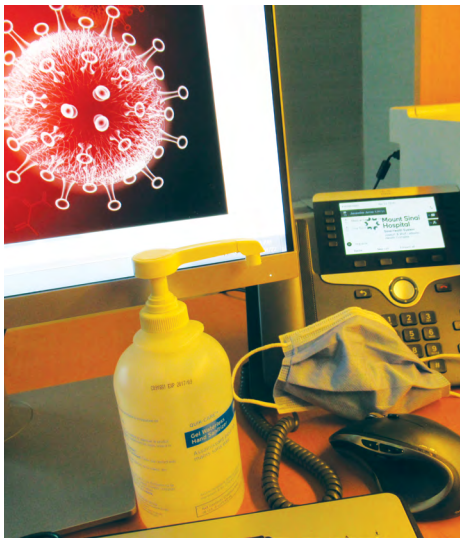
Sinai Health

Education Report Card

2019-2020



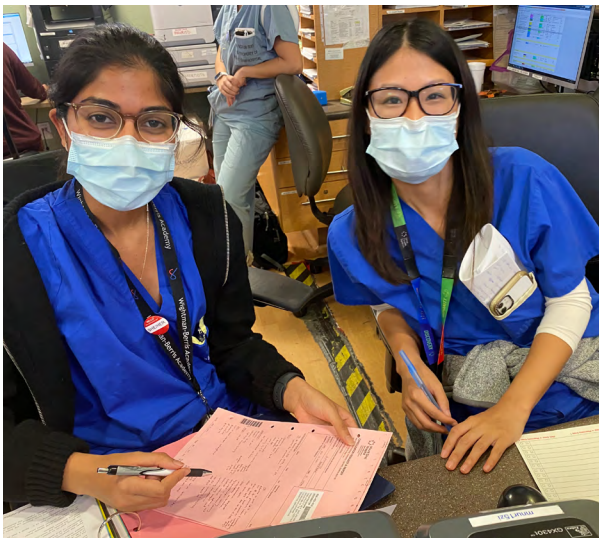


Table of Contents

Introduction 2

Learner Programs
Academic Recovery 4
Medicine 8
Nursing 17
Interprofessional Education 20
Applied Health Sciences 22
Chiropractic 24
Clinical Nutrition 25
Dentistry 26
Midwifery 28
Occupational Therapy 29
Physiotherapy 30
Pharmacy 31
Respiratory Therapy and Anesthesia Assistant 33
Social Work 36
Speech Language Pathology 38
Spiritual Care 39
Therapeutic Recreation 40
Non-Clinical Programs 41

Learning for All
Diversity, Inclusion and Wellness 42
Organizational Development and People Engagement 44
Circle of Care 47

Our Centres
Library Services 48
SimSinai 54
Surgical Skills 57

Appendix
Publications 59
Awards 62
Affiliation Agreements 64

Photos taken before the COVID-19 pandemic do not reflect the protocols now in place across Sinai Health.

Introduction

Welcome to the 8th edition of the Education Report Card. Yes, we skipped a year of publication. This edition was challenging to put together because the COVID-19 pandemic significantly interrupted our usual business of providing educational opportunities to our full scope as we essentially paused many clinical learning opportunities in March 2020. With worldwide shortages of PPE, lockdowns and the uncertainty of what this new virus would do to our ability to provide care for an unknown number of critically ill people, we reacted by maintaining only those learners in our environment deemed absolutely essential for patient care, and asked all others as best they could, to continue to learn virtually. Our academic partners made major shifts to online learning.

As the first wave of the pandemic seemed on the down turn, and with more reliable availability of PPE and more knowledge about the virus, we began a careful reintroduction of learners in July 2020. We prioritized this experience for those who absolutely required clinical placements to graduate, while we still needed to maintain physical distance and be on constant guard of the potential spread of COVID-19.

We put a hold on many of our usual educational activities, committees and celebrations to focus on knowing that we could fulfill our needs to care for patients while looking ahead to academic recovery. Steered by an outstanding small but mighty group of academic educational leaders at Sinai Health, the Academy Recovery Committee was formed, at first with Pamela Chan at the helm as project lead. Kara Ronald, VP Professional Practice, Nursing and Health Disciplines co-chaired with most of the hard work being done by subcommittee leads Christinne Duclos, Sharon Choo, Beth Despres, Leanne Ginty, Janice Hon and Maya Nikoloski.

As a result of their outstanding engagement with our already overwhelmed and overworked teaching faculty, supervisors and preceptors, we were able to gradually increase our capacity to plan a staged approach to our learners back for essential experiences in the clinical environment.

As we aim to provide individuals and teams with the best possible attributes to provide health care for our local community and around the globe, we needed to work with other TAHSN hospitals to ensure that the pipeline of competent health care workers much needed could be maintained.

I was privileged to have acted as Co-Chair of the TAHSNe COVID-19 Committee and the Toronto Regional Education Table during the pandemic working with all of our partner educational organizations, colleges, universities and hospital educational leaders to collectively and collaboratively come up with guidelines which enabled the survival of our educational programs, the safety of our learners and maintenance of the vital role the teaching hospital in training the next generation of care providers.

We are delighted to present Sinai Health's educational programs which span across: Mount Sinai Hospital, Bridgepoint Active Healthcare and Circle of Care. In 2019-2020, over learners came through our doors to engage in educational activities.

In June 2019 we held the second joint Sinai Health Education Celebration in person, and in 2020 this was a virtual event. These were very happy moments when we are able to thank and recognize the achievements of our preceptors, educators and teams who gave their all despite the burden of this pandemic.

We were so fortunate to have very few COVID-19 outbreaks at Sinai Health, and spaces within its walls to continue to warmly welcome our learners.

We are thankful to all the patients who contribute to the education of our future health care providers.

Jacqueline James, MD, MEd
Vice President, Education

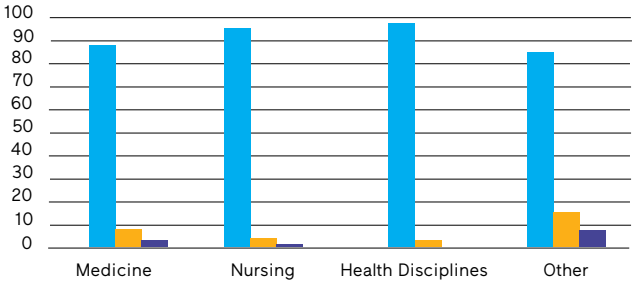
Learner Numbers

Clinical	
Medicine	2863
Nursing	781
Applied Health Science	32
Anesthesia Assistant	2
Clinical Nutrition	6
Dentistry	248
Midwifery	18
Occupational Therapy	11
Occupational Therapy Assistant and Physiotherapy Assistant	13
Pharmacy	57
Physiotherapy	50
Recreational Therapy	5
Social Work	27
Speech Language Pathology	11

Non-Clinical	
Administration and Management	11
Design and Engineering	4
Environmental Services	2
Food Services	2
Total	**4130**

Sinai Health - Learner Engagement Survey Results for Academic year 2019-2020 (July 2019-March 2020*)

I would recommend a placement here to my fellow student



Medicine	193
Nursing	239
Health Disciplines	37
Other	13
Total	**495**

Favourable
Neutral
Unfavourable

*shorter timeframe due to COVID-19 pause

Academic Recovery

BETH DESPRES, PT, MSCPT
Interprofessional Education Lead

CHRISTINNE DUCLOS, PHARMD
Clinical Practice Leader, Education and Staff Development

SHARON CHOO, RN, MN
Manager, Nursing Education and Academic Affairs

On March 16, 2020, the Toronto Academic Health Science Network Education (TAHSNe) Committee implemented a coordinated approach to pause all academic (unpaid, clinical and non-clinical) learner placements in TAHSN hospitals, which extended to July 6, 2020. Recognizing the necessity of maintaining a sustainable health care system and training the incoming workforce, the TAHSNe Committee developed a *Hospital-based Academic Recovery Strategy and Guidelines* document which outlined a framework to guide decision making and supported the safe reintegration of learners to hospital sites during the COVID-19 pandemic.

As hospitals began to consider resuming regular business activities, Sinai Health seized the opportunity to prepare for the return of learners into hospital-based placements, both virtually and physically. A phased approach for academic recovery was implemented to ensure placements could be conducted safely, while balancing local capacity, resources, needs and learner priority.

The Sinai Health Academic Recovery Oversight Committee was established to assess organizational readiness and preparation, develop contingency plans, and safely guide the phased reintegration of all academic activity based on the provincial, regional and TASHN Academic Recovery Strategy Guidelines to ensure the safety of our staff, learners and patients. The Committee had four objectives: maximize the volume of learners onsite; ensure equity, transparency and fairness across all placements based on historical precedent, learner prioritization, and recruitment needs; honour affiliation agreements; and ensure the safety of our preceptors, learners and patients. Focused recommendations stemmed from three work stream subcommittees: (1) Planning and Logistics, (2) Orientation and Onboarding, and (3) Learning and Innovation as pictured.

IMS Command Centre

Academic Recovery Oversight Committee

Co-Chairs: Kara Ronald and Dr. Jackie James
Members: Pamela Chan, Christinne Duclos, Beth Despres, Sharon Choo, Katina Tzanetos, Leanne Ginty, Maya Nikoloski, Katherine McQuaid-Bascon, Janice Hon, Joanne Noseworthy

Accountability:

1. Oversee the phased academic services recovery and contingency plans (in alignment with federal, provincial, regional, TASHN guidelines and organizational planning (i.e. clinical recovery, RICE framework etc.), affiliation agreements and contracts etc.).
2. Approve and oversee the implementation of academic recovery services related to subcommittee work streams
3. Oversee auditing results
4. Develop decision-making framework and principles for prioritizing learners
5. Review and recommend to IMS the prioritization of learners

Planning & Logistics

Chair: Christinne Duclos and Maya Nikoloski
Members: Maya Nikoloski, Sharon Choo, Pamela Chan, Beth Despres, Celine Nathoo, Joanne Noseworthy, Katina Tzanetos, Pauline Shing

Accountability:

1. Develop the following plans:
    1. Phased Recovery Plans
    2. PPE and critical supplies plan based on phased implementation
    3. Plan for space and facilities, equipment/ technology requirements, auditing and monitoring procedures
    4. Outbreak mitigation strategy
2. Assess organizational readiness (space, facilities, preceptor availability, PPE supplies, Occupational Health and Safety)
3. Prioritize and recommend learner volumes
4. Monitor and assess organizational readiness and learner experience. Incorporate feedback into learner environment

Orientation & Onboarding

Chair: Sharon Choo and Beth Despres
Members: Christinne Duclos, Katherine McQuaid-Bascon, Heather Joseph, Lucy Perruzza, Amanda Filkin, Theresa Shiel, Steve Arai, Linda Kuschnik

Accountability:

1. Design and implement updated COVID-19 student orientation program
2. Update and implement learner supervisor orientation, develop and implement a centralized approach to register and track learners
3. Assess orientation and onboarding readiness
4. Develop resources and communications including learner website with COVID-19 information
5. Review and update Occupational Health processes to reflect COVID-19 requirements (i.e. mask fit testing, immunization, reporting etc.)

Learning & Innovation

Chair: Janice Hon and Leanne Ginty
Members: Elisabeth Despres, Sandy Sculac, IT Representative

Accountability:

1. Develop alternate education delivery models aligned with phased recovery plans
2. Assess, recommend and implement solutions to support alternate education models
3. Assess organizational readiness implementation alternate education models

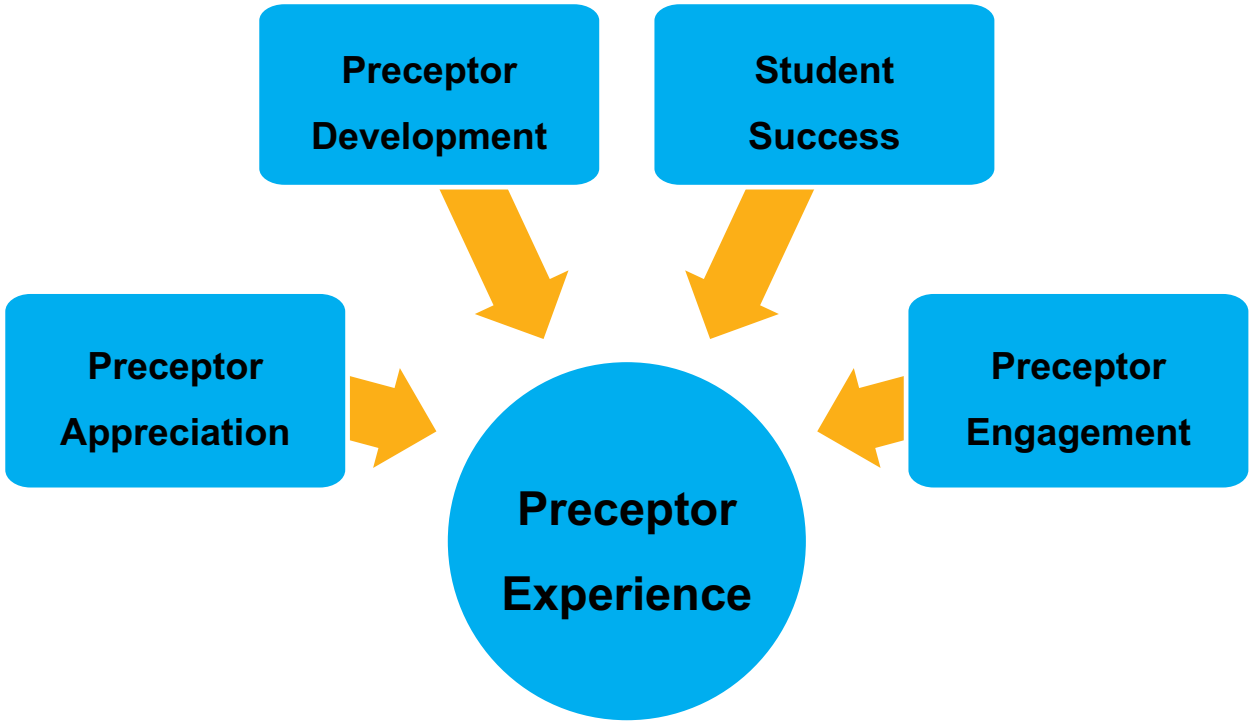
Oversight Committee was chaired jointly by Kara Ronald, VP Professional Practice, Nursing and Health Disciplines, and Dr. Jackie James, VP Education. Membership of the committee and subcommittees was broad and multidisciplinary, including Academic Leads from a wide variety of clinical disciplines at both Mount Sinai and Bridgepoint sites, as well as Communications, Information Technology, and Occupational Health and Safety team members.

As a result of the work of the Academic Recovery and TAHSNe committees, Sinai Health clinical teaching staff and physicians, and our academic partners, Sinai Health was able to safely welcome a first cohort of clinical learners back on-site in July of 2020 and **maintain pre-pandemic learner volumes throughout the 2020/21 academic year.**

Other key achievements of the Academic Recovery committee include the creation and execution of a centralized structured systems approach to placement approvals, presentation of this approach as a best practice at UHN's Convergence Healthcare Education Conference in February 2021, and the development of orientation resources for learners and preceptors which clarified Occupational Health and Safety guidance, provided information about teaching and learning virtually, and identified available space and technology resources at our sites.

The work of Sinai Health staff as preceptors is critical to the success of the Academic Practice Strategy. The significant strain the pandemic placed on staff made their experience as preceptors vital to understand and support immediately and on an ongoing basis. The Academic Recovery committee developed a Preceptor Experience Framework to assist ongoing professional development and support of Sinai Health preceptors. Built on guiding principles contained in our Mission and Values, Academic Practice Strategy, and People Plan, the framework emphasizes the concepts of learner success and preceptor appreciation, development, and engagement as drivers of excellence in the Sinai Health preceptor experience. It also recognizes the vital role that Sinai Health Academic Leads and our Academic Partners play in ensuring excellent preceptor experiences.

Preceptor Experience Framework



Enablers:	Education Resource Allocation	Academic Leads	Academic Partner Collaboration
Guiding Principles:	Mission & Values	Academic Practice Strategy	People Plan

Medicine

JACQUELINE JAMES, MD, MEd
Vice President, Education

ANDREA PAGE, MD
Director, Wightman-Berris Academy

VINCE CHIEN, MD
Director, Medical Education Bridgepoint

Sinai Health's two campuses, Mount Sinai and 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. During the pandemic, the hospitalist program grew as patients were triaged for ongoing care at Bridgepoint, and our acute wards and critical care units remained excellent places for residents to learn.

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 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 Bridgepoint are major contributors to the pre-clerkship and clerkship learning of University of Toronto medical students.

The undergraduate pre-clerkship curriculum, Foundations, is a competency model of and physiology, with clinical medical principles and humanities. Foundations is conducted in small groups led by faculty tutors and usually takes 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-centered communication, and physical examination. They practice these skills with simulated and real patients at both Mount Sinai and 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 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 a competent health professional. Students are granted opportunities for self-directed learning during 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 hospital, 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 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

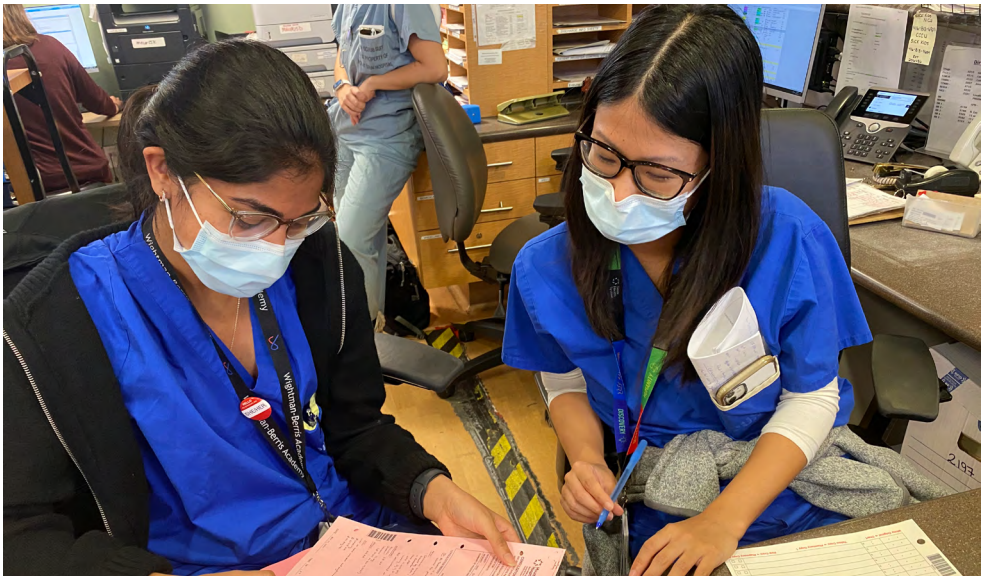
Residents are placed at Sinai Health by 39 different programs accredited by the Royal College of Physicians and Surgeons of Canada and the College of Family Physicians Canada for generalist and specialty training. Some of these residents are also involved in research and quality improvement projects. 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. Bridgepoint is seen as an outstanding place to complete a rotation.

In 2020, all of the postgraduate programs went through the process of accreditation with the Royal College of Physicians and Surgeons of Canada, and the College of Family Physicians of Canada. This process is conducted as a university wide accreditation. We were pleased with the overall outcome. Based on a quality improvement process, some

of our programs have been asked to address issues related to improving the learning environment and support for our residents. Sinai Health is willing and able to assist in this process. Several programs continue to process of moving to the Royal College, Competency Based Medical Education format.

Postgraduate Specialties Programs offered at Sinai Health

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



Fellows

Clinical and research fellows came from 53 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. However a new program bringing a group of trainees from Israel with a focus on geriatrics and emergency medicine was successfully launched.

Residents and Fellows Work Through the Pandemic

Our residents and fellows were valiantly redeployed to areas in need during the many waves of the pandemic. When elective surgeries were paused, ambulatory clinics reduced, and only urgent and emergency services could be provided, this meant a major disruption in the usual work and professional development of our residents and fellows, and in particular our surgical and family medicine residents. There was a need for those who would normally be in the operating room or routine care to be redeployed to caring for COVID-19 patients on the medical wards and in the ICUs. We also needed their help in the COVID-19 assessment centre and to our vaccination outreach efforts. Our residents were extremely important to the organization in volunteering to step into roles that would potentially put them risk of contracting COVID-19 themselves, before we even understood exactly how the virus was transmitted.

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. Sinai Health physicians in a typical year also organize more than 50 local, national and international workshops and conferences geared at sharing new knowledge with other clinicians in order to improve patient care and outcomes. Due to the pandemic, many of these events were either cancelled or were where switched to virtual only platforms. One benefit to this was that some events were even more accessible to participants. For example our Medical Grand Rounds attendance rose to typically over 100 attendees each week.

Educational Research

Several of our physicians are involved in studying medical education and testing the efficacy of new and innovative means of educating health care professionals and patients. Trainees are encouraged to participate in educational research as co-investigators. 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 2019 and 2020 please see the Appendix.

Learning Indicators

Number of students attending

Undergraduate	**Mount Sinai Hospital** Pre-clerkship students: 189 Clerkship students: 181 Elective placements for U of T students: 160 Visiting elective students (Canadian): 178 International visiting elective students: 57 **Bridgepoint Active Healthcare** Pre-clerkship: 45 Elective placements for U of T students: 38 Visiting elective students (Canadian): 20 International visiting elective students: 11
Postgraduate Residents	**Mount Sinai: 1426** **Bridgepoint: 54**
Clinical Fellows	**Mount Sinai: 546** **Bridgepoint: 3**

Rotation Evaluation Scores (RES)

Mean Mount Sinai RES 4.07 – based on 1888 evaluations

Mean Bridgepoint RES 4.54 – based on 37 evaluations

City Mean All Sites RES – 4.13

Teaching Effectiveness Scores (TES)

Mean Mount Sinai TES – 4.43 based on 2216 evaluations

Mean Bridgepoint TES – 4.72 based on 39 evaluations

City Mean All Sites TES – 4.46

Number of preceptors	Full-time active staff contribute to undergraduate, postgraduate and fellowship education
Number of staff participating in workshops and programs	All MDs must participate in continuing education to maintain certification in the Royal College of Physicians and Surgeones of Canada, and the College of Family Physicians Canada.
Number of staff with academic appointments	All full-time MDs hold academic faculty appointment with the University of Toronto: 380

What our learners said:

"Fantastic experience for residents, great independence to run the unit, wonderful allied health team to support you.

Welcoming, warm, friendly staff and services throughout the hospital. Sense of interprofessional approach to care in this new facility."

Bridgepoint Resident

Highlights from the Past Year

Annual House Staff Appreciation Lunch

In February 2019, just prior to COVID-19 leading to lock downs and curtailing of gatherings, we held a thank you luncheon to all our hardworking residents and fellows to coincide with the Professional Associate of Residents of Ontario's (PARO) resident awareness week. In 2020, as a very small token of our appreciation for their incredible hard work and dedication, a voucher for lunch was provided. We look forward to the day when we can once again meet and eat together, something that has become impossible due to infection control measures during the pandemic.

Bridgepoint

With Vince Chien's support and mentorship, Bridgepoint has continued to grow as a site for highly value added medical education experiences. In 2018-2019 and 2019-2020 there were 123 and 124 MD program learners on site, an increase of 48 per cent over 2018. Similarly postgraduate training also increased by 100 per cent, increasing from a baseline of 30 to 60. There are now 39 active teaching faculty at Bridgepoint.

Streamlined Onboarding

In 2019, as part of our plan to improve onboarding of learners, the Nirvsystem platform was introduced. It is now functioning very well as a means for learners to register with us on line ahead of their placements. When they do arrive, the can pick up pre-prepared photo ID badges, security access, or have any of their questions answered in one place, the Cooper Centre. Our residents have appreciated the improvement in this process which has saved them several steps and time, allowing them to get to their clinical placements set to go.

Looking Forward

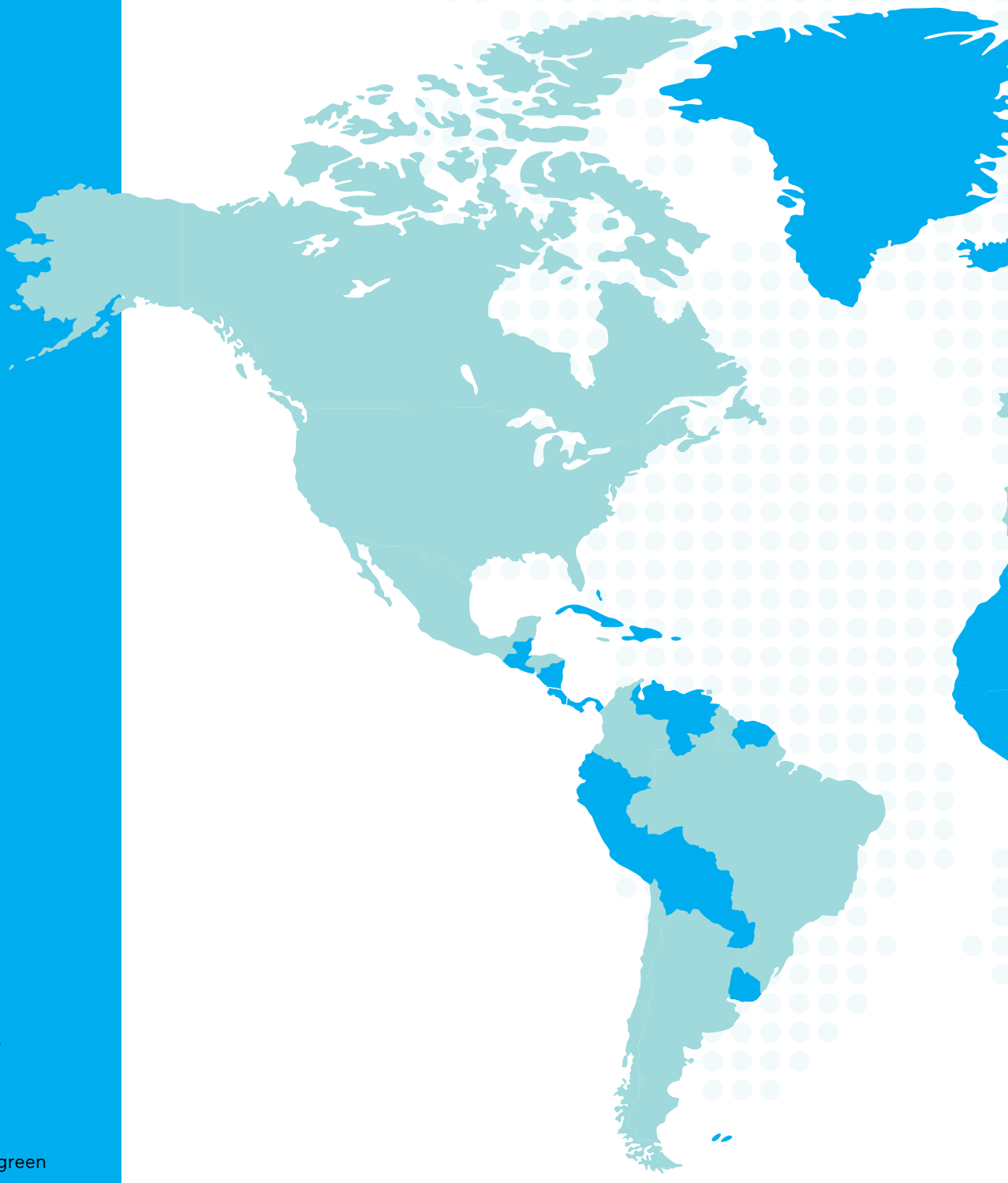
In 2021, we plan to expand the use of Nirvsystem for all our health professions at both Mount Sinai and Bridgepoint campus.

We hope that many of our international fellowships and elective residency offerings for residents from across Canada will resume,

We look forward to our surgical residents looking after patients and training in our new surgical suites.

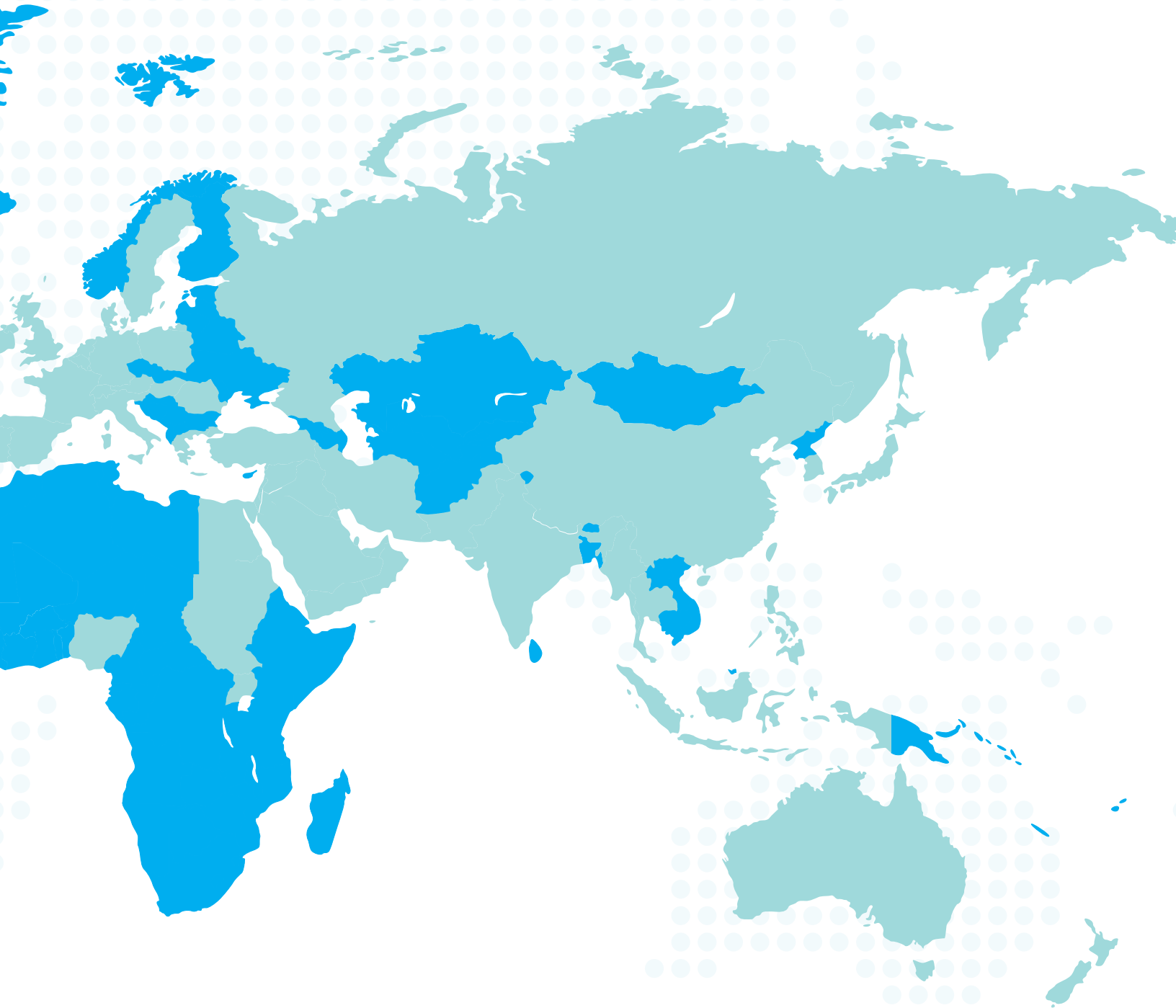
Our Fellows:
Countries of origin
2019-2020

BELGIUM
BRAZIL
CANADA
CHILE
CHINA
COLOMBIA
COSTA RICA
DENMARK
EGYPT
FINLAND
FRANCE
GERMANY
GREECE
GUYANA
INDIA
IRAN
IRAQ
IRELAND/EIRE
ISRAEL
ITALY
JAMAICA
JAPAN
JORDAN
KENYA
KUWAIT
LEBANON
LIBYA
MALAYSIA
MALTA
MEXICO
NEPAL
NETHERLANDS
NEW ZEALAND
NIGERIA
OMAN
PAKISTAN
PALESTINE
PHILIPPINES
POLAND
RUSSIA
RWANDA
SAUDI ARABIA
SINGAPORE
SOUTH AFRICA
SOUTH KOREA
SPAIN
ST LUCIA
SUDAN
SWEDEN
SWITZERLAND
SYRIA
TAIWAN
THAILAND
TRINIDAD AND TOBAGO
TURKEY
UNITED ARAB EMIRATES
UNITED KINGDOM
UNITED STATES



Select countries in green

Sinai Health attracted physicians from 54 other countries in the world seeking advanced specialist training



What our learners said:

" Excellent rotation with highly motivated and highly skilled preceptors and residents"

"Thank you for welcoming me so warmly!"

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. 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 Gynaeeology
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 & Neck Oncology

Dr. Shital Gandhi
Fellowhships 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. Tony Mazzulli
Program Director, Medical Microbiology

Dr. Heather McDonald-Blumer
Fellowship Director, Rheumatology

Dr. Ally Murki
Fellowship Director, Advanced Gynecologic Surgery

Dr. Leslie Nickell
Medical Director, Physician Assistant Program

Dr. Mirek Otremba
Director, MD Program Clinical Skills

Dr. Allan Peterkin
Head, U of T Health, Arts & 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, Vulvavaginal 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 & Education, Nursing & Health Disciplines, Bridgepoint

LEANNE GINTY, RN, MEd, GNCC
Director, Professional Practice Nursing, Mount Sinai

SHARON CHOO, RN, MN
Manager, Nursing Education and Academic Affairs

What our learners said:

"As a student I have never felt a part of the nursing team until now. All the staff were extremely helpful and were encouraging me to learn and experience new opportunities. I not only felt included by the nursing staff but by the doctors and the physiotherapy staff on the unit as well. It highlighted the inter-professional nature of health care and again made me feel as a meaningful part of the team.

Furthermore, the unit had many opportunities to encounter different cases and different patients with their own individual needs. Up to now I have not had such a varied experience and I felt myself grow professionally like never before."

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 for 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 492 Magnet-designated organizations world-wide and only 14 organizations are outside of the United States. Nurses are empowered through shared governance, interprofessional collaboration, professional development, and research and innovation opportunities.

We are 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.

What our learners said:

"If given the opportunity to do it all over again, I will do without a doubt. Generally, the environment is welcoming to student nurse and I will highly recommend other student learners to seek a placement in this hospital as well."

What our learners said:

"Bridgepoint cares about students. It has provided us with learning opportunities in all kinds of ways. Staff here are extremely helpful and friendly. I felt so welcomed here. This is the best clinical placement experience I've ever had."

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 nurses (RN) and registered practical nursing (RPN) programs are educated in small groups or one-to-one preceptorship models and endeavor to learn patient care skills that will be crucial to their future careers. We offer preceptorship and Teaching for Learning and Collaboaration (TLC) workshops to ensure that both our teachers and learners are well supported. There is a robust orientation program to facilitate easier transitions for our students into both 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, 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 and broad 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 within the university. The university provides many learning opportunities to support continuing education and professional development which enable our staff members are able to translate the academic vision into day to day learning at both Mount Sinai and Bridgepoint.

Highlights from the Past Year

- Submitted application for and achieved MAGNET redesignation
- Redeployed staff to support Long-Term Care, Screening and Critical Care areas
- Sponsored staff to complete Critical Care Certificate to support the ICU
- Implemented the Nursing Clinical Extern role
- Started a Nursing Resource Team
- New Graduate Guarantee
- Protected Code Blue Education and Mock Code Blue training
- Resume and interview workshops were provided in collaboration with Human Resources to support recruitment, retention and for learners to successfully acquire jobs as they become new graduates nurses

What our learners said:

"First year as International Student Nurse, end of second semester. Was great experience doing clinical placement at Bridgepoint."

Learning Indicators

Number of learners	**Undergraduate Nursing:** Mount Sinai Hospital RN students: 347 Bridgepoint RN students: 155 RPN students: 225 **Post Graduate Nursing Certificates:** Mount Sinai Hospital Post RN students: 35 Bridgepoint Post RPN students: 2 **Masters:** Mount Sinai Hospital NP students: 5 Mount Sinai Hospital MN students: 12 Bridgepoint MN students: 0
Learner satisfaction	91.8% would recommend placement
Perceptors	MSH: 103 BAH: 66
Number of staff with academic appointments	41
Number of staff with CNA specialty certification	125

Education Awards

See page 57 for the list.

Interprofessional Education

BETH DESPRES, PT, MScPT
Interprofessional Education Lead

What our learners said:

"I thoroughly enjoyed the fact that we were able to receive educational talks about various topics related to nursing. The speakers were welcoming and very informative."

What our learners said:

"The IPE sessions are great and gave us new perspective on collaborative care."

In 2019-2020, Sinai Health offered excellent and varied interprofessional opportunities to our learners, supervisors, and teachers. Interprofessional learning included activities ranging from informally shadowing other team members to more formalized educational sessions and structured placements.

The Learning Experience

For our learners

Sinai Health offers interprofessional lunch and learn curricula such as Sessions in Accredited Interprofessional Learning (SAILs) and structured Interprofessional Education (IPE) placements. In addition, many of our clinical and non-clinical staff offer in-service training to student groups.

Sessions in Accredited Interprofessional Learning (SAILs)

In 2019-2020, Sinai Health offered 34 SAILs sessions. These one-hour, interactive brown bag lunch sessions are provided by content experts from throughout the organization. They are accredited through the University of Toronto's Centre for IPE as an elective credit and are recognized by Ryerson University. SAILs sessions are eagerly attended by learners of all disciplines from both inside and outside the organization.

IPE Structured Placements

In 2019-2020, we offered six different IPE structured placements, attended by 32 learners. Themes for placements included patients with complex needs, geriatrics, and patient and family centered care. Co-facilitators included clinicians, educators and leaders from medicine, nursing, physiotherapy, research, social work, and speech language pathology.

What did this look like?

Learners from various disciplines met with co-facilitators weekly over a three to four week period to learn with, from, and about each other while discussing the placement theme. For most sessions, a patient was present to share their story 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 experiences.

Interprofessional Preceptor Workshop

A one-day interprofessional workshop was offered in both the summer and the fall term. A group of 40 employees from nursing and health disciplines practice across both Mount Sinai and Bridgepoint sites participated in the workshop. Participants explored topic relating to supporting learners, including identifying learning styles, communication and feedback, conflict management, creating learning plans, and stimulating critical thinking.

What our learners said:

"The in-services that were offered to our group were truly helpful and one of the things that we look forward attending. I hope they continue to offer them to future students who will do their placements there."

What our learners said:

"I really enjoyed the variety of experience I had in this placement. I had a number of opportunities to shadow other health care professionals which really aided my learning."

Annual Pair and Share – Showcasing Interprofessional Education, Care and Collaboration

Co-Chairs: Lucy Perruzza, Janice Hon and Lisa Sattertwaite

In October 2019, Bridgepoint and Mount Sinai celebrated our annual Pair and Share event for the sixth year.

The event showcased successful stories of teamwork and collaboration at Sinai Health. Diversity, Inclusion and Wellness, Privacy, Falls Prevention and Switchboard were just some of the groups that set up booths to give our people a clearer understanding of what they do. Teams also highlighted victories from the past year, ongoing projects and future plans. The event featured more than 30 teams across both Bridgepoint and Mount Sinai. Many got creative with the informative activities featured at their booths. The Sidney Liswood Health Sciences Library created a trivia game where they quizzed participants on the various information services the library offers to both patients and doctors. Meanwhile, the SimSinai Centre brought training mannequins and simulation machines for people to test their knowledge of CPR. Most importantly, the event gives Sinai Health employees the chance to meet people from across campuses. Pair and Share helps enhance our sense of community.

Applied Health Sciences

What our learners said:

"I feel this placement really allowed me to take ownership of my work and let me experience what working in Histology is really like. Everyone was very supportive and helpful."

What our learners said:

"My placement at Mount Sinai was a good learning experience for me. I had the opportunity to work with many supervisors and got to learn a lot from each of them."

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.

Michener is celebrated its 60th anniversary in the 2018-19 academic year. Sinai Health looks forward to providing further support as a clinical partner in the education of health professionals.

Names of Education Leads

Ray Nielsen
Director, Student Success Network and Clinical Education,
The Michener Institute of Education at UHN

Assistant, Anesthesia
Dr. Nam Le (current), Dr. Eric Goldschmidt for 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	Anesthesia assistant: 3 Cytology: 1 Genetic technology: 3 Medical laboratory science: 12 Nuclear medicine and molecular imaging technology: 3 Radiological technolog: 4 Respiratory therapy- neonata: 12 Ultrasound: 4
Number of employees with academic appointments	Sinai Health clinical employees who have maintained Michener status appointments as clinical coordinators and clinical educators: 18
Rotation effectiveness	84 per cent of Michener learners placed at Sinai Health responded positively to survey questions related to their learning experiences

What our learners said:

"I got to experience a lot and apply what I learned in school. Everybody was very helpful and seemed happy to teach me, going above and beyond to make sure I would be successful."

Chiropractic

CARLO AMMENDOLIA, DC, PHD
Director, Chiropractic Spine Clinic and the Spinal Stenosis Program

What our learners said:

"Each patient encounter challenged me to think critically about how to apply novel, evidence-based, and patient-centred approaches to patients. Working with Dr. Ammendolia allowed me to refine and reflect on my clinical skills, clinical reasoning, and patient communication."

Learning Indicators

Number of learners

Chiropractic residents	3
Family practice residents	8
Chiropractic interns	16
Chiropractic undergraduates	3
University undergraduates	1
Community practitioners	1
International visitors	1

At Mount Sinai, the Chiropractic Spine Clinic is within the Rebecca MacDonald Centre for Arthritis and Autoimmune Diseases. The program combines clinical care with research and teaching. The Chiropractic Spine Clinic and the Spinal Stenosis Program provides outpatient care for patients suffering from mechanical, degenerative and inflammatory spinal conditions. The 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 was certainly challenging due to COVID-19 which significantly limited our ability to engage in our on-site 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, participating in updating a Cochrane Systematic Review and presenting research findings at SpineFest 2019.

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 and learners refine their clinical skills and participate in our research program. They also conduct individual research at our clinic as part of the educational requirements. During their stay, chiropractic residents participate in clinical rounds and observe and engage in various other areas. These may include neurology, The Wasser Pain Management Clinic, scleroderma, vasculitis, orthopedics, lupus, general rheumatology, and interprofessional education.

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

They learn about 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

- Two educational podcasts, two webinars for learners and clinicians on back pain, spinal stenosis and evidence-based practice, educational workshops and lectures nationally and internationally including at the University of Pittsburgh, Kaiser University, Northwestern University and for chiropractic associations in British Columbia, Quebec and Ontario.
- SpineFest2019, an all-day symposium, highlighting research work conducted by trainees.
- Dr. Ammendolia published low back exam and tailored treatment guide for learner and practitioner

Looking Forward

We are developing 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.

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 Bridgepoint. Dietitians are experts in nutrition regulated by the College of Dietitians of Ontario. The clinical team at Mount Sinai includes 12.6 full-time clinical dietitians and 1.5 full-time diet technicians. The clinical team at Bridgepoint includes 5.2 full-time clinical dietitians and 2.0 full-time diet technicians.

The Learning Experience

In the 2019-2020 Academic year, 11 preceptors offered clinical rotations to 6 learners throughout Sinai Health. Our preceptors, provided both inpatient and outpatient clinical nutrition internship and education experiences.

Looking Forward

For 2021, we will continue to offer internship rotations to learners from Ryerson 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 learning experiences.

Learning Indicators

Number of learners	Postgraduate dietetic interns: 6
Number of preceptors	Dietitians: 11

Dentistry

HOWARD TENENBAUM, DDS, PHD
Dentist-in-Chief

IONA LEONG, BDS
Head, Oral Pathology and Oral Medicine Education and Representative,
Education Advisory Council

Sinai Health's Dentistry Department is the most academically active hospital-based dental program among 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 oral facial 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.

Undergraduate dental students participate in one week rotations within the Dentistry Department, rotating through the departments of Oral Pathology, Oral and Maxillofacial Surgery, the operating room, and Hospital Dentistry with dental residents. Each third and fourth year student receives five half-day clinical rotations in the care of persons with disabilities.

Hospital dental residents complete a one-year postgraduate program to develop skills in dental care in a hospital setting. Residents in the Oral and Maxillofacial Surgery graduate program complete a four-year program with Mount Sinai's dental clinic

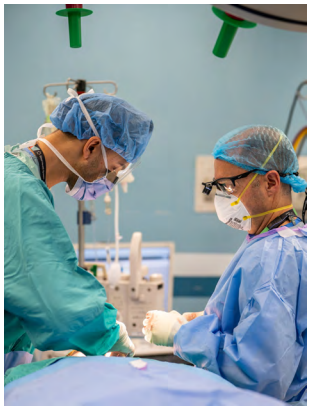
as their primary clinical training site and clinical home for the program. Residents studying oral pathology and oral medicine complete a four year program with Mount Sinai's dental clinic as their primary clinical training site. Periodontology residents receive clinical training in oral pathology and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

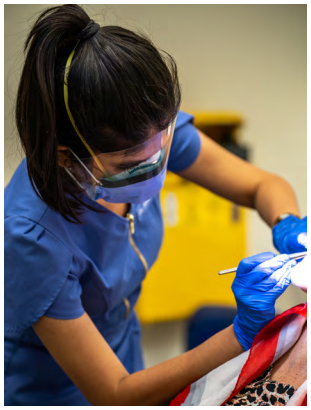
Pediatric dentistry residents complete a rotation for dental care for persons with disabilities. Prosthodontic residents receive training in oral pathology and clinic training in endodontics.

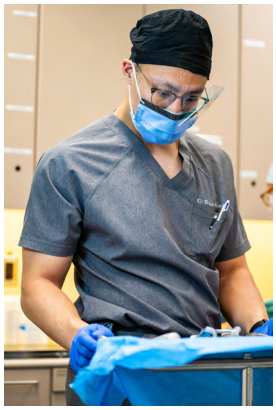
Learning Indicators

Number of learners

Undergraduate dental students: 31
Third year dental students: 85
Fourth year dental students: 96
Hospital dental residents: 5
Oral and maxillofacial surgery residents: 10
Oral pathology and oral medicine residents: 2
Periodontology residents: 3
Pediatric dentistry residents:8
Prosthodontics residents: 3
Endodontics residents: 4
Dental anesthesia residents: 1







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 Hospital as part of an interprofessional learning year from the midwifery education programs at Ryerson, 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 provide 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

Occupational Therapy

MERIDITH MCCLENAGHAN, OT
Clinical Practice Leader, Occupational Therapy

VIVIEN LAM, OT
Practice Resource, Occupational Therapy

Occupational therapists (OTs) are regulated health care professionals who provide assessments and interventions to patients related to a person's ability to do things that are important to them, including self-care, productivity and leisure. As integral members of the interprofessional team, they ensure that a patient's functional status is assessed and treatment is provided to maximize function and 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 a patient. At Bridgepoint, there are 28 OTs and 27 full-time OTAs and part-time occupational therapists assistants (OTAs). OTs work across all inpatient units including rehabilitation and complex continuing care, ambulatory care, and seating clinic. At Mount Sinai, there are six OTs and four OTAs on the inpatient units. Other OTs in the hospital also work with Sinai Health's Assertive Community Treatment Team (ACT), Neonatal ICU, Pain Clinic, and Mount Sinai's ambulatory mental health clinics.

The Learning Experience

Sinai Health provides learning opportunities to learners from the University of Toronto, Humber College and Centennial College. Employees demonstrate educational involvement by offering student placements, providing mentorship and acting as facilitators for clinical labs, IPE events, and small group structured clinical sessions.

Team members also provide IPE shadowing experiences to other professional learners and to internationally trained clinicians to enhance interprofessional knowledge.

Learning Indicators

Number of learners	Occupational Therapy: 11 OTA/PTA: 6
Number of preceptors	Occupational Therapy: 11 OTA/PTA: 7

Physiotherapy

HEATHER KWOK, PT
Clinical Practice Leader, Physiotherapy

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.

Through collaboration with team members, PTs facilitate transitions of patients through the health care system. PTs work closely with physical therapy assistants (PTAs) to optimize therapy resources available to the patient. At Bridgepoint, there are 26 full-time physiotherapists and 27 OTA/PTAs. At Mount Sinai, there are 13 full-time physiotherapists and four PTAs.

The Learning Experience

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

There were 33 structured clinical sessions (SCS) provided this year to University of Toronto PT learners.

Learning Indicators

Number of learners	Physiotherapy: 34 OTA/PTA: 6
Number of preceptors	Physiotherapy: 26
Number with academic appointments or special educational certification	Physiotherapy: 21

Looking Forward

Physiotherapy strives to provide the best patient care by utilizing evidence-based practice. We also want to continue to provide an excellent learning environment for our learners by encouraging an interprofessional and collaborative approach to health care.

Initiatives and Objectives

1. Increase our participation in providing educational support (e.g. field work placements, lab facilitation, small group work, etc.) to learners from the University of Toronto, Humber College and Centennial College.
2. Continue to encourage and support interprofessional education learning experiences for our learners.

Pharmacy

CHRISTINNE DUCLOS, PHARMD
Clinical Practice Leader, Education and Staff Development

Division Profile

Pharmacists	57
Pharmacy residents	2
Pharmacy technicians	46
Administration	4
Administration support	2

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

The Teaching and Learning Experience During the COVID-19 Pandemic

Teaching and learning through the COVID-19 pandemic has posed unique challenges and opportunities for creativity and growth for pharmacy preceptors and learners.

Our exceptional team of pharmacy preceptors continued to offer their time and expertise to teach and mentor the next generation of pharmacy practitioners, while also balancing the professional and personal pressures brought on by the 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 residents did not hesitate to pause their academic programs to support front-line staff and patients during the pandemic. Their willingness to be redeployed to work alongside pharmacy staff in Operations and on the patient care units is a testament to their clinical leadership and professionalism.

Pre-licensure learners demonstrated incredible adaptability and flexibility, resilience, eagerness to learn and willingness to contribute to patient care during these uncertain times, Pharmacy student commitment to enhancing knowledge and skills to support excellence in patient care, in spite of the challenges brought about by the pandemic, is commendable.

The Pharmacy Department continues to support 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. While the COVID-19 pandemic created challenges in how we accomplish our academic mission, it is because of the strength and resilience of our preceptors and learners that we have maintained excellence and innovation in teaching and learning.

What our learners said:

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

Learning Indicators

Number of experiential teaching weeks	416
Number of pharmacy student rotations	51
Number of pharmacy residents	6
Number of pharmacy staff involved in teaching	40
Number of pharmacists involved in teaching	Experiential: 25 Academic: 1
Number of staff with academic appointments/ additional board certification	5
Schools/Programs represented	• University of Toronto • University of Waterloo • Sinai Health Pharmacy Residency Program • Military Residency Program

Highlights from the Past Year

- Four resident research projects successfully completed and presented
- Implemented a new pharmacy summer student model with focus on supporting pharmacists in clinical practice and assisting with departmental project work
- MSH ICU pharmacist team provided initial and ongoing critical care education and training for pharmacists, pharmacy learners and interprofessional colleagues during the COVID-19 pandemic
- Seven pharmacist staff pursuing additional board certification in Geriatrics (4), Oncology (1) and Critical Care Pharmacy(2)
- Lisa Burry, clinician scientist, appointed to the World Health Organization (WHO) -Therapeutic Prioritization Advisory Group for COVID-19
- Janet Sio, Bridgepoint pharmacist, was the recipient of the Sinai Health Lifelong Learner Education Excellence award (2019)
- Suzanne Singh, Family Health Team pharmacist, was the recipient of the Sinai Health Lifelong Learner Education Excellence award (2020)
- Najla Tabbara, Perinatal pharmacist, recipient of the Andrew Shennan Award for Excellence in Teaching by a Member of the Interprofessional Team (2020/21)
- Membership on several provincial, national and international committees
- Presentations at local, national and international conferences

Respiratory Therapy and the Anaesthesia Assistant Program

MATTHEW KO, 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
KATELYN CROOK, RRT, CRE
Adult Acute Care and Rehabilitation Practice Resource, Respiratory Therapy

The Respiratory Therapy (RT) Department includes registered respiratory therapists (RRTs) who are members of interprofessional teams in all areas of the hospital. Our specialized skills include airway management and the initiation and management of life support. As such, RRTs play a key role in the Adult Intensive Care Unit, Neonatal Intensive Care Unit, labour and delivery, operating room, Endoscopy, Emergency Department, medical and surgical wards, the Asthma and Chronic Obstructive Pulmonary Disease (COPD) Education Clinic, Complex Continuing Care and Rehabiliation at Bridgepoint Active Healthcare and the Harrowston Heart Failure Clinic.

The RT Department also includes anaesthesia assistants (AAs) who are RRTs with advanced training. They provide sedation and assist anesthesiologists with care to patients in the OR, labour and delivery, Emergency Department, ambulatory areas and at the Kensington Eye Clinic.

The RT Department also has a group of RRTs who are certified respiratory educators and provide counselling to patients for smoking cessation.. They work in our clinics and on the inpatient units to help manage respiratory diseases. These individuals also facilitate discharge planning across campuses for inpatients requiring supplemental oxygen and/or tracheostomy and respiratory supplies at home. In addition, we also have several CPR instructors certified by the Heart and Stroke Foundation of Canada. They teach CPR to both expecting mothers and other team members. There are also Advanced Cardiac Life Support (ACLS) instructors who facilitate learning by teaching medical residents crisis resource management and, through simulation at SimSinai, how to treat acutely ill patients in the emergency department.

As part of the acute resuscitation 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 Learning Experience

Sinai Health provides educational opportunities for RT and AA learners from the Michener Institute of Education and Conestoga College. We also offer informal job shadowing to other health professional learners such as medical residents and fellows.

Additionally, there is professional development support for RRTs, RNs and more. The RT Department is enthusiastic about constantly revisiting our practice in an effort to enhance patient care.

Learning Indicators

Number of learners	Third year RT clinical learners: 3 NICU RT student internships: 24 AA learner internship: 2
Number of preceptors	Formal clinical educators or preceptors: 2 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 to 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

Highlights from the Past Year

- Two ICU core RRTs are ACLS instructors. They will also become Basic Cardiac Life Support (BCLS) instructors to facilitate the RT Department's ACLS and BCLS certification
- 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 Quality Improvement (QI) projects, specifically Spontaneous Breathing Trials in the ICU. Our compliance rate increased to over 80 per cent this past year
- In the NICU, Bronchopulmonary Dysplasia (BPD) rates have reduced by 10 per cent due to the Better Breathing Bundle QI initiative
- RRT 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

Looking Forward

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 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
- Implement heated humidity as standard best practice for tracheostomy patients at Bridgepoint Active Healthcare
- Anesthesia Assistant students doing clinical education in Labor and Delivery
- Learn anaesthetic 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
- Increase collaboration with all professions and provide excellent patient experiences

Social Work

SABRINA GAON, RSW, MSW
Senior Manager, Complex Care Transitions and Social Work (MSH)

WENDY CAMERON, RSW, MSW
Professional Practice Leader, Social Work (BAH)

What our learners said:

"I appreciate how reflective and engaging you are with us, it adds greater value in my experience as a student."

Social workers conduct psychosocial assessments which provide information and guidance for the interprofessional team 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, 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 patient and family care when they transition from 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 amongst 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 Hospital develops and instructs practice-related seminars to MSW learners. 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.

Sinai Health social workers also support interprofessional education initiatives. We provide learners from all professions shadowing opportunities with social workers in many patient service areas such as hospital units and ambulatory clinics. Social work team members co-facilitate interprofessional education placements in obstetrics, general internal medicine, complex patients and palliative care.

Learning Indicators

Number of learners	11
Number of preceptors	18
Number of employees with academic appointments	5

Highlights from the Past Year

While there were additional challenges to student placements during the first stages of the pandemic, it provided our learners a unique opportunity to understand how systems and hospitals function during times of crisis. At the end of the 2019-2020 academic year, social work learners were able to support patients and families dealing with the frustration of limited visitation and the additional fears associated with returning to the community during a pandemic.

Although field placements were shortened for our learners due to changes in practice during the first wave of the pandemic, through creativity and collaboration we were able to ensure our learners completed the necessary requirements for their in the field training. At Bridgepoint our students took the lead in organizing celebrations for Social Work Week, setting up daily quizzes which were distributed by email to staff. The quizzes were fun and informative, and we had great staff involvement with one lucky participant winning a gift card at the end of the week. Social workers were shown appreciation with jars of candy with personalized messages to thank them for everything they do. At Mount Sinai, long term field instructor Bill Gayner retired this year, wrapping up an innovative practicum that was offered in our HIV clinic that spanned two academic years. We wish Bill every success in his retirement and are grateful for his dedication to innovation and providing a comprehensive and in-depth learning experience for MSW students.

Looking Forward

Our commitment to continue to support MSW students during the pandemic remains strong and we anticipate increasing the number of students we supervise in the coming academic year.

Speech Language Pathology

KRISTA CAULFIELD, MSLP, SLP
Clinical Practice Leader, Speech Language Pathology

MITZI SHAPERA, 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, facilitate the transition of patients through the health care system. SLPs work closely with communicative disorders assistants (CDAs) to optimize therapy resources available to the patient. There are 10 full-time SLPs, one part-time SLP, as well as two full-time and two part-time CDAs working at Bridgepoint. There are four speech language pathologists at Mount Sinai.

The Learning Experience

We provide learning opportunities to learners from the University of Toronto, 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 IPE shadowing experiences to other professional learners and internationally trained clinicians to enhance interprofessional knowledge.

Looking Forward

Speech language pathology continues to strive to provide the best patient care by utilizing evidence-based practice. We offer an excellent learning environment for our learners by encouraging an interprofessional and collaborative approach to health care.

Initiatives and Objectives

1. Increase our participation in providing educational support (e.g. field work placements, lab facilitation, small group work, etc.) to learners through the University of Toronto, Durham College and Georgian College.
2. Continue to encourage and support interprofessional education learning experiences for our learners.

Learning Indicators

Number of learners	8
Number of preceptors	9
Status appointments	7

Spiritual Care

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

Both Mount Sinai and 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 and Plans for 2021

Just as other disciplines, at the beginning of the pandemic Spiritual Care had to pause engagement with learners. However, with much support and planning in 2021 Spiritual Care will obtain program approval by Canadian Association from Spiritual Care to offer cross site inaugural clinical education placements in spiritual care to learners from University of Toronto and Tyndale. We will welcome a new cohort of nine students.

Spiritual Care learners will engage in clinical education on General Internal Medicine, Women's and Infants' and Rehabilitation units, participate in IPE experiences with learners from other disciplines. We hope to provide support in resiliency building to other learners. We hope to provide support in resiliency building to other learners.

Therapeutic Recreation

JENNIFER RIDGWAY, CTRS
Professional Practice Leader, Therapeutic Recreation

Therapeutic Recreation (TR) interventions enhance the function, health, well-being and quality of life of patients who have a wide variety of diagnoses and potentially limiting conditions. These TR interventions provide patients with opportunities to receive cognitive and sensory stimulation, to socialize, to improve their fine and gross motor skills, to strengthen their interpersonal skills, to receive emotional support, to build their self-confidence and self-esteem, to mitigate their pain, to manage their stress, to facilitate their reintegration into the community and more.

At Bridgepoint Active Healthcare, there are five full-time Recreation Therapists, one part-time Recreation Therapist, three full-time Recreation Therapy Assistants and one full-time Hospital-Wide Coordinator.

The Learning Experience

The therapeutic recreation team provides opportunities to learners from Brock University, Georgian College, Seneca College, Toronto Art Therapy Institute (TATI), Niagara College and Centennial College. Team members demonstrate educational involvement by offering student placements, providing mentorship and facilitating job shadowing experiences for Interprofessional Education (IPE) initiatives.

Learning Indicators

Number of learners	Recreation Therapist: 3 Recreation Therapist Assistant: 2

Highlights from the Past Year

A TR learner took the lead for the TR department at the 2019 Pair and Share Event. The learner presented the work that was completed to re-launch the Dancing with Parkinson's program at Bridgepoint Active Healthcare. Another TR learner worked with a patient in the Palliative Care program to develop a cookbook. The learner assisted the patient with recipe development and preparation and created and produced a cookbook that captured the patient's passion for cooking and became a legacy for her family and friends.

Looking Forward

In the 2019-2020 academic year, Bridgepoint Active Healthcare embarked on a new affiliation agreement with the Toronto Art Therapy Institute (TATI). The first learner developed and implemented several art based programs under the supervision of a Recreation Therapist. These programs, which were delivered in small groups and individually, explored art history and a variety of art techniques and provided opportunities for patients to reflect on their work. The continuation of this academic affiliation will allow patients at Bridgepoint Active Healthcare to continue to benefit from Art Therapy for years to come.

Non-Clinical Programs

ROLAND DE VEGA, BA (Hons)
Academic Affairs Coordinator, Bridgepoint

What our learners said:

"Bridgepoint is wonderful facility for students to learn skills. I am glad that I had my placement here."

Sinai Health prides itself on the diversity of its learners and the environment that it provides. During the 2019-2020 academic year, Bridgepoint provided non-clinical learning experiences to 24 learners from five different disciplines.

Learning Indicators

Number of learners	
Administration and Management	11
Engineering	4
Environmental Services	2
Food Services	2
Research	5
Total	**24**

The Learning Experience

The Bridgepoint Support Services team (comprised of food and environmental services) was the recipient of a Sinai Health Award of Excellence in Education in 2019, honoring their long history supporting learners from Centennial and George Brown colleges. During the early months of the pandemic, learners in these areas assisted the team in creating and implementing new processes to support hospital operations such as PPE recycling.

In 2018 Bridgepoint Occupational Therapist Cathy Choi worked with University of Toronto final year biomedical engineering students to develop a vibration measurement tool (VMT) connected to an iPad app, to be used with clients driving power wheelchairs. In 2020 Cathy and her team were awarded a Science of Care Innovation grant to continue work on the VMT and iPad app with another cohort of University of Toronto Biomedical Engineering students to ensure sustainability. Cathy supervised these four engineering students in the summer of 2020 in collaboration with Paula Shing, Manager of Academic Practice for Health Disciplines at Bridgepoint. Looking ahead, the VMT and iPad app will be undergoing reliability and validity testing during the summer of 2021.

Diversity, Inclusion and Wellness

The Department of Diversity, Inclusion and Wellness supports Sinai Health's goal of investing in our people to create a workforce that feels energetic and well. Our diversity and inclusion initiatives focus on ensuring our people feel valued, respected, recognized, and supported to be their authentic selves. Our wellness initiatives deliver high quality, needs driven, and accessible healthy lifestyle resources. We optimize the well-being of our people through programs, services and resources. By increasing health, education, engagement, we foster healthy attitudes and an environment that is accessible, equitable, psychologically safe and free of harassment and discrimination.

The Learning Experience

In 2020, Diversity, Inclusion and Wellness offered programs, virtual events, services and resources to all our employees, physicians, learners, scientists and volunteers [1].

We offered customized workshops on topics such as inclusive service, sexual harassment, discrimination, human rights responsibilities, gender identity, addressing disrespectful behavior, and more.

The department showcases various dimensions of wellness including physical, emotional, spiritual, environmental, and financial wellness.

We offered different initiatives such as Healthy Workplace Month, virtual wellness activities, Mental Health Awareness Week, People Appreciation events, ongoing programming and more.

Highlights from the Past Year

- Hosted corporate-wide recognition events including annual People Appreciation, Kindness Day, Sinai Spirit Day, service celebrations and holiday events
- Facilitated virtual fitness classes, outside classes, and stretching breaks
- Held wellness learning events on topics such as mindfulness and mediation
- Celebrated National Healthy Workplace Month and each week showcased offerings from various dimensions of wellness, including in-person mindfulness breaks, weekly webinars relating to one of the pillars of wellness
- Recognized Mental Health Awareness Week the launch of eLearning modules for employee and People Leaders on mental health in the workplace
- Recognized International Day for the Elimination of Racial Discrimination and Trans Day of Remembrance, by our Are You an ALLY? Resources packages as well as group specific supports and mental health resources
- Raised the progress pride flag, and distributed posters and pins during June for Pride Month
- Created resources regarding Anti-Black Racism
- Developed and delivered training on microaggressions and delivering inclusive service

1 NB- Due to the COVID-19 pandemic, our Volunteers have not been in the hospitals since March 2020.

- Launched new Employee and Family Assistance Program with accompanying App which facilitates another way to deliver support and resources to staff
- Developed and delivered training on harassment, discrimination, and incivility

Looking Forward

- Recalibrating the department to better integrate and embed existing programming to have stronger organizational presence and impact
- Ongoing development and implementation of programs and initiatives that support physical and psychological well-being.
- Embedding concepts of the National Psychological Health and Safety Standard and the Joy in Work framework within the workplace.
- Increasing our employee health and lifestyle resources by continuing to offer wellness and health promotion topic programs, events, services and resources.
- Building upon the success of the Are You an ALLY? Campaign events and training.
- Developing and implementing a diversity and inclusion curriculum as part of our Leadership and Management Skills Academy, including the continuation of leading equity training for all Sinai Health leaders.
- Continuing to offer customized and targeted workshops that support our people's needs.

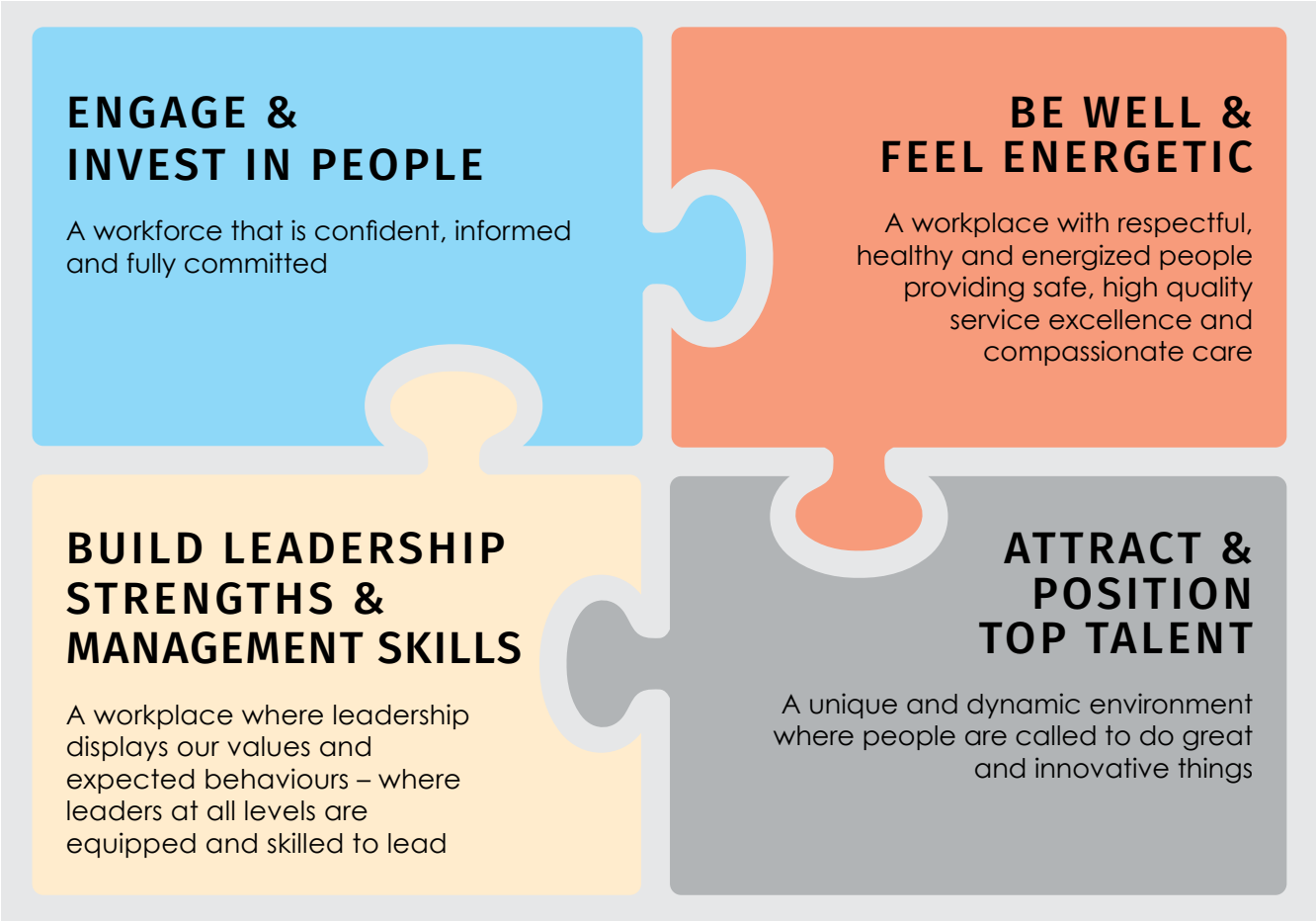
Organizational Development and People Engagement

MARY MODESTE
Director, Organizational Development, Diversity and Wellness

The following information reflects the work of the team in 2019-2020. Our work continues to be driven by several of Sinai Health's key plans including:

- Our People Plan 2018-2023
- Purpose and Values
- Academic Practice Strategy
- Quality Aims

To achieve our goals, the team partnered with employees, teams, internal and external subject matter experts and stakeholders to identify performance gaps and develop an OD strategy to address those gaps.



When our Purpose and Values were uncovered a thoughtful and comprehensive plan was developed to launch and embed them across Sinai Health. The plan included three phases:

1. Building awareness and common understanding (May 2019 through March 2020),
2. Embedding values and behaviours at all levels (April 2020 through March 2021) and,
3. Integrating our Purpose and Values into programs, policies and systems (April 2021 through December 2022).

In addition to launching our Purpose and Values across the organization, we launched them among the senior leadership team with presentations delivered by the Senior Director and an external partner. Purpose and Values education and reflective practices were included in our weekly new employee Orientations. A Purpose and Values module was also developed specifically for managers who were accepted into the Management Skills Certificate program. The module was delivered once to more than 25 learners. A second delivery of this module, scheduled in March 2020, was paused when all training was cancelled due to the pandemic.

2019-2020 Highlights

MBA Internship Program

Facilitated a summer internship program for four MBA interns from GTA universities.

Continued to offer new employee Orientation at both campuses

Expanded and improved the new employee Orientation in response to a substantial increase in demand due to hiring volumes.

- New employee Orientations offered at both campuses: 62
- New employees attending Orientation at both campuses: 1074

Expanded manager training curriculum to include a Management Skills Certificate program:

The program focuses on the development of a managers fiduciary responsibilities and is underpinned by our Purpose and Values. The 5-day in-class program covered topics such as Leading in Quality; Health Care Funding; Procurement Fundamentals; Budget Planning and Reporting; Leading with Purpose and Values; Respect in the Workplace; Workplace Accommodations; and, Labour Relations Fundamentals. The program concluded with an Individual Learning Application Plan (ILAP), which required learners to identify skills and/or knowledge gained in the program where they needed support to apply what was learned in their jobs. Learners then worked with their own managers to build specific plans to ensure the learning continued back on the job and within their own roles.

Sustained additional training programming for managers

We offered seven courses specifically for managers: Bias Free Hiring; Meaningful Feedback Conversations; Labour Relations Fundamentals; Process Improvement; Procurement Fundamentals; Managing Payroll in Dayforce: and, Leading Change. The courses offered and participation was as follows:

- Courses offered: 28
- Participants: 178

Rotman Academic Hospital Leadership Academy

Fifteen Senior Leaders participated in an Executive Leadership Development program through the Academic Hospital Leadership Academy, Rotman School of Management.

Sustained Service with HEART training to employees

Service with HEART is a training program focused on empowering employees to interact with patients, visitors and each other in a caring and compassionate way. During 2019-2020, the program was offered at both campuses as follows:

- Deliveries: 7
- Participants: 101

Continued to deliver a strong change management process to support teams transitioning through substantial changes in their workplaces/units

- Change process/change management workshops sessions hosted (as part of Phase 3A change plan and within the Management Skills Certificate program): 53

Established a strong individual/team coaching and OD support process to improve leader and team effectiveness.

- Team/individual coaching events supporting team/leadership effectiveness: 95

Looking Forward

- Continue embedding our Purpose and Values
  - to new employees through our Orientation program;
  - to managers through the Leading with Purpose and Values workshop; and,
  - to managers and employees electing to attend the Leaning on our Purpose and Values to Build Resilience workshop
- Finalizing employee, manager and leader values based competency frameworks and launching them across the organization
- Completing the new employee Orientation refresh
- Pilot and launch Crucial Conversations, the standard in effective Communication, to managers, leaders and employees across Sinai Health
- Launching interim performance manager program/process and providing education to employees and managers to enable effective performance discussions

Circle of Care

SILVIA MARABETI, MBA, MHRM
Vice President, Human Resources & Volunteer Services, Circle of Care

Over 1,300 employees support Circle of Care, including personal support workers (PSWs), social workers, nurses, and other highly skilled individuals who 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. In recent 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 the University of Toronto 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 education accomplishments include:

- **Learning on the Go:** Our PSW teams have had the opportunity to take part in a learning experience focusing on supporting client's mental health. This 10-part series provides PSWs with case studies and scenario-based learning that can be applied to their role. We have currently launched the first three modules, and will continue the program into the new 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. Circle of Care's management team receive certifications through the LEADS Leader Shift program as well the mini-MBA program at the University of Toronto.
- **Service with Heart:** Based on Sinai Health's success with this highly regarded customer service training program, Circle of Care has continued the roll out of Service with Heart across our organization.

Looking Forward

Our goals for the next coming year include:

- Enhancing leadership capabilities through implementation of LEADS framework.
- Continuing to develop our reservoir of learning content to create impactful experiences.
- Launching our Learning Management System to all of our staff.

Library Services

CHRIS WALSH, MI, MA
Operations Supervisor, Library Services

What our learners said:

"Congratulations Chris! This publication will fill such an important gap in the literature. Excited about our future work … Thank you all for your support throughout this process. We could not have published this systematic review without you!"

What our learners said:

"The Patient Library is a valuable space and service. The staff and volunteers play a big role in supporting both patients and caregivers by providing them with assistance, reading material, health information and access to computers. The Library offers an opportunity for patients to be stimulated and engaged in an inclusive environment."

Sinai Health Library Services provides unprecedented access to published evidence, health information expertise and educational resources across 4 centers: The Sidney Liswood Library and the Patient Education Pavilion at Mount Sinai Hospital, and the Health Science Library and Patient & Family Resource Centre at Bridgepoint Active Healthcare. 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.

Highlights from 2019-2020

- For 2019-2020, **2580 staff and learners** from all departments were trained on conducting literature searches and systematic review searches, navigating point of care resources, locating journal articles and books, and using reference management software such as EndNote and systematic review software (Covidence).
- **Nursing Reference Plus** (NRC+): Sinai Health Libraries and the Department of Nursing worked in tandem to increase the research capacity of Nursing and Allied Health staff across the organization. NRC+ is a comprehensive point-of-care tool and research database and that is designed to enhance the delivery of patient care through the proactive education and professional development of nursing and allied health disciplines. The acquisition and integration of NRC+ into the Library websites and Patient Record contributed to the successful Magnet re-accreditation in 2020. Over **20 training and information sessions** on Nursing Reference Centre Plus were delivered to the Nursing Unit Council, the Academic Practice Committee and Nursing Units across Sinai Health. These sessions were attended by over **1350 nurses** and allied health professionals.
- 2020 saw the integration of an online aggregator tool (Search Everything) on the Library Services website that consolidates health evidence from Sinai Health Libraries' collection of over 15 individual research databases into one easy-to-use platform.
- **Charmaine De Castro** and **Chris Walsh**: Created the library's COVID-19 Research and Resources Guide.
- **Charmaine De Castro**: Created How-To Guides on navigating library resources and other technical services, for library users.

Looking Forward

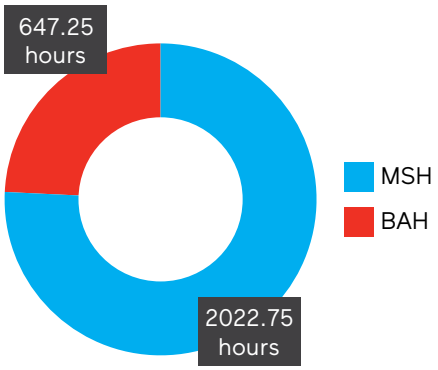
- Digitize all consumer health information and patient education materials at the Patient Education Pavilion at Mount Sinai Hospital.
- Continue to enhance the digital learning and research experience at Sinai Health via online guides, tutorials and remote access to Information Specialists.
- Enhance the consumer health collection at the Bridgepoint Patient & Family Resource Centre.
- Anticipate the relocation of the Bridgepoint Health Science Library and Patient & Family Resource Centre at Bridgepoint Active Healthcare.
- Support the return and reintegration of Learners across Sinai Health in 2021-2022.

Research Impact

In 2019-2020, library staff performed **over 550 searches**, including **481 literature review searches** and **98 systematic review searche**s for staff and learners from all clinical and non-clinical departments of Sinai Health.

This is equivalent to **2697 hours** of service!

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



Select Presentations & Training

- **Charmaine De Castro.** EndNote for Systematic Reviews: an Overview. Pharmacy Research Assistants. July 24, 2019.
- **Michelle Ryu.** Advanced searching in MEDLINE. OBGYN, Pediatric Residents. Oct 2019.
- **Charmaine De Castro and Michelle Ryu.** Geriatric Summer Students Literature Searching Session. June 7, 2019.

What our learners said:

"Charmaine was invaluable in developing and executing the search strategy for a systematic review that we are performing, as part of our project aimed at improving colon cancer care. She took the time to meet with me and develop a search strategy that our research team was happy with, and leveraged her expertise and knowledge to ensure that our search was thorough and targeted. We could not have done this project without the assistance of Charmaine and the Sidney Liswood Health Services Library, and are very grateful for their contributions."

- **Patricia Petruga** delivered over 75 Clinical Information Orientation sessions to nursing students at Bridgepoint throughout 2019-2020, reaching over 500 nursing students.
- **Chris Walsh** supervised 1 Master of Information Science Practicum student from the University of Toronto's Faculty of Information. Our student completed a project titled, "Marketing the Patient Library: A survey of Canadian and International Best Practices". 2019.
- **Kaitlin Fuller and Charmaine De Castro.** Health Science Resources II: Comprehensive Searching for Year 2 University of Toronto Medical Students of the Wightman Berris Academy. Cooper Centre, Mount Sinai Hospital. November 7, 2019.
- **Chris Walsh.** MEDLINE Advanced search and retrieval techniques. Pharmacy Students. January, May, August & December 2019.
- **Charmaine De Castro.** Health Science Resources I: Clinical Searching and Appraisal for Year 1 University of Toronto Medical Students of the Wightman Berris Academy. Cooper Centre, Mount Sinai Hospital. January 9, 2020.
- **Charmaine De Castro.** Power Searching: Geriatric Summer Students Literature Searching Session. June 5, 2020.
- **Chris Walsh.** MEDLINE Advanced search and retrieval techniques. Pharmacy Students. February, October and November 2020.

Select Publications & Accolades

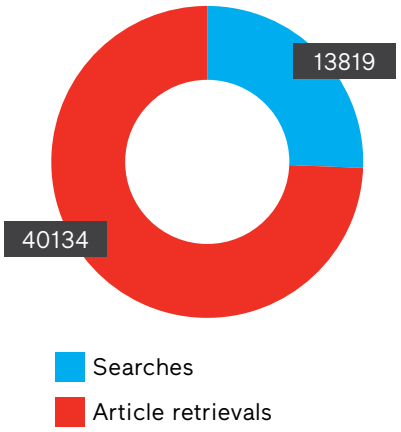
- Rai, Y, and Siddiqui, N. The role of ultrasound in front-of-neck access (FONA) for cricothyroid membrane identification: a systematic review. Trends in Anaesthesia and Critical Care. February 2020; 30: e147. Collaborator: **Charmaine De Castro.** Acknowledged with building the search.
- Ferreyro BL, Angriman F, **Ryu, M,** et al. Noninvasive oxygenation strategies in adult patients with acute respiratory failure: a protocol for a systematic review and network meta-analysis. Syst Rev. 2020;9(1):95. Published 2020 Apr 26.
- Rai Y, You-Ten E, Zasso F, **De Castro C,** Ye XY, Siddiqui N. The role of ultrasound in front-of-neck access for cricothyroid membrane identification: A systematic review. J Crit Care. 2020;60:161-8.
- Forner, D., Lee, D. J., **Walsh, C.,** Witterick, I. J., Taylor, S. M., & Freeman, J. (2020). Outpatient versus Inpatient Parotidectomy: A Systematic Review and Meta-analysis. *Otolaryngology–Head and Neck Surgery*, 162(6), 818–825.
- Saunders S, Killackey T, Kurahashi A, **Walsh, C.,** et al. Palliative Care Transitions From Acute Care to Community-Based Care-A Systematic Review]. *J Pain Symptom Manage*. 2019;58(4):721-734.e1.
- Forner D, Lee DJ, **Walsh C,** Witterick IJ, Taylor SM, Freeman J. Outpatient versus Inpatient Parotidectomy: A Systematic Review and Meta-analysis. *Otolaryngology–Head and Neck Surgery*. 2020;162(6):818-825.
- Deschner E, **Walsh C,** Spithoff S, et al. P031: Naltrexone initiation for alcohol use disorder in the emergency department: A systematic review. *CJEM.* 2019;21(S1):S74-S74.
- **Jordan M. Phillips Endowment Award** for Best Research Paper on Minimally Invasive Gynecologic Surgery (MIGS). Andrew Zakhari, Olga Bougie, Daryl Edwards, **Michelle Ryu,** Ally Murji. Post-operative Dienogest following conservative endometriosis surgery: A systematic review and meta analysis. Foundation of American Association of Gynecologic Laparoscopists (AAGL). 2019.
- **Best Poster Presentation Award.** Sandra Kendall, **Michelle Ryu, Chris Walsh.** *How do we teach clinicians where the best evidence-based resources are?* European Association of Health Information and Libraries (EAHIL) Conference. Basel, Switzerland. 2019.

- **Valentina Ly** received $1,000 scholarship from the Association of Research Libraries to attend the IDEAL 2019 Conference at the Ohio State University on August 6-7, 2019. The theme of the conference was 'Advancing inclusion, diversity, equity and accessibility in libraries and archives'.

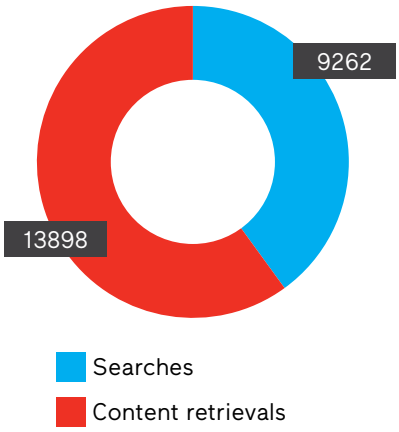
Library Database Usage 2019-2020

To support the educational environment of our Learners and 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.*

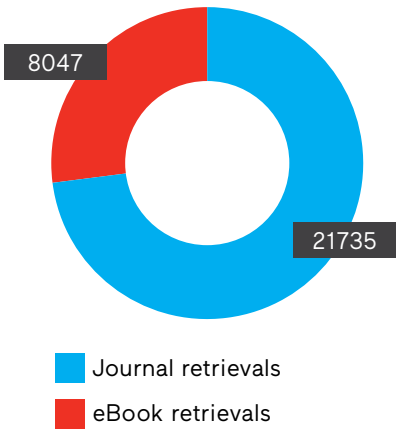
CINAHL Complete



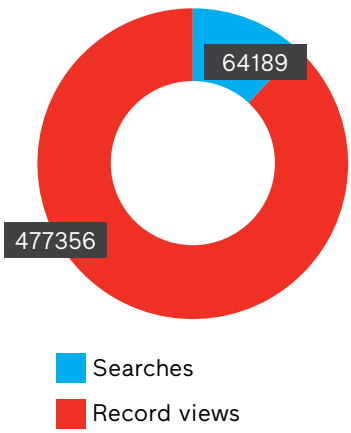
Nursing Reference Centre Plus (NRC+)



ClinicalKey



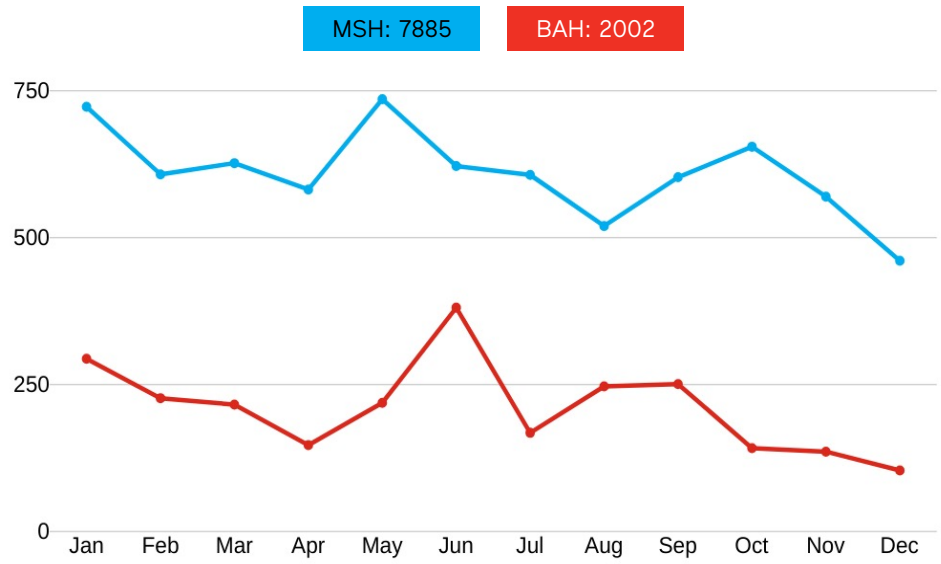
MEDLINE



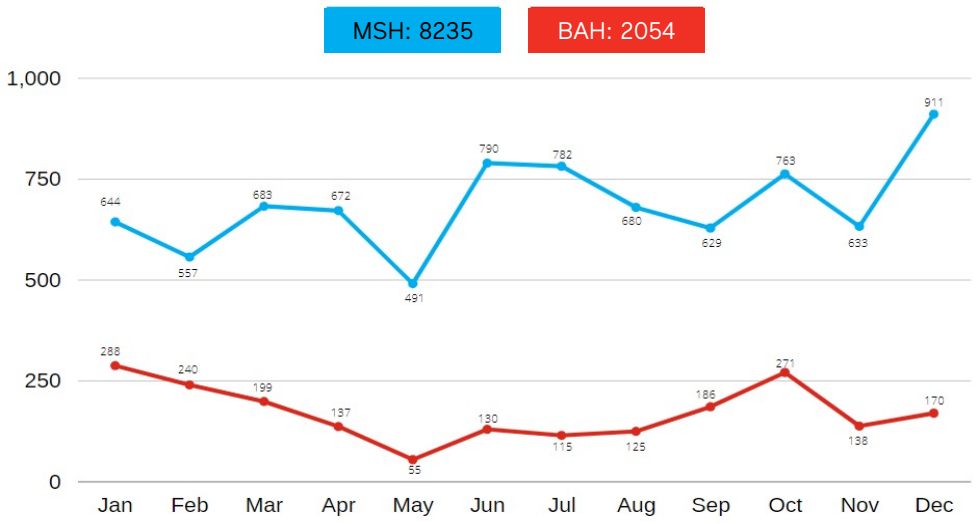
Sinai Health Library Websites

For 2019-2020 there were over 20,000 unique visitors to our Library homepages across the organization. During 2019-2020, the Sidney Liswood Library had over 16,000 unique visits to our site at Mount Sinai Hospital. This includes the use of the 24/7 study space and computer lab, silent study area, training lab and open office area.

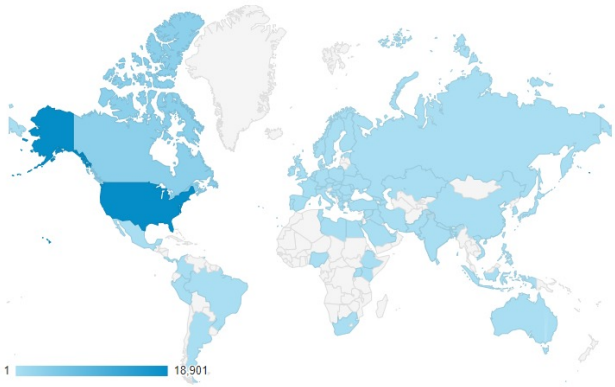
2019



2020



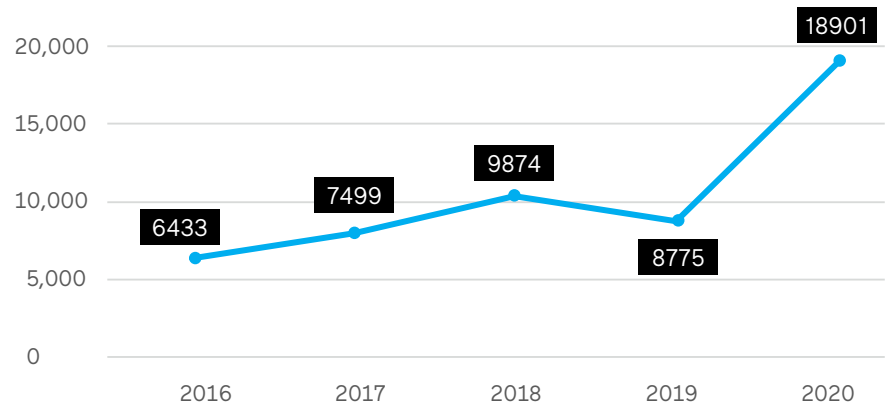
During 2019-2020 *Bridge2Health,* our Patient Education website, attracted 27,626 visitors from over 78 countries!



Bridge2Health

Visitors by Country to Bridge2Health

5-year Bridge2Health website hits



SimSinai Centre

SEV PERELMAN, MD
Director

Our last academic year started as “business as usual”, but the onset of the COVID-19 pandemic rapidly changed this status quo! The reality of a pandemic brought to light both our strengths and our weaknesses.

The confounding factor to the pandemic restrictions was the renovation process (RENEW SINAI) that Mount Sinai hospital has been undergoing over the last few years.

We are am extremely proud to report that in close collaboration with the Surgical Skills Centre, SimSinai was not only able to keep its doors open for business but also provided an unparalleled contribution to rapid training and re-training of clinical staff. Our physicians, students and residents learned the techniques of donning and doffing and choosing the Personal Protective Equipment (PPE) appropriate for each clinical task and circumstance. They learned how to conduct protected code blue responses, protected intubations and other aerosol-generating procedures in a safe and productive simulated environment. We tried to continue providing an opportunity for BLA and ACLS certification whenever possible and developed innovative ways to distance learners during courses.

Observing the need to train and re-train health care providers under such time pressure was quite eye-opening and led us to reflect on how many lessons from the “original” SARS 2003 epidemic have been forgotten. Mainly, how we as professionals, missed the opportunity to continue the deliberate practice of maintaining and teaching basic skills in the provision of care, critical communication and coordination of team efforts in dangerous environments. Nevertheless, the past several months were stories of tremendous dedication, efforts and successes to build upon in the future!

Very early in the pandemic, Dr. Lauren Self, our former trainee and presently simulation educator and an Emergency Physician from the Credit Valley and Toronto Western Hospital, initiated a project aimed at disseminating the proper way of organizing the team for protected intubation. SimSinai was chosen to be the platform for design and filming. Dr. Seema Marwaha, an internist from the St. Michael’s hospital and medical journalist, Editor-in-Chief of "Healthy Debates" (https://healthydebate.ca), provided her expertise in filming. Dr. Jennie Johnstone, Infectious Disease specialist and Medical Director of Infection Prevention and Control at Sinai Health consulted on the content. SimSinai staff and interdisciplinary volunteers, Mr. Kevin Hua, RN, Ms. Sydney Hall, RN and Mr. Gabriel Gardenas, RT participated in the simulated scenario. The YouTube training video introducing the correct techniques in Donning and Doffing Personal Protective Equipment (PPE) and Protected Code Blue was produced and peer-reviewed by specialists from Anesthesia and Emergency medicine from several GTA hospitals (https://www.youtube.com/watch?v=VGNfhHXW-aE). This project was supported by many leaders at Sinai Health including Kara Ronald and Drs. Maureen Shandling, David Dushenski and Yasmine Mawji. This video and accompanying references have been viewed by over 35,000 viewers and was translated into Ukrainian where it has served as one of the educational resources at the Shupyk National Medical Academy of Postgraduate Education in Kyiv.

Dr. Paul Koblic and Dr. Seema Marwaha in a similar effort developed an amazing educational video on setting up ventilators (https://www.youtube.com/watch?v=MgKFXPM8bo0&feature=youtu.be). They enlisted help from Sinai Health Emergency physicians, Drs. Cheryl Hunchak and Indy Sahota as well as the Sinai Health Respiratory Therapists: Matthew Ko, John Trail, Katelyn Cook and Maegan Beattie. Leadership support was provided by Drs. Dushenski, Borgundvaag, Lapinsky and RT Manager Mr. Steve Arai. Having this video readily available for our emergency and critical care physicians enabled staff to have a quick reference guide to set up and prepare respiratory equipment in the event of a shortage of RTs or ICU personnel (who usually set up such equipment) during the COVID-19 crisis.

As a result of tremendous efforts from SimSinai and Surgical Skill Centre directors, administrative, managerial and technical staff, we were able to secure a contract for Donn and Doff and Protected Code Blue training with the office of Post-Gradual Medical Education. Dr. Filipe Santos, an anesthesiologist from Unity Health (St Michael's Hospital) spearheaded the training of over 400 residents and fellows who were re-deployed during the initial phase of the pandemic. All activities were made possible, not only due to the dedication and efforts of our staff and educators but also because of the support from the University of Toronto Foundation.

Using COVID-19 specific donation monies, we were able to obtain two video-laryngoscopes to be used by learners in mastering the techniques of the safest protected intubation. I would like to express our gratitude to Ms. Alanna Lachapelle, a Territory Manager for Canadian Hospital Specialties Ltd. for securing an equipment loan for us to be used prior to receiving the order.

We were able to rapidly re-start BLS and ACLS training as well as many other educational activities using safe learning strategies that we shared both locally and internationally through several zoom lectures and presentations.

We would like to share that it has been truly inspirational experience this continued level of support and collaboration. And are hopeful that one of the long-lasting effects of the COVID-19 pandemic will be improved cooperation between many levels of hospital leadership as well as a cultural shift towards embracing the need for continuing deliberate practice of many clinical, technical and communication skills to assure our readiness to provide care and securing safety for patients, clinicians and learners alike.

Our challenges are not over, but I feel confident and secure in our abilities to face these challenges.

Learning Indicators

Instructional Hours Total	443.25	
Number and Type of Learners	Physicians	418
	Residents	501
	Medical Students	318
	Allied Health	105
	Nursing	217
	Other	101
Number with academic appointments or special educational certification	Physiotherapy: 21	

ACLS/BLS Programs

		Certification	ReCert	Instructor	Total Attendees
2018-2019	Participants	129	165	8	302
2018-2019	Sessions	14	14	1	29

For Publications See Appendix

Surgical Skills Centre

OLEG SAFIR, MD D.H. GALES
Director, Surgical Skill Centre

LISA SATTERTHWAITE, RPN, ORT
Senior Manager, Surgical Skills Centre and SimSinai Centre

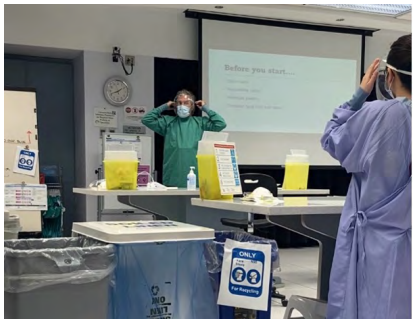
2019- 2020, both incredible years of tolerance, pivoting and reflection. Our ability to sustain education during these unusual of times has been trying but with cooperation, ingenuity and support we have been able to sustain education programs as priority programs and deliver quality sessions within COVID-19 directives.

In 2019 the SSC experienced a banner year with industry programs utilizing the lab in record numbers as part of faculty, resident and allied group training. This onslaught of bookings contributed to the financial bottom line of the lab allowing funds brought in from industry rental fees to be utilized to subsidize many of our undergrad and residency educational programs. The SSC is based on the non-for-profit model in which finances brought in are categorized by three levels of payees: industry, allied health care groups and department of surgery. For over 20 years this model has worked well in maintaining lab viability. As a non-hospital operating group, funds left over at the end of the fiscal year are rolled over allowing us to increase our working capital into the next fiscal year. This statement is what bring us to 2020 whereby the balance of our working capital was in a healthy state to help support us during COVID-19 where our income dropped significantly due to course cancellations and reduced industry programs. To date we still remain afloat and are carefully monitoring our financial outlooks. I remain confident that we will come back to the level of service we once were supporting all learner groups in our traditional format.

But where are we now? For the past 10 months we have worked closely with educators to redevelop courses so that they are managed with lower numbers of learners but repeated over a few sessions to ensure full program delivery for all learners. We also became very good users of ZOOM supporting our didactic sessions off site and using the lab for hands on technical skills only. To date we have successfully sustained the following programs: Prelude to Surgery, Emergency Medicine for undergrads, Supplemental Emergency Medicine Elective (SEME), Lougheed Neuro program, Neuro Skills Base for Fellows, Microsurgery Practice, OHNS Temporal Bone Drilling and Endoscopic Ear, OB Gynae Oncology program and Fetal Endoscopy Course with Dr. Greg Ryan, Urology Laparoscopic training, Ortho Hip course, Vascular Boot camp, Neuro Boot Camp and our annual summer PREP Camp for incoming PGY 1 surgical residents and the Toronto Orthopaedic Boot Camp just to name a few. Industry courses for Smith and Nephew, Stryker and Zimmer were also included using COVID-19 protocols, low count occupancy numbers, masks, handwashing, extended housekeeping, social distancing and listing all attendees' names to the screeners list for attestations to entry.

As stated, our annual PREP Camp Program for all incoming PGY 1 surgical residents moved forward but in a modified fashion whereby all lectures were conducted over ZOOM.

Hands on sessions divided the group into teams of 8 allowing 16 learners per day over 4 days for a total of 64 learners. The session was not as inclusive as in past years, but we



were able to target key educational needs in a short period of time. We were also able to include training in PPE and PCB for each resident. Sadly, we were not able to include our annual OSATS exam (Objective Structured Assessment of Technical Skills) an 8 station bell ringer using checklists and global rating scales to test technical performance, however we were able to delivery a 35 point MCQ exam based on the lecture series. All residents were encouraged to booking time at the lab for self-directed practice as well as request loner equipment to practice at home. Our online VIMEO platform of in-house training videos was of great benefit this year as part of “at home training” options and review for the residents.

In the spring of 2020, the SSC was challenged to provide teaching in Protected Code Blue techniques to both hospital faculty and staff as well as university residents. With the support of MSH IPAC team, SSC staff were trained to become super trainers in PPE techniques. We were able to deliver training to over 750 individuals over a short period of 5 months. Supplies for the training were generously donated from the film industry allowing us to train without depleting precious in-house supplies. We followed the PPE training with Protected Code Blue programs in our SimSinai Centre where learners were able to learn and incorporate management tools of COVID-19 patients in a simulated environment. A generous donation from U of T Foundation allowed for a purchase of 2 glide scopes, vital to the training of intubating a COVID-19 patient.

In 2020 we congratulated Dr. Jesse Isaac Wolfstadt from the Division of Orthopaedic Surgery at SiniaHealth with the University of Toronto Surgical Skills Centre D.H. Gales Award for Outstanding Contributions to Surgical Skills Education 2020. Jesse has been a constant supporter of education for many years including during his own residency training years with U of T. His annual talk on “How to be a Good Resident” was an annual highlight and received high praise from all residents for his practical approach to the triumphs and pitfalls during residency training.

In 2020 we also entered our accreditation process with the American College of Surgeons Accredited Education Institutes. I am pleased to report that our application has been accepted and we will remain an accredited simulation training institute until December 2023. Our application was met with 100 per cent compliance in all areas of review.

In 2020 we also met some staffing milestones. After over 40 years with the hospital 20 of which were spent in the Surgical Skills Centre Ms. Dezan Rego, Surgical Technician, retired June 1st, 2020. It was a great loss to the lab but Dezan is making to most of her new journey spending time with family and friends. Lisa Satterthwaite, Senior Manager celebrated 20 years at the lab and Alexander Nuberg, Surgical Technician, received his 10-year service pin. Congratulations to all!

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

Appendix

2019-202021 Education Related Publications by Sinai Health MDs, Staff and Associates

2019

1. Argintaru, N., Quinn, K.L., Chartier, L.B., Lee, J., Hannam, P., O'Connor, E., Steinberg, L., Ovens, H., McGowan, M., Vaillancourt, S. Perceived barriers and facilitators to goals of care discussions in the emergency department: A descriptive analysis of the views of emergency medicine physicians and residents (2019) Canadian Journal of Emergency Medicine, 21 (2), pp. 211-218.
2. Biringer, A., Abells, D., Boro, J., Permaul, J.A., Sinha, S., Graves, L.Enhanced skills training in family medicine maternity care: Cross-sectional study of graduates' experiences (2019) Canadian Family Physician, 65 (12), pp. E531-E537.
3. Bodley, T., Kwan, J.L., Matelski, J., Darragh, P.J., Cram, P.Test Result Management Practices of Canadian Internal Medicine Physicians and Trainees (2019) Journal of General Internal Medicine, 34 (1), pp. 118-124.
4. Bourjeily, G., Mehta, S. Gender diversity in Obstetric Medicine (2019) Obstetric Medicine, 12 (2), pp. 55-56.
5. Chauhan, N.P.S., Hosmane, N.S., Mozafari, M. Boron-based polymers: opportunities and challenges (2019) Materials Today Chemistry, 14, art. no. 100184, .
6. Cram, P., Chopra, V., Soong, C., Wu, R. Reimagining inpatient care in Canadian teaching hospitals: Bold initiatives or tinkering at the margins? (2019) Journal of Hospital Medicine, 14 (4), pp. 251-253.
7. Harding, B., Webber, C., Rühland, L., Dalgarno, N., Armour, C., Birtwhistle, R., Brown, G., Carroll, J.C., Flavin, M., Phillips, S.P., MacKenzie, J.J. Bridging the gap in genetics: A progressive model for primary to specialist care.(2019) BMC Medical Education, 19 (1), art. no. 195, .
8. Fiala, C. An interview with Dr. Eleftherios P. Diamandis on mentorship and success (2019) Clinical Biochemistry, 69, pp. 57-59.
9. Fiala, C., Taher, J., Diamandis, E.P. Benefits and harms of wellness initiatives (2019) Clinical Chemistry and Laboratory Medicine
10. Goldshtein,D, Krensky, C, Doshi,S, Perelman,V. In situ simulation and its effects on patient outcomes: A systematic review (2019) British Medical Journal/Simulation & Technology Enhanced Learning. BMJ Stel;0:1–7.
11. Granek, L., Buchman, S. Improving physician well-being: Lessons from palliative care (2019) CMAJ, 191 (14), pp. E380-E381.
12. Hodges, B., Paul, R., Ginsburg, S., the Ottawa Consensus Group Members. Assessment of professionalism: From where have we come–to where are we going? An update from the Ottawa Consensus Group on the assessment of professionalism (2019) Medical Teacher, 41 (3), pp. 249-255.
13. Jeffs, L., Merkley, J., Sinno, M., Thomson, N., Peladeau, N., Richardson, S. Engaging Stakeholders to Co-design an Academic Practice Strategic Plan in an Integrated Health System: The Key Roles of the Nurse Executive and Planning Team (2019) Nursing Administration Quarterly, 43 (2), pp. 186-192.
14. Judson, T.J., Press, M.J., Detsky, A.S. Saving without compromising: Teaching trainees to safely provide high value care(2019) Healthcare, 7 (1), pp. 4-6
15. Kalaichandran, A., Lakoff, D. We must also think about trainees and the role of culture in physician mental health (2019) CMAJ, 191 (36), p. E1009.
16. Kooner, P., Ferguson, P. The Use of Denosumab in Osteoblastoma of the Metacarpal (2019) Journal of Hand Surgery, 44 (11), pp. 994.e1-994.e6.
17. Langlois, S., Peterkin, A. Promoting Collaborative Competencies through the arts and humanities: Lessons learned from an innovative IPE certificate program (2019) Journal of Interprofessional Education and Practice, 16, art. no. 100267
18. Lass, E., Raveendran, L. Educational implications of changing the guidelines for the digital rectal examination (2019) Canadian Family Physician, 65 (11), pp. 838-840.
19. Malecki, S.L., Quinn, K.L., Zilbert, N., Razak, F., Ginsburg, S., Verma, A.A., Melvin, L. Understanding the use and perceived impact of a medical podcast: Qualitative study (2019) JMIR Medical Education, 5 (2), art. no. e12901
20. Peng, S., Micks, T., Braganza, D., Sue, K., Woo, M., Rogers, P., Freedman, S., Lewis, J., Hu, S., Varner, C., Patel, N., Hameed, S., Steinmetz, P.Canadian national survey of family medicine residents on point-of-care ultrasound training (2019) Canadian Family Physician, 65 (12), pp. E523-E530.

21. Ramani, S., Könings, K.D., Ginsburg, S., van der Vleuten, C.PFeedback Redefined: Principles and Practice(2019) Journal of General Internal Medicine, 34 (5), pp. 744-749.

22. Schroeder, A., Bean, A., Weaver, M., Spicer, P., Gao, C., Frontera, W., Kumbhare, D. Empowering Physiatrists in Training to the Peer-Review Process (2019) American Journal of Physical Medicine and Rehabilitation, 98 (10), pp. 839-840.

23. Shirreff, L., Shah, A., Davidson, A., Shore, E.M., Shah, R.The State of Needlestick Training for Undergraduate Medical Students at Canadian Universities (2019) Journal of Obstetrics and Gynaecology Canada, 41 (2), pp. 210-213.

24. Tannenbaum, E., Farrugia, M. The road to gender equity in surgery is long (2019) Canadian Journal of Surgery, 62 (3), p. E4.

25. Taran, S., Chin-Yee, B., Detsky, A.S. Night call in a teaching hospital: 1979 and 2019 (2019) Journal of Hospital Medicine, 14 (12), pp. 782-784.

26. Thompson, C., McLeod, S.L., Perelman, V., Lee, S., Carver, S., Dear, T., Borgundvaag, B. Evaluation of a Web-based Educational Program to Teach the Identification and Management of Alcohol Withdrawal in the Emergency Department. (2019) AEM Education and Training, 3 (1), pp. 50-57.

27. Vapiwala, N., Thomas, C.R., Jr., Grover, S., Yap, M.L., Mitin, T., Shulman, L.N., Gospodarowicz, M.K., Longo, J., Petereit, D.G., Ennis, R.D., Hayman, J.A., Rodin, D., Buchsbaum, J.C., Vikram, B., Abdel-Wahab, M., Epstein, A.H., Okunieff, P., Goldwein, J., Kupelian, P., Weidhaas, J.B., Tucker, M.A., Boice, J.D., Jr., Fuller, C.D., Thompson, R.F., Trister, A.D., Formenti, S.C., Barcellos-Hoff, M.-H., Jones, J., Dharmarajan, K.V., Zietman, A.L., Coleman, C.N. Enhancing Career Paths for Tomorrow's Radiation Oncologists(2019) International Journal of Radiation Oncology Biology Physics, 105 (1), pp. 52-63.

28. Xu, V.Y.Y., Hamid, J., von Maltzahn, M., Izukawa, T., Norris, M., Chau, V., Liu, B., Wong, C.L. Use of the Consultation Letter Rating Scale among Geriatric Medicine Postgraduate Trainees (2019) Journal of the American Geriatrics Society, 67 (10), pp. 2157-2160.

29. Zhou, L.L., Tait, G., Sandhu, S., Steiman, A., Lake, S.Online virtual cases to teach resource stewardship (2019) Clinical Teacher, 16 (3), pp. 220-225.

2020

1. Abbasi, N., Morency, A.-M., Langer, J.C., Chiu, P.P.L., Chami, R., Windrim, R., Keunen, J., Seaward, G., Ryan, G. Fetal Sclerotherapy for Hydropic Congenital Cystic Adenomatoid Malformations of the Lung Refractory to Steroids: A Case Report and Review of the Literature (2020) Fetal Diagnosis and Therapy, 47 (1), pp. 24-33.

2. Allen, K.-A.M., Dittmann, K.R., Hutter, J.A., Chuang, C., Donald, M.L., Enns, A.L., Hovanec, N., Hunt, A.W., Kellowan, R.S., Linkewich, E.A., Patel, A.S., Rehmtulla, A., McEwen, S.E. Implementing a shared decision-making and cognitive strategy-based intervention: Knowledge user perspectives and recommendations (2020) Journal of Evaluation in Clinical Practice, 26 (2), pp. 575-581.

3. Branfield Day, L., Miles, A., Ginsburg, S., Melvin, L. Resident Perceptions of Assessment and Feedback in Competency-Based Medical Education: A Focus Group Study of One Internal Medicine Residency Program (2020) Academic Medicine, pp. 1712-1717.

4. Brunsek, A., Perlman, M., McMullen, E., Falenchuk, O., Fletcher, B., Nocita, G., Kamkar, N., Shah, P.S. A meta-analysis and systematic review of the associations between professional development of early childhood educators and children's outcomes (2020) Early Childhood Research Quarterly, 53, pp. 217-248.

5. Cram, P., Anderson, M.L., Shaughnessy, E.E. All hands on deck: Learning to "un-specialize" in the COVID-19 Pandemic (2020) Journal of Hospital Medicine, 15 (5), pp. 314-315.

6. Diamandis, E.P., Janket, S.-J., Meurman, J. Advocate cultivation of academic ethics: Why is it necessary? (2020) F1000Research, 8, art. no. 1830

7. Dwyer, T., Chahal, J., Murnaghan, L., Theodoropoulos, J., Cheung, J., McParland, A., Ogilvie-Harris, D. Development of a certification examination for orthopedic sports medicine fellows (2020) Canadian Journal of Surgery, 63 (2), pp. E110-E117.

8. Émond, M., Artz, J.D., Morrison, L.J., Snider, C.E., McLeod, S., Lesage, N., Stiell, I.G., Perry, J.J. An environmental scan of emergency medicine research support, training, and infrastructure across Canada (2020) Canadian Journal of Emergency Medicine, 22 (4), pp. 477-485.

9. Goldman, J., Phd, Kuper, A., Baker, G.R., Bulmer, B., Coffey, M., Jeffs, L., Shea, C., Whitehead, C., Shojania, K.G., Md, Wong, B. Experiential Learning in Project-Based Quality Improvement Education: Questioning Assumptions and Identifying Future Directions (2020) Academic Medicine, pp. 1745-1754.

10. Goldshtein, D., Krensky, C., Doshi, S., Perelman, V.S. In situ simulation and its effects on patient outcomes: A systematic review (2020) BMJ Simulation and Technology Enhanced Learning, 6 (1), pp. 3-9.

11. Gupta, V., Coburn, N.G., Detsky, A.S. Reviewer Blinding in Peer Review: Perspectives From Reviewers at Three Stages of Their Careers (2020) Annals of surgery, 272 (1), pp. 42-43.

12. Hall, C., D'Souza, R.D. Patients and Health Care Providers Identify Important Outcomes for Research on Pregnancy and Heart Disease (2020) CJC Open, 2 (6), pp. 454-461.

13. Ingley, K.M., Cohen-Gogo, S., Gupta, A.A. Systemic therapy in pediatric-type soft-tissue sarcoma (2020) Current Oncology, 27, pp. 6-16.

14. Joyeux, L., De Bie, F., Danzer, E., Russo, F.M., Javaux, A., Peralta, C.F.A., De Salles, A.A.F., Pastuszka, A., Olejek, A., Van Mieghem, T., De Coppi, P., Moldenhauer, J., Whitehead, W.E., Belfort, M.A., Lapa, D.A., Acacio, G.L., Devlieger, R., Hirose, S., Farmer, D.L., Van Calenbergh, F., Adzick, N.S., Johnson, M.P., Deprest, J. Learning curves of open and endoscopic fetal spina bifida closure: systematic review and meta-analysis (2020) Ultrasound in Obstetrics and Gynecology, 55 (6), pp. 730-739.

15. Kennedy, E.D., Pooni, A. Selection of Patients for Organ Preservation After Chemoradiotherapy: It Is Too Early to Exclude Any Method for Assessment of Response After CRT (2020) Annals of Surgical Oncology, 27 (8), pp. 2580-2582.

16. Kurahashi, A.M., Wales, J., Husain, A., Mahtani, R. Residents' reflections on end-of-life conversations: How a palliative care clinical rotation creates meaningful learning opportunities (2020) Annals of Cardiothoracic Surgery, 9 (3), pp. 738-745.

17. Lepard, J.R., Barthélemy, E.J., Corley, J., Nalwanga, J., Dewan, M. The Resident's Role in Global Neurosurgery (2020) World Neurosurgery, 140, pp. 403-405.

18. Maunder, R.G., Hunter, J.J., Tannenbaum, D.W., Le, T.L., Lay, C. Physicians' knowledge and practices regarding screening adult patients for adverse childhood experiences: A survey (2020) BMC Health Services Research, 20 (1), art. no. 314

19. Maxwell, C., Lorello, G.R. Equity, Diversity, and Inclusion in Departments of Obstetrics, Gynaecology, and Reproductive Health (2020) Journal of Obstetrics and Gynaecology Canada, 42 (8), pp. 933-935.

20. McMullen, E., Perlman, M., Falenchuk, O., Kamkar, N., Fletcher, B., Brunsek, A., Nocita, G., Shah, P.S. Is educators' years of experience in early childhood education and care settings associated with child outcomes? A systematic review and meta-analysis (2020) Early Childhood Research Quarterly, 53, pp. 171-184.

21. Nocita, G., Perlman, M., McMullen, E., Falenchuk, O., Brunsek, A., Fletcher, B., Kamkar, N., Shah, P.S. Early childhood specialization among ECEC educators and preschool children's outcomes: A systematic review and meta-analysis (2020) Early Childhood Research Quarterly, 53, pp. 185-207.

22. Norris, S., Papillon-Smith, J., Gagnon, L.-H., Jacobson, M., Sobel, M., Shore, E.M. Effect of a Surgical Teaching Video on Resident Performance of a Laparoscopic Salpingo-oophorectomy: A Randomized Controlled Trial (2020) Journal of Minimally Invasive Gynecology, 27 (7), pp. 1545-1551.

23. Restivo, J.L., Mitchell, L., Joshi, U., Anand, A., Gugiu, P.C., Singla, D.R., Hollon, S.D., Patel, V., Naslund, J.A., Cooper, Z. Assessing health worker competence to deliver a brief psychological treatment for depression: Development and validation of a scalable measure (2020) Journal of Behavioral and Cognitive Therapy, 30 (4), pp. 253-266.

24. Rex Kay, L., Kay, T., Lawson, A., Hunter, M., Ravitz, P. Psychotherapy patients of psychiatry residents: A descriptive study (2020) American Journal of Psychotherapy, 73 (2), pp. 63-66.

25. Rosen, T., Liu, S.W., Cameron-Comasco, L., Clark, S., Mulcare, M.R., Biese, K., Magidson, P.D., Tyler, K.R., Melady, D., Thatphet, P., Wongtangman, T., Elder, N.M., Stern, M.E., the Academy of Geriatric Emergency Medicine Geriatric Emergency Medicine Fellowships: Current State of Specialized Training for Emergency Physicians in Optimizing Care for Older Adults (2020) AEM Education and Training, 4 (S1), pp. S122-S129.

26. Silver, S., Amaral, N., Heng, D., Mundle, W. Simulation-based learning during COVID-19: A teaching strategy for protected code blues (2020) Journal of Continuing Education in Nursing, 51 (9), pp. 399-401.

27. Singla, D.R., Ratjen, C., Krishna, R.N., Fuhr, D.C., Patel, V. Peer supervision for assuring the quality of non-specialist provider delivered psychological intervention: Lessons from a trial for perinatal depression in Goa, India (2020) Behaviour Research and Therapy, 130, art. no. 103533

28. Sirianni, G., Glover Takahashi, S., Myers, J. Taking stock of what is known about faculty development in competency-based medical education: A scoping review paper (2020) Medical Teacher, 42 (8), pp. 909-915.

29. Soong, C., Shojania, K.G. Education as a low-value improvement intervention: Often necessary but rarely sufficient (2020) BMJ Quality and Safety, 29 (5), pp. 353-357.

30. Wu, V., Lee, D.J., Vescan, A., Lee, J.M. Evaluating YouTube as a Source of Patient Information for Functional Endoscopic Sinus Surgery (2020) Ear, Nose and Throat Journal

Abstracts:

1. Zasso, F.B, Lait, D., Perelman, S., Siddiqui,N., You-Ten, K.E. Ultrasonography reduces vertical incision size of front-of-neck access on a non-palpable porcine larynx model. British Journal of Anesthesia, Volume 125, Issue 1, 2020, e210 - e211.

2. You-Ten, K. E.,Melvin, M, Evan Wild, Parotto,M., Perelman, S., Siddiqui, N.. The high-fidelity ORSIM® fiberoptic simulator is a superior training tool than the low-fidelity wooden block simulator among anesthesia and emergency medicine residents. 2020 https://www.aievolution.com/ars2101/index.cfm?do=abs.viewAbs&subView=1&abs=2000. Submission Number:1114

3. Zasso, F.B., Perelman, S., Melvin, M.,Tavares, w., You-Ten, K. T. 2020 Role of a difficult airway cognitive aid on team performance - a randomized controlled simulation study. Trends in Anesthesia and Critical Care, Volume 30, e137

Awards for Teaching Excellence and Education in 2020

Despite the onset of the pandemic, we were pleased to have our outstanding teacher and learners recognized through virtual celebrations in 2020.

SINAI HEALTH EDUCATION AWARDS

SCHOLARSHIPS AND BURSARIES

Sinai Health with awards that encourage further education

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

2019	Katelyn Portelli	2020	Amanda Magnifico

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

2019	Krista Schleicher	2020	Georgi Georgievski

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.

2019	Vippy Chau Adnan Moinuddin	2020	Tony Osei-App Stephen Wang

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 housestaff in this regard.

2019	Dr. Elliott Lass – Family Medicine	2020	Dr. Aislynn Torfason – Psychiatry

Donald E. Low Bursary
2019 Dr. Kevin Barker

Wightman Berris Awards 2019-2020

Undergraduate MD	*Site*	*Department*
Mesfer Alyami	MSH	GIM
Aaron Chan	MSH	Ophthalmology
Ariel Lefkowitz	MSH	GIM
Postgraduate MD	*Site*	*Department*
Sharon Peacock	MSH	Anesthesia
Karen Gomez-Hernandez	MSH	Medicine-Endocrinology
Vince Chien	BAH	Palliative Care
Jodi Shapiro	MSH	Obs/Gyn
Program Innovation and Development	*Site*	*Department*
Ally Murji	MSH	Obstetrics and Gynecology
John W. Bradley Educational Administration	*Site*	*Department*
Mara Sobel	MSH	Obstetrics and Gynecology

Sinai Health System Education Award Recipients 2019-2020

Distinguished Educator Award	*Site*
Lesley Collins	BAH
Tasneem Wallani	BAH
Kamal Alagurajah	BAH
Mae Kotsios	BAH
Meridith McClenaghan	BAH
Comfort Antwi	BAH
Cathy Choi	BAH
Petelyn Recaido	BAH
Evan Wild	MSH
Jon Hunter	MSH
Jordan Pelc	MSH
Jennifer Taher	MSH
Tony Parks	MSH
Don Melady	MSH
Sebastian Mafeld	MSH
Collaboration in Education Award	
L&D Nursing Team	MSH
Lifelong Learner Award	
Suzanne Singh	MSH
Leadership in Education Award	
Lauren Rose	MSH

Nursing

SCHOLARSHIPS AND BURSARIES

Debra Hodgins

2019	Madison Peters	2020	Brittany Ramkhelewan
	Phebe Yongao		Ryan de Almeida

Frank Gerstein

2019	Alexia Cumal	2020	Julie Moore
	Julie Moore		Kelly Shillington
			Laura Teague
			Madison Peters
			Montserrat Villanueva-Borbolla

Morris Gross

2019	Stephanie Bott	2020	Janelle Hunter

Wolf & Esther

		2020	Winnie Wong
			Natalie Lu

Helen Evans

2019	Sharon Choo	2020	Alexa Cumal

Affiliation Agreements

Brock University

Cambrian College

Canadian Memorial Chiropractic College

Canadore College

Career Development Institute (CDI) College

Centennial College

Conestoga College

Dalhousie University

Durham College

George Brown College

Georgian College

Humber College

Lakehead University

Laurentian University

McGill University

McMaster University

Michener Institute of Education at UHN

Mohawk College

Niagara College

Nipissing University

Ontario College of Art and Design University

Ontario Tech University (formerly UOIT)

Oxford College

Queen's University

Ryerson University

Sault College

Seneca College

St Francis Xavier University

St Lawrence College

Stanford Junior University

The Hospital for Sick Children

Trent University

Tyndale University

University of Alberta

University of Arkansas

University of Guelph-Humber

University of Manitoba

University of Michigan

University of New Brunswick

University of Ottawa

University of Toronto

University of Victoria

University of Waterloo

University of Windsor

Walden University, LLC

Wayne State University

Western University

Wilfred Laurier University

York University

Sinai Health

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

2021