrator: Registered Nurses Professional Development Centre (RN-PDC), 2012

Target audience: Internationally educated healthcare professionals

Availability: Twice annually

Delivery mode: In-person

Format: One 3-hour weekly session over 10 weeks

Duration: 3 hours per week for 10 weeks

Fee: $75 (course materials fee)

Prerequisite: Information not available at time of publication.

For more information: www.rnpdc.nshealth.ca
Physical Therapy within the Canadian Healthcare System, Culture, and Context

The goal of this online course is to provide internationally educated physical therapists (IEPTs) with an understanding of the Canadian healthcare system, Canadian culture, and the context for practice. Learners are exposed to a diverse range of topics including cultural competence; the role of the federal and provincial governments; acts and regulations guiding physiotherapy practice; and client-centered care in a variety of physiotherapists’ roles and settings. This online course is offered to IEPTs who meet the minimum language requirements.

**Developer:** Adapted for physical therapists by the Ontario Internationally Educated Physical Therapy Bridging (OIEPB) Program, Department of Physical Therapy, University of Toronto

**Administrator:** OIEPB Program, Department of Physical Therapy, University of Toronto

**Target audience:** Internationally educated physical therapists

**Availability:** N/A

**Delivery mode:** Online

**Format:** 9 sessions

**Duration:** 9 weeks; 4–6 hours weekly commitment

**Fee:** $475

**Prerequisite:** TOEFL iBT®: 92/120 overall (21 in writing and speaking) or IELTS™ (AC) 7.0 overall (6.5 in speaking, 7.0 in reading, 7.0 in listening, and 6.5 in writing)

**For more information:**
www.physicaltherapy.utoronto.ca/iept/physiotherapy-practice-within-the-canadian-health-care-context
Bridging Programs for IEHPs

The programs listed in this subsection are intended for internationally educated health professionals seeking access to their professions in Canada. Many of these programs are an integral part of the licensure process for IEHPs planning to work in regulated health professions. The programs combine orientation to the Canadian healthcare workplace, clinical training, profession-specific jurisprudence and ethics in the Canadian context, and profession-specific communication skills.

Bridging programs can be found in Ontario, Alberta, and British Columbia; this inventory focuses on the Ontario programs. Most of these programs emerged from government funded initiatives, and while some have been solidly embedded into the offerings of the institutions in which they were created, others are still under development. In some cases, successful programs have been expanded or moved to other institutions – a wonderful example of resource-sharing. All of the programs listed here have specific prerequisites, such as proof that the applicant has already started the professional registration process or evidence of language proficiency.

The list that follows is not exhaustive but does provide an overview of a majority of Ontario bridging projects.
Academic Pathway for Nurses Graduate Certificate

This outcome-based certificate provides internationally educated nurses (IEN) with an opportunity to strengthen their nursing skills and knowledge. The courses meet the needs of IENs who have been assessed by the College of Nurses of Ontario (CNO) as needing to meet designated theory and clinical requirements. This certificate emphasizes holistic care, cultural diversity/sensitivity, critical thinking and reflective practice. Courses take a patient-focused, family-centred and interprofessional approach. Current research, best practices and lived experience provide the foundation for learning.

**Developer:** Nursing Department, School of Continuing Education, George Brown College, Toronto, Ontario

**Administrator:** Nursing Department, School of Continuing Education, George Brown College, Toronto, Ontario

**Target audience:** Internationally educated nurses (IENs)

**Availability:** Continuous

**Delivery mode:** Online, in-person, compressed days, evenings, weekends

**Format:** Continuing Education/Part time

**Duration:** The program is offered in a flexible format. Students can complete their certification requirements at their own pace by taking one or more courses at a time. The timeline for completing the program is individualized based on the specific needs of the student.

**Fee:** Students register in courses individually and pay for each course as part of the registration process

**Prerequisite:** Letter of Direction from the College of Nurses of Ontario (CNO) and English assessment

**For more information:** http://coned.georgebrown.ca/nursing
BIEN
(Bridging for Internationally Educated Nurses) Certificate

The BIEN program provides internationally educated nurses with the education and clinical experience necessary to meet the College of Nurses of Ontario's (CNO) evidence of practice requirements. The program offers prior learning assessment, academic and occupation-specific language training, and work experience opportunities. Upon completion of the program, graduates also receive an Ontario College Certificate from Mohawk College.

Developer: Mohawk College of Applied Arts and Technology, Hamilton, Ontario

Administrator: Mohawk College of Applied Arts and Technology

Target audience: Internationally educated nurses in the Niagara, Kitchener-Waterloo, Hamilton, and Peel Regions

Availability: Ongoing intake

Delivery mode: Online and in-class sessions plus clinical experience

Format: 3 semesters

Duration: 1500 hours

Fee: up to $6,300; bursaries up to $5,000 are available upon registration

Prerequisite: Assessment letter(s) from the College of Nurses of Ontario (CNO) and ICALBAN™ 7

For more information: www.mohawkcollege.ca/continuing-education-bridging-international-nurses.html
BIEN  
(Bridging for Internationally Educated Nurses) Certificate Program

This program was designed to integrate participants’ pre-existing nursing skills and knowledge into the context of Canadian nursing culture. The BIEN curriculum enables nurses to meet the regulatory requirements of the College of Nurses of Ontario for registration in the general class and eligibility to write the examination for registration as an RN or RPN in the province of Ontario. By successfully completing this program, IENs required to show proof of English fluency with the College of Nurses of Ontario will satisfy the English fluency requirement.

Developer: Fanshawe College, London, Ontario

Administrator: Fanshawe College, London, Ontario

Target audience: Internationally educated nurses

Availability: Continuous intakes

Delivery mode: Blended

Format: Individualized program of study

Duration: Varies

Fee: Free for eligible internationally educated nurses who are Canadian citizens, permanent residents, or protected persons

Prerequisite: CLB 6; Letter of Direction from the College of Nurses of Ontario

For more information: www.fanshawec.ca/continuing-education/languages/bridging-internationally-educated-nurses-bien
Bridge to Practice in Ontario: A Bridge Training Program for Internationally Educated Nurses

This program offers courses in occupation-specific language, workplace culture and communication, technical skills, clinical practice in simulation labs, Canadian work experience opportunities, employment preparation workshops, and exam preparation. Centennial College also offers pre-program courses for internationally educated nurses waiting for their Letter of Direction from the College of Nurses of Ontario (CNO). This program prepares internationally educated nurses for success in Centennial College's main bridge training diploma program.

**Developer:** Centennial College of Applied Arts and Technology, Toronto, ON

**Administrator:** Centennial College of Applied Arts and Technology, Toronto, ON

**Target audience:** Internationally educated nurses

**Availability:** Ongoing intake

**Delivery mode:** On-site preceptorship

**Format:** 14 mandatory courses (can be taken part-time); 15-week full-time preceptorship

**Duration:** 1 year (full-time); 5 semesters (part-time)

**Fee:** $4,500

**Prerequisite:** Registrants must have Letter of Direction from the College of Nurses of Ontario and meet language requirements

**For more information:**
Bridging Program for Medical Laboratory Technology

This program helps internationally educated medical laboratory technologists prepare for licensure in Ontario. The program includes occupation-specific language training, theoretical and laboratory sessions, clinical experience, and preparation for the Canadian Society of Medical Laboratory Science (CSMLS) examination. Online courses are also available.

**Developer:** Mohawk College of Applied Arts and Technology, Hamilton, Ontario

**Administrator:** Mohawk College of Applied Arts and Technology, Hamilton, Ontario

**Target audience:** Internationally educated medical laboratory technologists

**Availability:** Ongoing intake

**Delivery mode:** On-site at Mohawk College and clinical placement

**Format:** 3 semesters

**Duration:** 9 months (655 study hours, 675 hours of clinical experience)

**Fee:** $8,700 plus cost of textbooks; bursaries of up to $5,000 are available

**Prerequisite:** English assessment

**For more information:**
www.mohawkcollege.ca/continuing-education/bridging-medical-laboratory
BScN
(Bachelor of Science in Nursing) for Internationally Educated Nurses

This program helps internationally educated nurses obtain the credentials needed to practice as a registered nurse in Ontario. The program offers participants academic training, skills upgrading, language training, and clinical experience. Program graduates receive a Bachelor of Science in Nursing degree and are qualified to write the Canadian Registered Nurses Exam.

Developer: School of Nursing, York University

Administrator: School of Nursing, York University

Target audience: Internationally educated nurses

Availability: Regular intakes

Delivery mode: On-site at York University

Format: 6 full semesters

Duration: 20 months

Fee: $12,000

Prerequisite: Applicant must have been evaluated by the College of Nurses of Ontario (CNO) as possessing an education that is equivalent to a diploma level RN

For more information: http://nurs.info.yorku.ca/bachelor-of-science-in-nursing-for-internationally-educated-nurses
Fast-Track Bridge Training for Internationally Educated Pharmacy Technicians (Pilot Program)

This diploma program is geared towards internationally educated pharmacy technicians seeking licensure and employment in their field. It provides academic training, as well as field placements and practical labs, occupation-specific language, workplace culture and communication training, and employment supports. Program graduates receive an Ontario College Diploma and meet the registration requirements of the Ontario College of Pharmacists as pharmacy technicians.

Developer: Centennial College of Applied Arts and Technology, Toronto, Ontario

Administrator: Centennial College of Applied Arts and Technology, Toronto, Ontario

Target audience: Internationally educated pharmacy technicians

Availability: One intake annually

Delivery mode: On-site

Format: Not available at time of publication

Duration: 5 semesters

Fee: $4,273.50

Prerequisite: Not available at time of publication

For more information: www.centennialcollege.ca
Gateway for Internationally Educated Nurses

This one-stop program assists internationally educated nurses to obtain licensure and employment in their field in Toronto, York, and Peel Regions. It comprises an introduction to nursing in Ontario, nursing-specific language training, workplace culture training, registration exam preparation, mentoring, employment services, and job placement. Depending on their individual needs, participants receive in-depth information on the registration process, workplace culture and communication training, mentoring support, as well as employment services.

Developer: Chinese Professionals Association of Canada (CPAC)

Administrator: Chinese Professionals Association of Canada (CPAC)

Target audience: Internationally educated nurses

Availability: Contact CPAC

Delivery mode: On-site

Format: Three modules (CNO assessment module, CNO registration; and employment)

Duration: Minimum 48 hours + individual sessions and language module

Fee: Free

Prerequisite: Relevant nursing education in the country of origin; CLB 7

For more information: www.chineseprofessionals.ca/?page_id=14
IDPP
(Internationally Educated Dietitians Pre-registration Program)

This program helps internationally educated dietitians qualify for registration with the College of Dietitians of Ontario, as well as Dietitians of Canada. The program is organized into two sections: pre-registration and assessment; and counselling. It includes language testing, training, counselling, course referral, and other career-mapping opportunities. Participants also have access to occupational language training, field placements, mentorship opportunities, and portfolio support.

Developer: Internationally Educated Dietitians Pre-registration Program, Ryerson University

Administrator: Gateway for International Professionals, G. Raymond Chang School of Continuing Education, Ryerson University

Target audience: Internationally educated food and nutrition professionals

Availability: Annually

Delivery mode: Blended online and practicum

Format: Online and practicum

Duration: 15 weeks

Fee: $7,335 plus ancillary fees

Prerequisite: CLB-OSA

For more information: www.ryerson.ca/ce/idpp
IMPP
(International Midwifery Pre-registration Program)

The IMPP helps internationally trained midwives prepare for licensure and employment by providing the knowledge and skills enhancement necessary to obtain a license to practice in Ontario. The program provides participants with occupation-specific language training, clinical courses, field placements, and practicum in community learning sites at midwifery clinics and linked hospital units. Participants also receive mentorship in their first year of supervised employment.

**Developer:** International Midwifery Pre-registration Program, Ryerson University

**Administrator:** Gateway for International Professionals, G. Raymond Chang School of Continuing Education, Ryerson University

**Target audience:** Internationally trained midwives

**Availability:** Information not available at time of publication

**Delivery mode:** On-site at Ryerson University and at designated clinics

**Format:** Part-time

**Duration:** 6 months (accelerated); 9 months (regular)

**Fee:** $3,800 (accelerated module); $5,000 (regular module)

**Prerequisite:** MLPT plus CanTEST Speaking 4; CLBPT 7; IELTS™ Speaking 6.5; TOEFL® Speaking 26; CPR Basic Rescuer Level C; IMPP verification letter; recognized midwifery education and/or experience; G1 Ontario driver’s license

**For more information:** www.ryerson.ca/ce/midwife
International Optometric Bridging Program

The International Optometric Bridging Program at the University of Waterloo helps internationally trained optometrists obtain their licenses and find employment in their field. Participants receive optometric training, occupation-specific language training, workplace culture and communication training, and the opportunity for clinical placements. The program is designed to prepare applicants to move forward to the Canadian Assessment of Competence in Optometry (CACO), one of the examinations necessary for registration to practice optometry in Canada.

Developer: School of Optometry and Vision Science, University of Waterloo

Administrator: School of Optometry and Vision Science, University of Waterloo

Target audience: Internationally trained optometrists

Availability: See schedule online

Delivery mode: On-site at the University of Waterloo

Format: Classroom lectures, clinical instruction, and placement rotations

Duration: Bridging One: 6 weeks, 200 hours; Bridging Two: 48 weeks

Fee: Bridging One – $8,000; Bridging Two – $40,000

Prerequisite: Specific eligibility requirements are available on the program website

For more information: http://uwaterloo.ca/international-optometric-bridging-program
International Pharmacy Graduate Program

The international pharmacy graduate program was designed to assist internationally trained pharmacists to meet Canadian entry-to-practice standards. In the program’s structured university-based curriculum, graduates have access to practical courses delivered by experienced faculty. A mentorship network provides opportunities for students to link with practicing pharmacists. This university-based program is comprised of two modules, delivered online and in classroom sessions, in a flexible, part-time format.

Developer: Leslie Dan Faculty of Pharmacy, University of Toronto

Administrator: International Pharmacy Graduate program, Leslie Dan Faculty of Pharmacy, University of Toronto

Target audience: Internationally educated pharmacists

Availability: Two intakes annually

Delivery mode: Blended; on-site at the University of Toronto and online

Format: Course work, workshops, lab, role plays

Duration: CPS I: 14 weeks; CPS II: 14 weeks

Fee: CPS I: $6,500; CPS II: $6,500

Prerequisite: Successful completion of the Pharmacy Examining Board of Canada (PEBC) and language fluency requirement

For more information: www.pharmacy.utoronto.ca/ipg
Internationally Educated Nurse and English-as-a-Second-Language Nursing Project

The Internationally Educated Nurse (IEN) and English-as-a-Second-Language (ESL) Nursing Project helps registered nurses and registered practical nurses fully integrate into Hamilton Health Sciences hospital. The project provides IENs and ESL nurses with a continuum of clinical and communication support including clinical assessment, clinical skills development, problem solving, communication skills, team relationships, professionalism, and conflict management in a hospital setting. The program supports students from pre-hire, through orientation, to clinical integration.

Developer: Mohawk College’s Bridging for International Educated Nurses (BIEN), CARE Centre for Internationally Educated Nurses, Hamilton Centre for Civic Inclusion (HCCI), and McMaster University Nursing Health Services Research Unit (NHSRU)

Administrator: Hamilton Health Sciences

Target audience: Internationally educated nurses (IENs) and Canadian ESL nursing graduates; IENs with English as a first language

Availability: Ongoing

Delivery mode: Different modules delivered by each project partner

Format: Various modules depending on participant need

Duration: Varies per participant

Fee: Information not available at time of publication

Prerequisite: Participants must be registered nurses

For more information: www.hamiltonhealthsciences.ca/body.cfm?id=2257
**Michener Bridging Program for Medical Laboratory Sciences**

This is an intensive and comprehensive bridging program that provides simulated laboratory experience, intensive theory review, and thorough preparation to write the Canadian Society for Medical Laboratory Science (CSMLS) certification exam. This course fulfills all comprehensive refresher course requirements from the Prior Learning Assessment (PLA).

**Developer:** Michener Bridging Program, Michener Institute for Applied Health Sciences

**Administrator:** Michener Bridging Program

**Target audience:** Internationally educated medical laboratory technologists

**Availability:** Annually in the winter semester

**Delivery mode:** On-site at the Michener Institute

**Format:** In-class; online for notes; laboratory for simulated learning

**Duration:** 16 weeks

**Fee:** $5,000

**Prerequisite:** PLA Report from CSMLS recommending refresher course; MELA score of 8 in all components

**For more information:** www.michener.ca/access
Michener Bridging Program for Radiological Technology

This is an intensive course that reviews core theory components to help internationally educated medical radiation technologists prepare to write the Canadian Association of Medical Radiation Technologists (CAMRT) certification exam.

**Developer:** Michener Bridging Program, Michener Institute for Applied Health Sciences

**Administrator:** Michener Bridging Programs

**Target audience:** Internationally educated medical radiological (x-ray) technologists

**Availability:** Annually in the winter semester

**Delivery mode:** On-site at the Michener Institute

**Format:** In-class; online for notes; laboratory for simulated learning

**Duration:** 15 weeks

**Fee:** $5,000

**Prerequisite:** Eligibility to sit the CAMRT licensing exam issued by the College of Medical Radiation Technologists of Ontario (CMRTO); MELA score of 8 in all components

**For more information:** www.michener.ca/access
MLBP
(Medical License Bridging Program)
for International Medical Doctors

The MLBP for International Medical Doctors provides training in medical communication, healthcare culture, Objective Structured Clinical Examination (OSCE), and Canadian medical practice through observation. This focused training broadens knowledge of Canadian medical practice and improves the success rate of international medical doctors (IMDs) as they pursue their medical exams and residency.

**Developer:** Catholic Centre for Immigrants, Ottawa

**Administrator:** Catholic Centre for Immigrants, Ottawa

**Target audience:** IMDs throughout eastern Ontario

**Availability:** Sessional

**Delivery mode:** On-site (Ottawa) and practicum (observations in hospitals across Ontario)

**Format:** Interactive workshops and observerships

**Duration:** 120 hours

**Fee:** Free

**Prerequisite:** FAIMER-recognized medical doctor degree; TOEFLiBT® 100

**For more information:** www.imd-ottawa.ca
OIEPB
(Ontario Internationally Educated Physiotherapists Bridging) Program

This program helps internationally educated physiotherapists obtain licensure and employment in their field. The program includes both online and in-person components, with access to a clinical internship that supports skills development and enables participants to gain Canadian work experience. The program includes occupation-specific language assessment, occupation-specific language training, workplace culture and communication training, occupation-specific employment services, and exam preparation for the Physiotherapy Competency Examination. Participants can also complete a self-assessment and develop an electronic portfolio.

**Developer:** Department of Physical Therapy, University of Toronto; based on an OIEPB model developed and piloted by the Gateway for International Professionals at Ryerson University from 2008-2011

**Administrator:** Department of Physical Therapy, University of Toronto

**Target audience:** Internationally educated physical therapists

**Availability:** One intake annually

**Delivery mode:** Blended; on-site at the University of Toronto and designated facilities and online

**Format:** On-site, online modules, and practicum

**Duration:** 10 months

**Fee:** $6,000

**Prerequisite:** Participants must be internationally educated physical therapists whose physical therapy education has been assessed by the Canadian Alliance of Physiotherapy Regulators

**For more information:** www.physicaltherapy.utoronto.ca/iept/oiepb-program
Orientation to Nursing in Ontario Program

The Orientation to Nursing in Ontario program at Algonquin College prepares practical nurses who are registered in Ontario or other Canadian jurisdictions (or have let their Ontario registration lapse), as well as non-registered internationally educated practical nurses, to write the provincial registration examinations or to fulfill other regulatory body requirements. Graduates of the program can also bridge into the Practical Nursing Ontario College Diploma program.

Developer: Algonquin College of Applied Arts and Technology, Ottawa

Administrator: School of Health & Community Studies, Algonquin College of Applied Arts and Technology, Ottawa

Target audience: Internationally educated nurses

Availability: Intake once annually

Delivery mode: Blended; on-site at Algonquin College, online, and in designated placement facilities

Format: Full-time

Duration: 15 weeks

Fee: $2,096.36

Prerequisite: Assessment with the College of Nurses of Ontario

For more information: www.algonquincollege.com/HealthAndCommunity/programs_full.htm
OTEPP
(Occupational Therapy Examination Preparation Project)

The Occupational Therapy Examination Preparation Project at McMaster University helps internationally educated occupational therapists prepare to write the Canadian Association of Occupational Therapists certification exam. The program also includes language assessment and career guidance, as well as workplace culture and communication training.

Developer: School of Rehabilitation Science at McMaster University, Canadian Association of Occupational Therapists (CAOT)

Administrator: School of Rehabilitation Science at McMaster University, Hamilton

Target audience: Internationally educated occupational therapists

Availability: See schedule online

Delivery mode: On-site and practicum

Format: Modular

Duration: 7 months

Fee: 5 courses for $1,000; one course costs $300

Prerequisite: Participants must be eligible to take the Canadian Association of Occupational Therapists (CAOT) national occupational therapy certification examination (NOTCE) and meet the language requirements of the College of Occupational Therapists of Ontario (COTO)

For more information: www.otepp.ca
OTPC
(Orientation to Training and Practice in Canada) for International Medical Graduates

OTPC is a mandatory program that helps international medical graduates with their transition into specialty residency training programs in Ontario. OPTC covers the patient-centered interview process, documentation, collaboration, and other aspects of medical culture in Ontario as reflected in the CanMEDS Physician Competency Framework.

Developer: Centre for the Evaluation of Health Professionals Educated Abroad (CEHPEA)

Administrator: Centre for the Evaluation of Health Professionals Educated Abroad (CEHPEA)

Target audience: International medical graduates

Availability: Twice annually

Delivery mode: Blended online and on-site

Format: Self-directed online modules and classroom-based session; Monday – Friday: 9:00 am – 4:00 pm

Duration: 3 weeks

Fee: Information not available at the time of publication

Prerequisite: Applicants must have been accepted into a specialty residency training program in Ontario

For more information: www.cehpea.ca/programs/practiceInCanada.htm
Pathways to Employment in Canadian Mental Health

Pathways to Employment in Canadian Mental Health is a bridging program that integrates academic training for mental health practice in Ontario, occupation-specific language and workplace communication, and supervised clinical training that provides meaningful Canadian work experience. The program brings together the needs of employers seeking skilled staff with the desire of internationally educated professionals to attain rapid and effective integration into Canadian workplaces.

Developer: Mennonite New Life Centre of Toronto

Administrator: Mennonite New Life Centre of Toronto

Target audience: Immigrant professionals with university-level education in psychology or a related field

Availability: Sessional

Delivery mode: On-site and internship

Format: Three components (academic, language, and internship)

Duration: 15 weeks

Fee: Information not available at time of publication

Prerequisite: CLB 7; 2 years of work experience in mental health; undergraduate/graduate degree in psychology or equivalent

For more information: www.bridgingprograms.org
Pre-Health Bridge to Practical Nursing Diploma

This program helps internationally educated health professionals obtain licensure and find work as registered practical nurses. The program includes occupation-specific language preparation, pre-health academic course work, and a practicum. Program graduates qualify for accelerated completion of Conestoga College’s Practical Nursing Diploma.

Developer: Conestoga College Institute of Technology and Advanced Learning, Kitchener, ON

Administrator: Conestoga College Institute of Technology and Advanced Learning, Kitchener, ON

Target audience: Internationally educated health professionals

Availability: Ongoing intakes

Delivery mode: On-site at Conestoga College, Kitchener, and at designated practicum facilities

Format: Full-time

Duration: 15 weeks

Fee: Information not available at time of publication

Prerequisite: International diploma or degree in a healthcare discipline and CLB 7

For more information: www.conestogac.on.ca/about/newcanadians/specialprograms.jsp
CHAPTER THREE: RESOURCES
In the current healthcare environment, the cultural diversity of patients and staff requires health professionals, both Canadian-trained and internationally educated, to develop and hone their cross-cultural communication skills and intercultural competence. To this end, organizations across Canada have developed tools and resources to support employees, faculty, trainers, and other health and non-health professionals in gaining the interpersonal or cross-cultural communication training that will help them interact with diverse patient groups and internationally educated health professionals.

While the focus of this inventory is on resources that assist IEHPs with their integration into the Canadian healthcare context, we have also included resources that deal with multicultural patient care. These tools and programs are useful to communications professionals who see similar issues with IEHPs transitioning into the Canadian workplace.

The resources in this section are not focused on language but instead address interpersonal and cross-cultural (or intercultural) communication for the healthcare environment and other workplaces.
CARE Centre for Internationally Educated Nurses

This centre provides exam preparation, nursing-specific language training, counselling, financial advice, workshops, networking opportunities, and job shadowing through health agencies in Ontario. CARE has locations in Toronto, Peel, Hamilton, Windsor, Kingston, and London.

Target audience: Internationally educated nurses

Availability: Programs available on an ongoing basis for IENs in Toronto, Hamilton, Peel, London, Kingston, Windsor

Delivery mode: On-site or online

Format: Varies

Duration: Varies

Fee: The one-time membership fee to join the CARE Centre is $125. Extra course and material costs vary. CARE Centre membership includes a student membership to the Registered Nurses’ Association of Ontario (RNAO) or the Registered Practical Nurses Association of Ontario (RPNAO)

Prerequisite: Users must be internationally educated nurses

For more information: www.care4nurses.org
CEHPEA (Centre for the Evaluation of Health Professionals Educated Abroad)

The Centre for Evaluation of Health Professionals Educated Abroad (CEHPEA) provides both professional competency assessments for international medical graduates (IMGs) to ensure that they meet Canadian standards, and training programs (both online and in-person) to orient candidates to Canadian healthcare practices. CEHPEA offers these services to internationally educated health professionals who want to reside and practice in Ontario through a state-of-the-art examination and education facility in downtown Toronto.

Target audience: Internationally educated health professionals, with most programs aimed at IMGs and internationally educated nurses

Availability: Programs available on a scheduled basis

Delivery mode: On-site or online

Format: Varies

Duration: Varies

Fee: Different fees apply

Prerequisite: Varies per program

For more information: www.cehpea.ca
Critical Incidents for Intercultural Communication in Health Care

Critical Incidents for Intercultural Communication in Health Care is a publication that offers descriptions of critical intercultural incidents – situations in which a misunderstanding, problem, or conflict arises due to cultural differences, or due to problems of cross-cultural adaptation and communication. A related Facilitator and Activity Guide and Complete Toolkit are also available. This suite of resources aims to enhance effective communication in culturally diverse healthcare contexts for Canadian-born healthcare professionals, as well as for newcomer healthcare professionals recently recruited to work and live in Alberta. Funding for the development of these materials was provided by Alberta Employment and Immigration.

Developed by: Todd Odgers, Cheryl Whitelaw, Jake Evans

Developed for: Centre for Excellence in Intercultural Education, Norquest College, Edmonton, Alberta

Target audience: Canadian-born healthcare professionals and newcomer healthcare professionals recently recruited to work and live in Alberta

Availability: Kit available to order

Delivery mode: Training kit and online resource materials

Format: Simulation-based

Duration: Varies

Fee: Facilitator Guide and Critical Incident are free downloads; full toolkit is $100 per kit

For more information: www.norquest.ca/norquest-centres/centre-for-intercultural-education/projects/completed-projects/critical-incidents-for-intercultural-communication.aspx
Cross-Cultural Communication in Health Care Education: A Course Manual for Students and Teachers

This curriculum was designed to provide healthcare professionals with the knowledge and skills they need to provide care in a culturally diverse society. It strives to reinforce and build upon the principles of communication by introducing the relevance of culture to clinical interactions. Four modules comprise this curriculum; each of these has been split into three-hour blocks, with each block further divided into sections, allowing for maximum versatility. The course was developed under the UBC Teaching and Learning Enhancement Fund (2002-2005).

Developed by: Samantha Van Staalduinen, Angela Towle, William Godolphin, Andrew Laing

Developed for: Division of Health Care Communication, College of Health Disciplines, University of British Columbia, Vancouver

Target audience: Healthcare students and teachers

Availability: Curriculum available online at www.chd.ubc.ca/dhcc/ourwork/cross_cultural; Standardized Patient (SP) scenarios for these modules were not available at the time this information was collected

Delivery mode: Online training manuals

Format: Four three-hour modules

Duration: Varies

Fee: Free

For more information: www.chd.ubc.ca/dhcc
The Cultural Competence: Train-the-Trainer Manual provides an overview of specific considerations in the development, implementation, and evaluation of a cultural competence education program. Designed for educators and other professionals, the manual offers support in implementing educational programming that enhances the knowledge and skill of healthcare providers and other healthcare staff in providing culturally competent care and service. This resource was developed in 2011 with financial support from Citizenship and Immigration Canada.

**Developed by:** The Hospital for Sick Children New Immigrant Support Network

**Developed for:** Sick Kids Hospital

**Target audience:** Organizations interested in implementing cultural competence programming

**Availability:** Free download available at www.sickkids.ca/culturalcompetence

**Delivery mode:** Online download

**Format:** Five-section manual

**Duration:** Self-directed

**Fee:** Free download of manual

**For more information:** www.sickkids.ca/culturalcompetence
Cultural Competence
E-Learning Modules Series

This series of fifteen open-access multimedia and interactive e-learning modules was created to increase accessibility to cultural competence educational resources. Professionally developed by instructional designers and content experts, the modules support cultural competence education programming. This project was funded by Citizenship and Immigration Canada.

Developed by: The Hospital for Sick Children New Immigrant Support Network

Developed for: Sick Kids Hospital, 2011

Target audience: Anyone interested in enhancing and sustaining cultural competence at both the professional and organizational level

Availability: Online at www.sickkids.ca/culturalcompetence/elearning-modules/eLearning-modules.html

Delivery mode: Online

Format: Fifteen-section series

Duration: Self-directed

Fee: Free

For more information: www.sickkids.ca/culturalcompetence
Educating for Cultural Awareness: A Cultural Diversity Training Program for Teachers of Internationally Educated Healthcare Professionals

The purpose of Educating for Cultural Awareness is to enhance the cultural awareness and responsiveness of teachers of internationally educated health professionals including internationally educated doctors, nurses, physical and occupational therapists, and others. This module provides resources specific to issues of cultural awareness and competence for teachers of all healthcare professionals. The development of these materials was sponsored by the Association of Faculties of Medicine of Canada.

Developed by: Patricia Thille and Blye Frank, Ph.D., Dalhousie University

Developed for: R-SCOPE (Resources and Support for Community Preceptor Excellence)

Target audience: Internationally educated health professionals

Availability: Online at http://r-scope.ca/websitepublisher/teaching-imgs.html

Delivery mode: Determined by users

Format: Online download

Duration: Variable

Fee: Free download of manual

For more information: www.r-scope.ca
HealthForceOntario
Marketing and Recruitment Agency

HealthForceOntario Marketing and Recruitment Agency (HFO MRA) is the health-focused human resource agency of the Ontario Ministry of Health and Long-Term Care (MOHLTC). HFO MRA has an Access Centre to help IEHPs living in Ontario gain information, advice, and support on the process of seeking eligibility for professional practice in Ontario. The staff at the Access Centre have the knowledge and expertise to help IEHPs navigate the licensing, certification, and regulatory process for all of Ontario’s regulated health professions.

**Target audience:** Internationally educated professionals

**Availability:** Various programs available

**Delivery mode:** On-site

**Format:** Varies

**Duration:** Varies

**Fee:** Free for eligible immigrants

**Prerequisite:** Immigrants who are internationally educated health professionals

**For more information:** www.healthforceontario.ca
TRIEC Campus

TRIEC Campus is an online learning hub offering complimentary, self-paced resources designed to support team members and leaders in today’s culturally diverse workplace. Resources cover effective communication and teamwork, as well as recruitment, selection, and talent management practices to create workplaces inclusive of skilled immigrants. TRIEC Campus contains e-learning modules, videos, and discussion guides on a range of topics. Note that this is not a health-focused resource.

Target audience: Skilled immigrants and employers

Availability: Online at www.trieccampus.ca

Delivery mode: Online

Format: Varies

Duration: Self-directed

Fee: Free

For more information: www.trieccampus.ca
Working with International Medical Graduates: Promoting Patient-Centred Care and Effective Communication with Patients

While promoting patient-centred care is important for all physicians, the development of skills in this area has been identified as particularly important for international medical graduates who have been educated or have practiced outside North America, especially with respect to effective communication with patients. This module provides an overview of patient-centred care and effective doctor-patient communication skills. These materials were developed by the Association of Faculties of Medicine of Canada.

Developed by: Nancy Fowler MD, CCFP, FCFP, McMaster University

Developed for: The Association of Faculties of Medicine of Canada

Target audience: International medical graduates

Availability: Online at http://r-scope.ca/websitepublisher/teaching-imgs.html

Delivery mode: Determined by users

Format: Training module

Duration: Not applicable

Fee: Free download available online through R-SCOPE (Resources and Support for Community Preceptor Excellence)

For more information: www.r-scope.ca
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Canadian Institute for Health Information (2007). Canada’s Health Care Providers. Ottawa, ON: CIHI.


Western and Northern Health Human Resources Planning Forum (2006). *An Environmental Scan of Programs and Services available to Internationally Educated Healthcare Professionals in Canada.*
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