

Standards of Accreditation for Areas of Focused Competence Programs in Sport and Exercise Medicine

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INTRODUCTION

The *Standards of Accreditation for Areas of Focused Competence (AFC) Programs in Sport and Exercise Medicine* are a national set of standards maintained by the Royal College of Physicians and Surgeons of Canada for the evaluation and accreditation of Sport and Exercise Medicine 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 Sport and Exercise Medicine, 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 Sport and Exercise Medicine. 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 AFC program has access to the following courses: <ul style="list-style-type: none">• Basic Life Support; and• A team physician course such as that offered by Canadian Academy of Sport and Exercise Medicine (CASEM), American College of Sports Medicine (ACSM), or the Federation of Medecine du sport. 2.1.1.7: The AFC program provides an opportunity for the review of medical imaging jointly with specialists in diagnostic radiology.

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

Requirement(s)	Indicator(s)
<p>2.2.1: The AFC program has a planned, defined and implemented system of assessment.</p>	<p>2.2.1.4: The assessment process includes the Canadian Academy of Sport and Exercise Medicine (CASEM) exam and meets the requirements of the Sport and Exercise Medicine portfolio.</p> <p>2.2.1.5: The assessment process includes an analysis of the trainee’s sideline logbook as well as procedure logbook.</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>3.1.1: The patient population is adequate to ensure that trainees attain required competencies.</p>	<p>3.1.1.1 (modified): The AFC program provides access to the volume and diversity of patients appropriate to the AFC discipline consistently for all trainees. This patient population represents the full spectrum of age, and includes both able-bodied and non-able-bodied individuals.</p>
<p>3.1.2: Clinical and consultative services and facilities are effectively organized and adequate to ensure that trainees attain the required competencies.</p>	<p>3.1.2.5: The AFC program has access to ambulatory clinics for the assessment of new consultations as well as follow-up patients. The ambulatory clinic has resources that permit the in-clinic review of diagnostic radiology images.</p> <p>3.1.2.6: The AFC program has access to a casting room for the assessment and treatment of musculoskeletal injuries.</p> <p>3.1.2.7: The AFC program has access to opportunities for the AFC trainee to assess and monitor injured or ill athletes on the field of play.</p> <p>3.1.2.8: The AFC program has access to consultative services in orthopedic surgery.</p> <p>3.1.2.9: The AFC program has access to clinical services in physiotherapy, athletic therapy, massage therapy, occupational</p>

*STANDARDS OF ACCREDITATION FOR AREAS OF FOCUSED COMPETENCE
PROGRAMS IN SPORT AND EXERCISE MEDICINE
JULY 2020*

therapy, chiropractic, and orthotics and bracing, as well as nutrition and psychology.

3.1.2.10: The AFC program has access to the following diagnostic services:

- Full spectrum of medical imaging services;
- Full spectrum of diagnostic laboratory services;
- Cardiovascular investigations; and
- Electrodiagnostics.

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 at least one of Internal Medicine or Pediatrics.

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. This includes staff with expertise in orthopedic surgery, in medical specialties (emergency medicine, internal medicine, pediatrics, physical medicine and rehabilitation, and rheumatology) as well as other health professionals for teaching in casting, splint application and physiotherapy practices.

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 and during field of play experiences; this may include on-field supervision by a physician with Sport and Exercise Medicine expertise, or by a physiotherapist or athletic therapist.

3.2.1.4: The AFC director has specialty expertise in Sport and Exercise Medicine as demonstrated by holding an AFC diploma in Sport and Exercise Medicine or a diploma in sport medicine from the Canadian Academy of Sport and Exercise Medicine (CASEM), and a minimum of five years of practice experience.

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*.

Approved – Specialty Standards Review Committee (October 2017)