

2019
VERSION 1.0

These training requirements apply to those who begin training on or after July 1, 2019.

NOTE: This document applies to residents in both adult and pediatric Rheumatology. Throughout this document, unless otherwise indicated, all clinical experiences are intended to refer to an experience with the patient population relevant to the resident's training stream: adult or pediatric.

ELIGIBILITY REQUIREMENTS TO BEGIN TRAINING

Royal College certification in Internal Medicine or Pediatrics

OR

Eligibility for the Royal College certification examination in Internal Medicine or Pediatrics

OR

Registration in a Royal College-accredited residency program in Internal Medicine or Pediatrics (see requirements for these qualifications)

A maximum of one year of training may be undertaken during training for certification in Internal Medicine or Pediatrics

ELIGIBILITY REQUIREMENTS FOR EXAMINATION¹

All candidates must be Royal College certified in their primary specialty in order to be eligible to write the Royal College examination in Rheumatology.

The following training experiences are required or recommended, as indicated:

TRANSITION TO DISCIPLINE (TTD)

The focus of this stage is to introduce residents to the subspecialty of Rheumatology, providing a comprehensive orientation to the educational program and to the setting in

¹ These eligibility requirements do not apply to SEAP candidates. Please contact the Royal College for information about the Subspecialty Examination Affiliate Program.

which they will train and work. This stage also serves to assess and verify the competencies acquired in the base specialty and their application to the patient population served by Rheumatology.

Required training experiences (TTD stage):

1. Clinical training experiences:
 - 1.1. Any rheumatology clinical service
 - 1.1.1. Clinic
 - 1.1.2. Consultation service to inpatient units and/or emergency department
 - 1.2. Afterhours coverage for a rheumatology service
2. Other training experiences:
 - 2.1. Orientation to:
 - 2.1.1. The training program, its functioning and relevant policies and procedures
 - 2.1.2. The Rheumatology Portfolio and local electronic platform
 - 2.1.3. The local institution(s) and clinical environment(s)
 - 2.1.4. Patient care protocols and care pathways
 - 2.2. Dedicated academic sessions, which may include:
 - 2.2.1. Rounds
 - 2.2.2. Academic half day
 - 2.2.3. Journal club
 - 2.3. Formal instruction (e.g., boot camp) in rheumatologic emergencies

Recommended training experiences (TTD stage):

3. Other training experiences:
 - 3.1. Formal instruction (e.g., boot camp) in:
 - 3.1.1. Musculoskeletal (MSK) physical examination
 - 3.1.2. Approach to teaching and learning
 - 3.1.3. Medico-legal issues

Optional training experiences (TTD stage):

4. Clinical training experiences:
 - 4.1. Longitudinal clinic
5. Other training experiences:
 - 5.1. Simulation training in rheumatologic emergencies

FOUNDATIONS OF DISCIPLINE (F)

The focus of this stage is the development of clinical competence in assessment and management of uncomplicated patients with rheumatologic diseases. This includes performing and interpreting findings of the musculoskeletal physical examination and counselling patients about their condition and its treatment.

Required training experiences (Foundations stage):

1. Clinical training experiences:
 - 1.1. Any rheumatology clinical service
 - 1.1.1. Clinic
 - 1.1.2. Consultation service to inpatient units and/or emergency department
 - 1.2. Afterhours coverage for a rheumatology service
2. Other training experiences:
 - 2.1. Formal instruction in:
 - 2.1.1. Clinical functional anatomy and related physical exam
 - 2.1.2. Approach to joint and soft tissue injections
 - 2.2. Dedicated academic sessions, which may include:
 - 2.2.1. Rounds
 - 2.2.2. Academic half day
 - 2.2.3. Journal club

Recommended training experiences (Foundations stage):

3. Other training experiences:
 - 3.1. Simulation experience with:
 - 3.1.1. Arthrocentesis and/or joint injections

3.1.2. Soft tissue injections

3.2. Formal and/or informal instruction in:

3.2.1. MSK anatomy

3.2.2. MSK imaging

3.2.3. Immunology

3.2.4. Epidemiology and pathophysiology of rheumatologic diseases

3.3. Identification of a potential scholarly project

Optional training experiences (Foundations stage):

4. Clinical training experiences:

4.1. Longitudinal clinic

5. Other training experiences:

5.1. Establishment of a relationship with a mentor

CORE OF DISCIPLINE (C)

In this stage, residents build on their achieved competencies to provide assessment and management of patients with any rheumatologic disease, including all forms of treatment and all diagnostic or therapeutic procedures (e.g., arthrocentesis, joint or tissue injection). Residents experience rheumatology practice in different care settings including pediatric and adult rheumatology care, as well as academic and community based practices. In addition to the focus on care for individual patients, this stage includes taking on more responsibility for teaching and supervising junior colleagues, and engaging in scholarly activity.

Required training experiences (Core stage):

1. Clinical training experiences:

1.1. Breadth of rheumatology practice in different settings to include:

1.1.1. Consultation service to inpatient units and/or emergency department

1.1.2. Clinics

1.1.2.1. Academic centre

1.1.2.2. Community-based practice (for adult stream)

1.1.3. Longitudinal clinic

1.1.4. Pediatric Rheumatology (for adult stream)

1.1.5. Adult Rheumatology (for pediatric stream)

- 1.1.6. Afterhours coverage for a rheumatology service
2. Other training experiences:
 - 2.1. Formal instruction in:
 - 2.1.1. Immunology
 - 2.1.2. Epidemiology and pathophysiology of rheumatologic diseases
 - 2.1.3. Diagnostic testing in rheumatology, including serologic and genetic testing, medical imaging, and tissue diagnostics
 - 2.1.4. MSK radiology interpretation
 - 2.1.5. Quality improvement
 - 2.1.6. Patient safety
 - 2.1.7. Ethics
 - 2.2. Dedicated academic sessions, which may include:
 - 2.2.1. Rounds
 - 2.2.2. Academic half day
 - 2.2.3. Journal club
 - 2.3. Participation in quality improvement activities (e.g., morbidity and mortality rounds)
 - 2.4. Provision of informal and/or clinical teaching for junior learners
 - 2.5. Career planning

Recommended training experiences (Core stage):

3. Clinical training experiences:
 - 3.1. Clinics for adolescents and/or young adults transitioning to adult rheumatology care
 - 3.2. Infusion clinics
 - 3.3. Disease-specific clinics in Rheumatology (e.g., lupus, vasculitis)
 - 3.4. Clinics in Orthopedic Surgery
 - 3.5. Clinics in Physical Medicine and Rehabilitation
4. Other training experiences:
 - 4.1. Formal and/or informal instruction in MSK anatomy
 - 4.2. Participation in scholarly activity (e.g., research)

Optional training experiences (Core stage):

5. Clinical training experiences:
 - 5.1. MSK ultrasound
 - 5.2. Rheumatology in the community setting (for pediatric stream)

6. Other training experiences:
 - 6.1. Formal and/or informal instruction in:
 - 6.1.1. Practice management
 - 6.1.2. Maintenance of certification, continuing professional development, and lifelong learning

 - 6.2. Experience in a basic science laboratory relevant to Rheumatology

TRANSITION TO PRACTICE (TTP)

The focus of this stage is the consolidation of clinical skills required for practice and the extension of responsibility to include to helping patients access required resources and transition to other care settings. The resident will also prepare for independent practice and the demands of practice management and continuing professional development.

Required training experiences (TTP stage):

1. Clinical training experiences:
 - 1.1. Breadth of rheumatology practice in different settings with responsibility at level of a junior attending
 - 1.1.1. Consultation service to inpatient units and/or emergency department
 - 1.1.2. Clinic
 - 1.1.3. Calls from outside physicians and/or patients
 - 1.1.4. Longitudinal clinic
 - 1.1.5. Afterhours coverage for a rheumatology service

2. Other training experiences:
 - 2.1. Formal instruction in:
 - 2.1.1. Conflict of interest and ethics of interactions with pharmaceutical industry
 - 2.1.2. Medico-legal issues of practice management (e.g., privacy requirements, documentation, chart storage)
 - 2.1.3. Practice management (e.g., negotiating contracts/leases, hiring and firing staff, billing practices)

- 2.1.4. Maintenance of certification, continuing professional development, and lifelong learning
- 2.1.5. Conflict management

- 2.2. Dedicated academic sessions, which may include:
 - 2.2.1. Rounds
 - 2.2.2. Academic half day
 - 2.2.3. Journal club

- 2.3. Presentation of formal teaching activities (e.g., rounds, academic half-day)

Recommended training experiences (TTP stage):

- 3. Clinical training experiences:
 - 3.1. Infusion clinics

- 4. Other training experiences:
 - 4.1. Provision of informal and/or clinical teaching for junior learners
 - 4.2. Participation in scholarly activity
 - 4.3. Advocacy activities with the community or population (e.g., committee service, involvement in Canadian Rheumatology Association activities, public patient forum)
 - 4.4. Mentor/advisor meetings to prepare for practice

Optional training experiences (TTP stage):

- 5. Other training experiences:
 - 5.1. Formal and/or informal instruction in:
 - 5.1.1. Organization/structure of the provincial health care system and/or department relevant to Rheumatology
 - 5.1.2. Academic versus community practice

CERTIFICATION REQUIREMENTS

Royal College certification in Rheumatology requires all of the following:

- 1. Royal College certification in Internal Medicine or Pediatrics;
- 2. Successful completion of the Royal College examination in Rheumatology; and

3. Completion of all elements of the Rheumatology Portfolio.

NOTES

The Rheumatology Portfolio refers to the list of entrustable professional activities across all four stages of the residency Competence Continuum, and associated national standards for assessment and achievement.

MODEL DURATION OF TRAINING

Progress in training occurs through demonstration of competence and advancement through the stages of the Competence Continuum. Rheumatology is planned as a two-year residency training program. There is no mandated period of training in each stage. Individual duration of training may be influenced by many factors which may include the resident's singular progression through the stages, the availability of teaching and learning resources, and/or differences in program implementation. Duration of training in each stage is therefore at the discretion of the Faculty of Medicine, Competence Committee, and program director.

Guidance for programs:

The Royal College Specialty Committee in Rheumatology suggested course of training, for the purposes of planning learning experiences and schedules, is as follows:

- Two months in Transition to Discipline
- Four months in Foundations
- 16 months in Core
- Two months in Transition to Practice

The Royal College Specialty Committee in Rheumatology recommends:

- At least 18 months of clinical Rheumatology throughout duration of training
- At least 12 months of longitudinal clinic in the Core stage
- During the Core stage, at least four weeks of adult Rheumatology for residents in the pediatric stream, and at least four weeks of pediatric Rheumatology for residents in the adult stream

This document is to be reviewed by the Specialty Committee in Rheumatology by December 2020.

APPROVED – Specialty Standards Review Committee – September 2018