

# Accreditation of residency training sites and streams in Family Medicine

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The College of  
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of Canada



Le Collège des  
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# Filling the pre-survey questionnaire

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*Tools and Tips to ease your life before,  
during and after the accreditation visit*



# Content of the presentation

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- The Accreditation process
  - What's new since the last accreditation visit
- Filling the questionnaire (Form B)
- Preparing for the visit



# What's new since last visit

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- Harmonization of the process by the Collège des médecins du Québec and the CFPC
  - Conjoint standards
  - Conjoint decision about visitors
  - Conjoint pre-survey process
  - Conjoint visit
  - 2 decision processes



# In 2006

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- ❑ CFPC Accreditation process:
  - Decision took by CFPC Accreditation Committee
  - 1 single decision for the program and sites
  - 1 decision for each enhanced skills
- ❑ CMQ Accreditation process:
  - Decision took by CMQ Accreditation Committee
  - 1 decision for the program
  - 1 decision for each site
  - No decision about enhanced skills
    - ❑ Not “recognized” by CMQ



# In 2012

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- ❑ A fully harmonized Accreditation process:
  - Decision took by CFPC Accreditation Committee where a CMQ representative sit as a voting member
  - 1 single decision for the program and sites
    - ❑ No more specific accreditation status for the sites
- ❑ Decision for enhanced skills remains the responsibility of CFPC
  - Still not “recognized” by CMQ



# The Pre survey questionnaire

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“Form B: Residency sites and streams”  
*Intended to compile specific information  
about your site*



# Section I – General information

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- ☐ Information about site and faculty
  - Name and address of the teaching site
  - Number of residents: in 1st Year and in 2nd Year
  - Enhanced Skills Program(s)
    - ☐ Number of residents in each program
  - Name of the person responsible for coordinating resident education
  - Faculty:
    - ☐ names, academic ranks, relevant qualifications (i.e. CCFP)
  - Brief description of your site:
    - ☐ geographic location, patient population, community setting and resources etc.





# Section I – Site Organization and Learning Environment

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- ☐ Overview of resources available to meet goals and objectives of the program (as given in Form A response)
  - Linkages between your site and the program with regard to program-wide policy issues
  - Educational committee structure at your site (including members and their roles)
  - Description of other resources available in the settings within your site:
    - ☐ Audio-visual equipment, library, informatics access, etc.
  - Referring to program-wide policy governing resident safety, are there any difficulties/concerns implementing the policy at your site?



# Section II – General Standards

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- ❑ Evaluation
  - How supervision and evaluation is carried out
    - ❑ Including the use and documentation of direct observation chart review and case discussion
  - Support received from the program in terms of dealing with residents in difficulty
- ❑ Faculty Development
  - How faculty are provided with appropriate faculty development
  - How do they access central resources
  - Describe any unique faculty development resources at your site
- ❑ Research and Scholarly Activity
  - How your site is involved in scholarly activity within the department of family medicine
  - How faculty and residents are involved in research and other scholarly activities



# Section III – Curriculum resources

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- ❑ How your site meet the program goals and objectives in terms of the educational curriculum.
- ❑ Structure and content of the academic and clinical program that is distinct from or supplements the core program
- ❑ Appendixes to provide:
  - Outline of the clinical curriculum for each year level
  - Outline of the academic program for each year level
  - Outline of a typical week in family medicine for each year level
  - Typical schedules for a first and second year experience
- ❑ Beyond family practice office-based care, describe the other services in which residents are involved?
  - Obstetrical deliveries, emergency, on-call, nursing home, etc.
  - Involvement of the physicians of the practice in these activities



# Section III – Curriculum resources

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- ❑ Describe the practice management and quality assurance programs and resources
- ❑ Any unique resources to enhance resident learning of:
  - critical appraisal skills, quality assurance, practice audit, evidence-based practice, practice management skills, medical informatics
- ❑ How do the residents experience the professional, personal and social role of physicians in this community?
- ❑ Academic activities (other than the prescribed curriculum) available to the residents of your site
  - lectures, seminars, journal clubs, structured reading, etc.



# Section III – Curriculum resources

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- How your site integrates program policy in:
  - the care of children and adolescents
  - the care of adults
  - the care of the elderly
  - palliative and end of life care
  - maternity care
- How do residents acquire surgical and procedural skills?
- Describe the behavioural medicine curriculum including all clinical and academic components?
- How do residents learn the delivery of care in acute care settings including the emergency department in your site?
  - How the EM room(s) is (are) staffed and organized



# Section III – Curriculum resources

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- How residents learn
  - the hospital care of family medicine patients
  - the principles and skills involved in the delivery of home care
- How residents come to understand the needs of their patient population and learn to organize the practice to ensure that patients' health is maintained
- Describe the unique resources available at your site to enhance the teaching of the doctor-patient relationship
- At your site, how are teachers on non family medicine services oriented to the goals and objectives of the family medicine residency training program?



# Clinical Teaching Practices Affiliated with your Site

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- ❑ Name of each clinical teaching practice and its address or location
- ❑ Name of the Educational Coordinator
- ❑ List of all individuals within the practice who hold faculty appointments.
- ❑ Brief description of the setting including:
  - geographic location, patient population, community setting, resources
- ❑ Description of the practice including:
  - number of physicians, practice profile, hospital affiliations/involvement
- ❑ Educational opportunities available for residents including:
  - office activities, hospital activities, emergency room coverage, others-such as nursing home coverage, high school clinics etc.
- ❑ Teaching resources: IT equipment (audio-visual, 2 way mirrors, computer equipment, etc.)
- ❑ Unique opportunities the site provides for residency education
- ❑ Challenges that the clinical teaching practice faces in providing residency education.



# Deadline for PSQ – Form B

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*When?*

*How?*

*Where?*





# The Accreditation visit

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*When?*

*How?*

*Where?*



# Quality improvement process

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- ❑ Accreditation is not an assessment of:
  - Your personal performance
  - The performance of any other individual
- ❑ Questions to be pondered:
  - What can accreditation do to improve your residency program?
  - What weaknesses do you want to be identified by the team?
  - What strengths do you wish to highlight?



# The survey team

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- Conjoint CMQ / CFPC team
  - Family physicians (including some members of the CFPC Accreditation Committee)
  - FMRQ representatives
  - Postgraduate dean
  - FMRAC representative
  - CMQ and CFPC representatives



# Visit of the teaching units

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- ☐ Made by 2 or 3 members of the survey team
- ☐ Visit of the site and facilities
- ☐ Meeting with
  - Unit director
  - Residents
  - Teachers
    - ☐ Physicians and non-physicians



# After the visit

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- ☐ Team Report and Recommendations
- ☐ Program Response
- ☐ Committee Recommendation
- ☐ Categories of Approval
- ☐ Appeal Process



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Thank You !  
Questions? Comments?

