

# Standards of Accreditation for Areas of Focused Competence Programs in Advanced Heart Failure and Cardiac Transplantation

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# INTRODUCTION

The *Standards of Accreditation for Areas of Focused Competence (AFC) Programs in Advanced Heart Failure and Cardiac Transplantation* are a national set of standards maintained by the Royal College of Physicians and Surgeons of Canada for the evaluation and accreditation of Advanced Heart Failure and Cardiac Transplantation 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 Advanced Heart Failure and Cardiac Transplantation, 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 Advanced Heart Failure and Cardiac Transplantation. 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*.

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## 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 2.1: The AFC program is designed to facilitate trainees' attainment of the required competencies.**

<b>Requirement(s)</b>	<b>Indicator(s)</b>
<b>2.1.1:</b> The AFC program's design and delivery is based on the standards of training for the AFC discipline.	<b>2.1.1.6:</b> The academic curriculum includes formal teaching in the three main topic areas of heart failure, mechanical circulatory support (MCS), and transplantation. <b>2.1.1.7:</b> The AFC program provides a forum for discussion and critical appraisal of emerging research (e.g., journal club). <b>2.1.1.8:</b> The AFC program provides a forum for discussion of quality assurance issues (e.g., morbidity and mortality rounds).

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

Requirement(s)	Indicator(s)
<p><b>2.2.1:</b> The AFC program has a planned, defined and implemented system of assessment.</p>	<p><b>2.2.1.4:</b> The AFC trainee maintains an Advanced Heart Failure and Cardiac Transplantation (AHFCT) AFC logbook.</p> <p><b>2.2.1.5:</b> The program of assessment includes the standardized forms developed by the Advanced Heart Failure and Cardiac Transplantation (AHFCT) AFC committee as outlined in the AHFCT portfolio.</p>

**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)
<p><b>3.1.1:</b> The patient population is adequate to ensure that trainees attain required competencies.</p>	<p><b>3.1.1.1 (modified):</b> The AFC program provides access to the volume and diversity of patients appropriate to the AFC discipline, including patients with heart failure as well as candidates for and recipients of mechanical circulatory support (MCS) and transplantation.</p>
<p><b>3.1.2:</b> Clinical and consultative services and facilities are effectively organized and adequate to ensure that trainees attain the required competencies.</p>	<p><b>3.1.2.5:</b> The AFC program has 24-hour access to inpatient beds. This includes access to beds equipped with appropriate monitoring.</p> <p><b>3.1.2.6:</b> The AFC program has access to ambulatory clinics for the evaluation and the longitudinal follow-up of heart failure, mechanical circulatory support (MCS), and pre/post-transplant recipients.</p> <p><b>3.1.2.7:</b> The AFC program has access to emergency room and critical care settings for consultative and ongoing care for acutely and critically ill patients.</p> <p><b>3.1.2.8:</b> The clinical program has timely access to surgical services and operating rooms for transplant and mechanical circulatory support (MCS) surgeries.</p>

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**3.1.2.9:** The AFC program has access to consultative services in all relevant medical, surgical, or pediatric subspecialties.

**3.1.2.10:** The AFC program has access to services with transplant expertise, including anesthesiology, interventional cardiology, echocardiography, cardiac electrophysiology, mental health, and pathology.

**3.1.2.11:** The AFC program has access to the full spectrum of medical imaging services and diagnostic laboratory services, including expertise for tissue typing.

**3.1.2.12:** The clinical program includes heart failure, transplant, and mechanical circulatory support (MCS) coordinators or nurses, and supporting clerical staff.

**3.1.2.13:** The clinical program has access to pharmacists, registered dietitians, rehabilitation therapists, respiratory therapists, and social workers.

**3.1.2.14:** The AFC program has access to laboratories for tissue typing and cardiopulmonary function testing.

**3.1.2.15:** The clinical program has a linkage with the provincial organ procurement organization.

**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 accredited programs in Cardiology and Cardiac Surgery.

**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 its medical and surgical aspects, required clinical teaching, academic teaching, appropriate research, and assessment and feedback to trainees.

**3.2.1.4:** The AFC director has Royal College certification in Cardiology, or equivalent acceptable to the Royal College, and demonstrated expertise in Advanced Heart Failure and Cardiac Transplantation (AHFCT).

**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*.

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## **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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**Approved** – Specialty Standards Review Committee (February 2020)