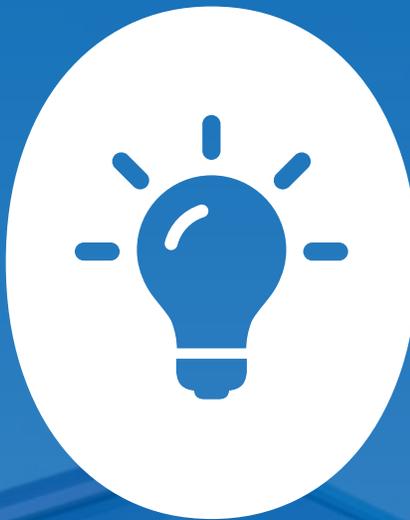


Report on Education

20



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Patient as Educator



Team-Based Learning



Learner Experience & Culture



Educational Scholarship

2020



 **Sunnybrook**
EDUCATION

Editors: Dr. Ari Zaretsky & Fatima da Costa
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Message from our Vice President, Education

Education is foundational to Sunnybrook's core mission: inventing the future of health care. Being an outstanding learning organization is one of the main reasons why Sunnybrook continues to be recognized as one of the top employers in Canada.

We are proud to be the destination for 5,271 learners from approximately 45 health disciplines and 93 countries. Our aspirational vision is to be the destination of choice, a magnet, for all health professional learners in Toronto. The recent COVID-19 pandemic has brought into clear focus the critical need for us to constantly adapt to change. In a crisis like COVID-19, staff and learners alike depend on high quality, nimble, personalized education and training in order to thrive not only clinically and academically but also emotionally.

Over the last three years, we have achieved success that we can be proud of and this will provide us with a firm foundation as we contemplate our exciting new 2020-2023 Education Strategic Plan in a new learning environment. In the last year, we have completed our 2017-2020 education strategic plan that focused 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.

Our partnership with patients has expanded across all of the nine clinical programs and to date we have had 470 patient educators who have educated more than 17,000 Sunnybrook patients and families about disease management. The voice of the patient and their eloquent and evocative individual stories has also educated thousands of students and staff thereby enhancing the compassion of our staff and our learners. These patient stories can also inspire hope in other patients and can increase the resilience of both our patients and our staff who derive meaning in the work they do through the education that is provided.

Last year we embarked on utilizing a structured self-assessment tool that evaluates the performance of our teams and aids in promoting self-reflection. These 39 Sunnybrook team assessments have helped us to identify opportunities to improve communication skills, role clarity, conflict management and capacity for self-reflection. We have preliminary data to suggest that these team assessments are indeed having an impact on how our students and patients perceive their experience at Sunnybrook. In addition, our Sunnybrook Simulation Centre has trained almost 3,100 student, staff, and physician learners and has received national media attention for its involvement in trauma simulation.

Using data from the TAHSNe Student Experience Survey, our Student Experience Committee has assisted our Sunnybrook teachers and preceptors to provide the most optimal experience possible. Special emphasis has also been placed on understanding the Sunnybrook teacher/preceptor experience and sharing best practices. In addition, we have been devoting increased attention to Sunnybrook learner wellness and have created an innovative and seamless way for Sunnybrook residents and clinical fellows in distress to access mental health assistance at Sunnybrook through self-referral. We have also enhanced our website so that all learners in distress can report concerns that can be acted on.

The Sunnybrook Education Research Unit champions education research at Sunnybrook and continues to work closely in alignment with Sunnybrook's Practice-Based Research and Innovation (PBRI). This past year, we awarded \$62,000 in education research seed grant funding to eight interprofessional teams. We intend to significantly enhance capacity for education research through our new recruit, Dr. Csilla Kalocsai, an education scientist affiliated with the Wilson Centre. Dr. Kalocsai is our inaugural Professor in education research and was recruited through a generous gift to the Sunnybrook Foundation of \$5,000,000 from the Sunnybrook Academic Clinicians Management Services.

Ultimately, the soul of education is our teachers. I would like to thank all of our teachers, supervisors, preceptors, instructors and staff who educate our learners, patients and families. Without your passion and dedication, Sunnybrook could not be the world-renowned academic health sciences centre that it is. Enjoy reading the report!

If you have any questions, I welcome them at education@sunnybrook.ca.



Ari Zaretsky, MD, FRCPC
Vice President, Education
Sunnybrook Health Sciences Centre

Message from our President & CEO

At Sunnybrook, we are proud of our role as an academic health sciences centre. We strive for educational excellence for our learners, staff, patients and families.

Thank you to our Vice President, Education, Dr. Ari Zaretsky, the Sunnybrook Education Advisory Council and our education champions from across the hospital for their efforts especially during these trying times.

Significant changes have occurred in education over the last three years that deserve recognition and celebration. Our annual Sunnybrook Conference on Education (now in its seventh year), our Interprofessional Collaboration

Showcase, our Cancer and Trauma Information Portals, our focus on health literacy, our partnering with patients as educators and our use of in-situ simulation to drive quality improvement have all raised the profile of education at Sunnybrook both within and outside our organization.

The growth of education at Sunnybrook is important because we aspire to be a leader in innovative methods of teaching. The 2017–2020 Sunnybrook Education Strategic Plan was forward-looking and exciting and the new 2020–2023 Education Strategic Plan provides a vision for the post-COVID-19 crisis future. The new education strategic plan builds on Sunnybrook's unique strengths and recognizes that quality, innovation and impact are fundamental to the enhancement of our health care system and health outcomes. It powerfully aligns with our Sunnybrook strategic plan including our focus on enhancing quality and the patient experience and building high performing teams.

Finally, I'd like to take this opportunity to thank all of our preceptors, teachers, instructors and others who take part daily in educating our learners, patients and their families. Your passion and dedication help Sunnybrook maintain its reputation as a world-renowned academic health sciences centre.



Andy Smith, MD, FRCSC
President & Chief Executive Officer



Tamara Harth,
Program Manager, Patient & Family Education

Patient as Educator

The goal of Patient as Educator is to become the standard of practice in learner development, patient education, and education research activities.

■ This past year, we:

- Completed our first year of Humanism in Surgery patient as teacher curriculum for medical students in their surgical rotation in collaboration with St. Michael's Hospital and University Health Network;
- Offered Patient as Educator initiatives in the following programs:
 - DAN Women & Babies Program
 - Holland Bone and Joint Program
 - Hurvitz Brain Sciences Program
 - Integrated Community Program
 - Odette Cancer Program
 - Schulich Heart Program
 - St. John's Rehab Program
 - Tory Trauma Program
 - Veterans Program
- Launched our inaugural Patient as Educator workshop in November 2019;
- Defined Patient as Educator metric; and
- Began collecting Patient as Educator data across Sunnybrook.



Amy Wainwright, Manager,
Rehab & Bone and Joint Program Development,
Holland Centre Rehab Services

We envision for Patient as Educator:

- 1 Creating six patient narratives to use as a teaching tool and inspiration for other programs;
- 2 Increasing the number of patient as teachers at Sunnybrook by 15%;
- 3 Collecting and profiling Patient as Educator data to demonstrate the reach and value of patient teachers in improving the quality of patient experience at Sunnybrook; and
- 4 Integrating patient educators into curriculum development, interprofessional teams and system quality improvement.

Patient Educators by the Numbers

July 2018 - Sept. 2019	# of Patient Educators	# of Patients Reached	# of Staff/Patients Reached	# of Other Learners Reached (i.e., Residents, Social Work Students, etc.)
Total - All Programs	470	17,106	121	1,215
DAN Women & Babies Program	185	1,499	36	451
Holland Bone & Joint Program	4	605	-	6
Hurvitz Brain Sciences Program	43	670	32	205
Integrated Community Program	5	137	-	-
Odette Cancer Program	145	12,646	-	-
Schulich Heart Program	1	50	3	5
St. John's Rehab Program	31	-	-	-
Tory Trauma Program	50	1,489	-	542
Veterans Program	6	10	50	6



**Barbara Sloane,
Volunteer**

“Being able to see things now from both perspectives, the hospital’s and the patient’s, gives me a unique ability to help those who come to Odette for treatment. I’m able to understand the patients’ and their caregivers’ motivation and concerns, I’m able to bring tempered enthusiasm to my interactions with them, and I’m able to help them in a very practical way to get to where they need to be, answer their basic questions and bring some calm to what can be a stressful time for them.”



**Paul Taylor,
Family Advisor**

Paul’s journey through Ontario’s health care system started in 2008 when he contracted necrotizing fasciitis (flesh-eating disease). Following a two-month stay in acute care, Paul spent another month at St. John’s Rehab. He says his journey motivated him to give back to the institutions and people who both saved and restored his life.

Today, Paul is a volunteer patient advisor who facilitates group education sessions for clinicians and students about providing person-centred care.

“My experience makes (person-centred care) real for the people I teach,” says Paul. “At the same time, I can reinforce to them the positive difference they are all making in the lives of their patients.”



**Ophelia Kwake,
Family Advisor**

Ophelia gave birth to her son 15 weeks early. He weighed 780 grams when he was born and stayed at Sunnybrook for almost four months while he battled infections and pneumonia. Now, Ophelia’s journey in the NICU inspires hope in other families.

As a breastfeeding peer counsellor at Sunnybrook, Ophelia spends her days chatting with women about their challenges and encouraging them to pump breast milk. She organizes weekly mom-to-mom lunches and walks, telling other moms about Emmanuel – now a healthy, energetic 8-year-old.

“When they see or hear about my son and I tell them my story, they feel like their child will be okay too.”





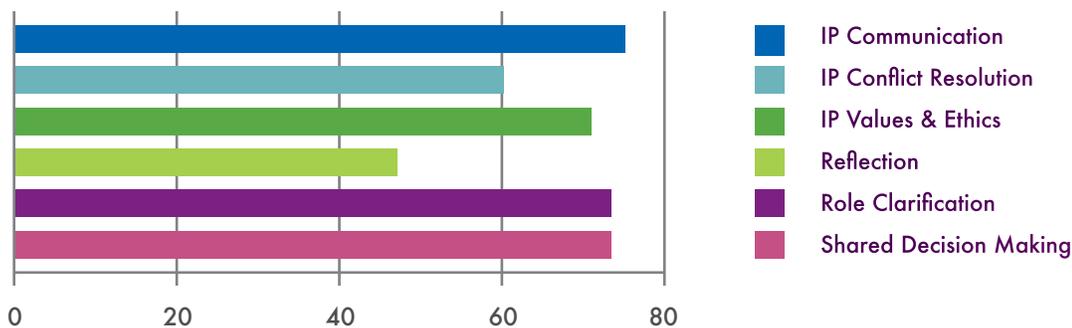
1. **Christopher Townsend**, Manager, Organizational Development & Leadership; 2. **Katherine Nazimek**, Communications Advisor; 3. **Agnes Ryzynski**, Manager, Sunnybrook Canadian Simulation Centre & Curriculum Development; **Tracey DasGupta**, Director, Interprofessional Practice, and **Elizabeth McLaney**, Director, Interprofessional & Academic Education

Team-Based Learning

The goal of the Team-Based Learning priority is to improve the performance of interprofessional teams through team assessment, self-directed team development, practice-based simulation, and the promotion of team innovators.

■ Team Assessment & Development

Our largest focus this year was on team assessment. At Sunnybrook, we had 17 teams complete our in-house “Interprofessional Collaboration Team Assessment” and an additional 22 teams partner with our Organizational Development & Leadership department to go through a structured self-assessment and team development process. Teams have surfaced many different kinds of opportunities for growth – from using facilitation techniques to gain input from quieter team members, to shadowing activities that enhance role clarity, to creating debriefing tools that highlight successes and learning opportunities. Each year as we work with more teams, our pool of aggregate data grows. It is interesting to understand that our teams believe, for example, that they develop person-centered care plans, and consult each other appropriately across professions, but that they don’t spend as much time as they wish on reflecting as a group and learning from their successes and challenges. By understanding our teams as an organization, we can help support them to do their best work!



Competency based aggregate data for team assessment - % of respondents indicating that their team often or very often engages in the behaviours associated with each competency.

Team Example:

“Conflict – Working Better Across Teams”

Thompson Anxiety Centre

“We believe that our conflict resolution within the team is strong, however our ability to resolve conflicts in a timely and productive way with our teammates (at another site) requires some strengthening. We are changing a number of practices and cultural things, such as when we speak face to face vs email, in order to begin to change the dynamic.”

Team Example:

“Communication – Being a leader is not just a formal position”

St. John’s Rehab, Burn Program

“We are leaders and role models in everything we do, from advocating for our patients and their families to changing practices on the floor to better reflect best practices in the field. Crucial conversations [workshop] showed us a totally different perspective of how and when to have a challenging conversation, and most importantly, it taught us how to step back and re-evaluate the situation and put ourselves in the other person’s shoes and try to understand each other to accomplish a common goal.”

■ A System Role in Team Assessment

Sunnybrook has also taken a leadership role in partnering with the University of Toronto’s Centre for Interprofessional Education (CIPE) to advance a Team Assessment process and toolkit that is currently being implemented across the Toronto Academic Health Sciences Network (TAHSN).

■ Faculty and Staff Development to Support Team-Based Learning

As we continue to grow our investment in Team-Based Learning, we are thrilled to support our staff and teams to grow their understanding – as well as their abilities – to teach, lead and work across professions. Last year we held an on-site, customized version of the CIPE’s BOOST! (Building Optimal Outcomes from Successful Teamwork) workshop for 37 members representing 14 different teams. We also held a recognition event where teams who had completed our Sunnybrook Interprofessional Collaboration Team Assessment process came together to share their work and celebrate each others’ progress. We sponsored a Health Professions Innovation fellowship that focused on using a team approach to optimize code white responses and support. And we sent two leaders to participate in the CIPE’s Collaborative Change Leadership (CCL) program with a project focused on enhancing the capacity of leaders to create psychologically safe teams.

Testimonial 1 – Estella Tse, Occupational Therapist, C5 Trauma Service

Health Professions Innovation Fellowship Program Attendee Focuses on Education and Teamwork!

“The opportunity of the PBRI/TAHSN fellowship supported through the Education portfolio allowed the C5 staff to really work on team-based problem solving and reflection after code white violence events. Each time an event happened, unique members of C5 ward staff as well as responders (i.e., security from off unit) had the chance to engage in short and psychologically safe debriefing using a written format. Communication from these

debriefing opportunities went on to leadership and the team could then act on further strategies to optimize patient and family care, staff and unit safety as well as changes to system wide processes for a better workplace. As I learned and worked and collaborated creatively with our whole team during this quality initiative, I could see the development of greater trust relationships, mutual respect for each other's roles, and shared decision making through practice of better communication skills. Individual staff as well as the overall C5 team have benefited from team-based learning as we help each other move towards a safer work environment for everyone!"

- in partnership with Education Research & Scholarship

■ Psychological Safety

Our Collaborative Change Leadership (CCL) program attendees were so successful in their work, and such attention has been garnered for the topic of psychological safety that their work has been presented at the Sunnybrook/CIPE Interprofessional Collaboration Showcase and the CIPE's Community of Practice. Most recently this work was accepted for presentation at the international Collaborating Across Borders conference in the fall of 2019, and is being embedded within Sunnybrook's Management Excellence Program (MExP) so that all new leaders will be versed in how to lead for psychological safety.

Testimonial 2 - Lina Gagliardi, Professional Leader, Social Work and Spiritual & Religious Care; Manager, Spiritual Care (acute care); Manager, Health Care Navigator Team, and Isabella Cheng, Professional & Education Leader, Occupational Therapy

Education Champions/Collaborative Change Leadership (CIPE)* Workshop Attendees Foster Psychological Safety at Sunnybrook!

"Our Psychological Safety initiative has included stakeholder engagement across the organization that led to the development of key vital behaviours and actions that have informed our vision and our strategic priorities. The key behaviours include practices of reflection,

honouring diverse opinions, accountability and practicing thanks and appreciation. These practices focus on consistent demonstration of behaviours that create comfort and the ability to speak up, in self and in others. Our collective learning leads to effective collaboration within our teams.

To date, there have been three major outcomes of the initiative that reach our staff, including leaders, teams and individuals. First, in support of enhancing and accelerating leadership performance, a psychological safety workshop has been added into the MExP Program, since October 2019. Second, by invitation, in follow-up to team assessment results, psychological safety discussions are co-facilitated with associates from our Organizational Development and Leadership (OD&L) department. Third, an online module is now available to all staff, via OD&L SLI modules: sunnynet.ca/psychologicalsafety.

The outcomes have been a collaboration with our OD&L colleagues, Quality and Patient Safety stakeholders and front-line staff passionate about this work. We continue to seek and be responsive to opportunities in our journey to change and impact a culture of psychological safety at Sunnybrook!"

*Centre for Interprofessional Education, University of Toronto

■ Organizational Definition for Team-Based Learning

This year, after completing an extensive literature review and thematic analysis, we proudly debuted our new organizational definition for team-based learning. This language serves as a common foundation for understanding and working together to advance this key education priority.

Team-based learning (TBL) brings together team members from diverse professions and roles to engage in interactive learning. It involves authentic practice in a psychologically-safe environment which drives critical thinking and collaborative problem solving. At Sunnybrook, we believe that TBL develops high-performing teams who leverage creativity and innovation to directly impact patient safety, high-quality care and robust educational outcomes.

■ Capturing the Spirit of the 2019 IPC Showcase

About 200 attendees came together on Wednesday, June 12, 2019 to celebrate excellence in team learning and collaborative care. The annual event was packed with speakers, workshops and poster presentations that all celebrated the value and joy of working together.

Laughter filled the auditorium as keynote speaker Luis Serrano, Chief Fun Officer at FUNdamentals of Play, used stories and interactive games to help attendees discover key ways to catapult joy at work as individuals and teams.



“We spend one-third of our lives at work and yet up to 70 per cent of the Canadian workforce are unengaged and unenthused at work,” he said. “It’s up to us to own our happiness.” Serrano stressed the need to find and live our values, connect and engage with those around us, and add play to our daily lives at work.

For presenter Jennifer Shaffer, professional practice leader for physiotherapy at St. John’s Rehab, that means working with colleagues of all professions to help patients reach their goal, and passing that value on to students. As part of every structured student placement, Shaffer and her colleagues fabricate a complex case study and randomly assign students an alternative profession. The student then needs to speak to other team members to find out what role they’d play in treating the make-believe patient and how they would collaborate.

“We have students who otherwise would never have met each other, shadowing each other or other clinicians, and even meeting up for lunch to discuss their roles,” Shaffer said.

The enthusiasm continued throughout the day with workshops and presentations that echoed the theme of being present in order to find joy and make meaningful connections.

“The most valuable gift you can give yourself is time – taking time to be more fully present in your journey, to become more inspired, and to connect with those around us,” said Kristen Winter, Vice President, Human Resources and Organizational Development & Leadership at Sunnybrook in the event’s closing presentation. “We can’t be present for others without first taking time to be present for ourselves.”



■ Simulation in Team-Based Learning

a. Obstetrical In-Situ Simulation Outreach Program

The Sunnybrook Canadian Simulation Centre received an unrestricted educational grant from Ferring Pharmaceuticals to provide in-situ simulation for interprofessional clinical teams caring for obstetric patients at hospitals in the GTA. A need for simulation education in this population was identified, specifically that the incidence of post partum hemorrhage is increasing in North America. Additionally, simulation-based practice drills have been recommended by many organizations since the publishing of the seminal document “To Err is Human” by the Institute of Medicine in 2000. More recently, recommendations endorsed by anaesthesia, obstetric and nursing administrative and academic bodies recommend facility-wide standards and drill practices to enhance patient safety.

The learning objectives of this program include:

- To apply principals of crisis resource management to the management of obstetrical emergencies
- To improve interprofessional communication and collaboration
- To analyze patient safety threats, both existing and latent, in their own clinical environment and formulate a plan to solve or mitigate these threats

To date, the Sunnybrook Canadian Simulation Centre has been fortunate to provide expertise to educate several care teams in multiple GTA hospitals.



b. OBGYN Chinese delegates visit the Sunnybrook Canadian Simulation Centre

In the spring of 2019, the Sunnybrook Canadian Simulation Centre partnered with Sunnybrook's Women and Babies team to showcase our high-performing obstetrical team to our visiting colleagues from China. We immersed our Chinese colleagues into a Code Omega Obstetrics simulation to demonstrate Sunnybrook's best-practice interdisciplinary team approach to managing this critically ill population. Our visiting Chinese delegates also received expert instruction, practice and feedback on management of shoulder dystocia. Thank you to our DAN Women and Babies colleagues for showcasing our high performing obstetrical team to our international colleagues.

c. Trauma In-Situ Simulations in the News

The Sunnybrook Canadian Simulation Centre in-situ trauma simulations were highlighted by CityTV to educate the public on how a trauma hospital team prepares for real-life management of trauma patients with a special focus on the escalating gunshot emergencies in Toronto.

d. IV Pump Procurement: Human Factors Simulation Testing

The current IV pumps at Sunnybrook needed to be replaced due to technical issues and discontinuation. The Sunnybrook Canadian Simulation Centre partnered with the Sunnybrook IV Pump Evaluation team on two mission critical stages of the replacement pump assessment. The first stage of assessment with the Simulation Team was to design clear objectives and quantitative metrics as well as multiple IV pump scenarios that would adequately test clinical and human factors elements with front-line staff. Over the course of a 3-week period, more than 100 front-line staff tested the possible replacement pump in the simulation centre.

Given the possible replacement IV pump was significantly heavier than the present IV pump, the Simulation Centre staff executed a real-life simulation scenario in Stage 2 to test the feasibility of transporting a critical care patient with eight pumps on an IV pole. The objectives were to assess mobility, human factors and gather qualitative feedback from front-line porters and RN's who are responsible for transporting patients with the pumps.



As a result of the partnership with the Sunnybrook Canadian Simulation Centre, the IV Pump Evaluation Team was able to move forward with recommending the replacement pump to the Senior Leadership Team.

e. Emergency Department Pediatric Simulation Curriculum

Our Sunnybrook Emergency Department (ED) sees a low volume of high-acuity pediatric patients. A needs assessment amongst our ED health-care providers revealed a need for a formal pediatric Continuing Medical Education (CME) curriculum. The ED collaborated with the Sunnybrook Canadian Simulation Centre to design and deliver pediatric CME to the interprofessional ED staff throughout the year. The goal of this curriculum is to practice critical skills in neonatal emergencies, improve team communication and function and to identify system gaps in the management of the pediatric population.

f. Faculty Development Workshops

This year, the Sunnybrook Canadian Simulation Centre once again hosted multiple faculty development workshops to support our simulation

faculty. These workshops are crucial to ensure that the simulation centre is adhering to simulation best-practices and offering the highest level of quality education to our learners.

- **Advance Care Planning (ACP) Simulation Facilitator Training Workshop**

This workshop is designed to provide future ACP Simulation Workshop Facilitators with the skills and knowledge to facilitate simulation workshops and take on various roles as a simulated patient.

- **Corporate Nursing Orientation (CNO) Simulation Day Facilitator Workshop**

This workshop is designed to provide future CNO simulation day facilitators with the competencies required to facilitate the corporate nursing simulation day that is held monthly at Sunnybrook for all new nurses employed at Sunnybrook.

Thank you to our entire dedicated simulation faculty for maintaining the highest quality of education for our Sunnybrook Canadian Simulation Centre learners!



Third Year Medical Students: Anesthesia Clerk Simulation Program

“Best workshops we’ve had in clerkship. Very helpful.”

“One of the most helpful workshops in med school!”

“Such a valuable learning experience. I think it helped bring some otherwise nebulous concepts to life.”

Third-year medical students

“I had to do CPR on a real patient a few weeks ago. I recall actively remembering what I had learned in the workshop to resuscitate the patient. All in all, we did about 10 rounds of CPR, so good technique was really important to us. The patient made it, and I remember feeling very grateful for having a better idea of what to do in that situation – the workshop taught by Roman and Susan was integral to that.”

Arshia Pedram Javidan, MD/MSc (SLI) Candidate, Class of 2021 University of Toronto, Faculty of Medicine

Emergency Department Interprofessional Obstetrics Simulation Day

“A huge thank you and congratulations to all the organizers of this incredible day of learning...I found the combination of practice in the am and sim + debrief in the pm to be VERY effective... This event was the most well-done learning activity I’ve participated in. Sunnybrook and learners here are lucky to have such enthusiastic and knowledgeable educators/clinicians!”

ED Interprofessional Obstetrics Simulation Day Participant

OBGYN Resident Simulation Program

“Great practice time to work on skills, get tips for improvement.”

OBGYN Resident

OB Outreach Simulation Program

“Excellent! Should be mandatory training.”

“Such great teamwork. Reinforces how working together works well.”

OB Outreach Simulation Program Participant

Learner Stats for Sept 2018 - Sept 2019

Undergraduate	827
Postgraduate	968
Nursing	895
Physicians	280
Health Disciplines Staff & Students	52
Other	77
Total Learners	3,099

**Learner Quotes:
RN, Corporate Nursing
Orientation Simulation Day**

“Non-judgmental environment. Really, really helpful. I feel way more prepared.”

“The sim lab was very informative and I loved learning from practicing and observing.”



Tracey DasGupta, Director,
Interprofessional Practice

Making a Difference Through Team-Based Learning

What our students are saying:

We have seen an increase in the number of favourable reports by students when we ask them about how often they see Sunnybrook teams learning together!

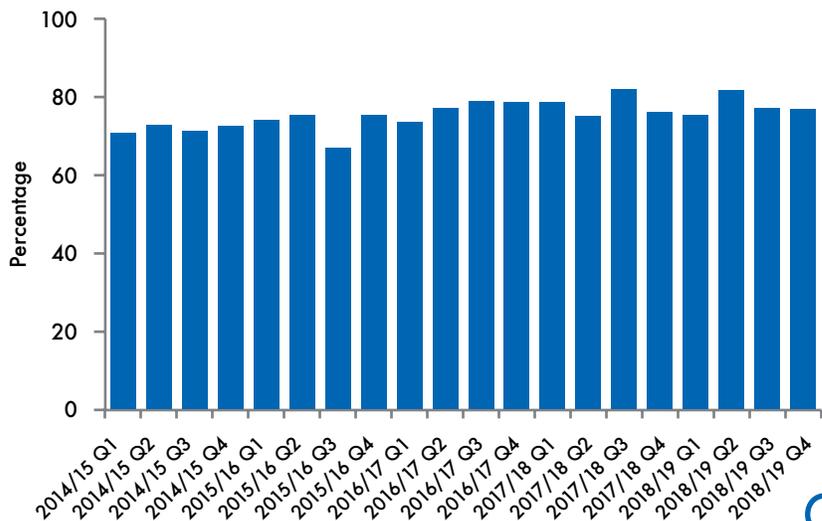
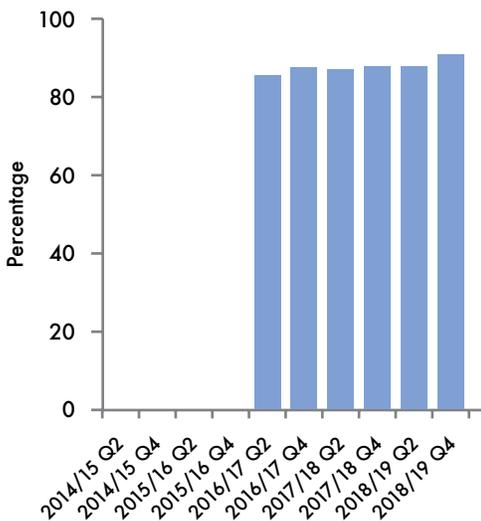
What our patients are saying:

We have seen a slow and steady increase in how well our patients say that team members on our units are working together!

Favourable Ratings:

I experienced team members learning together collaboratively across professions.

How would you rate how well the team members on your unit worked together?





■ Nursing Education Report 2020

Developing Nurse Leader Program (DNLP)

Nursing Education, in partnership with Organizational Development and Leadership, welcomed over 70 nurses from all campuses to participate in the newly revised program for team leaders and charge nurses. The additional content provided to these future team leaders was designed to provide them with the tools to better understand how their role influences patient care beyond their own unit. The evaluations of this additional content averaged 5.5/6. The additional content included the following topics: A systems-level look at Sunnybrook's reporting structure, emergency preparedness, quality and patient safety, patient flow, manager of shift operations, occupancy and transition planning, and working with students. A letter of commitment exercise was also introduced where learners write a letter to their patient care manager sharing what they have learned, and what they are committing to when they return to their unit. The feedback from the PCMs was very positive, and closed the loop on learning and expectations. One participant wrote "It is good to know that emergencies are looked at and prepared for within a structured framework." A learner wrote that "the managers appreciate the letters a lot" and "makes us realize you don't need an official title to be a good leader."

Collaborative Practice

To support the integration of registered practical nurses across our acute care units, a partnership was forged with Humber College to develop a Sunnybrook-specific advanced health-assessment course. The purpose of this professional development opportunity was to support high-quality patient care by preparing staff with the clinical knowledge and reasoning required to care for acute care patients. The program drew on the learner's previous entry-to-practice nursing knowledge and skills to achieve competency with advanced patient assessments. Nursing Education and Human Resources provided a number of information sessions, and learners applied via a screening process. Sunnybrook supported over 20 nurses to attend the course, and many successfully transitioned into acute care positions.

Launch of Agency Nurse Website for Orientation

Sunnybrook works in collaboration with select nurse staffing agencies to support patient care needs across the organization. To support the provision of high-quality care expected at Sunnybrook, Nursing Education launched a secure website ensuring that new policies, procedures and required learnings are readily available to meet the new and ongoing needs of agency staff. Agency nurses must complete required orientation modules, including in-person education sessions to demonstrate competence prior to working in patient care areas. This training aligns with accreditation standards outlined by Accreditation Canada as well as the Institute for Quality Management in Health Care (IQMH).

New Nursing Partnership with Michener Critical Care Program

As a regional trauma and stroke centre, Sunnybrook cares for an increasingly large number of critical care patients, and is increasingly in need of more critically care-trained nursing staff. In response to growing external and internal staffing demands, Nursing Education led the review process of Critical Care certificate programs across the city. Sunnybrook has since embarked on a new and exciting partnership with the Michener Institute to recruit 35 nurses for their new program. Units are looking forward to welcoming the acute care nurses attending the program into critical care areas as staff in the near future.

Preceptor Workshop

Nursing Education in partnership with Organizational Development and Leadership facilitates an in-person preceptor workshop several times a year. In December 2018, the preceptor workshop, which traditionally operated as a nurse-only opportunity, began integrating other health professionals into the courses. The interprofessional program now supports opportunities for all health professionals to develop the foundational knowledge and skills required to support, teach, role model and supervise learners across Sunnybrook.



1. Participant at the 8th Annual Sunnybrook Education Conference: Educating for a Resilient Workplace: What is the path forward?; 2. Medical students learning to ventilate a patient; 3. **Dr. Eugenia Pilotis**, Director, Peters-Boyd Academy; **Elizabeth McLaney**, Director, Interprofessional & Academic Education, and **Sinthujah Santhirasiri**, Manager, Postgraduate Medical Education & Educational Observers

Learner Experience & Culture

The goal for the Learner Experience & Culture priority is to optimize learner experience and engagement by exploring the student and teacher experience, advancing infrastructure and building partnerships.

This year, we developed and launched our first-ever teacher experience survey. We heard back from preceptors and supervisors in more than 25 different professions! We are still in the process of analyzing our results, but we now know that 96% of our teachers supervise students for the joy of seeing them progress/succeed, that their biggest challenge is time (not a surprise), and that the most desired support from our Education portfolio is a series of tip sheets for busy teachers on the go.

For students, we held three fantastic events reaching a total of over 400 students. Our “Spring into Wellness” event featured tips for students on areas such as physical and mental health using music therapy. Our Learner Appreciation Day brought together students and trainees from across professions to celebrate Education Week and recognize learners who made research and leadership contributions to our organization. And our ice cream event brought together our students and teachers to take a moment out of their busy day to appreciate one another.

As part of the Institute for Healthcare Improvement’s Joy in the Work program, three members of our student experience committee took a deep dive into interviewing students and teachers to better understand how students can be welcomed as part of our Sunnybrook teams. Based on what they told us, we are in the process of testing out some cool ideas – everything from student tip sheets to special buttons to help make our students recognizable across professions.

To enhance preceptor – or faculty development – we have taken some bold steps! We have expanded our longstanding nursing preceptor workshop to become interprofessional. We have introduced a “Master Class” series for experienced teachers to stay up to date on “hot topics” in education. And we have partnered with the Centre for Faculty Development at the University of Toronto to integrate the content of their Teaching for Learning & Collaboration workshops with our in-house Educator Development Program.

Working with our communications team, we revamped our web pages for students to create a fabulous, user-friendly format. We also launched our new student assistance process whereby students can report concerns if they arise.

We understand that life as a student, resident or fellow can be overwhelming. It can be easy to deprioritize personal health and wellness. To support our students, residents and, fellows we set up a confidential hotline with the help of the Sunnybrook Department of Psychiatry.

To improve the resident experience, we invested \$3M in on-call room renovation. The scope of the project involved redesigning and renovating the existing 10 call rooms into 20 call rooms to improve safety, proximity to shower/washroom and Emergency Department. The project was successfully completed in September 2019.

We also continue to stay connected with and contribute to our Toronto Academic Health Sciences Network (TAHSN) by participating as members on various key committees such as TAHSN Learner Engagement Working Group, and HUEC Streamlined Hospital Onboarding Working Group.

We have continued to enhance and refine our student registration system by establishing an automatic transfer of student information to our internal and external ancillaries. To ensure seamless onboarding on the students' first day, information regarding their pager, parking and badge is sent to the service providers before the student arrives. We have also introduced online payments for student deposit making their face-to-face registration efficient. This is a pilot launched to selected professions.

Right now we are planning our second Student Experience Best Practices Sharing Forum. This year's event will bring together the leads for each of our health professions to share their most effective practices for creating the best possible orientation and start at Sunnybrook for our students. We learn so much when we share across professions!

We are also in the process of writing up the results from our study entitled "Developing a Tool for Patients to Contribute to the Evaluation of Non-Medical Expert Skills of Health Professional Students in Training."

■ Future Initiative

Education Department Consolidation and Renovation Project will start construction in November 2019. The scope of the project is to centralize and enhance resources for all health professional students such as common student lounge, computer lab, seminar rooms, locker room, and a student registration centre. In addition to enhancing student space, the scope of the project will include a renovated simulation centre and library.



Emilie Dudman, MSW Intern

"I am a Masters of Social Work student, completing my practicum here at Sunnybrook. My first rotation of the year has been with Monica Cassin in the trauma unit. As a student, you walk into a new experience with hundreds of questions about the processes, the type of work, the legislations, and the list goes on. It is common to feel fearful at a practicum where you may not know about the population you are serving and need the support of a supervisor to guide you in this new learning experience.

As one of those students who had hundreds of questions, didn't know much about the trauma population, and hadn't practiced in an urban hospital setting, my supervisor went above and beyond to ensure I felt informed and confident. Monica made me feel comfortable in the environment and learning process, and that I was capable of being an independent trauma social worker. At the beginning of my rotation we talked about the areas where I didn't have the experience or knowledge and where there was room to grow. Monica gave me those opportunities, and I felt that my learning was of value to her.

It is important to me that I am pushed to excel and to do better. I feel like my instructor understood me and my goals, which made it easier to succeed when I was challenged. To have an instructor that believes in you, believes in your passion, and will do their part to help you reach your goals, that is a true instructor."

"I am incredibly grateful to have had Monica as my instructor and for giving me this learning opportunity that I couldn't have gotten anywhere else."

Trish MacAulay, Music Therapist

“It is an honour to be part of one of Canada’s premier academic health sciences centre. Not only do I get to do clinical music therapy work with an incredible diverse group of clients in the Sunnybrook Veterans Centre, but I also get to contribute to the continuing education of future healthcare providers. A constant question I always ask my students is, “are you getting enough from this internship?” I like to challenge them every day in discovering new, innovative, interprofessional approaches to the music therapy field in a hospital setting. The icing on the cake is I also get to learn from every student; observing new approaches, styles and interventions that can expand my teaching and practice.”

“My philosophy is students and teachers learn from each other to create the most innovative approaches to healthcare.”



Sally Bean, Director, Health Ethics Alliance & Policy

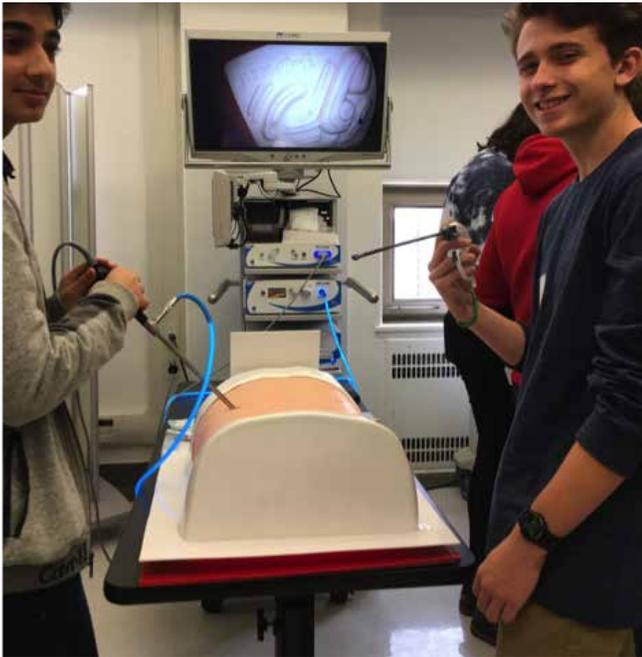
“Working at an academic health centre affords me the great privilege of interacting with learners at various stages of their career development. I welcome the opportunity to collaborate with students and take pride in providing an enriching learning experience that is both fun and supports their career objectives. Working with learners is an integral part of reflective practice in part because learners ask insightful questions and offer a fresh perspective on routine practices that I may take for granted.”

“I am grateful for the generosity of time and mentorship I received early in my career and teaching is a small way to pay it forward.”



Top to bottom: **Emilie Dudman**, MSW Intern; **Trish MacAulay**, Music Therapist; **Sally Bean**, Director, Health Ethics Alliance & Policy





■ Simulation in Learner Experience & Culture

a. Sunnybrook’s Corporate Take Our Kids to Work Program

Sunnybrook Canadian Simulation Centre has partnered with Human Resources and the Injury Prevention Program to organize Take Our Kids to Work Day. This is an annual program at Sunnybrook for grade 9 students. This day is filled with real-life experiences, interactive interdepartmental education booths and presentations that help students make better, healthier and more responsible choices. This program helps students connect school, the world of work and their own futures while exploring careers in health care.

Through simulation, students gain hands-on experience to explore situations, such as managing a sick patient with asthma, practising skills for minimally invasive surgery, improving CPR skills, or using ultrasound to assess the function of the heart.

b. Fifth Graders in the Sunnybrook Canadian Simulation Centre: Sunnybrook Research Institute 407 ETR Summer Student Research Day

Grade 5 students visited the Sunnybrook Canadian Simulation Centre during their Sunnybrook visit as judges for Sunnybrook’s “Tell It to a 5th Grader Research Day”. The grade 5 students judged Sunnybrook’s summer student research projects.

Students were excited to learn about how we educate Sunnybrook staff in the simulation centre. The Sunnybrook Canadian Simulation Centre’s very own summer student, Miles Johnson, was awarded first prize for his summer research project entitled “Can 3D Video Games Help Detect Alzheimer’s Disease?”



c. Transition to Clerkship

Every year, a new group of extremely eager and passionate second year medical students from the Peters-Boyd Academy at Sunnybrook transition to their third year of medical school and enter into clerkship. Students who have spent the last two years in a classroom mastering theory are now immersed in the clinical environment of a hospital. To prepare students for this transition, Peters-Boyd Academy hosts a Transition to Clerkship skills day. The Sunnybrook Canadian Simulation Centre collaborates with Peters-Boyd Academy to develop and teach content for this educational event.

This year, the simulation centre staff developed and taught a CPR station where the students received hands on, experiential practice to introduce them to the concept of managing a cardiac arrest patient. Through the generous loan of electronically-monitored task trainers from Sunnybrook's Advanced Life Support program, students were taught and able to practice the competencies required for CPR and bag mask ventilation. Students were able to see in real-time the effects of their interventions and receive real-time feedback on areas that need to be improved. Repetitive practice and fun-filled skills competitions kept the students engaged and motivated to succeed!



d. Plastic Surgery Procedural Skills Training

Plastics residents and staff at Sunnybrook are now fortunate enough to be training on Canada's very first breathing simulator. This simulator was developed by Agnes Ryzynski (Sunnybrook Canadian Simulation Centre Manager), Drs. Laura Snell and Joan Lipa (Surgeons, Department of Plastic Surgery) to help surgeons master breast reconstruction surgery. This custom-developed microsurgery training chest simulator actually "breathes" and allows surgeons the opportunity to practice repeatedly the extremely delicate work of recreating a breast post-mastectomy using a procedure called the DIEP flap (sunnybrook.ca/diepflap).

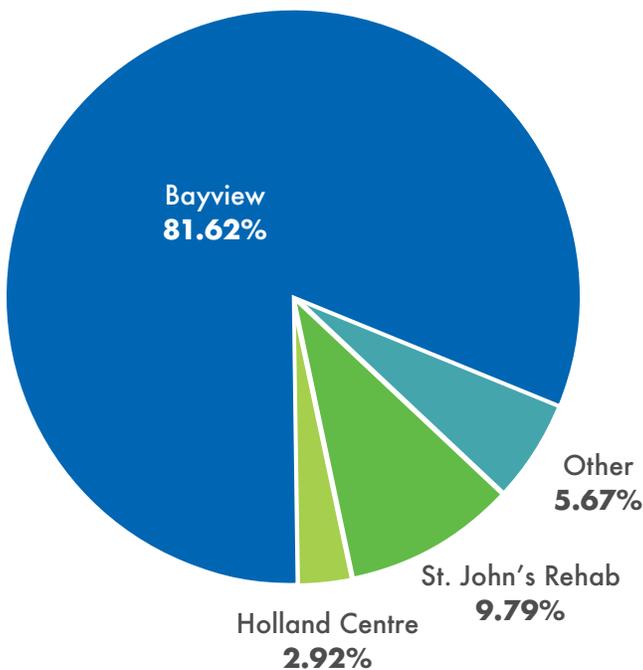
Innovations like these are making certain that Sunnybrook staff and learners have access to surgical skills training, so that when patients come to Sunnybrook, they are receiving the highest levels of care and safest surgical procedures.

e. Internal Medicine Resident Code Blue Simulation

A few times a year, a new block of Internal Medicine (IM) residents arrive at Sunnybrook. An important part of their role is to be team leader for our Sunnybrook Code Blue team. This role entails leading and coordinating our code blue team during the management of cardiac arrests at Sunnybrook. To help prepare residents for this role, the Department of IM teamed up with the simulation centre and the Department of Critical Care to design and deliver simulation education for the IM residents. Residents get the opportunity for repeated simulated practice of various Advanced Cardiac Life Support (ACLS) scenarios in the simulation centre followed by expert-led facilitator debriefs.

■ Student Experience Survey July 2018 - June 2019

① What campus did you spend the most time at:



② Favourable Responses



- I felt welcome and accepted as a part of the team = 88%
- I would recommend a placement here to my fellow student = 90%
- My placement at Sunnybrook met my educational and professional expectations = 91%
- My preceptor(s)/supervisor(s) modeled professional values in their behaviour and interactions with patients, staff and students = 92%

③ What was great and what could Sunnybrook do to improve the learning environment?

- There was lots of support when needed; everyone was very friendly and willing to help! I also really enjoyed the interprofessional learning opportunities.
- Sunnybrook Holland Centre provided an excellent learning environment. I felt comfortable asking questions to any member of the health-care team.
- The staff so obviously wanted to teach and engage us. Loved it!
- I'm very grateful that the Sunnybrook team is supportive of allowing students to shadow other therapist, departments, and practice settings during this placement.
- Supportive, encouraging, willing to listen and adapt.
- My preceptor was always willing to teach and was very patient when it came to tasks I was learning.





Bev Waite, Nursing Education Lead - Staff, and **Maria Parzanese**, Nursing Education Lead - Students

④ What did Sunnybrook do well in providing your education experience?

- A lot of opportunity to work with a team and various educational opportunities.
- Welcoming environment, supportive preceptors, a variety of patient cases to see and learn from.
- I got to perform and learn all the basic skills I wanted to, plus additional skills I was not expecting.
- Sunnybrook provided a great orientation. I enjoyed the shadowing opportunities.



1. Students attending the Ice Cream Student Appreciation Day;
2. **Jennifer Shaffer**, Professional Practice and Education Leader - PT, St. John's Rehab





1.



2.

■ Sunnybrook Library Services Activities

a. Holland Centre Virtual Library

The Holland Centre Library was transitioned to a fully virtual experience that allows for easy card swipe access and the installation of security cameras.

All print collection materials were transferred to the Bayview location and shelves removed to increase seating capacity. By doing this, we were able to replace printed materials with e-books and e-journals to support the Holland Bone and Joint program. The library research support is currently being provided virtually by staff from the Bayview site.

b. Bayview Macdonald Library Renovations

The Bayview Macdonald Library has gone through some renovations recently. With the removal of shelving, there is an increase in seating capacity. We also purchased and installed new communal tables to provide ability to collaborate and provide group study areas.

c. Michael Garron Hospital (MGH) Library

Sunnybrook Library Services has been in partnership with Michael Garron Hospital (MGH) to collaborate and support their library and information requirements.

This partnership aims to support MGH with necessary library services and improve efficiency for their library and organization. Additionally, this partnership aims to provide MGH with support in their transition to a virtual model of library services.



3.

Left to right: 1. A 360 degree aerial view of the Holland Centre Virtual Library; 2. Bayview Macdonald Library; 3. Trauma Information Portal

d. Trauma Information Portal (TIP)

In 2019, we developed an online Trauma Information Portal that provides a resource for curated materials regarding trauma, emergency, critical care and patient education resources. These are carefully reviewed by the Sunnybrook Library Services and are designed to save Sunnybrook staff and learners time by consolidating useful, relevant and trusted evidence-based resources into one easy-to-use online tool.

There are links provided from several different access points, including SunnyCare and Sunnybrook Education's pages on the intranet.

Since its inception in January 2019, we've had more than 6,000 hits to the Portal and staff are able to access the site remotely and seamlessly 24-hours a day, seven days a week. This is available on any computer or mobile device connected to the Sunnybrook network.

e. Connecting with Users Online

Library Services is in constant connection with all users either through existing in-person services, or virtually through Skype, WebEx, recorded educational videos, and other online tools to easily assist Sunnybrook staff and learners.

Each month, Library Services features an important health topic in our Monthly Health Awareness displays. These displays highlight curated and reliable health information resources for staff, learners, and the community. Library Services has adapted these Monthly Health Awareness displays to be accessible not only in-person, but also virtually, as an online guide for the Sunnybrook community.



Lesley Gotlib Conn, Affiliate Scientist, Evaluative Clinical Sciences, Trauma, Emergency & Critical Care Research Program, and **Lisa Di Prospero**, Director, Practice-based Research & Innovation

Education Research & Scholarship

The goal of the Education Research & Scholarship priority is to build capacity for education research and scholarship that focuses on improving patient outcomes and learner experiences.

Education Research is applying research methodology to a question and/or area of inquiry related to health professional, trainee or patient education.

Education Scholarship refers to approaches in teaching and learning that advance the practice of teaching and contribute to the knowledge in a field of practice or across disciplines.

The primary goals for 2019 were to continue to build capacity, increase our influence within the system and start to build an infrastructure to support the quality and output of our educational research and scholarship.

Three streams of activity were the focus on our work over the last year:

- 1 Integrate & Elevate: Education research and scholarship as part of our research priorities
- 2 Enhance & Leverage: Build education research support and mentoring infrastructure
- 3 Alignment & Partnerships: Leverage and integrate research and education scholarship internally and externally

All our streams of activities are driven by: quality, meaning and influence. Within all of our streams of activity, our focus is to highlight the intersection between practice and education research.

The Education Research Unit Advisory Committee (ERU-AC) provides oversight related to the direction and priority of our work. The members represent a broad perspective of education research and scholarship across the organizations within all roles and across professions.

"I was invited to join the Education Research committee in 2018 and jumped at the opportunity for several reasons. First, I believed this would be a great opportunity for our Organizational Development and Leadership department to collaborate with Education Research and offer a different perspective. Secondly, research methodology is at the heart of my training, as I graduated with a Ph.D in Industrial-Organizational Psychology. This was the perfect chance to apply my research methodology training to an applied setting. Moving forward I am very excited to collaborate on future initiatives with Education Research!"

Kyle Stanyar, PhD, MS,
Organizational Development & Leadership Associate,
PhD Industrial-Organizational Psychology,
M.S. Applied Psychology, Clemson University

■ Integrate & Elevate

NEW Education Research Scientist Professorship

The Education Research Scientist will develop an independent program of research in an area relevant to Sunnybrook's education priorities. The scientist will support our commitment to build capacity and activities to support education research and scholarship broadly through collaborations with our education scientists, researchers, clinician investigators, graduate students and learners. This professorship is possible thanks to the Academic Clinicians' Management Services (ACMS).

ACMS is a not-for-profit corporation which serves the administrative needs of medical and dental practitioners. Formerly called Sunnybrook Hospital University of Toronto Clinic (SHUTC), ACMS has been serving physicians and dentists since 1973. For over two decades, ACMS has held funds in a Trust for the purpose of promoting education among clinicians at Sunnybrook. In 2019, this Trust was dissolved and the proceeds donated to the Sunnybrook Foundation for the purpose of creating the ACMS Professorship in Educational Research. This \$5M donation will create an endowed fund to support this Professorship in accordance with Sunnybrook and University of Toronto policies. ACMS is proud to be part of Sunnybrook's commitment to research and innovation in health-care education.



Jordan Tarshis, MD, FRCPC
ACMS Executive

ERU-SRI Education Research Appointments Grid

In 2018, the ERU-SRI grid was established to systematically recognize our clinicians involved in education research at Sunnybrook. The grid was used to formally capture our reach and influence across the system through our publication activity.

Leading & Influencing: ERU Appointed Researchers Publication Capture

-  • 26 Inaugural Appointees ECS Platform
-  • 7 Professions
-  • 12 Programs/Departments

Annual Education Research & Scholarship Grant

The purpose of this funding opportunity is to provide operating grants to facilitate education scholarship and research at Sunnybrook. The mandate for funds is to enable SEAC and its Education Research Unit to:

- 1 Build ongoing capacity
- 2 Raise the profile of education research and scholarship within Sunnybrook
- 3 Raise Sunnybrook's profile with respect to education research and scholarship externally
- 4 Produce measurable markers of success

For the purpose of this funding, education is taken to include any phase in the training of clinicians (ranging from teaching students at all levels to facilitating continuing education and professional development) as well as the education of other hospital staff, patients, families and volunteers.

A snapshot of innovative education research grants supported through our funding opportunity:

- “The Impact of Gender Bias on Resident Assessments”
Fahad Alam, Zeev Friedman, Alayne Kealey, Julia Haber, Dylan Bould, and Chris Chin
- “Using Whiteboard Videos to Raise Awareness of Hypertension in Pregnancy: Design and user testing of a patient education resource”
Karen Fleming, Rachel McDonald, Sarah Whyte, Heather Davidson, and Daria Geferer
- “Virtual Reality as a Tool to Reduce Pre-procedure Anxiety Prior ECT via Enhancing Patient Education (PERFECT-VR)”
Peter Giacobbe, Fahad Alam, Mark Rapaport, Nathan Herrmann, Gina Stokes, Lilia Kaustov, and Clyde Matava
- Surgical Trainees’ Beliefs and Attitudes Regarding the Value of Geriatric Trauma Care in Residency Training”
Lesley Gotlib Conn, Barbara Haas, Avery Nathens, Matthew Guttman, and Najma Ahmed
- “Improving Person-centred Care (PCC) and Symptom Management for Patients with Head and Neck Cancer (HNC) through Interprofessional Multimodal Education and Implementation of Site-specific Symptom Screening: A pilot study”
Marlene Jacobson, Janet Ellis, Kevin Higgins, Alva Murray, Lesley Gotlib Conn, Melissa Korman, Tracey DasGupta, Ari Zaretsky, and Danny Enepekides
- “To Investigate Barriers to Cancer Patient Engagement in the Continuing Professional Development Programs within the Department of Radiation Oncology at the University of Toronto: A qualitative study”
Ewa Szumacher, Tamara Harth, Rebecca Wong, Morag Paton, Hany Soliman, Lisa Di Prospero, Nicole Harnett, Carlo D’Angelis, Laura D’Alimonte, and Chaitali Desai

Education Research & Scholarship Grants

	# of Grant Submissions	Amount Requested	Amount Granted	# of Teams
2019	10	\$91,000	\$62,000	8
2018	7*	\$55,000	\$44,000	5
2017	13	\$107,000	\$59,755	7
2016	19	\$170,000	\$53,283	6
2015	14	\$114,000	\$65,384	8
2014	18	\$152,367	\$43,450	7
2013	27	\$240,000	\$60,000	7



2019 at a Glance...

- 10 submitted (\$80K) - increase 20%
- 8 funded (\$60K)
- +1 PBRI-ERU funded
- 5 Innovative Curriculum
- 2 Stimulation
- 2 Non-MD (0 last year)

*of the seven submissions received, six were being considered for Innovative Curriculum



“For the past four years, I have served on the Scientific Review Panel for the Sunnybrook Education Research and Scholarship Grant (ERSG). As a PhD research fellow from The Wilson Centre at the University Health Network and University of Toronto, it has been a wonderful opportunity for me to learn about the exciting education research projects taking place at Sunnybrook, advocate for funding of high-impact high-quality proposals, and use my research expertise to provide feedback and guidance to investigators and their research projects. I believe the efforts of the Scientific Review Panel for the ERSG has improved Sunnybrook’s capacity for education research and supported work that has, and will continue to, make meaningful contributions to education practice within Sunnybrook and the broader academic health professions education community. It has been especially rewarding to see the quality of the submissions improve each year and to even see projects resubmitted after incorporating the panel’s feedback from the year prior.”

“Resoundingly, it has been a pleasure to work with the talented and thoughtful members of the Sunnybrook Education Advisory Council to support education scholarship at Sunnybrook. I look forward to seeing the great work that will arise as a result of this inspiring commitment to education at Sunnybrook.”

Above: **Jeffrey J.H. Cheung**, MSc, PhD
Currie Fellow, The Wilson Centre (2017-2019)
University Health Network and University of Toronto,
Assistant Professor, Department of Medical Education
University of Illinois, Chicago College of Medicine



NEW Patient Engagement
in Research

Our granting call includes a purposeful intention to include patient and family engagement as a part of the research priorities. All applicants are asked to discuss how patient and families are engaged within their research to ensure the research is of value and meaning to the community we serve.

Enhancing Radiation Therapy Patient Education through Evidence-based Co-design

Tamara Harth, Mikki Campbell & Guna Budrevics
*Supported by the PBRI-ERU Joint Seed Grant

“Experience Based Co-Design (EBCD) is an exciting new quality improvement tool that uses patients’ experiences with the health care system as a foundational design principle. By capturing and deeply understanding patients’ perceptions, experiences and impressions healthcare providers are able to truly partner with patients in meaningful and focused activities related to improving clinical processes. By bringing patients into their improvement teams, clinicians using EBCD discover innovative approaches to delivering high-quality care, and create improvements that benefit both providers and clients.”

Above: **Guna Budrevics**, CPHQ, CTDP Performance Improvement Specialist, Quality & Patient Safety Department



■ Enhance & Leverage

Awareness and Engagement: Education Research Rounds

The Education Research Rounds showcase education research both internally and externally to Sunnybrook and link directly to one of our four priorities.

We conduct these rounds on a quarterly basis and invite both internal and external facilitators to present their work. We have continued to see an increase in attendance both across professions as well as programs.

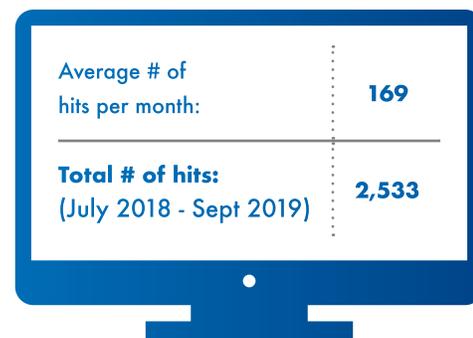
	Q1	Q2	Q3	Q4
Attendees	5	26	32	-
Professions	4	12	17	-

Above: **Paula Rowlands**, PhD, Scientist, The Wilson Centre, joined us to present her talk titled: "Competency Based CPD and 'Learning at Work'" at our Education Research Rounds.

“Fantastic! Lots to think about!”
 “Speaker demonstrated vast knowledge of subject. Well done presentation.”
 “Excellent presentation and very thought provoking.”
 “Exceptional talk, topic, and presenter. Super engaging. Very relevant.”



Education Research Unit Section on Sunnynet



Above: **Md Farid Miah**, Manager, Library Services

Building Capacity & Quality: Education Scholars Fund

Each year, Sunnybrook education offers a competitive funding opportunity to reimburse the cost of tuition for an approved continuing education training program aimed at enhancing research skills. Successful applicants use this skill set to conduct scholarly investigation into questions relating to learning or practice at any phase in the training of clinicians as well as the education of other hospital staff, patients, families and volunteers.

“In 2017, I was recruited to design a new simulation OSCE for the incoming competency-based medical education (CBME) emergency medicine residency cohort. Though I had completed a simulation fellowship at the Sydney Clinical Skills & Simulation Centre in Australia, I did not have much experience in designing simulation for assessment.

The Education Scholars Fund (ESF) helped to address this gap by supporting me to attend the Principles of Assessment in Simulation Supplement (PASS) course in Ottawa this past month. This workshop provided the knowledge and skills to incorporate simulation-based assessment principles and development strategies into CBME, understand the features of simulation that may promote or threaten efforts in assessment, and apply validity frameworks to simulation based-assessment strategies.”

“I would highly recommend this course to anyone who is involved in using simulation for any kind of assessment. Not only did I gain a new understanding of assessment in simulation, I also received invaluable, practical feedback on how to improve my own simulation OSCE. I am grateful that the ESF allowed me this opportunity to improve my education scholarship efforts!”



Lorne Costello, MD, FRCPC
Emergency Physician, Sunnybrook Health Sciences Centre and Michael Garron Hospital
Director, Undergraduate Medical Education, Department of Emergency Services, Sunnybrook Health Sciences Centre

■ Alignment & Partnerships

NEW

Building Capacity: Inaugural Education Research Intensive Workshop



“Getting Started with Education Research”

Workshop Facilitators:

Dr. Walter Tavares, PhD, Scientist and Assistant Professor, The Wilson Centre and University of Toronto;
Agnes Ryzynski, Manager, Sunnybrook Canadian Simulation Centre & Curriculum Development; **Dr. Fahad Alam**, Director of Research, Sunnybrook Canadian Simulation Centre



- 10 Learners



- 6 Professions



- Rankings of 4.5 to 5 (excellent)



Minh-Hien Le @minhhle · 2019-02-06
 Replying to @PBRIrocks @Sunnybrook and 5 others

It was a great workshop! Really helped to provide a framework for working through my ideas. So much more to think about now, but feeling excited and motivated about #educationresearch!



In 2019, we offered our inaugural workshop to support our education researchers. The intensive workshop afforded our learners the opportunity to delve into the foundational principles of how to conduct education research. The workshop was a partnership between our Education Research Leads from our Sunnybrook Simulation Centre & Faculty at The Wilson Centre.

As a result of our commitment to integrate research across all of our priorities within education at Sunnybrook, our Master Class for Teachers was expanded (in partnership with the Student Experience & Culture priority) to offer three sessions per year. Our Master Class affords our teachers the opportunity to learn from expert education researchers and teachers – research that impacts teaching and learning.



Innovative Curriculum Award

In 2018, education research recognized the scholarship within curriculum design by creating The Innovative Curriculum Award. The award recognizes an educator or team of educators who have designed and/or implemented teaching that is innovative with respect to planning/development, content, methods, delivery and/or evaluation/assessment. Specifically, it recognizes “new, innovative and creative” contributions to teaching and learning for students, staff, clinicians, patients and the community.

Dr. Natalie Coburn, general surgeon at the Odette Cancer Centre, recognized a gap in the surgical practice in Canada for treating gastric cancer. To close the gap, Dr. Coburn developed the first surgical course on the life-saving D2 Lymph Node Dissection surgery in Canada, bringing to Toronto renowned surgical experts from Japan and South Korea.

Dr. Coburn also established the Canadian Gastric Cancer Association; providing a platform for researchers and clinicians to share information and build collaboration across the country, with the ultimate goal of improving outcomes for patients with the rare cancer.

Natalie Coburn is the recipient of the 2019 SEAC Celebrating Excellence in Education: Innovative Curriculum Award

Above: **Natalie Coburn**, MD, MPH, FRCSC, FACS
 Sherif and Mary Lou Hanna Chair in Surgical Oncology Research, Hepatobiliary, Pancreatic and Gastrointestinal Surgical Oncology, Sunnybrook Health Sciences Centre
 Associate Professor, Departments of Surgery and Health Policy, Management and Evaluation, University of Toronto
 Adjunct Scientist, Institute of Clinical Evaluative Sciences



Impact to Care, Teaching & Learning: The Stories

Compassion fatigue (CF) is the profound sense of emotional exhaustion that care providers can experience as the result of helping others in distress. CF has not been adequately characterized or explored among surgical trainees. Our study examined the prevalence and impact of CF in surgical trainees with a view to inform a management strategy. This mixed methods study used a survey, including the Professional Quality of Life Scale Version 5, and interview methods. One hundred and fifteen trainees completed the survey and twenty were interviewed.

We identified high levels of burnout and secondary traumatic stress among participants. Interviews indicated trainees experienced CF symptoms and systemic barriers to mitigating CF including workload and a cultural expectation to be unemotional at work. Our study identified a significant opportunity for CF prevention and intervention in the Department of Surgery.

Paul Karanicolas, Natashia Seemann, Matthew Guttman, Avery Nathens, Homer Tien, Janet Ellis, Ari Zaretsky, and Lesley Gotlib Conn



Compassion Fatigue in Surgical Trainees

University of Toronto Department of Family and Community Medicine (DFCM) faculty members Dr. Giovanna Sirianni, Dr. Dori Seccareccia, and Dr. Irene Ying discuss the importance of practicing empathy in clinical encounters in their new podcast, *About Empathy*. Each episode of the podcast features a powerful story from a guest – either a patient, caregiver or health-care provider – on their experiences with serious illness, followed by an engaging discussion and reflection on how we could support empathic interactions in the healthcare community.

Giovanna Sirianni, BSc (Hons), MD, CCFP (PC), FCFP

Above: **Drs. Dori Seccareccia, Giovanna Sirianni, and Irene Ying**



Dr. Ari Zaretsky,
Vice President, Education



Fatima da Costa,
Sunnybrook Education Coordinator & Events Manager

Sunnybrook Education Advisory Council (SEAC)

The Sunnybrook Education Advisory Council (SEAC) is a standing committee within the Education portfolio. The council is chaired by the Vice President of Education and consists of an interprofessional team of educators and leaders.

There are key initiatives developed through the four priorities of the Sunnybrook Education Strategic Plan 2017-2020 that deliver on:

- 1 Patient as Educator
- 2 Team-based Learning
- 3 Learner Experience and Culture
- 4 Educational Scholarship

The Sunnybrook Education Coordinator & Events Manager coordinates the implementation of the Sunnybrook Education Strategic Plan to ensure its success.

We are currently working on developing our next three-year plan for 2020-2023. The Strategic Directions for Sunnybrook Education will continue to deliver high-impact and help develop the future of health-care education.

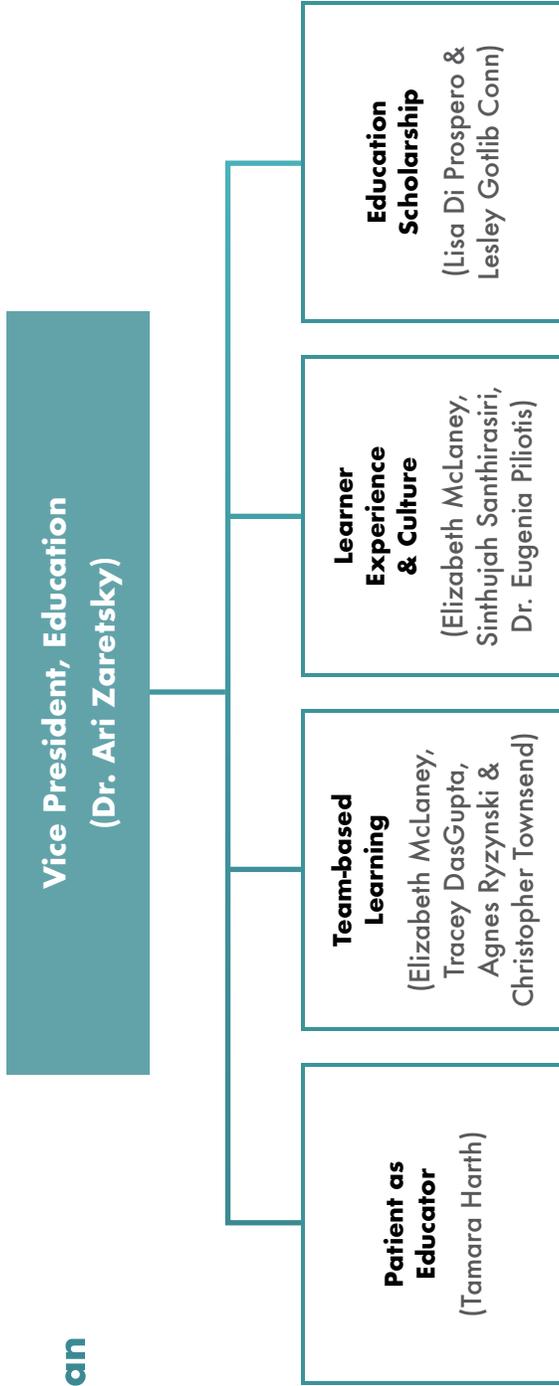
The council provides a forum to enable the Education Strategy. The council also advises senior leaders who have direct responsibility for Education on the SEAC initiatives supporting Sunnybrook's Education Strategy. This committee serves the educational needs of students, patients and families and team members in all professions and roles.

Broad representation of these stakeholder groups will be represented through the priority leads. This also includes patient and family representation.

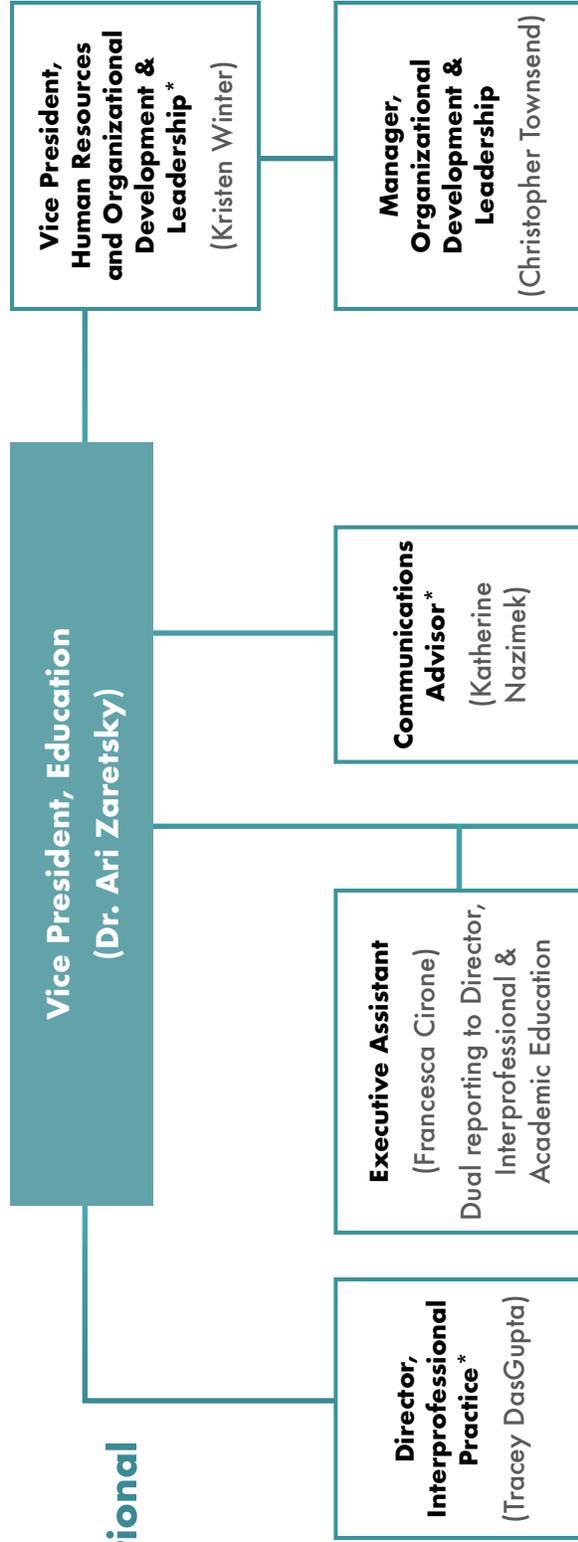
In addition to the SEAC strategy, the council is responsible for the planning and implementation of the following key educational activities:

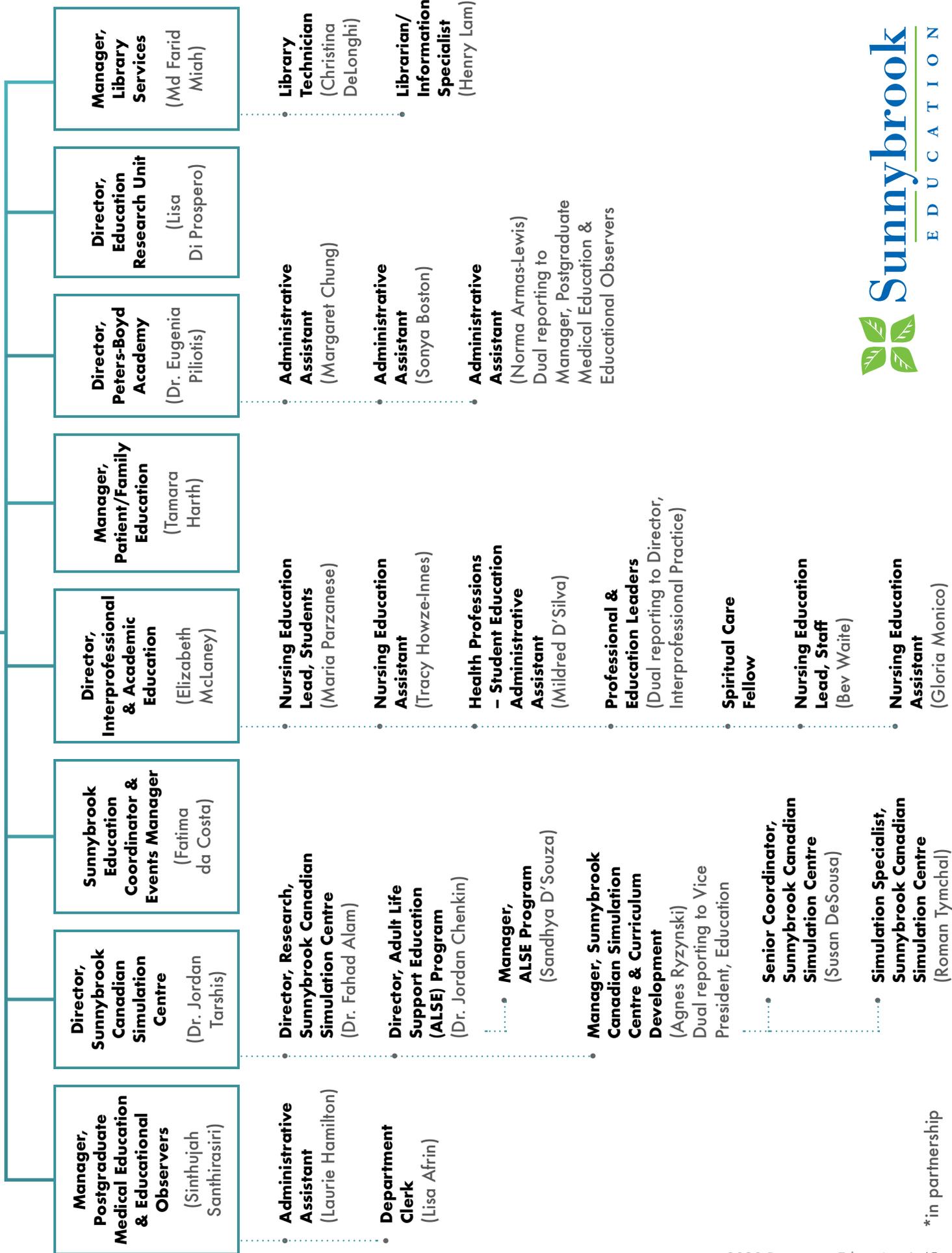
- Education Week and Conference
- Celebrating Excellence in Education Awards
- Annual Report on Education
- Corporate Balanced Scorecard Reporting
- TAHSNe Reporting
- Education Research Unit Education Research & Scholarship Grant
- Education Research Unit Education Scholar Fund
- Interprofessional Collaboration Showcase
- Patient & Family Education Print Fund
- Interprofessional Collaboration Team Assessments

Education Strategic Plan Chart

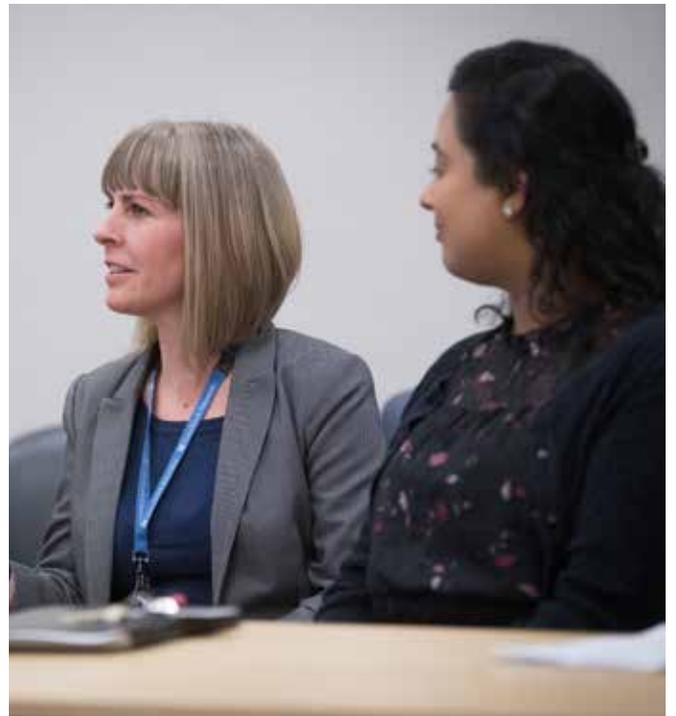


Corporate Education Organizational Chart





*in partnership



Achievements & Accomplishments

■ 2017/2018 Awards

- Agnes Ryzynski, Manager Simulation & Curriculum Development. The Leo N. Steven Excellence In Leadership Award.
- Miles Jonson, Summer Student Simulation Centre. First place Sunnybrook Research Institute 407 ETR Summer Student Research Day.
- Dr. Fahad Alam, Research Director, Sunnybrook Canadian Simulation Centre. Sunnybrook Education Advisory Council Award for “Two-day Workshop on Writing and Giving Outstanding Presentations” course at the Wilson Centre, Toronto.
- Dr. Fahad Alam, Research Director, Sunnybrook Canadian Simulation Centre. Best PODIUM Presentation Award. Impact of Acute Care Physician’s Age on Crisis Management Performance and Learning after Simulation-based Education: A novel prospective cohort trial. 7th Annual Sunnybrook Education Conference: Revolutionizing Healthcare Future, Toronto, Ontario.
- Dr. Jordan Chenkin, Emergency Physician, Medical Director, Sunnybrook Advanced Life Support Education. Top 8 Education Innovation Award, Canadian Association of Emergency Physicians (Research Award). Awarded to the top eight education innovation projects presented at the annual Canadian Association of Emergency Physicians conference.

■ Publications

- 2019 Best practices on team communication: interprofessional practice in oncology. *Journal of Interprofessional Care*, 24 (4). July 2010. P. 466-469. D’Alimonte, L., McLaney, E., & Di Prospero, L. p. 1751-4258
- 2018 Canadian Association of Perinatal and Women’s Health Nurses Conference (Ottawa, Ontario). Watson, J., O’Grady Venter, K., McLaney, E & Hermann, S. Learning Together to Change the Health Care Community: Interprofessional Breastfeeding Education for Students in the Health Professions. October 11-13, 2018. Oral presentation.
- 2018 Canadian Association of Perinatal and Women’s Health Nurses Conference (Ottawa, Ontario). Andrews, L., McLaney, E., & Nicholson, M. An Interprofessional postpartum hemorrhage (PPH) mock code quality initiative using in situ simulation. October 11-13, 2018. Oral presentation.
- 2018 Canadian Association of Nephrology Nurses and Technologists Conference (Quebec City, Quebec). Hilborn, B., Adamson, M., Phillips, A. M., & McLaney, E. Interprofessional Shadowing Between the Hemodialysis Unit and Laboratory. October 25–27. Poster & Oral presentations.
- 2018 TOGETHER: Changing YOUR Community and the World - International Lactation Consultant Association Conference (Portland, Oregon). Hermann, S., McLaney, E., Venter, K., & Watson, J. Learning Together to Change the Health Care Community: Interprofessional Breastfeeding Education for Students in the Health Professions. July 18-21, 2018. Oral presentation.

- Jordan Chenkin, Edgar Hockmann, Tomislav Jelic. Simulator-based training for learning resuscitative transesophageal echocardiography. *Canadian Journal of Emergency Medicine*. 2019 Jul;21(4):523-526.
- Shewaga R, Uribe-Quevedo A, Kapralos B, Lee K, Alam F. (2018). A Serious Game for Anesthesia-Based Crisis Resource Management Training. *Computers in Entertainment (CIE) – Special Issue: Deep Learning, Ubiquitous and Toy Computing*. 16(2) <http://dx.doi.org/0.1145/3180660>
- O’Sullivan B, Alam F, Matava, C. (2018) Creating Low-Cost 360-Degree Virtual Reality Videos for Hospitals: A Technical Paper on the Dos and Don’ts. *J. Med Internet Res* 20 (7): e239
- Alam F, LeBlanc V, Baxter A, Tarshis J, Piquette D, Gu Y, Filipkowska C, Krywenky A, Kester-Greene N, Cardinal P, Au S, Lam S, Boet S. Perioperative Anesthesia Clinical Trials Group (2018). Does the age of acute care physicians impact their (1) crisis management performance and (2) learning after simulation-based education? A protocol for a multicentre prospective cohort study in Toronto and Ottawa, Canada. *BMJ Open*. <http://dx.doi.org/10.1136/bmjopen-2017-020940>
- Chenkin J, Hockmann E, Jelic T. Simulator-based training for learning resuscitative transesophageal echocardiography. *CJEM*. 2019 Jul;21(4):523-526. doi: 10.1017/cem.2019.13. Epub 2019 Mar 11. PMID:30854995

■ Abstract Submissions

- 2019 May 30: Presenter. A brief educational session is effective for teaching emergency medicine residents resuscitative transesophageal echocardiography. *Canadian Association of Emergency Physicians Conference*. Halifax, Nova Scotia, Canada. Presenter(s): Jordan Chenkin
- Costello L, Thomas-Boaz W, Notario L, DeSousa S, Ryzynski A, Kester-Greene N, Filipowska C. Interprofessional Simulation in the Emergency Department: A novel curriculum in procedural skills and interprofessional staff collaboration. Oral Research Presentation at: 7th Annual Sunnybrook Education conference: Nov 30, 2018: Toronto, ON
- Filipowska C, Clark R, Thomas-Boaz W, Hillier M, Pardhan K, DeSousa S, Ryzynski A, Kester-Greene N, Alsharafi Z. Innovative Use of Simulation to Consolidate Paediatric Didactic Curriculum: A pilot in emergency department continuing medical education. Poster presented at: 7th Annual Sunnybrook Education conference: Nov 30, 2018: Toronto, ON
- Kester-Greene N, Cocco C, DeSousa S, Thomas-Boaz W, Nathans A, Burgess R, Ramagnano S, Filipowska C, Mazurik. 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. Poster presented at: 7th Annual Sunnybrook Education conference: Nov 30, 2018: Toronto, ON

■ Public Forum and Outreach

- Sunnybrook's trauma team and the Sunnybrook Canadian Simulation Centre shows what it takes to save gunshot victims:
<https://toronto.citynews.ca/video/2019/04/01/sunnybrooks-trauma-team-shows-what-it-takes-to-save-gunshot-victims/?hootPostID=134f0066b0b9e4d97053d1c8f789be3e>
- 2019/08/23 Globe & Mail – Virtual reality slowly making inroads as a workplace training tool
- 2019/07/31 “Virtual reality eases patient experience with surgery”. Connected: VR news and views
<https://otn.ca/blog/virtual-reality-eases-patient-experience-with-surgery>
- 2019/01/09 “Sunnybrook using VR to ease ‘misconceptions’ about electroconvulsive therapy”, CBC News <https://www.cbc.ca/player/play/1423004227959>
<https://www.cbc.ca/player/play/1421968451868>
<https://www.cbc.ca/news/canada/toronto/sunnybrook-vr-mental-health-1.4970096>



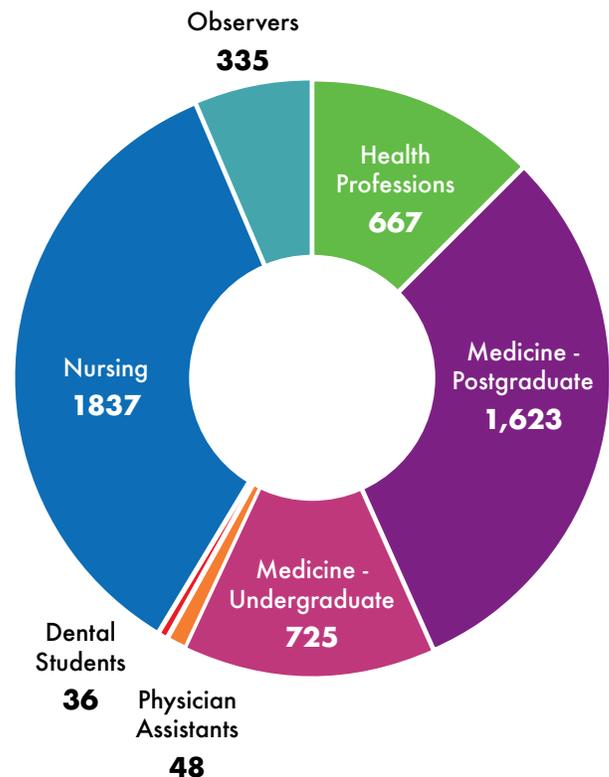
Katherine Nazimek,
Communications Advisor

■ Grants

- “Developing an Effective Maternity Care eModule for Family Medicine Residents” Fleming K, Wideman A, Boucher E, Steinberg D. Awarded through Education Research Unit, Education Research & Scholarship Grant competition, 2018/2019. \$9,900.00.
- “Developing a Tool to Enhance Self-Assessment and Facilitate Learning Plan Adjustment in Competency-based Medical Education” Kealey A, Dube R, Bahrey L, Matava C. Awarded through Education Research Unit, Education Research & Scholarship Grant competition, 2018/2019. \$10,000.00.
- “What am I Training For? An analysis of surgical trainees’ educational and employment expectations in Canada” Nadler A, Arora A, Wright F, Escallon J, Gotlib Conn, L. Awarded through Education Research Unit, Education Research & Scholarship Grant competition, 2018/2019. \$9,687.20.
- “Is It Time to Get Serious About Play? How does medical improvisation influence the development of CanMEDS-FM competencies in family medicine residents: A pilot curriculum” Rezmovitz J, Wideman A, Wooster E, Hartley J. Awarded through Education Research Unit, Education Research & Scholarship Grant competition, 2018/2019. \$9,882.60.
- “Development of a Pilot Podcast for Health Professions Learners: The Enable Empathy Podcast (EEP)” Sirianni G, Seccareccia D, Ying I. Awarded through Education Research Unit, Education Research & Scholarship Grant competition, 2018/2019. \$10,000.00.
- “Using Role Play Simulation to Improve Empathy in Nephrology Trainees” Tanna G, Malavade T, Jassal V, Schiff J. Awarded through Education Research Unit, Education Research & Scholarship Grant competition, 2018/2019. \$5,390.00.

Learners by the Numbers

1 Health Professions	667
Administrative Assistant	12
Anesthesia Assistant	1
Audiology	1
Biomedical Engineering	1
Cardiovascular Perfusion	12
Cardiovascular Technology	6
Clinical Nutrition	10
Communications Disorder Assistant	1
Creative Arts Therapy	7
Dentistry	16
Diagnostic Cytology	1
Genetic Counselling	2
Healthcare Environmental	1
Hearing Instrument Specialist	1
Kinesiology	2
Lab Technician	7
Lab Technologist	10
Massage Therapy	93
Masters of Health Administration	6
Medical Device Processing Technician	6
Medical Imaging	13
Occupational Therapy	57
Paramedic	16
Pharmacy	77
Pharmacy Technician	9
Physiotherapy	112
Psychology	20
Radiation Therapy	33
Recreation Therapy	17
Respiratory Therapy	30
Social Work	17
Speech Language Pathology	26
Spiritual & Religious Care	10
Occupational/Physical Therapy Assistant	21
Therapeutics Clowning	13



2 Medicine - Postgraduate	1,623
Residents	1,288
Fellows	335
3 Medicine - Undergraduate	725
4 Physician Assistants	48
5 Dental Students	36
6 Nursing	1,837
7 Observers	335
Student (High School/University/College)	118
Physician	76
Postgraduate Medical/Dental	50
Health Professional	30
Nursing	28
Nonclinical Health Professional	22
Undergraduate Medical Student	11

Total Students 2018 - 2019: 5,271



Metrics for Sunnybrook Canadian Simulation Centre

	UG	PG	RN	MD	HD	O	Total:
April 1, 2019 - March 31, 2020 Total:	633	685	916	220	96	239	2,789
April 1, 2018 - March 31, 2019 Total:	622	664	487	189	49	47	2,058
April 1, 2017 - March 31, 2018 Total:	667	694	632	416	50	258	2,717
April 1, 2016 - March 31, 2017 Total:	752	1,065	687	352	202	485	3,543

LEGEND:

- UG = Undergraduate Medical Education
- PG = Postgraduate Medical Education
- RN = Registered Nurse
- MD = Medicine
- HD = Health Disciplines
- O = Other

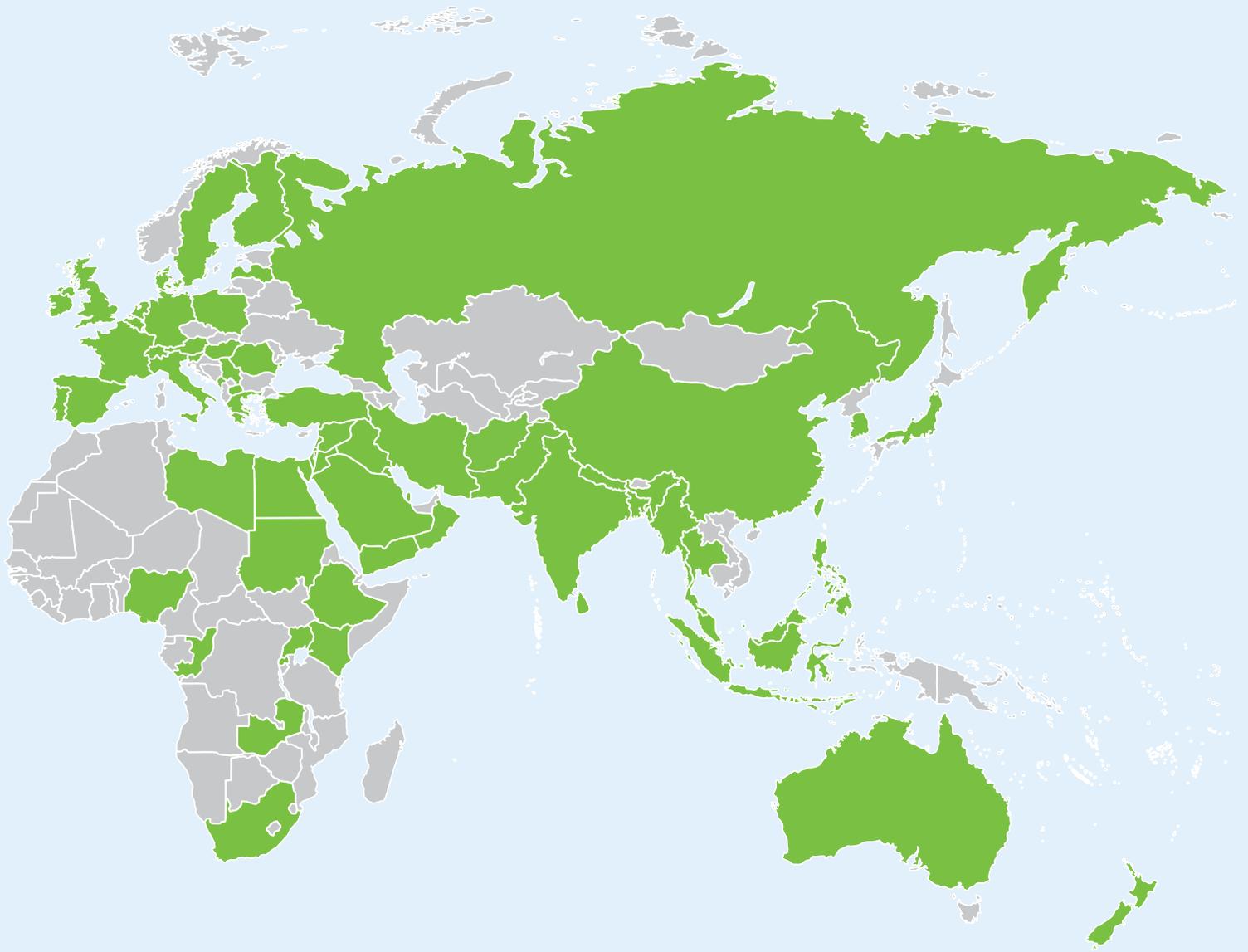


Global Appeal Citizenship



**Our learners come to Sunnybrook
from all over the world.**

- | | | | | |
|------------|------------|----------|--------------|------------|
| Albania | Belize | Cyprus | Greece | Italy |
| Andorra | Brazil | Denmark | Guyana | Jamaica |
| Argentina | Burma | Dominica | Honduras | Japan |
| Australia | Cameroon | Ecuador | Hong Kong | Jordan |
| Austria | Canada | Egypt | Hungary | Kenya |
| Azerbaijan | Chile | England | India | Kuwait |
| Bahrain | China | Estonia | Iran | Latvia |
| Bangladesh | Colombia | Finland | Iraq | Lebanon |
| Belarus | Costa Rica | France | Ireland/Eire | Libya |
| Belgium | Croatia | Germany | Israel | Luxembourg |



- | | | | | |
|-------------|--------------|--------------|---------------------|-----------|
| Malaysia | Pakistan | Singapore | Thailand | Venezuela |
| Malta | Palestine | South Africa | Trinidad and Tobago | Yemen |
| Mauritius | Philippines | South Korea | Turkey | Zimbabwe |
| Mexico | Poland | Spain | Uganda | |
| Nepal | Portugal | Sri-Lanka | Ukraine | |
| Netherlands | Qatar | St Lucia | United Arab Emirate | |
| New Zealand | Russia | Sudan | United Kingdom | |
| Nigeria | Rwanda | Switzerland | United States | |
| Norway | Saudi Arabia | Syria | | |
| Oman | Serbia | Taiwan | | |

Current Awards

Nadia Abdel-Hafez

- 2019 Fieldwork Educator Recognition Award, Department of Occupational Science and Occupational Therapy, University of Toronto

Dr. Shaheeda Ahmed

- 2018 Department of Medicine, Continuing Medical Education Award, Faculty of Medicine, University of Toronto
- 2018 Teaching Excellence Award, Faculty of Medicine, University of Toronto

Billie Alagas

- 2018 Fieldwork Educator Recognition Award, Department of Occupational Science and Occupational Therapy, University of Toronto

Dr. Oleh Antonyshyn

- 2020 SEAC Celebrating Excellence in Education: Educating Beyond Sunnybrook Award, Sunnybrook Education Advisory Council

Dr. Melanie Baimel

- 2018 MD Program Teaching Award of Excellence, Faculty of Medicine, University of Toronto
- 2018 Clerkship Faculty Teaching Award, Clinical Teaching (Block), Peters-Boyd Academy of Medicine, University of Toronto

Sally Bean

- 2019 SEAC Celebrating Excellence in Education: Student Experience Award, Sunnybrook Education Advisory Council

Dr. Mary Bell

- 2019 SEAC Celebrating Excellence in Education: The Allan Knight Lifetime Achievement in Teaching Award, Sunnybrook Education Advisory Council

Dr. Tina Bhandari

- 2020 SEAC Celebrating Excellence in Education: Innovative Curriculum Award, Sunnybrook Education Advisory Council

Dr. Rena Buckstein

- 2020 Michael A. Baker Mentorship Award, Department of Medicine, Faculty of Medicine, University of Toronto

Guna Budrevics

- 2019 SEAC Celebrating Excellence in Education: Educating Sunnybrook Award, Sunnybrook Education Advisory Council

Dr. Matthew Cheung

- 2020 Jerry Scott Teaching Award, Department of Medicine, Faculty of Medicine, University of Toronto

Benji Choo

- 2018 Recognition Award, Department of Physical Therapy, University of Toronto

Catherine Chuang

- 2018 Fieldwork Educator Recognition Award, Department of Occupational Science and Occupational Therapy, University of Toronto

Dr. Natalie Coburn

- 2019 SEAC Celebrating Excellence in Education: Innovative Curriculum Award, Sunnybrook Education Advisory Council

Nicole Cooper

- 2018 Recognition Award, Department of Physical Therapy, University of Toronto

Dr. Susan Deering

- 2018 MD Program Teaching Award of Excellence, Faculty of Medicine, University of Toronto

Dr. Shelly Dev

- 2018 MD Program Teaching Award of Excellence, Faculty of Medicine, University of Toronto

Siobhan Donaghy

- 2018 Award of Merit for an Outstanding Team, Centre for Interprofessional Education, University of Toronto

Dr. Debbie Elman

- 2018 Clerkship Faculty Teaching Award, Portfolio – 3, Peters-Boyd Academy of Medicine, University of Toronto

Lorraine Fairbloom

- 2019 Fieldwork Educator Recognition Award, Department of Occupational Science and Occupational Therapy, University of Toronto

Dr. Nima Farkhani

- 2020 Peters-Boyd Academy Teaching Award (CBL-1), Peters-Boyd Academy of Medicine, University of Toronto

Joyce Fetros

- 2019 Fieldwork Educator Recognition Award, Department of Occupational Science and Occupational Therapy, University of Toronto

Dr. Karen Fleming

- 2019 SEAC Celebrating Excellence in Education: Educating Beyond Sunnybrook Award, Sunnybrook Education Advisory Council

Dr. Louise-Helene Gagnon

- 2018 Foundations Faculty Teaching Award, Portfolio – 1, Peters-Boyd Academy of Medicine, University of Toronto

Elise Goldberg

- 2019 Fieldwork Educator Recognition Award, Department of Occupational Science and Occupational Therapy, University of Toronto

Dr. Jeffrey Gollish

- 2020 SEAC Celebrating Excellence in Education: Allan Knight Lifetime Achievement in Teaching Award, Sunnybrook Education Advisory Council

Andrea Goncz

- 2018 MD Program Teaching Award of Excellence, Faculty of Medicine, University of Toronto

Dr. Lesley Gotlib Conn

- 2020 SEAC Celebrating Excellence in Education: Educational Research Award, Sunnybrook Education Advisory Council

Dr. Sender Herschorn

- 2018 MD Program Teaching Award of Excellence, Faculty of Medicine, University of Toronto

Tracy Howze-Innes

- 2019 Agency Recognition Award, Council of Ontario University Programs in Nursing (COUPN)

Dr. Nicole Kester-Greene

- 2018 MD Program Teaching Award of Excellence, Faculty of Medicine, University of Toronto
- 2020 SEAC Celebrating Excellence in Education: Team-Based Interprofessional Teaching Award, Sunnybrook Education Advisory Council

Dr. M. Perla Lansang

- 2018 Teaching Excellence Award, MD Program, University of Toronto

Dr. Liesly Lee

- 2018 Foundations Faculty Teaching Award, Case-based Learning (CBL - 2), Peters-Boyd Academy of Medicine, University of Toronto

Sherley Lee

- 2018 Recognition Award, Department of Physical Therapy, University of Toronto

Dr. Eric Leung

- 2018 UTDRU Undergraduate Medical Education, Outstanding Contribution to the Program Award, Department of Radiation Oncology, Faculty of Medicine, University of Toronto
- 2018 Resident's Teaching Award, Department of Radiation Oncology, Faculty of Medicine, University of Toronto
- 2018 Undergrad Medical Education Award, Department of Radiation Oncology, Faculty of Medicine, University of Toronto

Current Awards

June Li

- 2018 Fieldwork Educator Recognition Award, Department of Occupational Science and Occupational Therapy, University of Toronto

Dr. Barb Liu

- 2019 Sarita Verma Award for Advocacy and Mentorship in Postgraduate Medicine, Faculty of Medicine, University of Toronto

Jonathan Lo

- 2019 Fieldwork Educator Recognition Award, Department of Occupational Science and Occupational Therapy, University of Toronto

Patricia (Trish) MacAulay

- 2019 SEAC Celebrating Excellence in Education: Student Experience Award, Sunnybrook Education Advisory Council

Erin MacGregor

- 2018 The Golden Pear Preceptoring Award, Sunnybrook Health Sciences Centre, Department of Clinical Nutrition

Dr. Andrew McDonald

- 2018 MD Program Teaching Award of Excellence, Faculty of Medicine, University of Toronto

Dr. Fuad Moussa

- 2018 Foundations Faculty Teaching Award, Portfolio – 2, Peters-Boyd Academy of Medicine, University of Toronto

Dr. Max Mudrik

- 2020 Peters-Boyd Academy Teaching Award for Clerkship, Peters-Boyd Academy of Medicine, University of Toronto

Dr. Umberin Najeeb

- 2018 Certificate of Merit, Canadian Association for Medical Education (CAME)

Dr. Purti Papneja

- 2018 MD Program Teaching Award of Excellence, Faculty of Medicine, University of Toronto

Dr. Kaif Pardhan

- 2018 Outstanding Clinical Teaching Award, FRCP Emergency Medicine Program Toronto, University of Toronto
- 2018 MD Program Teaching Award of Excellence, Faculty of Medicine, University of Toronto
- 2020 SEAC Celebrating Excellence in Education: Teaching Award, Sunnybrook Education Advisory Council

Marnie Peacock

- 2018 Excellence in Clinical Teaching and Supervision Award, The Michener Institute of Education at UHN

Dr. Asaph Rolnitsky

- 2019 Award for Excellence in Career Mentorship, Neonatal-Perinatal Medicine Fellowship Program, University of Toronto

Tulio Romanelli

- 2018 Recognition Award, Department of Physical Therapy, University of Toronto

Adam Saporta

- 2019 Nursing Education Award of Excellence, Nursing Education

Susan Schneider

- 2018 Award of Merit for an Outstanding Team, Centre for Interprofessional Education, University of Toronto

Jennifer Shaffer

- 2018 Award of Merit for an Outstanding Team, Centre for Interprofessional Education, University of Toronto

Dr. David Shergold

- 2018 Foundations Faculty Teaching Award, Clinical Skills – 2, Peters-Boyd Academy of Medicine, University of Toronto
- 2018 MD Program Teaching Award of Excellence, Faculty of Medicine, University of Toronto

Dr. Steven Shumak

- 2018 Director's Special Award, Peters-Boyd Academy of Medicine, University of Toronto

Dr. Rob Simard

- 2018 MD Program Teaching Award of Excellence, Faculty of Medicine, University of Toronto
- 2018 Emergency Medicine Teacher of the Year, North York General Hospital

Dr. Brian Simmons

- 2019 Peters-Boyd Teaching Award, Case-based Learning (CBL - 2), Peters-Boyd Academy of Medicine, University of Toronto

Mindy Simon

- 2018 Fieldwork Educator Recognition Award, Department of Occupational Science and Occupational Therapy, University of Toronto

Dr. Giovanna Sirianni

- 2018 MD Program Teaching Award of Excellence, Faculty of Medicine, University of Toronto

Natasha Stekel

- 2019 Fieldwork Educator Recognition Award, Department of Occupational Science and Occupational Therapy, University of Toronto

Sunnybrook Canadian Simulation Centre

- 2019 Director's Special Award, Peters-Boyd Academy of Medicine, University of Toronto

Dr. Ewa Szumacher

- 2018 Pam Catton Award for Interprofessional Education and Care, Department of Radiation Oncology, Faculty of Medicine, University of Toronto



Current Awards

Dr. Marlene Taube-Schiff

- 2020 SEAC Celebrating Excellence in Education: Student Experience Award, Sunnybrook Education Advisory Council

Dr. Philippe Toupin

- 2018 MD Program Teaching Award of Excellence, Faculty of Medicine, University of Toronto

Sarina Tsai

- 2018 Recognition Award, Department of Physical Therapy, University of Toronto

Leng Tsao

- 2019 SEAC Celebrating Excellence in Education: Teaching Award, Sunnybrook Education Advisory Council

Estella Tse

- 2019 Fieldwork Educator Recognition Award, Department of Occupational Science and Occupational Therapy, University of Toronto
- 2020 SEAC Celebrating Excellence in Education: Educating Sunnybrook Award, Sunnybrook Education Advisory Council

Dr. Hubert Tsui

- 2018 MD Program Teaching Award of Excellence, Faculty of Medicine, University of Toronto

Vidya Umaibalan

- 2018 Fieldwork Educator Recognition Award, Department of Occupational Science and Occupational Therapy, University of Toronto

Bev Waite

- 2020 SEAC Celebrating Excellence in Education: Educating Sunnybrook Award, Sunnybrook Education Advisory Council

Shevy Weinberg

- 2018 Fieldwork Educator Recognition Award, Department of Occupational Science and Occupational Therapy, University of Toronto

Dr. Dany Weisz

- 2019 Teacher of the Year Award, Neonatal-Perinatal Medicine Fellowship Program, University of Toronto

Dr. Richard Wells

- 2018 Health Science Research (HSR) Teaching Excellence Award, Faculty of Medicine, University of Toronto

Dr. Anne Wideman

- 2018 MD Program Teaching Award of Excellence, Faculty of Medicine, University of Toronto

Liz Williamson

- 2018 Award of Merit for an Outstanding Team, Centre for Interprofessional Education, University of Toronto
- 2019 Nursing Education Award of Excellence, Nursing Education

Dr. Harvey Wong

- 2018 Foundations Faculty Teaching Award, Case-based Learning (CBL - 1), Peters-Boyd Academy of Medicine, University of Toronto

Jill Zweig

- 2020 SEAC Celebrating Excellence in Education: Patient & Family Education Award, Sunnybrook Education Advisory Council

Sunnybrook Education

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