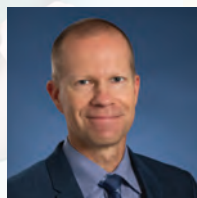


THE MICHENER INSTITUTE OF EDUCATION AT UHN



INNOVATING HEALTH CARE EDUCATION

OUR VISION FOR HEALTH CARE EDUCATION



DR. BRIAN HODGES
Executive Vice-President,
Education
and Chief Medical Officer

We've continued to see significant milestones every year since the Michener schools of applied health sciences and continuing education integrated with UHN to become The Michener Institute of Education at UHN – now encompassing all aspects of teaching and learning in our academic hospital network. This year held additional importance, as we celebrated 60 years since the first group of future medical laboratory technologists began their formal education at what would become The Michener Institute for Applied Health Sciences, led by Dr. Diana Schatz.

We celebrated this anniversary with Dr. Schatz and her family in October, at the same time unveiling a new lobby design at the St. Patrick Campus modeled from her DNA. Dr. Schatz told us something that has resonated all year, and which grounds us as we continue to find more synergies between education, research and care. She said she felt that Michener was 'coming home' to join the programs at UHN, where it could do the most good for the health system long into the future.

It has been helpful and inspirational to have this sentiment in mind as we finessed and finalized UHN's Strategic Education Plan during the past year. This strategic plan reflects the hard work and passion of so many members of the UHN community of learners, educators and staff. Together we created an unparalleled vision for health care education, which we look forward to translating into action over the coming year.

As the following pages will illustrate, Michener's integrated identity continues to emerge as our academic faculty, clinical educators, clinical practitioners, researchers, learners and operational staff innovate and collaborate to improve patient care. We hope every member of TeamUHN can see a role for themselves in The Michener Institute of Education at UHN ... as a lifelong learner, a teacher or a vital enabler of our mission.

A handwritten signature in black ink, appearing to read 'B. Hodges'.

Dr. Brian Hodges

Executive Vice-President, Education
and Chief Medical Officer



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THE RESEARCH INSTITUTE FOR HEALTH CARE EDUCATION



Advancing research and health care education

The Research Institute for Health Care Education (RIHCE) is a first-of-its-kind association designed to harness the research, clinical and educational expertise across the five campuses of The Michener Institute of Education at UHN. This past year, the RIHCE accomplished major milestones in the development of its design and research activities targeted at advancing health professions education.

Design update

In 2018, the Research Institute finalized its vision, mission, priorities and opportunities for the association and its members, as well as its governance, advisory committee structures and terms of reference. The RIHCE's membership model was also completed, offering an array of appointment types for all stages of a research career.

Staffing update

The Research Institute appointed Dr. Nikki Woods as its Scientific Director and Dr. Ann Russell as its Applied Research Director.

Dr. Nikki Woods is a Scientist and Associate Director of Operations at The Wilson Centre and an Associate Professor in the Department of Family and Community Medicine. Her work examines the role of biomedical knowledge in clinical reasoning and the value of basic science training in the development of medical expertise.

Dr. Ann Russell is the Senior Director of Learning, Innovation and Applied Educational Research at the Michener Institute of Education at UHN. Her clinical background is in the area of neuropsychology and cognitive-behavioural therapy, working across the spectrum of health care from primary care to rehabilitation and complex continuing care.

Activities update

Throughout last year, the Research Institute prepared for its first conference, WAVELENGTHS, which happened in April 2019. The conference included a pre-symposium research workshop and full-day symposium for medical imaging technologists to build their skills and showcase works-in-progress, quality improvement projects, innovations in practice and completed research.

RIHCE continues to host its Big Ideas Lecture Series, in which content experts in technology, innovation and design deliver focused lectures. There have been eight talks since its launch in 2017, including lectures by Dr. Nikki Woods and Dr. Maria Mylopoulos of The Wilson Centre.

Launch update

The Research Institute prepared for its official members launch in April 2019 and an official launch event to be hosted in June 2019.



Innovating health care education for 60 years and beyond

The Michener Institute has always been focused on the future of health care, but the school's 60th anniversary in 2018 presented an opportunity to look back and celebrate what has been accomplished to date.

The year's celebrations and events kicked off with a celebration event and the unveiling of the new lobby design for the St. Patrick Campus in October. The lobby project itself was an example of interprofessional collaboration and learning at its best ... taking a sample of Michener founder Diana Schatz's DNA and turning it into a living work of art. The event also featured a video celebrating Dr. Schatz's legacy in health care education.

An interactive timeline was also created to document and share our history so far ... and will be a living archive as we create new history. The archive can be viewed in the Our History section of Michener.ca.

A professional lecture series celebrated the professions taught at the school of applied health sciences, with 10 speakers coming from across Canada and the US. In keeping with Michener's history of looking to the future of the professions, these speakers explored emerging topics in their fields of expertise, such as: Artificial Intelligence—Unlocking the potential of Ultrasound; Blowing Smoke: How should we respond to cannabis?; and Advances in Diabetic Foot Care; Saving Limbs, Saving Lives.

"Diana was a pioneer in her field even before she was a pioneer in health care education," says Dr. Brian Hodges, EVP Education at the Michener Institute of Education at UHN. "We pay tribute to her every day by instilling the same values in our learners today that she did 60 years ago."

SURGICAL SIMULATION TRAINING CENTRE



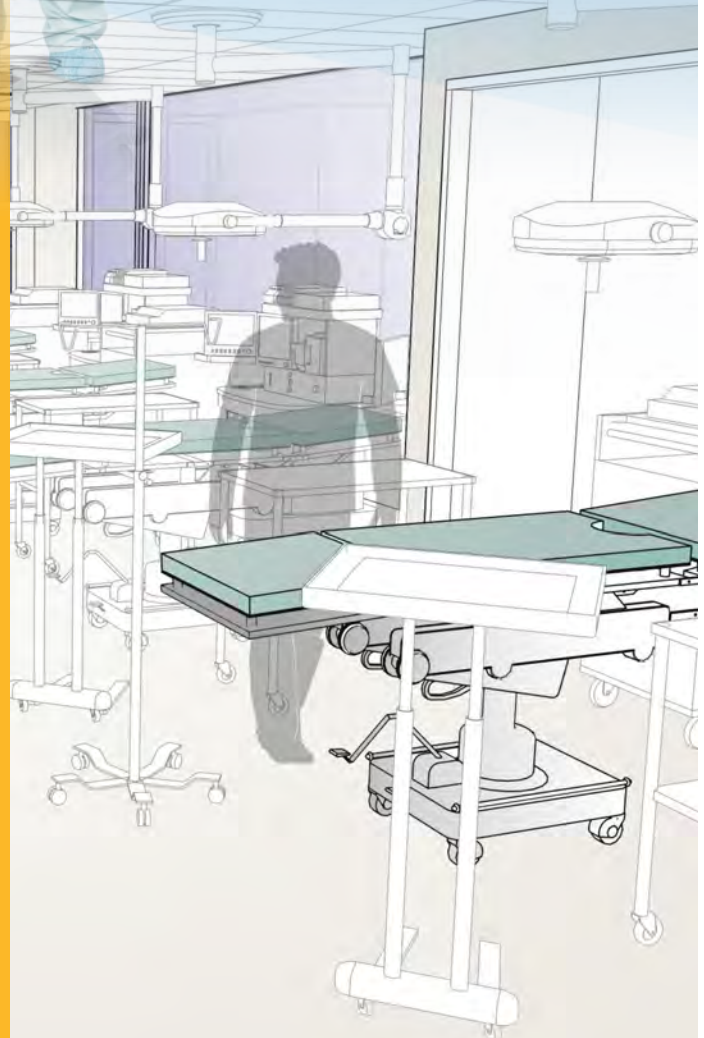
The future of health care coming to the 12th floor

The 12th floor of The Michener Institute's St. Patrick Campus is currently undergoing a massive transformation. This includes construction of a state-of-the-art surgical innovation and simulation training centre where educators, clinicians, researchers and industry partners can collaborate and co-design the health education of the future.

When complete, it will feature unique teaching and learning spaces, including an operating room wired to deliver and receive telesimulation education, as well as think tank space, a reconfigurable simulated acute care environment and a multipurpose wet lab for training innovative surgical techniques.

It will be an education innovation centre, where we can experiment with new learning paradigms and extend our work in simulation and medical education to other disciplines, locally and globally. All of this will be embedded within a facility with classroom space, an auditorium, education design expertise, simulation structure and equipment and a standardized patient program.

Construction is expected to be complete in December 2019, with an anticipated opening date of January 2020.



LEARNING, INNOVATION AND RESEARCH



Training the next generation of health care providers in 3D

The Anesthesia Simulation Centre at UHN is using simulation and 3D printed models to not only improve health care workers' knowledge and skills, but also address educational gaps identified in hospital incident reports.

These scenarios allow participants to work individually or in teams to perform routine procedures, manage crisis situations, rehearse treatment protocols and reflect on teamwork skills in a safe and realistic environment.

"Some of the goals of simulation are to maintain and enhance patient safety practices through ongoing learning, to practice hands-on activities in a safe environment without causing harm to real patients and to reveal areas that require more training," says Phoebe Lam, Coordinator of the Anesthesia Simulation Centre and faculty at The Michener Institute of Education at UHN.

An educational gap that the team often works to address is misunderstandings regarding medical directives. For example, critical care nurses at Toronto General Hospital are permitted to defibrillate a patient once without a physician present only within critical care areas, provided they have demonstrated continual competency during annual simulations.

During a Professional Development Day simulation, it became clear that some nurses were unaware that without a physician present, they could not defibrillate outside critical care areas, but instead need to use the Automated External Defibrillator function on the machine. This opportunity allowed the simulation team to address the confusion and clarify procedures around delivering defibrillation.

In 2016, Phoebe and her colleague Ana Lopez Filici, Manager of Anesthesia Clinical Services, introduced 3D printed models into their simulation exercises.

In one of the first scenarios with the new technology, they designed and printed a model that consisted of a ribcage with surgical wire attachments and silicone cover skin. The model was then mounted onto a full-body adult patient simulator for hybrid simulation.

“The patient simulator provided the necessary physical responses, such as pulses and vital sign changes, whereas the 3D printed model allowed participants to perform invasive procedures, such as cutting through the skin, removing surgical wires and inserting a sternal retractor,” says Ana. “It was a great success.”

Phantom models can be created based on real patient anatomy to mimic the range of pathologies, meaning the model’s features can be customized for specific learning objectives and curriculum needs. This is not possible with commercial models, which usually have a limited selection and can be expensive.

3D printing is one of several tools making point-of-care manufacturing of customized devices and models increasingly available, though applications are still currently at the research and development stage.

“The areas that will likely make the earliest significant impacts are simulation-based education and simulation of procedures for planning purposes and clinical decision making,” says Dr. Azad Mashari, Anesthesiologist, Toronto General Hospital. “The days of trainees learning to perform procedures on patients are numbered. With few exceptions, most of the training will be undertaken on customized simulators.”

“In addition to 3D models providing a creative and cost-effective means to increase realism, we’ve noticed that it improves satisfaction and interest, especially in interprofessional simulations,” says Ana.

The Anesthesia Simulation Centre encourages anyone interested in incorporating simulation-based education into their learning activity to contact them, including staff, trainees and students of all professions at UHN.



Simulation within the clinical setting

In the high-stress environment of an Emergency Department (ED) where decisions need to be made quickly, errors can occur when a health care team doesn’t know how to communicate effectively with each other.

To address this problem, the ED Simulation Committee at UHN is aiming to improve interprofessional communication and patient safety by organizing simulation exercises in the Resuscitation Bay. During the exercises, ED staff interact with a high-fidelity manikin as if it is a real patient. The manikin breathes, has a beating heart and can even be programmed to cough, groan and speak.

Physicians typically have some experience with simulation training but other professions don’t often have the chance to participate. Opening these opportunities to anyone means that residents, nurses, respiratory therapists and more can practice together in a real-life setting.

These sessions also allow staff and Simulation Coordinators to identify latent safety threats (LSDs). LSDs are problems that arise when running a mock scenario, such as missing equipment, educational gaps or misunderstandings – anything that could potentially affect patient care.

“It feels very valuable and worthwhile when we’re able to identify these kinds of issues before they arise,” says Nadia Farooki, Director of the UHN Simulation Committee.

For more info, search for anesthesia simulation on the UHN Intranet.

ACADEMIC PROGRAMS



Achieving excellence: The work supporting accreditation

Part of what makes The Michener Institute of Education at UHN a recognized leader in applied health sciences education is that the majority of the school's programs are accredited. While proving our academic excellence plays a large role in achieving accreditation status, there is considerable operational support happening behind the scenes to support the accreditation process.

Accreditation serves as a form of quality assurance under which the services and operations of health education programs are evaluated to determine whether specific standards are being met. Within Ontario, Michener is the only accredited provider for some professions such as Cardiovascular Perfusion, Genetics Technology and Diagnostic Cytology.

Each program generally undergoes the accreditation cycle once every six years, which requires the presentation of documents, reports and evidence, tours of the facilities and labs connected to the program, as well

as interviews with program leadership, clinical managers, faculty, students and graduates. Coordination between many departments is fundamental to a successful accreditation review.

This year, the joint Michener/University of Toronto Medical Radiation Sciences (MRS) program received full Accreditation for all three streams, meeting every single Criterion within each of the five requirements.

This tremendous result could not have been achieved without the ongoing support and hard work of all in the program, especially the ongoing dedication of program faculty over the past six years since the last accreditation visit.

This did not go unnoticed by the accreditation review team, who had much glowing feedback including “your clinical partners are your best ambassadors” and “student and clinical preceptors and managers emphasized how valuable the faculty are.”

For the Centre for Academic Quality (CAQ), preparation for accreditation review starts as early as one year in advance.

“Our department works with other departments to support programs in compiling their accreditation submission,” says Nikolina Petranovic, Process Coordinator in CAQ. “We guide them in terms of providing evidence to showcase why we excel at teaching our students and how they are able to obtain their competencies and graduate as really great health care professionals.”

Nikolina’s role involves drafting the self-assessment report, collecting and organizing program and institutional evidence, and collaborating with the administrative assistants who provide support with documentation and organizing the on-site visit schedule.

“We essentially ensure we have the evidence to justify what the program does to attain these

standards and present it in a way that the survey team can easily digest and analyze,” says Nikolina.

While accreditation has been part of CAQ’s portfolio for the past decade, other teams are also essential to the process as well.

The Joint Occupational Health and Safety Committee (JOHSC) is a provincial Ministry of Labour mandated group consisting of more than 20 Michener employees who ensure the working safety of the premises for staff and students.

“Usually about three or four weeks prior to the visit, I will review the program, familiarize myself with the spaces and schedule a pre-accreditation inspection,” says Roger Webb, Distribution and Receiving Coordinator and JOHSC member.

Within two days of the inspection, the JOHSC will issue a report to everybody in the program

being reviewed. A few days later, a second inspection is done with faculty members to assess. Faculty will then address any issues that have been raised.

“I also delegate tasks to Facilities if there are repairs to be made and to IM for cable issues,” says Roger. “And once that is completed, I do a final walk through with the program Chair and responsible faculty members.”

“There are a lot of hours put into it,” says Roger. “That said, the fundamental importance of it validates the process for us. Without accreditation, we wouldn’t have the program.”

One of the biggest advantages of having support from internal departments is that it allows faculty the space to allocate more time and energy to delivering a great curriculum.

“It’s a nice way to bridge the gap between our background internal support department and future health care professionals,” says Nikolina.

Learning from digital x-rays

Radiological Technology faculty and students at The Michener Institute of Education at UHN now have access to a secure digital image bank with complete X-ray procedures that reflect the reality of clinical practice.

Through a partnership with the Joint Department of Medical Imaging (JDMI), Michener’s Radiological Technology program gained access to this digital image library in the winter of 2018. The image bank enhances the program’s current host of teaching resources.

In the past, the program faculty largely used film-based images and augmented the library with images from publishers and the Internet.

“While film and digital images can be used for fundamental X-ray assessments, digitally-acquired images can highlight different techniques and considerations for students,” says Alex Gontar, Professor of Radiological Technology at Michener.

The UHN Digital team worked closely with Michener, JDMI and UHN Privacy and Legal Affairs. To ensure the privacy and safety of all patients and their medical images, these teams implemented proper de-identifying processes for long-term student and faculty use.

The image bank illustrates UHN and Michener’s commitment to collaboration and support of clinical and educational objectives.

Labour market surveys support continual improvement

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 continually evaluate existing programs at the School of Applied Health Sciences, plan for future programs and learn as much as possible about the labour market and workforce needs.

Michener conducts a minimum of two labour market surveys each year, which we share with the Ministry of Health and Long-Term Care (MOHLTC). In 2018, Michener collected data through online surveys from organizations that employ Magnetic Resonance Imaging (MRI) technologists and those who employ sonographers. The primary goals of the review were to develop an evidence-based enrolment strategy for the education programs reflective of current and future workplace needs, and assess the quality of curriculum to meet those predicted needs. Below is a summary of the key highlights from the survey.

- Close to three-quarters of responding clinics felt that demand for sonographers would increase over the next three years.
- The majority of labour market survey respondents were not concerned that ultrasound’s shift to regulation will impact the availability of qualified sonographers. Regulation is perceived as positive for the public good and for the profession.
- Just over half of interviewed clinics had hired an MRI technologist who graduated from Michener in the past three years. Of these, all were satisfied overall and Michener graduates were seen to be meeting or exceeding expectations in almost all areas.
- Respondents were asked to indicate changes they felt might occur in the coming years that would directly impact the discipline of MRI. Volume of demand and emerging technology were the two primary areas where significant, impactful changes are expected.
- Clinical partners see Michener’s model for MRI education as an advantage to students, who are perceived as better able to take on the challenges of the MRI working environment.

ACADEMIC OPERATIONS AND QUALITY



Honouring a family's 20-year contribution to Michener student success



Alexandra Mitchell Prudencio graduated from Michener in 1996. November 2018 marked the 20th anniversary of the scholarship named in her memory

Alexandra Mitchell was a natural fit for a career in health care. She was ambitious, confident and a genuine caregiver. As a true Halloween baby born on October 31, Alexandra loved good-humoured mischief.

"We called her a trickster and a treater," says her father, Kent Mitchell.

Alexandra graduated from Michener's Nuclear Medicine and Molecular Imaging Technology program in 1996. She was passionate about her program and believed that her career path would make a difference in cancer research and patient care. Michener was an important life step for Alexandra, and not just for her education: it was during her time at Michener that she met Gilberto Prudencio, whom she married shortly after graduation.

In the spring of 1998, Alexandra was diagnosed with Leukemia. She passed away that September, just two years after she graduated from Michener. She was in the prime of her life.

"When Alex died, we needed something tangible to remember her, and we wanted to do something that would be meaningful to her," says Mr. Mitchell. "Encouraging students who were doing the same work she did to support cancer patients and fight the disease was important to us."

November 2018 marked the 20th anniversary of the Alexandra Mitchell Prudencio Memorial Scholarship, which awards \$500 to a Michener Nuclear Medicine student who shows remarkable patient care in a clinical setting, and takes an active role in Michener activities both inside and outside the classroom.

“Over 100 people donated to the scholarship fund, and we’ve certainly been rewarded over the years,” Mr. Mitchell recalls. “The recipients have such a generous spirit, and they reflect the award itself. These young people are going to work wonders.”

Kyle Yin received the scholarship in 2018. A third-year Nuclear Medicine student doing his clinical placement at Juravinski Hospital in Hamilton, Kyle feels grateful to have received the scholarship: “I read about the history of the award, and it’s pretty special to receive this money. It helped me a lot.”

Mr. Mitchell says he’s always moved when he attends Michener’s Student Awards Ceremony and meets the scholarship winner.

“It’s so rewarding to see these bright, happy faces receiving their award,” he says. “It’s a joyous event. Some of the winners bring up their parents to have their photo taken with me, and that is really something special.”

“*The recipients have such a generous spirit, and they reflect the award itself. These young people are going to work wonders.*

Kent Mitchell

Michener awards the Governor General’s Collegiate Bronze Medal for the first time

First awarded more than 140 years ago, the Governor General’s Academic Medals are among the most prestigious awards a student graduating from a Canadian educational institution can receive. From past Canadian Prime Ministers to renowned authors, the medal recipients have gone on to lead remarkable careers and have made their mark in their chosen field.

This year, Michener was admitted into the Governor General’s Academic Medal Program and is now able to award a medal for the first time to a graduating student. The Collegiate Bronze Medal is awarded to a student who has achieved the highest average upon graduation at the post-secondary diploma level.

“Each designated institute is able to identify their top academic student, and the student’s name is recorded on Parliament Hill as being the Collegiate Bronze Medal winner,” says Cathy Carson, Michener’s Registrar. “It’s wonderful to have our students be a part of this program.”

Participating in the Program further promotes Michener’s credibility as an institution, and shows the exceptional calibre of Michener’s graduates entering the health care workforce.

“It’s a national honour to be a Collegiate Bronze Medal winner,” says Cathy. “This will become something that our students will strive for.”

Michener’s Collegiate Bronze Medal was awarded at the Convocation ceremony in June, 2019.



Four years ago, Debashish Chowdhury and his wife decided to leave their home country of Bangladesh to immigrate to Toronto. Back home, Debashish was a physician. In order to continue practicing medicine in Canada, he first had to pass the Medical Council of Canada Evaluating Examination.

“I was working full-time at Tim Horton’s and at the same time studying for the exam,” says Debashish. “That didn’t end well and I didn’t pass.”

Despite the minor setback, he was determined to find an opportunity within health care and began researching educational programs that would be a good fit with his experience. After discovering the Respiratory Therapy program at The Michener Institute of Education at UHN’s School of Applied Health Sciences, Debashish applied to only the one program and was accepted.

In his third year, Debashish was awarded the 2018 Dr. Diana Michener Schatz Scholarship. Established in 1996 in honour of Michener’s founder and former president, this award is presented to a student who has undertaken a career transition while achieving academic excellence, exemplifying innovative thinking in their applied health profession and contributing to the betterment of the Michener community.

“This award really serves as recognition of my hard work and dedication, and it’s motivation for me to move forward,” says Debashish.



Behind the curtains with the Convocation team

Unlike larger educational institutions that host multiple graduation ceremonies throughout the year, The Michener Institute of Education at UHN holds one Convocation annually. Last year, it took place on June 16 with a record number of 289 graduates.

The team behind the big day is a collaborative group of Michener staff. From graphic design needs to selecting the Valedictorian and producing a list of students that are eligible to graduate, the Convocation Committee relies on the collective expertise of various departments to ensure everything runs smoothly.

Throughout the year, the Registrar's Office works hard to maintain accuracy in academic records, determine medal winners, prepare the graduation documents and confirm that graduation collateral is complete.

On the day of, the Committee and volunteers are on-site to distribute tickets, robe the graduates and ensure everyone is in the right place at the right time.

"You always have to have plan B, C, D and E because sometimes things just don't happen the way you anticipate," says Ray Nielsen, Student Support Network. "As long as it looks seamless in front of the curtain, that's the important part."

Despite the pressure, those involved feel it's worth it when they see how much this day means to the students and their families.

In 2018, the School of Applied Health Sciences also hosted the first ever graduation ceremony for the School of Nursing Scholar-Practitioner Program at Nipissing University. This unique collaboration was formed to support innovative education opportunities and partnership among Nipissing University, SickKids Hospital, Toronto Public Health and University Health Network.



The Michener Institute of Education at UHN Students by Numbers



St. Patrick Campus Academic Program Learners



Continuing Education Learners



Research Trainees



Clinical Education Learners Across Hospital Campuses Of UHN

COLLABORATIVE AND TRANSFORMATIVE LEARNING

Toronto Rehab
UNIVERSITY CENTRE

550 University Ave.



Learning at UHN helps a doctor open Iran's first geriatric psychiatry unit

Deciding to specialize in geriatric psychiatry after completing medical school in Iran hit home for Dr. Fariba Faghani when her grandmother was diagnosed with Alzheimer's disease the same year.

Having few geriatric psychiatrists to learn from in Iran, Dr. Faghani searched abroad for opportunities, ultimately landing at Toronto Rehab Institute's Specialized Dementia Unit (SDU) in September 2018.

It was at UHN that Dr. Faghani gained the expertise and experience needed to achieve her ultimate goal: to set up the first geriatric psychiatry unit at Isfahan University of Medical Science in Iran.



“...I noticed in Canadian health systems, physicians’ bedside manners are just as important as knowledge.”

Dr. Fariba Faghani

UHN’s International Centre for Education worked with Dr. Faghani to create a Personalized Learning Program™ (PLP) tailored to her goals. PLPs involve the creation of a customized curriculum designed to address specific and individualized learner needs.

“While I gained experience in the scientific part of the program, I also got to learn a great deal about patient respect and dignity,” she says. “I noticed in Canadian health systems, physicians’ bedside manners are just as important as knowledge ... especially when dealing with older patients.”

The most important value Dr. Faghani can bring back to Iran is nurturing close collaboration between different departments to foster a multidisciplinary team and develop transparent care plans for patients.

At SDU, care plans are developed for each patient depending on their needs, and the team has one common goal: to improve the quality of life for the patient and their family.

To achieve this goal, Dr. Faghani says your entire team must feel they are valuable. She says that through working in SDU with Dr. Ron Keren, her PLP host and Medical Director of Toronto Rehab Institute’s Geriatric Rehab Program, she saw that everyone is valuable regardless of their academic level.

“It was a delight to work with Dr. Faghani, and rewarding to know that supporting her learning would have an impact on seniors living in her country,” Dr. Keren says.

In terms of next steps, Dr. Faghani is working on a proposal to set up an academic geriatric psychiatry unit in Iran with a functional multidisciplinary team as she experienced at UHN, complete with physiotherapists, occupational therapists, social workers, nurses and clinical pharmacists.

“I really appreciate the opportunity that was given to me thanks to open-minded Canadians,” Dr. Faghani says. “Now my patients on the other side of the world can benefit from your valuable expertise and experience.”

Continuing Education and Professional Development Accreditation

UHN physicians can now earn Continuing Medical Education (CME) credits for any continuing professional development courses designed within The Michener Institute of Education at UHN, and can use Michener’s expertise and services to develop new accredited courses.

Following the 2018 announcement – that Michener became a Royal College of Physicians and Surgeons (Royal College) accredited provider of Continuing Professional Development – the Continuing Education and Professional Development (CEPD) Accreditation Office at Michener is ready to support physician learning. This makes Michener the only entity in the country that is not a national medical specialty society, association or faculty of medicine continuing professional development office that can grant credits to CEPD programs under the Royal College’s Maintenance of Certification (MOC) Program, and is the only one that is part of a hospital system.

“Being a Royal College accredited CPD provider creates new opportunities for UHN educators to tap into Michener’s education design expertise and program management infrastructures for continuing education and professional development,” says Dr. Brian Hodges, Chief Medical Officer and Executive Vice-President of Education at UHN. “This is exactly how we saw scholarship and clinical



practice benefitting from each other with the integration that created today’s Michener Institute of Education at UHN.”

The CEPD Accreditation Office offers curriculum design or co-design services to help achieve the highest calibre of teaching and learning for all professions. To have a learning activity such as a course, conference or workshop accredited, it must be reviewed and approved by the CEPD Accreditation Office. This helps advance education across a full range of health care professions and offers high-quality learning at UHN and beyond.



New certificate courses offer nurses a chance to gain more skills

Three years into his nursing career, Alec Azaryev was looking to expand his skillset.

When the registered nurse (RN) at Toronto General Hospital's Cardiovascular Intensive Care Unit heard about new programs being offered at The Michener Institute of Education at UHN, he signed up.

A joint venture between Practice-Based Education in Collaborative Academic Practice (CAP) and Continuing Education at Michener, the programs adopt a blended learning model – online, in-class, and clinical training – to reinforce theory-practice integration while meeting different learning needs.

There's a six-week acute care program and a 10-week critical care program. Each includes interactive modules covering all body systems and more than 200 hours of clinical practice in critical care. An additional and unique feature is a simulation component about having compassionate conversations with patients and families, which is facilitated by Michener's simulation team.

"Doing this training has been very rewarding," says Alec, one of 16 RNs completing the program, which was launched at Michener's St. Patrick Campus earlier this fall.

"Through this collaboration between Michener and the CAP portfolios, UHN will be better positioned to tailor these courses to the desired needs of our staff, while bridging education and practice through a curriculum that is responsive and immersive," says Mohammad Salhia, Director, Continuing Education at Michener.

Education program helping health care leaders become champions in their field

As an Associate Professor in the School of Pharmacy at Queensland University in Australia, Dr. Neil Cottrell is always looking for opportunities to prepare his students to work with different, and sometimes unfamiliar, health care disciplines. That's why when his Faculty of Health and Behavioural Sciences offered to send Neil to Toronto in June 2018 to attend a program on interprofessional education, he jumped at the chance.

Educating Health Professionals in Interprofessional Care (EHPIC™) is a five-day accredited certificate program offered by the Centre for Interprofessional Education (Centre for IPE), a partnership between the University of Toronto and UHN. EHPIC™ is designed to develop leaders in interprofessional education and care, giving them the knowledge and skills to teach both learners and colleagues how to work collaboratively and improve patient care together.

"We want to help leaders become champions in the field and truly make transformational changes in health care," says Lynne Sinclair, Innovative Program and External Development Lead at the Centre for IPE and Co-director of EHPIC™.

While Neil was one of 22 international health care professionals who attended EHPIC™ in 2018, that number has increased from four international participants in the program the previous year. The jump in international registration has made the program faculty recognize that EHPIC™ offers more than leadership in interprofessional education and care. The program is filling professional gaps in health care across Canada and internationally.

For Neil, the draw to EHPIC™ was much deeper. Part of the accreditation process for the School of Pharmacy at Queensland University is identifying opportunities for pharmacy students to work alongside and learn from other disciplines so that interprofessional practice is part of the norm.

"A line we heard in EHPIC™ that put a smile on our faces was 'education is a health care intervention.' If we can give our students the skills they need to be change agents, then we will have better outcomes for patients," says Neil.

"We want to help leaders become champions in the field and truly make transformational changes in health care."

Lynne Sinclair

CLINICAL EDUCATION

Leadership group helps learners *'lean in'*

The Michener Institute of Education at UHN expanded its interprofessional and lifelong learning approach last year by creating a new structure that allows all of UHN to learn from students, while also nurturing tomorrow's health care leaders.

It started with an increase in requests for learners from across the UHN hospitals to participate in broader UHN initiatives, similar to the Patient Partner Program at UHN. According to Jasmine Sheehan, Manager of Student Services for the UHN hospitals, a request to engage a learner in a partnership/leadership opportunity required sending an email to the 1,000+ learners learning at UHN hospitals at any given time, and then determining how to select one or two for each initiative. This was one of many prompts to start a learner leadership group that could be tapped into ... group of 'go-to' learners who would want to be involved and supported in the broader hospital business.

Jasmine says they consulted with other Toronto teaching hospitals, and UHN's Library & Information Services helped them search for precedents elsewhere, but no one had done this before so they had to figure out how to design it themselves.

The result was the Learner Leadership Advisory Committee (LLAC), which met for the first time in June 2018 with 60 members. Sadaf Abshar and Jagan Sivakumaran are co-chairs on the committee, and both have seen immediate value - for themselves and the hospital network - far beyond what they expected.

"The opportunity to collaborate with other UHN learners and contribute towards making a meaningful impact on educational and organizational initiatives and processes across the five campuses really appealed to me," says Sadaf, who has just completed her Masters of Nursing/ Nurse Practitioner program at the University of Toronto.

For Jagan, a Wightman-Berris Academy medical student who is currently doing his family medicine rotation, the benefits ranged from seeing a learner's feedback on orientation result in a new checklist being rolled out to other teaching hospital, to finding inspiration through the stories of UHN's leadership team.

He reflects on one LLAC meeting attended by Dr. Brian Hodges and other experienced UHN leaders who shared their leadership journeys. Because of his long history of student volunteerism and his desire to improve patient care both at the bedside and through leadership, connecting with these leaders was incredibly valuable to Jagan.

"Being around people like that who are so passionate about their work ... it's good for your wellbeing, but it also serves as a reminder to lean in to the work you're doing," says Jagan.

Jasmine says she has been delighted with the benefits gained by both the learner members, as well as the UHN staff requesting learner participation to date.

"I think that the LLAC has allowed learners to gain a better understanding of how a health care organization functions beyond being involved in the clinical care they experience during their clinical placements. They learned more about the process of how big decisions are made, and just how much variety of work and opportunity exists at UHN."

Being around people like that who are so passionate about their work... it's good for your wellbeing...

Jagan Sivakumaran



Research paper shares key outcomes from peer collaboration

Last year's Education Report told a story about how we're changing the health care landscape by developing an education model based on interprofessional and peer collaboration.

This past year, Tara Fowler, a respiratory therapist and Senior Professional Practice Leader at UHN and one of the champions of this education model, co-authored a research article along with five other authors, including lead author Stephanie Dorner who is a respiratory therapist at UHN, titled: *Implementing a Peer-Learning Approach for the Clinical Education of Respiratory Therapy Students*. In this article, the authors explore the observations of the Respiratory Therapy preceptors and students who participated in the 2:1 student-to-preceptor model in their clinical year.

Participants found that the model improved critical thinking and student engagement opportunities, and that students and preceptors preferred it early on in the clinical training due to the benefits of peer learning. Toward the end of the students' clinical year, participants preferred opportunities to showcase independent practice.

An important part of the study was interviewing students and preceptors who participated in the model to gain first-hand insight into the experience. As one student commented, "you get to talk through things a lot more comfortably and then you build on each other's ideas."

DIGITAL EDUCATION

Creating digital connections across the campuses

Many successful technical integration projects launched in 2018, which ultimately enhanced the delivery of education, clinical practices and operations at The Michener Institute of Education at UHN.

The Learning Management System (LMS) project is underway to make digital learning more integrated and connected at UHN. As part of the project's engagement phase, an event was held last fall represented by staff, patients, learners and educators to design an approach for a unified digital learning environment. The goal of the project will be a seamless learning solution to help learners access education tools anywhere and at any time. These tools will support the administration of training programs and drive the strategic priority of linking together care, research and education.

Another initiative was installing an Electronic Medical Records system at Michener's Chiropody clinic, where patient records are now readily available at the point of care to improve communication and reduce medical errors.

The integrated digital teams have also supported a new community giving platform between Michener and UHN's Toronto General & Toronto Western Foundation, making the online process to give back to education for future generations much easier.

New course in Artificial Intelligence open to all

Lifelong learners who are keen to understand the scope and implications of artificial intelligence in the health care context will be interested in a new course developed in partnership with UHN Digital and the Michener Institute of Education last year.

Special Topics in the Digital Revolution: The Road to Artificial Intelligence in Health Care 101 consists of five pre-recorded webinars discussing how digital and technological advancement is affecting health care. It looks at the ethical and privacy considerations of data collection, as well as how teaching, learning and communications are changing in the digital age.

This series is offered through Continuing Education at the St. Patrick Campus, and the individual webinars are led by Dr. Brian Hodges, Dr. David Wiljer, Wanda Peteanu, Maria Tassone and Mandy Lowe, and can be taken at the learner's pace over a six-week period.

GOVERNANCE



Michener Board of Governors

The UHN Education Committee advises both the Board of Trustees and the Michener Board of Governors on matters related to education at UHN. Pictured here are Education Committee members Ann Russell, Dan Andreae and Brian Hodges in the front row; Cornell Wright, Kevin Smith, Cliff Nordal and Marc Topping in the back.

Over the past year, the Michener Board of Governors oversaw several ambitious strategic initiatives. The Board administered a new Transfer Payment Agreement with the Ministry of Health and Long Term Care that took effect in April 2018, and launched the planning process for a Strategic Education Plan outlining the vision for health care Education at UHN. Planning for the new Surgical Training Simulation Centre on the 12th floor of Michener's St. Patrick campus was an important initiative for the Board, as well as the launch of the Research Institute for Health Care Education in April 2019.

Cliff Nordal remains Chair of the Michener Board of Governors and is joined by Dr. Kevin Smith, President and CEO of UHN, Dr. Trevor Young, Dean of the Faculty of Medicine at the University of Toronto, and Cornell Wright, co-head of Mergers and Acquisitions practice at Torys LLP.

The 2018/2019 financial statements are available on Michener's website (URL to come once financial statements have been approved by the Board and posted online).

DONOR SUPPORT



As we continue to collaborate with Toronto General & Western Hospital Foundation for fundraising support and initiatives across Michener's five campuses, donations have increased and primarily been directed to restructuring, equipment and simulation training for the 12th floor of Michener's St. Patrick campus. The highlight this past fiscal year was a generous commitment of \$1,000,000 from Johnson & Johnson Medical Products to support this priority area.

Last year, we received a sponsorship from the National Bank to assist with our Michener Institute Orientation Week activities. This gift allowed us to expand our orientation program, ensuring our students were provided with the very best start to their academic year.

In November of 2018, members of the Innovators Circle, a group of generous Toronto General & Western Hospital Foundation donors who are passionate about research, technology and education, were invited to attend an interactive presentation and participatory tour of our simulation training. This event helped to foster more awareness of Michener as the leading academic partner for the healthcare system in Ontario and beyond.



Donations to Student Scholarships and Bursaries

Thanks to our generous donors, more than \$130,000 in Scholarships, Named Bursaries and Awards was made available to students across all of Michener's academic programs at the St. Patrick campus.

OUR CORPORATE DONORS

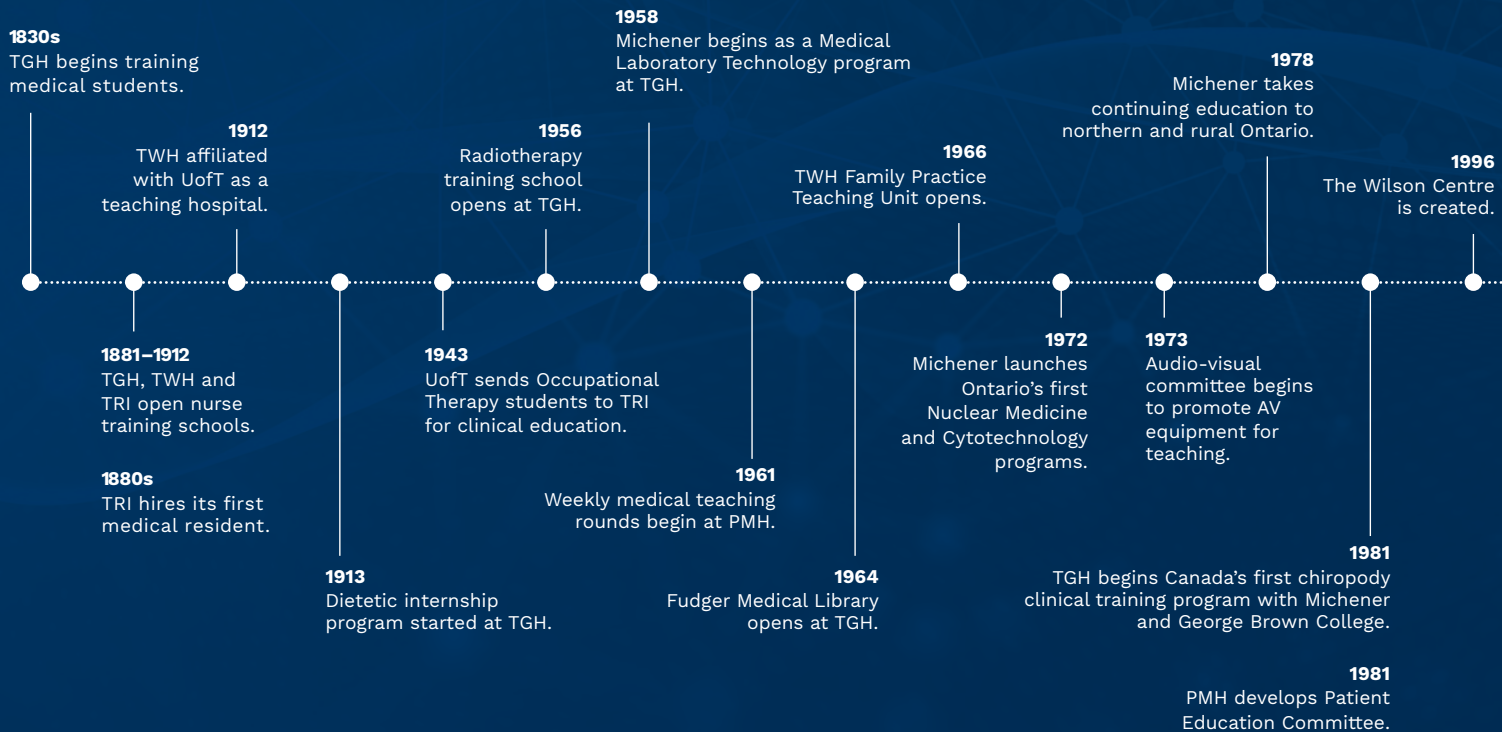
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THE HISTORY OF TEACHING AND LEARNING AT UHN

UHN has a rich history of education that spreads across all hospital sites. From training medical students to launching interprofessional pilot programs to a first-of-its-kind research institute, UHN is leading the way toward teaching and learning for a healthier world.



1997
Michener launches
Canada's first four-year
acupuncture program.

2001
Academic palliative care unit
in a cancer centre opens at
PMH – an Ontario first.

2000
UHN launches
Virtual Library.

2003
Currie and BMO Chairs
are established.

2004
First IPE student
placement program
pilot at TRI.

2005
SimMan arrives as part
of interactive training
technology at UHN.

2006
Michener launches first
accredited Anesthesia
Assistant program in Canada.

2008
TGH pilots IPE
program on
spirituality in
education.

2010
The Centre for the Advancement of
Simulation in Education (CASE) at
Michener opens.

2010
Currie Fellowship Program
launched.

2010
International Centre for
Telesimulation and Innovation in
Medical Education launches at TWH.

2009
Centre for Interprofessional
Education established
between UofT and UHN.

2019 – 2023
Learning plans rolled out for
all of TeamUHN.

2016
Michener integrates
with UHN to form the
Michener Institute of
Education at UHN.

2013
International Centre for
Education launched.

2013
UMLeans launches.

2019
Research Institute for
Health Care Education
launches.



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