

# Standards of Accreditation for Areas of Focused Competence Programs in Transfusion Medicine

**Publication date:** November 1, 2019



# INTRODUCTION

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

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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 educational experiences include an opportunity for formal instruction in research methodology, statistics, and epidemiology. <b>2.1.1.7:</b> Teachers have an active role in curriculum development.

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

Requirement(s)	Indicator(s)
<b>2.2.1:</b> The AFC program has a planned, defined and implemented system of assessment.	<b>2.2.1.3 (modified):</b> The system of assessment includes identification and use of appropriate assessment tools tailored to the experiences and competencies being assessed. At a minimum the assessment methods include: <ul style="list-style-type: none"><li>• a structured oral exam;</li><li>• a structured written/take home exam;</li><li>• multisource feedback; and</li><li>• written reflection.</li></ul>

## **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)
<b>3.1.1:</b> The patient population is adequate to ensure that trainees attain required competencies.	<b>3.1.1.1 (modified):</b> The AFC program provides access to the volume and diversity of patients and laboratory specimens appropriate to the AFC discipline consistently for all trainees. <b>3.1.1.2:</b> The blood centre component of the program is based in a major blood centre in Canada (i.e., a centre that processes a minimum of 40,000 blood donations per year).

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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 blood centre and selected hospital(s) maintain affiliation with a university medical faculty.

**3.1.2.6:** The blood centre provides an opportunity for trainee experience in:

- component manufacturing capability;
- a regional red cell serology service;
- a regional and/or hospital antenatal screening program testing a minimum of 3,000 samples per year;
- a donor apheresis service;
- an autologous blood donor program;
- a directed donor blood donor program;
- an HLA (human leukocyte antigens) typing facility; and
- a donor transmissible disease testing laboratory.

**3.1.2.7:** To enable provision of the transfusion service component, the AFC program has access to a university-affiliated tertiary care institution(s) with transfusion services that provide:

- a full range of red cell serological testing;
  - at least 20,000 products transfused per year;
  - specialized transfusion products;
  - therapeutic apheresis services; and
  - a transfusion medicine consultation service.
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**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, dedicated office space (the use of shared space is acceptable), internet, a computer with email capacity, and patient records.

**3.1.3.5:** The blood centre and/or the hospital transfusion service provides access to a:

- component manufacturing facility;
- red cell serology laboratory;
- donor and therapeutic apheresis facility;
- HLA laboratory;
- transmissible disease testing laboratory;
- stem cell processing laboratory; and
- tissue bank.

**3.1.3.6:** The AFC program has access to laboratory scientists and laboratory researchers.

**3.1.3.7:** The blood centre and the participating hospitals have adequate space for administration, teaching, and research.

**3.1.3.8:** To support an active transfusion medicine research-focused academic teaching environment, the AFC program has access to adequate resources for the mentoring and encouragement of research endeavours, and adequate space and facilities for data analysis and statistical analysis.

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**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 one of the following disciplines: Internal Medicine and Hematology; Pediatrics and Pediatric Hematology/Oncology; Hematological Pathology; General Pathology; or Anesthesiology.

**3.1.4.3:** To support the formal teaching program, the AFC program draws upon expertise from the following disciplines: pathology or laboratory medicine (including hematopathology, microbiology and virology), medicine (including clinical hematology and oncology), anesthesiology, pediatrics, surgery, and obstetrics.

**3.1.4.4:** The AFC program has appropriate links to provincial microbiology laboratory services (or equivalent), by way of the inclusion of an Infectious Diseases physician, virologist or Medical Microbiologist on the teaching faculty.

**3.1.4.5 (Exemplary):** *The AFC program has linkages to the local epidemiology service.*

**3.1.4.6 (Exemplary):** *The transfusion medicine services has close links with the departments of pathology or laboratory medicine (including hematopathology, microbiology and virology), medicine (including clinical hematology and oncology), anesthesiology, pediatrics, surgery, and obstetrics.*

**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, including physicians, scientists, technologists, and nurses, 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; at least two teacher have completed formal training in Transfusion Medicine, or have at least five years' experience in Transfusion Medicine.

**3.2.1.2 (modified):** The number, credentials, competencies, and scope of practice of the teachers, including physicians, scientists, technologists, and nurses, are sufficient to supervise trainees in all learning environments, including when trainees are on-call.

**3.2.1.4:** The AFC director has demonstrated specialty expertise in Transfusion Medicine.

## **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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NOVEMBER 2019

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

**Approved** – Based on version revised by the specialty committee dated December 2012