

HealthForceOntario Newsletter

A report to Ontario's health care leaders.



Message from Joshua

A focal component of any health human resources strategy is education. This includes the development of the next generation of highly skilled, socially accountable health providers. It also includes a commitment to the ongoing education of current providers.

Who are the "people" behind the HealthForceOntario (HFO) Education strategy? They're the faculty at our universities and colleges, and the students they teach. They're the nurses, doctors and allied health professionals who work in our frontline-of-care on interprofessional teams. They're our health care and health education policy makers, regulators and health program partners who make sure the right number and mix of health care providers are educated and available to work, at the right time. They are the thousands of bright, passionate students starting on a career devoted to caring for people. They are the patients who every day graciously help these students grow and learn.

In this fall issue of the HFO newsletter, I'm delighted to be showcasing some of the people behind our HFO Education strategy and their recent successes.

- ♦ On **page 2**, you'll meet some COUPN Award winners. The 2010 Council of Ontario University Programs in Nursing (COUPN) awards recognizes people who are making major contributions in Ontario's health care system that span education, research and practice.
- ♦ Meet Dr. Lesley Beagrie, Associate Dean of Professional and Global Programs at York University on **page 4**. Read how York's Faculty of Health is working with the community to develop a regional approach to interprofessional education and care.

- ♦ Dr. Maureen Gottesman, medical director of the BScPA program at the University of Toronto (U of T), is interviewed on **page 6**. The BScPA boasts not only a diverse and experienced group of students, but also some innovative and collaborative approaches to curriculum development and delivery.
- ♦ Find out on **page 7** how Ontario's Diabetes Education Teams are working to prevent and manage diabetes. Check out how the Registered Dietitians working at the Diabetes Management Centre (DMC) at Trillium Health Centre are helping over 8,000 patients annually make lifestyle changes in a positive and fun way.

All these people have played a crucial role in Ontario's health human resources strategy. I'm inspired by their accomplishments, as I'm sure you will be.

These successes reflect the effort of the Ministry of Health and Long-Term Care and Ministry of Training, Colleges and Universities, working together on the HFO strategy.

I would also like to recognize our partners at the Ministry of Training, Colleges and Universities who have worked so closely with our ministry. Together, we're shaping interprofessional education and practice in Ontario.

Sincerely,

Joshua Tepper
Assistant Deputy Minister
Health Human Resources
Strategy Division
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The Facts

69 Total number of PA students enrolled in Ontario's two PA Education Programs as of January 2010.

260 Total number of diabetes education teams in the province that have helped approximately 360,000 Ontarians.

8,000 Number of diabetic patients seen annually by the 14 dietitians at the Diabetes Management Centre (DMC) at Trillium Health Centre.

19 Number of nominations received for the COUPN Provincial University Excellence Nursing Awards.

\$500,000 Amount pledged by Queen's University's medical students to support the building of the university's new school of medicine.

Come to the IPE Ontario 2011 Conference

The IPE Ontario conference for health care and health education policy makers, regulators, leaders, educators and practitioners is coming to Toronto on January 23 to 25, 2011. Come share best practices, innovations and research findings on interprofessional education and practice for Ontario, and beyond.

IPE Ontario 2011
January 23-25, 2011
University of Toronto Conference Centre
Toronto, Ontario, Canada
<http://www.ipeontario.ca/>

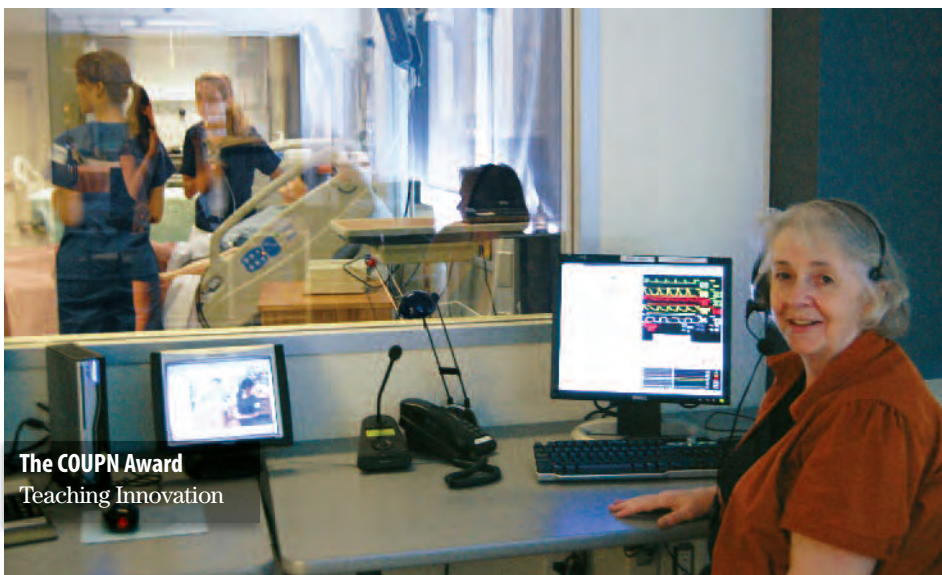
Catching Up With COUPN Award Winners

2010 winners were named in COUPN Provincial University Excellence Nursing Awards.

The 2010 Council of Ontario University Programs in Nursing (COUPN) awards recognize nursing faculty, students, staff and health program partners who are making major contributions in Ontario's health care system, across ten categories that span education, research and practice. The contest, in its third year, received 19 nominations.

COUPN, an affiliate of the Council of Ontario Universities (COU), works in partnership with the Ministry of Health and Long-Term Care and the Ministry of Training, Colleges and Universities to deliver the highest quality nursing education to prepare students for practice and to support the province in meeting its health human resources needs.

We caught up with some recent COUPN award winners to learn more about their accomplishments and perspectives.



Professor Maureen Barry, Lawrence S. Bloomberg Faculty of Nursing at the University of Toronto

After practising as a nurse for more than 30 years and teaching for more than 20, Maureen Barry is an invaluable resource to the hundreds of students she teaches every year at the Lawrence S. Bloomberg Faculty of Nursing at University of Toronto.

Barry has shown herself as a leader in weaving technology into the undergraduate nursing curriculum.

- ◆ **Simulation** is fully integrated into every undergraduate clinical course, as well as one community health theory course.
- ◆ **Podcast** lectures, collaborative work spaces (**wikis**) in class and clinical groups, audience response systems (iClickers) in the classroom, **PDA**s with students in clinical placements, **Lecture Capture** and other social networking tools are now being utilized to support the pedagogy, as well as facilitate a social presence within the online learning environment.
- ◆ The current **Learning Management System** (Blackboard) has been optimized to provide quality content delivery.
- ◆ A **Smart Board** has been installed to allow an interactive canvas for content delivery for the on-campus student, as well as the remote participant.

◆ A multi-media room.

- ◆ **Video streaming** from the simulation lab and **web-based meeting rooms**, complete with lectures, can be captured and streamed to remote participants and presenters around the world.

In the fall of 2010, students will be able to do self and peer evaluations of their simulation videos and receive expert feedback, all online. Specific skills, such as dressing changes or an interaction with an anxious client as well as advanced skills or complex inter-professional dilemmas, will be incorporated into the student's live or virtual experiences.

The Vision

The Lawrence S. Bloomberg Faculty of Nursing aims to be on the frontier in developing nurse leaders.

Last Words

"I try hard in my lectures and the lab to project my passion for the profession and for practice. I think the biggest gift I can give my students is to inspire them."



The COUPN Award

Agency Recognition Award for Excellence in Supporting Nursing Education

From left to right: Vera Gueorguieva, Advanced Nursing Practice Educator (ANPE), Centre for Nursing; Jennifer Andrews, Registered Nurse (RN) and a Preceptor, Unit 5B; Margaret Keatings, Chief Interprofessional Practice and Chief Nurse Executive; Rishita Peterson, Advanced Nursing Practice Educator (ANPE), General Surgery

SickKids was recognized by COUPN for its effort in facilitating, developing and delivering excellent clinical placements and learning opportunities for nursing students at both the undergraduate and graduate levels.

- ◆ Over the span of the academic year, the Centre for Nursing placed over 360 undergraduate and 50 graduate students from nursing programs across Canada.
- ◆ SickKids has become influential in the professional development of experienced staff nurses by encouraging and supporting many of them to act as clinical instructors for undergraduate nursing students.
- ◆ Interprofessional Educational (IPE) initiatives and activities have helped advance hospital and university commitments to integrate IPE into clinical practice.

The Vision

SickKids' mission is to 'prepare the next generation of leaders in child health.'

Last Words

"Having spent much of my clinical time as a nursing student working at SickKids, I have been able to benefit greatly from the wonderful learning opportunities... The nurses, clinical instructors, nurse managers and nurse educators have been excellent teachers and role models... When making clinical decisions, every team member's opinion (including the student's) is sought and considered, and the family is integrated fully as part of the health care team. As a student, it is refreshing to see such interprofessional collaboration efforts being made..."

*Elizabeth Allin, Nursing Student (Senior Year),
Lawrence S. Bloomberg Faculty of Nursing*



The COUPN Award

Excellence in Professional Nursing Practice at the Undergraduate Student Level

Deivi Gaitan, University of Western Ontario

Deivi Gaitan received her BScN degree with distinction from the University of Western Ontario (UWO) this spring and will be pursuing graduate work in September with a focus on health promotion in a global context.

Following a two-month volunteer nursing placement in 2008 at the Civil Hospital of Guadalajara, Mexico, Gaitan started the Latin American Nursing Student Initiative (LANSI) at UWO. LANSI's mission is to contribute to community development initiatives and to promote global health education.

Most recently, the LANSI team has successfully lobbied for the inclusion of an Interdisciplinary Global Health Program (IGHP) into the UWO Faculty of Health Sciences Undergraduate Schools, including nursing. The Global Health Course will be offered to health sciences students in January 2011.

Last Words

"My experiences in Mexico – and later in Cusco, Peru – showed me first-hand that nursing care in a global context must be ethically and culturally safe for the nursing student, the patient, and the host community.

A specially designed global health education curriculum, complete with a practicum component, is the perfect avenue to ensure that student nurses – like me – are able to provide professional practice while volunteering in foreign locales."

Planning for the Future of Public Health Education and Practice

Using funding from HFO's Interprofessional Care/Education (IPE) Fund, York's Faculty of Health is designing a new plan for the future of public health education and practice.

And it is doing so in an unusual manner: by reaching out to the community at large.

"Building a path to a new and brighter future for Ontario's health system can't happen just



within York University walls or within our faculty. We

must go beyond traditional boundaries in health care, medicine and public health," says Dr. Lesley Beagrie, an RN, PhD and Past Director of the York University School of Nursing. She is currently Associate Dean of Professional and Global Programs.

The Faculty of Health asserts a common integrated health system must be created that is much broader than what Ontario has today.

"We're reaching out to the York community to help build our plan. We're building relationships and partnerships — not only with key hospitals and collaborations within the Central Local Health Integration Network (LHIN), but also with community leaders and institutions."



From left to right: Noah Wayne, PhD student in Kinesiology - running an exercise program for pre-diabetics/diabetics out of the Black Creek Community Health Centre; Lesley Beagrie, Associate Dean, Professional and Global Programs, Faculty of Health; Rev. Jim Keenan, New Hope Church, Vaughan and member of the Vaughan Social Action Council; Joesiann Nelson, Youth Program Manager, Black Creek Community Health Centre; and Sue Levesque, ED for York-TD Community Engagement Centre which "houses" many of our IPE projects in the Jane-Finch Community

First Health, Then Medicine

York's Faculty of Health's goal is to design and test ways to dramatically improve Ontario's health system capacity to keep more people and their communities healthier, longer. Healthier populations ease the load on health systems, allowing resources to be redirected to those who need it most. To put it another way, "First health, then medicine."



Faculty of Health

York University as "Community Laboratory"

Located in the heart of the Central LHIN, York University may just well be the perfect community laboratory in which a new regional approach to health care will evolve.

◆ York University campus:

The Faculty of Health is comprised of 400 faculty members and 9,000 students, spread across a wide range of disciplines, including: nursing, health policy management, psychology, kinesiology, health sciences, as well as other disciplines outside the health spectrum.

◆ The various communities surrounding the university:

York Region's communities provide great opportunities for education, research and practical application of new knowledge generated at the school – from Jane-Finch (made up of 46 per cent immigrants), to Markham (with its technology and pharmaceutical industries), to York's rural communities.



- ◆ **Partners of the Faculty of Health's community partners, that include:** Hospitals (North York General, York Central, Southlake Regional Health Centre, Humber River Regional, University Health Network, Markham Stouffville, William Osler Health Centre, St. John's Rehab); Social Service Agencies (Community Mental Health Association, Community Care Access Centre, Community Health Centres in York Region); Police; and Immigrant and Refugee Centres.

York Reaches Out to its Laboratory

Dr. Beagrie's team reached out to 88 stakeholders in their community. In a series of surveys and interviews, York Region was asked this pressing question: **How can we work together to promote health in our community and to keep our community healthy?**

"Over a six-month period, we spoke to hospitals, the police, social service agencies, faculty and students. We spoke to a good cross-section of all provincial services. What came out loud and clear was that each stakeholder's health care priorities are aligned, and that everyone believes a new direction of health care—first health, then medicine—is necessary," summarized Dr. Beagrie.

Education in Health Care

The following are the top three health care priority areas identified by York Region stakeholders in the study: **mental health and addictions** (particularly for children and youth), **chronic disease prevention and management** (to delay onset and reduce disease progression, with a focus on diabetes), and **reduction of avoidable health disparities**, especially in areas of high risk populations.

In addition, stakeholders identified the following skill "wish list" for all graduates of the Faculty of Health:

- ◆ Excellent communication skills as a client-centred team member
- ◆ Strong leadership in interprofessional service delivery strategies
- ◆ Ability to engage people from diverse populations and demographic groups
- ◆ Management expertise in interprofessional human resources
- ◆ Savvy in technology

Next Steps

With this input from community partners, the Faculty of Health has begun to establish interprofessional health care student teams whose focus is to promote health and provide primary care in priority areas.

Two IP projects currently underway include:

- ◆ Law, Nursing, Social Work and Education students who are working in teams in the Jane-Finch community to provide holistic support for families with disabilities.
- ◆ Kinesiology, Nursing, and Psychology students who are addressing behaviour and motivational cues for pre-diabetic youth in Black Creek to help curb disease development.

"It's projects like these that are helping to transform health care in Ontario," concludes Dr. Beagrie.

Quality Healthcare Workplace Awards



The new Quality Healthcare Workplace Awards program recognizes and promotes effective efforts to improve health care

workplaces in ways that contribute to providers' quality of work life and the quality of the care or services they deliver.

This program is a partnership between



HealthForceOntario and the Ontario Hospital Association. For more information, visit <http://bit.ly/9jctHG> or email rfremeth@oha.com.

"What we're doing here at York is developing a regional approach to interprofessional education and care. We're all about preventative health and community-focused health care delivery."

A Collaborative Approach to Education in Health Care

The province's second physician assistant (PA) education program was launched in January 2010.

The University of Toronto (U of T) Faculty of Medicine's Department of Family and Community Medicine has teamed up with the Michener Institute for Applied Health Sciences and the Northern Ontario School of Medicine (NOSM) to launch the BScPA program.

The BScPA program boasts not only a diverse and experienced group of students, but also some innovative and collaborative approaches to curriculum development and delivery.

The Collaboration



Dr. Maureen Gottesman

Dr. Maureen Gottesman, who has experience in both family medicine and medical education, is the medical director of the BScPA program at U of T. She says the collaboration of U of T with

Michener and NOSM – together forming the Consortium of PA Education – is key to the program's success, and “is quite unusual.”

The Consortium's committees (e.g., curriculum, evaluation, admissions, etc.) have representation from each of the three institutions. In addition, representatives from the Department of National Defence/Canadian Forces are involved in committees and in some teaching activities, since they have had extensive experience in training PAs in the military for decades. “Everyone has a say. It is a collaboration in the truest sense,” Gottesman points out.

The mission of the Consortium is “to deliver PA education programs built on a foundation of social accountability, particularly for remote, rural and underserved communities.” The guiding strategies include the collaboration to deliver the innovative curriculum, including the use of simulation and distance technologies. Gottesman adds, “Our goal is to facilitate students to provide health care as PAs in their home communities.” The support from the Ministry of Health and Long-Term Care has been a driving force in the establishment of the program.

The Curriculum

- ◆ **Year One:** A blend of home-based online learning and four, month-long periods of face-to-face sessions and simulations at the U of T. Students take courses in a broad range of subjects, including anatomy, physiology, pharmacology, pathology and Introduction to the PA Role.
- ◆ **Year Two:** Clinical training in a variety of health care settings.

“The students will spend about six months of training in Northern Ontario and get a comfort level with practising in small, northern communities,” says Sue Berry, Director of Health Sciences and Interprofessional Education at NOSM. “The other half of the year, students will be training in Southern Ontario, to gain experience in larger communities, in more urban environments.”

Students come from a wide variety of health care backgrounds, such as nursing, kinesiology, medical imaging, paramedicine, among others. Students range in age from their early 20's to their 50's, and hail from across Ontario.

The Requirements

All applicants of the program require:

- ◆ A minimum equivalent of two years undergraduate studies (10 full courses) to apply.
- ◆ Experience as a health care professional, with a minimum of 1,680 hours of direct patient contact, providing care, treatment and/or planning, in a professional setting.
- ◆ A cumulative GPA of at least 3.0 on the Ontario Medical Schools Application Service 4.0 scale, and prerequisites of one course at the post-secondary level in each of human anatomy, chemistry and physiology.

The Big Picture

Working as part of an interprofessional team, PAs can help reduce wait times in emergency departments and increase access to primary care, especially in underserved communities.



Standing Up to Diabetes

Diabetes Education Programs are sprouting up across Ontario's communities.



Sheila Banks-Switzer

This is part of the government of Ontario's Diabetes Strategy. Sheila Banks-Switzer, Ontario Diabetes Strategy Project Director, summarizes, "There is good evidence that access to team-based diabetes programs can improve health outcomes for people living with diabetes. The Ontario Diabetes Strategy expanded this program by 81 teams province-wide over the past two years."

Linda Dietrich, Regional Director for Dietitians of Canada (DC) Central and Southern Ontario Region couldn't agree more. "The creation of additional diabetes education teams and resource tools will provide more Ontarians with supports to help prevent diabetes, manage an existing condition, and prevent complications."

Teaching Self-Care



Joan Canavan

Joan Canavan, Program Manager at the ministry's Provincial Programs Branch for Chronic Disease Management, explains, "We know education is essential in the treatment of diabetes. To prevent diabetes, or to manage it if you have it, people must take an active role in the day-to-day management of their own health care."

Self-care, however, requires certain skills. These can be learned at one of Ontario's Diabetes Education Programs.

The Team

The program is comprised of a team of a registered nurse (RN) and a registered dietitian (RD), working closely with a primary care physician. The team may also have a social worker, clinical psychologist, foot care specialist, pharmacist and/or physiotherapist.

The Curriculum

Programs offer group classes as well as individual counseling to clients. The programs provide both initial and follow-up self-care education and management.

Canavan explains that the education is often done on an out-reach basis, whereby "teams leave their own building and travel to provide services to their communities – the classroom may be in a church basement, a community centre; some are in a larger primary care practice."

As well as promoting self-care, the team develops a special management plan for each individual to help them understand how to relieve diabetes symptoms, prevent or treat complications, and improve the quality of life. "Patients are encouraged to come back for follow-up, either to their RN or RD, or to their primary care physician, or all three," asserts Canavan.

As the team becomes more experienced, it is not uncommon for the certified diabetes educators to take medical directives from their primary care physicians, allowing them to do insulin dose adjusting and adjust diabetes pills.

Canavan sums up by saying, "Ontario has set targets and is tracking progress in its fight against diabetes." She concludes, "Being able to access and utilize the diabetes education and management services offered by a qualified team of health care professionals is key to managing the disease."

The Diabetes Management Centre (DMC) at Trillium Health Centre

The DMC has 14 dietitians who service a caseload of over 8,000 patients annually. Registered Dietitians work with patients to demonstrate that healthy eating with diabetes can include favorite foods in the right portions.

Dietitians reinforce the fact that guilt and deprivation are not tools used to help people successfully self-manage their diabetes. Instead, the focus is on goal setting, action planning and problem solving around food issues as the keys to successful self-management. The Registered Dietitians at the DMC run innovative programs such as cooking demonstrations and grocery store tours and hold workshops on healthy eating, portions and lipids.

"When people are diagnosed with diabetes, they fear that their favorite foods, or favorite occasions, will have to be forfeited to get control of the disease. One of the most common questions people ask is, 'What can I eat?' These programs help people with diabetes make lifestyle changes in a positive and fun environment. We show people that healthy food can taste good too!"



From left to right: Saima Murtaza-Vahed, RD CDE; Samira Zarghami, RD; and Pam Osborne, RD CDE

Infrastructure Funding Updates

It's official: pre-construction work is now underway at George Brown and Queen's University.

Health Sciences Building, George Brown



Rendering of proposed George Brown Health Sciences Building.

A unifying new home for George Brown's Centre for Health Sciences is underway, bringing together its many programs currently spread across existing campuses.

As a leader in interprofessional education, the centre's expansion is aligned with HFO's Blueprint for Action on Interprofessional Care.

It will enable the college to train more health science workers in response to critical skills shortages, and accommodate an additional 1,300 new students in the Centre for Health Sciences by 2015. Some of those students will be in the School of Nursing, helping to meet the ministry's commitment to hire 9,000 nurses and create nurse practitioner-led clinics.

The Queen's University New School of Medicine

Current teaching facilities at the Queen's medical school are cramped and scattered across campus, which is why everyone is excited that construction is underway.

The \$77-million complex at Stuart and Arch streets in Kingston is scheduled to open next year.



Queen's School of Medicine (southwest facing view).

From a global teaching and learning view, this new facility represents an enormous step into the future of Queen's medical program. The expanded facilities of the new School of Medicine building will offer a state-of-the-art teaching and learning centre, enhancing the education of the students and ultimately providing the region, province and country with greater access to doctors.

Queen's medical students have pledged a half-million dollars to the university's new school of medicine building. "This magnificent level of support from our medical students is symbolic of this very special place," says the previous Health Sciences Dean David Walker.

Ninety-five per cent of the project funding is now in place, thanks to the federal and provincial governments (each provided \$28.8 million), and generous gifts from students, faculty, alumni and friends.

HealthForceOntario

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HealthForceOntario is the province's strategy to ensure that Ontarians have access to the right number and mix of qualified health care providers, now and in the future.

The **HealthForceOntario** strategy is:

- Identifying and addressing Ontario's health human resource needs.
- Engaging partners in education and health care to develop skilled, knowledgeable providers and create the health care delivery teams that will make the most of their abilities.
- Introducing new and expanded roles to increase the number of providers working in health care and build on the skills of those already in the system.
- Making Ontario the employer-of-choice for all health care providers.

The Ministries of Health and Long-Term Care and Training, Colleges and Universities are delivering on the **HealthForceOntario** strategy in partnership with the province's health care consumers and providers.



For more information about HealthForceOntario Healthy Work Environment initiatives, please email: healthyworkenvironments@healthforceontario.ca

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