



Education Report Card 2022

Table of Contents

A Message from Dr. Jacqueline James	3
Learners by the Number	4
Learner Programs	
Medicine	5
Nursing	13
Interprofessional Education	16
Applied Health Sciences	18
Chiropractic	19
Clinical Nutrition	21
Dentistry	22
Midwifery	24
Pharmacy	25
Physical and Occupational Therapy	27
Respiratory Therapy and Anesthesia Assistant	29
Speech Language Pathology	32
Social Work	33
Spiritual Care	35
Therapeutic Recreation	36
Learning for All	
Organizational Development, Diversity and Wellness	38
Circle of Care	40
Our Centres	
Library Services	41
SimSinai	45
Surgical Skills	47
Appendix	
Affiliation Agreements	50
Awards	51
Publications	56



Introduction

A MESSAGE FROM DR. JACQUELINE JAMES

Vice President, Education

Welcome to the 9th edition of the Education Report Card. In the past academic year 2021-2022, we saw our learners gradually return to typical activities which enhanced their ability to work within a very busy health-care setting. Despite outbreaks of COVID-19 in hospital units and the persistence of the pandemic, we made efforts to ensure continuity of learning opportunities and exposure to a clinical world in which masking, face shields, eating two metres apart and no sharing of food is the norm. The learning experience for many of our learners was definitely negatively impacted by their restricted access to certain types of real life patient and clinical encounters and we saw a modest dip in some of our measures of satisfaction with the learning experience. They also commented on how wearing masks and physical distancing made it more challenging to communicate with patients and team members. More recently we saw the lifting of restrictions on the size of learner groups who could now meet and learn together in real rooms and interact with real patients rather than over video conference and with virtual simulated patients become a reality. (Even though we are still wearing masks!)

Health care is a team activity and learning empathy, professional identity and behaviours, excellent communication skills and collaboration can only be mastered in the real world. What the pandemic has likely changed indefinitely, however, is the use of technologies which can augment and facilitate learning which may be appropriate to do asynchronously or in the virtual space and finding a new normal mix is yet to be fully understood. In the continuing education and professional realm, we see people preferring to attend virtual seminars and meetings, avoiding the traffic and travel time over returning to a classroom, while some want to return, at least when they can drink coffee while attending!

Thanks to the team in Information Services, a new learner specific Wi-Fi network was introduced. With their help and the very hard work of our educational

administrative leaders, and the majority of our clinical learners are now on boarded through a single system, with an application called Nirvsystem. This has markedly enhanced our ability to ensure efficient and effective onboarding and orientation of our learners and for us to be able to communicate with them.

We are eternally grateful for the outstanding engagement of teaching faculty, supervisors and preceptors who continue to offer support for our learners and an excellent learning environment despite clinical pressures, over census emergency departments, clinical units, backlogged surgical waiting lists and understaffing due to illness and in some cases, burnout. In 2021 and 2022 we held our Excellence Awards Ceremony virtually, an important event to thank and recognize the amazing contributions and achievements of our preceptors, educators and teams who make Sinai Health a truly outstanding academic health-care system.

Our educational curriculum developers, simulation experts and educational researchers and scholars have continued to publish their experience and results despite the restrictions that the pandemic placed on in person activities, now thankfully being lifted. Please see the appendix for a list of publications which showcase the depth and strength of our educational academic productivity.

In recognition of the need to further improve our support for learners with what appears to be an increase in incivility, racism and abusive behaviours present in the world around us, which unfortunately has also become more prevalent within the clinical environment, Sinai Health will be embarking on training and workshops for preceptors and supervisors to support learners when they are faced by mistreatment. We are fortunate to be part of the TAHSN Education community which has worked to create tools to support this in the coming year.

We are most appreciative to all the patients and their families who contribute to the education of our future health-care providers.

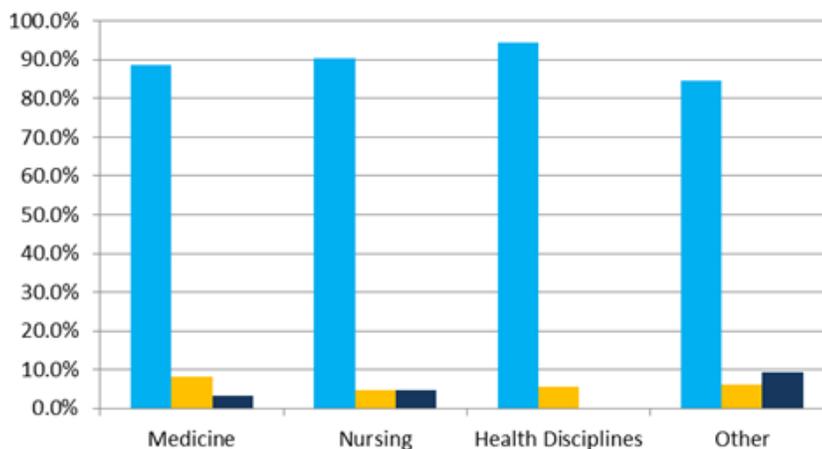
Learners by the Number

Sinai Health Learner Experience Survey

Results for Academic Year
2021-2022 (July 2021-June 2022)

Medicine (MD, Residents, Fellows)	2817
Nursing (Undergrad, Postgrad, Masters)	1030
Anesthesia Assistant	6
Applied Health (Genetics, Med Lab, Nuclear Medicine, Radiology, Ultrasound)	27
Chiropractic	19
Clinical Nutrition	5
Dentistry (Undergraduates, Residents)	248
Midwifery	18
Occupational Therapy	19
Occupational Therapy/Physical Therapy Assistants	8
Physical Therapy	25
Pharmacy	4
Respiratory Therapy	22
Social Work	9
Speech Language Pathology	6
Spiritual Care	3
Therapeutic Recreation	6
Total	4272

I would recommend a placement here to my fellow student



Favourable	
Neutral	
Unfavourable	
Medicine	122
Nursing	145
Health Disciplines	35
Other	65
Total	367

Medicine

JACQUELINE JAMES, MD, MED

Vice President, Education

ANDREA PAGE, MD

Director, Wightman-Berris Academy

VINCE CHIEN, MD

Director, Medical Education, Hennick Bridgepoint



Sinai Health's two campuses, Mount Sinai and Hennick Bridgepoint are home to hundreds of medical learners. They range from first-year medical students, who learn the basics of becoming physicians, to advanced subspecialty clinical and research fellows, who come to Sinai Health to learn highly specialized skills and procedures. Sinai Health MD trainees care for patients in every area of our system through a wide range of teaching and learning opportunities.

Undergraduate MD Program

Sinai Health shapes our future doctors as a major anchor hospital of the Wightman-Berris Academy. The Wightman-Berris Academy is the largest of four academies at the University of Toronto and oversees the educational experience of approximately 93 medical students in each year of the four year MD Program.

Approximately one-third of these students will learn clinical skills, participate in small group tutorials, and complete their clinical experiences in Sinai Health's classrooms, clinics, and units. The Wightman-Berris Academy family of hospitals also includes the University Health Network, Michael Garron and Baycrest. Our students also have access to the Hospital for Sick Children and the Centre for Addiction and Mental Health. Undergraduate MD students assigned to Wightman-Berris are exposed to multiple, complementary clinical sites and enjoy a comprehensive learning program. Both Mount Sinai and Hennick Bridgepoint are major contributors to the pre-clerkship and clerkship learning of the University of Toronto medical students.

Medicine

The undergraduate pre-clerkship curriculum, Foundations, is a competency model of physiology, with clinical medical principles and humanities. Foundations is conducted in small groups led by faculty tutors and usually take place in the Sydney and Florence Cooper Family Education Centre. Faculty leaders are Sinai Health clinicians and health professionals who dedicate their time to teaching first and second year students in support of the University of Toronto's MD Program at Sinai Health.

Foundations students partake in a wide variety of learning activities. In their case-based learning (CBL) sessions, students work through key illness presentations and learn about the differential diagnosis, investigations, and management of major diseases. In their clinical skills course, students focus on medical history taking, patient-centred communication, and physical examination. They practice these skills with simulated and real patients at both Mount Sinai and Hennick Bridgepoint.

In Health Services Research, students learn about clinical epidemiology, critical appraisal, and research methodology. In Health in the Community, students learn to understand the determinants of health and familiarize themselves with available community support agencies. Mount Sinai and Hennick Bridgepoint clinicians are a major source of this teaching.

Led by faculty facilitators during an educational component called Portfolio, students reflect on what it means to be a doctor and a self-regulated professional. This activity encourages deep introspection and group sharing in a safe and supportive environment. Our students interact in meaningful ways with Sinai Health clinicians and feedback tells us that they value this. Tutors also act as academic coaches, helping students understand their academic development and setting individualized educational goals on their

path to becoming competent health professionals. Students are granted opportunities for self-directed learning during an unscheduled curricular time called, White Space. During White Space, students explore career options by shadowing clinicians.

Impact of the COVID-19 pandemic

In response to the COVID-19 pandemic, students, staff, and faculty within the Wightman-Berris Academy made rapid adjustments to the delivery of curriculum and teaching of clinical skills to both clerkship (third and fourth-year) and pre-clerkship (first and second-year) students. While clerkship students were withdrawn from the clinical environment during the very early stages of the pandemic, they were soon re-integrated within their usual clinical rotations. The Cooper Family Education Centre was temporarily re-purposed as a space for on-site clinical learners to take breaks or eat meals during long shifts, safely physically distanced from one another. When COVID-19 outbreaks occurred in hospitals, clerkship students, just like all other health-care workers, were challenged by the necessary quarantine periods but took the resulting disruptions to their training in stride. In a typical year, fourth-year students would travel across the country for elective clinical rotations in their subspecialty of choice in preparation to apply for residency positions. Despite the absence of these opportunities in 2020, fourth-year medical students from the Wightman-Berris Academy and the University of Toronto, Faculty of Medicine as a whole, achieved a very successful residency "match", on par with non-pandemic years.

For most of 2020, all pre-clerkship (Foundations) learning, including the small group sessions described above, transitioned to an online format. Tutors and students adapted to teach and learn physical examination skills via virtual sessions. Communication skills sessions, with standardized

Medicine

patients who also joined virtually, provided a unique opportunity to learn about non-traditional (online or telephone) means to provide patient care. When students were unable to be physically present in the clinical environment to shadow clinicians for career exploration, virtual career nights and YouTube videos were newly created to showcase practicing clinicians and their careers in a variety of specialties and disciplines. Successful innovations such as these will likely remain in place post-pandemic, even after Sinai Health and the Wightman-Berris Academy welcome first and second-year students back on-site in 2021.

Post MD Programs

Residents

Residents are placed at Sinai Health by 39 different programs accredited by the Royal College of Physicians and Surgeons of Canada and the College of Family Physicians Canada for generalist and specialty training. Some of these residents are also involved in research and quality improvement projects. Residents have a dual role in our system, as they are both key providers of care in our clinics and wards, as well as learners on the road to independent practice. We strike a delicate balance between the provision of service by these residents and the acquisition of knowledge. Sinai Health's residents rate our hospital at the same level as other major teaching hospitals, with some of our programs being considered in the exceptionally good range. Hennick Bridgepoint is seen as an outstanding place to complete a rotation.

Postgraduate Specialties Programs offered at Sinai Health

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

What our learners said:

“Thank you for allowing learners to be part of the team and be able to participate in research, improvement, and quality of work and services in health care and its management.”

Medicine

Fellows

Clinical and research fellows came from 54 countries as well as across Canada to develop skills beyond residency. Fellows are fully qualified specialists who will complete an additional one to two years of training in a particular field to gain additional expertise in areas such as surgical oncology, maternal fetal medicine and intensive care. They may also primarily be involved in research. Due to the pandemic, there was a reduction in the number of international trainees, but these opportunities are starting to increase again.

Highlights

The Azrieli Fellowship Program, a new program started in the past two years, is sponsored by the Azrieli Foundation, the Israeli Ministry of Health and Sinai Health, it is a one to two year academic fellowship program offered to five fellows annually. The program provides highly specialized medical training in areas that the Israeli Ministry of Health has deemed a priority such as Emergency Medicine, Palliative Care, Psychiatry, Geriatrics, Oncology and Nephrology.

The program provides opportunities for participants to enhance skills in patient care, research and leadership, and develop networks. Upon completion of the program, participants will return to Israel as leaders and teachers in these respective fields of medicine.

Fellows are primarily based at Sinai Health, however, can also be located at the other affiliated University of Toronto hospitals.

Residents and Fellows Continue to Keep Sinai Health Caring for Patients during the Pandemic

Our residents and fellows continue to valiantly be redeployed to areas in need during the ongoing waves of the pandemic and well as fill in on short notice with a fellow resident is ill or in isolation

and cannot come into work. Thanks to a provincial program called the Medical Resident Redeployment Program (MRRP), we were able to financially compensate these hardworking individuals for all the extra shifts they filled.

Our units, operating rooms and clinics have been over capacity as many people have had attention to needs other than COVID-19 infection delayed during the pandemic. Many patients have been presenting to hospital with more advanced and complicated clinical problems. We are extremely grateful to these dedicated professionals without whom Sinai Health would not be as wonderful a place to be cared for as it is.

Continuing Education

Our clinical divisions and departments have robust weekly rounds and seminars to promote continuing education and competency of our physicians and those who work alongside them in the interprofessional team-based environment. In a typical year, Sinai Health physicians organize more than 50 local, national and international workshops and conferences geared at sharing new knowledge with other clinicians. The majority of these events were moved to virtual platforms but as space restrictions in the hospital are lifted, we anticipate a return to some in person and hybrid learning opportunities.

Educational Research

Several of our physicians are involved in studying medical education and testing the efficacy of new and innovative means of educating health-care professionals and patients. Residents and Fellows are encouraged to participate in educational research as co-investigators. Despite the effects of the pandemic on conducting research, many of our educators were still able to be highly successful at publishing their work. For a list of papers published in 2021 and 2022 please see the Appendix.

Medicine

Learning Indicators

Undergraduate

Mount Sinai

Pre-clerkship students	185
Clerkship students	191
Elective placements for U of T students	170
Visiting elective students (Canadian)	0
International visiting elective students	0

Hennick Bridgepoint

Pre-clerkship	27
Elective placements for U of T students	81
Visiting elective students (Canadian)	0
International visiting elective students	0

Postgraduate Residents

Mount Sinai	1576
Hennick Bridgepoint	61

Clinical Fellows

Mount Sinai	518
Hennick Bridgepoint	8

2020-21 Academic Year Teaching Scores

Rotation Evaluation Scores (RES)

Mean Mount Sinai RES 4.10
- based on 1850 evaluations

Mean Hennick Bridgepoint RES 4.54
- based on 48 evaluations

City Mean All Sites 4.25

Teaching Effectiveness Scores (TES)

Mean Mount Sinai TES 4.55
- based on 2142 evaluations

Mean Hennick Bridgepoint TES 4.82
- based on 51 evaluations

City Mean All Sites TES 4.58

Number of preceptors

Full-time active staff contribute to undergraduate, postgraduate and fellowship education: **380**

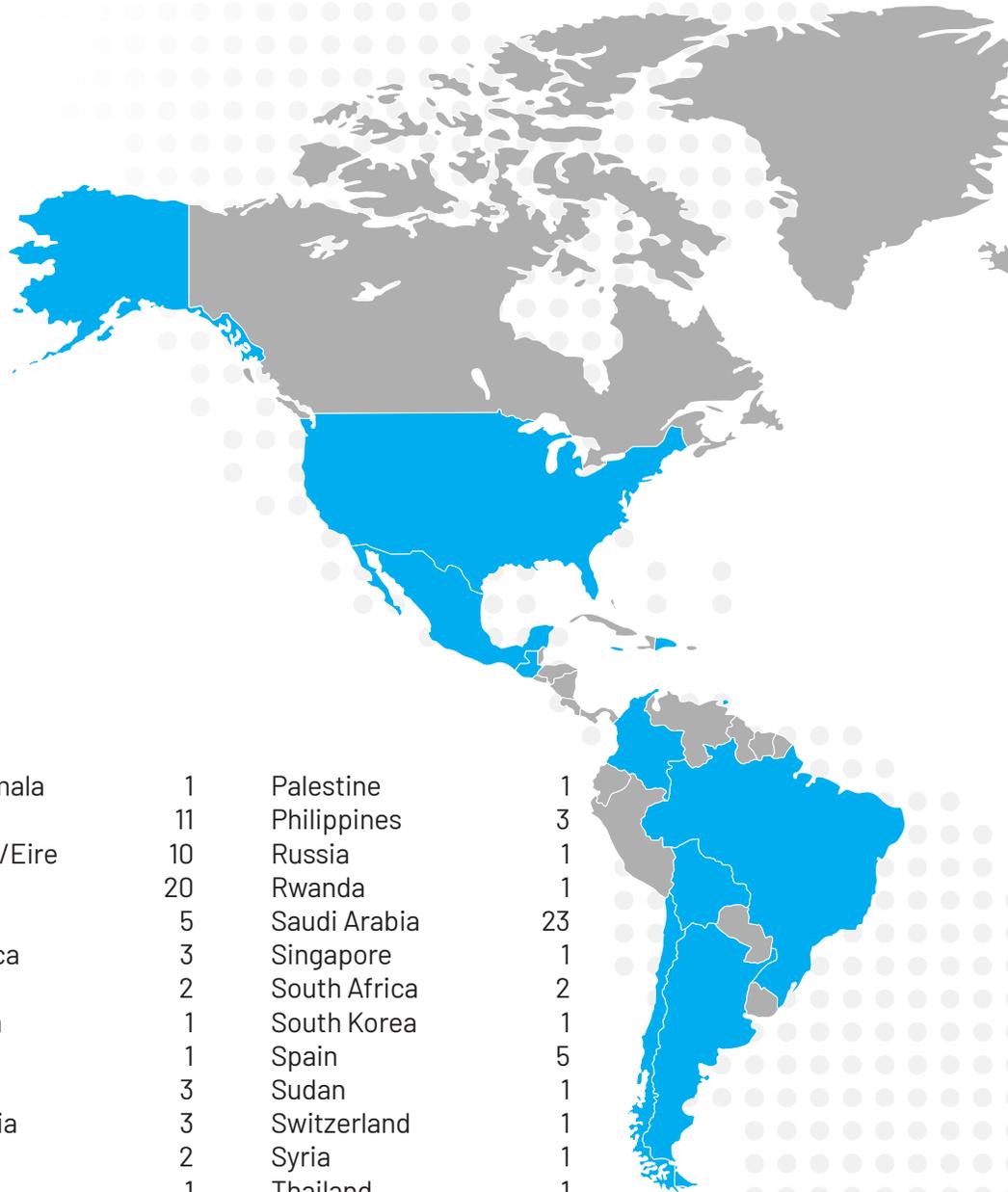
Number of staff with academic appointments

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

Medicine

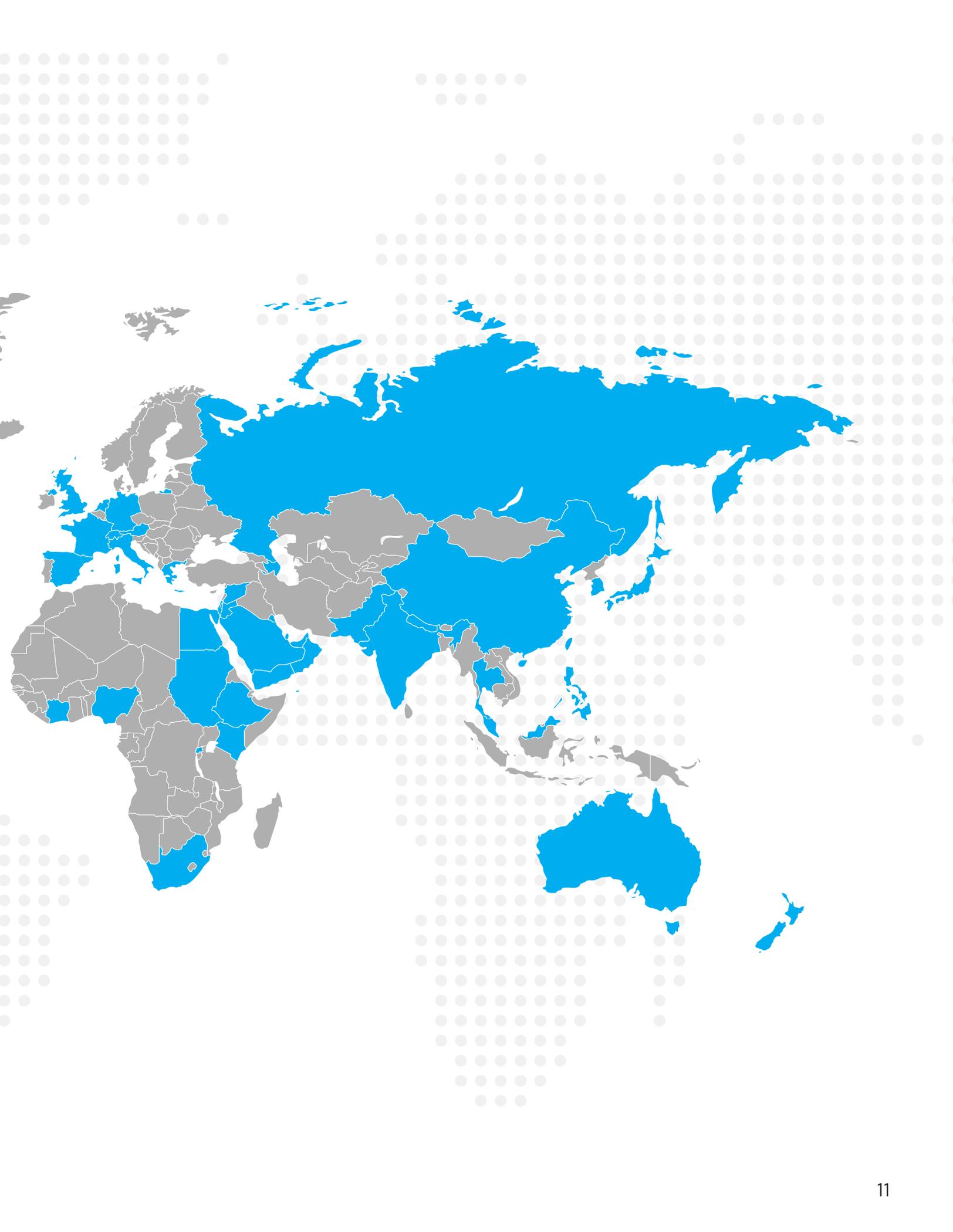
CLINICAL FELLOWS 2021-22

Country of citizenship



54 Countries based on citizenship

Argentina	5	Guatemala	1	Palestine	1
Australia	6	India	11	Philippines	3
Austria	1	Ireland/Eire	10	Russia	1
Azerbaijan	1	Israel	20	Rwanda	1
Bahrain	1	Italy	5	Saudi Arabia	23
Bolivia	1	Jamaica	3	Singapore	1
Brazil	10	Japan	2	South Africa	2
Chile	6	Jordan	1	South Korea	1
China	1	Kenya	1	Spain	5
Colombia	4	Kuwait	3	Sudan	1
Cote D'ivoire	1	Malaysia	3	Switzerland	1
Dominican Republic	1	Mexico	2	Syria	1
Egypt	8	Nepal	1	Thailand	1
England	1	Netherlands	3	Trinidad and Tobago	1
Ethiopia	1	New Zealand	1	United Arab Emirates	1
France	1	Nigeria	2	United Kingdom	11
Germany	3	Oman	2	United States	4
Greece	4	Pakistan	3	Yemen	1
				Total	190



Education Leadership Roles

Major Educational Leadership Roles at the University of Toronto

Dr. Nupura Bakshi

Director, Surgical Skills Lab,
Department of Ophthalmology

Dr. Rosa Braga-Mele

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

Dr. Tony Mazzulli

Program Director, Medical
Microbiology

Dr. Heather McDonald-Blumer

Fellowship Director, Rheumatology

Dr. Ally Murki

Fellowship Director, Advanced
Gynecologic Surgery

Dr. Savtaj Brar

Program Director, General Surgery

Dr. Yvonne Chan

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

Dr. Dan Deangelis

Section Head and Course Coordinator,
TORIC Anatomy Dissection Course

Dr. Luke Devine

Director, Undergraduate Medicine,
Department of Medicine

Dr. Michele Farrugia

Program Director, Obstetrics and
Gynaecology Drs. Peter Ferguson and
Jay Wunder Fellowship Directors,
Musculoskeletal Oncology

Dr. John Foote

Program Director, CCFP
Emergency Medicine
Residency Program

Dr. Jeremy Freeman

Fellowship Director,
Head and Neck Oncology

Dr. Shital Gandhi

Fellowships Director, GIM
Medicine

Dr. Shiphra Ginsburg

Director, Education Research
and Scholarship, U of T
Department of Medicine

Dr. Sebastian Hobson

Fellowship Director, Complex
Obstetrical Surgery

Dr. Stephane Laframboise

Fellowship Program Director,
Gynaecologic Oncology

Dr. Danny Lovatsis

Co-Program Director,
Urogynaecology

Dr. Helen MacRae

Program Director, Colorectal
Surgery

Dr. Cynthia Maxwell

Program Director, Pregnancy
Obesity Medicine and Surgery

Dr. Leslie Nickell

Medical Director, Physician
Assistant Program

Dr. Allan Peterkin

Head, U of T Health, Arts and
Humanities Program

Dr. Oleg Safir

Director, U of T,
Surgical Skills Centre

Dr. Gareth Seaward

Vice Chair, OIPS Obstetrics and
Gynaecology

Dr. Amanda Selk

Fellowship Director,
Vulvovaginal Health

Dr. Glendon Tait

Director, Student Assessment
MD Program

Dr. Allan Vescan

Undergraduate Program Director,
Otolaryngology- Head and Neck
Surgery

Dr. Rory Windrim

Director, Continuing Professional
Development, Obstetrics and
Gynaecology

Dr. Ian Witterick

Fellowship Director,
Rhinology, Skull Base, Head
and Neck Oncology

Dr. Wendy Wolfman

Mature Women's Health and
Menopause Fellowship

Dr. David Yan

Director, Toronto Ophthalmology
Residency Introductory Course

Dr. Eric You-Ten

Program Director, Anesthesiology

Dr. Jennifer Young

Program Director, Neonatal/
Perinatal Medicine

Nursing

MAYA NIKOLOSKI, RN, MN

Director, Collaborative Practice and Education,
Nursing and Health Disciplines, Hennick
Bridgepoint

LEANNE GINTY, RN, MED, GNCC

Director, Nursing Education and Academic Affairs,
Mount Sinai

SHARON CHOO, RN, MN

Manager, Nursing Education and Academic Affairs



At Sinai Health, nurses are committed to being leaders in providing evidence-informed, integrated and patient-centred care through a culture of compassion, scholarship and innovation. Our nurses provide high-quality, complex care for patients at all stages along the health-care continuum within our two campuses and in the community. We have a strong commitment towards lifelong learning and strive to maximize education and professional development opportunities informed by our nurses to best equip all current and future practitioners in support of our patients, our professions, and the health-care system. Through this work, an enriching learning environment is created to encourage interprofessional education, opportunities for competency development, and academic advancement.

Mount Sinai Hospital is the FIRST and remains the ONLY Magnet designated academic health sciences centre in all of Canada. The Magnet® Program is recognized as the gold standard of nursing excellence. Currently, there are 614 Magnet-designated organizations worldwide and only 13 organizations are outside of the United States. Nurses are empowered through shared governance, interprofessional collaboration, professional development, and research and innovation opportunities.

Nursing

Sinai Health is affiliated with the Lawrence S. Bloomberg Faculty of Nursing at the University of Toronto and many other university and college nursing programs. Nurses have received financial support to pursue undergraduate and graduate education, professional development courses, conferences, as well as specialty certifications in their clinical areas.

The Learning Experience

Preparing future generations of nurses is a key function of nursing at Sinai Health. The department strives to ensure that students' clinical placements foster critical thinking and engage in hands-on learning experiences to complement their classroom education and indeed develop a holistic understanding of the nursing profession.

Undergraduate and diploma nursing students enrolled in registered nursing (RN) and registered practical nursing (RPN) programs are educated in a small group or one-to-one preceptorship models and endeavour to learn patient care skills that will be crucial to their future careers. We offer preceptorship workshops throughout the year to ensure that both our teachers and learners are well supported. A robust orientation program facilitates easier transitions for our students into both hospital sites. Students are well supported with electronic resources such as eLearning and evidence-based databases such as the Nursing Reference Centre Plus which can be downloaded as a mobile app.

Graduate students enrolled in Master of Nursing (MN) and Nurse Practitioners (NP) programs are mentored by Advanced Practice Nurses, Clinical Nurse Specialists, Nurse Practitioners, Managers, and Directors to develop skills in clinical specialization, research, education, and in health systems leadership and administration.

These learning experiences provide further insight for students into the diverse roles that nurses play within the health-care system.

Our relationship with the Lawrence S. Bloomberg Faculty of Nursing helps support faculty development, and many of our nurses have obtained status and adjunct appointments with the University of Toronto. The university provides many learning opportunities to support continuing education and professional development which enable our staff members to translate the academic vision into day-to-day learning at both Mount Sinai and Hennick Bridgepoint Hospitals.

Highlights from the Past Year

- Sponsored staff to complete Critical Care Certificate to support the ICU and Perioperative Program Certificate to support our Operating Room.
- Implemented the Nursing Clinical Extern role. 53 Clinical Externs have been hired into nursing positions at Sinai Health.
- Maintained a Nursing Resource Team (NRT) to support staffing needs across Mount Sinai.
- New Graduate Guarantee participation for nurses expanded to not only our NICU and NRT but also Medical, Surgical and Women's and Infants' Health programs.
- Protected Code Blue Education and Mock Code Blue training.
- Resume and interview workshops were provided in collaboration with Human Resources to support the recruitment and retention for learners and clinical externs to successfully acquire jobs as they become new graduate nurses.

Nursing

What our learners said:

“The floor where I had my placement every nurse went beyond to help us understand the system and taught us as much as they can. They were very friendly and I enjoyed my time here. If I get an opportunity here I will be more than happy to work here.”

“My first year as an international student nurse was a great experience doing clinical placement at Hennick Bridgepoint.”

“Hennick Bridgepoint and the team are very helpful and accommodating. I felt welcomed and accepted in the unit that I was assigned to. Staff in multiple disciplines are very professional and extended their help to make sure that all our needs and questions are answered.”



Learning Indicators

Number of learners

Undergraduate Nursing

Mount Sinai RN students	512
Hennick Bridgepoint RN students	281
RPN students	173

Post Graduate Nursing Certificates

Mount Sinai Post RN students	30
Hennick Bridgepoint Post RPN students	3

Masters

Mount Sinai NP students	14
Mount Sinai MN students	12
Hennick Bridgepoint MN students	5

Learner satisfaction

85.19% would recommend placement

Education Awards

See Appendix

Interprofessional Education

BETH DESPRES, PT, MSCPT
Interprofessional Education Lead



Sinai Health offers a variety of interprofessional education opportunities to our learners and preceptors. These activities include presentations, workshops, structured placements, flexible activities and interprofessional shadowing opportunities.

Raising awareness of the value of Interprofessional Education (IPE) and Collaborative Practice (IPECP), as well as meaningful engagement of Sinai Health patients and families in IPECP is a priority. In 2021-22, presentations about IPECP were developed and delivered at Patient and Family Council meetings at both Hennick Bridgepoint and Mount Sinai sites, as well as to the New Graduate Guarantee program.

Sinai Health's Interprofessional Education Lead is an active member of CACHE's IPE Leaders Network, collaborating with the University of Toronto and hospital sites across the province to advance IPE and transform care through collaboration. Through the exchange of best practices and the identification of collective priorities, the Network champions an innovative, impactful, connected and sustainable approach to IPE.

Highlights from 2021-2022

Interprofessional Rounds

Sinai Health offered 17 Interprofessional Grand Rounds sessions, which were eagerly attended by learners and staff alike. These one-hour, interactive lunch and learn sessions are provided by content experts from throughout the organization to an interprofessional audience. Innovative virtual delivery of these rounds allowed us to significantly expand our reach across both Hennick Bridgepoint and Mount Sinai audiences in 2021-22, as well as to record these sessions and post them for later viewing on our Intranet.

Interprofessional Education

IPE Structured Placements

We offered three IPE structured placements, attended by approximately 40 learners. The theme for these placements was 'Collaboration during transitions in care,' and attendees were learners on clinical placement at both our acute care and post-acute care sites. Co-facilitators included interprofessional clinician educators, as well as patient and family partners. Learners from various disciplines met with co-facilitators weekly over four weeks to learn with, from, and about each other while discussing the placement theme. For these sessions, a patient and family partner was present to share their experiences and participate in the discussion. Learners shadowed a member of the interprofessional team between sessions – providing a deeper understanding of the roles of the other members of their teams and the value of collaborative care. In the final session, learners delivered group presentations summarizing their learning. A transition to virtual delivery allowed us to reach learners at both Sinai Health hospital sites, and also to collaborate with Unity Health on our first virtual placement. Over the three structured placements, learners rated their satisfaction at an average of 4.61/5. These Structured Placements are accredited by the University of Toronto's Centre for the Advancement of Collaborative Healthcare and Education (CACHE).

Interprofessional Preceptor Workshop

A virtual, half-day interprofessional preceptorship workshop was offered on four occasions. A group of 60 employees from nursing and health disciplines practice across both Mount Sinai and Hennick Bridgepoint sites participated in the workshop. Participants explored topics relating to supporting learners, including identifying learning styles, communication and feedback, conflict management, creating learning plans, and stimulating critical thinking.

What our learners said:

"I really enjoyed hearing the differing perspectives from the patient and caregiver partners - this prompted reflective practice on ways I could improve my nursing care, as well as identify opportunities to call on team members. One key takeaway is valuing our patient and their family as collaborative partners in the same light that we view our health disciplines professionals as collaborative partners."

"I enjoyed having the time to openly reflect with my peers about patient partner stories. It further emphasized the importance of interprofessional communication, which is something I will continue to do in the future."

"It was so great to have this protected time just to discuss with the other health professionals; it's so hard to find time to do that in the clinical environment. I will definitely recommend this to my peers."

”

Applied Health Sciences

Sinai Health and the Michener Institute of Education at UHN have a longstanding relationship. We provide clinical education to learners in its various health science education programs. Our clinicians provide a hands-on experience, building on theoretic, practical and simulation-based learning that learners acquire at Michener.

During their clinical education, learners also enhance their discipline-specific skills, participate in interprofessional collaboration, build professional competencies, and further develop confidence and communication skills. Ray Nielsen is Director, Student Success Network and Clinical Education, The Michener Institute of Education at UHN and is our external education institution representative on our Learner Management Committee.

Names of Education Leads

Anesthesia Assistant

Dr. Sharon Peacock (current)
Dr. Nam Le (2021)
Dr. Eric Goldschmidt (2019-2020)

Diagnostic Cytology

Badry Kashefi

Genetics Technology

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

Medical Laboratory Sciences

Brian Chow

Nuclear Medicine

Harinder Grewal

Radiological Technology

Laurie Cevallos

Ultrasound

Carlos Arrozola

Respiratory Therapy

Sandy Sculac (Neonatal)

Learning Indicators

Number of learners

Genetics	3
Med Lab Science	12
Ultrasound	4
Anesthesia Assistant	7
Radiological Technology	4
Respiratory Therapy Neonatal	13
Nuclear Medicine	4

Number of employees with academic appointments

Sinai Health clinical employees who have maintained Michener status appointments as clinical coordinators and clinical educators	22
--	----

Chiropractic

CARLO AMMENDOLIA, DC, PHD

Director, Chiropractic Spine Clinic and
the Spinal Stenosis Program



At Mount Sinai, the Chiropractic Spine and Spinal Stenosis clinic is in the Rebecca MacDonald Centre for Arthritis and Autoimmune Diseases. The program combines clinical care with research and teaching. The Chiropractic Spine Clinic and the Spinal Stenosis Program provide outpatient care for patients suffering from mechanical, degenerative and inflammatory spinal conditions. The clinic's goal is to provide pain relief and educate patients on lifelong self-management strategies to minimize the risk of spine-related disability.

This past year COVID-19 provided challenges in our ability to provide consistent on-site and hands-on learning. Despite the challenges, we adapted to the new realities including the use of remote and virtual learning. In addition to participating in on-site clinical skills development, when possible, learners were involved in other educational activities. These included the development and implementation of an off-site Lumbar Spinal Stenosis Program for marginalized communities, participating in several grant applications, learning the skills in clinic note writing to referring doctors and participating in virtual continuing education workshops, conferences, and webinars.

The Learning Experience

The chiropractic program at Mount Sinai provides clinical educational placements for chiropractic and family practice medical residents. Chiropractic placements are three months long where learners refine their clinic assessment, management, and interpersonal skills. They also participate in research activities at our clinic as

Chiropractic

part of the educational requirements. During their stay, chiropractic residents participate in clinical rounds and observe and engage in other clinics. These include neurology, The Wasser Pain Management Clinic, scleroderma, vasculitis, orthopedics, lupus, general rheumatology, and interprofessional education. However, due to COVID-19, we have temporarily suspended these on-site and interactive activities.

Family practice residents spend two half-days in our clinic learning to conduct a focused back and neck examination, make a diagnosis and differential diagnosis, learn when to refer for imaging, and make evidence-based treatment recommendations.

They learn about chiropractic principles and practices and when to refer a patient to a chiropractor. In addition to residents, chiropractic and medical interns, and undergraduates, community practitioners and international visitors are also regular learners at our clinics.

Highlights from the Past Year

- Virtual lectures for learners and clinicians on back pain, spinal stenosis and evidence-based practice for ECHO Ontario Pain and Opioid Stewardship, University of Toulouse France, Canadian Memorial Chiropractic College, the Ontario Chiropractic Association and Texas Chiropractic Association.
- The University of Toronto Spine Program Spine Fest 2020, an all-day symposium, highlighting research conducted by trainees.
- Canadian Memorial Chiropractic College Graduate Studies Research Day, highlighting research conducted by trainees.

Looking Forward

We continue to develop the Boot Camp App to be used by patients, practitioners and learners that will be implemented alongside the in-clinic Boot Camp Program for lumbar Spinal Stenosis and eventually as a standalone educational aid for patients.

What our learners said:

“Spending three months at the Mount Sinai Chiropractic Spine Clinic with Dr. Ammendolia has been an invaluable learning opportunity. I was able to learn and practice how to effectively apply a patient-centred evidence-based approach and the skills I’ve learned have made me a better clinician moving forward.”



Learning Indicators

Number of learners

Chiropractic residents	3
Family practice residents	10
Chiropractic interns	15
Chiropractic undergraduates	1

Clinical Nutrition

LISA SNIDER-NEVIN, RD

Practice Resource, Registered Dietitians

CLARISSA LESLIE, RD

Clinical Practice Leader, Registered Dietitians



Clinical dietitians work across all settings at both Mount Sinai and Hennick Bridgepoint. Dietitians are experts in nutrition regulated by the College of Dietitians of Ontario. The clinical team at Mount Sinai includes 12.5 full-time clinical dietitians and 1.5 full-time diet technicians. The clinical team at Hennick Bridgepoint includes 6.2 full-time clinical dietitians and 2.5 full-time diet technicians.

The Learning Experience

Our preceptors offered clinical rotations to learners throughout Sinai Health. Our preceptors provided both inpatient and outpatient clinical nutrition internship and education experiences.

Highlights from the Past Year

We were able to offer excellent experiences for learners even as our units and outpatient clinics were faced with the clinical demands of the COVID-19 pandemic.

Looking Forward

We will continue to offer internship rotations to learners from Toronto Metropolitan University, University of Toronto and SickKids. Our preceptors have a breadth of experience across the continuum of care and are noted for excellence in their skills and knowledge. We continue to support and encourage interprofessional education and learning experiences.

Learning Indicators

Number of learners

Postgraduate dietetic interns 5

Number of preceptors

Dietitians 11

Dentistry

MICHAEL GOLDBERG, DDS

Dentist-in-Chief

IONA LEONG, BDS

Head, Oral Pathology and Oral Medicine Education
and Representative Learner Management Committee



Sinai Health's Dentistry Department is the most academically active hospital-based dental program among the University of Toronto affiliated teaching hospitals. The department provides required oral and dental care to individuals who are medically compromised or have special needs preventing them from accessing dental care in the community.

The program also provides specialized tertiary and quaternary level care in oral and maxillofacial surgery, oral pathology and oral medicine, and temporomandibular and facial pain disorders. The new Centre for Advanced Dental Research and Care also offers training for dental specialty residents.

The program is the only hospital-based dental emergency service in the downtown core for major infections and severe orofacial trauma. The department provides training for dental students and dental specialty residents from the Faculty of Dentistry at the University of Toronto, and for Otolaryngology, Head and Neck Surgery residents from the University of Toronto's Faculty of Medicine, as well as for dental hygienists and dental assistants from George Brown College. Continuing dental education is offered to dentists, dental hygienists and dental specialists in the community through lectures and an annual symposium.

The Learning Experience

The department provides undergraduate, postgraduate, and graduate specialty training for University of Toronto's Faculty of Dentistry. This includes the following rotations and clinical care experience.

Dentistry

Each third and fourth-year undergraduate dental student participates in the twice-weekly, half-day Specialized Care Dentistry clinic for persons with disabilities.

Third-year dental students participate in one week, half day clinical rotations within the multiple disciplines of Dentistry, such as Special Care Dentistry, Oral Pathology and Oral Medicine, Oral and Maxillofacial Surgery, Endodontics, and Periodontics along with observing dental/surgical procedures undertaken within the operating room. They also interact with Hospital Dental Residents, observing and assisting with clinical care in the dental clinic, the emergency department and attend their scheduled seminars and teaching sessions.

Hospital Dental Residents complete a one-year postgraduate program to develop skills in dental care within a hospital setting. This program includes multiples rotations; Anesthesia, Emergency Room Medicine, Special Care Dentistry, Oral and Maxillofacial Surgery, Oral Pathology and Oral Medicine, Toronto Rehab, Princess Margaret Hospital, ENT and providing Day and Evening Dental Emergency On-call within the Dental Operatory in the Emergency Department

Residents in the Oral and Maxillofacial Surgery graduate program complete a four-year program with Mount Sinai's dental clinic as their primary clinical training site and clinical home for the program. Residents studying Oral Pathology and Oral Medicine complete a four year program with Mount Sinai's dental clinic as their primary clinical training site. Periodontology residents receive clinical training in oral pathology and atypical facial pain.

Residents in Dental Anesthesia, Prosthodontics, Endodontics, Periodontics, complete rotations within the Dental Clinic and Pediatric Residents also attend with additional participation in the operating room.

George Brown College dental assisting students attend a three week placement.

Learning Indicators

Number of learners

Undergraduate dental students	30
Third year dental students	85
Fourth year dental students	96
Hospital dental residents	6
Oral and maxillofacial surgery residents	10
Oral pathology and oral medicine residents	2
Periodontology residents	3
Pediatric dentistry residents	4
Prosthodontics residents	3
Endodontics residents	4
Dental anesthesia residents	3
Dental assisting students	2

Midwifery

ELIZABETH BRANDEIS, RM, BHSC, MSCCH
President, Midwives Collective of Toronto

SHERMAINE PETERS
Clinical Coordinator, Mother Baby Program



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

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

Learning Indicators

Number of learners

IPE placements (Labour and Delivery)	4
NICU	4
Lactation consultation	1
Placements with midwives	9

Pharmacy

CHRISTINNE DUCLOS, BSCPHM, PHARM D

Practice Leader, Education and Staff Development

ANDREW WYLLIE, BSSPHM, ACPR, PHARM D

Senior Manager, Quality and Academic Practice



What our learners said:

"I just want to express my gratitude to the pharmacy technician staff who welcomed and taught me a lot during my placement. It was an amazing learning experience"

— Pharmacy Technician Student,
Mount Sinai 2022



The Department of Pharmacy Services prides itself on providing excellent inpatient care services. Our mission is to deliver the best patient medication outcomes through empowered employees and collaboration to ensure excellence in medication management, education and research. Our team of dedicated pharmacists, pharmacy technicians and administrative support employees exemplify Sinai Health's values of service, humanity, inclusivity and discovery.

The Teaching and Learning Experience

The Pharmacy Department supports pharmacists and pharmacy technicians in their role as educators, fostering strong partnerships with academic institutions to further the development of pharmacy and interprofessional learners and colleagues. We strive to provide quality experiential education to our future generation of health-care practitioners.

Throughout the past year, our exceptional team of pharmacy preceptors endeavoured to offer their time and expertise to teach and mentor pharmacy learners, while also balancing the professional and personal pressures resulting from the ongoing pandemic. From leveraging virtual platforms for teaching and learning, offering co-preceptor placement models and adjusting to rapidly changing safety protocols, preceptors seamlessly adapted their teaching approach to provide valuable rotation experiences to our learners.

Pharmacy

The Department actively pursues and supports scholarly inquiry and dissemination of research findings. Pharmacy staff and learners lead and/or participate in a variety of research and quality improvement initiatives including local, national and international prospective audits, surveys, systematic reviews, and randomized controlled trials related to drug safety, pain, sedation, delirium, chemical and physical restraints and polypharmacy.

To ensure continued excellence and innovation in clinical care, teaching and research, our new and existing staff are provided orientation, training and professional development opportunities. The Department fosters a culture of high performance and service excellence which supports Sinai Health's vision to "discover and deliver life-changing care".

Highlights from the past year

- Sinai Health Pharmacy Residency Program awarded Full Accreditation (2021-2027)
- Clarence Lam and Simona Miljanic successfully completed and presented their pharmacy residency projects
- Kori Bilben and Anita Yiu, Hennick Bridgepoint pharmacists, were recipients of Distinguished Educator Awards
- Simona Miljanic received a Wightman-Berris Academy Individual Teaching Excellence Award in the Health Profession Programs category
- Clarissa Chung (General Surgery pharmacist), Juliana Lombardi (Critical Care pharmacist) and Andrew Han (Oncology pharmacist) have successfully completed Board Certification in Geriatric, Critical Care and Oncology Pharmacy, respectively
- Najla Tabbara, Perinatal pharmacist, was the recipient of the Rose Torno Bursary
- Andrew Wyllie successfully completed the Veterans Affairs Quality Scholar Fellowship. He also received a Wightman-Berris Academy Individual Teaching Excellence Award in the Health Profession Programs category
- Multiple oral and abstract presentations at Sinai Health QI Symposium
- Membership in several provincial, national and international committees
- Presentations at local, national and international conferences

Learning Indicators

Number of:

Experiential teaching weeks	448.5
Pharmacy student rotations	54
Pharmacy residents	5
Pharmacy staff involved in teaching:	
Experiential	47
Academic	3
Staff with academic appointments / additional board certification	9

Schools/Programs represented

- University of Toronto
- University of Waterloo
- Humber College
- Centennial College
- Sinai Health Pharmacy Residency Program
- Military Residency Program
- CAMH Residency Program

Physical and Occupational Therapy

MERIDITH MCCLENAGHAN, OT

Clinical Practice Leader, Occupational Therapy

KAREN HAYEEMS, OT

Practice Resource, Occupational Therapy

CELINE NATHOO, PT

Sr. Manager, Rehabilitation and Clinical Nutrition



Physiotherapists (PTs) are regulated health-care professionals who provide assessments and interventions to patients with functional and mobility issues. As integral members of the interprofessional team, they ensure that a patient's functional status is assessed and treatment is provided to maximize function and ensure safety. PTs work closely with physical therapy assistants (PTAs) to optimize therapy resources available to the patient.

Occupational therapists (OTs) are regulated health-care professionals who engage with patients surrounding their ability to do things that are important to them, including self-care, productivity and leisure. As integral members of the interprofessional team, they ensure that a patient's functional status is assessed and treatment is provided to maximize function and safety. Through collaboration with team members, OTs help facilitate the transition of patients through the health-care system. Occupational therapists work closely with occupational therapist assistants (OTAs) to optimize therapy resources available to their patients.

At Hennick Bridgepoint, there are 48 PTs, 41 OTs, and 33 OTA/PTAs. These full-time, part-time, and casual staff work across all inpatient units including rehabilitation (orthopedic, medical, stroke and neurological), complex continuing care (including dialysis and palliative care), ambulatory care, and the wheelchair seating clinic.

Physical and Occupational Therapy

At Mount Sinai, there are 16 PTs, 8.5 OTs, and 4 PTAs. These staff work across all areas of the hospital including adult inpatient units, the Neonatal Intensive Care Unit and Neonatal Follow-up Clinic, Sinai Health's Assertive Community Treatment Team (ACT) and Mount Sinai's ambulatory mental health clinics.

The Learning Experience

Sinai Health provides learning opportunities to OT and PT learners from the University of Toronto, and to OTA/PTA learners from Humber College and Centennial College. Employees demonstrate educational involvement by supervising student placements, providing mentorship and acting as facilitators for clinical labs, Interprofessional Education (IPE) events, and small group structured clinical sessions. Team members also provide shadowing experiences to other professional learners and internationally trained clinicians to enhance interprofessional knowledge.

Learning Indicators

Number of learners

Physical Therapy:	
Mount Sinai	9
Hennick Bridgepoint	16
Occupational Therapy:	
Mount Sinai	5
Hennick Bridgepoint	14
OTA/PTA:	
Mount Sinai	2
Hennick Bridgepoint	16

Number of preceptors

Physical Therapy:	
Mount Sinai	12
Hennick Bridgepoint	15
Occupational Therapy:	
Mount Sinai	5
Hennick Bridgepoint	16
OTA/PTA:	
Mount Sinai	3
Hennick Bridgepoint	5

Respiratory Therapy and the Anesthesia Assistant Program

STANLEY OEI, RRT

ICU Practice Resource, Respiratory Therapy and Clinical Educator for Adult population

PETER VOLLETT, RRT

Assistant, Anesthesia and Practice Resource, OR Respiratory Therapy

SANDY SCULAC, RRT

Clinical Instructor, Women's and Infants' Health program

STEVE ARAI (INTERIM), RRT

Adult Acute Care and Rehabilitation Practice Resource, Respiratory Therapy



The Respiratory Therapy (RT) Department are members of interprofessional teams across the organization. Our Registered Respiratory Therapists (RRT's) specialized skills include clinical assessments, airway management and the initiation and management of mechanical ventilation. Respiratory Therapists play a key role in the Adult and Neonatal Intensive Care Units. Our specialized training makes us invaluable in the labour and delivery unit, operating room, Emergency Department and medical-surgical wards.



As part of the Code teams and ACCESS teams, RRTs and AAs help assess critically ill patients on the wards, alongside RNs and physicians. The teams work collaboratively to determine plans for airway management and ventilation strategies.

The RT Department also has a group of RRTs who are certified respiratory educators (CRE) and provide counselling and education to patients for Asthma/COPD and smoking cessation. These RRT's also facilitate discharge planning across campuses for inpatients requiring supplemental oxygen and/or tracheostomy and respiratory supplies at home.

The department of Respiratory Therapy has CPR and ACLS instructors certified by the Heart and Stroke Foundation of Canada. They teach BLS and ACLS to both members of our department and members of the inter-disciplinary teams. Our staff facilitates learning by teaching medical residents crisis resource management and how

Respiratory Therapy and the Anesthesia Assistant Program

to treat acutely ill patients in the emergency department.

Respiratory Therapists also work in the Pulmonary Function lab providing physicians with the required information to treat and diagnose their patients pulmonary and cardiac diseases.

Anesthesia Assistants (AAs) are RRTs that have successfully completed the AA program at the Michener Institute. They provide sedation, airway management and assist anesthesiologists with care to patients in the OR, labour and delivery, Emergency Department, ambulatory areas and at the Kensington Eye Clinic.

The Learning Experience

Sinai Health provides educational opportunities for RT and AA learners from the Michener Institute of Education and Conestoga College. We also support the professional development of other health professional learners such as medical residents, fellows, nursing and other health disciplines.

The RT Department is enthusiastic about constantly revisiting our practice in an effort to enhance patient care and provide the best medicine.

All employees are involved with student teaching activities.

Number of employees participating in workshops and programs

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

Academic appointments or special educational certification

- Several members of the RT team support student activities and are on the advisory committee at the Michener Institute, Conestoga College, and Thompson Rivers University.

Specific educational activities include

- Take Our Kids to Work Day
- Orientation training for other disciplines within the hospital
- Simulated training for NICU employees in the SimSinai Centre
- Taught CPR to parents, the public and hospital employees
- Contributed to respiratory rounds and information sessions for health-care professionals, colleagues and caregivers
- Championed and assisted with Neonatal Resuscitation (NRP) training for the entire Women's and Infants' Program
- ACLS, BCLS, and NRP instructors taught learners from various disciplines (RRTs, RNs, MDs) in the SimSinai Centre
- RN education sessions on the new Code Blue policy
- Anesthesia education sessions for new OR RNs
- Anesthesia education for new OR residents and fellows
- Smoking cessation, COPD and asthma management education for patients and family members
- Taught parents about respiratory support equipment through the Family Integrated Care Program
- Taught respiratory assessment and management to George Brown College Nursing learners
- Taught EZ-IO to ICU residents on a monthly basis
- Held monthly hands-on ventilation lessons for ICU and ED residents
- Debriefed Code Blue team leads
- Elective rotations by international fellows with the NICU RRTs
- Taught hemodynamics and airway management to residents of all disciplines in the SimSinai Centre

Respiratory Therapy and the Anesthesia Assistant Program

Highlights from the Past Year

- Ongoing involvement of RT's in BLS and ACLS training
- All ICU Core RRTs are now trained in debriefing skills in order to lead the hospital-wide Code Blue team facilitated reviews, an annual project by the Acute Resuscitation Committee
- ICU core RRTs and RNs are now certified to insert small bore feeding tubes into ICU patients
- Ongoing RRT led research and presentations at national medical conferences
- Annual awards for NICU and ICU employees recognizing their contribution to education and mentorship. The winners are nominated by RT learners and fellow team members

Our goals for the next year:

- RT driven research in all areas of the hospital and be represented at all major conferences
- Implement a more comprehensive feedback mechanism to ensure that our learners are provided with all the opportunities to be successful in meeting their core competencies and succeeding in obtaining their professional credentials
- Revamping the Asthma, COPD and Smoking Cessation Education clinic to provide more resources and support to our patients
- Anesthesia Assistant students doing clinical education in Labor and Delivery
- Learn anesthetic techniques required for retinal and corneal procedures at Kensington Eye Institute

- Engage with other facilities on an international scale
- Continue to learn how to provide the most current and supportive respiratory care to our patients

Learning Indicators

Number of learners

Third year RT clinical learners	3
NICU RT student internships	19
AA learner internship	6

Number of preceptors

Formal clinical educators or preceptors	2
---	---

Speech Language Pathology

KRISTA CAULFIELD, MSLP, SLP

Clinical Practice Leader, Speech Language Pathology

MITZI SHAPER, MHSC, SLP

Practice Resource, Speech Language Pathology

Speech language pathologists (SLPs) are regulated health-care professionals who assess and treat speech, language, social communication, cognitive communication, voice and swallowing disorders. They are integral members of the interprofessional team, and through collaboration, they facilitate the transition of patients through the health-care system. SLPs work closely with communicative disorders assistants (CDAs) to optimize therapy resources available to patients. At Hennick Bridgepoint, 20 SLPs are working part-time, full-time and casually, as well as 5 CDAs. There are three speech language pathologists at Mount Sinai.

The Learning Experience

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

Learning Indicators

Number of learners

SLP	9
CDA	1

Number of preceptors

SLP	8
CDA	1

Social Work

SABRINA GAON, RSW, MSW

Senior Manager, Complex Care Transitions and Social Work, Mount Sinai

WENDY CAMERON, RSW, MSW

Professional Practice Leader, Social Work, Hennick Bridgepoint



Social workers conduct psychosocial assessments which provide information and guidance for interprofessional teams in terms of appropriate treatment planning. Social workers also offer individual, couple and family counselling. They lend expertise in the areas of child protection, domestic violence, bereavement, mental health, discharge planning, community resources, reproductive medicine, systemic intervention, decision making, stroke recovery, community resources and more.

Social workers have intrinsic practice principles which promote teamwork, interprofessional roles and functions, as well as the integration of the patient voice into their own care. The goal is to provide excellence in the patient and family experience, including planning for ongoing care after the transition from the hospital.

The Learning Experience

The social work department offers Master of Social Work (MSW) internships to both first and second-year MSW learners from the University of Toronto and other academic partners. Provincial and international social work faculties consistently request Sinai Health for placement opportunities; there are often multiple learners competing for a single placement.

In addition to offering clinical placements, our social workers participate in many other academic initiatives. Every year, the social work department at Mount Sinai develops and instructs practice-related seminars to MSW learners.

Social Work

This is part of an Academic Teaching Centre initiative with Toronto Rehabilitation Institute, University Health Network and Women’s College Hospital. Learners participate in interprofessional education modules in obstetrics, general internal medicine, psychiatry, patient and family centered care, palliative, complex patients, and more.

Our MSW students often comment that they have benefitted from the myriad learning opportunities in the hospital, such as shadowing social workers in other clinical areas, attending Grand Rounds, and participating in departmental and hospital-wide education opportunities. Students also have an opportunity to work on an interdisciplinary team and spend time during placement shadowing and learning the roles of other professional team members. Sinai Health social workers also support interprofessional education initiatives; co-facilitating interprofessional education placements in obstetrics, general internal medicine, complex patients and palliative care.

Highlights from the Past Year

For the 2021-2022 academic year we offered community ACTT (Assertive Community Treatment Team) placement opportunities. This hospital program is community-based and provides important mental health support to our patients.

This year we also offered an innovative practicum to two students who spent half of their placement in acute care at Mount Sinai and the other half in rehabilitation at Hennick Bridgepoint. These students benefitted from the experience of learning about the various programs at Sinai Health and were able to understand the patient experience from acute care through to rehabilitation and then home. This allowed the students to appreciate the pressures different sectors of the health-care system face and

deepened their understanding of the challenges patients and caregivers experience moving through the continuum of care.

We have been impressed by our students’ enthusiasm to be on-site providing face-to-face social work care to our patients and families. Their dedication to our patients and their own learning throughout the pandemic has been exemplary.

Learning Indicators

Number of learners	9
Number of preceptors	8
Number of employees with academic appointments	2

Spiritual Care

IRYNA SOLUK-FIGOL, M.A. RP
Manager, Spiritual Care Department



Both Mount Sinai and Hennick Bridgepoint offer spiritual care services. Spiritual care professionals exemplify the recognition that health care involves body, mind and spirit. Spiritual care offers individualized care based on the core beliefs and values of patients and caregivers. Spiritual care practitioners provide psychotherapeutic support with a focus on spiritual distress, defined as an overwhelming sense of unrelieved suffering that happens when one's sense of meaning, purpose, connection, hope or identity is acutely challenged.

The Learning Experience

Spiritual Care obtained program approval by the Canadian Association from Spiritual Care to offer cross site clinical psycho-spiritual education placements in spiritual care to learners from the University of Toronto and Tyndale. We welcomed three students in 2022.

Spiritual Care learners engaged in clinical education on General Internal Medicine, Women's and Infants' and Rehabilitation units, participated in IPE experiences with learners from other disciplines.

Therapeutic Recreation

KATHERINE GATT, MA, CTRS
Professional Practice Leader,
Therapeutic Recreation



Therapeutic Recreation (TR) is a process that utilizes functional intervention, education and recreation participation to enable persons with physical, cognitive, emotional and/or social limitations to acquire and/or maintain the skills, knowledge and behaviours that will allow them to enjoy their leisure optimally, function independently with the least amount of assistance and participate as fully as possible in society.

At Hennick Bridgepoint, the purpose of TR is to enable patients to achieve a quality of life and optimal health through meaningful participation in recreation and leisure. The profession recognizes the importance of the recreation experience and supports all individuals in having full access to and the freedom to choose recreation and leisure opportunities.

TR Professionals use recreation and leisure to help people to:

- Improve physical and cognitive abilities
- Increase confidence and self-esteem
- Foster greater involvement in the community
- Strengthen interpersonal skills and relationships
- Improve coping and adaptation skills
- Enhance well-being
- Encourage a greater sense of accomplishment
- Realize the benefits of a healthy leisure lifestyle

Therapeutic Recreation

Highlights from the Past Year

A TR learner developed a virtual Jeopardy-style program that can be adapted for use with a variety of patient populations. They provided a workshop to educate the TR team about this program and the use of technology to increase the successful engagement of patients who experience sensory impairment.

Another TR learner designed a group game intervention that provided the opportunity for patients rehabilitating from stroke to project their voice and utilize problem-solving skills. Patient evaluation of this intervention also demonstrated improved mood, increased self-confidence, cognitive stimulation, and social connection.

Recreation Therapists presented to Grade 9 students as part of the annual Take Our Kids to Work Day. This generated a warm response and thoughtful questions from potential future learners.

As part of a newly-established affiliation with TATI, patients from several units at Hennick Bridgepoint were able to participate in Art Therapy. One of the TATI students and the patients with whom she was working put on an art exhibition to highlight their work, which was well received by patients and staff alike. One participant commented on his time with the TATI learner, saying "Rehabilitation is not just physical but also mental and spiritual. Art therapy helped nurture this part of me, I can't imagine my rehabilitation without art therapy."

Looking Forward

In the 2022- 2023 academic year, a TR learner's special project will focus on enhancing resources used for the Reminiscing Therapy group intervention for patients living with cognitive impairments in units 7N and 7S. This project will

include updating and adding topics, pictures, and questions that aid in facilitating the program. Program enhancement content and materials will be shared with the Therapeutic Recreation team.

The TR Professional Practice Leader will contribute as a member of the Centennial College Recreation and Leisure Services Program Advisory Committee. This will advance quality assurance and student success with this longstanding academic partner and educational pathway for Recreation Therapy Assistants.

What our learners said:

"I was able to witness how the art-making process allowed patients to connect to themselves and express their feelings, thoughts, experiences, and emotions in creative ways. I will always cherish my time at Hennick Bridgepoint and carry the wisdom I learned from patients forward in my career as an art therapist."

”

Learning Indicators

Number of learners

Recreation Therapist	2
Recreation Therapist Assistant	1
Art Therapist	3

Organizational Development, Diversity and Wellness

The foundation of Organizational Development, Diversity and Wellness work is found in our Purpose – we care, create possibilities and offer hope, and our Values – Service, Humanity, Inclusivity and Discovery. Additionally, our work continues to be driven by several of Sinai Health’s key plans including:

- Our People Plan 2018-2023
- Systemic Bias and Racism Action Plan
- Sinai Health Strategic Plan 2023 – 2028: Discovering and Delivering Life-Changing Care 2023 – 2028
- Academic Practice Strategy
- Quality Aims

Over the last year, we focused on continuing to support our people and strengthening our foundational structures to ensure our work meets the current and future needs of our people and Sinai Health, fostering an environment where everyone feels they matter and belong. Our diversity and wellness initiatives focus on ensuring our people feel valued, respected, recognized, and supported to be their authentic selves. Our initiatives deliver diverse and accessible resources to support the well-being of our people.

2021 – 2022 Highlights

- **Launch of Sinai Health Systemic Bias and Racism Speaker Series**
In order to deepen understanding, build capacity and create space for learning and dialogue, the Systemic Bias and Racism Speaker Series was launched in May 2021. To date, we have had 17 sessions and 99% of survey respondents agree they would recommend the Speaker Series to a friend/colleague.
- **Launch of Systemic Bias and Racism Action Plan**
In September 2021 we launched our first Systemic Bias and Racism Action Plan. Sinai Health is committed to equity, diversity, and inclusion and is actively working to create a culture where these principles are fully embraced and practiced. We are aware of the need to undertake a deep examination of our processes, practices, and structures to identify, address, and counter systemic bias and racism.
- **Launch of the Diversity Inclusion and Belonging Survey**
A key priority within our Systemic Bias and Racism Action Plan, this survey was administered in the summer of 2022 to all employees, physicians, learners and volunteers. The findings will allow us to identify and remove barriers to inclusion, creating a culture of belonging and psychological safety for all.
- **Launched San’yas Indigenous Cultural Safety Training**
As part of our Systemic Bias and Racism Action Plan, we want to equip our people with training that is designed to improve cultural safety and health outcomes for Indigenous patients and families. This training was made available to 200 participants at Sinai Health.
- **Crucial Conversations Training**
In the last year, we brought Crucial Conversations to Sinai Health. Crucial Conversations is a research based model that helps people stay in dialogue when stakes are high, opinions vary emotions run strong. Thirteen members of our patient facing and Organizational Development, Diversity and Wellness teams were certified to deliver the training.

Organizational Development, Diversity and Wellness

- **Intact Team Training**

We were able to work with several intact teams to provide training to address some growth opportunities. The training provided to these teams included modules such as Leading with Purpose and Values, Meaningful Feedback, and the People Side of Change.

- **Team Interventions**

In addition to our training efforts, we also conducted several team interventions which consisted of working with teams to help support team functioning. In 2021 – 2022, more than 15 interventions were completed.

- **Enhanced Wellness Programming**

We have significantly enhanced our wellness programming to provide a diverse, accessible suite of offerings reflective of all pillars of wellness. Offerings included programs such as art therapy, music therapy, guided meditation, restorative sleep yoga, on-site massages, pet visiting and educational webinars on topics relating to well-being supports.

- **Refresh New Employee Welcome**

Our efforts to recalibrate our onboarding and orientation programs included making incremental and responsive changes to orientation and laying the groundwork for building a proactive and comprehensive onboarding program. Our work included a review of current research to identify best practices and gathering feedback from new employees about their pre-boarding and Orientation experience. Our next steps include partnering with our onboarding and orientation stakeholders in preparation for a full revamp in 2022 / 2023.

- **Purpose and Values**

We continued to weave our Purpose and Values throughout our programs, including our competencies, onboarding and orientation, and our learning frameworks.

Looking Forward

- Finalize our development frameworks for employees, managers and senior leaders
- Continue the refresh of our new employee welcome program, including our Sinai Health Orientation
- Launch Crucial Conversations training
- Launch Anti-Racism, Anti-Oppression training for leaders
- Launch Anti-Black Racism module in Sinai Health Learns
- Share findings and co-create recommendations from Diversity, Inclusion and Belonging Survey

Circle of Care

SILVIA MARABETI, CHRL, MBA, MHRM

Vice President, Human Resources and Volunteer Services

Circle of Care is a leading not-for-profit home care provider for individuals living in the Greater Toronto Area. More than 1000 employees and 700+ volunteers simplify everyday life for more than 10,000 clients and their families each year, helping them preserve their independence and live comfortably at home. Our personal support workers (PSWs), social workers, nurses, and other highly skilled individuals specialize in the care of older adults at home and in the community. Clients and caregivers benefit from services and programs based on individual needs, ranging from day-to-day assistance with living, management of complex care needs, and crisis response.

The Learning Experience

Circle of Care positions learning and development objectives and initiatives around the delivery of exceptional client-centred care. Over the years, partnerships across Sinai Health developed into rich, cross-campus learning opportunities. Learners also develop leadership and quality improvement skills by participating in programs offered through York University and Royal Roads University. In-house learning opportunities, delivered via mobile and online portals, complete the employee and volunteer learning experience.

Highlights from the Past Year

Our most recent educational accomplishments include:

- **Learning on the Go**

Our PSWs had the opportunity to take part in an e-learning experience focusing on supporting

clients' mental health. This 10-part series provides PSWs with case studies and scenario-based learning that can be applied to their role. We have already launched the first seven modules and will continue the program into next year.

- **Leadership Development**

Circle of Care understands that investing in the development of current and future leaders ensures the organization's long-term success in the ever-changing home and community health-care environment. Our People Managers attended "Fundamental Leadership Skills for Supervisors and Managers" through the certificate program at York University's Schulich School of Business.

Looking Forward

Our goals for the next coming year include:

- Continued focus on People Managers leadership capabilities through LEADS training and York University's leadership skills program.
- Continuing to develop our reservoir of e-learning content to create impactful learning experiences.

Library Services

CHRIS WALSH, MI, MA

Operations Supervisor, Library Services

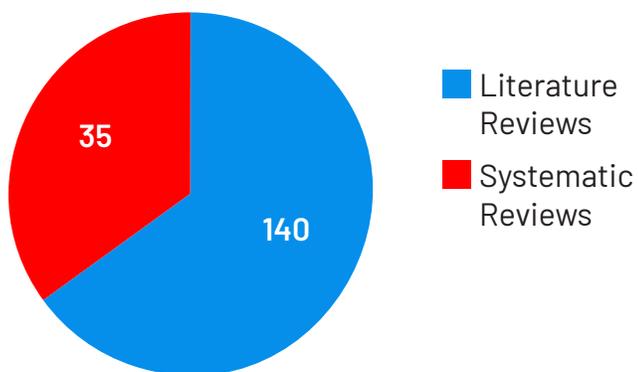
Library Services provides unprecedented access to published evidence, health information expertise and educational resources across four centres: The Sidney Liswood Library and the Patient Education Pavillion at Mount Sinai, and the Health Science Library and Patient and Family Resource Centre at Hennick Bridgepoint. Our dedicated team of Information Specialists and Library Technicians proudly support the discovery of health evidence for Sinai Health's clinicians, staff, learners, patients, families and caregivers.

In 2021, library staff performed over 175 searches, including 140 literature review searches and 35 systematic review searches, for staff and learners from all clinical and non-clinical departments of Sinai Health.

This is equivalent to 873 hours of service!

Librarian-mediated searches support the development of clinical practice guidelines, policies and standards, grant applications, publications and various conference/rounds presentations.

Literature Searches



Sample published and pre-print Systematic Reviews by our Information Specialists

Ansari, N.S., Shah, J., Dennis, C.-L. and Shah, P.S. (2021), Risk factors for postpartum depressive symptoms among fathers: A systematic review and meta-analysis. *Acta Obstet Gynecol Scand*, 100: 1186-1199. Walsh C, is acknowledged with building the search.

Balzer N, McLeod S, Walsh C, Grewal K. Low-dose ketamine for acute pain control in the emergency department: A systematic review and meta-analysis. *Academic Emergency Medicine*. 2021; 28:444-454.

Chan K, Burry LD, Tse C, Wunsch H, De Castro C, Williamson DR. Impact of Ketamine on Analgosedative Consumption in Critically Ill Patients: A Systematic Review and Meta-Analysis. *Ann Pharmacother*. 2022:10600280211069617

D'Souza R, Ashraf R, Rowe H, Zipursky J, Clarfield L, Maxwell C, et al. Pregnancy and COVID-19: pharmacologic considerations. *Ultrasound Obstet Gynecol*. 2021;57(2):195-203. De Castro C, is acknowledged with building the search.

Genus S, Klajncar E, De Castro C, and Chaukos D. A scoping review protocol: Mapping the evidence on teaching residents collaborative and integrative care practices as approaches to medical complexity. *Open Science Framework*. Oct 2021.

Gold S, Clarfield L, Johnstone J, Diambomba Y, Shah PS, Whittle W, Abbasi N, Arzola C, Ashraf R, Biringier A, Chitayat D, Czikk M, Forte M, Franklin T, Jacobson M, Keunen J, Kingdom J, Lapinsky S, MacKenzie J, Maxwell C, Preisman M, Ryan G, Selk

Library Services

A, Sermer M, Silversides C, Snelgrove J, Watts N, Young B, De Castro C, D'Souza R. Adapting obstetric and neonatal services during the COVID-19 pandemic: a scoping review. *BMC Pregnancy Childbirth*. 2022;22(1):119.

Jorgensen SCJ, Miljanic S, Tabbara N, Somanader D, Tse C, De Castro C, Malhamé I, Lapinsky SE, Burry, L. Characterizing the inclusion of pregnant and breastfeeding people in infectious diseases randomized controlled trials: a targeted literature review. *Clin Microbiol Infect*. 2021.

Mejia-Gomez J, Bouteaud J, Philippopoulos E, Wolfman W, Brezden-Masley C. Use of a vaginal CO2 laser for the management of genitourinary syndrome of menopause in gynecological cancer survivors: a systematic review. *Climacteric*. 2021 Oct 25:1-7. doi: 10.1080/13697137.2021.1990258. Epub ahead of print.

Mejia-Gomez, J., Cesari, M., Wolfman, W., and Feigenberg, T. (2021). Endometrial extragonadal yolk sac tumour-like carcinoma in a postmenopausal patient: A case report. *Canadian Journal of Pathology*. 2021 13(4), 55-60. Philippopoulos E, is acknowledged with building the search.

Rosen A, Chan W, Matelski J, Walsh C and Murji A. Medical treatment of uterine arteriovenous malformation: A systematic review and meta-analysis. *Fertility and Sterility*. October 2021.

Thiel, Peter S. MD; Mathur, Siddhi MD; Zakhari, Andrew MD; Matelski, John MSc; Walsh, Chris MI; Murji, Ally MD, MPH. Retrograde bladder filling after outpatient gynecologic surgery, *Obstetrics and Gynecology*: 2021: 138 (4): 647-654.

Zhu F, Zozaya C, Zhou Q, De Castro C, Shah PS. SARS-CoV-2 genome and antibodies in breastmilk: a systematic review and meta-analysis. *Arch Dis Child Fetal Neonatal Ed*. 2021;106(5):514-21. doi: 10.1136/archdischild-2020-321074.

Conference Presentations

Slonosky, A, (2021, May 10-27) Books to Bedside: Developing a direct delivery system to bring library services to patients during the COVID-19 pandemic restrictions. [Lighting Talk] Medical Library Association 2021 Annual Conference, virtual

Campbell, A, Philippopoulos E, Slonosky, A, Tripp, T, (2021, July 12-14) Innovation in Medical Libraries: Meeting Patient Staff and Student Needs [conference presentation] Annual Institute of Library as Place, 2021, virtual

De Castro C, Fernando S, Lu M, Ly V, and Rodrigues E. "EDI Committees: From Performative to Actionable" (Presentation). OLA Superconference 2022, Feb 2022.

To support the evidence-based dissemination of high-quality health information to our staff, clinicians, learners and health discipline professionals, Sinai Health Library Services maintains a comprehensive website. Our website is the main portal to Sinai Health's subscribed databases, eBooks, journals, and point-of-care tools. The website is also the landing page for various Research Guides on topics such as Nursing, Obstetrics and Gynaecology, COVID-19 and Emergency Medicine.

Library Services



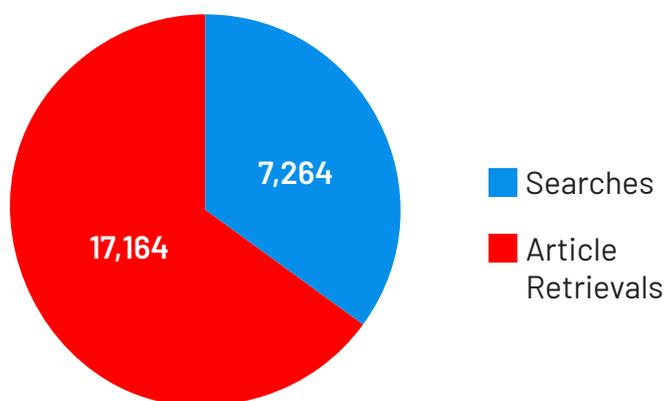
To facilitate remote training and ease-of-access, several online How-To Guides were created by Charmaine De Castro on key topics including: Finding Full-Text Articles, Requesting Inter-Library Loans, Browsing Journals, Accessing eBooks, Journal Publishing and Database Searching!

To ease the discovery and dissemination of Sinai Health research, Charmaine De Castro also created the Sinai Health Publication Page. This page consolidates published research authored by Sinai Health People; in 2021 this represents 1754 papers!

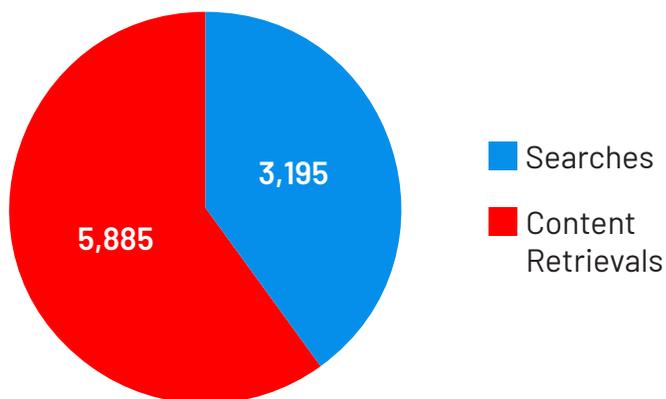
Research Database Usage

To support the educational environment of our learners and the research capacity of staff, physicians and nurses, Sinai Health Library Services offers on-site and remote access to a carefully curated set of academic health science databases including, but not limited to Access Medicine, CINAHL, ClinicalKey, Cochrane Library, Lexicomp, MEDLINE, RxTx, and STATRef.

CINAHL Complete

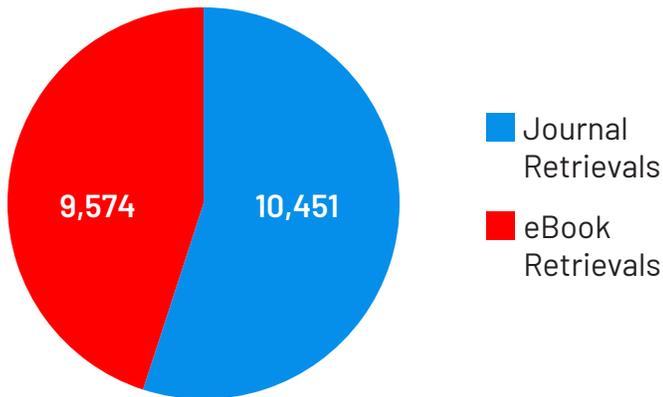


Nursing Reference Centre Plus (NRC+)



Library Services

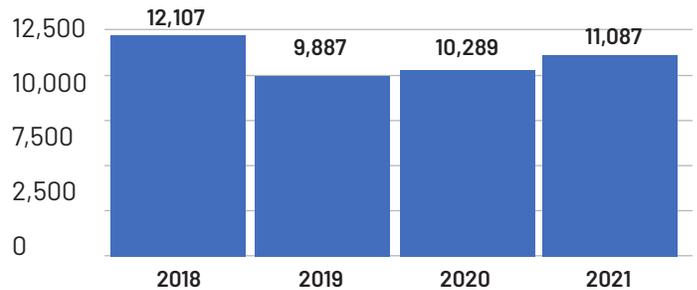
Clinical Key



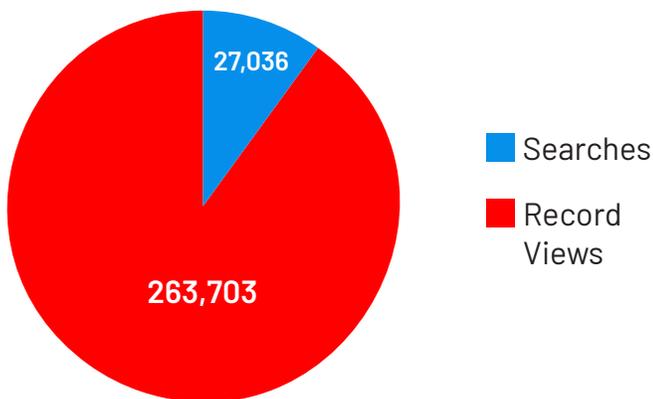
In 2021, the Hennick Bridgepoint Health Science Library had over 10,056 unique visits at our Hennick Bridgepoint campus. Staff, clinicians and learners have 24/7 access to the space which includes computer terminals, individual study carrels and group meeting spaces.

In 2021 there were over 11,000 unique visitors to our Library homepages across the organization.

Sinai Health Library Website: Unique Visitors



Medline



Sinai Health Library Services partners with the National Library of Medicine's DOCLINE, an international consortium of health science libraries with the shared goal of providing full-text medical journal content to users at the lowest possible cost. Through this unique service, we delivered 485 articles and books to Sinai Health Staff, and 972 articles and books to other health science libraries in 2021.

In 2021, the Sidney Liswood Library had over 21,000 unique visits to our physical site at Mount Sinai. That's an average of 1800 users a month! This includes the use of the 24/7 study space and computer lab, silent study area, training lab and open office area.



SimSinai Centre

SEV PERELMAN, MD
Director



The past academic year was a year of recovery from the COVID-19 pandemic restrictions and effects on all of us and particularly on medical education.

SimSinai has welcomed a new Manager, Shunne Leung. He is a graduate of the University of Toronto with a specialty in General Management and holds B.Sc. (Hons.), in Pharmacology. Shunne has been working at Sinai Health for more than 12 years and was previously an Assistant Manager at the U of T Surgical Skills Centre and has been instrumental in SimSinai's success. He is stepping into the very large shoes of Lisa Satterthwaite, who was Senior Manager of the Surgical Skill Lab and SimSinai centre for many years.

Lisa is one of the pioneers in simulation education on the local, national and international scenes and one of the GOATs of simulation management. She has received many awards including a 2019 Education Awards of Excellence for Collaboration Leadership in Education. I am certainly indebted to her for her mentorship, friendship, and support for over 14 years. Fortunately, Lisa is staying connected to SimSinai in her role as a consultant.

We are proud to report that in close collaboration with the Surgical Skills Centre, SimSinai has returned to many activities that were either on hold or significantly modified. Over the last 10 years, SimSinai Centre has built a rather impressive inventory of simulators, computerized control devices, recording systems, the whole army of CPR and Airway trainers, defibrillators and AEDs, glide scopes, laryngoscopes - all with accessories, and additional equipment specific to adult, pediatric and infant modules.

The protected code blue and intubation video put together by Dr. Lauren Self, Dr. Seema Marwaha, myself and SimSinai team is one of the highest viewed videos on the topic and has been viewed by over 54,000 people worldwide (<https://www.youtube.com/watch?v=VGNfhHXW-aE>).

We were able to support The New Graduate Nurses' Practice Transition Program which is a comprehensive training program consisting of clinical mentored shifts, didactic workshops, and simulation-based learning. The New Graduate Nurses' Practice Transition Program was developed by the Nursing Education Department at Sinai Health in early 2022. Initially in response to the impact of COVID-19, but has grown into a continuing educational endeavour. The first round of simulation scenarios ran on September and October 14, in collaboration with the SimSinai team and nurse educators from a variety of clinical areas. We are happy to announce that they were a huge success! These simulations provided new graduate RNs with active, experiential learning and feedback in a safe environment to develop clinical reasoning and clinical judgement competencies in various high-acuity patient situations. The program supported 12 learners covering areas in Cardiogenic Shock Secondary to Myocardial Infarction, Palliative End

SimSinai Centre

of Life Care and Postoperative Anaphylaxis.

Participants' comments included:

- "The simulations prepared me with the knowledge/skills I will need to apply to my real-life practice."
- "The workshop was very helpful, informative, engaging, and interesting. I enjoyed it a lot, and I learned so much!"

In July 2022 we have embraced the return of the Toronto Orthopedic Boot Camp (TOBC) PGY1 resident program, Emergency Orthopaedic Simulations, led by Drs. Christie Lee and Evan Wild. Courses covered many complex team based resuscitation scenarios including Hemorrhagic Shock with elevated intracranial pressure and polytrauma. One resident commented that the course was, "Most informative and educational session. Very much recommend it." Another resident commented that their takeaway from the course was "Effective communication and Role Delegation." Overall, a very successful and well evaluated program.

Dr. Yasmine Mawji, Program Director of the University of Toronto Department of Family and Community Medicine (DFCM) Supplemental Emergency Medicine Experience (SEME) program has continued to lead the hands-on simulation training component of the curriculum. In 2022, SEME was recognized nationally by the College of Family Physicians of Canada Continuing Professional Development Program Award.

Other programs that have been able to continue at SimSinai include ACLS, CCFP, GIM, EMR, UG and the Methods of Adult Procedural Sedation (MAPS) training. We are thrilled to currently be working with the nursing leadership of the emergency department, 14th floor, 11 south and 11 north on developing education days for staff enrichment and in-situ simulations. The sessions include lectures, simulations, simulated code blue and hands on technical training. Special thanks go

to Kelly Shillington, Clinical Nurse Specialist in the Emergency Department and a Human Factor Program Champion, Drs. Nadia Primiani, Yas Mawji, Shauna Martiniuk and Michelle Yee for their efforts in organizing and sustaining in-situ mock codes and hot debriefings following real critical events.

Using support provided by Sinai Health Foundation donation monies, we were able to obtain a high fidelity Gaumard "Noelle with Newborn Tory" simulation system – a birthing manikin with a new paediatric manikin. The system opens new opportunities for training the emergency department and labour and delivery teams in dealing with emergent situations affecting mother and child.

SimSinai is fully fueled up and ready to take learners on the journey of simulation based education once again.

Learning Indicators

Instructional Hours Total	516
---------------------------	-----

Number and Type of Learners

Physicians	280
Residents	419
Medical Students	365
Health Disciplines	53
Nursing	263
Other	22

ACLS/BLS Programs

2022 Participants

Certification	115
ReCert	15
Instructor	0

Total Attendees	302
------------------------	------------

2022 Sessions

Certification	22
ReCert	2
Instructor	0

Total Attendees	24
------------------------	-----------

Surgical Skills Centre

OLEG SAFIR, MD D.H. GALES

D.H. Gales Director, Surgical Skill Centre

SHUNNE LEUNG BSCH

Senior Manager, Surgical Skills and SimSinai Centre

LISA SATTERTHWAITE, RPN, ORT

Senior Consultant, Surgical Skills and SimSinai Centre



In this report, we continue to describe educational activities within a COVID-19 framework. It is exciting to see that we are now in early fall 2022 and starting to return to a more normal delivery method, however, 2021 and early 2022 kept us in strict COVID-19 protocols restraining our attendee numbers within the lab. Education in technical skills and simulation is a vital part of the learner experience. Ensuring that our learners were prepared to face their in-situ challenges we strived to offer as much flexibility as possible to achieve our goals focusing on learner knowledge and confidence building supporting enhanced patient safety outcomes.

In 2021 the Surgical Skills and SimSinai Centres submitted an interim accreditation report to the American College of Surgeons Accredited Educational Institutes organization. It was encouraging to know that even with COVID-19 restrictions we were able to achieve our annual Accreditation certification.

On December 1, 2021, Lisa Satterthwaite, Senior Manager retired from the position after 22 years with the lab. Shunne Leung moved into the position of Senior Manager. Shunne comes to the position with over 21 years of experience in the Surgical Skills Centre as past Manager. His experience as supervisor in the Medical Device Reprocessing Department (MDRD) at Toronto General Hospital added expertise to the labs' course management requirements. His ability to manage IT and utilize all software programs as part of our financial reporting has kept the lab in good stead for many years. We welcome Shunne to this position and look forward to the new directions

Surgical Skills Centre

ahead. Lisa has moved to a permanent position as Senior Consultant and is in the lab two days per week to support upcoming projects, staffing needs, communications, and produce the annual July PREP camp program for all new incoming PGY 1 surgical residents.

Another shift in leadership in July 2021 includes the retirement of Dr. Jim Rutka Chair, Temerty Department of Surgery, University of Toronto. For the past 11 years, Dr. Rutka has been a true voice for the Surgical Skills Centre keeping our work in the forefront of communications, foundation support and international inclusion. His sincerity and kindness will be missed. We wish him well in his next life's journey. Replacing Dr. Rutka is Dr. Carol Swallow, General Surgeon at Mount Sinai Hospital. Carol is the first female Chair for the Department of Surgery at the University of Toronto. We look forward to collaborating with Carol and advancing the Surgical Skills Centre to even greater heights.

In spring 2021, our annual D.H. Gales Education Award for Outstanding Contributions to Surgical Skills Education was awarded posthumously to Dr. Todd Mainprize, Department of Neurosurgery. This award is presented to faculty members from the Department of Surgery to acknowledge their contribution made to education. Dr. Mainprize had a strong interest in neuro-oncology, pioneering the use of ultrasound to deliver chemotherapy through the blood-brain barrier. Dr. Mainprize was a highly respected educator with a passion for teaching and providing care for those in need. Sadly, on June 10, 2020, Dr. Mainprize passed away. We proudly support The Todd Mainprize Chair fund.

In spring 2022, we were pleased to announce that our very own D.H. Gales Director, Surgical Skills Centre Dr. Oleg Safir was selected as this year's winner of the prestigious Educational Award. Oleg has been a solid leader of the SSC for the past 10 years. His focus on the Toronto Orthopedic Boot Camp (TOBC) program has elevated the lab

internationally. His support in teaching a wide variety of learners including the U of T biomedical students "intro to hip surgery" program has made him a popular instructor. Oleg's calm disposition and willingness to help attitude have endeared him to many.

Our standard programs remained dynamic in 2020 and 2021 ensuring that class sizes conformed to meeting space capacity. A program such as the undergraduate Prelude to Surgery and Emergency Med rotations moved forward but included added ZOOM lecture sessions as opposed to the traditional in person lectures of the past. Our PREP camp program for PGY 1 surgical residents continued with a revised schedule to include ZOOM lectures, reduced technical skills class sizes and updated Phase II chest tube and neckline insertion sessions. We were able to deliver our biannual neurosurgery Lougheed Program. This program brings together eight neuro residents from across Canada to attend a full week program of lectures and hands on training experiences. The program has been in play for more than 30 years. It is a mandatory program for all neurosurgical residents usually in their mid to senior years. During the summer months, our Bootcamp programs continued to include the Divisions of Plastics, Neurosurgery, Cardiac Surgery, General Surgery, Urology, Vascular and Orthopaedics. The centre held programs for the University of Toronto including Obstetrics and Gynaecology, Otolaryngology Head and Neck Surgery (OHNS), and Maxillofacial surgery. Further to these programs, we welcomed Anesthesia, Respiriology, Family Medicine, Internal Medicine, Emergency Medicine, Dentistry, Hepatology and Nursing.

New and notable programs and events included work with the Mount Sinai Project Management Office. As part of pre-construction planning, the SSC was set up with "mock cardboard" items to recreate the look of the upcoming construction.

Surgical Skills Centre

This project enabled staff to review space layout and equipment used as part of ergonomic planning. Included in the project were experts in human factors. Projects such as this are vital to the organization as they can help support cost savings, ensuring that proposed equipment purchases, and area set ups are safe and viable for effective patient delivery and staff management.

In the fall of 2021, we hosted the OMFS 3rd annual OSATS exam. This project was led by Dr. Marco Caminiti, Graduate Program Director of OMFS, and Department of Dentistry. This 8-station bell ringer exam included challenges such as plating, sinus lift, microsurgery and TMJ arthroscopy to name a few. This program hosted at the SSC experienced international interest from dental schools across Canada and the US.

In April 2021, the centre supported a new program for the Biomedical Communications Observation and Illustration group from U of T. Traditionally, training in this unique profession allowed students to attend live surgery in the OR to develop their anatomical illustration portfolio. Unfortunately, due to COVID-19 restrictions, this opportunity was cancelled. To graduate from the program, students required a professional portfolio to be available. Working with leadership at the U of T biomed group, the SSC developed a program whereby students could attend programs at the SSC that included cadaveric tissue dissection. Residents from the division of orthopedic surgery supported the program by using the cadaveric tissue to demonstrate their surgical techniques as part of technical skills training. Both residents and PhD BioMed students gained a tremendous understanding of each other's professions. Illustrations created by the students supported the professional portfolios and allowed graduation for the BioMed PhD students to happen on the planned date. Media coverage of the event was included in the Temerty Faculty of Medicine and UTM news.

As a result of COVID-19, the SSC invested in the purchase of IT connectivity devices. Using \$15K from Sinai Health Foundation funds, we were able to install fourteen live internet connections in the wet lab, accompanying tablets, ethernet connectors, gooseneck holders and a switcher box. We are now able to deliver ten live stations using the internet connection and iPad images. We have successfully incorporated the system for a multi-site teaching program for Otolaryngology Head and Neck Proctor teaching between Toronto, Montreal, and Hamilton and as part of online examination marking for the Oral Maxillofacial OSATS Exam. Documented checklists and global rating scores were submitted directly to an online source enabling evaluations and assessments to be managed and distributed promptly for immediate learner feedback.

In April 2022, after two years of cancellations, we were finally able to support the Biannual Foot and Ankle program. This internationally attended program brings faculty from around the globe to learn the most up to date techniques in foot and ankle repairs from top Toronto Surgeons Dr. Johnny Lau and Dr. Timothy Daniels. This cadaveric based training program supports forty learners and includes international speakers, exhibitors, and representatives from the industry. The U of T Foot and Ankle program is regarded as one of the best in the world.

We continue to move forward in our education efforts and will strive to maintain the delivery and support of outstanding training opportunities. We look forward to you contacting us to support your educational needs.

Please email, shunne.leung@utoronto.ca or lisa.satterthwaite@utoronto.ca

For more information and a list of our annual reports please visit us at: www.uoftssc.com

Affiliation Agreements

INSTITUTION

Brescia University College

Brock University

Cambrian College of Applied Arts and Technology

Canadian Memorial Chiropractic College

Centennial College of Applied Arts and Technology

Centre for Addiction and Mental Health (CAMH)

Conestoga College Institute of Technology and Advanced Learning

Dalhousie University

Durham College of Applied Arts and Technology

Fleming College

George Brown College of Applied Arts and Technology

Georgian College of Applied Arts and Technology

Humber College Institute of Technology and Advanced Learning

Laurentian University of Sudbury

Loyalist College

McGill University

McMaster University

Michener Institute of Education at UHN

Niagara College

Nipissing University

Ontario College of Art and Design University (OCADU)

Ontario Tech University (formerly UOIT)

Oxford College of Arts, Business and Technology

Queen's University at Kingston

Renison University College (affiliated with the University of Waterloo)

Saskatchewan Polytechnic

Seneca College

St Francis Xavier University

St Lawrence College

The Hospital for Sick Children

Toronto Art Therapy Institute

Toronto Metropolitan University (formerly Ryerson University)

Trent University

Tyndale University

University of Alberta

University of Manitoba

University of Ottawa

University of Toronto

University of Waterloo

University of Western Ontario

Walden University, LLC

Westervelt College

Wilfred Laurier University

York University

Awards

AWARDS FOR TEACHING EXCELLENCE AND EDUCATION IN 2021 AND 2022



We were pleased to have our outstanding teachers and learners recognized through virtual celebrations again in 2021 and 2022.

SINAI HEALTH EDUCATION AWARDS

SCHOLARSHIPS AND BURSARIES

Sinai Health awards that encourage further education

Valerie Fine Bursary

To support continuing education towards the promotion of patient care excellence.

2021 Elly Kuhne

2022 Najla Tabbara

Rose Torono Bursary, named for the founding president of the Mount Sinai to encourage interest in research and health sciences education.

2021 Brenna Swift

2022 Yumna Sajid

DIAMOND JUBILEE SCHOLARSHIPS

Presented to children of Sinai Health people in support of their postsecondary education who have demonstrated excellence in academics and community service.

2021 Jacquelin Huo, Haydon Quach

**2022 Chiari Alcantara, Ben Bogulavsky,
Jonathan Que, Victoria Ranieri**

Awards

BERNARD GHERT AWARD

Presented annually to a resident who has demonstrated excellence in patient care and teaching, particularly in interpersonal relationships with patients and families. The resident is seen as a role model by other house staff in this regard.

2021 Dr. Fouad Youssef
2022 Dr. Carlos Muzlera

LLOYD FOGLER AWARD

Awarded to an investigator or group of investigators within Sinai Health whose recent research contributions have had a significant impact at the highest level of international excellence.

2021

Division of Orthopedic Surgery
Drs. Allan Gross, Paul Kuzyk and Oleg Safir

2022

Department of Obstetrics and Gynaecology
Drs. John Kingdom, Kelsey McLaughlin, Dr. John Snelgrove

WIGHTMAN BERRIS AWARDS 2020-2021

Undergraduate MD

Jessica Armeland
E.W Bickle Centre for complex Continuing Care | Family Medicine

Rebecca Cherniak
Mount Sinai | Obstetrics and Gynecology

Mojgan Hodaie
TWH | Neurosurgery

Jason Kwok
UHN | Ophthalmology

Jonathan Micieli
Kensington Eye Institute | Ophthalmology

Hiren Patel
TWH | Emergency Medicine

Abdu Sharkawy
TWH | GIM

Postgraduate MD

Sarah Brode
TWH | Medicine, Respiriology

Eric Kaplovitch
TGH/Mount Sinai | GIM

Amit Kaushal
TGH | Nephrology

Mark Lachmann
Hennick Bridgepoint | Geriatric Psychiatry

Health Profession Programs

Rebecca Barrett
Mount Sinai | Social Work

Paula Brown
TGH | Pharmacy

Stefanie Casillas
TGH | Clinical Nutrition

Catherine Filipe
Mount Sinai | Nursing

Azra Shivji
Mount Sinai | Obstetrics and Gynecology

Robert Silver
TWH | Endocrinology

Ahmed Taher
UHN | Emergency Medicine

Juveria Zaheer
CAMH | Psychiatry

Heather MacNeill
Hennick Bridgepoint | Physical Medicine and Rehab

Edward Margolin
Mount Sinai | Ophthalmology

Melitta Mezody
TGH | Cardiology

Leila Malone
Mount Sinai | Social Work

Sarabeth Silver
Mount Sinai | Nursing

Laura Teague
Mount Sinai | Wound Care-NP

Awards

ANDERSON AWARDS

Extraordinary Contribution to Education

David Tang-Wai
TWH | Neurology

Program Innovation and Development

Esther Bui
TWH | Neurology

John W. Bradley Educational Administration

Natalie Morson
Mount Sinai |
Family Medicine

Rebecca Arthur
Mount Sinai | Obstetrics
and Gynecology

2021 - 2022

Undergraduate MD

Dr. Vince Chien
Hennick Bridgepoint |
Palliative Medicine

Dr. Jane Chow
Mount Sinai | Family
Medicine

Dr. Robert J. Cusimano
TGH | Cardiovascular
Surgery

Dr. Helena Dhamko
TGH | Hematology

Dr. Anna Goulding
TGH | GIM

Dr. Yayi Huang
Mount Sinai | GIM/CTU

Dr. Michael Mak
CAMH | Psychiatry

Dr. Amine Mazine
TGH | Cardiac Surgery

Postgraduate MD

Dr. Hani Amad
TWH | Cardiology

Dr. Danielle Bischof
Mount Sinai | General
Surgery

Dr. Asad Ali Merchant
UHN | Nephrology

Dr. Gillian Nesbitt
Mount Sinai | Cardiology

Dr. Yvonne Tse
TWH | Gastroenterology

Dr. Richard Dunbar-Yaffe
TGH | General Internal
Medicine

Dr. Audrey Yap
Hennick Bridgepoint |
Physical Med and Rehab

Dr. Husam Abdel-Qadir
TGH/WCH | Cardiology

Health Profession Programs

Dr. Carlo Ammendolia
Mount Sinai | Chiropractor

Valerie Anzil
TWH | Medical Imaging

Julie Cepo
Mount Sinai | Dietitian

Harinder Grewal
Mount Sinai | Nuclear Medicine

Vivien Lam
Mount Sinai | OT

Kristen MacEachern
Mount Sinai | Dietitian

Ann MacGillivray
UHN | Total Parenteral Nutrition

Simona Miljanic
Mount Sinai | Pharmacy

Lisa Snider-Nevin
Mount Sinai | Dietitian

Zuleikha Wadhvaniya
TWH | SLP

Andrew Wyllie
Mount Sinai | Pharmacy

ANDERSON AWARDS

Program Innovation and Development

Dr. Dina Reiss
Hennick Bridgepoint | Endocrinology

John W. Bradley Educational Administration

Dr. Sabrina Kolker
Mount Sinai | Family Medicine

Dr. Cheryl Jaigobin
TWH | Neurology

Awards

SINAI HEALTH EDUCATION AWARD RECIPIENTS 2020 - 2021

Collaboration in Education

Sinai Regional Anesthesia Block Room | Mount Sinai

Palliative care - inpatient consult | Mount Sinai

Leadership in Education

Academic Recovery Pand L Committee:
Sharon Choo, Christinne Duclos, Celine Nathoo,
Beth Despres, Janice Hon

Interprofessional Cross-site

Laura Khoo

OT | Hennick Bridgepoint | 6N

Jeremy Kobulnik

MD | Mount Sinai | Division of Cardiology

Milena Forte

MD | Mount Sinai | Family Medicine

Poorva Deshpande

MD | Mount Sinai | NICU

Distinguished Educator

Christie Lee

MD | Mount Sinai | Intensive Care Unit

Jalal Ebrahim

MD | Cross-site | Palliative care

Paul Kobic

MD | Mount Sinai | Emergency

Caesar Sea Hock Lim

MD | Mount Sinai | Emergency

Edward Margolin

MD | Mount Sinai | Department of Ophthalmology
and Vision Sciences

Sean Balmain

MD | Mount Sinai | Division of Cardiology

Carlo Ammendolia

Chiropractor | Mount Sinai | Director of the
Chiropractic Spine Clinic and Spinal Stenosis

Shameka Redway

Nursing | Hennick Bridgepoint | Education

Sam Park

MD | Mount Sinai | Orthopaedic Surgery

Rebecca Titman

MD | Hennick Bridgepoint | Physiatry

Vibhuti Shah

MD | Mount Sinai | NICU

Yayi Huang

MD | Mount Sinai | GIM Team A

Agnes Wozniarski

Lab Technologist | Mount Sinai | DMG Cytogenetics

Kim Coros

MD | Hennick Bridgepoint | Physiatry

Catherine Kerry

OT | Hennick Bridgepoint | 8N

Erika Sy

OT | Hennick Bridgepoint | 4N | Education

Linda Kuschnik

Spiritual Care | Cross-site | Spiritual Care

Awards

2021-2022

Collaboration in Education

3S Interprofessional Team |
Hennick Bridgepoint

11N Preceptors Team | Mount Sinai

Leadership in Education

Sarabeth Silver

Mount Sinai | CNS | 11N

Garry Bassi

Mount Sinai | Director | Medical Device
Reprocessing and Support Services

Ann Vo

Mount Sinai | RN | Geriatric Emergency
Department

Distinguished Educator

Audrey Yap

MD | Hennick Bridgepoint | Psychiatry

Anita Yiu

Pharmacist | Hennick Bridgepoint |
Pharmacy

Harleen Toor

MD | Mount Sinai | Temmy Latner - Palliative
Outpatient Team Associate Lead

Heather Kwok

PT | Hennick Bridgepoint | 3rd floor Stroke

Teng Ma

RN | Mount Sinai | 11N

Vanessa Allen

MD | Mount Sinai | Microbiology

Betty Wang

RN | Mount Sinai | NICU

Ian Downie

MD | Mount Sinai | Chief Medical Resident -
Internal Medicine

Kori Bilben

Pharmacist | Hennick Bridgepoint | Pharmacy

Michael Beyaert

MD | Mount Sinai | Team D Medicine

Luke Bearss

MD | Mount Sinai | Emergency

Jenna Graham

RN | Mount Sinai | 10S

Kim Tsoi

MD | Mount Sinai | Orthopedic Surgery

Princess Maranan

RN | Mount Sinai | Emergency

David Holder

RN | Mount Sinai | Emergency

Aviva Joel

SLP | Ambulatory Care

Publications

2021 and 2022 Education Related Publications by Sinai Health MDs, Staff and Associates

2021

1. Armstrong, S. M., Nixon, P., and Hojilla, C. V. (2021). Pathology Resident Evaluation During the Pandemic: Testing and Implementation of a Comprehensive Online Pathology Exam. *Academic Pathology*, 8.
2. Brydges, R., Boyd, V. A., Tavares, W., Ginsburg, S., Kuper, A., Anderson, M., and Stroud, L. (2021). Assumptions about Competency-Based Medical Education and the State of the Underlying Evidence: A Critical Narrative Review. *Academic Medicine*, 96(2), 296-306.
3. Chan, A. C. H., Chuen, V., Perrella, A., Limfat, G., Ng, K., and Chau, V. (2021). A mixed methods evaluation of a 4-week geriatrics curriculum in strengthening knowledge and comfort among orthopaedic surgery residents. *BMC Medical Education*, 21(1).
4. Chaukos, D., Zebrowski, J. P., Benson, N. M., Celik, A., Chad-Friedman, E., Teitelbaum, A., Denninger, J. W. (2021). "One size does not fit all" – lessons learned from a multiple-methods study of a resident wellness curriculum across sites and specialties. *BMC Medical Education*, 21(1).
5. Davidson, A., Shore, E., Shirreff, L., Shah, A., and Shah, R. (2021). Validating an Obstetrics and Gynaecology Longitudinal Integrated Clerkship Curriculum at the University of Toronto: A Four-Year Review. *Journal of Obstetrics and Gynaecology Canada*, 43(3), 372-375.
6. Goldman, J., Kuper, A., Whitehead, C., Baker, G. R., Bulmer, B., Coffey, M., Wong, B. (2021). Interprofessional and multiprofessional approaches in quality improvement education. *Advances in Health Sciences Education*, 26(2), 615-636.
7. Hojilla, C., Armstrong, S., Pun, C., Hickey, T. B. M., Mete, O., Han, R., Lu, F. I. (2021). A holistic approach to pathology education during the coronavirus disease 2019 (COVID-19) pandemic. *Archives of Pathology and Laboratory Medicine*, 145(8), 923-924.
8. Khan, S., Kirubarajan, A., Shamsheri, T., Clayton, A., and Mehta, G. (2021). Gender bias in reference letters for residency and academic medicine: A systematic review. *Postgraduate Medical Journal*.
9. Kisilevsky, E., Margolin, E., and Kohly, R. P. (2021). Access, an unintended consequence of virtual continuing medical education during COVID-19: a department's experience at the University of Toronto. *Canadian Journal of Ophthalmology*, 56(1), e18-e19.
10. Marwaha, A., Chitayat, D., Meyn, M. S., Mendoza-Londono, R., and Chad, L. (2021). The point-of-care use of a facial phenotyping tool in the genetics clinic: Enhancing diagnosis and education with machine learning. *American Journal of Medical Genetics, Part A*, 185(4), 1151-1158.
11. Naslund, J. A., Tugnawat, D., Anand, A., Cooper, Z., Dimidjian, S., Fairburn, C. G., Patel, V. (2021). Digital training for non-specialist health workers to deliver a brief psychological treatment for depression in India: Protocol for a three-arm randomized controlled trial. *Contemporary Clinical Trials*, 102.
12. Pace, A., Orr, S. L., Rosen, N. L., Safdieh, J. E., Cruz, G. B., and Sprouse-Blum, A. S. (2021). The current state of headache medicine education in the United States and Canada:

Publications

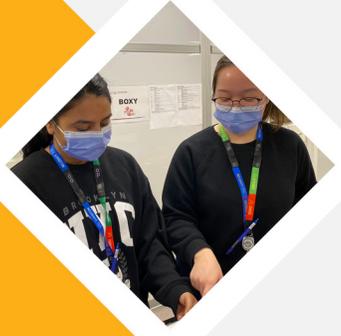
- An observational, survey-based study of neurology clerkship directors and curriculum deans. *Headache*, 61(6), 854-862.
13. Piquette, D., Goffi, A., Lee, C., Brydges, R., Walsh, C. M., Mema, B., and Parshuram, C. (2021). Resident competencies before and after short intensive care unit rotations: a multicentre pilot observational study. *Canadian Journal of Anesthesia*, 68(2), 235-244.
 14. Sadavoy, J., Sajedinejad, S., and Chiu, M. (2022). Evaluation of the Reitman Centre CARERS program for supporting dementia family caregivers: A pre-post intervention study. *International Psychogeriatrics*, 34(9), 827-838.
 15. Watson, A., Leroux, T., Ogilvie-Harris, D., Nousiainen, M., Ferguson, P. C., Murnahan, L., and Dwyer, T. (2021). Entrustable professional activities in orthopaedics. *JBJs Open Access*, 6(2).
 16. White, D., Carroll, J. C., Crann, S., Shapiro, M., Whitehead, C., Freeman, R., Kidd, M. (2021). A master class in family doctor leadership: Evaluating an innovative program. *Family Medicine*, 53(8), 701-707.
 17. Windrim, R., Young, A., LeBouthillier, F., Ryan, G., Van Mieghem, T., Abbasi, N., Kfoury, J. (2021). A novel "video-game" simulator for training fetoscopic laser coagulation of anastomoses in twin-to-twin transfusion syndrome. *Prenatal Diagnosis*, 41(12), 1589-1592.
 18. Zasso, F B, Perelman, V S, Ye, Xiang Y, Melvin, M; Wild, E, Tavares, W, You-Ten, K E. (2021). Effects of prior exposure to a visual airway cognitive aid on decision-making in a simulated airway emergency: A randomised controlled study. *Eur J Anaesthesiol* 38:831-838.
- ## 2022
1. Amaral, N., Merkley, J., Ronald, K., Farquharson, C., Ginty, L., Heng, D., and Jeffs, L. (2022). Focusing on fundamentals of care in an ICU setting during a pandemic. *Journal of Advanced Nursing*.
 2. Aziz, A. M., El-Mowafy, O., Tenenbaum, H. C., and Lawrence, H. P. (2022). Clinical performance of CAD-CAM crowns provided by predoctoral students at the University of Toronto. *Journal of Prosthetic Dentistry*, 127(5), 729-736.
 3. Baczynski, M., Kharrat, A., Zhu, F., Ye, X. Y., Shah, P. S., Weisz, D. E., and Jain, A. (2022). Factors associated with antibiotic administration delay among preterm infants with late-onset bloodstream infection. *Journal of Hospital Infection*, 120, 31-35.
 4. Bouteaud, J., Shaltout, O., Christakis, M. K., Murtaza, F., Wolfman, W., and Shirreff, L. (2022). Impact of a 12-minute educational video prior to initial consultation in a Mature Women's Health and Menopause Clinic. *Menopause*, 29(7), 856-860.
 5. Dunbar-Yaffe, R., Wu, P. E., Kay, T., Mylopoulos, M., McDonald-Blumer, H., Gold, W. L., and Stroud, L. (2022). Understanding the Influence of the Junior Attending Role on Transition to Practice: A Qualitative Study. *Journal of graduate medical education*, 14(1), 89-98.
 6. Felfeli, T., Weisbrod, D. J., Cao, J., Cao, K. Y., El-Defrawy, S. R., and Chiu, H. H. (2022). University of Toronto's redesigned ophthalmology curriculum and eye dissection lab. *Canadian Journal of Ophthalmology*, 57(6), 394-401.

Publications

7. Friedman, Z., Bould, M. D., Pattni, N., Malavade, A., Nakatani, R., Bansal, S., and Alam, F. (2022). Deception in simulation-based education: a randomised controlled trial of the effect of deliberate deception on the performance of anaesthesia trainees. *Anaesthesia*, 77(6), 684-690.
8. Fulton, J. I. V., Singh, H., Pakkal, O., Uleryk, E. M., and Nelson, M. L. A. (2022). Community-based culturally tailored education programmes for black adults with cardiovascular disease, diabetes, hypertension and stroke: a systematic review protocol of primary empirical studies. *BMJ Open*, 12(6).
9. Gao, Y., Xu, C., Yang, A., Greco, A., Horodezny, S., Barnet, C., and Gucciardi, E. (2022). How Outpatient Diabetes Education Programs Can Support Local Hospitals to Reduce Emergency Department Visits for Adults With Diabetes. *Canadian Journal of Diabetes*, 46(8), 797-803.
10. Ginsburg, S., Stroud, L., Lynch, M., Melvin, L., and Kulasegaram, K. (2022). Beyond the ratings: gender effects in written comments from clinical teaching assessments. *Advances in Health Sciences Education*, 27(2), 355-374.
11. Grose, E., Chen, T., Siu, J., Campisi, P., Witterick, I. J., and Chan, Y. (2022). National Trends in Gender Diversity among Trainees and Practicing Physicians in Otolaryngology-Head and Neck Surgery in Canada. *JAMA Otolaryngology - Head and Neck Surgery*, 148(1), 13-19.
12. Halani, S., McIntyre, M., and Vaisman, A. (2022). The Harms of Postoperative Antibiotic Prophylaxis: A Teachable Moment. *JAMA Internal Medicine*, 182(5), 545-546.
13. Hathaway, D. B., De Oliveira e Oliveira, F. H., Mirhom, M., Moreira-Almeida, A., Fung, W. L. A., and Peteet, J. R. (2022). Teaching Spiritual and Religious Competencies to Psychiatry Residents: A Scoping and Systematic Review. *Academic Medicine*, 97(2), 300-310.
14. Jeyalingam, T., Brydges, R., Ginsburg, S., McCreath, G. A., and Walsh, C. M. (2022). How Clinical Supervisors Conceptualize Procedural Entrustment: An Interview-Based Study of Entrustment Decision Making in Endoscopic Training. *Academic Medicine*, 97(4), 586-592.
15. Lam, A. C. L., Tang, B., Lalwani, A., Verma, A. A., Wong, B. M., Razak, F., and Ginsburg, S. (2022). Methodology paper for the General Medicine Inpatient Initiative Medical Education Database (GEMINI MedED): a retrospective cohort study of internal medicine resident case-mix, clinical care and patient outcomes. *BMJ Open*, 12(9).
16. Melvin M., Siddiqui, NT, Wild, E, Parotto, M, Perelman, VS, You-Ten, K E (2022), Achieving Competency in Fiber-Optic Intubation Among Resident Physicians After Higher- Versus Lower-Fidelity Task Training: A Randomized Controlled Study. *Anesthesia and Analgesia*, 10 (11) 1213
17. Meshkat, N., Femes, E., Burke-Bajaj, J., Kebede, S., and Hunchak, C. (2022). Perceptions and reflections of early graduates of the first emergency medicine residency program in Ethiopia: A qualitative study. *African Journal of Emergency Medicine*, 12(1), 7-11.
18. Mundy, K., Manion, C., Proulx, K., and de Britto, T. F. (2022). Teacher leadership during COVID-19 in Africa and Latin America: an exploratory qualitative study in six countries. *International Journal of Leadership in Education*.
19. Nabecker, S., Balmer, Y., van Goor, S., and Greif, R. (2022). Piloting a Basic Life Support instructor course: A short report. *Resuscitation Plus*, 12.
20. Nabecker, S., Huwendiek, S., Seidl, C., Hana, A., Theiler, L., and Greif, R. (2022). Assessment of Human Factors After Advanced Life Support Courses Comparing Simulated Team and Real Team Assessment: A Randomized Controlled Cohort Trial. *Frontiers in Cardiovascular Medicine*, 9.

Publications

21. Nadler, M. B., Hofbauer, B. E., Wu, M., Hum, S., Elser, C., and Nyhof-Young, J. (2022). Towards a Postgraduate Oncology Training Model for Family Medicine: Mixed Methods Evaluation of a Breast Oncology Rotation. *Current Oncology*, 29(9), 6485-6495.
22. Nourallah, G., Ryan, G., Abbasi, N., Seaward, G., Keunen, J., Van Mieghem, T., Windrim, R. (2022). Development of a Training Model for Teaching Intrauterine Fetal Blood Transfusion. *Journal of Obstetrics and Gynaecology Canada*, 44(8), 931-933.
23. Orser, B. A., and Spadafora, S. M. (2022). Competence-Based Training and Immersion Virtual Reality: Paradigm-Shifting Advances in Medical Education. *Anesthesia and Analgesia*, 135(2), 220-222.
24. Perrella, A., Ginsburg, S., and Chau, V. (2022). Assessing the learning needs of physical medicine and rehabilitation residents to develop a geriatric medicine and rehabilitation curriculum. *Gerontology and Geriatrics Education*, 43(1), 119-131.
25. Reid, M., Lee, A., Leslie, K., Feldman, L. S., Hameed, S. M., Kirkpatrick, R., Balaa, F. (2022). A framework for role allocation in education, research and leadership services in Canadian academic divisions of general surgery: a modified Delphi consensus. *Canadian Journal of Surgery*, 65(1), E73-E81.
26. Sachidanandan, G., Bechard, L. E., Hodgson, K., and Sud, A. (2022). Education as drug policy: A realist synthesis of continuing professional development for opioid agonist therapy. *International Journal of Drug Policy*, 108.
27. Samargandy, S., Philteos, J., Manojlovic Kolarski, M., Xu, J., Monteiro, E., and Vescan, A. (2022). Battle of the axes: simulation-based assessment of fine needle aspiration biopsies for thyroid nodules. *Journal of Otolaryngology - Head and Neck Surgery*, 51(1).
28. Shirin Dason, E. (2022). Reflections of a chief resident. *CMAJ. Canadian Medical Association Journal*, 194(30), E1069.
29. Sirianni, G., Onyura, B., Kawaguchi, S., Freedman, A., Grundland, B., Lass, E., Freeman, R. (2022). A new way forward via innovative integration: A 3-year family medicine and enhanced skills residency program. *Canadian Family Physician*, 68(1), E1-E4.
30. Sud, A., Hodgson, K., Bloch, G., and Upshur, R. (2022). A Conceptual Framework for Continuing Medical Education and Population Health. *Teaching and Learning in Medicine*, 34(5), 541-555.
31. Tarannum, S., Widdifield, J., Wu, C. F., Johnson, S. R., Rochon, P., and Eder, L. (2022). Understanding sex-related differences in health-care utilisation among patients with inflammatory arthritis: A population-based study. *Annals of the Rheumatic Diseases*.
32. Wu, T., Law, W., Islam, N., Yong-Hing, C. J., Kulkarni, S., and Seely, J. (2022). Factors Influencing Trainees' Interest in Breast Imaging. *Canadian Association of Radiologists Journal*, 73(3), 462-472.
33. Zasso, BF, Lait D, Siddiqui, N, Perelman VS, Ye X Y, You Ten, KE. (2022). Role of ultrasonography in an impalpable tissue larynx model during a simulated front-of-neck access scenario: a randomized simulation study. *Can J Emerg Med* 24, 862-866.



600 University Avenue, Toronto, Ontario M5G 1X5
T 416-586-4800 ext. 8824 sinaihealth.ca

