

# Education Report Card

2017



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## Introduction

In this, our 6th Edition of our Education Report Card, we are proud to showcase our educational programs which span across the main academic campuses of Sinai Health System, Mount Sinai Hospital and Bridgepoint Active Healthcare. In 2017, over 4000 learners came through our doors to engage in educational activities! We saw the continued growth of programs, particularly at Bridgepoint. The first Pair and Share event was held at Bridgepoint in a jam-packed auditorium, filled with numerous demonstrations and displays. This was held in conjunction with the event held at Mount Sinai site, which has become an annual tradition at Mount Sinai in the past five years. Pair and Share brings together individuals and groups from at least two departments to demonstrate in an interactive way, the ways in which we work together to create excellent experiences for our patients, learners, staff and the greater community in and around our great institutions.

A special event to celebrate the great achievements of our preceptors, educators and teams was held at Bridgepoint and plans were put in place to mirror these educational awards and achievements with a similar group of awards for Mount Sinai preceptors and educators in 2018. Sinai Health's enthusiastic educators, teachers, clinicians, and administrators are continuing to work together to support our learners in outstanding learning environments and we are very grateful for their great dedication to training the next generation of health care professionals and all those who work in health care facilities.

Sinai Health's educational programs impact students, residents, staff, physicians and patients in positive and exciting ways. We are thankful to all of the patients who contribute to the education of our future health-care providers. In 2018, we will begin the process of reviewing our education organizational structure and resource allocations in preparation for making to continue to grow and innovate in the way we deliver our educational programs. We will also be looking at ways of collectively improving the provision of continuing education and professional development for our physicians and staff.

Jacqueline James, MD, MEd

Vice-President Education



# Learner Numbers

## Clinical

Medicine	2453
Nursing	1102
Applied Health Science	32
Dietetics	
Dentistry	252
Occupational Therapy	31
OTA/PTA	7
Pharmacy	64
Pharmacy Tech	5
Physiotherapy	52
Recreational Therapy	2
Rec. Therapy Assistant	1
Social Work	9
Speech Language Pathology	6
Spiritual Care	5

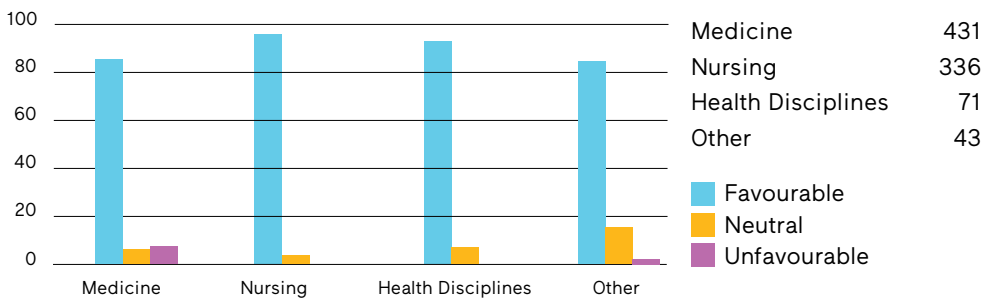
## Non-Clinical

Admin/Mangement	3
Design	7
Environmental Services	2
Food Services	10
Health Informatics	10
Library	3

**Total 4036**

*"I would recommend a placement here to my fellow student."*

## 2016-2017 Learner Engagement Survey



# Medicine

**JACQUELINE JAMES, MD, MEd**

Vice President Education

**KATINA TZANETOS, MD, MSc**

Wightman-Berris Academy Director

Sinai Health System has two main educational campuses: Mount Sinai Hospital and Bridgepoint Active Healthcare. These sites are home to hundreds of medical learners, ranging from first-year medical students who learn the basics of becoming physicians to advanced sub-specialty clinical and research fellows, who come to Sinai Health to learn highly specialized skills and procedures. In 2017, Sinai Health System learners experienced a wide range of teaching and learning opportunities for MD trainees to learn how to care for patients in every area of our system. Learners spent time experiencing the full continuum of care from birth to healthy aging. From our labour and delivery unit and state-of-the-art neonatal intensive care unit, to seeing patients and families who have excellent preventative care in our family practice and ambulatory clinics, to learning how to care for acutely ill patients in our emergency department and acute care wards, right through to rehabilitation and end-of-life care provided by excellent teams at Bridgepoint and in patients' own homes. Sinai Health physicians and staff also lead major continuing education workshops and events designed to share our expert knowledge in managing complex patients.

## Undergraduate MD Program

As a major anchor hospital of the Wightman-Berris Academy, Sinai Health System contributes in important ways to the shaping of our future doctors. Each year, as the largest of four academies at the University of Toronto, Wightman-Berris oversees the educational experience of ~ 93 medical students in each of years 1- 4 of the MD Program. Approximately one-third of these students will learn clinical skills, participate in small group tutorials, and complete their clinical experiences in the classrooms, clinics, and on the wards of the Sinai Health System. The Wightman-Berris Academy family of hospitals also includes the University Health Network (UHN), the Michael Garron Hospital, and Baycrest Hospital, and our students additionally have access to Sick Kids Hospital and CAMH. As such, undergraduate MD students assigned to Wightman-Berris are exposed to multiple, complementary clinical sites and enjoy a comprehensive learning program.

September 2017 marked the second year of the new MD Program pre-clerkship curriculum entitled, "Foundations," and while in the inaugural year only year 1 students participated (while year 2 students continued with the prior version of the curriculum), this year, both year 1 and year 2 students became fully immersed in Foundations.

Each course within Foundations is completed as an integrated module and has several components. It is a competency model of medical education that relies upon case-based learning (CBL) and incorporates both the basic medical sciences with clinical medical principles and the humanities. Students solidify their newly found knowledge and engage in deeper discussions of scientific and clinical principles in their small groups led by a faculty tutor which occur in the Sydney and Florence Cooper Family Education Centre. Faculty are Sinai Health System clinicians and health professionals in the component of the curriculum called ICE (Integrated Clinical Skills) students focus on medical history taking, patient-centered communication, and basic and advanced physical examination techniques and have an opportunity to practice these skills with both simulated and real patients either at Mount Sinai or

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Bridgepoint. Small-group, interactive, tutor-led sessions that teach the basis of clinical epidemiology, critical appraisal, and research methodology in a component entitled, "Health Services Research." Students are given time for self-directed learning during scheduled "white space." During this time, students may explore career options by shadowing clinicians in clinics and on the wards of the Sinai Health System or other academic and community sites. Experiential learning at community agency sites where students come to appreciate the importance of patient and family centred care, "Community, Population, and Preventative Health (CPPH)."

Students reflection about what it means to be a doctor and a self-regulated professional in small groups that are led by faculty facilitators during an educational component called, "Portfolio." Because this activity encourages deep introspection and group sharing in a safe and supportive environment, our students have the opportunity to interact in meaningful ways with our Sinai Health System clinicians and their feedback tells us that they greatly value this. These tutors also act as academic coaches, helping students to understand their academic development and continually set new and individualized educational goals on their path to becoming a competent health professional.

The full adoption of the Foundations curriculum that occurred this year was a change not only for our students but also for our faculty, as more clinical teachers were required to become engaged in undergraduate medical education by leading small-group sessions, the main vehicle for learning under the new educational structure. Many of our faculty at Sinai Health System graciously gave their time and expertise to teaching and mentoring our students. Continuing the trend from 2016, Bridgepoint Health also continued to grow in terms of their contribution to teaching and 2017 saw an increasing number of students attending Bridgepoint to learn clinical skills and attend clerkship placements. There were 20 clinical clerks who shadowed health professionals from other disciplines in the Transition to Clerkship IPE Day.

Clerkship in 2017 at the Sinai Health System continued to offer students two distinct streams. In the more traditional rotating clerkship, students experienced various specialties in an immersed, sequential fashion. For example, one month learning about surgery and the next about family medicine. Those students in the newer stream entitled, "Longitudinal Integrated Clerkship (LInC)," learned the content of various specialties simultaneously by attending different clinical experiences in a mixed fashion. For example, a student may learn from being involved in a birth in the morning, and a surgery in the afternoon. Sinai Health System hosted both streams and saw many learners in all clinical settings across both of our hospital sites.

In May 2017, Dr. Jackie James completed her term as Academy Director, a role she held for 11 years. She was delighted to have Dr. Katina Tzanetos who began in June 2017, take over responsibilities for administering the undergraduate MD program as the new Director. With the strong guidance of the educational leadership and endless support of the staff in Medical Education, the transition has gone very well.



## Post MD Programs

### Residents

Residents are placed at Sinai Health System by 38 different programs accredited by Royal College of Physicians and Surgeons of Canada and the College of Family Physicians Canada for generalist and specialty training. Some of these residents will also be involved in research and quality improvement projects. Residents have a dual role in our system, as they are both key providers of care in our clinics and on our wards, and learners, on the road to independent practice. Therefore, a delicate balance is struck between provision of service by these residents and the acquisition of knowledge. Sinai Health residents on the whole rate our hospital at the same level as other major teaching hospitals, with some of our programs being rated in the exceptionally good range. Bridgepoint Active Health is seen as an outstanding place to complete a rotation.

In 2017 residents completed a survey called the Voice of the Resident across all the teaching hospitals in Toronto for a second time, including Sinai Health. This survey looked at workplace experience in relation to socioeconomic status and other important demographics such as gender and ethnicity. Most of our residents at the University of Toronto are having an excellent learning and working experience. We learned, however, the overall resident experience can be influenced by workplace stress and for some visible minority groups, incidents of discrimination and harassment. A TAHSN (Toronto Academic Health Science Network) taskforce was struck to look at ways of ensuring all of our trainees have the best possible learning and work environment.

In 2017 the Competency Based Medical Education curriculum was successfully launched in Otolaryngology – Head & Neck Surgery and Anesthesiology. This new way in which residents are trained and evaluated will be eventually phased into all Royal College certified programs over the next 9 years. The Orthopedics program has already been using a competency framework to train orthopedic surgeons for since 2009, and Family Medicine has had the Triple C curriculum using a competency framework since 2011. This method of teaching and learning emphasizes direct observation, increased real-time feedback, and supporting a progression of knowledge and skills by identifying Entrustable Professional Activities and Milestones which are to be taught, observed and achieved. Work Based Assessments will ensure that residents not only know how to do something but can demonstrate that they can and will support a developmental approach to learning and assessment of competence.

## Postgraduate Specialties Programs offered at Sinai Health

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

### **Fellows**

Clinical and research fellows come from across Canada and 48 countries the world to develop skills beyond residency. Fellows are fully qualified specialists who will complete an additional one to two years of training in a particular field to gain additional expertise in such areas as surgical oncology, maternal fetal medicine, and intensive care. They may also primarily be involved in research. Bridgepoint had eight clinical fellows completed rotations, an increase of 33% over the previous year.

### **Continuing Education**

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

### **Educational Research**

Several of our physicians are involved in studying medical education and testing the efficacy of new and innovative means of educating health-care professionals and patients. Trainees are encouraged to participate in educational research as co-investigators. For a list of papers published in 2017 please see the Appendix.

### ***What our learners said:***

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

Bridgepoint Medical student





## Learning Indicators

### Number of students attending

#### Undergraduate

#### Mount Sinai Hospital

195 Preclerkship Students

188 Clerkship Students

130 Elective Placements for (U of T Students)

110 Visiting Elective Students (Canadian)

41 International Visiting Elective Students  
(out of country and U.S.)

#### Bridgepoint Active Healthcare

35 Preclerkship

49 Clerkship

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#### Postgraduate

1361 Residents at Mount Sinai

30 Residents at Bridgepoint

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#### Clinical Fellows

306 Clinical Fellows at Mount Sinai

8 Clinical Fellows at Bridgepoint

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#### Rotation Evaluation Scores (RES)

Learner satisfaction scores. POWER (Resident) Rotation Evaluation Scores/Teaching Effectiveness Scores (averages/compared with city means) Mean

Mount Sinai RES 4.13 – based on 1911 evaluations

Mean Bridgepoint RES 4.50 – based on 18 evaluations

City Mean All Sites RES – 4.14

#### Teaching Effectiveness Scores (TES)

Mean Mount Sinai TES – 4.41 based on 2353 evaluations

Mean Bridgepoint TES – 4.76 based on 17 evaluations

City Mean All Sites TES – 4.43

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#### Number of preceptors

Active staff contribute to undergraduate, postgraduate and fellowship education: 285

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#### Number of continuing education programs offered

Over 50 continuing education courses, programs and symposiums were organized by Sinai Health medical staff in 2017 in addition to our usual weekly internal educational rounds which occur in each department.

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#### Number of staff participating in workshops and programs

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

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#### Number of staff with academic appointments

All full time MDs hold academic faculty appointment with the University of Toronto: 285

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### What our learners said:

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

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

Bridgepoint Resident

## Education Leadership Roles

### Major Educational leadership Roles at the University of Toronto

**Dr. Nupura Bakshi**

Director Surgical Skills Lab, Department of Ophthalmology

**Dr. Rosa Braga-Mele**

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

**Dr. Robert Bleakney**

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

**Dr. Robert Casper**

Program Director, Reproductive Sciences - TCAR T Fellowship

**Dr. Yvonne Chan**

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

**Dr. Dan Deangelis**

Section Head and Course Coordinator, TORIC Anatomy Dissection Course

**Dr. Luke Devine**

Director, Undergraduate Medicine, Department of Medicine

**Dr. Harold Drutz**

Co-Program Director, Urogynaecology

**Dr. Michele Farrugia**

Program Director, Obstetrics and Gynaecology

**Dr. Emer Finan**

Program Director, Neonatal/Perinatal Medicine

**Dr. John Foote**

Program Director, CCFP Emergency Medicine Residency Program

**Dr. Jeremy Freeman**

Director, Head & Neck Oncology Fellowship Program

**Dr. Shital Gandhi**

Program Director, Fellowships GIM Medicine

**Dr. Shiphra Ginsburg**

Director, Educational Scholarship, U of T Department of Medicine

**Dr. Wayne Gold**

Deputy Physician in Chief Education UHN/SHS

**Dr. Sue Goldstein**

Course Director, Family Medicine Longitudinal Experience

**Dr. Jacqueline James**

Director, Wightman-Berris Academy

**Dr. Stephane Laframboise**

Fellowship Program Director, Gynaecologic Oncology

**Dr. Kimberly Liu**

Program Director, Reproductive Endocrinology and Infertility

**Dr. Danny Lovatsis**

Co-Program Director, Urogynaecology

**Dr. Helen MacRae**

Program Director, Colorectal Surgery

**Dr. Yasmine Mawji**

Co-Director, Supplemental Emergency Medicine Experience, Emergency Medicine

**Dr. Cynthia Maxwell**

Program Director, Fetal Maternal Medicine

**Dr. Tony Mazzulli**

Program Director, Medical Microbiology

**Dr. Heather McDonald-Blumer**

Fellowship Director, Rheumatology

**Dr. Ally Murki**

Fellowship Director, Advanced Gynecologic Surgery

**Dr. Allan Peterkin**

Head, UofT Health, Arts & Humanities Program

**Dr. Oleg Safir**

Director, UofT, Surgical Skills Centre

**Dr. Gareth Seaward**

Vice Chair, OIPS Obstetrics and Gynaecology

**Dr. Amanda Selk**

Fellowship Director, Advanced Obstetrics

**Dr. Heather Shapiro**

Vice Chair Education, Obstetrics and Gynaecology Fellowship Director

**Dr. Salvatore Spadafora**

Vice Dean, Faculty of Medicine Post MD Programs

**Dr. Glendon Tait**

Director, Student Assessment MD Program

**Dr. David Yan**

Director, Toronto Ophthalmology Residency Introductory Course

**Dr. Allan Vescan**

Undergraduate Program Director, Otolaryngology- Head and Neck Surgery

**Dr. Rory Windrim**


Director, Continuing Professional Development, Obstetrics and Gynaecology

**Dr. Wendy Wolfman**

Mature Women's Health and Menopause Fellowship

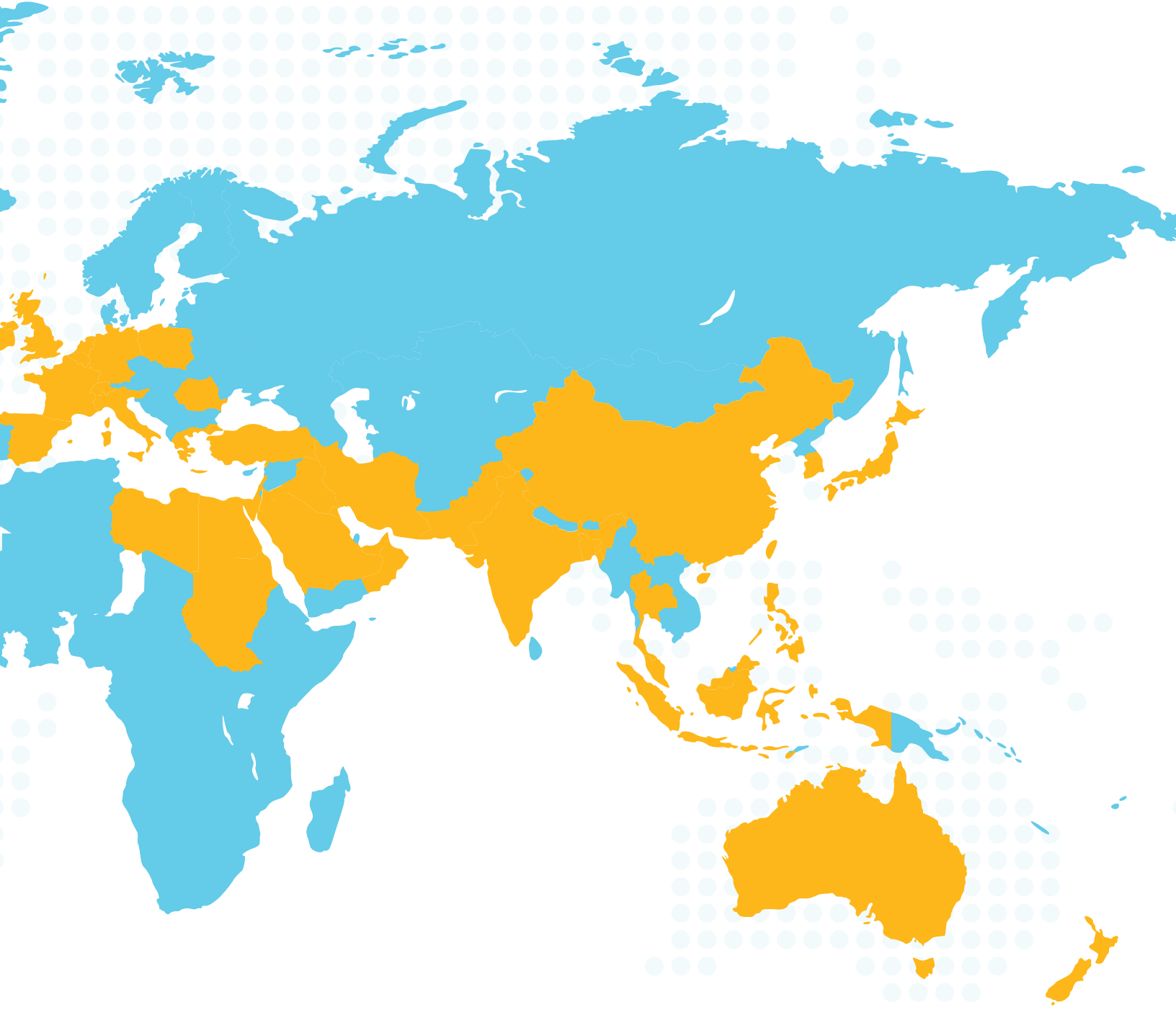
## Our Fellows: Countries of origin

ANTIGUA  
ARGENTINA  
AUSTRALIA  
BANGLADESH  
BARBADOS  
BELGIUM  
BRAZIL  
CHILE  
CHINA  
COLOMBIA  
EGYPT  
FRANCE  
GERMANY  
GREECE  
INDIA  
IRAN  
IRAQ  
IRELAND/EIRE  
ISRAEL  
ITALY  
JAMAICA  
JAPAN  
JORDAN  
KUWAIT  
LEBANON  
LIBYA  
MALAYSIA  
MEXICO  
NETHERLANDS  
NEW ZEALAND  
OMAN  
PAKISTAN  
PALESTINE  
PHILIPPINES  
POLAND  
SAUDI ARABIA  
SINGAPORE  
SOUTH KOREA  
SPAIN  
ST LUCIA  
SUDAN  
SWITZERLAND  
THAILAND  
TRINIDAD AND TOBAGO  
TURKEY  
UNITED ARAB EMIRATE  
UNITED KINGDOM  
UNITED STATES

 Select countries in yellow



**Sinai Health System attracted physicians from 48 other countries in the world seeking advanced specialist training.**



## Highlights from the Past Year

The Wightman-Berris Academy Awards took place on May 4th, 2017. These awards honoured the best teachers and educators from all Health Disciplines at Sinai Health System, UHN and the community partners of the Wightman-Berris Academy. Dr. Simon Carette who is a Rheumatologist at Sinai Health and UHN won the Anderson Award for Extraordinary Contribution. He was the Deputy Physician-in-Chief at the Department of Medicine for education, and did an outstanding job improving the quality of educational experience for our general medical and subspecialty residents. Dr. Jackie James hosted her last Academy ceremony as Director. She shared her reflections on her tenure in the role in her talk entitled "Time Flies when you're having fun; My life as a jog".

There were two outstanding Bernard Ghert Award for Resident Excellence in Patient-focused Care, both of whom were excellent role models and teachers of more junior residents. Dr. Tyler Chesney, a PGY 4 in General Surgery was described as managing to get all of his work done on a very busy clinical service with a superhuman amount of compassion and empathy for his patients, allaying their fears and answering all of their questions, and helping patients understand when surgery would help and when other options for palliative care were as just as important. Dr. Jonathon Yip, a PGY 4 in Otolaryngology - Head and Neck Surgery, always found time to care, being described as an exceptional communicator who collaborated extremely well with the other members of the team, going the extra mile to care for his patients and their families with great humanism and advocating for their needs.



## Nursing

### **NICOLE THOMSON, OT, PhD**

Director, Nursing Quality and Performance, Bridgepoint

### **NATHALIE PELADEAU, RN, MScN**

Director, Nursing Practice, Mount Sinai

### **IRENE WU-LAU, RN, MEd**

Clinical Nurse Specialist, Education Lead, Mount Sinai

### **MAYA NIKOLOSKI, RN, MN**

Manager, Professional Practice Nursing, Bridgepoint

### **LEANNE GINTY, RN, MEd, GNCC**

Interim Lead, Academic Nursing Practice, Mount Sinai

### **SHARON CHOO, RN**

Nursing Education Coordinator, Mount Sinai

At the Sinai Health System, nurses are committed to being leaders in providing evidence-informed, integrated and patient-centred care through a culture of compassion, scholarship and innovation. Our nurses provide complex care for patients at all stages along the health care continuum within our two campuses and in the community. Nurses maximize educational opportunities that encourage lifelong learning, professional advancement and teaching. Through this work, they create an enriching learning environment that encourages interprofessional education and opportunities for competency development and academic advancement. In 2017, the Sinai Health System achieved Accreditation with Exemplary Standing, confirming our reputation for excellence in practice and we celebrated numerous other achievements that were supported by the nursing department including the opening of new beds, innovations in patient safety and more recently the launch of our Academic Practice Strategy. We are affiliated with the Lawrence S. Bloomberg Faculty of Nursing at the University of Toronto and maintained relationships with many other university and college nursing programs. Nurses have received tuition support to pursue undergraduate and graduate education, as well as specialty certification in their clinical areas.



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## The Learning Experience

Preparing future generations of nurses is a key function of Nursing at Sinai Health System.

Patricia Benner postulated that as a practical profession, one must “do nursing to know nursing” and at the Sinai Health System, the department of nursing strives to ensure that students’ clinical placements foster successful hands-on learning to complement their classroom education and indeed develop a better understanding of the nursing profession.

Undergraduate and diploma nursing students are educated in groups or one-to-one preceptorship models and endeavor to learn patient care skills that will be crucial to their future careers. We offer preceptorship workshops to ensure that both our teachers and learners are well-supported. There is a robust orientation program to facilitate easier transitions for our students into both sites and we provide clinical lab access with low-fidelity mannequins to support skills acquisition in a low-risk environment.

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

### **What our learners said:**

*“My experience on the Labour & Delivery Unit at Mount Sinai is an experience I will take with me for the rest of my practice. I was so fortunate to be a part of a hardworking, dedicated, smart team of nurses and other healthcare professionals. The environment is very positive, and every member of the team is always striving to live up to the values that Mount Sinai has, such as creating an environment that is patient-centered, each person is accountable for their learning, the team is innovative and pushing boundaries in healthcare. Any patient, family member, or healthcare professional would be incredibly lucky to be a part of the team at Mount Sinai. I can’t thank you enough for allowing me to end my nursing education with a placement on the labour & delivery floor. It changed my life.”*

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### What our learners said:

*"I absolutely loved how Bridgepoint encourages and facilitates an optimal learning environment! The staff are very friendly, the patients are extremely well taken care of and are usually excited about their recovery and rehab, and as a student, I had several opportunities to practice my skills and also to learn new skills. I was very fortunate to have my placement at Bridgepoint and I would recommend this place to future students."*

### Learning Indicators

<b>Number of learners</b>	Undergraduates: 1077 Masters: 25
<b>Learner satisfaction</b>	96.9% would recommend placement
<b>Perceptors</b>	94
<b>Number of staff with academic appointments</b>	39
<b>CNA specialty certification</b>	86

### Education Awards

See page 51 for the list.





# Interprofessional Education

**ROBYN DAVIES, PT, MAppSc**  
Interprofessional Education Specialist

**NICOLE THOMSON, OT, PHD**  
Director, Collaborative Practice & Education – Nursing & Health Disciplines

## What our learners said:

*"I believe the most important thing I learned is how the roles of the healthcare team are interdependent and influence the quality of patient care."*

## What our learners said:

*"This has helped to expand on role clarity and has encouraged me to further my learning in stroke best practices."*

Sinai Health System values teamwork and provides opportunities to our learners to improve collaborator competencies. Learners are welcomed onto our teams across Sinai Health, where they develop expertise in their professional roles while learning about other team members. Learning activities vary from informal shadowing another team member to more formalized educational sessions.

In 2017, Sinai Health offered interprofessional lunch and learn curricula (Sessions in Accredited Interprofessional Learning- SAIL) and structured interprofessional education (IPE) placements. Specific IPE facilitator training was offered to staff, building a larger community of facilitators. These formal educational sessions use The National Interprofessional Competency Framework to explicitly frame content in interprofessional competencies for the learners.

	Number of students attending	Number of sessions delivered	Number of disciplines present over the term
Winter Term	583	23	14
Summer Term	424	19	14
Fall Term	288	11	10
<b>Total Attendees</b>	<b>1,295</b>	<b>53</b>	

## Student Space

Space was developed and opened as Student Space in January 2017 at Bridgepoint. Room 2.130 has quiet study and meeting space available as well as computers, AV, day lockers and a plinth for practicing manual skills.

## Sessions in Accredited Interprofessional Learning (SAILs)

In 2017 Sinai Health offered 53 SAILs to a total of 1,295 students. These one hour, interactive student brown bag lunch sessions are provided by content experts from throughout the organization and are accredited through the University of Toronto Centre for IPE as an elective credit and recognized by Ryerson University.

## Transition to Clerkship (TTC) – IPE Elective

Sinai Health hosted 34 medical students from the Wightman-Berris Academy for their IPE clinical elective. Students were paired with clinicians from across our organization for a 2-hour shadow followed by a facilitated debrief.

## Partner with Centre for IPE UofT to offer two further IPE learning activities

Sinai Health has long been a partner of the Centre for IPE at the University of Toronto (UofT). In 2017 two IPE activities were further developed and offered by Sinai Health staff beyond the walls of our organization.



### **What our learners said:**

*"I believe the most important thing I learned is how the roles of the healthcare team are interdependent and influence the quality of patient care."*

*"This has helped to expand on role clarity and has encouraged me to further my learning in stroke best practices."*

### **Web-based elective on Delirium**

Twenty-five students from UofT participated in an online elective credit on Delirium including a two-week asynchronous discussion facilitated by an APN in mental health and 3 other Sinai Health clinicians and educators. Students also completed a quiz and feedback online.

### **Classroom based elective on Amyotrophic Lateral Sclerosis (ALS)**

Over 100 students from more than 6 different professions attended one of two evening sessions offered by Sinai Health clinicians to explore the concept of ALS. During the interactive, case-based evening students learned more about ALS and the various roles the health care team.

### **Faculty Development for Clinical Educators**

An IP faculty development series was created following a needs assessment that was targeted to the busy clinicians and includes "Education Bites" ( ½ hour interactive sessions with take-away application) and "Workshops" (1-hour sessions offering a deeper dive into the material). Topic areas include preparing for a student, feedback etc. Additionally, the 6-module (2 hours each) series – Teaching for Learning and Collaboration (TLC) from the Centre for Faculty Development was offered on site.

### **IPE Structured Placements**

In 2017 there was an increase in IPE Structured Placement offered at Sinai Health. Eight different placements were attended by 79 students. Themes for placements included Internal General Medicine, The Patient with Complex Needs, Palliative Care, Patient-Centered Care, Stroke Care and Leadership. Co-facilitators included clinicians, educators and leaders from medicine, social worker, nursing, physiotherapy, research, organizational development, occupational therapy and speech language pathology.

### **What did this look like?**

Students met with co-facilitators weekly over a 3-4 week period to discuss the placement theme. For most sessions, a patient was present to share their story and participate in some of the discussion. A group presentation was offered by the students at the end of the experience.

### **IPE Facilitator Training – Building Capacity**

IPE Facilitator training continued to be offered across both campuses. A two-part series was delivered at Bridgepoint and "Just in time teaching" was offered to the new facilitators of IPE structured placements.

### **A Celebration of Education – Awards Ceremony at Bridgepoint**

On June 28, 2017, a wonderful celebration of educational achievement at Bridgepoint was held in the Rotunda. This annual event resumed after a brief hiatus during the integration of the Bridgepoint and Mount Sinai campuses. Dr. Jackie James delivered the plenary talk which outlined trends in health professions education including competency-based education, flipped classrooms and measuring and improving the learning environment. Robyn Davies and Katherine Brown did a marvelous job of organizing this special event which highlighted the important contributions of our staff, physicians, and interprofessional teams in the provision of outstanding educational opportunities and role modelling for our learners at Bridgepoint. Following this successful event, plans were made to mirror these awards for the Mount Sinai campus staff and planning began to have an integrated awards ceremony in 2018. See page 52 for the list of award recipients.

# Applied Health Sciences

## DONALD BARLETT

Manager, Clinical Education Relations, The Michener Institute of Education at UHN

### What our learners said:

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

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### What our learners said:

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

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Sinai Health System has had a longstanding relationship with the Michener Institute for Education at UHN, providing the clinical education of students in its various health science education programs. The hands-on experience provided by Sinai Health System 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 inter-professional collaboration, builds professional competencies, and further develops confidence and communication skills. As Michener will be celebrating its 60th anniversary in the 2018/19 academic year, we look forward to continued support from the Sinai Health System as a valued clinical partner in the education of Allied Health Professionals.

### 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

Laurie Cevallos

Table

### Learning Indicators

<b>Number of learners</b>	Totaling 339 clinical weeks, in Diagnostic Cytology, Genetics Technology, Medical Laboratory Science, Nuclear Medicine & Molecular Imaging Technology, Radiological Technology, Respiratory Therapy and Ultrasound: 32
<b>Number of staff with academic appointments</b>	Sinai Health System clinical staff maintained Michener status appointments as Clinical Coordinators or Clinical Educators: 47
<b>Rotation effectiveness</b>	86% of Michener learners placed at Sinai Health System responded positively to survey questions related to their learning experiences during their placements

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**Respiratory Therapy**  
Sandy Sculac (Neonatology)

**Ultrasound**  
Carlos Arrazola

**What our learners said:**

*"The experience at Mount Sinai was honestly one of the best educational opportunities I have had yet. The educators are fantastic at answering all questions and providing many diverse activities and work opportunities for students. I can honestly say I am ready to begin to train and learn on the job in terms of my basic skills in, as I feel very prepared after this placement. I would highly recommend this team and the placement location to anyone in their student placement."*

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# Chiropractic

CARLO AMMENDOLIA, DC

Director, Chiropractic Program and Spinal Stenosis Program

## What our learners said:

*"I had an incredible learning experience working with Dr. Ammendolia. I first met him in my first year of residency when I closely worked with him in his Chiropractic clinic. I found Dr. Ammendolia very approachable and he readily made himself available to answer any questions I had. Our interaction continued as I came back to learn more from him during my second year of residency. Because of my interest in Sports Medicine, I can say with confidence that Dr. Ammendolia has been one of the best and most influential mentors I had so far."*

Medical Resident

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 the risk of spine-related disability. This past year we developed new self-management patient training programs for sciatica, persistent shoulder pain, knee osteoarthritis, hip osteoarthritis and fibromyalgia with accompanying implementation guides for clinicians and trainees. Our learners have the opportunity to participate in our clinics and engage in our research studies where they learn how to conduct clinical research in spine care.

## The Learning Experience

The Chiropractic Program at Mount Sinai Hospital provides clinical educational placements for chiropractic and family practice medical residents. Chiropractic residents' placements are for three 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 of their educational requirements. During their three 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 two to three 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, undergraduates and community practitioners are regular learners at our clinics.

## Learning Indicators

### Number of learners

Medical Undergraduates	2
Chiropractic Residents	4
Family Practice Residents	14
Chiropractic Interns	5
Chiropractic Undergraduates	8
University Undergraduates	3
Community Practitioners	7



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### **Highlights from the Past Year**

Dr. Ammendolia presented at SpineFest 2017 an all-day symposium with a focus on highlighting the research work of trainees. He was also a Poster Judge at the symposium evaluating trainees' exciting research and presentation skills. In 2017, Dr. Ammendolia was invited to participate in developing Canadian practice guidelines for clinicians on the management of lumbar spinal stenosis. He also participated in ECHO (Extension for Community Healthcare Outcomes) Chronic Pain and Opioid Stewardship, an Ontario Ministry of Health initiative for lifelong learning and guided practice model for medical education for community practitioners. Dr. Ammendolia also authored a book chapter on Back Pain and Regional Disorders for the Oxford Textbook of Medicine.

### **Looking Forward**

Dr. Ammendolia is working on developing guides for the examination of patients with back or neck pain. These guides will assist trainees and clinicians on a systematic and comprehensive approach to the evaluation and differential diagnosis of back and neck disorders which often can be challenging. The guides will also assist in matching physical examination findings with the most a diagnosis and management options. The guides will be in a workbook format with photographs and accompanying video demonstration.



# Clinical Nutrition

## SABRINA GAON, MSW, RSW

Manager of Inter-professional Allied Health for Clinical Nutrition and Social Work, Mount Sinai Campus

## EMMA CHENG, RD

Clinical Practice Leader Registered Dietitians, Bridgepoint Campus

### What our learners said:

*"...The best placement in my internship so far. Julie and Val treated me with respect and like a colleague rather than a student. Through independent problem solving I was able to schedule my day, prioritize tasks and form my own style as a soon-to-be dietitian."*

### What our learners said:

*"I was fortunate to have the opportunity to take on part of the [NICU] caseload for 4-5 days while an RD was away and present at walk around rounds. I enjoyed the experience and gained more confidence as I had to learn very quickly... Karen is an excellent mentor – she adapted quickly to scheduling issues, she pushed me when I needed to be. We were able to meet our objectives and were satisfied."*

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

### The Learning Experience

In 2017, eleven preceptors participated in providing 15 clinical rotations for 15 dietetic interns throughout the Sinai Health System. Two diet technicians provided a clinical rotation for a Humber College student. Our preceptors provided both in-patient and out-patient clinical nutrition internship education experiences.

### Looking Forward

For the academic year 2018-2019 we will continue to offer internship rotations to dietetic interns from Ryerson University, Aramark, SickKids and St. Michael's Hospitals, and to diet technicians from Humber College. Dietitians at the MSH Family Health Team will be providing a clinical rotation to a Masters of Applied Nutrition student from the University of Guelph. The Sinai Health System continues to be dedicated to providing challenging internship experiences. We have preceptors with a breadth of experience across the continuum of care and who are noted for excellence in their skills and knowledge. We continue to support and encourage interprofessional education learning experiences. We also provide professional observership opportunities for Registered Dietitians who want to learn more about some of the specialized clinical areas in which we provide care to patients and families.



### Learning Indicators

**Number of learners** Postgraduate dietetic interns: 11

**Number of preceptors** Staff dietitians: 14

**What our learners said:**

*"This rotation within GI provided an amazing and unique opportunity to build on my foundation of clinical nutrition and inpatient knowledge. There were many opportunities to learn, apply my knowledge, ask questions, and evaluate my progress towards achieving the competencies. I really did enjoy this placement rotation and continue to have an interest in this area of dietetics. As my last inpatient rotation, I feel confident I have gained the skills and competencies to be hopeful to pursue this area in future dietetic practice."*

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**What our learners said:**

*"I liked the range of patient populations that I was able to work with...(they) challenged me to learn nutrition care for a variety of patients."*

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**What our Learning Partners Say:**

*"Over the past 4 years, I've had excellent placements with a variety of dietitians from MSH. Sabrina has been very accommodating and easy to work with. My students develop strong clinical skills and confidence to pursue careers as clinical dietitians."*

**Megan Cowan, RD**  
Graduate Practicum Coordinator,  
Ryerson University

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**What our Learning Partners Say:**

*"The dietitians at Mount Sinai hospital provide a thorough introduction to clinical dietetic practice in a supportive learning environment. They exceed expectations through providing ongoing feedback and support, case studies, assignments and relevant readings, all while including interns in the circle of care to allow them to practice as independently as possible and build skills with patients and healthcare team members. We highly value the contribution to the profession the dietitians at Mount Sinai provide."*

**Angela Cuddy, RD, MSc, MEd,**  
Internship Coordinator, Aramark Canada

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**What our Learning Partners Say:**

*"MSH offers comprehensive experiential learning placements for our Dietetic Interns in the areas of adult and neonatal nutrition. Through placements at MSH, the interns have gained dietetic knowledge and skills that have greatly assisted in their achievement of competencies. The training provided by the RDs at MSH is fundamental in preparing the interns for entry-level practice."*

**Joann Herridge, MSc, RD,**  
Clinical Educator, The Department of Clinical Dietetics, The Hospital for Sick Children

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# Dentistry

**DR. HOWARD TENENBAUM**

Dentist-in-Chief

**DR. AMIR AZARPAZHOOH**

Head, Research

**DR. AMIR AZARPAZHOOH &  
DR. ANDREW MONCARZ**

Co-Directors, Endodontics  
Director Clinical Research, Centre for Advanced  
Dental Research and Care (Dr. Azarpazhooh)

**DR. BRIAN RITTENBERG**

Head, Oral & Maxillofacial Surgery

**DR. MARY-ELLEN CASCONI &  
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  
Clinical Director, Centre for Advanced Dental  
Research and Care

**DR. IONA LEONG**

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

**DR. DAVID MOCK**

Liaison, Wasser Pain Management Centre

**DR. 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 infections and severe oral facial trauma. The Department provides training for Otolaryngology – Head and Neck Surgery from the University of Toronto, Faculty of Medicine and Dental Hygienists and Dental Assistants from George Brown College. Continuing dental education is offered to dentists, dental hygienists and dental specialists in the community.



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## The Learning Experience

The Department provides undergraduate, postgraduate and graduate training for University of Toronto, Faculty of Dentistry.

### Learning Indicators

#### Number of learners

#### Undergraduate dental students:

- One week rotations within the Department of Dentistry, rotating with Oral Pathology/Oral & Maxillofacial Surgery/ Operating Room/Hospital Dentistry with Dental Residents/ Attend Seminars: 31
- Third and fourth year students: Each student receives five half day clinical rotations in the care of persons with disabilities:  
4th Year: 96 3rd Year: 85

#### 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: 3

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

#### Graduate Program in Pediatric Dentistry: 3

Residents on rotation dental care for persons with disabilities: 8

#### Graduate Program in Prosthodontics:

Residents have clinical training in oral pathology: 3

#### Graduate Program in Endodontics:

Residents have clinic training in endodontics: 4

#### Other health professional learners:

Dental hygiene students and dental assisting students from George Brown College also have placements in the dental clinic; continuing dental education is offered to dentists, dental hygienists and dental specialists



# Midwifery

**ELIZABETH BRANDEIS, RM, BHSC, MSCCH**

Midwives Collective of Toronto

## **What our learners said:**

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

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

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

## **Learning Indicators**

**Number of learners**

IPE Placements-Labour and Delivery: 4

NICU: 4

Lactation consultation: 1

Placement with staff midwives: 4

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# Occupational Therapy

## **KATHERINE MCQUAID-BASCON, OT**

Senior Manager of Health Disciplines and Fieldwork Coordinator

## **SANDY DUNCAN, OT**

Clinical Practice Leader, Occupational Therapy

## **SEEMA ZERAFA, OT**

Practice Resource, Occupational Therapy

### **What our learners said:**

*“The culture here at Bridgepoint was very supportive of students.”*

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Occupational Therapists (OT) are regulated health-care professionals who provide assessments and interventions to patients related to a person's ability to do things that are important to them, including self-care, productivity and leisure. As integral members of the interprofessional team, they ensure that a patient's functional status is assessed and treatment is provided to maximize function and ensure safety. Through collaboration with team members, OTs facilitate transitions of patients through the health-care system. Occupational Therapists work closely with Occupational Therapy Assistants (OTA) to optimize therapy resources available to the patient. There are 28 OTs and 27 OTA/PTAs working across Bridgepoint. At the Mount Sinai campus, there are 6 OTs and 4 OTAs. OTs also work within the SHS ACT team community and in the ambulatory MSH Mental Health clinics.

### **The Learning Experience**

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

### **Learning Indicators**

**Number of learners**

Occupational Therapy: 35

Number with academic appointments or special educational certification Occupational Therapy: 13

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# Physiotherapy

## HEATHER KWOK, PT

Clinical Practice Leader, Physiotherapy

## NANCY NG, PT

Practice Resource, Physiotherapy

### What our learners said:

*“Everyone was so welcoming and treated me as an equal. I loved being a part of meetings and experiencing that side of healthcare.”*

Physiotherapists (PT) are regulated health-care professionals who provide assessments and interventions to patients with functional and mobility issues. As integral members of the interprofessional team, they ensure that a patient's functional status is assessed and treatment is provided to maximize function and ensure safety. Through collaboration with team members, PTs facilitate transitions of patients through the health-care system. PTs work closely with Physical Therapy Assistants (PTA) to optimize therapy resources available to the patient. There are 26 full-time physiotherapists and 27 OTA/PTA working across the Bridgepoint campus and 13 full-time physiotherapists and 4 PTAs at the Mount Sinai campus.

### The Learning Experience

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

### Learning Indicators

Number of learners	Physiotherapy: 52 OTA/PTA: 7
Number of preceptors	Physiotherapy: 27 PTA/OTA: 8
Number with academic appointments or special educational certification	Physiotherapy: 21
Number of staff participating in workshops and programs	Physiotherapy: 22 PTA/OTA: 8

### Looking Forward

Physiotherapy 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 health care.

### Initiatives and Objectives

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

# Pharmacy

## CHRISTINNE DUCLOS, PHARM.D

Clinical Practice Leader, Education and Staff Development

## LISA BURRY, PHARM.D

Clinician Scientist

## JANICE TAKATA-SHEWCHUK

Pharmacy Director, Bridgepoint campus

## YASMIN RAJMOHAMED

Pharmacy Director (interim), Mount Sinai campus

### What our learners said:

*“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.”*

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

To ensure continued excellence and innovation in clinical care, teaching and research, our new and existing staff are provided orientation, training and professional development opportunities. The Department fosters a culture of high performance and service excellence which supports Sinai Health 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

Pharmacists	51
Pharmacy Residents	2
Pharmacy Technicians	46
Administration	3
Administrative support staff	2



## Learning Indicators

Number of experiential teaching weeks	441
Number of academic teaching weeks	6.2
Number of pharmacy students*, **	57
Number of technician students*	4
Number of Structured Practical Training (SPT) technician learners	1
Number of pharmacy residents	7
Number of pharmacists involved in teaching	
• Experiential	34
• Academic	11
Number of technicians involved in teaching	
• Experiential	25
• Academic	1
Schools/Programs represented	<ul style="list-style-type: none"> <li>• University of Toronto</li> <li>• University of Waterloo</li> <li>• MSH Pharmacy Residency Program</li> <li>• CAMH Pharmacy Residency Program</li> <li>• Military Residency Program</li> <li>• Windsor Pharmacy Residency Program</li> <li>• William Osler Pharmacy Residency Program</li> <li>• University of Montreal Residency Program</li> <li>• Seneca College</li> <li>• Selkirk College</li> <li>• Fleming College</li> <li>• Humber College</li> </ul>

### **What our learners said:**

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

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### **Highlights from the Past Year**

- Design and implementation of 2 popular Continuing Education series: “ID Coffee Talk” and “Cardiology Coffee Talk” for pharmacy staff and learners
- Departmental launch of the Credentialing Support Program
- 18 publications in 2017 of which 12 had learners involved as authors
- Staff and students participated as peer reviewers for 20 papers
- Clinician Scientist recipient of the New Investigators Research Award through the Canadian Critical Care Trials Group
- Membership on several provincial, national and international committees.
- Presentations at local ,national and international conferences.
- Annual Trillium Pharmacy Technician conference attendance by 90% of our technicians.
- 75% of pharmacists attending the annual Contemporary Therapeutic Issues in Cardiovascular Disease Education Day.
- Janice Takata-Shewchuk, director of Bridgepoint pharmacy, leads the antimicrobial stewardship Bridgepoint interdisciplinary subcommittee through an extensive UTI hospital wide audit.





# Respiratory Therapy and the Anaesthesia Assistants Program

## JOHN TRAILL, RT

Clinical Instructor for ICU, ER, Wards, and OR

## SANDY SCULAC, RT

Clinical Instructor for Women's and Infants' Health program

### What our learners said:

*“The NICU at Mount 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.”*

The Respiratory Therapy (RT) Department includes Registered Respiratory Therapists (RRTs) who are members of inter-professional 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 RT Department also includes the Anaesthesia Assistants (AAs) who are RRTs with advanced training to provide sedation and assist Anesthesiologists in providing direct care to patients in the OR, Labour and Delivery, the Emergency Department, ambulatory areas, and at the Kensington Eye Clinic.

The RT Department also has a group of RRTs who are Certified Respiratory Educators and work in our clinics and on the inpatient units to help manage their respiratory diseases. In addition, we also have several CPR instructors on the team certified by the Heart and Stroke Foundation of Canada who teach CPR to expecting mothers and other team members.

The RRTs and AAs work collaboratively to determine plans for airway management and ventilation strategies and are part of the Acute Resuscitation and the ACCESS teams which assesses critically ill patients on the wards, alongside an RN and a physician.

## The Learning Experience

We provide educational opportunities for training of RT and AA 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 fellows, and provide additional bedside professional development support for staff RRTs, RNs and other health professions. As a group, we are enthusiastic about constantly revisiting our practice in an effort to enhance patient care.

## Learning Indicators

<b>Number of learners</b>	RT students in their clinical year (3rd year): 3 NICU RT Student internships: 24 AA student internship: 2
<b>Number of preceptors</b>	2 formal student clinical educators/preceptors All staff are involved with student teach activities.
<b>Number of staff participating in workshops and programs</b>	All the staff participate in hospital education days and apply for external funding to attend conferences and workshops.
<b>Academic appointments or special educational certification</b>	Several of the RT team support student activities and/or are on the advisory committee at the Michener Institute, Conestoga College and at Thompson Rivers.

### 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.
- 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 Past Year

- Five 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.



# Social Work

**MARY-KATHERINE LOWES, MSW**

Education Coordinator

**WENDY CAMERON, MSW**

Professional Practice Leader

## What our learners said:

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

## What our learners said:

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

## What our learners said:

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

Social Workers conduct psychosocial assessments which provide information and guidance for the service team in terms of appropriate treatment planning. Social Workers also 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 (MSW) internships to both first and second year MSW students from the University of Toronto (U of T).
- 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, Psychiatry, Patient/Family Centred Care, Palliative, Complex Patients, Capacity and Consent and Social Determinants of Health.
- Social Work staff co-facilitate IPE modules in Obstetrics, General Internal Medicine, Complex Patients and Palliative Care.
- Annually, Year One MSW students participate in a site visit at Sinai Health System which allows them to observe social workers in direct practice with patients, families and interprofessional 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 Workers provide Interprofessional Education clinical shadowing opportunity to third-year medical students.

## Learning Indicators

**Number of learners** 9

**Number of preceptors** 11

**Learner Satisfaction** Learner Satisfaction Sinai Health is consistently approached by provincial and international faculties of Social Work for placement opportunities. There are often multiple students vying for one placement opportunity.

**Number of staff with academic appointments** Adjunct Lecturers: 3

**What our learners said regarding simulated employment interviews:**

*"As a Masters of Social Work student at Mount Sinai, participating in the simulated interviews was one of the most valuable components of my practicum. It was very challenging but the opportunity to experience firsthand the style and types of questions that are typically used within formal panel interviews was extremely helpful and the constructive feedback that we received from the panel was invaluable. I am very grateful to the Social Work Department for this opportunity and have no doubt that it helped me immensely in developing my interview skills ..."*

*"The mock interviews were an invaluable tool to practice and refine my interview skills. The feedback received after participating in the mock interviews ultimately helped me on successfully securing employment after my clinical placement. This initiative should be part of every placement in order to gain a holistic experience in real-world employment."*

*"Thank you so much for the opportunity to practice my interview skills and to experience a social work interview. It was a very helpful and supportive opportunity."*

**Looking Forward/New This Year**

The Department of Social Work at Mount Sinai Hospital continues to offer a simulated employment interview opportunity to graduating Year Two students from U of T prior to the end of the academic year. This opportunity provides direct exposure to an inter-professional panel of interviewers who provide comprehensive feedback to students who will be engaging in professional interviews post-graduation. We offer our graduating students two interviews; one with a social work panel the second with an inter-professional panel. The panel membership varies but typically includes social work, a Human Resources recruiter and a nurse manager or clinical nurse specialist. We are looking for opportunities to further develop this student experience.

In 2017 we developed an affiliation with the Music Therapy program at Wilfred Laurier University. We had our first music therapy intern whose practicum was based in the NICU. Our intern worked with the most stable NICU babies. She was able to provide stimulation, fostered bonding which contributed to improved feeding and weight gain. She worked with NICU parents to decrease anxiety. She also provided music therapy in the pump room which promoted milk letdown. One of the NICU social workers provided supervision of this practicum experience. We are continuing to take Music Therapy Interns.

In 2017, 4 social workers provided a week-long Observership to an internationally trained social worker who shadowed the social workers working in-and out-patient oncology.

**Conference Presentations**

Lowes, M.K., Omrin, D., Gaon S. (June 2017) Employment Interview Simulation Project: Evaluation and Application to Social Work Field Education. Canadian Association for Social Work Education Toronto, Ontario.



# Speech Language Pathology

## KRISTA CAULFIELD

Clinical Practice Leader, Speech-Language Pathology

## SHEILA THINGVOLD

Practice Resource, Speech-Language Pathology

### What our learners said:

*“Welcoming team, additional learning experiences, amazing Clinical Educator.”*

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### What our learners said:

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

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Speech-Language Pathologists (SLPs) are regulated health-care professionals who work to assess and treat speech, language, social communication, cognitive-communication, voice and swallowing disorders. They are integral members of the interprofessional team, and through collaboration, facilitate transitions of patients through the health care system. SLPs work closely with Communicative Disorders Assistants (CDAs) to optimize therapy resources available to the patient. There are 10 full-time SLPs, 1 part-time SLP, as well as 2 full-time and 2 part-time CDAs working across the Bridgepoint campus. There are four Speech-Language Pathologists at our Mount Sinai Hospital campus.

### The Learning Experience

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

### Looking Forward

Speech-Language Pathology continues to strive to provide the best patient care by utilizing evidence-based practice 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, Durham College and Georgian College.
2. To continue to encourage and support interprofessional education learning experiences for our students.

### Learning Indicators

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<b>Number of learners</b>	6 (4 at BP; 2 at MSH)
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<b>Number of preceptors</b>	6 (4 at BP; 2 at MSH)
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<b>Number with academic appointments or special educational certification</b>	7
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<b>Number of staff participating in workshops and programs</b>	5
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# Spiritual Care

**IRYNA SOLUK-FIGOL**  
Manager

## What our learners said:

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

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Spiritual Care/Pastoral Care services are offered at both Mount Sinai Hospital and Bridgepoint Active Healthcare. Spiritual care professionals exemplify the recognition that health care involves body, mind, and spirit. Staff work with patients to explore the meaning of illness, suffering and life transitions and work through concerns related to grief and loss. They connect patients to faith communities and multi-faith visitors and celebrate sacred rituals or sacraments. Spiritual care professionals explore opportunities for prayer and meditation and discuss concerns about moral and ethical decisions.

## The Learning Experience

Learning opportunities are provided by the Spiritual care team at the Bridgepoint campus to students from the University of Toronto. Spiritual care staff members demonstrate educational involvement by offering student internships and placements, providing mentorship and acting as facilitators for Interprofessional Education (IPE) events. They also provide IPE shadowing experiences to other professional students.

## Learning Indicators

Number of learners 5

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# Therapeutic Recreation

**JENNIFER RIDGEWAY**  
Professional Practice Leader

## What our learners said:

*"I enjoyed the structured IPE that allowed me to learn more about the roles of my peers."*

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Therapeutic Recreation interventions are used to enhance the function, health, well-being and quality of life of patients who have a wide variety of diagnoses and potentially limiting conditions. The main goals of Therapeutic Recreation are to provide patients with opportunities for cognitive and sensory stimulation; socialization; to improve fine and gross motor skills; to strengthen interpersonal skills; to provide emotional support; to build self-confidence and self-esteem; to enhance mood; to minimize behaviours; to mitigate pain; to manage stress/fear/anxiety; and facilitate community reintegration.

There are six full-time Recreation Therapists, three Recreation Therapy Assistants and one hospital-wide coordinator on the Therapeutic Recreation team at the Bridgepoint site.

## The Learning Experience

Learning opportunities are provided by the Therapeutic Recreation team to students from Brock University, Georgian College and Centennial College. Therapeutic Recreation staff members demonstrate educational involvement by offering student internships and placements, providing mentorship and acting as facilitators for Interprofessional Education (IPE) events. They also provide IPE shadowing experiences to other professional students.

## Learning Indicators

<b>Number of learners</b>	Recreation Therapist: 2 Recreation Therapist Assistant: 1
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# Non-Clinical Programs

**KATHERINE BROWN**

Academic Coordinator, Bridgepoint Campus

## What our learners said:

*“The communication with students is so nice. All the staff are very friendly and they are quite able to answer any questions. At Bridgepoint everything is in a systematic way. They follow the rules and regulations nicely. Workers are so cooperative.”*

Food Services Student

*“The view was amazing, staff were welcoming and friendly.”*

Environmental Services Student

*“I loved the friendly environment/culture and great learning opportunities; very supportive supervisors who encouraged me at all times, and directed me to do my best.”*

Administrative Student

Sinai Health System prides itself on the diversity of its students and the learning environment that it provides. In 2017, over 30 students from 6 different disciplines were provided with non-clinical learning experiences.

## Learning Indicators

Number of learners	
Admin/Management	3
Design	7
Environmental Services	2
Food Services	10
Health Informatics	10
<b>Total</b>	<b>32</b>





# Human Rights & Health Equity

**MARYLIN KANEE**

Director, Human Rights and Health Equity Office

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 Sinai Health System in a manner that is respectful, accessible, equitable and free from harassment and discrimination.

## 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. Information displays, posters, movie nights, and other educational outreach initiatives are regularly offered to reach a broader audience within the Hospital.

We offer customized workshops for staff on topics such as Are You an ALLY?, sexual harassment, harassment and discrimination, human rights responsibilities, gender identity, gossip 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.

## Learning Indicators

<b>Number of learners</b>	More than 1700 employees, volunteers and physicians gained knowledge on a number of topics related to human rights and health equity
<b>Learner satisfaction</b>	Participants positively ranked their learning experience at either 4 or 5 on a five-point scale



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## Highlights from the Past Year

- Measuring Health Equity Workshops
- Training Measuring Health Equity champions to lead patient demographic data collection in their hospital or CHC
- Traditional Indigenous ceremony of smudging led by an Anishnawbe Health Toronto Traditional Knowledge Keeper
- Reconciliation at Sinai Health and The Inquest into the death of Brian Sinclair presented by the Waakebiness-Bryce Institute for Indigenous Health
- White Ribbon Campaign information table and awareness event for the National Day of Remembrance and Action on Violence against Women (MSH & BH)
- Are you an ALLY? Information booth at Pairing and Sharing event and for Mental Health Awareness Week (MSH & BH)
- Lunar New Year Lunch & Learn on Tips for Stress Reduction presented by Dr. Adam Chen and information table (MSH)
- Black History Awareness Committee Event, Brown Bag Ethics Lunch: Racism as Experienced by our Health Care Colleagues
- Black History Month Lunch & Learn on Providing Care to Older Black Adults: The Ubuntu Village Model presented by TAIBU CHC and a Caribbean Beat dance class. (MSH)
- Black History Month Mental Health Monday event on The Impact of Racism on Health and Reggae dance class (BH)
- ALLY tips distributed for International Day of Persons with Disabilities (MSH & BH)
- Pride is Good for Your Health event: The ABCs of LGBTQI2S (MSH & BH)
- Pride information booth at Staff & Physician BBQ (MSH & BH)
- U of T Faculty of Medicine Are you an ALLY? training for medical students

## Looking Forward

- Symposia to share best practices around using demographic data to improve health equity
- Are You an ALLY? Campaign events and training
- Implementation of the Health Calls to Action of the Truth and Reconciliation Commission including cultural safety training for leaders
- Leading Equity training for all Sinai Health System leaders



# Library Services

**SANDRA KENDALL**

Director

## **What our learners said:**

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

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

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

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

## **Looking Forward**

Our goals for the next coming year include:

- Based on results from 2017 Seniors Community Grant iPad Project, expand the delivery of information services for bed-bound patients throughout Sinai Health System.
- Continue to seek provincial licensing for RxTx.
- Continue to develop the partnership with the Ontario Health Libraries Association (OHLA), Health Science Information Consortium of Toronto (HSICT) and Ontario Library Association (OLA) for promoting consumer health information and patient education to members of the Greater Toronto Area community.
- Develop or link to self-guided online training modules that will reside on the library intranet page.
- Seek support for access to Sinai Health System's collection of historic photographs and administrative records.



- Support nursing and allied health initiative to further develop point-of-care e-resources.
- photographs and administrative records.

## Presentations

Internet Librarian, Monterey, California (November 2017):

- Negotiating Skills & License Agreements. Oral Presentation. **Sandra Kendall.**
- Partnering for Broader Impact: Advocacy for Medical Libraries in Ethiopia. Oral Presentation. **Sandra Kendall.**

International Federation of Libraries Association. Bergen, Norway (August 2017):

- Advocacy for Libraries: An American and Canadian Perspective with Positive Results for Ethiopia. Oral Presentation. **Sandra Kendall.**

Ontario Health Libraries Association (December 2017):

- Information Literacy. Webinar. **Daphne Horn.**
- Ontario Health Libraries Association Conference, Toronto, Ontario (January - February 2018):
- How Do We Teach Clinicians Where the Resources for Best Evidence Are. Oral Presentation. **Sandra Kendall, Michelle Ryu, Chris Walsh.**
- Poor health literacy is a problem in Canada. Oral Presentation. **Daphne Horn.**

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

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

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

- A Practical Toolkit for Clinicians to Locate Best Evidence. Poster Presentation. **Sandra Kendall** and **Michelle Ryu.**
- A few of many: The experience of two librarians supporting instruction within a large collaborative working group. Lightning Talk. **Daphne Horn.**
- Engaging learners: Interactive Ideas for Teaching Health Literacy. Poster Presentation. **Daphne Horn.**
- Patient Library Collaborations. Poster Presentation. **Daphne Horn.**
- Collaboration by the Numbers: How Many Librarians Does It Take to Teach a Medical Student? Poster Presentation. **Daphne Horn.**
- **Bozena Karczewska**, Bridgepoint Patient and Family Resource Centre Coordinator, delivered 3 presentations during the SAILS (Sessions in Accredited Interprofessional Learning) for nursing practicum students at Bridgepoint.
- **Patricia Petruca**, Bridgepoint Clinical Library Technician, delivered database training and staff orientations to over 460 visiting students and new staff at Bridgepoint.



## The Learning Experience

- The Library offers practical learning experience to students at University of Toronto's Master of Information program for them to gain experience in learning about searches and academic information retrieval within the health-care environment.



**What our learners said:**

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



**What our learners said:**

*"It is great that you have a patient library in the hospital."*



**What our learners said:**

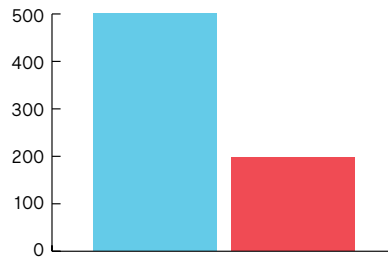
*"My mother really likes to come here. She finds it very pleasant and relaxing."*

Patients and caregivers at Bridgepoint



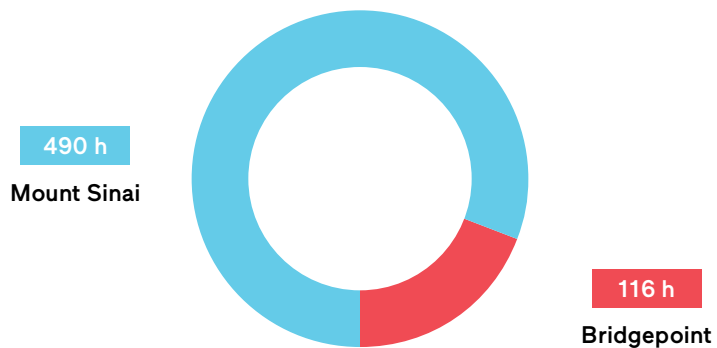
**Training**

Staff and students from all departments received training on: conducting literature searches and systematic reviews, locating difficult-to-find journal articles and books, and using reference management software such as EndNote. We provided over 110 hours of in-person training in 2017.



**Searches**

We provided **over 211 searches**, including **30 systematic reviews**, staff from all disciplines across Sinai Health System. This is a total of **743 hours** of service!



**Searches by Occupation**



## Learning Indicators

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

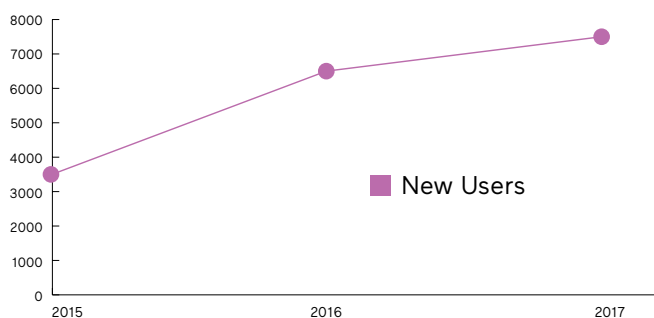
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- Hands on experience in archiving to two graduates of Masters of Information programs.

### Highlights from the Past Year

- **Sandra Kendall** received the 2018 Canadian Hospital Librarian of the Year Award presented by the Canadian Health Libraries Association (CHLA) at the Annual CHLA Meeting in St. John's, Newfoundland.
- **Sandra Kendall** and Information Specialists, Michelle Ryu and Chris Walsh, published in the June 2017 issue of Canadian Family Physician titled, "Evidence-based resources toolkit revisited".
- Our library won second place for the William Kaye Lamb Award given through the Ontario Libraries Association. "We were very impressed with your submission, noting that it was the finest we have ever received from a non-public library. We were particularly impressed with the partnering between the Patient Pavilion at Mount Sinai and the Family Resource Centre of Bridgeport Active Healthcare. Noted too was the collaboration with the iSchool at the University of Toronto. Specifically, the work with the aged in geriatrics, the efforts with volunteers in establishing the use of iPads in helping the elderly search the web was also commented upon. Truly a significant and important amount of work - well documented - with your senior clientele... We would like to acknowledge your efforts as a very close second by giving you honorable mention at our presentation in the summer. We would also like to encourage you very (very) strongly to not only continue your excellent service-which we are certain you will-but to re-apply next time. Yours is truly an important and fine service which deserve recognition and emulation." Richard Ficek, ExLibris
- **Carmen Garcia**, Library Technician, and two archivists began a project to make Sinai Health System's collection of historic photographs and administrative records more accessible. They appraised, arranged, and described this historical collection for archival preservation.
- **Chris Walsh** delivered over 500 documents to the Lunenfeld Tanenbaum Research Institute in contribution to 7 systematic reviews on neonatal pain; delivered author and department-wide publication impact factors for OBGYN Research Teams at the Lunenfeld Tanenbaum Research Institute (under the direction of Dr. Dan Farine).
- We have upgraded our library website to include more user-friendly features including a search box and the new A to Z database listing to help locate resources more efficiently. Our patient and family education website, Bridge2Health, continues to have an increasing number of unique visitors since its launch in 2015.

Bridge2Health Usage (2015-2017)



# SimSinai Centre

**SEV PERELMAN, MD**

Director

This academic year has been another year of successful and impactful work at SimSinai Centre.

We continue to maintain and develop the highest level of simulation-based education for our internal and external clients and offer opportunity for scholarly and administrative activities and mentorship.

We continue to train over 2000 learners per year in a variety of courses including ACLS, airway management, crisis behaviour and communication, emergency anaesthesia, procedural sedation and critical care cases. Our clients range from the undergraduate level to senior clinicians and overall satisfaction with our programs has been very good to excellent.

We extend our congratulations to Dr. Paul Kobic, who was honoured with the 2017-2018 Anna Jarvis Award for Postgraduate Teaching Excellence in Emergency Medicine for his work with the CCFP EM simulation program. This was his first year as simulation lead for the CCFP EM program at the University of Toronto, and the EM fellows themselves nominated him for the award. A lot of work went into this past year's simulation curriculum, but the changes Dr. Kobic is most proud of include: the addition of dynamic POCUS images to increase the fidelity of resuscitations, recruiting the excellent nurses from the Mount Sinai Hospital Emergency Department to facilitate smaller group learning, the addition of more in-depth neonatal resuscitation and pediatric scenarios, and the creation of a more learner-friendly simulation lab, an environment which can often be a source of great anxiety for students.

## **Research**

Researchers affiliated with SimSinai, including Drs. You-Ten, Friedman and Balki secured peer-reviewed grants and are producing important publications.

## **Local Collaborations and Impact**

Drs. Cheryl Hunchuck, Erin Bearss and Sev Perelman have contributed to an annual education day for the University of Toronto Educators in Emergency Medicine group (UTEEM).

A faculty development simulation and debriefing course, "SimSinai School of Sim" has been accredited by the CEPD office of the University of Toronto and was attended by 16 educators from several TAHSN institutions.

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### **International collaboration**

Dr. Sev Perelman was invited to teach in Ukraine and in Russian Federation for the P.L. Shupyk National Medical Academy of Postgraduate Education (NMAPE). At this event Dr. Perelman conducted BLS provider and Simulation Instructors courses to train the academic faculty. The stakeholders are working on establishing an international long-standing cooperation and educational plan.

In November 2017, SimSinai Centre supported the Ukraine Paediatric Fellowship program by welcoming the four observership fellows: Dr. Taras Havryliv (Uzhhorod) and Dr. Ihor Yushchak (Odessa) in neurosurgery; Dr. Oksana Lozytska (Lviv) in neurology; and Dr. Kateryna Svidnyak (Lviv) in neonatology. Their duration at SimSinai Centre consisted of training on neurosurgical equipment. The purpose of the fellowship is to provide training and consulting to improve the paediatric neurosurgical operating room in western Ukraine. Drs. Romach, Rutka and Christian have been very instrumental in implementing this program within several areas of Ukraine including Odessa and Lviv.

Drs. Luke Devine and Sev Perelman have collaborated with Drs. Ross Scalese and Berry Isenberg from the University of Miami Gordon Centre for Medical Simulation and were teaching an ESME-Sim workshop at the International Association for Medical Education in Europe (ASMEE)





# Surgical Skills Centre

**OLEG SAFIR, MD D.H. GALES**

Director

**LISA SATTERTHWAITE**

Senior Manager

The University of Toronto Surgical Skills Centre at Mount Sinai Hospital (SSC) is a thriving educational centre training surgical and medical students, residents, and faculty as well as a plethora of healthcare affiliates. The SSC is a laboratory setting in which technical skills are taught, practiced and evaluated in a safe and learner-friendly environment. For the past 19 years, our commitment to excellence in education and research has focused on core principles of patient safety initiatives. Since 2006 the Surgical Skills Centre has received the proud designation of Level 1 Comprehensive Accredited Educational Institute (AEI) with the American College of Surgeons.

**Our postgraduate residency courses** in July 2017 included our fourth iteration of the Surgical Prep Camp Phase 1. The program offers new PGY 1 surgical residents a comprehensive two week, full day curriculum of didactic and technical skills sessions in which residents are able to hone their basic skills at the very start of their surgical residency. The program includes assessments using the Objective Structured Assessment of Technical Skills (OSATS) and Global Rating Scale (GRS) and an MCQ test on the lecture program. The OSATS exam showed marked improvement in all areas of training. Session educators include faculty, residents as educators, nursing and industry field educators. Learners were comprised of residents from the Northern Ontario School of Medicine (NOSM), Obstetrics and Gynaecology and Otolaryngology – Head and Neck Surgery (OHNS). PREP camp averages 68 residents each year...and we are growing! Overall the lab engages in more than 170 skills programs and conference events per year with an average of 12,000 visits by trainees per year.

**Our current medical undergraduate courses** include Prelude to Surgery and the Emergency Medicine rotation. There are approximately 250 year-three medical students who attend these programs annually. The sessions prepare undergraduates to function within their specific rotations so that they can become an integral part of the patient care team.



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A select group of year 1 and 2 medical undergraduates partake in the Surgical Exploration and Discovery (SEAD) program every June. The fortunate 30 students are exposed to surgical programs that include neurosurgery, plastics, orthopedic, 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.

**Competency by Design** is now being fully integrated engaging all Departments of Surgery, Otolaryngology Head and Neck Surgery, Obstetrics and Gynecology and Anesthesia. The SSC is working in conjunction with all program directors to ensure that we are on track to deliver this new educational format of continued practice, feedback and assessment. The program was developed by the Royal College of Physicians and Surgeons of Canada in which Entrustable Professional Activities (EPA's) and Milestones will be used as foundational directives to deliver surgical education.

*“Canada's medical education system is exceptional, but there are gaps and challenges within the current model that need to be addressed. Currently, we assume that the more time a learner spends on an activity, the more the learner absorbs and excels. Evidence suggests that our methods of training and lifelong learning can be improved – that's where Competence by Design (CBD) comes in.” Royal College of Physicians and Surgeons of Canada*

**Affiliate healthcare educational training** series include nephrology, respiratory, emergency medicine, internal medicine, family medicine and cardiology. Comprehensive 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. This practice opportunity has been greatly appreciated by the residents and is utilized on a regular basis.

For more information about the Surgical Skills Centre please visit us at [www.uoftssc.com](http://www.uoftssc.com)



In September 2018 we look forward to celebrating our 20th anniversary at Mount Sinai Hospital

## 2017 Education Related Publications By Physicians and Staff

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## Awards for Teaching Excellence and Education in 2017

### Physician Awards

**Dr. Sean Balmain**

Wightman Berris-Academy Teaching Award- Undergraduate Teaching – Cardiology

**Dr. Simon Carette**

Wightman Berris-Academy Teaching Award- Anderson Extraordinary Contribution – Medicine UHN/SHS Teacher of the Year Award

**Dr. Jose Carvalho**

Dr. David Bevan Award for Excellence in Interprofessional Education –UHN-SHS Department of Anesthesia and Pain Management

**Dr. Alexandra Easson**

Wightman Berris-Academy Teaching Award- Undergraduate Teaching – General Surgery

**Dr. Pamela Goodwin**

Wightman Berris-Academy Teaching Award- Postgraduate Teaching- Oncology

**Dr. Anthony Hanbidge**

Outstanding Faculty Mentor Award- Department of Medical Imaging  
Outstanding Teachers in the Residency Program

**Dr. Shahid Husain**

Wightman Berris-Academy Teaching Award- Postgraduate Teaching-Psychiatry

**Dr. Arash Jaber**

The Edward L. Lansdown Award for Outstanding Teacher in the Residency Training Program, Department of Medical Imaging

**Dr. Nasir Jaffer**

Outstanding Teacher –Postgraduate Residency Program, Department of Medical Imaging, University of Toronto

**Dr. Jacqueline James**

W T Aikins Award – MD Course/Program Development, Faculty of Medicine University of Toronto

**Dr. Edward Kassel**

ASHNR Gold Medal, Department of Medical Imaging

**Dr. Paul Kobic**

Anna Jarvis Award for Excellence in Teaching in

Emergency Medicine, University of Toronto.

**Dr. Nadia Primiani**

Wightman Berris-Academy Teaching Award- Undergraduate Teaching – Emergency Medicine

**Dr. Myles Margolis**

Outstanding Teacher – Fellowship Program – Department of Medical Imaging, University of Toronto

**Dr. Eric Monteiro**

Wightman Berris-Academy Teaching Awards- Postgraduate Teaching- Otolaryngology, Head and Neck Surgery  
Excellence in Postgraduate Teaching Award – Department of Otolaryngology, Head and Neck Surgery, University of Toronto  
Resident Advocate Award – – Department of Otolaryngology, Head and Neck Surgery, University of Toronto

**Dr. Mara Sobel**

Wightman Berris Academy Teaching Award- Postgraduate Teaching-Obstetrics and Gynecology

**Dr. Christine Soong**

UHN/SHS Excellence in Postgraduate Teaching Award

**Dr. Allan Vescan**

The Alma Smitheringale – Excellence in Undergraduate Teaching Award- – Department of Otolaryngology, Head and Neck Surgery, University of Toronto



### Pharmacist Awards

Virginia Fernandes Wightman Berris-Academy Teaching Award- Health Professions Education – Pharmacy

### Interprofessional Awards at Bridgepoint Campus

These are recipients of the following awards:

#### Distinguished Educator Award

Parmanand Fred  
 Joanne Vella  
 Sandy Duncan

#### Lifelong Learner Award

Karen Chien  
 Meridith McClenaghan

#### Leadership in Education

Richard Kellowan  
 Cooperation in Education  
 The 7S Bridgepoint Team

### Nursing Education Awards Mount Sinai Campus

#### Education Award

Xenia Cocard	14 South
Marissa Weiler	Emergency Department
Jose Gutierrez	11 South
Janelle Hunter	11 South
Cherriton Knight	12 South

#### Preceptor Award

Ruta Tumosaite	15MUR Antenatal/Postpartum
Jayne Grigorovich	11 South
Danielle Kennedy	9 South
Kitty Chan	10 South
Iliana Krалеva-Rachkova	11 North
Ame De Belen	12 North
Faith Curtis-Sterling	14 South



## Educational Affiliations

In 2017, learners came to Sinai Health System from many clinical and non-clinical programs. It is through our important partnerships and affiliation agreements that we are able to deliver a depth and breadth of educational opportunities. We are partnered with over 40 institutions including:

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|---|---|
| Aramark Canada Ltd  | Ryerson University  |
| Athabasca University  | Sault College   |
| Brock University  | Sir Sanford Flemming College of Applied Arts and Technology |
| Centennial College of Applied Arts and Technology                                     | St Francis Xavier University                                |
| Canadian Memorial Chiropractic College  | St Lawrence College   |
| Career Development Institute Ltd. College of Business, Technology and Health Sciences | Stanford Junior University                                  |
| Conestoga College Institute of Technology and Advanced Learning                       | Trent University  |
| Dalhousie University  | University of Alberta                                       |
| George Brown College of Applied Arts and Technology                                   | University of Arkansas                                      |
| Georgian College  | University of Guelph-Humber                                 |
| Griffith University   | University of Manitoba                                      |
| Humber College Institute of Technology and Advanced Learning                          | University of Michigan                                      |
| Lakehead University   | University of New Brunswick                                 |
| Laurentian University of Sudbury  | University of Ontario Institute of Technology (UOIT)        |
| McMaster University   | University of Toronto                                       |
| Michener Institute of Education at UHN  | University of Victoria                                      |
| Mohawk College  | University of Waterloo                                      |
| Niagara College   | University of Western Ontario                               |
| Nipissing University  | University of Windsor                                       |
| Queen's University at Kingston  | Westervelt College  |
|   | Wilfred Laurier University                                  |
|   | York University   |



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