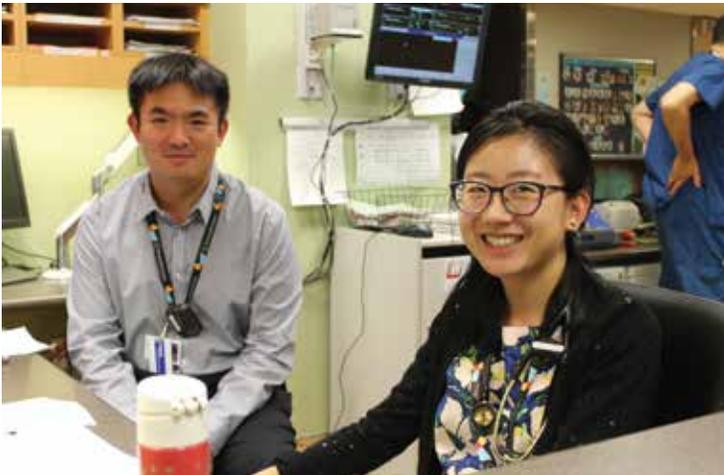


Education Report Card 2015



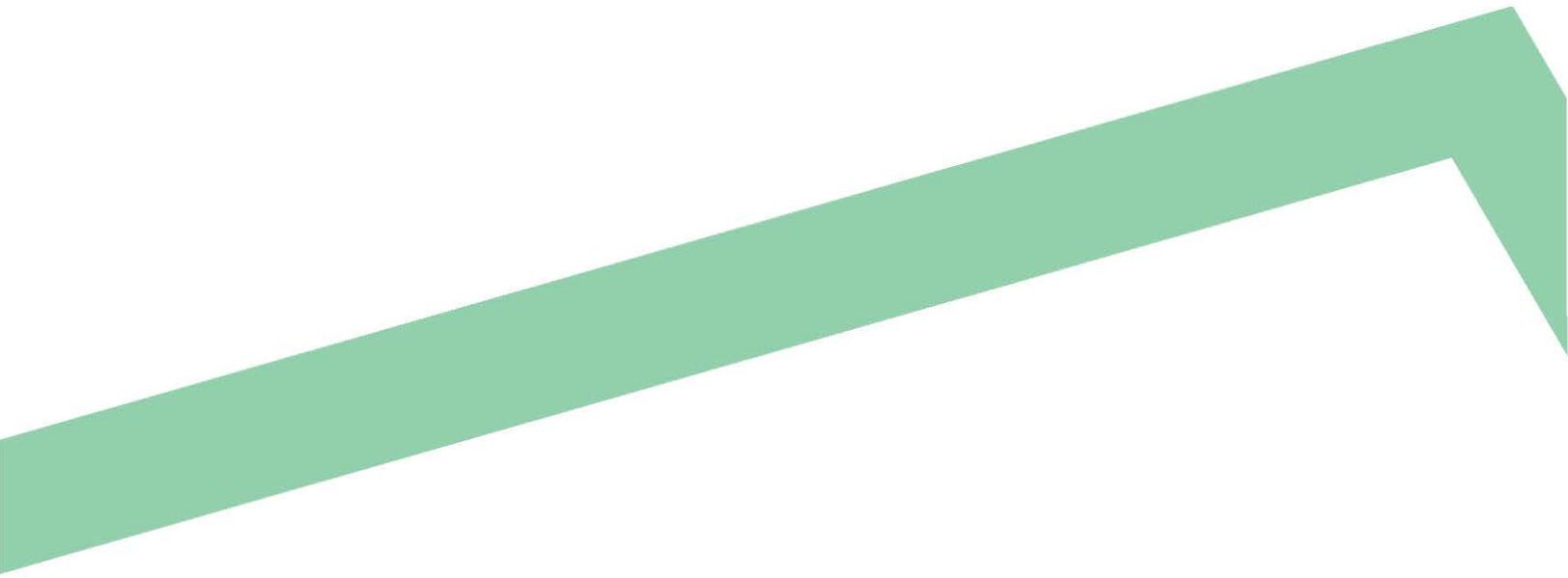


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Introduction



It is my distinct pleasure to present to you the Sinai Health System Education Report Card for 2015. In each section of this report you will find a summary of the great work that is being done in within our educational programs and centres in the academic years 2014-2015. Our educators, teachers, preceptors, clinical supervisors and program leads have been hard at work in the past year, providing outstanding educational experiences for the thousands of learners who come through our doors each year. We also provide world class education for a community of physicians and staff who need support in continuing professional development, maintenance of competence and enhancement of skills. Our patients too need relevant and up to date resources to partner with us in managing their health and need support to access materials in hard copy, in person and online and it is our responsibility to curate the material and point them in the direction of the best patient education materials. It is well known that empowered and knowledgeable patients who are able to help manage their own complex and chronic conditions have better health outcomes. This report also documents the outstanding scholarly educational achievements of our faculty and staff.

In the past year we have been engaged in the process of planning the integration of our educational programs across our Mount Sinai Hospital and Bridgepoint Active Healthcare campuses. We began with the performing a current state analysis of our educational programs in Medicine, Nursing and the Health Professions and our Health Professional Library and our Patient Library Services. The process is still ongoing as this report goes to press, but I am thrilled to highlight a couple of key achievements in the process to date. Students of the Wightman-Berris Academy began receiving instruction in history taking and physical examination skills in the Fall of 2015 and further expansion of clinical clerkship electives and selectives have been planned. Our health professional and patient library services have been integrated and leadership for these important academic assets brought under the single leadership of our director of library services, Sandra Kendall. This means the on line and hard copy resources are being now being made available to all staff and physicians across the organization. We are also now in a position to negotiate with vendors for resources as a single organization to optimize pricing and increase accessibility. The ability of our staff, faculty and learners to have access to quality evidence based databases and materials and to translate that

knowledge into active practise is essential for enabling outstanding patient and family focused care.

As part of the Sinai Health System Integration, the Sinai Health System Education Advisory Council (EAC) has replaced the previously existing education councils at Mount Sinai Hospital and Bridgepoint Active Healthcare. The EAC is an important table at which leaders from our major educational programs and organizational development, occupational health and safety and our resource and education centres sit. We collaboratively work to share best practices, our innovations and accomplishments, ideas and resources which enable interprofessional education efforts, and optimize collaboration between programs to provide excellent educational experiences for all of learners whether they be students, residents, fellows, staff or physicians.

In the past three years, Mount Sinai Hospital participated in the TAHSN (Toronto Academic Health Science Network) Learner Engagement Survey and I am delighted to present some of this aggregated data which documents how our learners across all disciplines perceive their experience at Sinai. This anonymized data which is rich with feedback and referenced against our TAHSN hospital partners, allows us to look at what we are doing well and to learn about ways to improve the engagement of our learners and maintain a nurturing learning environment. Highly engaged learners are more likely to retain what they have learned and ultimately use the knowledge and skills acquired while on placement with us to work productively within health care teams in their future careers. Being highly recommended by learners to their placements here means that we will attract highly motivated and talented trainees to come learn with us. In some disciplines, trainees provide a significant and important portion of care for our patients. At Sinai Health System we are in the process of defining and modelling new ways of providing care across the continuum for individuals with complex care needs and we want to position ourselves as an outstanding place for the next generation of health care providers to learn how to do this well.

I hope you enjoy reading our 4th Edition of the Education Report Card which now also incorporates activities at both Mount Sinai and Bridgepoint. Our Mount Education Website has been collaboratively redesigned and I encourage you to visit its pages to find out more about our programs, resources and opportunities for learning happening at the Sinai site.

www.mountsinai.on.ca/education

Looking ahead to the coming year, we will be renewing our Education Strategic Plan as it becomes aligned with the new integrated strategic plans for the Sinai Health System and articulating further our educational priorities and performance indicators.

Dr. Jacqueline James, MD, MEd
Vice-President Education



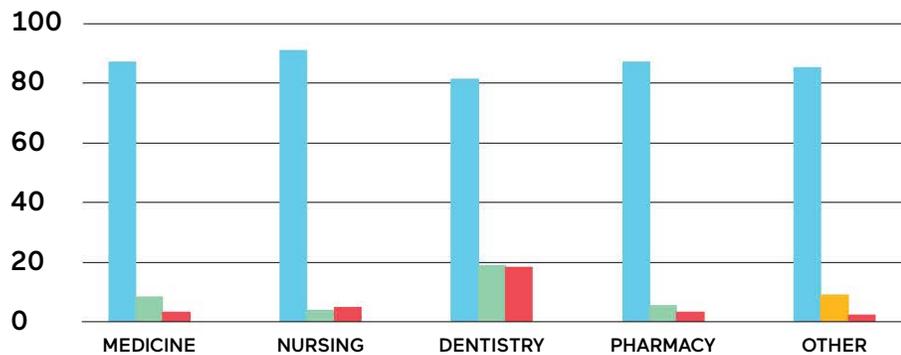
Learner Numbers 2015

	Mount Sinai Hospital	Bridgepoint Hospital
Medicine	2179	86
Nursing	535	410
Applied Health Sciences	30	
Audiology/Speech Language	22	2
Chiropractic	16	
Clinical Nutrition and Dietetics	11	1
Dentistry	171	
Occupational Therapy	14	13
OTA/PTA	11	5
Library	3	
Pharmacy	56	2
Physiotherapy	15	16
Respiratory Therapy	20	
Recreation Therapy		6
Social Work	9	12
Spiritual Care		4
Therapeutic Rec/Assistants		7
Non-Clinical	4	30
Total	3096	594

2014-2015 TAHSN Learner Engagement Survey Results Mount Sinai Site

“I would recommend a placement here to my fellow students”

■ Favourable
■ Neutral
■ Unfavourable



Medicine n=571

Nursing n=109

Dentistry n=27

Pharmacy n=27

Other n=45

Jacqueline James MD, MEd,
Director Wightman-Berris Academy and UHN/MSH Medical Education

Heather McNeill MD, MEd,
Director of Medical Education Bridgepoint Active Healthcare

Medicine

Mount Sinai Hospital and Bridgepoint Active Healthcare, now integrated within the single organization Sinai Health System, is an anchor site for the Wightman-Berris Academy. Sinai's chief partner and co-anchor hospital is the UHN (University Health Network). The Academy's major community associate site is the Michael Garron Hospital (formally Toronto East General). Together these hospitals are responsible for delivering the majority of core curriculum for the undergraduate medical students of the Wightman-Berris Academy. The Academy is responsible for shepherding 91 of a total of 259 first year medicals students of the University of Toronto's MD Program through four years of training.

Mount Sinai and UHN have many clinical departments in which physicians share clinical and teaching responsibilities across University Avenue. We register residents as Wightman-Berris Academy trainees to facilitate efficient registration and effective access to clinical systems. At Bridgepoint there were 22 clerkship electives and selectives in 2015-2016. Plans are underway to continue to gradually grow the numbers of opportunities for students to understand about the care of patients with rehabilitation needs and complex care needs at Bridgepoint Active Healthcare. We also hope to be able to develop rotations in which students would be able to see how patients are cared for in both acute and chronic or rehab care.

Undergraduate medicine

In the first year students meet with clinicians once a week to learn the basics of communication with patients, history and physical examination in the course called The Art and Science of Medicine (ASCM). They also meet twice per week for small group problem based learning and once a week for a community based course to learn about the determinants of health. In 2015, 6 students of the Academy attended ASCM sessions at Bridgepoint, and 24 students were based at Mount Sinai. There were six students completing Geriatrics sessions at Bridgepoint Active Healthcare.

The second year students continue to learn how to perform focused and specialized history and physical examination in ASCM 2. Our clinicians in Internal Medicine, Family Medicine, Geriatrics, Psychiatry, General Surgery, Orthopedic Surgery, Urology, Ophthalmology and Otolaryngology, Laboratory Medicine, Obstetrics and Gynecology, and Emergency Medicine are key contributors to continued clinical and scientific knowledge that our students acquire in small group learning formats using bedside teaching and paper based cases.

In third year, Clinical Clerks are members of the health care teams, directly interacting with patients and their families and learning with a graduated level of responsibility how to be excellent, empathetic and compassion physicians. Students can be found in all of the clinical areas at Mount Sinai Hospital, both inpatient and in the ambulatory settings. In the past year, a new approach

to the clerkship was introduced called the Longitudinal Integrated Clerkship (LnC). Instead of completing clerkship rotations in blocks, this predominantly ambulatory based program allows students to follow patients in a longitudinal fashion. By learning through experiences in a more integrated fashion, it is expected that students will retain their knowledge in a more practical way by revisiting what they learn from one specialty over time and applying knowledge in a more cohesive fashion between experiences. The Obstetrics and Gynecology was the first to participate in 2015 and in 2016-17 there will be four students doing a full LnC Clerkship at Sinai Health System with another four doing Obstetrics and Gynecology at Mount Sinai Hospital. In the fourth year of Medicine, students do many electives and selectives at Sinai. We plan to create experiences for students to allow them to follow the progress of patients from acute to chronic and rehab care or vice versa.

At Bridgepoint there were 22 clerkship electives and selectives in 2015-2016. Plans are underway to continue to gradually grow the numbers of opportunities for students to understand about the care of patients with rehabilitation needs and complex care needs at Bridgepoint Active Healthcare. We also hope to be able to develop rotations in which students would be able to see how patients are cared for in both acute and chronic or rehab care.

Postgraduate

Mount Sinai Hospital provides rotations in all of our clinical programs for postgraduate learners.

In 2015, the number of residents completing placements at Bridgepoint increased to 34 in Physical Medicine and Rehabilitation (Physiatry), Internal Medicine and Geriatrics, Family Medicine, Palliative Care and Ophthalmology. Core stroke and traumatic brain injury rotations were created in addition to elective rotations representing a 400% increase in the number of medical residents at Bridgepoint.

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



Clinical fellows

Fellows are fully qualified as physicians and specialists and complete highly specialized training in an area in which they will become an expert beyond the usual requirements of a specialty. They are typically enrolled in a fellowship program for one year and may have research components to their program.

Continuing professional development

Mount Sinai Hospital has a robust roster of weekly educational rounds hosted by each department, too numerous to list here. Sinai physicians are also involved in creating and organizing professional development sessions for clinicians in Toronto, nationally and internationally. For a list of those sessions see the Appendix Page 52.

What Our Learners Had to Say

Over the last two years as a preclerkship medical student, I have had the fortune of being taught by countless outstanding clinicians at Mount Sinai Hospital. They have always been patient, knowledgeable, and enthusiastic while helping my colleagues and I learn the fundamental skills to becoming doctors. Many of our teachers were world renowned experts. My experience at Mount Sinai has been nothing short of outstanding. For these reasons, I have chosen to spend the rest of my time in medical school at Mount Sinai through the Longitudinal Integrated Clerkship. I am honoured and grateful to be a learner at such a world class institution.

BRANDON TANG,
Medical Student

As a medical student, I appreciate that the clinicians of Mount Sinai Hospital value medical education. During our clinical skills days, the staff will take us to see their patients and learn from their unique presentations. Moreover, our teachers take time to provide feedback and advice during our sessions, and consistently offer time outside of clinical skills training to be our mentors. It truly is a privilege to be a learner at Mount Sinai Hospital.

JEFF METZ,
Medical Student



LEARNING INDICATORS

<p>NUMBER OF LEARNERS</p> <p>UNDERGRADUATE</p>	<p>In 2014-2015, the following were enrolled at Mount Sinai Hospital:</p> <ul style="list-style-type: none"> ▪ 190 Preclerkship Students ▪ 182 Clerkship Students ▪ 106 Elective Placements for (U of T Students) ▪ 116 Visiting Elective Students (Canadian/US) ▪ 25 International Visiting Elective Students <p>In 2015-16 at Bridgepoint Active Healthcare</p> <ul style="list-style-type: none"> ▪ 29 Preclerkship ▪ 22 Clerkship
<p>POSTGRADUATE</p>	<ul style="list-style-type: none"> ▪ 1300 Residents at Mount Sinai Hospital ▪ 28 Residents at Bridgepoint Active Healthcare
<p>CLINICAL FELLOWS</p>	<ul style="list-style-type: none"> ▪ 260 Clinical Fellows
<p>POSTGRADUATE</p>	
<p>RES POWER (Resident) Rotation Evaluation Scores/Teaching Effectiveness Scores (averages/compared with city means) Mean MSH RES 4.01- based on 2043 evaluations Mean MSH/UHN RES 3.98 – based on 93 evaluations City Mean All Sites RES – 4.11</p> <p>TES Mean MSH TES 4.33 – based on 3634 evaluations Mean MSH/UHN TES 4.35 – based on 158 evaluations City Mean All Sites TES – 4.38</p>	

<p>NUMBER OF PRECEPTORS</p>	<ul style="list-style-type: none"> ▪ Active Staff contribute to undergraduate, postgraduate and fellowship education: 275
<p>NUMBER OF STAFF PARTICIPATING IN WORKSHOPS AND PROGRAMS</p>	<ul style="list-style-type: none"> ▪ All full time MDs hold academic faculty appointment with the University of Toronto
<p>NUMBER OF CONTINUING EDUCATION PROGRAMS OFFERED</p>	<ul style="list-style-type: none"> ▪ Over 50 continuing education courses, programs and symposia were organized by Sinai Health System medical staff occurred in 2015 above our usual weekly internal educational rounds which occur in each department. See appendix, page 52 for list of programs



Our Fellows: Countries of Origin

- | | | |
|------------|-------------|----------------------|
| Australia | India | Pakistan |
| Bahrain | Iran | Panama |
| Barbados | Ireland | Qatar |
| Brazil | Israel | Russia |
| Canada | Italy | Saudi Arabia |
| Chile | Jamaica | Singapore |
| China | Japan | South Africa |
| Costa Rica | Jordan | Sudan |
| Egypt | Kenya | Switzerland |
| Ethiopia | Malaysia | Trinidad & Tobago |
| Finland | Mexico | Turkey |
| France | Nepal | Ukraine |
| Germany | Netherlands | United Arab Emirates |
| Greece | New Zealand | United Kingdom |

 Select countries in gold

Mount Sinai Hospital clinical programs attract physicians seeking advanced specialist training from over forty countries around the world.



Highlights from the Past Year

The Wightman-Berris Academy Awards took place on May 12, 2015 honoring the accomplishment of our great teachers and educators in Medicine and the Health Professions.

Mount Sinai held its first Resident Awareness/Appreciation Lunch in February 19, 2015. Dr. Anthony LaDelfa, a PARO hosted a fun game of PARO contract Jeopardy! Residents are the backbone of the provision of care for our patients at Mount Sinai, and we say thank you to them for their extremely hard work and dedication to providing exemplary care.

Dr. Osman Ahmed a PGY 2 in Internal Medicine, was honoured with the Bernard Ghert Award the for Resident Excellence in Patient Focused Care. He was outstanding in his care of patients and their families and in his ability to communicate and collaborate with other members of in the interprofessional team.



Looking Forward

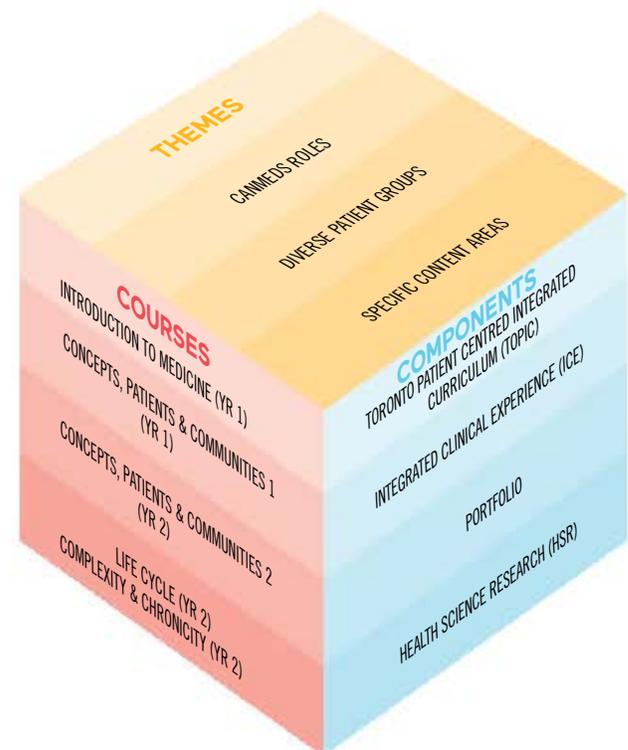
In 2016-17, the Preclerkship Curriculum is undergoing a transformation and Dr. Jackie James has been actively involved in supporting and implementing it as Academy Director. The last time the curriculum underwent major change was in 1992 when problem based learning (PBL) was adopted. There have been several major national and international reports in recent years calling for a change in the way that physicians are trained including FMEC (Future of Medical Education in Canada) and the Lancet Report. Additional drivers of change include the need to appropriately include technology with more online learning, a competency-based approach, flexibility in learning pathways, and greater integration basic and clinical sciences. The new approach will include additional early clinical experiences, fewer lectures, and flipping the classroom, whereby students will be expected to arrive having already prepared for a session in which together with the tutor, they will delve more deeply into a case of the week in CBL (Case Based Learning). This means that our teachers will have to undergo faculty development sessions of their own to prepare them to teach.

In 2016-7 Mount Sinai will host four LInC Clerkship students as well as ensure Obstetrics and Gynecology training for an additional four Academy LInC clerks. We will be developing electives and selectives which will take advantage of our two clinical sites to offer students the opportunity to see how patients are cared for in both the acute care and chronic or rehab settings.

We will be forming a working group to develop additional resident rotations at Bridgepoint in Medicine, Psychiatry, Geriatrics, Palliative Care, Physiarty and Family Medicine.



Wight Berris Academy Award Winners



Education Leadership Roles 2015

Major Educational Leadership Roles at the University of Toronto

Dr. Robert Bleakney

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

Dr. Ted Brown

Division Head Reproductive Endocrinology and Infertility Obstetrics & Gynaecology

Dr. Simon Carette

Program Director, Rheumatology Fellowship

Dr. Robert Casper

Program Director, Reproductive Sciences – TCART Fellowship

Dr. Harold Drutz

Co-Program Director, Urogynaecology

Dr. Peter Ferguson

Program Director, Orthopedic Surgery

Dr. Emer Finan

Program Director, Neonatal/Perinatal Medicine

Dr. John Foote

Director, CCFP Emergency Medicine Residency Program

Dr. Shital Gandhi

Program Director, Fellowships GIM Medicine

Dr. Shiphra Ginsburg

Director of Educational Scholarship, U of T Department of Medicine

Dr. Sue Goldstein

Course Director, Family Medicine Longitudinal Experience

Dr. Jacqueline James

Wightman-Berris Academy Director

Dr. Stephane Laframboise

Fellowship Program Director, Gynaecologic Oncology

Dr. Shirley Lee

Program Director, Supplemental Emergency Medicine Experience

Dr. Kimberly Liu

Program Director, Reproductive Endocrinology and Infertility

Dr. Danny Lovatsis

Co Program Director Urogynaecology

Dr. Heather McDonald-Blumer

Program Director, Core Internal Medicine

Dr. Helen MacRae

Program Director, Colorectal Surgery

Dr. Cynthia Maxwell

Program Director, Fetal Maternal Medicine

Dr. Tony Mazzulli

Program Director, Medical Microbiology

Dr. Allan Peterkin

Head, University of Toronto Health, Arts, & Humanities Program

Dr. Paula Ravitz

Director, Psychotherapies, Humanities & Educational Scholarship

Dr. Oleg Safir

Director, University of Toronto Surgical Skills Centre at Mount Sinai

Dr. Gareth Seaward

Vice Chair, QIPS Obstetrics and Gynaecology

Dr. Heather Shapiro

Vice Chair Education, Obstetrics and Gynaecology

Dr. Salvatore Spadafora

Vice Dean, Faculty of Medicine Post MD Programs

Dr. Allan Vescan

Undergraduate Program Director, Otolaryngology-Head and Neck Surgery

Dr. Wendy Whittle

Program Director, Advanced Obstetrics Fellowship

Dr. Rory Windrim

Director Continuing Professional Development

Dr. Lesley Wiesenfeld

Associate Program Director, Psychiatry

Dr. Wendy Wolfman

Mature Women's Health and Menopause Fellowship

Nathalie Peladeau,
RN, BScN, MScN - Director, Nursing Practice

Irene Wu-Lau, RN, BScN, MEd - Clinical Nurse Specialist,
Education Lead

Nursing

At Mount Sinai Hospital, the Gerald P. Turner Department of Nursing is committed to embracing and advancing professional nursing practice. As an internationally recognized, Magnet® designated academic health sciences centre affiliated with the University of Toronto, Mount Sinai is teaching the next generation of health-care professionals as well as encouraging continuous life-long learning and development of its staff. By building on a reputation for excellence in education and professional development, the Department of Nursing has created opportunities for nurses at all levels to pursue formal and informal educational opportunities, obtain specialty certification, advance their practice and develop their careers.

Through reimbursements and tuition support, nurses have the opportunity to engage in undergraduate and graduate studies and certification in their particular clinical areas.

The Learning Experience

Preparing future generations of nurses is a key function of the Department of Nursing. Through mentorship, preceptorship and adjunct appointments, Mount Sinai nurses are taking an active role in contributing to the development of nurses, while also building their own professional development and advancing Mount Sinai's role as an academic teaching hospital.

Our undergraduate nursing student placements provide students with the skills and experience necessary to successfully launch their nursing careers and contribute to quality patient experiences and outcomes. Nursing Directors, Nursing Managers and Clinical Nurse Specialists serve as preceptors for graduate nursing students. These placements provide students with the opportunity to understand and develop the advanced practice role in the domains of clinical practice, system leadership, education and research.

As a leading academic health centre, Mount Sinai Hospital is affiliated with 21 Universities, including the Lawrence S. Bloomberg Faculty of Nursing at the University of Toronto, and Colleges with collaborative Nursing Degree programs.

As an affiliate with the Lawrence S. Bloomberg Faculty of Nursing, University of Toronto, Mount Sinai nurses hold adjunct clinical appointments. Clinical Appointments are awarded to distinguished nursing professionals with exemplary achievements. As adjunct appointees, Mount Sinai nurses share their expertise, expand the learning experiences of future nurses. The partnership between the Department of Nursing and the Lawrence S. Bloomberg Faculty of Nursing provides personal and professional learning opportunities for Mount Sinai nurses.

Mount Sinai values and supports the contributions of all nurses in delivering ethical, accountable, safe and competent professional nursing practice within interprofessional collaborative models

of care. With entry to practice requirements and literature supporting patient outcomes, Mount Sinai has established annual goals for baccalaureate education. Over the past 4 years, the number of Mount Sinai RNs with a Baccalaureate Degree has grown from 47 to 67 per cent.

Recognizing that specialty certification has become synonymous with quality care and leading practices that result in improved outcomes, the Department of Nursing continually strives to increase the number of nurses with specialty certification from the Canadian Nurses Association or other national / international credentialing bodies. Peer study groups, mentorship and financial reimbursement for examination costs are all strategies that support nurses in obtaining or renewing their specialty certification. The Department of Nursing holds an annual awards celebration in honour of those nurses who have demonstrated their commitment to clinical excellence. To date, 16% of our Nurses have obtained speciality certifications in Nursing specific areas.



The Gerald P. Turner Department of Nursing remains committed to using innovative teaching methods to support a culture of lifelong learning. Sinai C.A.R.E courses at Mount Sinai Hospital focus on clinical practice and the continuing learning of health professionals. With an all RN nursing staff, the various courses offered through Sinai C.A.R.E are designed and facilitated by nursing education leads. The staff feedback has been excellent and the demand for these courses remains high. Some highly requested courses include: Leadership Skills for Preceptors, Resource Nurse Workshop, Infusion Therapy Training and Breastfeeding for Healthcare Professionals. To meet the growing needs of our nurses, Gentle Persuasive Approaches (GPA) for Dementia Care was added to the Sinai C.A.R.E. roster of courses. Gentle Persuasive Approaches (GPA) for Dementia Care is an interactive, evidence-based curriculum focused on person-centred care for persons with dementia and responsive behaviours such as wandering, resistance to care and agitation. The purpose of the course is to provide education and practical techniques to support nursing staff to respond safely and effectively to these behaviours in the healthcare setting.



“Everything was relevant and informative.”

“Best education day I’ve ever had!”

“Everything was pertinent and applicable. Loved opportunity to discuss scenarios.”

Onboarding newly hired nurses is critical to the success of transitioning nurses to their new environment. Newly hired nurses receive a corporate five day Nursing Orientation Program which provides an in-depth overview of the Department of Nursing including: continuing nursing education support and opportunities, nursing excellence, knowledge and innovations and improvements and resources. The six intake sessions held this year were collaboratively facilitated with our colleagues in Pharmacy, Systems Education, Infection Control, Health Disciplines and the Laboratory.

Principles of adult learning theory are used in the design and delivery of all courses at Mount Sinai Hospital. The use of a variety of teaching methods includes eLearning, high-fidelity simulation mannequins, instructor led workshops, and classroom learning. The eLearning Centre has more than 200 eLearning modules that can be accessed at any time of day. eLearning modules are developed according to best practices and evidence-based research and are a premiere method for sustained learning, leading to improved knowledge and outcomes. Contributing to the corporate safety agenda, several mandatory eLearning modules are completed by all direct care RNs each year.

The Department of Nursing has established a unique opportunity to learn with, and from, their peers across clinical areas through the annual Nursing Education Days. Each year education days are based on organizational drivers, assessed learning needs, staff evaluations and emerging concepts that relate to nursing practice, quality and safety. Nursing Education Days provide access to new knowledge for 1,200 frontline nursing staff, support translation of evidence-based knowledge into practice and help identify ongoing learning needs. This year Nursing Education Days were changed to Patient Services Education Days, and were co-facilitated by Nursing, Health Disciplines, Human Rights and Equity and Organizational Development. This reflects the importance of interprofessional education and collaboration of healthcare professionals at the bedside. Approximately, 940 nurses completed Patient Services Education Days and Allied Health team members expressed great interest in the topics. This year’s focus was on compassion fatigue and strategies for building resilience, as well as caring for patients and each other in situations of abuse or domestic violence. Patient Services Education Days was met with great enthusiasm and learners were extremely pleased with the sessions.

What Our Learners Had to Say

“Definitely the best aspect of this placement was the nurses on the unit. They were absolutely wonderful, very receptive, very open, and incredibly welcoming. They allowed me to care for my patients as though I was the patient’s primary nurse, yet still able to help me whenever I needed them. Absolutely grateful to have been in the unit with such wonderful nurses.”

“I was able to apply theory to practice and develop my knowledge, skills and judgment with great support from my preceptor and other staff on the floor which allowed me to provide patient and family centered care.”

LEARNING INDICATORS

NUMBER OF LEARNERS	<ul style="list-style-type: none"> 522 Undergraduates 13 Masters of Nursing 	NUMBER OF STAFF WITH ACADEMIC APPOINTMENTS OR SPECIAL EDUCATIONAL CERTIFICATION	<ul style="list-style-type: none"> 37 nurses hold Clinical Adjunct Appointments with the University of Toronto
LEARNER SATISFACTION SCORES, ROTATION EVALUATION SCORES/ TEACHING EFFECTIVENESS SCORES	<ul style="list-style-type: none"> 95% rated the Knowledge level of preceptors to be Very Good to Excellent 	NURSES WITH SPECIALITY CERTIFICATION FROM THE CANADIAN NURSES ASSOCIATION	<ul style="list-style-type: none"> 36 nurses successfully achieved the CNA specialty certification.
NUMBER OF CONTINUING EDUCATION PROGRAMS OFFERED	<ul style="list-style-type: none"> 96% Mandatory course compliance 42 Patient Services Education Days 		



Education Awards

Rachel McKinney	OR	Christianna Facey-Crowther	14 North
Antoinette Labricciosa	OR	Thayna Najder	11 South
William Mundle	10 South	Wendy Sinanan	L & D
Mary Ann Hamelin	10 North	Christina Fabbruzzo-Cota	Nursing Admin
Hassina Anwarali	10 South	Brittany Ramkhelawan	11 South
Dianne Kowalchuk	12 North	Julie Tjan Thomas	Nursing Admin
Laura Soch	ED	Eileen Herrington	14 South
Anne Pakulis	11 South		

Clinical Practice Award

Mary Catterall	NICU	Sandra Smoczyk	9 South
Natalie Kwan	12 South	Joe Bulan	11 South
Ming Yu Zhang	10 South	Carmen Leung	14 North
Sandra Payne	14 South	Indi Singh	14 North
David Reisch	14 South	Opal Pascoe	14 North
Suzette Mills	11 South	Lydia Drapiza	14 South
Stephanie Fink	ED	Elma Maiquez	14 South
Natalie Westwood	10 South	Megan Nguyen	High Risk Antenatal
Carmina Francisco	12 South	Theresa Murray	PAU
Nicole Tracey	10 North		
Eliza Salvadore	10 South		

Preceptor Awards

Irina Kotliar-Arusi	PACU	Kimberly Perkins	14 South
Christopher Brown	PACU	Janessa Miles	MBU
Amanda McClure-Bakowsky	L & D	Andrew Chan	ED
Bridgette Browne	ICU	Danielle Hucalak	9 South
JoAnne Pacione	11 South	Joanne Campbell	14 South
Kitty Chan	10 South	Golnaz Abdollahian	11 South
Jennifer Giordano	12 South	Maria Bricker	L & D
Oma Saroop-D'Souza	11 North	Yayoi Breikreutz	11 South
Marilyn Pinto	16 North	Catherine Thompson	PAU
Jennifer Sulan	11 South		
Young Su Seo	16 North		

2013 Nursing Scholarships

Frank Gerstein Nursing Scholarship

Katalin Pere	Nursing Administration
Andrea Richardson	ED
Anna Salonga	10 South
Abida Dhukai	Nursing Administration
Marissa Weiler	ED

Helen Evans Nursing Education Scholarship

William Mundle	10 South
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Morris Gross Nursing Clinical Practice Scholarship

Erin Robertson	Nursing Administration
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Interprofessional Education

Focus on Bridgepoint



Education Leads at Bridgepoint Active Healthcare:

Nicole Thomson,
PhD, Director, Collaborative Practice & Education, Nursing & Health Disciplines

Heather MacNeill,
MD, Director of Medical Education, Bridgepoint Site

Stephen Hall,
Manager, Professional Practice Health Disciplines & Central Therapy

Elizabeth Hanna,
Interprofessional Education Specialist

Katherine Brown,
Academic Affairs Coordinator

Both Bridgepoint and Mount Sinai have a long history of educating health professionals, but in fact Bridgepoint has been in the business of educating health professionals for over 100 years under its former name Riverdale. The Riverdale Hospital School of Nursing was founded in 1894 to train nurses in Communicable Diseases and merged with the University of Toronto School of Nursing in 1918. In 1904 clinics were held for 4th Year University of Toronto Medical Students at the Riverdale Isolation Hospital for the first time.

Bridgepoint is a 464-bed rehabilitation and complex care facility offering strong programs in nursing and allied health education. As a result of amalgamation, Bridgepoint brought a wealth of interprofessional learning opportunities for students and health care professionals to Sinai Health System.

The Learning Experience

Learner education coordination and academic affairs is centralized at Bridgepoint, with all clinical and non-clinical student placements being coordinated centrally. Interprofessional education opportunities are core to student education at Bridgepoint. In addition to trainee education, education at Bridgepoint includes continuing education and professional development opportunities, patient and family education, and educational research.

Continuing Education and Professional Development

Frequent hospital wide rounds are held and include **Mental Health Rounds** and **Brown Bag Ethics Luncheons**, as well as discipline specific rounds.

Teaching and Learning Series Workshops, previously provided to staff in 2014 at Bridgepoint, continued to be taught by Bridgepoint staff at the Michael Garron Hospital in 2014/15 academic year.

Technology Enhanced Learning for the Health Professions

MScCH: Health Practitioner Teacher Education, Dalla Lana School of Public Health

The course, held jointly with the University of Toronto Family and Community Medicine and Bridgepoint, explores application of technology-enhanced teaching and learning in the healthcare professions. Participants apply principles, theories, methods, and frameworks for utilizing educational technology, being mindful of educational objectives, advantages and disadvantages that technology may support. The course employs a strong emphasis on practical application of the technology into participants own teaching practice. For more information, see <https://mededtechhp.wordpress.com>

Bridgepoint was also represented on the E-Learning Task Force, Faculty of Medicine, University of Toronto in the 2014-2015 year, including the eLearning scoping review.

(See <http://elearning.innovatingedu.ca> for more information).

Highlights from the past year

Learner IPE Sessions

Bridgepoint Site continues to be a leader in interprofessional education as highlighted by their accredited interprofessional student brown bag lunches. In 2015 there were 45 interprofessional

sessions, with a total of 859 student attendances for an average of 19 students attending per session. More than 12 professions were represented each term.

	Number of students attending IPE Lunches	Number of Lunches	Number of Disciplines
Winter Term	303	16	14
Summer Term	264	13	14
Fall Term	292	16	13
Total Attendees	859	45	

3D (Delirium, Dementia, Depression) Initiative

Training was provided by Nursing Practice & Education: 100% of applicable Health Disciplines were trained in Delirium (123 staff);

and 95% Full-time, Part-time, Casual Nursing staff trained in Delirium (363 staff).

LEARNING INDICATORS

NUMBER OF LEARNERS	<ul style="list-style-type: none"> ▪ 410 Nursing ▪ 70 Health Disciplines ▪ 68 Medical ▪ 22 Non Clinical ▪ 570 Total
NUMBER OF PRECEPTORS	<ul style="list-style-type: none"> ▪ 6 Administration ▪ 2 Communicative Disorders Assistant ▪ 4 Dietetics ▪ 1 Engineering ▪ 4 Environmental Services ▪ 2 Food Services ▪ 2 Health Informatics ▪ 24 Medicine ▪ 22 NursingRN-1:1 ▪ 38 NursingRPN-1:1 ▪ 15 Occupational Therapy ▪ 8 OTA/PTA ▪ 1 Pharmacy ▪ 1 Pharmacy Technician ▪ 14 Physiotherapy ▪ 5 Recreation Therapy ▪ 2 Recreation Therapist Assistant ▪ 5 Speech Language Pathology ▪ 8 Social Work ▪ 2 Spiritual Care

NUMBER OF STAFF WITH ACADEMIC APPOINTMENTS OR SPECIAL EDUCATIONAL CERTIFICATION	<p>Occupational Therapy</p> <ul style="list-style-type: none"> ▪ 52% of eligible OTs have a Status Appointment <p>Physical Therapy</p> <ul style="list-style-type: none"> ▪ 57% of eligible PTs have a Status Appointment <p>Speech-Language Pathology</p> <ul style="list-style-type: none"> ▪ 88% of eligible SLPs have a Status Appointment <p>Social Work</p> <ul style="list-style-type: none"> ▪ 22% of eligible SWs have an Adjunct Appointment <p>Medical Staff</p> <ul style="list-style-type: none"> ▪ 100%
UNIVERSITY/ COLLEGE AFFILIATIONS	<ul style="list-style-type: none"> ▪ University of Toronto ▪ Ryerson University ▪ York University ▪ Brock University ▪ Queens University ▪ George Brown ▪ Humber College ▪ Centennial College ▪ Georgian College ▪ Durham College ▪ Seneca College

What Our Learners Had to Say

"I appreciated that multiple teams could come together and work as one no matter the situation."

FOOD SERVICES STUDENT

"The entire team was very welcoming and encouraging. The orientation had very friendly and enthusiastic coordinators and volunteers. Both my supervisors have been great mentors during my stay here, with different expectations and teaching styles that I've learned to adjust too. Overall, I would say that Bridgepoint was a fantastic placement, and that I couldn't have gone to a better location. The staff, the patients and the beautiful hospital have made my stay here absolutely memorable."

CDA STUDENT

"Bridgepoint was a wonderful experience which I have enjoyed immensely over the course of the past 8 months. My supervisor ensured I had many opportunities to reach my learning goals and most importantly I felt treated as a colleague rather than a student by my unit staff. It is excellent to be in a hospital with such a positive environment and commitment to patient care. I also thoroughly enjoyed the hospital- wide meetings such as the Brown Bag Ethics lunches and hospital mental health grand rounds."

SOCIAL WORK STUDENT

Both formal (lunches, blocked timeslots) and informal (cafeteria, on the wards) to work interprofessionally. Especially appreciated opportunity to shadow SLP and Spiritual care. Emphasis was strongly on learning and main preceptor frequently asked and reflected with me on whether learning goals were achieved, any new goals. Welcoming, non-intimidating from all staff. Non-physician staff were incredibly welcoming to last minute shadowing and highlighted discipline relevant learning points.

CDA STUDENT

Mount Sinai Hospital - PAIR and SHARE

Organizing Committee Chairs:

Lucy Perruzza and Lisa Satterthwaite

On February 3, 2016 Mount Sinai Hospital hosted our 3rd annual "Pairing & Sharing: Interprofessional Collaboration Showcase." Hundreds of staff, patients, students & individuals within the Mount Sinai Hospital community were given the opportunity to learn how various teams, departments and disciplines collaborate within and outside the hospital.

With their passport of knowledge in-hand, participants were invited to "travel" to each display booth and engage themselves in interactive activities and learning experiences. The event held to its true form of being a huge success and took place during a time that couldn't be more reflective of collaboration and teamwork with the amalgamation of Bridgepoint, Circle of Care and the launch of Sinai Health System.



Applied Health Sciences

The Michener Institute recently merged with UHN to become the Michener Institute for Education at UHN and is Canada's only post-secondary institution devoted exclusively to applied health science education, providing a critical function in the healthcare system for the education of current and future applied health professionals. Michener has valued its long-standing partnership with Mount Sinai Hospital in the clinical education of students enrolled in full time, part time and continuing education programs. The hands-on experience provided by Mount Sinai clinicians builds on the theoretic, practical and simulation-based learning that students acquire at Michener and enhances our students' discipline-specific skills, provides opportunities for interprofessional collaboration, builds professional competencies, and further develops confidence and communication skills. Michener is proud of its relationship with Mount Sinai and grateful for the on-going support provided to our students and academic programs.

Names of Education Leads

Anesthesia Assistant	Dr. Eric Goldschmidt
Diagnostic Cytology	Badry Kashefi
Genetics Technology	Agnes Wozniarski (Cytogenetics) & Denise Yee (Molecular Genetics)
Medical Laboratory Sciences	Brian Chow
Nuclear Medicine	Harinder Grewal
Radiological Technology	Sharon Wilson
Respiratory Therapy	Michelle Baczynski (Neonatology)
Ultrasound	Carlos Arrazola

LEARNING INDICATORS

LEARNER PLACEMENTS	<ul style="list-style-type: none">Totaling 295 clinical weeks, in Anesthesia Assistant, Diagnostic Cytology, Genetics Technology, Medical Laboratory Sciences, Nuclear Medicine, Radiological Technology, Respiratory Therapy and Ultrasound: 30
NUMBER OF STAFF WITH ACADEMIC APPOINTMENTS	<ul style="list-style-type: none">Mount Sinai Staff Michener status appointments as Clinical Coordinators or Clinical Educators: 37

Teaching Awards

Excellence in Clinical Teaching & Supervision Award presented to Michelle Baczynski, Clinical Coordinator in Neonatology.

What Our Learners Had to Say

From Medical Laboratory Science Learners:

“As a student, not only did I feel prepared by this rotation, but more importantly I felt as if the team was prepared for me. I truly felt that my preceptor cared for me and my learning experience. I couldn’t say enough good things on her organization and preparedness and how this helped me to excel in my placement here.”

“Everyone is quick to help each other and to help students. They have the patience to deal with students and this definitely helped me to feel very comfortable.”

“I would recommend this lab to anyone who has the opportunity to go here.”

From Respiratory Therapy Learners:

“This placement was my favorite one of the entire year. The RT staff went out of their way to make all the students feel welcome.”

“My rotation at Mount Sinai allowed me to have adequate hands on time and also participate in case studies. Both of these enhanced my knowledge and strengthened my confidence in approaching the respiratory needs of neonates. Everyone including the MDs and nurses were welcoming and understanding.”



Nadia Sandor,
Education Lead

Bill Wilson,
Interim Director

Audiology

The practice of audiology is the assessment of auditory function and the treatment and prevention of auditory dysfunction to develop, maintain, rehabilitate or augment auditory and communicative functions. Audiologists are concerned with the prevention, identification, assessment, treatment and (re)habilitation of hearing difficulties in children and adults.

The Learning Experience

At Mount Sinai Hospital, we provide clinical education placements for graduate students in audiology and speech language pathology. The audiology placements are usually full-time, lasting 6 to 8 weeks. Speech language pathology students gain exposure to and hands-on experience in audiology through shorter placements. Our staff also provides education for medical clerks and Otolaryngology residents.

Students are accepted from Western University, University of Toronto, Dalhousie University and the University of British Columbia.

We also participate annually in the University of Toronto Summer Mentorship Program, Association for the Advancement of Blacks in Health Sciences.

Communication Disorders Assistant students from Durham College were provided with job-shadowing experiences.

Kayla Edison and Jill Witte, staff audiologists, participated in Kids2Hear project where medical students are trained to perform otoscopy and hearing screenings on school children.

Highlights from the last year

Audiologist Jill Witte and nurse Gayle Chown presented a talk titled "Beyond the Referral" in April 2015. Learners were screeners in the Infant Hearing Program from Toronto and the surrounding areas. The topic addressed the issue of how to ensure proper conditions for testing so that one can have confidence in the hearing screening results. The talk also reviewed recommended communication with parents in order to enhance follow-up with diagnostic Auditory Brainstem Response testing for those babies who refer on the screening test. Information on the risk factors relating to delayed onset or progressive hearing loss was discussed.

Dana Parker, staff audiologist, was involved in special projects as part of Peer Assessment at the College of Audiologists and Speech Language Pathologists of Ontario.

As part of her role as diagnostic trainer in Auditory Brainstem Response-Based Assessment, audiologist Jill Witte conducted a three day training seminar in November 2015 on behalf of the Ministry of Children and Youth Services. Mount Sinai Hospital is one of the two Designated Training Centres for Diagnostic Auditory Brainstem Response Audiometry for the Infant Hearing Program of Ontario.

Looking Forward

Implementing Oto-Sim as a learning tool for otoscopy for all audiology students.

Incorporating tablets as a teaching tool for patients and students.

LEARNING INDICATORS

Number of learners: In the 2014–2015 timeframe our department provided audiology practicum experiences for 3 audiology graduate students; 4 speech language pathology graduate students and teaching for 4 PGY2 otolaryngology residents.

NUMBER OF LEARNERS	▪ Learners total/annum: 16
LEARNER SATISFACTION SCORES	▪ Overall satisfaction score 10 (Excellent)
NUMBER OF PRECEPTORS	▪ Staff members: 9
WORKSHOPS AND PROGRAMS	▪ Staff members participating: 10
NUMBER OF STAFF WITH ACADEMIC APPOINTMENTS OR SPECIAL EDUCATIONAL CERTIFICATION	▪ Staff members who have academic appointments: 6



What Our Learners Had to Say

“I believe that I received exemplary supervision and access to a complex patient caseload that I would not have had access to elsewhere.”

AUDIOLOGY STUDENT

“Very happy with my placement.”

AUDIOLOGY STUDENT

“Many wonderful and diverse learning opportunities!”

AUDIOLOGY STUDENT

Chiropractic

At Mount Sinai Hospital the Chiropractic Program is housed 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 goal of the clinic is not only to provide pain relief but also to educate patients on life-long self-management strategies to minimize risk of spine-related disability. We are currently conducting clinical trials at our clinic evaluating several non-operative treatments for lumbar spinal stenosis. Our learners have the opportunity to participate in our clinics and engage in our research studies where they learn how to conduct clinic research in spine care.

The Learning Experience

The Chiropractic Program at Mount Sinai Hospital provides clinical educational placements for chiropractic and family practice medical residents. Chiropractic residents' placements are for 3 months where learners refine their clinical skills under the supervision and mentorship of Dr. Ammendolia. As part of their placement they participate in our research program. They also have the opportunity to conduct their own research at our clinic as part their educational requirements. During their 3 months stay chiropractic residents participate in clinical rounds and have the opportunity to observe and engage in various other clinics at Mount Sinai Hospital including, Neurology, The Wasser Pain Management Clinic, Scleroderma, Vasculitis, Orthopedics, Lupus, General Rheumatology and participate in the Interprofessional Education Program. The Family practice residents spend 3-4 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 the principal and practice of chiropractic and when to refer a patient to a chiropractor. In addition to residents, chiropractic and medical interns and undergraduates are regular learners at our clinics.

LEARNING INDICATORS

NUMBER OF LEARNERS 2015	<ul style="list-style-type: none">Medical undergraduates: 2Chiropractic Residents: 4Family Practice Residents: 13Chiropractic Interns: 3Chiropractic Undergraduates: 9
AFFILIATIONS	<ul style="list-style-type: none">The Canadian Memorial Chiropractic College

Highlights from the last year

Dr. Ngai Chow a chiropractic resident in our program participated in research project that won A Best Paper Award (\$1000US). Ammendolia C and Chow N. Effectiveness of the Boot Camp Program for Degenerative Lumbar Spinal Stenosis: A retrospective study. Invited Presentation at the American Chiropractic Colleges Research Conference,

In November 2015 Dr.Ammendolia won the Chiropractor of the Year Award from the Ontario Chiropractic Association, Ontario, Canada. This is most prestigious award given annually to a chiropractor in Ontario who has made outstanding contributions and significant impact on the chiropractic profession.

Ammendolia C and Lillyann Goldstein (Patient). New Research on Spinal Stenosis, Canada AM, CTV, Television interview with Beverly Thomson, April 21, 2015.

Dr. Ammendolia participates in ECHO Ontario Chronic Pain and Opioid Stewardship funded by the Ontario Government. He is part of a team that meets weekly to mentor Ontario family doctors and other health care providers on the management of chronic pain.

What Our Learners Had to Say

“The experience I obtained from working along side Dr. Ammendolia has been invaluable. Dr. Ammendolia is an excellent mentor and professional leader. During my time with Dr. Ammendolia, I received extensive training in the assessment and management for neurogenic claudication secondary to lumbar spinal stenosis. In addition, I had the privilege of observing various other specialists at Mount Sinai, which positively added to the learning experience.”

“There is a strong component of patient education that Dr. Ammendolia demonstrates throughout his patient interaction. His goals are to teach and empower the patient to manage their condition self-sufficiently. Regardless of the patient’s age, social status, or causes for their complaints, each patient is empowered to be active participants in their own care.”

Looking Forward

Dr. Ammendolia has submitted a CIHR grant that proposes to revolutionize how we manage non-operative spinal conditions using Learning Health Systems. This proposed SpineCareSystem

will use technology including Electronic Medical Records (EMR) to provide point-of-care personalized and best evidence spine care for our patients.

Scholarly activities of staff related to education

Grants, education research, presentations

Dr Ammendolia conducts educational workshops on the non operative management of degenerative lumbar spinal stenosis

1. **Ammendolia C.** Boot Camp Program for Lumbar Spinal Stenosis Workshop. ChiroSuisse, Continuing Education Convention. Crans Montana Switzerland September 10th-13th 2015
2. **Ammendolia C.** Boot Camp Program for Lumbar Spinal Stenosis Workshop. Spine Centre and University of Southern Denmark, Odense Denmark. September 8th, 2015
3. **Ammendolia C.** Boot Camp Program for Lumbar Spinal Stenosis Workshop. Newfoundland and Labrador Chiropractor Association Annual Convention. St John’s Newfoundland, Canada June 9-12, 2015.
4. **Ammendolia C.** Back Pain Management Guidelines, Rehabilitation Education Day, Canadian Chiropractic Speciality College of Physical & Occupational Rehabilitation, Toronto, Ontario, November 21st, 2015
5. **Ammendolia C.** Workshop on the Boot Camp Program for Lumbar Spinal Stenosis. British Columbia Chiropractic Association Annual Convention, Victoria, British Columbia, November 8th, 2015
6. **Ammendolia C.** Integrated Chiropractic Education at Mount Sinai Hospital in Toronto. Invited Presentation at the World Federation of Chiropractic Educational Conference, October 29 to November 2nd 2014, Miami, Florida USA

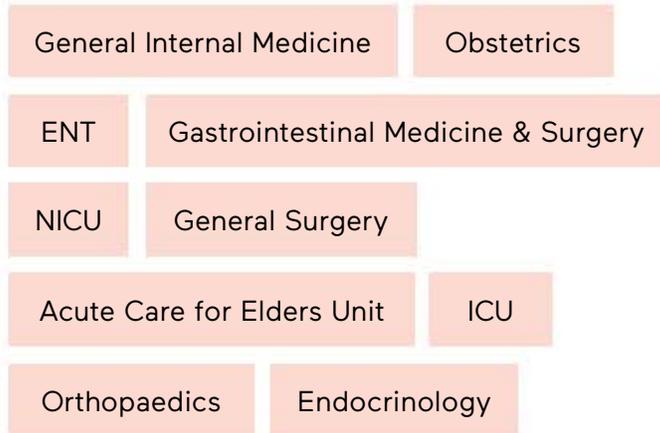
Book Chapters

1. Back Pain and Regional Disorders. **Carlo Ammendolia and Danielle Southerst.** In The Oxford Textbook of Medicine. Oxford of Medicine Online. Oxford University Press, accepted 2015.



Clinical Nutrition

Clinical dietitians work across teams at Mount Sinai Hospital. Dietitians are experts in nutrition and are regulated by the College of Dietitians of Ontario. The clinical team at Mount Sinai Hospital includes 10 clinical dietitians and two diet technicians. Clinical dietitians play significant roles within the following key areas at Mount Sinai Hospital:



The Learning Experience

For the academic year 2014-2015

11 preceptors participated in the providing **11** clinical rotations throughout the hospital, providing both in-patient and out-patient clinical nutrition internship education experiences.

Looking Forward

For the academic year 2015-2016 we will continue to educate Aramark interns we will also be offering internships to Ryerson University dietetic interns. We will also be accepting dietetic interns for the Hospital for Sick Children. Mount Sinai Hospital continues to be dedicated to providing challenging internship experiences and preceptors with excellence in their skills and knowledge. We continue to support and encourage Interprofessional Education learning experiences through the programing offered at the Cooper Centre.

LEARNING INDICATORS

NUMBER OF LEARNERS	▪ 7 postgraduate dietetic Interns
NUMBER OF PRECEPTORS	▪ 11 staff dieticians
AFFILIATION AGREEMENTS	▪ Aramark

Dentistry

Dr. Howard Tenenbaum, Dentist-in-Chief

Dr. Amir Azarpazhooh, Head, Research

Dr. Amir Azarpazhooh & Dr. Andrew Moncarz,
Co-Directors, Endodontics

Dr. Brian Rittenberg,
Head, Oral & Maxillofacial Surgery

Dr. Mary-Ellen Cascone & Dr. Maria Colaiacovo,
Co-Directors, Hospital Dental Residency Program

Dr. Bruce Freeman, Director of Development

Dr. Michael Goldberg,
Head, Periodontology and Temporomandibular Joint Pain
Disorders

Dr. Iona Leong,
Head, Oral Pathology and Oral Medicine

Dr. David Mock, Liaison, Wasser Pain Management Centre

Drs. Michael Sigal,
Head, Persons with Special Needs and Medically Compromised

Our Department of Dentistry is the most academically active hospital based dental program in the University of Toronto affiliated teaching hospitals. The purpose of the department is to provide required oral/dental care to individuals who are medically compromised and/or have special needs and as a result cannot access dental care in the community. The program also provides specialized tertiary and quaternary level of care in oral and maxillofacial surgery, oral pathology and oral medicine and temporomandibular/facial pain disorders. The program offers the only hospital based dental emergency service in the downtown core for major space infections and severe oral facial trauma. The Department provides training for ENT and Plastic Surgery Residents from the University of Toronto, Faculty of Medicine and Dental Hygienists and Dental Assistants from George Brown College.

The Learning Experience

The Department Provides both Undergraduate, Postgraduate and Graduate training for University of Toronto, Faculty of Dentistry.

LEARNING INDICATORS

NUMBER OF LEARNERS

Undergraduate Dental Students:

- 3rd year: One week rotation for overview of hospital based dentistry: 45
- 4th year: Each student receives five half day clinical rotations in the care of persons with disabilities: 96

Hospital Dental Residents:

- Residents complete a one year postgraduate program to develop skills in dental care in a hospital setting: 6

Graduate Program in Oral and Maxillofacial Surgery:

- Residents complete a four year program with the Mount Sinai Dental Clinic as their primary clinical training site and clinical home for the program: 10

Graduate Program in Oral Pathology and Oral Medicine:

- Residents, complete a four year program with Mount Sinai dental clinic being their primary clinical training site: 3

Graduate Program in Periodontology:

- Residents have clinical training in oral pathology and atypical facial pain: 3

Graduate Program in Pediatric Dentistry:

- Residents on rotation dental care for persons with disabilities: 8

Medicine learners:

- 4 residents from Plastic Surgery and 8 residents from Otolaryngology spend a rotation in Oral and Maxillofacial Surgery

Other health professional learners:

- Dental hygiene students and dental assisting students from George Brown College also have placements in the dental clinic

Human Rights and Health Equity

Through education and training, our goal is to ensure that we achieve lasting impact from our human rights and equity efforts. To become a leader in human rights and health equity in health care and in our community, learners acquire the information and knowledge to support patients, families and staff throughout their experience at Mount Sinai in a manner that is respectful and free from harassment and discrimination and promotes equity.

The Learning Experience

Our office regularly sponsors educational events to celebrate the diversity of our Hospital community. These events include lunch & learn sessions featuring expert panels, educational videos, and lively discussions on a variety of topics related to health care and human rights. Lobby displays, posters, movie nights, special lunches in the cafeteria, and other educational outreach initiatives are regularly offered to reach a broader audience within the Hospital.

Examples of this past year events included: Welcoming Refugees into Our Health Care System; National Day of Remembrance of Violence Against Women's panel discussion Caring for Patients and Each other when there's Domestic Violence, ReVisioning Disability in Healthcare a multi-media experience to commemorate International Day of Persons with Disabilities, Acupuncture for Stress Management a workshop for part of our Lunar New Year celebrations, Black History Month, Pride Information Booth and Social Gathering, a table display for National Aboriginal Day and Holocaust Education.

We provided training to hospital physicians on workplace harassment, violence and domestic violence and led Caring for patients and each other when there's abuse or domestic violence together with colleagues in Social Work and Nursing for Patient Services Education Days. We organized two symposia on patient demographic data collection and use – Measuring Health Equity in TC LHIN CHCs and for hospitals How to Collect and Use Demographic Data with Care.

We offer additional workshops for staff including: Accommodation and Disability Management and Are you an Ally? Customized sessions including huddles are delivered upon request on topics such as sexual harassment, human rights responsibilities, gender identity, and addressing disrespectful behaviour.

Our staff are available to consult with any member of the Hospital community on issues or questions related to human rights.

Looking Forward

- Future symposia to share best practices around demographic data collection and use
- Contributing to equity education at U of T Faculty of Medicine
- Training on harassment and violence prevention and domestic violence for LTRI
- Leading Equity training for all Sinai Health System leaders
- Bill 132 training
- New LMS
- Measuring Equity Symposia
- Panel discussion on Caring for patients and each other when there's domestic violence
- Are you an ALLY? display at Pairing and Sharing event.
- Lunar New Year Lunch & Learn on Acupuncture for Stress Management a workshop
- Black History Month Lunch & Learn on XX and an event on Reggaerobics
- ReVisioning Disability in Healthcare a multi-media experience to commemorate International Day of Persons with Disabilities
- Pride information booth and social gathering
- Conflict Resolution for Resource Nurses
- Welcoming Refugees into our Health Care System



LEARNING INDICATORS

NUMBER OF LEARNERS

- More than 1700 employees, volunteers and physicians gained knowledge on a number of topics related to human rights and health equity

LEARNER SATISFACTION

- Participants positively ranked their learning experience at either 4 or 5 on a five-point scale

Organizational Development

To support the Sinai Health System in delivering on its mission to deliver exceptional care in hospital, community, and home our overall People Strategy is supported by Organizational Development. The focus, especially in these times of change in both healthcare and to the Sinai Health System is to build strong leaders, enhance skills and increase personal effectiveness at all levels of the organization.

Organizational Development (OD) works with all business areas to provide various learning opportunities at no cost to employees. We support a 24-7 operation through the promotion of various policies and programs that provide many access options for employees to learn. OD designs and implements focus groups, seminars, workshops, learning forums, coaching and consultations. With an eye to emerging global demands on hospital workers, we build transformational leaders by enhancing current and future staff and leader competency.

The various learning programs are driven by the educational needs identified across the organization. Workshops include multidisciplinary members from across the Hospital. Learners are provided with an environment to network and share experiences that relate to course content. As a result, they discover new approaches to dealing with workplace challenges and connect with colleagues outside of their discipline.

The Learning Experience

We believe that everyone is a full partner in their own learning and career development. Our employees have the opportunity to lead regardless of their role or function and are competent, confident and empowered to make decisions, take action, and support others. All employees create professional development plans that are based on completing an electronic performance review. Each plan is linked to Sinai's competencies and corporate objectives, and determines individual learning needs to guide personal growth.

Sinai's Service with HEART: Our service excellence program has reached more than 2000 staff. Designed to enhance our strategic plan, this program now supports all newly-hired staff to deliver the highest level of patient service and satisfaction. The program also supports our Vision, Mission and Declaration of Patient Values.

Service with HEART Participants feedback includes:

"The values learned in this session can be used in any circumstance—from work to everyday life" and "It helped me to understand the steps needed to improve patient experience."

We believe that everyone is a full partner in their own learning and career development. Our employees have the opportunity to lead regardless of their role or function and are competent, confident and empowered to make decisions, take action, and support others. All employees create professional development plans that are based on completing an electronic performance review. Each plan is linked to Sinai's competencies and corporate objectives, and determines individual learning needs to guide personal growth.

Sinai's Service with HEART: Our service excellence program has reached more than 2000 staff. Designed to enhance our strategic plan, this program now supports all newly-hired staff to deliver the highest level of patient service and satisfaction. The program also supports our Vision, Mission and Declaration of Patient Values.

Development Certificates: In 2015 we delivered several learning certificate programs to support the development of our people. These programs were offered to support our internal leadership pipeline, which is vital to Sinai's future. Completion of the Development Certificates not only recognized employee accomplishments, but played a critical role in embracing our teaching and learning culture that ultimately transforms the way we function as an organization and how we care for our patients.

The *Management Development* program provided practical programs in support of our current leaders. Today, we have developed an internal framework to guide the development of our leaders with an emphasis on their change leadership capacity and their ability to ensure psychological safety and emotional wellbeing while guiding their staff through the many changes we are seeing throughout the Sinai Health System integration and transformation.

The Employee Development program provided learning in leadership and personal effectiveness for employees who were identified as having strong leadership potential. The Administrative Development Program provided learning in leadership and personal effectiveness for all administrative employees.

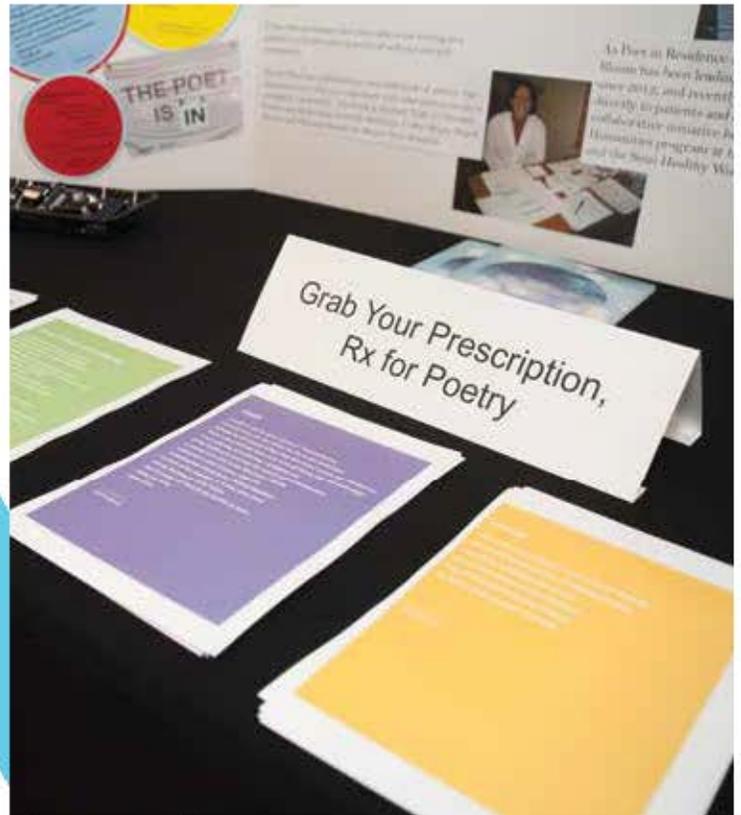
Change Management Competency Development OD has created an innovative Change Toolkit for project leaders as well as for leaders who will implement change at the unit level. Additionally, workshops have been designed and delivered by senior OD staff in support of employees at all levels who are experiencing job, program, and team changes.

Looking Forward

Continue to enhance our change management strategies, techniques and tools to create a nimble and resilient organization at all levels.

Developing new mentorship and coaching opportunities for both emerging and executive leaders.

MBA Student Internships: We pride ourselves on our commitment to sharing our knowledge and offering students and soon to be graduates with high-caliber work-learning opportunities. Our popular and highly respected summer MBA student internship program provides students from Canada's top business schools with an opportunity to work directly alongside our President and CEO, and members of our Senior Management Team. Students hired in this program have consistently evaluated the program as high-caliber which provides them with access to key decision-making processes at an executive level. In 2015, four MBA students worked on key strategic projects such as an inpatient sleep protocol, development of a hospitalist service at Sinai Health System, data quality and knowledge management framework in the era of Health Services Funding Reform, etc.



Introduction of integrated Sinai Health System new hire and new leader onboarding programs that will help elevate their seamless introduction to their role at the organization.

Integrate Talent Management, Recognition and Team Development, and other Organizational Development programs and services across the Sinai Health System.

Grants and Bursaries

To ensure lifelong learning, all regular full-time and part-time employees are eligible to apply for educational assistance and reimbursement (up to \$5,000) for courses leading to a degree, diploma or certificate.

Employees are also eligible for educational bursaries. The Hospital offers various financial aids ranging from \$1,000 to \$2,500 to encourage learning in recognition of outstanding contributions and demonstration of the Hospital's values in the performance of daily work.



LEARNING INDICATORS

NUMBER OF LEARNERS

- Graduates from 3 Development Certificates (ADC, EDC and MDC): 43
- Participants attended classes in the ADC, EDC and MDC: 550
- Employees, physicians and volunteers have participated in Service with HEART: 2,046

LEARNER SATISFACTION SCORES

- 88% of participants rated the leadership training as Very Good or Outstanding
- Our 2014 employee engagement survey results show that 68.9% of employees respond favorably to the question "rate opportunity to receive education/training" which exceeds our peer group score of 61.8%
- 95% of Service with HEART participants noted that they were extremely comfortable demonstrating expected service behavior

Pharmacy

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 staff who collaborate to ensure excellence in medication management, education and research. Our staff of dedicated pharmacists, pharmacy technicians and administrative support staff exemplify Sinai Health System's values of person-centred care, collaboration, innovation, accountability, equity and excellence.

The Learning Experience

The Department of Pharmacy Services supports pharmacists and pharmacy technicians in their role as educators and fosters 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 in order to provide quality experiential education to our future generation of health-care practitioners. We value the patient-care and operational contributions of our pharmacy learners. 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 of Pharmacy Services fosters a culture of high performance and service excellence which supports Sinai Health System's vision of "being Canada's leading integrated health system, pushing the boundaries to realize the best health and care from healthy beginnings to healthy aging for people with specialized and complex care needs".

Division Profile

40	Pharmacists
2	Pharmacy Residents
38	Pharmacy Technicians
2	Administration
2	Administrative support staff



LEARNING INDICATORS

NUMBER OF LEARNERS	<ul style="list-style-type: none"> Pharmacy residents: 5 Pharmacy student rotations: 49 Research rotations: 8 Pharmacy co-op students: 4 Pharmacy technician students: 2
UNIVERSITY/ COLLEGE AFFILIATIONS	<ul style="list-style-type: none"> University of Toronto University of Waterloo CAMH Pharmacy Residency Program Windsor Hospital Pharmacy Residency Program Lambton College Niagara College Centennial College
NUMBER OF STAFF WITH ACADEMIC APPOINTMENTS OR SPECIAL EDUCATIONAL CERTIFICATION	<ul style="list-style-type: none"> Academic Appointment - University of Toronto: 5

NUMBER OF PRECEPTORS: 21	<ul style="list-style-type: none"> Master's degree: 4 Doctorate of Pharmacy degree (PharmD): 14 Certified Health Coach: 1 ACPR: 15 ACLS: 6 CGP: 1 FDM: 1 FCCP: 1 FCCM: 1 FCSHP: 1
NUMBER OF STAFF PARTICIPATING IN WORKSHOPS AND PROGRAMS	<ul style="list-style-type: none"> Academic program participation (e.g. lecturer, course coordinator, facilitator etc.): 9 Internal/External Workshops/ Programs/ Conferences (e.g. speaker, organizer, poster presentation etc.): 10 Peer reviewers for journals: 9 (20 reviews completed)

Looking Forward

Our goals for the next year are:

- Engage in strategic planning and visioning for the Pharmacy Residency Program
- Explore the feasibility of offering a Year 2 Pharmacy Residency program
- Collaborate with our academic partners to consider implementing a longitudinal early and advanced practice (EPE-APPE) rotation experience for pharmacy students
- Develop and implement professional development initiatives to advance the Department of Pharmacy Services strategic priority of achieving the highest standard as pharmacy professionals

What Learners Had to Say

"A pharmacy residency at Mount Sinai Hospital is an opportunity to train with exceptional preceptors and leaders in hospital pharmacy practice. Through education and collaboration with interdisciplinary teams in several areas of care, I can optimize patient medication outcomes and enhance my professional competency."

Highlights from the last year

- Awarded Pharmacy Residency Program accreditation through the Canadian Pharmacy Residency Board (2016)
- Finalized the Pharmacy Residency Program Quality Improvement process
- Developed and implemented a pharmacy technician education program to support this group's preparation for registration.
- Pharmacy Technician group successfully completed Ontario College of Pharmacists registration requirements
- Established a summer research rotation with the School of Graduate Studies.
- Optimized the role of pharmacy students to support medication reconciliation
- Participated in drafting of national guidelines on the withdrawal of life support
- Membership established on the International Disaster Committee
- Expert panel member for IV infusions
- Piloted a program that allows early practice experience pharmacy students (EPE) to gain experience in both the operational and clinical aspects of pharmacy practice.
- Completed two pharmacy residency projects.
- Numerous presentations at local, national and international conferences.

Rehabilitation

The Department of Rehabilitation includes Occupational Therapists, Physiotherapists, Speech-Language Pathologists and Occupational Therapy/Physiotherapy Assistants (OTA/PTA). Occupational Therapists, Physiotherapists and Speech-Language Pathologists are regulated health-care professionals who provide assessments and interventions to patients with functional, cognitive, mobility, communication and swallowing issues. As integral members of the interprofessional team, they ensure that a patient's functional status is assessed, treatment is provided to maximize function and to ensure safety, and discharge is timely and appropriate. Staff members in the Department of Rehabilitation play significant roles within the following key clinical areas at Mount Sinai Hospital:

Cardiology

Emergency Department

ENT

Gastrointestinal Surgery

General Medicine

General Surgery

Geriatrics

ICU

Orthopaedics

The Learning Experience

The Rehabilitation Department provides learning opportunities to students from the University of Toronto and Humber College. All staff members demonstrate educational involvement by offering student placements for their respective professions, 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 medical students and to internationally trained clinicians to enhance interprofessional knowledge.



Looking Forward

The Department of Rehabilitation continues to strive to provide the best patient care by utilizing evidence-based practice and to provide an excellent learning environment for our learners by encouraging an interprofessional and collaborative approach to healthcare.

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 and Humber College.
2. To continue to encourage and support Interprofessional Education learning experiences for our students through the Cooper Centre.

Katherine McQuaid-Bascon,
Interim Manager of Respiratory Therapy

John Traill,
RT Clinical Instructor for ICU, ER, Wards, OR

Sandy Sculac,
RT Clinical Instructor, Women's and Infants' Health

Respiratory Therapy and the Anaesthesia Assistants Program

Registered Respiratory Therapists (RRTs) are members of interprofessional teams in all areas of the hospital and have specialized skills in 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 COPD clinic and the Heart Failure Clinic.

The department has eight Certified Respiratory Educators who work in our clinic and with patients on the wards to help manage their diseases as well as eight CPR instructors certified by the Heart and Stroke Foundation

of Canada who teach CPR to expecting mothers and support people. Our Anaesthesia Assistants (AAs) are a specialized group of RRTs, highly regarded externally, who are trained to provide sedation and assist anesthesiologists in providing direct care to patients throughout the hospital and at the Kensington Eye Clinic.

RRTs work collaboratively to determine plans for airway management and ventilation strategies and are part of the Acute Resuscitation Team and the ACCESS Team which assesses critically ill patients on the ward, alongside an RN and a physician. We conduct multidisciplinary teaching rounds as they relate to RT specific roles.

The Learning Experience

We support Education Days for the staff of our department and have a dedicated educator for Women's and Infants' Health. We rely on staff engagement to champion learning within our department.

We provide educational opportunities for training of RT students from The Michener Institute of Applied Health Sciences and Conestoga College. There are also many opportunities provided for informal job shadowing for other health professional learners.

We are involved in teaching medical residents and provide additional on the job professional development for staff RRTs who require acquisition of additional specialized skills. As a group we are enthusiastic about constantly revisit our practice in an effort to enhance patient care.



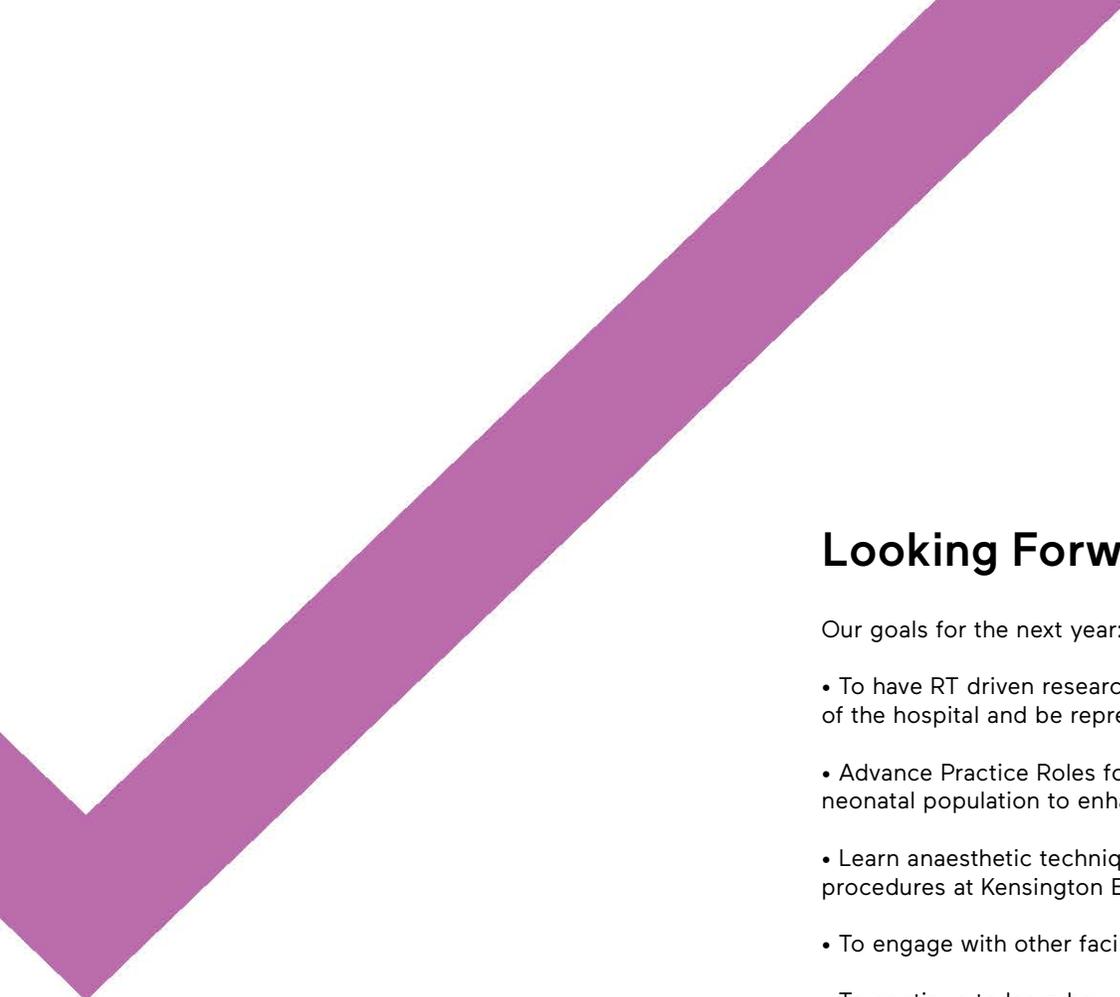
Specific educational activities include:

- “Bring your child to work day”.
- Orientation training for other disciplines within the hospital.
- Training using simulation for NICU staff and in SimSinai Centre.
- Teaching CPR to parents, the public and hospital staff.
- We contribute to respiratory rounds and information sessions for health-care professionals, colleagues and caregivers.
- Championing and assisting with NRP training to the entire Women’s and Infants’ Program.
- We teach at Ryerson and U of T for the Midwife programs with respect to Neonatal Ventilation.
- ACLS, BCLS, and NRP instructors who help to train all disciplines (RRT, RN, MD) in SimSinai Centre.
- RN education sessions on the new code blue policy
- Education sessions for New OR RNS on anaesthesia.
- Smoking cessation, COPD and Asthma management education to patients and family members.
- Involvement in the Family Integrated Care Program teaching parents about respiratory support equipment.
- Respiratory assessment and management teaching for George Brown College Nursing students.
- EZ-IO teaching to the ICU Residents on a monthly basis.
- Hands on ventilation teaching to the ICU and ED Residents on a monthly basis.
- Code Blue Team Debriefing leads.
- Elective rotations by international fellows with the NICU RRTs.
- Teaching hemodynamics & airway management for residents of all disciplines in the SimSinai Centre.

Highlights from the last year

- Seven staff completed the Asthma/COPD Educator Program and are now Certified Respiratory Educators.
- 10 of our ICU Core RRTs became trained in debriefing skills in order to lead the hospital wide Code Blue Team facilitated reviews — an annual project by the Acute Resuscitation Committee.
- RRT presentations at National Medical Conferences.
- We have annual awards for NICU and ICU staff recognizing their contribution to education and mentorship. The winners are nominated by RT students and fellow team members.





Looking Forward

Our goals for the next year:

- To have RT driven research in all areas of the hospital and be represented at all the major conferences.
- Advance Practice Roles for RRTs — one for adult and one for neonatal population to enhance staff education opportunities.
- Learn anaesthetic techniques required for retinal and corneal procedures at Kensington Eye Institute.
- To engage with other facilities on an international scale.
- To continue to learn how to provide the most current and supportive respiratory care to our patients.

LEARNING INDICATORS

NUMBER OF LEARNERS	<ul style="list-style-type: none">▪ RT students in their clinical year (3rd year): 3 - 4/year▪ Students (8 from Conestoga, 8 from Michener): 16
NUMBER OF STAFF PARTICIPATING IN WORKSHOPS AND PROGRAMS	<ul style="list-style-type: none">▪ All the staff participate in hospital education days and apply for external funding to attend conferences and workshops.
NUMBER OF PRECEPTORS	<ul style="list-style-type: none">▪ All staff play a role in teaching. There are 2 formal preceptors.
NUMBER OUT OF TOTAL — THOSE WITH ACADEMIC APPOINTMENTS OR SPECIAL EDUCATIONAL CERTIFICATION	<ul style="list-style-type: none">▪ Several staff teach labs and courses at the Michener. Staff on the advisory committee for Thompson Rivers, Michener and Conestoga.

What Learners Had to Say

“The NICU at Mt. Sinai is amazing and like no other experience I had during clinical. It is an amazing learning experience. If you never felt that ventilation was your thing, this rotation makes everything make sense.”

Social Work

Social Workers conduct psychosocial assessments which provide information and guidance for the service team in terms of appropriate treatment planning. Social Workers also provide individual, couple and family counselling, and lend expertise in the areas of child protection, domestic violence, bereavement, mental health, discharge planning, community resources, reproductive medicine and systemic intervention. Social Workers have intrinsic practice principals which promote teamwork and respect of interprofessional roles and functions, as well as integrating the patient voice into their own care. The goal is always to provide excellence in the patient and family experience, including planning for on-going patient and family care in the post-acute environment.

The Learning Experience

The Social Work department offers Master of Social Work internships to advanced standing or BSW graduates at the University of Toronto.

- In 2016, an affiliation agreement between Mount Sinai Hospital and Ryerson University was finalized. This would provide enhanced learning opportunities for students enrolled in the Internationally Educated Social Work Professionals (IESW) program.
- Social Work and other interprofessional students from U of T are provided with shadowing opportunities with Social Workers on any patient service area in the hospital or ambulatory clinics.
- Students participate in Interprofessional Education modules in Obstetrics, General Internal Medicine and Psychiatry.
- Social Work staff co-facilitate some of the IPE modules.
- Annually, Year One MSW students participate in a site visit at Mount Sinai Hospital which allows them to observe social workers in direct practice with patients, families and inter-professional team members.
- Social Workers in the department develop and instruct practice related seminars to MSW students annually as part of an Academic Teaching Centre initiative with TRI, UHN and Women's College Hospital
- Social Work staff lead patient psycho-educational and support groups in the areas of Sarcoma, IBD, High Risk Antenatal Pregnancy, NICU parent group, Psychiatry and Geriatrics.
- Presently we have an affiliation agreement with the University of Toronto and Ryerson University. We are consistently approached by local, provincial and international faculties of Social Work for internship opportunities.



LEARNING INDICATORS

NUMBER OF LEARNERS	<ul style="list-style-type: none"> Learners per annum: 7-9
NUMBER OF PRECEPTORS	<ul style="list-style-type: none"> The Social Work department also acts as informal preceptors for shadowing and engagement opportunities. Formal preceptors: 10
NUMBER OF LEARNERS WHO CHOSE MOUNT SINAI AS THEIR FIRST CHOICE	<ul style="list-style-type: none"> The majority of students select Mount Sinai as their first choice. There are often multiple students vying for one placement opportunity.

NUMBER OF STAFF PARTICIPATING IN WORKSHOPS AND PROGRAMS	<ul style="list-style-type: none"> Mount Sinai Hospital is a coveted placement site for Social Work students and have more interest than placement opportunities available according to Faculty staff Social Work staff engages in professional education programs based upon their service delivery areas and practice expertise. These programs can include education opportunities for field instructors at U of T and also conferences based locally and internationally.
NUMBER WITH ACADEMIC APPOINTMENTS	<ul style="list-style-type: none"> Adjunct Lecturers: 6

Looking Forward

The Department of Social Work will continue to offer a Simulated Job Interview Opportunity to graduating Year Two students from U of T prior to the end of the academic year. This provides direct exposure to an interprofessional panel of interviewers who provide preparatory feedback to students engaging in professional interviews post-graduation.

The qualitative data collected from the past research project will be analyzed and prepared to be submitted for publication purposes.

What Learners Had to Say

"I just wanted to take a moment and tell you how much I truly appreciated all your support and everything you did to make my time at Mount Sinai truly exceptional."

Regarding simulated interviews:

"The interviews were extremely helpful. I was an Advanced Standing student, with professional work experience. The interviews are of value both for students who have already gone through job interviews and for those who are new to it."

Highlights from the last year

- Two placement opportunities were provided for IESW professionals who will be seeking employment in Canada. The foreign Social Workers were placed in Fractures, Surgery/Oncology. It will be the first time that simulated employment interviews will be offered with a focus on preparing for the Canadian job market.
- A research based article was completed and submitted for publication entitled "Employment Interview Simulation Project: Evaluation and Application to Social Work Field Education". The article highlights Mount Sinai's unique leadership in providing future Social Workers with enhanced discipline specific interview skills.
- Anecdotal evidence continues to support the value and effectiveness of this initiative. Despite the conclusion of the research study, the department of Social Work will continue to offer simulated employment opportunities prior to the end of the Year 2 internship.
- This year the Department has again surpassed the expectations of the affiliation agreement with U of T.

Publications

An Effective Communication Initiative: Using Parents' Experiences to Improve the Delivery of Difficult News in the NICU.

Kristy Macdonell, MSW, RSW, Danielle Omrin, MSW, RSW, Kasia Pytlik, MSW, RSW, Sam Pezzullo, Marianne Bracht, RN, RSCN, Yenge Diambomba, MD, FRCPC. Journal of Neonatal Nursing.

Employment Interview Simulation

Project: Evaluation and Application to Social Work Field Education

Mary-Katherine Lowes, MSW, RSW, Danielle Omrin, MSW, RSW, Joanne Sulman, MSW, RSW, Andrea Moore, MSW, RSW, Jill Pascoe, MSW, RSW, Eileen McKee, MSW, RSW, Sabrina Gaon, MSW, RSW, Field Instructor, Spring 2016

Library Services

The library provides orientation and training to hospital employees. The library conducts literature searches for Hospital staff and students including systematic reviews, as well as providing ready reference, in-depth reference services, document delivery and interlibrary loans. The scope of practice also includes identifying, reviewing and recommending resources to support evidence-based patient care, promoting optimal use of information resources in print and electronic format, and maintaining a Patient and Family Virtual Library webpage on the Mount Sinai Hospital website.



LEARNING INDICATORS

NUMBER OF LEARNERS	<ul style="list-style-type: none">Students: 3
NUMBER OF PRECEPTORS	<ul style="list-style-type: none">Students: 5
NUMBER OF USERS	<ul style="list-style-type: none">Adult education for medical library research
WORKSHOPS AND PROGRAMS	<ul style="list-style-type: none">Staff participating: 5
NUMBER OF STAFF WITH ACADEMIC APPOINTMENTS OR SPECIAL EDUCATIONAL CERTIFICATION/ TOTAL STAFF	<ul style="list-style-type: none">Sandra Kendall is a General Member of the Wilson Centre, University of Toronto: 1

What Learners Had to Say

“Through your teaching, coaching and support I gained valuable experience to future my career in the library field.”

Looking Forward

- Study the evaluation from the learners of Ethiopia's TAAAC-LSP medical library literacy training sessions.
- Amalgamation of Bridgepoint and Mount Sinai library services.
- Launch of Patient Learning Pavilion in May 2016.

Scholarly activities of staff related to education – Grants, education research, presentations

- Academics Without Borders – funding for continuing medical library literacy training in Ethiopia
- University of Toronto Libraries – funding for TAAAC-LSP
- Medical Library Association – Librarians Without Borders (pending)
- Ontario Seniors' Secretariat (pending)
- Funding for printing seniors materials from Dr. Sinha and for developing the Bridge2Health database.
- Ontario Seniors Secretariat (pending)
- Training senior volunteers in the Patient Education Pavilion
- Sandra Kendall has submitted a book chapter "The Toronto Addis Ababa Academic Collaboration Library Science Program: A Case Study in Global Academic Collaboration"
- Going forward we are working on expanding clinical library services for all users of Sinai Health System.

The Learning Experience

- Student volunteer, 2nd year University of Toronto Master of Information program.
- Student volunteer, 1st year University of Toronto Master of Information program.
- Librarian volunteer, graduate of Western University Master of Information program.



Highlights from the last year

- Daphne Horn, senior information specialist, was acknowledged by the authors of "Physician assistants reduce resident workload and improve care in an academic surgical setting" for her assistance with the manuscript. JAAPA. 2016;29(2):41-6.
- Vicky Lynham, information specialist, was cited as co-author on the research protocol "Cooling detection threshold in diabetic sensorimotor polyneuropathy: a systematic review and meta-analysis." Prospero database.
- Sandra Kendall presented at the Cochrane Colloquium in Vienna, Austria. "The Ptolemy Project: knowledge translation and equity in East Africa."
- Sandra Kendall presented at the Cochrane Colloquium in Vienna, Austria. "Train the trainers: Medical library literacy for health professionals in Ethiopia."
- Sandra Kendall and a team of U of T librarians held a one week training session on information retrieval skills in Addis Ababa, Ethiopia.
- Building on the strength of the established Patient and Family Resource Centre at Bridgepoint, we are further refining the Stupp/Cohen Patient Education Pavilion.
- The library had great success offering Bridgepoint users e-resources worth over \$100,000 at no additional cost.
- "Librarianship in Ethiopia" for the book "International Librarianship: Developing a Professional, Intercultural and Educational Leadership", pending publication by SUNY Press.

SimSinai Centre

SimSinai Centre is the home of simulation-based education, research, and patient centered initiatives for Mount Sinai Hospital staff, physicians and learners. Its vision is to lead the way in hospital based activities involving simulation technology. The main priority of the centre is to develop interprofessional simulation-based programs which will ultimately improve patient safety and care at our institution and beyond. SIMSINAI is involved in teaching medical and allied health trainees, contributing to Mount Sinai's academic mission.

Highlights From the Last Year

- SimSinai has been an integral part of many simulations-based educational activities and events over the last year. Its staff, educators and managers continue to support many important Mount Sinai initiatives that improve patient experiences in our organization, and provide unique opportunities for our learners and researchers.
- Ms. Vagia Campbell, RT, a Clinical Lead for the Respiratory Therapy and Anesthesia Assistant program has been training Respiratory Therapists as facilitators for a post-code debriefing program, which became a "customary" procedure after critical events ("codes blue"). She also completed her ACLS Instructor certification and is now actively involved in many educational activities. Her commitment as well as the expertise of Mr. Scott Andrews, a critical care paramedic, Mr. Vince Cheng, RN and Ms. Michelle Cleland, RN, has allow us to benefit from a truly interprofessional expertise and environment.
- Drs. Paul Kobic and Yasmine Mawji have completed Simulation Instructor training at the Mayo Clinic and Harvard, respectively. Dr. Kobic has successfully passed the exam to be certified as a Healthcare Simulation Educator (CHSE) by the Society for Simulation in Health Care, joining our cadre of 4 fully certified instructors making it the largest group of certified instructors among the teaching hospitals.
- Dr. Sev Perelman was re-accredited at the highest level of certification offered by the Society for Simulation in Healthcare- Certified Healthcare Simulation Educator-Advanced (CHSE-A) for the next 3 years.
- SimSinai is pursuing the accreditation process and last year, under the umbrella of Surgical Skill Centre, received accreditation by the American College of Surgeons for a 3-year period.
- SimSinai continues to have a strong international impact. Dr. Sev Perelman became a Vice Chair of the Benchmarking Committee of Hospital Based Simulation Programs Section of Society for Simulation in Healthcare and is working on the largest of its kind, international survey in collaboration with Center for Innovative Learning, Mount Carmel Health System (Columbus, Ohio), Johns Hopkins Medicine Simulation Center (Baltimore, Maryland), and Dartmouth-Hitchcock Medical Center and Geisel School of Medicine (Lebanon, New Hampshire). This is an international collaborative project on simulation centre metrics, which will be presented in 2017 at the International Meeting of the Society in Orlando, Florida.
- On November 22, 2015, Dr. Mrinalini Balki, Dr. Samar Tabl, Dr. Nicholas Barrett and SimSinai's simulation technician, Anna Hrynko, attended the Toronto Interactive Anaesthesia 2015 at the Renaissance Hotel to host the Maternal Cardiac Arrest and Resuscitation Workshop. Mobile SimMan was utilized to preform scenarios and debrief physicians who attended from all over Canada.
- SimSinai's Methods of Procedural Sedation (MAPS) course was developed by Dr. Sev Perelman MD, CCFP(EM), CHSE-A, Dr. Eric You-ten MD, PhD, FRCP(C), Dr. Eric Goldszmidt MD, FRCP(C) (site chief of Anaesthesia), Dr. Randy Wax MD, MEd, FCCM, and Dr. Michael Mitch MD CCFP(EM) and is being recognized as a vital program. They have completed the needs assessment study and will present it at the Canadian Association Emergency Physicians' meeting in Quebec City in June 2016. The next MAPS program will be held on Monday May 2nd 2016.
- Dr. Bjug Borgundvaag, Dr. Shirley Lee and Dr. Sev Perelman have developed an educational program to teach health care providers how to recognize and treat alcohol withdrawal

syndrome. It has been deployed for training an entire nursing staff at the Schwartz-Reisman Emergency Centre at the Sinai Health Systems.

- Our staff and faculty are proud to support Dr. Shirley Lee who is leading a very important initiative by the Ontario Ministry of Health and Long-Term Care, namely: Supplemental Emergency Medicine Experience (SEME).
- SimSinai is closely collaborating with Schwartz-Reisman Emergency Medicine Institute and supports many research activities. Over the last year several projects were presented and published at the local, national and international meetings.
- After 10 years of coordinating the CCFP(EM) fellows Simulation program, Dr. Michael Wansbrough is stepping down and handing the reigns over to Dr. Yasmine Mawji. During Dr. Wansbrough's tenure he and Dr Sev Perelman

created a program of monthly simulation sessions where the emergency fellows developed skills in crisis resource management, critical thinking, procedure skills and how to manage clinically stressful situations. The sessions have been very popular with yearly requests to do more. Some fellows have stated that these sessions were the reason they chose U of T for their fellowship year. Dr. Mawji comes to the program with several years of experience as a faculty member and has trained at Harvard/MIT's Center for Medical Simulation. Dr Wansbrough will continue to support her and be apart of the simulation faculty.

Awards and Achievements 2015

Dr. Shirley Lee was a 2015 recipient of Helen P. Batty Award for Excellence and Achievement in Faculty Development – Innovation in Program Development and Design for Department of Family and Community Medicine INTAPT (Interprofessional Applied Practical Teaching & Learning in the Health Professions) Course, Centre for Faculty Development, Faculty of Medicine, University of Toronto.

Dr. Luke Devine received the July 2014- June 2015 Excellence in Teaching Award for New Faculty, Department of Medicine, Faculty of Medicine, Mount Sinai Hospital/University Health Network, Toronto, Ontario, Canada.

Dr. Luke Devine was a co-investigator in the "Just-in-Time Procedural Simulation Program" at Mount Sinai Hospital, which received the Innovation in Education Award. (July 2014- June 2016).

Dr. Sev Perelman received a citation by the Society for Simulation in Healthcare for his contribution to the Benchmarking Committee of Hospital Based Simulation Programs Section of the society.



2015 Select publications:

Friedman Z, Hayter et al. Power and conflict: the effect of a superior's interpersonal behaviour on trainees' ability to challenge authority during a simulated airway emergency. *Anaesthesia*. Oct 2015; 70(10): 1119-29.

Kong E You-Ten, Catherine Wong, Cristian Arzola, Jessica Cheung, Zeev Friedman, Vsevolod Perelman. "Role of contextualizing a crisis scenario on the performance of a cricothyrotomy procedural task". *Canadian Anaesthesiology Society Journal* (Impact Factor: 2.53). Jul 2015; 62(10).

Luke A Devine, Jeroen Donkers, Ryan Brydges, Vsevolod Perelman, Rodrigo B Cavalcanti, Barry Issenberg. "An Equivalence

Trial Comparing Instructor-Regulated with Directed Self-Regulated Mastery Learning of Advanced Cardiac Life Support Skills". *Simulation in healthcare: journal of the Society for Simulation in Healthcare* (Impact Factor: 1.48). Jul 2015; 10(4).

Manzone J, Tremblay L, You-Ten KE, Desai D, Brydges R. Task-versus ego-oriented feedback delivered as numbers or comments during intubation training. *Med Educ*. Apr 2015; 48(4):430-4

You-Ten KE , Bould MD , Friedman Z , Riem N , Sydor D , Boet S. Cricothyrotomy training increases adherence to the ASA difficult airway algorithm in a simulated crisis: a randomized controlled trial. *Canadian journal of anaesthesia*. 2015; 62(5): 485-94.



Recent Presentations and Special Lectures

Dr. Shirley Lee

- 2015 Feb 4. Invited presenter, Strategies for Effective Implementation of an E-Portfolio, Lessons from a Faculty Development Program Workshop, 12th Asia Pacific Medical Education Conference (APMEC) & 3rd International Conference on Faculty Development in the Health Professions (ICFDHP) conference, Singapore.
- 2015 Feb 6. Invited presenter, The Development of a Novel CME program to Enhance Emergency Medicine Care in Rural Areas: The Supplemental Emergency Medicine Experience (SEME) Program, Great Ideas in Medical Education Track, 12thAPMEC & 3rd ICFDHP conference, Singapore.
- 2015 March 3. Invited keynote speaker, Learner in Difficulty, McMaster Faculty Development Workshop.
- 2015 Jan 26. Invited speaker, Teaching on the Fly, North York General Hospital Faculty Development Educating the Educators Conference.
- 2015 Feb 27. Invited speaker: Leadership Basics, Department of Family and Community Medicine, University of Toronto.
- 2015 April 30. Invited speaker, How to Create Great Innovations – Strategies for Success, Faculty Development workshop, DFCM.
- 2015 April 26. Invited speaker, Workshop: Taking it ON line: How to create effective CME in the Age of E-learning, Canadian Conference on Medical Education, Vancouver, BC.
- 2015 May 12. Invited speaker, Workshop: Let's take in ON line! How to create CME in the age of E-learning, Scientific Assembly of Emergency Medicine, San Diego, California.
- 2015 May 15. Abstract presenter, Development and Implementation of the Supplemental Emergency Medicine Experience Program: An Innovative CME Program to Enhance Rural EM Care, Scientific Assembly of Emergency Medicine, San Diego, California.
- 2015 October 23-24. Keynote speaker: Interactive Teaching, Effective Teaching Strategies, and Time Management in Teaching, Huntsville Medical Teaching Conference.
- 2015 Nov 1. Course Director, The Acute Critical Emergency Skills Course, Toronto, ON.
- 2015 Nov 9. Invited speaker, Humanism and Professionalism Faculty Development workshop, Faculty of Medicine, University of Toronto.

Dr. Sev Perelman

- 2016 January. Invited Speaker. In Situ simulation. Expert panel discussion. International Meeting on Simulation in Healthcare, IMSH 2016, San-Diego, CA, USA.
- 2016 January. Speaker. Current Benchmarking of Simulation Centres: Workshop on the process of designing a descriptive survey on existing structure, business practices, challenges and strategies of simulation centres. International Meeting Simulation in Healthcare, IMSH 2016, San-Diego, CA, USA.

Workshops

- 2016 March. Invited Speaker. Administration and Management Workshop. 9th Annual Meeting of the Consortium of Accredited Education Institutes. American College of Surgeons, Chicago, IL, USA
- 2015 May 27. Invited Presenter. When Morphine Just Does Not Cut It. Canadian Association of Emergency Physicians. Annual Conference: CAEP 2015: Lighting the Way, Edmonton, Canada
- 2016 February 12. Invited Workshop Leader. EM-Cases 2016. "Simulation on a shoestring". North York General Hospital, Toronto
- 2015 October 5. Invited Workshop Leader. In Situ Simulations. McMaster University, 10:EM – Ten Minute Emergency Medicine Conference, Burlington, Canada

Ms. Lisa Satterthwaite

- 2016 March. Invited Speaker. Administration and Management Workshop. 9th Annual Meeting of the Consortium of Accredited Education Institutes. American College of Surgeons, Chicago, IL, USA

LEARNING INDICATORS

LEARNER SATISFACTION SCORES, ROTATION EVALUATION SCORES/ TEACHING EFFECTIVENESS SCORES	<ul style="list-style-type: none"> There is a very high satisfaction rate with all programs. The areas most highly commended are: quality the instructors and quality of content. Suggestions for improvement center on the quality of the facility including; size, lack of privacy and level of comfort (e.g. storage for boots, coats, and personal items).
NUMBER OF PRECEPTORS	<ul style="list-style-type: none"> ACLS Medical director: 1 Course supervisors: 2 Certified Instructors: 40 ACES Certified Instructors: 4 BLS Certified Instructors: 1 Simulation Instructors CHSE-A: 1 CHSE:5 Externally trained by an accredited programs: 6 Internally trained: 5 Not formally trained, but experienced: 5 Ultrasound Instructors EDE Master Instructors: 2 EDE Instructors: 2
NUMBER OF ACCREDITED CONTINUING EDUCATION PROGRAMS OFFERED	<ul style="list-style-type: none"> 4
UNIVERSITY AFFILIATIONS	<ul style="list-style-type: none"> University of Toronto
CONTINUING EDUCATION PROGRAMS OFFERED	<ul style="list-style-type: none"> IC HF (Simulation Instructor Certification for High Fidelity Simulation), ACES (Acute Critical Events Simulation) Critical Care Response Team Course (CCRT) PROWESS (PROcedure Workshop for Emergency Surgical Skills) MAPS (Methods in Adult Procedural Sedation)

NUMBER OF PARTICIPANTS IN COURSES OFFERED	<ul style="list-style-type: none"> ACLS Advanced Cardiac Life Support (ACLS) Certification: 454 Advanced Cardiac Life Support Re-Certification: 231 Advanced Cardiac Life Support Instructors Course: 22 Critical Events and Crisis Resource Management University of Toronto Post Graduate Medical Education Residents, Dr. Luke Devine: 44 ICU orientation for the incoming ICU residents, Dr. Christie Lee, Mount Sinai Hospital: 24 The University of Toronto Surgical PREP Camp, Dr. Oleg Safir: 32 Longitudinal Curricula R3 Emergency Residents (CCFP/ EM) Simulation Curriculum: 12 Dr. Yasmine Mawji, Program Director Dr. Mike Wansbrough, Coordinator Undergraduate Year 3 Simulation-Based Airway Seminars: 240 Dr. Laura Hans, Program Director Dr. Sev Perelman, Coordinator Specific Programs Supplemental Emergency Medicine Experience – SEME Dr. Shirley Lee, Program Director: 64 Faculty Development in Simulation Dr. Sev Perelman, Course Director: 8 Methods of Adult Procedural Sedation (MAPS) Dr. Sev Perelman, Course Director: 34 Nursing Education and Development, Situational Based Patient Assessment Classes, Ana Grandic, Nursing Education and Development Mock Codes: Drs. Sev Perelman and Luke Devine: 171 Bring Your Kids to Work Day: 40 SimSinai and SSC staff- 10 CIWA –AR – 22 RN from ED
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COURSES BEING DEVELOPED

- Selected Emergencies in Low-Risk Deliveries and Obstetrical Management (SELDOM)
- Managing Obstetrical Risk Efficiently (MORE) OB Gynae
- Emergency Department Pain Ultrasonography (EDEPUS)
- Pre ACLS courses:
- ECG Interpretation course
- Basic Airway Management
- Infant and Child CPR for new mothers
- Midwifery Courses and Updates
- Physicians Assistant Simulation Program

The Learning Experience

We are moving forward with some exciting changes and updates to the area that include an extra 800sf of space for more simulation rooms, a larger presentation area, a new locker room and an improved reception area. I am very excited about this new endeavor and look forward to completion in summer 2016.

We will be offering a combined BLS-ACLS courses to assure that our learners have fulfilled the pre-requisite for ACLS certification

We will keep you posted on closure dates and any changes that may be required to upcoming courses. If you have any suggestions for the construction that you would like to see, as always, please feel free to contact us. This is the time to make your opinion heard. We are on the move.

www.simsinaicentre.com

What Learners Had to Say

“Simulation sessions teach us how to share critical medical information in a crisis. The training teaches us how to assemble and lead a team. It also teaches healthcare providers to share and receive information effectively... This critical training would not be possible without Dr. Michael Wansbrough and Dr. Sev Perelman. Together they make an excellent team!”

DR. KAITLIN LINK



Oleg Safir MD D.H. Gales,
Director

Lisa Satterthwaite,
Senior Manager

Surgical Skills Centre

The University of Toronto Surgical Skills Centre at Mount Sinai Hospital continues to play an integral role in simulation education and training for a wide variety of surgical and medical students, residents, and faculty as well as a plethora of health care affiliates. The SSC is a laboratory setting in which skills are taught, practiced and evaluated in a safe and learner friendly environment. For the past 16 years our commitment to excellence in education and research endures focusing core values in patient safety initiatives. Since 2006 the Surgical Skills Centre has received the proud designation of Level 1 Comprehensive Accredited Educational Institute with the American College of Surgeons. In December 2015 the lab received full re accreditation status for the next 3 years.

Highlights From the Last Year

The SSC continues to be a vibrant environment with multiple teaching and learning sessions taking place daily and during weekend events.

On July 7th, 2015 our third iteration of the Surgical Prep Camp Phase 1 began as a sustained success program offering our new PGY 1 surgical residents a comprehensive two week, full day curriculum of didactic and technical skills sessions in which residents were able to hone their basic skills at the very start

of their surgical residency. The program included both pre and post testing using the Objective Structured Assessment of Technical Skills (OSATS)

and Global Rating Scale (GRS) with end results showing a marked improvement in areas such as instrument identification, sterile techniques, catheterization, knot tying, suturing, prepping, gloving, gowning and many more. The sessions were taught in an interprofessional manner engaging faculty, residents as educators, nursing and industry field instructors. Once again included in the Phase 1 Prep Camp were residents from the Northern Ontario School of Medicine (NOSM), Leaders in NOSM continue to recognize the importance of this training program and therefore mandated and financially supported attendance to the course for their year 1 orthopaedic and general surgery residents.

Our current medical undergraduate courses include the Prelude to Surgery program and the Emergency Medicine rotation. There are approximately 250 year 3 medical students at U of T all of whom attend courses at the Surgical Skills Centre throughout the year. These programs help prepare undergrads to cope within their specific rotations so that they can become an integral part of the patient care team.

A select group of year 1 and 2 medical undergraduates partake in the Surgical Exploration and Discovery (SEAD) program each June for two weeks. The fortunate 20 students are exposed to surgical programs that include neurosurgery, plastics, orthopaedic, general and cardiac surgery. An opportunity to practice surgical techniques in the lab is highly rated. This "taste" of surgery attracts those students who have a high interest in pursuing a career in surgery.



Our competency based curriculum is now in its seventh year within the division of orthopaedic surgery. In anticipation of the CBC training method moving into all divisional programs, program directors developed divisional specific skills programs for their residents.

This summer we engaged in divisional specific programs for neuro surgery, plastics, general and vascular surgery. The lab continues to be an extremely vibrant educational hub during the summer months adding to our already enormous 10,000 user per year number!

Affiliate group educational training series include nephrology, respiratory, emergency medicine, internal medicine, family medicine and cardiology. Continuous curriculums for the Department of Otolaryngology Head and Neck as well as Obstetrics and Gynecology remain staples in our educational directory.

The Surgical Skills lab offers our residents a 24 hour practice room in which a variety of skills can be practiced in the off hours or during down times in surgery. This practice opportunity has been greatly appreciated by the residents and is utilized on a regular basis.

Papers Submitted for Publication in 2015

Amalia, C Braga, R, Satterthwaite, L. How did they get here? Survey results of conceptions of medical student clinical skill acquisition.

de Montbrun S., Satterthwaite L., Grantchero T., 'Setting passing scores for technical performance in surgery: lessons learned from 10 years of resident assessment'

de Montbrun, Sandra L.; Roberts, Patricia L.; Lowry, Ann C.; Ault, Glenn T.; Burnstein, Marcus J.; Cataldo, Peter A.; Dozois, Eric J.; Dunn, Gary D.; Fleshman, James; Isenberg, Gerald A.; Mahmoud, Najjia N.; Reznick, Richard K.; Satterthwaite, Lisa; Schoetz, David Jr; Trudel, Judith L.; Weiss, Eric G.; Wexner, Steven D.; MacRae, Helen. Implementing and evaluating a national certification technical skills exam: the Colorectal Objective Structured Assessment of Technical Skill (COSATS).

A focus over the past few years at the lab has been in the development of testing tools used in the assessment of technical skills. We have completed a full program in conjunction with the US for colorectal surgery and are now working on assessment tools to be used within the General Surgery program. Further information on this program "Implementing and evaluating a national certification technical skills exam: the Colorectal Objective Structured Assessment of Technical Skill (COSATS)" can be found in the Annals of Surgery July 2015.

For More Information about the Surgical Skills Centre please visit us at <http://sites.utoronto.ca/ssc>



Appendix

Education Related Publications by Mount Sinai Physicians and Staff in 2015

Afriyie-Boateng, M., Loftus, C., & Hamelin, M. A. (2015). Use of a multimodal implementation strategy to improve delirium screening by nurses on an acute care for elders unit. *Worldviews on Evidence-Based Nursing*, 12(6), 389-391. doi:10.1111/wvn.12120

Bhatia, R. S., Ivers, N., Cindy X., Y., Myers, D., Nesbitt, G., Edwards, J., . . . Weiner, R. B. (2015). Design and methods of the echo WISELY (will inappropriate scenarios for echocardiography lessen SignificantlY) study: An investigator-blinded randomized controlled trial of education and feedback intervention to reduce inappropriate echocardiograms. *American Heart Journal*, 170(2), 202-209.

Bould D, Sutherland S, Sydor D, Naik V, Friedman Z. You learn through shock and trauma: Residents' reluctance to challenge negative hierarchy in the operating room: a qualitative study. *Canadian Journal of Anesthesia*. 2015 Jun;62(6):576-586.

Brignardello-Petersen, R., Carrasco-Labra, A., Glick, M., Guyatt, G. H., & Azarpazhooh, A. (2015). A practical approach to evidence-based dentistry: III: How to appraise and use an article about therapy. *Journal of the American Dental Association*, 146(1), 42-49.

Brignardello-Petersen, R., Carrasco-Labra, A., Glick, M., Guyatt, G. H., & Azarpazhooh, A. (2015). A practical approach to evidence-based dentistry: IV how to use an article about harm. *Journal of the American Dental Association*, 146(2), 94-101.

Burns, K. E. A., Rizvi, L., Smith, O. M., Lee, Y., Lee, J., Wang, M., . . . Mehta, S. (2015). Is there a role for physician involvement in introducing research to surrogate decision makers in the intensive care unit? (the approach trial: A pilot mixed methods study). *Intensive Care Medicine*, 41(1), 58-67. doi:10.1007/s00134-014-3558-3

Carrasco-Labra, A., Brignardello-Petersen, R., Glick, M., Guyatt, G. H., & Azarpazhooh, A. (2015). A practical approach to evidence-based dentistry: VI: How to use a systematic review. *Journal of the American Dental Association*, 146(4), 255-265.

Carrasco-Labra, A., Brignardello-Petersen, R., Glick, M., Guyatt, G. H., Neumann, I., & Azarpazhooh, A. (2015). A practical approach to evidence-based dentistry: VII: How to use patient management recommendations from clinical practice guidelines. *Journal of the American Dental Association*, 146(5), 327-336. doi:10.1016/j.adaj.2015.03.015

Chiu, M., Pauley, T., Wesson, V., Pushpakumar, D., & Sadavoy, J. (2015). Evaluation of a problem-solving (PS) techniques-based intervention for informal carers of patients with dementia receiving in-home care. *International Psychogeriatrics*, 27(6), 937-948.

Chow, S. L., Herman-Kideckel, S., Mahendira, D., & McDonald-Blumer, H. (2015). Immunology for rheumatology residents: Working toward a canadian national curriculum consensus. *Journal of Clinical Rheumatology*, 21(1), 10-14.

Devine, LA, Donkers, Jeroen, Brydges, R, Perelman, V, Cavalcanti, R B, Issenberg, B. An Equivalence Trial Comparing Instructor-Regulated with Directed Self-Regulated Mastery Learning of Advanced Cardiac Life Support Skill". *Simulation in healthcare: journal of the Society for Simulation in Healthcare* . 07/2015; 10(4).

Ginsburg, S., van der Vleuten, C., Eva, K. W., & Lingard, L. (2015). Hedging to save face: A linguistic analysis of written comments on in-training evaluation reports. *Advances in Health Sciences Education*, doi:10.1007/s10459-015-9622-0

Hoogenes, J., Mironova, P., Safir, O., McQueen, S. A., Abdelbary, H., Drexler, M., . . . Sonnadara, R. R. (2015). Student-led learning: A new teaching paradigm for surgical skills. *American Journal of Surgery*, 209(1), 107-114.

Hunchak, C., Tannenbaum, D., Roberts, M., Shah, T., Tisma, P., Ovens, H., & Borgundvaag, B. (2015). Closing the circle of care: Implementation of a webbased communication tool to improve emergency department discharge communication with family physicians. *Canadian Journal of Emergency Medicine*, 17(2), 123-130.



Khanduja, P. K., Bould, M. D., Naik, V. N., Hladkowitz, E., & Boet, S. (2015). The role of simulation in continuing medical education for acute care physicians: A systematic review. *Critical Care Medicine*, 43(1), 186–193. doi:10.1097/CCM.0000000000000672

Kwan, J. L., Morgan, M. W., Stewart, T. E., & Bell, C. M. (2015). Impact of an innovative inpatient patient navigator program on length of stay and 30-day readmission. *Journal of Hospital Medicine*, 10(12), 799–803. doi:10.1002/jhm.2442

Macdonell, K., Omrin, D., Pytlik, K., Pezzullo, S., Bracht, M., & Diambomba, Y. (2015). An effective communication initiative: Using parents' experiences to improve the delivery of difficult news in the NICU. *Journal of Neonatal Nursing*, 21(4), 142–149.

MacNeill, G., & Fredericks, C. (2015). Vacation ease: Travelling with an insulin pump. *Canadian Journal of Diabetes*, 39(3), 178–182. doi:10.1016/j.jcjd.2015.02.004

Nadler, A., Ashamalla, S., Escallon, J., Ahmed, N., & Wright, F. C. (2015). Career plans and perceptions in readiness to practice of graduating general surgery residents in Canada. *Journal of Surgical Education*, 72(2), 205–211. doi:10.1016/j.jsurg.2014.10.001

Nielsen, L. S., Angus, J. E., Howell, D., Husain, A., & Gastaldo, D. (2015). Patient-centered care or cultural competence: Negotiating palliative care at home for Chinese Canadian immigrants. *American Journal of Hospice and Palliative Medicine*, 32(4), 372–379.

Parshuram, C. S., Amaral, A. C. K. B., Ferguson, N. D., Baker, G. R., Etechells, E. E., Flintoft, V., . . . Friedrich, J. O. (2015). Patient safety, resident well-being and continuity of care with different resident duty schedules in the intensive care unit: A randomized trial. *CMAJ*, 187(5), 321–329. doi:10.1503/cmaj.140752

Sgro, M., Kandasamy, S., Shah, V., Ofner, M., & Campbell, D. (2015). Severe neonatal hyperbilirubinemia decreased after the 2007 Canadian guidelines. *Journal of Pediatrics*, doi:10.1016/j.jpeds.2015.12.067

Taddio, A., Shah, V., Wang, J., Parikh, C., Smart, S., Ipp, M., . . . Franck, L. S. (2015). Usability and knowledge testing of educational tools about infant vaccination pain management directed to postnatal nurses curriculum development. *BMC Medical Education*, 15(1) doi:10.1186/s12909-015-0305-6

Tan, A., Philipp, D., Malat, J., Feder, V., Kulkarni, C., Lawson, A., . . . Ravitz, P. (2015). Lost in transition: Examining transitions in psychotherapy training. *Academic Psychiatry*, 39(5), 580–584. doi:10.1007/s40596-014-0188-6

You-Ten, KE, Wong, C, Arzola, C, Cheung, J, Friedman, Z, Perelman, V. Role of contextualizing a crisis scenario on the performance of a cricothyrotomy procedural task. *Canadian Anaesthesiology Society Journal* .. 07/2015; 62(10).

Appendix

Major Continuing Education Events 2015 Mount Sinai Hospital

In addition to weekly educational rounds which support continuing education by physicians and other health care professionals, Mount Sinai Hospital physicians are organizers of several major continuing education and professional development events annually.

Chief Organizers	Department/Division	Event	Participants	Local-L National –N International –I
Dr. Jose Carvalho	Anesthesia	2015 University of Toronto Obstetric Anesthesia Workshop	12	I
Dr. Jose Carvalho	Anesthesia	2015 University of Toronto Obstetric Anesthesia Conference	87	I
Zion Sasson	Cardiology	12th Annual Great Debates & Innovations in Cardiology Symposium	100	L
Howard Ovens	Emergency Medicine	Emergency Department Administration Conference (EDAC)	60	I
Don Melady	Emergency Medicine	Senior Friendly Emergency Department Course	60	I
Catherine Varner	Emergency Medicine	Family Medicine Obstetrical Point of Care Ultrasound (FaMOUS) Course	13	
Anton Helman	Emergency Medicine	EM Cases (Audio Program)	300,000 +	I
Shirley Lee	Emergency Medicine	The Advanced Critical Emergency Skills (ACES) Procedures Course	24	
Shirley Lee	Family and Community Medicine/Emergency Medicine	Supplemental Emergency Medicine Experience (SEME)	10	N
Ken Croitoru	Gastroenterology	IBD Biology Seminar Series – Monthly	50	L
Luke Devine Sev Perelman V Campbell	General Internal Medicine	Train the Trainer Debriefing Workshop. Niagara Health System. Niagara, Ontario, Canada.	16	L

Chief Organizers	Department/Division	Event	Participants	Local-L National –N International –I
Luke Devine	General Internal Medicine	Workshop Presenter Simulation in Healthcare. New Orleans	30	I
Leanne Verscheure Phoebe Tian Samir Sinha Barry Goldlist Chris Fan-Lun Stephanie Callan Natasha Bhesania	Geriatrics	Geriatrics Institute	315	L
Shabbir Alibhai Vicky Chau Stephanie Callan Barry Goldlist Dan Liberman Don Melady Karen Ng Mark Nowaczynski Samir Sinha Phoebe Tian Leanne Verscheure Arielle Berger	Geriatrics	Geriatrics Update Course	350 (2 day conference)	N
Samir Sinha Stephanie Callan Phoebe Tian Nicoda Foster	Geriatrics	Monthly Healthy Ageing 101 Staff Education Series	145 (8 sessions throughout the year)	L
Dan Farine	Obstetrics & Gynaecology	11th Annual Obstetrical Malpractice: A Survival Guide for 2015	Family Doctors Ob/Gyn Nurses Midwives Lawyers	L
Greg Ryan Shia Salem Rory Windrim Phyllis Glanc	Obstetrics & Gynaecology	18th Annual Obstetric Ultrasound : Setting the Standard for 2015	Ob/Gyn Radiologist Sonographers Nurses	N/ I
Harold Drutz Wendy Wolfman	Obstetrics & Gynaecology	11th Annual Mature Women's Health Care	Family Physicians Ob/Gyn Nurses	L
David Chitayat	Obstetrics & Gynaecology	23rd Annual Symposium New Developments in Prenatal Diagnosis	Genetic Counsellors Geneticists Obstetricians	N
Rory Windrim Anne Biringier (Family Medicine)	Obstetrics & Gynaecology	13th Annual Refresher in Primary Maternity Care	Family Doctors Nurses Midwives Ob/Gyn	L/N
Jackie Thomas	Obstetrics & Gynaecology	12th Annual Everyday Gynaecology: Mgmt of Common Gyne Conditions	Family Doctors Nurses Ob/Gyn	L
Amanda Selk	Obstetrics & Gynaecology	Vulvar Disease Update	Family Doctors Nurses Ob/Gyn	L
Paul Bernstein	Obstetrics & Gynaecology	Infectious Diseases in Ob/Gyn	Family Physicians Nurses Ob/Gyn	L

Chief Organizers	Department/Division	Event	Participants	Local-L National –N International –I
Mathew Sermer Cindy Maxwell	Obstetrics & Gynaecology	5th Bi-Annual Medical Disorders in Pregnancy	Ob/Gyn FP Nurses	L
Nan Okun Rachel Spitzer	Obstetrics & Gynaecology	Monthly Tele-Rounds	Mount Sinai Hospital and Moi University, Kenya	I
Paul Bernstein	Obstetrics & Gynaecology	Infectious Diseases in Ob/Gyn	Family Physicians Ob/Gyn Nurses	L
Mathew Sermer Cindy Maxwell	Obstetrics & Gynaecology	5th Bi-Annual Medical Disorders in Pregnancy	Ob/Gyn FP Nurses	N
Nan Okun Rachel Spitzer	Obstetrics & Gynaecology	Monthly Tele-Rounds	Mount Sinai Hospital and Moi University, Kenya	I
Shoo Lee	Paediatrics	Ficare Workshop, Lanzhou, China	50	I
Shoo Lee	Paediatrics	EPIQ Workshop, Niagara Falls, ON	150	I
Shoo Lee	Paediatrics	International Neonatal Training Program Meeting, Shanghai, China	150	I
Shoo Lee	Paediatrics	EPIQ Workshop, Jinan, China	50	I
Shoo Lee	Paediatrics	EPIQ Workshop, Guiyang, China	50	I
Shoo Lee	Paediatrics	Shanghai Neonatology Conference, Shanghai, China	100	I
Shoo Lee	Paediatrics	EPIQ Workshop, Tucuman, Argentina	100	i
Shoo Lee	Paediatrics	FiCare Workshop, Chang- sha, China	50	I
Shoo Lee	Paediatrics	FiCare Workshop, Impe- rial College Healthcare, Toronto, ON	15	I
Prakesh Shah	Paediatrics	EPIQ Workshop	130	N
Prakesh Shah	Paediatrics	Canadian Neonatal Net- work Annual Research Meeting	60	N
Prakesh Shah	Paediatrics	Neonatal Research Day	60	L
Karel O'Brien	Paediatrics	Family Integrated Care, a new way of doing things, Quebec City	60	N
Karel O'Brien	Paediatrics	FiCare Workshop, Impe- rial College Healthcare, Toronto, ON	15	I
Lisa Andermann	Psychiatry	Cultural Psychiatry Day	100+	N

Chief Organizers	Department/Division	Event	Participants	Local-L National –N International –I
Clare Pain	MSPI	Trauma Level II	25	L
Bob Maunder	MSPI	Academic Day	150	L
Leo Chagoya	Psychiatry	Couples/Family Therapy	40	L
Paula Ravitz	MSPI	Psychotherapy Day	25	L
Bill Gayner	Psychiatry	Mindful Psychotherapy 6-day Workshop & Certificate Program	30	L
Rex Kay & Julie Hann	Psychiatry	Narrative Therapy 1-day Workshop	15	L
Paula Ravitz	Psychiatry	The Evidence Based Psychotherapist: 3-day Workshop	25	L
Paula Ravitz	Psychiatry	University of Toronto, Psychiatry Psychotherapy Day with visiting professor Louis Castonguay	150	L
Clare Pain	Psychiatry	Psychological Trauma 3-day Workshop	25	L
Paula Ravitz	Psychiatry	Interpersonal Psychotherapy 2-day Workshop	34	L
Allan Peterkin & Michael Roberts	Psychiatry & Family Medicine	4-day Narrative Medicine Atelier	30	L
Allan Peterkin & Michael Roberts	Psychiatry & Family Medicine	Public lecture with visiting professor Rita Charon	200	L
Molyn Leszcz	Psychiatry	Group Day	75	L
Ariel Dalfen Sharon Szmuiłowicz Mira Romach Marina Golts Beverly Young Natasha Persaud	Perinatal Mental Health Program	Mental Health in Pregnan- cy Webinar Series	124	I
Ariel Dalfen Sharon Szmuiłowicz Mira Romach Marina Golts Beverly Young Natasha Persaud	Perinatal Mental Health Program	Mental Health in Post Partum Period Webinar Series	124	I
Ariel Dalfen Sharon Szmuiłowicz Mira Romach Marina Golts Beverly Young Natasha Persaud	Perinatal Mental Health Program	Perinatal Depression	135	N

Chief Organizers	Department/Division	Event	Participants	Local-L National –N International –I
Ariel Dalfen Sharon Szmuiłowicz Mira Romach Marina Golts Beverly Young Natasha Persaud	Perinatal Mental Health	Perinatal Anxiety	135	N
Ariel Dalfen Sharon Szmuiłowicz Mira Romach Marina Golts Beverly Young Natasha Persaud	Perinatal Mental Health Program	Serious Mental Illness in the Perinatal Period	135	N
Heather MacNeill D Telner	Physiatry	Workshop on Individual vs. Collaborative Online Learning 7th National CPD Accreditation Conference		N
Heather MacNeill	Physiatry	Elearning 101. INTAPT, DFCM		L



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