



ACCOUNTABILITY REPORT 2018-2019

Department of Anesthesia,
Pain Management
& Perioperative Medicine

OFFICE OF EDUCATION



DALHOUSIE
UNIVERSITY

Anesthesia, Pain Management and Perioperative Medicine

Vision

Responsive to the anesthesia care needs of our Maritime community while simultaneously providing international leadership in anesthesia education and research.

Mission

Serving the public good through excellence in anesthesia clinical practices, research and education.

The Department of Anesthesia, Pain Management and Perioperative Medicine believes:

- Patients are entitled to safe, evidence-based and patient-centred care.
- Lifelong learning is a prerequisite to safe, competent care and professional, compassionate clinicians.
- Scholarly curiosity and the advancement of knowledge are fundamental to the improvement and enhancement of patient care.
- Stewardship of local and global resources is a departmental responsibility.
- Transparency and accountability in combination with creative thinking and leadership are foundational to the department's vision.
- Sharing our expertise regionally, nationally and internationally is a professional obligation.
- Development of future generations of anesthesia care providers able to contribute to excellence in patient care, research and education is a professional responsibility and commitment.

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INTRODUCTION

This annual **Office of Education Accountability Report** outlines the department's education activities in relation to the predetermined targets described in the **Anesthesia, Pain Management and Perioperative Medicine Education Accountability Framework**.

The education accountability framework was developed in keeping with the department's commitment to transparency and accountability by a working group of education administrators and medical directors within the department. Through the process, the department articulated the value of measuring and 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 and current targets for education activity and production, and how to measure indicators and report results
- Outlines an iterative strategy for ongoing learning from results

A copy of the education accountability framework is available at:
<http://medicine.dal.ca/departments/department-sites/anesthesia/education.html>

EXECUTIVE SUMMARY

The 2019 Office of 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 the year. The information in this report includes educational activities and achievements from July 2018 to June 2019, and data from previous academic years for comparative purposes.

In summary, targets that were met, partially met, and those targets that were not met during the stated timeframe are outlined below.

AREAS IN WHICH THE DEPARTMENT **MET ITS TARGETS:**

- The department has an active mentorship program.
- All PGY5 residents successfully completed the RCPSC exams.
- The Office of Education continues to use applications and tools for accurate reporting on teaching, mentorship, evaluation, academic activities and administration within the Office of Education.
- Attendance at education-related committee meetings met the 80% attendance targets: Continuing Professional Development (CPD) Advisory committee: 80%; Resident Competency Committee: 100%.
- All CaRMS deadlines were met.
- The CPD program included 49 sessions in 2018-19; 90.9% of all planned sessions occurred and overall satisfaction was 4.73/5.
- Active medical education program in low-resource settings.
- The department's performance was especially favorable in postgraduate education delivery for anesthesia residents.
 - All residents fulfilled the scholarly project requirements, completed required clinical rotations and maintained a procedure log.
 - 100% of available faculty guided and taught residents when asked.
 - All available residents attended scheduled seminars and workshops.
 - An active simulation program is offered within the residency program.
 - Accreditation is maintained.
 - Residents indicated satisfaction as follows: academic teaching: 4.7/5; faculty teaching 4.6/5.
 - Two residents and two fellows completed an elective and four faculty participated in the teaching program in Rwanda and/or Ethiopia.

(Cont'd)

AREAS IN WHICH THE DEPARTMENT **MET ITS TARGET** (CONT'D.):

- All PGY5 residents completed the residency program.
- Fifty-five non-anesthesia residents completed elective rotations in the department; all mandatory rotations were filled.
- Regular feedback is provided to the residents by various means of formal evaluations. In 2018-19, frequency was 77% for ITERs, 79% for Daily Evaluation Cards, 79% for Academic Advisor, 70% for ITARs, 63% for Direct Observation and 87% for other evaluations and assessments.
- All medical student elective rotations were filled, and a waiting list was maintained. The overall satisfaction rates were: among Med 1 and 2 students, 94%; Med 3, 89%; and Med 4, 93%.
- There were 32 tutors/instructors who delivered 800 hours of teaching.
- Fifteen Dalhousie medical students applied to the Dalhousie Anesthesia Residency Program. This represents 73% of Dalhousie medical students who completed an elective in the department.
- All five fellows in 2018-19 reported satisfaction with their learning experience.
- Eleven faculty and staff were invited to facilitate/present sessions related to educational topics at local, national and international forums.
- The promotion committee included six department members as per the identified target.

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

- 37% of anesthesia residents assumed leadership roles internal to the department; the goal is 85%.
- 13.3% of anesthesia-specific learners assumed leadership roles external to the department.
- Attendance at education-related committee meetings fell short of the 80% attendance targets: Education Operational Committee, 73%; Fellowship Advisory Committee, 60%; Residency Program Committee, 76%; Global Health Advisory Committee, 53%.
- Twenty-three resident electives and 80 medical student electives were declined due to lack of OR capacity.
- Of the 191 anesthesia faculty members, 13.6% (26) of faculty are professors, 14.1% (27) are associate professors, and 71.2% (136) are assistant professors. The targets are 15%, 30% and 40%, respectively.

Develop Learners

INDICATOR: Mentorship

TARGET: An active, formalized mentorship program exists.

RESULT: The overall satisfaction for phase one (orientation) of the mentorship program was 4.0/5 for the orientation delivered in 2018-19.

Resident mentorship has three components: clinical mentorship, faculty-resident mentorship, and resident-resident mentorship.

Based on the success of resident mentorship and expressions of interest throughout the department, a junior-senior staff mentorship program was reintroduced in 2017-18. To date there have been nine mentorship pairings.

In 2018-19 there was a total of 40 faculty and 12 residents participating as mentors. The academic advisor program, within the residency program, consists of 31 faculty, providing regular coaching, feedback and support to all anesthesia residents.

INDICATOR: Leadership

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

RESULT: Eleven of 30 residents were actively involved in committee work in 2018-19. This represents a total of 37% of the resident body. Of the 11 residents, several were active on more than one committee, occupying 22 positions/committee memberships.

INDICATOR: Leadership

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

RESULT: Four residents were actively involved in nine committees and/or organizations external to the department. This represents 13.3% 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 and feedback processes.

RESULT: One45, IIS and various evaluation tools are extensively used for accurate reporting on teaching, mentorship, evaluation, academic activities and administration within the Office of Education. The utilization of these tools is evident in the delivery of CBME, dissemination of faculty, resident and teaching evaluation, administrative scheduling, continuing and professional development evaluation.

Engage in administrative functions/processes

INDICATOR: Management

TARGET: 80% attendance at committee meetings.

RESULT: The total percentage of attendance at educational committees is:

Committee	Number of Meetings	Attendance %
Education Operational Committee	1	73.33%
Fellowship Advisory Committee	5	59.83%
Continuing Professional Development Advisory Committee	1	80.00%
Residency Program Committee	8	75.66%
Global Health Advisory Committee	2	52.78%
Resident Competency Committee	4	100%

CATEGORY 1: ALL LEARNERS

INDICATOR: Management

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

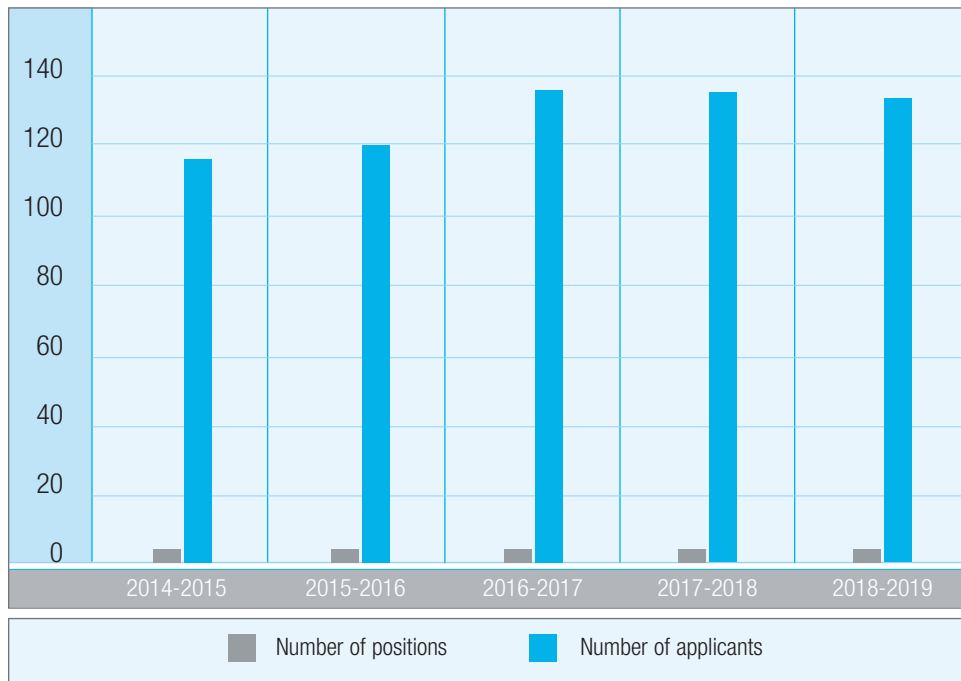
RESULT: 100% of all requests were met.

INDICATOR: Management

TARGET: 100% of CaRMS deadlines are met.

RESULT: All CaRMS deadlines were met. The department received 134 applications for the six positions.

TABLE 1: CaRMS Applicants



CATEGORY 2: CONTINUING PROFESSIONAL DEVELOPMENT

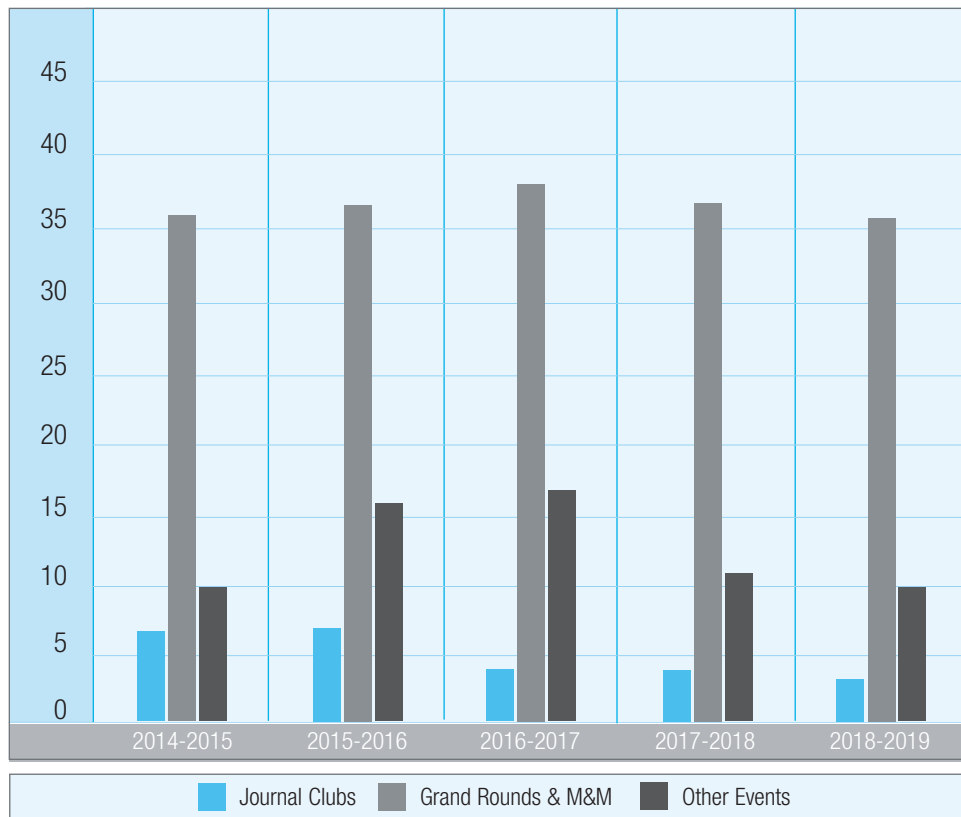
Engage in process of lifelong learning, self-assessment and mentoring

INDICATOR: Ongoing lifetime learning

TARGET: An active CPD program inclusive of grand rounds, journal club, internal workshops and seminars exist.

RESULT: 49 CPD sessions occurred in 2018-19, addressing department needs.

TABLE 2: Continuing Professional Development Sessions



CATEGORY 2: CONTINUING PROFESSIONAL DEVELOPMENT

INDICATOR: Ongoing lifetime learning

TARGET: 90% of planned CPD sessions occur.

RESULT: 90.91% of the planned CPD sessions occurred.

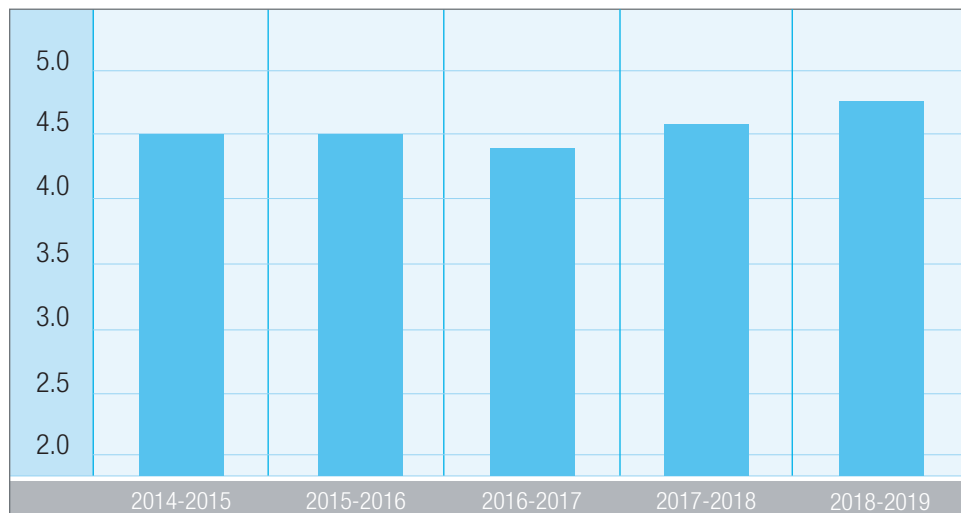
Disseminate, apply and translate new and innovative medical knowledge and practices

INDICATOR: Learner satisfaction

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

RESULT: The overall satisfaction rate for CPD sessions during 2018-19 was 4.73/5.0.

TABLE 3: Learner Satisfaction with CPD



CATEGORY 2: CONTINUING PROFESSIONAL DEVELOPMENT

Provide leadership for an international course on global outreach in anesthesia

INDICATOR: Learner and faculty engagement

TARGET: Develop medical education programming in low-resource settings.

RESULT: The Vital Anesthesia Simulation Training (VAST) was delivered by faculty, residents and staff in Rwanda, Ethiopia, India and British Columbia, Canada. Initiatives are currently underway to explore the delivery of additional global health training in rural and remote locations in Canada.

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 scholarly project, in areas of clinical and medical education research.

Develop, deliver and evaluate educational programs/Facilitate student, residents and other health professional learning 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: 100% of available residents attended scheduled seminars and workshops. Attendance at sessions was 66.86%, which allows for excused absences of on-call responsibilities, post-call, conference leave and vacation.

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.

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.

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: An active simulation program is maintained within the residency program with six sessions offered in transition to practice and 12 sessions offered within the foundation curriculum. Additionally, simulation sessions delivered included crisis resource management, arterial and central lines, ultrasound, advanced airway management, CanNASC and OSCE. A Transition and Neonatal Physiology: Why Newborns Are Different simulation session was introduced to the curriculum in 2018-19. Clinical rotation simulation sessions continue to be delivered in pediatric anesthesia, obstetrical anesthesia and regional anesthesia.

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

TARGET: Accreditation is maintained.

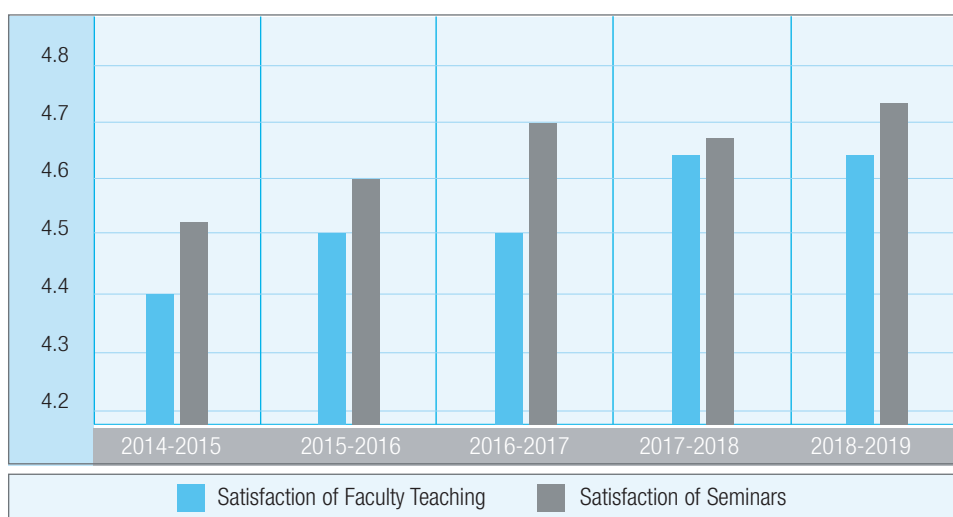
RESULT: Royal College of Physicians and Surgeons completed accreditation review in November 2018, with recommendation of full accreditation.

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

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

RESULT: Residents indicated satisfaction as follows: academic teaching: 4.73/5; faculty teaching 4.64/5.

TABLE 4: Seminar and Faculty Teaching Evaluation



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.

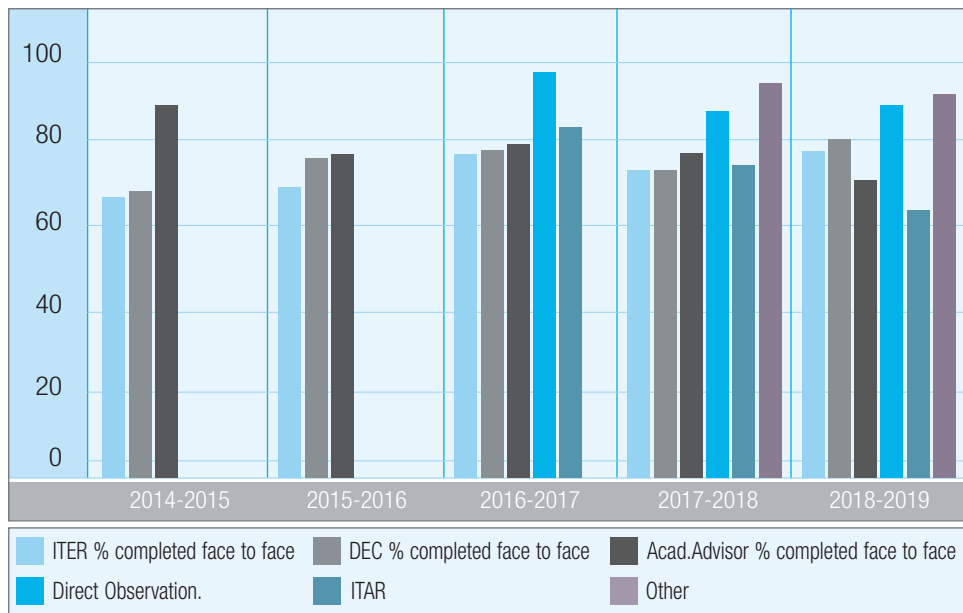
RESULT: Since the launch of the competency-based medical education (CBME) curriculum in July 2016, modifications have been made based on feedback from residents and faculty. The curriculum for the Core stage of CBME was implemented in 2018-19 and the overall CBME curriculum was updated to reflect revised EPAs. The curriculum is continuing to be refined per resident and faculty feedback. The transition-to-practice stage curriculum is being developed for implementation in 2019-20.

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: 76.8% of the end-of-rotation ITERs were completed on a face-to-face basis between residents and faculty. Daily feedback ITERs had a face-to-face percentage of 79.2, and academic advisors completed their quarterly evaluations 69.6% of the time. ITARs and Direct Observations had face-to-face feedback of 62.6% and 87.3% respectively. With the continued increase of evaluation with CBME, various other evaluations and assessments, such as exceptional event and case-based learning assessments have been introduced with a 88.8% face-to-face feedback.

TABLE 5: Face to Face ITER Feedback



CATEGORY 3: POSTGRADUATE ANESTHESIA RESIDENCY PROGRAM

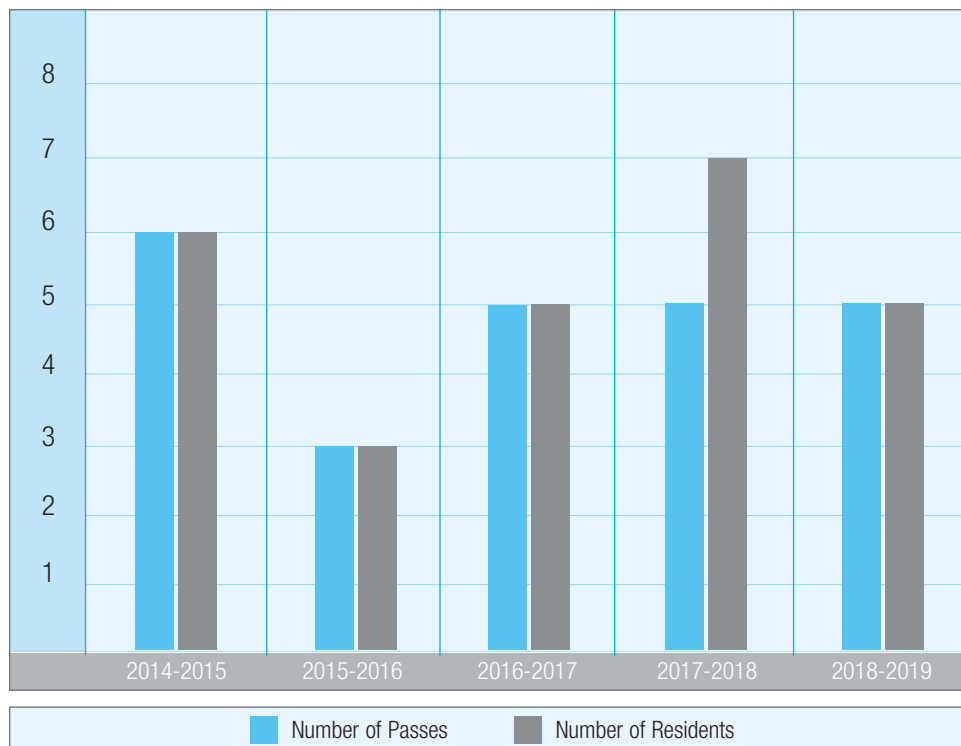
INDICATOR: Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

TARGET: 100% exam success rate.

RESULT: All five residents were eligible to take the Royal College of Physicians and Surgeons of Canada exams and received successful results.

A comprehensive exam preparation program including dedicated study time and oral exam preparation is provided to PGY5 residents. In addition, oral exam preparation sessions were offered to all residents from PGY2 – PGY5.

TABLE 6: Royal College of Physicians and Surgeons of Canada 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: The incoming residents completed the pre-/post-test with a mean score of 60.8%. Residents that completed the AKT 6 exam had a mean score of 63.02%, and AKT 24 of 79.23%.

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

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

TARGET: 100% of residents maintain a procedure log.

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

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

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

RESULT: 100% of the PGY5 residents completed their program.

Provide global health electives for Dalhousie residents

INDICATOR: Learner demand

TARGET: One to two residents participate in a global health elective annually.

RESULT: Two residents and two fellows completed a global health elective in Rwanda and/or Ethiopia.

CATEGORY 3: POSTGRADUATE ANESTHESIA RESIDENCY PROGRAM

Collaborate on the coordination and delivery of the anesthesia global health education

INDICATOR: Faculty engagement

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

RESULT: Four faculty took part in the teaching program at the University of Rwanda and/or Ethiopia.

CATEGORY 4: NON-ANESTHESIA RESIDENTS

Develop, deliver and evaluate educational programs/Facilitate student, resident and other health professional learning 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: 70.5% of resident elective rotations were filled. In 2018-19 there were 55 off-service/elective residents, totaling 224 weeks of teaching.

TABLE 7: Off-Service and Elective Residents



CATEGORY 5: UNDERGRADUATES

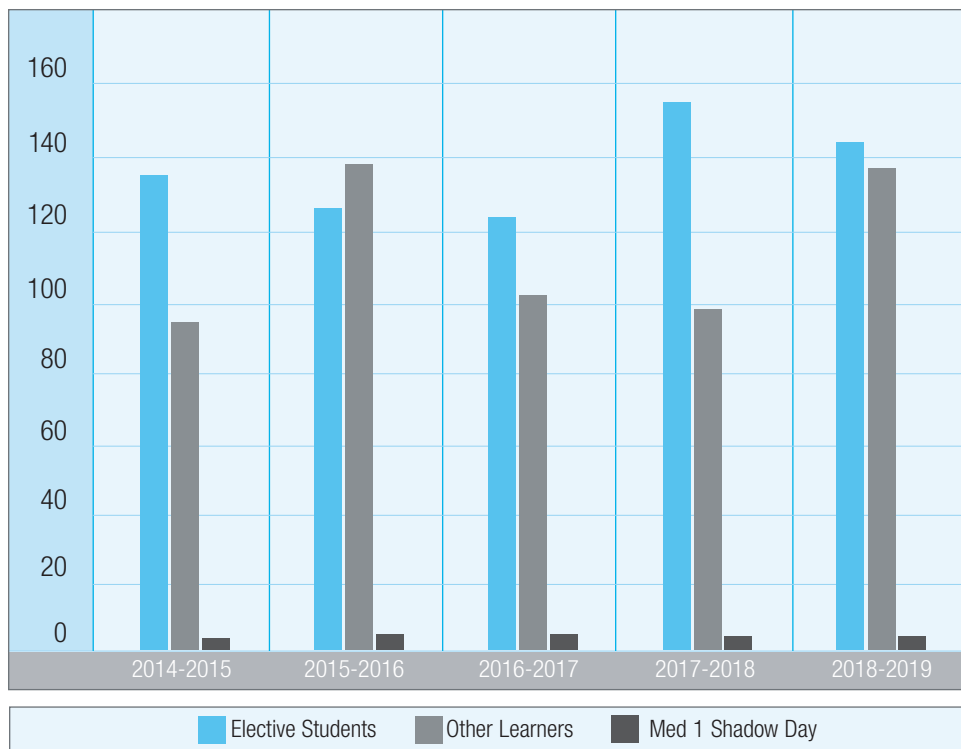
Develop, deliver and evaluate educational programs/Facilitate undergraduate student learning in an atmosphere of respect for diversity

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

TARGET: 100% of available rotations are filled and there is a waiting list of interested students.

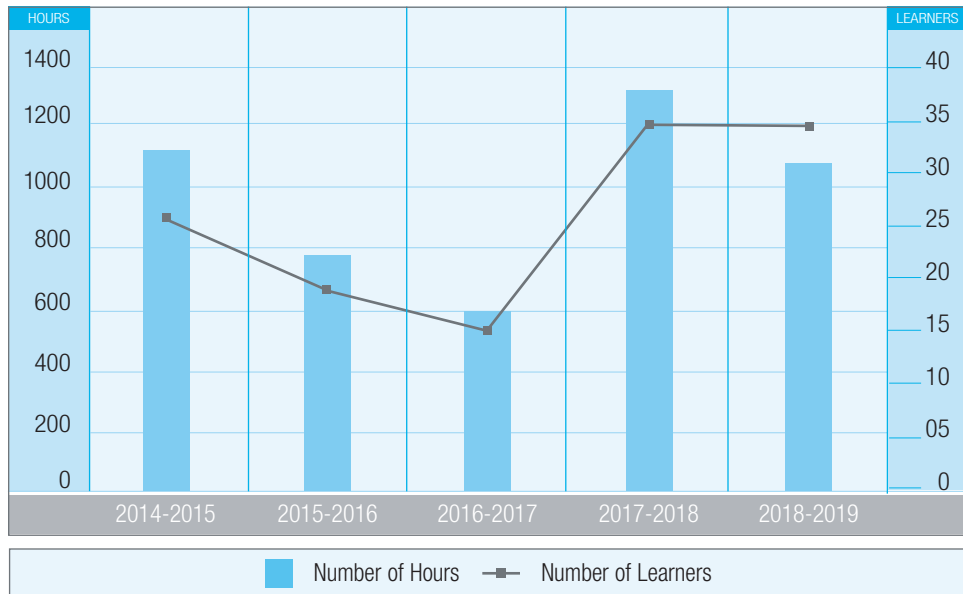
RESULT: 100% of available rotations were filled. A waitlist for fourth-year electives was maintained and offers were made in compliance with medical education national guidelines. Of the learners rotating through the department in 2018-19, there were 145 elective students (inclusive of Med1-4 students) and 138 other learners.

TABLE 8: Undergraduate Elective and Other Learners



CATEGORY 5: UNDERGRADUATES

TABLE 9: Med 1 & Med 2 Electives

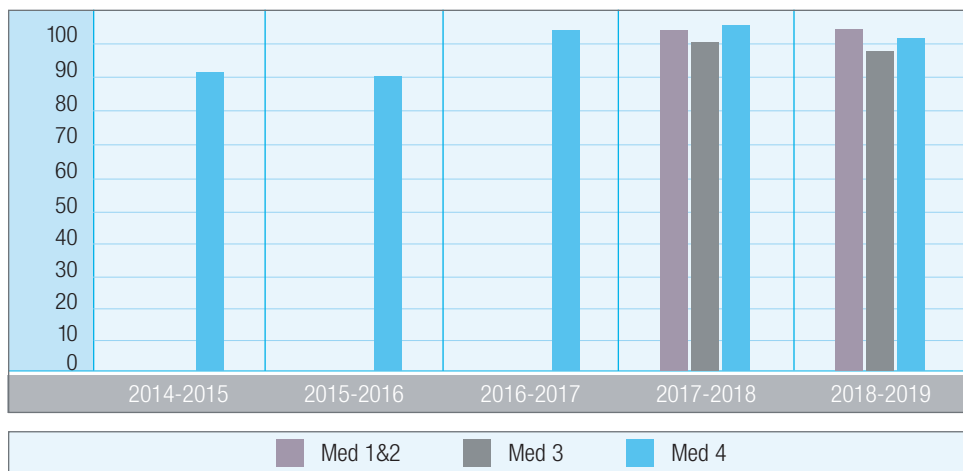


INDICATOR: Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

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

RESULT: The overall satisfaction rate for undergraduate Med 4 electives was 93%. Med 1 and 2 electives and Med 3 electives received an overall satisfaction of 94% and 89% respectively.

TABLE 10: Med 1 & 2, Med 3, Med 4



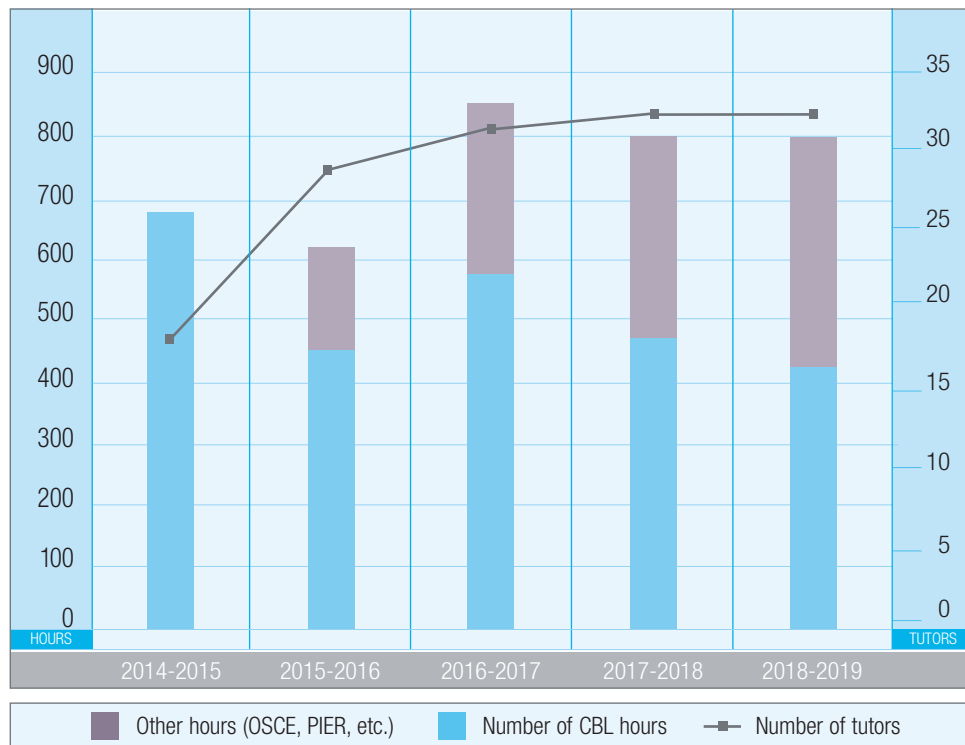
CATEGORY 5: UNDERGRADUATES

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

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

RESULT: In 2018-19 there were 32 tutors/instructors representing 800 hours in CBL, OSCEs and PIER sessions.

TABLE 11: CBL, OSCEs and PIER Sessions



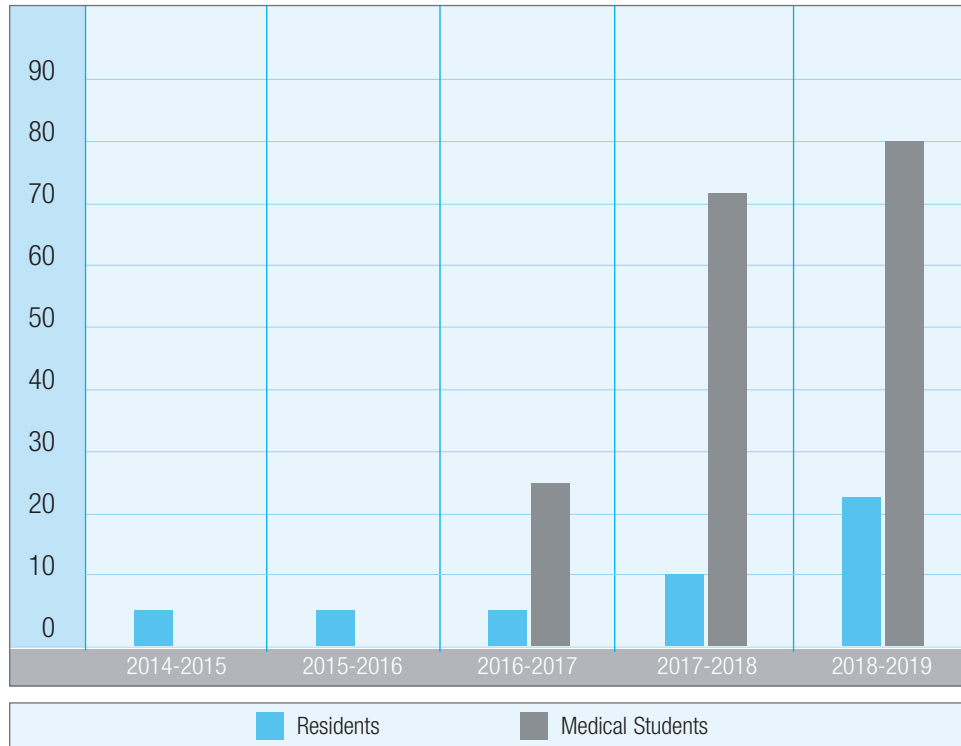
INDICATOR: Synthesis/translation, learner satisfaction, learner success, learner demand, faculty engagement

TARGET: 90% of requested electives from medical students and residents are met.

RESULT: 23 resident electives and 80 medical student electives were declined based on OR availability.

CATEGORY 5: UNDERGRADUATES

TABLE 12: Residents and Medical Students Electives Unable to be Fulfilled



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

TARGET: 55% of medical students who complete an elective apply for an anesthesia residency position at Dalhousie (depends on availability of CaRMS data).

RESULT: 15 Med 4 students from Dalhousie University completed an anesthesia elective. Of these learners, 11 students (73.33%) applied to the Dalhousie Anesthesia Residency Program. In addition, two applicants from Dalhousie University applied to the program, without completing an elective.

CATEGORY 6: SUBSPECIALTY/FELLOWSHIP

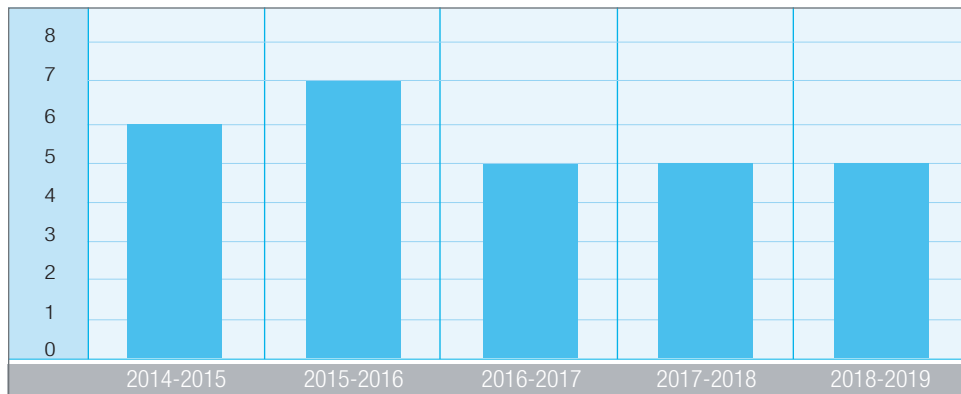
Develop, deliver and evaluate educational programs/Facilitate fellow learning in an atmosphere of respect for diversity

INDICATOR: Fellowship demand/recruitment

TARGET: Trend demonstrates annual increase in the number of applicants.

RESULT: In 2018-19 there were five fellows enrolled.

TABLE 13: Number of 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 2018-19 academic year. Mid-program and year-end debrief sessions are conducted by medical directors, with modifications as needed.

CATEGORY 7: OTHER UNIVERSITY/CLINICAL DEPARTMENTS

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

INDICATOR: Recognition of faculty and staff expertise

TARGET: 10 or more requests per year to facilitate/present to other Dalhousie departments and at forums external to Dalhousie.

RESULT: 11 faculty and staff were invited to facilitate/present sessions at local, national and international forums, for a total of 28 presentations.

CATEGORY 8: 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 includes six department members with at least one representative from the following constituencies: Assistant Professor, Associate Professor, Professor, Queen Elizabeth II Health Sciences Centre, IWK Women's and Obstetrics, IWK Pediatric Anesthesia and Saint John Regional Hospital.
- RESULT:** The committee included six department members, representing the targeted academic ranks and organizations.
-

Faculty members actively participate in their own career development in regards to Dalhousie academic appointment and 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 191 staff that hold a faculty appointment with the department, 13.6% (26) of faculty are professors, 14.1% (27) are associate professors, 71.2% (136) are assistant professors and 1% (2) are lecturers.
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Appendix

APPENDIX A – EDUCATION PROJECTS

Curriculum Development

1. Sjaus A: 2018-2019: EnABLE (Echocardiography for Anesthesiologists Blended Learning) Course
2. Kok T: 2018: Anesthesia Residents Wellness Program

Invited Presentations – National and International

1. Bailey JG - How to Get Involved in Global Health (2019) - Canadian Anesthesiologists Society Annual Meeting - Calgary, AB [Panel]
2. Chisholm J - How to get Involved in Global Health (2019) - Canadian Anesthesiologists' Society Annual Meeting 2019 - Calgary, AB [Panel]
3. Vakharia N - Interprofessional Simulation Workshop (2019) - Operating Room Nurses Association of Canada Annual Meeting 2019 - Halifax, NS [Conference Workshop]
4. Chisholm J - Creating and Optimising Your Competence Committee (2018) - International Conference on Residency Education - Halifax, NS [Conference Workshop]
5. Chisholm J - Lightning Round: Dalhousie Anesthesia Lessons Learned from Implementing CBME (2018) - International Conference on Residency Education - Halifax, NS [Symposium]
6. Chisholm J - CBD – Translating Theory to Practice (2018) - Royal College Program Administrator's Conference (Pre-ICRE) - Halifax, NS [Conference Workshop]
7. Chisholm J - Effecting Change in Medical Education (2018) – 5th Toronto International Summit on Leadership Education for Physicians (TISLEP 2018) - Halifax, NS [Conference Workshop]
8. Doucet RT - Creating and Optimizing Your Competence Committee (2018) – International Conference on Residency Education - Halifax, NS [Conference Workshop]
9. Doucet RT - Effecting Change in Medical Education (2018) - 5th Toronto International Summit on Leadership Education for Physicians (TISLEP 2018) (2018) – International Conference on Residency Education - Halifax, NS [Conference Workshop]
10. Doucet RT - CBD - Translating Theory to Practice (2018) – Royal college Program Administrator's Conference (Pre-ICRE) (2018) – International Conference on Residency Education - Halifax, NS [Conference Workshop]
11. Doucet RT - Lightning Round: Dalhousie Anesthesia Lessons Learned from Implementing CBME (2018) - International Conference on Residency Education - Halifax, NS [Symposium]

APPENDIX A – EDUCATION PROJECTS

12. Chisholm J - Walking the Path of the Elephant – Exploring User-Centered Implementation of CBME. Powered by ICCA (Intercollegiate Collaboration on CBME in Anesthesia) (2018) - 2nd World Summit on Competency-Based Medical Education - Basel, Switzerland [Conference Workshop]

Invited Presentations – Regional and Local

1. C1. Chisholm J - Academic Advisors - The Dalhousie Anesthesia Experience (2019) - Dalhousie University - Department of Medicine - Halifax, NS [Workshop]
2. Doucet RT - How to run academic advisor meetings and Q&A panel (2019) - Internal Medicine Academic Advisors Workshop - Halifax, NS [Conference Workshop]
3. Chisholm J - Providing Feedback: Chief Resident Workshop 2019 (2019) - Dalhousie University Post Graduate Medicine - Halifax, NS [Seminar]
4. Chisholm J - Practical Tips for Better Observation and Feedback (2019) - Dalhousie University - Department of Medicine, Division of Gastroenterology Education Retreat - Halifax, NS [Seminar]
5. Chisholm J - Practical Tips for Better Observation and Feedback (2019) - Dalhousie University - Department of Medicine, Division of Geriatric Medicine - Halifax, NS [Grand Rounds]
6. Chisholm J - Competency Based Medical Education – Challenges to Date (2019) - Dalhousie University - Department of Surgery (Surgical Foundations) - Halifax, NS [Grand Rounds]
7. Chisholm J - Practical Tips for Better Observation and Feedback (2019) - Dalhousie University - Department of Medicine, Division of Dermatology - Halifax, NS [Grand Rounds]
8. Chisholm J - Practical Tips for Better Observation and Feedback (2019) - Dalhousie University - Department of Pathology - Halifax, NS [Grand Rounds]
9. Chisholm J - Practical Tips for Better Observation and Feedback (2019) - Dalhousie University - Department of Surgery, Division of General Surgery - Halifax, NS [Grand Rounds]
10. Chisholm J - Practical Tips for Better Observation and Feedback – Train the Trainer (2019) - Dalhousie University PGME Program Director and Program Administrator Education Day - Halifax, NS [Conference Workshop]
11. Doucet RT - Assessment in the Era of Competence By Design (2019) - Dalhousie University - Department of Medicine Teach the Teachers Faculty Development Workshop - Halifax, NS [Workshop]
12. Chisholm J - Competency Based Medical Education – Making the Transition (2019) - Dalhousie University - Department of Surgery, Division of Neurosurgery - Halifax, NS [Grand Rounds]

APPENDIX A – EDUCATION PROJECTS

13. Chisholm J - Competency Based Medical Education – Making the Transition (2019) - Dalhousie University - Department of Pathology, Division of Hematopathology - Halifax, NS [Grand Rounds]
14. Chisholm J - Competency Based Medical Education – Making the Transition (2018) - Dalhousie University - Department of Medicine, Division of Respiriology - Halifax, NS [Grand Rounds]
15. Chisholm J - Competency Based Medical Education – Making the Transition (2018) - Dalhousie University - Department of Ophthalmology and Visual Sciences - Halifax, NS [Grand Rounds]
16. Chisholm J - Introducing Competence Committees (2018) - Dalhousie University Department of Psychiatry - Halifax, NS [Workshop]
17. Doucet RT - Competence Committee Development and Function (2018) - Dalhousie University - Halifax, NS [Webinar]
18. Chisholm J - Understanding the Basics – Competency Based Medical Education (2018) - Dalhousie University - Undergraduate Medicine - Halifax, NS [Panel]
19. Chisholm J - Providing Feedback – Chief Residents Workshop (2018) - Dalhousie

Scientific Abstracts

1. **Chisholm J, Doucet R, Banfield J**, Shearer C. Resident Led Portfolio – Encouraging Self Assessment. [Podium] Dalhousie University Medical Education Research and Innovation Showcase (Halifax, NS), June 2019.
2. **Sparrow K, Hung O**, Hung D, Hung C. Creation of an emergency front of neck access (eFONA) education video: improving airway management and patient safety using clinical cadavers. [Podium] 8th International Clinical Skills Conference (Prato, Tuscany, Italy), May 2019.
3. Boland J, Condon E, **Chisholm J**, Jonker G, Weller J. Implementing innovation in competency based medical education: the significance of national context. [Podium] INMED – Irish Network of Medical Educators Annual Meeting (Galway, Ireland), February 2019.
4. **Casey M**, Shearer C, **Chisholm J, Livingston P**. The Transition to Competency Based Medical Education in Anesthesia: The faculty experience. [Podium] International Conference on Residency Education (Halifax, NS), October 2018.
5. **Chisholm JD, Doucet R, Bradley S**, Shearer C. Resident Led Portfolio – Encouraging Self Assessment. [Podium] International Conference on Residency Education (ICRE) (Halifax, Nova Scotia), October 2018.
6. Boland J, Castanelli D, Condon E, **Chisholm JD**, Graham I, Jonker G, Marty A, Woods J, Weller J. Establishing comparability of core EPAs within a specialty: the significance of context. [Podium] Second World Summit on Competency-Based Education (Basel, Switzerland), August 2018.

APPENDIX A – EDUCATION PROJECTS

7. **Chisholm JD, Doucet R, Bradley S**, Shearer C. Resident Driven Portfolios – Enhancing Self Assessment. [Poster] Second World Summit on Competency-Based Education (Basel, Switzerland), August 2018.

Peer-Reviewed Journal Publications

1. **Ho M, Livingston P**, Bould D, Nyandwi J, Nizeyimana F, Uwineza JB, Urquhart R (2019). Barriers and facilitators to implementing a regional anesthesia service in a low-income country: a qualitative study. *Pan African Medical Journal*, 32. [Published].
2. **Hanley M**, Shearer C, **Livingston P** (2019). Faculty perspectives on the transition to competency-based medical education in anesthesia. *Canadian Journal of Anesthesia*. [Published] DOI: <https://doi.org/10.1007/s12630-019-01412-w>.
3. **Mossenson A**, Mukwesi C, **Livingston P** (2019). The Vital Anaesthesia Simulation Training (VAST) Course – Immersive simulation designed for low-resource settings. *Update in Anaesthesia*, 33, 45-61. [Published].

Grants

1. **Power-MacDonald S, Sjaus A**, Ritchie K, **Vakharia N, George R** (2019). Simulation compared to interactive classroom training in interdisciplinary communication for high risk obstetric teams – a prospective randomized mixed-methods study of impact on behaviors and longitudinal retention [Grant] - Dalhousie - \$4,983.



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