ROYAL COLLEGE
OF PHYSICIANS AND SURGEONS OF CANADA
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DES MÉDECINS ET CHIRURGIENS DU CANADA

Standards of Accreditation for Residency Programs in Emergency Medicine

The *Standards of Accreditation for Residency Programs in Emergency Medicine* are a national set of standards maintained by the Royal College of Physicians and Surgeons of Canada (Royal College) for the evaluation and accreditation of residency programs in the discipline. The standards are designed to uphold the quality of residency education provided across Canada and to ensure residency programs adequately prepare residents to meet the health care needs of their patient population(s) during and upon completion of training.

This document integrates Royal College discipline-specific expectations with the CanERA *General Standards of Accreditation for Residency Programs*, which are maintained conjointly by the Royal College, College of Family Physicians of Canada (CFPC), and Collège des médecins du Québec (CMQ) and apply to all accredited programs across all disciplines. In certain instances, modifications may have been made to a general indicator to address a discipline-specific need. These modified indicators are identified as such and take precedence over the general indicator.

The standards are intended to be read in conjunction with the discipline-specific suite of documents that address the national standards for training.

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Standards Organization Framework

Level	Description
Domain	Domains, defined by the Future of Medical Education in Canada-Postgraduate (FMEC-PG) Accreditation Implementation Committee, introduce common organizational terminology to facilitate alignment of accreditation standards across the medical education continuum.
Standard	The overarching outcome to be achieved through the fulfillment of the associated requirements.
Element	A category of the requirements associated with the overarching standard.
Requirement	A measurable component of a standard.
Mandatory and exemplary indicators	A specific expectation used to evaluate compliance with a requirement (i.e., to demonstrate that the requirement is in place). Mandatory indicators must be met to achieve full compliance with a requirement. Exemplary indicators provide objectives beyond the mandatory expectations and may be used to introduce indicators that will become mandatory over time. Indicators may have one or more sources of evidence, not all of which will be collected through the onsite accreditation review (e.g., evidence may be collected via the CanAMS institution/program profile).

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GENP_PO

DOMAIN: PROGRAM ORGANIZATION

GENP_PO_1

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

GENP_PO_1.1

Element 1.1: The program director leads the residency program effectively.

GENP_PO_1.1.1

Requirement 1.1.1: The program director is available to oversee and advance the residency program.

GENP_PO_1.1.1.1

Indicator 1.1.1.1: The program director has sufficient protected time to oversee and advance the residency program in accordance with the postgraduate office guidelines, and as appropriate for the size and complexity of the program.

GENP_PO_1.1.1.2

Indicator 1.1.1.2: The program director is accessible and responsive to the input, needs, and concerns of residents.

GENP_PO_1.1.1.3

Indicator 1.1.1.3: The program director is accessible and responsive to the input, needs, and concerns of teachers and members of the residency program committee.

GENP_PO_1.1.2

Requirement 1.1.2: The program director has appropriate support to oversee and advance the residency program.

GENP_PO_1.1.2.1

Indicator 1.1.2.1: The faculty of medicine, postgraduate office, and academic lead of the discipline provide the program director with sufficient support, autonomy, and resources for the effective operation of the residency program.

GENP_PO_1.1.2.2

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Indicator 1.1.2.2: Administrative support is organized and adequate to support the program director, the residency program, and residents.

GENP_PO_1.1.3

Requirement 1.1.3: The program director provides effective leadership for the residency program.

GENP_PO_1.1.3.1

Indicator 1.1.3.1: The program director promotes a culture of inclusion that enables members of the residency program committee, residents, teachers, and others as required to identify needs and implement changes.

GENP_PO_1.1.3.2

Indicator 1.1.3.2: The program director advocates for equitable, appropriate, and effective educational experiences.

GENP_PO_1.1.3.3

Indicator 1.1.3.3: The program director communicates with individuals involved in the residency program effectively.

GENP_PO_1.1.3.4

Indicator 1.1.3.4: The program director anticipates and manages conflict effectively.

GENP_PO_1.1.3.5

Indicator 1.1.3.5: The program director respects the diversity and protects the rights and confidentiality of residents and teachers.

GENP_PO_1.1.3.6

Indicator 1.1.3.6: The program director demonstrates active participation in professional development in medical education.

GENP_PO_1.1.3.7

Indicator 1.1.3.7 [Exemplary]: *The program director demonstrates a commitment to and facilitates educational scholarship and innovation.*

GENP_PO_1.1.3.8

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Indicator 1.1.3.8 [Royal College Requirement]: The program director or delegate attends at least one specialty committee meeting per year in person or remotely.

GENP_PO_1.2

Element 1.2: There is an effective and functional residency program committee structure to support the program director in planning, organizing, evaluating, and advancing the residency program.

GENP_PO_1.2.1

Requirement 1.2.1: The residency program committee structure is composed of appropriate individuals in the residency program.

GENP_PO_1.2.1.1

Indicator 1.2.1.1: Major academic and clinical components and relevant learning sites are represented on the residency program committee.

GENP_PO_1.2.1.2

Indicator 1.2.1.2: There is an effective, fair, and transparent process for residents to select their representatives on the residency program committee.

GENP_PO_1.2.1.3

Indicator 1.2.1.3: There is an effective process for individuals involved in resident wellness and safety programs/plans to provide input to the residency program committee.

GENP_PO_1.2.1.4

Indicator 1.2.1.4 [Exemplary]: *There is an effective process for individuals responsible for the quality of care and patient safety at learning sites to provide input to the residency program committee.*

GENP_PO_1.2.2

Requirement 1.2.2: The residency program committee has a clear mandate to manage and evaluate the key functions of the residency program.

GENP_PO_1.2.2.1

Indicator 1.2.2.1: There are clearly written terms of reference that address the composition, mandate, roles, and responsibilities of each member;

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accountability structures; decision-making processes; lines of communication; and meeting procedures.

GENP_PO_1.2.2.2

Indicator 1.2.2.2: The terms of reference for the residency program committee are regularly reviewed and refined, as appropriate.

GENP_PO_1.2.2.3

Indicator 1.2.2.3: The mandate of the residency program committee includes planning and organizing the residency program, including selection of residents, educational design, policy and process development, safety, resident wellness, assessment of resident progress, and continuous improvement.

GENP_PO_1.2.2.4

Indicator 1.2.2.4: The residency program committee documentation demonstrates how it fulfills its mandate effectively.

122A_PO_1.2.2.5

Indicator 1.2.2.5 [Modified]: The residency program committee structure includes a competence committee responsible for reviewing and making recommendations regarding residents' readiness for increasing professional responsibility, progress in achieving the national standards of Emergency Medicine, promotion, and transition to independent practice.

122A_PO_1.2.2.6

Indicator 1.2.2.6: The competence committee documentation demonstrates how it fulfills its mandate effectively.

GENP_PO_1.2.3

Requirement 1.2.3: There is an effective and transparent decision-making process that includes input from residents and others involved in the residency program.

GENP_PO_1.2.3.1

Indicator 1.2.3.1: Members of the residency program committee are actively involved in a collaborative decision-making process, including regular attendance at and active participation in committee meetings.

GENP_PO_1.2.3.2

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Indicator 1.2.3.2: The residency program committee actively seeks feedback from individuals involved in the residency program, discusses issues, develops action plans, and follows up on identified issues.

GENP_PO_1.2.3.3

Indicator 1.2.3.3: There is a culture of respect for residents' opinions by the residency program committee.

GENP_PO_1.2.3.4

Indicator 1.2.3.4: Actions and decisions are communicated in a timely manner to the residency program's residents, teachers, and administrative personnel, and to the academic lead of the discipline and others responsible for the delivery of the residency program, as appropriate.

GENP_PO_2

STANDARD 2: All aspects of the residency program are collaboratively overseen by the program director and the residency program committee.

GENP_PO_2.1

Element 2.1: Effective policies and processes to manage residency education are developed and maintained.

GENP_PO_2.1.1

Requirement 2.1.1: The residency program committee has well-defined, transparent, and effective policies and processes to manage residency education.

GENP_PO_2.1.1.1

Indicator 2.1.1.1: There is an effective mechanism to review and adopt applicable institution and learning site policies and processes.

GENP_PO_2.1.1.2

Indicator 2.1.1.2: There is an effective and transparent mechanism to collaboratively develop and adopt required program- and discipline-specific policies and processes.

GENP_PO_2.1.1.3

Indicator 2.1.1.3: There is an effective mechanism to disseminate the residency program's policies and processes to residents, teachers, and program administrative personnel.

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GENP_PO_2.1.1.4

Indicator 2.1.1.4: All individuals with responsibility in the residency program follow the institution's policies and procedures regarding ensuring appropriate identification and management of conflicts of interest.

GENP_PO_2.2

Element 2.2: The program director and residency program committee communicate and collaborate with individuals involved in the residency program.

GENP_PO_2.2.1

Requirement 2.2.1: There are effective mechanisms to collaborate with the division/department, other programs, and the postgraduate office.

GENP_PO_2.2.1.1

Indicator 2.2.1.1: There is effective communication between the residency program and the postgraduate office.

GENP_PO_2.2.1.2

Indicator 2.2.1.2: There are effective mechanisms for the residency program to share information and collaborate with the division/department.

GENP_PO_2.2.1.3

Indicator 2.2.1.3: There is collaboration with the faculty of medicine's undergraduate medical education program and with continuing professional development programs, including faculty development, as appropriate.

GENP_PO_2.2.1.4

Indicator 2.2.1.4 [Exemplary]: *There is collaboration with other health professions to provide shared educational experiences for learners across the spectrum of health professions.*

GENP_PO_2.3

Element 2.3: Learning sites are organized to meet the requirements of the discipline.

GENP_PO_2.3.1

Requirement 2.3.1: There is a well-defined, transparent, and effective process to select the residency program's learning sites.

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GENP_PO_2.3.1.1

Indicator 2.3.1.1: There is an effective process to select, organize, and review the residency program's learning sites based on the required educational experiences.

GENP_PO_2.3.1.2

Indicator 2.3.1.2: Where learning sites are unable to provide all educational requirements, the residency program committee, in collaboration with the postgraduate office, recommends and helps establish inter-institution affiliation (IIA) agreement(s) to ensure residents acquire the necessary competencies.

GENP_PO_2.3.2

Requirement 2.3.2: Each learning site has an effective organizational structure to facilitate education and communication.

GENP_PO_2.3.2.1

Indicator 2.3.2.1: Each learning site has a site coordinator responsible to the residency program committee.

GENP_PO_2.3.2.2

Indicator 2.3.2.2: There is effective communication and collaboration between the residency program committee and the site coordinator for each learning site to ensure program policies and procedures are followed.

GENP_EP

DOMAIN: EDUCATION PROGRAM

GENP_EP_3

STANDARD 3: Residents are prepared for independent practice.

GENP_EP_3.1

Element 3.1: The residency program's educational design is based on outcomes-based competencies and/or objectives that prepare residents to meet the needs of the population(s) they will serve in independent practice.

GENP_EP_3.1.1

Requirement 3.1.1: Educational competencies and/or objectives are in place that ensure residents progressively meet all required standards for the discipline and address societal needs.

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122A_EP_3.1.1.1

Indicator 3.1.1.1 [Modified]: The competencies and/or educational objectives meet the specialty-specific requirements for Emergency Medicine, as outlined in the *Emergency Medicine Competencies* and the *Emergency Medicine Training Experiences.*

GENP_EP_3.1.1.2

Indicator 3.1.1.2: The competencies and/or objectives address each of the Roles in the CanMEDS/CanMEDS-FM Framework specific to the discipline.

GENP_EP_3.1.1.3

Indicator 3.1.1.3: The competencies and/or objectives articulate different expectations for residents by stage and/or level of training.

GENP_EP_3.1.1.4

Indicator 3.1.1.4: Community and societal needs are considered in the design of the residency program's competencies and/or objectives.

GENP_EP_3.2

Element 3.2: The residency program provides educational experiences designed to facilitate residents' attainment of the outcomes-based competencies and/or objectives.

GENP_EP_3.2.1

Requirement 3.2.1: Educational experiences are guided by competencies and/or objectives and provide residents with opportunities for increasing professional responsibility at each stage or level of training.

GENP_EP_3.2.1.1

Indicator 3.2.1.1: The educational experiences are defined specifically for and/or are mapped to the competencies and/or objectives.

122A_EP_3.2.1.2

Indicator 3.2.1.2 [Modified]: The educational experiences meet the specialty-specific requirements for Emergency Medicine, as outlined in the *Emergency Medicine Competencies* and the *Emergency Medicine Training Experiences.*

GENP_EP_3.2.1.3

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Indicator 3.2.1.3: The educational experiences are appropriate for residents' stage or level of training and support residents' achievement of increasing professional responsibility to the level of independent practice.

122A_EP_3.2.1.4

Indicator 3.2.1.4: Educational experiences include the opportunity for the resident in the final stage of training (i.e., Transition to Practice) to be regularly entrusted with the overall responsibility for the

- diagnosis, resuscitation, stabilization, evaluation, and disposition of acutely ill and injured patients of all kinds; and
- clinical management of the emergency department and of overall patient flow.

GENP_EP_3.2.2

Requirement 3.2.2: The residency program uses a comprehensive curriculum plan, which is specific to the discipline, and addresses all the CanMEDS/CanMEDS-FM Roles.

GENP_EP_3.2.2.1

Indicator 3.2.2.1: There is a clear curriculum plan that describes the educational experiences for residents.

GENP_EP_3.2.2.2

Indicator 3.2.2.2: The curriculum plan incorporates all required educational objectives or key and enabling competencies of the discipline.

GENP_EP_3.2.2.3

Indicator 3.2.2.3: The curriculum plan addresses expert instruction and experiential learning opportunities for each of the CanMEDS/CanMEDS-FM Roles with a variety of suitable learning activities.

GENP_EP_3.2.2.4

Indicator 3.2.2.4: The curriculum plan includes training in continuous improvement, with emphasis on improving systems of patient care, including patient safety, with opportunities for residents to apply their training in a project or clinical setting.

GENP_EP_3.2.2.5

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Indicator 3.2.2.5: The curriculum plan includes educational programming to develop skills around physician wellness at various stages of the physician life cycle.

GENP_EP_3.2.2.6

Indicator 3.2.2.6: The curriculum plan includes fatigue risk management, specifically education addressing the risks posed by physician impairment to the practice setting, and the individual and organizational supports available to manage the risk.

122A_EP_3.2.2.7

Indicator 3.2.2.7: In planning the curriculum, the residency program makes appropriate use of relevant educational opportunities, including optimal use of resources to ensure the desired educational experience.

122A_EP_3.2.2.8

Indicator 3.2.2.8 [Exemplary]: *The residency program incorporates the* Pathway to Competence in Emergency Medicine *in its curriculum plan.*

GENP_EP_3.2.3

Requirement 3.2.3: The educational design allows residents to identify and address individual learning objectives.

GENP_EP_3.2.3.1

Indicator 3.2.3.1: Individual residents' educational experiences are tailored to accommodate their learning needs and future career aspirations, while meeting the national standards and societal needs for their discipline.

GENP_EP_3.2.3.2

Indicator 3.2.3.2: The residency program fosters a culture of reflective practice and lifelong learning among its residents.

GENP_EP_3.2.4

Requirement 3.2.4: Residents' clinical responsibilities are assigned in a way that supports the progressive acquisition of competencies and/or objectives, as outlined in the CanMEDS/CanMEDS-FM Roles.

GENP_EP_3.2.4.1

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Indicator 3.2.4.1: Residents' clinical responsibilities are assigned based on level or stage of training and their individual level of competence.

GENP_EP_3.2.4.2

Indicator 3.2.4.2: Residents' clinical responsibilities, including on-call duties, provide opportunities for progressive experiential learning, in accordance with all CanMEDS/CanMEDS-FM Roles.

GENP_EP_3.2.4.3

Indicator 3.2.4.3: Residents are assigned to educational experiences in an equitable manner, such that all residents have opportunities to meet their educational needs and to achieve the expected competencies of the residency program.

GENP_EP_3.2.4.4

Indicator 3.2.4.4: Residents' clinical responsibilities do not interfere with their ability to participate in mandatory academic activities.

GENP_EP_3.2.5

Requirement 3.2.5: The educational environment supports and promotes resident learning in an atmosphere of scholarly inquiry.

GENP_EP_3.2.5.1

Indicator 3.2.5.1: Residents have access to, and mentorship for, a variety of scholarly opportunities, including research as appropriate.

GENP_EP_3.2.5.2

Indicator 3.2.5.2: Residents have protected time to participate in scholarly activities, including research as appropriate.

GENP_EP_3.2.5.3

Indicator 3.2.5.3: Residents have protected time to participate in professional development to augment their learning and/or to present their scholarly work.

GENP_EP_3.3

Element 3.3: Teachers facilitate residents' attainment of competencies and/or objectives.

GENP_EP_3.3.1

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Requirement 3.3.1: Resident learning needs, stage or level of training, and other relevant factors are used to guide all teaching to support resident attainment of competencies and/or objectives.

GENP_EP_3.3.1.1

Indicator 3.3.1.1: Teachers use experience-specific competencies and/or objectives to guide educational interactions with residents.

GENP_EP_3.3.1.2

Indicator 3.3.1.2: Teachers align their teaching appropriately with residents' stage or level of training, and individual learning needs and objectives.

GENP_EP_3.3.1.3

Indicator 3.3.1.3: Teachers contribute to the promotion and maintenance of a positive learning environment.

GENP_EP_3.3.1.4

Indicator 3.3.1.4: Residents' feedback to teachers facilitates the adjustment of teaching approaches and learner assignment, as appropriate, to maximize the educational experiences.

GENP_EP_3.4

Element 3.4: There is an effective, organized system of resident assessment.

GENP_EP_3.4.1

Requirement 3.4.1: The residency program has a planned, defined, and implemented system of assessment.

GENP_EP_3.4.1.1

Indicator 3.4.1.1: The system of assessment is based on residents' attainment of experience-specific competencies and/or objectives.

GENP_EP_3.4.1.2

Indicator 3.4.1.2: The system of assessment clearly identifies the methods by which residents are assessed for each educational experience.

GENP_EP_3.4.1.3

Indicator 3.4.1.3: The system of assessment clearly identifies the level of performance expected of residents based on level or stage of training.

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GENP_EP_3.4.1.4

Indicator 3.4.1.4: The system of assessment includes identification and use of appropriate assessment tools tailored to the residency program's educational experiences, with an emphasis on direct observation where appropriate.

GENP_EP_3.4.1.5

Indicator 3.4.1.5: The system of assessment meets the requirements within the specific standards for the discipline.

GENP_EP_3.4.1.6

Indicator 3.4.1.6: The system of assessment is based on multiple assessments of residents' competencies during the various educational experiences and over time, by multiple assessors, in multiple contexts.

GENP_EP_3.4.1.7

Indicator 3.4.1.7: Teachers are aware of the expectations for resident performance based on level or stage of training and use these expectations in their assessments of residents.

GENP_EP_3.4.2

Requirement 3.4.2: There is a mechanism in place to engage residents in regular discussions for review of their performance and progression.

GENP_EP_3.4.2.1

Indicator 3.4.2.1: Residents receive regular, timely, meaningful, in-person feedback on their performance.

GENP_EP_3.4.2.2

Indicator 3.4.2.2: The program director and/or an appropriate delegate meet(s) regularly with residents to discuss and review their performance and progress.

GENP_EP_3.4.2.3

Indicator 3.4.2.3: Residents' progress toward the attainment of competencies is documented in a secure, individual portfolio.

GENP_EP_3.4.2.4

Indicator 3.4.2.4: Residents are aware of the processes for assessment and decisions around promotion and completion of training.

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GENP_EP_3.4.2.5

Indicator 3.4.2.5: The residency program fosters an environment where formative feedback is actively used by residents to guide their learning.

GENP_EP_3.4.2.6

Indicator 3.4.2.6: Residents and teachers have shared responsibility for recording residents' learning and achievement of competencies and/or objectives for their discipline at each level or stage of training.

GENP_EP_3.4.3

Requirement 3.4.3: There is a well-articulated process for decision-making regarding resident progression, including the decision on satisfactory completion of training.

122A_EP_3.4.3.1

Indicator 3.4.3.1 [Modified]: The competence committee regularly reviews (at least twice a year, or once per stage, whichever is more frequent) residents' readiness for increasing professional responsibility, promotion, and transition to independent practice, based on the program's system of assessment.

GENP_EP_3.4.3.2

Indicator 3.4.3.2: Using all available evidence regarding performance, including the contents of the portfolio, the competence committee, assessment committee, or equivalent body makes a summative assessment regarding residents' readiness for certification and independent practice.

GENP_EP_3.4.3.3

Indicator 3.4.3.3: The program director provides the respective College with the required summative documents for exam eligibility and for each resident who has successfully completed the residency program.

GENP_EP_3.4.3.4

Indicator 3.4.3.4: The competence committee, assessment committee, or equivalent body is able to access resident assessment data in a way that supports its recommendations and decision-making about resident progress in alignment with assessment guidelines.

GENP_EP_3.4.3.5

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Indicator 3.4.3.5 [Exemplary]: *The competence committee, assessment committee, or equivalent body uses advanced assessment methodologies such as data visualization, reporting, and analytical tools to inform recommendations and decisions, as appropriate, on resident progress.*

122A_EP_3.4.3.6

Indicator 3.4.3.6 [Exemplary]: *The competence committee's recommendations regarding learner status are consistent with the Royal College's guidelines for Competence by Design.*

GENP_EP_3.4.4

Requirement 3.4.4: The system of assessment allows for timely identification of and support for residents who are not attaining the required competencies or objectives as expected.

GENP_EP_3.4.4.1

Indicator 3.4.4.1: Residents are informed in a timely manner of any concerns regarding their performance and/or progression.

GENP_EP_3.4.4.2

Indicator 3.4.4.2: Residents who are not progressing as expected are provided with the required support and opportunity to improve their performance, as appropriate.

GENP_EP_3.4.4.3

Indicator 3.4.4.3: Any resident requiring formal remediation and/or additional educational experiences is provided with:

- a documented plan detailing objectives of the formal remediation and their rationale;
- the educational experiences scheduled to allow the resident to achieve these objectives;
- the assessment methods to be employed;
- the potential outcomes and consequences;
- the methods by which a final decision will be made as to whether the resident has successfully completed a period of formal remediation; and
- the appeal process.

GENP_R

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DOMAIN: RESOURCES

GENP_R_4

STANDARD 4: The delivery and administration of the residency program are supported by appropriate resources.

GENP_R_4.1

Element 4.1: The residency program has the clinical, physical, technical, and financial resources to provide all residents with the educational experiences needed to acquire all competencies and/or objectives.

GENP_R_4.1.1

Requirement 4.1.1: The patient population is adequate to ensure that residents experience the breadth of the discipline.

GENP_R_4.1.1.1

Indicator 4.1.1.1: The residency program provides access to a sufficient volume and variety of patients appropriate to the discipline.

GENP_R_4.1.1.2

Indicator 4.1.1.2: The residency program provides access to patient populations and environments that align with the community and societal needs for the discipline.

122A_R_4.1.1.3

Indicator 4.1.1.3: The volume and diversity of patients consistently available to the residency program are sufficient to:

- support residents' acquisition of knowledge, skills, and behaviours relating to age, gender, culture, and ethnicity, appropriate to Emergency Medicine; and
- provide residents with opportunities for training and experience over the full spectrum of the clinical conditions associated with an active emergency department, including adult and childhood illnesses, injuries, and conditions.[1]

[1] A combination of institutions may be used to offer the full spectrum of required experiences.

GENP_R_4.1.2

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Requirement 4.1.2: Clinical and consultative services and facilities are organized and adequate to ensure that residents experience the breadth of the discipline.

GENP_R_4.1.2.1

Indicator 4.1.2.1: The residency program has access to the variety of learning sites specific to the scope of practice of the discipline.

GENP_R_4.1.2.2

Indicator 4.1.2.2: The residency program has access to appropriate consultative services to meet the general and specific standards for the discipline.

GENP_R_4.1.2.3

Indicator 4.1.2.3: The residency program has access to appropriate diagnostic services and laboratory services to meet both residents' competency requirements and the delivery of quality care.

GENP_R_4.1.2.4

Indicator 4.1.2.4: Resident training takes place in functionally inter- and intra-professional learning environments that prepare residents for collaborative practice.

122A_R_4.1.2.5

Indicator 4.1.2.5: The residency program has access to all of the clinical services specified in the *Emergency Medicine Competencies* and the *Emergency Medicine Training Experiences*.

122A_R_4.1.2.6

Indicator 4.1.2.6: The residency program has access to an emergency department under the direction of an emergency physician that is adequately resourced to allow the department to fulfil its academic mission as a core learning site.

122A_R_4.1.2.7

Indicator 4.1.2.7: All emergency departments participating in the program have an adequate number of patients available for teaching, and are administered by a director or head of the department with adequate links to the university academic administrative unit for Emergency Medicine.

122A_R_4.1.2.8

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Indicator 4.1.2.8: The residency program has access to medical services for pre-hospital care, such as paramedics, ambulance services, communication systems, first aid programs, poison control, public education, organization of emergency medical services, and disaster planning, so as to provide experience in the administrative and supervisory aspects of emergency medical services.

122A_R_4.1.2.9

Indicator 4.1.2.9: The residency program has readily available access to consultative services from all of the major specialties and subspecialties that are required to meet the needs of the patient population seen in the emergency department.

122A_R_4.1.2.10

Indicator 4.1.2.10 [Exemplary]: *Sites with a major role in the Emergency Medicine program are engaged in the teaching of Emergency Medicine at multiple levels, according to regional demand and assuming that appropriate resources are available to support these teaching activities.*

122A_R_4.1.2.11

Indicator 4.1.2.11: The residency program has access to all diagnostic services specified in the *Emergency Medicine Competencies* and the *Emergency Medicine Training Experiences*, including biochemistry, hematology, microbiology, and medical imaging.

122A_R_4.1.2.12

Indicator 4.1.2.12: The residency program has access to appropriate bedside diagnostic resources, including point of care ultrasound.

122A_R_4.1.2.13

Indicator 4.1.2.13: There is appropriate liaison with teaching services in existing medical and surgical specialties and subspecialties to ensure effective patient management.

GENP_R_4.1.3

Requirement 4.1.3: The residency program has the necessary financial, physical, and technical resources.

GENP_R_4.1.3.1

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Indicator 4.1.3.1: There are adequate financial resources for the residency program to meet the general and specific standards for the discipline.

GENP_R_4.1.3.2

Indicator 4.1.3.2: There is adequate space for the residency program to meet educational requirements.

GENP_R_4.1.3.3

Indicator 4.1.3.3: There are adequate technical resources for the residency program to meet the specific requirements for the discipline.

GENP_R_4.1.3.4

Indicator 4.1.3.4: Residents have appropriate access to adequate facilities and services to conduct their work, including on-call rooms, workspaces, internet, and patient records.

GENP_R_4.1.3.5

Indicator 4.1.3.5: The program director, residency program committee, and program administrative personnel have access to adequate space, information technology, and financial support to carry out their duties.

122A_R_4.1.3.6

Indicator 4.1.3.6: The residency program has access to resources for simulation-based educational experiences.

122A_R_4.1.3.7

Indicator 4.1.3.7 [Exemplary]: *The residency program's space for administration, teaching, and research includes a conference room and on-site access to relevant reference materials specific to Emergency Medicine.*

GENP_R_4.2

Element 4.2: The residency program has the appropriate human resources to provide all residents with the required educational experiences.

GENP_R_4.2.1

Requirement 4.2.1: Teachers appropriately implement the residency curriculum, supervise and assess residents, and contribute to the program.

GENP_R_4.2.1.1

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Indicator 4.2.1.1: 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, assessment, and feedback to residents.

GENP_R_4.2.1.2

Indicator 4.2.1.2: The number, credentials, competencies, and scope of practice of the teachers are sufficient to supervise residents in all clinical environments, including when residents are on-call and when providing care to patients, as part of the residency program, outside of a learning site.

GENP_R_4.2.1.3

Indicator 4.2.1.3: There are sufficient competent individual supervisors to support a variety of resident scholarly activities, including research as appropriate.

GENP_R_4.2.1.4

Indicator 4.2.1.4: There is a designated individual who facilitates the involvement of residents in scholarly activities, including research as appropriate, and who reports to the residency program committee.

122A_R_4.2.1.5

Indicator 4.2.1.5: The residency program's teachers include a nucleus of members with a level of experience and qualifications sufficient to ensure the overall quality of the teaching activities.

GENP_LTA

DOMAIN: LEARNERS, TEACHERS, AND ADMINISTRATIVE PERSONNEL

GENP_LTA_5

STANDARD 5: Safety and wellness are promoted throughout the learning environment.

GENP_LTA_5.1

Element 5.1: The physical, psychological, cultural, and professional safety and wellness of patients and residents are actively promoted.

GENP_LTA_5.1.1

Requirement 5.1.1: Residents are appropriately supervised.

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GENP_LTA_5.1.1.1

Indicator 5.1.1.1: Residents and teachers follow institution policies and any program-specific policies regarding the supervision of residents, including ensuring the physical presence of the appropriate supervisor, when mandated, during acts or procedures performed by the resident, and ensuring supervision is appropriate for the level or stage of training.

GENP_LTA_5.1.1.2

Indicator 5.1.1.2: Teachers are available for consultation regarding decisions related to patient care in a timely manner.

GENP_LTA_5.1.1.3

Indicator 5.1.1.3: Teachers follow the policies and processes for disclosure of resident involvement in patient care, and for patient consent for such participation.

GENP_LTA_5.1.2

Requirement 5.1.2: Residency education occurs in a physically, psychologically, culturally, and professionally safe learning environment.

GENP_LTA_5.1.2.1

Indicator 5.1.2.1: Safety is actively promoted throughout the learning environment for all those involved in the residency program.

GENP_LTA_5.1.2.2

Indicator 5.1.2.2: Well-defined, transparent, and effective policies and processes are in place addressing residents' physical safety.

GENP_LTA_5.1.2.3

Indicator 5.1.2.3: Well-defined, transparent, and effective policies and processes are in place addressing residents' psychological safety.

GENP_LTA_5.1.2.4

Indicator 5.1.2.4: Well-defined, transparent, and effective policies and processes are in place addressing residents' cultural safety.

GENP_LTA_5.1.2.5

Indicator 5.1.2.5: Well-defined, transparent, and effective policies and processes are in place addressing residents' professional safety.

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GENP_LTA_5.1.2.6

Indicator 5.1.2.6: Policies and processes regarding resident safety consider discipline, program, resident, and culturally specific contexts.

GENP_LTA_5.1.2.7

Indicator 5.1.2.7: Policies and processes regarding resident safety effectively address both situations and perceptions of lack of resident safety and provide multiple avenues of access for effective reporting and management.

GENP_LTA_5.1.2.8

Indicator 5.1.2.8: Concerns with the safety of the learning environment are appropriately identified and remediated.

GENP_LTA_5.1.2.9

Indicator 5.1.2.9: Residents are supported and encouraged to exercise discretion and judgment regarding their personal safety, including fatigue.

GENP_LTA_5.1.2.10

Indicator 5.1.2.10: Residents and teachers are aware of the process to follow if they perceive safety issues.

GENP_LTA_5.1.3

Requirement 5.1.3: Residency education occurs in a positive learning environment that promotes resident wellness.

GENP_LTA_5.1.3.1

Indicator 5.1.3.1: There is a positive learning environment for all involved in the residency program.

GENP_LTA_5.1.3.2

Indicator 5.1.3.2: Residents are aware of and able to access confidential wellness services that can support physical, psychological, cultural, and/or professional resident wellness concerns.

GENP_LTA_5.1.3.3

Indicator 5.1.3.3: The institution’s policies and processes regarding resident absences and educational accommodation are applied effectively.

GENP_LTA_5.1.3.4

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Indicator 5.1.3.4: The mechanism to receive, respond to, and adjudicate incidents of discrimination, harassment, and other forms of mistreatment is applied effectively.

GENP_LTA_5.1.3.5

Indicator 5.1.3.5: Residents are supported and encouraged to exercise discretion and judgment regarding their personal wellness.

GENP_LTA_6

STANDARD 6: Residents are treated fairly and supported adequately throughout the progression of their residency program.

GENP_LTA_6.1

Element 6.1: The progression of residents through the residency program is supported, fair, and transparent.

GENP_LTA_6.1.1

Requirement 6.1.1: There are well-defined, transparent, and effective formal processes for the selection and progression of residents.

GENP_LTA_6.1.1.1

Indicator 6.1.1.1: Processes for resident selection, promotion, remediation, dismissal, and appeals are applied effectively, transparently, and in alignment with applicable institution policies.

GENP_LTA_6.1.1.2

Indicator 6.1.1.2: The residency program encourages and recognizes resident leadership.

GENP_LTA_6.1.2

Requirement 6.1.2: Guidance is available to facilitate resident achievement and success.

GENP_LTA_6.1.2.1

Indicator 6.1.2.1: The residency program provides formal, timely career planning and counselling to residents throughout their progress through the residency program.

GENP_LTA_7

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STANDARD 7: Teachers deliver and support all aspects of the residency program effectively.

GENP_LTA_7.1

Element 7.1: Teachers are assessed, recognized, and supported in their development as positive role models for residents in the residency program.

GENP_LTA_7.1.1

Requirement 7.1.1: Teachers are regularly assessed and supported in their development.

GENP_LTA_7.1.1.1

Indicator 7.1.1.1: There is an effective process for the assessment of teachers involved in the residency program, aligned with applicable institution processes, that balances timely feedback with preserving resident confidentiality.

GENP_LTA_7.1.1.2

Indicator 7.1.1.2: The system of teacher assessment ensures recognition of excellence in teaching and is used to address performance concerns.

GENP_LTA_7.1.1.3

Indicator 7.1.1.3: Resident input is a component of the system of teacher assessment.

GENP_LTA_7.1.1.4

Indicator 7.1.1.4: Faculty development for teaching that is relevant and accessible to teachers is offered on a regular basis.

GENP_LTA_7.1.1.5

Indicator 7.1.1.5: There is an effective process to identify, document, and address unprofessional behaviour by teachers.

GENP_LTA_7.1.1.6

Indicator 7.1.1.6: The residency program identifies and addresses priorities for faculty development within residency training.

GENP_LTA_7.1.2

Requirement 7.1.2: Teachers in the residency program are effective role models for residents.

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GENP_LTA_7.1.2.1

Indicator 7.1.2.1: Teachers exercise the dual responsibility of providing high quality and ethical patient care, and excellent supervision and teaching.

GENP_LTA_7.1.2.2

Indicator 7.1.2.2: Teachers contribute to academic activities of the residency program and institution, including lectures, workshops, examination preparation, and internal reviews.

GENP_LTA_7.1.2.3

Indicator 7.1.2.3: Teachers are supported and recognized for their contributions outside the residency program, including peer reviews, medical licensing authorities, exam boards, specialty committees, accreditation committees, specialty societies, and government medical advisory boards.

GENP_LTA_7.1.2.4

Indicator 7.1.2.4: Teachers contribute to scholarship on an ongoing basis.

GENP_LTA_8

STANDARD 8: Program administrative personnel are valued and supported in the delivery of the residency program.

GENP_LTA_8.1

Element 8.1: There is support for the continuing professional development of program administrative personnel.

GENP_LTA_8.1.1

Requirement 8.1.1: There is an effective process for the professional development of the program administrative personnel.

GENP_LTA_8.1.1.1

Indicator 8.1.1.1: There is a role description that outlines the knowledge, skills, and expectations for program administrative personnel.

GENP_LTA_8.1.1.2

Indicator 8.1.1.2: Program administrative personnel receive professional development, provided by the institution and/or through the residency program, based on their individual learning needs.

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GENP_LTA_8.1.1.3

Indicator 8.1.1.3: Program administrative personnel receive formal and/or informal feedback on their performance in a fair and transparent manner, consistent with any applicable university, health organization, or union contracts.

GENP_CI

DOMAIN: CONTINUOUS IMPROVEMENT

GENP_CI_9

STANDARD 9: There is continuous improvement of the educational experiences, to improve the residency program and ensure residents are prepared for independent practice.

GENP_CI_9.1

Element 9.1: The residency program committee systematically reviews and improves the quality of the residency program.

GENP_CI_9.1.1

Requirement 9.1.1: There is a well-defined, systematic process to regularly review and improve the residency program.

GENP_CI_9.1.1.1

Indicator 9.1.1.1: There is an evaluation of each of the residency program's educational experiences, including the review of related competencies and/or objectives.

GENP_CI_9.1.1.2

Indicator 9.1.1.2: There is an evaluation of the learning environment, including evaluation of any influence, positive or negative, resulting from the presence of the hidden curriculum.

GENP_CI_9.1.1.3

Indicator 9.1.1.3: Residents' achievements of competencies and/or objectives are reviewed.

GENP_CI_9.1.1.4

Indicator 9.1.1.4: The resources available to the residency program are reviewed.

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GENP_CI_9.1.1.5

Indicator 9.1.1.5: Residents' assessment data are reviewed.

GENP_CI_9.1.1.6

Indicator 9.1.1.6: The feedback provided to teachers in the residency program is reviewed.

GENP_CI_9.1.1.7

Indicator 9.1.1.7: The residency program's leadership at the various learning sites is reviewed.

GENP_CI_9.1.1.8

Indicator 9.1.1.8: The residency program's policies and processes for residency education are reviewed.

GENP_CI_9.1.2

Requirement 9.1.2: A range of data and information is used to inform the review and improvement of all aspects of the residency program.

GENP_CI_9.1.2.1

Indicator 9.1.2.1: The process to review and improve the residency program uses various sources of data and input, including feedback from residents, teachers, program directors, program administrative personnel, and others as appropriate.

GENP_CI_9.1.2.2

Indicator 9.1.2.2: Information identified by the postgraduate office's internal review process and any data collected by the postgraduate office are used to support the review of the residency program.

GENP_CI_9.1.2.3

Indicator 9.1.2.3: Mechanisms for feedback take place in an open, collegial atmosphere.

GENP_CI_9.1.2.4

Indicator 9.1.2.4 [Exemplary]: *Resident e-portfolios (or equivalent tools) are used to support the review of the residency program and its continuous improvement.*

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GENP_CI_9.1.2.5

Indicator 9.1.2.5 [Exemplary]: *The educational program is aware of and considers innovations in the discipline in Canada and abroad.*

GENP_CI_9.1.2.6

Indicator 9.1.2.6 [Exemplary]: *Patient feedback is regularly used to improve the residency program.*

GENP_CI_9.1.2.7

Indicator 9.1.2.7 [Exemplary]: *Feedback from recent graduates is regularly used to improve the residency program.*

GENP_CI_9.1.3

Requirement 9.1.3: Based on the data and information reviewed, strengths and areas for improvement are identified and addressed.

GENP_CI_9.1.3.1

Indicator 9.1.3.1: Areas for improvement are used to develop and implement relevant and timely action plans to improve the quality of the residency program.

GENP_CI_9.1.3.2

Indicator 9.1.3.2: The program director and residency program committee share identified strengths and areas for improvement, including associated action plans, with residents, teachers, program administrative personnel, and others as appropriate, in a timely manner.

GENP_CI_9.1.3.3

Indicator 9.1.3.3: There is a clear and well-documented process to review the effectiveness of actions taken to improve the quality of the residency program, and to take further action as required.

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