



# Education Report 2009



UNIVERSITY OF  
TORONTO



University  
Health  
Network

## Message from the President and CEO



Robert S. Bell, MDCM, MSc, FACS, FRCSC

This past year was one of considerable change at University Health Network. Dr. Richard Reznick who held the position of Vice-President of Education since 1999 moved on to assume the position of Dean of Health Sciences at Queen's University and Chief Executive Officer of the Southeastern

Ontario Academic Medical Organization (SEAMO). Dr. Reznick is the best known surgeon-educator in the world and has contributed so much to how we teach healthcare professionals. UHN has been inspired by his passion and we are very proud that the Wilson Center and the new Centre for Interprofessional Education led by Maria Tassone will stand as witness to Richard's vision.

We also owe a debt of gratitude to Dr. Simon Carette who filled in as the Interim Vice-President of Education during the lengthy search process, which helped ease the transition considerably.

Going forward, I am extremely pleased that Dr. Brian Hodges has become our new Vice-President of Education. Dr. Hodges is an internationally renowned educator who was selected following a rigorous search process. He has been the Director of the Wilson Centre since 2003, and his leadership, dedication, and skill have been instrumental to the success of the Centre, which has not only greatly advanced the body of knowledge on educating healthcare professionals, but has enhanced our institutional profile on a global scale. Brian is a keen advocate for continuing to expand our education

capabilities and has a compelling vision of how the education portfolio will organize its efforts across UHN's entirety over the next few years. I thoroughly look forward to working with him and welcoming him into his new role.

The past year our entire organization has been involved in strategic planning for the next five years, culminating in the creation of the document entitled UHN Strategic Directions 2016: Global Impact – Local Accountability. I am proud to say that Education will continue to be a priority at UHN. We will make all efforts to ensure that UHN remains the institution of choice for health professional trainees, seize the opportunity to pioneer new models of teaching and learning, and enhance our organization's dedication to promoting research in education. It is also my hope that we further enhance our capabilities in tele-simulation training, continuing education, and e-learning.

In addition, it is expected that in the next few years UHN will establish itself as an international leader in interprofessional education and care. This past year has seen the launch of the University of Toronto's Centre for Interprofessional Education, with UHN serving as one of two "hub" sites along with Toronto Rehabilitation Institute, which means that our hospital will have a key leadership role in advancing the Centre's vision of "Transformation through Collaboration".

While our strategic plan outlines numerous lofty goals, I believe that they are truly achievable as ingenuity, vision, and a drive to excel permeate all areas of our organization, as does an unswerving commitment to education.

## Message from Brian Hodges, Vice-President of Education at UHN



Brian D. Hodges, MD, PhD, FRCPC

It is a privilege to write as University Health Network's new Vice-President of Education. As I begin this journey, I see many opportunities to build on the strong foundation of education that exists at University Health Network.

I am inspired by my predecessor Dr. Richard Reznick, who made a profound and lasting contribution to UHN over the past ten years as Vice-President of Education. Besides his enthusiasm, dedication, and commitment to health professional education, Dr. Reznick achieved many successes including being the founding director of the University of Toronto Faculty of Medicine Centre for Research in Education (CRE), now known as The Wilson Centre; championing the notion of interprofessional education and care to the point that it now pervades our organization; and expanding the use of simulation technology for teaching and learning across UHN's programs. It is my intention to build on Richard's efforts, and continue his tradition of high quality educational development.

Since assuming this new role, we have begun formulating an educational strategic plan for the next

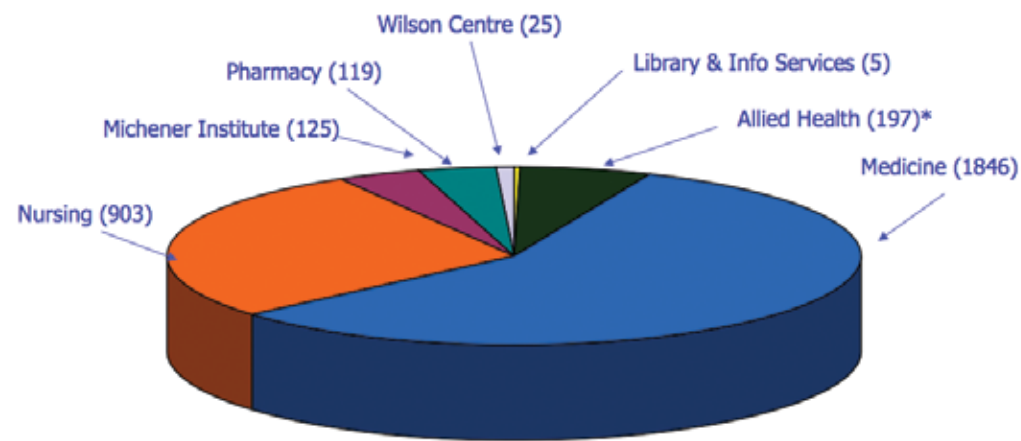
five years. One goal will be the establishment of new, innovative approaches to learning for healthcare professionals at UHN. Our organization has long been a pioneer in developing and promoting new educational models across the health professions, and I hope to help us take this work to the next level. We will aim to provide a calibre of learning that other institutions will strive to match.

Since the opening of the Wilson Centre twelve years ago, UHN has been a leader in promoting research in education. Given my continuing role as Director of the Wilson Centre, I am committed to ensuring that as we evolve our educational methodologies, we also demonstrate clinical and other outcomes.

A special area of focus that we will emphasize is interprofessional teaching, learning, and practice transformation. We aim to ensure that UHN is an organization in which healthcare professionals come together to work collaboratively in a team environment for the benefit of patients. As a key partner of the newly established University of Toronto Centre for Interprofessional Education, UHN is assuming a major role in advancing interprofessional education and care, and changing healthcare for the better.

Above all, I hope to foster a climate of creativity, openness, and innovation in education at UHN, by supporting people who have original ideas for educational initiatives and enabling them to accomplish great things. While we face challenges as we adapt to ever-changing care environments, this is an exciting time to be involved in educating healthcare professionals..

3,220 Students in 2009



\* Includes OT, PT, SLP, Nutrition, Chaplaincy, Psychology, Social Work, Allied Health Admin, Medical Engineering



Jacqueline James, MD, Med, FRCPC, Director, Wightman-Berris Academy

The Wightman-Berris Academy remains the largest of the University of Toronto's academies. In 2009, we enrolled 198 preclerkship students, 208 clerkship students as several hundred elective students from the rest of Canada and around the world. The

University Health Network partners with Mount Sinai Hospital to form the Academy and collaborates with a number of community hospitals and agencies around the GTA to ensure that our students receive the highest quality educational experiences ranging from primary ambulatory care and public health to highly specialized internationally renowned clinical programs. The Wightman-Berris Academy was the first choice as academy site for students entering the University of Toronto in 2009.

The Academy recruited approximately 500 tutors, primarily medical faculty, but also from nursing and allied health to teach in preclerkship courses which involve small group clinical teaching problem-based learning, and seminars. There were 100 individual research placements for our second year students and the work resulting from several of these projects has been published. The Academy staff facilitates the important task of evaluating both faculty and students on activities taking place here. In the clinical clerkship, supervision is generally on a one-to-one basis for 16 clinical rotations. Our tutors continued to receive outstanding ratings for teaching effectiveness.

Preclerkship-Years 1 and 2

Students learn the skills of history taking and physical

examination in a course called the Art and Science of Clinical Medicine. They explore etiology, pathophysiology, and diagnostic and management strategies in problem-based learning sessions and seminars in courses coordinated and housed at the Academy called Metabolism and Nutrition, Brain and Behaviour, Pathobiology of Disease and Foundations of Medical Practice. The Helliwell Centre at TGH not only forms the hub of activities for our own students, but is open to medical students from across the campus for use for study sessions and peer teaching groups. We have continued our very successful partnership with Credit Valley and Toronto East General Hospitals to provide clinical teaching in the Art and Science of Clinical Medicine for 8 groups of first and second year students. In the Determinants of Community Health students are exposed to an interdisciplinary approach to community health in Year 1 and an individual research project in Year 2.

The Academy has an excellent Mentorship Program for preclerkship which pairs students with a physician in a discipline of their choice. Mentors can provide an opportunity for guidance, role modeling, and career exploration for our students. All first year students participated in the mentorship program. Eighty percent of students have continued on in the mentorship program in Year 2. Here are two quotes which illustrate the success of the program: " We covered all topics set out and had long discussions about the field, what options are available for me to best tailor my career for working in this and other related areas" , "I have found it to be a wonderful program and I would like to thank all involved for offering me such a great experience!"

The VIP program at the WB saw 33 volunteer ambulatory patients interact with students in clinical skills teaching sessions. The students learned how to take medical histories and examine these patient volunteers who share their own medical stories with the students. This program enhances existing exposure students have to inpatients.

**Clerkship-Years 3 and 4**

Clerkship begins with Passport to Clerkship, introducing many of the challenges and excitement of this new phase in the student’s medical education. In clerkship, students become an integral part of the health care teams in our clinics and wards, performing diagnostic and therapeutic procedures with a graded level of responsibility, and being “on call”, while still continuing to learn and study. They continue to develop the profession’s roles of manager, communicator, advocate, scholar and medical expert under the excellent role modeling of our faculty.

In departmentally based rotations such as Medicine, Surgery, Family Medicine, Obstetrics and Gynecology, Psychiatry, Pediatrics, Diagnostic Imaging and Emergency Medicine, clerks learn more advanced clinical skills from our faculty, residents, and allied health partners. Given the depth and breath of our clinical programs, students have considerable choice of the type of clinical exposure they feel would be most beneficial to them. The UHN is an extremely popular site for elective students. In 2009 we had over 400 elective students, approximately 200 from other universities in Canada, and 100 international students.

Eight clinical clerks were awarded the Wightman-Berris Golden Stethoscope Award in 2009. This award recognizes students with characteristics that make them “the kind of student that you would wish to walk into your room if you were a patient”.

**Interprofessional Education**

Pilot interprofessional educational placements for students on general internal medicine and psychiatry took place. These learning experiences were successful in bringing learners from different health care professions together to learn about and from each other around a clinical cases and each discipline’s role. Medical students have begun the IPE curriculum which teaches them about their role in caring for patients as part of an interdisciplinary team and lays the foundations for understanding of

how to provide excellent patient care through improved communication, collaboration and management skills. These interprofessional educational activities are set to expand in 2010.

**Faculty Development**

The Helliwell Centre is host to several faculty development sessions annually, providing space and equipment for use by course directors and members of the Centre for Faculty development to hold educational sessions. This year, we started a program of training faculty on the use of the high fidelity simulator “Harvey” in their teaching sessions.

**New Learning Tools**

“Harvey”, a high fidelity mannequin teaching tool was acquired this year. Harvey has a heart beat and blood pressure, a jugular venous pressure, carotid and femoral pulses and many different murmurs and heart sounds. This tool allows students learn, starting with the basics for of the cardiovascular examination for the junior student, all the way to more advanced skills training around the features of various cardiopulmonary conditions for senior students and residents.

**New Educational Initiatives**

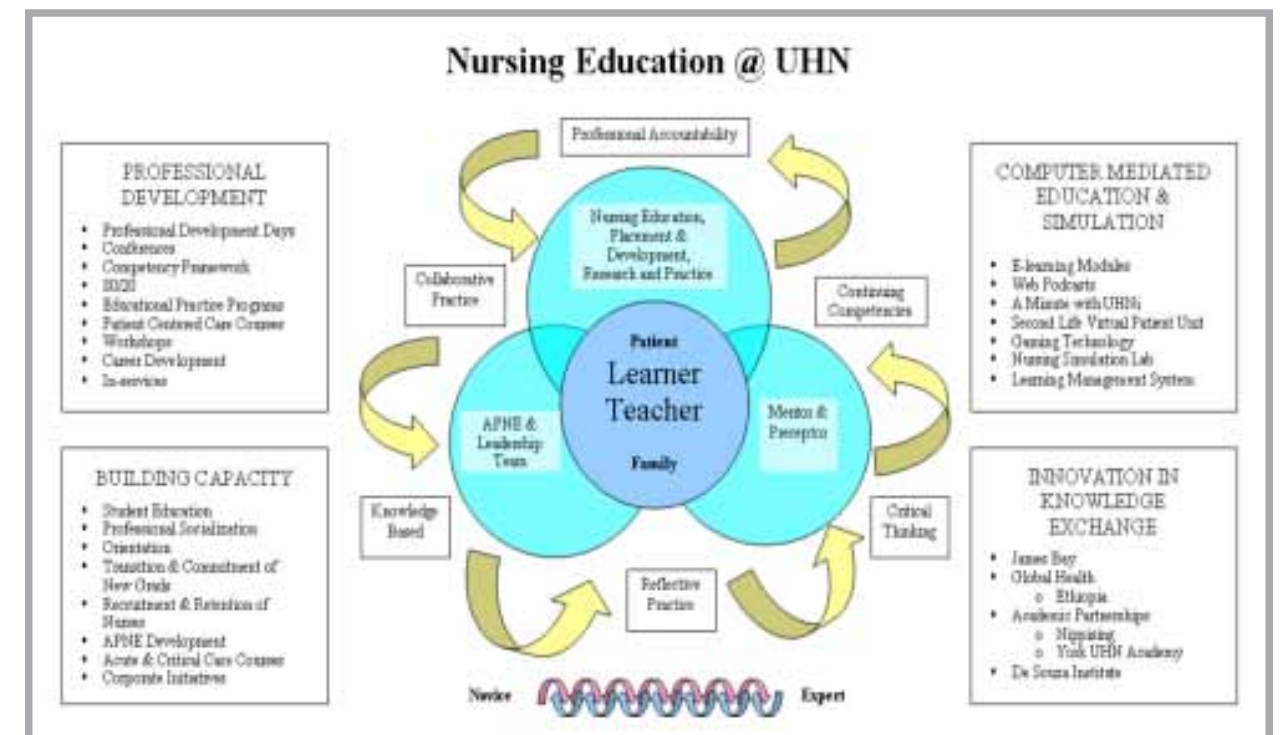
The portfolio program is a new educational initiative piloted this year in which students in small groups are led by an Academic Scholar (faculty) and a Junior Academy Scholar (resident) in building individual portfolios structured around the non-medical expert CanMEDS roles. The program’s group structure also promotes guided self-assessment and peer assessment for the students as they compile their portfolios. Reflection, self-assessment, scholarship, time management, physician wellness, and career development are some of the relevant skills encouraged by portfolio building.



Mary Ferguson-Pare, RN, PhD, CHE  
Vice-President Professional Affairs  
and Chief Nursing Executive

**Leadership for Nursing Education**

Education is an essential component of professional practice for every nurse across the learning continuum at UHN, from the nursing student to the nurse nearing retirement. Nursing Education at UHN is committed to promoting academic practice, with a commitment to lifelong learning and meeting the diverse needs of staff. In 2009, Nursing Education developed a framework (see the figure below) that identifies the relationship between the learner (student and/or practitioner) and the supports at UHN to foster academic practice. The advanced practice nurse educator and nursing leadership teams, mentors and preceptors and Corporate Nursing all interact with the learner to foster knowledge acquisition, life-long learning and quality patient centered practice. The framework also outlines the 4 key areas of focus that fosters academic practice at UHN. They are Professional Development activities; Building Capacity; Computer Mediated Education & Simulation; and Innovation in Knowledge Exchange. Examples of activities in each area are described below.



**Building Capacity**

The Building Capacity theme focuses on such activities as student education, professional socialization of the new graduate, critical care courses, recruitment and retention. During 2009, UHN provided 1100 nursing student placements. This is a slight increase in the total number of students from 2008. In the past few years, there has been increasing interest in nursing education at the graduate level; this is reflected in the larger number of graduate student placements at UHN in 2009.

	2008	2009
Undergraduate	829	832
Graduate	50	71
Other	190	197
Total	1069	1100

Nursing at UHN continues to place a strong emphasis on students from the local nursing programs at University of Toronto, York University, Ryerson University, and Humber Institute of Advanced Learning and Technology. As always, UHN attracts a number of students from universities across Canada and around the world; often these students are attracted to UHN because of its reputation, and because they hope to work at UHN after graduation. UHN is a member of the Hospital University Nursing Education Committee (HUNEC), an education advisory committee comprised of members from the Lawrence Bloomberg Faculty of Nursing, University of Toronto and affiliated teaching hospitals. The purpose of this committee is to facilitate and sustain innovation and excellence in nursing education at the University of Toronto.

University Health Network is continuing its collaboration with the Lawrence Bloomberg Faculty of Nursing to provide an Agency Based Clinical experience for small cohorts of undergraduate students. In this education model, students have all clinical placements (except long term care, obstetrics, and pediatrics) at UHN throughout their BScN program. One such cohort will graduate in spring 2010, and a second cohort of students will graduate in spring 2011.

The Clinical Educator role at UHN has been redefined to an Advanced Practice Nursing Educator (APNE) to better meet the learning needs of nurses across the learning continuum. The role and job description have been changed to encompass the diverse responsibilities of the APNE as teacher, facilitator, collaborator, leader, change agents, scholar and researcher.

**Professional Development**

Nursing Education at UHN fosters professional development and assists nurses in achieving their career goals. Many professional development activities are offered such as professional development days, workshops, and patient centered care courses.

As employees, our nurses are expected to meet UHN's annual mandatory educational requirements as well as unit-specific competencies arising from the ever-changing needs of their respective nursing units. As members of a self-regulated profession, registered nurses are also expected to identify individual learning goals, develop a learning plan for meeting those goals, and maintain documentation of professional development activities. At times, the need for documentation of required learning seems to conflict with the goal of having each nurse demonstrate individual accountability for competence and ongoing learning. During 2009, UHN's Nursing Educators initiated the Professional Development Planner to capture, communicate, and streamline the process for demonstrating ongoing competence.

The Professional Development Planner was designed to align with the College of Nurses of Ontario's requirements for continuing competency and learner accountability, and to complement UHN's Performance Enhancement System. The Professional Development Planner is customized for each clinical area and can be easily accessed from the nursing intranet. Nurses acknowledge completion of the required competencies using the Learning Management System, thereby creating a personalized transcript and a permanent record for the Educator and Nurse Manager.

UHN's acute care and critical care units require nurses to have specialized knowledge and skills. UHN sponsors staff nurses to attend specialty courses as part of the standard orientation to

specialized units or departments. During 2009, UHN sponsored 26 nurses to attend the High Acuity program, and 45 nurses to attend the Critical Care Nursing Program at the Humber Institute of Technology and Advanced Learning.

As a result of the addition of a handful of baccalaureate-prepared new graduates during 2009, the proportion of UHN's nurses who have now achieved at least a baccalaureate degree has increased to 45%. There are also a substantial and growing number of nurses with graduate preparation, or graduate preparation in progress. Since 55% of UHN's nurses are prepared at the diploma level, UHN continues to provide space for some of Ryerson University's BScN degree completion program courses.

Total RNs	3187	
Highest degree obtained: undergraduate degree	1244	39%
Highest degree obtained: graduate degree	154	5%
Total RNs with degrees	1398	44%
RN's with undergraduate degree in progress	228	
RNs with graduate degree in progress	111	

\*Based on March 2010 UHN Nursing Degree survey. Excludes TGH/TWH research nurses. Assumes undergraduate preparedness for NRT, NRU and new hires since mid 2008. Actual degree preparedness is likely underreported due to compliance in completing survey.

UHN offers a scholarship program to support nurses in their formal education programs. Thanks to the Toronto General and Western Hospital Foundation's

stewardship, an unprecedented 31 scholarships and awards over \$100,000 were presented to nurses in the 2008-2009 academic year.

## Nurses receiving UHN Scholarships in 2008-2009

### The Alumnae Association Of The School Of Nursing TGH Scholarship For Excellence At TGH

*Salin Kim, APNE - PACU and Cardiac Cath Lab, TGH*

### Orma L. Benson Scholarship

*Nicole Helmer, RN - 17A, PMH*

### Thomas J. Bell Scholarship For Nurses Demonstrating Excellence In Palliative Or End-Of-Life Care

*Tara Kimber, RN - 16P, PMH*

### Bolton Family Fund Scholarship

*Janet Pilgram, PCC - 8B Fell, TWH*

### Kathleen Butcher Scholarship

*Leila Shenouda, PCC - Systemic Therapy, PMH*

### Yau-Fong Cheung Memorial Scholarship

*Jiao Jiang, APN - Acute Pain Team, TGH*

*Zelia Souter, RN - 6ES, TGH*

### Jack Connell Neurosurgical Scholarship

*Ashley Andrews, RN - Neuro Critical Care Unit, TWH*

### Frances K. Falconer Nursing Scholarship

*Catriona Buick, RN - Ambulatory Oncology, PMH*

### Mary Ferguson-Paré Prize for Innovation in Nursing

*Laura Rashleigh, APNE - de Souza Institute*

### Cindy Gangbar-Waisglass Scholarship

*Fan Guo, RN - OR, TGH*

### The Frank Gerstein Charitable Foundation Advanced Education Award For Cardiovascular Nursing

*Noorin Janmohammed, RN - CICU, TGH*

*Helen Pappas, RN - CICU, TGH*

### Frank Gerstein Charitable Foundation Advanced Education Fund For Palliative Care Nursing At Princess Margaret Hospital

*Katrina Longfield, RN - 16P, PMH*

### The Gilbert Scholarship

*Patience Obasuyi, RN - Neuro Critical Care Unit, TWH*

*Sylvia Lindsay, RN - 5B Fell, TWH*

*Frank "Chippy" Gross Scholarship*

*Marleine Elkhouri, Educator - Krembil Neuroscience Program, TWH*

### Evelyn Hall Education Award

*Jiao Jiang, APN - Acute Pain Team, TGH*

### Marianne Johnston Memorial Scholarship

*Zagreen Nazarali, RN - Multi-Organ Transplant Unit, TGH*

*TGH*

### Dr. Susan Lenkei-Kerwin Professional Development Award

*Suzanne Hemeon, Research Coordinator -*

*Cardiac Surgery & Cardiology, TGH*

### Lewis Family Fund Professional Development Award For Excellence In Nursing

*Katrina Lehrner, RN - 4A West, TGH*

*Helen Storey, PCC - CVICU, TGH*

### McClean Foundation Graduate Fellowship

*Jemini Abraham, Nurse Clinician - Stroke Clinic,*

*TWH*

*Nerissa Maxwell, NM - 5B Fell, TWH*

### Medical Staff Association Nursing Award for End-of-Life Care

*Jocelyn Brown, RN - 16P, PMH*

*Sophie Rygier Scholarship*

*Joyce Liu, RN - Long Term Care Home Outreach,*

*TWH*

*Alma Nadaffi, CNS - Long Term Care Home Outreach, TWH*

### Ginat Schleifer Nursing New Graduate scholarship

*Thomas Pilarski, RN - NRU, PMH*

### Ilse Tacoma Nursing Award Scholarship

*Marie Dennis, RN - MS/NICU, PWH*

### Jim And Susan Walker Fellowship In Pain Management

*Salima Ladak, APN - Acute Pain Team, TGH*

### The Betty Watt Prize for Courageous Leadership in Nursing

*Joseph Gajasan, RN - CICU, TGH*

## Computer Mediated Education & Simulation

In 2009 the Nursing eLearning group developed more than 40 new courses for use within Nursing, Allied Health and a broader UHN audience. Our primary focus this year has been to incorporate learner feedback and, as a result, our courses are now short, concise and very clearly focused on topics that are of interest to our audience. We've incorporated many new learning technologies into our learning environment including the use of avatars and digital characters, virtual worlds (Second Life) and the use of text messaging on mobile phones (using Skype). We've also placed an increased emphasis on in-the-moment learning and are providing access to nursing rounds, guest speakers and other video based content online in short, 5-minute learning nuggets designed to provide quick, easy-to-access learning to staff whenever they need it.

Nursing has become the leader in the implementation of eLearning throughout the organization. Over the next year we'll continue to build on this strength by incorporating leading-edge technologies into our learning to support the learning needs of Nursing and the organization as a whole.

## Innovation in Knowledge Exchange

Education at UHN is extending its reach to influence global practice through innovative initiatives such as the James Bay Nurse Exchange. In this program we reached out to participate in an urban-remote partnership sharing staff with Weeneebayko Health Ahtuskaywin and James Bay General in Northern Ontario. The purpose of this project is to foster collaboration, knowledge transfer, recruitment and retention, and staff exchange.

UHN continues to collaborate with Nipissing University in the development of an innovative second-entry undergraduate nursing curriculum. UHN Nurses will have a key role as mentors and faculty in this new program, which is expected to commence in 2011. The aim of the program is to graduate next-generation nurses; practice-ready scholar practitioners, able to re-define the role and practice of Nurses within an interprofessional health care context.

In May 2009, the creation of the York-UHN Academy was announced at a special ceremony during Nursing Week. Under the direction of Dr. Gail Mitchell, inaugural Academy Director and Research Chair in Patient Centred Care, the Academy has gradually begun to take shape. One of the initial education offerings will be a Diploma to MN program. Many of UHN's diploma-prepared RNs are eagerly anticipating the launch of this program sometime in 2011.

In May 2008 the Government of Ontario established a fund of \$15 million over five years to develop a knowledge transfer centre for oncology nursing. The de Souza Institute is named after the late Anna Maria de Souza, who passed away after a courageous battle with cancer. Under the leadership of the Director, Dr. Mary Jane Esplen, the intent of the Institute is to create "de Souza nurses" who will deliver high quality, safe, compassionate and evidence-based patient care in Ontario to cancer patients and families, with the ultimate goal being to meet Ontario's vision to provide the best cancer care in the world. A wide variety of programs, study groups, eLearning courses, workshops, support for certification in oncology and palliative care, and scholarships are offered through the Institute for Ontario nurses caring for oncology patients.



*Maria Tassone, BScPT, MSc,  
Director, Allied Health Professional  
Practice*

It's been a remarkable year for Allied Health as we continue to live into our vision of 'innovation through collaboration' and grow our educational enterprise within and across the health professions.

Whether it's developing new programs to support our teachers and educational scholars, or working collaboratively with programs to enhance interprofessional, patient-centred care, Allied Health has been at the forefront of knowledge creation and innovation. This is also true within each profession, and this report provides us with the opportunity to share some highlights of how we are supporting students, staff, patients and families, and the health care system through our educational endeavors.

### **Building Interprofessional Capacity for Teaching, Learning and Scholarship**

In the spirit of building capacity, new educational programs and offerings were developed as part of the Allied Health educational research strategy. Allied Health professionals at UHN already have access to research associates that can support all aspects of the research enterprise - study design, measurement, ethics, data collection, analyses, presentation, and publication. To enhance these supports, an Allied Health-specific workshop was

created in the spring, in collaboration with UHN Research, to complement the Principles of Clinical Research course. In the fall and winter of 2009-2010, a series of workshops on Qualitative Research was developed, piloted and then expanded to six consecutive workshops offered to Allied Health staff. This has already resulted in new qualitative research projects within and across the professions, as well as growth in our academic productivity.

As educators, Allied Health staff supervised research conducted by undergraduate or graduate students at UHN from a number of University of Toronto departments, including Medicine, Occupational Therapy and Physical Therapy. In the past two years, Allied Health researchers have served as research supervisors or thesis committee members for 135 students.

Building on our strategy to support our UHN teachers, The Allied Health Education Committee offered a number of intensive Educate the Educator workshops to staff across the health professions. While led through Allied Health, sessions were open to all UHN staff. The first focused on supervising students in difficulty, and two additional workshops were developed to build knowledge and capacity for interprofessional education.

Of significant note is the leadership of Allied Health in support of the UHN Interprofessional Education and Collaboration program. The growth of IPE structured placements and learning opportunities for staff and students have been enabled by the large number of Allied Health staff and leaders who have been certified in IPE. A new initiative this year focuses on integrating patient-centred care and interprofessional care in point-of-care teams. Allied Health professionals have been working in conjunction with the Patient-Centred Care initiative and

Human Resources to develop, deliver and evaluate unit-embedded patient-centred education focused on intact teams. A related tool kit for teams and a protocol for engaging new employees are currently being developed.

### **Anesthesia Assistants: A Provincial Knowledge Resource**

The UHN Anesthesia Assistant (AA) team hosted their fourth annual Professional Development Day at Toronto General this past November. The only event of its kind, UHN welcomed AAs from 23 institutions across Ontario. This has become the key annual meeting in the province and it serves as the only educational event organized specifically to meet the professional development needs of AAs. As an emerging new profession, the group was excited to attract over 80% of practicing AAs in Ontario to this event. The conference participants enjoyed a morning workshop led by seven physicians, followed by a number of relevant lectures. One of the key objectives of this conference was to promote and facilitate collaboration amongst AAs. This year, profiles of Anesthesia Care Teams in Ontario were presented and subsequently distributed to all AAs as a tool for this purpose.

### **Clinical Nutrition: Expanding Dietetic Internships in Ontario**

Currently, there is a shortage of Registered Dietitians (RDs) in Ontario, largely a historical result of insufficient dietetic internships and, more recently, a growing need to support diabetes prevention and care. A key component of the Ontario Diabetes Strategy (ODS) is expanding the number of RD positions across Ontario in recognition of the increased demand for dietitians as part of an interprofessional care team. The ODS has approved funding to expand our UHN Dietetic Internship Program

this year, as well as five other programs across the province. The expansion of the UHN program has resulted in innovative program changes, including a "buddy" model where interns are paired with one preceptor, enhanced preceptor development, a clinical nutrition management project and new external placements and partnerships with the community health and food industry sector. We look forward to sharing the results and impacts of this new program.

### **Occupational Therapy: Recognizing Excellence**

Occupational Therapy is an exemplar for setting the standard for student teaching and recognition at UHN. In recognition of the significant contribution this group makes to students, the UHN Occupational Therapy (OT) Teaching Award was established to recognize one OT annually for their excellence in teaching. Awarded during OT Month in October, the criteria focuses on an individual who has exceeded the minimum criteria for student education, offered a variety of student teaching experiences in addition to student fieldwork placements, has consistently received excellent feedback from students, and is seen as a role model for staff and students. Additionally, the UHN OT of the Year Award recognizes an OT practitioner who is engaged in teaching or scholarship, demonstrates leadership through promoting the OT profession, acts as a role model to staff, and facilitates and supports teamwork. Based on the value that staff place on these recognition awards, the Allied Health team will be looking to model similar awards across the professions.

### **Physiotherapy: Leaders in Continuing Education**

Toronto General Physiotherapists (PTs) are leaders in continuing education within their profession. Most recently, the PT Education Committee

developed and hosted a one-day educational program to enhance knowledge and understanding about chronic disease management. Over 50 PTs attended from across the province to hear expert speakers from UHN, the University of Toronto and a keynote from the University of Buffalo. Over the past eight years, similar courses have been hosted to build knowledge, skill and confidence of the PT community in working with complex patients in acute care. These include, Working in Intensive Care Units, Caring for Cardiac Clients, Managing Clients with Lung Disease and numerous Refresher courses related to PT Management of the Cardiorespiratory Client, which has been tailored to individual hospitals. Without exception, feedback from participants has ranged from good to outstanding for every course. The impact of this education has been noted by waiting lists for our programs, the lack of formal advertising needed, the repeat registrants for multiple courses, and by the fact that some community PTs have been seen carrying UHN handouts in their pockets for reference during clinical care!

### Psychology: The Neuropsychology Post-Doctoral Fellowship Program

Since 2003, UHN has been fortunate to have a Neuropsychology Post-Doctoral Fellowship at Toronto Western. The Fellowship ranges 2-3 years, with the first year devoted almost exclusively clinical training and service. This enables Fellows to have the requisite supervised experience to attain registration in the College of Psychologists of Ontario, as at least 1 year post-PhD supervised clinical experience is required for licensure. In the next phase, Fellows have approximately 30% time available for research, which includes collaborative projects within Neuropsychology and interdisciplinary projects within clinical teams (e.g., stroke, epilepsy, etc). All three Fellows to date have been successful in attaining independent research funding from

the Allied Health Research awards to complete their own projects as well. From a clinical perspective, the Fellowship affords UHN the opportunity to see patients we would not otherwise have the resources to assess in a timely fashion. From the trainee's perspective, they gain invaluable experience with a variety of neurological and neurosurgical conditions (e.g., epilepsy, stroke, neurodegenerative disorders) and with specialized clinical and research techniques (e.g., functional brain mapping, evaluation in Deep Brain Stimulation) that place them in high demand for scientist-practitioner positions after training. Our three graduates have gone onto excellent scientist-practitioner posts at UHN, SickKids, and the Cleveland Clinic. This is an exemplary training model, with obvious benefit for both UHN and our trainees.

### Respiratory Therapy: Leadership Excellence

The Practice Leaders of the UHN Respiratory Therapy (RT) department received The Michener Institute's President's Award of Excellence in Clinical Education for the 2009-2010 academic year. The award was presented to the group for their dedication and innovation in improving the clinical education of RT students. For the last three years, the UHN RT leadership group has organized a RT Preceptor Day which has focused on sharing best practices, educational theory, and strategies for dealing with difficult student situations. The overall success of UHN RT students was attributed to be a direct result of the RT Department's commitment to knowledge transfer and academic innovation. Congratulations!

### Speech-Language Pathology: Advancing Practice through Education

The Speech-Language Pathology (SLP) profession recently developed an educational strategy to

support the introduction of an advanced practice procedure to examine swallowing function. The procedure, known as FEES (Fiberoptic Endoscopic Evaluation of Swallowing) allows SLPs to look directly within the aero-digestive tract and visualize muscle movement during swallowing, which enables improved care for patients and constitutes a significant practice change for the profession. The SLP group launched this initiative by hosting a workshop in partnership with the University of Toronto and UHN's Department of Otolaryngology. Attended by UHN staff and SLPs across the province, the workshop featured the individual who pioneered this technique, and included didactic teaching, case scenario review and hands-on training and practice. Using a multi-modal strategy, the workshop involves the acquisition of theoretical and practical knowledge and the demonstration of competency. In terms of impact, the workshop enabled rapid learning in both the clinical and technical aspects of the procedure and provided a solid grounding from which to advance this educational strategy. The SLP department hopes to become a training resource to other centres interested in using this model to support advanced practice.

### Social Work: A New Model of Teaching and Learning

UHN has an established and long-standing partnership with the University of Toronto in providing training for Social Work (SW) students at the graduate level. To maximize students' exposure to a diversity of patients, skills, techniques, teaching styles and emerging subspecialties, UHN introduced a rotational model in 2007 which has now moved to a full program. Students are assigned to a team of 2-3 SWs and are able to work on different units over

the academic year. Not only is it a creative way to enrich students' field experiences, this model also offers greater flexibility for staff and in turn attracts higher numbers of staff to become field instructors. Since its inception at Toronto General, the rotational model has been extremely well received by both students and staff. A number of supervision teams have been creatively formed, one example being the specialized mental health where students are able to follow the continuum of care from the Psychiatric Emergency Services Unit, to an out-patient clinic and into the community. Another illustrative example is the team at the Multi-Organ Transplant program at Toronto General, where students are able to learn about the whole spectrum of care and support services - from assessing the eligibility of the patients to providing counseling and emotional support to in-patients.

### Spiritual Care: Creating Space for Reflection

The Interprofessional Collaboration (IPC) in Spirituality program, now in its second year, demonstrates the value of spirituality to enhance collaborative practice, staff and patient satisfaction, and ultimately, patient outcomes at UHN. Offered to all UHN health care professionals, the program offers care providers the opportunity to nurture self-awareness, to better understand what is meaningful, and to identify behaviours, thoughts and attitudes that impede the fulfillment of their individual and team interactions. The success of this IPC program was expressed by many graduates in their learning to identify spiritual language and new knowledge, skills and attitudes which served as a foundation to reflect on and integrate spirituality into their work.



Donald F. Bartlett, Clinical Education Relations

The Michener Institute is Canada's only post-secondary institution devoted exclusively to applied health science education, providing a critical function in the healthcare system for the education of current and future applied health professionals. For over 50 years, UHN has remained a key clinical education partner for Michener in

the delivery of clinical education for students enrolled in full time, part time and continuing education programs. Over these years, UHN has further supported Michener's academic endeavours through membership on various committees including the Board of Governors, Advisory Councils, Program Liaison Committees and the Clinical Education Leadership Council. Throughout those years, UHN has also brought expertise to the development of new programs and other initiatives. Our shared commitment for student success, teamwork and inter-professionalism has provided positive outcomes for students, and most especially, for the patients in their care. This mutually beneficial affiliation continues to inspire our respective faculties to provide Michener students with the Best Experience, Best Education. Excellence in clinical education and the focus on patient-centered care in a team-based environment is why our students have continued successful experiences in their clinical placements at UHN.

UHN clinicians work in concert with Michener's faculty, to support student success in the clinical environment. The clinical experience enhances our students' discipline-specific skills, provides opportunities for inter-professional collaboration, builds professional competencies, and improves communication skills. Michener students are immersed in patient care to enable them to draw on their academic preparation, apply their knowledge in actual clinical situations, and interact with professional peers in an environment where patient

safety is vital. Our hope is that our innovative approach to clinical education further enhances the clinical education experience of our students while recognizing and appropriately supporting the contribution of our UHN colleagues.



During the past year, Michener is proud to highlight the following benchmarks in its partnership with UHN:

1. 125 student placements, averaging 3 months in duration, were completed at UHN.
2. Clinical Adjunct Professor, Clinical Coordinator and Clinical Educator status appointments are provided for clinical staff who work with Michener students. Through these status appointments, UHN staff are acknowledged for the vital role they play in the clinical education of students through specific benefits and professional development opportunities. Of the over 750 status appointments made to date, 50 have been awarded to UHN staff.
3. Michener has continued to offer a series of workshops leading to Michener's Inter-professional Collaboration Certificate. The IPC certificate consists of 6 modules: Introduction to Inter-professional Education and Collaboration (IPE/IPC); Roles, Stereotypes, and Power; Effective Communication and Conflict Management Skills; Maximizing Team Performance, and Leadership in Health Care Settings. Of the over 1500 participants who have participated in at least one module, to date, 86 are UHN health care professionals.
4. Michener has been pleased to be represented on UHN's Advisory Council on Education as well as having participated in the Education Strategic Planning Retreat in December.

In the past year, Michener established a new simulation centre in partnership with CAE. Through the new CAE-Michener Center for Excellence in Simulation and Innovation, we look forward to collaborative learning opportunities to benefit our students and to further strengthen our relationship with the University Health Network.



Emily Musing, BScPhm, MHSc, Executive Director, Pharmacy

The Pharmacy Department at UHN is internationally recognized as an innovative leader in the profession and a highly sought after experiential training facility for undergraduate, post-graduate phar-

macy students, pharmacy technician students and pharmacists alike. Our commitment to excellence in teaching fosters an environment where learners of all types can excel. UHN is one of the main teaching sites for the University of Toronto Leslie Dan Faculty of Pharmacy (one of only two schools of pharmacy in Ontario). This year we saw a growth of experiential requests receiving over 50 placement requests from local, national and international schools.

Currently there are 60 pharmacists that hold cross-appointments or are actively involved with teaching with the Leslie Dan Faculty of Pharmacy. Partnering with the faculty, over the next few years, this number is projected to increase to include all pharmacists with a teaching commitment. Pharmacists at UHN are exceptional teachers and continue to be recognized for their significant contributions to teaching at local and national levels.

## Student Education - Leslie Dan Faculty of Pharmacy

UHN and the Faculty of Pharmacy have a strong professional relationship, partnering together to pioneer, coordinate, and evaluate numerous learning programs. We are excited to continue to play an influential role in future curriculum development and explore experiential pilots as the new Dean of Pharmacy, Professor Henry Mann, introduces novel models of learning and training to the program.

UHN pharmacists enthusiastically value their role as educators and are committed to helping students reach their full potential. We teach through the spectrum of pharmacy education from 1st year undergraduate pharmacy to post-graduate students. This year, 67 undergraduate pharmacy students completed their experiential placements at UHN. Another 13 post-graduate students completed their Doctor of Pharmacy rotations with our preceptors, while 4 interns successfully complete their internship training requirements at UHN. In addition over 30 pharmacists actively participate in teaching in the undergraduate curriculum by leading case study seminars, professional practice labs, guest lectures and mentoring roles.

Structured Practice Experience Program (SPEP) is a concentrated experiential curriculum that takes place in the final months of the graduating year. Pharmacy students spend up to 8 weeks in an in-patient hospital and community practice site providing direct patient care with the interprofessional teams while further developing their knowledge, skills and professional values. UHN continues to be a leader in this area, offering 19 experiential placements in a variety of clinical areas this year. In addition, UHN developed and piloted a new experiential

placement in the area of Drug Use Evaluation that was well received by the student. In this unique experience, the student had the opportunity to work in close collaboration with pharmacy staff and other members of the interprofessional team on a number of projects related to drug utilization, quality and safety initiatives.

## Interprofessional Education and Collaboration (IPE and IPC)

The vision and philosophy of interprofessional education is well supported by the Department of Pharmacy. This year 4 pharmacists played key facilitation roles in the week long Interfaculty Pain Curriculum at U of T. This program was a unique opportunity for undergraduate students from the various health disciplines at U of T to learn “with, from and about each other” as they collaborated to provide pain management to difficult patient cases.

At UHN, one of our 4th year pharmacy student participated in the Krembil Neuroscience Program IPE pilot at TWH describing it as an enriching and unique learning experience unlike any other learning opportunities. Furthermore, an IPE experience was provided by one of our General Medicine pharmacists to a 3rd year undergraduate Arts and Science student. This exciting experience was described as a “highlight of the undergraduate education” and resulted in several additional students requesting a pharmacist experience in subsequent years.

## Pharmacy Residency Programs

UHN’s pharmacy practice residency programs have been offered for over 40 years and provide an excellent foundation from which a variety of career paths in the profession can be initiated. Through structured rotations in clinical pharmacy practice, education, research and administration, pharmacists

are prepared for challenging and innovating pharmacy practice. The residency programs are accredited by the Canadian Hospital Pharmacy Residency Board (CHPRB) on behalf of the Canadian Society of Hospital Pharmacists (CSHP). Pharmacists who successfully complete an accredited pharmacy residency program can be recognized by the designation ACPR (Accredited Canadian Pharmacy Resident) after their degree.

UHN accepts 3 pharmacy residents into a general hospital practice residency program, 1 into a primary care residency program and 1 into a post-doctorate HIV specialty residency program. Working closely with a network of practice experts, teachers and researchers, residents develop knowledge and skills through scholarly activities in a variety of practice settings, teaching and research domains. A mentorship component built into the UHN program pairs a resident with a practice expert who can provide ongoing guidance and support to the resident.

This year, plans were made to revise clinical rotation goals and objectives, reorganize the structure and delivery of the residency program in order to meet new competency-based standards in 2010, as set by CHPRB.

## Technician Education

UHN provided a physical training site and preceptors for approximately 19 pharmacy technician students from Humber, Centennial and Sheridan Colleges this year. Furthermore, all our technicians are currently participating in various bridging courses in preparation for certification as a regulated pharmacy technician. In March, through a partnership with Centennial College, UHN hosted a technician bridging course in pharmacology taught by one of UHN’s pharmacists. Several other pharmacists are currently on faculty with community colleges and

teach courses on campus as well. This summer, 2nd year pharmacy students contributed to the growth of technician education at UHN by researching and preparing presentations on drug topics identified by our technician group. Both the student teachers and technician learners found this initiative valuable and enriching.

## Staff Professional Development and Continuing Education

The Pharmacy Department offers a very rich continuing education program to support the ongoing demands for high quality teaching skills in our pharmacy educators. Clinical Foundation presentations were an initiative started in 2001. Its goal is to help pharmacist review essential concepts in the areas of pharmacotherapy and disease state management. It was also meant to be used as a tool to supplement teaching (of students) and to keep practitioners abreast of influential changes and updates in the medical literature. There are two general types of presentations: Essential Skills and Core Therapeutic Updates. Essential Skills presentations focus on reinforcing important practical clinical principles in the day-to-day care of patients. Core Therapeutic Updates can have various emphasis such as comparing therapeutic alternatives, highlighting key areas

Emily Musing, R.Ph, BScPhm, M.H.Sc, ACPR, FCSHP, CHE, FACHE.  
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Olavo Fernandes, R.Ph. BScPhm, PharmD, ACPR, FCSHP  
Clinical Director, Pharmacy

Cindy Natsheh, R.Ph, BScPhm, PharmD, ACPR  
Education Coordinator, Pharmacy

of controversy, summarizing clinical relevance of recent trials and/or review of basic pathophysiology of disease states. Many of these talks are given by members of the department’s clinical leadership and are repeated across all three sites.

The Education Sabbatical Program is a unique learning opportunity for UHN pharmacists interested in expanding and developing their clinical, research or leadership knowledge and skills in a specialty area. The concept of this program is to provide protected educational time to pharmacy staff to allow for an enriching learning experience under the direction and mentorship of an expert pharmacist. Since its inception in 2003, 4 sabbatical programs have been completed to date. This innovative program was recognized with an award by the national hospital pharmacy society, the Canadian Society of Hospital Pharmacists, in 2005.

## Awards and Honours

This year was a very successful one with 18 pharmacists recognized for their significant contributions to teaching, mentorship and scholarly activities. Many of these awards encompassed teaching involvement at the undergraduate and post-graduate level.

Awards won by pharmacy staff in 2009	Name
Innovation in Program Development and Design for the Teaching for Learning and Collaboration (TLC) award – Faculty of Medicine	Debbie Kwan
Denis Protti Student Enrichment Award from University of Victoria - School of Health Information Science.	Stephanie Ong
CSHP Ontario Branch Literary Award Paper: Diastolic Heart Failure Systematic Review in CMAJ	Derek Leong
CSHP – OB Pharmacy Practice Residency Award	Francesca Le Piane
Instructor of the Year. Doctor of Pharmacy Program, University of Toronto	Philip Lui
CSHP – OB Gordon Murray Ontario Branch Contribution Award	Gary Wong
CSHP – OB Scott Walker Research Grant	Gary Wong
CSHP – OB Dan Dasko Administrator Award	Monique Pitre
CSHP – OB Paul Halligan Memorial Pharmacy Resident Award	Andrea Narducci
UHN Professional Services Staff Scholarship	Joyce Chan
Helen P. Batty Award – Teaching for Learning and Collaboration program – Faculty of Medicine Annual Education Achievement	Debbie Kwan
Archie Sopman Diabetes Research and Education Award Banting and Best Diabetes Centre	
Wightman-Berris Teaching Award – Excellence in Teaching Wightman-Berris Academy of the Faculty of Medicine U of T	Joyce Chan
Wightman-Berris Teaching Award – Excellence in Teaching Wightman-Berris Academy of the Faculty of Medicine U of T	Sara Ingram
Wightman-Berris Teaching Award – Excellence in Teaching Wightman-Berris Academy of the Faculty of Medicine U of T	Ruchi Kumra
Wightman-Berris Teaching Award – Excellence in Teaching Wightman-Berris Academy of the Faculty of Medicine U of T	Kori Leblanc
Wightman-Berris Teaching Award – Excellence in Teaching Wightman-Berris Academy of the Faculty of Medicine U of T	Jill Westlund
American Transplant Congress Poster of Distinction Award Retrospective Analysis of Timing of rATG Induction and Effect on One Year Outcomes Following Kidney Transplantation	Jennifer Harrison and Bassem Hamandi



*Pamela Catton, MD MHPE, FRCPC, Director*

**Cancer Patient Education and Survivorship Program Highlights for 2009 Include:**

The Cancer Patient Education and Survivorship Program has continued to grow and improve the “cancer experience” of patients and caregivers at all points along

the cancer journey from diagnosis to survivorship. This year the team focused on three major areas: 1. taking innovation to practice - leading the Patient Empowerment Work Stream of the Cancer Program’s Ambulatory Care Redesign Project; 2. education scholarship - research studies assessing the effectiveness of group educational interventions on patients, families and health care providers; 3. completing and moving into ELLICSR, the CFI funded Collaborative Centre for Health Wellness and Cancer Survivorship.

**Team Leadership**

- Pamela Catton MD MHPE FRCPC, Director Cancer Education, Butterfield Drew Chair in Breast Cancer Survivorship, Director ELLICSR
- Audrey Friedman MSW, Director Patient Education and Survivorship
- David Wiljer PhD, Director Knowledge Management and Innovation, Associate Director ELLICSR
- Jennifer Jones PhD, Director Survivorship Research and Associate Director ELLICSR
- Janet Papadakos MEd, Manager Patient Education and Survivorship
- Sara Urowitz PhD, Manager Education Informatics and ELLICSR

**Awards and Honours**

Audrey Friedman was recognized by the US Cancer Patient Education Network for her contributions to patient education and was awarded the Distinguished Service Award, August 2009

**Ambulatory Care Redesign: Empowerment Work Stream**

In 2009, the Cancer Program embarked on an ambitious project to develop a new model of ambulatory care, and the Patient Education Program philosophy of patient empowerment was adopted as a core strategy. Lead by Audrey Friedman, members of the Patient Empowerment Work Stream were drawn from a range of disciplines within the cancer program and throughout the community. Members include PMH clinicians, informatics specialists, patient survivors and community members including primary care physicians. Plans are underway to implement programs that address the physical and emotional consequences of cancer and its treatment. Providing patients with the information and skills they need to self-manage is a key component of the plan. Additionally, strategies to improve support will be adopted, including sustainable models of patient navigation (volunteer, professional, peer-led and virtual), social networking strategies, and extending our collaborations with community support partners. We will provide patients and their families with appropriate information, tools and support to successfully transition to and from care within the Princess Margaret Cancer Program.

**Knowledge Exchange**

**Maximizing Your Patient Education Skills (MPES)**

Patient Education, UHN Organization & Education

Development, and Cancer Care Ontario collaborated to develop a train-the-trainer curriculum “Maximizing Patient Education Skills Program for Healthcare Professionals” to build capacity for cancer patient education Ontario. Patient Education representatives from all cancer centres across Ontario were trained to deliver MPES. Using a pre-post test design, the effectiveness of this course on PE knowledge and communication skills in 130 oncology professionals, students and volunteers at seven cancer centres was assessed. MPES significantly improved all outcomes. Qualitative data has informed the results and revision of the course and the research program will continue.

### Getting Back on Track

A single session psychoeducation class for women completing radiation treatment for breast cancer was evaluated in the context of a randomized controlled trial against a patient education booklet developed by the Breast Site Group. 440 women participated in the study which demonstrated significantly increasing knowledge of survivorship issues, improved preparedness for the transition to ongoing follow-up for those who took the group class. Efforts to develop an equally effective on-line intervention to improve access are now underway.

### Helping Her Heal-Group

While the importance of addressing the psychosocial impact of diagnosis and treatment on women with breast cancer is now widely accepted, there has been less focus on the impact on the woman's spouses/partners. Distress in spouses may be equivalent to or even higher than that in their diagnosed

wives and spouses often report an inability to function, difficulty in helping and supporting their wives cope with the illness and its treatment and difficulty requesting help or expressing needs of any kind. In response, we are now offering spouses of women with cancer a brief group psychoeducational intervention. A pilot study is underway determine its feasibility and to gain a preliminary estimate of the intervention effects on women with early-stage breast cancer and their spouses/partners.

### ELLICSR- The Collaborative Centre for Health, Wellness and Cancer Survivorship

Located in the basement of the Robert R. McEwan wing of the Toronto General Hospital, and designed by HOK architects, the Electronic Living Laboratory for Interprofessional Cancer Survivorship Research (ELLICSR) is a research centre funded by the Canadian Foundation for Innovation. Partnering with Psychosocial Oncology and Palliative Care, the Collaborative Centre for Health, Wellness and Cancer Survivorship will open in June, 2010. Construction is complete save for the installation of state of the art information and communications technology that will support the development of a virtual centre, and international collaborations. This Centre will support a wide array of clinical, psychosocial and educational research initiatives focusing on enhancing health and wellness. Collaborations will be developed with other chronic disease management investigators and teams to explore patient self-management strategies that include healthy living through exercise, diet and nutrition, as well as individual, group and community support mechanisms.



*Bogusia Trojan, MA, MLS,  
Director, Library and Information  
Services*

client-centred resources and services; and contribution to UHN's global impact.

### Library staff participate in clinical teaching teams

In 2009 three Library Information Specialists continued to participate as clinical librarians in groups that meet regularly to discuss patient care – Tuesday Morning Report in Family Medicine In-Patient Service (TWH), Quality of Care Rounds in General Surgery (TGH and TWH), and Genitourinary Tumor Board (PMH).

### Library staff teach within and outside UHN

As in previous years, Library staff continued to respond to its clients' demands for customized training in two specific areas: (1) effective mining of biomedical databases for evidence-based information and (2) keeping current with new internet and health sciences information developments. The venues used for structured training included a combination of one-on-one and group training sessions, as well

Throughout 2009 the UHN Library and Information Services' activities focused on the delivery of evidence-based information directly to selected clinical teaching teams; teaching; expansion of

as group workshops conducted at all three libraries. As a result, 450 instructional sessions were delivered to over 1,500 UHN staff. This year the Library staff added 2 new courses to its roster of group workshops. The newly added workshops are: ProQuest Nursing and Allied Health Source: There's More Than You Bargained For; and Basic Searching For Nursing Resources.

In addition to instructional sessions offered to UHN clients, Library staff led information literacy workshops for the University of Toronto Internal Medicine residents (Information Triage) and graduate students attending the Institute of Medical Science (Frontiers in Radiation Medicine Research). The librarians also participated in collaborative teaching of the annual Determinants of Community Health II course with colleagues from the University of Toronto and other Toronto hospital libraries.

### Library provides client-centred resources and services

In 2008 the Library provided its users with the capacity to create their personal library accounts, store and update their searches and reserve library material in the library web-based integrated system – EOS.Web. In 2009 our energy was focused on developing another new functionality requested by our clients – the ability to self-renew library material. This functionality with user documentation and marketing is now ready and will be activated in March 2010. Further advanced functionalities, including RSS feeds and the ability of clients to update their own library account, will follow shortly.

In 2009 the UHN Virtual Library has strengthened its clinical content with another 700 ebooks from Springer and LWW, the BMJ Point of Care tool, and electronic resources such as Case Reports and Journal Watch.

In an effort to facilitate seamless access to e-resources for the U of T-affiliated staff working at UHN, the Library has included in the UHN Virtual Library links to over 300 e-journals available from the U of T Libraries. The new entries are visually cued with a U of T icon. User documentation aiding in obtaining necessary authentication has been provided, both in print and on the UHN Library website.

### Library contributes to the UHN's global impact

Throughout 2009 the Library staff worked on building a virtual library for the de Souza Institute. The de Souza Institute gateway to electronic resources represents a collaborative undertaking by UHN Library and SIMS aimed at providing a customized integrated web-based gateway for the oncology nurses from across Ontario. The de Souza Institute Virtual Library will be the third virtual library established and regularly maintained by the Library staff at UHN. The Women's College and St. Joseph's Hospital Virtual Libraries were launched in 2008 and 2002 respectively.

### Library showcases its services and achievements

In 2009 the Library participated in several events within and outside UHN which highlighted the Library's programs, services and achievements.

In April and May the UHN Archivist showcased UHN's Corporate Archives during the Archives Awareness Week and the Doors Open Toronto events.

In October UHN librarians presented our Systematic Review Gateway at the Professional Practice Day organized by the Health Science Information Consortium of Toronto. The UHN Corporate Archives exhibit was also on display at the same event.

The Library's contributions to the clinical teaching teams (surgery) were summarized in an article published in *Surgical Innovation* (2009). The article entitled Clinical librarian attendance at general surgery quality of care rounds (Morbidity and Mortality Conference) was co-authored by several UHN surgeons and librarians.

In June 2009, the Library's collaboration with partners such as Women's College and St. Joseph's Health Centre Libraries was presented at the annual conference of the Canadian Health Libraries Association.



*Catherine Clarke, Director Organization and Employee Development Human Resources and Organizational Development*

### Learning & Development

The UHN Learning & Development Calendar continues to support employee development by bringing effective classroom learning to employees. In 2009, 1345 participants attended courses.

Two-hundred thirty-nine (239) employees took advantage of the Education Assistance tuition subsidy to continue their formal education towards a certificate/diploma/degree program from a recognized education institution. Their combined assistance amounted to over \$150,000.

The UHN-Rotman Leadership Development Program continued for the eighth year. Nineteen leaders from UHN participated in a revised curriculum, which now includes a co-consulting process and the incorporation of LEAN methodology. The program develops senior leaders to manage teams of managers and the strategic interests of their function and organization.

In 2009, the New Manager's Orientation and the New Manager's Development Program were redesigned, based on survey feedback from past program participants and stakeholders. This year, 58 new managers participated in a revised two-and-a-half day orientation. The program increases awareness of UHN's strategy, new accountabilities, key human resource and financial responsibilities, and resources available to them. In October 2009, 21 new managers started in a 1-year pilot management development program focused on leading and developing people, self-management, productivity, financial management, and risk management. Directors of the learning participants are supporting the transfer of learning by providing feedback and coaching to participants

throughout the program. This will help accelerate the participant's development and productivity, while increasing the return on educational investment.

### Wellness

Wellness Centre programs continue to grow in popularity as over 5500 staff across our three sites have participated in Wellness programming. Over 190 programs/series were offered with more than 600 individual classes being delivered. During October's Healthy Workplace Month, UHN staff participated in our first-ever online fitness challenge which saw a 500% increase from the previous year's challenge! The Wellness Centre continued its focus on front-line staff with their "FACTS for Improved Health," a 12-month program assisting nurses to decrease a minimum of two health risk factors through healthy eating and physical activity.

### Computer User Support Program (CUSP)

In 2009 CUSP continued to focus closely on our client's needs for on-site learning support while assisting in the sustainability of change within our organization. Our clinicians now have enhanced to our services with the introduction of [askcusp@uhn.on.ca](mailto:askcusp@uhn.on.ca). CUSP has had a 35% increase in training provided to UHN employees with 4131 sessions delivered in 2009. CUSP has engaged in the performance of audits for the UHN Mortality Review ("one of UHN's most innovative and praised Patient Safety initiatives," UHN Quality of Care Committee.) A total of 132 patient charts were audited. CUSP conducted Safe Medication Practice Review training including an innovative four-hour classroom program developed for the Nursing Resource Team. CUSP also provided on-site training for in-patient nurses on the new Medication Reconciliation and performed extensive QA for the new Medication Transfer Report in addition to delivering on-site inter-disciplinary in-services for this new tool.

### Celebrating a Milestone – The New University of Toronto, Centre for Interprofessional Education at UHN

The Centre for Interprofessional Education, a partnership between the University of Toronto (UofT), Toronto Rehabilitation Institute and the University Health Network, celebrated its official launch on September 16, 2010. Maria Tassone, UHN's corporate lead for interprofessional education and collaboration, became its inaugural director earlier this year. Maria notes, "The Centre's vision of "transformation through collaboration" holds the promise of ultimately enhancing the health of patients and families by infusing collaborative team practices in all UofT/Toronto Academic Health Sciences Network (TAHSN) health professional learning, practice and care programs."

The Centre's mandate spans four strategic areas: Curriculum Integration & Expansion – providing 1200 students from 11 health professional programs annually with the core competencies needed for knowledge-informed, interprofessional care (IPC); Professional Development – building on two successful and leading-edge certificate programs ('Ephic' and 'Collaborative Change Leadership'), as well as customized programs to support healthcare professionals in their teaching and practice, and to build capacity for change leadership; Research, Scholarship and Innovation – discovering and evaluating new models of teaching, learning and care; and System Engagement, Advocacy & Influence – leading the cultural change needed for IPC through policy and systems work.

The Centre's mandate spans the education and practice interface, leading for both IPE and IPC at local, provincial, national and international levels. UHN is proud to have a number of its current leaders and scholars part of this new venture – Dante Morra as the Centre's new Associate Director; Ivy Oandasan as the Senior Advisor, System Integration and the Wilson Centre's Scott Reeves in his Research Advisor role. The Centre's team is excited about the opportunity to make a difference to students, patients, and families by significantly enabling team and system transformation in Ontario.

### Ted Freedman Award for Innovation in Education

The Centre for IPE, in partnership with TAHSN, The Wilson Centre and the UofT Centre for Faculty Development was awarded the prestigious international Ted Freedman Award for Innovation in Education at the Ontario Hospital Association Conference last year. The team, led by Ivy Oandasan, was recognized for the Catalyzing and Sustaining Communities of Collaboration Around Interprofessional Care Project funded by HealthForceOntario. This unique project provided the first interprofessional faculty development program offered to teams of leaders across the TAHSN teaching hospitals and the first multi-hospital/university collaboration affecting simultaneous and interdependent change.

### Embedding Interprofessional Education and Care: From Teaching to Learning at UHN

### Structured Interprofessional Education Placements: From Pilot to Program

Since completing the first two pilot placements in acute care in 2008, there have been nine additional structured IPE placements across UHN with new ones planned for 2011. UHN has shown tremendous leadership in building capacity for structured IPE placements in Toronto, as these are a critical component of the requisite UofT IPE Curriculum led through the Centre for IPE. A research team, led by Patti McGillicuddy, IPE/C Leader at UHN, evaluated the placement program specific to the acute care context, with results and related recommendations presented at provincial, national and international conferences, such as the Collaborating Across Borders conference in 2009, and the All Together Better Health V meeting in 2010. This work provides a model for point-of-care IPE teaching and learning, for both students and practising professionals. An IPE/C Intranet site was also developed in 2010 as

a complement to the program, and is now on-line providing up-to-date resources and networking for IPE facilitators and students. In its third year, an annual training program will continue to provide UHN educators and care leaders the opportunity to learn IPE/C facilitation skills to support new models of learning for students.

### Exploring and Evaluating Narrative-based Approaches to Interprofessional Education

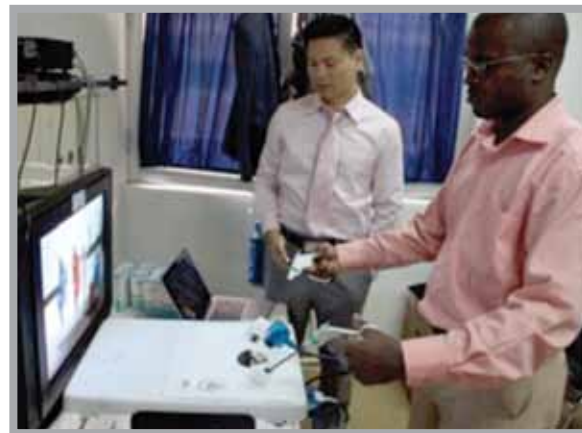
In 2010, UHN offered as part of its IPE program an Interprofessional Narrative Writing opportunity entitled "Have You Seen the Patient?" facilitated by UofT's Poet-in-Community. This very successful workshop will be offered in 2011 and expanded to students at all TAHSN teaching hospitals. Additionally, new programs are being developed which use narrative and art-based modalities (e.g. art/o/graphy, readers' theatre, auto ethnography) to emphasize and shape the mutual support and values/ethics aspects of Interprofessional competencies.



## International Education Programs

One important way that UHN strives to advance its vision of Achieving Global Impact is through its innovative international programs in education. Currently, there are a number of unique ways that healthcare professionals at UHN, often in partnership with the University of Toronto, are reaching out to practitioners in countries around the world to share and disseminate their skills and knowledge. A good example of this is Dr. Allan Okrainec, a UHN General Surgeon, who pioneered a world-leading telesimulation surgical education program whereby surgeons in resource-restricted regions of the world such as Botswana, Rwanda, and Guyana are trained in minimally-invasive surgery techniques by trainers located in Canada. Such remote learning is accomplished by using two simulators, a series of webcams, and Skype, the internet video conferencing software. Recently, UHN received a \$5 million dollar grant to establish the International Centre for Telesimulation and Innovation in Medical Education (ICTIME) at Toronto Western Hospital, which will permit a considerable expansion in the scope and breadth of the educational programs on offer. Specifically, this will enable a range of health care professionals to receive training and allow technical training to be offered in a wide variety of medical specialties. With a mandate of "training the trainer", the skills, knowledge, and expertise that are imparted via simulation will spread, and ultimately improve the lives of people with limited or no access to health care.

Another ground-breaking initiative in international education is the Toronto Addis Ababa Academic Collaboration (TAAAC). In 2003, Dr. Clare Pain and colleagues were invited to partner in the creation of the first psychiatric residency program in Ethiopia, resulting in an ongoing partnership between the University of Toronto Department of Psychiatry and Addis Ababa University that has tripled the number of psychiatrists in the country. This success in turn led to the formation of the TAAAC, a University of Toronto-wide initiative that is based at UHN. Under Dr. Pain's leadership, various departments and divisions at the University of Toronto recruit volunteer faculty and residents to travel to Ethiopia as volunteer teachers. TAAAC aims to help build healthcare capacity by supporting the development of, and teaching in, education programs that build a critical mass of health professionals including medical specialists and sub-specialists. The objective is to provide sustainable local training in Ethiopia in



*Dr. Ian Choy, U of T General Surgery Resident and Wilson Centre Fellow, trains a Rwandan General Surgeon in the fundamentals of laparoscopic surgery using a surgical skills simulator.*

## International Education Programs

order to develop a new generation of professionals who will serve the country's needs. By significantly enlarging capacity in the health system and creating more advanced education programs this collaborative has the potential to ultimately improve population health indicators and enhance global health.

A similar aim to improve healthcare in low income areas of the world, led Dr. Barry Rosen, Head of UHN's Division of Gynecologic Oncology. Based in Eldoret, Kenya a program in Reproductive Health was established through a collaboration between the University of Toronto, Indiana University, and a consortium of American Institutions called AMPATH (Academic Model Providing Access to Healthcare). In Africa, cervical cancer is the leading cause of cancer deaths for all cancers, and generally, it is only detected when it is at an advanced stage. In Kenya Dr. Rosen teaches Kenyan gynecologists how to treat preinvasive cervical dysplasia which helps prevent cancer. As a result of this program, the hospital in Eldoret expanded its cervix cancer screening programs to more women, which has led to the detection of more dysplasia and early stage cervix cancers. Dr. Rosen has also taught two gynecologists how to do a radical hysterectomy which is a curative treatment for early stage cervix cancer. It is a significant step forward for this community to move from solely identifying advanced cervix cancer to developing

prevention and curative treatment programs. Going forward, Dr. Rosen, together with his Kenyan colleagues, plans to expand this program to other areas of Kenya and possibly beyond. These exciting initiatives are just a few of the innova-



*Dr. Allan Okrainec teaches laparoscopic procedures to surgeons in Accra, Ghana.*

tive approaches to international education underway at UHN. The coming year will see a greater focus on these and other international programs and moves toward integration across the UHN.



Brian D. Hodges, MD, PhD,  
FRCPC, Professor, Scientist, and  
Director, The Wilson Centre

The Wilson Centre is an academic unit engaged in theoretical and applied research dedicated to advancing the understanding and practice of education in the health professions. The unit is collaboratively sponsored by the University of Toronto Faculty of Medicine, the University Health Network, and a number of

other health professional programs and units in the Greater Toronto Area. This unit houses a core staff of 10 PhD scientists, 1-2 international visiting professors, 22 full time graduate students and research fellows, approximately 5 research assistants, and 5 administrative staff. In addition to these individuals who are physically housed at the facility on a full time basis, the Wilson Centre includes a core group of approximately 22 Clinician/Educator Researchers with active research programs in health professional education, 17 Affiliated Scholars as well as larger membership of 100 individuals from the health professional education community who are more peripherally involved with the unit's activities.

The ten PhD scientists are full time researchers, with approximately 80% of each scientist's time dedicated to research activities. They are drawn from academic disciplines such as cognitive psychology, kinesiology,

sociology, socio history, and measurement and they represent a breadth of scientific epistemologies and qualitative and quantitative methodologies. Because the Wilson Centre is an extra departmental unit, each scientist is appointed as a University of Toronto faculty member through one of the clinical departments in the Faculty of Medicine and each is cross appointed to the School of Graduate studies through several graduate departments. The Clinician/Educator Researchers are drawn from many health professional faculties and departments such as medicine, nursing, dentistry, pharmacy, rehabilitation sciences and social work and, in addition to their clinical training, have obtained masters or doctoral level training in education research. Many of the C/ERs are appointed to the School of Graduate Studies through their home Faculty and/or through related graduate departments. The Wilson Centre also supports a growing cadre of visiting professors and scholars from around the world, including the Netherlands, Australia, France, Switzerland, Ethiopia, Denmark, Holland and the United Kingdom. Together, the scientists and researchers of the Wilson Centre are engaging in programs of research that address topics ranging from the training and evaluation of basic surgical skills and clinical knowledge to the acquisition and understanding of professional competencies such as communication, self-regulation and inter professional practice.

The Wilson Centre is also dedicated to developing new researchers in this vital and growing field of study. The Wilson Centre Fellowship Program is a 2-5 year full time residency based educational experience. Fellows are provided with a place to work and learn where they receive not only a Masters or PhD degree through one of our affiliated academic programs, but also intensive mentoring in our multi disciplinary and multi professional Wilson Centre community. This level of mentoring and breadth

of interaction develops scholars who are well prepared to engage in their own program of high quality research, to collaborate with a diverse set of research colleagues, and to train the next generation of researchers into this field. The diversity of our Fellows' backgrounds has expanded impressively in recent years to include clinical fields such as medicine, physical therapy, dentistry, and nutrition sciences, and academic fields such as psychology, communication, kinesiology, education, political science, literature and theatre. Further, the life experiences of these individuals are rich and varied, adding still more to the diversity of the health professional education research field. As of June 2009, sixty-four fellows have graduated from the program to date.

Administratively, the Wilson Centre has been able to develop an extensive team of staff to provide support to the members of the research community. In addition to the director and associate director, the administrative team includes: a computer systems administrator, a multi-media expert, a business officer, an executive secretary, and a receptionist as well as several intermittent support staff as necessary.

The Annual Wilson Centre Research Day is a unique opportunity to share and celebrate the remarkable depth and breadth of scholarship in education. This year we held 1 panel and 48 presentations (34 podium presentations and 14 poster sessions) culminating in the presentation of awards. The winners of the Richard Reznick Research Awards for graduate students were Sarah Whyte for her outstanding research paper entitled "Uptake of a Team Briefing in the Operating Theatre: A Burkean Dramatic Analysis" and Oleg Safir for best poster presentation entitled, "Self directed learning is as good as

instructor guided practice when learning a complex surgical skill". Sylvia Papp, medical student, won the People's Choice Award for the One Minute Wonder Presentation for the project "Design and evaluation of a new website for the PMH wig salon and accessories boutique." The Wilson Centre Mentorship Award was presented to Scott Reeves, PhD, Scientist, in recognition of his outstanding mentorship in the Wilson Centre Fellowship Program.



In its 13th year of existence, the Wilson Centre has grown to be recognized internationally as a leader in health professional education research. Research from its members is published widely in major international journals and has received awards from several international organizations. The scientists and researchers of the Wilson Centre are invited around the world to give talks both on the results of their research and on how to engage in world-class research in the health professional education field. And the Wilson Centre itself has been highlighted as a model of such research units in both Academic Medicine and Medical Teacher.

[www.thewilsoncentre.ca](http://www.thewilsoncentre.ca)

## 2009 Individual Teaching Excellence Awards

### For Undergraduate Teaching:

Lisa Bahrey – Anaesthesia  
David Carr – Emergency  
Gail Darling – Thoracic Surgery  
Azadeh Moaveni – Family Medicine  
Robert Silver – Endocrinology  
Katina Tzanetos – General Internal Medicine  
James Wong, R4 – General Internal Medicine

### For Postgraduate Teaching:

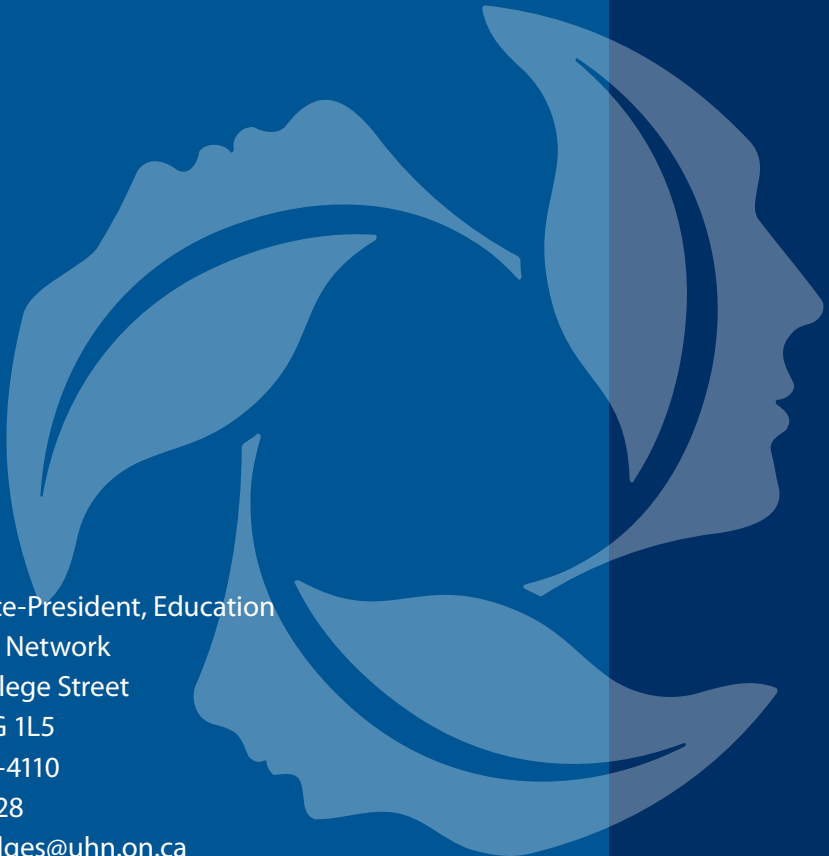
Isaac Bogach, R4 – General Internal Medicine  
Stephanie Brister – Cardiovascular Surgery  
Rodrigo Cavalcanti – General Internal Medicine  
Ron Crago – Anaesthesia  
Eric Massicotte – Neurosurgery  
John Thenganatt – Respiriology

### Allied Health:

Marina Aronov – Nursing  
Jocelyn Brown – Nursing  
Ludwik Fedorko – Anaesthesia  
Sara Ingram – Pharmacy  
Ruchi Kumra – Pharmacy  
Anne Kuus – Physiotherapy  
Kori Leblanc – Pharmacy  
Jill Westlund – Pharmacy

### John W. Bradley Educational Administration Award

Dori Seccareccia – Palliative Medicine



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