



# ANNUAL REPORT 2019-2020

**SickKids®**  
LEARNING  
INSTITUTE





# MESSAGE FROM OUR LEADER

## THE LEARNING INSTITUTE

2019-2020 has been a dynamic year for the Learning Institute (LI). Once again, we have seen amazing collaboration and co-creation, program development and implementation, and extension of services, resources and supports across our entire enterprise. Led by adaptable teams that advance the SickKids learning infrastructure, our LI teams continue to focus on improving the learning environment in partnership with so many of you. This year we integrated our digital learning and AboutKidsHealth (AKH) teams to capitalize on their collective capabilities in on-line presence and remote learning for all audiences. The ECHO programs have continued to thrive and extend their reach. We incorporated more active learning and simulation-based experiences into our programming and particularly focused on revamping general orientation for our newly hired nursing staff. We strengthened partnerships for education in the mental health space through SickKids Centre for Community Mental Health (CCMH) LI and the Infant Mental Health Promotion (IMHP) Program. We continue to support learners across all disciplines and functions in partnership with many academic institutions and we've increased our ability to partner with international learners from many countries. The LI is a hub, a creative partner, and a collective that takes shape physically and virtually to serve the learning needs of the broad SickKids community. I am so grateful to the many leaders in education who are dedicated to the important work we do every day. Look through this report to see highlights of the achievements we are exceptionally proud of.

Sincerely,

*P. Hubley*

Pam Hubley, RN, MSc  
Vice President, Education and Academic Practice and Chief,  
International Nursing, The Hospital for Sick Children  
Adjunct Professor, Lawrence S. Bloomberg Faculty of Nursing,  
University of Toronto



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## AWARDS & CELEBRATIONS

### EDUCATION SUMMIT

Once again, the LI hosted its annual Education Summit. This year's event was held on September 11, 2019 and focused on "Artificial Intelligence (AI) – The Future of AI in the Context of Healthcare & Education". What a fabulous day it was, exploring the opportunities and challenges of AI as it related to innovations at SickKids. The event kicked off with an illuminating and provocative keynote address by Dr. Avi Goldfarb, Rotman Chair in Artificial Intelligence and Healthcare, and Chief Data Scientist – Creative Destruction Lab, Rotman School of Management, University of Toronto. His main messages focused on the healthcare sector as a laggard in the world of AI, the fact that AI in healthcare remains mainly at the research stage as machine learning and prediction technologies have yet to be broadly implemented in our sector, the unique challenges in our regulated environment that appear to be slowing us down and the emerging opportunities for AI as a challenge to traditional roles and hierarchies in healthcare. Avi's expertise and thought-provoking talk was appreciated as we started the day.

Next up was a terrific panel presentation including Dr. Mjaye Mazwi, Staff Physician Critical Care Medicine, Dr. Melissa McCradden, AI Bioethics Fellow and Dr. Lesley Wilton, Family Advisor and Educator. This group shared and debated the impact of machine learning at SickKids. Participants learned about the amazing research being conducted in Critical Care Medicine to begin to predict cardiac arrest using big data. Issues of privacy, informed consent and explainability (a bioethics concept) for families and staff alike who will be using prediction machines in the future to anticipate and intervene in care activities were explored. The importance of partnering with family members as we explore, research and implement future solutions was heard. The team also heard that families are excited about a future that can improve care for their children with predictive analytics, answer complex questions in a timely manner and support the diagnostic process with access to big data.

Following lunch, participants learned about our Emerging Future in AI through a Showcase approach where augmented intelligence and virtual health solutions were presented. Dr. Tania Principi, Staff Physician in Emergency Medicine, Alisa Simon, Senior Vice President Innovation and Chief Youth Officer from the Kids Help Phone and Anya Kravets, Vice President of Gene Global provided overviews of real services using AI to help kids. In the Emergency Department at SickKids, Tania is using AI to improve access to care; at the Kids Help Phone, AI is being used to triage calls and use word detection to help callers connect with the services they most need. Finally, Tania and Anya, worked together to demonstrate a BOT they recently developed to help patients get the treatment advice they needed.

Exciting technology solutions already here and coming soon.

At the end of the day, small group activities shed light on the ways in which educators can use emerging AI technologies in the context of teaching and learning. It was exciting, dynamic and a great glimpse into our future together.

The Education Summit proved once again, there is always something to learn! Hopefully you can join us next year!

### CELEBRATING EDUCATION EVENT

If you walked by the SickKids Atrium on September 19, 2019, you likely heard a flurry of activity coming from the Garden Patio and Garden Terrace. The buzz was from staff, students, patients, families and members of the community who were exploring the interactive stations at the 6th annual Celebrating Education Showcase.

The event kicked off with opening remarks from Judy Van Clieaf, Vice President, Clinical Operations and Chief Nursing Officer, followed by a keynote presentation from Dr. Catharine Walsh, Education Researcher, Scientist and Staff Gastroenterologist who spoke about Simulation-based Education: Myths, Misconceptions and Lessons from Research.

Participants then had the chance to visit 21 amazing stations that featured education activities in fun and interactive ways! There was also a Pin, Like, Share board which highlighted emerging and innovative education initiatives and resources.



[Check out the video with highlights from the event!](#)





### 2019 INTERACTIVE STATIONS:

- AboutKidsHealth
- Boomerang Health
- Children's Library
- Code White
- Connected Care Education Program
- CPR Feedback and AEDs
- Global Child Health
- Hand Hygiene
- Kids Health Alliance
- Leadership Education
- MEDi Robot
- Pain Centre
- Peer Support Program
- Personal Protective Equipment
- PetsMart PAWs for Hope Program
- Pre-Op Bath: Staff and Family Education
- SickKids Centre for Community Mental Health Learning Institute
- SickKids International
- Simulation Program
- STOP THE BLEED... Save a Life
- Toronto District School Board



### LI AWARD OF EXCELLENCE

The LI Award of Excellence recognizes an individual staff member or team in the LI who consistently demonstrates excellence in service, quality, innovation and/or leadership, and contributes to the advancement of LI priorities. The recipients of the 2019 LI Award of Excellence were Vera Gueorguieva, Interprofessional Education Specialist, and Samantha Metler, Student Experience Coordinator, for their leadership in advancing the development of a centralized academic student program. Congratulations to Samantha and Vera on this incredible achievement!



Kelly McMillen, Director, Learning Institute; Samantha Metler, Student Experience Coordinator; Vera Gueorguieva, Interprofessional Education Specialist; Bonnie Fleming-Carroll, Associate Chief of Nursing & Interprofessional Education, Learning Institute.

### GRACE EVELYN SIMPSON REEVES AWARDS

The Grace Evelyn Simpson Reeves awards recognize SickKids nurses for demonstrated excellence in nursing practice, education, leadership or research innovation. Grace Evelyn Simpson Reeves graduated from The Hospital for Sick Children School of Nursing in 1927. In honour of her memory, a generous endowment fund was established by her husband in 1993. For three decades this endowment has allowed us to pay tribute to the professional accomplishments and exceptional achievements of nurses throughout the hospital.

Award recipients were acknowledged at the 2019 Nursing Excellence Awards ceremony held on May 8 2019. Congratulations to the following LI team members who were among the recipients:

#### Career Achievement

Darlene Murray, Interprofessional Education Specialist

#### Nursing Education

Sara McEwan and Stephanie Chu, Interprofessional Education Specialists

#### Nursing Innovation Team

Barbara Couper, Mary Douglas, Jodi Pipes and Karin Zekveld, Interprofessional Education Specialists

Carrie Morgan, Interprofessional Education Specialist and Janet Seo, Nurse Practitioner

#### Nursing Leadership

Vera Gueorguieva, Interprofessional Education Specialist

#### Nursing Team

Lisa Honeyford, Interprofessional Education Specialist, Christina Belza, Nurse Practitioner and Renu Roy, Medication Safety Specialist

Michelle Bertoni and Lisa Fowler, Interprofessional Education Specialists

Cecilia Hyslop, Interprofessional Education Specialist

### EXCELLENCE IN CLINICAL TEACHING AWARDS

Over the past year, more than 800 interprofessional staff contributed to the professional development and clinical experience of students and novice health-care practitioners at SickKids. This number increased by 100 comparing to 2018! The LI is very excited and proud to have such a huge group of excellent and diverse clinical preceptors for education and learning!

The Annual Preceptor Recognition Ceremony took place on March 4, 2020 in the Garden Patio. Opening remarks were made by Christine Clark, Clinical Director, Ambulatory Operations, and the Excellence in Clinical Teaching Awards were presented by Karen Kinnear, Vice President, Clinical Services.

Congratulations to Elizabeth Valero and Ryan Ireland on receiving the 2019 Award for Excellence in Clinical Teaching! This award recognizes an exceptional preceptor/field instructor or clinical supervisor who demonstrates outstanding performance in their role and exhibits a commitment to excellence in clinical education to advance practice. Recipients are individuals who strive to create a positive, encouraging and respectful learning environment and are acknowledged for their contributions to the professional growth of students, trainees and newly hired staff.

A special presentation was made by David Brownstone (Professional Practice Lead and Education Coordinator, Department of Social Work) and Janine Fernandes (Student, University of Toronto) to recognize Barbara Neilson's contributions to social work student-learning experiences throughout her 30-year career at SickKids. Sadly, Barbara passed away earlier this year and is truly missed by many.

Congratulations to our preceptors on another successful year of clinical education!



Christine Clark, Clinical Director, Ambulatory Operations; Karen Kinnear, Vice President, Clinical Services; David Brownstone, Professional Practice Lead & Education Coordinator, Social Work; Janine Fernandes, Student, University of Toronto; Dr. Jonathan Golden, Director of Collaborative Professional Practice – Social Work and Psychology; Bonnie Fleming-Carroll, Associate Chief of Nursing & Inter-professional Education, Learning Institute.





Bonnie Fleming-Carroll, Associate Chief of Nursing & Inter-professional Education, Learning Institute; Elizabeth Valero, Speech-Language Pathologist, Communication Disorders; Karen Kinnear, Vice President, Clinical Services; and Christine Clark, Clinical Director, Ambulatory Operations.



Bonnie Fleming-Carroll, Associate Chief of Nursing & Inter-professional Education, Learning Institute; Ryan Ireland, Physiotherapist, Rehabilitation Services; Karen Kinnear, Vice President, Clinical Services; and Christine Clark, Clinical Director, Ambulatory Operations.

## THE ALUMNAE ASSOCIATION OF THE SCHOOL OF NURSING ENDOWMENT FUND AWARD

The Alumnae Association of the School of Nursing Endowment Fund Award supports clinical, educational and research opportunities in nursing by providing grants to help realize projects that will continue to improve care. Congratulations to this year’s award recipients, which were announced on October 23, 2019:

- An Innovative Wellness Strategy for New Nurses at SickKids – Team Members included Ann Chang, Kelly McNaughton, Karen Breen-Reid, Bonnie Fleming-Carroll, Grace Garvey
  - From hectic all-night shifts to high-stakes surgeries, nursing is stressful. To mitigate some of this stress, this winning group is developing education sessions to “facilitate mental health awareness and well-being in new nurse hires” at three 2019 Paediatric Nursing Orientations.

- Apparent Cause Analysis – Team Members included Mollie Lavigne, Shagan Aujla, Andrea Boysen
  - Accidents happen. But most can be avoided. That’s why SickKids launched Caring Safely in 2015, and it’s why these nurses are studying “Precursor and Near Miss events.” By analyzing their root causes, this team will empower clinicians and administrators to reduce harm. That way our nurses will be safer – and so will our patients.

The Alumnae Association of the School of Nursing also provides support to the SickKids Archives to preserve and celebrate nursing’s history at SickKids.

## EXCELLENCE IN CLINICAL DIETETICS AWARDS FOR CLINICAL CARE AND EDUCATION

The Excellence in Clinical Dietetics Award recognizes an outstanding dietician or team of dietician who provide their expertise for the nutritional support of our patients at SickKids. This year, the individual award for excellence in clinical care and education was awarded to both Beth Haliburton, General Surgery and Andrea Aquilina, Nephrology. The team award for excellence in clinical care and education was awarded to Megan Arppe-Robertson and Jordan Mann, NICU.



Beth Haliburton, Clinical Dietician, General Surgery and Andrea Aquilina, Clinical Dietician, Nephrology



Megan Arppe-Robertson, Clinical Dietician, NICU and Jordan Mann, Clinical Dietician, NICU

## RESPIRATORY CARE EXCELLENCE AWARD – EDUCATION

This award recognizes a Registered Respiratory Therapist (RRT) for their commitment to teaching and education of health care students, interdisciplinary professionals, parents and/or children, and for fostering the intellectual, social, emotional and professional growth of others, whether it is in a preceptorship role or participation in professional development activities. Congratulations to Pratik Patel, RRT, who was the recipient of this year’s Respiratory Care Excellence Award - Education.

## GOOD CATCH: HOW CARRIE AND SEONA WERE VOICES OF SAFETY

What if you were holding a Code Blue simulation on a unit and a medication ampoule cracked unexpectedly in a nurse’s hand?

Educators Seona Skeaff and Carrie Morgan couldn’t let it slide. Although no one was hurt in the incident, they insisted on getting to the bottom of the matter. That’s what you do when you make a personal commitment to safety.

“We started asking questions and found out the ampoule cracker was pre-loaded upside down,” says Carrie. “When we dug even deeper, we found this issue wasn’t a one-off or limited to that particular unit. It was much more widespread.”

The two continued to escalate the issue by requesting changes and stating their concerns. The issue was eventually escalated to the daily safety brief and dealt with expeditiously after that.

By using ARCC (Ask a Question, Request a Change, State your Concern, Chain of Command), Carrie and Seona demonstrated their personal commitment to safety and helped prevent further harm to staff. And that’s why they were recognized with a certificate and “good catch” pins for their efforts before their managers and peers.



Seona Skeaff, Simulation and Resuscitation Educator, and Carrie Morgan, Interprofessional Education Specialist, were recognized for being voices of safety at SickKids.

## EXCELLENCE IN CLINICAL TEACHING AND SUPERVISION AWARD

The Michener Institute of Education at University Health Network (UHN) holds an annual Professional Development (PD) Day for clinical coordinators and educators from all programs across the country. To foster a culture of clinical education and mentorship, the Clinical Recognition Program is an important component of PD Day where educators come together in recognition of exemplary acts in clinical education.

This year, PD Day was held on October 24, 2019, where Mandy Kohli from SickKids was among one of the 11 recipients of the “Excellence in Clinical Teaching and Supervision Award”.

The award celebrates clinical coordinators and educators for their outstanding contributions to the clinical education of students at Michener. Recipients of the award have all been nominated by the students themselves, in appreciation of the meaningful impact each clinical supervisor has had on their clinical experience. These distinguished individuals have been selected by the Michener recognition committee for going above and beyond in nurturing the next generation of health professionals.



Mandy Kohli, Clinical Instructor, Nuclear Medicine, accepting the award from Susan Weltz, Chair of Imaging, Michener Institute, UHN



**“There was a danger of staff being cut or absorbing the drug in the skin, not to mention delaying a potentially life-saving drug for a patient. The great thing about using simulation for team training is it can surface these kinds of issues and it’s better they happen here than on the job.”**

**– Seona Skeaff, Simulation and Resuscitation Educator**



**PROGRAM HIGHLIGHTS**



FACULTY DEVELOPMENT PROGRAM:  
DEVELOPING OUR INTERPROFESSIONAL  
EDUCATION SPECIALISTS (IESs)

This newly developed Faculty Development Program provides IESs with the knowledge and skills needed to effectively provide clinical consultation, teach in both the clinical and classroom setting, develop curriculum and evaluate programming, while advancing scholarship in healthcare education.

This program is specifically developed for IESs who are responsible for advancing paediatric practice through the provision of education. The educator is involved in assessment, planning, implementation and evaluation that influences the development of staff and students along the continuum of novice to expert.

The Faculty Development Program is designed to immerse learners into a goal-directed process which will help achieve personal growth and career development. Building on this, the focus is on socialization and provision of guidance, support and expertise through meaningful mentorship.

The context for learning involves individual reflection, project work and experiential learning as strategies to promote a Knowledge-to-Action attitude. Central to this perspective is the view that immediate application of teaching and learning theories taught in the program is required for the advancement of competencies as an IES.

The Program Director for Faculty Development, Daniela D'Annunzio, designed and delivers the program in collaboration with her senior IES colleagues.



THE LEARNER HUB:  
THE SICKKIDS INTERPROFESSIONAL  
STUDENT CENTRE

At SickKids we are committed to sharing our knowledge and expertise in care, research and education by providing optimal training experiences that inspire learners and advance child health. To help support our students and trainees, the Learner Hub offers centralized onboarding services for clinical and corporate students coming to SickKids for a learning experience worth academic credit towards a degree in healthcare or a related field.

On June 21, 2019, LI team members and partners gathered to celebrate the launch of the Learner Hub, a new space for learners from all departments and disciplines to gather, meet one another, collaborate and discover new learning opportunities. The Learner Hub space has been transformed with dynamic furniture that will help inform the design of a larger space for students and trainees in the future Patient Support Centre.

A huge thank you to the SickKids partners that collaborated with the LI team to make this space a reality!

Questions or comments? Email [learner.hub@sickkids.ca](mailto:learner.hub@sickkids.ca).



COMPASSIONATE CARE AND  
COMMUNICATION WORKSHOP  
IN DIAGNOSTIC IMAGING

Receiving safe, respectful and compassionate care is the right of every patient and family seen at SickKids. Understanding how compassionate care and effective communication impacts the experience of the patients and families is crucial for all staff and students at SickKids.

In partnership with the Office of Patient and Family Experience, the Compassionate Care and Communication workshop was designed to emphasize the key concepts of compassionate care and communication to engage patients and families in their care in an authentic, collaborative way in Diagnostic Imaging. Utilizing the Child and Family Centred care model, strategies for compassionate communication, cultural competence, service excellence, preferred names and de-escalation techniques are presented to the learners in an open, thought provoking manner.

Learners are encouraged to ask questions and share their experiences throughout the workshop. Video simulations (which were filmed onsite with SickKids staff and students) are also presented that tie in the presented concepts to encourage discussion. Following the video simulations, the learners are divided into teams to play an online “Jeopardy!-style” game to recap the session in a fun, interactive way.

At the completion of the workshop, learners are given a pre/post feedback form to evaluate the effectiveness of the workshop and to identify opportunities for improvement. This workshop will be a continuous offering within the department of Diagnostic Imaging. It may also influence the roll-out of Compassionate Care and Communication education across the organization in the near future.



CLINICAL EDUCATION PROGRAMMING  
ADVISORY COMMITTEE (CEPAC)

The first meeting of the new CEPAC was held on September 4, 2019 in the LI. CEPAC is responsible for providing advice on the creation and maintenance of effective interprofessional clinical education programs that are evidence based and integrate innovative methodology for development, delivery and evaluation.

Interprofessional Education (IPE) has had a significant focus in healthcare broadly and within SickKids over the past number of years. IPE is seen as an important strategy to improve the delivery of safe effective care. Organizational support is crucial to a successful IPE program. CEPAC was created as a forum to bring together diverse stakeholders invested in improving and advancing quality interprofessional clinical education at SickKids.

The committee mandate is focused on ensuring that the LI’s clinical education programming remains relevant to the needs of the clinical disciplines within the hospital and supports the LI strategic plan while promoting standards for quality education. Because CEPAC is to provide strategic advice on the priorities, areas of focus and direction of clinical education and learning at SickKids as well as making recommendations on current clinical programming, the committee spent their first meeting exploring clinical education through a strategic planning technique called SOAR to get a good handle on current state. The group was engaged and excited about the future possibilities for IPE.

With a quality improvement lens, this committee will be instrumental in pushing SickKids to the next level as we strive to foster an environment that is collaborative and team based through learning with, from and about each other. For more information about CEPAC contact [Bonnie Fleming-Carroll](#), Associate Chief of Nursing & Interprofessional Education, Learning Institute.



THE IMPLEMENTATION GAME (TIG)



Anyone who has ever attempted to change practice and implement evidence has experienced challenges. Implementation is a complex process with many moving parts and yet organizations need to approach this effectively and efficiently. Can we make implementation easier...and even fun?

TIG simplifies the process into five main components to provide a simulated, team-based implementation experience. Ultimately, the aim is to build knowledge, capacity and skills that will improve implementation effectiveness and related outcomes. TIG is relevant to any discipline because the evidence-based implementation concepts are universal. Playing TIG will help you grab that tiger by the tail and win at implementation.

Developed in 2018 by Dr. Melanie Barwick, an implementation scientist in the SickKids Research Institute, TIG was officially launched in December 2018 with support from the LI and has, thus far, been acquired by 73 users worldwide. The game is based on the current implementation science literature and in keeping with best-practices, this first iteration of the game is being evaluated.

TIG consists of a gameboard, a deck of cards and a worksheet. Using one of the scenarios provided, or a real-world project, players work through each component of the implementation planning process. Guided by questions and definitions provided in the card deck, players work through the process and can document their plan on the worksheet provided. TIG can be used as a teaching, learning or planning tool. [TIG is available online](#) and the worksheet can be downloaded for free.



SICKKIDS CELEBRATES 100 YEARS OF LIBRARY SERVICE

In November 1919, an anonymous donation allowed the Hospital to establish, in the words of our 1920 Annual Report, “an up-to-date library, representative of all the greatest authorities on children’s diseases, and subscribing to all the periodical literature of value to the pediatrician.”

Over the years, Library users have grown to include not just pediatricians, but people from all parts of SickKids including clinical, corporate and research staff, students and volunteers, all of whom can access Library services either in person or online. Textbooks and journal access remain vital components of the Hospital Library 100 years later; our holdings include over 48,000 books in either print or digital formats, and access to hundreds of different journal titles, covering an ever-widening range of subject areas. For material which we don’t have direct access to, we maintain a busy Inter-Library Loan service, providing the SickKids community with articles and books available across Canada and the United States.

Beyond our collection, our Librarians provide help with literature searches and systematic reviews, and provide frequent training sessions, both formal and informal, for MEDLINE and EndNote.

As we celebrate 100 years, we are also excited about new opportunities on the horizon. The Library is one of many SickKids programs which will soon have a new home in the Patient Support Centre (PSC). The new space will enable access to modern digital resources and serve our clinical, research and learning communities.

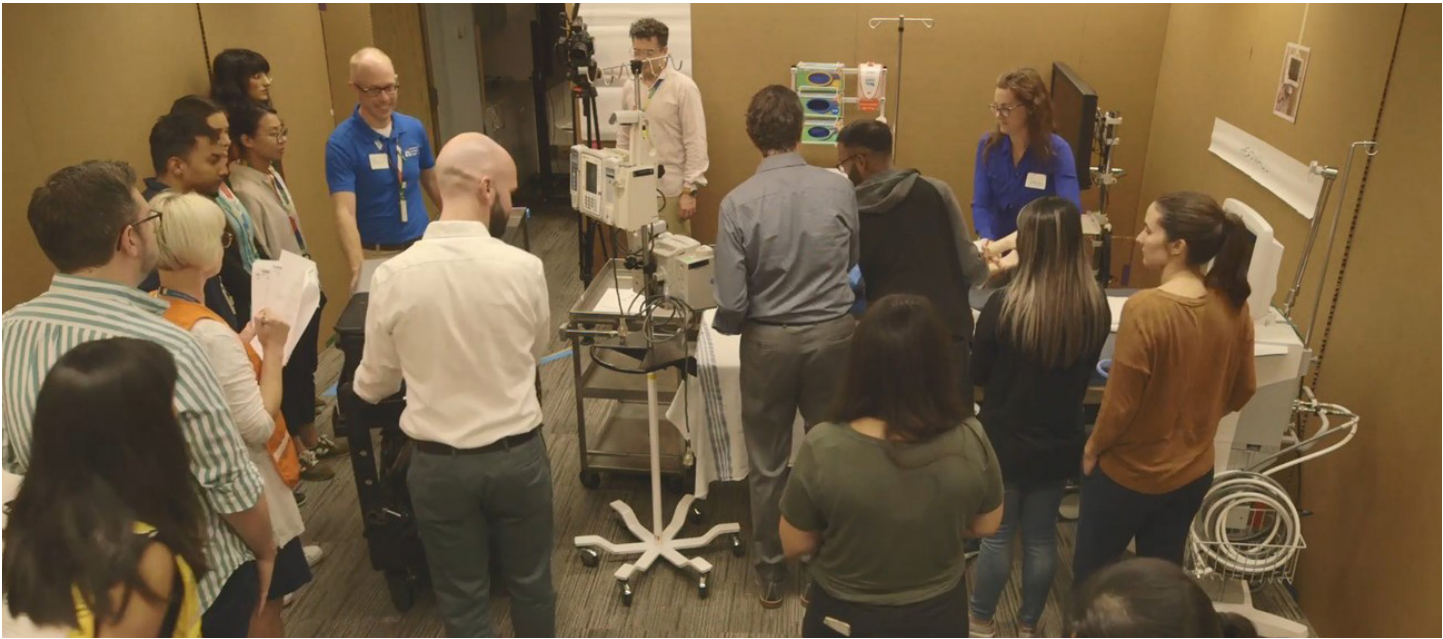


CODE WHITE TRAINING: HOW TO BETTER MANAGE DISRUPTIVE BEHAVIOURS

Maintaining a physically and psychologically safe environment for patients, families and healthcare providers is a priority at SickKids. Unfortunately, at times providers may be confronted with a variety of disruptive behaviours during encounters with patients, families or members of the public. Disruptive behaviour is defined as any non-verbal, verbal or physically aggressive/violent act which impacts the safe delivery of care.

The hospital’s Code White policy has been revised to better support providers to safely manage their response to disruptive and escalating situations. The new approach is a shift from a reactive, security-led response to a preventative, trauma-informed approach for managing agitation, aggression and violence. Disruptive behaviours tend to occur on a continuum, with associated opportunities for staff to intervene and prevent or diffuse events prior to them reaching their peak.

The new training program will teach techniques to foster a safe environment that is less apt for triggering escalation, through compassionate communication and a trauma-informed approach. If patients do show signs of agitation, another module will equip staff with skills to de-escalate situations. If a response continues to escalate, providers will learn how to access the new expanded and collaborative Code White team and receive specific training regarding their role and responsibility. In order to mitigate the impact of being involved in a Code White event and ensuring continuous learning, a debriefing process for staff has been included, with some providers being trained to facilitate the debrief process, while others engage as



participants. Education programming is currently being piloted and will be scaled throughout the organization in 2020.

For more information contact [Sharon Lober](#).

SIMULATION MOCK UPS FOR PROJECT HORIZON

In August 2019, the Simulation team partnered with the Project Horizon team to test patient spaces of the future. A simulation-based evaluation framework was used to test the mockup of a proposed universal paediatric patient ward and intensive care room of the future. The focus of the simulations was to assess the space and the room configuration with special attention placed on the quality of care, accessibility to the patient and equipment, as well as maneuverability of equipment, staff, patient and family members. Contextual experts were consulted in order to develop simulation scenarios that portrayed critical situations which required multiple members of staff and inter-related activities. This would ensure that the spaces would be able to accommodate these type of activities.

The simulations were delivered over two days. Demographic data from surveys revealed that:

- **Day 1** - N = 16 participants, consisting of 10 different disciplines and 2 parents
- **Day 2** - N = 15 participants, consisting of 7 different disciplines and 1 parent

These type of simulations ensure that patient spaces are safe, space effective, family friendly and efficient.



RESUSCITATION WEEK

The Resuscitation Oversight Committee was pleased to host Resuscitation Week November 18 to 22, 2019. This was an action-packed week that included numerous events:

HOSPITAL WIDE MOCK CODE

A simulation was held in the cafeteria whereby the “patient” suffered a cardiac arrest. Not only did the simulation test our response to a Code Blue, the hospital’s AED process was also tested. Key leanings from the event were shared broadly.

RESUSCITATION SYMPOSIUM

This engaging event included a panel discussion, rapid-fire learning and an open discussion. The sessions featured the following speakers:

- Dr. Anne-Marie Guerguerian, Staff Physician, Critical Care Medicine
- Dr. Laurie Morrison, Scientist, Li Ka Shing Knowledge Institute
- Jon Lane, Manager, Toronto Paramedic Services Safe City Program
- Mark Todd, Clinical Specialist Extracorporeal Life Support, Respiratory Therapy

CPR SESSION FOR NON-CLINICAL STAFF

The LI, in collaboration with Toronto EMS and Heart and Stroke, provided a free CPR training session in the Garden Terrace. A total of 68 individuals participated in the event.

AED AND NEW ZOLL DEFIBRILLATOR AWARENESS

This event took place with 41 staff. New defibrillators will provide feedback to clinicians on rate, depth, recoil and perfusion.

CPR BLITZES ON CLINICAL UNITS

This event took place in the ER, 4C, 5A, 5B, 5C, 7A, 7D and Sears Clinic, and reached a total of 47 staff.



SIMULATION SYMPOSIUM

The first SickKids Simulation Symposium was held on January 24, 2020, organized by the Simulation Steering Committee. The Symposium aimed to strengthen the simulation community at SickKids, build awareness of simulation activities across the organization, as well as share and generate ideas for synergies and future scholarly work. The event brought together simulation enthusiasts from across the organization.

The event kicked off with opening remarks from Pam Hubley, Vice President, Education and Academic Practice and Chief, International Nursing. A panel discussion which focused on Team Training provided insights into hospital-wide team training, intermediate care team training and Pediatric Emergency Medicine in-situ team training. A rapid fire poster session followed which featured several projects including the use of VR for perioperative nursing education in craniotomies, iSPEACC (Interprofessional Simulations of Patient Experiences Across the Care Continuum), KHA and the Connected Care Program. Finally, a panel focused on innovative and non-traditional uses of simulation and highlighted work related to augmented reality with international learners, the Health Absence Management Program, space evaluation and surgical simulation.

It was a wonderful inaugural event and participants were already talking about additional opportunities for synergy and collaboration going forward.



CULTIVATING COMMUNITY COLLABORATION



INFANT MENTAL HEALTH PROMOTION (IMHP)

Established in 1988 within the Department of Psychiatry, IMHP is a program new to the LI. The program’s mission is to improve outcomes across the lifespan by translating and promoting the science of early mental health for professionals working with families during pregnancy, infancy and early childhood. The program’s vision is *Healthy minds from the beginning*.

IMHP does this through:

- Leadership, advocacy, resources and learning
- Equity, diversity and inclusivity in practice
- Understanding the importance of science and experience
- Sharing knowledge to build capacity
- Relationships and collaboration as a foundation

IMHP has four primary areas of activity:

- Education & Training
- Resource Development
- Research & Evaluation
- Policy/Advocacy

Through all initiatives IMHP strives to transform information, build capacity at many levels including the community and various levels of government, evaluate activities and the impact they may have on child outcomes and community capacity specific to supporting infant and early mental health and influence policy change with a focus on infant and early mental health.

IMHP provides training and resources to practitioners working with infants and their families across Canada. IMHP has trained thousands of individuals from across the country, and is recognized as a leading expert on infant and early mental health.

Some examples of work IMHP is currently leading include:

- **15 Part Series** on Infant and Early Mental Health – Free for all SickKids staff! [Find more details here](#).
- **Hand in Hand** – A tool for creating parent friendly developmental support plans.
- **Nurturing the Seed** – A tool designed for use with Indigenous families to create parent friendly and culturally informed developmental support plans.
- **Training Program: Nishnawbi Aski Nation (NAN)** – Creation of a training program informed by the Nishnawbi culture on infant and early mental health.

For more information about IMHP, visit [imhpromotion.ca](http://imhpromotion.ca).

PROJECT ECHO

Extension for Community Healthcare Outcomes (ECHO) is an innovative model for medical education and healthcare delivery, currently offered worldwide that aims to build capacity for community healthcare providers (HCPs). It connects specialist interprofessional teams at academic hospitals to HCPs via scheduled videoconferencing sessions to review clinical pearls and collaborate on the diagnosis and treatment of specific conditions. HCPs who participate in ECHO gain interprofessional interaction with specialist colleagues and continuing medical education at no-cost, while their patients receive best practice care without long waits to see a specialist or having to travel long distances.



The Project ECHO specialties currently offered by SickKids are paediatric pain management, complex care, obesity management, palliative care and epilepsy across the lifespan. Professions represented are physicians, nurses, allied health, pharmacists, psychologists and more. Geographically, HCPs participate from all 14 Ontario Local Integration Health Networks, across Canada and internationally.

PAEDIATRIC PROJECT ECHO

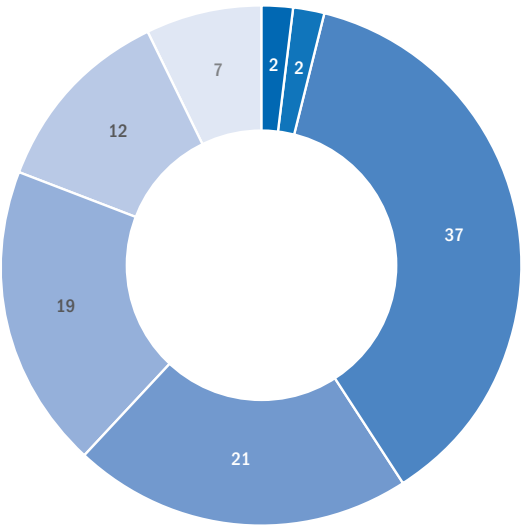
Launched in October 2017 and has four accredited curricula delivered by SickKids – paediatric pain management, complex care, obesity management and palliative care\*. In February 2020, Paediatric Project ECHO ran its third two-day in-person ECHO Education Event (E3) for Managing Pain in Children and Youth attended by 30 healthcare professionals across Ontario. For E3, Paediatric Project ECHO collaborated with the SickKids simulation team to deliver three simulated learning scenarios that focused on pain assessment, interprofessional care team planning and acute/procedural pain. New eLearning modules are to be launched in the fall of 2020 to supplement each of the four curricula.

PROJECT ECHO: EPILEPSY ACROSS THE LIFESPAN

Launched in May 2018, the program provides the opportunity to disseminate information about evolving best practices in epilepsy care. The program has two accredited curricula - Epilepsy in Children and Youth and Epilepsy in Adults delivered by ten academic hospitals across Ontario†. In March 2020, ECHO Epilepsy ran a one-day in-person learning event to complement the paediatric curriculum. A one-day in-person learning event for the adult curriculum is to be rescheduled. Further, ECHO Epilepsy ran two outreach in-person events in Manitoulin Island and Thunder Bay.

PROJECT ECHO	
Hours of Curriculum Delivered*	105
Ontario Hospital Partnerships	12
Organizations	528
Registrants (see figure 1)	1440
MEDICAL DOCTORS	527
REGISTERED NURSES	304
ALLIED HEALTH PROFESSIONALS§	278
NURSE PRACTITIONERS	97
PSYCHOLOGISTS	27
PHARMACISTS	27
OTHER HCPS	180
The tables above represent combined data for Paediatric Project ECHO and Project ECHO: Epilepsy Across the Lifespan to date.	

Figure 1. Percentage of represented professions among registrants for Project ECHO at SickKids. Total of 1440 registrants.



\*Palliative Care curriculum is delivered in collaboration with the Children’s Hospital of Eastern Ontario (CHEO); †ECHO Epilepsy curricula is delivered by the Children’s Hospital of Eastern Ontario (CHEO), Children’s Hospital at London Health Sciences Centre, Hamilton Health Sciences, Kingston Health Sciences Centre, London Health Sciences Centre, McMaster Children’s Hospital, The Hospital for Sick Children (SickKids), The Ottawa Hospital and the University Health Network; ‡Hours of curriculum delivered from April 1, 2019 – March 31, 2020; §Allied health professionals include: Registered Dietitians, Social Workers, Physiotherapists, Occupational Therapists and Kinesiologists

When looking at impact on their practice, the vast majority of participants across all ECHOs reported a positive impact.

Of those surveyed across all Paediatric ECHO specialties after 12 months of joining the program:

92% indicated an increase in knowledge as a result of participating in the Paediatric ECHO.

95% of curriculum topics offered were reported to increase perceived self-efficacy.

Of those surveyed for ECHO Epilepsy:

83% of providers indicated an increase in knowledge of key epilepsy management competencies at the mid-point of session delivery.

84% of providers indicated they implemented key epilepsy management competencies at the mid-point of session delivery.



SICKKIDS CCMH LI RESPONDS TO COMMUNITY TRAINING NEEDS

SickKids CCMH LI, continues to develop courses to meet the training needs of professionals in the community. Over the past year, the program delivered 75 courses, trained over 2,400 professionals in 16 occupational categories, including social workers, psychotherapists, child and youth care workers and occupational therapists.

The SickKids CCMH LI Advisory Board, which includes key community partners, has provided invaluable insight into what training is needed across the mental health space for professionals working with children, youth and adults. This year alone, 11 new courses were added to the curriculum.

This spring, in response to COVID-19, many of the program’s in-class training sessions were quickly converted to webinars, accelerating their schedule for offering courses virtually. Thanks to the innovation and flexibility of the team and facilitators, 75 per cent of their courses pivoted to a virtual format.

75 COURSES DELIVERED

11 NEW COURSES

2400 PROFESSIONALS TRAINED

75% COURSES PIVOTED TO VIRTUAL DELIVERY IN RESPONSE TO COVID-19

OUTREACH EDUCATION

BERMUDA COLLEGE TUBE FEEDING WORKSHOP

SickKids and Bermuda College have a strong history of partnership in education. In response to a need for enteral tube feeding education, two 1-day workshops were held at Bermuda College on October 6 and 7, 2019. The workshops were taught by an interprofessional team from SickKids, including Silvana Oppedisano, Nurse Practitioner in the G-tube Program, Stephanie Chu, Interprofessional Education Specialist, Connected Care, and Ashley Graham, Occupational Therapist and Program Manager for Outreach Education. Key topics included nasogastric tube insertion and maintenance, as well as gastrostomy and gastrojejunostomy tube stoma care, dislodgement and blockage troubleshooting. A total of 47 healthcare professionals and students from across Bermuda participated in the workshops. The workshops provided an opportunity for participants to learn, engage and collaborate in an interactive environment.



INFLUENCING FOR SUCCESS – LEADERSHIP WORKSHOP

In partnership with Human Resources, the Outreach Education Program welcomed 15 visiting physicians from China to the LI for a two-day program in December. Ema Rosa and Sandy Gillespie, Program Managers in Organizational Development, engaged the participants in learning focusing on Leadership Communication and Coaching for Accountability

RESPIRATORY CARE WORKSHOPS

The Outreach Education program partnered with the NICU and Respiratory Therapy team this year to facilitate delivery of interprofessional Respiratory Care Workshops to Lakeridge Health and Unity Health (St. Joe’s). The overall workshop objective was to support learners to develop desired skills, while immersed in respiratory-specific case scenarios and neonatal-focused instruction customized to the current state at the hospitals. The workshop provided added exposure to clinical competencies for learners to enhance their confidence and preparation when managing an unstable neonatal patient. These workshops were highly rated, with one learner stating that “learning with my group will make us more collaborative and have more meaningful discussions”.



JAPAN OUTREACH

As part of the ongoing relationship between the LI and Ritsumeikan University, Sabrina Boodhan, Pharmacist, traveled to Japan in July 2019 to provide lectures to pharmacy students on the Canadian health system and the role of pharmacists within an interprofessional setting like SickKids. Following the success of this visit, Dr. Shinya Ito, Division Head Clinical Pharmacology, traveled to Japan in November 2019 to present on topics related to research. The feedback for both sessions were excellent. For example, one faculty member expressed “Dr. Ito provided the students with friendly and insightful lectures. He also answered students’ questions thoroughly.”

INTERNATIONAL EDUCATION

The International Education portfolio at the LI works in partnership with several higher education and healthcare institutions in Toronto to provide enhanced learning opportunities for international learners. The services include the International Learner Program (ILP), Continuing Education and Clinical and Remote Mentorship. Through these various service channels, the following are the various experiences that we embarked on this year.

COLLABORATION WITH CENTENNIAL COLLEGE

The long-standing collaboration between the International Education team and Centennial College continued in 2019, which included learning experiences facilitated through the ILP.

In July 2019, in partnership with Centennial College, ILP offered observerships to nursing students from Jeju University,

Korea, as well as radiology technician students from Deajeon Health University, Korea. In addition to the clinical observation, the students participated in continuing education activities including lectures on pain, nutrition and caring safely, as well as a simulation session on difficult conversations.

In September 2019, ILP worked together with Centennial College to coordinate a four-week training placement at Centennial College for a student counselor from Shanghai Jiao Tong University, China. Through this placement, the learner was able to expand their knowledge and skills in the management of graduate and undergraduate students, including students’ affairs, mental health support, welfare and funding, student unions, and academic and employment guidance.

In November 2019, through the partnership between Centennial College and Jiamusi University, ILP facilitated an educational program for two faculty members from Jiamusi University. The learners completed a two-week observership focusing on high-risk infants with developmental disorders.



Learners from Jiamusi University completing 2 – week observership at SickKids



**COLLABORATION WITH ENGLISH SCHOOL OF CANADA**

The International Education portfolio and English School of Canada embarked on a new partnership with the goal of offering educational programs to international medical and nursing students through the ILP.

In August 2019, ILP facilitated one-week observerships for four medical students from Brazil. The students observed in medical departments and divisions, including: Endocrinology, Urology, Infectious Diseases, General Paediatrics and Nephrology.

Following the success of this learning experience, a second group of six medical students and one nursing student attended an observership program in February 2020. This group observed in different areas, including: Adolescent Medicine, General Paediatrics, Respiratory Medicine, Nephrology, Cardiology and Gastroenterology.

**BERMUDA STUDENTS**

Since 2014, the ILP has continued to offer learning experiences to nursing students from Bermuda College. In November 2019, a group of nine students visited the Hospital for two weeks to gain an enhanced understanding of advanced paediatric nursing, child and family-centered care and interprofessional teamwork. The students engaged in clinical observation in a variety of inpatient and ambulatory settings, as well as continuing education lectures on various nursing and healthcare topics. When asked how they benefited from this learning experience, most students believed that it enhanced their understanding of paediatric nursing care, health assessment, communication techniques, and child and family centred care.

**ROYAL COLLEGE OF SURGEONS OF IRELAND – MOU**

In April 2019, the International Education portfolio signed a Memorandum of Understanding with the Royal College of Surgeons in Ireland (RCSI). Through this agreement, RCSI medical students have been able to participate in observerships in SickKids’ medical divisions and departments.

**DISTINCT HEALTHCARE**

In January 2020, the Chief Medical Officer and the Head of Operations of Distinct Healthcare, China visited SickKids to sign a Memorandum of Understanding focusing on initiatives related to advancement of paediatric specialty education for their clinical and administrative staff.

Distinct Healthcare is a specialized clinic group, covering 13 major cities in Beijing, Guangzhou, Shenzhen, Chongqing, Chengdu, Changsha, Suzhou, Ningbo and Hong Kong.

SickKids has ten on-site teachers; six elementary, three secondary and one French. Bedside teachers see an average of six students per day. Most students are taught one-to-one at the patient’s bedside for 30-60 minutes per day, with the instruction planned around the child’s medical schedule. Patients are taught curriculum they would learn in their home schools using similar books and resources (even if the patient attends a school under a different school board). Report cards are provided for patients who have been hospitalized at SickKids for most of the school term.

In the 2017-2018 term, bedside instruction was provided to 263 elementary and 99 secondary students. Additionally, instruction was provided to eight students in the Epilepsy Program, 12 students in the Substance Abuse Day Treatment Program, and 11 students in the Eating Disorders Day Treatment Program. French instruction was provided to 42 students.

For more information on this program, please contact [Dianna Sherlock](#) in the Family Centre.



**ALL ABOUT OUR LEARNERS**



STAFF CONTINUING PROFESSIONAL DEVELOPMENT FUND (SCPDF) RECIPIENT PROFILES

SUNAYNA VUPPAL  
SIMULATION EDUCATOR, LEARNING INSTITUTE

“The fund allowed me to pursue my passion to become an Interprofessional Educator. I was able to advance my nursing career as a result of completing my Master of Nursing program at University of Toronto. I initially worked as an Interprofessional Education Specialist for SickKids International, where I had an opportunity to advance health outcomes at a partner hospital in China. I recently transitioned into a new role as a Simulation Educator, where I am able to advance health outcomes of children at SickKids as well as other community hospitals. The fund alleviated my financial stress, so that I could achieve my professional learning goals as well as it increased my capacity to contribute to SickKids’ strategic goals.”

LINDSAY CLARKE  
PROGRAM MANAGER, CORPORATE STRATEGY & PERFORMANCE

“Without the support of the SCPDF fund, I would not have been able to attend Transform 2019 at the Mayo Clinic. The event offered me the opportunity to hear from experts working in healthcare innovation throughout the world, acquire new skills that I have been able to apply to my work at SickKids, and network with colleagues from healthcare organizations throughout North America. Most importantly, as the Program Manager of Design and Improvement on the Process Improvement and Innovation team, this opportunity helped build my confidence as a designer working in the healthcare space. The SCPDF fund opens a world of opportunity for SickKids staff - the opportunity to share and learn new ideas, participate in rich discussions, gain knowledge and understanding, and generate new ideas with colleagues working around the world to impact child health.”

STEPHANIE CULNAN  
RN, NICU

“The support from the SCPDF fund was critical for me to have a successful opportunity to complete the Master of Nursing-Clinical stream at University of Toronto. The MN program gave me an excellent foundation to build on for my future career as an emerging nurse leader. Through the MN program I have already put my skills to use in taking on an educational role during the COVID-19 Pandemic, using my knowledge and skills gained from the program to support staff in providing safe, quality and evidence-informed care for children during the pandemic. Balancing a high-impact, often high-acuity job and going back to school is stressful enough without thinking of tuition costs and income lost when having to decrease working hours. The ability to have some of the burden lessened through a financial contribution helps contribute to peace of mind and the ability to focus on advancing child health. Thank you very much!”

ALINE TITIZIAN  
RN, OPERATING ROOM

“The SCPF funding impacted me at a personal and professional level. The opportunity to attend the conference and present my poster made me feel supported and appreciated. As to the professional impact, being at the conference enhanced my leadership skills, I networked with nurses from all over the world and disseminated my knowledge, I also learned from their experiences. By presenting the poster, SickKids shared its innovation globally, therefore improving child health and eliminating preventable harms caused by intraoperative PIV injuries. Enabling more OR nurses to attend or present at conferences will not only increase their engagement level but will also bring SickKids upfront as a leader in innovation and in child health.”

SCPDF

STAFF CONTINUING PROFESSIONAL DEVELOPMENT FUND

Supporting full and part-time staff pursuing a degree, diploma or professional designation as well as staff presenting at a conference, workshop, seminar or single course. The fund also supports internal educational events to bring speakers onsite at SickKids.

IN 2019–20:

TUITION

Up to 50% of course tuition fees, up to a max of \$20,000 per program

156  
STAFF APPROVED FROM A TOTAL OF 167 APPLICANTS

CONFERENCES

Funding for staff to present or participate in conferences, seminars, workshops and single courses to a maximum of \$3,000 per year.

255  
STAFF APPROVED FROM A TOTAL OF 349 APPLICANTS

INTERNAL EDUCATIONAL EVENTS

Internal SickKids events aimed at providing professional development opportunities for a group of staff. Funding up to a max of \$2,000 per event.

5/5  
SICKKIDS EVENTS RECEIVED FUNDING

We’re here to answer your questions. To visit our webpage [click here](#) or email us at [scpdf.info@sickkids.ca](mailto:scpdf.info@sickkids.ca)

CLINICAL SITE VISIT FUND

The Clinical Site Visit Fund (CSVF) was established as a way to enhance clinical care operations and supports staff who wish to visit leading hospitals and health systems to observe first-hand how others are designing their systems and processes and are delivering care. In 2019-2020, the CSVF supported site visits by 18 SickKids staff. Unfortunately due to the COVID Pandemic, the CSVF had to hold their application intakes for February 2020, to align with travel and visiting restrictions. The CSVF is funded by the ILP.

With the support of CSVF, a team from the Rehabilitation Centre, including Ashley Graham, an Occupational Therapist and Robin Delva, a Physiotherapist visited Texas Children’s Hospital in February 2020 to explore the roles of occupational therapists (OT) and physiotherapists (PT) in the care of children with heart failure requiring the assistance of a Ventricular Assist Device (VAD) and those requiring transplants. This included looking at how they approached developmental care, respiratory and functional outcomes measures and systems they used for efficient and effective transition of care to the community. “Overall, our experience was very positive. With many thanks to our site visit host in Texas, we were able to meet most of our objectives and in many ways exceeded these objectives as the team at Texas Children’s Hospital shared documents and frameworks with us that will help us to improve our training and use of outcome measures with this population. We highly recommend other staff make use of this program to network, explore other practice and improve knowledge by seeing other institutions at work”.

RN EXCHANGE PROGRAM

In October 2014, the Nursing Leadership Council approved the participation of SickKids in a Nurse Exchange Program with US Hospitals, which offers opportunities for nurses to share their expertise with colleagues from paediatric hospitals, as well as present to their peers back home with learned nursing practices.

Through this program, Ashley Siharath was able to visit Akron Children’s Hospital in Ohio in April 2019, for a learning experience with focus on Pre-Op/PACU area. Upon her return to SickKids, she was able to share this opportunity with her colleagues and leadership team as they continued with preliminary Project Horizon plans. Ahsley commented “This experience provided me with a future vision of what a fully integrated team looks like, and an appreciation for the change that will improve the experiences of our patients and families. I am grateful for the RN Exchange Program and the opportunity to venture outside of the SickKids bubble and see that although there can be many differences between health care organizations, we all have a common goal: patient safety and quality care”.

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LEARNING MOMENTS



**Taher Ali,**  
*Engineering Student, Simulation Program, Learning Institute*

“Working with the Simulation Team in the LI gave me a revelatory insight into the dynamics of simulation and the educational goals of SickKids. This allowed me the opportunity to use my knowledge from the classroom and apply those skills to the projects I undertook. I also developed my critical thinking and problem solving skills in the context of real world design and production. I am grateful for this experience where I challenged myself and developed professionally.”



**Ali Abdel Halim,**  
*Student, Respiratory Therapy*

“Being able to shadow Respiratory Therapists (RT) at SickKids has provided me the with a great opportunity to work with and care for a diverse but unique patient population. It is my first exposure to working with the pediatric population and I have gotten to experience the slight subtleties in interacting with patients and families here. I feel seeing firsthand how the RTs use their knowledge to fulfill their duties with professionalism and compassion will improve how I am as a clinician moving forward.”

LEARNING MOMENTS



**Dana Kondo,**  
*Student, Child Life*

“My time at SickKids as a Child Life intern in the critical care unit and cardiology in-patient unit has been nothing short of exceptional. I have had the opportunity to be a part of families’ journeys during some of the most stressful times in their lives and being a part of the team that helps them to cope with their experience has been an extraordinary privilege. The skills I have gained during this internship will follow me throughout my future.”



**Ivy Zou,**  
*Pharmacy Resident*

“It is truly a remarkable experience to be trained as a pharmacy resident at the Hospital for Sick Children. As a teaching institute, SickKids offers tremendous amount of learning opportunities. In addition, I have met so many individuals who, other than being an expert in their own area, take great value in teaching and sharing their clinical knowledge and experience. Training at SickKids has inspired me to become a future clinical pharmacist who incorporates both research and teaching into practice.”



“Since I joined the Simulation Team last year, I have had the opportunity to be introduced to various areas of the Hospital and see how simulation impacts patient care. What I have enjoyed the most is being able to combine my technical skill with creativity to help advance the simulation program and enhance the learner’s experience.”

– Rafael Velasquez, Simulation Specialist, Learning Institute

## LEARNING INSTITUTE TRAINING EXPERIENCE PROGRAM (LITE)

The LI offers training experiences including Electives, Certificates and Fellowships in health professions education that are open to an interdisciplinary audience (e.g. physicians, nurses, respiratory therapists and other health care professionals) through the LITE Program. These opportunities are project-based, allowing learners to focus on topics that are important to their work and/or educational interests, and are intended to facilitate the development of skills and expertise to engage in research or scholarship in education. There are two main areas of focus: (1) health professions education research and (2) simulation.

**Elective:** The LI Elective opportunities can take place over a period of 2-12 weeks and can be continuous or longitudinal (e.g. days or weeks throughout the year adding up to the equivalent of a maximum of 12 weeks). Research Electives are a minimum of four weeks. Elective time is typically dedicated to LITE activities, with the exception of on-call responsibilities where applicable. Those completing an Elective may gain exposure to scholarly work.

**Certificate:** The LI Certificate opportunities in health professions education research or simulation offer a more in-depth experience in the area of focus. The Certificate program is equivalent to a minimum of three months (or longitudinal equivalent). Certificate time is typically dedicated primarily to LITE activities, but can be flexible based on required clinical, educational or other responsibilities. Those completing a Certificate are expected to gain exposure, and potentially contribute, to scholarly work.

**Fellowship:** The LI Fellowship opportunities are a minimum of one year duration dedicated to intensive experience in health professions education research or simulation. Fellows are expected to dedicate a minimum of 50% of their time to LITE activities. Those completing a Fellowship are expected to produce scholarly work.

Congratulations to Dana Elboro, Robbie Kernan, Prae Plansangkate and Sunayna Vuppal for completing Simulation Fellowships in 2019-2020. Congratulations also to Natasha Collia, Dustin Jacobson, Bashar Kukhamsin and Justin Losier for completing Simulation Electives, and to Hani Abozaid and Sung Shin Teng who completed Simulation Certificates this past year!







1,042

STAFF COMPLETED BASIC LIFE SUPPORT TRAINING

341

FAMILIES, COMMUNITY MEMBERS AND NON-CLINICAL STAFF COMPLETED CPR TRAINING

260

PARTICIPANTS COMPLETED PEDIATRIC ADVANCED LIFE SUPPORT (PALS) TRAINING


12

PARTICIPANTS COMPLETED PEDIATRIC EMERGENCY ASSESSMENT, RECOGNITION, AND STABILIZATION (PEARS) TRAINING

700+



INTERPROFESSIONAL PRECEPTORS SUPPORTED NEW STAFF AND STUDENTS



187

NEW NURSES WERE ORIENTED TO SICKKIDS

19

NURSING EXTERNS WERE ORIENTED TO SUPPORT CLINICAL PATIENT CARE

STUDENTS/TRAINEES

Research	1276
Medical Students	804
Medical Residents and Fellows	1268

Clinical and Corporate	556
BIOETHICS	1
CENTRE FOR NURSING	325
CHAPLAINCY	1
CHILD LIFE	15
CLINICAL DIETETICS	8
COMMERCIAL SERVICES	2
COMMUNICATION DISORDERS	1
COMMUNICATIONS AND PUBLIC AFFAIRS	6
CORPORATE STRATEGY AND PERFORMANCE	2
DIAGNOSTIC IMAGING - GENERAL RADIOGRAPHY	12
EDUCATION RESOURCE GROUP	2
HUMAN RESOURCES	6
IMT - HEALTH INFORMATION AND REGISTRATION SERVICES	4
LIBRARY & ARCHIVES	2
NEUROLOGY	2
OCCUPATIONAL HEALTH & SAFETY SERVICES	1
PAEDIATRIC LABORATORY MEDICINE (PLM)	13
PERFUSION	7
PHARMACY	33
PSYCHOLOGY	8
REHABILITATION SERVICES	11
RESPIRATORY THERAPY	64
SOCIAL WORK	14
VOLUNTEER RESOURCES	16
GRAND TOTAL	556

STUDENT SATISFACTION SURVEYS: ENHANCING THE STUDENT EXPERIENCE

Each year the SickKids community welcomes over 3,000 clinical, corporate and medical students from around the world. The Learning Institute and SickKids educators highly value feedback from these students in order to continuously improve the quality of student placements across the hospital.

In 2013, the LI launched the Medical Discipline Satisfaction Survey (for Medical Fellows, Medical Residents and medical undergraduate students), Clinical Student Satisfaction Survey and the Corporate Student Satisfaction Survey. SickKids educators share the appropriate survey link with students during their last week of placement, encourage completion of the survey and remind students that their feedback is anonymous.

To ensure anonymity, the LI only shares survey results with educators once the department receives five or more responses. Once received, results are reviewed in order to highlight positive feedback and discuss opportunities to further improve the student experience within the department. Survey results are also reported twice a year to the Toronto Academic Health Science Network (TAHSN). At SickKids we are committed to sharing our knowledge and expertise in care, research and education by providing optimal training experiences that inspire learners and advance child health. The Student Satisfaction Surveys and the students that complete them help us fulfill this important commitment.

Questions or comments? Please contact [learner.hub@sickkids.ca](mailto:learner.hub@sickkids.ca).

I will recommend this placement, as well as other placements at SickKids to every student in my program!

The quality of teaching motivated me to learn and grow.

I really appreciated the friendly staff who welcomed me as part of the team and helped me achieve my goals!

Everyone at SickKids was exceptionally nice to students and supported our learning, answering questions, and allowing us to see as much as possible in our short time here.

SickKids provides an amazing learning environment for students.

The greatness of SickKids is not only reflected in their patient and family-centred care, but it is also reflected in how the staff treats students of every discipline! Absolutely amazing!

The quality of teaching is really amazing at SickKids. I got to observe procedures that I wouldn't have seen anywhere else.

I learned things at SickKids that will stay with me for the rest of my career.

Everyone made me feel really welcomed and provided a safe and open place to learn.

95%

of survey respondents would recommend SickKids to a fellow student





# INTERNATIONAL COLLABORATIONS

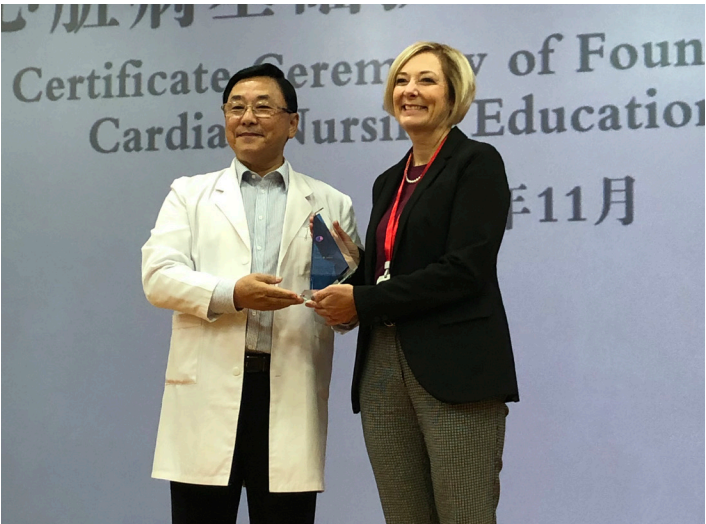
## PAEDIATRIC NURSING EDUCATION AROUND THE WORLD

### PARTNERING WITH NURSING LEADERS IN SHENZHEN, CHINA

As part of SickKids International’s partnership with Shenzhen Children’s Hospital in Shenzhen China, Associate Chief of Nursing and Interprofessional Education, Bonnie Fleming-Carroll travelled to the hospital to participate in leadership discussions reflecting on the accomplishments of the nursing staff in the Haematology/ Oncology Unit and broadly in the nursing department. She engaged in strategic planning for future collaborations to advance clinical practice, and strengthen their education infrastructure. On day one, Bonnie delivered a presentation to the nursing leaders entitled, Building Capacity through Education highlighting key organizational aspects of a high performing academic health care centre and day two delivered a workshop for preceptor development that was attended by approximately 70 nurse educators, preceptors and head nurses. Participants were highly engaged in the interactive workshop.

A highlight of the visit was the opportunity to participate in judging their simulation competition where various teams demonstrated specialty focused scenarios as a nursing learning opportunity. Nursing leaders learned about the use of simulation at a previous visit to SickKids and were eager to introduce it as an effective method for nursing education.

The partnership with a focus on care of children with cancer and blood disorders is in its third year of a five year project. Future activities will include further capacity building in their new nurse educator role to facilitate sustainability of changes to date. We look forward to continued opportunities to work together and to learn from each other to advance children’s health care broadly.



### A MILESTONE CELEBRATION OF SPECIALTY TRAINED NURSES IN TIANJIN, CHINA

On November 28, 2019, the TEDA International Cardiovascular Hospital (TICH) and SickKids celebrated the successful graduation of 50 TICH nurses and faculty from the Paediatric Cardiology Nursing Education Foundational Program. The program was delivered from September 2017 to January 2019 and consisted of four core modules:

- **Module 1:** Integrating family-centred care core concepts into practice
- **Module 2:** Providing supportive therapies to hospitalized children and their families
- **Module 3:** Supporting children with heart disease and their families
- **Module 4:** Supporting children and their families after heart surgery

The overarching goal and priority of the program is to build capacity of TICH’s paediatric nursing team. Special recognition goes out to Carrie Morgan, Interprofessional Education Specialist, Heart Centre, Janet Seo, Interprofessional Education Specialist, SickKids International and the TICH faculty who worked together to build and deliver this wonderful program.

The graduation celebration included congratulations to the graduates from Mme. Yaping Liu, Vice President of Nursing, TICH and Bonnie Fleming-Carroll, Associate Chief of Nursing & Interprofessional Education, SickKids. It is anticipated this cohort of specialty trained paediatric cardiology nurses will have a significant impact on patient outcomes and we are excited about the contributions these graduates will bring to children at TICH going forward.





“Thanks to this experience I am now more able to communicate with patients, especially children, because this program helped me improve my confidence (with more knowledge) and let me experience how other health professionals do it. I also feel like I got many ideas on educational materials for patients, and how that helps during one-on-one sessions. It is better when patients take something back home to remind them what we saw in that specific session.”

– Ana Ingrid Landin and Alexis Aline Martinez Rocha, Dietitians and International Learner Program participants

**SICKKIDS-CARIBBEAN INITIATIVE (SCI) ANNUAL GENERAL MEETING AND FUNDING ANNOUNCEMENT**

On September 26 and 27, 2019 the SCI held its 6<sup>th</sup> Annual General Meeting for the partnership hosted in Barbados. The project includes six Caribbean Country partners including Bahamas, Barbados, Trinidad & Tobago, Jamaica, St. Lucia and St. Vincent & the Grenadines. Focused on improving care for children with cancer and blood disorders, the partnership is entering its final year. A key component of the initiative is a one year specialty training diploma program for nurses at the University of the West Indies, School of Nursing (UWISoN).

As the SCI came to an end, discussions during the meeting focused on sustainability strategies to be able to continue the various aspects of the program including specialty training. To date, 27 nurses have already completed the specialty program and graduated with a diploma in Paediatric Haematology/ Oncology Nursing from UWISoN. We are already seeing the impact that these nurses are making back in their home facilities across the Caribbean. Those graduates will be joined by 13 more nurses who are training in the third cohort to become change makers in the region by championing best practices for children with cancer and blood disorders.



Back: Dr. Chantelle Browne-Farmer, Ms. Bonnie Fleming-Carroll and Dr. Upton Allen; Front: Mr. Ted Garrard and Ms. Debra King from CIBC acknowledge a \$1M USD commitment to SCI for Nursing Education and Research.

**INTERNATIONAL LEARNER PROGRAM**

The ILP offers paediatric specialty education and training services that are customized to international learners’ specific needs and can take place at SickKids, as well as their home country. Every year, various healthcare professionals from all over the world join us for observership or practice learning experiences. The following are some of the testimonials highlighting our global community’s experience at SickKids and the impact we’ve had on each other.

202 INTERNATIONAL LEARNERS

50 COUNTRIES

127 INSTITUTIONS

16 PARTNERSHIP AGREEMENTS

**DR. DAYRA HERNANDEZ MARRERO, PHYSICIAN**

As part of the learning experience offered by ILP, a questionnaire is sent to the learners after 9-12 months of completing their learning experience at SickKids. The intent is to follow-up on the status of their objectives and plan to transfer the knowledge acquired at SickKids to their home country. This questionnaire also helps ILP to evaluate the program and its global reach and impact.

One of the most recent responses came from Dr. Dayra Hernandez Marrero, an attending physician from Spain, who joined Ophthalmology in May 2019. When asked how the ILP impacted the initiation and achievement of her objectives back in her home Hospital, she answered that it has been gratifying to see the improvements in her daily work, which improved her confidence in treating patients as well.

**DR. LUIS FERNANDO SANCHEZ ESPINO, PHYSICIAN**

Dr. Luis Fernando Sanchez Espino from Mexico, who completed a medical observership experience in Gastroenterology in June 2019 felt that this learning experience has been the best in his professional career:. “This international experience has certainly been one, if not the best in my professional career so far. Not only for the learning experience at the sub-specialty service, but for the opportunity of development inside other departments, in which I will continue my endeavors as a fellow in the upcoming year, and for the next couple of years. My physical presence at his amazing hospital, interpersonal relations, professional output and medical feedback from tutors, teachers and the scientific community made this a vital part of my journey consolidating my short-term plans”.

**ANA INGRID LANDIN AND ALEXIS ALINE MARTINEZ ROCHA, DIETITIANS**

In June 2019, two students completing their masters in clinical dietetics joined the Dietetics Department for a one-week observation. This experience was part of the agreement between International Education and Iberoamericana, Mexico, which started in 2017.







### SIMULATION TEAM IN CHINA

TICH is one of the largest cardiovascular hospitals in Asia. It has 600 beds and is a combined adult and paediatric hospital. SickKids has a 5-year partnership with the hospital. The Simulation Team visited TICH in April 2019 to deliver a customized four-day interprofessional simulation instructor workshop. All education materials were translated into Chinese.

Expert translators were used throughout the workshop to communicate with the participants.

The workshop was divided into four modules:

- **Module 1** - Introduction to Simulation
- **Module 2** - Scenario Development
- **Module 3** - Pre-brief and Psychological Safety
- **Module 4** - Debrief

Approximately 60 interprofessional staff attended the first module. The remaining three modules were more intricate and required less participants. Twenty-three interprofessional staff attended, and consisted of MDs, RNs and RRTs. The staff represented various departments within the hospital including:

- Paediatric Ward
- Paediatric and Adult Intensive Care Unit (ICU)
- Operating Room
- Quality and Safety

As a result of the workshop, participants developed and delivered two contextual scenarios, one for the Paediatric ward and one for the ICU. The simulation workshop engaged staff in experiential learning and allowed them to develop their skills in simulation-based education. Ultimately, this will encourage learners to develop and deliver more simulation-based education which will help improve their critical thinking skills, clinical practice, team work and enhance patient and staff safety.



# PATIENT & FAMILY EDUCATION



ABOUTKIDSHEALTH (AKH)

AKH is a trusted health education resource created by SickKids for families, children and teens. With over 1,000 topics available on everyday health and complex conditions, patients and families can find useful information for before their visit to SickKids or with their primary care provider and for reference at home. Articles are written in plain language and contain illustrations and graphics, interactive tools and demonstrations, how-to videos and animations to enhance and facilitate learning. Here is a highlight of some of the projects from AKH from the last year.

CANCER LEARNING HUBS FOR PARENTS AND TEENS

According to the Canadian Cancer Society, there are approximately 1,000 new cases of cancer in children aged 0–14 each year. In September 2019, AKH launched learning hubs dedicated to cancer resources for patients and family members on both the main AKH website and the website for teens. The parent learning hub covers topics such as how to cope with a child’s illness, how to support an ill child as well as the immediate family, how a cancer diagnosis can impact families and friends, and how to manage cancer-related pain in children. In the teen learning hub, teens have access to over 150 resources on how cancer develops and some of the different types of cancers, what to expect from their diagnosis and treatment journey and how to cope with the effects of a cancer diagnosis and treatment, as well as how to transition to adult health-care centres and adapt to life after cancer treatment.

YOUTH MENTAL HEALTH PORTAL – PHASE 2

Since its launch at the beginning of 2019, the Youth Mental Health Portal has expanded to cover even more topics and offer more multi-media resources. Over the last year, the portal has grown by 26 pages, 15 audio meditations, six animated videos and seven interactives. The new pages cover anxiety and anxiety disorders, obsessive compulsive disorder (OCD), suicide and self-harm, substance use and substance use disorder. Interactive elements on the pages allow teens to click through guides to help ground themselves in the present moment when they are feeling anxious or to learn the signs and symptoms of a particular condition (OCD, anorexia, bulimia). The audio meditations library offers teens guided meditations of various lengths and on a variety of topics. Teens can use these meditations to help them relax, focus on their thoughts and cope with pain and stress. They can also choose from a list of new animated videos, which can help them to connect with and understand their thoughts and emotions or to find a moment of peace in times of stress. AKH’s sleep aid video, “Sleep: A bedtime story”, that was published last year can also be found in this section of the learning hub. “Sleep: A bedtime story” reached 1 million views in July 2019 and now has over 2.6 million views.

NEONATAL NEURODEVELOPMENTAL FOLLOW-UP CLINIC (NNFU) LEARNING HUB

AKH created a learning hub for the Neonatal Neurodevelopmental Follow-Up Clinic (NNFU) to make it easier for health-care providers to share information with parents and caregivers to help them prepare for clinic visits. The NNFU assesses babies who have been admitted to the Neonatal Intensive Care Unit (NICU) or Cardiac Critical Care Unit (CCCU) and may be at risk for developmental issues. The resources in this learning hub offer parents and caregivers information on what they can expect during their baby’s development and how they can help their child achieve developmental milestones. Parents and caregivers can also find the recommendations they may be given at NNFU visits from the six week visit up to the 36 week visit, which they can access at home before and after each clinic visit.

AKH COLLABORATIONS

MEANT2PREVENT

AKH was commissioned to create two websites for the Canadian Children’s Hospital Foundation: Meant2Prevent and Meant2PreventKitchen. These websites house resources from hospitals across Canada related to the prevention of type 2 diabetes in children and youth, as well as recipes to encourage healthy eating and diabetes prevention.

PREVNET

AKH collaborated with PREVNet to create a set of resources and downloadable tips on how parents and caregivers can help children stay connected before, during and after absence due to illness, as well as promote self-esteem in children. These can be found in the PREVNet Learning Hub with tip sheets on addressing aggression in preschoolers and preschool bullying.

PROJECT ECHO

AKH is assisting in the design and development of the web framework and templates for two Project ECHO english-only websites (Project ECHO Ontario: Epilepsy Across the Life Span and Paediatric Project ECHO) that will run on WordPress.

YOUNGSTER + SICKKIDS FOUNDATION

Together with the SickKids Foundation, AKH partnered with Youngster (a parenting media brand) to produce a series of health education videos for parents and caregivers. In these one- to two-minute videos, SickKids experts respond to common health-related questions with answers parents and caregivers can trust. In January 2020, Youngster launched the series with 36 videos on topics such as nutrition, allergies, physical activity and general health and well-being. More videos have been recorded and are expected to be shared over the next year. These videos can be found on the Youngster YouTube channel and on their corresponding pages across the AKH website.



FAMILY AS FACULTY

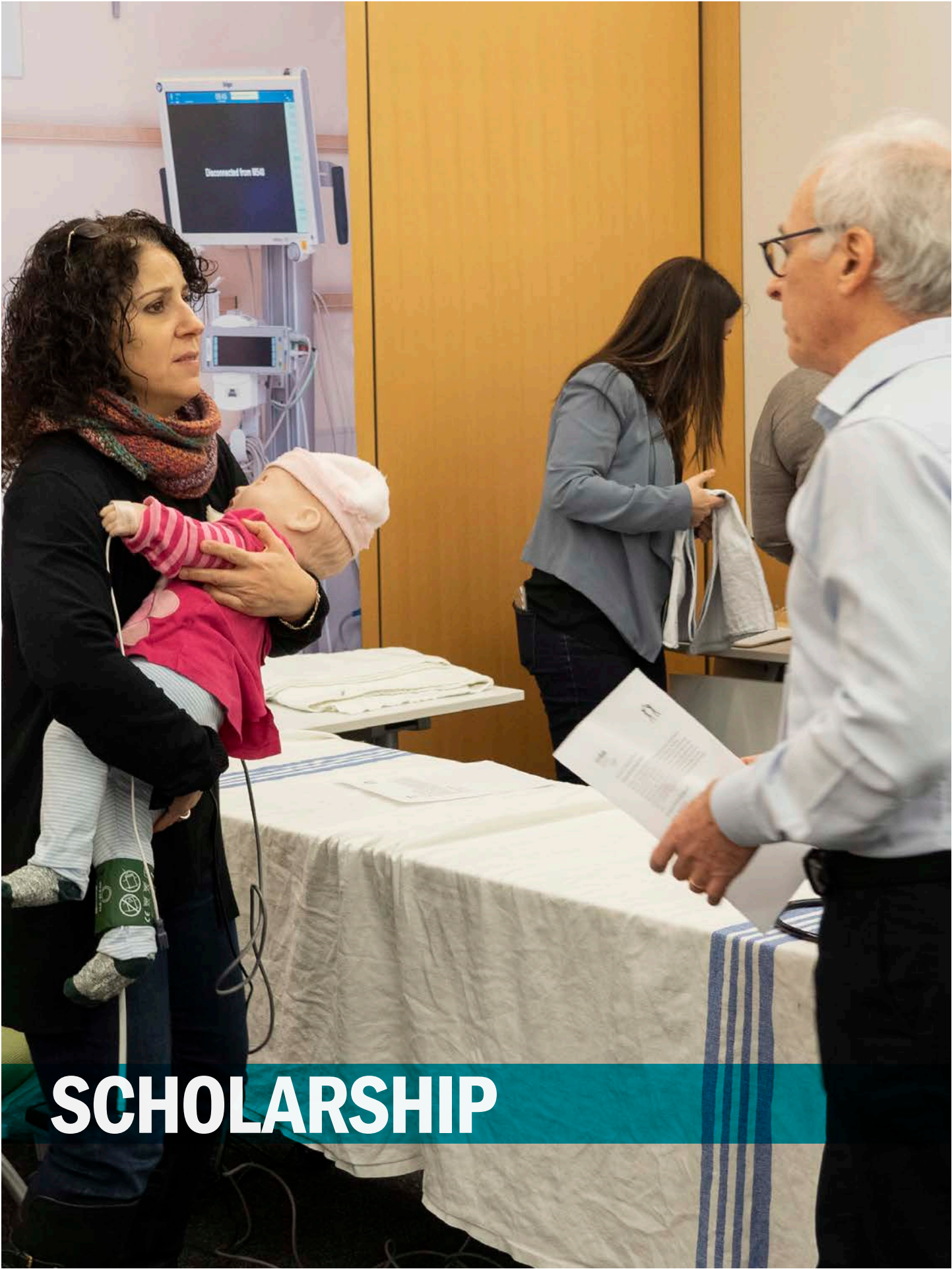
Patient and family storytelling is a powerful tool that can help healthcare professionals and trainees better understand the impact of their care and enhance their learning to improve care. Patient and Family Advisors are often asked to speak about their experiences to groups across the hospital at staff orientations, educational workshops and presentations. The Family Faculty Program was developed by the Centre for Innovation & Excellence in Child and Family-Centred Care and provides access to trained Patient and Family Advisors (faculty). It also formalizes the speaker request process so that organizers can easily embed the patient and family voice in staff education and learning.

The Family Faculty Program was developed for Advisors, by Advisors with support from staff. It provides Patient and Family Advisors with training and support to tell their stories in a way that enhances the learning of trainees and staff. SickKids staff and Advisors partner to offer training and mentorship to interested members of the Family Advisory Network who wish to develop their speaking skills. Afterwards, interested Advisors are added to a roster of speakers who can be requested to speak at forthcoming events.

If you’re interested in learning more about the Family Faculty Program, please contact [family.advisory@sickkids.ca](mailto:family.advisory@sickkids.ca) or call Robyn Lippett, Patient and Family Engagement Coordinator, at 416-813-7654 x 228313. The Family Faculty Program is just one of the many ways that Patient and Family Advisors make a difference at SickKids through the Family Advisory Network. To learn more about the Network, [click here](#).







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**“As the educator for the Caring Safely Program, I am part of the team that focuses on tools and strategies that facilitate staff and patient safety. Our Error Prevention and Leadership Methods classes are an interprofessional mix of clinical and non-clinical colleagues willing to share experiences and adopt a culture of safety. I value SickKids for recognizing that learning and knowledge-sharing happens collectively. Across our organization, stories are shared and learned from; motivating me to continue this valuable education.”**

**– Elena Blackwood, Interprofessional Education Specialist, Learning Institute**



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“Every day I get to collaborate with subject matter experts from all different areas of the hospital to create the educational resources they need to help care for their patients and families. We create resources on a wide range of topics from everyday health to complex conditions. As well, at AboutKidsHealth I am fortunate enough to work with an extremely talented group of people who have very diverse skillsets and this contributes to creating a dynamic and creative work environment.”

– Susan Ball, Managing Editor, AboutKidsHealth



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**GRANTS AND FUNDING**

A long-term, open-label follow-up study of Tofacitinib for treatment of juvenile idiopathic arthritis (JIA). Schneider R (Principal Investigator), Tse SML. Pfizer Inc. \$458,900. 2018 – 2023

A pilot, open-label, single arm, multicenter study to evaluate safety, tolerability, pharmacokinetics and efficacy of intravenous administrations of NI-0501, an anti-interferon gamma (anti-IFN $\gamma$ ) monoclonal antibody, in patients with systemic Juvenile Idiopathic Arthritis (sJIA) developing Macrophage Activation Syndrome/secondary HLH (MAS/sHLH)). NOVIMMUNE S.A. Schneider R (Site Principal Investigator) \$101,484. 2019 – Ongoing

A randomized, double-blind, placebo-controlled, multicenter, phase 3 efficacy and safety study of 2 dose levels of subcutaneous anakinra (Kineret®) in patients with Still’s disease (SJIA and AOSD). Swedish Orphan Biovitrum AB. Schneider R (Site Principal Investigator) \$41,057 USD. 2018 – Ongoing

Assessment of physician handoff in the era of competency-based medical education. Royal College of Physicians and Surgeons of Canada, Competency-based Medical Education Assessment Grant. Bismilla, Z. (PI), Walsh, C. (Co-PI), Bailey, M., West, D.\$35,000. April 2018-March 2020

Atraumatic needles for lumbar punctures and intrathecal chemotherapy: assessment for practice change. Sue Zupanec, Angela Punnett Co-PI, Laura Civichino, Joel Livingston, Meghna Dua, Alexandra Pousa. GFCC CAD Innovation Grant. \$11,828.4. 2019-2020

Canadian COVID-19 Prospective Cohort Study (CanCOV). Applicants: Dr. Angela Man-Wei Cheung, Dr. Sofia Bano Ahmed, Dr. Jane Andrea Elizabeth Batt, Dr. Alexandra Binnie, Dr. Claudia Chimisso Dos Santos, Prof. Marzyeh Ghassemi,Dr. Margaret Sutherland Herridge, Dr. Francois Lamontagne, Dr. Suzanne Nicole Morin, Dr. Anita Palepu, Dr. Fahad Razak, Dr. Henry Thomas Stelfox, Dr. Lisa Joanna Strug, Dr. Jennifer Lai-Yee Tsang, Dr. Amol Verma, Dr. Rae Suk-Man Yeung. With: Dr. S. Abbey Dr. T. Abdelhalim Dr. L. Abrahamyan Dr. N. Adhikari, Dr. P. Awadalla Dr. M. Barwick Dr. M. Bayley Docteur F. Bernard, Dr. A. Bessissow Dr. K. Bosma Dr. J. Boyd Prof. L. Brochard Dr. K. Burns Ms. S. Burns Dr. J. Cameron Dr. A. Chan Dr. D. Cook Dr. N. Daneman Dr. L. Del Sorbo Dr. M. Detsky Dr. C. Doig Dr. J. Downar Dr. N. Ferguson Dr. N. Filewod Dr. J. Flannery Ms. L. Flockhart Dr. R. Fowler Dr. A. Fox-Robichaud Dr. I. Fraser Dr. J. Friedrich Dr. L. Giangregorio Dr. P. Gilbert Dr. R. Goldstein Dr. E. Goligher Dr. C. Grant Ms. S. Greenwood Prof. S. Hatcher Dr. K. Honarmand Dr. D. Hornstein Dr. E. Huszti Dr. H. Katzberg Dr. H. Keller Dr. M. Kho Dr. K. Khwaja Dr. M. Krahn Dr. M. Kredentser Dr. L. Lapointe-Shaw Dr. P. Lawler Dr. B. Lawless Dr. J. Lipes Mr. V. Lo Dr. T. MacMillan Dr. N. Maham Dr. J. Marshall Dr. D. Maslove Dr. S. Mathur Dr. V. McCredie Dr. J. McLaughlin Dr. H. Meggison Dr. S. Mehta Dr. C. Misak Dr. L. Moisey Dr. L. Munshi Dr. J. Muscedere Dr. K. Olafson Dr. M. Parotto Dr. S. Rawal Dr. O. Rewa Dr. B. Richards Dr. L. Robinson Ms. P. Robles Dr. D. Rozenberg Dr. J. Rudkowski Dr. R. Rush Dr. D. Scales Docteur K. Serri Dr. R. Simpson Dr. M. Slessarev Dr. C. Soong Dr. G. Spiegle Dr. V. Tagalakis Dr. A. Tan Dr. T. Tang Dr. L. Tile Mr. G. Tomlinson Mr. J. Tran Dr. H. Wunsch. CIHR Operating Grant: COVID-19 May 2020 Rapid Research Funding Opportunity, May 12, 2020. \$2, 112, 500 CAD. 2020-2021

Chest Radiograph: When, Where, and Why We Make Mistakes. Boutis K, Thau E, Pusic M, Perez M. Pediatric Consultants, Hospital for Sick Children. 2018-2020

CIHR – GRADE: GRAdeD challenge for Drug allergy Evaluation. Application number 408344. PI – Dr. Moshe Ben-Shoshan. Collaborators: Dr. A. Atkinson, Dr. T Eiwegger, Dr. By Kim, Dr. Andrew O’Keefe, Dr. Y Yanishevsky. This is a multi-site study studying the de-labeling, and the impact of the same, for patients with presumed drug allergy. \$336,600. 2019 - over 4 years.

Climbing the Learning Curve to Pediatric Dermatology Image Interpretation. Sibbald C, Boutis K, Gupta J, Weinstein M, Pusic M. Canadian Dermatology Foundation. 2020-2022

Clinical skills training and assessment: Bridging the gap between theory and practice. Ontario Early Researcher Award, Ministry of Research, Innovation and Science. Walsh, C. \$150,000. April 2018-March 2023



CoMFORT - Cows Milk Fat Obesity pRevention Trial. Maguire JL, Birken CS, Li P, Aglipay M, Ball G, Constan E, Davis MA, Feldman M, Janus M, Juni P, Junker A, LAbbe M, Laupacis A, Manson H, More M, Parkin P, Persaud N, OConnor D, Omand J, Relton C, Tavares E, Thorpe K, Vanderhout S, Weir S, Wong P, Yamashiro H. CIHR and SPOR Innovative Clinical Trial Multi-Year Grant. \$1,734.698 CAD. 2018-2023

Cognitive Simulation and Deliberate Practice to Improve Optical Diagnosis and Management Decision-making Skills for Colorectal Polyps. Walsh C, Boutis K, Pusic M, Grover S, Waschke K, Khan R. American Society of Gastrointestinal Endoscopy. 2020-2021

Community-based integrated collaborative care teams to enhance service delivery to youth with mental health and substance use challenges: A multi-site pragmatic randomized-controlled trial. Pls: J Henderson, G Chaim, K Cleverley, P Szatmari. CAs: M. Barwick, L Courey, Cl de Oliveira, L Hawke, M Moretti, T Pignatiello, A Willan. Collaborators: M Levy, D O’Brien, L Solomon. CIHR, \$711,452. 2021-2023

Comparing Methods of Identifying Latent Safety Threats using in situ Simulation in the Pediatric Emergency Room. Paediatric Consultant’s Creative Professional Grant. M. Gharib, A Petrosoniak, J Pirie, P Trbovich, MA Moga, W Tavares, C. Walsh. \$10,000

Competence in the assessment and management of colonic polyps: A survey-based study of Canadian gastroenterology trainees and recent graduates. Canadian Association of Gastroenterology / ABBVie Education Research Grant. Co-Investigators: Walsh, C., Jeyalingam, T. (Co-PI), Mosko, J. (Co-PI), Grover, S., Heitman, S. \$7,500. January 2020-January 2021

Conceptualizing entrustment in endoscopic training. Canadian Association of Gastroenterology Education Research Grant. Walsh, C. (Co-Principal Investigator), Jeyalingam, T. (Co-PI), Brydges R. (Co-PI). \$7,500. January 2019-January 2020

Debriefing on demand: Exploring the pause button in simulation: A pilot study. Laura Simone (PI), Mireille Gharib, Jonathan Pirie. Paediatric Consultants Educational Scholarship Grant, Hospital for Sick Children. \$5,000 CAD. October 2017-October 2018

Deliberate Practice as an Educational Method for Differentiating Accidental Burn and Bruise Injuries in Children. Boutis K, Lorenzo M, Pusic M, Adelgais K, Corey E, Cho R. Pediatric Consultants, Hospital for Sick Children. 2020–2021

Determining the Impact of Community Paediatrics Fellowship, Designing Competency for Community Based Paediatric Hospitalists. Feldman ME, Rojas D, Martimianakis MA, Kulasegaram M, Feldman M. Paediatric Consultants Educational Research Grant. \$9,859 CAD. 2019-2020

Development and validation of a competency assessment tool for bag mask ventilation. Walsh C (PI), Bismilla Z, Finan E, Moussa A, Schmölzer GM. American Academy of Pediatrics Neonatal Resuscitation Program (NRP) Young Investigator Award. \$15,000 USD. January 2017-January 2019

Development of Paediatric Residency Professionalism Curriculum. Paediatric Consultants’ Education Development and Innovation Grant Adelle Atkinson, Marie-Pier Lirette, Natalie Jewitt, Michael Weinstein, Lisette Yorke, Amy Zipursky, Angela Punnett. Co-I. \$8,000. 2019-2020

Disseminating an evidence-based peer support intervention to promote positive airway pressure use: COVID-19 Enhancement. PI Suzanne M. Bertisch. CIs: Redline, S; Barwick, M., Parthasarathy, S; Bakker J, Hanes S., Page K. Patient Centered Outcomes Research Institute (PCORI), \$109556 USD. 2020-2021

Disseminating an Evidence-Based Peer Support Intervention to Promote Positive Airway Pressure Use. PI Suzanne M. Bertisch. CIs: Redline, S; Parthasarathy, S; Barwick, M. Patient Centered Outcomes Research Institute (PCORI), 1/1/20 to 12/31/21, \$300,000 USD. 2019-2020

Efficacy, safety, tolerability and pharmacokinetics of Tofacitinib for treatment of systemic juvenile idiopathic arthritis (sJIA) with active systemic features in children and adolescent subjects. Schnedier R (Principal Investigator), Tse SML. Pfizer Inc. \$245,000. 2018 – 2021

Evaluation of a Patient Oriented Research Curriculum in Child Health (PORCCH). Walsh C. Jones NL, Macarthur C, Karoly A. Canadian Institutes of Health Research Patient-Oriented Research Collaboration Grant. \$39,997 CAD. March 2018-February 2019

Exploring supervisors’ decisions about procedural entrustment in simulation-based and workplace-based settings. Royal College of Physicians and Surgeons of Canada, Strategic Grant. PI: Walsh, C. Co-Investigators: Jeyalingam, T (Co-PI), Brydges R., Mylopoulos M., Tavares W. \$29,425. 04/2020 – 10/2021

Implementing A roadmaP for PRIOritizing, evAluating, and implementing precision Child Health. NPAs R Hayeems, A Denburg.CAs: M Barwick, C Birken, P Pechlivanoglou, W Ungar. SickKids Precision Child Health Catalyst Grant, \$40,000. 2020

Improving optical diagnosis and management decision making skills for colorectal polyps using cognitive simulation and deliberate practice: A prospective cohort study. Resident Research Opportunity. Physician Services Incorporated. Khan R, Grover S, Boutis K, Waschke K, Pusic M, Menard Charles, Walsh C. 2020-2021

Integrated digital diabetes self-management and support in primary and community care: identifying challenges and opportunities. PI: S. Goyal, DT Sherifali. CIs: Argawal P, Barwick M, Bhattacharyya O, Brown E, Brozic A, Cafazzo J, Casey G, Grevier M, Lipscombe L., Oh P, Pham Q, Segal P, Weston Z, Yu C. CIHR Planning and Dissemination Grant, \$14,473. 2019-2020

It Doesn’t Have to Hurt: Towards a Patient- and Family-Focused Digital Health Tool to Improve Children’s Pain Management - A Consensus Conference. PI: Chambers, C.T. CIs: Ali, S., Barwick, M., Campbell, F., Campbell-Yeo, M., Finley, A., Jordan, I., Orji, R., Stevens, B., Stinson, J., Taddio, A., & Witteman, H. (May 2019-April 2020). Canadian Institutes of Health Research (CIHR) Planning and Dissemination Grant - Institute Community Support. \$10,000 requested & \$29,591 of in-kind contributions from 5 partners. DECLINED; Dr. Chambers assumed role of Scientific Director of the CIHR Institute of Human Development, Child and Youth Health. 2019-2020

Long term extension study to evaluate the safety and efficacy of subcutaneous Tocilizumab in patients with polyarticular-course and systemic juvenile idiopathic arthritis. Schneider R (Principal Investigator), Laxer RM. Hoffaman La Roche. \$97,571. 2017 – 2022

MAD-ID Antimicrobial Stewardship Research Grant. The Implementation and Impact of an Allergy De-Labeling Program in a Paediatric Emergency Department: The De-LABel Program Expansion. Co-PI – Dr. Adelle Atkinson and Dr. Michelle Science. Co-Investigators: Dr. Alisha Jamal, Dr. Adrienne Davis, Dr. Suzanne Schuh, Ms. Kathryn Timberlake, Dr. Jacqueline Wong. \$30,000. 2019

Paediatric tracheostomy care: An evaluation of an innovative competency-based education program for community health care providers. Norman Saunders Complex Care Grant. Amin, R. (PI), Orkin, J. (Co-PI), Walsh, C., Chu, S., Keilty, K., McKay, S. \$28,528.64. January 2018- December 2019

**“As a Simulation Educator, I am extremely fortunate to be able to collaborate with many like-minded health care professionals who want to make a difference and believe in the transformative power of quality education. One of the things I appreciate about working at SickKids is the investment that is made into building a culture of education and learning that is innovative, inclusive, and improves patient outcomes.”**

**– Alison Dodds, Simulation Educator, Learning Institute**



Paediatrics Consultant’s Education Development and Innovation Grant. Development of Paediatric Residency Professionalism Curriculum. PI – Dr. Adelle Atkinson. Co-Investigators: Dr. Natalie Jewitt, Dr. Michael Weinstein, Dr. Marie-Pier Lirette, Dr. Lauren Friedman, Dr. Lisette Yorke, Dr. Amy Zipursky, Dr. Angela Punnett. \$8,000

Patient Oriented Research (POR) curriculum for children, families and clinician scientists in child health. Jones N (Co-PI), Macarthur C (Co-PI), Shea B, Beesley L, Karoly A, Keilty K, Karmali A, Walsh C. Patient-Oriented Research Capacity Building Initiatives Awards from the Ontario SPOR SUPPORT Unit. \$35,000 CAD. January 2017-January 2019

PD1 Expression in PTLT. Divisional New Project Funding Grant. Ashley Geerlinks, Bo Ngan, Angela Punnett. SRA. Deferred for return of Co-Applicant AG from MLOA. \$8,500. 2018-19

Physician handoff in the era of competency-based medical education: Multi-site validation study of a Handoff Competency Assessment Tool (HCAT). Zia Bismilla (PI), Coffey M (Co-I), Walsh C (Co-I), West DC (Co-I). Paediatric Consultants Educational Scholarship Grant, Hospital for Sick Children. \$10,000 CAD. January 2017-January 2019

PI: C Birken. CIs: M Barwick, J Jenkins, J Maguire, M Moretti, P Parkin, N Persaud, S Straus, A Willan, M Aglipay PARENT - Preventing obesity in toddlers through group-based parenting intervention in primary care. Heart and Stroke Foundation of Canada Grant-in-Aid (\$183,000). 2019-2022

RECOVER Program: a care continuum after CRitica Illness. NPI M Herridge. PIs M Bayley, J Flannery, L Flockhart, S McIntaggart, C Misak, R Rush, J Tran. Cis S Abbey, J Batt, K Bosma, G Boyd, L Abrahamyan, N Adhikari, M Barwick, L Brochard, K Burns, J Cameron, D Cook, M Detsky, P Dhar, C Doiga, C Dos Santos, N Ferguson, A Fox-Robichaud, J Friedrich, C Grant, E Huszti, M Kho, M Krahn, F LaMontagne, J Marshall, D Maslove, S Mathur, V McCredie, L McIntyre, H Meggison, S Metha, L Munshi, J Muscedere, M Parotto, J Rudkowski, Y Skrobik, M Slessarev, T Stelfox, A Tan, G Tomlinson, B Waters, H Wunsch. CIHR Team Grant. Transitions in Care, Spring. \$932,280CAD. 2019-2023

Supporting Self-Directed Learning and Transfer through Testing in Continuing Medical Education. Kulasegaram, PhD, Mark Feldman, MD, MSc, FRCPC (Co-Principal Applicant). Dr. Maria Athina Martimianakis, MA, MEd, PhD, Dr. Oshan Fernando, MSc, PhD, Ms. Tasnia Khan, MSc. Society of Academic Continuing Medical Education, Phil Manning Research Award - \$41,190. 2019 – 2021

The Biologic Basis of Co-existent Uveitis and Arthritis in Children: Towards Early Detection, Targeted Treatment, and Prevention. The Arthritis Society. Schneider R (Co-Investigator). \$358, 121. 2018-2021

The hidden curriculum and the “un-teaching” of health advocacy in specialty medicine. Ying Y, Martimianakis MA. Contribution: Helped refine the study ideas and grant, assisted with methodological issues related to qualitative components, read and revised the grant. Royal College/ Associated Medical Services (AMS) CanMEDs Research Development Grant. \$24,000 CAD. 2018-2019

The Intensive Care Unit Residents Scheduling (InCURS) trial: A cluster RCT of 16 and 24-hour schedules in Canadian ICUs. Canadian Institutes of Health Research (CIHR) Project Grant. Walsh, C. (Co-Applicant), Parshuram, C. (PI), Piquette, D. (Co-PI), Co-Investigators: Sarti, A., Goffi, A., Amaral, A.C., Mema, B., Lee, C., Scales, D., Tomlinson, G., Friedrich, J., Frank, J., Granton, J., Imrie, K., Sen, M., Ayas, N., Ferguson, N., Fowler, R., Baker, R., Brydges, R., Bagshaw, S., Stelfox, T., Sligl, W. \$3,048,525. July 2018-June 2022

The Refinement of the Diabetic Wound Assessment Learning Tool [DiWALT]: A novel tool to assess competence in diabetic wound assessment and management. Royal College of Physicians and Surgeons of Canada Karen Mann Catalyst Grant in Medical Education Research. Selim, O. (PI), Walsh C. (Co-PI), Okrainec A., Brydges, R., Dueck, A. \$38,507. July 2019-June 2020

The Sun Life Type 2 Diabetes Prevention Toolkit for health care professionals. Hamilton JK (PI), Hadjiyannakis S, Clark L, Bernard-Genest J, McPherson A, Goodman B, Walsh C. Canadian Institutes of Health Research Patient-Oriented Research Collaboration Grant. \$39,996 CAD. March 2018-February 2019

Timing and Content of Feedback for Test-Enhanced Transfer of Learning through Multiple-Choice Questions: A Multi-Institutional Experiment. Stemmler Grant. Kulasegaram, M., Ryan, A., Swanson, D., Judd, T., Brydges, R., Mylopoulos, M., Woods, N., Martimianakis, M.A., Pittini, R., Chiavaroli, N., Tzanetos, K., Tait, G. Dowsett, R., Elliott, S. \$138,808.00 (US). 2017-2019

Transforming Nurses’ Work Environments through a Strength-Based Leadership and Management Training Program. Gottlieb, L., Ballantyne, M., Boies, K., Clausen, C., Gottlieb B., High, S., Hubley, P., Lavoie-Tremblay, M., Rummens, J., & Villeneuve, M. SSHRC/CHIR Healthy Productive Work Partnership Grant (HPW-PG), \$2,058,916 CAD.

Understanding parents’ plans to use evidence-based strategies for children's vaccination pain. PIs NE MacKenzie, CT Chambers, CIs M Barwick, K Birnie, K Boerner, V Granikov, N MacDonald, M McMurtry, J Parker, P Pluye, A Taddio, P Tutelman. IWK Health Centre, Mentored Grant, \$5,000.2019-2020

Use of an automated prospective clinical surveillance tool to drive screening for unmet palliative needs among patients in the final year of life. NPI P Wegier J Downar. CIs M Chasen, L Fairclough, A Jakda, J Ailon, M Barwick, R Bhargava, V Caraiscos, R Halligan, L Herx, A Iyengar, D Kobewka, K Kyeremanteng, P Lawlor, F Mule, P Munene, D Roitman, M Scott, R Sibbald, L Steinberg, P Tranuseputro, P Varga, C Webber. Collaborators: A. Arya, N Dosani, S Hett, M Hill, T Jamieson, D Kain, C Mawdsley, M Meyette, N Mohammed, P Mosnia, L Park, T Rivera, M Rodriguez, M Touw, L Van Manen, M Wheelwright. Canadian Frailty Network, \$224,000CAD. 2019-2020

User-centred design for eHealth technology to support effective implementation of evidence-based practices in child and youth mental health: The Implementation Playbook. PI: M Barwick. Co-Applicants: L Augimeri, J Brown, P Sundar. CIHR Planning and Dissemination Grants – ICS, \$19,966 CAD. 2019-2020

WeeWheel: enhancing pediatric mobility through tailored resources. PI: P Rushton. CIs: M Barwick, K Best, L Kirby, Francois Routhier, M Robert, C Nadeau, D Héroux, C Rice, T Dib, E Lafleur, A-A Coté, L Fortin-Haines, I Paré, Child-Bright Network, \$12,000. 2020-2021

**PUBLICATIONS OUTSIDE OF EDUCATION BY THE LEARNING INSTITUTE TEAM**  
Wong MKW, Haliburton B, Graham A, Lapidus-Krol E, Moraes TJ, Marcon MA, et al. Requirement and Duration of Tube Feed Supplementation among Congenital Diaphragmatic Hernia Patients. Journal of Pediatric Surgery. 2019;May;54(5):895-898.

**“Implementing accessible features to the AKH website for those with disabilities - who rely on screen readers and/or keyboard only, is one of my main goals as a Web Coordinator at AKH and one that I am excited to be part of so that everyone and anyone can use AKH’s website with ease. It’s such a delight to be part of an organization that makes a conscientious effort towards positive change. It’s a new decade, let’s make it an accessible one!”**

**– Grace Chang, Web Coordinator, AboutKidsHealth**





# LEARNING INSTITUTE TEAM

## 2019-2020

Between April 1, 2019 and March 31, 2020, the following people were members of the Learning Institute team or participated on core Learning Institute committees.

**ABOUTKIDSH EALTH AND DIGITAL LEARNING SOLUTIONS**

- Susan Ball, Managing Editor
- Mark Banit, Digital Learning Program Manager
- Grace Chang, Web Coordinator
- Marissa Decina, Writer/Editor
- Brittany Hemphill, Medical illustrator/Animator
- James Lee, Web Administrator
- Doris Leung, Medical Illustrator/Animator
- Andra Mares, Digital Asset Specialist
- Monika Musial, Medical Media and Design Coordinator
- Saima Navsariwala, Administrative Coordinator, Learning Institute
- Alisha Papineau, Editorial Assistant
- John Paul Rosendall, Business Manager
- Erika Schippel, Coordinator, Publishing and Social Media
- Cathy Schmidt, Multimedia Producer
- Stephanie Schmidt, Web Coordinator
- Sean Schurr, Director, AboutKidsHealth
- Shawna Silver, Chief Medical Editor
- Sandy Siriwardena, Business Analyst
- Alexandra Theodorakidis, Writer/Editor

**EDUCATION RESOURCE GROUP**

- Saad Abdullah, Resuscitation Education Instructor
- Mohammad Alqudimat, Project Analyst, Paediatric Project ECHO
- Melanie Barwick, Senior Scientist, Child Health  
Evaluative Sciences, Research Institute
- Sarah Bovaird, Senior Manager, Learning Institute
- Maite Browning, Resuscitation Education Instructor
- Alison Dodds, Simulation Educator
- Seona Dunbar, Simulation and Resuscitation Educator
- Srdjana Filipovic, Program Manager, Knowledge Translation
- Sonia Garofalo, Student Experience Coordinator
- Alyssa Gumapac, Communications Specialist,  
Paediatric Project ECHO
- Jodi Hinds, Program Coordinator, Staff Continuing  
Professional Development Fund
- Salma Hussein, Project Analyst, Project ECHO  
Ontario: Epilepsy Across the Life Span
- Sabrina Hyde, Camp Counsellor
- Annie Jiwan, Program Manager, Paediatric Project ECHO
- Colleen Keast, Resuscitation Education Instructor
- Jennifer Knabl, Simulation Specialist
- Angelo Legakis, Simulation Specialist
- Emily Louca, Education Manager
- Quenby Mahood, Reference Librarian
- Kelly McMillen, Director, Learning Institute
- Carrie Mendolia, Administrative Assistant

- Samantha Metler, Student Experience Coordinator
- Tristen Moyaert, Senior Program Coordinator, Project  
ECHO Ontario: Epilepsy Across the Life Span
- Saima Navsariwala, Administrative Coordinator, Learning Institute
- Cathy Pajunen, Library and Information Technician
- Michael Pearson, Camp Director
- Lily Ren, Reference Librarian
- Senthoori Sivarajah, Clinic Coordinator, Paediatric Project ECHO
- Vishnu Thillainathan, Camp Counsellor
- Ayushi Todi, Project Coordinator, Learning Institute
- Rafael Velasquez, Simulation Specialist
- Anastasia Vogt, Program Manager, Project ECHO  
Ontario: Epilepsy Across the Life Span
- Karen Wallace, Conference Specialist
- Kelly Warmington, Manager, Learning Institute
- David Wencer, Library and Information Technician
- Diana Young, Resuscitation Education Instructor

**EDUCATION RESOURCE GROUP –  
FELLOWS, STUDENTS AND VOLUNTEERS**

- Hani Abozaid, Simulation Certificate
- Taher Ali, Medical Engineering Student, Simulation Program
- Noushig Bakjajian, Learning Institute Administrative Student
- Gabrielle Charrois, Digital Learning Intern
- Rosa Chen, Learning Institute Administrative Volunteer
- Natasha Collia, Simulation Program Elective
- Jaylyn-Faith D'Jan, Learning Institute Administrative Volunteer
- Kierdra Dowling, Learning Institute Administrative Volunteer
- Dana Elborno, Simulation Fellow
- Manar Hamid, Learning Institute Administrative Student
- Dustin Jacobson, Simulation Program Elective
- Ellshan Jafargholizade, Learning Institute Administrative Volunteer
- Robbie Kernan, Simulation Fellow
- Bashar Kukhamsin, Simulation Program Elective
- Justin Losier, Simulation Program Elective
- Jacqueline Ma, Knowledge Translation Volunteer
- Jessica Maganji, Learning Institute Administrative Volunteer
- Sarah McLinton, Library Volunteer
- Gregory Ossetchkine, Learning Institute Administrative Volunteer
- Teresa Phan, Learning Institute Administrative Volunteer
- Betty Phin, SickKids Archives Volunteer
- Prae Plansangkate, Simulation Fellow
- Chowmiya Premakumar, Learning Institute Administrative Volunteer
- Karolina Rabeda, Knowledge Translation Volunteer
- Asma Salloo, Simulation Program Elective
- Marjorie Samuel, SickKids Archives Volunteer
- Teng Sung Shin, Simulation Certificate
- Dylan Smart, Digital Learning Intern
- Raymond Tu, Learning Institute Administrative Volunteer
- Paola Vallarino Orozco, Learning Institute Administrative Volunteer
- Sunayna Vuppall, Simulation Fellow



Aria Wills, *Learning Institute Administrative Volunteer*  
Ken Wilson, *SickKids Archives Volunteer*

**INFANT MENTAL HEALTH PROMOTION**  
Tania Marie Andrade, *Administrative Assistant*  
Magali Bouhours, *Bilingual Project Coordinator*  
Annie Gelibolyan, *Project Coordinator*  
Donna Hill, *Communications Manager*  
Nisreen Khambati, *Project Coordinator*  
Mustafa Khan, *Administrative Support*  
Chaya Kulkarni, *Project Director, Infant Mental Health Promotion*  
Adeena Persaud, *Project Coordinator*  
Jo-Anne Robertson, *Project Coordinator*  
Nicole Tuzi, *Project Manager*  
Yvonne Zhang, *Project Coordinator*

**INFANT MENTAL HEALTH PROMOTION – FELLOWS, STUDENTS AND VOLUNTEERS**  
MacCarthy Baafi, *Student*  
Shemiko Brown, *Student*  
Carley Granger, *Student*  
Asia Leon, *Student*  
Rup Patel, *Student*  
Nabiha Paracha, *Student*  
Fadime Salman, *Volunteer*

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Haya Al-Husseini, *Program Coordinator, International Education*  
Ashley Graham, *Program Manager, Outreach Education*  
Lara Pietrolungo, *Director, International Education*

**NURSING & INTERPROFESSIONAL EDUCATION**  
Michelle Bertoni, *Interprofessional Education Specialist, Neonatal Intensive Care Unit*  
Alana Black, *Interprofessional Education Specialist, 8C*  
Elena Blackwood, *Interprofessional Education Specialist, Caring Safely*  
Karen Breen-Reid, *Education Manager, Learning Institute*  
Daniela Bruce, *Interprofessional Education Specialist, 7A*  
Ann Chang, *Interprofessional Education Specialist, Haematology/Oncology*  
Jingjing Chen, *Program Coordinator, Learning Institute*  
Stephanie Chu, *Interprofessional Education Specialist, Connected Care*  
Barbara Couper, *Interprofessional Education Specialist, Global Child Health*  
Vivianne Coutu, *Interprofessional Education Specialist, Operating Room*  
Daniela D’Annunzio, *Interprofessional Education Specialist, Central Education*  
Tracy DeSantis, *Program Coordinator, Interprofessional Education*  
Mary Douglas, *Interprofessional Education Specialist, SickKids International*

Michele Durrant, *Interprofessional Education Specialist, Central Education*  
Bonnie Fleming-Carroll, *Associate Chief, Nursing & Interprofessional Education, Learning Institute*  
Lisa Fowler, *Interprofessional Education Specialist, Neonatal Intensive Care Unit*  
Katanya Fuerst, *Interprofessional Education Specialist, Neurosurgery and Trauma*  
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Lisa Honeyford, *Interprofessional Education Specialist, Haematology/Oncology*  
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Annette Martins, *Interprofessional Education Specialist, Acute Care Transport Services*  
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Sara McEwan, *Interprofessional Education Specialist, 5A, 5B and 5D Clinics*  
Carrie Morgan, *Interprofessional Education Specialist, 4D, Labatt Family Heart Centre*  
Adelina Morra, *Interprofessional Education Specialist, 7BCD*  
Darlene Murray, *Interprofessional Education Specialist, Diagnostic Imaging, Vascular Access*  
Saima Navsariwala, *Administrative Coordinator, Learning Institute*  
Linda Nguyen, *Interprofessional Education Specialist, Project ECHO*  
Alia Jane Oudeh, *Interprofessional Education Specialist, 8AB, 6E*  
Sandhaya Parekh, *Interprofessional Education Specialist, Post-Anaesthesia Care Unit*  
Lisa Smith, *Interprofessional Education Specialist, Global Child Health*  
Aubrey Sozer, *Interprofessional Education Specialist, 7BCD*  
Peter Su, *Interprofessional Education Specialist, 8C*  
Sunayna Vuppal, *Interprofessional Education Specialist, SickKids International*  
Karin Zekveld, *Interprofessional Education Specialist, Global Child Health*

**NURSING & INTERPROFESSIONAL EDUCATION – STUDENTS**  
Kathy Eres, *Graduate Student*

**SICKKIDS CENTRE FOR COMMUNITY MENTAL HEALTH LEARNING INSTITUTE**  
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Lisa Phillip, *Training Administrator*  
Tessa Phillip, *Receptionist*  
Lisa Saunders, *Marketing and Communications Coordinator*  
Erika Schippel, *Marketing Coordinator*  
Mary Anne Van Rooyen, *Training Coordinator*  
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Edited by Kelly McMillen & Ayushi Todi

“Over the past 11 years, I’ve had the privilege of working with a wide range of staff at SickKids and it is remarkable how much of an impact they’ve had on me. From inspiring leaders that make me want to follow in their footsteps, to brilliant minded individuals that have taught me new skills. SickKids is a very special place that never stops helping you learn and grow. I am able to do what I do best because of this.”

– Sandaruwan Siriwardena, Business Analyst, Learning Institute

**Our Vision**

Improve child health outcomes and systems of care worldwide through learning and education.

**Our Mission**

Using learner-centred educational practices and state-of-the-art technologies, we will create and deliver exceptional learning experiences that that advance practice and transform care. Through advanced thought leadership, knowledge dissemination and scholarship we will stimulate change and drive innovation in education.





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