

Standards of Accreditation for Areas of Focused Competence Programs in Brachytherapy

Publication date: November 1, 2019



INTRODUCTION

The *Specific Standards of Accreditation for Areas of Focused Competence (AFC) Programs in Brachytherapy* are a national set of standards maintained by the Royal College of Physicians and Surgeons of Canada for the evaluation and accreditation of *Brachytherapy* 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 *Brachytherapy*, and to ensure these programs adequately prepare 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 *Brachytherapy*. 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 2.1: The AFC program is designed to facilitate trainees' attainment of the required competencies.

| Requirement(s) | Indicator(s) |
|---|--|
| 2.1.1: The AFC program's design and delivery is based on the standards of training for the AFC discipline. | 2.1.1.6: The educational experiences include protected time to complete a scholarly research, quality assurance or educational project. |

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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: Trainees maintain a Royal College Brachytherapy logbook throughout training. |

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 AFC program has access to adequate case volume in at least one of prostate or gynecologic brachytherapy, in addition to a range of other sites. 3.1.1.3: The patient population is sufficient to provide trainees with exposure to an appropriate number of new consultations, follow-up visits, procedures, and techniques. |

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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 ambulatory clinic space.

3.1.2.6: The AFC program has access to a brachytherapy suite and a recovery room.

3.1.2.7: The AFC program has access to an operating room and anesthesia services for the provision of brachytherapy.

3.1.2.8: The AFC program has access to accredited medical physicists and dosimetrists who are experienced in brachytherapy treatment planning.

3.1.2.9: The AFC program has access to a full range of laboratory and medical imaging services.

3.1.2.10: The health care team(s) associated with the AFC program are composed of appropriate personnel, including but not limited to nurses, radiation therapists, and clerical staff, to support the care and management of patients undergoing brachytherapy.

3.1.3: The AFC program has the necessary financial, physical, and technical resources.

3.1.3.2 (modified): Trainees have appropriate access to adequate facilities and services to conduct their work, including on-call rooms, workspaces, secretarial support, internet, and patient records.

3.1.3.5: For the purposes of planning and administering brachytherapy, the AFC program has access to software planning systems and computers, as well as medical imaging modalities, including but not limited to ultrasound and computed tomography (CT).

3.1.3.6: The AFC program has access to a high dose radiation (HDR) machine and a range of applicators and applicator templates.

3.1.3.7: Radiation detectors are in place, where applicable.

3.1.3.8: The AFC program has access to appropriate resources, including supervisors, to support AFC trainee completion of a scholarly research, quality assurance, or educational project.

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 Radiation Oncology.

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, academic teaching, appropriate research, and assessment and feedback to trainees; teaching faculty, as a group, have expertise in at least two clinical disease sites and/or techniques. 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; a minimum of two supervisors have brachytherapy expertise. 3.2.1.4: The AFC director has Royal College certification in Radiation Oncology and demonstrated specialty expertise in Brachytherapy. |

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*.

Drafted – Area of Focused Competence discipline committee and Office of Specialty Education
September 2019

Approved – Based on version approved by Specialty Standards Review Committee May 2015