



THE MICHENER INSTITUTE OF EDUCATION AT UHN

EDUCATION REPORT
2017/2018



EXECUTIVE MESSAGE

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What a year it has been for the Michener Institute ... a year of building on our past successes, deepening our current contribution to the Ontario health and education landscape, and working with our partners to plan for the future of health care delivery. It is especially fitting that this year, as we mark 60 years since Michener's first class began their education with us in the basement of Toronto General Hospital, we are graduating the last students from the Michener Institute for Applied Health Sciences and moving toward a fully integrated Michener Institute of Education at UHN.

Last year saw two new initiatives come to Michener, both of which validate our long history of working with our government, education and health care partners to improve our health system. In September 2017, the Ontario Ministry of Health and Long Term Care asked Michener to partner with them to create a registry for patients and families to verify a personal support worker's credentials, conduct and competence. They chose Michener specifically because of our education design agility and our long history of meeting the educational needs of the health workforce, but also because we are an objective third party. We are proud to say the first phase of the registry launched in February 2018, and the project is well on track.

The Royal College of Physicians and Surgeons of Canada also showed their confidence in Michener by granting us status as an accredited continuing professional development (CPD) provider. This means that physicians will be able to earn Continuing Medical Education (CME) credits for any CPD courses developed by Michener that meet the Royal College's accreditation standards.

This is perhaps the best evidence to date that integrating Michener within UHN was meant to be. The application was successful be-

cause, to quote the Royal College's accreditation report, "Michener offers a novel approach to CPD in which the integrated institute collaborates with experts in various program areas within a hospital system that spans over five campuses."

This means as an integrated entity, we are now more able to respond to the needs of a larger health professional community, including physicians.

Michener also continues to develop a first-of-its kind Research Institute for Health Care Education. The vision of the Research Institute is to transform health care education by mobilizing research and innovation networks to benefit learners, patients, health professionals, industry and policy makers. The exciting initial design phase has begun, engaging internal and external stakeholders from across the UHN community and partners in industry to imagine what potential this centre can achieve.

While we awaited the arrival of our new UHN CEO, the education business operations and strategic planning team made considerable progress on education strategic planning. The team leveraged their experience in the Collaborative Change Leadership program to design a deep consultation process, aimed at positioning Education to develop in tandem with the overall UHN strategic planning process when it resumes with our new CEO, Dr. Kevin Smith, who has set this as a top priority.

This past year, we have seen how Education is consolidating as an integrated entity across all five campuses, and we hope this report paints the same picture for you. While we grow together, we are all teaching and we are all learning.





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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
- Centre for the Advancement of Simulation and Education (CASE)
- Simulated Participant Program
- Research Institute for Health Care Education and Practice
- 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 at the UHN Kalmar Centre
- Temerty / Chang Telesimulation Centre
- HoPingKong 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
- Helliwell Centre for Medical Education
- 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 Department of Medical Imaging)
- Toronto General Health Sciences Library
- International Centre for Education (ICE)

TORONTO REHAB CAMPUS

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





COLLABORATIVE AND TRANSFORMATIVE LEARNING

MICHENER NAMED AN ACCREDITED PROVIDER OF CONTINUING PROFESSIONAL DEVELOPMENT

In October 2017, the Royal College of Physicians and Surgeons of Canada granted The Michener Institute of Education at UHN status as an accredited continuing professional development (CPD) provider. This means that physicians will be able to earn Continuing Medical Education (CME) credits for any CPD courses developed by Michener (alone or in partnership) that meet the Royal College's accreditation standards.

The Royal College further showed their confidence in Michener by granting this status for five years, their longest accreditation cycle. Michener is the first hospital-based entity to be named a Royal College accredited CPD provider. Historically, this status has been reserved for university offices of CPD, or national medical speciality societies or associations.

"The fact that we were awarded the five-year cycle says a lot about the quality and rigour of our educational design and program management processes, and about the overall strength of the infrastructures we have at Michener – from the school of applied health sciences to the centres of excellence to our libraries and information services," says Mohammad Salhia, Michener's Director of Continuing Education and International Centre for Education.

Fortunately, Michener's standards for course design and quality improvement already closely resemble the Royal College's expectations. While specific details of the College's course accreditation process are still to come, Michener's current practice is to assess the learning need, create an education development plan, deliver courses, then evaluate courses and use that feedback to improve the course each time it is delivered.

"The fact that we were awarded the five-year cycle says a lot about the quality and rigour of our educational design and program management processes..."

Mohammad Salhia

Director of Continuing Education and International Centre for Education

“I quickly realized the focus on interprofessional teamwork and collaboration at UHN.

Christina Han

Program Manager, Asan Medical Centre (AMC)
Seoul, South Korea



Photo courtesy of www.UHN.ca

EDUCATION PROGRAM BRINGS INTERNATIONAL HEALTH PROFESSIONALS TO LEARN AT UHN

Christina Han is a program manager in South Korea's largest hospital network – the Asan Medical Centre (AMC) in Seoul.

When she was looking to expand her knowledge with first-hand experience in educational leadership and organization development, she decided to turn to Canada's premier academic health centre – UHN.

In a first-of-its-kind Personalized Learning Program (PLP), Christina spent four weeks meeting with leaders and teams across the campuses of The Michener Institute of Education at UHN and with the Human Resources' Organizational and Employee Development team.

“I quickly realized the focus on interprofessional teamwork and collaboration at UHN,” Christina says. “With the learning I attained here, I hope to develop a similar structure to enable our teams to better collaborate at AMC.”

The Personalized Learning Program (PLP) has been available at UHN for nearly four years. It is a platform

that has allowed for many different kinds of health professionals from around the world to visit UHN.

The PLP is a fully customizable, observership-based program designed to meet learners' specific goals and learning objectives. No two PLPs are the same.

Historically, most PLPs have been geared towards health professions, but when the UHN International Centre for Education (UHN ICE) received this unique request from Christina, the team decided to create its first highly specialized program focusing on program operations in educational leadership and organization development.

At the end of her program, Christina presented to hosting programs and education leadership about her learnings and provided feedback from her time spent with various teams across UHN.

“The PLP experience exceeded my expectations,” Christina says. “I am committed to transferring this knowledge to my colleagues and making changes at AMC.”



UHN BENEFITS FROM MAJOR DONATION BY BMO FINANCIAL GROUP

In September 2017, BMO Financial Group made a \$21 million commitment to Toronto academic hospitals affiliated with the University of Toronto's Faculty of Medicine. UHN and Toronto Western Hospital are benefiting from a portion of that donation to support the BMO Education & Conference Centre, where global health care professionals gather to share the latest in medical education and research innovation.

The BMO Education & Conference Centre, housed within the Krembil Discovery Tower on the Toronto Western Hospital campus, is an exciting new hive of medical education and research innovation. The Centre is a hub for health professionals, future leaders and community partners to come together to collaborate and discover.

"Education is a priority woven into every program at UHN. BMO's support and creation of the BMO Education & Conference Centre has been pivotal in allowing us to continue to be an international leader, committed to educating future

leaders in health care both in Canada and around the world," says Dr. Brian Hodges, EVP of Education at UHN.

The BMO Education & Conference Centre also serves as a community space to host meetings, health fairs, cultural events and special gatherings. Hosting an event at the Centre allows guests to give back, as revenue generated by the BMO Education & Conference Centre is reinvested back into the hospital to support education and clinical care.

COLLABORATIVE CHANGE LEADERSHIP - A LEARNER PERSPECTIVE

One of the ways UHN supports the lifelong learning objectives of its leaders is through the Collaborative Change Leadership Program™ (CCL). CCL is an accredited certificate program offered by UHN in collaboration with the University of Toronto Centre for Interprofessional Education (CIPE). This advanced leadership program is aimed at senior and high potential leaders in health care and health education.

Andrea Etherington, UHN Education's Strategic Projects and Planning Manager, is the type of leader the CCL program is geared toward, and she has already put her experience with CCL to good use.

"The Collaborative Change Leadership program exceeded my hopes and expectations," says Andrea. "There is a great balance of theory and experiential learning, self-reflection and team-based learning."

One of the key takeaways for Andrea was the value of engaging stakeholders and key voices from across the system when leading initiatives. She and colleague Karen Chaiton, UHN Education's Business Manager, have already employed this technique in developing the Education Strategic Plan, discovering the depth and breadth of creative ideas that emerge through this type of broad engagement.

"I have a better understanding now about the appreciative inquiry approach, and how applying this lens to change leadership shifts the focus from problems, issues and challenges, to strengths and opportunities," says Andrea. "It enables a group to co-create and achieve high impact, sustainable, and socially accountable change within their organization."





CLINICAL EDUCATION

INTERPROFESSIONAL EDUCATION – BREAKING DOWN SILOS WITHIN HEALTH CARE

Collaboration doesn't usually happen without intention – especially in an organization as expansive as University Health Network, where individual occupations sometimes work along parallel lines that don't intersect. Staff may find themselves aware of what a colleague from a different professional background does and how their role interacts with them, but not truly allow themselves to learn the perspective of that other profession.

That's what UHN's Interprofessional Education and Care (IPEC) team is working to address by facilitating interprofessional learning opportunities for students and staff, in an effort to enable effective collaboration and improve health outcomes.

“For me, it helped bridge a lot of gaps in knowledge that I had.”

Saif Khan
Respiratory Therapy Student

Opportunities for IPE

Interprofessional education (IPE) opportunities occur through partnerships with students and staff across professions. Throughout the year, the IPEC team delivers programs for students completing their clinical placement in which groups of six to eight individuals meet weekly to discuss a topic of interest.

Though two UHN staff facilitate the discussion, the gift and the challenge for students is to come together to find similar challenges across their professions and establish their own learning goals.

At the end of the term, the groups deliver a presentation outlining their increased understanding of the expertise that each occupation brings to solving health problems and providing patient care, as well as a reflection on the importance of team functioning.

Peter Kruzyk and Saif Khan are third year Respiratory Therapy students at Michener. As part of their clinical placement at UHN, they decided to participate in a structured IPE placement in the fall of 2017.

“For me, it helped bridge a lot of gaps in knowledge that I had. So in intensive care unit rounds, we would have a team of MDs and then pharmacists and everyone collaboratively focusing on each patient, so just understanding different roles helped me understand how we go from basically head-to-toe on a patient,” says Saif, who is spending the year rotating through UHN's hospitals.

“Kind of like what piece of the puzzle we fit in,” adds Peter. “If you really value your job and you want to do what's best for the patient, you have to understand what other people do and that helps you understand what you do.”

In addition to a new experience, IPE provides an environment in which students can ask questions and share concerns without fear of judgement.

"We hear repeatedly that students are relieved to be in a space where they can share that they're overwhelmed, that they don't know this, they don't know that because so much of their world is 'I've got to be ready'. Although they have supportive supervisors and clinical educators, again and again we see in the room with each other that they're able to share and support each other in a way that they may not be able to clinically with their supervisor," says Elizabeth Hanna, IPEC Co-Leader, UHN.

What's the importance?

While the need for collaborative care has been recognized within the health care community for decades, objectives for fostering interprofessionalism have only recently taken shape.

In 2002, a call for increased collaboration was outlined by The Royal Commission on the Future of Health Care in Canada, also known as the Romanow Report. This study recommended the creation of a centre for inter-professional collaboration and learning, which would study teamwork across disciplines and professions.

Eight years later, a National Interprofessional Competency Framework was released by the Canadian Inter-professional Health Collaborative in order to address a lack of clearly defined and measurable competencies.

At UHN, innovative IPE opportunities have been taking place since 2004.

"The reason we're doing this is because of all the benefits you get out of working as a team," says Tracy Paulenko, IPEC Co-Leader, UHN. "You get personal and team satisfaction and you want to stay in your workplace - we've had many students that have ended up working here."

The goal is that not just students but all staff across occupations and non-clinical roles will recognize IPE as part of a culture of lifelong learning.

"Ultimately, we hope that we're supporting a cultural shift, where it is in every preceptor and clinical educator and every clinician's heart that this is something that's valued," says Hanna.

"I will never forget any of the preceptors I had, as they were the ones working with me every shift, encouraging me and enabling my professional development."

Sarah Shaefer
Program alumnus

PARTNERING FOR SUCCESS

UHN has a unique partnership with Nipissing University, Sick Kids Hospital and Toronto Public Health that is building on the traditional academic nursing program in how it prepares nurses for the real challenges they'll face in their careers.

The Nipissing Scholar Practitioner Program (SPP) is a very clinical, hands-on nursing program targeted at university grads who wish to pursue a nursing career from a unique approach. SPP Manager Baiba Zarins, who is based at UHN, says the program was created to address the difficult transition graduates often experience when they realized that their textbook learning doesn't quite correlate to what they see in clinical practice.

Baiba says the program's creators - former UHN Chief Nurse Executive Dr. Mary Ferguson-Paré and Dean of Applied and Professional Studies at Nipissing Dr. Rick Vanderlee - set out to address a well-known and widely-cited concern about new graduates either burning out or getting disillusioned and leaving the profession. The program employs two realms of pedagogy: narrative inquiry and cognitive apprenticeship. Used together, these pedagogies seek to bridge the chasm between theoretical knowledge and academic knowledge, and then translate that knowledge into practice at the point of care.

Each learner in this two-year program is paired with an SPP faculty mentor advisor throughout their course of studies, as well as a nurse preceptor during the practicum phase of each semester who helps foster and guide them through the program. Those relationships are valued deeply by the learners.

"The uniqueness of the program is you really do have that one-on-one mentorship at the point of care, and that preceptorship is extremely valued. It's very different from a traditional course-based or accelerated base program which is lecture theory driven," says Baiba.

"We offer over 1,300 hours in point of care practicum starting with the first week. So it's very much like the apprenticeship model of technical study, but with that is also the undercurrent of academic theoretical scholarship."

The result is learners graduate meeting and exceeding the minimum standards for entry to practice as regulated by the College of Nurses of Ontario, which licenses nurses in Ontario. The licensing exam pass rates are higher than average, and more than 90 per cent of the program's graduates obtain full time employment in their unit of choice with one of the program partners. For example, Sick Kids has hired 100



per cent of the grads that were placed at Sick Kids over the past few years.

“It’s a very different philosophy which is not exclusively course-based or text-based. That ‘structured ambiguity’ is a tag line commonly used by faculty as the curriculum is continually reviewed and changes made with learner and program faculty input as obtained from evidence-informed best practice,” says Baiba.

While the program is offered by Nipissing University, which is in North Bay, the learning takes place in Toronto. For the first time since the program launched in 2011, convocation will take place in Toronto – at the St. Patrick Campus in October 2018. This honours the local collaboration, with UHN Education as the host organization.

“I think both the learning opportunities I had in the SPP program, and the manner with which the program allows you to go about these learning experiences, have had a huge impact on my current nursing career. The SPP program also further emphasized to me that I am a life-long learner,” says Nipissing SPP alumnus Rachel Davie.

TEAMING UP TO SUPPORT LEARNERS

Last June, Clinical Education teams at UHN started to figure out how to better support the estimated 6,000 learners across 45 health professions by grouping more services under one umbrella. Their challenges were not just about the volume those numbers imply. Learners from these professions have different support needs, and different peak periods when they need the most support.

“We were starting to think about how to better support our learners so that any learner can come into any of our areas and say ‘I need help’ and whoever is there can begin to help that person,” says Mandy Lowe, Senior Director for Clinical Education at UHN.

The teams that support medical learners, health professions and nursing learners started by connecting with their peers in the local academic hospital network to learn more about what other clinical learner services models looked like. They also compared notes amongst themselves, exploring how the structures in place for some types of learners – structures such as orientation and leadership development – can be adapted to serve other types of learners.

Managing peak periods

An early win for the teams was to explore how they can pitch in for each other’s intake periods. For example, in January Student Services onboards 1,000 nursing students, while Medical Education is inundated with more than 1,000 medical residents, fellows and students in July. Teaming up for those peak busy times can better support learners overall, and also supports the team members who provide these services to UHN learners.

A side benefit of this type of learning and working together is that interprofessional team-based learning is being promoted in real time, says Mandy. That includes the Caring Safely sessions for students, in which an array of learners are sharing stories that allow each learner to learn about, from and with each other.

As 2018 progresses, the teams will be building on some early wins to explore other ways to improve UHN’s clinical learning and teaching experiences.



LIBRARIES OF THE FUTURE

Many of us remember the libraries of the past as hallowed, hushed oases of learning. But in a rapid-paced digital learning environment in which change is the rare constant, how do we see the libraries of the future?

Given the growth of technology-enabled health care, UHN's Library Network team is helping frame that picture. Tim Tripp – Director of Library and Information Services at UHN, representing the clinical libraries – and Juanita Richardson – the Librarian directing the Michener Learning Resource Centre, representing the academic library – have partnered with colleagues from Michener Continuing Education and UHN Digital to advance digital information literacy across UHN. As part of this overall strategy, they consulted with more than 200 people across UHN and beyond, asking questions to get at what learners value and how libraries play a role in their lives.

For example, they asked participants to think about a time when the library made a significant impact on their work. What happened and who was involved? What was the impact? What made this possible? Participants were also asked to think about how libraries and library teams can best contribute to learning, research and health care delivery in the UHN of the future.

Their hope was to discover how best to enable anyone at UHN to find, evaluate and use digital information more effectively to best inform decision making. They also hoped to transform virtual and physical spaces as learning hubs across the UHN library network, and to learn from and preserve UHN's history.

The libraries team has already put what they learned from the consultation into action. At the Learning Resource Centre (LRC) at the St. Patrick Campus, learners can now use an online Discovery layer embedded into the LRC website that mimics popular search engines when looking for resources. They can also use the LRC earlier and later in a safe way. TAP hours – extended access to the LRC enabled by a digital card reader – was rolled out in direct response to students requesting more access through the consultation process.

At the other campuses, the UHN Virtual Library website was recently relaunched, featuring a modern design that can be optimally viewed on any device – PC, smartphone or tablet – regardless of the platform. The website was built using the LibGuides Content Management System, a well-known content management system to many in the library field. This system allows for the site to be more easily updated without any specialized programming knowledge.

Going forward, the libraries team continues to transform virtual and physical spaces to create a network of learning hubs across UHN.

A CANADIAN FIRST: A FELLOWSHIP IN INTEGRATED HEALTH CARE AWARDED TO A NURSE PRACTITIONER

In September, Shannon Wright - a graduate of the Primary Health Care Nurse Practitioner program at McMaster University - started a prestigious one-year fellowship with the Medical Psychiatry Alliance (MPA). She is the first nurse practitioner to hold the award.

"I couldn't have imagined a better way to start my career as a nurse practitioner," Shannon says. "My experience as a nurse has always been in mental health and addictions, so this really appeals to me. I'm the first nurse practitioner fellow that the MPA has had. That is really exciting because we're essentially designing the program for nurse practitioners as I go through it."

The MPA is the first alliance of its kind in Canada, and supported by the Centre for Addiction and Mental Health (CAMH), The Hospital for Sick Children (SickKids), Trillium Health Partners and the University of Toronto, along with the Ministry of Health and Long Term Care and a generous donor who provided funding.

These supporters are dedicated to transforming how we deliver mental health care services for patients with physical and psychiatric illness or medically unexplained symptoms.

"This is our first fellowship that isn't an MD, which paves the way for all kinds of fellowships going forward," says Mandy Lowe, Strategic Advisor for the Centre for Interprofessional Education at the University of Toronto and Senior Director of Clinical Education at UHN. "We're starting to think about fellowships more broadly."

During her fellowship, Shannon will be working at most of the sites affiliated with the MPA. One thing she has noticed so far is that the care is complex, but the work she's doing is rewarding.

"I've had so many amazing learning experiences. I've had incredible mentors. People are embracing the role of the nurse practitioner."



“People are embracing the role of the nurse practitioner.”

Shannon Wright
Nurse Practitioner



LEARNING, INNOVATION AND APPLIED EDUCATIONAL RESEARCH

IMPROVING HEALTH CARE EDUCATION THROUGH DATA COLLECTION

As the Chair of Michener's Chiropody Program, Catharine Gray is always looking for opportunities to bring more meaning and deeper engagement to her students' learning experience. Occasionally, however, an opportunity finds her.

That's exactly what happened last spring when a group of occupational therapy and physiotherapy students from the University of Toronto who had shadowed chiropody students at Michener were surveyed on their interprofessional experience.

"The OT and PT students learned so much about chiropody, which changed their whole view of how chiropodists fit in with other professions. I realized that we had a chance to learn something similar about our own chiropody students' experience, which we'd never done before."

The first thing Catharine did was contact the Applied Educational Research Department (AER), which focuses on collecting and analyzing data needed for decision-making and quality improvement at Michener.

Working closely with Michener faculty and program Chairs, AER gathers data to interpret and report on Michener's key performance indicators, such as student, graduate and employer satisfaction, course evaluations and studies that support continuous quality improvement and strategic planning. AER's goal is to support evidence-based decision making by providing accurate and value-added data to members of the Michener community.

As Emily MacLeod, AER Research Associate, explains, "we're helping faculty respond to real trends and real issues as opposed to hunches. They can see what's clearly working for the learners and what isn't."

This past March, AER worked with Catharine to design a survey for third-year Michener chiropody students, hoping to gain a better understanding of the students' interprofessional experience while on their external clinical rotations. The goal was to uncover how prepared these students were to interact with other professions while in the clinical setting, how well they understood the other professions and how prepared they were for an interprofessional rotation in general.

For Catharine, being able to measure the experiences of chiropody students is an invaluable resource. The initial surveys illuminated some crucial gaps in what they needed to know to succeed in their clinical placements and as future health care professionals. This lets faculty improve training so that students are better prepared for interprofessional situations.

Moreover, as students become increasingly accustomed to evaluating their own experiences, collecting and measuring this kind of data becomes routine, which will make educational improvements easier to achieve. As Emily from AER says, "data collection can help shape the tools that instructors use to advance students' progress. If we want to train evidence-based practitioners, we need to be an evidence-based school."

SIMULATION IN EDUCATION

“Ever since this patient died, I’m not sleeping and I keep thinking ‘was this my fault?’ I bear an enormous responsibility ... and I’m not sure I’m coming back.”

This is an excerpt from a real-life critical incident, portrayed powerfully by a simulated nurse participant for UHN’s 2017 Caring Safely Module 7 in collaboration with Michener’s Simulated Participant (SP) Program.

At its core, Michener’s SP Program lets students experience realistic patient scenarios and practice responding to them, something that a traditional curriculum doesn’t allow. 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, students 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.

The influence of the SP program is evident across Michener’s campuses, and this is seen especially through UHN’s Caring Safely initiative as a way to teach staff how to have tough conversations to reduce preventable harm.

Under Caring Safely, staff are starting to acknowledge and register adverse and “near miss” events, and as the Caring Safely Module 7 shows, the SP Program will help staff understand where their own contributing factors lie.





ACADEMIC PROGRAMS

ANESTHESIA ASSISTANT PROGRAM FIRST TO BE ACCREDITED IN CANADA

Michener's Anesthesia Assistant program is in its 12th year of operation, but few know it originated as a pilot project to help the Ontario government decrease surgical wait times. Now the program has taken its next step in ensuring the success of our graduates by becoming the first Canadian program to receive accreditation.

A National Education Framework for Anesthesia Assistants didn't exist until 2016, meaning every education institution was able to develop their own curriculum. The problem that arose due to this lack of standardization is that new graduates sometimes differed in their level of knowledge and the breadth of their skills depending on where they had studied.

**"We've now made the standard higher,
which improves the quality of care..."**

Phoebe Lam
Faculty

In 2016, Susan Dunnington, Professor, Anesthesia Assistant and Respiratory Therapy Programs, and Dr. Claire Middleton, Medical Director from the Department of Anesthesiology, University of Toronto, helped draft a National Competency Framework for Anesthesia Assistance for the Canadian Society of Respiratory Therapists as part of an interdisciplinary working group.

Both Susan and Dr. Middleton have been leading the program at Michener since its inception and have proven to be tireless advocates for this new profession.

The competency framework now helps guide the design and maintenance of anesthesia assistance programs across Canada. Going forward, employers and managers will rely on the framework for performance appraisals and professional development, as well as for promoting the program. In addition, the public, health care professionals, governments and other stakeholders will use it for quality assessment of competency for Anesthesia Assistants (AA).

In December 2017, the Canadian Society of Respiratory Therapists (CSRT) asked Michener to consider being the first Canadian program to undergo its new Anesthesia Assistant accreditation process. The process included a self-study report submission and an on-site visit to interview students, program personnel and clinical partners. Generally, programs have more than a year to prepare for an on-site visit, but being first meant it would all happen within three months.

The AA program had a very successful accreditation review, meeting all four standards and gaining a full seven-year accreditation status. CSRT praised the strong support of senior administration, the highly dedicated faculty and student body, and the strong engagement of each interviewed stakeholder.

“We always wanted to advocate for the profession and I think this is one way to advocate because we’re making it so not anyone can call themselves an AA,” says Phoebe Lam, Faculty, Anesthesia Assistant Program. “We’ve now made the standard higher, which improves the quality of care that AAs are providing, so this is a huge step forward.”

Graduates from accredited programs will be eligible to write the national AA exam and to apply for the Certified Clinical Anesthesia Assistant designation. The first national exam will be written in October 2018.

RAYSTATION

Michener is proud to be a leader when it comes to developing curriculum that mirrors the rapidly changing technological landscape.

One such example is the installation of The Michael Sharpe Treatment Planning Learning Facility at the St. Patrick Campus. Made possible through a donation from RaySearch Laboratories, the facility helps situate Michener as a trailblazer in artificial intelligence (AI) and technology education in health care.

RayStation is a radiation therapy treatment planning software developed by RaySearch Laboratories. It supports adaptive radiation therapy treatment processes that adjust to patient changes over the course of treatment.

In February 2017, University Health Network announced the exclusive licensing of AutoPlanning, a new AI technology for automated radiation therapy treatment planning, to RaySearch Laboratories for incorporation into the RayStation system. The license gives RaySearch the ability to integrate deep-learning algorithms from Princess Margaret Cancer Centre’s automated planning technology platform into RayStation.

The learning facility at Michener’s St. Patrick Campus will be equipped with RayStation treatment planning software that will train Medical Radiation Sciences students on state-of-the-art technology.



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 demands so that they can meet the changing needs 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 2017, Michener collected data through online surveys from organizations that employ chiropractors and clinical genetics technologists. The primary goals of each review were to develop an evidence-based enrolment plan and business cases 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, “You’ve always put out an incredible product. The training that these students have gotten is world class.”

- The majority of stakeholders view Michener as an education partner that can address the changing educational needs of the chiropractic and genetics technology professions.
- Stakeholders report there is a need for qualified genetics technologists and that this demand will increase in the coming years, particularly in the molecular genetics discipline.
- Stakeholders did not perceive an immediate reduction in the demand for genetics technologists as a result of automation or artificial intelligence.
- With Michener being the only school in Ontario for chiropractic, there is an increasing need for chiropractic services but also a significant degree of competition from other practitioners providing foot care.



“I’ve enhanced my learning through tactile exploration of new technologies...”

Sam Gennidakis

Student, Respiratory Therapy

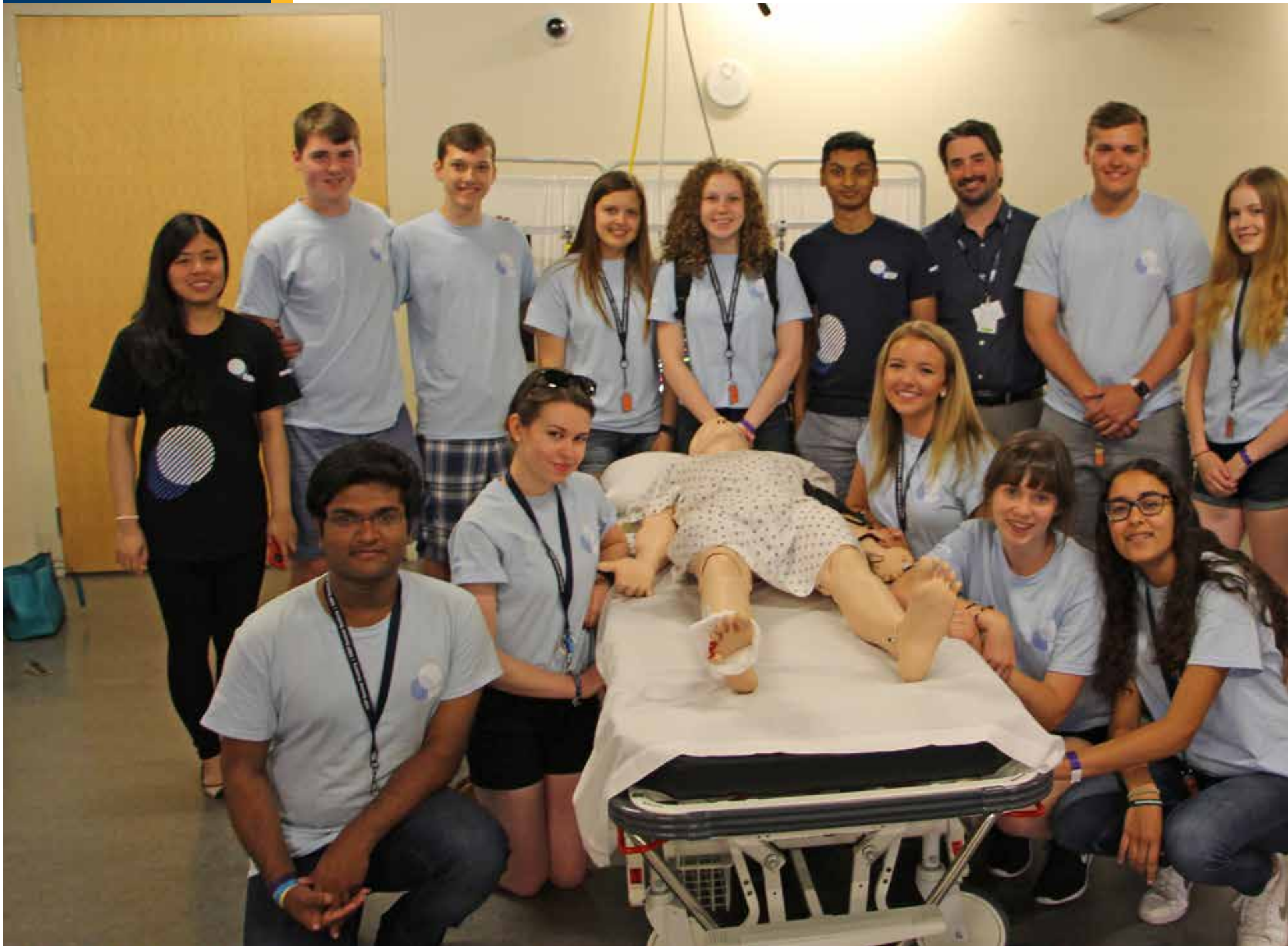
PROFESSIONAL DEVELOPMENT FOR THE RESPIRATORY THERAPY STUDENT

By Sam Gennidakis

Last November, I was fortunate to be among 36 Michener Respiratory Therapy (RT) students invited to attend the 2017 CHEST Conference at the Metro Toronto Convention Centre.

The international conference highlighted various cardiorespiratory illnesses, such as chronic obstructive pulmonary disease (COPD), asthma, obstructive sleep apnea, trauma and critical care medicine practices, as well as updated therapeutic guidelines and approaches for patients requiring support with chest-related ailments. The theme of the conference was Team-Focused: Patient-Centered, which was exhibited throughout presentations, simulations and events geared to not only physician education, but to all members of the interprofessional team including, most importantly, the patient.

The value of the CHEST conference to a growing practitioner like myself has been threefold: experiential learning, exposure and professional awareness. I’ve enhanced my learning through tactile exploration of new technologies and discussions with vendors. I met a variety of practitioners and learned about their approaches to care, which has strengthened my knowledge of various techniques and practice. Lastly, my professional awareness has improved as I now have greater context of my role as a Respiratory Therapist in an interdisciplinary team, and my responsibility to provide clinical expertise and judgement to the care of all patients.



ACADEMIC OPERATIONS AND QUALITY

MICHENER GRADUATE HOPING TO INSPIRE FUTURE HEALTH CARE PROFESSIONALS

When Judy Tran thinks back to her time in high school, she recalls being a timid student interested in science and engineering, starting to think about what her future might look like. Now a medical laboratory technologist at Toronto General Hospital and an active member of Michener's Alumni Board of Directors, Judy is helping today's high school students imagine their futures.

Over the summer of 2017, Judy taught a one-week course on engineering in surgery through a University of Toronto pre-university outreach program promoting science, technology, engineering and math to students in grades 9 through 12.

"Their curiosity and passion encourage me to be a lifelong learner."

Judy Tran
Medical Laboratory Technologist

"I was a student in the summer program when I was in Grade 9," Judy says. "I see myself in these students, and I'm amazed at how much I've grown from being in their position to where I am today."

Judy kept an open mind about her career path early on, and she wants to show young students how important that can be.

"I didn't know about Michener when I was in high school, and I want students to know that Michener is an option for them."

As an instructor in the summer program, Judy focused on showing students real-world examples of applying engineering and design to patient care. Michener's Centre for the Advancement of Simulation Education (CASE) was a natural fit, giving students access to high-quality simulation facilities, technology and equipment that they would never see inside a high school classroom.

The students toured the CASE facilities and did a team-based CPR exercise with a manikin that simulates real medical symptoms. Through the exercise, students saw first-hand the connection between engineering and health care, and how technology can be used to support and sustain life – an impressive demonstration for the tech-savvy students.

When the students met the CASE staff, they had the chance to talk to professionals who share their passion for science and technology, and now work in careers the students never knew existed.

Jordan Holmes, the Manager of Learning, Innovation and Simulation at CASE and an electrical engineer by training, knows the significance of exposing these students to the CASE environment.



"It can be easy to forget that the core value of engineering is humanity," Jordan says. "Engineering and health care share a value base, and the intersection of these disciplines presents exciting career prospects."

As a health care professional working in her field immediately after graduation, Judy was also a source of inspiration for the students.

"My hope is that these students will recognize the range of possibilities that are open to them," she says. But Judy also knows that her students have given something to her.

"Their curiosity and passion encourage me to be a lifelong learner."

20TH ANNIVERSARY OF ALUMNI BOARD

2017 marked the 20th anniversary of Michener's Alumni Association, and an event was planned in October to celebrate the occasion.

The evening began with a tour of Michener's simulation suites as a way to showcase Michener's new simulation technology. The celebration ended with a dinner for Alumni Association Board members, alumni award winners and Michener senior leadership. The occasion was a success and attendees appreciated an event dedicated to celebrating Michener alumni.

PERSONAL SUPPORT WORKER (PSW) REGISTRY OF ONTARIO

In February 2018, Michener began rolling out Phase One of the Personal Support Worker (PSW) Registry of Ontario.

The roll out started with a registration process focussed on an initial cohort of PSWs who met defined (specific) education eligibility criteria, graduated from a recognized program and were newly hired by a select number of early adopter employers.

The phased implementation allows the Registry to test the IT infrastructure, registration and other processes of the Registry and ensures that verification of credentials and accountability are in place prior to expanding the registration to a broader range of PSWs.

"The Registry values the work of personal support workers and wishes to recognize their role as trusted and skilled partners in Ontario's health care system," says Sydney Redpath, Senior Director of Academic Operations & Quality at Michener and Project Director on the PSW Registry Project.

Michener was selected to lead the development of the new PSW Registry by the Ministry of Health and Long-Term Care. Michener's sophistication in information technology and close ties with UHN resources will ensure the success of the project.





2017 MICHENER STUDENT AWARDS: ONE STUDENT'S JOURNEY INTO HEALTH CARE

Even before Sam Gennidakis became a Michener student, he knew he was meant for a career where he could help others.

Though his journey to Michener has been unconventional, it earned Sam the Dr. Diana Michener Schatz Scholarship at the 2017 Michener Student Awards Ceremony this past November.

Sam's life changed unexpectedly in early 2014 when he became the primary caregiver for his older brother during the final three months of his life.

His brother was diagnosed with adult acute myeloid leukemia and the disease was at an advanced stage. Over the course of his brother's treatment, Sam became familiar with the various individuals and teams assigned to his care, but it was the respiratory therapists

– a profession Sam didn't even know existed before – that had the most profound impact on him.

"Despite how horrible the whole process was, it taught me a lot about health care itself, and about resiliency in people," Sam says.

Shortly after his brother's death in April 2014, Sam made the decision to become a respiratory therapist. He hopes to raise awareness of the profession and the level of care respiratory therapists provide.

Sam was humbled to be recognized at the Michener Student Awards Ceremony. "It goes without saying that I was surprised, but truly appreciative of the support and the recognition."

“...it taught me a lot about health care itself, and about resiliency in people.

Sam Gennidakis

Respiratory Therapy Student

THE MICHENER INSTITUTE OF EDUCATION AT UHN STUDENTS BY THE NUMBERS

842

**ST. PATRICK CAMPUS
ACADEMIC PROGRAM LEARNERS**

6,645

**CONTINUING EDUCATION
LEARNERS**

1,402

**RESEARCH
TRAINEES**

6,183

**CLINICAL EDUCATION LEARNERS
ACROSS HOSPITAL CAMPUSES
OF UHN**





RESEARCH INSTITUTE AND CENTRES OF EXCELLENCE

RESEARCH INSTITUTE UPDATE AND BIG IDEAS

Together, UHN and Michener are home to eight Centres of Excellence in Education, Practice and Simulation. Each of these centres claims a unique space and expertise in the research and education landscape.

Until the integration of Michener and UHN, there was no formal structure or mechanism to share knowledge and innovations in education across these centres. Rather, all centres functioned independent of one another. But the ability to share and collaborate across the centres of excellence will help generate new ideas that can be applied to new contexts, such as schools and other clinical practices. Closing the gaps between the research, practice, education and innovation worlds is essential in this knowledge economy.

Enter the Research Institute for Health Care Education, a first-of-its-kind concept designed to harness the research, clinical and education expertise across UHN and The Michener Institute to impact health care delivery through innovative educational design and research. While still in the design phase, the goal of the Research Institute is quite clear: to continually assess and respond to future challenges in health care.

Globally, no facility – moreover, no vision – currently exists to address these gaps and engage the community of thinkers focused on the future of health care. The research and innovation facilitated by the Research Institute will advance health professions education locally, nationally and internationally,

The Research Institute will also focus on the formation of a Research and Education Innovation Laboratory (REIL). This space will enable research teams at the Wilson Centre and across the existing centres of excellence to study the link between education science and real-world health care problems and environments, resulting in the training models necessary for high-reliability academic health care organizations and systems.

In 2017, the Research Institute's three core research themes were established:

- Technology, Innovation and Research
- Societies, Systems and Structures
- Teaching and Learning

The Research Institute also launched the Big Ideas Lecture Series in 2017, in which content experts in technology, innovation and design deliver focused lunchtime lectures. We've heard from a number of exceptional speakers from across the UHN community and beyond, including Dr. Peter Pisters, Dr. Brian Hodges, Dr. Ryan Brydges, Jutta Treviranus and many more.

"In a time of rapid technological and social innovation, it is essential to connect with "big thinkers" and experts – locally and globally – to analyse, critically appraise and design solutions to the pressing issues facing education and health care today," says Ann Russell, Senior Director, Learning, Innovation and Research at The Michener Institute.



TEMERTY/CHANG TELESIMULATION CENTRE

Hosting Thoracic Surgeons from Addis Ababa

The Temerty/Chang Telesimulation Centre has been collaborating with Dr. Michael Ko from St. Joseph's Health Centre, Toronto, to assist with minimally invasive surgery training, particularly in Fundamentals of Laparoscopic Surgery (FLS).

Over the past year, the Centre trained two physicians from Addis Ababa, Ethiopia while they were visiting UHN. The physicians learned minimally invasive techniques in Thoracic Surgery and completed their FLS exam at the Temerty/Chang Telesimulation Centre. They also successfully passed their Society of American Gastrointestinal and Endoscopic Surgeons FLS exam. The Temerty/Chang Telesimulation Centre donated an FLS proctor in a box to one of the physicians and a member of Dr. Allan Okrainec's team assisted in setting up a training area at Addis Ababa University (AAU).

Dr. Okrainec and his team also spent time mentoring and training the surgical team in AAU. As a result, some of AAU's surgical team and residents completed their FLS certification exam by proctor on October.

Teaching Anesthesia Techniques via Telesimulation

Over the past year, Dr. Okrainec also collaborated with the Toronto Western Hospital Anesthesia team to help train the emergency medicine team at Black Lion Hospital (Addis Ababa, Ethiopia) in ultrasound guided catheter insertion for regional anesthesia. This training project, entitled "Teaching Ultrasound Guided Regional Anesthesia Techniques via Telesimulation versus Workshop," was largely supported by an educational grant through the Faculty of Medicine at the University of Toronto.

“...it is essential to connect with “big thinkers” and experts...”

Ann Russell
Senior Director

Learning, Innovation and Applied Educational Research

HOPINGKONG CENTRE FOR EXCELLENCE IN EDUCATION AND PRACTICE

Strategic Planning Retreat

The HoPingKong Centre started as an incubator for innovative programs in medical education and ambulatory practice in Internal Medicine. The early years were centered on expanding simulation teaching in General Internal Medicine. The Centre quickly expanded to include humanism and the art of medicine and education in quality improvement as key priority areas. From the beginning, a major objective was to build capacity through fellowships that supported further scholarly training for trainees interested in an academic career.

In 2017, the HoPingKong Centre engaged in a strategic planning retreat. The key purpose of the session was to bring together the Centre's members and partners, with the objective to connect as a community and help frame the future of the Centre. The day was designed to promote interaction, framing discussions around the Centre's three main areas of focus: simulation-based education, humanism and the art of medicine, and education in quality improvement. Attendees included representatives from UofT partners such as the Wilson Centre, the Centre for Faculty Development, the Centre for Interprofessional Education, and the Internal Medicine Training Program. As well, members of UHN's Michener Institute and their Centre for Learning, Innovation and Simulation, and the Centre for Applied Educational Research attended.

Fruitful discussions, brainstorming, and think tanks allowed outside-the-box ideas to come forward, providing the Centre with valuable direction as it continues to grow its activities and integrate with partners across UHN and the University of Toronto. The Centre is excited to move forward, laying out future directions for the development of medical education with an emphasis on patients and frontline clinicians.



Art of Medicine Lecture Series

Organized by Dr. Nadine Abdullah, The Art of Medicine Lecture Series continues to have a strong impact as a core component of the Toronto Western Hospital Internal Medicine Clinical Teaching Unit curriculum. This noon-time lecture series provides a space to discuss creative topics related to the non-medical expert roles such as empathy, compassion, advocacy and equity. The series aims to provoke a deeper thinking of medical practice, and to incorporate a better understanding of care at the bedside.

Topics explored this past year include Living and Dying on the Streets: Supporting the Palliative Care Needs of the Homeless and Vulnerably Housed by Dr. Naheed Dosani, An Introduction to Narrative Medicine-Why Stories Matter in Health care by Dr. Allan Peterkin, and The Infectious Nature of Classical Music by Dr. Dan Petrescu. A previous year's lecture around Medical Assistance in Dying (MAiD) by Dr. Gary Rodin inspired a trainee-led literature review of the educational programs that exist to teach medical assistance in dying, with the objective to develop a proposal for an educational framework around MAiD.

Given its success, plans are currently underway to offer a lecture series for the entire University of Toronto Faculty of Medicine.

Check out the blog at ceepartofmedicinetoronto.blogspot.ca



UNIVERSITY OF TORONTO CENTRE FOR INTERPROFESSIONAL EDUCATION

Excellent patient care requires professions to work together, and this is central to the work of the Centre for Interprofessional Education (CIPE). The CIPE has a long history of patient engagement in interprofessional education, leading and evolving a robust Health Mentors program. In this Health Mentors program, interprofessional teams of students have the opportunity to be paired with an individual living in the community with a chronic health condition. Over the course of three weeks, student teams will meet with their Health Mentor twice to conduct semi-structured interviews and learn more about the patient/client experiences in the health care system and community.

Over the past year, the CIPE has built upon this experience to boost research on patient engagement in education and more broadly. Sylvia Langlois, Faculty Lead IPE Curriculum and Scholarship, has been publishing and presenting on the Health Mentor program, sharing insights

locally, nationally and internationally. This scholarly work, which focuses on Health Mentors and includes other patient educator roles, helps to develop our understanding of these roles and their impact on education.

Paula Rowland, Associate Director, Research, is leading two funded research grants on patient engagement: one on patient engagement in health professions education and an observational study on patient engagement as a means of quality improvement in organizations. All of this research activity – paired with the ongoing insights developed in collaboration with Health Mentors engaged in this work – reflects a major contribution to patient engagement in health professions education and practice. The aim of this research is to contribute to the practice of patient engagement, ultimately supporting collaborative education models that foster patient-centred care.



PAUL B. HELLIWELL CENTRE FOR MEDICAL EDUCATION

The Paul B. Helliwell Centre for Medical Education is open to all learners at UHN and serves as home base for Wightman-Berris Academy students. The Academy is composed of a network of hospitals and clinics which deliver major components of the preclinical and clinical curriculum of the Undergraduate Medical Program of the University of Toronto, Faculty of Medicine.

Career decision-making is an integral milestone for physicians-in-training. The Wightman-Berris (WB) Doc Talks Series and Mentorship program are two initiatives that aim to help medical students with this important task. The series brings students together with a panel of faculty clinicians from a variety of specialties to share their career experiences and advice in an informal setting. This year, the following physicians attended the Doc Talks series and generously and honestly shared of themselves: Dr. Lindsay Melvin (Internal Medicine), Dr. Philip Mok (Radiology), Dr. Jon Yeung (Thoracic Surgery), Dr. Fayez Quereshey (General Surgery), Dr. Taufik Valiante (Neurosurgery), Dr. Rory O'Sullivan (Family Medicine), Dr. Kathleen Sheehan (Psychiatry), Dr. Jack Brzezinski (Pediatric oncology), and Dr. Jennifer Croke (Radiation Oncology). The WB Mentorship

Program matches medical students with faculty mentors to provide individual one-on-one career guidance and advice. This past year, 78 matches were made and the relationships are now underway.

In March 2018, WB hosted its first ever "Resident Talks" for the medical students. In this lecture, three residents from Family Medicine, Anesthesia and General Surgery shared insight into their personal training experiences, aspects that influenced their career choices, what they love about their jobs and some difficulties they've encountered along the way.

The Wightman-Berris Academy presents the Golden Stethoscope Awards annually to students who have demonstrated academic excellence, compassion, altruism and the ability to go "above and beyond" during their third-year rotations. As such, the recipients of this prestigious award are recognized for the core qualities of a physician. In 2017, nine medical students received the Golden Stethoscope Award.

Wightman-Berris is also fortunate to have excellent clinical educators from all of the professions, and the Individual Teaching Excellence and Anderson Awards are one way for amazing faculty members to be recognized. In 2017, the awards were presented to 10 educators in undergraduate medicine, 10 educators in postgraduate medicine and nine educators in health profession programs.

WILSON CENTRE

2017 was another exceptional year for research, scholarship, teaching and innovation at the Wilson Centre. The Centre's scientists, fellows and researchers successfully captured \$2,141,800 in research funding and contributed 90 publications to the field of health professions education research. By expanding its local, national and international collaborations, the Wilson Centre has continued to increase its research productivity and global impact.

The Centre continues to engage deeply with the local education community through workshops, keynotes and targeted consultations, as well as supporting educational scholarship at academic and community hospitals. Many scientists and researchers have been involved with the now implemented pre-clerkship Foundations Curriculum in UofT's MD Program, while others have made important contributions to UHN's Caring Safely campaign.

Many scientists received prestigious awards throughout 2017. Of particular note was the awarding of the 2017 Arbor Award to Jeannine Girard-Pearlman in recognition of her outstanding volunteer commitment to move through the steps towards approval of the Wilson Centre PhD graduate program. Maria Mylopoulos and Cynthia Whitehead were selected UofT recipients of the 2017 CAME Certificate of

Merit award in recognition of the commitment to advancing medical education in Canada. Nikki Woods and Mahan Kulasegaram were the inaugural recipients of the new DFCM Education Research Investigator Award, and Lisa Richardson and Jason Pennington received the Royal Colleges' 2017 Dr. Thomas Dignan Indigenous Health Award.

Education Events

The Wilson Centre continues to provide high quality education research skills development through its Atelier series. Last year, two successful Ateliers were held: Say Something (research presentation skills) and the Qualitative Research in Depth.

This past year saw the fourth international Brian D. Hodges Symposium. This annual symposium recognizes Dr. Brian D. Hodges' continuing contribution to scholarship in health professions education research. Dr. Hodges, director of the Wilson Centre from 2003-2011, is currently a research scientist at the Centre, the Richard and Elizabeth Currie Chair and Executive Vice-President of Education at the University Health Network.

Rounds are a great opportunity to build a sense of community among the scholars and graduate students of the Wilson Centre. In 2017, the Centre continued to partner on joint rounds with the Hospital for Sick Children Medical Education Scholarship and The Interprofessional Care Community of Practice.



TEMERTY/CHANG AND HOPINGKONG MOVE TO ST. PATRICK CAMPUS

In August 2017, The Michener Institute of Education at UHN welcomed a new addition to the St. Patrick Campus – the telesimulation lab and some key staff and researchers from the Temerty/Chang Telesimulation Centre.

Temerty/Chang is now operating out of two spaces at our St. Patrick Campus. A satellite space at Toronto Western Hospital, which opened this past January 2018, has been retained where surgeons in training can practice specific skills almost immediately before or after surgery.

Having Temerty/Chang at the St. Patrick Campus gives faculty an additional teaching tool, while exposing students to a learning technique outside their current curriculum. The move is an important integration milestone as it brings combined UHN and Michener simulation strengths together in a logical way that best serves teaching and learning. It's also an early

indicator of how the Research Institute of Health Care Education that is in development will enhance the student experience at Michener.

The work done by the Temerty/Chang researchers and fellows will contribute to the overall body of inquiry and research undertaken at the Research Institute, which will in turn inform how Michener teaches health professionals of the future.

The HoPingKong Centre for Excellence in Education and Practice will make its move to the St. Patrick Campus once 12th floor renovations are complete as the activities currently being done at the Centre require close proximity to the clinical environment. In the meantime, the Centre continues to utilize Michener for larger activities such as the annual objective structured clinical examination.





OPERATIONAL SUPPORT

UHN DIGITAL

UHN Learner Registration Program

UHN welcomes more than 6,000 clinical learners each year, who play a critical role in providing patient care. The UHN Digital and Education teams have been collaborating on the UHN Learner Registration system project for the past few years. The team has built UMLearns, an online clinical learner registration system.

The UHN Learner Registration Program's vision is to help our clinical learners access critical functions (such as Electronic Patient Records - EPR) on the first day they start their placements at UHN. This access facilitates both safety and quality in patient care. For the past year, the team has been leveraging UMLearns to automate the creation of Active Directory (network account) and EPR accounts for clinical learners, with the goal of speeding up access. The teams are in the midst of piloting this feature and preparing to launch this functionality for early June 2018.

Building a better education website

In step with UHN Digital's work to better integrate learning systems across UHN, a joint UHN/Michener team has been designing an improved experience for users of UHN's Education web pages.

The project team comes from Education Business Operations, Michener Communications and Marketing, UHN Public Affairs, Continuing Education and UHN Digital. Over the past year, they designed and executed a consultation process that teased out what the site's core users - primarily learners and educators - expect to find on the site, and how they expect to find it. As the fiscal year wrapped up, the group was making meaning of that usability testing, and is currently creating a draft wireframe that reflects what they heard.

"The consultation helped us understand what resources and links our learners and educators need at each stage of their experience at UHN," says Karen Chaiton, UHN Education business manager and project co-lead. "We're looking forward to going back to those key site users in the months ahead, to reflect how their insights look as a new website structure."

LEARNING TO SPEAK UP

The fear of speaking up for safety – particularly when speaking up means challenging someone higher in the pecking order – is one of the reasons preventable harm happens in hospitals. Through education, however, that margin for error is shrinking at UHN ... to the point that clinicians are beginning to ask learners to really speak up for safety.

Ivanka Hanley is the Senior Education Specialist with UHN's Caring Safely program, and is overseeing how UHN's learners are beginning to receive the Caring Safely training. The training has been rolled out to staff first, but delivering it to learners has always been a priority.

"We knew that we needed our staff to get it and value it before they can actually teach it to their learners," says Ivanka.

A Standard Approach

As staff across UHN learned about Caring Safely, work to support learners grew too (for example, including students in team huddles). The next step was to work with the education leaders across UHN to determine how best to optimize the orientation so it was applicable and accessible to all learners, given that there are more than 6,000 learners in 45 health professions at UHN who are with us for periods ranging from a couple of weeks to years.

A team that included Ivanka, Jasmine Sheehan (Manager Student Services), Tracie Burke (Clinical Education lead for Dietetics) and Karim Ramji (Chief Surgical Resident) worked together to develop plans for orienting and supporting learners in Caring Safely. This team brought their project to ehpicTM (educating health professionals in interprofessional care), a five-day certificate program of the Centre for Interprofessional Education, with the goal of orienting learners in Caring Safely using an e-learning module, among other tactics.

The Caring Safely team then experimented with the e-learning module, honing in on the Caring Safely tools they felt were most important and learners valued most, but they soon realized all the tools needed to be included.

"We understand that some tools are more applicable to some learners over others, but they need to know what everybody knows. They're learners today, but they will be practitioners tomorrow," says Ivanka.

That interactive e-learning module is still being refined, but since many of the clinical educators have been embedding Caring Safely in their orientations with learners now, the team is also developing a toolkit to further support clinical educators. The toolkit will contain key

“They’re learners today, but they will be practitioners tomorrow.”

Ivanka Hanley

Senior Education Specialist

slides from the larger sessions, links to Caring Safely resources, a one-pager with key points, ID badge cards, SBAR pads and the phonetic clarification pads. The key to all those materials is the emphasis on having a questioning attitude and speaking up for safety.

Spreading the word

In addition to the eLearning module and practical tools, the third approach to extending Caring Safely to all learners has been to develop a 90-minute learner-specific 'lunch and learn' that covers all the key aspects of the curriculum. Ivanka says this approach, initiated by Student Services, has been so successful that the first three pilot sessions filled up within a day. Monthly sessions just for learners are now being planned.

"Our learners play such an important role in safety at UHN. It's been wonderful to see how much they want to be part of Caring Safely and how engaged they've been in these education sessions. Learners bring a fresh lens and unique perspective to what it means to speak up for safety and how to

approach these sorts of critical conversations," said Jasmine Sheehan.

Looking forward, discussions are under way to further integrate the content into existing forums and structures, such as formal curriculum. They continue to engage other groups in the discussion and are looking for opportunities to collaborate with others across the Toronto Academic Health Science Network.

Embracing the message

Ivanka says she and the Caring Safely team are delighted by this success, and by the reaction they get from clinicians in the staff training sessions.

"It's been so incredible hearing clinicians talk about the importance of safety. Over the last few months, we've started to hear quite a bit about how important this content is - especially for our learners. People are asking for it! The culture we're striving for is one where everyone ... including learners ... feels supported and empowered to have a questioning attitude and to speak up for safety."



GOVERNANCE

Michener's Board of Governors bid farewell to and welcomed new members over the past year. In August 2017, Dr. Peter Pisters, UHN's past President and CEO, moved on to a new position as President of MD Anderson in Texas. To fill this gap, Dr. Charlie Chan, UHN's EVP of Clinical Programs, stepped in as interim President and CEO of UHN and occupied Dr. Pisters' seat as a Michener Board of Governors member.

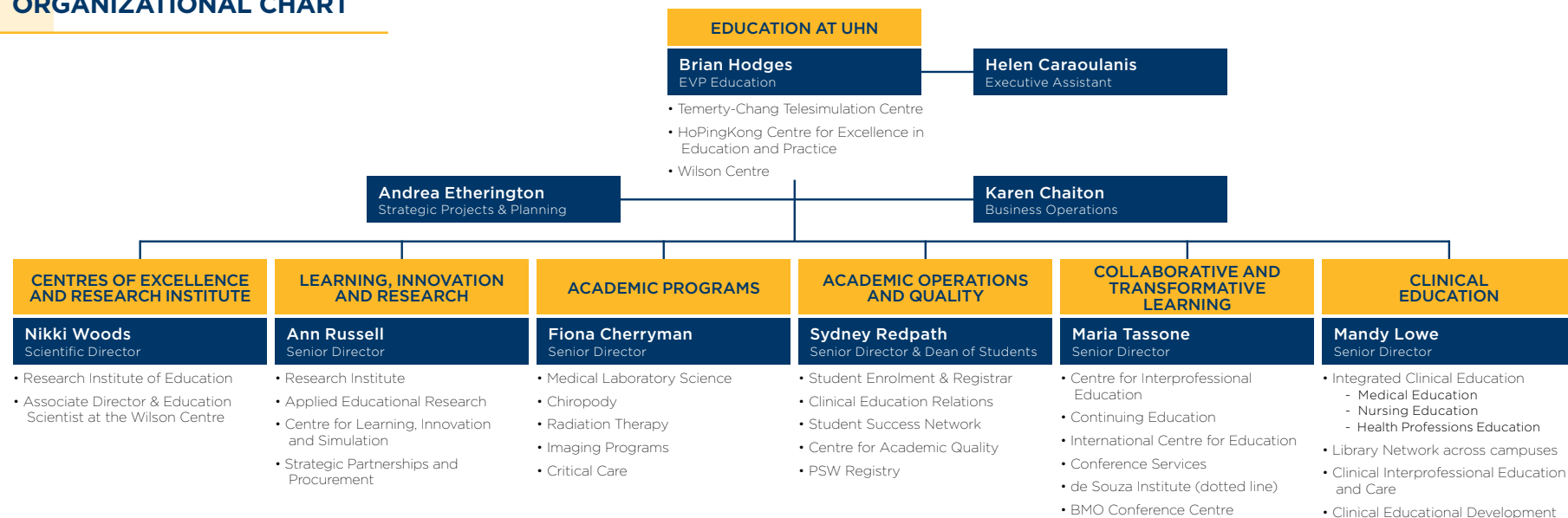
Many thanks to Dr. Pisters and Dr. Chan for their contributions and guidance.

Cliff Nordal remains Chair of the Michener Board of Governors and is joined by the 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.).

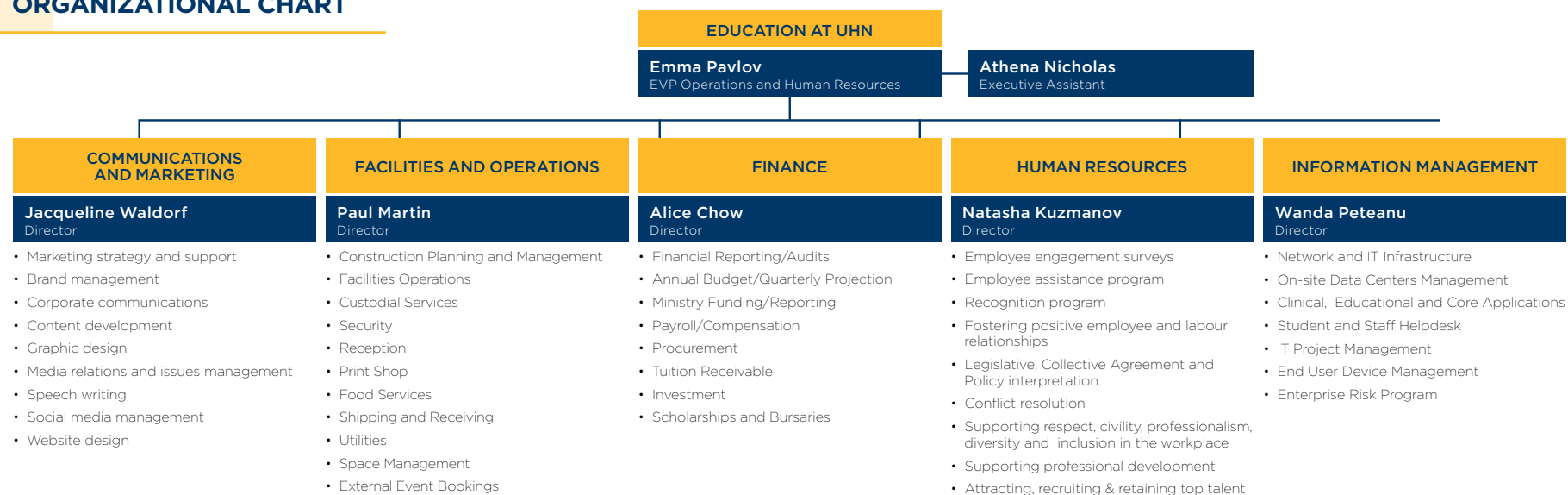
The Michener Board of Governors updated its entire governance policy framework in 2017. This update was a result of UHN revising its policies and identifying the role of other UHN Board Committees to support Michener's governance.

The Board also oversaw significant work towards creating a new transfer payment agreement with the Ministry of Health and Long Term Care (the new agreement was finalized in 2018).

EDUCATION EXECUTIVE ORGANIZATIONAL CHART



EDUCATION OPERATIONS ORGANIZATIONAL CHART





DONOR SUPPORT

We continue to collaborate with the Toronto General & Western Hospital Foundation for fundraising support and initiatives across Michener's five campuses, and our capacity increased this past year with the arrival of a Campaign Director for Education.

With this added capacity, fundraising for restructuring, equipment and simulation training for the 12th floor of Michener's St. Patrick campus was a priority last year. We applied the foundation's best practices to our relationships with vendor companies, and have had many fruitful talks and tours that are leading to equipment and cash donations.

The Wilson Centre projects were also a fundraising priority in 2017, particularly the Doctoral Program in Health Professions Education Research, the Chair in Indigenous Health Care Scholarship, Professorship in Globalization and seed money for research projects.

We have started planning a centralized UHN Archive by renovating the Toronto General Hospital Health Sciences Library.

Last year, Medtronic generously donated \$140,000 as an in-kind gift and \$60,000 towards the Medtronic Bariatric Surgery Fellowship.

DONATIONS TO STUDENT SCHOLARSHIPS & BURSARIES

Thanks to our generous donors, more than \$70,000 in scholarships, bursaries and awards was made available to students across all of Michener's academic programs at the St. Patrick campus.

OUR CORPORATE DONORS

Ontario Home Respiratory Services Association
Respan Products Inc.
TD Insurance Meloche Monnex
Gamma-Dynacare Medical Laboratories
Paris Orthotics
Trudell Medical Marketing Limited
ProResp Inc.
Elekta
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OUR INDIVIDUAL DONORS (\$100 and over)

Sonja Bata
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FINANCIAL REPORT

SUMMARY STATEMENT OF FINANCIAL POSITION AS AT MARCH 31, 2018

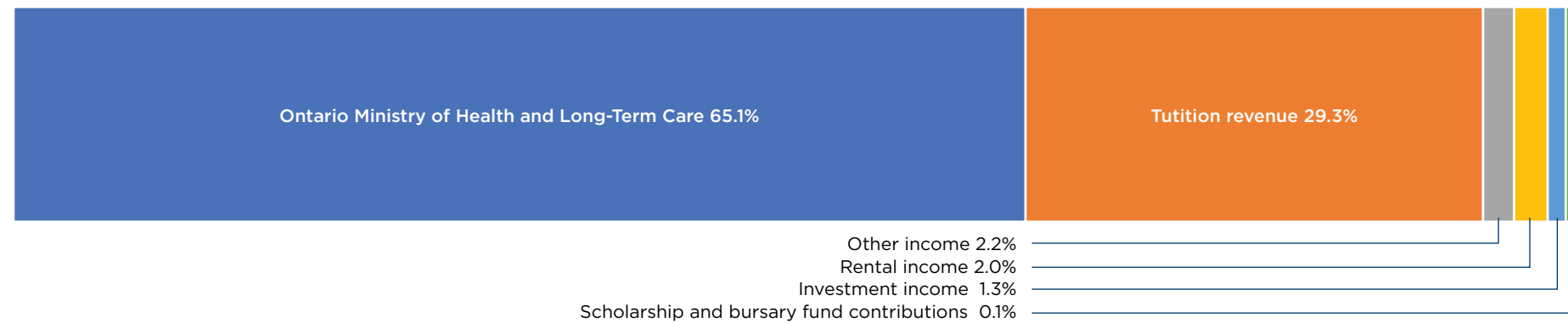
Assets	\$
Current	
Cash and cash equivalents	5,015,578
Short-term investments	547,502
Accounts receivable	637,441
Prepaid expenses	500,940
Total current assets	6,701,461
Capital assets, net	14,977,219
Long-term investments	9,342,869
	31,021,549
Liabilities and net assets	
Current	
Accounts payable and accrued liabilities	7,170,015
Deferred revenue	1,989,128
Deferred contributions	12,001
Total current liabilities	9,171,144
Deferred capital contributions	10,852,998
Total liabilities	20,024,142
Net assets	
Unrestricted	4,124,220
Internally restricted	3,388,379
Endowed	3,348,464
	10,861,063
Accumulated remeasurement gains	136,344
Total net assets	10,997,407
	31,021,549

SUMMARY STATEMENT OF OPERATIONS FOR THE YEAR ENDED MARCH 31, 2018

Revenue	\$
Ontario Ministry of Health and Long-Term Care	17,403,130
Tuition revenue	7,850,100
Rental income	542,189
Other income	580,275
Investment income	348,688
Scholarship and bursary fund contributions	25,500
	26,749,882
Expenses	
Compensation	17,536,686
Building occupancy costs	2,691,390
Other operating	3,768,078
Educational support	1,868,279
Education program – clinical payments	83,523
Scholarship and bursary awards	88,658
	26,036,614
Excess of revenue over expenses before the following	713,268
Amortization	(2,202,358)
Amortization of deferred capital contributions	1,939,487
Excess of revenue over expenses for the year	450,397

The Michener Institute of Education at UHN and UHN are separate legal entities. The statements on pages 36 and 37 reflect the financial position related to the St. Patrick Campus programs and operations of the Michener Institute of Education at UHN.

Revenue for the year ended March 31, 2018



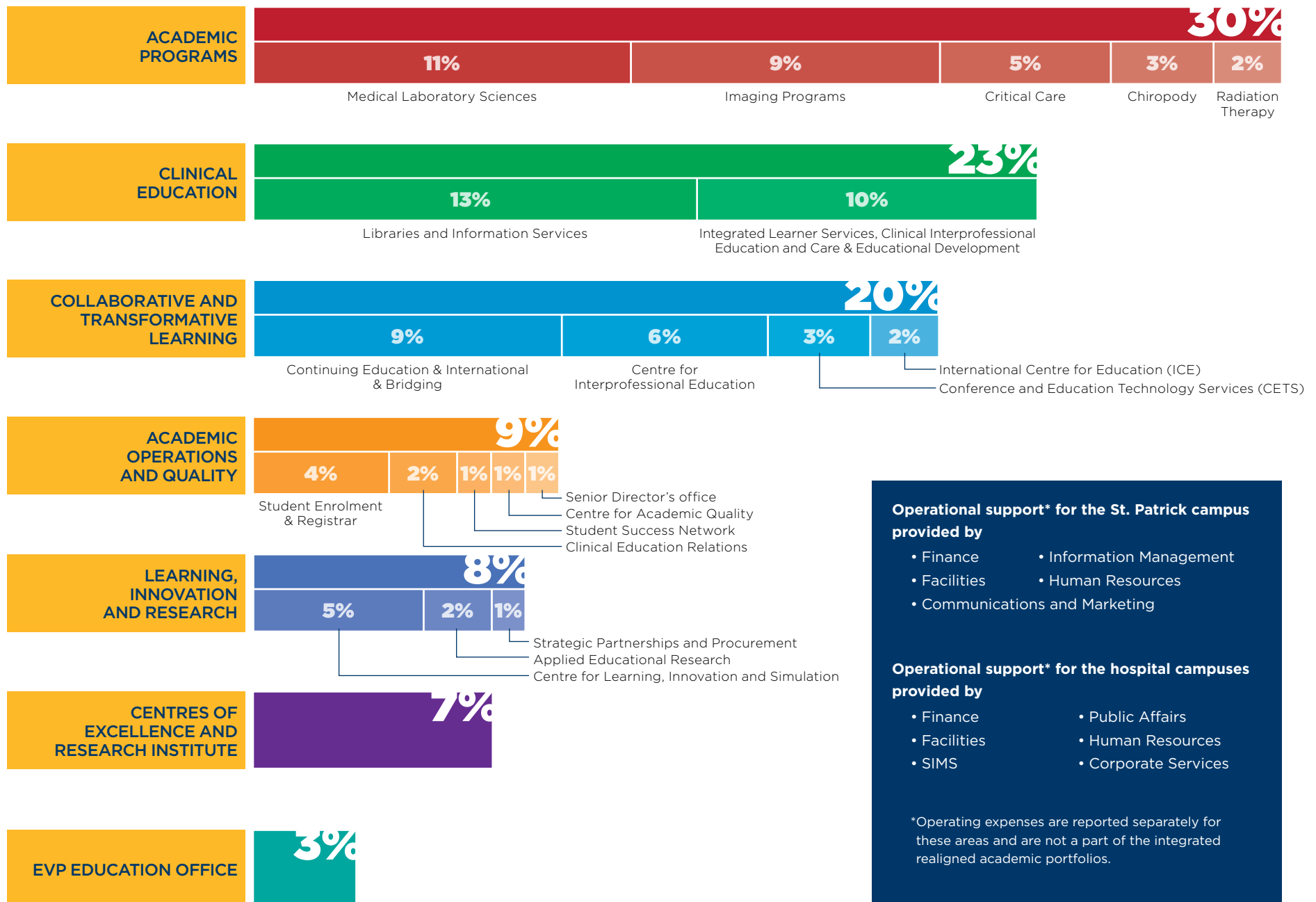
Expenses for the year ended March 31, 2018



This is an integrated financial picture that combines both the Michener and UHN finances for education, illustrating the oversight of the Education portfolio operating expenses across our school and hospital campuses.

INTEGRATED FINANCE REPORT

%	EDUCATION PORTFOLIOS	EDUCATION SPENDING OVERALL	%
30	ACADEMIC PROGRAMS	Medical Laboratory Sciences	11
		Imaging Programs	9
		Critical Care	5
		Chiropody	3
		Radiation Therapy	2
23	CLINICAL EDUCATION	Libraries and Information Services	13
		Integrated Learner Services, Clinical Interprofessional Education and Care and Educational Development	10
20	COLLABORATIVE AND TRANSFORMATIVE LEARNING	Continuing Education & International & Bridging	9
		Centre for Interprofessional Education (CIPE)	6
		Conference and Education Technology Services (CETS)	3
		International Centre for Education (ICE)	2
9	ACADEMIC OPERATIONS AND QUALITY	Student Enrolment & Registrar	4
		Clinical Education Relations	2
		Student Success Network	1
		Centre for Academic Quality	1
		Senior Director's office	1
8	LEARNING, INNOVATION AND RESEARCH	Centre for Learning, Innovation and Simulation	5
		Applied Educational Research	2
		Strategic Partnerships and Procurement	1
7	CENTRES OF EXCELLENCE AND RESEARCH INSTITUTE	Centres of Excellence	7
3	EVP EDUCATION OFFICE	Education Operations	3



The Michener Institute of Education at UHN

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