

MOUNT SINAI HOSPITAL

EDUCATION REPORT CARD --- 2013



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Introduction to the Mount Sinai Hospital Education Report Card



I am pleased to present this second annual edition of the Mount Sinai Hospital Education Report Card which highlights the tremendous efforts and achievements of the educational programs at our hospital in 2012-2013.

We are indeed proud of what we have achieved in the past academic year as our educators, teachers, researchers and clinicians enthusiastically support our Vision 2017 to be Canada's highest quality academic health science centre, providing the best medicine and patient experience. Our mission to deliver the best possible educational experience for our students, residents and staff means that we are constantly striving to improve the programs and training that we offer.

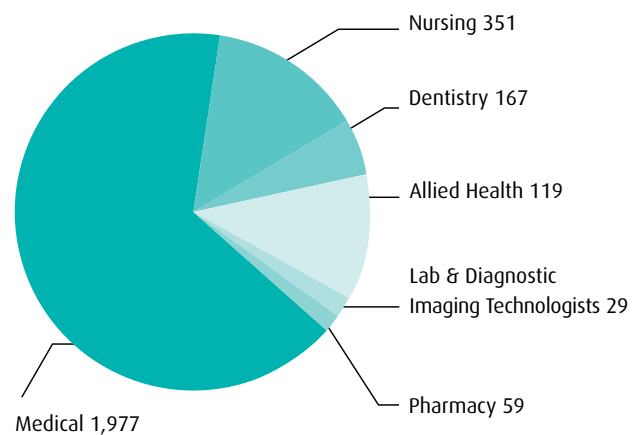
For over 50 years, Mount Sinai has been a fully affiliated Academic Teaching hospital associated with the University of Toronto, educating thousands of physicians, nurses, allied health professionals and others involved in the delivery of health care. We are also affiliated with numerous other universities and colleges, in Canada, the United States and around the world in order to provide instruction for those seeking specialized training in areas of our clinical strengths and centres of excellence. We take great pride in providing ongoing training, education and professional development for our staff which enables our recognition as being one of Canada's top employers. For the first time, a catalogue of educational research which takes place at Mount Sinai has been produced which documents the our important contributions to research in education and is presented here. Each section of this report will give you a snap shot of how each of our disciplines and departments contributes to the organization, who we educate, what the education experience includes, and our performance as educators. We will also profile some special educational activities which occurred in the past year.

Jacqueline James MD MED
Vice-President Education



Front row from left: Dr. Sev Perelman, Dr. Karen Burgess, Dr. Donna Romano, Dr. Jackie James, Sandra Kendall, Donald Bartlett. Back row from left: Lisa Satterthwaite, Christinne Duclos, Nadia Sandor, Lina Turco, Sharon Currie, Marilyn Kanee, Vered Eyal, Akua Yirenkyi, Roula Tzianetas. Absent: Dr. Mary Agnes Beduz, Dr. Simon Carette, Mary-Katherine Lowes, Dr. Christine McDonald, Courtney Maguire, Dr. Oleg Safir, Rabbi Bernard Schulman, Bill Wilson

Learners in Clinical Placements Total = 2,702



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 fulfil 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 new course called Portfolio.

Postgraduate Trainees

Postgraduate residents from 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:

| | |
|--------------------------|---------------------|
| Anaesthesia | Orthopaedic Surgery |
| Clinical Biochemistry | Otolaryngology |
| Emergency Medicine | Palliative Care |
| Family Medicine | Pathology |
| Genetics | Paediatrics |
| General Surgery | Plastic Surgery |
| Internal Medicine | Psychiatry |
| Medical Oncology | Radiology |
| Microbiology | Surgical Oncology |
| Obstetrics & Gynaecology | Urology |
| Ophthalmology | |



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

A highly successful University of Toronto, Postgraduate Accreditation took place in the Spring of 2013. The process is conducted by the Royal College of Physicians and Surgeons of Canada and the College of Family Physicians of Canada and included in depth site visits and discussions with faculty and residents at Mount Sinai Hospital. In its review the accreditation team recognized a very strong education culture in the hospital reflected in the consistently higher scores on learner engagement surveys, comments by the residents and the site education leads. The specific strengths recognized included a positive nurturing collaborative and respectful culture, simulation facilities, interprofessional education and the Family Medicine teaching centre.

A new series of eLearning modules were created and launched under the TAHSN (Toronto Academic Health Science Network) umbrella to ensure that all students and residents are knowledgeable about important hospital policies and procedures to safeguard the quality and safety of both the patient and health care provider experience. Privacy, Sharps Safety, and Hand Hygiene eLearning Modules were the first three modules introduced. Additional modules on mitigating the risks of potential occupational risks of Violence and Hazardous materials in workplace are planned for 2014.

DocTalks brought together medical students and physicians from different stages in their careers and from different subspecialties for mentorship and career exploration in several Surgical and Medical subspecialties, Family Medicine, Obstetrics and Gynecology, Paediatrics and Psychiatry.

Our Annual Wightman-Berris Awards Ceremony was held May 9 which recognizes the outstanding contributions of our excellent teachers and educators.

Learning Indicators

Number of learners

Undergraduate

In 2012-13, the following were enrolled:

- 185 Preclerkship Students
- 211 Clerkship Students
- 72 Elective Placements for (U of T Students)
- 130 Visiting Elective Students (Canadian/US)
- 43 International Visiting Elective Students

Postgraduate 1158 Residents in 21 specialties

Clinical Fellows 222

Number of learners who chose Mount Sinai Hospital as their first choice

- The Wightman-Berris Academy was the first choice of academy site for 60% (123/205) of students entering the University of Toronto St. George Campus first year class in 2013. For all 91 students placed at the Academy, it was their first choice.

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

| MSH | MSH/UHN | City mean |
|----------|----------|-----------|
| 3.96 | 4.14 | 4.14 |
| n = 1219 | n = 713 | |
| 4.39 | 4.39 | 4.44 |
| n = 2431 | n = 1340 | |

Number of preceptors

- 313 active staff contribute with undergraduate postgraduate and fellowship education

Number of continuing education programs offered

- Over 45 continuing education courses were offered in 2013 in which MSH physicians played in a major role in organizing or hosting In addition to weekly educational rounds
- These include Conferences, Symposia, Lectures, Workshops, Reviews which were local, regional, national, and international.
- Events were held in the following disciplines: Cardiology, Critical Care, Endocrinology, Gastroenterology, General Internal Medicine, Geriatrics, Infectious Disease, Medical Imaging, Obstetric Anaesthesia, Obstetrics and Gynaecology, Otolaryngology, Head and Neck Surgery, Pathology, Psychiatry, Pathology and Lab Medicine, Respiriology, Rheumatology
- Over 8000 attended these events

See appendix (page 42) for a list of these events.

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 staff with academic appointments or special educational certification

- All full time staff hold University of Toronto faculty appointments

University affiliations

University of Toronto

Looking Forward

Under the name UMLearns a new streamlined on line registration process will be introduced in 2014 which will make it more efficient for medical learners to register with MSH and UHN. The Medical Education Department will be able to access a more accurate up-to-date database of learners. This will enable easier communication with learners and tracking of activities. The system will then expand to include registration of other health professional students.

A Mount Sinai Task Force on Medical Education was struck in 2013 which will implement recommendations on targeted ways of improving the postgraduate medical education experience, rotation and teaching effectiveness scores. 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.

What Learners Had to Say



"Mount Sinai has been fundamental in my academic and professional development as a resident. The high caliber of teaching at scheduled rounds and devotion of the general internal medicine staff in providing education and role-modeling at the bedside is inspiring. The mentorship and feedback I have received surrounding my own teaching skills has been invaluable in my role as Chief Medical Resident and will certainly carry forward in my future practice."

Christine McDonald MD, Chief Medical Resident

"There are many important 'first experiences' that landmark the journey of medical training. I have been fortunate to have had many of these firsts at Mount Sinai, my academic home for the past three years of medical school. On my first day of ASCM, I remember showing up to the ward, stethoscope in hand, eager to learn yet feeling nervous anticipation. My nerves were quickly eased by the sense of comradery amongst our group of six and the welcoming attitude of our instructor. I interviewed my first patient, learning how to listen actively and respond empathically, I took my first blood pressure, heard my first heart murmur, made my first attempts at constructing an impression and patient management plan, the list goes on. Reflecting on the past three years, I am appreciative of the high quality of teaching that I have received from many excellent physicians and for the close friendships that I have built amongst my medical school classmates."

Year 3 Medical Student

Awards for Teaching Excellence and Education for Mount Sinai Hospital Staff Physicians 2012-13

Dr. Yoel Abells

Teaching in Family Medicine Clerkship,
Family and Community Medicine

Dr. Lisa Allen

National Faculty Teaching Award,
American College of Obstetrics and Gynecologists

Dr. Nupura Bakshi

Best Medical Ophthalmology Award,
St. Michael's Hospital

Dr. Irving Bromberg

Wightman-Berris Academy Award -
Undergraduate Teaching

Dr. Jose Carvalho

Dr. David Fear Award, Continuing Medical Education,
Anaesthesia

Dr. Terrence Colgan

Graduate Teaching Award, Laboratory Medicine
and Pathobiology

Dr. Luke Devine

Wightman-Berris Academy Award,
Postgraduate Teaching

Dr. Fred Engle

Award for Undergraduate Teaching Excellence,
Obstetrics and Gynaecology (2012)

Dr. Michèle Farrugia

Award for Undergraduate Teaching Excellence,
Continuing Medical Education (CME);
Teaching Excellence, Obstetrics and Gynaecology

Dr. Peter Ferguson

Bruce Tovee Award, Postgraduate Surgery

Dr. Jewel Gold

UHN/MSH Excellence in Teaching Award,
Postgraduate

Dr. Barry Goldlist

Department of Medicine Teaching Award

Dr. Susan Goldstein

Dr. Elizabeth Anne Beattie Teaching Award for
Excellence in Pre-Clerkship, Family and Community
Medicine (2013)

Dr. Mital Joshi

Wightman-Berris Academy Award, Undergraduate
Teaching

Dr. Audrey Karlinsky

Teaching Family Medicine Clerkship, Family and
Community Medicine

Dr. Johannes (Han) Keunen

Award for Undergraduate Teaching Excellence,
Obstetrics and Gynaecology (2012)

Dr. Shirley Lee

Certificate of Merit Award, Canadian Association
for Medical Education

Dr. Helen MacRae

Surgical Skills Centre Distinguished Educator Award

Dr. Edward Margolin

Wightman-Berris Academy Award,
Postgraduate Teaching

Dr. Donald Melady

Excellence in Course/Program Development,
Family and Community Medicine

Dr. Mathew Morton

Wightman-Berris Academy Award,
Postgraduate Teaching

Dr. Gillian Nesbitt

UHN/MSH Excellence in Teaching Award,
New Faculty

Dr. Gary Newton

UHN/MSH Scott-Vellend Award, Sustained
Excellence in Teaching

Dr. Melissa Nutik

Outstanding Contribution to Family Medicine
Undergraduate Program

Dr. Nanette Okun

Award for Undergraduate Teaching Excellence,
Obstetrics and Gynaecology

Dr. Andrea Page

UHN/MSH Excellence in Teaching Award,
Undergraduate

Dr. Reena Pattani

Wightman-Berris Academy Award –
Undergraduate Teaching

Dr. Micheal Roberts

Dr. Elizabeth Anne Beattie Teaching Award for
Excellence in Pre-Clerkship, Family and Community
Medicine (2012)

Dr. Noe Zamel

Wightman-Berris Academy Award –
Undergraduate Teaching

Major Educational Leadership Roles at the University of Toronto

Dr Robert Bleakney

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

Dr. Barbara Cruickshank

Program Director, Reproductive Endocrinology and
Infertility Obstetrics & Gynaecology

Dr. Sue Goldstein

Course Director, Family Medicine Longitudinal
Experience

Dr. Jacqueline James

Wightman-Berris Academy Director

Dr. Peter Ferguson

Program Director, Orthopedic Surgery

Dr. Bernard Fernandes

Program Director, Hematological Pathology

Dr. Emer Finan

Program Director, Neonatal/Perinatal Medicine

Dr. Shital Gandhi

Program Director, Fellowships GIM Medicine

Dr Nasir Jaffer

Director, Diagnostic Imaging Undergraduate
Curriculum and Web Education Development

Dr. Ken Locke

Course Director Portfolio and Transition to Residency

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. Salvatore Spadafora

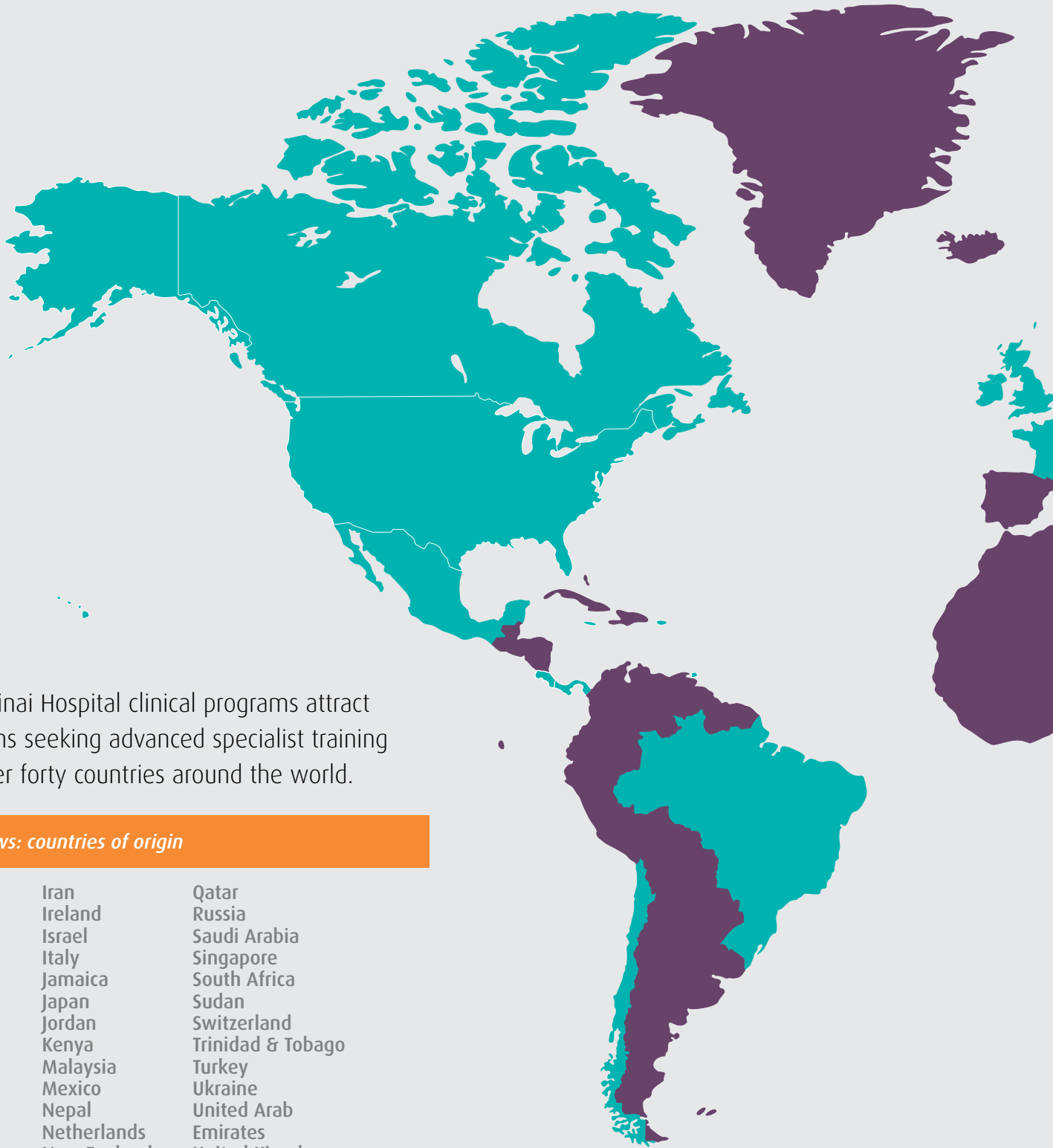
Vice Dean, Faculty of Medicine Postgraduate
Education

Dr. Heather Shapiro

Vice Chair Education, Obstetrics and Gynaecology

Dr. Lesley Weisenfeld

Associate Program Director, Psychiatry

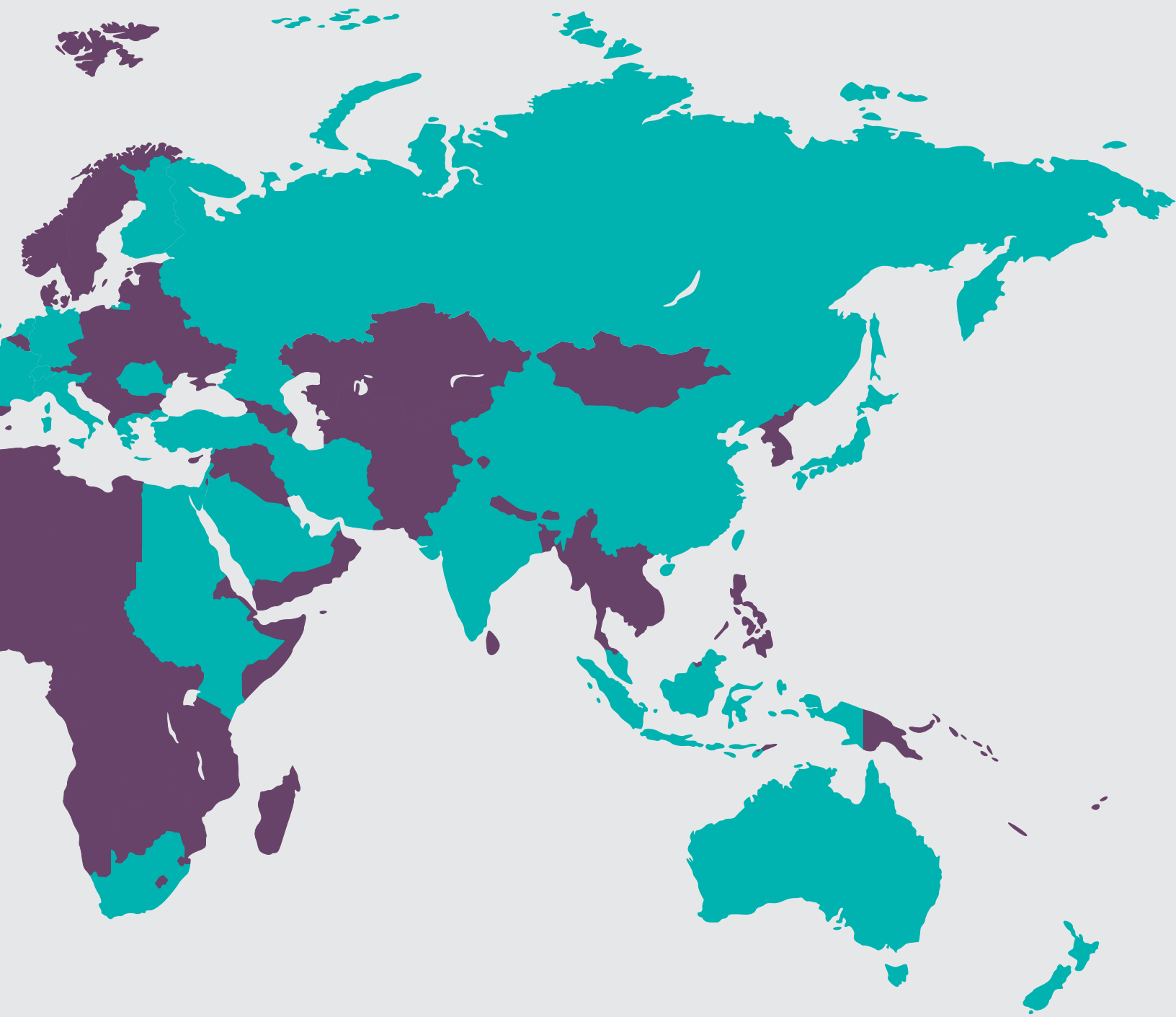


Mount Sinai Hospital clinical programs attract physicians seeking advanced specialist training from over forty countries around the world.

Fellows: countries of origin

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

■ Select countries in blue



At Mount Sinai Hospital, the Gerald P. Turner Department of Nursing Patient Services Declaration articulates a vision for exceptional Patient and Family Centred Care that is based on high functioning, accountable, and collaborative teams. Our professional practice model provides the framework to ensure centrality of patients and families in assessing, planning, implementing, and evaluating care. As a result, nurses provide safe, ethical, quality, and evidenced-based outcomes. The Department of Nursing is committed to empowering and investing in nurses pursuing lifelong learning and professional development education.

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

The Learning Experience

The Gerald P. Turner Department of Nursing remains committed to using innovative teaching methods to support a culture of lifelong learning. Staff has access to free on site educational and professional development opportunities annually.

Sinai C.A.R.E courses at Mount Sinai Hospital focus on clinical practice and the continuing learning of health professionals. The outcomes include a safe, quality, and evidenced-based care delivery to patients. 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 teaching methods used include classroom, workshops, and blended learning. 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 facilitated nursing orientation session with an overview of the Department of Nursing. The objectives include nursing education, excellence, knowledge & innovations and improvements and resources. Six sessions were held this year and a total of 37 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. This year there are 140 new eLearning courses for a total of 236 online modules available for staff.

Through structured and mandatory annual nursing education sessions, the Department of Nursing ensures systematic and equitable processes that support education and professional development of staff and meets the vision and mission of the organization. A total of 794 nursing staff attended the Nursing Education this year. The focus was on Infection Control & Prevention Practices, Milestones in our Magnet Journey and Responding with H.E.A.R.T. These facilitated learning sessions support improvement in the experience of patients, families, visitors, and staff.

As a leading academic health science centre, Mount Sinai Hospital is affiliated with 12 universities including the Lawrence S. Bloomberg Faculty of Nursing at the University of Toronto. The Department of Nursing's partnership with Lawrence S. Bloomberg Faculty of Nursing provides personal and professional learning opportunities for Mount Sinai nurses.

Clinical Adjunct Appointments are awarded to nurses with exceptional commitment to professional development and excellence in professional practice, who are engaged in supporting student learners.

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.

Highlights from the Past Year

This year, the Department of Nursing has implemented a new web-based student placement tool called Health Sciences Placement Network (HSPnet). This new tool helps to coordinate all nursing student placements and improves efficiency, and streamlines communication around the student placement process.

Another way that the Department of Nursing demonstrates commitment to a rich and meaningful student experience is evident in its continued commitment and support of the Nipissing Scholar Practitioner Program over the past two years.

Mount Sinai has supported 19 learners through this program by ensuring experientially rich learning under the supervision of experienced nurses and in collaboration with other members of the health-care team. The program is preparing to graduate its first cohort of students by the end of this 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 June 2013 session reported it to be informative and educational.

This year the Department of Nursing has once again welcomed internationally trained nurses through the partnership with CARE Centre for Internationally Educated Nurses (IEN). With this initiative, internationally educated and experienced nurses are given the opportunity to engage in three days of observational job shadowing experience. The experience includes learning nursing skills/procedures and observing first-hand the nursing profession in Ontario. By supporting the IEN program Mount Sinai Hospital is helping the enculturation of foreign trained nurses into the Canadian health-care system and advocating for cultural diversity. One of the Internationally Educated Nurses shadowed a nurse on the Inflammatory Bowel Disease unit observing the post-operative nursing care interventions for surgical patients.



What Learners Had to Say

"Mount Sinai is a great placement for personal growth and education. RNs were available to help, made the stay welcome and very knowledgeable. The environment was friendly and inviting for students to participate in."



Learning Indicators

Number of learners

- 351 nursing undergraduates completed placements in 2012-2013
- 1174 total hours spent by students completing Mandatory Online courses

Learner satisfaction scores, Rotation Evaluation Scores/Teaching Effectiveness Scores

- 93% rated the Knowledge level of preceptors to be excellent in 2012
- 92% rated unit staff to be welcoming and supportive in 2012

Number of preceptors

- 237 nurses acted as preceptors for 2012-2013

Number of continuing education programs offered

- 76 Instructor Led courses offered 2012-2013
- 3,034 total hours spent by nurses completing Instructor Led Courses and 1,589 nurses attended the sessions for this year
- 93% Mandatory course compliance achieved for 2012-2013, a 3% increase from 2011-2012
- 85% of nurses attended the Nursing Education Days for 2012-2013;
- 929.50 hours spent by nurses completing Sinai C.A.R.E courses
- 384 nurses from the Women's and Infant Health Program completed the certification course for Neonatal Resuscitation Program for 2012-2013
- 33 Nurses received tuition support through the Department of Nursing.
- 21 nurses enrolled in graduate studies for 2012-2013

Number of staff with academic appointments or special educational certification

- 38 nurses hold Clinical Adjunct Appointments with the University of Toronto. An increase from 30 staff in 2011-2012

Nurses with Specialty certification from the Canadian Nurses Association

- 37 nurses successfully achieved the CNA specialty certification. This is an increase of 27% from 2011-2012



Education Awards

Marlene Traille, ICU
Anna Salonga, 17 North
14 North- GI Oncology RN Staff
Julie Tjan Thomas, 14 North
Monica Azzopardi, 12 South
Bera Garcia, 12 south
Gannanthiny Visuvalingam, 12 South
Florabelle Agellon, Labour & Delivery
Claudia Williams, Operating Room
Louise Cook, Emergency Department
Joselito Abaday, PACU/PAU

Clinical Practice Award

Cecilia Nsiah, Labour & Delivery
Edith Fanugao, Labour & Delivery
Susan Schumacher, EOPS
Carol Mowers, Emergency Department
Karen Gorecki, LSCD

Preceptor Awards

Meleen Dela Cruz, 17 North
Carli Grieve, 17 South
Lina Costanzo, 14 South
Hallene Wellma, 12 South
Sarisaa Maule, 12 South
Anne Motus, 12 South
Mihaela Elez, 12 South
(Lily) Hong Ying Liang, 11 North
Aniamma Joseph, Labour & Delivery
Fardowsa Said, Operating Room
Linh Dieu, Emergency Department
Kelly Shillington, Emergency Department
Helen Wong, EOPS
Lorraine Lalonde, PACU
Weena Lejarde, PACU
Jean Brissett, PAU
Catherine Thompson, PAU

2012 Nursing Scholarships

Morris Gross Nursing Clinical Practice Scholarship
Monica Frecea, 14 South

Debra Hodgins Nursing Education Scholarship
Srihari Pararajasingham, 14 North
Betsy John, ICU

Frank Gerstein Scholarship
Melissa Mason, 11 North
Brittany Finlay, NICU
Ioana Crisan, Labour & Delivery
Andrea Richardson, Nursing Administrator
Matt Royal, Nursing Administrator

Helen Evans Nursing Education Scholarship
Erin Robertson, Nursing Administrator

Rose Torno Nursing Scholarship
Anna Feng, 11 North
Erinne Stevens, Emergency Department



What Learners Had to Say

“Overall, I had a very positive experience at Mount Sinai. It is a very good setting for learning. I was able to apply many of the skills that have been taught thus far in the program. I have become much more comfortable and confident in my skills and have learned a lot about practical nursing while at Mount Sinai. All of the nurses and other health professionals were very welcoming on the unit. The nurses were all very helpful, knowledgeable and informative. I was also offered the opportunity for interprofessional collaboration. The nurses attended rounds each morning and collaborated with other professionals throughout the day to address the patients’ health concerns. I really enjoyed my time at Mount Sinai and I look forward to other similar opportunities.”

Inter-professional Education

Donna Romano RN PhD – IPE Scholar, Interprofessional Education Lead

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 2012-2013

| IPE Placement unit/area | Number of Students in this placement | Student Professions | Number of U of T students in placement | Dates of placement |
|-------------------------------|--|--|---|-------------------------|
| Obstetrical IPE placement | 13 students (registered) not all 13 attended every session | SW, Registered Dietician, RN, Midwifery | 3 - SW, Pharmacy | Feb 16 to March 29 2012 |
| General Medicine IPE Medicine | 10 students | MD, SW, RT, PT, RN | 4 - MD, SW, PT | Feb 8 to March 2 2012 |
| Inpatient psychiatry | 9 students | 1 pharmacy student, 1 RN students, 2 SW students, 5 medical students participated. | 1 pharmacy 2 Social work 5 medicine | Oct 2012 |
| Obstetrical IPE placement | 8 students | MD (for 1 session), RN, Chaplaincy, SW, pharmacy | 1 MD 1 pharmacy 2 SW, 1 chaplaincy | Fall 2013 |
| General Medicine IPE Medicine | 11 students | Nursing, dietetic intern, SW, RT (not for all the sessions), OT | 1 OT 2 SW | Fall 2013 |

Learning Indicators

Pre-post test surveys clearly reflect knowledge acquisition and increased role clarity by participating in the IPE placements

Looking Forward

Expanding the number of IPE student placements offered by 50% and increasing the number of IPE facilitators by 25%.

Highlights from the Past Year

A hospital wide event entitled "Pair and Share" in November 2013 had over 250 formally registered and many more walk through. Participants were provided with the opportunity for interactive learning through activities that showcased exemplary interprofessional teamwork demonstrating best practices and collaborative patient and family-centred care. All members of the MSH 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.

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



What Learners Had to Say

"I actually applied what I learned here in one of my patient visits. I obtained information from a nurse and ended up paging social work having discerned that the patient's needs were beyond my scope."

"I have been able to speak more confidently about the different professions and their expertise to patients."

"The IPE seminar series was an excellent opportunity for the students. I witnessed how their confidence boosted throughout the clinical experience, as they were able to experience interprofessional collaboration during their clinical experience while attending IPE seminar. It was certainly an enriching experience."

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. For most of Michener's 55 year history, Mount Sinai Hospital has remained a key clinical education partner in the delivery of clinical education for students enrolled in full time, part time and continuing education programs. Mount Sinai has supported Michener's academic endeavours through various committee memberships including Program Advisory Councils and Faculty Liaison Committees. Our shared commitment for student success, teamwork and inter-professional collaboration has provided for positive outcomes for students. Excellence in clinical education and the focus on patient-centered care in a team-based environment is why our students have continued to have successful and satisfying experiences in their clinical placements at Mount Sinai.

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 improves confidence and communication skills. Michener is proud of its relationship with Mount Sinai and grateful for the long-term support provided to our students.

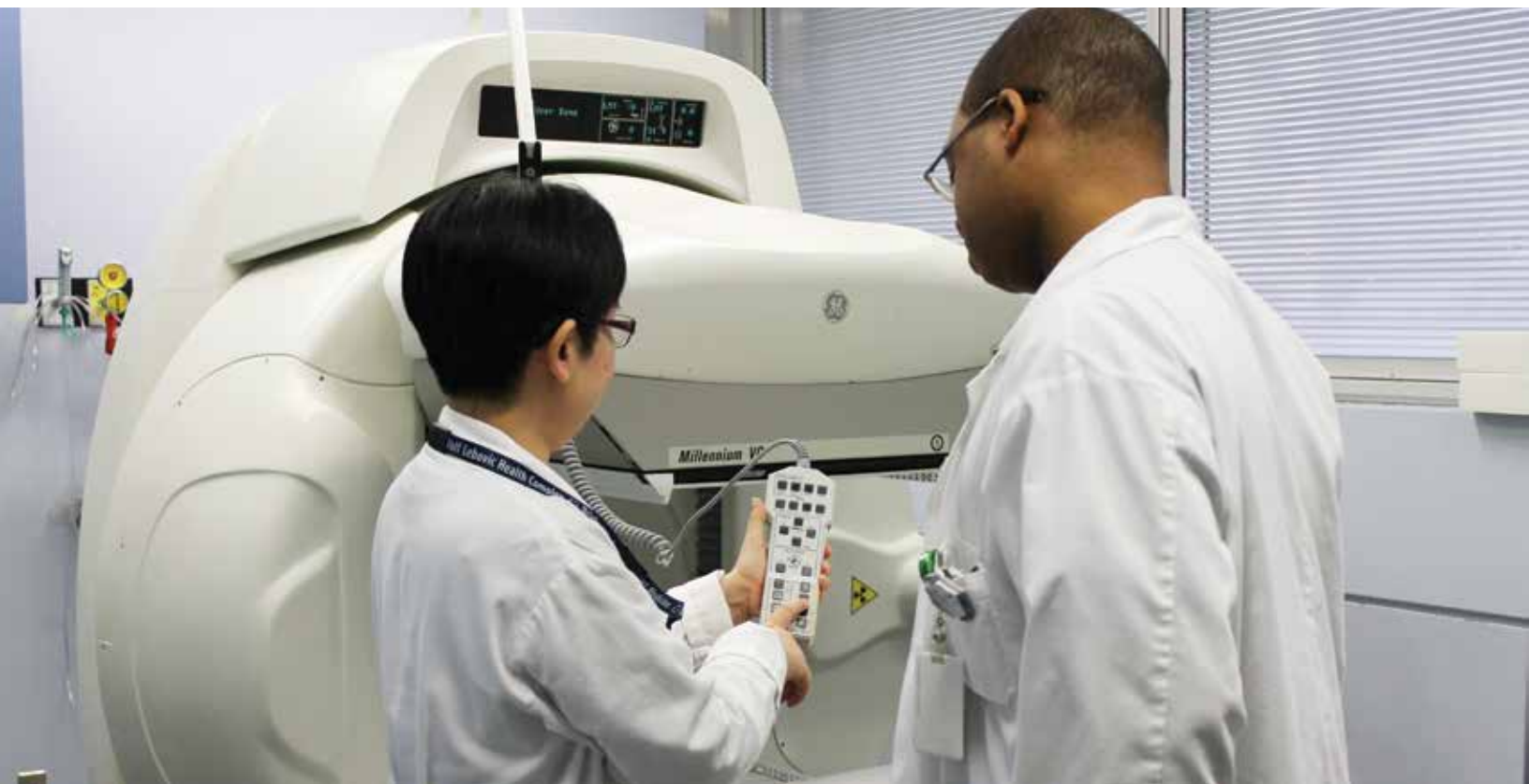
Learning Indicators

Number of learners

- 29 student placements, totaling 369 student clinical weeks, in **Diagnostic Cytology, Genetics Technology, Medical Laboratory Sciences, Nuclear Medicine, Radiological Technology, Respiratory Therapy** and **Ultrasound**

Number of staff academic appointments

- 34 Mount Sinai staff were awarded status appointments as Clinical Coordinator, Clinical Educator or Clinical Adjunct Professors



Audiology and Speech Language Pathology

Nadia Sandor MSc – Education Lead

The Otologic Function Unit provided audiology and speech language pathology service to June 2013. Subsequently, the speech language pathology service became part of the Allied Health division.

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.

Speech language pathologists are concerned with the prevention, identification, assessment, treatment and (re)habilitation of communication and/or swallowing disorders in children and adults. Speech-language pathologists also provide education and counseling services for people experiencing communication and/or swallowing difficulties.

The Learning Experience

We provide educational placements for audiology graduate students; speech language pathology graduate student placements and teaching for postgraduate otolaryngology residents. Students are accepted from Western University, University of Toronto, Dalhousie University and the University of British Columbia.

Once again this year we participated in the University of Toronto Summer Mentorship Program, Association for the Advancement of Blacks in Health Sciences.

Looking Forward

- Standardization of student orientation materials through a comprehensive on-line resource.
- Increased involvement in interprofessional education opportunities.

Learning Indicators

Number of learners

- 11 learners total/annum: 1 audiology graduate student; 6 speech language pathology graduate students, 4 PGY2 otolaryngology residents.

Learner satisfaction scores, Rotation Evaluation Scores/Teaching Effectiveness Scores

- Overall satisfaction rating 10 (Excellent)

Number of preceptors 9

Number of staff participating in workshops and programs 8

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

- 6 staff members have academic appointments

Highlights from the Past Year

- Two staff audiologists participated in the Kids2Hear program. Kids2Hear performs otoscopy and hearing tests at primary schools in the community to identify hearing deficits that affect normal development in young children. The program is a collaborative effort between medical students, ENT staff at SickKids and audiologists from the Audiology committee.
- Dana Parker, staff audiologist, was appointed as Peer Assessor at the College of Audiologists and Speech Language Pathologists of Ontario and continued to be a part of the task force on Initial Practice registrants.
- Use of OtoSim™, an otoscopy training and simulation system was incorporated into the training of audiology students.
- Two video otoscopes were purchased to assist in the teaching of both students and patients.
- Audiology staff participated in the very well attended Education Open House where learners engaged in hands-on interactive displays including OtoSim™ and video otoscopy.



What Learners Had to Say

“My experience has been extraordinary.”

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
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

"Learners from all levels undergraduate postgraduate and graduate have all provided positive comments regarding their experience in our programs."

Number of learners

Undergraduate Dental Students:

- 3rd year: 45 – one week rotation for overview of hospital based dentistry.
- 4th year: 92 students – each student receives five half day clinical rotations in the care of persons with disabilities

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

Graduate Program in Oral and Maxillofacial Surgery: 8 – 18 residents complete a four year program with Mount Sinai Dental Clinic and Hospital is their primary clinical training site and clinical home for the program.

Graduate Program in Oral Pathology and Oral Medicine: 3 – 4 residents, complete a four year program with Mount Sinai dental clinic being their primary clinical training site.

Graduate Program in Periodontology: 3 – 4 residents clinical training or oral pathology and atypical facial pain.

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



Clinical Nutrition

Roula Tzianetas MHSc, MSc, RD, CHE – Education Lead

Clinical dietitians work across teams at Mount Sinai Hospital. Dietitians are experts in the nutrition and are regulated by the College of dietitians of Ontario. Dietitians practice in a variety of areas such as gastrointestinal medicine/surgery, surgical oncology, neonatal intensive care unit, general medicine, intensive care unit, obstetrics and endocrinology. The clinical team is composed of 10 clinical dietitians and two diet technicians.

The Learning Experience

The Dietetic Internship program at Mount Sinai Hospital is a comprehensive program designed to provide hands-on professional educational experiences and meet dietetic entry level competencies. The program is fully accredited by Dietitians of Canada (DC) and is a post-graduate training program for students who meet the eligibility criteria set forth by DC. We are affiliated with the following institutions:

| | |
|-----------------------|--------------------------------|
| Western University | Conestoga College |
| Ryerson University | Centennial College |
| University of Toronto | Humber River Regional Hospital |
| Guelph University | William Osler Health Center |
| Humber College | |

Learning Indicators

Number of learners

- 6 post graduate dietetic intern residents
- 2 foodservice supervisor/diet technician students
- 8 undergraduate nutrition students
- 1 advanced secondary student

Learner Satisfaction Scores, Rotation Evaluation Scores/Teaching Effectiveness Scores

- Learner Satisfaction Scores – 8/10 (2012-2013) n=10
- Rotation evaluation scores/teaching scores – 8/10 (2012-2013) n=10

Number of preceptors

- 12 preceptors

Number of Continuing Education Programs Offered 1

Number of staff participating in workshops and programs 11

Number of staff with academic appointments or special educational certification/Total Staff 1

Highlights from the Past Year

Education events hosted:

Local

Allard, J. Prevalence and Impact of malnutrition in hospitalized adults: Results from the Canadian Malnutrition Task Force Study. Dietetic Ontario Post Graduate and Graduate Program Internship Forum, Mount Sinai Hospital.

Workshop on understanding the application of new dietetic entry level competencies. GTA Critical Care Nutrition Network Education Meeting, Mount Sinai Hospital Focus on feedback: Having a difficult conversation with a learner.

National

Tzianetas, R. Economics: Learning how to build a case for clinical nutrition services. Dietitians of Canada National Conference, Victoria British Columbia, June 2013.



Looking Forward

Initiatives and Objectives

- Evaluation of internship program meeting accreditation guidelines for programs in Canada.
- Development of strategies for integration of dietetic training in an Ontario university.
- Preceptor evaluation and skill training for further development focusing on feedback and evaluation skills.
- Develop model for efficiency in training and meeting dietetic entry level competencies.
- Examine teaching strategies for competency development and training for dietetic interns.
- Investigate medical directives for Registered Dietitians for enteral nutrition and oral supplements.
- Developing policies and procedure with other RDs/practitioners with respect to provision of nutritional supplement drinks to patients/orders.
- Updating and revising gastric policy to reflect best practices.
- Identifying educational needs for practitioners on nutrition related topics.



What Learners Had to Say

"I credit the program's focus on collaboration and working within multi-disciplinary teams with my continued success in building strong professional and personal relationships in my journey post-internship."

"Completing my dietetic internship at Mount Sinai taught me to look at cases through many lenses and it helped me learn to keep an open mind with all situations. I learned from clinicians that are inspiring with the ultimate goal of providing excellent care for patients and families."

Pharmacy

Christine Duclos PharmD - Education & Staff Development Coordinator/Residency Coordinator
Bill Wilson - Director of Pharmacy
Toni Bailie - Residency Coordinator

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. Our pharmacists also participate in educating our inter-professional and medical 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: 31

Pharmacy Technicians: 29

Administration: 2

Administrative support staff: 2



Highlights from the Past Year

- Design and implementation of an e-learning module for Medication Reconciliation
- Optimized the role of pharmacy students to support Medication Reconciliation
- Design of an RN education e-module for medications in ostomy care
- Expansion of pharmacist involvement in Code Blue Team
- Departmental needs assessment survey completed by pharmacy technicians to identify educational and professional development needs
- Completion of two pharmacy residency projects
- Creation of a Pharmacy Department Teaching, Education and Professional Development Committee
- Hired new Education/ Staff Development coordinator position
- Developed and implemented a departmental teaching policy for pharmacists
- Updated orientation and training program for pharmacy students
- Pharmacist involvement and leadership at provincial expert panels for QBP funding reform, drug advisory committee for the LHIN

Learning Indicators

Number of learners

- Pharmacy resident 5
- Pharmacy student 43
- Pharmacy co-op student 6
- Pharmacy technician student 5

Number of preceptors

- 33

University/College affiliations

- University of Toronto
- University of Waterloo
- University of Montreal
- Dalhousie University
- Centennial College
- Humber College
- Niagara College
- St. Clair College
- Canadian Armed Forces

Number of staff with academic appointments or special educational certification

- BSc/BA 3
- Master's degree 2
- Doctorate of Pharmacy degree (PharmD) 8
- ACPR 12
- ACLS 9
- CGP 2
- FDM 1
- FCCP 1
- FCSHP 1
- Academic appointment 2

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

Looking Forward

Our goals for the next year are:

- To establish a defined process for continuing preceptor development
- To finalize the quality improvement process for our Residency Program
- To develop strategies to increase experiential student rotation capacity for the Department of Pharmacy Services
- To develop and implement a pharmacy technician education program to support this group's preparation for registration
- To pilot a program that allows early practice experience pharmacy students to gain experience in both the operational and clinical aspects of pharmacy practice



What Learners Had to Say

"Mount Sinai is a wonderful teaching hospital. Since I was working with a consultation team I worked with many pharmacists in different clinical areas and all were very supportive of my learning and involvement with mutual patients."

Rehabilitation

Katherine McQuaid-Bascon - 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. The staff in the Department of Rehabilitation play significant roles within most of the key clinical areas in Mount Sinai Hospital, including:

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

The Learning Experience

The Rehabilitation department accepts student placements from the University of Toronto (U of T) and Humber College. Members of our Occupational Therapy and Physiotherapy team also participate in the capacity of lab demonstrators and lecturers at U of T. In addition, some members of our Physiotherapy team also conduct small group structured clinical sessions and small group facilitation with U of T. In 2013, the Physiotherapy department also participated in Ontario Internationally Education Physical Therapy Bridging Program (through U of T) by providing a clinical observation visit, clinical placement and lab facilitation to internationally trained Physiotherapists.



Highlights from the Past Year

Education events hosted:

- **Soever LJ, Veinot PL, Bell MJ.** "Collaborative Inter-relational Healthcare Research: A Conceptual Framework Informed by a Qualitative Enquiry." Sunnybrook Health Sciences Centre Interprofessional Care/Education Showcase, Toronto, Canada, 2012-06-06
- **Lundon K, Soever L, and Kennedy C.** "Role and Responsibilities, Practice Changes, Clinical and Administrative Perspectives." As part of one hour presentation "The ACPAC (Advanced Clinician Practitioner in Arthritis Care) Program Trained Extended Role Practitioner (ERP): Can They Fill the Gap in Post Licensure Education and Practice in Arthritis Care?" Canadian Physiotherapy Association Congress, Saskatoon, Canada, 2012-05-25
- **Abolghasemian M, Heuter T, Soever L, Drexler M, and Backstein D.** "Closed-suction drain for revision TKA: Are they of any benefit?" Podium Presentation, (Presented at Orthopaedics Research Day, University of Toronto – Toronto, Canada, October 17, 2012)
- **Myers J, Blacker S, Branigan M, Davidson S, DeAngelis C, Feuz C, Husain S, Lai D, Shobbrook C, Sutherland S and Wagner S.** "Case Based Session - Palliative Care." American Academy of Hospice and Palliative Medicine AAPHM/HPNA Annual Assembly, Vancouver, BC, 2011. Canadian Physiotherapy Association Congress, Montreal, QC, May 2013. Barriers to Returning to Physical Activity Following Gastrointestinal Cancer Surgery

Learning Indicators

Number of learners

- Physiotherapy: 46
- Occupational Therapy: 14
- Speech-Language Pathology: 1
- OTA/PTA: 1

Number of preceptors

- Physiotherapy: 12
- Occupational Therapy: 6
- Speech-Language Pathology: 3
- PTA/OTA: 4

Number of staff participating in workshops and programs

- Physiotherapy: 12
- Occupational Therapy: 6
- Speech-Language Pathology: 2
- PTA/OTA: 3

Number with academic appointments or special educational certification

- Physiotherapy: 6
- Occupational Therapy: 4

University/College affiliations

- University of Toronto
- Humber College

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 health care.

Initiatives and Objectives

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



What Learners Had to Say

"Mount Sinai is an excellent environment to practice and develop all clinical OT skills. The OT/PT department is very supportive of students and there are multiple opportunities to learn about the role of OT in different settings."



Respiratory Therapy and The Anaesthesia Assistants Program

Courtney Maguire - Director of Respiratory Therapy
Sandy Sculac - Clinical Instructor for NICU and L & D
John Traill - Clinical Instructor for ICU, ER, Wards, OR
Kelly Hassall - 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, Emergency Department, Medical and Surgical Wards and the Heart Failure Clinic.

The department has 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 rollout 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 instructors who help to train all disciplines (RT, 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

Learning Indicators

Number of learners

- RT students in their clinical year (3rd year):
- 16 students total (8 from Conestoga, 7 from Michener, 1 from Dalhousie)

Number of preceptors

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

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 out of total – those with academic appointments or special educational certification

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

Highlights from the Past Year

- Several staff enrolled in Asthma/COPD Educator Program
- Two staff members completing their AA training (Barb Davis and Rebecca Uy-Chung)
- Master of Education degree completed by Respiratory Therapy Educator for Women's and Infants' Health (Kelly Hassall)
- The Michener Institute For Applied Health Sciences Clinical Educator Certificate Program Completed by Megan Hussey, Sandy Sculac and Kelly Hassall
- Golden Lobe Award for Respiratory Therapy Excellence awarded to Candice Dedman
- 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
- Infection Prevention Safety and Performance Award 2013 (IQ team members Nancy Mohammed and Kelly Hassall)

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.”

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

Highlights from the Past Year

- Last year was an exceedingly productive and successful agenda! We continue to be an extremely popular site for ACLS training in our region certifying 495 health-care providers during 2012-2013.
- We conducted several successful training camps for medical and surgical residents. We have expanded our CCFP (EM) program to accommodate 12 CCFP (EM) fellows for their longitudinal 32hr high fidelity simulation curriculum. Dr. Wansbrough, a co-coordinator for the program, was recognized for his teaching with the prestigious University of Toronto Anna Jarvis Award for Teaching Excellence in Emergency Medicine. Another of our teaching team members, Dr. Shirley Lee, was the recipient of the Certificate of Merit Award from the Canadian Association of Medical Education in 2013.
- The undergraduate medical simulation-based airway seminar continues to receive great reviews from all medical students and sets a new standard for undergraduate skills training.
- Dr. Ian Chernoff, also a teaching award recipient, is becoming a well-recognized leader in Ultrasound training in Emergency Medicine. He is now part of the committee overseeing the training of ultrasound usage in the undergraduate medical training program.
- This year we consulted with Dr. Don Melady on the creation of the Geri-EM, the first E-learning website in Canada designed to train emergency practitioners in providing optimal care to elderly patients. For his outstanding development Dr. Don Melady received the 2013 U of T Department of Family and Community Medicine Award of Excellence in Program Development and Coordination.
- In 2013 Dr. Perelman successfully passed the certification exam as Certified Healthcare Simulation Educator from the Society for Simulation in Healthcare. He is currently one of only 10 people in Canada with this credential.
- SimSinai staff contributed to several SimONE provincial courses as well as internationally as faculty instructors. In spring 2013 Dr. Perelman travelled to the Russian Federation to help organize a simulation center in Omsk as well as lead a masters class and a plenary lecture at the Russian Society for Medical Simulation in Moscow.
- Research activities based at SimSinai continue to expand. Drs. Zeev Friedman, Eric You-Ten, Luke Devine led several investigations utilizing SimSinai technology and staff to create, present and publish several studies. Paris, Shanghai, Prague, Moscow, and San Diego saw SimSinai and Mount Sinai logos on research posters proudly presented at conferences held in these cities. The study on Anaesthesia Surgical Airway by Dr. You-Ten and Dr. Perelman received the Best Poster Award at the Faculty Education Day, Department of Anaesthesia University of Toronto.



- SimSinai has been privileged to participate in several faculty development undertakings. The most important was the recruitment of Dr. Amitai Ziv, a world renowned simulation expert and Deputy Director at Sheba Medical Center and Director of the Israel Center for Medical Simulation (MSR) to design a joint introductory course at Mount Sinai entitled "Simuliscious". Three basic and one advanced workshop were conducted with great success. With help of Dr. Donna Romano and other Mount Sinai Educational leaders we are planning several more workshops in the coming year to create our own cadre of simulation experts and leaders.
- On November 20, 2013 we launched the inaugural Methods in Adult Procedural Sedation (MAPS) course. This program may become a mandatory course for all non-anesthesiology trained healthcare professionals who are engaged in performing procedural sedation beyond operating rooms in our institution. The course has been accredited for a total of eight hours of Mainpro-C credits by the University of Toronto Faculty of Medicine Continuing Education and Professional Development (CEPD) office.

Learning Indicators

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 perceptrors

ACLS

- Medical director - 1
- Course supervisors - 3
- Certified Instructors - 30

ACES

- Certified Instructors - 4

Simulation Instructors

- CHSE – 1
- 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

Number of accredited continuing education programs offered 4

Number of participants in courses offered

ACLS

- Advanced Cardiac Life Support (ACLS) - 332
- Advanced Cardiac Life Support Re-Certification - 173
- Advanced Cardiac Life Support Instructors Course - 8

Number of participants in courses offered continued

Critical Events and Crisis Resource Management

- University of Toronto Post Graduate Medical Education Residents, Dr. Luke Devine - 46
- ICU orientation for the incoming ICU residents, Dr. Michael Christian, Mount Sinai Hospital - 24
- The University of Toronto Surgical PREP Camp, Dr. Oleg Safir - 32

Longitudinal Curricula

- R3 Emergency Residents (CCFP/EM) Simulation Curriculum - 12
Dr. 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 - 6
- Lunch-and-Learn Program for Mount Sinai Volunteers,
Dr. Sev Perelman - 20
- Bring Your Kids to Work Day - 40
- SIMSINAI and SSC staff

University affiliations

University of Toronto

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)

Coures 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

Looking Forward

- We will continue to support Faculty Development and plan to run four Simulation Educator courses for allied health professionals. We hope to begin a grass-roots driven process for mock codes and other initiatives aimed to increase patient safety.
- In order to increase our self-sustainability, we will market and run 4 to 6 procedural sedation MAPS courses per year. We also hope to secure a grant from SimONE to support the evaluation of the impact on patient outcomes as a result of the MAPS program.
- We will continue to support research based on simulation education.
- We also plan to continue to develop our international impact and to share our experience and expertise in places where it is still in the developmental phase.
- We hope to optimize funding for our facility to improve the environment for our learners and increase our arsenal of training equipment and simulators.
- Lastly, we are pursuing collaboration in Ultrasound skills training with input from Cardiology, Obstetrics-Gynecology, Emergency and Medicine.



What Learners Had to Say

"Just to let you know that my staff loved the Conscious Sedation Course! I do hope that you have another one soon so that I can send more people."

MAPS Course



Surgical Skills

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 training for a wide variety of surgical and medical trainees including students, residents, faculty and health care affiliates. The SSC is a laboratory setting in which skills are taught and practiced in a safe and learner friendly environment. For the past 14 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 Learning Experience

In July 2013 the SSC underwent a major change in its delivery of our core curriculum program for our Post Graduate Year 1 residents. This year we introduced the Surgical Prep Camp Phase 1 and 2. Traditionally, our core skills were delivered over a 26 week period between Sept and May. Residents attended a weekly two hour course and concluded the year with an Objective Structured Assessment of Technical Skills (OSATS) exam. This format of education was not addressing the need to get residents better prepared with basic skills for the start of their surgical career so a two week focused program was developed at the very start of residency training. Residents reviewed basic skills such as gowning, gloving, prepping, draping, suturing and catheterization.

Sessions were delivered consecutively over the two week period and included one hour daily didactic sessions on a wide variety of subjects including Interprofessionalism and safety with sharps. The program concluded with an OSATS exam and an MCQ test. Results from the tests were used to help recognize any areas that residents may have received low scores such as tracheotomy and therefore allowed us to review the fundamentals of the procedure during Phase 2 of the program. Phase 2 of the program was held weekly for 11 weeks for two hours each Tuesday from Sept until the end of November. Skills training at this time were more focused on specific surgical skills with an emphasis on repeated practice and feedback.

New to the Surgical Prep Camp was the introduction of Residents as Educators program. Highly enthusiastic senior residents took part in this program that gave instruction in the art of teaching by experts in the field.

Each resident committed to 15 hours of teaching as well as program development and evaluation documents. Residents fulfilling their commitment to the teaching program received a certificate from the Department of Surgery at U of T to recognize their commitment to education. All 51 PGY 1 residents will take part in a retention OSATS exam in March 2014 to review changes in overall scores from the July 2013 OSATS exam.

We continue to welcome our year 3 undergraduate students to the SSC as part of the Surgical Crash Course and Emerg Med training programs. These programs help prepare undergrads to cope within their rotations so that they become an integral part of the patient care team.

A select group of 20 first year undergraduates take part in SEAD, Surgical Exploration and Discovery program each June for two weeks. This select group of students has a high interest in pursuing a career in surgery. The program allows these junior students to get a taste of a variety of surgeries through direct observation, lectures as well as hands on technical skills training in the SSC. The program has been well evaluated and continues to draw a large number of applications for a coveted position in the series each year.

A wonderful completion to our year included the announcement that we had been chosen as the 2013 recipient of the Association for Surgical Education Award for Excellence in Innovation for our Toronto Orthopedic Boot Camp program.

For More Information about Surgical Skills see the Annual Report
http://www.utoronto.ca/ssc/_assets/Annual_Report_12-13.pdf

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 and High Risk Antenatal Pregnancy.
- 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.
- This year, Social Work is participating in Mount Sinai's first Inter-Professional Teamwork Showcase with direct involvement with Social Work students

Learning Indicators

Number of learners

- 8-9 learners per annum

Number of learners who chose Sinai as their first choice

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

Number of preceptors

- 12 formal preceptors, 6 informal preceptors

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.

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

- 5 Adjunct Lecturers



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
- This year the Department reached its highest number of learners to date and surpassed the expectations of the affiliation agreement with U of T

Looking Forward

- We will be commencing the next three year research project with the Faculty of Social Work at U of T which will examine the current structure of a peer support model for field instructors with the aim of increasing supervisory confidence, efficacy and competence.
- This forum also provides a potential opportunity to build skills, knowledge and common understanding regarding the different components of field education for social work students.
- We anticipate a positive correlation in the experience of students who have their placements here and in their ability to transfer their skills, knowledge and experience to any area of practice that they work in.



What Learners Had to Say

"At the end of my practicum I felt more comfortable talking to patients about the reality of their diagnosis. It was very difficult at first to talk about a poor prognosis and dying. I learned the importance of working with the team and how to communicate."

"Learning how to do reflective awareness made me aware of my own feelings and accepting them when I was sitting with a patient who was suffering. I learned how to understand how my own feelings may impact my work with clients."

"I felt like I was really a part of Mount Sinai Hospital and that sense made me feel re-energized. In my practicum, I learned how to go beyond the surface feelings of my client and really delve deeper."

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

The library provided educational opportunities of a graduate librarian volunteer, MLIS Dalhousie University, student practicums and volunteers from the University of Toronto 2nd year MI program, and for a graduate library technician volunteer technician volunteer from Seneca College in Toronto.

Learning Indicators

Number of learners 4

Number of staff with academic appointments or special educational certification

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

Number of Continuing Education Programs Offered

- Adult education for medical library research

Number of preceptors 6

Number of staff participating in workshops and programs 4

Looking Forward

As a contributor of the Cochrane Animal Study Methods Group to focus on improving the quality of primary studies, creating translational transparency and guiding new clinical trials, Sandra Kendall will be directed by the TCP (Toronto Centre for Phenogenomics) and Lunenfeld-Tenenbaum senior veterinary experts to determine international standards

From the Taormina, Sicily conference - Sandra is now a member of the Working Group to issue the "Sicily Statement on Building Capacity for Evidence-Based Healthcare in Low and Middle-Income Countries."

Highlights from the Past Year

Education Events Hosted – Local/National/ International

- Sandra Kendall was the recipient of the ClinicalKey Key Innovator award - \$10,000 plus paid attendance for Sandra, the MSH CIO and Director of Operations Services at the 2013 HIMSS (Health Information and Management Systems Society) conference, New Orleans, LA
- Librarians' Information Literacy Annual Conference (LILAC) Manchester 2013, poster "Health Literacy Instruction Abroad : The Toronto Addis Ababa Academic Collaboration (TAAAC) Library Science Program: Planning and Reality
- 21st Cochrane Colloquium, Montreal 2013 poster "A Revolutionary Model for Medical Library Literacy, TAAAC LSP"
- Evidence-based Health Care conference, Taormina, Italy 2013, presentation "Knowledge Transfer and Accessibility: Equity for Health Professionals in Ethiopia"



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 diversity and inclusion 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 experience throughout their experience at Mount Sinai in a manner that is respectful and free from harassment and discrimination.

The Learning Experience

Our office regularly sponsors educational events to celebrate the cultural 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 often paired with our events to reach a broader audience within the Hospital. Examples of our workshops include: Leading Equity, Accommodation and Disability Management; and Are you an Ally?

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, World Mental Health Day, National Aboriginal Day and Holocaust Education.

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 human rights and health equity initiatives with all members of the Hospital community.

Learning Indicators

Number of learners

- More than 1200 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.

Looking Forward

- Organizing workshops and symposia for hospitals and community health centres in Toronto to share best practices around data collection and use in equitable and quality health-care planning
- Incorporating ALLY videos and e-learning into training programs as well as rolling out the ALLY to all Hospital staff
- Hosting a half-day symposium on Documenting Domestic Violence in Health Care settings
- Follow-up with additional training and education support to staff collecting demographic data from patients

Highlights from the Past Year

- **Are you an Ally?** campaign launched
- **Leading Equity** workshops piloted
- **Measuring Equity Symposium** with Dr. Joseph Betancourt
- **Violence Against Women Lunch & Learn** with Farrah Khan, Watching Out For Each Other
- **International Day for Persons with Disabilities** with Julie Devaney My Leaky Body
- **Lunar New Year** Changing Minds: Providing Mental Health Services to East and Southeast Asians
- **Black History Month** Reggaerobics and African Dance Class

Organizational Development and Workforce Planning

Vered Eyal, Mark Ewaschuk, Suzanne Bowyer - Education Leads

The educational programs offered by Organizational Development are focused on building leadership and personal effectiveness skills at all levels of the organization and to support our Hospital and caring for our patients. The content of the curriculum is driven by the educational needs identified by our staff through the development of comprehensive learning plans. Workshops include of multidisciplinary participants from across the Hospital. Learners are provided with an environment to network and share real life experiences that relate to applying specific course content. As a result, they discover new approaches to dealing with workplace challenges and connect with colleagues outside their discipline.

The Learning Experience

We believe that all employees should have the opportunity to be a leader regardless of their role or function in the Hospital and that a leader is competent, confident and empowered to make decisions, take action, and support others.

Mount Sinai introduced our Service with HEART program this year. This is a service and care program for all staff modeled after the world renowned Cleveland Clinic patient experience model. This program supports our strategic plan as we continue to deliver the highest level of patient service and satisfaction.

We have also developed several learning programs to support the development of leadership competencies at all levels in the organization:

- Mount Sinai Hospital Healthcare Leadership Institute
 - Partnered with Rotman School of Management to develop and enhance the leadership competency of our senior leaders;
 - Educated our leadership on the importance of trust as an asset in a changing healthcare environment and driving our vision for the future;
 - Provided the tools and created opportunities to apply the leadership competency skills to real work assignments; and
 - Launched the Senior Leadership Mentoring Program Cross-Hospital Pilot
- Management Development Certificate (MDC), providing learning in core leadership and management competencies for all supervisors and managers; this program comprises ten core modules and three elective modules, typically completed over a two year period.
- Employee Development Certificate (EDC), providing learning in leadership and personal effectiveness for employees who are identified as having strong leadership potential and are possible future managers for the organization; this program comprises four core modules and four elective modules, typically completed over a two year period.
- Administrative Development Certificate (ADC), providing learning in leadership and personal effectiveness for all administrative employees. This program comprises six core modules and a half-day intensive service excellence workshop.
- Personal Effectiveness for All: We offer leadership and personal effectiveness courses that are open to all employees, including conflict management, effective communications, thriving in a changing environment and effective presentations.
- PC Skills Training which provides a framework to use the full functionality of PC applications.



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.

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

Learning Indicators

Number of learners

- More than 2,000 employees trained this year in various programs through more than 50 experiential and didactic learning experiences.

Learner satisfaction scores

- Top box scores range from 86% to 100% of participants who strongly agree with the content and instructional technique.

Looking Forward

- Promoting change management strategies, techniques and tools to create a higher performing organization
- Expanding a successful Senior Leadership Mentoring Program Cross-Hospital Pilot throughout the Hospital
- Introducing education-related recommendation developed by our Trust Task Force
- Implementing initiatives that support the sustainment of Service with HEART
- Creating additional opportunities for staff to implement leadership skills



Appendix

Education Research Projects 2012-2013

Prepared by Niloufar (Nelly) Javanrouh, BScN, MBA Candidate

For Your Ego or to Learn the Task? Quantitative vs. Qualitative Feedback in;
Julian Manzone, Dr. Eric Youten, Devdatta Desai, Luc Tremblay, Ryan Brydges
won for poster and presentation at the Society for Simulation in Healthcare
Meeting-January 2013, Orlando, Florida

(FELT Study) Feedback in Laryngoscopy Teaching: Comparing Concurrent to
Terminal Feedback in a Randomized Prospective Blinded Trial in Medical
Students; **Dr. Eric You-Ten**

Using the Integrated Procedural Performance Instrument (IPPI) for Assessment of
US guided CNC insertion by Internal Medicine Residents: Combined Assessment
of Communication; **Dr. Rogrigo B Cavalcanti, Dr. Lynfa Stroud**

Teamwork Skills During an Acute Clinical Simulation Scenario; **Dr. Zeev Friedman,
Christian Arzola, Megan Hayter**

Accuracy of Suture Anchors Placement in Antero-Inferior Glenoid Using a
Trans-Subscapularis Versus a Low Anterior Portal; **Dr. Massimo Petrerá,
Dr. John Theodoropoulos, Dr. Darrell Ogilvie-Harris, Dr. Tim Dwyer, Dr. Christian
Veillette**

Determining the Best Graft Sealant Combination in an In-Vitro and In-Vivo
Porcine Model; **Dr. Marcela Fandino, Dr. Kristian Macdonal**

Challenging Authority During a Life Threatening Crisis; **Dr. Zeev Friedman**

Ex-Vivo Laparoscopic Bariatric Surgical Training Curriculum; **Dr. Teodor
Grantcharov, Dr. Boris Zevin**

Improving the Duality of Nephrology Resident Procedural Training
Dr. Rory McQuillan

Evaluating the Effectiveness of the BID Teaching Method Within an Orthopaedic
Boot Camp; **Dr. Daniel Hoppe, Dr. Oleg Safir, Adam Dubrowski**

A Novel Model for Teaching Intracorporeal Knot Tying; **Dr. Allan Okrainec,
Dr. Tim Jackson**

Sure Shot Study; **Dr. Markku Nousiainen, Dr. Timothy Leroux**

Distal Closed Reduction and Casting Study; **Dr. Ian Mayne, Dr. Lucas Murnaghan**

The Role of Social-Comparative Feedback in Highly Motivated Learners;
James Lyons, Adam Dubrowski

Ultrasound Guided Central Line and Collaboration Skills; **Rodrigo Cavalcanti,
Lynda Stroud, Luke Devine, Christie Lee**

Intraoperative Use of a Sterile Laser Pointer as a Teaching Tool; **Dr. John
Theodoropoulos, Dr. Lucas Murnaghan, Dr. Tim Dwyer, Dr. Brant Sachleben**

Bonebridge Temporal Bone; **Dr. Vincent Lin**

Comparison of 4 modes of periprosthetic distal femur fracture; **Dr. Paul Kuzyk,
Dr. David Backstein, Dr. Herman Dhotar, Dr. Tom Willett**

GTx Head and Neck Surgery; **Dr. Johnathan Irish, Michael Daly, Nidal Muhanna**

GTx Temporal Bone Surgery; **Dr. Johnathan Irish, Dr. Adrian James, Dr. Blake
Papsin, Dr. Sharon Cushing, Dr. Vincent Lin, Michael Daly**

Sarcoma GTx; **Dr. Jay Wunder, Dr. Amir Sternheim, Michael Daly, Jimmy Qui, Dr.
Peter Ferguson**

Does a Trans-Subcapularis Portal Facilitate Lower Anchor Placement in
the Antero-Inferior Glenoid? A Cadaveric Study With CT Analysis; **Dr. John
Theodoropoulos, Dr. Tim Dwyer, Dr. Darrel Ogilvie-Harris**

Biomechanical behavior of an all-suture anchor: Y-Knot pretension?
Dr. John Theodoropoulos, Dr. Tim Dwyer, Dr. Darrel Ogilvie-Harris

Design and Validation of an Evidence-Based paroscopy
Curriculum for Gynecology Residents; **Dr. Teodor Grantcharov, Dr. Eliane Shore,
Dr. Guylaine Lefebvre**

Intraoperative Use of a Sterile Laser Pointer as a Teaching Tool; **Dr. Lucas
Murnaghan, Dr. Tim Dwyer, Dr. John Theodoropoulos**

Learning the Enablers, Attitudes, and Diffusion Issues in Critical Care Ultrasound;
Dr. Christie Lee

Designing a novel formative feedback tool to be used during family meetings
for ICU fellows; **Dr. Christie Lee**

Identifying the Training Needs of Internal Medicine Faculty in Geriatrics with a
Novel Geriatrics Skills Assessment Tool (GSAT); **Dr. Samir Sinha** (17 June 2011 to
June 2015)

Translational Performance of Crisis Resource Management in In-Situ Simulation:
A Multidisciplinary Randomized Controlled Study Comparing Simulation-Based
Education vs. Didactic Teaching; **Kong E. You-Ten, Sev Perelman, Iran Ahmed**
(Jan 2012 to August 2013)

Challenging Authority during a Life Threatening Crisis The effect of a teaching
intervention Adapting aviation Safety to Medicine: Using "Cockpit/Crisis Resource
Management" for challenging Critical Errors by a Superior **Zeev Friedman,
Sev Perelman**, Feb 2013

Family medicine maternity case- factors leading to successful training programs
Dr. Anne Biringner 2011-2014, education , post graduate, target group: clinicians
(family medicine),

C-Section in the Morbidly Obese Pregnant Women; **Dr. Cynthia Maxwell,
Dr. Mary Higgins**, 2013-

Training Health Professionals to Deliver an Intervention Based on Problem Solving Techniques to Informal Caregivers of Clients with Dementia Living in the Community; **Dr. Virginia Wesson**, 2013-

Improving Caregiver Competence, Stress Coping, and Mental Well-Being in Family Carers of Individuals with Dementia; **Dr. Mary Chiu, Dr. Virginia Wesson, Dr. Joel Sadavoy**, 2010-2012,

Undergraduate Dental Student's Experience and Perceptions in the Provision of Dental Treatment to Persons with Disabilities; **Dr. Darsi Perusini, MSc Graduate Student Pediatric Dentistry, committee Drs. Dempster, Leblanc and Sigal** 04/01/2011-08/01/2013

Usability testing of an interactive mobile e-learning platform for graduate medical education; **Dr. Jason Lazarou**, 2013-, **ICU, trainees**

Research Ethics Education for Postgraduate Medical Trainees; **Yoo-joung Ko, Karen Ng**, 01/01/2012-12/01/2012

What can a radiology resident be expected to accomplish in a neuroradiology rotation? **Dr. Jeff Jaskolka, Dr. Robert Bleakney** 10/01/2012-12/01/2013

CE to Go: Capacity Building through distance education in rural underserved communities; **Paula Ravitz & Robert Cooke** 2010-2012

Development and Evaluation of a Curriculum in Neonatal - perinatal Medicine; **Ann Jefferies** 07/01/2011- 2014

Assessing Non-cognitive Characteristics in the Selection of Post-graduate Medical Trainees - Comparing the Traditional and Multiple Mini Interviews; **Michael C Sklar1 BSc, MD, Antoine Eskander1 HBSc, MD, Kelly Dore2 PhD, Ian J Witterick1 MD, MSc, FRCSC** 01/01/2010-2013

Education Research Grants

Safir Oleg

Orthopaedic Educational Research Oct 2007-

Beduz Mary Agnes

Improving the Breast Cancer Screening Experience for Women with Physical Disabilities: An Educational Intervention with Healthcare Providers July 2009- June 2012

Mitoo Shikha

2012 Educational Grant Rheumatoid Arthritis Interstitial Lung Disease Program March 2012-

Kennedy Erin

Meetings, Planning & Dissemination Grant: Cancer Research Establishing a national agenda and research network for shared decision making in oncology in Canada Feb 2011- March 2013

Bassil Kate

Meetings, Planning and Dissemination Grant: Reproductive and Child Health Improving the Health of Late Preterm Infants: Developing a Canadian Research Agenda Feb 2012- March 2012

Morris Andrew

Dissemination Events - Priority Announcement: Infection and Immunity Early Results and Lessons Learned from Ontario's Rollout of Antimicrobial Stewardship Programs March 2013- Feb 2014

Shah Prakesh Kumar

Synthesis Grant: Knowledge Translation Systematic reviews of determinants and effectiveness of primary preventative interventions for low birth weight, preterm birth, and fetal growth restriction March 2008- March 2010

Carroll June

Development and Dissemination of a Knowledge Support Service in Genetics for Primary Care Providers May 2010- March 2013

Education Related Grants and Publications by Discipline

Nursing

Research Projects

Beduz, Mary Agnes, Muraca, Linda, Barry, N., Odette, F., Chandani, S., Angus, J., McDonald, L. (2009-2012). Project Title: Improving the Breast Cancer Screening Experience for Women with Disabilities: An educational Intervention with Healthcare Providers.

Angus, J.E., Beduz, Mary Agnes, Kucharski, E., Muraca, Linda, Parry, M., Barry, N., Carpenter, S., Odette, F., Seaton, B., Willis, H. (Submitted October 2012). Project Title: Gateways to breast screening for women with disabilities: Disability education for Family Physicians and Nurse Practitioners. Canadian Breast Cancer Foundation — Ontario Research Project Grant Program.

Weisenfeld, L, Loftus, Carla, Bennett, Jocelyn (2012-13) Project Title: Safe Patients/Safe Staff: Optimizing the safety and self-efficacy of frontline clinicians while enabling effective, sensitive care for vulnerable elders in Acute Care. Funded by the Ontario Ministry of Health and Long-Term Care, Healthy Work Environments Partnership and Innovation Fund.

Rachel M. Flood Ostomy Program: Medications and Ostomies module for Nurses- Mount Sinai Hospital

Publications

Bracht, Marianne, O'Leary, L., Lee, S.K., O'Brien, K. Implementing Family-Integrated Care in the NICU: A Parent Education and Support Program (2013). *Advances in Neonatal Care*, 13(2), 115-126.

Norman, R., Ramsden, Rebecca, Verscheure, Leanne, Sinha, S. (2012). Impact of a Multi-modal Education Intervention on Urinary Catheter Utilization in Older Adult Inpatients. *Journal of the American Geriatrics Society*, 4:512

Presentations and Posters

Bracht, Marianne, Pezzulo, S. Parents as Educators: A Unique Contribution. Oral presentation given in February 2013 at the 4th Canadian Association of Neonatal Nurses Conference: Toronto, ON.

Pharmacy

Grants

Evaluation of a province wide roll-out of antimicrobial stewardship programs in critical care units: A prospective, stepped-wedge observational study Granting agency: The Physicians' Services Incorporated Foundation, 2013 Grant. PI: Dr. Andrew Morris.

Implementation of antimicrobial stewardship programs in the intensive care unit in Ontario academic hospitals.

Granting agency: CAHO - ARTIC Program. PI: Dr. Andrew Morris.

Presentations

McIntyre, M. Integration and Evaluation of Pharmacists on the Acute Resuscitation Team. Canadian Society of Hospital Pharmacists – Summer Education Session, Charlottetown, PEI. August 2012.

Surgical Skills Centre

Grants

1. Submitted: March 2012 MacRae H.M., DeMontbrun, S., Satterthwaite, L., "A Novel Approach to Assessing Technical Competence of Colorectal Surgery Residents: The Development and Evaluation of the Colorectal Objective Structured Assessment of Technical Skill (COSATS)". University of Toronto, Toronto Canada.
2. Accepted February 2012: AJS June 2010: Dubrowski, A., Brydges, R., Satterthwaite, L., Xeroulis, G., Classen, R. "Do not teach me while I am working!" South Pointe Hospital, Cleveland OH and the University of Toronto, Toronto Canada.

Publications

Campbell, C. Brown, L, Wenger L, Obrien, K and Shah, V. *BMC Pediatrics* 2012, 12:43. Infant flow biphasic nasal continuous positive airway pressure (BP-NCPAP) vs. infant flow NCPAP for the facilitation of extubation in infants' [less than or equal to] 1,250 grams: A randomized controlled trial.

Presentations and Posters

Satterthwaite, L, Richard K. Reznick Wilson Centre Research Day "A Training Cascade for Interprofessional Surgical and Obstetrical Care in Ethiopia". Vaughan Estate of Sunnybrook, Toronto, ON, October 12th 2012.

Wilson Centre Research Day, Toronto, ON October 25th 2013, "Surgical Preparatory Camp, A Novel Training Program for First Year Residents".

L. Satterthwaite, P. Mironova, C. Foong, S. Glover Takahashi, R. Sonnadara, R. Sonnadara, R. Levine, O. Safir.

Association for Surgical Education, Orlando Florida 2013. "A Cascade for Interprofessional Surgical and Obstetrical Care in Ethiopia". L. Satterthwaite, Milliard Derbew, Fekade Silassie Henok, Dawit Desalegn, Adam Dubrowski, Katie Dorman, Richard Pittini, Tania Tajirian, Roger Kneebone Fernando Bello, Niall Byrne.

Fetal Medicine Research Day, University of Toronto CSRT Conference 2011. "Securing endotracheal tubes in neonates: an audit after modification of practice".

CSRT conference and submitted to the RTSO for RTSO Annual Education Forum 2012. "Securing endotracheal tubes in neonates' phase 2: A retrospective comparison of two techniques."

Association for Surgical Education, Orlando Florida 2013. " Perspectives on Student Led Learning" Ranil R. Sonnadara, Michael Drexler, Oleg Safir, Sydney McQueen, Carween Mui, Polina Mironova, Hesham Abdelbary, Lisa Satterthwaite, Markku Nousiainen, Peter Ferguson, Benjamin Alman, William Kraemer and Richard Reznick.

Education Related Journal Articles Published by Mount Sinai Physicians and Staff

2012

Ahmadi, N., McKenzie, M. E., MacLean, A., Brown, C. J., Mastracci, T., & McLeod, R. S. (2012). Teaching evidence based medicine to surgery residents-is journal club the best format? A systematic review of the literature. *Journal of Surgical Education*, 69(1), 91-100.

Angus, J., Seto, L., Barry, N., Cechetto, N., Chandani, S., Devaney, J., Odette, F. (2012). Access to cancer screening for women with mobility disabilities. *Journal of Cancer Education*, 27(1), 75-82.

Brady, J., Hoang, A., Tzianetas, R., Buccino, J., Glynn, K., & Gingras, J. (2012). Unsuccessful dietetic internship applicants:

De Montbrun, S. L., & MacRae, H. (2012). Simulation in surgical education. *Clinics in Colon and Rectal Surgery*, 25(3), 156-165.

Finan, E., Bismilla, Z., Campbell, C., Leblanc, V., Jefferies, A., & Whyte, H. E. (2012). Improved procedural performance following a simulation training session may not be transferable to the clinical environment. *Journal of Perinatology*, 32(7), 539-544.

Gorecki, K., & Opsteen, C. (2012). Coping skills training for young adults with type 1 diabetes. SWEET talk: Success with expectations, emotions and thoughts. *Canadian Journal of Diabetes*, 36(4), 163-164.

Madan, R., Conn, D., Dubo, E., Voore, P., & Wiesenfeld, L. (2012). The enablers and barriers to the use of direct observation of trainee clinical skills by supervising faculty in a psychiatry residency program. *Canadian Journal of Psychiatry*, 57(4), 269-272.

Marchessault, J., Legault, A., & Martinez, A. M. (2012). Providing in-home palliative care within a generalist caseload: A chance for nurses to reflect on life and death. *International Journal of Palliative Nursing*, 18(3), 135-141.

Murdoch, T. B., & Detsky, A. S. (2012). Time to Recognize Our Fellow Travellers. *Journal of General Internal Medicine*, 1-3.

Naimer M., Peterkin A., McGillivray M, Permaul J.A. (2012). Evaluation of a collaborative mental health program in residency training. *Academic Psychiatry*, 36(5), 411-413.

Nousiainen, M. T., Latter, D. A., Backstein, D., Webster, F., & Harris, K. A. (2012). Surgical fellowship training in Canada: What is its current status and is improvement required? *Canadian Journal of Surgery*, 55(1), 58-65.

Peterkin, A., Roberts, M., Kavanagh, L., & Havey, T. (2012). Narrative means to professional ends: New strategies for teaching CanMEDS roles in Canadian medical schools. *Canadian Family Physician*, 58(10), e563-e569.

Roberts, M. (2012). Balint groups: A tool for personal and professional resilience. *Les groupes Balint: Un outil de*

Rose, L., Smith, O., Gélinas, C., Haslam, L., Dale, C., Luk, E., Watt-Watson, J. (2012). Critical care nurses' pain assessment and management practices: A survey in Canada. *American Journal of Critical Care*, 21(4), 251-259.

Tannenbaum, D. (2012). Rebuttal: Will the Triple C curriculum produce better family physicians? Réfutation: Le cursus Triple C produira-t-il de meilleurs médecins de famille?, 58(10).

Tannenbaum, D. (2012). Will the Triple C curriculum produce better family physicians? Le cursus Triple C produira-t-il de meilleurs médecins de famille?, 58(10).

Truong, C., Wyllie, A., Bailie, T., & Austin, Z. (2012). A needs assessment study of hospital pharmacy residency preceptors. *Canadian Journal of Hospital Pharmacy*, 65(3), 202-208.

Van Wert, R., McKenna, A. M., Smith, C. A., Vadas, P., Detsky, A. S., & Mourad, O. (2012). A Missed Opportunity. *Journal of General Internal Medicine*, 1-5.

Wilson, B. J., Carroll, J. C., Allanson, J., Little, J., Etchegary, H., Avard, D., Chakraborty, P. (2012). Family history tools in primary care: Does one size fit all? *Public Health Genomics*, 15(3-4), 181-188.

2013

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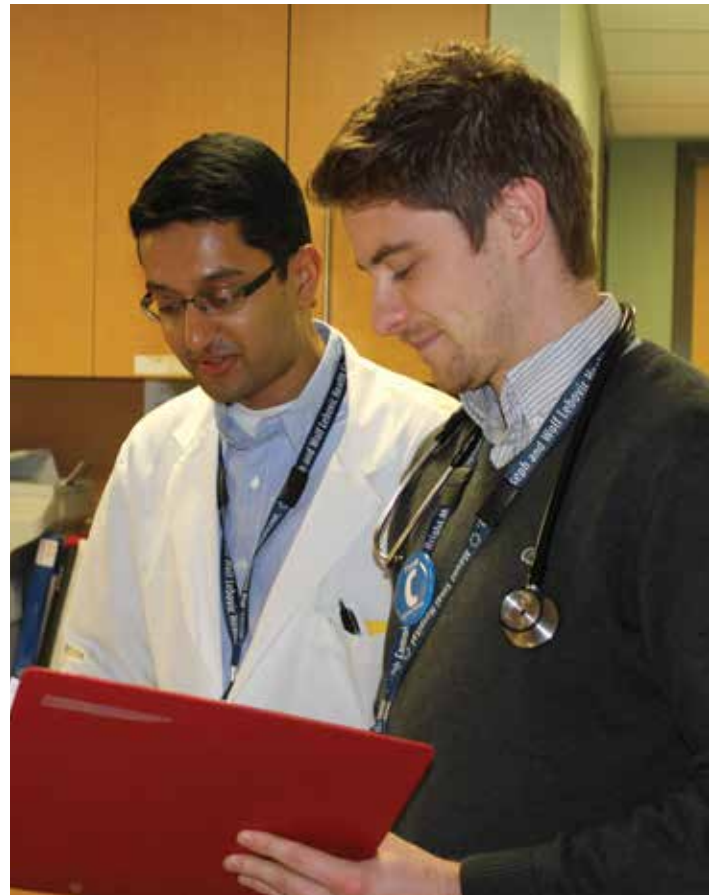
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Education Research, Publications and Events

Medicine

Major Continuing Education Events 2013

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

| Physician Program Organizer | Department | Event | Participants |
|---|---------------------------|--|--------------|
| Jack Colman | Cardiology | International ACHD Symposium on adult congenital heart disease | 260 |
| Zion Sasson | Cardiology | Great Debates and Innovations in Cardiology | 150 |
| Zion Sasson | Cardiology | Canadian Society of Echocardiography Annual Educational Weekend | 400 |
| Niall Ferguson Stephen Lapinsky | Critical Care | Critical Care Canada Forum 2013 | 1000 |
| Dan Drucker Bernie Zinman | Endocrinology | Lunenfeld Tanenbaum/Banting & Best Diabetes Centre Translational Diabetes Research Day program | 150 |
| Bruce Perkins | Endocrinology | City Wide Endocrinology Rounds Weekly | 50 |
| Dan Drucker Bernie Zinman | Endocrinology | Frontiers in Diabetes Research | 125 |
| Mark Silverberg | Gastroenterology | Canadian Gastroenterology Fellows Program in Inflammatory Bowel Disease | 80 |
| Hiliary Steinhart | Gastroenterology | Symposium – Canada Future Directions in IBD | |
| Ken Locke | General Internal Medicine | Portfolio – Academy Scholar Faculty Development | 81 |
| Luke Devine | General Internal Medicine | Canadian society for Internal Medicine Simulation Workshop – Point of Care Ultrasound | 24 |
| Samir Sinha | Geriatrics | Geriatrics Institute Conference | 250 |
| Andrew Morris | Infectious Disease | Antimicrobial Stewardship: A Tipping Point-Transforming Practice | 90 |
| | Medical Imaging | CME Courses in Breast Imaging and CT Colonography | |
| | Medical Imaging | Obstetrical Ultrasound | |
| | Medical Imaging | MSK MRI and Ultrasound Sports Imaging Course | |
| | Medical Imaging | U of T Organ Imaging Review, Obstetrical Ultrasound | |
| Ron Burkes | Medical Oncology | Canadian Lung Cancer Annual Conference, Vancouver | 200 |
| Ron Burkes | Medical Oncology | Ontario Thoracic Cancer Conference, Niagara-on-the-Lake | 150 |
| Jose Carvalho | Obstetric Anaesthesia | Mount Sinai Hospital OB Anaesthesia Conference | 99 |
| Greg Ryan John Kingdom | Obstetrics and Gynecology | Fetal Medicine Update | 207 |
| Joan Murphy | Obstetrics and Gynecology | Cervical Cancer Screening and Colposcopy Update | 387 |
| Jackie Thomas | Obstetrics and Gynecology | 8th Annual Everyday Gynaecology: The Management of Common Gynaecologic Issues | 380 |
| Michele Farrugia | Obstetrics and Gynecology | Family Planning Update: Managing Contraception and Peri-Abortion Care | 217 |
| Dan Farine | Obstetrics and Gynecology | 9th Annual Obstetrical Malpractice: A Survival Guide for 2013 | 199 |
| Greg Ryan Rory Windrim Shia Salem | Obstetrics and Gynecology | 16th Annual Obstetric Ultrasound: Setting the Standard for 2013 | 454 |
| Harold Drutz Wendy Wolfman | Obstetrics and Gynecology | 9th Annual Mature Women's Health Care | 302 |
| John Kingdom Rory Windrim Anne Biringer Milena Forte | Obstetrics and Gynecology | 11th Annual Refresher in Primary Maternity Care | 180 |

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|---------------------------------|---------------------------------------|---|------|
| David Chitayat | Obstetrics and Gynecology | 21st Annual Symposium New Developments in Prenatal Diagnosis | 290 |
| Harold Drutz | Obstetrics and Gynecology | The 3rd Advances in Female Pelvic Medicine and Reconstructive Pelvic Surgery | 68 |
| Shiva Nagaratnam | Otolaryngology | International Continuing Health Education Collaborative Qatar Clinical Audiology program | 20 |
| Ian Witterick Jeremy Freeman | Otolaryngology, Head and Neck Surgery | 2nd World Congress on Thyroid Cancer. | 1000 |
| Ian Witterick | Otolaryngology, Head and Neck Surgery | University of Toronto Microvascular Head and Neck Reconstruction Course | 42 |
| Ian Witterick | Otolaryngology, Head and Neck Surgery | Dermoscopy Course, Australia | 50 |
| Ian Witterick | Otolaryngology, Head and Neck Surgery | Annual Percy Ireland Academic Day and Dinner | 150 |
| Ian Witterick | Otolaryngology, Head and Neck Surgery | Optimizing Results and Managing Complications of Sinus Surgery Management of the Recalcitrant FESS Patient, University of Arizona | 60 |
| Jeremy Freeman | Otolaryngology, Head and Neck Surgery | Harvard Medical School – The Detection and Treatment of Papillary Thyroid Cancer Lymph Nodes | |
| Terrence Colgan | Pathology | Bedard Memorial Symposia, Toronto | 150 |
| Robert Riddell | Pathology | American Society for Clinical Pathology – Surgical Pathology of the Gastrointestinal Tract, Las Vegas | 100 |
| Bruce Ballon | Psychiatry | Simulation Wizardry | |
| Meyer Balter | Respirology | American College of Chest Physicians Board Review Course, Texas | 600 |
| Shikha Mittoo | Rheumatology | MSH Rheumatology Rounds – Weekly | 15 |





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