

Standards of Accreditation for Areas of Focused Competence Programs in Addiction Medicine

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INTRODUCTION

The *Standards of Accreditation for Areas of Focused Competence (AFC) Programs in Addiction Medicine* are a national set of standards maintained by the Royal College of Physicians and Surgeons of Canada for the evaluation and accreditation of Addiction Medicine AFC programs. The standards aim to provide an interpretation of the *General Standards of Accreditation for Areas of Focused Competence Programs* as they relate to the accreditation of AFC programs in Addiction Medicine, and to ensure these programs adequately prepare AFC trainees to meet the health care needs of their patient population(s) upon completion of training.

The standards include requirements applicable to AFC programs and learning sites and have been written in alignment with the standards organization framework used in the general standards that aims to provide clarity of expectations, while maintaining flexibility for innovation.

These standards are intended to be read in conjunction with the *General Standards of Accreditation for Areas of Focused Competence Programs*, as well as the discipline-specific documents for Addiction Medicine. In instances where the indicators reflected in the *General Standards of Accreditation for Areas of Focused Competence Programs* have been modified within this document to reflect a discipline-specific expectation, the indicator as reflected in this document takes precedence.

STANDARDS

DOMAIN: PROGRAM ORGANIZATION

The *Program Organization* domain includes standards focused on the structural and functional aspects of the AFC program, which support and provide structure to meet the general and discipline-specific standards of accreditation for AFC programs.

STANDARD 1: There is an appropriate organizational structure, leadership and administrative personnel to effectively support the AFC program, teachers and trainees.

Refer to Standard 1 and its various components within the *General Standards of Accreditation for Areas of Focused Competence Programs*.

DOMAIN: EDUCATION PROGRAM

The *Education Program* domain includes standards focused on the planning, design, and delivery of the AFC program, with the overarching outcome to ensure that the AFC program prepares trainees to be competent for practice in the discipline.

STANDARD 2: Trainees are prepared for independent practice in the AFC discipline.

Refer to Standard 2 and its various components within the *General Standards of Accreditation for Areas of Focused Competence Programs* in addition to the indicators detailed below.

Element 2.2: There is an effective, organized system of trainee assessment.

Requirement(s)	Indicator(s)
2.2.1: The AFC program has a planned, defined and implemented system of assessment.	2.2.1.4: The assessment process within the AFC program meets the requirements of the Addiction Medicine portfolio.

DOMAIN: RESOURCES

The *Resources* domain includes standards focused on ensuring that the AFC program's clinical, physical, technical, financial, and human resources are sufficient for the delivery of the education program and, ultimately, to prepare trainees for practice in the discipline.

STANDARD 3: The delivery and administration of the AFC program is supported by appropriate resources.

Refer to Standard 3 and its various components within the *General Standards of Accreditation for Areas of Focused Competence Programs* in addition to the indicators detailed below.

Element 3.1: The AFC program has the clinical, physical, technical, and financial resources to provide all trainees with the educational experiences needed to acquire all competencies.

Requirement(s)	Indicator(s)
3.1.1: The patient population is adequate to ensure that trainees attain required competencies.	3.1.1.1 (modified): The AFC program provides access to the volume and diversity of patients appropriate to the AFC discipline consistently for all trainees. The patient population represents: <ul style="list-style-type: none">• The full spectrum of patients over the age of 16, male and female, from a variety of ethno-cultural backgrounds;• The full range of substance use from misuse to severe substance use disorders, including those with concurrent medical and psychiatric disorders, as well as patients with behavioural addictions;• Those treated with a variety of medical, behavioural, and psychosocial approaches; and• Patients at all the different stages of change, recovery, and severity.
3.1.2: Clinical and consultative services and facilities are effectively organized and adequate to ensure that trainees attain the required competencies.	3.1.2.5: The AFC program has access to an inpatient addiction management service, as well as a consultation service to general medical, surgical, obstetrical, adolescent, and/or psychiatric inpatients. 3.1.2.6: The AFC program has access to outpatient services that provide: <ul style="list-style-type: none">• Addiction medicine and mental health assessment and treatment of youth and young adults;• Addiction medicine and mental health assessment and treatment of women during pregnancy and postpartum; and• A range of addiction medicine interventions, including pharmacotherapy. 3.1.2.7: The AFC program has access to community-based experiences, such as Alcoholics Anonymous (AA), street-involved youth or peer-led supports, community addiction agencies, legal justice system, supervised consumption services, and public health harm reduction programs. 3.1.2.8: The AFC program has access to clinical services in critical care medicine and emergency medicine. 3.1.2.9: The AFC program has access to consultative services in

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psychiatry, infectious disease, and obstetrics and gynecology.

3.1.2.10: The AFC program has access to clinical services in psychology, occupational therapy, and nursing, and access to social workers and/or child and youth care workers.

3.1.2.11: The AFC program has access to the following diagnostic services:

- A full spectrum of medical imaging services; and
- A full spectrum of diagnostic laboratory services, including a laboratory that can provide urine drug testing and toxicology testing.

Element 3.2: The AFC program has the appropriate human resources to provide all trainees with the required educational experiences.

Requirement(s)	Indicator(s)
3.2.1: Teachers appropriately implement the curriculum, supervise and assess trainees, contribute to the program, and role model effective practice.	<p>3.2.1.1 (modified): The number, credentials, competencies, and scope of practice of the teachers are adequate to provide the breadth and depth of the discipline, including required clinical teaching, academic teaching, appropriate research, and assessment and feedback to trainees. The teaching faculty include individuals with practice experience in Addiction Medicine, or one of the following:</p> <ul style="list-style-type: none">• An AFC-diploma in Addiction Medicine (Royal College);• A Certificate of Added Competence in Addiction Medicine (College of Family Physicians of Canada); or• Certification by the American Board of Addiction Medicine or the International Society of Addiction Medicine. <p>3.2.1.2 (modified): The number, credentials, competencies, and scope of practice of the teachers are sufficient to supervise trainees in all learning environments, including when trainees are on-call as well as during community-based experiences.</p> <p>3.2.1.4: The AFC director has specialty expertise in Addiction Medicine, as demonstrated by a minimum of:</p> <ul style="list-style-type: none">• 5 years of practice experience in Addiction Medicine; or• 3 years of practice experience in Addiction Medicine and one of the following:<ul style="list-style-type: none">○ A Royal College AFC-diploma in Addiction Medicine;○ A College of Family Physicians of Canada Certificate of Added Competence in Addiction Medicine; or○ Certification by the American Board of Addiction Medicine or the International Society of Addiction Medicine.

DOMAIN: LEARNERS, TEACHERS, AND ADMINISTRATIVE PERSONNEL

The *Learners, Teachers, and Administrative Personnel* domain includes standards focused on safety, wellness, and support for learners and teachers.

STANDARD 4: Safety and wellness are promoted throughout the learning environment.

Refer to Standard 4 and its various components within the *General Standards of Accreditation for Areas of Focused Competence Programs*.

STANDARD 5: Trainees are treated fairly throughout their progression through the AFC program.

Refer to Standard 5 and its various components within the *General Standards of Accreditation for Areas of Focused Competence Programs*.

STANDARD 6: Teachers effectively deliver and support all aspects of the AFC program.

Refer to Standard 6 and its various components within the *General Standards of Accreditation for Areas of Focused Competence Programs*.

DOMAIN: CONTINUOUS IMPROVEMENT

The *Continuous Improvement* domain includes standards focused on ensuring a systematic approach to the evaluation and improvement of the AFC program.

STANDARD 7: There is continuous improvement of the educational experiences to improve the AFC program and ensure trainees are prepared for independent practice in the discipline.

Refer to Standard 7 and its various components within the *General Standards of Accreditation for Areas of Focused Competence Programs*.

Approved – Specialty Standards Review Committee (October 2018)