7th Annual Sunnybrook Education Conference:
Revolutionizing Healthcare’s Future
Friday, November 30, 2018

sunnybrook.ca/educationconference
The College of Family Physicians of Canada – 6.0 Mainpro+ (1 credit/hour)

This one-credit-per-hour Group Learning program meets the certification criteria of the College of Family Physicians of Canada and has been certified by Continuing Professional Development, Faculty of Medicine, University of Toronto for up to 6.0 Mainpro+ credits.

Royal College of Physicians and Surgeons of Canada – 6.0 Section 1 hours

This event is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification Program of the Royal College of Physicians and Surgeons of Canada, approved by Continuing Professional Development, Faculty of Medicine, University of Toronto. You may claim a maximum of 6 hours (credits are automatically calculated).
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To learn more about the latest initiatives and developments within Sunnybrook Education, please take a look at our Report on Education 2018 by following the link:
sunnybrook.ca/educationreport
Welcome to the 7th Annual Sunnybrook Education Conference: Revolutionizing Healthcare’s Future. We would like to extend a special welcome to our colleagues and peers from health care and educational institutions across the GTA and beyond.

At Sunnybrook, we are all teachers and learners. We strive for educational excellence for our learners, staff, patients and families as well as our broader community.

We are honoured to host the 7th Annual Sunnybrook Education Conference event designed for the broad health care community. Sunnybrook has recently embarked on a very exciting education strategic plan focusing on enhancing the use of patients as educators, expanding team-based learning, enhancing the learner experience including learner wellness and building capacity for education research and novel curriculum development. These important strategic themes can be recognized within the unique design of today’s conference.

Thank you to our Vice President of Education and Conference Chair Dr. Ari Zaretsky, the organizing committee and the Conference Lead Fatima da Costa, who have worked passionately to ensure an exceptional program. Our keynote speakers, panelists and workshop facilitators are leaders in patient education, team-based learning, student learner education and education research.

Thank you all for being here today. We hope that today’s conference affirms your passion for education and that you will bring back what you gain to your own organization.

Have a wonderful day at the 7th Annual Sunnybrook Education Conference: Revolutionizing Healthcare’s Future.

[Signature]

Dr. Andy Smith
President and CEO
Sunnybrook Health Sciences Centre
Welcome from Dr. Ari Zaretsky, Vice President, Education and Conference Chair and Fatima da Costa, SEAC Coordinator and Conference Lead

It is our pleasure to welcome you to the 7th Annual Sunnybrook Education Conference: Revolutionizing Healthcare’s Future. We are excited to host this event and to have with us, Dr. Brian Hodges with his talk focusing on Artificial Intelligence.

We would like to thank all the leading experts and researchers who have volunteered their time to be with us today. They bring a wealth of knowledge and experience that will be sure to inspire and empower us to explore innovative ways of teaching and learning.

A special thank you goes out to all of our sponsors for their support. We would not be here without your generous unrestricted educational grants to support our education mission.

Thank you also to our education partners for joining us today and sharing information with our participants regarding the educational resources and services available to them.

And finally, thank you to Sunnybrook Education Advisory Council and our conference planning committee. Months of hard work have gone into this event and we are grateful for all your enthusiasm and dedication to make this happen.

Have a wonderful day!

Dr. Ari Zaretsky
(Chair)
Vice President, Education
Sunnybrook Health Sciences Centre

Fatima da Costa
(Lead)
Coordinator
Sunnybrook Education Advisory Council (SEAC)
Sunnybrook Health Science Centre
### Education Conference Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Sessions</th>
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<tbody>
<tr>
<td>7:30–8:30am</td>
<td>Registration (outside McLaughlin Auditorium, EG18a)</td>
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<td>Breakfast (inside McLaughlin Auditorium, EG18a)</td>
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<tr>
<td>8:30–8:40am</td>
<td>Welcome Remarks and Introductions:</td>
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<td></td>
<td><strong>Dr. Ari Zaretsky, MD, FRCPC</strong></td>
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<td>Vice President, Education</td>
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<td>Sunnybrook Health Sciences Centre</td>
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<td>McLaughlin Lecture Theatre, EG61</td>
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<tr>
<td>8:40–9:25am</td>
<td>Opening Keynote Address:</td>
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<td></td>
<td><strong>Brian D. Hodges, MD, PhD, FRCPC</strong></td>
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<td>Professor, Faculty of Medicine and the Ontario Institute for Studies</td>
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<td>in Education, University of Toronto;</td>
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<td>The Richard and Elizabeth Currie Chair, Health Professions</td>
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<td>Education Research, the Wilson Centre, and</td>
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<td>Executive-Vice President Education, University Health Network (Toronto</td>
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<td>General, Toronto Western, Princess Margaret, Toronto</td>
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<td>Rehab Hospitals and the Michener Institute)</td>
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<td></td>
<td><strong>Future of Health Professions Education:</strong></td>
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<td>What will we need humans for?</td>
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<td>McLaughlin Lecture Theatre, EG61</td>
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<tr>
<td>9:25–9:45am</td>
<td>Break</td>
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<tr>
<td>9:45–10:45am</td>
<td>Oral Research Presentations</td>
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<td>McLaughlin Lecture Theatre, EG61</td>
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<td>10:45–10:50am</td>
<td>Break/Transition Time</td>
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<td>10:50am–12:20pm</td>
<td>Concurrent Workshops</td>
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<td>(for details, please refer to the workshops descriptions on page 12)</td>
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<td>Various locations (refer to overall schedule pages 32 &amp; 33)</td>
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<tr>
<td>12:20 – 1:20pm</td>
<td>Lunch</td>
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<td>McLaughlin Auditorium, EG18a</td>
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<td>1:20–2:50pm</td>
<td>Concurrent Workshops</td>
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<td>Various locations (refer to overall schedule pages 32 &amp; 33)</td>
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<td>2:50–3:05pm</td>
<td>Break/Transition Time</td>
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<td>Time</td>
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<td>3:05–3:55pm</td>
<td>Oral Research Presentations</td>
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<td>McLaughlin Lecture Theatre, EG61</td>
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<td>3:55–4:20pm</td>
<td>Debate:</td>
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<td>Be It Resolved that More Learners in Health Care Should be Held Back.</td>
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<td>Health care educators are failing to fail students to the detriment of</td>
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<td>the health professions, the students, our patients, and communities.</td>
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<td>*Patricia Houston MD, MEd, FRCPC</td>
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<td>Vice Dean, MD Program</td>
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<td></td>
<td>Professor, Department of Anaesthesia</td>
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<td>Faculty of Medicine, University of Toronto</td>
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<td>*Arno K. Kumagai MD</td>
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<td>Professor, Medicine and Vice Chair,</td>
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<td>Education Department of Medicine, University of Toronto</td>
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<td>F.M. Hill Chair, Humanism Education, Women’s College Hospital</td>
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<td>*Moderator: Ari Zaretsky MD, FRCPC</td>
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<td>McLaughlin Lecture Theatre, EG61</td>
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<tr>
<td>4:20–4:30pm</td>
<td>Closing Remarks &amp; Awards Ceremony:</td>
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<td>*Dr. Ari Zaretsky, MD, FRCPC</td>
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<td>Vice President, Education</td>
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<td>Sunnybrook Health Sciences Centre</td>
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* Exhibitors' booths viewing will be available throughout the day in McLaughlin Auditorium, EG18a.

** Education Research Posters viewing will be available from 7:30 am to 3:15 pm in McLaughlin Auditorium, EG18a.
Keynote Speaker

Future of Health Professions Education: What will we need humans for?

Brian D. Hodges, MD, PhD, FRCPC

Brian D. Hodges, MD, PhD, FRCPC is Professor in the Faculty of Medicine and at the Ontario Institute for Studies in Education at the University of Toronto; the Richard and Elizabeth Currie Chair in Health Professions Education Research at the Wilson Centre and Executive-Vice President Education at the University Health Network (Toronto General, Toronto Western, Princess Margaret, Toronto Rehab Hospitals and the Michener Institute). He is a practicing psychiatrist and teacher. His research focuses on assessment, competence, compassion and the future of the health profession. His work has been recognized with the Association of American Medical Colleges Flexner Award (2015) and the Karolinska Institutet Prize for Research in Medical Education (2016).

He earned a Bachelor’s degree in Psychology and an MD at Queen’s University in Kingston, Ontario. He then pursued a residency in psychiatry at University of Toronto. He earned a Masters and then a PhD in Education at the Ontario Institute for Studies in Education in Toronto and he holds a Diploma in Health Economics and Social Sciences from the University of Paris.
Afternoon Debate

Be It Resolved that More Learners in Health Care Should be Held Back. Health care educators are failing to fail students to the detriment of the health professions, the students, our patients, and communities.

Patricia Houston, MD, MEd, FRCPC

Dr. Patricia Houston began her term as Vice Dean of the MD Program in 2016. In addition to leadership of the MD and MD/PhD Programs including curriculum, Dr. Houston has academic oversight of the Medical Radiation Sciences Program.

A graduate of the Faculty of Medicine at the University of Toronto, where she also completed a Masters in Education at OISE, Dr. Houston has distinguished herself as a collaborative leader in health professional education. She has served in a number of leadership roles both at the University and at St. Michael’s Hospital, where she served as Vice President, Education. She was Vice Chair of Education in the Faculty of Medicine Department of Anesthesia from 2004 to 2011 and served as Acting Vice-Dean, Undergraduate Medical Education in 2012-2013. At St. Michael’s she has served as Medical Director, Perioperative Service Program and Anesthetist-in-Chief, among other roles. In addition, she co-chaired the TAHSN Education Committee from 2011 to 2014.

Dr. Houston joined the Department of Anesthesia at the Faculty of Medicine in 1984 as a Lecturer and was appointed full Professor in 2006. Throughout her career she has been recognized with numerous teaching and leadership awards. She is an active member of a number of international and national organizations and associations, including the Canadian Anesthesiologists’ Society, of which she was President from 2012 to 2014.
Afternoon Debate

Arno K. Kumagai, MD

Arno Kumagai is Professor of Medicine and Vice Chair for Education, Department of Medicine at the University of Toronto. He also holds the F.M. Hill Chair in Humanism Education at Women’s College Hospital, where he has a clinical practice focused on working with individuals with type 1 diabetes mellitus. Arno received his B.A. in Comparative Literature from U.C. Berkeley and his M.D. from UCLA School of Medicine. He completed postgraduate training and postdoc research fellowships at UCLA and in Tokyo, Japan. He was on faculty at the University of Michigan Medical School from 1996 to 2016 and joined the University of Toronto’s Department of Medicine as Vice Chair for Education in April 2016. Arno has published and lectured extensively on the use of narratives in medical education, transformative learning, dialogical teaching, and teaching for equity and social justice. He is the recipient of numerous teaching awards in teaching, humanism, educational innovation, and diversity. He was most recently named as the 2018 Daniel C. Tosteson Visiting Professor in Medical Education at Harvard Medical School and is a member of the Editorial Board of Academic Medicine.
Afternoon Debate: Moderator

**Ari Zaretsky, MD, FRCPC**

Dr. Zaretsky is Sunnybrook Health Science Centre’s Vice President of Education, overseeing the training experience of 4,000 student learners from 30 health disciplines coming from over 50 different countries. He is a Full Professor in the Department of Psychiatry at the University of Toronto and Chief of Psychiatry at Sunnybrook Health Sciences Centre. He completed his fellowship training in cognitive-behavioural therapy at Harvard. From 2007-2012, Dr. Zaretsky served as the Director of Medical Education at the Centre for Addiction and Mental Health was also the Residency Program Director in the Department of Psychiatry at the University of Toronto (overseeing the largest psychiatry residency training program in North America). He contributed a great deal to psychiatric residency training throughout Canada and played an instrumental role in transforming and modernizing the U of T psychiatry residency training program, resulting in the program winning the Professional Association of Residents of Ontario Program Excellence Award in 2013.

Dr. Zaretsky is a Founding Fellow of the Academy of Cognitive Therapy and has a national reputation as a teacher and educator in CBT. He has won the 2010 Association of Chairs of Psychiatry of Canada (ACPC) Award for Excellence in Education. In 2012, Dr. Zaretsky won the Faculty of Medicine Sarita Verma Award for Advocacy and Mentorship in Postgraduate Education.

Dr. Zaretsky was recognized as one of the Best Doctors in Canada in 2002-2003 and again in 2007-2008. He has received peer-reviewed research funding from the Canadian Institute of Health Research (CIHR). His main areas of research and publications include CBT for bipolar disorder, CBT training and supervision, medical leadership and residency education.
Concurrent Workshop Descriptions

Theme: Patient as Educator

Patient as Educator: How to engage patients in education to make it more effective

Patient as Educator can be defined as the integration of the patient or family knowledge and expertise into a learner experience. This session will teach participants on how to design, develop, deliver and evaluate patient as educator initiatives. The session will provide examples of patient as educator in the context of patients teaching health care professionals, patients teaching other patients and patients teaching students.

Tamara Harth, Program Manager, Patient/Family Education, Sunnybrook Health Sciences Centre

Theme: Team-Based Learning

Supporting Quality Improvement Initiatives through Quality Conversations

Participants will learn about adopting a tool that encourages teams to implement change through use of knowledge to action. Quality Conversations are designed to create focused team conversations that promote change on units and enhance team behaviours and culture. The workshop will provide participants an opportunity to simulate Quality Conversations and use Plan Do Study Act cycles to replicate iterative learning. Other complementary quality improvement tools will be shared to support educators in developing a quality culture on their unit.

Genny Ng, Performance Improvement Specialist, and Guna Budrevics, Performance Improvement Specialist, Sunnybrook Health Sciences Centre
Interprofessional Team-based Learning in the Clinical Environment and the Systems Approach: Transferring Simulation to Bedside

Simulation-based IPE is an important component in advancing high quality patient care. Bridging the gap between team learning and systems-based learning in simulation is an evolving discipline. This session will discuss the main tenets of high quality simulation-based learning and present current supporting evidence. This session will discuss an initial approach to incorporating health systems into simulation education programs. Participants will work in groups to discuss strategies for advancing methods of integrating quality and simulation, debate methods/barriers to moving beyond standard approaches in team-based learning, and explore future directions for systems-based simulation education.

In addition, this workshop will explore and apply IPE debriefing strategies as a teaching tool for transference into the clinical setting.

Objectives:
1. Describe the main tenets of high quality simulation-based learning and future directions in team learning when incorporating health systems
2. Identify components of a systems-approach to simulation-based educational programs
3. Describe and apply simple strategies to employ debriefing in the clinical environment

Agnes Ryzynski, Manager, Simulation Centre and Curriculum Development; Nicole Kester-Greene, Staff Physician; Lowyl Notario, Educator, and Caroline Filipowska, Staff Physician, Sunnybrook Health Sciences Centre

Theme: Learner Experience And Culture

What Makes an Excellent Teacher? Student-Teacher perspectives

This workshop will introduce participants to a model of Teaching Excellence that can be used for individual teachers to reflect on their own teaching practice, and to inform their teacher development and that of others. Students from the Students as Teacher (SAT) program will co-facilitate this session and through use of case examples, and interactive activities, we will engage participants in application of the model.

Karen Leslie MD, MEd, FRCPC, Professor of Paediatrics, Director, Centre for Faculty Development, University of Toronto; Aggie Gao, student; Helen Genis, student; Travis Sutherland, student, and Lily Wang, student
Teaching and Assessing for Critical Reflection: A practical approach

This session will succinctly summarize the theory and empirical research underpinning critical pedagogy and critical reflection, and provide practical examples of teaching approaches for health professions educators. The session will begin by situating these approaches within the broader paradigms of education. It will then help participants distinguish between similar but distinct concepts related to critical reflection, justifying its role in the health professions. Finally, interactive examples will enable participants to apply these approaches to their own contexts.

Lindsay Baker Scientist, Li Ka Shing Knowledge Institute, St. Michael’s Hospital, Lead Educator-Researcher, Centre for Faculty Development, University of Toronto at St. Michael’s Hospital, Assistant Professor, Department of Psychiatry, Faculty of Medicine, University of Toronto, and Stella Ng Director of Research, Centre for Faculty Development, Arrell Family Chair in Health Professions Teaching, St. Michael’s Hospital

Lessons, Misadventures and Learnings from Faculty Development for Competency Based Curricular Reform

This workshop will be of interest to faculty developers and education leaders interested in learning about how to use a targeted and strategic approach to faculty development to support local programs or systems curricular change. The strategy employs a broad definition of who needs faculty development (e.g., faculty, learners, educational leaders), covers a broad range of topics (e.g., change, learner handover, feedback), and a wide variety of implementation tools (e.g., emails, newsletters, workshops, coaching).

Sue Glover Takahashi PhD, Director, Education & Research, PostMD Education; Integrated Senior Scholar – Centre for Faculty Development & PostMD Education; Lead, Faculty Development – CBME, and Associate Professor, Department of Family and Community Medicine
How Do We Reduce Burnout in Health Professional Trainees and Practitioners?

Burnout has become a major focus of global concern for health professionals and trainees across the world. Recent research shows astonishing high turnover rates in physicians, nurses, and both undergraduate and postgraduate medical trainees and a strong correlation between burnout and patient safety. One recent 2015 study has revealed that more than half of U.S. physicians are now experiencing symptoms of professional burnout and another 2017 survey has reported that 70% of U.S. nurses are also affected by burnout.

In this workshop, participants will learn about how burnout is conceptualized and what is known about burnout in different health professions and trainees. Evidence-based interventions to reduce burnout in health care organizations will be reviewed and participants will have the opportunity to reflect on strategies to increase resilience to burnout within their own specific work context.

Educational Objectives:
At the end of this workshop, the participant will be able to:
1. Describe the concept of burnout and the burnout rates in different health professions and trainees.
2. List the different evidence-based interventions both at the “micro” and “macro”-level that have been shown to reduce burnout and increase resilience within health care organizations.
3. Reflect on personal sources of burnout risk and strategies to manage these risk factors for burnout.

Dr. Ari Zaretsky, Chief, Department of Psychiatry and Vice President, Education, Sunnybrook Health Sciences Centre; Dr. Heather Flett, Associate Director, Office of Resident Wellness, Postgraduate Medical Education, University of Toronto, Faculty of Medicine, and Dr. Mara Goldstein, Associate Director, Postgraduate Medical Education, Department of Psychiatry, Associate Medical Director of Physician Health Program, Ontario Medical Association
Theme: Education Scholarship

You Have the Evidence…Now for the Change?
Knowledge Translation for Education Research

This workshop will introduce participants to the general concepts and terms related to knowledge translation. The focus of the workshop will be to describe the relationship of knowledge to translation to research and engage participants in thinking about how their research can be translated into practice. Participants will apply the general principles of knowledge translation strategies in a framework of an effective knowledge translation plan. Case examples will be used to think through KT strategies for education research. Participants of all levels are encouraged to attend.

Dr. Lesley Gotlib Conn, Associate Director, Education Research Unit and Lisa Di Prospero, Director, Practice-based Research and Innovation, and Education Research Unit, Sunnybrook Health Sciences Centre

Immersive Reality: Innovation in medical education and health care

This workshop will provide a general scope of the current use for immersive reality within healthcare education. It will also outline the cognitive learning theories underpinning its use and how best to create future tools using such models. We will discuss how we are implementing this technology in our own centres and the results of our efficacy trials. Lastly, we will highlight examples and demonstrations of such tools.

Learning Objectives:
1. Define virtual, augmented and mixed reality and recall a brief overview of the literature on its use in health care.
2. Understand the cognitive learning theory underpinning immersive reality and how it is being currently used in health care and medial education.
3. Gain an introduction to the technology needed for creating immersive solutions by taking part in live demonstrations of immersive reality technology.

Dr. Fahad Alam, Staff Physician, Anaesthesia, Sunnybrook Health Sciences Centre, and Dr. Clyde Matava, Staff Physician, Anaesthesia, The Hospital for Sick Children
The Two Sides of (E)valuation:
How to build your project and show its value

This workshop will take participants through an experience of creating an evaluation plan for a project. Participants will be co-creating a plan that both helps the development of the project and captures the value that the project is bringing to stakeholders. This is for either beginner or intermediate learners. This is a very different way of thinking about and practicing evaluation. This is for individuals who are curious about evaluation, not as research but as a utilization-focused, developmental approach that is useful in complex situations.

Kathryn Parker PhD, Senior Director, Academic Affairs and Simulation Lead, Holland Bloorview Kids Rehabilitation Hospital, Associate Professor, Department of Paediatrics, Faculty of Medicine, University of Toronto

Learning in an Artificial Intelligence World

Are you ready for robocare? Join David and Wanda to learn how artificial intelligence looks and feels in the clinical environment. Through an interactive lecture you will get an understanding of what AI is, where it exists in healthcare and what you and your learners need to know to prepare for care in the future. Join us to have your thinking challenged about how AI and Big data will shape the future learning for clinical learners.

This interactive session will focus on preparing educators to work with learners in an AI environment.

The workshop is geared to a beginner-level audience. High-level learning objectives are as follows:

1. Understand the language of big data, artificial intelligence and machine learning;
2. Evaluate opportunities for using artificial intelligence in your local environment, and
3. How to start or participate in an AI initiative.

David Wiljer PhD, Executive Director, Education Technology Innovation, UHN; Associate Professor, Department of Psychiatry; IHPME, UofT; Collaborating Scientist, CAMH, and Wanda Peteanu CHE, MHSc, CM, PMP, Information Management Director, The Michener Institute of Education at UHN
What Every Educator Needs to Know About Validity for Performance Based Assessments

Performance based assessments of clinical competence are common in health professions education. The degree to which assessment practices facilitate appropriate and defensible decisions regarding competence and/or future performance is a matter of validity. In this session, participants will be introduced to and given the opportunity to apply principles of validity that can then be used in a variety of performance based assessment activities.

Walter Tavares, Scientist, Assistant Professor, The Wilson Centre and Post MD Education, Post Graduate Medical Education & Continuing Professional Development, Faculty of Medicine, Institute of Health Policy, Management and Evaluation (IHPME), Dalla Lana School of Public Health, University of Toronto, University Health Network
Oral Research Presentations – Session 1

### Short Communication Sessions:

**Moderator: Lisa Di Prospero**

#### 9:45– 9:55am

**“Photovoice: A reflection method for service-based learning in healthcare trainees” (Theme: Learner Experience & Culture)**

**Authors:** Fangyi (Fanny) Liu, University of Toronto  
Yang (Angela) Qin, University of Toronto  
Imaan Javeed, University of Toronto  
Yuvreet Kaur, University of Toronto  
Elizabeth Lioubomirskaya, University of Toronto  
Joyce Nyhof-Young, University of Toronto

#### 9:55–10:05am

**“Interprofessional Simulation in the Emergency Department: A novel curriculum in procedural skills and interprofessional staff collaboration” (Theme: Team-based Learning)**

**Authors:** Lorne Costello, Sunnybrook Health Sciences Centre & University of Toronto  
Will Thomas-Boaz, Sunnybrook Health Sciences Centre  
Lowyl Notario, Sunnybrook Health Sciences Centre  
Susan De Sousa, Sunnybrook Health Sciences Centre  
Agnes Ryzynski, Sunnybrook Health Sciences Centre  
Nicole Kester-Greene, Sunnybrook Health Sciences Centre  
University of Toronto  
Caroline Filipowska, Sunnybrook Health Sciences Centre  
University of Toronto

#### 10:05–10:15am

**“Ultrasound Challenges and Solutions Scanning Pregnant Women with Physical Disabilities: A team-based approach to quality improvement in the first nine months of a specialized clinic” (Theme: Team-based Learning)**

**Authors:** Sameera A. Khatib, Sunnybrook Health Sciences Centre  
Anne Berndl, Sunnybrook Health Sciences Centre
10:15–10:25am

“Experience-based Design: Embedding patient and family voices within education programs at end-of-life” (Theme: Patient as Educator)

Authors: Jennifer Wong, Sunnybrook Health Sciences Centre
          Bailey Hollister, Sunnybrook Health Sciences Centre
          Jim Huth, Sunnybrook Health Sciences Centre
          Alena Hung, Sunnybrook Health Sciences Centre

10:25–10:35am

“Should Injury Prevention Curriculum Include Sleep Hygiene? A quality improvement project to understand sleep habits of teenagers attending P.A.R.T.Y. Program at Sunnybrook Health Sciences Centre”
(Theme: Learner Experience & Culture)

Authors: Brandy Tanenbaum, Sunnybrook Health Sciences Centre
          Bibi Mohungo, Brock University
          Sharon Ramagnano, Sunnybrook Health Sciences Centre

Oral Research Presentations – Session 2

Short Communication Sessions

Moderator: Agnes Ryzynski

3:05 – 3:15pm

“YouTube, Colorectal Cancer and Patient-Centred Education: An e-Health study” (Theme: Education Scholarship)

Authors: Alain Nathan Sahin, Centre hospitalier de l’Université de Montréal
          Anne Sarah Sahin, Centre hospitalier de l’Université de Montréal
          Frank Schwenter, Centre hospitalier de l’Université de Montréal
          Herawaty Sebajang, Centre hospitalier de l’Université de Montréal
3:15 – 3:25pm

“Impact of Acute Care Physician’s Age on Crisis Management Performance and Learning after Simulation-based Education: A novel prospective cohort trial”
(Theme: Education Scholarship)

Authors: Fahad Alam, Sunnybrook Health Sciences Centre
Vicki LeBlanc, University of Ottawa
Alan Baxter, University of Ottawa
Jordan Tarshis, Sunnybrook Health Sciences Centre
Dominique Piquette, Sunnybrook Health Sciences Centre
Yuqi Gu, University of Ottawa
Caroline Filipowska, Sunnybrook Health Sciences Centre
Ashley Krywenky, University of Ottawa
Nicole Kester-Greene, Sunnybrook Health Sciences Centre
Pierre Cardinal, University of Ottawa
Shelly Au, Sunnybrook Health Sciences Centre
Sandy Lam, University of Ottawa
Sylvain Boet, University of Ottawa
PACT Group (the Perioperative Anaesthesia Clinical Trials Group), Sunnybrook Health Sciences Centre

3:25 – 3:35pm

“Measuring the Impact of Practice-based Research & Innovation through a Self-Narrative: Implementing the most significant change methodology”
(Theme: Education Scholarship)

Authors: Mikki Campbell, Sunnybrook Health Sciences Centre
Sara Morassaei, Sunnybrook Health Sciences Centre
Lisa Di Prospero, Sunnybrook Health Sciences Centre

3:35 – 3:45pm

“Developing an Educational Intervention for Novice Clinical Trainee Electronic Medical Record (EMR) Users to Increase Documentation Data Quality: A Canadian pilot study” (Theme: Learner Experience & Culture)

Authors: Noah Crampton, Sunnybrook Health Sciences Centre
Sharon Domb, Sunnybrook Health Sciences Centre
Nikki Woods, University of Toronto
Michelle Greiver, North York General Hospital
Aviv Shachak, University of Toronto
Poster Sessions

McLaughlin Auditorium (EG18a):

12:20 – 1:20pm

1. “Adoption of a Cloud Based Videoconferencing Platform to facilitate Distance Medical Education” (Theme: Learner Experience & Culture)

Authors: Haifeng Yu, St. Michael’s Hospital
         Mark Kinach, St. Michael’s Hospital
         Rashmi Bhide, St. Michael’s Hospital
         Jasdeep Grewal, St. Joseph’s Health Centre
         Jonathan Dean Sy, St. Joseph’s Health Centre
         Carol Flewelling, St. Michael’s Hospital

2. “Transition to Practice: Evaluating the need for formal training in supervision and assessment among senior emergency medicine residents and new to practice emergency physicians” (Theme: Education Scholarship)

Authors: Sarah Kilbertus, University of Toronto
         Kaif Pardhan, Sunnybrook Health Sciences Centre & McMaster University
         Juveria Zaheer, Centre for Addiction and Mental Health
         Glen Bandiera, St. Michael’s Hospital

3. “Providing Resident Bidirectional Feedback Following an Advance Care Planning Conversation” (Theme: Team-based Learning)

Authors: Wendy Lianne Kingsburgh, Sunnybrook Health Sciences Centre
         Marie Pinard, Women’s College Hospital
         Lynfa Stroud, Sunnybrook Health Sciences Centre
4.

“A Needs Assessment of Obstetrical Anaesthesiology Transfusion Medicine Knowledge and Attitudes amongst Anaesthesiology Residents at the University of Toronto” (Theme: Learner Experience & Culture)

Authors: Fahad Alam, Sunnybrook Health Sciences Centre
         Yulia Lin, Sunnybrook Health Sciences Centre
         Janice Ferns, Sunnybrook Health Sciences Centre
         Clarita Margarido, Sunnybrook Health Sciences Centre
         Lilia Kaustov, Sunnybrook Health Sciences Centre
         Asim Alam, Sunnybrook Health Sciences Centre

5.

“Innovative Use of Simulation to Consolidate Paediatric Didactic Curriculum: A pilot in emergency department continuing medical education” (Theme: Team-based Learning)

Authors: Caroline Filipowska, Sunnybrook Health Sciences Centre
         Ryan Clark, Sunnybrook Health Sciences Centre
         Will Thomas-Boaz, Sunnybrook Health Sciences Centre
         Morgan Hillier, Sunnybrook Health Sciences Centre
         Kaif Pardhan, Sunnybrook Health Sciences Centre
         Susan DeSousa, Sunnybrook Health Sciences Centre
         Agnes Ryzynski, Sunnybrook Health Sciences Centre
         Nicole Kester-Greene, Sunnybrook Health Sciences Centre
         Zuhair Alsharafi, Sunnybrook Health Sciences Centre

6.

“If you Build It They will Come: Use of live actor patients during a hospital-wide mass casualty simulation exercise to garner institutional commitment to long term drills” (Theme: Team-based Learning)

Authors: Nicole Kester-Greene, Sunnybrook Health Sciences Centre
         Claudia Cocco, Sunnybrook Health Sciences Centre
         Susan DeSousa, Sunnybrook Health Sciences Centre
         Will Thomas-Boaz, Sunnybrook Health Sciences Centre
         Avery Nathens, Sunnybrook Health Sciences Centre
         Rob Burgess, Sunnybrook Health Sciences Centre
         Sharon Ramagnano, Sunnybrook Health Sciences Centre
         Caroline Filipowska, Sunnybrook Health Sciences Centre
         Laurie Mazurik, Sunnybrook Health Sciences Centre
7.

“Education Innovation: Paediatric emergencies curriculum for emergency department providers” (Theme: Team-based Learning)

Authors: Will Thomas-Boaz, Sunnybrook Health Sciences Centre
Kaif Pardhan, Sunnybrook Health Sciences Centre
Caroline Filipowska, Sunnybrook Health Sciences Centre
Ryan Clark, Sunnybrook Health Sciences Centre
Morgan Hillier, Sunnybrook Health Sciences Centre
Mike Romano, Sunnybrook Health Sciences Centre
Nima Farkhani, Sunnybrook Health Sciences Centre
Krishna Anchala, Hospital for Sick Children
Zuhair Alsharafi, Sunnybrook Health Sciences Centre

8.

“Do Canadian Radiation Oncologists Consider Geriatric Assessment in the Decision-making Process for Treatment of Non-metastic Prostate Cancer Patients 80 Years of Age and Older? - National Survey” (Theme: Education Scholarship)

Authors: Arman Zereshkian, University of Toronto & University Health Network
Xingshan Cao, University of Toronto & Sunnybrook Health Sciences Centre
Martine Puts, University of Toronto
Krista Dawdy, Sunnybrook Health Sciences Centre & University of Toronto
Lisa Di Prospero, Sunnybrook Health Sciences Centre & University of Toronto
Shabbir Alibhai, Toronto General Hospital Research Institute
Ewa Szumacher, Sunnybrook Health Sciences Centre

9.

“D2 Course with Ongoing MEnToring (D2 COMET): An evaluation of surgeons’ knowledge and educational needs” (Theme: Education Scholarship)

Authors: Vanessa N. Palter, St. Michael’s Hospital
Savtaj S. Brar, Mount Sinai Hospital
Hera Canaj, Sunnybrook Health Sciences Centre
Victoria Delibasic, Sunnybrook Health Sciences Centre
Laura E. Davis, Sunnybrook Health Sciences Centre
Natalie G. Coburn, Sunnybrook Health Sciences Centre
10.

**“Teaching the Teacher: Can workshops enhance clinical teaching skills of radiation therapists” (Theme: Team-based Learning)**

**Authors:** Rachel L. Moline, University of Guelph  
Marnie Peacock, Sunnybrook Health Sciences Centre  
Karen Moline, Sunnybrook Health Sciences Centre

11.

**“Partnering with Patient Volunteers to Enhance Documentation in Radiation Therapy Practice: A surprising synergy” (Theme: Patient as Educator)**

**Authors:** Marnie Peacock, Sunnybrook Health Sciences Centre  
Darby Erler, Sunnybrook Health Sciences Centre,  
Department of Radiation Oncology, University of Toronto  
Danielle Letterio, Sunnybrook Health Sciences Centre  
Parker Sheehan, Sunnybrook Health Sciences Centre  
Madette Galapin, Sunnybrook Health Sciences Centre  
Stephanie Kulczyski, Sunnybrook Health Sciences Centre  
Renate Krastins, Sunnybrook Health Sciences Centre  
Donna Lewis, Sunnybrook Health Sciences Centre  
Ruby Bola, Sunnybrook Health Sciences Centre  
Aisha Sheikh, Sunnybrook Health Sciences Centre,  
Department of Radiation Oncology, University of Toronto  
Krista Dawdy, Sunnybrook Health Sciences Centre,  
Department of Radiation Oncology, University of Toronto  
Steve Russell, Sunnybrook Health Sciences Centre  
Laura D’Alimonte, Sunnybrook Health Sciences Centre,  
Department of Radiation Oncology, University of Toronto

12.

**“Revolutionizing Dietetic Education through an Innovative Hospital Based Internship Program” (Theme: Learner Experience & Culture)**

**Authors:** Erin MacGregor, Sunnybrook Health Sciences Centre  
Katelynn Maniatis, Sunnybrook Health Sciences Centre
13.

“The Amazing Race – Healthcare Edition: Adding games to professional development to increase staff engagement while promoting learning” (Theme: Team-based Learning)

Authors: Amanda Beales, University Health Network  
          Maria Chiera-Lyle, University Health Network

14.

“Student-Run Near-Peer Information Panel on the Residency Application Process” (Theme: Learner Experience & Culture)

Authors: Nicholas Sequeira, University of Toronto  
         Alon Coret, University of Toronto  
         Brandon Tang, University of British Columbia  
         Flora Jung, University of Toronto

15.

“Location Matters: Student-run panel educating medical students about different settings for medical practice” (Theme: Learner Experience & Culture)

Authors: Nicholas Sequeira, University of Toronto  
         Flora Jung, University of Toronto
16.

“Transfusion Camp: A prospective evaluation of a transfusion medicine five-day education program on multi specialty postgraduate trainee knowledge, attitudes and self-reported behaviour” (Theme: Education Scholarship)

Authors: Yulia Lin, Sunnybrook Health Sciences Centre
Asim Alam, University of Toronto
Sophie Charge, Canadian Blood Services
Christine Cserti-Gazdewich, University of Toronto
Wendy Lau, University of Toronto
Christie Lee, University of Toronto
Lani Lieberman, University of Toronto
Paula Nixon, University of Toronto
Wendy Owens, Ontario Regional Blood Coordinating Network
Katerina Pavenski, University of Toronto
Jacob Pendergrast, University of Toronto
Elianna Saidenberg, University of Ottawa
Nadine Shehata, University of Toronto
Robert Skeate, University of Toronto
Everad Tilokee, Canadian Blood Services
Jeannie Callum, Sunnybrook Health Sciences Centre

17.

“Patient and Volunteer Experience Enhanced through the Use of Technology” (Theme: Patient as Educator)

Authors: Michelle J. Lynch, Sunnybrook Health Sciences Centre
Christopher Townsend, Sunnybrook Health Sciences Centre
Jakub Pniewski, Sunnybrook Health Sciences Centre
(former George Brown College HR student)
Katherine Alexopoulos, Sunnybrook Health Sciences Centre
Shamena Maharaj, Sunnybrook Health Sciences Centre
18.

“Student Perspectives on the Impact of an Undergraduate Work-integrated Learning Program on Admission and Transition to Medical School” (Theme: Learner Experience & Culture)

Authors: Rachel McDonald, Sunnybrook Health Sciences Centre
          Adam Bobrowski, Sunnybrook Health Sciences Centre
          Leah Drost, Sunnybrook Health Sciences Centre
          Leigha Rowbottom, Sunnybrook Health Sciences Centre
          Judene Pretti, University of Waterloo
          Hany Soliman, Sunnybrook Health Sciences Centre
          Stephanie Chan, Sunnybrook Health Sciences Centre
          Edward Chow, Sunnybrook Health Sciences Centre

19.

“Advice and Recommendations Provided to Pregnant Masters Swimmers: A survey of coaches” (Theme: Learner Experience & Culture)

Authors: Kathleen Trought, Sunnybrook Health Sciences Centre
          Heather Davidson, Sunnybrook Health Sciences Centre
          Hiba Al-Bahrani, Sunnybrook Health Sciences Centre
          Susan Hum, Women’s College Hospital
          Karen Fleming, Sunnybrook Health Sciences Centre,
          University of Toronto, Department of Family and Community Medicine

20.

“The Longitudinal Academic Mentorship Program: Developing a facilitated peer mentorship program for medical students that incentivize longitudinal participation and minimize variation” (Theme: Learner Experience & Culture)

Authors: Flora Eunji Jung, University of Toronto
          Nicholas Sequeira, University of Toronto
          Maria Berseneva, University of Toronto
          Joyce Nyhof-Young, University of Toronto
“MD Program Teaching Awards of Excellence (MPTA): Celebrating pedagogical excellence in undergraduate medicine” (Theme: Education Scholarship)

Authors: Flora Jung, University of Toronto
         Mike Wiley, University of Toronto
         Frazer Howard, University of Toronto
         Nicholas Sequeira, University of Toronto
         Joyce Nyhof-Young, University of Toronto
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7:30 - 8:30 (60 minutes)

Registration & Breakfast (Entrance to McLaughlin Auditorium)

8:30 - 8:40 (10 minutes)

Plenary

Welcome & Opening Remarks (McLaughlin Lecture Theatre)

Opening Keynote Address: Brian Hodges

9:25 - 9:45 (20 minutes)

BREAK (McLaughlin Auditorium)

9:45 - 10:45 (60 minutes)

5 Research Presentations (McLaughlin Lecture Theatre)

10:45 - 12:20 (90 minutes)

Concurrent

Learning in an Artificial Intelligence World

David Wiljer & Wanda Peteanu

What Every Educator Needs to Know About Validity for Performance Based Assessments

Walter Tavares

12:20 - 1:20 (60 minutes)

LUNCH (McLaughlin Auditorium)

1:20 - 2:50 (90 minutes)

Concurrent

Supporting Quality Improvement Initiatives through Quality Conversations

Genny Ng & Guna Budrevics

Immersive Reality: Innovation in medical education and health care

Fahad Alam & Clyde Matava

2:50 - 3:05 (15 minutes)

BREAK (McLaughlin Auditorium)

3:05 - 3:55 (50 minutes)

4 Research Presentations (McLaughlin Lecture Theatre)

Debate: Dr. Patricia Houston & Dr. Arno Kumagai Moderated by: Health care educators are failing to fail students to the detriment

3:55 - 4:20 (25 minutes)

Awards Ceremony, Closing Remarks & Passport Activity Draw

4:20 - 4:30 (10 minutes)
7th Annual Sunnybrook Education Conference: Revolutionizing Healthcare's Future

Link: (sunnybrook.ca/educationconference)

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**Title:** “Future of Health Professions Education: What will we need humans for?”

**What Makes an Excellent Teacher? Student-Teacher perspectives**
Karen Leslie, Aggie Gao, Helen Genis, Travis Sutherland & Lily Wang

**Lessons, Misadventures and Learning from Faculty Development for Competency Based Curricular Reform**
Susan Glover Takahashi

**The Two Sides of (E)valuation: How to build your project and show its value**
Kathryn Parker

**Patient as Educator: How to engage patients in education to make it more effective**
Tamara Harth

**How Do We Reduce Burnout in Health Professional Trainees and Practitioners?**
Ari Zaretsky, Heather Flett & Mara Goldstein

**Teaching and Assessing for Critical Reflection: A practical approach**
Stella Ng & Lindsay Baker

**You Have the Evidence...Now For the Change? Knowledge Translation for Education Research**
Lesley Gotlib Conn & Lisa Di Prospero

**Interprofessional Team-based Learning in the Clinical Environment and the Systems Approach: Transferring simulation to bedside**
Agnes Ryzynski, Nicole Kester-Greene, Caroline Filipowska & Lowyl Notario

Dr. Ari Zaretsky; **Title:** “Be it Resolved that More Learners in Health Care Should be Held Back. of the health professions, the students, our patients, and communities.”
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Coordinator, Sunnybrook Education Advisory Council (SEAC)

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