



N E W S L E T T E R

May 2019

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## The Personalized Learning Program at UHN Helping Open one of Iran's first Geriatric Psychiatry Unit

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Having few geriatric psychiatrists to learn from in Iran, Dr. Faghani searched abroad for opportunities, ultimately landing her at UHN Toronto Rehab Institute's Specialized Dementia Unit (SDU) last September. It would be here, through the Personalized Learning Program (PLP) where Dr. Faghani gained the expertise and experience needed to achieve her ultimate goal: to set up the first geriatric psychiatry unit at Isfahan University of Medical Science in Iran.

[Learn More About Fariba's Inspiring Journey!](#)

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**“Where are they Now?” featuring  
Chua Gek Phin, Personalized Learning Program (PLP™) in  
Patient Education at the Princess Margaret Cancer Centre**

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Chua Gek Phin with Janet Papadakos, Co-Director, Cancer Health Literacy Research Centre, Princess Margaret Cancer Centre

"I was very privileged to attend a Personalized Learning Program (PLP™) in Patient Education at the Princess Margaret Cancer Centre (PM). During my PLP, the staff were extremely friendly, helpful, accommodative and welcoming. I was made to feel very much at home and the experience met and exceeded my learning objectives." - Chua Gek Phin

1. **What were the biggest takeaways from your PLP in Patient Education at UHN – Princess Margaret Cancer Centre?** What impressed me most was the evidence-

based research studies that was so core to the practice at PM. The teamwork I witnessed was remarkable and the camaraderie was obvious. Both the Education and the Digital teams were very collaborative and focused on improving the information delivery system and meeting the needs of patients and loved ones. The team also shared comprehensive arrays of literature with me which provided a thorough and in-depth aspects on how to develop good education resources.

2. **How has the PLP changed your current practice?** The PLP experience emphasized the importance of plain language, numeric and health literacy in the development of quality patient educational material. During my PLP I also learnt about the monitoring system for loaned patient education materials as well as book reviews. Upon my return, my team and I reviewed our websites and made recommendations for improvement that were more patient-centric.
3. **How was your PLP learning received or implemented at your home organization?** Upon my return, I recommended a plan for a new Patient and Family Education Resource Centre at Singapore National Cancer Centre. The plan was successfully endorsed by the Ministry of Health and will be launched soon. I also developed a personalized “My Cancer Care Toolkit” for cancer patients and their caregivers. The Toolkit includes a resource list to patients that include helpful, accessible online applications as well as links to useful websites. In addition to the development of new patient education material, we also developed new education materials to assist health care professionals. These include Guidelines on how to communicate effectively to patients, A guide to conduct readability test of written patient information materials, and Introduction to patient education
4. **How did the PLP effect your overall career/professional development goals?** The training enhanced my knowledge with regard to the intricacies of setting up the Patient and Family Education Resource Centre that will be patient and family centric (e.g. survey on patients’/ families’ needs, capturing of statistics, loaning of books, barcoding and cataloging of books). The learning from my PLP enabled me to develop a plan for the Patient and Family Education Resource Centre as well as create a Toolkit for patients and family that are more patients and family centric.
5. **Any additional comments?** I was recently promoted to Project Director, Cancer Education and Information Service (CEIS) Research and Data. I definitely feel that knowledge and network gained from the PLP will help me succeed in this new role.

I am extremely grateful for this wonderful opportunity and I look forward to further collaborations with UHN.

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**"This experience will help us a lot when we are back home"**

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Rosa Daye Lee and Caroline Oh at the end of their Personalized Learning Program in Public Affairs at UHN

Clinicians who are always busy. Making complex research understandable to a mainstream audience. Determining which of many stories at the hospital to tell. Managing an ever-changing media landscape. These are just some of the daily challenges Rosa Daye Lee and Caroline Oh face as members of the Public Relations Department at Asan Medical Center (AMC) in Seoul, the largest hospital in South Korea. But a two-week Personalized Learning Program™ (PLP™) at UHN helped them realize the issues they deal with are universal – and some of the solutions they seek are already being implemented here. "UHN is very

similar with Asan Medical Center, so it was very appropriate to learn how you think and work," says Rosa, who is the daughter of a nurse but had no knowledge of the inner workings of a hospital until she was hired at AMC. "This experience will help us a lot when we are back (home)."

[Read Daye Lee and Caroline's Full Story](#)

[Share your story with us for a chance to get feature in our Newsletter!](#)

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## **Bridging Programs for Internationally Educated Health Professionals**

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comprehensive programs, students reviewed core theory components and gained valuable simulated laboratory experience. They also participated in a one week observership program at UHN.

**We wish them all the best as they prepare to write their license exams.**

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2. [Medical Laboratory Science](#)
3. [Radiological Technology](#)
4. [Ultrasound Scanning](#)

For more information, contact us at [bridging@michener.ca](mailto:bridging@michener.ca)

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