Presentation Outline

1) Medical Education
2) Nursing Education
3) Dietetic Education
4) Pastoral Education
5) Other Education/Training Programs
Medical Education: 1892-1912

- Although formal agreement between St. Michael’s and U of T was established in 1920, the Hospital took on medical students for clinical experience as early as 1894
  - The agreement between St. Michael’s and U of T is still presently in practice

- U of T’s Faculty of Medicine calendar for 1896-97 states with regard to St. Michael’s, “Clinical instruction is given in this hospital by those members of the staff who are also on the teaching staff of the University”

- In 1897, the University appointed from St. Michael’s Drs. Dwyer and Boyd as lecturers in clinical medicine
Medical Education: 1892-1912

- Dr. Robert Joseph Dwyer was first house surgeon at St. Michael’s in 1892, and later became its first medical superintendent.

- He instructed medical interns and was also helpful in getting the St. Michael’s School of Nursing established and furthermore taught there.

- He created the foundation for the Hospital’s future academic growth.
Medical Education: 1892-1912

- St. Michael’s hosted one of the first female interns in Canada, Dr. Pearl Smith Chute in 1895
  - She was a graduate of Trinity Medical School, via the Women’s Medical College of Ontario

Dr. Pearl Smith, who interned at St. Michael’s in 1895, is believed to be the first woman to do a medical internship in a Canadian hospital.
Medical Education: 1892-1912

Resident House Doctors

• Dr. Dwyer had one house doctor to assist him each year during the Hospital’s first six years (generally newly graduated doctors, these had living accommodations in the hospital and so were referred to as “house staff”)

• It appears that from 1899, three house staff were appointed each year, some of whom stayed for a second year, at the end of which several were promoted to staff
Medical Education: 1892-1912

Dr Robert Dwyer (centre), medical superintendent from 1892 to 1920, with 1898 interns F.P. McNulty and Malcolm Crawford (who became St Michael’s first head of obstetrics), on Dr Dwyer’s left and right and 1899 interns H.C. Wrench and C.H. McKenna.
Medical Education: The War Years, 1914-1918

• Following the outbreak of WWI, the Hospital’s advisory board moved quickly to clear with the University a plan to choose competent fifth-year medical students to act as residents

• Among these was Dr. Esther Harrison, who would later become the first woman to hold a staff appointment at St. Michael’s

• In 1916-17, the University sent 170 of its medical students off to war, 42 of whom were ordered home by the Imperial War Office to complete their courses; the aftermath of these interrupted years was felt later at St. Michael’s when, in 1923, the hospital had 37 applicants for its nine intern positions
Medical Education: 1930-1940

• During the Second World War, the staff doubled, and by 1930, there were 16 physicians listed; due to lack of funds, interns were not paid but compensated with free meals and laundry service.

• In December 1931, out of 53 applicants for internship, 21 applicants (all male) were recommended for internship; however, from 1933, there were generally one or two women accepted each year, and in 1936 three women were accepted.

• In 1938, Dr. Geraldine Moloney, became the first woman to be advanced to senior internship at St. Michaels.
Medical Education: 1940-1950

• Intern years were shortened during World War II to just eight months, in order to get more physicians overseas.

• The agreement between the Hospital and the University continued, and by 1948, the chiefs of medicine, surgery, and obstetrics were raised to the rank of associate professors.
Medical Education: 1960s

• In 1966, a new medical student curriculum was presented, and a proposed increase from 175 to 250 students each year as well as necessary enlargement of medical faculty.

• The plan outlined the following: St. Michael’s would be entirely responsible for the curriculum of 50 third-year and 50 fourth-year medical students; teaching staff and heads of service would be jointly appointed by U of T and the Hospital and each teacher’s salary would be provided by the University.

• In turn, the Hospital would be responsible for providing research space, laboratories, and lecture rooms – each capable of accommodating 50 students, and living accommodations for those students required to live-in during certain rotations.
Medical Education: 1970s

• In 1970, the number of medical students at St. Michael’s doubled, from 36 in the fall semester of 1969, to 72 for the winter semester in 1970; and in June 1970, St. Michael’s received 40 junior interns enrolled in one of the four types of internships offered: rotating, straight, mixed or family practice.

• In 1976 and 1977, students from St. Michael’s ranked first overall among the teaching hospitals in Toronto on their LMCC scores; among the students entering their final year, a majority named St. Michael’s as their first choice for clinical internship.
Nursing Education: 1890s

• With the formal opening of the hospital in 1892, St. Michael’s opened its school of nursing, the first in Canada under Catholic auspices and the third school of nursing in Toronto – coming after Toronto General’s (1881) and Sick Children’s (1886)

• The first St. Michael’s graduation exercises were held in December 1894, after two years of training, for seven nurses including Sisters Columba and Attracta
Nursing Education: 1890s

First graduating class of the St. Michael's Hospital School of Nursing, 1894

L to R: Mary Murphy, Katie Madden, Annie Crysler, Lizzie O'Leary, and Mary Shinner. Absent: Sister Columba and Sister Attracta.
Nursing Education: 1900s

Throughout the first 10 years, nursing students’ uniforms underwent modifications: the original was a blue and white striped floor-length gown with leg-of-mutton sleeves, white collar, apron, and cap.
Nursing Education

• The graduation pin that would be worn by hundreds of St. Michael’s graduates had been adopted already by 1894: a gold Maltese cross inscribed with the words “Quod Minimis Mihi Fecisti”, which translates to, “What you do unto the least of my brethren you did unto me” (Matthew 25:40)
Nursing Education: 1910s

• By 1910, lectures and classes had become well-organized, although material appears to have been covered more in breadth than depth.

• Beginning in September 1918, and continuing apparently for at least seven years, the nursing students received the greater part of their class instruction at the University of Toronto, a centralized lecture course having been established there “owing to the shortage of nursing instructors and for the sake of greater uniformity in training methods.”
Nursing Education: 1920s

• A new nursing residence, planned by Sister St. Philip Wanner, a member of the second graduating class, was blessed at formal opening ceremonies on July 6, 1921 (at corner of Shuter & Victoria Streets)

• It was then the tallest building in the hospital complex – seven stories: the six upper floors were bedrooms, capable of holding 150 nurses

• Enrollment increased and the number of nurse graduates tripled within a space of 12 years: from 10 graduates in 1903, to 29 in 1915

• After the new residence opened in 1921, the annual numbers of graduates increased further, reaching 53 by 1929
Nursing Education: New Residence, 1921
Nursing Education: 1930s

• There were many breakthroughs in the 1930s concerning nursing education:
  
  • Sister Jeanne Barry, superintendent to nurses, pioneered what would become some enduring features of the school, for example,
    
    • The establishment of the recommended committee on nursing (1932)
    • The affiliation of nursing students at the Toronto Psychiatric hospital and in Toronto’s Public Health Department (1937)
Nursing Education: 1940s

• During the War Years, many nurses were enlisting for service in the Armed Forces

• Developments within nursing, medicine and society placed demands on hospitals conducting nursing education programs; at St. Michael’s the superintendent of nurses and two instructors in 1929, rose to five instructors in 1945

• In 1926, nurses were asked to locate a particular bone, by 1941, she was asked to describe a process by which a simple fracture heals

• Nurses were briefed in prep work for various diseases and procedures: administration of insulin (1928), hypodermic injections (1929), blood transfusions (1930), intravenous infusion (1935), intramuscular injection (1936), and oxygen therapy (1941)
Nursing Education

Sister Vincentia/Vincenza

• Sister Vincentia Mullen earned a diploma in public-health nursing from U of T, after graduating from St. Michael’s School of Nursing in 1922

• Following this, she nursed with the Victorian Order of nurses and the provincial Department of Health and finally entered the Sisters of St Joseph

• Sister Vincentia was the supervisor of obstetrics and gynecology at St. Michael’s for 28 years; it is estimated that she cared for 60,000 mothers and newborns and trained many nurses and interns
Nursing Education

Sister Vincentia
Nursing Education: Anatomy Lab, c1952
Nursing Education: 1950s

• By 1951, enrolment in the undergraduate nursing program numbered 332 students; the courses in post-graduate operating-room and obstetrical nursing graduated a total of 49 students in 1950.

• Students were on an eight-hour day and on “block class assignments”.

• The number of nurse instructors had increased to ten.
Nursing Education: 1960s

• Sister de Sales Fitzpatrick became the director of the school of nursing in 1958, and quickly built-up the teaching staff; by 1960, she had recruited a clinical coordinator with a master’s degree, eight part-time teachers with bachelor of science degrees, and 12 with university certificates.

• These years saw the regulated transfer of medical duties from doctors to nurses, many of which surrounded intravenous feeding and medications; beginning with the metabolic unit and the artificial kidney, and then continuing with the ICU, nurses were instructed to assume even more complicated duties.
Nursing Education

St. Michael’s School of Nursing

This is to certify that

[Certificate text]

Given at Toronto, Canada,

DIRECTOR SCHOOL OF NURSING

CHAIRMAN OF BOARD
Nursing Education: 1970s

• In May 1967, the nursing school applied to the College of Nurses for conversion to a “2+1” program: two years of integrated theory and practice, followed by one year of internship/clinical experience in-depth.

• In September 1970, the first nurse interns (107 in all), moved into nursing service, paid at a percentage of the graduate-nurse rate.

• In January 1973, hospital schools of nursing across the province received the government’s decision with regard to their future, and in the summer of 1973 the announcement was made that St. Michael’s school of nursing would be no more.

• By September 1973, St. Michael’s, along with four other institutions, became one singular body at George Brown College.
Nursing Education: 1980s

• This decade opened with registered nurses streaming to the United States because Ontario was over-supplied.

• In June 1981, there were 700 nursing vacancies, but 3000 new nurses graduating in September, of whom St. Michael’s employed 90.

• Beginning in 1985, there was a critical shortage of critical-care nurses in Toronto, this was mainly due to Toronto’s community colleges extending the length of their nurse-training programs to three years, thereby reducing the number of new nurses coming into the system.
Dietetic Education: 1920s-1930s

• In 1924, St. Michael’s engaged its first qualified dietitian and in four years began offering a training program; graduates of any home-economics course were eligible for the program, which was three months long, and then increased to six months in 1930.

• Those enrolled in the program taught the nursing students at both St. Michael’s and St. Joseph’s and instructed both inpatients and outpatients.

• In 1935, Margaret McCarthy, the hospital’s chief dietitian, began negotiations with U of T and the Canadian Dietetic Association to have the program formally approved: it was approved in 1936 – the first in Canada.
Dietetic Education: 1930s

• In the 1930s, there were just three staff dietitians at St. Michael’s, together with the student dietitians, to supervise the now-centralized service for preparing the patients’ trays in a 600-bed hospital and also to handle the therapeutic diets and the teaching.

• For the student dietitians it was a demanding regimen: 50 weeks of 12-hour days, with only every third weekend off and no pay.
Dietetic Education: 1950s
Dietetic Education

• The dietetic internship program is an ongoing facet of St. Michael’s education; there are currently more than 30 highly trained dietitians and other health-care team members who offer their experience to postgraduate interns.

• The program offers interns a hands-on learning experience that ranges from working with patients to assisting with research.
Clinical Pastoral Education is defined as interfaith professional education intended to assist clergy, candidates for ministry, and spiritual care workers to develop a spiritual care identity as well as appropriate skills in the delivery of spiritual care. Supervised encounters with those in crisis help students develop awareness in meeting the needs of those with whom they work...regardless of faith tradition.
Pastoral Care Education

• In the 1970s, the chaplaincy department was coordinated by Father Alan J. Tipping and associate chaplain, Father Charles Prance.

• Starting in 1970, the department supervised pastoral education to students from the Toronto School of Theology.
Other Educational/Training Programs

Some other education/training programs run at SMH over the years include:

• Dental Interns
• Laboratory Technicians (starting in 1948)
• Medical Record Librarians (starting in 1936 – another first in Canada)
• Perfusionists
• Pharmacy Residents
• Physical and Occupational Therapists
• Psychological Services Interns
• Registered Nurse Assistants
• Respiratory Technologists
• X-Ray Technologists (1960s; supervised by Sister Eucheria Smith)
References

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