

Education Report Card

2016



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Introduction

In this 5th Edition of our Education Report Card, we showcase our educational programs which span across the main academic campuses of Sinai Health System, Mount Sinai Hospital and Bridgepoint Active Healthcare. In 2016, we saw the continued efforts to integrate our existing programs and to expand programs particularly in medical education and interprofessional education at the Bridgepoint campus. Despite the usual types of challenges facing large health-care organizations and particularly when institutions amalgamate, Sinai Health's enthusiastic educators, teachers, clinicians, and administrators worked together to support our learners in excellent learning environments with as many valuable opportunities as possible. Sinai Health is seen as a preferred place to work and learn for trainees from our major educational partner, the University of Toronto, and the more than 40 other educational universities and colleges with whom we have affiliation agreements. Our programs attract individuals from around globe, from as far away as Australia and Singapore.

In the past couple of years there has been growing attention given to understanding the learning environment. We have been asking our learners to tell us about their experience at Sinai Health, along with other hospitals in the Toronto Academic Health Science Network (TAHSN), and have begun the process of researching what it means to the learner to be adequately prepared to start a clinical rotation. At Bridgepoint this process has been extremely well worked out, with every learner receiving a personal introduction to the site by our small dedicated team of education administrators Katherine Brown and Robyn Davies. While at Mount Sinai Hospital, beyond our orientation videos for housestaff and a welcome in the Sydney and Florence Cooper Family Education Centre, orientation is largely distributed to educational leads on each clinical service. Our learner engagement survey results are now more reliable and tell us that were doing a very good job, but as with all educational programs, there is room to improve on certain clinical units. We now have data from 2016 which we will be sharing with educational and clinical leadership to reflect on, and see where improvements to those experiences can be made.

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 2017, we will begin the process of revising our educational strategic goals and objectives and look forward to reporting on new and exciting ways in which we plan to fulfill our mandate to innovative in the way that we teach about caring for patients and families along the continuum of their needs.

ac queline ames, MD, MEd
Vice-President Education

Learner Numbers

Clinical

Medicine	2381
Nursing	1009
Applied Health Science	32
Dietetics	12
Dentistry	171
Occupational Therapy	8
OTA/PTA	4
Pharmacy	62
Pharmacy Tech	3
Physiotherapy	13
Recreational Therapy	2
Recreational Therapy Assistant	3
Social Work	16
Speech Language Pathology	3
Spiritual Care	5

Non-Clinical

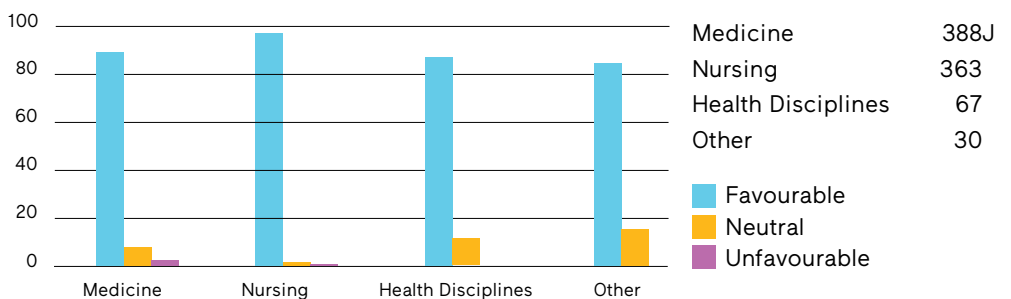
Admin/Management	10
Food Services	12
Engineering	1
Environmental Services	2
Health Information Management	1
Health Studies	4
Library Services	3

Total

3757

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

2015-2016 Learner Engagement Survey



Medicine

JACQUELINE JAMES, MD, MEd

Director, Wightman-Berris Academy and UHN/MSH Medical Education

HEATHER MCNEILL, MD, MEd

Director of Bridgepoint Medical Education

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 2016, Sinai Health continued to move forward with plans to take advantage of the wide range of teaching and learning opportunities for MD learners 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 deliver 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 patient's 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

Sinai is part of the Wightman-Berris Academy of the University of Toronto. The Academy admits 91 first year medical students per year. Approximately one third of those students over the next four years of medical school will learn clinical skills, participate in small group learning activities, and ultimately complete clerkship training at Sinai Health. Sinai is an anchor site for the Wightman-Berris Academy, partnered with the University Health Network (UHN), the Michael Garron Hospital, SickKids, CAMH and Baycrest to deliver comprehensive learning experiences to the largest of the University of Toronto's medical academies.

In September 2016, the new Foundations Curriculum was launched. First year students began a refreshed and innovative program in which each course is completed as an integrated module and has several components. It is a competency model of learning which involves case based learning (CBL), and integrates both the basic medical sciences with clinical medical principles and the humanities. A typical week for an MD learner includes:

- online modules which introduce a case of the week to test their knowledge and identify gaps prior to the active learning for the week;
- attend a first in-person lecture;
- meet a small group in the Sydney and Florence Cooper Family Education Centre to discuss the case and the questions posed by the case;
- participation in labs and online modules geared at teaching the use of the most up to date information and approaches to learning the material;
- during "white space" which is unstructured time, shadow clinicians, explore career options and follow other interests which might include leadership or research;
- meet their faculty tutor who takes them into a deeper discussion of scientific and clinical principles of the case;

- spend one day focused on clinical skills (Integrated Clinical Skills or ICE), which include learning how to communicate well with patients and their families and how to perform physical examinations;
- time to focus on the basics of research methodology in Health Science Research (HSR) and advocacy by working with community agencies in Community, Population and Preventative Health (CPPH).

At the end of the week, students then complete a quiz which gives them formative feedback on how well they have learned key elements. Rather than large exams, the students have periodic lower stakes tests. Another important element of this new curriculum is called Portfolio. Students meet with their Academy Scholars to reflect on their roles and responsibilities as future physicians, debrief on challenging aspects of medical school and have guidance around their academic performance.

Sinai Health was also involved in the implementation of a new form of clerkship called the Longitudinal Integrated Clerkship (LInC). Rather than doing rotations one by one, students learn to care for patients, initially in the ambulatory setting, with preceptors who are in the various different departments of the hospital throughout a single week. They may learn, for example how a patient is cared for by a family physician and by a specialist for a complicated problem, and follow the journey of a patient through the health-care system in a longitudinal fashion over the course of the year. They will then have components of clerkship on hospital wards to learn the full scope of patient care.

Bridgepoint saw the number of MD students completing clinical experiences continue to rise, with a 25 per cent increase in student numbers over the previous academic year.



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 must be 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 outstanding place to complete a rotation. Bridgepoint saw a 25 per cent increase in resident placements in 2016.

In 2016 residents were asked to fill out a survey called the Voice of the Resident across all the teaching hospitals in Toronto, including Sinai Health. This survey looked at their workplace experience in relation to socioeconomic status and other important demographics such as gender and ethnicity. The good news is that 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. And so we recognize that there is work to do as part of the larger Toronto Academy Health Science Network to ensure that all of our trainees experience the best possible learning and work environment.

Postgraduate Specialties Programs offered at Sinai Health

Anatomical Pathology
Anesthesiology
Cardiology
Child and Adolescent Psychiatry
Colorectal Surgery
Critical Care Medicine
Diagnostic Radiology
Emergency Medicine
Endocrinology and Metabolism
Family Medicine
Gastroenterology
Gynecologic Reproductive
Endocrinology & Infertility
General Gynecology

General Internal Medicine
General Pathology
General Pediatrics
General Surgery
General Surgical Oncology
Geriatric Medicine
Hematology
Infectious Diseases
Maternal Fetal Medicine
Medical Genetics
Medical Microbiology
Medical Oncology
Neonatal Perinatal Medicine
Neonatal Critical Care Medicine

Nephrology
Neurology
Nuclear Medicine
Obstetrics
Ophthalmology
Orthopedic Surgery
Otolaryngology, Head
and Neck Surgery
Palliative Medicine
Pediatric Radiology
Pediatric Respiriology
Physical Medicine and
Rehabilitation (Physiatry)

What our learners said:

"I often tell other learners that Mount Sinai is the only teaching hospital I've worked at where, no matter how long it has been since my last visit, physicians, nurses and allied health staff members always remember me and greet me by name, asking what I've been up to and how my training is going. I think this speaks to the true sense of community that exists at this hospital. Medical training can be stressful, so it is so wonderful to work and learn in such a warm and supportive environment."

Resident

Fellows

Clinical and research fellows come from across Canada and the world to develop skills beyond residency. Fellows are fully qualified specialists who will complete 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 six clinical fellows complete rotations at Bridgepoint, a first for this campus.

Continuing Education

Each of our clinical divisions and department have robust weekly rounds and seminars to promote continuing education and competency of our physicians and those who work along 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. For a full listing of these events, see the Appendix.

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 2016 please see the Appendix.



Learning Indicators

Number of students attending

Undergraduate

Mount Sinai Hospital

190 Preclerkship Students

182 Clerkship Students

116 Elective Placements for (U of T Students)

114 Visiting Elective Students (Canadian)

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

Bridgepoint Active Healthcare

35 Preclerkship

28 Clerkship

Postgraduate

1300 Residents at Mount Sinai

35 Residents at Bridgepoint

Clinical Fellows

330 Clinical Fellows at Mount Sinai

6 Clinical Fellows at Bridgepoint

Rotation Evaluation Scores (RES)

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

Mean Mount Sinai RES 4.09 – based on 2267 evaluations

Mean Bridgepoint RES 4.31 – based on 26 evaluations

City Mean All Sites RES – 4.12

Teaching Effectiveness Scores (TES)

Mean Mount Sinai TES – 4.39 based on 3975 evaluations

Mean Bridgepoint TES – 4.50 based on 38 evaluations

City Mean All Sites TES – 4.40

Number of preceptors

Active staff contribute to undergraduate, postgraduate and fellowship education: 303

Number of continuing education programs offered

Over 50 continuing education courses, programs and symposiums were organized by Sinai Health medical staff in 2016 in addition to our usual weekly internal educational rounds which occur in each department.

Number of staff participating in workshops and programs

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

Number of staff with academic appointments

All full time MDs hold academic faculty appointment with the University of Toronto: 303

Education Leadership Roles

Major Educational Leadership Roles at the University of Toronto

Dr. Nupura Bakshi

Chair of Residency Surgical Teaching Committee and Surgical Wet Lab Curriculum; Uveitis Residency Curriculum Co-coordinator, Retina Residency Curriculum Co-coordinator, 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. Ted Brown

Division Head, Reproductive Endocrinology and Infertility Obstetrics & Gynaecology

Dr. Simon Carette

Program Director, Rheumatology Fellowship

Dr. Robert Casper

Program Director, Reproductive Sciences – TCART Fellowship

Dr. 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. Harold Drutz

Co-Program Director, Urogynaecology

Dr. Michele Farrugia

Site Coordinator, Postgraduate Education Obstetrics and Gynaecology

Dr. Peter Ferguson

Program Director, Orthopedic Surgery

Dr. Emer Finan

Program Director, Neonatal/Perinatal Medicine

Dr. John Foote

Director, CCFP Emergency Medicine Residency Program

Dr. 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. Sue Goldstein

Course Director, Family Medicine Longitudinal Experience

Dr. Jacqueline James

Director, Wightman-Berris Academy

Dr. Stephane Laframboise

Fellowship Program Director, Gynaecologic Oncology

Dr. Shirley Lee

Program Director, Supplemental Emergency Medicine Experience

Dr. Eugene Liu

Undergrad Preclerkship Site Coordinator

Dr. Kimberly Liu

Program Director, Reproductive Endocrinology and Infertility

Dr. Danny Lovatsis

Co- Program Director, Urogynaecology

Dr. Heather McDonald-Blumer

Program Director, Core Internal Medicine

Dr. Helen MacRae

Program Director, Colorectal Surgery

Dr. 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. Allan Peterkin

Head, U of T Health, Arts & Humanities Program

Dr. Paula Ravitz

Director, Psychotherapies, Humanities & Educational Scholarship

Dr. Oleg Safir

Director, U of T, Surgical Skills Centre

Dr. Gareth Seaward

Vice Chair, QIPS Obstetrics and Gynaecology

Dr. Heather Shapiro

Vice Chair Education, Obstetrics and Gynaecology

Dr. Mara Sobel

Site Coordinator, Obstetrics and Gynaecology Undergraduate Education

Dr. Salvatore Spadafora

Vice Dean, Faculty of Medicine Post MD Programs

Dr. David Yan

Director, Toronto Ophthalmology Residency Introductory Course, Director of Data Management for Medical Education, Department of Ophthalmology

Dr. Allan Vescan

Undergraduate Program Director, Otolaryngology – Head and Neck Surgery

Dr. Wendy Whittle

Program Director, Advanced Obstetrics Fellowship

Dr. Rory Windrim

Director, Continuing Professional Development, Obstetrics and Gynaecology

Dr. Lesley Wiesenfeld

Associate Program Director, Psychiatry

Dr. Wendy Wolfman

Mature Women's Health and Menopause Fellowship

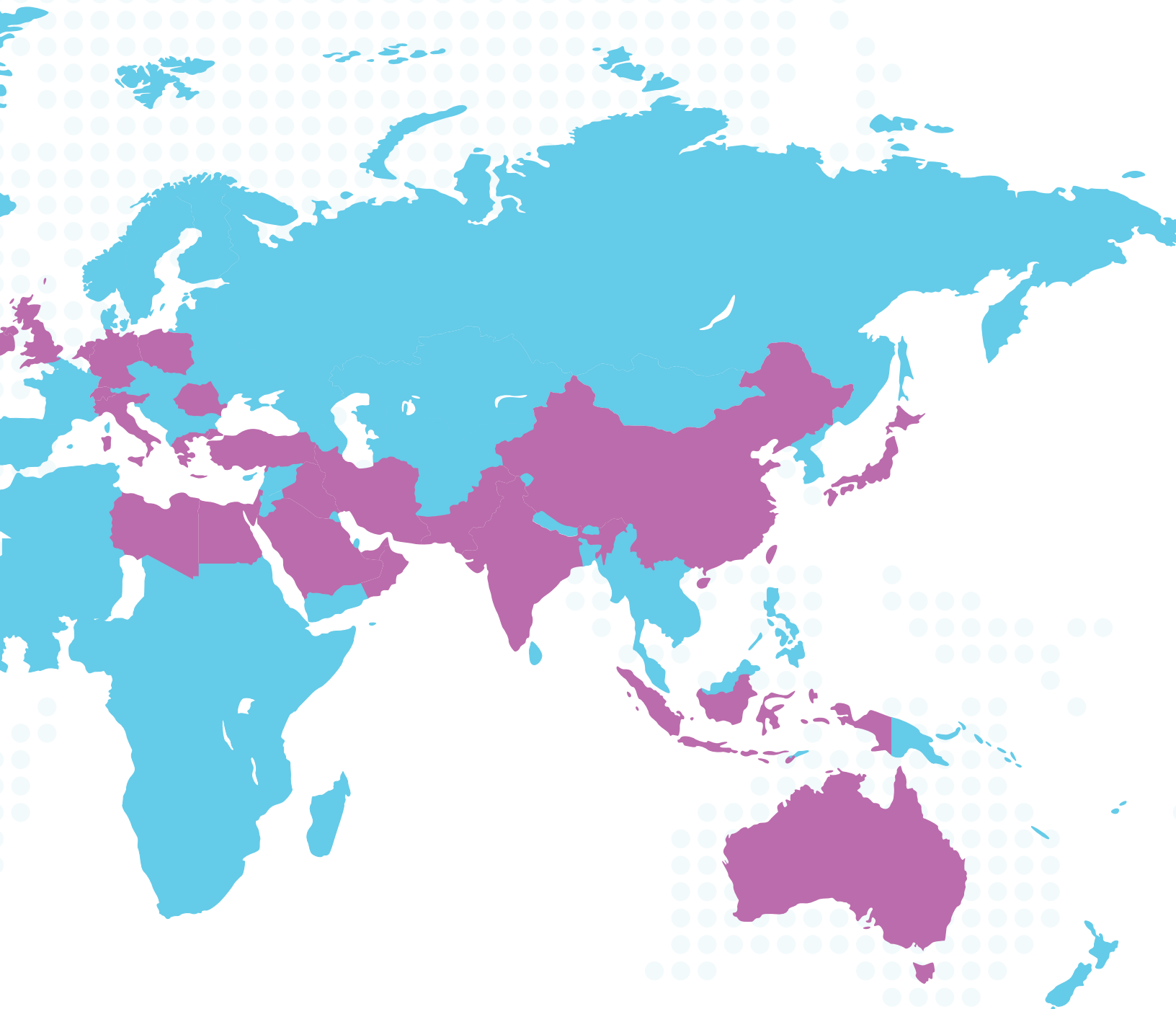
Our Fellows: Countries of origin

AUSTRALIA
BRAZIL
CANADA
CHILE
CHINA
COLOMBIA
EGYPT
GERMANY
GREECE
INDIA
IRAN
IRAQ
IRELAND/EIRE
ISRAEL
ITALY
JAMAICA
JAPAN
JORDAN
KUWAIT
LIBYA
MEXICO
NETHERLANDS
OMAN
PAKISTAN
POLAND
SAUDI ARABIA
SINGAPORE
ST. LUCIA
SWITZERLAND
TURKEY
UNITED ARAB EMIRATES
UNITED KINGDOM
UNITED STATES

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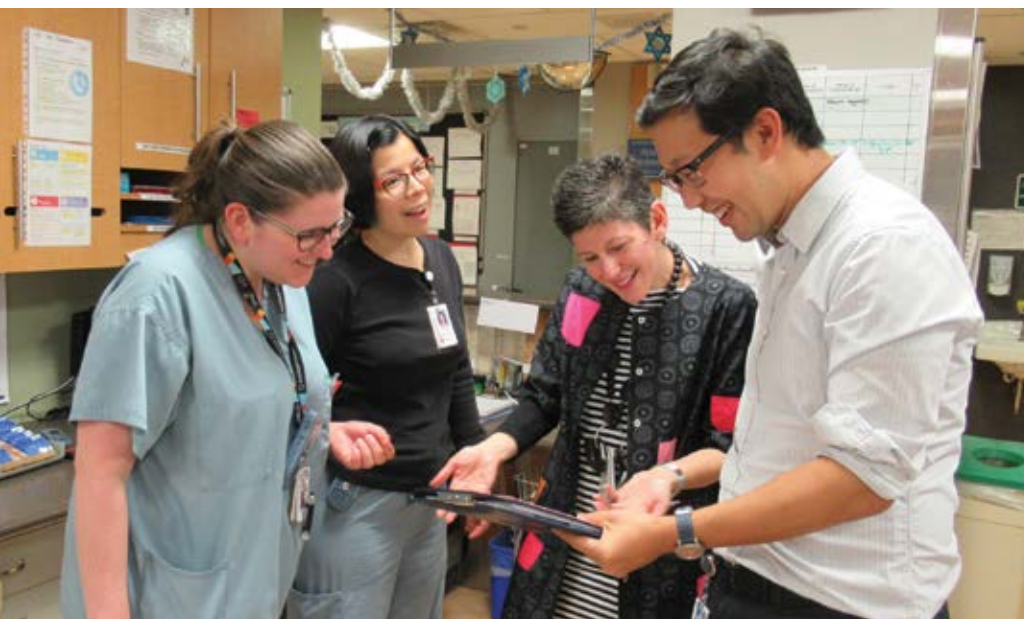
**Sinai Health System attracted physicians
from 32 other countries in the world
seeking advanced specialist training.**



Highlights from the Past Year

The Wightman-Berris Academy Awards took place on May 12th, 2016 in the Ben Sadowski Auditorium. Dr. Marcus Law MD, MBA, MEd Director of the new MD program curriculum spoke about *Transformational Change – The New Foundations Curriculum*. These awards honoured the best teachers and educators from all Health Disciplines at Sinai Health System, University Health Network, and the Community and Sub-specialty Academy Sites which comprise the Academy. Dr. Rory Windrim from the Department of Obstetrics and Gynecology won the Anderson Award for Extraordinary Contribution, and Dr. Shirley Lee from the Emergency Department won the Anderson Award Program Innovation and Development.

Dr. John Conklin was the 2016 recipient of the Bernard Ghert Award for Resident Excellence in Patient Focused Care. John was an outstanding PGY 5 in Diagnostic Radiology resident who was outstanding at caring for patients while being an excellent role model at teacher of more junior trainees.

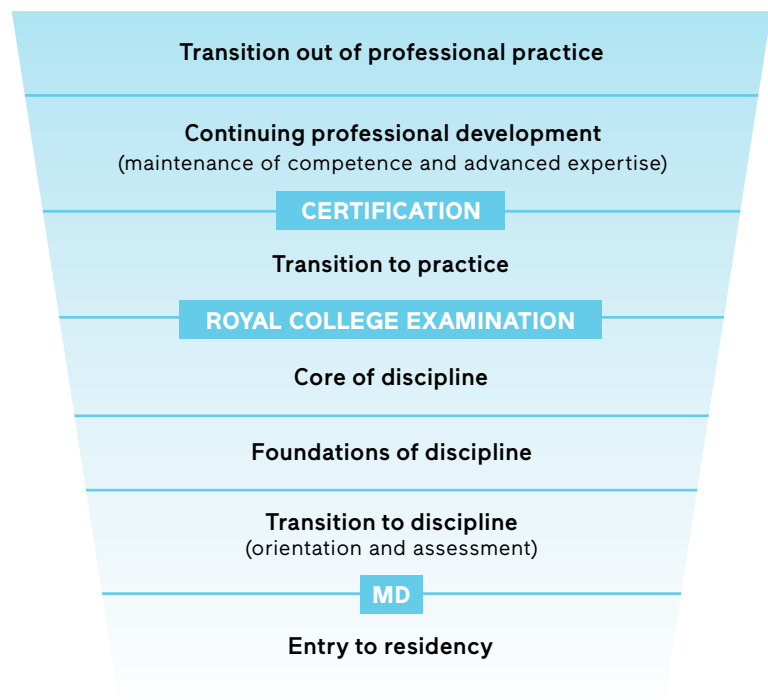


Looking Forward

In 2017 Sinai Health will continue to be involved in the roll out the new Foundations Curriculum which will be in its second year. The LInC clerkship will be fully up and running for 12 clerkships students, four of whom will be predominantly based at Sinai Health.

Competence by Design – the new way in which residents are trained and evaluated will be eventually phased in to all Royal College certified programs over the next 10 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. The Anesthesiology and Otolaryngology, Head and Neck Surgery will be first two programs to initiate a CBD curriculum in 2017. 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.

Competence by Design



Nursing

NATHALIE PELADEAU, RN, MScN

Director, Nursing Practice

IRENE WU-LAU, RN, MEd

Clinical Nurse Specialist, Education Lead

MAYA NIKOLOSKI, RN, MN

Manager, Professional Practice Nursing

Nursing at Sinai Health System is committed to promoting excellence in practice, education and patient centred care for people with complex care needs from healthy beginnings to healthy aging. Nurses provide care with the highest standard of evidence-based practice to ensure quality care for all. The Mount Sinai Hospital campus is an internationally recognized Magnet® designated academic health sciences centre. The Bridgepoint campus has achieved Stroke Distinction through Accreditation Canada, which recognizes organizations that demonstrate excellence and outstanding leadership in stroke care. Sinai Health System is affiliated with the University of Toronto and many other nursing programs, and is teaching the next generation of health-care professionals, as well as encouraging continuous life-long learning and development of its staff. By building on a reputation for excellence in education and professional development, opportunities for nurses at all levels to pursue formal and informal educational opportunities, obtain specialty certification, advance their practice and develop their careers has been highly supported. Through reimbursements and tuition support, nurses have the opportunity to engage in undergraduate and graduate studies and certification in their clinical areas and specialties.



The Learning Experience

Preparing future generations of nurses is a key function of Nursing at Sinai Health System. We have a commitment to employees and to the broader community to promote professional growth and development within the organization in order to advance clinical practice. Nurses at our organization promote a culture of learning by embracing the teaching and leadership role through mentorship, preceptorship and adjunct appointments. We are committed to fostering the knowledge, skills, and confidence necessary for a successful practicum experience for nursing students.

Our undergraduate and diploma student nurse placements provide students with the skills and experience necessary to successfully launch their nursing careers and contribute to quality patient experiences and outcomes. Through innovative approaches, such as an online orientation video utilizing avatars and an in-class orientation, a meaningful and transformative clinical experience is ensured for nursing students.

Directors, Managers and Advanced Practice Nurses serve as preceptors for graduate nursing students. These placements provide students with the opportunity to understand and develop the advanced practice role in the domains of clinical practice, system leadership, education and research.

Sinai Health System offers training to nursing students from over 20 academic institutions including the Lawrence S. Bloomberg Faculty of Nursing at the University of Toronto. As an affiliate with the Lawrence S. Bloomberg Faculty of Nursing, many nurses hold adjunct clinical appointments. Clinical appointments are awarded to distinguished nursing professionals with exemplary achievements. As adjunct appointees, nurses share their expertise and expand the learning experiences of future nurses. The partnership with the Lawrence S. Bloomberg Faculty of Nursing provides personal and professional learning opportunities.

What our learners said:

“My clinical placement at Bridgepoint has truly been exceptional! I was exposed to a myriad of learning opportunities which are invaluable and staff welcomed me with open arms. Every day I feel like I am part of the team and I feel so lucky to have this experience.”



Learning Indicators

Number of learners	Undergraduates: 989 Masters of Nursing: 20
Learner satisfaction	96% would recommend placement
Perceptors	94
Number of staff with academic appointments	44
CNA specialty certification	37

Education Award

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

Preceptor Award

Diane Brown, Group Award	14 North
Irene Chan	Emergency Department
Viviana Doyle	Emergency Department
Marissa Weiler	Emergency Department
Lisa Ragany	Emergency Department
Jolean Lloyd	Emergency Department
Tessa Corneliessen	Emergency Department
Katherine Fangon	Emergency Department
Ayan Salub	Critical Care Unit



What our learners said:

“Excellent hands on opportunity to translate new knowledge into practice. Plenty of opportunity to ask questions. Preceptors are great teachers and wonderful mentors, and they care about learners having positive clinical experiences.”

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 learned the importance of interprofessional communication and the importance of understanding stress related factors that can affect the patient and nursing practice.”

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 2016, 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.

Sessions in Accredited Interprofessional Learning (SAILs) (formerly called IPE Lunch and Learn)

In 2016 Sinai Health offered 45 SAILs to a total of 1,110 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.

	Number of students attending	Number of sessions delivered	Number of disciplines present over the term
Winter Term	300	17	12
Summer Term	385	17	13
Fall Term	425	18	11
Total Attendees	1,110	52	

What our learners said:

“The key theme that I will take away from this experience is to be more aware in a healthcare setting towards delirium.”

Partner with Centre for IPE UofT to pilot a web-based elective IPE learning activity on Delirium

Sinai Health has long been a partner of the Centre for IPE at the University of Toronto (UofT) and in 2016 further collaboration resulted in an innovative educational opportunity for students. The delirium content, from a SAIL session was repackaged as an on-line course and was offered to UofT students. The initial iteration had 15 people (staff and students) who attended remotely via Ontario Telemedicine Network (OTN) (from three external sites). The recorded OTN session was posted on Blackboard for students to review and 14 students participated in on-line discussion board. This included a two week asynchronous discussion facilitated by an APN in mental health and IPE lead. Students also completed a quiz and feedback online.

What our learners said:

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

"It will help me in my future conversations with other clinicians, non-clinicians and most importantly with patients."

IPE Structured Placement – General Internal Medicine

Co-facilitated by Physician and Social Worker

What did this look like?

Twenty-two students from six different professions (Medicine, Nutrition, Nursing, Pharmacy, Respiratory Therapy and Social Work) attended four weekly small group tutorials. Each week the students visited a patient on the GIM unit to hear their story and reflect on their profession's role in caring for the patient and how teamwork can influence care, especially for complex patients as they make transitions in care.

IPE Structured Placement – Patient Centred Care

Co-facilitated by Allied Health Education Specialist, Patient Advisor and Interprofessional Education Specialist

What did this look like?

Seven students from clinical (social work, nursing, pharmacy) and non-clinical roles (environmental services, project management) attended four weekly small group tutorials. A different patient attended each week to share their story. Post patient story, which was contextualized around a different IP competency (including role clarification, communication and conflict), students explored the elements of patient centred care that they heard in the stories.

IPE Facilitator Training – Building Capacity

IPE Facilitator training was delivered across both campuses. At Mount Sinai, a two-part series was developed and delivered. Additionally "Just in time teaching" was offered to the new facilitators of the Bridgepoint IPE structured placement.



Applied Health Sciences

DONALD BARLETT

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

What our learners said:

“This placement was my favourite one of the entire year. The staff went out of their way to make all students feel welcome. I never felt as though my questions were unwelcome.”

Sinai Health System has had a longstanding relationship with the Michener Institute for Education, 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.

Names of Education Leads

Anesthesia Assistant

Dr. Eric Goldschmidt

Diagnostic Cytology

Badry Kashefi

Genetics Technology

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

Medical Laboratory Sciences

Brian Chow

Nuclear Medicine

Harinder Grewal

Radiological Technology

Sharon Wilson

Respiratory Therapy

Michelle Baczynski (Neonatology)

Ultrasound

Carlos Arrazola

What our learners said:

“The staff in the lab was amazingly welcoming and helpful! I would recommend this lab to anyone who has the opportunity to go there for their rotation.”

Learning Indicators

Number of learners	Totaling 353 clinical weeks, in Anesthesia Assistant, Diagnostic Cytology, Genetics Technology, Medical Laboratory Science, Nuclear Medicine & Molecular Imaging Technology, Radiological Technology, Respiratory Therapy and Ultrasound: 32
Number of staff with academic appointments	Sinai Health System clinical staff maintained Michener status appointments as Clinical Coordinators or Clinical Educators: 51
Rotation effectiveness	91% of Michener learners placed at Sinai Health System responded positively to survey questions related to their learning experiences during their placements

What our learners said:

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



Chiropractic

CARLO AMMENDOLIA, DC
Director, Chiropractic Program

What our learners said:

"I had an excellent educational experience with Dr. Ammendolia. He provided me with several opportunities to fine-tune my back exam and in depth evidence based teaching about back pain. He also taught me about manual therapy performed by chiropractors, and even let me practice some of the maneuvers! Altogether this clinical experience has broadened my scope of knowledge about back pain which will help to improve the care I provide to my patients."

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 risk of spine-related disability. This past year we completed three clinical trials at our clinic evaluating several non-operative treatments for lumbar spinal stenosis. Our learners have the opportunity to participate in our clinics and engage in our research studies where they learn how to conduct clinic research in spine care.

The Learning Experience

The Chiropractic Program at Mount Sinai Hospital provides clinical educational placements for chiropractic and family practice medical residents. Chiropractic residents' placements are for 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 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.

Highlights from the Past Year

Dr. Ammendolia conducts lectures and educational workshops on the non-operative management of degenerative lumbar spinal stenosis and back and neck pain. These workshops have been presented from Victoria, British Columbia to St. John's, Newfoundland, and internationally in Denmark and Switzerland.

In 2016, Dr. Ammendolia was invited by the Cuban Government to train doctors and other health-care practitioners on the non-operative management of degenerative lumbar spinal stenosis.

Looking Forward

Dr. Ammendolia has been invited to return to Denmark to train additional practitioners on the non-operative management of lumbar spinal stenosis as part of an initiative to incorporate this approach into the health care delivery system in the country where lumbar spinal stenosis is highly prevalent.

Learning Indicators

Number of learners

Medical Undergraduates	2
Chiropractic Residents	4
Family Practice Residents	17
Chiropractic Interns	7
Chiropractic Undergraduates	5
University Undergraduates	4
Community Practitioners	5

Clinical Nutrition

SABRINA GAON, MSW, RSW

Manager of Inter-professional Allied Health for Clinical Nutrition and Social Work

CLARISSA LESLIE, RD

Clinical Practice Leader Registered Dietitians

Clinical dietitians work across teams at Sinai Health System. Dietitians are experts in nutrition and are regulated by the College of Dietitians of Ontario. They translate scientific research about food and nutrition into practical solutions for their patients. The clinical team at the Mount Sinai campus includes 10.3 full time equivalent clinical dietitians and 1.5 full time equivalent diet technicians. The clinical team at the Bridgepoint campus includes 4.2 full time equivalent. Clinical dietitians and two diet technicians. Clinical dietitians work across all settings at both campuses.

The Learning Experience

In 2016 we had 11 preceptors participated in providing 16 clinical rotations for 12 dietetic interns throughout the hospital. Our preceptors provided both in-patient and out-patient clinical nutrition internship education experiences.

Looking Forward

For the academic year 2016-2017 we will continue to offer internship rotations to dietetic interns from Ryerson University, Aramark, SickKids and St. Michael's. Sinai Health 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.

Learning Indicators

Number of learners	Postgraduate dietetic interns 12
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Number of preceptors	11
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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

DR. BRIAN RITTENBERG

Head, Oral & Maxillofacial Surgery

DR. MARY-ELLEN CASCONE &

DR. MARIA COLAIACOVO

Co-Directors, Hospital Dental
Residency Program

DR. BRUCE FREEMAN

Director of Development

DR. MICHAEL GOLDBERG

Head, Periodontology and Temporomandibular
Joint Pain Disorders

DR. IONA LEONG

Head, Oral Pathology and Oral Medicine

DR. DAVID MOCK

Liaison, Wasser Pain Management Centre

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 and Plastic Surgery Residents 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.



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:

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

Hospital dental residents:

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

Graduate Program in Oral and Maxillofacial Surgery:

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

Graduate Program in Oral Pathology and Oral Medicine:

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

Graduate Program in Periodontology:

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

Graduate Program in Pediatric Dentistry:

Residents on rotation dental care for persons with disabilities: 8

Medicine learners:

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

Other health professional learners:

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



Occupational Therapy

KATHERINE MCQUAID-BASCON, OT
Senior Manager of Health Disciplines and Fieldwork Coordinator

SANDY DUNCAN, OT
Clinical Practice Leader

SEEMA ZERAFA, OT
Practice Resource

What our learners said:
“The culture here at Bridgepoint was very supportive of students.”

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 eight OTs and four OTAs. There are also OTs who work with the ACT team community and in the ambulatory Mental Health clinic.

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: 7
	International Observer: 1
	Research Student: 2

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

KATHERINE MCQUAID-BASCON, OT

Senior Manager of Health Disciplines and Fieldwork Coordinator

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: 11 OTA/PTA: 4
Number of preceptors	Physiotherapy: 10 PTA/OTA: 4
Number with academic appointments or special educational certification	Physiotherapy: 22
Number of staff participating in workshops and programs	Physiotherapy: 10 PTA/OTA: 4

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

CHRISTINE DUCLOS, PHARM.D

Clinical Practice Leader - Education & Staff Development

LISA BURRY, PHARM.D

Clinician Scientist

JANICE TAKATA-SHEWCHUK

Pharmacy Director

PATRICIA MACGREGOR

Director of Corporate Pharmacy

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



What our learners said:

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

Highlights from the Past Year

- Awarded Pharmacy Residency Program accreditation through the Canadian Pharmacy Residency Board
- Award-winning residency project completed
- Research profile of the Department expanded through several significant achievements:
 - Three national, multi-site peer-reviewed grants included CIHR funding.
 - 22 publications in 2016; of which 15 had learners involved as authors.
 - New appointment with the Lunenfeld-Tanenbaum Research Institute.
 - Participated in the elite Canadian Critical Care Trials Group (CCCTG) Young Investigator Retreat.
- Membership on several provincial, national and international committees.
- Two pharmacist staff members honoured with Karen McGibbon Awards.
- 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.
- Invited to present the process to University of Toronto Leslie Dan Faculty of Pharmacy to highlight the strengths of collaboration between health disciplines.
- Jannet Hseih, pharmacist, joint medical presentation with Dr. Dina Reiss about C.difficile overview at Bridgepoint.
- Yannan Chen, pharmacist, graduates with her PharmD from the Waterloo Bridging program with the aid of a Sinai Health Bursary.



Respiratory Therapy and Anesthesia Assistant

KATHERINE MCQUAID-BASCON, OT

Senior Manager of Health Disciplines and Fieldwork Coordinator

JOHN TRAILL, RT

Clinical Instructor for ICU, ER, Wards, and OR

SANDY SCULAC, RT

Clinical Instructor for Women's and Infants' Health

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 Anesthesia Assistants (AAs) who are a specialized group of RRTs with specialized training to provide sedation and assist anesthesiologists in providing direct care to patients in the OR, Labour and Delivery, the Emergency Department and in our clinics, and at the Kensington Eye Clinic.

Members of the RT department are Certified Respiratory Educators who work in our clinics and with patients on the wards to help manage their diseases. There are 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 Team and the ACCESS Team which assesses critically ill patients on the ward, alongside an RN and a physician. We conduct multidisciplinary teaching rounds as they relate to RT specific roles.

The Learning Experience

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

Learning Indicators

Number of learners	RT students in their clinical year (3rd year): 3 NICU RT Student internships: 16 AA student internship: 2
Number of preceptors	2 formal student clinical educators/preceptors All staff are involved with student teach activities.
Number of staff participating in workshops and programs	All the staff participate in hospital education days and apply for external funding to attend conferences and workshops.
Academic appointments or special educational certification	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
- We teach at Ryerson and U of T for the Midwife programs with respect to Neonatal Ventilation
- ACLS, BCLS, and NRP instructors who help to train all disciplines (RRT, RN, MD) in SimSinai Centre
- RN education sessions on the new code blue policy
- Education sessions for New OR RNS on anesthesia
- 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 and airway management for residents of all disciplines in the SimSinai Centre

Highlights from the Past Year

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

Looking Forward

Our goals for the next year:

- To have RT driven research in all areas of the hospital and be represented at all the major conferences
- Advance Practice Roles for RRTs — one for adult and one for neonatal population to enhance staff education opportunities
- Learn anesthetic 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:

"I really enjoyed the opportunities at Bridgepoint. I learned a lot within my placement and I was able to shadow other social workers — this opportunity really contributed to my learning."

What our learners said:

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

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.

Learning Indicators

Number of learners	16
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Number of preceptors	11
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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.
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Number of staff with academic appointments	Adjunct Lecturers: 4
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What our learners said regarding simulated interviews:

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

“Interviewing is a skill beyond the skills you already have there is no way to grow from being rejected from a job — this was different.”

Looking Forward

Social Work staff lead patient psycho-educational and support groups in the areas of IBD, NICU parent group, Psychiatry, Stroke/Depression, Caregiver Stress and Brain Injury.

The Department of Social Work 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 interprofessional panel of interviewers who provide comprehensive feedback to students who will be engaging in professional interviews post-graduation. The Social Work Department is currently applying for a similar research grant from U of T in order to complete Phase 2 of this research project. Mount Sinai Hospital and Circle of Care will be the first institutions within Sinai Health System to offer a shared placement experience for a year two MSW student.

Conference Presentations

Lowes, M.K., Omrin, D., Gaon S. (2016). Employment Interview Simulation Project: Evaluation and Application to Social Work Field Education. Canadian Association for Social Work Education Toronto, Ontario.



Speech Language Pathology

KATHERINE MCQUAID-BASCON, OT

Senior Manager of Health Disciplines and Fieldwork Coordinator

MELISSA TURNER-JOSEPH

Interim Clinical Practice Leader, Speech-Language Pathology

SHEILA THINGVOLD

Practice Resource, Speech-Language Pathology

What our learners said:

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

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, as well as two full-time and two 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

Number of learners	2
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Number of preceptors	3
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Number with academic appointments or special educational certification	6
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Number of staff participating in workshops and programs	3
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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.”

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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Non-Clinical Programs

KATHERINE BROWN
Academic Coordinator, Bridgepoint Active Healthcare

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 2016, over thirty students from seven different disciplines were provided with non-clinical learning experiences.

Learning Indicators

Number of learners	
Administrative/Management	10
Food Services	12
Engineering	1
Environmental Services	2
Health Information Management	1
Health Studies	4
Research	1
Total	31



Therapeutic Recreation

JENNIFER RIDGEWAY

Professional Practice Leader

What our learners said:

"I felt like a valued intern student who was welcomed by everyone here at Bridgepoint."

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 five 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

Number of learners

Recreation Therapist: 2

Recreation Therapist Assistant: 1



Human Rights & Health Equity

MARYLIN KANEE
Director, Human Rights & Health Equity Office

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

The Learning Experience

Our office regularly sponsors educational events to celebrate the diversity of our Hospital community. These events include lunch and learn sessions featuring expert panels, educational videos, and lively discussions on a variety of topics related to health care and human rights. Lobby displays, posters, movie nights, 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 and 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

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



Highlights from the Past Year

- Recognized as one of Canada's Best Diversity Employers for an eighth consecutive year
- Measuring Health Equity Workshops
- Training Measuring Health Equity champions to lead patient demographic data collection in their hospital or CHC
- Presentation on *Caring for patients and each other when there's domestic violence* (Mount Sinai Hospital & Bridgepoint)
- White Ribbon Campaign presentation (Mount Sinai Hospital)
- *Are you an ALLY?* Information booth at Pairing and Sharing event
- Lunar New Year Lunch & Learn on Cross-Cultural perspectives on aging and care-giving and information table (Mount Sinai Hospital)
- Black History Month Lunch & Learn on Addressing Mental Health Issues in the Black Community and an Afrofusion dance class. (Mount Sinai Hospital & Bridgepoint)
- ALLY tips distributed for International Day of Persons with Disabilities (Mount Sinai Hospital & Bridgepoint)
- Pride is Good for your Health: *At the Intersection: Race, Sexuality & Gender* panel presentation (Mount Sinai Hospital)
- LGBTQ Ethical Issues: Brown Bag Ethics Lunch (Bridgepoint)
- Pride information booth (Mount Sinai Hospital & Bridgepoint)
- Black Experiences in Health Care Symposium (120 participants)
- UofT Faculty of Medicine *Are you an ALLY?* training for medical students

Looking Forward

- Symposium 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



Organizational Development

SUSAN BROWN

VP, Human Resources & CHRO

MELISSA BARTON

Director, Organizational Development and Healthy Workplace

JUDY MACDOUGALL

Senior Manager

PATRICE REDPARTH

Senior Coordinator

ANA AVRAMOVIC

Human Resources Assistant

Sinai Health System has a bold vision and strategy for the future: To create Canada's leading health system pushing the boundaries to realize the best health and care for complex patients.

Over the past year, we have focused our efforts to developing a People Plan that will enable a culture and workplace environment that is safe, supportive, caring and compassionate and will contribute to the actualization of the Sinai Health vision and strategy. The People Plan is designed to ensure our people are positioned for success and have the skills, strengths and capacity to do their best work, each and every day.

This investment supports and strengthens a healthy work environment and offers many new and refreshed initiatives in Learning and Development, Human Performance/Engagement and Workplace Wellbeing. We look forward to launching this exciting opportunity in 2017.



Library Services

SANDRA KENDALL

Director

What our learners said:

*“Thanks again, Daphne!
The search was definitely
more robust than the one we
did before, and I ended up
including three new articles
for the meta-analysis.”*

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 specialize 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:

- Enhance the delivery of information services for bed-bound patients through the support of the 2017 Seniors Community Grant.
- Seek provincial licensing for RxTx.
- Continue to collaborate with the Ontario Hospital Libraries Association and Health Sciences Consortium of Toronto to encourage and promote resource sharing amongst Ontario health libraries.
- Develop or link to self-guided online training modules that will reside on the library intranet page.
- Revisit the library space design to create more study area.
- Create a space for staff to easily access Sinai Health System’s collection of historic photographs and administrative records.



Presentations

Daphne Horn delivered the following presentations:

- March 2017: University of Toronto Gynecologic Reproductive Endocrinology and Infertility (GREI) Academic Half-Day Curriculum: 1) How to do a Systematic Review, and 2) Health Literacy
- October 2016: Sinai Health System Healthy Aging 101: Promoting Health Literacy Among Older Adults
- September 2016: Obstetrics and Gynecology 1st Year Fellows Research Course: How to do a Systematic Review

The Learning Experience

The Library offered practical learning experience to a student at University of Toronto's Master of Information program to gain experience in learning about searches and academic information retrieval within the health-care environment, and hands on experience in archiving to two volunteers who were graduates of Masters of Information programs.

Learning Indicators

Number of learners Students: 3

What our learners said:

"That search was the most exhaustive – not a single article missed; even as far as 1981. Three papers will come out of it."



Highlights from the Past Year

- In June 2017, Daphne Horn, Senior Information Specialist, and a team of medical librarians taught evidence-based practice in searching and appraising medical literature to physicians and allied health professionals during one-week McMaster Evidence-Based Clinical Practice Workshop in Hamilton, Ontario.
- Bozena Karczewska, the Patient and Family Resource Centre Coordinator, received the 2017 Seniors Community Grant sponsored by the Ministry of Senior Affairs.
- In December 2016, Sandra Kendall, Director of Library Services, was invited to teach medical library literacy skills at the College of Surgeons of East, Central and Southern Africa (COSECSA) Annual Conference in Mombasa, Kenya.
- In November 2016, Sandra Kendall and a team of medical librarians taught over 1,400 medical professionals during a two-week training session on information retrieval skills through the Toronto-Addis Ababa Academic Collaboration (TAAAC), Addis Ababa, Ethiopia (2008 to 2017).
- Launch of the new library intranet page to amalgamate resources and services at Bridgepoint and Mount Sinai Hospital Libraries.
- Revision of patient education website, Bridge2Health.
- The library had great success continuing to extend additional e-resources to Bridgepoint users including Ovid Medline and STAT!Ref.
- Carmen Garcia, Library Technician, and two volunteer 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.
- Patricia Petruga, Clinical Library Technician, delivered over 40 training sessions on database searching for over 200 Bridgepoint staff and students.
- Bozena Karczewska delivered three Interprofessional Education sessions on consumer health and a number of staff orientations to Bridgepoint staff and students.
- Daphne Horn conducted over 27 systematic review searches and trained over 244 staff and students on medical literacy skills.

What our learners said:

"Everyone couldn't stop talking about how much they learned from your presentation. It was very helpful and just what we needed to get us started on the right track."



SimSinai Centre

SEV PERELMAN, MD

Director

SimSinai Centre for simulation-based education, research, and patient centered initiatives at Sinai Health System continues to be the centre of excellence for simulation based education with local, national and international impact.

Highlights from the Last Year

- The academic year of 2016-17 was a very important year for SimSinai. While we continued to provide simulation based training for over 2000 learners per year, our biggest challenge was limited space and lack of private debriefing rooms. After many months of overcoming logistical, fiscal, and other institutional challenges, we were able to complete renovation and expansion of SimSinai.
- Mr. Roger Chow has joined our group which greatly expended our expertise and ability to support our courses.
- Presently, we are boasting 200 M2 of educational space solely devoted to simulation based training and research. It consists of 5 simulation rooms, including a trauma-OR room, which can be customized into neonatal resuscitation, birthing suit and even a double bed room. We can operate manikins from two control rooms and record and replay the simulations for debriefing and research.
- Researchers affiliated with SimSinai secured more than \$300,000 in peer reviewed grants. Findings were presented at several national and international meetings. Four papers were published in peer reviewed journals.
- The study by Drs. Rosen and Ronzoni received the Best Oral Presentation Award at the 44th General meeting of the Association of Academic Professionals in Obstetrics and Gynaecology of Canada (APOG) Annual Meeting. This study demonstrated the benefits of a high-fidelity simulator in the teaching of fetal ultrasound, with benefit from simulation seen for novice learners.
- Dr. Yasmine Mawji has taken over as Director of the SEME Program (Supplemental Emergency Medicine Experience) from Dr. Shirley Lee. The SEME Program was created by Dr. Lee in 2012 in collaboration with the DFCM at the University of Toronto and the Ontario Ministry of Health and Long-Term Care to support family physicians providing emergency care in smaller communities. This three-month fellowship program provides a comprehensive and practical option for family physicians who wish to enhance their Emergency Medicine skills.
- SimSinai continues to support faculty development. Dr. Ian Chernoff has recently graduated with Honours from a 12-month Ultrasound Fellowship program through the Ultrasound Leadership. Currently, he is the Ultrasound Lead for the Schwartz-Reisman Emergency Centre at Mount Sinai. He is also the Ultrasound Lead for the SEME (Supplementary Emergency Medicine Experience) Program, and has Master Instructor Certification with the Canadian Point of Care Ultrasound Society. Since completing his first Point of Care Ultrasound (POCUS) course in 2000, Dr. Chernoff regularly leads POCUS workshops at SimSinai, and has extensive teaching experience with POCUS on undergraduate, postgraduate, intra-professional, and inter-professional levels.

Local Collaboration

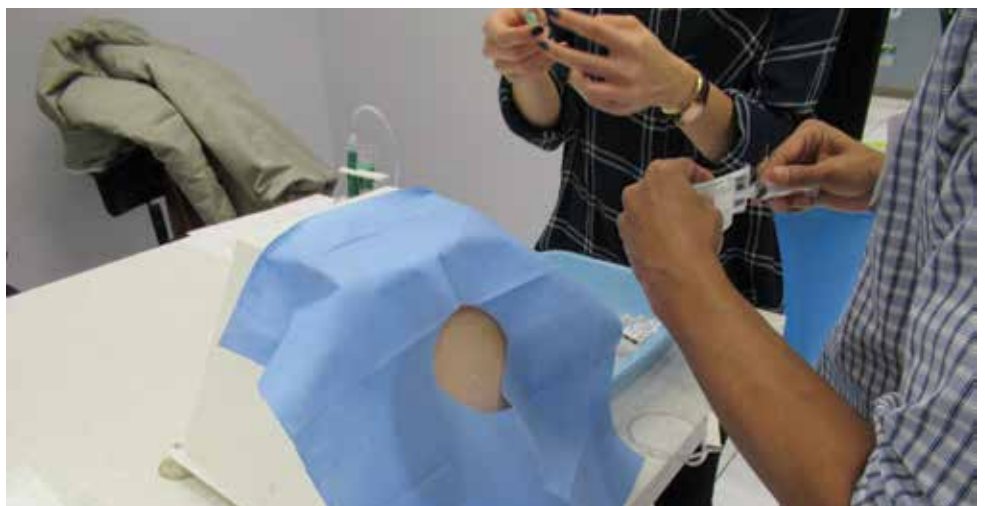
Dr. Sev Perelman is now a member of a newly formed Simulation Education Advisory Committee to the Vice Dean of CPD, University of Toronto. This committee will help develop mission, vision, and collaborative strategy for simulation based education at the university level and it is very important that both SimSinai and Surgical Skills Centre are well represented and offer valuable input into the committee's decisions.

International Collaboration

Dr. Sev Perelman was invited to teach in Ukraine and Russia. He conducted the very first ACLS Instructors course at Odessa Medical University, based on the Heart and Stroke Foundation of Canada program, certifying the first cohort of academic faculty. Dr. Perelman was invited to deliver a plenary lecture on Delivery of Emergency Care in Canada at the 11th National Health Congress 2016 in Tomsk, Siberia, where he conducted a faculty development workshop at the local simulation centre. He now delivers monthly lectures over Skype to the practicing physician group and was appointed as a Professor of Department of Anaesthesia and Reanimation at the Siberian State Medical University.

Research

A study funded by SimOne and the Ontario Academic Health Science Centres led by Drs. Perelman and Borgundvaag developed a simulation based course to teach Emergency Medicine practitioners to recognize and treat alcohol withdrawal. Within six months nearly all Emergency Department RNs, NPs, and PAs had access to e-learning modules, participated in a seminar to strengthen their expertise in treating alcohol withdrawal, and competencies assessed by an OSCE. For publications please see Appendix.



Selected Education Related Presentations by SimSinai Faculty

- Zeev Friedman MD, Vsevolod Perelman MD, MSc, CCFP(EM), CHSE-A, Meghan Andrews FRCPC, Duncan McLuckie FRCPC, Laura Noble R.R.T, and Dylan Bould MBChB. Power and Conflict: The Effect of a Teaching Intervention on Residents' Ability to Challenge Authority during a Simulated Crisis. International Conference on Emergency Medicine (ICEM) 2016, Cape Town, South Africa
- Kong E. You-Ten, Vsevolod Perelman, Iram Ahmed, Jeff Clivatti, Naveed Siddiqui, Luke Devine, Shirley Lee, Michael Wansbrough. Impact of training modalities on crisis resource management in in-situ simulation: a multidisciplinary randomized controlled trial. International Conference on Emergency Medicine (ICEM) 2016, Cape Town, South Africa
- V. Perelman. Simulation workshop. Odessa Medical University, Odessa, Ukraine
- V. Perelman. In Situ simulation. Expert panel discussion. International Meeting on Simulation in Healthcare, IMSH 2016, San-Diego, CA, USA
- V. Perelman. Simulation to Improve Alcohol Withdrawal Management in the ER. First National Forum on Simulation for Quality & Safety, Toronto, Ontario



International Workshops

- Master Class. V. Perelman. Essential Skills in Medical Education Simulation (ESME-Sim). Association for Medical Education in Europe - AMEE 2017. Helsinki, Finland
- Master Class. V. Perelman. Simulated cases in complex trauma. Siberian State Medical University, Tomsk, Russian Federation 2016
- Course Director. V. Perelman. Instructor's Course: ACLS and Medical Simulation. Odessa National Simulation Centre. Odessa National Medical University, Odessa, Ukraine
- V. Perelman. Ultrasound-guided Pain Management Workshop, World Institute of Pain (WIP) Congress, New York, USA 2016
- V. Perelman. Administration and Management Workshop. 9th Annual Meeting of the Consortium of Accredited Education Institutes. American College of Surgeons, Chicago, IL, USA 2016
- V. Perelman. Current Benchmarking of Simulation Centres: Workshop on the process of designing a descriptive survey on existing structure, business practices, challenges and strategies of simulation centres. International Meeting Simulation in Healthcare, IMSH 2016, San Diego, CA, USA



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 (SCC) continues to play an integral role in simulation education and training for a wide variety of surgical and medical students, residents, and faculty as well as a plethora of health-care affiliates. The SSC is a laboratory setting in which skills are taught, practiced and evaluated in a safe and learner friendly environment. For the past 16 years our commitment to excellence in education and research 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 with the American College of Surgeons. We remain an accredited centre in good standing.

The SSC continues to be a vibrant environment. On July 6th, 2016 our fourth iteration of the Surgical Prep Camp Phase 1 began as a sustained success program offering our new PGY 1 surgical residents a comprehensive two week, full day curriculum of didactic and technical skills sessions in which residents were able to hone their basic skills at the very start of their surgical residency. The program included 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 areas such as instrument identification, sterile techniques, catheterization, knot tying, suturing, prepping and gowning and gloving. The sessions were taught in an interprofessional manner engaging faculty, residents as educators, nursing and industry field instructors. Included again in the Phase 1 Prep Camp were residents from the Northern Ontario School of Medicine (NOSM). Leaders in NOSM continue to recognize the importance of this training program and mandate and financially support attendance to the course for their year one orthopaedic and general surgery residents.



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

A select group of year 1 and 2 medical undergraduates partake in the Surgical Exploration and Discovery (SEAD) program 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.

Our competency based curriculum is now in its eighth year within the division of orthopaedic surgery. In anticipation of the Competency by Design training method moving into all divisional programs, program directors have now developed divisional specific skills programs for their residents during the summer period.

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

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

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

Our focus this year moves into the Competency by Design approach introduced 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 in a more formalized approach that will include increased feedback, assessment and evaluation tools. We will be rolling out our Phase 1 PREP Camp in July 2017 based on this outline.

For more information about the Surgical Skills Centre please visit us at www.uoftssc.com



Education Related Publications by Physicians and Staff 2016

- Ammendolia, C., Côté, P., Rampersaud, RY., Southerst, D, Budgell, B., Bombardier, C., Hawker, G.** The boot camp program for lumbar spinal stenosis: a protocol for a randomized controlled trial. *Chiropr Man Therap.* 2016 Jul 18;24:25.
- Campbell, V.T., Goldshtein, D., Devine, L., Lapinsky, S. Christian, M., Rucker, J., Perelman, S.** Facilitated Post-Critical Event Team Debriefing: A Quality Improvement Initiative. *Critical Care Medicine* 2016; 44 (12): 361.
- Cook, D. A., Kuper, A., Hatala, R. and Ginsburg, S.** When assessment data are words: Validity evidence for qualitative educational assessments. *Academic Medicine* 2016;91(10):1359-1369.
- Dies, N., Rashid, S., Shandling, M., Swallow, C., Easson, A. M., and Kennedy, E.** Physician assistants reduce resident workload and improve care in an academic surgical setting. *Journal of the American Academy of Physician Assistants* 2016;29(2):41-46.
- Fabbruzzo-Cota, C., Frecea, M. , Kozell, K., Pere, K., Thompson, T., Thomas, T., and Wong, A.** A clinical nurse specialist-led interprofessional quality improvement project to reduce hospital-acquired pressure ulcers. *Clinical Nurse Specialist* 2016;30(2):110-116.
- Ginsburg, S., van der Vleuten, C., Eva, K. W., and Lingard, L.** Hedging to save face: A linguistic analysis of written comments on in-training evaluation reports. *Advances in Health Sciences Education* 2016;21(1):175-188.
- Gundle, K. R., Mickelson, D. T., and Hanel, D. P.** Reflections in a time of transition: Orthopaedic faculty and resident understanding of accreditation schemes and opinions on surgical skills feedback. *Medical Education Online* 2016;21(1).
- Lieff, S. J., Zaretsky, A., Bandiera, G, Imrie, K., Spadafora, S. and Glover Takahashi S.** What do I do? Developing a competency inventory for postgraduate (residency) program directors. *Medical Teacher* 2016;38(10):1011-1016.
- Lowes, M.K., Omrin, D., Sulman, J., Moore, A., Pascoe, J., McKee, E., Gaon, S.** Employment Interview Simulation Project: Evaluation and Application to Social Work Field Education. *Field Educator* 2016;6(1):1-14.
- Lucey, C., Levinson W., and Ginsburg, S.** Medical student mistreatment. *JAMA – Journal of the American Medical Association* 2016;316(21):2263-2264.
- Macdonell, K., Omrin, D., Pytlik, K., Pezzullo, S., Bracht, M., Diambomba, Y.** An Effective Communication Initiative: Using Parents' Experiences to Improve the Delivery of Difficult News in the NICU. *Journal of Neonatal Nursing* 2015;21(4):142-149.
- Moore, A., Pascoe, J., McKee, E., Gaon, S.** Employment Interview Simulation Project: Evaluation and Application to Social Work Field Education. *Field Educator* 2016; 6(1) 1-14.
- Onwochei, D. N, Halpern, S. and Balki, M.** Simulation in Healthcare 2016. Teamwork Assessment Tools in Obstetric Emergencies: A Systematic Review.
- Perelman, S., Munzar, J.C. and Misch, M.** Needs assessment study for the inter-professional procedural sedation course: methods of adult procedural sedation (MAPS). *CJEM* 2016;18(S1): S112.
- Siddiqui, N., Arzola, C., Friedman, Z., You-Ten, Kong, K.E.** Ultrasound Improves Cricothyrotomy Success in Cadavers With Poorly Defined Neck Anatomy: A Randomized Control Trial. *Survey of Anesthesiology* 2016;60(4):177-178.
- Weisbrod, M., Wong, A., McReelis, K., Cao, K., and Kohly, R.** Faculty development: A new model based on faculty needs for an academic department of ophthalmology. *Canadian Journal of Ophthalmology* 2016;51(3):190-191.
- Wilson, B. J., Islam, R., Francis, J. J., Grimshaw, J. M., Permaul, J. A., Allanson, J. E., Blaine, S., Graham, I. D., Meschino, W. S., Ramsay, C. R., and Carroll, J. C.** Supporting genetics in primary care: Investigating how theory can inform professional education. *European Journal of Human Genetics* 2016;24(11):1541-1546.



Awards for Teaching Excellence and Education for Staff Physicians 2014-16

Dr. Zareen Ahmad

Excellence in Undergraduate Teaching Award, UHN/MSH Department of Medicine, Rheumatology

Dr. Lisa Andermann et al

Award for Social Responsibility, Faculty of Medicine, University of Toronto

Dr. Chaim Bell

Excellence in Postgraduate Teaching Award, UHN/MSH Department of Medicine, Internal Medicine

Dr. Theodore Brown

Chair's Award, Excellence in Research Facilitation, Department of Obstetrics and Gynaecology, University of Toronto

Dr. Jose Carvalho

Society for Obstetric Anesthesia and Perinatology (SOAP) Teacher of the Year Award 2015.

Dr. David Chitayat

Margaret W. Thompson Award in recognition of Excellence in Teaching, Division of Clinical and Metabolic Genetics, Hospital for Sick Children, Faculty of Medicine, University of Toronto

Dr. Luke Devine

Excellence in Teaching Award, New Faculty, UHN/MSH Department of Medicine, Internal Medicine

Dr. Michele Farrugia

Chair's Award, Excellence in Continuing Medical Education Course Co-ordination, Department of Obstetrics and Gynaecology, University of Toronto

Dr. Anita Greig

DFCM Excellence in Creative Professional Activity, University of Toronto

Dr. Ethan Grober

Wightman-Berris Academy Award- Postgraduate Teaching-Urology

Dr. Mark Halman

Sadavoy Award for Outstanding Community Mental Health Service and Program Development-Psychiatry

Dr. Jon Hunter

Wightman-Berris Academy Award- Postgraduate Teaching-Psychiatry

Dr. Han Keunen

Chair's Awards, Excellence in Continuing Medical Education Teaching, Department of Obstetrics and Gynaecology, University of Toronto

Dr. Shirley Lee

Helen P. Batty Award for Excellence and Achievement in Faculty Development, Faculty of Medicine, University of Toronto

Dr. Elyse Levinsky

Undergraduate Teaching Excellence, Department of Obstetrics and Gynaecology, University of Toronto

Dr. Mark Lachmann

Sadavoy Award for Outstanding Community Mental Health Service and Program Development -Psychiatry

Dr. Adam Millar

Excellence in Undergraduate Teaching Award, UHN/MSH Department of Medicine, Endocrinology; Robert Volpe Undergraduate Teaching Award, University of Toronto, Department of Medicine, Division of Endocrinology

Dr. Mirek Otremba

Wightman-Berris Academy Award- Undergraduate Teaching-Internal Medicine

Dr. Andrea Page

Wightman-Berris Academy Award- Undergraduate Teaching-Internal Medicine/Infectious Diseases

Dr. Yash Patel

Wightman-Berris Academy Award- Undergraduate Teaching-Internal Medicine

Dr. Christian Pagnoux

Excellence in Postgraduate Teaching Award, UHN/MSH Department of Medicine, Internal Medicine

Dr. Heather MacNeill

Award for Excellence in Community-Based Teaching-Faculty of Medicine, University of Toronto-Physical Medicine and Rehabilitation

Dr. Robert Maunder

Best Faculty Grand Rounds Presentation, Mount Sinai Hospital, Department of Psychiatry

Dr. Don Melady

Peter McCracken Physician Innovator in Education Award, Canadian Geriatrics Society; Award of Excellence in Development and Use of Innovative Instructional Methods, Department of Family & Community Medicine, University of Toronto-Emergency Medicine; Award of Excellence in Innovative Continuing Medicine Education. College of Family Physicians of Canada-Emergency Medicine

Dr. Aliya Salman

Dr. Gerald Edelist Postgraduate Teaching Award, Department of Anesthesia, University of Toronto

Awards for Teaching Excellence and Education for Staff Physicians 2015-16

Dr. Michael Sved

Undergraduate Teaching Excellence Award,
Department of Obstetrics and Gynaecology,
University of Toronto

Dr. Catherine Varner

Undergraduate Teaching Award,
University of Toronto

Dr. Lesley Wiesenfeld

Award for Excellence in Postgraduate Medical
Education for Teaching Performance, Mentorship
and Advocacy, University of Toronto-Psychiatry

Dr. Wendy Whittle

Chair's Award, Excellence in Postgraduate Teaching,
Department of Obstetrics and Gynaecology,
University of Toronto; Chair's Award, Excellence in
Integrated Postgraduate Education, Department of
Obstetrics and Gynaecology, University of Toronto;
Maternal Fetal Medicine Teaching Award,
Department of Obstetrics and Gynaecology,
University of Toronto MFM Fellows

**Hoppe, D., Monks, D., Windrim, R., Sharples, L.,
Tsen, L., Balki M.** High-fidelity simulation to evaluate
an Interdisciplinary Teamwork Assessment Scale in
obstetric crisis management. Research in Education
Award. 47th Annual Society for Obstetric Anesthesia
and Perinatology Meeting, Colorado Springs,
Colorado, United States. May 2015

2015-16

Dr. Rosa Braga-Mele

Award for Excellence in Community-Based Clinical
Teaching, University of Toronto Faculty of Medicine
2016; 2016 Silver Needle for Best Cataract Surgical
Teacher Award, Department of Ophthalmology

Dr. Vicky Chau

UHN/MSH Department of Medicine Excellence
in Teaching Award for New Faculty

Dr. Rohan D'Souza

Award for Undergraduate Teaching Excellence,
Department of Obstetrics and Gynaecology,
University of Toronto

Dr. Mark Halman

Wightman-Berris Academy Award - Postgraduate
Teaching-Psychiatry

Dr. Nasir Jaffer

Outstanding Teacher - Residence-Diagnostic
Radiology, University of Toronto

Dr. Jeremy Kobulnik

UHN/MSH Department of Medicine Excellence
in Teaching Award for New Faculty

Dr. Shirley Lee

Anderson Award for Program Innovation and
Development at the Wightman-Berris Academy

Dr. Kim Liu

Chair's Award for Excellence in Postgraduate
Program Development and Innovation,
Department of Obstetrics and Gynaecology,
University of Toronto

Dr. Myles Margolis

Outstanding Teaching-Fellowship Program,
Diagnostic Radiology, University of Toronto

Dr. Eric Monteiro

Excellence in Teaching Award, Department
of Otolaryngology-Head and Neck Surgery,
University of Toronto

Dr. Matthew Morgan

UHN/MSH Department of Medicine Excellence
in Teaching Award Postgraduate

Dr. Andrew Morris

UHN/MSH Department of Medicine Excellence
in Teaching Award Postgraduate

Dr. Matthew Morton

National Faculty Award for Excellence in Resident
Education, Council on Resident Education in
Obstetrics and Gynecology

Dr. Mara Sobel

Award for Teaching Excellence, University
of Toronto, Department of Obstetrics and
Gynaecology, University of Toronto

Dr. Michael Sved

Undergraduate Teaching Award, Department
Obstetrics and Gynaecology,
University of Toronto

Dr. James Teresi

Wightman-Berris Academy Award - Postgraduate
Teaching-Anesthesia

Dr. Jacqueline Thomas

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

Dr. Allan Vescan

Co-Winner Colin Woolf Award for Excellence in
Course Coordination for Continuing Education in
Otolaryngology, Head and Neck Surgery

Dr. Rory Windrim

Anderson Award for Extraordinary Contribution to
Education at the Wightman-Berris Academy

Dr. Eric You-Ten

Wightman-Berris Academy Award - Postgraduate
Teaching-Anesthesia



Educational Affiliations

In 2016, 3,757 learners came to Sinai Health System from many different clinical and non-clinical programs. It is through our partnerships and Affiliation Agreements that allows the depth and breadth of student experiences. We are partnered with over 40 institutions including:

Athabasca University	Sault College
Aramark	St. Lawrence College
Brock University	St. Michael's Hospital
Canadian Memorial Chiropractic College	Stanford Junior University
Career Development Institute Ltd. College of Business, Technology and Health Sciences	The Hospital for Sick Children
Centennial College of Applied Arts and Technology	The Humber College Institute of Technology and Advanced Learning
College Boreal d'Arts Applied Technology	The Laurentian University of Sudbury
Dalhousie University	Trent University
Durham College of Applied Arts and Technology	University of Alberta
Everest College of Business, Technology and Health	University of Arkansas
George Brown College of Applied Arts and Technology	University of Calgary
Georgian College	University of Manitoba
Griffith University	University of Michigan
Lakehead University	University of New Brunswick
McMaster University	University of Ontario Institute of Technology (UOIT)
Michener Institute of Education at UHN	University of Toronto
Mohawk College	University of Victoria
Niagara College	University of Western Ontario
Nipissing University	University of Windsor
Queen's University at Kingston	Westervelt College
Ryerson University	York University

Major Continuing Education Events 2016

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

Local **L**, National **N**, International **I**

Chief Organizers	Department/Division	Event	Participants	Local L National N International I
Jose Carvalho	Anesthesia	12th Annual University of Toronto Obstetric Anesthesia Conference	90	I
Howard Ovens	Emergency Medicine	EDAC the ED Administration Course	100	I
Zion Sasson	Cardiology	Cardiology Round Table	15	L
George Fantus	Endocrinology	City-Wide Endocrinology Rounds	45	L
Samir Sinha	Geriatrics	6th Annual SHS/UHN Geriatrics Institute Education Day	315	L
Samir Sinha	Geriatrics	4th Annual SHS/UHN Geriatrics Update Course	150	I
Sandra Kendall	Library	Information Retrieval Skills Workshop Toronto-Addis Ababa Academic Collaboration (TAAAC), Addis Ababa, Ethiopia		I
Sandra Kendall	Library	Medical Library Literacy Skills Workshop. College of Surgeons of East, Central and Southern Africa (COSECSA) Annual Conference. Mombasa, Kenya		I
Niall Ferguson Stephen Lapinsky	Critical Care/ Medicine	Critical Care Canada Forum	860	I
Wendy Whittle	Obstetrics and Gynaecology	Pre-Term Birth	176	I
Dan Farine	Obstetrics and Gynaecology	12th Annual Obstetrical Malpractice: A Survival Guide	233	I
Greg Ryan Rory Windrim	Obstetrics and Gynaecology	19th Annual Women's Imaging Advances in Gynaecologic Imaging and First Trimester Ultrasound	411	I
Harold Drutz Wendy Wolfman	Obstetrics and Gynaecology	12th Annual Mature Women's Health Care	258	N
Rachel Spitzer	Obstetrics and Gynaecology	Global Refugee and Immigrant Women's Health	96	I

Chief Organizers	Department/Division	Event	Participants	Local L National N International I
David Chitayat	Obstetrics and Gynaecology	24th Annual Symposium New Developments in Prenatal Diagnosis and Medical Genetics	255	I
Harold Drutz	Obstetrics and Gynaecology	4th Tri-Annual Advances in Female Pelvic Medicine & Re-constructive Pelvic Surgery	107	I
Michele Farrugia	Obstetrics and Gynaecology	Overcoming Breastfeeding Challenges	160	N
Rory Windrim Anne Biringner	Obstetrics and Gynaecology	14th Annual Refresher in Primary Maternity Care	274	N
Ellen Greenblatt	Obstetrics and Gynaecology	Clinical Evaluation and Treatment of Infertility	212	N
Jackie Thomas	Obstetrics and Gynaecology	12th Annual Everyday Gynaecology: The Management of Common Gynaecologic Conditions	363	N
Rory Windrim Greg Ryan Tim Van Mieghem Han Keunen	Obstetrics and Gynaecology	International Fetal Therapy Simulation Training Course	35	I
John Kingdom	Obstetrics and Gynaecology	The 5th International Fetal Growth Meeting	252	I
Allan Vescan (Co-Chair)	Otolaryngology Head and Neck Surgery	North American Skull Base Society Meeting -Arizona	1	
Vibhuti Shah	Paediatrics	U of T Neonatal Research Day	70	L
Prakesh Shah	Paediatrics	Annual Meeting of the Canadian Neonatal Network in Banff	60	N
Shoo Lee Prakesh Shah	Paediatrics	EPIQ Conference in Banff	130	I
Shoo Lee Karel O'Brien	Paediatrics	FiCare Workshop in Banff	60	I
Shoo Lee Prakesh Shah	Paediatrics	EPIQ Workshop in Banff	40	I
Prakesh Shah Shoo Lee	Paediatrics	iNEO Annual Meeting in Baltimore	50	I
Jennifer Young	Paediatrics	Life with a Preterm Baby Conference at Sinai	30	N
Shoo Lee	Paediatrics	FiCare Workshop at Birmingham Women's NHS Foundation Trust	50	I
Shoo Lee	Paediatrics	FiCare Workshop at Rotunda Hospital	50	I
Sandy Buchman	Palliative Medicine	Pharmacotherapy in Palliative Care	26	L
Jeffery Hurwitz	Ophthalmology	Latest Updates in Ophthalmology Conference, Oculoplastics Sub-specialty, Barbados		I

Chief Organizers	Department/Division	Event	Participants	Local L National N International I
Ed Margolin	Ophthalmology	Review Course, Department of Ophthalmology, University of Toronto		L
Allan Peterkin	Psychiatry	CREATING SPACE: Health Humanities Meeting (MSPI)	100+	National
Allan Peterkin	Psychiatry	Performing Psychiatry	100	L
Allan Peterkin	Psychiatry	MINDFEST	100+	L
Paula Ravitz	Psychiatry	Performing Psychiatry	100	L
Glendon Tait	Psychiatry	Annual Conference Committee, Canadian Psychiatric Association	100+	N
Lisa Andermann	Psychiatry	Biannual Diversity and Equity Conference		N
Lisa Andermann	Psychiatry	Global Health Education Initiative Course		
Lisa Andermann	Psychiatry	MINDFEST		L
Lisa Andermann	Psychiatry	Cultural Psychiatry Day		L
Ariel Dalfen	Psychiatry	Perinatal Mental Health Webinar Series		L
Mark Halman	Psychiatry	Casey House Annual Symposium on HIV/AIDS and Mental Health		L
Molyn Leszcz	Psychiatry	Stigma and Mental Illness in the Jewish Community		L
Paula Ravitz	Psychiatry	Mount Sinai Psychotherapy Institute		N
Paula Ravitz	Psychiatry	Mentalizing Workshop	200	L
Paula Ravitz	Psychiatry	Psychotherapy Day		L
Rex Kay/Julie Hann	Psychiatry	Therapeutic Writing Workshop(MSPI)		L
Clare Pain	Psychiatry	Psychological Trauma Workshop (MSPI)		L
Paula Ravitz	Psychiatry	IPT Workshop (MSPI)		L