



INNOVATING AND EXCELLING IN

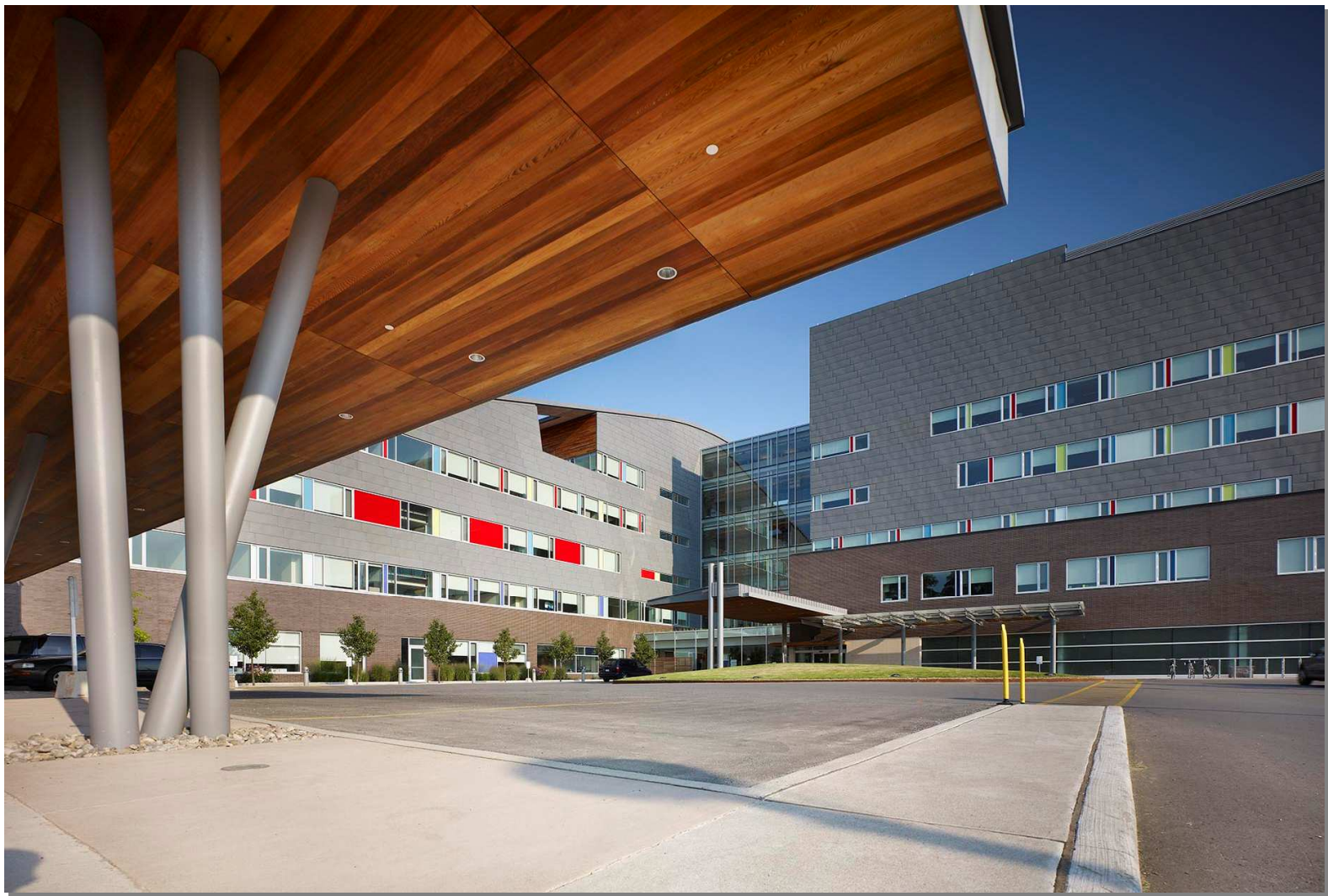
Teaching & Learning

strategic plan 2009
to 2014

Bloorview
KIDS REHAB

Table of Contents

Introduction	2
Five Key Priorities	3
Our Starting Point and Early Achievements	4
Opportunities	5
A New Vision for Teaching and Learning.....	6
Teaching and Learning Goals – 2009 to 2014	7
Expected Outcomes and Monitoring.....	9
Key Enablers	10
Implementation Priorities for the Next 18 months	11
Concluding Remarks	12



INTRODUCTION

BLOORVIEW KIDS REHAB IS CANADA'S LARGEST PEDIATRIC REHABILITATION AND COMPLEX CONTINUING CARE TEACHING HOSPITAL FULLY AFFILIATED WITH THE UNIVERSITY OF TORONTO (U OF T). OUR WORK SPANS THE FULL SPECTRUM FROM CLINICAL CARE AND TREATMENT, TO ASSISTIVE TECHNOLOGIES AND REHAB THERAPIES, TO CREATIVE ARTS, TO EDUCATION AND RESEARCH. WE ARE RECOGNIZED NATIONALLY AND INCREASINGLY INTERNATIONALLY FOR OUR UNIQUE PATIENT POPULATION AND LEADERSHIP IN THE FIELD OF CHILDHOOD DISABILITY. THE ESTABLISHMENT OF THE BLOORVIEW RESEARCH INSTITUTE IN 2004 AND ITS EARLY SUCCESS IN ATTRACTING RESEARCH CHAIRS AND PEER-REVIEWED FUNDING HAVE ADDED TO BLOORVIEW'S GROWING REPUTATION AS AN ACADEMIC HEALTH SCIENCE CENTRE.

In 2007, Bloorview launched its new strategic plan, *Infinite Possibilities, 2007-2012*. The plan articulates five key priorities:



1. Establishing Centres for Leadership in Child Development and Participation
2. Enhancing the Output and Impact of Research
3. Innovating and Excelling in Teaching and Learning
4. Creating a Knowledge Hub for Childhood Disability
5. Leading System Change and Integration and Improving Access to Services

These priorities represent a significant intensification of Bloorview's role as an academic health sciences centre specifically in the areas of research and teaching in paediatric rehabilitation.

Academic Affairs has taken the lead role for innovating and excelling in teaching and learning. At Bloorview, since 2007 we have made a lot of progress in a number of teaching and learning initiatives, specifically in areas of interprofessional education, training capacity, number of student and trainee placements, simulation advances and faculty training. In early 2009, a retreat was envisioned to bring together external experts and partners, as well as key internal leaders to chart a course for advancing teaching and learning in the next five years. The planning retreat was held on June 12, 2009 with over 40 participants.

"Bloorview has a highly specific and unique knowledge base with extensive experience in children with disabilities that translates to huge potential for innovative curriculum, nationally and globally. Opportunities exist to transfer learning to others working with disabilities in all age, as well as in Bloorview's 'transitions' experience."

Retreat participant, June 2009

The objectives of the planning retreat were to:

- Provide an update on progress towards the goals for teaching and learning as outlined in the Bloorview Kids Rehab strategic plan
- Explore innovations in education pedagogy considering their implications and opportunities for Bloorview
- Inform our thinking regarding the development of a Teaching and Learning Strategic Plan
- Engage in knowledge exchange and networking with internal and external faculty and staff who share an interest and expertise in teaching and learning

The retreat deliberations have informed the following Strategic Plan for Innovating and Excelling in Teaching and Learning. This plan provides a roadmap of activities related to Bloorview students, teaching and faculty for the next five years.

OUR STARTING POINT AND EARLY ACHIEVEMENTS

Bloorview's Strategic Plan, *Infinite Possibilities, 2007-2012*, outlines five aspirations for Teaching and Learning which are:



1. Leading Interprofessional Education (IPE) in childhood disability
2. Increasing training capacity for future developmental paediatricians
3. Offering a leading-edge teaching and learning environment for all health disciplines by ensuring our staff are equipped to be excellent supervisors and bedside educators
4. Partnering with academic faculties in advanced practice degree programs to ensure the best university teaching curriculum in all health disciplines
5. Engaging clients and families as active members of the health care team, filling knowledge gaps for families as well as providing them with strategies to navigate the system

Over the past two years, Bloorview has made remarkable progress towards its goals. Achievements have been made in areas of interprofessional education, increasing training capacity, staff entry to graduate education and advancing simulation. Some highlights include:

- ❖ Increased numbers of clinical IPE placements for trainees and expansion of the healthcare providers involved; i.e., ethics fellow, rehab engineering student, psychology, OT/PT etc...
- ❖ Recruited an IPE Coordinator and increased the number of trained IPE facilitators
- ❖ Contributed to U of T's planning for new IPE curriculum through Bloorview IPE Coordinator
- ❖ Increased the training capacity for future developmental paediatricians by adding two new developmental paediatrician fellows
- ❖ Increased number of staff holding academic appointments at U of T
- ❖ Demonstrated a 20% increase in number of health discipline students in clinical placements
- ❖ Initiated early developments in collecting student workload data
- ❖ Began planning formal student orientation program and student feedback mechanisms
- ❖ Launched a simulation education laboratory on site and developed linkages with a number of GTA simulation leaders
- ❖ Increased number of staff enrolled in graduate education



OPPORTUNITIES

With our critical mass of expertise in childhood disability, unique in Canada, strong partnership with U of T and other academic institutions and a solid history as a teaching and learning setting, Bloorview is poised to lead globally in childhood disability teaching and learning.

Teaching and learning is integral to all activities at Bloorview. This new teaching and learning strategic plan sets the stage to move forward on a range of emerging opportunities. Embracing an overarching principle of integrating education, research and clinical care, strategic opportunities include:

- ❖ Linkages and shared initiatives with the Bloorview Research Institute
- ❖ Linkages and shared initiatives with clinical leadership and the Centres for Leadership in Childhood Disability
- ❖ Forging stronger ties with external partners including TAHSN hospitals, the Centre for Faculty Development, the Wilson Centre and the Network for Excellence in Simulation in Teaching and Learning (NESCTL) and the Michener Institute
- ❖ Engaging youth and families in education planning, e.g., simulation activities, interprofessional team education

- ❖ Coordinating, integrating and expanding the educational initiatives offered at Bloorview into a Teaching and Learning Institute

A NEW VISION FOR TEACHING AND LEARNING

Building on the foundation established in teaching and learning over the years, the planning retreat deliberations identified a broader vision and mandate which are reflected in new and revised goals. The Teaching and Learning strategic plan embraces the organization’s overall goal of becoming a leader in improving the lives of children and youth with disabilities and their families.

We are passionate in our vision of “a world of possibility through teaching and learning”.

Internal and external participants at the retreat confirmed the unique contribution that Bloorview can make to education locally, nationally and globally. With our focused mandate on children and youth with disabilities, our strengths in engaging clients and families in education and a proven track record in education across the health disciplines, Bloorview is well positioned to be an international leader in childhood disability education. However, to achieve this vision there must be several fundamental changes in the way teaching and learning is organized, coordinated and supported at Bloorview. Similar to the impact that establishing a formal research institute has had on the productivity and profile of research, this plan recommends that Bloorview establish a Teaching and Learning Institute that would enable education to flourish throughout the organization and beyond.



The Bloorview Teaching and Learning Institute will:

- ❖ Bridge the silos and foster an integrated education enterprise
- ❖ Support enhanced learning and a culture of education excellence
- ❖ Engage staff and families in a collaborative approach to education
- ❖ Develop, recognize and reward educators for their contributions to teaching
- ❖ Enhance the profile of childhood disability education and its importance in paediatric curricula



TEACHING AND LEARNING GOALS – 2009 to 2014

The goals outlined below are designed to strengthen the education enterprise at Bloorview. They build on Bloorview's current strengths and lay the groundwork for our vision of an operational Bloorview Teaching and Learning Institute within the next five years.

Goals	Implementation Actions
<p>1. Enhance the student and trainee experience at Bloorview</p>	<ul style="list-style-type: none"> a. Plan and implement actions to meet new student standards with respect to orientation, student space/ facilities and student supports b. Establish a comprehensive student orientation for all students and trainees c. Develop and refine approaches to gathering/seeking out student feedback on their experiences at Bloorview d. Create opportunities for learning with and from other professions during the Bloorview student experience e. Collaborate with Human Resources to increase recruitment and job placement for students after their education placement at Bloorview
<p>2. Innovate in teaching and learning approaches</p>	<ul style="list-style-type: none"> a. Build simulation in targeted areas, e.g., Family Team Goal Planning, delivering bad news, Client & Family-Centred Care; collaborating with NESCTL to test and implement b. Explore on-line learning opportunities, developing specific modules to facilitate e-learning c. Expand public education continuing education for health professionals d. Create a forum for curriculum development and a place to test content before extending its reach nationally and around the world
<p>3. Lead interprofessional education (IPE) in childhood disability</p>	<ul style="list-style-type: none"> a. Expand IPE placements to all program and service areas including all professions b. Embed IPE into organizational activities, i.e., performance report card, human resource practices, staff satisfaction survey c. Establish appropriate indicators and measures for IPE activity d. Work with partners to apply for one to two new grants to support evaluation and research in IPE
<p>4. Increase training capacity for future health care providers in childhood disability</p>	<ul style="list-style-type: none"> a. Work with Bloorview health care professions to identify the barriers and needed supports to increase training capacity b. Identify innovative approaches for sharing teaching and increasing capacity
<p>5. Extend teaching and learning to clients and families; embrace families as faculty</p>	<ul style="list-style-type: none"> a. Pursue curriculum that supports families as equal partners b. Draw on family member's contributions and expertise in developing childhood disability curriculum c. Explore models of leading practice for engaging family as faculty in teaching students or other care givers

Goals	Implementation Actions
<p>6. Equip our staff to be excellent supervisors and educators through faculty development and mentoring</p>	<ul style="list-style-type: none"> a. Establish an organizational commitment to and strategy for faculty development and mentoring b. Develop a Bloorview definition and principles for faculty development and mentoring, informed by the U of T Centre for Faculty Development c. Undertake a needs assessment to determine specific priority needs of staff and faculty across the health professions d. Implement a new model of Professional Practice e. Examine methods of evaluating teaching, including ways of incorporating feedback and informing annual reviews f. Explore and provide organizational supports for faculty development, e.g., protected time, administrative support, financial support g. Celebrate and recognize faculty development and achievement, including establishing specific education awards
<p>7. Build the infrastructure and resource base to support the development of a Bloorview Teaching and Learning Institute</p>	<ul style="list-style-type: none"> a. Establish a Bloorview Teaching and Learning Council to guide and oversee the strategies and plans to expand and strengthen teaching and learning b. Engage with and seek support from U of T's - Faculty of Medicine Hospital University Education Committee c. Develop a multi-year strategy for establishing a Bloorview Teaching and Learning Institute

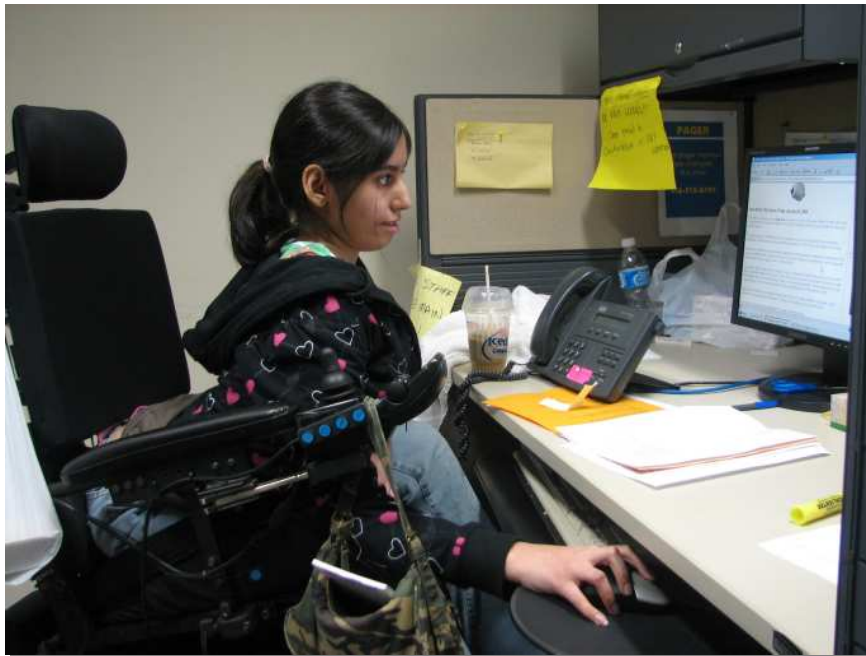
EXPECTED OUTCOMES AND MONITORING

In moving forward with our vision, Bloorview will:

- ❖ Be recognized for providing outstanding educational experiences and organizational supports for students and trainees
- ❖ Be recognized as an 'employer-of-choice' for both new graduates and experienced staff
- ❖ Lead interprofessional education in the field of childhood disability
- ❖ Build training capacity for all health professions in the field of childhood disability
- ❖ Develop leading-edge practical experiences for all health disciplines and learners in childhood disability
- ❖ Integrate simulation techniques in curriculum for childhood disability
- ❖ Create a strong faculty development program supported through mentoring

- ❖ Integrate and increase the number of family members involved in team learning and education
- ❖ Increase the numbers of faculty with advanced education preparation
- ❖ Be fully engaged with University of Toronto and other key educational partners' health related faculties and departments

Benchmarks and targets will be established for each of the goals. Teaching and Learning will participate and contribute to Bloorview's overall performance measurement and regularly monitor its performance towards achieving its goals.



KEY ENABLERS

Our 5-year plan for Teaching and Learning is ambitious, and is dependent on a number of key enablers and resources. At a minimum, implementation of this plan will require:

- ❖ Human Resources – more people and people with specific expertise
- ❖ Space – sufficient and well-designed
- ❖ Technology – such as simulation, videoconferencing and database
- ❖ Funding
- ❖ Benchmarking and Performance Measurement – tracking system to identify and monitor performance towards goals

- ❖ Communications – to ensure awareness and ongoing promotion of teaching and learning internally and externally

A first step for the education leadership will be to consider these enablers and outline the specific resources and infrastructure required to support and facilitates execution of this plan over its multi-year implementation horizon.

IMPLEMENTATION PRIORITIES FOR THE NEXT 18 MONTHS

To further assist with the effective execution of this plan, a number of implementation priority actions been identified. These have been drawn and prioritized from the list of implementation actions outlined to achieve the seven teaching and learning goals. Moving forward with these implementation priorities over the next 18 months will lay a strong foundation to proceed with remaining goals and actions in the subsequent years.

Implementation Priorities

- ❖ Establish a Bloorview Teaching and Learning Council to guide and oversee the strategies and plans to expand and strengthen teaching and learning
- ❖ Plan and implement actions to meet new student standards with respect to orientation, student space, facilities and student supports
- ❖ Identify priority areas for integrating simulation into curriculum and teaching
- ❖ Expand IPE placements to targeted program and service areas and expanding engagement of professions
- ❖ Identify innovative approaches for sharing teaching and increasing capacity across the health professions.
- ❖ Establish an organizational commitment to and strategy for faculty development and mentoring
- ❖ Implement a new model of Professional Practice
- ❖ Develop recognition strategies to profile and recognize teaching contributions and outstanding teaching performance
- ❖ Begin the planning to establish a Bloorview Teaching and Learning Institute.

CONCLUDING REMARKS

Bloorview Kids Rehab achieved our status as a fully affiliated teaching hospital of the University of Toronto at the turn of the 21st century, early in 2001. Since that time, Bloorview's commitment to our academic mission has intensified, further inspired through the establishment of the Bloorview Research Institute in 2004. Significant progress has been made in teaching and learning in the areas of interprofessional education, increasing capacity in developmental paediatrics and adding to clinical placements in the health disciplines. Attention has been paid to building the foundation and infrastructure required to sustain and grow a strong education mandate. This plan provides the impetus to 'lift off' Bloorview's teaching and learning efforts towards our trajectory as a global leader in childhood disability education.



The June 2009 planning retreat reinforced both strong internal and external support for developing an increasingly robust and significant teaching and learning enterprise at Bloorview, which can be best embodied through a Bloorview Teaching and Learning Institute.

Working in collaboration with staff and families, drawing on the expertise of educators at Bloorview and beyond, and supported by donors and funders who share this vision, we will be able to create “a world of possibility through teaching and learning”.

We are passionate in our vision of
a world of possibility
through teaching
and learning.

150 Kilgour Road, Toronto, ON M4G 1R8 | T 416-425-6220 | E info@bloorview.ca | www.bloorview.ca

Bloorview
KIDS REHAB

From disability to possibility

A teaching hospital fully affiliated with

