Background: Learning communities have been widely adopted in UME, as vehicles to promote social connectedness and mentoring from senior to junior students. Learning communities have been less widely adopted in GME. In 2015, we created learning communities within the anesthesiology residency program.

Objectives/Mission: The APOM Resident Academy is a dynamic learning community, providing educational tools and resources to encourage learners to reach their full potential. The academy provides supportive environment for residents to learn from senior residents and teach junior residents as they develop towards the common goal of becoming outstanding physician consultants and develop the tools for life-long learning.

Organization:
The academy is divided into three colleges. The colleges are assigned prior to matriculation and intentionally diversified as to program enrolled and resident background. Each college has 16-17 residents and selects a senior resident to be the resident lead. Each college also has:

- Three faculty Advancement Advisors who meet with their students quarterly to review academic progress and help develop academic goals.
- A faculty lead who helps their college in identity formation and social support through event planning, encouragement, or “warm touch” for significant life events.
- A faculty quality improvement (QI) project advisor to assist in the creation and execution of a QI project.
- An education administrative team as the Resident Affairs Advisor (RAA). The RAA serves as a resource about learning and teaching strategies and resources, and about college activities that help develop and promote an active, inclusive and engaging environment.

Outcomes:
Each college hosted at least one social event per calendar year. On the annual program evaluation, residents rated the Academy as a 2.47/4 and the faculty rated it a 3.05.

Lessons learned:
1) The quality improvement projects were not well received by the residents as they felt there was only a few residents who would do the work for the project. Therefore for the next AY, the quality projects will be moved out of the college curriculum, and instead be required to be worked on in much smaller sets of residents.
2) Branding is very helpful for identity formation, and the residents appreciated getting a jacket with their college logo.
3) Student affairs topics were introduced in the first year of operation, but were omitted in the second and third years because of feedback from the residents. Additional feedback was received that it was missed, and that the residents would appreciate wellness training, and so we plan on reinstituting them for the next AY.

Conclusions:
Learning communities are adaptable to GME and provide a means of facilitating peer to peer interactions and social connectedness.