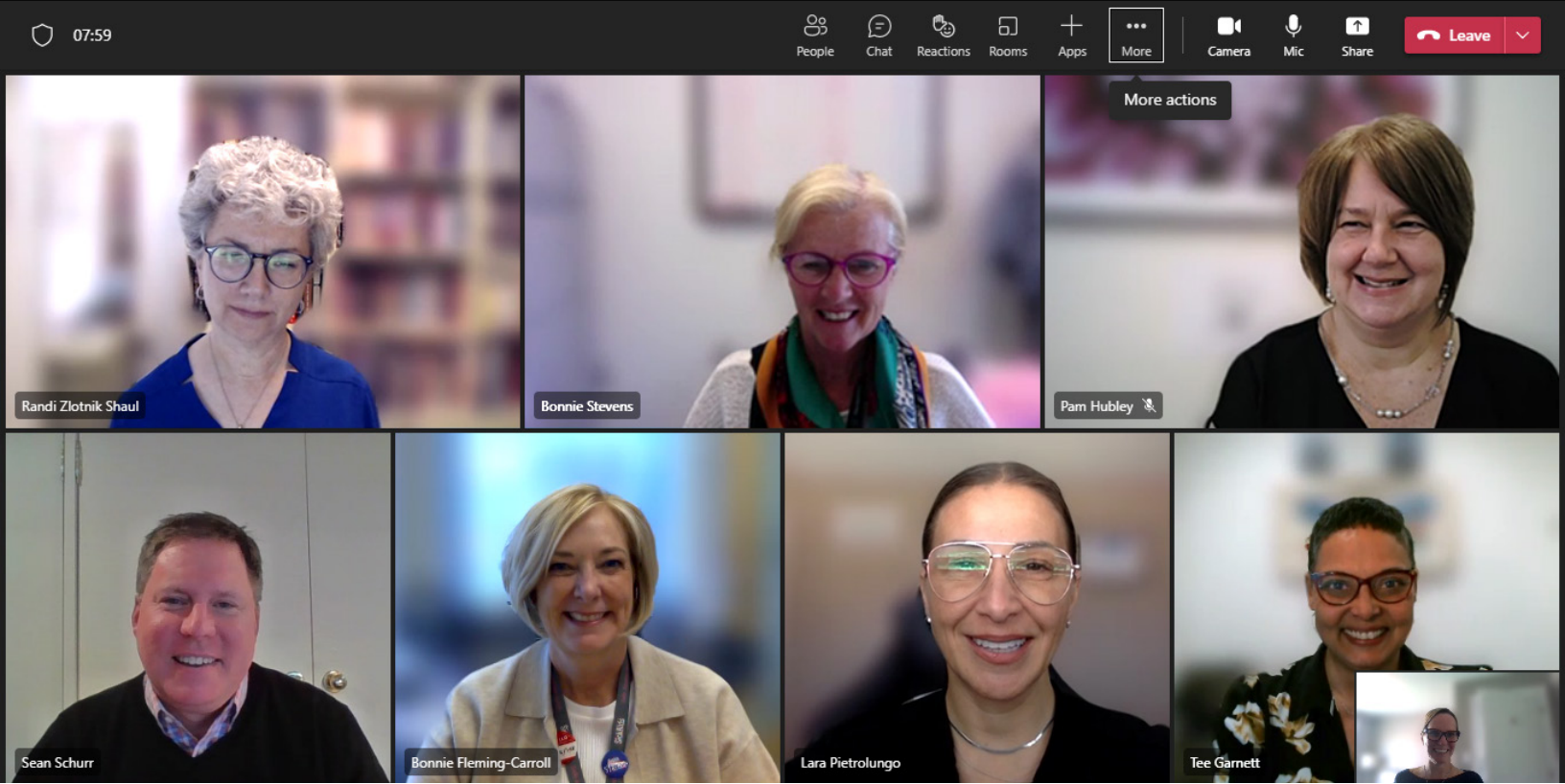




ANNUAL REPORT

2021-2022

SickKids®
LEARNING
INSTITUTE



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MESSAGE FROM OUR LEADER

THE LEARNING INSTITUTE

I am delighted to celebrate the wonderful contributions of so many education leaders at SickKids, through this annual report. I want to say a huge thank you to all our partners in education and give a shout out to our many collaborators. We are successful because of you. The dedication, commitment, and passion to the education and learning mission at SickKids is outstanding. Throughout these pages you will learn about our leading practices in education, new innovations in teaching, and many amazing programs that have supported our academic learners, clinical and corporate staff, newly hired professionals, and family and community partners. The critical infrastructure of the Learning Institute (LI) that we have cultivated together serves us well as we continue to build our networks in the service of delivering the highest quality care, the leading-edge education practices, and seeking opportunities for discovery through evaluation and research.

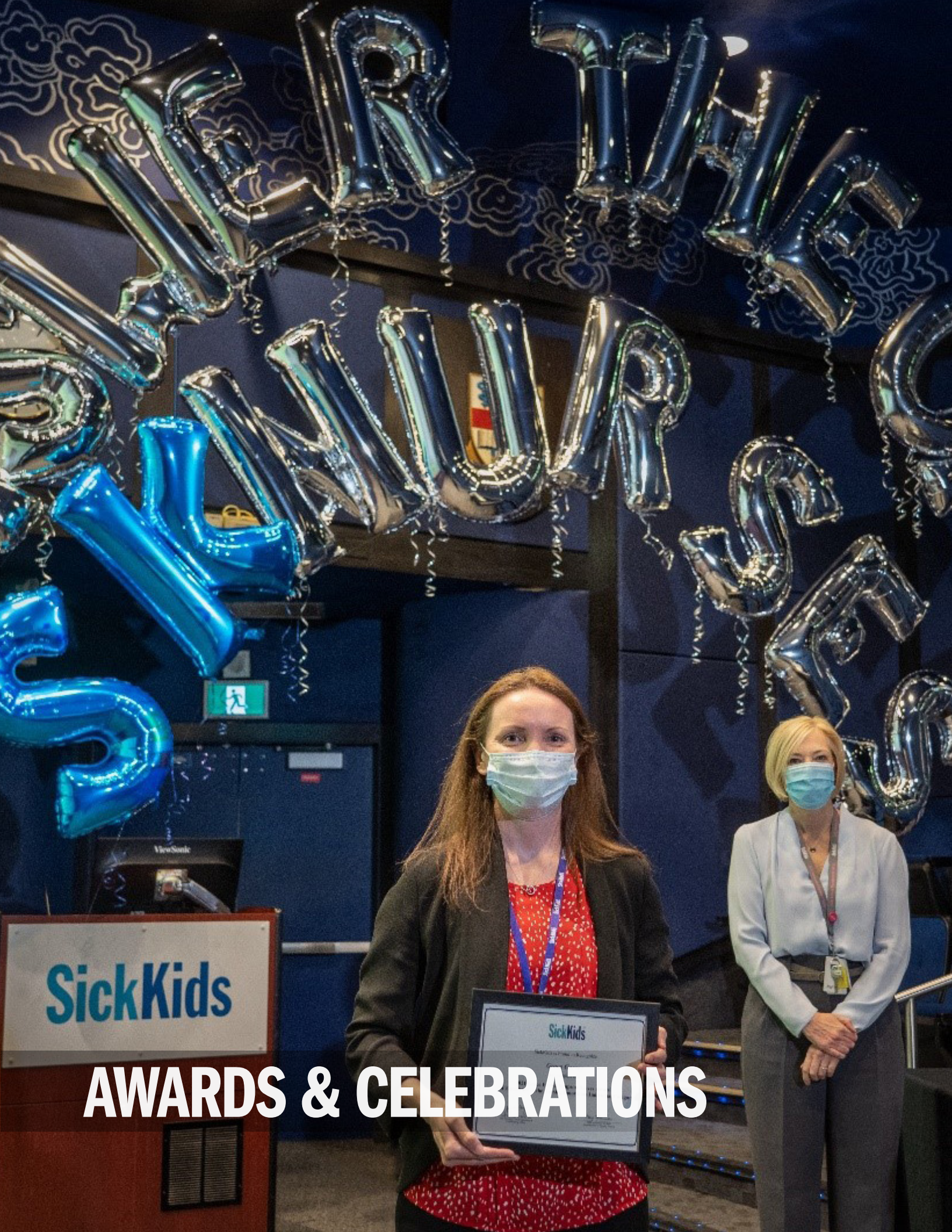
Sincerely,

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





AWARDS & CELEBRATIONS

LI AWARD OF EXCELLENCE

The recipient of the 2021 LI Award of Excellence was announced at a virtual celebration on May 7th, 2021, as part of the annual LI Retreat.

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. In 2021, we had a total of six nominations. All the nominations were exceptional and highlighted the incredible contributions, dedication, and passion of our team. The selection committee awarded two recipients.

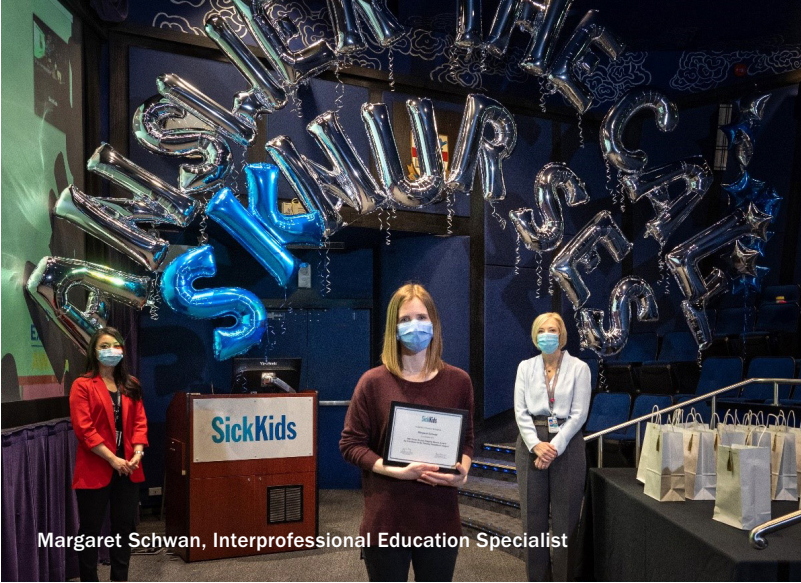
- **SickKids Centre for Community Mental Health Learning Institute (SickKids CCMH LI) Team** - Jane Kitchen, Lisa Philip, Tessa Philip, Lisa Saunders, Mary Anne Van Rooyen, and Rose Washington
- **Simulation Program Team** - Catherine Biggs, Maite Browning, Alison Dodds, Seona Dunbar, Jennifer Knabl, Carrie Mendolia, Rafael Velasquez, and Sunayna Vuppall

Congratulations to both teams!

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.



Margaret Schwan, Interprofessional Education Specialist

The nursing Excellence Awards are an opportunity to recognize the unique contributions of SickKids' nurses. Two Interprofessional Education Specialists (IES) were recipients of the 2021 Grace Evelyn Simpson Reeves Award.

Margaret Schwan, IES in nephrology, transplant, GI, rheumatology, endocrinology and dialysis was awarded for Excellence in Nursing Education. The scope of the clinical area that Margaret supports speaks volumes about her ability to empower a team in providing comprehensive care creatively and successfully for diverse and complex patient populations. Although new to the IES role her transition was seamless. Margaret was quick to take initiative by being one of the first educators to take on and complete teaching of the new Code White Education Program without hesitation. She also volunteered to have the first simulation for code white enacted on one of her units and was instrumental in identifying the process improvements and supports teams would need to integrate the code white processes. Margaret brings out the best in people with her collaborative, non-threatening, and reflective approach.

Grace Garvey, IES for our Paediatric Nursing Orientation and Extern Program was awarded for Excellence in Innovation. Grace has always been creative and innovative in her approach to education and teaching. When the pandemic was declared and we no longer could have learners in classrooms Grace rose to the challenge. She was in the middle of an orientation that quickly had to pivot from in-person to virtual and the next four orientations continued to be online. Because Grace has such a good handle on the needs of this group of learners she was able to mobilize technology to continue to meet the learning needs of new nurses. Grace has created skills based videos, multiple iLearns and has supported subject matter experts to include interactive activities into their presentations. Grace consistently imbeds the SickKids values in her work and demonstrates a strong commitment to excellence in all she does.

Congratulations!

AWARD OF EXCELLENCE IN CLINICAL TEACHING

The Annual Preceptor Recognition Ceremony exists as a recognition of our preceptors’ commitment and dedication to building capacity in individual learners, our hospital, and the healthcare system. For the second year in a row, this ceremony is showcased on a pandemic friendly video.

In the year of 2021, more than 800 interprofessional staff contributed to the professional development and clinical experience of students and novice healthcare practitioners at SickKids. While SickKids as an educational environment has also 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 2021 Excellence in Clinical Teaching Award! There were three remarkable healthcare professionals who created 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:

- **Faiza Syed, Registered Respiratory Therapist, Respiratory Therapy** Orientation of a New Staff Member Category
- **Kristen Vanos, Registered Nurse, 7B Ward, Infectious Diseases** Orientation of a New Staff Member Category
- **Joann Herridge, Registered Dietician, Clinical Dietetics** Clinical Supervision of a Student/Trainee Category

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



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.

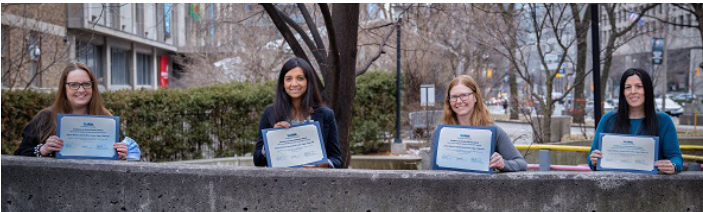
Congratulations to the 2021 award recipients:

- **Navreet Gill and Sandra Aiello**
Assessing the Healthcare Transition Needs of Parents/ Caregivers of Adolescents with Congenital Heart Disease
- **Katherine Cheug and Michelle Kerrigan**
Development of an Emergency Preparedness Champion Program

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

EXCELLENCE IN CLINICAL DIETETICS AWARDS FOR CLINICAL CARE AND EDUCATION

The annual Excellence in Clinical Dietetics Awards’ aim is to recognize dietitians, who contribute to making a difference in children’s health, support the Department of Clinical Dietetics vision, and champion excellence and leadership in paediatric nutrition. Meet the 2021 Award recipients!



Team Award: **Genetic Metabolics RD Team (Laura Nagy, Nisha Pai, Sarah Herd and Jolynn Dickson)**



Individual: **Dianna Yanchis**, Registered Dietitian, GIFT/Home Parenteral Nutrition program

RESPIRATORY CARE EXCELLENCE AWARD – EDUCATION

This award recognizes a Registered Respiratory Therapist (RRT) for their commitment to teaching and education of healthcare students, interdisciplinary professionals, parents and/or children. This person fosters the intellectual, social, emotional, and professional growth of others, whether it is in a preceptorship role, or participation in professional development activities. They are seen as an expert in their field and are comfortable providing education to learners at all levels of experience.

The 2021 recipient of the award is **Katie Reise, Clinical Educator, Registered Respiratory Therapist**. One key aspect of her nomination was related to her outstanding work when they cared for adult patients in the NICU and Katie’s contribution related to ventilation strategies for adults.

CONGRATULATIONS TO THE RECIPIENTS OF THE AWARD FOR INDIGENOUS AND BLACK NURSING STUDENTS

SickKids launched the [Award for Indigenous and Black Nursing Students](#) in November 2021, as part of our commitment to Indigenous Health Equity and broader equity, diversity, and inclusion. The award includes a \$5,000 bursary and a clinical placement for up to four nursing students.

The inaugural recipients were selected based on their commitment to paediatric acute care nursing and health equity, as well as their exemplary leadership and courage. We welcomed Hilda Oni and Kelly-Ann Reid in the Winter term and Amanda Reynolds and Mulenga Kasutu in the Spring term as they completed their final nursing placements.

This award has been generously supported through the Grace Evelyn Simpson Reeves Endowment fund and will be offered again for the 2022/2023 academic year!

The Award for Indigenous and Black Nursing Students is one action we’re taking to address anti-Indigenous and anti-Black racism and make SickKids a place where everyone is valued, respected, and understood.



From left to right, award recipients **Amanda Reynolds, Hilda Oni, Kelly-Ann Reid, and Mulenga Kasutu**

EXCELLENCE IN OCCUPATIONAL THERAPY AWARD

Occupational Therapists (OTs) at SickKids work in a number of inpatient areas and specialized ambulatory care. This past year OTs have been involved in some innovative work, including supporting early assessments in the PICU, beginning to introduce Neonatal Touch and Massage to the CCCU, and joining front line work supporting care of adults with COVID-19 in the ICU earlier this spring.

This year was the inaugural year of the Excellence in Occupational Therapy Award. This award recognizes an Occupational Therapist or group of Occupational Therapists who:

- integrate(s) evidence-based practice with clinical expertise and uses innovative approaches to occupational therapy services
- demonstrate(s) quality family centered care to deliver exceptional occupational therapy services (e.g. sensitivity and compassion to diverse needs, collaborative practice)



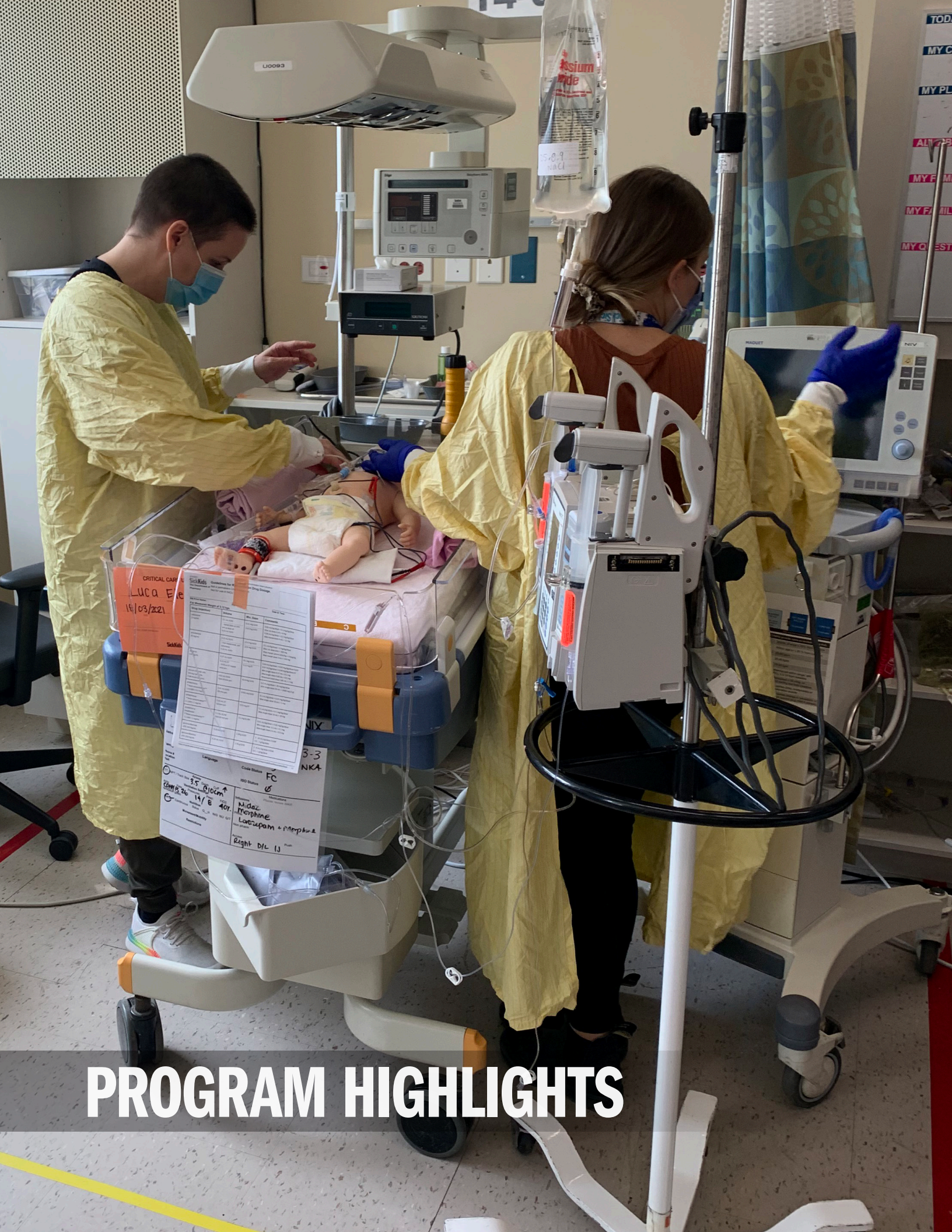
Please join in congratulating the inaugural award winner, **Dana Sequeira!**

Dana is currently an OT in the Burns and Plastic Surgery programs. However, over the course of her 20-year career at SickKids, Dana has also worked in Trauma, Neurosciences, Bone Marrow transplant, and

Haematology and Oncology inpatient and outpatient programs. Dana has expertise in upper extremity and hand function, cognition, feeding and swallowing, and ADLs. As her colleagues have noted, “Because of her wide range of skills, Dana can be counted on to share her clinical knowledge and to problem solve innovative approaches to treat children with a wide range of complex medical conditions. Dana exemplifies the core of OT by bringing it back to patient and family goals and meaning. She is creative in her interventions - having her cupboard full of toys!”

Dana is also seen by her colleagues as a leader in the OT group. “Dana connects with everyone with her kindness and thoughtfulness; celebrates everyone’s personal and professional achievements; and is always happy to lend a hand in any area. She is the first in line to help a new staff member feel comfortable and part of the team. It is always easy to approach Dana for help and guidance. She is always open to learning from others.”

Congratulations, Dana!



PROGRAM HIGHLIGHTS

CIRCUMCISION (TRAINING) USING SIMULATION (CIRCUS) PILOT

Data from SickKids, in combination with a literature review, validated the problem of preventable serious complications (e.g. bleeding and penile injury) potentially resulting from non-surgical medical consultants performing the neonatal circumcision procedure without formalized training. As a result, the Urology Department in collaboration with the Simulation Team developed and implemented a formalized training program for neonatal circumcision, which piloted in February 2021.

The CIRCUS pilot was a two-day workshop that provided comprehensive simulation-based education and training related to the neonatal circumcision procedure. The workshop involved multiple phases of training and evaluation that facilitated skills development for seven Residents and a Nurse Practitioner. To adapt to COVID-19 restrictions, the CIRCUS pilot program restricted enrollment to eight paediatric trainees and training was provided both in-person and virtually.

The preliminary results of the pilot show a significant increase in trainees' knowledge and skills post pilot implementation (e.g. mean pre knowledge scores were 75% and post knowledge scores were 95%). Since the pilot was effective in influencing the targeted outcomes, the plan is to launch CIRCUS widely as a SickKids educational offering with an ultimate goal to reduce adverse patient outcomes related to neonatal circumcision.

TEAM BASED CARE MODEL PREPARATION - CRITICAL CARE IN-SITU SIMULATIONS

The COVID-19 outbreak created unprecedented stresses on hospital and health care systems around the globe. A Team Based Care Model (TBCM) was developed as one strategy to combat a potential critical level of staff absenteeism and/or a surge in patient activity. Table-Top Simulation Exercises (TTXs) were delivered to strengthen the inpatient and Critical Care Unit (CCU) TBCMs at SickKids.

Based on the need to assess the TBCM in an in-situ environment, the Simulation Team partnered with the ORRACLE Human Resources Group as well as the Critical Care TBCM group to develop and deliver six in-situ simulations over a two day period in March 2021.

The aim was to identify systems-related issues and latent quality and safety threats associated with the 'Activation' and 'Maintenance' phases of the TBCM within the CCU.

A total of nine interprofessional staff participated in the simulations including seven Registered Nurses and two Respiratory Therapists.

Data was collected from various sources including video tape of the scenarios, audio tape of the debriefs, Cognitive Load Assessment surveys, and Participant evaluation surveys.

Information collected and analyzed from the in-situ simulations was intended to guide process and system decisions in efforts to optimize our hospital environment for safe and efficient, world class quality, patient care during a pandemic.

TEAM BASED CARE MODEL PREPARATION - INPATIENT DEMONSTRATION EXERCISES

For some inpatient areas, it was difficult to run inpatient in-situ simulations due to high clinical demand. An Inpatient Simulation Working Group (IPSWG) was formed and decided to offer a unique education opportunity described as a demonstration exercise to inpatient areas. Staff on shift would be involved as well as active patient rooms. The IPSWG worked closely with Risk Management to ensure that patient safety guards were in place.

A total of 52 staff participated in the exercises including 45 Registered Nurses and seven interprofessional staff from four different disciplines. There were seven demonstration exercises supported within six different departments, each exercise lasted 1.5 hours. Learnings from the exercise were summarized into three main categories, documentation, communication, and role clarification, then shared with the respective departments. A collective summary of all findings was shared with all inpatient managers. The exercises were found to be useful and increased staff confidence to practice in a TBCM.



PATIENT ID BAND SAFETY PRACTICE TOOLKIT



Proper identification of patients using at least two unique patient identifiers is required by all healthcare clinicians at SickKids prior to providing care. To aid in properly identifying patients, all patients at SickKids are required to wear a patient ID band. The ID band consist of the following information:

- Patient’s full name
- Date of birth
- MRN number

Front line clinical staff such as the nursing team have found it challenging to collaborate with some patients and families to adhere to this practice. For example, some long-term patients have expressed that their health care team knows them and they do not need to wear an ID band. This has resulted in patient ID bands being located elsewhere in the patient room, instead of on the patient, leading to misidentification of patients. Patient misidentification can have a wide range of undesirable consequences for patients including errors that result in serious harm.

As a response to this issue, the patient ID band safety practice toolkit was developed. This toolkit was created to help support unit’s local leadership team (IESs, Quality Leads, Clinical Managers, and unit champions) to disseminate and discuss strategies with their team and help facilitate conversations with patients and families to improve patient ID band placement. The toolkit consists of safety stories and strategies to help improve ID band placement safety practices.

[Click here](#) to access the toolkit (this link is accessible only via SickKids server or VPN).

LEARNING INSTITUTE RETREAT

The LI Retreat took place on May 7th, 2021. Over 70 LI team members participated in this virtual event which was inspiring and engaging.

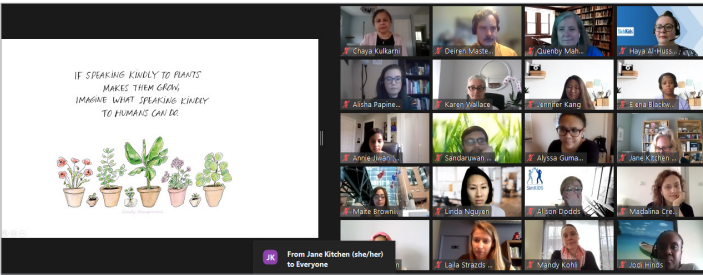
Pam Hubley, Vice President of Education and Academic Practice, and Chief, International Nursing, kicked off the morning by reflecting on last year. She acknowledged the isolation and loss that we’ve experienced and celebrated the connectivity, hope, and hard work of the team. Pam urged us to cultivate our compassion and inspired us to look forward to a time when we can all be back together again.

Greg Kennedy, Director of Strategy, provided an update on the development of the 2021-2025 LI Strategic Plan. At the heart of this strategy and our vision for healthier children is an inclusive learning ecosystem. The plan encompasses pioneering work to inform and activate the public as partners in child and youth health, cultivate a next generation paediatric workforce locally and globally, and revolutionize learning experiences through compassion, innovation, and emerging technologies.

The nominees and recipients of the LI Award of Excellence were announced. The six nominations reflected incredible commitment, creativity, compassion, and contributions across the LI team.

A quick game of Kahoot reminded us about the importance of fun, wellness, and kindness.

Finally, Tee Garnett, Executive Lead for Equity, Diversity, and Inclusion provided an engaging and inspiring “Tee Time”. They introduced the group to concepts of social-political identity and positionality, encouraged us to honour and celebrate our differences, reminded us that EDI is in all our jobs, and highlighted some of the work already underway at SickKids. A quote from Austin Channing Brown put it simply “The work of anti-Racism is becoming a better human to other humans”.



LEARNING INSTITUTE
2021-2025
STRATEGIC PLAN

NEW LEARNING INSTITUTE STRATEGIC PLAN 2021-25

The LI Spring Retreat gave a sneak peek into the new [LI Strategic Plan](#). The new plan builds off the successes of our previous plan and the collaborative outcomes we have achieved over the past four years. It was created with input from the perspective of our vibrant learning community, thematic analysis of results from a digital survey, an environmental scan of trends in health sciences education, and 16 focus group sessions including conversation and input from all health disciplines, trainees and learners, clinical leaders, corporate services team members, and the Child and Family Centred Care Advisory Committee to name a few key stakeholders. The final iteration of the plan was reviewed with the lenses of ethics and equity, diversity, and inclusion.

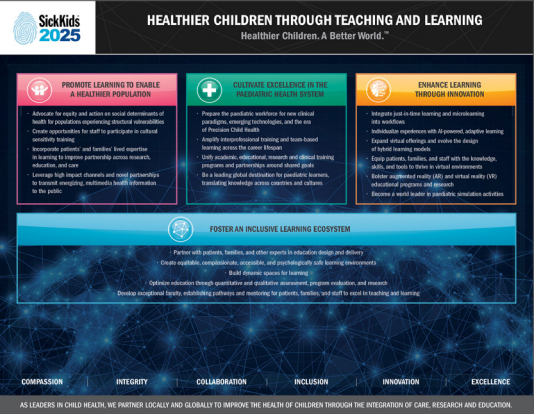
The result of many months of enterprise-wide consultations and dialogue led to the adoption of four strategic directions:

- Promoting Learning to enable a Healthier Population
- Cultivating Excellence in the Paediatric Health System
- Enhance Learning through Innovations
- Foster an Inclusive Learning Ecosystem

These strategic directions map on to the overarching hospital Strategic Plan and will accelerate change and leadership in education and learning while aligning and promoting organizational performance with the [SickKids 2020-2025 Strategic Plan](#).

The new LI Strategic plan shows how our expertise, energy, and efforts will continue to foster an inclusive learning system at SickKids and how collaborations will help us achieve our vision for healthier children through teaching and learning.

Thank you to all of you who contributed and to all of you who will help the LI’s aspirational plan come to life over the next few years through your partnership as we live our mission to improve child health outcomes and systems of care worldwide through education.



STRENGTHS BASED NURSING AND HEALTHCARE AT SICKKIDS



Strengths Based Nursing and Healthcare (SBNH) is a unique approach to patient care attributed to Dr. Laurie Gottlieb (2013, 2015), a world-renowned nursing scholar and former Director of Nursing at McGill University.

SBNH emphasizes a value-driven, embodied approach that guides clinicians to engage with patients and families in a manner that is person-centred, relationship focused, empowering, and attuned to innate capacities (strengths). It is a complementary model to the traditional problem-based orientation of medicine. Nurses at SickKids have been on a journey exploring this approach to care for several years as it resonates with many clinicians seeking to understand the complexity of human responses to living with congenital or acquired disease, illness and/or injury and intervene in co-creation with constructive solutions to their needs.

In collaboration with Dr. Gottlieb and several other academic and clinical partners a CIHR/SSHRC Partnership Development Grant was secured to develop a pilot training program for developing clinical leadership skills aligned with the SBNH approach. As early adopters, SickKids and Holland Bloorview Kids Rehabilitation Hospital initiated the pilot testing of a creative leadership program that combined classroom based active learning sessions with a unique story-sharing approach and a mentorship component. The pilot program was successful and led to a larger partnership grant of which SickKids is one clinical site. Currently the two million dollar Healthy and Productive Work Environment CIHR/SSHRC Partnership Grant offers a unique opportunity to further train SickKids clinical leaders and study the impact of the program across multiple outcome measures.

The SBNH Leadership (SBNH-L) Program guides leaders and managers to create workplace cultures and environments that honour, develop, mobilize, and capitalize on the strengths of their team. It aims to create SBNH leaders who will enable teams and organizations to provide knowledgeable, compassionate, safe, high-quality patient and family centered care.

In the fall, the program was offered online to eligible participants who consented to enrolling in this exciting research opportunity. In collaboration with Holland Bloorview Kids Rehabilitation Hospital and three additional clinical sites in Quebec, as well as McGill and Concordia Universities, the SBNH-L Program has two intakes, one in 2021 and one in 2022. It is a strengthened version of the pilot program, and we are excited to be part of developing a program that has gained international attention through the global community of practice for SBNH.

SICKKIDS ADVANCED PAEDIATRIC CARDIOLOGY PROGRAM

"[This course] is an amazing and a great opportunity to get the theory and relearn many things done on a routine basis."

"The speakers are engaging and convey their passion in the topics they present. Great deal of information spans a variety of disciplines and is very relevant."

This year, 140

"Anyone working with [the] CHD population needs to take this course as it gives us a better understanding and deeper knowledge in order to [provide] better care and support for children and their families."

SICKKIDS ADVANCED PAEDIATRIC CARDIOLOGY PROGRAM

September 3, 2021 - May 6, 2022

Empowering health-care professionals with the latest technical, cognitive, collaborative and affective abilities to care for children with heart disease.

LIVE WEBINARS

GLOBAL REACH

VIDEO ON-DEMAND

SickKids

healthcare professionals from all over the world benefitted from the SickKids Advanced Paediatric Cardiology Program (SKAPCP).

This 33-week curriculum (September 3, 2021 – May 6, 2022) was delivered by Program Directors, Dr. Steven Schwartz, Carrie Morgan, Cecilia St. George-Hyslop, and over 100 interprofessional expert speakers. SKAPCP presents the latest technical, cognitive, collaborative, and affective abilities for caring for children with heart disease. Further, SKAPCP pulls back the curtain to one of the world’s largest collection of congenital heart pathology specimens.

This program offers 240 hours of learning on the wide spectrum of paediatric cardiology. Accredited by the Temerty Faculty of Medicine, University of Toronto, Continuing Professional Development (CPD), attendees are eligible for CPD credits, a Certificate of Completion (39 hours), and an Advanced Certificate of Completion (80 hours).

Zooming in, learners develop a fundamental knowledge of

topics including assessment and diagnosis, physiology and morphology, pre, peri and postoperative management, and subspecialty care such as, single ventricle, ventricular assist devices, and transplantation. Zooming out, learners gain insight on how to navigate the nuances of family-centered care. This includes exploring how to provide support for families with an antenatal diagnosis of congenital heart disease (CHD) through to personalized care plans, such as palliative care, complex care, and transitioning to adult care. Learners also have an opportunity to lead and review real cases.

SKAPCP is suitable for all healthcare professionals and is creating a global community of healthcare professionals passionate about improving health outcomes in children with heart disease.

JOINT CARING SAFELY AND PROJECT HORIZON SYMPOSIUM: “THE ROLE OF SIMULATION IN DESIGNING THE HOSPITAL OF THE FUTURE”

SickKids campus redevelopment is one of the largest, not only in Ontario, but in Canada – and speaks to a monumental shift in the way we plan, design, and construct healthcare spaces.

Retrofitting and repurposing of existing spaces and construction of new ones is ubiquitous in healthcare and will be especially important at SickKids over the next decade.

Using simulation, design, and human factors, we can test and understand work “as done” vs work “as imagined” – a crucial step to optimize safety. This will be an ‘all hands on deck’ endeavor where we will tap into our simulation experts but also engage the larger community.

On October 27th, 2021, a session was organized to learn more about the exciting world of simulation in hospital design. The session focused on how simulation can be used before, during, and after renovation and construction to optimize patient and staff safety and wellbeing.

Invited experts from pediatric and adult hospitals, from across the street to across the continent, shared their experience and expertise on the following topics:

- Designing a new trauma care space: Leveraging

human factors and design principles

- Cutting edge functional design: How to partner effectively with architects
- Tips, tricks, and pitfalls to avoid in simulation application when designing and creating physical spaces
- Testing all clinical workflows with complete cardboard scale mock-ups, and making adjustments pre-construction
- How to avoid escalating or excessive costs through detection and prevention of post-construction changes

Speakers:

Dr. Andrew Petrosoniak
Emergency physician and trauma team leader at St. Michael's Hospital, Toronto

Dr. Jennifer R. Reid
Pediatric Emergency Medicine specialist at Seattle Children's Hospital

Mirette Dubé RRT MSc
Leader in the largest provincial simulation program in Canada

Dr. Nora Coleman
Assistant Professor in Pediatrics in the division of Pediatric Critical Care Medicine at Children’s Healthcare of Atlanta

Dr. Kiran Hebbar
Pediatric intensivist at Egleston Children’s Hospital and Medical Director of the Simulation Center at Children’s Healthcare of Atlanta

INTRODUCTION TO BIOETHICS ILEARN

The Department of Bioethics announced that a new iLearn, “Bioethics – An Introduction”, is live in the iLearn portal.

While the module was developed with a focus on preparing the organization for Accreditation 2021, the team hopes this module will provide valuable information that will inform work in the hospital beyond the current review.

The module helps learners understand:

- What bioethics is and why it is important
- What’s unique about paediatric bioethics
- The scope of the work of the Department of Bioethics at SickKids and the activities involved
- How to apply the Decision-Making Guide—a key component of the Ethics Framework—to clinical, organizational, educational, and research issues

All of us grapple with challenging ethical questions in our work. By completing this module, one will become better equipped to recognize and analyze ethical issues in your practice and that of others. These skills, in turn, will enable high-quality care for children and their families.



NEW MINIMUM STANDARDS FOR eLEARNING

To ensure digital learning is as effective as possible in achieving desired learning outcomes, all eLearning content should adhere to a certain standard. Active learning (interactive content, knowledge checks, etc.) increases engagement and promotes long-term knowledge retention, and as a result, it is a required element of effective eLearning. Over the last year, the Digital Learning Program has developed minimum standards for eLearning at SickKids to achieve this, and includes guidelines for format/design, accessibility, EDI, and quality assurance.

EDUCATION SHOWCASE AND SUMMIT

On October 14th, 2021, nearly 100 members of the SickKids education community came together for a morning focused on “Learn, Unlearn, Relearn: Agility in Education”.

Pam Hubley, Vice President, Education & Academic Practice welcomed everyone to the session and noted the event was an opportunity to celebrate some amazing educational activities and initiatives. Pam acknowledged the importance of the commitment that our teams have made, and continue to make, to fostering education and learning at SickKids and across multiple partner organizations. Pam shared the [2021-2025 Learning Institute Strategic Plan](#) and attendees were encouraged and inspired to consider how they can contribute to advancing the new Learning Institute Strategic Plan, which will guide our work for the next four years.

Elena Blackwood and Linda Nguyen, IES, Equity Diversity Inclusion (EDI) Champion Program, shared an inspiring and reflective talk on The Evolving Practice of EDI. Elena and Linda candidly shared reflections from their own EDI journeys. They noted that SickKids is committed to advancing a culture of true belonging - where all staff are respected, valued, and enabled to reach their true potential. Elena and Linda provided an overview of the EDI Champion Program and discussed the importance of creating great and brave spaces so everyone can be seen and heard.

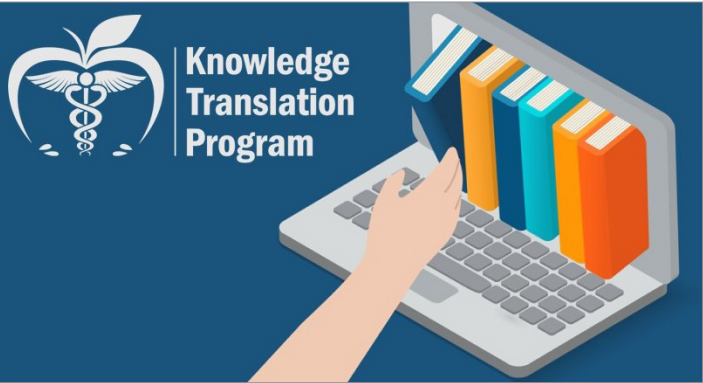
Laila Strazds, Program Coordinator, Learning Institute facilitated a series of Education Quick Hits which provided an overview of some of the new and innovative education programs taking place at SickKids. This included Dare to Share, CIRCLES Pilot, Clinical Research Services, SickKids CCMH LI, TBCM Simulations, AboutKidsHealth (AKH), Task Trainer Development, Sepsis Best Practice Alert and Huddle Process, and the Planning for Implementation Practice Course.

An engaging panel discussion focused on The Impact of Virtual Education on the Educator. Daniela D’Annunzio, Senior Manager, Interprofessional Education, Learning Institute facilitated the discussion with Grace Garvey, IES, Karen Leslie, Staff Physician, Adolescent Medicine, Lara Pietrolungo, Director, International Education and Boomerang Health, and Sharon Guger, Psychologist. The panel shared their reflections on some of the challenges and opportunities that emerged from teaching during the pandemic.

Finally, a fun video was shared which highlighted some of the changes to education and learning over the past year, and excitement about the future of education. Pam wrapped up the session and thanked everyone for a wonderful morning!



KNOWLEDGE TRANSLATION (KT) ELEARNING MODULES



MODULE 1: INTRODUCTION TO KNOWLEDGE TRANSLATION

The first in the series of KT eLearning modules, Introduction to Knowledge Translation, will introduce learners to the concept of KT and get them thinking about how it can be useful in their work. It is a valuable resource for anyone interested in closing the research-to-practice gap and is applicable across sectors and disciplines. Upon completion of this module, learners will be able to define KT and related terms, understand the relevance of KT to their work and locate various KT resources. Estimated duration: 15 minutes.

MODULE 2: HOW TO PREPARE A KNOWLEDGE TRANSLATION PLAN

The second in the series of KT eLearning modules, How to Prepare a Knowledge Translation Plan, uses case-based learning to examine the key elements of building a KT dissemination plan using our Knowledge Translation Planning Template© (KTPT) framework. Upon completion of this module, learners will be able to use the KTPT© to prepare a KT dissemination plan and work through the key components of KT planning in a step-by-step manner that will guide their KT activities. Estimated duration: 35 minutes.

SickKids staff can access the modules on iLearn.

For those outside of SickKids, the modules are free and can be accessed on Academy Online. Learner will need to create a login and password.

SICKKIDS’ ANNUAL RESUSCITATION WEEK

The Resuscitation Oversight Committee (ROC) in collaboration with the LI was pleased to host SickKids’ annual Resuscitation Week from November 15th to 19th, 2021. This was an action-packed week which included the following events:

CPR SESSION FOR NON-CLINICAL STAFF

A total of 80 non-clinical staff participated in this free virtual CPR session which was hosted in collaboration with the Heart and Stroke Foundation of Canada.

CPR BLITZES ON CLINICAL UNITS

This event was run by our highly trained resuscitation education instructors. A total of 86 staff and 16 different professions were represented at these blitzes.

VIRTUAL RESUSCITATION SYMPOSIUM

This four-hour symposium was attended by 66 individuals, and included 16 different speakers of varying professions and specialties from within SickKids as well as with an external partner.

The symposium was recorded, so if you were unable to attend virtually and are interested in watching the recording, please email resuscitation.program@sickkids.ca for the link.

HOSPITAL-WIDE MOCK CODE AND DEBRIEF

A simulation took place by Tim Horton’s, whereby a paediatric “patient” suffered a cardiac arrest. The hospital-wide mock code highlighted several latent safety threats, which included situational awareness (bystander effect), staff safety and resource allocation (personal protective equipment), code cart inventory and equipment functionality, and AED process gaps.

HEART AND STROKE EMERGENCY FIRST AID (EFA) LEVEL C

This was the first offering of this course, and a second course was planned for December 13th, 2021. The course includes hands on practice of infant, child, and adult CPR, as well as the identification and first aid treatment of common emergencies.

“You can’t hurt, you can only help!” - Heart and Stroke Foundation of Canada

SIMKIDS VIRTUAL SIMULATION SYMPOSIUM 2022

On March 4th, 2022, the SimKids Program hosted its annual Simulation Symposium. The objectives of this year’s event were to promote the use of simulation to improve hospital systems, processes, and spaces to enhance safe, inclusive and effective patient care, to build awareness and highlight collaborative simulation activities across the organization, and to generate ideas for synergies and future scholarly work.



The keynote speaker for the event was Dr. Jennifer Arnold, a neonatologist, healthcare simulation leader and Program Director from the Boston Children’s Hospital Simulator Program. Her presentation ‘Pushing the boundaries: The role of healthcare simulation in a brave new world’, demonstrated the value of simulation as a tool for the evaluation of hospital space design and identifying the latent EDI threats that may exist.

The event included presentations sharing simulation projects from SickKids as well as a panel discussion focused on the integration of EDI to advance healthcare simulation. The panel explored the value of simulation to address EDI and what research questions we could explore by using simulation.

The feedback from the event was positive and inspired participants to use an EDI lens in their simulation and education activities.

TASK TRAINER DEVELOPMENT



The Simulation Team created a Central Line Task Trainer to teach nurses about dressing changes and care. The trainers previously available were either adult sized or did not isolate the task as needed. The team received the request and worked together with IES, Margaret Schwan, as a subject matter expert. More information was collected using the Task Trainer Development Intake Form which helped to create the initial design. The 3D printed base of the chest included ribs that can be palpated to ensure correct placement of the line. Silicone was cast overtop to mimic skin and a hole was inserted through both layers to place the line. The silicone skin can be changed out at any time and replaced with custom skin tones.

Examples of additional task trainers created by the SimKids Simulation Specialists include task trainers for NG insertion, chest tube insertion and circumcision. Intake requests for task trainer development can be sent to simlabbooking.requests@sickkids.ca.

PROGRAM EVALUATION WORKSHOP

A small working group led by Dr. Bonnie Stevens, Associate Chief of Nursing Research and Senior Scientist was established to support the implementation of recommendations that emerged from an environmental scan (interviews and survey) that was completed in 2018 to align the 2017-2020 Learning Institute strategic plan with the overall goal to strengthen the quality of our programs and improve outcomes for learners and patients. The Strategic Plan set a priority to leverage education for impact and an initiative to establish an outcomes evaluation framework and develop tools to assess and evaluate the quality of all education, learning, and teacher impact was identified.

On March 9th, 2022 a three-hour workshop on program evaluation through the EDIlens was held. Attendees included representatives from the IES group, Professional Services Educator group and other education groups within the LI. The workshop objectives were to:

- Understand evaluation and when, where, and why it is used

- Review program evaluation and its conceptual, theoretical basis

- Explore qualitative and quantitative methods of collecting evaluation data

- Determine how to use the results of evaluation to improve practice and outcomes

- Explore EDI considerations in program evaluation

The Program Workshop was well received by participants, overall, leaving the workshop with increased knowledge, particularly how, where, and why they would apply an equity lens in program evaluation. In addition, participants were also able to learn about how to navigate the challenges of the pandemic when implementing program evaluation. Evaluation of the workshop will inform future development of clear evaluation expectations and standards, a repository of generic evaluation tools, an evaluation mentorship program, establish an evaluation interest group, and further collaboration with the EDI Office to integrate EDI into evaluation tools and processes.

“During these unprecedented times, I feel fortunate to work for an organization that exemplifies strength, courage, and resilience. As information continues to evolve and practice changes reflect evidence-based research, as an educator I have had the opportunity to facilitate learning and knowledge dissemination in innovative ways. We’ve all been challenged with adopting creative pedagogical methods that optimize knowledge retention while adhering to principles of physical distancing. Although much is unknown during these times, I’ve embraced this historical moment to shift away from traditional methods of teaching and further explore the use of technology in education.”

Vivianne Coutu, Interprofessional Education Specialist, Perioperative Services



CULTIVATING COMMUNITY COLLABORATION

INFANT AND EARLY MENTAL HEALTH PROMOTION

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.

Over the past year, IEMHP has continued to establish partnerships in research and innovation that are raising awareness, strengthening, and enhancing practice in Canada. At the foundation of all IEMHP does is a generous network of practitioners working with families with young children starting prenatally to age five in the health, social services, and education sectors across Canada.

We have established new leadership working groups to support our national scope, and our commitment to equity, diversity, and inclusion in practice, within SickKids and beyond. IEMHP has been actively cultivating community collaboration with Indigenous communities, health, and community services creating innovative ways to enhance access to services.

Phase two funding from the Public Health Mental Health Innovation Fund has allowed the team to continue training and research initiatives centering on Nurturing the Seed, an Indigenous designed resource to support early childhood development. To date, over 50 practitioners have been trained to use the resource with families in 11 communities across Canada. The team is currently designing a mobile app to support the Nurturing the Seed Resource that will be tested this summer.

IEMHP is pleased to have launched an education platform that will be home to all training offered by IEMHP. The new platform will allow for a more streamlined and efficient experience for learners. Over 13,250 users have been registered for training on the new site!

IEMHP is collaborating with the World Association of Infant Mental Health to present the Lecture Series 2022: Laying the Path for Lifelong Wellness. Practitioners from around the world are signing up to hear this content from pioneers in this field. On a more local scale thanks to organizations such as the Knowledge Centre on Child and Youth Mental Health and Addictions, the Ministry of Children, Community and Social Services, and the Ontario Children's Aid Society, all practitioners in children's mental health, public health, and child protection in Ontario have access to participate. This training is also open to all SickKids staff for free and contains 15 sessions with some of the leading experts in the field of infant and early mental health and healthy child development. To date, more than 250 individuals from around the world have registered and begun to watch the lectures.

Sign up for the IEMHP monthly newsletter to learn about any initiatives or resources that may be helpful in supporting your work with families of young children. [Sign up here!](#)

PROJECT ECHO

PAEDIATRIC PROJECT ECHO®

Paediatric Project ECHO® aims to decentralize access to specialty paediatric medical education by offering free access to evidence-based virtual education programming for community healthcare providers (HCPs). This program builds capacity in the community to care for paediatric patients by offering case-based learning, didactic presentations, and a network of interprofessional specialists and a community of practice to support the delivery of safe and effective care to their paediatric patients.

Paediatric Project ECHO® provides specialty paediatric education in four program areas: Acute and Chronic Pain, Complex Care, Obesity Management, and Palliative Care. The program currently has more than 2,000 interprofessional program registrants, including, Nurses (29%), Physicians (Paediatricians, Family Physicians, Specialists) (24%), Dietitians (7%), Social Workers (6%), Physiotherapists (4%), Occupational Therapists (3%), Psychologists (3%), Child Life Specialists (2%), Kinesiologist/Exercise Counsellors (2%), Pharmacists (2%), and more. This program is funded by the Ontario Ministry of Health (MOH) and is accredited, providing Continuing Professional Development (CPD) credits to learners. As of April 2022, Paediatric Project ECHO® has delivered over 8,900 CPD credits to interprofessional HCPs.

CREATING TIMELY AND PRACTICAL LEARNING OPPORTUNITIES HISTORICAL CONTEXT

Between 2018 and 2019, the Core Competency program component was delivered synchronously (i.e., live sessions over Zoom). Evaluation data from this period indicated that many HCPs found it challenging to find the time to attend these synchronous sessions. In response to this identified need, the MOH supported the creation of eLearning Core Competency courses for each specialty of Paediatric Project ECHO®. These eLearning courses were created in partnership with AboutKidsHealth (AKH) between 2019 and 2021. Prior to their wider release to the ECHO community, the MOH recommended a pilot implementation of the eLearning courses as part of a hybrid approach (i.e., asynchronous and synchronous elements) to Core Competency.

eLEARNING STUDY

A total of 82 interprofessional HCP learners were enrolled into the specialty steams of palliative care (n=22), complex care (n=22), obesity management (n=20), and pain management (n=18). Following informed consent, participants completed a baseline survey, were granted access to an eLearning course, were invited to attend a live panel debrief with the authors of the modules, and then completed a follow-up survey. Participants had the option to provide additional feedback through a semi-structured qualitative interview.

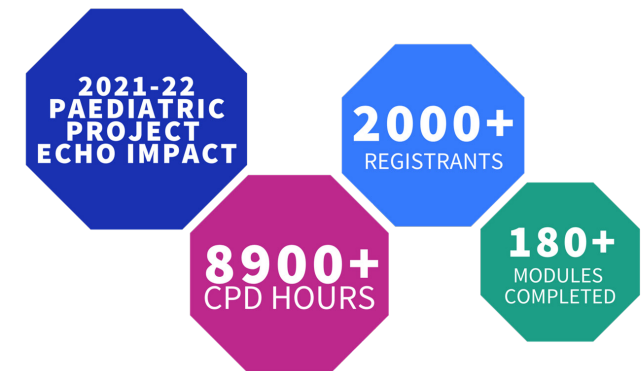
Results from the study indicate that participants had improved knowledge in the specialty course area (100%). Participants felt that the eLearning platform was easy to use (94%) and were satisfied or very satisfied with their experience completing the eLearning modules (100%). Participants felt the cases within the modules were helpful to inform practice (95%) and were clinically relevant to their practice (89%). Most learners (83%) were satisfied with the amount of peer-to-peer learning in the model. Outcomes from this research study indicate that the hybrid Core Competency model is feasible to deliver, highly acceptable to learners, and preferred over a synchronous model.

The main topics discussed in the qualitative interviews were learner motivation for pursuing eLearning experience, learner experience with eLearning, and planned application of eLearning.

Participants felt the eLearning modules allowed flexibility and convenience, and that the modules were engaging. Participants plan to use the modules as a clinical refresher, a tool to support patient assessment, to inform clinical practice, and as orientation for new team members.

PUBLIC LAUNCH

The Paediatric Project ECHO® eLearning modules were launched publicly on January 19th, 2022. Since January 19th, over 180 modules have been completed. Preliminary data (N=14) indicate that 93% of learners felt these modules were “helpful” or “very helpful” to support learning and were “satisfied” or “very satisfied” with the eLearning modules (100%). All (100%) of those surveyed “agreed” or “strongly agreed” that the eLearning modules promote equitable learning opportunities for interprofessional healthcare providers.



Visit the [Paediatric Project ECHO® website](#) to learn more about eLearning and other program offerings, including ongoing specialty education and case presentations in TeleECHO sessions, education events, and research opportunities. To learn more about Paediatric Project ECHO or to register, visit their [website](#).

PROJECT ECHO EPILEPSY LEARNING DAY



[Project ECHO® Ontario: Epilepsy Across the Lifespan](#) is a technology-enabled, collaborative, CPD-accredited learning program that connects community health care providers and epilepsy specialists to enhance the care of children, adolescents, and adults living with epilepsy.

This year marked the 4th annual Project ECHO Epilepsy Learning Day events for both the Adult and Paediatric program streams. Both Adult and Paediatric Learning Day events shared similar formats with an interdisciplinary approach to learning. The virtual event included a variety of interactive education opportunities such as didactic presentations with polling questions, small-group breakout sessions, video-based learning, and case-based scenarios. The event also provided participants with the opportunity to network with various epilepsy specialists and other community healthcare providers across Ontario.

Both learning day events were attended with great success and included lots of interactivity and collaborative learning among the multidisciplinary community providers. The Epilepsy in Adult Learning Day was offered on February 10th and 11th, 2022 and the Paediatric Epilepsy Learning Day was offered on March 24th and 25th, 2022. Topics covered during the events included seizure semiology, imaging, how to interpret reports, new drugs/treatments, when to withdraw, and the ketogenic diet. In total, 84 healthcare providers attended these learning events.

Although the delivery method of this year’s Learning Day events was virtual due to COVID-19, the engagement, learnings, and takeaways still remained strong!

Learn more about the Learning Day topics and [watch recorded presentations here](#).

NEW: NEUROLOGY TRAINEE PROGRAM

[Project ECHO® Ontario: Epilepsy Across the Lifespan](#) launched a new Neurology Trainee Series in 2021. This is a ten session series tailored to the needs and schedules of neurology trainees in Ontario. Topics covered included how to differentiate seizures, how to read EEGs, when to order genetic testing, working with community agencies, polytherapy, epilepsy and pregnancy, and more.

Since launching in February 2021 the program has educated nearly 100 trainees and fellows across Ontario and has received positive feedback:

“I really enjoyed the experience - the didactic sessions were great but I particularly enjoyed working through the cases as a team. Very open and welcoming environment to learners.” – PGY 3 Pediatric Neurology CHEO

Learn more about the Neurology Trainee topics and [watch recorded presentations here](#).

SICKKIDS CENTER FOR COMMUNITY MENTAL HEALTH LEARNING INSTITUTE

EXCELLENCE IN ONLINE PROGRAMMING

The SickKids CCMH LI team continues to work closely with its community of facilitators to ensure all online programs are interactive, learner-centric, and support transfer of knowledge. With ongoing review of their online programs, the SickKids CCMH LI team ensures that every touchpoint in the learner journey reinforces a positive and inclusive engagement. These efforts are reflected in the learner feedback, which included an average 89.5 percent satisfaction score for programming offered in 2021-22.

“I would be interested in any online trainings [offered through SickKids CCMH LI] because the registration, coordination, accommodations, and all administrative pieces were so flawlessly done. This has been the easiest online training process I’ve done in all of COVID.”

Program participant, February 2022

PRIORITIZING EQUITY, DIVERSITY, AND INCLUSION

The SickKids CCMH LI is prioritizing equity, diversity, and inclusion in collaboration with our community of facilitators by:

- Offering programming focused on health equity
- Supporting all learner abilities and needs in online delivery
- Embedding an anti-racist, anti-oppressive, anti-colonial, equity-focused lens in program development and delivery

To ensure online programs are accessible for all learners, the SickKids CCMH LI supports accessibility requirements and requests, including, but not limited to automatic transcripts, closed captioning, ASL interpreters, and adhering to AODA requirements for program materials. SickKids CCMH LI facilitators are provided with access to trainings and materials to support the creation of equitable and inclusive learning environments.

SUPPORTING THE SICKKIDS ENTERPRISE

The SickKids CCMH LI continues to support mental health literacy across the SickKids enterprise by providing an exclusive 50 percent discount to all employees for online open-enrollment programming – more than 150 employees accessed these savings opportunities in 2021-22.

NEW ACADEMIC PARTNERSHIP

Following a competitive application process through the Ontario Micro-credentials Challenge Fund, Humber College and SickKids CCMH LI are collaborating on the design and development of a micro-credential program for new and emerging leaders in community mental health services. The program development will be completed by the end of April 2022 with an anticipated launch of the micro-credential through SickKids CCMH LI in the fall of 2022.





ALL ABOUT OUR LEARNERS

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. Unfortunately, with the COVID-19 pandemic continuing across 2021-22, the CSVF had to hold their application intakes again this year, for February, April, June, and October, to align with travel and visiting restrictions. The CSVF remains grateful for their funding support through the International Learner Program.

LEARNING INSTITUTE TRAINING EXPERIENCE PROGRAM (LITE)

The LITE offerings under the Simulation Program include Fellowship, Elective, and a Certificate in Paediatric Simulation.

The LI Fellowship in Simulation is intended to facilitate the development of the skills and expertise necessary to use simulation both independently and collaboratively for teaching, assessment, quality improvement, and research in diverse settings. The fellowship is designed for healthcare professionals with an interest in simulation who spend time doing clinical work. Individuals are not required to be enrolled in a graduate degree program but are required to complete a scholarly project. The project needs to fit within the scope of expertise of at least one LI Simulation Educator, Scientist, or approved Certified Simulation Instructor, who will formally agree to serve as the supervisor.

The Elective in Paediatric Simulation is a stream for both healthcare and non-healthcare professionals that is intended to expose trainees to the use of simulation for paediatric education. The duration of the elective is a minimum of two consecutive weeks and may be up to a total of 12 weeks. A non-continuous longitudinal option is available upon consultation with the Elective Supervisor and LITE Program Committee. The Certificate in Paediatric Simulation provides the opportunity for trainees to be exposed to the innovative use of simulation for education, assessment, quality, improvement, and research in diverse settings.

The Certificate in Simulation is a stream for both health care and non-health care professionals that is intended to provide more in-depth exposure to the use of simulation for paediatric education. The duration of the Certificate is a minimum of three months and results in a completely immersive experience within the Simulation Program. Trainees pursuing a Certificate in Simulation are required to complete a scholarly project.

Congratulations to Joshua Ramjist for completing a Simulation Fellowship this past year.

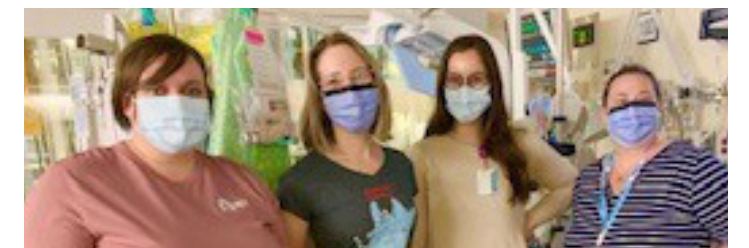
BUILDING FUTURE NEONATAL NURSE PRACTITIONER WORKFORCE CAPACITY

Every day in Ontario approximately 400 infants are born, some needing immediate resuscitation and intensive care for various common and/or exceptional neonatal health complications. Neonatal nurse practitioners (NNPs) were first introduced into Canadian Neonatal Intensive Care Units (NICUs) in 1988 in response to changes in medical education and the health care system, and to ensure excellence in care delivery for the youngest people requiring acute subspecialty care. SickKids' NNPs practice as a core member of the medical team and collaboratively create treatment plans for newborn infants who are often in critical condition or require complex surgeries. Supporting families through one of the most stressful periods of their lives is a central tenet to daily NNP practice.

Workforce development and human resource planning are key priorities in creating a sustainable hybrid medical team in SickKids' NICU. Caring for the acute and chronic problems of the SickKids neonatal population requires highly specialized knowledge to enable sound clinical decision-making that will minimize co-morbidities and optimize developmental outcomes.

As a result of limited access to graduate-level neonatal-specific education programs within Canada, SickKids' NICU leadership team partnered with neonatal nursing leaders at Emory University to provide the essential education to prepare SickKids nurses as future NNPs. Since 2019, two cohorts of SickKids nurses have enrolled in Emory's rigorous program of study that includes a minimum of 600 clinical hours in addition to challenging simulation learning activities and academic course work. The integration of Anne-Marie Hutchinson and Stephanie Bernardo, graduates of the 2020 cohort, to the SickKids NNP team immediately augmented the vital human resources required to provide intensive care to the NICU patients and families.

Upon graduation, Bernardo and Hutchinson celebrated their milestone achievement by acknowledging the pivotal multidisciplinary support from the SickKids team. "We are so incredibly grateful to all of our NICU colleagues for the mentorship and guidance we received – we look forward to supporting future NNP candidates as they embark on a similar journey".



Anne-Marie Hutchinson (2020 graduate), Yanina Falamarz (2022 candidate), Stephanie Bernardo (2020 graduate) and Annette Martens (2022 candidate)



SYED IFTIKHAR
STUDENT, ORTHOTICS CLINIC

“Working at SickKids has allowed me to gain hands-on experience in a real world setting. I think it’s amazing that I am able to directly help patients improve their daily lives and I hope to be able to continue to do so. I am very grateful for SickKids for providing me with this opportunity.”



MADALINA CRETU
NURSING STUDENT, INTERNATIONAL EDUCATION PROGRAM

“During my final semester at University of Toronto Master of Clinical Nursing program, I had the opportunity to complete a placement at SickKids with the International Education team. Despite the numerous challenges related to the pandemic, the multi-disciplinary team at SickKids fostered a positive and welcoming environment for me. I felt comfortable asking questions and addressing learning needs in a timely manner. The organization created a stimulating learning experience and introduced me to innovative healthcare practices.”



NANDARAYE CHOI
SUSTAINABILITY STUDENT, PLANT OPERATIONS

“During my summer semester in the Master of Science in Sustainability Management at University of Toronto, I had the opportunity to do my internship at SickKids with Facilities Operations. In my role as a Sustainability Intern, I have supported in greening of the SickKids workplace and bringing awareness to waste reduction and diversion efforts throughout the hospital. I am delighted that my work and passion in sustainability contributes to SickKids’ environmental vision: Greener Hospital, Healthier Children, a Better World.”



MATTHEW BRADDOCK
STUDENT, HUMAN RESOURCES

“I am fortunate enough to have the opportunity to complete both of my placements at SickKids in the Talent Acquisition, Human Resources (HR) department. I have had the pleasure to work with such a hard working and supportive team that truly invests in my learning experience. My placements have given me the chance to put my practical knowledge to use and has taught me valuable skills that I will benefit from as I continue to develop in my HR career.”



JONATHAN HAN
STUDENT, MUSIC THERAPY

“My internship experience in SickKids has been a constant eye-opener. I realized the impact of a holistic interdisciplinary approach on the quality of life of a patient and family. As a music therapy intern, one of my highlights was to see a child traumatized by the previous hospital experience slowly transition from withdrawal to active participation. Recognizing that a positive experience during hospitalization could benefit patients, families, and staff members, I want to contribute more during my internship period.”



JACQUELINE DENG
NURSING STUDENT, UROLOGY CLINIC

“At SickKids, I’ve been grateful to work with staff members who all have a strong drive to improve children’s health. My preceptor has welcomed me into the team with open arms and everyone has been extremely supportive. I value their passion towards providing the best care for children, as well as their dedication towards helping learners achieve their academic and professional goals. Being able to bond with everyone at SickKids has been the highlight of my nursing journey thus far!”

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 or participating in a conference, workshop, seminar, or single course. The fund also supports internal educational events to bring speakers onsite at SickKids.

IN 2021–22:

TUITION

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



CONFERENCES

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



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.



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

“At Infant and Early Mental Health Promotion (IEMPH), I work with a talented and committed team who are passionate about promoting the science of early mental health to improve lifelong health and wellbeing. In the past year, I have had the pleasure to assist with transitioning IEMHP’s trainings to an online platform to train 100s of professionals from Indigenous and non-Indigenous communities across Canada. I am grateful for the professional and personal growth I achieve each day and am excited to contribute to IEMHP’s continued success!”

Rup Patel, Administrative Coordinator, Infant and Early Mental Health Promotion



Annie Jiwan
Program Manager, Paediatric Project ECHO

“I was able to become certified in Solutions-Focused Brief Coaching at the University of Toronto through the generous funding I received. The coaching principles and techniques I learned in this program have allowed me to become a more influential communicator, which is important in developing, engaging, and leading teams. I have become more aware of the language that I use, as well as the underlying assumptions in the questions I ask, and this awareness has enabled me to engage in more inclusive and effective dialogue. In addition, this program has complimented the Equity, Diversity, and Inclusion (EDI) work that I am taking part in at SickKids, in which I strive to create safer spaces in the workplace and for our learners through analyzing my own biases and challenging others to do the same. I am very grateful to have been a recipient of this fund and have the opportunity to take this program. This fund provides SickKids staff with valuable support to be continuous learners, which is necessary to be on the leading-edge of paediatric clinical care, research, and education.”

Christine Le
Anaesthesia Assistant, Operating Room

“This fund was able to support my Anesthesia Assistant degree and has significantly helped me this past year. By completing this program, I am now a part of the sedation team at SickKids where we provide sedation to alleviate the stress and pain of procedures for patients of varying demographics. A big part of our role is enhancing the patient experience especially for patients who require frequent visitations to the hospital. With the existence of our program, we can help children adapt to the medical system/procedures better and prevent them from being traumatized during future visits. Our impact is very apparent on children with disabilities who require simple medical procedures/assessments as sedation can help bridge with anxiety. I just want to say a sincere thank you for the amazing support this fund has provided me this past year. The financial support it has provided me as a working mother has been tremendous and allowing me to fulfill my academic goals to help advance my role here at SickKids does not go unnoticed.”

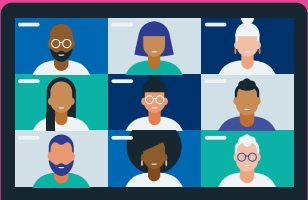
Carrie Glanfield
Interprofessional Education Specialist, Learning Institute

“I received SCPDF funding in 2021 to re-certify my status as a Non-Violent Crisis Intervention (NVCI) instructor with the Crisis Prevention Institute (CPI). I have been a certified instructor since 2013. The philosophy of CPI: “Care, Welfare, Safety, and Security for All” aligns with SickKids Caring Safely values. The majority of CPI course time is spent developing communication skills to address anxious and escalating behaviours to prevent emotional and physical outbursts that could lead to harm. The course also has participants practice disengagement and least restraint techniques. By maintaining my certification as a NVCI instructor I can continue to support staff in identifying escalating situations sooner and to act swiftly and appropriately to minimize risk of harm to themselves, the patient, and family members. I support staff to build confidence and competence in managing agitation or escalation and increase awareness about behaviours that can potentially place themselves and others at risk.”

Caitlin Johannesson
Manager, Digital Media & Creative Services

“Something I love about working at SickKids is that I’m always learning. In communications, part of my role requires me to learn about many topics outside of my own expertise. It keeps things very interesting. More recently however, my role has shifted requiring me to refresh and update my skills and knowledge to make sure I’m staying on top of developments in my own field of digital communications. Reading and research has often been my first go-to, but SCPDF support has allowed me to formalize some of this education not only teaching me new concepts but also helping me see how it can be applied at SickKids. Being able to take this course gave me personal and professional satisfaction that I’m very grateful for. Especially during the pandemic, this investment in myself gave me a boost I was really needing.”

3 MILLION VIEWERS
TO OUR VIDEOS, WATCHING OVER 91.6K
HOURS (5.5M MIN) OF AKH CONTENT



19.8M

TOTAL VISITS TO THE AKH
WEBSITE IN 2021-2022



248

PARTICIPANTS COMPLETED
PEDIATRIC ADVANCED LIFE
SUPPORT (PALS) TRAINING



AKH HAD VISITORS
FROM EVERY COUNTRY (195)
IN THE WORLD IN 2021-2022



836 STAFF COMPLETED BASIC
LIFE SUPPORT TRAINING

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


248 PARTICIPANTS COMPLETED
PEDIATRIC ADVANCED LIFE
SUPPORT (PALS) TRAINING



2,355

INTERLIBRARY LOAN REQUESTS

- **24,457** HOURS SPENT ON IN CLASS
LEARNING (ILT, VILT, BLENDED)
- **186,432** LOGINS TO THE LEARNING MANAGEMENT
SYSTEM (iLEARN) WITH APPROXIMATELY
511 AVERAGE DAILY USERS
- **772** eLEARNING MODULES AVAILABLE TO STAFF ON iLEARN
- **39,617** HOURS OF LEARNING COMPLETED



>700

INTERPROFESSIONAL PRECEPTORS
SUPPORTED NEW STAFF AND STUDENTS



4,365

LEARNERS PARTICIPATED IN 567
SIMULATION SESSIONS, WITH
OVER 14,479.5 LEARNER HOURS

12

COURSES AVAILABLE ON ACADEMY
ONLINE (EXTERNAL LEARNING
MANAGEMENT SYSTEM)


829

LOGINS TO ACADEMY ONLINE (EXTERNAL
LEARNING MANAGEMENT SYSTEM)



268

LITERATURE SEARCHES
COMPLETED BY THE LIBRARY



482 NEW NURSES WERE
ORIENTED TO SICKKIDS
IN 5 INTAKES

49 NURSING EXTERNS WERE
ORIENTED TO SUPPORT
CLINICAL PATIENT CARE

STUDENTS/TRAINEES	
Research	1481
Medical Students	267
Medical Residents and Fellows	1418
Clinical and Corporate	762
ADOLESCENT MEDICINE	3
ANAESTHESIA & PAIN MEDICINE	13
BIOETHICS	7
BRAIN & MENTAL HEALTH PROGRAM	1
CARDIOLOGY	7
CENTRE FOR INNOVATION & EXCELLENCE IN CHILD & FAMILY-CENTRED CARE	1
CENTRE FOR NURSING	384
CHILD LIFE	12
CLINICAL & METABOLIC GENETICS	8
CLINICAL DIETETICS	7
COLLABORATIVE FOR PROFESSIONAL PRACTICE	1
COMMUNICATION DISORDERS	12
CORPORATE STRATEGY & PERFORMANCE	5
DENTISTRY	1
DEPT OF PAEDIATRIC LABORATORY MEDICINE (DPLM)	23
DEPT OF PAEDIATRICS	3
DIAGNOSTIC IMAGING	19
HAEMATOLOGY/ONCOLOGY	1
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HUMAN RESOURCES	12
INFECTIOUS DISEASES	2
LEARNING INSTITUTE	8
MEDICAL DEVICE REPROCESSING DEPARTMENT (MDRD)	1
MEDICAL ENGINEERING	1
NEUROLOGY	3
OCCUPATIONAL HEALTH AND SAFETY SERVICES	22
ORTHOTICS & PROSTHETICS	10
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PERIOPERATIVE SERVICES	6
PHARMACY	39
PLANT OPERATIONS	1
PSYCHIATRY	2
PSYCHOLOGY	7
QUALITY MANAGEMENT	3
REHABILITATION SERVICES	31
RESPIRATORY MEDICINE	4
RESPIRATORY THERAPY	68
RHEUMATOLOGY	2
SICKKIDS INTERNATIONAL	2
SOCIAL WORK	12
SUPPLY CHAIN	4
TOTAL	762



INTERNATIONAL COLLABORATIONS

INTERNATIONAL VIRTUAL EDUCATION AND MENTORSHIP

181 INTERNATIONAL LEARNERS

5 COUNTRIES

8 INSTITUTIONS

8 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 2021-2022:

VIRTUAL WEBINAR ON PROCESS IMPROVEMENT

In partnership with SickKids’ Process Improvement & Innovation Department, the IE portfolio organized a half-day virtual webinar on “Utilizing a Lean Management system to facilitate agile responses to a pandemic through culture change” and “Using Discrete Event Simulation modeling to inform quantitative decision making during a pandemic”. The webinar was facilitated in collaboration with Canada China Trade Innovative Alliance and attended by 60 healthcare leaders in China.

VIRTUAL EDUCATION AND COACHING PROGRAM IN PAEDIATRIC ALLERGY

The IE portfolio and Distinct Healthcare in China embarked on a new partnership around virtual education in paediatric allergy. The aim of the Program is to support Distinct Healthcare to establish a Paediatric Allergy Specialty Program and provide participants with advanced knowledge and coaching related to paediatric allergy. The IE portfolio collaborated with SickKids’ Immunology and Allergy Division to develop and deliver 32 hours of webinars and workshops and 15 hours of coaching sessions.

The Program started in May 2021 and was attended by 47 healthcare professionals from Distinct Healthcare. The first part of the program, including webinars and workshops was concluded in February 2022, while coaching sessions will commence in Spring 2022.

VIRTUAL EDUCATION AND COACHING PROGRAM IN SUBSTANCE USE/ADDICTION DISORDERS IN ADOLESCENTS

In May 2021, the IE team collaborated with SickKids’ Adolescent Medicine leadership to develop and deliver a Virtual Education and Coaching Program in Substance Use/Addiction Disorders in Adolescents to 17 healthcare professionals from the Public Health Directorate in Bahrain. The purpose of the Program was to support the Public Health Directorate and Ministry of Health in Bahrain to establish a program in substance use in adolescents and provide participants with the fundamental knowledge and skills for the early detection, management, and rehabilitation. The Program was successfully completed in February 2022.

VIRTUAL EDUCATION IN PAEDIATRIC CARE

In November 2021, the IE portfolio continued its partnership with English School of Canada to offer a five-week virtual program in Paediatric care, which was delivered to nursing and physiotherapy students from Yeungnam University College in South Korea. The Program was developed in collaboration with SickKids’ interprofessional teams and consisted of 15 one-hour lectures on various paediatric topics.

REPEATED VIRTUAL EDUCATION PROGRAMS

For a second successful year, the IE team continued to work with international partners and SickKids’ Subject Matter Experts (SMEs) to deliver the following programs:

- **Virtual Paediatric Medical Summer School Program:** a four week virtual education program delivered to medical students from Shanghai Jiao Tong University and Nanjing Medical University in China in July/August 2021
- **Virtual Paediatric Nursing Education Program:** a four week virtual education program delivered to nursing students from Bermuda College in October/November 2021
- **Virtual Paediatric Pharmacy Education Program:** a one week virtual education program delivered to pharmacy students from Ritsumeikan University in Japan in February 2022
-

PAEDIATRIC NURSING EDUCATION
AROUND THE WORLD

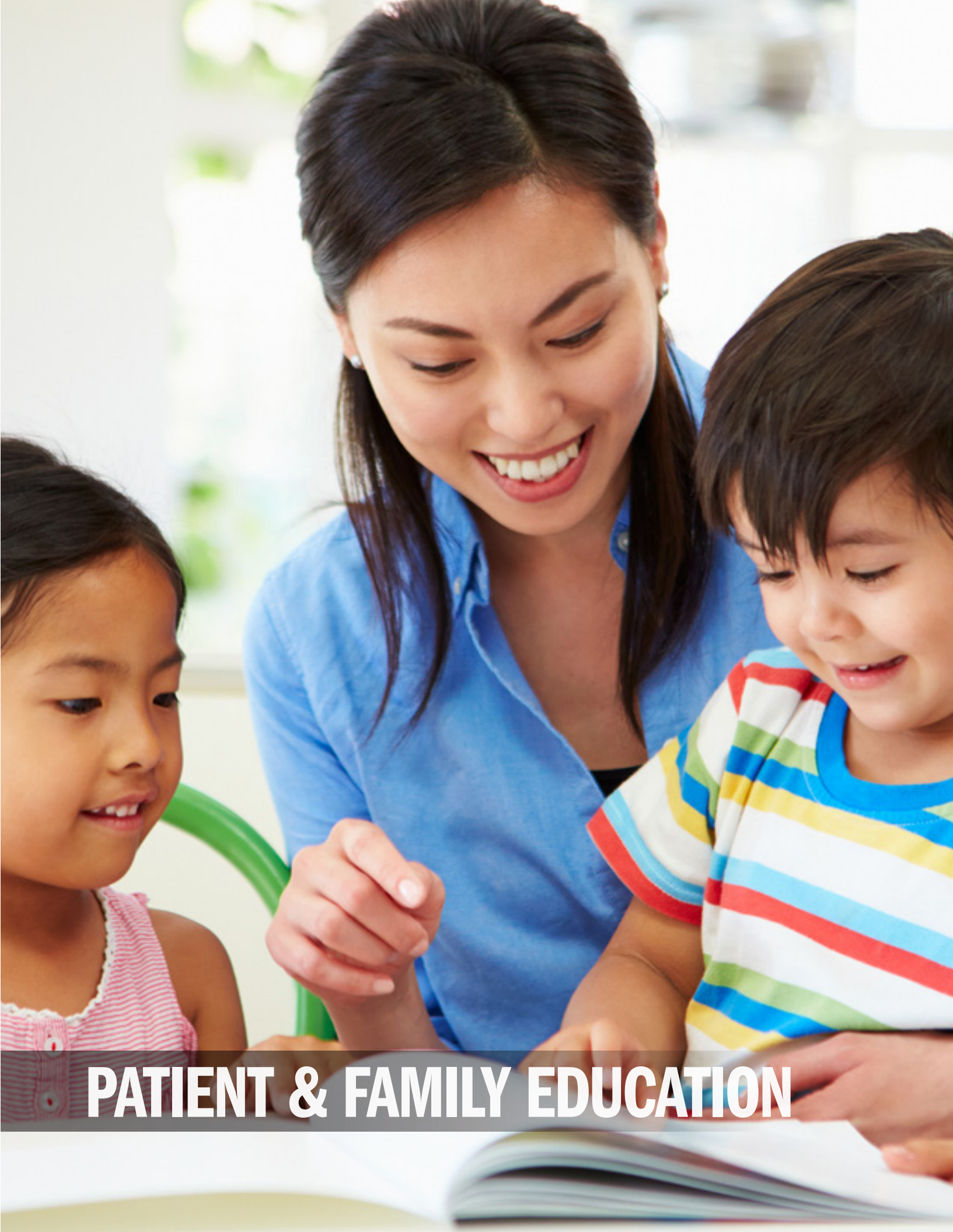
In February 2020, the SickKids Centre for Global Child Health launched a new capacity-building program with the Government of Barbados to establish Barbados as a Centre for Paediatric Excellence in the Eastern Caribbean. The Shaw Centre for Paediatric Excellence (SCPE) is focused on elevating education, clinical care, and research to maximize the positive impact on child health and development in the region. The seven-year program (2020-2027) is funded by the LesLois Shaw Foundation through SickKids Foundation. Over the seven years, the goals of SCPE are to establish a critical mass of health workers with expertise in paediatrics and maximize the quality of the environments in which they work, leverage the new skilled health workforce to improve the quality of paediatric care, and establish a culture of continuous improvement and invest in research and advocacy that informs policy and drives sustainability.

Establishing specialized education pathways for paediatric nurses is central to achieving the goals of the SCPE. To this end, the Postgraduate Diploma in Paediatric Nursing program at the University of the West Indies (UWI) was developed and began in September 2021 with 14 nurses recruited for the first cohort from Queen Elizabeth Hospital, the polyclinics, and the Barbados Community College. This is the first postgraduate

diploma program in paediatric nursing in the Caribbean through UWI. SickKids Centre for Global Child Health nurse educators are co-teaching the program alongside course coordinators from UWI. Due to COVID-19 constraints, semester one was delivered primarily online and incorporated virtual simulation to ensure the program is practice-focused. In the course, Theoretical Perspectives in Paediatric Nursing, Pam Hubley (Vice-President of Education and Academic Practice & Chief of International Nursing) led a class on Strengths-Based Nursing. Semester two provided the students with the opportunity to apply knowledge from theoretical classes in the clinical environment in a variety of settings, for example, the paediatric intensive care unit, neonatal intensive care unit, general paediatric ward, and the community clinic setting. The various clinical sites allowed students to gain a wide range of skills from intensive care to health promotion. The clinical practicum was complemented with concurrent hands-on practice at the clinical skill lab, in which students refined skills using task trainers for routine skills (e.g. intravenous insertions, intramuscular injections) to practicing emergency management with high fidelity simulation. Through co-teaching and bidirectional learning, this program has allowed nurse educators (from SickKids) and course coordinators (from the UWI) to learn from each other in both formal and informal ways, leveraging respective strengths, to develop sustainable knowledge, skills, and resources.

“In my role as Data Manager with the Project ECHO: Epilepsy team, I facilitate the programs data collection and analysis to help support decision making. One of the great things about this program is being able to connect primary care providers across Ontario with the knowledge and support they need to provide better care for their patients living with Epilepsy. I’ve always had a passion for healthcare outcomes and education, and being a part of a program that so uniquely combines the two is a true pleasure.”

Salma Hussein, Data Manager, Project ECHO: Epilepsy



PATIENT & FAMILY EDUCATION

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 to use before their visit to SickKids, 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.

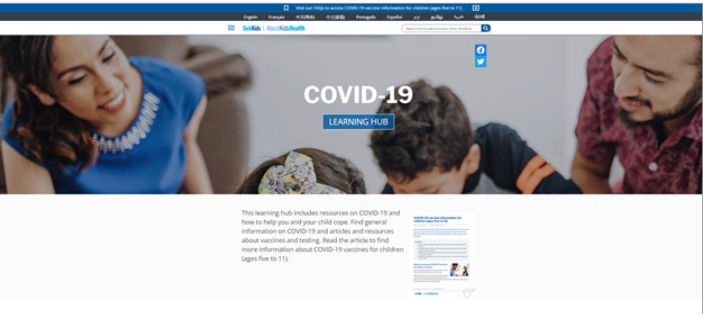
BUILDING VACCINE CONFIDENCE WITH TRUSTED ANSWERS

As the world entered the spring of 2021, it was hoped that we would have some respite from the many COVID-19 restrictions. Unfortunately, we ended up moving from one COVID-19 wave to another as new variants of the virus emerged. As the pandemic continued, vaccines were made available first to teens and then to children as young as five. However, many parents and caregivers were still nervous about the vaccine and had questions they wanted answered. As a result of this, AKH teamed up with members of the Communications & Public Affairs team and key physicians, who were developing a COVID-19 Vaccine Consult Service, to provide information that could assist the public in understanding questions they had about the COVID-19 vaccine.

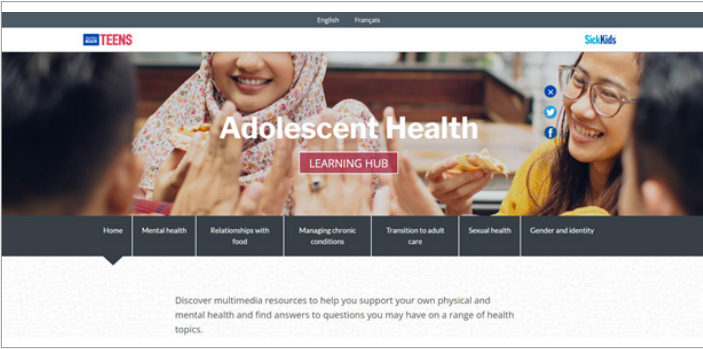
COVID-19 LEARNING HUB UPDATES

AKH teamed up with Communications & Public Affairs to publish and update a general information article about COVID-19 vaccines. This was then expanded to include articles that specifically addressed questions and concerns regarding COVID-19 vaccinations for youth (ages 12+) and children (ages five to 11).

To support the vaccine information, five key articles on the COVID-19 learning hub were also updated. In addition, three general articles and the three vaccine articles were translated into French to form the basis of a French COVID-19 learning hub.

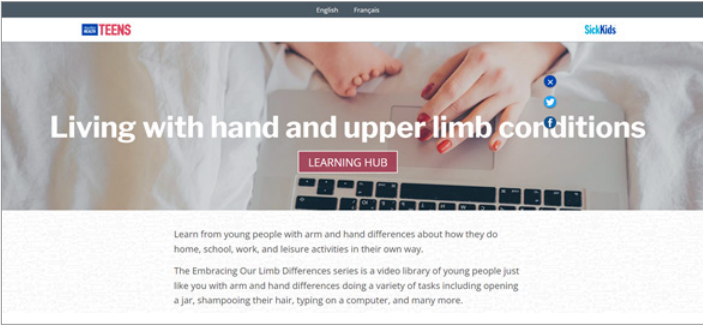


ADOLESCENT HEALTH LEARNING HUB - TEEN SITE



A new teen learning hub was created bringing together new and existing content focusing on a broad range of topics dealing with adolescent health. The hub has a variety of content that teens may find helpful in their journey through adolescence. New sections were created on sexual health, gender and identity, and transitioning to adult care. These sections include six new articles focused on sexual health, eight new articles on gender and identity, and 12 new articles on how to manage your health when transitioning to the adult health-care system. Twenty-one new articles, two new videos, and several illustrations are in production and are expected to be published in the latter half of 2022. Many of these pages have corresponding content on the parent site.

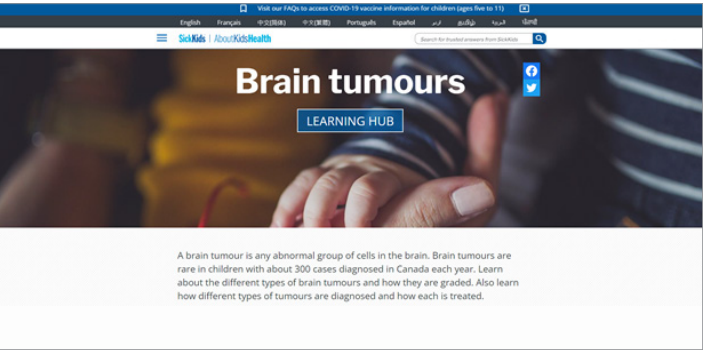
LIVING WITH HAND AND UPPER LIMB CONDITIONS LEARNING HUB – TEEN SITE



This learning hub was envisioned by the clinic as a place where teens with hand and upper limb conditions could go to find information launched by other teens about how to perform everyday tasks. The clinic recruited teens with a hand or upper limb condition to make and submit videos on how they complete everyday tasks. The learning hub launched with four pages and accompanying videos. The hub has been shared with external organizations and will continue to be promoted on our social channels with the plan to gradually add more videos as teens are recruited by the clinic.

BRAIN TUMOUR LEARNING HUB

The brain tumour learning hub received generous sponsorship from Jordana's Rainbows. This allowed the team to completely rethink the structure of the learning hub and how the content was presented. The update included revisions to 35 pages and five illustrations. An additional 17 pages are in queue to be published in the spring of 2022.



INFECTION PREVENTION CONTENT ARTICLES

New to AKH is a series of articles on three different types of isolation precautions. These articles were created to provide parents and caregivers with the information they need when routine practices to reduce the risk of spreading infections such as washing your hands aren't enough. The articles provide information about contact, droplet/contact, and airborne precautions and let parents and caregivers know what they can do and what they can expect as members of their child's health-care team if their child is in any of these precautions.

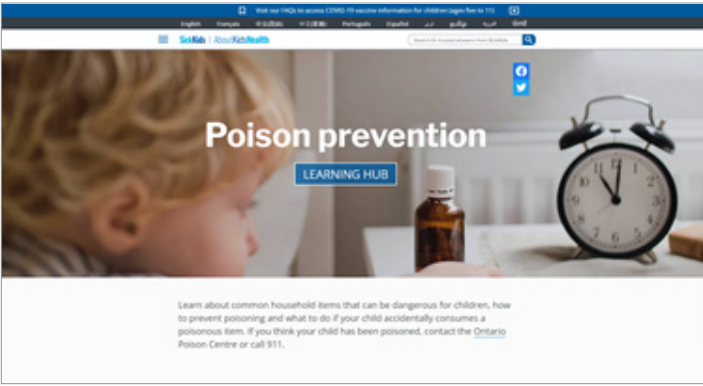


CENTRAL VENOUS ACCESS DEVICE VIDEO



New to the AKH YouTube channel is a series of videos on central venous access device (CVAD) procedures: Preparing your environment, dressing change, cap change, and emergency procedures. These videos are intended for families of patients at SickKids who have received hands-on training in a teaching program. These videos emphasize the importance of having a sterile environment for the procedure to safely take place and describe how each step should be completed. All the videos can be accessed via the AKH YouTube channel.

POISON PREVENTION LEARNING HUB



AKH collaborated with the poison specialists at the Ontario Poison Centre. New content was launched and combined with current poison prevention information and a new poison prevention learning hub was launched. Seven pages were created explaining the types of poisons commonly found in different areas of the house, their poisoning risk, expected symptoms, and home treatment. As well, content focusing on what to do if a child accidentally consumes cannabis and how to prevent unintentional cannabis poisoning was created.

I am grateful for the opportunity to work with the AKH team to create valuable educational material for patients and families. It’s been a great learning experience thus far, being part of their digital health experience to guide, educate, and support their journey. To see the impact that our content and platform has on patients is very rewarding and working with a talented team makes it even better!

Nancilyn Selvanayagam, Digital Asset Specialist, AboutKidsHealth

CONNECTED CARE

Connected Care improves transitions from hospital to home and community care for children across the five GTA regions and builds confidence, competence, and shared purpose among children, families, and healthcare providers to deliver safe, high quality, evidence informed, standardized paediatric home care. The program provides three main services: paediatric education, virtual outreach, and bridged transitions.

Paediatric Education is comprised of competency-based modules that combine theoretical content with application of knowledge and skills using in-person or virtual learning strategies, including simulation, to home and community care providers and family caregivers. In 2021, Connected Care delivered over 700 modules in support of home and community care providers with two additional webinar topics added (Nasogastric Tube Care and Introduction to Palliative Care). Over 2,300 one-on-one family education sessions were delivered to support family caregivers preparing to go home from hospital or requiring additional support after discharge. Connected Care also launched Connected Care on the Go!, a mobile service to support hands-on training for remote learners across the province. During its pilot phase, Connected Care on the Go! delivered 16 sessions across greater than 900 kms to support training for home and community care providers and family caregivers.

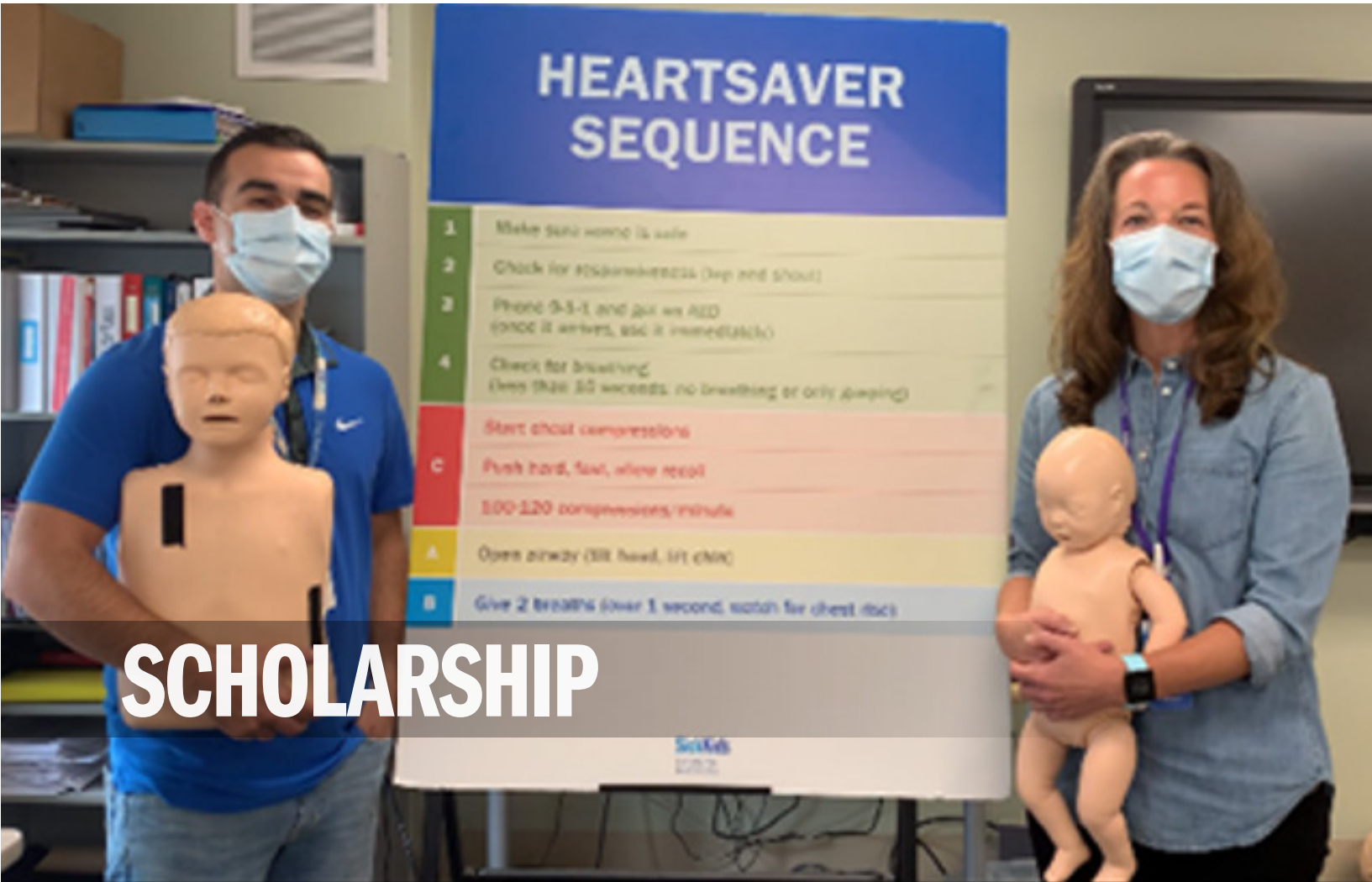
Virtual Outreach includes Connected Care Live, which provides 24/7 on demand, real time support via text, talk, or video to home and community care providers by connecting them with expertly prepared SickKids clinicians. Common topics of consultation include troubleshooting paediatric medical equipment, reviewing specialty education and practicing novel skills, understanding medical orders/care plans/ medications, and finding information and navigating access to resources. In 2021, 215 consults by home and community

care providers were supported while they were preparing for a shift, on shift, or supporting questions after a shift. Family caregivers often join the consults to promote shared learning and partnership with their home and community care provider.

Bridged Transitions provides a bundle of services for children with the most complex needs as they transition home. In addition to education for families and home and community care providers, elements within the bundle include personalized just-in-time training sessions for family caregivers and home and community care providers at key points of transition and virtual visits within one week of discharge. In 2021, Connected Care supported over 1,000 transitions from hospital to home and community care. Over 60 personalized just-in-time training sessions were delivered in partnership with families and their home and community care providers and over 560 virtual visits were conducted post discharge to support the transition home, assess safety, and offer additional education, care coordination, or other supports.

FRIENDS AND FAMILY CPR

The Friends and Family CPR course aims to help teach families of children and infants at SickKids CPR and relief of choking, with the option to learn advanced airway management (i.e., involving tracheostomies). Due to visitor restrictions in the hospital, in-person training was limited to families of children with a high risk for cardiopulmonary compromise prior to discharge. To support other families, a Virtual CPR information session was launched and teaches the lifesaving skill of infant and child CPR and choking. This two-hour information session taught by a SickKids Resuscitation Education Instructor, includes demonstrations and skills practice. This session is open to anyone who would like information on Infant and Child CPR and choking. This year 318 family members attended our Friends and Family or Virtual CPR training options.



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EDUCATION SCHOLARSHIP BY
THE LEARNING INSTITUTE TEAM

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“Over the past 8 months, I have been fortunate enough to work on the Cardiac Inpatient Unit (4D Ward) at SickKids, both as a clinical extern and a nursing student. The learning experiences that I have developed with the interprofessional team along with patients and families have truly been a blessing and is something that I will cherish forever. While working at SickKids, I realized the importance of child and family-centered care as it helps facilitate high quality care by including the patient and family in all aspects of their care plan. Child and family-centered care is something that I highly valued as a previous patient at SickKids. Therefore, I will continue to incorporate this philosophy into my practice as a future Registered Nurse to provide exceptional standards of care.”

John Hanna, Student, Cardiac Inpatient Unit (4D Ward)

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World Federation of Hemophilia, Virtual, May 2022: Bouskill V, Hodgson N, Gray S, Bauman H, Boudreau J, Decker K. Evolving Hemophilia A Therapies: The Development of a Toolkit for Non-FVIII Therapy.

World Federation of Hemophilia, Virtual, May 2022: Malcolmson C, Fregonas A, Maguire B, Knight T, Wakefield C, Bouskill V, Carcao M. Retrospective Cohort Analysis of DDAVP Challenge Outcomes in Pediatric Von Willebrand Disease: Evaluation by Patient Blood Group and Disease Subtype.

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

GRANTS AND FUNDING

A randomized sham-controlled trial of accelerated intermittent theta burst stimulation in depression. Principal Applicant: Blumberger DM (PI) Vila Rodriguez F (co-PI). Co-Applicants: Barwick M, Downar J, Kaster T, Knyahnytska Y, Kurdyak P, Thorpe KE, Trevizol AP, Voineskos D, Zhang W. Brain Canada Bell Let’s Talk Mental Health. \$949,852.51

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)

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 CAD (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): Petrosoniak, Andrew; Pirie, Jonathan; Trbovich, Patricia; Moga, Michael-Alice; Tavares, Walter. Amount: \$10,000 CAD (04/2019-03/2022)

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

Empowering Next-generation Researchers in perinatal and Child Health (ENRICH). Canadian Institutes of Health Research (CIHR), Health Research Training Platform Grant. Nominated Principal Applicant: Samuel, Susan Samuel. Co-Principal Applicants: Andrade, Brendan; Archibald, Mandy; Benchimol, Eric; Birken, Catherine, Chafe, Roger; Chaillet, Nils; Jans, Jop; Keijzer, Richard; King, Alexandra; King, Malcolm; Mandhane, Piush; Poonai, Naveen; Regnault, Timothy; Salami, Bukola; Stinson, Jennifer; Tersigni, Claudia; Thomson, Ron; Walsh, Catharine; Prichard, Lesley Wiart; Zwicker, Jill. Amount: \$2,400,000 CAD (01/2022-12/2027)

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)

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 (March 2021)

Implementing a standardized intervention to improve the transition of patients with crohn’s disease from pediatric to adult care. NPI: E Benchimol. Pls: M Barwick, N Bollegalla, N Fu. Co-Applicants: T Walters, D Mack, S Lawrence, K Kroeker, L Keefer, A Griffiths. Helmsley Charitable Trust – Crohn’s Disease Program. March 2021. Three years. \$1,667,601.

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)

Neonatal Emergency Readiness Project (NERP): Development of virtual simulation curriculum to improve emergency department neonatal resuscitation care among interprofessional teams. Paediatric Consultant Grant: Education Innovation and development. J Fayyaz, G Bravo*, J Pirie, H Whyte, C Walsh. \$10,000 (June 2021)

Neonatal Emergency Readiness Project (NERP): Development of virtual simulation curriculum to improve emergency department neonatal resuscitation care among interprofessional teams. Paediatric Consultant’s Education Development and Innovation Grants. Principal Investigator(s): Fayyaz, Jabeen; Bravo, Grace. Co-Investigator(s): Walsh, Catharine; Pirie, Jonathan; Whyte, Hilary. Amount: \$10,000 CAD (09/2021-03/2023)

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)

Pediatric Transfusion Camp. Canadian Blood Services, BloodTechNet Award Program 2020. Principal Investigator(s): Lieberman, Lani. Co-Investigator(s): Walsh, Catharine; Lin, Yulia; Callum, Jeanni; Charge, Sophie; Williams, Suzanne; Faroni, David; Mema, Briseida; Lacroix, Jacques; Lau, Wendy; Robitaille, Nancy; Finan, Emer; Hume, Heather; Haspel, Richard; Atkinson, Adelle; Scolnik, Dennis. Amount: \$10,500 CAD (07/2021-06/2022)

Stinson J, Noel M (Co-PI), Birnie K (Co-PI), Laloo C, Ali S, Baerg K, Barwick M, Battaglia M, Campbell F, Cornish P, Killackey T, Oberlander T, Poulin P, Rash J, Soltani S, Wedster F, Gill J, Nakiganga S, Backlin G, Kan W, Taylor A. Power over Pain Portal: A stepped-care virtual solution to deliver early intervention to Canadian youth with chronic pain. CIHR Operating Grant: Understanding and mitigating the impacts of the COVID-19 pandemic on children, youth and families in Canada. 2021 - 2022. \$149,999, July 27, 2021.

Stinson J, Noel M, Birnie K, Laloo C, Nishat F, Ahola Kohut S, Baerg K, Barwick M, Battaglia M, Campbell F, Cornish P, Dick B, Dore-Bergeron M, Findlay S, Finley A, Gill J, Ingelmo P, Killackey T, Lamontagne C, Oberlander T, Palermo P, Poolacherla R, Poulin P, Rash J, Rasic N, Soltani S, Chupick-Hall K, Harbour K, Kemp H, Oprea A, Rehmanji Y, Surrey L. Evaluating a virtual stepped care portal in youth awaiting tertiary chronic pain care: An Implementation-Effectiveness Hybrid Type III study. Canadian Institutes of Health Research (CIHR) Project Grant: Fall 2021 - Bridge Funding. \$411,188. 2022 – 2024.

The Implementation Playbook: e-health technology for effective implementation of evidence-based interventions. NPA: Barwick M. Co-PA: Emily Seto Co-PA/KU Shakespeare J (CAMH). CAs: Brown J, Jaouich A, Powell B, Stevens B. Collaborators: Ashbourne G, Augimeri L, Ball L, Chalmers I, Saundar P, Sparling M, Stinson J. CIHR Program Grant Spring 2021. \$673,200 CAD, 4 years.

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)

Training Researchers In the Next generation in Gastroenterology and Liver (TRIANGLE). Canadian Institutes of Health Research (CIHR), Health Research Training Platform Grant. Principal Applicant: Jones, Nicola. Co-Principal Applicants: Bhat, Mamatha; Hirota, Simon; Kaplan, Gilaad; Lee, Kate; McKay, Derek; Otley, Anthony; Pena-Sanchez, Juan-Nicolas; Perreault, Nathalie; Reynolds, Lisa; Rose, Christopher; Targownik, Laura; Vallance, Bruce; Verdu, Elena. Amount: \$2,293,441 CAD (01/2022-01/2028)

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: Ailon J, Barwick M, Bhimji K, Buchman S, Caraiscos V, Cargill D, Chasen M, Gratton V, Gupta M, Halligan R, Herx L, Isenberg SR, Jamieson T, Kennette W, Kobewka DM, Lapenskie J, Lawlor P, Mersmann S, Munene P, Murphy R, Rowan D, Tanuseputro P, Webber C. Collaborators: Blocki B, Hett S, Iyengar A, Schrierer G, Van Manen L, Varga P. \$719,101 CAD. Canadian Institutes of Health Research. Project Grant Fall 2020. 3 years, 6 months.

“As a student with the Learning Institute, I am grateful for the opportunity to work closely with the Knowledge Translation and Infant and Early Mental Health Promotion (IEMHP) teams. I have had the pleasure of working on a variety of projects to expand my understanding of how knowledge translation practices fit within the broader scope of clinical and community care. Members of the LI have been incredibly welcoming and supportive and I look forward to the continued learning over the next few months.”

[Lexi Ewing, PhD Student, Learning Institute](#)

Validation and comprehensive evaluation of novel resident assessment tools to support a competency-based medical education curriculum. Education Development Fund, University of Toronto. Principal Investigator(s): Kealey, Alayne. Co-Investigators(s): Walsh, Catharine; Alam, Fahad; Matava, Clyde; Bahrey, Lisa. 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 (04/2019-03/2022)



LEARNING INSTITUTE 2021-2022

Between April 1st 2021 and March 31st 2022, the following people were members of the Learning Institute team or participated on core Learning Institute 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
Saima Navsariwala, Administrative Coordinator, Learning Institute
Alisha Papineau, Digital Content Coordinator
John Paul Rosendall, Business Manager
Erika Schippel, Coordinator, Publishing and Social Media
Cathy Schmidt, Multimedia Producer
Sean Schurr, Director, AboutKidsHealth and Digital Learning Solutions
Nancilyn Selvanayagam, Digital Asset Specialist
Shawna Silver, Chief Medical Editor
Sandy Siriwardena, Business Analyst
Alexandra Theodorakidis, Writer/Editor

EDUCATION RESOURCE GROUP

Saad Abdullah, Resuscitation Educator
Jennifer Allegro, Interprofessional Education Specialist, Paediatric Project ECHO and ECHO Ontario: Epilepsy Across the Life Span
Melanie Barwick, Senior Scientist, Child Health Evaluative Sciences, Research Institute
Marina Bayer, Resuscitation Educator
Catherine Biggs, Administrative Assistant
Maite Browning, Resuscitation Educator
Roger Correia, Simulation and Resuscitation Educator
Jessie Cunningham, Reference Librarian
Alison Dodds, Simulation Educator
Seona Dunbar, Simulation and Resuscitation Educator
Srdjana Filipovic, Manager, Learning Institute
Jessica Fernandes, Resuscitation Educator
Kresstine Fernando, Administrative Assistant
Alyssa Gumapac, Communications Advisor, Paediatric Project ECHO
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