

Baycrest Education Strategic Plan 2011 – 2016



**Transforming the Journey of Aging:
Innovation & excellence in teaching & learning**

Baycrest

Fully affiliated with



UNIVERSITY OF
TORONTO

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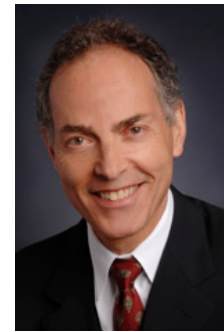
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Foreword

As Baycrest continues to evolve into the global centre of excellence in aging, it is imperative that we continue to build on our strengths, including our excellence and leadership in education and training. To achieve our global vision, it is critically important that Baycrest, as an academic health science centre fully affiliated with the University of Toronto, be a leader in aging and geriatric care through excellence and innovation. The Baycrest Education Strategic Plan 2011-2016 is ambitious but also essential to guide the future of education at Baycrest through vital integration with care and research. We fully endorse this plan and thank Dr. David Conn, VP Education and inaugural Director of the *Centre for Education & Knowledge Exchange in Aging* and the Education Strategic Planning Committee for their passion, vision and commitment.



Dr. William Reichman,
President & CEO,
Baycrest



Dr. Anthony Melman,
Chair, Baycrest
Board of Directors



It is my pleasure to introduce Baycrest's Education Strategic Plan for the next 5 years. It is ambitious in its scope and vision and clearly reflects the collective aspirations of our leaders, staff and students. Baycrest has a long history of excellence in teaching with many passionate and inspired teachers in our ranks, across many disciplines. Numerous students and trainees have had their interest in caring for older adults aroused during placements at Baycrest. We are ready to build on our success and take education at Baycrest to a new level. Dr. Catherine Whiteside, Dean of the Faculty of Medicine recently noted that "Our Faculty of Medicine is very fortunate to partner with Baycrest to provide a peerless learning experience for our students in the field of geriatrics".

This is a comprehensive plan which recognizes that in addition to our students we have a responsibility to educate health professionals and consumers locally, nationally and internationally. Our aim is to be global leaders in the fields of aging, geriatrics and brain health and our commitment to educate widely must represent a key component of that leadership. At the same time, it is essential that we bring the same level of excellence to teaching our own staff at the point of care, ensuring that the latest evidence in support of optimal clinical practice is translated into the highest quality of care for our clients. The concept of creating a Centre for Education at Baycrest is not new - but we are now ready to launch this essential new structure to support and enable the strategic directions described in this document. Establishing *The Centre for Education & Knowledge Exchange in Aging* is a crucial step towards advancing the quality of our educational endeavours and developing innovative and novel approaches to teaching at all levels.

There are many people to thank including our Strategic Planning Committee (listed in Appendix I) and my co-chair Faith Boutcher, Director of Academic Education. We are very grateful to Helena Axler and colleagues for their excellent work in support of the plan. I want to thank the five working groups and all who participated in our Education Summit in October 2010, especially our students and external guests. New resources will be required to realize this plan. We look forward to working on many fronts to find the necessary funds to bring it to fruition. We aim to harness the collective energies of our staff in support of education and to lead a global network of educators to advance our field together. To quote Ryunosuke Satoro: "*Individually, we are one drop. Together we are an Ocean.*"

David K. Conn MB, FRCPC
Vice President of Education, Baycrest
Professor, Department of Psychiatry, University of Toronto

Executive Summary

Baycrest is an internationally recognized academic health sciences centre focused on healthy aging and exemplary care of older adults through evidence-based care and education. A fully affiliated teaching hospital with the University of Toronto, Baycrest is an acknowledged leader in the field of aging locally, nationally and internationally, with a highly regarded specialization in cognition and mental health. Bringing together its tremendous strengths in care, research and education, Baycrest excels in developing innovative service delivery models, demonstrates a deep commitment to interprofessional practice and provides a breadth of knowledge which enhances healthy aging and care of the older adult.

In May 2010, Dr. David Conn, newly appointed Vice President of Education, launched a strategic planning process to create a detailed road map to guide the education enterprise at Baycrest for the next five years. The planning process results in a bold new vision and mission for education and an ambitious plan to build on Baycrest's impressive achievements. It provided the opportunity to bring together an expert planning committee representing all components of our education enterprise and plan collectively to advance teaching and learning across Baycrest and well beyond its walls to a growing community of learners.

Baycrest Education: Vision, Mission and Principles

Vision	<i>Leading the world in healthy aging through excellence and innovation in teaching and learning</i>
Mission	<i>We are committed to</i> <ul style="list-style-type: none">• <i>an exceptional learning experience for students and trainees, staff, patients, families and community</i>• <i>knowledge translation and education scholarship</i>• <i>being a local, national and international resource dedicated to transforming the journey of aging</i>
Principles	<i>Education and practice informed by best evidence</i> <i>High quality and standards for all education</i> <i>All staff engaged in teaching and learning</i> <i>Interprofessional and collaborative practices</i> <i>Evaluation and scholarship key to advancing education</i> <i>Alignment with Baycrest values: compassion, advocacy, respect and excellence</i>

Central to this new education strategic plan is a commitment to education scholarship, best practices and next practices. To that end, the plan proposes a *Centre for Education and Knowledge Exchange in Aging* which will provide leadership to the education enterprise, integration of educational activities, infrastructure, coordination, and support educators and learners. The Centre will help Baycrest to champion leadership and innovation in education related to healthy aging and enable broad dissemination of innovative models and best practices in the care of the older adult. The Centre will establish Baycrest as an international education leader, providing a global hub for innovation in education and a forum for local, national and international dialogue between clinicians, educators, researchers and learners. Our ultimate goal is to be the world's pre-eminent distributor of knowledge regarding best and leading edge practices in senior care and aging solutions.

In addition to creating the *Centre for Education and Knowledge Exchange in Aging*, the plan outlines four key strategic directions to achieve its vision and mission:

Strategic Directions	Goals
1. Creation a Centre for Education and Knowledge Exchange in Aging	1-1 Develop business and fundraising plans for the proposed Centre 1-2 Establish the governance for the Centre 1-3 Support and enhance learning 1-4 Foster greater integration of education within and outside of Baycrest
2. Position Baycrest as a destination of choice for our students and trainees	2-1 Promote Baycrest to students and trainees 2-2 Develop and lead innovative interprofessional education curricula 2-3 Establish an integrated Student Centre that provides space, supports, and coordinated infrastructure 2-4 Expand and refine metrics to measure the student experience
3. Enhance professional development and continuing education	3-1 Bridge and integrate across professional groups to develop a shared strategy for education curriculum resources e.g., best practices information, needs analysis and evaluation tools 3-2 Promote faculty development and strengthen teaching skills and capacity across Baycrest 3-3 Promote professional development and strengthen professional competencies and scholarly practice 3-4 Increase the number and breadth of Baycrest continuing education events for external audiences 3-5 Recognize and celebrate achievements and innovation in education
4. Strengthen and grow client and consumer education	4-1 Bring client and consumer focused education resources together to create a robust central resource centre and digital channels for knowledge and information on healthy aging 4-2 Build expertise to create senior-specific templates for educational content and new tools
5. Build knowledge translation and education scholarship	5-1 Engage clinicians and educators with our research scientists to develop knowledge translation strategies 5-2 Build capacity for education scholarship and knowledge translation

The implementation and advancement of the strategic plan will be guided by the Vice President of Education and a newly formed Education Council which is proposed as part of this plan. Several implementation priorities have been outlined for immediate attention within the first 12 to 18 months (Table 1). Successful achievement of these initial priorities will lay the foundation on which to advance additional goals and actions in future years as outlined in Appendix VII.

The education strategic plan provides a revitalized vision and mission for education at Baycrest. It brings together key elements of education with a view to creating an exceptional learning environment for its key stakeholders – students and trainees, staff, patients, family and community. It promotes a scholarly approach to education, both in content and methods, and lays out key steps for creating a vibrant centre of excellence at Baycrest– a *Centre for Education and Knowledge Exchange in Aging*.

This process has reaffirmed the organization’s deep commitment to education, recognized the critical role it plays in integrating clinical care and research and has embraced a culture of teaching and learning which will transform education and the way we care for people as they age.

Table 1. Proposed Actions for First 12 -18 Months

Strategic Directions	Jan 2011	July 2012
1. Centre for Education & Knowledge Exchange in Aging	<ol style="list-style-type: none"> 1. Establish infrastructure; including governance, membership & accountability structure 2. Establish Education Council & Working Groups 3. Develop a Fundraising Plan with our Foundation 4. Establish new Teaching Awards 	
2. Destination of Choice for Students/Trainees	<ol style="list-style-type: none"> 1. Centralize Student Administration & hire administrative coordinator for students 2. Develop a functional plan for a Student Centre 3. Develop strategy for Interprofessional Education (IPE) 4. Hire an IPE Specialist 	
3. Enhance Professional Development and CE	<ol style="list-style-type: none"> 1. Implement Faculty Development courses 2. Implement Visiting Professor Speakers Series 3. Increase Continuing Education events and expand our local, national and international reach 4. Assist with development of an Interprofessional Geriatric curriculum 	
4. Strengthen & Grow Consumer Education	<ol style="list-style-type: none"> 1. Develop and implement a <i>Mini Medical School</i> for consumers focused on healthy aging 2. Develop and implement a strategy for the Wellness Library that increases its reach & impact as a consumer resource centre 3. Implement our Digital Media Strategy 	
5. Build KT & Education Scholarship	<ol style="list-style-type: none"> 1. Recruit a KT Researcher & an Education Scholar 2. Establish projects to support the implementation of KT & Best Practices across Baycrest programs 	

Introduction

Baycrest is an internationally recognized academic health sciences centre focused on healthy aging and exemplary care of older adults through evidence-based care and education. An acknowledged leader in the field of aging on a local, provincial, national, and global scale, Baycrest has a recognized specialization in cognition and mental health. Baycrest has responded to the unique healthcare needs of the aging population through the pioneering of clinical innovations spanning the continuum of care. Specialized care programs aimed at reducing the occurrence of acute events and supporting community-based living have been developed and piloted in Baycrest’s “living lab” for future translation across the health system. The essential elements of Baycrest’s model—a comprehensive system of care, an internationally recognized research enterprise and inter professional education—support an unequalled dedication to innovation, knowledge creation and exchange.

Baycrest Vision

We will be the global leader in providing innovative and effective solutions to the challenges inherent in the process of aging through the integration of exemplary clinical care, education and scientific discovery.

Baycrest is highly committed to and engaged in its education mission. Underlying the Baycrest education mission is the belief that excellent education leads to excellent patient care and outcomes. Annually, over 800 students and trainees participate in educational experiences at Baycrest and more than 200 staff have academic appointments. Baycrest hosts a number of provincial, national and international educational programs each year. Dr. William Reichman, President & CEO, speaks to the depth of Baycrest’s education commitment, “Our Board includes two deans and a former dean and our senior management team includes four full professors and a fifth with academic credentials – at Baycrest, education is critically important at all levels”¹.

While education permeates across Baycrest, there has not been a unified strategy or coordinating structure to plan for and guide the future of Baycrest’s large and decentralized education enterprise. The success of Baycrest’s Research Centre for Aging and the Brain and the strategy of creating focused centres of excellence has prompted questions and dialogue on an organization-wide approach for education. Many agree on the need for a strategic plan for education at Baycrest, a plan that would provide a roadmap for building the education enterprise over the next five years and establishing Baycrest as a global education leader in healthy aging.

In May 2010, an Education Strategic Planning Committee² was formed and co-chaired by Dr. David Conn, newly appointed Vice President of Education and Faith Boutcher, Director of Academic Education. The Committee outlined planning principles³, and provided direction for a broad consultation process that included interviews and focus groups with key internal and external stakeholders. During the summer, five working groups were created to develop key themes that emerged through the consultations⁴.

¹ Presentation to Baycrest Education Summit, October 6, 2010

² See Appendix I for Steering Committee members

³ Appendix II includes the Planning Principles

⁴ Working Group themes included: Continuing education and professional development; Student experience and interprofessional education, Client and consumer education, elearning, telehealth and education technologies and a Centre for Education in Aging.

The output of these groups formed the basis of discussion and dialogue at an Education Summit held on October 6, 2010, which included over 80 participants from Baycrest and the broader academic community. The following strategic plan is the result of this broad engagement and dialogue. It outlines the strategies, goals and priorities to guide Education at Baycrest over the next five years.

Baycrest Education – Where we are today

The Baycrest Education enterprise includes a range of educational activities for several target groups:

Students and trainees – includes undergraduate, graduate and postgraduate rotations or educational experiences in a range of professions, including geriatric and family medicine, neurology, psychiatry, psychology, nursing, social work, pharmacy, physiotherapy, occupational therapy, speech language pathology, research, therapeutic recreation and others. Increasingly students from outside the health professions (e.g. informatics, design are seeking student placements at Baycrest).

Education stats 2009-10

*867 students and trainees
24 Universities & Colleges
18 Professional Disciplines
133,368 student hours
Interprofessional Education
(IPE) student placements*

Baycrest staff – our staff education includes professional development, faculty development, organizational effectiveness, learning and development, attendance at conferences and tuition support. Over 230 of Baycrest staff hold academic appointments with our partner universities and colleges. Many hold leadership positions at the University of Toronto and are recognized as high calibre award-winning teachers; several are graduates of the Education Scholars Program (Centre for Faculty Development) or the Master Teacher Program (Department of Medicine, University of Toronto).

Clients and families – educational programs for clients and families have long been a part of the clinical care delivery. The Annie Pritzker Wellness Library serves the health information needs of clients and families at Baycrest. Baycrest has also pioneered the use of the internet to connect caregivers and professionals for the provision of support and education.

Consumers and general public – Baycrest reaches out to consumers in a variety of innovative ways; **Baycrest's Speaker Series** (Aging, Innovation and the Mind) features Baycrest's internationally renowned scientists discussing their research and providing people with information on how to keep their brains sharp and healthy as they age. More than 6500 people, in person and via the webcast, have enjoyed the series to date. The Smart Aging e-newsletter, distributed to more than 30,000 subscribers, provides consumers with healthy aging tips and the latest research on aging and the brain. Baycrest Breakthroughs magazine provides consumers with in depth articles about new research, important topics related to aging and the brain and smart aging tips. Baycrest has a large number of educational products available for clients and consumers including books, DVDs, and instructional materials.

External healthcare professionals – Baycrest has a long history of educating health professionals in many areas of aging. A growing **Telehealth program** allows Baycrest to share its unique expertise via the Internet with fellow healthcare professionals throughout Ontario and across the globe. The monthly International Behavioural Neurology Rounds is just one example of Baycrest’s global reach in education. Baycrest provides interdisciplinary distance education on a wide range of topics, including dementia, depression, aphasia, clinical ethics and post-stroke management. Through **Conference Services**, Baycrest also delivers a wide range of national and international conferences bringing the latest scientific knowledge and best practices in the field to health practitioners and scientists locally, nationally and internationally. Key conferences include the Rotman Research Institute, KLARU, Geriatric Medicine & Ethics, Social Work and Speech Language Pathology.

Telehealth Reach	
Argentina	Jordan
Russia	Cuba
Israel	Switzerland
Ireland	Romania
Spain	Brazil & others

Some Key Education Partnerships

- University of Toronto (full affiliate)
- 23 other universities and colleges, locally and internationally ⁵
- The Peter A. Silverman Centre for International Health at Mount Sinai and Baycrest
- Canadian International Scientific Exchange Program
- The Canadian Coalition for Seniors Mental Health
- Seniors Health Research Transfer Network (SHRTN)

It is clear that education is a core mandate across Baycrest. The future holds great opportunity to build on the strong education base and further develop areas of knowledge exchange, education scholarship and expanded roles for teaching and learning ⁶.

“We have a tremendous foundation in education along with committed and passionate educators. Our task is to bridge across the organization and connect our expertise to the many opportunities to advance our education enterprise into the future.” Dr. David Conn, Vice President, Education

⁵ Appendix IV outlines the education partnerships with universities and colleges

⁶ Appendix V includes a summary SWOT analysis which highlights strengths, weaknesses, opportunities and threats which were identified during the fact-finding and consultation process.

Setting the Stage for an Education Plan

A number of important developments and trends are expected to have a significant impact on the Baycrest Education mandate.

1. The Baycrest Strategic Plan 2009-2013 has set clear directions for education:

- ❖ Increase the impact of academic education organization-wide.
- ❖ Recruit internationally recognized clinician scientists and educators to lead and participate in strategically targeted areas of the clinical enterprise.
- ❖ Enhance staff, clients' and families' knowledge of the core competencies essential in caring for the older adult.
- ❖ Become a leading resource globally for consumer health education and knowledge exchange about aging.
- ❖ Foster an engaging learning environment that develops and educates leaders, staff, physicians and volunteers to be exceptional.

2. Shifting needs and demands of health consumers for information and knowledge

As a new generation enters its senior years, health consumers, patients and their families are seeking a new level of engagement in their healthcare supported by easy access to a wide range of useful information. As consumers become more tech savvy, the needs and preferences for education and information just get broader. Social networking is dramatically on the rise and will become a more prevalent vehicle for education and information.

3. Move to interprofessional education

Educational institutions are driving forward important initiatives to foster and facilitate interprofessional education, with the recognition that the complexity of care today is beyond what one discipline or one set of ideas can address. Baycrest has been a strong promoter of team approaches to care delivery and is well positioned to contribute to and lead in interprofessional education.

4. Teaching increasingly recognized and valued in academia

Dr. Susan Lieff emphasizes that *"Never has the time been better to be a teacher/educator!"*⁷ Teaching is recognized more than ever as an important component of scholarly practice. Recognition mechanisms at the University of Toronto include the Faculty of Medicine education awards, Educational Achievement Day, and the President's teaching awards. Education scholarship and research are increasingly recognized and valued in the tenure and promotion process. The University of Toronto Centre for Faculty Development at St. Michael's Hospital has considerably expanded its programs and services to support teaching advancement among faculty across the city.

⁷ Presentation to Baycrest Education Summit, October 6, 2010

5. Innovations in Education – The Changing Pace of Learning

*“Modes of learning have changed dramatically over the past two decades—our sources of information, the ways we exchange and interact with information, how information informs and shapes us”*⁸. The Internet and an array of contemporary mobile technologies have opened avenues to inventive, collaborative, participatory learning. Learning institutions are being challenged to adopt new pedagogical approaches that take advantage of this new era of accessible information and network learning.

New opportunities for education are being created and supported by technological advancements every day. Telehealth and videoconferencing have expanded the reach of education globally. Advances in simulation present a broad range of opportunities for teaching and learning. On-line technologies are opening doors to increased accessibility for engagement and learning. Learning management systems have provided valuable administrative support to the learning strategies of many organizations.

Education – Vision, Mission and Principles

The strategic planning process provided an opportunity to articulate a bold new vision and mission for Education at Baycrest. The consultation reinforced a vision focused on healthy aging and challenged Baycrest to pursue international leadership in education, drawing on its unique expertise in geriatrics, cognition and mental health. Our new mission speaks to a strong mandate for education across the full Baycrest community. It underscores the imperative of advancing scholarship and knowledge exchange. Our principles guide our approach to all we do in education and promote a culture of lifelong learning, evaluation and commitment to excellence.

Vision	<i>Leading the world in healthy aging through excellence and innovation in teaching and learning</i>
Mission	<i>We are committed to</i> <ul style="list-style-type: none"><i>• an exceptional learning experience for students and trainees, staff, patients, families and community</i><i>• knowledge translation and education scholarship</i><i>• being a local, national and international resource dedicated to transforming the journey of aging</i>
Principles	<i>Education and practice informed by best evidence</i> <i>High quality and standards for all education</i> <i>All staff engaged in teaching and learning</i> <i>Interprofessional and collaborative practices</i> <i>Evaluation and scholarship key to advancing education</i> <i>Alignment with Baycrest values: compassion, advocacy, respect and excellence</i>

⁸ Cathy N. Davidson and David Theo Goldberg, *The Future of Learning in a Digital Age*, The MIT Press, Cambridge, 2009.

Education Strategy (2011 - 2016)

Vision

Leading the world in healthy aging through excellence and innovation in teaching and learning

Students and trainees

Health Professionals

Clients and consumers

Healthcare system

Five Key Strategies

Position Baycrest as a destination of choice for students and trainees

Enhance professional development and continuing education

Strengthen and grow client and consumer education

Build knowledge translation and education scholarship

Create a

Centre for Education & Knowledge Exchange in Aging

Champions, nurtures, and enables teaching and learning in healthy aging and care of the older adult

Enabling Strategies

- Build e-learning, telehealth and education technologies to support our key strategies
- Strengthen the resource base and raise the profile of education

Strategic Directions

The fact-finding and consultation process identified a number of key themes of importance to Baycrest in achieving its new vision and mission for education. Working groups were tasked with exploring these themes further and developing preliminary goals and actions for broader discussion. Strategies were confirmed and refined through the input and dialogue of participants at the Education Summit in October 2010.

Five key strategies are proposed as the platform to guide activities for the Baycrest education enterprise from 2011 to 2016. The specific goals and proposed actions to move forward with these strategies are outlined below.

Strategy #1: Create a Centre for Education and Knowledge Exchange in Aging

To harness Baycrest's large education enterprise under a shared and integrated model, the creation of a ***Centre for Education and Knowledge Exchange in Aging*** is proposed. This Centre is intended to provide leadership to the education enterprise, integrate all educational activities, provide infrastructure and coordination, and support educators and learners. The Centre will not be mandated to centralize all education activity or direct it; rather, it is intended to bridge silos and individual areas of educational activity and provide support and expertise to educational programs.

The Centre for Education and Knowledge Exchange in Aging is not just an idea...the work today will lead to tangible activities and implementation.

Dr. W. Reichman, President & CEO Baycrest

The proposed role and functions of the Centre are outlined in the figure on the following page.

The Centre becomes a unifying mechanism to bring together disparate groups around common and shared interests. It aspires to integrate education beyond the organization, across disciplines, clients and families. It plays an important role in strengthening the link between research and clinical practice.

Priority tasks for the Centre include:

- organizing faculty development workshops
- formalizing a mentorship program
- assisting the development of an interprofessional geriatric curriculum
- creating evaluation tools for teaching programs
- developing collaborations with other academic education centres locally and internationally (e.g., Sick Kids Learning Institute, St. Michael's Li Ka Shing Knowledge Institute, Finger Lakes Geriatric Education Centre).

Centre for Education & Knowledge Exchange in Aging: Role & Functions

Teaching and Education programs

- Provide a physical space for students, faculty and scholars
- Develop standard administrative processes for all students
- Provide conference management & library services
- Create innovative curriculum drawing on our unique strengths using IPE, telehealth and education technologies

Faculty development

- Increase the teaching skills of all professional staff
- Support programs and collaborations for health professional development

Evaluation and Education scholarship

- Improve quality of teaching by providing expertise and resources
- Assess outcomes and process at the learner, faculty and program level
- Create evidence to support learning innovations that translate into improved clinical practice for healthy aging & care of the older adult
- Provide support to faculty & staff who engage in educational research

Knowledge translation & exchange

- Develop & implement strategies related to knowledge translation & exchange
- Interface with Rotman, KLARU and Clinical Programs to facilitate greater integration between research and clinical practice

Consumer & Client education

- Collaborate with Public Affairs and Clinical Programs to expand and support initiatives for client and consumer education growing interest in healthy aging and care of the older adult

The Centre will serve as a learning network to facilitate effective and innovative collaborations and partnerships. It will help Baycrest champion leadership and innovation in education for healthy aging and enable dissemination of innovative models and best practices in education in the care of the older adult. It will be a clearing house for new educational innovations as well as a forum for international dialogue. With the same dedication, sponsorship and commitment to excellence, *The Centre for Education and Knowledge Exchange in Aging* has the tremendous potential to achieve for Baycrest education what the Rotman Research Institute has accomplished for Baycrest research.

The following table outlines goals and proposed actions:

Goals	Proposed Actions
1.1 Develop a business plan and a fundraising plan for the proposed Centre	<ul style="list-style-type: none"> • Develop a business plan which outlines infrastructure and resource requirements for the first five years • Work with the Baycrest Foundation to develop a fundraising plan and target donors for the Centre • Explore alternate revenue strategies (e.g. grants, market for educational products) • Position Baycrest as an innovator and vehicle for dissemination
1-2 Establish the governance for the Centre	<ul style="list-style-type: none"> • Establish an Education Council with representation from across the organization • Build on preliminary benchmarking of educational centres to explore key success factors for governance, structure and membership • Explore implications and benefits of formalizing relationship of Centre with University Toronto • Explore External Advisory Committee to inform international programs, collaboration and opportunities
1-3 Support and enhance learning	<ul style="list-style-type: none"> • Conduct a needs assessment with education leaders at Baycrest to determine priority areas where the Centre can work with them to improve the quality of the learner experience • Prioritize key functions for the Centre to align with the implementation priorities outlined in the education strategic plan (e.g. faculty development, mentorship and building capacity for evaluation and educational scholarship) • Develop strategies to influence the curriculum in academic programs • Inspire the development of e-learning and expertise, exploring new educational technologies for use by learners and faculty
1-4 Foster greater integration of education within and outside of Baycrest	<ul style="list-style-type: none"> • In collaboration with clinical professional leaders facilitate the development of a core curriculum for geriatrics • Develop a community of practice for teachers and learners in healthy aging and care of older adults

Strategy #2: Position Baycrest as a destination of choice for our students and trainees

Baycrest plays a very unique role in educating students and trainees, a role that is centred on its extensive breadth and expertise in healthy aging and care of the older adult. Paramount is the commitment to a high quality learning environment and a high quality student experience. We learned through our consultation process that students report quality learning experiences at Baycrest, although many had been previously unaware of Baycrest and its educational opportunities. As a leading centre for educational programs in geriatrics and healthy aging, Baycrest must promote its unique programs and educational opportunities broadly.

With increasing emphasis on interprofessional education, Baycrest is uniquely positioned to build on its long traditions of team-based and interprofessional care to lead and innovate in models of interprofessional education. The new University of Toronto Centre for Interprofessional Education is a valuable resource and partner for Baycrest. As the Centre Director, Maria Tassone pointed out at the Baycrest Education Summit, *“How can they (students) work together if they don’t learn together?”*

While many students remark on the valuable learning experiences at Baycrest, several areas for improvement have been identified – dedicated student space, improved orientation, coordination of rotations, opportunities for interprofessional learning and addressing amenities like parking, lockers and work areas. These improvements must be a high priority if Baycrest is to become a ‘destination of choice’.

An important aspect of ensuring an excellent student experience is the means of measuring it – developing metrics such as satisfaction measures, quality of teaching indicators, access to supports, and participation in interprofessional learning.

The following table outlines goals and proposed actions:

Goals	Proposed Actions
2-1 Promote Baycrest to students and trainees	<ul style="list-style-type: none"> • Profile and market the educational strengths and opportunities at Baycrest to students/trainees (e.g., website, host information sessions, reach out to academic partners, streamline intake processes) • Review capacity and offer increased educational placements for students, trainees and fellows • Partner with The Peter A. Silverman Centre for International Health at Mount Sinai and Baycrest re: international trainees • Build relationships and linkages with the U of T Medical Academies
2-2 Develop and lead an innovative, interprofessional education curriculum	<ul style="list-style-type: none"> • Form an IPE Working Group; Collaborate with the U of T Centre for Interprofessional Education and other partners engaged in IPE • Redefine and make explicit the scope of IPE models and opportunities across Baycrest; promote IPE competencies as part of every student’s clinical placement • Harmonize learning blocks where possible to enable IPE • Create and pilot an innovative curriculum for IPE

Goals	Proposed Actions
	<ul style="list-style-type: none"> • Build capacity for IPE teaching • Explore simulation for innovative approaches to IPE , including collaborating with other sites, e.g. Michener Institute, Bridgepoint Health, etc.
<p>2-3 Establish an integrated Student Centre that provides space, supports, and coordinated infrastructure</p>	<ul style="list-style-type: none"> • Create student centre/space & build/nurture a community for all students • Explore an integrated student administration function for orientation, registration, student tracking, and communications • Address student issues of parking, lockers, other supports • Enhance operational supports for scheduling, matching with supervisors, etc.
<p>2-4 Expand and refine metrics to measure student experience</p>	<ul style="list-style-type: none"> • Outline existing and potential new metrics for measuring student experience • Working with students, develop ongoing quality measures and report regularly

Strategy #3: Enhance professional development and continuing education

Baycrest seeks to “foster an engaging learning environment that develops and educates leaders, staff, physicians and volunteers to be exceptional.” **Baycrest Strategic Plan 2009-2013**

Baycrest professionals continually strive to enhance their professional development and skills within their professions. There are opportunities to share and leverage the activities and experiences across professional groups in the areas of best practice information, needs analysis, mentoring and coaching, common curriculum and workshops, simulation programs and others. A particular priority for Baycrest includes the development of a core geriatrics curriculum for all health professionals.

“Ongoing professional development and learning is essential to high quality professional practice and to high quality teaching”.

Dr. Karima Velji, VP Clinical & Residential Programs and CNE

Faculty development includes those activities that strengthen teaching skills. Professional academic bodies often provide faculty development programs and our teachers and educators should be encouraged and supported in participating in such programs. The University of Toronto, Centre for Faculty Development at St. Michael’s Hospital offers a range of programs to enhance teaching skills and is open to clinicians and teachers across the Toronto academic centres. Other development initiatives focus on building teaching capacity for interprofessional education which has been identified as a priority for Baycrest. A formalized mentoring program would also provide needed support to strengthen teaching capacity. Similarly, targeted efforts in promoting professional development and strengthening professional practice and scholarly activity should be undertaken in collaboration with the clinical programs and the Organizational Effectiveness Department.

Baycrest has always taken a leadership role in providing continuing education events and professional development for external groups. Such initiatives include hosting major conferences as well as videoconferencing education sessions to professionals across the province and in other countries. As Baycrest enhances its education profile, the demand and opportunities for educational events targeted to external audiences will increase. To support the interest in growing continuing education events, it will be desirable to expand our conference management services to assist in planning and hosting such programs. An enhanced central resource will provide assistance in designing programs, marketing, registration, facility arrangements, technical advice and tools for evaluation.

The following table outlines goals and proposed actions:

Goals	Proposed Actions
<p>3-1 Bridge and integrate across professional groups to develop a shared strategy for education curriculum resources, e.g. best practices information, needs analysis and evaluation tools</p>	<ul style="list-style-type: none"> • Develop a better understanding of how staff are continuing their education at Baycrest, including understanding the enablers and barriers to practice based CE • Work collaboratively with practice leaders, education leaders, to identify common tools and resources needed to support continuing education; e.g., needs assessment tools, technology, evaluation methods • Explore opportunities to develop cross –professional or shared education initiatives; e.g., common aging themes; shared geriatrics curriculum
<p>3-2 Promote faculty development and strengthen teaching skills and capacity across Baycrest</p>	<ul style="list-style-type: none"> • Identify priority needs for faculty development and explore diverse formats and modalities by which to provide • Outline various faculty development opportunities available through the university • Expand offerings for teaching development in Interprofessional education • Explore means for facilitating faculty development brought to Baycrest (e.g. U of T Centre for Faculty Development) • Formalize preceptor programs for clinical teachers
<p>3-3 Promote professional development and strengthen professional competencies and scholarly practice</p>	<ul style="list-style-type: none"> • Work with clinical programs, Organizational Effectiveness, Quality, Safety & Best Practice and professional groups to articulate expectations around professional and scholarly practice • Collaborate on educational offerings oriented to professional competencies and scholarly practice
<p>3-4 Increase the number and breath of Baycrest continuing education events for external audiences</p>	<ul style="list-style-type: none"> • Strengthen the infrastructure supports (e.g. conference management services) to support and assist clinicians and educators in planning and hosting conferences • Working with broad clinical and research representation, identify themes for external CE conferences, events • Develop working groups to plan and host new events • Use educational technologies (e.g. Telehealth, webinars) to expand CE programming and reach

Goals	Proposed Actions
3-5 Recognize and celebrate achievements and innovation in education	<ul style="list-style-type: none"> • Profile achievements and innovations on Baycrest website and publications • Establish an award system for achievements in education that recognizes teaching faculty and learners

Strategy #4: Strengthen and grow client and consumer education

Baycrest has built a strong reputation as a ‘go-to resource’ for information on healthy aging and care of the older adult. Clients, families and the general public are increasingly eager to access more and more information. Consumer information plays a key role in empowerment that helps consumers gain the skills, attitudes and knowledge they need to enhance or maintain their health throughout their lifespan. Evidence has pointed to the need for educational content to be easily accessible in a wide range of formats and across age, language and literacy spectrums.

In Baycrest’s strategic plan, a goal was set to become the leading resource globally for consumer health education and knowledge exchange about aging. Baycrest has excellent resources and a solid foundation on which to expand. To achieve this goal, we must share information through a variety of media and leverage our existing resources (print content, video, content, etc.) to meet consumer needs and establish Baycrest as a leader in the field. A key component of our approach includes moving forward on a digital strategy.

“Consumer education is very much about individual preferences – people access information in a very wide range of formats – on-line blogs, websites, videos, written materials and others. Baycrest has an opportunity to lead in creating templates and approaches highly targeted to seniors.”

Dr. Mike Evans, St. Michael’s Hospital

Baycrest should also explore opportunities for partnership and collaboration with other organizations specializing in consumer health education, for example the Health Design Lab at the Li Ka Shing Knowledge Institute and About Kids Health at Sick Kids, as well as private industry.

The following table outlines goals and proposed actions:

Goals	Proposed Actions
4-1 Bring our client and consumer focused education resources together to create a robust central resource centre and digital channels for knowledge and information on healthy aging	<ul style="list-style-type: none"> • Bring together the educators, resource materials and tools that focus on client and consumer education • Using a logic model, identify some key priority educational topic areas focusing on client/ consumer needs and interests (e.g., dementia); identify one key content area to pilot, implement and evaluate • Pursue a digital strategy to expand the way we deliver consumer information

Goals	Proposed Actions
	<ul style="list-style-type: none"> • Develop a coordinated approach to content and knowledge collection across Baycrest, including establishing a sustainable system and structure
4-2 Build expertise for creating senior-specific templates for educational content and new tools	<ul style="list-style-type: none"> • Collaborate with the Health Design Lab and other information experts to develop internal expertise • Pilot and evaluate new information formats (multimedia) in priority topic areas • Explore differing literacy levels for materials • Expand technology support for multimedia vehicles for education

Strategy #5: Build knowledge translation and education scholarship

There are many examples across Baycrest where research findings are being translated and implemented in clinical practice and where educators are studying and evaluating education activities. Clinicians need access to best evidence for quality practice and for dissemination of information to clients and consumers. Our challenge is to be proactive and intentional in building our capacity for knowledge translation and education scholarship.

“It is important to encourage critical reflections in education through engaging in scholarship.”

Dr. Susan Lieff, Baycrest

This is an area that benefits from strong partnerships, including partnerships across scientists, clinicians and educators to focus on knowledge translation and adoption in clinical practice. As one Summit participant noted, “educational research should be interdisciplinary, no ghettos, no silos”.

Education scholarship entails assessing and evaluating educational programs and sharing those results. The University of Toronto Wilson Centre, a leader in education research and scholarship, is an excellent resource to furthering Baycrest’s education scholarship. Baycrest would also benefit from a central resource or expertise in program evaluation that can assist in building capacity more broadly in education evaluation and scholarship. Assessing the outcomes and processes at the program, learner and faculty level will help to improve the quality care and education at Baycrest.

Increasingly, Baycrest is being recognized for its strengths in healthy aging and care of the older adult, with its unique expertise in mental health and cognition. Publishing educational research related to these specialized areas will enhance the local and international profile of Baycrest, increasing its attraction as a destination of choice for students, trainees, staff and faculty.

The following table outlines goals and proposed actions:

Goals	Proposed Actions
5-1 Engage clinicians and educators with research scientists to develop knowledge translation strategies	<ul style="list-style-type: none"> • Develop a toolbox and key resources for clinicians and educators • Establish regular forums involving clinicians, educators and scientists to address knowledge translation • Develop a joint strategic plan for knowledge translation and exchange
5-2 Build capacity for education scholarship and knowledge translation	<ul style="list-style-type: none"> • Recruit / designate two or more experts to build and assist in evaluation and scholarship initiatives • Bring education scholars together to define education scholarship and promote education across the organization; make this role explicit in job descriptions • Scan Baycrest to identify scope of scholarship, champions and interests; build a community of practice • Facilitate faculty development and mentoring in education scholarship; collaborate with the Wilson Centre and other communities of practice • Target resources/ seed money to build education evaluation models, pilots and projects

Enabling Strategies

Pursuing an ambitious strategy to advance the education mandate at Baycrest must be supported by several enablers.

Building e-learning, telehealth and education technologies to support our key strategies

Baycrest has leveraged telehealth technologies for several educational programs, including interdisciplinary distance education, International Behavioural Neurology Rounds and education / consultation sessions for Northern Ontario professionals. Many opportunities exist to capitalize on technologies to support e-courses, new web-based content for students, families, and consumers, and distance education. Expansion of our international educational programs represents a key component of our overall strategy. The adoption of simulation and a learning management system would provide significant support to clinicians and educators.

Strengthening the resource base and raising the profile of Baycrest education

This plan outlines a number of strategies to grow and develop Baycrest’s education enterprise. It is clear that resources will be needed to enable many of these goals and priorities to be achieved. Our consultation pointed to the need for resources for specific education space for students, recruiting or building expertise in evaluation and education scholarship, expanded technology support, seed funding for innovation, and infrastructure for a new Centre.

Efforts also need to focus on raising the profile of Baycrest as a leader in education. Opportunities to be considered include repackaging educational activities to give them a higher profile to our many communities, improving the marketing of our educational products, and linking to alumni and corporate partners. As Baycrest expands its scope for education, it will need to profile its many education contributions with its diverse communities – academic partners, students and trainees, clients and consumers, alumni, and the business community.

Moving forward – Implementation Priorities

The strategies and goals outlined provide a roadmap to guide the focus of activities over the next five years.

Successful implementation of this education strategic plan will require:

- Committed and engaged leadership
- Accountability and transparency, with assigned responsibility, clear timelines and performance targets
- Supporting resources (staffing, expertise, technology, funding)
- A supportive culture enabling all staff to further develop clinical skills & expertise
- Tracking and reporting of progress towards goals
- Communications with both internal and external stakeholders

Key messages on moving forward:

- **Don't reinvent the wheel** – reach out to those who have expertise and access products already on the market
- **Partner and collaborate** – look beyond traditional partners to engage expertise in design, communications, media
- **Build on our strengths** – we have dedicated and passionate teachers and educators and we can learn from them

This plan and its implementation will be the responsibility of an **Education Council** with functions such as the following:

- Oversee strategic directions, priorities and implementation of the strategic plan for education at Baycrest
- Implement and report upon metrics of education activity and success
- Promote a strong relationship with academic partners
- Ensure appropriate policies and procedures are in place for the governance of educational activities, ensuring alignment with relevant external stakeholders
- Identify and advocate for education funding to the level necessary for support, development and promotion of the highest caliber of scholarly education

Terms of reference for the Education Council will be developed and adjusted to the particular needs and circumstances of Baycrest over time. Of note, there are several hospitals within the Toronto Academic Health Sciences Network which have experience with Education Councils. Many have already demonstrated their willingness to share experiences on successes and challenges.

In moving forward with the implementation of this plan, it is expected that leaders and task groups will be formed to address specific strategies, reporting to the Education Council on progress. An accountability framework provides a structure to monitor progress of implementation towards targeted timelines and objectives. The emphasis on enabling strategies in this plan underscores the importance of dedicating resources and appropriate support to move forward effectively in implementation.

Expected outcomes of our education plan

In laying out the strategies and goals for building the education enterprise over the next five years, we are anticipating a number of benefits and expected outcomes:

- Baycrest as a destination of choice for students, staff, clinicians and volunteers
- An engaged learning organization that continually improves the experience for students and trainees and supports the growth and development of its staff
- A 'go-to' global resource for consumers, health professionals and educators for information and best practices on topics of healthy aging , brain health and care of older adults
- Successful creation of innovative practices in education
- Professionals who are equipped to incorporate the best evidence into their roles as clinicians and educators
- Significant growth in education evaluation, research and scholarship
- Improvements in healthy aging and quality of life for patients and clients

Monitoring Progress – Indicators and Performance Measures

As this strategic plan is designed to drive and guide education activities over the next several years, it will be important to incorporate mechanisms for monitoring or measuring progress over time. It will be valuable to come to agreement on the metrics to gage performance or measure progress and to build capacity for measurement along with driving progress on the goals. Given the commitment to scholarship and best practice, evaluation and measurement will be built into each of the education strategic directions.

Examples of measures or indicators that could be tracked are listed in the chart below. The indicators and measures for each of the strategic directions will be reviewed and refined early in the implementation planning process.

Indicators and Performance Measures

Strategy

#1 Create a Centre for Education and Knowledge Exchange in Aging

#2 Position Baycrest as a destination of choice for students and trainees

#3 Enhance professional development and continuing education

4 Strengthen and grow client and consumer information

#5 Build knowledge translation and education scholarship

Examples of measures and indicators

- Number of staff with appointments in the Centre
- Number of collaborative initiatives and partnerships to support education
- Student and staff evaluations
- Funding

- Student satisfaction
- Teaching effectiveness scores
- IPE participation
- Student and trainee numbers

- Number of faculty development sessions/programs
- Participation / completion of faculty development programs
- Number and quality of external CE events
- Number of staff completing professional development programs

- Satisfaction scores
- Attendance at educational events
- Website hits and engagement measurement tools
- Publication purchases

- Participation in knowledge translation forums
- Publications & presentations and other educational scholarly work
- Number of education research projects

Implementation Priorities First 12 to 18 months

The plan outlines a broad number of goals and actions; however, it will be challenging to move forward on all of them in this next year. Outlined in the table below are specific implementation priorities for the next 12 to 18 months that will lay a strong foundation to address the longer term initiatives during the time horizon of the education strategic plan. A number of “quick wins” have been identified and several have already been implemented.

As part of its monitoring role, the Education Council will implement regular reviews to ensure that the goals and implementation priorities reflect the current realities and are being supported to move in the intended direction. Appendix VII includes a preliminary Accountability Framework with proposed short and longer term implementation priorities and outcome measures, which serve as a starting point for tracking progress towards goals.

Concluding Remarks

As a premier academic health sciences centre, Baycrest is highly committed to and engaged in its education mission. This Education Strategic Plan provides clear direction, goals and priorities to guide the education enterprise over the next five years. The plan recognizes that an engaged learning environment is vitally important for our students and trainees, our patients, families and consumers and staff.

Baycrest takes pride in many excellent and passionate teachers and educators. Our plan outlines key strategies and building blocks to creating a vibrant centre of excellence – a *Centre for Education and Knowledge Exchange in Aging* that “*leads the world in healthy aging through excellence and innovation in teaching and learning*”.

Table 1. Proposed Actions for First 12 - 18 Months

Strategic Directions	Jan 2011	July 2012
1. Centre for Education & Knowledge Exchange in Aging	<ol style="list-style-type: none"> 1. Establish infrastructure; including governance, membership & accountability structure 2. Establish Education Council & Working Groups 3. Develop a Fundraising Plan with our Foundation 4. Establish new Teaching Awards 	
2. Destination of Choice for Students/Trainees	<ol style="list-style-type: none"> 1. Centralize Student Administration & hire administrative coordinator for students 2. Develop a functional plan for a Student Centre 3. Develop strategy for Interprofessional Education (IPE) 4. Hire an IPE Specialist 	
3. Enhance Professional Development and & CE	<ol style="list-style-type: none"> 1. Implement Faculty Development courses 2. Implement Visiting Professor Speakers Series 3. Increase Continuing Education events and expand our local, national and international reach 4. Assist with development of an Interprofessional Geriatric curriculum 	
4. Strengthen & Grow Consumer Education	<ol style="list-style-type: none"> 1. Develop and implement a <i>Mini Medical School</i> for consumers focused on healthy aging 2. Develop and implement a strategy for the Wellness Library that increases its reach & impact as a consumer resource centre 3. Implement our Digital Media Strategy 	
5. Build KT & Education Scholarship	<ol style="list-style-type: none"> 1. Recruit a KT Researcher & an Education Scholar 2. Establish projects to support the implementation of KT & Best Practices across Baycrest programs 	

Appendix I

Education Strategy Steering Committee

Name	Title
Boutcher, Faith	Director, Academic Education (Co-Chair)
Conn, Dr. David	Vice-President, Education (Co-Chair)
Axler, Helena	Consultant, Axler & Associates
Faibish, Sharon	PPL Occupational Therapy
Goos, Dr. Lisa	Director, Research Policy & Planning
Huijbregts, Dr. Maria	Director, Clinical Performance and Accreditation
Jackson, Linda	Director, Community & Ambulatory Programs
Kay, Theresa	Director, Collaborative Practice and Special Projects
Kent, Joni	Vice- President, Human Resources and Organizational Effectiveness
Madan, Dr. Robert	Medical Program Director, Geriatric Psychiatry Community Services
Miel, Kara-Ann	Director, Communications
Patterson, Tim	Telehealth Site Coordinator
Rosborough, Gary	Manager, Organizational Effectiveness
Shin, Anne Marie	Director, Nursing
Stern, Bianca	Director, Culture & Heritage
Tucker, Terrie	Director, eHealth
Velji, Dr. Karima	Vice-President, Clinical and Residential Programs and Chief Nursing Executive

Appendix II

PLANNING PRINCIPLES

The strategic planning process for Education will:

1. Align with the vision, mission and values of Baycrest and current strategic plan.
2. Support Baycrest's role as a fully affiliated teaching hospital of the University of Toronto and an educational partner to diverse organizations.
3. Explore opportunities to establish a Centre for Education in Aging.
4. Reflect a broad commitment to education including students, trainees, staff, client and consumer education.
5. Promote interdisciplinary principles as they pertain to education, while respecting the autonomy of the professions involved.
6. Profile and enable the integration of education into care and research.
7. Consider the organizational structure and accountabilities to achieve meaningful integration of education into Baycrest's broader mission.
8. Benchmark against the best with a view to enhancing Baycrest's global leadership and presence in education.
9. Be open and consultative.

Appendix III

October 6, 2010 Education Summit Participants

Surname	Given Name	Title
Axler	HELENA	Consultant, Axler & Associates
Bartlett	DON	Portfolio Manager, Clinical Education Relations, the Michener Institute
Bereskin	BONNIE	PPL Speech Language Pathology, Baycrest
Berg	KATHERINE	Chair & Associate Professor, Dept of Physical Therapy, Faculty of Medicine, U of T
Bernat	SHARON	PPL Laboratory, Baycrest
Boutcher	FAITH	Director, Academic Education, Baycrest
Buckmire	SHEILA	New Heights Community Health Care Centre
Chan	ANGELA	Program Director, Rehab & GATU, Baycrest
Colegate	JULIE	CCAC
Conn	DAVID	Vice-President, Education, Baycrest
Craik	FERGUS	Senior Scientist, Rotman Research Institute, Baycrest
Czukur	GAIL	Executive Vice President Policy, Education and Health Promotion and Legal Services, Centre for Addiction and Mental Health
De Nil	LUC	Chair & Professor, Dept Speech Language Pathology, U of T
Degan	CHRISTINE	Registered Nurse, Baycrest
Evans	MICHAEL	Director, New Health Design Lab, Li Ka Shing Knowledge Institute, St. Michael's Hospital
Fegan	MARY ANN	Coordinator of Clinical Education, Lawrence S. Bloomberg Faculty of Nursing, University of Toronto
Feldman	SID	Chief, Department of Family Medicine, Baycrest
Ferreria	PAULA	Coordinator, Conference Services, Baycrest
Goodman	RUTH	PPL Social Work, Baycrest
Goos	LISA	Director, Research Policy & Planning, Baycrest
Gordon	MICHAEL	Medical Program Director, Palliative Care, Baycrest
Graveline	CHANTAL	Executive Director, Community Development and Planning, Baycrest
Greenwood	CAROL	Interim Director, KLARU, Baycrest
Gryfe	MARK	President, The Baycrest Centre Foundation, Vice-President, Development, Baycrest
Houston	PATRICIA	VP Education, St. Michael's Hospital
Huijbrets	MARIA	Director, Clinical Performance & Accreditation, Baycrest
Ip	Mary Lou	Program Director, Complex Continuing Care & Palliative Care Baycrest
Iqbal	SUMAN	Assistant Director & Unit Director, Apotex 5, Baycrest
Izukawa	TERUMI	Executive Medical Director, Baycrest Hospital & Interim Chief, Department of Medicine
Jackson	LINDA	Executive Director, Community & Ambulatory Programs, Baycrest
Johnston	JOAN	PPL Therapeutic Recreation/Manager, Baycrest
Kaiserman	ETHEL	Manager of Quality, Circle of Care

Surname	Given Name	Title
Kamenitz	LOIS	Manager, Wellness Library, Baycrest
Karuza	JURGIS	Director, Finger Lakes Geriatric Education Center
Katz	PAUL	Vice-President, Medical Services and Chief of Staff, Baycrest
Kent	JONI	Vice-President, Human Resources and Organizational Effectiveness, Baycrest
Kwan	DEBBIE	Assistant Director, Educational Development, Centre for Faculty Development, St. Michael's Hospital
Lavine	WENDY	PPL Medical Radiation, Baycrest
Lazarus	JEAN	Director, Research Operations, Baycrest
Leach	LARRY	PPL Psychology, Baycrest
LeBlanc	VICKI	Associate Director & Scientist, The Wilson Center, UHN
Levin	LISA	Vice-President, Social Enterprise, Circle of Care
Lieff	SUSAN	Psychiatrist, Baycrest; Associate Professor, University of Toronto Director, Academic Leadership Development and the Education Scholars Program, Centre for Faculty Development, University of Toronto
Lisner-Kerbel	HEATHER	Education Coordinator, Social Worker
Litvack	ANDREA	Director, MSW Program, Faculty of Social Work, U of T
Locke	MANSON	Director, HR, Baycrest
MacIntosh	RANDY	Vice President, Research and Director, Rotman Research Institute
Madan	ROB	Medical Program Director, Psychiatry Day Hospital
Malach	FAITH	Director, Community Day Centre for Seniors, Baycrest
Malette	CLAIRE	Director, School of Nursing, York University
Marziali	ELSA	KLARU Scientist, Baycrest
McDiaramid	MARY	Manager, Library Services, Baycrest
McPherson	HEATHER	Vice-President, Patient Care & Ambulatory Innovation, Women's College Hospital
Miel	KARA	Director, Communications, Baycrest
Milo-Manson	GOLDA	VP Medicine and Academic Affairs, Holland Bloorview Kids Rehabilitation Centre
Munteanu	DORINA	Registered Nurse, Baycrest
Noyek	ARNOLD	Director, Peter A. Silverman Centre for International Health at Mt. Sinai Hospital & Baycrest
Nguyen	YLINH	SW Student, Baycrest
Parker	KATHRYN	Education Consultant, Education Evaluation Assessment Program, Sick Kids Institute of Learning
Patterson	TIM	Telehealth Site Coordinator, Baycrest
Peters-Marcano	VONDESSA	Registered Practical Nurse, Baycrest
Poldre	PEETER	VP Education, Sunnybrook Health Sciences Centre
Rappolt	SUSAN	Chair & Associate Professor, Dept of Occupational Science and Occupational Therapy, U of T

Surname	Given Name	Title
Redpath	SYDNEY	Director for Academic Operations, the Michener Institute
Reichman	BILL	President & CEO, Baycrest
Rosborough	GARY	Manager, Organizational Effectiveness, Baycrest
Ryan	DAVID	Director of Education & Knowledge Processes, Regional Geriatric Program of Toronto
Santora	PAULINE	Education Coordinator, Pharmacy, Baycrest
Scherf	CRISTINA	PPL Pharmacy, Baycrest
Shin	ANNE-MARIE	Director, Nursing, Baycrest
Silva	DELIA	Registered Nurse, Baycrest
Sokoloff	LISA	Interprofessional Quality Specialist, Baycrest
Sokolowski	MARCIA	Ethicist, Baycrest
Sriharan	ABI	Deputy Director, Peter A. Silverman Centre for International Health
Stephens	ANNE	CCAC
Tassone	MARIA	Director, Centre for IPE, University of Toronto
Tremblay	SUSAN	Consultant, Axler & Associates
Troyer	ANGELA	Interim, Chief of Psychology, Baycrest
Tucker	TERRIE	Director, eHealth, Baycrest
Varshney	NISHI	Geriatric Medicine Resident, Baycrest
Veinish	SHELLEY	Medical Program Director, GATU, Baycrest
Velji	KARIMA	Vice-President, Clinical and Residential Programs and Chief Nursing Executive, Baycrest
Verma	SARITA	Deputy Dean and Associate Vice Provost Health Professions Education, University of Toronto
Webb	NANCY	Vice-President, Public Affairs and Stakeholder Relations, Baycrest
Wijeyesinghe	ANGELO	Psychiatry Resident, Baycrest
Wong	STEVE	PPL Physiotherapy, Baycrest
Young	KEVIN	Geriatric Medicine Resident, Baycrest

Appendix IV

Education Partner Colleges and Universities

Canadian Mennonite University
Centennial College
Georgian College
Humber College of Applied Arts & Technology
McMaster University
Medix School Health Care Vocational Centres
Regency Dental Hygiene Academy, Inc.
Ryerson Polytechnic University
Ryerson University
Seneca College
Sheridan College Institute of Technology and Advanced Learning
The Durham College of Applied Arts and Technology and The University of Ontario Institute of Technology
The George Brown College of Applied Arts and Technology
The Michener Institute
Trent University
University of British Columbia
University of Calgary
University of Montreal
University of Toronto
University of Victoria
University of Waterloo
University of Western Ontario
University of Windsor
Wilfred Laurier University
Yeshiva University (Wurzweiler School of Social Work)
York University

Appendix V

Strength, Weaknesses, Opportunities and Threats Summary (October 2010)

<p>Strengths</p> <ul style="list-style-type: none"> • Recognized leaders in Geriatrics, Mental Health & Cognition • Passionate and committed teachers • Diversity of educational experiences across Baycrest, across disciplines • Interprofessional practice & education • Telehealth and partnership with Peter A. Silverman Centre • 230+ faculty • Pockets of strength in faculty development • Strong corporate support for education and central role in strategic plan • Brain research, Neurosciences, Rotman Research Institute • Fully affiliated with University of Toronto and strong collaborations with multiple academic organizations 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Education widely distributed across the organization, with limited coordination and no unifying vision • Wealth of clinical & educational expertise, lack of formal approach to knowledge transfer and exchange • Limited protected time for staff and fiscal support for education • Limited formal mentoring and faculty development across health professions • Limited education scholarship and education evaluation • Infrastructure for students: limited space, parking, inconsistent orientation across disciplines • Web resources are lacking; insufficient staff and resources to develop comprehensive on-line offerings
<p>Opportunities</p> <ul style="list-style-type: none"> • Unique organization & culture; expertise in aging, the brain & care of the older adult; rich resource for teaching & learning • Leadership role in Geriatric IPE • Expansion of tele-education, locally & globally • Increase clinical & research fellowships, drawing on national & international market • Growing consumer interest in healthy aging • Expand continuing education to health professionals & consumers • Collaboration with U of T Education Centres (e.g. Wilson, IPE, CFD) • Education scholarship and evaluation focused on care of the older adult • New education technologies, simulation, social media, on-line learning • New and emerging partnerships with academic & community organizations 	<p>Threats & Challenges</p> <ul style="list-style-type: none"> • Constrained fiscal environment • Securing funding base and resources to support education enterprise • Human resources challenge and competition for talent • Balancing academic and clinical workload • Embedding education into the culture of the organization and supporting that culture • Geography (location away from downtown core) • Raising the profile of education to diverse external communities • Catching up to others who are further ahead • Capturing this market space before others do • Thinking locally, nationally & globally

Appendix VI

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Appendix VII - Accountability Framework and Measures

Strategic Directions	Goals	Priorities First 12-18 Months	Longer Term Initiatives	Indicators and Performance Measures
<p>1. Create a Centre for Education and Knowledge Exchange in Aging</p>	<p>1-1 Develop a business plan and build a fundraising plan for the proposed Centre</p> <p>1-2 Establish the governance for the Centre</p> <p>1-3 Support and enhance learning</p> <p>1-4 Foster greater integration of education within and outside of Baycrest</p>	<p>1. Establish infrastructure: including governance, membership & accountability structure</p> <p>2. Establish an Education Council with representation of the broad education constituents across Baycrest.</p> <p>3. Finalize a business plan and develop a fundraising plan for a the Centre for Education and Knowledge Exchange in Aging.</p> <p>4. Establish teaching awards</p>	<p>1. Establish physical site for the Centre including a new “state-of-the-art” auditorium</p> <p>2. Increase Centre core staff and faculty to support full range of functions and education priorities for Baycrest</p> <p>3. Optimize revenue generating opportunities & raise funds for highest priority needs</p> <p>4. Explore development of an interprofessional simulation lab</p>	<p>Number of staff with appointments in the Centre</p> <p>Number of collaborative initiatives to support education</p> <p>Student and staff evaluations</p> <p>Funding</p>

Strategic Directions	Goals	Priorities First 12-18 Months	Longer Term Initiatives	Indicators and Performance Measures
<p>2. Position Baycrest as a destination of choice for our students and trainees</p>	<p>2-1 Promote Baycrest to student and trainees</p> <p>2-2 Lead innovative interprofessional education curriculum</p> <p>2-3 Establish an integrated Student Centre that provides space, supports, and coordinated infrastructure</p> <p>2-4 Implement metrics to measure student experience</p>	<p>1. Centralize student administration & hire an administrative coordinator for students</p> <p>2. Develop a functional plan for a student centre that incorporates shared space for students and an administrative infrastructure for student registration, orientation, communications and general supports</p> <p>3. Develop a strategy for IPE</p> <p>4. Hire an IPE Education Specialist</p>	<p>1. Develop a marketing strategy and implement plan to attract top caliber students, trainees and fellows</p> <p>2. Build a dedicated Student Centre</p> <p>3. Implement, lead and evaluate innovative IPE curriculum, in targeted areas, aligned with corporate priorities</p> <p>4. Establish an international student/trainee fellowship program</p>	<p>Student satisfaction</p> <p>Teaching effectiveness scores</p> <p>IPE participation</p> <p>Student and trainee numbers</p>

Strategic Directions	Goals	Priorities First 12-18 Months	Longer Term Initiatives	Indicators and Performance Measures
<p>3. Enhance professional development and continuing education</p>	<p>3-1 Bridge and integrate across professional groups to develop a shared strategy for education curriculum resources e.g., best practices information; needs analysis and evaluation tools</p> <p>3-2 Promote faculty development and strengthen teaching skills and capacity across Baycrest</p> <p>3-3 Promote professional development and strengthen professional competencies and scholarly practice</p> <p>3-4 Increase the number and breadth of Baycrest continuing education events for external audiences</p> <p>3-5 Recognize and celebrate achievements and innovation in education</p>	<p>1. Implement faculty development courses to enhance teaching capacity</p> <p>2. Implement Visiting Professor Speakers Series</p> <p>3. Increase conference and course offerings</p> <p>4. Assist with the development of an Interprofessional geriatric curriculum</p>	<p>1. Support the implementation of an interprofessional geriatric curriculum for Baycrest staff</p> <p>2. Increase infrastructure to enhance educational conferences</p> <p>3. Further development of resources to support staff continuing education</p> <p>4. Continue faculty development for staff</p>	<p>Participation/completion of faculty development programs</p> <p>Number of faculty development sessions/ programs</p> <p>Number and quality of external continuing education events</p> <p>Number of staff completing professional development programs</p>

Strategic Directions	Goals	Priorities First 12-18 Months	Longer Term Initiatives	Indicators and Performance Measures
<p>4. Strengthen and grow client and consumer education</p>	<p>4-1 Bring our client and consumer focused education resources together to create a robust central resource centre and digital channels for knowledge and information on healthy aging</p> <p>4-2 Build expertise for creating senior-specific templates for educational content and new tools</p>	<p>1. Develop and implement a <i>mini medical school</i> for consumers focused on healthy aging</p> <p>2. Develop and implement a strategy for the Wellness Library to increase reach & impact as a consumer resource centre</p> <p>3. Implement a Digital Media Strategy</p>	<p>1. Collaborate with the Health Design Lab and other information experts to develop expertise for creating senior-specific templates, education content and tools</p> <p>2. Explore development of a knowledge-in-aging multimedia studio</p> <p>3. Continue implementation of our Digital Media strategy</p>	<p>Satisfaction Scores</p> <p>Attendance at educational events</p> <p>Website hits and engagement measurement tools</p> <p>Publication purchases</p>

Strategic Directions	Goals	Priorities First 12-18 Months	Longer Term Initiatives	Indicators and Performance Measures
<p>5. Build knowledge translation and education scholarship</p>	<p>5-1 Engage clinicians and educators with the research scientists to develop knowledge translation strategies</p> <p>5-2 Build capacity for education scholarship and knowledge translation</p>	<p>1. Recruit a KT Researcher and an education scholar to build and assist in evaluation and scholarship initiatives</p> <p>2. Establish projects to support the implementation of KT and best practices across Baycrest programs</p>	<p>1. Develop a Knowledge Translation strategic plan in collaboration with the Research Institute.</p> <p>2. Expand number of “career” clinical educators</p> <p>3. Increase grants and publications related to education</p>	<p>Participation in knowledge translation forums</p> <p>Publications and presentations education scholarly work</p> <p>Number of educational research studies</p>



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