

Official Language in Minority Context and Social Work Field Practicum

An Annotated Bibliography 2021



Transforming the Field
Education Landscape

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The Transforming the Field Education Landscape (TFEL) project, funded by the Social Sciences and Humanities Research Council of Canada's (SSHRC) partnership grant program, aims to better prepare the next generation of social workers in Canada by creating training and mentoring opportunities for students, developing and mobilizing innovative and promising field education practices, and improving the integration of research and practice in field education.

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PURPOSE & METHODS

The purpose of this annotated bibliography is to learn about Official Language in Minority Contexts (OLMC), specifically pertaining to social work education and field education. The University of Calgary online library system was used for the literature search. OLMC related titles and abstracts were reviewed and there were 19 articles found relevant for this annotated bibliography on OLMC. Below are more details on search criteria.

Database Search, Keywords and Modifications

Database	Keywords	Search Modifications
Academic Search Complete	<ul style="list-style-type: none"> • "Official language minority context" AND "social work" • "Official language in a minority context" AND "social work" 	<ul style="list-style-type: none"> • 2011-2021 • Peer reviewed
CINAHL Plus	<ul style="list-style-type: none"> • "Official language minority context" AND "social work" • "Official language in a minority context" AND "social work" 	<ul style="list-style-type: none"> • 2011-2021 • Peer reviewed
Google Scholar	<ul style="list-style-type: none"> • "Official language minority context" 	<ul style="list-style-type: none"> • 2000-2021 • 2011-2021
Social Work Abstracts	<ul style="list-style-type: none"> • "Official language minority context" AND "social work" • "official language in a minority context" AND "social work" 	<ul style="list-style-type: none"> • 2011-2021 • Peer reviewed
SocINDEX	<ul style="list-style-type: none"> • "Official language minority context" AND "social work" • "Official language in a minority context" AND "social work" 	<ul style="list-style-type: none"> • 2011-2021 • Peer reviewed
University of Calgary Quick Search	<ul style="list-style-type: none"> • "Official language minority context" • "Official language" AND "social work" • "Official language" AND "social work" AND "Canada" • "Official language in minority context" AND "social work" AND "education or practicum or placement" 	<ul style="list-style-type: none"> • 2011-2021 • Peer reviewed

ANNOTATED BIBLIOGRAPHY

Ballard-Kang, J. (2018). Who's in and who's out? The ethics of excluding language minorities in social work research. *Journal of Social Work Values and Ethics*, 15(2), 5–14.

The percentage of non-native English-speaking individuals in the United States is growing and is predicted to continue to grow for the foreseeable future. Between 1990 and 2013, the number of people in the United States who are described as Limited English Proficient grew by 80%, with the number of individuals unable to speak English fluently in 2013 reported at approximately 25 million (Zong & Batalova, 2015; U.S. Census Bureau, 2013). By 2020, the number of Spanish speakers alone in the United States is predicted to rise to between 39-43 million (Lopez & Gonzalez-Barrera, 2013). Despite their growing numbers within the population, language minorities-individuals whose native language is not English-continue to be excluded from research. Because research findings influence the systems and structures within our society by informing policy-making, program development, and public opinion, it is critical that research efforts include the diversity of individuals that make up our society. When groups within society are systematically excluded from participating in research, both the individuals within those groups and society as a whole are negatively affected through misleading results and ineffective policies and programs. From a social work perspective, this systematic exclusion of language minorities becomes a question of ethics when we consider the issue in relation to the NASW Code of Ethics, which provides standards for ethical behavior in both research and practice. This paper seeks to describe the problem of excluding language minorities from research, examine the issue from two opposing ethical perspectives, and offer possible solutions.

Behrens, S. J., & Sperling, R. (2007). Teaching about the benefits of language diversity and the limitations of standards in language in the classroom. *Reflections: Narratives of Professional Helping, 13*(2), 27–38.

The authors report on an interdisciplinary project between a social worker and a linguist, both professors at an undergraduate liberal arts college. Their work together aims to raise student and teacher awareness of the privileges society assigns to users of Standard American English (SAE) and the limitations faced by users of non-standard forms. Their collaboration includes journal entries from students working through their own feelings about viewing language diversity as an asset to society, as well as feedback from other teachers about their roles in upholding language standards as gatekeepers of education. By placing language differences in the context of diversity issues and uncovering the power afforded the users of the "right" language, the authors work towards an ultimate change in practice.

Belliveau, M. (2021). The embodiment of "English-only" in social work education and practice in the United States. *Australian Social Work, 74*(2), 210-221.

<https://doi.org/10.1080/0312407X.2020.1847305>

Despite a strong commitment to strengths-based language and cultural diversity, social work education and practice in the United States (U.S.) continues to embody a monolingual, assimilationist assumption. This article examines the embodiment of “English-only” in U.S. social work education and practice through a review of professional journal articles and professional standards. While the context is primarily the U.S., this article is likely to be of relevance to other international contexts where English is the dominant language of social work practice. It recommends that social work programs develop language practices at the micro, mezzo, and macro levels of their curriculum that embody a multilingual ideology consistent with a profession that espouses cultural humility.

Bouchard, L., Beaulieu, M., & Desmeules, M. (2012). The active offer of health services in French in Ontario: A measure of equity. *Reflets: review of social and community intervention, 18*(2), 38-65. <https://doi.org/10.7202/1013173ar>

This article reports on research on the active offer of services in French in Ontario. The objectives of the study were to identify the definitions of the active offer of services in French; identify active offer practices (facilitators or obstacles); identify the indicators for measuring active offer and make recommendations to improve the active offer of services in French. To this end, a documentary review, a survey of professionals working in the planning of health services in French as well as a conceptual mapping workshop were undertaken.

de Moissac, D., & Bowen, S. (2017). Impact of language barriers on access to healthcare for official language minority Francophones in Canada. *Healthcare Management Forum, 30*(4), 207-212. <https://doi.org/10.1177/0840470417706378>

While there is strong international evidence that language barriers present obstacles to healthcare access, quality and safety, little research has been conducted on the experience of official language minorities in Canada. This multiple method research used on-line and paper-based surveys, combined with semi-structured individual interviews to explore the experience with access to care of Francophone minorities living in four Canadian provinces. The majority of Francophones surveyed reported limited access to French language services and described an environment where low importance is given to addressing language barriers within the health system. Even when services are available, the lack of services in French sometimes results in avoidance of care. Results confirm that many Francophones face similar barriers to care as other language minorities in Canada. Strategies to improve access for official language minorities are discussed.

de Moissac, D., Giasson, F., & Roch-Gagné, M. (2015). Access to social and health services in French: the experience of Franco-Manitobans. *Linguistic Minorities and Society*, (6), 42-65.

<https://doi.org/10.7202/1033189ar>

Over the past 30 years considerable progress has been made with regard to the delivery of services and professional training in the area of health and social services for the French-language population of Manitoba. The aim of this study is to gain insight into the client's perspective with respect to access and obstacles preventing access to these services. Services in French are important, particularly for elderly and immigrant clients. On average, half of the participants request services in French, but only one quarter report receiving them. A shortage of professionals able to provide services in French is perceived as the greatest barrier to access. A pro-active approach is essential to provide care to the client in his or her language of choice.

de Moissac, D., Savard, J., Savard, S., Giasson, F., & Kubina, L. A. (2020). Management strategies to improve French language service coordination and continuity for official language Francophone seniors in Canada. In *Healthcare Management Forum* (Vol. 33, No. 6, pp. 271-276). Sage CA: Los Angeles, CA: SAGE Publications.

Evidence suggests that language barriers present obstacles to healthcare access and quality for Francophone seniors in official language minority communities across Canada. Addressing language barriers and providing continuity is challenging, as French language services (FLSs) rely heavily on bilingual providers and the practice of active offer by all staff. This qualitative research used semi-structured group and individual interviews to explore mechanisms supporting FLS coordination and continuity in two Canadian provinces. Identification of the language variable in health records, virtual healthcare, and FLS directories are conducive to

FLS continuity, but financial and resource limitations present major obstacles. Management strategies to facilitate continuity of FLS across health organizations are discussed.

Drolet, M., Savard, J., Benoît, J., Arcand, I., Savard, S., Lagacé, J., Lauzon, S., & Dubouloz, C. (2014). Health services for linguistic minorities in a bilingual setting. *Qualitative Health Research*, 24(3), 295–305. <https://doi.org/10.1177/1049732314523503>

We explore in this qualitative research the challenges faced by bilingual health and social services professionals in a Canadian bilingual setting, as well as the strategies used to overcome them. Eight focus groups were conducted with a total of 43 bilingual Francophone professionals who offered services in French in 21 health and social service organizations in eastern Ontario, Canada. We highlight linguistic issues affecting a minority Francophone clientele, the shortage of services in French, and organizational issues within these agencies. The solutions that the professionals adopt for better serving the clients and overcoming these challenges focus on adapting services from linguistic angles. In the long term, such an enhanced approach can affect staff well-being. Ensuring access to services for linguistic minority populations and the active offer of same should not rest solely on the shoulders of such professionals, but rather on organizational strategies.

Esses, V., Huot, S., Ravanera, Z., Thakur, S., & Vanderloo, L. (2016). *Synthesis and analysis of research on immigrants to official language minority communities in Canada*. Pathways to Prosperity. Immigration has served as a policy tool for the Canadian government to help meet demographic, economic, and other goals for over a century. There is a recent growing body of literature examining the ways in which immigration may enhance the vitality of official language minority communities (OLMCs) in particular, including Francophone minority communities (FMCs) which are French-speaking communities outside of the province of Quebec, as well as English-speaking communities in Quebec (ESCQs). In light of increasing

policy and legislative emphasis on the issue of immigration and OLMCs, and the arrival of increasing numbers of immigrants settling in these communities, contributing to their increasing diversity, research addressing this topic has greatly expanded in recent years. This report presents a synthesis and analysis of research on immigrants to OLMCs in Canada that has been published since 2010.

Guitard, P., Dubouloz, C., Savard, J., Methé, L, & Brassat-Latulippe, A. (2010). Assessing interprofessional learning during a student placement in an interprofessional rehabilitation university clinic in primary healthcare in a Canadian francophone minority context. *Journal of Research in Interprofessional Practice and Education*, 1(3), 231- 246.

<https://doi.org/10.22230/jripe.2010v1n3a26>

Interprofessional collaboration is deemed the key to quality patient care and the future for healthcare delivery models. Such a complex competency needs to be learned; as such, interprofessional education should be a key component of health professional programs. An Interprofessional Rehabilitation University Clinic was created to promote interprofessional education at the pre-licensure level. However, few resources are currently available to assess interprofessional learning; no tool (English or French) that specifically assesses interprofessional learning could be identified. Methods and Findings: A self-administered questionnaire was developed to assess interprofessional learning during a clinical placement. Using a single-group post-test only design, this descriptive pilot project reports the results obtained with this tool for the first 15 students on placement at the Clinic. Preliminary findings suggest this tool helped demonstrate that, during placements in an interprofessional clinic, students developed some understanding of their own profession as well as of other professions. Responses showed that participants believe that interprofessional interventions are more efficient, save time, and facilitate sharing of

information leading to a better comprehension of the clients' situations. The tool suggests that students feel that an interprofessional educational experience is beneficial for clients and for themselves. Conclusions: Assessing interprofessional learning is challenging. Although the tool developed during this project is most promising, further research is warranted to increase its usefulness in assessing interprofessional learning.

Huot, S., Cao, A., Kim, J., Shajari, M., & Zimonjic, T. (2020). The power of language: Exploring the relationship between linguistic capital and occupation for immigrants to Canada. *Journal of Occupational Science*, 27(1), 95-106. <https://doi.org/10.1080/14427591.2018.1534136>

Our study examines the power of language in shaping immigrants' engagement in occupations during their integration into a host society. Beyond serving as a means of communication, language is understood as a form of capital that is mediated through social power relations. We used a qualitative secondary analysis methodology that adopted an occupation-focused perspective to study 20 transcripts generated through narrative and semi-structured interviews with 10 immigrants in a mid-sized Canadian city. 'Learning English' was identified as the overarching theme that connected to the sub-themes of accessing resources during settlement, economic integration, social and cultural integration and isolation, and family. Findings illustrate specific ways that the mediation of engagement in occupations through the host society's dominant language creates challenges for immigrants' integration experiences. Ultimately, the dominance of English in Canada poses barriers to engagement in needed and wanted occupations for immigrants who do not possess this valued linguistic capital.

Madibbo, Amal. (2007). Race, gender, language and power relations: Blacks within francophone communities in Ontario, Canada. *Race, Gender & Class (Towson, Md.)*, 14(1/2), 213–226.

This paper examines how Antiracism and Black feminism enable us to conceptualize the situation of Blacks in the dynamics of power, namely, the distribution of economic and social

resources within the Francophone communities in Canada. Black Francophones constitute a racial minority situated within the French-speaking official minority. This populace is discriminated against by the predominantly white and Anglophone State and by white Francophones. To conclude, Antiracism and Black feminism allow us to thoroughly analyze the power relations across race and gender relations. However, the specific case of Black Francophones as a double minority affirms that language should be integrated in the antiracist analysis to better understand the social reality of racial minorities that are located within linguistic minorities.

Ngwakongnwi, E., Hemmelgarn, B. R., Musto, R., Quan, H., & King-Shier, K. M. (2012). Experiences of French speaking immigrants and non-immigrants accessing health care services in a large Canadian city. *International Journal of Environmental Research and Public Health*, 9(10), 3755–3768. <https://doi.org/10.3390/ijerph9103755>

French speakers residing in predominantly English-speaking communities have been linked to difficulties accessing health care. This study examined health care access experiences of immigrants and non-immigrants who self-identify as Francophone or French speakers in a mainly English-speaking province of Canada. We used semi-structured interviews to gather opinions of recent users of physician and hospital services (N = 26). Language barriers and difficulties finding family doctors were experienced by both French speaking immigrants and non-immigrants alike. This was exacerbated by a general preference for health services in French and less interest in using language interpreters during a medical consultation. Some participants experienced emotional distress, were discontent with care received, often delayed seeking care due to language barriers. Recent immigrants identified lack of insurance coverage for drugs, transportation difficulties and limited knowledge of the healthcare system

as major detractors to achieving health. This study provided the groundwork for future research on health issues of official language minorities in Canada.

Pohjola, A. (2016). Language as a cultural mediator in social work: Supporting Sámi culture with services in Sámi. *International Social Work*, 59(5), 640-552.

<https://doi.org/10.1177/0020872816646818>

Language takes on heightened importance when working with a cultural and linguistic minority. The article examines welfare services and social work and their role in sustaining the language and culture of the Sámi in Finland as an indigenous people. The inquiry also analyses the current situation of and language use in the provision of services. The research contributes a theoretical discussion of linguistic codes in social work and of the importance of language use in promoting Sámi culture. It concludes that well-functioning services may offer indigenous people an opportunity and environment for using their mother tongue.

Savard, J., Savard, S., Drolet, M., de Moissac, D., Kubina, L. A., Van Kemenade, S., ... & Couturier, Y.

(2017). *Framework for the analysis of health and social services access and integration for official language minority communities.*

http://www.grefops.ca/uploads/7/4/7/3/7473881/cadre_explication_pour_site_web_ang_avril2020.pdf

Our Framework for the analysis of health and social services access and integration for official language minority communities (OLMC) aims to map relationships between the various actors who influence the health and social service trajectory, within the context of those communities. This framework draws on health and social service system models found in the literature and on data from previous research conducted by the GReFoPS. This document presents a graphic presentation of the framework, followed by an explanation of the concepts

nascent to the framework and an explanation of its adaptation for the analysis of OLMC-specific issues.

Savard, S., Savard, J., & Van Kemenade, S. (2019). *Organizational and community resources self-assessment tool for active offer and continuity of French language healthcare and social services*.

https://www.grefops.ca/uploads/7/4/7/3/7473881/surveymonkey_self-assessment_tool.pdf

Who is this tool designed for? This tool is designed to support health and social services system decision-makers, managers, and professionals who are providing services to senior citizens in official language minority communities (OLMCs) and want, or are required to provide these services in the official language of the users' choice. What is the purpose of the tool? The tool encourages reflection on professional practices that could be put in place to promote the integration of social and health services for seniors in minority language situations. It also allows the self-evaluation of the organization's existing resources and prioritization of objectives. This will help to identify levers for action and develop an action plan to implement concrete measures. These measures might involve improving internal and external coordination mechanisms (such as the recruitment and retention of minority official language or bilingual human resources); modifying organization reception practices for the senior population in linguistic minority communities; setting up satellite service points; implementing formal agreements between organizations; and any other endeavour for integration and/or continuity of services provided in official language minority situations.

Statistics Canada. (2017). *Language highlight tables. 2016 Census*. (Catalogue No. 98-402-X2016005).

<http://www12.statcan.gc.ca/census-recensement/2016/dp-pd/hlt-fst/lang/index-eng.cfm>

The Language Highlight Tables provide language data from the Census of Population, for various geographic levels and census years.

Turner, L. (2005). Social work practice in Canada's official bilingual province: Challenges and opportunities. *Canadian Social Work Review*, 22(2), 131-154.

<https://www.jstor.org/stable/41669832>

New Brunswick holds the unique distinction of being Canada's only officially bilingual province. Government services, including social welfare and education, are available to every citizen in either French or English. A research study explored social workers' views on the challenges and opportunities of official bilingualism, particularly in a context in which the Acadian francophone population historically has held minority status. The results emphasize the need for social workers to expand their linguistic abilities to include minoritized languages.

Victoria, M. P. (2017). English: Its role as the language of comity in an employment programme for Canadian immigrants. *Globalisation, Societies and Education*, 15, 114-134.

<http://doi.org/10.1080/14767724.2014.937401>

This study explores the experiences of a culturally and linguistically diverse group of immigrant adult students as they attended a 12-week employment preparation course for newcomers to Canada. The main aim of the course was to equip the immigrants with knowledge and skills, including English for employment purposes, which are necessary to be competitive in the labour market. Using ethnographic methods, mainly participant observation with audio recording, to collect data, this paper analyses the communicative strategies that this group of multilingual speakers and their Canadian teachers deployed to discursively construct a 'heterotopia' defined here as 'intensely affective spaces that redefine the experiential feeling of being and becoming'. Analysis of transcribed audio recordings reveals that despite differences in communication conventions and sociocultural backgrounds, the research participants from Congo, Haiti, India, Bangladesh, Jordan and the Philippines

managed to establish a socially cohesive team that emphasises shared relational identity and in-group membership. The findings show how they creatively mobilised previously acquired pragmatic strategies and resources from their L1 to suit the demands of the ongoing interaction in English. It is suggested that language teaching in the context of preparing immigrants for labour market integration entails a pedagogical approach that foregrounds the affordances of English not only as the language of employment but perhaps more importantly as the 'language of comity'. It is therefore suggested that the teaching of the host country's language should focus less on grammatical correctness and focus more on providing the adult learners with opportunities to activate existing pragmatic resources and strategies which have to do with establishing rapport and friendly relations.

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Victoria, M. P. (2017). English: Its role as the language of comity in an employment programme for Canadian immigrants. *Globalisation, Societies and Education*, 15, 114-134.

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