

Education Report Card

2018



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Introduction

Welcome to the 7th edition of the Education Report Card. Education is one of the three key pillars of an academic health science centre along with patient care and research. Sinai Health is an exciting place for learners, employees and physicians to continuously learn. We provide work-based learning, from the fundamentals all the way to the extremely specialized skills. We aim to provide individuals and teams with the best possible attributes to provide health care for our local community and around the globe.

We are delighted to present Sinai Health's educational programs which span across: Mount Sinai Hospital, Bridgepoint Active Healthcare and Circle of Care. In 2018, over 4000 learners came through our doors to engage in educational activities.

In June 2018, we held the first joint Sinai Health Education Celebration. We recognize that our clinicians, employees and teams play an essential part as role models, influencing the next generation of health care employees. Therefore, we expanded the number of awards and opportunities to recognize the excellent work done by our teachers, facilitators and trainee supervisors across our campuses.

A special event to celebrate the great achievements of our preceptors, educators and teams was held at Bridgepoint. We then mirrored these educational awards and achievements for Mount Sinai preceptors and educators. These were in addition to Wightman-Berris Academy Awards which been available to Mount Sinai faculty for years. Sinai Health's enthusiastic educators, teachers, clinicians, and administrators continue to work together to support our learners in an outstanding learning environment. We are grateful for their dedication to training the next generation of health care professionals.

In 2018, we underwent an external review of our education organizational structure and resource allocations. The reviewers made helpful suggestions as to how we organize our strategy and operational management of Sinai Health's Education Portfolio. We look forward to incorporating some key recommendations in 2019.

There has been growing attention to the learning environment in the past year to ensure that our learners are treated with respect and are acknowledged as a vital part of our community. In 2018, Sinai Health participated in the Toronto Academic Health Science Network (TAHSN) survey on the experience of our University of Toronto health professional faculties in our clinical settings. We look forward to implementing these recommendations to ensure an inclusive, respectful, supportive environment for our learners regardless of their occupation, gender, race or religion, and in a way which reflects our values at Sinai Health.

We are thankful to all the patients who contribute to the education of our future healthcare providers.

Jacqueline James, MD, MEd
Vice President, Education



Learner Numbers

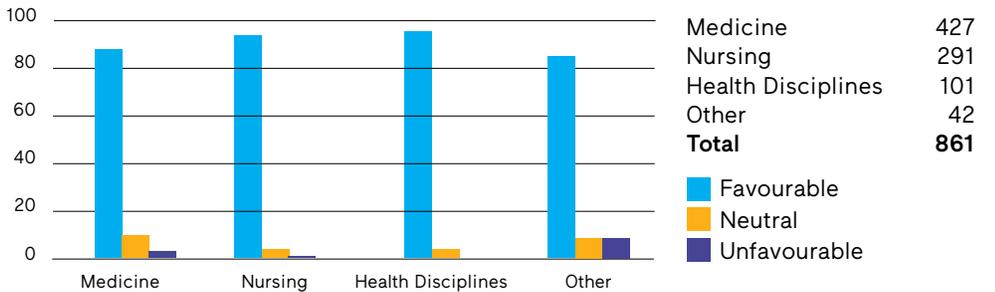
Clinical

Medicine	2440
Nursing	1114
Applied Health Science	43
Clinical Nutrition	11
Dentistry	252
Midwifery	18
Occupational Therapy	44
Occupational Therapy Assistant and Physiotherapy Assistant	4
Pharmacy	74
Physiotherapy	50
Recreational Therapy	4
Social Work	10
Speech Language Pathology	14

Non-Clinical

Administration and Management	9
Design and Engineering	4
Environmental Services	2
Food Services	11
Health Informatics	5
Research at Bridgepoint	19
Library	3
Total	4075

I would recommend a placement here to my fellow student



Medicine

JACQUELINE JAMES, MD, MEd

Vice President, Education

KATINA TZANETOS, MD, MSc

Director, Wightman-Berris Academy

Sinai Health's two campuses, Mount Sinai and Bridgepoint are home to hundreds of medical learners. They range from first-year medical students, who learn the basics of becoming physicians, to advanced subspecialty clinical and research fellows, who come to Sinai Health to learn highly specialized skills and procedures. In 2018, Sinai Health MD trainees cared for patients in every area of our system through a wide range of teaching and learning opportunities.

Learners experienced the full continuum of care, from birth to healthy aging. From our labour and delivery unit and state-of-the-art Neonatal Intensive Care Unit, to seeing patients and families who have excellent preventative care in our family practice and ambulatory clinics. Learners saw how to care for acutely ill patients in our emergency department and acute care wards, right through to rehabilitation and end-of-life care provided by excellent teams at Bridgepoint and in patients' own homes. Sinai Health physicians and employees also led major continuing education workshops and events designed to share our expert knowledge in managing complex patients.

In 2018, Dr. Vince Chien joined the medical education team as director of medical education at Bridgepoint.

Undergraduate MD Program

Sinai Health shapes our future doctors as a major anchor hospital of the Wightman-Berris Academy. The Wightman-Berris Academy is the largest of four academies at University of Toronto and oversees the educational experience of approximately 93 medical students in each year of the four year MD Program.

Approximately one-third of these students will learn clinical skills, participate in small group tutorials, and complete their clinical experiences in Sinai Health's classrooms, clinics, and units. The Wightman-Berris Academy family of hospitals also includes the University Health Network, Michael Garron and Baycrest. Our students also have access to the Hospital for Sick Children and the Centre for Addiction and Mental Health. Undergraduate MD students assigned to Wightman-Berris are exposed to multiple, complementary clinical sites and enjoy a comprehensive learning program. Both Mount Sinai and Bridgepoint are major contributors to the pre-clerkship and clerkship learning of University of Toronto medical students.

The undergraduate pre-clerkship curriculum, Foundations, is a competency model of medical education that emphasizes the integration of basic medical sciences, such as anatomy and physiology, with clinical medical principles and humanities. Foundations is conducted in small groups led by faculty tutors and take place in the Sydney and Florence Cooper Family Education Centre. Faculty leaders are Sinai Health clinicians and health professionals who dedicate their time to teaching first and second year students in support of the University of Toronto's MD Program at Sinai Health.

Foundations students partake in a wide variety of learning activities. In their case-based learning (CBL) sessions, students work through key illness presentations and learn about the differential diagnosis, investigations, and management of major diseases. In their clinical skills course, students focus on medical history taking,

patient-centered communication, and physical examination. They practice these skills with simulated and real patients at both Mount Sinai and Bridgepoint.

In Health Services Research, students learn about clinical epidemiology, critical appraisal, and research methodology. In Health in the Community, students learn to understand the determinants of health and familiarize themselves with available community support agencies.

Led by faculty facilitators during an educational component called Portfolio, students reflect on what it means to be a doctor and a self-regulated professional. This activity encourages deep introspection and group sharing in a safe and supportive environment. Our students interact in meaningful ways with Sinai Health clinicians and feedback tells us that they value this. Tutors also act as academic coaches, helping students understand their academic development and with setting individualized educational goals on their path to becoming a competent health professional.

Students are granted opportunities for self-directed learning during unscheduled curricular time called, White Space. During White Space, students explore career options by shadowing clinicians.

The current version of the pre-clerkship curriculum was put into effect in 2016 as part of a massive overhaul of the education program at the University of Toronto. In 2018, the inaugural Foundations class entered clerkship. The transition from pre-clinical to clinical training for these students has been successful, proving that the changes implemented were effective. 2018 saw the retirement of the Longitudinal Integrated Clerkship (LInC), where students learned the content of various specialties simultaneously by attending different clinical experiences in a mixed fashion. Instead, students experienced the more traditional rotating clerkship, learning about various specialties in an immersed, sequential fashion.

The elimination of LInC is in preparation of a major clerkship revamp, similar to what was accomplished for the pre-clerkship curriculum. This clerkship renewal is an exciting upcoming change that is expected to take place over the next few years and one that will draw on lessons learned from LInC, as well as other major educational advances.

Post MD Programs

Residents

Residents are placed at Sinai Health by 39 different programs accredited by the Royal College of Physicians and Surgeons of Canada and the College of Family Physicians Canada for generalist and specialty training. Some of these residents are also involved in research and quality improvement projects. Residents have a dual role in our system, as they are both key providers of care in our clinics and wards, as well as learners on the road to independent practice. We strike a delicate balance between the provision of service by these residents and the acquisition of knowledge. Sinai Health's residents rate our hospital at the same level as other major teaching hospitals, with some of our programs being considered in the exceptionally good range. Bridgepoint is seen as an outstanding place to complete a rotation.



In 2018, the competency based medical education curriculum was successfully launched in otolaryngology and anesthesiology. This new way to train and evaluate residents will be phased into all Royal College certified programs over the next nine years. The orthopedics program has used a competency framework to train orthopedic surgeons since 2009. Family medicine has had the Triple C curriculum, using a competency framework since 2011. This method of teaching and learning emphasizes direct observation, increased real-time feedback, and supporting a progression of knowledge and skills by identifying entrustable professional activities and milestones which are to be taught, observed and achieved. Work-based assessments will ensure that residents know how to do something but can demonstrate that they can. This will support a developmental approach to learning and assessment of competence.

2017

- Anesthesiology
- Otolaryngology – Head and Neck Surgery

2018

- Emergency Medicine
- Medical Oncology
- Nephrology
- Surgical Foundations
- Urology

Planned for 2019

- Critical Care Medicine
- Gastroenterology
- General Internal Medicine
- Geriatric Medicine
- Internal Medicine
- Radiation Oncology
- Rheumatology
- Obstetrics and Gynecology
- Anatomical Pathology
- General Pathology

Postgraduate Specialties Programs offered at Sinai Health

- | | | |
|--|-----------------------------------|--|
| • Anatomical | • General Internal Medicine | • Nephrology |
| • Pathology | • General Pathology | • Neurology |
| • Anesthesiology | • General Pediatrics | • Nuclear Medicine |
| • Cardiology | • General Surgery | • Obstetrics |
| • Child and Adolescent Psychiatry | • General Surgical | • Ophthalmology |
| • Colorectal Surgery | • Oncology | • Orthopedic Surgery |
| • Critical Care Medicine | • Geriatric Medicine | • Otolaryngology, Head and Neck Surgery |
| • Diagnostic Radiology | • Hematology | • Palliative Medicine |
| • Emergency Medicine | • Infectious Diseases | • Pediatric Radiology |
| • Endocrinology and Metabolism | • Maternal Fetal Medicine | • Pediatric Respiriology |
| • Family Medicine | • Medical Genetics | • Physical Medicine and Rehabilitation (Physiatry) |
| • Gastroenterology | • Medical Microbiology | |
| • Gynecologic Reproductive Endocrinology and Infertility | • Medical Oncology | |
| • General Gynecology | • Neonatal Perinatal Medicine | |
| | • Neonatal Critical Care Medicine | |

Fellows

Clinical and research fellows come from 61 countries as well as across Canada to develop skills beyond residency. Fellows are fully qualified specialists who will complete an additional one to two years of training in a particular field to gain additional expertise in areas such as surgical oncology, maternal fetal medicine and intensive care. They may also primarily be involved in research. In 2018, Bridgepoint had eight clinical fellows who completed rotations, an increase of 33 per cent over the previous year.

Continuing Education

Our clinical divisions and departments have robust weekly rounds and seminars to promote continuing education and competency of our physicians and those who work alongside them in the interprofessional team-based environment. In addition to those opportunities, Sinai Health physicians also organize more than 50 local, national and international workshops and conferences geared at sharing new knowledge with other clinicians in order to improve patient care and outcomes.

Educational Research

Several of our physicians are involved in studying medical education and testing the efficacy of new and innovative means of educating health care professionals and patients. Trainees are encouraged to participate in educational research as co-investigators. For a list of papers published in 2018 please see the Appendix.

What our learners said:

“The orientation was THE best orientation I’ve ever had. It was very thorough but pertinent and the tour was wonderful. It was very well organized. All my questions were answered. Excellent. Overall, the entire staff were excellent at teaching and it was one of my favourite placements. Thank you very much.”

Bridgepoint Medical student



Learning Indicators

Number of students attending

Undergraduate

Mount Sinai Hospital

Pre-clerkship students: 183

Clerkship students: 182

Elective placements for U of T students: 100

Visiting elective students (Canadian): 178

International visiting elective students: 57

Bridgepoint Active Healthcare

Pre-clerkship: 35

Clerkship: 49

What our learners said:

“Fantastic experience for residents, great independence to run the unit, wonderful allied health team to support you.

Welcoming, warm, friendly staff and services throughout the hospital. Sense of interprofessional approach to care in this new facility.”

Bridgepoint Resident

Postgraduate Residents

Mount Sinai: 1159

Bridgepoint: 53

Clinical Fellows

Mount Sinai: 437

Bridgepoint: 7

Rotation Evaluation Scores (RES)

Mean Mount Sinai RES 4.06 – based on 1827 evaluations

Mean Bridgepoint RES 4.54 – based on 13 evaluations

City Mean All Sites RES – 4.12

Teaching Effectiveness Scores (TES)

Mean Mount Sinai TES – 4.38 based on 2170 evaluations

Mean Bridgepoint TES – 4.73 based on 18 evaluations

City Mean All Sites TES – 4.43

Number of preceptors

Full-time active staff contribute to undergraduate, postgraduate and fellowship education: 354

Number of continuing education programs offered

In 2018, over 50 continuing education courses, programs and symposiums were organized by Sinai Health medical staff in addition to the usual weekly internal educational rounds that occur in each department.

Number of staff participating in workshops and programs

All MDs must participate in continuing education to maintain certification in the Royal College of Physicians and Surgeons of Canada, and the College of Family Physicians Canada.

Number of staff with academic appointments

All full-time MDs hold academic faculty appointment with the University of Toronto

Education Leadership Roles

Major Educational leadership Roles at the University of Toronto

Dr. Nupura Bakshi

Director Surgical Skills Lab, Department of Ophthalmology

Dr. Rosa Braga-Mele

Director, Professionalism and Bio-med Ethics, Ophthalmology; Chair of Education-American Society of Cataract and Refractive Surgery

Dr. Robert Bleakney

Co-Director, Diagnostic Imaging Curriculum, Web Education Development and Research Coordinator

Dr. Robert Casper

Program Director, Reproductive Sciences - TCART Fellowship

Dr. Yvonne Chan

Director, Continuing Professional Development and the Community Academic Faculty, Department of Otolaryngology, Head and Neck Surgery

Dr. Dan Deangelis

Section Head and Course Coordinator, TORIC Anatomy Dissection Course

Dr. Luke Devine

Director, Undergraduate Medicine, Department of Medicine

Dr. Harold Drutz

Co-Program Director, Urogynaecology

Dr. Michele Farrugia

Program Director, Obstetrics and Gynaecology

Dr. Emer Finan

Program Director, Neonatal/Perinatal Medicine

Dr. John Foote

Program Director, CCFP Emergency Medicine Residency Program

Dr. Jeremy Freeman

Director, Head & Neck Oncology Fellowship Program

Dr. Shital Gandhi

Program Director, Fellowships GIM Medicine

Dr. Shiphra Ginsburg

Director, Educational Scholarship, U ofT Department of Medicine

Dr. Wayne Gold

Deputy Physician in Chief Education UHN/SHS

Dr. Sue Goldstein

Course Director, Family Medicine Longitudinal Experience

Dr. Jacqueline James

Director, Wightman-Berris Academy

Dr. Stephane Laframboise

Fellowship Program Director, Gynaecologic Oncology

Dr. Kimberly Liu

Program Director, Reproductive Endocrinology and Infertility

Dr. Danny Lovatsis

Co-Program Director, Urogynaecology

Dr. Helen MacRae

Program Director, Colorectal Surgery

Dr. Yasmine Mawji

Co-Director, Supplemental Emergency Medicine Experience, Emergency Medicine

Dr. Cynthia Maxwell

Program Director, Fetal Maternal Medicine

Dr. Tony Mazzulli

Program Director, Medical Microbiology

Dr. Heather McDonald-Blumer

Fellowship Director, Rheumatology

Dr. Ally Murki

Fellowship Director, Advanced Gynecologic Surgery

Dr. Allan Peterkin

Head, U of T Health, Arts & Humanities Program

Dr. Oleg Safir

Director, U of T, Surgical Skills Centre

Dr. Gareth Seaward

Vice Chair, OIPS Obstetrics and Gynaecology

Dr. Amanda Selk

Fellowship Director, Advanced Obstetrics

Dr. Heather Shapiro

Vice Chair Education, Obstetrics and Gynaecology Fellowship Director

Dr. Salvatore Spadafora

Vice Dean, Faculty of Medicine Post MD Programs

Dr. Glendon Tait

Director, Student Assessment MD Program

Dr. David Yan

Director, Toronto Ophthalmology Residency Introductory Course

Dr. Allan Vescan

Undergraduate Program Director, Otolaryngology- Head and Neck Surgery

Dr. Rory Windrim

Director, Continuing Professional Development, Obstetrics and Gynaecology

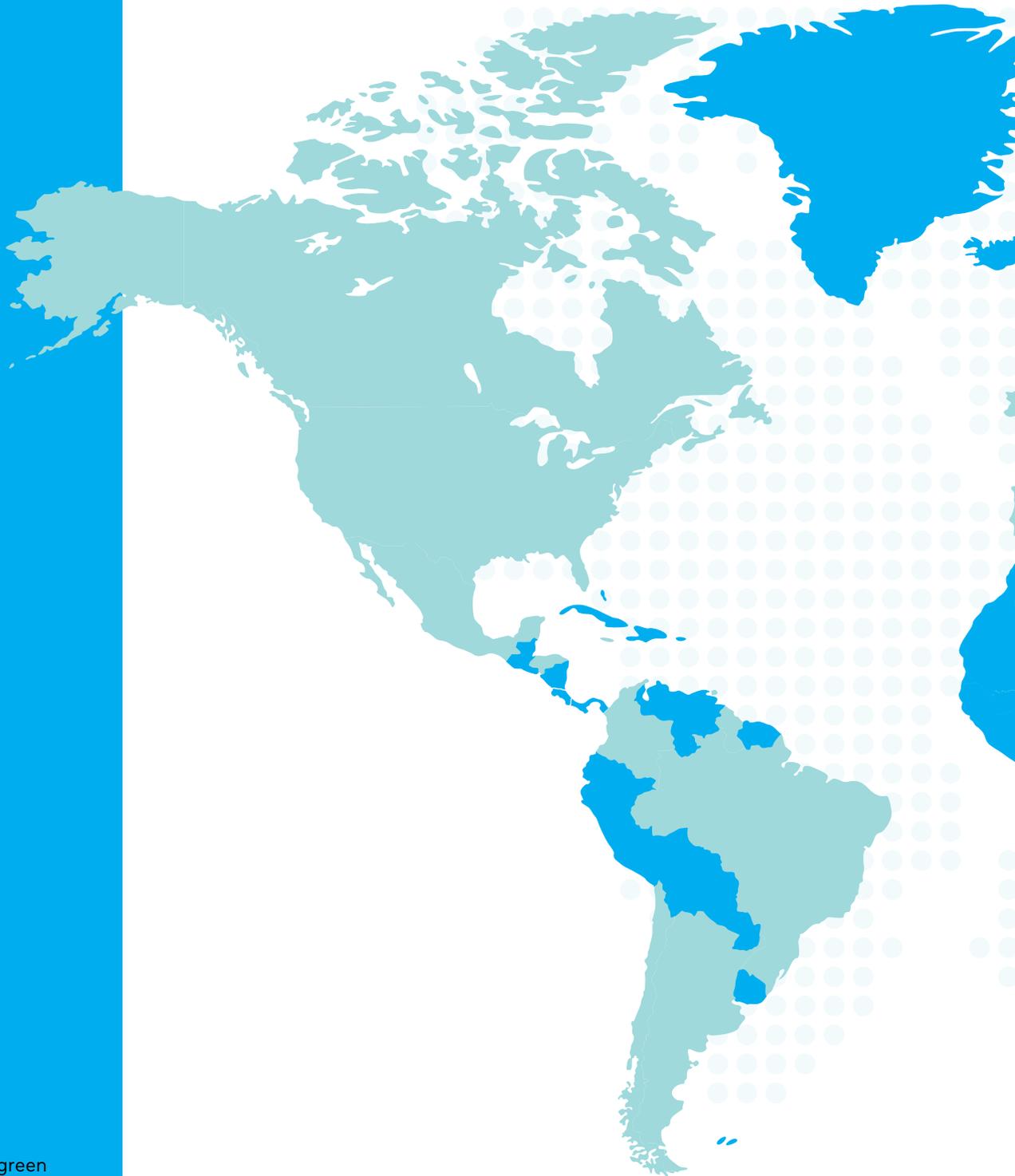
Dr. Wendy Wolfman

Mature Women's Health and Menopause Fellowship

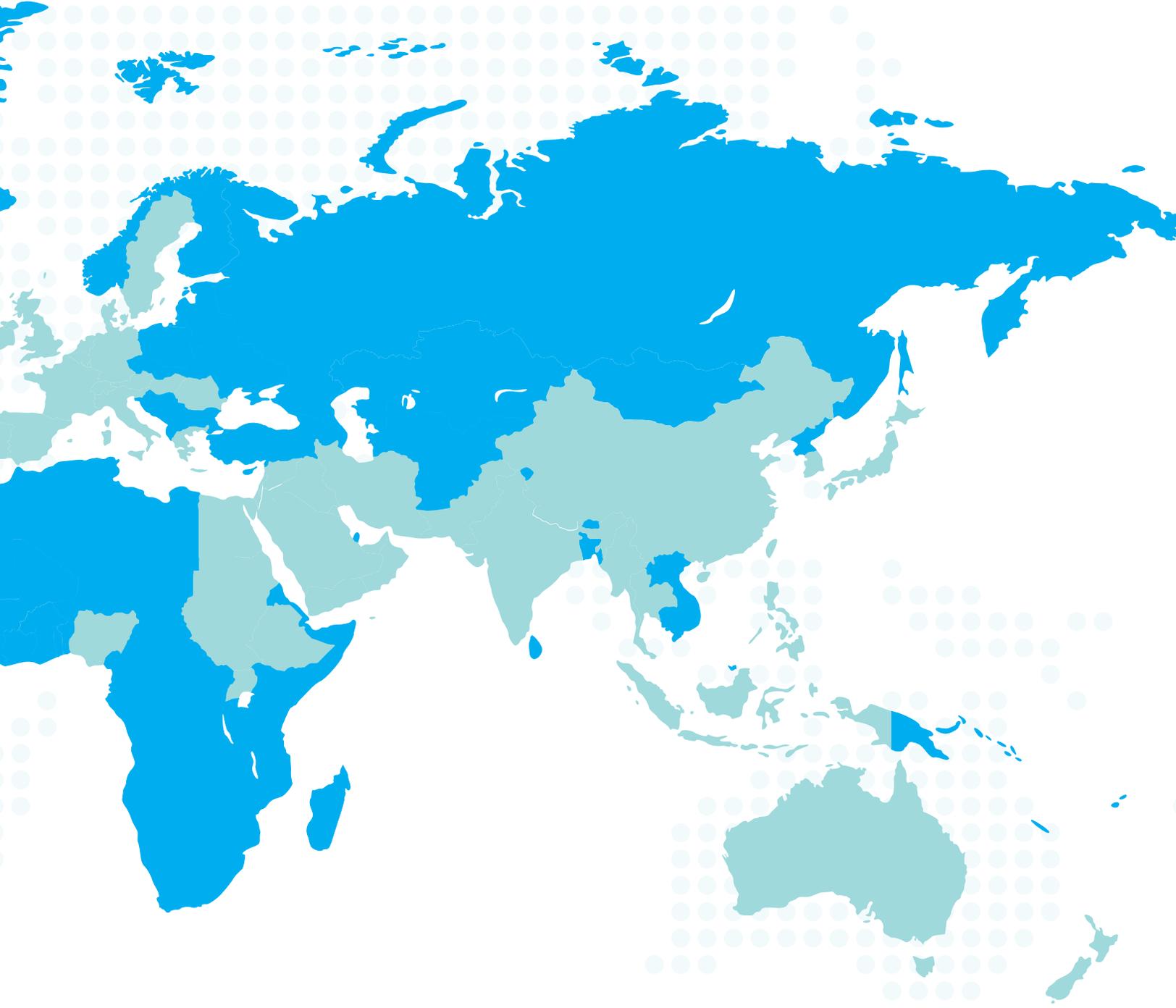
Our Fellows: Countries of origin

ANTIGUA
ARGENTINA
AUSTRALIA
AUSTRIA
BARBADOS
BELGIUM
BRAZIL
CHILE
CHINA
COLOMBIA
DENMARK
EGYPT
EQUADOR
ETHIOPIA
FRANCE
GERMANY
GREECE
GUYANA
HONDURAS
HONG KONG
HUNGARY
INDIA
IRAN
IRAQ
IRELAND
ISRAEL
ITALY
JAMAICA
JAPAN
JORDAN
KUWAIT
LEBANON
MALAYSIA
MEXICO
MYANMAR
NEPAL
NETHERLANDS
NEW ZEALAND
NIGERIA
OMAN
PAKISTAN
PALESTINE
PHILIPPINES
PORTUGAL
ROMANIA
SAUDIA ARABIA
SINGAPORE
SOUTH KOREA
SPAIN
SWEDEN
SWITZERLAND
SYRIA
TAIWAN
THAILAND
TRINIDAD AND TOBAGO
UGANDA
UNITED ARAB EMIRATES
UNITED KINGDOM
UNITED STATES
YEMEN

 Select countries in green



**Sinai Health attracted physicians from
61 other countries in the world seeking
advanced specialist training.**



Highlights from the Past Year

Focus on Wellness Initiatives

There has been a growing need to address issues related to wellness from a physical, psychological and social point of view. Clinicians face increasing professional pressure and the potential for burnout. Residency programs are taking steps to address the needs of the trainees through programming and support which promotes resiliency and maintaining wellness.

As part of the University of Toronto's neonatal and perinatal training program, Dr. Emer Finer and her colleagues in pediatrics implemented sessions focused on debriefing difficult cases. Residents talk about especially stressful and challenging situations, with a focus on wellness. These discussions were implemented as part of an academic half-day, occurring every six weeks. In addition, trainees attend a physician wellness day, organized by the university.

Each winter, PGY3 family medicine and emergency medicine trainees attend an educational retreat in Collingwood for two days. This allows for down time and the chance to interact and offer peer support for each other in a relaxed environment.

The Obstetrics and Gynecology Department held a resident's appreciation dinner in Yorkville. Residents also participated in three academic half-day sessions devoted to wellness and an optional book club. A faculty and peer support initiative is also underway.

In the Department of Medicine, a series of rounds called the Physician Resilience Series takes place during one rounds slot every rotation block. This is facilitated by Dr. Deanna Chaukos, a psychiatrist at Sinai Health who developed a full curriculum with small group sessions covering multiple topics relating to wellness and resilience. Representatives from the PGME Wellness Office also come and deliver sessions on topics like managing transition and dealing with exam preparation to residents.

Annual House Staff Appreciation Lunch

On February 16, we held a thank you luncheon to all our hardworking residents and fellows to coincide with the Professional Associate of Residents of Ontario's (PARO) resident awareness week.

Looking Forward

In 2019, we will launch a new initiative in partnership with the Israel government to sponsor subspecialty Israeli medical trainees. Mount Sinai is especially renowned for providing outstanding care to patients and unique educational experiences to residents in certain fields. Potential trainees will complete fellowships in specialist fields, including geriatrics, emergency care, neurology and psychiatry.

In addition, our preceptors will learn more about competency-based medical education. They will incorporate more real-time feedback and direct observations in their daily teaching and supervision of trainees.

Nursing

KATHLEEN REID, RN, MPH

Manager, Professional Practice Nursing, Bridgepoint

MAYA NIKOLOSKI, RN, MN

Director, Collaborative Practice & Education, Nursing & Health Disciplines, Bridgepoint

LEANNE GINTY, RN, MEd, GNCC

Director, Professional Practice Nursing, Mount Sinai

SHARON CHOO, RN

Nursing Education Coordinator, Mount Sinai

What our learners said:

"Well, this experience allowed me to have opportunity to put what I learned in classes into action. The setting, equipment, technology, were amazing because even though, I had several years of experience as a nurse in my previous country, but had not seen these kind of equipment. The collaboration of health care team working together towards patient's goal."

At Sinai Health, nurses are committed to being leaders in providing evidence-informed, integrated and patient-centred care through a culture of compassion, scholarship and innovation. Our nurses provide complex care for patients at all stages along the health care continuum within our two campuses and in the community. We have a strong commitment to lifelong learning and strive to maximize educational and professional developmental opportunities informed by our nurses to best equip all current and future practitioners in support for our patients. Through this work, they create an enriching learning environment that encourages interprofessional education, opportunities for competency development and academic advancement. The Magnet® Program is recognized as the gold standard of nursing excellence. Currently there are 492 Magnet-designated organizations world-wide (8 international organizations). Mount Sinai Hospital is the FIRST and remains the ONLY hospital in all of Canada to achieve this distinction. Nurses are empowered through shared governance, interprofessional collaboration, professional development, and research and innovation opportunities. Over this past year, we have implemented several initiatives to better support our nurses which are aligned with our Academic Practice Strategy. This includes:

- Nursing Reference Center Plus – online point of care resource for evidenced based information
- Unit-based Council and Professional Development opportunities – unit representatives as co-chairs to these councils to improve outcomes
- Education survey – targeted education themes, needs, and teaching delivery deemed relevant and meaningful to front line staff will be used for future implementation

We are affiliated with the Lawrence S. Bloomberg Faculty of Nursing at the University of Toronto and many other university and college nursing programs. Nurses have received financial support to pursue undergraduate and graduate education, professional development courses, conferences, as well as specialty certifications in their clinical areas.



The Learning Experience

Preparing future generations of nurses is a key function of Nursing at Sinai Health. The department strives to ensure that students' clinical placements foster critical thinking and engage in hands-on learning experiences to complement their classroom education and indeed develop a holistic understanding of the nursing profession.

Undergraduate and diploma nursing students enrolled in registered nurses (RN) and registered practical nursing (RPN) programs are educated in small groups or one-to-one preceptorship models and endeavor to learn patient care skills that will be crucial to their future careers. We offer preceptorship workshops to ensure that both our teachers and learners are well supported. There is a robust orientation program to facilitate easier transitions for our students into both sites and we provide clinical lab access with low-fidelity mannequins to support skills acquisition in a low-risk environment. Students are well supported with electronic resources such as eLearning and evidence-based databases such as the Nursing Reference Centre Plus which can be downloaded as a mobile app.

Graduate students enrolled Master of Nursing (MN) Nurse Practitioners (NP) programs are mentored by Nurse Educators, Advanced Practice Nurses, Managers, and Directors to develop skills in clinical specialization, research, education, leadership and administration. These learning experiences provide further insight for students into the diverse and broad roles that nurses play within the health care system. Our relationship with the Lawrence S. Bloomberg Faculty of Nursing helps support faculty development and many of our nurses have obtained clinical appointments within the university. The university provides many learning opportunities to support professional development and through adjunct appointments, our staff members are able to translate the academic vision into day to day learning at both Mount Sinai and Bridgepoint.

What our learners said:

"I was extremely excited when I found out where my placement was going to be and over the semester, I was not disappointed. I've learnt so much from the nurses who have all sorts of experience and years on them, from new grads to nurses with their masters, PhD, different fields of experience. It was the best possible experience being placed on a surgery and oncology floor as a second year nursing student because you truly do get to practice every skill and procedure you learn in class and you get to learn and see so much. I loved every second of it, doesn't matter how tired I was that morning."

What our learners said:

"One of the best hospitals ever in Toronto. We are very lucky to be part of it. All the staffs and nurses were awesome and helpful in many ways. One of my best experience so far"



What our learners said:

"Bridgepoint cares about students. It has provided us with learning opportunities in all kinds of ways. Staff here are extremely helpful and friendly. I felt so welcomed here. This is the best clinical placement experience I've ever had."



Learning Indicators

Number of learners

Undergraduate Nursing:

Mount Sinai Hospital RN students: 554
Bridgepoint RN students: 241
RPN students: 291

Masters:

Mount Sinai Hospital NP students: 10
Mount Sinai Hospital MN students: 13
Bridgepoint MN students: 5

Learner satisfaction	95.9% would recommend placement
Perceptors	177
Number of staff with academic appointments	41
Number of staff with CNA specialty certification	125

Education Awards

See page 57 for the list.



What our learners said:

"Bridgepoint cares about students. It has provided us with learning opportunities in all kinds of ways. Staff here are extremely helpful and friendly. I felt so welcomed here. This is the best clinical placement experience I've ever had."



Interprofessional Education

ROBYN DAVIES, PT, MAppSc
Specialist, Interprofessional Education

What our learners said:

“...respecting and understanding the roles and contributions of the other health profession will enhance collaboration and improve patient's outcomes.”

In 2018, Sinai Health offered excellent and varied interprofessional opportunities to our learners, preceptors and teachers. Interprofessional learning included activities and opportunities ranging from informally shadowing other team members to more formalized educational sessions and structured placements.

The Learning Experience

For our learners

Sinai Health offers interprofessional lunch and learn curricula such as Sessions in Accredited Interprofessional Learning (SAILs) and structured interprofessional education (IPE) placements. In addition, we developed and offered in-service training to nursing student groups.

Sessions in Accredited Interprofessional Learning (SAILs)

In 2018, Sinai Health offered 33 SAILs to a total of 967 learners. These one hour, interactive brown bag lunch sessions are provided by content experts from throughout the organization. They are accredited through the University of Toronto's Centre for IPE as an elective credit and are recognized by Ryerson University.

	Number of students attending	Number of sessions delivered	Number of disciplines present over the term
Winter Term	364	10	13
Summer Term	328	13	15
Fall Term	275	10	11
Total Attendees	967	33	

Transition to Clerkship (TTC) – IPE Elective

Sinai Health hosted 110 medical students from the Wightman-Berris Academy for their IPE clinical elective. Students were paired with clinicians from across our organization for a two hour shadowing experience followed by a facilitated debrief.

IPE Structured Placements

In 2018, we offered seven different IPE structured placements, which was attended by 44 learners. Themes for placements included patients with complex needs, palliative care and stroke care. Co-facilitators included clinicians, educators and leaders from medicine, nursing, physiotherapy, research, social work, and speech language pathology.

What did this look like?

Learners met with co-facilitators weekly over a three to four week period to discuss the placement theme. For most sessions, a patient was present to share their story



What our learners said:

"I enjoyed interacting with students from other professions and learning about their roles as well as the overlap between my role and theirs."

and participate in the discussion. Learners shadowed the patient during their care – providing a deeper understanding of the patient experience and an opportunity to learn more about the roles of the team members interacting with the patient. At the end, learners delivered a group presentation summarizing their experiences.

Faculty Development for Clinical Educators

For our teachers

Throughout the year, Mount Sinai and Bridgepoint staff co-facilitated faculty development workshops.

Interprofessional Preceptor Workshop

A one-day interprofessional workshop was offered on six occasions, three times at each campus. Over 100 employees and medical staff participated in the six-module workshop to learn more about learning styles, communication and feedback, conflict management, learning plans, and critical thinking.

Teaching for Learning and Collaboration

The Centre for Faculty Development (CFD) offered a six-module series, Teaching for Learning and Collaboration (TLC) onsite. Participants were from both sites. Additionally, three people completed the CFD train-the-trainer for this curriculum.

Gentle Persuasive Approaches (GPA)

Through the Gentle Persuasive Approaches to Dementia Care (GPA) program, coaches train frontline staff non-violent defensive strategies to deal with persons suffering from various forms of dementia and conditions that affect the brain and exhibit responsive behaviours.

This evidence-based curriculum helps professional caregivers enhance their techniques when helping upset or frustrated persons with dementia and other conditions. GPA also helps professional caregivers and health care workers promote personhood and intervene in an effective manner that is non-punitive, respectful and self-protective. 124 staff and volunteers across the organization completed the workshop. An additional 31 staff received a refresher of the content.

In addition, coaches teach staff proactive techniques to prevent future responsive behaviours from those in their care. This evidence-informed curriculum was developed so that professional caregivers could enhance their compassionate and effective techniques to help persons with dementia and other conditions when they are upset and frustrated.

Annual Pair and Share – Showcasing Interprofessional Education, Care and Collaboration

Co-Chairs: Lucy Perruzza, Janice Hon and Lisa Satterthwaite

In December 2018, Mount Sinai and Bridgepoint hosted the annual Pair and Share: Interprofessional Collaboration Showcase. This event highlights and celebrates the ways that interprofessional teamwork leads to best practices and collaborative patient care.

Hundreds of employees, medical staff, patients, learners and individuals within the Sinai Health community attended the event. Our people engaged in activities showcasing how various teams, departments and disciplines collaborate both within and outside the hospital. The event was a huge success and a true reflection of the fascinating work that goes on behind the scenes.

Applied Health Sciences

What our learners said:

"I felt very welcomed here at Mount Sinai and all my questions were answered. Overall, a great placement and I thoroughly enjoyed it!"

What our learners said:

"I thoroughly enjoyed my time during my hematology rotation. The team was incredibly supportive and welcoming, and willing to share their years of knowledge with me. Thank you all so much!"

Sinai Health and the Michener Institute of Education at UHN have a longstanding relationship. We provide clinical education to learners in its various health science education programs. Our clinicians provide a hands-on experience, building on theoretic, practical and simulation-based learning that learners acquire at Michener.

During their clinical education, learners also enhance their discipline-specific skills, participate in interprofessional collaboration, build professional competencies, and further develop confidence and communication skills.

Michener is celebrating its 60th anniversary in the 2018-19 academic year. Sinai Health looks forward to providing further support as a clinical partner in the education of health professionals.

Names of Education Leads

Ray Nielsen

Manager, Student Success Network and Clinical Education,
Michener Institute at UHN

Assistant, Anesthesia

Dr. Eric Goldschmidt

Diagnostic Cytology

Badry Kashefi

Genetics Technology

Agnes Wozniarski (Cytogenetics) and Denise Yee (Molecular Genetics)

Medical Laboratory Sciences

Brian Chow

Nuclear Medicine

Harinder Grewal

Radiological Technology

Laurie Cevallos

Ultrasound

Carlos Arrozola

Respiratory Therapy

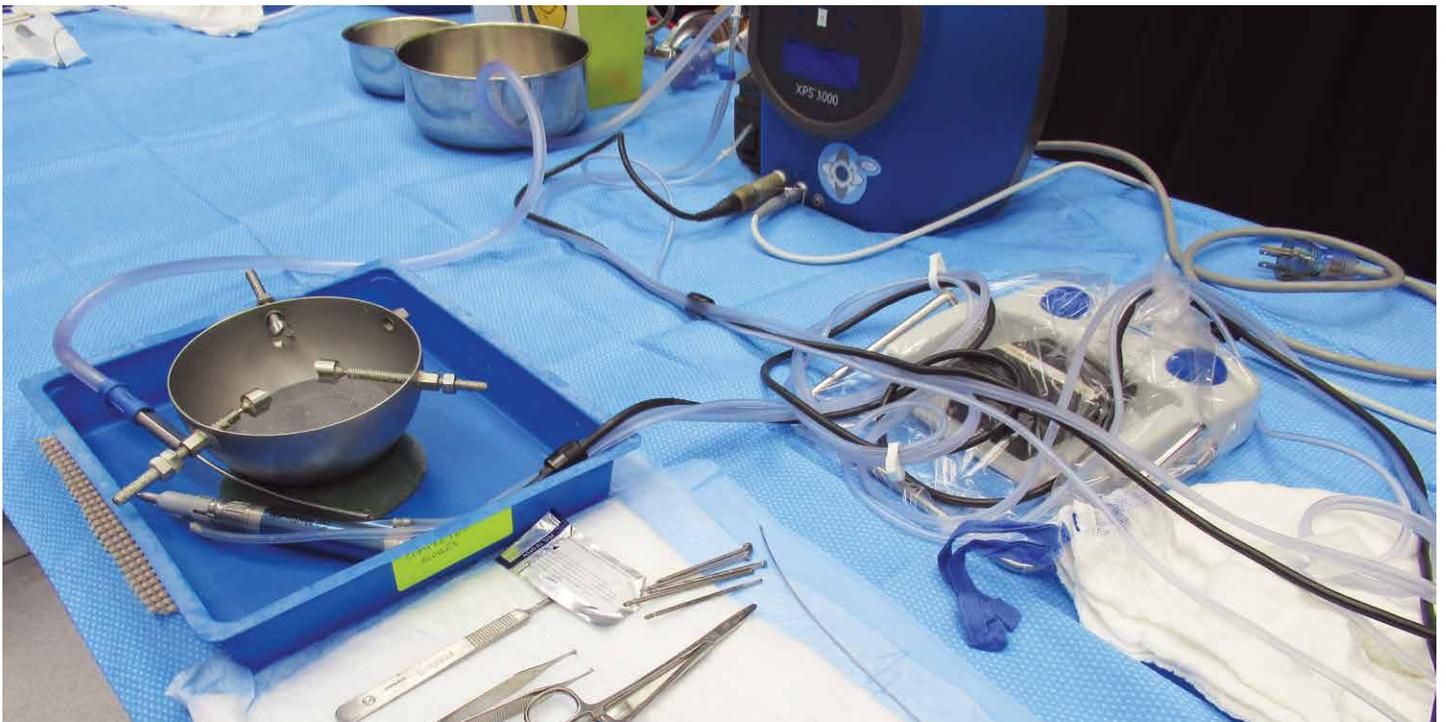
Sandy Sculac (Neonatology)

Learning Indicators

Number of learners	From the fields of diagnostic cytology, genetic technology, medical laboratory science, nuclear medicine and molecular imaging technology, radiological technology, respiratory therapy, and ultrasound: 42
Number of employees with academic appointments	Sinai Health clinical employees who have maintained Michener status appointments as clinical coordinators and clinical educators: 47
Rotation effectiveness	86 per cent of Michener learners placed at Sinai Health responded positively to survey questions related to their learning experiences

What our learners said:

“The clinical chemistry department was extremely knowledgeable and welcoming to students, and I could not have asked for a better clinical education experience. I hope to continue this trend in the upcoming disciplines at Mount Sinai.”



Chiropractic

CARLO AMMENDOLIA, DC, PHD

Director, Chiropractic Spine Clinic and the Spinal Stenosis Program

What our learners said:

"With each patient encounter, Dr. Ammendolia fostered critical thinking while maintaining a safe learning environment. His leadership is demonstrated through his commitment to evidence based medicine and patient-centered care."

At Mount Sinai, the Chiropractic Spine Clinic is within the Rebecca MacDonald Centre for Arthritis and Autoimmune Diseases. The program combines clinical care with research and teaching. The Chiropractic Spine Clinic and the Spinal Stenosis Program provides outpatient care for patients suffering from mechanical, degenerative and inflammatory spinal conditions. The clinic's goal is to provide pain relief and educate patients on lifelong self-management strategies to minimize the risk of spine-related disability. This past year, we implemented new self-management patient training programs for sciatica, persistent shoulder pain, knee osteoarthritis, hip osteoarthritis, fibromyalgia and falls prevention with accompanying implementation guides for clinicians and trainees. Learners participate in our clinics and engage in our research studies where they learn how to conduct clinical research in spine care.

The Learning Experience

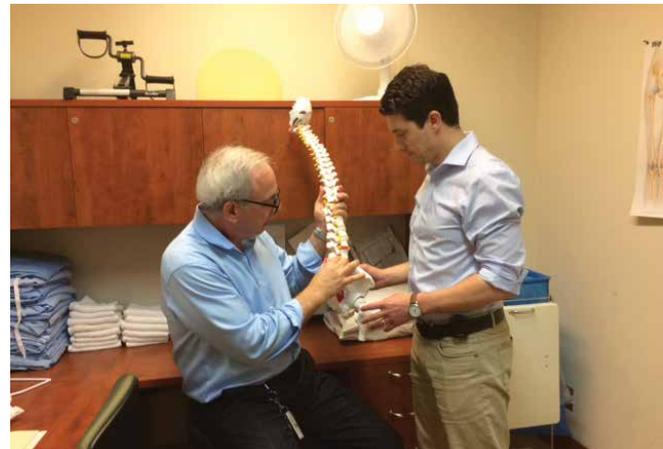
The chiropractic program at Mount Sinai provides clinical educational placements for chiropractic and family practice medical residents. Chiropractic placements are three months long and learners refine their clinical skills and participate in our research program. They also conduct individual research at our clinic as part of the educational requirements. During their stay, chiropractic residents participate in clinical rounds and observe and engage in various other areas. These may include neurology, The Wasser Pain Management Clinic, scleroderma, vasculitis, orthopedics, lupus, general rheumatology, and interprofessional education.

Family practice residents spend two half-days in our clinic learning how to conduct a focused back and neck examination, make a diagnosis and differential diagnosis, learn when to refer for imaging, and make evidence-based treatment recommendations. They learn about chiropractic principles and practices and when to refer a patient to a chiropractor. In addition to residents, chiropractic and medical interns, and undergraduates, community practitioners and international visitors are also regular learners at our clinics.

Learning Indicators

Number of learners

Medical undergraduates	1
Chiropractic residents	4
Family practice residents	13
Chiropractic interns	8
Chiropractic undergraduates	10
University undergraduates	2
Community practitioners	9
International visitors	6



Highlights from the Past Year

- Dr. Ammendolia conducted three educational podcasts and two webinars for clinicians on back pain and spinal stenosis. He also conducted over a dozen educational workshops and lectures internationally.
- SpineFest2018, an all-day symposium, highlighted research work conducted by trainees.
- Dr. Ammendolia was involved in the development of clinical practice guidelines for the management of lumbar spinal stenosis. He also participated in Extension for Community Healthcare Outcomes (ECHO) Chronic Pain and Opioid Stewardship, an Ontario Ministry of Health initiative for lifelong learning and guided practice model for medical education for community practitioners.

Looking Forward

We are developing online educational courses on the examination and management of back and neck pain and other musculoskeletal conditions. These courses will provide opportunities for trainees and clinicians worldwide to learn a systematic, comprehensive and conservative approach to the often challenging evaluation and treatment of these conditions.

What our learners said:

“Receiving mentorship from Dr. Ammendolia has been one of the pinnacles of my education as a chiropractic resident. He is approachable and generous with support and guidance, which has made the one-on-one critical thinking and clinical skills development he offers invaluable.”



Clinical Nutrition

SABRINA GAON, MSW, RSW

Manager, Interprofessional Allied Health for Clinical Nutrition and Social Work

EMMA CHENG, RD

Clinical Practice Leader, Registered Dietitians

What our Learning Partners Say:

"I'm glad that I had the opportunity to be placed in general medicine at Mount Sinai for one of my inpatient rotations. I learned a lot about screening patients and prioritizing nutrition concerns. This placement reinforced the importance of following and applying the nutrition care process in practice. I also enjoyed coordinating with other members of the team to provide the best care for patients. Lisa was an excellent role model and preceptor who helped me quickly integrate my learning to this setting."

Clinical dietitians work across all settings at both Mount Sinai and Bridgepoint. Dietitians are experts in nutrition regulated by the College of Dietitians of Ontario. The clinical team at the Mount Sinai includes 11.3 full-time clinical dietitians and 1.5 full-time diet technicians. The clinical team at Bridgepoint includes 4.8 full-time clinical dietitians and 2.0 full-time diet technicians.

The Learning Experience

In 2018, 11 preceptors offered clinical rotations to 15 dietetic interns throughout Sinai Health. Our preceptors provided both inpatient and outpatient clinical nutrition internship education experiences. We also offered two observerships in the NICU environment. One masters of applied nutrition student from the University of Guelph completed a clinical rotation with dietitians at the Mount Sinai Family Health Team.

At Sinai Health's inaugural joint Education Awards in June of 2018, Mount Sinai dietitians were honoured. Julie Cepo and Valerie Poulos as well as diet technician Irving Dillon on the GI surgery and Oncology Service were honoured with a Collaboration in Education award for their dedication to providing teaching and learning to dietetic interns and other learners in this clinical area.

Looking Forward

For 2019, we will continue to offer internship rotations to dietetic interns from Ryerson University, Aramark, Sick Kids, St. Michael's Hospital, and diet technicians from Humber College. Our preceptors have a breadth of experience across the continuum of care and are noted for excellence in their skills and knowledge. We continue to support and encourage interprofessional education learning experiences. We also provide professional observership opportunities for registered dietitians who want to learn more about the specialized clinical areas we provide to patients and families.



Learning Indicators

Number of learners Postgraduate dietetic interns: 11

Number of preceptors Dietitians: 15

What our Learning Partners Say:

"During this placement, I gained confidence and became more comfortable with discussing my thoughts on nutrition care for the patients I followed with my preceptors. These were major learning goals of mine. I believe I improved my charting, communication with team members and patients, and critical thinking. I was able to progress because both Julie and Valerie were very supportive and always available to answer questions."

What our Learning Partners Say:

"I am grateful that Julie and Valerie took into account that the student I was twinning with and I had different experiences and different learning goals. I also liked how they did not assume what we knew, checked our understanding and then explained things to us as we encountered them. They truly built my confidence as an entry level RD and I appreciate the time and dedication the preceptors at Mount Sinai put into my learning."

Dentistry

HOWARD TENENBAUM, DDS, PHD

Dentist-in-Chief

IONA LEONG, BDS

Head, Oral Pathology and Oral Medicine Education and Representative,
Education Advisory Council

Sinai Health's Dentistry Department is the most academically active hospital-based dental program among University of Toronto affiliated teaching hospitals. The department provides required oral and dental care to individuals who are medically compromised or have special needs preventing them from accessing dental care in the community.

The program also provides specialized tertiary and quaternary level care in oral and maxillofacial surgery, oral pathology and oral medicine, and temporomandibular and facial pain disorders. The new Centre for Advanced Dental Research and Care also offers training for dental specialty residents.

The program is the only hospital-based dental emergency service in the downtown core for major infections and severe oral facial trauma. The department provides training for otolaryngology, head and neck surgery residents from the University of Toronto's Faculty of Medicine as well as dental hygienists and dental assistants from George Brown College. Continuing dental education is offered to dentists, dental hygienists and dental specialists in the community through lectures and an annual symposium.

The Learning Experience

The department provides undergraduate, postgraduate and graduate specialty training for University of Toronto's Faculty of Dentistry.

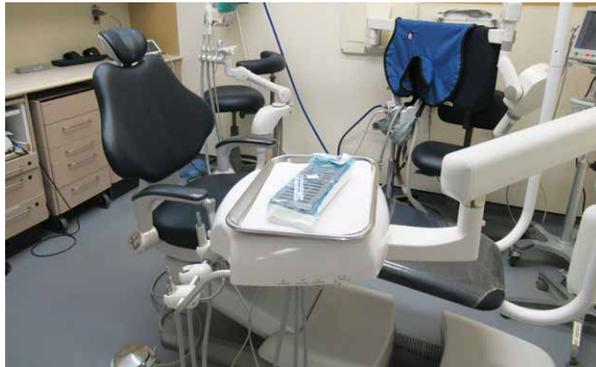
Undergraduate dental students participate in one week rotations within the Dentistry Department, rotating through the departments of Oral Pathology, Oral and Maxillofacial Surgery, the operating room, and Hospital Dentistry with dental residents. Each third and fourth year student receives five half-day clinical rotations in the care of persons with disabilities.

Hospital dental residents complete a one-year postgraduate program to develop skills in dental care in a hospital setting. Residents in the Oral and Maxillofacial Surgery graduate program complete a four-year program with Mount Sinai's dental clinic as their primary clinical training site and clinical home for the program. Residents studying oral pathology and oral medicine complete a four year program with Mount Sinai's dental clinic as their primary clinical training site. Periodontology residents receive clinical training in oral pathology and atypical facial pain.

Pediatric dentistry residents complete a rotation for dental care for persons with disabilities. Prosthodontic residents receive training in oral pathology and clinic training in endodontics.

Learning Indicators

Number of learners	Undergraduate dental students: 31
	Third year dental students: 85
	Fourth year dental students: 96
	Hospital dental residents: 6
	Oral and maxillofacial surgery residents: 10
	Oral pathology and oral surgery residents: 3
	Periodontology residents: 3
	Pediatric dentistry residents: 8
	Prosthodontics residents: 3
	Endodontics residents: 4



Midwifery

ELIZABETH BRANDEIS, RM, BHSC, MSCCH

President, Midwives Collective of Toronto

What our learners said:

"I am tremendously grateful to have had the opportunity to work with and learn from the nursing, OB, FP, and midwifery teams at Mount Sinai over the past year. It has been made clear to me that the education of the next generation of health care professionals is something that Sinai takes very seriously. I have always been made to feel as a welcome and included part of the care team throughout my midwifery degree."

Midwifery students are placed at Mount Sinai Hospital as part of an interprofessional learning year from the midwifery education programs at Ryerson, McMaster and Laurentian Universities. These learners are supervised by obstetricians, nurses and paediatricians as part of the interprofessional care teams in the Women's and Infants clinical program areas of the hospital including the labour and delivery unit, neonatal intensive care unit and lactation consultation.

The Midwives Collective of Toronto is the practice group which holds privileges at Sinai as part of the Department of Family and Community Medicine and provide 18-week to 10-month clinical rotations for students who are engaged in learning and participating in the clinical care of patients under their preceptorship. Approximately four students per year are supervised by staff midwives.

Learning Indicators

Number of learners	IPE placements (Labour and Delivery): 4
	NICU: 4
	Lactation consultation: 1
	Placements with midwives: 9

Occupational Therapy

KATHERINE MCQUAID BASCON, OT

Senior Manager, Health Disciplines and Fieldwork Coordinator

SANDY DUNCAN, OT

Clinical Practice Leader, Occupational Therapy

SEEMA ZERAFA, OT

Practice Resource, Occupational Therapy

What our learners said:

“Bridgepoint was an amazing hospital to experience my placement at! I loved the educational opportunities and the collaborative nature of the hospital. I had ample opportunities to see and gain a better understanding of other professions and occupational therapy in multiple different settings.”

What our learners said:

“Lots of opportunities to learn across the programs and with other OTs and professions.”

Occupational therapists (OTs) are regulated health care professionals who provide assessments and interventions to patients related to a person's ability to do things that are important to them, including self-care, productivity and leisure. As integral members of the interprofessional team, they ensure that a patient's functional status is assessed and treatment is provided to maximize function and safety. Through collaboration with team members, OTs help facilitate the transition of patients through the health care system.

Occupational therapists work closely with occupational therapist assistants (OTAs) to optimize therapy resources available to a patient. At Bridgepoint, there are 28 OTs and 27 full-time OTAs and part-time occupational therapist assistants (PTAs). At Mount Sinai, there are six OTs and four OTAs. OTs also work with Sinai Health's Assertive Community Treatment Team (ACT) and Mount Sinai's ambulatory mental health clinics.

The Learning Experience

Sinai Health provides learning opportunities to learners from the University of Toronto, Humber College and Centennial College. Employees demonstrate educational involvement by offering student placements, providing mentorship and acting as facilitators for clinical labs, IPE events, and small group structured clinical sessions. Team members also provide IPE shadowing experiences to other professional learners and to internationally trained clinicians to enhance interprofessional knowledge.

Learning Indicators

Number of learners

Occupational Therapy: 44

OTA/PTA: 4

Number with academic appointments or special educational certification Occupational Therapy: 15



Physiotherapy

HEATHER KWOK, PT

Clinical Practice Leader, Physiotherapy

NANCY NG, PT

Practice Resource, Physiotherapy

What our learners said:

“The very positive and work environment that the Mount Sinai team and the PT crew provided made all the difference.”

What our learners said:

“I had excellent clinical instructors who took time to make sure my experience here was as valuable as possible. The team was very welcoming and friendly, and open to students from the start. Overall, I had a highly positive experience here at Bridgepoint and will highly recommend it for placements to my classmates.”

Physiotherapists (PTs) are regulated health care professionals who provide assessments and interventions to patients with functional and mobility issues. As integral members of the interprofessional team, they ensure that a patient's functional status is assessed and treatment is provided to maximize function and ensure safety.

Through collaboration with team members, PTs facilitate transitions of patients through the health care system. PTs work closely with physical therapy assistants (PTAs) to optimize therapy resources available to the patient. At Bridgepoint, there are 26 full-time physiotherapists and 27 OTs and PTAs. At Mount Sinai, there are 13 full-time physiotherapists and four PTAs.

The Learning Experience

Sinai Health provides learning opportunities to learners from the University of Toronto, Humber College and Centennial College. Employees demonstrate educational involvement by offering placements, providing mentorship and acting as facilitators for clinical labs, Interprofessional Education (IPE) events and small group structured clinical sessions. Team members also provide IPE shadowing experiences to other professional learners and to internationally trained clinicians to enhance interprofessional knowledge.

There were 33 structured clinical sessions (SCS) provided this year to University of Toronto PT learners.

Learning Indicators

Number of learners	Physiotherapy: 45 PT research: 5 OTA/PTA: 7
Number of preceptors	Physiotherapy: 32
Number with academic appointments or special educational certification	PTAs/OTAs: 7 Physiotherapy: 29
Number of participants in workshops and programs	Physiotherapy: 13 PTAs/OTAs: 4

Looking Forward

Physiotherapy strives to provide the best patient care by utilizing evidence-based practice. We also want to continue to provide an excellent learning environment for our learners by encouraging an interprofessional and collaborative approach to health care.

Initiatives and Objectives

1. Increase our participation in providing educational support (e.g. field work placements, lab facilitation, small group work, etc.) to learners from the University of Toronto, Humber College and Centennial College.
2. Continue to encourage and support interprofessional education learning experiences for our learners.

Pharmacy

CHRISTINNE DUCLOS, PHARM.D

Clinical Practice Leader, Education and Staff Development

What our learners said:

"I felt welcome from the first day of the program and always felt that I had a great support system in both my pharmacy colleagues and interprofessional teams. The preceptors projected an enthusiasm for teaching and for learner development. It was clear to me that they were experienced preceptors and had a great breadth of clinical knowledge."

The Department of Pharmacy Services prides itself on providing excellence in patient care services. Our mission is to deliver the best patient medication outcomes through empowered employees and collaboration to ensure excellence in medication management, education and research. Our team of dedicated pharmacists, pharmacy technicians and administrative support employees exemplify Sinai Health's values of service, humanity, inclusivity and discovery.

The Learning Experience

We support pharmacists and pharmacy technicians in their role as educators, fostering strong partnerships with academic institutions to further the development of pharmacy and interprofessional learners and colleagues. We strive to deliver excellence and innovation in teaching to provide quality experiential education to our future generation of health care practitioners. The department is recognized as a learning site of choice by many pharmacy learners. We value the patient-care, research and operational contributions of our learners.

Recently, members of the department embarked on an innovative interprofessional quality improvement project to explore opportunities for new interdisciplinary learning and collaborative models of patient care. The results of this initiative will assist care providers in optimizing patient medication outcomes. The department actively pursues and supports scholarly inquiry and dissemination of research findings. Pharmacy staff and learners lead and participate in a variety of research initiatives including local, national and international prospective audits, surveys, systematic reviews, and randomized controlled trials related to drug safety, pain, sedation, delirium, chemical and physical restraints and polypharmacy.

To ensure continued excellence and innovation in clinical care, teaching and research, our new and existing staff are provided orientation, training and professional development opportunities. The department fosters a culture of high performance and service excellence which supports Sinai Health's vision of "being Canada's leading integrated health system, pushing the boundaries to realize the best health and care."

Division Profile

Pharmacists	51
Pharmacy residents	2
Pharmacy technicians	46
Administration	4
Administration support	2



Learning Indicators

Number of experiential teaching weeks	505
Number of academic teaching weeks	FPO
Number of pharmacy students	67
Number of pharmacy residents	7
Number of pharmacists involved in teaching	Experiential: 33 Academic: 11
Number of pharmacists involved in teaching	Experiential: 25 Academic: 1
Number of staff with academic appointments	5
Schools/Programs represented	<ul style="list-style-type: none">• University of Toronto• University of Waterloo• SHS Pharmacy Residency Program• CAMH Pharmacy Residency Program• Military Residency Program• William Osler Pharmacy Residency Program

What our learners said:

“During my time at Bridgepoint, I was lucky to have a supportive and enthusiastic mentor like Janet. She encouraged me to further my therapeutic knowledge, but also understand the patient journey through transitions in the health care system. During my rotations at Sinai Health, I saw a patient’s journey mirror my own: I saw them once on the unit I was servicing at Mount Sinai and again at Bridgepoint! My rotation was truly engaging and I consider the learning to be indispensable to my development as a future health care provider.”

What our learners said:

“Throughout my placement, I was provided with many opportunities to experience various aspects of the Pharmacy profession. I am glad to have been given the opportunity to do my placement at Bridgepoint as I feel I have been given an invaluable experience that will build my foundational framework as a health-care professional.”

Highlights from the Past Year

- Two resident research projects successfully completed and presented.
- Design and implementation of two popular Continuing Education series, ID Coffee Talk and Cardiology Coffee Talk for pharmacy employees and learners.
- 18 publications in 2018, of which 12 had learners involved as authors.
- Employees and learners participated as peer reviewers for 23 papers.
- Lisa Burry, clinician scientist, was the recipient of the New Investigators Research Award through the Canadian Critical Care Trials Group.
- Completion and presentation of a pilot project integrating senior into the care of Alternate Level of Care patients.
- Jannet Hseih and Natalia Persad successfully achieved Board Certification in Geriatric Pharmacy.
- Loretta Lau successfully achieved Board Certification in Oncology Pharmacy.
- Membership on several provincial, national and international committees.
- Presentations at local, national and international conferences.
- Annual Trillium Pharmacy Technician conference attendance by 90 per cent of our technicians.
- 75 per cent of pharmacists attending the annual Contemporary Therapeutic Issues in Cardiovascular Disease Education Day.

Respiratory Therapy and the Anaesthesia Assistant Program

MATTHEW KO, RRT

ICU Practice Resource, Respiratory Therapy and Clinical Educator for Adult population

PETER VOLLETT, RRT

Assistant, Anesthesia and Practice Resource, OR Respiratory Therapy

SANDY SCULAC, RRT

Clinical Instructor, Women's and Infants' Health program

What our learners said:

“Mount Sinai provides learners like myself with amazing opportunities to observe and have hands-on experience with patients. From the tiniest of neonates to the wisest of centenarians, learners are exposed to the full spectrum of patients. There is no other place like it.”

The Respiratory Therapy (RT) Department includes registered respiratory therapists (RRTs) who are members of interprofessional teams in all areas of the hospital. Our specialized skills include airway management and the initiation and management of life support. As such, RRTs play a key role in the Adult Intensive Care Unit, Neonatal Intensive Care Unit, labour and delivery, operating room, Endoscopy, Emergency Department, medical and surgical wards, the Asthma and Chronic Obstructive Pulmonary Disease (COPD) Education Clinic, and the Harrowston Heart Failure Clinic.

The RT Department also includes anaesthesia assistants (AAs) who are RRTs with advanced training. They provide sedation and assist anesthesiologists with care to patients in the OR, labour and delivery, Emergency Department, ambulatory areas and at the Kensington Eye Clinic.

The RT Department also has a group of RRTs who are certified respiratory educators. They work in our clinics and on the inpatient units to help manage respiratory diseases. In addition, we also have several CPR instructors certified by the Heart and Stroke Foundation of Canada. They teach CPR to both expecting mothers and other team members. There are also Advanced Cardiac Life Support (ACLS) instructors who facilitate learning by teaching medical residents crisis resource management and, through simulation at SimSinai, how to treat acutely ill patients in the emergency department.

As part of the acute resuscitation and ACCESS teams, RRTs and AAs help assess critically ill patients on the wards, alongside RNs and physicians. The teams work collaboratively to determine plans for airway management and ventilation strategies.

The Learning Experience

Sinai Health provides educational opportunities for RT and AA learners from the Michener Institute of Education and Conestoga College. We also offer informal job shadowing to other health professional learners such as medical residents and fellows.

Additionally, there is professional development support for RRTs, RNs and more. The RT Department is enthusiastic about constantly revisiting our practice in an effort to enhance patient care.

Learning Indicators

Number of learners	Third year RT clinical learners: 3 NICU RT student internships: 24 AA learner internship: 2
Number of preceptors	Formal clinical educators or preceptors: 2 All employees are involved with student teaching activities.
Number of employees participating in workshops and programs	All employees participate in hospital education days and apply for external funding to attend conferences and workshops.
Academic appointments or special educational certification	Several members of the RT team support student activities and are on the advisory committee at the Michener Institute, Conestoga College, and Thompson Rivers University.

Specific educational activities include:

- Take Our Kids to Work Day
- Orientation training for other disciplines within the hospital.
- Simulated training for NICU employees in the SimSinai Centre.
- Taught CPR to parents, the public and hospital employees.
- Contributed to respiratory rounds and information sessions for health care professionals, colleagues and caregivers.
- Championed and assisted with Neonatal Resuscitation (NRP) training for the entire Women's and Infants' Program.
- ACLS, BCLS, and NRP instructors taught learners from various disciplines (RRTs, RNs, MDs) in the SimSinai Centre.
- RN education sessions on the new Code Blue policy.
- Anesthesia education sessions for new OR RNs.
- Smoking cessation, COPD and asthma management education for patients and family members.
- Taught parents about respiratory support equipment through the Family Integrated Care Program.
- Taught respiratory assessment and management to George Brown College Nursing learners.
- Taught EZ-IO to ICU residents on a monthly basis.
- Held monthly hands-on ventilation lessons to ICU and ED residents.
- Debriefed Code Blue team leads.
- Elective rotations by international fellows with the NICU RRTs.
- Taught hemodynamics and airway management to residents of all disciplines in the SimSinai Centre.

Highlights from the Past Year

- Two ICU core RRTs are ACLS instructors. They will also become Basic Cardiac Life Support (BCLS) instructors to facilitate the RT Department's ACLS and BCLS certification.
- All ICU Core RRTs are now trained in debriefing skills in order to lead the hospital-wide Code Blue team facilitated reviews, an annual project by the Acute Resuscitation Committee.
- ICU core RRTs and RNs are now certified to insert small bore feeding tubes into ICU patients.
- Ongoing Quality Improvement (QI) projects, specifically Spontaneous Breathing Trials in the ICU. Our compliance rate increased to over 80 per cent this past year.
- In the NICU, Bronchopulmonary Dysplasia (BPD) rates have reduced by 10 per cent due to the Better Breathing Bundle QI initiative.
- RRT presentations at national medical conferences.
- Annual awards for NICU and ICU employees recognizing their contribution to education and mentorship. The winners are nominated by RT learners and fellow team members.

Looking Forward

Our goals for the next year:

- RT driven research in all areas of the hospital and be represented at all major conferences.
- Implement a more comprehensive feedback mechanism to ensure that our learners are provided all the opportunities to be successful in meeting their core competencies and succeeding in obtaining their professional credentials.
- Learn anaesthetic techniques required for retinal and corneal procedures at Kensington Eye Institute.
- Engage with other facilities on an international scale.
- Continue to learn how to provide the most current and supportive respiratory care to our patients.
- Increase collaboration with all professions and provide excellent patient experiences.

Social Work

SABRINA GAON, MSW

Manager, Health Disciplines, Social Work and Clinical Nutrition

WENDY CAMERON, MSW

Leader, Professional Practice

What our learners said:

“Thank you for your support throughout the year, this is a great placement and I am thankful I had this opportunity.”

What our learners said:

“Thank you for supporting all of my learning needs.”

What our learners said:

“I have had a wonderful learning experience at Mount Sinai with the entire Social Work team. Thank you for welcoming me for the year and for making this such a great learning experience.”

Social workers conduct psychosocial assessments which provide information and guidance for the service team in terms of appropriate treatment planning. Social workers also offer individual, couple and family counselling. They lend expertise in the areas of child protection, domestic violence, bereavement, mental health, discharge planning, community resources, reproductive medicine, systemic intervention, and more.

Social workers have intrinsic practice principles which promote teamwork, interprofessional roles and functions, as well as the integration of the patient voice into their own care. The goal is to provide excellence in the patient and family experience, including planning for ongoing patient and family care in the post-acute environment.

The Learning Experience

- The social work department offers master of social work (MSW) internships to both first and second year MSW learners from the University of Toronto.
- We provide social work and other interprofessional learners from the University of Toronto shadowing opportunities with social workers on any patient service area in the hospital or ambulatory clinics.
- Learners participate in interprofessional education modules in obstetrics, general internal medicine, psychiatry, patient and family centred care, palliative, complex patients, and more.
- Social work employees co-facilitate IPE modules in obstetrics, general internal medicine, complex patients and palliative care.
- First year MSW learners participate in an annual Sinai Health site visit. This allows for observation of social workers in direct practice with patients, families and interprofessional team members.
- Every year, the Social Work Department develops and instructs practice-related seminars to MSW learners. This is part of an Academic Teaching Centre initiative with Toronto Rehabilitation Institute, University Health Network and Women's College Hospital.
- Social workers provide interprofessional education clinical shadowing opportunities to third year medical learners.

Learning Indicators

Number of learners	10
Number of preceptors	17
Learner Satisfaction	Provincial and international social work faculties consistently request Sinai Health for placement opportunities. There are often multiple learners competing for one placement.
Number of employees with academic appointments	Adjunct Lecturers: 5

What our learners said:

"It was great that my supervisors sent me off site to participate in community meetings and advocacy opportunities. I learned a lot and it was great to be able to bring something back that I can share with the team."

What our learners said:

"I feel lucky to have been so supported by my field instructors."

What our learners said:

"I am happy that I could combine research and clinical work as part of my placement."

What our learners said:

"I really liked the way that my supervision [at Bridgepoint] was structured which was more of an open door policy. It really provided the opportunity to reflect upon difficult situations as they arise instead of waiting for a specific time to debrief."

Looking Forward

After 10 years as the education coordinator for our University of Toronto MSW learners, Mary-Katherine Lowes has stepped down. In June 2018, we honoured Mary-Katherine's dedication and passion for teaching with a Leadership in Education award at Sinai Health's inaugural joint awards ceremony. Two Mount Sinai social workers, Christine Bradshaw and Lydia Chan, were also nominated for education awards, with Lydia winning the Distinguished Educator award. We are thrilled to celebrate our team's dedication to our learners.

Mila Arsenijevic, MSW stepped into the role of education coordinator for our University of Toronto MSW learners. She provides ongoing, informal noon-hour learning and discussion opportunities for preceptors as well as regular check-ins with our learners throughout the year. In addition to University of Toronto social work learners, we also hosted a Dalhousie University MSW student this year.

Mount Sinai's Department of Social Work offers simulated employment interviews to graduating second year University of Toronto learners at the end of the academic year.

An interprofessional panel of interviewers provides comprehensive feedback to learners. We offer interviews with both a social work panel and an interprofessional panel.

In 2017, we developed an affiliation with Wilfred Laurier's Music Therapy program. NICU social workers provided supervision for the program's practicum experience with stable NICU babies and parents. We continue to welcome Music Therapy interns in our NICU.

Conference Presentations

Omrin, D, Gaon S (September 2018) *Employment Interview Simulation Project: Evaluation and Application to Social Work Field Education*, 12th International Conference on Practice Teaching and Field Education in Health and Social Work St John's College, Oxford, UK



Speech Language Pathology

KRISTA CAULFIELD, MSLP, SLP

Clinical Practice Leader, Speech Language Pathology

SHEILA THINGVOLD, MHSC, SLP

Practice Resource, Speech Language Pathology

What our learners said:

“The internship at Mount Sinai was a great learning experience. Amazing opportunities to learn every day in terms of discharge planning, applying concepts learned in class, patient interviews and cross-collaboration with other members of the health care team.”

What our learners said:

“At Bridgepoint, I experienced a fantastic demonstration of interprofessionalism and patient-centred care. The ambulatory care team worked well and genuinely cared about patient-selected goals. My clinical instructor was incredibly knowledgeable, engaging, and welcoming. I would absolutely recommend a placement at Bridgepoint to my fellow classmates.”

Speech language pathologists (SLPs) are regulated health care professionals who assess and treat speech, language, social communication, cognitive communication, voice and swallowing disorders. They are integral members of the interprofessional team, and through collaboration, facilitate the transition of patients through the health care system. SLPs work closely with communicative disorders assistants (CDAs) to optimize therapy resources available to the patient. There are 10 full-time SLPs, one part-time SLP, as well as two full-time and two part-time CDAs working at Bridgepoint. There are four speech language pathologists at Mount Sinai.

The Learning Experience

We provide learning opportunities to learners from the University of Toronto, Durham College and Georgian College. Employees demonstrate educational involvement by offering student placements, providing mentorship and acting as facilitators for clinical labs and Interprofessional Education (IPE) events. Team members also provide IPE shadowing experiences to other professional learners and internationally trained clinicians to enhance interprofessional knowledge.

Looking Forward

Speech language pathology continues to strive to provide the best patient care by utilizing evidence-based practice. We offer an excellent learning environment for our learners by encouraging an interprofessional and collaborative approach to health care.

Initiatives and Objectives

1. Increase our participation in providing educational support (e.g. field work placements, lab facilitation, small group work, etc.) to learners through the University of Toronto, Durham College and Georgian College.
2. Continue to encourage and support interprofessional education learning experiences for our learners.

Learning Indicators

Number of learners	SLP: 10 CDA: 4
Number of preceptors	14
Number with academic appointments or special educational certification	7
Number of employees participating in workshops and programs	6

Spiritual Care

IRYNA SOLUK-FIGOL, M.A. RP
Manager, Spiritual Care Department

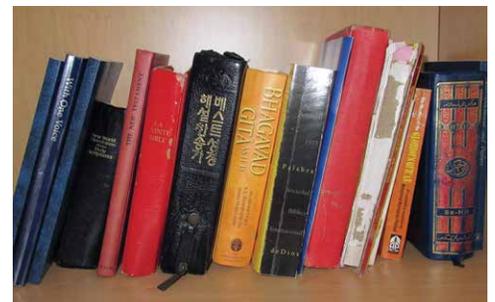
What our learners said:

“My program involved a lot of self-reflection and self-awareness. I enjoyed this part of this process. The staff were all very welcoming and helpful to me as I was new to the hospital environment.”

Both Mount Sinai and Bridgepoint offer spiritual care and pastoral care services. Spiritual care professionals exemplify the recognition that health care involves body, mind and spirit. Spiritual care offers individualized support based on the core beliefs and values of patients and caregivers. Spiritual care practitioners provide psychotherapeutic support with a focus on spiritual distress, defined as an overwhelming sense of unrelieved suffering that happens when one’s sense of meaning, purpose, connection, hope or identity is acutely challenged.

The Learning Experience

The spiritual care team at Bridgepoint campus provides learning opportunities to learners from the University of Toronto. Spiritual care demonstrates educational involvement by offering internships and placements, providing mentorship, and acting as facilitators for Interprofessional Education (IPE) events. They also provide IPE shadowing experiences to other professional learners.



Therapeutic Recreation

MARY WATKINS, CTRS

Professional Practice Leader, Therapeutic Recreation

What our learners said:

"I liked how open and welcoming this environment was to learners. I always felt comfortable asking questions, and the patient experience was great."

Therapeutic recreation interventions enhance the function, health, well-being and quality of life of patients who have a wide variety of diagnoses and potentially limiting conditions. We provide patients with opportunities for cognitive and sensory stimulation, socialization, improve fine and gross motor skills, strengthen interpersonal skills, provide emotional support, build self-confidence and self-esteem, mitigate pain, manage stress, facilitate community reintegration and more.

At Bridgepoint, there are six full-time recreation therapists, three recreation therapy assistants and one hospital-wide coordinator.

The Learning Experience

The therapeutic recreation team provides learning opportunities to learners from Brock University, Georgian College, Niagara College and Centennial College. Employees members demonstrate educational involvement by offering student internships and placements, providing mentorship and acting as facilitators for Interprofessional Education (IPE) events. They also provide IPE shadowing experiences to other professional learners.

Learning Indicators

Number of learners

Recreation Therapist: 1

Recreation Therapist Assistant: 3



Non-Clinical Programs

KATHERINE BROWN, MA

Academic Coordinator, Academic Office

What our learners said:

"I got to learn so much. All my supervisors are very patient with teaching me and it was a very valuable experience to me."

What our learners said:

"Bridgepoint is wonderful facility for students to learn skills. I am glad that I had my placement here."

Sinai Health prides itself on the diversity of its learners and the environment that it provides. In 2018, Bridgepoint provided 50 learners from six different disciplines non-clinical learning experiences.

Learning Indicators

Number of learners

Administration and Management	9
Engineering	4
Environmental Services	2
Food Services	11
Health Informatics	5
Health Informatics	19
Total	50

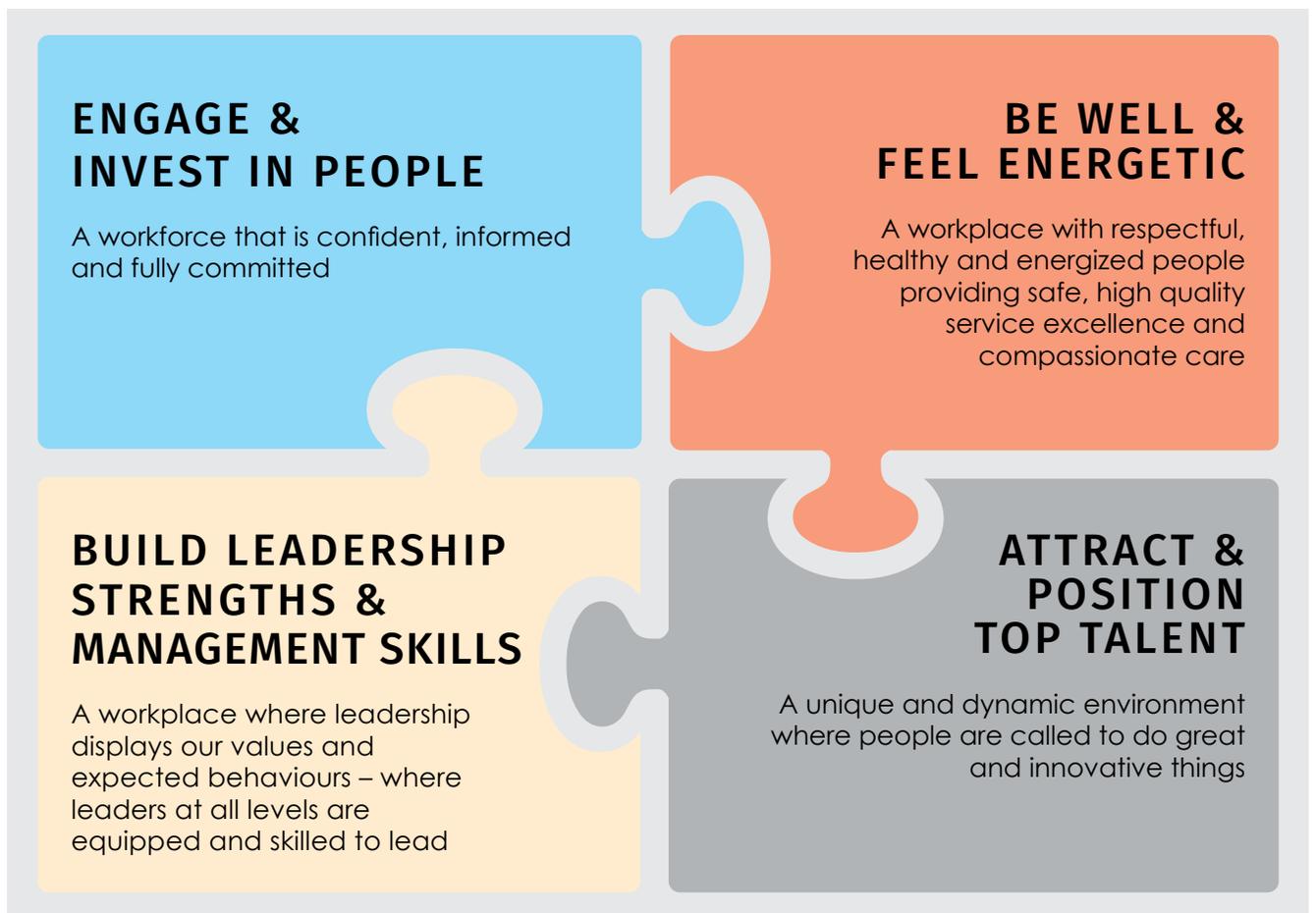


Organizational Development and People Engagement

LYNN ARDIZZI, HONS.B.A, M.ED

Senior Director, Organizational Development and People Engagement, People and Culture

Sinai Health launched a 2018-2023 People Plan. Our people include employees, learners, physicians, scientists, and volunteers. We have four distinct aims to deliver on our overarching goal: invest in our people, provide a healthy work environment and culture, facilitate high quality service, and compassionate care.



To support this work, we partner with multi-discipline stakeholders to gain insight on the design and implementation of the deliverables.

Highlights from the Past Year

- Reinvigorated our Service with Heart training program across Sinai Health. We trained over 446 employees on the fundamentals of providing compassionate communication to patients, family caregivers and colleagues.
- Launched our Sinai Health Leadership and Management Skills Academy. We provided critical core management and professional skill development training for managers and leaders across the organization.
- Core programs delivered include:
 - Meaningful Feedback Conversations
 - Service with Heart for Managers and Leaders
 - Financial Management: Procurement Fundamentals
 - Managing Payroll
 - Human Resources Management: Labour Relations Fundamentals
 - Human Resources Management: Bias Free Hiring
- Delivered a five-module workshop on change management to support perioperative, MD/RD and Emergency Department services during the Renew Sinai Phase 3A redevelopment project
- Planned executive leadership development through the Academic Hospital Leadership Academy, Rotman School of Management for 15 Sinai Health senior leaders
- Provided performance management training to support effective feedback conversations and timely reviews within our Halogen performance management platform
- Facilitated a summer internship program for four MBA interns from GTA universities.

We look forward to continuing our many partnerships and working towards the full implementation of deliverables within the next five years.

Looking Forward

- Fully launching and implementing Sinai Health's Purpose and Values
- Implementing the leadership competency framework and corresponding leadership development curriculum for current manager and leaders
- Piloting an Emergent Leaders program
- Developing more technical skill based training in quality, finance, human resources and data management as part of the Leadership and Management Skills Academy
- Establishing a strong change management and team intervention process to support team transition and efficacy through periods of change

Diversity, Inclusion and Wellness

LYNN ARDIZZI, HONS.B.A, M.ED

Senior Director, Organizational Development and People Engagement, People and Culture

The Department of Diversity, Inclusion and Wellness supports Sinai Health's goal of investing in our people to create a workforce that feels energetic and well. Our diversity and inclusion initiatives focus on ensuring our people feel valued, respected, recognized and supported to be their authentic selves. Our wellness initiatives deliver high quality, needs driven and accessible healthy lifestyle resources. We optimize the health and well-being of our people through programs, services and resources. By increasing health, education, engagement and effectiveness, we foster healthy attitudes and an environment that is accessible, equitable, psychologically safe and free of harassment and discrimination.

The Learning Experience

Diversity, Inclusion and Wellness offers programs, events, services and resources that are easily accessible to all our employees, physicians, learners, scientists and volunteers. We offer customized workshops on topics such as sexual harassment, discrimination, human rights responsibilities, gender identity, addressing disrespectful behavior, and more. The department showcases various dimensions of wellness including physical, emotional, spiritual, environmental, and financial wellness. We offer different initiatives such as Healthy Workplace Month, Wellness Fairs, Mental Health Awareness Week, Annual People Appreciation BBQ, ongoing programming and more.

Our team is readily available to consult with colleagues in the hospital community on questions related to diversity, inclusion and wellness.

Highlights from the Past Year

- Hosted corporate-wide recognition events including our annual People Appreciation BBQ, service celebrations and holiday events. 2018 saw the highest participation numbers across campuses in recent years.
- Launched a successful United Way Campaign. We reached our goal of having 11 per cent of our people pledge to United Way. This makes us a platinum leader in giving across the health care sector.
- Opened our new Employee Fitness Centre as part of Renew Sinai Phase 3A.
- Launched a new roster of on-site physical fitness classes such as yoga, pilates, fusion, essentrics, boot camp, belly dancing, samba dance and more.
- In October, we celebrated National Healthy Workplace Month. Each week showcased offerings from various dimensions of wellness. Examples include a terrarium workshop, physical challenges, pumpkin decorating, and gratitude challenge.
- Debuted our Become a Sinai Runner Program Series and Walking Club.
- Recognized Mental Health Awareness Week with information tables and workshops on mindfulness, self-care, employee and family assistance, emergency daycare, poetry workshop and more.
- Offered four mindfulness retreat workshops, facilitated by our in-house social worker Bill Gayner.

-
- Organized our first annual Sinai Heart Appreciation Campaign during Heart Health Month, creating opportunities for our people to connect and appreciate one another.
 - Commemorated the National Day of Remembrance and Action on Violence against Women with a White Ribbon Campaign awareness event. We provided resources on addressing and responding to issues of violence against women.
 - Celebrated Black History Month with a reggae dance class. We also offered an informational display featuring health care milestones and contributions from African-Canadians, as well as a poster campaign.
 - In recognition of the International Day for the Elimination of Racial Discrimination and Trans Day of Remembrance, we shared our Are You an ALLY? Resource packages on being an ally to marginalized people.
 - Hosted a Pride is Good for Your Health educational event on LGBTQI2S senior's experience in health care.
 - Observed the International Day against Homophobia, Transphobia and Biphobia by organizing a Pride in Sinai Health social gathering to connect LGBTQI2S people and allies in our hospital community.
 - Celebrated pride month by featuring the Are You an ALLY? Campaign information table and distributing Pride is Good for Your Health buttons at the annual People Appreciation BBQ.

Looking Forward

- Developing and implementing programs and initiatives that support physical and psychological well-being.
- Implementing the National Psychological Health and Safety Standard and the Joy in Work framework within the workplace.
- Increasing our employee health and lifestyle resources by continuing to offer wellness and health promotion topic programs, events, services and resources.
- Building on our Are You an ALLY? Campaign events and training.
- Developing and implementing a diversity and inclusion curriculum as part of our Leadership and Management Skills Academy, including the continuation of leading equity training for all Sinai Health leaders.
- Continuing to offer customized and targeted workshops that support our people's needs.

Circle of Care

SILVIA MARABETI, MBA, MHRM

Vice President, Human Resources & Volunteer Services, Circle of Care

Over 1,300 employees support Circle of Care, including personal support workers (PSWs), social workers, nurses, and other highly-skilled individuals who specialize in the care of older adults at home and in the community. Clients and caregivers benefit from services and programs based on individual needs, ranging from day-to-day assistance with living, management of complex care needs, and crisis response.

The Learning Experience

Circle of Care positions learning and development objectives and initiatives around the delivery of exceptional client-centred care. In recent years, partnerships across Sinai Health developed into rich, cross-campus learning opportunities. Learners also develop leadership and quality improvement skills by participating in programs offered through the University of Toronto and Royal Roads University. In-house learning opportunities, delivered via mobile and online portals, complete the employee and volunteer learning experience.

Highlights from the Past Year

Our most recent education accomplishments include:

- **Learning on the Go:** Falls are the leading cause of injury or death in older adults. PSWs and other community-based employees can now access a custom-built eLearning module on their mobile phones for ongoing falls prevention learning.
- **Shared Expertise:** Helping families manage end-of-life care at home is one of the many ways PSWs bring value. This year, more than 1,000 PSWs learned from experts at Sinai Health's Temmy Latner Centre for Palliative Care. Topics included nutrition, pain relief, family support and what to anticipate during the final hours of life.
- **Leadership Development:** Circle of Care understands that investing in the development of current and future leaders ensures the organization's long-term success in the ever-changing home and community health care environment. Circle of Care's management team receive certifications through the LEADS Leader Shift program as well the mini-MBA program at the University of Toronto.
- **Service with Heart:** Based on Sinai Health's success with this highly regarded customer service training program, Circle of Care partnered with facilitators at Bridgepoint to roll out the program to its own employees.

Looking Forward

Our goals for the next coming year include:

In the coming year, we are committed to:

- Continued roll out of Service with Heart training and embedding the framework throughout our organization.
- Enhancing leadership capabilities through implementation of LEADS framework.
- Launching a new learning management system for more efficient and effective training for our remote employees.



Library Services

SANDRA KENDALL, MLS
Director, Library Services

What our learners said:

"I have looked at this literature in detail and never found this lone study! Here's the value in the systematic review!"

What our learners said:

"My presentation was this morning and I think it went quite well! I just wanted to thank you so much for all of your time and help – I could not have done it without you."

What our learners said:

"When I needed help from a librarian during my neonatology fellowship or in my early years as a neonatologist at Mount Sinai, I would go to the Hospital for Sick Children's library. After my experience with the Mount Sinai library, I am confident I don't need to go there as we have excellent librarians here."

The library's mission is to provide an enhanced learning environment and information services for the improvement of patient care throughout Sinai Health.

Our library staff specializes in literature searches, systematic reviews, medical database training, document delivery and citation management software support.

The library supports evidence-based patient care through identifying, reviewing and recommending resources for all staff as well as maintaining a patient education website, Bridge2Health, in support of educating patients and their caregivers.

Looking Forward

Our goals for the next coming year include:

- Develop our partnerships with the Ontario Health Libraries Association (OHLA), Health Science Information Consortium of Toronto (HSICT) and Ontario Library Association (OLA).
- Promote consumer health information and patient education to the Greater Toronto Area.
- Develop or link to self-guided online training modules that will reside on the library intranet page.
- Seek support for access to Sinai Health's collection of historic photographs and administrative records.
- Support nursing and health discipline initiatives to further develop point-of-care e-resources.



Presentations

Ontario Health Libraries Association Super Conference, Toronto, Ontario (January - February 2018):

- How Do We Teach Clinicians Where the Resources for Best Evidence Are? **Sandra Kendall, Michelle Ryu, Chris Walsh.**
- Poor health literacy is a problem in Canada! **Daphne Horn.**

OBGYN Grand Round, Mount Sinai Hospital (February 2018):

- What Clinicians and Researchers Need to Know About Searching. **Daphne Horn and Dr. Rohan D'Souza.**

Toronto Public Library Health Literacy Training on Hospital Library Resources (February 2018):

- **Sandra Kendall, Daphne Horn and Michelle Ryu.**

Ontario Public Library Association Board Meeting. Ontario Library Association. (March 2018):

- **Sandra Kendall and Michelle Ryu.**

Canadian Health Libraries Association Conference, St. John's, Newfoundland (June 2018):

- A Practical Toolkit for Clinicians to Locate Best Evidence. Poster Presentation. **Sandra Kendall, Michelle Ryu, Chris Walsh.**
- A few of many: The experience of two librarians supporting instruction within a large collaborative working group. **Daphne Horn.**
- Engaging learners: Interactive Ideas for Teaching Health Literacy. **Daphne Horn.**
- Patient Library Collaborations. **Daphne Horn.**
- Collaboration by the Numbers: How Many Librarians Does It Take to Teach a Medical Student? **Daphne Horn.**

Transition to Clerkship & Introduction to Medical School (August 2018):

- Literature searching. **Daphne Horn.**

Cochrane Colloquium, Edinburgh, Scotland (September 2018):

- A practical toolkit for clinicians to locate best evidence to improve patient outcomes. **Sandra Kendall, Michelle Ryu, Chris Walsh.**

Department of Obstetrics and Gynaecology Health Research Course, Mount Sinai Hospital & University of Toronto (October 2018):

- Power Searching. **Michelle Ryu** and Dr. Kellie Murphy.

Global Health Project: Toronto Addis Ababa Academic Collaboration, Addis Ababa University, Addis Ababa, Ethiopia (October-November 2018):

- **Sandra Kendall, Chris Walsh.** Workshops on medical library skills and evidence-based health literacy to staff, learners, and clinicians. Updated course curriculum, co-taught modules, performed quality assessment. A part of the TAAAC-LSP program with the World Health Organization and with the University of Toronto.

Pair and Share, Mount Sinai Hospital and Bridgepoint Active Healthcare (December 2018):

- In collaboration with the Academic Practice Committee and Magnet Leadership, **Sandra Kendall, Michelle Ryu, and Patricia Petruca** showcased the new point of care tool, Nursing Reference Center Plus, to all staff, learners and visitors.

Introduction to Library and Research Resources for the following interprofessional meetings:

- Lunch and Learn Research and Creating Academic Activities Poster, Nursing Advisory Council, Nursing Unit Council, Neonatal Intensive Care Unit, Intensive Care Unit, Social Work, Clinical Nutrition. **Michelle Ryu.**



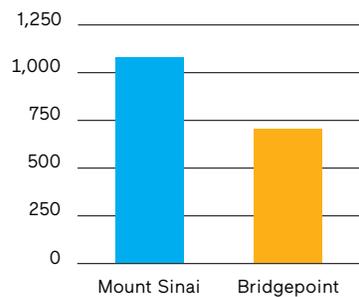
- Inter-departmental group training sessions on Endnote Citation Management, OVID MEDLINE, and MS Cite While You Write for the following departments: Infection Control, Emergency Medicine, Palliative Care, Clinical & Enterprise Risk. **Chris Walsh.**

The Learning Experience

The library offers practical learning experience to University of Toronto’s master of information learners. They gain experience in searching and academic information retrieval within the health care environment.

Training

Staff and learners from all departments received training on conducting literature searches and systematic reviews, locating difficult-to-find journal articles and books, and using reference management software such as EndNote. In 2018, trained over 1,700 staff and learners.



What our learners said:

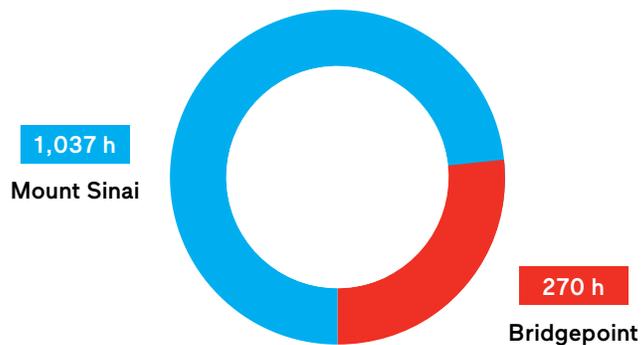
“[The Patient and Family Resource Centre] has been my refuge from my health problems and the hospital bed.”

What our learners said:

“A visit to the library also provides the opportunity to engage in conversation with pleasant, well-informed employees and volunteers.”

Searches

We provided over 270 searches, including 50 systematic reviews and 220 literature searches, to staff from all disciplines across Sinai Health. This is a total of 1,307 hours of service!



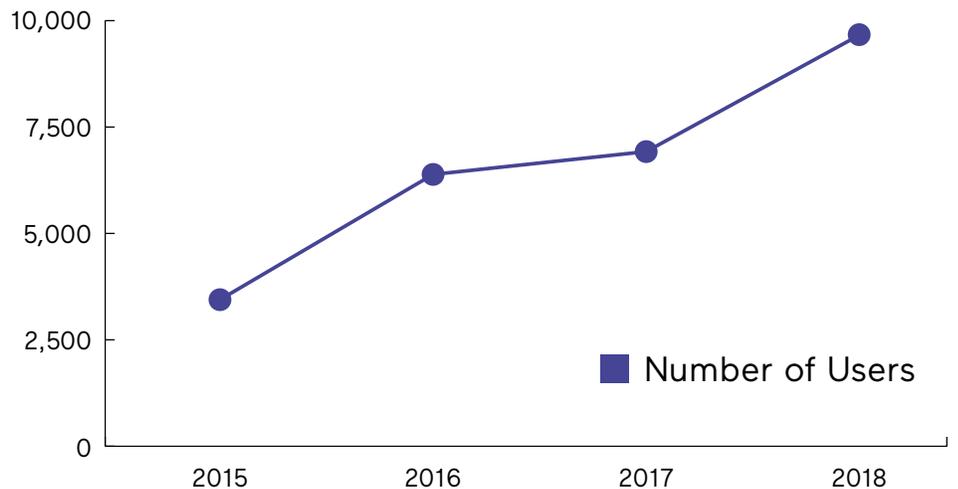
Learning Indicators

Number of learners Students: 3 Staff learners: 8,000

Highlights from the Past Year

- Sandra Kendall received the 2018 Canadian Hospital Librarian of the Year Award presented by the Canadian Health Libraries Association (CHLA) at the Annual CHLA Meeting in St. John's, Newfoundland.
- The Ontario Libraries Association awarded our library second place (\$500) for the William Kaye Lamb Award.
- ExLibris' Richard Ficek noted, *"We were very impressed with your submission, noting that it was the finest we have ever received from a non-public library. We were particularly impressed with the partnering between the Patient Pavilion at Mount Sinai and the Family Resource Centre of Bridgeport Active Healthcare. Noted too was the collaboration with the iSchool at the University of Toronto. Specifically, the work with the aged in geriatrics, the efforts with volunteers in establishing the use of iPads in helping the elderly search the web was also commented upon. Truly a significant and important amount of work - well documented - with your senior clientele... We would like to acknowledge your efforts as a very close second by giving you honorable mention at our presentation in the summer. We would also like to encourage you very (very) strongly to not only continue your excellent service- which we are certain you will-but to re-apply next time. Yours is truly an important and fine service which deserves recognition and emulation."*
- In 2018, a total of 1,904 patients and visitors used Bridgepoint's Patient and Family Resource Centre. We actively seek and implement quality improvement initiatives to allow patients and visitors to make this space resourceful and comfortable during their stay at Bridgepoint. Our trained volunteers and staff strive to keep our library open and accessible seven days a week.
- Our patient and family education website, Bridge2Health, continues to have an increasing number of visitors since its launch in 2015.

Bridge2Health (Patient Education Website) Usage (2015-2018)



SimSinai Centre

SEV PERELMAN, MD

Director

SimSinai Centre continues to strive for excellence in design, the highest level of simulation-based education for our internal and external clients and offer opportunity for scholarly and administrative activities and mentorship.

It is important to recognize that our function and achievements will be impossible without our team of instructors, technicians and administrators, some of who we share with the Surgical Skill Centre under the leadership of Dr. Oleg Safir (SSC Director) and Ms. Lisa Sattersthaite (Senior Manager).

We continue to train thousands of learners per year in a variety of courses including BLS, ACLS, airway management, crisis behaviour and communication, emergency anaesthesia, procedural sedation and critical care cases.

Our clients range from the undergraduate level to senior clinicians who reported overall very good to excellent satisfaction with our programs.

It is particularly fitting that many of SimSinai instructors and collaborators received awards and recognitions.

As such, we extend our congratulations to Dr. Paul Koblic, a coordinator of the FM/EM PGY3 residents' monthly patient simulation curriculum at the University of Toronto, who was awarded DFCM Award for Innovation in Education in the Enhanced Skills Program category. The award noted that: "Dr. Koblic completely re-designed the content of the half-day sessions to cover the 37 Key Features in the competencies outlined by the CCFP. The patient simulation portion of the resident curriculum is the only item on the yearly resident exit survey that uniformly receives the highest possible rating."

We have also celebrated the achievements of many SimSinai instructors. To mention some: Drs. Nadia Primiani, Elaine Cheng, Teela Johnson, Caesar Lim from the Schwartz-Reisman Emergency Centre at Sinai Health, Dr. Jo Jo Leung, an Emergency Physician at UHN, and Dr. Laura Hans, an Emergency Physician at St. Michael's Hospital. They were recognized by the University of Toronto MD Program Teaching Award for Excellence. This award is a new initiative introduced by the University of Toronto medical students and recognizes faculty in the MD Program who have attained teaching evaluation scores in the top 10% in one or more of the teaching activities to which they have contributed.

Dr. Perelman's work at SimSinai was recognized by the DFCM the Excellence in Development and Use of Innovative Instructional Methods Award in a Fully Affiliated Site category. The award recognition noted "Dr. Perelman has an unwavering enthusiasm for the use of simulation as an instructional method in improving the ways in which we care for patients and communicate with each other in interprofessional teams. He is a pillar in the community of educators at the University of Toronto who teach others about simulation and how to use it effectively and has gained an international reputation in the field. He is an outstanding clinical teacher with a great sense of humour and boundless energy,



inspiring learners across the continuum from student through senior physician.”

Of a particular importance, SimSinai long-time supporter, collaborator and client, Nancy Medeiros a coordinator for the Undergraduate Emergency Medicine (EM) program, University of Toronto and Supplemental Emergency Medicine Experience (SEME) Program received the Award Department of Family and Community Medicine – Fully Affiliated Site. At the ceremony, it was read that “Nancy Medeiros has contributed tremendously to the success of key DFCM education programs for over 20 years. She has skillfully supported both the Undergraduate Emergency Medicine program and the Supplemental Emergency Medicine Experience program and has been instrumental in their success. Her tireless commitment and dedication to both programs, their learners and faculty has been exemplary. More importantly, through her cheerful personality and helpful disposition, Nancy has earned the respect of all those that work with her.”

Dr. Carly Ng, an Emergency Physician at Markham Stouffville Hospital, received DFCM Award for Excellence in Teaching in Emergency Medicine. Dr. Ng training as simulation and ACLS instructor was partially supported by SimSinai. She was mentored at SimSinai and provides an invaluable expertise when she is teaching with us. It was very nice to hear at the award ceremony that: “Dr. Ng was the most influential of all the preceptors, I had this rotation and one of the best so far in clerkship. She is an extremely positive and supportive individual who allows learners the space to function independently but still supervise and debrief with students and patients.”

Research

Drs. You-Ten, Friedman and Balki continue to advance our knowledge in Medical Education and in particular in the simulation-based modalities., while Schwartz/ Reisman Emergency Medicine Institute investigators studied the effects of educational program, which included a standardized patient-based assessment on patient care.

Dr. Luke Devine, SimSinai long-time Instructor and collaborator is now in a new Leadership role as the Director for Undergraduate Medical Education at the Department of Medicine, U of T, co-developed a high-quality Just-In-Time procedural program that teaches thoracentesis, paracentesis, and lumbar puncture skills to internal medicine trainees and focuses now on testing the effect of integrating conceptual knowledge during simulation-based procedural skills training.

Local Collaborations and Impact

SimSinai continues to participate in the Simulation Education Advisory Committee (SEAC) and actively involved in all its initiative, including the Annual Simulation Education Advisory Committee (SEAC) Symposia.

We continue to offer a faculty development simulation and debriefing course, “SimSinai School of Sim” that has been accredited by the CEPD office of the University of Toronto.

Debbie Gilles, a former Manager, Clinical Education and Development and Canada Heart and Stroke Foundation (HSF) ACLS Instructor and BLS Instructor-Trainer has been instrumental in organizing and leading Sinai Health BLS program. Under her leadership, Dr. Perelman has attained the HSF BLS Instructor Trainer level and was able to train the first cohort of SHS BLS Instructors to support the on-site BLS program. We congratulate Debbie on becoming a Professor, Collaborative BScN Program at Centennial College!

National and International Collaboration

Drs. Devine and Perelman are fortunate to continue our collaboration with Dr. Ross Scalese from the University of Miami Gordon Centre for Medical Simulation and we were invited to teach an ESME-Sim workshop at the International Association for Medical Education in Europe (ASMEE) in Basel, Switzerland in 2018 and in Vienna in 2019.

SimSinai instructors (Drs. Ian Chernoff, Michael Wansbrough and Perelman) collaborated with World Academy in Pain Medicine Ultrasonography (Scot Sarver and Dr. Michael Gofeld) and Department of Anatomy U o T (Professor Anne Agur) on developing the first accredited simulation (cadaveric) based course on interventional pain control for emergency physicians. We were fortunate to be selected as pre-conference workshop for the largest practical Emergency Medicine conference in Canada – North York General Hospital Emergency Medicine update.

Dr. Nick Clarridge, a skilled simulation-based educator and SimSinai instructor, has founded the simulation program at Southlake Regional Health Centre in Newmarket. He also directs the simulation component of a national EM Cases Course, that run at SimSinai and receives fantastic reviews.

We are working on further developing our collaboration with the Toronto Addis Ababa Academic Collaboration in Emergency Medicine (TAAAC-EM) by offering ACLS Instructor training and sim materials. We continue to be collaborating with the Russian Society for Simulation (ROSSOMED) as well as with our colleagues from Odessa and Kyiv in Ukraine.



Surgical Skills Centre

OLEG SAFIR, MD D.H. GALES

Director, Surgical Skill Centre

LISA SATTERTHWAITE, RPN, ORT

Senior Manager, Surgical Skills Centre and SimSinai Centre

In Fall 2018, the University of Toronto Surgical Skills Centre at Mount Sinai Hospital (SSC) celebrated 20 years of education delivery. Present, past, and future skills lab participants attended the event. It was a wonderful reflection on the milestones achieved and a time to visit past faculty, students and residents – many of whom have moved on to greater achievements. We look forward to seeing what the next 20 years will bring.

The SSC is a safe and learner-friendly environment where technical skills are taught, practiced and assessed in a laboratory setting. Our commitment to excellence in education and research focuses on the core principles of patient safety initiatives enriched by The Royal College of Physicians and Surgeons of Canada Competency by Design formula. In 2018, the SSC received the prestigious renewed accreditation certification as a level one Comprehensive Accredited Educational Institute (AEI) with the American College of Surgeons.

In July 2018, our postgraduate Year 1 (PGY1) residents took part in the fifth iteration of the Surgical Prep Camp Phase 1. The program offers PGY1 surgical residents a comprehensive two week curriculum of didactic and technical skills sessions where residents hone their basic skills at the very start of their surgical residency. The program includes assessments using the Objective Structured Assessment of Technical Skills (OSATS), Global Rating Scale (GRS) and a multiple choice test on the lecture program.

Session educators include faculty, residents, and nursing and industry field educators. Learners were comprised of University of Toronto's department of surgery as well as residents from the Northern Ontario School of Medicine, obstetrics, gynecology, oral maxillofacial, and otolaryngology. The PREP camp has an average of 68 residents each year and we are still growing!

Overall, the lab engages in more than 170 skills programs and conference events per year with an average of 12,000 annual turnstile visits. The lab includes a 24-hour practice room where residents can train either independently or with supervision. Microsurgery and laparoscopic skill practice see the highest utilization of the space.

Our current medical undergraduate sessions include Prelude to Surgery and emergency medicine rotation. There are approximately 250 third year medical students who attend these programs. The sessions prepare undergraduates to function within their rotation and become an integral part of the patient care team.



The Surgical Exploration and Discovery (SEAD) program is now in its eighth year at the SSC. It introduces surgical programs to first year medical students, including hands-on sessions of neurosurgery, radiography, plastics, orthopedic, general and cardiac surgery. The hands-on training using surgical simulation models in the lab is highly rated. This experience allows students to understand the rigors of the surgical career path and in turn, make better informed choices on personal career selection.

Competency by Design has now been fully integrated into the Department of Surgery's residency program. The SSC PREP Camp program offers the first level of the Competency by Design formula, Transition to Discipline. The program encompasses Entrustable Professional Activities (EPAs) and milestones which are used as foundational directives to deliver and assess surgical education.

Affiliate health care educational training programs are increasing annually. We engage in sessions for nephrology, respirology, emergency medicine, internal medicine, family medicine and cardiology. On the rise are programs for Mount Sinai nursing departments, including Programs for Mount Sinai's nursing departments including NICU, surgery, emergency medicine and perioperative services are also on the rise.

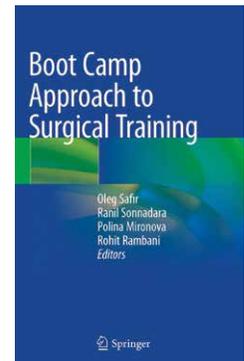
We have seen a marked increase in the utilization of our Grand Room area for didactic educational lectures including IBD, infection control, dietary, volunteer services and more.

The highlight of 2018 was the launch of our new book,

Boot Camp Approach to Surgical Training, edited by Oleg Safir, Ranil Sonnadara, Polina Mironova, and Rohit Rambani.

The book has been a magnificent addition to our legacy. It offers a wide range of expertise and common sense approaches in the subjects of educational training, financial support and management, assessment tools, simulation, research in education and faculty development.

For more information and a list of our annual reports please visit us at: www.uoftssc.com



2018 Education Related Publications by Sinai MDs, Staff and Associates

1. L. R. Baker, M. A. T. Martimianakis, Y. Nasirzadeh, E. Northup, K. Gold, F. Friesen, A. Bhatia and S. L. Ng. Compassionate Care in the Age of Evidence-Based Practice: A Critical Discourse Analysis in the Context of Chronic Pain Care. *Acad Med* 2018;93(12):1841-184
2. N. M. Benson, D. Chaukos, H. Vestal, E. F. Chad-Friedman, J. W. Denninger and C. P. C. Borba. A Qualitative Analysis of Stress and Relaxation Themes Contributing to Burnout in First-Year Psychiatry and Medicine Residents. *Academic Psychiatry* 2018;42(5):630-635
3. A. Biringer, M. Forte, A. Tobin, E. Shaw and D. Tannenbaum. What influences success in family medicine maternity care education programs? *Canadian Family Physician* 2018;64(5):e242-e248
4. V. A. Boyd, C. R. Whitehead, P. Thille, S. Ginsburg, R. Brydges and A. Kuper. Competency-based medical education: the discourse of infallibility *Medical Education* 2018;52(1):45-57.
5. D. M. Burns, I. Bell, R. Katchky, T. Dwyer, J. Toor, C. M. Whyne and O. Safir. Saturated Salt Solution
6. Cadaver-Embalming Method Improves Orthopaedic Surgical Skills Training .*J Bone Joint Surg Am* 2018;100(15):e104 S. Carmona, N. Alayed, A. Al-Ibrahim and R. D'Souza. Realizing the potential of real-time clinical collaboration in maternal-fetal and obstetric medicine through WhatsApp. *Obstetric Medicine* 2018;11(2):83-89
7. D. Chaukos, E. Chad-Friedman, D. H. Mehta, L. Byerly, A. Celik, T. H. McCoy, Jr. and J. W. Denninger. SMART-R: A Prospective Cohort Study of a Resilience Curriculum for Residents by Residents. *Academic Psychiatry* 2018;42(1):78-83
8. Z. Friedman, C. Matava, D. Bould and F. Alam. Failing to fail underperforming residents-do we have a problem? *Canadian Journal of Anesthesia* 2018;65 (1 Supplement 1):S42-S43
9. S. Ginsburg, M. Lynch and C. M. Walsh. A fine balance: How authors strategize around journal submission. *Academic Medicine* 2018;93(8):1176-1181
10. E. Grober, M. Goldenberg, M. Mahdi, M. Elfassy, A. Lorenzo, M. Roberts, T. Domes and M. Validation of Real-time, Intraoperative, Surgical Competence (RISC) assessments linked to clinically relevant patient outcomes: A model of competency assessment in urology. *Canadian Urological Association Journal* 2018;12 (6 Supplement 2):S61
11. B. Hodges, R. Paul and S. Ginsburg. Assessment of professionalism: From where have we come-to where are we going? An update from the Ottawa Consensus Group on the assessment of professionalism. *Medical Teacher* 2018
12. R. Jarcevic, M. K. Christakis, W. Wolfman, X. Y. Ye and L. Shirreff. Survey of Canadian PGY-4 and PGY-5 Obstetrics and Gynaecology Residents on Knowledge of and Exposure to Premature Ovarian Insufficiency .*Journal of Obstetrics and Gynaecology Canada* 2018;40(10):1324-1328
13. S. Lake, P. Akhavan, M. Bagovich, L. Eder and A. Chaiton. Teaching musculoskeletal ultrasound to future rheumatologists. *Journal of Rheumatology* 2018;45 (7):1036
14. E. Landon and A. Selk. Understanding the Experiences of Obstetrics and Gynaecology Residents Who Take Parental Leave During Training in Canada: A Needs Assessment .*Journal of Obstetrics and Gynaecology Canada* 2018;40(11):1453-1458
15. M. Leonardi, L. Luketic, M. L. Sobel, K. Toor, R. D'Souza and A. Murji. Evaluation of Obstetrics & Gynecology Ultrasound Curriculum and Self-Reported Competency of Final-Year Canadian Residents. *Journal of Obstetrics and Gynaecology Canada* 2018;40(12):1580-1585
16. M. Leonardi, A. Murji and R. D'Souza. Ultrasound curricula in obstetrics and gynecology training programs. *Ultrasound in Obstetrics and Gynecology* 2018;52(2):147-150
17. C. McCaffrey, B. Liu, G. Liu, R. Kung, H. Wong, S. Kives, A. Satkunaratham, J. Solnik, A. Simpson, M. Sexter and J. Kroft. Development of an Educational Tool Using Qualitative Analysis to Teach Components of Total Laparoscopic Hysterectomy. *Journal of Minimally Invasive Gynecology* 2018;25 (7 Supplement):S91
18. N. Meshkat, S. Teklu and C. Hunchak. Design and Implementation of a postgraduate curriculum to support Ethiopia's first emergency medicine residency training program: The Toronto Addis Ababa Academic Collaboration in Emergency Medicine (TAAAC-EM). *BMC Medical Education* 2018;18(1)

19. T. Ringer, M. Dougherty, C. McQuown, D. Melady, K. Ouchi, L. T. Southerland and T. M. Hogan. White Paper- Geriatric Emergency Medicine Education: Current State, Challenges, and Recommendations to Enhance the Emergency Care of Older Adults. *AEM Educ Train* 2018;2(Suppl Suppl 1):S5-s16
20. Sarangapani, A. N. Simpson, J. Snelgrove, M. Higgins, R. Windrim and A. Satkunaratham. Video-Based Teaching in Patient and Instrument Selection for Operative Vaginal Deliveries. *Journal of Obstetrics and Gynaecology Canada* 2018;40(9):1162-1169.e3
21. M. A. Scaffidi, S. C. Grover, H. Carnahan, R. Khan, J. M. Amadio, J. J. Yu, C. Dargavel, N. Khanna, S. C. Ling, E. Yong, G. C. Nguyen and C. M. Walsh. Impact of experience on self-assessment accuracy of clinical colonoscopy competence. *Gastrointestinal Endoscopy* 2018;87(3):827-836.e2
22. M. A. Scaffidi, S. C. Grover, H. Carnahan, J. J. Yu, E. Yong, G. C. Nguyen, S. C. Ling, N. Khanna and C. M. Walsh. A prospective comparison of live and video-based assessments of colonoscopy performance. *Gastrointestinal Endoscopy* 2018;87(3):766-775
23. A. Schroeder, A. Bean, M. Weaver, P. Spicer, C. Gao, W. Frontera and D. Kumbhare. Empowering Physiatrists In-Training to the Peer-Review Process. *Am J Phys Med Rehabil* 2018
24. R. Shaylor, S. H. Halpern, J. C. A. Carvalho and C. F. Weiniger. An observational study of skill retention and practice adoption after a workshop on ultrasound-guided neuraxial anaesthesia. *European Journal of Anaesthesiology* 2018;35(10):801-803
25. L. Shirreff, A. Shah, A. Davidson, E. M. Shore and R. Shah. The State of Needlestick Training for Undergraduate Medical Learners at Canadian Universities. *J Obstet Gynaecol Can* 2019;41(2):210-213
26. S. Soklaridis, C. Bernard, G. Ferguson, L. Andermann, M. Fefergrad, K. Fung, K. Iglar, A. Johnson, M. Paton and C. Whitehead. Understanding health advocacy in family medicine and psychiatry curricula and practice: A qualitative study. *PLoS ONE* 2018;13(5)
27. A. Taddio, V. Shah, L. Bucci, N. E. MacDonald, H. Wong and D. Stephens. Effectiveness of a hospital-based postnatal parent education intervention about pain management during infant vaccination: A randomized controlled trial. *CMAJ* 2018;190(42):E1245-E1252
28. K. Tan, N. Theodoropoulos, R. M. La Hoz, S. B. Mossad, C. N. Kotton, L. A. Danziger-Isakov, D. Kumar and S. Huprikar. Training in transplant infectious diseases: A survey of infectious diseases and transplant infectious diseases fellows in the United States and Canada. *Transpl Infect Dis* 2018;20(4):e12915
29. C. Thompson, S. L. McLeod, V. Perelman, S. Lee, S. Carver, T. Dear and B. Borgundvaag. TITLE - Evaluation of a Web-based Educational Program to Teach the Identification and Management of Alcohol Withdrawal in the Emergency Department. *AEM Educ Train* 2019;3(1):50-57
30. C. Turchet, A. B. Canfield, D. Williamson, C. Fan-Lun, N. Tabbara, I. Mantas, S. Sinha and L. Burry. Detecting Delirium in Hospitalized Elderly Patients: A Review of Practice Compliance. *Journal of Pharmacy Technology* 2018;34(3):91-98
31. C. J. Turner, B. Haas, C. Lee, S. Brar, M. E. Detsky and L. Munshi. Improving communication between surgery and critical care teams: Beyond the handover. *American Journal of Critical Care* 2018;27(5):392-397
32. K. Widger, J. Wolfe, S. Friedrichsdorf, J. D. Pole, S. Brennenstuhl, S. Liben, M. Greenberg, E. Bouffet, H. Siden, A. Husain, J. A. Whitlock, M. Leyden and A. Rapoport. National Impact of the EPEC-Pediatrics Enhanced Train-the-Trainer Model for Delivering Education on Pediatric Palliative Care. *Journal of Palliative Medicine* 2018;21(9):1249-1256
33. F. Zaver, N. Battaglioli, W. Deng, A. Messman, A. Chung, M. Lin and E. L. Liu. Identifying gaps and launching resident wellness initiatives: The 2017 resident wellness consensus summit. *Western Journal of Emergency Medicine* 2018;19(2):342-345
34. L. L. Zhou, G. Tait, S. Sandhu, A. Steiman and S. Lake. Online virtual cases to teach resource stewardship. *Clin Teach* 2018

Awards for Teaching Excellence and Education in 2018



SINAI HEALTH EDUCATION CELEBRATION

On June 8, 2018, Sinai Health held its inaugural Education Celebration to honour educational excellence across the organization. The awards had been previously presented for educators at Bridgepoint and were mirrored these to also honour individuals and groups at Mount Sinai. Four categories of awards were presented including individual awards for Distinguished Educator, Leadership in Education, Lifelong Learner, and the Collaboration in Education Award which recognizes the efforts of a team. Two teams and 18 individuals from a wide range of disciplines, both clinical and non-clinical, were honoured.

Dr. Ivan Silver, a distinguished leader in education at the University of Toronto, provided a short keynote address titled, "What's the evidence? Ten ways to make teaching zing." His talk inspired audience members and generated discussion among attendees during the reception.



The event was held in the beautiful Marian Walsh Auditorium and attended by award recipients and nominees, family members, past recipients, physicians, employees, learners and academic partners.

Collaboration in Education Award

The successful team actively contributes to student clinical education at Sinai Health through their commitment to learners. The nominee fosters interprofessional collaboration and innovation.

Clinical Nutrition Team	
GI Surgery and Oncology	MSH
4 North Palliative Care team	BAH

Distinguished Educator Award

Successful nominees go above and beyond in their contribution to student clinical education at Sinai Health. The nominee is committed to learners, staff, patients and families and foster interprofessional collaboration and innovation.

Chri Fan-Lun	MSH	Pharmacy
Mara Sobel	MSH	OB/GYN
Reva Adler	BAH	Geriatric Medicine
Haleh Amir-Bakhtiary	BAH	OTA/PTA
David Backstein	MSH	Orthopedic surgery
Lydia Chan	MSH	Nursing
Arash Jaber	MSH	Medical Imaging
Ashley Millington-Antoine	BAH	Nursing
Diane Myles Reid	MSH	Genetic Counselling
Michelle Nelson	BAH	Research
Glenn Sheiner	BAH	Family Medicine
Melissa Taylor	BPH	Nursing
Melissa Turner-Joseph	BPH	Nursing
Andrew Wyllie	MSH	Pharmacy





Leadership in Education Award

The successful nominee helps foster a culture where clinical education is valued through their commitment to the education of learners, staff, patients and families. The nominee nurtures interprofessional collaboration and through the active support of others to grow as teachers.

Mary-Katherine Lowes	MSH	Social Work
Jordan Pelc	BAH	Family Medicine

Lifelong Learner Award

The successful nominee is a lifelong learner who shares their learning generously with others and makes continuous efforts to advance their own knowledge and skills. Their enthusiasm for continuous learning influences others to do the same in order to grow personally and professionally.

Richard Kellowan	BAH	Occupational Therapy
Abiodun Ogunjimi	LTRI	Research

WIGHTMAN-BERRIS AWARDS

The annual Wightman-Berris Academy Awards took place on May 17, 2018. These awards honoured teachers and educators from all health disciplines at Sinai Health, UHN and Wightman-Berris Academy's community partners. This includes Michael Garron Hospital, The Hospital for Sick Children, CAMH, Baycrest Hospital and Humber River Hospital.

The following Sinai Health educators received awards.

Undergraduate MD Individual Teaching Award

Jane Chow	MSH	Family Medicine
Stephen Cord	MSH	Family Medicine
Cheryl Hunchak	MSH	Emergency Medicine
Jordan Pelc	BAH	Family Medicine

Postgraduate MD Individual Teaching Award

Don Melady	MSH	Emergency Medicine
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Anderson Award- John W. Bradley Educational Administration

Andrea Page	MSH	Internal Medicine and Infectious Diseases
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NURSING EDUCATION AWARDS

Mary Ann Hamelin	10 N
Rebecca Semeniuk	11N
Ashley-Ann Linhares	11S
Kim Meeker	11S
Vince Cheng	ED
Shelly Li	Family Medicine
Marlene Traille	ICU
Rose Owen	NICU

Nursing Preceptor Award:

Bonnie Eng	10 N
Danyan Zhang	10 S
Ekaterina Mykhaylov	10 S
Sue Tsushima - Mayerhoffer	11S
Silvia Dos Santos	12 South
Natalie Buchann	14N
Charmaine Ramsay	Antenatal



Bridget Browne	ICU
Catherine Angotti	L&D
Jenny Young	MSF
Febmar Lingbanan	OR
Valerie Lang	OR
Valarie Lang	OR
Arati Das	SPP - Maternal

SINAI HEALTH SCHOLARSHIPS AND BURSARIES

On June 26, 2018 we honoured members of Sinai Health with awards that encourage further education.

Corey Kamen received the Valerie Fine Bursary, presented in recognition of excellence in patient care and a passion for doing good.

Jeyasakthi Venugopa was awarded The Rose Torono Bursary, named for the founding president of the Mount Sinai Hospital Auxiliary. It encourages interest in research and health sciences education.

The children of Sinai Health employees are awarded Diamond Jubilee Scholarships to learners who have demonstrated excellence in academics and community service. This year's winners were Isabelle Das Neves and Chethana Ellewela.

BERNARD GHERT AWARD

Dr. Kieran Quinn received the Bernard Ghert Award for Resident Excellence in Patient Focused Care. He is a Queen's University graduate who completed his internal medicine training in Toronto. He also completed his subspecialty fellowship in general internal medicine at Mount Sinai. Dr. Quinn is an advocate for patient centred care, and integrating the psychosocial and spiritual needs of patients and families. He is an outstanding role model for other clinicians, providing excellent bedside care and clinical teaching to his fellow medical trainees and other health care providers.



Affiliation Agreements

Aramark Canada Ltd
Athabasca University
Brock University
Cambrian College of Applied Arts and Technology
Canadian Memorial Chiropractic College
Career Development Institute Ltd.
College of Business, Technology and Health Sciences
Centennial College of Applied Arts and Technology
Conestoga College Institute of Technology and Advanced Learning
Dalhousie University
Durham College of Applied Arts and Technology
George Brown College of Applied Arts and Technology
Georgian College
Griffith University
Lakehead University
McGill University
McMaster University
Michener Institute of Education at UHN
Mohawk College
Niagara College
Nipissing University
Ontario College of Art and Design University
Oxford College of Arts, Business and Technology
Queen's University at Kingston
Ryerson University
Seneca College
Sir Sanford Fleming College of Applied Arts and Technology
St Francis Xavier University
St Lawrence College
The Hospital for Sick Children
The Humber College Institute of Technology and Advanced Learning
The Laurentian University of Sudbury
Trent University
Trent University and Sir Sanford Fleming College of Applied Arts and Technology
University of Alberta
University of Calgary
University of Guelph-Humber
University of Manitoba
University of Michigan
University of New Brunswick
University of Ontario Institute of Technology (UOIT)
University of Ottawa
University of Toronto
University of Waterloo
University of Western Ontario
Walden University, LLC
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Wilfred Laurier University
York University



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