



Queen's  
UNIVERSITY

# ANESTHESIOLOGY

Department of  
Anesthesiology  
and Perioperative  
Medicine

We provide the highest quality programs to enable our residents to become confident, successful anesthesiologists.







## Overview

In order to achieve this goal, we have developed a comprehensive five year program that is fully accredited by the Royal College of Physicians and Surgeons of Canada. Given that our focus is to prepare trainees for careers in a variety of settings, we encourage them to be adaptable and practice in a realistic environment. Queen's University launched a Competence by Design curriculum for our Anesthesia Residency program in July 2017. A competency based medical educational design, determines what are the defining characteristics of a skilled anesthesiologist, and the program is structured around achievement of the competencies required for successful practice. The emphasis shifts to the learner to demonstrate that they can do a task, as the goals are now knowledge application rather than knowledge acquisition.

The Kingston Health Science Centre composed of Kingston General Hospital and Hotel Dieu Hospital provides ample clinical opportunities for our residency program in all subspecialties including cardiothoracic, pediatric, neurosurgery, and obstetrics, to acute pain management, regional and orthopedics. Residents are continuously exposed to all areas of anesthesia and have input into their room assignments through the Resident Manager. More than 50% of our surgical cases are ASA 3-5, as one would expect in a tertiary centre with a large catchment area. Graduating residents feel extremely confident in managing the most complex traumas or patients with multiple medical comorbidities.

## Competency-Based Residency

Our program remains 5 years in length and is divided up into 4 stages; transition to discipline (2 four-week-blocks), foundation (18 blocks), core (36 blocks) and transition to practice (9 blocks). Each stage is organized around and defined by measurable Entrustable Professional Activities (EPAs) that must be attained by the end of each stage. An EPA is an activity or a task that the learner 'does'. These EPAs are uniform and consistent in all programs across the country. Assessment strategies will be linked to each EPA to facilitate multiple assessments and feedback opportunities for the learner. Each EPA will be comprised of many milestones that outline the progression and span the seven CanMeds domains.

Time becomes a resource rather than a prerequisite for program completion, with the recognition of a necessary time structure in order to provide health care services. The curriculum is divided into rotations or 'modules' similar to a traditional residency in order to cover essential services and have an on-call schedule, but we have the freedom to improve their design in order to achieve the desired end product.

The academic program is delivered during a protected half day weekly. There are 3 separate programs; an introductory Transition to Discipline orientation, one Foundations level, which cycles yearly, and a final Core level on a two-year cycle. The academic program may not necessarily coincide with the clinical rotation that the resident is doing at that particular time, but rather will be done as a group for feasibility as well as to foster teamwork and collegiality





## On Call Duties

While on call, our residents are available for any type of emergency, a cardiac arrest or as a member of the trauma team, as well as to provide anesthetic services for all surgical procedures from obstetrics to cardiac to neonatal surgery. Due to the wide variety of clinical problems encountered during a typical night on call, our residents are paired with a more senior resident for their first four months of call. This allows the junior resident to seek advice and assistance at any time. Clinical duties while on call begin at 1530h until 0800h the following morning. The pre-call time is used for academic requirements, such as research, preparing rounds, independent study, and attending academic events. The resident call schedule mirrors that of our staff.

## Electives

Up to six months of elective time can be used throughout the stages to further explore areas of interest. We encourage all residents to take advantage of this excellent opportunity to develop their clinical skills and broaden their experience within different health care centres either in Canada or abroad, or to focus on potential subspecialty areas. Many of our residents have used this time to pursue international electives, either in centres of international repute or in a developing nation. If a resident has not completed their EPAs for their stage, then the elective time is used as an opportunity to complete these here in our centre.

## Anesthesia Simulator

Our Anesthesia Simulator Program is one of our highlights. All of our residents attend the simulator lab regularly through out the year. There is exposure to a variety of critical clinical scenarios in multidisciplinary settings. Hands-on experience and in depth de-briefing afterwards are cornerstones of the program. The Anesthesia Simulation Program is a well established and effective educational tool for both formative feedback and summative assessment. Simulation has become essential in developing skills in crisis resource management and is most rewarding from the residents' point of view.

## Echocardiography

One of the fastest growing technologies in medicine is diagnostic ultrasound. We offer dedicated training in ultrasound guided regional anesthesia and ultrasound guided vascular access early in the program. In addition, we have developed a comprehensive curriculum of transthoracic echocardiography training, and were the first Anesthesiology training program in Canada to offer training in focused bedside TTE to all our residents integrated within a core rotation.







## Scholarship

All of our residents are encouraged to develop a spirit of academic inquiry. Participation in scholarly work is mandatory. Opportunities to gain skills in teaching and medical leadership also exist at Queen's and are supported by the department. Our department supports the residents to attend conferences and to present their work. Each resident is entitled to conference support of up to \$3000 plus additional support for presentation of individual research. In addition, a book allowance is given annually to each resident.

## Collaborative Environment

Our program strives to foster independence at an early stage within a safe, comfortable and collegial learning environment. Our staff members quickly learn your strengths and weaknesses and can focus their attention and challenges appropriately. Seeing our residents' progress is our main focus. The feeling of belonging extends to the whole of postgraduate medicine at Queen's. Residents in anesthesia quickly get to know residents in other specialties due to their interaction during patient care on a daily basis. This fosters the communication and collaboration that is essential for optimal patient care.

Our residents are part of our team, and we work hard to develop and maintain a well-functioning, friendly environment. Residents are our colleagues and we take pride in watching their knowledge, skills and attitudes evolve. Mentoring our residents as they pass their exams and secure desirable fellowships or staff positions is one of the main reasons we work in this centre. Another is that Kingston is a great place to live and work. We welcome you to join our team.



SCHOOL OF  
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