

## Appendix B

### FIGURE 2 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. Some of the immigrants you serve, however, may experience some of the following issues.

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

### 6 MONTHS TO 3 YEARS AFTER ARRIVAL

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

### 3 TO 5 YEARS AFTER ARRIVAL

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

### 5 YEARS AND ONWARDS

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