



**ACCOUNTABILITY  
REPORT  
2014**

**Department of Anesthesia,  
Pain Management  
& Perioperative Medicine**

**OFFICE OF EDUCATION**



**DALHOUSIE  
UNIVERSITY**

### Anesthesia, Pain Management and Perioperative Medicine Vision and Mission

#### **Vision**

A culture of excellence in anesthesia clinical practice and programs, research and education.

#### **Mission**

To deliver anesthesia services through up-to-date clinical care based on the latest evidence (research) and knowledge (education).

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## INTRODUCTION

The annual **Education Accountability Report** reports on the department's education activities in relation to the predetermined targets outlined in the **Anesthesia, Pain Management and Perioperative Medicine Education Accountability Framework**.

The Education Accountability Framework was developed in keeping with the department's transparency and accountability strategic direction by a working group of education administrators and medical directors within the department. Through the process, the department attempted to articulate the value in measuring/reporting performance and productivity as it relates to education.

### THE ACCOUNTABILITY FRAMEWORK:

- Describes the need for an education accountability framework within the department and university context
- Links educational resources to activities and short- and long-term results
- Identifies the most appropriate indicators of education activity and production, and current targets; and how to measure indicators and report results
- Outlines an iterative strategy for ongoing learning from results

## EXECUTIVE SUMMARY

The Anesthesia, Pain Management & Perioperative Medicine 2014 Education Accountability Report communicates the department's education activities with respect to established targets and goals stated in the education accountability framework, as well as those identified in the Office of Education priorities for 2014. The information in this report highlights educational activities and achievements from July 2013 – June 2014 and data from previous academic years for comparative purposes.

**In summary, targets that were met or partially met as well as those targets that were not met during the stated timeframe are outlined below.**

### AREAS IN WHICH THE DEPARTMENT MET ITS TARGETS IN 2014:

- 15.4% of anesthesia-specific learners assume leadership roles external to the department, surpassing the target of 15%"
- All CaRMS deadlines were met
- 100% of planned CPD sessions occurred (goal is 90%)
- 35.7% of presenting faculty are from the department when the global outreach course is hosted at Dalhousie; target is 33.3%
- 100% of participants were satisfied with the global outreach course
- 100% of residents indicated satisfaction with the anesthesia residency program
- 100% of residents fulfilled the requirements of their research project
- The formal assessment, which was completed on the resident research program, indicated compliance with all standards
- 90% of available residents attended scheduled seminars and workshops (target is 75%)
- All residents completed required clinical rotations
- 100% of available faculty guided and taught residents when asked
- An active simulation program was offered within the residency program
- Full accreditation was maintained
- 100% of residents indicated satisfaction with academic teaching, faculty teaching and problem rounds

(Cont'd)

### AREAS IN WHICH THE DEPARTMENT **MET ITS TARGETS** IN 2014 (CONT'D.):

- Phase 1 of the Foundation Curriculum and Core Foundation was implemented
- 100% of the residents completed the required procedure log
- 100% of the PGY 5 residents completed the anesthesia residency program
- Two residents and one fellow completed a global health elective in Rwanda
- Six faculty participated in the teaching program at the University of Rwanda
- All requested mandatory rotations for non-anesthesia residents were filled
- 90% of resident elective rotations were filled; 52 residents completed electives, totaling 237 weeks of teaching
- 100% of available undergraduate rotations were filled
- The department offered two studentships
- 100% of undergraduate students were satisfied with their elective experience
- There was a 17% increase in tutoring hours within the CBL program
- 100% of fellows were satisfied with their program
- The promotion committee included six department members as per stated target
- 100% of faculty who applied for academic promotion were successful

### AREAS IN WHICH THE DEPARTMENT **PARTIALLY MET ITS TARGETS** IN 2014:

- The overall satisfaction for Phase 1 (orientation) of the mentorship program was 4.42/5 for the two orientations delivered in 2013-14, however Phase 2 (non-clinical CPD sessions) was not offered
- Innovative methodologies are evident in needs assessments, curriculum designs, e.g. simulation, presentations/lectures & feedback processes, however, delivery of feedback to faculty is inconsistent

(Cont'd)

### AREAS IN WHICH THE DEPARTMENT **PARTIALLY MET ITS TARGETS** IN 2014 (CONT'D.):

- 83% of residents were successful with the Royal College of Physicians and Surgeons exams; the goal is 100%
- All five PGY 2 residents completed the pre/post test, with a mean score of 74.40% and a range of 10% – 95%. Additionally, the PGY 2 residents completed the Anesthesia Knowledge Test (AKT) 6 exam and the PGY 5 residents completed the AKT 24. Inclusive of the pre/post exams, the overall mean score was 73.69% with a range of 10% - 95%

### AREAS IN WHICH THE DEPARTMENT **DID NOT MEET ITS TARGETS** IN 2014:

- 42.6% of anesthesia-specific learners assumed leadership roles internal to the department; the goal is 85%
- All committees fell short of 80% attendance at committee meetings, e.g. Residency Program Committee, Education Operations, etc
- 63.64% of faculty maintained up-to-date teaching dossiers using the IIS CV tool; the target is 100%
- 17 physicians and six learners participated in the global outreach course; the targets for 2013-2014 were 25 and 10 respectively
- 69% of end of rotations ITERs were completed on a face to face basis between residents and faculty; goal is 100%
- Twenty-two (22) Med 4 students from Dalhousie University completed an elective within the department. Of these learners, four students (18% rather than the targeted 55%) applied to the Dalhousie Anesthesia Residency Program

### Develop Learners

**INDICATOR:** Leadership and mentorship

**TARGET:** An active, formalized mentorship program exists

**RESULT:** The overall satisfaction for **Phase 1** (orientation) of the mentorship program was 4.42/5.0 for the two orientations delivered in 2013-14. **Phase 2** (non-clinical CPD sessions) was not offered during the academic year.

In 2013-14, the Department launched formal resident mentorship as part of **Phase 3** of its mentorship program. Resident mentorship included a total of 15 staff physician mentors and 11 senior resident mentors, and all 26 residents were mentees. Resident mentorship coordinates with the clinical mentorship program, where 30 physician staff mentors and the PGY 1 and 2 residents are matched.

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**INDICATOR:** Leadership

**TARGET:** 85% of anesthesia-specific learners assume leadership roles internal to the department, e.g. chief resident

**RESULT:** Eleven of 26 residents were actively involved in committee work in 2013-14. This represents a total of 42.3% of the resident body. However, some of the 11 residents were active on more than one committee, occupying 17 positions/committee memberships.

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**INDICATOR:** Leadership

**TARGET:** 15% of anesthesia-specific learners assume leadership roles external to the department

**RESULT:** Four residents were actively involved in five committees and/or organizations external to the department during 2013-14. This represents 15.4% of the resident body.



## CATEGORY 1: ALL LEARNERS

### Utilize a variety of innovative learning methodologies

**INDICATOR:** Innovation

**TARGET:** Innovative methodologies are evident in needs assessments, curriculum designs, presentations/lectures & feedback processes

**RESULT:** The *TODCM Pro Curriculum Mapping System* was used in the new postgraduate anesthesia curriculum roll out in 2013-14. *TODCM* allows for a central repository of teaching material and resources that can be accessed by residents and modified and assessed by instructors.

The use of the *IIS* for multiple choice question development, has allowed us to deliver end of block exams to residents and provide their results in real time.

We continue to use *GoToMeeting* for Grand Rounds, teaching sessions and other departmental activities to engage faculty and learners at remote sites.

Various tools, including *Select Survey* and *LimeSurvey*, were used to evaluate CPD sessions and provide more accurate and timely feedback to the planning committees, however, improvement in delivery of feedback is still required

### Engage in administrative functions/processes

**INDICATOR:** Management

**TARGET:** 80% attendance at committee meetings

**RESULT:** The total percentage for educational committees is:

Committee	Number of Meetings	Attendance %
Education Operational Committee	4	58.93%
Fellowship Advisory Committee	4	77.86%
Continuing Professional Development Advisory Committee	5	59.38%
Residency Program Committee	9	66.67%

## CATEGORY 1: ALL LEARNERS

**INDICATOR:** Management

**TARGET:** 100% of faculty maintain up-to-date teaching dossiers

**RESULT:** 63.64% maintained up-to-date teaching dossiers using the *IIS CV tool*.

**INDICATOR:** Management

**TARGET:** 100% of faculty participate in various processes when requested, e.g. *CaRMS*, medical school interviews

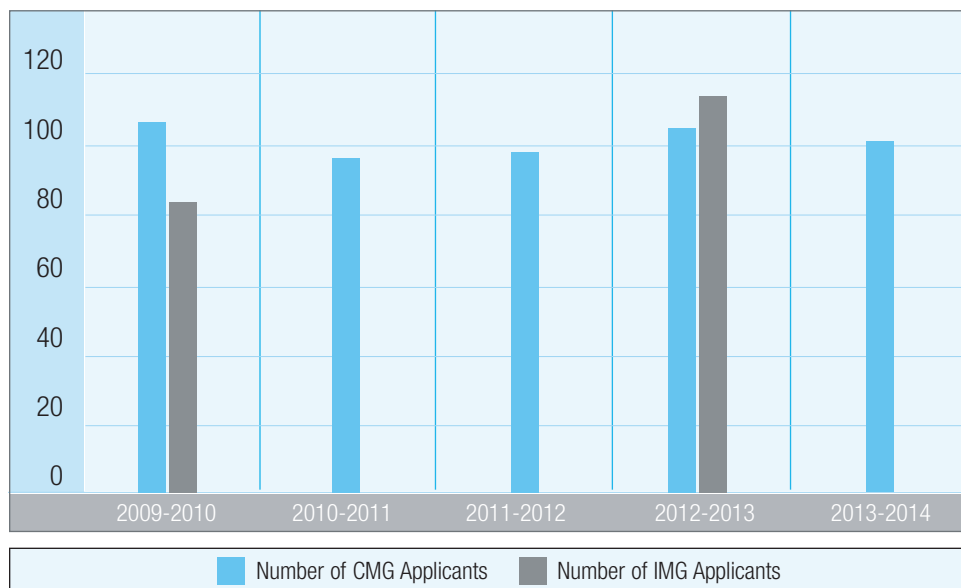
**RESULT:** 100% of all requests were met.

**INDICATOR:** Management

**TARGET:** *CaRMS* deadlines are met 100% of the time

**RESULT:** All *CaRMS* deadlines were met and the multiple mini interview (*MMI*) format was used for the 2013-2014 interviews. One hundred and one applications were received for the six Canadian Medical Graduate (*CMG*) positions. The Department was not allocated International Medical Graduate (*IMG*) positions in 2013-2014.

**TABLE 1:** *CaRMS Applicants*



## CATEGORY 2: CONTINUING PROFESSIONAL DEVELOPMENT

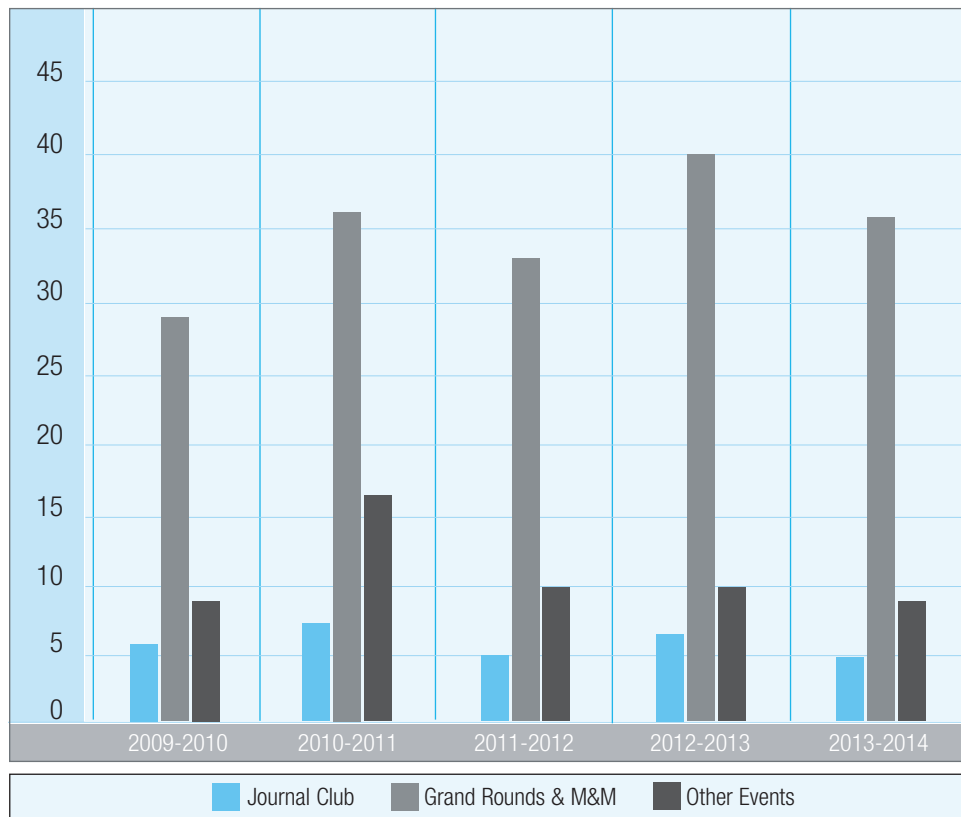
### Engage in process of life-long learning, self-assessment and mentoring

**INDICATOR:** Ongoing lifetime learning

**TARGET:** An active CPD program inclusive of Grand Rounds, Journal Club, internal workshops and seminars exist

**RESULT:** 50 CPD sessions occurred in 2013-14

**TABLE 2:** Continuing Professional Development Activities



## CATEGORY 2: CONTINUING PROFESSIONAL DEVELOPMENT

**INDICATOR:** Ongoing lifetime learning

**TARGET:** 90% of planned CPD sessions occur

**RESULT:** 100% of the 50 planned CPD sessions occurred.

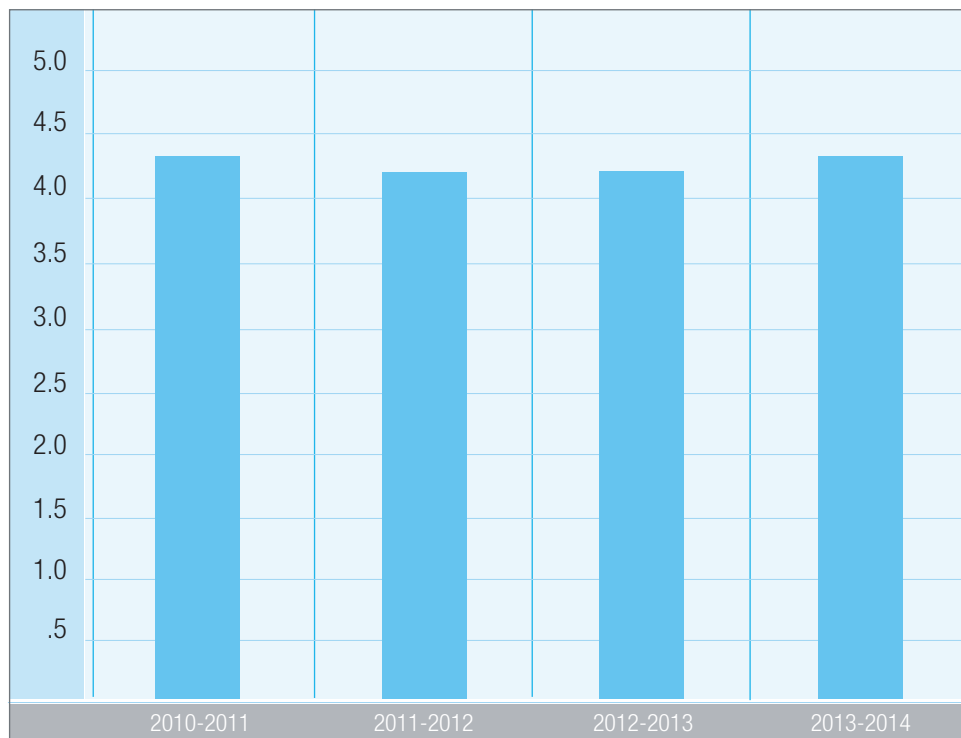
### Disseminate, apply and translate new and innovative medical knowledge and practices

**INDICATOR:** Learner satisfaction

**TARGET:** 90% of participants indicate satisfaction with CPD sessions

**RESULT:** The overall satisfaction rate for CPD sessions during 2013-14 was 4.3/5.

**TABLE 3:** Learner Satisfaction with CPD



## CATEGORY 2: CONTINUING PROFESSIONAL DEVELOPMENT

### Provide leadership for an international course on global outreach in anesthesia

**INDICATOR:** Faculty engagement

**TARGET:** At least 1/3 of faculty are from the department when the global outreach course is hosted at Dalhousie

**RESULT:** Of the 28 faculty in 2013-2014, 10 were department members (a representation of 35.7%).

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**INDICATOR:** Learner demand

**TARGET:** Registration targets are met

**RESULT:** The target was a total of 35 participants (20 physicians and 15 learners). The actuals were 17 physicians and 6 learners.

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**INDICATOR:** Learner satisfaction

**TARGET:** 100% of participants indicate overall satisfaction with their learning experience

**RESULT:** 100% of participants were satisfied with the course.

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## CATEGORY 3: POSTGRADUATE ANESTHESIA RESIDENCY PROGRAM

### Develop, deliver and evaluate educational programs

**INDICATOR:** Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

**TARGET:** 100% of residents are engaged in or have completed a research project

**RESULT:** All residents fulfilled the requirements of their research project. A formal assessment was completed on the research program to ensure all residents are involved in a research project, present their findings, and have the opportunity to publish the project results.

### Develop, deliver and evaluate educational programs/Facilitate the learning of students, residents & other health professionals in an atmosphere of respect for diversity

**INDICATOR:** Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

**TARGET:** 75% of available residents attend scheduled seminars, workshops, etc.

**RESULT:** 90% of available residents attended scheduled seminars and workshops.

---

**INDICATOR:** Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

**TARGET:** 100% of residents complete required clinical rotations

**RESULT:** All residents completed required clinical rotations.

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**INDICATOR:** Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

**TARGET:** 100% of faculty guide and teach residents when asked

**RESULT:** 100% of available faculty guided and taught residents when asked. The Office of Education has begun to gather data on daily teaching assignments, which will support equitable distribution of teaching assignments.

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## CATEGORY 3: POSTGRADUATE ANESTHESIA RESIDENCY PROGRAM

**INDICATOR:** Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

**TARGET:** An active simulation program is available

**RESULT:** The QEI simulation program has recently integrated the operations of its three sites with a commitment to increase operational funding and human resources. As a result, learners are now able to participate in a wide variety of simulation sessions.

**INDICATOR:** Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

**TARGET:** Accreditation is maintained

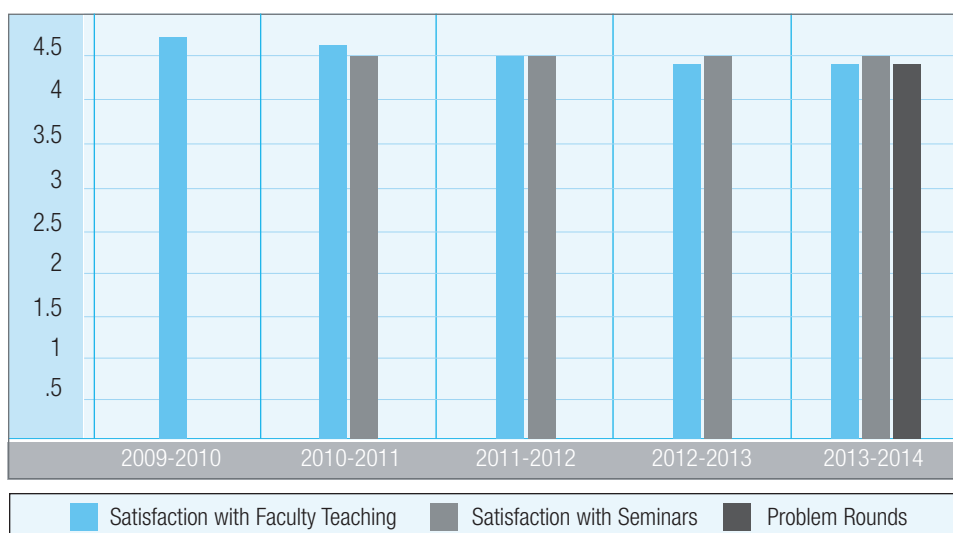
**RESULT:** Full accreditation is being maintained. The next accreditation cycle will begin in the fall of 2015.

**INDICATOR:** Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

**TARGET:** 80% of residents indicate satisfaction with their program inclusive of Wednesday afternoon sessions

**RESULT:** 100% of residents indicated satisfaction as follows: Academic teaching: 4.5/5; faculty teaching: 4.4/5; problem rounds: 4.4/5.

**TABLE 4:** Seminar and Faculty Teaching Evaluation



*In the above chart, data for seminars 2009-10 is not available. Problem rounds were introduced into the curriculum for 2013-14.*

### CATEGORY 3: POSTGRADUATE ANESTHESIA RESIDENCY PROGRAM

**INDICATOR:** Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

**TARGET:** Curriculum is reviewed and updated every two to three years

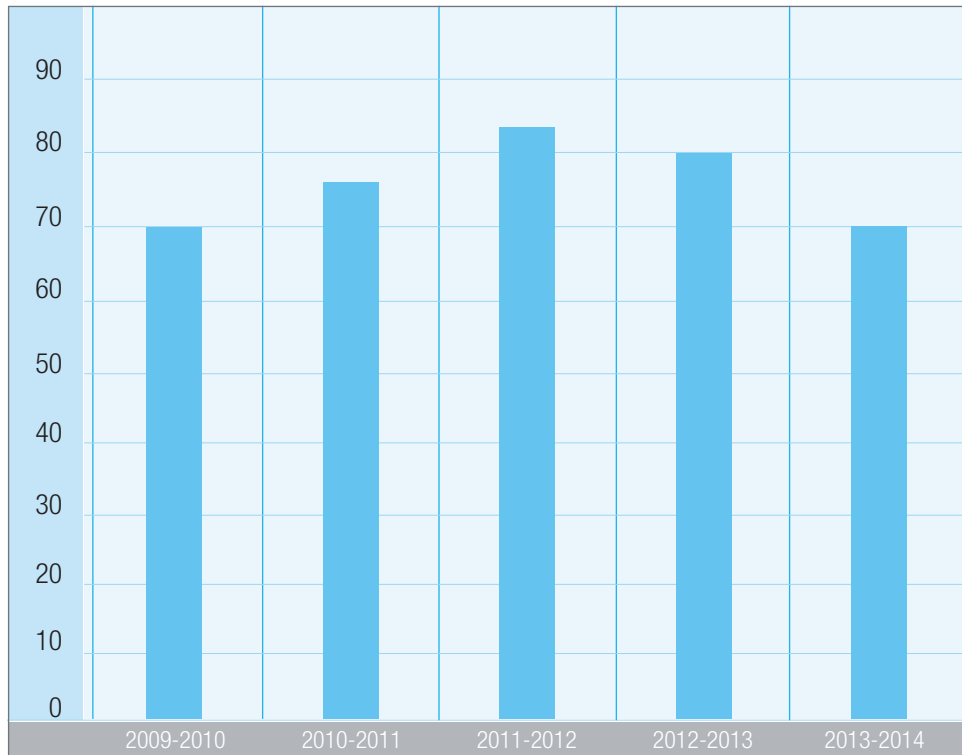
**RESULT:** **Phase 1** of the Foundation Curriculum and Core Foundation was implemented in 2013-14; **Phase 2** will be implemented in 2014-15. A comprehensive review was completed in the 2012-13 academic year.

**INDICATOR:** Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

**TARGET:** End of rotation ITERs are provided during a face to face feedback session

**RESULT:** 69% end of rotations ITERs were completed on a face to face basis between residents and faculty

**TABLE 5:** Face to Face ITER Feedback





## CATEGORY 3: POSTGRADUATE ANESTHESIA RESIDENCY PROGRAM

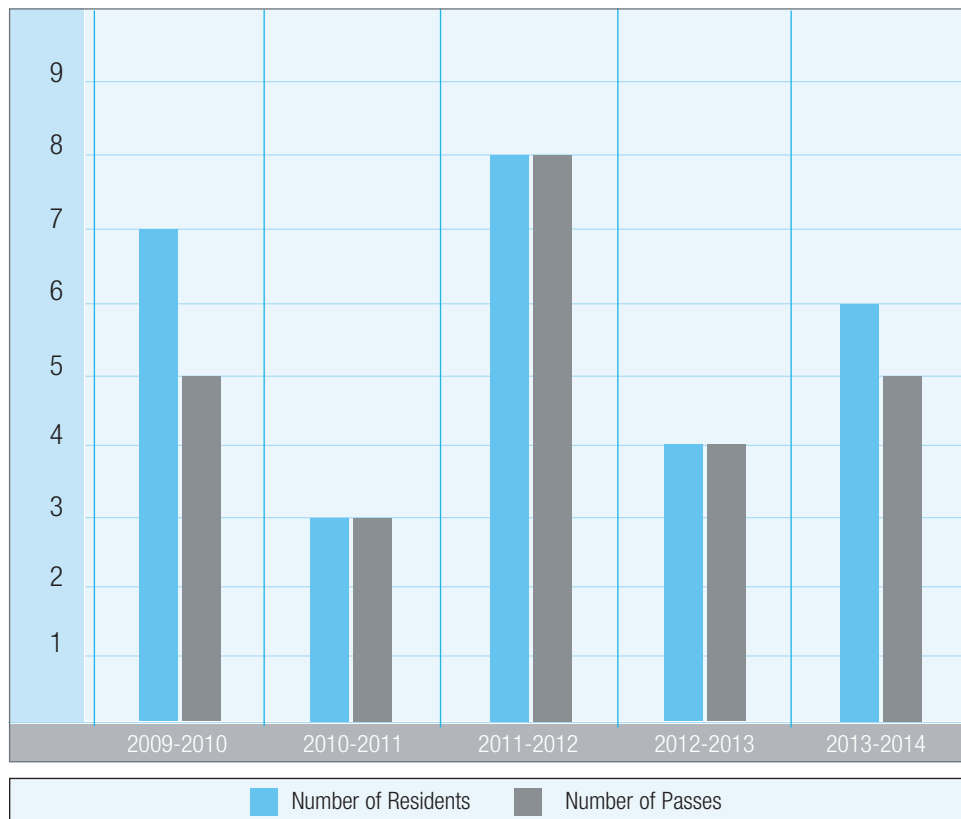
**INDICATOR:** Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

**TARGET:** 100% exam success rate

**RESULT:** Six residents were eligible to take the Royal College of Physicians and Surgeons exams. Five of the six had successful results (83%).

A comprehensive exam preparation program including dedicated study time and oral exam preparation is provided to the PGY 5 residents.

**TABLE 6:** Royal College of Physicians and Surgeons Exams



## CATEGORY 3: POSTGRADUATE ANESTHESIA RESIDENCY PROGRAM

**INDICATOR:** Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

**TARGET:** Successful completion of pre/post tests

**RESULT:** All five PGY 2 residents completed the pre/post test, with a mean score of 74.4% and a range of 10-95. Additionally, the PGY 2 residents completed the AKT 6 exam and the PGY 5 residents (six residents) completed the AKT 24. Inclusive of the pre/post exams, the overall mean score was 73.69% with a range of 10-95.

For any low scores, the results were reviewed with the residents to ensure adequate resources were available to succeed in the program.

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**INDICATOR:** Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

**TARGET:** 100% of residents maintain a procedure log

**RESULT:** 100% of residents completed the required procedure log

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**INDICATOR:** Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

**TARGET:** 90% of residents complete the anesthesia residency program

**RESULT:** 100% of the PGY 5 residents completed their program on their scheduled completion date. Four of the six residents (66%) that completed the program had completion dates of one to six months past the normal June 30th end date. This was due to leaves of absence, maternity leave and transfers.

### Provide Global Health electives for Dalhousie residents

**INDICATOR:** Learner demand

**TARGET:** One to two residents participate in Global Health elective annually

**RESULT:** Two residents and one fellow completed a global health elective in Rwanda.

### CATEGORY 3: POSTGRADUATE ANESTHESIA RESIDENCY PROGRAM

Collaborate on the coordination and delivery of the anesthesia residency teaching program at University of Rwanda (UR)

**INDICATOR:** Faculty engagement

**TARGET:** Two to four Dalhousie faculty participate in teaching annually

**RESULT:** During 2013-14 six faculty took part in the teaching program at the University of Rwanda.

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## CATEGORY 4: NON-ANESTHESIA RESIDENTS

Develop, deliver and evaluate educational programs/Facilitate the learning of students, residents & other health professionals in an atmosphere of respect for diversity

**INDICATOR:** Synthesis/translation, Learner satisfaction, Learner success, Learner demand, Faculty engagement

**TARGET:** 100% of mandatory rotations are filled

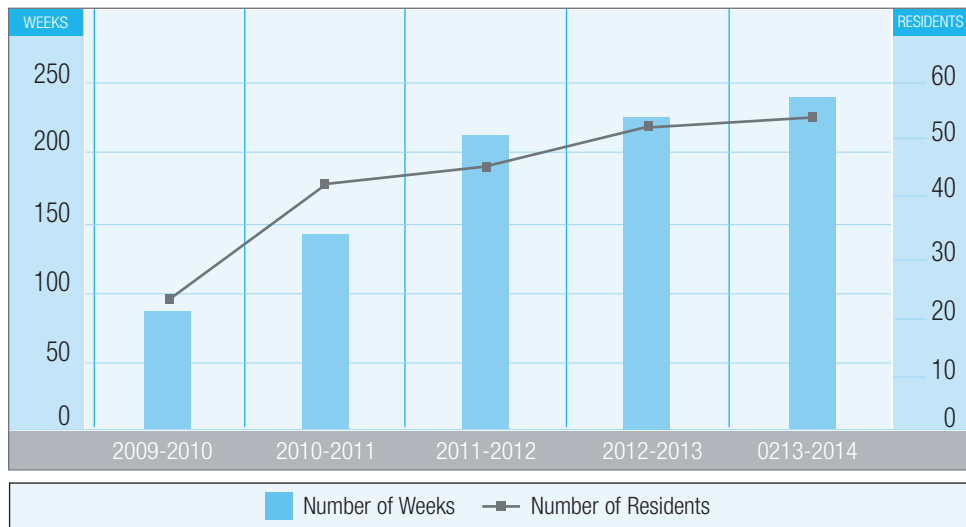
**RESULT:** All requested mandatory rotations from non-anesthesia residency programs were filled.

**INDICATOR:** Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

**TARGET:** 60% of elective rotations are filled

**RESULT:** 90% of resident elective rotations were filled. In 2013-14 there were 52 residents, totaling 237 weeks of teaching.

**TABLE 7: Off-Service and Elective Residents**



## CATEGORY 5: UNDERGRADUATES

Develop, deliver and evaluate educational programs/Facilitate the learning of undergraduate students in an atmosphere of respect for diversity

**INDICATOR:** Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

**TARGET:** One to two studentships recruited per summer

**RESULT:** Two studentships occurred in 2013-14.

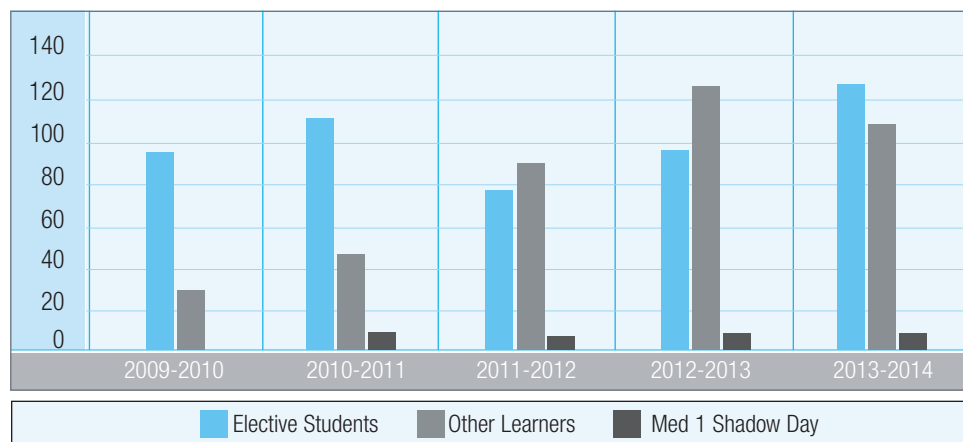
**INDICATOR:** Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

**TARGET:** 100% of available rotations are filled with a waiting list of interested students

**RESULT:** 100% of available rotations were filled. A waitlist of fourth year electives was maintained and offers were made in compliance with medical education national guidelines. Of the learners rotating through the department in 2013-14, there were 124 elective students and 106 other learners (*see table*). Overall, there was an 18% increase in medical students, representing 20 Med 3 selective rotations.

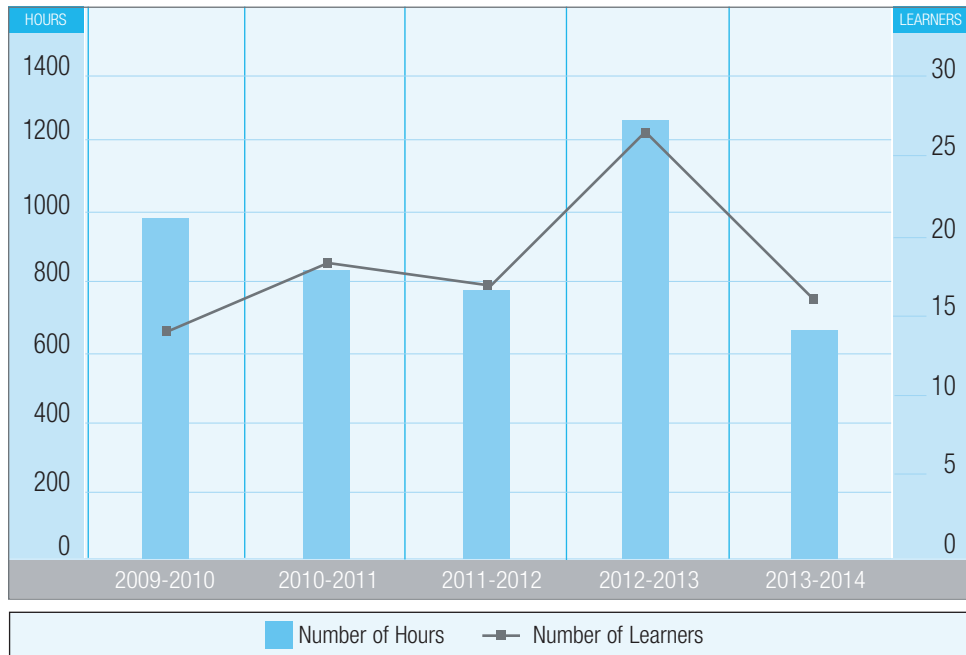
Sixteen (16) Med 1 and 2 students completed an elective with the department in 2013-14. This 41% decrease from 2012-13 is due to a program change in *Med 1*, where students complete only one half year elective annually. The 16 electives represent a total of 675 teaching hours.

**TABLE 8:** Undergraduate Elective and Other Learners



## CATEGORY 5: UNDERGRADUATES

**TABLE 9: Med 1 & Med 2 Electives**

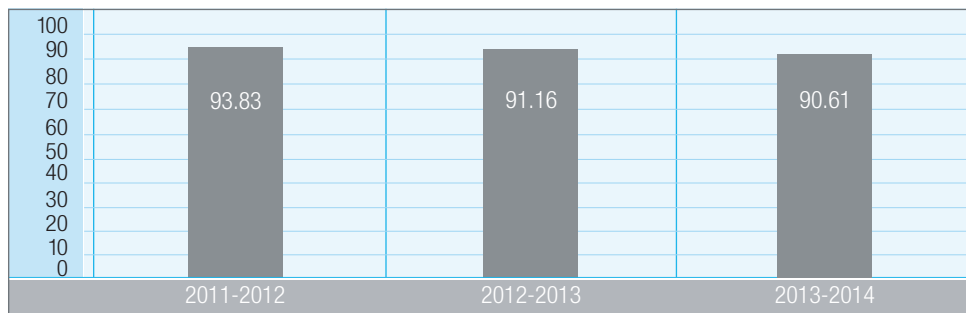


**INDICATOR:** Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

**TARGET:** 80% of undergraduate students indicate satisfaction with their anesthesia education experience

**RESULT:** The overall satisfaction rate for undergraduate electives was 90.61%.

**TABLE 10: Satisfaction with Elective**



*In the above table, data is not available from previous years.*

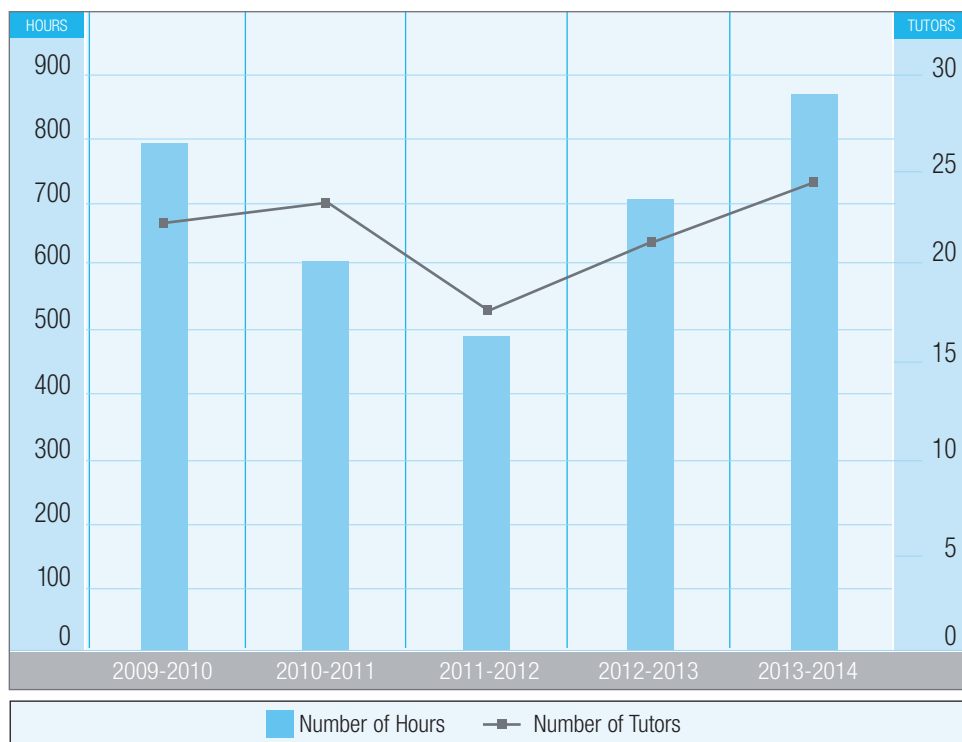
## CATEGORY 5: UNDERGRADUATES

**INDICATOR:** Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

**TARGET:** Trend indicates maintenance and/or increase in faculty teaching hours

**RESULT:** In 2013-14 there was a total of 24 tutors, which represented a total of 870 hours. Although the number of tutors remained consistent in comparison to 2012-13, there was a 17% increase in the overall hours.

**TABLE 11:** Case Based Learning (CBL)



**INDICATOR:** Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

**TARGET:** 55% of undergraduates who complete an elective apply for an anesthesia residency position at Dalhousie (depends on availability of *CARMS* data)

**RESULT:** During 2013-14, 22 Med 4 students from Dalhousie University completed an elective within the department. Of these learners, four students (18%) applied to the Dalhousie Anesthesia Residency Program.

## CATEGORY 6: SUBSPECIALTY/FELLOWSHIP

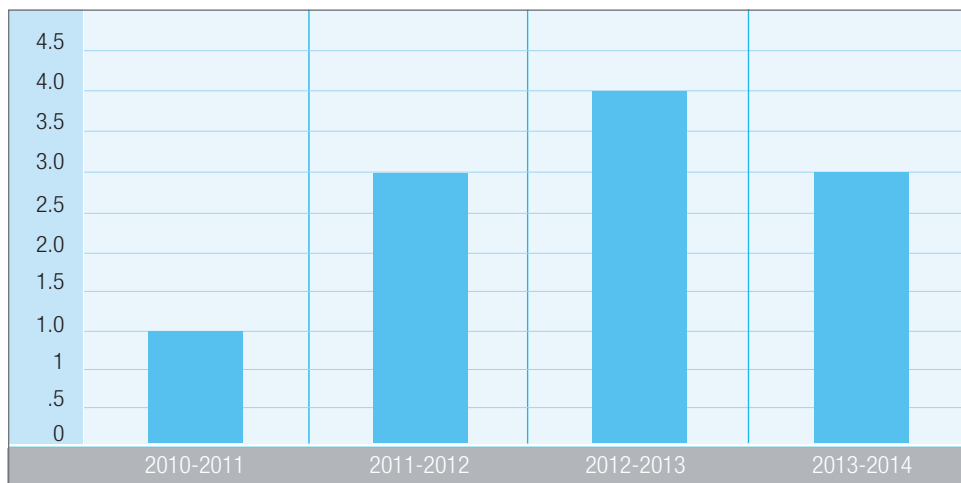
Develop, deliver and evaluate educational programs/Facilitate the learning of fellows in an atmosphere of respect for diversity

**INDICATOR:** Fellowship demand/recruitment

**TARGET:** Trend demonstrates increase in # of applicants year over year

**RESULT:** In 2013-14 there were three fellows, which represents a 25% decrease from 2012-13.

**TABLE 12:** Fellows



**INDICATOR:** Learner satisfaction

**TARGET:** 100% of fellows indicate satisfaction with their learning experience

**RESULT:** 100% of fellows were satisfied with their program during the 2013-14 academic year.



## CATEGORY 7: PROMOTION AND APPOINTMENT

### Promotion Committee

- INDICATOR:** 100% of committee members are elected by department members as stipulated in the collective agreement (DFA) and the university regulations
- TARGET:** The committee will include six department members with at least one representative from the following constituencies:
- Assistant Professor
  - Associate Professor
  - Professor
  - Queen Elizabeth II Health Science Centre
  - IWK Women's and Obstetrics
  - IWK Pediatrics Anesthesia
  - Saint John Regional Hospital
- RESULT:** The committee included six department members, representing the above academic ranks and organizations.
- 

### Promotion committee will review and make recommendations with respect to faculty academic promotion

- INDICATOR:** 100% of faculty put forward by the committee for promotion are successful
- TARGET:** Review all departmental applications for academic promotion on the basis of the criteria established by Dalhousie University and the standards set by the Faculty of Medicine. Make recommendations to the Head of the Department with respect to academic promotion
- RESULT:** Three faculty members applied for promotion and 100% were successful. Two faculty were promoted to professor, and one was promoted to associate professor.
-

## CATEGORY 7: PROMOTION AND APPOINTMENT

### Faculty members actively participate in their own career development in regards to Dalhousie Academic Appointment & Promotion

**INDICATOR:** Management

**TARGET:** 15% of faculty are professors, 30% are associate professors, 10% hold cross appointments, 40% of faculty are assistant professors and 15% of faculty are lecturers

**RESULT:** Of the 109 staff that hold a faculty appointment with the department, 18.3% (20) of faculty are professors, 24.8% (27) are associate professors, 39.4% (43) are assistant professors and 9.2% (10) are lecturers; 8.3% (9) of faculty hold cross appointments.

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**DALHOUSIE  
UNIVERSITY**

FACULTY OF MEDICINE  
Department of Anesthesia,  
Pain Management and  
Perioperative Medicine

**OFFICE OF EDUCATION**