

1
00:00:13,180 --> 00:00:14,180
Good morning.

2
00:00:14,500 --> 00:00:16,359
This is Anna Oswald and I'm here

3
00:00:16,360 --> 00:00:17,830
to welcome everyone to today's

4
00:00:18,160 --> 00:00:19,749
Program Evaluation Forum.

5
00:00:20,860 --> 00:00:21,860
Do we have the slide?

6
00:00:24,800 --> 00:00:25,800
Ok, great!

7
00:00:26,230 --> 00:00:27,249
While we're just waiting for the

8
00:00:27,250 --> 00:00:28,377
slides to come up, I'll

9
00:00:29,170 --> 00:00:30,579
just introduce myself.

10
00:00:31,090 --> 00:00:33,399
I hope that our attendees

11
00:00:33,400 --> 00:00:35,439
today can see our three

12
00:00:35,440 --> 00:00:36,440
facilitators.

13
00:00:36,760 --> 00:00:38,080

I'm Dr. Anna Oswald.

14

00:00:38,110 --> 00:00:39,459

I'm a rheumatologist at the

15

00:00:39,460 --> 00:00:41,319

University of Alberta in Edmonton,

16

00:00:41,320 --> 00:00:42,159

Alberta.

17

00:00:42,160 --> 00:00:43,719

And I'm a clinician educator at the

18

00:00:43,720 --> 00:00:44,720

Royal College.

19

00:00:45,520 --> 00:00:46,520

I'm the

20

00:00:47,380 --> 00:00:49,420

school lead for CBME

21

00:00:49,480 --> 00:00:50,889

implementation at the University of

22

00:00:50,890 --> 00:00:52,599

Alberta, and I'm on the program

23

00:00:52,600 --> 00:00:54,266

evaluation operations committee at

24

00:00:54,340 --> 00:00:55,340

the Royal College.

25

00:00:55,540 --> 00:00:57,249

And it's my great pleasure this

26

00:00:57,250 --> 00:00:59,079
morning to introduce the rest

27

00:00:59,080 --> 00:01:00,429
of our team. And then I'll introduce

28

00:01:00,430 --> 00:01:01,269
our webinar.

29

00:01:01,270 --> 00:01:02,270
So over to

30

00:01:03,400 --> 00:01:04,919
you Andrew. I'm Andrew Hall and

31

00:01:05,218 --> 00:01:06,579
I'm an emergency doctor at Queen's

32

00:01:06,580 --> 00:01:07,569
University.

33

00:01:07,570 --> 00:01:08,979
Where I also work as our emergency

34

00:01:08,980 --> 00:01:10,213
medicine competence based education

35

00:01:10,214 --> 00:01:12,219
lead. Also work at the Royal

36

00:01:12,220 --> 00:01:13,220
College as the clinician educator
where

37

00:01:15,760 --> 00:01:18,200
I chair the program evaluation

38

00:01:18,580 --> 00:01:19,903
operations team essentially

39
00:01:20,410 --> 00:01:22,479
studying, engaging

40
00:01:22,480 --> 00:01:23,829
in evaluation related to the

41
00:01:24,010 --> 00:01:25,439
Competence by Design implementation.

42
00:01:25,780 --> 00:01:27,939
I'm really excited to have a great

43
00:01:28,180 --> 00:01:28,959
session today.

44
00:01:28,960 --> 00:01:30,579
And Alex and I are all

45
00:01:31,720 --> 00:01:32,720
excited to have all of you here.

46
00:01:35,130 --> 00:01:36,796
Hi, I'm Alexandra Skutovich, I'm a

47
00:01:36,800 --> 00:01:37,939
research coordinator at the Royal

48
00:01:37,940 --> 00:01:39,480
College and a lot of my work entails

49
00:01:40,040 --> 00:01:41,439
the CBD program evaluation.

50
00:01:41,480 --> 00:01:42,976
I'm really excited that everyone

51

00:01:42,980 --> 00:01:44,109
decided to join us today.

52

00:01:45,450 --> 00:01:47,219
Yes, and Alex, as our wizard behind

53

00:01:47,220 --> 00:01:49,109
the screen, she's helping us make

54

00:01:49,110 --> 00:01:50,059
this work.

55

00:01:50,060 --> 00:01:52,079
I want to introduce everyone to

56

00:01:52,080 --> 00:01:54,338
what is this CBME Program Evaluation

57

00:01:54,390 --> 00:01:55,390
Forum?

58

00:01:55,980 --> 00:01:57,959
Actually, I would say for over

59

00:01:57,960 --> 00:01:59,319
a year, probably more.

60

00:01:59,340 --> 00:02:00,629
We've been discussing how we could

61

00:02:00,630 --> 00:02:02,296
get a program evaluation community

62

00:02:02,640 --> 00:02:04,560
together in a meaningful way.

63

00:02:04,580 --> 00:02:06,295
And many of you may have been aware

64
00:02:06,480 --> 00:02:08,249
that there was a summit at the

65
00:02:08,340 --> 00:02:10,469
ICRE meeting in the fall of 2019

66
00:02:11,520 --> 00:02:12,745
that many people attended

67
00:02:13,800 --> 00:02:15,990
and provided really a great catalyst

68
00:02:16,020 --> 00:02:17,790
for discussion and collaboration.

69
00:02:17,850 --> 00:02:19,614
And our only sadness around that was

70
00:02:19,830 --> 00:02:21,110
that we couldn't continue this

71
00:02:21,480 --> 00:02:22,705
through the year. So Alex

72
00:02:23,550 --> 00:02:24,479
and Andrew and I have been

73
00:02:24,480 --> 00:02:25,949
brainstorming about ways we could

74
00:02:25,950 --> 00:02:27,029
bring people together.

75
00:02:27,480 --> 00:02:29,009
And this is a bit of an experiment

76

00:02:29,010 --> 00:02:30,627
today. So we ask you to bear with

77

00:02:30,750 --> 00:02:31,750
us.

78

00:02:31,890 --> 00:02:33,629
We're going to try and

79

00:02:34,290 --> 00:02:35,711
create some opportunities for

80

00:02:35,880 --> 00:02:37,206
sharing of program evaluation work,

81

00:02:38,370 --> 00:02:39,938
for discussion and questions and

82

00:02:40,290 --> 00:02:42,054
collaboration and figuring out where

83

00:02:42,180 --> 00:02:43,180
we can go next.

84

00:02:43,960 --> 00:02:44,960
Today's

85

00:02:45,960 --> 00:02:47,759
Program Evaluation Forum is focused

86

00:02:47,760 --> 00:02:49,199
on competence committee program

87

00:02:49,200 --> 00:02:50,817
evaluation work, and we have some

88

00:02:51,150 --> 00:02:52,889
other topics scheduled that will

89
00:02:52,890 --> 00:02:54,119
mentioned toward the end of the

90
00:02:54,120 --> 00:02:55,120
webinar.

91
00:02:56,400 --> 00:02:57,479
I think as we've written on the

92
00:02:57,480 --> 00:02:59,099
slides here, program evaluation is

93
00:02:59,100 --> 00:03:00,766
happening across many sites across

94
00:03:00,870 --> 00:03:01,870
the country.

95
00:03:01,920 --> 00:03:03,239
And we really just want to create

96
00:03:03,240 --> 00:03:04,240
this discussionopportunity,

97
00:03:05,160 --> 00:03:06,660
collaboration opportunity,

98
00:03:07,650 --> 00:03:09,419
and maybe we can help to

99
00:03:09,750 --> 00:03:11,220
promote some opportunities for

100
00:03:11,490 --> 00:03:13,499
schools to work together in national

101

00:03:14,100 --> 00:03:15,100
level initiative.

102

00:03:15,319 --> 00:03:16,319
Andrew!

103

00:03:22,170 --> 00:03:23,444
So just a little bit about

104

00:03:24,150 --> 00:03:25,499
kind of our approach to today.

105

00:03:26,080 --> 00:03:27,509
We hope that everyone who is on the

106

00:03:27,510 --> 00:03:29,419
on the webinar would engage

107

00:03:29,420 --> 00:03:30,539
in really respectful and

108

00:03:30,540 --> 00:03:31,680
collaborative approach to things.

109

00:03:32,160 --> 00:03:32,939
We're trying to encourage the

110

00:03:32,940 --> 00:03:34,361
sharing of ideas, early draft

111

00:03:34,830 --> 00:03:36,104
work, all kinds of options

112

00:03:37,020 --> 00:03:38,369
here, and we hope that everyone will

113

00:03:38,370 --> 00:03:39,791
be respectful of each other's

114
00:03:40,020 --> 00:03:41,669
academic intellectual property.

115
00:03:42,190 --> 00:03:43,889
If you hear a project or an idea,

116
00:03:43,950 --> 00:03:45,239
particularly during the discussion

117
00:03:45,240 --> 00:03:46,514
segment, after we hear our

118
00:03:46,740 --> 00:03:48,599
presenters tell us about

119
00:03:48,600 --> 00:03:49,600
their work.

120
00:03:50,430 --> 00:03:52,079
I would encourage everyone to reach

121
00:03:52,080 --> 00:03:53,369
out to that person if there's an

122
00:03:53,370 --> 00:03:54,359
interest in collaborating or

123
00:03:54,360 --> 00:03:55,360
learning more about it.

124
00:03:55,560 --> 00:03:57,209
Beyond the conversation that we have

125
00:03:57,210 --> 00:03:59,219
today, we've

126

00:03:59,220 --> 00:04:00,445
asked from individuals we

127

00:04:01,080 --> 00:04:02,189
don't want to automatically share

128

00:04:02,190 --> 00:04:04,139
everyone's emails. We've set up

129

00:04:04,140 --> 00:04:05,340
a system whereby people can

130

00:04:06,270 --> 00:04:08,189
place their emails in a in a...

131

00:04:08,340 --> 00:04:09,719
I forget what actually is a forum

132

00:04:09,720 --> 00:04:11,339
for the emails, could Alex clarify

133

00:04:11,340 --> 00:04:12,669
where the emails are all going.

134

00:04:13,700 --> 00:04:15,449
So it's on SurveyGizmo and then

135

00:04:15,450 --> 00:04:17,369
we'll download an Excel sheet that

136

00:04:17,370 --> 00:04:18,399
has emails on it.

137

00:04:19,290 --> 00:04:20,518
So I'd encourage all of you if

138

00:04:20,519 --> 00:04:21,829
you're willing to share e-mail, to

139
00:04:21,950 --> 00:04:23,309
pop on to that. And there is a QR

140
00:04:23,310 --> 00:04:25,074
code there on this screen, which can

141
00:04:25,200 --> 00:04:26,200
lead you to, that SurveyGizmo.

142
00:04:26,700 --> 00:04:28,220
And it was also in an email sent out

143
00:04:28,920 --> 00:04:30,252
so I encouraging you to put your

144
00:04:30,253 --> 00:04:31,829
email there to allow people to reach

145
00:04:31,830 --> 00:04:32,830
out to each other.

146
00:04:36,930 --> 00:04:38,500
So just before we begin, I

147
00:04:38,880 --> 00:04:39,929
will discuss some of the logistics

148
00:04:39,930 --> 00:04:41,709
of how that question period, and

149
00:04:41,760 --> 00:04:42,779
the discussion will work.

150
00:04:43,170 --> 00:04:44,399
So we're going to hear three great

151

00:04:44,400 --> 00:04:45,989
presentations and then we'll have

152

00:04:45,990 --> 00:04:47,362
time for questions after the

153

00:04:47,670 --> 00:04:48,670
presentation.

154

00:04:48,960 --> 00:04:50,579
During this question period, we ask

155

00:04:50,580 --> 00:04:52,140
that you use the raised hand

156

00:04:52,220 --> 00:04:53,489
function if you want to ask a

157

00:04:53,490 --> 00:04:55,086
question, and that point we

158

00:04:55,350 --> 00:04:57,300
will call on you and unmute your

159

00:04:57,310 --> 00:04:58,800
line so you can ask the question.

160

00:04:58,890 --> 00:05:00,389
This is just to minimize background

161

00:05:00,390 --> 00:05:02,007
noise and tension that we can get

162

00:05:02,010 --> 00:05:03,059
through as many questions as

163

00:05:03,060 --> 00:05:04,060
possible.

164
00:05:04,170 --> 00:05:05,369
We also encourage you to put your

165
00:05:05,370 --> 00:05:06,779
questions in the question box.

166
00:05:07,170 --> 00:05:08,493
And if we don't get to your

167
00:05:08,520 --> 00:05:09,719
question, we'll do our best to

168
00:05:09,720 --> 00:05:11,470
answer it after and circulate the

169
00:05:11,560 --> 00:05:12,560
answers around by email.

170
00:05:13,320 --> 00:05:15,328
After the question session,

171
00:05:15,510 --> 00:05:17,040
we're going to move to a discussion,

172
00:05:17,160 --> 00:05:18,449
at this point, we will allow

173
00:05:18,450 --> 00:05:20,440
everyone to unmute themselves.

174
00:05:21,020 --> 00:05:22,139
So if you would like to join the

175
00:05:22,140 --> 00:05:23,365
discussion, you just have

176

00:05:23,970 --> 00:05:25,469
to present unmute which is at the

177

00:05:25,470 --> 00:05:27,119
top of your screen, There's a little

178

00:05:27,120 --> 00:05:28,786
phone or a computer audio, and you

179

00:05:28,800 --> 00:05:30,368
can unmute yourself and join the

180

00:05:30,570 --> 00:05:31,559
discussion.

181

00:05:31,560 --> 00:05:33,239
We do ask you to minimize background

182

00:05:33,240 --> 00:05:34,281
noise that after you speak, pleas

183

00:05:34,282 --> 00:05:36,199
mute your line again,

184

00:05:36,210 --> 00:05:37,410
just so we don't hear anything else

185

00:05:37,470 --> 00:05:38,670
that's going on, because there is

186

00:05:38,790 --> 00:05:40,570
quite a lot of participants on the

187

00:05:40,580 --> 00:05:41,580
line.

188

00:05:42,060 --> 00:05:43,677
And then we will be recording the

189
00:05:43,740 --> 00:05:44,579
presentation.

190
00:05:44,580 --> 00:05:45,659
But we won't be recording the

191
00:05:45,660 --> 00:05:46,619
discussion.

192
00:05:46,620 --> 00:05:48,029
We will, however, take notes and

193
00:05:48,030 --> 00:05:49,170
make those available after.

194
00:05:56,690 --> 00:05:57,690
OK.

195
00:05:58,800 --> 00:06:00,689
So, Alex, I don't know if

196
00:06:00,690 --> 00:06:02,017
you can move to the next slide.

197
00:06:06,720 --> 00:06:07,699
Great. OK.

198
00:06:07,700 --> 00:06:08,925
So it's my great pleasure

199
00:06:09,720 --> 00:06:11,639
to introduce our three speakers

200
00:06:11,640 --> 00:06:12,640
today.

201

00:06:13,980 --> 00:06:15,107

Andrew, Alex and I were

202

00:06:15,510 --> 00:06:17,519

brainstorming about how to

203

00:06:18,270 --> 00:06:19,270

launch this Program Evaluation

204

00:06:19,650 --> 00:06:21,329

Forum, and we thought we would try

205

00:06:21,690 --> 00:06:23,519

and approach people

206

00:06:23,520 --> 00:06:24,929

in our community who we knew were

207

00:06:24,930 --> 00:06:26,459

doing program evaluation work

208

00:06:26,820 --> 00:06:28,559

and had work at different stages of

209

00:06:28,560 --> 00:06:29,560

completion.

210

00:06:29,730 --> 00:06:31,516

And so it my delight today to be

211

00:06:32,160 --> 00:06:33,339

introducing Ms.

212

00:06:33,510 --> 00:06:35,393

Anita Acai, Dr. Rachel Pack

213

00:06:35,940 --> 00:06:37,079
and Dr. Karen Hauer.

214
00:06:37,860 --> 00:06:39,269
And we will be starting with Ms.

215
00:06:39,270 --> 00:06:40,270
Anita Acai.

216
00:06:43,750 --> 00:06:45,073
And as listed, Anita, thank

217
00:06:45,580 --> 00:06:47,369
you, Anita is now on our Web cam,

218
00:06:47,380 --> 00:06:48,789
you can see her, she's a page the

219
00:06:48,790 --> 00:06:49,819
candidate at McMaster

220
00:06:50,980 --> 00:06:51,980
University.

221
00:06:54,180 --> 00:06:55,839
And Alex, I'll ask you to get this

222
00:06:55,860 --> 00:06:56,860
slide if you could.

223
00:06:58,820 --> 00:07:00,290
Oh, sorry, I guess I'll introduce

224
00:07:00,590 --> 00:07:01,590
each of our presenters.

225
00:07:02,390 --> 00:07:03,390
Rachel,

226

00:07:04,460 --> 00:07:05,809
if you would like to just join us in

227

00:07:05,810 --> 00:07:07,579
a moment, I'll introduce you so

228

00:07:07,580 --> 00:07:09,350
people can see your face as well.

229

00:07:11,900 --> 00:07:14,179
This is Dr. Rachel Pack and

230

00:07:14,660 --> 00:07:16,039
Karen, if you could join us for a

231

00:07:16,040 --> 00:07:17,480
moment. We'll just introduce you.

232

00:07:23,070 --> 00:07:24,344
Welcome Karen, Karen Hauer

233

00:07:24,910 --> 00:07:26,769
is from University of California in

234

00:07:26,770 --> 00:07:27,770
San Francisco.

235

00:07:28,280 --> 00:07:29,848
OK, so Alex, if you can progress

236

00:07:30,430 --> 00:07:32,150
us to the next slide for Anita's

237

00:07:32,200 --> 00:07:33,200
presentation please?

238

00:07:33,670 --> 00:07:35,287
And then I'll just jump in now to

239
00:07:35,290 --> 00:07:36,729
Anita to let you know that you do

240
00:07:36,730 --> 00:07:38,019
have control of the slides so you

241
00:07:38,020 --> 00:07:39,020
can change them.

242
00:07:40,210 --> 00:07:41,910
And now, Alex, I don't see the sides

243
00:07:41,920 --> 00:07:42,920
at the current time.

244
00:07:42,980 --> 00:07:44,659
I want to just make sure that other

245
00:07:44,660 --> 00:07:45,660
people can.

246
00:07:47,150 --> 00:07:48,150
No.

247
00:07:51,090 --> 00:07:52,470
Oh, we're just putting them back up

248
00:07:52,620 --> 00:07:54,180
to a little little disconnection

249
00:07:54,340 --> 00:07:55,289
there.

250
00:07:55,290 --> 00:07:56,290
There they are.

251

00:07:56,560 --> 00:07:57,519

Perfect!

252

00:07:57,520 --> 00:07:58,647

OK, so, Anita, we'll be

253

00:07:59,350 --> 00:08:01,029

speaking to us about many programs,

254

00:08:01,030 --> 00:08:02,259

many ways evaluating the

255

00:08:02,260 --> 00:08:03,579

implementation of competence

256

00:08:03,580 --> 00:08:05,079

committees at a Canadian university.

257

00:08:05,490 --> 00:08:06,490

Anita take it away.

258

00:08:06,760 --> 00:08:08,379

And you you have ten minutes and we

259

00:08:08,380 --> 00:08:10,119

will give you one minute warning by

260

00:08:10,120 --> 00:08:11,120

chat.

261

00:08:12,010 --> 00:08:13,010

I'm good, thank you.

262

00:08:13,660 --> 00:08:14,660

Yes. So my name is Anita Acai.

263

00:08:15,140 --> 00:08:17,269
And I'm happy to present on behalf

264
00:08:17,270 --> 00:08:19,699
of my team over here at McMaster,

265
00:08:19,700 --> 00:08:21,331
which includes Dr. Karen Saperson.

266
00:08:22,610 --> 00:08:24,529
Dr. Moyez Ladhani and Sharon

267
00:08:24,530 --> 00:08:26,750
Cameron, who are all part of the

268
00:08:27,050 --> 00:08:28,429
Postgraduate Medical Education

269
00:08:28,430 --> 00:08:29,430
Office.

270
00:08:32,890 --> 00:08:34,311
The slide isn't advancing for

271
00:08:34,321 --> 00:08:35,321
me.Thank

272
00:08:40,490 --> 00:08:42,445
you. And the next slide?

273
00:08:46,090 --> 00:08:47,854
So I'm sure that most people who are

274
00:08:47,890 --> 00:08:49,839
here are already quite invested in

275
00:08:50,200 --> 00:08:52,109
evaluating competence committees,

276

00:08:52,150 --> 00:08:54,129
but basically I just

277

00:08:54,130 --> 00:08:55,989
wanted to kind of go over a little

278

00:08:55,990 --> 00:08:57,669
bit about why I think it's important

279

00:08:57,670 --> 00:08:58,670
to study them.

280

00:08:58,750 --> 00:09:00,580
So we know that competence

281

00:09:00,970 --> 00:09:02,650
committees are mandated now by the

282

00:09:02,920 --> 00:09:04,239
Roya College to be implemented

283

00:09:04,240 --> 00:09:05,240
across Canada.

284

00:09:05,870 --> 00:09:07,839
And the next bullet

285

00:09:07,840 --> 00:09:08,840
point, please?

286

00:09:09,980 --> 00:09:11,919
They make really important decisions

287

00:09:12,220 --> 00:09:13,586
regarding residents progression

288

00:09:14,200 --> 00:09:15,200
through their program.

289
00:09:15,790 --> 00:09:17,379
And so the decisions that they make

290
00:09:17,380 --> 00:09:19,046
have really important implications

291
00:09:19,300 --> 00:09:21,309
for not only residents, but also

292
00:09:22,060 --> 00:09:23,775
society and our educational systems

293
00:09:24,010 --> 00:09:25,010
more broadly.

294
00:09:25,160 --> 00:09:26,777
Yet we don't know very much about

295
00:09:26,830 --> 00:09:28,539
how they actually work.

296
00:09:28,930 --> 00:09:30,189
And so I do think it is very

297
00:09:30,190 --> 00:09:31,930
important to be able to evaluate

298
00:09:32,140 --> 00:09:33,629
what is happening in terms of the

299
00:09:33,630 --> 00:09:35,169
implementation across Canada,

300
00:09:35,200 --> 00:09:36,729
because we just don't have very much

301

00:09:36,730 --> 00:09:37,779
data on it right now.

302

00:09:37,990 --> 00:09:39,479
So we don't really know where we can

303

00:09:39,480 --> 00:09:41,049
be improving or learning.

304

00:09:42,280 --> 00:09:43,799
So that's sort of the rationale

305

00:09:44,350 --> 00:09:45,350
for it.

306

00:09:47,010 --> 00:09:48,529
It is my function working to be

307

00:09:48,850 --> 00:09:50,109
able to advance it or is someone

308

00:09:50,110 --> 00:09:51,110
else doing it?

309

00:09:51,790 --> 00:09:53,095
You should have function now, there

310

00:09:53,096 --> 00:09:54,279
was a bit of a lag, but it should be

311

00:09:54,280 --> 00:09:55,413
there now. Hopefully sounds good.

312

00:09:56,020 --> 00:09:57,020
Thank you.

313

00:09:58,070 --> 00:09:59,029
OK, perfect.

314
00:09:59,030 --> 00:10:01,190
So our objective at McMaster was,

315
00:10:01,460 --> 00:10:02,809
we really just wanted to get a lay

316
00:10:02,810 --> 00:10:04,489
of the land, so to speak, about

317
00:10:05,840 --> 00:10:07,279
what was happening in terms of

318
00:10:07,280 --> 00:10:08,719
competence committee implementation

319
00:10:08,720 --> 00:10:09,739
at our institution.

320
00:10:10,220 --> 00:10:11,789
And we were hoping to share some of

321
00:10:11,790 --> 00:10:13,505
this work with you because, I think

322
00:10:13,700 --> 00:10:15,649
that there may be some commonalities

323
00:10:15,710 --> 00:10:17,089
between different institutions

324
00:10:17,090 --> 00:10:19,090
around and some of these questions

325
00:10:19,100 --> 00:10:20,449
that we can start to talk about more

326

00:10:20,450 --> 00:10:21,450
collaboratively.

327

00:10:22,100 --> 00:10:23,509
So our objective was to survey

328

00:10:23,510 --> 00:10:25,549
postgraduate training programs about

329

00:10:25,550 --> 00:10:26,750
whether or not they've implemented

330

00:10:26,760 --> 00:10:28,820
competence committees and if so,

331

00:10:29,630 --> 00:10:31,247
what specific practices they were

332

00:10:31,340 --> 00:10:32,698
engaging in around implimentation.

333

00:10:36,210 --> 00:10:37,789
So we did this primarily using

334

00:10:38,050 --> 00:10:39,471
a survey based design, so our

335

00:10:39,950 --> 00:10:42,019
group at postgraduate medical

336

00:10:42,020 --> 00:10:44,030
education, which included both

337

00:10:44,060 --> 00:10:45,499
education scientists but also

338

00:10:45,500 --> 00:10:47,389
clinicians, designed the thirty

339
00:10:47,390 --> 00:10:49,370
five question survey to

340
00:10:50,090 --> 00:10:51,658
look at implementation practices

341
00:10:51,980 --> 00:10:53,240
across McMaster.

342
00:10:53,840 --> 00:10:55,099
And this was sent to all of the

343
00:10:55,100 --> 00:10:56,569
competence committee chairs that our

344
00:10:56,570 --> 00:10:57,880
institution in early 2019.

345
00:10:59,930 --> 00:11:01,609
And we analyzed the responses, which

346
00:11:01,610 --> 00:11:03,709
included both responses to multiple

347
00:11:03,710 --> 00:11:05,509
choice questions, but also

348
00:11:05,720 --> 00:11:07,849
open ended questions using

349
00:11:07,850 --> 00:11:09,559
both descriptive statistics and then

350
00:11:09,560 --> 00:11:10,981
also some qualitative content

351

00:11:11,120 --> 00:11:12,890
analysis to get at some of the

352

00:11:13,190 --> 00:11:14,229
written responses.

353

00:11:15,190 --> 00:11:17,059
And to supplement this, I

354

00:11:17,060 --> 00:11:18,649
actually also observed

355

00:11:19,190 --> 00:11:20,899
six competence committees across

356

00:11:20,900 --> 00:11:21,900
McMaster, taking

357

00:11:22,850 --> 00:11:24,259
some detailed notes about what was

358

00:11:24,260 --> 00:11:26,299
going on and really

359

00:11:26,300 --> 00:11:27,769
observing practices.

360

00:11:27,800 --> 00:11:29,069
And part of this was just to

361

00:11:29,332 --> 00:11:31,159
sensitize myself to what was

362

00:11:31,160 --> 00:11:32,389
happening so that I had a better

363

00:11:32,390 --> 00:11:33,390
understanding.

364
00:11:33,490 --> 00:11:35,156
And part of it is also for a later

365
00:11:35,480 --> 00:11:36,859
phase of this work where we hope to

366
00:11:36,860 --> 00:11:38,450
engage in some more detailed

367
00:11:38,720 --> 00:11:39,980
analysis of those notes.

368
00:11:40,820 --> 00:11:42,437
Right now, we we just kind of use

369
00:11:42,440 --> 00:11:44,510
them to complement our

370
00:11:44,780 --> 00:11:46,549
survey data, but didn't really delve

371
00:11:46,550 --> 00:11:47,660
into them in

372
00:11:48,710 --> 00:11:50,720
any amount of large amount of detail

373
00:11:51,020 --> 00:11:52,020
quite yet.

374
00:11:53,840 --> 00:11:55,408
So in terms of what we found, we

375
00:11:55,700 --> 00:11:57,700
did receive responses from 15

376

00:11:57,710 --> 00:11:59,180
programs, 14 of those reported

377

00:11:59,870 --> 00:12:01,369
having competence committees, the

378

00:12:01,370 --> 00:12:03,036
other one was sort of just getting

379

00:12:03,200 --> 00:12:04,369
up and running at the time.

380

00:12:04,870 --> 00:12:05,948
And we did have a good

381

00:12:05,990 --> 00:12:07,820
representation of both small

382

00:12:07,850 --> 00:12:09,320
and mid-sized programs

383

00:12:10,070 --> 00:12:11,486
in terms of the respondents.

384

00:12:12,890 --> 00:12:14,539
As we would expect, the majority of

385

00:12:14,540 --> 00:12:16,249
competence committees were very new.

386

00:12:16,280 --> 00:12:18,169
So about half of them had begun

387

00:12:18,170 --> 00:12:20,299
just the year before and as three

388

00:12:20,300 --> 00:12:21,739
of them were beginning just around

389
00:12:21,740 --> 00:12:22,970
the time of this survey.

390
00:12:24,610 --> 00:12:26,178
So just a quick overview of some

391
00:12:26,500 --> 00:12:27,872
basic facts about competence

392
00:12:28,090 --> 00:12:29,090
committees.

393
00:12:29,260 --> 00:12:30,460
So typically members,

394
00:12:31,100 --> 00:12:32,589
sorry competence committees reported

395
00:12:32,590 --> 00:12:34,359
having between five and nine

396
00:12:34,360 --> 00:12:35,360
members.

397
00:12:36,400 --> 00:12:38,017
They tended to meet approximately

398
00:12:38,290 --> 00:12:39,340
four times a year.

399
00:12:41,130 --> 00:12:43,019
And only interestingly,

400
00:12:43,020 --> 00:12:44,588
only about half of them reported

401

00:12:44,700 --> 00:12:46,409
that they had actually provided

402

00:12:46,560 --> 00:12:48,226
some type of member orientation or

403

00:12:48,330 --> 00:12:49,330
training.

404

00:12:50,580 --> 00:12:52,246
Looking at who is actually serving

405

00:12:52,440 --> 00:12:53,640
on the competence committee,

406

00:12:54,360 --> 00:12:56,490
we had a majority who did not

407

00:12:56,550 --> 00:12:58,230
involve resident members, but

408

00:12:58,440 --> 00:12:59,612
about a third of competence

409

00:12:59,631 --> 00:13:01,248
committees that actually reported

410

00:13:01,470 --> 00:13:03,136
saying that residents were part of

411

00:13:03,270 --> 00:13:04,739
their membership on their committee.

412

00:13:06,300 --> 00:13:08,519
And 64 per cent reported

413

00:13:08,520 --> 00:13:09,899
having external members.

414
00:13:09,930 --> 00:13:11,909
So that would be somebody outside of

415
00:13:11,910 --> 00:13:13,320
their particular program.

416
00:13:13,770 --> 00:13:15,629
This was often a PhD trained

417
00:13:15,660 --> 00:13:16,836
education scientist, but

418
00:13:17,580 --> 00:13:18,580
not always.

419
00:13:18,720 --> 00:13:20,339
And then thirty six percent

420
00:13:20,630 --> 00:13:21,839
said that they did not have any

421
00:13:21,840 --> 00:13:22,840
external members.

422
00:13:25,020 --> 00:13:26,784
So all competent committees reported

423
00:13:26,850 --> 00:13:27,989
reviewing their residents.

424
00:13:28,050 --> 00:13:29,669
at least twice per year.

425
00:13:30,570 --> 00:13:32,580
And the majority of chairs reported

426

00:13:32,610 --> 00:13:34,200
reviewing all of the files,

427

00:13:34,590 --> 00:13:36,029
even though they may have only been

428

00:13:36,030 --> 00:13:38,169
assigned a subset for

429

00:13:38,360 --> 00:13:40,109
sort of more detailed review.

430

00:13:40,140 --> 00:13:41,729
They still reported reviewing all of

431

00:13:41,730 --> 00:13:42,900
the files of the chair.

432

00:13:43,600 --> 00:13:44,600
And the majority of competence

433

00:13:45,420 --> 00:13:46,829
committees allow members to join by

434

00:13:46,830 --> 00:13:48,299
teleconference if needed.

435

00:13:50,600 --> 00:13:52,549
And this is a major theme that

436

00:13:52,880 --> 00:13:54,289
arose that we sort of grouped

437

00:13:54,290 --> 00:13:56,054
together in terms of what was coming

438

00:13:56,240 --> 00:13:57,680
out of our survey responses.

439
00:13:58,760 --> 00:13:59,840
So one of them was

440
00:14:00,650 --> 00:14:02,169
the issue of academic coaches.

441
00:14:02,750 --> 00:14:04,069
We were interested in whether or not

442
00:14:04,070 --> 00:14:05,659
our programs had implemented this

443
00:14:05,660 --> 00:14:07,130
system, and it seemed that the

444
00:14:07,340 --> 00:14:09,289
majority is almost 80 percent

445
00:14:09,350 --> 00:14:11,419
had some sort of academic coaching

446
00:14:11,420 --> 00:14:12,450
system in place.

447
00:14:13,340 --> 00:14:14,899
But there was a lot of variety in

448
00:14:14,900 --> 00:14:16,729
terms of who is actually serving

449
00:14:16,730 --> 00:14:18,679
as academic coaches and not

450
00:14:18,680 --> 00:14:20,509
a lot of clarity around

451

00:14:20,540 --> 00:14:21,829
what was appropriate and what was

452

00:14:21,830 --> 00:14:22,830
not. So

453

00:14:23,660 --> 00:14:25,129
there were programs that use

454

00:14:25,130 --> 00:14:26,894
longitudinal clinical supervisors as

455

00:14:27,080 --> 00:14:28,080
coaches.

456

00:14:28,190 --> 00:14:29,639
Some people identified those who

457

00:14:29,640 --> 00:14:31,279
were good teachers and said that

458

00:14:31,280 --> 00:14:32,450
they were coaches.

459

00:14:33,590 --> 00:14:35,354
Some people had people volunteer for

460

00:14:35,420 --> 00:14:36,420
the job.

461

00:14:36,530 --> 00:14:37,639
Some were selected

462

00:14:38,420 --> 00:14:40,086
by the program director and others

463

00:14:40,220 --> 00:14:41,220
who actually had competence committee

464
00:14:41,810 --> 00:14:43,035
members also duly serving

465
00:14:43,730 --> 00:14:44,779
as academic coaches.

466
00:14:44,840 --> 00:14:46,960
So while programs that implemented

467
00:14:46,970 --> 00:14:48,889
this role, there

468
00:14:48,890 --> 00:14:50,809
wasn't a tone of clarity yet around

469
00:14:50,810 --> 00:14:52,219
exactly what it would look like.

470
00:14:52,760 --> 00:14:54,049
And just from my observation.

471
00:14:54,130 --> 00:14:55,579
I will add that there were a number

472
00:14:55,580 --> 00:14:57,079
of situations where the program

473
00:14:57,170 --> 00:14:58,970
implemented the coaching system, but

474
00:14:59,840 --> 00:15:01,219
there was a bit of trouble getting

475
00:15:01,220 --> 00:15:02,690
it underway in terms of having

476

00:15:02,720 --> 00:15:04,549
residents. regularly actually

477

00:15:04,550 --> 00:15:05,900
meet Western coaches.

478

00:15:08,120 --> 00:15:09,710
Data sharing was also

479

00:15:09,970 --> 00:15:12,230
a very prominent theme.

480

00:15:12,260 --> 00:15:13,260
So 93 percent

481

00:15:14,090 --> 00:15:15,769
of competence committees did report

482

00:15:15,770 --> 00:15:17,179
having some sort of electronic

483

00:15:17,180 --> 00:15:18,769
platform to share data with their

484

00:15:18,770 --> 00:15:19,770
members.

485

00:15:20,120 --> 00:15:21,319
With that being said, though, there

486

00:15:21,320 --> 00:15:23,059
was a large variety in the platforms

487

00:15:23,090 --> 00:15:25,039
that were being used, ranging

488

00:15:25,040 --> 00:15:26,659
from MedSIS, which is our sort of

489
00:15:26,660 --> 00:15:28,190
institutional software

490
00:15:28,580 --> 00:15:30,001
to locally developed software

491
00:15:30,620 --> 00:15:32,149
that programs themselves have come

492
00:15:32,150 --> 00:15:33,571
up with, to the Royal College

493
00:15:33,950 --> 00:15:35,665
Mainport system, which three of the

494
00:15:35,690 --> 00:15:37,610
programs were using, and then other

495
00:15:38,360 --> 00:15:39,639
which was generally sort of paper

496
00:15:39,640 --> 00:15:40,640
based review

497
00:15:41,740 --> 00:15:43,063
or other forms that weren't

498
00:15:43,700 --> 00:15:45,309
classified within these categories.

499
00:15:45,950 --> 00:15:47,179
I'll note on the point of data

500
00:15:47,180 --> 00:15:48,846
sharing that technology in general

501

00:15:49,100 --> 00:15:50,869
was something that I really noted

502

00:15:50,870 --> 00:15:52,370
and a lot of my observations.

503

00:15:53,150 --> 00:15:54,919
So there were many reports where

504

00:15:55,160 --> 00:15:56,989
members felt sort of constrained

505

00:15:57,020 --> 00:15:58,559
by the technology they were using.

506

00:15:58,580 --> 00:15:59,780
They didn't necessarily

507

00:16:00,740 --> 00:16:02,406
understand how to use it properly,

508

00:16:02,960 --> 00:16:03,960
or perhaps it didn't

509

00:16:04,790 --> 00:16:06,529
have yet the functionality that they

510

00:16:06,530 --> 00:16:07,530
were looking for.

511

00:16:08,240 --> 00:16:09,799
So this was a really big

512

00:16:10,160 --> 00:16:11,419
piece that came out of my

513

00:16:11,420 --> 00:16:12,529
observational data.

514
00:16:13,300 --> 00:16:14,479
There were there was also quite a

515
00:16:14,480 --> 00:16:16,272
bit of variance around members'

516
00:16:16,340 --> 00:16:17,599
comfort with technology.

517
00:16:17,640 --> 00:16:19,219
Some people really knew how to use

518
00:16:19,220 --> 00:16:20,869
the system and use it to their

519
00:16:20,870 --> 00:16:22,039
advantage and others

520
00:16:22,970 --> 00:16:24,589
didn't quite have that same level of

521
00:16:24,590 --> 00:16:25,590
proficiency.

522
00:16:26,930 --> 00:16:29,119
Member workload was also

523
00:16:29,300 --> 00:16:30,300
something that came up.

524
00:16:30,860 --> 00:16:32,239
We were interested to see this

525
00:16:32,240 --> 00:16:33,890
because there has been some

526

00:16:34,760 --> 00:16:36,840
fear, I guess, among faculty that

527

00:16:36,860 --> 00:16:37,940
competence committees might

528

00:16:38,030 --> 00:16:39,529
constitute more workload than

529

00:16:39,530 --> 00:16:41,159
previous review processes.

530

00:16:42,140 --> 00:16:44,480
So meeting frequency

531

00:16:44,660 --> 00:16:46,010
certainly seemed to be

532

00:16:46,730 --> 00:16:47,709
increased a little bit.

533

00:16:47,710 --> 00:16:49,279
So once every four months,

534

00:16:50,750 --> 00:16:52,639
however, 79

535

00:16:52,700 --> 00:16:53,989
percent of competence committees

536

00:16:53,990 --> 00:16:55,579
reported that they didn't actually

537

00:16:55,580 --> 00:16:57,719
assign a set time to file reviews.

538

00:16:57,730 --> 00:16:59,659
They would give each file the amount

539
00:16:59,660 --> 00:17:01,032
of time that it needed to be

540
00:17:01,070 --> 00:17:02,070
discussed.

541
00:17:02,630 --> 00:17:03,757
And about 60 percent of

542
00:17:04,400 --> 00:17:05,929
competencecommittees reported that

543
00:17:05,930 --> 00:17:07,297
they assigned members

544
00:17:08,050 --> 00:17:09,226
files so that would help

545
00:17:10,040 --> 00:17:11,479
distribute the workload among

546
00:17:11,480 --> 00:17:13,130
members. And the average was

547
00:17:13,369 --> 00:17:14,660
two files per member.

548
00:17:16,920 --> 00:17:17,920
Engagement.

549
00:17:18,960 --> 00:17:20,669
So this was actually something that

550
00:17:20,670 --> 00:17:22,369
also came out of my observation.

551

00:17:22,470 --> 00:17:23,940
One commonality that I noticed

552

00:17:24,240 --> 00:17:26,039
across all of the programs that I

553

00:17:26,040 --> 00:17:27,118
observed was that,

554

00:17:27,930 --> 00:17:29,339
there were many instances

555

00:17:29,970 --> 00:17:32,250
where they had trouble enacting

556

00:17:32,310 --> 00:17:33,989
the decision making process because

557

00:17:33,990 --> 00:17:35,219
they actually just didn't have

558

00:17:35,220 --> 00:17:36,629
enough data about a particular

559

00:17:36,630 --> 00:17:37,630
resident. So,

560

00:17:38,720 --> 00:17:40,259
I mean, all of the programs talked

561

00:17:40,260 --> 00:17:42,239
about some challenges

562

00:17:42,270 --> 00:17:44,390
getting people complete assessments.

563

00:17:45,210 --> 00:17:47,344
Whether that was getting residents

564
00:17:47,460 --> 00:17:48,629
to actually trigger them in the

565
00:17:48,630 --> 00:17:50,198
system, but also getting faculty

566
00:17:50,490 --> 00:17:51,869
members to actually complete them in

567
00:17:51,870 --> 00:17:52,950
a timely fashion.

568
00:17:53,820 --> 00:17:55,049
Like I said, there were several

569
00:17:55,050 --> 00:17:56,930
instances where people's

570
00:17:56,970 --> 00:17:58,829
reviews had to be deferred or

571
00:17:58,830 --> 00:18:00,240
they had to be told that

572
00:18:00,690 --> 00:18:01,690
they needed to get more assessments

573
00:18:02,040 --> 00:18:04,500
in order to be evaluated

574
00:18:04,530 --> 00:18:06,119
in that round because there just

575
00:18:06,120 --> 00:18:07,140
wasn't enough data.

576

00:18:08,650 --> 00:18:10,519

And for five minutes and

577

00:18:10,530 --> 00:18:11,951

centered around a sort of the

578

00:18:11,970 --> 00:18:13,342

broader role of a competence

579

00:18:13,440 --> 00:18:15,719

committee and whether or not

580

00:18:15,960 --> 00:18:17,319

they should have a role in

581

00:18:17,490 --> 00:18:19,440

educational plans and remediation.

582

00:18:19,920 --> 00:18:21,689

So about 60 percent of competence

583

00:18:21,690 --> 00:18:23,369

committees reported that

584

00:18:23,580 --> 00:18:24,897

residents who are meeting milestones

585

00:18:24,898 --> 00:18:26,729

or EPAs were actually given

586

00:18:26,730 --> 00:18:28,799

less time for review than those

587

00:18:29,130 --> 00:18:30,420

who were not meeting them.

588

00:18:32,010 --> 00:18:33,599
And a 60 percent

589
00:18:33,840 --> 00:18:35,550
reported providing input into

590
00:18:37,300 --> 00:18:38,961
the enhanced educational plans

591
00:18:39,180 --> 00:18:40,319
if they were required.

592
00:18:40,620 --> 00:18:41,759
So there seemed to be a little bit

593
00:18:41,760 --> 00:18:43,379
of a lack of clarity about whether

594
00:18:43,380 --> 00:18:44,549
or not the competence committee

595
00:18:44,550 --> 00:18:46,118
should have a role in developing

596
00:18:46,650 --> 00:18:48,659
those plans or whether they simply

597
00:18:48,660 --> 00:18:50,039
made a recommendation and then it

598
00:18:50,040 --> 00:18:51,265
was the residency program

599
00:18:52,170 --> 00:18:53,399
committee or some other committee

600
00:18:53,400 --> 00:18:55,050
that dealt with the actual

601

00:18:55,710 --> 00:18:57,810
sort of educational plan creation.

602

00:18:59,140 --> 00:19:01,109
And only about 60 percent

603

00:19:01,110 --> 00:19:02,729
reported having oversight

604

00:19:02,940 --> 00:19:04,557
of a remediation processes should

605

00:19:04,560 --> 00:19:05,429
they be required.

606

00:19:05,430 --> 00:19:06,449
So, again, there was a bit of

607

00:19:06,450 --> 00:19:08,609
tension around what exactly

608

00:19:08,610 --> 00:19:09,950
the role of the committee was.

609

00:19:11,780 --> 00:19:12,809
So just to end off, I

610

00:19:13,640 --> 00:19:14,816
think what we have found

611

00:19:15,470 --> 00:19:16,470
was that there is

612

00:19:17,450 --> 00:19:19,099
some commonalities across program,

613

00:19:19,130 --> 00:19:20,130
but also some

614
00:19:20,990 --> 00:19:22,789
variability to where they seem to

615
00:19:22,790 --> 00:19:24,456
have adapted the processes to work

616
00:19:24,560 --> 00:19:26,059
for them in their own context.

617
00:19:26,100 --> 00:19:27,521
So there is a lot of context,

618
00:19:27,920 --> 00:19:29,359
specificity when it comes to

619
00:19:29,360 --> 00:19:30,979
competence committees, at least in

620
00:19:30,980 --> 00:19:31,980
our institution.

621
00:19:32,840 --> 00:19:34,369
And we were interested that

622
00:19:34,700 --> 00:19:36,199
it seemed like programs really, at

623
00:19:36,200 --> 00:19:37,699
least in Canada, were still at the

624
00:19:37,700 --> 00:19:40,069
phase of implementing committees

625
00:19:40,070 --> 00:19:41,389
and figuring out what that would

626

00:19:41,390 --> 00:19:43,130
look like in terms of membership,

627

00:19:43,160 --> 00:19:44,629
meeting frequency and things like

628

00:19:44,630 --> 00:19:46,247
that, rather than really focusing

629

00:19:46,880 --> 00:19:48,559
on the actual decision making

630

00:19:48,560 --> 00:19:49,834
process, which when I went

631

00:19:50,390 --> 00:19:51,919
into this work, that was really what

632

00:19:51,920 --> 00:19:53,029
I was interested in, was the

633

00:19:53,030 --> 00:19:54,696
specific processes around decision

634

00:19:55,040 --> 00:19:56,910
making, the, you know,

635

00:19:56,960 --> 00:19:58,443
biases and how that might be

636

00:19:58,856 --> 00:20:00,169
impacted. But really what we were

637

00:20:00,170 --> 00:20:01,789
finding is that programs are still

638

00:20:01,790 --> 00:20:03,289
grappling with those really basic

639
00:20:03,290 --> 00:20:05,050
questions around implementation.

640
00:20:06,380 --> 00:20:07,579
And I think addressing some of those

641
00:20:07,580 --> 00:20:09,295
challenges might give way for us to

642
00:20:09,380 --> 00:20:11,095
start also looking into more detail

643
00:20:11,270 --> 00:20:12,980
about the decision making processes,

644
00:20:13,010 --> 00:20:14,689
which I know many of us have already

645
00:20:14,690 --> 00:20:15,690
started doing.

646
00:20:15,890 --> 00:20:17,458
But this will allow us even more

647
00:20:17,720 --> 00:20:18,720
room to do so.

648
00:20:18,920 --> 00:20:20,684
And also for the committee itself to

649
00:20:20,720 --> 00:20:22,099
focus on those decision making

650
00:20:22,100 --> 00:20:23,539
processes, because if they're not

651

00:20:23,540 --> 00:20:25,157
worried about, you know, figuring

652

00:20:25,700 --> 00:20:27,229
out whether people would even show

653

00:20:27,230 --> 00:20:28,159
up to the meeting, but they were

654

00:20:28,160 --> 00:20:29,287
instead, you know, more

655

00:20:30,080 --> 00:20:31,750
solid on the implementation side,

656

00:20:32,300 --> 00:20:33,919
then I think that gives way to sort

657

00:20:33,920 --> 00:20:35,439
of the next steps in this whole

658

00:20:35,780 --> 00:20:36,780
process.

659

00:20:38,870 --> 00:20:40,080
So that's everything for me.

660

00:20:40,150 --> 00:20:41,710
So thank you so much for listening.

661

00:20:41,750 --> 00:20:43,569
And I did put my contact info on the

662

00:20:43,570 --> 00:20:45,539
screen because I'm happy to connect

663

00:20:45,540 --> 00:20:46,949
with anyone who is interested in

664
00:20:46,950 --> 00:20:47,950
this work.

665
00:20:50,820 --> 00:20:51,749
Thank you very much, Anita.

666
00:20:51,750 --> 00:20:52,750
That's great.

667
00:20:53,010 --> 00:20:54,539
I think find you were really

668
00:20:54,540 --> 00:20:55,679
interesting and a nice summary of

669
00:20:55,680 --> 00:20:56,730
what's happening at your site and

670
00:20:57,120 --> 00:20:58,589
giving us ideas for moving forward.

671
00:21:00,150 --> 00:21:01,629
As I mentioned, as you mentioned off

672
00:21:01,630 --> 00:21:02,999
the front, we're going to pause for

673
00:21:03,000 --> 00:21:04,859
questions until at the

674
00:21:04,860 --> 00:21:06,150
end of the three presentations.

675
00:21:06,600 --> 00:21:08,520
So at this time, I'll invite

676

00:21:09,720 --> 00:21:12,029

Dr. Rachel Pack to

677

00:21:12,660 --> 00:21:14,670

come on for us and and

678

00:21:14,820 --> 00:21:15,820

talk to us a little bit.

679

00:21:16,440 --> 00:21:17,969

She's going to talk to us about some

680

00:21:17,970 --> 00:21:19,769

assembly required problematic

681

00:21:19,770 --> 00:21:21,089

evidence in the interpretive work of

682

00:21:21,090 --> 00:21:22,289

clinical competence committees.

683

00:21:23,430 --> 00:21:25,180

I personally find the

684

00:21:25,320 --> 00:21:27,270

paper work really, really

685

00:21:27,510 --> 00:21:28,619

useful, reading helpful for

686

00:21:28,620 --> 00:21:29,399

competence committees.

687

00:21:29,400 --> 00:21:30,809

And so, it's a pleasure to have you

688

00:21:30,810 --> 00:21:31,619
here chatting with us today.

689
00:21:31,620 --> 00:21:32,620
Thanks a lot.

690
00:21:34,110 --> 00:21:35,420
Well, thank you for that kind

691
00:21:35,440 --> 00:21:36,440
introduction.

692
00:21:37,080 --> 00:21:38,039
I would like to start this

693
00:21:38,040 --> 00:21:39,689
presentation with just a very brief

694
00:21:39,690 --> 00:21:40,690
disclaimer.

695
00:21:41,210 --> 00:21:43,259
I am not a program evaluator,

696
00:21:44,370 --> 00:21:46,499
but I promise I do have something

697
00:21:46,500 --> 00:21:47,500
to offer you today.

698
00:21:47,890 --> 00:21:49,619
And I think what I hope to show you

699
00:21:50,040 --> 00:21:51,960
is some insights

700
00:21:52,020 --> 00:21:54,089
into how sociological ways

701

00:21:54,180 --> 00:21:56,069
of thinking and seeing might help

702

00:21:56,070 --> 00:21:58,170
us better understand things like

703

00:21:58,230 --> 00:21:59,940
how competence committees work.

704

00:22:00,810 --> 00:22:01,799
So if you have thoughts and

705

00:22:01,800 --> 00:22:03,269
questions about that after, I'd be

706

00:22:03,270 --> 00:22:04,291
happy to talk about it, but

707

00:22:05,280 --> 00:22:06,280
for now, let's have a look at the
presentation.

708

00:22:10,300 --> 00:22:11,300
OK.

709

00:22:12,990 --> 00:22:14,853
So Anita

710

00:22:14,915 --> 00:22:16,619
conveyed to us competence committees

711

00:22:16,650 --> 00:22:18,359
are a really integral component of

712

00:22:18,360 --> 00:22:19,360
CBME.

713
00:22:19,620 --> 00:22:21,089
They're responsible for reviewing

714
00:22:21,090 --> 00:22:22,439
performance data and making

715
00:22:22,440 --> 00:22:24,059
decisions about entrustment.

716
00:22:24,720 --> 00:22:26,549
And currently, I think there are two

717
00:22:26,550 --> 00:22:27,839
broad conversations that are

718
00:22:27,840 --> 00:22:28,769
happening about competence

719
00:22:28,770 --> 00:22:29,770
committees.

720
00:22:30,000 --> 00:22:31,710
The first is concerned with fairness

721
00:22:32,220 --> 00:22:33,479
and the need for standardized

722
00:22:33,480 --> 00:22:34,480
processes.

723
00:22:34,770 --> 00:22:36,119
And the second is focused on

724
00:22:36,120 --> 00:22:37,120
evidence quality.

725
00:22:38,120 --> 00:22:39,599

And underpinning both of these

726

00:22:39,600 --> 00:22:41,070
conversations is an assumption

727

00:22:41,910 --> 00:22:43,709
that data can be objective.

728

00:22:44,850 --> 00:22:46,679
But I think this belies

729

00:22:46,680 --> 00:22:48,150
the possibility that objective

730

00:22:48,510 --> 00:22:49,637
data might not actually

731

00:22:50,460 --> 00:22:53,279
exist and that data interpretation

732

00:22:53,670 --> 00:22:55,399
is, in fact a social process.

733

00:22:57,980 --> 00:22:59,499
So with these things in mind,

734

00:23:00,400 --> 00:23:02,230
the research question we asked was

735

00:23:02,320 --> 00:23:03,670
how to competence committees

736

00:23:03,760 --> 00:23:05,319
actually make sense of the

737

00:23:05,320 --> 00:23:06,729
assessment data they're presented

738
00:23:06,730 --> 00:23:07,730
with.

739
00:23:10,320 --> 00:23:11,450
So for this construction of this

740
00:23:11,730 --> 00:23:13,001
ground theory study, we incorporated

741
00:23:14,470 --> 00:23:16,560
participant, non non participant

742
00:23:16,590 --> 00:23:18,377
observations with semi-structured

743
00:23:18,640 --> 00:23:19,599
interviews.

744
00:23:19,600 --> 00:23:21,100
So between September 2017

745
00:23:21,750 --> 00:23:24,390
and July 2019, two researchers

746
00:23:24,480 --> 00:23:26,309
observed 18 competence committee

747
00:23:26,310 --> 00:23:28,069
meetings across seven programs.

748
00:23:28,650 --> 00:23:30,502
And we produced 18 detailed sets

749
00:23:30,930 --> 00:23:31,739
until now.

750
00:23:31,740 --> 00:23:33,660

After each meeting we constructed,

751

00:23:34,710 --> 00:23:35,723
we conducted a semi-structured

752

00:23:36,240 --> 00:23:37,529
interview with one member of the

753

00:23:37,530 --> 00:23:38,530
committee.

754

00:23:38,540 --> 00:23:40,380
And our data collection and analysis

755

00:23:40,510 --> 00:23:41,510
unfolded iteratively.

756

00:23:50,010 --> 00:23:50,819
Ok! The slide does not seem to want

757

00:23:50,820 --> 00:23:51,820
to advance here.

758

00:23:54,290 --> 00:23:55,290
Right.

759

00:23:55,900 --> 00:23:57,389
So mirroring the literature, we

760

00:23:57,390 --> 00:23:58,829
found the competence committee

761

00:23:58,830 --> 00:24:00,545
members assumed that the data would

762

00:24:00,750 --> 00:24:01,926
be high quality and that

763
00:24:02,670 --> 00:24:03,929
it would enable them to make

764
00:24:03,930 --> 00:24:05,302
decisions using a systematic

765
00:24:05,700 --> 00:24:06,700
process.

766
00:24:07,090 --> 00:24:08,309
And when evidence met, these

767
00:24:08,310 --> 00:24:09,929
conditions, their data

768
00:24:09,960 --> 00:24:11,809
interpretation process appeared

769
00:24:11,810 --> 00:24:12,900
to be effortless.

770
00:24:13,650 --> 00:24:15,199
Committee members quickly reached

771
00:24:15,210 --> 00:24:16,829
decision and there was little

772
00:24:16,830 --> 00:24:18,420
discussion or debate required.

773
00:24:19,770 --> 00:24:21,689
But we also observed

774
00:24:21,750 --> 00:24:23,579
other instances where the

775
00:24:23,580 --> 00:24:25,001

evidence was not easy to make

776

00:24:25,410 --> 00:24:26,219
sense of.

777

00:24:26,220 --> 00:24:27,749
And the committee had to grapple

778

00:24:27,750 --> 00:24:29,819
with different pieces of data

779

00:24:29,880 --> 00:24:32,130
to determine what actually counted

780

00:24:32,200 --> 00:24:33,200
as evidence.

781

00:24:34,070 --> 00:24:36,150
And these moments appear to happen

782

00:24:36,210 --> 00:24:37,619
when what we've termed as

783

00:24:37,620 --> 00:24:39,150
problematic evidence

784

00:24:39,600 --> 00:24:41,070
or evidence that was perceived

785

00:24:41,700 --> 00:24:43,170
to be of questionable quality,

786

00:24:43,470 --> 00:24:45,150
validity or reliability

787

00:24:45,520 --> 00:24:46,559
was introduced.

788
00:24:47,860 --> 00:24:49,930
And pervasive rather than aberrant,

789
00:24:50,320 --> 00:24:52,569
problematic evidence was present

790
00:24:52,690 --> 00:24:53,690
at all meetings.

791
00:24:53,710 --> 00:24:55,179
And it was found in the assessment

792
00:24:55,180 --> 00:24:56,454
data of both residents who

793
00:24:57,060 --> 00:24:59,019
were progressing as expected and

794
00:24:59,050 --> 00:25:00,239
those who were not.

795
00:25:01,180 --> 00:25:02,970
The focus of today's presentation is

796
00:25:02,990 --> 00:25:03,990
problematic evidence.

797
00:25:05,020 --> 00:25:06,970
And to show you how committees

798
00:25:07,060 --> 00:25:08,439
actually grapple with this kind of

799
00:25:08,440 --> 00:25:10,660
evidence, I need to tell your story.

800
00:25:12,610 --> 00:25:14,374

Our story begins with Alex, a junior

801

00:25:14,650 --> 00:25:16,316
resident who's described as a hard

802

00:25:16,330 --> 00:25:17,947
worker. They're well-liked by the

803

00:25:17,980 --> 00:25:18,980
faculty.

804

00:25:19,210 --> 00:25:20,619
This training has achieved the

805

00:25:20,620 --> 00:25:22,119
highest number of EPA in their

806

00:25:22,120 --> 00:25:23,296
cohort, and has received

807

00:25:23,980 --> 00:25:25,900
largely positive feedback.

808

00:25:26,640 --> 00:25:28,355
In the preliminary discussion, this

809

00:25:28,540 --> 00:25:30,369
data appears to align with

810

00:25:30,370 --> 00:25:32,134
the committee's perception that this

811

00:25:32,290 --> 00:25:33,910
resident is a strong performer.

812

00:25:34,900 --> 00:25:36,760
The evidence presented thus far,

813
00:25:36,880 --> 00:25:38,397
can just largely other assessor

814
00:25:38,770 --> 00:25:40,809
generated rankings on a five point

815
00:25:40,810 --> 00:25:41,810
entrustment scale.

816
00:25:42,100 --> 00:25:43,630
And these are easily transformed

817
00:25:43,660 --> 00:25:44,890
into an aggregate measure.

818
00:25:45,760 --> 00:25:47,589
This type of evidence lends

819
00:25:47,590 --> 00:25:49,479
itself well to the follow the

820
00:25:49,480 --> 00:25:50,803
numbers approach favored by

821
00:25:51,430 --> 00:25:52,430
the committee.

822
00:25:53,880 --> 00:25:55,439
When committee member described this

823
00:25:55,440 --> 00:25:57,239
process for us, saying

824
00:25:57,630 --> 00:25:59,430
the main factors in decision making

825
00:25:59,550 --> 00:26:01,310

are what we see from the evaluations

826

00:26:01,320 --> 00:26:02,790

themselves and not to personal

827

00:26:03,450 --> 00:26:05,214

knowledge of residents biases is too

828

00:26:05,220 --> 00:26:06,149

much.

829

00:26:06,150 --> 00:26:07,319

Because we have to go with what

830

00:26:07,320 --> 00:26:08,320

we're given.

831

00:26:08,430 --> 00:26:09,644

We're just there to look at:

832

00:26:10,260 --> 00:26:11,849

did they make the grade based on the

833

00:26:11,850 --> 00:26:12,890

system we threw them in?

834

00:26:13,350 --> 00:26:14,609

Yes or no.

835

00:26:15,240 --> 00:26:16,260

And then move on.

836

00:26:18,100 --> 00:26:19,779

The presenter draws the committee's

837

00:26:19,780 --> 00:26:21,152

attention to Alex's score on

838
00:26:21,670 --> 00:26:22,670
a recent exam.

839
00:26:23,080 --> 00:26:25,359
The score places them in the 15th

840
00:26:25,360 --> 00:26:26,360
percentile.

841
00:26:27,100 --> 00:26:29,109
In previous discussions, standard

842
00:26:29,110 --> 00:26:31,030
exam data has been interpreted

843
00:26:31,060 --> 00:26:32,589
by members of this committee

844
00:26:33,070 --> 00:26:34,749
as a reliable measure of medical

845
00:26:34,750 --> 00:26:35,750
knowledge.

846
00:26:36,010 --> 00:26:37,659
Given the perceived strength of this

847
00:26:37,660 --> 00:26:38,499
data.

848
00:26:38,500 --> 00:26:40,780
Scores below the 25th percentile

849
00:26:40,840 --> 00:26:42,160
have triggered remediation

850
00:26:42,190 --> 00:26:44,410

strategies such as the assignment

851

00:26:44,440 --> 00:26:46,359
of an academic advisor or a coach

852

00:26:46,710 --> 00:26:48,140
or a remedial exam.

853

00:26:49,170 --> 00:26:50,829
And this process is common across

854

00:26:50,920 --> 00:26:51,920
all species.

855

00:26:52,240 --> 00:26:53,612
Exams are frequently used to

856

00:26:53,740 --> 00:26:55,809
identify outliers and initiate

857

00:26:55,810 --> 00:26:56,810
remediation.

858

00:26:58,960 --> 00:27:00,549
When program director explain the

859

00:27:00,550 --> 00:27:01,959
rationale to us,

860

00:27:03,070 --> 00:27:04,687
referring to exams, they said, if

861

00:27:04,930 --> 00:27:06,100
you're not within the competence

862

00:27:06,130 --> 00:27:07,796
interval or you're within a really

863

00:27:08,140 --> 00:27:10,049

low portion of the bell curve, then

864

00:27:10,120 --> 00:27:12,099

that's a red flag because everyone

865

00:27:12,100 --> 00:27:14,050

else writes the exam in the country.

866

00:27:14,650 --> 00:27:16,209

So there are enough scores that you

867

00:27:16,210 --> 00:27:18,369

can say, well, if everyone

868

00:27:18,370 --> 00:27:19,989

is scoring between thirty five and

869

00:27:19,990 --> 00:27:21,839

forty five and you're getting 16.

870

00:27:22,930 --> 00:27:23,930

That's a problem.

871

00:27:26,090 --> 00:27:27,560

In this instance, however, the

872

00:27:27,650 --> 00:27:29,071

committee does not follow the

873

00:27:29,390 --> 00:27:30,390

standard process.

874

00:27:30,720 --> 00:27:32,599

Alex, this exam is perceived

875

00:27:32,600 --> 00:27:34,070

to be problematic evidence.

876

00:27:34,490 --> 00:27:36,080

It does not trigger the assignment

877

00:27:36,200 --> 00:27:37,666

of a coach or an academic advisor.

878

00:27:39,260 --> 00:27:41,210

Instead, the committee members

879

00:27:41,270 --> 00:27:42,690

interrogate this data point.

880

00:27:43,370 --> 00:27:45,109

They contrasted to and read it

881

00:27:45,110 --> 00:27:46,940

against observed instances

882

00:27:47,030 --> 00:27:48,619

of Alex's medical expertise.

883

00:27:49,460 --> 00:27:51,289

This deviation from the fall of the

884

00:27:51,290 --> 00:27:52,613

numbers approach was driven

885

00:27:53,420 --> 00:27:55,220

by an evidentiary disjuncture.

886

00:27:55,780 --> 00:27:57,800

The exam score did not align

887

00:27:57,860 --> 00:27:58,909

with our perceptions of the

888

00:27:58,910 --> 00:27:59,910
residents..

889

00:28:00,440 --> 00:28:02,060
And if the effortful discussion

890

00:28:02,150 --> 00:28:04,279
evolves, the discrepancy point

891

00:28:04,370 --> 00:28:05,869
is further interrogated

892

00:28:06,270 --> 00:28:07,969
and the evidentiary value of the

893

00:28:07,970 --> 00:28:10,160
exam itself is called into question.

894

00:28:10,970 --> 00:28:12,291
At the conclusion of this debate, the

895

00:28:13,070 --> 00:28:14,785
committee is no longer certain that

896

00:28:14,900 --> 00:28:16,223
the exam score can reliably

897

00:28:16,700 --> 00:28:18,799
communicate how their trainees

898

00:28:18,800 --> 00:28:20,480
knowledge base compares to other.

899

00:28:22,370 --> 00:28:23,629
Reflecting on this after the

900

00:28:23,630 --> 00:28:25,339

meeting, when committee member told

901

00:28:25,340 --> 00:28:26,565

us "we don't particularly

902

00:28:27,650 --> 00:28:29,599

know, I myself don't really know

903

00:28:29,600 --> 00:28:31,130

what the appropriate comparison is.

904

00:28:31,490 --> 00:28:32,989

Who are they being percentile ranked

905

00:28:32,990 --> 00:28:33,859

against?

906

00:28:33,860 --> 00:28:34,860

We don't actually know that.

907

00:28:35,390 --> 00:28:37,110

We're assuming it's across Canada.

908

00:28:37,250 --> 00:28:38,900

But it's a North American test.

909

00:28:39,440 --> 00:28:40,999

There's flexibility on when you can

910

00:28:41,000 --> 00:28:42,000

ride it.

911

00:28:42,050 --> 00:28:43,339

So there's a little bit of mystery

912

00:28:43,340 --> 00:28:44,239

around that.

913
00:28:44,240 --> 00:28:45,767
How can you really compare that?".

914
00:28:49,040 --> 00:28:50,657
In this example, the discovery of

915
00:28:50,920 --> 00:28:52,779
problematic evidence prompted a

916
00:28:52,780 --> 00:28:54,670
committee to re-examine

917
00:28:54,970 --> 00:28:56,538
the previously assumed objective

918
00:28:56,710 --> 00:28:58,319
quality of exam data,

919
00:28:58,660 --> 00:29:00,179
and it called into question its

920
00:29:00,220 --> 00:29:02,320
value in their interpretive process.

921
00:29:03,160 --> 00:29:04,777
Ultimately, the committee decides

922
00:29:05,170 --> 00:29:06,999
to defer any decision about

923
00:29:07,060 --> 00:29:09,009
Alex's need for academic advising

924
00:29:09,460 --> 00:29:10,930
until they get additional high

925
00:29:11,110 --> 00:29:12,110

quality data.

926

00:29:12,760 --> 00:29:14,049

The decision reached by this

927

00:29:14,050 --> 00:29:15,790

committee is illustrative

928

00:29:15,910 --> 00:29:17,625

of two of the most common responses

929

00:29:17,800 --> 00:29:19,299

to problematic evidence to be

930

00:29:19,300 --> 00:29:20,672

observed: deferring decision

931

00:29:21,280 --> 00:29:23,319

making and asking for more

932

00:29:23,320 --> 00:29:24,320

evidence.

933

00:29:29,090 --> 00:29:30,805

What I hope I've shown you today is

934

00:29:31,040 --> 00:29:32,449

that the question of data

935

00:29:32,480 --> 00:29:34,430

interpretation is a worthwhile one.

936

00:29:35,810 --> 00:29:38,030

In the story we used, we highlighted

937

00:29:38,080 --> 00:29:40,130

a discordance between exam data

938
00:29:40,190 --> 00:29:41,190
and the committees.

939
00:29:42,370 --> 00:29:43,987
And this example is probably very

940
00:29:44,450 --> 00:29:45,499
familiar to you.

941
00:29:46,400 --> 00:29:47,989
And it's a feeling of deja vu that

942
00:29:47,990 --> 00:29:49,760
you're sitting in is purposeful.

943
00:29:50,570 --> 00:29:52,138
It demonstrates the common sense

944
00:29:52,280 --> 00:29:53,939
nature of the social phenomenon

945
00:29:53,960 --> 00:29:54,960
we've described.

946
00:29:55,460 --> 00:29:57,126
Our aim in this story, though, was

947
00:29:57,290 --> 00:29:59,880
to make this familiar, unfamiliar

948
00:30:00,260 --> 00:30:02,180
by illustrating and challenging

949
00:30:02,210 --> 00:30:03,589
an assumption in the assessment

950
00:30:03,590 --> 00:30:04,590

literature.

951

00:30:05,270 --> 00:30:06,949
The data supported by validity

952

00:30:06,950 --> 00:30:08,175
evidence does not require

953

00:30:08,480 --> 00:30:09,480
interpretation.

954

00:30:10,940 --> 00:30:12,459
I think what our story shows is

955

00:30:12,770 --> 00:30:14,449
that this assumption doesn't always

956

00:30:14,450 --> 00:30:16,165
hold true in practice, particularly

957

00:30:17,000 --> 00:30:19,130
when the evidence contradicts

958

00:30:19,280 --> 00:30:20,599
or doesn't align with

959

00:30:21,170 --> 00:30:23,029
faculty members perceptions of

960

00:30:23,030 --> 00:30:24,049
a trainee's performance.

961

00:30:25,640 --> 00:30:27,049
Underpinning much of the literature

962

00:30:27,050 --> 00:30:28,569
from competence committees is a

963

00:30:28,640 --> 00:30:30,549
presumption that these

964

00:30:30,590 --> 00:30:32,569
small groups can and will engage

965

00:30:32,630 --> 00:30:34,670
in a process of data, interpretation

966

00:30:34,700 --> 00:30:36,121
and synthesis that is uniform

967

00:30:36,890 --> 00:30:39,170
and effortless, a process

968

00:30:39,190 --> 00:30:41,119
that's akin to pixels seamlessly

969

00:30:41,120 --> 00:30:42,739
fitting together to form a picture.

970

00:30:44,340 --> 00:30:45,949
I mean, finding the competence

971

00:30:45,950 --> 00:30:47,659
committees crackle with problematic

972

00:30:47,660 --> 00:30:49,400
evidence calls into question is

973

00:30:49,410 --> 00:30:50,684
assumption and illustrates

974

00:30:51,380 --> 00:30:53,269
the data synthesis is often

975

00:30:53,360 --> 00:30:55,280

not effortless or automatic.

976

00:30:55,670 --> 00:30:57,306

It requires human assembly

977

00:30:57,740 --> 00:30:59,980

interpretation and judgment.

978

00:31:02,390 --> 00:31:03,499

Now, there are some practical

979

00:31:03,500 --> 00:31:05,166

insights that can be garnered from

980

00:31:05,270 --> 00:31:06,593

the social process, a state

981

00:31:06,680 --> 00:31:08,480

interpretation that we theorized.

982

00:31:09,290 --> 00:31:10,490

The committees we observed

983

00:31:10,550 --> 00:31:12,109

frequently encounter problematic

984

00:31:12,110 --> 00:31:13,110

evidence.

985

00:31:13,130 --> 00:31:14,599

It happens at every meeting.

986

00:31:15,470 --> 00:31:16,925

To make sense of this data, they

987

00:31:17,240 --> 00:31:19,469

engage in a really effortful process

988
00:31:19,480 --> 00:31:20,480
of discussion.

989
00:31:20,570 --> 00:31:22,129
They dive deep into the data and

990
00:31:22,130 --> 00:31:23,989
they seek out additional sources of

991
00:31:23,990 --> 00:31:24,990
information.

992
00:31:25,370 --> 00:31:26,987
And these processes are extremely

993
00:31:27,170 --> 00:31:28,170
time consuming.

994
00:31:28,490 --> 00:31:30,769
They require faculty to dedicate

995
00:31:30,770 --> 00:31:32,240
significant energy, effort and

996
00:31:32,630 --> 00:31:33,630
time.

997
00:31:34,840 --> 00:31:36,799
And programs need to be prepared

998
00:31:36,800 --> 00:31:38,417
to confront this challenge and to

999
00:31:38,480 --> 00:31:40,160
reverse the competence communities

1000
00:31:40,580 --> 00:31:42,529

in a way that supports their ability

1001

00:31:42,530 --> 00:31:43,902
to meaningfully grapple with

1002

00:31:43,970 --> 00:31:44,970
problematic evidence.

1003

00:31:47,230 --> 00:31:48,389
So I'd like to thank all the

1004

00:31:48,390 --> 00:31:50,339
participants for this study and

1005

00:31:50,340 --> 00:31:51,663
the Royal College for their

1006

00:31:52,200 --> 00:31:53,200
support.

1007

00:31:54,000 --> 00:31:55,372
I look forward to discussing

1008

00:31:55,950 --> 00:31:57,239
this work with you later on in the

1009

00:31:57,240 --> 00:31:58,240
session.

1010

00:31:58,440 --> 00:31:59,440
Thank you.

1011

00:32:01,140 --> 00:32:02,529
Thank you very much, Rachel.

1012

00:32:03,420 --> 00:32:05,609
Okay, so we'll now move

1013
00:32:05,970 --> 00:32:07,840
to our third presenter.

1014
00:32:10,360 --> 00:32:11,360
Dr. Karen Hauer will

1015
00:32:12,190 --> 00:32:13,758
be presenting for us on Clinical

1016
00:32:14,260 --> 00:32:15,129
Competence Committee

1017
00:32:15,130 --> 00:32:16,809
Decision-making: Maximizing the

1018
00:32:16,810 --> 00:32:18,280
value of information sharing.

1019
00:32:18,670 --> 00:32:19,959
And I handed over to Karen.

1020
00:32:19,990 --> 00:32:20,990
Thank you.

1021
00:32:29,160 --> 00:32:30,780
Karen, I think you might be muted.

1022
00:32:31,860 --> 00:32:32,940
Just check one second.

1023
00:32:32,970 --> 00:32:34,019
I'm not able to hear you.

1024
00:32:34,030 --> 00:32:35,309
I'm not sure about other people.

1025
00:32:43,220 --> 00:32:44,220

I can't hear either.

1026

00:32:57,990 --> 00:32:59,500

Are you able... To tell you I think.

1027

00:33:00,290 --> 00:33:01,290

Here we go, I think.

1028

00:33:01,910 --> 00:33:02,910

OK, good.

1029

00:33:02,930 --> 00:33:03,980

Good. Sorry about that. Go ahead,

1030

00:33:04,010 --> 00:33:05,010

Karen. You're now unmuted.

1031

00:33:16,280 --> 00:33:17,750

Are you able to hear me now?

1032

00:33:19,400 --> 00:33:20,959

Yes, I can hear you now.

1033

00:33:24,980 --> 00:33:26,254

So thank you for including

1034

00:33:26,960 --> 00:33:27,960

me.

1035

00:33:28,070 --> 00:33:29,930

I am basing this work

1036

00:33:29,960 --> 00:33:32,150

that I'm sharing today on research

1037

00:33:32,180 --> 00:33:33,650

that we did here in California

1038
00:33:34,460 --> 00:33:36,559
on clinical competency committees

1039
00:33:36,590 --> 00:33:38,569
at the time that they were rolling

1040
00:33:38,570 --> 00:33:40,669
out in the United States

1041
00:33:40,760 --> 00:33:42,979
as a requirement for

1042
00:33:43,160 --> 00:33:44,989
milestone's assessment for

1043
00:33:44,990 --> 00:33:45,990
Residents..

1044
00:33:46,160 --> 00:33:47,299
Based on that

1045
00:33:48,050 --> 00:33:49,275
project, we also reviewed

1046
00:33:50,030 --> 00:33:51,799
the literature on group decision

1047
00:33:51,800 --> 00:33:53,074
making across professions,

1048
00:33:53,630 --> 00:33:56,479
looking at business, psychology,

1049
00:33:56,480 --> 00:33:58,190
sociology, literature

1050
00:33:58,430 --> 00:34:00,499

to inform our understanding

1051

00:34:00,500 --> 00:34:02,509
of how groups make decisions.

1052

00:34:02,750 --> 00:34:04,609
So today I will share with you

1053

00:34:04,640 --> 00:34:06,770
some of the highlights

1054

00:34:06,830 --> 00:34:08,202
around group decision making

1055

00:34:08,630 --> 00:34:10,939
processes and how to value

1056

00:34:11,179 --> 00:34:12,551
and maximize the information

1057

00:34:13,429 --> 00:34:15,046
from the different members in the

1058

00:34:15,170 --> 00:34:16,170
group.

1059

00:34:20,590 --> 00:34:22,449
I don't think I'm able to advance

1060

00:34:22,480 --> 00:34:23,319
the slides.

1061

00:34:23,320 --> 00:34:25,719
Do I have that capability?

1062

00:34:27,580 --> 00:34:29,709
So the purpose of a group

1063
00:34:29,710 --> 00:34:31,599
such as a competence committee

1064
00:34:31,630 --> 00:34:33,247
is that people will come together

1065
00:34:33,699 --> 00:34:34,924
and interact to influence

1066
00:34:35,620 --> 00:34:37,839
each other through information

1067
00:34:37,840 --> 00:34:38,678
sharing.

1068
00:34:38,679 --> 00:34:40,749
So the goal here is that

1069
00:34:41,290 --> 00:34:43,329
the collective will make a better

1070
00:34:43,330 --> 00:34:45,609
decision than any individual

1071
00:34:45,610 --> 00:34:47,199
would have made alone.

1072
00:34:47,530 --> 00:34:49,449
So the outcome is not just

1073
00:34:49,510 --> 00:34:51,479
a tally of what everyone thought

1074
00:34:51,489 --> 00:34:53,769
walking into the room, but rather

1075
00:34:53,800 --> 00:34:55,074

the outcome represents the

1076

00:34:55,780 --> 00:34:57,760
interactions during the meeting

1077

00:34:57,790 --> 00:34:59,739
that somehow raise or

1078

00:34:59,740 --> 00:35:01,359
change. Understanding

1079

00:35:02,290 --> 00:35:03,907
group decision making can achieve

1080

00:35:04,330 --> 00:35:05,330
consensus.

1081

00:35:05,530 --> 00:35:07,329
But it is important in your group to

1082

00:35:07,330 --> 00:35:09,459
know if you are requiring

1083

00:35:09,490 --> 00:35:11,949
a majority or a full consensus

1084

00:35:11,980 --> 00:35:12,980
in order to label

1085

00:35:13,870 --> 00:35:15,789
something as a decision and

1086

00:35:15,790 --> 00:35:16,790
move forward.

1087

00:35:18,170 --> 00:35:19,309
Next slide, please.

1088

00:35:23,030 --> 00:35:25,099

There are risks in group decision

1089

00:35:25,100 --> 00:35:25,909

making.

1090

00:35:25,910 --> 00:35:27,331

This slide illustrates social

1091

00:35:28,250 --> 00:35:29,720

pressure and the phenomenon of

1092

00:35:30,170 --> 00:35:31,170

group think.

1093

00:35:31,370 --> 00:35:33,199

As you can see here, the

1094

00:35:33,230 --> 00:35:35,179

leader standing up says all

1095

00:35:35,180 --> 00:35:37,039

those in favor say I

1096

00:35:37,370 --> 00:35:39,440

and everyone in the room says I.

1097

00:35:39,470 --> 00:35:40,646

And we see this is a non

1098

00:35:41,480 --> 00:35:43,619

diverse group of all white men.

1099

00:35:44,060 --> 00:35:45,824

And inside each of these individuals

1100

00:35:46,610 --> 00:35:47,933

who is agreeing is actually

1101

00:35:48,800 --> 00:35:50,479
thinking to themselves, I don't

1102

00:35:50,480 --> 00:35:51,607
agree. Say it ain't so.

1103

00:35:51,860 --> 00:35:53,598
You've got to be kidding, etc...

1104

00:35:54,650 --> 00:35:56,071
This is a nice representation

1105

00:35:56,570 --> 00:35:57,610
of group think.

1106

00:35:58,040 --> 00:36:01,010
This means that a group prioritizes

1107

00:36:01,220 --> 00:36:03,199
harmony and seeming

1108

00:36:03,200 --> 00:36:05,269
to get along rather than

1109

00:36:05,300 --> 00:36:07,510
truly tackling tough problems

1110

00:36:07,520 --> 00:36:09,199
where there may be disagreement.

1111

00:36:09,230 --> 00:36:11,179
And the requirement for sharing of

1112

00:36:11,180 --> 00:36:12,499
different opinions.

1113
00:36:12,980 --> 00:36:15,289
Group think is also commonly

1114
00:36:15,290 --> 00:36:17,179
characterized by group

1115
00:36:17,180 --> 00:36:18,949
members deferring to

1116
00:36:19,010 --> 00:36:19,969
a group leader.

1117
00:36:19,970 --> 00:36:22,639
Typically a more powerful individual

1118
00:36:22,670 --> 00:36:24,349
within the organization.

1119
00:36:24,950 --> 00:36:26,665
The goal with a clinical competence

1120
00:36:26,780 --> 00:36:28,729
committee is to avoid people

1121
00:36:28,730 --> 00:36:29,906
responding simply out of

1122
00:36:30,650 --> 00:36:32,570
pressure, to seem to agree

1123
00:36:32,600 --> 00:36:33,629
and rather to uncover

1124
00:36:34,820 --> 00:36:36,739
that problematic evidence we just

1125
00:36:36,740 --> 00:36:39,199

heard about and hear the negotiation

1126

00:36:39,230 --> 00:36:40,610
among group members.

1127

00:36:41,690 --> 00:36:42,754
Next slide, please?

1128

00:36:46,630 --> 00:36:48,820
Group members or teams

1129

00:36:48,880 --> 00:36:50,649
can be thought of using this

1130

00:36:50,740 --> 00:36:51,740
input-process-output

1131

00:36:52,570 --> 00:36:53,349
model.

1132

00:36:53,350 --> 00:36:55,629
The inputs into a committee's

1133

00:36:55,750 --> 00:36:57,760
functioning are the

1134

00:36:57,790 --> 00:37:00,010
individual members themselves,

1135

00:37:00,070 --> 00:37:02,709
team factors and organizational

1136

00:37:02,710 --> 00:37:03,710
and constructural

1137

00:37:04,900 --> 00:37:05,900
factors.

1138
00:37:06,190 --> 00:37:07,758
For example, who are the members

1139
00:37:08,500 --> 00:37:09,609
who were selected?

1140
00:37:09,940 --> 00:37:11,980
What is the size of the team?

1141
00:37:12,010 --> 00:37:13,630
How often do they meet?

1142
00:37:14,410 --> 00:37:15,635
What are the rules around

1143
00:37:16,270 --> 00:37:17,410
how they interact?

1144
00:37:18,460 --> 00:37:19,538
The process is the key

1145
00:37:20,320 --> 00:37:21,999
that we are all interested in on

1146
00:37:22,000 --> 00:37:23,000
this webinar.

1147
00:37:23,200 --> 00:37:25,449
How do inputs churn

1148
00:37:25,510 --> 00:37:27,849
or negotiate to become

1149
00:37:27,940 --> 00:37:28,940
outputs?

1150
00:37:29,230 --> 00:37:30,841

And then the outputs of a competence

1151

00:37:30,871 --> 00:37:32,949
committee, of course, are

1152

00:37:32,950 --> 00:37:34,733
decisions about residents,

1153

00:37:34,960 --> 00:37:36,332
achievement of competence or

1154

00:37:36,610 --> 00:37:38,500
advancement through the program.

1155

00:37:38,800 --> 00:37:40,719
But other outputs that you may want

1156

00:37:40,720 --> 00:37:42,579
to look at in your own program would

1157

00:37:42,580 --> 00:37:44,709
be things like committee member

1158

00:37:44,710 --> 00:37:46,869
satisfaction, residents.

1159

00:37:46,870 --> 00:37:48,790
satisfaction and

1160

00:37:48,850 --> 00:37:50,949
ideally some balance of team

1161

00:37:50,950 --> 00:37:53,019
cohesiveness and feelings

1162

00:37:53,050 --> 00:37:55,000
among members that they're able to

1163
00:37:55,300 --> 00:37:56,672
meaningfully contribute even

1164
00:37:57,190 --> 00:37:58,329
if they're bringing something

1165
00:37:58,330 --> 00:38:00,279
different than the majority to

1166
00:38:00,280 --> 00:38:01,280
the table.

1167
00:38:01,750 --> 00:38:02,829
Next slide, please?

1168
00:38:06,430 --> 00:38:07,998
So how do you maximize the value

1169
00:38:08,590 --> 00:38:09,590
of an individual

1170
00:38:10,570 --> 00:38:12,089
group members in the competence

1171
00:38:12,190 --> 00:38:13,989
committee? You really want to move

1172
00:38:13,990 --> 00:38:15,362
away from the academic model

1173
00:38:16,000 --> 00:38:17,619
of many committees in which you

1174
00:38:17,620 --> 00:38:19,089
bring a whole lot of people to the

1175
00:38:19,090 --> 00:38:20,769

room and they're mostly just sitting

1176

00:38:20,770 --> 00:38:22,299
there so that you can say that we

1177

00:38:22,300 --> 00:38:23,979
represented all these different

1178

00:38:23,980 --> 00:38:26,199
constituencies in the meeting,

1179

00:38:26,350 --> 00:38:27,489
even if they weren't really

1180

00:38:27,490 --> 00:38:28,490
participating.

1181

00:38:29,020 --> 00:38:30,309
You want each of your committee

1182

00:38:30,310 --> 00:38:32,289
members to have full understanding

1183

00:38:32,290 --> 00:38:33,429
of the group's work.

1184

00:38:33,760 --> 00:38:35,949
This is referred to as a shared

1185

00:38:35,950 --> 00:38:37,899
mental model where people

1186

00:38:37,960 --> 00:38:39,789
on the committee have a common

1187

00:38:39,790 --> 00:38:41,739
understanding of what

1188
00:38:41,740 --> 00:38:43,357
is their purpose and how are they

1189
00:38:43,420 --> 00:38:44,547
going to go about their

1190
00:38:45,400 --> 00:38:46,329
work.

1191
00:38:46,330 --> 00:38:47,739
This would be different than

1192
00:38:47,740 --> 00:38:49,989
bringing in a lot of specialized

1193
00:38:49,990 --> 00:38:51,939
individuals into the committee,

1194
00:38:51,940 --> 00:38:53,439
like someone representing

1195
00:38:53,530 --> 00:38:55,630
ambulatory, someone representing

1196
00:38:55,690 --> 00:38:57,459
inpatients, someone representing

1197
00:38:57,460 --> 00:38:58,460
subspecialty, and

1198
00:38:59,290 --> 00:39:01,389
those individuals sticking firmly

1199
00:39:01,390 --> 00:39:03,219
to their roots or sticking

1200
00:39:03,220 --> 00:39:04,929

firmly to where they come from

1201

00:39:05,200 --> 00:39:06,999
rather than viewing themselves as

1202

00:39:07,000 --> 00:39:08,649
part of this collective group

1203

00:39:08,650 --> 00:39:09,650
process.

1204

00:39:10,660 --> 00:39:12,820
Strategies that have been mentioned

1205

00:39:12,880 --> 00:39:14,289
earlier in the webinar are

1206

00:39:14,290 --> 00:39:15,939
recommended to help people

1207

00:39:15,940 --> 00:39:17,859
participate more actively

1208

00:39:18,160 --> 00:39:20,079
if they engage in advanced

1209

00:39:20,080 --> 00:39:21,009
data review.

1210

00:39:21,010 --> 00:39:22,659
They come to the meeting with

1211

00:39:22,840 --> 00:39:24,699
knowledge to share with the group.

1212

00:39:25,180 --> 00:39:26,829
You want to achieve robust

1213

00:39:26,830 --> 00:39:28,251
information sharing, which is

1214

00:39:28,540 --> 00:39:30,729
challenging given time constraints.

1215

00:39:30,940 --> 00:39:32,704
But the more information you get out

1216

00:39:32,770 --> 00:39:34,869
there, the more you can have people

1217

00:39:35,020 --> 00:39:37,150
speaking from the same perspective

1218

00:39:37,180 --> 00:39:38,180
or the same baseline understanding.

1219

00:39:40,420 --> 00:39:42,039
A good measure of a successful

1220

00:39:42,040 --> 00:39:43,209
meeting is that everyone

1221

00:39:43,210 --> 00:39:45,669
participated, perhaps not equally,

1222

00:39:45,940 --> 00:39:47,769
and that they all feel trust

1223

00:39:47,770 --> 00:39:49,570
in the process and that their

1224

00:39:49,810 --> 00:39:51,849
contributions were valued.

1225

00:39:52,870 --> 00:39:53,956

Next slide, please?

1226

00:39:56,780 --> 00:39:58,969

Social decision schemes

1227

00:39:59,360 --> 00:40:01,579

come from theory of how groups

1228

00:40:01,610 --> 00:40:02,610

do their work.

1229

00:40:02,930 --> 00:40:04,909

Social decision schemes

1230

00:40:04,970 --> 00:40:06,830

are the rules or procedures

1231

00:40:06,860 --> 00:40:09,320

that groups use to make a decision.

1232

00:40:09,620 --> 00:40:11,420

And these can be explicit,

1233

00:40:11,450 --> 00:40:13,279

meaning we've all talked about them

1234

00:40:13,310 --> 00:40:14,539

and agreed upon them.

1235

00:40:14,810 --> 00:40:16,969

Or they can be implicit, meaning

1236

00:40:17,000 --> 00:40:18,470

I figured out by being on this

1237

00:40:18,650 --> 00:40:20,659

committee that it's better

1238
00:40:20,660 --> 00:40:22,340
if I just don't say anything at all

1239
00:40:22,400 --> 00:40:24,619
or that the committee always defers

1240
00:40:24,620 --> 00:40:26,090
to this kind of information or

1241
00:40:26,300 --> 00:40:27,769
person and not that.

1242
00:40:29,000 --> 00:40:30,421
A good social decision scheme

1243
00:40:31,010 --> 00:40:33,230
will make more of those rules overt

1244
00:40:33,470 --> 00:40:35,329
and will also draw out more

1245
00:40:35,330 --> 00:40:36,330
information.

1246
00:40:36,920 --> 00:40:39,199
Groups tend to like to rely

1247
00:40:39,200 --> 00:40:41,089
on shared information, meaning

1248
00:40:41,090 --> 00:40:42,854
something that they all knew walking

1249
00:40:42,980 --> 00:40:43,980
in the room.

1250
00:40:44,000 --> 00:40:46,099

So in order to enhance

1251

00:40:46,100 --> 00:40:47,815

their decision making capacity, you

1252

00:40:47,840 --> 00:40:49,939

want to draw out unshared

1253

00:40:49,940 --> 00:40:51,165

information only known by

1254

00:40:51,830 --> 00:40:53,600

a minority of people in the room

1255

00:40:53,870 --> 00:40:55,789

so that that can become shared

1256

00:40:55,790 --> 00:40:56,790

information.

1257

00:40:57,830 --> 00:40:59,153

Common ways that groups use

1258

00:40:59,690 --> 00:41:00,915

poor or suboptimal social

1259

00:41:01,670 --> 00:41:03,409

decisions schemes are

1260

00:41:03,920 --> 00:41:05,572

relying on unstated rules, so

1261

00:41:06,110 --> 00:41:07,489

new members are just trying to

1262

00:41:07,490 --> 00:41:09,499

figure out the processes without

1263
00:41:09,530 --> 00:41:10,789
anyone telling them,

1264
00:41:11,780 --> 00:41:13,944
relying on the obvious information

1265
00:41:14,060 --> 00:41:15,919
without drawing out additional

1266
00:41:15,920 --> 00:41:17,979
information and

1267
00:41:18,020 --> 00:41:19,880
relying on initial opinions.

1268
00:41:19,910 --> 00:41:21,709
I'm sure you've all seen committees

1269
00:41:21,710 --> 00:41:23,299
where the first thing that's stated

1270
00:41:23,300 --> 00:41:25,309
drives the rest of the conversation

1271
00:41:25,310 --> 00:41:27,109
rather than bringing out

1272
00:41:27,440 --> 00:41:29,389
more information and

1273
00:41:29,390 --> 00:41:31,429
then deferring to powerful

1274
00:41:31,430 --> 00:41:32,870
members of the group.

1275
00:41:33,590 --> 00:41:34,840

Next slide, please?

1276

00:41:37,450 --> 00:41:39,399

So what are risk factors for

1277

00:41:39,430 --> 00:41:41,679

failing to share information

1278

00:41:41,680 --> 00:41:42,680

in the meeting?

1279

00:41:42,880 --> 00:41:44,889

The big one that we all grapple with

1280

00:41:44,890 --> 00:41:45,890

is time, pressure.

1281

00:41:46,030 --> 00:41:47,769

And the comments you heard earlier

1282

00:41:47,770 --> 00:41:49,044

about advanced information

1283

00:41:49,630 --> 00:41:51,429

review and synthesized

1284

00:41:51,490 --> 00:41:53,409

structured presentations can

1285

00:41:53,410 --> 00:41:54,410

help with that.

1286

00:41:55,100 --> 00:41:56,668

A second risk is a very dominant

1287

00:41:56,920 --> 00:41:58,809

leader who reduces

1288
00:41:58,810 --> 00:42:00,329
the psychological safety in the

1289
00:42:00,520 --> 00:42:02,235
group and leads people to feel that

1290
00:42:02,350 --> 00:42:03,909
really the decisions have already

1291
00:42:03,910 --> 00:42:04,910
been made.

1292
00:42:05,650 --> 00:42:06,973
Psychological safety in any

1293
00:42:07,780 --> 00:42:09,299
work environment means that all

1294
00:42:09,520 --> 00:42:11,469
members feel safe to speak

1295
00:42:11,530 --> 00:42:13,149
up and they know that they won't be

1296
00:42:13,150 --> 00:42:15,039
made to feel embarrassed

1297
00:42:15,070 --> 00:42:16,491
or punished for sharing their

1298
00:42:16,510 --> 00:42:17,510
opinion.

1299
00:42:17,640 --> 00:42:18,640
Other risk factors

1300
00:42:19,570 --> 00:42:20,697

for reducing the amount

1301

00:42:21,580 --> 00:42:23,259
of information sharing in a meeting

1302

00:42:23,260 --> 00:42:25,179
are a very homogeneous group,

1303

00:42:25,210 --> 00:42:27,280
which then implicitly believes that

1304

00:42:27,850 --> 00:42:29,889
everyone agrees so we must be right.

1305

00:42:30,730 --> 00:42:32,200
That is particularly a risk if

1306

00:42:32,560 --> 00:42:34,260
you don't rotate new members in.

1307

00:42:34,300 --> 00:42:35,949
If the group's been together a long

1308

00:42:35,950 --> 00:42:38,050
time and become quite cohesive,

1309

00:42:38,080 --> 00:42:39,940
that's a setup for group think.

1310

00:42:41,080 --> 00:42:42,909
Other risks for poor information

1311

00:42:42,910 --> 00:42:44,979
sharing are if there is a favored

1312

00:42:44,980 --> 00:42:46,597
decision or just any need to make

1313

00:42:47,050 --> 00:42:48,909
a decision leading to the

1314

00:42:48,910 --> 00:42:49,910
default incompetence committees

1315

00:42:50,800 --> 00:42:52,270
that will say, well, let's just pass

1316

00:42:52,280 --> 00:42:54,190
everyone. I'm sure they're all fine.

1317

00:42:55,330 --> 00:42:56,500
Next slide, please?

1318

00:42:58,630 --> 00:43:00,921
So how do we ensure competence

1319

00:43:01,030 --> 00:43:02,949
committee member participation?

1320

00:43:03,310 --> 00:43:04,929
One consideration on a very

1321

00:43:04,930 --> 00:43:06,400
practical level is to consider

1322

00:43:06,820 --> 00:43:08,349
the order of speakers.

1323

00:43:08,650 --> 00:43:09,973
One ideal approach would be

1324

00:43:10,780 --> 00:43:12,909
that an expert member introduce

1325

00:43:12,940 --> 00:43:15,039

whatever we're going to talk about.

1326

00:43:15,310 --> 00:43:17,019

And by expert, I don't mean the most

1327

00:43:17,020 --> 00:43:19,179

senior or the leader, but rather

1328

00:43:19,180 --> 00:43:20,326

someone who's been pre-appointed

1329

00:43:21,100 --> 00:43:22,989

to introduce discussion of

1330

00:43:22,990 --> 00:43:25,070

a particular resident or topic.

1331

00:43:25,120 --> 00:43:26,492

So someone who has done that

1332

00:43:26,950 --> 00:43:29,050

pre-review and has come prepared.

1333

00:43:29,770 --> 00:43:31,599

Next. Open it up early

1334

00:43:31,600 --> 00:43:33,639

on to more junior

1335

00:43:33,640 --> 00:43:35,469

individuals so that they feel

1336

00:43:35,500 --> 00:43:37,068

more comfortable speaking up and

1337

00:43:37,360 --> 00:43:38,770

sharing information.

1338
00:43:39,130 --> 00:43:40,796
Those may be people who are junior

1339
00:43:41,050 --> 00:43:42,879
in rank or who are newer to the

1340
00:43:42,880 --> 00:43:43,880
committee.

1341
00:43:44,350 --> 00:43:45,869
You'd like to hear as well from

1342
00:43:46,060 --> 00:43:47,889
people with direct knowledge who are

1343
00:43:47,890 --> 00:43:50,110
sharing more factual information

1344
00:43:50,410 --> 00:43:51,969
and can elaborate what's already

1345
00:43:51,970 --> 00:43:53,709
been presented before.

1346
00:43:53,710 --> 00:43:55,719
The rest of the group interprets

1347
00:43:55,720 --> 00:43:56,720
what they've heard.

1348
00:43:57,640 --> 00:43:59,379
Later in the discussion of a

1349
00:43:59,380 --> 00:44:00,999
particular resident, you would hear

1350
00:44:01,000 --> 00:44:02,617

from people who are less familiar

1351

00:44:02,920 --> 00:44:03,949

and doing more of the

1352

00:44:04,840 --> 00:44:06,520

on the fly interpretive work

1353

00:44:06,820 --> 00:44:09,159

and more senior members, including

1354

00:44:09,220 --> 00:44:10,220

the chair.

1355

00:44:10,990 --> 00:44:12,054

Next slide, please?

1356

00:44:14,780 --> 00:44:16,579

The role of the group leader is

1357

00:44:16,580 --> 00:44:18,344

critical in achieving the statements

1358

00:44:18,920 --> 00:44:20,750

that I made in the last slide.

1359

00:44:21,020 --> 00:44:22,489

The group leader creates

1360

00:44:22,580 --> 00:44:24,859

psychological safety by

1361

00:44:25,160 --> 00:44:27,109

listening with curiosity

1362

00:44:27,110 --> 00:44:28,909

rather than making it feel like

1363
00:44:28,970 --> 00:44:30,830
a decision already exists.

1364
00:44:31,190 --> 00:44:32,190
And by welcoming new

1365
00:44:33,080 --> 00:44:34,969
or different opinions, even if it

1366
00:44:34,970 --> 00:44:36,889
leads to needing to adjust the

1367
00:44:36,890 --> 00:44:38,599
time spent on that residents.

1368
00:44:39,500 --> 00:44:40,909
The group leader also should

1369
00:44:40,910 --> 00:44:42,380
structure group discussions if

1370
00:44:42,650 --> 00:44:44,316
information flows in a predictable

1371
00:44:45,020 --> 00:44:46,610
way. First, we'll hear data.

1372
00:44:46,640 --> 00:44:47,690
Then we'll interpret.

1373
00:44:47,730 --> 00:44:49,369
Then we'll hear from these people.

1374
00:44:49,730 --> 00:44:51,347
It reduces the cognitive load for

1375
00:44:51,650 --> 00:44:53,590

the members to take it all in.

1376

00:44:54,380 --> 00:44:56,540

Intentionally ordering the speakers

1377

00:44:56,570 --> 00:44:58,236

and inviting people to share their

1378

00:44:58,430 --> 00:45:00,379

knowledge and elaborate is very

1379

00:45:00,380 --> 00:45:01,380

helpful.

1380

00:45:01,430 --> 00:45:02,569

Does anyone else have that

1381

00:45:02,570 --> 00:45:04,189

experience? Does anyone have a

1382

00:45:04,190 --> 00:45:05,089

different take?

1383

00:45:05,090 --> 00:45:06,500

What do you mean by that?

1384

00:45:07,380 --> 00:45:09,169

And I really like the recommendation

1385

00:45:09,170 --> 00:45:10,170

to aim for a true

1386

00:45:11,030 --> 00:45:12,353

interactive dialogue rather

1387

00:45:13,190 --> 00:45:14,959

than serial monologues.

1388

00:45:15,950 --> 00:45:18,110

It's important for a leader to avoid

1389

00:45:18,380 --> 00:45:19,752

having or seeming to have an

1390

00:45:20,330 --> 00:45:22,219

inner circle, like I always listen

1391

00:45:22,220 --> 00:45:24,139

to these trusted people and the rest

1392

00:45:24,140 --> 00:45:25,669

of the group. I may or may not

1393

00:45:25,670 --> 00:45:26,670

listen to.

1394

00:45:27,440 --> 00:45:29,329

A good leader will speak late and

1395

00:45:29,330 --> 00:45:31,429

allow the conversation to unfold

1396

00:45:31,430 --> 00:45:32,753

without there needing to be

1397

00:45:33,260 --> 00:45:34,485

the one driving the whole

1398

00:45:34,790 --> 00:45:35,960

conversation.

1399

00:45:36,890 --> 00:45:38,810

And then, as has been mentioned,

1400

00:45:38,840 --> 00:45:40,999

thinking carefully about strategies

1401

00:45:41,000 --> 00:45:43,249

to minimize the true effects

1402

00:45:43,250 --> 00:45:44,671

of time pressure through pre-

1403

00:45:45,020 --> 00:45:47,449

review, perhaps subcommittees

1404

00:45:47,480 --> 00:45:49,909

and well synthesized information

1405

00:45:49,910 --> 00:45:51,500

and data presentation

1406

00:45:51,770 --> 00:45:53,539

are also definitely helpful.

1407

00:45:54,620 --> 00:45:56,237

So with that, I will conclude and

1408

00:45:56,600 --> 00:45:58,849

I look forward to the Q&A session.

1409

00:45:59,000 --> 00:46:00,000

Thank you.

1410

00:46:03,100 --> 00:46:04,480

That's great! Thanks so much, Karen.

1411

00:46:05,440 --> 00:46:06,399

I'm going to see if I can get my

1412

00:46:06,400 --> 00:46:07,719

video to pop up here.

1413
00:46:08,500 --> 00:46:10,449
We will see how I'm doing as far

1414
00:46:10,450 --> 00:46:11,450
as connection.

1415
00:46:12,430 --> 00:46:13,869
If you can't see my video, then I

1416
00:46:13,870 --> 00:46:15,069
apologize. But again, this is

1417
00:46:15,070 --> 00:46:15,939
Andrew.

1418
00:46:15,940 --> 00:46:17,459
So at this time, what we'd like

1419
00:46:17,770 --> 00:46:18,770
to do is move

1420
00:46:19,630 --> 00:46:20,739
through period time where we can

1421
00:46:20,980 --> 00:46:21,980
have individuals

1422
00:46:22,840 --> 00:46:24,101
in the audience and I'm excited this

1423
00:46:24,102 --> 00:46:26,050
is 120 of you, which is great.

1424
00:46:27,760 --> 00:46:29,139
Ask questions for

1425
00:46:29,650 --> 00:46:30,789

any of our three presenters.

1426

00:46:31,420 --> 00:46:33,100

To do this, what we'd ask you to do

1427

00:46:33,220 --> 00:46:34,149

is to raise your hand up using the

1428

00:46:34,150 --> 00:46:35,269

hand up function and we can unmute

1429

00:46:35,270 --> 00:46:36,429

you at that time.

1430

00:46:37,080 --> 00:46:38,439

We can also write questions in the

1431

00:46:38,440 --> 00:46:39,309

question box.

1432

00:46:39,310 --> 00:46:40,780

And Alex

1433

00:46:41,680 --> 00:46:43,199

from the College will highlight

1434

00:46:43,810 --> 00:46:45,370

those for us as we move forward.

1435

00:46:45,850 --> 00:46:47,516

So we're can try this, I hope that

1436

00:46:47,710 --> 00:46:49,360

this this works and

1437

00:46:49,930 --> 00:46:50,859

we'll have a period of time for

1438
00:46:50,860 --> 00:46:52,329
questions now. So feel free to

1439
00:46:52,330 --> 00:46:53,330
start.

1440
00:46:56,960 --> 00:46:58,039
Andrew, I noticed that there's a
question

1441
00:46:58,040 --> 00:46:59,570
in the box for Anita here.

1442
00:46:59,600 --> 00:47:00,439
Would you like me to read it?

1443
00:47:00,440 --> 00:47:01,730
Oh, please do.

1444
00:47:01,760 --> 00:47:02,760
Yeah, it's great.

1445
00:47:03,570 --> 00:47:05,659
OK. So this

1446
00:47:05,780 --> 00:47:07,579
is actually

1447
00:47:07,640 --> 00:47:08,640
from Abshta Kaak and

1448
00:47:10,040 --> 00:47:11,629
I notice Abshita you have your hand

1449
00:47:11,630 --> 00:47:12,709
out. Hand up.

1450

00:47:12,710 --> 00:47:13,710
Sorry.

1451
00:47:13,760 --> 00:47:15,169
If you'd like. You may ask the

1452
00:47:15,170 --> 00:47:17,360
question yourself by un meeting

1453
00:47:17,720 --> 00:47:19,249
or I can read out your question in

1454
00:47:19,250 --> 00:47:20,119
your box.

1455
00:47:20,120 --> 00:47:21,260
I'll just give you a moment.

1456
00:47:21,830 --> 00:47:22,830
Go ahead.

1457
00:47:25,340 --> 00:47:26,340
Hi.

1458
00:47:26,720 --> 00:47:27,720
Can you hear me.

1459
00:47:28,680 --> 00:47:29,729
Yes. Yes.

1460
00:47:30,300 --> 00:47:31,229
OK, perfect.

1461
00:47:31,230 --> 00:47:32,159
OK.

1462
00:47:32,160 --> 00:47:33,900
Thanks for all of those

1463

00:47:34,050 --> 00:47:35,159
presentations. I think they were

1464

00:47:35,160 --> 00:47:36,160
excellent.

1465

00:47:36,450 --> 00:47:37,450
So, Anita,

1466

00:47:38,400 --> 00:47:39,520
I just had a question for you.

1467

00:47:39,540 --> 00:47:41,070
So I was wondering from your

1468

00:47:41,610 --> 00:47:42,900
observational data,

1469

00:47:43,530 --> 00:47:45,060
were there any common themes

1470

00:47:45,600 --> 00:47:47,489
from competence committees that

1471

00:47:47,490 --> 00:47:49,379
worked well compared to those

1472

00:47:49,380 --> 00:47:50,556
that seemed more chaotic

1473

00:47:51,570 --> 00:47:52,650
or maybe disorganized?

1474

00:47:54,670 --> 00:47:56,519
Yeah, we haven't gone into the

1475

00:47:56,520 --> 00:47:58,349
observational data in full

1476
00:47:58,410 --> 00:47:59,929
detail yet. But there were a couple

1477
00:47:59,930 --> 00:48:01,439
of things that jump out to me.

1478
00:48:01,490 --> 00:48:03,359
So I think Karen's point

1479
00:48:03,360 --> 00:48:04,800
about the group leader is

1480
00:48:05,280 --> 00:48:06,389
really important because the

1481
00:48:06,390 --> 00:48:07,544
committees that had

1482
00:48:08,210 --> 00:48:09,876
more experienced group leaders who

1483
00:48:10,350 --> 00:48:12,000
had a really good understanding of

1484
00:48:12,510 --> 00:48:13,589
what the competence committee was

1485
00:48:13,590 --> 00:48:14,999
supposed to do and also really

1486
00:48:15,000 --> 00:48:16,856
strong facilitation skills,

1487
00:48:17,910 --> 00:48:20,159
seemed to do a bit better

1488

00:48:20,510 --> 00:48:21,540
from my observation.

1489

00:48:21,600 --> 00:48:21,840
So the.