



Settlement Services Training

Module 2: Explaining Immigrant Settlement to Non-Settlement Service Providers

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IMPORTANT

For the best learning experience, view this module (PDF document) in Adobe Reader. Please save the PDF document to your desktop with a click of your right mouse button and re-open it in Adobe Reader. Failing to do this may mean you are not able to see the glossary terms when you mouse over them or be able to return to where you left off in the PDF after clicking on a link.

Acknowledgements

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Module 2: Explaining Immigrant Settlement to Non-Settlement Service Providers

Welcome to the second module in the Guided Pathways module series. This module is designed to help Guided Pathways (GP) coaches explain immigration and settlement to non-settlement service providers.

You will notice that some of the words are in **blue**. This means that word is a glossary term. If you are viewing this on your computer, click or roll your cursor over the word to see the definition. These words are also found in the glossary at the end of the module.

Many service providers that you might work with are culturally aware, and may have personal or professional experience or training in settlement and immigration. However, you may also work with service providers who are not familiar with the needs and experiences of newcomers or the barriers they face. These workers may not have the information and experience to help them provide services and supports to newcomers. This module will help you explain immigration and immigrant settlement in simple terms to non-settlement service providers that you work with during the service user's case management process.

For example, as a GP coach you may work with non-settlement service providers from various sectors such as:

- **Healthcare:** nurses, doctors, psychologists, etc.
- **Education:** teachers, instructors or administrative staff at private and public elementary, secondary, and post-secondary institutions and organizations
- **Childcare:** daycare and preschool operators and staff



- **Housing:** landlords, real estate agents, housing advocates, etc.
- **Legal:** lawyers, court officials, legal advocates, law enforcement officers, etc.
- **Financial:** bank personnel, financial planners, etc.
- **Labour Market:** career and labour market counsellors and coaches, etc.
- **Government Systems:** public service workers who assist newcomers to get a driver's licence, daycare or housing subsidy, employment insurance, income assistance, social insurance cards, old age pension, disability benefits, income tax questions answered, recreational subsidies, etc.
- **Community:** other community service professionals and staff that work for community centres, religious organizations/churches, community organizations such as the Food Bank, Big Brothers and Sisters, Chambers of Commerce, etc.



By the end of this module, you will have the information to assist you to:

- explain and answer questions about immigration and settlement to non-settlement service providers
- introduce non-settlement service providers to the stages of the settlement process
- explain the role of a settlement worker and clarify service limits when working with non-settlement service providers

This module has three parts:

- Part A: Explaining Immigration to BC and Canada
- Part B: Explaining the Settlement Process
- Part C: Explaining the Role of a Settlement Worker

This module should take you 60–80 minutes to complete. Once you complete the module, please complete the evaluation survey to help us improve the training.

Part A: Explaining Immigration to BC and Canada

Explaining Canadian immigration to non-settlement service providers can be difficult, as immigration is a complicated topic. But there are certain basic concepts that can be explained simply, such as:

- common terms used when explaining immigration
- why immigration is important to BC's future
- immigration trends and statistics



Common Terms used to Explain Immigration

Let's start by looking at simple definitions of commonly used terms when explaining immigration:

An **immigrant** is a person who was born outside of Canada and has been granted by Canada, or is a Naturalized Canadian Citizen.

A **Naturalized Canadian Citizen** is a person who was not a Canadian citizen at birth, but acquired Canadian Citizenship through the citizenship application process.

An immigrant may have **multiple citizenships**; the person may be a citizen of one or more other countries in addition to Canada.

An immigrant may be a **refugee** who has settled in Canada. Refugees are permanent residents who have been granted permanent residence status by Canada for protection against dangers such as a fear of _____, torture or death.

Refugee claimants may or may not be deemed to be refugees by Canada. A refugee claimant is a person who claims refugee protection/_____ upon or after arrival in Canada and whose claim is still in process. Refugee claimants may or may not be accompanied by their families. Refugee claimants are not breaking the law as long as they complete their refugee claim process and abide by the outcomes. They have the right to ask for asylum in Canada under International Law that Canada has agreed to follow. For more information on refugees, please refer to the refugee section of the CIC website:

<http://www.cic.gc.ca/english/refugees/index.asp>

Temporary Residency —

can come to Canada and stay temporarily to visit, study, or work.

Permanent Residency — In order to immigrate to Canada (i.e., live here permanently), immigrants enter Canada under different immigration classes.

For more information about immigration policies and procedures please visit the Citizenship and Immigration Canada (CIC) website:

<http://www.cic.gc.ca/english/index-can.asp>

Explaining Why Immigration is Important to BC's Future

When working with staff and professionals outside of the settlement sector, you may be asked why there is an emphasis on immigration and serving new immigrants in BC and Canada.

Over the next decade, there is expected to be over one million job openings in BC. Since a large portion of BC's population is aging, the province expects nearly two-thirds of these job openings will be created from retirements and deaths.

We have approximately 608,000 people in our Kindergarten to Grade 12 (K-12) education system right now, which may not be enough to meet our future workforce needs. Our future workforce is critical to provide the tax base that supports federal and provincial infrastructure and citizen services.

For these reasons, internationally trained workers and workers from other provinces are expected to fill about one third of job openings between 2010 and 2020. Immigrants are expected to be the key driver of across BC: it is estimated that two-thirds of BC's net population growth by 2017 will rely exclusively on immigration.

A note about the term "Landed Immigrants"

Obtaining **permanent residence** or **permanent resident status** in Canada is also known as becoming a **landed immigrant**.

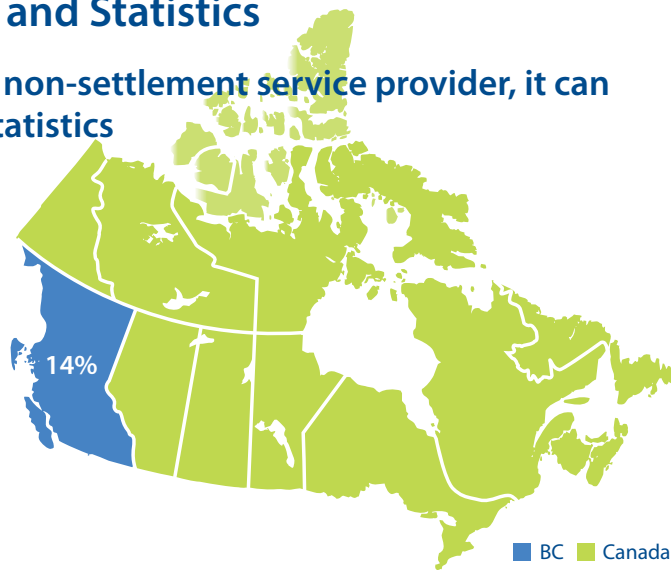
For many years the term "landed immigrant" was a title commonly used for a permanent resident who was not a Canadian citizen. Now, the title permanent resident is preferred.

However, the term "landed immigrant" has been in use for so long that it is still part of the Canadian vocabulary, and still appears in some publications and forms.

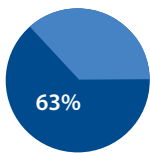
2011 BC Immigration Trends and Statistics

When explaining immigration to a non-settlement service provider, it can be helpful to share some current statistics

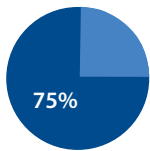
- In 2011, 34,784 new immigrants arrived in BC, representing 14% of all immigrants coming to Canada, making BC the 3rd largest recipient for immigrants in 2011.



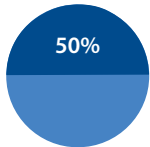
- In 2011, immigrants came to BC from over 170 countries. The top five countries of last permanent residence are Mainland China, Philippines, India, South Korea, and the United Kingdom.



- (including , spouses, and dependents) represented 63% of new immigrants who arrived in BC in 2011.

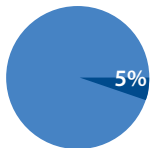


- 75% of immigrants who arrived in BC in 2011 over the age of 15 have self-reported knowledge of the English language.

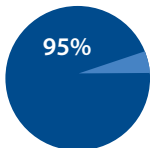


- 50% of immigrants aged 25 or over who arrived in BC in 2011 have a university degree.

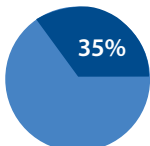
- In 2011, the top five countries of citizenship for refugee landings to BC were Iraq, Iran, Bhutan, Afghanistan, and Mainland China.



- In 2011, 1,810 refugees landed in BC, which represents 5% of the new immigrants to BC.



- 95% of the refugees who landed in BC in 2011 chose to land in Greater Vancouver (GV).



- 35% of all refugees who landed in BC in 2011 are 19 years of age and under.

For more information on Immigration Data, Facts, and Trends:
http://www.welcomebc.ca/facts_and_trends

Exercise A

PART A

Practice explaining immigration to someone who has not worked with an immigrant before. Time how long it takes you. If you went over 5 minutes, what did you find yourself elaborating on?

PART B

1. Click on the button to the right or go online (type this URL into your browser: http://www.mytrainingbc.ca/SST/media/audio/gp2_immigration_poor.html) to listen to a settlement worker giving an explanation of immigration to someone who has not worked with an immigrant before.

Exercise

- a. How would you rate this explanation on a scale of 1–10?
- b. What could have been more clearly explained?
- c. What information was missing?

2. Click on the button to the right or go online (type this URL into your browser: http://www.mytrainingbc.ca/SST/media/audio/gp2_immigration_good.html) to listen to the same settlement worker giving a better explanation of immigration to someone who has not worked with an immigrant before.

Exercise

- a. How would you rate this explanation on a scale of 1–10?
- b. Is there information still missing?

Note: the second version of the explanation, while better than the first, is not meant to be perfect. The individual circumstances will determine what information would be appropriate based on the level of experience and role of the service provider you are working with. This is meant to be an example of how this information can be communicated.

Part B: Explaining the Settlement Process

As a GP Coach, you may find yourself explaining the settlement process to someone who isn't familiar with the process of a newcomer adjusting to life in Canada.

In this section, we will look at:

- theoretical stages of the settlement process
- W Curve Model of Settlement Theory
- four areas of integration into community life
- common settlement challenges

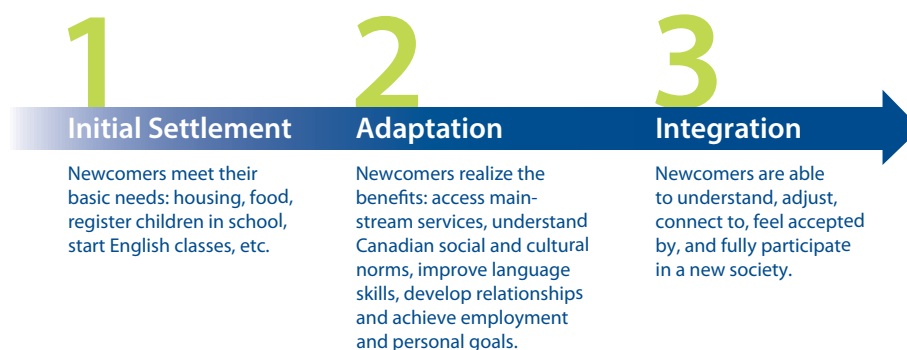
A word about settlement theory...

Within this module, we'll explain some of the common themes and terms within various theories of the settlement process. While a theory helps us to explain the settlement process, as you know in your practice, theory does not always translate 100% to a real life situation you may experience with specific service users. However, these basic theoretical concepts are helpful when explaining settlement to non-settlement workers and professionals.

Stages of the Settlement Process

Let's start by explaining some common terms used to describe the stages of the settlement process recognized in many settlement theories.

Stages of Settlement Process



Initial Settlement

Initial Settlement is the first phase after a newcomer's arrival to British Columbia. Initial Settlement means meeting the newcomers basic needs of life including: housing, food, registering children in school, signing up for language training — generally accessing _____ services. Often, family, friends, the established ethnic community, and/or settlement workers provide assistance to orient newcomers to services, to a new culture, and systems, and help them to develop an understanding of their basic rights and responsibilities.

Adaptation

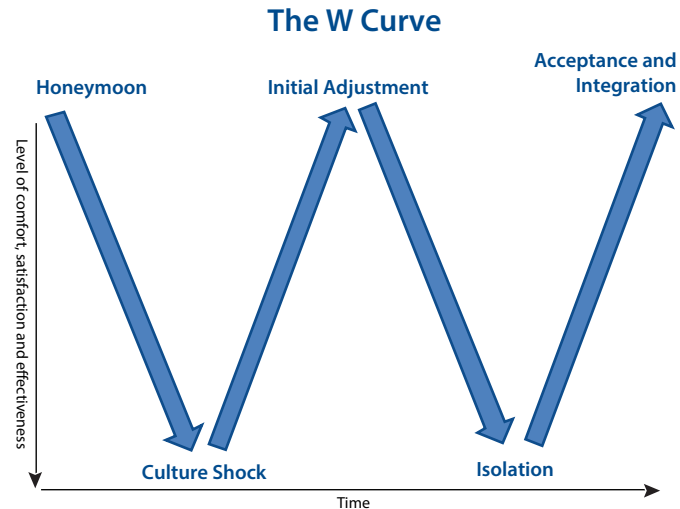
Adaptation is the stage, after Initial Settlement, characterized by an immigrant's ability to realize some benefits of coming to Canada. These benefits include the ability to access mainstream services independently, understand Canadian social and _____, improve language skills, develop contacts and build friendships in the community, and establish personal or employment goals.

Integration

Integration is characterized by a newcomer's ability to understand, adjust, connect to, feel accepted by, and fully participate in a new society. The process involves many factors including integration into _____ and _____ areas of society, and newcomers demonstrating _____. Integration is affected by the ability of the community and society to adapt to, welcome, and include newcomers.

The W Curve Model of Settlement Theory

Another commonly used theory to explain the settlement process is the W curve.



According to the W Curve Model, in the initial phase or **Honeymoon** period, newcomers are feeling hopeful and positive about the benefits of living in BC and Canada, including new experiences and possibly lifestyle improvements. As they progress through the Honeymoon stage, they likely start to feel shock, discomfort, confusion, and self-doubt. This is referred to as **Culture Shock**, the bottom of the first curve. The second peak of the curve, called **Initial Adjustment** is when newcomers start to adapt to their new life, begin to learn English, and perhaps see job opportunities. However, with more time, newcomers may become disillusioned if they have had some complications finding work or adjusting to their new lifestyle. This difficult time is referred to as **Isolation** and is reflected in the second dip in the curve. In the Isolation phase, some newcomers may physically isolate themselves as they struggle to adjust emotionally.

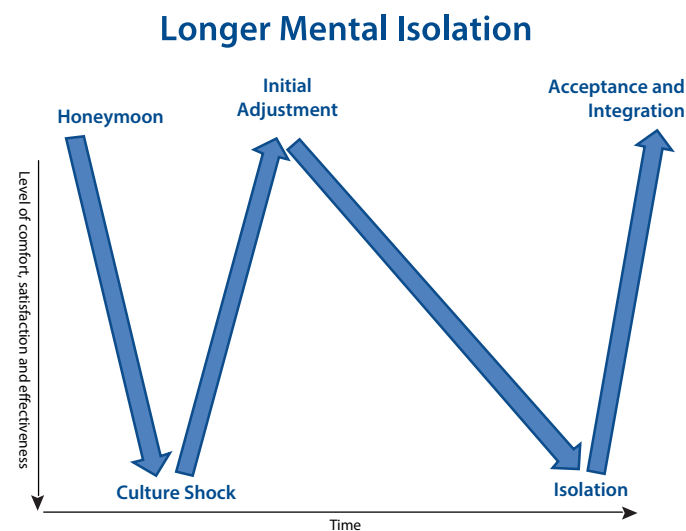
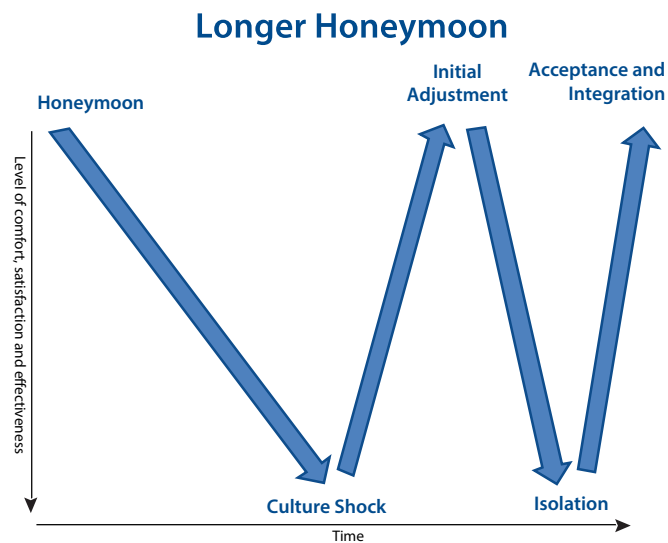
How one settlement worker explains the W model...

Click on the image to watch a short video clip of BC settlement worker Ruth Miranda explaining the W model.



Integration is a Long-Term Process

It is important to explain to non-settlement staff and professionals that initial settlement, adaptation, and integration are not distinct phases separated by defined time periods. In reality, for most newcomers, the phases overlap and different stages may be occurring at the same time dependant on individual situations in areas such as employment, finances, health, family, and social or cultural connection. Sometimes the W curve can look more like:



Although most services are offered to newcomers for a limited period of time, initial settlement, adaptation, and integration can be long-term processes. Full integration can take many years, and for some individuals, full integration will never occur. The length of time the settlement process takes for each immigrant is highly variable depending on that individual's needs and their particular experiences.

Integration into the Community

There are four recognized areas of community life: cultural, economic, social and political. For full integration, newcomers need to integrate in all four areas.

Dependant on individual and situational factors, an individual may integrate in areas of community at different rates. For instance, they may be well on their way to learning Canadian culture and customs (cultural) and may still be unemployed (economic). In general, research has shown that rural based newcomers integrate faster economically than urban-based newcomers.

The newcomer's progress or lack of progress in one area affects their integration in other areas. For example, research has shown that those who become employed more easily integrate socially and culturally.

For more information on the settlement process, please see Appendix B.

A word about social inclusion...

The term social inclusion is used to describe another important factor that can influence the rate at which a newcomer settles in a community. A socially inclusive society is defined as:

"...one where all people feel valued, their differences are respected, and their basic needs are met so they can live in dignity. Social exclusion is the process of being shut out from the social, economic, political and cultural systems which contribute to the integration of a person into the community."

To ensure that newcomers are included in society, attention must be paid to more than just social exclusion. Social inclusion involves a proactive, reflective approach to social wellbeing that is evident in the design of services and programs for newcomers. Non-settlement service providers that serve newcomers also need to reflect social inclusion in the design of services for newcomers.

Settlement Challenges

When explaining settlement to non-settlement staff and professionals, it is important to explain how some settlement challenges can pose barriers to a newcomer's settlement process.

The key factors that influence the duration of the settlement process are:

- english language ability
- employment readiness
- family support
- community connection
- age upon landing in Canada
- understanding of the culture

One way to help non-settlement staff and professionals understand the challenges that newcomers face is to describe some of the common barriers newcomers experience.

Examples of Common Barriers Newcomers Face

Need	Barrier
Finding housing	<ul style="list-style-type: none"> • poor knowledge of the city • lack of transportation • have not yet developed a credit history • no local references • affordability/suitability/availability • racism and discrimination
Improving English language ability	<ul style="list-style-type: none"> • time constraints • financial constraints • the lack of courses/courses are full/waiting list too long • communication problems • not knowing where to find courses or programs • transportation constraints • childcare constraints • not understanding the eligibility requirements to access free English language training
Employment readiness	<ul style="list-style-type: none"> • challenges related to recognition of foreign credentials/licences and work experience • training and upgrading required prior to qualification recognition • different standards for performance in Canada • racism and discrimination • challenges related to limited experience working in Canada • challenges related to limited knowledge of local labour market information (e.g., employers, companies, hidden job market) • challenges related to limited knowledge of workplace rights • misinformation on career opportunities in Canada (e.g., from friends, family, community, service providers) • inability to present self effectively to employers • challenges finding suitable child care

Access to healthcare	<ul style="list-style-type: none"> • not understanding the Canadian healthcare system • cultural differences in approaches to health and healing
Family support	<ul style="list-style-type: none"> • family not in Canada • different cultural or gender expectations • not understanding the BC school system
Community connections	<ul style="list-style-type: none"> • challenges related to limited knowledge of support services in the community • little or no experience living in a modern urban community
Children and youth	<ul style="list-style-type: none"> • ESL designation in the school may be viewed as a learning deficit • changing power dynamics in the family as children acquire English faster than parents • immigrant youth may have little experience or exposure to technology or structured education, and not be at the same skill and knowledge level as their Canadian peers • long separations from parents prior to reunification can lead to complex adjustment issues • differences in parental cultural expectations vs. Canadian culture and peer pressure • educational interruptions due to immigration process • vulnerable immigrant youth may be more susceptible to substance abuse and gangs • racism and discrimination
Seniors	<ul style="list-style-type: none"> • sponsored seniors often do not have access to subsidized housing for ten years • few retirement homes or health care institutions are able to accommodate the needs of immigrant seniors • the ability to learn a new language generally decreases with age • access to ESL classes for seniors is limited

In addition, some immigrants and refugees have experienced trauma as a result of political violence, torture or persecution prior to or as a result of the immigration experience. It is important to explain to non-settlement staff and professionals that trauma often results in significant mental and physical health barriers in addition to the ones listed above.

Improving English language ability is widely recognized as an important settlement goal for newcomers who want to enter the job market and participate in Canadian society. For more information about the various English training options available for newcomers, see Appendix C.

Exercise B

PART A

Practice explaining the **settlement process** to someone who has not worked with an immigrant before. Time how long it takes you. If you went over 5 minutes, what did you find yourself elaborating on?

PART B

1. Click on the button to the right or go online (type this URL into your browser: http://www.mytrainingbc.ca/SST/media/audio/gp2_settlement_poor.html) to listen to a settlement worker giving an explanation of the settlement process.

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Part C: Explaining the Role of a Settlement Worker

Some non-settlement workers or professionals are unfamiliar with the role of a settlement worker. This confusion can lead to non-settlement staff or professionals having incorrect expectations — for example, expecting settlement workers to provide newcomers with:

- legal advice or court accompaniment
- specialized counselling or trauma supports, such as domestic violence counselling
- providing language interpretation

The role of a settlement worker is to provide information and referrals to assist newcomers to settle in the province.

Under WelcomeBC programs, there are three types of settlement workers.

1. Settlement workers in the Settlement and Integration Program (SIP). Some SIP workers have specialized roles as Guided Pathways Coaches.
2. Enhanced SWIS workers in the Enhanced Settlement Workers in the Schools Program (Enhanced SWIS).
3. Case managers in the Vulnerable Immigrant Populations Program (VIPP).

A word about job titles and job descriptions...

In the sector, there are many job titles for workers with a settlement focus. Also, job descriptions vary from organization to organization. The title of “settlement worker” is meant to be an overarching job title within the context of this module. As well, the three subcategories of settlement workers (SIP settlement worker, enhanced SWIS worker and VIPP case manager) are meant to be overarching job titles for the three settlement programs under WelcomeBC. Your specific job title may be: settlement counsellor, outreach worker, case supervisor, intake worker, intake coordinator, youth case worker, wrap around support coordinator, and so on.

Settlement Workers in SIP

Settlement workers in the SIP program provide direct, front line services to immigrants, refugees and their families, to assist them to navigate and access BC systems to ensure they successfully settle and integrate into BC communities. In BC, SIP settlement workers work primarily in community-based non-governmental agencies.

The role of the SIP settlement worker includes the following responsibilities.

1. **Assessing the needs** of service users.
2. **Providing quick information and referral services** in response to inquiries for information (e.g., directions to obtain a government document), information on an upcoming event (e.g., a community function), or a referral to a specific settlement service and any other community or government services.
3. **Providing orientation services** that provide service users with an overview of BC society and service systems that can support their initial settlement needs.
4. **Provide supportive settlement counselling** to support individual service users/service user families to navigate service systems (e.g., social, legal, educational, economic, health); settlement workers limit their counselling to providing information, advice, referrals and other resources to address settlement, adaptation, or integration needs.
5. **Assisting service users to access services** by providing them with support to understand and to obtain other settlement or non-settlement services. Such services may include providing referrals, accompanying service users to support access to services, and providing language and cultural interpretation between the receiving service organization and the service user.
6. **Providing life skills and education** for the purpose of providing service users with the knowledge and skills necessary for successful living in a new social and cultural environment.

7. Managing the cases of service users participating in the Guided Pathways

Process: as Guided Pathways coaches, settlement workers support service users in preparing an action plan with timeframes, milestones and outcomes for achieving their settlement goals. For a more detailed explanation of the role of a GP Coach, please see Module 1: An Introduction to the Guided Pathways Process <http://www.mytrainingbc.ca/SST>.

- 8. Form-filling** only for the purpose of accessing a service or a program (e.g., applying for child care subsidy or obtaining a health card)
- 9. Making community connections by providing** individual and family service users with opportunities to connect with non-immigrants and longer-term residents, services, and events in the broader community (e.g., through community bridging services/programs — such as befriending, mutual aid, peer help, mentorship or host services) to create opportunities for newcomers to interact with longer-term residents in their living and work environments, and to learn the norms and cultures of the host society.

SIP Settlement Worker Service Limitations

In order to perform their role, SIP settlement workers must recognize the signs and symptoms of problems, conditions, or issues, and must understand what community resources are available to help. SIP Settlement workers are not expected to meet all service user needs or be experts in all issues they may be presented with, but they should have high-level knowledge of commonly presented issues such as mental health, personal safety, housing, employment concerns, common legal or family issues, etc.

Guided Pathways coaches case manage some service users by coordinating services (both settlement and non settlement) in order to help them to achieve their settlement goals.

While settlement workers will be able to perform a wide variety of services for their service users, the following are some examples of services they **do not** have the mandate to provide¹.

¹ *According to current Immigrant Integration Branch program policies and contractual agreements.*

- They cannot provide services that would otherwise require professional accreditation, such as therapeutic counselling to service users who have survived violence or torture in their homeland and suffer symptoms of trauma. Settlement workers should limit their counselling to providing support for adjusting to a new way of life, and navigating BC systems, giving information on norms, culture, services and programs, and making referrals to other professionals and resources.
- Settlement workers do not file, respond to documents or intervene on a service user's behalf in legal or immigration proceedings (such as making a case in a refugee claim, a small claim, an arbitration hearing, or acting as a court interpreter). Settlement workers should not complete complex documents such as legal forms or tax returns on behalf of clients, or provide advice to complete a refugee claim, but they may provide interpretation or translation for the clients.
- Settlement workers are not mandated to provide some specific labour market-focused activities such as:
 - providing workplace-based support for immigrant workers
 - providing trades or occupation-specific training
 - providing comprehensive supports for immigrants to upgrade their occupation-specific skills and language
 - providing supports for immigrants to obtain experience in their desired field
 - working with employers to develop culturally-sensitive hiring practices and welcoming work environments

For a description of the service limits with regards to legal information, see Appendix D, which describes the difference between legal advice and information.

A Note About Settlement Services in Smaller Centres...

As part of the Welcoming Communities program in Smaller Centres, basic settlement services are now being offered to newcomers including: information and referral, orientation, assisted access to services and community connections. Due to the limited nature of the services in smaller communities, settlement workers in this role are not expected to provide a full scope of SIP services compared to settlement workers providing guided pathways case management.

Settlement Workers in Schools (Enhanced SWIS) Worker

Enhanced SWIS provides information and orientation on Canadian culture, systems, and BC's education system, particularly regarding school policies and expectations. Services provided by SWIS workers include workshops and group activities on settlement related issues, and client/school liaison to facilitate culturally sensitive communication among school staff, students, and families to foster cross-cultural understanding. Enhanced SWIS programs in some school districts also provide mentoring and leadership development activities, and specialized support for at-risk immigrant youth.

In addition to some of the services and duties outlined above that a SIP settlement worker provides, an **Enhanced SWIS worker**:

- gives information to students and their families about schooling and community services in their school district and/or referrals to community services and resources
- provides assistance to newcomer students and their parents in adapting to the local school system policies and procedures
- connects students and their families to school district resources and services
- builds services to support school based integration and schools' responsiveness to immigrant students and their families

Enhanced SWIS Worker Service Limitations

In addition to the service limitations outlined for SIP Settlement Workers, the following are some examples of the services Enhanced SWIS workers **do not** provide²:

- Guided Pathways case management
- services that are funded by, or under the mandate of, the Ministry of Education

² According to current Immigrant Integration Branch program policies and contractual agreements.

Vulnerable Immigrant Populations Program (VIPP) Case Manager

The Vulnerable Immigrant Populations Program (VIPP) is designed to target individuals and families with multiple, complex needs and significant integration barriers. VIPP aims to help service users build capacity to cope with their issues and associated barriers in order to participate in regular settlement or community services and programs. Another program objective is to provide a coordinated support system across service sectors in communities with a critical mass of vulnerable immigrant populations.

The role of the **VIPP case manager** is to work with high-needs and high-risk immigrants with substantial settlement barriers that limit their ability to integrate. VIPP case managers work with immigrants by providing a broad suite of individual and group services.

- Assessing service users to determine their suitability for VIPP
- Conducting a needs assessment with the VIPP service user to assess needs, barriers, strengths, competencies and skills, and provide referrals to clinical assessments if appropriate
- Creating plans by working with service users, a team of community service practitioners and, if appropriate, the service user's family to:
 - set personal goals/objectives
 - case plan service interventions
 - facilitate access to service interventions
 - co-ordinate with other relevant external services/supports
 - monitor service interventions
 - monitor changing needs and circumstances to determine service users' progress and readiness to transition to other services and support systems, and
 - provide follow-up monitoring

- Providing one-on-one/family services including settlement information, personalized settlement counselling, practical assistance and support to ensure access to services, visitation and home outreach, and peer support
- Providing group services including social and emotional support groups and life skills, literacy and essential skills development courses/programs
- Providing transition and follow up support to service users who are ready to transition to another support system and collaborating with receiving service providers to facilitate service user transition

VIPP Case Manager Service Limitations

Although vulnerable immigrants may likely face significant barriers accessing BC health and social services, VIPP case managers should not provide services that duplicate or replace services offered by established BC systems. The following are some examples of the services VIPP Case managers **do not** provide³:

- providing services to service users outside of the seven service areas:
 - Surrey, Langley and North Delta
 - Vancouver
 - Burnaby and New Westminster
 - Tri-Cities and Maple Ridge
 - Richmond and South Delta
 - Abbotsford
 - Greater Victoria
- providing clinical and therapeutic services such as trauma or mental health counselling/treatment
- providing other human services mandated to address the needs of all BC residents, including health, early years/early childhood development, victim and legal services

³ According to current Immigrant Integration Branch program policies and contractual agreements.

- providing English language classes solely for the purpose of teaching English
- providing services in the K-12 public school system
- providing academic upgrading
- providing employment services including vocational skills training and internship programs for the sole purpose of employment training

Please note:

A newcomer to the province may work with one or more settlement workers from the different settlement programs (Enhanced SWIS, SIP and/or VIPP) to help them achieve their settlement goals. However, newcomers must meet each program's eligibility requirements if they require services from multiple programs.

For more information about settlement services under WelcomeBC, please visit the WelcomeBC website at:

<http://www.welcomebc.ca/Live/find-services/settlement-services-launch.aspx>

Please see the Tools and Resources page for three handouts you can provide to non-settlement service providers when you meet with them:

- [Handout 1: Canadian Immigration Basics](#)
- [Handout 2: Immigrant Settlement Basics](#)
- [Handout 3: Role of a Settlement Worker](#)

There is also a **handout** for supervisors with tips for conducting group discussions available on the Tools and Resources page.

Exercise C

PART A

Practice explaining the roles of the three types of **settlement workers** to someone who has not worked with an immigrant before. Time how long it takes you. If you went over 5 minutes, what did you find yourself elaborating on?

PART B

1. Click on the button to the right or go online (type this URL into your browser: http://www.mytrainingbc.ca/SST/media/audio/gp2_workers_poor.html) to listen to a settlement worker giving an explanation of the roles of the three types of settlement workers.

Exercise

- a. How would you rate this explanation on a scale of 1–10?
- b. Was any information not clear?
- c. What information was missing?

2. Click on the button to the right or go online (type this URL into your browser: http://www.mytrainingbc.ca/SST/media/audio/gp2_workers_good.html) to listen to the same settlement worker giving a better explanation of the three types of settlement workers.

Exercise

- a. How would you rate this explanation on a scale of 1–10?
- b. Is there information still missing?

Note: the second version of the explanation, while better than the first, is not meant to be perfect. The individual circumstances will determine what information would be appropriate based on the level of experience and role of the service provider you are working with. This is meant to be an example of how this information can be communicated.

Final Quiz

Congratulations! You have now completed the module. To review your understanding of what you have learned, please take this self-evaluation. Please note that your results are not being recorded, so you may take the quiz as many times as you wish.

Click on the button to the right or go online (type this URL into your browser: http://www.mytrainingbc.ca/SST/media/quiz/welcomebc_mod2_quiz.html).

Final Quiz

Please also give us your feedback on this module by completing the evaluation survey.

Click on the button to the right or go online and use this address in your browser, <http://fluidsurveys.com/s/gp-mod2-evaluation/>

Feedback

Thank you. Your feedback will help us improve this tool.

Appendix A: Glossary

Asylum: The protection granted by a nation to someone who has left their native country as a political refugee.

Civic engagement: Individual and group actions designed to identify and address issues of public concern. Civic engagement can take many forms, from individuals volunteering to the development of organizations to participating in electoral and/or political processes. It can include efforts to directly address an issue, work with others in a community to solve a problem, or interact with the institutions or organizations that advocate for change.

Cultural norms: Behaviour patterns that are typical of specific groups or regions. Such behaviours are learned from parents, teachers, peers, and many others whose values, attitudes, beliefs, and behaviours take place in the context of their own organizational or region-specific culture.

Economic or economy: The labour, capital and land resources; and the manufacturing, production, trade, distribution and consumption of goods and services of a region.

Economic class immigrant: Immigrants selected for their ability to participate in the labour market and to establish themselves economically in Canada.

Foreign national: A person who is not a citizen of the host country in which he or she is residing or temporarily visiting. For example, a foreign national in Canada is someone who is neither a Canadian citizen nor a permanent resident of Canada.

Mainstream: A term used by immigrant serving organizations when referring to organizations that serve the general population, not only newcomers: for example, a school, library, hospital, etc.

Net population growth: The total amount of population change, whether positive or negative, between two periods in any given area.

Permanent resident status: Someone who has officially immigrated to Canada, but who is not yet a Canadian citizen. Permanent residents have rights and privileges in Canada even though they remain citizens of their home country. In order to maintain permanent resident status, they must fulfill specified residency obligations.

Persecution: Oppression or harassment with ill-treatment, especially because of race, religion, gender, sexual orientation, or beliefs.

Principal applicants: Permanent residents identified as the principal applicant on their application for a permanent resident visa for themselves — and, if applicable, for their accompanying spouse and/or dependants when they apply to immigrate to Canada.

Socio-cultural: social interaction and cultural customs, values, and beliefs. “Socio-cultural impact” is the affect this has on developmental processes, for example, on the settlement process.

Wraparound supports: A multidisciplinary, team-based approach consisting of a group of services or service practitioners supporting an individual client with high vulnerabilities and complex needs to overcome multiple barriers and make progress toward settlement outcomes.

Appendix B: Overview of the Immigrant Settlement Process

The following table is slightly adapted from Immigrant Settlement Counselling: A Training Guide Part 2: The Settlement Counsellor. Courtesy of OCASI — Ontario Council of Agencies Serving Immigrants Page 49, 2000.

http://www.settlement.org/downloads/atwork/Training_Guide_CHAPTER_2.pdf

THE IMMIGRANT SETTLEMENT PROCESS

The ways in which groups of immigrants or individual immigrants settle in Canada will vary. Age, class, education, gender, occupational group, etc. all play a role in the settlement process.

Not all of the things listed in the description below are experienced by all immigrants with the same intensity. As well, different immigrants settle at different rates and these timelines may vary.

Also note that if the health and human service needs of immigrants are not met in the earlier stages of settlement, the resources required to meet their needs later will usually be greater.

0 to 6 months after arrival			
THOUGHTS AND FEELINGS	ISSUES AND NEEDS	RESOURCES REQUIRED	POTENTIAL RESOURCES REQUIRED
<ul style="list-style-type: none"> • sense of being on holiday • delight in new things • fascination with things unique to new home • favourable comparison of new home to old • culture shock • sense of displacement • lack of context for understanding new home • lack of desire to get to know new home • desire to avoid and criticize things unique to new home • stress and anxiety about being in new environment • unfavourable comparison of new home to old 	<ul style="list-style-type: none"> • physical orientation to institutions and services in new home • getting professional or vocational accreditation, learning English or French, looking for work and skills development • changes in socioeconomic status • creation of a home or “nesting” • establishing a peer group • contacting people of the same background for support and mutual aid 	<ul style="list-style-type: none"> • assistance meeting basic physical needs (e.g. the need for work, shelter, food, clothing, etc.) • information on professional or vocational accreditation • language training • “life skills” training • information on skills development • orientation to basic health and human services (e.g., hospitals, health centres, etc.) • orientation to religious institutions, lifestyles, educational facilities, food and child care • recreational opportunities 	<ul style="list-style-type: none"> • interpretation services • help accessing financial institutions, receiving legal aid or setting up a business • information on ethno-specific social clubs • information on heritage programs

6 months to 3 years after arrival			
THOUGHTS AND FEELINGS	ISSUES AND NEEDS	RESOURCES REQUIRED	POTENTIAL RESOURCES REQUIRED
<ul style="list-style-type: none"> • sense of being "honeymoon" phase • happiness over move • remembering original reasons for move • anxiety over separation with what is familiar • fear of further change • sense of isolation suppressed anger and depression over inability to cope in a new environment • mourning of old life • loss of self-esteem • feeling that no one is interested in the person, his or her accomplishments and country of origin • sense of disillusionment or embarrassment at not being able to achieve something or meet expectations 	<ul style="list-style-type: none"> • desire to achieve something in new home • desire to contribute to new home • frustration and sense of helplessness over inability to contribute in a meaningful way • desire to bring friends and family to new home • negative coping mechanisms developed (e.g., withdrawal from friends and family, substance use) • positive mechanisms for coping with change (e.g., joining heritage groups, making new friends, getting involved in community groups, etc.) • family roles change and reinforce — or undermine — the family structure (e.g., parents and children become experts on different things) • reasons for move are now unclear • experience of having self and accomplishments rejected by host community 	<ul style="list-style-type: none"> • connection with achievements in previous life • information on how to establish ties to former achievements • new challenges and activities • assessment of skills, resources, and knowledge • help identifying unsettling thoughts and emotions • help learning to express thoughts and emotions • validation of loss • information on how to sponsor friends and family members 	<ul style="list-style-type: none"> • counselling or help dealing with mourning process • help finding or creating mutual aid or support groups • information on how to take care of self and family

3 to 5 years after arrival			
THOUGHTS AND FEELINGS	ISSUES AND NEEDS	RESOURCES REQUIRED	POTENTIAL RESOURCES REQUIRED
<ul style="list-style-type: none"> • sense of permanent disassociation from old life • realization that there has been a shift in values, practices, and norms (i.e., a permanent shift in lifestyles) • sense of resolution about move • identification and familiarity with new home • desire to “go back,” to make sure that leaving was the right thing to do • uncertainty about self and future • reluctant resolution to stay • loss in self-esteem • ongoing questioning of reasons for leaving 	<ul style="list-style-type: none"> • pursuit of permanent connections to new home (e.g., development of long-term career plans, plans for children, involvement in the community, establishment of peer groups, etc.) • return to old home for a visit • ongoing negative coping mechanisms 	<ul style="list-style-type: none"> • assistance making connections that bind individuals and families to communities • help establishing goals and objectives ongoing help establishing ties to former achievements • ongoing help assessing skills, resources, and knowledge • ongoing help finding new challenges and activities • ongoing help identifying unsettling thoughts and emotions 	<ul style="list-style-type: none"> • help learning to express thoughts and emotions • ongoing counselling or help to deal with mourning • ongoing help finding or creating mutual aid or support groups • ongoing provision of information on self-care

5 years and onwards			
THOUGHTS AND FEELINGS	ISSUES AND NEEDS	RESOURCES REQUIRED	POTENTIAL RESOURCES REQUIRED
<ul style="list-style-type: none"> • sense of belonging 	<ul style="list-style-type: none"> • person becomes a resource for others 		

Appendix C: English Language Training Options for Newcomers

English Language Services for Adults (ELSA)

ELSA provides free settlement language classes to newcomer adults who arrive with pre-literacy to advanced levels of English. Students improve their language skills (listening, speaking, reading, and writing) while learning about life in Canada. An important aspect of the program includes teaching students how to access services and resources in their community. Emphasis is placed on communicating and interacting effectively in a culturally diverse environment, which supports student awareness and understanding of Canadian culture.

To reduce barriers and improve access to services, ELSA service providers may offer the following:

- free on-site child minding for ELSA learners with pre-school-aged children
- financial assistance for learners to travel to and from their classes when the cost of travel is clearly a barrier to attendance

ELSA English for the Workplace (EFW)

English for the Workplace is a free program that integrates English language training (listening, speaking, reading, and writing) with information and skills for navigating Canadian workplace culture, employment systems, and understanding workplace communication skills. This program is targeted to students interested in entering the Canadian job market. Activities include such things as making presentations, teamwork, etc. Students also develop other language and culture-related proficiencies to support employability.

English as a Second Language Settlement Assistance Program (ESLSAP)

ESLSAP offers free, volunteer-driven English as Second Language (ESL) tutoring and small group activities in 46 smaller and rural communities across British Columbia. ESLSAP is being delivered by not-for-profit agencies, colleges and universities, and a public library. Under ESLSAP, program coordinators support volunteer tutors in offering clients opportunities to improve their English and get to know their community. Many of these programs also have English practice groups or ESL cafes where newcomers can practice spoken English and where they can meet other people.

ESL in Public Post-Secondary Institutions

Students entering free English as a second language (ESL) courses in public post-secondary institutions are developing strategies for post-secondary study while building foundational skills for language learning. Some higher-level ESL courses prepare students for entry into university and college, while others provide access to further vocational, technical, or professional training. Expectations in post-secondary institutions include completing assignments, composing essays in English, reading and writing exams. Classmates will often include international students.

Academic ESL (not funded by WelcomeBC)

Academic ESL is offered in various locations such as private schools, public schools (continuing education departments), post-secondary institutions, and non-profit organizations. The focus of these classes is on developing strategies and skills for academic study and language learning. Often multiple options are available, so students can choose to do an entire program or a single skill-building course such as a reading or writing class. There may be fees associated with these courses, and classmates will often include international students.

Differences between ELSA and (academic) ESL

The primary objective of the ELSA program is to support newcomers to B.C. improve English language skills and develop the social/cultural skills necessary to successfully pursue their personal goals, and become active members of Canadian society. Generally, ESL programs focus on academic readiness for post secondary study, and may also be taken to further a students' professional and/or personal development goals. ESL programs in public post secondary institutions are likely to offer bridging programs for ESL students transitioning to university, college, and vocational programs, and classes will comprise of both domestic and international students.

For more options visit the ESL Directory Database on the ELSA Net website:

<http://www.elsanet.org/esldirectory/index.php>

Appendix D: Legal Information, Not Advice

Legal Information, NOT Advice

Settlement workers can provide legal information and referral services, but cannot provide legal advice or representation. It is likely, however, that settlement workers will often be asked for legal advice — people want help with their problems and are often not familiar with the concept of different levels of service (information or advice or representation).

This handout considers what is considered *legal information* and what is considered *legal advice*.

Legal information

You are providing legal information when you respond to questions such as:

“what is the law regarding...”

“how do I?”

by making referrals to resources that explain the relevant law or procedure, or to an advocate or lawyer who can help them analyze information.

Legal advice

You are providing legal advice when you answer questions such as:

“What should I do?”

“Did I do the right thing?” or

“What would you do?”

In response to these questions, you must explain that you can only provide legal information, not advice.

Here is one way that you can explain this difference to your service users, and set appropriate limits:

“I can help you find information about the law, but I cannot give you legal advice or tell you what to do. Our services are confidential — but if the other side of your dispute asks for information, we will give him or her help as well.”

Scope of Settlement Work

Can I help people find legal information?	
You can	You cannot
<ul style="list-style-type: none"> • point people in the right direction to find legal information in the form of PLEI (public legal education or information), print and web materials, and other community resources that can help them • give brief help to find legal resources and assistance 	<ul style="list-style-type: none"> • research case law and legislation that is not available in PLEI materials • guess — if in doubt, refer the person to another service or resource • develop an ongoing relationship where the person may view you as a legal advisor, rather than a source of information and referral • keep open files or notes for people you have helped
How can I help people who are dealing with lawyers and courts?	
You can	You cannot
<ul style="list-style-type: none"> • organize people before going to see the lawyer — do they have their papers ready? Do they know what to expect when they meet the lawyer? • help them find services at court and at Local Agent or other LSS service • tell people about existing PLEI resources and services that may be useful 	<ul style="list-style-type: none"> • attend meetings at court and make notes of legal advice — duty counsel and advice lawyers should provide notes to their service users if needed • check with lawyers about conflicts of interest • recommend a particular lawyer • explain a lawyer’s letter (you must refer a service user back to the lawyer for explanation) • file documents for people at registry • provide secretary/legal assistant services to a lawyer or their service user • communicate messages back and forth between lawyers and their service users • schedule duty counsel /advice lawyer appointments • recommend arguments to make in court or to the other side • talk to the other side or their lawyer on behalf of someone you have helped • appear in court for a person

Can I help people with court forms?	
You can	You cannot
<ul style="list-style-type: none">• tell them generally what kind of information they can put on the form, and where• example: “this is where you would say what you want the court to order,” not, “this is what you should say in that box.”• refer them to duty counsel or advice lawyers when help is needed to fill out forms — e.g., because they cannot read or write	<ul style="list-style-type: none">• choose or recommend the words for the person to use• fill out forms even if the person is self represented/not legally trained/unable to read or write• fill out a form because of a language barrier

The material in this handout was modified from an excerpt from the Training Manual for Legal Information and Outreach Workers (LIOWs) created by Legal Services Society (LSS).

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