



ANNUAL REPORT

2020-2021

SickKids®
LEARNING
INSTITUTE



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MESSAGE FROM OUR LEADER

THE LEARNING INSTITUTE

What a year this has been. I cannot thank every member, partner, and affiliate of our Learning Institute (LI) enough for their dedication, agility, compassion, and creativity over the past year.

Managing through the COVID-19 pandemic times has been both a challenge and an opportunity to say the least. In the early days of the pandemic our education teams shifted quickly to accommodate a complete shutdown of academic learners on-site and where possible, created remote learning experiences to keep our many health professions learners engaged in clinical learning. Simultaneously our educators and faculty focused their attention and skills on building capacity among our staff to learn new practices, adopt evolving care protocols and pitch in where ever possible to enable entire teams to provide safe and effective care to patients and families during this unprecedented time. As time went on, we re-integrated academic learners on-site, continued to build capacity in the health system by sharing emerging knowledge with patients, caregivers, and providers alike and we used simulation approaches to ensure practice readiness and enable exceptional performance within the pandemic context.

Please enjoy this Annual Report. It reflects the many accomplishments, despite our pandemic times, that we have achieved together to advance a culture of learning, build capacity, and ensure safe care delivery to our precious patients and their families.

Sincerely,



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



SickKids[®]

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AWARDS & CELEBRATIONS

LI AWARD OF EXCELLENCE

The LI Award of Excellence recognizes an individual staff member or team in the LI who consistently:

- contributes to the achievement of the LI's priorities
- demonstrates the SickKids values of compassion, integrity, collaboration, inclusion, innovation, and excellence
- goes "above and beyond" expectations in carrying out their work
- demonstrates strong LI citizenship including respect, empathy and positivity in the workplace, and a willingness to support others while being an effective member of the team

All LI staff members and individuals contributing significantly to the achievement of LI priorities are eligible to be nominated for the award, which is given out annually. This year's award ceremony was held virtually on August 18th 2020.

The recipient of the 2020 LI Award of Excellence was Haya Al-Husseini, Program Coordinator, who was recognized for her leadership of the International Learner Program.

Haya's nomination highlighted that "Haya demonstrates professionalism, integrity, and excellence in her communication. She is a humble human being, who is always courteous in her interactions with stakeholders, learners, and colleagues. She has high cultural competence, and this is demonstrated when working with international partners. Her positive and enthusiastic demeanor does not go unnoticed as this is consistent feedback she receives from learners."

Congratulations Haya on this well-deserved recognition!

"As I look at the current world health and social climate, I would like to echo a statement that resonates with me, from the late great Dr. Martin Luther King Jr. 'The ultimate measure of a man is not where he stands in moments of comfort and convenience but where he stands in times of challenge and controversy.'"

– Shenique Baker, Program Coordinator, 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. An individual nurse or a team may be nominated for an award. Nominations are submitted by members of the SickKids staff, a patient or their family, or a student who has worked closely with the nominee.

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.

Congratulations to the following individuals and teams that included LI team members among the recipients:

NURSING EDUCATION AWARD

Michelle Bertoni

This award is open to all SickKids nurses who demonstrate excellence in education of staff, patients and/or families (e.g. Interprofessional Education Specialist, Preceptor, Clinical Support Nurse, Clinical Orientation Support Nurse, Staff Nurse, Informatics Nurse, etc.). The award is given to a nurse who: creatively develops educational programs and other opportunities that meet the learning needs of the staff, patients or families; collaboratively integrates research, education, and practice; contributes to clinical and professional expertise and role models a commitment to professional development and continuous learning.

NURSING INNOVATION TEAM AWARD

Wellness Strategy Team (Karen Breen-Reid, Ann Chang, Grace Garvey, and Kelly McNaughton)

This award honours nurses who demonstrate excellence in non-traditional roles (informatics, technology, quality, project management, coordination, occupational health, etc.). The award is given to the nurse(s) who: makes a significant contribution working on initiatives, that support the advancement of nursing practice and/or patient care practices and processes, either directly or indirectly; contributes to professional learning and expertise in a particular aspect of nursing; advances the organization's goals and objectives; demonstrates leadership in managing departmental/organizational change related to a specific area of practice/workflow and demonstrates critical thinking and problem-solving skills to guide evidence-based decisions related to a specific area of practice/workflow.



Karen Breen-Reid and Bonnie Fleming-Carroll

NURSING TEAM AWARD

IGT Nursing Team (Alona Abramovich, Mari Acebes, Aishat Agboluaje, Saby Barameswaran, Dalia Bozic, Julie Chabot, Shernaz Chin, Michelle Cote, Sonia Fracassa, Laura Gale, Kertine Gilbert, Karen Gustavel, Jaime Jones, Deborah Kern, Sinead Kerr, Gregori Kuran, Stephanie Machado, Darlene Murray, Erica O'Keefe, Wendy Padilla, Nigel Ruse, Kimberley Stimson, Alexandra Warnaar and Julie Zettel)

This award is open to teams of nurses (and may include specific interprofessional members) who demonstrate an exceptional group effort in the advancement of nursing. All members of the team must demonstrate excellence in their roles and contribute to the outcomes of the team; commitment to child and family-centred care; excellence in functioning as a team; contribute to the development of others within and outside of the team; contribute to strengthening clinical practice and improving patient care and develop creative and innovative strategies to advance the organization's goals and objectives.

AWARD OF EXCELLENCE IN CLINICAL TEACHING

Over the past year, more than 700 interprofessional staff contributed to the professional development and clinical experience of students and novice health-care practitioners at SickKids. While SickKids as an educational environment has faced many challenges amid the pandemic, support for students and new staff has been maintained. The LI could not have sustained the education and learning at SickKids without such a dedicated group of preceptors, field instructors, and clinical supervisors.

The LI is also especially proud to announce the recipients of the 2020 Excellence in Clinical Teaching Award! This year, there are four remarkable health-care professionals who strive to create a positive, encouraging, and respectful learning environment and we would like to acknowledge their contributions to the professional growth of students, trainees, and newly hired staff.

Congratulations to:

- **Chantal Chea**, Registered Nurse, Operating Room - Orientation of New Staff Category
- **Jennifer Crosbie**, Clinical Psychologist - Supervision of Student/Trainee Category
- **Jennifer Dermott**, Physiotherapist, Orthopaedics - Orientation of New Staff Category
- **Stephanie Machado**, Registered Nurse, Image Guided Therapy - Supervision of Student/Trainee Category

A short video, [SickKids Preceptor Recognition Ceremony 2020](#), has been produced to celebrate all who contribute to the development of others. Congratulations to our clinical teaching award recipients.



“I have a much better understanding of what our nurse goes through. It covered so many subjects. You were all very honest and it made us all comfortable that this was normal. Lots of great information. You were all amazing, this was an excellent informative day.”

– Supporting the Nurse in Your Family Workshop participant

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:

Safety Officer, Emergency Department (ED) – Team members included, **Amanda Cooney** and **Caitlin Ross**. The dangers of COVID-19 are never far from nurses’ minds, especially in the ED. There, the threat of infection is ever-present— in every intubation and resuscitation, in every trauma event, and procedural sedation. To help protect nurses, Amanda Cooney and Caitlin Ross are creating a new Safety Officer role. Using the most up-to-date guidelines, this Safety Officer will advise ED staff on everything from PPE to best practices for infection control. That way our nurses will stay safe—and our patients will too.

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

RESPIRATORY CARE EXCELLENCE AWARD – EDUCATION

Congratulations to **Nicole Coutu**, RRT, who was the recipient of this year’s 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.

THE FUTURE OF NURSING LOOKS BRIGHT! CONGRATULATIONS TO SICKKIDS NURSING SCHOLARSHIP RECIPIENTS!

At SickKids, supporting the advancement of nursing is seen as an investment into the future of paediatric healthcare. The LI and the SickKids Foundation are pleased to announce the recipients of the Alma Rae Fellows Fellowship in Nursing Education and the Lillian Meighan Wright Endowment Bursary. The Nursing Scholarship Funds generously provide financial support to qualified nurses who are pursuing academic education at the graduate level.

These funds are in memory of two dedicated and courageous nurses recognized for their impact in nursing. Alma Rae Fellows, RRC, RN was born in 1905 and was a Lieutenant Commander, R.C.N. Nursing Service and Principal Matron, Atlantic Command. Nurse Fellows believed in the value of higher education and loved children which led to a generous gift after her death that supports SickKids nurses to train at the Masters and PhD levels.

Lillian Meighan Wright RRC, RN was a graduate of the Royal Victoria School of Nursing, Class of 1928. Nurse Wright was also a Lieutenant Commander R.C.N. Nursing Service, Atlantic Command. The endowment in Nurse Wright’s memory supports graduate training of nurses at the Master’s degree level so that they may function in a nurse practitioner role at SickKids.

The legacy of these two strong nurses are not only the recipients of the scholarship but all the nurses at SickKids who are dedicated to the profession of nursing and represent the best in healthcare for children and their families.

Please join us in congratulating the 2020 recipients of these awards!

2020 ALMAE RAE FELLOWS FELLOWSHIP IN NURSING EDUCATION RECIPIENTS

- Laura Buckley
- Barbara Couper
- Rachael Hamilton
- Mackenzie Heath
- Christine McGovern
- Carol McNair
- Aubrey Sozer

2020 LILLIAN MEIGHAN WRIGHT ENDOWMENT BURSARY RECIPIENTS

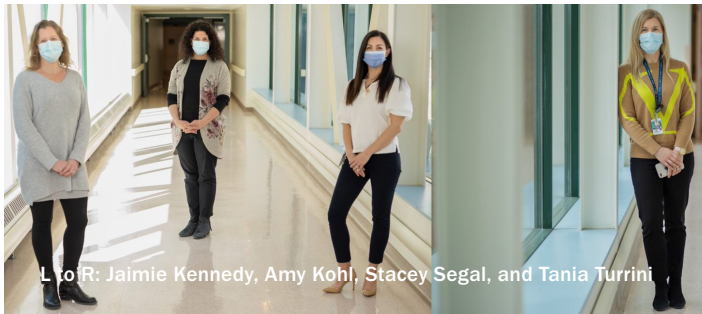
- Demelza Domingo
- Laiken Starreveld
- Jennifer Tyrell
- Rachael Wyger



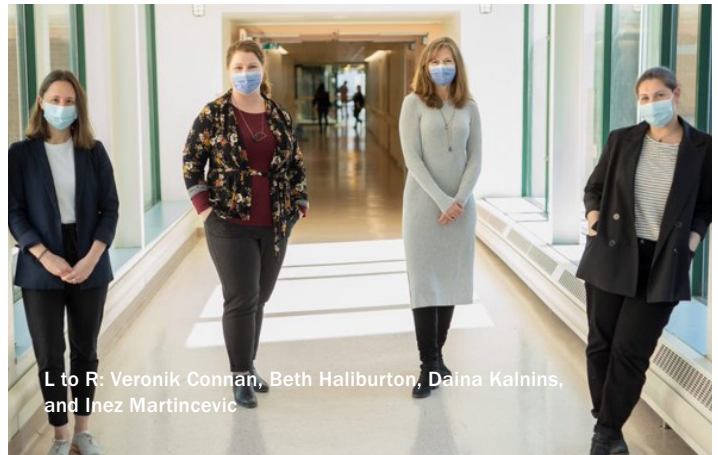
Inez Martincevic

EXCELLENCE IN CLINICAL DIETETICS AWARDS FOR CLINICAL CARE AND EDUCATION

The Excellence in Clinical Dietetics Award recognizes an outstanding dietitian or team of dietitians who provide their expertise for the nutritional support of our patients at SickKids. This year, the individual award for Excellence in Clinical Dietetics for Care and Education was awarded to **Inez Martincevic**, Inflammatory Bowel Disease Program. Two team awards were also announced. The recipients of the Excellence in Clinical Dietetics for Care and Education team awards were the Eating Disorders/Adolescent Medicine Registered Dietician team including **Jaimie Kennedy**, **Amy Kohl**, **Stacey Segal**, and **Tania Turrini** as well as the G tube Feeding Program's Registered Dietitians **Veronik Connan**, **Beth Haliburton**, **Daina Kalnins**, and **Inez Martincevic**.



L to R: Jaimie Kennedy, Amy Kohl, Stacey Segal, and Tania Turrini



L to R: Veronik Connan, Beth Haliburton, Daina Kalnins, and Inez Martincevic

“I’m thrilled to have joined the LI team as the Student Experience Coordinator. It is so interesting to see things from a different perspective after spending over 10 years working in the Research Institute in administrative and operational roles. My new role allows me to use my skillset and institutional knowledge and adapt them to new situations and challenges. The team has been so welcoming and supportive, and I am extremely grateful for this growth opportunity.”

– Ann Ryan, Student Experience Coordinator, The Learner Hub, Learning Institute



PROGRAM HIGHLIGHTS

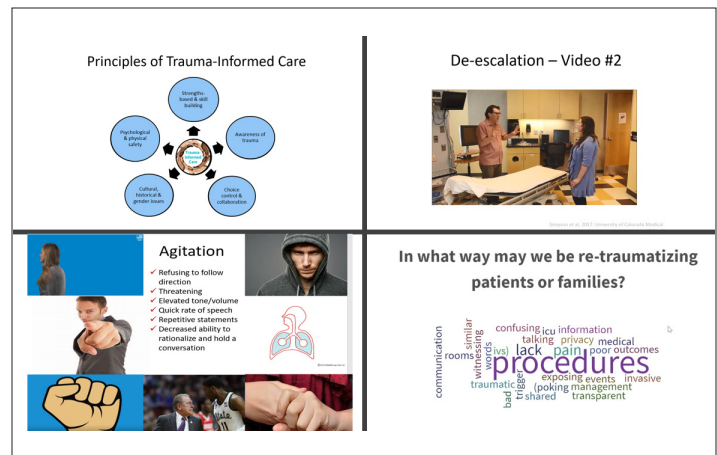
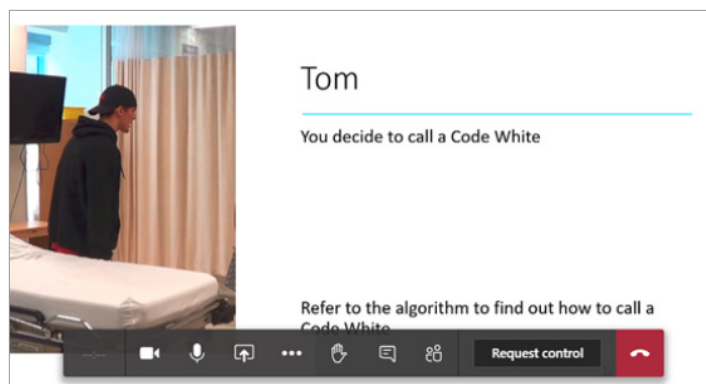
USING SIMULATION TO STRENGTHEN THE NEW CODE WHITE ALGORITHMS

Code White is the emergency colour code designation used to alert staff of a person in crisis, who has actual/potential for agitation, aggression, and/or violence. SickKids' Code White policy has been revised to better address staff and patient safety in the response and management of agitation/aggression/violence. Two evidence informed algorithms have been developed to accompany the policy and support the management of these situations. They include specific pathways for escalating events that involve a) patients and b) a family/visitor/unknown persons.

The algorithms needed to be reviewed for usability and functionality prior to implementation to ensure that staff could understand them and follow the process. The Simulation team partnered with the Code White implementation working group and used a simulation-based approach, guided by the model of improvement to review and strengthen the algorithms.

Two clinical scenarios were created and focused on an interaction with a) a patient and b) a parent in crisis. Both simulations included a progressive scenario together with a series of scripted specific injects to enable participants to consider the potential impact of a person in crisis in terms of the usability and functionality of the algorithms. A small pre and post survey was also given to participants.

A total of 19 simulations were delivered using Teams as a virtual platform. Eighteen of the simulations were recorded. A total of 19 staff representing seven different disciplines and 12 different departments participated. The algorithms were revised based on collated observations and feedback from participants during the simulations. It was concluded that this type of simulation activity helped to strengthen the usability and functionality of the algorithms, facilitating improvement and ensuring it is user friendly for clinicians.



PREVENTING AND MANAGING ESCALATING BEHAVIOURS: VIRTUAL CODE WHITE TRAINING LAUNCH!

Maintaining a physically and psychologically safe environment for patients, families, and healthcare providers is a priority at SickKids. The ability to manage escalating situations may be even more pertinent today, with COVID-19, heightened stress levels and the various restrictions placed on everyone. Staff may face situations, ranging from agitation, to aggression, to violence and they need to be equipped with the knowledge, skills, and attitude to manage the situation effectively.

Training for the new Code White Policy has been translated to a virtual platform, with various synchronous and asynchronous options to accommodate staff. Training was offered as:

- One 3-hour module
- Two 1.5-hour modules
- Three 1-hour modules

Education was delivered in various areas and then scaled throughout the organization. For more information contact [Sharon Lorber](#).



NEW CODE WHITE IN-SITU SIMULATIONS AND POLICY LAUNCH

The new Code White policy was launched on September 15th 2020. Code White training has been delivered to clinical and non-clinical staff to orientate them to the new approach. Over 1,900 staff have received the education. In order to assess how this training would translate to the clinical environment, an in-situ simulation was developed.

Two contextual Code White in-situ simulations (using two standardized patient actors) were delivered on 6B, to assess the organization's response on: Wednesday August 19th 2020 (day time hours) and Tuesday September 1st 2020 (after hours).

During each exercise there were nine-ten participants, consisting of front-line staff and the Code White Response Team. Nine to ten observers (staff) were positioned on-site on 6B or virtually on Zoom. Cameras were strategically positioned around the in-situ site to allow the virtual observers to surveil the scenario. Data was collected from observation templates, audio recordings of the debrief, as well as participant evaluations. This informative

data was collated and will help guide future training, allowing staff and the organization to be more prepared for an actual Code White event.

Thank you to everyone who participated in any of the Code White offerings.

IN-PERSON VIDEO DEBRIEF WORKSHOP GOES VIRTUAL

In light of the COVID-19 pandemic, the Simulation team has pivoted multiple educational in-person workshops into virtual events to continue to meet the unique needs of learners at SickKids. For example, the one-day video debriefing workshop was converted into a condensed, four-hour, virtual event and was delivered successfully using Teams. The learning outcomes for the two versions were the same, whereby the learners were able to develop the skills required to deliver effective video debriefing.

The learning strategies were adapted, an emphasis was placed on preparing learners for the virtual experience. Education material was developed that supports their learning in a virtual environment such as a participant guide that offers direction around expectations and virtual etiquette as well as tools that would allow the learner to actively participate in virtual activities.

Every education event is tested prior to delivery to strengthen the content and ensure any gaps or glitches are identified and mitigated before it reaches the learners. Evaluations from sessions inform the direction of future sessions. The Simulation team has embraced the use of technology and adjusted the way they normally work in an attempt to continue to provide learners with the education they need to be successful.



HEALTH EQUITY ROUNDS

To advance and operationalize SickKids' commitment to reducing health disparities, the Centre for Innovation & Excellence in Child and Family-Centred Care launched the Health Equity Rounds Series to provide a forum for important discussions regarding differences in health care and health outcomes experienced by certain groups based on race, ethnicity, gender, sexual orientation, socioeconomic status, and other factors. The Rounds focus on learning opportunities related to health equity, the social determinants of health, the impact of bias in health care, as well as strategies to address health disparities and take action on inequities.

In the inaugural year, the Health Equity Rounds included external speakers focussing on COVID-19 and inequities, Indigenous health and reconciliation, anti-Black racism in health care, and mental health and blackness.

Health Equity Rounds presented in 2020-2021:

WHAT IS INDIGENOUS HEALTH AND RECONCILIATION IN HEALTH CARE AND WHY IS IT RELEVANT TO YOU?

Date: September 30st 2020 (Orange Shirt Day)

Speaker: Dr. Suzanne Stewart

Dr. Stewart explored the meaning and context of Indigenous health in Canada. She provided practical implications of implementing reconciliation recommendations in health care practice. She addressed how and why Indigenous reconciliation is critical to all Canadians.

Dr. Suzanne Stewart is a member of the Yellowknife Dene First Nation. She is a registered psychologist and Director of the Waakebiness-Bryce Institute for Indigenous Health at the Dalla Lana School of Public Health at the University of Toronto, where she is an Associate Professor in the Division of Social and Behaviour Health Sciences. She recently completed the Canada Research Chair in Aboriginal Homelessness and Life Transitions and is considered an international expert in Indigenous homelessness and mental health.

WHAT COVID-19 TELLS US ABOUT THE STATE OF HEALTH EQUITY IN ONTARIO

Date: November 12th 2020

Speaker: Dr. Kwame McKenzie

Despite data available that reports significant differences in infection rates for COVID-19 and the impacts for racialized populations, there has been less analysis on why these disparities exist, why this was allowed to happen or how we can move towards equity. Dr. McKenzie explored what we know, what we do not know, and discussed why in the second wave, the same issues seem to be arising.

Dr. Kwame McKenzie is the CEO of Wellesley Institute and international expert on the social causes of mental illness, suicide and the development of effective, equitable health systems. Dr. McKenzie is also Director of Health Equity at the Centre for Addiction and Mental Health (CAMH), and a Full Professor in the Department of Psychiatry at the University of Toronto.

BLACK HISTORY AND FUTURES MONTH: RECKONING WITH ANTI-BLACK RACISM IN HEALTH CARE

Date: February 1st 2021

Speaker: Dr. Roberta Anthony

Dr. Roberta Timothy explored the historical and current context of anti-Black racism in health care and its impact. She discussed how healthcare practitioners can provide safe care to Black patients and families using an intersectional, empowerment-centred, decolonizing framework.

Dr. Roberta Timothy, B.A., M.A., M.Ed., Ph.D. is the Program Director of the Health Promotion Master's program at Dalla Lana School of Public Health at the University of Toronto, and an Adjunct Professor in Critical Disability studies at York University. She has worked for over 30 years in community health on intersectional violence strategies and resisting anti-Black racism.

BLACK HISTORY AND FUTURES MONTH: MENTAL HEALTH & BLACKNESS: POSSIBILITIES FOR WELLBEING

Date: February 23rd 2021

Speaker: Dr. Sahlu & Dr. Chintoh

Dr. Araba Chintoh and Dr. Samra Sahlu explored the impacts of anti-Black racism on the mental health of Black patients, families, and staff. They discussed holistic approaches for culturally safe care that promote Black wellbeing.

Dr. Samra Sahlu is a general adult psychiatrist currently based in Saskatchewan. She has practiced general psychiatry in outpatient, ER, and corrections settings, and served on the APA's Council on Minority Mental Health and Health Disparities as part of her Diversity Leadership Fellowship. Her interests include advocacy, mentorship, cultural psychiatry, transgender care, community engagement, and collaboration with the arts.

Dr. Araba Chintoh is a psychiatrist with clinical roles at the Centre for Addiction and Mental Health, Inner City Health Associates, Across Boundaries – Mental Health Services for Racialized People and the University of Toronto, Scarborough Campus. Her clinical and research interests focus on schizophrenia and include psychopharmacology, metabolic dysfunction, and ways to improve the health and care for patients with chronic brain illnesses.

CAPACITY BUILDING FOR PAEDIATRICS AMONG NURSES WORKING IN COVID-19 RECOVERY SHELTERS

In rapid response to an ask from our community Inner City Health Associates (ICHA) nursing colleagues, SickKids LI and Connected Care collaborated with a focus to support capacity building among nurses working in COVID-19 Recovery Hotels established for people experiencing homelessness. To date, over 850 people have been accommodated and cared for at these sites in Etobicoke, downtown Toronto, and Scarborough. The needs for paediatric nursing education and practice consultation were heightened when in one hotel shelter alone, during a week in May, the number of nurses working at the site exceeded 60 and the number of children sheltered with their families grew from 2 to 60!

Informed by a brief needs assessment, Connected Care and the LI aligned supports with the primary aim of the COVID-19 recovery sites to treat those experiencing homelessness and recovering from COVID-19 with dignity in a setting that includes clinical support. We learned that children at the shelters may be COVID-19 positive or sheltered with their family members who are affected. The children are typically healthy and active, and nurses are on site 24/7 to monitor for new or progressing signs of illness. Nurses working at these sites are reported to have little to no experience working with children and were eager to learn more.

In response, Connected Care and the LI coordinated a series of five weekly learning sessions delivered via webinar for shelter nurses to engage in. Approximately 20 nurses attended the online sessions each week and sessions were recorded for those wishing to review the content at a later time. Topics were generated by the shelter staff and taught by SickKids



experts. Topics included: Compassionate Communication, Paediatric Nursing Rapid Assessment, COVID-19 in Paediatrics, Child Protection Issues, and Mental Health Needs of Children. Early feedback was highly positive for the education sessions and a follow-up evaluation survey was completed.

To complement the education sessions, a Rapid Symptom Assessment Tool was developed by Connected Care that leveraged the LI curriculum and the expertise of Connected Care. The shelter staff were encouraged to register to use Connected Care Live 24/7 for any follow-up questions they had about paediatric nursing practice. To further wrap-around needed supports, the support to the shelters included collaboration with SickKids Child Life Department enabling the delivery of a truck-load of toys and games to the shelters as well as guidance on promoting play and limiting screen time for the families. Response to this partnership with our ICHA colleagues has been consistently positive and we are honoured to have learned from and been a support to these community colleagues and people who are experiencing homelessness and affected by COVID-19, through this outreach initiative.

“I joined the Virtual Paediatric Nursing Education Program at SickKids because it was an awesome opportunity as a Bermudian Nursing student to see how things function in another country and what would be expected of us as nurses. The program helped me to appreciate child and family centred care. One thing I liked was how patient and family are involved in decisions and how nurses advocate for the patient and take care of the whole family. It’s the little things that show we care and enable us to provide the best care. This is an excellent program and has exceeded my expectations. The lectures were extremely informative and I learnt new techniques that I can apply in my future career.”

– Virtual Paediatric Nursing Education Program participant, Bermuda College

COVID-19 PROTECTED CODE BLUE SIMULATIONS

The LI Simulation Program realized the need to train frontline staff across the hospital with how to protect themselves when caring for suspected or confirmed COVID-19 patients. It was decided that team training sessions which normally would be run with only the ward nurses and paediatric residents would be converted into Protected Code Blue simulations which would also include the code blue team members (RT, Anesthesia, CCRT RN, CCRT Fellow, ICU RN, and ER RN).

The first COVID-19 Protected Code Blue Simulation took place on March 4th 2020, and as of March 2021, a total of 64 simulations had been run. Over 600 interprofessional healthcare workers have participated in these trainings including physicians, RNs, RTs, NPs, MRT, and dental hygienists. Frontline staff had been eager to attend these sessions and have commented on how valuable they have been. On average, roughly 20 learners (including participants, virtual observers, and facilitators) attended these sessions.

The objectives of the simulations have been to simulate a Protected Code Blue while maintaining staff safety with donning and doffing of enhanced precautions and medically manage an acutely ill suspected or confirmed COVID-19 patient during aerosolizing generating medical procedures.

Common themes across the simulations have been identified in the debriefs which have helped to drive changes to the hospital's Protected Code Blue document. The plan is to continue running these Protected Code Blue simulations in order to continue to iterate not only the key principles of Protected Code Blue events but also frontline staff confidence with managing a suspected or confirmed COVID-19 patient.

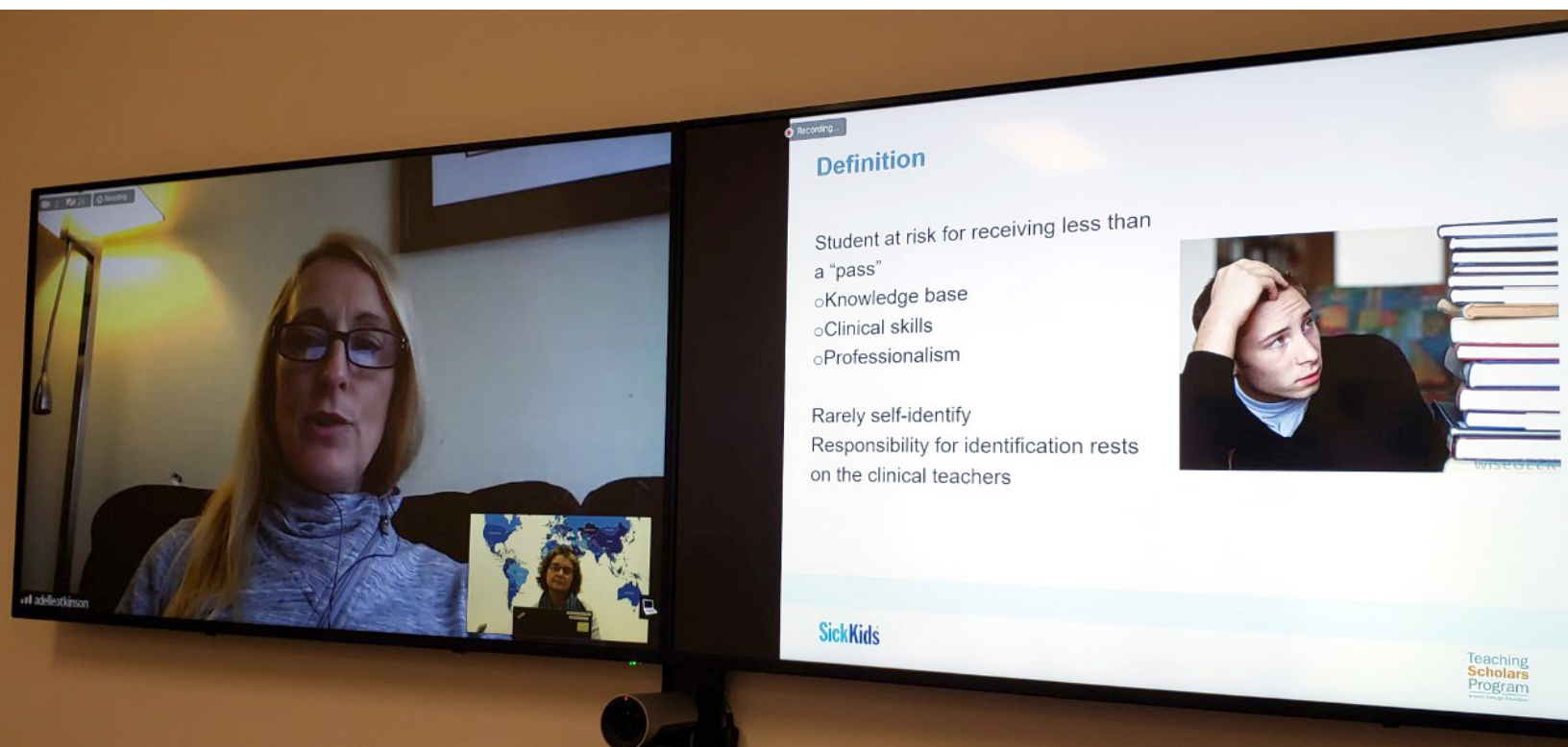
TEACHING SCHOLARS PROGRAM GOES VIRTUAL

The Teaching Scholars Program provides participants with foundational principles and approaches to teaching and learning within a clinical setting. The focus of this innovative program includes; effective education design, clinical teaching strategies and knowledge transfer approaches, as well as program evaluation and learner assessment.

In September 2019, the program celebrated its fifth year of implementation with the registration of thirty interprofessional learners from across the organization. Participants are engaged and enthusiastic about actively contributing to the culture of teaching and learning with the goal of improving care. As the learners approached the end of their academic year, the program found itself attesting to the innovation tenets of the program. Along with many of our education colleagues, the program continued to provide education support in an unprecedented time of virtual learning and self-directed study. The program found ways to connect and keep focused on creating supportive learning environments.

On April 7th 2020 a virtual session was launched, entitled, The Learner in Difficulty, Providing Feedback, Role Modelling and Mentorship. Facilitators, Dr. Adelle Atkinson and Vera Gueorguieva reformatted content, provided pre-reading, and created case examples to work through post session for submission and feedback. Overall response from learners was overwhelmingly positive and the team launched their next virtual session in May.

To learn more about the Teaching Scholars Program [click here](#) (link accessible only via VPN or SickKids servers).



UPDATED SIMULATION CREDENTIALING PROCESS

The SickKids Simulation Program has been accredited since June 2013 by the Royal College of Physicians and Surgeons of Canada. As such, the program is recognized as delivering simulation-based learning activities that are planned and delivered according to best educational practices. To uphold this standard, the program has a credentialing process for educators and health professionals who utilize simulation either for education or quality improvement.

If you are an educator and health professional who has experience with simulation, consider applying for one of two roles:

- Simulation Instructors have the knowledge, skills, and attitudes necessary to develop and implement a simulation-based curriculum.
- Simulation Associate Instructors have the knowledge, skills, and attitudes necessary to facilitate/deliver a simulation session or station.

The credentialing process is recommended for those responsible for developing and implementing simulations within programs. Through this they learn and demonstrate the knowledge, skills, and judgment of best practices in simulation-based education.

You can now apply online! To apply for Simulation Instructor or Simulation Associate Instructor status please complete the application – [Credentialing Application](#).

If you have more questions or are interested in applying, visit the new [credentialing webpage](#) (link accessible only via VPN or SickKids servers).

THE SUCCESSFUL LAUNCH OF THE PILOT PLANNING FOR IMPLEMENTATION PRACTICE WORKSHOP



**Planning for
Implementation
Practice™**



For many teams tasked with implementing evidence-based practices, the barrier to successful implementation is their limited knowledge of implementation science. To address this gap, the LI's Knowledge Translation (KT) Program launched a new workshop called Planning for Implementation Practice (PIP).

The pilot workshop was launched in October 2020 and generated a lot of interest from both SickKids and external teams. The workshop is designed for interdisciplinary teams from various sectors looking to implement an evidence-based practice in their own setting but who are not sure where to start.

The workshop teaches participants how to use [The Implementation Game \(TIG\)](#), an evidence-based teaching and planning tool. Participants gain an improved understanding of implementation science and factors they must consider if they want their implementation endeavor to be a success. More importantly participants walk away with a draft implementation plan they can use as a starting point for their project.

Though originally planned to be in person, the pilot workshop was delivered online, over two days, due to the COVID-19 pandemic. Participants self-reported a high degree of satisfaction and engagement and found the workshop tools to be “extremely useful”. One participant noted “The PIP workshop helped me understand how to practically approach the implementation of a project by dividing it into concrete stages.” Another stated that “Reading about implementation science ... is one thing, but being able to consolidate that reading into action is another. Having the expert guidance and feedback throughout the workshop was invaluable.”

For more information visit the [KT Program website](#), or contact [Srdjana Filipovic](#), Knowledge Translation Program Manager.

“As an editor with AKH, I get to work together with different clinical areas to create plain language information that helps parents and kids learn about different health topics. I think everyone should learn as much as they can about their health and their children’s health, and it’s important to have a trustworthy online resource where they can find answers. I feel privileged to work with so many talented people who are committed to teaching families about health.”

– Alexandra Theodorakidis, Writer/Editor, AboutKidsHealth



RESUSCITATION WEEK

The Resuscitation Oversight Committee (ROC) hosted the 5th Annual Resuscitation Week from November 16th to 20th 2020. During the week, multiple resuscitation awareness events took place throughout the hospital.

The week kicked off with a CPR Anytime Event for staff where the ROC partnered with Heart and Stroke and Toronto Paramedic Services to deliver a virtual information session regarding the basics of CPR and AED awareness.

Clinical areas had the opportunity to engage in drop-in sessions led by a Resuscitation Education Instructor to review and practice important BLS principles in advance of the code blue team arriving, discuss the activation process for emergency response and explore important team dynamics in a resuscitation. Many inpatient units and clinics participated in this event and a total of 77 staff members were trained.

This year the Resuscitation Symposium went virtual and was attended by over 145 SickKids staff and community partners. The Heart and Stroke 2020 Guidelines update for CPR was discussed with a focus on pediatric resuscitation perspective, along with discussing preparedness and lessons learned during a pandemic. International speakers who shared their experiences and insights of working through a pandemic participated in the event.

The week also included a hospital wide mock Protected Code Blue simulation which took place in a public area of the hospital whereby a “patient” suffered a cardiac arrest . The simulation allowed for system testing of Protected Code Blue response and Zoll Defibrillator utilization and process. Several learning opportunities were identified during debriefing which were acted on.

THE PANDEMIC PRACTICE CHAMPION ROLE AT SICKKIDS - EVALUATION AND REFLECTIONS

The role of the Pandemic Practice Champion (PPC) was created to address the immediate and rapidly changing knowledge needs of healthcare professionals and to indirectly support children and family caregivers, following the declaration of the COVID-19 pandemic.

In order to better understand the PPC role and its impact, an evaluation group led by Bonnie Stevens was formed to determine the individual characteristics of those who took on the PPC role, describe their key functions and explore factors that facilitated or hindered role implementation.

The group interviewed four nurses in the PPC role, as well as managers and staff who interacted with them. The following illustrate some of the key perspectives and reflections from the PPC:

The PPC were nurses, some with Master's degrees, who had experience or a keen interest in education. They often had leadership experience and were excellent communicators with a passion and desire for wanting to help. One PPC described "...having that passion to improve the work and the processes we do here...really goes a long way..."

Key functions of the role included; delivering education, clarifying and re-enforcing messaging to keep staff, patients, and families safe, providing support, acting as a resource, troubleshooting and problem solving, and evaluating guidelines and policy implementation. One individual stated "...we offered a lot of creative problem solving and just-in-time education..."

A positive implementation climate, openness to learning, positive reception, leadership support, a strong communication network, available resources, and a safe culture standpoint facilitated the development of the PPC, whereas the uncertainty of the pandemic and anticipated needs, inability to change some infrastructure, and access to and influence of external information were identified as barriers.

Overall, the PPC role was highly accepted, valued, and fulfilling. "We made sure that the frontline staff were aware of proper safe practices to protect themselves and their patients...we created this awareness through education and communication...just really ensuring both staff and patients were protected".

The PPC evaluation group included Christabelle Almeida, Karen Breen-Reid, Mariana Bueno, Anna Cotic, Bonnie Fleming-Carroll, Michelle Harvey, Meghan Rao, Bonnie Stevens and Laurie Streitenberger.

SICKKIDS EQUITY, DIVERSITY AND INCLUSION CHAMPION PROGRAM

In June 2020, Dr. Ronni Cohn, President and CEO, made an organizational commitment to advance a culture of belonging at SickKids through a variety of Equity, Diversity, and Inclusion (EDI) initiatives. Based on the advice of the EDI Steering Committee, Ronni identified the need for EDI Champions across the organization to support meaningful change. The EDI Champion model is seen as an effective strategy in the creation of a more equitable workplace and a culture of belonging for staff, patients, and families. A call-to-action for individuals across the organization to step forward as an EDI Champion showed early interest from a significant number of staff volunteers to join the program.

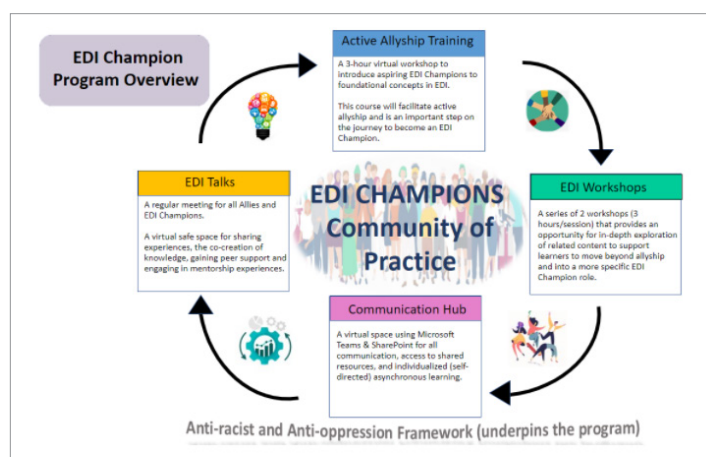
The program is designed through an anti-racism and anti-oppression lens which focuses on key concepts including systemic racism, privilege, power, microaggression, and allyship. Emphasis is placed on principles of reflection and action (reflexivity) that encourage individuals to consider ways in which one's social identity and values not only impact their own lived experiences but also those around them.

The education consists of both synchronous and asynchronous learning activities on key EDI concepts, principles, and strategies. Becoming an EDI Champion Workshop Series, EDI Talks, a Champion Role & Responsibilities Document, and a Communications and Resource Hub are central to the program. The first EDI Talk session, a semi-structured, interactive forum to support dialogue and synchronous learning for Champions was launched in January 2021 with the rest of the programming being launched in June 2021. Woven throughout the EDI Champion program will be opportunities for self-reflection, self-awareness and community building. With a structure aimed at cultivating an EDI community of practice, ongoing support and experience will be shared by dedicated members of the SickKids community whose vast experience will guide efforts in moving this important work forward.

A commitment to becoming an EDI Champion requires a lifelong journey of learning and growth in order to truly practice critical allyship and build a sustainable climate of inclusion within SickKids. Change starts with each of us as individuals.

EDI Champion Program Leads are Elena Blackwood & Linda Nguyen.

EDI Champion Program Framework: Relationship of the Program Components



COVID-19 IMPACTS LEARNER PLACEMENTS

As an academic health science centre, learners are an important part of the fabric of our organization however effective March 17th 2020, in response to the pandemic, the Toronto Academic Health Science Network Education Committee (TAHSNe) paused all unpaid learner placements at TAHSN hospitals.

Working collaboratively with our systems partners, the process quickly began to plan for the reintegration of learners into our system, where appropriate, in order to help ensure a sustainable healthcare system and develop the next generation of healthcare professionals. Plans were developed to safely reintegrate learners using a controlled and phased approach beginning July 6th 2020, considering prioritization of different learner groups. This process was guided by recovery activities of the hospital, the health and well-being of our people and our ability to implement protective and preventative measures.

Given the complexity of recovery activities, all requests for learner reintegration into the hospital environment were reviewed, prioritized, and approved by a newly create Learner Reintegration Advisory Group (LRAG). The LRAG reviewed requests for clinical, corporate, paid, and unpaid learners. A separate process was followed for research learners/research trainees.

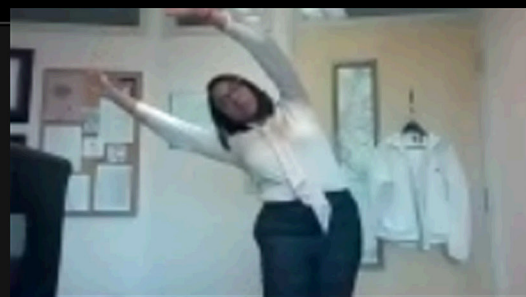
The LRAG and the Learner Hub worked with teams to assess readiness and determine potential opportunities for learners. Tools were provided to help guide these discussions. Additionally, the Learner Hub team worked with our education leads, as well as our academic partners to find innovative, modified ways to support learner placements, including virtual and simulation-based learning. Where possible, remote, or hybrid placements were considered.

Since July 6th 2020, a total of 468 learners were reintegrated to SickKids through the Learner Hub. This amazing accomplishment wouldn't have been possible without the dedication, creativity, and commitment of our preceptors, supervisors, and education leaders across the organization! Thank you!

“As a general paediatrician, I need to keep up to date on a broad range of topics. I am extraordinarily fortunate in that, developing and researching Continuing Professional Development (CPD) strategies, is not only fun, but also, I learn so much, attending our CPD offerings.

With my wonderful co-director of the LI's Teaching Scholars Program, Daniela D'Annunzio, I learn from world-class educators which, in turn, makes me better in my CPD delivery role. I am truly grateful, for these win-win opportunities, to many collaborators but particularly, Rayfel Schneider for his mentorship.”

– Mark Feldman, Staff Physician



**CULTIVATING COMMUNITY
COLLABORATION**

INFANT AND EARLY MENTAL HEALTH PROMOTION ONLINE LEARNING OPPORTUNITIES

Infant and Early Mental Health Promotion (IEMHP) is a program aimed at translating the science of infant and early mental health for any practitioner working with young children. Working across Canada, the program does this through a variety of education initiatives, the development of resources, and research.

IEMHP COACHING CONNECT

The IEMHP Team has had a unique journey during the course of the past year. The program typically delivered training across Canada in person. The onset of the pandemic brought this to a screeching halt forcing the team to re-imagine how they would carry out their primary function – the training of practitioners in infant and early mental health. The team rapidly converted their in-person training to an online webinar format. This was well received and resulted in over 5,000 individuals participating in a variety of online webinars. The team, however, felt they could do more to support best practice. As a result, the team created IEMHP Coaching Connect.

Coaching Connect brings practitioners together after participating in a pre-recorded webinar. Coaching sessions provide an opportunity for participants to discuss what was learned in the webinars and how it may influence their practice. In addition, it is an opportunity to share new research and practice with the audience. Today, coaching is part of all training delivered by IEMHP. Since launching Coaching Connect, IEMHP has hosted 375 trainees from health, education, early learning and care, child welfare, public health, and many other sectors and continues to refine their coaching model.



NURTURING THE SEED

During the past year IEMHP has continued their journey with a number of Indigenous communities across Canada. Funded by the Public Health Agency of Canada, IEMHP has implemented Nurturing the Seed – a collaborative model designed to support early development from birth to six with an amplified focus on mental health. Nurturing the Seed was created specifically for those working with Indigenous children birth to five and was influenced by Indigenous practitioners and Elders from across Canada. Features of the program include:

- A community advisory committee that determines the research elements of the program
- A partnership with Queens University to support the research components of the program
- The significant role of parents in supporting a young child's development
- Capacity building within communities
- A commitment to science that shows the importance of early recognition of developmental risk and immediate response (vs waitlisting)

The science is clear – early mental health has a profound impact on later mental and physical health outcomes. The Nurturing the Seed program has trained 250 practitioners in six sites on the science of infant and early mental health, developmental screening and how to create a rapid response to developmental concerns using Nurturing the Seed. Practitioners, in partnership with parents, use Nurturing the Seed to create a developmental support plan that uses a child's everyday routines to help support development. Practitioners are supported by the IEMHP training team through ongoing training, coaching sessions, and monthly meetings. The year ahead will see the program expand into five new sites including a site in Quebec. Nurturing the Seed is offered in both French and English.



PROJECT ECHO: EPILEPSY ACROSS THE LIFESPAN LAUNCHES NEWLY REDESIGNED WEBSITE

Project ECHO: Epilepsy Across the Lifespan is excited to announce the launch of a newly redesigned website <https://oen.echoontario.ca/>. This site serves as a connecting hub for healthcare providers across Ontario and internationally and allows site users to view a comprehensive library of over 150 ECHO session recordings and didactics on various epilepsy topics. It also allows users to register for new curricula and submit patient cases for discussion at ECHO sessions.

Project ECHO: Epilepsy Across the Lifespan delivers accredited paediatric and adult epilepsy curricula to primary care providers and community specialists with the aim to build their capacity to effectively manage their patients. This program

Epilepsy Across the Lifespan

Connecting healthcare providers across the province. Changing the world, fast.

connects specialist multidisciplinary teams at academic health centres across Ontario to community healthcare providers using video-conferencing technology. By building capacity in community providers, it allows individuals living with epilepsy to access high quality healthcare closer to home and helps avoid unnecessary referrals to hospitals.

With over 400 registered members, the program is focused on teaching and mentoring community physicians and has proven to be an essential learning platform. ECHO Epilepsy is focused on working together to decentralize education, build capacity, and improve patient outcomes.

For questions please email: epilepsy@echoontario.ca

PAEDIATRIC PROJECT ECHO® COVID-19 AND THE CARE OF CHILDREN WITH CHRONIC DISEASE

Paediatric Project ECHO® is a virtual education program that aims to build capacity in the community to care for paediatric patients. It offers a virtual platform for healthcare providers to access didactic presentations, case-based learning, and network with specialists and other community healthcare providers.

Paediatric Project ECHO® focuses on four specialty areas: Acute and Chronic Pain, Complex Care, Obesity Management, and Palliative Care. The program is funded by the Ontario Ministry of Health, is free to attend, and provides Continuing Professional Development (CPD) credits to learners.

On April 2nd 2020, Paediatric Project ECHO® and Children's Healthcare Canada partnered to present a special webinar on COVID-19 and the care of children with chronic disease. The keynote speaker was Dr. Upton Allen, Division Head of Infectious Diseases at The Hospital for Sick Children. Following the presentation, participants were able to participate in an interactive Q&A, moderated by Dr. Julia Orkin, Michelle Ho and the SickKids Complex Care team.

Within the context of paediatrics, participants learned about the epidemiology of COVID-19 as well as the latest evidence on management (e.g. novel therapeutics and pharmacological management). This session was well received, with over 500+ participants in attendance. A recording of the session, key takeaways, and related resources can be found [here](#).

To learn more about Paediatric Project ECHO® or register, visit their [website](#).



NEW ECHO EPILEPSY GENETICS CURRICULUM

Project ECHO: Epilepsy Across the Lifespan is excited to announce the successful delivery of a new and specialized Genetics and Epilepsy program. Program development involved close collaboration between the Ontario Epilepsy Genetics Testing Program Steering Committee, led by Dr. Carter Snead, and the ECHO Epilepsy team. With the repatriation of epilepsy gene panel testing back to Ontario as a funded service, the ECHO program was leveraged as a knowledge translation strategy to support the clinical delivery of care relating to genetic testing.

The curriculum consists of five sessions which were delivered in October 2020 and February 2021. Evaluation methods indicated program reach and impact spanning across various specialists/healthcare providers in diverse practice settings. Measures of program impact showed:

- Over 110 family practitioners, paediatricians, community neurologists, and other practitioners across Ontario participated in the program
- 95% of community practitioners felt that the sessions had a positive impact on their ability to provide quality care to patients with epilepsy
- One provider commented that “It’s a very helpful learning experience. The open forum encourages discussion between different groups with different expertise and background, and I always learn something valuable.”

The ECHO Epilepsy and Genetics program will offer its third cycle in Fall 2021. For more information, please [click here](#).

EPILEPSY GENETICS CURRICULUM
An accredited Continuing Medical Education (CME) genetics curriculum aiming to streamline access to epilepsy genetic testing.

Family physicians, paediatricians and community neurologists who complete one of the Project ECHO: Epilepsy Across the Lifespan core curricula and the Epilepsy Genetics curriculum, will be certified to order genetic testing for epilepsy patients in Ontario. [Learn more](#)

This curriculum will be led by:

- Dr. Lysa Boisse Lomax**
Adult Epileptologist
Kingston Health Sciences
- Dr. Tugce Balci**
Medical Geneticist
London Health Science Centre
- Stacy Hewson**
Genetic Counsellor
The Hospital for Sick Children
- Dr. Kevin Jones**
Paediatric Epileptologist
McMaster Children's Hospital

**CURRICULUM MAKE-UP:
5 ADVANCED GENETIC SESSIONS**

- CLINICAL CRITERIA FOR TESTING**
Understand the criteria, relevance and implications based on Ontario guidelines, clinical phenotypes, EEG imaging and family history.
- PRE-TEST CONSIDERATIONS & GENETIC COUNSELLING**
Identify key pre-test counselling and requisition requirements.
- UNDERSTANDING RESULTS & POST-TEST COUNSELLING**
Interpret variant classification, identify resources for clarification of results and support patients and families.
- EPILEPSY GENE PANEL SELECTION (2 SESSIONS)**
Recognize electroclinical epilepsy syndromes due to genes detected by the Familial Focal Epilepsies, Progressive Myoclonus Epilepsies, Comprehensive Epilepsy Gene Panel (Part I), Early Infantile Epileptic Encephalopathy and Childhood Onset Epilepsy panels (Part II). [Learn more](#)

REGISTER NOW AT NO COST:
<https://oen.echoontario.ca/register>
epilepsy@echoontario.ca

ONTARIO EPILEPSY NETWORK

SICKKIDS CENTER FOR COMMUNITY MENTAL HEALTH LEARNING INSTITUTE

BUILDING CAPACITY AND SUPPORTING FRONT LINE MENTAL HEALTH PRACTITIONERS

The SickKids Center for Community Mental Health Learning Institute (SickKids CCMH LI) offers high quality, evidence-informed learning opportunities – for mental health and medical health professionals, direct service workers, educators, and first responders – to advance best practices in mental health care. The team works with expert facilitators to offer programming that is responsive to learners’ professional interests and educational requirements and supports the emerging needs of mental health clients. SickKids CCMH LI offers training for professionals who work with clients of every age, across the lifespan.

MEETING THE CHALLENGE OF COVID-19

With a successful pivot to online learning in the early days of COVID-19, SickKids CCMH LI was well-positioned to make a positive impact on the mental health learning community this year. Prioritizing support for both internal and external audiences during the pandemic, SickKids CCMH LI added webinars that were free or offered on a cost-recovery basis on a range of topics, including: virtual care best practices, mindfulness and self-care, and grief on the front lines. This accounted for 14 per cent of the annual programming and included more than 800 participants. To support the SickKids strategic objective of mental health literacy for all, SickKids CCMH LI now offers all programming at a 50 percent discount for SickKids employees.

INTERACTIVE AND RESPONSIVE ONLINE LEARNING

Working closely with facilitators, SickKids CCMH LI has created an interactive virtual classroom that enables participants to engage with material dynamically and across multiple learning styles. While the team continues to seek ways to increase interpersonal interaction and decrease Zoom fatigue, the participant feedback confirms the virtual offerings are effective in the transfer of learning.

“I have never attended such a powerful and informative training. This will shape my practice with all clients immensely.”
– Laura T., clinical social worker, September 2020

TAILORED PROGRAMS TO MEET ORGANIZATIONAL NEEDS

SickKids CCMH LI continues to provide customized training to large organizations on a range of mental health topics. In January 2021, the Institute was selected by the Ministry of Children, Community and Social Services as the successful vendor to train up to 165 clinicians and 800 frontline staff from the Youth Justice Division.

This opportunity led to the development of some new in-demand course offerings. These programs are now being delivered through the Institute to support the broader mental health learning community.

SICKKIDS CCMH LI YEAR IN REVIEW

99 COURSES DELIVERED

20 NEW COURSES OFFERED

4,500 PROFESSIONALS TRAINED

SickKids

LEARNING INSTITUTE



ALL ABOUT OUR LEARNERS

STAFF CONTINUING PROFESSIONAL DEVELOPMENT FUND (SCPDPF) RECIPIENT PROFILES

MALLORY MARTIN

RESOURCE LAB TECHNICIAN, PAEDIATRIC LABORATORY MEDICINE

"This fund allowed me to complete a Leadership in Healthcare program that has significantly helped both myself and my team, especially during the unique challenges created by the COVID-19 pandemic. The leadership skills I was able to obtain through the use of this fund have increased my effectiveness as a leader within SickKids. It has enabled me to help keep morale high during challenging and stressful times, to better represent my team and our needs to other parts of the organization and to maximize the testing that can be performed for our patients."

NIGEL RUSE

RN, BED MANAGEMENT

"This fund has enabled me to discover new and innovative practices that I have incorporated into an education program designed to teach ultrasound peripheral intravenous insertion. The learning I received thanks to this funding helps to ensure that our practices at SickKids are current and effective, providing the best outcomes for our patient and foster learning and connections that inspires me to be my best."

PETER SU

RN, 8C

"The SCPDPF critically influenced my ability to access graduate education and succeed. Completing a Master of Nursing program while working as a frontline clinician is not easy. In the end, I graduated at the top of my class! SickKids' staff are motivated to provide the best care possible and spearhead innovation in healthcare. Through the SCPDPF, we can unleash talent from within - that of our already passionate, caring and excellent people who provide world class care to children and families. By engaging in continuous professional development and self-improvement opportunities, our people will continue to make breakthroughs in child and family health! Staff who access the SCPDPF simultaneously apply what they learn into clinical practice, as well as bring insight from the frontline into classrooms. Healthcare and academia mutually benefit from how the SCPDPF is structured."

SURANNA MONAH

EDUCATION ADMINISTRATIVE COORDINATOR, DIAGNOSTIC IMAGING

"The support from the SCPDPF has been invaluable and has positively impacted my ability to pursue higher education. Staff who are enabled, through the SCPDPF, to acquire additional knowledge and experience through a variety of health-related degrees/course can provide almost immediate benefit and improvement to the care of children. By supporting the education of the next generation of healthcare leaders, the fund directly impacts the future of child health. This resource positions SickKids as a world leader in paediatric care as it speaks to its willingness to continuously develop and innovate its processes and its people."

SANDRA MOREIRA

ORGANIZATIONAL DEVELOPMENT PROGRAM SPECIALIST, HUMAN RESOURCES

"Thanks to this funding support, I was able to become certified in an assessment that my team uses regularly to provide support and learning opportunities to staff at SickKids. By becoming certified in this assessment, I can further support and equip staff with tools to help them build relationships within their teams and how to look at conflict as an opportunity to learn, founded on clear communication and trust. When staff are able to bring their full selves to work, build strong relationships, be self-aware and handle conflict effectively, this can impact things like collaboration, innovation and engagement, which ultimately impacts the culture within SickKids and the care provided to our patients."

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, with the COVID-19 pandemic continuing across 2020-21, the CSVF had to hold their application intakes in February, April, June and October this year, to align with travel and visiting restrictions. The CSVF remains grateful for their funding support through the International Learner Program.

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 2020–21:

TUITION

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

128

STAFF APPROVED
FROM A
TOTAL OF 138

CONFERENCES

Funding for staff to present or participate in conferences, seminars, workshops and single courses to a maximum of \$3000 per year.

171

STAFF APPROVED
FROM A TOTAL
OF 194 APPLICANTS

INTERNAL EDUCATIONAL EVENTS

Internal SickKids events aimed at providing professional development opportunities for a group of staff. Funding up to a max of \$2000 per event.

6/6

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.

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 oncall 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.

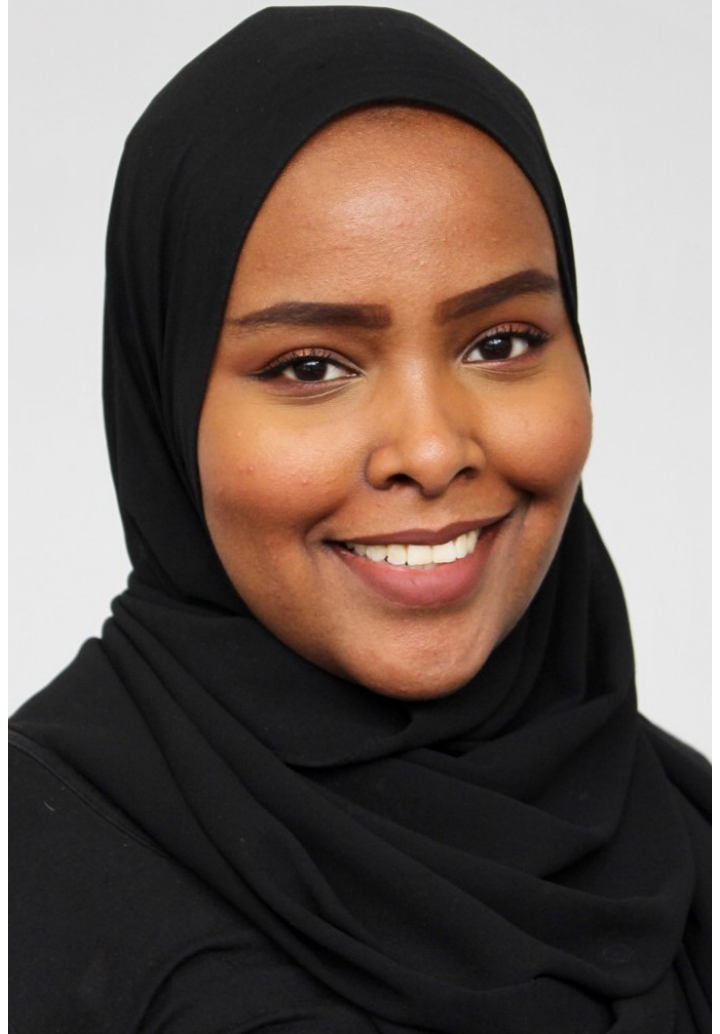
Congratulations to Sunayna Vuppal for completing a Simulation Fellowship this past year and to Joshua Ramjit who is currently completing his Simulation Fellowship.

LEARNING MOMENTS



Mairin Christie
Physiotherapy Student

“Throughout November and December, I had the pleasure of working at SickKids as a physiotherapy student. As part of the multi-disciplinary healthcare team, I was encouraged to liaise and coordinate care with nurses, respiratory therapists and physicians, to expand my understanding of their specific roles within patient care. The physiotherapy team created a positive experience, tailoring their teaching strategies to my specific learning needs and identifying patient cases that exposed me to a diverse set of diagnoses and treatment plans.”



Yasmin Ahmed
Student, Knowledge Translation Program, Learning Institute

“My time with the LI (specifically the KT Program) has been one of the most beneficial of my certificate program. It’s taught me not only tangible skills through experience, but reinstated the importance of collaboration and team building. In this time of uncertainty and unconventional work environments, the SickKids LI team has modeled the importance of connection and collaboration; different skill sets coming together to excel. From this, I’ve learnt invaluable lessons I will take with me going forward.”

LEARNING MOMENTS



Sarah McDougall
Library Student

“I am fortunate enough to have the opportunity to complete my placement at the SickKids Library. As an aspiring library technician, the opportunity to work at the library and gain practical experience has significantly improved my technical skills. Not only has this placement given me the chance to grow employability skills, but I’ve also been warmly welcomed into the LI and will finish my placement with a greater understanding of the industry.”



Cheyenne Matinnia
Pharmacy Resident, Department of Pharmacy

“Completing a Pharmacy Residency at SickKids has been a dream come true. My residency supported many learning experiences that expanded my clinical skills, research experience and involvement in education. The Department of Pharmacy has been extremely supportive of my learning and has contributed to my positive experience. I cannot thank them enough. I am extremely proud to be a member of the Pharmacy profession and look forward to applying my learning to practice.”



21.3+ million

TOTAL VISITS TO THE AKH WEBSITE IN 2020-2021



AKH HAD VISITORS
FROM EVERY COUNTRY
IN THE WORLD IN 2020-2021

1,712



INTERLIBRARY LOAN REQUESTS

25,565

HOURS SPENT ON IN CLASS
LEARNING (ILT, VILT, BLENDED)

131,090

LOGINS TO THE LEARNING MANAGEMENT
SYSTEM (ILEARN) WITH APPROXIMATELY
359 AVERAGE DAILY USERS

730

ELEARNING MODULES AVAILABLE TO STAFF ON ILEARN

48,628

HOURS OF LEARNING COMPLETED



4,232

LEARNERS PARTICIPATED IN 491 SIMULATION
SESSIONS, WITH OVER 12,923.5 LEARNER HOURS

209



LITERATURE SEARCHES
COMPLETED BY THE LIBRARY



785 STAFF COMPLETED BASIC
LIFE SUPPORT TRAINING

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

227 PARTICIPANTS COMPLETED
PEDIATRIC ADVANCED LIFE
SUPPORT (PALS) TRAINING

>700



INTERPROFESSIONAL PRECEPTORS
SUPPORTED NEW STAFF AND STUDENTS

STUDENTS/TRAINEES

Research	1018
Medical Students	108
Medical Residents and Fellows	1274

Clinical and Corporate 468

ADOLESCENT MEDICINE	1
ANAESTHESIA	5
BIOETHICS	3
CARDIOLOGY	1
CARDIOVASCULAR PERFUSION	4
CENTRE FOR NURSING	257
CHILD LIFE	10
CLINICAL DIETETICS	8
CLINICAL PHARMACOLOGY & TOXICOLOGY	1
COLLABORATIVE FOR PROFESSIONAL PRACTICE	1
COMMUNICATIONS & PUBLIC AFFAIRS	2
COMMUNICATION DISORDERS	7
DIAGNOSTIC IMAGING	11
EMERGENCY MEDICINE	1
FAMILY CENTRED CARE	2
HAEMATOLOGY/ONCOLOGY	1
HOUSEKEEPING	1
HUMAN RESOURCES	2
INFORMATION MANAGEMENT & TECHNOLOGY	2
KINESIOLOGY	2
LEARNING INSTITUTE	3
OCCUPATIONAL HEALTH & SAFETY SERVICES	3
ONTARIO POISON CENTRE	1
ORTHOTICS & PROSTHETICS	10
PAEDIATRIC LABORATORY MEDICINE (PLM)	17
PHARMACY	35
PSYCHIATRY	3
PSYCHOLOGY	5
REHABILITATION SERVICES	17
RESPIRATORY THERAPY	44
SICKKIDS INTERNATIONAL	2
SOCIAL WORK	6
GRAND TOTAL	468

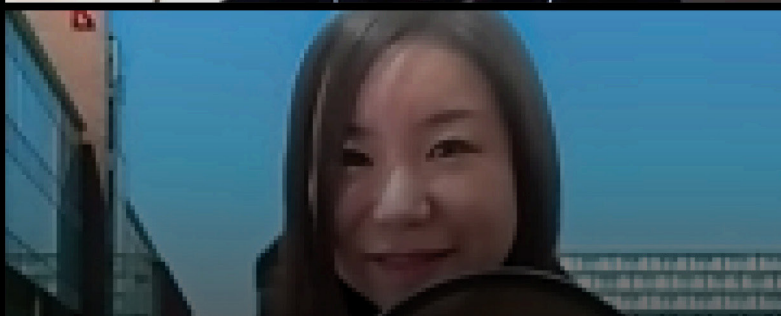
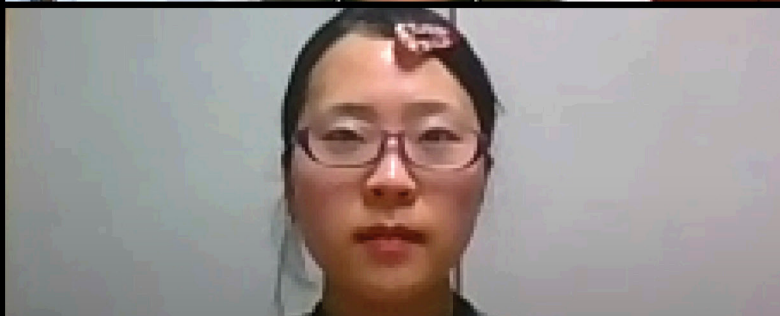
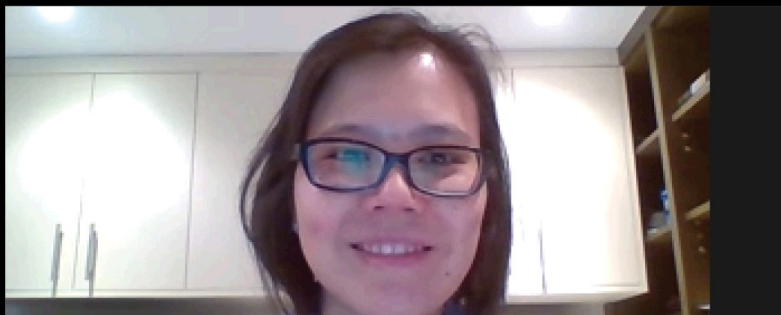
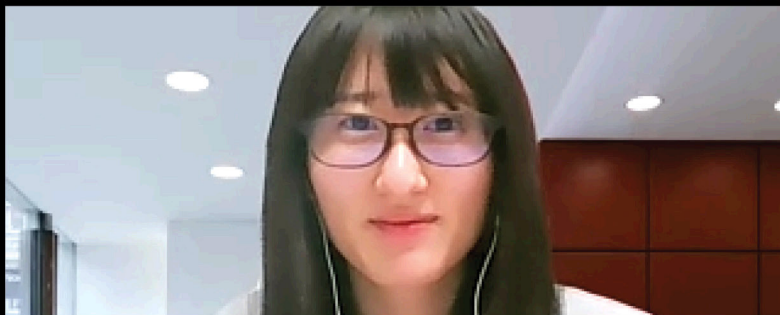


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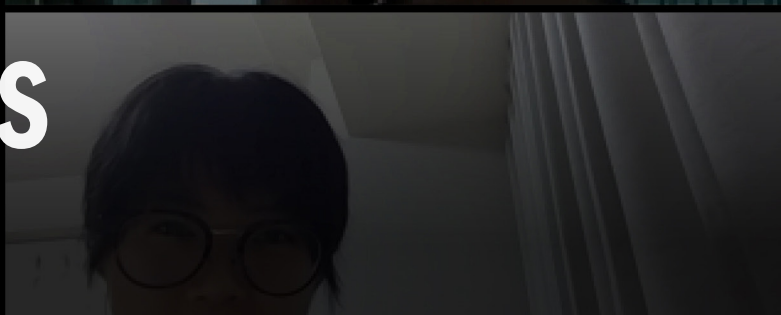
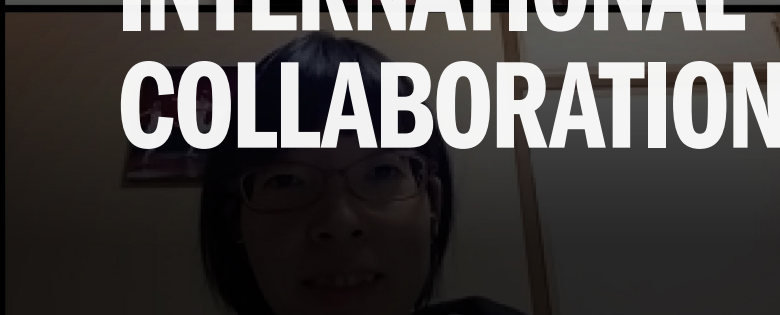
NEW NURSES WERE ORIENTED
TO SICKKIDS IN 4 INTAKES

17

NURSING EXTERNS WERE ORIENTED
TO SUPPORT CLINICAL PATIENT CARE



**INTERNATIONAL
COLLABORATIONS**



INTERNATIONAL VIRTUAL EDUCATION AND MENTORSHIP

249 INTERNATIONAL LEARNERS

6 COUNTRIES

4 INSTITUTIONS

5 PARTNERSHIP AGREEMENTS

The International Education (IE) 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.

This year, as the pandemic changed the landscape of all education, the IE team swiftly pivoted its traditional programming and launched the Virtual Education and Mentorship service. The service focuses on offering international clients and partners customized learning experiences and coaching, utilizing multiple online platforms and strategies. The following are virtual programs that were completed during the fiscal year 2020-2021:

VIRTUAL WEBINAR ON COVID-19 IN PAEDIATRICS

In partnership with SickKids' Infectious Diseases Division, the International Education team organized a virtual webinar on COVID-19 in Paediatrics on August 19th 2020 for a group of 200+ physicians from the Philippines, Malaysia, and Singapore. The webinar was facilitated in collaboration with MedSpeak Inc, Philippines.

VIRTUAL MEDICAL SUMMER SCHOOL PROGRAM IN PAEDIATRICS

IE and Shanghai Jiao Tong University, China embarked on a new partnership to develop and deliver a four-week Virtual Paediatric Summer School Program from July 27th to August 21st 2020 for 25 second year medical students. The IE team and the Continuing Medical Education department collaborated to develop a customized curriculum, which consisted of 24 lectures on different paediatric topics and were delivered by SickKids and University of Toronto affiliated faculty.

VIRTUAL PAEDIATRIC NURSING EDUCATION PROGRAM

In 2014, the IE portfolio and Bermuda College launched an important partnership in education. Every year since then, SickKids on-site learning experiences have been offered to nursing students from Bermuda College, including clinical observation in a variety of inpatient and ambulatory settings, as well as continuing education lectures on various interprofessional healthcare topics. This year, in collaboration with SickKids' interprofessional teams, the IE team developed and delivered a four-week Virtual Paediatric Nursing Education program from October 21st to November 11th 2020 to ten nursing students from Bermuda College.

VIRTUAL PAEDIATRIC PHARMACY EDUCATION PROGRAM

Since SickKids and Ritsumeikan University, Japan launched their partnership in March 2016, the IE portfolio has had the privilege of offering on-site learning experiences to groups of students from the College of Pharmaceutical Sciences at the University. This year however, in collaboration with SickKids' Pharmacy department, the Clinical Pharmacology and Toxicology Division, and the University of Toronto, the IE team was able to pivot the existing curriculum to a virtual platform. The Virtual Paediatric Pharmacy Education program spanned over one-week, from February 8th to 12th, 2021, and was offered to seven pharmacy students interested in paediatrics.

“Thank you for having organized a fascinating program for our students. I’m sure that they were highly inspired and motivated to keep studying English and pharmacotherapy. I think that they were able to get a glimpse of what is like to be a pharmacist in Canada and this will help them a lot when they determine their future course after graduation. I enjoyed your lectures very much and got a lot of interesting and instructive information I didn’t know before.”

– Dr. Hattori, the Dean of the College of Pharmaceutical Sciences at Ritsumeikan University



**PATIENT & FAMILY
COLLABORATION**



AboutKidsHealth.ca Providing trusted answers from SickKids for 15 years

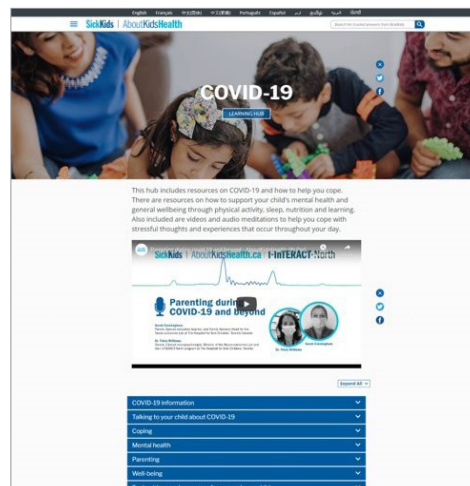
ABOUTKIDSHEALTH

AboutKidsHealth (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.

The past year presented many challenges, however, not even a pandemic could prevent the AKH team from celebrating a milestone of 15 years as being the trusted child health website from SickKids. Celebrations, of course, were not held in the traditional manner. In the third week of October, messages were posted on the AKH social media channels as well as in communications with external partners, to acknowledge the many successes of the AKH website. In this way we were also able to thank the 700+ medical experts from the hospital, as well as current and past sponsors, who had contributed to AKH over the years. As AKH celebrated this milestone year, they continued to create much-needed content. They know that if parents, caregivers, and patients are better informed about their health journey, it can lead to better health outcomes. Highlighted below are some of the projects from AKH in the last year.

COVID-19 LEARNING HUB

In late 2019 a new or novel strain of coronavirus was identified, and the world was rocked by the beginnings of a pandemic. Information seemed to be changing daily and navigating this new world was confusing and scary for both children and adults. This caused an increase in anxiety, stress, and worry. The AKH team worked quickly with subject matter experts within the hospital to build a plan to develop new resources with a focus on COVID-19 and its impact on children, adolescents, and families. A COVID-19 learning hub was launched in March 2020 with resources that families can use to help their children, and themselves, cope with the situation at hand. Twelve new COVID-specific articles were created, and 21 articles were revised. In addition, AKH collaborated to create seven new video and podcast resources. The COVID-19 Learning Hub will continue to be updated with new content in the year ahead.



VIRTUAL CARE

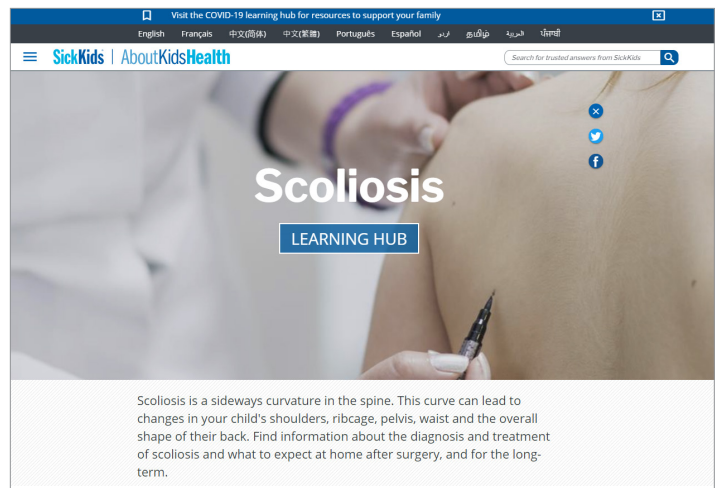
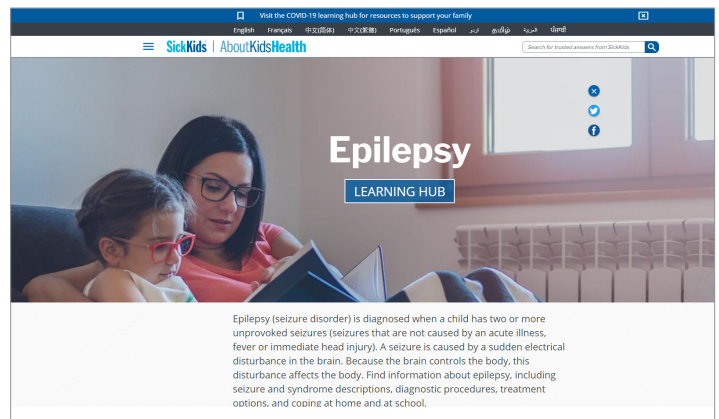


As pandemic restrictions and worry about local travel became obstacles for traditional in-person clinical care, AKH collaborated with clinics to create content to help patients and families continue to care for their child during the pandemic. Videos and articles were developed instructing families on how to access appointments with their health-care team via their computer or smartphone, without compromising care. These materials provide parents and caregivers with the ability to continue their child's health-care management in the safety and comfort of their home. Three articles and two videos were created with a general and specific focus. With the success of these assets, additional content is in development offering guidance for virtual appointments related to specific conditions and as an aid for after visit care.



UPDATES TO CURRENT LEARNING HUBS

Eight learning hubs, including epilepsy, learning disabilities, and scoliosis, are all being actively worked on with the goal of having new content developed and existing content revised. The learning hubs, where appropriate, are being restructured to improve the flow of content and new content is being created to fill missing content gaps. Currently, over 300 articles are targeted for updating.



I-INTERACT-NORTH

AKH and the Digital Learning Solutions team adapted the I-InterACT program, which was originally created at Cincinnati Children's Hospital Medical Center for children with traumatic brain injury. This program was updated at SickKids to use in a study for children with a serious medical illness or neurodevelopmental condition. The updated version of I-InterACT-North consists of six online educational sessions with corresponding one-on-one videoconference sessions, one closing session to help plan for the future, and 50 videos that were edited specifically for this project.



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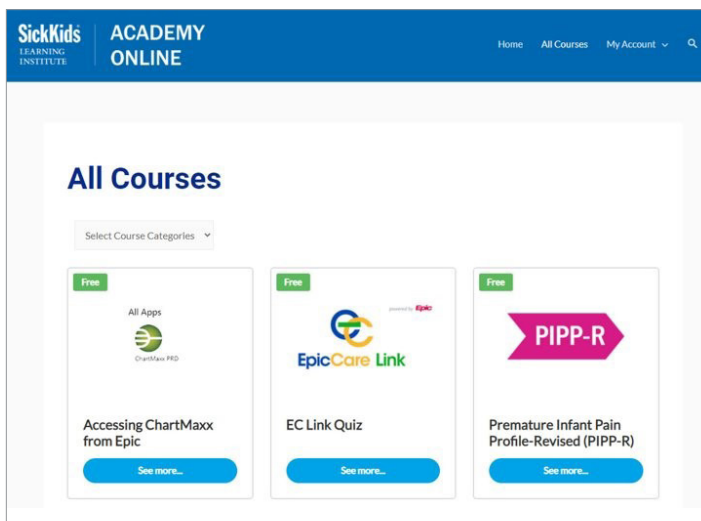
Academy Online is an external-facing Learning Management System (LMS) allowing SickKids to give external audiences access to interactive online eLearning modules for professional development and skill enhancement anytime and anywhere. Currently Academy Online is hosting courses free of charge, however, setup and configuration of e-commerce capabilities is in development.

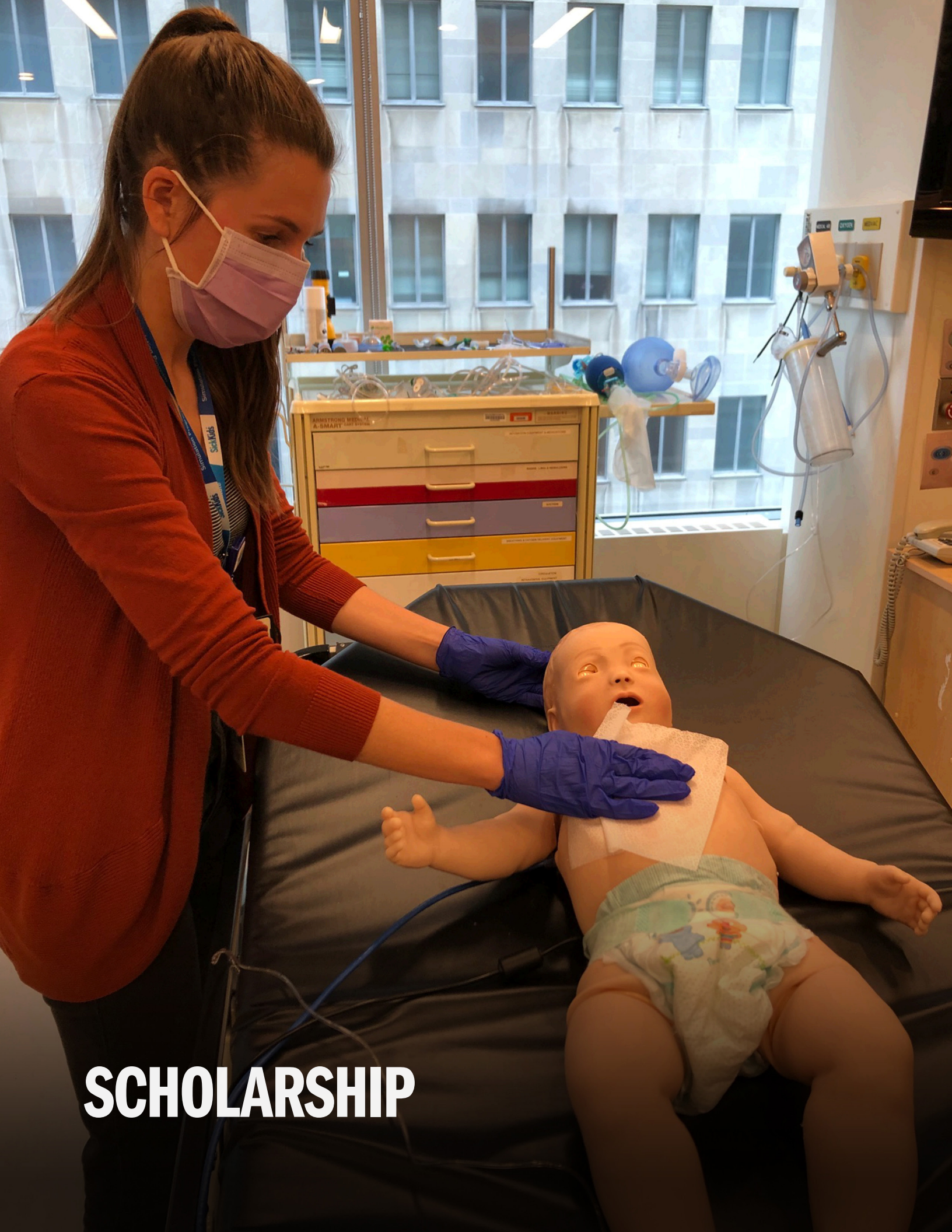
SABA (ILEARN) INTEGRATION

iPerform, SickKids' new performance management system launched this year. iPerform is integrated into the same platform and experience as iLearn, our internal LMS. The Digital Learning Solutions team and the hospital were able to leverage performance management features included in our LMS thereby eliminating the need to renew a separate software license, resulting in meaningful cost savings for the hospital.

PROJECT ECHO

AKH and the Digital Learning Solutions team assisted in the design and development of the web framework and templates for two Project ECHO English-only websites ([Project ECHO: Epilepsy Across the LifeSpan](#) and [Paediatric Project ECHO®](#)) that will run on WordPress. These programs were launched in July 2020.





SCHOLARSHIP

EDUCATION SCHOLARSHIP BY THE LEARNING INSTITUTE TEAM

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“Being a student at SickKids has been an incredible experience. The collaboration I have witnessed between professionals in this busy environment has provided me with insight and appreciation for the many moving parts that make SickKids so extraordinary. My experience as a nursing student has allowed me to develop many new skills. I am especially grateful for the opportunity to meet and work with patients and families from diverse backgrounds, as they have helped me improve my communication skills.”

– Ashleigh Janton, Nursing Student

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“I have been privileged during my 22 years at SickKids to have worked within the clinical, research and education pillars of the organization. I started my journey as a Respiratory Therapist, which provided me with experiences that helped me build compassion and resilience. Everyday of my career I have been fortunate to have learned from patients and families, colleagues and many role models who have helped me become the leader I am today for the Simulation and Resuscitation Education Programs.”

– Emily Louca, Manager, Simulation and Resuscitation Education Programs, Learning Institute

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Walsh CM. Survival of SARS-CoV-2 on human skin: Implications for hand hygiene. ASGE COVID-19 Journal Scan. Oct 13, 2020 [article review]. Available at: <https://www.asge.org/home/resources/publications/journal-scan/archive>. PA

PUBLISHED ABSTRACTS

Ben Martinez, Eyal Cohen, Daphne Korczak, Quenby Mahood, Petros Pechlivanoglou, Dorisa Meng, ; Ben Traubici, Marlena Colasanto, Sanjay Mahant, Julia Orkin. Health Outcomes of Siblings of Children with Chronic Health Conditions: A Systematic Review and Meta-Analysis. Pediatric Academic Societies 2021

Benjamin Martinez, Eyal Cohen, Quenby Mahood. Health Outcomes of Siblings of Children with Chronic Health Conditions: A Systematic Review and Meta-Analysis. Canadian Paediatric Society. June 23-25, 2021.

Gimpaya N, Scaffidi M, Khan R, Tham D, Atalla M, Ahmed A, Elsohl K, Gholami R, Satchwell JB, Laplante S, Walsh CM, Grover S. Impact of augmented reality on procedural skills acquisition in a simulation-based training curriculum for polypectomy: A randomized controlled trial. Gastrointestinal Endoscopy. 2020;91(6S):AB529. (Abstract Tu1066). C

Ho M, Lalloo C, Diskin C, Orkin J, Cohen E, Osei-Twum J, Hundert A, Jiwan A, Sivarajah S, Gumapac A, Stinson J. Paediatric Project ECHO® for Complex Care: Implementation of a Virtual Education Model to Support Community Management of Children with Medical Complexity. Poster session presented at: 42nd Annual National Association of Pediatric Nurse Practitioners Conference; 2021 Mar 24 – 27; Orlando, Florida.

Jeyalingam T, Brydges R, Ginsburg S, McCreath GA, Walsh CM. Conceptualizing entrustment in endoscopic training. Gastrointestinal Endoscopy. 2020;91(6S):AB501-502. (Abstract Mo1989). SRA

Kathryn Walton, Alison Daniel, Nicole Law, Quenby Mahood. Eating Behaviors, Caregiver Feeding Interactions and Dietary Patterns of Children Born Preterm: A Systematic Review & Meta-analysis. Pediatric Academic Societies 2021

Kaul I, Walsh CM, Queliza K, Waschke KA, Fishman DS. Colonoscopy skills and train the trainer courses for pediatric endoscopy: North American experience. Gastrointestinal Endoscopy. 2020;91(6S):AB503. (Abstract Mo1990). C

Kirpalani, A, Jawa, N, Prasad C, Atkinson AR, Feldman ME, Jeffers, JM, Noone DG. Assessing nephrology competency in general pediatrics. American Society of Nephrology, October 2020, Virtual. Collaborator.

Oct 2020 PI. Building a Competency-based Medical education program For Faculty in Pediatric Emergency Medicine. International Pediatric Simulation Society Conference Virtual 2020. Oral Presentation x 2.

Osei-Twum J, Laloo C, Hamilton J, Noseworthy R, Hamilton K, Hundert A, Jiwan A, Sivarajah S, Gumapac A, Stinson J. N. Paediatric Project ECHO® for Obesity Management: Evaluation of a Virtual Education Model to Support Community-Based Care of Children Living with Obesity. Poster session presented at: 8th Conference on Recent Advances in the Prevention & Treatment of Childhood and Adolescent Obesity; 2020 Oct 26 – 28; Vancouver, British Columbia.

Reddman, L, Shannon, K, Atkinson, AR, Johnstone, J. Exploring Junior Trainee Experiences of Early Competence by Design Implementation in a Large Paediatric Residency Program: Barriers, Facilitators, and Opportunities for Improvement. International Conference on Residency Education, October 2020, Virtual.

Ruan W, Walsh CM, Pawa S, Banerjee P, Kothari S, Souzas D, Fishman DS. Ergonomics in pediatric gastrointestinal endoscopy. *Gastrointestinal Endoscopy*. 2020;91(6S):AB503. (Abstract Mo1986). C

Scaffidi M, Li J, Walsh CM, Khan R, Genis S, Gimpaya N, Bradley-Ridout G, Grover S. Self-assessment of gastrointestinal endoscopy: A systematic review. *Gastrointestinal Endoscopy*. 2020;91(6S):AB540. (Abstract Tu1090). C

Selim O, Okrainec A, Dueck A, Brydges R, Walsh CM, Kulasegaram M. The development and validation of the diabetic wound assessment learning tool. *Journal of Vascular Surgery*. 2020;72(1):e129. (Abstract IP157). C

Shapka L, Atkinson AR, et. al. Development of a Paediatric Residency Professionalism Curriculum. Canadian Conference on Medical Education. April 2021. Virtual.

Sun N, Osei-Twum J, Laloo C, Tyrrell J, Mesaroli G, Ataollahi-Eshqoor S, Louca E, Dodds A, Jiwan A, Stinson J. N. Paediatric Project ECHO® for Acute and Chronic Pain: Use of Simulation-Based Learning to Enhance Healthcare Providers' Clinical Skills. Poster session presented at: 2020 Children's Healthcare Canada Annual Conference; 2020 Nov 16 – 20; Saskatchewan, Canada.

Sun N, Osei-Twum J, Laloo C, Tyrrell J, Mesaroli G, Ataollahi-Eshqoor S, Louca E, Dodds A, Jiwan A, Stinson J. N. Paediatric Project ECHO® for Acute and Chronic Pain: Use of Simulation-Based Learning to Enhance Healthcare Providers' Clinical Skills. Paper presented at: 2021 SickKids Simulation Symposium; 2021 Mar 5; Toronto, Ontario, Canada.

Walsh CM, Brydges R, Ginsburg S, McCreath G, Jeyalingam T. Entrustment decision-making in endoscopic training: How faculty judge trainee readiness for independence. *Journal of Pediatric Gastroenterology and Nutrition*. 2020;71:S1-S482. (Abstract 27). PA

“I have been SickKids’ full-time archivist since 2012. In my role, I get to look after the Hospital’s “memory,” working with records, documents, photographs, video, and other materials which document the people, facilities, equipment, decisions, and other elements which have made the Hospital the wonderful institution that it is. Every workday is different for me, as I get to connect with nearly every department at SickKids, while also connecting with patients and families (both past and present), academic researchers, Foundation donors, and the media. While I enjoy getting to help others learn, my favourite part of being the archivist here is that I am constantly learning new things about SickKids myself!”

– David Wencer, Archivist, Hospital Library

GRANTS AND FUNDING

Adapting and adopting highly specialized pediatric eating disorder treatment to virtual care: Implementation research for the COVID-19 context and beyond CIHR Operating Grant: COVID-19 Mental Health & Substance Use Service Needs and Delivery. NPA. J Couturier. CAs: C Miller, P Agar, K Anderson, M Barwick, G Dimitropoulos, S. Findlay, M Kimber, J Lock, G McVey, C Webb. \$199,930, 1 year (2020/21).

Assessment of the impact of antegrade enema insertion on health care utilization in pediatric patients with constipation: A population-based cohort study. Ontario Association of Gastroenterology - Canadian Association of Gastroenterology Resident Research Award. Principal Investigator(s): Gould, Michelle; Walsh, Catharine (Research Supervisor). Amount: \$5,000 CAD. 07/2020 -06/2021

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. Tagalakakis 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. One year. 2020/21

Clinical skills training and assessment: Bridging the gap between theory and practice. Ontario Early Researcher Award, Ontario Ministry of Research, Innovation and Science. Principal Investigator(s): Walsh, Catharine Amount: \$150,000 04/2018 - 03/2023

Cognitive simulation and deliberate practice to improve optical diagnosis and management decision-making skills for colorectal polyps. American Society for Gastrointestinal Endoscopy 2020 Research Award. Principal Investigator(s): Walsh, Catharine. Co-Investigators(s): Grover, Samir; Boutis, Kathy; Waschke, Kevin; Pusic, Martin; Khan, Rishad; Ménard; Charles. Amount: \$70,000 USD (\$93,800 CAD) 07/2020 - 06/2022

Comparing methods of identifying latent safety threats using in situ simulation in the pediatric emergency room. Department of Paediatrics Creative Professional Activity Grant, University of Toronto. Principal Investigator(s): Gharib, Mireille; Walsh, Catharine (Research Supervisor). Co-Investigators(s): Petrosioniak, Andrew; Pirie, Jonathan; Trbovich, Patricia; Moga, Michael-Alice; Tavares, Walter. Amount: \$10,000. 04/2019 - 03/2022

“As the Project ECHO Epilepsy senior program coordinator, I facilitate the ongoing learning opportunities of community practitioners across Ontario so they can better manage their patients with Epilepsy. I value SickKids for supporting my ongoing educational activities as well as those in the community. With the shift in society to go digital, I am grateful to be a part of a team that continuously designs creative ways of disseminating knowledge online.”

– Tristen Moyaert MPH, MBA Candidate,
Senior Program Coordinator, Project ECHO Epilepsy

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. Principal Investigator(s): Thurarshen Jeyalingam; Jeff Mosko. Co-Investigators(s): Walsh, Catharine; Grover; Samir C; Heitman, Steven J. Amount: \$7,500 CAD. 01/2020 - 01/2021

Conceptualizing entrustment in endoscopic training. Canadian Association of Gastroenterology Education Research Grant. Principal Investigator(s): Walsh, Catharine; Jeyalingam, Thurarshen. Co-Investigators(s): Brydges, Ryan. Amount: \$7,500. 01/2019 - 01/2020

Defining the future of paediatric hospital medicine fellowships in Canada to develop core competencies. Principal Investigator(s): Bismilla, Zia. Co-Investigators(s): Walsh, Catharine; Al Maawali, Ali. Hospital for Sick Children Paediatric Consultants Educational Scholarship Grant. Amount: \$10,000 CAD. 01/2021 - 12/2021

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. 2020/21

Effectiveness of an integrated care pathway for adolescent depression: a pilot multi-site cluster randomized controlled trial. NPI: Courtney, D; PIs Barwick M; Szatmari, P; CIs: Aitken M, Andrade, B; Bennet, K; Cleverley, K; Darnay, K; De Oliveria, C; Hawke, L; Henderson, J; Wang, W; Watson, P. Collaborators: Jaouich, A; Pignatiello, A; Relihan, J. CIHR RCT Project Grant Spring 2020, \$745,875. 4 years 2020-2024.

e-NAVIGATE: Adapting evidence-based early psychosis intervention services for virtual care. NPA: N Kozloff. PAs: W Tempelaar, A Voinsekis, A Crawford, M Barwick. CAs: S Bromley, C. Baluyut, S Jindani, G Foussias, J Addington, A Jouich, J Durbin, D Addington, S. Sockalingam, E. Serhal, P Kurdyak, D Wang. CIHR Operating Grant: COVID-19 Mental Health & Substance Use Service Needs and Delivery. \$193,379. One year.

Exploring supervisors' decisions about procedural entrustment in simulation-based and workplace-based settings. Royal College of Physicians and Surgeons of Canada Strategic Grant. Principal Investigator(s): Walsh, Catharine; Jeyalingam, Thurarshen. Co-Investigators(s): Brydges, Ryan; Mylopoulos, Maria; Tavares, Walter. Amount: \$29,425 CAD. 04/2020 - 10/2021

I-APPROACH: 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. 2020/21

Impact of Aerosol Box Use on Patterns of Healthcare Provider and Environmental Contamination during Aerosol Generating Medical Procedures: A Multicenter Study. A Cheng, J Pirie, A Levy, T Chang, C. Matava, et al. CIHR. Amount funded: \$248,625 2021-03

Impact of Aerosol Box Use on Patterns of Healthcare Provider and Environmental Contamination during Aerosol Generating Medical Procedures: A Multicenter Study. CIHR. A Cheng, J Pirie, A Levy, T Chang, C. Matava, et al. Amount funded: \$248,625. 2021/03

Implementation of a youth suicide prevention intervention: Learning how to export nationally. Canadian Children's Hospital Foundation, Sobey's Inc. and Sobey's Foundation. Korczak D (PI), Finkelstein Y (Co-PI), Arnold P, Dimitropoulos D, Freedman S (co-site leads), Boylan K, Eltorki M, Lipman E (co-site leads), Barwick M, Cleverley K, Henderson J, Monga S, Moretti, M, Szatmari P, Willan A. \$1,173,875 CAD. 04/01/2020-03/31/2023

Improving optical diagnosis and management decision making skills for colorectal polyps using cognitive simulation with deliberate practice: a prospective cohort study. PSI Foundation Resident Research Grant. Principal Investigator(s): Khan, Rishad; Walsh, Catharine (Research Supervisor). Co-Investigators(s): Grover, Samir; Boutis, Kathy; Waschke, Kevin; Pusic, Martin; Ménard, Charles. Amount: \$29,000 CAD. 09/2020 - 08/2021

Intervening in the Acute Management for Suicidal Adolescents and Families in the Emergency department (I AM SAFE): A Multi-Centre Randomized Controlled Trial. NPI: Korczak DJ Co-Principal Investigator: Finkelstein, Y. Co-Investigators: Barwick, M; Cleverley K; Henderson, J; Monga, S; Moretti, M; Peltz, L; Szatmari P; Willan, A. Collaborators: Beard J, Dawe I. CIHR Project Grant RCT Spring 2020 2021-2024. \$1,629,450 CAD. Period of Funding: 10/01/2020 –09/30/ 2025.

Pediatric Celiac Symptom Index: Development of a patient-reported outcome measure for children with celiac disease. Canadian Celiac Association James A. Campbell Research Award. Principal Investigator(s): Walsh, Catharine; Dowhaniuk, Jenna K. Co-Investigators(s): Klassen, Anne; Mileski, Heather; Connan, Veronik. Amount: \$25,000 CAD. 07/2020 - 06/2021

Pragmatic trial of two novel pathways for implementation of the Better Nights, Better Days (BNBD) online program to promote and protect the sleep, mental health, psychosocial wellbeing, and family resiliency of children and families during and after COVID-19 pandemic. NPA: Penny Corkum. CA: Bastien C, Barwick M, Godbout R, R Gruber, Keys E, MacKenzie N, Ralph P, Reid G, Smith I, Stremler R, Venkat R, Weiss, S. CIHR Operating Grant: COVID-19 Mental Health & Substance Use Service Needs and Delivery. \$179,700. One year (2020/21).

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. Principal Investigator(s): Parshuram, Christopher; Piquette, Dominique. Collaborator(s): Walsh, Catharine; Sarti, Aimee; Goffi, Alberto; Amaral, Andre Carlos; Mema, Briseida; Lee, Christie; Scales, Damon; Tomlinson, George; Friedrich, Jan; Frank, Jason; Granton, John; Imrie, Kevin; Sen, Mithu; Ayas, Najib; Ferguson, Niall; Fowler, Robert; Baker, Ross; Brydges, Ryan; Bagshaw, Sean; Stelfox, Tom; Sligl, Wendy. Amount: \$3,048,525 CAD. 07/2018 - 06/2022

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. Principal Investigator(s): Omar Selim. Co-Investigators(s): Walsh, Catharine, Okrainec, Allen; Brydges, Ryan; Dueck, Andrew. Amount: \$38,507. 07/2019 - 06/2020

Use of an automated prospective clinical surveillance tool to drive screening for unmet palliative needs among patients in the final year of life. NPI: J Downar. Principal Investigators: Graves E, Kutty S, Wegier, P. Co-Investigators: Acharya A, Ailon J, Barwick M, Bhimji K, Blocki B, Boissonneault R, Caraiscos V, Gupta M, Halligan R, Hett S, Isenberg SR, Iyengar A, Jamieson T, Kennette W, Kobewka DM, Lapenskie J, Lawlor P, Menard L, Mersmann S, Munene P, Murphy R, Perkins E, Roitman D, Rowan D, Steinberg L, Tanuseputro P, Webber C. \$719,101 CAD. Canadian Institutes of Health Research. Project Grant Fall 2020. 3 years, 6 months.

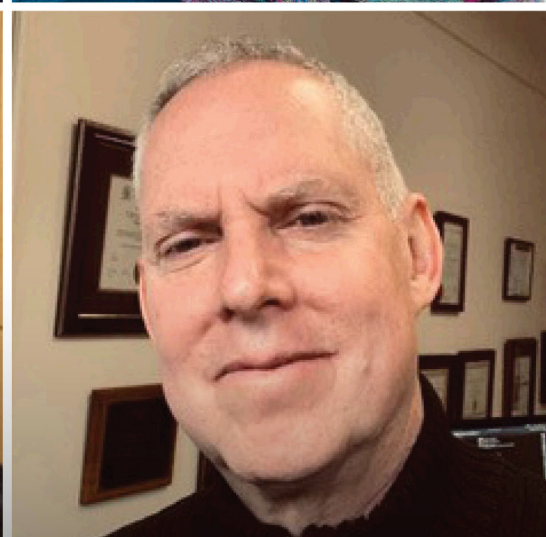
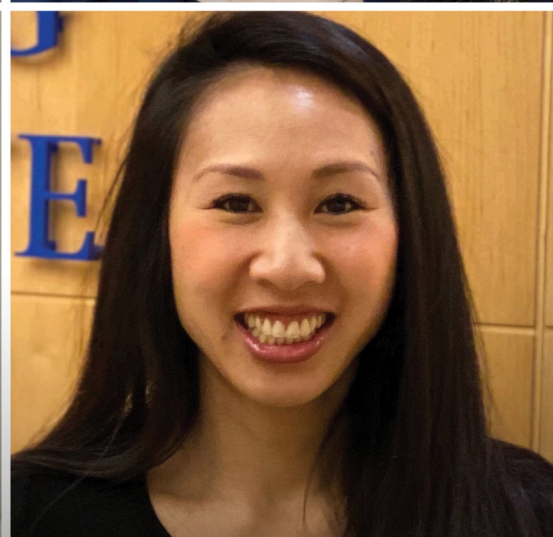
Validation and comprehensive evaluation of novel resident assessment tools to support a competency-based medical education curriculum. Principal Investigator(s): Kealey, Alayne. Co-Investigators(s): Walsh, Catharine; Alam, Fahad; Matava, Clyde; Bahrey, Lisa. Education Development Fund, University of Toronto. Amount: \$9,847 CAD. 01/2021 - 12/2022

Validation of a novel resident assessment tool to support a competency-based medical education curriculum. Sunnybrook Education Advisory Council (SEAC) and Education Research Unit (ERU) Education Research and Scholarship Grant. Principal Investigator: Kealey, Alayne. Co-Investigators(s): Walsh, Catharine; Alam, Fahad; Matava, Clyde; Bahrey, Lisa. Amount: \$10,000 CAD. 03/2020 - 08/2021

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 Côté, L Fortin-Haines, I Paré, Child-Bright Network, \$12,000. 2020/21

“I feel incredibly fortunate to work with an organization that has been innovative, flexible and creative in adapting to a “new normal” during these unprecedented times. The ECHO program delivers virtual education, which has become more important than ever in disseminating knowledge and creating a sense of community and connection. It’s inspiring to hear about the shared experience of professionals from other centers, and engage in dialogue to understand how to best support each other. I am grateful to work alongside a dedicated team that is fearless in exploring new ways of creating online learning experiences.”

– Annie Jiwan, Program Manager, Paediatric Project ECHO



**LEARNING INSTITUTE
2020-2021**

Between April 1st 2020 and March 31st 2021 the following people were members of the LI team or participated on core LI committees.

ABOUTKIDSHEALTH AND DIGITAL LEARNING SOLUTIONS

Susan Ball, *Managing Editor*

Mark Banit, *Program Manager, Digital Learning Solutions*

Grace Chang, *Web Coordinator*

Marissa Decina, *Writer/Editor*

James Lee, *Web Administrator*

Doris Leung, *Medical Illustrator/Animator*

Andra Mares, *Digital Asset Specialist*

Saima Navsariwala, *Administrative Coordinator, Learning Institute*

Alisha Papineau, *Digital Content Coordinator*

John Paul Rosendall, *Business Manager*

Erika Schippel, *Coordinator, Publishing & Social Media*

Cathy Schmidt, *Multimedia Producer*

Sean Schurr, *Director, AboutKidsHealth &*

Digital Learning Solutions

Nancilyn Selvanayagam, *Digital Asset Specialist*

Shawna Silver, *Chief Medical Editor*

Sandy Siriwardena, *Business Analyst*

Alexandra Theodorakidis, *Writer/Editor*

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Child Health Evaluative Sciences, Research Institute

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Alison Dodds, *Simulation Educator*

Seona Dunbar, *Simulation & Resuscitation Educator*

Srdjana Filipovic, *Program Manager, Knowledge Translation*

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Alyssa Gumapac, *Communications Advisor,*

Paediatric Project ECHO

Jodi Hinds, *Project Coordinator, Staff Continuing*

Professional Development Fund

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Project ECHO Ontario: Epilepsy Across the Life Span

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Epilepsy Across the Life Span

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Epilepsy Across the Life Span

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Anastasia Vogt, *Program Manager, Project ECHO Ontario:*

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Karen Wallace, *Conference Specialist*

Catharine Walsh, *Educational Researcher,*

Scientist Track Investigator & Staff Gastroenterologist,

Learning Institute, Research Institute & Gastroenterology,

Hepatology and Nutrition

Kelly Warmington, *Manager, Learning Institute*

David Wencer, *Library & Information Technician*

Diana Young, *Resuscitation Educator*

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Annie Gelibolyan, *Project Coordinator*

Donna Hill, *Communications Coordinator*

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Rup Patel, *Project Assistant/Coordinator*

Emma Petrelli, *Part-time Project Support*

Nicole Tuzi, *Training and Education Manager*

Lesley Watts, *Project Manager*

Yvonne Zhang, *Project Coordinator*

John Zheng, *Part-time Project Support*

INFANT MENTAL HEALTH PROMOTION – FELLOWS, STUDENTS AND VOLUNTEERS

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Henry Hu, *Volunteer*

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Haya Al-Husseini, *Program Coordinator, International Education*

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Edited by **Kelly McMillen & Ayushi Todi**

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**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 advance practice and transform care.
Through advanced thought leadership, knowledge
dissemination and scholarship we will stimulate
change and drive innovation in education.**



SickKids[®]
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