Toolkit: Interprofessional Summer Student Internships in Long-Term Care

Baycrest Centre for Learning, Research & Innovation in Long-Term Care

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Baycrest Centre for Learning, Research & Innovation in Long-Term Care

The Ontario Centres for Learning, Research and Innovation in Long-Term Care (CLRI) are mandated to enhance the quality of seniors’ care through education, research, innovation, evidence-based service delivery and design and knowledge transfer with support from the Ontario government (2011-2016). As one of 3 Centres, the Baycrest CLRI develops and evaluates educational innovations to enhance interprofessional competencies in the current and future long-term care (LTC) workforce. As of March 2015, 30 students have participated in Student Internships in Innovation and Aging, which is one of the educational programs delivered by the Baycrest CLRI (Figure 1).

Figure 1. Baycrest CLRI Programs
**Acknowledgements**

This internship program was developed over a 3 year period by the Baycrest CLRI team with the support of many departments at Baycrest, as well as an external home partner, Responsive Homes.

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The views expressed are the views of the author(s) and do not necessarily reflect those of the Province.
Fink’s Curriculum Framework for Creating Significant Learning Experiences

Better learning, or significant learning according to Fink (2013), addresses not only the acquisition and application of knowledge and skills, but also the humanistic aspects of learning such as caring about a topic and learning to learn. In Fink’s view, the purpose of education is to improve the quality and significance of learning through experiences designed to foster curiosity, discovery, critical thinking, communication and problem solving relevant to real-world issues. Learners are engaged as active constructors, discoverers and transformers of knowledge, while the role of instructors is primarily to design engaging learning methods and cooperative, empowering learning environments. An educative approach to assessment is used whereby success is measured through the achievement of specific learning results and the quality of the learner’s performance relative to predefined standards. Educative assessment is supported through forward-looking assessment, self-assessment by the learners, criteria and standards and FIDeLity feedback. These elements are incorporated into Baycrest CLRI curricula.

In particular, the internships integrated educative assessment through:

1. Forward-Looking Assessment: The internship is developed to prepare students to work as healthcare practitioners working with the elderly, having had significant learning experiences that are relevant to the long-term care population and the sector.
2. Identification of appropriate criteria and standards: By defining learning goals and outcomes in partnership with the educators, students are able to enhance knowledge, skills and attitudes in the field of aging.
3. Self-Assessment: Weekly reflections encourage self-awareness as learners assess their progress towards deliverables, work ethic, and time management as well as personal and professional values and future directions.
4. Feedback: Weekly check-ins and midpoint and final evaluations offer frequent, immediate, and empathetic feedback to the students.

Taxonomy of Significant Learning

<table>
<thead>
<tr>
<th>Foundational Knowledge</th>
<th>Application</th>
<th>Integration</th>
<th>Learning How to Learn</th>
<th>Caring</th>
<th>Human Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding &amp; remembering:</td>
<td>- Skills</td>
<td>Connecting:</td>
<td>- Becoming a better learner</td>
<td>Developing new:</td>
<td>Learning about:</td>
</tr>
<tr>
<td>- Information</td>
<td>- Thinking (critical, creative &amp; practical)</td>
<td>- Ideas</td>
<td>- Inquiring about a subject</td>
<td>- Feelings</td>
<td>- Oneself</td>
</tr>
<tr>
<td>- Ideas</td>
<td>- Managing projects</td>
<td>- People</td>
<td>- Self-directed learning</td>
<td>- Interests</td>
<td>- Others</td>
</tr>
<tr>
<td>- Reals of life</td>
<td>- Managing</td>
<td>- Becoming a</td>
<td>- Values</td>
<td>- Others</td>
<td></td>
</tr>
<tr>
<td>- Managing</td>
<td>better learner</td>
<td>- Inquiring</td>
<td>- Values</td>
<td>- Others</td>
<td></td>
</tr>
<tr>
<td>- Self-directed</td>
<td>about a subject</td>
<td>- Self-directed</td>
<td>- Values</td>
<td>- Others</td>
<td></td>
</tr>
</tbody>
</table>

(Fink, 2013)
Introduction to the Interprofessional Internship in Innovation and Aging

A particular focus of the Baycrest CLRI is to trial educational innovations to enhance interprofessional competencies in the current and future long-term care home workforce. The Baycrest CLRI internship program aims to foster interest and commitment among future clinicians to the fields of geriatrics and gerontology, as well as to enable students to integrate new knowledge, skills and values related to aging. Each year, the program accepts 10 interprofessional students for a 6-week paid summer internship.

More specifically, these internships offer undergraduate students in health professions programs opportunities to gain knowledge and experience in a long-term care teaching home. Interns actively participate in small group learning focused on aging, clinical issues in geriatrics and gerontology, evaluation techniques and interprofessional competencies. Interns are engaged in and develop a deeper understanding of the practice setting by learning alongside healthcare providers, attending clinical rounds, and being paired with residents. Interns are also teamed with a project mentor and participate in a program evaluation or quality improvement project. The internship includes opportunities to job shadow a variety of roles across the continuum of geriatric services at Baycrest.

Overall Internship Goals

The overarching goal is to foster the interns’ interest and commitment to geriatric and gerontological clinical care as well as to enable students to integrate new knowledge, skills and attitudes into practice. Other goals include:

1. Active participation and discussion with healthcare leaders and clients to increase understanding of the complexity of the long-term care system and its clients
2. Shadowing a variety of professions to gain an understanding of interprofessional care
3. Increased awareness of health concerns, risks and care plans for the care of the elderly
4. Active participation in an evaluation project or quality initiative
5. Increased integration of evidence and leading practices into care practice
6. Increased openness and creativity to the care of the elderly i.e. arts-based learning, interprofessional education and collaboration, innovation and technology
7. Increased networking with professionals and groups internal and external to Baycrest
8. Setting goals for professional and personal growth

Program Objectives

1. Promote the field of aging as a career choice
2. Enhance knowledge, skills and attitudes
3. Apply clinical and program evaluation skills
4. Exercise professionalism and goal orientation
Significant Learning Objectives

1. Foundational knowledge – understanding and remembering information and ideas
   a. Understand normal age-related health changes among the elderly
   b. Understand basic population and workforce trends in the LTCH sector in Ontario
   c. Identify signs and symptoms of common diseases that are typically seen in LTCH
   d. Understand components of SBAR reporting
   e. Understand responsibilities, scope of practice and interdependence of personal support, nursing and medical roles
   f. Understand types and characteristics of effective of interprofessional collaboration and care
   g. Understand different types of communication and tips to improve communication

2. Application – skills, thinking (critically, creatively, practically) and managing projects
   a. Perform library skills
   b. Utilize project and time management skills to achieve learning goals/outcomes
   c. Develop interpersonal skills for interacting with residents with complex conditions, including dementia
   d. Engage in effective information sharing and apply communication tips
   e. Think critically (i.e., gather pertinent information, prioritize concerns)
   f. Be proactive (i.e., engage the team when a client presents a change in condition)

3. Integration – connecting ideas, people, realms of life
   a. Be relational centered
   b. Understand the context and culture of the health care system (e.g., learn what it’s like in other homes)
   c. Collaborate to identify solutions to barriers to enhance care quality for unique setting

4. Human dimension – learning about oneself and others
   a. Engage in self-reflection
   b. Reflect on team effectiveness
   c. Enhance role clarity and role interdependence

5. Caring – developing new feelings, interests and values
   a. Develop shared values to support relational centred care
   b. Value and respect the contributions of self and other team members

6. Learning how to learn – becoming a better learner, inquiring about a subject and self-directing learners
   a. Be curious (e.g., in relation to personhood and relational knowledge of residents)
   b. Learn how to give and receive feedback

Note: Interprofessional competencies related to collaboration, communication, values and ethics are italicized. These are based on the University of Toronto Centre for Interprofessional Education’s Framework for the Development of Interprofessional Education Values and Competencies (http://ipe.utoronto.ca/).
Audience

The target students for this program are undergraduate and second-entry health profession students.

Interns from past intakes were enrolled in programs such as:

1. Psychology
2. Nutrition
3. Pharmacy
4. Nursing
5. Therapeutic Recreation
6. Kinesiology
7. Gerontology
8. Health Studies
9. Medicine
10. Social Work

Eligibility & Expectations

Who is eligible?

At the time of application, students must be enrolled in an academic institution in an undergraduate degree program relating to a health care profession (e.g., nursing, medicine, social work, psychology, occupational therapy, physiotherapy, pharmacy). Applicants must be currently completing the first year or subsequent years of the program.

Expectations include:

1. Create and maintain a learning plan to direct their development and goals over the course of the 6 weeks.
2. Offer tangible evidence for their professional development as a result of the internship by the end of the term. The goal is to build their résumé. Some examples include (but are not limited to):
   a. Evidence-based submission on an aging-related topic to a journal
   b. Letter to the editor for a newspaper or professional organization
   c. Literature review on a selected topic
3. Work with an assigned Project Mentor to assist in a program evaluation or quality improvement project in a capacity determined by the mentor. Interns present their project work to their peers and the Baycrest community by the end of the 6 weeks.
4. Observe or job shadow various disciplines across Baycrest.
5. Be present and prepared for all scheduled facilitated sessions by Baycrest staff.
6. Participate in CLRI evaluation activities and weekly blogs in order to reflect on and offer constructive feedback about the experience.
## Internship at a Glance

<table>
<thead>
<tr>
<th>Contacts</th>
<th>Resources</th>
<th>Process (DATES)</th>
<th>Outcomes</th>
<th>Customer</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>Leadership</td>
<td>Send call out (JANUARY)</td>
<td>Interest in geriatrics &amp; gerontology</td>
<td>Leadership</td>
<td>Budget</td>
</tr>
<tr>
<td>Staff</td>
<td>Coordination</td>
<td>Plan activities (JANUARY-JUNE)</td>
<td>Enhancing specialty knowledge</td>
<td>MOHLTC</td>
<td>Leadership support &amp; availability</td>
</tr>
<tr>
<td>Volunteers</td>
<td>Educators</td>
<td>Rate applicants (MARCH-APRIL)</td>
<td>Applying clinical &amp; program evaluation skills</td>
<td>Universities</td>
<td>Facilitators</td>
</tr>
<tr>
<td>External partners</td>
<td>Internal projects</td>
<td>Interview applicants (MARCH-APRIL)</td>
<td>Applying library skills</td>
<td>Students</td>
<td>Mentors</td>
</tr>
<tr>
<td>Clients &amp; families</td>
<td>Facilitators</td>
<td>Select interns (APRIL)</td>
<td>Exercising professionalism &amp; goal-orientation</td>
<td>Staff</td>
<td>Technology</td>
</tr>
<tr>
<td>Students</td>
<td>Interprofessional team</td>
<td>Send out pre-learning package (JUNE)</td>
<td>Residents &amp; families</td>
<td>Clinical Units</td>
<td></td>
</tr>
<tr>
<td>Clients &amp; families</td>
<td>Orientation &amp; expectations (JULY)</td>
<td>Local community</td>
<td>Observerships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interns</td>
<td>Support interns</td>
<td></td>
<td>Time set aside</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>Evaluate internship (AUGUST)</td>
<td></td>
<td>Coordinator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Internship Coordinator Duties

#### Internship Preparation
- Create contact list
- Obtain interns’ choice for shadowing
- Resident planning
- Obtain availability for external home shadowing
- Track submissions
- Obtain internal intern email address
- Create blog log-ins
- Send pre-internship evaluation
- Send orientation handbook, map and directions
- Obtain short intern biography (for use in meet and greets, website, etc.)
Selection of Interns
- Field applicant questions
- Compile applications
- Rate applications
- Select 2 (or more) staff/leadership/educator to rate interns
- Phone interview highest rated
- Have 3-4 back up interns
- Offer position to interns

Administration
- Schedule timing, facilitators, rooms and AV equipment
- Create communication plan
- Support interns

Orientation
- Introduction to internship
- Share organization culture
- Obtain ID badge requisition
- Provide locker allocation
- Provide due dates for deliverables
- Give logins and software access
- If possible, plan a ‘meet and greet’ with executives/leadership
- Introduce Best Practice Guidelines (e.g., Registered Nurses Association of Ontario)

Facilitation of Activities
- Highlight themes to be used for facilitated discussion
- Align with existing evaluation projects or quality improvement initiatives
- If planning an arts-based learning activity, acquire resources (e.g., artist)
- Speak with therapeutic recreation, unit managers, families, and residents for resident-intern pairing
- Facilitate literature review process for evidence-based fact sheet on an aging-related topic
- Facilitate intern writing and submission about an aspect of the internship for publication

Final Showcase for Project Presentations and Learning Outcomes
- Schedule date, room, and AV equipment
- Invite executive, leadership and staff in advance
- Prep interns
- Arrange catering if funding available

Evaluation of Activities
- Send pre-survey to interns
- Send facilitator evaluation
- Send mentor evaluation
- Send post-survey to intern
- Obtain testimonials from interns to post on future communication
Communication with Interns & External Staff

Listed below are the communication requirements for the internship and how information will be distributed to ensure success. This is a guide to frequency and identifies the team members who need pertinent information regarding the internship.

<table>
<thead>
<tr>
<th>Communication Type</th>
<th>Description</th>
<th>Frequency</th>
<th>Format</th>
<th>Participants/Distribution</th>
<th>Deliverable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Introduction</td>
<td>Obtain information to prepare for activities</td>
<td>Once</td>
<td>Email</td>
<td>Interns</td>
<td>Shadowing choice, pre-evaluation, logistics planning</td>
</tr>
<tr>
<td>Weekly Debrief Report/Blog</td>
<td>Face-to-face group session or blog to discuss events</td>
<td>Weekly</td>
<td>In-person/ blog</td>
<td>Coordinator &amp; interns</td>
<td>Status report</td>
</tr>
<tr>
<td>Learning Plan Evaluation</td>
<td>Obtain progress of activities</td>
<td>Mid-internship &amp; Final week</td>
<td>In-person</td>
<td>Coordinator &amp; interns</td>
<td>Status report on learning goals</td>
</tr>
<tr>
<td>Leadership Update</td>
<td>To inform leadership of activities &amp; possible changes</td>
<td>Bi-weekly</td>
<td>Email</td>
<td>Coordinator, leadership</td>
<td>Status report on internship</td>
</tr>
<tr>
<td>Activities</td>
<td>Give information about the internship to possible facilitators, mentors, &amp;</td>
<td>Introduction, follow-up &amp; final evaluation</td>
<td>Email/in-person</td>
<td>Coordinator &amp; selected staff</td>
<td>Staff willing to facilitate activity &amp; provide evaluation</td>
</tr>
</tbody>
</table>

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# Internship Activities & Resources

<table>
<thead>
<tr>
<th>Activity</th>
<th>Administrative</th>
<th>Blogs</th>
<th>Small Group Facilitation</th>
<th>Clinical Shadowing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is Accountable?</td>
<td>- Coordinator</td>
<td>- Coordinator</td>
<td>- Coordinator</td>
<td>- Coordinator</td>
</tr>
<tr>
<td>Who is Responsible for Activity?</td>
<td>- Interns</td>
<td>- Interns</td>
<td>- Interns, Facilitator</td>
<td>- Interns, Clinicians</td>
</tr>
<tr>
<td>Who is Consulted?</td>
<td>- Leadership</td>
<td>- Leadership</td>
<td>- Clinicians, Leadership</td>
<td>- Unit Manager, Clinicians, Leadership</td>
</tr>
<tr>
<td>What Resources Are Needed? LOGISTICS</td>
<td>- Schedule, Location, Support for interns, Access to email, Obtain testimonials from interns</td>
<td>- Scheduling, Location, Medium to blog, Access to computers, Support for interns</td>
<td>- Scheduling, Location, Support for interns</td>
<td>- Scheduling, Location, Support for interns, Access to computers</td>
</tr>
<tr>
<td>Baycrest CLRI Sample Templates &amp; Resources</td>
<td>- Call for internship, Resume template, Applicant rating scale, Budget allocation, Interview, Acceptance email, Regrets email, Intern introduction, Student handbook, Learning plan, Time sheets, Bio, Template, Intern interest list, Evaluation tools</td>
<td>- Sample blog questions, Blog guidelines</td>
<td>- Facilitator guidelines, Evaluation, Suggested themes &amp; activities</td>
<td>- Internal clinical observership guidelines, Physician rounds/consultation guidelines, Evaluation</td>
</tr>
<tr>
<td>Intern Deliverable</td>
<td>- Learning plan, Time sheets</td>
<td>- Blogs</td>
<td>- Blogs</td>
<td>- Blogs</td>
</tr>
<tr>
<td>Intern Outcome</td>
<td>- Time management, Goal Setting</td>
<td>- Professional reflection</td>
<td>- Enhanced gerontological knowledge</td>
<td>- Enhanced gerontological knowledge</td>
</tr>
<tr>
<td>Activity</td>
<td>Library Skills</td>
<td>Program Evaluation</td>
<td>Arts-Based Learning</td>
<td>Resident Pairing</td>
</tr>
<tr>
<td>--------------------------------</td>
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<td>-----------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Who is Accountable?</td>
<td>Coordinator</td>
<td>Coordinator</td>
<td>Coordinator</td>
<td>Coordinator</td>
</tr>
<tr>
<td>Who is Responsible for Activity?</td>
<td>Interns Librarian Clinicians</td>
<td>Interns Project mentor Interns Artist ABL facilitator</td>
<td>Interns Clients</td>
<td></td>
</tr>
<tr>
<td>Who is Consulted?</td>
<td>Librarian</td>
<td>Researchers Leadership</td>
<td>Leadership</td>
<td>Unit Managers Leadership Families</td>
</tr>
<tr>
<td>What Resources Are Needed?</td>
<td>Scheduling Location Access to computers Support for interns Obtain permission for posting presentation on future communication</td>
<td>Scheduling Location Access to computers Support for interns</td>
<td>Scheduling Location Access to art supplies Support for interns</td>
<td>Scheduling Location Residents Access to computers Support for interns</td>
</tr>
<tr>
<td>LOGISTICS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baycrest CLRI Sample Templates &amp; Resources</td>
<td>Evidence-based paper template Research templates</td>
<td>Project mentor guidelines Proposed program evaluation project worksheet template Sample intern &amp; program evaluation project list</td>
<td>Arts-based learning introduction activities Debriefing</td>
<td>All-About-Me templates Dining Experience questionnaire Sample Room posters Debriefing</td>
</tr>
<tr>
<td>Intern Deliverable</td>
<td>Scholarly article Evidence-based fact sheet Blogs</td>
<td>Presentation to organization Blogs</td>
<td>ABL product Blogs</td>
<td>All-About-Me Blogs</td>
</tr>
<tr>
<td>Intern Outcome</td>
<td>Enhanced library skills Increased program evaluation skills &amp; presentation skills Increased clinical skills Increased reflection</td>
<td></td>
<td>Increased communication skills Enhanced knowledge</td>
<td></td>
</tr>
</tbody>
</table>
**Internship Themes, Suggested Topics & Activities**

The themes, topics and activities selected for the internship are dependent on access to and availability of experts, staff and professionals.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Output</th>
<th>Activities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful Aging &amp; Aging</td>
<td>- Topics&lt;br&gt;- Frailty&lt;br&gt;- Successful aging&lt;br&gt;- Ageism&lt;br&gt;- Cognition &amp; aging&lt;br&gt;- Memory &amp; aging&lt;br&gt;- Sexuality &amp; aging&lt;br&gt;- Acute changes in resident condition</td>
<td>- Read articles&lt;br&gt;- Facilitated discussion&lt;br&gt;- Frail Aging Simulation</td>
<td>- Impact&lt;br&gt;- Reflection &amp; basic understanding of prevention, statistics, incidence, attitudes on aging</td>
</tr>
<tr>
<td>LTC &amp; Geriatric Healthcare System</td>
<td>- Resident rights&lt;br&gt;- Legislation&lt;br&gt;- Policies&lt;br&gt;- Arts, Culture &amp; Innovation&lt;br&gt;- Leadership</td>
<td>- Read Articles&lt;br&gt;- Attend facilitated discussions&lt;br&gt;- Baycrest tour &amp; discussion&lt;br&gt;- Learning about Opportunities at Baycrest Tour&lt;br&gt;- Orientation&lt;br&gt;- Shadowing internal &amp; external LTCH exposure to complex continuing care&lt;br&gt;- Familiarity with palliative setting</td>
<td>- Understanding of quality &amp; legislation in LTC but knowing the quality of care &amp; client centred care is most important</td>
</tr>
<tr>
<td>Healthcare Quality</td>
<td>- Quality Improvement</td>
<td>- Reading background articles</td>
<td>- Knowing continuous quality improvement is necessary in healthcare &amp; efficiency &amp; constant evaluation makes a difference in care &amp; performance</td>
</tr>
<tr>
<td>3Ds</td>
<td>- Dementia&lt;br&gt;- Delirium&lt;br&gt;- Depression</td>
<td>- Reading background articles (e.g., 3Ds Best Practice Guideline)&lt;br&gt;- Patient experience/narrative&lt;br&gt;- Facilitated discussion</td>
<td>- Basic understanding of care concepts for this population&lt;br&gt;- Patient experience of depression could impact in the world view of the intern</td>
</tr>
<tr>
<td>Themes</td>
<td>Output</td>
<td>Activities</td>
<td>Outcomes</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Behaviour Management           | - Behaviour management in dementia                                     | - Reading background articles                                                                                     | - Basic understanding of the application in care of this population  
<p>|                                | - Montessori-based Dementia programming                               | - Facilitated discussion                                                                                           | - Knowing that language, non-verbal communication, cueing makes a difference with behaviour management                                             |
|                                |                                                                         | - Shadowing Personal Support Workers in LTC                                                                    |                                                                                                                                                                                                          |
| Families &amp; Caregiving          | - Older adults, families &amp; intergenerational family relations          | - Reading background articles                                                                                     | - Basic understanding of care concepts for this population                                                                                  |
|                                | - Caregiver support &amp; family work                                       | - Facilitated discussion with Social Worker                                                                    |                                                                                                                                                                                                          |
|                                | - Holocaust child survivors                                           | - Facilitated discussion with family mentors                                                                    |                                                                                                                                                                                                          |
|                                | - Engaging families in care                                            |                                                                         |                                                                                                                                                                                                          |
|                                | - Staff-family relations                                               |                                                                         |                                                                                                                                                                                                          |
|                                | - Conflict &amp; resolution                                                |                                                                         |                                                                                                                                                                                                          |
| Interprofessional Education    | - IPE/C series                                                         | - Facilitated discussion/shadowing experience/rounds attendance with:                                             | - Basic understanding of concepts of team work, collaboration &amp; communication                                                                 |
|                                | o Background                                                           | o Physiotherapist                                                                                                 |                                                                                                                                                                                                          |
|                                | o Learning                                                             | o Occupational Therapist                                                                                         |                                                                                                                                                                                                          |
|                                | o Group work                                                           | o Social Worker                                                                                                   |                                                                                                                                                                                                          |
|                                | o Observation activities                                               | o Audiology                                                                                                       |                                                                                                                                                                                                          |
|                                | o Polypharmacy, BEERS list                                             | o Physician                                                                                                       |                                                                                                                                                                                                          |
|                                |                                                                         | o Advanced Practice Nurse                                                                                       |                                                                                                                                                                                                          |
|                                |                                                                         | o Pharmacist                                                                                                      |                                                                                                                                                                                                          |
|                                |                                                                         | o Kinesiology                                                                                                     |                                                                                                                                                                                                          |
|                                |                                                                         | o Speech Language Pathologist                                                                                    |                                                                                                                                                                                                          |
|                                |                                                                         | o Registered Dietitian                                                                                           |                                                                                                                                                                                                          |
|                                |                                                                         | o Spiritual care                                                                                                  |                                                                                                                                                                                                          |
|                                |                                                                         | o Registered Nurse                                                                                               |                                                                                                                                                                                                          |
|                                |                                                                         | o Registered Practical Nurse                                                                                     |                                                                                                                                                                                                          |
|                                |                                                                         | o Personal Support Worker                                                                                        |                                                                                                                                                                                                          |
|                                |                                                                         | o Psychologist                                                                                                     |                                                                                                                                                                                                          |
|                                |                                                                         | o Neuropsychologist                                                                                                |                                                                                                                                                                                                          |
|                                |                                                                         | o Researcher                                                                                                       |                                                                                                                                                                                                          |</p>
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<thead>
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<td>- Pressure ulcers</td>
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<td>- Pain</td>
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<td>- Tour of Wagman Centre by resident</td>
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<td>- Applying knowledge with resident</td>
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<td>- Technology utilization to enhance communication and teamwork</td>
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<td>- Design thinking</td>
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<tr>
<td>Themes</td>
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<td>Activities</td>
<td>Outcomes</td>
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<td>Program Evaluation &amp; Research</td>
<td>- QI or research mentorship</td>
<td>- Reading background articles</td>
<td>- Basic information &amp; discussion of research or program evaluation concepts to utilize in AFP project roles</td>
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<td>o Critical literature appraisal</td>
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</table>
Methods of Knowledge Transfer

1. Facilitated discussions
2. Didactic lectures
3. Opinion leaders
4. Workshops
5. Interactive education sessions
6. Problem based learning sessions
7. Design thinking session
8. Arts based learning activity
9. Videos
10. Simulation
11. Gamification
12. Narratives
13. Clinical experience/exposure
14. Program evaluation and quality improvement activities
15. Educational material – handouts, research articles
16. Education outreach

Performance Measures

1. Research work completed
2. Active reflection in weekly blogs
3. Evidenced-based fact sheet on an aging-related topic
4. Final presentation of internship
5. Final art project
6. Successful interactions with residents

Suggested Impact of the Internship

1. Increased geriatric and gerontological knowledge – particularly the themes selected, and exposure to the full spectrum of services for the aging population
2. More positive attitude towards geriatric and gerontological specialties
3. Improved decision making capabilities in geriatric clinical settings – as a positive effect of research, clinical exposure and project work
4. Positive changes in behaviour when dealing with the elderly
5. Adoption of innovative approaches to care of the elderly
Reported Intern Goals

1. Understand aging, geriatric considerations and treatments
2. Learn to improve health and reduce risk of functional decline
3. Understand the healthcare system and issues—long-term care and community supports
4. Understand interprofessional education and collaboration, the different health care provider roles and how these contribute to a resident’s optimal health outcomes
5. Learn and experience program evaluation or quality improvement
6. Interact with residents/learn effective communication strategies
7. Publish
8. Shadow geriatric professionals
9. Use creative solutions and interventions
10. Network

Themes from Weekly Intern Reflections (Blogs)

1. Learning from each other, from professionals, from residents/patients/clients, from articles
2. Shadowing across the care continuum and at external homes
3. Arts-based learning—the novelty and challenges of the learning experience, as well as professional and personal growth
4. Being engaged in diverse activities, themes, topics, professions and residents due to the program structure
5. Interprofessional aspects—working in a team
6. Trying new activities as a result of working with project mentors
7. Valuing the internship because the experience was interesting, engaging, interactive and eye-opening in a positive way
8. Noticing professional and personal growth throughout the process
Introduction to Interprofessional Internship in Innovation & Aging Curriculum

The Baycrest LRI aims to provide an interprofessional education to all interns who participate in the summer program to enable them to understand each other’s roles within the healthcare team, work collaboratively and increase acceptance of shared skills and knowledge. The internship goals are guided by the University of Toronto Centre for Interprofessional Education Core Competencies Framework (http://www.ipe.utoronto.ca/sites/default/files/2012CoreCompetenciesDiagram.pdf)
Interprofessional Internship in Innovation & Aging Tools & Templates

Section 1: Administrative

a) Sample call for the Internships in Innovation and Aging
b) Sample resume template
c) Sample applicant rating scale
d) Sample budget allocation
e) Sample interview questions
f) Sample intern introduction
g) Sample student handbook
h) Sample learning plan
i) Sample learning goal
j) Sample intern interest list
k) Sample deliverables checklist for coordinator
l) Time sheet template
m) Sample timesheet - completed
n) Sample rubric
o) Sample schedule
Sample Call for the Internships in Innovation & Aging

Call for the
Summer Internships in Innovation & Aging
www.baycrest.org/lri/internships
July x - August x, 201x

These summer internships offer undergraduate students in health professions programs opportunities to gain knowledge and experience in a long-term care teaching home. Interns will actively participate in small group learning focused on aging, clinical issues in gerontology, evaluation techniques and interprofessional competencies. Interns will be engaged in and develop a deeper understanding of the practice setting by learning alongside healthcare providers, attending clinical rounds and engaging with residents. Interns will also be teamed with a project mentor and will participate in a program evaluation project. The internship will include opportunities to job shadow roles across the continuum of geriatric services at Baycrest.

Come experience Baycrest and be part of the next generation of health clinician leaders in gerontology and aging!

Why intern at Baycrest?
• Explore and learn about aging, the fastest growing field in healthcare
• Apply knowledge to the ‘real’ clinical world
• Develop program evaluation, library and evidence-based practice skills
• Add excellent experience to your résumé
• Make contacts and expand your network
• Explore career options, including job shadowing

What is the Baycrest Centre for Learning, Research and Innovation?
Supported with funding from the Ontario Ministry of Health and Long-Term Care, Baycrest has established an innovative, multifaceted Centre to develop and support the current and next generations of skilled healthcare professionals in seniors’ care and to drive new discoveries for enhancing quality within long-term care settings. Components of the Centre will include inter-provider learning units, a geriatric training program, summer internships, intensive mentorships, educational research and innovation and knowledge exchange. The activities of the Centre will be continuously evaluated.

Who is eligible?
At the time of application, students must be enrolled in an academic institution in an undergraduate degree program relating to a health care profession (e.g., nursing, medicine, social work, psychology, occupational therapy, physiotherapy, pharmacy). Applicants must be currently completing the first year or subsequent years of the program. A police reference check including vulnerable sector screen must have been conducted by a police force in the student’s municipality of residence no more than 6 months prior to July 6, 201x. (Note: For Toronto residents, because it can take up to more than 8 weeks between submitting a vulnerable sector screen request and receiving the completed screen, we recommend that the screen request be submitted by mid-April; a certified cheque may accelerate the processing of the screen request). Finally, documented proof of a 2 step TB skin test is also required.
**Terms of Summer Internship**

Interns will be:

- **Expected** to complete the full 6-week term
- **Expected** to work Mondays through Fridays
- **Paid** an hourly minimum wage (up to 35 hours per week)
- **Required** to develop a learning plan and engage in self-study
- **Required** to attend all class sessions, activities, and rounds
- **Required** to produce an evidence-based fact sheet dispelling a myth about aging
- **Required** to work on a project and present the project experience to the Baycrest community
- **Required** to participate in weekly blogs and in the evaluation of the internship

**How to Apply**

Checklist: The following documents are required in Word/PDF format. **Applications with missing documents will not be accepted.**

- An up-to-date résumé that highlights accomplishments, initiative, and creativity, as well as interprofessional, leadership, and organizational skills using the following headers in the order specified:
  - **Contact Information**: Name, permanent/sessional mailing addresses, school/personal email addresses, home/cell phone numbers
  - **Career Goals**: Short and long-term goals
  - **Education**: Current program and university, previous degrees, diplomas, and certifications
  - **Clinical Placements**: Supervised student placements/co-ops in clinical settings
  - **Work Experience**

- **Volunteer Experience**: Professional and community-based volunteer activities
  - **Leadership Experience**
  - **Academic Awards**
  - **Other Awards**
  - **Presentations and Publications**
  - **Other Scholarly Activities**
  - **Memberships**
  - **Other headers as needed**

- A personal statement of interest in the internship (max 300 words) describing:
  - Interest in gerontology and aging
  - Past experiences in gerontology and the field of aging
  - Any past work experience in research and program evaluation
  - The relevance of the internship to your future career goals
  - A brief summary (in 2-3 sentences) about the aging topic or myth that interests you for an evidence-based fact sheet

- One letter of reference from a supervisor or academic referee describing the applicant’s reliability, flexibility, leadership potential, interpersonal and communication skills, and suitability for being involved in a geriatric healthcare setting.

- Current transcript or grade reports (‘issued to student’ or unofficial versions accepted)

Please direct questions and email your application to: _______ at email@baycrest.org or (416) 123-1234 x2500

Please address the application to: ________, position, organization.

**Sample Key Dates**

Applications accepted until **March 2**

Most decisions will be made by: **April 15**  

Start date: **July 6**  

Duration: **6 weeks**, finishing **August 14**

*Thank you for your application. Only those candidates being considered for the internship will be contacted.*
Sample Resume Template

Internships in Innovation and Aging for Summer 201X
Baycrest Centre for Learning, Research and Innovation

Contact Information

Name:
Permanent mailing address:
Sessional mailing address:
School email address:
Personal email address:
Home number:
Cellular number:

Education

Program:
University:
Anticipated Degree Completion Date:
Previous Degrees:

Work Experience

Volunteer Experience

Leadership Experience

Academic Awards

Other Awards

Presentations

Publications

Professional Membership: E.g., Professional Organization or other professional groups

Other Activities
Sample Applicant Rating Scale

This applicant rating scale is used by at least 3 leadership or LRI staff to assess the quality of applications received.

<table>
<thead>
<tr>
<th>Internship in Innovation and Aging</th>
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<td>5 – High</td>
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** if >5, score 5

Total Score
### Sample Budget Allocation

#### 6 Week Term

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<tr>
<td>Salary + Vacation + ___</td>
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Sample Interview Questions

Intern Interview Process

1. Email interviewees to set up phone call on Monday or Tuesday if possible.
2. Check file/emails first to determine: limitations on availability, status of vulnerable sector screen, status of 2 step TB test
3. Interview candidates by phone and at end of phone call advise them of next steps.
4. Bring back interview information to Manager for discussion. Manager and Leadership will finalize decisions. Then craft two notification emails – one for the successful candidates and one for those who did not get in.

Phone Interview Script & Questions

Hello, I am connecting with you on behalf of __________ about the __________ Summer Internships in Innovation and Aging. We are now at the interview stage. We have some questions and wanted to share some more information about the internships with you. Near the end, you’ll also have a chance to ask your most important questions. May I begin?

1. Are you still interested in the internship this summer?
2. Info: The internship will run Mondays-Fridays, from __________ to __________. The morning of __________ for orientation is a condition of employment. (7 paid hours per day + unpaid lunch)
3. Do you have any limitations on your availability?
4. A condition of employment is a vulnerable sector screen. Based on file/email, confirm status or ask: What is the status of your vulnerable sector screen?
5. A condition of employment is a 2 step TB test. Based on file/email, confirm status or ask: What is the status of your 2 step TB test?
6. To help us create interesting learning and job shadowing experiences, can you tell me about your clinical interests?
7. Have you been involved in research or evaluation activities before?
   a. If yes ...
      i. Can you tell me what types of research and evaluation skills you have already?
      ii. What new skills would you like to learn?
      iii. Thinking about the field of geriatrics, what research topics are you interested in?
   b. If no ...
      i. What types of research and evaluation skills would you like to learn?
      ii. Thinking about the field of geriatrics, what research topics are you interested in?
8. What aspects of the internship are you interested in?

9. What are your interests?

10. We want to ensure that we provide interns with the right set of motivators. So please list the factors that you have found that best motivate you.

11. What challenges you the most?

12. For next steps, we plan to notify the successful applicants by email this week. Successful applicants will need to provide proof that their vulnerable sector screen is completed or in progress (proof of payment/receipt). For successful applicants who accept the internship, we will arrange for a letter of employment at Baycrest that will need to be signed. The first day of the internship will be ________________.

13. I have a few minutes now to answer your most pressing questions ... what are your priority questions? (If you have other questions, you can email me at email@baycrest.org and I will look into finding answers for you).

Note: If asked about daily start/finish times, we can respond by saying, "We are still finalizing whether the day will start at 8am or 9am; however under special circumstances, there could be some flexibility around start/finish times e.g., 8am-3pm or 9am-4pm."
Sample Intern Introduction

This sample introduction is distributed prior to the internship to allow the students to gain insight into the internship structure, expectations and workload.

Internships in Innovation & Aging
(Date)

Welcome and thank you for joining us as a Baycrest CLRI Summer Student Intern!

What are the internships about?
The 201X summer internships run from July __ through August __ (i.e., 6 weeks in total). This summer, we have an interprofessional mix of 10 interns who are enrolled in, or recently graduated from an undergraduate program.

These internships offer undergraduate students in health professions programs opportunities to gain knowledge and experience in a long-term care teaching home. Interns will actively participate in small group learning focused on aging, clinical issues in gerontology, evaluation techniques and interprofessional competencies. Interns will be engaged in and develop a deeper understanding of the practice setting by learning alongside healthcare providers, attending clinical rounds, and being paired with residents. Interns will also be teamed with a project mentor and will participate in a program evaluation or quality improvement project. The internship will include opportunities to job shadow a variety of roles across the continuum of geriatric services at Baycrest.

We will be exploring several activities and themes related to geriatrics and aging, including:

1. Arts-Based Learning
2. Best Practices in Gerontological Care
3. Successful Aging and Aging Process
4. System and Quality Issues in LTC
5. Families and Caregiving
6. Interprofessional Education and Collaboration
7. Community Services
8. Reflective Practice
9. Library Skills
10. Program Evaluation/Quality Improvement

What will be expected of me in my role as an intern?
Each intern is expected to:

1. Create and maintain a learning plan to direct their development and goals over the course of the 6 weeks.
2. Offer tangible evidence for their professional development as a result of the internship by the end of the term.
by creating an evidence-based fact sheet to bust an aging-related myth as well as an article about the internship experience for publication with a student or professional association.

3. Work with their Project Mentor to assist in an assigned program evaluation or quality improvement project in a capacity determined by their mentors. Interns will present their work to their peers (and other Baycrest Centre employees) by Week 6.

4. Observe or job shadow various disciplines across Baycrest during scheduled times.

5. Participate in Centre for LRI evaluation and record keeping activities and reflect on and offer constructive feedback about the experience.


7. Be present and prepared (including pre-readings) for all scheduled facilitated sessions by Baycrest staff.

8. Be flexible, engaged, enthusiastic and self-directed.

Baycrest contacts for questions: ________ (CLRI Educator), ________ (CLRI Educator), ________ (CLRI Manager)
Sample Student Handbook Headings

This handbook is given prior to the internship to allow the students to understand and learn about our organization prior to starting the internship.

1. Introduction to Organization
   a. Mission
   b. Vision
   c. Values
2. Cultural Implications
   a. Holidays
3. General Directions and Information
   a. Directions
   b. Organization Maps
4. Student Checklist
   a. Registration
   b. Orientation
5. Student Resources
   a. Library
   b. Key Contacts
6. Relevant Policy Overview
   a. Mandatory Education
   b. Code of Conduct
   c. Professional Behaviour
   d. Dress Guidelines
   e. Lockers
   f. Identification Badges
7. Learning Opportunities for Students

Sample Handbook: Appendix A

Microsoft Word Document
Sample Learning Plan

My Learning Plan

**Name:** Click here to enter text.

**Version Date:** Click here to enter a date.

<table>
<thead>
<tr>
<th>Individual/Term Learning Goals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>* Indicate which knowledge, skills or behaviours you plan to develop.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities to Achieve Goals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>* What will I/we do to ensure that you are meeting your learning goal?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources and Supports</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>* What supports will you need to achieve your goal?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>*Be specific.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Date</th>
<th></th>
</tr>
</thead>
</table>

**Project Name:** Click here to enter text.

**Project Mentor:** Click here to enter text.

**Topic of Final Presentation:** Click here to enter text.

**Topic of Final Evidence-Based Fact Sheet:** Click here to enter text.

**Name of Targeted Publication (Re: internship experience) e.g., student association, professional association:** Click here to enter text.

Intern’s Signature: _________________________

CLRI Educator’s Name: _______________________

Date: Click here to enter a date.

CLRI Educator’s Signature: ___________________

Date: __________________________
Sample Learning Goal

This is an actual submission to the educators regarding a learning goal set by one of the interns. Feedback sessions are provided to the students to ensure that they are able to create SMART goals that will be of value to their internship experience.

<table>
<thead>
<tr>
<th>Individual/Term Learning Goals * Indicate which knowledge, skills, or behaviours you plan to develop.</th>
<th>Activities to Achieve Goals * What will I/we do to ensure that you are meeting your learning goal?</th>
<th>Resources and Supports * What supports will you need to achieve your goal?</th>
<th>Theme *Be specific.</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn how to be more comfortable around the elderly - Have a conversation with resident - Demonstrate what I have learned about resident - Evaluate the experience and how I can improve</td>
<td>- Find 2 resources with tips about working with the elderly - Have at least 3 conversations with the same resident - Talk to at least 10 different elderly individuals - Write an “All About Me” or Welcoming Letter about a resident - Attend Modules A, B &amp; C to gain a better understanding of how to deal with possible emergency situations - Shadow a PSW to observe their interaction with residents - Create 1 blog post describing the resident-pairing experience</td>
<td>- Ask Nurses and PSWs about how resident is doing/if it is okay to visit the resident - Have more knowledgeable supervisors available if I feel uncomfortable - Have access to resident background &amp; interests - Have PSWs &amp; Interprofessional Educators available for shadows/modules</td>
<td>Major Themes: - Professional Development Minor Themes: - Ethics &amp; Interpersonal Collaboration - Best Practices in Gerontological Care</td>
<td>- Ongoing progress will be made throughout internship and later profession - Find 2 resources on communication strategies by end of internship - “All About Me” or welcoming letter completed by August 13th - Write &amp; reflect on resident-pairing experience in weekly blog by August 1st</td>
</tr>
</tbody>
</table>
Sample Intern Interest List

This list allows educators to partner the intern to a specific project that exists or to seek out possible mentors for the interns.

<table>
<thead>
<tr>
<th>Applicant (Last Name, First Name)</th>
<th>Discipline</th>
<th>Year in School</th>
<th>Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Sample Deliverables Checklist for Coordinator

This checklist allows the facilitator to keep track of the various deliverables received from the interns.

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Blog 1</td>
<td>11-Jul</td>
</tr>
<tr>
<td>Timesheet Week 1</td>
<td>11-Jul</td>
</tr>
<tr>
<td>Weekly Blog 1 Response</td>
<td>14-Jul</td>
</tr>
<tr>
<td>Weekly Blog 2</td>
<td>18-Jul</td>
</tr>
<tr>
<td>Learning Plan - Initial</td>
<td>18-Jul</td>
</tr>
<tr>
<td>Timesheet Week 2</td>
<td>18-Jul</td>
</tr>
<tr>
<td>Weekly Blog 2 Response</td>
<td>21-Jul</td>
</tr>
<tr>
<td>Core Curriculum</td>
<td>23-Jul</td>
</tr>
<tr>
<td>Weekly Blog 3</td>
<td>25-Jul</td>
</tr>
<tr>
<td>Bio</td>
<td>25-Jul</td>
</tr>
<tr>
<td>Timesheet Week 3</td>
<td>25-Jul</td>
</tr>
<tr>
<td>Learning Plan Midterm</td>
<td>28-Jul</td>
</tr>
<tr>
<td>Weekly Blog 3 Response</td>
<td>28-Jul</td>
</tr>
<tr>
<td>Weekly Blog 4</td>
<td>1-Aug</td>
</tr>
<tr>
<td>Timesheet Week 4</td>
<td>1-Aug</td>
</tr>
<tr>
<td>Weekly Blog 4 Response</td>
<td>5-Aug</td>
</tr>
<tr>
<td>Weekly Blog 5</td>
<td>8-Aug</td>
</tr>
<tr>
<td>Timesheet Week 5</td>
<td>8-Aug</td>
</tr>
<tr>
<td>Evidence-Based Fact Sheet</td>
<td>11-Aug</td>
</tr>
<tr>
<td>Weekly Blog 5 Response</td>
<td>11-Aug</td>
</tr>
<tr>
<td>Weekly Blog 6</td>
<td>14-Aug</td>
</tr>
<tr>
<td>Scholarly Product(s)</td>
<td>13-Aug</td>
</tr>
<tr>
<td>Art-Based Learning Product</td>
<td>13-Aug</td>
</tr>
<tr>
<td>All-About-Me</td>
<td>13-Aug</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>14-Aug</td>
</tr>
<tr>
<td>Weekly Blog 6 Response</td>
<td>15-Aug</td>
</tr>
<tr>
<td>Timesheet Week 6</td>
<td>15-Aug</td>
</tr>
<tr>
<td>Learning Plan Final</td>
<td>15-Aug</td>
</tr>
</tbody>
</table>
Sample Timesheet

LRI Internship Weekly Time Log

Name:
Week:

Please submit your completed timesheet on July 11, 25 and August 8, 15 to your coordinator/educator to ensure your bi-weekly pay is approved.

<table>
<thead>
<tr>
<th>Date (month/day/year)</th>
<th>Hours</th>
<th>Activity</th>
<th>If Other, please specify</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Total Hours

Activity list
- Arts-Based Learning Activity
- Clinical Shadowing
- Core Curriculum
- Evaluation (Blog, Learning Plan)
- Facilitated Group Discussion
- Team Essentials: Leading Practices for LTC
- Journal Article
- Learning Plan
- Literature Review/Evidence Based Fact Sheet
- Network
- Other (Email, Administrative)
- Orientation
- Program Evaluation Project - Independent Research/Work
- Program Evaluation Project - Time with Mentor/Project Members
- Time with Residents
- Simulation
- Tour

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Sample Timesheet – Completed

LRI Internship Weekly Time Log

Name: Intern A
Week: 4

Please submit your completed timesheet on July 11, 25 and August 8, 15 to your coordinator/educator to ensure your bi-weekly pay is approved.

<table>
<thead>
<tr>
<th>Date (month/day/year)</th>
<th>Hours</th>
<th>Activity</th>
<th>If Other, please specify</th>
</tr>
</thead>
<tbody>
<tr>
<td>28-Jul</td>
<td>3</td>
<td>Program Evaluation Project - Independent Research/Work</td>
<td></td>
</tr>
<tr>
<td>28-Jul</td>
<td>1</td>
<td>Other (email, administrative)</td>
<td>LRI Checkpoint</td>
</tr>
<tr>
<td>28-Jul</td>
<td>3</td>
<td>Network</td>
<td>PUMC, RRI, LRI event</td>
</tr>
<tr>
<td>29-Jul</td>
<td>7</td>
<td>Program Evaluation Project - Time with Mentor/Project Members</td>
<td></td>
</tr>
<tr>
<td>30-Jul</td>
<td>1</td>
<td>Program Evaluation Project - Independent Research/Work</td>
<td></td>
</tr>
<tr>
<td>30-Jul</td>
<td>1</td>
<td>Facilitated Group Discussion</td>
<td>Rotman Rounds</td>
</tr>
<tr>
<td>30-Jul</td>
<td>1</td>
<td>Time with Residents</td>
<td></td>
</tr>
<tr>
<td>30-Jul</td>
<td>2</td>
<td>Art-Based Learning Activity with Melissa &amp; Rochelle</td>
<td></td>
</tr>
<tr>
<td>31-Jul</td>
<td>7</td>
<td>Clinical Shadowing</td>
<td>External Home Visit</td>
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<tr>
<td>31-Jul</td>
<td>1</td>
<td>Program Evaluation Project - Independent Research/Work</td>
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</tr>
<tr>
<td>31-Jul</td>
<td>1</td>
<td>Time with Residents</td>
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<tr>
<td>1-Aug</td>
<td>7</td>
<td>Program Evaluation Project - Independent Research/Work</td>
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</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>35</strong></td>
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<td></td>
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</table>
Sample Rubric

This sample rubric allows the facilitators to keep track of an intern’s performance during the internship for future references.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Assessment</th>
<th>Areas of Strength</th>
<th>Areas for Improvement</th>
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</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
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<td></td>
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<tr>
<td>Attendance</td>
<td>Exemplary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountability</td>
<td>Satisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Management</td>
<td>Less than Satisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly submission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level of Engagement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident Interaction</td>
<td>Exemplary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art-based Learning</td>
<td>Satisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blogs</td>
<td>Less than Satisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitated Discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td><strong>Professionalism</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Deliverables</strong></td>
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<tr>
<td>Scholarly Product</td>
<td>Exemplary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>Satisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence-Based Fact Sheet</td>
<td>Less than Satisfactory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Sample Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Length (Hours)</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Week One</td>
</tr>
<tr>
<td>1</td>
<td>July 7, 2014</td>
<td>9:00-9:30</td>
<td>0.5</td>
<td>Intro</td>
</tr>
<tr>
<td>1</td>
<td>July 7, 2014</td>
<td>9:30-11:00</td>
<td>1</td>
<td>HR</td>
</tr>
<tr>
<td>1</td>
<td>July 7, 2014</td>
<td>11:00-11:30</td>
<td>0.5</td>
<td>LRI Introduction &amp; Lockers</td>
</tr>
<tr>
<td>1</td>
<td>July 7, 2014</td>
<td>11:30-12:00</td>
<td>0.5</td>
<td>Meet &amp; Greet</td>
</tr>
<tr>
<td>1</td>
<td>July 7, 2014</td>
<td>12:00-1:00</td>
<td>1</td>
<td>Welcome Lunch for Students</td>
</tr>
<tr>
<td>1</td>
<td>July 7, 2014</td>
<td>1:00-4:30</td>
<td>3</td>
<td>Orientation &amp; Computer Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Week Two</td>
</tr>
<tr>
<td>1</td>
<td>July 8, 2014</td>
<td>9:00-10:00</td>
<td>1</td>
<td>Baycrest Campus Tour</td>
</tr>
<tr>
<td>1</td>
<td>July 8, 2014</td>
<td>10:00-11:00</td>
<td>1</td>
<td>Swallowing Orientation</td>
</tr>
<tr>
<td>1</td>
<td>July 8, 2014</td>
<td>11:00-12:00</td>
<td>1</td>
<td>Meet the Project Mentors</td>
</tr>
<tr>
<td>1</td>
<td>July 8, 2014</td>
<td>12:00-1:00</td>
<td>1</td>
<td>Lunch</td>
</tr>
<tr>
<td>1</td>
<td>July 8, 2014</td>
<td>1:00-2:00</td>
<td>1</td>
<td>Intro to BPGs and Small Group Activity</td>
</tr>
<tr>
<td>1</td>
<td>July 8, 2014</td>
<td>2:00-4:00</td>
<td>2</td>
<td>Feeding Orientation</td>
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<tr>
<td>1</td>
<td>July 8, 2014</td>
<td>4:00-4:30</td>
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<td>Core Curriculum</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>July 9, 2014</td>
<td>10:00-10:30</td>
<td></td>
<td>Badges</td>
</tr>
<tr>
<td>1</td>
<td>July 9, 2014</td>
<td>10:30-11:00</td>
<td>1</td>
<td>Computer Training</td>
</tr>
<tr>
<td>1</td>
<td>July 9, 2014</td>
<td>11:00-11:30</td>
<td>1</td>
<td>Learning Plan</td>
</tr>
<tr>
<td>1</td>
<td>July 9, 2014</td>
<td>11:30-12:00</td>
<td>0.5</td>
<td>Meet and Greet with Rotman Summer Research Interns</td>
</tr>
<tr>
<td>1</td>
<td>July 9, 2014</td>
<td>12:00-1:00</td>
<td>1</td>
<td>Lunch</td>
</tr>
<tr>
<td>1</td>
<td>July 9, 2014</td>
<td>1:00-2:00</td>
<td>1</td>
<td>Core Curriculum</td>
</tr>
<tr>
<td>1</td>
<td>July 9, 2014</td>
<td>2:00-3:00</td>
<td>1</td>
<td>Prep - Successful Aging, BPGs or Team Essentials</td>
</tr>
<tr>
<td>1</td>
<td>July 9, 2014</td>
<td>3:00-3:30</td>
<td>0.5</td>
<td>Blogging</td>
</tr>
<tr>
<td>1</td>
<td>July 9, 2014</td>
<td>3:30-5:30</td>
<td>2</td>
<td>Intro to Arts-Based Learning</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>July 10, 2014</td>
<td>8:00-3:30</td>
<td>7</td>
<td>Team Essentials Module on Acute Changes</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Time</td>
<td>Duration</td>
<td>Session</td>
</tr>
<tr>
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<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>July 11, 2014</td>
<td>9:00-9:30</td>
<td>0.5</td>
<td>Blogging</td>
</tr>
<tr>
<td>1</td>
<td>July 11, 2014</td>
<td>9:30-10:30</td>
<td>1</td>
<td>Projects/EMR Training</td>
</tr>
<tr>
<td>1</td>
<td>July 11, 2014</td>
<td>10:30-12:00</td>
<td>1</td>
<td>Successful Aging &amp; Aging Issues</td>
</tr>
<tr>
<td>1</td>
<td>July 11, 2014</td>
<td>12:00-1:00</td>
<td>1</td>
<td>Steering Committee Meet &amp; Greet Lunch</td>
</tr>
<tr>
<td>1</td>
<td>July 11, 2014</td>
<td>1:20-3:30</td>
<td>1.5</td>
<td>Learning Plans</td>
</tr>
<tr>
<td>1</td>
<td>July 11, 2014</td>
<td>2:30-4:30</td>
<td>2</td>
<td>Validity - External &amp; Internal &amp; the Peculiarity of Aging Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Two</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>July 14, 2014</td>
<td>9:00-10:30</td>
<td>1.5</td>
<td>Literature &amp; Google Search Skills Session with Librarian</td>
</tr>
<tr>
<td>2</td>
<td>July 14, 2014</td>
<td>10:30-11:00</td>
<td>0.5</td>
<td>Opportunities at Baycrest</td>
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<tr>
<td>2</td>
<td>July 14, 2014</td>
<td>11:00-12:00</td>
<td>1</td>
<td>Evidence BP - Part 2</td>
</tr>
<tr>
<td>2</td>
<td>July 14, 2014</td>
<td>12:00-1:00</td>
<td>1</td>
<td>Lunch</td>
</tr>
<tr>
<td>2</td>
<td>July 14, 2014</td>
<td>1:00-2:00</td>
<td>1</td>
<td>Orientation to Jewish Life</td>
</tr>
<tr>
<td>2</td>
<td>July 14, 2014</td>
<td>2:00-3:00</td>
<td>1</td>
<td>Families &amp; Conflict Resolution</td>
</tr>
<tr>
<td>2</td>
<td>July 14, 2014</td>
<td>3:00-4:30</td>
<td>1.5</td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td></td>
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**Week Three**

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**Week Four**

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**Week Six**

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<td>Debrief &amp; Share - Closing</td>
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Section 2: Project Work Tools & Templates

a) Project mentor guidelines  
b) Proposed program evaluation project worksheet template  
c) Sample intern and program evaluation project list  
d) Mentor evaluation
Welcome and thank you for sharing your expertise. We appreciate that you are facilitating a crucial learning experience for the Baycrest CLRI Summer Student Interns. Please use this guideline for your information and as a worksheet to help define your project goals.

What are the internships about?

Goal of the internship: To foster the intern interest, commitment and integration into clinical care of the elderly through an informal, hands-on learning experience with an expert in geriatrics.

Major learning activities include: Facilitated discussions with a clinical expert, clinical shadowing across Baycrest and other long-term care homes, arts-based learning activities, and the mentorship program evaluation component.

Learning themes include: Successful aging, system and quality issues, best practices in gerontological/geriatric care, interprofessional education/collaboration, and community services.

Purpose of the program evaluation experience:
1. For interns: To learn technical skills related to evaluation and quality improvement.
2. For the CLRI: To socialize and integrate the interns into a geriatric healthcare organization, recognizing their potential as future clinician leaders in geriatrics.

What types of projects are suitable? Program evaluation and quality improvement are examples of suitable types of projects. Well-defined projects that are championed by the mentor are ideal. Interns have 50 hours in total to devote to this. Project assignments appropriate for undergraduate students that are flexible to accommodate varied scheduling on Mondays, Wednesdays or Fridays are best. The dates and times are listed below. This flexibility is needed to accommodate summer scheduling. The internship runs from July 7 to August 15.

What’s expected of the mentor? Coaching, professional socialization and supervision are the key functions of mentors which translate into these activities:

a. Coach interns on their learning plan objectives for the project, their conceptual understanding of the project and their project skills is a key role for the mentor.
b. Informally socialize interns into the field of geriatrics.
c. Supervise the intern’s work on the project and ensure that the intern follows Baycrest policies as these pertain to the project (e.g., privacy and confidentiality). A designate should be assigned if the mentor is away. Please see schedule below.
d. Meet weekly with the intern to provide oversight, coaching and opportunities to learn through discussion with the faculty. The first meeting would occur on … in … A designate should be assigned if the mentor is away.
e. Note: The mentor may also partner the intern with a project staff person to facilitate the intern’s learning and integration into the project activities as appropriate.
f. Note: Some mentors (see below) must complete forms to authorize the intern to access Meditech or other data sets. Meditech training is currently scheduled for …

What are the interns expecting from this experience?
1. Interns are eager to connect with an expert to learn about evaluation and the effectiveness of treatments in clinical care.
2. They would like to develop specific skills to put on their resume and present about the project and their work to their peers. (Each intern will have a learning plan that includes objectives for the project).
3. A scholarly product.
### Proposed Program Evaluation Projects Worksheet Template

<table>
<thead>
<tr>
<th>Program Title</th>
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<tbody>
<tr>
<td>Project learning opportunities (types of learning goals that can be met through this project)</td>
<td></td>
</tr>
<tr>
<td>Mentor/Designate to arrange weekly contact with their intern(s) (see times here to choose from)</td>
<td>Summer Intern designated program evaluation dates &amp; times:</td>
</tr>
<tr>
<td>Technical &amp; Skill Requirements <em>(health care program, EMR, Excel, Word, research programs)</em></td>
<td></td>
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<tr>
<td>Specific Tasks &amp; Time (data gathering, meeting with individuals, needs assessment, etc.; indicate estimated time per task; up to 48-50 hours over 6 weeks)</td>
<td></td>
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<tr>
<td>Outcome: Possible Scholarly Product (poster presentation, abstract, etc.)</td>
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</tbody>
</table>
Sample Interns & Program Evaluation Project List

<table>
<thead>
<tr>
<th>Program</th>
<th>Mentor</th>
<th>Location</th>
<th>Project Goal</th>
<th>Intern(s) Role</th>
<th>Task</th>
<th>Deliverable</th>
<th>EMR needed?</th>
<th># of interns</th>
<th>Intern Discipline(s)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Section 3: Project Work Tools & Templates

a) Summer internship clinician observership
b) Internal clinical observership guidelines
c) External clinical observership guidelines
d) Physician rounds/consultation guidelines
Summer Internship Clinician Observership
Baycrest Centre for Learning, Research & Innovation
Summer Student Interns
(Date)

Welcome and thank you for facilitating a clinical observership with the Baycrest Centre for Learning, Research & Innovation Summer Student Interns.

What are the internships about?

The 201x summer internships run from July 7 through August 15 (i.e., 6 weeks in total). This summer, our 10 interns are enrolled in or recently graduated from a university undergraduate program and come from diverse backgrounds, including: medicine, life sciences, nursing, psychology, nutrition, kinesiology and pharmacology.

The overarching goal of the internship is to foster the interns’ interest, commitment and integration into clinical geriatric care. These clinical observerships aim to introduce the interns to the clinical setting, the nature of clinician-resident relationships, and clinical competencies and decision-making, as well as interprofessional collaboration in geriatrics in long-term care. Another goal is to socialize and integrate the interns into a geriatric healthcare organization, recognizing their potential as future clinician leaders in geriatrics.

The students will be learning about several themes this summer, including: successful aging, system and quality issues, psychiatric disorders in LTCs, behaviour management, families and caregiving, geriatric giants, interprofessional education/collaboration, and community services. They are also participating in project evaluation or research roles with various programs across the Baycrest Centre. We appreciate your willingness to share your specific expertise with the interns.

What’s expected of the clinician?

We are encouraging clinicians to engage the interns in their day-to-day clinical activities, to provide an overview of your area of specialty and key concepts that might be useful to the interns’ professional development. We also want to remind you that the interns are only to be observers, as some have no clinical training or limited experience with residents/patients.

What are the interns expecting from this experience?

1. Interns would like to experience the clinical setting in a safe and supported environment where they can learn from health care providers and residents/patients. The interns will appreciate that you take time in the beginning to assess their experience and comfort level.
2. Interns are eager to learn about the field of geriatrics and aging, innovative approaches and solutions to clinical realities and the role of evidence-based practice and decision-making in clinical care and system management.
3. Interns would like to increase their knowledge and awareness of the geriatric system and to provide tangible evidence of their time here at Baycrest (Each intern will have a learning plan).
4. They are eager to connect with an expert and to learn about each clinician’s career and commitment to geriatrics.

Baycrest contacts for questions: ____________ (LRI Educator), __________ (LRI Manager)
Facilitator - Internal
Internships in Innovation & Aging
(Date)

Welcome and thank you for facilitating a clinical observership for the Baycrest Centre for Learning, Research & Innovation Summer Student Interns.

What are the internships about?

**Goal of the internship:** To foster the interns’ interest, commitment and integration into clinical geriatric care.

**Purpose of these clinical observerships:**
1. To introduce the interns to the clinical setting, the nature of clinician-resident relationships, and clinical competencies and decision-making, as well as interprofessional collaboration geriatrics/gerontology.
2. To socialize and integrate the interns into a geriatric healthcare organization, recognizing their potential as future clinician leaders in geriatrics.

The students will be learning about several themes this summer, including: successful aging, system and quality issues, best practices in gerontological/geriatric care, interprofessional education/collaboration, and community services. We appreciate your willingness to share your specific expertise with the interns.

What’s expected of the facilitator?

1. We are encouraging clinicians to engage the interns in their day-to-day clinical activities
2. To provide an overview of your area of specialty and key concepts that might be useful to the interns’ professional development.
   - We also want to remind you that the interns are only to be observers, as some have no clinical training or limited experience with residents/patients.

What are the interns expecting from this experience?

1. Interns would like to experience the clinical setting in a safe and supported environment where they can learn from health care providers and residents/patients. The interns will appreciate that you take time in the beginning to assess their experience and comfort level.
2. Interns are eager to learn about the field of gerontology, geriatrics and aging, innovative approaches and solutions to clinical realities, and the role of evidence-based practice and decision-making in clinical care and system management.
3. Interns would like to increase their knowledge and awareness of the geriatric system and to provide tangible evidence of their time here at Baycrest (Each intern will have a learning plan).
4. They are eager to connect with an expert and to learn about each clinician’s career and commitment to geriatrics.

Baycrest contacts for questions: ____________ (LRI Educator), ____________ (LRI Manager)
Clinical Observership - External
Internships in Innovation & Aging
(Date)

Welcome and thank you for facilitating a clinical observership for the Baycrest Centre for Learning, Research & Innovation Summer Student Interns.

What are the internships about?

Goal of the internship: To foster the interns’ interest, commitment and integration into clinical geriatric care.

Purpose of these clinical observerships:

1. To introduce the interns to the clinical setting, the nature of clinician-resident relationships, and clinical competencies and decision-making, as well as interprofessional collaboration geriatrics/gerontology.
2. To socialize and integrate the interns into a geriatric healthcare organization, recognizing their potential as future clinician leaders in geriatrics.

The students will be learning about several themes this summer, including: successful aging, system and quality issues, best practices in gerontological/geriatric care, interprofessional education/collaboration, and community services. We appreciate your willingness to share your specific expertise with the interns.

What's expected of the facilitator?

1. To engage the interns in your day-to-day clinical activities
2. To provide an overview of your area of specialty and key concepts that might be useful to the interns’ professional development.
   • We also want to remind you that the interns are only to be observers, as some have no clinical training or limited experience with residents/patients.

What are the interns expecting from this experience?

1. Interns would like to experience the clinical setting in a safe and supported environment where they can learn from health care providers and residents/patients. The interns will appreciate that you take time at the outset of the internship to assess their experience and comfort level.
2. Interns are eager to learn about the field of gerontology, geriatrics and aging, innovative approaches and solutions to clinical realities, and the role of evidence-based practice and decision-making in clinical care and system management.
3. Interns would like to increase their knowledge and awareness of the geriatric system and to provide tangible evidence of their time here at Baycrest (Each intern will have a learning plan).
4. They are eager to connect with an expert and to learn about each clinician’s career and commitment to geriatrics.

Baycrest contacts for questions: ___________ (LRI Educator), ___________ (LRI Manager)
Welcome and thank you for facilitating a learning opportunity for the Baycrest Centre for Learning, Research & Innovation Summer Student Interns.

What are the internships about?

**Goal of the internship:** To foster the interns’ interest, commitment and integration into clinical geriatric care.

**Purpose of these clinical observerships:**
1. The opportunity to observe in clinical rounds aims to introduce the interns to the clinical setting, the nature of physician-resident or physician-patient relationships, and clinical competencies and decision-making, as well as interprofessional collaboration in the geriatric health care system.
2. To socialize and integrate the interns into a geriatric healthcare organization, recognizing their potential as future clinician leaders in geriatrics.

The students will be learning about several themes this summer, including: successful aging, system and quality issues, best practices in gerontological/geriatric care, interprofessional education/collaboration, and community services. We appreciate your willingness to share your specific expertise with the interns.

What’s expected of the facilitator?

1. To facilitate this experience for the interns, we would require an hour or two of your time. Please share with us when it is convenient to have an intern observe your regularly scheduled consultations or any clinical rounds.
2. To provide an overview of your area of specialty and key concepts that might be useful to the interns’ professional development.
   - We also want to remind you that the interns are only to be observers, as some have no clinical training or limited experience with residents/patients.

What are the interns expecting from this experience?

1. Interns would like to experience the clinical setting in a safe and supported environment where they can learn from health care providers and residents/patients. The interns will appreciate that you take time in the beginning to assess their experience and comfort level.
2. Interns are eager to learn about the field of gerontology, geriatrics & aging, innovative approaches and solutions to clinical realities, and the role of evidence-based practice and decision-making in clinical care and system management.
3. Interns would like to increase their knowledge and awareness of the geriatric system and to provide tangible evidence of their time here at Baycrest (Each intern will have a learning plan).
4. They are eager to connect with an expert and to learn about each clinician’s career and commitment to geriatrics.

Baycrest contacts for questions: _____________ (LRI Educator), ___________ (LRI Manager)
Section 4: Facilitated Discussion Tools & Templates

a. Facilitator guidelines
b. Evaluation
c. Suggested themes and activities
Welcome and thank you for facilitating a small group learning session with the Baycrest Centre for Learning, Research and Innovation Summer Student Interns.

What are the internships about?

Goal of the internship: To foster the interns’ interest, commitment and integration into clinical geriatric care.

Purpose of these small group learning sessions:
1. To introduce the interns to various competencies in geriatrics or gerontology in long-term care.
2. To socialize and integrate the interns into a geriatric healthcare organization, recognizing their potential as future clinician leaders in geriatrics.

The students will be learning about several themes this summer, including: successful aging, system and quality issues, best practices in gerontological/geriatric care, interprofessional education/collaboration, and community services. We appreciate your willingness to share your specific expertise with the interns.

What’s expected of the facilitator?

1. To provide an overview of the selected topic and key concepts, as discussed with the Centre for LRI.
2. Active, small-group learning activities that quickly engage the interns in the issue at hand by fostering participation and dialogue.
   - Suggestions include using problem-based learning approaches (e.g., cases, simulations, games), arts-based learning, or having interns meet with clients/residents/patients in a clinical setting, etc.
3. If you wish us to provide handouts, please send them in advance of your session. You are also welcome to send light reading material ahead for the students to review.

Note: The Student Centre is equipped with a projector to enable PowerPoint and other types of presentations. We will supply a laptop computer. Please let us know in advance if other equipment is needed. Also, if you want your presentation printed and given to the students, please send it to the Centre for LRI to be printed beforehand.

What are the interns expecting from this experience?

5. Interns are eager to learn about the field of geriatrics, gerontology & aging, innovative approaches and solutions to clinical realities, and the role of evidence-based practice and decision-making in clinical care and system management.
6. Interns would like to increase their knowledge and awareness of the geriatric system and to provide tangible evidence of their time here at Baycrest (Each intern will have a learning plan that includes objectives for the project).
7. They are eager to connect with an expert and to learn about each facilitator’s career and commitment to geriatrics.

Baycrest contacts for questions: ______________ (LRI Educator), __________(LRI Manager)

* Up to 4 summer student interns from the Rotman Research Institute may also join some of the sessions as part of the collaborative efforts between the Baycrest Centre for Learning, Research and Innovation and the Rotman Research Institute.
Section 5: Arts-Based Learning Tools & Templates

a. Introduction to arts-based learning
b. Sample project
c. Introduction email to students
d. Sample arts-based learning guidelines for debriefing/reflective writing
e. Example: Intern reflection and publication
Introduction to Arts-Based Learning

Arts-based learning can take on many formats which are not limited to any one arts based medium. In fact, how we teach arts-based approaches may be more important than what we teach. Educators need to pay attention to creating a safe space for students, ensuring that they do not feel that the work is too risky or unfamiliar to participate in. Educators need to embrace a collaborative approach to learning, recognizing that through the arts students will bring their own skills and personal experiences to bear on the process. Within this framework, educators can assume that they are not the expert in the process, rather are facilitating a learning opportunity that reinforces the idea that students can integrate new learning with what they already know, and this has value in their professional practice.

For educators who are themselves unfamiliar with the arts or creative approaches to learning, collaborations with a professional artist who is comfortable and knowledgeable about the arts medium can be a successful way to introduce arts-based learning. Through this collaboration, the artist can extend and compliment the clinical expertise. Through the arts, educators can highlight the importance of helping clients or learners to find a voice through which they can depict an authentic representation of their lives, rather than one guided by the practitioner’s clinical reasoning. This is a valuable lesson for students and beginning practitioners, and we have explored a number of media where this can be uncovered, including visual arts, poetry, music and storytelling.
Sample Project

Our students participated in a visual arts project where they were paired with residents of the long-term care home. Over the 6-weeks, participants met weekly to paint with their residents. After each session, participants met with the Arts-Based Learning specialist to reflect on the process and apply the learning to clinical skills important in approaching geriatric care. Students noted that the time students spent working with elderly clients on the project taught them valuable skills such as establishing an authentic relationship with clients, uncovering the story of the person behind the diagnosis and personal and professional growth through reflection. As students worked on the art piece, they put into practice the ideas discussed through the small group reflections, using art to facilitate authentic relationships, finding new ways of communication when words are not available, and seeing clients through a holistic lens instead of a discipline-specific perspective.
Dear LRI Summer Intern,

The Baycrest Centre for Learning, Research and Innovation is committed to arts-based learning as one key aspect of curriculum delivery throughout the internship program. Arts-based learning offers students a non-traditional, safe and fun way to explore ideas and examine issues. Engaging in the arts can foster deep and extended thought, and provide an effective way to reflect on one's thoughts and feelings.

Interns are going to have the opportunity to engage in an arts–based learning project that will be facilitated by an arts-based facilitator and an artist. This project does not require interns to have any previous experience, ability or knowledge about art. Interns will be working with a variety of tools but do not have to worry about getting their clothing dirty. All that is required is an open mind and willingness to try something new!
Sample Arts-Based Learning Guidelines for Debriefing/Reflective Writing

Helping students to write and reflect on the process of engaging in arts-based learning is a crucial component of reinforcing the learning experience and helping to make connections to their role as health professionals.

The following guidelines help interns to think about the experiences and are used to guide reflective writing or blog entries on their arts-based encounters or debriefing sessions:

i. Provide a description of your arts encounter. What happened?
ii. What were you thinking and feeling? What factors contributed to that feeling/thought? What factors made it significant?
iii. During the experience, what moment were you most engaged?
iv. During the experience, what moment were you most distanced?
v. What did you learn? What are the implications for your practice, or
vi. How can you apply this learning to your practice?
vii. How would you describe this learning experience to others?
Example: Intern Reflection & Publication

This intern chose to publish about her arts-based learning experience as one of her learning outcomes for the summer.


Available at: http://canadiangeriatrics.ca/students/assets/File/NGIG%20Publication%202014%20-%20FINAL%20mar%2026%20Reduced.pdf.
Section 6: Blogging Tools & Templates

a. Posting guidelines
b. Sample weekly reflective questions
**Blogging Guidelines**

**Posting Guidelines**

1. Please add new topic or add something new to the discussion that hasn't already been posted
2. Please end your post with a question to keep the e-conversation going
3. Do not use any language considered in bad taste and try to avoid using acronyms
4. Please ensure that client names remain confidential
5. We would love to see your posts by (date)
6. Respond to at least 1 colleague's question during the week of (date)

**Weekly Reflective Questions**

1. What event or experience was most impactful this week? What are your thoughts and/or feelings?
2. What event or experience needed improvement? What are your thoughts and/or feelings?
3. How are the activities helping you grow as a professional?
4. Would you like to share any additional thoughts, feedback, and/or reactions?
5. What are your overall insights or experience with the following:
   a. Evidence-based fact sheet on an aging-related topic to academic journals
   b. Program evaluations
   c. Facilitated discussions
Section 7: Intern-Resident Partnership Tools & Templates

a) All-About-Me templates
b) Sample Room poster based on the All-About-Me template
c) Sample Dining Experience questionnaire
Sample Intern-Resident Activity – All-About-Me

| 1. | Details about when and where I was born. |
| 2. | Details about my parents and life growing up. |
| 3. | Family practices, celebrations and traditions. What religious practices did we have and how strictly did we adhere to those practices? |
| 4. | Details about people I grew up with (e.g. brothers, sisters, family members and friends). |
| 5. | Education, jobs and/or volunteer work. |
| 6. | Special memories about adult life (e.g. single/married person, children, nieces/nephews, grandchildren, etc.). Things I loved to do (sports, hobbies, reading, vacations, pets, travel, etc.) |
| 7. | Favourite social events and activities I enjoyed when I was younger. |
| 8. | List of favourites. (e.g. foods, cars, destinations, people, movies, etc.) |
| 9. | Significant events (good or not so good) that I enjoyed or survived. |
| 10. | A favourite story that your visitor would like to share and leave with you. |
Sample Room Poster Based on the All-About-Me Template  
*edited to maintain privacy

Jane Doe, Poland and Canada

I was born in the city of Gdynia, Poland in 1919, and grew up in the city of Radom, Poland. I speak 5 languages: Yiddish, German, Polish, Russian and English. I came to Canada in 1952. I am the proud mom of 2 sons, Mike and Dean. My husband owned a store in Poland that sold clothes for ladies and men. I worked as a dressmaker from the time I finished school to the age that I got married. I enjoy singing (singing is the best!) and socializing with my friends.
Sample Intern-Resident Activity – Dining Experience

This questionnaire was part of a quality improvement initiative and offered the interns an additional opportunity to engage residents.

1. What is your favourite meal of the day?

2. What is your favourite food?

3. How important were meal times to you when you were growing up?

4. What were the rituals around meal times when you had your own family (spouse/children)?

5. What part did food play in your celebrations?

6. How do you enjoy your meals here at Baycrest?

7. Do you like the dining room? What do you like/dislike about it?

8. Do you like the wall colour? What colour would you prefer?

9. How could your meals be enhanced (e.g. food, presentation, environment, tablemates, noise, lighting)
Section 8: Evidence-Based Fact Sheet Tools & Templates

   a) Suggested format
   b) Template for evidence-based fact sheet

The goal is for interns to expand and apply their literature search and synthesis skills and to deepen their knowledge of aging. Each intern develops a 2-page evidence-based fact sheet dispelling a myth about aging.

This activity is facilitated by small group sessions (listed below); assigned independent time to engage in the literature search, review, synthesis and writing, as well as ongoing opportunities to discuss their fact sheet 1:1 with a researcher.

Introduction to Evidence-Based Practices Part 1 - explores the nature of knowledge and reality (e.g., modern, symbolic-interpretive and post-modern perspectives), the use of evidence and influencing factors in clinical decision making (based on the model by Dicenso, A., Guyatt, G., & Ciliska, D. (2005). Evidence-based nursing: A guide to clinical practice. St. Louis, MO; Elsevier Mosby.), the difference between systematic reviews and clinical practice guidelines, as well as levels and sources of evidence.

Introduction to Evidence-Based Practices Part 2 - helps students turn their myth on aging into a searchable question using the PICO/T format and examines types of questions and studies, sources, and strategies for appraisal of the literature.

A third session delivered by the librarian is focused on library skills – for example, types of evidence and where to find them and how to search using advanced skills (e.g., truncation, adjacency searching, Boolean operators).
Suggested Format

- What is the myth/issue?
- Why is this issue important? (background, prevalence, consequence of not addressing the issue, cost/volume/risk/quality rationale)
- What is the evidence? (literature search, balanced critique of the evidence, can be organized by theme, treatment alternatives, etc.)
- Recommendations for clinicians, residents, families and administrators (audience may depend on myth)
- Recommendations for future research
- References
Template for Evidence-Based Fact Sheet Paper

Mythbuster on Aging

**Myth:** x, y, z

*Heading 1*

*Heading 2*

*Heading 3*

*Heading 4*

*Recommendations*

*References*
Section 9: Evaluation Tools & Templates

a) Interprofessional education self-quiz
b) Attitude Semantic Differential Scale
c) Pre-internship evaluation
d) Post-internship evaluation
e) Small group facilitator survey
f) Project mentor survey
Interprofessional Education Self-Quiz

Please feel free to comment on any specific question or at the end as general comments.

Unless specified, please use the following rating scale to answer each question:

Strongly Disagree    Disagree    Neutral    Agree    Strongly agree

Definitions:

**Interprofessional Collaboration (IPC)** – The provision of comprehensive health services to patients/clients by multiple health care providers who work collaboratively to deliver the best quality of care in every health care setting (Health Force Ontario 2008).

IPC competencies include: trust and respect amongst team members, willingness to share power and eliminate hierarchies, knowledge of team members' roles, appreciating differences and conflict resolution and shared decision making.

**Interprofessional Education (IPE)** – occurs when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes (WHO 2008).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<td>I have a good understanding of the roles &amp; responsibilities of all the different clinical staff/health care professionals working at Baycrest</td>
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<tr>
<td>IPE promotes improved working relationships</td>
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<td>I am knowledgeable about the key concepts of IPE</td>
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<td>I am knowledgeable about the key concepts of IPC</td>
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<td>I have the skills to disseminate, clarify and reinforce key concepts of IPC to others</td>
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<tr>
<td>Statement</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
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<td>I have a good understanding of effective communication techniques &amp; how they are used to improve IPC</td>
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<td>I have a good understanding of the techniques of conflict management</td>
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<td>I am able to EXPLAIN to others the roles and responsibilities of all the different clinical staff/health care professionals working at Baycrest</td>
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<td>I am able to DEMONSTRATE the effective communication techniques that are used to improve IPC</td>
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<td>I am able to successfully USE techniques of conflict management in day-to-day settings</td>
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<tr>
<td>I think that I would benefit by learning more about IPE &amp; IPC</td>
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<tr>
<td>I believe that IPC should be a core competency for promoting patient safety</td>
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These next questions address potential challenges to learning

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<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
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<tr>
<td>I think that it is hard to learn skills of IPE/IPC (e.g., communication skills, facilitation skills, knowledge of others roles, sharing knowledge etc.)</td>
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<tr>
<td>I think I will find IPE/IPC skills difficult to apply in my day to day job when I am out working</td>
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Please feel free to add any additional comments:
Attitude Semantic Differential Scale
This scale by Polizzi (2003) can be used to collect data on attitudes as an evaluation of the internship.


Date:
Your Mother’s Maiden Name:

Below is a list of 24 polar opposite adjective pairs on a 7-point scale. The middle block is neutral. Please place a check mark along the scale at the point that best represents your judgment about the person being rated. Make each item a separate and independent judgment. Don’t be concerned about how you marked any of the previous items, and don’t worry or puzzle over individual items. It is your first impression or immediate feeling that is most important. Please be sure to mark each item on the scale. (Polizzi 2003)

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Neutral</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>Cheerful</td>
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<td>Friendly</td>
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<td>Sweet</td>
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<td>Sour</td>
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<td>Nice</td>
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<td>Tolerant</td>
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<td>Unfair</td>
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<tr>
<td>Unselfish</td>
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<td>Considerate</td>
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<td>Positive</td>
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<td>Calm</td>
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<td>Agitated</td>
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<td>Thoughtful</td>
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<td>Thoughtless</td>
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<tr>
<td>Humble</td>
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<td>Arrogant</td>
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<tr>
<td>Frugal</td>
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<td>Flexible</td>
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<td>Good</td>
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<tr>
<td>Safe</td>
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<td>Dangerous</td>
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</table>

*This is for program evaluation purposes only.*
Pre-Internship Evaluation

1. Please enter your mother’s maiden name [used to link pre and post evaluations]
2. List your education background (year of school, major or discipline, previous degrees, etc.)
3. What is your age?
4. Temporary address
5. Permanent address
6. Telephone number
7. Mobile number
8. Personal e-mail
9. School e-mail
10. How many siblings do you have?
11. How many grandparents were alive when you were growing up?
12. (If applicable) how often do you see them?
13. Did grandparent or other relative over the age of 65 live with your family when you were growing up?
14. List your education background (year of school, major or discipline, previous degrees, etc.)
15. What is your professional goal upon graduation?
16. What is your professional goal 5 years from now?
17. Tell us a fun fact about you! (hobbies, stories, interests, etc.)
18. Where are you planning to work after graduation? Select all that apply.
   a. Community/home care
   b. Long-term care
   c. Acute care
   d. Other
   e. I don’t know
   f. It doesn’t matter, as long as I find a job
19. Rate each of the specialties in defining your ideal career:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Not at all important</th>
<th>Not sure</th>
<th>A little important</th>
<th>Somewhat important</th>
<th>Very important</th>
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<tbody>
<tr>
<td>Clinical practice:</td>
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<td>Research:</td>
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<td>Teaching/academics:</td>
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<td>Managing programs &amp; services:</td>
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<tr>
<td>Developing new policies &amp; programs:</td>
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</tbody>
</table>
20. Thinking about your career in the next 5 years:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you envision working with older adults (age 65 or older)?</td>
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<tr>
<td>If yes, what percent (%) of your job do you think will be spent in working with older adults (i.e. I hope to work in a clinical setting where I expect to work with a population over 65 years of age 50% of the time.)</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

21. As of today, how comfortable are you working with older adults?
   a. Not at all comfortable
   b. A little comfortable
   c. Somewhat comfortable
   d. Very comfortable

22. As of today, how interested are you in pursuing a career in geriatrics?
   a. Not at all interested
   b. A little interested
   c. Somewhat interested
   d. Very interested

23. What are you looking forward to the most for the duration of the internship?
Post-Internship Evaluation

1. Please enter your mother’s maiden name
2. I was happy with the overall internship experience
   a. Strongly disagree
   b. Disagree
   c. Somewhat disagree
   d. Somewhat agree
   e. Agree
   f. Strongly agree
3. I was satisfied with the time allocation across projects (ex: shadowing, Evidence-based fact sheet, evaluation project, lectures)
   a. Strongly disagree
   b. Disagree
   c. Somewhat disagree
   d. Somewhat agree
   e. Agree
   f. Strongly agree
   g. Please comment on how we can improve:
4. I was satisfied with the communication received prior to beginning the internship
   a. Strongly disagree
   b. Disagree
   c. Somewhat disagree
   d. Somewhat agree
   e. Agree
   f. Strongly agree
   g. Please comment on how we can improve:
5. I was satisfied with the communications received during the internship
   a. Strongly disagree
   b. Disagree
   c. Somewhat disagree
   d. Somewhat agree
   e. Agree
   f. Strongly agree
   g. Please comment on how we can improve:
6. The Blog technology made communication easier
   a. Strongly disagree
   b. Disagree
   c. Somewhat disagree
   d. Somewhat agree
   e. Agree
7. Any additional comments related to communication?
8. Compared to before, I am more knowledgeable about program evaluation because of my project experience
   a. Strongly disagree
   b. Disagree
   c. Somewhat disagree
   d. Somewhat agree
   e. Agree
   f. Strongly agree
9. I was clear about what was expected of me for the evaluation project
   a. Strongly disagree
   b. Disagree
   c. Somewhat disagree
   d. Somewhat agree
   e. Agree
   f. Strongly agree
10. The evaluation and research lectures provided me with knowledge applicable to the evaluation project
    a. Strongly disagree
    b. Disagree
    c. Somewhat disagree
    d. Somewhat agree
    e. Agree
    f. Strongly agree
11. The support provided by library services helped me in my intern activities (eg. Evidence-based fact sheet and evaluation project)
    a. Strongly disagree
    b. Disagree
    c. Somewhat disagree
    d. Somewhat agree
    e. Agree
    f. Strongly agree
12. I was satisfied with the access and support of my project mentor
    a. Strongly disagree
    b. Disagree
    c. Somewhat disagree
    d. Somewhat agree
    e. Agree
    f. Strongly agree
13. I received adequate direction from my project mentor
a. Strongly disagree  
b. Disagree  
c. Somewhat disagree  
d. Somewhat agree  
e. Agree  
f. Strongly agree

14. I am able to utilize and apply the research/program evaluation skills gained in this project as I progress in my career.
   a. Strongly disagree  
b. Disagree  
c. Somewhat disagree  
d. Somewhat agree  
e. Agree  
f. Strongly agree

15. I received enough support and resources to complete the Evidence-based fact sheet mainly on my own
   a. Strongly disagree  
b. Disagree  
c. Somewhat disagree  
d. Somewhat agree  
e. Agree  
f. Strongly agree

16. I was more knowledgeable about my myth once I completed the Evidence-based fact sheet
   a. Strongly disagree  
b. Disagree  
c. Somewhat disagree  
d. Somewhat agree  
e. Agree  
f. Strongly agree

17. I am able to utilize and apply the research skills gained in this project as I progress in my career
   a. Strongly disagree  
b. Disagree  
c. Somewhat disagree  
d. Somewhat agree  
e. Agree  
f. Strongly agree

18. The shadowing experience(s) further developed my understanding of interprofessional care
   a. Strongly disagree  
b. Disagree  
c. Somewhat disagree  
d. Somewhat agree
19. The shadowing experience(s) gave me insight on the clinical realities that healthcare professionals may encounter
   a. Strongly disagree
   b. Disagree
   c. Somewhat disagree
   d. Somewhat agree
   e. Agree
   f. Strongly agree

20. I am able to utilize and apply insights gained during my clinical observations as I progress in my career.
   a. Strongly disagree
   b. Disagree
   c. Somewhat disagree
   d. Somewhat agree
   e. Agree
   f. Strongly agree

21. The shadowing experience at Responsive Homes increased my awareness of clinical issues in other long-term care homes and alternate ways that homes manage these issues.
   a. Strongly disagree
   b. Disagree
   c. Somewhat disagree
   d. Somewhat agree
   e. Agree
   f. Strongly agree

22. The shadowing experience at Responsive Homes was useful to my overall learning experience
   a. Strongly disagree
   b. Disagree
   c. Somewhat disagree
   d. Somewhat agree
   e. Agree
   f. Strongly agree

23. The arts-based project was valuable in helping me achieve my learning goals
   a. Strongly disagree
   b. Disagree
   c. Somewhat disagree
   d. Somewhat agree
   e. Agree
   f. Strongly agree

24. What are the top 3 things you learned from the arts-based project?

25. I am able to utilize and apply the innovative thinking gained in the arts project as I progress in my career.
26. I am able to utilize and apply the professional reflection skills gained in the arts project as I progress in my career
   a. Strongly disagree
   b. Disagree
   c. Somewhat disagree
   d. Somewhat agree
   e. Agree
   f. Strongly agree

27. The arts-based project increased my interest in working with a geriatric population
   a. Strongly disagree
   b. Disagree
   c. Somewhat disagree
   d. Somewhat agree
   e. Agree
   f. Strongly agree

28. Please rate the usefulness of each session

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Less Useful</th>
<th>Very Useful</th>
<th>Did not attend</th>
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<td>Learning Plans</td>
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<tr>
<td>Introduction to evidence-based practices</td>
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<tr>
<td>Meeting internship alumnae</td>
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<td>Lit search &amp; Google search</td>
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<tr>
<td>Opportunities at Baycrest</td>
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<tr>
<td>Terraces tour</td>
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<td>Day centre tour</td>
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<td>Meditech training</td>
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<td>Time with the CEO</td>
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<tr>
<td>Program evaluation</td>
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<tr>
<td>Internal &amp; external validity</td>
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</table>
29. How relevant were the following sessions to your understanding of long term care and geriatrics?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Somewhat relevant</th>
<th>Relevant</th>
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<tbody>
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<td>Montessori-based methods for dementia</td>
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<tr>
<td>System issues in LTC</td>
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<tr>
<td>Successful aging &amp; ageism</td>
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<tr>
<td>Dementia &amp; delirium</td>
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<tr>
<td>Depression</td>
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<td>Cognition &amp; aging</td>
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<td>Caregiver support &amp; family work</td>
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<td>Memory &amp; aging</td>
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<td>RNAO Best Practice guidelines</td>
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<tr>
<td>Polypharmacy, BEERS list</td>
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<tr>
<td>Dysphagia</td>
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</table>

30. Over the duration of the internship, I have gained more confidence when interacting with residents
   a. Strongly disagree
   b. Disagree
   c. Somewhat disagree
   d. Somewhat agree
   e. Agree
   f. Strongly agree

31. I would recommend the Baycrest LRI summer internship to other students
   a. Strongly disagree
   b. Disagree
   c. Somewhat disagree
   d. Somewhat agree
   e. Agree
   f. Strongly agree

32. How did you hear about the internship? (check all that apply)
   a. Baycrest website
   b. Baycrest employee
   c. University email/posting
   d. Family or friend
   e. Other

33. How did your sense of professionalism evolve during the internship? Minimum 150 words (eg: timeliness, managing your time independently, taking initiative, showing leadership, speaking in a group)

34. How relevant were each of the themes set by the LRI?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Not at all relevant</th>
<th>Somewhat relevant</th>
<th>Relevant</th>
<th>Very Relevant</th>
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</thead>
<tbody>
<tr>
<td>Successful aging</td>
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<td></td>
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<td>System &amp; quality issues in LTC</td>
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<tr>
<td>Families &amp; caregiving</td>
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<tr>
<td>Best practices in gerontological/geriatric care</td>
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<tr>
<td>Interprofessional collaboration</td>
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<tr>
<td>Community services</td>
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</table>

35. Any themes not covered that you would recommend?

36. I see myself specializing in the area of geriatrics in the future
   - a. Strongly disagree
   - b. Disagree
   - c. Somewhat disagree
   - d. Somewhat agree
   - e. Agree
   - f. Strongly agree

37. Any additional comments about the internship that were not covered in this survey?
Small Group Facilitator Survey

1. How well was the purpose of the internship communicated to you?
   a. Poorly
   b. Average
   c. Well
   d. Very well
   e. Comments:

2. If applicable, was the one page information sheet sufficient to gather the information you needed to prepare?
   a. Poorly
   b. Average
   c. Well
   d. Very well
   e. Comments:

3. Did you spend more than one hour for preparation for your session with the interns?
   a. Yes
   b. No
   c. Comments:

4. Were you able to get your objectives across to the interns?
   a. Yes
   b. No
   c. Comments:

5. Was the discussion with the interns what you expected?
   a. Yes
   b. No
   c. Comments:

6. Would you recommend working with the interns to your colleagues?
   a. Yes
   b. No
   c. Comments:

7. Would you consider facilitating a session with the next year’s summer interns?
   a. Yes
   b. No
   c. Comments:

8. Would you have any further feedback to improve the LRI process?
   a. Yes
   b. No
   c. Comments:
**Project Mentor Survey**

1. How well was the purpose of the internship communicated to you?
   a. Poorly
   b. Average
   c. Well
   d. Very well
   e. Comments:

2. How well was the purpose of the project experience, as part of the internship, communicated to you?
   a. Poorly
   b. Average
   c. Well
   d. Very well
   e. Comments:

3. If applicable, was the one page information sheet sufficient to gather the information you needed to prepare?
   a. Poorly
   b. Average
   c. Well
   d. Very well
   e. Comments:

4. Did you spend a lot of time to find a role for the intern in your project?
   a. Yes
   b. No
   c. Comments:

5. Were you able to find 7 hours per week of tasks/roles for your intern?
   a. Yes
   b. No
   c. Comments:

6. Were there any missed scheduled meetings with the intern?
   a. Yes
   b. No
   c. Comments:

7. Did you get the level of participation from the intern that you expected?
   a. Yes
   b. No
   c. Comments:

8. What would make a mentor-intern partnership more effective?

9. Would you recommend working with an intern to your colleagues?
   a. Yes
   b. No
   c. Comments:

10. Would you consider mentoring an intern next year?
    a. Yes
    b. No
    c. Comments:
11. What advice would you offer to future project mentors?
Lessons Learned

1) Some activities were rescheduled due to conflicts but all topics planned were covered. Some interns missed scheduled events due to program evaluation or quality improvement projects but the interns had enough knowledge of their professional goals to make these choices by negotiating in advance with the coordinator/educator.

2) A strength of the internship was the diversity of roles and professions involved, from Chief Executive Officer, Vice Presidents, Directors, Professional Practice Chiefs, Advanced Practice Nurses, to a multitude of multidisciplinary team members that allowed for a wide knowledge base. The support and quick turnaround of eHealth allowed for Meditech training, eHealth2share access (blogs) and Lync access. Many of these technologies enabled the interns to work independently.

3) The interns were appreciative of and understood the value of all activities scheduled. We did, however, find value in pre-negotiating content and foci when partnering with others to ensure alignment of the activities with the goals of the internship.

4) Administrative challenges included: scheduling conflicts, limited facilitator availability, space for presentations with correct technology, coordination of observerships and communication about the purpose of the internship to different audiences.

5) Most residents showed a happy demeanour when the interns were present. The joint intern-residents arts-based learning project made one resident feel “like she’s in heaven!” being surrounded by people.

6) The combination of small group facilitated sessions, quality improvement projects, arts-based learning project, reflection, evaluation, independent time and observerships presents a full schedule with sometimes competing demands for the interns. Time management skills varied among the interns. Interns needed support on setting realistic goals, managing their time, and knowing when to ask for help. Coaching and role modeling by the internship coordinator/educator are needed to help interns feel secure and confident in voicing their opinions, asking questions and developing their professional persona as they meet many new people over the course of the internship.
Appendix A: Baycrest Student Handbook
Teaching & Learning: The Next Generation

BAYCREST STUDENT/TRAINEE HANDBOOK
WELCOME TO BAYCREST
Baycrest: A destination of choice for our students and trainees

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. As 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 specialty in cognition and mental health and as such, Baycrest is able to offer students an invaluable learning experience. Welcome to Baycrest Health Sciences!

OUR NEW MISSION for EDUCATION

We are committed to:

- An exceptional learning experience for students and trainees, staff, patients, families and community
- Knowledge translation and education scholarship
- Being a local, national and international resource dedicated to informing and transforming the journey of aging

Baycrest is highly committed to and engaged in its “Education Mission” and we are committed to providing a positive and supportive learning environment for all students. It is through acquiring and sharing new knowledge that we will be able to train the next generation of health care professionals to more fully understand the journey of aging and the care of our patients and families.

Baycrest’s unique culture ensures a rich learning environment for students and our staff is committed to excellence in care through our research-driven care and education in the field of aging.

Baycrest welcomes the involvement, participation and contribution of our students studying in all health professions, locally, nationally and internationally. Our academic partnerships with the University of Toronto and many other universities and colleges across Canada, the USA and internationally allows us to engage with undergraduate and graduate students from a wide array of professions.

This guide is designed to help you find the “basic information” that students need to orient to Baycrest.

Welcome to all students,

Dr. David Conn MB, FRCPC
VP Education
ABOUT BAYCREST

Baycrest has a very unique and proud past. The organization opened its doors since 1918 as the Toronto Jewish Old Folks Home, thanks to the vision of a group of dedicated and committed women who volunteered their time to care for the frail elderly in the Jewish community. Each day, Baycrest addresses the needs of more than 2,500 people, including frail elderly individuals as well as active seniors.

Our Research Centre for Aging and the Brain includes the acclaimed Rotman Research Institute, considered one of the top five brain institutes in the world and the Kunin-Lunenfeld Applied Research Unit (KLARU) which conducts research alongside our clinicians and applies the results directly to client care.

Through our Centre for Education on Aging, we are sharing our expertise and knowledge locally, nationally and internationally. Baycrest believes that it not only has the ability to use its knowledge to help people around the world deal with diseases of aging, such as Alzheimer’s, stroke, depression -- but the responsibility. Whether it is through our international Telehealth program, on-line programming, and conferences or through other mediums, we share our knowledge with professionals, other health care organizations and the public.

Baycrest’s Mission

Baycrest is an academic health sciences centre, dedicated to achieving the excellence in providing the best possible experience and care for the physical and mental well-being of people during their journey of aging. We are devoted to improving the quality of life of older adults everywhere through the integration and application of exceptional healthcare, wellness promotion, research, and educational activities. We draw inspiration from the unrivalled support of generations of families within our community and the ethical and cultural values of our Judaic heritage.

We are dedicated to:

- Achieving the highest quality and innovation in client-centered clinical and residential care and patient safety;
- Generating and applying clinical and scientific breakthroughs;
- Sharing our expertise nationally and globally, serving as a thought leader and resource for information to support the health and wellbeing of the older adult population;
- Providing a community of care and learning that encourages creativity and personal and professional growth for all of our staff, physicians, volunteers, and students; and,
- Effectively advocating for an accessible and comprehensive healthcare and community support system that responds to the diverse needs of older adults.

Baycrest Vision

Transform the experience of aging through leading innovations in brain health, wellness promotion, and approaches to care that enrich the lives of older adults.

Baycrest Values

Compassion comes from caring relationships that are promoted and nurtured through a culture of sensitivity, understanding, trust, and integrity.

Advocacy is essential in promoting change and socially responsible choices that are sensitive to the needs of older adults and is best achieved through a strong collective voice of clients, families, staff, volunteers, and community partners.

Respect comes with the understanding that each person is unique, with intrinsic dignity and worth.

Excellence is achieved when we reach beyond what was ever thought possible through inquiry, discovery, and lifelong
learning. We apply this to all the work that we do to ensure the highest quality of care and an exceptional experience for the people we serve.

**General Directions & Information**

**Address**
Baycrest
3560 Bathurst St.
Toronto, ON M6A 2E1

**Telephone Number**
416-785-500 ext. 2892

**How to Find Us:**

**By Car**
Please refer to the map provided.

**By Public Transit**
Take the 7 – Bathurst Street North bus from the Bathurst subway station on the Bloor/Danforth line to Baycrest Avenue, 5 stops north of Lawrence Avenue.

Take the 7–A Bathurst Street North bus (rush hour service only) from St. Clair West Station or the Wilson subway station on the Spadina/University subway line to Baycrest Avenue.

Take the 109 – Ranee North bus from Lawrence West Station. This will take you through to Ranee Avenue and let you off on Wasdale Drive and Bathurst Street. Walk south to Baycrest Centre.

The Terraces of Baycrest and the Joseph E. and Minnie Wagman Centre are located on the west end of the Baycrest Campus at 55 Ameer Avenue.
Getting Around

Free shuttle bus service is provided between Baycrest (Khedive entrance), Apotex Centre, Jewish Home for the Aged and Terraces of Baycrest/Joseph E. and Minnie Wagman Centre. Buses leave approximately every 35 minutes between 9 a.m. and 4:30 p.m. Board buses at the entrances at these buildings, where schedules are posted.

Entrance Closing Times

Closing times for the following entrances are as follows:

- Khedive and Bathurst St. - 12 midnight
- Posluns and Apotex - 9:00 p.m.
- Hospital Ambulance - 5:00 p.m.
- Apotex Ambulance - locked at all times

Parking

Baycrest’s main parking lot is an automated park and pay system. The current flat fee for the day is $14 or $70/month.

Please note: Parking is metered and very limited. Students/trainees who purchase the monthly parking must make sure to make a copy of the parking permit so that it can be replaced when it begins to fade.

The parking rates are as follows:

- Meter - short term: $7/ hour
- Daily - main lot: $14/ day

Internal phones are located at each of the main entrances. For information, call the main communications desk at the Khedive entrance, (416) 785-2500 ext. 2130.
BAYCREST PROGRAMS

Baycrest Facility

Reuben Cipin Healthy Living Community
This condominium-style life lease residence of 120 suites is designed for active and independent seniors (65 years old plus). The life lease concept enables seniors to maintain a “right to occupy” their residence. At any time, the resident may sell their “right to occupy” at an appraised market value and keep the proceeds from the sale.

The building has a 24-hour concierge, a 24-hour personal security emergency response button, senior-friendly design features, games room, lounges, party room, fitness facility, library and rooftop terrace.

Terraces of Baycrest
The Terraces of Baycrest provide seniors with the privacy of independent apartment living, along with supportive services. Apartments are newly renovated and include senior-friendly features such as walk-in showers with grab bars, and a lifeline telephone with monitored services. This 11-storey retirement residence is located on the Baycrest campus, giving residents access to Baycrest's wide range of services, including the specialized geriatric programs of Baycrest Hospital.

Services provided in the building include:
- 24 hour on-site health centre (24 hour nurses, and doctors 5 days a week)
- social work, occupational therapy, pharmacy and nutritional guidance
- operates under Jewish tradition and is Kosher Under COR
- social, recreational, fitness and swimming programs
- membership in the Joseph E. and Minnie Wagman Centre
- weekly housekeeping and linen services
- convenience store, library, greenhouse, alterations shop

Apotex Centre
The Apotex Centre, Jewish Home for the Aged and The Louis and Leah Posluns Centre for Stroke and Cognition, is a 472-bed, long-term care facility which provides a range of residential and specialized programs. The small, home-like settings on each floor provide flexible schedules for programs, meals and personal care, based on each resident's needs and preferences. Care is provided within the context of orthodox Jewish traditions. The Louis and Leah Posluns Centre for Stroke and Cognition focuses on rehabilitation programs to help seniors with dementia caused by vascular disorders such as strokes.
HOSPITAL

Baycrest offers specialized inpatient care for the elderly population. Our hospital units include Complex Continuing Care for seniors with the most complex medical needs, short-term stay programs, and rehabilitation programs.

Baycrest offer a large number of services designed especially for people in their people in their 50s, 60s, 70s, 80s and beyond. Our services include a hospital, long-term care home, residential and community-based programs and outpatient medical clinics. Below are the some of the different programs we have:

- Residential and Aging at Home Programs
  - Apotex Centre – Long term care
  - Terraces of Baycrest – Assisted living residences
  - Reuben Cipin Health Living Apartments

- Aging at Home – Community Services
  - A Good Place to Start
  - Adult Day Programs
  - Caregiver Support Groups
  - Chronic Disease Self-Management Programs
  - In-home and Outreach Services
  - Seniors Support Program
  - Wagman Community Centre for Independent Seniors
  - Wellness Library

- Complex and Specialized Geriatric Care Programs
  - Inpatient Care
    - Behavioral Neurology
    - Complex Continuing Care
    - Geriatric Assessment and Treatment Unit (GATU)
    - Inpatient Psychiatry
    - Palliative Care
    - Rehabilitation
  - Outpatient Care and Clinics
    - Audiology
    - Community Outreach Team
    - Day Treatment Centre
    - Medical Clinics (Ambulatory Care)
    - Swallowing and Nutritional Assessment

- Rehabilitation Programs
  - High Intensity Rehabilitation (Inpatient)

- Slow Stream Rehabilitation (Inpatient)
- Outpatient Rehabilitation
- Stroke Clinic

- Centre for Memory and Neurotherapeutics
  - Behavioural Neurology Program (Inpatient)
  - Memory and Aging Program
  - Memory Clinic
  - Memory Intervention Program
  - Memory Link Program

- Centre for Mental Health
  - Inpatient Psychiatry
  - Geriatric Psychiatry Community Services
  - Psychiatry Day Hospital for Depression

- Research & Innovation
  - The Brain Health Centre Clinic
  - Centre for Integrative Brain Dynamics – The Virtual Brain
  - Toronto Trans-generational Brain and Body Centre
  - Kunin-Luninfeld Applied and Evaluative Research Unit
  - Innovation, Technology and Design Laboratory
  - Centre for Brain Fitness

- Education at Baycrest
  - Centre for Education and Knowledge Exchange in Aging
  - Centre for Learning, Research and Innovation in Long-Term Care
  - Student and Trainees
  - Visiting Professors
- Insights Into Aging 101
- Library
GETTING STARTED & SETTLING IN

Affiliation Agreements

Students/Trainees can begin their placement/training at Baycrest only if their academic institution has established an affiliation agreement with us. Please check with your student placement office to ensure a valid agreement has been established.

Student/Trainee Registration

All students/trainees are required to register via online at http://baycresteducctr.vsyshost.com/ and agree to the terms stated on the page - Baycrest policies and procedures, prior to their placement start date.

The following documents must be completed prior to your placement at Baycrest:

- Complete Survey Monkey
- Send your request for Shadowing Experience
- Criminal Reference Check/Vulnerable Sector Screening: □ Yes, Date _______________
  □ No* (Student/Trainee must complete & sign the Student Declaration for Police Reference Check)
- $10 deposit fee for locker and ID badge

Orientation

All Students/Trainees will be provided with an orientation to Baycrest at the beginning of their placement. This will be arranged through the Baycrest Centre for Learning, Research & Innovation.

Any Student/Trainee here for:
- < 3 months completes the Core Curriculum (mini-version) & Sign-off sheet (attached)
- > 3 months attends hospital orientation and completes the Core Curriculum (mini-version) & Sign-off sheet (attached)

Identification Badges:

All Students/Trainees must wear I.D. badges while working at Baycrest. The photo identification badge allows immediate verification of the status of individuals within the Centre. Through the identification badge, clients and staff are better able to determine that individuals entering their rooms, accessing their health records and providing care and services are authorized to do so.

- Students/Trainees who work at Baycrest for less than three months will be issued a Baycrest temporary non-photo badge. The badge is to be worn at front upper body level, with the picture and name visible to others and their school badge.
- Baycrest will assume no liability or responsibility for the use of the badge outside of the Centre's property, unless being worn as part of an individual's authorized work duty.
- The badge is the property of the Baycrest and must be returned to Academic Education at the end of placement.
- Lost or stolen badges must be immediately reported to one's supervisor. The supervisor will inform Academic Education.
• Should an I.D. badge be lost/damaged/stolen, the Student/trainee will be charged a replacement fee.
• Photo identification badges are issued by Security Services when presented with the Photo Identification Requisition completed by Human Resources.
To Obtain a Temporary Identification Badge:
- Student/Trainee must be registered with Academic Education.
- Attend orientation (Baycrest General Orientation).
- Submit core-curriculum and immunization document.
- Student Coordinator will prepare a temporary identification badge.
- Procedures are department-specific; however, the department assumes full responsibility for the temporary badge and must inform Security Services promptly regarding any lost badges or abuse of badge privileges.

To Obtain a Photo Identification Badge:
- Student/Trainee must be registered with Academic Education.
- Attend orientation.
- Submit core-curriculum and immunization document.
- Request a Photo Identification Badge from Human Resources.
- Human Resources will verify and complete the appropriate requisition.
- Sign the completed requisition and present to the Security Office located on the 1st floor of the Hospital, as per the day and time on the requisition form.
- If you are not on Baycrest Human Resource Management System, you must obtain a signed letter from your Immediate Supervisor stating that you qualify for a photo identification badge. This notification must include the Department name and Position title that will be shown on the identification badge.

To Return a Temporary Identification Badge:
Temporary badges are to be returned to the Baycrest Centre for Learning, Research & Innovation.

To Return a Photo Identification Badge:
- Students/Trainees are to return their Photo Identification Badge to their Baycrest Supervisor at the end of their last day of work.
- The Supervisor will send the returned photo identification badge to Human Resources in a secure manner other than mail.

Lockers
Lockers are available to Students/Trainees upon request. Lockers are located in the basement of the hospital and in the Student Centre. Nursing students are assigned lockers in the basement, all other discipline are assigned lockers in the student centre. Nursing students groups are assigned lockers if their clinical instructor submits a request for locker form. Post grad nursing student can only obtain lockers by completing a locker request form. All other discipline must request for lockers from the student placement coordinator. Access to lockers is on a first come/first served basis and is responsible for the contents of their locker. **No food should be stored overnight in the locker.**

The student centre locker room is not meant for change space. Students/Trainees should only have necessary belongings in their lockers and must remove all personal belongings by their last day of placement. Please be aware that you must supply your own lock. Please also be aware that on occasion you may be requested to share your locker with another student/trainee.
If you require a locker with a change space please contact Carole Risk at ext. 2195. If not, please contact the Student Coordinator at mboatenq@baycrest.org.
For further information regarding policy on lockers at Baycrest, Please visit Baycrest Intranet.
LEARNING OPPORTUNITIES AT BAYCREST

Baycrest values learning and we encourage you to take advantage of these opportunities to become more knowledgeable and upgrade your skills. We provide a range of workshops, seminars, conferences and interprofessional rounds.

These activities are publicized through the intranet. Below are more opportunities for students to participate:

- Department rounds (Best Practice Education rounds, Psychiatry rounds, Geriatric rounds, Interprofessional Rounds, etc.)
- Conferences
- Insight to Aging Course/Certification
- Visiting professor lecture series
- Telehealth events
- Wellness library events
- Workshops/seminars
- Inter-Professional Education Sessions
- Summer Internships
- Library Services: All Baycrest students can take advantage of the Staff Library, which carries a varying collection of books, journals, DVDs and other materials on employee relations, health and social sciences, geriatrics and gerontology.

Library Services: The Library Is Your Partner in Learning!
If you are a student on placement at Baycrest, we offer a specialised range of services to help you find, use and manage information effectively.

Access to a world of information
The Library has extensive print and online resources. Students also have access to the Baycrest Document Delivery Service through which you can request material not available at Baycrest. We can help you access articles and show you how to track developments from key articles.

Generous borrowing conditions
Students on placement at Baycrest are entitled to borrow books, journals, and audiovisual materials from the Baycrest library collection

Has it been done already?
Talk to us early in your research so that you can be confident of finding all the significant relevant information. Discuss your research proposal with the Baycrest librarian for advice and assistance with a search strategy.

Save time, manage your references with EndNote
Learning how to use EndNote will save you time by making it easy for you to store, find and cite your references. Information about using EndNote at Baycrest is available from the librarian.

Baycrest Library Services
Open Monday to Friday 8:00 to 16:30
Hospital, 2nd floor Room 2E06
(416) 785.2500 ext. 2353 | mmcdiarmid@baycrest.org
The Anne & Louis Pritzker Wellness Library: Your Key to a Healthy Lifestyle

The goal of The Anne and Louis Pritzker Wellness Library is to provide easy access to current consumer health and wellness information. Visitors are encouraged to use the information they collect to create a dialogue with their health care provider(s). In this way, they can become empowered to manage their own health.

- The library has books, fact sheets, pamphlets, DVDs/videos, CDs and audiotapes on a wide range of subjects including but not limited to:
  - Nutrition/fitness
  - Stress management/relaxation
  - Mindfulness/meditation
  - Caregiving
  - Mental health
  - Complementary and alternative therapies
  - Pain management
  - Death and dying
  - Information related to various diseases
  - Books for children to help them understand a parent or grandparent living with cancer, Parkinson’s, Alzheimer’s, Arthritis

- Library materials may be signed out for 2-3 weeks.

- Internet Access is also available. Bookmarked consumer health websites are provided and trained volunteers act as coaches. They are on hand to show library users how to access information.

- Health Information Sessions are held monthly. Speakers are Baycrest staff and researchers as well as staff and volunteers from community agencies.

- Volunteers DO NOT:
  - Provide any specific medical advice
  - Interpret or recommend any specific treatment
  - Personally endorse any of the materials in the library nor any of the contents of a website
  - Conduct in depth searches for clients or staff

- We are located on the main floor of the Apotex building. Current hours are:
  - Monday to Thursday 10:00 to 3:00pm
  - For more information on our services and programs:
    ☎️ (416) 785.2500 ext. 2353 | mmcdiarmid@baycrest.org
ORIENTATION & REQUIRED LEARNING

In many cases, the complete policy is not provided in this handbook but is available through Baycrest intranet. This core-curriculum is meant to make you aware of Baycrest’s safety and risk management procedures and to understand our Jewish culture. It is required that all contractors, researchers, students, temporary staff, consultants and consulting physicians read this pamphlet and sign the attached sheet within the specified time of your arrival at Baycrest.
SAFETY AT BAYCREST

Your safety at Baycrest is very important and as such, you are expected to follow safe working procedures, use all safety devices and equipment provided, wear protective clothing as required, and keep yourself informed about fire safety and hazardous materials.

Emergency Codes and Preparedness

**Code RED: Fire**

If you see a fire anywhere in the Centre:
- **R** Remove all endangered persons.
- **E** Ensure windows and doors are closed.
- **A** Activate alarm pull station.
- **C** Call Communications, 5555.
- **T** Try to fight the fire within your capabilities.
  (Do not use fire hose)
- Listen for announcements.

**Code BLUE: Cardiac Arrest**

- Call the Communications Desk 5555.
- Notify the attendant to call a Code Blue and state the location.
- Stay with the person and ask a colleague to call for help and verify that the client is appropriate for resuscitation.

**Code BROWN: Hazardous Spill**

- Evacuate and contain area by closing door.
- Call Communications Desk 5555. State “This is a Code Brown”.
  Give the specific location. If possible state name of material spilled.

**Code GREEN: Evacuation**

- Listen to all announcements and follow instructions.
- Assist in lifting and carrying persons according to evacuation.
- Use approved lifts and carries.
- Close all doors behind you.

Client Care
- Assist in moving all persons.
- Send client chart with client.
- Assist ambulance services with client identification, assessment, treatment and prioritization.
- Monitor and assure clients waiting for transfer.

**Code GREY: Loss of Service**

- Call Communication Desk 5555.
- Report Code Grey, service and location.
- Assist persons/clients to safe location.
- If you hear “Code Grey – Condition Yellow be aware that Mag locks may be deactivated.

Infection Prevention and Control

It is Baycrest policy to prevent the spread of infection within the health centre from patient to patient, staff to patient, and staff to staff by providing the system that emphasizes the use of barrier precautions when contact with body substances, as such, All persons entering Baycrest are expected to use the hand-sanitizing dispensers located at various entrances whenever they enter the building, frequently throughout the day, and upon leaving the facility.

N95 mask fitting is required for any student/trainee who interacts with patients. All students, trainees and instructors coming to Baycrest must complete their immunizations and submit proof to Student Coordinator prior to start date. Influenza vaccination is
highly recommended for all students and trainees and clinical instructors. Anyone who fails to get vaccinated will be required to wear N95 mask during the flu season at Baycrest.

Occupational Health & Safety (OH&S)
Baycrest will endeavor to provide a safe, healthy work environment; all staff must be committed to reducing the risk of injury and workplace related illness.

Respiratory Etiquette
• Cough or sneeze into your sleeve or a tissue.
• Discard used tissues and perform hand hygiene with either soap and water or an alcohol-based hand rub.

Workplace Hazardous Materials
You may have to work with potentially hazardous, controlled products. Baycrest is responsible for keeping an inventory of all such products, properly labeling them and training staff to safely use and store them. It is your responsibility to seek out, understand and follow procedures related to handling potentially hazardous, controlled products.

Students, trainees and instructors are responsible for:
• Providing copies of registration of professional liability insurance
• Complying with Baycrest’s guidelines for performing all work in a safe manner
• Taking an active role in protecting and promoting their health and safety and that of others
• Refraining from activities that may jeopardize health and safety in any way
• Immediately reporting any physical hazards, accidents to the OH&S Department.
• You should not come to work if you are feeling ill, particularly if you have had a fever in the past 24 hours. If you are ill, you must alert your immediate supervisor and the OH&S Ext. 5300.

Violence in the Workplace
Types of Violence:
• Abuse of Clients by Staff or Volunteers
• Suspected Elder Abuse in The Community
• Abuse of a Client by Another Client, Family Member, Private Practitioner or Visitor
• Abuse of Staff and Volunteers by Clients, Their Families, Private Practitioners, Companions and Visitors
• Abuse of Staff and Volunteers By Staff and Volunteers
• Harassment and Other Forms of Discrimination in the Workplace

What should you do?
• Report situations to your supervisor so appropriate corrective action can be taken.
• Speech assistive devices, contact the Professional Practice Leader, Speech and Language Pathology at ext. 2375;
• Baycrest is committed to giving people with disabilities the opportunity to access its goods and services.
• Baycrest strives to respect the dignity and independence of people with disabilities.
• Disabilities may be visible or non-visible. One cannot always tell who has a disability.
• People with disabilities have the right to use their own personal assistive devices while accessing goods or services provided by Baycrest.
• A number of assistive devices are available at Baycrest for use by people with disabilities. For information and assistance with:
  • assistive listening devices or communication devices, contact the Audiology Dept. at ext. 2377;
  • courtesy wheelchairs at entrances, contact the Director, Environmental Services at ext. 2406; and
  • devices located in The Anne & Louis Pritzker Wellness Library, contact the library staff at ext. 3374.
• At no time will a person with a disability be prevented from having access to his or her support person.
• Service animals are to be afforded access to all places the public is invited on Baycrest’s premises when accompanying their human partners (with the exception of food preparation areas). A person with a disability is not to be separated from his or her service animal. Don’t touch or speak to service animals—they are working and have to pay attention at all times.
• General tips on providing service to people with disabilities:
  • If you’re not sure what to do, ask the person “May I help you?” People with disabilities know if they need help and how you can provide it.
  • Speak directly to the person with a disability, not to his or her support person or companion.
  • Make no assumptions about what type of disability or disabilities a person has.

WHAT EVERY EMPLOYEE SHOULD KNOW

Jewish Life at Baycrest

Practicing Judaism is an important aspect of many of our clients’ needs. As a consultant or contractor, it is important to keep the following points in mind when you are on site.

Being Sensitive to Our Client Population

Baycrest has one of the largest groups of Holocaust survivors in the world. Awareness and sensitivity can help reduce some of the painful effects of Holocaust-related traumas.

Many normal day to day activities can trigger painful memories of the war years. Please be especially mindful if the work you are doing entails: Harsh, strong or unpleasant smells, use of bright lights/flashlights, loud voices/sounds, sirens/alarm/bells/whistles.

Working in a Kosher Environment

Baycrest maintains its facility under the strict guidance of Kosher Dietary Laws. There are several areas where you can purchase Kosher meals in Baycrest:

• Main Cafeteria, located on the ground floor of the Hospital.
• Women’s Auxiliary Café, located next to the Winter Garden in the Apotex Centre.
• These eateries, some of the outside gardens, and all areas within the Centre are Kosher.
• Food, coffee or tea brought from home or outside the building may not be consumed or stored in these locations.
• Outside food or drinks must only be consumed in:
  • Employee Lunch Room (Located in the Posluns Building on the 2nd floor).
  • Spiro Family Garden outside Employee Lunch Room.
  • Your office.
  • Outside Garden located at the Bathurst St. Entrance.
• Store any foods from outside Baycrest in the Employee Lunch Room refrigerator. Only food purchased in the Cafeteria may be stored in unit refrigerators.
• Use disposable tableware to eat any food brought in or prepared from outside. Do not remove china, trays, or cutlery from the Cafeteria.
• Microwaves (not in the Employee Lunch Room) may only be used for Baycrest purchased foods.

No Consult or Contract Work on Jewish Holidays

Please be sure to check the Baycrest calendar when planning to come in to carry out your work as certain days in the year are special Jewish Holidays during which only essential and emergency services are maintained.

ADDITIONAL INFORMATION

Online: http://intranet/BaycrestWork/
Hard copy files:
Communications Desk (Located on the ground floor of the Hospital at the Khedive Avenue entrance

CREATED BY:
Human Resources and Organizational Effectiveness Division and Academic Education
Revised August 2014
For further information contact:
Academic Education (416) 785-2500, ext. 2518
JEWISH LIFE AT BAYCREST

We provide our clients with an environment which is sensitive to their religious observance, spirituality and cultural needs. Many of the residents of the Apotex Centre, Jewish Home for the Aged (JHA) are survivors of the holocaust and caring for them requires a special understanding of the unique experiences and needs.

Educational Material
To help you understand Judaism, educational material including a guide book, videotapes, DVD’s and library books are available in the Baycrest Staff Library (2nd Floor, Baycrest Hospital). The educational material contains a glossary of commonly used Yiddish words and dates of Jewish Holidays.

Holocaust Survivors
Baycrest serves one of the largest residential populations of Holocaust Survivors in the world and has developed programs and services that recognize their unique experiences and needs.

The Holocaust took place during the Nazi era from 1933 to 1945 when it was Nazi policy to deport, and in the later years of the Second World War, to exterminate the Jewish people.

Who is a Holocaust survivor?
Holocaust survivors are Jews who survived and outlived the Nazi regime. They include:
- Anyone who was hiding in occupied territory
- Anyone who survived a work or death camp
- Anyone forced to flee during the Holocaust
- Children sheltered by gentiles during the Holocaust

Specific circumstance has the potential to trigger painful or difficult memories for some survivors. It is important to understand the meaning and connection survivors make with their current experiences.

Examples of triggers for some Holocaust survivors:
- Shower, bathing, personal care
- Loud noises, sirens, shouting, fire alarms
- Uniforms, group activities, lining up
- Meal times, food portioning
- Medical tests, treatments, illnesses

It is important not to assume everyone’s experiences are the same. While the above examples can be triggers for one person, they might not be triggers for another. Remember to take the time to learn more about the individual survivor’s experiences and needs by checking in with them and their caregivers.

For more information about caring for aging Holocaust survivors, go to the Staff Library (2nd Floor) and review the book
"Caring for Aging Holocaust Survivors."
Kosher Food

At Baycrest, food is prepared according to the Jewish dietary laws. "Kosher" comes from the Hebrew word mean "fit, proper, appropriate or permissible". The laws say that meat and dairy foods are not to be prepared or eaten together, animals must be slaughtered according to a specific ritual and certain foods such as pork or shellfish are not eaten.

Food from outside of Baycrest may not be brought into the Hospital Cafeteria, the Women's Auxiliary Cafe or client dining areas. External food may be eaten in the Employee lunch room, or in the outside dining area located at the corner of Bathurst and Baycrest Avenue, and the Student Centre located on the first floor of the Brain Health Complex Building.

No food or beverages should be consumed by staff, students, or volunteers in clinical care areas where "infectious materials, hazardous chemicals, or hazardous drugs are used, handled or stored"; this includes client bedrooms, hallways, the nursing station etc.

<table>
<thead>
<tr>
<th>Cafeteria Facilities &amp; Amenities</th>
<th>W.A Cafe</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Cafeteria hours are as follows:</td>
<td>We also have a Second Cup known as the W.A. Cafe which is located on the ground floor in the Apotex Building, open Monday to Thursday from 8:00 to 4:30 pm and Friday until 3:30 pm. The cafe is closed on Jewish Holy Days, Statutory Holidays and Saturdays.</td>
</tr>
<tr>
<td>Monday - Friday 8:00 - 6:30 p.m.</td>
<td>Monday to Thursday from 8:00 to 4:30 pm and Friday until 3:30 pm.</td>
</tr>
<tr>
<td>Breakfast 8:00 - 11:30 a.m.</td>
<td>The cafe is closed on Jewish Holy Days, Statutory Holidays and Saturdays.</td>
</tr>
<tr>
<td>Lunch 11:30 - 1:30 p.m.</td>
<td></td>
</tr>
<tr>
<td>Dinner 4:00 - 6:30 p.m.</td>
<td></td>
</tr>
<tr>
<td>Saturday 11:30 - 6:30 p.m.</td>
<td></td>
</tr>
</tbody>
</table>

Jewish Holidays

The Jewish calendar is based on both lunar and solar cycles. Therefore, the dates of the Jewish holidays shift from year to year. A Jewish Holy Day and Festival Schedule is available on the intranet.

Only Staff who provide essential services are expected to work on the High Holy Days: Rosh Hashanah (the Jewish New Year) and Yom Kippur (the Day of Atonement). Students, however, are considered as essential so are expected to work. On other Jewish holidays, including Sabbath (from sunset on Saturday), staff may carry out supervisor can discuss this with you if necessary.

Definitions of Key Terms:

Low Visibility: During low visibility days, non-direct care related functions are to be performed behind closed doors. Staffs are expected to report to work and function as normally as possible while limiting visibility within the organization.

This means, but is not limited to:
- No official/formal committee meetings
- No clinic appointments
- No meetings with members of the community or calls to members of the community on a “business as usual basis”
- No attendance at conferences and external meetings as a representative of Baycrest (ie. as a presenter for Baycrest)
HEALTH & SAFETY POLICIES & PROCEDURES

Code of Conduct
All persons at Baycrest, including students/trainees and Clinical Instructors, are expected to fulfill their roles in a professional and ethical manner. They are expected to:

- Hold the health, safety, welfare and dignity of patients as our first priority in the performance of our roles and responsibilities
- Demonstrate a sincere commitment to provide the highest quality care and service
- Demonstrate courtesy, tact, empathy and compassion in interactions with others
- Acknowledge and respect the inherent worth and individuality of each person and, therefore, do not engage in harassing or discriminatory behaviour
- Strive for excellence in our roles through regular assessment of personal strengths, limitations and effectiveness and by continued education and training
- Support and reward work performance and achievement of others
- Accept the responsibility for our actions

It is the position of Baycrest that the environment will be as safe as possible and free of all forms of discrimination, harassment, and abuse.

**Discrimination** is the less favourable treatment of persons because of their race, ancestry, place of origin, colour, ethnic origin, age, citizenship, creed, record of offenses, marital status, family status, disability, gender, pregnancy, or sexual orientation.

**Harassment** is comments or conducts that humiliates, insults, intimidates or degrades another person. It is behaviour that is known or ought to be known, to be unwelcome, whether or not that effect was intended. It can occur in a variety of forms including inappropriate remarks, gestures, pictures or jokes.

**Sexual Harassment** is unwelcome conduct of a sexual nature. It includes sexual advances, requests for favour, or verbal or physical conduct that is unwelcome and cause insecurity, discomfort, offense or humiliation; have or appear to have a job-related condition or promise associated with it; and interfere with a person’s work performance or create an intimidating, hostile or offensive work environment.

**Abuse** can be in the form of physical (unnecessary action that results in bodily harm, discomfort or injury), psychological (actions that result in fear or diminish a person’s dignity or self-worth), sexual (unwelcome sexual activity), and/or verbal (comments that are embarrassing, offensive, threatening, or degrading to another person).
STANDARDS OF PROFESSIONAL BEHAVIOUR

Students/trainees will adhere to the standards of ethical behaviour, as per scope of practice of the applicable profession, or as outlined in the respective regulatory colleges or professional associations.

1) All students/trainees must introduce themselves as a student/trainee status or equivalent, and must obtain informed consent from the patient or appropriate Substitute Decision Maker before performing any clinical activity or procedure on the patient.

2) Assessment of behavioural and ethical performance will be related to the following educational objectives:
   a) The Student/trainee should display skill at communicating and interacting appropriately with patients, families and coworkers. Qualities that the student/trainee should demonstrate include, but are not limited to the following:
      i) empathy and compassion for patients and their families
      ii) concern for the needs of the patients and their families to understand the nature of the illness and the goals and possible complications to investigations and treatment
      iii) concern for the psychosocial aspects of the patient’s illness
      iv) respect for, and ability to work harmoniously with physicians, allied healthcare professionals, and other staff
      v) understanding of the appropriate requirements for involvement of patients and their families in research
      vi) awareness of the effects that differences in gender, cultural and social background may have on the maintenance of health and the progression and treatment of illness
   b) Behaviour unacceptable to the professional practice of healthcare include, but are not limited to the following:
      i) referring to oneself as, or holding oneself to be, more qualified than one is
      ii) performing any clinical activity or procedure without the informed consent of the patient, parent, or appropriate Substitute Decision Maker
      iii) theft of drugs
      iv) violation of the criminal code
      v) failure to be available as scheduled
      vi) failure to respect patients’ rights
      vii) breach of confidentiality
      viii) failure to provide transfer of responsibility for patient care
      ix) failure to keep proper documentation in patient charts
      x) sexual impropriety with a patient
      xi) being under the influence of alcohol or drugs while participating in patient care
      xii) any other conduct unbecoming of a practicing healthcare professional
3) Breach of any of the above principles of behaviour may result in a report to the educational institution’s training program, or as required by statute, be reported to the relevant professional association. Any such breach may be cause for immediate dismissal from the placement at Baycrest.
DRESS GUIDELINES

Baycrest Students/trainees are expected to promote a professional image at all times while in the hospital. This includes maintaining a neat and clean appearance, as well as using professional discretion when considering appropriate clothes to wear at work.

The following guidelines have been set to assist Students/trainees in making appropriate choices. Every Student/Trainee is responsible for ensuring adherence to these guidelines.

Baycrest expects that all Students/trainees dress appropriately for the functions they are performing, also taking into consideration the cultural and care requirement needs of our clients. As inappropriate dress can be offensive, efforts should be made to convey a sense of respect for our clients and colleagues. In addition, clothing must adhere to Occupational Health and Safety and Public Health regulatory requirements.

Students/Trainees are also required to wear their identification badges, front facing, at all times pursuant to Baycrest policy. As well, uniforms must be worn at all times where designated by the Hospital.

The following constitutes inappropriate dress:

- All items bearing inappropriate slogans and pictures.
- Exercise clothing (sweat suits, spandex leggings / shorts, etc.).
- Casual shorts and tank tops.
- Any clothing that is torn, faded, frayed or patched.

For safety and infection control purposes, the following guidelines must be adhered to:

- Students/Trainees in direct patient care areas shall not have long nails, artificially lengthened nails or wear dangling jewelry such as earrings, necklaces or bracelets that can increase risk of incidents.
- All Students/Trainees must wear safe and appropriate footwear, which adheres to Occupational Health and Safety regulations of the Hospital. Footwear must have closed heel and toe, a non-slip sole and have a low heel height. Additional safety features may be required in specific working areas and employees will be required to comply with the unit/area specific policy.
- Hair short or tied back.
- Nails should be short and trimmed, no nail polish.

SAFETY & RISK MANAGEMENT

Safety is everyone’s responsibility. Every staff member and Student/Trainee, regardless of the department in which they work, is responsible for patient safety. All employees and Students/Trainees are responsible for working safely, reporting hazards and unsafe conditions, and taking all reasonable measures to protect themselves at work.

RIGHTS & RESPONSIBILITIES

The Occupational Health and Safety Act describes the rights and duties of all those in the workplace, including the employee and the employer. It was designed to provide guidelines about how to work safely in the workplace.

You have a RIGHT to:

- A safe working environment
- Training to work safely
- Be informed of hazards
- Refuse unsafe work
- Ask questions about safety
You have a RESPONSIBILITY to:

- Be knowledgeable about Occupational Health & Safety Hazards
- Report any actual or potential health and safety hazards
- Wear appropriate personal protective equipment
- Follow the policies and procedures set in place

An incident is an unsafe event in the workplace that has resulted or could have resulted in harm to people or property if circumstances had been slightly different. The most common types of health & safety incidents that may occur in a hospital setting are:

- Slip and falls
- Moving and lifting injuries (i.e. strains and sprains)
- Being struck by or striking against objects

ALL work related accidents and/or incidents involving a nursing student must be reported immediately to your instructor and the Most Responsible Person (MRP) on the unit.

Accident / Incident Reporting

1. Seek first aid if necessary.
2. Notify your instructor and the supervisor on the unit
3. Complete an Incident Report with your instructor/advisor

REPORTING UNSAFE CONDITIONS

Baycrest staff and Students/Trainees are expected to use all safety devices and equipment provided them, and to wear protective clothing as required. You are also expected to follow safe working procedures and to keep yourself informed about fire safety and hazardous materials through our annual training sessions.

Students/Trainees are also asked to immediately report unsafe conditions – for example, spills or equipment that has been left lying around. If you see an unsafe condition, do what you can at that moment to prevent an accident. Then report the situation to your supervisor who will investigate and take any necessary actions. You should also speak to your supervisor if you are concerned that a certain job or procedure is dangerous.

INJURY / INCIDENT REPORTING

i. The Student/Trainee must report immediately any incident or hazardous situation to their immediate Supervisor (i.e. Baycrest staff, preceptor, clinical instructor).

ii. The Supervisor must ensure that the Student/Trainee receives immediate medical attention as necessary. If the supervisor is not present, they should be notified as well as the contact for Student Placement and the Academic Supervisor for the College/University.

iii. If injured, the Student/Trainee must report to Occupational Health and safety for immediate medical attention. The Supervisor completes, in full, the safety event incident report via SERS on behalf of the Student/Trainee. The College/University completes WEPA form within 72 hours and follows their organizational process.

Critical Injury: All critical injuries must be treated immediately and reported to immediate Supervisor and the Academic Supervisor for the University/College (Refer to Occupational Health & Safety policy 11-1-80 re: critical
injury)

**Needle stick Injury, Mucosal Splash or Bite:** All needle stick injuries, a mucosal splash or bite must be treated immediately and reported to immediate Supervisor and the Academic Supervisor for the University/College. (Refer to Occupational Health & Safety policy 11-3-40).
INFECTION PREVENTION & CONTROL GUIDELINES

To prevent infection transmission between clients and protect their own health, Students/Trainees need to follow some basic infection control practices:

Wash your hands! Alcohol-based hand rub dispensers are available throughout Baycrest. The following 4 Moments of Hand Hygiene will help you remember when it is particularly important to wash your hands. If in doubt, wash your hands anyway!

Follow precaution signs. There are 3 precaution signs used at Baycrest – Contact, Droplet and Airborne. All instructions on the signs are visual and simple to follow.

In an event of an outbreak, follow instructions found in the control measures sheets that are posted at the entrances to the unit, at the nursing station and on the Intranet. Before entering an outbreak unit, Students/Trainees need to read the section of the outbreak control measures called STAFF RESTRICTIONS, and follow the instructions there.
Immunization

All Students/Trainees at Baycrest must submit proof of current immunization for (*Recommended):
1. Tetanus/ Diphtheria*
2. Measles, Mumps, Rubella/Rubeola (German and Red Measles)

All Students/Trainees must be able to submit proof of:
1. Negative 2 step TB test in the last 12 months OR
2. Historical negative 2 step + negative 1 step TB test within last 12 months OR
3. Clear chest x-ray within last 6 months if TB Test is positive.

Proof may take the form of
1. Immunization Certificates
2. Antibody Titre results
3. Registration in a program where confirmation of 1& 2 are available upon request

PLEASE NOTE:
A yearly flu shot is strongly recommended. Students/Trainees who have not had a flu shot may be asked to wear N95 Mask Fit during influenza season on the unit where they are placed and anywhere patients are present and patient care is delivered. They may be permitted to return after they have had a course of Tamiflu™ Prophylaxis, the costs and arrangement for which they will be responsible.

Reporting Illness
All Students/Trainees are reminded to inform Occupational Health when they are ill with a potentially communicable disease to reduce risk to our patients.

Mask Fit Testing
Students/Trainees who will have direct patient contact during their placement are expected to have mask-fit testing completed through their academic institution prior to placement. Students/Trainees should have their fit test cards on hand at all times. Students/Trainees who have not had mask fit testing will risk interruption of their placement should an outbreak occur. Mask fit test can be obtained at St. Michael Hospital, Corporate Health and Safety Services, 2nd floor Shuter Wing, 30 Bond St. Toronto, ON M5B 1W8, Telephone: (416) 864-6060 ext.6944, Fax: (416) 864-5405
Email: maskfitting@smh.toronto.on.ca

Scent Free Environment
Baycrest recognizes that some clients, employees, residents, volunteers, Student/Trainees, and visitors, react to scented personal products. Baycrest strives to provide a healthy, comfortable, productive environment, and therefore, we will whenever possible, promote a scent-free environment. All persons (clients, employees, residents, volunteers, Student/Trainees, and visitors, private companions, family members) are requested to refrain from use of Scented Personal Products while at Baycrest.

Definition:
Scented Personal Products refers to products more commonly including, but not limited to, shampoo, conditioner, hairspray/gel, cologne, after-shave, perfume, body lotion, and scented oil.

Advice for All:
Educate yourself about the need for a scent-reduced program. Become part of the solution and switch to scent-free products. Many non-scented alternatives are available. Wearing perfume, scented hairspray, cologne, scented deodorant, aftershave and other similar products may make you feel good, but many people especially those with asthma, allergies and environmental illness may be adversely affected by these products.
Network Access / Email

E-mail and the Internet are important communication tools for use within Baycrest as well as with external audiences and are subject to specific conditions. Internet and e-mail are Baycrest resources that are provided and maintained by Baycrest.

Baycrest will ensure that the e-mail system is used securely and appropriately and that policy and practice reflects current requirements. Baycrest reserves the right to audit and monitor e-mail and internet usage and content, subject to specific conditions outlined in this policy.

Internal & External E-mail

1. E-mails between Baycrest Users and Research Users only travel internal to Baycrest and as such are secure. Confidential e-mails may be sent securely to these users.

2. E-mails between External Users travel through the Internet and as such are not secure. Confidential information should not be e-mailed to these users.

3. Confidential e-mails may be sent to users in the Global Address List as this list will only contain e-mails of Baycrest and Baycrest Research Users.

4. The e-mail system will append the following disclaimer to all external recipients:

“Confidential: This communication and any attachment(s) may contain confidential or privileged information and is intended solely for the addressee(s) or the entity representing the recipient(s). If you have received this communication in error, you are hereby advised to destroy this document and any attachment(s), make no copies of same and inform the sender immediately of the error. Any unauthorized use or disclosure of this information is strictly prohibited.”

5. Users should double check that the message is being sent to the correct recipient(s) and address before sending.

6. Users should utilize the appropriate style of writing to meet the recipient’s needs. In addition as part of our efforts to accommodate different people’s needs, messages should be 12 point font or larger and not be presented with graphics that hinder the ability to read the content.

7. Distribution List messages must be of significant importance and clearly relevant to all the users in the list.

8. Under no circumstances is anyone to select all of the Distribution Lists and individuals in the Global Address List to send a message.

9. The "All Staff" function is activated based on need and must be requested through Public Affairs. Contact Public Affairs to discuss the most appropriate medium for the message. "All Staff" is only to be used to:
   - Communicate corporate initiatives and facts of interest to the entire organization
   - Announce significant changes or additions to policy
   - Announce significant changes in staff, services or processes

Forwarding & Replying to E-mails

1. Use of ‘Reply’, ‘Reply All’ and ‘Forward’ of any e-mail is subject to the same internal and external procedures. The user must check the content of the e-mail to ensure it is appropriate to forward. Extra care should be taken when forwarding e-mail, and to limit the use of the 'Reply All' function.

2. The original content forwarded cannot be altered without the original author’s approval. Content can only be modified with the knowledge and approval of the original author.

3. Users must not auto-forward their accounts to external accounts, without prior approval of the Director Privacy and Health Information, as the information will travel outside the secure network.

E-Mail between Baycrest Staff, Students/Trainees & Clients or Clients’ Representatives

1. Confidential e-mails to external users, including clients, clients’ representatives, outside health care
providers and other third party providers require extra safeguards.

2. If the email is required for a one-time, emergency health purpose between care providers the sender must follow-up by telephone to ensure the information reached the intended recipient and is being handled with appropriate care.

3. Students/Trainees communicating with clients or their representatives through e-mail must:
   i. document the types of transactions and sensitivity of subject matter (e.g. mental health) that is being communicated over e-mail.
   ii. obtain client consent for e-mail communications from individual clients or their representative to communicate with them by e-mail. Consent can be obtained either in person or can be obtained through e-mail if the client or representative expresses consent in a return e-mail from the Student/Trainee that includes the following:

   Dear [Client]: I [Student/Trainee’s name] am pleased to communicate with you through e-mail. However, you should know that e-mail messages are not encrypted on the Baycrest system, and, therefore, Baycrest cannot guarantee the security of e-mail messages that you send or that you receive from me at Baycrest. For this reason, e-mail should not be used to communicate sensitive information that you would discuss in person but would prefer not to discuss in e-mail.

   You should not use e-mail to communicate emergency or urgent health matters since e-mail messages can be delayed for technical reasons. By replying to this message, you acknowledge that you have read and agree with these terms. If you have questions about e-mail communication with Baycrest staff, please let me know.

4. Print and file all e-mail messages with replies in the client’s health record Progress Notes.

5. Periodically remind clients and their representatives that e-mail messages are considered personal information and decisions about treatment or care may be based on the information received in the e-mail message(s).

6. Although you may maintain a mailing list of clients, do not send group mailings where the names of recipients are visible to each other. Use the blind copy feature in Outlook to avoid displaying recipients’ addresses.

7. If in doubt of the best method to communicate client information, contact the Privacy Office at ext 3443

**Personal Use of Internet & E-mail**

1. Students/Trainees may use the Baycrest internet or e-mail system for incidental or occasional personal use provided the following conditions are met:
   i. Use must not interfere with job responsibilities and should be minimal.
   ii. Use must not interfere with the operations of the Baycrest e-mail or Internet system.
   iii. Use is subject to all other rules associated with respect in work place, e.g., personal e-mail messages must not contain material that may create a hostile work environment.
   iv. Personal messages should be clearly distinguished from work related e-mails. Personal communication should not be sent from the Baycrest system if it could be viewed as being Baycrest endorsed (e.g., do not use your title when sending personal messages).
   v. Personal use may not occur at the Nursing stations or direct care locations.

2. Baycrest is committed to providing a positive work environment that promotes respect, cultural sensitivity and dignity of individuals. As such, web sites or e-mail must not be accessed, created or distributed using the Baycrest system if the:
   i. Messages or web sites contain offensive comments, for example about age, race, religion, creed, gender, sexual orientation, political beliefs, national origin, language or disability
   ii. Messages related to solicitation or are for commercial purposes and have not been sanctioned by Baycrest
   iii. Messages promote or criticize religious or political causes.
iv. Message or web sites contain a chain message that encourages the receiver to forward the message on to others as this can negatively impact the system and disrupt the work environment.

v. Message or web sites are used for illegal purposes.

vi. Message or web sites are used for purposes not in support of Baycrest corporate purposes.

3. Access to web-based e-mails such as hotmail, yahoo and others will be blocked and web sites not in support of Baycrest purpose may be blocked.

4. From time to time, E-Health may conduct system utilization and monitoring audits to identify resources and system usages. Irregularities identified through the audits may include more detailed analysis of an individual's usage and the results may be shared with the Director of Human Resources.

5. At the request of the Director of Human Resources, a specific user's Internet and e-mail usage may be audited.

E-mail Practices to Support Confidentiality

Users must ensure that their mailboxes are secure and must take reasonable measures to guard against unauthorized access by utilizing passwords

- Do not share passwords
- Do not leave a computer unattended and accessible

Please apply these practices when working on site or via remote access

FIPPA

What is FIPPA?

“FIPPA” is the Freedom of Information and Protection of Privacy Act. FIPPA provides people with a right to access information that is under the control of institutions in the government and the broader public sector such as universities and hospitals.

There are four principles:

I. Information should be available to the public.

II. There should be exemptions to access of information and those exemptions should be limited and specific.

III. Decisions on the disclosure of information should be reviewed independently of the hospital that controls the information.

IV. The privacy of individuals and their personal information should be protected by the institution holding the information and those individuals should be able to access that personal information upon request.

What is a “record” under FIPPA?

A record is any information that is recorded, whether in printed form, on film, by electronic means or otherwise.

- Examples include: minutes of meetings, handwritten notes in spiral notebooks, e-mails etc.
- Instructors and Students/Trainees working at Baycrest would be considered Baycrest agents and so records they create in the course of their duties may be subject to an access request.

Who can make a request under FIPPA (“FOI Request”) and how?

Any person can make a request for access to records in the custody or control of the hospital since 2007.

- In addition, the right to access is not limited by citizenship or place of residence, e.g. an international Student/Trainee who has had a placement at Baycrest can request his or her record.
- A formal written request must be made in writing (not by phone) to the hospital where the person requesting the information believes the record exists. There are two types of formal requests – personal information or general business information. There is a cost of $5 for each request for personal information or general business information and this must accompany the written request.

How do you make a request for patient records?

FIPPA doesn’t cover patient records, as these types of records are covered by a different law, known as the Personal Health Information Protection Act, 2004 (PHIPA). PHIPA covers personal health information (PHI) in the patient record and elsewhere at Baycrest.

If you get a request for personal health information,
What should you do if you receive a FIPPA request?
As an organization, Baycrest has only 30 days to respond to a Freedom of Information (FOI) request.

- If you get a request for information under FIPPA, direct it to the FOI coordinator at ext. 2320 immediately.

How does this affect your personal information?

Personal information and records about instructors and students/trainees collected or created by a hospital could be subject to an access request. Baycrest is legally obliged to protect personal information. Your personal information will not be released to anyone in response to an FOI request without your personal consent.

- Personal information is recorded information about a person and includes race, family status, employment history, education history, identifying numbers (such as Student/Trainee number, social insurance number), etc.

How must you protect personal information?

Remember the following principles when collecting personal information:

- You need consent to collect, use and share all personal information, either formally or informally (this includes sending information in email or posting pictures on the Internet).
- This consent can be either direct (written) or indirect (verbal).
- Collect the MINIMAL amount of personal information required to accomplish the task.
- Collect what you need to do the job at hand.
- You should only access personal information that is required to perform the duties of your placement and for the purposes
- Safeguard all personal information.
- Consider the implications of technology: Is it mobile, can and do you take it off hospital property, is it in an open public space?
  - It is unlikely that you will need to take sensitive files out of Baycrest and Baycrest discourages this. If you need to, you must store them on an encrypted device. Encrypted data cannot be read without knowing a key or password.

Remember, Baycrest is legally obliged to protect personal information. Therefore, personal information will not be released to anyone without the consent of the person to whom it relates unless Baycrest is compelled by law to do so. **To do otherwise would lead to privacy breach and can potentially lead to a privacy complaint.**

- Privacy breaches occur when the hospital shares or discloses someone’s personal information inappropriately.

Please notify your immediate supervisor and contact the Chief Privacy Officer at (416) 785-2500, ext. 3443.
STUDENT CENTRE

Our Student Centre is a non-kosher area available for all students/trainees to use while at Baycrest. The centre is open 24/7 and is equipped with security cameras. An access code is needed to use the space. Please contact the Student Placement Coordinator at studentplacement@baycrest.org for access to the centre.

The Centre features:

- A reception area
- Computer stations
- A lounge area with TV
- A seminar/lecture area (must book the area from the Student Placement Coordinator)
- Locker room (available for non-nursing students only)
- Kitchen

The Student Centre is located on the 1st floor of the Brain Health Complex Building by the elevator, room T106.

The code for the student centre changes every three months (please do not share code with anyone). Below are the rules for the student centre:

Food and Drink

- Food and drinks are allowed in the Student Centre, however, please clean up after yourself
- Please put food wrappers and containers in the trash & recycling bins
- No food must be kept overnight in the fridge or cupboards
• Label all food with your name and date (food/drinks without name or date will be disposed away)

Computer
• Student Centre computers are intended for academic use
• No gaming is permitted
• Food is not allowed on computer stations
• Please do not leave your belongings unattended
• Headphone volume should not distract other Centre users
• Username is libguest, password will be provided upon registration

Kitchen
• Keep sink clean and tidy and wipe counter top after each use
• Food and drinks are allowed in the kitchen area, however, please clean up after yourself
• Please put food wrappers and containers in the trash & recycling bins
• Please clean the microwave after each use

Student/Trainee Locker
• At the beginning of each semester, lockers will be assigned to Students/Trainees from each discipline on a first come first serve basis for short term use only
• Locker space is not meant for change space
• Disciplines like nursing who will require a change area, please contact Carole Risk at ext. 2195 for lockers
• All Students/Trainees are required to bring their own locks
• At the end of your placement, students/trainees are required to remove all belongings – you will be given 2 weeks to remove all belongings after that time security will remove the lock for other students/trainees to use
• Recycle bins are for ONLY recycle products (papers only)
# BAYCREST SPECIFIC PROGRAM CONTACTS
## FOR STUDENT/TRAINEE PLACEMENT

<table>
<thead>
<tr>
<th>Profession</th>
<th>Last Name</th>
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<tr>
<td>Audiology</td>
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<td>Arezou</td>
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<td>Khashayar</td>
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<td>Geoffery</td>
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<td>Thiru</td>
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<td>Dawna</td>
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<td>Lisa</td>
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<tr>
<td>Therapeutic Recreation</td>
<td>Hirshfeld</td>
<td>Karen</td>
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</tr>
</tbody>
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Academic Education Department, Hospital 2nd Floor, Room 2N04
☎ 416.785.2500, ext. 2518 | ✉ studentplacement@baycrest.org
END OF PLACEMENT CHECKLIST

On or by the final day of placement the Student/Trainee should:
☐ Complete the LRI Final Evaluation

☐ Meet with Education Coordinator/PPL following final evaluation

☐ Complete and return Student Clinical Evaluation to Education Coordinator/PPL

☐ Return borrowed books/assessment binders

☐ Ensure appropriate transfer of patient information

☐ Return Baycrest I.D. tags to LRI

Note: Please remember to return your ID badge and complete your final evaluation. Your feedback is important to us