About UHN

UHN is Canada’s largest research hospital and a major landmark in the Canadian health care system, which is world renowned for its quality, effectiveness and patient-centred approach. UHN is a network of four hospitals, including the Toronto General Hospital, Toronto Western Hospital, Princess Margaret Cancer Centre, and Toronto Rehabilitation Institute. UHN provides care to its local community, and at the same time acts as a provincial and national resource for tertiary and quaternary services. Integration of clinical care, education and research is a core principle of UHN. Comprehensive education and research programs permeate all 10 clinical programs and are fully embedded into clinical program operations. The 10 Clinical Programs are:

- Princess Margaret Cancer Centre
- Peter Munk Cardiac Centre
- Multi-Organ Transplant Program
- Krembil Neuroscience Centre
- Arthritis Program
- Surgical and Critical Care Program
- Medical and Community Care Program
- Toronto Rehabilitation Institute
- Laboratory Medicine Program
- Joint Department of Medical Imaging

UHN International Centre for Education

UHN International Centre for Education (UHN ICE) is the central hub at UHN that facilitates learning and development opportunities for international and local learners, alike. UHN ICE works closely with experts in education, clinical care and research to develop high quality educational experiences known as Personalized Learning Programs. These are customized learning opportunities that provide exposure to specialized programs, and to a large and diverse healthcare system within a uniquely Canadian context. The Centre is also a primary point of contact for all international learners to assist with applications.

Our philosophy of innovating and educating without borders motivates UHN ICE to work closely across many programs at the hospital, including Research Information Services, to deliver exemplary education, and to build partnerships in education.
UHN’s Centres of Education Excellence

UHN is an internationally recognized leader in exemplary patient care, research and education. As one of Canada’s largest academic hospitals, we recognize that a strong commitment to education and quality improvement is integral to high quality healthcare. This commitment to education and continuous improvement is also reflected in how we see education at UHN as, “We are all teaching. We are all learning.” UHN features several world renowned Centres of Excellence in Education, with foci in education research, simulation and interprofessional education. UHN ICE is one of these six Centres of Excellence.

**The Wilson Centre**
The Wilson Centre is an academic partnership between the University of Toronto and UHN, which is engaged in theoretical and applied research dedicated to advancing the understanding and practice of education in the health professions. Scientists and researchers of the Centre are engaged in research that addresses topics ranging from the training and evaluation of basic surgical skills and clinical knowledge, to the acquisition and understanding of professional competencies such as communication, self-regulation, and interprofessional practice. The Wilson Centre is dedicated to developing new researchers in these areas.

**The Centre for Interprofessional Education**
According to the World Health Organization, “Interprofessional education occurs when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.” The importance of interprofessional education and collaborations to patient care underscores the importance of UHN’s partnership with The Centre for Interprofessional Education (Centre for IPE). The Centre for IPE aims to develop curricula for health professional students to develop essential skills to provide care in a team-based environment, as well as to establish both UHN and the University of Toronto as international leaders in IPE.

**Temerty/Chang International Centre for Telesimulation and Innovation in Medical Education**
The combination of telecommunications with simulation has allowed our professional staff to mentor peers around the world. Dr. Allan Okrainec, a minimally invasive surgeon, and Head of the Department of General Surgery at UHN, has developed this Centre dedicated to remotely training international surgeons in under-resourced areas. Through the integration of technology, clinical practice, and education, The Temerty/Chang International Centre for Telesimulation and Innovation in Medical Education, have trained more than 100 doctors in laparoscopic surgery. The Centre has trained surgeons in countries including Peru, Botswana, Nigeria and Ethiopia. By the end the prescribed training program, surgeons in developing countries have obtained the skills to perform minimally invasive surgeries with improved patient safety and outcomes.

**The HoPingKong Centre for Excellence in Education and Practice**
The HoPingKong Centre for Excellence in Education and Practice (CEEP) is dedicated to improving medical education at the bedside through innovation and scholarship. The Centre’s purpose is to educate physicians for scholarly careers in General Internal Medicine and train the next generations of doctors who teach. CEEP is committed to pioneering new ways of using high fidelity simulation for teaching clinical skills and in emphasizing the importance of the art of medicine.
The Advanced Imaging and Education Centre
The University of Toronto Advanced Imaging and Education Centre (AIEC) is dedicated to providing the highest standard of quality education to the student who will participate in the advanced imaging workshops incorporating computed tomography courses in cardiac, neurological, abdominal and vascular imaging. Based at Toronto General Hospital, the AIEC provides access to a databank of more than 3000 cases including CT coronary angiography (64 and 320 row MDCT), PET CT, thoraco-abdominal and peripheral vascular CTA, and virtual colonography.
Programming at UHN ICE

Personalized Learning Program™

The Personalized Learning Program (PLP™) at UHN is a customized curriculum designed to address the specific learning goals of each participant. PLPs may include a variety of learning opportunities, including educational courses, observation or job shadowing, mentoring and coaching. Each PLP participant may have access to a number of UHN learning resources that may include, for example, simulation based training, library resources, and/or access to a network of staff from across professions as appropriate.

The PLP is open to any health care professional, including, but not limited to, medicine, nursing, and the health professions (e.g. Physiotherapy, Occupational Therapy, Speech Language Pathology). Program duration can vary from 1 week to 3 months. Program length will be discussed with each candidate individually, and will depend on the nature of the PLP’s design. Potential candidates will need to clearly articulate their learning objectives and show evidence of learner commitment.

Research Fellowships

As Canada’s leading research hospital, UHN is a major landmark in the Canadian healthcare system with major research in cancer, transplantation, cardiology, neurosciences, surgical innovation, infectious diseases and genomic medicine. We are world renowned for our quality, effectiveness and patient-centered approach. An academic health sciences centre affiliated with the University of Toronto, UHN is home to Canada’s largest collection of biomedical research institutes. Our five research institutes are based within our hospitals:

- Princess Margaret Cancer Centre
- TECHNA– Institute for Advancement of Technology for Health
- Toronto General Research Institute
- Toronto Rehabilitation Institute
- Toronto Western Research Institute

Clinical Investigators are often educated in epidemiological techniques but not in the quality requirements for clinical research. Without this knowledge, data integrity and patient safety can be unknowingly compromised. With limited research expertise in areas with developing infrastructure, hospitals around the globe are exploring ways to foster a culture of research and innovation. To achieve this, hospitals are eager to train their current and future practitioners in research methodologies through theoretical and practical experience. This has created a growing global demand for direction and a core curriculum to introduce research into hospital settings.
Over the past 5 years, UHN has worked toward becoming a global leader in quality practices in clinical research with over 4500 studies per annum and a comprehensive governance framework that ensures the highest standards for our investigators and safety for our patients.

UHN embarked upon extensive quality training for clinical investigators and their teams in 2010 and has since trained, annually, over 4000 researchers and support staff locally and internationally.

UHN is uniquely positioned professionally as well as geographically. As Canada’s largest teaching Research Hospital, UHN can meet the demand by introducing a comprehensive Clinical Research Fellowship program built on research integrity, professional accountability and patient safety. This foundation supports the development of research leaders and champions for the countries and hospitals that are willing to invest in their research future. Further, UHN’s physical location draws international students as it is situated in Toronto, one of the world’s most diverse and multi-cultural cities and serves as a central hub for many Canadian medical professionals.

Candidates’ Expected Level of Training Prior to Entry

All candidates must have completed at least an MD or equivalent prior to being considered. Research experience is also valued. All prospective candidates must submit a CV, personal letter of interest, and 3 letters of reference to be considered. Additionally, they must also present themselves for a videoconference or in-person interview.

All candidates will be accepted provisionally until they are successfully credentialed through the University Health Network. Once arrived in Toronto, all trainees will commence a 3-month probation period. There will be semi-annual formal evaluation from the program director.

Research Training Component (75% of Fellowship Time)
The Research Fellowship provides emerging clinical investigators with the opportunity to work closely with clinical groups and/or leaders at UHN and receive valuable practical training in multiple aspects of clinical research. The prospective candidate will be assigned to a research supervisor for a period of 1 year in the Division of choice that falls within one of the 5 main strategic Research themes at UHN: Mechanisms of Disease, Experimental Therapeutics, Informatics and Patient Information Collection & Assessment, Health Services Research and Medical Technology. Assignment will be based upon matching of trainee and supervisor interests.
Observership Component (25% of Fellowship Time)
Simultaneously with the research experience, the trainee will be given the opportunity to observe clinical activities within the Program, attend academic rounds, teaching activities, including journal clubs, quality rounds, and more. Candidates will be surrounded by, and interact with, world-leading physicians and researchers in an integrated learning environment, while learning about new research trends and techniques. Trainees also have access to a number of UHN-based learning resources including our expansive library system.

Fellowships in Educational Leadership
The Fellowship in Education Leadership at UHN can be a 1 to 2 year experience designed for leaders who wish to gain experience in the practice and management of education in complex healthcare settings. Participants will be partnered with, and supervised by, UHN leaders in their area of interest. These Fellowships will develop critical skills in strategic leadership in education that may include team-based, interprofessional learning and program planning that facilitates effective leadership and program development. Fellowships will be crafted based on a learner’s unique goals and objectives, and are open to any health care professional (e.g. medicine, nursing, dietitians, etc.).

With the support of the Fellowship Supervisor, participants can contribute to UHN projects that will allow them to directly apply their learnings toward developing or strengthening programs in education that benefit staff, students/learners, or patients. Depending on the duration and intensity of the Fellowship in Education Leadership, the option of enrolling in other leadership training opportunities at UHN and/or its academic partners is available.
Telesimulation Training

Responding to the critical need for change, the Temerty-Chang Telesimulation Centre at UHN is bridging a crucial gap in health care in developing countries. Using the latest telecommunications and simulation technology, the Centre provides training in Fundamentals of Laparoscopic Surgery (FLS) over the Internet for doctors around the world. Surgeons who complete the Centre’s program will improve the skills necessary to perform safer, less invasive procedures. The Centre is the first of its kind in the world and will play a pivotal role in achieving the following goals:

1. Increase the number of surgeons certified in Fundamentals of Laparoscopic Surgery
2. Evaluate new technology, equipment and methods to advance telesimulation training programs
3. Conduct ongoing research on the impact of telesimulation on patient safety
4. Expand telesimulation training models to other medical disciplines and health care professions such as nursing and biomedical engineering

FLS was developed by the Society of American Gastrointestinal and Endoscopic Surgeons (SAGES) and is endorsed by the American College of Surgeons. FLS has three components: Didactic, technical, and assessment. The didactic component of FLS consists of multiple online modules that describe laparoscopic intra-operative scenarios. The technical component has been extensively validated and consists of 5 tasks performed on a bench-top trainer. The assessment component includes a 80 multiple-choice online cognitive exam followed by evaluation of participant’s ability to perform the 5 technical skills tasks.

Our program provides training in FLS using Telesimulation and typically lasts 8 to 10 weeks. The initial set-up equipment is shipped to the participating centre, along with an instructional video for setup. Baseline skills are determined remotely using telesimulation during week 1. Each week following this includes a one to two hour telesimulation teaching session, for a total of 4 to 6 weeks depending on skill level. Participants are then given 1 to 2 weeks to review material before an official FLS proctor comes to the site to test participants.

FLS Skills Modules/Tasks

Task 1 – Peg Transfer: Six plastic objects are grasped, transferred to the opposite forceps, and placed on a pegboard.

Task 2 – Pattern Cutting: A circle is cut from a piece of gauze on a pre-marked line.

Task 3 – Ligating Loop: A ligating loop is placed and secured at the base of a foam appendage on a pre-marked line.

Task 4 – Extracorporeal Suture: A 2-0 silk suture with a curved needle is placed through a slitted penrose on pre-marked dots. Three knots are tied in an extracorporeal fashion using a knot-pusher.
Task 5 – Intracorporeal Suture: Similar to task 4, except a precut 15-cm 2-0 silk suture is used and the knots are tied using an intracorporeal technique.

Technical Requirements
FLS has a few technical requirements: Two netbooks one of them with a webcam for Skype connections (person-person and simulator-simulator), the FLS box trainer and accessories, and all laparoscopic equipment required to complete the FLS tasks.

Participating centres must provide a TV screen with RCA or S-VIDEO input for viewing inside of the FLS box trainer, as well as an internet connection (preferably wireless), which is strong enough for Skype to function. In addition, should the participants feel the netbook screen is not large enough for viewing, we ask that the participating centre provide larger computer screens (laptop or desktop, whatever is available).
Healthcare has become increasingly complex and more challenging to govern. With rapid innovations and a new era of accountability and transparency related to quality standards expected by patients, leading hospitals and healthcare systems in North America and Europe have integrated healthcare leadership into their education and development.

UHN is committed to developing healthcare leaders at different phases of their careers. The programs described strengthen capacity in management, program development and collaborative leadership to enhance leadership competencies and hospital practices, improving quality of care and patient safety. Participants will gain important leadership skills and tools to implement in their respective healthcare organizations.

Leadership development at UHN is viewed as a shared responsibility between the teacher and the learner. Participants will be guided in concepts and practice to adapt these tools to their healthcare environment. The content and design will stimulate participants to adopt a proactive approach to establishing leadership practices at both the organization and individual level.

**Collaborative Change Leadership (CCL)**

**5 in-class modules over 10 months**

The Collaborative Change Leadership (CCL) Program is an accredited, certificate program offered by the University Health Network (UHN) in collaboration with the University of Toronto (UofT) Centre for Interprofessional Education (IPE).

Grounded in leadership, change and social accountability theories, processes and practices, this program is designed for leaders who are driven to engage communities in a meaningful way and to create and sustain system changes that enhance the health of underserved populations.

Participants will co-create a Capstone Project with a community that has been identified as a priority population, which includes frail elderly, aboriginal peoples, mental health, non-communicable diseases/chronic illness, youth and women, and lower socioeconomic status. The focus is on, but is not limited to, interprofessional care and education, quality and safety, and patient/family/community-centered care.

**Goals/Objectives**

1. Model and exemplify collaborative change leadership in all facets of their professional work;
2. Advocate for socially accountable solutions to health inequities;
3. Be familiar with different theoretical change approaches, and be able to apply change theory in their own contexts;
4. Use appreciative inquiry principles to create a portrait of organizational strengths and change need, and where the capstone initiative naturally aligns to enable success;
5. Design and implement an emergent change strategy by stewarding a community-engaged capstone project;
6. Integrate and align complementary initiatives within their system;
7. Foster senior leadership and collaborative community engagement within and across systems;
8. Lead meaning-making processes to generate sustainable change;
9. Design and implement an evaluation strategy informed by developmental evaluation;
10. Reflect on, assess movement and adapt direction throughout change implementation;
11. Translate knowledge to improve health and health systems.

Pre-Requisites
- Five or more years of experience in a leadership role;
- Support of their organization to participate in the program;
- An identified Capstone Project that engages the community;
- A minimum of 2 people of different professions from the same organization registered as a team

Program Format
This program is offered over a ten-month period with five face-to-face sessions that are two days each. Face-to-face sessions are held in Toronto. Learnings from these sessions are directly applied to a Capstone Project that is carried out in participants’ home organizations, and can be supplemented by coaching from program faculty within and between sessions.

ehpic™ (Educating Health Professionals for Interprofessional Care)
5 consecutive days yearly in Toronto; customization can be discussed with CIPE

In Canada and abroad, government and health care sectors have placed importance on developing a curriculum to change the way health professionals are educated and trained. This course will enhance your natural leadership abilities to teach excellence in Interprofessional Education (IPE), helping to build an IPE community of leaders in healthcare. Coordinated by the Centre for Interprofessional Education and a team of health professionals across the health sciences faculties at the University of Toronto, this certificate course is designed for health professionals interested in interprofessional education and interprofessional practice.

This program is designed for:
- Health Professional Educators & Clinical Practice Leaders
- Healthcare Professional Development Educators
- Faculty Development Leaders
- Master of Science in Community Health (MScCH) Students
- Post-graduate & Undergraduate Health Professional Educators
- Clinical Teacher Certificate, Graduate Studies & Academic Fellowship Programs, DFCM, University of Toronto
Health Professional College Directors
Health Professional Program Directors
Individuals interested in pursuing interprofessional education initiatives

This course aims to develop leaders in interprofessional education who have the knowledge, skills and attitudes to teach both learners and fellow colleagues the art and science of working collaboratively for patient-centered care.

**Goals/Objectives**
1. Recognize and teach the importance of professional role understanding as an essential component for collaborative practice;
2. Experience and teach ways of effective team communication and the role of reflection in health care teams;
3. Practice skills in facilitating interprofessional teams particularly within an educational context;
4. Acknowledge professional attitudes and cultural values and recognize their impact in the educational context;
5. Understand and develop a program to teach how collaborative practice is used to enhance patient-centered care;
6. Learn ways of evaluating the role of collaborator in educational contexts; and
7. Define the current challenges facing educational leaders in moving IPE experiences forward at an institutional level and analyze these using an organizational framework.

**Pre-Requisites**
Submission of 250-word abstract detailing the interprofessional project applicants hope to undertake.

**Program Format**
ehpic™ is available for delivery over 5 consecutive days in Toronto. Customized and locally contextualized versions of ehpic™ that are tailored to address the needs of organizations and systems can be delivered abroad. These customized programs are held over 3 consecutive days.
Wilson Centre Ateliers

The Wilson Centre is now offering a series of intensive one-week programs such as Simulation Research and Qualitative Health Professions Education Research. These workshops are an excellent opportunity for participants to hone research skills in dynamic and interactive programs led by some of the world’s most respected health professions education researchers.

Say Something
A 2-Day Workshop on Writing and Giving Outstanding Presentations

The Say Something workshop brings together four experts, across two days, who will work with a small group of participants (maximum 10) on how to do this. Through the use of strong narrative and mnemonic tools; a basic understanding of memory; and a rich introduction to performance; this workshop will help participants develop presentations which go far beyond the need for bullet lists.

The Say Something workshop brings together four experts, across two days, who will work with a small group of participants (maximum 12) on how to do this. Through the use of strong narrative and mnemonic tools; a basic understanding of memory; and a rich introduction to performance; this workshop will help participants develop presentations which can make it across the treacherous sands into audience memory. This Atelier includes:

- Say Something Beautiful – Presentation Writing and Design
- Say Something Relevant – Presenting in the Academic and Clinical Context
- Say Something Memorable – Memory and Cognitive Psychology
- Say Something Dynamic – Voice and Performance

Health Professions Education Research Fundamentals

Our dynamic and interactive program is led by Wilson Centre Scientists with expertise in qualitative and quantitative research and representing diverse theoretical, disciplinary, and methodological perspectives. The atelier will help you refine your HPE research interests and develop a foundational understanding of HPE research principles, methodologies, and applications.

Before the atelier, you will be asked to identify an area of research interest and a preliminary research question. Throughout the program you will enjoy meaningful small group work, through which you will develop foundational knowledge and skills. By the end of the atelier, you will be
positioned to participate effectively in your chosen area of HPE research and you will be enabled to appreciate a range of research areas and approaches within the HPE research community.

Our program is designed for those of you who have an interest in health professions education and wish to develop literacy in several research paradigms, and receive guidance in choosing which research approaches will help you develop a plan and a team to best answer your own research questions. Topics introduced during the program will include:

- Ontology, Epistemology & Methodology
- Common Quantitative Methodologies
- Common Qualitative Methodologies
- Generating Effective Research Questions in HPE
- Design of HPE Research
- Sampling & Data Collection
- Data Analysis & Interpretation

**Qualitative Research Refined**

Wilson Centre is proud to continue its support of qualitative research in the health professions by offering a four-day intensive program in intermediate-level qualitative research. Participants will have the opportunity to hone their research skills in this dynamic and interactive program led by some of the world’s most respected health professions education qualitative researchers.

**Program Highlights**

- Building on their foundational understanding of epistemology, methodology, theory and methods, participants will learn to apply their knowledge to conduct sophisticated and rigorous qualitative research.
- Guiding participants through the challenges of doing qualitative research in health profession education, with a focus on balancing rigour and relevance and methodological flexibility.
- Analysis and synthesis: how do data become meaningful findings?
- Exploring Challenges in publishing and presenting qualitative research
Advanced Imaging and Education Centre

Cardiac CT
This intensive five-day course is designed to provide a focused, comprehensive, and in-depth learning experience principally in cardiac CT with a ratio of one instructor to four students. The curriculum format assumes no prior knowledge and will accommodate trainees with varying levels of experience. Trainees will receive over six hours of personal workstation experience per day and progress through the ample caseload at a comfortable pace aimed to exceed the requirements for ACC Level 1 and ACC Level 2 for data manipulation and interpretation.

A unique educational environment has been created to provide an optimal learning experience. This course is run by friendly, experienced cardiac imagers with extensive and established backgrounds in teaching cardiac imaging. The state of the art facility is set within the heart of Toronto General Hospital’s medical imaging department, giving trainees access to three busy cardiac CT units (64 and 320 MDCT) and the opportunity to view live cases throughout the duration of the course.

Course Objectives
Successful completion of workstation requirements for SCCT and ACC Level 2. Trainees will learn essential elements of cardiac CT including:

- Principles of CT physics and image acquisition relevant to cardiac imaging
- Technical requirements for cardiac CT
- Dose reduction techniques
- Setting up a cardiac CT practice, infrastructure requirements, patient preparation, patient scanning, data acquisition, processing, and post-processing
- Artefact recognition and compensation
- Real time work-up of live cases

Accreditation and Certification
The office of Continuing Education and Professional Development, Faculty of Medicine, University of Toronto is an accredited provider for the Royal College of Physicians and Surgeons of Canada and the College of Family Physicians of Canada.

Certificates of Completion will be mailed directly to attendees on successful completion of Level II of the Cardiac CT and 3D Imaging course. To receive a certificate of completion, participants will be required to show competency through regular class participation and individual demonstration of skills during daily case review sessions.

Virtual Colonography
This three day course will enable students to acquire appropriate interpretation skills as well as a comprehensive and overall appreciation of the current issues facing virtual colonography, also referred to as virtual colonoscopy (VC).
The course emphasis is on image interpretation with completion of at least 50 path proven examinations by the third day. The program combines didactic presentations with significant hands-on experience in an intimate learning environment with a ratio of one instructor to every four students. You will learn to utilize specific 3D tools and recognize pitfalls that will result in reduction of both reading times and false positive findings. Other topics include effective patient preparation, colonic distension, extra colonic CT findings, and issues relating to setting up a screening program. Frequent question and answer sessions and the opportunity for interactive learning while working through cases will allow for immediate feedback on progress. By the conclusion of this course, students will know the essential components needed to run a successful VC screening program. This course also offers the experience of viewing live cases.

**Course Objectives**

- Be able to implement the various components of a complete VC examination to acquire high quality examinations
- Effectively detect polyps
- Be aware of common pitfalls and problems associated with VC interpretation
- Have successfully completed the required number of cases as required for proficiency by the Canadian Association of Radiologists (CAR)
- Be aware of the role of CT colonography in colorectal screening

**Accreditation and Certification**

This course is held under the auspices of the Office of Continuing Education and Professional Development, Faculty of Medicine, University of Toronto and the University of Toronto Advanced Imaging and Education Centre.

This event is an Accredited Group Learning activity (section 1) as defined by the Maintenance of Certification program of The Royal College of Physicians and Surgeons of Canada, approved by the University of Toronto.
The de Souza Institute

De Souza Institute, in partnership with Cancer Care Ontario and the University Health Network, provides ongoing educational support and career counseling to thousands of health professionals across Ontario that care for cancer patients and families.

Through de Souza Institute, health care professionals obtain the specialized skills to guide and help cancer patients throughout their journey (prevention, screening, diagnosis, treatment, survivorship and palliation). de Souza Institute courses are offered primarily online with the occasional course through Ontario Telemedicine Network (video conferencing) or in-person.

The Institute is focused on creating de Souza health care professionals with the advanced knowledge and expertise to handle every situation from managing a reaction to chemotherapy medication, to managing anxiety and fears, or to managing pain and other symptoms.

de Souza Institute offers over 30 oncology and palliative courses. For more information on how to register, and for course descriptions, please see below or visit http://links.desouzainstitute.com/calendar.

Treatment and Delivery of Evidence Based Care

These courses are about developing skills and knowledge in treating and delivering cancer care. Course teachings are based on best practices and Ontario provincial standards.

- Advanced Pain Assessment and Management (APAM)
- Certified Pediatric Hematology/Oncology Nurse Study Group (CPON)
- Chemotherapy Competency Maintenance Course (CCMC)
- CNA Hospice Palliative Care Study Group (CHPC)
- CNA Oncology Exam Study Group (COES)
- Foundations in Oncology Nursing Practice (FONP)
- Foundations of Cancer Disease Sites Part A (FCDA)
- Foundations of Cancer Disease Sites Part B (FCDB)
- Foundations of Cancer Disease Sites Part C (FCDC)
- Foundations of Oncology for ER Nurses (FOER)
- Introduction to Hospice and Palliative Care (IHPC)
- Provincial Standardized Chemotherapy and Biotherapy Course (PSCB)
- Radiation Oncology (RAON)
Therapeutic and Supportive Relationships

These courses address engaging in caring relationships with cancer patients and their families. These courses focus on the professional’s role in being supportive and sensitive to a patient’s changing physical and psychosocial responses.

- Advance Care Planning (ACPL)
- Cancer Survivorship: Partnering With Patients to Improve Their Experience (SURV)
- IPODE: Relational Practices with Families in Oncology & Palliative Care (IPOF)
- Managing Grief and Loss: Acknowledging Impacts and Nurturing Nurses (MGAL)
- Psychosocial Care Education Day (PCED)

Developing Professional Practice & Leadership

Engaging in critical thinking, integrating best practice and evidence based knowledge, exercising ethical judgment and advocating for change are the foundation of courses under this category.

- Advanced Oncology Nursing Leadership Certificate Program (AONL)
- Chemotherapy and Biotherapy Facilitator Course (CBLL)
- Education in Palliative and End-of-Life Care- Oncology (EPEC)
- Introduction to Evidence Based Practice and Communication (EBPC)

Patient Teaching & Coaching

These courses help health professionals prepare individuals living with cancer and their families to manage the many aspects of the cancer experience. Courses are geared towards helping provide patient education, psychosocial support and counseling.

- Cancer Prevention (CAPR)
- Maximizing Teaching and Communication Skills for Personal Support Workers (PTPS)
- Patient Navigation (PNON)
- Patient Teaching and Education (PTED)

de Souza Designations (Nursing)

A de Souza Designation is the latest standard in cancer care nursing excellence. Nurses with the de Souza Designation are recognized by employers, patients and families, policymakers and the public as well-regarded health care professionals possessing strong communication and leadership skills. de Souza designates are also known as lifelong learners providing nursing excellence in psychosocial care. The four Designations are:

- de Souza Nurse Associate
  The de Souza Nurse Associate Designation is ideal for RNs or RPNs who are not specialized in oncology and care for patients living with or at risk of developing cancer.
➢ **de Souza Nurse**
   The de Souza Nurse Designation is ideal for RNs who are certified in oncology, hospice palliative care, or pediatric oncology.

➢ **de Souza APN**
   The de Souza APN Designation is ideal for RNs, Nurse Practitioners, Clinical Nurse Specialists, and Educators who have a Master's degree and certification in oncology, hospice palliative care or pediatric oncology.

➢ **de Souza Scholar**
   The de Souza Scholar Designation is ideal for nurses who are pursuing a PhD or Post-Doctorate, in an oncology or hospice palliative care related field. A de Souza Nurse Scholar could be a nursing executive, manager, professor or scientist.
Benefits of Learning at UHN

Learning opportunities at UHN provide a wide range of benefits including:

- collaboration with world renowned clinicians and scientists
- focused and highly translational learning in short periods of time
- an opportunity to expand professional and academic networks
- Canadian experience that may strengthen potential applications for academic appointments and learning opportunities

This catalogue is the property of University Health Network. Requests for further information on UHN Education products and services can be directed to the UHN International Centre for Education by emailing uhnice@uhn.ca.

Please note that the contents of this catalogue are subject to change without notice. The catalogue does not include all programming available at UHN. Acceptance to, and participation in, any of the listed educational offerings is contingent upon all candidates meeting application criteria set by the program(s) of interest. Participation is dependent upon availability and program capacity.

For details on any of the above opportunities, email uhnice@uhn.ca