

2006

Education

REPORT



University Health Network

Toronto General Hospital Toronto Western Hospital Princess Margaret Hospital

Message from the President and CEO



*Dr. Robert Bell,
President and CEO*

Education at UHN is reaching new heights as the enterprise not only continues to grow but also begins to broaden, incorporating new models of education and more specialties of health care trainees. In 2006, the education team clearly demonstrated the organization's ongoing commitment to education as articulated in our purpose statement - we are a caring, creative, and accountable academic hospital, transforming health-care for our patients, the community and the world.

The team provided education to over 3,000 students and 11,000 staff, - every one possessing an extensive thirst for knowledge.

At the start of the 2006/2007 year, the education portfolio set a number of goals and objectives including: enhancing interprofessional education, increasing education capacity, and increasing educational scholarship. The team has shown great successes in achieving those goals as was illustrated in the results of our UHN balanced scorecard.

Perhaps among the most exciting ventures was the team's commitment to increasing the profile of interprofessional education. This was demonstrated by supporting the Office of Interprofessional Education, encouraging interprofessional education activities throughout the organization such as interprofessional certification, and

planning for an exciting new centre that will house and foster interprofessional education well into the future. The education capacity of the organization was increased through the capture of the highest volume of clinical fellows to date (340) and by, for yet another year, increasing the number of continuing education events available to our staff. These initiatives not only expand the profile of UHN and facilitate the sharing of expertise, but they ensure that our clinicians update their skills and maintain best practices within our organization.

Finally, the education portfolio has demonstrated its leadership by improving the way that we deliver education and in determining the best models and practices for ongoing education within the organization. To this end, educational scholarship at UHN was increased. The number of education grants captured grew and the portfolio expanded the number of education fellows and supervisors. Our education goals do not end with these successes. The goals move forward into the next year - many of which we intend to continue improving upon and others that will be developed to reflect innovative changes in the portfolio.

Recently, at UHN's first Evening of the Education Stars, the UHN Board of Trustees and I met the educationalists that give UHN its superb reputation as an academic hospital. I took great pleasure in participating in this event and, most certainly, it is with pride that we can speak of our education endeavors and culture!

A handwritten signature in black ink that reads "Robert Bell". The signature is fluid and cursive.

Dr. Robert Bell,
President and CEO

Report from Dr. Richard Reznick, Vice-President, Education at UHN



*Richard Reznick, MD, MEd, FRCSC, FACS
Vice-President, Education*

It has been just over a year since the untimely death of John Bradley, the former Director of our Wightman-Berris Academy. Just recently a beautiful stained glass window, The Good Samaritan by Robert McCausland Ltd. was permanently installed in the

foyer of the Helliwell Centre at the Toronto General Hospital in John's honour.

This has been a productive year for education at UHN. A major new initiative has been launched to open an office of knowledge translation. Under the leadership of Dr. Sagar Parikh, this centre for continuing education will have designated facilities and resources to develop and offer focused health professional and health services education to professionals around the world. This centre will encompass and house UHN's traditional CE activities, supplementing them with event planning 'know how,' centralized organization and marketing resources. In addition, the centre will focus on the development of new models of CE. It will do this by developing and delivering high impact courses aimed at specific educational needs. The course offerings will be intense, and most often given in small group sessions over a period of several days. The KTI office will be located at the Toronto Western Hospital.

Our efforts in Inter-Professional Education (IPE) have gained momentum. Under the leadership of Ivy Oandason and Maria Tassone, UHN established EHPIC (Educating Health Professions for Interprofessional Care). This centre

will serve as a focus for IPE activities at UHN and across the University. Already, over twenty-five UHN health professionals have received a formal training program in IPE. The IPE group has been spectacularly successful at attracting governmental and peer reviewed funding (in excess of \$3 million dollars in 2006). A 2000 square foot space has been identified at TWH and the Toronto General and Western Hospital Foundation has identified this project as the top educational fund raising priority for 2007.

This past year we have trained 3,219 students across 21 professional groups. At every nursing station, in every classroom, in each operating room, and at each intensive care bedside, there is an exchange of knowledge that happens on a daily basis. Learning, at all levels of the health care continuum, is part of UHN's fabric, a defining feature.

This past year, Jackie James was appointed Director of the Wightman Berris Academy. Jackie, an endocrinologist and medical educator, oversees the teaching of over 360 medical students annually. Under Jackie's leadership, UHN continues to provide superb undergraduate education across four campuses that constitute the WB Academy.

Princess Margaret continues to play a lead role in oncology education throughout Canada and indeed throughout North America. This program led by Dr. Pamela Catton



*From left to right - John Vincent, UHN Chaplain,
Dr. Jackie James, Director Wightman-Berris Academy,
Mrs. Phyllis Todd, the late Dr. John Bradley's sister,
Dr. Richard Reznick.*

focuses on patient education and survivorship. Its scholarly productivity is unparalleled in this field. The program, also boasts a state of the art simulation laboratory for education in radiation oncology.

The Wilson Centre for Research in Education continues to thrive. Currently the scientists at the centre train 17 graduate students in formal studies in education. This makes it one of the largest training grounds for health professions education in the world. Under the leadership of Dr. Brian Hodges, the center's Director, this unit has become a dominant force on the world stage of medical education. A good example of that global status was in evidence this

year when Dr. Glenn Regehr, the center's Associate Director, won the coveted NBME Hubbard Award, given annually to one medical educator worldwide for extraordinary contributions in medical education.

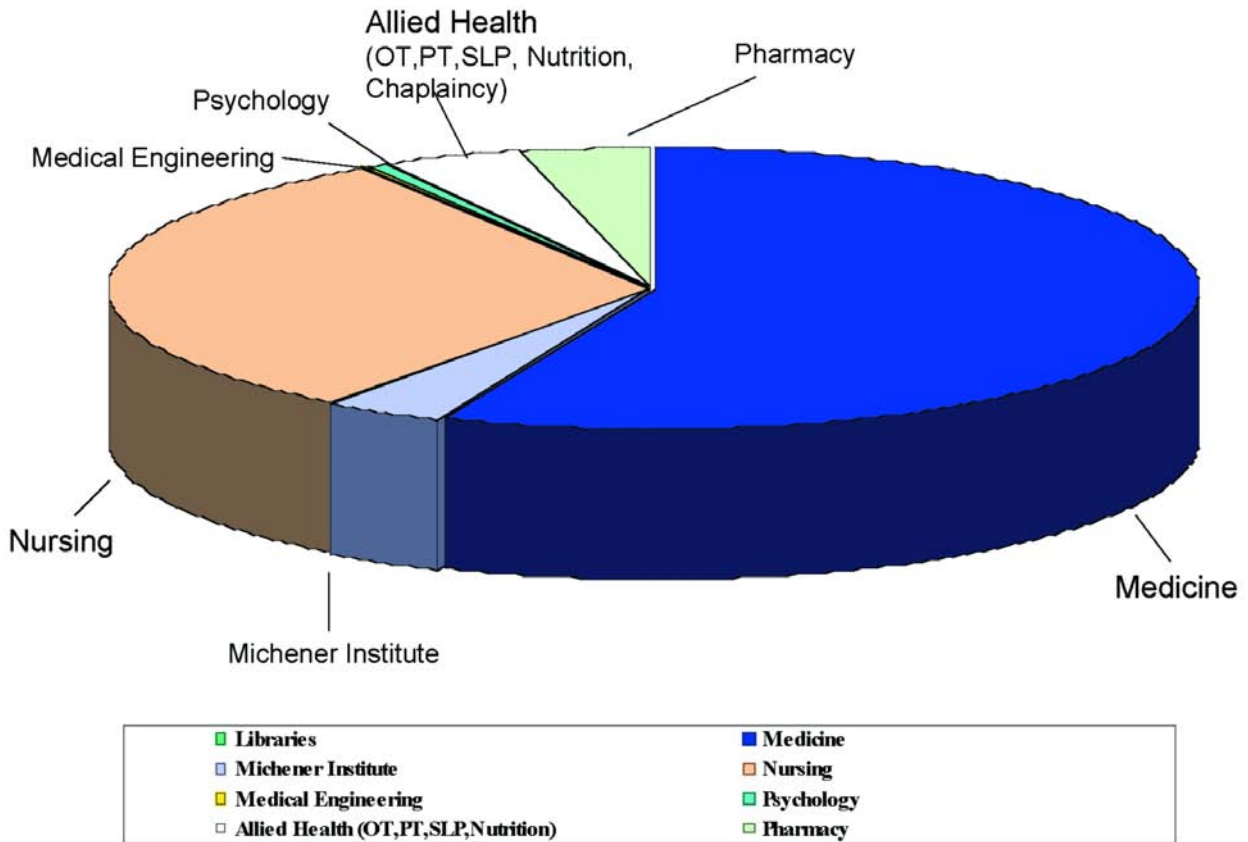
This year we have operationalized the Balanced Scorecard at UHN, and our teaching goals and accomplishments are front and centre under the category of our Academic contributions. We are committed to achieving our four stated priorities of augmenting educational capacity, sustaining trainee satisfaction, increasing our already high level of education scholarship and fulfilling our commitment to a culture of interprofessional collaboration.



from L to R are: Dr. Bob Bell, President & CEO, Dr. Catharine Whiteside, Dean, Faculty of Medicine U of T, Dr. Ivy Oandasan, U of T Director of Interprofessional Education, Ms. Janet Mason, Assistant Deputy Minister, Training, Colleges and Universities, Dr. K. Wayne Hindmarsh, Dean, Leslie Dan Faculty of Pharmacy.

Studentship at UHN (2006)

3219 students



Advisory Council on Education

Since its inception in 1999, this committee has met bi-monthly to provide a forum for educational leaders across all of the health professions at UHN to meet and oversee, from a governance perspective, education at University Health Network. These meetings ensure that there is an on-going vehicle to provide dialogue across the professions and institutions that make up UHN as well as to continue the promotion and implementation of interprofessionalism.

Advisory Council on Education 2006 are:

Dr. Pam Catton,
Director, Oncology Education

Paula Cripps-McMartin,
Manager, Allied Health, Physiotherapy

Margaret Duff,
Coordinator, Nursing Education and Research

Lisa Durkin,
Practice Leader Allied Health, Clinical Nutrition

Mary Ferguson-Pare, PhD,
Chief Nursing Executive

Anne Marie Holmes,
Manager, Medical Education Office

Venita Indewey,
Organizational Development

Dr. Jacqueline James,
Director, Wightman-Berris Academy

Claire Mallette, PhD,
Director, Nursing Education, Placement & Development

Mary Preece, PhD,
Vice President, Academic Affairs, The Michener Institute of
Applied Health Sciences

Emily Musing,
Director, Pharmacy Admin

Kristen Sharpe,
Manager, Corporate Planning

Anne-Marie Smith,
Eating Disorders, Day Centre

Maria Tassone,
Director, Allied Health

Bogusia Trojan,
Director, Libraries

John Vincent,
Senior Chaplain, Chaplaincy

Michael Wong,
Education Coordinator, Pharmacy Admin



Dr. Jackie James received her medical degree from the University of Toronto in 1987 and completed her postgraduate training in Internal Medicine and Endocrinology in Toronto. She holds a Master's Degree in Education from the Ontario Institute for Studies in Education and is a Clinician Educator and Associate Professor in Department of Medicine at the University of Toronto. Dr. James is the Course Director of the Art and Science of Clinical Medicine Year 2 and was appointed Director of Wightman-Berris Academy in August 2006.

As the largest of the three Faculty of Medicine academies, the Wightman-Berris Academy is the home to more than 400 University of Toronto students every year. In 2006, we enrolled 93 of the 218 first year students in the Faculty of Medicine. The University Health Network collaborates with Mount Sinai Hospital and a number of community hospitals and agencies to ensure that our students receive the highest quality of educational experiences ranging from primary ambulatory care and public health to highly specialized internationally renowned clinical programs.

The Academy office recruits over 500 tutors in the preclerkship to fulfill the need for teaching our students in small clinical groups, problem-based learning groups and seminars. We were also responsible for finding more than 90 individual research placements for our second year students. The Academy staff facilitates the important task of evaluation of both faculty and students for activities taking place here. In the clinical clerkship, supervision is generally on a one-to-one basis for 16 clinical rotations. Our tutors receive excellent ratings for teaching effectiveness by our students and a clinical clerkship placement at the Wightman-Berris Academy is considered highly desirable by the student body.

Preclerkship-Years 1 and 2

Students in Years 1 and 2 of the Undergraduate Medical Program take part in nine courses. They learn the skills of history taking and physical examination in the Art and Science of Clinical Medicine. At the Helliwell Centre at TGH, which forms the hub of activities for them, students are able to record themselves using technology available to view and critique their performance. Similar facilities will soon be available at the TWH because of another generous donation by the Helliwell Foundation. Students from across the university enjoy the use of the Helliwell Centre for learning and studying, including a newly formed group called the U of T Clinical Skills Mentorship Club. When students are learning skills in facilities outside the UHN, the Academy ensures that they have educational and diagnostic equipment for use so that they feel at home when away from home.

Pre-clerkship students explore etiology, pathophysiology, diagnostic and management strategies in problem-based learning sessions and seminars in the Metabolism and Nutrition, Brain and Behaviour, Pathobiology of Disease and Foundations of Medical Practice, courses coordinated and housed at the Academy.

In the Determinants of Community Health students are exposed to an interdisciplinary approach to community health in Year 1 and an individual research project in Year 2. Dr. Joyce Nyhof-Young has joined the Academy as a research associate and this has led to improved DOCH 2 project supervision and research design. Dr. Nyhof-Young has made major contributions to DOCH 2 educational objectives providing expertise in qualitative research methods.

Several DOCH projects have been published. Unique enrichment activities for DOCH students in learning about coping with the consequences of a cancer diagnosis have been organized and recording devices are now available to students on loan for taping interviews/focus groups.

The Academy has a well-received mentorship program for preclerkship which pairs students with a physician of their choice.

Clerkship-Years 3 and 4

Clerkship begins with Passport to Clerkship and builds excitement and introduces many of the challenges of this new phase in the students's medical education. At this point, students become an integral part of the health care team in clinics and in wards, performing diagnostic and therapeutic procedures with a graded level of responsibility, and being "on call," while still continuing to learn and study. They start to use our electronic medical record systems and other information systems in our institutions. They are expected to perform with a very high standard of professional conduct while continuing to develop the roles of manager, communicator, advocate, scholar and medical expert under the excellent role modeling of our faculty.

Teaching and supervision of more advanced clinical skills by our faculty, residents, and allied health partners is organized in departmentally based rotations such as Medicine, Surgery, Family Medicine, Obstetrics and Gynecology, Psychiatry, Pediatrics, Diagnostic Imaging and Emergency Medicine. Given the depth and breadth of our clinical programs, students have considerable choice in the type of clinical exposure they feel would be most beneficial to them. The UHN is an extremely popular site for elective students. In 2006 we had over 400 elective students, approximately 200 from other universities in Canada, and 100 international students.

Faculty Development

The Helliwell Centre is host to several faculty development sessions annually, providing space and equipment for use by course directors and members of the Centre for Faculty Development to hold educational sessions. Our large classroom allows for teleconferencing for distributed educational events. This past year, the Academy provided its core clinical teachers with copies of the much sought after Essentials of Clinical Examination Handbook for reference when teaching clinical skills.

Information Systems

Our students have unrestricted access to computer labs and several seminar rooms have been equipped for wireless connectivity to keep up with the demand for electronic communication systems. The Academy has endorsed and participated in the development and implementation of MedSIS, the Faculty of Medicine's new information and evaluation management system for undergraduates which will ultimately improve our ability to evaluate and generate useful educational reports.



John Vincent, Chaplain and Dr. Jackie James, Director, Wightman-Berris Academy.



Emily Musing, BScPhm,
Director, Pharmacy Admin

The Pharmacy Department at UHN continues its strong academic teaching commitment through its provision of an exceptional learning environment for both undergraduate and post-graduate pharmacy students. The majority of the clinical staff have cross-appointments with the Faculty of Pharmacy, University of Toronto either through their involvement within the Doctorate of Pharmacy program or undergraduate courses. UHN remains the main teaching site for University of Toronto Pharmacy programs.

Student Early Exposure Program

The UHN Pharmacy department played a pivotal role in developing and piloting this program in 2002 in partnership with the University of Toronto Faculty of Pharmacy and now continues to co-coordinate this program, which provides student exposure to hospitals throughout the Greater Toronto Area. This program is designed to intro-

duce second-year undergraduate pharmacy students to hospital pharmacy practice, providing the student with a basic knowledge of hospital pharmacy operations, the role of the hospital pharmacist and their relationship with patients and other healthcare professionals. Each student spends four-one half days with a hospital pharmacist. With the success of this program, the Pharmacy Department is now working with the Faculty to further expand hospital exposure throughout the students' early curriculum years.

Structured Practical Experience Program

In the fourth year of the undergraduate Pharmacy program at the University Toronto, students are required to spend 2 months in hospital pharmacy practice. This year, the UHN took 18 students between January 2006 and April 2006. Each student spends 2 months with a pharmacist clinical preceptor. The program provides unique opportunities for each student to apply and further develop knowledge, skills and professional values.

Doctorate of Pharmacy (PharmD) Program

Several members of the department are active within this program through involvement as Faculty members, and lecturers. The department is also active in the provision of elective specialty rotations for this post-graduate program.

Pharmacy Residency Programs

Each year UHN takes 3 pharmacy residents within its Hospital Pharmacy Practice Residency program. The residency is a 52-week program of post-graduate training and has received full accreditation by the Canadian Hospital Pharmacy Residency Board. It includes rotations in all aspects of hospital pharmacy practice. The residents not only gain expertise in different practice areas, but are also exposed to administration as well as develop skills in delivering presentations, teaching and research. The Pharmacy Department also runs a post-PharmD Residency program with a special focus on HIV and a similar residency program in Ambulatory Care.

Clinical Sharing Sessions

These sessions occur on a monthly basis, with individual pharmacists giving a 45-minute presentation on a topic of their choice (disease and management; journal club; case presentation). The purpose of these sessions is to share information among pharmacists and students, as well as, to support development and improvement of presentation skills.

Pharmacists are required to attend 6 presentations/year, which is included in their performance assessment criteria.

Pharmacy (continued)

Clinical Foundations

These sessions are carried out by pharmacy leaders and pharmacists with specialized practice areas. The purpose of these presentations is to present topics addressing the essential knowledge and skills required by staff pharmacists within UHN. The sessions provide a great orientation for new pharmacists. In addition, they support current staff continuing education with therapeutic topic updates and exposure to key drug-related issues in different areas regardless of their own specialty. These sessions also address teaching and assessment skills in preparing our staff for involvement in undergraduate and post-graduate teaching as part of the expectations of clinical pharmacist staff.

Clinical Sabbaticals

The Education Sabbatical Program is a unique learning opportunity for UHN pharmacists interested in expanding and developing their clinical, research or administrative knowledge and skills in a specialty area within the hospital under the mentorship of an experienced clinician or leader. The concept of this program is to provide protected educational time to pharmacy staff to allow for an enriching learning experience. This program was recognized with an award by the national hospital pharmacy society, the Canadian Society of Hospital Pharmacists in 2005.





Mary Ferguson-Pare, RN, PhD, CHE,
Vice-President Professional Affairs
& Chief Nursing Executive

New Leadership for Nursing Education

In September 2006, Dr. Claire Mallette joined UHN as the Director of Nursing Education, Placement and Development. This newly created position is evidence of UHN's desire to strengthen relationships with external academic partners, to support the transition of students to new graduate employees and to continue to promote a learning environment for UHN's nursing staff across the continuum of their careers. The work of Dr. Mallette will integrate education of staff and students with the recruitment/retention of nurses, and research relevant to advancing the quality of nursing practice, patient centered care, patient safety and the mission and vision of vision of Nursing At UHN. She will also work towards international visibility in nursing education and educational research at UHN.

Student education

During 2006, UHN provided 998 nursing student placements. This represents a substantial increase from the previous year, particularly in the category of undergraduate students.

Nursing at UHN places its main emphasis on students from the local nursing programs at University of Toronto, York University, Ryerson University, and Humber Institute of Advanced Learning and Technology. UHN contributes to the wider nursing education community by participating in the GTA Nursing Education Consortium, which provides a forum for educational institutions and health care agencies to discuss issues related to clinical education of nursing students. UHN is a member of the Hospital University Nursing Education Committee (HUNEC). HUNEC is a senior education advisory committee comprised of members from the Lawrence Bloomberg Faculty of Nursing, University of Toronto and affiliated teaching hospitals. The purpose of this committee is to facilitate and sustain innovation and excellence of nursing education at the University of Toronto. UHN is also represented on a provincial advisory committee that is investigating the feasibility of implementing a web-based, province-wide nursing student placement database.

Nursing Student Placements at UHN

	2005	2006
Diploma	48	22
Undergraduate	652	710
Graduate	39	43
Other	149	223
Total	888	998

Staff Education

Many nurses will say that a key reason they choose to work at UHN is the availability of ongoing opportunities for learning and professional development. At UHN a group of 32 Clinical Educators and 3 Nursing Education Coordinators offer educational support to nursing staff. The number of Clinical Educators working at UHN is growing; this is largely in response to an increased need for educational support as UHN has a large influx of novice Registered Nurses each year providing patient care in all areas of the hospital.

Educational support to nursing staff begins with an effective orientation. In 2006, 336 nursing orientees attended the 2-week UHN nursing orientation, followed by a unit-based orientation and preceptorship tailored to individual learning needs. In 2006, UHN introduced an innovation to the orientation program - a day-long session in the state-of-the-art University of Toronto Nursing Skill Lab. Through the use of high-tech simulator equipment, nurses are prepared for quick action in real time.

This opportunity to practice psychomotor skills in a low-risk environment has proven to be a highlight of the orientation program. UHN's acute care and critical care units require nurses to have specialized knowledge and skills. UHN sponsors staff nurses to attend specialty courses at local community colleges; often these courses constitute a part of the standard orientation to specialized units or departments. For example, in 2006, UHN sponsored 35 nurses to attend the High Acuity program, and 52 nurses to attend the Critical Care Nursing Program at Humber Institute of Technology and Advanced Learning. In addition, in 2006, UHN sponsored 10 nurses and practical nurses to attend Perioperative Nursing programs at George Brown College or Centennial College.

UHN continues to provide space for two cohorts of the Ryerson University 19 month BScN degree completion program on site. These programs continue to be very popular with UHN staff. There is a great need for this type of program; nine percent of UHN's nurses are in the process of completing a Post RN undergraduate degree. The table below outlines the status of UHN's nurses with respect to university education.

Degree Preparation Statistics for UHN Nurses

	2005		2006	
Total RNs	2747		2887	
Highest degree obtained: undergraduate degree	658	24%	882	31%
Highest degree obtained: graduate degree	102	4%	117	4%
Total RNs with degrees	760	28%	999	35%
RNs with undergraduate degree in progress	276	10%	265	9%
RNs with graduate degree in progress	64	3%	76	3%



eLearning at UHN

Nursing is a leader in the implementation of an eLearning system at UHN. During 2006, UHN Nursing continued to collaborate with Sunnybrook Health Sciences Centre and Mount Sinai Hospital in using a web-based Learning Management System (LMS). We have expanded the membership of our col-

laborative to include Toronto Rehabilitation Institute and started to process of sharing and co-developing courses with other hospitals including Mount Sinai, Sunnybrook, CAMH and Baycrest. We are pleased to offer over 20 online courses which target both newly hired and experienced nurses. We have expanded the use of our system beyond Nursing to include Human Resources, Emergency Preparedness, Privacy and other departments. To date over 2300 staff have accessed the system and that number is growing daily. Beginning in September 2006, UHN began offering access to the eLearning system to nursing students as well as to staff. Staff use the system to launch online courses, to register for face-to-face courses and to produce reports that show learning and education activity throughout UHN.

Nursing (continued)

UHN offers a scholarship program to support nurses in their formal education programs; 24 scholarships were presented to nurses in the 2005/2006 academic year.

Nurses receiving UHN Scholarships in 2006

<p>Orma L. Benson Scholarship <i>Susan DeVries - Clinical Nurse Specialist, Vascular Surgery, TGH</i> <i>Kianda Snaith - Acute Care Nurse Practitioner, Acute Pain Service, TWH</i></p>
<p>Bolton Family Fund Scholarship <i>Alex Belakovsky, RN - IMPACT Program, TWH</i></p>
<p>Kathleen Butcher Scholarship <i>Jean Nisbet, RN - 9A Fell, TWH</i></p>
<p>Yau-Fong Cheung Memorial Scholarship <i>Leonardo Alfaro, Nurse Manager - Ambulatory Medical Surgical Units, TWH</i> <i>Julia Rock, RN - Palliative Care Unit, PMH</i> <i>Rachel Ramsamujh, Research Nurse - Interventional Cardiology, TGH</i> <i>Anne Stephen, RN - Operating Room, TGH</i></p>
<p>Jack Connell Neurosurgical Scholarship <i>Rosalie Magtoto, Clinical Coordinator - Neuroscience Program, TWH</i></p>
<p>Frances K. Falconer Nursing Scholarship <i>Iryna Tymoshyk, RN - 9A Fell, TWH</i></p>
<p>Cindy Gangbar Waisglass Scholarship <i>Gina Bryden, Clinical Educator - Surgical units, TGH</i></p>
<p>The Frank Gerstein Charitable Foundation Advanced Education Fund for Nursing <i>Barbara Bailey, Nurse Clinician - Cardiovascular Surgery program, TGH</i></p>
<p>Frank "Chippy" Gross Scholarship <i>Angela Sarro, Nurse Clinician - Spine Program, TWH</i></p>
<p>Marianne Johnston Memorial Scholarship <i>Theresa McKnight, Transplant Coordinator - Renal Transplant Program, TGH</i></p>
<p>Dr. Susan Lenkei-Kerwin Professional Development Award <i>Brenda Ridley, Clinical Educator - Coronary Intensive Care Unit, TGH</i></p>
<p>Medical Staff Association Nursing Excellence Awards <i>Jane MacIver - Acute Care Nurse Practitioner, Heart Failure/Heart Transplant Program, TGH</i></p>
<p>Sophie Rygiel Scholarship <i>Marjorie Imperial, Registered Nurse - 8A Fell, TWH</i></p>
<p>Ilse Tacoma Nursing Award Scholarship <i>Ross Riggs, Registered Nurse and Clinical Support Analyst - Nursing Informatics</i> <i>Carolyn Sibbick, Manager - Nursing Information Systems</i></p>
<p>The Betty Watt Prize for Courageous Leadership in Nursing <i>Cailin Skelly, RN - 9A Fell, TWH</i></p>
<p>The Fela and Saul Lichtblau Nursing Scholarship <i>Sheryl Alexandre, Nurse Manager, Coronary Intensive Care Unit, TGH</i> <i>Lucia Chow, Registered Nurse, Coronary Intensive Care Unit, TGH</i> <i>Carnette Howell, Registered Nurse, Coronary Intensive Care Unit, TGH</i> <i>Audrey Tennant, Registered Nurse, Coronary Intensive Care Unit, TGH</i></p>

Learning is not limited to formal education programs at colleges and universities. UHN nurses participate in a wide variety of learning events offered within the organization. Conferences such as the UHN Nursing Forum, the Krembil Neurosciences Symposium, Emerging Practices in Pain Management Conference, Nursing Research Day or the Annual Emergency Conference, provide nurses with the opportunity to learn by presenting to their peers, as well as listening to a variety of renowned speakers. Other events, such as annual clinical update programs, in-services and workshops are designed to ensure that nurses stay current with best clinical practices. Together these education events are designed to support a spirit of inquiry and contribute to high quality practice environment for our staff and our patients.



In 2006, Allied Health professionals at UHN celebrated a number of educational achievements. Our Chaplains, Dietitians, Medical Imaging professionals, Occupational Therapists, Physiotherapists, Psychologists, Respiratory Therapists, Social Workers and Speech-Language Pathologists provided 250 supervised clinical and research placements, ranging from 1 -12 months, for undergraduate, postgraduate and diploma programs and fellowships. Building on the Allied Health vision of "Innovation through Collaboration," our Respiratory Therapists played a significant role in the development of the first Anesthesia Assistant Program at The Michener Institute. Our Physiotherapists have been leaders in the creation of an apprenticeship program for the first Physiotherapy Practitioner roles at the UHN. Many of our staff have demonstrated tremendous commitment to the

continuing education of health care professionals, internal and external to UHN. And a number of awards were given to our staff and leaders over the year.

At this time, I would like to acknowledge our Allied Health Education Committee, chaired by Paula Cripps-McMartin, Manager, Allied Health, TWH. The achievements highlighted in this report are a demonstration of the commitment and leadership demonstrated by each member of this group, and the strength of collaboration that exists amongst our various professions.

Interprofessional Roles and New Models of Care

Anesthesia Assistants

An Anesthesia Assistant (AA) is a trained health care professional and an integral member of the peri and post-operative team, caring for stable surgical patients during general, regional or local anesthesia. In addition to providing technical support to the anesthesiologist for complex anesthesia equipment, Anesthesia Assistants administer anesthetic gases and medications, perform activities such as the provision of conscious sedation, and are responsible for insertion and management of arterial lines. Anesthesia Assistants also provide constant assessment and evaluative monitoring of the depth of anesthesia (conscious sedation), under the supervision of anesthesiologists and with the use of medical directives where applicable.

As with primary care, a shortage of anesthesiologists in Ontario is a key driver of this initiative. The Canadian Anesthesiologists' Society (CAS) Task Force report identified the role of Anesthesia Assistants as a safe and cost effective option to increase the flow and effectiveness within the operating room. Respiratory therapists have been functioning as anesthesia technologists for many years, as defined by their national competency profile. By addressing the human resources shortage of anesthesiologist with an Anesthesia Assistant model the following outcomes may be achieved:

- Enhanced patient safety
- Improved patient access to surgical care
- Decreased wait time for surgical services
- Efficient utilization of surgical services and operating room capacity (additional cases, cases completed on time, reduction in staff overtime and staffing pressures, and efficient utilization of equipment and space)
- Increased access to OR time

Physiotherapy Practitioners

Given increasing wait times and the high demand for total joint replacement surgery, the first Physiotherapy Practitioner roles were developed, implemented and are being evaluated in the Musculoskeletal Health and Arthritis Program at UHN. Physiotherapy Practitioners act as the first point of contact for patients with musculoskeletal conditions who are being referred for orthopedic specialty and surgical consultation. As autonomous, independent practitioners, these individuals provide comprehensive screening and triage, assessment, and follow-up of patients. The Physiotherapy Practitioner integrates physiotherapy skills and knowledge within a broad scope of expert and extended practice, coordinates the interprofessional plan of care for patients, and assumes a leadership role in influencing physiotherapy and musculoskeletal practice, education and research across UHN and within the health system.

Through this new model of care, a number of outcomes are being targeted:

- Enhanced patient care
- Enhanced patient satisfaction
- Improved patient access to surgical consultation
- Decreased wait time for surgery

Our Physiotherapy Practitioners and Orthopedic Surgeons have been working together to refine the apprenticeship program for this role, and are currently training two external physiotherapists. As demand for this innovative role is growing in the GTA and across the province, organizations are looking to UHN to share their expertise and knowledge as partners in the educational enterprise.

Educational Awards

Congratulations to **Euson Yeung**, Physiotherapist, who was awarded the Wightman-Berris Academy Award for Allied Health, and to **Maria Tassone**, Director, Allied Health, recipient of the National Mentorship Award from the Canadian Physiotherapy Association.

The Allied Health Education Award was created to recognize Allied Health professional teams for their innovation and dedication to student, patient, and/or professional education. This year the winners of the awards were:

- The TWH Ambulatory Clinical Nutrition Team (Margaret Demelo, RD, Kathy Cohen, RD, Raquel Figueroa, RD, Melinda Figliano, RD, Doreen Klar, RD, Lorna Lawrence, RD, and Mary Wetland, RD) and
- The TWH Hand Therapy Team (Tam Bui, OT, Mary Chang, Keum Choi, PT, Neil Drimer, OT, Susan Hannah, OT, Louise Kelly, Lonita Mak, OT, Andrea Rabiewski, Kauser Tarbai, Theresa Wesolwski and Marianne Williams, PT).

Congratulations to Allied Health staff who are 2006 annual scholarship recipients:

Aleksandra Chafanskala, PT, PMH *

Neil Drimer, OT, TWH ^

Elizabeth O, OT^

Sharon Ocampo, OT, TGH^

Jane Paterson RD, TGH^*

Kelli Young, OT, TGH ^*

*Legend: *Nursing and Professional Services Scholarship; ^ Evelyn Hall Education Award*

Continuing Education

The following are a list of continuing education courses offered by Allied Health in 2006.

- MRI Symposium - 110 attendees from across the province (Medical Imaging)
- Clinical education day attended by technologists, clerical, support and nursing staff (Medical Imaging)
- Peripheral Nerve Injuries of the Upper Extremity (TWH - Hand Therapists)
- Crucial Elements in Hand Surgery (TWH Hand Therapists & Surgeons)
- Acute Cardiorespiratory Update (TGH PT)
- Cardio respiratory Theme Course (TGH PT)
- 3rd Annual Practical Approach to Patient Care for Assistants in a Clinical Setting (UHN PTA/OTA)
- Physiotherapy course for peripheral hospitals - One day weekend (TGH PT)
- Clinical Nutrition - "The 5 step 24 hour recall dietary interview" (2 half day workshops on this detailed methodology used in research)
- Renal Dietitians of UHN organized and hosted the one day annual Dietitians of Canada Association of Nephrology Dietitians Network Conference at UHN
- Subjective Global Assessment and Bioelectrical Impedance Analysis Workshop, Nephrology Nutrition and Body Composition, University Health Network
- Speech Language Pathology team offered a 5 day intensive post-graduate training program for Speech-Language pathologists to acquire advanced practice skills and knowledge in tracheo-esophageal voice restoration

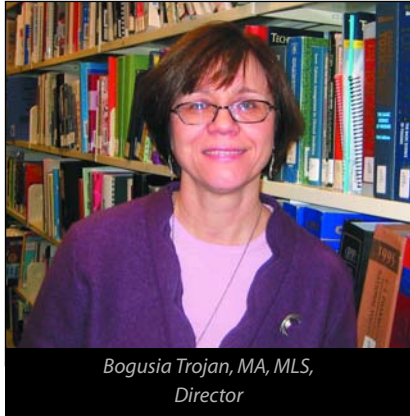
Interprofessional Education

As part of the Fellowship in Allied Health Education, Carole Chatalalsingh, our current fellow, supported a number of new initiatives focusing on interprofessional education. Healthcare Interprofessional Education Workshops (HiPE), a series of five 1.5 hours sessions was developed to increase awareness of interprofessional education and collaborative practice within a patient centered care framework. Workshops utilized an integration of adult learning theories, didactic teaching, and experiential team and small group learning techniques.

Eighty health care professionals from a variety of disciplines attended the workshops. Carole also developed an Interprofessional Learning Shadowing Program, currently being piloted in Allied Health by connecting a shadowing learner and a shadowed facilitator. The objectives of the program are:

- To facilitate practitioners learning from each other about professional roles, scope of practice and professional practice issues.
- To promote the necessary knowledge and attitudes to overcome barriers to collaborative practice; (Such as setting aside negative stereotypes, increasing understanding of each other's roles, and valuing what each profession brings to collaborative practice).
- To foster an increased respect for the contributions of each profession in practice.
- To help professionals see the link between their own practice and the work practice of others for collaborating to care.

Library and Information Services



Bogusia Trojan, MA, MLS,
Director

Throughout 2006 the UHN Library and Information Services' commitment to the hospital's practice, research and education was manifested through fostering direct relationship with clinical teams; maintaining client and program-focused resources and services; and customizing training opportunities for UHN clients and students in effective, evidence-based information retrieval.

Library staff participate in clinical teaching teams

In 2006 two Library Information Specialists continued to participate as clinical librarians in two groups that meet regularly to discuss patient care - Tuesday Morning Report in Family Medicine In-Patient Service (TWH) and Quality of Care Rounds in General Surgery (TGH and TWH). In January 2006, a third clinical librarianship program was established in Genitourinary Tumor Board (PMH).

Clinical librarianship is predicated on an assumption that an information specialist, a librarian, becomes a component of a team that meets regularly to discuss clinical issues of actual patients under the team's care. The librarian's role is to guide the process of information retrieval that supports evidence-based practice. Each of the three clinical librarianship programs established at UHN is designed around the expressed information needs and dynamics of their clinical teams. As such they are able to adjust to the level appropriate to the learner and the clinical question under investigation. Further expansion of clinical librarianship programs within other teaching units across the University Health Network is planned for 2007.

Library stays focused on its clients' and programs' needs

For most of 2006 all Library staff were engaged in analyzing the 2005 Virtual Library Survey results, assessing the feasibility of clients' recommendations and implementing a number of improvements with respect to enhanced content and usability of the Virtual Library page.

On May 1, 2006, by implementing a link resolver - SFX - the Library staff further enhanced and simplified the information retrieval process. SFX provides a seamless linking from searching bibliographic databases such as MEDLINE, EMBASE, etc to full-text electronic resources licensed by the Library for all UHN clients.

Since 2001 the Library has been actively and systematically building its electronic collection via the Virtual Library. In 2006 the UHN Virtual Library provided access to over 5,000 electronic resources licensed and maintained by the Library staff. Since 2001 the Virtual Library has emerged as the hub of activity on the UHN Intranet, increasing its upward usage climb year after year. Between 2001 and 2006 the number of visits to the VL increased by 153%, standing at 194,000 annually, translating to over 16,000 visits monthly in 2006. During the last year digital transactions accounted for close to 600,000 downloads representing an increase of 385% since 2001.

Library customizes training opportunities for UHN clients

As in previous years, Library staff continued to respond to its clients' demands for customized training in two specific areas: (1) effective mining of bio-medical databases for evidence-based information and (2) keeping abreast of new internet and health sciences information developments. The venues used for structured training included a combination of one-on-one and group training sessions, as well as group workshops conducted at all three libraries. As a result, over 500 instructional sessions were delivered to almost 1,400 UHN staff. This year's courses covered a great breadth of topics, from how to efficiently search bio-medical databases such as MEDLINE, PsycINFO or EMBASE to how to avoid the pitfalls of Google and Google Scholar.

All of the 2006 activities undertaken by the Library were geared to making sure that the Library collections and services stay relevant to its clients' needs and fulfill its clients' future expectations.



Pamela Catton, MD MHPE
FRCPC, Director

*Pamela Catton, MD MHPE FRCPC
Audrey Friedman, MSW
David Wiljer, PhD
Joyce Nyhof-Young, PhD
Sara Urowitz, PhD*

Oncology Education continues to make great strides in achieving its vision to improve the cancer journey for patients and those close to them, who are served by the Cancer Program at UHN. Integral to achieving this

vision is the development of educational products and services that increase knowledge and skills among the whole care team, health professional and patient alike.

The Oncology Patient Education and Survivorship Program is ably led by Audrey Friedman, Director. The Patient Education Program has been cited as a benchmark in Canada and a leader on the world stage (Learning from Leading Practices, Canadian Council on Health Services Accreditation www.cchsa.ca). The team's accomplishments were also acknowledged this year by Cancer Care Ontario & Cancer Quality Council of Ontario, who awarded them the 2006 Innovation Award in the team category.

Other Highlights

- Visitors to the library -9,356
- Materials distributed - 984 books, 213 videos, 291 OIES titles, 100,000 pamphlets
- Information Consultations performed -113
- Maximizing Your Patient Education Skills Course - rolled out as a provincial initiative in collaboration with Cancer Care Ontario

Joyce Nyhof-Young PhD continues her association as an educational researcher within this program. She has established a unique research partnership with clothing engineers at Ryerson University School of Fashion Design and has been instrumental in the development of an adaptive clothing line for breast cancer survivors with lymphedema. She continues her role as PI in the development of a web-based radiation oncology elective (VERO) for medical students funded by the Radiological Society of North America, and her very

successful role as research mentor and Course Director of the DOCH 2 Program of the Wightman- Berris Academy.

The Oncology Informatics Program (OIP), also ably directed by David Wiljer, welcomes the addition of Sara Urowitz, who has joined the program as a research associate. This program has also had a successful year, launching a novel new website - www.Caringvoices.ca, a social networking platform that permits breast cancer survivors anywhere to find a friend for a private chat, post notes on a public discussion board and get information from clinical experts in a public chat room. This website was made possible by the generous support of the Quilt Project and the Weekend to End Breast Cancer. This website is the newest in a growing list of on-line programs available to patients and health providers in our virtual learning centre. These include the virtual tour of PMH in seven languages at www.uhn.ca, an end of life resource to support patients, caregivers and community providers www.caringtotheend.ca and InfoWell, a patient portal to support breast cancer survivors in accessing elements of their personal health record on-line. The development phase was conducted in collaboration with SIMS, and the Survivorship Program and is now being rolled out for diabetes and chronic kidney disease patients. The concept of allowing patients access to their blood results was piloted in the Malignant Hematology Site Group in collaboration with the OIP and SIMS, a project called Getting Results, which was awarded the 2006 Ministry of Health Long Term Care, Process Innovation Award.

Pamela Catton, as Medical Director of the Breast Cancer Survivorship Program, is building a novel survivorship program based on the premise that cancer is a chronic disease, and patients must develop new competencies to manage the chronic side effects of cancer treatment. This program builds heavily on the patient education and educational informatics expertise of the oncology education program. Dr. Catton led a team that was awarded a \$3.3 M Canadian Foundation for Innovation grant called the Electronic Living Laboratory for Interprofessional Cancer Survivorship Research -ELLICSR. This grant will fund the construction of an 11,000 ft Survivorship Centre and Research Facility in the Robert R. McEwan wing of the Toronto General Hospital. She was also awarded the inaugural Butterfield-Drew Chair in Breast Cancer Survivorship Research.

Human Resources, Organization, and Employee Development



Venita Indewey, Director

Externally, 122 employees took advantage of the Education Assistance tuition subsidy to continue their formal education towards a certificate/ diploma/ degree program from a recognized education institution.

Internally, the UHN Learning & Development Calendar continues to support employee development by bringing the effectiveness of learning in a classroom environment to employees. 1800 participants attended courses last year. New course offerings this year included Conflict Coaching for Managers and The Manager Coach - an intensive two part workshop is designed to give managers the context, tools and practise to integrate coaching skills into their management style.

Patient-Centred Care training has continued to have a very high impact on the individual practice of clinician participants. PCC education is a combination of knowledge sharing, small group discussion, reflection on personal experience and practice, journaling, feedback on submitted dialogues with patients, and role playing with live actors. More than 380 clinical practitioners have attended the 3-day comprehensive PCC course.

The UHN-Rotman Leadership Development Program was implemented for the 5th year. 22 leaders from UHN participated in a curriculum focused on developing the competencies to manage teams of managers and the strategic interests of their function and organization within the health care industry context.

This year 71 managers new to UHN or newly promoted into a manager role participated in the New Manager Orientation program. This three and a half day orientation increases awareness of their new accountabilities, resources available to them, and provides a structure for additional training and mentorship through their first year at UHN.

Wellness Program was launched this year, which included a suite of workshops covering stress management, generations at work, healthy eating, and relaxation therapy. Attendee feedback has been incredibly positive and we anticipate word-of-mouth and referrals will increase demand for this training in future.

Perhaps the largest new learning deliverable from OE&D is the Clinical Manager Succession Development Program. The objective is to develop competencies that will accelerate the development of knowledge and skills needed for the Clinical Manager role. UHN will partner with Schulich School of Business to offer a comprehensive curriculum. Participants will also learn from action learning projects, internship / job shadowing assignments, and coaching and mentoring resources.

The Computer User Support Team delivered hands on user training at the request of internal clients in the convenience of their work location in 1242 sessions to provide desktop support for both clinical and office computer systems across all hospital sites. They continued to partner with SIMS to support user training on new systems being implemented in stages.

Human Resources, Organization, and Employee Development - Venita Indewey

The Michener Institute for Applied Health Sciences

Leadership, commitment to student success



Mary Preece, BA, MEd, PhD,
Vice-President, Academic Affairs

Applied health students are preparing to take their place as tomorrow's leaders in medical technologies through their programs at The Michener Institute for

Applied Health Sciences and through clinical education provided by the University Health Network (UHN).

The Michener Institute is Canada's only post-secondary institution devoted exclusively to applied health science education, occupying a critical function in the healthcare system for the training and education of future as well as practising allied health professionals. The Michener Institute is pushing the envelope in state-of-the-art curriculum design, development and delivery, of which clinical education is a fundamental part.

In 2006, 108 students from The Michener Institute participated actively in clinical education at UHN, representing disciplines as diverse as cardiovascular perfusion, chiropody, diagnostic cytology, genetics technology, MRI, PACs Administration, radiation therapy, radiological technology, respiratory therapy and ultrasound.

On average, applied health clinical placements for Michener students at UHN represent up to seven months of practical on-site training to augment theoretical and simulation-enhanced education in the classroom.

Clinical Education

Clinical experience is a core component of a student's overall education in the applied health sciences at The Michener Institute. UHN clinicians work in conjunction with designated Michener faculty, our Clinical Liaison Officers, to support student success in the clinical environment. The clinical emphasis is on enhancing discipline-specific skills, providing opportunities for interprofessional collaboration, building of professional competencies, and

improving communication skills. Michener students are immersed in patient care to enable them to draw on their academic preparation, apply their knowledge in actual clinical situations, and interact with professional peers in an environment where patient safety is vital.



Michener and UHN

In 2006, 60% of Michener students who worked within the University Health Network for their clinical placements were employed by UHN after graduation, filling critical and essential allied health roles within the hospital sites that comprise UHN.

UHN is a critical education partner very much aligned with The Michener Institute's vision of Best Experience, Best Education for our students. A shared commitment to student success is at the core of the UHN and Michener clinical education partnership, serving to guide and inform the relationship in the coming years.



Continuing Education 2006

Physicians at UHN participate in literally hundreds of continuing education events either locally at our hospital, at the University of Toronto level, at a national level, or at international conferences. UHN physicians are amongst the leaders in Canada in providing continuing education in their variety of disciplines.

Below is a listing of the continuing education courses sponsored by the University of Toronto. In most of these courses, if not in virtually all of these courses, UHN physicians play prominent roles in either the organization or delivery of continuing education.

- Faculty Development Day: Division of Endocrinology and Metabolism
- 4th Annual Cardiovascular Summit
- Stroke and Cognition: What's Hot?
- International Interdisciplinary Wound Care Course 2006
- Annual Cardiovascular Scientific Day
- Occupational and Environmental Medical Association of Canada 24th Annual Scientific Conference
- University of Toronto Rheumatology Program Annual Ogryzlo Research Day
- Case Development Workshop for Faculty Development
- A Valuable Educational Tool: Learning to Incorporate the Mini-Cex into Your Clinical Teaching
- Systemic Reviews Workshop
- Travel Medicine Update 2006
- Critical Care 2006: The Toronto International Symposium on Acute Care
- University of Toronto Day in Respiriology
- Toronto Breast Surgery Symposium
- 22nd Annual Upper Extremity Update
- The 7th Biennial Canadian Orthopaedic Foot and Ankle Symposium
- 46th Annual Course for Practising Surgeons
- Bethune Round Table on International Surgery
- 32nd Annual Toronto Thoracic Refresher Course 2006
- Society of Aesthetic (cosmetic) Plastic Surgery
- Update in Surgical Oncology 2006
- Craniofacial Symposium
- Advanced Reconstructive Urologic Laparoscopy
- Urology Update 2006
- Canadian Radiosurgery Society Meeting
- Vascular Imaging Toronto - 2006
- UHN Musculoskeletal and Arthritis Day for Family Physicians
- Annual Cardiovascular Scientific Day 2006
- Diabetes Forum 2006
- Rheumatology Program Annual Ogryzlo Research Day
- Otolaryngology Saturday at the University 2006
- Annual Otolaryngology Update 2006
- Minimally Invasive Surgery and Endoscopic Skull Base Dissection Course
- 7th Current Concepts on the Management of Thyroid Nodular Disease and Cancer
- Mood Rating Scale Workshop 2006
- Toronto Psychopharmacology Update Day 2006
- Department of Psychiatry Core Curriculum Workshop 2006
- Continuing Education in Health Professions 2006
- 10th Annual Toronto Advanced Pharmacotherapy for Psychiatrists 2006
- Research Training in Psychiatric Diagnosis
- Psychiatric Update for Internal Medicine 2006
- Primary Care Psychiatry Course: Mood and Anxiety Disorders 2006
- Legal Issues and Controversy in Mental Health
- Target Insight II

Residents and Fellows

University Health Network is one of the largest teaching hospitals in Canada. One of our main missions is to train residents and fellows at all levels. Our training is focused on educating both family doctors and specialists in nearly every area of medicine. We have programs in virtually all Royal College specialties. We also have an extensive fellowship program that trains individuals in highly specialized areas of medicine such as renal dialysis, neurological surgery for Parkinson's Disease, interventional cardiology, and bone marrow transplantation. This past year we trained 360 Fellows from 53 countries. Our fellowship programs add to the richness of our educational environment and unquestionably provide global benefit as many of our fellows return to their countries of origin.

In addition to training clinicians, we also focus on training scientists. We have an extensive program of graduate education that traverses the breadth of scholarship of fundamental biology, clinical epidemiology, and medical education. Our hospital is uniquely poised to offer high-end training in both clinical care and fundamental science.



University of Toronto Faculty of Medicine Donald R. Wilson Centre for Research in Education at UHN



Dr. Brian Hodges

The Wilson Centre is an academic unit engaged in theoretical and applied research dedicated to advancing the understanding and practice of education in the health professions. The unit is collaboratively sponsored by the University of Toronto Faculty of Medicine, the University Health Network, and a number of other health professional programs and units in the Greater Toronto Area. This unit houses a core staff of 8 PhD scientists, 1-2 international visiting professors, 15-20 full time graduate students and research fellows, approximately 10 research assistants, and 5 administrative staff. In addition to these individuals who are physically housed at the facility on a full time basis, the Wilson Centre includes a core group of approximately 10 Clinician/Educator Researchers with active research programs in health professional education, as well as larger membership of 160 individuals from the health professional education community who are more peripherally involved with the unit's activities.

The eight PhD scientists are full time researchers, with approximately 80% of each scientist's time dedicated to research activities. They are drawn from academic disciplines such as cognitive psychology, bio psychology, kinesiology, sociology, socio history, rhetoric, and measurement and they represent a breadth of scientific epistemologies and qualitative and quantitative methodologies. Because the Wilson Centre is an extra departmental unit, each scientist is appointed as a University of Toronto faculty member through one of the clinical departments in the Faculty of Medicine and each is cross appointed to the School of Graduate studies through several graduate departments. The Clinician/Educator Researchers are drawn from many health professional faculties and departments such as medicine, nursing, dentistry, pharmacy, rehabilitation sciences and social work and, in addition to their clinical training, have obtained masters or doctoral level training in education research. Many of the C/ERs are appointed to the School of Graduate Studies through their home Faculty and/or through related graduate departments. The Wilson Centre also supports a growing cadre of visiting professors and scholars from around the world, including the Netherlands, Australia, France, Switzerland, Ethiopia, Brazil, Argentina and the United Kingdom. Together, the scientists and researchers of the Wilson Centre are engaging in programs of research that address topics ranging from the training and evaluation of basic surgical skills and clinical knowledge to the acquisition and understanding of professional competencies such as communication, self-regulation and inter professional practice.

The Wilson Centre is also dedicated to developing new researchers in this vital and growing field of study. The Wilson Centre Fellowship Program is a 2 to 5 year full time residency based educational experience. Fellows are provided with a place to work and learn where they receive not only a Masters or PhD degree through one of our affiliated academic programs, but also intensive mentoring in our multi disciplinary and multi professional Wilson Centre community. This level of mentoring and breadth of interaction develops scholars who are well prepared to engage in their own program of high quality research, to collaborate with a diverse set of research colleagues, and to train the next generation of researchers into this field. The diversity of our Fellows' backgrounds has expanded impressively in recent years to include clinical fields such as medicine, physical therapy, dentistry, nursing, and nutrition sciences, and academic fields

such as psychology, English, kinesiology, education, political science, literature and theatre. Further, the life experiences of these individuals are rich and varied, adding still more to the diversity of the health professional education research field. Over 50 fellows have graduated from the program to date.

Administratively, the WCRE has been able to develop an extensive team of staff to provide support to the members of the research community. In addition to the director and associate director, the administrative team includes: a computer systems administrator, a multi-media expert, an executive administrator and a secretary, as well as several intermittent support staff as necessary.

In its ten years of existence, the Wilson Centre has grown to be recognized internationally as a leader in health professional education research. Research from its members is published widely in major international journals and has received awards from several international organizations. The scientists and researchers of the Wilson Centre are invited around the world to give talks both on the results of their research and on how to engage in world-class research in the health professional education field. And the Wilson Centre itself has been highlighted as a model of such research units in both Academic Medicine and Medical Teacher.

www.thewilsoncentre.ca



UHN Educational Awards

Each year University Health Network celebrates its best teachers through the nomination and presentation of teaching awards. These awards, which have become known as the Wightman-Berris Teaching Awards and the Anderson Award, are given to teachers demonstrating individual teaching excellence, teachers who have made innovations to our education programs, and teachers who have made extraordinary contributions to education overall. In 2006, the winners of these awards were:

Wightman-Berris Individual Teaching Awards

John W. Bradley Educational Administration Award

Dr. Rodrigo Cavalcanti, Internal Medicine

Postgraduate

Dr. Raunjan Chetty,
Pathology

Dr. Bernard Cummings,
Radiation Oncology

Dr. William Geddie,
Pathology

Dr. Raed Hawa,
Psychiatry

Dr. Elizabeth Wilcox,
UHN Chief Medical Resident

Undergraduate

Dr. Isaac Bogoch,
Medical Resident

Dr. Robert J. Cusimano,
Cardiovascular Surgery

Dr. Diego Delgado,
Cardiology

Dr. Linda Dvali,
Plastic Surgery

Allied Health

Nadia Gad,
Pharmacy

Dr. Douglas Ing,
Cardiology

Ani Orchanian-Cheff,
Library

Ancy Thobani,
Physiotherapy

Colina Yim,
Nursing

Moissei Zinguer,
Physiotherapy



Wightman-Berris Individual Teaching Award Winners 2006



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