



ANNUAL REPORT 2022-2023

SickKids[®]

LEARNING
INSTITUTE



MESSAGE FROM OUR LEADER

Dear friends and colleagues,

Unprecedented is a word that has been thrown around a lot over the pandemic and is once again the most apt description of the past year. Emerging from the ashes of the pandemic, we shrugged off viral surges and a cyberattack, stronger than we have ever been and poised to take on the challenges of the future. While it was tempting to let ChatGPT write this introduction, I firmly believe the human voice and touch are essential in guiding our mission throughout the hospital, especially in the realm of learning.

I'm absolutely thrilled to celebrate the incredible contributions of education leaders at SickKids in this annual report. A heartfelt thank you goes out to our incredible Learning Institute (LI) team, our education partners, and collaborators, all of whom have played a vital role in our success. The dedication, commitment, and passion demonstrated by our teams have been nothing short of remarkable.

This year we've organized the report to align with our four strategic directions: Learning to Enable a Healthier Population, Cultivating Excellence in the Paediatric Health System, Enhancing Learning through Innovation, and Fostering an Inclusive Learning Ecosystem. Within each section, you will discover inspiring stories that showcase a wide range of exceptional programs, starting from within the walls of SickKids and extending their impact worldwide.

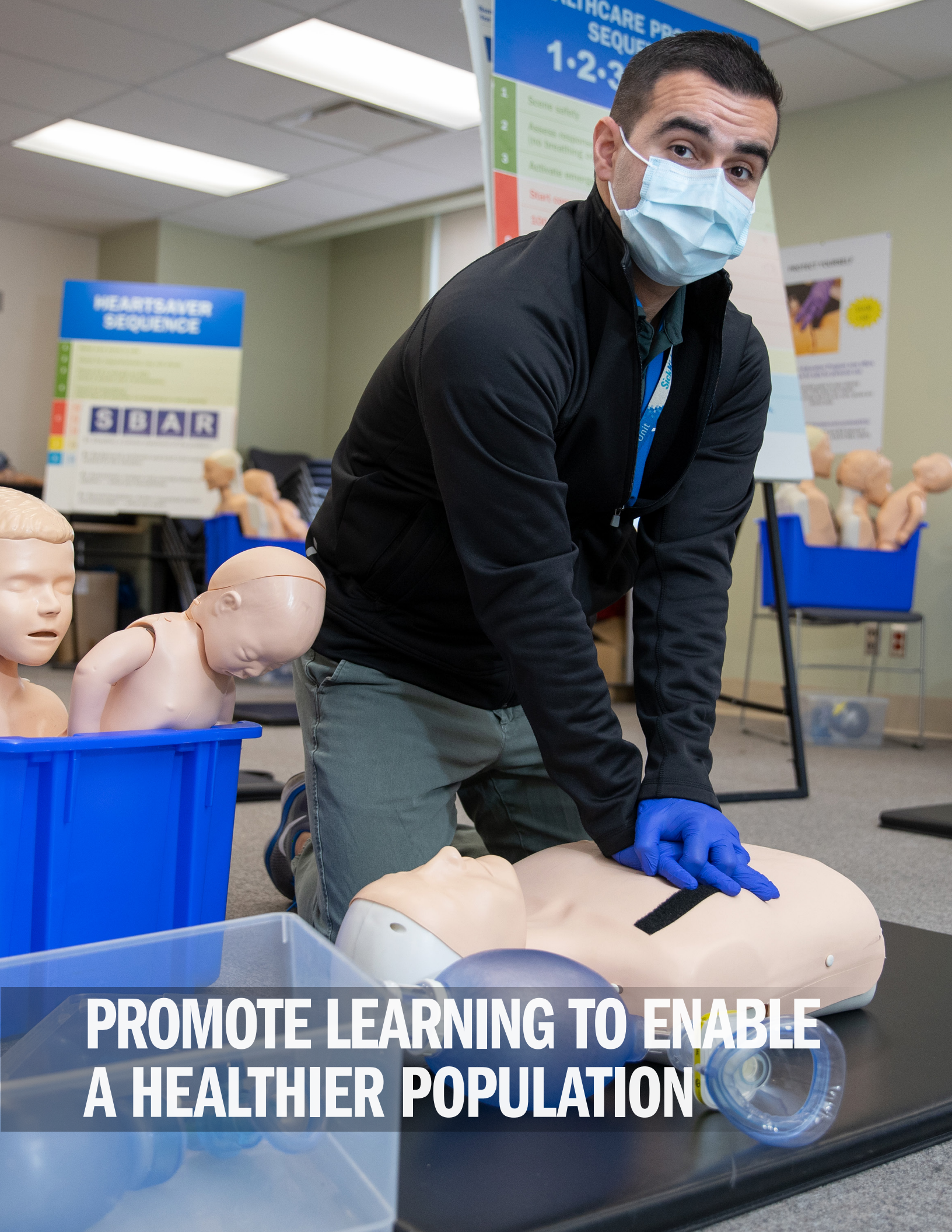
In the face of the ongoing health human resource crisis, it's crucial to highlight the pivotal role of learning. As we confront the challenges ahead, our ability to care for our patients and their families, as well as translate scientific advancements, particularly in the areas of AI and precision, to the bedside will rely on the extraordinary work of the LI. I see an incredibly bright future for learning at SickKids that is exemplified by the extraordinary achievements and advancements highlighted in this report.

Warm regards,
Lennox



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PROMOTE LEARNING TO ENABLE A HEALTHIER POPULATION

We are committed to informing and activating the public as partners in child and youth health and identified the following areas of focus:

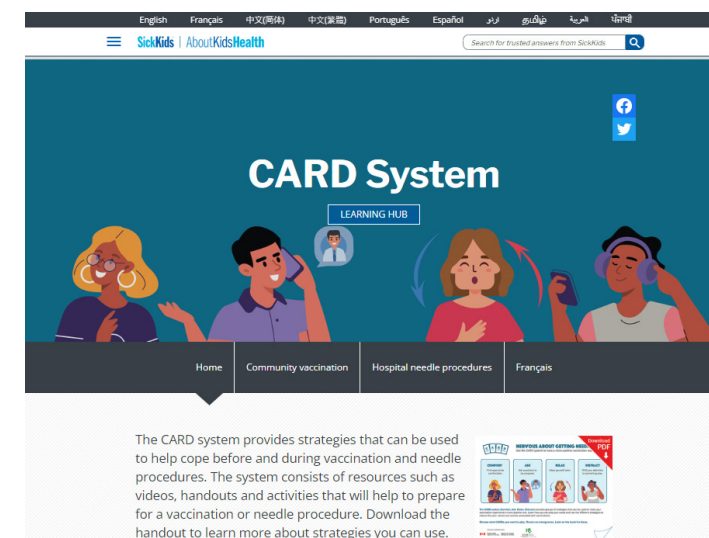
- Advocate for equity and action on social determinants of health for populations experiencing structural vulnerabilities
- Create opportunities for staff to participate in cultural sensitivity training
- Incorporate patients' and families' lived experience in learning to improve partnership across research, education, and care
- Leverage high impact channels and novel partnerships to transmit energizing, multimedia health information to the public

ABOUTKIDSHEALTH

The focus this past year has returned to pre-pandemic assignments with the ability to concentrate AboutKidsHealth (AKH) staff time on developing new resources and updating content as we move away from focusing on creating COVID resources. As most of the population slowly returned to in-person activities, we noticed that everyday child health content (fever, cough, vomiting, etc.) was being used again. We are thankful to the many subject matter experts from the Hospital who take their time to collaborate with AKH as we know that it can be challenging to find the extra time needed to be involved with contributing to the site.

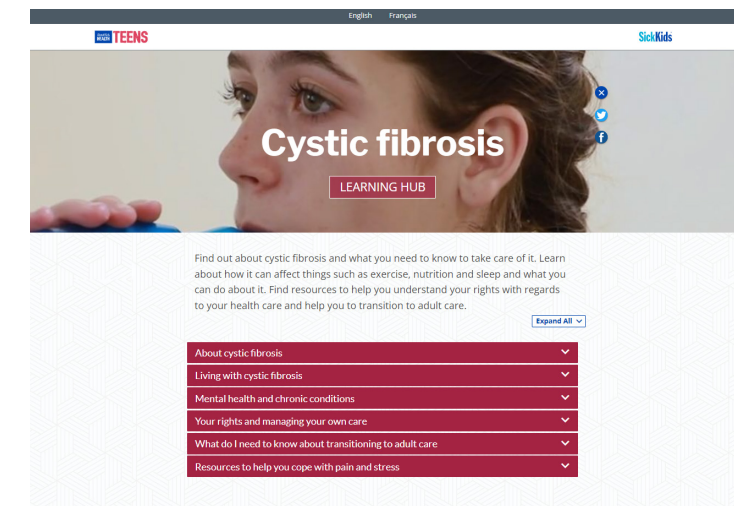
CARD SYSTEM

One of the larger AKH projects over the past few years has been developing the CARD system. CARD is an acronym for Comfort, Ask, Relax, and Distract. It provides groups of strategies to reduce the pain and stress associated with vaccinations and other needle procedures to help provide a better experience. Approximately 50 resources were created this past year, available in both English and French, and came in the form of handouts, posters, videos, and activities to provide coping strategies for children, teens, parents, caregivers, as well as health-care providers. With the assistance of an external grant, these tools were promoted to the public over social media. The outcome was successful with a reach of over 1.3 million people.



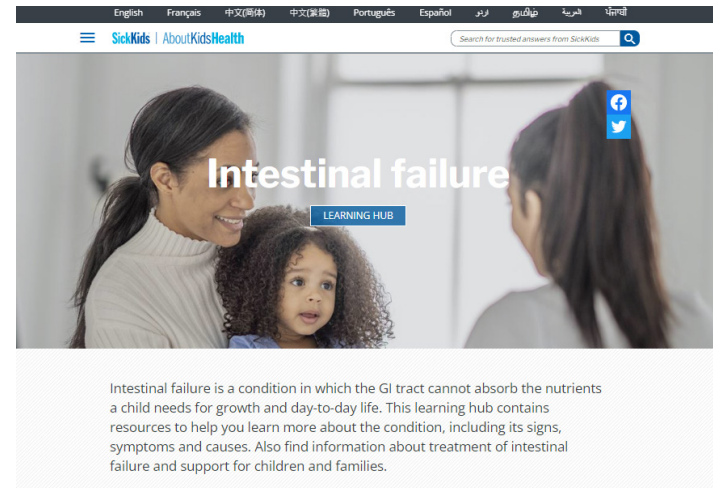
TEEN CYSTIC FIBROSIS LEARNING HUB

This hub was created to provide teens with resources to help them learn about and manage their condition independently throughout their adolescence. There are ten new pages, four videos, and a series of photographs and illustrations to assist teens in their daily routine including medications, airway clearance, and the use of nebulizers and compressors. There is also information about what to expect during clinic visits, tips for infection control, and pages on nutrition and exercise. This learning hub just launched and is now being piloted and tested with teens to get feedback.



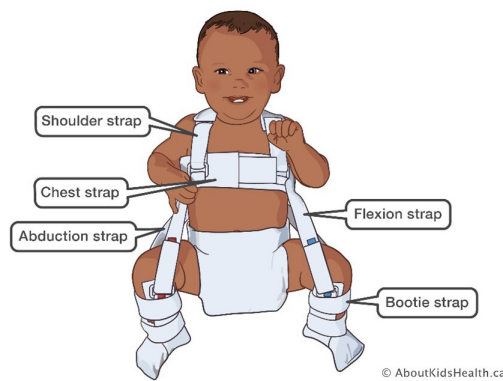
INTESTINAL FAILURE LEARNING HUB

The Intestinal Failure Learning Hub was created to support families of children with intestinal failure from diagnosis to transition to adult care. The learning hub contains eleven articles about what intestinal failure is and how to manage the condition. For example, articles explain what parenteral nutrition (PN) is and offer guidance for administering PN at home after completing the Home Parenteral Nutrition Education Program at SickKids. Also included are resources on feed progression to wean children off PN and achieve enteral autonomy, what to expect from a hospital stay for intestinal failure, and how to safely incorporate physical activity when a child has intestinal failure.



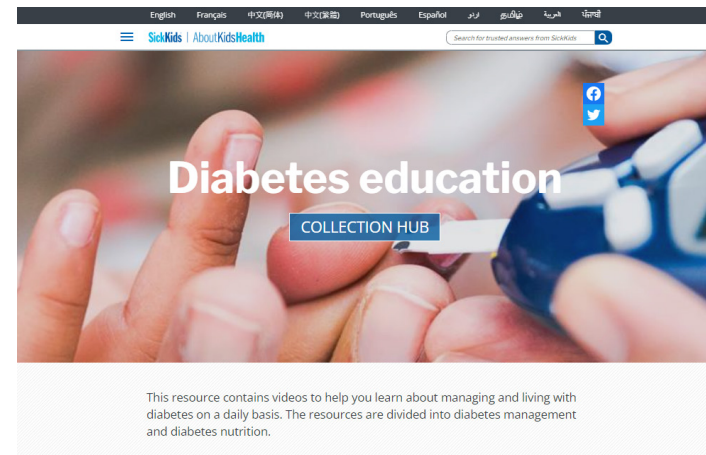
DEVELOPMENTAL DYSPLASIA OF THE HIP LEARNING HUB

The Developmental Dysplasia of the Hip (DDH) Learning Hub was developed to provide resources for families visiting the Baby Hip Clinic. These articles give parents and caregivers an overview of what they can expect while their child is being treated for DDH and information on how to prepare for appointments. This learning hub contains thirteen helpful articles that will take you through the risk factors of DDH in babies, what to expect during the first examination and follow-up clinic appointments, options for non-surgical and surgical treatment for DDH, and adjusting to the diagnosis.



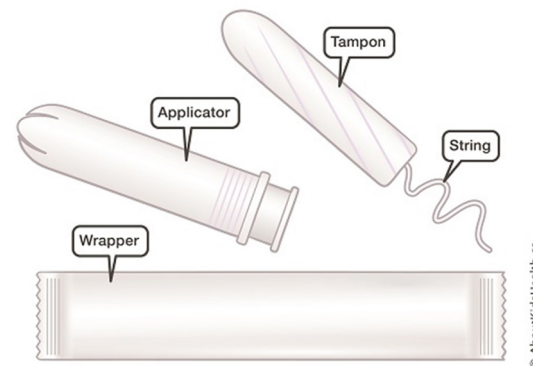
DIABETES EDUCATION LEARNING HUB

The Diabetes Learning Hub was restructured this year to include a new section on Diabetes Education. The Diabetes Education Learning Hub includes educational videos that are provided in addition to hands-on training for newly diagnosed patients and families as they relate directly to patient classes. These videos use the same terminology and examples given during an educational session. There are four videos created for families to view at initial diagnosis, seven videos that correspond to more structured diabetes management education classes, and six videos that focus on various aspects of diabetes and nutrition. PowerPoint versions of the videos have also been created to be used in the classroom setting, providing a seamless transition from the teaching materials to the videos watched on the patient's and family's own time.



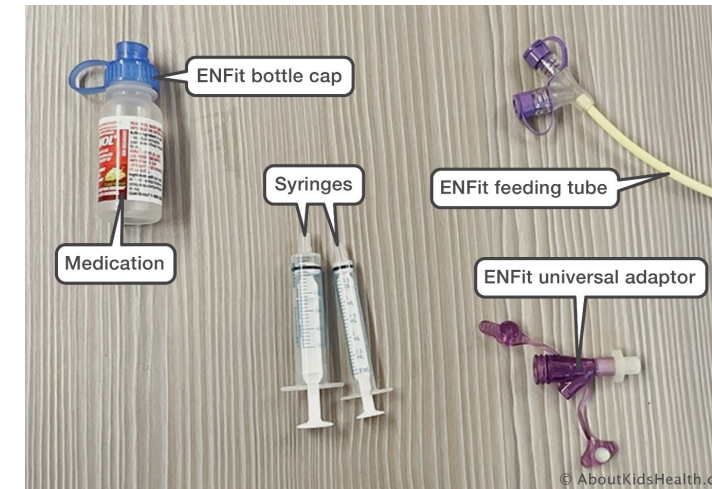
ADOLESCENT HEALTH (MENSTRUATION)

These resources were created to provide adolescents with accurate information on what to expect during a menstrual period. These resources are for anyone who may have questions about menstruation but may not feel comfortable asking a parent/caregiver or other adults for information. Three new articles were created, which explain what a menstrual period is, the menstrual cycle, and how to use a tampon. Along with these articles, five new illustrations were created to show the several types of products that can be used during a menstrual period.



CONNECTED CARE

As part of ongoing work with Connected Care, new resources were developed to provide families with information on the new ENFit feeding tubes, including information on why the change is happening and how to care for ENFit feeding tubes and supplies. Two new articles and one video were developed this year to support the roll out of ENFit tubes.



MENSTRUAL SUPPRESSION

New to AKH are an article and decision aid tool to help parents/caregivers and their child learn about options for suppressing menstruation if the child may have difficulty managing menstrual periods and their symptoms, such as pain, bleeding, and mood changes. The tool can be used by the parent/caregiver and child to help them understand why some people may need help with their period, what options are available, and which treatment may be best for their family. The article and tool were developed to help families work with their health-care provider to make informed decisions about managing menstrual periods.



Menstrual suppression patient decision aid

This decision aid will help you work with your doctor to make choices about managing menstrual periods.

CLINICAL RESEARCH EARNING MODULES

Over the past year, the Digital Learning team has worked with subject matter experts from the Clinical Research Services team to transform content into thoughtfully designed eLearning courses that are accessible, inclusive, and learner-centred. Using educational theory and learning principles, the teams developed a four-part module focused on Designing a Clinical Research Study that covers the five phases of the research process, including the conceptual, design and planning, empirical, analytic, and dissemination phases. Additional eLearning modules such as Good Documentation Practices, Qualitative and Quantitative Research, and Data Preparation and Standardization have been developed to support ongoing professional learning for SickKids staff. These modules are all available on the SickKids iLearn platform. Six eLearning modules were developed this past year. Throughout 2023, the Clinical Research Services and Digital Learning teams will work to develop additional research-focused modules.



INFANT AND EARLY MENTAL HEALTH PROMOTION

Infant and Early Mental Health Promotion (IEMHP) is a long-standing program of SickKids that focuses on supporting practitioners working with families with young children starting prenatally to age five. At the foundation of all IEMHP does is a generous network of partners in the health, social services, and education sectors across Canada. These partnerships have led to work that is raising awareness, strengthening practice, and enhancing research in Canada. Below are some highlights of the exciting initiatives underway.

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. [Click here](#) to sign up today.

CREATING A NEW ACCESS POINT FOR INDIGENOUS CHILDREN'S MENTAL HEALTH

Working with the Wisdom Keepers Elders Council of Timiskaming, Keepers of the Circle Child Care, and Mino M'shki-Ki Health Centre, IEMHP, with the support of SickKids leadership, has created a new way for children needing mental health support to receive it. In addition, Mino M'shki-ki now has access to a paediatrician at SickKids to support them in making critical physician referrals. This has made access to services safer and more efficient for families and children.

LAUNCH OF APP IN PARTNERSHIP WITH NAN

In March 2023 IEMHP launched its first web-based application to support its work with Indigenous communities. The app, called Nurturing the Seed, provides those working with Indigenous children a way to create developmental support plans that respond to a child's developmental needs that is family friendly, culturally informed, and based on everyday routines.

ESTABLISHING RELATIONSHIP WITH PIKANGIKUM

In the Fall, 2022 Dr. Ronald Cohn, President and CEO, Tee Garnett, Executive Lead & Strategic Advisor Equity, Diversity and Inclusion, and Chaya Kulkarni, Director, Infant and Early Mental Health Promotion visited the community of Pikangikum to learn and understand how the SickKids community can partner and support the needs of children in the community. Since then, SickKids has provided support to the community on various grant applications as well as through IEMHP.

LAUNCH OF TWO SYSTEM OF CARE PATHWAYS IN HAMILTON AND SIMCOE

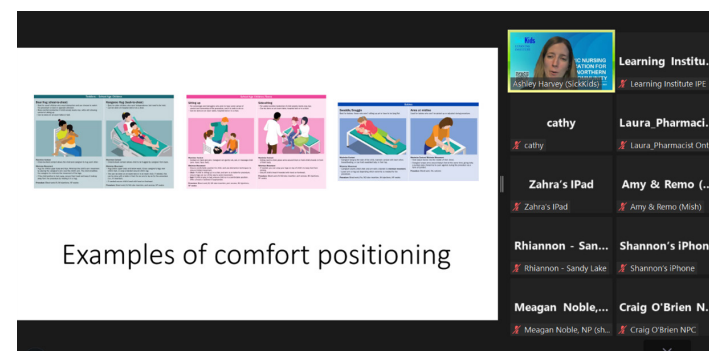
One of the greatest challenges faced by families is knowing where to go when they are concerned about their young child's mental health. In partnership with the Knowledge Institute for Child and Youth Mental Health and Addictions, IEMHP conducted three community-based pilot projects to create system of care pathways. Since then, IEMHP secured a CIHR grant to continue this work using an implementation science framework and expand the work to more communities.

15-PART LECTURE SERIES

In early spring of 2022 IEMHP, in partnership with the World Association of Infant Mental Health and Tampere University in Finland, launched a 15-part online series on infant and early mental health. The series is being used across Canada and many disciplines that interact with young children and their families. In addition, the series is being viewed by practitioners from around the world. If you have not checked out the new lecture series, visit the [website](#). All SickKids staff have free access. To date, nearly 2,000 individuals from around the world have registered and begun to watch the lectures.

PAEDIATRIC NURSING EDUCATION FOR NORTHERN COMMUNITIES

Ontario's northern regions lag behind provincial averages in the quality of health and healthcare. SickKids Interprofessional Education team, in collaboration with nursing practice consultants from Indigenous Services Canada, has designed a series of free virtual education sessions on baseline paediatric education for registered nurses and nurse practitioners in Northern Ontario Communities. This 10-month program was launched in September 2022, offering one-hour monthly education sessions to 30-40 learners via Zoom. To maximize the outcome of the series, the education content and resources shared are highly customized and contextualized to an Indigenous and lower-resource environment. Topics include, but are not limited to, paediatric assessment and history taking, child- and family-centered care, caring for the child with asthma, poison prevention and managing poisoned patients, infant and toddler nutrition, pain management, mental health assessment and management, and trauma-informed care. The sessions were very well received by the audience, and the program has received much positive feedback.



EDI CHAMPION PROGRAM

SickKids is committed to creating a more inclusive and equitable culture for all staff, patients, and families. As part of this commitment, the EDI Champion Program was developed as a call-to-action to empower and build the capacity of our staff to create change in the organization.

This program is a community of practice at SickKids raising awareness of EDI issues at a local and organizational level, uncovering structural barriers, and advocating for change. The program is designed using an anti-racism and anti-oppression lens. The aim is to prepare EDI Champions to act as change agents, navigate knowledge sharing within teams, and create safer spaces for learning, reflection, and discussion on EDI issues at SickKids. Champions represent a broad range of staff across the organization.

Program objectives include:

- To create a network of EDI Champions across SickKids
- To build capacity in EDI champions to enact EDI best practices within their local departments
- To develop a community of practice that acts as a network of support and continuous learning; and
- To foster psychological safety for champions and the broader organization

PATIENT VOICE IN ECHO

From program conception in 2017, Paediatric Project ECHO has aimed to be a reliable and evidence-based resource for community healthcare providers (HCPs). Amid the implementation of new research, updated practice guidelines, and increased clinical pressures, it is important to remember that a standard “one-size-fits-all” approach to paediatric care may not be the best practice.

There is no better reminder to practice patient- and family-centered care than to include the patient voice in educational offerings. Since 2020, with the help of the SickKids Family Advisory Network (FAN), ECHO was able to tailor and deliver several sessions that focused on the patient/family/caregiver lived experience. Over 480 healthcare professionals across Canada and internationally took the time to listen to the family advisors we hosted.

Session topics included (click on the topic to access the session materials):

- [Adolescent Considerations including Transition from Paediatrics to Adulthood](#)

- [Trauma Informed Care – Impact on Families and Children with Medical Complexity](#)
- [Pain assessment in children with neurological impairment: listening and answering](#)
- Chronic Pain – Personal Journey & Doctor-Patient Relationships
- [Perspectives of Adolescents Navigating Bariatric Surgery](#)

Some key learnings HCPs took away from these sessions were:

- Trauma-informed care
 - Taking the time to understand the patient/family/caregiver healthcare journey up until this point.
- Expertise of patients/families/caregivers
 - Understanding that they are experts when it comes to their bodies and/or symptom presentations where any concern brought up is valid.
- Compassion and understanding during the clinical experience
 - Appreciating the importance of stepping back to humanize patient-clinician interactions.

In these sessions, patients, families, and caregivers articulate both positive and negative experiences with the healthcare system. These testimonies are not meant to provide healthcare providers with a clinical practice “do’s and don’ts” list but rather a space to reflect and ask patients/families questions and keep learnings in mind moving forward. The goal is to continue incorporating the patient, family, and caregiver voice in our ECHO sessions.

Learn more about Paediatric Project ECHO’s education offerings [here](#).



CULTIVATE EXCELLENCE IN THE PAEDIATRIC HEALTH SYSTEM

Fundamental to the work of the Learning Institute is a commitment to cultivate the next generation paediatric workforce, locally and globally. This includes:

- Prepare the paediatric workforce for new clinical paradigms, emerging technologies, and the era of Precision Child Health
- Amplify interprofessional training and team-based learning across the lifespan
- Unify academic, educational, research and clinical training programs and partnerships around shared goals
- Be a leading global destination for paediatric learners, translating knowledge across countries and cultures

PROJECT ECHO EPILEPSY LEARNING DAYS

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

This year marked the 5th 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, and case-based scenarios. The event also provided participants with the opportunity to network with various epilepsy specialists and other community healthcare providers across Ontario. New this year was an interactive Jeopardy session where participants were able to apply their knowledge from the Learning Day through video-based learning and gamification.

Additionally, the program launched a special fifth Learning Day, Epilepsy Rapid Review: 5 in 5. During this event, speakers presented our five most-requested topics, for five minutes each, followed by a panel-style question and answer period. Topics included seizure semiology, EEG & MRI interpretations, diagnosing drug resistant epilepsy and referral for surgical consideration, women in epilepsy, and starting the first anti-seizure medication trial. Following the presentations, two community presenters shared real, deidentified patient cases from their practice through a facilitated discussion for the purposes of learning and generating recommendations for the management of their patients' care.

All 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 Event was offered on February 23rd and 24th, 2023, the Paediatric Epilepsy Learning Day was offered on March 8th and 9th, 2023, and the Rapid Review was offered on March 21st, 2023. Approximately 20 healthcare providers attended each learning day.

Learn more about future Learning Days and our upcoming sessions [here](#).

Epilepsy Rapid Review: 5 in 5
Five Most Requested Topics
5-min. Talks + Cases | Mar. 21, 11am-1pm

ECHO Epilepsy Ontario **REGISTER**

PROJECT ECHO: EMPOWERING COMMUNITY PROVIDERS TO ORDER EPILEPSY GENE PANEL TESTING IN ONTARIO

Epilepsy is a clinically heterogeneous disease with diverse aetiologies. Advances in molecular genetics over the last ten years have led to an explosion of novel genes implicated in monogenic and complex genetic epilepsies. Therefore, genetic testing now has become a critical part of the diagnostic evaluation of adults and children with epilepsy to identify genetic epilepsy syndromes, guide treatment, optimize genetic counseling, and bring closure and peace of mind to the families of those with a genetic disease whether treatable or not.

As of October 1, 2020, the Ontario Ministry of Health (MOH) established the Ontario Epilepsy Genetic Testing Program (OEGTP), which allowed epilepsy gene panel testing in Ontario as a publicly funded service for patients who meet the MOH's eligibility criteria. As a result of the OEGTP, neurologists with a minimum of six months of training in epilepsy and electroencephalogram (EEG), and geneticists can order genetic testing in epilepsy patients. In addition, Ontario licensed physicians who acknowledge completion of a Continuing Medical Education (CME) certified epilepsy genetics curriculum will be able to order genetic testing for their epilepsy patients, where indicated, through the OEGTP.

This created a unique opportunity to strategically position Project ECHO Epilepsy to raise awareness of epilepsy gene panel testing, as well as provide the required education needed for healthcare providers to be able to order genetic testing.

In anticipation of the OEGTP, Project ECHO Epilepsy launched a new Genetics curriculum in October 2020. Topics for this series include: clinical criteria for testing, ordering genetic testing (requisition process, performance and service standards), genetic counseling, gene panel selection, and personalized medicine. Since its inception, this program is offered twice a year. The program has been successful: to date, 243 healthcare providers have attended the program, and there has been significant change in provider's knowledge, confidence, and practice change in ordering genetic panels. By the end of the sessions, 85% of participants (n=64) felt that they knew enough to order the panels, 79% were confident enough to do so, and 65% did so in their practice. Project ECHO Epilepsy plans to continue to run the Genetics curriculum in in the 2023-24 year and beyond, to empower healthcare professionals with the knowledge they need to order genetic testing for their patients.

SICKKIDS INTERNATIONAL AND MADANMOHAN RUIA RAPTAKOS CHILDREN'S HOSPITAL PARTNERSHIP

For over a decade, SickKids International (SKI) has had the privilege of collaborating with Madanmohan Ruia Raptakos Children's Hospital (MRRCH) to develop a world-class paediatric hospital for the children and families of India. MRRCH is a stand-alone 130-bed greenfield Hospital project currently under the final phase of construction. Exclusively dedicated to paediatric care, the hospital located in Thane, India, aims to deliver high-quality, safe, child and family-centered care once it is operational. This strategic partnership officially began in 2006, when SKI first collaborated with MRRCH to provide advisory services on the functional plan to support the building of the new children's hospital. Following this initial work, an 18-month contract concluded in 2018.

In April 2021, a new agreement was signed with the project goal to provide advisory and education services to support the new hospital's clinical commissioning and operational readiness, assisting to bridge the gap from construction to effective, high-quality, safe clinical operations.

Together, MRRCH and SickKids aim to establish a safe and predictive opening day and ramp-up to full operations, where staff can confidently deliver care in an environment supported by tested and reliable equipment, systems, processes, building, and technology performance.

While leveraging SickKids subject matter expertise, SKI will provide advice across essential programs and services such as leadership training, change management, patient safety, nursing, process improvement, recruitment and orientation, training, policy, and procedures development.

To learn more about SKI and our global partnerships, please visit [SickKids International](#) | [SickKids](#)

SICKKIDS LIBRARY NEW CATALOGUE

The Sickkids Library is pleased to announce that, in its ongoing commitment to offering SickKids staff and trainees access to the most current research evidence and resources, the SickKids Library Catalogue has been fully integrated with the University of Toronto's (U of T) Library Services Platform, (ExLibris) Alma.

Staff with the U of T Library system have been working since 2018 to update and modernize the Library Services Platform, which houses the catalogue for one of Canada's largest University Library collections. In 2019, after an exhaustive search, and RFP vetting process, they selected (ExLibris) Alma as the new fully integrated and "one-stop" library services platform. Users are now able to view the full breadth and depth of the U of T Library collection, as well as those of affiliated hospitals across the Greater Toronto Area including SickKids. U of T Library and Affiliated Hospital Library staff across the GTA have been working tirelessly for the last few years to ensure seamless and uninterrupted access to books, eBooks, journals and other research materials available across 47 affiliated health science libraries and the University of Toronto library in one location.

The impact of this change for SickKids staff and trainees is that the Alma Library Services Platform will provide users with a better overview of available resources, as well as easier means of accessing them so our staff can continue providing exceptional patient care and conducting world class research.

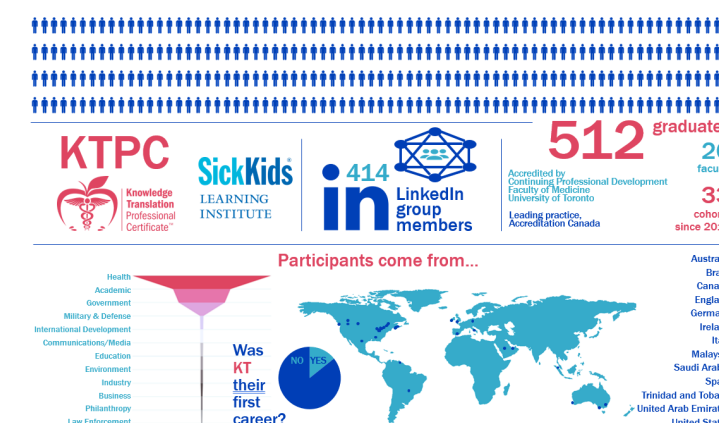
SickKids staff and trainees can register for a new Alma account by filling out the [Library Registration form](#). SickKids staff and trainees can also access SickKids Library resources via the [Library site on the my.sickkids.ca Dashboard](#) (Please note - all links are accessible to SickKids Staff only, via VPN or on Hospital network).

If you have any questions, comments or concerns, please contact the [SickKids Hospital Library team](#).



KNOWLEDGE TRANSLATION PROGRAM

The [Knowledge Translation \(KT\) Program](#) reaches KT professionals, scientists, clinicians, educators, and others all over the world through its training courses and supporting resources. Participants from 13 countries have graduated from the Knowledge Translation Professional Certificate (KTPC) course since 2011. The Specialist Knowledge Translation Training (SKTT) course has welcomed participants from seven countries, and the [Knowledge Translation Planning Template](#) has been translated to French, Spanish, and Portuguese to support its adoption in other countries



KNOWLEDGE TRANSLATION PROFESSIONAL CERTIFICATE

On March 27th, 2023, the Learning Institute's (LI) Knowledge Translation (KT) Program kicked off the 33rd edition of its [Knowledge Translation Professional Certificate \(KTPC\) course](#). Founded in 2010, the five day (seven days when offered online) professional development course builds capacity among KT professionals and organizations in Canada and around the world through a curriculum that balances theory and practical application in a mixed didactic-interactive experience. KTPC is offered three times a year and is recognized as a Leading Practice by Accreditation Canada. It is also fully accredited by the Continuing Professional Development Office at the U of T's Faculty of Medicine.

To date, the KTPC course has graduated 512 learners, connected 414 alumni via its LinkedIn group, and impacted KT practitioners from 13 countries and 12 sectors. The [KT Program](#) is honoured to provide training to support this and many other important KT initiatives.

“I’ve been a Library and Information Technician in the Hospital Library at SickKids for 25 years. There have been a lot of changes in that time, but I’ve always loved the continuous learning, and helping SickKids staff and students with their information needs. My specialty is Interlibrary Loans, which means that not only do I find articles that our staff need, but I also get to help other North American hospitals by sharing articles from our collection for their own patient care and research.”

Catharine Pajunen, Library and Information Technician

PAEDIATRIC CARDIAC INTENSIVE CARE SOCIETY NURSE CURRICULUM



One hundred and two subject matter experts from Canada and the US contributed to 77 Chapters of the newly published Cardiac Critical Care textbook Paediatric Cardiac Intensive Care Society (PCICS) Nurse Curriculum. Proudly, we acknowledge efforts of 13 individuals from SickKids (past and present) who contributed to 12 chapters. Patricia Hickey, Vice President, Associate Chief Nurse, Boston Children’s Hospital noted in the books forward message “the PCICS Nurse Curriculum is structured to provide detailed knowledge, stimulate critical thinking, and highlight management skills that are necessary to provide care for the most fragile cardiovascular patients, and their families. The editors of the PCICS Nurse curriculum have assembled an extraordinary group of nursing experts and leaders in today’s field as authors. Their wisdom and expertise inform clinical practice, leadership, knowledge generation, and patient care.”

Our SickKids contributors below wrote on a variation of topics including congenital heart defects, cardiopulmonary bypass, delirium, genetics, lab values, neurologic considerations, postoperative pain, arrhythmias, and temporary and permanent pacemakers.

Interprofessional contributors include:

Department of Interprofessional Education:

Cecilia St. George-Hyslop
Rosalind McManus
Sharon Lorber

Labatt Family Heart Centre:

Christine Chiu-Man (Pacemaker Technologist)
Celeste Foreman (Perfusionist)
Kristen George (NP)
Vanna Kazazian (NP)
Catherine Murphy (RN)
Claire Watt (NP)
Laura Zahavich (Genetic Counselor)
Fraser Golding (Echocardiographer)
Alexa Lanese (RN)

Paediatric Intensive Care Unit:

Laura Buckley (CNS)

PCICS Nurse Curriculum can be purchased from the [PCICS website](#).

PERIOPERATIVE ANAESTHESIA ASSISTANT ORIENTATION PROGRAM

The Department of Anesthesia and Pain Medicine provides anesthesia care to approximately 20,000 patients per year. Within the practice of anesthesia in Ontario, anesthesia assistants (AAs) are utilized to provide advanced support to anesthesiologists to improve efficiency, quality, and safety. Currently, AAs provide sedation services to improve patient experiences throughout the hospital including the 8C procedure room, mobile sedation, satellite anesthesia, and MRI.

There is a growing need to expand the AA role into the perioperative setting with the overarching goal of improving efficiency, expanding AA services and skillset, and to enhance staff wellness within the Department of Anesthesia and Pain Medicine. The Perioperative AA Orientation Program began at the end of May and consists of three weeks in the Operating Room (OR) for training with anesthesiologists, Interprofessional Education Specialists from the OR and Perianesthesia care units, and the respiratory therapist (RT) technician. Upon completion of the orientation program within the pilot group consisting of three AAs, a program and outcome evaluation will be completed for future onboarding of AAs and to ensure program, and AA objectives are met.



CARING SAFELY IN DENVER, COLORADO

For the first time in over two years, the Solutions for Patient Safety (SPS) Network was able to have the SPS Spring ‘22 National Conference in-person from May 25-27, 2022. SickKids sent a team that included Sarah Gallie, Erica Patterson, Michelle Eckstein, Bonnie Fleming-Carroll, Erin Vandeven, Lennox Huang, and Bren Cardiff to represent our patient and staff safety efforts.

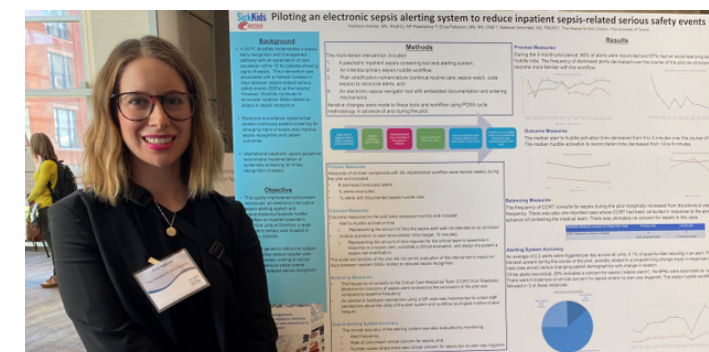
The conference was well attended by more than 500 people from the US and Canada excited to meet face to face. During the three days, hospitals and leaders from across the network shared improvement approaches to meet hospital, regional, and network safety goals. Safety Leaders described tactics and behaviours to deploy effective safety culture efforts and reinforce patient and employee safety. It was also an opportunity to build foundations for safety disparities and ambulatory safety improvement.

The SickKids team was able to share experiences and successes of our Caring Safely Program and learn from others on how to improve our processes.

Congratulations as well to our two groups whose presentations/posters were selected for the conference.

- Erica Patterson & Kathleen Andres - Piloting an electronic sepsis alerting system to reduce inpatient sepsis-related serious safety events
- Sarah Gallie & Michelle Eckstein - The Central HAC Team: Advancing the Culture of Safety through Practice Observations

Caring Safely continues to be a strong program at SickKids for keeping our patients, families, and staff safe.



MENTAL HEALTH LITERACY INITIATIVE

Developing mental health literacy is an ongoing process of social and emotional learning. As part of the Mental Health Strategy, the mental health literacy team is developing a foundational strengths-based mental health education curriculum. This learning will enable interprofessional staff and learners to apply a mental health lens to their clinical care and better support children, youth, and their families.

In May 2022 an Education Project Manager was onboarded to lead program development. Much of the foundational groundwork was laid in 2022 for the development of the mental health literacy program. An environmental scan was completed and consisted of a literature review and an internal and external analysis. Connections were made with mental health educators within the organization to determine what mental health education currently exists as well as what gaps need to be filled. This informed the creation of a curriculum blueprint to guide the planning of curricular components.

Key objectives of the curriculum include (1) understanding how mental health is a part of every child, youth and family experience; (2) recognizing and responding to normal emotions and behaviours (e.g. anxiety, sadness); as well as (3) identifying when a patient requires additional mental health assessment and care.

The curriculum consists of a variety of mental health literacy resources. Resource development began in early 2023 as the literacy team received funding from the Ministry of Health that was dedicated to building these resources. These resources include eLearning modules, a video series on the lived experiences of SickKids patients and families, simulation opportunities, and other educational resources to support instructor-led sessions. The video series is being co-created by staff and family caregivers and focuses on trauma and trauma-informed care.

Looking forward, the literacy team will collaborate with leaders and educators across the organization to implement the curriculum to integrate mental health related practices into the learning architecture of the organization for all health professionals and health professional learners. The mental health literacy curriculum will be piloted in the Fall of 2023 with broader organizational implementation planned for 2024.

PHYSIOLOGICAL MONITOR REPLACEMENT PROJECT



The Physiological Monitor Replacement Project entered its active implementation phase in 2022-2023.. In addition to coordinating the safe installation of over 700 new units in inpatient and outpatient areas, the project team was also tasked with preparing over 2,000 clinicians for its safe use in practice.

The new physiological monitors are highly integrated with other systems, which allows our clinicians to elevate standards of care, patient data integrity, and efficiencies in clinical workflows. For example, measured values can now be directly transmitted to the patient's electronic health record for review and documentation; and vital sign values and waveforms can now be viewed in real-time from mobile devices. Additionally, clinical practices, alarming behaviours, and monitor configurations were evaluated and revised to better support our clinicians in caring for paediatric patients.

The project team took an innovative approach to carefully design and collaboratively deliver a flexible and blended training program that balanced staff safety, accessibility, and effective learning. With the help of leadership teams, vendor representatives, and Learning institute partners, a variety of self-directed learning activities and hands-on practice opportunities were developed and facilitated.

iLearn courses were designed with the Digital Learning team to focus on clinical workflows, practice changes, and “must knows.” They have been completed over 2,300 times this past year. Opportunities for hands-on practice were brought directly to frontline staff. This included 150 sessions of scheduled education, and 85 days of drop-in training that were physically held in or near units. This was also supplemented by access to practice equipment and “roadshow cart” visits.

A core group of central super users were recruited and oriented to provide just-in-time training – which resulted in over 2,000 significant interactions with frontline staff. Furthermore, 301 local champions were identified to help adopt and sustain changes in clinical practices.

Following this enormous undertaking, the project team is currently evaluating its overall implementations, training approaches, and monitor configurations. They will be exploring opportunities for optimization and revising educational materials for ongoing use.

INFANT AND EARLY MENTAL HEALTH PROMOTION GLOBAL INITIATIVES - SUPPORTING MENTAL HEALTH IN UKRAINE

In a new partnership with early interventionists from Ukraine, Infant and Early Mental Health Promotion (IEMHP) will be translating Hand in Hand into Ukrainian to support efforts to provide care for families with young children. Hand in Hand is an early intervention resource created by IEMHP to support developmental planning for young children at risk of a developmental delay. Once translated the tool will be used by Ukrainian early intervention specialists to create just in time developmental support plans for young children that can be shared by email with families and caregivers. IEMHP will also translate into Ukrainian the online training that will be available for the practitioners using the tool. Our Ukrainian colleagues will lead the coaching sessions since they are most familiar with the challenges families are currently facing.

SHAW CENTRE FOR PAEDIATRIC EXCELLENCE FIRST COHORT GRADUATES

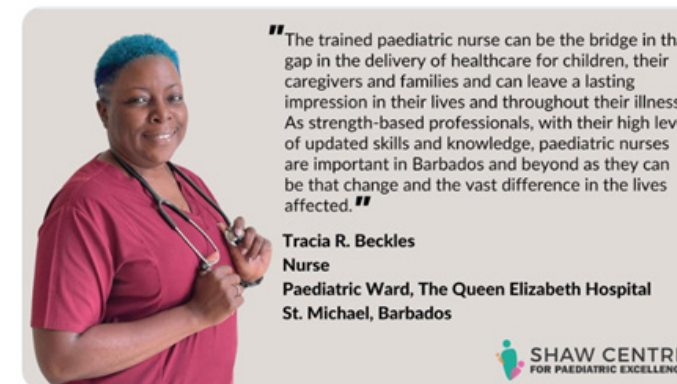
The Shaw Centre for Paediatric Excellence (SCPE) in Barbados recently achieved a significant milestone. The SCPE is a partnership between Barbados Ministry of Health and Wellness, Queen Elizabeth Hospital, SickKids Centre for Global Child Health, and The University of the West Indies (UWI). The goal of the partnership is to positively impact the health and well-being of children in Barbados and developing specialized paediatric nurses in Barbados is central to achieving this goal.

The first cohort of 14 nurses in Barbados recently graduated from the Post Graduate Diploma in Paediatric Nursing program at UWI and were profiled on Twitter. Graduates highlight how key concepts learned in the program including Strengths Based Nursing and Family Centre Care have impacted their practice, and why paediatric nurses are key to improved health care delivery.

The Post Graduate Diploma in Paediatric Nursing curriculum was jointly developed with SickKids Centre for Global Child Health nurse educators leveraging lessons learned from a similar partnership in Ghana. Two SickKids educators travelled to the Barbados to co-teach and facilitate clinical practicum with UWI faculty.

 SickKids Global Child Health
@SickKidsGlobal

Tracia R. Beckles is a [#nurse](#) in the Paediatric Ward at [@qehconnect](#). She explains why [#paediatricnurses](#) are fundamental to improving healthcare delivery in [#Barbados](#) & globally. [#SCPE](#) [#StrengthBasedNursing](#) [#GlobalChildHealth](#)



 The Queen Elizabeth Hospital BARBADOS and The UWI, Cave Hill Campus

9:46 AM · Sep 21, 2022 · Twitter Web App

INTERNATIONAL EDUCATION AND RITSUMEIKAN UNIVERSITY, JAPAN

In June 2022, the International Education portfolio resumed its International Learner Program (ILP) after three years of interruption due to the COVID-19 pandemic. Launched in 2009, the ILP is an education initiative that provides customized paediatric education experiences at SickKids to international learners, by partnering with global healthcare and academic institutions and SickKids subject matter experts.

Recent ILP learners included a group of pharmacy students from Ritsumeikan University, Japan, who joined us from February 27 to March 10, 2023, for a 2-week in-person education program in Pharmacy. In addition to the clinical observation and classroom lectures at SickKids, students participated in seminars and workshops led by the University of Toronto Faculty of Pharmacy, as well as attended events organized by their peers at the Faculty. The partnership between SickKids, Ritsumeikan University, and the University of Toronto, dates to March 2016, when the International Education team began offering yearly on-site learning experiences to groups of students from the College of Pharmaceutical Sciences at Ritsumeikan University. Amazingly, the relationship between all three institutions weathered the pandemic storm, and by the resilience of all partners, the pre-existing education program was converted into a successful virtual learning experience over the past three years.



“Since joining SickKids in 2013, I have deeply enjoyed partnering with a wide variety of teams to deliver conferences individually tailored to sharing critical information in accessible ways to targeted audiences. I am perpetually in awe of the ground-breaking work happening at SickKids and take great pride in helping disseminate that information and contributing to a mission I truly believe in: “Healthier Children. A Better World”.”

Karen Wallace, Conference Specialist

SICKKIDS HOSTS GEORGE WASHINGTON UNIVERSITY

SickKids hosted a cohort of 32 students from George Washington University (GWU) for a day during their four-day visit to Canada to learn more about the Canadian healthcare system. The cohort included students in the Master of Health Administration (MHA) and Master of Public Health (MPH) programs. These world class programs accept mature students, including physicians, nurses, and other healthcare professionals, and are designed to prepare them to become effective healthcare leaders.

The day began with a welcome and introduction to Ontario’s healthcare system by our President and CEO, Dr. Ronald Cohn. Following this, senior leaders presented on a variety of SickKids programs and initiatives including SickKids 2025, Project Horizon, SickKids Foundation, Equity, Diversity and Inclusion, and many others. Later in the day, the group enjoyed presentations from external speakers including the Cleveland Clinic, Closing the Gap, and Bluedot. Overall, the GWU group had a great day and experienced a sample of the breadth of activities happening at SickKids and beyond. We look forward to hosting the the group again!

CLINICAL EXTERN ORIENTATION PROGRAM

The Clinical Extern (CE) position is viewed as a transitional role, whereby students develop clinical expertise, specialty knowledge, and self-confidence as they move from a student to a Registered Nurse role. Recently, the program also expanded to include eligibility for students from other health disciplines, such as respiratory therapy, occupational therapy, and physiotherapy. Externships also allow students to become immersed in the socio-cultural setting at SickKids, building on their communication and interprofessional collaboration skills. As a result of this program CEs become excellent candidates for recruitment. The program is delivered two times a year in May and July, and there were additional off-cycle hires in December 2022 and February 2023. In 2022 – 2023, there were 83 clinical externs working throughout 16 different units in the hospital.

TEAM BASED CARE MODEL – CRITICAL CARE UNIT

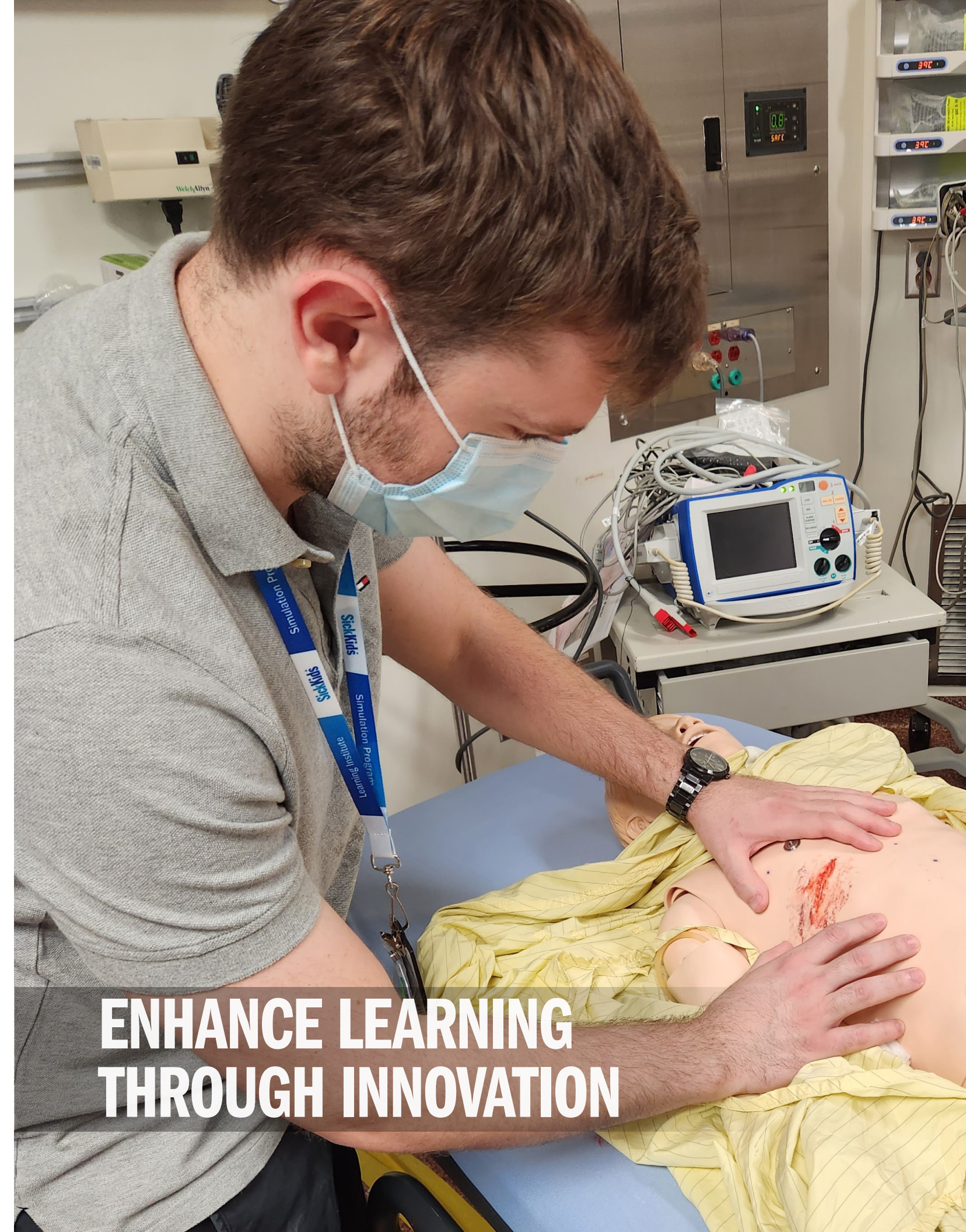
Due to the surge of clinical census within the PICU as well as increased levels of staff sick calls, there was significantly decreased capacity to care for patients within the critical care unit (CCU). Because of this, the decision was made to introduce the Team-Based Care model (TBCM) in the ICU.

Education consisted of a one-day training program for the nurses to familiarize themselves with the critical care environment, review of respiratory management (facilitated by a Rapid Response Team educator), and skills review (PPE donning/doffing, arterial line management and sampling, review of Philips monitor, Epic training for PACU nurses) as well as bedside clinical shadow shifts with CCU nurses.

Education was also provided to members of the Critical Care interprofessional team to discuss the Team-Based Care model. The nursing leadership team (managers, educators, quality and clinical nurse specialists) in critical care covered all shifts (including portions of night and weekend shifts) both for training and to give staff the opportunity to discuss their concerns and use that feedback to improve the implementation of the model.

Initiation of TBCM into the ICU at SickKids enabled the admission of patients within the community who otherwise may not have been able to receive critical care within Ontario.

The TBCM allowed the CCU to continue to care for patients requiring critical care. While the situation was a very difficult time for the critical care team, there was acknowledgement that the implementation of the TBCM did allow us to take in patients that we would have otherwise been unable to admit. The overall feedback from the redeployed nurses was that it was a positive experience for them, they felt supported, and many commented that it was a beneficial learning experience for them. Several of the nurses volunteered to stay on with PICU beyond the initial redeployed period.



**ENHANCE LEARNING
THROUGH INNOVATION**

A key component of our plan includes revolutionizing learning experiences through innovation. To accomplish this, we will:

- Integrate just-in-time learning and microlearning into workflows
- Individualize experiences with AI-powered, adaptive learning
- Expand virtual offerings and evolve the design of hybrid learning models
- Equip patients, families, and staff with the knowledge, skills, and tools to thrive in virtual environments
- Bolster augmented reality (AR) and virtual reality (VR) educational programs and research
- Become a world leader in paediatric simulation activities

LAUNCH OF SICKKIDS ACADEMY ONLINE

SickKids Academy Online is a new eLearning platform that offers healthcare professionals across the world opportunities to participate in interactive online learning for professional development and skill enhancement at any time and from anywhere. This platform allows SickKids staff to make eLearning content available to healthcare professionals and institutions outside of SickKids. Note that training for SickKids staff will continue to be housed in iLearn.

Since its creation, Academy Online has gained over a dozen interactive eLearning modules on topics such as assessing premature infant pain, understanding sexual abuse and assault, treating Batten disease, and managing enteral feeding tubes, and the course offerings continue to grow. Please visit academyonline.sickkids.ca to view the course catalogue and to explore the platform.

If you are interested in developing eLearning for Academy Online or for iLearn, please contact the Digital Learning Solutions team by emailing [Sara Lane](mailto:Sara.Lane@sickkids.ca) or [John Paul Rosendall](mailto:John.Paul.Rosendall@sickkids.ca) to schedule a consultation.



INTERNATIONAL EDUCATION PROGRAM VIRTUAL EDUCATION ADVANCEMENT



The International Education portfolio continues to advance and extend its virtual education programming to partners around the globe. One recent collaboration is with the SickKids Child Life team who participated in the Taiwan Pediatrics Association 2022 National Conference and delivered a webinar on child-friendly healthcare in paediatrics on April 16, 2022. The presentation aimed at increasing awareness amongst Taiwanese physicians about the role of the child life specialist and highlighted the support children receive within a child-centred model of care.

This program was organized by Raising Children's Medical Foundation in Taiwan, who had a long-standing relationship with the International Education portfolio, which includes a partnership whereby SickKids offered in-person training and online mentorship for Taiwanese child life specialists in 2017.

BEHAVIOURAL EVENT SCREENING TOOL

The Behavioural Assessment and Mental Health Care Pathway Task Force is committed to maintaining staff safety and mitigating the risk of harm for patients while in hospital. The goal of the Task Force is to integrate all current tools, policies, procedures, pathways, and care plans (the interventions) associated with delivering quality care for patients into one comprehensive framework that supports end-to-end Code White prevention and intervention practices across SickKids.

Part of this work is to validate the Behaviour Screener intervention (renamed the Behavioural Event Screening Tool or BEST). Mandated by the Ministry of Labour, the aim of the BEST is to ensure front line staff have a safe work environment through prevention and planning for potential harm AND reduce medical trauma for patients and caregivers by ensuring additional supports and resources are put in place to mitigate risk.

Currently a validation exercise is being conducted across 7B, 7C, 7D, and 5C to review the BEST with nursing staff, before including it into the framework and rolling it out across the hospital.

For more information about the BEST please contact [Angie Lim](mailto:Angie.Lim@sickkids.ca) or [Sharon Lorber](mailto:Sharon.Lorber@sickkids.ca).

CODE BLACK SIMULATIONS

Code Black is the emergency colour designation initiated when a verbal, telephone, or written threat of an explosive device has been received or upon discovery of an explosive device. The hospital's Code Black policy has been revised to better address staff, patient, and family safety in the response and management of a bomb threat.

The revised policy needed to be tested for missing or ambiguous information, as well as usability and functionality. The simulation team partnered with the Emergency Preparedness team and Code Black working group. Tabletop simulation exercises (TTXs) were run in four different departments from April to August 2022. A total of 43 participants from 7 different disciplines participated in the TTXs. The purpose of the TTXs was to examine and strengthen the revised Code Black policy.



A mock Code Black exercise took place in the Shipping and Receiving department in September 2022. Departments also included in the mock code were Orthotics, Rehabilitation, Dentistry, and the Ambulatory Operation Office. Ten observers (staff) were strategically positioned throughout the above departments. The observers recorded specific observations related to the new policy within a customized observation template. Over 30 staff took part in the exercise.

Data was collected from observation templates, debrief of participants, as well as participant evaluations. The Systems Engineering Initiative for Patient Safety (SIEPS 2.0) framework was used to qualitatively categorize the findings. A recommendations report was created and shared with key stakeholders. The report informed the systems and processes within the Code Black policy, allowing staff and the organization to be more prepared for an actual Code Black event. Thank you to everyone who participated in any of the Code Black offerings.

HYBRID LEARNING AT THE ONTARIO POISON CENTRE



The [Ontario Poison Centre \(OPC\)](https://www.ontariopoisoncentre.ca/) is a telephone toxicology consultation service that provides expert poison advice 24 hours a day to the public, emergency service personnel, and health-care professionals. We cover the provinces of Ontario and Manitoba, and the Territory of Nunavut. Our team is comprised of registered nurses and pharmacists who undergo specialized training to become Certified Specialists in Poison Information (CSPIs). Calls to the Centre include questions about chemical exposures and overdoses, both accidental and intentional.

As overdose rates rise throughout the province, the OPC team is growing rapidly to cope with increased demands. Simultaneously, during the COVID-19 pandemic, we expanded our remote work program. Increased onboarding of new staff along with a new hybrid work model created the need for a creative approach to staff education.

Our current education program harnesses a combination of in-person support for junior staff and virtual education for all Specialists, which includes:

- A revamped 4-month on-site orientation program for newly hired staff
- A buddy system for on-site support of junior staff
- New classes on how to support peers using remote technology
- Orientation classes made available to all staff via remote technology
- Remote lunch and learns and education days available to all staff
- Short videos with education and practice updates regularly disseminated to all staff

Despite the pandemic, the OPC has seen our highest levels yet of conference attendance and participation. Our hybrid education strategies have resulted in a significant uptick in participation from staff of all experience levels.

CONNECTED CARE COMMUNITY WEBINARS

Community Hospitals Webinars
 Connected Care delivers live and interactive competency-based education led by SickKids interprofessional providers (RNs, RPs, MDs, Pharmacists, and more). Interprofessional colleagues are encouraged to register and/or attend together.

Click on the icon to register for upcoming dates and view previously recorded webinar archives.

CLICK HERE TO VIEW THE UPCOMING SCHEDULE

- Essentials in Paediatric Health Assessment
- Nursing Care of the Child with Bronchiolitis
- Essentials in Paediatric Oxygen Therapy & Humid High Flow
- Essentials in Paediatric Airway Suctioning
- Recognition and Management of Sepsis in Paediatrics
- Nurse Extension in Paediatric Acute Care
- Basis of Invasive Mechanical Ventilation in Paediatrics
- Equipment and Basics of NIV in Paediatrics
- Nursing Care of a Child with a Nasogastric Tube
- Nursing Care of a Child with Asthma
- Child Life: Tricks of the Trade
- Webinars for MDs: Bronchiolitis, Asthma & DKA

Connected Care is a SickKids program that offers training, reinforces skills, and provides support on best practices to some health-care providers across the province to coordinate services, improve quality and safety, and promote standards of paediatric practice. The Connected Care team has been supporting homecare providers for over five years to improve patient transitions from hospital to home. Beginning November 2022, Connected Care expanded services to support capacity building for community hospitals across the GTA and beyond. Leveraging program resources and collaborating with various clinical teams and education specialists at SickKids - including registered nurses, respiratory therapists, pharmacists, emergency medicine, and critical care staff - the Connected Care program now offers live and recorded webinars on a variety of paediatric health topics to colleagues in adult and community hospitals and beyond. More than 2,000 nurses, respiratory therapists, and physicians have attended 25 live webinars, and there have been more than 5,000 views of [Connected Care webinars on SickKids' YouTube channel](#) and 20,000 visits to the [Connected Care education resources web page](#). Partnering with colleagues from adult and community hospitals has enabled teams to work together in caring for paediatric patients during recent surges across the health-care system.

NEW GRADUATE NURSE CRITICAL CARE RESIDENCY PROGRAM

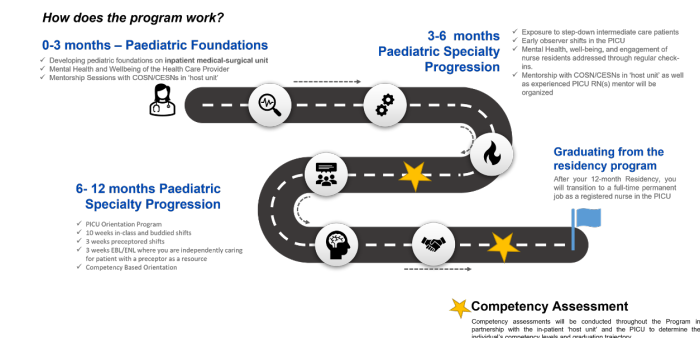
SickKids nurses strive for excellence in everything they do, and SickKids strives to support nursing development to enable nurses to be their best. This combination leads to the best paediatric nurses in the country. The New Graduate Nurse Critical Care Residency Program prepares new graduate nurses to practice in the vibrant and complex areas of critical care including both PICU and CCCU, where our most vulnerable patients are cared for with compassion and skill.

The Critical Care Units (CCU) and inpatient units (host units) have collaborated to create a program that begins on the inpatient unit and transitions into the Critical Care environment over a 1-year process. The aim of the program is to have an intentional, standardized, and competency-based approach to support new graduate nurses to build the knowledge, skills, and attitude to transition to thrive in critical care areas. The program is comprised of three phases. Phase One is gaining foundational knowledge and skill of paediatric nursing care. Phase Two is where residents begin independent practice on their host units and begin to cultivate their critical care skills through a variety of learning methods. Lastly, Phase Three is comprised of full-time critical care orientation and preceptorship.

Program participants will achieve the following outcomes:

- Competency in the application of critical care paediatric nursing knowledge, skills, abilities, and behaviours
- Enhanced professional well-being throughout the transition into paediatric nursing practice
- Engagement in professional development with an ongoing spirit of clinical inquiry and integration of evidence-based practice
- Keen sense of peer collaboration, interprofessional teamwork, and organizational connection
- Advocacy for patient, caregivers, and self
- Build a network of professional relationships
- Exemplify leadership skills gained in the program

The program launched on September 26, 2022, with our first cohort of graduate nurses interested in being critical care nurses, and a second cohort started on January 6, 2023.



SIMULATION ACCREDITATION

In December 2021, the SimKids program received notice their accreditation through the Royal College of Physicians and Surgeons (RCPSC) was going to expire and we would be required to submit a renewal application by November 1, 2022. The SimKids Program had two previous successful 5-year cycles of accreditation. Simulation Program accreditation through the RCPSC allows SimKids to develop, review, and award Royal College Section 1 and Section 3 – Simulation Maintenance of Certification credits for SickKids created educational program. The Maintenance of Certification (MOC) Program is the Royal College's continuing professional development program for Fellows and health care professionals. Participation in the MOC Program is a requirement for admission and renewal of Fellowship in the Royal College.

SimKids submitted the accreditation application and completed their virtual site visit on March 8, 2023. The program was reviewed by Dr. Vicki LeBlanc, Former Simulation Accreditation Committee Chair and Dr. Ghazwan Altabbaa, Program Director, Rockyview General Hospital Internal Medicine Simulation Program. The reviewers met with a total of 30 individuals representing the SimKids team, members of the Simulation Steering Committee, SickKids staff, learners (undergraduate and postgraduate), and researchers. Initial feedback from the reviewers was very positive, with the following highlights: positive learning environment and culture of psychological safety has been created and learners want more simulation; there were clear processes for curriculum and program evaluation and data collection; and there was a clear link of simulation work and patient safety through the utilization of safety reporting for latent safety threats, and cross-pollination with patient safety representation on the Simulation Steering Committee and Simulation team members on safety committees. The SimKids program would like to thank all members of the Simulation Steering Committee, staff, and learners who participated in the virtual visit. A final report and decision are expected to be received by May 2023.

SICKKIDS CENTRE FOR COMMUNITY MENTAL HEALTH LEARNING INSTITUTE (CCMH LI)

ENHANCED LEARNING THROUGH INNOVATION

SickKids CCMH LI and Humber College collaborated on the design and development of a micro-credential program, Excellence of Mental Health Leadership, for new and emerging leaders in community mental health services. In 2022-23, there have been two learning cohorts – Fall 2022 and Winter 2022. The participants were predominantly from community mental health agencies and in the feedback were enthusiastic about having the opportunity to engage with like-minded professionals with shared experiences and leadership challenges.

SickKids CCMH LI was pleased to deliver its first in-person training in three years, ADHD in children and adolescents, which took place on March 31, 2023, at The Peter Gilgan Centre for Research and Learning. The training included multiple presentations led by three leading experts in ADHD.

The SickKids CCMH LI team continues to identify ways to enhance the learning experience of its learners. In February 2023, the team piloted a post-training consultation session whereby participants from one course had the opportunity to attend a 1-hour consultation session led by the course facilitator, one week following the training. The consultation session was intended to support learners deepen their understanding of the training content by providing them the opportunity to ask questions, share experiences, and work through clinical cases as a group. The consultation offering was well received and will be extended to additional trainings to support learners apply newly acquired knowledge into practice.



BROADENING REACH

This year, SickKids CCMH LI has expanded its reach and increased awareness of its services by leveraging digital platforms and social media. In October 2022, the first SickKids CCMH LI Instagram account was launched. This platform provides the opportunity to build engagement with key stakeholders, communicate the brand and mission, broaden reach nationally and internationally, promote mental health education and awareness, and advertise course offerings. The SickKids CCMH LI Instagram account continues to grow daily.

EXCELLENCE IN MENTAL HEALTH EDUCATION AND TRAINING

As identified by SickKids, eating disorder cases have increased dramatically over the course of the COVID-19 pandemic. In response to the rise of eating disorders in children and youth, SickKids CCMH LI introduced a new program titled Certificate in dialectical behaviour therapy (DBT) for eating disorders. This program offers professionals an opportunity to gain evidence-informed practices in DBT for eating disorders treatment. This 4-day certificate course addresses the needs of clinicians working with both youth and adults and includes an optional consultation offering whereby participants can receive twenty, 60-minute small group consultation sessions with the facilitator. To date, 296 professionals have attended this training.

“The Certificate in dialectical behaviour therapy for eating disorders is a fantastic program! Dr. Anita Federici is one of the strongest facilitators I’ve learned from. She embodied compassion, flexibility, vulnerability, and wisdom. I’m located in Alberta, so this virtual program allowed me to participate and enhance my skills. I definitely recommend it to a colleague!”

Program participant, March 2023

SUPPORTING THE SICKKIDS ENTERPRISE

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 and in-person open-enrollment programming – more than 100 SickKids employees used this discount code to attend SickKids CCMH LI training in 2022-2023.

THE YEAR IN REVIEW

113 COURSES DELIVERED

11 NEW EXPERT FACILITATORS ENGAGED

25 NEW COURSES OFFERED

3,500+ PROFESSIONALS TRAINED

INFANT AND EARLY MENTAL HEALTH PROMOTION

COACHING CONNECT INTEGRATION

This past year IEMHP launched Coaching Connect to enhance its training. Participants attend in small groups of 10 and discuss various aspects of their infant mental health work – challenges and successes. The IEMHP Coaches are able to provide just in time guidance to practitioners working in this space.

LAUNCH OF NEW WEBSITE

After the cyber-attack on the SickKids website in December, 2022, the IEMHP team worked very hard to rapidly develop and launch a new website. lmhpromotion.ca is now up and running with access to many valuable resources, tools, and training.

DIGITAL EDUCATION PROGRAM

In collaboration with the Digital Learning Team and in alignment with the LI’s Strategic Direction “Learning through Innovation”, the LI Digital Education program focuses on expanding virtual education offerings. Each project focuses on collaboration with subject matter experts (SME) throughout the organization to design curriculum on a variety of topics, both organizational wide priorities and specific clinical projects. Working with SMEs includes determining 1) goals and objectives, 2) the knowledge and skills audience should gain, and 3) the target audience through empathy mapping exercises followed by the mapping out of course structure.

In 2022, the published modules included:

- Philips Monitoring Systems 1 and 2: This 2-part series walks learners through clinical workflows with a focus on new features and changes.
- Masimo Pulse Oximeter: This course provides an introductory overview of the Masimo Rad 97 pulse oximeter with non-invasive blood pressure. It provides learners with foundational knowledge about the system, its capabilities, and basic operations.
- Working with Clinical Externs: This course provides an overview of nursing accountability when working with Clinical Externs who are unregulated care providers at SickKids
- Urgent Practice Alerts: This module is an overview of the 2021-2022 Urgent Practice Alerts that remain in effect and suited for RNs returning from a Leave of Absence. Completing this module confirms sign-off for reviewing relevant practice alerts. Knowledge check questions added to increase retention of key information.
- Introduction to Simulation-Based Education Module: The purpose of this module is to help learners understand the basic concepts of simulation and how it can be applied to a clinical setting within their organization.



**FOSTER AN INCLUSIVE
LEARNING ECOSYSTEM**

At the heart of our strategic plan is an inclusive learning ecosystem. We believe that only through the creation of learning environments where all participants are welcomed, respected, valued, and heard can we achieve the aspirations of this plan. In this area we are working hard to achieve the following strategic objectives:

- Partner with patients, families, and other experts in education design and delivery
- Create equitable, compassionate, accessible, and psychologically safe learning environments
- Build dynamic spaces for learning
- Optimize education through quantitative and qualitative assessment, program evaluation, and research
- Develop exceptional faculty, establishing pathways and mentoring for patients, families, and staff to excel in teaching and learning

TEACHING AND LEARNING WEEK AT HOLLAND BLOORVIEW KIDS REHABILITATION CENTRE



On April 27, 2022, SickKids participated in a nursing focused on-line panel discussion titled, “The way forward: Overcoming pandemic impact on nursing students and new graduate nurses’ confidence and experience with humanistic care”.

The panelists included Bonnie Fleming-Carroll, Associate Chief, Nursing & Interprofessional Education, SickKids Learning Institute; Nadine Janes, Director, Undergraduate Program, Assistant Professor, Teaching Stream, Lawrence S. Bloomberg Faculty of Nursing; Zev Bernstein, Registered Nurse, Clinical Instructor, Preceptor and Mentor; and Anne Ebenesar, New Graduate, Registered Practical Nurse.

Each panelist was asked to describe their pre- and post-pandemic experience with student and new graduate confidence and clinical preparation for all aspects of nursing care. They also explored what strategies worked well, that we could do more, to enhance the learner experience in preparation for practice. Recommendations were shared and were well received by the audience.

Overall, the discussion allowed panelists and audience to step back and reflect on the impact of the past two years on nursing students and newly graduated nurses. Bottom line is we need to stop expecting these young professionals to be in the same place as nurses in past cohorts. We can’t be using the same old yardstick to measure success of the students and new nurses. In fact, we need to throw away the yardstick. Measuring success is not a one size fits all. If the new nurse has a growth mindset, continued curiosity, and compassion, the rest will come with patience and the right support.

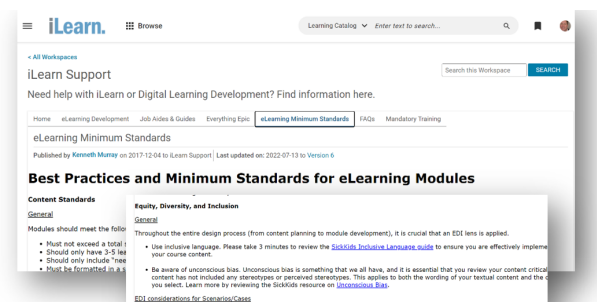
EDI FOR EDUCATORS

Over the last couple of years, we have been introduced to a series of EDI tools and resources from other organizations, and the creation and population of the EDI Section of tools on our mysickkids.ca website. In addition to this, a group of educators from various programs across the LI expressed a need for specific resources that could help educators. Tools that could help them create their curriculum with EDI considerations and guidance to apply to specific type of educational content being designed, developed, and delivered.

This educator group was formed a year ago, where we discussed, explored, and learnt important concepts within EDI and applied them to guidance tools to help create learning experiences that respect learners diversity, support learners of all abilities and needs, and build a curriculum or learning environment that will foster inclusion and are free of biases and stereotypes.

By creating local guidance documents for educators (and any staff member creating learning products and services), we hope to integrate equity, diversity, and inclusion in the planning, development, and implementation of any type of educational initiative or project.

Some tools are already in practice, like facilitator guidelines that were created and launched for the Centre for Community Mental Health Learning Institute facilitators and speakers, with others still in development. For staff looking to create an eLearning module on our iLearn platform, guidance and instructions to incorporate EDI into any module can be found in the Minimum Standards and Best Practices Guidelines in our eLearning Development toolbox on iLearn.



ULTRASOUND-GUIDED PERIPHERAL IV TRAINING



IV insertion can be one of the trickiest skills to learn. For nurses, it is often an intimidating learning process to dive into. Add difficult veins or complex health conditions to the mix, not to mention these patients are children who might not understand what’s happening, and inserting an IV is no easy task at SickKids.

With the Vascular Access Team, SickKids has an entire group of IV experts at its disposal, dedicated to swooping in to help make IV insertion a quicker and smoother process in any unit of the hospital at any time. But in a hospital as big as SickKids, this team can get an overwhelming volume of calls.

SickKids has been building out a solution to help take some of the workload off the Vascular Access Team. The idea behind this fast-growing training program is to equip nurses with a technology that helps guide IV placement in even the most difficult cases, and the skills to use it effectively, right in their own unit. And it’s got a success rate of more than 90 per cent on the first poke.

Ultrasound-guided IV insertion is not unique to SickKids, and it is becoming the standard of care for difficult IV insertions, says Nigel Ruse, the Clinical Practice and Quality Lead for the Vascular Access Service, who leads the Ultrasound-Guided Peripheral IV Insertion (USGPV) Training Program at SickKids.

What makes it uniquely our kind of nursing is the emphasis on education. At SickKids, nurses have access to many exciting educational opportunities. The USGPV Training Program is robust and includes readings, a lecture, simulation practice, and two clinical practice sessions. At the end of the program, participants are officially signed off using a competency checklist.

Jill Watt, Registered Nurse in Haematology/Oncology, says this program is a great learning opportunity for someone who might be looking to learn a new skill without making an overwhelming change. “Some of us might not want to go back to school, but we can build our skills right here in our unit,” Jill says. “There’s something to be said about having a specialized skill and seeing others inspired to learn it too.”

OUR JOURNEY TO IV INFUSION SAFETY: IV-LINE LABELLING AND TRACING

One of SickKids’ corporate priorities is the enhancement of infusion safety. IV-line labelling augments visual communication of infusion details when labels are placed at standardized points along the IV tubing. The labels then improve the efficiency and accuracy of IV-line tracing. These practice principles have existed at SickKids, but with inconsistency.

A working group has come together representing nurses, clinical nurse specialists, medication safety specialists, quality leaders, and educators. Through a literature search and benchmarking, we have developed a practice bundle which is currently under evaluation in two pilot areas.

The practice bundle includes the following recommendations:

- Implementation and promotion of IV-line tracing using the mnemonic I-TRACE
- Use of Epic-generated labels for labelling of high alert infusions to increase visual cues and support IV-line tracing practices
- Implementation of the One-At-A-Time Process to re-train our infusion practices avoiding interruptions and shortcuts
- Equipment improvements to aid IV-line organization and visualization, such as rake pole topper and MRI-safe gowns with shoulder snaps

In October 2022, participants in leadership rounds on 6AB, which included, Judy Van Clieaf, Vice President, Clinical Operations & Chief Nursing Officer, Bonnie Fleming-Carroll, Associate Chief of Nursing and Interprofessional Education, and the 6AB Interprofessional Education Specialist Kristen Kienzle, were able to see the practice bundle in use with feedback from nurses, patients, and families.

We continue to evaluate the practice bundle – stay tuned for more information in 2023. If you have any questions, feel free to reach out to [Sarah Gallie](#).

It is our hope that this practice bundle will bring us one step closer to infusion safety and harm prevention!



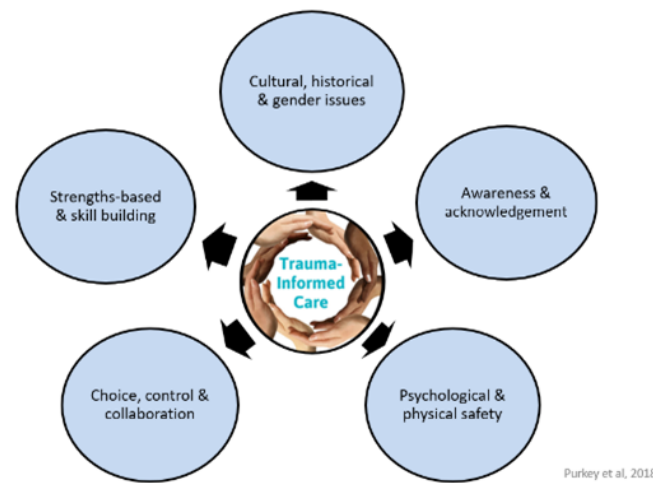
TRAUMA-INFORMED CARE: ACKNOWLEDGING IMPACT OF TRAUMA ON PATIENTS, CAREGIVERS, AND STAFF

Trauma is broadly defined as an experience that overwhelms a person’s ability to cope and threatens their well-being. Trauma conjures up images of natural disasters or motor vehicle accidents, but trauma is far more common, arising from a variety of events such as childhood abuse or neglect, daily microaggressions based on race/gender/ability, or living in poverty. Apart from these experiences, patients and families navigating the healthcare system may experience medical trauma. Receiving a new diagnosis, painful procedures, and the high degree of uncertainty, can impact patients, caregivers, and their siblings in multiple domains.

Trauma-Informed Care (TIC) is a strengths-based approach that recognizes the neurological, biological, and psychological impact trauma can have on individuals, offering providers a set of principles to help guide interactions. TIC attempts to mitigate the impact of trauma by prioritizing psychological and physical safety, choice, control, and collaboration and avoiding the re-traumatizing of patients and their caregivers during healthcare interactions.

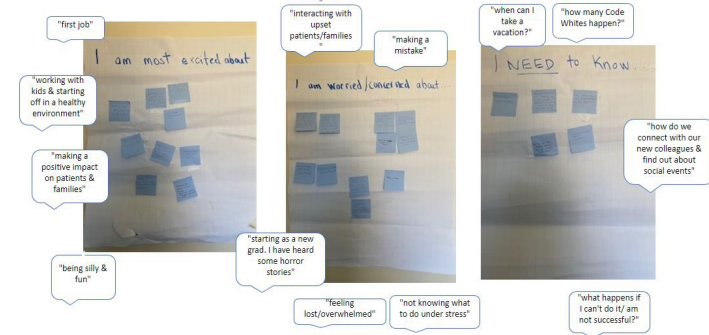
SickKids is currently offering an introduction to TIC for health care providers. This 1-hour module, available virtually or on site, has been delivered to learners (medical, nursing, social work) and staff alike. Nearly 300 individuals have received the education with positive feedback about its blend of theory and practice and applicability to the hospital setting. For more information, please contact [Sharon Lorber](#) or [Laila Strazds](#).

Principles of Trauma-Informed Care



Purkey et al, 2018

FOSTERING SAFE SPACES FOR NEW GRADUATE NURSING CLINICIANS



It is well documented in the literature that new graduate nurse clinicians commonly experience a breadth of emotions in their first year of transition from nursing staff to employed registered nurse. While this is not a new phenomenon, promoting wellness, building resilience, and preventing burnout has been part of our orientation curriculum for many years, the educators for Pediatric Medicine noticed a significant increase in the emotional challenges experienced by new hires, beyond the competencies required to nurse. New hires often express mixed feelings of excitement, eagerness, hopefulness, pressure, exhaustion, and fear.

SickKids is highly acute, fast paced environment that requires health care professionals to care for complex patients and families, be agile to rapidly changing practices and environment, and be exposed to potentially morally distressing situations. The impact of the pandemic has presented additional complexities. The new graduate clinicians we hire are highly passionate about providing the best possible care, are committed to excellence, and want to be successful. As an organization we are committed to creating a psychologically healthy workplace and as educators we are in a privileged position to set the stage.

In acknowledging this change, we recognized the need to implement intentional opportunities to foster safe spaces for dialogue with new staff (primarily new graduate clinicians). Our objective was to facilitate open dialogue and foster an inclusive and supportive culture in a creative and connecting way. We introduced two activities: a pulse check (a variation of a temperature [check-in](#)) and the “[Blob Tree](#)”. In addition, to meeting our goals, we as educators experienced a heightened awareness of their emotional needs and we established a foundation for healthy rapport and connection. Most importantly, we laughed and bonded over shared experiences, while developing a sense of community and belonging.

The orientation process and the transition from a new hire to health care professional can be complex and stressful at times. These activities are two tools we use to provide emotional support. Our new team members expressed “feeling connected”, “not alone”, and that they “had chosen the right place to start”, despite the activities being “awkward at first” and “feeling uncomfortable”. We look forward to using the outcomes to inform our curriculum. By fostering safe spaces during orientation, we hope that we set the stage for emotional well-being in the workplace and a rewarding start to their nursing careers.

For additional reading:
Ebrahimi, Hossein, et al. “Emotional Support for New Graduated Nurses in Clinical Setting: Qualitative Study.” *Journal of Caring Sciences*, vol. 5, no. 1, 2016, pp. 11–21., <https://doi.org/10.15171/jcs.2016.002>

Ching, H. Y., Fang, Y. T., & Yun, W. K. (2022). How New Nurses Experience Workplace Belonging: A Qualitative Study. *SAGE Open*, 12(3). <https://doi.org/10.1177/21582440221119471>



INDUSTRY PARTNER FOR INNOVATION BY MANAGEMENT DESIGN COURSE AT UNIVERSITY OF TORONTO

In February and March 2023, the [SickKids Centre for Community Mental Health Learning Institute \(CCMH LI\)](#) was engaged as an Industry Partner in a new graduate course.

The course, Innovation by Management Design, is offered through the [Institute for Management & Innovation](#) at UofT. Throughout the course, the students worked on a challenge posed by SickKids CCMH LI: How can the SickKids CCMH LI innovate to boost attendance in their programs? In proposing solutions to this challenge, the students looked at different user groups of SickKids CCMH LI programs to better understand their unique needs, including potential future learners (social workers, nurses, and residents), and past SickKids CCMH LI learners.

In the first half of the course, students learned about business design, a human-centred approach to product, service, and experience innovation and strategy through an intensive bootcamp lasting two days. At the end of those two days, they discovered rich insights about human needs, prototyped new ideas related to the challenge, and tested it to improve it for their identified user group. For the second half of the course, students applied product management concepts to build and evolve their idea by learning how to go from concept to commercialization in a way that minimizes risk of failure while balancing the needs of multiple stakeholders including customers, team members, and the broader organization.



LI RETREAT AND AWARD OF EXCELLENCE



More than 70 Learning Institute (LI) team members gathered virtually on May 11, 2022, for our annual LI retreat. The theme of this year's event was "Restore. Recover. Replenish."

Pam Hubley, Vice President Education and Chief, International Nursing kicked off the session. Pam welcomed everyone and reflected on the impact of COVID-19. She asked participants to consider how COVID-19 has changed them. She also talked about the importance of team resilience which includes autonomy, belonging, competence, and psychological safety.

Bonnie Fleming Carroll, Associate Chief of Nursing and Interprofessional Education facilitated an insightful discussion with Dr Lennox Huang, Chief Medical Officer, VP Medical & Academic Affairs on Building Back Better: Realizing a sustainable, resilient recovery post COVID-19. Lennox and Bonnie had a candid conversation about the impact of COVID-19, both personally and professionally. They reflected on the impact of COVID-19 on learners and educators, discussed the effects and challenges of COVID-19, as well as opportunities as we move into the recovery phase.

Congratulations to Ann Ryan, Student Experience Coordinator, who was awarded the 2022 Learning Institute Award of Excellence. Ann was recognized for her dedication and commitment to the goals of the SickKids Learning Institute, for creating an inclusive atmosphere, and for her unwavering dedication to supporting and enhancing the learner experience. Congratulations Ann!

Laura Alexander, Director, Occupational Health & Safety Services provided an update on the development of a Staff Health and Well-Being Strategy. Laura highlighted the benefits and evolution of a workplace well-being program, shared the strategy development process, and gave the group a sneak peak of the new strategy. The group then had the opportunity to engage in small group discussions and reflect on the current state and opportunities to enable health and well-being going forward.

The morning concluded with an impactful Spoken Word Poem by Renira Narrandes, Knowledge Translation Program Manager.

PERIOPERATIVE NURSING SYMPOSIUM 2022

On May 6, 2022, nurses across the Perioperative Program which includes the Operating Room (OR), Recovery, and Pre-op teams gathered and focused on what they needed as nurses, in that moment, at their annual education day. Many of the staff wanted a day to assemble their thoughts, aspirations, and hope for the future while being realistic about the challenges they faced with an ever-growing surgical waitlist and meeting the needs of their patients and families during a Pandemic.

The day included keynote speakers, breakout sessions, and a peer presentation forum in a virtual setting. Aptly titled "Embracing Growth in Perioperative Nursing and Beyond", the day explored the concepts of compassion and empowerment in nursing, coaching new learners, unconscious bias, mindfulness, and a showcase of peer presentations. The passionate and influential speakers included Pam Hubley, Vice President Education and Chief, International Nursing and Erin Vandeven, Associate Chief of Nursing Practice, who guided the day to be meaningful for the workforce, hopefully inspiring and re-charging motivations as clinicians.

The evaluation revealed that this year's Symposium promoted self-reflections on compassion for self and others, implicit bias, resilience, and environmental stewardship in Perioperative Services.

CELEBRATING EXCELLENCE IN NURSING

The Nursing Excellence Awards acknowledge the unique contributions of SickKids nurses across practice, education, research, innovation, and leadership. It recognizes nursing staff who have demonstrated dedication, distinction and commitment to their profession, and to our patients and families. We are pleased to acknowledge a number of Interprofessional Education Specialists (IES) who received the Grace Evelyn Simpson Reeves Nursing Awards in a variety of categories. As well, this year, the whole IES team was recognized for their unrelenting dedication throughout another pandemic year.

The Grace Evelyn Simpson Reeves awards were established through a generous bequest from Joseph S. Reeves in memory of his wife Grace Evelyn Simpson Reeves, a graduate of the SickKids School of Nursing in 1927 and a SickKids nurse until 1930.

NURSING TEAM

Interprofessional Education Specialists, Learning Institute

"These specialists are a cornerstone of our culture as they set the tone for a spirit of cooperation and kindness. This award is an acknowledgement of their nonstop pursuit of excellence in practice supporting the most complex patients and families by helping others rise." – Nomination excerpt

NURSING EDUCATION

Sophie Joseph, Interprofessional Education Specialist, Paediatric Intensive Care Unit

"Sophie is not only an exceptional educator but also a clinical expert in paediatric critical care. This combination enables her to be a leader who has a deep understanding of this unique practice area to know what it takes to develop nurses to function at an extraordinarily complex skill level balanced with the necessary competency of compassionate communication." – Nomination excerpt

NURSING INNOVATION

Allison Davis, Interprofessional Education Specialist, Ontario Poison Centre

"Allison has a deep understanding of this unique area of practice, and she knows what it takes to develop nurses to function at an extraordinarily complex skill level balanced with the necessary competency of compassionate communication." – Nomination excerpt

NURSING LEADERSHIP

Elena Blackwood and Linda Nguyen, Interprofessional Education Specialists, Learning Institute

"Linda and Elena have been leading the development and delivery of the hospital's first Equity, Diversity and Inclusion (EDI) Champion program which prepares all SickKids staff to engage in EDI conversations, share knowledge and create safe spaces for reflection and learning among their peers. This program first launched in 2021 and has now had almost 250 staff successfully go through the program."



NURSING WEEK 2022



Nursing Week is a time when we pause to recognize and celebrate the hard work and dedication shown by nurses all year. As part of the celebrations this year, some learning opportunities were offered that engaged nurses with three virtual webinars. As has been found in past years, nurses can find it challenging to leave their clinical areas to participate in Nursing Week activities. Using Zoom as a virtual platform has enabled the team to reach more nurses during Nursing Week both at work and in their homes. This year's events included:

World Café – Eight leading experts in different areas of nursing practice shared their expertise and answered participant's questions.

Tea with Tee – Special Nursing Week Edition: A conversation with Tee Garnett, Executive Lead & Strategic Advisor of EDI moderated by Erin Vandeven, Associate Chief of Nursing Practice.

Childhood Ethics – A Conversation with Franco Carnevale: This webinar was a collaboration between SickKids, CHEO and Holland Bloorview, who hosted Franco Carnevale, RN PhD(psych), PhD(phil), a nurse and leading Childhood Ethics researcher.

SHARING, CELEBRATING, AND EXPLORING EDUCATION AND LEARNING AT SICKKIDS



On November 29, 2022, members of the SickKids education community were treated to a virtual keynote concert by JUNO Award and Canadian Screen Award-nominated singer-songwriter Peter Katz as part of our annual Education Summit & Showcase. A gifted storyteller and a four-time TEDx fellow, Peter delivered an engaging, candid, insightful, and inspiring session reminding us that we may not know the full impact of the work we do in the world and it's important to pay attention to how we show up every day.

Other highlights of the morning included welcoming remarks from Lennox Huang, Chief Medical Officer and Vice-President Education, Medical & Academic Affairs. Carolina Chan, Project Director, Project Horizon provided an update on the amazing education spaces that are being planned as part of our campus redevelopment. Laila Strazds, Education Project Manager, facilitated the Education Quick Hits which featured six innovative education initiatives including:

- Strengths-Based Nursing and Healthcare Leadership Training Program - Sarah Brown
- Mental Health Literacy Initiative - Karen Leslie
- Nursing Orientation Development: New Hire Assessment Strategies - Kristen Kienzle
- Simulation Based Evaluation of Marnie's Lounge - Alison Dodds and Tanya McDonald
- Virtual Education and Mentorship - Haya Al-Husseini
- Academy Online - Sara Lane

Feedback from the event was overwhelmingly positive. Thank you to everyone who was able to participate!

SICKKIDS NURSING STUDENT AWARDS

SickKids launched the Award for Indigenous and Black Nursing Students in November 2021 as part of the organization's commitment to Indigenous Health equity and broader equity, diversity and inclusion. For the 2022/2023 academic year, the award was split into the Award for Indigenous Nursing Students and the Award for Black Nursing Students based on the Review Committee's recommendation to create a more equitable program. Each award includes a \$5,000 bursary and a clinical placement for up to two nursing students interested in becoming a paediatric acute care nurse at SickKids upon graduation.

In 2022, three nursing students applied to the Award for Indigenous Nursing Students. The recipients of this award were Anna Saunders and Marissa Kahgee for the Winter 2023 placement term. 16 eligible nursing students applied to the Award for Black Nursing Students. The recipients of this award were Rebecca Konadu-Bruce for the Winter 2023 placement term and Orchid-Olivia James for the Spring 2023 placement term.



EXCELLENCE IN CLINICAL DIETETICS AWARDS 2023

The Excellence in Clinical Dietetics Awards 2023 were celebrated at SickKids on March 22nd, during National Nutrition Month. These awards recognize registered dietitians who contribute to making a difference in children's health, supporting the Department of Clinical Dietetics Vision, To champion excellence and leadership in paediatric nutrition, and Mission, To provide the highest quality evidence-based nutritional guidance and support for our patients.

Across the organization, dietitians demonstrate their expertise by providing evidence-based practice and research. They consistently exemplify SickKids' values, making a positive impact each and every day.

This year in particular, the group was faced with the challenges of a nationwide infant formula and specialty formula shortage. They worked tirelessly with peers and colleagues at other paediatric centers, and participated in an advisory capacity on the formula shortage for Health Canada on alternate formula supply needs and an algorithm for appropriate formula replacement.

Their dedication and valued expertise contribute greatly to the health care of infants and children.

The awards are in recognition of:

- High degree of proficiency and clinical practice competency
- Evidence-based practices, innovative approaches
- Quality improvement/patient safety initiatives
- Working collaboratively with peers, health care professionals, and community partners
- Advocacy for patients, families
- Commitment to education, provide mentorship
- Clinical research
- Distributing new knowledge

Congratulations to the winners this year, who were:

- Anna Tedesco-Bruce, Registered Dietitian, Labatt Family Heart Centre and Cardiac Critical Care - Individual Award
- Registered Dietitians Megan Carricato, Glenda Courtney-Martin and Dianna Yanchis - Group for Improvement of Intestinal Function and Treatment (GIFT program) - Team Award



2022 RESPIRATORY CARE EXCELLENCE AWARD – EDUCATION



Congratulations to Colleen Keast, the recipient of the 2022 Respiratory Care Excellence Award - Education. This award recognizes a Registered Respiratory Therapist for their commitment to the teaching and education of health care students, interdisciplinary professionals, parents and/or children. This person fosters the intellectual, social, emotional and professional growth of others, whether it is in a preceptorship role, or participation in professional development activities. They are seen as an expert in their field and are valued in providing education to learners at all levels of experience.

“As an Interprofessional Education Specialist, I am honoured to work with such wonderful, dedicated, and inspiring teams of whom I learn from every day. Throughout my time here, I have gained immense knowledge in how to strive for excellence, engage in meaningful partnerships, and advance educational initiatives. It is also a privilege to teach and observe new nurses as they flourish into phenomenal, experienced professionals. I am excited to continue to engage in meaningful work in the years to come.”

Kristen Kienzle, Interprofessional Education Specialist

TEACHING SCHOLARS PROGRAM

The Teaching Scholars Program (TSP) is designed to enhance the teaching skills of healthcare professionals, and provides learners with foundational principles and approaches to teaching and learning within a clinical setting. As accredited by the Continuing Professional Development office, Faculty of Medicine, University of Toronto, all successful graduates receive a University of Toronto certificate of completion. The 2021-2022 program ran from September 2021 to June 2022 and was delivered virtually, facilitated by expert interprofessional faculty both internal to SickKids and externally. There were 34 learners from a number of disciplines including medicine, nursing, dietetics, respiratory therapy and speech language pathology. The focus of this innovative program includes effective education design, clinical teaching strategies and knowledge transfer approaches, as well as, program evaluation and learner assessment. After eight years of running the program, we would like to thank Dr. Mark Feldman for his exceptional leadership as co-Director. Mark's dedication and expertise in education and learning has greatly contributed to the success of TSP. We would also like to take this opportunity to thank Dr. Damien Noone, Associate Professor of Paediatrics, University of Toronto, Staff Nephrologist and Program Director for the Division of Nephrology at SickKids who took over as co-Director, together with Grace Garvey, Interprofessional Education Specialist. The 2022-2023 TSP cohort started September 2022 and is comprised of 36 learners: 16 paediatric fellows, 4 allied health, and 16 nursing staff in various leadership and clinical roles throughout the organization.

Congratulations to the TSP graduates from 2021-2022!



C6 SEMINARS

In September 2021, a 10-part seminar series: Collaborative Conversations with Families to Advance the Clinical Care of Children with Medical Complexities and Disabilities (C6) launched. This novel, CME accredited seminar series led by the SickKids Learning Institute and Family Voices aimed to build on a [2020 international prioritization study](#) designed to highlight key clinical research questions for the care of children with medical complexities (CMC).

The C6 Seminar Series ran monthly through September 2021 – June 2022. These seminars were originally scheduled for 1 hour which quickly evolved to 90-minutes due to the large volume of questions and overall rich discussions.

The topics discussed were:

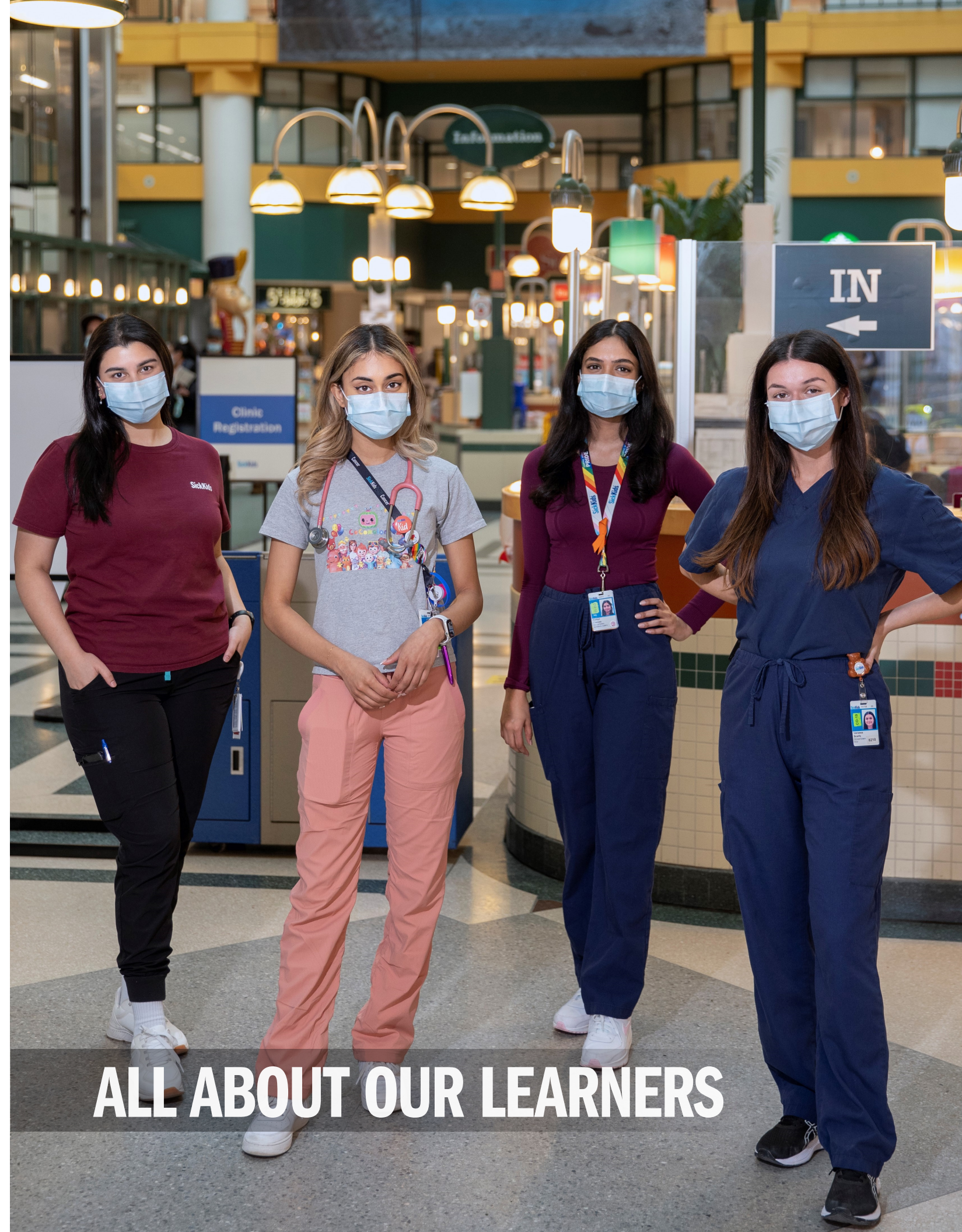
- Neuroirritability and pain
- Child Mental Health
- Disorder of tone
- Polypharmacy
- Sleep
- Aspiration
- Behaviour
- Dysautonomia
- Feeding intolerance

This series was designed to stimulate non-hierarchical conversations between clinicians and families. Family leader involvement began at program conception and carried through to delivery. The partnership with [Family Voices](#) was essential to understanding the key elements required for recruiting, organizing, and equitably remunerating the family leaders involved. This thoughtful approach made for a cohesive learning experience as it endorsed the alignment of clinical presentations and the personal stories to the seminar learning objectives.

The structure of the seminar also catalyzed the collaborative conversations. Each seminar began with two family leaders sharing their lived experience with the topic. A presentation by a clinical expert and a moderated panel discussion followed. Allowing family leaders to start the conversation and later reflect on the presentation demonstrated the equally important roles families and clinicians play when prioritizing the future direction of research for the care of children with medical complexity.

Ultimately, valuing the family leaders' expertise was fundamental to the success of the education program. The hope is that future projects use C6 as a template for impactful continuing education. Over 1700 unique individuals registered for the series. The registrants reflected an interprofessional care team for CMC.

To learn more about [C6 and the collaborative experience click here](#). To review the sessions in the [C6 Seminar series click here](#).



ALL ABOUT OUR LEARNERS

DEREK LIU

REGISTERED NURSE, EMERGENCY MEDICINE

The funding had a profound impact on me. It made it possible to pursue a Master's program in a sustainable manner that helped prevent burnout in the current healthcare environment and made me feel supported by my organization. As an individual who came from an immigrant family, it allowed me to pursue a graduate degree without as much stress of financial burden as I have experienced prior. When looking at other organizations and my peers, I noticed programs like SCPDF are not available which makes me also recognize SickKids as a leader in supporting their employees. With the completion of my Master's of Health Administration, I hope to integrate my experience to become a leader that inspires large-scale, systemic change in healthcare. With my experience in the Emergency Department, I am able to help the health of children on the scale of direct patient care. Coming out of my Master's, I hope to broaden my reach in child health by facilitating programs and projects that can benefit the overall population health of children.

TRICIA WILLIAMS
PSYCHOLOGIST

With this funding I was able to not only learn from the International Neuropsychology Society conference, but bring back knowledge regarding collaborations of my specific symposium and knowledge gleaned from other presentations. Since then, I have presented at psychology departmental meetings, related Lunch & Learn sessions for trainees, colleagues, and stakeholders, as well as provided feedback at Family Advisory committees. These events include both internal and community-based stakeholders and well as patient/parent advisory boards. As co-chair of the conference host organization's Babies Infants Toddlers and Young children-special interest group, in the group's ongoing activity, I will continue to represent SickKids in leadership of a group focused on the science and practice of neuropsychological assessment, consultation, and intervention in children from birth to age six. The intent of this group is to connect international scientists and clinicians who study very early brain-behavior relationships to create new cross-collaborations among those who would not otherwise can interact. It is honor to represent SickKids in this role and I am very confident that this opportunity will be of benefit now, but importantly represents a solid investment in our future to inspire, educate, and mentor research and clinical trainees, as well as early career clinician scientists.

ANDRES VIDAL

EPIC APPLICATION SPECIALIST, INFORMATION SERVICES

Child health systems need innovation, and this is only possible by investing in the people that are involved in the care of patients and families. Certainly, advances in infrastructure and equipment are needed to provide better care, but the knowledge and skills obtained by enabling health care experts to pursue further education is also pivotal in the endeavor of enhancing child and family health. As a nurse working in the field of health informatics, the funding provided via SCPDF has enabled me to advance knowledge in the field of clinical decision support by pursuing a Masters degree in health informatics. Clinical decision support is used in the electronic health system to enhance medical decisions with targeted clinical knowledge, patient information, and other health information. The impact of this work translates directly into enabling nurses and doctors throughout the hospital to provide safer, evidence informed care to patients and families. Thank you for your continuing support.

MALLORY MARTIN

SUPERVISOR, DEPARTMENT OF PAEDIATRIC LABORATORY MEDICINE (DPLM)

The support I have received through the SCPDF has allowed me, a recently promoted people manager within SickKids, to work towards my certificate in Health Services Management. At this stage I have completed 4 of the 7 courses included in this program and I find the material I have learned thus far to be very helpful in my day-to-day work. Through this fund, I have become a more effective and efficient manager within DPLM. In addition to my previous experience in healthcare, I am now expanding my knowledge in areas that include finance, human resources management, and leadership. This has helped to keep the morale of my staff high while we deal with the challenge of short staffing. It also helps to ensure fiscal responsibility within my area. I would like to take a moment to thank the donor for their generosity and the investment that they have made in the future of SickKids! Beyond the positive impact that this fund has had on me personally, this fund provides opportunities for growth within SickKids that helps staff to feel both valued and appreciated during what has been a very challenging few years. I cannot overstate how much I appreciate their generosity and know that others do as well!

SCPDF



STAFF CONTINUING PROFESSIONAL DEVELOPMENT FUND

Supporting full and part-time staff pursuing a degree, diploma, or professional designation as well as staff presenting at or participating in a conference, workshop, seminar, or single course. The fund also supports internal educational events to bring speakers onsite at SickKids.

IN 2022-23:

TUITION

245

STAFF APPROVED FROM A TOTAL OF 268 APPLICANTS

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

TUITION

161

STAFF APPROVED FROM A TOTAL OF 219 APPLICANTS

Funding for staff to present at or participate in conferences, seminars, workshops, and single courses to a maximum of \$3,000 per year.

TUITION

3/3

SICKKIDS EVENTS RECEIVED FUNDING

Internal SickKids events aimed at providing professional development opportunities for a group of staff. Funding up to a max of \$2,000 per event.

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

STUDENTS/TRAINEES

| | |
|---|-------------|
| Research | 1453 |
| Medical Students | 392 |
| Medical Residents and Fellows | 1418 |
| Clinical and Corporate | 745 |
| ADOLESCENT MEDICINE | 3 |
| ANAESTHESIA & PAIN MEDICINE | 10 |
| BIOETHICS | 6 |
| CARDIOLOGY | 8 |
| CENTRE FOR INNOVATION & EXCELLENCE IN CHILD & FAMILY-CENTRED CARE | 2 |
| CENTRE FOR NURSING | 374 |
| CHILD LIFE | 15 |
| CLINICAL & METABOLIC GENETICS | 8 |
| CLINICAL DIETETICS | 7 |
| COMMUNICATION DISORDERS | 5 |
| COMMUNICATIONS & PUBLIC AFFAIRS | 1 |
| DENTISTRY | 2 |
| DEPT OF PAEDIATRIC LABORATORY MEDICINE (DPLM) | 21 |
| DIAGNOSTIC IMAGING | 29 |
| HAEMATOLOGY/ONCOLOGY | 1 |
| HEALTH INFORMATION MANAGEMENT | 4 |
| HUMAN RESOURCES | 19 |
| INFECTIOUS DISEASES | 1 |
| LEARNING INSTITUTE | 21 |
| NEUROLOGY | 1 |
| OCCUPATIONAL HEALTH AND SAFETY SERVICES | 21 |
| ORTHOPAEDICS | 1 |
| ORTHOTICS & PROSTHETICS | 10 |
| PAEDIATRIC EMERGENCY MEDICINE (PEM) | 10 |
| PAEDIATRIC MEDICINE | 2 |
| PATIENT SUPPORT SERVICES (HOUSEKEEPING) | 1 |
| PERIOPERATIVE SERVICES | 8 |
| PHARMACY | 40 |
| PSYCHIATRY | 3 |
| PSYCHOLOGY | 6 |
| REHABILITATION SERVICES | 26 |
| RESPIRATORY MEDICINE | 3 |
| RESPIRATORY THERAPY | 50 |
| RHEUMATOLOGY | 2 |
| SICKKIDS INTERNATIONAL | 2 |
| SOCIAL WORK | 12 |
| SUPPLY CHAIN SYSTEMS | 9 |
| TELE-MENTAL HEALTH PROGRAM (PSYCHIATRY) | 1 |
| TOTAL | 745 |



Labisi Odumade
Executive Residency Student,
Equity, Diversity, and Inclusion

“Being the first Equity, Diversity, and Inclusion (EDI) Executive Student at SickKids has been a truly inspiring and wholesome experience. My team in particular at the EDI office fosters a very engaging environment which has been very interesting to learn from. In my time, I have had the opportunity to experience first-hand, the development and application of policies in the field where I intend to specialize upon the conclusion of my program.”



Akemi Akachi Shiraki
Nursing Student, Dialysis and Apheresis

“My placement at SickKids has been an extraordinary learning and life experience. I had the privilege to be mentored by an outstanding preceptor and team of nurses who, through their positive work culture, teamwork and exceptional patient care, provided me with the best learning environment. It has been a true joy and I consider it an honour to have been a part of the patients’ and their families’ life, bringing care and comfort during stressful times in the hospital.”



Harun Ali
Kinesiology Student, Heart Centre

“My placement at SickKids has been a phenomenal learning experience. I had the chance to work in the Exercise Medicine program which is a truly unique paediatric program. I had the privilege to be under the tutelage of an outstanding preceptor and team of Kinesiologists and Physiotherapists who through their positive team culture and mentorship generated an amazing learning environment. I am thankful for the opportunity to have been a part of a team that works so diligently to improve patients’ lives.”



Yifan Cao
Student, Wellness Program,
Occupational Health & Safety

“We can’t take care of the community we serve without also taking care of our staff. The Staff Health and Well-being team has paved a path by leading by example, by offering different well-being initiatives and opportunities to all SickKids staff. I feel lucky to be part of an organization that cares for their employees’ holistic well-being and I am excited to help the team develop programming to meet the evolving needs of our staff”



Esty-Jo Asare
Student, Patient Information Clerk

“My placement as a student Patient Information Clerk at SickKids has been an extremely fulfilling opportunity. As I experience education beyond traditional classroom settings and in the workplace, I have been empowered to take ownership of my active learning process through supportive educational programming and continuous learning. The Learning Institute addresses the fact that education is not one-dimensional and, as such, emphasizes excellence in teaching and learning as a central tenant of SickKids’ vision: “Healthier Children. A Better World.”



Veronika Polanska
PharmD Student

“I am a fourth year PharmD student at the University of Toronto and I am completing one of my clinical rotations at SickKids in the Bone Marrow Transplant and Cardiac Critical Care units. This incredible experience has taught me vital clinical skills in my journey to becoming a pharmacist such as conducting thorough patient assessments, identifying drug therapy problems, and implementing care plans. Furthermore, it has also allowed me to enhance my communication, collaboration, and problem-solving skills while interacting with various health care professionals.”



42,000+

AVERAGE DAILY VISITS TO THE ABOUTKIDSHEALTH WEBSITE



2.4M

VIEWERS TO ABOUTKIDSHEALTH VIDEOS WATCHING OVER 64.2K HOURS OF CONTENT



195

AKH HAD VISITORS FROM EVERY COUNTRY IN THE WORLD

5,607

LEARNERS PARTICIPATED IN 639 SIMULATION SESSIONS, WITH OVER 24,462 LEARNER HOURS

909

STAFF COMPLETED BASIC LIFE SUPPORT TRAINING



615

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

252

PARTICIPANTS COMPLETED PEDIATRIC ADVANCED LIFE SUPPORT (PALS) TRAINING

1,234

NUMBER OF UNIQUE PAEDIATRIC PROJECT ECHO PARTICIPANTS

3,308

NUMBER OF CPD HOURS AWARDED

60

NUMBER OF PAEDIATRIC PROJECT ECHO SESSIONS DELIVERED

66

HOURS OF SYNCHRONOUS LEARNING

20,906

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

210,317

LOGINS TO THE LEARNING MANAGEMENT SYSTEM (iLEARN) WITH APPROXIMATELY 576 AVERAGE DAILY USERS

808

eLEARNING MODULES AVAILABLE TO STAFF ON iLEARN

62,678

HOURS OF LEARNING COMPLETED

30

COURSES AVAILABLE EXTERNALLY ON ACADEMY ONLINE, WHICH SAW 1,311 HOURS AND 2,094 eLEARNING COURSES COMPLETED



8

KNOWLEDGE TRANSLATION (KT) TRAINING SESSIONS



158

KT TRAINING HOURS

676

NUMBER OF PROJECT ECHO EPILEPSY PARTICIPANTS

1,178.5

NUMBER OF CPD HOURS AWARDED

91

NUMBER OF PROJECT ECHO EPILEPSY SESSIONS DELIVERED

91

HOURS OF SYNCHRONOUS LEARNING



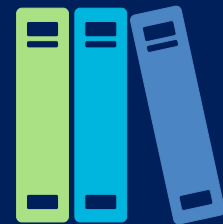
28

LIBRARY TRAINING SESSIONS (84 PARTICIPANTS)



274

LITERATURE SEARCHES



1,284

INTERLIBRARY LOAN REQUESTS



162

KT PARTICIPANTS



257

NEW NURSES WERE ORIENTED TO SICKKIDS IN 4 INTAKES

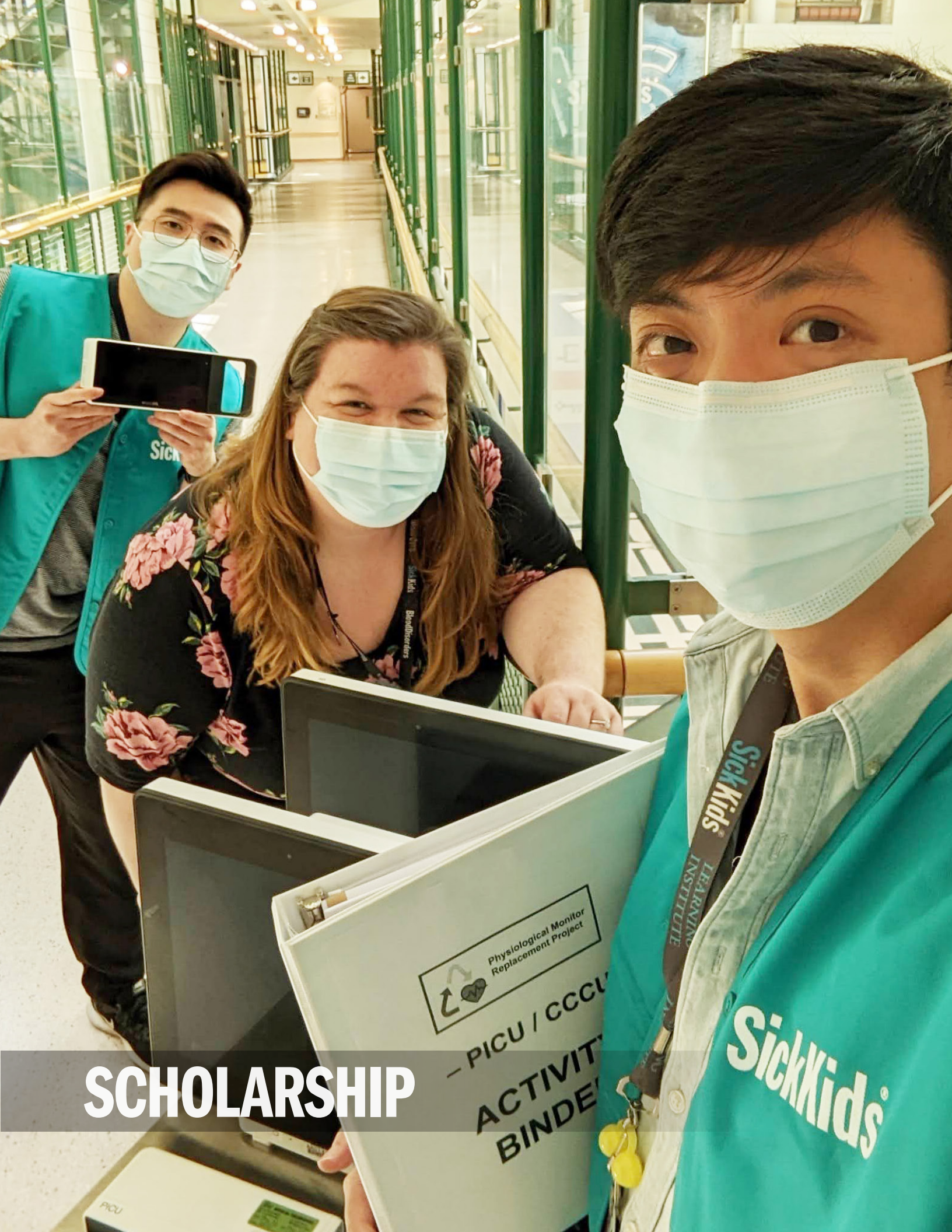
69

NURSING EXTERNS WERE ORIENTED TO SUPPORT CLINICAL PATIENT CARE



>800

INTERPROFESSIONAL PRECEPTORS SUPPORTED NEW STAFF AND STUDENTS



SCHOLARSHIP

EDUCATION SCHOLARSHIP BY MEMBERS OF THE LEARNING INSTITUTE

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“I’ve been a SickKids nurse for 20 years. Half of that time I’ve served as the Interprofessional Education Specialist for the Emergency Department (ED). My job is to take care of our nurses so that they can provide top quality care for our patients. Welcoming nurses new to our department and starting them on their journey from initial orientation to triage nurse leader is one of my favourite parts of my job. New and veteran ED nurses are always teaching me new stuff and keeping me on my toes!”

Carrie Glanfield, Interprofessional Education Specialist

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“Collaboration and relationship-building continue to be the key highlights in my incredible experience at SickKids. Every day, I am amazed by the individuals I get to work with and the impact they are making to improve children’s health. I am grateful to be part of a network that helps to educate myself and others about children’s health and public health issues. Being a part of the SickKids and LI community empowers me to be an ally and partner in change.”

Sen Sivarajah, Education Coordinator,
Paediatric Project ECHO

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Rodrigues TJ, Liu K, Chak A, Elmunzer BJ, Faulx AL, Forbes N, Jeyalingam T, Walsh CM, Wani SB, Keswani RN. Trainee self-assessment of ERCP technical skill identifies areas for educational focus: Results from a prospective educational study. *Gastroenterology.* 2022;162(7S):S-471. (Abstract Sa1711). C

Singh A, Silvester J, Turner J, Absah I, Sparks B, Walsh C, Stanisiz J, Hajjat T, Badalyan V, Chugh A, Hoffenberg E, Dowhaniuk J. State of pediatric celiac disease practice in North America: A NASPGHAN 2021 survey. *Journal of Pediatric Gastroenterology and Nutrition.* 2022;75(S1):S245-7. (Abstract 354). C

Sobotka J, Babul-Hirji R, Shugar A, Johnstone B, Kaiser A, Chitayat D, Injeyan M. The relationship between genetic counselling trainee perfectionism and self-efficacy. Accepted as poster presentation to the Canadian Association of Genetic Counsellors 2022 Virtual Annual Education Conference, October, 2022.

Tran P, Jimenez S, Montminy T, Burley C, Kramer R, Walsh CM. Feedback in Endoscopy Education: Describing Barriers, Attitudes, Context and Knowledge (FEEDBACK): A qualitative study of pediatric gastroenterology trainees and faculty. *Gastrointestinal Endoscopy.* 2022;95(S6):AB5. SRA

Walsh C, Klassen A, Puran A, Hill L, Mehta K, Marcon M, Brill H, Dowhaniuk J. What matters to children with celiac disease: A qualitative study guiding the development of the CELIAC-Q patient-reported outcome measure. *Journal of Pediatric Gastroenterology and Nutrition.* 2022;75(S1):S247-8. (Abstract 357). SRA

Walsh C, Suh H, McCreath G, Lightdale J, Brill H. Improvement of pediatric endoscopic reporting quality with implementation of electronic reporting. *Journal of Pediatric Gastroenterology and Nutrition.* 2022;75(S1): S366-7. (Abstract 487). SRA

World Federation of Hemophilia, Virtual, May 2022: Crymble S, Aratia S, Bourck V, Bourque T, Chaigneau M, Goldsmith R, Decker K, Lacasse L, Laudenbach L, Ostrowski S, Paradis E, Perkins H, Thibeault L, Wakefield C, Wozniak G, Zuefle N, Bouskill V. An exploration of virtual healthcare: How is CANHC-OR interacting with their patients during a pandemic?

World Federation of Hemophilia, Virtual, May 2022: Crymble S, Bourque T, Thibeault L, Aratia S, Bourck V, Chaigneau M, Goldsmith R, Decker K, Ostroski S, Paradis E, Wakefield C, Wozniak G, Zuefle N, Lacasse L, Laudenbach L, Perkins H, Bouskill V. Virtual healthcare during a Global Pandemic: Patient Perspectives.

Zhao AY, Gimpaya N, Lisondra J, Fujiyoshi R, Khan R, Tham D, Scaffidi M, Bansal R, Walsh C, Grover SC. Development and Evaluation of Low-Cost Gel Polys for Polypectomy Skills Training in Novice Endoscopists. *Journal of the Canadian Association of Gastroenterology*. 2023;6(1):65. (Abstract 119). C

GRANTS AND FUNDING

2022-2025 Impact of aerosol box use during cardiopulmonary arrest: A multicenter, randomized trial. CIHR. A Cheng, J Pirie, A Levy, T Chang, C. Matava, et al. amount funded: \$ 478,126 (Sept 2022) | Site-PI

2022/23 Co-Applicant. Création, développement et dissémination de modules de formation sur la littéracie et le langage clair pour toutes les parties prenantes des systèmes de santé apprenant. NPA Pluyé P., Barwick M, El Sherif R, Frati F, Grad R, Granikov V, Leblanc A, Loignon C, & Thériault. Collaboration: Doray (Naitre et grandir), Filion (Communic'Action), Gaudreau (patient partenaire), Paquet, & Ponsin. CIHR Meeting, Planning, and Dissemination Grant, January 2022. One year, CAD 20,000.

2022/25 Principal Applicant. Mital S (NPA), Barwick M(PA). Co-investigators: Anthony S, Armstrong K, Conway J, Gardin L, Jeewa A, Seto E. Implementing a Sudden cardiac death Risk assessment Tool in childhood hypertrophic cardiomyopathy (INSERT-HCM). Three years. CIHR Project Grant, Spring 2022. CAD 631,126.

2022/26 Co-Applicant. Stinson J (NPA), Campbell F, Carreiro E, Cornish P, Dick BD, Doré-Bergeron M, Findlay SM, Finley GA, Gill JS, Hudspeth M, Ingelmo PM, Killackey T, Laloo C, Lamontagne C, Mohabir V, Nishat F, Oberlander TF, Palermo TM, Pham Q, Poolacherla YR, Poulin PA, Rash JA, Rasic NF, Soltani S, Beaudry H. Evaluating a virtual stepped care portal in youth awaiting tertiary chronic pain care: An Implementation-Effectiveness Hybrid Type III study. Canadian Institutes of Health Research (CIHR). Project Grant. CAD 546,209.

2022/27 Co-Applicant. CIHR Team Grant: Sleep Research Consortium. Better Nights and Better Days for Canadians: An Innovative National Strategy to Prevent and Improve Insomnia Across the Lifespan Using Digital Approaches for Sleep Promotion, Intervention, and Provider Training. Principal Applicants: Corkum, P. (NPA), Earle, C., Keys, E., & Simonelli, G. Co-Applicants: Amoyaw, J., Andreou, P., Barwick, M., Bastien, C., Blunden, S., Bonnell, T., Brown, C., Carrier, J., Cassidy, C., Davidson, J., Garland, S., Georgiades, S., Ghanouni, P., Guiliani, F., Hadjistavropoulos, H., Ilie, A., Lynds, T., Martin, D., Mathieson, M., McGrath, P., McPhee, P., Meier, S., Neville, H., Orr, M., Ou, C., Paul, J., Pennestri, M., Raja, M., Rigney, G., Rogers, M., Scharf, D., Singh, M., Stinson, J., Thomas, M., Tomfohr-Madsen, L., Weiss, S., & Witmans, M. Collaborators (Research): Paul, R., Schott, H., Taylor, B., Venkat, R., & Woolf, V. Collaborators (International): Downs, J., Gelkop, N., Hulst, R., Thomas, J., & Verschuren, O. Knowledge Users: Borst, J., Boulos, M., Chorney, J., Dupuis, J., Gallant, Sarah., Lach, L., Rajda, M., Roduta Roberts, M., Roberts, K., & Samuels, C. Collaborators (Lived Experience): Chubra, N., Cooper, L., Crowe, K., Fitt, A., Flam, S., Nunes, D., Paidra, E., Putterman, C., Rivard, A., Seligman, B., & Tyler, J. Organizations/Collaborators: Canadian Family Practice Nurses Association., Canadian Injured Workers Alliance., Canadian Association of Occupational Therapists., Canadian Psychological Association, Canadian Association of Social Workers., Chignecto Central Regional Centre for Education., Community Links Association., The College of Family Physicians of Canada., Dalhousie University Counselling and Psychological Services., MedSleep., Public Health Agency of Canada., & Ontario Brain Institute. Partners: Canadian Sleep Society/Canadian Sleep and Circadian Network., Dalhousie University Office of Commercialization and Industry Engagement., Health Canada., & Velsoft Inc.\$1,375,000 over five years; submitted January 27, 2022.

2022/27 Principal Applicant. Denburg A (NPI), Gupta S (PI), Barwick M (PI). Co-Investigators: Fowokan A, Githanga J, Macharia W, Martiniuk A. Collaborators: Afungchwi G, Bhutta Z, Freccero P, Hoffman R, Horton S, Karagu A, Mashauri F, Nyangasi M, Orem J, Petricca K, Pondy A, Rogo K, Sonoiya, S. 5 years, \$1,635,000. An adapted early warning signs and symptoms (EWSS) intervention to improve early recognition and referral of childhood cancers in Kenya and Cameroon: An Effectiveness Implementation Study. 5 years. CIHR Project Grant, Spring 2022. \$1,250,776.

“My role as Interprofessional Education Specialist at the Ontario Poison Centre combines my passion for teaching and mentoring with my interest in toxicology. Our nurses and pharmacists develop a unique skillset that includes everything from knowledge of drug action to skills for communicating with callers from all backgrounds and situations. I am proud to support their learning, starting with orientation to the world of toxicology, to their certification as Specialists in Poison Information, and beyond!”

Allison Davis, Interprofessional Education Specialist

2022 (2 years) SRA. Accelerating the learning curve of pediatric musculoskeletal image interpretation for orthopedic residents. Bouchard M, Boutis K (mentor), Camp M. POSNA. \$30,000 USD.

2023 (2 years) SRA. Building Competency in Radiograph Interpretation Among Graduating Radiology Residents. Pakkal M, Boutis K (mentor), Taylor J, Hauge C, Pusic M, Perez M. EDF. \$20,000

2022 (2 years) SRA. Interpreting Pediatric Musculoskeletal Radiographs – Where and Why Orthopedic Surgeons Make Mistakes. Bouchard M, Boutis K (mentor), Camp M. COF. \$19,823

2023/24 Co-Applicant. Courtney D(NPI). CIs: Ameis S, Barwick M, Greenblatt A, Szatmari P, Uliazek A, Wang W, Henderson J, Relehan J, Aitken M. Fidelity and Skill Use in Cognitive Behavioural Therapy for Adolescents with Depression. CIHR Catalyst Grant: Towards Pan-Canadian Standards for Children and Youth Mental Health Services. \$177,092. One year.

2023/24 Co-Applicant. Courtney D (NPI). CIs: Barwick M, Dimitropoulos G, Greenblatt A, Ameis S, Arnold P, Barbic S, Henderson J, Relehan J, Aitken M, Iyer S, Mathias S, Szatmari P. Do mental health organizations in Alberta, and British Columbia have the need, fit and capacity to deliver an Integrate Care Pathway for the treatment of depression in adolescents? CIHR Catalyst Grant: Towards Pan-Canadian Standards for Children and Youth Mental Health Services. \$191,380 One year.

2023-2024 Principal Investigator. Psychological symptoms in pediatric patients with celiac disease. TRIANGLE CONNECT Summer Studentship Grant, Training Researchers In the Next generation in Gastroenterology and Liver (TRIANGLE). Principal Investigator(s): Walsh, Catharine Amount: \$6000 CAD

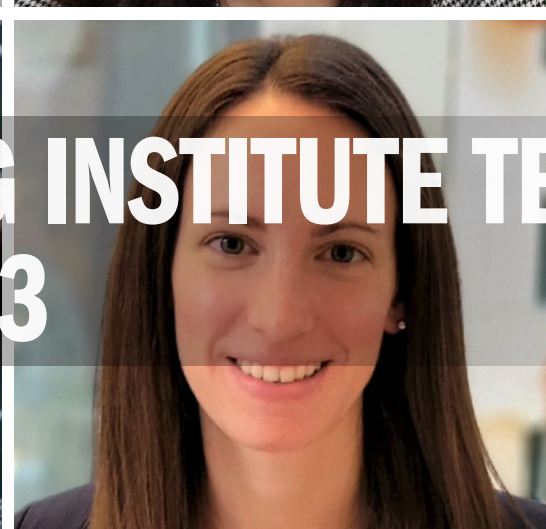
2023/25 Co-Applicant. Anthony SJ (NPI). Ahola KS (C-PI). CIs: Barwick M, Cost K, Solomon M, Stinson JN, Teoh CW. Collaborators: De Angelis M, Ghent E, Gold A, Gold J, Hildenbrand B, Mitchell J, Pullenayegum E. iParent2Parent Peer Support Program in Pediatric Solid Organ Transplantation: A Feasibility Study. Mendez National Institute of Transplantation Foundation – Research Grant. 2 years. \$50,000.

2023/25 Co-Applicant. Lewis T (NPI), Barwick M (CI), Brandão LR, Ivaturi V, Tam, EW. Neonate PK-Model Informed Precision Dosing: Feasibility Trial. NIH Maternal and Pediatric Precision in Therapeutics (MPRNT) Knowledge & Research Coordination (KRCC) P30 Pilot & Feasibility Application. USD 149,227. Two years. Oct 1, 2022, to Sept 30, 2024 – with a one-year extension (Sept 30, 2025).

2023/26 Co-Applicant. Williams T (NPA). Co-investigators: Barwick M, Danguedan A, Dentakos S, Deotto A, Garnett T, Green R, Kazazian V, Ly L, Monga S, Vortsman J, Seed M. Collaborator: Smith Gallant B. Optimizing mental health outcomes for SickKids children and their families: Building a clinical pathway for I-INteract-North (IN) SickKids GH-CBMH Program Development Grant. \$450,000

2023/27 Co-Applicant. Anthony S (NPI). Kohut S (PI). Co-Investigators: Barwick M, Cost K, Pullenayegum E, Solomon M, Stinson J, Teoh CW. Collaborators: DeAngelis M, Ghent E, Gold A, Gold J, Hildenbrand B, Mitchell J. “The isolation I feel is profound”: The iParent2Parent Online Peer Support Program for parents of pediatric solid organ transplantation recipients. CIHR Project Grant, Fall 2022, CAD 180,000. Three years.

2023 (2 years) SRA. Performance-based Competency Standard Setting: Balancing Performance Expectations with Patient Safety and Learner Experience. Perschbauer S, Casas M, Boutis K (mentor).



LEARNING INSTITUTE TEAM 2022-2023

Between April 1st 2022 and March 31st 2023, the following people were members of the Learning Institute team or participated on core Learning Institute Committees.

ABOUTKIDSHHEALTH AND DIGITAL LEARNING SOLUTIONS

- Hannah Anderson**, Digital Content Coordinator
- Susan Ball**, Managing Editor
- Grace Chang**, Web Coordinator
- Marissa Decina**, Writer/Editor
- Sara Lane**, Program Manager, Digital Learning
- James Lee**, Web Administrator
- Doris Leung**, Medical Illustrator/Animator
- Saima Navsariwala**, Administrative Coordinator, Learning Institute
- Alisha Papineau**, Writer/Editor
- John Paul Rosendall**, Business Manager
- Erika Schippel**, Coordinator, Publishing & Social Media
- Cathy Schmidt**, Multimedia Producer
- Sean Schurr**, Director, AboutKidsHealth & Digital Learning Solutions
- Nancilyn Selvanayagam**, Digital Asset Specialist
- Shawna Silver**, Chief Medical Editor
- Sandy Siriwardena**, Business Analyst
- Alexandra Theodorakidis**, Writer/Editor

EDUCATION RESOURCE GROUP

- Saad Abdullah**, Resuscitation Educator
- Patrick Akkad**, Simulation Specialist
- Jennifer Allegro**, Simulation Educator
- Enza Andreacchi**, Program Coordinator, Staff Continuing Professional Development Fund
- Shakeera Baker**, Education Administrative Coordinator, ECHO Ontario: Epilepsy Across the Life Span
- Melanie Barwick**, Senior Scientist, Child Health Evaluative Sciences, Research Institute
- Roger Correia**, Simulation & Resuscitation Educator
- Jessie Cunningham**, Reference Librarian
- Alison Dodds**, Simulation Educator
- Ashley Deonarain**, Simulation Specialist
- Seona Dunbar**, Simulation & Resuscitation Educator
- Srdjana Filipovic**, Manager, Learning Institute
- Alyssa Gumapac**, Communications Advisor, Paediatric Project ECHO
- Salma Hussein**, Senior Program Coordinator, ECHO Ontario: Epilepsy Across the Life Span
- Annie Jiwan**, Program Manager, ECHO Ontario: Epilepsy Across the Life Span
- Colleen Keast**, Resuscitation Educator
- Jennifer Knabl**, Simulation Specialist
- Erin Lawson**, Interprofessional Education Specialist, Paediatric Project ECHO & ECHO Ontario: Epilepsy Across the Life Span
- Emily Louca**, Senior Manager, Learning Institute
- Deiren Masterson**, Digital Asset Specialist, Paediatric Project ECHO & ECHO Ontario: Epilepsy Across the Life Span

- Kelly McMillen**, Executive Director, Learning Institute
- Carrie Mendolia**, Administrative Assistant
- Renira Narrandes**, Program Manager, Knowledge Translation
- Saima Navsariwala**, Administrative Coordinator, Learning Institute
- Linda Nguyen**, Interprofessional Education Specialist, Paediatric Project ECHO & ECHO Ontario: Epilepsy Across the Life Span and Equity, Diversity, and Inclusion
- Cathy Pajunen**, Library and Information Technician
- Vivek Phillips**, Project Coordinator, Learning Institute
- Michele Pickles**, Project Coordinator, Staff Continuing Professional Development Fund
- Ann Ryan**, Student Experience Coordinator
- Sen Sivarajah**, Education Administrative Coordinator, Paediatric Project ECHO
- Simran Singh**, Resuscitation Educator
- Ayushi Todi**, Program Manager, Paediatric Project ECHO
- Rafael Velasquez**, Senior Simulation Specialist
- Sunayna Vuppall**, Simulation Educator
- Karen Wallace**, Conference Specialist
- Catharine Walsh**, Educational Researcher, Learning Institute, Scientist, Research Institute & Staff Gastroenterologist, Division of Gastroenterology, Hepatology and Nutrition
- David Wencer**, Library and Information Technician

EDUCATION RESOURCE GROUP – FELLOWS, STUDENTS AND VOLUNTEERS

- Liz DaSilva**, Administrative Volunteer, Learning Institute
- Jarred Newbold**, Volunteer, Hospital Library & Archives
- Dawn Nicolson**, Volunteer, Hospital Library & Archives
- Natalia Puerto Tchemodanova**, Elective Student, Simulation
- Dana Singer-Harel**, Elective Student, Simulation
- Elana Thau**, Elective Student, Simulation
- Dieu Anh Vuong**, Administrative Volunteer, Learning Institute
- Ken Wilson**, Volunteer, Hospital Library & Archives

INFANT AND EARLY MENTAL HEALTH PROMOTION

- Nikki Abad**, Administrative Coordinator
- Magali Bouhours**, Bilingual Program Manager
- Corey Dong**, Project Coordinator
- Annie Gelibolyan**, Project Coordinator
- Donna Hill**, Communications Coordinator
- Chaya Kulkarni**, Director, Infant & Early Mental Health Promotion
- Namrah Parvez**, Administrative Coordinator
- Rup Patel**, Project Coordinator
- Nicole Tuzi**, Training and Education Manager
- Stefanie Watmough**, Business Analyst
- Lesley Watts**, Program Manager
- Yvonne Zhang**, Program Manager
- John Zheng**, Systems Administrator

“I joined IEMHP 3 months before the first lockdown to support the team’s evaluation efforts. Since then, I have learned A LOT from the team and was able to build an evaluation structure for all IEMHP initiatives, coordinate/lead many projects, including the development of successful funding applications with Public Health Agency of Canada and Canadian Institute of Health Research, all of which have contributed to increasing IEMHP’s capacity as a leading voice for infant and early mental health in Canada. While I am passionate about and have learned from all IEMHP activities, I have mostly grown from working on several projects co-led by IEMHP and several Indigenous communities across Canada.”

Magali Bouhours, Project Manager,
Infant and Early Mental Health Promotion

Sharon Benasa, Program Coordinator, Interprofessional Education, Learning Institute

Michelle Bertoni, Interprofessional Education Specialist, Neonatal Intensive Care Unit, Neonatal Follow-Up Clinic & Kids Health Alliance – Neonatal Intensive Care Unit

Elena Blackwood, Interprofessional Education Specialist, Caring Safely & Equity, Diversity and Inclusion

Maite Browning, Interprofessional Education Specialist, Acute Care Transport Services

Nancy Butt, Interprofessional Education Specialist, Global Child Health

Chantal Campbell, Interprofessional Education Specialist, 8AB6E: Haematology/Oncology, BMT & Immunology

Leigh Cassils, Interprofessional Education Specialist, Perioperative Care Unit (O.R.)

Jingjing Chen, Program Coordinator, Interprofessional Education

Lucy Chen, Interprofessional Education Specialist, 4C8C: Plastics, Dentistry & Ophthalmology

Stephanie Chu, Interprofessional Education Specialist, Connected Care

Vivianne Coutu, Interprofessional Education Specialist, Perioperative Care Unit (O.R.)

Daniela D’Annunzio, Senior Manager, Interprofessional Education, Learning Institute

Allison Davis, Interprofessional Education Specialist, Ontario Poison Centre

Stephanie de Young, Senior Manager, Interprofessional Education, Global Child Health

Bonnie Fleming-Carroll, Associate Chief, Nursing & Interprofessional Education, Learning Institute and Operational Director, Safe Access Management

Lisa Fowler, Interprofessional Education Specialist, Neonatal Intensive Care Unit & Neonatal Follow-Up Clinic

Katanya Fuerst, Interprofessional Education Specialist, 5C: Neuroscience, Neurosurgery & Trauma

Grace Garvey, Interprofessional Education Specialist, Teaching Scholars Program & STOMP Clinic

Carrie Glanfield, Interprofessional Education Specialist, Emergency Department, Crisis Prevention Intervention Program & SCAN Program

Vera Gueorguieva, Interprofessional Education Specialist, Nursing Student Placements, Preceptor Program & Mentorship Academy

Lisa Honeyford, Interprofessional Education Specialist, 8B8D: Haematology/Oncology, BMT, Immunology & Medication Safety

Yvonne Howard, Interprofessional Education Specialist, Paediatric Nursing Orientation

Susan Hu, Interprofessional Education Specialist, Paediatric Nursing Orientation

Sophie Joseph, Interprofessional Education Specialist, Paediatric Intensive Care Unit

Kristen Kienzle, Interprofessional Education Specialist, 6A: Nephrology, Transplant, GI, Rheumatology, GIFT, Endocrinology & Dialysis

Erin Lawson, Interprofessional Education Specialist, Paediatric Project ECHO & ECHO Ontario: Epilepsy Across the Life Span

Sharon Lorber, Interprofessional Education Specialist, Social Work

Sara McEwan, Interprofessional Education Specialist, 5ABD: ENT, Orthopedics, Otolaryngology, General Surgery, Gynecology & Urology

Rosalind McManus, Interprofessional Education Specialist, 7A: Psychiatry and Adolescent Medicine & Crisis Prevention Intervention Program

Laura Milne, Interprofessional Education Specialist, 5C: Neuroscience, Neurosurgery & Trauma

Nadine Medley, Interprofessional Education Specialist, 8C4C: Plastics, Dentistry & Ophthalmology

Carrie Morgan, Interprofessional Education Specialist, 4D: CDIU & Cardiac Clinic

Adelina Morra, Interprofessional Education Specialist, 7BCDE: Paediatric Medicine, Dermatology, Infectious Diseases, Respiratory Medicine, Respiratory

Clinical & Metabolic/Genetics Clinic

Darlene Murray, Interprofessional Education Specialist, Diagnostic Imaging & Vascular Access

Saima Navsariwala, Administrative Coordinator, Learning Institute

Linda Nguyen, Interprofessional Education Specialist, Paediatric Project ECHO, ECHO Ontario: Epilepsy Across the Life Span & Equity, Diversity, and Inclusion

Alia Petropoulos, Interprofessional Education Specialist, 8AB6E: Hematology/Oncology, BMT & Immunology

Zaheera Raza, Interprofessional Education Specialist, Nipissing Scholarship Practitioner Program

Tonia Roman, Interprofessional Education Specialist, 4A: Psychiatry & Adolescent Clinic

Emily Sarafyn, Interprofessional Education Specialist, Surgical Program

Christine St. Denis, Interprofessional Education Specialist, Global Child Health

Cecilia St. George-Hyslop, Interprofessional Education Specialist, Heart Centre: Cardiac Critical Care Unit

Laila Strazds, Education Project Manager, Mental Health Strategy

Peter Su, Interprofessional Education Specialist, Physiological Monitor Project

Jessica Tang, Interprofessional Education Specialist, Post-Anesthesia Care Unit, Same Day Surgery, Preoperative Services, Sedation Program, 4C & Medical Day Care Unit

Shelby Watson, Interprofessional Education Specialist, Graduate Critical Care Residency Program & Intermediate Care Unit

Noel Wong, Interprofessional Education Specialist, 7BCDE: Paediatric Medicine

NURSING & INTERPROFESSIONAL EDUCATION – STUDENTS

Jasnoor Kaur, MBA Student

Susan Hu, Graduate Student

SICKKIDS CENTRE FOR COMMUNITY MENTAL HEALTH LEARNING INSTITUTE

Angela Kaushal, Director, SickKids Centre for Community Mental Health Learning Institute

Sarah Kim, Marketing & Digital Media Specialist

Lisa Phillip, Training Administrator

Tessa Phillip, Training Administrator

Mary Anne Van Rooyen, Training Coordinator

Rose-Marie Washington, Receptionist

Alice Wright, Community Partnerships and Custom Programming Lead, SickKids Centre for Community Mental Health Learning Institute & SickKids Simulation Program

EDUCATION COUNCIL

Poornima Balakrishna, Epic Training Manager, Information Services

Melanie Barwick, Senior Scientist, Child Health Evaluative Sciences, Research Institute

Lyne Chamelot, Director, HR Operations & Organizational Development, Human Resources

Zelia Da Silva, Clinical Director, Neonatology & Respiratory Services

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Angela Kaushal, Director, SickKids Centre for Community Mental Health Learning Institute

Krista Keilty, Associate Chief Interprofessional Practice, Connected Care & System Integration

Karen Leslie, Staff Physician, Adolescent Medicine

Christianne Liberte Durish, Clinical Fellow, Psychology

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Matet Nebres, Director, Communications & Public Affairs

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Lara Pietrolungo, Director, International Education & Executive Director, Boomerang Health

Sean Schurr, Director, AboutKidsHealth & Digital Learning Solutions

Simon Sharpe, Associate Chief, Research Training & Career Development and Senior Scientist, Molecular Medicine, Research Institute

Judy Van Cleef, Vice President, Clinical Operations & Chief Nursing Officer

INFANT AND EARLY MENTAL HEALTH LEADERSHIP TEAM

Wendy Arseneault, Childhood Development & Planning Manager, Nishnawbe Aski Nation

Heather Bartlett, Executive Director, Daybreak Parent Child Centre

Normand Carrey, Infant, Child and Adolescent Psychiatrist, IWK Health Centre

Jean Clinton, Clinical Professor, Department of Psychiatry & Behavioural Neurosciences, McMaster University

Bertha Cormier, President, Keepers of the Circle

Beedahbin Desmoulin, Special Needs Coordinator, Childhood Development and Planning, Nishnawbe Aski Nation

Arlene Hache, Elder, Community Advocate, Keepers of the Circle

Lee Hinton, Program Manager and Development Lead, Saskatchewan Prevention Institute

Hollie Hix-Small, Associate Professor, Portland State University; Senior Fellow, Institute for Reconstruction and International Security; Core Member, Global Partnership on Children with Disabilities Task Force

Angelique Jenney, Wood’s Homes Research Chair in Children’s Mental Health, Faculty of Social Work, University of Calgary

Dione Kennedy, Executive Director, Children’s Services, Prevention, Early Intervention and Youth Branch, Government of Alberta

Kory Kroft, Associate Professor of Economics and Public Policy, University of Toronto

Chaya Kulkarni, Director, Infant and Early Mental Health Promotion

Margaret Leslie, Director, Child and Family Services, Mothercraft

Sheri Madigan, Associate Professor, Department of Psychology, Owerko Centre at the Alberta Children’s Hospital Research Institute, University of Calgary

Kelly McMillen, Executive Director, Learning Institute

Michele Moser, Director, Centre of Excellence for Children in State Custody, Quillen College of Medicine; Professor, Department of Psychiatry and Behavioural Sciences, East Tennessee State University

Melissa Nollski, Director, Aboriginal Head Start

Deborah Pawar, Provincial Director, Child & Youth Mental Health Policy Branch, BC Ministry of Children and Family Development

Lara Peters, Manager, Mental Health Promotion Unit, Centre for Health Promotion, Public Health Agency of Canada

Diane Philipp, Acting Medical Director, The Garry Hurvitz Centre for Community Mental Health

Rebecca Pillai Riddell, Associate Vice-President Research, York University

Stephanie Priest, Executive Director, Division of Mental Health and Wellbeing, Centre for Health Promotion, Public Health Agency of Canada

Mary Rella, Director, Special Projects, Massey Centre

James Reynolds, Chief Scientific Officer, Kids Brain Health Network; Associate Dean, School of Graduate Studies, Queen’s University; Professor, Department of Biomedical and Molecular Sciences, Queen’s University; Adjunct Professor, Department of Biomedical Physiology & Kinesiology, Simon Fraser University

Rob Santos, Retired Assistant Deputy Minister, Healthy Child Manitoba Office and K-12 Education, Government of Manitoba; Assistant Professor, Department of Community Health Sciences, University of Manitoba; Research Scientist, Manitoba Centre for Health Policy

Nora Spinks, Former CEO, The Vanier Institute of the Family

Purnima Sundar, Executive Director, Knowledge Institute on Child and Youth Mental Health and Addictions

Gillian Thompson, Nurse Practitioner, Pediatrics, The Hospital for Sick Children; The Young Families Program, Adolescent Medicine, The Hospital for Sick Children

INTERPROFESSIONAL EDUCATION COUNCIL

Jane Brettschneider, Speech Language Pathologist, Communication Disorders

David Brownstone, Professional Practice Lead and Education Coordinator, Social Work

Denise Carraretto (Co-Chair), Clinical Instructor, Radiology, Diagnostic Imaging

Stephanie Chu, Interprofessional Education Specialist, Connected Care

Daniela D’Annunzio, Senior Manager, Interprofessional Education, Learning Institute

Alison Dodds, Simulation Educator

Bonnie Fleming-Carroll (Co-Chair), Associate Chief, Nursing & Interprofessional Education, Learning Institute and Operational Director, Safe Access Management

Vera Gueorguieva, Interprofessional Education Specialist, Nursing Student Placements, Preceptor Program & Mentorship Academy

Sharon Guger, Director of Clinical Psychology Training, Psychology

Maggie Harkness, Senior Clinical Manager, Rehabilitation Services

Joann Herridge, Registered Dietician, Clinical Dietetics

Stacy Hewson, Director, Genetic Counselling, Clinical & Metabolic Genetics

Krista Johnston, Professional Practice Lead, Rehabilitation Services

Sophon Kang, Clinical Educator & Registered Respiratory Therapist, Respiratory Therapy

Mandy Kohli (Co-Chair), Clinical Instructor, Radiology, Diagnostic Imaging

Paula Klaiman, Professional Practice Lead, Communication Disorders

Alicia Koo, Clinical Specialist, Pharmacy

Jamil Lati, Professional Practice Lead, Rehabilitation Services

Emily Louca, Senior Manager, Learning Institute

Jason Macartney, Senior Clinical Manager, Respiratory Therapy

Saima Navsariwala, Administrative Coordinator, Learning Institute

Vicky Papaioannou, Clinical Manager, Communication Disorders

Alaine Rogers, Professional Practice Lead, Rehabilitation Services

Ann Ryan, Student Experience Coordinator

Karen Sappleton, Senior Manager, Centre for Innovation & Excellence in Child and Family-Centred Care

Valerie Simard, Professional Practice Lead, Communication Disorders

Diane Soares, Clinical Educator & Registered Respiratory Therapist, Respiratory Therapy

Anamaria Stanisic, Cardiovascular Perfusionist, Perfusion

Derry Tetzlaff, Clinical Manager, Ambulatory Operations

LEARNER EXPERIENCE ADVISORY GROUP

Laura Alexander, Director, Occupational Health & Safety, Human Resources

Hosanna Au, Staff Physician, Paediatric Medicine

David Brownstone, Professional Practice Lead and Education Coordinator, Social Work

Christina Cesareo, Program Coordinator, Medical Education – Undergraduate

Claire Champigny, Resident, Psychology

Srdjana Filipovic, Manager, Learning Institute

Bonnie Fleming-Carroll, Associate Chief, Nursing & Interprofessional Education, Learning Institute and Operational Director, Safe Access Management

Rivky Green, Resident, Psychology

Vera Gueorguieva, Interprofessional Education Specialist, Nursing Student Placements, Preceptor Program & Mentorship Academy

Sharon Guger, Director of Clinical Psychology Training, Psychology

Vivian Hisey, Family Advisor

Amy Holden, Clinical Educator & Registered Respiratory Therapist, Respiratory Therapy

Teena Houle, Registered Respiratory Therapist, Respiratory Therapy

Pam Hubley (Chair), Vice President, Education & Academic Practice and Chief, International Nursing

Pamela Khan, Family Advisor

Abhaya Kulkarni, Surgeon, Neurosurgery

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“I stand in the valley and look at two tall cliffs—the scientists on the left, the clinicians and policy makers on the right. There are things they need to tell each other, but they talk amongst themselves, and so the space in the gap between the cliffs takes 17 years to cross (continued here). I joined SickKids in January 2022 to help bridge the gap between research and practice. We can do it, Learning Institute!”

Renira Narrandes, *Knowledge Translation
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Edited by **Kelly McMillen** and **Vivek Philips**

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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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LEARNING
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