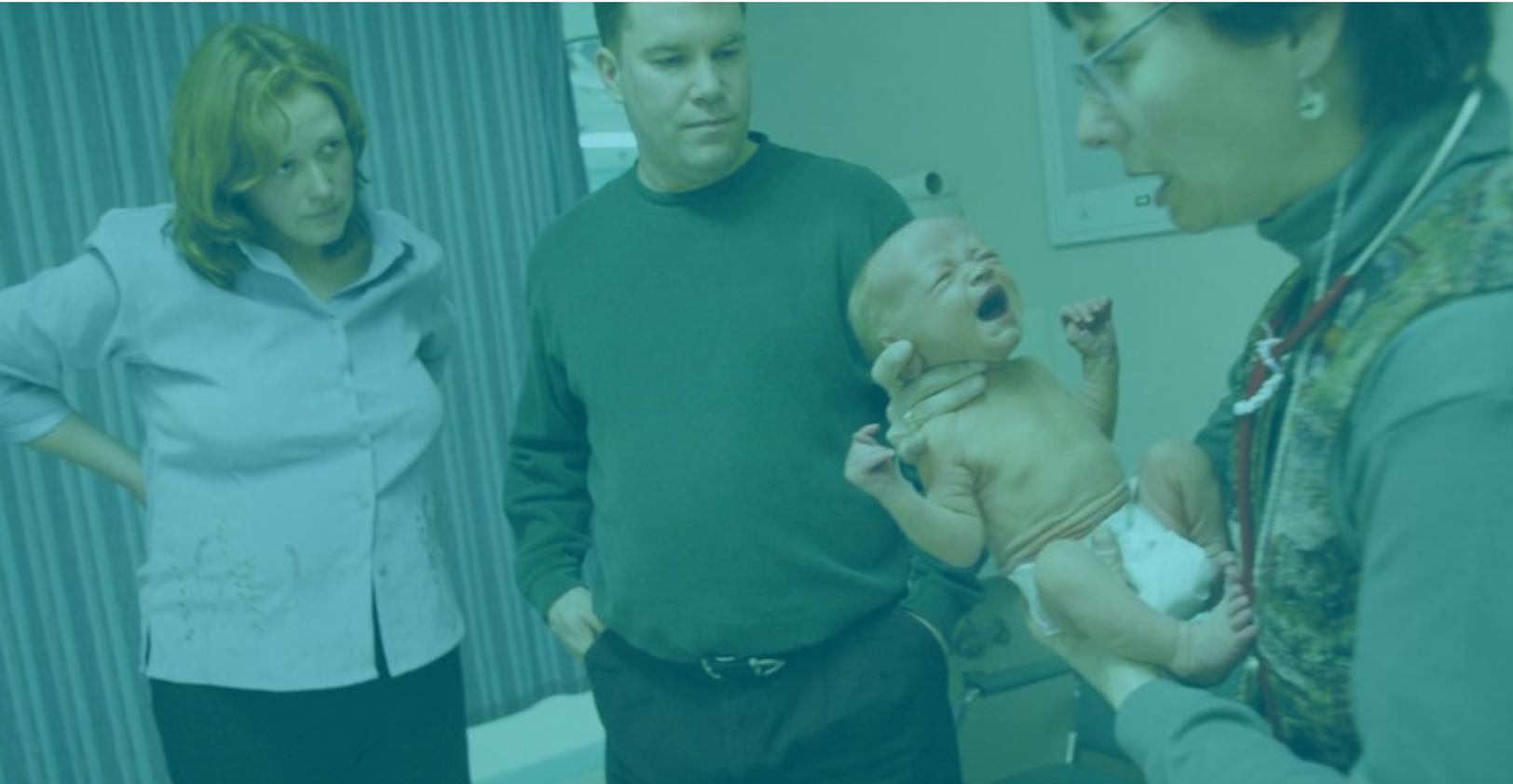




**MICHAEL  
GARRON  
HOSPITAL**

**TORONTO EAST HEALTH NETWORK**



2017–2018 **MEDICAL EDUCATION**



Office of Medical Education

Michael Garron Hospital | Toronto East Health Network

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## Message from the CEO and Director

Michael Garron Hospital (MGH), in partnership with the University of Toronto, continues to deliver outstanding educational programs for both undergraduate medical students and postgraduate residents and fellows.

Over the past year, the hospital's Office of Medical Education has supported various training programs, notably the Simulation Program, Casting Workshop, Point of Care Ultrasound Workshop, Neonatal Resuscitation Program, and onsite Advanced Cardiovascular Life Support Certification. These programs offer interprofessional training opportunities that bring together learners and mentors from various backgrounds.

Part of the Office's role is to also recognize and honour excellence in teaching. We were excited to acknowledge our 2017/18 faculty award winners at the hospital's Annual Appreciation Dinner last June, some of whom are featured in the following pages. Also highlighted is our Department of Paediatrics, whose partnership with SickKids Hospital brought new paediatric residents to MGH over the past year. This expansion was welcomed by the Department's enthusiastic faculty, who are continually praised by learners for their collegiality and excellence in bedside teaching.

With the ever-changing health care landscape, research and scholarship at MGH that promotes the enhancement of medical education has become increasingly relevant and important. The Office continues to support MGH professionals



through an annual small grant competition. This year we had five grant recipients who have responded to these emerging changes in inspirational ways.

It is remarkable to see that, year after year, former trainees return to the hospital in new capacities, often ready themselves to teach a new generation of learners. This cycle fosters lifelong learning and creates unique training opportunities that evolve our educational programming. With this evolution, and the growth of our community, the hospital is expanding. Last spring we broke new ground and began our redevelopment journey, the largest construction project in the hospital's history. We are incredibly excited about our future space, which includes the newly renovated areas for our training programs, and what lies ahead for medical education at MGH.



**Sarah Downey**  
CEO



**Marcus Law**  
Director, Medical Education

# Learners at Michael Garron Hospital

## Learners by the Numbers

### Undergraduate Learners:

Pre-clerkship: 55

Clerkship: 187

Midwifery Students: 26

Physician Assistant Students: 17

### Postgraduate Learners:

Residents: 382

Fellows: 37

Total: **703**





# Faculty Focus:

## Dr. Tia Pham



Lead Physician, South East Toronto Family Health Team

Assistant Professor, University of Toronto, Department of Family and  
Community Medicine



At the South East Toronto Family Health Team (SETFHT) clinic, a group of family physicians work closely with an interdisciplinary team of health care providers to attend to over 20,000 patients living in east Toronto. Through her lead role at SETFHT, Dr. Pham understands firsthand the advantages of team-based care.

A wonderful example of collaborative care is Virtual Ward, a SETFHT program initiated by Dr. Pham in 2011. Virtual Ward is designed to support patients with complex health needs who are at high risk of hospital readmission due to insufficient community support. The interdisciplinary Virtual Ward team helps these patients transition home after their stays in hospital by providing intensive case management. Part of the success of Virtual Ward has always been its regularly scheduled rounds where the team comes together to discuss patient cases and make decisions collectively.

Dr. Pham also led the charge to reintroduce home visits for SETFHT patients with cognitive and physical barriers. Over time, the Home Visit Program has enabled a large number of palliative patients to die at home as per their wishes. As team-based care plays such a significant role at SETFHT, oftentimes family medicine residents accompany Dr. Pham and other SETFHT providers participating in the program during their home visits. Through these experiences, learners are taught the principles of home visitation, collaborative decision-making, and end-of-life palliative care.

For her many accomplishments as both a family physician and a preceptor, Dr. Pham was awarded the 2017/18 Geordie Fallis Award for Advocacy and Mentorship in Medical Education. She was nominated by past residents who spent a significant amount of time with Dr. Pham as their preceptor, and in many cases, as the lead on various research projects. These learners all spoke about Dr. Pham's extraordinary ability to balance teaching, research and advocacy, while simultaneously providing the utmost attention and care to her patients.

Virtual Ward, the Home Visit Program, and the Fallis Award for Advocacy and Mentorship are only a few of Dr. Pham's outstanding accomplishments, which also include local, provincial and international awards, publications and presentations. But to Dr. Pham's learners, her greatest achievement is her ability to advocate on behalf of her patients. They know this is made possible by Dr. Pham's collaborative approach to care and hope to emulate this in their future practices.



# Medical Education in the Department of Paediatrics

The Paediatrics Department at MGH offers a hybrid teaching program. Situated in Toronto, the Department offers a rigorous, progressive and evidence-based curriculum, similar to the downtown tertiary centres. However, due to its foundation as a community hospital, fewer students and smaller classroom sizes enables more opportunity for hands-on learning. Students and staff alike choose the Department for its collegiality and innovative practice.



## An Evolving Department

The teaching program within the Paediatrics Department at MGH has undergone significant change since 1991, when the Rotating Internship Program was replaced with the Family Medicine Residency Program. Dr. Anthony Duke, one of the hospital's longstanding paediatricians, was Department Chief at the time. He recalls the Department's "challenging but positive growth experience" in those early days. Teaching residents, as opposed to interns, required more collaboration among staff, which greatly shifted the culture within the Department.

Shortly after the inception of the Family Medicine Residency Program, medical students were also welcomed into the Department. One of Dr. Duke's colleagues, Dr. Janet Saunderson, was responsible for all incoming medical students as the Department's Undergraduate Education Lead. Unfortunately, funding was not available for these early medical students, and it was difficult to engage staff paediatricians who were already very preoccupied with the family medicine residents. Despite the eventual provision of funding for the Department, new accountabilities quickly followed that posed their own challenges for staff. But Dr. Saunderson believes this demanding, transitional period helped build the foundation of today's robust paediatric teaching program.

With the implementation of the family medicine residents and new medical student learners within the program, opportunities for teaching expanded. Dr. Celia Atkinson, current Chief of Paediatrics, is excited by the continued changes within the Department. She specifically highlights MGH's new partnership with Kids Health Alliance (KHA), a not-for-profit network of health care providers committed to standardized paediatric care in Ontario. As well, the Department became a designated teaching site for Paediatric residents this past July. This change is very significant, as the Department is now one of only four hospitals in Toronto that train Paediatric residents alongside Family Medicine residents and medical students. Additionally, the Department has recently adopted a hospitalist model, which has shifted both teaching and learning styles.

One of Dr. Atkinson's staff, Dr. Julie Hukui, took on Dr. Saunderson's role as Undergraduate Education Lead. She works closely with MGH's Medical Education Office to help organize and train students from all four years of medical school. In her opinion, the Department's greatest strength is its balance between teachers, learners and patients. This means learners from all levels are afforded unique opportunities to obtain hands-on experience with patients.

Thanks to an incredibly motivated staff, in less than three decades the Department has successfully grown its teaching program, so much so that MGH is now highly sought-after by both residents and future medical professionals.





Dr. Anthony Duke

Over the years, Dr. Duke has trained many exceptional learners, including Dr. Roy Wyman, who later became Dr. Duke's family physician. He stopped training residents when he closed his private practice some years ago, but reflects very fondly on his teaching experience.



Dr. Janet Saunderson

Dr. Saunderson continues to teach, as it keeps her motivated and involved. She is impressed by the Paediatric Department staff at MGH, who she believes demonstrate a strong commitment to learning.





Dr. Celia Atkinson

Dr. Atkinson believes trainees of all levels help create a safer environment by lessening staff load. She very much enjoys working alongside learners, especially during her 24 hour on-call weekend shifts that would otherwise be very lonely.



Dr. Julie Hukui

Many of the medical students credit the Department for helping make their decision to apply to a Paediatric residency that much easier. Dr. Hukui enjoys witnessing these individuals develop a love for paediatrics during their four years as medical students.



# Stories from Learners

## Learner Rotations in the Department of Paediatrics

1

# of Fellow Rotations

11

# of Paediatric Resident Rotations

29

# of Family Medicine Resident Rotations

14

# of Core Clerkship Paediatric Rotations



Danny Vidal

Danny Vidal, a third-year medical student at the University of Toronto, recently trained with the Department. He praises the staff for the safe environment they create, where responsibilities are shared. With increased awareness around caregiver burnout, Danny believes the Department set realistic expectations that greatly diminished his stress levels. At the same time, he feels he was exposed to new experiences that his colleagues, who were participating in their own paediatric rotations downtown, were not afforded. He recalls a specifically memorable moment when he was prompted by his supervisor, Dr. Carolyn Freedman, to insert an umbilical venous catheter through the bellybutton of a newborn.

“

*The training that I've gotten at MGH has been above the level of what I'm even able to do at SickKids because it's just me and the staff. I think that is not to be underestimated as a trainee because if there are three other residents and a fellow ahead of you, than as a junior resident you don't get to do or get to learn how to do things until much later. And I think that's the benefit of getting to be somewhere like Michael Garron as a junior resident.*

”



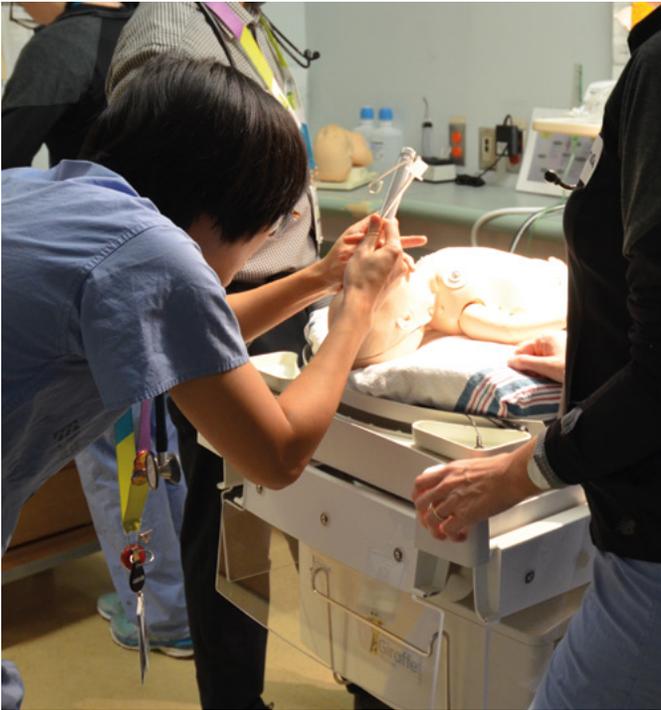


Dr. Lorna Sampson

As a Paediatric resident at SickKids Hospital, Dr. Lorna Sampson has spent some time training at MGH. She comments on the Department's incredible ability to offer training in both community paediatrics, as well as high acuity needs and complex care covalence. This combination, in conjunction with the small number of trainees present, is what makes the Department exceptional. She shares:

Dr. Sampson initially worked closely with Dr. Leanne Morris and recalls a moment in her training that she will never forget. She arrived for her very first overnight shift at MGH to learn that a baby, born only hours prior, would not survive the night. She and Dr. Morris met with Dr. Jelena Popovic, NICU Director, for handover, who then introduced them to the parents of the baby. Dr. Sampson describes the room as "incredibly calm and peaceful" as Dr. Popovic explained their roles. This was the first of many times she witnessed the incredible nature in which the paediatricians work together. She describes the way in which Dr. Popovic spoke with the family as the most wonderful example of patient compassion and family-centered care she has ever been involved with.







Tanya Levit demonstrating neonatal resuscitation

## Residents in Training

As MGH's Clinical Resource Leader, Tanya Levit's responsibilities include teaching advanced life support courses such as the Neonatal Resuscitation Program (NRP). This course introduces students to the skills and knowledge required to manage and respond to cardiopulmonary emergencies involving newborns. Tanya sees all family

medicine residents through their certification in NRP. She says one of the most rewarding aspects of her job is witnessing the residents apply their training on the Paediatric Floor or Special Care Nursery after taking the course.



# Medical Education Research and Scholarship

The Medical Education Office provides support to all MGH healthcare professionals and medical trainees who are conducting projects related to either formal undergraduate/postgraduate medical education or patient education.

## What is Education Scholarship?

According to the Canadian Association for Medical Education:

*“Education Scholarship is an umbrella term which can encompass both research and innovation in health professions education. Quality in education scholarship is attained through work that is: peer-reviewed, publicly disseminated and provides a platform that others can build on.”*

## Why is Education Scholarship Important to Michael Garron Hospital?

The nature of healthcare is constantly changing, which means new educational approaches are often required to equip learners with the skills to respond to an ever-evolving healthcare system. As a community teaching hospital, MGH needs to play a leading role in providing exceptional education to the healthcare professionals who train with us. Responding to healthcare changes through education can be resource-intensive (both in dollars and in hours) and should therefore be evidence-based. Engaging in education scholarship can help educators at MGH ensure that the education they provide is theory-informed and, in some cases, theory-informing. Education scholarship can contribute to the wider field of Health Professions Education, build the profile of the MGH Education Scholarship community, build capacity and community within the hospital (and lead to increased engagement in this work), and can be individually rewarding through enriched educational experiences for both teachers and learners.



Dr. Maria Mylopoulos Associate Director, Research in Medical Education (L) with Dr. Sarah Wright, Education Scientist (R)



# How Does the Medical Education Office Support Education Scholarship at MGH?

The Medical Education Office at MGH supports education scholarship through an annual small grant competition. This initiative recognizes the fact that community clinician teachers often have great ideas related to their education activities, but do not always have the support they need to further their ideas in a scholarly way. The maximum funding available for each project is \$5,000 but smaller projects will be equally considered. All medical or professional staff with an active appointment at MGH are eligible to apply. Funding is intended to directly support education research or scholarship projects. This might include hiring a research assistant or a student to help collect and/or analyze data.

There are three levels of support available for the Education Research and Scholarship Grant: [Independent Education Research Grant](#), [Collaborative Education Research Grant](#), and [Education Innovation and Development Grants](#). A consultation with the Medical Education Office research scientists can help staff figure out which one is the most suitable for their project.

- 1. Independent Education Research Grant.** This category is intended for those who are comfortable leading and executing their own education research project.
- 2. Collaborative Education Research Grant.** This category is intended for those who have an education research project that they would like to conduct, but lack research experience and would benefit from guidance and support from the Medical Education Office research scientists. The principal applicants need to commit to co-leading the project with one of our research scientists.
- 3. Education Innovation and Development Grants.** This category is intended for those who would like to develop and/or implement an evidence-based education project. Examples of this might be using technology to enhance education or designing and developing a new curriculum in a rigorous way. The expectation is that the projects will start with clearly defined goals, be informed by the literature and will result in a scholarly output.

## Past Grant Recipients:

| Grant Recipient  | Project Title   | Type of Grant:                             |
|--|---|--|
|  <p>Jihad Abouali, MD</p>                         | Addressing the Opioids Crisis through Post-Operative Patient Education  | Collaborative Education Research Grant     |
|  <p>Laura Istanbulian,<br/>Nurse Practitioner</p> | Evaluating metered dose inhaler (MDI) technique in patients admitted with exacerbations of chronic obstructive lung disease (COPD) in a community teaching hospital | Education Innovation and Development Grant |
|  <p>Rajiv Singal, MD</p>                          | The Role of the Surgical Assistant in Robotic Surgery   | Independent Education Research Grant       |

# What Impact has the Medical Education Office had?

## Current Grant Recipients 2018-2019



**Dr. Cedric Gabilondo**

Department of Psychiatry

"Exploring the Use of Artificial Intelligence in Psychiatric Assessment: A Proof of Concept in Inpatients with Schizophrenia"



**Dr. Ian Fraser**

Department of Medicine

"Improving Mortality & Morbidity Rounds at Michael Garron Hospital using the Ottawa M&M Rounds Model"



**Dr. John Ihnat and Dr. Tia Pham**

Department of Family Medicine

"CANMEDS FM Role of Health Advocate: Preparing Family Medicine Residents at the Toronto East Health Network to be advocates and increasing awareness of social accountability"



**Dr. KitShan Lee**

Family Medicine

"Perineal repairs after vaginal delivery - development and evaluation of a competency based simulation training program for learners at Michael Garron Hospital"



**Dr. Rajani Vairavanathan**

Emergency Department

"Education on utilization of Pediatric Respiratory Severity Assessment (PRAM) scoring and Metered-dose inhalers (MDI) in managing pediatric patients with asthma in Emergency Department increases the adherence to evidence-based practice and early and effective treatment initiation"

## Selected Publications

1. Law, M., Veinot, P., Campbell, J., Craig, M., & Mylopoulos, M. (2018). Computing for Medicine: Can We Prepare Medical Students for the Future?. *Academic medicine: journal of the Association of American Medical Colleges*.
2. Kulasegaram K, Mylopoulos M, Tonin P, Bernstein S, Bryden P, Law M, Lazor J, Pittini R, Sockalingam S, Tait GR, Houston P. (2018) The alignment imperative in curriculum renewal. *Medical teacher*. Feb 28:1-6.
3. Baker, L., Wright, S., Mylopoulos, M., Kulasegaram, K., & Ng, S. (2019). Aligning and Applying the Paradigms and Practices of Education. *Academic medicine: journal of the Association of American Medical Colleges*.
4. Wright, S. R., Boyd, V. A., & Ginsburg, S. (2019). The Hidden Curriculum of Compassionate Care: Can Assessment Drive Compassion?. *Academic Medicine*.
5. Ng, S. L., Wright, S. R., & Kuper, A. (2019). The Divergence and Convergence of Critical Reflection and Critical Reflexivity: Implications for Health Professions Education. *Academic medicine: journal of the Association of American Medical Colleges*.
6. Perrella, A., Milman, T., Ginsburg, S., & Wright, S. (2018). Navigating Tensions of Efficiency and Caring in Clerkship: A Qualitative Study. *Teaching and learning in medicine*, 1-7.
7. Coutin, A., Wright, S., Li, C., & Fung, R. (2018). Missed opportunities: are residents prepared to care for transgender patients? A study of family medicine, psychiatry, endocrinology, and urology residents. *Canadian medical education journal*, 9(3), e41–e55.

## 2017–18 Award Winners

| Granting Body  | Award Title   | Recipient              |
|--|---|------------------------|
| MGH, Department of Anesthesia                                      | Undergraduate Teaching Award  | Dr. Desmond Lam        |
| MGH, Department of Emergency Medicine                              | Teacher of the Year Award   | Dr. Kyle Vojdani       |
| MGH, Department of Emergency Medicine                              | Emerging New Teacher Award  | Dr. Tom Klosek         |
| MGH, Department of Family Medicine                                 | Dr. John H. Fowler Excellence in Teaching Award                           | Dr. Aleksander Meret   |
| MGH, Department of Family Medicine                                 | Dr. John H. Fowler Excellence in Teaching Award                           | Dr. Albino Chiodo      |
| MGH, Department of Family Medicine                                 | Dr. John H. Fowler Excellence in Teaching Award                           | Dr. Melissa Tai        |
| MGH, Department of Family Medicine                                 | Dr. John H. Fowler Excellence in Teaching Award                           | Dr. Oliver Nguyen      |
| MGH, Department of Family Medicine                                 | Dr. Geordie Fallis Award for Advocacy and Mentorship in Medical Education | Dr. Tia Pham           |
| MGH, Department of Medicine  | Dr. Michael Bentley-Taylor Excellence in Teaching Award                   | Dr. Jarred Rosenberg   |
| University of Toronto, Department of Anaesthesia                   | Clinical Excellence Award   | Dr. Juliana Tibbett    |
| University of Toronto, Department of Family and Community Medicine | Postgraduate Award - New Teacher  | Dr. Rob Ciccarelli     |
| University of Toronto, Department of Family and Community Medicine | Postgraduate Award - Program Leadership                                   | Dr. Henderson Lee      |
| University of Toronto, Faculty of Medicine                         | Excellence in Community-Based Teaching Award                              | Dr. Michael Warner     |
| University of Toronto, Wightman-Berris Academy                     | Teaching Performance Award - Undergraduate                                | Dr. Grace Leung        |
| University of Toronto, Wightman-Berris Academy                     | Teaching Performance Award - Postgraduate                                 | Dr. Natalie Mamen      |
| University of Toronto, Department of Paediatrics                   | Marvin Gerstein Award   | Dr. Janet Saunderson   |
| University of Toronto, MD Program                                  | Teaching Excellence Award   | Dr. Constantine Petrou |
| University of Toronto, MD Program                                  | Teaching Excellence Award   | Dr. Peter Tzakas       |
| Northern Ontario School of Medicine                                | Best Locum Preceptor Award  | Dr. Francis Sem        |

# Annual Appreciation Dinner

On June 4th 2018, the Medical Staff Association and MGH Board of Directors hosted the 24th Annual Appreciation Dinner at the beautiful Toronto Botanical Garden. Over 160 hospital staff, residents, and special guests gathered to celebrate the achievements of those teaching and learning at MGH.

Emerging leaders and longstanding contributors to medical education were honoured during this event. The graduating class of Family Medicine residents were recognized and celebrated as well.



# Award Winner Spotlight: Dr. Michael Warner

**Excellence in Community-Based Teaching:  
Community Hospital, University of Toronto,  
Faculty of Medicine**

**This award acknowledges the significant contribution of a community-based teacher to the learning of medical students and residents at the University of Toronto, Faculty of Medicine. This award specifically recognizes excellence in community-based teaching at a Community Hospital.**

Each year, Dr. Michael Warner leads a diverse group of residents from multiple programs and levels through their Intensive Care Unit (ICU) rotations at MGH.

Dr. Warner describes his teaching method as 'practical': "When I teach, I teach with materials. For example—an endotracheal tube, which is a breathing tube we put in patients' lungs—I want the residents to examine the endotracheal tube and understand every component of it, why it's labelled the way it is, etc." This hands-on approach encourages his learners to actively participate in patient care and become members of his team.

As a community hospital, MGH provides an environment that is conducive to this type of interactive and collaborative learning. A former trainee highlights the significance of this, where "every member, including the most junior, will take the lead role" as part of Dr. Warner's team dynamic. An opportunity such as this is less likely to occur at a much larger, academic hospital, where the number of trainees is greater.

In his role as team leader, Dr. Warner creates an atmosphere where learning is intense, but also safe. This is particularly important, as many of the residents have spent limited time in the ICU before their training. He shares that seeing residents gain confidence and trust over the course of their rotation is one of the most meaningful aspects of his job.

With more than 10 years of experience now under his belt, Dr. Warner has extended his teaching to include lessons



beyond the context of medicine. Being a good physician requires extensive medical knowledge and training, but he explains that, "it's also about being a good partner, child, friend, taking care of yourself, all of these things that are important to having a long career, not just an exciting one, because it's easy to burn out." He feels that diversifying one's interests, which he himself has done through obtaining an MBA, is important as medical technology progresses: "I think medicine is going to change drastically with respect to artificial intelligence, with non-physician providers providing more care. I think the role of doctors will change and it's important to understand and embrace that."

Winning Excellence in Community-Based Teaching has reinforced for Dr. Warner that his teaching is truly beneficial to residents, something that is often difficult to assess in real time. An award like this one provides motivation to continually grow as both a physician and teacher.

“ Writing this nomination in my seventh year of training at the University of Toronto, grants me the insight to retrospectively compare the educational experiences I have had on my numerous rotations. Only one rotation sticks out with respect to consistent focus on medical education: the ICU rotation at MGH led by Dr. Warner. The medical education I received through Dr. Warner was unparalleled to any other experience I have had as a clinical clerk or resident. ”

## Award Winner Spotlight: Pranavan Paranthaman

Golden Stethoscope  
Wightman-Berris Academy  
University of Toronto, Faculty of Medicine

The Golden Stethoscope Award is presented to a medical student who has demonstrated the following characteristics during his or her third-year rotations:

- compassion, caring, altruism
- academic excellence
- the ability to go “above and beyond”

Pranavan Paranthaman joined the MGH community as a third-year medical student participating in the University of Toronto’s Longitudinal Integrated Clerkship (LIc) program. The unique structure of LIc allowed Pranavan to work closely with a small number of preceptors from various hospital departments, while building meaningful connections with patients over the course of one year. This experience provided a generalized understanding of medicine that aligns with Pranavan’s future goals of becoming a family physician.

As Pranavan explains, “MGH felt like home right from the get-go”. He spent time with the PGY-1 and PGY-2 MGH family medicine residents, both at the hospital and the South East Family Health Team primary care clinic. Bonding with the residents was an incredible experience for him, and many of his greatest memories include time with them. Pranavan also speaks very fondly of his mentors, remembering specific moments including his

“Pranavan possesses the ideal blend of intellect, honesty, and enthusiasm to become an outstanding physician, someone that I would want to walk into the waiting room if I were a patient, and also someone that I would be honoured to have as a colleague.”



surgical rotation, where his preceptor acknowledged the importance of bridging family medicine and surgery. He became an integrated member of the team, and was able to participate in small surgeries.

Pranavan made a lasting impression during his time at MGH. His psychiatry mentor, Dr. Victoria Lee, describes him as “personable, a good team player, responsible, eager to learn, intelligent, [having] very good critical thinking skills, organized, able to incorporate feedback to improve skills, exceptional knowledge for his level of training—at times equivalent to what I see in first year Family Medicine residents.” She also notes that he greatly impressed the psychiatric staff in the ER, which she admits is “not an easy thing to do!”

Pranavan’s connections with the residents, his mentors, and his patients speak to his incredible ability to relate to those around him. These specific traits made Pranavan an ideal recipient of the Golden Stethoscope award, which recognizes intelligence in conjunction with compassion, strong character and heart. The Medical Education Office is excited to announce that Pranavan will be back at MGH as a PGY-1 Family Medicine Resident!





# Celebrating 20 Years

This edition of the Medical Education Annual Report is dedicated to Joanne Mount, our tireless leader. In her role as Manager, Joanne has supported several hundred residents and faculty over the past two decades.





We thank Joanne for teaching us the importance of patience and perseverance. As with the maturation of any office, our team is often faced with new challenges. At no point does she hesitate to change and evolve our office to ensure our learners and faculty have the best possible support.

Not a day goes by without someone dropping into our office seeking new information, advice, or simply a conversation with Joanne. Her door is always open to anyone. She never appears rushed but is always willing to give her visitor the time he or she needs, despite her heavy workload. This attribute does not go unnoticed by learners and mentees alike; they constantly remark on Joanne's incredible kindness and dedication to medical education at MGH.

When Joanne started here, she was the entirety of the Medical Education Office. She found time then, as she still does today, to make everyone feel welcomed. What a wonderful way to be.

## *The Med Ed Team*



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