



Programs Accreditation

New Accreditation	<input type="checkbox"/>
Re-Accreditation	<input type="checkbox"/>
Maintenance of Accreditation	<input type="checkbox"/>

Program Name:	Clinical Biochemistry		Program Type:	<input checked="" type="checkbox"/> Residency	<input type="checkbox"/> Fellowship	<input type="checkbox"/> Diploma
Training Center:			City:		Date:	
Program Duration:	4 Year(s)	No. of Junior Years(s)	2 Year(s)	No. of Senior Years(s)		2 Years(s)
Fellows currently in training	R1	R2	R3	R4		

A. ADMINISTRATIVE STRUCTURE

There must be an appropriate administrative structure for each training program.

STANDARD	Met	P. Met	Not Met	NA	Comments
1. Program Director					
1.1 Should be SCFHS certified consultant Clinical Biochemistry physician or scientist					
1.2 Sufficient time & support (less calls, incentives, etc)					
1.3 Coordinating with department head, academic affairs or equivalent, & Local supervisory committee.					
1.4 The existence of an independent office for the program director					
1.5 Have an assistant or deputy					
2. Residency Program Committee					
2.1. Headed by the program director					
2.2. Representation from most units sites & major components of program if possible					
2.3. At least one resident elected					
2.4. At least meets quarterly; minutes kept					
2.5. Communicate to department staff & residents					
3. Program Director & Committee responsible					
3.1. Opportunities to attain competencies outlined in the SCFHS OTR*					
3.2. Selection of candidates					
3.3. Promotion of residents					
3.3.1. Organize remediation for residents not meeting required level of competence					



3.4. Appeal mechanism					
3.5. Career planning & counselling					
3.6. Stress counselling					
3.6.1. Residents aware of services available & how to access them					
3.7. Ongoing review of program with documentation					
3.7.1. Opinions of residents used in review					
3.7.2. Appropriate faculty/resident interaction, open & collegial discussion and respects confidentiality					
3.7.3. Evaluate teachers					
3.7.4. Provide teachers with honest/timely feedback					
3.7.5. Evaluate learning environment of each component					
3.8. Policy governing trainees and patient safety	Includes educational activities				
	Mechanisms to manage and implement resident safety				
	Residents/faculty aware of mechanisms in place				
4. Program Coordinator (secretary)					
4.1. Independent office					
4.2. Not shared computer					
5. Training consultants to facilitate & supervise resident, research & scholarly work					

*OTR: Objectives of Training for the Specialty or Subspecialty

B. GOALS & OBJECTIVES					
There must be a clearly worded statement (provided by the scientific council) outlining the goals of the residency program and the educational objectives of the residents and implemented by the institution/center.					
STANDARD	Met	P. Met	Not Met	NA	Comments
1. Statement of overall goals of training					
2. Defined G&O for each CanMED competencies (if applicable)					
2.1. Functional & reflected in planning/organization of program					
2.2. Reflected in assessment of residents					
3. Rotation specific G&O (knowledge, skills & attitudes) using the CanMEDS framework or others.					
4. Residents/Consultants receive copy of G&O					
4.1. Objectives used in teaching, learning & assessment					
5. G&O reviewed every 4 years					



C. STRUCTURE & ORGANIZATION OF THE PROGRAM

There must be an organized program of rotations and other educational experiences, both mandatory and elective, designed (provided by the scientific council) to provide each resident with the opportunity to fulfil the educational objectives and achieve required competence in the specialty or subspecialty.

STANDARD		Met	P. Met	Not Met	NA	Comments
1.	Provides all components in the SCFHS specialty documents					
2.	Residents appropriately supervised					
	During on call					
	During daily rounds					
	In outpatient clinics					
3.	Each resident assumes senior role					
4.	Service demands do not interfere with academic program					
5.	Residents has equal opportunity to meet educational needs					
6.	Opportunity for electives and rotations in other accredited centers as needed					
7.	Teaching and learning in environments free of intimidation, harassment, abuse and promotes resident safety					
8.	Collaboration with other programs for residents who need expertise in the specialty					
9.	The center should be committed to what is stated in the duties and rights of the resident's documents that is issued by SCFHS					

D. RESOURCES

There must be sufficient resources including teaching faculty, the number and variety of samples, physical and analytical resources, as well as the supporting facilities and services necessary to provide the opportunity for all residents in the program to achieve the educational objectives and receive full training as defined by the SCFHS specialty training requirements.

STANDARD		Met	P. Met	Not Met	NA	Comments
1.	Sufficient number of qualified staff for training & supervision					No. =
	In the department at least 2 SCFHS certified consultants					No. =
	Number of consultant physicians					No. =



	Number of clinical scientists					No. =
	Number of supervisors					No. =
	Number of lab technologist 1 (senior)					No. =
	Number of lab technologists					No. =
	Number of lab technicians					No. =
2. Appropriate number & variety of lab specimens	Blood samples/day					No. =
	Urine samples/day					No. =
	Other samples/day					No. =
	Referral samples/day					No. =
3. Access to computers/on-line references/ information management available nights & weekends and within close proximity						
4. Physical & Technical resources meet SCFHS standards of accreditation	Adequate space for daily work					
	Facilities for direct observation of clinical skills and privacy for confidential discussions					



5. Access to technical resources for patient care duties						
6. Supporting facilities & services	Main Lab reception					
	Phlebotomy					

Specialties and subspecialties	Met	P. Met	Not Met	NA	Comments
Clinical Biochemistry					
Endocrinology					
Toxicology					
Point of care testing					
Molecular Biochemistry					
Metabolic laboratory					
Others					

E. CLINICAL, ACADEMIC AND SCHOLARLY CONTENT OF THE PROGRAM

The clinical, academic and scholarly content of the program must be appropriate for a postgraduate education and adequately prepare residents to fulfil all needed competencies. The quality of scholarship in the program will, in part, be demonstrated by a spirit of enquiry during clinical discussions, at the bedside, in clinics or in the community, and, and in seminars, rounds, and conferences. Scholarship implies an in-depth understanding of basic mechanisms of normal and abnormal states and the application of current knowledge to practice.

STANDARD	Met	P. Met	Not Met	NA	Comments
1. Medical and technical Expert					
1.1. Training programs for technical and clinical expertise & decision-making skills					
1.2. Teaching consultation to other lab professionals					
1.3. Structured academic curriculum< Teaching of basic and clinical sciences					
1.3.1 Academic half-day					
1.4. Issues of age, gender, culture, ethnicity					
2. Communicator					
2.1. Demonstrate adequate teaching and understanding of communication skills					
2.2. Reporting critical results and utilize lab information system for results interpretation					
2.3. Write comments and contact patient's physician when necessary					
3. Collaborator					

3.1. Ensure effective teaching & development of collaborative skills with inter-professional healthcare team including physicians & other health professionals					
3.2. Manage conflict					
4. Leader					
4.1. Skills in lab management & administration					
4.2. Allocation of healthcare resources					
4.3. Teaching of management of practice & career					
4.4. Serve in lab administration & leadership roles					
4.5. Learn principles and practice of quality control and quality assurance					
5. Health Advocate					
5.1. Understand, respond, promote health needs of patients, communities & populations					
6. Scholar					
6.1. Teaching skills					
6.1.1 Feedback to resident on their teaching					
6.2. Critical appraisal of medical literature using knowledge of research methodology & biostatistics					
6.3. Promote self-assessment & self-directed learning					
6.4. Conduct a scholarly project					
6.5. Participation in research					
6.6. Opportunities to attend outside conferences					
7. Professional					
7.1. Teaching in professional conduct & ethical behaviours					
7.2. Deliver high quality care with integrity, honesty, compassion					
7.3. Exhibit professional, intra-professional, inter-professional & interpersonal behaviours					
7.4. Practice lab performance in an ethically responsible manner					
7.4.1 Analyse/reflect adverse events & strategize to prevent recurrence					
7.4.2 Bioethics					
7.4.3 Relevant legal and regulatory framework					
7.4.4 Physician health & well-being					

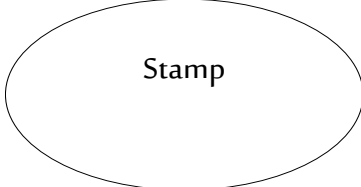


F. EVALUATION OF RESIDENT PERFORMANCE					
There must be mechanisms in place to ensure the systematic collection and interpretation of evaluation data on each resident enrolled in the program.					
STANDARD	Met	P. Met	Not Met	NA	Comments
1. Based on goals & objectives					
1.1 Clearly defined methods of evaluation					
2. Evaluation compatible with characteristic being assessed					
2.1 Knowledge					
2.2 Clinical skills by direct observation					
2.3 Attitudes and professionalism					
2.4 Communication abilities with colleagues					
2.5 Written communications					
2.6 Collaborating abilities					
2.7 Teaching abilities					
2.8 Age, gender, culture & ethnicity issues					
3. Honest, helpful, timely, documented feedback sessions					
3.1 Ongoing informal feedback					
3.2 Face-to-face meetings					
4. Residents informed of serious concerns					
5. Provides document for successful completion of program					
6. FITER Provided**					

**FITER: Final In Training Evaluation Report



Programs Accreditation Survey Agenda			
Time	Minutes	Agenda	Remarks
08:00 – 09:00	60	Meeting the program Director	
09:00 – 10:00	60	Documents Review (Part 1)	
10:00 – 11:00	60	Meeting with the Trainees (10 Junior and 10 Senior)	
11:00 – 11:40	40	Meeting with the faculty Trainers (5-10 Trainers)	
11:40 – 12:00	20	Meeting with the Head of Department	
12:00 – 12:45	45	Break	
12:45 – 13:30	45	Facility Tour	On-Call Rooms, Lounge, Training Classrooms, OPD, Wards, ER, OR, Lab, Radiology, pharmacy
13:30 – 15:00	90	Documents Review (Part 2) Surveyors Closed Meeting Preparing the Survey Report	
15:00 – 15:30	15	Exit De-Brief with the Program Director	

Program Director	
Name:	
Signature:	
Date:	/ /20 - / /14
 <p>Stamp</p>	