

A Word

Profile

News

Upcoming
Events

Of Note

Contact

A Word from the Academy Director

As we prepare for the new academic year, the WB is pleased to announce that the Toronto Rehabilitation Institute (TRI) has recently integrated with the UHN and we look forward to expanding the role that TRI plays in the education of our medical students. For our preclerkship ASCM students, we anticipate increased access to patients for the purposes of learning interviewing skills and improving physical examination techniques. Starting this fall, inpatients who are rehabilitating on the Brain Injury unit will be participating in the teaching sessions for ASCM 2 students. For many years, our ASCM students have occasionally visited wards at TRI, but this new formal addition of TRI to the family of WB clinical sites will further strengthen our ability to provide a variety of clinical settings for our students. The staff of TRI looks forward to a greater presence of the medical students on their wards and we enthusiastically anticipate increased collaboration between TRI and the WB Academy in developing increased preclerkship and clerkship experiences for our students.

As part of the upcoming accreditation process for the University of Toronto Faculty of Medicine Undergraduate Program in 2012, the undergraduate students have completed an independent student analysis in which strengths of the WB academy were identified which included our formal mentorship program which pairs preclerkship students and faculty and the excellent resources available in the Helliwell and Cooper Centres. I am extremely pleased to report that the commitment to make undergraduate education a priority at the Mount Sinai Hospital and the University Health Network is evident to and appreciated by our students.



During the period of time that the University of Toronto awaited the opening of the Mississauga Academy of Medicine (MAM), the WB had enrolled a substantial number of expansion students. As MAM will open this August, WB's first year class will revert to smaller number of 91 students. We welcome this "right sizing" but will remain the largest medical academy. With a slight

contraction of numbers, I hope we will be able to accommodate the social and community needs of our student population in an enhanced way and will be actively engaging our student representatives in this process. The WB will be responsible for providing teaching for 111 second year, 103 third year and 110 fourth year students for the 2011-12 academic year.

In preparation for the new academic year, the WB staff has been busy recruiting tutors for courses, and ensuring a full array of DOCH2 placement choices for our students. We have also been working on launching a new WB Academy Website to ensure that our students, teachers, patients and the broader community know what we are all about and to strengthen our means of communication across our network of multiple sites.

I personally look forward to another outstanding year of learning for our students. Go WB Go!

*Jackie James MED MEd
FRCPC Editor
Wightman-Berris
Academy Director*



A Word

Profile

News

Upcoming
Events

Of Note

Contact

Profile

Interprofessional Education at UHN

By Maria Tassone MSc, BScPT, Director Centre for IPE and Patti McGillicuddy MSW RSW IPE&C Leader UHN

In 2010/11, UHN, in partnership with the University of Toronto Centre for Interprofessional Education (IPE), continued to build on its leadership in IPE through a focus on **new models of teaching, learning and practice**, as well as **leadership and preceptor training**. What started three years ago as a strategy to 'seed change' in how health care professionals are trained before and after they enter practice, is becoming a sustainable and integrated IPE program that is driving not only new models of learning, but also new models of care benefiting patients and families at UHN.

UHN hosted six new IPE student placements, in partnership with our clinical programs, as part of the requisite IPE Curriculum for University of Toronto health science students. The use of the IPE group placement model, embedded in acute care, was evaluated with results presented nationally and Internationally. The early impact of this new model of learning is already evident. As noted by one student, *"We can only provide the best care for a patient if all health care professionals collaborate and everyone's ideas are viewed equally."* A clinical educator further shared that they *"felt [the IPE placement] encouraged the rest of the unit to practice in a more collaborative manner. In other words... offering a clinical placement benefits both students and staff."* UHN also explored and created innovative narrative IPE learning formats, such as reader's theatre, poetry and story writing, to bring staff and students together in order to build reflective practice skills and to improve patient care processes.

Of note this year is that UHN exceeded its balance scorecard target for the number of staff with IPE

certification. Over the past few years, UHN has trained over 230 IPE facilitators and leaders through the Centre for IPE's international *Ephic* course, UHN's in-house facilitator and preceptor training, and a new provincial *Collaborative Change Leadership* (CCL) program developed at UHN. The CCL program was highly successful in building the knowledge, skills and capacity of 58 health care leaders to lead transformative, systemic change initiatives in an interprofessional context across Ontario. Our aspiration for the CCL program is that it becomes an exemplar of executive leadership education.

The plans for opening the new physical location of the Centre for IPE at Toronto Western Hospital are well underway, and we look forward to a ribbon-cutting with our donor, hospital and academic community in the fall of 2011.

Interested in participating in an IPE placement in your clinical area?

Contact:

Patti McGillicuddy patti.mcgillicuddy@uhn.ca for UNN
Donna Romano, RN., PhD Interprofessional Co-coordinator at Mount Sinai Hospital dromano@mtsiani.on.ca
or ext 416 586-4800 ext 8202.



A Word

Profile

News

Upcoming
Events

Of Note

Contact

News

The Annual Wightman Berris Awards

The Annual WB Teaching Awards ceremony to honour our outstanding teachers and educators was held in the Auditorium at Mount Sinai Hospital on May 12, 2011, hosted by Dr. Jackie James and chaired by Dr. Woody Wells. Our guest lecturer, Dr. Viren Naik, a graduate of the University of Toronto's undergraduate and postgraduate training programs and current Medical Director of the University of Ottawa's Skills and Simulation Centre gave the audience insights into current trends and use of simulation in health professional education and maintenance of competence in his talk entitled "See One, Sim One, Do One a New Paradigm".

The WB Awards are an important way in which teaching faculty and staff are recognized for their contribution to the mission of the Academy and

its affiliated teaching hospitals. It is a highlight of our academic year, bringing together our community of teachers with their learners to celebrate their educational accomplishments.

Awards are given for excellence in individual teaching and based on nominations by trainees for WB undergraduate teaching, UHN/MSH postgraduate medical teaching, and UHN/MSH allied health professional teaching. Recipients were from our anchor and community sites, and a variety of subspecialties. The Anderson Award, our most prestigious award, was presented for Extraordinary Contribution. This year's recipients were:

Anderson Award for Extraordinary Contribution

John Granton (Respirology)

Undergraduate

Peter Ashby (Neuro)
Mark Bonta (GIM)
Jamine Escallon (Gen surg)
Diego Delgado (Cardio)
John Hagen (Gen Surg HRRH)
Sandra Hazan (Community Psych)
Jerome Leis R3 (GIM)
Andrew Steele (Anaes)

Postgraduate

Dimitri Anastakis (PI Surg)
TaeBong Chung (MI)
Mojgan Hodaie (Neurosurg)
Vishal Kukreti (Hem/Onc)
Michael McDonald (Cardio)
Peter Seidelin (Cardio)
Sanjeev Sockalingam (Psych)
Srikala Sridhar (Med/Onc)
David Tannenbaum (Fam Med)

Allied Health Professional

Ana Lopez Filici (RT&Anes)
Ron Fung (Pharm)
Marjorie Imperial (GIM NR)
Yvonne Kwan (Pharm)
Alice Tseng (Pharm)
Jason Volling (Pharm)



A Word

Profile

News

Upcoming
Events

Of Note

Contact

News

Clerkship Farewell Luncheon

Dr. Jackie James said Farewell to the Clerks of WB in April. She thanked them on behalf of the attending supervisors and patients for their enthusiastic dedication to patient care and wished them success in their future residencies.

Harvey II has arrived at the Cooper Centre

Harvey is the patient who never says that he is feeling too unwell to see students! Students, residents and staff can now easily access Harvey at MSH for teaching and learning cardiovascular examination.

A group of educators led by Caroline Chessex and other WB faculty will be publishing a poster at the fall meeting of AMEE (Association of Medical Education in Europe) indicating that simulation based training (SMT) using Harvey was strongly valued by all trainee levels from medical students to residents in Internal Medicine. Trainees strongly believe that SBT helps teach the recognition of cardiac physical findings and promotes clinical thinking.

The WB Academy looks forward to increased use of the Harveys at our sites for teaching and research using this valuable teaching resource.

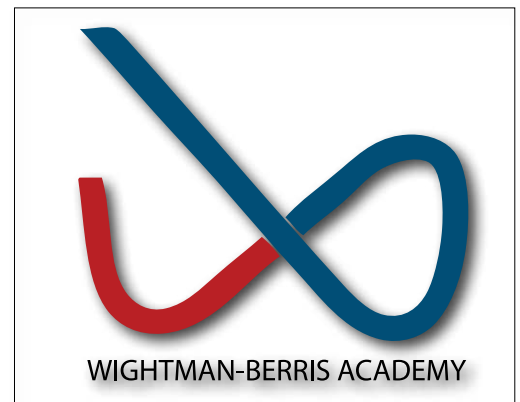
To book Harvey for your group teaching session contact:

Lucy Perruzza, Coopercentre@mtsinai.on.ca for Cooper Harvey

Anne Marie Holmes annemarie.holmes@uhn.ca for Helliwell Harvey

The WB has a new logo!

Thanks to the winner of the Academy Challenge Logo contest Avinash Ramsaroop IT3 WB preclerkship student, the academy has a new logo. Its ribbon/infinity shape captures the initials and colours of the academy as well as a sense of hope, inclusiveness, innovation and potential for the future. We are most grateful to Avi for his contemporary design which reflects the Academy so well. Once again medical students prove the depth and breadth of their talents!



A Word

Profile

News

Upcoming
Events

Of Note

Contact

Medical Education from the Patient Volunteers' Perspective

By Annie Leung (1T3)

For my Determinants of Community Health 2 project, I had the privilege of working at the WB Medical Education Centre. Intrigued by medical education and the role patients play in my own learning, I looked at the impact of volunteering in medical education on the patient volunteers themselves. The quiet and accommodating patient volunteers, through whom I learnt valuable clinical skills in the courses Art and Science of Clinical Skills 1 and II (ASCM), came alive with stories through their unique perspective in my research interviews.

In addition to standardized patients, the ASCM course depends on patient volunteers, both inpatients and outpatients, to participate in teaching sessions in order to provide pre-clerkship medical students opportunities to learn and practice clinical skills. The Volunteer Instructional Patient (VIP) program was established to recruit outpatients attending clinics at the University Health Network and Mount Sinai Hospital to facilitate the teaching of clinical skills to medical students. While there is abundant research in medical education on the benefits of learning from patients for medical students, little is known about how volunteering in medical teaching specifically affects patient volunteers.

So who are these patient volunteers? Quite simply, they are highly motivated and skilled individuals. I was inspired by their ability to not only manage their illness, but also have the residual capacity and willingness to volunteer their time to teach medical students like myself. While many interesting topics came up in the interviews, what struck me was what motivated them to volunteer, "Because it will help someone else. I hope it's information that these students are able to use going forward." Fulfilling this hope would be the ultimate token of appreciation to these amazing individuals.

Upcoming Events

Mentorship Luncheon for Year 1 students – Thursday November 24 12:00 Helliwell Centre 025/026

Of Note!

All students will be required to complete an electronic privacy module for learners across the TASHN hospitals. This will allow all of our learners to understand the importance of privacy and ensure a working, practical understanding of how to keep our patients protected from breaches in confidentiality in the hospital environment.

Remember! – Privacy Limitation Alert!

Only access the information you need to do your work. You are not allowed to access the records of family, friends, coworkers, or any other patient - unless you are caring for the person, have been given access to the information for training (under supervision), or have other permission to look at the record (e.g. REB approval).

A Word

Profile

News

Upcoming
Events

Of Note

Contact

Academy Challenge

The Wightman-Berris won the Talent Show Challenge, an extremely close competition, and therefore improved its overall standings in the Academy Challenge. Student participation in this challenge raised funds and supported the United Way, the Stephen Lewis Foundation Dare to Remember AIDS campaign, and the Daily Bread Food Bank. The Challenge is a great way to build community spirit and make the med school experience complete with friendly competition and fun. Congratulations to all WB students who participated, to the organizers of the Challenge, and of course to the Fitz who won the overall challenge!



Final Standings:

Fitzgerald: 2400 points

Peters-Boyd: 2100 points

Wightman-Berris: 1950 points

WB is planning to come out of the basement for 2011-12!



Contact

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