Lesson Plan

# Running a Competence Committee

The “Running a Competence Committee” workshop is designed to be delivered in approx. 2 hours. If you would like to deliver it in less time, you can choose to take a flipped classroom approach and send some of the didactic materials ahead of the workshop for review, which will allow you to focus on the Case Practices. You may also choose a shorter ice breaker activity, or to do one Case Practice instead of two (the others can be assigned as “homework”).

## Learning Objectives:

## Describe practical approaches to running a competence committee

## Address common pitfalls in running your competence committee

## Practice making decisions using simulated cases

## Workshop Preparation / Materials Needed:

* Facilitators – ideally 1 person for every 6-8 participants
* Slide deck, lesson plan
* Participant handout (take home checklist)
* **FOR VIRTUAL DELIVERY\*:** Access to video conferencing platform that has the ability to create breakout rooms (i.e. Zoom). Depending on the platform, you might want to recommend that participation be on a computer to ensure full technological capabilities (see [How to Teach Virtually](http://www.royalcollege.ca/rcsite/documents/canmeds/rc-virtual-teaching-e.pdf) for some tips and tricks, as well as a comparison of several popular video conferencing platforms).

**\*** For virtual delivery, it’s important to plan for an interaction every few slides (e.g., answering questions in the chat, asking open-ended questions, and polling - many platforms have the ability to create polls ahead of time so you don’t need to do this during the session).

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| Time | Content | Slides | Activity |
| 5 mins | **Welcome/ Introduction**   * Objectives * Expectations | 1- 5 | Distribute participant handout (checklist) (**VIRTUAL:** Share handout file through chat once everyone has logged into the virtual session)  Large group discussion: What excites you about setting up a competence committee? What scares you? (**VIRTUAL:** Ask participants to answer in chat)  **(VIRTUAL:** Ask participants to introduce themselves in the chat. Consider starting off with a poll getting agreement from learners to participate in the session. Getting this agreement helps to establish participant accountability. It emphasizes that this session is about two-way communication, helps to set expectations for engagement, and discourages multi-tasking throughout the session.  e.g. Do you agree to participate in this session?  • Of course! I can’t wait!  • We’ll see how it goes. I’m multitasking.  • I’m not able to participate. I’ll just listen.)  (**VIRTUAL**: Instead of listing learning objectives, considering turning this slide into a poll (e.g. What are you MOST interested in learning?) with the objectives as possible answers. This adds interaction, but also tells you more about participants’ needs.) |
| 15 mins | **Ice breaker** | 7 - 14 | Small groups: Competence Committee Trivia (**VIRTUAL:** Send participants to breakout rooms) |
| 15 mins | **Running the meeting**   * Practical approaches to running a Competence Committee “the basics” * Pre-meeting issues (collating and synthesizing assessment data/report card) * Post-meeting issues (communication plans, documentation/minutes, learning plans, consistency/transparency in processes and reporting) | 15 - 24 | Didactic: Sequencing, frequency, collation/synthesis of data, communication plan in place). Being purposeful, transparent: both about mission/function and about pre/during/post CC processes. |
| 20 - 30 mins | **Case Practice # 1**  Debrief: How did it go? Group Function? Surprises? Challenges? | 25 | Jason Smith (missing EPA numbers, low EPA scores in some EPAs, borderline/low scores in other assessments, differing Hawk/Dove opinions about his performance, the primary reviewer misses a professionalism notation in the file, private info that PD has about personal issues not able to share).  **OR**  Arjun Bakshi (hallway conversations)  **See slide notes for full instructions for f2f and virtual.** |
| 20 mins | **How do CC make decisions?**   * Recognize and address common shortcomings in Competence Committee procedures * Group rater cognition material/biases * (Dickey, Hauer articles, mitigating groupthink etc.) * In-meeting issues (operations, how CCs make decisions, conflicts of interest and confidentiality, power differentials) | 26 - 34 | Didactic slides with best practices, potential pitfalls and presenter experiences  Setting and communicating expectations for residents |
| 20 - 30 mins | **Case Practice # 2:**  **OR**  Solution Seeker / Homework |  | Arjun Bakshi (Hallway conversations)  **OR**  Charles Nighy (Resident with conflicting evidence surrounding competence) |
| 10 mins | **Wrap-up / Questions**  Outstanding challenges and potential solutions from the group, from the literature, etc. | 43 - 45 | Summarize take-home messages  Invite questions, comments and feedback |