

MASTERING THE ART OF SUPERVISION

NATIONAL REVIEW
of the Recognition
Program for
Supervisors'
Contribution to the
Academic Community

FALL 2022
N° 3



CONSORTIUM NATIONAL
DE FORMATION EN SANTÉ
Volet Université d'Ottawa

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ABOUT

ABOUT THE CNFS

The Consortium national de formation en santé (CNFS) brings together postsecondary training institutions that deliver French-language programs in various health-related disciplines. The University of Ottawa is one of sixteen university and college partners who constitute the CNFS.

The mission of the CNFS is to ensure the implementation of an extended network of French-language postsecondary training and research to support institutions that provide education in the health field, and to assist researchers who seek to strengthen health-related research, particularly as it pertains to Francophone minority communities.

The CNFS aims to improve access to French-language health services for Francophone minority communities, by way of postsecondary training provided to French-speaking health professionals and by supporting health-related research that focuses on such training and the needs of these communities.

At the University of Ottawa, the CNFS fosters increased access to health-related study programs for Francophones who come from French-language minority communities. Our contribution translates into an expanded intake capacity in some 10 disciplines offered by the Faculties of Health Sciences, Social Sciences and Medicine.

As a result, these programs enhance the presence and involvement of Francophone health professionals who can respond to the health needs of communities in their own language, therefore significantly contributing to their well-being and full development.

WELCOME TO THE THIRD ISSUE

DISCOVER THE REVIEW

The National Review of the Recognition Program for Supervisors' Contribution to the Academic Community highlights the involvement of health professionals who welcome students enrolled in one of the programs targeted by the CNFS at the University of Ottawa.

Since the program launched in September 2018, more than 450 professionals have earned ECCUs by supervising students in their own setting and participating in continuing education activities.

Because of its popularity at the University of Ottawa, the program has been propelled on the national scene, extending to CNFS partners. Therefore, health professionals who supervise students from *La Cité*, the *Collège communautaire du Nouveau-Brunswick*, the *Collège de l'Île* and from the *Université de Moncton* can now collect ECCUs.

In the following pages, you will meet our supervisors who recently became Masters and those who continue their upward path in this category. You will get to know them and understand what drove them to train the next generation of health professionals.



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The ECCUs program has the wind in its sails

In 2022, we are celebrating the fourth anniversary of the ECCUs recognition program. Four years where we highlighted, recognized and appreciated your activities in the area of supervision.

The time had come to expand the program so it could meet the needs of everyone. As you know, this review showcases supervisors who became Masters in the last year. But what about Master Supervisors who continue to move upward in the program? They still need encouragement, support and recognition for their dedication toward their successors.

To do so, from now on, it will be possible for them to earn stars based on the number of ECCUs accumulated.

MASTER SUPERVISORS

who reach
3 000 ECCUs
will receive one star



those who reach
4 000 ECCUs
will receive two stars



and those who gather
5 000 ECCUs
will earn three stars



This year, we recognize Master Supervisors who continued to rise within the program:

Josée Meunier, Occupational Therapist ☆☆☆

Karine Gauvin, Speech-Language Pathologist, ☆☆☆

Allyson Grant, Speech-Language Pathologist, ☆☆☆

Arielle Fortier-Lazure, Dietician, ☆☆

Mélanie Duquette, Dietician, ☆



But, that's not all..

We want to take this opportunity to announce that Master Supervisors who earned three stars will still be recognized and will be awarded the title of **Supervisor Emeritus** when they collect a total of 6,000 ECCUs!

Congratulations to all of these recipients for pursuing their supervisory activities in the past years!

The team at CNFS — Volet Université d'Ottawa





MICHE-LYNE CHAGNON



Miche-Lyne earned a degree in Social Work in 1999 from the Université du Québec en Outaouais. Since then, she has worked in Ontario's school sector. She has been welcoming students since 2003, which helped her remain active and fanned the flame that finally incited her to pursue a Master's degree from the University of Ottawa in 2020. The results of her research put forth the main factors that come into play when addressing motivation (self-determination). Her Master's degree influenced her path in that it allows her to teach at the university level, to act as a clinical supervisor, thus applying some of the concepts examined with students and clinician colleagues whom she supports in clinical decisions and case management.

Miche-Lyne has explored several supervisory models: dyad, triad, distance and group. She likes the group setting which brings a new dimension to supervision: collaboration, fruitful exchanges with peers, which in turn helps develop self-confidence.

For Miche-Lyne, the role of supervisor affords an opportunity to step back as a human being. It helped her shape her professional identity, made her soar. This position develops her creativity and provides her with a professional stepping stone to maximize other skills. In fact, she is currently investing her efforts in creating an academic resource about visual modeling in social work and phases of interventions with children in school settings. This resource is intended for supervisors and teachers. Miche-Lyne is bubbling with ideas related to her mission of supporting

human beings in developing healthily and preventing professional burnout. She thanks the CNFS for the ECCUs. It motivates her professionally and she takes pride in being recognized.

2490 ECCUs

Supervision gives meaning to what she does, leads her to push her limits and to stay up to date regarding her theoretical knowledge. She feels humbled when she gets back to basics to create a trusting relationship with trainees.

For Miche-Lyne, supervision is refreshing and it is also a bulwark against routine.

For Miche-Lyne, supervision is refreshing and it is also a bulwark against routine. She learns so much alongside students that she considers supervision as a privilege since she impacts the future practice of a professional, helps him find his way and inspires him.

She believes it is essential to provide trainees with opportunities to practice their soft skills in the context of a placement. To do so, she helps students find their therapeutic style, exposing them to several situations so they are able to explore and develop. She appreciates longer-term placements as they lead to students reaching high levels of personal and professional knowledge.

As a supervisor, she sees herself as serving trainees' skill development. Starting with the learning contract and frequent meetings, she provides personalized guidance to quickly establish a timeline with regards to objectives. It may result in a heavier workload, but it is reduced with efficient organizing, sound time management, and help from the team. For Miche-Lyne, the key to success is to delegate, to consult with colleagues who are experienced supervisors and to take up training such as *The Art of Supervising Trainees*, to be more adequately prepared.

The role of supervisor affords an opportunity to step back as a human being. It helped her shape her professional identity, made her soar.

MASTER SUPERVISOR



MARIE-ISABELLE DESROSIERS



Marie-Isabelle is a physician who works in hospital medicine and rehabilitation at Hôpital Montfort, as well as in a clinic focused on chronic disease management. She is also a lecturer at the University of Ottawa (UO). Her pathway in the health field was progressive. She started as an orderly during her studies. She obtained a degree in Nursing in 1996, and joined the project Québec sans frontières in Benin. That experience in international cooperation allowed her to work along other health professionals with whom she was at once a teacher and a learner. When she came back to Canada, she earned a Bachelor of Science in Nursing followed by a Doctorate of Medicine in 2007 from UO. She has worked in rural and urban areas, outpatient clinics, community centres and inpatient hospital settings.

Her main motivation as a preceptor is the satisfaction of collaborating with passionate students. It is always refreshing to seize their energy, to see them flourish during their placement and to help them move forward to achieve their full potential. Although welcoming trainees brings additional work, sound preparation leads to a positive experience. Marie-Isabelle considers that supervision allows her to be up to date, particularly with new technologies, approaches and medical evidence.

She takes the time to know the trainee and his learning objectives because she can then plan what is ahead or mitigate what proved more difficult in the past. This exchange also allows them to clarify their mutual expectations.

Teaching and supervising is an art. Marie-Isabelle advises all supervisors to enroll in workshops and training, CNFS offerings for instance,

that provide precious tools, particularly about learning styles. These tools make for an even more interesting experience for learner and supervisor, the latter having the opportunity to draw on individual differences that enrich the supervisory context, rather than seeing them as barriers. In fact, she is planning on pursuing a Master of Education to optimize her mission of reconciling academic learning with clinical reality.

Trainees are essential and an asset to our health system, not only because they are future professionals, but also because their unique approach with people and their close ones is beneficial if we make sure to include them with efficiency, relevance and recognize their contribution to care and services. She trusts that students, once in the labour market, will intervene optimally with her close ones or herself.

Teaching and supervising
is an art.

She mainly supervised students and residents in medicine, students training to become physician assistants and nurse practitioners. She experimented with various supervision models: traditional, triad and group.

From the start of her professional activities, she acknowledges the value of life experiences, being acutely aware that her learnings and interventions are guided by clinical preceptors, social workers, psychologists or simply, by experienced colleagues. She is mindful of conciliating direct and experiential learning, and she recognizes the importance of understanding individual factors that influence the linkage between academic and clinical notions.

It is always refreshing to seize their energy, to see them flourish during their placement and to help them move forward to achieve their full potential.

2210 ECCUs

MASTER
SUPERVISOR



LOUISE MARLEAU



Louise is a dietician who graduated from McGill University in 2005. She has been working at Hôpital Montfort since 2007. She has also coordinated interprofessional training at the Institut du Savoir Montfort (ISM) since 2013, one day per week. This position influences her supervisory interventions by focusing on the required skills for efficient interprofessional collaboration.

2650 ECCUs

Because she loves to pass on her knowledge, Louise has been welcoming students from the beginning of her career, on an average of 16 weeks per year. She also oversees training for new staff members. She is passionate about developing clinical reasoning. She appreciates seeing concrete links being weaved between theory and practice, followed by changes within trainees after her feedback. She finds it important to train future professionals. Placements in hospital settings being scheduled at the end of university studies, her involvement leads to hiring people who are qualified, autonomous and confident in their knowledge and skills; people who provide quality care and who are already trained in a given setting, which was actually the case on a few occasions.

Her interest in interprofessional collaboration led her to design and facilitate training workshops for the ISM, which she offers to trainees from various health and social services disciplines. It influences her supervision, where she raises students' awareness about avoiding silos and thinking about which professionals they should collaborate with.

She sees herself as a mentor, at once a professor to decrease the lack of knowledge, and as a coach to guide and encourage.

Essentially, Louise practices one-on-one supervision. She sees herself as a mentor, at once a professor to decrease the lack of knowledge, and as a coach to guide and encourage. She is very proud when she manages to ask the right questions and modifies them to guide the trainee toward the answer she is looking for, which the student also appreciates.

She acknowledges that welcoming a trainee requires sound organizational skills throughout all phases of a placement. Before the trainee's arrival, she reserves rooms for meetings and evaluations, ensures that documents are up to date, that expectations from the setting are written down. Students are encouraged to contact the setting in advance to be more prepared, which also saves time.

During the placement, she takes copious observation notes. In fact, she worked to establish her own style for easy reference so she can assess trainees more efficiently.

Current trainees are very comfortable with technology, which implies a more interactive supervision. They are looking for better work-life balance. It may seem as a lack of engagement, but it is not the case when they are provided with sound rationale for a request. She is concerned by the fact that they are more anxious, which prompted her interest in preventing burnouts.

Louise recommends taking up training such as opportunities offered by the CNFS on the art of supervising, be it basic or advanced. The workshop on clinical reasoning made her aware of that aspect of supervision, which brings her great satisfaction.

MASTER SUPERVISOR



MATHEW PULICKAL



Mathew is a registered physiotherapist working in a private clinic in Ottawa. He obtained an undergraduate degree in Human Kinetics as well as an undergraduate degree in Biochemistry from the University of Ottawa in 1997. He went on to receive his undergraduate degree in Physiotherapy and a Master of Physiotherapy in 2004 from the University of Alberta. In addition to these degrees, he is also a Certified Exercise Physiologist and is certified in Intramuscular Stimulation (IMS) therapy. He has completed a Master of Clinical Science at the University of Western Ontario in 2013 and obtained his Advanced Manual Therapy certification and is a Fellow of the Canadian Academy of Manipulative Physiotherapy (FCAMPT) as well.

2150 ECCUs

Mathew has a very extensive background in the fields of sports, rehabilitation and chronic pain. He provides assessments, evaluations, prescribes conditioning exercises, and offers exercise supervision and monitoring, for the purpose of improving health, function, work and sport performance.

He has been a physical therapist for multiple events and teams over the past years: World Track and Field Games, World University Games, Pan American Games, NHL, CFL, World Cup Triathlon, World University Wrestling Games, World Karate Championships, FIFA World Cup, to name just a few.

Mathew has a very specific way of looking at supervision. For him, supervision focuses on these topics: belief in the profession encourages anticipation, anticipation creates intention, intention helps prioritize focus, and then focus helps to see opportunity. Only when you see opportunity is one able to take action on it and supervising students is a great example of this. As all of this ignites belief and passion in teaching for him.

To welcome trainees, he had to build a creative culture which celebrates ideas and fosters autonomy.

Mathew has a deep desire to share his knowledge and unique experiences with the next generation of physiotherapists. To welcome trainees, he had to build a creative culture which celebrates ideas and fosters autonomy. His goal as a supervisor is to make the mentee better than himself. To achieve this, he encourages supervisors to value development, honor serving the student, emphasize the student and targeting the student's growth.

Mathew relies on critical thinking to offer advice to students: "Be able to critically analyze what you have been taught in school and be sure to explain it to your patients. If you can't do it, then question that!".

When being asked how he would answer people saying that supervision is a heavy workload, Mathew is pretty direct and would say "What you get out of anything is what you put into it, so really when is something that you are passionate about not within reason associated with a workload?"

What you get out of anything is what you put into it, so really when is something that you are passionate about not within reason associated with a workload?

MASTER SUPERVISOR



THERESA STRAATHOF



Theresa grew up on a farm and never heard of occupational therapy as it did not exist in her community at that time. A friend suggested she apply, and this field of study proved an excellent fit. She loves the practical approach to helping others pursue what is important to them. Thirty-two years later, she remains enthusiastic working as an occupational therapist in mental health. This area of practice allows many freedoms for program development, interesting challenges, and growth in her learning. The clients she works with are an inspiration in resilience.

2320 ECCUs

Coping strategy development is an important role for occupational therapists. Theresa and her colleague published a book for health care providers to facilitate teaching coping sessions using modules that follow Kolb's structured, collaborative learning process and evaluates outcomes before clients leave the session. She then completed her Diploma in Adult Education from St. Francis Xavier University and published a second book with additional modules including suicide safety planning. Her career has afforded her opportunities to present on behaviour activation, coping strategy development, adult learning, and suicide prevention at national and international conferences, and to guest lecture at Canadian University OT programs.

Theresa understands the importance of welcoming trainees as mental health placements are hard to come by. Yet, mental health impacts individuals of all ages and in all practice settings. She supervises between two and four trainees per year, so they learn a structure for mental health assessment and interventions, and gain confidence and skills with mental health challenges. The students add to the OT program, by offering extra groups, contributing to research and program development.

Theresa is aware of the challenges of supervision and offers the following advice to future supervisors:

- Set up structure to the learning, including a timeline for activities, an overview of the roles of the profession in that setting, and guidelines for prioritizing referrals.
- Connect with the university fieldwork coordinator for support and mentorship.
- Invite trainees to participate in a project as it boosts confidence in an area less familiar to the supervisor, and brings valuable knowledge, skills, and resources to the clinical setting.
- Connect with the university to get support for research and development with the master's student projects.

To make placements easier and less stressful, Theresa generously offers tips that you can in turn give to your interns:

- Meet with the interdisciplinary team and have confidence in sharing valuable information.
- Be kind to yourself, establishing realistic timelines to become familiar with the caseload and setting.
- Maintain a healthy balance of rest, leisure, and social activities to refresh and recharge.
- Get involved with your professional organizations as they offer great opportunity for growth, advocacy, resources, and mentorship.

Invite trainees to participate in a project as it boosts confidence in an area less familiar to the supervisor, and brings valuable knowledge, skills, and resources to the clinical setting.

MASTER SUPERVISOR



FRANCIS THÉRIAULT



Francis was initially interested in three disciplines when he enrolled in university: occupational therapy, physiotherapy and teaching. Fate guided him toward a Bachelor of Occupational Therapy from the University of Ottawa (UO). While he worked as an occupational therapist, he joined the first cohort of students in the Master of Physiotherapy at UO, which he successfully completed in 2009. He worked as an occupational therapist and as a physiotherapist, a position that he now occupies exclusively at Hôpital Montfort outpatient clinic for musculoskeletal disorders.

2450 ECCUs

Ever since his first years in practice, he felt the need to add another string to his bow: the transfer of knowledge. So, he quickly welcomed trainees in occupational therapy and then in physiotherapy. Initially, he had one student a year, and for the last two years he welcomes five students to ensure the sustainability of practical training which was jeopardized during the pandemic.

He is pleased to have the opportunity to actualize his interest in teaching thanks to placements and his participation in the physiotherapy program at UO, both in practical and theoretical courses. He sees it as a way of ensuring a cohesive continuity between the academic institution and the clinical setting. He likes this human rapport with students, then with trainees whom he gets to know better by engaging in various aspects of their training.

Francis is a seasoned sportsman who assiduously practices running, triathlons. He finds in placements some of the skills and strategies that are efficient in sports: set objectives, implement the means to reach them, take the time to do well and learn to manage personal anxiety adequately. Consequently, he perceives his role as a coach who provides the necessary support so trainees develop professionally in the best possible way within a collegial environment.

Consequently, he perceives his role as a coach who provides the necessary support so trainees develop professionally

He draws a lot of satisfaction from his role as a supervisor, such as keeping up to date and avoiding routine. Supervising trainees allows him to give back equally to the profession and to future professionals, a mission that he considers important since no healthcare professional can enhance his training without placements. He appreciates frequent contacts with young students who are very proficient in adapting, notably to virtual settings.

Supervising trainees does bring about additional work, mainly in the second and third weeks of a placement. But this workload is often balanced at the end of placements. Furthermore, it is not that taxing when you think of his contribution to recruiting three colleagues that he had welcomed as trainees.

His winning strategies: demonstrate transparency in terms of support, talk about learning styles, check whether the trainee likes to be challenged, regularly review the trainee's objectives, provide frequent feedback and adjust objectives accordingly, take stock at week's end to plan what will be worked on in the following week, use the free time provided when a person does not show up for treatment to do a simulation on what could not be covered by the trainee.

He does not want the trainee to become a second Francis. Rather, he wants the student to find his way of being the best he can be in his own practice. He believes he is the professional that he is because of supervisors he worked with. As a result, he seeks to do the same with the trainees he welcomes.

He does not want the trainee to become a second Francis. Rather, he wants the student to find his way of being the best he can be in his own practice.

MASTER SUPERVISOR

Two supervisors recently became Masters but could not participate in the production of the annual review. Still, we want to send them our warmest appreciation for their continued involvement in training future professionals over the last years.



**IVAN
VUKOSAVLJEVIC**

PHYSIOTHERAPIST



2450 ECCUs



**KRISTA
CURTIS**

SPEECH-LANGUAGE PATHOLOGIST



2000 ECCUs

OUR MASTER SUPERVISORS **ALWAYS MOVING FORWARD!**

The CNFS wishes to recognize the involvement of the following supervisors who in the past year persevered and accumulated additional ECCUs in the Master category.



KELLY MERCIER-DUBORD
PHYSIOTHERAPIST



2790 ECCUs



TAMMY LAFRENIÈRE
PHYSIOTHERAPIST



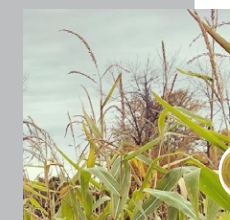
2450 ECCUs



LISA LEWIS
SPEECH-LANGUAGE PATHOLOGIST



2520 ECCUs



CARLIE VIDAL
PHYSIOTHERAPIST



2100 ECCUs



JONELLE PICKARD
SPEECH-LANGUAGE PATHOLOGIST



2080 ECCUs



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THANKS

A WORD OF THANKS

The last years have been exceptionally overwhelming for health and social services professionals. Nevertheless, most of you maintained your supervisory activities. Students could not receive comprehensive training without your involvement because you are key actors in the practical training of our future professionals. The relationship you build with trainees motivates them to get involved and engaged in their learnings, which in turn fosters their self-confidence and their feeling of belonging to their profession. We want to thank you for welcoming students from the University of Ottawa over the past two years. Once again, your dedication and involvement in training your successors are irrefutable proof of your wish to further the quality of health care and services provided to Francophone minority communities.

Don't forget to update your supervisor profile by telling us about your training and supervisory activities. To update your profile, fill in the [form](#) available on our website at: cnfs.ca under the tab Professionnels/ÉCCUs.

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Thanks to all our supervisors





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