Resource manual for newly immigrated families in Canada

By

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The procedures in this staff training manual/workshop are meant to be used by agency staff, as part of the broader services they provide, or under supervision of agency staff
Dedication

To my family, thank you for all of your support through this time. Thank you for always pushing me to achieve my goals. Most of all thank you for seeing me for who I am, even when I doubt myself.

“The more you read, the more things you will know. The more that you know, the more places you’ll go.” – Dr. Seuss
Abstract

Arrival to a new country and having to create a whole new life can cause large amounts of stress (Walsh, Shulman, & Maurer, 2008). Decreasing stress in new immigrants has been known to provide for an easier acculturation period. The “Newcomer Services Guide” was developed to provide support to both the agency and its clients. The main goal of the manual was to reduce overall stress in new immigrants. The literature that was reviewed supported the idea of creating a resource to aid in the transition for new Canadians. The resource manual consisted of six sections, which were all supported by previous research. The six sections of the manual were: Employment Services, Counselling Services, Language Instruction, Housing Help, Educational Assistance, and General Information. All agency staff members were trained on the use of the manual to make it easier to facilitate and to offer as much help as possible. However, due to time constraints the manual could not be implemented; therefore, an evaluation survey was used to gather ratings. The evaluation survey focused on the usefulness, the organization and, the readability of the manual. The results indicated that the resource would be effective to use with newcomers. Future research completed should focus on the implementation of the manual in order to receive more feedback on its effectiveness.
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Chapter I: Introduction

Immigration Overview
In 2014, there were 260,404 immigrants residing in Canada, representing 0.7% of the population (Statistics Canada, 2015). Canada has also recently seen an increase in the refugee population after welcoming over 30,000 Syrian refugees into the country in the last year (Statistics Canada, 2015). Since Canada’s immigration law, entitled Immigration and Refugee Protection Act, came into effect in 2002, permanent residency has focused on three factors: reuniting families, protecting refugees, and contributing to economic development (Statistics Canada, 2015). These components of permanent residency have been put into place to assist newcomers, as migrating from one country to another can be very overwhelming.

Immigration Effects on the Population
Immigrants and refugees face many difficulties when arriving in a new country including finding employment, coping with language barriers, and establishing housing. These are considered to be major stressors associated with relocating to a new country (Pumariega & Rothe, 2010; Walsh, Shulman, & Maurer, 2008). The various sources of stress associated with immigration can lead to a variety of health problems, including mental health challenges such as depression, stress disorders, and some somatic syndromes (Kirmayer et al., 2011). Common health problems that have been experienced by incoming immigrants include hypertension, malnutrition, measles, and HIV (Burgess, 2004). Overall, research has demonstrated that increased stress levels in immigrants can lead to major deficiencies in one’s overall well being, which can subsequently impact their ability to effectively integrate into a new community (Burgess, 2004; Kirmayer et al., 2011).

Rationale of the Manual
The student researcher recognized that there were many families at the agency that had faced numerous difficulties with their transition and there was no consistent method in place that would address the many questions that new immigrants had about their new host country. The present study involved the establishment of a resource manual for service providers to utilize when working with immigrants. The purpose of creating such a manual was to develop a standardized resource for staff and community members to support immigrants and help them have an effective transition to their new host country. Developing a practical and easy-to-use manual is a key aspect of this study because it combines various local resources that may reduce immigrant stress levels and have a positive impact on their transition period to Canada. In addition, the agency should benefit from gaining this new resource.

Overview of the Product
The manual consisted of outlining several barriers to integration, with the possibility of an information session. The manual was developed in order to assist new immigrants in having an easier adjustment period to the host country. Furthermore, the manual was presented in a “how-to manner”, which provided an overview of each section with real life examples. Overall, the main purpose of this manual was to create a resource to provide to new immigrants of the country, in order to foster an easier acculturation period.
Acculturation is defined as the process and the ability to fit into the new culture and new country (Pumariega & Rothe, 2010). This period involves the capacity to develop and support one’s new way of life, while still using old practices from the home country (Leong, 2014). As there are thousands of immigrants moving to Canada yearly, and due to the various risks associated with immigration, it is important to facilitate their smooth transition into Canada. As a preventative measure, this manual attempted to address the various stressors of immigration, and increase the knowledge that new immigrants will have about some of the local resources. In addition, the manual provided staff members with an accessible resource that may be able to increase levels of service. Creating this type of manual increases knowledge of services available to the residents of the community. It was expected that this manual would be useful in providing a collection of resources and services to new Canadians, which could result in a positive impact on their stress levels and ultimately a smoother acculturation process.

Overview of Thesis Chapters

Following the Introduction was the Literature Review, which reviewed the main barriers faced during the acculturation period. The research provided an analysis of important information regarding immigration experiences around the world. Employment, health status, life satisfaction, and English as a second language represented much of the exploration. Following the Literature Review was the methodology, which described the setting, the measures used, and the characteristics of the participants. The Results section covered the outcomes for the evaluation survey that was created for the manual, and presented an overview of the manual. Finally, the Discussion chapter contained a summary of the findings, the strengths and limitations of the study, and recommendations for future research.
Chapter II: Literature Review

Over time immigration to Canada has become a large part of everyday society (Collantes, Pinilla, Saez, & Silvestre, 2014; Jafari, Baharlou, & Mathias, 2008). Despite this fact, new Canadian immigrants still face quite a few barriers as they transition into their new home: therefore, every immigrating family can face extensive changes (Jafari et al., 2008). The literature suggested that the greatest barriers that immigrants face consisted of trouble with communicating, locating employment, and establishing life satisfaction (Jafari et al., 2008). Considering these large barriers, there are also many smaller obstacles that these citizens can expect to face during their acculturation stage.

Immigration Barriers

One factor that immigrants often struggle with when they first immigrate to another country is the ability to overcome a barrier. The research shows that most immigrants struggle with accessing many barriers that would make them successful in integrating quickly and effectively. Several researchers have found that this can be a defining characteristic.

A study conducted by Djajic (2013) explored the issue of how costs can affect the overall effectiveness of immigration. The expenses of immigration over the past few decades have risen at higher rates. This barrier can have a long-lasting effect on all of the migrants wishing to immigrate. The overall cost of immigration can lead to significant amounts of stress. High stress levels can lead to debt; due to the challenges of gaining employment it can be hard to sustain their families in their new countries (Djajic, 2013).

In a more comprehensive study examining the specific factors that affect newcomers, Lai and Chau (2007) found that the ability to access services acts as a barrier to integration. The greatest known causes for these difficulties are language difficulties, transportation, and knowledge of the services. Typically, as the services become harder to reach, there is a decreased likelihood that immigrants will attempt to access the services. Less access to these services can lead to decreased health and diminished overall well-being (Lai & Chau, 2007). The participants of that study believed that service providers were insensitive to various communication barriers. It should be noted that one major limitation of this study was the way participants were selected; Lai and Chau attempted to find households with more than one participant. This limited the findings of the study due to having a small sample size, and little diversity within the participants. In the end, the results of the study demonstrated a connection between poor health and access to service barriers.

Stewart et al. (2006) examined if lack of time and inadequate transportation are recognized barriers to access services. In the past, research revealed that immigrants face numerous barriers that are difficult to overcome, which may result in services not being accessed (Stewart et al., 2006). Additionally, Stewart et al. found that the immigrant’s ability to speak English is often directly related to the services they are willing to access. Most immigrant citizens will not access services because they fear that they will not be properly understood. Stewart et al. and Lai and Chau (2007) both found various barriers to immigration while using the same demographic of Chinese participants. However they used different methods of assessment to find their results. Stewart et al. used the method of individual and group interviews compared to the survey method that Lai and Chau utilized.

In a later study, Stewart et al., (2014) examined the barriers faced when going through the immigration process. A number of barriers were identified including unemployment, education, and language barriers. There was often disregard for jobs that the participants were qualified to
do, which resulted in being offered low paying jobs (Stewart et al., 2014). This contributed to a low level of income, which lead to the inability to support their families. In addition, the education system did not meet the needs of the children. Children were placed in classes that were well above their comprehension abilities, therefore causing stress and confusion. Additionally, the financial burden associated with educational opportunities can hinder the scholastic progression. Language barriers pose a significant challenge; therefore as expected, the participants were unable to make informed decisions regarding families, employment, and health services. This observation leads researchers to believe that services were not offered in a compatible way. Overall, these concerns provided serious challenges to overcome which can prevent a successful integration into the new country (Stewart et al., 2014).

Both Stewart et al. (2006) and Stewart et al. (2014) found that language is a significant barrier to integration. While both studies found the same factors, they did use different methods and participants. Newcomers to Canada may not speak much of the Canadian languages; therefore, the new immigrants may struggle when it comes to accessing services and gaining employment. While both studies are important to the literature, it is important to consider newer research.

Timberlake, Howell, Grau, and Williams (2015) assessed the stereotypes used that were formed by natives about immigrants. Group threat theory is often used to describe the reasons that the native population may view newcomers as a threat to existing resources: thus creating a negative stereotype surrounding the new immigrants. Timberlake et al. reviewed group threat theory in their study that assessed the impact of immigration. Many natives are concerned because immigrants comprise a large portion of the nation and this threatens many opportunities such as employment and social status. With such a large number of people immigrating each year there is constant competition for jobs, wealth, and social spots (Timberlake, Howell, Grau, & Williams, 2015). Regardless of negative opinions, immigrants become a necessary contributing member of society (Timberlake et al., 2015).

Health concerns. The immigration process can be long and the adjustment period can be even longer. Due to the process of adjustment, the mental health status experienced by many immigrants is at a higher risk level for instability (Jafari, Baharluo, & Mathias, 2008). According to Jafari, Baharluo, and Mathias (2008) obtaining employment is considered to be one of the most important factors upon arrival to a new country; however, immigrants often find difficulties securing employment. This means that those who had trouble finding employment are more likely to experience mental health problems. Those with a higher education are often told that they are “overqualified for entry level positions” (Jafari et al., 2008, p. 103). Although finding employment is difficult, most immigrants want to find a job that supports their family but one that they also enjoy. When searching for jobs, the research shows that peer support and mentorship can facilitate an easier acculturation period (Newton, Pillay, & Higginbottom, 2012).

Additionally, there are cases in which immigrants have difficulties transferring over their career certificates (Newton, Pillay, & Higginbottom, 2012). For example, Newton, Pillay, and Higginbottom (2012) found that nurses had problems obtaining nursing licenses in their new countries due to the inability to access certification information.

Font, Moncada, and Benavides (2012) also examined the mental health factors of immigration. The mental health status of immigrants can often be affected by many factors. Throughout the immigration period, one’s health can be at various levels. Font et al. stated that the further into the immigration process, the more health problems are likely to occur. A large
percentage of new immigrants were in what is considered to be the healthiest part of their lives. Poor living conditions and difficulty finding employment upon arrival to a new country can lead to a decrease in mental health status (Font, Moncada, & Benavides, 2012). A few of the reasons that contributed to stress-associated problems had to do with acculturation, separation from family, work conditions and limited access to services. For example, if an immigrant believes that they have little job security, it is more likely that the stress with regard to this issue will impact their health. According to Font et al., two of the main predictors of poor mental health are emotional strains and the significance of their work; the more meaningful the work the better the chance for having good health. Meaningful work is associated with many of these additional factors because mental health is more likely to be higher if the work is more meaningful. The results of the Font et al. study indicated that lower levels of mental health could be linked to being exposed to more psychosocial factors such as, self esteem, social support from colleagues, and working conditions. Both authors believed that immigrants are fairly healthy upon immigration but that health begins to deteriorate shortly after immigration. This study completed by Font et al. found similar results to the study conducted by Jafari, Baharlou, and Mathias (2008). They both concluded that not finding employment could be detrimental to one’s health. In contrast they used different methods to come to their conclusions. However, the Font et al. research used a sample of immigrants who are already employed, thus they put less hardship on the participants.

A study completed on the health trajectory of Canadian immigrants also found that migrants are fairly healthy upon coming from their birth country (Kim, Carrasco, Muntaner, McKenzie, & Noh, 2013). The authors found that during the four years following migration health status is most likely to deteriorate. The research demonstrated that women are more likely to experience health problems than their male counterparts (Kim et al., 2013). Female immigrants were more likely to have a difficult time finding employment than males were; it should also be noted that women have lower salaries than men do in similar prospects (Kim et al., 2013). Although, Kim et al. used a longitudinal survey to gather results and Font, Moncada, and Benavides (2012) used a standardized questionnaire, both authors obtained similar results in the end regardless of methods used.

Using comparable method of interviews, Font, Moncada, and Benavides (2012) and Ding et al. (2011) found similar results in their retrospective studies. The research presented an important connection between immigrants and life stressors, which can lead to depression and other mental illnesses (as cited in Ding et al., 2011). Positive interventions need to be based on the understanding of where stress comes from. Ding et al. used the Demands of Immigration Scale (DIS), which focused on six areas: language, loss, not feeling at home, discrimination, novelty, and occupation. According to the DIS, language focused on the new language that had to be learned. Learning a new language soon after immigration can be difficult and is considered to be one of the major stressors faced. Loss referred to the attachment to the home country. This category referred to the people, places, and experiences they can no longer see or experience. Immigrants often feel a sense of separation from their home country during this period of life. The DIS scale classified not at home as feelings of not belonging in the new host country. Discrimination suggested feelings of not being treated equally. The DIS scale determined these feelings as being an outsider in the new host country. Novelty was the ability to navigate new situations in the host country. This dealt with the learning of new skills that pertained to the culture. Finally, occupation dealt with the disadvantages experienced with employment. The research stated that immigrants are at a significant disadvantage in the job market. Each of the
categories was ranked on a five-point scale. The DIS was considered to be a reliable and valid measure to gage stress in new immigrants. Ding et al. discovered that language was the highest ranked factor that can negatively affect all other domains. While using a different outcome approach, Ding et al. was still able to get effective results showing that immigrants are affected by many elements.

**Language barriers.** Many immigrants are unable to speak the language of the majority in the host country, but most recognized that learning the new language is a crucial part of the acculturation period (Bittle & Rochkind, 2010). Coming into Canada most immigrants are aware of the problem that they speak little to no English and that this is a key barrier they must overcome during their transition period. Without the use of the English language finding and keeping a job can be difficult. Additionally, there are a number of immigrants who feel as if a language barrier restricted their access to health services (Kim, Carrasco, Muntaner, McKenzie, & Noh, 2013). Some of these language limitations pose a significant risk for increased stress related disorders. Ultimately, language barriers contributed to the emotional challenges felt by new immigrants (Bittle & Rochkind, 2009).

Language proficiency is one of the greatest barriers that immigrants may face (Isphording & Otten, 2014). Integration into the host country can depend on the level of knowledge of the dialect. Employment is seen as a barrier many immigrants face and without the proficiency of the language it can be hard to find work. High proficiency can often indicate a higher acculturation level while lower levels of proficiency generally show decreased levels of integration (Isphording & Otten, 2014).

There has been a strong link made in the Zhang, Hong, Takeuchi and Mossakowski (2012) study between the levels of proficiency in language and wages; the higher proficiency one has, the higher the overall income. Difficulty in acquiring fluency can lead to acculturation stress, which is a type of stress that is induced when one is not as adapted to the culture as they would like to be. This acculturation stress can lead to significant amounts of psychological distress. When a newcomer is unable to learn the new language it can create a cultural distance, which hinders the learning process even more. This disadvantage can create feelings of sadness, anxiety, and frustration. Additionally, when immigrants speak with an accent they are more likely to face discrimination. Furthermore, learning English builds the foundation in order to develop new social networks (Zhang, Hong, Takeuchi, & Mossakowski, 2012). In a comparable study, Zhang et al. examined the relationship between psychological stress and language proficiency in immigrants. Isphording and Otten (2014) conducted a study will similar results; both studies used a survey to conduct their data. In contrast both researchers used different populations to research. Isphording and Otten utilized a sample of various American immigrants, and Zhang et al. utilized a combination of Latino and Asian newcomers.

Of the above studies, the researchers have found a link that connects language proficiency to employment. Being unable to speak the English language can makes the acculturation period difficult, which causes unnecessary stress. The one thing these studies have in common is that language difficulties can be a main barrier to integration. However among these researchers they all conducted different studies that show the same results. 

Zhang, Hong, Takeuchi, and Mossakowski (2012) and Bittle and Rochkind (2009) conducted similar studies to find a connection between language and other barriers that immigrants may face. However these studies use different methods, Zhang et al. produced their results by conducting a valid and measurable survey. Bittle and Rochkind used a telephone survey to gather their findings. In
addition Bittle and Rochkind was the only study to include control groups to support their findings. In summation, all of the researchers conducted different studies but found similar results. All the researchers used similar participants; all participants were 18 years or older and raised in the United States.

**Life satisfaction.** Life satisfaction, more commonly known as quality of life, can be difficult to achieve when entering a new country (Vroome & Hooghe, 2013). Many factors can reduce life satisfaction, such as loneliness, economic wealth, and unemployment. Loneliness is a common element as immigrants have often left their lives behind. Economic wealth is defined by one’s place of residence and one’s employment status. Many immigrants are considered to have fewer choices when it comes to housing status and employability. Material resources such as money, personal possessions, and clothing have a significant effect on life satisfaction in immigrants (Vroome & Hooghe, 2014). Vroome and Hooghe (2013) stated that the needs-gratification theory, which is based on Maslow’s Hierarchy of Needs, explains that our physiological needs are the most important. Life satisfaction is often directly grouped with our physiological need to live and survive (Vroome & Hooghe, 2013). In this study, Vroome and Hooghe conducted a survey in order to evaluate life satisfaction in Morocco and Turkey. Their survey used a Likert scale to distinguish subjective responses from the respondents. Although Vroome and Hooghe used different methods in their study, they found comparable results to other studies on life satisfaction.

Kayitesi and Mwaba’s (2014) study found a negative link between low life satisfaction and unemployment, low-income levels, and poor living conditions. Living standards are highly associated with life satisfaction; the better the conditions, the higher the life satisfaction can be. There are many immigrants who classify themselves with low life satisfaction because they are lacking some basic services. Basic services were defined by factors such as running water and a place to live. The more basic services that can be accessed, the higher life satisfaction can be. Therefore, increasing access to basic services can increase their overall life satisfaction. Kayitesi and Mwaba state their study did have similar findings to other comparable studies, but their main limitation was that their study included psychology students as participants. This could affect the results because psychology students are more likely to have an increased sensitivity.

Jibeen and Hynie (2012) examined predictors for life satisfaction and found that living with other family members is strongly associated with lower levels of life satisfaction. Autonomy was considered a large factor for high life satisfaction levels. Women often struggled finding their place within a new environment and experienced feelings of discomfort and insecurity. Some women felt those feelings while integrating into their new societies and finding their new roles. Jibeen and Hynie concluded that autonomy and life satisfaction are highly correlated due to the outcome of their study being replicated. Their research was comparable to Kayitesi and Mwaba (2014) because they used the same method of questionnaires and found the same large effect that living conditions have on life satisfaction.

Lönnqvist, Leikas, Mähönen, and Jasinskaja-Lahti (2015) had a different definition of what life satisfaction meant; the authors defined it as “one’s life, ‘global’ well-being, happiness, and satisfaction with life as a whole” (p. 497). Moving from one country to another can lead to a variety of psychological effects, which can cause issues with the overall well-being for many immigrants (Lönnqvist, Leikas, Mähönen, & Jasinskaja-Lahti., 2015). Lönnqvist et al. found that well-being follows a U-shaped curve. This means that when immigrants arrive in the country their well-being is high. After the first year after immigration health begins to decrease.
at a steady rate. Once a few years have passed since immigration, the overall health tends to increase once again. Nevertheless, Lönnqvist et al. faced generalizability issues due to this being a Finnish study and each government supports and deals with immigrants differently. For example, in Finland culture and language courses are mandatory, as well as the right to health care; however, this is not always the case in immigration to other countries.

**Employment.** Effective immigration starts with securing employment upon migration. Fleay, Hartlet, and Kenny (2013) gathered the experiences of refugees who were placed in long-term detention centers. The study documented 11 different experiences when trying to find employment. Unemployment can be associated with feelings of loneliness. The majority of the men agreed on the feeling of being unsupported by service providers when looking for a job. All of the men expressed a desire to work but many men experienced hardships when trying to restart their lives. The men noted that finding employment was the most important factor when trying to increase their mental health and self-worth. Having a good support system, good language skills, and good professional skills can also improve self-worth. Being able to support their families was a strong indicator of finding their self-worth.

**Applying the Use of a Manual for Effective Treatment**

Marshall (2009) believed that there are four main aims for implementing treatment manuals. In order to be successful, a manual should be based on a theoretical outlook, have the number of treatment sessions required, the content for objectives should be clearly outlined, as well as what needs to be achieved in order to obtain positive results (Marshall, 2009). A manual specifies the treatment strategies; manuals can provide more information in regards to strategies for treatment goals to be more easily accessed and achieved.

In a related study using a comparable sample of participants, Mann (2009) also explored the advantages to using a manualized therapy approach. Dobson and Shaw (as cited in Mann, 2009) described a treatment manual as a practical book that instructs therapists on various techniques to treatment. In today’s society, treatment manuals are viewed as an addition to therapy for several behaviours (Mann, 2009). Various studies have produced mixed results surrounding whether manuals are effective, but the majority of the research indicates that manualization is the technique that many therapists should strive for (Mann, 2009). Manuals should not be used alone but in conjunction with other treatment methods. When creating a manual it is important to ensure treatment fidelity because observer drift can effortlessly occur in the implementation of the manual. Observer drift can decrease the effectiveness of the manual (Mann, 2009). Treatment manuals provide an array of advantages such as: providing an easy way for staff training, keeping goals focused, offering flexibility, and providing an empirically based treatment (Mann, 2009).

In a similar study, Dobson and Shaw (1988) also considered the benefits of using manualization. Treatment manuals are becoming increasingly more popular through further development (Dobson & Shaw, 1988). Treatment flexibility is one guideline that makes treatments so effective. Dobson and Shaw believed that manualization provides an easier replication process. They believed that providing a manual outlines the clear and concise techniques of therapies to be used during an intervention. When integrating the use of manuals, it is important to have an effective trainer in order to ensure treatment fidelity (Dobson & Shaw, 1988).

According to Wilson (1996) treatment manuals have changed considerably in psychotherapy research. Treatment manuals can be used for a variety of reasons and techniques.
The research showed that behavioural approaches have been used for treatment manuals with effectiveness; all behaviours can be learned and unlearned. Manuals rely on a method of standardization (Wilson, 1996). Treatment integrity is established by replicating other studies in order to provide research on overall effectiveness. The use of manuals in psychotherapy provided an additional benefit of an accessible guide to other educators (Wilson, 1996). In controlled studies, manuals have been shown to have an effective approach (Wilson, 1996). The structure of a manual provided a more focused treatment outcome. A manual is not required but in certain situations it can add many advantages to the therapy with various positive outcomes. Treatment manuals should be used when the researcher’s goal is to engage the individual outside of therapy, or when the researcher wants to provide the client with more information. The research of Craske et al. (as cited in Wilson, 1996) revealed that self-help manuals are effective in providing clients with a supplementary resource; these types of manuals should be used in conjunction with a professional’s support. The ongoing use of manuals suggested that this is a more effective approach to provide in addition to treatment (Wilson, 1996).

Manualized treatments are less intrusive and focus on treatment specific strategies and techniques (Wilson, 2007). There are many advantages of using a manual-based treatment. One important advantage to note is that self help interventions have been introduced in a positive manner. Providing an accessible and detailed treatment allows for more controlled studies to be completed. Manual-based treatments have the added benefit of providing additional methods for treatment replication, making the original study stronger. A challenge to this kind of treatment can be flexibility (Wilson, 2007). Treatment manuals often have difficulty in ensuring that the care is individualized. It is essential that the intervention be tailored to each individual to ensure the highest level of treatment effectiveness. Using a manual to facilitate treatment outcomes allows for a wider range of providers who can teach the material. Overall, manuals have been an effective treatment resource that should be continually used in order to create a better understanding of the way treatment works (Wilson, 2007).

In contrast, Wilson (1996) explored the weaknesses of using a manualized therapy. As with any new concept there are always drawbacks; some researchers believe that the role of manualization comes with many obstacles. Wilson (1996) stated that there are a few criticisms of manualization. First, the concept of manualization goes in the opposite direction of where cognitive behavioural therapy principles are headed (Wilson, 1996). Treating all clients with the same problem the same way will not solve anything. The outcome of such a treatment will provide a negative effect. Wolpe (as cited in Wilson, 1996) believed that there is an inconsistent approach with the use of manuals. Subsequently, manualization undermines therapists’ creativity. Manual treatments have the opportunity to render clinical innovation. Therefore, creating a therapeutic relationship and engagement into the change process can be difficult. Finally, the process of treatment manuals is moving towards integration and manualization can create an un-integrated approach. Treatment manuals are considered to not be the norm and are viewed as an eclectic approach. However, cognitive behavioural therapy approaches are seen as most effective when a combination method is used.

Overall, several researchers agree on one thing and that is the fact that manualization is the approach that clinicians should begin to take. Researchers believe that the advantages outweigh any disadvantages. Some of the advantages include treatment flexibility, provision of more information, focus on treatment goals, and easily accessible for staff training. However, there are some disadvantages to using treatment manuals to increase effectiveness of therapy.
few of the disadvantages include lack of individualization, limiting therapist creativity, and creating an un-integrated approach.

**Relation to the Current Study**

Most, if not all of researchers, agree on the many barriers that new immigrants may face. The literature stated that the largest obstacles are language difficulties, finding employment, and mental health problems. Among these challenges there are many other barriers to face such as life satisfaction, which encompasses many smaller obstacles such as living arrangement, happiness, and employability.

Collectively, the research completed above indicates that choosing a manualized therapy would be beneficial to the target audience. The research has shown that although some therapies work better without manualization, this particular research project would benefit with using this approach. For this project, the positives outweigh the negatives. In addition, using a manualized approach will be useful in order to provide assistance for all. Using a manualized approach will serve as beneficial to overcome certain barriers to service.

All of the barriers that immigrants face as previously described in the literature were taken into consideration when establishing the present manual. The overall literature highlighted that there are many factors that affect the immigrants over time. These are the factors that are the most important to consider when developing a resource to improve transition times and the well-being of the immigrants. The literature provided a basis for developing a tool that could be beneficial to immigrants upon their arrival to Canada. The literature showed that by providing immigrants with help in these areas, a manual may reduce their stress surrounding the migration period. Some benefits of improving stress levels are easier acclimating periods, feelings of belonging, and a better overall well-being.
Chapter III: Method

Setting
The agency is a municipal subsidized housing organization that is located in the center of a residential community. It is a community based service center that serves a diverse population of people and works in collaboration with the 400 individuals and families who live in the housing community to decrease barriers that they may face. Community houses provide a center point accessible to all community members by supporting those in need. The community health center strives to build safe environments for all. Several of the programs offered at the community house are for the children of the neighborhood and include a youth drop-in as well as homework clubs. The goal of some of these programs is to keep children off the streets during the critical hours after school. However there are also adult programs for the community, involving a food bank, a community art class, and a tenant circle. The programs for adults are offered to get as much community involvement as possible. Many residents receive social assistance and are classified as low-income families. There are roughly 15 different languages spoken throughout the neighborhood. Positive youth development starts with community development through the neighborhood level.

Participants
The average age and gender for the community members vary as families come from many different countries; therefore, Canadian-born citizens were excluded from the study.

The staff members at the agency evaluated the manual; however the intended use of the manual was for the members of the community. The participants included six staff members and two volunteers. The employees will ultimately be the ones to facilitate the manual. This means that staff should become acquainted with the content of the manual and be able to assist any community members with the information.

Consent
Due to the fact that opinions are being used for readability and effectiveness of the manual consent was not obtained. However the staff participants were notified that the data would be used in a public forum with no identifying information.

Brief Overview of Manual
A resource manual was created for recently immigrated citizens, for men, women, and families seeking more information upon their arrival to Canada. The manual is used to facilitate an easier acculturation period. The manual consisted of six sections, which included resource material for the following areas: counseling, housing, language instruction, employment, education, and general information. Each of the following sections provided an overview of the services that can be accessed and provided relevant information to the reader. The different segments provided step-by-step directions and pictures to provide more clarity.

The first section provided information for employment. The employment section has the most information. This portion of the manual assisted in help finding a job. It teaches the basics of creating a resumé and cover letter. It also describes how to apply for jobs, pass the interview, and strategies for maintaining the job. Additionally found in this section are employment agencies that are ready to help with any of the above.
Counselling services was the next portion outlined. This portion of the manual consisted of various agencies around the city that provide counselling to those in need. Most of the services provided were free of charge. Some of the counseling services that are provided in the city include; individual counseling, group counseling, self-help groups, and post immigration help. All numbers and locations for these services were also provided.

Finding free classes for learning English, as a second language may be difficult for newcomers to Canada. This section provided a detailed outline of where these classes can found, some of which are free of charge and some that have an added cost. Each agency that provides these classes provide many skills needed to obtain employment or pass the citizenship test.

Housing services was the following section as it was an area of need that can cause undue stress. Housing help can be provided through a project called families first, which works to find living arrangements for those who are struggling with their current situations. In addition there are many other agencies in the surrounding area that can assist with finding new immigrants homes. Social assistance housing was also a priority for this section, when looking for a place to live.

The education section provided various opportunities for every person in the family. It entailed how to enroll children in the local school boards, as well as how to apply for college or university.

Finally, the last section of the manual consisted of general information. This portion of the manual provided information on getting around the city, self-help tips, recreation opportunities, and emergency services. This provided an overview of general information that newcomers to Canada may need.

Design
The study used a non-experimental research design. This design was chosen because the variables were not manipulated. Qualitative research was used due to not using numerical values to assess effectiveness. The independent variable is described as the resource manual created and the dependent variable is the length of integration.

Evaluation
Due to time constraints the manual was not formally evaluated. A feedback form was used in order to collect social validity from the agency staff and volunteers. Further feedback should be identified if the manual gets implemented. The feedback will be used to pinpoint improvement to be made to the manual. The feedback is valued so that the manual can be improved in the future.

Materials
Many different materials were used in the development of the manual, consisting of research to discover which factors immigrants often needed assistance with following immigration. The research used was various academic journals, websites, and books. For the making of the manual Microsoft Word and clip art were used. In addition for those using the resource a copy of the manual, access to a computer, a phone, and potentially pen/paper to take notes were needed.
Measures
The student researcher created an evaluation survey to assess the usefulness of the manual. The student researcher created the evaluation survey (Appendix A). The evaluation survey used a 5-point Likert scale to determine usefulness, ranging from one (strongly disagree) to five (strongly agree). The results of the evaluation form offered information regarding future improvements for the resource manual. In addition the survey was completed anonymously. Qualitative data was represented through the use of the survey. The information was compiled and reviewed and improvements were made based on the feedback received from the evaluation survey. An average was calculated and if the rating is between 1 and 3 changes will be made to the necessary section. Additionally, a frequency distribution was created to demonstrate the nominal data.

Procedure
The student researcher created the resource manual with the focus of providing resources to many new immigrants. The manual was used to assist new community members with finding relevant information about basic services in the area. This information provided newcomers with the tools to assimilate into the Canadian culture.

Additionally, the student researcher created the evaluation survey to discover if anything needed to be improved. The survey was distributed to the staff members of the agency. The survey was completed once the manual was nearing completion.

At the end of the placement, multiple copies of the manual were left at the agency, as well as an electronic copy for future revisions. The student researcher would also be available for an information session at the end of the placement if needed.
Chapter IV: Results- Application

The Final Product

The resource manual for newly immigrated families was created to act as a resource for new Canadians; it provided citizens with information they may need after immigration to integrate with greater ease. The intended use of the manual was for community residents; however due to possible language barriers agency staff was trained on the content of the manual. It is expected that this will be a resource for adults, although the information will be useful to all ages. There were six different sections included in the manual. The sections consisted of employment, counseling services, housing help, language instruction, educational opportunities, and general knowledge. The manual was left at the agency at the end of the student placement.

Results from the Evaluation Survey

Seven individuals from the agency completed the evaluation survey. There was a mix of five staff members and two placement students who were able to evaluate the manual. There was a mixture of staff members and volunteers due to the shared responsibilities within the agency. Ultimately, there was a minimal difference in task assignment in related to staff members versus volunteers. The survey used readability and organization as the main categories. There were eleven questions and responses were measured on a Likert scale whereby, responses ranged from strongly disagree (1) to strongly agree (5). Additionally, there was one question that referred to suggestions, which could be completed to improve the manual. Table 1 represented the percentages of answers selected in the evaluation survey.

Table 1. Percentages for individual ratings on evaluation survey.

<table>
<thead>
<tr>
<th>Questions:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
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<td></td>
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<td>0%</td>
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<td>14%</td>
<td>86%</td>
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<td>0%</td>
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<td>57%</td>
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<tr>
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<td>0%</td>
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<td>71%</td>
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<td>2. Substantial</td>
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<tr>
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<td>57%</td>
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<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>2. Recommend</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
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</tbody>
</table>

*Note. TOC= Table of Contents.*
Overall the responses provided by staff members of the agency indicated that they were well satisfied with the manual, and supportive of its use and in particular with regards to the layout, content, organization, and readability. All staff members of the organization agreed that the information will benefit their agency; and that they would recommend the manual to newcomers. All responses to the evaluation form were recorded in Appendix C.

Each of the questions in the evaluation form allowed individuals to chose the best response based on a range that was provided. Responses varied from 1, meaning strongly disagree, to 5, meaning strongly agree. Questions that were based on the readability of the manual and regarding how logical the manual was presented only included agree (4) and strongly agree (5). These questions were based on the individuals understanding of the manual and the information provided. The next section was to evaluate the organization of the manual and it’s content such as “was the manual organized” and “was there enough information provided”. These questions were rated based on a scale of 1, meaning strongly disagree, to 5, meaning strongly agree. Questions based on incorporating the right information were also evaluated using the same scale. In addition to the Likert-scale type questions, there were also questions regarding recommendations for any improvements to the manual. Some suggestions to improve the manual were moving the section pertaining to housing help to be the first chapter of the manual, translating the table of contents, adding food emergency assistance programs, and including more information about the various disability programs in Canada.

Changes to the Manual

Based on the feedback from the agency evaluation form, there were minimal changes to the manual. The changes to the manual were minimal and included modifications to the basic outline of the manual, because it was believed to be unnecessary. Most of the changes made were grammatical errors and spelling. In addition there were a few things added to the manual such as adding emergency services, emergency food services, and senior recreational programs. These changes were made in order to enhance the scope of the audience. Moreover, there was one other major change in the manual and this was to add more psychoeducational aspects. This consisted of adding a section to the manual to increase coping strategies in the area of counselling.
Chapter V: Discussion

Summary of Overall Thesis

This study was created in order to assist in providing a resource that could be used to decrease stress in new immigrants. These factors were seen as the target for the intervention. Based on the research employment and language difficulties were of utmost importance when focusing on barriers to overcome (Lai & Chau, 2007), in addition with housing problems, education, and overall well-being. The Literature Review indicated that these stressors were an area of interest to place emphasis on. Most of the research demonstrated that this was an area that was important to consider when trying to aide in the acculturation period. However, it was difficult to find studies that used all of these aims together; most current manuals used one or to of the techniques. The literature also indicated that mental health concerns were also important when considering intervention targets (Jafari et al., 2008). Therefore, it was hypothesized that using all of the targets would have a positive effect on the behaviour. It was also predicted that using a manualized therapy would be beneficial (Wilson, 2007).

Through the research completed about the agency and the population, it was noted that there was one essential gap. There was no current resource at the agency that could be used to help immigrants when adapting to a new society. Therefore, the primary goal of creating the manual was to address this concern by developing a resource that would help new immigrants decrease their stress levels while acclimating to the country. Stemming from consultation with the agency staff it was hypothesized that the manual would be effective in assisting new Canadians who are adjusting to the society, however due to the fact that the manual was not implemented this was not confirmed.

Strengths

The manual was developed to improve the lives of the individuals using the manual and therefore the purpose was to create a resource to aide in the transition period for new immigrants. The resource manual was designed with time in mind; the amount of time it takes to implement the manual is minor. Therefore, the manual is expected to not interfere with day-to-day activities at the agency.

A significant strength to the study was that the manual was found to be very user-friendly. Through research it was recommended that certain targets be addressed for any future interventions. Therefore when creating the manual, it was important to include these targets in each section of the manual. This allowed for the reader to gain a broad view of the information, which resulted in an easy-to-use document. Additionally, in efforts to improve the effectiveness of the manual all agency staff was available to be trained on the manual as needed. This provided a working knowledge of the manual in order to supplement any questions that could arise.

Limitations

While the research suggested that these stressors would be a suitable intervention target, there are some limitations to discuss. A significant limitation to this study was time constraints and the manual was unable to be implemented. The researcher was only able to measure its potential usefulness as perceived by agency staff, however if there were more time to implement the manual it would be an added benefit to evaluate the manual from a participant point-of-view.
Another significant barrier to implementation would be the potential language barrier. Many clients who would use the manual, if implemented, come from various backgrounds; English may not be their first language. Depending on the English fluency of the target audience, the manual may require translation in order for some to be able to use and understand the manual effectively.

In addition, literacy and language could be a predicted limitation. Because of the fact that there were no participants there is no way to predict if they would be able to read the manual and be able to understand the manual. The manual was created using layman’s terms in order to facilitate the best understanding from those reading it. In the future, this should be tested to evaluate effectiveness of understanding.

Finally, due to the fact that the manual was unable to be implemented because of time constraints there was no empirical method used for evaluation. Because of this, the hypothesis was not officially tested. This affected the evaluation forms that were completed. Due to the fact that there were no participants to evaluate the manual, only staff members were able to evaluate the manual. In the event that the manual gets implemented, participants should evaluate the manual in order assure its effectiveness.

**Multilevel challenges**

When working at an agency that specializes in a low-income population, there can be many challenges. The agency deals with several different families and offers many programs for adults as well as children. In addition, the agency assists with various day-to-day struggles these families may be dealing with. The challenges that can occur when working with this population occur on different levels. These levels consist of client level, program level, organizational level, and societal level.

**Client Level.** It can be challenging to work with those who are in low-income housing because they face countless barriers in their everyday lives. These barriers can be hard to overcome due to the fact that they do not always have as many resources as others. Several families come to the agency for help with various problems such as housing troubles, billing complications, and transportation issues. This is an issue as there is not always a quick effective solution to the problem.

**Program Level.** Working in this type of setting results in having limited client interaction due to most of the “behind the scenes work”. Meaning that during the day is when most work gets completely independently, and in the evenings is when after-school programming begins. There are very strict deadlines at the agency, which can pose a time management issue. Therefore time needs to be used as effectively as possible. There are various programs at the agency in an attempt to create an integrated approach for all. The goal is to try and help as many individuals as they can. Despite this fact it often seems as though there is never enough time to accomplish all tasks.

**Organizational Level.** The amount of work that has to be done on a daily and weekly basis can be strenuous. There are many staff members and placement students at the agency but due to the hours worked it is often hard to find time to collaborate with others. This can cause miscommunication at the agency, as email is the primary source of communication. On many occasions some staff members never see each other. This can cause strains when there are problem behaviours that need to be discussed with all staff.
**Societal Level.** There are several negative societal views that the public may take on low-income families. There are judgments passed by people about others living in low-income housing (Palmer, Ziersch, Arthursom & Baum, 2007). There are various stereotypes attached to living in these communities. This can affect how useful the programs can be. The goal of the agency is to occupy children after school in effort to take the children off the streets during critical hours. Living in a low-income housing environment can cause a stigma, which can have an effect on all of the children.

**Contributions to the Field of Behavioural Psychology**

Behavioural psychology makes efforts towards changing the lives of those who may be facing emotional or behavioural problems. The manual that was created, if implemented, could contribute to reducing emotional difficulties in immigrants who are looking to adapt to society effectively. Additionally the creation of this manual provided facilitators with an approach that could improve the quality of life of those who use it.

The above aspects of stress reduction and improving emotional difficulties are areas to focus on in order to contribute research to the field of behavioural psychology. These factors give insight on improving immigrant transition times.

Overall, this study contributed to the research in the behavioural psychology field because the research reviewed indicated that certain targets should be addressed in order to decrease immigration stress. The manual was created because stress among new immigrants was found to be a significant target to address. If the manual gets implemented in the future and further outcome evaluation is obtained, this may add to the importance of the current literature. Finally, if implemented, the manual has the potential to be beneficial to the field of behavioural psychology by reducing immigration stress, increasing knowledge of services, and will provide the agency with a beneficial aid.

**Recommendations for Future Research**

It is recommended that future researchers should attempt to implement the manual. The purpose to this would be to assess and evaluate the effectiveness of the manual. Additional research should be conducted to assess the different impacts that stress has on immigrants. This study specifically focused on those in low-income housing neighborhoods, future studies should broaden the outlook on different populations of immigrants. Should the manual be reassessed, changes should be made regarding new data collected.
References


Appendix A

Evaluation Survey

Please complete this survey for on-going improvements to the manual. The feedback you provide is essential to revise and edit the manual as needed. In addition it allows me to see if the way the material is presented has been effective, or if changes need to be made. Please place an X under the rating in which you feel is the most appropriate.

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Neither agree or disagree (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readability:</td>
<td></td>
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</tr>
<tr>
<td>1. Is the manual easy to understand?</td>
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<tr>
<td>2. Was the information useful to you?</td>
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<tr>
<td>3. Are the directions clear in each section?</td>
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<tr>
<td>Organization:</td>
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</tr>
<tr>
<td>1. Is the manual well organized?</td>
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<tr>
<td>2. Was there enough information provided in each of the sections?</td>
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<tr>
<td>3. Was there important information that was omitted?</td>
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<td></td>
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<tr>
<td>4. Was there too much information in each section?</td>
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<tr>
<td>5. Did the table of contents provide you the correct information?</td>
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<tr>
<td>6. Is the information presented in a logical way?</td>
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<tr>
<td>i. Will the information benefit the agency?</td>
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<tr>
<td>ii. I would recommend this manual to any newcomers.</td>
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</tbody>
</table>

What could be improved or changed in the manual?

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________________________________________________________________________
Appendix B
Resource Manual for New Immigrants to Canada

Newcomer Services Guide

Developed by Tara Kelso
Honours Bachelor in Behavioural Psychology
St. Lawrence College
2017

*All photos used in the making of this manual were copyright free and obtained through Microsoft Office: Clip art function*
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Section 5: Educational Assistance............................................................71

Section 5: General Information.................................................................78
About the Manual

This manual was created in order to help newcomers to Canada have an easier adjustment period.\textsuperscript{1,2} The purpose of the manual is to provide new immigrants with the services and information they may need while integrating into the country. The manual provides many services as well as how-to-guides and examples for each category. This manual consists of six sections, which include employment help, housing, counselling, language services, educational opportunities, and general information.

\textsuperscript{1} Dobson & Shaw, 1988
\textsuperscript{2} Marshall, 2009
Section 1: Employment Services
In order to gain employment in Canada you need to get a social insurance number (SIN). This is an identification number that allows you to apply for government services, complete your income taxes, and get child tax benefit. Most employers will ask you for this card once you have acquired the job.

**Getting your SIN number**
- You can apply in person or by mail
- You need to fill out the application from a Service Canada Center
- You need the appropriate documentation
- You can get your number the day you do the application if the application is correct

**What documents do you need to apply?**
- One primary document: birth certificate
- One supporting document: something with your current name

**What is a Supporting document?**
- Certificate of marriage/divorce
- Legal name change certificate
- Adoption certificate
- Request to amend record of landing (confirmation of permanent or temporary residency)

**Permanent residents must provide one of the following...**
- Confirmation of residency
- Record of landing
- Verification of landing
- Status of verification

**Temporary residents must provide one of the following...**
- Work permit
- Study permit
- Visitor record
- Diplomatic identity card

For more information visit www.settlement.org
Creating Your Résumé: Functional vs. Chronological

When applying for jobs in Canada you will need a résumé, cover letter, and references. However the most important item is a résumé. A résumé is a paper that describes all of your current experiences. There are two types of résumés you will need to know about; functional and chronological.

**Functional Résumé**
- Focuses on the skills and abilities you have achieved through experience that you have gained by attending school, employment, and volunteering
- This résumé type is the most effective when you have little to no experience in a job
- It should outline the job being applied for and highlight all related skills you may have

**Chronological Résumé**
- This résumé displays all of your education, employment, and volunteering experience in order
- These types of résumés display all of your experience in order with most recent coming first
- Should outline the job being applied for and highlight all related skills
- Accomplishments and achievements should also be listed

---

3 Pinecrest Queensway Community Health Centre, 2017
Resumé Details

Objectives
· Should specify what kind of employment you are looking for and have a brief statement about yourself

I am seeking a full time position within your customer service agency and am hoping to expand my skills while employed with your company.

Skills and Abilities
· States a brief overview of your previous jobs
· Explains any achievements you earned
· Includes sample skills you learned while in the job

Customer Service Example
· Processed cash, debit, and credit card payments through the point of sale system
· Light cleaning duties of the front end cash area
· Cleaned and restocked all needed areas
· Trained all incoming staff on how to use the cash system

---

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Functional Resumé Example

Name
Address
Phone number
Email

Objective

· Explain who you are what you hope to gain by writing this resumé

Skill abilities

Skill Category
· Experience and accomplishments
Skill Category
· Experience and accomplishments
Skill Category
· Experience and accomplishments

Employment History

<table>
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<tr>
<th>Year</th>
<th>Position</th>
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Educational Experience

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5 Pinecrest Queensway Community Health Centre, 2017
## Chronological Resumé

### Example

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### Objective

- Explain who you are what you hope to gain by writing this resumé

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### Employment Experience

<table>
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- Skills and accomplishments

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- Skills and accomplishments

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- Skills and accomplishments

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### Volunteer Experience

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<th>Year</th>
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</table>

- Skills and accomplishments

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### Educational Experience

<table>
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<tr>
<th>Year</th>
<th>Institution Name</th>
<th>City and Province</th>
<th>Diploma</th>
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6 Pinecrest Queensway Community Health Centre, 2017
References

Who can be a reference for you?

Personal reference
· Family friend
· Teachers/ Coaches

Professional References
· Employers
· Supervisors
· Volunteer Coordinators

Why do I need references?
· References provide a way for your future employer to see what kind of worker you are prior to hiring you. The employers may ask questions such as, is the candidate punctual? How does the candidate handle stressful situations? Do you think the candidate would be a good fit for our company?

· It is important you ask these people prior to putting them on your reference list. When creating a list of references you should politely ask the people if they would be willing to provide you with a reference for an upcoming job you have applied for. You also may want to give them a little background on what the job entails and how you think you could excel at it.

· When you leave an employer, always ask for a positive reference! You may not always leave a job on good terms, so it is important to note that not all employers will give a reference with qualifications.
Reference Example

Reference Name:
Job Title:
Address:
City and Province:
Phone Number:
Email:

Reference Name:
Job Title:
Address:
City and Province:
Phone Number:
Email:

Reference Name:
Job Title:
Address:
City and Province:
Phone Number:
Email:
Creating a Cover Letter

A cover letter is another way for you to describe your achievements, but in more detail. Your cover letter should be a more detailed version of your resume by outlining how your qualifications apply to what you are applying for. You should try and create a resume and a cover letter for every job that you are applying for. A cover letter should focus on three main points. First you should clearly introduce yourself and your objectives, next you should explain how you believe that you are qualified for the job, and third you should request future communication with the employer.

Tips for writing a cover letter
1. Do your research about the company and the job
2. Personalize your letter; do not just restate what your resume says
3. Be professional
4. Be brief
5. Proofread, always make sure you read over your work.

---

7 Pinecrest Queensway Community Health Centre, 2017
Cover Letter Example

Name
Address
Phone number
Email

Date:

Company info
Name:
Job title:
Address

To Whom it May Concern

First paragraph—Introduction
· In this paragraph you should introduce yourself, you want to be professional and polite. You also need to mention the position you are applying for and how you found out about the position. This is your chance to show your interest for the job and why you would be a good fit.

Second/third paragraph—Description
· This is where you are going to describe your qualifications in detail. Be specific and give examples and explain your skills in a positive way. Talk about any accomplishments you have made here. The paragraph is meant to convince the employer that you are the right person for the job. This section should be no longer than two paragraphs.

Final paragraph—Closing
· Close by saying how you would like the opportunity to be apart of their organization and politely request an interview. End with how the employer can contact you and when the best time would be.

Thank you for your time
Sign your name

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8 Pinecrest Queensway Community Health Centre, 2017
The Interview Process

The purpose:
Creating and distributing your resumé is the first step in the employment process, the next step is the interview process. This is a way for employers to see who you are and if they believe you would be a good fit for the job. The most important part is that you prepare for this. Many people come to interviews unprepared and this results in not getting the job opportunity. Interviews can last anywhere from 5 minutes to one hour. Some employers may even request more than one interview.

Preparing for the interview:
- Know the exact time and location of where the interview is to take place and arrive at least 15 minutes early
- Do your research, many employers will ask questions about their company. Know the history of the company as well as where it is located, what kind of items they do, and know if they have plans to expand. All of the important information can usually be found on their website.
- Dress for success, on the day of the interview you want to look professional. For men this usually means a business suit, and for women it means a blouse with dress pants. Your appearance should be clean and conservative.
- Be prepared with some of the questions that you may want to ask. These could include is there a uniform? What is the rate of pay? How many hours are expected? What is the next step in the hiring process?
- Bring a copy of your resume and references to the interview
- Be sure to thank the employer for their time

Things employers are looking for
- Professionalism
- Eye contact
- Appearance
- Confidence
- Career planning

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9 Pinecrest Queensway Community Health Centre, 2017
Example Interview Questions

Tell me about yourself?¹⁰
· The employer wants to learn about you and your background. You should touch on your qualifications, your experience related to the position, and a few appropriate things about your personal life.

Why do you want to work here?
· They want to find out whether you are genuinely interested in the job opportunity. You should answer in a way that highlights the company and how your skills would benefit the company.

Why did you leave your last job?
· The employer wants to learn if there are negative reasons for you leaving a previous employer. They want to know if there would be a reason not to hire you. Always say something positive about previous employers, even if you left on bad terms. This is a good chance to say if you have a reference letter from a former boss.

What do you consider to be your greatest strengths/weaknesses?
· They want to find out whether or not you would be a good fit for the job. Employers want to see if you will fit in with already employed people. They want to see whether your qualifications could benefit the company and they want to know if you will be with the company long term before they hire you.
· State the skills in a positive way and provide examples if you can.

What would you do in “this situation”?
· This examines your ability to handle unexpected situations. Talk about a time where you successfully managed the situation in question. If you have not experienced the situation they are speaking about then describe what you would do if you were in that situation. Ultimately the employer is looking to see how you would handle a stressful situation. Be confident in your answers and explain why you did what you did.
· For example, “What would you do if... You caught somebody stealing from an employee or a customer.”

It is illegal for an employer to discriminate against anybody due to gender, age, marital status, sexual orientation, and religion.

¹⁰ Pinecrest Queensway Community Health Centre, 2017
Looking for Jobs

Most of Ottawa’s Job searching is online, here is a list of all of the different websites that you can go to start your search!

· www.jobbank.gc.ca
· www.monster.ca
· www.workopolis.ca
· www.ottawajobshop.ca
· www.indeed.ca
· www.eluta.ca
· www.ottawa.kijiji.ca
· www.wowjobs.ca

Youth:
· www.onestep.on.ca
· www.needsjob.org
· www.mazemaster.on.ca
· www.studentopolis.ca
Employment Service Agencies

Finding a job can be hard, but this is why there are employment agencies out there to help. Employment agencies can assist you with looking for jobs, creating resumés cover letters and prepare for the interview.

Pinecrest– Queensway Employment Centre
2525 Carling Avenue
613-288-3880

Community Employment Resource Center
415 Hazeldean Road
613-828-2123

St. Lawrence College Employment Service Ottawa
71 Bank Street
613-232-0022

Ottawa Employment Centre
370 Catherine Street, suite 100
613-230-4440

Ottawa Employment Centre
2020 Walkley Road
613-560-0624

Ottawa Employment Centre
100 Constellation Crescent, Second Floor
613-560-0625

Destination Emploi (French)
290 Dupuis Street
613-744-2892

Service Canada
613-990-5111

<table>
<thead>
<tr>
<th>Youth Employment Services</th>
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</thead>
<tbody>
<tr>
<td>1. JHS Employment Resource Center</td>
</tr>
<tr>
<td>2. Youth Employment Service</td>
</tr>
<tr>
<td>3. Connextion Emploi Cite Collgiate (French)</td>
</tr>
</tbody>
</table>

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Fleay, Hartlet, & Kenny, 2013
Overview of Working in Canada

Step-by-step instructions
• Get a SIN card
• Research job prospects
• Prepare a resumé
• Prepare a cover letter
• Find two people who could be a reference for you
• Prepare for the interview by researching the company
• On the day of the interview make sure you are prepared and well dressed
• About two days after the interview call and check in on the status of the employment

If you feel like you are struggling with the process at any time there are many services out there that can be of assistance. First you should meet with an employment agency. They will be able to help prepare all of these things, as well as get you ready for the interview. If you are still struggling after this, it may be a good idea to talk to somebody about your concerns rather than bottling it up. There are many people that you can reach out to in order to be successful in gaining employment.

Self-help tips to avoid unemployment stress\textsuperscript{12,13}
• Gets lots of sleep
• Stay active in the job search
• Start volunteering
• Join a support group
• Try to create a daily routine
• Continue to eat healthy and be active
• With a major change often comes anger, which is normal

\textsuperscript{12} Smith, Robinson & Segal, 2016
\textsuperscript{13} Canadian Mental Health Association. n.d
Section 2: Counselling Services
Benefits of Counselling

Many people reach out for various types of counselling in order to improve their lives. If you have never been to a counsellor before, there is nothing to fear as you can benefit from speaking to a qualified professional. The people that are in the profession are here to help, so there is no shame in asking for help. The first step in getting a counselling appointment is to find a counsellor and make an appointment; the counsellor will often direct you through the rest.

**Benefits of counselling**

- Work through your problems
- Learn new behaviours in order to achieve your future goals
- Learn how to understand your own thoughts and feelings
- Improve your physical health
- Reduce stress
- Find healthier ways to cope
- Feel more confident in your skills
- Work through problems you may be having
- Learn how to respond to certain situations

**What to expect during counselling**

- Talk to your professional about what is bothering you
- Find coping skills to your troublesome issues
- Commit to see a therapist for weekly sessions
- Encouragement from your counsellor
- Your therapist will not solve all your problems
- Somebody who can listen to you

**When to seek counselling**

- You are worrying about things consistently
- Feelings of being overwhelmed
- Unable to concentrate on other activities
- You have experienced loss
- You feel unhappy or hopeless

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14 NG Florence, 2014
15 NG Florence, 2014
16 G. Serran, 2015
17 University of Texas Mental Health Centre. 2017
Types of Counselling

**Individual counselling** 18, 19
- Receive one-on-one help while experiencing difficult times
- Safe and caring environment where you can explore feelings, beliefs, and behaviours
- Work through various problems occurring in day-to-day life
- Working towards change and setting goals is often included
- Many personal topics can be covered

**Couples Counselling**
- Also called marriage counselling
- Every couple experiences problems at some point in their relationship
- Used to increase closeness between couples
- Helps to reestablish goals and expectations

**Family Counselling**
- Usually used when something is affecting the whole family
- Can take multiple forms; like seeing the family together or separately
- Common issues are a sudden loss, sibling issues, dealing with a major crisis in life

**Group counselling** 20
- Involves a group of people who are typically experiencing the same problems
- Common groups have 2 or more leaders and 8 participants
- Common issues are anger management, domestic violence, substance abuse
- Also an opportunity to meet others in your situation

**Support Groups**
- Self-help groups are used as an added benefit to group counselling
- Usually a group where all members want to discuss the same subject
- Can be an open group where anyone could join, or a closed group that is pre-register only
- Gain others perspectives on their individual situation

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18 Chicago Professional Psychology Counseling Center, 2009
19 American Counseling Association. 2017
20 American Psychological Association. 2017
Pinecrest Queensway Community Health Center offers a range of services. The Assertive Community Treatment Team is a program comprised of various health professionals. Their services are provided to those with severe persistent mental illnesses.

**System Navigator**
- Helps clients to navigate the social/health system
- Helps you find the correct services for you, when you come in requesting help they will match you with the correct services

**Mental Health Case Management**
- Provides a certain level of support to improve your quality of life
- Focuses on areas such as housing and employment
- Having a case manager will help you get the services you need while going through a difficult period in your life

**Violence Against Women**
- Free counselling for women who have dealt with abuse from a partner
- Provides a safe space for support groups

**Families First**
- Provides housing services to families who have recently lost their homes or are facing challenges with their current situation

Pinecrest Queenways Community Health Center
1365 Richmond Road, Second Floor
Ottawa, Ontario
www.pqchc.ca
613-820-4922
Family Services Ottawa

Family Services Ottawa provides many different counselling options for anybody currently living in Ottawa. They are client focused, no matter what the problem, they are here to help.

**Individual Counselling**
- Working with a counsellor to discuss some of the challenges you may be facing in your life
- Finding ways to cope, develop new ways of problem solving, getting other information that could help you
- Mental illness, relationship problems, family stressors are among many issues that are often discussed
- Intake@familyservicesottawa.org for more information

**Couples Counselling**
- Services provided to various people due to relationship difficulties
- Provides new problem solving skills and offering more services you can access

**Mental Health Programs**
- Counselling services provided to those who are suffering any mental health problems
- Counselling can be provided Monday—Friday 8:30-5:00 at 312 Parkdale Avenue

**Anti-Violence Program Services**
- Provides an array of services to women who have experienced abuse
- Women can be referred by their doctors or can request services
- Support groups and counselling offered for women in need

312 Parkdale Avenue,  
Ottawa, ON, K1Y 4X5  
613-725-3601 EXT 0  
fsfo@familyservicesottawa.org  
For more information visit www.familyservicesottawa.org
Walk-in Counselling Clinics Ottawa

Family Services Ottawa
312 Parkdale Avenue
613-725-3601
www.familyservicesottawa.org
Tuesday 12:00-8:00
Saturday 12:00-5:00

Jewish Family Services of Ottawa
300-2255 Carling Avenue
613-722-2225
www.jfsottawa.org
Wednesday 12:00-8:00
Sunday 12:00-5:00

Catholic Family Services
310 Olmstead
613-233-8478
www.cfsottawa.ca
Thursdays 12:00pm-8:00
Friday 12:00pm-5:00

For more information visit www.walkincounselling.com
Jewish Family Services (JFS) offers a wide variety of counselling and programs. They are located at 2255 Carling Avenue.

**Social Skills Group**
- Offer a Cognitive Behavioural Therapy group
- Designed to improve social skills, which can promote healthy relationships in children

**Counselling Services**
- JFS provides various counselling therapies for individuals, couples, children, and groups
- Finding ways to cope with various stressors
- Giving out additional resources and support

**Areas of expertise**
- JFS provides services in many areas such as anxiety, depression, domestic abuse, loss and grief, trauma, and self-esteem

The Counselling Group
2255 Carling Avenue, Suite 300
613-722-2225
info@thecounsellinggroup.com
http://www.jfsottawa.com/
Catholic Family Services of Ottawa helps people through some of the largest difficulties in their lives. They have dedicated themselves to the Ottawa community for over 70 years.

**Violence programs**
- Individual counselling for mothers and children who have been victims of violence
- Support groups provided to gain additional tools
- Parenting skills groups also available for parents to gain more information
  - 613-233-8478

**Children and youth**
- Children can be referred by schools, health providers, and police services
- They also offer court services for youth

**Counselling**
- Provided to anyone who is in need of support
- Offered in English, French and Farsi
- Services provided at various locations around the city
  - 613-233-8478

**Advocacy**
- Ideally offers support to immigrants, people with disabilities, and low-income persons
- Provides referrals and information to other organizations
New Horizons Counselling

New Horizons Counselling focuses on many difficulties that you may be facing. They focus on individual, couple, family, and eye movement desensitization reprocessing counselling.

**Individual counselling**
- Mood disorders, daily stressors, and challenges in life are the most popular issues discussed
- Counselling therapy can be used for such a wide variety of topics
- New skills can be taught in order to help reduce these stressors

**Family Counselling**
- Focuses on the communication inside the family unit
- Typically they can devise a treatment plan, but ultimately depends on the specific situation
- Problem solving and thoughts and emotions are key aspects that are taught

**Eye Movement Desensitization Reprocessing**
- This therapy is used to help with the symptoms of a traumatic situation
- It works to change the factors that may be associated with the bad memories
Ottawa Community Immigrant Services Organization (OCISO)

Ottawa Community Immigrant Services Organization has been helping with settlement and integration in Ottawa for more than 20 years. They provide many programs for immigrants and refugees to help them integrate better.

**Clinical Counselling**
- Focuses on working with immigrants and refugees
- Provides long and short term counselling
- Culture specific counselling is also provided
- Karen White Jones: 613-725-5671 EXT 396

**Settlement and Integration Program**
- Provides immigrants and refugees the help they need while integrating into Canada
- Provides an array of information such as housing help, employment, financial assistance programs, and help with the legal system
- Support counselling is also offered

**YOCISO– Youth Program**
- Provides assistance with the youth population with their settlement
- The program teaches the youth to strive for goals, and have a positive mindset
- Boys programs, girls programs, homework clubs, and youth drop in are among the programs offered

Jasse Ranauta
Youth@ociso.org
613-725-5671 EXT 346

**Multicultural Liaison Officer**
- This program was created in order to successfully integrate school aged children into the country
- The program is offered in 63 schools in Ottawa
- Works together with the students and parents to integrate into the society
- Provide many opportunities for the students

959 Wellington Street West
Ottawa, Ontario
613-725-9054
www.ociso.org
Our Clients
- Immigrants
- Refugees
- Refugee claimants
- New Canadians
- Permanent residents
- Adults, youth and children

Our Staff
- Listen and do not judge
- Care about you and your challenges
- Understand your cultural background and values
- Are trained to assist war trauma and torture survivors
- Are skilled and experienced in providing support for personal matters
- Are members of professional associations in Ontario

Our Services
- Short and long term counselling
- Individual, couple, family and group counselling
- Include your culture and migration experiences in counselling
- Respect your cultural needs and preferences
- Private and confidential
- Support and social groups for youth
- Offered in English, French, Spanish, Arabic, Creole, Farsi, Dari, Nepali, Hindi, and other languages as needed

We can help.
To make an appointment or for a referral, contact:
Carmen G. Urbina, M.Ed., R.P.
Clinical Supervisor
1-877-925-5671, ext. 322
Email: curbina@ociso.org
Appointments Monday to Friday.
Walk-in counselling support offered on Thursday 11 am to 5:00 pm.

Nos Clients
- Immigrants
- Réfugiés
- Demandeurs d’asile
- Nouveaux citoyens
- Titulaires de permis
- Adultes, jeunes et enfants

Nos Intervenants
- Écouter sans juger
- Comprendre votre héritage et vos valeurs culturelles
- Sont formés pour aider les survivants de traumatisme de guerre et de torture
- Ont les connaissances et les habiletés requises pour aider ceux qui sont en difficulté
- Sont membres d’associations professionnelles dans la province de l’Ontario

Nos Services
- Counselling à court/long terme
- Counselling individuel, conjugal, familial, et de groupe
- Tient compte de votre culture et de vos expériences migratoires
- Respectent vos besoins et préférences culturelles
- Sont offerts en privé et en toute confidentialité
- Groupe de soutien social pour les adolescents
- Sont offerts Anglais, Français, Arabe, Créole, Farsi, Dari, Sov Türk, Hindi, et autres langues, selon le besoin.

Nous pouvons vous aider.
Pour demander un rendez-vous ou pour référer quelqu’un, veuillez contacter:
Carmen G. Urbina, M.Ed., R.P.
Superviseur clinique
1-877-925-5671, ext. 322
Email: curbina@ociso.org
Rendez-vous disponibles du lundi au vendredi, de 9h30 à 16h30.
Counselling sans rendez-vous offert le jeudi de 11h00 à 16h00.
Counselling Services
For Immigrant & Refugee Youth

The Immigrant and Refugee Youth Program provides group counselling interventions to immigrant and refugee youth in high school settings. The groups are focused on responding to the emotional, social and psychological needs of newcomer youth in the Ottawa area.

We aim to support youth who are struggling with integrating into the school system and into Canadian society. Immigrant and refugee youth often face additional challenges due to coping with pre-migration challenges such as war, trauma, displacement, loss of family members, and violence and as well as post-migration issues such as bi-cultural identity and resettlement difficulties.

What Do We Do?

DEVELOPMENT OF interactive, psycho-educational and fun youth group sessions that focus on the specific needs of the youth referred to our program

INCREASE YOUTH ENGAGEMENT, sense of belonging, and connectedness to their communities

DEVELOP COPING STRATEGIES, healthy relationship patterns, resources of support and conflict resolution tools

SUPPORT DEVELOPMENT of self-esteem, self-confidence, and bi-cultural identity to ease the transition process into a new culture

SUPPORT AND CONSULTATIONS with school teachers, administration, social workers, Multicultural Liaison Officers, and community members that can impact students’ success

Who Do We Serve?

IMMIGRANT & REFUGEE YOUTH ages 12-20 years in their schools

To learn more about our program, please contact Christy Etienne - Youth Program Coordinator

(613) 725-5671 ext. 352
WWW.OCISO.ORG

FUNDING GENEROUSLY PROVIDED BY:
Ottawa Carleton District School Board, Safe and Vital Communities Grant through the Ministry of Community Safety and Correctional Services
Immigrant Women Services

Immigrant Women Services provide services for women who have been victims of violence. They provide many additional social programs for immigrants to meet new people.

**Settlement Program**
- Provides training programs to help immigrants integrate into the society
- Based on gaining employment helps with social assistance, and social networking
- Provides many workshops to help facilitate these options

**Support groups**
- 12-week program for violence survivors

**Language support**
- Interpretation services for free in over 50 languages 24 hours a day

**Crisis Counselling**
- Provides many resources for women who are in fear of violence
- Housing support, and referrals are also included

219 Argyle Avenue
613-729-3145
infomail@immigrantwomenservices.com
www.immigrantwomenservices.com
Section 3: Language Instruction
Learning a New Language

Learning a new language can be extremely difficult, which is why it is important not to stress out about it. There are many other people who could be in your position when trying to learn a new language.

Tips when learning a new language

- Join a language group where others are also learning the language
- Watch movies and TV shows in the language
- Use what works for you
  - If studying your notes works best, then do that. If reading out loud helps you, then do that. If speaking to other people in the language helps, then do that
- Find an application or a website that helps
  - Such as Babble or Rosetta Stone
- Find time everyday to study
- Use various methods
- Immerse your self in the language
- Mistakes happen, nobody is perfect

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21 Ipshording & Otten, 2014
22 Lewis, 2017
Language Instruction for Newcomers to Canada (LINC)

LINC provides free English as a second language classes to eligible newcomers looking to improve their language skills. In order to register for classes, you must get your level of language assessed. Once the assessment has been completed you will be referred to a class.

Who is eligible?
· Permanent residents of Canada/ Landed immigrants or convention refugees
· Adults who are older than school leaving age (age 17+)

Language Assessment and Resource Centre
· Completion of 3 different tests in order to assess the level of proficiency
· Language benchmark will also be tested
· Then referral to a LINC class

To make an appointment you will need
· Proof of Canadian status
· Proof of address
· Proof of age

Classes:
· Part-time: Monday to Friday 5:00-8:00
· Full-time: Monday to Friday 9:00– 2:30
· Small classes
· Childcare is provided for those who are eligible
· All levels provided
· Health, education, citizen preparation, career planning and employment search skills are provided
· Real listening and speaking practices

To make an appointment at the language assessment and resource center please call 613-238-5462
http://settlement.org/
The Ottawa Catholic School Board also offers English as second language courses for newcomers looking to improve their skills. There are a few different locations throughout Ottawa, visit the www.ocdsb.ca to find more information.

Helps with
· Reading
· Writing
· Grammar
· Speaking
· Listening
· Pronunciation
· Computer literacy
· Citizenship preparation

Classes
· Day course 9:00-3:30
· Night course 6:00-9:00

Available for
· New Canadians
· Landed immigrants
· Refugees
· Visa holders
· Diplomats

Also offered at…
· St. Nicholas adult high school
· International languages credit courses
· General interest courses

See flyer for all locations and times
# English as a Second Language (2016-2017)

## Daytime ESL Courses

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<thead>
<tr>
<th>Course</th>
<th>Location</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Joseph’s Adult School</td>
<td>370 Lajoie St.</td>
<td>613-741-8000</td>
</tr>
<tr>
<td>Kanata Adult ESL</td>
<td>(At the Heart of Holy Family Catholic High School)</td>
<td>613-271-3551</td>
</tr>
<tr>
<td>St. Patrick’s Adult School</td>
<td>260 Nepean St.</td>
<td>613-594-5773</td>
</tr>
<tr>
<td>Queen of the Angels Adult School</td>
<td>1441 Hanner Rd.</td>
<td>613-731-3237</td>
</tr>
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## Night ESL Classes

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<thead>
<tr>
<th>Course</th>
<th>Location</th>
<th>Contact</th>
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<tbody>
<tr>
<td>St. Patrick Adult School</td>
<td>290 Algonquin St.</td>
<td></td>
</tr>
<tr>
<td>Mother Teresa HS</td>
<td>440 Longfields Dr.</td>
<td></td>
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## Saturday ESL Classes

<table>
<thead>
<tr>
<th>Course</th>
<th>Location</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Joseph High School</td>
<td>5029 Greenbank Pk., Barrhaven</td>
<td></td>
</tr>
<tr>
<td>Holy Trinity HS School</td>
<td>160 Katimavik Rd., Kanata</td>
<td></td>
</tr>
<tr>
<td>Mother Teresa High School</td>
<td>440 Longfields Dr., Barrhaven</td>
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## ESL Registration

Registration is ongoing throughout the year. All new learners must have a language assessment completed at the Ottawa YMCA-YWCA Language Assessment and Referral Centre (Y-LARC). Learners may then select the school location of their choice and register in person.

Please bring proof of status in Canada and proof of Ontario address, proof of immunization for children (if attending our childcare program).

**Y-LARC Central Location:**

308-240 Catherine Street  
Tel: 613-236-5622  
Email: larc.colo@ymcaywca.ca

**Y-LARC West Location:**

1642 Merivale Road  
Tel: 613-685-2150  
Email: larc.colo@ymcaywca.ca

**Note:** Visitors and diplomats can be also assessed at St. Patrick’s Adult School. Please call the school for more information.

[Inspired education. Inspiring students. conted.ocsb.ca](conted.ocsb.ca)
English as a Second Language
- Free for students who are residents of Ontario and who meet the admission criteria
- Low fees for non-residents or international students
- All levels provided
- 9-12 or 12:30-3:30 Monday to Friday
- Child-minding provided for qualifying students
- Register in person or at the school.

Computer Classes
- Skills taught in order to become more employable
- No prior knowledge required
- Microsoft Office, Accpac simply accounting, web page design

290 Nepean Street
Ottawa, ON
K1R 5G3
Phone: 613-594-5773
http://www.eslottawa.com/esl-sites.htm

Classes also available at:

Vanier
St. Joseph’s Adult School
330 Lajoie St.
613-741-6808

Ottawa South
Queen of the Angels Adult School
1461 Heron Rd.
613-731-3237

Kanata
Kanata ESL Centre
180 Katimavik Rd.
613-271-8551
Are you a member of LINC? Are you a landed immigrant or is a newcomer to Canada? Do you want to increase your education?

**LINC Bridging Course**
- Teaches strategies to increase chances of getting accepted into a higher education program
- Learn more listening and speaking skills
- Increase vocabulary by new learning materials

To learn more about our LINC program and courses, please contact the YMCA Language Assessment and Resource Centre (LARC) at 613-238-5462

**Part time English as a second language**
- Focuses on speaking, listening, reading, and writing
- All students registered have access to the multimedia language center
- A placement test will be required in order to assess your level of language

http://www.algonquincollege.com/languages/
ESL and LINC Classes
· Provided classes for over 30 years
· All levels are provided from pre literacy to advanced
· Focuses on reading, writing and grammar for citizen test

Registration information
· 10$ materials fee
· Must be in person proof of address is required
· Childcare is available

Where?
440 Albert Street
Tuesday and Thursdays 10:30-3:30
Wednesday 10:30-3:30

Bayshore Public School
145 Woodridge Crescent
Monday 9:00-10:30

For more information call 613-239-2737 or e-mail April.Bennett@ocdsb.ca
The Language Training Centre of Ottawa

About us:
· Free English as a Second Language classes to newcomers and refugees in Ottawa
· Different range of classes
· Morning part-time program (9:00 – 12:00)
· Afternoon part-time program (12:30 - 3:30)
· Classes run 5 days a week, Monday to Friday

Classes
· Emphasis on speaking reading and writing
· Learn using visual and audio aids
· All clients must be assessed at the Language and Assessment Referral Centre (308-240 Catherine Street)

To make an appointment call
613-238-5462

Clients will require…
· Immigration documentation
· Proof of address

359 Kent Street, Ottawa ON K2P 0R6
Tel: 613-236-8409
E-mail: ltco@ncf.ca
http://ltco.ncf.ca/LTCO/Home.html
Section 4: Housing Help
Families First

Families First is a city wide project that helps find housing to people who have recently been made homeless, or who are currently facing challenges trying to obtain housing. Families will be connected with workers from Pinecrest Queensway Community Health Center wherever they feel the most comfortable.

Referral Process
- Homeless families can be referred by their shelters
- Families living in communities may be referred by Housing Help or Action Housing

Locations
- Nepean, Rideau and Osgood Community Resource Center
- South East Ottawa Community Health Centre
- Vanier Community Service Center
- Somerset West Community Health Centre

Families First
O.levoir@pqchc.com
613-820-4922 X 3332
Monday–Friday 8:30-4:30
http://www.pqchc.com/mental-health-services/families-first/
A non-profit organization that has the waiting list for people applying for social assistance. Social assistance is a government provided income to assist the people of Ottawa afford their rent while going through a tough period in their lives.

**Who can apply?**
- Single people
- Families
- Seniors

**What is available?**
- Apartments
- Townhouses
- Accessible housing

**Once you apply for social housing you are applying for subsidized housing**
- You will pay 30% of your monthly income to rent
- If your income changes so will your rent

**Office Hours:**
Monday, Wednesday, Thursday, Friday 8:30-4:30
Tuesday 1:00-4:30
Supportive housing
· Helps people who find difficulty living alone or maintaining their property
· Includes: assistance with life skills, counselling, and peer support
· Community based affordable housing

Below Market Rent
· Affordable low-income housing
· Fixed income and not geared to income
· Must fill out the application and exceed the requirements

How to apply
· Online or at the registry office
· See eligibility requirements on the website
· All members of household must provide ID
· Application is submitted in person or by mail
· You are responsible for any changes to your personal information

For all general inquires please see “FAQS” at http://www.housingregistry.ca/faqs/
Housing Help

Housing Help is a non-profit charitable agency that provides housing help to those in need. This organization provides services to prevent eviction, maintain housing, and tenant disputes.

**Housing Loss Prevention**
- Landlord and tenant disputes
- Risk of eviction
- Maintenance of the home

**Housing searches**
- Helps families find affordable housing
- Assistance with subsidized housing

**Information and referrals**
- Information about rights as a tenant
- Referrals to community resources

309 Cooper Street Suite 502
K2P 0G5
613-563-4532
Fax 613-563-8019
info@housinghelp.on.ca
A housing information, assistance and referral service

**HOUSING HELP**

309 Cooper Street
Suite 502
Ottawa, Ontario
K2P 0G5

Telephone: 613-563-4532
Fax: 613-563-8019
E-mail: info@housinghelp.on.ca

**OUR SERVICES INCLUDE....**

**Resolving Housing Problems**

- Risk of eviction
- Maintenance, health and safety issues
- Discrimination
- Rent increases above the guidelines
- Landlord / tenant disputes
- Conflict between tenants

**Housing Search**

- Information on looking for housing
- List of places to rent
- Classified ads
- Telephones for housing search
- Applications for subsidized housing

**Information for Tenants and Landlords**

- Rights and responsibilities
- Free listing of vacancies

- Services are FREE
- Available in English and French

**Referrals and Support**

HOUSING HELP caseworkers can help you access community resources to find and keep your housing

**Drop-in hours:**

Monday - Friday
9:30 am – 12 pm
&
1 pm – 4:00 pm
Action Housing

Charitable organization geared to assist low-income individuals.

Services
- Assistance with finding housing or a shelter
- Assistance with loss prevention (evictions)
- Represents tenants in legal situations
- Offers housing workshops

Hours
Monday—Friday 9:30-12:00 / 1:00-4:30

Primary office is 261 Montreal Road

Other center where services are offered
- Orleans-Cumberland Community Resource Centre
- Eastern Ottawa Resource Centre
- Rideau-Rockcliffe Community Resource Centre
- Lowertown Community Resource Centre
- Pinecrest-Queensway Community Health Centre
- Carlington Community Health Centre

261 Montreal Road
613-562-8219
613-241-1546—fax
info@action-logement.ca
http://www.action-logement.ca/home.aspx
Ottawa Community Housing Corporation (OCH)

OCH is one of the largest social housing providers in Ottawa; they are the leader in affordable housing.

**Tenant Services**
- Tenant satisfaction
- Pest control
- Safety
- Accountability that everyone is following the rules

**Public resources**
- Service Canada - Help with Employment Insurance, Old age security, Record of employment, and social insurance number
- Canada pension
- Social assistance
- 211—the community information center of Ottawa

Maintenance line 613-731-1182

Safety line 613-745-9277

39 Auriga Drive
K2E 7Y8
613-731-7223
info@och.ca
Section 6: Educational Assistance
Algonquin College

Algonquin College is a post secondary institution located in Nepean, Ontario. They have over 200 programs including degree programs, online programs, and apprenticeships. There are currently over 21,000 students enrolled at this time. They have an employment rate of 90% after graduation. Algonquin college offers many different programs, from media / design, business, and hospitality

How to Apply:
1. Determine if you are eligible
2. Check the requirements for you to get accepted
3. Apply online at www.ontariocolleges.ca
   · Application fee of 90$

Financial assistance
· Loans > Ontario student assistance plan offers many federal and provincial opportunities for those who qualify
· Bursaries > awarded to people who show the need for financial assistance
· Scholarships and awards > based on academic performance usually have to be applied for

Example first year pricing
Visit the website at www.alconquincollege.com for more information on individual programs

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<td>Incidental Fees, Books and Supplies</td>
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<tr>
<td>Total Fees</td>
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Ottawa Campus
1385 Woodroffe Avenue
Ottawa, Ontario K2G 1V8
613-727-4723
The University of Ottawa is located in the heart of downtown Ottawa and is the largest bilingual school in the world. They currently have 40,000 students enrolled at this time. The University of Ottawa has a 97% employment rate after graduation. Their programs vary from the arts, medicine, social sciences and much more.

**Admission Requirements**
- Secondary school diploma
- Prerequisite courses
- Required average based on your last year of academic classes
- To be accepted in a French speaking program you must have at least 3 years of academic study and proof of results for language test.

**How to apply**
- Ontario universities application center
- Application is completed online and will only be sent once fees are paid in full

**Office hours:**

<table>
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<tr>
<th>Period</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>June 1 to August 31</td>
<td>9:00 to 3:30</td>
</tr>
<tr>
<td>September 1 to May 31</td>
<td>9:00 to 4:30</td>
</tr>
</tbody>
</table>

75 Laurier Avenue East
Ottawa ON, K1N 6N5
www.uottawa.ca
Tel.: 613-562-5700
Toll-free: 1-877-868-8292
Fax: 613-562-5323
Carleton University is located in Ottawa, Ontario and is known for their strides in the field of research. Offers many different programs in communications, architecture, social sciences and much more.

**How to apply:**
1. Make sure you have all the pre-requisites
2. Apply online at www.ouac.on.ca and pay the associated fees
3. Send in any additional information for your application such as essays, photos
4. Receive your decision
5. Accept or decline your offer

**Student life**
1. Living in residence provides the university experience
2. Student services can help with anything you may be struggling with
3. Clubs and societies > more than 200 clubs to join
4. Carleton offers many athletic programs
Saint– Paul University

Saint Paul is a Catholic and bilingual post secondary institution, which promotes the values of a Christian life. Programs ranging from law, theology, and spirituality and much more.

Student for a day program
· Allows you to experience what becoming a student would be like
· Get to experience 2 classes
· Talk to a professor
· A guided tour
· Apply online

Work-study:
Students seeking employment can gain a part-time time opportunity throughout the work-study program and work 10 hours a week and 125 hours per semester. More information can be found at http://www.ustpaul.ca/intranet/login_e.php

How to apply:
1. Choose program and find out what the requirements are
2. Submit application to www.ouac.ca
3. Gather documents you need for the assessment
4. Complete assessment
5. Accept or decline your offer.

223 Main Street,
Ottawa, Ontario,
K1S 1C4 Canada
613-236-1393 or
1-800-637-6859
How Do I Enroll My Child in School

Registration
1. Find your school
   · Call your designated school, if you do not know what that is you can type your address into the school located at http://www.ocdsb.ca/sch/sl/Pages/SchoolLocatorMap.aspx
2. Complete registration and paperwork
3. Visit your local school

Supporting documents you will need to register
· Proof of age, birth certificate, passport, baptismal certificate)
· Proof of address; 2 of the following (rental agreement, drivers license, or property tax bill)
· Your child’s health card and immunization list

Family Welcome center for newcomers
· Families whose home language is not English should make an appointment

What happens during the visit?
· Meet with the family to discuss history and interests
· Assess your child to see what their understanding of mathematics and language is
· Provide you with feedback and a report to take to the school
· Help you register your child in school.
The MLC is one of 20 computer-based centers across the city. They provide a space for people to learn how to use computers and the Internet in a supportive way. The MLC provides a one-on-one support. These services are on a first come, first serve basis. If there are others waiting there is a one hour maximum.

**MLC provides free**
- Telephone use
- Photocopying/faxing
- Printing
- Use of Microsoft office
- Various workshops
- Provide special resources for job seekers

**Maximum 10 pages**

13 locations throughout Ottawa
Hours vary depending on location for more information please visit http://mlc-cam.ca/contact-locations/

mlc@scvianier.com
(613) 744-2892
Liautaud H Philogène
OC Transpo provides transportation stretching from Barrhaven to Orleans and everything in between. It services over 300,000 people a day with over 900 buses. The transitway provides fast service any time of day. It is a route that runs from one end of the city to the other and is only open to emergency and OC Transpo vehicles.

**Park and ride**
- Allows for commuter to save on gas and parking
- Various park and ride departure points around the city

**Accessibility**
- 100% of busses are now accessible to all
- Para transpo is also a service used for people with disabilities with door-to-door service

**Community pass**
- Need to receive ODSP
- Or a member of Para Transpo

**U-Pass**
- Lets students who are full time students ride for free for the academic semester

For more information on routes and schedules please visit the website at [http://www.octranspo.com/routes](http://www.octranspo.com/routes)

Customer service center
Monday– Friday 8:30—9:00
Saturday 9:30-7:00
Sunday 11:00-6:00
Rideau Centre, 3rd floor (corner of Rideau Street and Colonel By)

Transit information:
613-741-4390
## Student Fares

### Full-time students 13-19 years old

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<tr>
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<th>PRESTO e-Purse</th>
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<th>Tickets $1.65 ea.</th>
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<tr>
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<td>$3.65</td>
<td>2</td>
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<tr>
<td>Express routes</td>
<td>$4.39</td>
<td>$5.15</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>DayPass</th>
<th>$8.50</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>PRESTO regular pass</th>
<th>$84.25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRESTO express pass</td>
<td>$99.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>PRESTO card</th>
<th>$6.00</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Student photo ID card</td>
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## Adult Fares

### Per Ride

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<td>Regular</td>
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<td>2</td>
<td>$3.65</td>
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<tr>
<td>Express</td>
<td>$4.39</td>
<td>3</td>
<td>$5.15</td>
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</table>

### Per Day

<table>
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<th></th>
<th>DayPass</th>
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### Per Month

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<tr>
<td></td>
<td>Express pass</td>
<td>$130.50</td>
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Emergency Services

Police
Life threatening emergency 9-1-1
Other emergencies > 613-236-6211
Reporting a theft > 613-236-1222 EXT 7300
General comments and complaints info@ottawapolice.ca

Fire
In the event of an uncontrollable fire please call 9-1-1
Telephone Directory: 613-580-2860
Requests or payments FirePrevention@ottawa.ca

Medical
In the event of a medical issue make sure you remain calm and call 9-1-1. The paramedics of Ottawa are educated to handle emergency life threatening complications

What is an emergency?
· Life threatening medical issue
· Fire
· Crime
· Car accident

When calling 9-1-1
· Know your location
· Be very careful not to pocket dial as this line is an emergency line
· Don't just hang up if it was an accident, the operator will call back to make sure you are not in a dangerous situation
Distress Centre of Ottawa and Region
613-238-3311

Mental Health Crisis Line
613-722-6914
1-866-996-0991

Ottawa Public Health
613-580-6744

Ontario Poison Control
1-800-268-9017

Health Care Connect
1-800-445-1822

Find a Dietician
1-877-510-5102

Find a Dentist
416-922-3900

The Royal Ottawa Mental Health Centre
613-722-6521

The Ottawa General Hospital
613-798-5555

Children's Hospital of Eastern Ontario (CHEO)
613-737-7600

Pinecrest Queensway Community Health Centre
613-820-4922

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23 Burgess, 2004
Recreation in Ottawa

Ottawa has many recreation activities provided in facilities around the city. Ottawa has provided certain programs that are free of charge and certain programs that have an added fee to attend. There are programs for everyone in need: children, adults, older adults, and special needs. There are also some programs offered in French.

Skating
· For children, youth, and adults
· Beginner to intermediate classes available
· Provided at rinks across the city

Swimming lessons
· Located at pools across the city
· Various levels provided
· Children, youth, and adult lessons

Children and youth Programs
· Art classes, cooking, martial arts, and sports available

Family programs
· Table tennis, roller-skating, badminton, and the arts

Older adults
· Performing arts (dancing), fitness, and sports

Special Needs
· Gymnastics, sports, and the arts

For more in depth information visit www.joinottawa.ca
Or call 3-1-1
## Drop-in Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Location</th>
<th>Phone #</th>
<th>Day</th>
<th>Time</th>
<th>Start Date</th>
<th>Age</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Badminton</td>
<td>Nepean Sportsplex</td>
<td>613-580-2828</td>
<td>Tue.</td>
<td>1 to 3 pm</td>
<td>Sep 6</td>
<td>$3 Adult $2.45 Senior</td>
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<tr>
<td>Badminton</td>
<td>Nepean Sportsplex</td>
<td>613-580-2828</td>
<td>Thu.</td>
<td>1 to 3 pm</td>
<td>Sep 8</td>
<td>$3 Adult $2.45 Senior</td>
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<tr>
<td>Crazy Soles Line Dancing</td>
<td>Overbrook</td>
<td>613-742-5147</td>
<td>Tue.</td>
<td>6:30 pm</td>
<td>Ongoing</td>
<td>$5</td>
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<tr>
<td>Duplicate Bridge</td>
<td>Rockcliffe Park</td>
<td>613-842-8578</td>
<td>Wed.</td>
<td>1 to 4 pm</td>
<td>Sep 7</td>
<td>$7.15</td>
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<tr>
<td>Duplicate Bridge</td>
<td>Rockcliffe Park</td>
<td>613-842-8578</td>
<td>Fri.</td>
<td>1 to 4 pm</td>
<td>Sep 9</td>
<td>$7.15</td>
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<tr>
<td>Duplicate Bridge</td>
<td>Rockcliffe Park</td>
<td>613-842-8578</td>
<td>Sat.</td>
<td>1 to 4 pm</td>
<td>Sep 10</td>
<td>$7.15</td>
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<tr>
<td>Pickleball</td>
<td>Hintonburg</td>
<td>613-798-8874</td>
<td>Mon.</td>
<td>12:15 to 2:15 pm</td>
<td>Sep 12</td>
<td>$3.10</td>
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<tr>
<td>Pickleball</td>
<td>Hintonburg</td>
<td>613-798-8874</td>
<td>Thu.</td>
<td>12:15 to 2:15 pm</td>
<td>Sep 8</td>
<td>$3.10</td>
<td></td>
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<tr>
<td>Pickleball Beginner</td>
<td>Minto-Barrhaven</td>
<td>613-727-2683</td>
<td>Mon.</td>
<td>12:45 to 2:45 pm</td>
<td>Sep 12</td>
<td>$3.10 Adult $2.55 Senior</td>
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</tr>
<tr>
<td>Pickleball Open</td>
<td>Minto-Barrhaven</td>
<td>613-727-2683</td>
<td>Tue./ Thu.</td>
<td>12:45 to 2:15 pm</td>
<td>Sep 6</td>
<td>$3.10 Adult $2.55 Senior</td>
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</table>
The number of immigrant seniors is increasing all the time; therefore the multicultural seniors program was introduced. This program provides support to seniors by helping them remain in their own homes while they age. Services are provided in English but have an interpretation available in Mandarin/Cantonese, Russian, Arabic, and Somali.

Key aspects
· Monthly drop in
· Excursions trips for seniors
· Outreach for seniors to attend activities at the center
· Access to information to increase access for multicultural seniors

This program is drop-in style, which means, seniors can come to Pinecrest Queensway Community Health Centre (PQCHC) and get information about health services that could include participating in events, hearing guest speakers, and community trips.

For more information about the Healthy Aging for Multicultural Seniors program, contact PQCHC at 613-820-4922 ext.3339.
Disability Services

**Ontario Disability Support Program (ODSP)**
- Government funded income support plan
- Must be 18 years or older to apply
- ODSP is meant to replace income due to a disability making them unable to work
- There is a verification process that must be completed in order to be a successful candidate
- You can begin the application process online, by the phone, or at your local ODSP office.
- For more information please visit www.mcss.gov.on.ca

**Ontario Works**
- Is a social assistance program that will help you temporarily cover costs for housing and food
- In order to be a successful candidate you must live in Ontario and be able to prove your need and make every effort to obtain employment
- In order to apply go to Ontario.ca/socialassistance
- For more information please call 3-1-1 or go to www.ottawa.ca

**Employment Insurance**
- Employment insurance provides benefits to those who have recently lost their jobs
- to be a successful candidate there is a required number of hours you must meet
- In order to apply you must submit a claim online, which could take up to 60 minutes
- For more information please go to www.canada.ca

**Canada Pension Plan Disability Benefit**
- Provides benefits to people who have contributed to a Canada Pension Plan but can no longer work
- In order to be successful you must apply in person with the application package
- For more information please visit www.canada.ca
Emergency Food Services

The Ottawa Food Bank
- There are 112 food related agencies around the city
- Goal of the food bank is to put an end to hunger
- Work with local food industry to provide clients with food on a monthly basis
- To find your local food bank please visit www.ottawafoodbank.ca

Emergency Food Centre
- Provide food services to various people who are in need
- People who are located in Centertown Ottawa at 507 Bank Street
- Agency will provide you with 3-4 days of food
- For more information please visit www.cefottawa.org
Self- Help Strategies

Self- help tips to manage mental health disorders$^{24}$
- Learn about what is stressing you out
- Learn how to reduce your stress
- Find an activity that you love to do and stay connected
- Trust yourself
- Do your research
- Get lots of sleep
- Accept that you cannot control everything
- Learn your triggers

Self help strategies for day-to-day living
- Practice daily hygiene
- Eat right and get active
- Find out where the nearest health care center is located
- Join a social group
- Get health coverage
- Know your surroundings
- Take risks and stay positive

Self help strategies for healthy children$^{25}$
- Get them physically active
- Make sure they are getting enough sleep
- Try to follow the health eating guidelines
- Limit screen time
- Enroll them in school
- Increase use of educational activities at home
- Ensure proper outdoor dress
- Know your services available

$^{24}$ Anxiety BC. 2006
$^{25}$ Best Start Resource Centre. 2010
References


G. Serran, Personal Communication, Jan 7, 2015

Lewis, B. (2017). 7 Common language learning strategies that don’t work (and how to fix them). Retrieved from https://www.fluentin3months.com/language-learning-strategies/


### Appendix B

**Evaluation Survey**

Please complete this survey for on-going improvements to the manual. The feedback you provide is essential to revise and edit the manual as needed. In addition it allows me to see if the way the material is presented has been effective, or if changes need to be made.

Please place an X under the rating in which you feel is the most appropriate.

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Neither agree or disagree (3)</th>
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</tr>
<tr>
<td>1. Is the manual easy to understand?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2. Was the information useful to you?</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3. Are the directions clear in each section?</td>
<td></td>
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What could be improved or changed in the manual?  

| It was clear and easy to follow |
Appendix B

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What could be improved or changed in the manual?

Awesome work, super useful + sectioned off really well. I can’t think of any improvements or changes!

________________________

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What could be improved or changed in the manual?

"Translating the table of contents? Could be beneficial to have in various languages to find info. Very useful resource for more than new comers!"
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What could be improved or changed in the manual?

- Since housing would be the first issue newcomers are faced with, it could be one of the first sections.
- Poverty is very common among new Canadians, therefore, I think a food (emergency, food banks) section under general information that information can be found in the Big Blue Book online.
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Section 4: Housing Help: Somehow showing how the agencies are connected. Show the process someone would take to get into subsidized housing.

General Information: mp/mpp contact information? OW/ODSP Contact information? Public Health? Service Ontario - DL/HC/etc.?
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What could be improved or changed in the manual?
- Working in General - Explanation of section needed better for being a temporary resident.
- Note that references are usually not needed until the interview unless specifically stated in the job ad.
- Job Section on Charity Village
- Employment Services - OCISO should be included as they help new residents and immigrants I think.
- Youth Law - Good program for immigrant youth. La Po has youth employment programs as well.