International Education
Catalogue
UHN International Centre for Education

Innovating and Educating Without Borders

2014
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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. It is a cost effective system that maximizes the use of resources to benefit its population. An academic health sciences centre affiliated with the University of Toronto (http://www.utoronto.ca/); UHN is a network of four hospitals: the Toronto General, Toronto Western, Princess Margaret, and Toronto Rehab that have collectively provided care to the community for more than 200 years.

UHN has an accountability to provide clinical care services to its local community and at the same time act as a provincial and national resource for tertiary and quaternary services.

UHN provides high quality patient care within ten clinical programs: the Cancer Program, known as Princess Margaret Cancer Centre; the Cardiac Program, known as the Peter Munk Cardiac Centre; the Multi-Organ Transplant Program; the Neuroscience Program, known as the Krembil Neuroscience Centre; the Arthritis Program; the Surgical and Critical Care Program; the Medical and Community Care Program; the Rehabilitation Program, known as Toronto Rehabilitation Institute; the Laboratory Medicine Program; and Medical Imaging Program, known as the Joint Department of Medical Imaging. 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.

Our Vision
Achieving Global Impact

Our Mission
Exemplary patient care, research and education

Our Purpose
We are a caring, creative and accountable academic hospital, transforming health care for our patients, our community and the world.

Our Values
Caring
Excellence
Teamwork
Innovation
Integrity
Leadership
Respect
UHN's 10 Clinical Programs

Arthritis Program

UHN’s Arthritis Program provides a complete spectrum of care, from disease prevention to the treatment of complex disorders. Our Musculoskeletal Health and Arthritis (MHA) Program is a provincial and national leader in arthritis, rheumatology, hip/knee replacement and hand. Specific care areas within the Arthritis Program include: Arthritis and related disorders, arthrolasty, sports medicine, general orthopaedics, hand & plastics, osteoporosis & bone density. Outpatient musculoskeletal rehabilitation is provided through Altum Health.

Joint Department of Medical Imaging

The Joint Department of Medical Imaging (JDMI) spans across all four of UHNs hospitals proving imaging for the detection, diagnosis and guided treatment of disease. The team of experts deliver excellence in patient care, research and education. The JDMI uses techniques such as radiation, magnetic resonance and sonography to gather images of the body for medical purposes. Within the JDMI there are several divisions including: abdominal imaging, breast imaging, cardiothoracic imaging, molecular imaging, musculoskeletal imaging, neuroradiology, vascular & intervention mapping.

Laboratory Medicine Program

The Laboratory Medicine Program is the largest hospital diagnostic lab in Canada and one of the largest academic labs in the world. We provide academic, clinical service and research leadership across 4 main divisions: Clinical Biochemistry, Clinical Hematology, Clinical Microbiology and Anatomic Pathology. Our laboratory medicine team totals more than 525 members, including our medical and scientific staff, Medical Laboratory Technologists, Technicians, phlebotomists, Pathologist Assistants and more.

Krembil Neuroscience Centre

The Krembil Neuroscince Centre is an internationally renowned neuroscience centre providing excellence in clinical care along with leading edge research and education for health care professionals with expertise in disorders of the brain, spinal cord and eyes. The Krembil Neuroscience Centre (KNC) team has access to cutting edge technologies such as the Gamma Knife and Deep Brain Stimulation and is constantly working to broaden their use to help our patients. We have Canada’s leading ophthalmological and visual science program, the Donald K. Johnson Eye Centre, and in 2013 opened a new state-of-the-art research facility, the Krembil Discovery Tower. The division of Neurology, divisions of neurosurgery and the Department of Opthamology all sit within the KNC.
Peter Munk Cardiac Centre

The Peter Munk Cardiac Centre has become Canada's premier cardiac centre with some of the best patient outcomes. Our expertise allows us to manage all aspects of cardiovascular disease and deliver quality care for both standard and advanced cases – making the Peter Munk Cardiac Centre the premier cardiac centre in Canada and a hub for education, research and innovation. The divisions and departments in the Peter Munk Cardiac Centre are highly integrated and collaborative, and are organized around six elements of care: Adult Congenital Heart Disease, Coronary Artery Disease, Heart Failure/Function, Heart Rhythm Disorders, Valvular Heart Disease, and Vascular Disease.

Medical and Community Care

Medical and Community Care is the largest program at UHN, caring for more than 400,000 patients a year. Our team has four key priorities: caring for patients who visit our hospitals because they are acutely ill, helping patients to manage their chronic diseases and to prevent further complications that may arise, serving the needs of our local community and the different populations within our community, and enhancing the medical care that all patients at UHN receive by providing services that address spiritual needs and ethical treatment. We meet these 4 key priorities through the 13 elements that make up the Medical and Community Care Program: Bioethics, Dermatology, Emergency Medicine, Endocrinology, Family and Community Health, General Internal Medicine, Hepatology, Infectious Diseases, Nephrology, Primary Care Initiative, Psychiatry, Respiratory, Spiritual Care.

Multi-Organ Transplant

UHN's Multi Organ Transplant Program is Canada's largest transplant program. We specialize in transplants of the heart, lungs, liver, kidneys, pancreas and small bowel. We provide care to our patients and their families through multiple clinics and services: Heart Transplant Clinic, Kidney Transplant Clinic, Liver Transplant Clinic, Living Donor Program, Lung Transplant Clinic, Pancreas Transplant Clinic, Transplant Infectious Diseases Clinic, Transplant Bioethics, and Transplant Outpatient Pharmacy.

Princess Margaret Cancer Centre

UHN's Princess Margaret Cancer Centre is the largest of its kind in Canada. Patients receive care from a team of surgeons, medical and radiation oncologists, nurses and allied health professionals. The four treatment elements (Medical, Surgical, Radiation and Psychosocial Oncology) may be combined in different ways to treat different "cancer sites": breast, central nervous system, endocrine, gastrointestinal, gynecology, head and neck, leukemia, lung, lymphoma, ocular, pediatrics, sarcoma, skin, urological oncology.
**Surgery and Critical Care**

In the Surgery and Critical Care Program, we provide world-class health care and conduct ground-breaking research through our departments and their specialized divisions: 1) Sprott Department of Surgery is one of the largest surgical programs in Canada known for performing some of the most technically difficult procedures anywhere in the world, 2) Anesthesia and Pain Management provides state-of-the-art anesthesia to effectively treat some of the most critically ill patients, 3) Critical Care units provide intensive care support to the medical and surgical programs at Toronto General and Toronto Western hospitals. Both sites have some of the most complex cases in the country.

**Toronto Rehab**

As one of North America's leading rehabilitation sciences centres, we are developing new models of care for our patients and best practices for rehab to change the impact a disability has on a person and their family. We're revolutionizing rehab by helping people overcome injuries and recover from illness and age-related health conditions so they can live more independent lives. Our programs include: Brain and Spinal Cord Rehabilitation Program, Cardiovascular Prevention and Rehabilitation Program, Complex Continuing Care Program, Geriatric Rehabilitation Program, Long Term Care Program, Musculoskeletal Rehabilitation Program.
Education at UHN

UHN is a major academic research hospital and the main teaching hospital for the Faculty of Medicine at the University of Toronto. UHN has developed over 90 formal teaching arrangements with local, national and international. As a major academic hospital, UHN has a large education program with more than 5000 learners across all health care disciplines, including medicine, nursing, health professions (occupational therapy, physical therapy, clinical nutrition, spiritual care, and respiratory therapy), pharmacy, research, and laboratory technology. Students highly value UHN for rich learning opportunities, with over 96% recommending UHN to other students.

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”.

Global Innovation and Centres at UHN

The UHN International Centre for Education

Established April 2014, the UHN International Centre for Education (UHN ICE) is a unique, central hub at UHN set-up to facilitate learning and development opportunities for international learners, including fellows and observers. UHN ICE leverages a wide range of clinical and educational expertise to build relationships with international partners that will translate into high quality healthcare through teaching and learning. UHN ICE also works in tandem with UHN International to foster and develop various international collaborations and teaching opportunities for UHN Education. The Centre will also endeavor to partner with various academic centres at UHN to deliver quality learning experiences for local and international learners, alike.

As a renowned academic health centre, UHN has an ongoing commitment to advancements in education and knowledge mobilization. By forming and supporting various research centres that focus heavily on the translation of education to practice, UHN is on the leading edge of intersecting teaching and learning with research and clinical practice to get one step closer to its goal of achieving global impact.

Vision
Innovating and Educating Without Borders

Mission
Transforming patient care through excellence in research, innovation, and cultivation of educational leaders in the global community.
Values
Socially Accountable
Inspiring Innovation
Supportive and Collaborative
Continuous Growth and Learning
Respect and Integrity

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.
Research at UHN

As Canada’s largest hospital and a major teaching hospital of 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:

- **Ontario Cancer Institute** - Director: Dr. Benjamin Neel
- **Techna Institute** - Director: Dr. David Jaffray
- **Toronto General Research Institute** - Director: Dr. Mansoor Husain
- **Toronto Rehabilitation Institute** - Director: Dr. Geoff Fernie
- **Toronto Western Research Institute** - Interim Director: Dr. Peter Carlen

UHN Research has a proud history of innovative research and important discoveries. Researchers at UHN are focused on investigating the causes of numerous diseases and are developing new and better ways to treat them and deliver better care. Research focus areas include cancer, cardiology, transplantation, immunology, infectious disease, health services, rehabilitation, fitness and mobility, neural and visual sciences, musculoskeletal disease and community and population health.

UHN is the home of an extensive and advanced collection of research and training facilities including:

- Advanced Optical Microscopy Facility
- Applied Molecular Profiling Laboratory
- Centre for Global eHealth Innovation
- Clinical Genetics Centre
- Glass Washing & Sterilization
- Laboratory for Applied Biophotonics
- Princess Margaret Genomics Centre
- Philip S. Orsino Cell Therapy Facility
- Proteomics Group
- Tissue Culture Media Facility
- Vector Core Facility
- Wright Cell Imaging Facility
Fellowships

Clinical

Clinical Fellowships are opportunities for a physician to obtain advanced training and/or to acquire more specialized expertise not normally acquired during residency training. Training may involve both clinical and research activities. Clinical fellows must be recognized specialists or family physicians. Fellowship training does not lead to certification by the Royal College of Physicians and Surgeons of Canada (RCPSC) or by the College of Family Physicians of Canada. Fellows are either clinical fellows or research fellows (see below).

The University of Toronto Postgraduate Medical Education (PGME) office will issue a certificate to clinical fellows if they have completed all requirements of the clinical fellowship, have dedicated the agreed upon amount of time to the fellowship, and have achieved evaluations at or above expectations in all aspects of the fellowship including completion of the In-Training Evaluation Reports (ITERS) for all fellowship components. Certificates will not be released to a fellow without receipt from the sponsoring Division of documentation supporting successful completion of all aspects and rotations of the fellowship. Such documentation must include completed ITERS for all fellowship components.

Clinical fellowship training is ordinarily a one-year to three-year “topping off” experience for recognized specialists or family physicians. A short-term educational experience, which does not lead to certification by the RCPSC or the CFPC, a clinical fellowship on its own is not a pathway to permanent practice as a specialist or family physician in Ontario; however, does offer physicians the opportunity to advance their practice. Training over 450 fellows each year from over 55 different countries, UHN has a large and comprehensive Fellowship program, spanning an impressive variety of clinical sub-specialties across the Hospital’s clinical and research portfolio.

Clinical Sub-Specialties

**Medicine**
- Cardiology
- Dermatology
- Emergency Medicine
- Endocrinology & Metabolism
- Gastroenterology
- General Internal Medicine UHN
- Geriatric Medicine
- Haematology
- Plastic Surgery
- Urology
- Vascular Surgery

**Surgery**
- Cardiac Surgery
- General Surgery
- Orthopedic Surgery
- Neurosurgery
Research fellows are engaged solely in research and have no patient contact. As such, research fellows do not require licensure by the College of Physicians and Surgeons of Ontario (CPSO). The minimum qualification for research fellowship training is a medical degree; however, requirements for admission may vary from one research fellowship program to another.

The University of Toronto Department of Medicine will issue a certificate to a research fellow upon successful completion of all requirements of the fellowship and having achieved evaluations at or above expectations in all aspects of the fellowship, including completion of the In-Training Evaluation Reports (ITERS) from the sponsoring division.

Research fellows at UHN are primarily affiliated with UHN and governed by UHN policies and guidelines. Candidates are encouraged to identify specific Principal Investigators with shared research interests by reviewing the researcher profile link below and contacting the Fellowship Coordinator. Following acceptance, the Research Fellow and Supervisor/Principal Investigator will discuss and define specific projects and timelines for the fellowship.

UHN researcher profiles can be found at http://uhnres.utoronto.ca/researchers/

Contact Information

UHN provides support to Fellowship applicants, facilitation of applications to the programs, and orientation to UHN clinical services, including EPR. For more information, please contact UHN’s Fellowship Office:

Shannon Spencer, Fellowship Coordinator
416-340-4800 ext. 8924
Shannon.Spencer@uhn.ca
The Personalized Learning Program (PLP) at UHN is a customized curriculum designed to address the specific needs of an individual learner that cannot be met by an observership, formal clinical placement/fellowship or other continuing education opportunity at UHN. The PLP is tailored to the needs of each participant and may include a variety of learning opportunities, including educational courses, observation, hands on training, job shadowing, mentoring and coaching. Each PLP participant may have access to a number of UHN learning resources including, but not limited to, eLearning courses, simulation based training, library services, and/or 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 one week to three months. Potential candidates will need to clearly articulate their learning objectives and show evidence of learner commitment through the Personalized Learning Contract. A non-refundable $100 application fee will be required in addition to the formal application and supporting documentation.

The PLP offers benefits above and beyond the traditional Observerships program. The table below shows a comparison of the potential learning opportunities for each program.

<table>
<thead>
<tr>
<th>Learning Opportunity</th>
<th>Observship</th>
<th>Personalized Learning Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Experience</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Educational Course Offerings</td>
<td></td>
<td>✓</td>
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<tr>
<td>Possibility of Direct/Indirect Patient Care</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Job Shadowing</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Mentoring and Coaching</td>
<td></td>
<td>✓</td>
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<tr>
<td>Access to eLearning Courses</td>
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<td>✓</td>
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<tr>
<td>Simulation Based Training</td>
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<td>✓</td>
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<tr>
<td>Access to Library Services</td>
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<td>✓</td>
</tr>
<tr>
<td>Specific Learning Plan for duration of program</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>UHN Certificate of Completion</td>
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<td>✓</td>
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</table>
Application Process & Requirements
Potential candidates are requested to apply approximately 3 months before their desired start date. The following information must be submitted to UHNice@uhn.ca:

- Personalized Learning Program Application Form
- Current Resume or Curriculum Vitae
- 2 letters of reference – One from current/most recent employer and one from another (non-family member) source
- A non-refundable application fee of $100

Potential candidates should allow approximately 6 weeks for processing from the time they submit their application. Once the application has been reviewed by UHN ICE and a learning plan has been drafted, the candidate will be contacted with further information including the Personalized Learning Contract, notification regarding additional documentation that may be required, and the cost of the Personalized Learning Program. Please note, you will be responsible for your own transportation and accommodation while participating in the Personalized Learning Program.

Direct or Indirect Care Experience
If direct or indirect clinical care experience is requested, the applicant will need to provide proof of Professional Liability Insurance and registration with the appropriate regulatory college in addition to the other requirements as listed above. Direct or indirect clinical care experience must be performed under direct supervision. Please visit the UHN ICE website at http://www.uhn.ca/Education/ICE for more details.

Contact Information

UHN International Centre for Education (UHN ICE)
UHNice@uhn.ca.
Observerships

Observerships provide an invaluable learning experience for individuals who have a passion for healthcare. UHN is committed to fostering an environment for academic learning and sharing knowledge. We are proud to welcome observers from around the world. The UHN Observerships Program allows healthcare professionals and students to observe examinations and other procedures performed by UHN staff physicians, surgeons, nurses, and health professionals. The Observerships Program welcomes approximately 1550 observers per year.

The application process must begin at least 30 days prior to the requested date of an Observership. The maximum length of an Observership is 3 months.

Seeking Sponsors

It is preferred that the observer makes the initial connection with a sponsor in their area of interest and then proceed with the application process. If there is no known connection, the Observership Coordinator can request a sponsor in their area of interest on the applicant’s behalf. However, there is no guarantee that an Observership will be obtained.

When contacting the Observership Office, applicants must provide a brief description of learning objectives and an updated Curriculum Vitae, a covering letter of introduction with goals and objectives, and dates of interest. UHN will do its best to help facilitate a potential connection for you. Unfortunately we cannot guarantee that a connection will be made.

What is a Sponsor?

All Observers require a UHN Sponsor. The Sponsor is someone affiliated with UHN who is willing to take responsibility for the Observer’s learning objectives, behaviour and orientation to the organization. Sponsors can be clinical or surgical staff that provide learning opportunities in their respective fields.

Eligible Professions

Below is a list of professions that are eligible for Observerships. These professions can be contacted directly, or through the Observership Office.

- Medicine
- Nursing
- Physical Therapy
- Occupational Therapy
- Nutrition
- Speech Language Pathology
- Pharmacy
- Technologists (e.g. medical imaging and laboratory medicine)
(There are several medicine sub-specialties that do not accept unsolicited Observership requests. Please be in touch with the Observerships Coordinator for more information.

**Requirements**

- A brief description of learning objectives
- Updated Curriculum Vitae
- A covering letter of introduction including learning goals and objectives, and dates of interest.

**Application Process**

**Step 1**
Complete and sign an **Observation Agreement**. Be sure you have both sponsor and signing authority signatures.

**Step 2**
Complete and sign the **UHN Confidentiality Agreement**.

**Step 3**
Complete the **Online Application**.

**Step 4 (for Observerships that are longer than 7 days)**
Complete an Occupational Health and Safety Clearance.

**Step 5**
Provide a Curriculum Vitae.

**Step 6**
Submit all of the above documentation in one email to Observerships@uhn.ca.

Once all documents are received, the Observership Coordinator will approve or decline the application. If the application is approved, you will be sent an **Approval Memo** by email that will outline the terms and conditions of your Observership, including applicable fees.

**Contact Information**

Observership Office:
416-340-4800 ext. 2665
Observerships@uhn.ca
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 benchtop 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).

**Contact Information**

**Dr. Allan Okrainec**
Director, Temerty/Chang Telesimulation Centre
Deputy Head, Division of General Surgery, University Health Network
Director, MIS Fellowship Program, University of Toronto
Ph: 1-416-603-5224
Em: allan.okrainec@uhn.ca
Fax: 416-603-5991

**Dr. Oscar Henao**
Associate Director of Education, Temerty/Chang Telesimulation Centre
Clinical Research Fellow, University Health Network
General Surgeon, University of Antioquia
MIS Surgeon, University of Toronto
Phone: 416-581-8562
Email: oscar.henao@uhn.ca
Leadership Training

UHN is committed to building the capability and capacity of leaders and the programs offered are designed to meet the needs of leaders at different phases of leadership development. Leadership development at UHN is viewed as a shared responsibility between the teacher and the learner with program participants often asked to complete a project relevant to their position and area of work within their own organization offering the opportunity to apply the learning to a real-time problem.

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

Dates (for next cohort)

April 11-12, 2014
May 30-31, 2014
September 19-20, 2014
December 5-6, 2014
January 30-31, 2015

Educating Health Professionals for Interprofessional Care (ehpic)
5 consecutive days

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.

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**UHN Rotman Leadership Development Program**

The University of Toronto’s Rotman School of Management has partnered with the UHN to deliver a leadership program for clinical leaders, non-clinical leaders (manager and director level) and physicians who have taken on managerial responsibilities. The program focuses on enhancing leaders’ competencies in the areas of strategy, change management, human resources management, finance, and quality. Designed as a collaborative interprofessional learning environment, the program encourages leaders to learn with, and from, colleagues and peers who come from a variety of management and leadership roles, as well as other hospitals and healthcare organizations.

**Goals/Objectives**

1. Enhance your leadership and management effectiveness by equipping you with actionable management tools and increasing your self-awareness as a leader
2. Increase your self-awareness as a leader and build a personalized leadership agenda (reflect on how you intend to lead within your organization)
3. Provide you with a proven change management framework that will increase your effectiveness in driving improvements within your organization
4. Build relationships with leaders of other healthcare organizations, work with and learn from and through others
5. Apply key concepts and tools presented in the program to a specific leadership challenge (Action Learning Project)
6. Gain leadership insights from senior healthcare leaders (Conversations with Healthcare Leaders)

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**Contact Information**

**UHN International Centre for Education (UHN ICE)**

UHNice@uhn.ca
Wilson Centre Ateliers

There is a rich history of innovative research and discovery and UHN. UHN proudly supports many graduate students and post-doctoral fellows in their pursuit of research training through its affiliation with the University of Toronto. UHN is committed to providing an outstanding environment for learning and professional development for its research trainees.

Experimental Thinking and Effective Research Design
3-day intensive program in Education Research using Quantitative Methods

Participants will have the opportunity to refine and enhance their skills in experimental design, assessment practices, data analysis, and interpretation in this dynamic and interactive program led by respected education researchers with expertise in quantitative methods. The focus will be on guiding participants through the foundations of experimental design, hypothesis testing, relevant theories of psychology, education (and beyond), introductory statistical analyses, and data interpretation.

Participants will develop rigorous methodologies for studying: (i) the effectiveness of educational interventions, and (ii) the utility and quality of assessment activities (e.g., development, collection of validity evidence). The major objective of the program is to challenge participants to develop research projects that advance our fundamental understanding of health professions education and assessment.

Participants will enjoy a central focus on small group work where the ultimate goal is to begin developing the requisite skills to be proficient researchers, collaborators, and decision makers in quantitatively-oriented health professions education research.

Program Elements

1. Brief discussion of the Nature of Quantitative vs. Qualitative Research in Health Professions Education
2. Relevant Theories of Learning and Assessment
3. Overview of Experimental Design
4. Hypothesis Testing
5. Generating Good Research Questions
6. Assessment: Outcome
7. Measures & Validity Evidence
8. Data Management and Interpretation
9. Dissemination

Pre-Requisites

- 250 word statement describing research interest.
- Prior research experience is expected.

Dates

March 17-19, 2014
Simulation Research Refined
4-day intensive program in Simulation-Based Education Research

Participants will have the opportunity to refine and enhance their skills in this dynamic and interactive program led by world respected researchers in simulation-based education research. The focus will be on guiding participants through some of the most relevant theories of learning, performance assessments and performance affecting factors. Participants will develop rigorous methodologies for the effective study of simulation-based learning, assessments, and performance. They will be challenged to develop research projects that advance our fundamental understanding of simulation-based learning and assessments, as well as regarding the use of simulation modalities for the study of performance affecting factors. Emphasis will be placed on small group work with the ultimate goal of enabling the participants to be aware of what it takes to be proficient researchers, collaborators and decision makers in simulation-based education and evaluation.

Program Elements

1. Overview of Simulation in Health Professions Education
2. Realism and Fidelity in Simulation
3. Theories of Learning, Feedback and Assessment
4. Generating Good Research Questions
5. Research Designs
6. Outcomes Measures & Analyses
7. Dissemination
8. Fostering Research Locally

Pre-Requisites

- Letter of intent describing objectives in taking the Atelier
- Prior experience in research and/or simulation is expected

Dates

May 27-30, 2014

Qualitative Research Refined
4-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. This program will focus on guiding the participants through the challenges of doing qualitative studies in the health professions education domain. From an understanding of the founding philosophies and traditions, to data collection and analysis, participants will be learning the foundations of sophisticated and rigorous qualitative research.
Program Elements

1. Philosophy and Epistemology
2. Working with Theory
3. Methodology
4. Analysis and Synthesis
5. Challenges in Publishing and Presenting Qualitative Research

Pre-Requisites

➢ Previous experience in qualitative research is expected

Dates

October 6-9, 2014

Contact Information

UHN International Centre for Education (UHN ICE)
UHNice@uhn.ca
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.

For more information on the de Souza Designation, please visit: [http://links.desouzainstitute.com/designation](http://links.desouzainstitute.com/designation)

**Contact Information**
For more information, or general inquiries, please contact:
info@desouzainstitute.com
416-581-7887
Visiting Doctors Program

The Visiting Doctor’s Program is a program whereby UHN physicians provide educational opportunities abroad at a partnering organization. It is part of UHN’s efforts to work with our partners to build a skilled and sustainable workforce and healthcare system over a period of time. The participating UHN physicians are world renown and leaders in their respective fields internationally.

Education can be provided in several different venues and formats including but not limited to reviewing patient files, providing second opinions/consultations, operating on patients, providing follow up care for the patients they have treated, and formal lectures.

Physicians would visit the partnering organization for approximately one week at a time. The scope of the education to be provided will be further defined in collaboration with the partnering organization once a specific area of interest is identified. If the visiting UHN Physician will be providing patient care, the host organization is responsible for arranging for the appropriate licensure, insurance and privileges.

The following physicians are participants in the program to-date. Please note this list is not exhaustive as different physicians can be engaged as specific areas of interest are identified:

- Dr. Anil Chopra, Emergency Medicine
- Dr. Rod Davey, Orthopaedic Surgeon
- Dr. Rob Devenyi, Ophthalmology
- Dr. Neil Fleschner, Urology
- Dr. Rajiv Gandhi, Orthopaedic Surgeon
- Dr. Stefan Hofer, Plastic Surgeon
- Dr. Jonathan Irish, Surgical Oncology
- Dr. Megan Christine Landes (Emergency Medicine)
- Dr. Andres Lozano, Neurosurgeon
- Dr. Nizar Mahomed, Orthopaedic Surgeon
- Dr. Allan Okrainec, General Surgeon
- Dr. Fayez Quereshy, General Surgeon
- Dr. Barry Rubin, Vascular Surgery
- Dr. Mike Tymianski, Neurosurgeon
- Dr. Ragu Venugopal (Emergency Medicine)

Contact

Joanna Kim, Senior Manager, UHN International
416-603-5800 ext. 4787
joanna.kim@uhn.ca
Conferences and Events

A number of conferences and other educational events that attract participants from around the world are hosted at UHN throughout the year. Below is a listing of some of the upcoming events however, events are always being added so it is best to check the Upcoming Conferences and Events section if the web page for the most up-to-date listing.

5 Weekend Care of the Elderly Certificate Course
Offered over 5 weekends starting January 10th, 2015

The Five Weekend Care of the Elderly Certificate Course is aimed at primary care practitioners who want to develop their own clinical skills or function as resources in their group practices. This program will be accredited each year through The College of Family Physicians of Canada and will be accredited for up to 25 MainPro-C credits and 25 MainPro-M1 credits. The course will include small group discussions, role play, practice procedures, hands on sessions and reflective written assignments must be submitted after each weekend in order to obtain your final certificate of completion.

Dates:
Part 1: January 10-11, 2015
Part 2: February 7-8, 2015
Part 3: March 28-29, 2015
Part 4: May 2-3, 2015
Part 5: June 6-7, 2015

NDT / Bobath Certificate Course in the Management of Adults with Stroke and Brain Injury
Offered over 4 weekends starting September 25th, 2014

This course will include lectures, patient demonstrations and treatment, and laboratory practice sessions. Patient demonstrations will be presented by the instructors. Participants will have laboratory sessions to practice various hands-on intervention strategies. Participants will also treat patients with guidance from the instructors. Participants will have the opportunity to:

- Gain an understanding of NDT/Bobath principles. Improve their ability to analyze typical and atypical movement.
- Apply NDT/Bobath therapeutic handling strategies and techniques to individuals with neuromotor disorders.
- Identify the relationship between participation restriction, functional activity limitations, ineffective posture and movement and impairments in individuals with neuromotor disorders.
- Integrate this approach to management with concepts of neuroplasticity, recovery of function and motor learning theory.
- Develop and demonstrate therapeutic handling strategies and skills necessary to improve the individual’s sensorimotor performance and overall functional abilities.
Dates:
Part 2: October 16-19, 2014
Part 3: November 20-23, 2014
Part 4: December 4-7, 2014

6th Annual National Spinal Cord Injury Conference: Bioinformatics Inform SCI Rehabilitation
October 2\textsuperscript{nd} to 4\textsuperscript{th}, 2014

The 6th National SCI Conference organizing committee is putting together an exciting program featuring keynote addresses, podium and poster presentations, workshops and breakout sessions. Additional highlights will include a hands-on pre-course and a delegate reception.

2014 Emergency Medicine Conference
November 3\textsuperscript{rd} to 4\textsuperscript{th}, 2014

The two day conference will provide a variety of talks, bringing an array of up-to-date information to enhance your knowledge and skills. Renowned providers of emergency health-care products and services will be present to provide participants with the latest equipment and products. There will be an additional talk each day during the lunch time period that participants can attend, sponsored by Bayer and Eli Lilly. Three preconference courses are also available: ACLS recertification, CASTED: Emergency and the CAEP Roadshow, Emergency Department Targeted Ultrasound.

ABI Conference 2014
November 20\textsuperscript{th} to 21\textsuperscript{st}, 2014

This conference will include:
- Two days of stimulating presentations by leading ABI researchers, providers, advocates and individuals living with the effects of ABI
- Interactive, facilitated workshops and concurrent sessions by invited guest speakers
- Rapid Podium presentations by leading professionals in the field
- A networking reception hosted by the Toronto ABI Network

2015 Traumatic Brain Injury Conference
January 30\textsuperscript{th}, 2015

More information to follow.

NDT / Bobath Introductory Course in the Treatment of Adults with Hemiplegia
February 25\textsuperscript{th} to March 1\textsuperscript{st}, 2015

This introductory level course provides a unique opportunity for health care professionals to gain insight into the basic principles of the NDT approach and how it is applied in clinical practice to promote recovery of function in individuals with neurological impairments. Current theoretical foundations and evidence
supporting an NDT approach will be presented as well as specific and practical information about management of the adult neurological patient. The information will be appropriate to many rehabilitation professionals and will be presented so that it can be incorporated into a variety of practice settings. The overall objective is to enable participants to bring information back to their facility and apply it toward promoting more functional movement and achieving functional outcomes with their patients.

Contact Information

Conference and Educational Technology Services
conferences@uhn.ca
Innovating and Educating Without Borders.

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. All program offerings and trainee opportunities are dependent on the capacity of the individual clinical program(s) involved.

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 clinical program(s) capacity.