

# Orientation tips

for smoothing the way for new arrivals in the workplace

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- English may not be a new employee's first language. Provide additional time for internationally educated professionals (IEPs) to express themselves, assist with pronunciation, explain jargon and acronyms (written and verbal), and speak slowly, as required.
- Provide a safe learning environment by accepting differences in knowledge, and sharing your interprofessional practice resources and your Canadian expertise.
- Since both the Canadian health professional scope of practice and culture may be new to IEPs, it is important to be explicit about responsibilities – provide clear direction, ensure understanding, and outline expectations and required follow-up.
- Move beyond rote or memorized thinking styles by using best practices and resources specific to the patient population, in order to foster critical thinking.
- It is important to explicitly support new employees in using technology and practice processes.
- The variety of team members and professions may be new. Provide opportunities for education about your profession, your role, and how you collaborate with team members when providing patient-centred care (e.g. empowering patients and families, defining roles, making referrals, using preferred communication).
- IEPs may not be comfortable dealing with interprofessional conflict given their home country experiences (e.g. they may not have been allowed or expected to raise issues or make recommendations to other professionals). Interprofessional conflict may not be the norm for them, but it is a professional expectation in the Canadian healthcare setting, and an essential part of the shared decision-making process to achieve patient-centred care goals.

***Interprofessional practice requires learning with, from and about each other.***

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Tips adapted from Support for Internationally Educated Nurses: An integrative literature review. Tilley, C.M. (2007b)