

Standards of Accreditation for Areas of Focused Competence Programs in Adult Interventional Cardiology

Publication date: July 8, 2020



INTRODUCTION

The *Standards of Accreditation for Areas of Focused Competence (AFC) Programs in Adult Interventional Cardiology* are a national set of standards maintained by the Royal College of Physicians and Surgeons of Canada for the evaluation and accreditation of Adult Interventional Cardiology 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 Interventional Cardiology, 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 Interventional Cardiology. 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* 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 program meets the requirements of the <i>Competency Portfolio for the Diploma in Adult Interventional Cardiology</i> .
	2.2.1.5: The system of assessment includes a regular review of the AFC trainee's logbooks of diagnostic and interventional procedures.
	2.2.1.6: Trainees populate and complete the <i>Competency Portfolio for the Diploma in Adult Interventional Cardiology</i> with items validated by the faculty in a timely manner.

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 consistently provides access for all trainees to the volume and diversity of patients appropriate to Adult Interventional Cardiology. ¹ 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 Interventional Cardiology.
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 a cardiac catheterization and interventional cardiology laboratory under the direction of an appropriately qualified adult interventional cardiologist. 3.1.2.6: The AFC program's cardiac catheterization and interventional cardiology laboratory has facilities for the complete management of seriously ill cardiac patients, including invasive hemodynamic monitoring, temporary pacemaker insertion, mechanical circulatory support, percutaneous coronary interventions, and other minimally invasive investigations and therapies. 3.1.2.7: The AFC program has access to a clinical facility or clinical beds to provide trainees with experience in pre-admission workup and post-procedure management specific to cardiac catheterization.

¹ It is suggested that the minimal case load per trainee is 500 interventional cases every two years; it is estimated that the total interventional case load required in order for an institution to provide 250 cases per year per trainee is approximately 750 interventional cases per year.

*STANDARDS OF ACCREDITATION FOR AREAS OF FOCUSED COMPETENCE
PROGRAMS IN ADULT INTERVENTIONAL CARDIOLOGY*
(Publication date: July 2020)

3.1.2.8: There is access to a radiation safety officer who monitors radiation exposure and who offers teaching and supervision of all personnel working in the cardiac catheterization laboratory.

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 a service with expertise in non-cardiac vascular repair.

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.

3.2.1.1 [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 and academic teaching, which encompasses teaching in the basic and clinical sciences related to Adult Interventional Cardiology; appropriate research; and assessment and feedback to trainees.

3.2.1.2 [Modified]: The number, credentials, competencies, and scope of practice of the teachers are sufficient to supervise trainees at all levels and in all aspects of Adult Interventional Cardiology, and in all learning environments, including when trainees are on call.

3.2.1.4: The AFC director has demonstrated expertise in Adult Interventional Cardiology.

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* in addition to the indicators detailed below.

Element 4.1: The safety and wellness of patients and trainees is promoted.

Requirement(s)	Indicator(s)
4.1.2: AFC education occurs in a safety-conscious learning environment.	4.1.2.6: Catheterization laboratory equipment is used appropriately to ensure radiation safety for the operator, catheterization laboratory staff, and patient. 4.1.2.7: Radiation exposure results from the trainee's personal radiation dosimeter are monitored for adherence to federal and provincial/territorial radiation protection regulations.

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*.

Drafted – AFC Subcommittee and Office of Specialty Education – March 2020
Approved – Specialty Standards Review Committee – April 2020