****

**Application**

**Competency-mapped Accreditation Review**

**Immunization and Injections Program**

# Eligible programs

Programs that wish to be recognized by the Provincial Regulatory Authorities will meet the following requisite conditions:

1. The program addresses the 15 competencies approved by the National Association of Pharmacy Regulatory Authorities (NAPRA) in November 2012 [http://napra.ca/pages/Practice\_Resources/injectioncompetencies.aspx].

The NAPRA competencies are based on:

* 1. The 14 immunization competencies for health professionals approved by the Public Health Agency of Canada[[1]](#footnote-1); and
  2. The 15th competency specific to pharmacy approved by the provincial regulatory authorities and NAPRA. .

1. The program meets the criteria and guidelines for a CCCEP accredited Continuing Education Certificate program as outlined in the CCCEP policy on certificate programs[[2]](#footnote-2).
   1. Only programs that address the 15 competencies outlined in Condition 1 may be accredited as a certificate program under the CCCEP policy on Accreditation of Continuing Education Certificate Programs. They may issue a certificate in immunization and injections.
   2. Programs that do not address the fifteen competencies but have content related to immunization and injections may be accredited as a regular continuing education program. In accordance with CCCEP guidelines, the program provider may issue a letter (or statement) of attendance but not a document called a “certificate” to participants who complete the program.

# Accreditation Review Process

The competency-mapped accreditation review process for immunization and injections programs is a two-stage process.

* Stage 1: Regular review for a CCCEP-accredited Continuing Education Certificate program.
* Stage 2: Review the extent to which the program addresses the 15 required competencies.

The second stage review will examine the learning objectives and the content of a program to determine the extent to which the program addresses each competency. The target for most of the learning objectives is the knowledgeable level (able to apply and describe) of mastery as defined by the Public Health Agency of Canada.[[3]](#footnote-3) For some competencies, the aware level may be sufficient (e.g., Learning objective 7, Communications – apply mass media strategies).

The three levels of proficiency identified by the Public Health Agency of Canada are:

* **Aware** indicates a basic level of mastery of the competency, in which individuals are able to identify the concept or skill but have a relatively limited ability to perform the skill.
* **Knowledgeable** indicates an intermediate level of mastery of the competency, in which individuals are able to apply and describe the skill.
* **Proficient** indicates an advanced level of mastery of the competency, in which individuals are able to synthesize, critique, or teach the skill.

Based on the review of the learning objectives and the presence of the suggested content, the competency-mapped accreditation review will identify the extent to which the competency is met.

* **Fully met** – the program addresses all the learning objectives and contains suggested content;
* **Substantially met** – the program at least partially addresses the learning objectives of the competency and contains all the suggested content;
* **Partially met** – the program contains some, but not all, of the learning objectives of the competency and/or some of the suggested content;
* **Not met** – the program addresses none or only a small number of the learning objectives of the competency.

# Instructions for Program Provider

In the Columns entitled Program Location, identify where the information on the learning objectives and suggested content may be found.

|  |  |
| --- | --- |
| **Column** | **What to Enter** |
| **Learning Objective Table** | |
| **Module & Lrng/Obj** | Identify the location in the program where the learning objective (or its equivalent) is stated.   * Identify Module(s)/Section(s) and Learning objective(s) number. * Example: M-3 LO-2 for Module 3, Learning objective 3. |
| **Related Content** | Identify the location in the program where the program content related to the objective may be found. |
| **Suggested Content Table** | |
| **Program Location** | Identify the module or modules, and the page numbers, where the content may be found.   * Example: S4 p.12-15 for Section 4, pages 12-15. |

**Complete the following table**.

|  |  |  |
| --- | --- | --- |
| **Program Title (s)** |  |  |
| **Program Provider Name** |  |  |
| **Date Submitted** |  |  |

# Competency-mapped (Stage 2) Accreditation Review Rubric

**Application of Basic Biomedical Sciences to Immunization**

1. **The Immune System and Vaccines**

**Competency:** Explains how vaccines work using basic knowledge of immune system.

| **The program contains the following learning objectives:** | | | | |
| --- | --- | --- | --- | --- |
| **Learning Objectives:** The health professional will be able to perform the following: | **Program Location** | | **Reviewer Assessment** | |
| **Module & Lrng Obj[[4]](#footnote-4)** | **Related Content[[5]](#footnote-5)** | **Yes/No/**  **Partial** | **Reviewer Comment** |
| * 1. Compare and contrast innate and adaptive immunity. |  |  |  |  |
| * 1. Differentiate between the primary and memory immune response to a vaccine. |  |  |  |  |
| * 1. Differentiate between passive and active immunity. |  |  |  |  |
| * 1. Explain why some vaccines induce a memory response while others do not. |  |  |  |  |
| * 1. Name some host- and vaccine-related factors that affect the immune response to vaccines. |  |  |  |  |
| * 1. Explain how the immunization schedule accommodates factors that affect the immune response to vaccines. |  |  |  |  |
| * 1. Respond to the concern that giving too many vaccines will overload the immune system. |  |  |  |  |
| * 1. Discuss the pros and cons of immunity gained through immunization as opposed to wild-type infection. |  |  |  |  |

| **The program contains the following suggested content:** | | | |
| --- | --- | --- | --- |
| **Suggested Content for Training:** | **Program**  **Location[[6]](#footnote-6)** | **Reviewer Assessment** | |
| **Yes/No/**  **Partial** | **Reviewer Comment** |
| 1. Antigens and antibodies |  |  |  |
| 1. Cell-mediated and humoral immunity |  |  |  |
| 1. Active and passive immunity |  |  |  |
| 1. Primary and secondary immune responses |  |  |  |
| 1. Conditions that affect immunity and the immune response to vaccines |  |  |  |

| **The competency is:** | | **Reviewer Comments** |
| --- | --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

1. **Vaccine-Preventable Diseases**

**Competency**: Demonstrates an understanding of the rationale and benefit of immunization, as relevant to the practice setting.

| **The program contains the following learning objectives:** | | | | |
| --- | --- | --- | --- | --- |
| **Learning Objectives:** The health professional will be able to perform the following: | **Program Location** | | **Reviewer Assessment** | |
| **Module & Lrng Obj[[7]](#footnote-7)** | **Related Content[[8]](#footnote-8)** | **Yes/No/Partial** | **Reviewer Comment** |
| * 1. Describe the key clinical features, including acute and long-term complications, of each vaccine-preventable disease. |  |  |  |  |
| * 1. Describe the key epidemiologic features of each vaccine-preventable disease. |  |  |  |  |
| * 1. Describe the historical impact of immunization on the epidemiology of vaccine-preventable disease. |  |  |  |  |
| * 1. For each of the vaccines administered in the practice setting, formulate a response to the question “Why should I be immunized when vaccine-preventable diseases are so rare in Canada?” |  |  |  |  |
| * 1. Explain why accurate diagnosis of vaccine-preventable diseases is important. |  |  |  |  |

| **The program contains the following suggested content:** | | | |
| --- | --- | --- | --- |
| **Suggested Content for Training:** | **Program Location[[9]](#footnote-9)** | **Reviewer Assessment** | |
| **Yes/No/Partial** | **Comment** |
| 1. Epidemiology, signs and symptoms, and mode of transmission of each disease |  |  |  |
| 1. Potential complications/long-term sequelae of vaccine-preventable diseases; the nature and rates of each |  |  |  |
| 1. Historical impact of immunization programs and the premature withdrawal of these programs, including reduced coverage |  |  |  |
| 1. Concepts of control, elimination, and eradication of vaccine-preventable diseases |  |  |  |

| **The competency is:** | | **Reviewer Comment** |
| --- | --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

1. **Vaccine Development and Evaluation**

**Competency**: Integrates into practice knowledge about the main steps in vaccine development and evaluation.

| **The program contains the following learning objectives:** | | | | |
| --- | --- | --- | --- | --- |
| **Learning Objectives:** The health professional will be able to perform the following: | **Program Location** | | **Reviewer Assessment** | |
| **Module & Lrng Obj[[10]](#footnote-10)** | **Related Content[[11]](#footnote-11)** | **Yes/No/Partial** | **Reviewer Comment** |
| * 1. Describe, in general terms, the process to obtain marketing approval for vaccines in Canada. |  |  |  |  |
| * 1. Describe what can be learned about vaccines after they are approved for marketing, via surveillance activities and more formal post-marketing studies. |  |  |  |  |
| * 1. Characterize, in broad terms, the key roles and responsibilities for each of the following relative to the post-marketing assessment of vaccine safety and effectiveness:      1. Vaccine manufacturers      2. Canadian regulatory authority (Biologics and Genetic Therapies Directorate)      3. Public Health Agency of Canada      4. Provincial/territorial Health departments      5. Vaccine providers      6. Healthcare providers who don’t administer vaccines      7. Vaccine recipients or their parents/caregivers |  |  |  |  |

| **The program contains the following suggested content:** | | | |
| --- | --- | --- | --- |
| **Suggested Content for Training:** | **Program Location[[12]](#footnote-12)** | **Reviewer Assessment** | |
| **Yes/No/Partial** | **Reviewer Comment** |
| 1. Stages of vaccine trials before and after licensure |  |  |  |
| 1. Steps in the process of obtaining approval of vaccines for sale in Canada |  |  |  |
| 1. Post-marketing surveillance and immunization safety |  |  |  |
| 1. The role of surveillance in designing and monitoring immunization programs |  |  |  |

| **The competency is:** | | **Reviewer Comment** |
| --- | --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

1. **The Types of Immunizing Agents and Their Composition**

**Competency:** Applies the knowledge of the components and properties of immunizing agents as needed for safe and effective practice.

| **The program contains the following learning objectives:** | | | | |
| --- | --- | --- | --- | --- |
| **Learning Objectives:** The health professional will be able to perform the following: | **Program Location** | | **Reviewer Assessment** | |
| **Module & Lrng Obj[[13]](#footnote-13)** | **Related Content[[14]](#footnote-14)** | **Yes/No/Partial** | **Reviewer Comment** |
| * 1. Classify each immunizing agent used in practice as live attenuated, inactivated, or subunit. |  |  |  |  |
| * 1. Demonstrate the ability to describe live attenuated, inactivated, and subunit immunizing agents to an audience with minimal or no science knowledge. |  |  |  |  |
| * 1. Compare the major advantages and disadvantages of live attenuated versus inactivated/subunit immunizing agents. |  |  |  |  |
| * 1. Identify key differences in the immune response to purified polysaccharide versus polysaccharide protein conjugate vaccines. |  |  |  |  |
| * 1. Describe, in general terms, the purpose, action and potential concerns of each of the following components that may be present in a given vaccine product: adjuvant, preservative, additives, glass vial, stopper, and pre-filled syringe. |  |  |  |  |
| * 1. Locate and utilize current information resources on the types and content of immunizing agents used in practice. |  |  |  |  |

| **The program contains the following suggested content:** | | | |
| --- | --- | --- | --- |
| **Suggested Content for Training:** | **Program Location [[15]](#footnote-15)** | **Reviewer Assessment** | |
| **Yes/No/Partial** | **Comment** |
| 1. Immunoglobulins, live and inactivated vaccines, polysaccharide and conjugate vaccines and combination vaccines |  |  |  |
| 1. Composition of a vaccine, use of adjuvants and other additives |  |  |  |
| 1. Efficacy, reactogenicity, compatibility |  |  |  |

| **The competency is:** | | **Reviewer Comment** |
| --- | --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

1. **Population Health**

**Competency:** Applies relevant principles of population health for improving immunization coverage rates.

| **The program contains the following learning objectives:** | | | | |
| --- | --- | --- | --- | --- |
| **Learning Objectives:** The health professional will be able to perform the following: | **Program Location** | | **Reviewer Assessment** | |
| **Module & Lrng Obj[[16]](#footnote-16)** | **Related Content[[17]](#footnote-17)** | **Yes/No/Partial** | **Reviewer Comment** |
| * 1. Use specific examples to show how immunization is a population-based health strategy. |  |  |  |  |
| * 1. Explain the concept of herd immunity (also called community immunity) in non-scientific terms. |  |  |  |  |
| * 1. Explain, using examples, why vaccine-preventable diseases return when immunization coverage rates decrease. |  |  |  |  |
| * 1. Explain how immunization registries can benefit not only individuals but also populations. |  |  |  |  |
| * 1. Present the case for the importance of having a highly immunized healthcare workforce. |  |  |  |  |
| * 1. Use health promotion planning model to identify barriers (economic, educational, system-based, and social factors) to immunization uptake. |  |  |  |  |
| * 1. Use health promotion strategies to improve immunization coverage rates. |  |  |  |  |

| **The program contains the following suggested content:** | | | |
| --- | --- | --- | --- |
| **Suggested Content for Training:** | **Program Location [[18]](#footnote-18)** | **Reviewer Assessment** | |
| **Yes/No/Partial** | **Comment** |
| 1. Concept of herd immunity and the effect of vaccination on the community as a whole |  |  |  |
| 1. How herd immunity protects individuals |  |  |  |
| 1. Identification of barriers and obstacles that may prevent uptake of vaccination |  |  |  |
| 1. Development of strategies to overcome barriers and improve immunization services |  |  |  |
| 1. Consideration of environmental factors such as the clinic environment, appointment timings, and length and attitudes of staff to immunization |  |  |  |

| **The competency is:** | | **Reviewer Comment** |
| --- | --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

**Essential Immunization Practices**

1. **Communication**

**Competency**: Communicates effectively about immunization, as relevant to the practice setting(s).

| **The program contains the following learning objectives:** | | | | |
| --- | --- | --- | --- | --- |
| **Learning Objectives:** The health professional will be able to perform the following: | **Program Location** | | **Reviewer Assessment** | |
| **Module & Lrng Obj[[19]](#footnote-19)** | **Related Content[[20]](#footnote-20)** | **Yes/No/Partial** | **Reviewer Comment** |
| * 1. List the components of the evidence-based decision-making process. |  |  |  |  |
| * 1. Explain the importance of risk perception for immunization decision making. |  |  |  |  |
| * 1. Respond appropriately following an assessment of client knowledge, attitudes, and beliefs regarding immunization. |  |  |  |  |
| * 1. Deliver clear, concise messages about the risks of vaccine-preventable diseases and the benefits and risks of vaccines. |  |  |  |  |
| * 1. Provide appropriate evidence-based information and resources to clients regarding immunization and vaccines. |  |  |  |  |
| * 1. Provide guidance to clients so they can correctly identify credible sources of information on immunization and vaccines. |  |  |  |  |
| * 1. Apply, as appropriate to the practice setting, mass media strategies for public communication. |  |  |  |  |

| **The program contains the following suggested content:** | | | |
| --- | --- | --- | --- |
| **Suggested Content for Training:** | **Program Location** | **Reviewer Assessment** | |
| **Yes/No/Partial** | **Comment** |
| 1. Issues that affect and influence parents/caregivers in their vaccination decision making |  |  |  |
| 1. Responding to commonly asked questions and misconceptions |  |  |  |
| 1. Local and national sources of further information and advice for parents |  |  |  |
| 1. Importance of risk perception for immunization decision making |  |  |  |
| 1. Basic principles of risk communication |  |  |  |
| 1. The effect of media reporting on parental views and acceptance of vaccination |  |  |  |

| **The competency is:** | | **Reviewer Comment** |
| --- | --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

1. **Storage and Handling of Immunization Agents**

**Competency:** Implements Canadian guidelines when storing, handling, or transporting vaccines.

| **The program contains the following learning objectives:** | | | | |
| --- | --- | --- | --- | --- |
| **Learning Objectives:** The health professional will be able to perform the following: | **Program Location** | | **Reviewer Assessment** | |
| **Module & Lrng Obj[[21]](#footnote-21)** | **Related Content[[22]](#footnote-22)** | **Yes/No/Partial** | **Reviewer Comment** |
| * 1. State where to access the most recent national guidelines dealing with vaccine storage, handling, and transportation. |  |  |  |  |
| * 1. Describe the national guideline requirements for vaccine storage, handling, and transportation and their importance in maximizing the potency and efficacy of each vaccine. |  |  |  |  |
| * 1. Outline the key steps for maintaining the cold chain in the practice setting. |  |  |  |  |
| * 1. Explain actions taken to report and manage breaks in the cold chain or other insults that compromise vaccine integrity. |  |  |  |  |

| **The program contains the following suggested content:** | | | |
| --- | --- | --- | --- |
| **Suggested Content for Training:** | **Program Location [[23]](#footnote-23)** | **Reviewer Assessment** | |
| **Yes/No/Partial** | **Reviewer Comment** |
| 1. Effects of temperature on potency, efficacy, and adverse events of vaccines |  |  |  |
| 1. Daily monitoring and written temperature records |  |  |  |
| 1. Correct use of designated purpose-built vaccine fridge |  |  |  |
| 1. Importance of regular checks for expired vaccine |  |  |  |
| 1. Ordering appropriate vaccine stock |  |  |  |
| 1. Management of breakdowns in the cold chain |  |  |  |
| 1. Disposal of heat- or cold-damaged vaccine |  |  |  |
| 1. Monitoring and maintaining the cold chain during vaccine transportation |  |  |  |
| 1. Maintenance of the cold chain during a clinic session |  |  |  |
| 1. Taking responsibility for ensuring that all vaccines administered have been stored correctly |  |  |  |
| 1. Importance of protocols/standard operating procedures in each practice setting |  |  |  |
| 1. Fulfillment of *National Vaccine Storage and Handling Guidelines for Immunization Providers* |  |  |  |

| **The competency is:** | | **Reviewer Comment** |
| --- | --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

1. **Administration of Immunizing Agents**

**Competency**: Prepares and administers immunization agents correctly.

| **The program contains the following learning objectives:** | | | | |
| --- | --- | --- | --- | --- |
| **Learning Objectives:** The health professional will be able to perform the following: | **Program Location** | | **Reviewer Assessment** | |
| **Module & Lrng Obj[[24]](#footnote-24)** | **Related Content[[25]](#footnote-25)** | **Yes/No/Partial** | **Reviewer Comment** |
| * 1. Prepare a checklist for pre-immunization patient assessment, including precautions, contraindications, and indications for rescheduling. |  |  |  |  |
| * 1. Ensure the seven “Rights” of immunization: right drug, right client, right dose, right time, right route, right reason, and right documentation. |  |  |  |  |
| * 1. Demonstrate the steps involved in vaccine preparation, including reconstitution, if appropriate, administration, and disposal. |  |  |  |  |
| * 1. Name the resources that are used to guide the immunization administration process and decision making. |  |  |  |  |
| * 1. Develop a table listing the vaccine, age, dose, route, site, contraindications/precautions, and side effects for each vaccine used in the practice setting. |  |  |  |  |
| * 1. Demonstrate the age-appropriate injection sites and proper client positioning used for immunization. |  |  |  |  |
| * 1. Choose the correct needle length and gauge for the age and size of the client. |  |  |  |  |
| * 1. Describe actions taken to increase safety in immunization clinics related to the provider, the recipient, and the environment. |  |  |  |  |
| * 1. Demonstrate the appropriate technique for immunization. |  |  |  |  |
| * 1. Describe techniques to reduce the pain associated with immunization. |  |  |  |  |

| **The program contains the following suggested content:** | | | |
| --- | --- | --- | --- |
| **Suggested Content for Training:** | **Program Location [[26]](#footnote-26)** | **Reviewer Assessment** | |
| **Yes/No/Partial** | **Reviewer Comment** |
| 1. Assessment of fitness for vaccination and identification of true contraindications to vaccination |  |  |  |
| 1. Route, needle size, and injection site for administration of vaccine based on research, current recommendations, and effects on efficacy and local reactions |  |  |  |
| 1. Dosage and reconstitution of each vaccine |  |  |  |
| 1. Preparation and disposal of vaccination equipment |  |  |  |

| **The competency is:** | | **Reviewer Comment** |
| --- | --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

1. **Adverse Events Following Immunization**

**Competency:** Anticipates, identifies, and manages adverse events following immunization, as appropriate to the practice setting.

| **The program contains the following learning objectives:** | | | | |
| --- | --- | --- | --- | --- |
| **Learning Objectives:** The health professional will be able to perform the following: | **Program Location** | | **Reviewer Assessment** | |
| **Module & Lrng Obj [[27]](#footnote-27)** | **Related Content[[28]](#footnote-28)** | **Yes/No/Partial** | **Reviewer Comment** |
| * 1. Use reliable, evidence-based resources to list the frequencies of the common, uncommon, and rare adverse events associated with vaccines. |  |  |  |  |
| * 1. Inform recipients and/or their caregivers on what to expect and what to do regarding adverse events that could follow immunizations. |  |  |  |  |
| * 1. Draft in detail an effective step-by-step response to anaphylaxis. |  |  |  |  |
| * 1. Document all adverse events following immunization on the appropriate form and submit it to the appropriate agencies. |  |  |  |  |
| * 1. Distinguish between reporting an adverse event following immunization and proving that immunization caused an adverse event. |  |  |  |  |

| **The program contains the following suggested content:** | | | |
| --- | --- | --- | --- |
| **Suggested Content for Training:** | **Program Location [[29]](#footnote-29)** | **Reviewer Assessment** | |
| **Yes/No/Partial** | **Reviewer Comment** |
| 1. Physiology of anaphylaxis and allergic reactions |  |  |  |
| 1. Potential causes of anaphylaxis and ways of decreasing the risks |  |  |  |
| 1. Signs and symptoms of and differences between anaphylaxis and fainting |  |  |  |
| 1. Treatment of anaphylaxis, equipment required, adrenaline dosages, and sites for its administration |  |  |  |
| 1. Definition and types of adverse events |  |  |  |
| 1. Where and how to report adverse events to vaccines – Canadian Adverse Events Following Immunization Surveillance System |  |  |  |
| 1. Recording of adverse events to vaccinations – Use of the *Adverse Event Following Immunization Reporting Form* |  |  |  |

| **The competency is:** | | **Reviewer Comment** |
| --- | --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

1. **Documentation**

**Competency:** Documents information relevant to each immunization encounter in accordance with national guidelines for immunization practices and jurisdictional health information processes.

| **The program contains the following learning objectives:** | | | | |
| --- | --- | --- | --- | --- |
| **Learning Objectives:** The health professional will be able to perform the following: | **Program Location** | | **Reviewer Assessment** | |
| **Module & Lrng Obj[[30]](#footnote-30)** | **Related Content[[31]](#footnote-31)** | **Yes/No/Partial** | **Reviewer Comment** |
| * 1. Describe the role and importance of immunization records. |  |  |  |  |
| * 1. Identify the information to be documented on an immunization record. |  |  |  |  |
| * 1. Record an immunization encounter on the appropriate documentation instruments accurately and completely. |  |  |  |  |
| * 1. Facilitate the transfer of information in the vaccination record to other providers and to appropriate agencies in accordance with requirements. |  |  |  |  |
| * 1. Record the reason and planned follow-up action when a scheduled immunization is not given. |  |  |  |  |

| **The program contains the following suggested content:** | | | |
| --- | --- | --- | --- |
| **Suggested Content for Training:** | **Program Location [[32]](#footnote-32)** | **Reviewer Assessment** | |
| **Yes/No/Partial** | **Reviewer Comment** |
| 1. Requirements and importance of accurate documentation |  |  |  |
| 1. Where and why vaccinations should be recorded and reported |  |  |  |
| 1. Policy for reporting and recording vaccine errors |  |  |  |
| 1. Importance of and reasons for recording lot numbers |  |  |  |

| **The competency is:** | | **Reviewer Comment** |
| --- | --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

1. **Populations Requiring Special Considerations**

**Competency:** Recognizes and responds to the unique immunization needs of certain population groups.

| **The program contains the following learning objectives:** | | | | |
| --- | --- | --- | --- | --- |
| **Learning Objectives:** The health professional will be able to perform the following: | **Program Location** | | **Reviewer Assessment** | |
| **Module & Lrng Obj** | **Related Content** | **Yes/No/Partial** | **Reviewer Comment** |
| * 1. Describe the unique immunization needs of certain populations, as relevant to the practice setting, including;      1. individuals who are off course of a recommended immunization schedule;      2. individuals who have had a serious adverse event following a prior immunization;      3. individuals with certain medical conditions, including transplant recipients;      4. pregnant women;      5. women who are breastfeeding;      6. occupational risk groups;      7. travellers;      8. new Canadians; international students;      9. individuals with behaviours that put them at risk for vaccine-preventable diseases;      10. “hard-to-reach” individuals; and      11. outbreak populations. |  |  |  |  |
| * 1. Appropriately refer to expert professionals/resources when required to address the immunization needs of certain populations |  |  |  |  |

| **The program contains the following suggested content:** | | | |
| --- | --- | --- | --- |
| **Suggested Content for Training:** | **Program Location** | **Reviewer Assessment** | |
| **Yes/No/Partial** | **Reviewer Comment** |
| 1. Designing schedules for people with uncertain or incomplete vaccination status with the minimum number of visits |  |  |  |
| 1. National and provincial guidelines that guide travel immunization |  |  |  |
| 1. Expert advice available to consult regarding travel immunization and recommendations |  |  |  |
| 1. Citizenship and Immigration Canada’s policy – distinguish when newcomers are immunized before arrival and when they are not |  |  |  |

| **The competency is:** | | **Reviewer Comment** |
| --- | --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

**Contextual Issues Relevant to Immunization**

1. **The Canadian Immunization System**

**Competency:** Demonstrates an understanding of the immunization system in Canada and its impact on his/her own practice.

| **The program contains the following learning objectives:** | | | | |
| --- | --- | --- | --- | --- |
| **Learning Objectives:** The health professional will be able to perform the following: | **Program Location** | | **Reviewer Assessment** | |
| **Module & Lrng Obj[[33]](#footnote-33)** | **Related Content[[34]](#footnote-34)** | **Yes/No/Partial** | **Reviewer Comment** |
| * 1. Describe how the National Immunization Strategy (NIS) is relevant to practice. |  |  |  |  |
| * 1. Distinguish between federal and provincial/territorial responsibilities as related to immunization programs in Canada. |  |  |  |  |
| * 1. List who can administer immunizations in Canada. |  |  |  |  |
| * 1. Describe the current status of immunization registries in the province or territory where practice is based. |  |  |  |  |
| * 1. Describe the process required to introduce a new publicly funded vaccine in a province or territory. |  |  |  |  |
| * 1. Explain the reasons for the variable immunization schedules among the provinces and territories. |  |  |  |  |
| * 1. Locate the current immunization schedule for the province or territory of practice. |  |  |  |  |
| * 1. Identify laws and regulations that may affect immunization delivery programs in provinces and territories. |  |  |  |  |

| **The program contains the following suggested content:** | | | |
| --- | --- | --- | --- |
| **Suggested Content for Training:** | **Program Location [[35]](#footnote-35)** | **Reviewer Assessment** | |
| **Yes/No/partial** | **Reviewer Comment** |
| 1. Goals of the NIS |  |  |  |
| 1. How the number, timing, and spacing of doses is decided upon |  |  |  |
| 1. The role of the National Advisory Committee on Immunization and how vaccine recommendation is decided upon |  |  |  |
| 1. Current published recommendations in the CIG |  |  |  |
| 1. The role and responsibilities of the federal, provincial, and territorial governments in publicly funded immunization programs and vaccine purchase |  |  |  |
| 1. Provincial and territorial resources available to consult about immunization issues |  |  |  |

| **The competency is:** | | **Reviewer Comment** |
| --- | --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

1. **Immunization Issues**

**Competency:** Addresses immunization issues using an evidence-based approach.

| **The program contains the following learning objectives:** | | | | |
| --- | --- | --- | --- | --- |
| **Learning Objectives:** The health professional will be able to perform the following: | **Program Location** | | **Reviewer Assessment** | |
| **Module & Lrng Obj[[36]](#footnote-36)** | **Related Content[[37]](#footnote-37)** | **Yes/No/Partial** | **Reviewer Comment** |
| * 1. Describe factors which lead to scepticism regarding immunization for both health professionals and the general public. |  |  |  |  |
| * 1. Describe the impact that misperceptions regarding immunizing agents have on immunization programs and on the population. |  |  |  |  |
| * 1. Address misperceptions regarding immunizing agents using an evidence-based approach. |  |  |  |  |
| * 1. Locate evidence-based sources of information on current issues relating to immunization. |  |  |  |  |
| * 1. Use evidence-based scientific knowledge to develop clear, concise key messages regarding true immunization benefits and risks. |  |  |  |  |

| **The program contains the following suggested content:** | | | |
| --- | --- | --- | --- |
| **Suggested Content for Training:** | **Program Location [[38]](#footnote-38)** | **Reviewer Assessment** | |
| **Yes/No/Partial** | **Reviewer Comment** |
| 1. Importance of keeping up to date |  |  |  |
| 1. Anti-immunization messages on social media |  |  |  |
| 1. Multiple injections |  |  |  |
| 1. Thimerosal |  |  |  |
| 1. How and where to find information (local and national sources of advice) and assessing the reliability of sources |  |  |  |
| 1. Media portrayal of vaccine news stories |  |  |  |
| 1. The critical importance of professional confidence in immunization |  |  |  |

| **The competency is:** | | **Reviewer Comment** |
| --- | --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

1. **Legal and Ethical Aspects of Immunization**

**Competency**: Acts in accordance with legal and high ethical standards in all aspects of immunization practice.

| **The program contains the following learning objectives:** | | | | |
| --- | --- | --- | --- | --- |
| **Learning Objectives:** The health professional will be able to perform the following: | **Program Location** | | **Reviewer Assessment** | |
| **Module & Lrng Obj[[39]](#footnote-39)** | **Related Content[[40]](#footnote-40)** | **Yes/No/Partial** | **Reviewer Comment** |
| * 1. Discuss the implications of basic ethical principles, including individual’s right, confidentiality, privacy, informed consent, and informed refusal. |  |  |  |  |
| * 1. Describe the legal requirements relevant to immunization administration, documentation, recording, and reporting. |  |  |  |  |
| * 1. Describe the legal requirements in the province/territory of immunization practice that relate to immunization status and exclusion from daycare, school, workplace, or other settings. |  |  |  |  |
| * 1. Identify his/her own professional scope of practice as it relates to immunization (jurisdiction, organization, practice setting Ð institutions, etc.). |  |  |  |  |
| * 1. Discuss the ethical issues arising from:   -mandatory versus voluntary immunization;  - targeted versus universal immunization. |  |  |  |  |
| * 1. Discuss the responsibility of health professionals to inform patients regarding the availability of all recommended vaccines regardless of whether they are publicly funded or not. |  |  |  |  |
| * 1. Describe the ethical implications when a provider’s beliefs conflict with evidence-based recommendations for immunization. |  |  |  |  |

| **The program contains the following suggested content:** | | | |
| --- | --- | --- | --- |
| **Suggested Content for Training:** | **Program Location** | **Reviewer Assessment** | |
| **Yes/No/Partial** | **Reviewer Comment** |
| 1. Current legal requirements for informed consent |  |  |  |
| 1. Data protection |  |  |  |
| 1. Documentation |  |  |  |
| 1. Professional accountability |  |  |  |

| **The competency is:** | | **Reviewer Comment** |
| --- | --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

**Other Substances**

1. **Essential Competencies for Injection of Other Substances[[41]](#footnote-41)**

**Competency:** Safely and effectively administers substances by injection

| **The program contains the following learning objectives:** | | | | |
| --- | --- | --- | --- | --- |
| **Learning Objectives:** The health professional will be able to perform the following: | **Program Location** | | **Reviewer Assessment** | |
| **Module & Lrng Obj[[42]](#footnote-42)** | **Related Content[[43]](#footnote-43)** | **Yes/No/Partial** | **Reviewer Comment** |
| * 1. Demonstrate the necessary technical skills required to prepare and administer injections (subcutaneously, intramuscularly, intradermally, intravenously to already established central or peripheral venous access devices where regulations permit) |  |  |  |  |
| * 1. Describe and comply with legal and regulatory requirements for administering substances by injection, including federal and provincial legislation and applicable standards and policies |  |  |  |  |
| * 1. Conduct a Therapeutic Review [See also competency 13]:  1. Locate and interpret evidence based information relating to current therapeutic information of the specific substance to be injected including indications, contraindications, approved routes of administration, pharmacokinetics, dosage, injection protocol, precautions, adverse effects, client monitoring parameters, and information pertaining to specific client factors ( e.g., renal dysfunction, hepatic dysfunction, pregnancy etc.) 2. Prepare a checklist to assess and determine preferred route of administration    1. appropriate for the substance/solution    2. appropriate for the client    3. appropriate for the facility or regional protocol |  |  |  |  |
| * 1. Perform all necessary steps for administering substances by injection: |  |  |  |  |
| * + 1. Assess the Client, including [See also competencies 8(1), 11]:  1. age, weight, current and previous relevant medical conditions and medications, 2. current client status (e.g., fever/signs of infection, pregnancy), allergies, relevant lab values, relevant client adherence issues, past experience or reactions with injections, medications and/or immunizations special population considerations (e.g., renal dysfunction, hepatic dysfunction, pregnancy etc.) |  |  |  |  |
| * + 1. Provide Client Education and Obtain Consent [See also competencies 6, 13, 14]:  1. Explain reason for the injection and outline risks and benefits, including common and serious potential side effects and management 2. Obtain and record informed consent for administration of injection 3. Provide teaching on self-administration, if appropriate |  |  |  |  |
| * + 1. Ensure Medication Appropriateness, including the ‘Seven rights of medication administration’: [See also competencies 8, 10]  1. Right Product 2. Right Client 3. Right Dose 4. Right Time 5. Right Route 6. Right Reason 7. Right Documentation |  |  |  |  |
| * + 1. Ensure Safe Medication Preparation, Administration, Storage and Disposal [See also competencies 7, 8]:  1. Ensure a clean, safe, private and comfortable environment for the client 2. Demonstrate appropriate infection control procedures and aseptic reconstitution technique 3. Choose appropriate needle gauge and size for the client 4. Take precautions for clients and health care workers with latex allergies 5. Demonstrate correct administration technique appropriate for route of injection, including techniques for reducing pain associated with injection 6. Determine and locate appropriate site for injection, taking into account client characteristics, product considerations, and anatomical landmarks (bones, muscles, blood vessels, nerves) 7. Perform universal precautions in addition to preventing and managing needle-stick injuries 8. Monitor and maintain temperature-appropriate storage conditions of injectable medications following product specific storage guidelines. 9. Ensure safe disposal of injectable medications and supplies |  |  |  |  |
| * + 1. Monitor the client after injection [See also competency 9]:  1. Maintain currency in CPR and First Aid 2. Anticipate, identify, manage and report adverse effects following medication injection 3. Respond to anaphylactic reactions, with appropriate use of emergency kits and following established step-by-step protocols. 4. Describe and perform therapeutic monitoring of client with respect to goals of medication therapy |  |  |  |  |
| * + 1. Document information relevant to each injection [See also competency 10]:  1. Describe the role and importance of injection records 2. Document client assessment and therapeutic decision(s) in client’s care plan 3. Document client education and consultation provided, including informed consent 4. Document administration of substance on client’s record, including product name, lot number and expiry date; dose given, route and time of administration 5. Document any reaction client has to the injection and monitoring parameters 6. Facilitate transfer of relevant documentation to client’s other health care providers |  |  |  |  |

| **The competency is:** | | **Reviewer Comment** |
| --- | --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

**References for Competency 15**:

1. Immunization competencies for health professionals. Public Health Agency of Canada (PHAC). [http://www.phac- aspc.gc.ca/im/pdf/ichp-cips-eng.pdf.](http://www.phac-aspc.gc.ca/im/pdf/ichp-cips-eng.pdf)
2. National Association of Pharmacy Regulatory Authorities. 2012. Supplemental Competencies on Injection for Canadian Pharmacists. [Available: http://napra.ca/pages/Practice\_Resources/injectioncompetencies.aspx]

# Declaration of Competency-mapped Accreditation Reviewer

This is to confirm that I have reviewed the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*enter title of program*) program to determine the extent to which the program satisfies the 15 requisite competencies.

I confirm that this program addresses the requisite competencies as outlined in the competency-mapped accreditation review rubric, and summarized below.

| **Competency** | **Fully met** | **Substantially met** | **Partially met** | **Not met** |
| --- | --- | --- | --- | --- |
|  | | | | |
| Application of Basic Biomedical Sciences to Immunization | | | | |
| 1. The Immune System and Vaccines |  |  |  |  |
| 2. Vaccine-Preventable Diseases |  |  |  |  |
| 3. Vaccine Development and Evaluation |  |  |  |  |
| 4. The Types of Immunizing Agents and Their Composition |  |  |  |  |
| 5. Population Health |  |  |  |  |
| Essential Immunization Practices | | | | |
| 6. Communication |  |  |  |  |
| 7. Storage and Handling of Immunization Agents |  |  |  |  |
| 8. Administration of Immunizing Agents |  |  |  |  |
| 9. Adverse Events Following Immunization |  |  |  |  |
| 10. Documentation |  |  |  |  |
| 11. Populations Requiring Special Considerations |  |  |  |  |
| Contextual Issues Relevant to Immunization | | | | |
| 12. The Canadian Immunization System |  |  |  |  |
| 13. Immunization Issues |  |  |  |  |
| 14. Legal and Ethical Aspects of Immunization |  |  |  |  |
| 15. Other substances |  |  |  |  |

I affirm this declaration by signing in the box below:

|  |  |
| --- | --- |
|  |  |
| ***Signature of Expert Reviewer*** | ***Date Signed*** |

**Note**: The Competency-mapped Accreditation Reviewer may digitally sign and submit this form in PDF format.

1. Public Health Agency of Canada. 2008. *Immunization Competencies for Health Professionals*. Available: <http://www.phac-aspc.gc.ca/im/ic-ci-eng.php> (accessed March 21, 2012). [↑](#footnote-ref-1)
2. CCCEP. *Policy on the Accreditation of Continuing Education Certificate Programs*. Available: <http://www.cccep.ca/index_content.php?id=95> [↑](#footnote-ref-2)
3. Public Health Agency of Canada. 2008. *Immunization Competencies for Health Professionals*. Page 36. Available: <http://www.phac-aspc.gc.ca/im/ic-ci-eng.php> [↑](#footnote-ref-3)
4. Identify Module(s)/Section(s) and Learning objective(s) number. Example: M-3 LO-2 for Module 3, Learning objective 3. [↑](#footnote-ref-4)
5. Identify the section or module (including page numbers) where the content relating to the objective may be found. [↑](#footnote-ref-5)
6. Identify the module or section (include the page numbers) where the content may be found. [↑](#footnote-ref-6)
7. Identify Module(s)/Section(s) and Learning objective(s) number. Example: M-3 LO-2 for Module 3, Learning objective 3. [↑](#footnote-ref-7)
8. Identify the section or module (including page numbers) where the content relating to the objective may be found. [↑](#footnote-ref-8)
9. Identify the module or section (include the page numbers) where the content may be found. [↑](#footnote-ref-9)
10. Identify Module(s)/Section(s) and Learning objective(s) number. Example: M-3 LO-2 for Module 3, Learning objective 3. [↑](#footnote-ref-10)
11. Identify the section or module (including page numbers) where the content relating to the objective may be found. [↑](#footnote-ref-11)
12. Identify the module or section (include the page numbers) where the content may be found. [↑](#footnote-ref-12)
13. Identify Module(s)/Section(s) and Learning objective(s) number. Example: M-3 LO-2 for Module 3, Learning objective 3. [↑](#footnote-ref-13)
14. Identify the section or module (including page numbers) where the content relating to the objective may be found. [↑](#footnote-ref-14)
15. Identify the module or section (include the page numbers) where the content may be found. [↑](#footnote-ref-15)
16. Identify Module(s)/Section(s) and Learning objective(s) number. Example: M-3 LO-2 for Module 3, Learning objective 3. [↑](#footnote-ref-16)
17. Identify the section or module (including page numbers) where the content relating to the objective may be found. [↑](#footnote-ref-17)
18. Identify the module or section (include the page numbers) where the content may be found. [↑](#footnote-ref-18)
19. Identify Module(s)/Section(s) and Learning objective(s) number. Example: M-3 LO-2 for Module 3, Learning objective 3. [↑](#footnote-ref-19)
20. Identify the section or module (including page numbers) where the content relating to the objective may be found. [↑](#footnote-ref-20)
21. Identify Module(s)/Section(s) and Learning objective(s) number. Example: M-3 LO-2 for Module 3, Learning objective 3. [↑](#footnote-ref-21)
22. Identify the section or module (including page numbers) where the content relating to the objective may be found. [↑](#footnote-ref-22)
23. Identify the module or section (include the page numbers) where the content may be found. [↑](#footnote-ref-23)
24. Identify Module(s)/Section(s) and Learning objective(s) number. Example: M-3 LO-2 for Module 3, Learning objective 3. [↑](#footnote-ref-24)
25. Identify the section or module (including page numbers) where the content relating to the objective may be found. [↑](#footnote-ref-25)
26. Identify the module or section (include the page numbers) where the content may be found. [↑](#footnote-ref-26)
27. Identify Module(s)/Section(s) and Learning objective(s) number. Example: M-3 LO-2 for Module 3, Learning objective 3. [↑](#footnote-ref-27)
28. Identify the section or module (including page numbers) where the content relating to the objective may be found. [↑](#footnote-ref-28)
29. Identify the module or section (include the page numbers) where the content may be found. [↑](#footnote-ref-29)
30. Identify Module(s)/Section(s) and Learning objective(s) number. Example: M-3 LO-2 for Module 3, Learning objective 3. [↑](#footnote-ref-30)
31. Identify the section or module (including page numbers) where the content relating to the objective may be found. [↑](#footnote-ref-31)
32. Identify the module or section (include the page numbers) where the content may be found. [↑](#footnote-ref-32)
33. Identify Module(s)/Section(s) and Learning objective(s) number. Example: M-3 LO-2 for Module 3, Learning objective 3. [↑](#footnote-ref-33)
34. Identify the section or module (including page numbers) where the content relating to the objective may be found. [↑](#footnote-ref-34)
35. Identify the module or section (include the page numbers) where the content may be found. [↑](#footnote-ref-35)
36. Identify Module(s)/Section(s) and Learning objective(s) number. Example: M-3 LO-2 for Module 3, Learning objective 3. [↑](#footnote-ref-36)
37. Identify the section or module (including page numbers) where the content relating to the objective may be found. [↑](#footnote-ref-37)
38. Identify the module or section (include the page numbers) where the content may be found. [↑](#footnote-ref-38)
39. Identify Module(s)/Section(s) and Learning objective(s) number. Example: M-3 LO-2 for Module 3, Learning objective 3. [↑](#footnote-ref-39)
40. Identify the section or module (including page numbers) where the content relating to the objective may be found. [↑](#footnote-ref-40)
41. In the context of this document, *substance* should be read as the definition of a drug under the *Food and Drug Act (FDA)* which includes among other things all drugs in Schedule D (e.g. blood products). According to the FDA, a drug includes any substance or mixture of substances manufactured, sold or represented for use in:

    the diagnosis, treatment, mitigation or prevention of a disease, disorder, abnormal physical state, or the symptoms thereof in man or animal

    restoring, correcting or modifying organic functions in man or animal, or

    disinfection in premises in which food is manufactured, prepared or kept [From NAPRA, Competency 15 document] [↑](#footnote-ref-41)
42. Identify Module(s)/Section(s) and Learning objective(s) number. Example: M-3 LO-2 for Module 3, Learning objective 3. [↑](#footnote-ref-42)
43. Identify the section or module (including page numbers) where the content relating to the objective may be found. [↑](#footnote-ref-43)