

Nonparametric Tests

Notes

Output Created		05-MAR-2023 09:38:46
Comments		
Input	Data	C: \Users\ayesh\OneDrive\De sktop\2023-02-18-Survey- analysis.sav
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	N of Rows in Working Data File	28

Notes

Syntax

```
NPTESTS
/INDEPENDENT TEST
(Q2_1_knowledge_issues_
healt_immigrants
Q2_2_understand_socialen
viron_impact_health
Q2_3_barriers_healthcare_
lowresource
Q2_4_cultural_context_infl
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Q2_5_describe_ontarioheal
thsystem_effect
Q2_6_roles_relationships_
entities_influencing
Q2_7_skills_policy
Q2_8_skills_create_opport
unities_federal
Q2_9_skills_create_opport
unities_provincial
Q2_10_skills_create_oppor
tunities_municipal
Q2_11_skills_create_oppor
tunities_organizational
Q2_12_develop_approac
hes_accesscommunities
Q2_13_demonstrate_dipl
omacy_trust
Q2_14_skills_build_coaliti
ons
Q2_15_cocreate_strategies
Q2_16_skills_communicat
ion
Q2_17_skills_knowledge_
brokering
Q2_18_exhibit_interprofes
sional_values
Q2_19_apply_leadership_
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Q2_21_conduct_communi
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Q2_22_plan_implement_e
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Y /MISSING
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E /CRITERIA ALPHA=0.05
CILEVEL=95
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Notes

Resources	Processor Time	00:00:06.59
	Elapsed Time	00:00:06.57

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}
1	The distribution of Knowledge about issues that affect the health of immigrants/newcomers (e.g., major causes of disease and death) via credible sources (e.g., professional bodies, peer-reviewed research) is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.946 ^c
2	The distribution of Understand major social and economic environmental factors that impact access to and quality of health services within your community (e.g., education, income, social support, physical environment) and how these factors can influence immigrant health is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.427 ^c
3	The distribution of Articulate barriers to healthcare in low-resource settings locally and describe factors that contribute to this, and strategies to address this problem is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.839 ^c

Hypothesis Test Summary

	Decision
1	Retain the null hypothesis.
2	Retain the null hypothesis.
3	Retain the null hypothesis.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}
4	The distribution of Describe how cultural context influences perceptions of health and disease is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.427 ^c
5	The distribution of Describe the Ontario health system and its policies and effects on provision of healthcare for immigrants is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.701 ^c
6	The distribution of Knowledge of the roles and relationships of the major entities influencing your communities' health and development (e.g., Ministries, departments, corporations) is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.874 ^c
7	The distribution of Skills in policy analysis and policy development for immigrant access to healthcare services is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.701 ^c
8	The distribution of Skills to create opportunities to access federal decision-makers concerning health services for immigrants and newcomers in the community is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.830 ^c

Hypothesis Test Summary

	Decision
4	Retain the null hypothesis.
5	Retain the null hypothesis.
6	Retain the null hypothesis.
7	Retain the null hypothesis.
8	Retain the null hypothesis.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}
9	The distribution of Skills to create opportunities to access provincial decision-makers concerning health services for immigrants and newcomers in the community is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.583 ^c
10	The distribution of Skills to create opportunities to access municipal decision-makers concerning health services for immigrants and newcomers in the community is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.839 ^c
11	The distribution of Skills to create opportunities to access organizational/community/other decision-makers concerning health services for immigrants and newcomers is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.376 ^c
12	The distribution of Develop approaches to gain access to immigrant communities served is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.246 ^c
13	The distribution of Demonstrate diplomacy and build trust with community partners working in the health sector is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.210 ^c

Hypothesis Test Summary

	Decision
9	Retain the null hypothesis.
10	Retain the null hypothesis.
11	Retain the null hypothesis.
12	Retain the null hypothesis.
13	Retain the null hypothesis.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}
14	The distribution of Skills to build coalitions to work collectively on access to healthcare issues is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.069 ^c
15	The distribution of Cocreate strategies with the community to strengthen community capabilities, and contribute to reduction in health differences and improvement of community health is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.701 ^c
16	The distribution of Skills in communication (e.g., to help create and operate immigrant and newcomer health campaigns and awareness-building material) is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.427 ^c
17	The distribution of Skills for knowledge brokering is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.635 ^c
18	The distribution of Exhibit interprofessional values that demonstrate respect for, and awareness of, the unique cultures, values, roles/responsibilities and expertise represented by other groups that work in the healthcare space is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.541 ^c

Hypothesis Test Summary

	Decision
14	Retain the null hypothesis.
15	Retain the null hypothesis.
16	Retain the null hypothesis.
17	Retain the null hypothesis.
18	Retain the null hypothesis.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig. ^{a,b}
19	The distribution of Apply leadership practices that support collaboration and team effectiveness is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.769 ^c
20	The distribution of Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.804 ^c
21	The distribution of Conduct a community health needs assessment and identify partners in the service provision ecosystem that are best positioned to support this task is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.264 ^c
22	The distribution of Plan, implement, and evaluate an access to healthcare program is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): male.	Independent-Samples Mann-Whitney U Test	.810 ^c

Hypothesis Test Summary

	Decision
19	Retain the null hypothesis.
20	Retain the null hypothesis.
21	Retain the null hypothesis.
22	Retain the null hypothesis.

- a. The significance level is .050.
- b. Asymptotic significance is displayed.
- c. Exact significance is displayed for this test.

Independent-Samples Mann-Whitney U Test

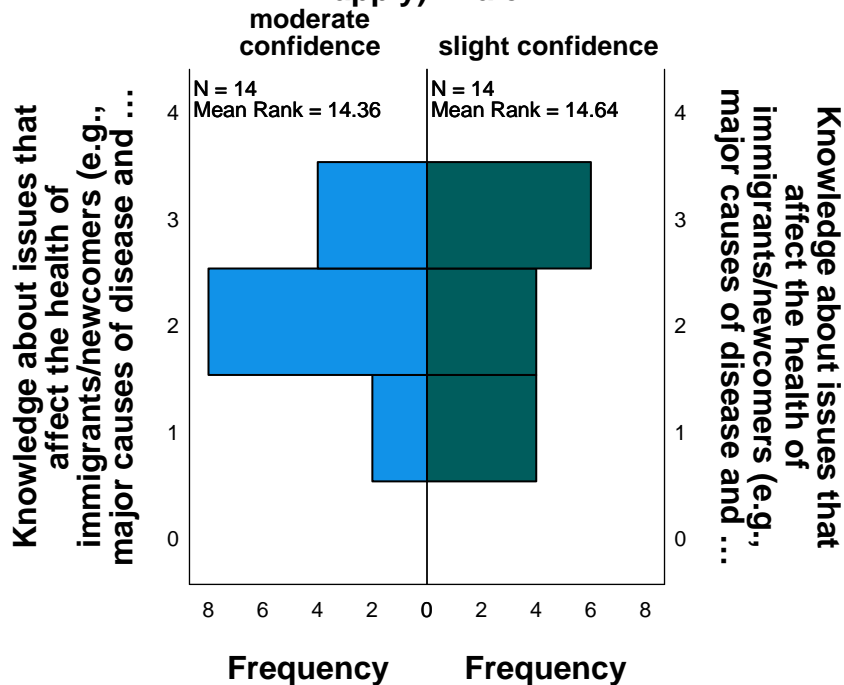
Knowledge about issues that affect the health of immigrants/newcomers (e.g., major causes of disease and death) via credible sources (e.g., professional bodies, peer-reviewed research) across Gender of LIP staff (place an “x” beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

Total N	28
Mann-Whitney U	96.000
Wilcoxon W	201.000
Test Statistic	96.000
Standard Error	20.265
Standardized Test Statistic	-.099
Asymptotic Sig.(2-sided test)	.921
Exact Sig.(2-sided test)	.946

Independent-Samples Mann-Whitney U Test

Gender of LIP staff (place an
"x" beside all options that
apply): male



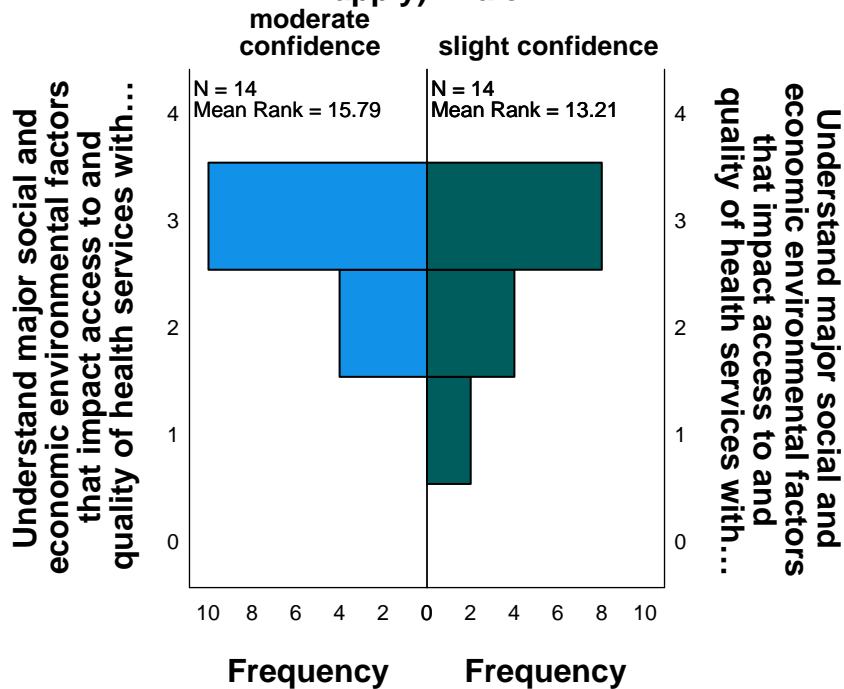
Understand major social and economic environmental factors that impact access to and quality of health services within your community (e.g., education, income, social support, physical environment) and how these factors can influence immigrant health across Gender of LIP staff (place an "x" beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

Total N	28
Mann-Whitney U	116.000
Wilcoxon W	221.000
Test Statistic	116.000
Standard Error	18.359
Standardized Test Statistic	.980
Asymptotic Sig.(2-sided test)	.327
Exact Sig.(2-sided test)	.427

Independent-Samples Mann-Whitney U Test

Gender of LIP staff (place an
"x" beside all options that
apply): male



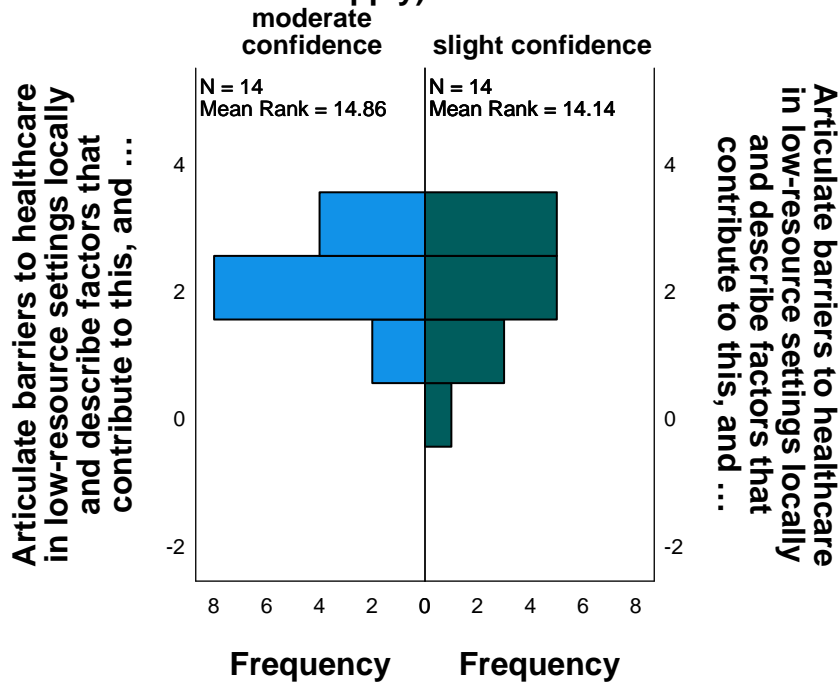
Articulate barriers to healthcare in low-resource settings locally and describe factors that contribute to this, and strategies to address this problem across Gender of LIP staff (place an "x" beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

Total N	28
Mann-Whitney U	103.000
Wilcoxon W	208.000
Test Statistic	103.000
Standard Error	20.207
Standardized Test Statistic	.247
Asymptotic Sig.(2-sided test)	.805
Exact Sig.(2-sided test)	.839

Independent-Samples Mann-Whitney U Test

Gender of LIP staff (place an
"x" beside all options that
apply): male



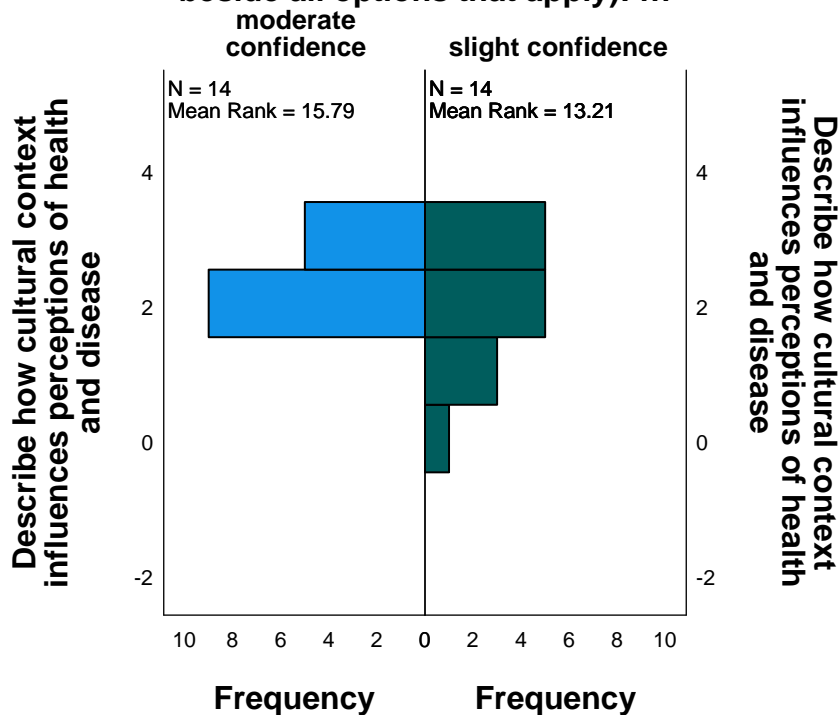
Describe how cultural context influences perceptions of health and disease across Gender of LIP staff (place an "x" beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

Total N	28
Mann-Whitney U	116.000
Wilcoxon W	221.000
Test Statistic	116.000
Standard Error	19.819
Standardized Test Statistic	.908
Asymptotic Sig.(2-sided test)	.364
Exact Sig.(2-sided test)	.427

Independent-Samples Mann-Whitney U Test

**Gender of LIP staff (place an “x”
beside all options that apply): ...**



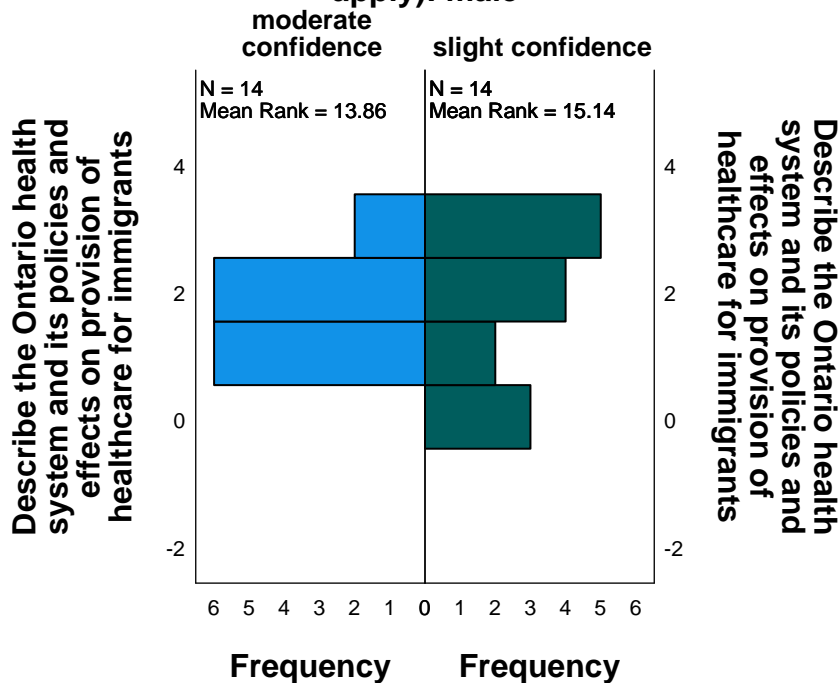
Describe the Ontario health system and its policies and effects on provision of healthcare for immigrants across Gender of LIP staff (place an “x” beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

Total N	28
Mann-Whitney U	89.000
Wilcoxon W	194.000
Test Statistic	89.000
Standard Error	20.823
Standardized Test Statistic	-.432
Asymptotic Sig.(2-sided test)	.666
Exact Sig.(2-sided test)	.701

Independent-Samples Mann-Whitney U Test

**Gender of LIP staff (place an
“x” beside all options that
apply): male**

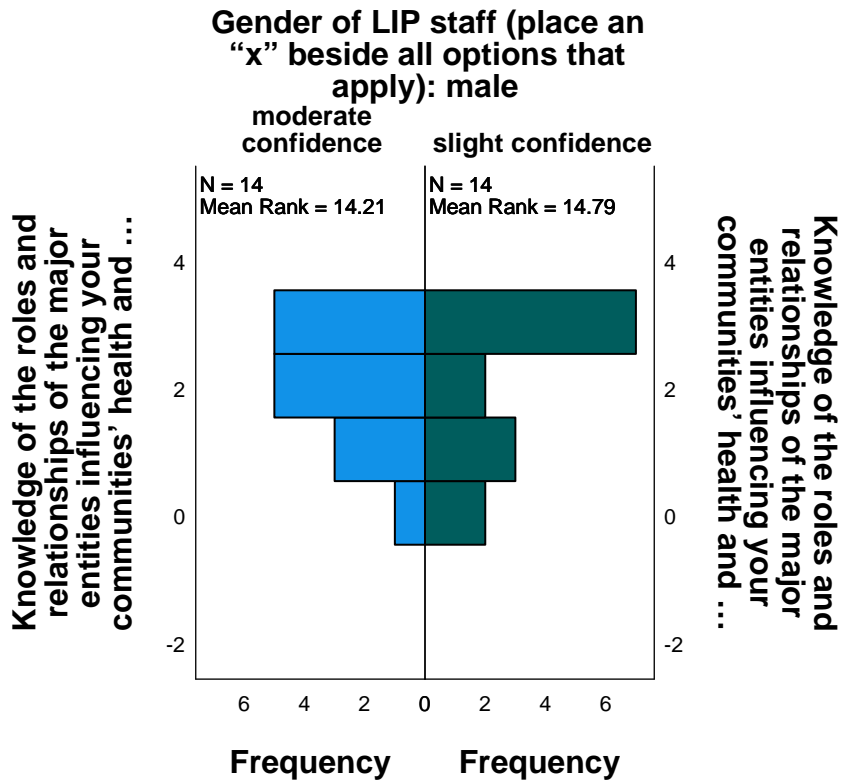


Knowledge of the roles and relationships of the major entities influencing your communities' health and development (e.g., Ministries, departments, corporations) across Gender of LIP staff (place an “x” beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

Total N	28
Mann-Whitney U	94.000
Wilcoxon W	199.000
Test Statistic	94.000
Standard Error	20.598
Standardized Test Statistic	-.194
Asymptotic Sig.(2-sided test)	.846
Exact Sig.(2-sided test)	.874

Independent-Samples Mann-Whitney U Test



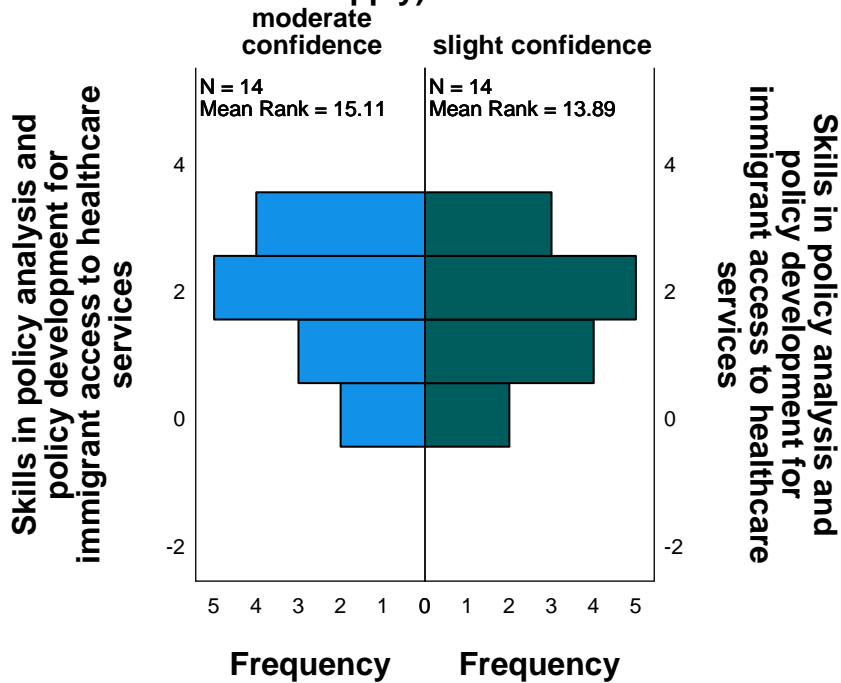
Skills in policy analysis and policy development for immigrant access to healthcare services across Gender of LIP staff (place an "x" beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

Total N	28
Mann-Whitney U	106.500
Wilcoxon W	211.500
Test Statistic	106.500
Standard Error	20.892
Standardized Test Statistic	.407
Asymptotic Sig.(2-sided test)	.684
Exact Sig.(2-sided test)	.701

Independent-Samples Mann-Whitney U Test

**Gender of LIP staff (place an
“x” beside all options that
apply): male**



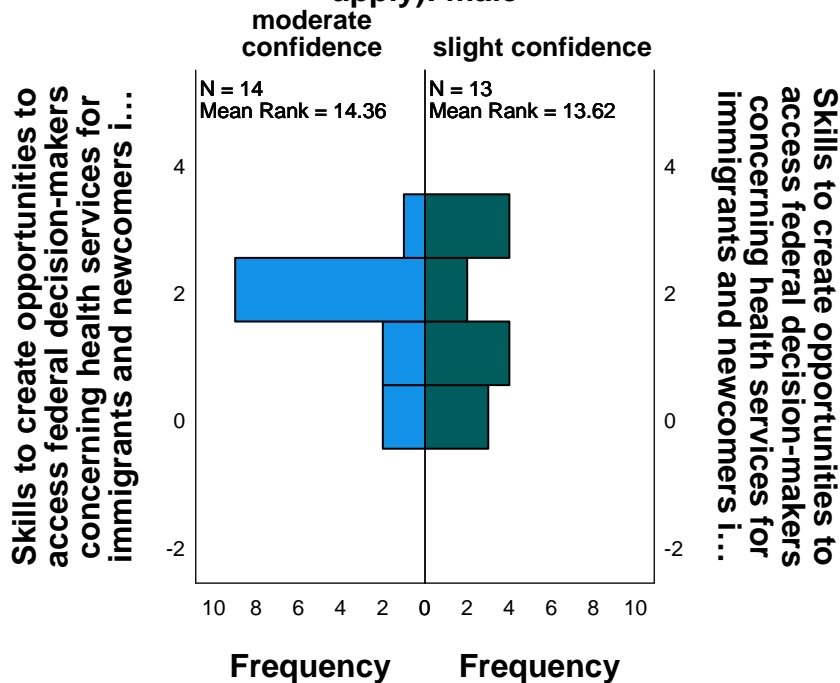
**Skills to create opportunities to access federal decision-makers concerning health services for immigrants and newcomers in the community across Gender of LIP staff (place an
“x” beside all options that apply): male**

Independent-Samples Mann-Whitney U Test Summary

Total N	27
Mann-Whitney U	96.000
Wilcoxon W	201.000
Test Statistic	96.000
Standard Error	19.658
Standardized Test Statistic	.254
Asymptotic Sig.(2-sided test)	.799
Exact Sig.(2-sided test)	.830

Independent-Samples Mann-Whitney U Test

Gender of LIP staff (place an
"x" beside all options that
apply): male

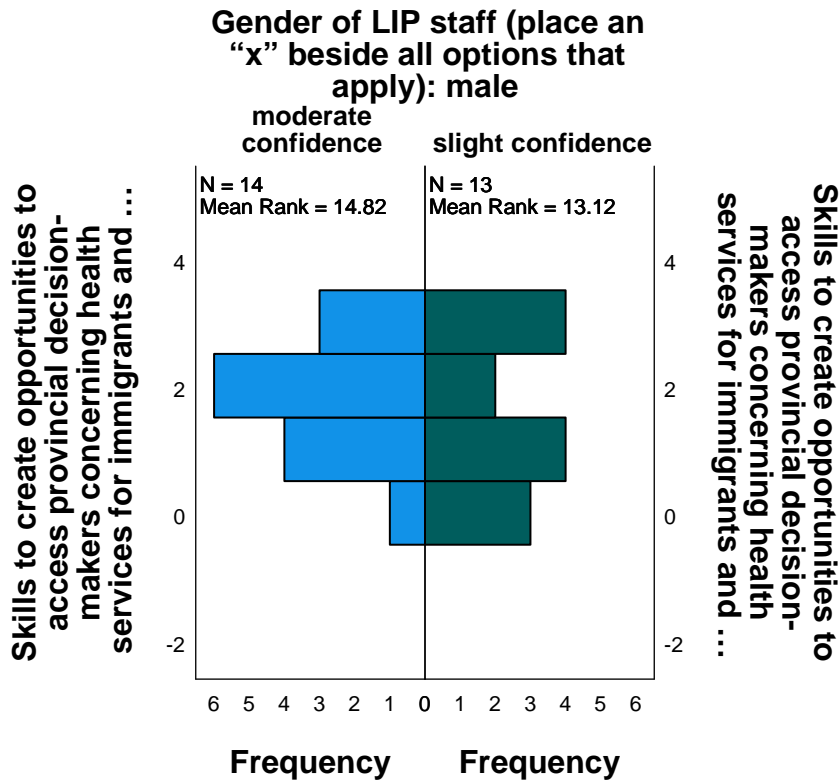


Skills to create opportunities to access provincial decision-makers concerning health services for immigrants and newcomers in the community across Gender of LIP staff (place an "x" beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

Total N	27
Mann-Whitney U	102.500
Wilcoxon W	207.500
Test Statistic	102.500
Standard Error	19.858
Standardized Test Statistic	.579
Asymptotic Sig.(2-sided test)	.563
Exact Sig.(2-sided test)	.583

Independent-Samples Mann-Whitney U Test

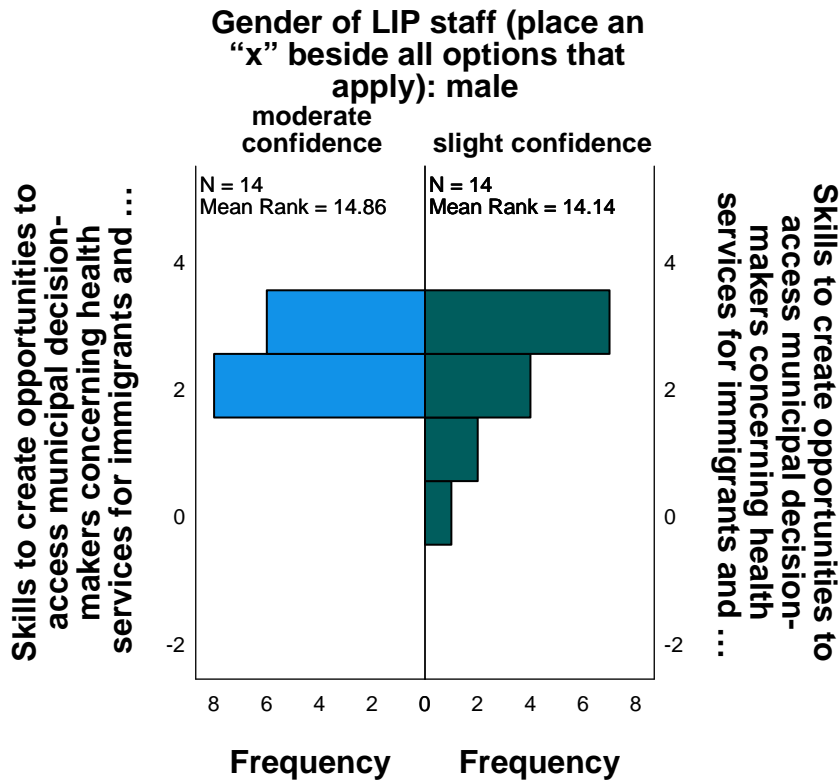


Skills to create opportunities to access municipal decision-makers concerning health services for immigrants and newcomers in the community across Gender of LIP staff (place an "x" beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

Total N	28
Mann-Whitney U	103.000
Wilcoxon W	208.000
Test Statistic	103.000
Standard Error	19.730
Standardized Test Statistic	.253
Asymptotic Sig.(2-sided test)	.800
Exact Sig.(2-sided test)	.839

Independent-Samples Mann-Whitney U Test

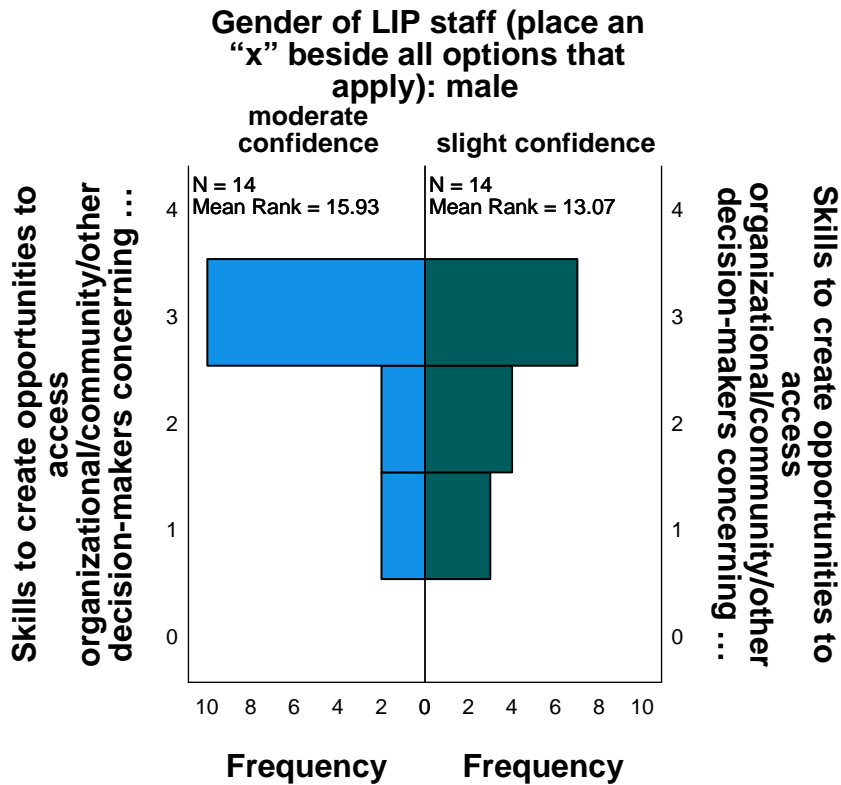


Skills to create opportunities to access organizational/community/other decision-makers concerning health services for immigrants and newcomers across Gender of LIP staff (place an "x" beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

Total N	28
Mann-Whitney U	118.000
Wilcoxon W	223.000
Test Statistic	118.000
Standard Error	18.994
Standardized Test Statistic	1.053
Asymptotic Sig.(2-sided test)	.292
Exact Sig.(2-sided test)	.376

Independent-Samples Mann-Whitney U Test

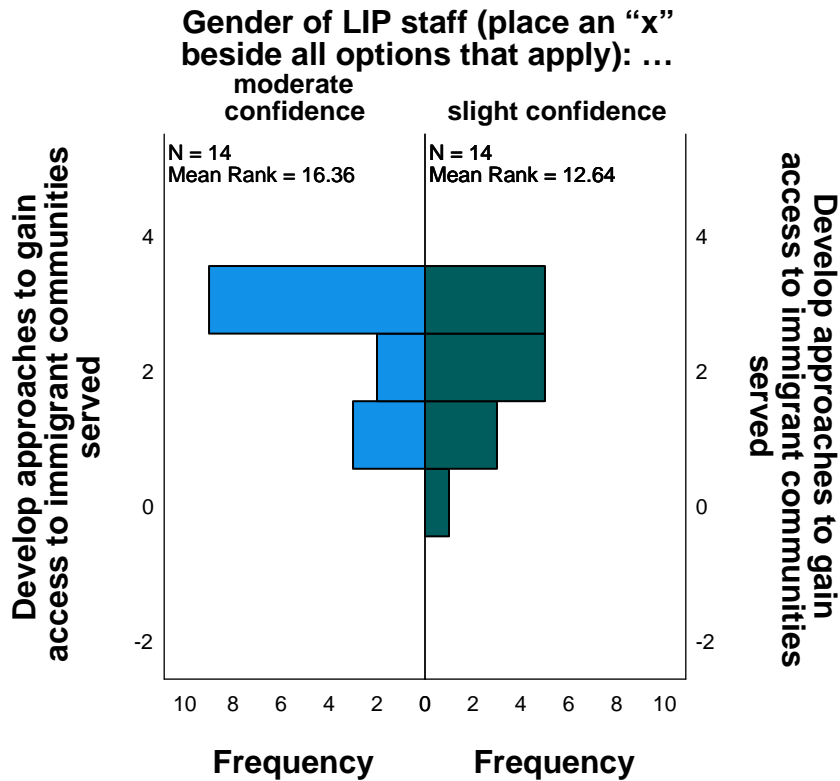


Develop approaches to gain access to immigrant communities served across Gender of LIP staff (place an “x” beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

Total N	28
Mann-Whitney U	124.000
Wilcoxon W	229.000
Test Statistic	124.000
Standard Error	20.072
Standardized Test Statistic	1.295
Asymptotic Sig.(2-sided test)	.195
Exact Sig.(2-sided test)	.246

Independent-Samples Mann-Whitney U Test



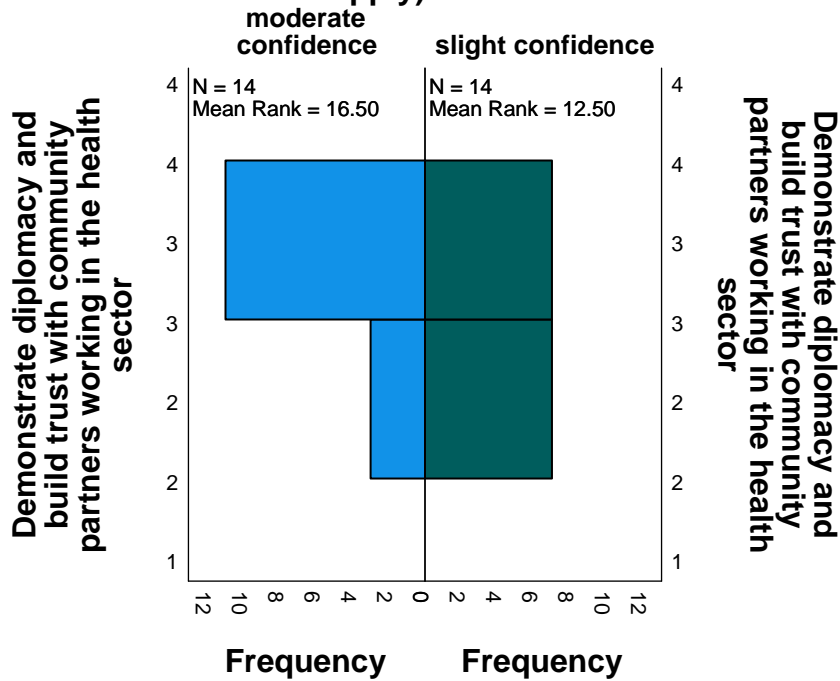
Demonstrate diplomacy and build trust with community partners working in the health sector across Gender of LIP staff (place an "x" beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

Total N	28
Mann-Whitney U	126.000
Wilcoxon W	231.000
Test Statistic	126.000
Standard Error	18.074
Standardized Test Statistic	1.549
Asymptotic Sig.(2-sided test)	.121
Exact Sig.(2-sided test)	.210

Independent-Samples Mann-Whitney U Test

Gender of LIP staff (place an
"x" beside all options that
apply): male



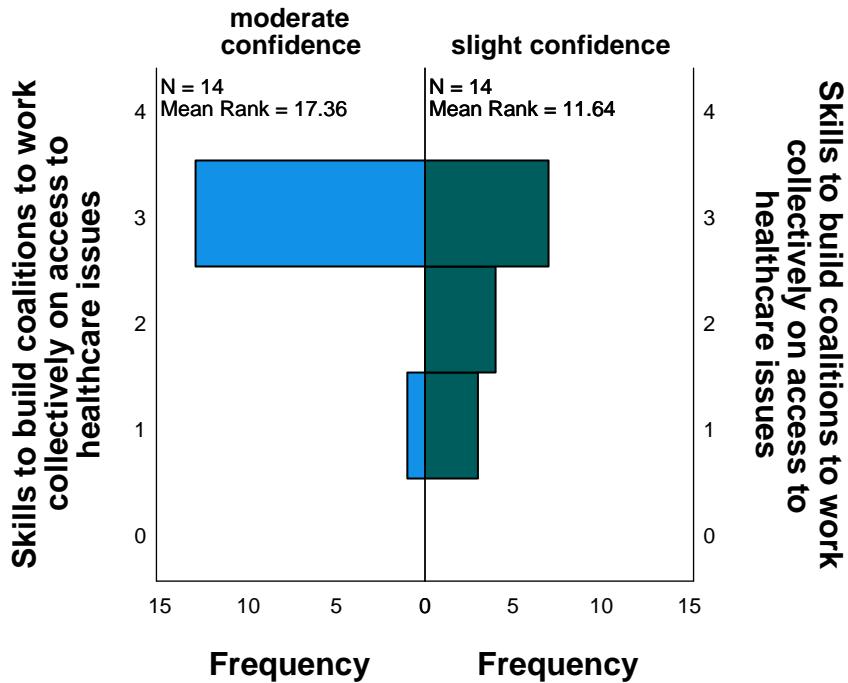
Skills to build coalitions to work collectively on access to healthcare issues across Gender of LIP staff (place an "x" beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

Total N	28
Mann-Whitney U	138.000
Wilcoxon W	243.000
Test Statistic	138.000
Standard Error	17.282
Standardized Test Statistic	2.315
Asymptotic Sig.(2-sided test)	.021
Exact Sig.(2-sided test)	.069

Independent-Samples Mann-Whitney U Test

Gender of LIP staff (place an "x" beside all options that apply):
male



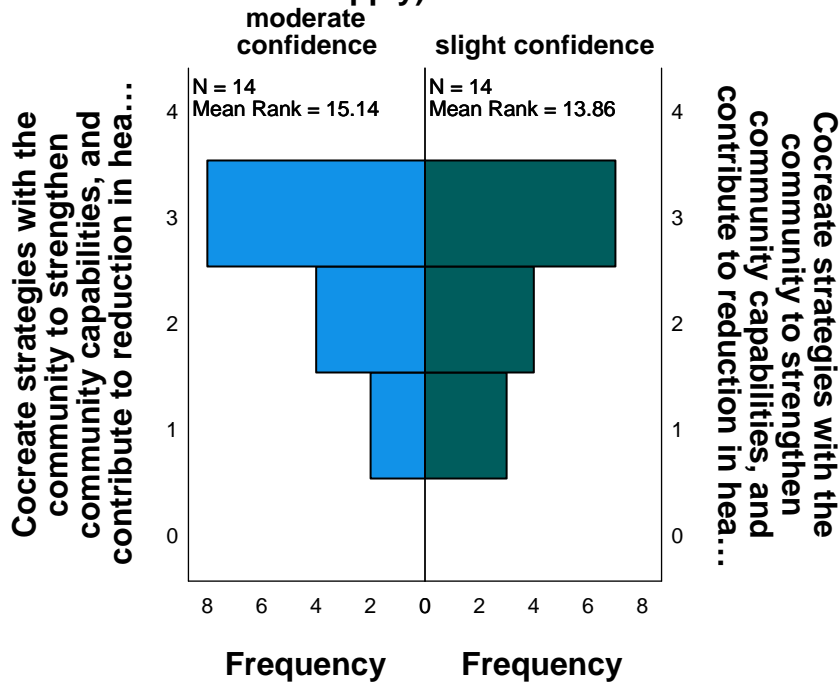
Cocreate strategies with the community to strengthen community capabilities, and contribute to reduction in health differences and improvement of community health across Gender of LIP staff (place an "x" beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

Total N	28
Mann-Whitney U	107.000
Wilcoxon W	212.000
Test Statistic	107.000
Standard Error	19.687
Standardized Test Statistic	.457
Asymptotic Sig.(2-sided test)	.648
Exact Sig.(2-sided test)	.701

Independent-Samples Mann-Whitney U Test

Gender of LIP staff (place an
"x" beside all options that
apply): male



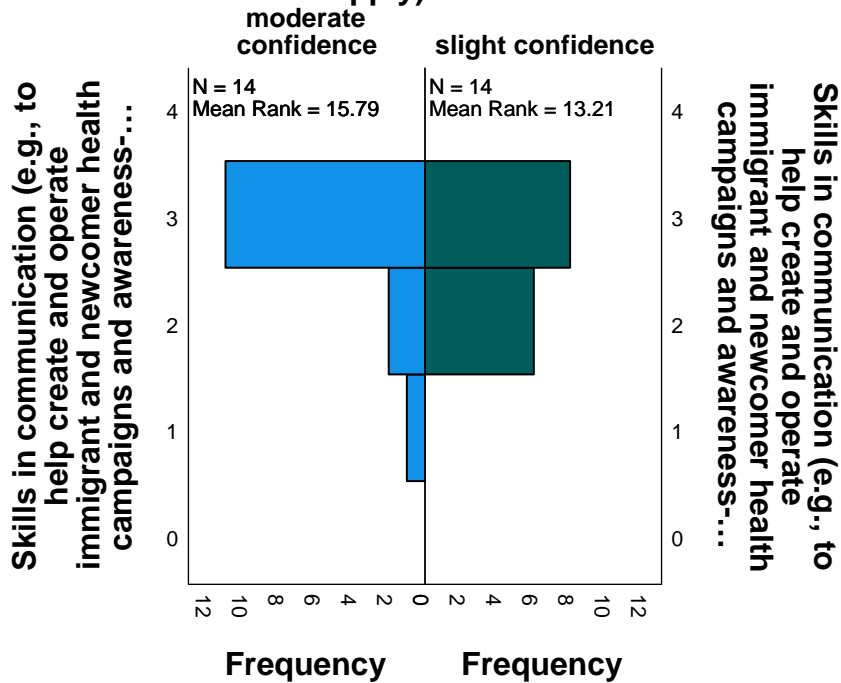
Skills in communication (e.g., to help create and operate immigrant and newcomer health campaigns and awareness-building material) across Gender of LIP staff (place an "x" beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

Total N	28
Mann-Whitney U	116.000
Wilcoxon W	221.000
Test Statistic	116.000
Standard Error	17.748
Standardized Test Statistic	1.014
Asymptotic Sig.(2-sided test)	.310
Exact Sig.(2-sided test)	.427

Independent-Samples Mann-Whitney U Test

Gender of LIP staff (place an
"x" beside all options that
apply): male



Skills for knowledge brokering across Gender of LIP staff (place an "x" beside all options that apply): male

**Independent-Samples Mann-Whitney U Test
Summary**

Total N	28
Mann-Whitney U	87.500
Wilcoxon W	192.500
Test Statistic	87.500
Standard Error	19.170
Standardized Test Statistic	-.548
Asymptotic Sig.(2-sided test)	.584
Exact Sig.(2-sided test)	.635

Independent-Samples Mann-Whitney U Test

**Gender of LIP staff (place an "x" beside
all options that apply): male**

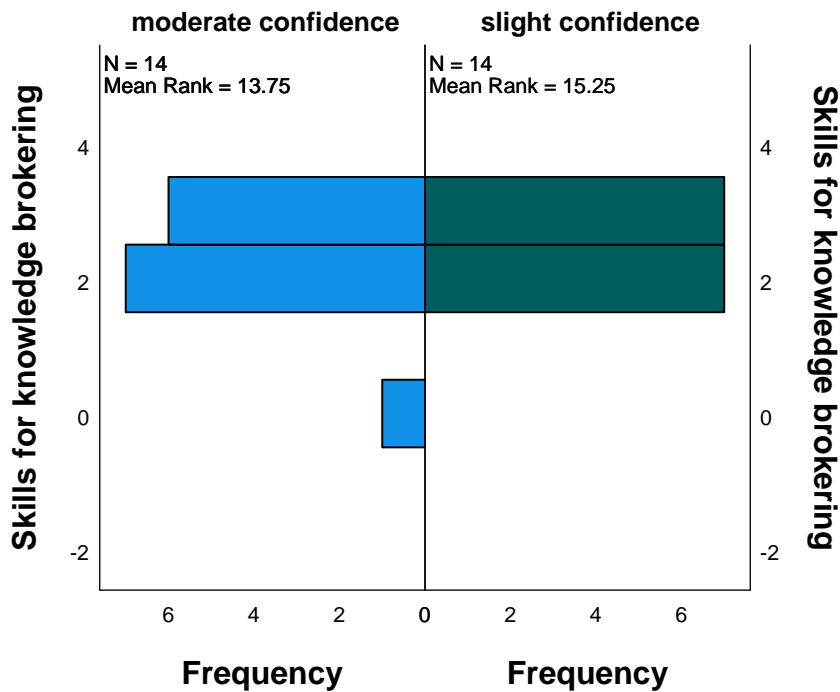


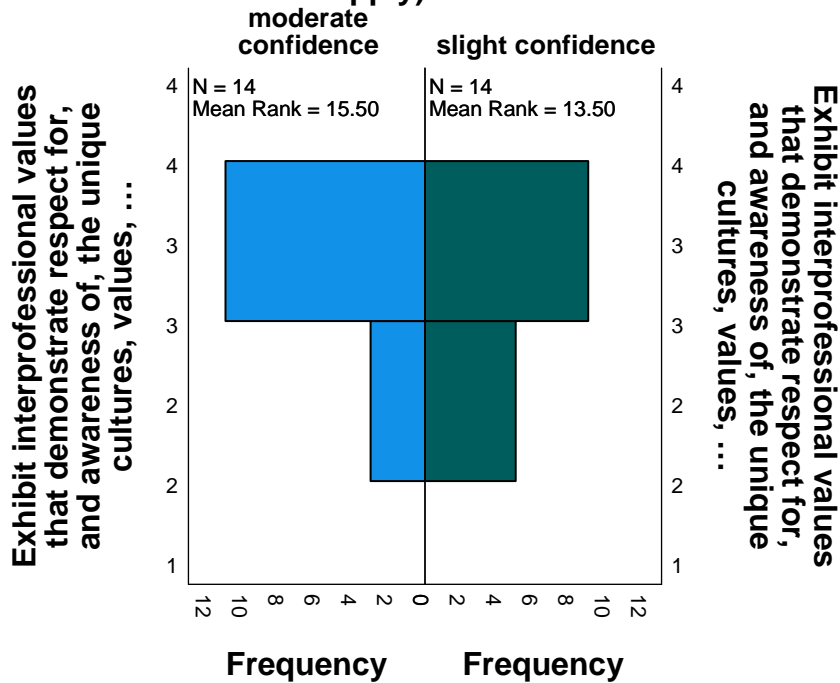
Exhibit interprofessional values that demonstrate respect for, and awareness of, the unique cultures, values, roles/responsibilities and expertise represented by other groups that work in the healthcare space across Gender of LIP staff (place an "x" beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

Total N	28
Mann-Whitney U	112.000
Wilcoxon W	217.000
Test Statistic	112.000
Standard Error	17.040
Standardized Test Statistic	.822
Asymptotic Sig.(2-sided test)	.411
Exact Sig.(2-sided test)	.541

Independent-Samples Mann-Whitney U Test

Gender of LIP staff (place an
"x" beside all options that
apply): male

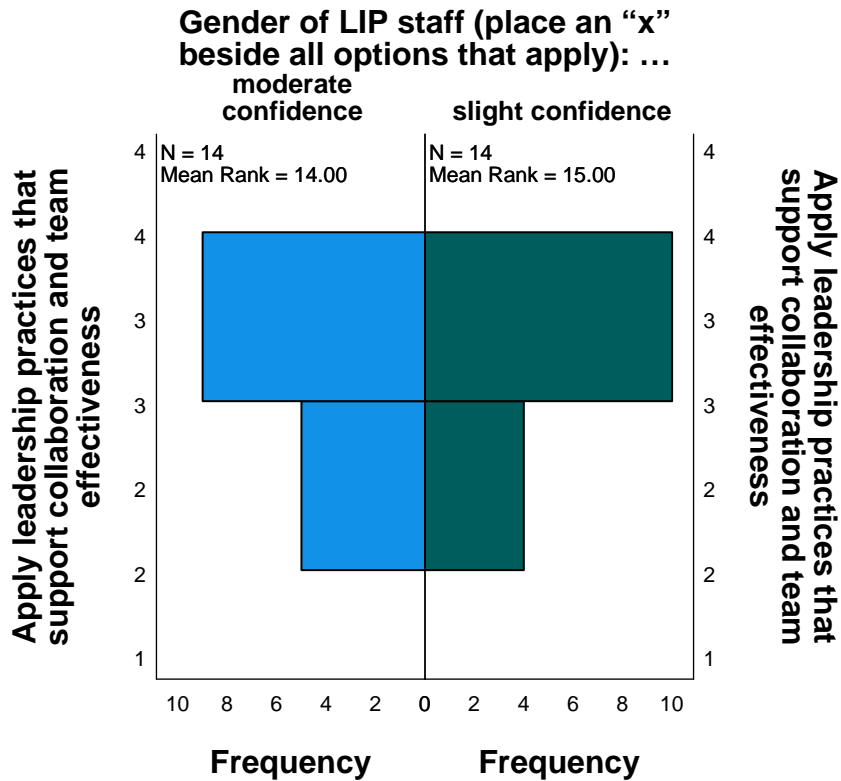


Apply leadership practices that support collaboration and team effectiveness across Gender of LIP staff (place an "x" beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

Total N	28
Mann-Whitney U	91.000
Wilcoxon W	196.000
Test Statistic	91.000
Standard Error	17.616
Standardized Test Statistic	-.397
Asymptotic Sig.(2-sided test)	.691
Exact Sig.(2-sided test)	.769

Independent-Samples Mann-Whitney U Test

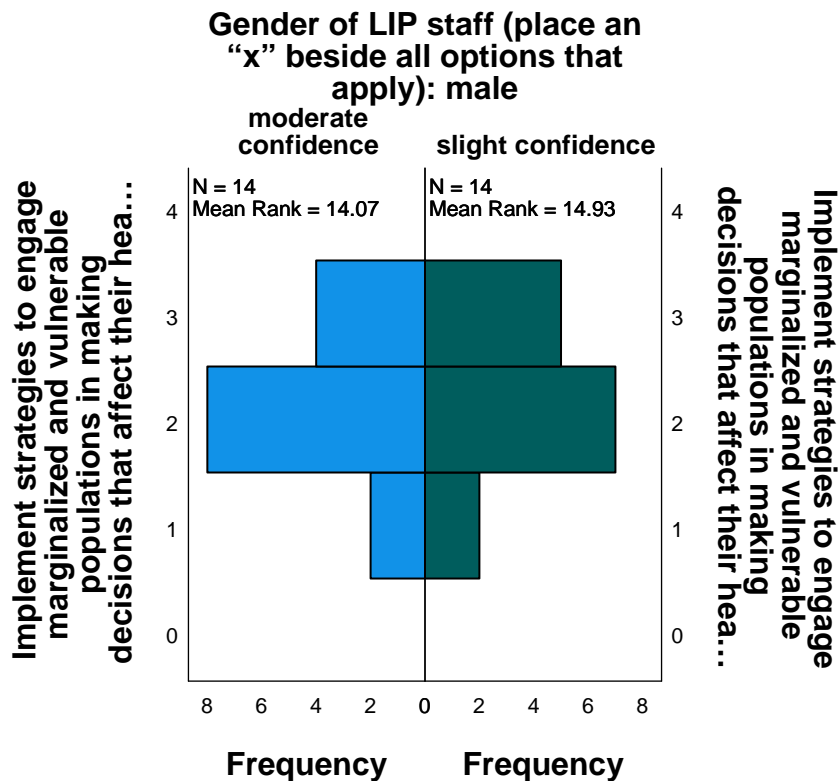


Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being across Gender of LIP staff (place an "x" beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

Total N	28
Mann-Whitney U	92.000
Wilcoxon W	197.000
Test Statistic	92.000
Standard Error	19.602
Standardized Test Statistic	-.306
Asymptotic Sig.(2-sided test)	.760
Exact Sig.(2-sided test)	.804

Independent-Samples Mann-Whitney U Test



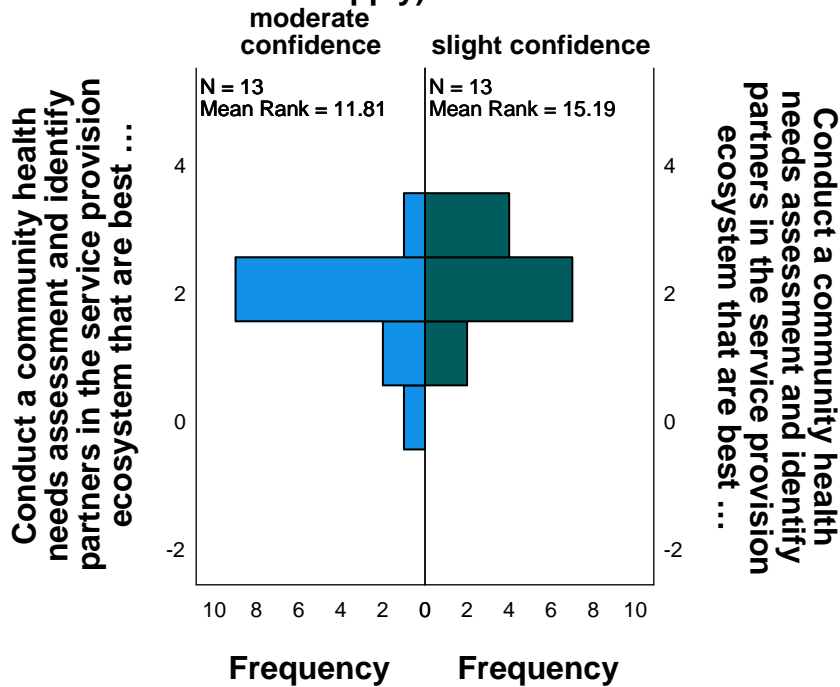
Conduct a community health needs assessment and identify partners in the service provision ecosystem that are best positioned to support this task across Gender of LIP staff (place an “x” beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

Total N	26
Mann-Whitney U	62.500
Wilcoxon W	153.500
Test Statistic	62.500
Standard Error	16.969
Standardized Test Statistic	-1.296
Asymptotic Sig.(2-sided test)	.195
Exact Sig.(2-sided test)	.264

Independent-Samples Mann-Whitney U Test

Gender of LIP staff (place an
"x" beside all options that
apply): male



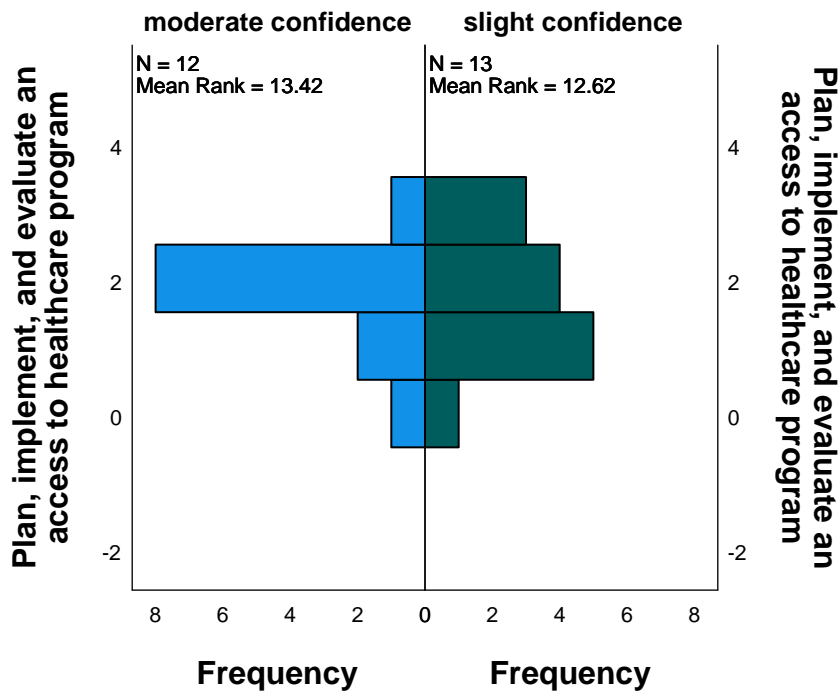
Plan, implement, and evaluate an access to healthcare program across Gender of LIP staff (place an "x" beside all options that apply): male

Independent-Samples Mann-Whitney U Test Summary

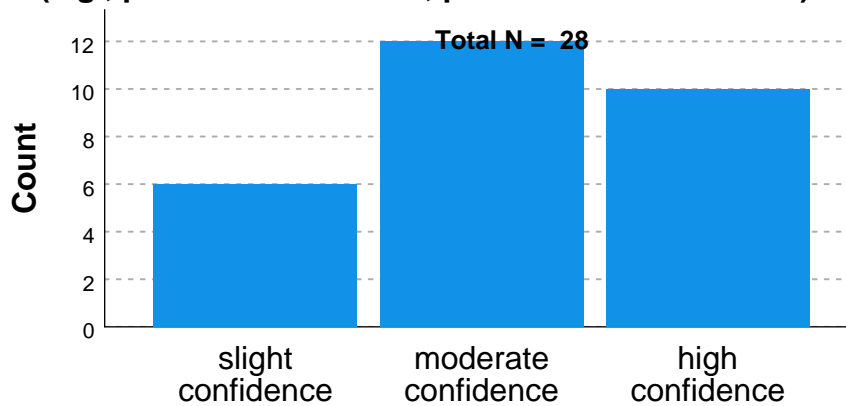
Total N	25
Mann-Whitney U	83.000
Wilcoxon W	161.000
Test Statistic	83.000
Standard Error	17.091
Standardized Test Statistic	.293
Asymptotic Sig.(2-sided test)	.770
Exact Sig.(2-sided test)	.810

Independent-Samples Mann-Whitney U Test

**Gender of LIP staff (place an "x"
beside all options that apply): male**



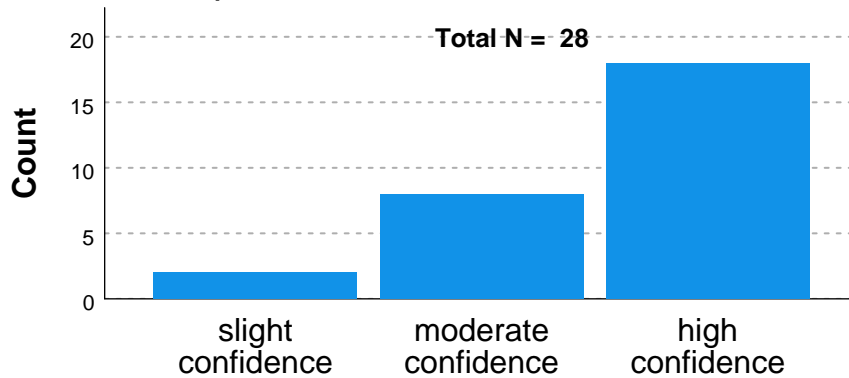
Categorical Field Information Knowledge about issues that affect the health of immigrants/newcomers (e.g., major causes of disease and death) via credible sources (e.g., professional bodies, peer-reviewed research)



Knowledge about issues that affect the health of immigrants/newcomers (e.g., major causes of disease and death) via credible sources (e.g., professional bodies, peer-reviewed research)

Knowledge about issues that affect the health of immigrants/newcomers (e.g., major causes of disease and death) via credible sources (e.g., professional bodies, peer-reviewed research) field is ordinal but is treated...

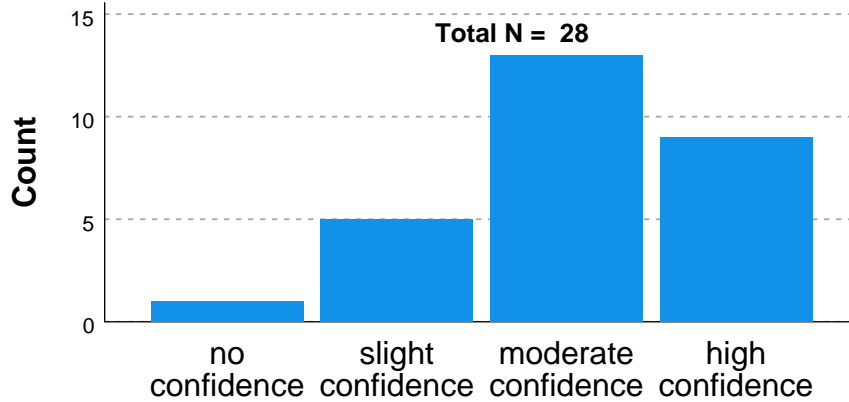
Categorical Field Information Understand major social and economic environmental factors that impact access to and quality of health services within your community (e.g., education, income, social support, physical environment) and how these factors can influence ...



Understand major social and economic environmental factors that impact access to and quality of health services within your community (e.g., education, income, social ...

Understand major social and economic environmental factors that impact access to and quality of health services within your community (e.g., education, income, social support, physical environment) and how these factors can influence immigrant health field is ordinal but is treated as ...

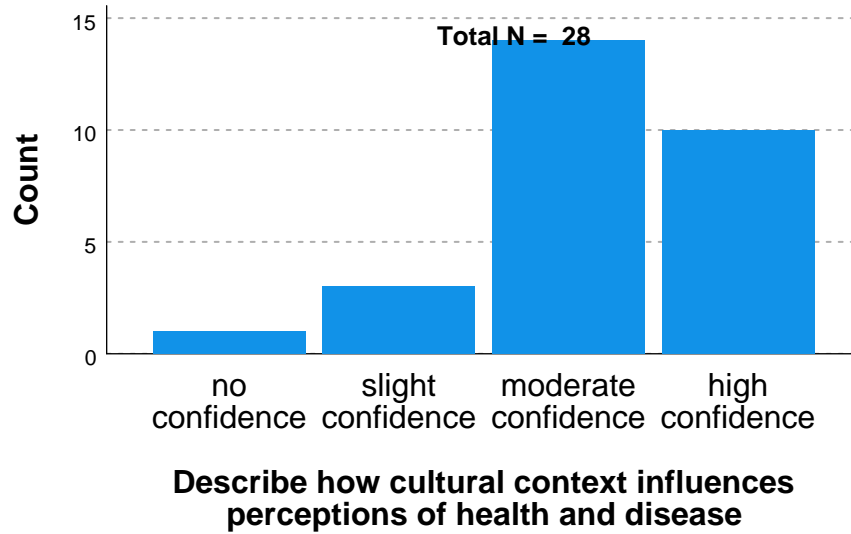
Categorical Field Information Articulate barriers to healthcare in low-resource settings locally and describe factors that contribute to this, and strategies to address...



Articulate barriers to healthcare in low-resource settings locally and describe factors that contribute to this, and strategies to address this problem

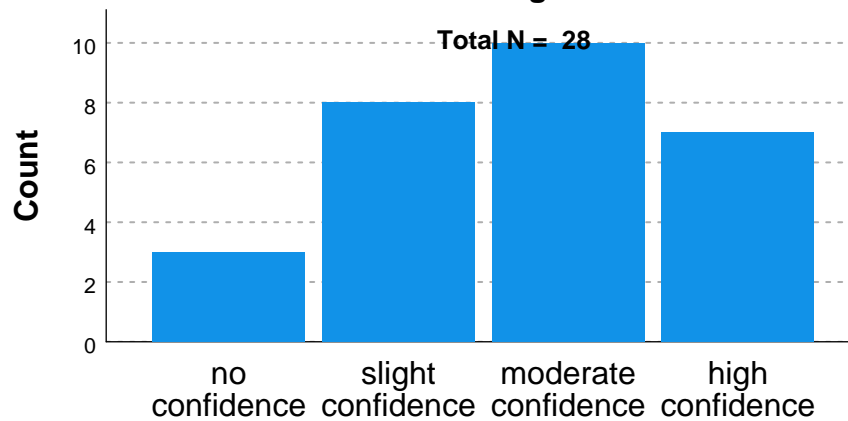
Articulate barriers to healthcare in low-resource settings locally and describe factors that contribute to this, and strategies to address this problem field is ordinal but is treated as continuous in the test.

Categorical Field Information Describe how cultural context influences perceptions of health and disease



Describe how cultural context influences perceptions of health and disease
field is ordinal but is treated as continuous in the test.

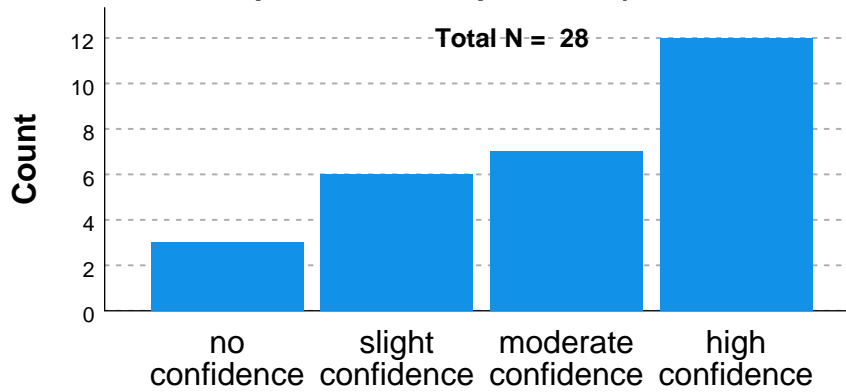
Categorical Field Information Describe the Ontario health system and its policies and effects on provision of healthcare for immigrants



Describe the Ontario health system and its policies and effects on provision of healthcare for immigrants

Describe the Ontario health system and its policies and effects on provision of healthcare for immigrants field is ordinal but is treated as ...

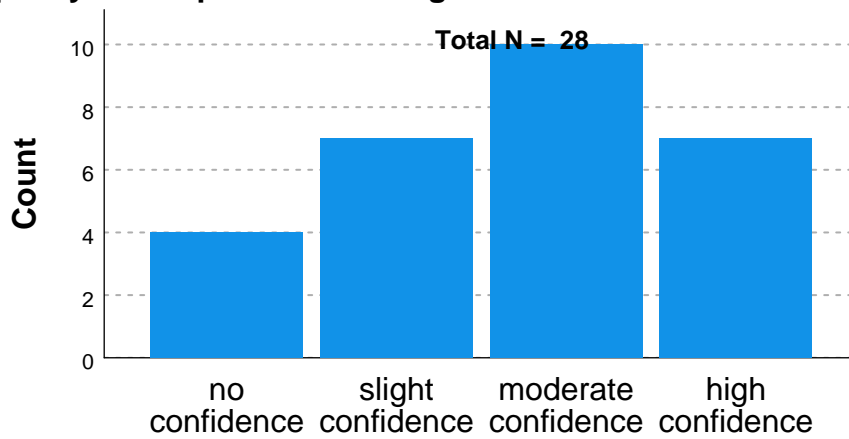
Categorical Field Information Knowledge of the roles and relationships of the major entities influencing your communities' health and development (e.g., Ministries, departments, corporations)



Knowledge of the roles and relationships of the major entities influencing your communities' health and development (e.g., Ministries, departments, corporations)

Knowledge of the roles and relationships of the major entities influencing your communities' health and development (e.g., Ministries, departments, corporations) field is ordinal but is treated as continuous in the test.

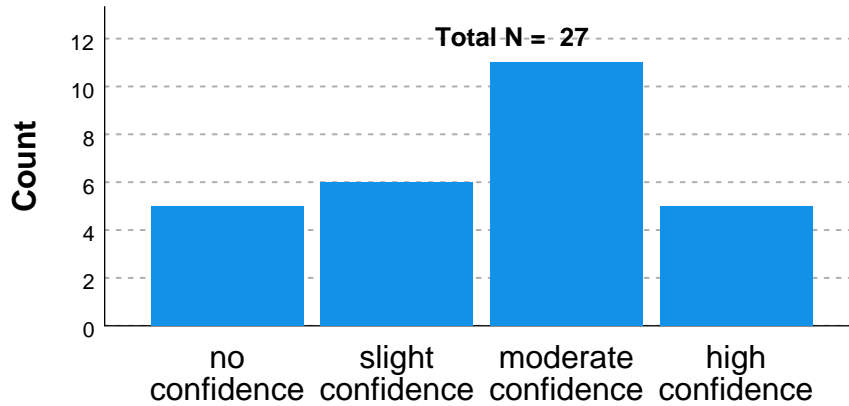
Categorical Field Information Skills in policy analysis and policy development for immigrant access to healthcare...



Skills in policy analysis and policy development for immigrant access to healthcare services

Skills in policy analysis and policy development for immigrant access to healthcare services field is ordinal but is treated as continuous in the test.

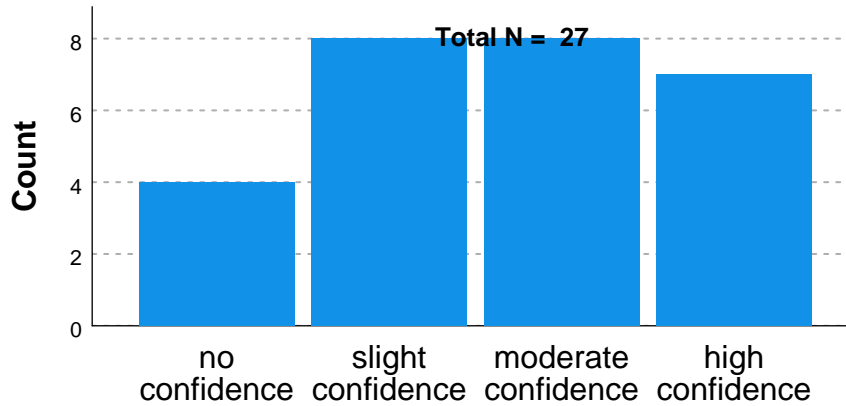
Categorical Field Information Skills to create opportunities to access federal decision-makers concerning health services for immigrants and ...



Skills to create opportunities to access federal decision-makers concerning health services for immigrants and newcomers in the community

Skills to create opportunities to access federal decision-makers concerning health services for immigrants and newcomers in the community field is ordinal but is treated as continuous in the test.

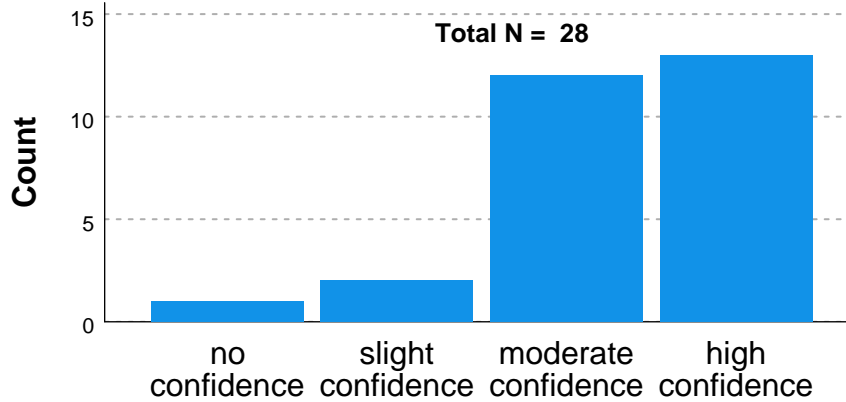
Categorical Field Information Skills to create opportunities to access provincial decision-makers concerning health services for immigrants and ...



Skills to create opportunities to access provincial decision-makers concerning health services for immigrants and newcomers in the community

Skills to create opportunities to access provincial decision-makers concerning health services for immigrants and newcomers in the community field is ordinal but is treated as continuous in the test.

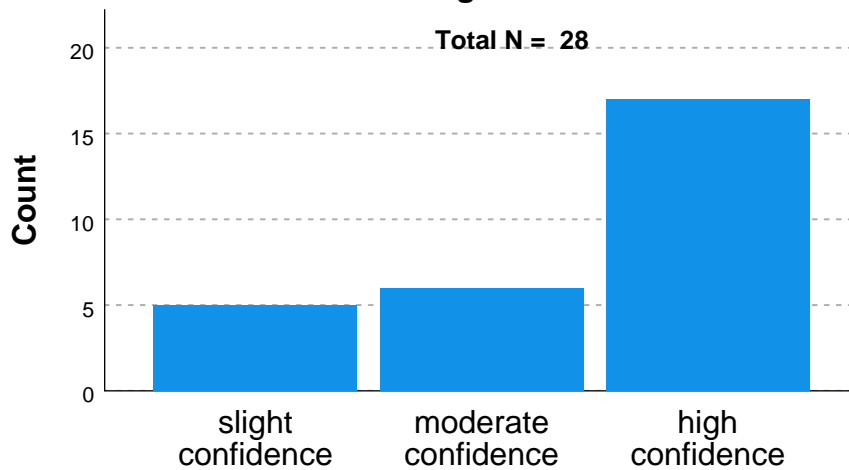
Categorical Field Information Skills to create opportunities to access municipal decision-makers concerning health services for immigrants and ...



Skills to create opportunities to access municipal decision-makers concerning health services for immigrants and newcomers in the community

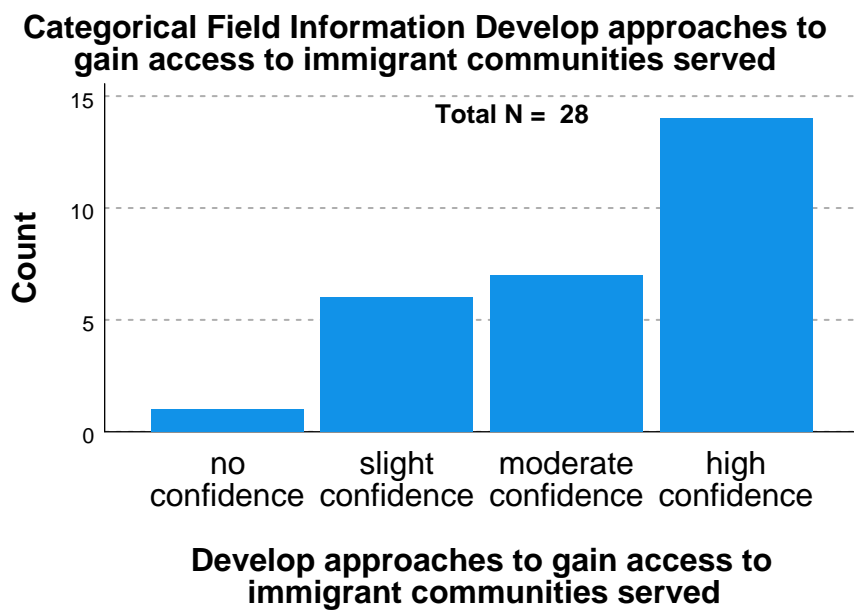
Skills to create opportunities to access municipal decision-makers concerning health services for immigrants and newcomers in the community field is ordinal but is treated as continuous in the test.

Categorical Field Information Skills to create opportunities to access organizational/community/other decision-makers concerning health services for ...



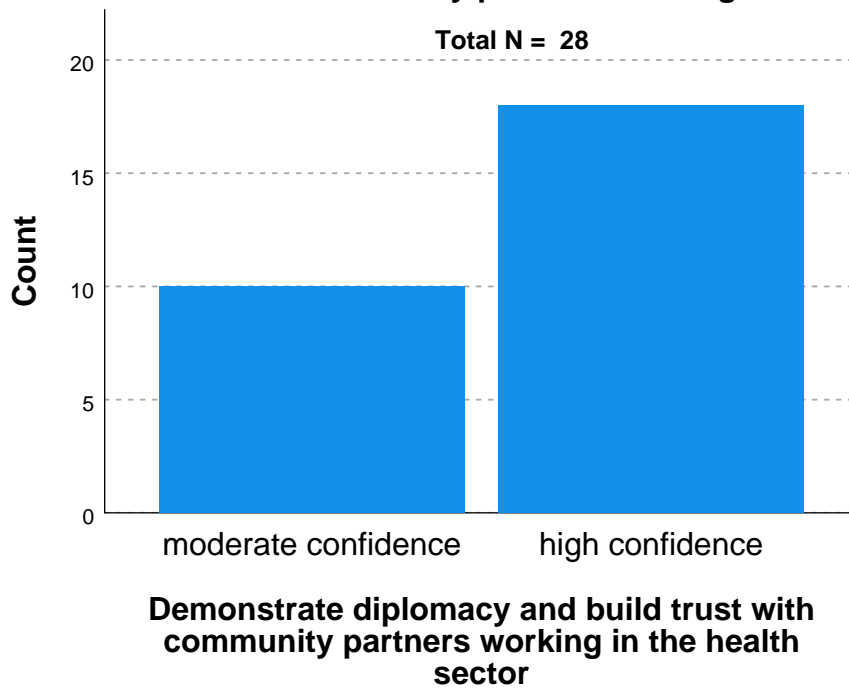
Skills to create opportunities to access organizational/community/other decision-makers concerning health services for immigrants and newcomers

Skills to create opportunities to access organizational/community/other decision-makers concerning health services for immigrants and newcomers field is ordinal but is treated as continuous in the test.



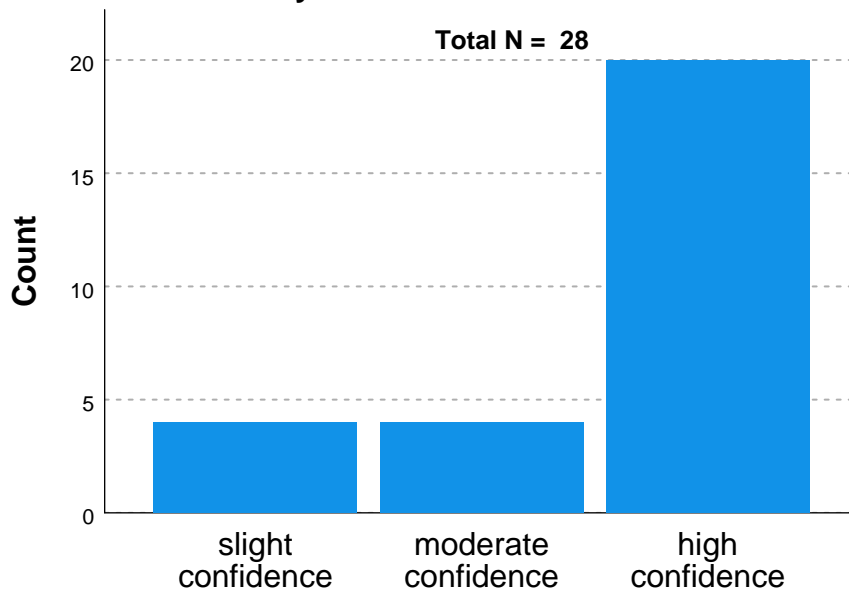
Develop approaches to gain access to immigrant communities served field is ordinal but is treated as continuous in the test.

Categorical Field Information Demonstrate diplomacy and build trust with community partners working in the...



Demonstrate diplomacy and build trust with community partners working in the health sector field is ordinal but is treated as continuous in the test.

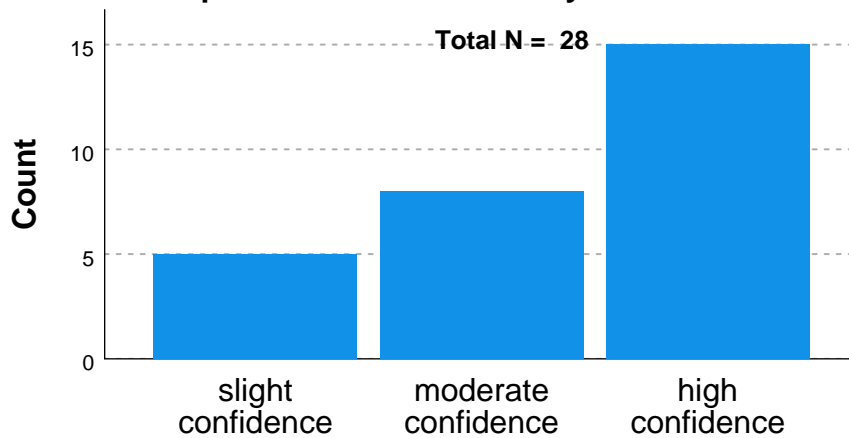
Categorical Field Information Skills to build coalitions to work collectively on access to healthcare issues



Skills to build coalitions to work collectively on access to healthcare issues

Skills to build coalitions to work collectively on access to healthcare issues field is ordinal but is treated as continuous in the test.

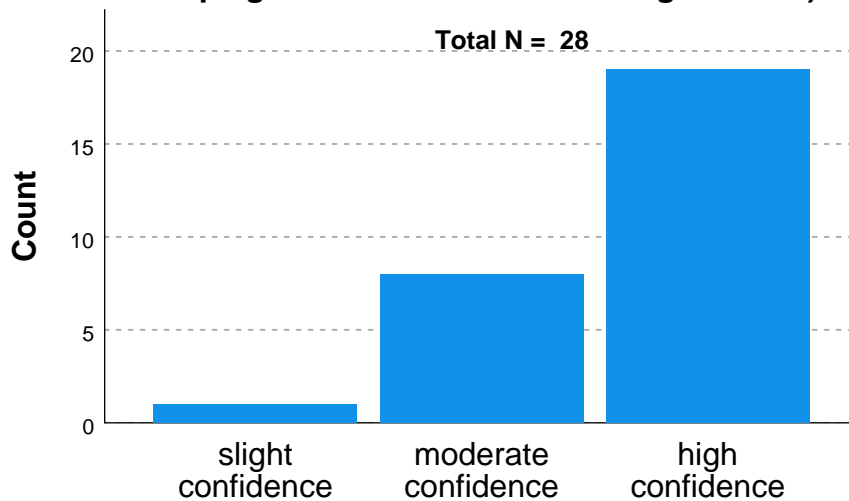
Categorical Field Information Cocreate strategies with the community to strengthen community capabilities, and contribute to reduction in health differences and improvement of community health



Cocreate strategies with the community to strengthen community capabilities, and contribute to reduction in health differences and improvement of community health

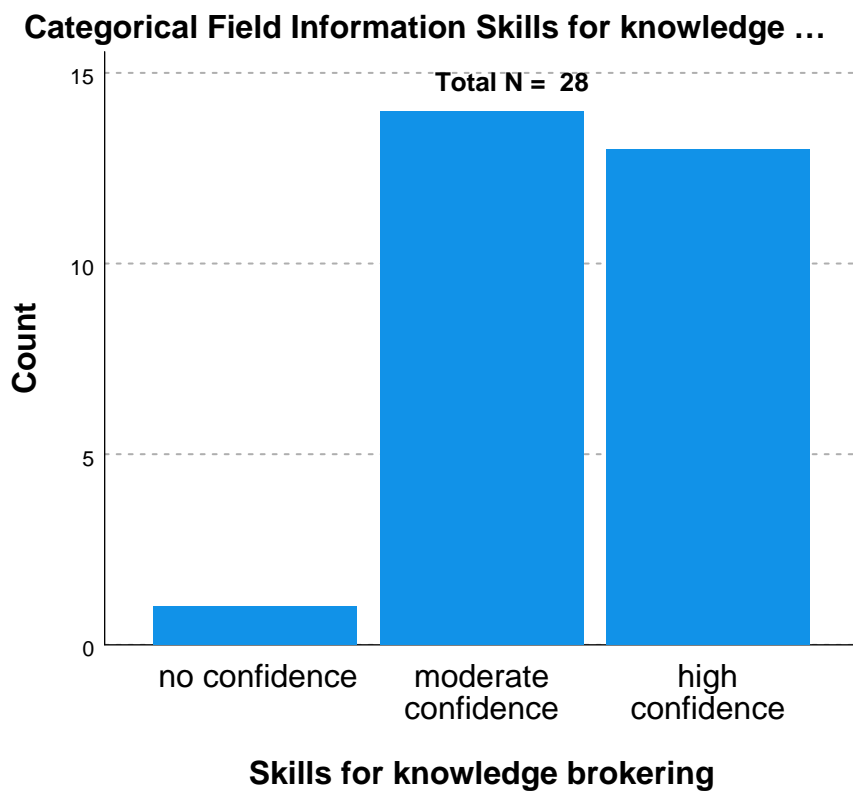
Cocreate strategies with the community to strengthen community capabilities, and contribute to reduction in health differences and improvement of community health field is ordinal but is treated as ...

Categorical Field Information Skills in communication (e.g., to help create and operate immigrant and newcomer health campaigns and awareness-building material)



Skills in communication (e.g., to help create and operate immigrant and newcomer health campaigns and awareness-building material)

Skills in communication (e.g., to help create and operate immigrant and newcomer health campaigns and awareness-building material) field is ordinal but is treated as continuous in the test.



Skills for knowledge brokering field is ordinal but is treated as continuou...

Categorical Field Information Exhibit interprofessional values that demonstrate respect for, and awareness of, the unique cultures, values, roles/responsibilities and expertise represented by other groups that work in the...

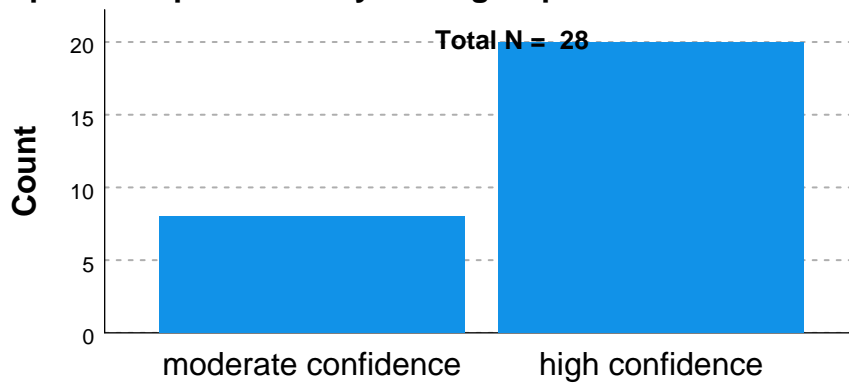
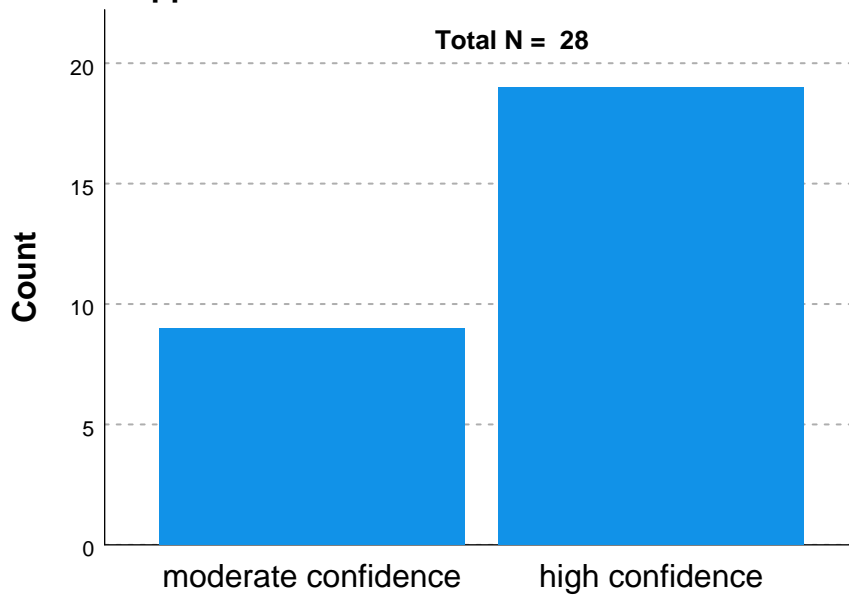


Exhibit interprofessional values that demonstrate respect for, and awareness of, the unique cultures, values, roles/responsibilities and expertise represented by other groups that work in the healthcare space

Exhibit interprofessional values that demonstrate respect for, and awareness of, the unique cultures, values, roles/responsibilities and expertise represented by other groups that work in the healthcare space field is ordinal but is treated as continuous in the test.

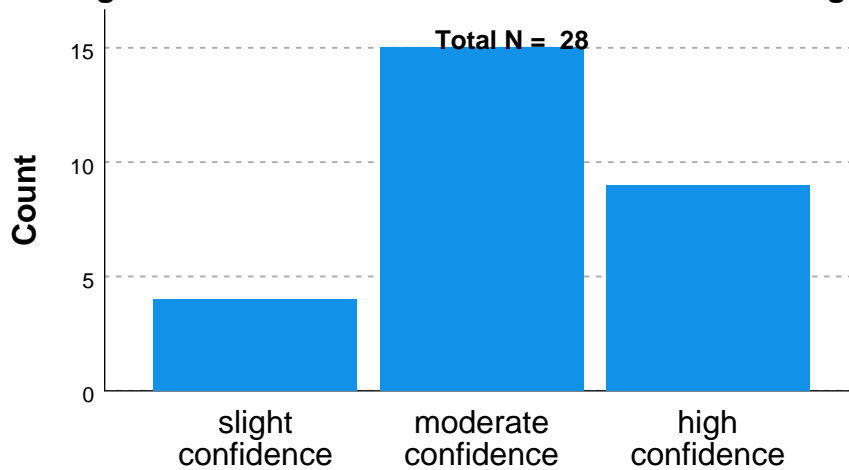
Categorical Field Information Apply leadership practices that support collaboration and team effectiveness



Apply leadership practices that support collaboration and team effectiveness

Apply leadership practices that support collaboration and team effectiveness field is ordinal but is treated as continuous in the test.

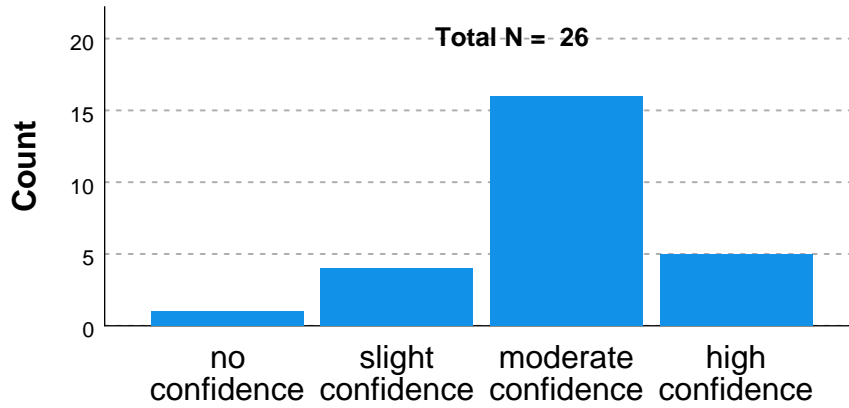
Categorical Field Information Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being



Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being

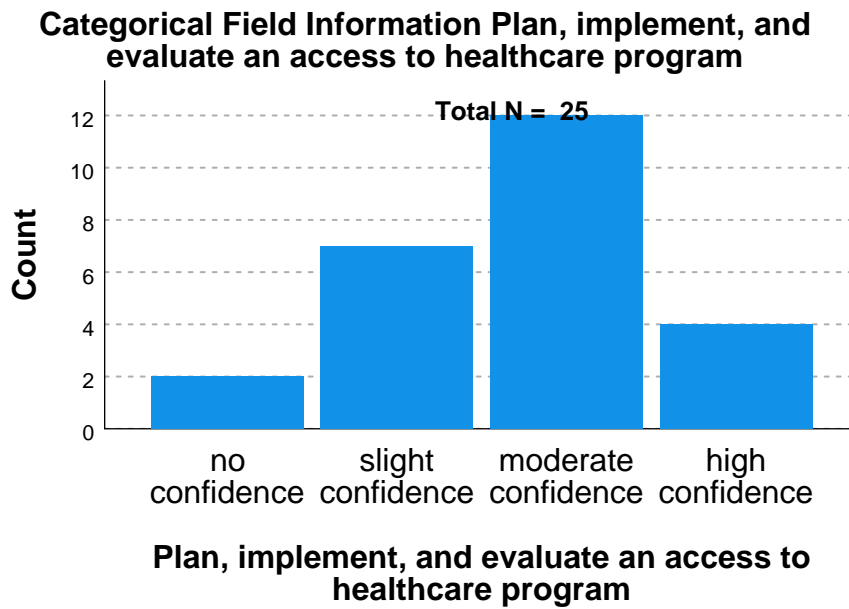
Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being field is ordinal but is treated as continuous in the test.

Categorical Field Information Conduct a community health needs assessment and identify partners in the service provision ecosystem that are best positioned t...



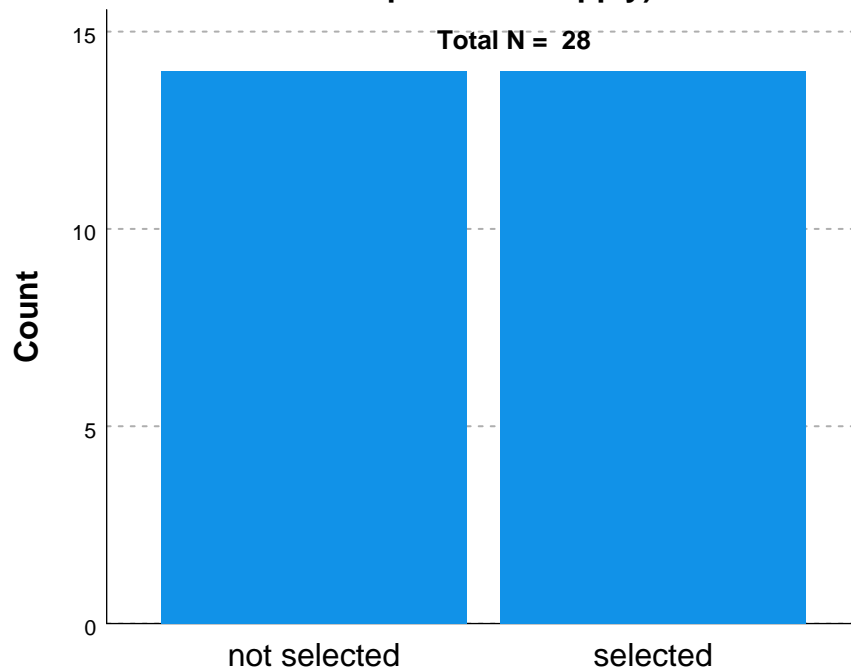
Conduct a community health needs assessment and identify partners in the service provision ecosystem that are best positioned to support this task

Conduct a community health needs assessment and identify partners in the service provision ecosystem that are best positioned to support this task field is ordinal but is treated as continuous in the test.



Plan, implement, and evaluate an access to healthcare program field is ordinal but is treated as continuous in the test.

Categorical Field Information Gender of LIP staff (place an “x” beside all options that apply): male



Gender of LIP staff (place an “x” beside all options that apply): male