MESSAGE FROM OUR LEADER

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
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 Mendola, Rafael Velasquez, and Sunayna Vuppal

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.

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!
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
- Assisting the Healthcare Transition Needs of Parents/ Caregivers of Adolescents with Congenital Heart Disease
- Catherine Cheug and Michelle Kergil
- 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 OCCUPATIONAL THERAPY AWARD**

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 ORACLE 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.

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.
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 that inclusion is a creative, compassionate, and collaborative process.

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The LI Spring Retreat gave a sneak peek into the new LI Strategic Plan. The new plan builds on 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.

NEW LEARNING INSTITUTE STRATEGIC PLAN 2021-25

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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 Universitites, 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.

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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.

EDUCATIONS 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 reflexive 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 Stra兹ds, 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 CCMI 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, Virtual Education on the Educator. Daniela D’Annunzio, Program Coordinator, Learning Institute facilitated the discussion with Grace Garvey, IES, Virtual Education on the Educator. Daniela D’Annunzio, Program Coordinator, Learning Institute facilitated the discussion with Grace Garvey, IES, Virtual Education on the Educator. Daniela D’Annunzio, Program Coordinator, Learning Institute facilitated the discussion with Grace Garvey, IES, Virtual Education on the Educator. Daniela D’Annunzio, Program Coordinator, Learning Institute facilitated the discussion with Grace Garvey, IES, Virtual Education on the Educator.

A total of 86 staff and 16 different professions were represented at these blitzes.

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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 contact us for more information.

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 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 BLITZES ON CLINICAL UNITS

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.

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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.

**HRT AND STROKE EMERGENCY FIRST AID (PAEA) 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 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 SickKids included an NG insertion, chest tube insertion and circumcision. Intake requests for task trainer development can be made through 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 EDI lens 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 where, when, 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 Off ce 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
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 5 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!
eLEARNING STUDY
A total of 82 interprofessional HCP learners were enrolled into the specialty streams 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 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, and that the modules were engaging. Participants felt the eLearning modules allowed flexibility and convenience, and that the modules were engaging.

Project ECHO®: Epilepsy Across the Lifespan
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 involved 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 INSTITUTE
EXCELLENCE IN ONLINE PROGRAMMING
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.

The program development will be completed by the end of April 2022 with an anticipated launch of the micro-credential through SickKids CCMH LI.

NEW EXPERT FACILITATORS ENGAGED
NEW COURSES OFFERED
NEW ACADEMIC PARTNERSHIP

FACILITATING 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 ADDA 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 SOCIAL DETERMINANTS OF HEALTH
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 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.

“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
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 LITE 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 LITE 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 healthcare and non-healthcare professionals that is intended to provide 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 Ramji 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 healthcare 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), Yamina Falamarz (2022 candidate), Stephanie Bernardo (2020 graduate) and Annete 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!”

LEARNING MOMENTS

“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

SCPDF
STAFF CONTINUING PROFESSIONAL DEVELOPMENT FUND

“Supporting full and part-time staff pursing 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

- Staff: 262

- Staff Approved from a Total of 291 Applicants

CONFERENCE

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

- Staff: 163

- Staff Approved from a Total of 187 Applicants

INTERNAL EDUCATIONAL EVENTS

- Internal SickKids events aimed at providing professional development opportunities for a group of staff.

- Funding up to a max of $2000 per event.

We’re here to answer your questions. To visit our webpage click here or email us at scpdf.info@sickkids.ca.
"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."

Annie Jiwan
Program Manager, Paediatric Project ECHO

"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 visits 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 complete my academic goals to help advance my role here at SickKids does not go unnoticed."

Christine Le
Anesthesia Assistant, Operating Room

"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."

Carrie Glanfield
Interprofessional Education Specialist, Learning Institute

"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 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."

Caitlin Johannesson
Manager, Digital Media & Creative Services
LITERATURE SEARCHES

COMPLETED BY THE LIBRARY

268

COURSES AVAILABLE ON ACADEMY ONLINE (EXTERNAL LEARNING MANAGEMENT SYSTEM)

12

LOGINS TO ACADEMY ONLINE (EXTERNAL LEARNING MANAGEMENT SYSTEM)

829

LITERATURE SEARCHES COMPLETED BY THE LIBRARY

268

NEW NURSES WERE ORIENTED TO SICKKIDS IN 5 INTAKES

482

NURSING EXTERNS WERE ORIENTED TO SUPPORT CLINICAL PATIENT CARE

49

19.8M

TOTAL VISITS TO THE AKH WEBSITE IN 2021-2022

2,355

INTERLIBRARY LOAN REQUESTS

4,365

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

836

PARTICIPANTS COMPLETED PEDIATRIC ADVANCED LIFE SUPPORT (PALS) TRAINING

331

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

248

PARTICIPANTS COMPLETED PEDIATRIC ADVANCED LIFE SUPPORT (PALS) TRAINING

>700

INTERPROFESSIONAL PRECEPTORS SUPPORTED NEW STAFF AND STUDENTS

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

762

STUDENT TRAINS

Research

1481

Medical Students

267

Medical Residents and Fellows

1418

Clinical and Corporate

ADOLESCENT MEDICINE

3

ANAESTHESIA & PAIN MEDICINE

13

ANETHICS

7

BRAIN & MENTAL HEALTH PROGRAM

1

CARDIOLOGY

7

CENTRE FOR INNOVATION & EXCELLENCE IN CHILD & FAMILY- CENTRED CARE

1

CENTRE FOR NURSING

184

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

HEALTH INFORMATION MANAGEMENT

2

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

PEDIATRIC EMERGENCY MEDICINE (PEM)

9

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

39,617

HOURS OF LEARNING COMPLETED

4,365

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

24,457

HOURS SPENT ON IN CLASS LEARNING (IL, VIL, BLENDED)

186,432

LOGINS TO THE LEARNING MANAGEMENT SYSTEM (LEARN) WITH APPROXIMATELY 511 AVERAGE DAILY USERS

772

LEARNING MODULES AVAILABLE TO STAFF ON LEARN

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HOURS OF LEARNING COMPLETED

STAFF COMPLETED BASIC LIFE SUPPORT TRAINING

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INTERNATIONAL VIRTUAL EDUCATION AND MENTORSHIP

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.

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 York 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

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.

181 INTERNATIONAL LEARNERS
5 COUNTRIES
8 INSTITUTIONS
8 PARTNERSHIP AGREEMENTS

INSTITUTIONS
COUNTRIES
PARTNERSHIP AGREEMENTS
INTERNATIONAL LEARNERS

INSTITUTIONS
COUNTRIES
PARTNERSHIP AGREEMENTS
INTERNATIONAL LEARNERS
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
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 6 to 11).

To support the vaccine information, 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.

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 to be published in the latter half of 2022. Many of these pages have corresponding content on the parent 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 to be published in the latter half of 2022. Many of these pages have corresponding content on the parent site.

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.

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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
SickKids Learning Institute

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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 to provide 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)
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): Petroskiyan, Andrew; Pirie, Jonathan; Trubach, Patricia; Mogel, 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 (01/2021/12/2022)

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. Co-Principal Applicants: Andrade, Brendan; Archbold, Mandy; Benichou, Eric; Birken, Catherine, Chafe, Roger; Challet, Nils; Jans, Jop; Keijer, Richard; King, Alexandra; King, Malcolm; Mandhane, Pihu; Poonai, Naveen; Regnault, Timothy; Salami, Bukola; Stinson, Jennifer; Tersgardi, Claudia; Thomson, Ron; Walsh, Catharine; Pirichard; Lesley Whayne; 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, Tharunsharma. Co-Investigators(s): Brydges, Ryan; Mylopoulos, Maria; Goff, John; Zwick, Jill. Amount: $2,400,000 CAD (01/2022/12/2027)

Impact of Aerosol Box Use on Patterns of Healthcare Provider and Patient Behaviors in Emergency Departments. CIHR. Principal Investigator(s): Walsh, Catharine; Alam, Fahad; Matava, Clyde; Bayre, Lipika; Al-Maawali, Ali. Amount: $10,000 CAD (04/2019-03/2022)

Implementing a standardized intervention to improve the transition of patients with crohn’s disease from pediatric to adult care. Nominated Principal Applicant: Samuel, Susan. Co-Principal Applicants: Andrade, Brendan; Archbold, Mandy; Benichou, Eric; Birken, Catherine, Chafe, Roger; Challet, Nils; Jans, Jop; Keijer, Richard; King, Alexandra; King, Malcolm; Mandhane, Pihu; Poonai, Naveen; Regnault, Timothy; Salami, Bukola; Stinson, Jennifer; Tersgardi, Claudia; Thomson, Ron; Walsh, Catharine; Pirichard; Lesley Whayne; Zwicker, Jill. Amount: $2,400,000 CAD (01/2022/12/2027)

Improving optimal 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 (09/2020-08/2022)


Neonatal Emergency Readiness Project (NERP): Development of virtual simulation curriculum to improve emergency department neonatal resuscitation care among interprofessional teams. Paediatric Consultant Grant. Education Consultant’s Education Development and Innovation Grants. Principal Investigator(s): Fayyaz, Jabeen; Bravo, Grace. Co-Investigators(s): Walsh, Catharine; Pirie, Jonathan; Whyte, Hilary. Amount: $10,000 CAD (09/2021-03/2022)

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

Pediatric Transfusion Camp. Canadian Blood Services BloodTechSeminar: Principal Investigator(s): Lieberman, Lani. Co-Investigator(s): Walsh, Catharine; Lin, Yulia; Callum, Jeanne; Charge, Sophie; Williams, Suzanne; Faroon, David; Mena, Bresieda; Lacroix, Jacques; Lau, Wendy; Robtaille, Nancy; Finan, Emer; Hume, Heather; Haspel, Richard; Atkinson, Adelle; Scolnik, Dennis. Amount: $10,500 CAD (07/2021-06/2022)


The Intensive Care Unit Residents Simulating (ICURS) trial: A cluster RCT of 16 and 24 hours scheduled in Canadian ICUs. Canadian Institutes of Health Research (CIHR) Project Grant. Principal Investigator(s): Paschuram, Christopher; Piquette, Dominique. Collaborator(s): Walsh, Catharine; Sarti, Aimee; Goff, Alberto; Amaral, Andre Carlos; Mema, Briseda; Lee, Christie; Scales, Damon; Tilmolinson, George; Friedrich, Jan; Frank, Jason; Granton, John; Imrie, Kevin; Sen, Mithu; Ayas, Najib; Ferguson, Niall; Fowler, Robert; Baker, Ross; Brydges, Ryan; Bagshaw, Sean; Steffox, Tom; Sliigl, Wendy. Amount: $3,048,525 CAD (07/2018-06/2022)

Leading Researches in the Next Generation in Gastroenterology and Liver (TANGLE). Canadian Institutes of Health Research (CIHR). Health Research Training Platform Grant. Principal Applicant(s): Jones, Nicola. Co-Principal Applicants: Bhat, Manjula; Callum, Jeanne; Cathey, Matthew; Kate; McKay, Derek; Otley, Anthony; Pena-Sanchez, Juan Nicolas; Perreault, Nathalie; Reynolds, Lisa; Rose, Christopher; Targownik, Laura; Vance, Bruce; Verdu, Elena. Amount: $2,293,441 CAD (01/2022-01/2028)


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.”

Levi 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, Ayalay. Co-Investigator(s): Walsh, Catharine; Alam, Fahad; Matava, Clyde; Bayre, Lipika. 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, Ayalay. Co-Investigator(s): Walsh, Catharine; Alam, Fahad; Matava, Clyde; Bayre, Lipika. Amount: $10,000 CAD (04/2019-03/2022)
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.

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Marissa Dechra, Writer/Editor
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Sunayna Vuppal, Simulation Educator
Karen Wallace, Conference Specialist
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Keli Wrayngton, Manager, Learning Institute
David Wences, Library and Information Technician

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OUR VISION
Healthier children through teaching and learning.

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

PARTNERSHIPS
Realizing our vision will require close collaboration with our clinical and research partners, academic institutions, health care organizations, government, corporate partners, SickKids Foundation, and a vibrant community of children, youth, families, and faculty.

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