

# ACCREDITATION COMMITTEE – PERFUSION EDUCATION SELF-STUDY REPORT GUIDE

## The Concept of Self-Study

Self-study by an educational program is the focus of the voluntary, peer review system of accreditation. Self-study is an opportunity for institutions to cooperate in the accrediting process by assessing the strengths and weaknesses of educational programs and initiating changes to improve and strengthen educational offerings. Self-study is performed, as a cooperative effort, by individuals with varied interests in educational program improvement, i.e., institutional administration, program and faculty, students, clinical staff and the employers or supervisors of program graduates. The self-study report is one component of program ongoing self-evaluation.

The self-study report incorporates sufficient quantitative and qualitative information in its narrative and exhibits to document the conclusions of the self-study, such as compliance with the *Standards*, validation of its goals and objectives, identification of strengths and weaknesses, and a schedule for improvements, completed or in progress.

## Instructions and Suggestions for Developing a Self-Study Report

1. Understand the *Standards*, the required scope of the self-study report, interrelated areas, and other details.
2. Convene a self-study report committee by identifying and securing the cooperation of individuals who represent the interests of the program.
3. Assemble all data, conclusions, reports, and ongoing self-study activities performed by the program.
4. Distribute the information compiled in item 3 above to members of the self-study committee.
5. Establish a timetable for completion of interim stages of self-study and the self-study report.
6. Assign specific tasks for development of the self-study report.
7. Set a timely deadline for the first composite draft of the self-study report so that the committee can begin working toward assessment and improvement of the program.
8. The final self-study report should reflect the consensus of the self-study report committee representing the range of interests in the program.
9. Each section of the self-study report requires the completion of a self-analysis summary for that section. Self-study reports are not considered complete without this information.

## Instructions for Producing and Submitting the Self-Study Report

1. The self-study report should be typed with each section of the narrative and documentation (exhibits) clearly identified. The narrative should not exceed 100 pages. The exhibits should be representative samples of documents rather than entire master plans, outlines, and syllabi. Implementation of policies and processes should be evidenced.
2. Include an introduction that clearly identifies the members of the self-study report committee, their titles, and their role in conducting and developing the self-study report.
3. The signatures of program and institutional administration are required in the report; the signatures of the self-study report committee should be included as well.
4. Combine the self-study into one electronic document, so that it can be easily read, using the Self-Study Report and Self-Study Report Checklist (pages 2-5 ), as the cover pages.
5. Submit two (2) copies of the self-study report on USB drives, along with the \$1500 application fee to the AC-PE, 6663 S Sycamore St, Littleton, CO 80120.

# SELF-STUDY REPORT

## I. SPONSORING INSTITUTION:

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The sponsoring institution of the applicant program is accredited or otherwise recognized by the following national or regional agency:

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Term of award

The sponsoring institution of the applicant program is authorized under applicable law to provide postsecondary education by the following authorities:

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## II. PROGRAM INFORMATION:

Name of Program: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

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City

State & Zip

Length of Program: \_\_\_\_\_ Total credit received by student, if appropriate: \_\_\_\_\_

Award Granted: \_\_\_\_\_

Degree, Certificate, Diploma

Total student capacity (program): \_\_\_\_\_/year

**III. OFFICIALS:**

**A. SPONSORING INSTITUTION:**

**Chief Executive Officer of Sponsoring Institution:**

\_\_\_\_\_  
Name (Print) Degree/Credentials Title

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
City, State & Zip

\_\_\_\_\_  
Area Code and Business Phone Number

\_\_\_\_\_  
Signature Date

**Dean or Comparable Departmental Administrator (if applicable):**

\_\_\_\_\_  
Name (Print) Degree/Credentials Title

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
City, State & Zip

\_\_\_\_\_  
Area Code and Business Phone Number

\_\_\_\_\_  
Signature Date

**B. PROGRAM**

**Program Director:**

\_\_\_\_\_  
Name (Print) Degree/Credentials Title

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
City, State & Zip

\_\_\_\_\_  
Area Code and Business Phone Number

\_\_\_\_\_  
Signature Date

**Medical Advisor:**

<hr/>		
Name (Print)	Degree/Credentials	Title
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Mailing Address		
<hr/>		
City, State & Zip		
<hr/>		
Area Code and Business Phone Number		
<hr/>		
Signature		Date

**IV. CLINICAL AFFILIATE INFORMATION**

List all clinical affiliates – use additional paper if necessary.

Name	Location(City, State)	Student Capacity
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- **THERE MUST BE A SEPARATE DESIGNATED SECTION OF THE SELF-STUDY REPORT PROVIDING REQUIRED CLINICAL AFFILIATE INFORMATION.**
- **A *CLINICAL AFFILIATE APPLICATION* MUST BE COMPLETED FOR EACH CLINICAL SITE, WITH ATTACHMENTS INCLUDED. (SEE PAGES 5-8 FOR THE *CLINICAL AFFILIATE APPLICATION*.)**
- **GROUP ALL REQUIRED INFORMATION FOR EACH CLINICAL AFFILIATE TOGETHER AND CLEARLY IDENTIFY EACH AFFILIATE.**

## SELF-STUDY REPORT CHECKLIST

Please verify that each of the following items is provided in the self-study and include this checklist in the self-study report. (If, for some reason an item is not applicable to your program, write “N/A” next to the item.)

- 1. Documentation of institutional accreditation.
- 2. Program’s goals and learning domains.
- 3. List of advisory members.
- 4. Advisory Committee meeting minutes OR agendas of future meetings.
- 5. Departmental budget.
- 6. List of personnel and percentage of time dedicated to Perfusion education.
- 7. List of equipment/supplies/technologies.
- 8. Perfusion resource material.
- 9. Job description for Program Director.
- 10. Schedule of clinical affiliate visits maintained by the Program Director.
- 11. Curriculum vitae for Program Director.
- 12. Job description for Clinical Coordinator.
- 13. Curriculum vitae for Clinical Coordinator
- 14. Job description for Medical Advisor.
- 15. Curriculum vitae for Medical Advisor.
- 16. Job description for clinical instructor.
- 17. Job description for didactic faculty.
- 18. List of all didactic faculty, including assigned responsibilities.
- 19. *Curriculum Vitae Form* for each didactic faculty member.
- 20. Faculty evaluation instruments.
- 21. Samples of student evaluation techniques and tools.
- 22. Samples of student records documenting learning progress and achievements.
- 23. School catalog.
- 24. Program brochure.
- 25. Faculty grievance procedure.
- 26. Clinical Affiliate Information. The following should be included for each clinical site:
  - Clinical Affiliate Application* form
  - rationale
  - inventory of equipment and supplies
  - verification of malpractice insurance
  - signed affiliation agreement
  - documentation of accreditation
  - Curriculum Vitae Form* for each listed clinical instructor

Standard

Narrative Requirement

Exhibit Requirement

SECTION I. SPONSORSHIP

A. Sponsoring Institution\_\_\_\_\_

A sponsoring institution must be at least one of the following:

1. A post-secondary academic institution accredited by an institutional accrediting agency that is recognized by the U.S. Department of Education, and authorized under applicable law or other acceptable authority to provide a post-secondary program, which awards a minimum of a certificate at the completion of the program.
2. A hospital, clinic or medical center accredited by a healthcare accrediting agency or equivalent that is recognized by the U.S. Department of Health and Human Services and authorized under applicable law or other acceptable authority to provide healthcare, which awards a minimum of a certificate at the completion of the program.
3. A branch of the U.S. Armed Forces which awards a minimum of a certificate at the completion of the program.
4. A foreign post-secondary academic institution acceptable to CAAHEP that is authorized under applicable law or other acceptable authority to provide a postsecondary program, which awards a minimum of a baccalaureate degree equivalent to a United States degree at the completion of the academic program.

B. Consortium Sponsor\_\_\_\_\_

1. A consortium sponsor is an entity consisting of two or more members that exists for the purpose of operating an educational program. In such instances, at least one of the members of the consortium must meet the requirements of a sponsoring institution as described in I.A.

2. The responsibilities of each member of the consortium must be clearly documented in a formal affiliation agreement or memorandum of understanding, which includes governance and lines of authority.

Describe the current accreditation maintained by the institution(s) involved with the program.

Describe authorization under which the program is able to provide a post-secondary program.

Provide a copy of the accreditation letter or certificate for the sponsoring institution.

If there is a consortium sponsor, provide a copy of the formal affiliation agreement or memorandum of understanding.

Standard

Narrative Requirement

Exhibit Requirement

C. Responsibilities of Sponsor \_\_\_\_\_

1. The Sponsor must ensure that the provisions of these Standards are met.

Describe how the sponsor will assure that the provisions of the *Standards* are met.

2. The Sponsor must ensure that the graduates of the program have obtained or will obtain a baccalaureate degree upon completion of the program.

SECTION I SELF-ANALYSIS SUMMARY

A. List the major strengths related to Section I

B. List the major concerns related to Section I

1. include interpretation of causes for concerns
2. describe how concerns can be addressed, providing specific recommendations where possible
3. develop a plan for implementing recommendations for improvement
4. describe progress already achieved implementing improvements
5. describe any constraints within or beyond the institution that might interfere with implementing the improvements needed to bring the program into substantial compliance with the *Standards*

**SECTION II. PROGRAM GOALS**

**A. Program Goals and Outcomes\_\_\_\_\_**

There must be a written statement of the program's goals and learning domains consistent with and responsive to the demonstrated needs and expectations of the various communities of interest served by the educational program. The communities of interest that are served by the program must include, but are not limited to, students, graduates, faculty, sponsor administration, employers, physicians, and the public.

Describe how the program's goals and learning domains are consistent with and responsive to the demonstrated needs and expectations of the various communities of interest served by the program.

Provide a copy of the program's goals and learning domains.

Program-specific statements of goals and learning domains provide the basis for program planning, implementation, and evaluation. Such goals and learning domains must be compatible with the mission of the sponsoring institution(s), the expectations of the communities of interest, and nationally accepted standards of roles and functions. Goals and learning domains are based upon the substantiated needs of health care providers and employers, and the educational needs of the students served by the educational program.

Describe how the program's goals and learning domains are compatible with the mission of the sponsoring institution.

Standard

Narrative Requirement

Exhibit Requirement

**B. Appropriateness of Goals and Learning Domains**\_\_\_\_\_

The program must regularly assess its goals and learning domains. Program personnel must identify and respond to changes in the needs and/or expectations of its communities of interest.

An advisory committee, which is representative of at least each of the communities of interest named in these Standards, must be designated and charged with the responsibility of meeting at least annually, to assist program and sponsor personnel in formulating and periodically revising appropriate goals and learning domains, monitoring needs and expectations, and ensuring program responsiveness to change.

Describe how the program assesses/will assess its goals and learning domains.

Describe how the program responds/will respond to changes in the needs and/or expectations of its communities of interest.

Describe the role of the advisory committee.

Provide samples of changes made as a result of assessment of program goals and learning domains (if available).

Provide a list of advisory members, including the community of interest that each member represents.

Provide copies of the meeting agenda and meeting minutes from the last two (2) advisory committee meetings (if no meetings have taken place, provide documentation of scheduled meetings, with agendas).

**C. Minimum Expectations**\_\_\_\_\_

The program must have the following goal defining minimum expectations: "To prepare competent entry-level perfusionists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains."

Programs adopting educational goals beyond entry-level competence must clearly delineate this intent and provide evidence that all students have achieved the identified basic competencies prior to entry into the field.

Describe program goals beyond entry-level competence, if applicable.

SECTION II SELF-ANALYSIS SUMMARY

- A. List the major strengths related to Section II
- B. List the major concerns related to Section II
  - 1. include interpretation of causes for concerns
  - 2. describe how concerns can be addressed, providing specific recommendations where possible
  - 3. develop a plan for implementing recommendations for improvement
  - 4. describe progress already achieved implementing improvements
  - 5. describe any constraints within or beyond the institution that might interfere with implementing the improvements needed to bring the program into substantial compliance with the *Standards*

Standard

Narrative Requirement

Exhibit Requirement

SECTION III. RESOURCES

A. Type and Amount

Program resources must be sufficient to ensure the achievement of the program's goals and outcomes. Resources must include, but are not limited to: faculty; clerical/support staff; curriculum; finances; offices; classroom, laboratory, and ancillary student facilities; clinical affiliates; equipment; supplies; computer resources; instructional reference materials; and faculty/staff continuing education.

Describe the clerical and support staff available to the program in terms of number and functions.

Discuss the funding of the program, including the history of sources of funding.

Describe the input of program officials in budget development and expenditure control.

Describe administrative offices, classrooms, laboratories, and other facilities used by the program.

Describe ancillary facilities available to students.

Describe the computer and library facilities maintained by the sponsoring institution and clinical affiliates.

Describe continuing education opportunities available to instructional staff.

Provide a copy of the departmental budget.

Provide a list of personnel and percentage of time dedicated to perfusion education.

Provide a list of equipment/supplies and technologies available.

Provide a list of perfusion resource materials.

B. Personnel

The sponsor must appoint sufficient faculty and staff with the necessary qualifications to perform the functions identified in documented job descriptions and to achieve the program's stated goals and outcomes.

1. Program Director

a. Responsibilities

The program director must be responsible for the organization, administration, periodic review, continued development and general effectiveness of the program. The clinical assignment of the program director must allow adequate time for administrative and teaching responsibilities.

Describe the specific duties and responsibilities of the program director and the percentage of time the program director devotes to each responsibility.

Provide a job description for the program director.

Provide a schedule of clinical affiliate contact maintained by the program director.

b. Qualifications

The program director must possess at a minimum, the following:  
(1) a baccalaureate degree;  
(2) five years of professional experience as a perfusionist;  
(3) two years of experience as an instructor in an accredited educational program in perfusion; and  
(4) proficiency in instructional methodology, curriculum design, program planning and counseling.

Describe how the program director maintains proficiency in instructional methodology, curriculum design, program planning and counseling.

Provide a curriculum vitae for program director documenting each of the following: baccalaureate degree; current certification; 5 years professional experience as a perfusionist; 2 years experience as an instructor in an accredited perfusion program; and continuing education.

Standard

Narrative Requirement

Exhibit Requirement

**2. Clinical Coordinator**

**a. Responsibilities**

The clinical coordinator must be responsible for evaluating and assuring clinical education effectiveness including a schedule of regular contact with the clinical affiliates. Documentation of all contact must be maintained.

In the event that the program director does not possess clinical experience and a clinical coordinator is appointed, describe how the clinical coordinator assists the program director and other program officials regarding perfusion education.

Provide a job description for the clinical coordinator, if applicable.

Provide a schedule of clinical affiliate contact maintained by the clinical coordinator.

The clinical coordinator must assist the program director and other program officials regarding perfusion education.

**b. Qualifications**

The clinical coordinator must possess at a minimum, the following:

- (1) Current certification as a perfusionist;
- (2) The clinical activity requirements as defined by the American Board of Cardiovascular Perfusion (ABCP) for recertification;
- (3) Five years of professional experience as a perfusionist; and
- (4) Two years of experience as an instructor in an accredited educational program in perfusion.

In the event that the program director does not possess clinical experience and a clinical coordinator is appointed, provide a curriculum vitae for clinical coordinator documenting each of the following: baccalaureate degree; current certification; 5 years professional experience as a perfusionist; 2 years experience as an instructor in an accredited perfusion program; and documentation of continuing education.

**3. Medical Advisor**

**a. Responsibilities**

The medical advisor must participate in planning, organizing, conducting, revising, and evaluating the perfusion education program.

Describe the duties and responsibilities of the medical advisor.

Provide a job description for the medical advisor.

**b. Qualifications**

The medical advisor of the program must be a physician, currently licensed in the United States, holding a credential in an appropriate medical specialty.

Provide a curriculum vitae for the medical advisor documenting each of the following: current physician license; credential in appropriate medical specialty.

Standard

Narrative Requirement

Exhibit Requirement

4. Clinical Perfusion Faculty

a. Responsibilities

The clinical instructor(s) must be knowledgeable of the program goals, clinical objectives, and clinical evaluation system. The clinical instructor(s) must provide students with appropriate and adequate clinical instruction/supervision and must evaluate student clinical competence.

Describe how the clinical instructors become knowledgeable of program goals, clinical objectives, and clinical evaluation system.

Provide a job description for the clinical instructor.

During clinical instruction in which the student is operating extracorporeal circulation equipment, there must be direct one-to-one supervision by a clinical instructor. The clinical instructor and physician in charge of the procedure must be responsible for patient safety.

Sufficient time for accomplishing the clinical objectives must be provided. The clinical instructor(s) must communicate regularly with the program officials.

Describe communication that takes place between clinical instructors and program officials.

At least one clinical instructor must be designated as site coordinator at each clinical affiliate to facilitate communication and appropriate site orientation/training, and summary student evaluation.

Clinical Perfusion Faculty

b. Qualifications

(1) All clinical faculty must be knowledgeable and effective in teaching the subjects assigned.

(2) To supervise students operating extracorporeal circulation equipment, clinical instructors must be certified as perfusionists by a United States certifying body.

Describe how the program assures appointment of appropriately qualified clinical instructors.

*See "Clinical Affiliate Information" on pages 17-19 of the Self-Study Report for required documentation.*

5. Didactic Faculty

a. Responsibilities

Didactic faculty must be responsible for teaching each course assigned by the program director, evaluating students and reporting their progress as required by the sponsor, and cooperating with the program director in periodic review and revision of course materials.

Describe how the program ensures that faculty maintains appropriate expertise and competencies.

Provide a job description for didactic faculty.

Provide a list of all didactic faculty, including assigned responsibilities for each.

## Standard

### **b. Qualifications**

Didactic faculty must be individually qualified and must be effective in teaching the subject(s) assigned.

### **C. Curriculum**

The curriculum must ensure the achievement of program goals and learning domains. Instruction must be an appropriate sequence of classroom, laboratory, and clinical activities. Instruction must be based on clearly written course syllabi that include course description, course objectives, methods of evaluation, topic outline, and competencies required for graduation.

#### **1. AC-PE Approved Cardiovascular Perfusion Curriculum**

The program must demonstrate by comparison that the curriculum offered meets or exceeds the content requirements of the latest edition of the perfusion curriculum approved by the AC-PE.

#### **2. Curriculum Requisites**

The following curriculum requisites must either be met prior to the perfusion education program or be presented as course work; they must include but are not limited to college level content in the following:

- a. Anatomy and pathology
- b. Physiology
- c. Chemistry
- d. Pharmacology
- e. Mathematics
- f. Physics

## Narrative Requirement

List the qualifications required by the sponsoring institution for didactic faculty.

Describe the process utilized to evaluate the effectiveness of the didactic faculty.

Describe how the curriculum ensures the achievement of program goals and learning domains.

Describe *by direct comparison* how the program meets each of the requirements outlined in the AC-PE approved curriculum (see the curriculum document).

## Exhibit Requirement

Provide curriculum vitae form for each didactic faculty member\*\*\* (designated one-page curriculum vitae form on page 20 of the Self-Study Report must be used for each didactic faculty member).

Provide evaluation instruments utilized for establishing the effectiveness of didactic faculty.

Provide information that documents compliance with each requirement in the AC-PE approved curriculum.

Provide documentation that students have required courses during the program or as required prerequisites.

Standard

Narrative Requirement

Exhibit Requirement

3. Clinical Cases

Clinical case availability must be adequate to support the number of students admitted to the program. A minimum of 75 clinical cases at AC-PE approved clinical affiliates requiring cardiopulmonary bypass must be performed by each student prior to graduation. A minimum of 10 clinical pediatric cases requiring cardiopulmonary bypass must be observed or performed prior to graduation.

Provide documentation that students acquire at least 75 clinical cases and 10 pediatric cases at AC-PE approved affiliates.

D. Resource Assessment

The program must, at least annually, assess the appropriateness and effectiveness of the resources described in these Standards. The results of resource assessment must be the basis for ongoing planning and appropriate change. An action plan must be developed when deficiencies are identified in the program resources. Implementation of the action plan must be documented and results measured by ongoing resource assessment.

Describe the program's plan to assess the appropriateness and effectiveness of resources and implement change when necessary.

SECTION III SELF-ANALYSIS SUMMARY

- A. List the major strengths related to Section III
- B. List the major concerns related to Section III
  - 1. include interpretation of causes for concerns
  - 2. describe how concerns can be addressed, providing specific recommendations where possible
  - 3. develop a plan for implementing recommendations for improvement
  - 4. describe progress already achieved implementing improvements
  - 5. describe any constraints within or beyond the institution that might interfere with implementing the improvements needed to bring the program into substantial compliance with the *Standards*

Standard

Narrative Requirement

Exhibit Requirement

**SECTION IV. STUDENT AND GRADUATE EVALUATION/ASSESSMENT**

**A. Student Evaluation \_\_\_\_\_**

**1. Frequency and Purpose**

Evaluation of students must be conducted on a recurrent basis and with sufficient frequency to provide both the students and program faculty with valid and timely indications of the students' progress toward and achievement of the competencies and learning domains stated in the curriculum.

Describe the methods and frequency used for evaluation of students' progress throughout the program.

Provide representative samples of evaluation techniques and tools.

**2. Documentation**

Records of student evaluations must be maintained in sufficient detail to document learning progress and achievements.

Provide samples of student records used to document learning progress and achievements.

**B. Outcomes \_\_\_\_\_**

**1. Outcomes Assessment**

The program must periodically assess its effectiveness in achieving its stated goals and learning domains. The results of this evaluation must be reflected in the review and timely revision of the program.

Describe the mechanisms and tools in place for conducting evaluation of: a) national certifying examination performance; b) graduation levels; c) graduate satisfaction; d) employer satisfaction; e) job placements; and f) programmatic summative measures.

Provide current program results for: a) national certifying examination performance; b) graduation levels; c) graduate satisfaction; d) employer satisfaction; e) job placements; and f) programmatic summative measures.

Outcomes assessments must include, but are not limited to: national credentialing examination(s) performance, programmatic retention/attrition, graduate satisfaction, employer satisfaction, job (positive) placement, and programmatic summative measures, including: cardiopulmonary bypass; mechanical circulatory support; autotransfusion/blood conservation/product management; and performance of laboratory analysis of blood gases, electrolytes, hematocrit/hemoglobin. The program must meet the AC-PE outcomes assessment thresholds.

**2. Outcomes Reporting**

The program must periodically submit to the AC-PE the program goal(s), learning domains, evaluation systems (including type, cut score, and appropriateness), outcomes, its analysis of the outcomes, and an appropriate action plan based on the analysis.

Programs not meeting the established thresholds must begin a dialogue with the AC-PE to develop an appropriate plan of action to respond to the identified shortcomings.

Standard

Narrative Requirement

Exhibit Requirement

SECTION IV SELF-ANALYSIS SUMMARY

- A. List the major strengths related to Section IV
- B. List the major concerns related to Section IV
  - 1. include interpretation of causes for concerns
  - 2. describe how concerns can be addressed, providing specific recommendations where possible
  - 3. develop a plan for implementing recommendations for improvement
  - 4. describe progress already achieved implementing improvements
  - 5. describe any constraints within or beyond the institution that might interfere with implementing the improvements needed to bring the program into substantial compliance with the *Standards*.

**SECTION V. FAIR PRACTICES**

**A. Publications and Disclosure\_\_\_\_\_**

- 1. Announcements, catalogs, publications, and advertising must accurately reflect the program offered.
- 2. At least the following must be made known to all applicants and students: the sponsor's institutional and programmatic accreditation status as well as the name, mailing address, web site address, and phone number of the accrediting agencies; admissions policies and practices, including technical standards (when used); policies on advanced placement, transfer of credits, and credits for experiential learning; number of credits required for completion of the program; tuition/fees and other costs required to complete the program; policies and processes for withdrawal and for refunds of tuition/fees.
- 3. At least the following must be made known to all students: academic calendar, student grievance procedure, criteria for successful completion of each segment of the curriculum and for graduation, and policies and processes by which students may perform clinical work while enrolled in the program.
- 4. The sponsor must maintain, and make available to the public, current and consistent summary information about student/graduate achievement that includes the results of one or more of the outcomes assessments required in these Standards.

Describe how applicants and students are informed about: institutional and programmatic accreditation status; admissions policies; policies on advanced placement, transfer of credits, and credits for experiential learning; number of credits required for program completion; tuition/fees, and withdrawal/refund policies.

Describe how students are informed about the academic calendar, grievance procedures, graduation criteria, and clinical work policies.

Provide the school catalog and/or program brochure.

Provide documentation/policies given to applicants and students regarding: institutional and programmatic accreditation status; admissions policies; policies on advanced placement, transfer of credits, and credits for experiential learning; number of credits required for program completion; tuition/fees, and withdrawal/refund policies.

\*\*\*If this information is included in the school catalog, note the page on which it can be found.

Provide documentation/policies given to students regarding the academic calendar, student grievance procedure, graduation criteria, and clinical work policies.

\*\*\*If this information is included in the school catalog, note the page on which it can be found.

Standard

Narrative Requirement

Exhibit Requirement

**B. Lawful and Non-discriminatory Practices**\_\_\_\_\_

All activities associated with the program, including student and faculty recruitment, student admission, and faculty employment practices, must be non-discriminatory and in accord with federal and state statutes, rules, and regulations. There must be a faculty grievance procedure made known to all paid faculty.

Describe how the program ensures that all activities associated with the program are non-discriminatory and in accord with federal and state statutes, rules, and regulations.

Provide the faculty grievance procedure.

**C. Safeguards**\_\_\_\_\_

The health and safety of patients, students, and faculty associated with the educational activities of the students must be adequately safeguarded. All activities in the program must be educational and students must not be substituted for staff.

Describe how the program ensures the health and safety of patients, students and faculty.

**D. Student Records**\_\_\_\_\_

Satisfactory records must be maintained for student admission, advisement, counseling, and evaluation. Grades and credits for courses must be recorded on the student transcript and permanently maintained by the sponsor in a safe and accessible location.

Describe the records related to the program, including how and where they are maintained.

**E. Substantive Changes**\_\_\_\_\_

The sponsor must report substantive change(s) as described in Appendix A to CAAHEP/AC-PE in a timely manner.

**F. Agreements**\_\_\_\_\_

There must be a formal affiliation agreement or memorandum of understanding between the sponsor and all other entities that participate in the education of the students describing the relationship, role, and responsibilities between the sponsor and that entity. Clinical Affiliates must be accredited by recognized agencies or meet equivalent standards.

*See "Clinical Affiliate Information" on pages 17-19 of the Self-Study Report for required documentation.*

## CLINICAL AFFILIATE APPLICATION

- This application must be completed for recognition of a clinical affiliate(s).
- Use a separate application form for each clinical affiliate.

**A. Clinical Affiliate:** \_\_\_\_\_

Address: \_\_\_\_\_

City, State & Zip: \_\_\_\_\_

Is the affiliate accredited?                    \_\_\_\_\_ Yes                    \_\_\_\_\_ No

Accreditation agency: \_\_\_\_\_

Term of current award: \_\_\_\_\_

**B. Student Capacity**

Length of clinical rotation at this site: \_\_\_\_\_

Number of students from this sponsor's perfusion class: \_\_\_\_\_

Number of students from other sponsoring organization: \_\_\_\_\_

Number of full-time certified perfusionists: \_\_\_\_\_

Total number of procedures annually: \_\_\_\_\_

Number of cases by type:                    \_\_\_\_\_ CABG on-pump                    \_\_\_\_\_ Autotransfusion

\_\_\_\_\_ Valves                    \_\_\_\_\_ Pediatric                    \_\_\_\_\_ Infant

\_\_\_\_\_ VADS                    \_\_\_\_\_ ECMO                    \_\_\_\_\_ IABP

\_\_\_\_\_ Limb                    \_\_\_\_\_ Hemoconcentrator

Transplants:    \_\_\_\_\_ Heart                    \_\_\_\_\_ Lung                    \_\_\_\_\_ Liver

List ancillary techniques: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C. Clinical Affiliate Officials**

Perfusion Manager of the Clinical Affiliate

Name and Title: \_\_\_\_\_

Address: \_\_\_\_\_

City, State & Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

Signature \_\_\_\_\_

Director of Perioperative Services or equivalent Administrator or Manager

Name and Title: \_\_\_\_\_

Address: \_\_\_\_\_

City, State & Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

Signature \_\_\_\_\_

The clinical site's designated staff has read and agrees to abide by *the Standards and Guidelines for the Accreditation of Educational Programs in Perfusion (Standards)*. The designated clinical staff agrees to provide clinical education in compliance with the *Standards*. It is further understood that in order to supervise students operating extracorporeal circulation equipment, the clinical instructor must be certified.

Clinical Instructor(s):

1. Name: \_\_\_\_\_

Signature: \_\_\_\_\_

2. Name: \_\_\_\_\_

Signature: \_\_\_\_\_

3. Name: \_\_\_\_\_

Signature: \_\_\_\_\_

4. Name: \_\_\_\_\_

Signature: \_\_\_\_\_

5. Name: \_\_\_\_\_

Signature: \_\_\_\_\_

**D. Attachments**

- 1. Provide narrative that documents rationale for the establishment of the clinical affiliate.
- 2. Provide an inventory of equipment and supplies available at the clinical site. (Include Heart, Autotransfusion, IABP, and other support.)
- 3. Provide verification of malpractice insurance coverage, if required by the affiliation agreement.
- 4. Signed affiliation agreement. (If the affiliation agreement is the same for every affiliate, provide one sample copy of the agreement and only signature pages for each affiliate.)
- 5. Documentation of clinical affiliate accreditation (certificate or letter).
- 6. *Curriculum Vitae Form* for each listed clinical instructor.

## CURRICULUM VITAE FORM CLINICAL INSTRUCTOR

- Please copy this page for each clinical instructor.

<b>Name</b> (last, first, middle initial)		<b>Title</b>	
<b>Education</b> (Begin with baccalaureate or other initial professional education and include postdoctoral training. Identify all post-high school education in chronological order.)			
<b>Instruction</b>	<b>Degree</b>	<b>Year Conferred</b>	<b>Area of Study</b>
Professional credentials, including specialty designation(s).			
Continuing professional development, last two years.			
List previous employment experience in reverse chronological order.			

# CURRICULUM VITAE FORM

## DIDACTIC FACULTY

- Please copy this page for each didactic faculty member.

<b>Name</b> (last, first, middle initial)	<b>Title</b>		
<b>Education</b> (Begin with baccalaureate or other initial professional education and include postdoctoral training. Identify all post-high school education in chronological order.)			
<b>Instruction</b>	<b>Degree</b>	<b>Year Conferred</b>	<b>Area of Study</b>
Professional credentials, including specialty designation(s).			
Continuing professional development, last two years.			
List previous employment experience in reverse chronological order.			