

Mount Sinai Hospital

Education

Report Card

2014



MOUNT SINAI HOSPITAL
Joseph and Wolf Lebovic Health Complex
Bright Minds. Big Hearts. The Best Medicine.



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Introduction



In this third addition of the Mount Sinai Hospital Education Report Card, we bring to you a review of the outstanding achievements of our educational programs for our learners. These programs support a wide range of learners from very junior students in generalist programs to advanced specialized trainees in the 2013-2014 academic year.

As Renew Sinai, our capital redevelopment project progresses, our patients have been moving into newly constructed areas that facilitate new models of care delivery and better environments for patient-and family-centred care. This has presented an incredible opportunity for our learners, moving into new learning environments and caring for our patients using new technologies, including electronic patient care systems.

Our educators are constantly seeking ways to improve the experience for our learners, supporting Mount Sinai's mission to be Canada's highest quality academic health science centre, providing the best patient care.

Mount Sinai Hospital is a fully affiliated academic teaching hospital associated with the University of Toronto offering over 2,800 health professions learner placements in the past academic year. Mount Sinai is also affiliated with numerous other universities and colleges across North America. Our international reputation for managing complex medical conditions means that we receive trainees from around the world.

The recent creation of Sinai Health System — Mount Sinai Hospital, Bridgepoint Active Healthcare, Lunenfeld Tanenbaum Research Institute and Circle of Care working together to deliver better, integrated care — provides us with the chance to broaden our range of educational and interprofessional learning opportunities for trainees.

We also recognize the vital importance of providing high quality, ongoing training, education and support for our entire hospital community. For example, promoting a practice environment that creates and supports continuous learning opportunities that enhance professional development for nurses and nursing students was a key enabler to Mount Sinai achieving Magnet Designation from the American Nurses Credentialing Centre, a first for a Canadian hospital and a major milestone.

Every section of this report will give you a brief overview of how each of our disciplines and departments contributes to the organization's educational mandate, who we educate, what the education experience includes, and our performance as educators. We also profile some special educational activities from the past year.

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

Learners in Placements

Medicine	2,131
Nursing	439
Lab and Diagnostic Imaging Technologists	28
Audiology and SLP	12
Nutrition	6
Dentistry	170
Special Language	11
Occupational Therapy	7
Pharmacy	66
Physical Therapy	53
Respiratory Therapy	19
OTA/PTA	10
Social Work	9
Library	4
MBA	10
TOTAL	2,975



Education Advisory Council — Front row (L to R) Dr. Karen Burgess, Lisa Satterthwaite, Dr. Rebecca Stovel, Dr. Jackie James, Mary Nagle, Irit Kelman, Back row (L to R), Lina Turco, Dr. Donna Romano, Irene Wu-Lau, Donald Bartlett, Nathalie Peladeau, Bill Wilson, Nadia Sandor, Absent, Dr. Simon Carette, Rabbi Bernard Schulman, Sharon Currie, Marylin Kanee, Sandra Kendall, Mary-Katherine Lowes, Dr. Sev Perelman, Dr. Oleg Safir

Medicine

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

About Us

Mount Sinai Hospital is home to the Faculty of Medicine's Wightman-Berris Academy, the largest of the University of Toronto's academies, responsible for the delivery of the undergraduate medical curriculum. Mount Sinai is a Co-Anchor Academy Site in partnership with the University Health Network (UHN) and collaborates with Toronto East General Hospital which is the Academy's primary Community Associate Site. Mount Sinai also collaborates with a number of community and specialty hospitals and agencies across the Greater Toronto Area (GTA) to ensure that students receive the highest quality educational experiences ranging from primary ambulatory care and public health to highly specialized tertiary care delivered in internationally recognized clinical programs. University of Toronto Postgraduate Trainees (Residents) are assigned clinical placements in all of our clinical units and national and international Fellows seek highly specialized clinical training from our expert clinicians. Medical students, residents and fellows make a significant impact on patient care in the hospital in a system of graded levels of responsibility for making diagnoses, carrying out procedures, making management decisions for our patients, participating in inter-professional team based clinical rounds and discharge planning.

The Learning Experience

Mount Sinai Hospital physicians contribute to the development of major innovations and initiatives in curriculum development and are recognized internationally for delivering high quality medical and surgical education. As an academic hospital affiliated with the University of Toronto, all full time medical staff:

- have academic appointments at the University of Toronto, and
- are expected to provide teaching and supervision of medical trainees.

The teaching commitment of physicians varies depending on job description. Many medical staff are leaders in undergraduate, postgraduate and continuing professional education at the local and national level and generate important research in education.

Our clinical departments hold teaching rounds for medical trainees and other health professionals frequently throughout the week and practical clinical

teaching occurs throughout the day on the wards, in the clinics, in the laboratories, and in the operating rooms. Medical staff keep up to date with weekly divisional/departmental, inter-professional and city-wide grand rounds hosted at the hospital.

Preclerkship (Years 1 and 2)

The Cooper Family Education Centre acts as a hub for educational activities for undergraduate medical students who meet there with their tutors who are Mount Sinai Hospital clinicians to learn the basics of history and physical examination in a simulated environment and then proceed to the clinical wards to meet with real patients who can share their personal health stories. Students use high-fidelity simulation equipment such as Harvey, the advanced cardiac simulator, to learn how to examine the cardiovascular and respiratory systems and OTOSim to learn how to examine the ear in the Cooper Centre. Mount Sinai Hospital physicians facilitate problem-based learning sessions and seminars for medical students in which they explore etiology and pathophysiology of medical

conditions, learning the fundamentals of becoming a physician the courses: Metabolism and Nutrition, Brain and Behaviour, and Mechanisms, Manifestation and Management of Disease. Students conduct a research project in Year 2 called the Determinants of Health in which they explore how health can be affected by age, socioeconomic status, literacy, access to care and other determinants of health.

Clerkship (Years 3 and 4)

Clerks are senior medical students who participate in the various services of the Hospital and clinics for core, elective or selective rotations to learn more advanced diagnostic and management skills while taking on direct patient care responsibilities. They interview and examine patients and then review their histories and findings with a postgraduate trainee or staff physician prior to making a plan for investigation and management. Our clinical clerks often spend a considerable amount of time with our patients, listening and advocating for them, ensuring that all of their tests are scheduled, laboratory reports are reviewed, and the patients and families understand the diagnosis and management plan. They also learn how to best fulfill the expected roles of a physician which are beyond that of being a highly knowledgeable medical expert. To be a good physician one must also be an excellent communicator, collaborator, advocate, manager, scholar and be professional. Students reflect on these roles with Academy Scholars in a course called Portfolio.

Postgraduate Trainees

Postgraduate residents, primarily from the University of Toronto who, depending on their level of training have a graded level of responsibility for direct patient care, performing procedures and supervising more junior trainees. The Hospital supports training in the following programs:

- | | |
|-----------------------|--------------------------|
| Anesthesia | Nephrology |
| Cardiology | Neurology |
| Clinical Biochemistry | Obstetrics & Gynaecology |
| Critical Care | Ophthalmology |
| Emergency Medicine | Orthopaedic Surgery |
| Endocrinology | Otolaryngology, |
| Family Medicine | Head and Neck Surgery |
| Gastroenterology | Paediatrics |
| General Surgery | Palliative Care |
| Genetics | Pathology |
| Geriatrics | Paediatrics |
| Haematology | Plastic Surgery |
| Infectious Disease | Psychiatry |
| Internal Medicine | Respirology |
| Medical Imaging | Rheumatology |
| Medical Oncology | Surgical Oncology |
| Microbiology | Urology |

Clinical Fellows

Fellows are fully qualified as physicians and specialists and complete highly specialized training in an area in which they will become an expert beyond the usual requirements of a specialty. They are typically enrolled in a fellowship program for one year and may have research components to their programs in addition to clinical training. They are often very senior members of the team and function as junior staff, leading and coordinating the efforts of the medical teams.

Highlights from the Past Year

- Under the name UMLearns a new streamlined on line registration process was introduced in 2014 which made it more efficient for the medical learners to register with the MSH and UHN. The Medical Education Department is now able to access a more accurate up-to-date database of learners and electronic communication with our learners now much easier. This system will be expanded to health professional students in the future.
- As part of a transformation in the undergraduate curriculum, Mount Sinai physicians participated in a pilot, teaching first year students using CBL (Case Based Learning) and a flipped classroom approach. Students came together with their tutors to discuss a case which they had studied and researched, ready to have a deeper probing and understanding of their clinical and basic knowledge.
- Our Annual Wightman-Berris Awards Ceremony was held May 8, 2014 recognizing the outstanding contributions of our excellent teachers and educators in medicine and the health professions.

We have created a fun and informative videos to provide useful information about Mount Sinai Hospital for new residents called Essentials of Registration and Getting Around. <https://vimeo.com/116308351>



What Learners Had to Say

“The sense of community and camaraderie within Mount Sinai lends itself to many “informal” teaching opportunities — in the hallways, in the Second Cup line, in the Emergency Department etc., a rarity in a big city hospital.”

Jonathon Milligan, PGY1 Internal Medicine

“As I begin studying to take on a role as a health care provider, it’s hard for me to imagine a better learning environment than Mount Sinai Hospital. From my first day on the wards conducting patient interviews, I was surprised by how welcoming the hospital staff were towards the new medical students. They were patient, friendly, and provided rich learning opportunities. One such opportunity was teaching the students to administer flu shots, which allowed us to make meaningful contributions to patient-care early on in our education.”

“In addition to the hospital, the Cooper Centre has been a critical resource during my first year of study. The computer lab, exam room, and hospital beds have all been put to good use as finals approach, but even more important has been the site-team.”

“Lina, Shamim, and Naomi brighten our mornings every Friday as we stumble in exhausted and groggy at 7:30am. They are always quick to check in with us, address issues, and assist in anything the students need. They have consistently gone above and beyond the call of duty and I feel lucky to have them.”

Jonah Himelfarb, Year 1 Student

“The educational experience at Mount Sinai is unlike anywhere else. The support and encouragement from all staff and allied health really make you feel part of the Mount Sinai family. It’s a wonderful place to develop into an excellent physician!”

Rebecca Stovel, MD, Chief Medical Resident

“As a second year medical student, I’ve had a great experience being placed at Mount Sinai for my clinical skills training and small group sessions. We get to be taught by a wide variety of staff that are the top of their field, and get hand-on clinical training with real patients. I think this gives us great experiences and prepares us well for our transition into clerkship next year, which I hope will remain primarily at Mount Sinai. In addition to the training, the medical student facilities at Cooper Center are some of the nicest in the U of T system.”

Seth Davis, Year 2 Student

“My experience in the last 4 years being a WB student has been outstanding. The diversity of training in the UHN and at Mount Sinai Hospital has been great and a definite aid to achieving my goals in undergraduate medical education. Mount Sinai Hospital has provided me with amazing clinical exposure, mentors and great teaching. The staff at the Cooper Centre have always been extremely helpful to the needs of students. It is well known amongst students that Mount Sinai’s Cooper Centre is the best place to get friendly, reliable and administrative guidance.”

“As I look back to my four years of undergraduate medicine and all the hospitals I have trained in, I cannot help but think of Mount Sinai as my home hospital. I have had many rotations at Mount Sinai so I have grown quite fond of the hospital, mainly because I have been closely influenced by its practices and policies. The faculty, mentors, administrative staff and the patients at Sinai have all contributed to my learning and growth. I will always be very fond and proud of belonging to the Mount Sinai Hospital family.”

Carla Rosario, Year 4 Student



Looking Forward

We will be introducing a new longitudinal integrated clerkship in 2015-16. A subset of medical students will have longitudinal ambulatory experiences with supervisors over the clerkship year in Family Medicine Clinics, Obstetrics and Gynecology, Psychiatry, Paediatrics, and other specialties along with inpatient experiences on Medical and Surgical wards and Emergency Care. Students will follow their patients as they move through the entirety of their health care experience and develop longitudinal relationships with those in their patient panel over the course of the year. It will give them a better understanding of the patient experience and enable them to have more flexibility in choosing learning opportunities of interest to them.

With amalgamation of Mount Sinai Hospital with Bridgepoint Health on the horizon, plans will be underway to create unique clinical placements which will enable student and residents to experience transitions in care through acute to rehabilitation and complex care. Bridgepoint Health will become an important site in Wightman-Berris Academy offering opportunities for our students to learn both general and specialized clinical skills.

Learning Indicators

Number of Learners

Undergraduate In 2013-14, the following were enrolled:

- Preclerkship Students: 183
- Clerkship Students: 201
- Elective Placements for (U of T Students): 67
- Visiting Elective Students (Canadian/US): 116
- International Visiting Elective Students: 74

Postgraduate

- Residents in 21 specialties: 1,254

Clinical Fellows

- Clinical Fellows: 236

Number of learners who chose Mount Sinai as their first choice

- The Wightman-Berris Academy was the first choice of academy site for 51% (105/205) of students entering the University of Toronto St. George Campus first year class in 2014.

Number of preceptors

- Active staff contribute undergraduate postgraduate and fellowship education: 313

Number of staff with academic appointments or special educational certification

- All full time staff hold University of Toronto faculty appointments

Learner satisfaction scores

POWER (Resident) Rotation Evaluation Scores/ Teaching Effectiveness Scores (averages/compared with city means)

Mean MSH RES 4.02 — based on 1,429 evaluations

Mean MSH/UHN RES 4.07 — based on 673 evaluations (city mean all sites — 4.10)

Mean MSH TES 4.39 — based on 2638 evaluations

Mean MSH/UHN TES 4.44 — based on 1,238 evaluations (city mean all sites 4.43)

Number of staff participating in workshops and programs

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

Number of continuing education programs offered

- Over 40 continuing education courses “branded” as MSH events or have strong MSH faculty presence including Simulation, Workshops, Education Days, Preceptorships, Review Days, Symposia, Conferences, Lectures, Annual Meetings.

See appendix, page 48 for list of programs

Major Educational Leadership Roles at the University of Toronto

Dr. Robert Bleakney
Co-Director Diagnostic Imaging
Curriculum, Web Education
Development and Research Coordinator

Dr. Simon Carette
Program Director,
Rheumatology Fellowship

Dr. Robert Casper
Program Director, Reproductive
Sciences-TCART Fellowship

Dr. Barbara Cruickshank
Program Director, Reproductive
Endocrinology and Infertility
Obstetrics & Gynaecology

Dr. Harold Drutz
Co-Program Director, Urogynaecology

Dr. Peter Ferguson
Program Director, Orthopedic Surgery

Dr. Emer Finan
Program Director,
Neonatal/Perinatal Medicine

Dr. Shital Gandhi
Program Director,
Fellowships GIM Medicine

Dr. Shipra Ginsburg
Director of Educational Scholarship,
U of T Department of Medicine

Dr. Sue Goldstein
Course Director, Family Medicine
Longitudinal Experience

Dr. Jacqueline James
Wightman-Berris Academy Director

Dr. Ken Locke
Course Director Portfolio
and Transition to Residency

Dr. Danny Lovatsis
Co Program Director Urogynaecology

Dr. Heather McDonald-Blumer
Program Director, Core Internal Medicine

Dr. Helen MacRae
Program Director, Colorectal Surgery

Dr. Cynthia Maxwell
Program Director,
Fetal Maternal Medicine

Dr. Tony Mazzulli
Program Director, Medical Microbiology

Dr. Allan Peterkin
Head, University of Toronto Health,
Arts, & Humanities Program

Dr. Oleg Safir
Director, University of Toronto Surgical
Skills Centre at Mount Sinai

Dr. Heather Shapiro
Vice Chair Education,
Obstetrics and Gynaecology

Dr. Salvatore Spadafora
Vice Dean, Faculty of Medicine
Postgraduate Education

Dr. Allan Vescan
Undergraduate Program Director,
Otolaryngology-Head and Neck Surgery

Dr. Wendy Whittle
Program Director,
Advanced Obstetrics Fellowship

Dr. Lesley Weisenfeld
Associate Program Director, Psychiatry

Dr. Wendy Wolfman
Mature Women's Health
and Menopause Fellowship



Awards for Teaching Excellence and Education for Mount Sinai Hospital Staff Physicians 2013-14

Dr. Lisa Andermann
Joel Sadavoy Community
Mental Health Award

Dr. Sean Balmain
New Faculty Excellence in
Teaching Award - UHN/MSH
Department of Medicine

Dr. Alan Barolet
Wightman-Berris Teaching
Award-Undergraduate
Teaching-Cardiology

Dr. Robert Bleakney
U of T Medical Imaging
Residency Program Honour Roll

Dr. Ana Drandic
Junior Undergraduate
Teaching Award, Psychiatry

Dr. Luke Devine
Undergraduate Excellence in
Teaching Award, UHN/MSH
Department of Medicine

Dr. Dan Farine
Excellence in CME Course
Coordination-Obstetrics and Gynecology

Dr. Peter Ferguson
RCPSC/AMS Donald Richards
Wilson Award

Dr. Howard Fischer
Dr. John Bradley Award for Excellence
in Teaching-Department of Anesthesia

Dr. Sue Goldstein
W.T. Aikins Award for Excellence
in Undergraduate Teaching-Course/
Program Development and Coordination
award, with Kymm Feldman
and Course Committee

Dr. Marina Golts
Department of Psychiatry
Grand Rounds Award

Dr. Debra Hamer
Greben Hahn Award, Psychiatry

Dr. Nazir Jaffer
U of T Medical Imaging Residency
Program Honour Roll

Dr. Jacqueline James
U of T Department
of Medicine-Teacher of Year Award

Dr. Bob Maunder
Ted Freedman Award for Innovation
in Education, Department of Psychiatry

Dr. Christine McDonald
Chief Medical Resident Award
Outstanding Educator, Leader,
and Role Model

Dr. Mishelle McIntyre
Greben Hahn Award, Psychiatry

Dr. Mishelle McIntyre
Senior Undergraduate
Teaching Award, Psychiatry

Dr. Matthew Morton
Excellence in Undergraduate
Teaching -Obstetrics and Gynecology

Dr. Gillian Nesbitt
Teacher of the Year Award,
UHN/MSH Department of Medicine

Dr. Clare Pain
Doctor of Science, Honorary,
degree from Addis Abbaba University

Yash Patel Scott-Vellend Award,
Sustained Excellence in Teaching Award,
UHN/MSH Department of Medicine

Dr. Paula Ravitz
Colin Woolf Award for Sustained
Contributions in CE, Psychiatry

Dr. Oleg Safir
U of T Excellence in Postgraduate
Medical Education Award-Development/
Innovation, 2014 Bruce Tovee Award
for Postgraduate Education,
Department of Surgery

Dr. Sharon Szmuiłowicz
Joel Sadavoy Community
Mental Health Award

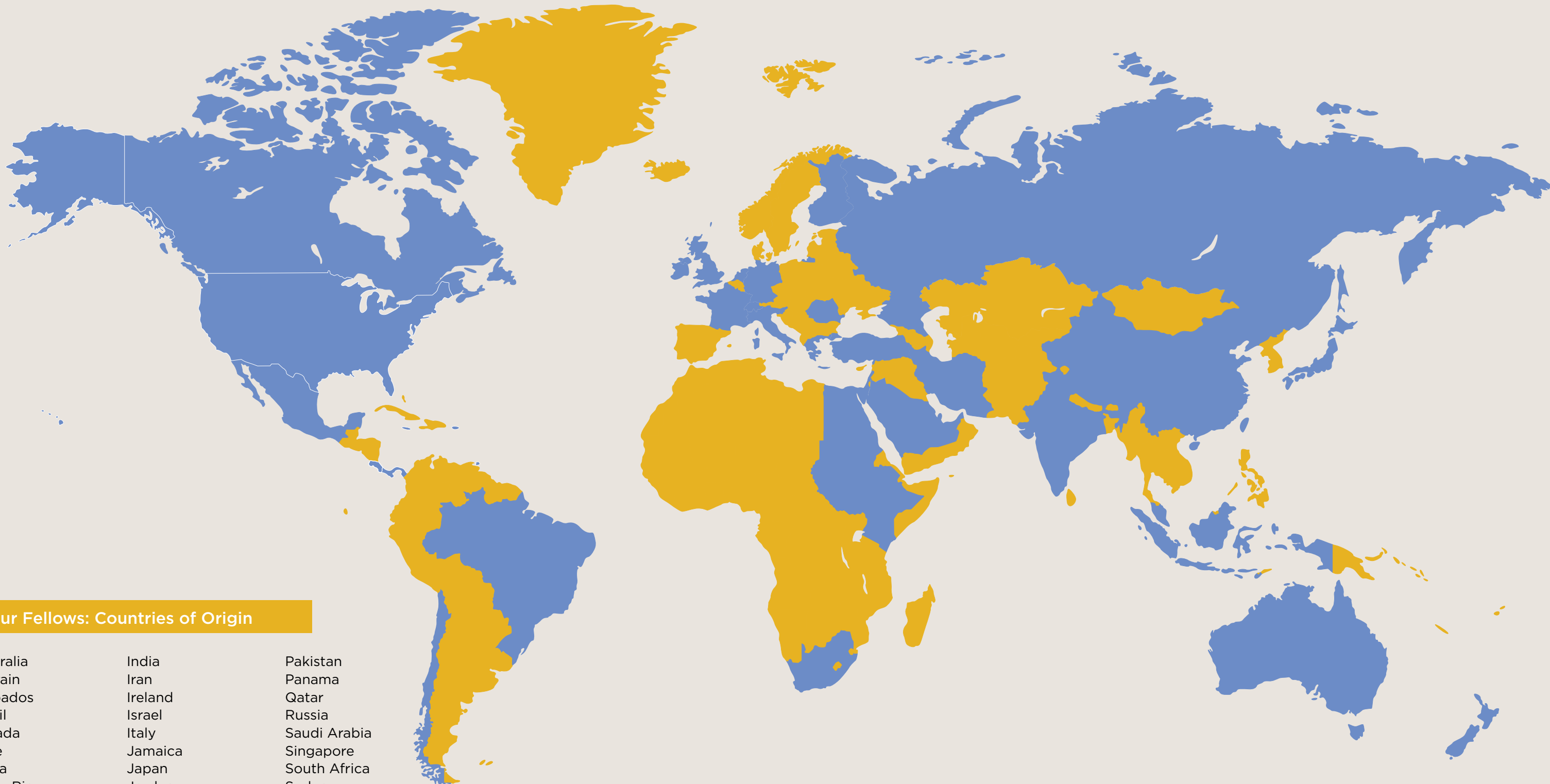
Dr. Jackie Thomas
CREOG Teaching Award-Department
of Obstetrics and Gynecology

Dr. Ginny Wesson and Joel Sadavoy
Ivan Silver Award for Innovation in
Continuing Professional Development,
Department of Psychiatry, with LJ Nelles

Dr. Lesley Wiesenfeld
Wightman-Berris Anderson
Award-Extraordinary Contribution-
Department of Psychiatry

Dr. Rory Windrim
Excellence in CME Teaching
Obstetrics and Gynecology





Our Fellows: Countries of Origin

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

■ Select countries in blue

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

Nursing

Nathalie Peladeau, RN, BScN, MScN.
Interim Director, Nursing Education and Development
Irene Wu-Lau, RN, BScN, MEd,
Clinical Nurse Specialist, Education Lead

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

Through reimbursements and tuition support, nurses have the opportunity to engage in undergraduate and graduate studies, certification in their particular clinical areas, and attend continuing education workshops/in-services.

The Learning Experience

Mount Sinai values and supports the contributions of all nurses in delivering ethical, accountable, safe and competent professional nursing practice within inter-professional collaborative models of care. With entry to practice requirements and literature supporting patient outcomes, Mount Sinai has established annual goals for baccalaureate education. Over the past four years, the number of Mount Sinai RNs with a Baccalaureate Degree has grown from 47 to 61%. Recognizing that specialty certification has become synonymous with quality care and leading practices that result in improved outcomes, the Department of Nursing continually strives to increase the number of nurses with specialty certification from the Canadian Nurses Association or other national / international credentialing bodies. Peer study groups, mentorship and financial reimbursement for examination costs are all strategies that support nurses in obtaining or renewing their specialty certification. The Department of Nursing holds an annual awards celebration in honour of those nurses who have demonstrated their commitment to clinical excellence. This year, 40 nurses obtained specialty certifications and since 2010, the number of nurses with specialty certifications has grown from 106 to 181, surpassing the annual target.

The Gerald P. Turner Department of Nursing remains committed to using innovative teaching methods to support a culture of lifelong learning. Sinai C.A.R.E courses at Mount Sinai Hospital focus on clinical practice and the continuing learning of health professionals. With an all RN nursing staff, the various courses offered through Sinai C.A.R.E are designed and facilitated by nursing education leads. The staff feedback has been excellent and the demand for these courses remains high. Some of the courses are: leadership skills for preceptors, resource nurse workshop, infusion therapy training and breastfeeding for health-care professionals.

Newly hired nurses receive a facilitated nursing orientation session with an overview of the Department of Nursing. The objectives include nursing education, excellence, knowledge and innovations and improvements and resources. Four sessions were held this year and a total of 50 newly hired nursing staff attended.

Principles of adult learning theory are used in the design and delivery of all courses at Mount Sinai Hospital. The use of a variety of teaching methods

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

The Department of Nursing has established a unique opportunity to learn with, and from, their peers across clinical areas through the annual Nursing Education Days. Each year education days are based on organizational drivers, assessed learning needs, staff evaluations and emerging concepts that relate to nursing practice, quality and safety. Nursing Education Days provide access to new knowledge for 1,200 frontline nursing staff, support translation of evidence-based knowledge into practice and help identify ongoing learning needs. A total of 762 nursing staff attended the Nursing Education Days this year. The focus was on Magnet Preparedness, Infection Control practices and Client-Centred Care/Therapeutic Relationships. These facilitated learning sessions support improvement in the experience of patients, families, visitors, and staff.

Mount Sinai has a commitment to its employees and to the broader community to promote professional growth and development within the organization in order to advance clinical practice. Mount Sinai nurses promote a culture of learning by embracing the teaching and leadership role. The Department of Nursing commits to fostering the knowledge, skills, and confidence necessary for a successful practicum experience for nursing students.

Through innovative approaches, such as an online orientation video utilizing avatars and an orientation handbook, a meaningful and transformative clinical experience is ensured for nursing students.

Our nurses work closely with nursing students from our academic partners across Canada to ensure that they are equipped with the skills and experience necessary to successfully launch their nursing careers and contribute to quality patient experiences and outcomes. As a leading academic health centre, Mount Sinai Hospital is affiliated with 12 universities including the Lawrence S. Bloomberg Faculty of Nursing at the University of Toronto.

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



Highlights from the Past Year

The Department of Nursing collaborates with the Volunteer Services Department to host lunch and learn sessions twice a year promoting the nursing profession to students who are interested in becoming a nurse or wish to learn about the nursing profession. This initiative presents information about educational preparation, career paths that exist for nurses, and resources to support their journey. This is also a forum for students to ask questions and clear up any misconceptions. Students who attended the 2014 session expressed their gratitude for the information on all the opportunities relating to the nursing field which they were not aware of. In addition to our over 400 undergraduate nursing student placements, the Nursing Directors, Nursing Unit Managers and Clinical Nurse Specialists served as preceptors for 10 graduate nursing student placements. 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.

One of the graduate student placements in 2013-14 culminated in the development of pain posters which are now an essential part of the patient and family teaching resources on one of the surgical units. The student gained insight into the CNS role components of providing clinical guidance and leadership to nursing staff, improving the quality of care and promoting evidence-based practice.

"The support that I received from my CNS mentor and the staff was enormous. I will always appreciate the fact that my mentor, provided me with a lot of guidance and yet encouraged me to lead the project."

Peer to Peer education is an important function to share expertise with nursing colleagues, and it supports the development of nursing leaders. Led by the CNS/ Manager Enterostomal Therapy Education Program, a hospital-wide Skin Wound Nurse Champion program was launched to support unit based implementation of best practices including preventative interventions, and to serve as peer advisors and agents of change. Skin Wound Nurse Champions are formal roles and are selected by their unit for a two year commitment. Building on existing knowledge, mandatory training workshops were developed to provide further expertise in managing skin wounds. The two workshops focused on professional roles, knowledge and clinical competencies. Objective Structured Clinical Examination (OSCE) stations were used as an interactive team based learning opportunity.

Each year, the Daphne Cockwell School of Nursing at Ryerson University invites nursing students to nominate their preceptors for the Preceptor Award of Excellence. One of three award recipients for the academic year was Kim Yuayan from PACU. Kim's dedication to enhancing her student's learning and knowledge was recognized formally at a preceptor recognition event where Kim personally accepted the award from the student who nominated her.

What Learners Had to Say

"The quality of patient care on the unit, displayed by the nurses was very inspiring and gave me the confidence to develop the same type of therapeutic relationships with my patients."

"I loved how I had so much opportunity to learn and grow as a nursing student here at Mount Sinai. The nurses were happy to help and provide teaching about procedure and general nursing practices."

"I truly fell in love with my placement at Mount Sinai. Within the first three weeks, I already knew that I wanted to do a placement again in this hospital. My experience was educational, very hands-on and the best clinical ever. The multidisciplinary team respected each other and collaborated smoothly. I gained a lot of experience with different kinds of acute illnesses and was able to provide care accordingly. I was also shown a lot of procedures which truly helped me develop many skills. Amazing unit, amazing staff. Love to go back if only I have the power to put myself in this clinical placement. Thank you Mount Sinai!"

Learning Indicators

Number of Learners

- Nursing undergraduates completed placements in 2013-2014: 439

Number of preceptors

- Nurses acted as preceptors for 2013-2014: 253
- Preceptor commitment represents 81,457 education contact hours

Learner satisfaction scores, Rotation Evaluation Scores/Teaching Effectiveness Scores

- 93% rated the Knowledge level of preceptors to be excellent in 2013-2014
- 92% rated unit staff to be welcoming and supportive in 2013-2014

Number of staff with academic appointments or special educational certification

- Nurses hold Clinical Adjunct Appointments with the University of Toronto: 37

Number of continuing education programs offered

- 180 Instructor Led courses offered 2013-2014
- 19,256 total hours spent by nurses completing Instructor Led Courses
- 1,255 nurses attended the sessions for this year
- 96% eLearn course compliance achieved 2013-2014
- 2,891 hours spent by nurses completing Sinai C.A.R.E courses
- 182 nurses from the Women's and Infants' Health Program completed the certification course for Neonatal Resuscitation Program for 2013-2014
- 29 nurses received tuition support through the Department of Nursing
- 29 nurses enrolled in graduate studies for 2013-2014

Nurses with Specialty certification from the Canadian Nurses Association

- Nurses successfully achieved the CNA specialty certification: 40

Education Awards

Marina Anicic, 10 South
Vince Cheng, ED
Kelsang Choeden, ED
Daphnie Egonu, Nursing Admin
Sarah Fundanga, 12 South
Colleen Gleason, 11 North
Crystal Li, Nursing Admin
Rose Owen, Nursing Admin
Anita Park, 10 North
Erin Robertson, Nursing Admin
John Santiago, 9 South
Jesse Tolan, ED

Clinical Practice Award

Eurie Anasaria, 14 North
Monica Azzopardi, 12 South
Nelson Cinco, 12 South
Rosario Cojuangco, Operating Room
Reyna Dy, Labour and Delivery
Wendy Gutierrez, Mother Baby Unit
Rehana Hakimjee, 10 North
Hannah Kim, Operating Room
Joanne Lang, ED
Jee Hee Lee, 10 South

Cynthia Lim, 10 North
Minu Mathew, 11 North
Angela Mierau, Endoscopy
Tabitha Njoroge, 10 South
Anita Park, 10 North
Eva Rutherford, Postnatal Ambulatory Clinic
Claudette Sanderson, 11 North
Cindy Shaffer, 14 South
KuntieTannasee, 14 South
Halina Zaniewicz, Labour and Delivery

Preceptor Awards

Dianne Dumais, Labour and Delivery
Heather McMaster, 11 North
Annie Wong, 9 South
Marissa Weiler, ED
Ariana Anghel, ED
Dovina Constanc, 14 South
Suzeth Ferguson-James, 12 South
Laura Visheau, 7 South
Young Su Seo, 16 North
Antonella Paskos, 16 North
Joan Lyn, 16 North
Oksana Sojecki, MBU
Natalie Patterson, MBU

Angela Szutor, MBU
Kathy Simon, MBU
Biriket Negasey, 16 North
Faye Dawkins, 7 South
Barb Zita, Endoscopy
Elizabeth Vargas, ICU
Maria Leo, ICU
Natalie Hidalgo, ICU
Sonya Bergic, ICU

2013 Nursing Scholarships

Frank Gerstein Nursing Scholarship
Barbara Cleave, Leadership Sinai Centre for Diabetes
Jolean Lloyd, ED
Crystal Li, Nursing Administration
William Mundle, 10 South
Helen Evans Nursing Education Scholarship
Claudia Williams, Operating Room
Morris Gross Nursing Clinical Practice Scholarship
Alisha Ramlogan, 9 South
Rose Torno Nursing Scholarship
Kelsang Choeden, ED
Heather Lithgow, Nursing Administration

Inter-professional Education

Donna Romano, RN, PhD,
Educational Scholar in Inter-professional
Education and Collaboration

An IPE placement will provide the opportunity for students from various health-care disciplines:

- To develop an increased understanding of the expertise that each discipline brings to the solution of health problems.
- To develop an understanding of team dynamics, communication skills within the team, and conflict resolution within the context of a well-functioning team.
- To learn and develop clinical expertise together.
- To provide the opportunity for students from various health-care disciplines to develop an increased understanding of the expertise that each discipline brings to the solution of health problems.
- To allow for the provision of opportunities for students to learn and develop clinical expertise together.
- To provide an opportunity to develop an understanding of team dynamics, communication skills within the team, and conflict resolution within the context of a well-functioning team.

The Learning Experience — Structured IPE Placements — 2014

IPE Placement unit/area	Number of Students in this placement	Student Professions	Number of U of T students in placement	Dates of placement
General Medicine IPE placement	7 students	2 RN 1 PT 1 OT 1 Dietetic Intern 1 MD	1 PT 1 MD 1 OT	November 2014
Psychiatry IPE placement	9 students	2 Pharmacy 1 Chaplaincy 5 RN 1 SW	5 RN 1 SW	Winter 2014
Obstetrical IPE placement	7 students	2 RN 1 Dietetic Intern 1 SW 3 Pharmacy	3 Pharmacy 1 SW	Winter 2014

Learning Indicators

Pre-post test surveys indicate knowledge acquisition of Inter-professional Education and Inter-professional Collaboration (IPC) and increased awareness of ways that IPC can improve practice by participating in the IPE placements.

Looking Forward

Expanding IPE student learning opportunities by 50% and increasing the number of IPE facilitators by 25%.



Highlights from the Past Year

The second annual “Inter-professional Collaboration Showcase: Pairing and Sharing Examples of Teamwork” was held in December 2014. Participants were provided with the various opportunities for interactive learning through activities that showcased exemplary inter-professional teamwork demonstrating best practices and collaborative patient and family-centred care. All members of the Mount Sinai community (including students) were invited to view the displays and to learn “with, from and about other professions and departments.” This forum provided a unique opportunity to highlight how one or more teams/departments collaborate within and/or outside our hospital community. With hundreds of staff participating, evaluations were overwhelmingly positive. Results indicated that participants were able to apply what was learned from this event to their area of practice; including an added interest in collaborating with others.

Mount Sinai saw an increased number of IPE facilitators trained and participate in IPE activities.

What Learners Had to Say

“I am more confident working with other professionals on the health-care team.”

“Use my understanding of others roles & knowledge to collaborate in patient care.”

“Communication, collaboration and respect — these three things are important in ensuring the success of a team.”

“By learning/appreciating the roles of other disciplines in a health-care team, I was able to work with (rather than alone) when completing my pharmacy tasks.”

Applied Health Sciences

Donald Bartlett, Manager,
Clinical Education Relations Michener Institute

The Michener Institute is Canada's only post-secondary institution devoted exclusively to applied health science education, providing a critical function in the health-care system for the education of current and future applied health professionals. Michener has valued its long-standing partnership with Mount Sinai Hospital in the clinical education of students enrolled in full time, part time and continuing education programs. Throughout the years, Mount Sinai has supported Michener's academic endeavours through various committee memberships including Program Advisory Councils and Faculty Liaison Committees. Our mutual commitment for student success, teamwork and inter-professional collaboration has provided for positive outcomes for students. Our students continue to have successful and satisfying experiences in their clinical placements as a result of Mount Sinai's commitment to excellence in clinical education and the focus on patient-centered care.

The hands-on experience provided by Mount Sinai clinicians enhances our students' discipline-specific skills, provides opportunities for inter-professional collaboration, builds professional competencies, and further develops confidence and communication skills. Michener is proud of its relationship with Mount Sinai and grateful for the on-going support provided to our students.



Learning Indicators

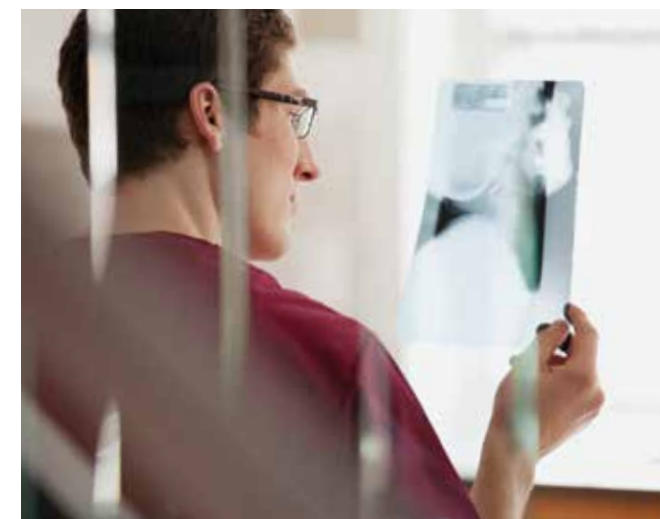
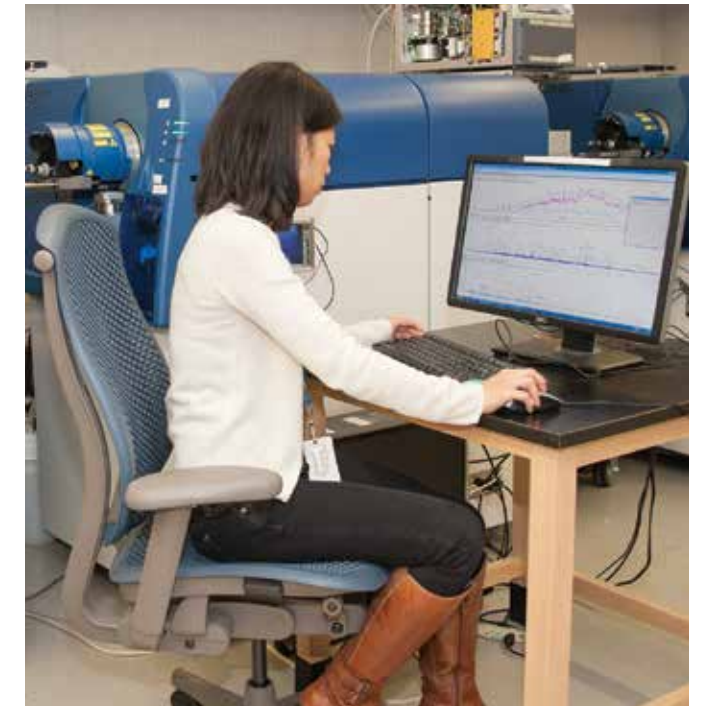
Number of learners: In the 2013-2014 timeframe our department provided audiology practicum experiences for one audiology graduate student; 6 speech language pathology graduate students and teaching for 5 PGY2 otolaryngology residents.

Number of Learners

- Student placements, totaling 309 student clinical weeks, in Anesthesia Assistant, Diagnostic Cytology, Genetics Technology, Medical Laboratory Sciences, Nuclear Medicine, Radiological Technology, Respiratory Therapy and Ultrasound: 28

Number of Staff with Academic Appointments

- Mount Sinai clinical staff maintained Michener status appointments as Clinical Coordinators or Clinical Educators: 35



Audiology

Nadia Sandor, Education Lead
Bill Wilson, Interim Director

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

The Learning Experience

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

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

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

Highlights from the Past Year

Audiologists Kayla Edison, Nadia Sandor and Erica Wong presented a lecture as part of the Mount Sinai Hospital's Lunch and Learn series on Healthy Aging. The talk was titled "Hear Well, Age Well".

Our audiologists Kayla and Erica also presented at the Geriatrics Institute in June 2014. The presentation was titled "Managing Hearing Loss With Age" and was very well received by the audience of 250 health care and community professionals.

Teaching about the impact of hearing loss was also extended to the community at large, with a talk entitled "Hear Well, Age Well" presented at the West End YMCA.

We participated in Mount Sinai Hospital's Pair and Share event, highlighting inter-professional collaboration. This year's theme was management of Sudden Hearing Loss, illustrating teamwork between Otolaryngology and Audiology in the diagnosis and treatment of individuals with this condition.

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

Nadia Sandor was awarded the 2013 Canadian Academy of Audiology's Richard Seewald Career Award which recognizes long term dedication to clinical practice and teaching and mentoring of young people.

What Learners Had to Say

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

Audiology student

"The Otolologic Function Unit staff has shown their dedication to fulfilling Mount Sinai Hospital's goals as a teaching centre."

Audiology student

"I loved the diversity of experiences."

Speech Language Pathology student

Looking Forward

Increased involvement in inter-professional education opportunities.

Utilization of student orientation and evaluation materials through a comprehensive on-line resource.



Learning Indicators

Number of learners: In the 2013-2014 timeframe our department provided audiology practicum experiences for one audiology graduate student; 6 speech language pathology graduate students and teaching for 5 PGY2 otolaryngology residents.

Number of Learners

- Learners total/annum: 12

Learner Satisfaction Scores

- Overall satisfaction score 10 (Excellent)

Number of Preceptors

- Staff members: 9

Workshops and programs

- Staff members participating: 9

Number of staff with academic appointments or special educational certification/Total Staff

- Staff members have academic appointments: 6

Clinical Nutrition

Sabrina Gaon, MSW,RSW, Manager of Inter-professional Allied Health for Clinical Nutrition and Social Work

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

- General Internal Medicine
- Obstetrics
- ENT
- NICU
- General Surgery
- Acute Care for Elders Unit
- ICU
- Orthopaedics
- Endocrinology
- Gastrointestinal Medicine & Surgery

The Learning Experience

The academic year 2013-2014 was the final year of Mount Sinai Hospital's comprehensive dietetic internship program that was fully accredited by Dietitians of Canada (DC). This post graduate training program was affiliated with the following institutions: Western University, Ryerson University, Guelph University, Humber College, Conestoga College, Centennial College, Humber River Regional Hospital and William Osler Health Centre. We had six post graduate dietetic intern residents and nine participating preceptors.



Looking Forward

For the academic year 2014-2015 our program model has changed. We no longer have our own accredited program however Mount Sinai Hospital continues to be dedicated to providing challenging internship experiences and preceptors with excellence in their skills and knowledge. We have dietetic interns from Aramark's accredited internship program receiving a variety of clinical rotations at Mount Sinai. We continue to support and encourage Inter-professional Education learning experiences through the programming offered at the Cooper Centre.

Learning Indicators

Number of Learners

- Postgraduate dietetic Interns: 6

Number of Preceptors

- Staff dietitians: 9



Dentistry

Drs. Michael Sigal and Mary-Ellen Cascone, Persons with Special Needs and Medically Compromised, Hospital Dental Residency Program
Dr. David Lam, Oral and Maxillofacial Surgery Graduate Program
Dr. Iona Leong, Oral Pathology and Oral Medicine
Dr. Michael Goldberg, Periodontology and Temporomandibular Joint Pain Disorders
Dr. Amir Azarpazhooh, Endodontics
Drs. Howard Tenenbaum and David Mock, Atypical Facial Pain

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

The Learning Experience

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

What Learners Had to Say

"Seeing patients with the conditions we learn about in lectures was wonderful. It was completely different to listen to the patient describe their symptoms and concerns than to read about it in a textbook."



Learning Indicators

Number of Learners

Undergraduate Dental Students:

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

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

Graduate Program in Oral and Maxillofacial Surgery: Residents complete a four year program with the Mount Sinai Dental Clinic as their primary clinical training site and clinical home for the program: 8

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: 4

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

Graduate Program in Pediatric Dentistry: Residents on rotation dental care for persons with disabilities: 8

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

Other health professional learners: Dental hygiene students and dental assisting students from George Brown College also have placements in the dental clinic



Human Rights and Health Equity

Marilyn Kanee, Caroline Bennett-AbuAyyash, Irit Kelman, Narina Nagra, Suhail Rafiq, Moya Teklu, Education Leads

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

The Learning Experience

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

Examples of this past year events included: Trans Day of Remembrance, National Day of Remembrance of Violence Against Women, International Day of Persons with Disabilities, Lunar New Year, Black History Month, Pride Week, National Aboriginal Day and Holocaust Education.

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

Members of our office are available to consult with any member of the Hospital community on issues or questions related to human rights. We also welcome the opportunity to meet and discuss new initiatives with all members of the Hospital community.



Highlights from the Past Year

- Are you an Ally? campaign workshops piloted.
- Leading Equity workshops offered.
- Measuring Equity Symposium with featured speakers Dr. Paula Braveman, and Dr. Kwame McKenzie.
- Violence Against Women Lunch & Learn on sexual violence.
- International Day for Persons with Disabilities display at Pairing and Sharing event.
- Lunar New Year Lunch & Learn on “Yao Sau (Post-Natal Care Attendant): Culturally Based Approach to Post-partum Care”. Learn about the new role of the yao-sau in Toronto, in adapting the traditional practice in the Chinese community of family staying with the mother and new baby for a month after the child is born.
- Black History Month Lunch & Learn on skin bleaching, “Not Just Skin Deep”, exploring the historical roots and medical consequences of the practice of skin bleaching, and an event on Reggaerobics.
- Pride Lunch & Learn on “LGBT Global Issues”. Hear about the criminalization of people who are LGBT internationally and how this impacts those who are able to come to Canada as refugees.
- Conflict Resolution for Resource Nurses.

Looking Forward

- A symposium for hospitals and community health centres in Toronto to share best practices around demographic data collection and using the data for equitable and quality health-care planning.
- Rolling out the ALLY campaign to all Hospital staff through a variety of ways.
- Hosting a half-day symposium on Documenting Domestic.
- Violence in Health Care settings.
- A workshop for leaders on out-of-work behaviours that affect the workplace.
- Learning and sharing with our colleagues at Bridgepoint site and Circle of Care.

Learning Indicators

Number of Learners

- More than 700 employees, volunteers and physicians gained knowledge to a number of topics related to human rights and health equity

Learner satisfaction

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

Organizational Development and Workforce Planning

Mary Nagle, Joanne Serflek, Mark Ewaschuk,
Jason Smith, Education Leads

“Sinai really shows us that they care and that dedication to excellence is demonstrated by investing in me.”

To support our Hospital in delivering on its mission to provide the best patient experience, Mount Sinai invests in its people. Aligned with our overall People Strategy, Sinai's educational framework is coordinated by Organizational Development. The focus is to build strong leaders, enhance skills and increase personal effectiveness at all levels of the organization.

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

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

The Learning Experience:

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

Sinai's Service with HEART: Now in its second year, our service excellence program has reached more than 2,000 staff. Designed to enhance our strategic plan, this program supports staff to deliver the highest level of patient service and satisfaction. The program also supports our Vision, Mission and Declaration of Patient Values.



The interactive program was initially developed by the Cleveland Clinic and customized to meet Sinai's needs as well as tailored to each unit's work environment. We work with intact teams to understand tangible scenarios to find the best way to address patient, family or coworker concerns.

Service with HEART is delivered by internal facilitators from across the Hospital, including patient navigators, infection control, dieticians, physicians and HR professionals. Open sessions have recently been implemented to offer training to staff.

Development Certificates: We have established and deliver several learning certificate programs to support the development of our people. These premier leadership development programs are offered to support our internal leadership pipeline, which is vital to Sinai's future. Completion of the Development Certificates not only recognizes employee accomplishments, but it plays a critical role in embracing our teaching and learning culture that ultimately transform the way we function as an organization and how we care for our patients.

Historically, we have partnered with the Rotman School of Management to deliver learning programs that support the leadership competencies of executives, directors, nursing unit administrators and senior physicians. Today, we have developed the internal framework to guide future leadership development:

Management Development Certificate (MDC): Typically completed over a two year period, this program provides practical, technical and operational knowledge-based leadership development workshops such as coaching employees, labour relations, and leading organizational change. Open to current leaders, this certificate captures the core learning development program for our leadership tier.

Employee Development Certificate (EDC): provides learning in leadership and personal effectiveness for employees who are identified as having strong leadership potential and are possible future managers for the organization.

Administrative Development Certificate (ADC): provides learning in leadership and personal effectiveness for all administrative employees.

Computer Skills Training: still popular, these options provide a framework to use the full functionality of PC applications.



Senior Leadership Mentoring Program Cross-Hospital Pilot: An informal environmental scan of human resource practices in several academic hospitals identified synergies for hospitals to collaborate on service delivery. Mount Sinai partnered with three other academic hospitals (University Health Network, Holland Bloorview and Kingston General Hospital) in Ontario to develop this pilot and ensure learning was focused on 'real', critical skills and competency development important to the Hospital through an expanded network of professionals.

Lunch and Learns: Quarterly sessions were facilitated by senior OD staff with subject matter experts also invited to share insight in areas of privacy, recognition and communications.

MBA Student Internships: We pride ourselves on our commitment to sharing our knowledge and offering students and soon to be graduates with high-caliber work-learning opportunities. Our popular and highly respected summer MBA student internship program provides students from Canada's top business schools with an opportunity to work directly alongside our President and CEO, and members of our Senior Management Team. Students hired in this program have consistently evaluated the program as high-caliber which provides them with access to key decision making processes at an executive level. In 2014, three MBA students worked on key strategic projects such as patient flow, branding, clinical expansion, emergency outreach and program analysis.

Grants and Bursaries

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

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



Looking Forward

- Promoting change management strategies, techniques and tools to create a higher performing organization.
- Implementing initiatives that support the sustainment of Service with HEART.
- New employees will be introduced and participate in Service with HEART training during orientation sessions.
- Developing new mentorship and coaching opportunities for both emerging and executive leaders.
- Development of a new Career Pathing tool that will guide nurses through their professional career choices.
- Introduction of a new leader orientation program that will help elevate their seamless introduction to their role or the Hospital.
- Enhance corporate recognition strategy.

Learning Indicators

Number of Learners

- Graduates from 3 Development Certificates (ADC, EDC and MDC): 43
- Participants attended classes in the ADC, EDC and MDC: 550
- Employees, physicians and volunteers have participated in Service with HEART: 2,046
- Participants in the cross-hospital mentorship pilot: 22

Learner satisfaction scores

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



Pharmacy

Christine Duclos, PharmD, Education & Staff Development Coordinator/Residency Coordinator
Bill Wilson, Director of Pharmacy

The Department of Pharmacy Services prides itself on providing excellence in patient-care services. Our mission is to deliver and achieve positive health outcomes by optimizing medication use, ensuring patient safety, and fostering educational and research excellence that support patient and family-centred care. Our staff of dedicated pharmacists, pharmacy technicians and administrative support staff exemplify Mount Sinai's values of patient-centred care, teamwork, collaboration, respect and diversity and leadership.

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 learners as well as inter-professional colleagues and learners. We strive to deliver excellence and innovation in teaching in order to provide quality experiential education to our future generation of health-care practitioners. We value the patient-care and operational contributions of our pharmacy learners. To ensure continued excellence and innovation in clinical care, teaching and research, our new and existing staff are provided orientation, training and professional development opportunities as a means of enhancing their ability to provide the best medicine and best patient experience.

Division Profile

Pharmacists: 32
Pharmacy Technicians: 32
Administration: 2
Administrative support staff: 2



Learning Indicators

Number of Learners

- Pharmacy resident: 4
- Pharmacy student: 47
- Research rotations: 8
- Pharmacy co-op student: 6
- Pharmacy technician student: 1
- Number of Preceptors: 21

University/College affiliations

- University of Toronto
- University of Waterloo
- CAMH Pharmacy Residency Program
- Lambton College
- Niagara College

Number of staff with academic appointments or special educational certification

- Master's degree: 2
- Doctorate of Pharmacy degree (PharmD): 8
- ACPR: 12
- ACLS: 9
- CGP: 1
- FDM: 1
- FCCP: 1
- FCCM: 1
- FCSHP: 1

Number of staff participating in workshops and programs

- Academic program participation (e.g. lecturer, course coordinator, facilitator etc.): 9
- Internal/External Workshops/Programs/Conferences (e.g. speaker, organizer, poster presentation etc.): 10
- Peer reviewers for journals: 7 (18 reviews completed)

Looking Forward

Our goals for the next year are:

- To finalize the quality improvement process for our Residency Program.
- To prepare for Residency Accreditation (2016).
- To establish a summer research rotation with the School of Graduate Studies.

Highlights from the Past Year

- Implemented e-learning module for medication reconciliation.
- Optimized the role of pharmacy students to support medication reconciliation.
- Departmental needs assessment survey completed by pharmacy technicians to identify educational and professional development needs.
- Developed and implement a pharmacy technician education program to support this group's preparation for registration.
- Developed and implemented a departmental teaching policy for pharmacists.
- Involvement and leadership at provincial expert panels for QBP funding reform, drug advisory committee for the LHIN.
- Developed and implemented a pharmacy technician education program to support this group's preparation for registration.
- Developed strategies to increase experiential student rotation capacity for the Department of Pharmacy Service.
- Piloted a program that allows early practice experience pharmacy students to gain experience in both the operational and clinical aspects of pharmacy practice.
- Completed two pharmacy residency projects.
- Peer reviewers for multiple pharmacy, medical and nursing journals.
- Presentation at local, national and international congress.
- Two summer research rotations (1 pharmacy, 1 medical student) funded by Technology Evaluation of the Elderly.
- Pharmacists and pharmacy research students involved in the organization and development of 2014 MSH-UHN Geriatrics Institute program.

Rehabilitation

Kristen Baxter, Interim Manager of Inter-professional Allied Health and Fieldwork Coordinator

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

- Cardiology
- Emergency Department
- ENT
- Gastrointestinal Surgery
- General Medicine
- General Surgery
- Geriatrics
- ICU
- Orthopaedics

The Learning Experience

The Rehabilitation Department provides learning opportunities to students from the University of Toronto (U of T) and Humber College. All staff members demonstrate educational involvement by offering student placements for their respective professions and acting as facilitators for clinical labs, IPE events and small group structured clinical sessions. Team members also provide IPE shadowing experiences to medical students to enhance inter-professional knowledge.



Looking Forward

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

Initiatives and Objectives

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

The Learning Indicators

Number of Learners

- Physiotherapy: 53
- Occupational Therapy: 7
- Speech-Language Pathology: 11
- OTA/PTA: 10

Number of preceptors

- Physiotherapy: 11
- Occupational Therapy: 6
- Speech-Language Pathology: 4
- PTA/OTA: 4

Number of staff participating in workshops and programs

- Physiotherapy: 11
- Occupational Therapy: 6
- Speech-Language Pathology: 4
- PTA/OTA: 4

Number with academic appointments or special educational certification

- Physiotherapy: 6
- Occupational Therapy: 5

University/College affiliations

- University of Toronto
- Humber College



What Learners Had to Say

"I am grateful to have had the opportunity to learn from the best at Mount Sinai Hospital. The healthcare professionals there are experienced, warm and caring, traits I believe to be tremendously important in this setting. Not only do I feel that I acquired a large amount of knowledge from my clinical educator, but I also learned the importance of a loving and functional team."

Vanessa Barfod (SLP Student)

Respiratory Therapy and the Anaesthesia Assistants Program

Courtney Maguire, Director of Respiratory Therapy
Michelle Baczynski, Acting Clinical Instructor for NICU and L & D
John Traill, Clinical Instructor for ICU, ER, Wards, OR
Nancy Mohammed, Acting RT Educator, Women's and Infants' Health

Registered Respiratory Therapists (RRTs) 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 department has eight Certified Respiratory Educators who work in our clinic and with patients on the wards to help manage their diseases as well as eight CPR instructors certified by the Heart and Stroke Foundation of Canada who teach CPR to expecting mothers and support people. Our Anaesthesia Assistants (AAs) are a specialized group of RRTs, highly regarded externally, who are trained to provide sedation and assist anesthesiologists in providing direct care to patients throughout the hospital and at the Kensington Eye Clinic.

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

The Learning Experience

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

We provide educational opportunities for training of RT students from The Michener Institute of Applied Health Sciences, Conestoga College and Dalhousie University. There are also many opportunities provided for informal job shadowing for other health professional learners. We are involved in teaching medical residents and provide additional on the job professional development for staff RRTs who require acquisition of additional specialized skills. As a group we are enthusiastic about constantly revisit our practice in an effort to enhance patient care.



Specific educational activities include:

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

Highlights from the Past Year

- Eight staff completed the Asthma/COPD Educator Program and are now CRE.
- Two staff members completed their AA training (Barb Davis and Rebecca Uy-Chung).
- 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.
- Golden Lobe Award for Respiratory Therapy Excellence awarded to Dina Floras.
- We have annual awards for NICU staff recognizing their contribution to education and mentorship. The two winners are nominated by the NICU RT students following their rotation (Excellence to Nancy Mohammed, Merits to Alison Jones and Bianca Lee).
- We have annual awards for ICU and Wards staff recognizing their contribution to education and mentorship. The two winners are nominated by the RT students following their rotation (Excellence to Candice Dedman, Merits to Brendan D'Souza and Laura Noble).

Learning Indicator

Number of Learners

- RT students in their clinical year (3rd year): 3-4/yr
- Students (8 from Conestoga, 8 from Michener): 16

Number of staff participating in workshops and programs

- All staff participate in hospital education days and apply for external funding to attend conferences and workshops.

Number of preceptors

- All staff play a role in teaching.
No formal preceptor model.

Number out of total — those with academic appointments or special educational certification

- Several staff teach labs and courses at the Michener. Staff on the advisory committee for Thompson Rivers, Michener and Conestoga.



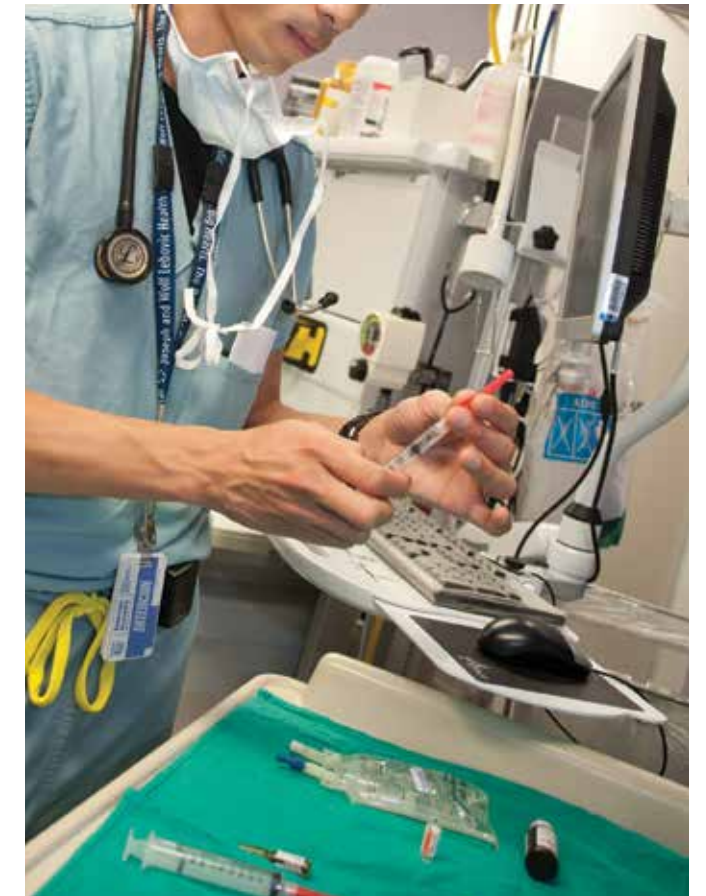
Looking Forward

Our goals for the next year:

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

What Learners Had to Say

"My preceptor had such a positive energy and loves what she does. She made me feel welcome and encouraged me to step out of my comfort zone and take control of the situation."



Social Work

Mary-Katherine Lowes, Education Coordinator

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 inter-professional roles and functions to better the patient and family experience, including planning for on-going patient and family care in the post-acute environment.

The Learning Experience

- The Social Work department offers Master of Social Work internships to advanced standing or BSW graduates at the University of Toronto.
- Social Work and other inter-professional 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 Inter-Professional Education modules in Obstetrics, General Internal Medicine and Psychiatry.
- Social Work staff co-facilitate some of the IPE modules.
- Annually, Year One MSW students participate in a site visit at Mount Sinai Hospital which allows them to observe social workers in direct practice with patients, families and inter-professional team members.
- Social Workers in the department develop and instruct practice related seminars to MSW students annually as part of an Academic Teaching Centre initiative with TRI, UHN and Women's College Hospital.
- Social Work staff lead patient psycho-educational and support groups in the areas of Sarcoma, IBD, High Risk Antenatal Pregnancy, NICU parent group, Psychiatry and Geriatrics.
- Presently we have an affiliation agreement with the University of Toronto and only accept students from U of T. However, we are consistently approached by local, provincial and international faculties of Social Work for internship opportunities.



Learning Indicators

Number of Learners

- Learners per annum: 7-9

Number of preceptors

- The Social Work department also acts as informal preceptors for shadowing and engagement opportunities. Formal preceptors: 10

Number of learners who chose Mount Sinai as their first choice

- The majority of students select Mount Sinai as their first choice. There are often multiple students vying for one placement opportunity.

Number out of total — those with academic appointments or special educational certification

- Adjunct Lecturers: 6

Number of staff participating in workshops and programs

- Mount Sinai Hospital is a coveted placement site for Social Work students and have more interest than placement opportunities available according to Faculty staff
- Social Work staff engages in professional education programs based upon their service delivery areas and practice expertise. These programs can include education opportunities for field instructors at U of T and also conferences based locally and internationally.

Looking Forward

The Department of Social Work will offer the Simulated Job Interview Opportunity to graduating Year Two students prior to the end of the academic year. This opportunity will provide direct exposure to inter-professional panels of interviewers who will provide feedback to the student. The student will also receive video-tapes of their interviews for review.

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

What Learners Had to Say

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

Regarding simulated interviews:

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

Highlights from the Past Year

- The Social Work Department completed a three year research project with respect to the effectiveness of mock interview simulations for graduating students utilizing an inter-professional perspective.
- Anecdotal evidence suggests that this project is so effective that students wish to continue participating past the three year research component. The Social Work Department will therefore continue to offer this learning opportunity to year two students prior to the end of their internship.
- This year the Department has again reached its highest number of learners to date and surpassed the expectations of the affiliation agreement with U of T.

Publications:

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

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

Hospital Library

Sandra Kendall, Director, Library Services

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

The Learning Experience

- Two student practicum placements, 2nd year University of Toronto Master of Information program.
- Library Technician student placement from Durham College.
- Student volunteer, 2nd year University of Toronto Master of Information program.



Highlights from the Past Year

- The role of embedded librarian has realized a 435% increase in the number of requests for and completion of systematic reviews.
- Sandra Kendall presented at the International Federation of Library Association (IFLA) conference in Lyon, France and Limerick, Ireland. "The Ptolemy Project. An analysis of use and access".
- Sandra Kendall and a team of U of T librarians held a two week training session on information retrieval skills in Addis Ababa, Ethiopia.

What Learners Had to Say

"Thank you so much for the opportunity. I learned a lot and I really appreciate the experience."

Looking Forward

- Study the outcomes from in-country training sessions and of UTL e-resources usage from developing countries.
- Bridgepoint amalgamation of library services.
- Launch of Patient Learning Pavilion.

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

Sandra Kendall has submitted a book chapter "The Toronto Addis Ababa Academic Collaboration – Library Science Program: A Case Study in Global Librarianship in Ethiopia" for the book "International Librarianship: Developing a Professional, Intercultural and Educational Leadership", pending publication by SUNY Press.

Learning Indicators

Number of Learners
• Students: 4

Number of Preceptors
• Students: 6

Number of Users

• Sinai hospital staff and clinicians in Ethiopia: 387

Number of Continuing Education Programs Offered

• Adult education for medical library research

Workshops and programs

• Staff participating: 6

Number of staff with academic appointments or special educational certification/Total Staff

• Sandra Kendall is a General Member of the Wilson Centre, University of Toronto: 1



SIMSINAI Centre

Sev Perelman MD, Director

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

Highlights from the Past Year

- As of November 2014, SIMSINAI helped to establish a post-code debriefing program at Mount Sinai Hospital. The program involves debriefing after critical events. A total of 16 RTs were trained at the time to become debrief facilitators by completing a specially designed interactive course and a follow-up supervised debriefing program. Since November 2014, the program has been live on a 24/7 basis. Now, close to 90% of code blue and critical events are captured by this debriefing initiative. Following the success of this program, Dr. Sev Perelman, Dr. Luke Devine and Ms. Vagia Campbell led a train-the-trainer debriefing seminar at Niagara Health Corporation.
- Dr. Sev Perelman was awarded the highest level of certification offered by the Society for Simulation in Healthcare -Certified Healthcare Simulation Educator-Advanced: CHSE-A in January 2014. He is the first physician awarded this status in Canada.
- Dr. Luke Devine has successfully passed the exam to be CHSE certified by the Society for Simulation in Health Care, while Dr. Yaz Mawji and Dr. Eric You-Ten have successfully completed the Howard MIT Centre for Simulation Instructor's Program in Boston. We continue to develop our faculty with Dr. Paul Kobic undergoing his training at Mayo Clinic Simulation Centre.
- SIMSINAI continues to have a strong international impact with four Masters classes being delivered at the First Medical University in Moscow for senior faculty members at the most prominent medical institution in the Russian Federation. Dr. Sev Perelman has been working with the Society for Simulation Health Care section for hospital-based simulation centres. This is an international collaborative project on simulation centre metrics which will be presented in 2016 at the International Media for international Health Care in San Diego.
- SIMSINAI continues to have a strong international impact with four Masters classes being delivered at the First Medical University in Moscow for senior faculty members at the most prominent medical institution in the Russian Federation. Dr. Sev Perelman has been working with the Society for Simulation Health Care section for hospital-based simulation centres. This is an international collaborative project on simulation centre metrics which will be presented in 2016 at the International Media for international Health Care in San Diego.
- Luke Devine led a full day simulation masterclass workshop at the AMEE 2014 conference in Milan.

- Dr. Sev Perelman and Dr. Bjug Borgundvaag have been awarded research grants from SimOne Ontario and the Department of Medicine Innovation Funds to study and develop an educational program to teach health care providers how to recognize and treat alcohol withdrawal syndrome.
- SIMSINAI faculty is involved in developing an innovative video casting of simulated critical events with Dr. Anton Helman. These Emergency Medicine Cases podcasts will be distributed to over 50,000 subscribers worldwide.
- Our senior faculty, Dr. Shirley Lee, has been awarded the 2015 Helen P. Batty Award for Excellence and Achievement in Faculty Development in the category of Innovation in Program Development and Design from the Centre for Faculty Development, University of Toronto.
- New equipment includes the Vimedix and SimJunior. The Vimedix is an ultra sound simulator that includes TTE, FAST, Abdominal packages, OB Gynae pathologies, and cardiac packages. SimJunior is an interactive six year old pediatric simulator designed by Laerdal with the American Academy of Pediatrics to meet the education and training needs of healthcare providers. Also we now have four new pediatric airway head models: used for training physicians and other health care providers to properly intubate children.
- Mobile SimMan continues to get around with in-situ simulations taking place throughout the hospital environs. In the summer of 2014, a surprise in-situ code blue took place in the tunnel between Mount Sinai and Toronto General Hospital.
- Research activities based at SIMSINAI continue to expand. Drs. Zeev Friedman, Eric You-Ten, Luke Devine continue to led several investigations utilizing, SimSinai technology and staff to create, present and publish several studies.



Learning Indicator

Learner satisfaction scores, Rotation Evaluation Scores/Teaching Effectiveness Scores

- There is a very high satisfaction rate with all programs. The areas most highly commended are: quality the instructors and quality of content. Suggestions for improvement center on the quality of the facility including; size, lack of privacy and level of comfort (e.g. storage for boots, coats, and personal items).

Number of perceptors

ACLS

- Medical director: 1
- Course supervisors: 3
- Certified Instructors: 37

ACES

- Certified Instructors: 4

Simulation Instructors

- CHSE: 3
- Externally trained by an accredited programs: 6
- Internally trained: 5
- Not formally trained, but experienced: 4

Ultrasound Instructors

- EDE Master Instructors: 2
- EDE Instructors: 2

Continuing education programs offered

- Accredited: 4

University affiliations

- University of Toronto

Courses being developed

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

Number of participants in courses offered

ACLS

- Advanced Cardiac Life Support (ACLS) Certification: 375
- Advanced Cardiac Life Support Re-Certification: 166
- Advanced Cardiac Life Support Instructors Course: 20

Critical Events and Crisis Resource Management

- University of Toronto Post Graduate Medical Education Residents, Dr. Luke Devine: 44
- ICU orientation for the incoming ICU residents, Dr. Michael Christian, Mount Sinai Hospital: 24
- University of Toronto Surgical PREP Camp, Dr. Oleg Safir: 32

Longitudinal Curricula

- R3 Emergency Residents (CCFP/EM) Simulation Curriculum: 12
Dr. John Foote, Program Director
Dr. Mike Wansbrough, Coordinator
- Undergraduate Year 3 Simulation-Based Airway Seminars: 240
Dr. Laura Hans, Program Director
Dr. Sev Perelman, Coordinator

Specific Programs

- Supplemental Emergency Medicine Experience – SEME Dr. Shirley Lee, Program Director: 64
- “Simuliscious”- introductory simulation workshops Dr. Sev Perelman, Course Director: 41
- Faculty Development in Simulation Dr. Sev Perelman, Course Director: 8
- Methods of Adult Procedural Sedation (MAPS) Dr. Sev Perelman, Course Director: 14
- Nursing Education and Development, Situational Based Patient Assessment Classes, Ana Grandic, Nursing Education and Development
- Mock Codes - Drs. Michael D. Christian and Luke Devine: 166
- Lunch-and-Learn Program for Mount Sinai Volunteers, Dr. Sev Perelman: 20
- Bring Your Kids to Work Day: 40
- SIMSINAI and SSC staff: 9

Continuing Education programs offered

- IC HF (Simulation Instructor Certification for High Fidelity Simulation)
- ACES (Acute Critical Events Simulation)
- Critical Care Response Team Course (CCRT)
- PROWESS (PROcedure Workshop for Emergency Surgical Skills)
- MAPS (Methods in Adult Procedural Sedation)

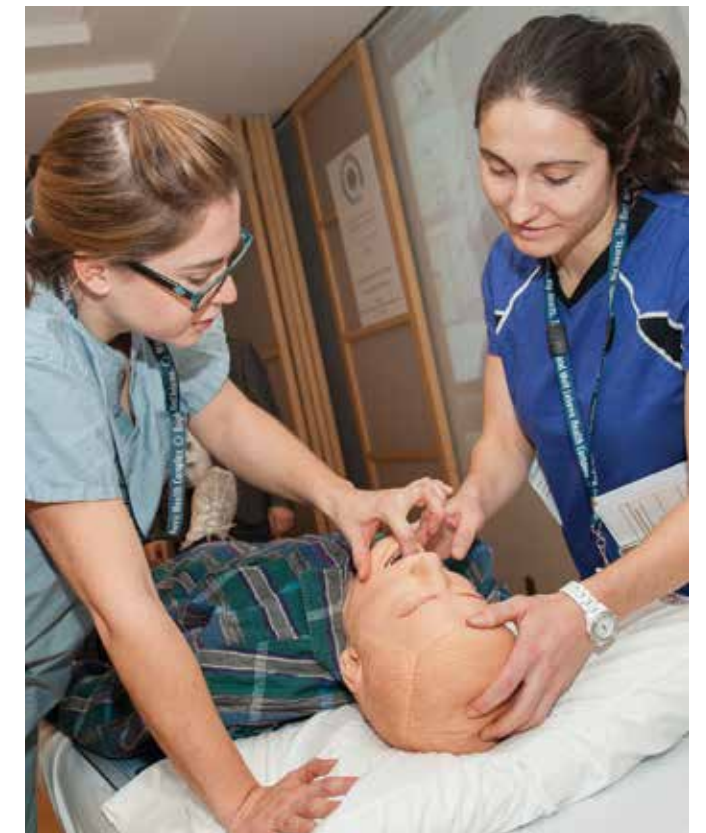
Looking Forward

- We are planning to collaborate with the Canada International Scientific Exchange Program (CISEPO), a Canadian organization, based at the University of Toronto at the Faculty of Medicine and at the Dalla Lana School of Public Health and at York University in the Faculty of Health to promote international development by advancing health education, health care, health-care systems, scientific exchange, research and public health thus connecting Canada with over 45 countries globally in common purpose.
- In July of this year, a group of researchers from St. Michael's Hospital took the two week surgical Prep Camp at the Surgical Skill Centre as an opportunity to conduct a research project investigating innate non-technical and crisis management skills of incoming surgical residents. To identify factors contributing to the ability to manage stressful situations in the operating room, Dr. Bonrath and Dr. Dedy invited incoming residents of all surgical specialties to participate in standardized crisis scenarios in a simulated operating room in the SIMSINAI Centre.

What Learners Had to Say

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

Dr. Kaitlin Link



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 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 15 years our commitment to excellence in education and research endures focusing core values in patient safety initiatives. Since 2006 the Surgical Skills Centre has received the proud designation of Level 1 Comprehensive Accredited Educational Institute with the American College of Surgeons.

The SSC continues to be a vibrant environment with multiple teaching and learning sessions taking place daily as well as during weekend events. On July 3, 2014 our second iteration of the Surgical Prep Camp Phase 1 and 2 began as a sustained success program offering our new PGY 1 surgical residents a comprehensive two week, full day curriculum of didactic and technical skills sessions in which residents were able to hone their basic skills at the very start of their surgical residency. The program included both pre and post testing using the Objective Structured Assessment of Technical Skills (OSATS) and Global Rating Scale (GRS) with end results showing a marked improvement in areas such as instrument identification, sterile techniques, catheterization, knot tying, suturing, prepping, gloving, gowning and many more. The sessions were taught in an inter-professional manner engaging faculty, residents as educators, nursing and industry field instructors. Included in the Phase 1 Prep Camp were residents from the Northern Ontario School of Medicine (NOSM), Leaders in NOSM recognized the importance of this training program and therefore mandated and financially supported attendance to the course for their year 1 ortho and general surgery residents.

Our current medical undergraduate courses include the General Surgery Crash course and the Emergency Medicine rotation. There are approximately 250 year 3 medical students at U of T all of whom attend courses at the Surgical Skills Centre throughout the year. These programs help prepare undergrads to cope within their

specific rotations so that they become an integral part of the patient care team.

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



Our competency based curriculum is now in its sixth year within the division of orthopaedic surgery. In anticipation of the CBC training method moving into all divisional programs, program directors developed divisional specific skills programs for their residents. This summer we engaged in divisional specific programs for neuro surgery, plastics, general and vascular surgery. Needless to say the lab was a very busy and bustling hub during the summer months adding to our already enormous 10,000 user per year number!

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

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

As a fulfillment to the year our D.H. Gales Director, Dr. Oleg Safir was the proud recipient of the 2014 Award for Excellence in Postgraduate Education in the category of Development and Innovation from the University of Toronto post graduate medical office. Added to this the centre's senior manager Lisa Satterthwaite was the honored recipient of the SIM Citizenship Award 2013 presented by SIMone at the annual SIMone Expo.

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



Appendix

Education related Publications by Mount Sinai Physicians and Staff

Carroll, J. C., Blaine, S., Permaul, J., Dicks, E., Warner, E., Esplen, M. J., ... McLaughlin, J. (2014). Efficacy of an educational intervention on family physicians' risk assessment and management of colorectal cancer. *Journal of Community Genetics*.

Dwyer, T., Takahashi, S. G., Hynes, M. K., Herold, J., Wasserstein, D., Nousiainen, M., ... Ogilvie-Harris, D. (2014). How to assess communication, professionalism, collaboration and the other intrinsic CanMEDS roles in orthopedic residents: Use of an objective structured clinical examination (OSCE). *Canadian Journal of Surgery*, 57(4), 230-236.

Ginsburg, S., Bernabeo, E., & Holmboe, E. (2014). Doing what might be "wrong": Understanding internists' responses to professional challenges. *Academic Medicine*, 89(4), 664-670.

Kozell, K. (2013). CAET Reaches 100 Plus! *Journal of Wound Ostomy Continence Nursing*, 40(1), 16-17.

Kozell, K., Frecea, M., Tjan Thomas, J. (2014). Preoperative Ostomy Education and Stoma Site Marking. *Journal of Wound Ostomy Continence Nursing*, 41(3), 206-207.

Kozell, K., Garde, D. (2013). The CAET Salutes JWOCN's 40th Anniversary "A Canadian LINK". *Journal of Wound Ostomy Continence Nursing*, 40(3), 223-226.

MacNeill, G., Christo, C., Cleave, B., Fredericks, C., Gorecki, K., Hamilton, C., Opsteen, C., Simon, B. (2013). Building Competency in Diabetes Education: Advancing Practice. Canadian Diabetes Association, Toronto, 2014 Revised, Diabetes Education Section.

MacNeill, G., Cleave, B., Fredericks, C., Gorecki, K., Hamilton, C., Opsteen, C. (2013, 2014 revised). Building Competency in Diabetes Education: The Essentials. Canadian Diabetes Association, Toronto, 4th Edition, Diabetes Education Section.

MacRae, H. M. (2014). Technical skills assessment: Time to take it seriously. *Diseases of the Colon and Rectum*, 57(2), 141-142.

Nadler, A., Pearsall, E. A., Charles Victor, J., Aarts, M. A., Okrainec, A., & McLeod, R. S. (2014). Understanding surgical residents' postoperative practices and barriers and enablers to the implementation of an enhanced recovery after surgery (ERAS) guideline. *Journal of Surgical Education*, 71(4), 632-638.

Nagy, R., Peay, H., Hicks, M., Kloos, J., Westman, R., Conway, L., ... Reiser, C. (2014). Genetic Counselors' and Genetic Counseling Students' Attitudes Around the Clinical Doctorate and Other Advanced Educational Options for Genetic Counselors: A Report from the Genetic Counseling Advanced Degree Task Force. *Journal of Genetic Counseling*.

Nolan, R. P., Payne, A. Y. M., Ross, H., White, M., D'Antono, B., Chan, S., ... Zbib, A. (2014). An internet-based counseling intervention with email reminders that promotes self-care in adults with chronic heart failure: Randomized controlled trial protocol. *Journal of Medical Internet Research*, 16(1).

Nowrouzi-Kia, B., & McGeer, A. (2014). External cues to action and influenza vaccination among post-graduate trainee physicians in Toronto, Canada. *Vaccine*, 32(30), 3830-3834.

Paneduro, D., Pink, L. R., Smith, A. J., Chakraborty, A., Kirshen, A. J., Backstein, D., ... Gordon, A. S. (2014). Development, implementation and evaluation of a pain management and palliative care educational seminar for medical students. *Pain Research and Management*, 19(5), 230-234.

Ramakrishna, J., Valani, R., Sriharan, A., & Scolnik, D. (2014). Design and pilot implementation of an evaluation tool assessing professionalism, communication and collaboration during a unique global health elective. *Medicine, Conflict and Survival*, 30(1), 56-65.

Soklaridis, S., Hunter, J. J., & Ravitz, P. (2014). Twelve tips for asking and responding to difficult questions during a challenging clinical encounter. *Medical Teacher*, 36(9), 769-774.

Sonnadara, R. R., Mui, C., McQueen, S., Mironova, P., Nousiainen, M., Safir, O., ... Reznick, R. (2014). Reflections on competency-based education and training for surgical residents. *Journal of Surgical Education*, 71(1), 151-158.

Taddio, A., Smart, S., Sheedy, M., Yoon, E. W., Vyas, C., Parikh, C., ... Shah, V. (2014). Impact of prenatal education on maternal utilization of analgesic interventions at future infant vaccinations: A cluster randomized trial. *Pain*, 155(7), 1288-1292.

Urbach, D. R., Govindarajan, A., Saskin, R., Wilton, A. S., & Baxter, N. N. (2014). Introduction of surgical safety checklists in Ontario, Canada. *New England Journal of Medicine*, 370(11), 1029-1038.

Verma, A. A., Razak, F., & Detsky, A. S. (2014). Understanding choice: Why physicians should learn prospect theory. *JAMA - Journal of the American Medical Association*, 311(6), 571-572.

Walsh, C. M., Ling, S. C., Khanna, N., Grover, S. C., Yu, J. J., Cooper, M. A., ... Carnahan, H. (2014). Gastrointestinal Endoscopy Competency Assessment Tool: Reliability and validity evidence. *Gastrointestinal Endoscopy*.

Wei, A. C., Urbach, D. R., Devitt, K. S., Wiebe, M., Bathe, O. F., McLeod, R. S., ... Baxter, N. N. (2014). Improving quality through process change: A scoping review of process improvement tools in cancer surgery. *BMC Surgery*, 14(1).

Wiesenfeld, L., Abbey, S., Takahashi, S. G., & Abrahams, C. (2014). Choosing psychiatry as a career: Motivators and deterrents at a critical decision-making juncture. *Canadian Journal of Psychiatry*, 59(8), 450-454.

Yudin, M. H. (2014). Perceptions of a night float system of resident call within an obstetrics and gynaecology residency training program. *Journal of obstetrics and gynaecology Canada: JOGC = Journal d'obstétrique et gynécologie du Canada: JOGC*, 36(11), 957-961.



Continuing Education Programs Organized by Mount Sinai Hospital Physicians

Physician Program Organizer	Department/Division	Event	Participants	Local-L National-N International -I
Jose Carvalho	Anesthesia	2014 University of Toronto Obstetric Anesthesia Conference and Workshop, Sept. 26 to 27, 2014	69	I
Zion Sasson	Cardiology	12th Annual Great Debates & Innovations in Cardiology Symposium	100	L
Hillary Steinhart Remo Panaccione (U of Calgary)	Gastroenterology	Canada Future Directions in IBD 2014	200	N
Sev Perelman Luke Devine Vagia Campbell	ED, GIM, RRT	Debriefing workshop for Niagara Health System — full day workshop	15	N
Luke Devine	GIM	Simulation based healthcare instruction — full day workshop at AMEE conference	30	I
Luke Devine	GIM	Ultrasound training for GIM MRPs	16	L
Luke Devine	GIM	Developing simulation based stations for OSCEs — half day preconference workshop at IMSH conference	24	I
Luke Devine	GIM	Creating a high performance team environment — Canadian Association of Critical care nurses evolutions conference	200	N
Samir Sinha	GIM/Geriatrics	Geriatrics Institute	350	L
Samir Sinha	GIM/Geriatrics	Healthy Aging 101 Lunch and Learn Series	270	L
Samir Sinha	GIM/Geriatrics	Celebrating LIFE and Our Coming of Age Education Series	1,100	L
Prakesh Shah	Paediatrics	Neonatal Research Day	100	L
Prakesh Shah	Paediatrics	Annual Meeting of the Canadian Neonatal Network	75	N
Prakesh Shah, Shoo Lee	Paediatrics	EPIQ conference	150	N
Shoo Lee Karel O'Brien	Paediatrics	FiCare Workshop	25	N
Shoo Lee	Paediatrics	EPIQ Workshop	75	I
Sharon Unger	Paediatrics and the MSH Baby Friendly Committee	Overcoming Breastfeeding Challenges Conference	200	N
Sharon Unger Deborah O'Connor	Paediatrics	OptiMoM Webinar series	50	N
Rita Kandel	Pathology and Laboratory Medicine	Osteoarthritis Research Society International (OARSI) World Congress 2014. Paris, France (April 24-27 2014)	1,000	I
Rita Kandel	Pathology and Laboratory Medicine	Toronto Musculoskeletal Centre — 2nd Annual Research Day, Toronto, ON (Feb. 11, 2014)	100	L

Physician Program Organizer	Department/Division	Event	Participants	Local-L National-N International -I
Aaron Pollett Rita Kandel	Pathology and Laboratory Medicine	49 th Annual Pritzker Day, Mount Sinai Hospital, Toronto, ON (May 12, 2014)	150	L
Christina Macmillan	Pathology and Laboratory Medicine	Thyroid CA Symposium, OAP Annual Meeting, Kingston, Ontario (Sep 19-21, 2014)	100	L
Terence J. Colgan	Pathology and Laboratory Medicine	Chair of Curriculum Committee of the College of American Pathologists, All on-line and in person learning activities 2014	18,000	I
Leo Chagoya Charlotte Chagoya (RN)	Psychiatry	Working with Couples in Therapy	12	L
Clare Pain Lisa Andermann Paula Ravitz	Psychiatry	Psychological Trauma	20	L
Paula Ravitz, Ellen Frank	Psychiatry	Interpersonal Social Rhythm Therapy	40	I
Rex Kay Julie Hann (OT) Paula Ravitz	Psychiatry	Therapeutic Writing	20	L
Paula Ravitz Molyn Leszcz	Psychiatry	Improving Psychotherapy Supervision Effectiveness	260	I
Clare Pain Dawit Wondimagegn Paula Ravitz	Psychiatry	Screening & treatment of Common Mental Disorders in Ethiopia using IPT (a scaling up study funded by Grand Challenges Canada)	350 (training conducted in Ethiopia)	I
Paula Ravitz with Shelley McMain & Carmen Wiebe	Psychiatry	The Menu-Courey Family Funded DBT Training Workshop	70	L
Paula Ravitz Sue Biglieri	Psychiatry	Interpersonal Psychotherapy for Post-Partum Depression	20	L
Rebecca Gladdy Carol Swallow	Surgery	International Toronto Sarcoma Symposium	150	I
Rebecca Gladdy Sean Cleary (UHN)	Surgery	Annual Assembly of General Surgery — Annual Research Day	150	L



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