

Standards of Accreditation for Areas of Focused Competence Programs in Adult Congenital Heart Disease

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INTRODUCTION

The *Standards of Accreditation for Areas of Focused Competence (AFC) Programs in Adult Congenital Heart Disease* are a national set of standards maintained by the Royal College of Physicians and Surgeons of Canada for the evaluation and accreditation of Adult Congenital Heart Disease 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 Adult Congenital Heart Disease, 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 Adult Congenital Heart Disease. 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, with leadership and administrative personnel to support the AFC program, teachers, and trainees effectively.

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*.

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.	3.1.1.2: The volume and diversity of patients consistently available to the AFC program are sufficient to support trainee acquisition of knowledge, skills, and behaviours relating to population aspects of age, gender, culture, and ethnicity, appropriate to Adult Congenital Heart Disease (ACHD).
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 outpatient and inpatient facilities, including intensive care, for the care of adult patients with congenital heart disease (CHD). 3.1.2.6: The AFC program has access to a service providing consultative ACHD care to the emergency department, intensive care unit, and other inpatient services. 3.1.2.7: The AFC program has access to diagnostic facilities, including <ul style="list-style-type: none">• invasive hemodynamic monitoring• electrophysiology• echocardiography• cardiopulmonary exercise stress testing• cardiac computed tomography (CT) imaging• cardiac magnetic resonance imaging (MRI)• cardiac catheterization and interventional/structural cardiology laboratory• cardiac nuclear medicine imaging 3.1.2.8: The AFC program is geographically located at the same institution with the following services: <ul style="list-style-type: none">• cardiac surgery• cardiac anesthesia 3.1.2.9: The AFC program has access to the following services: <ul style="list-style-type: none">• pulmonary hypertension• advanced heart failure• cardiac transplantation• clinical genetics• maternal-fetal medicine• interventional electrophysiology providing ablation and implantable cardiac arrhythmia device therapy 3.1.2.10: The AFC program has access to the equipment and facilities for the provision of mechanical circulatory support.

3.1.4: There is appropriate liaison with other programs and teaching services to ensure that trainees experience the breadth of the discipline.

3.1.4.2: The university sponsors an accredited program in Adult Cardiology.

3.1.4.3: The clinical program has access to services in cardiac pathology and genetics.

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.

3.2.1.4: The AFC director has completed formal training in Adult Congenital Heart Disease.

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*.

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