

We are all teaching. We are all learning.

EDUCATION REPORT 2016/2017



Executive Message



Dr. Brian Hodges
Executive Vice-President,
Education



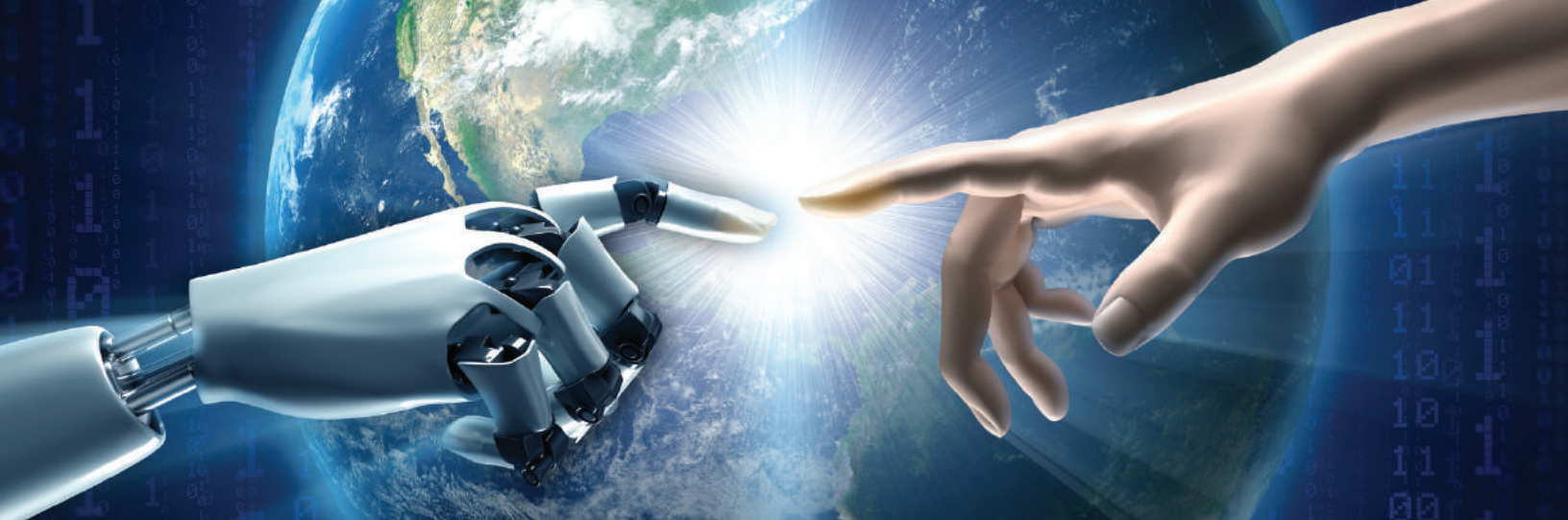
Emma Pavlov
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DRAMATIC SHIFTS IN TECHNOLOGY ARE CHANGING THE WAY WE LIVE. WE SHOP AND BANK DIGITALLY, WE USE APPS ON OUR PHONES TO GET INTO MOVIES AND TO BOARD AIRPLANES, AND MANY OF US CAN WORK FROM ALMOST ANYWHERE IN THE WORLD. THOSE APPLICATIONS OF TECHNOLOGY GIVE US EFFICIENCIES AND COST-SAVINGS, BUT WHAT IS THE EFFECT ON THE HUMANS WHO INTERACT WITH THEM? FOR THE HEALTH PROFESSIONS, THIS IS A CRUCIAL QUESTION, BECAUSE MUCH OF OUR EFFECTIVENESS LIES IN OUR HUMAN PRESENCE.



UHN

Toronto General
Toronto Western
Princess Margaret
Toronto Rehab
Michener Institute



'Disruptive technologies' are changing the boundaries of which aspects of health care and education are performed by human health professions and which by technologies. For example, the primitive forms of artificial intelligence (AI) of the last century were largely a curiosity with little role in the delivery of health care. Today, deep learning algorithms that support or perhaps even mimic human capacities in diagnosis and treatment planning are coming into the mainstream. Similarly, robotic systems already augment the work of human health professionals in our operating rooms and clinics. Professional scopes of practice and competencies are already changing significantly.

As educators at The Michener Institute of Education at UHN, it is our goal to provide students with an education that will prepare them to provide the safest and best patient care in this quickly evolving context, while never losing sight of the human aspect of health care delivery. A hand on the shoulder, a reassuring word and a non-judging ear provide the compassionate foundation necessary for the 'care' in health care. Equally important, health care professionals working today also need help adjusting to these dramatic changes in the practice landscape. We are redoubling our efforts in team-based, collaborative and continuing education to support the adaptation of professionals in practice.

While we are currently in the process of developing a new strategic plan for UHN and for The Michener Institute of Education, this report is a look back at our key achievements in education over the past year. But it is also an introduction to the re-envisioned and integrated Michener Institute of Education at UHN, with a new focus on teaching and learning across all five of our campuses (Toronto General Campus, Toronto Western Campus, Toronto Rehabilitation Institute Campus, Princess Margaret Campus and St. Patrick Campus). When UHN and The Michener Institute integrated in January 2016, we had a vision

of embedding a school within a hospital that could benefit the broader health care system. Over the course of the past year we've seen concrete benefits: successful pilot projects of new educational models, expanded use of simulation, a heightened focus on interprofessional and collaborative practice and above all, an accelerated focus on superior teaching and learning experience from classroom to clinic.

This seamless integration was supported greatly by an operations team at the St. Patrick Campus who embraced and supported the additional responsibilities that came with these expanded portfolios and requirements. The Finance, Human Resources, Facilities, Information Management, Strategic Partnerships and Communications and Marketing teams at the St. Patrick Campus worked behind the scenes to support the business of education ... whether that's by providing the financial acumen to negotiate the best funding agreement, optimizing simulation and learning space, ensuring our learning management systems and digital tools draw from the best available technology or creating marketing campaigns that recruit the right students.

We hope this report communicates how we are preparing today's learners for tomorrow's health care system. Beyond technology, evolving population health imperatives and rising attention to the need to focus on complex and chronic diseases are pushing practice beyond hospital walls into communities. At the same time, the innovations we are leading in telesimulation and global collaboration are drawing us out, to share our expertise with the rest of the world.

As one of Canada's largest teaching hospital networks, whether we are faculty members, health professionals in practice or learners in classrooms and clinics, we are all teaching and we are all learning.

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Governance



Emma Pavlov, Dr. Peter Pisters, Jan Campbell, Dr. Brian Hodges, Cliff Nordal, Cornell Wright, Dr. Trevor Young, Dr. Ann Russell

FOLLOWING THE UHN AND MICHENER INTEGRATION, A NEW BOARD OF GOVERNORS WAS FORMED. Cliff Nordal, former Past Chair of the Michener Board of Governors, is currently Chair of the new Board, and is joined by: Dr. Peter Pisters (President and CEO of UHN), Dr. Trevor Young (Dean of the Faculty of Medicine, University of Toronto), Cornell Wright (co-head of Mergers and Acquisitions practice at Torys LLP), and Jan Campbell (founder and Managing Director of StrategiSense Inc.).

The Board of Governors also serves as the UHN Board Education Committee of the UHN Board of Trustees, which provides strategic guidance and leadership to the Boards of UHN and Michener. The Committee has five voting members: Cliff Nordal (Chair), Dr. Peter Pisters, Dr. Trevor Young, Jan Campbell and Cornell Wright. Other non-voting members include Dr. Brian Hodges, Emma Pavlov and Dr. Ann Russell.

The Education Committee held four meetings last fiscal year, and has provided guidance and leadership through several significant governance changes:

- Michener's name was officially changed to The Michener Institute of Education at UHN in October 2016;
- The leadership team was realigned in October 2016, bringing all education at UHN under the new name, and creating the campus model representing all teaching and learning across the UHN spectrum;
- The current transfer payment agreement was renewed with the Ministry of Health and Long-Term Care to March 31, 2018; and
- Michener established an agreement with the Toronto General and Western Hospital Foundation to be responsible for Michener fundraising.
- The integration transition phase was successfully completed. The Board also presented a report of integration to the UHN Board.



Michener Campuses

The Michener Institute of Education at UHN lives in five campuses across the University Health Network in downtown Toronto.

ST. PATRICK CAMPUS

- The School of Applied Health Sciences
- The School of Continuing Education
- Simulation Program
- Research Institute for Health Care Education
- Centre for Learning, Innovation and Simulation
- Applied Educational Research
- Schatz Hall Residence
- Learning Resource Centre
- Michener Institute of Education at UHN Executive/Leadership Offices

TORONTO WESTERN CAMPUS

- Clinical Education
- University of Toronto Centre for Interprofessional Education
- Temerty / Chang Telesimulation Centre
- Ho Ping Kong Centre for Excellence in Education and Practice
- Toronto Western Health Sciences Library
- BMO Conference Centre
- Nipissing University, Bachelor of Science in Nursing (BScN) Scholar Practitioner Program
- University of Toronto Wightman-Berris Academy



PRINCESS MARGARET CAMPUS

- Clinical Education
- Princess Margaret Health Sciences Library

TORONTO GENERAL CAMPUS

- Clinical Education
- Paul B. Helliwell Centre for Medical Education
- de Souza Institute
- University of Toronto Wightman-Berris Academy
- UHN Student Services
- University of Toronto Wilson Centre for Research in Education at UHN
- Advanced Imaging Education Centre (with Joint Division of Medical Imaging)
- Toronto General Health Sciences Library
- International Centre for Education (ICE)

TORONTO REHAB CAMPUS

- Clinical Education
- Toronto Rehab Health Sciences Library
- Conference Services (located at University Centre)
- UHN Clinical Interprofessional Education and Care
- UHN Educational Development



Collaborative and Transformative Learning

WHEN DR. BRIAN HODGES LOOKS BACK ON HIS MEDICAL SCHOOL EDUCATION, he remembers what he calls a “binge-purge cycle of learning and forgetting factual information, divorced from practice.”

“When I was a student, following a full year of pharmacology lectures, I memorized 1,000 pages of drugs and formulae. Yet only a few weeks later I was at a patient’s bedside and I could scarcely remember a single antibiotic,” says UHN’s Executive VP of Education.

Missing for Dr. Hodges was a more holistic approach to education ... one that has moved away from the ‘sage on the stage’ to a learning experience aimed at developing individuals, health care teams and organizations, whether virtually or in real-time, in innovative learning spaces.

Today, The Michener Institute of Education at UHN is committed to supporting all of its learners and educators – and ultimately patients – through a vision of learning that is dynamic, collaborative and ongoing throughout one’s life.



“Transforming people and the health care system through the educational experience”

Through its ***Collaborative and Transformative Learning*** (CTL) portfolio, Michener strives to be a key partner in lifelong learning - building the capacity of individuals and teams to use best knowledge in practice, in a way that adapts to changing technology and to shifting health care environments. This means our learners are getting access to the most up-to-date tools, knowledge and training they need to work and lead effectively in teams across the health care system every day, and especially in the face of the uncertainty and ambiguity of change.

The CTL portfolio provides educational programs, resources and consultation services aimed at high quality learning – all in service of better outcomes for patients and families. This has meant expanding the capacity, breadth and reach of lifelong learning for individuals, while supporting the creation of high-functioning interprofessional work environments in learning and clinical settings. Bringing together expertise in personalized, online and team-based learning, CTL has created a scope and reach spanning local, national and international audiences.

Personalized learning

IN AN ERA IN WHICH TECHNOLOGY HAS BROUGHT HEALTH CARE PROFESSIONALS FROM ALL OVER THE WORLD TOGETHER TO SHARE KNOWLEDGE, UHN needs new ways to share its expertise and leadership in health care and health care education.

To that end, the UHN International Centre for Education™ develops Personalized Learning Programs™ (PLPs) for visiting health care professionals, customized for the learner. Varying in lengths and focus, depending on the learner's need, PLPs can include course work, observation, simulation, job shadowing, mentoring and coaching. The UHN International Centre for Education also designs specialized Fellowships and Observerships, the latter of which provide 'guest access' to the innovative clinical practices happening daily at UHN.

Over the past year, the International Centre for Education supported the following international learners:

- **Personalized Learning Program:** 55 learners from 10 countries
- **Fellows:** 544 fellows from 63 countries
- **Observers:** 1,426 observers from 53 countries

Specialized learning for palliative care and oncology

The de Souza Institute provides online or in-person education to health professionals providing oncology or palliative care in the community, general hospitals, or in specialized cancer or palliative care centres. Learners include nurses, physicians, psychologists, and social workers with high-quality educational programs rooted in competency and evidence-based learning pathways. Over the past year, de Souza developed partnerships with national organizations such as the Canadian Nurses Association, the Canadian Association of Psychosocial Oncology, the Canadian Association of Nurses in Oncology as well as provincial agencies, including the BC Cancer Agency, Alberta Health Services, Saskatchewan Cancer Agency, Cancer Care Manitoba and the Rossy Cancer Network in McGill University.

A total of 2,715 learners enrolled in de Souza Institute courses over the past year, with course work ranging from symptom management to psychosocial care to the new interprofessional team-based palliative care program.

Lifelong learning

The CTL portfolio creates and hosts educational programs targeted to: (1) developing specific competency in high-need areas (e.g. oncology), (2) maintaining competence (e.g. advanced cardiac life support), (3) advanced practice education (e.g. diabetes educator certificate) and (4) professional development in niche areas (e.g. leadership, clinical research) for local and international learners.

Continuing Education at the St. Patrick Campus has a rich history of advancing practice and professional development for health care professionals spanning more than 50 years. Now with nine certificate programs and over 100 specialty courses, Continuing Education specializes in the delivery of online learning in a variety of subject matter areas, including diabetes education, medical laboratory sciences, medical radiation sciences, and clinical research. A variety of in-person workshops and courses are also delivered, including a series of Advanced Life Support Programs. In addition to hosting learners in-person or online, Continuing Education also works closely with organizations and partners locally and internationally to bring learning solutions to them directly. Various programs in imaging and diabetes education have been customized for delivery in Qatar, Trinidad and Tobago, and Jamaica, while Advanced Cardiac Life Support and Pediatric Advanced Life Support have been delivered across Southern Ontario.

In the past year, Continuing Education supported an estimated 3,466 learners in 73 courses across numerous professions in both online and face-to-face learning spaces. Some additional achievements over the past year include the launch of Chronic Obstructive Pulmonary Disorder for Health Care Support Workers, new specialty courses in Vascular Sonography and Musculoskeletal Sonography, and new accelerated programs for Plain Language and Clinical Educators. Since integration, another major success for Continuing Education is the harmonization of all of UHN's Advanced Cardiac Life Support programs, with classes being offered at both the St. Patrick and Toronto General Campuses.



Creating the space for learning

While many of Michener's Continuing Education programs are hosted online, innovative physical spaces help make the learning experience more engaging. Opened in September 2015, the BMO Education & Conference Centre at the Toronto Western Hospital campus has become an innovative space that supports learning throughout UHN and for external clients. The state-of-the-art facility is a full-service event venue, boasting a wide range of features and audio visual capabilities to support learning events across and beyond UHN. Last year, the BMO Centre oversaw and supported an impressive number of educational sessions, including:

- 20 external events
- 65 internal events
- 110 total event days
- Co-design day for UHN's Caring Safely Education strategy
- A multi-day session: Enhance Ontario's Health System Performance Session
- Cancer Care Ontario: Leadership Development Program
- City of Toronto: Zero Waste Conference; satellite site to main event in British Columbia

Also available to UHN and the external community is our Conference Services department that provides a seamless and high quality conference experience for planners, sponsors and participants. Conference Services achieved approximately 3,000 delegate registrations for courses and conferences this past year. Some of the significant events hosted last year included:

- Five-weekend Care of the Elderly certificate course
- Conferences and symposia on deep brain stimulation, traumatic and acquired brain injury, Alzheimer's, cancer, concussions and rehab best practices

University of Toronto Centre for Interprofessional Education (CIPE)

Established in 2009, the University of Toronto Centre for Interprofessional Education (CIPE) is a strategic partnership between the University of Toronto and the Toronto Academic Health Sciences Network (TAHSN) with University Health Network as lead hospital. CIPE develops and delivers innovative team-based care curriculum for over 4,200 pre-entry to practice students annually, across 11 health science programs – all with the aim of preparing them to work in the collaborative practice environments that are essential for today's patient care.

TEAM-BASED LEARNING AND CARE

This centre also partners with organizations such as hospitals to build the capacity of faculty and staff to both teach and practice collaborative care. A new program developed this year is BOOST!™ - Building Optimal Outcomes from Successful Teamwork. This half-day workshop is supporting clinical teams to improve how they work together to deliver the best patient outcomes and experiences. Health providers across the Greater Toronto Area and beyond are benefitting from the initial launch of BOOST!:

"Stroke is an area where we know that Interprofessional collaboration is a key component in driving patient satisfaction and also better patient outcomes. It was great to work with the Centre for Interprofessional Education to provide a workshop to clinicians working in stroke care in our region, which took the concepts around interprofessional teamwork, communication, shared goal setting and then applied these to our work with stroke patients specifically," said Janine Theben, a rehabilitation coordinator with the West GTA Stroke Network.



Clinical Education UNIVERSITY OF TORONTO

Learning to teach

WHAT DOES IT MEAN TO BE A TEACHING HOSPITAL?

Often what the patient sees in a teaching hospital is the learner at the point of care alongside the supervisor, but this is just the tip of the iceberg in terms of what goes into the 'teaching' aspect of the teaching hospital.

University Health Network supports the clinical education of over 5,000 learners representing more than 40 different professions, ranging from Anesthesia Assistants to Nurses to Speech Language Pathologists, and includes formal agreements with more than 135 partner colleges and universities and over 80 clinical partner sites. This represents a myriad of learning and teaching models to prepare a broad spectrum of health care professionals for clinical practice. Overlay that with the way health care delivery is evolving – influenced by technology, patient needs and systemic changes – and a new picture of the learner in the hospital setting emerges.

The Clinical Education portfolio at The Michener Institute of Education at UHN is home to a team of clinical education specialists and supports focused on supporting learners and educators in this context of evolving health care realities. One of these changing dynamics is how patients are increasingly treated where they live, as opposed to only in the hospital setting.

Over the past year, for example, UHN has seen the benefits of its partnership with Toronto Public Health and the University of Toronto in producing a first Masters of Public Health in Nutrition and Dietetics cohort (who officially graduated in Spring 2017) uniquely prepared to lead in this evolving context. This program is building leaders who will operate in both the clinical and public health spheres, supporting their clients with a solid understanding of the social determinants of health as well as the science of nutrition as it applies to all phases of life.

The Clinical Education portfolio also promotes interprofessional learning and collaboration across UHN hospital campuses, recognizing that the education model must reflect how health care today is delivered by teams. To build interprofessional capacity at UHN, last year the Clinical Education team more widely applied the “Interprofessional Lens” tool for staff and learners. This practical guide (developed in partnership with the University of Toronto Centre for Interprofessional Education) prompts users to ask themselves how they are fostering collaboration as they are working as a team. The guide was supported by interactive workshops across UHN’s hospital campuses.

This past year also saw continued growth of a new program that exemplifies how Clinical Education is preparing today’s students to provide patient-centred care. The Longitudinal Integrated Clerkship (LiNC) enables University of Toronto third-year medical students to learn about the care provided by medical and surgical specialties in an integrated fashion, rather than learning about a single discipline one at a time, as is done in a traditional rotational clerkship.

“This allows students to have a better understanding of the journey that patients and their families really experience. They can follow patients through the complex medical system longitudinally, rather than having only short-lived touch points with the patients in clinics or on the wards,” says Dr. Jacqueline James, who recently completed a 10-year term as Director of the Wightman-Berris Academy and UHN Medical Education.

While learners are at the heart of the Clinical Education portfolio, another core function that’s critical to a teaching hospital is supporting everyone at UHN in their roles as teachers. After all, just because you know how to do something, doesn’t mean you know how to teach others to do it. The Clinical Education team has developed competencies for teaching to support clinical educators with the foundational knowledge, attitudes and skills required to teach at UHN. This resource helps educators assess their learners’ needs, plan their educational approach, facilitate learning, help learners apply new skills and knowledge, and evaluate the success of their approach.

Educators are also supported through consultations with the Clinical Education team, and through a variety of online teaching resources, rounds and events.



Our learners are from all health professions (and beyond) and include academic faculty, observers, fellows, research trainees, preceptors, and all staff at UHN.

Library services

UHN’s Library and Information Services (LIS) and Learning Resource Centre (LRC) includes 7 health sciences libraries that comprise the largest combined hospital and health sciences library system in Canada, providing expert, tailored information science services across UHN. In 2016/17, LRC worked to improve learner outcomes through piloting an embedded information literacy curriculum designed to advance research capacity for our students while supporting academic faculty for all Michener programs. LIS launched new consultation services to help any member of the UHN community navigate the world of Open Access, to find and use the information and resources that they need, to apply for research grants, and to establish and maintain their author identity. Our library teams also provided customized instruction on skills needed to access, evaluate and use the most current and accurate health science information on topics such as evidence-based resources, digital and information literacy, database search skills, and using EndNote/Zotero.



Learning, Innovation and Applied Educational Research

HEALTH CARE PROFESSIONALS ARE COMMITTED TO PROVIDING THE BEST POSSIBLE PATIENT CARE in addition to becoming experts in their chosen field, however this means constantly improving their skills and contributing to the development of new knowledge.

Michener's Learning, Innovation and Applied Educational Research portfolio works to support this ongoing learning, seeking to close the gap between theory and practice, and to anticipate and respond to change in health care and education. Our commitment to innovative programming and curriculum design allows us to face these challenges head-on. Increasingly, that means using practice-based learning and simulation.

At its core, simulation lets students experience realistic patient scenarios and practice responding to them, something that a traditional curriculum doesn't allow. For example, in

the standardized participant program, an actor is coached to simulate an actual patient interaction, sometimes so accurately that a skilled health care professional can't even detect the simulation. Through direct observation from instructors and peers, learners are given immediate feedback and opportunities to practice and repeat activities, which gives them the chance to build their confidence in a low-stakes environment.

As the Director of Professional Practice at Toronto Western Hospital, Sandra Li-James is responsible for ensuring that the health care professionals she oversees get the support and education they need to keep their skills as sharp as possible. In March of 2017, Sandra and her team identified a need among nursing staff in the internal medicine unit to upgrade their skills involving complex patient situations and colleague management. Sandra approached Michener's Centre for the Advancement of Simulation and Education (CASE) and the

Centre for Learning, Innovation and Simulation (CLIS) with her concerns. Together, they developed a simulation-based curriculum where nurses could practice the challenging scenarios they face every day, from mock code situations, to managing patients with deteriorating behaviour, to leadership and management.

“The simulation education model supports the learner,” Sandra says. “Gaining new knowledge is great, of course, but learning is based on application. Practicing key skills in a supportive learning environment encourages recall when you’re in the moment, and the nursing team needs to know how to manage tough situations under a great deal of pressure.”

Through CASE and CLIS, Michener works with health care leads and faculty on all aspects of curriculum design, from research and needs analysis all the way to device procurement. Collaborating in this way to create simulations has taught Michener and UHN to plan forward for disruptive technologies. Ten years ago, no one could have predicted where we would be today in terms of technology, so we can assume that something else will come along down the road that will require another radical rethinking of how we teach.

For now, what we do know is that simulation-based learning is changing the way we think about professional development. The teaching might be simulated, but the results are real.



Out with the old, and in with the new CT Scanner

A solid year of negotiating and maneuvering between Michener and UHN staff, the Ministry of Health and Long-Term Care and the health technology industry paid off in late March when a 64-slice CT scanner was craned into the 11th floor of Michener’s St. Patrick campus.

Toshiba Canada donated a used but current Aquilion-64 unit that will allow Michener students to learn the imaging protocols that are in current clinical use.

Michener worked with its technology partners for more than a year to replace the old four-slice CT scanner, which was 16 years old and had become unreliable and unserviceable. It was also generations behind what is currently being used in clinical practice. In November, the Ministry of Health and Long-Term Care approved Michener’s request to fund the installation of a CT scanner. UHN’s Advanced Imaging Education Centre also offered access to their image reconstruction servers, which saved Michener an estimated \$200,000 in upfront costs and \$20,000 in annual maintenance costs.



Health and Human Resource Planning

The Department of Applied Educational Research (AER) – a sub-department of Learning, Innovation and Applied Educational Research – focuses on collecting, analyzing and communicating information that is needed for strategic decision making and quality improvement at Michener. As the hub for program performance data, AER aims to support Michener’s strategic goal of embedding quality improvement across all of its educational programs.

In 2016, AER conducted a labour market survey from organizations that employ medical laboratory technologists and radiological technologists. This survey was an important step in our Health and Human Resource Planning efforts by providing insight into employers’ expectations and how we can structure Michener’s programs accordingly.

Please see the Academic Programs section for a summary of the labour market survey results.



Academic Programs

INCREASINGLY, HEALTH CARE EMPLOYERS ARE LOOKING FOR GRADUATES WHO NOT ONLY HAVE THE RIGHT SKILLS AND KNOWLEDGE, BUT WHO CAN COMMUNICATE CLEARLY, PROBLEM SOLVE WITHIN AN INTERPROFESSIONAL TEAM AND ADAPT TO AN EVOLVING HEALTH CARE ENVIRONMENT. Michener prides itself on understanding the needs of the health care system and shaping health technology programs so that graduates are prepared to meet the demands in the field. Most importantly, Michener instills the values of UHN: “the needs of patients come first”.

This education advantage certainly benefited Angela Yim, who graduated from Michener’s Medical Laboratory Sciences program in 2013. Now a Michener faculty member, Angela

remembers the moment she used the interprofessional education and training she received at Michener to solve complex clinical problems.

While working as a Medical Laboratory Technologist in the Anatomic Pathology department of a Toronto hospital, she and her team were struggling to help a pathologist whose tissue samples were not showing clearly through his microscope due to weak tissue staining. When adjusting the staining multiple times didn’t work, Angela drew on the communication skills she learned at Michener.

“I decided to approach the pathologist and have a conversation with him in person,” Angela recalls. “When I looked at the slides under his microscope, he was right. I could hardly



see the tissue. I then showed him the same slide under my microscope, and the staining was perfectly bright.”

The pathologist soon figured out that by simply adjusting the intensity of the lighting in his microscope, the tissue would become entirely visible. “Our face-to-face conversation solved a problem that had been going on for one year.”

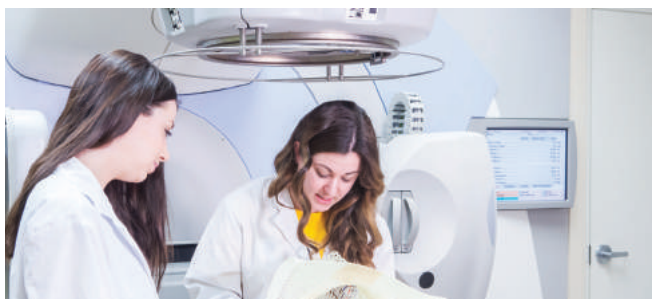
For Angela, it was the communication skills and practice-based education she gained as a Michener student that gave her the confidence to work through the problem with the pathologist.

“At Michener, I was encouraged to see things from a different perspective — the patient’s perspective. I knew how to begin

the conversation with the pathologist because of my training at Michener.”

Angela’s story is just one example of the ways in which Michener is working to develop graduates who fit today’s health care demands. Michener’s success is built on the breadth and scope of our programs, the public value of what we teach and the steps we take to recruit and retain the best faculty. As Angela understands, it’s about constantly adjusting our programs and implementing a hands-on, practice-based education model that will prepare students for today’s health care workforce.

For a list of Michener’s full-time programs, visit michener.ca/academic-programs.



Labour Market Survey and Academic Reviews

Health care today perpetually faces systemic changes and evolving technologies. The Michener Institute of Education at UHN is focused intensely on preparing current and future health care professionals for these changes so that they can meet the demands of the patients they serve. This means we evaluate existing programs, plan for future programs and learn as much as possible about the labour market.

Michener conducts two labour market surveys each year. In 2016, Michener collected data through online surveys from organizations that employ medical laboratory technologists (MLT) and radiological technologists (MRT(R)). The primary goals of the review were to develop an evidence-based business case and enrolment plan for the program reflective of market need, assess the quality of curriculum and gain insight into the current and future employment landscape. Below is a summary of the key highlights from the survey.

- Overall, stakeholders agree that Michener is responsive to industry needs and produces some of the most successful graduates in Ontario. One respondent stated, “Michener students are well-prepared ... some of the best technologists that I’ve ever hired are from Michener.”
- Point-of-care testing (POCT) was a trend discussed by several stakeholders. The point-of-care model allows non-MLTs to conduct basic tests outside laboratories, closer to patients. One key implication of POCT is the increased role of MLTs in quality assurance.
- There is a strong need for continuing education courses designed for practitioners upgrading skills in sub-specialty areas, such as molecular diagnostics, flow cytometry and mass spectrometry.
- There is also a need for continuing education courses in both entry-level and advanced Computed Tomography (CT) for radiological technology.
- Stakeholders reported that Michener graduates are highly skilled. They see Michener as one of the most respected health care educational institutions in Canada.



Michener grads part of world-first procedure

In April 2016, thoracic surgeons at Toronto General Hospital removed Melissa Benoit’s severely infected lungs, keeping her alive without them for six days, so that she could recover enough to receive a life-saving lung transplant.

This is believed to be the first procedure of its kind in the world.

It was made possible by an interprofessional and highly specialized surgical, respirology, intensive care and perfusion team.

Michener alumni Brian Beairsto and Amanda Spriel, 2015 graduates from the Cardiovascular Perfusion (CVP) program, were part of that team. They recall how Melissa was placed on the most sophisticated support possible for her heart and lungs. Two external life support circuits were connected to her heart via tubes placed through her chest. A small portable artificial lung was connected by arteries and veins to her heart to function as the missing lungs. The device added oxygen to her blood, removed carbon dioxide, while helping to maintain continuous blood flow. This advanced perfusion technology kept Melissa alive during and after the procedure.

Melissa’s lung transplant tells the story of a groundbreaking step in medicine, as well as a woman’s courage and drive to stay alive for her daughter and husband. This story is also a testament to the intrinsic value that Michener graduates contribute to innovative and team-based care.

Photo: In a challenging procedure never done before, three thoracic surgeons at TGH removed the severely infected lungs of a dying mom, keeping her alive on extensive life support until she received a lung transplant. (L to R): Dr. Shaf Keshavjee, Melissa Benoit, Dr. Marcelo Cypel and Dr. Tom Waddell. (Photo: UHN)



Fred Li Receives the 2016 Dr. Diana Michener Schatz Scholarship

Fred Li had recently completed a Masters degree in Neuroscience at Dalhousie University and, unsure whether a career in academia was his calling, was working for the Nova Scotia Health Authority in the Department of Pathology and Informatics. It was there that he discovered the field of medical laboratory sciences – and The Michener Institute of Education at UHN.

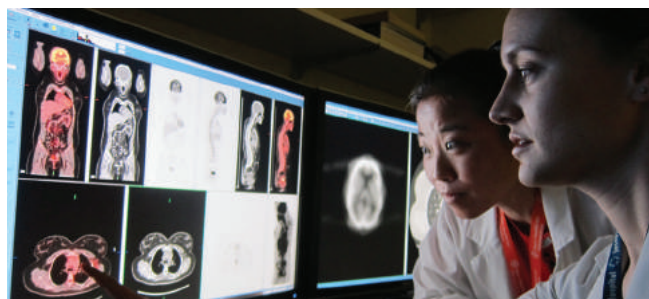
While working with a number of medical laboratory technologists (MLTs), Fred was introduced to the medical laboratory science (MLS) profession and the role of MLTs in patient care. He saw how closely the clinical work aligned with much of the research he conducted during his Masters degree, and how much of it immediately impacted patients.

“Becoming an MLT was intriguing because it revealed an avenue to apply my extensive scientific training in a clinical laboratory setting,” Fred says. “This is what brought me to Michener.”

This career shift is part of what earned Fred the Dr. Diana Michener Schatz Scholarship at Michener’s 2016 Student Awards Ceremony. The award is given to students who have made a career transition to come to Michener, who have achieved academic excellence, exemplified innovative thinking and who have contributed to the betterment of the Michener community.

Fred’s story is a common one. Young professionals on a journey towards a career in health care are looking for stable, rewarding careers. The Michener Institute of Education at UHN helps them get there, with curriculum designed to meet and anticipate the health care system’s job market needs.

Fred knows that Michener’s Medical Laboratory Sciences program was the right choice. “I wanted a job that I knew I’d enjoy going to every day,” he says. “And a career where I knew I could help make a difference and feel proud.”



JDMI’s peer review system gaining traction

The Joint Department of Medical Imaging (JDMI), which manages Diagnostic Imaging and Interventional Services for UHN, Sinai Health System and Women’s College Hospital, has developed its own peer review software system for radiologists. They expanded the system to embrace radiological technologists, expanding the level of expertise among JDMI’s imaging professionals.

“All imaging activities need to have some form of quality control,” says Catherine Wang, the Executive Director of JDMI. “This is determined by the image quality from technologists and the accuracy of the image interpretation by the radiologists. Our peer review program, called Coral Review, supports multidisciplinary continuous learning for technologists and radiologists in quality improvement.”

Another pioneering step in this new system that took place over the past year is JDMI’s alliance with Michener to teach technologists how to review their peers effectively. This partnership will include workshops and simulation taking place on Michener’s St. Patrick campus where Quality Leads can learn useful methods of reviewing their fellow technologists and discussing proper positioning of patients, optimal or sub-optimal imaging, and studies that are missing images.

The peer review program is acknowledging the importance of technologists in diagnostic imaging. Technologists are giving important clinical feedback to radiologists where they spot unusual findings in images.



Academic Operations and Quality

“Health care is constantly evolving, reworking itself....We as students, and now as health care professionals, are challenged with the need to be adaptable, to roll with the punches and be willing to redefine ourselves within our professions. Our time at Michener has been all about learning this skill.”

This is what Eryl Fraser, a graduate of Michener’s Medical Laboratory Sciences Program, said in her 2016 valedictorian address. And Eryl is right. With more demands than ever being put on health care professionals, the best thing we can do for our graduates is to give them the tools to adapt to an ever-changing professional landscape.

The Academic Operations and Quality portfolio works at the broadest sense to poise students for success in their academic and professional careers. This starts with ensuring they are the right fit for our programs, and continues through their course work, clinical placements and ultimately, Convocation.

Over the last year, we’ve made enormous strides in supporting students through the changing health care landscape by developing an education model based on interprofessional and peer collaboration.

Tara Fowler is the Respiratory Therapy Practice Leader for the Medical Surgical Intensive Care Unit at Toronto General Hospital. Seeking to increase the number of available clinical placement opportunities, Tara and her team brought in peer learning for her Respiratory Therapy students. She soon realized just how beneficial this model of learning could be.

“We saw an opportunity right from the beginning,” Tara says. “Students gain all the clinical skills they need through this model, but they also have a new sense of independence and confidence. They learn how to communicate their ideas and questions, think critically and work with a team.”

Clinical placement students work in pairs in the intensive care unit, the operating room, wards and pulmonary function labs.



Throughout, they experience three kinds of learning:

- Facilitated peer learning occurs at the bedside with a preceptor who guides learning activities.
- Similarly, in structured peer learning, a preceptor asks questions to encourage conversation between students.
- Finally, in unplanned peer learning, students experience the unstructured conversations and learning that occur simply through working with each other.

For Tara, this model is all about support for the learner and improving patient care. “If students feel supported in their learning environment, then you’re creating a culture of psychological safety.” She notes that students who are paired with another student are less anxious about their placements and more comfortable asking questions.

“The concern is that if students are afraid to ask questions, they might make the wrong decision, and that could lead to a serious patient safety incident.”

By the end of the 21-week placement, students had the same workload and responsibilities as the preceptors. And by increasing staff capacity in this way, the model further improves patient care.

Learning not only occurred for the students through the peer learning model, but also for practicing Respiratory Therapists at UHN. One unanticipated benefit of the project was recognizing that there was a limited amount of research in Respiratory Therapy clinical education. “We found that there was no formal research out there compared to other fields,” Tara recalls. With the support of the Clinical Education and Collaborative Academic Practice portfolios, Respiratory Therapists at UHN were encouraged to build their capacity in research through the Participatory Learning in Research program designed to provide teams of practicing clinicians with a guided, mentored experience so they can develop a research plan in their field.

The Respiratory Therapy peer learning model is just one demonstration of how education across UHN gives both students and health care professionals a distinct advantage.

Who are Michener Students?

ENCOURAGING STUDENT SUCCESS PROMOTES QUALITY AND SAFE HEALTH CARE IN THE LONG RUN.

The first step in supporting our students is learning who they are and what they need.

Michener's Student Success Network gathered key demographic information during the 2016 orientation of the St. Patrick Campus applied health sciences students as a way to connect with the incoming class and better understand their needs and expectations. At right is a summary of the highlights from the 2016 survey results.

- The majority of these students learned about Michener through family, friends and acquaintances.
- These students have at least one family member who works in health care.
- The average age range of this group is between 21 and 25.
- They have previously completed an undergraduate degree or diploma, and 10% have a Master's degree or higher.
- Over half of these students speak two languages, and 16% speak three languages.
- They rely on social media to stay informed, mainly through Facebook and Instagram.

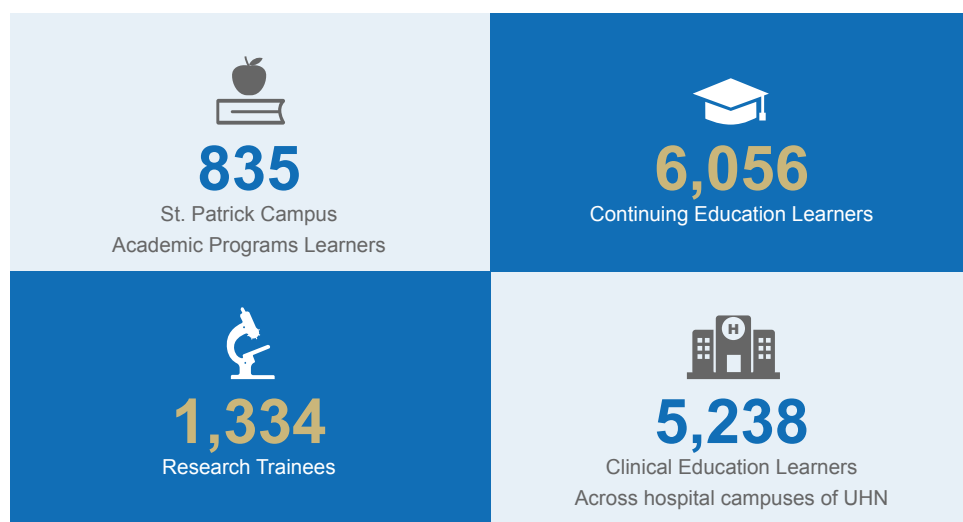
Michener's 2015/16 Key Performance Indicators Results

STARTING IN THE 2015/2016 ACADEMIC YEAR, ALL ONTARIO STUDENT ASSISTANCE PROGRAM (OSAP) ELIGIBLE PROGRAMS AT MICHENER WERE REQUIRED TO ADMINISTER THE KEY PERFORMANCE INDICATOR (KPI) STUDENT SATISFACTION SURVEY designed by the Ontario Ministry of Advanced Education and Skills Development (MAESD), the same tool used to measure student satisfaction in all publicly funded schools across Ontario. Year over year, Michener's grads are more likely to get work within a year of graduation, and employers remain 100% satisfied with our graduates.

KEY PERFORMANCE INDICATOR

Student Satisfaction Rate	84.90%
Graduate Satisfaction Rate	80.60%
Employer Satisfaction Rate	100.00%
Employment Rate	89.10%
Graduation Rate	84.30%

The Michener Institute of Education at UHN Students by the Numbers



First Convocation and student awards as The Michener Institute of Education at UHN



Convocation 2016



Student awards 2016

Safe Campus

LEARNING, WORKING AND LIVING ON A SAFE CAMPUS IS EVERYONE'S RIGHT.

To raise awareness of campus safety and the realities of on-campus sexual assault, Michener's Student Success Network produced a video last year that brings together students, faculty, staff and security to start a conversation about sexual assault and encourage the community to speak up.

"It's important to let our community know that we are aware of this issue, and that we understand that we are not immune to it," says Ray Nielsen, Manager of the Student Success Network.

To accompany the video, the Student Success Network launched michener.ca/campusafety, a page on michener.ca featuring information, policies and resources, including what to do if you have experienced or witnessed sexual assault.

The page outlines Michener's response protocol to sexual violence and a link to an anonymous reporting form for anyone who has experienced sexual assault at Michener or during a Michener clinical placement.

Accreditation

CARDIOVASCULAR PERFUSION & DIAGNOSTIC CYTOLOGY PROGRAMS RECEIVE CANADIAN MEDICAL ASSOCIATION ACCREDITATION, AND THE PHYSICIAN ASSISTANT PROGRAM'S UPCOMING ACCREDITATION

One of the ways program quality is measured is through the accreditation process. Michener's Cardiovascular Perfusion and Diagnostic Cytology programs received full six-year accreditation status from the Canadian Medical Association (CMA) last year. During the accreditation process, surveyors from the CMA commented positively about the "top notch quality" of the programs, the excellent preparation for the visit and the immediate and helpful responsiveness of the teams to their questions. The CMA gave minor, but important, suggestions for continued program improvements, but overall were highly praising. They noted that internal and external stakeholders spoke positively about the integration with UHN.

The Canadian Medical Association also informed Michener's Physician Assistant program, a joint Bachelor of Science program with the University of Toronto, that the program has met all of the Phase I criteria successfully and would be proceeding with a site visit in October 2017. The accreditation process gives Physician Assistant graduates even further support and recognition within the field, and allows them to contribute fully to a sustainable health care system.





Research Institute and Centres of Excellence

The Research Institute for Health Care Education

Michener's integration with UHN brought together several centres of excellence with strengths in research, innovation and education. Now, the integrated University Health Network and Michener Institute of Education at UHN are building on the best of the two organizations to create a first-of-its-kind Research Institute for Health Care Education.

The vision behind the Research Institute is to engage Michener's education experts and harness UHN's centres of educational excellence – as well as education expertise across the five UHN campuses – to advance the research and scholarship of health care teaching, learning and practice.

Examples of needs and emerging trends that both the health care and education sectors must address from a research perspective include:

- The shift in population health, and its impact on acute, primary and community-based care;
- Personalized medicine and learning, and its impact on patient care and student learning;
- The shift to mobile education;
- Updating professional skills to maintain career viability;
- The transformation of traditional models of education; and
- The transformation of the health care professions in a digital age.

Last year saw planning begin for the design of the Research Institute space, which will reside in part on the 12th floor of Michener's St. Patrick campus.

The Research Institute planning and development work that was put in place in 2016 and carries on today was made possible with the support of UHN and Michener's centres of excellence, as well as UHN's philanthropic community who have donated to research in health professions education.



University of Toronto Wilson Centre for Research in Education at UHN

A highlight of 2016 was the Wilson Centre's 20th anniversary celebration. This milestone provided a chance to reflect on the Centre's history, enjoy current accomplishments and look to the future. With the help of the Toronto General and Western Hospital Foundation, the Centre also conducted a successful 20th Anniversary fundraising campaign in support of Centre fellows.

Also of note, 2016 was another exceptional year for research, scholarship, teaching and innovation at the Centre. The Wilson Centre scientists, fellows and researchers successfully captured \$5,295,000 in research funding and contributed over 100 publications to the field of health professions education research.

The Wilson Centre continued to engage deeply with local education communities through workshops, keynotes and targeted consultations, and strengthened ongoing support of educational scholarship at academic and community hospitals. Many Wilson Centre scientists and researchers were involved with the pre-clerkship Foundations Curriculum in the University of Toronto MD Program. Others made important contributions to UHN's Caring Safely campaign.

Wilson Centre scientists also contributed to external Canadian health care organizations, including Cancer Care Ontario's Advisory Committee for the Access to Care Surgical Efficiency Targets Program and the Quality Management Program with the College of Physicians of Ontario.



DR. DONALD WILSON

Dr. Donald R. Wilson, the former Chair of the Department of Surgery at the University of Toronto and the namesake of The Wilson Centre, passed away in January 2016 in his 100th year. Dr. Wilson is widely recognized as a pioneer in modernizing medical education in Canada and elsewhere. He was the inspiration and leading

advocate for making the education of future physicians more responsive to social needs and more focused on physician competencies that meet the patients' needs. As former Surgeon-in-Chief, Toronto Western Hospital, Professor and Chair of the Department of Surgery, U of T, President of Royal College of Physicians & Surgeons of Canada and President of the Associated Medical Services, he brought an interdisciplinary and collaborative perspective to all of his medical education projects and activities. He has served as a role model for physicians interested in medical education as an integral part of their careers.



KAROLINSKA PRIZE

In the early 1990s, University Health Network Executive VP of Education Dr. Brian Hodges was a newly-minted professor at the University of Toronto Faculty of Medicine. One of his first assignments was to "fix" the exam system for the psychiatry rotation.

That assignment launched a 10-year research project into the use of simulation for advanced communication skills, and the development of the first psychiatry OSCE (objective structured clinical examination).

This research earned Dr. Hodges one of the world's most prestigious prizes in medicine last year. On October 13, 2016 the Swedish Karolinska Institutet awarded Dr. Hodges the Prize for Research in Medical Education for his work into how health professionals are trained and assessed around the world.

"The idea of immersive simulation didn't exist in psychiatry when I went through training myself," says Dr. Hodges. "Today, immersive simulation is everywhere and Michener is a fantastic example ... one of the shining stars of this way of thinking, and evidence that the use of high quality simulation goes beyond medical education."

Dr. Hodges donated his prize money to support the Wilson Centre fellows and the Centre's collaboration with Addis Ababa University in Ethiopia.

CURRIE FELLOWSHIP RECIPIENTS

The Wilson Centre Fellowship program was developed to engage academics in their own program of high-quality research in health professions education, collaborate with a diverse set of research colleagues and train the next generation of researchers in this field.

The Currie Fellowship Program at the Wilson Centre was established through a generous gift from Richard and Elizabeth Currie and designed to provide access to training at the Wilson Centre for domestic or international health professional trainees or graduate students interested in the health professions. Last year, the Currie Fellowship was awarded to two outstanding recipients.

Arija Birze is completing her PhD at the Dalla Lana School of Public Health, University of Toronto in the Social and Behavioural Health Sciences Division. She has been a Research Fellow at the Wilson Centre since July 2012 and was a Currie Doctoral Fellow from 2014 to 2016.

In her PhD work, Arija is examining how the gendered organization of emotion work (what is typically known as “women’s work”) shapes biological, psychological and social experiences of stress in high-stress occupations. More specifically, this research will explore the emotional landscape of the 911 police communications setting and how this stressful work shapes health, or is “written into the body.”

Dr. Patricia Thille joined the Wilson Centre in September 2015 as a post-doctoral fellow. She completed her PhD in Sociology at the University of Calgary in September 2015. Patricia’s post-doctoral work focuses on her three primary interests:

- Addressing stigmatizing health care practices through continuing education;
- Making visible how values and biases become embedded in the knowledge and material infrastructures of clinical practice sites, and the related range of impacts; and
- Exploring the tensions between caring for individuals and caring for populations.



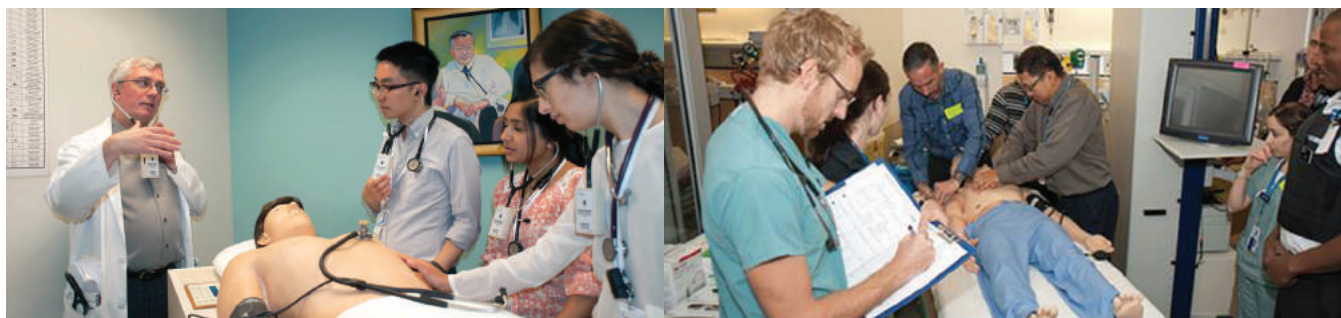
University of Toronto Centre for Interprofessional Education (CIPE)

As a Centre of Excellence in Education, CIPE launched a focused research program this past year on team-based care that will enrich the field and position the CIPE as a collaborative hub for academics, practitioners and educators.

As an example, the CIPE is leading work in collaboration with UHN to explore the hospital’s ambitious continuing education plan to improve patient safety within clinical sites. Based on a recognition that there is a need for education and practice sites to coordinate their efforts in order to truly influence system change, the CIPE led an application to the University of Toronto’s Education Development Fund (EDF). The aim of the project is to explore how concepts of safety, teams and teamwork are traditionally considered within the IPE curricula and how the same concepts are being treated in emerging workplace based change efforts. The project looks for opportunities for connection, alignment, cross-fertilization and learning between the two curricula.

The CIPE was successful in that application and is now leading a team that includes members from the Wilson Centre, the Centre for Faculty Development, the Centre for Ambulatory Care Education and the Centre for Quality Improvement and Patient Safety - along with members of UHN and a patient volunteer from the Canadian Patient Safety Institute.

This is but one example from a larger, emerging research program on the science of teams and teamwork. Through engaging with innovative partnerships with other centres, practice sites and patient groups on the science and practice of education, the CIPE will continue leading towards its vision of transforming care through collaboration.



The Ho Ping Kong Centre for Excellence in Education and Practice (CEEP)

The Ho Ping Kong Centre for Excellence in Education and Practice (CEEP) has two missions: to develop innovative education programs and to train the next generations of doctors who teach. CEEP pioneers new ways of using high-fidelity simulation for teaching clinical skills and patient care. While they have been based at Toronto Western Hospital, they collaborate with other teaching hospitals in Toronto, across Canada and worldwide leveraging the unique capabilities of a teaching hospital to further the science of teaching and the art of caring for patients.

Generously supported by an anonymous donor and its founder, Dr. Herbert Ho Ping Kong of Toronto Western Hospital, CEEP carries out its missions in three key ways:

1. **THE ART OF MEDICINE** – a lecture series at University Health Network and University of Toronto that aims to advance the breadth and depth of a holistic medical education experience, with the goal of improving patient care. These noon-time rounds create a space for exploration and engagement, aiming to provoke a deeper thinking of internal medicine practice, to incorporate a better understanding of care at the bedside, and in the broader context.
2. **CLINICAL REASONING** – research into how doctors make decisions, and how that can be translated into teaching using simulation and standardized patients.
3. **EDUCATIONAL INNOVATIONS AT THE BEDSIDE** – innovative curriculum on point-of-care use of ultrasound for internal medicine; innovations in web-enhanced assessment and teaching

Some of the noteworthy topics explored in the Art of Medicine series last year included: Medical Assistance in Dying (MAID): Conversations About the Unspeakable by Dr. Gary Rodin; and #Social Medicine – a Review of Social Media and the CanMEDS Roles by Dr. Anju Anand.

Last year CEEP also supported a trainee-led literature review on what educational programs exist to teach medical assistance in dying. Their purpose was to develop a proposal for an educational framework around MAID, so the next generations of medical professionals are best prepared to care for their patients at all stages.

As well, at Toronto Western Hospital, the CEEP team helped develop the TWH Rapid Referral General Internal Medicine Clinic. This new model reimagined how the clinic delivers care by setting up new clinics and reorganizing current ones to better fit patient needs. This meant keeping patients out of the hospital when they didn't need to be there and, for those who did need to be admitted, getting them discharged sooner.

With the new set-up, one GIM physician and resident attend to the outpatient clinics, held five days a week for an entire month, and organized around patient need. Early wins have included a significant number of deferred admissions and reduced re-admission rates (from 11.7% to 6.4%). Its successes have been recognized by the UHN Local Impact Award in 2017.



The Paul B. Helliwell Centre for Medical Education

The Paul B. Helliwell Centre for Medical Education, commonly referred to as the Helliwell Centre, is the home base for Wightman-Berris Academy students. The Wightman-Berris Academy is composed of a network of hospitals and clinics which delivers major components of the preclinical and clinical curriculum of the Undergraduate Medical Program of the University of Toronto, Faculty of Medicine. The Helliwell Centre is a prized asset to UHN's medical learner community and is equipped with the latest educational and simulation technology, including interactive manikins, high-end recording technology, mock examination rooms and observation corridors. The Centre is also used increasingly by learners outside of the Faculty of Medicine and works in partnership with the UHN Student Services Centre, providing a space for integrated learning in health care.

Each year, the Wrightman-Berris Academy presents The Golden Stethoscope Award to medical students who have demonstrated outstanding performance as skilled, caring professionals in their third-year clinical rotations. In 2016, eight medical students received this prestigious award.

In addition, University Health Network and Mount Sinai Hospital recognize the outstanding educators who have made significant contributions to health professional education on staff at the hospitals associated with the Wightman-Berris Academy through the following Wightman-Berris Academy Awards:

- The Anderson Awards were presented to three educators in 2016 for contribution to health professional education, program innovation and educational administration.
- The Individual Teaching Performance Awards recognize teachers whose outstanding skills have been identified by their students. In 2016, the awards were presented to 10 teachers in undergraduate medicine, 10 teachers in postgraduate medicine and nine teachers in health profession programs.



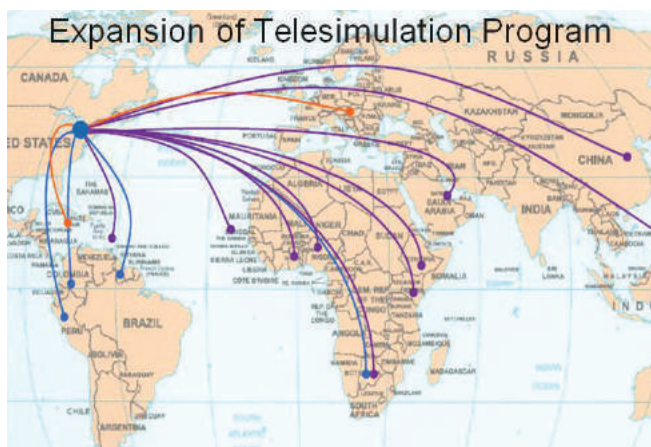
The Temerty / Chang Telesimulation Centre

The Temerty / Chang Telesimulation Centre, which conducts world-class research that helps bridge a crucial gap in health care in developing countries, began its move from the Toronto Western campus to the St. Patrick Campus last year.

More than just research, though, the concept of telesimulation grew out of a need to offer opportunities for distance learning using simulation. Simulation is an important part of how we teach and learn in North America and many other developed countries around the world, but this has not been the case in resource restricted settings, and even other more remote settings within North America.

From its beginnings focused on Botswana, the Temerty / Chang Telesimulation Centre is now extending the Fundamentals of Laparoscopic Surgery course to 136 surgeons in 10 countries around the world. The centre is also expanding to use telesimulation in a variety of medical disciplines, including ultrasound, maternal newborn health and neurosurgery. In Ontario, nine telesimulation sites are now connected to Temerty / Chang, as far away as Thunder Bay and Timmins.

The Temerty / Chang Telesimulation Centre is funded in part by donations from G. Raymond Chang, O.J., O.C. and the Temerty Family Foundation.





Digital Education

Part of UHN's digital transformation includes digitally-enabling the good work that education does across the organization.

Over the past fiscal year we've made some significant advances toward that end – key among them was recruiting an education lead for the digital transformation team (Executive Director of Education Technology Innovation Dr. David Wiljer), who is leading a process to bring together the clinical, education, research and digital community at UHN to create a new future for digital learning and education.

In March 2017, more than 80 UHN education leaders, staff and faculty came together for a co-design day, aimed at learning about how technology is currently being leveraged at UHN to enhance education and learning, and how new technologies and concepts – such as machine learning, Blockchain and gamification – can improve the learning and teaching experience.

In this co-design session participants worked collaboratively to identify many digital learning opportunities, including:

- How to improve systems integration;
- How to better share knowledge about digital education;
- How to better utilize data to improve learning; and
- How to increase learner engagement in digital environments.

More than 200 solutions-oriented comments were generated around these challenges, which are being analysed and will help inform strategic planning for education and digital transformation.



Donations to Student Scholarships & Bursaries

Thanks to our generous donors, more than \$74,000 in scholarships, bursaries and awards was made available to students across all of Michener's academic programs at the St. Patrick campus.

More updates to come as we continue to build a collaboration with the Toronto General & Western Hospital Foundation for fundraising support and initiatives across all of our campuses.

OUR CORPORATE DONORS

Gamma-Dynacare Medical Laboratories
Ontario Home Respiratory Services Association
Paris Orthotics
Respan Products Inc
TD Insurance Meloche Monnex
Trudell Medical Marketing Limited

OUR INDIVIDUAL DONORS

Sonja Bata	Winnie Ho
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Tim Colfe	Tony Merendino
Susan Crowley	Denis Poulin
Zita Gardner	Paul Smith
John and Marzena Hardy	Caroline Souter
Hong-Kei Ho	Ronika Srdic

See the Toronto General & Western Hospital Foundation Annual Report for a list of donors across the hospital campuses.

Financial Report

2016/17

The Michener Institute of Education at UHN and UHN are separate legal entities. The statements on pages 32 and 33 reflect the financial position related to the St. Patrick Campus programs and operations of The Michener Institute of Education at UHN. Finances for education at UHN across the hospital campuses can be found within the UHN annual report.

SUMMARY STATEMENT OF FINANCIAL POSITION (AUDITED) AS AT MARCH 31, 2017

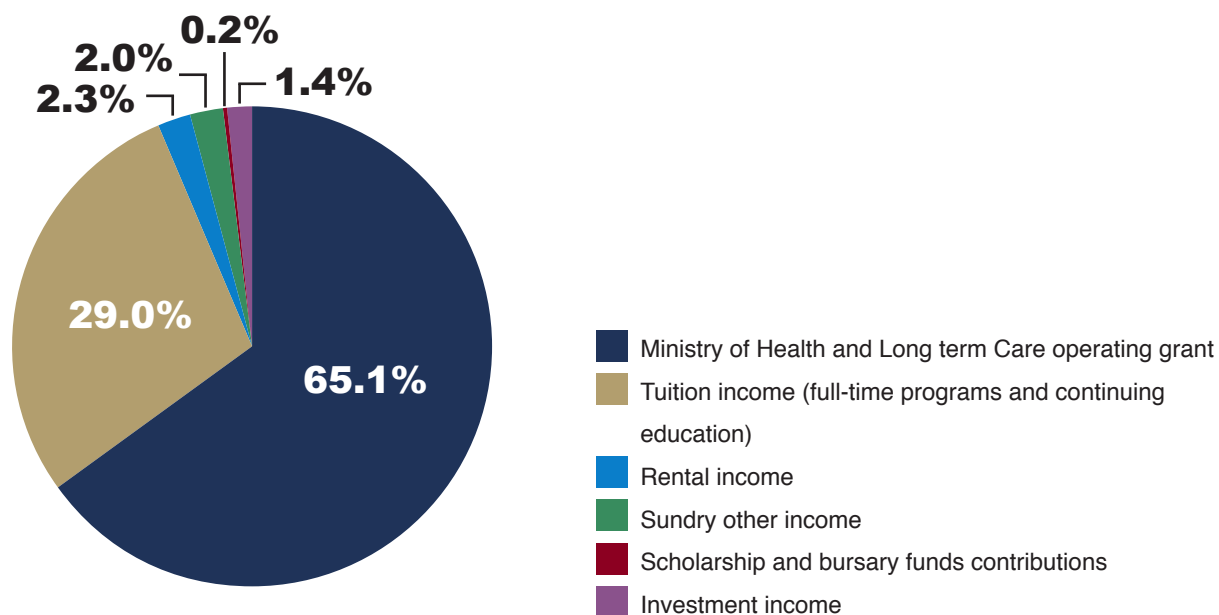
Assets	\$
Cash and cash equivalents	1,771,750
Short term investments	1,055,436
Accounts receivable	514,304
Prepaid expenses	469,043
	<u>3,810,533</u>
Long term investments	8,655,405
Property and equipment	16,572,361
	<u>29,038,299</u>
Liabilities	
Accounts payable and accrued liabilities	4,217,540
Unearned income	1,925,186
Deferred capital contributions	12,200,462
	<u>18,343,188</u>
Net Assets	<u>10,695,111</u>
	<u>29,038,299</u>

SUMMARY STATEMENT OF OPERATIONS FOR THE YEAR ENDED MARCH 31, 2017

Revenues	\$
Ministry of Health and Long Term Care operating grant	15,990,112
Fees received	7,111,733
Rental income	557,607
Sundry other income	501,402
Scholarship and bursary funds contributions	59,015
Investment income	333,730
	<u>24,553,599</u>
Expenses	
Salaries and employee benefits	16,595,783
Building occupancy costs	2,462,046
Other operating expenses	2,361,040
Education programs and support	2,316,740
Scholarship and bursary awards	90,061
	<u>23,825,670</u>
Excess of revenues over expenses from operations	727,929
Depreciation	(2,301,441)
Amortization of deferred capital contributions	2,046,450
Surplus of revenues over expenses for the year	<u>472,938</u>

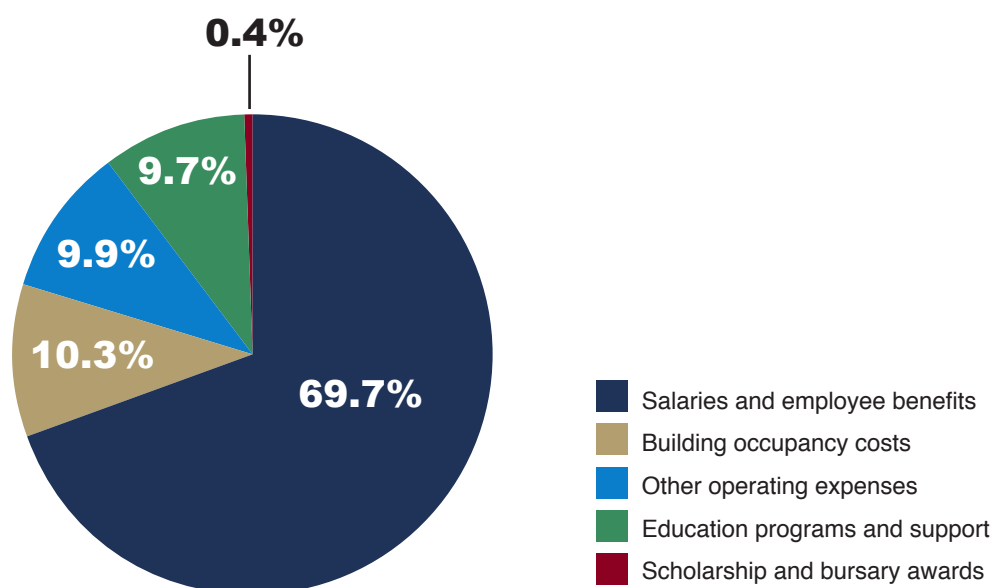
OPERATING REVENUES

For the year ended March 31, 2017

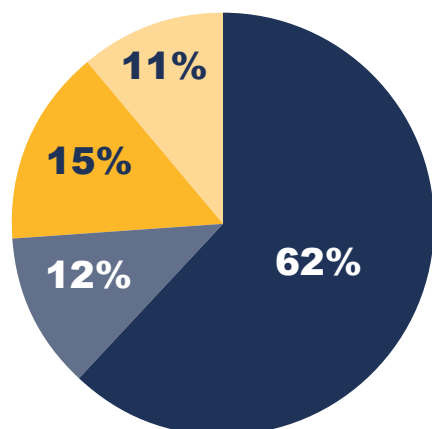


OPERATING EXPENSES

For the year ended March 31, 2017

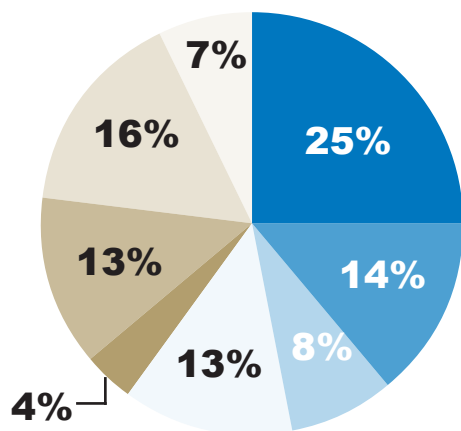


MICHENER ACADEMIC OPERATING EXPENSES (PRE-INTEGRATION)



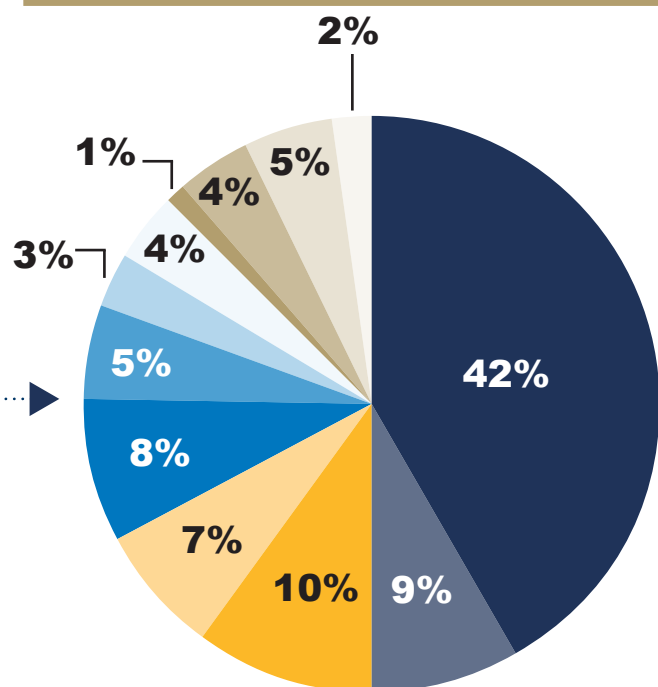
- Academic Programs
- Learning and Innovation
- Academic Planning and Operations
- Continuing Education

UHN EDUCATION OPERATING EXPENSES (PRE-INTEGRATION)



- Libraries and Information Services
- Conference and Education Technology Services (CETS)
- Medical Education (co-funded with UofT)
- Clinical Education
- International Centre for Education (ICE)
- Centre for Interprofessional Education (CIPE) (co-funded with UofT)
- The Wilson Centre (WCRE) COE (co-funded with UofT)
- Education Operations

OVERALL MICHENER ACADEMIC AND UHN EDUCATION OPERATING EXPENSES (POST-INTEGRATION)

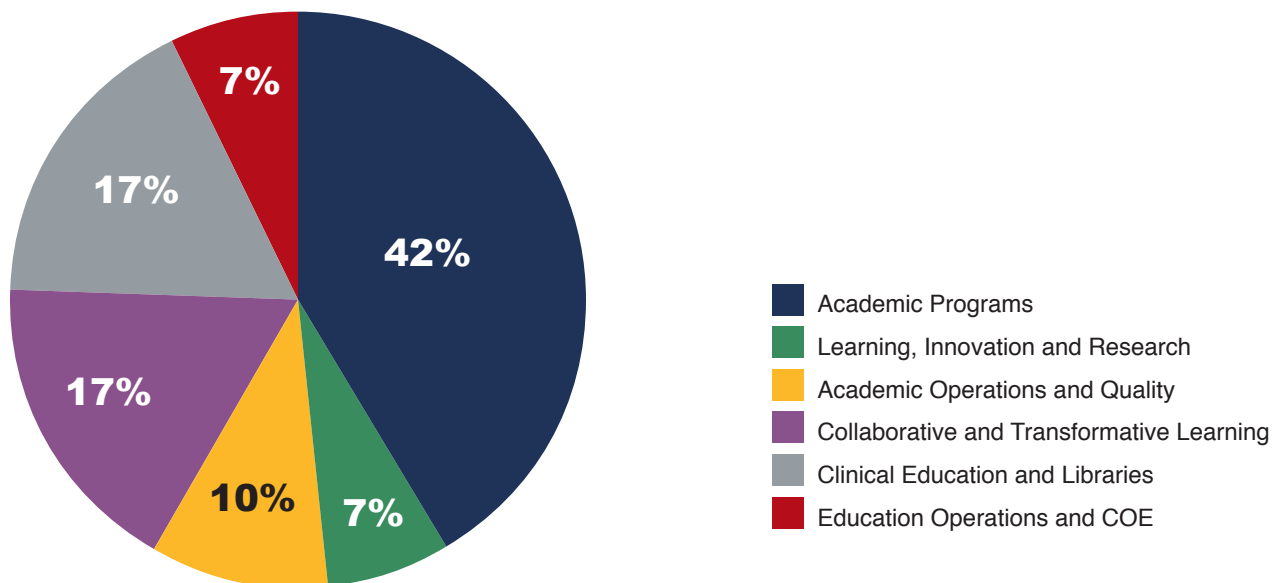


- Academic Programs
- Learning and Innovation
- Academic Planning & Operations
- Continuing Education
- Libraries and Information Services
- Conference and Education Technology Services (CETS)
- Medical Education (co-funded with UofT)
- Clinical Education
- International Centre for Education (ICE)
- Centre for Interprofessional Education (CIPE) (co-funded with UofT)
- The Wilson Centre (WCRE) COE (co-funded with UofT)
- Education Operations

Integrated Finance Report

This integrated financial picture illustrates how grouping for oversight of the operating expenses, that were reshaped in October 2016, is now streamlined among the six education portfolios.

REALIGNED ACADEMIC PORTFOLIOS OPERATING EXPENSES (POST-INTEGRATION)



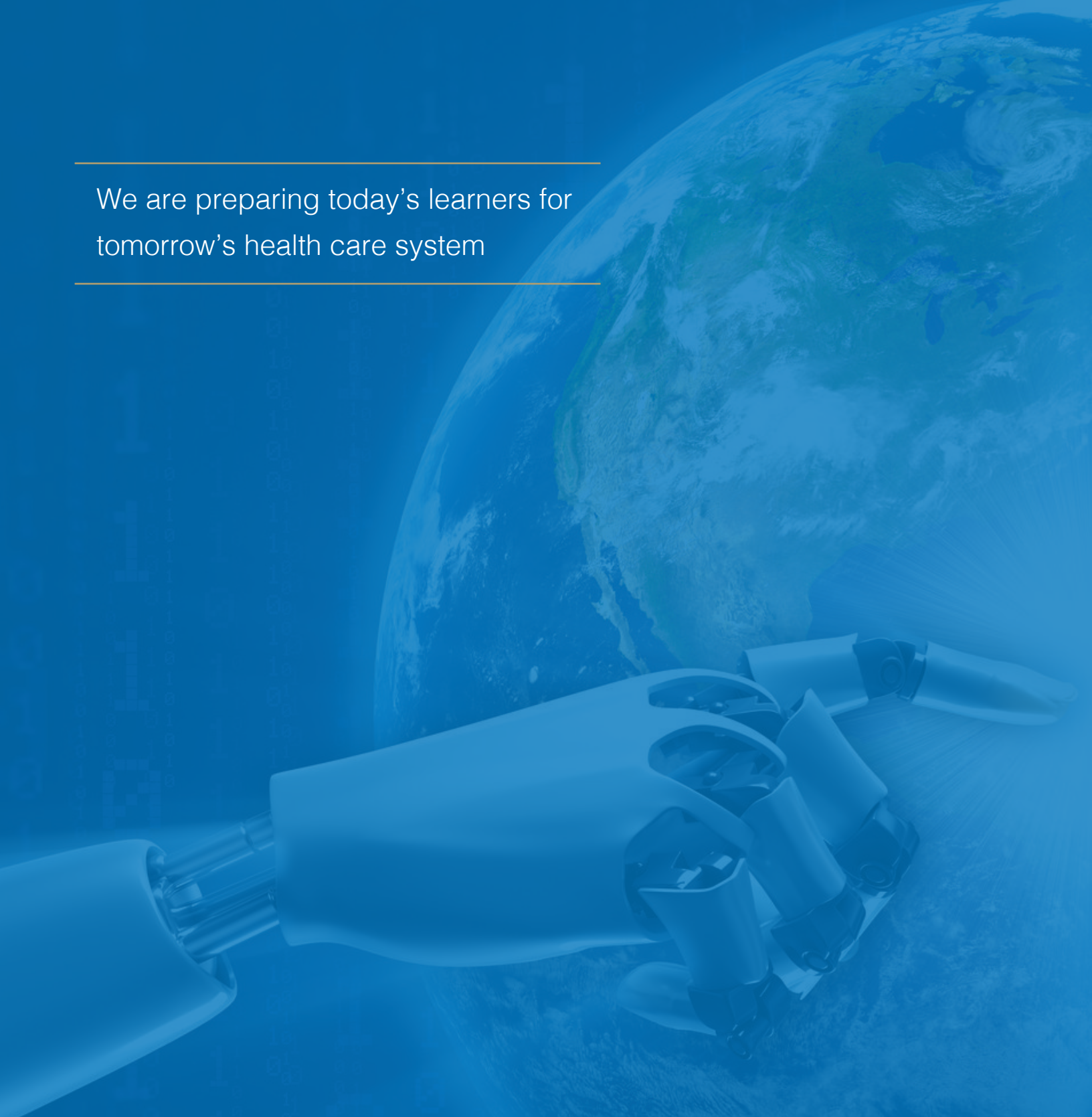
OPERATIONAL SUPPORT* FOR THE ST. PATRICK CAMPUS PROVIDED BY

- Information Management
- Finance
- Human Resources
- Communications and Marketing
- Facilities

OPERATIONAL SUPPORT* FOR THE HOSPITAL CAMPUSES PROVIDED BY

- SIMS
- Public Affairs
- Finance
- Facilities
- Human Resources
- Corporate Services

*Operating expenses are reported separately for these business units and are not included in the Integrated Finance Report of the realigned academic portfolios.



We are preparing today's learners for
tomorrow's health care system

The Michener Institute of Education at UHN
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