Objectives

To discuss:

- The role of the competence committee

- The critical role of Program Administrators within competence committees

- How to prepare for your first competence committee meeting*

Disclaimer

- I am not a Program Administrator

- But we have a wonderful and very knowledgeable PA, Lise Levesque

- Work with your PD or CC chair*

The Role of Competence Committees

A Competence Committee reviews and makes decisions related to the progress of residents enrolled in a competency-based residency program, in achieving the national standards established by each Royal College discipline.

3 Key Tasks of the competence committee

1. Review all learner data

2. Synthesize the data in relation to national standards

3. Make progress decisions

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Competence Committee Nuts & Bolts

- Subcommittee of the RPC
  - **Members** may be same or different than RPC

- Composition:
  - Chair
  - Program Director
  - Minimum 1 Faculty per 8-10 residents
  - Others (faculty from other dept., member of the public)
  - **Program administrator**

http://www.royalcollege.ca/rcsite/documents/cbd/competence-committees-guidelines-for-terms-of-reference-e.pdf

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What can you do to prepare?

What assessments and where?

What Data:*

- EPA observations
- Encounter cards
- MSF forms
- OSCEs
- SIM assessments
- In-training exams
- Etc…

Where to find the data:*

- ePortfolio, Elentra, One45 etc.

- Ensure that CC members have <u>access</u> to the data

- <u>Organized</u> in a manner that facilitates file review (e.g., Sharepoint)

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Plan a meeting schedule*

Things to consider:
- Number of residents
  - Large programs may need to meet more regularly

- Timing relative to stage of training
  - Prior to anticipated stage transitions

- Timing relative to Residency Program Committee meetings

- Ad Hoc meetings for specific resident issues

Set an agenda*

- Determine **which residents** will be reviewed
  - Each resident must be reviewed <u>at least</u> twice/year
  - Residents requiring specific attention
  - Residents who are approaching the end of a stage

- Assign **primary reviewers**
  - Each reviewer may have 3-5 residents to review

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During the meeting...

- The **primary reviewer** will present a summary of the portfolio
  - Helpful to have EPAs and RTEs handy during the meeting*

- The committee will **discuss the resident's progress**
  - Find a way to display some of the data (e.g. projector)*

- The committee will **come to a decision about progress**
  - Recommend a "Status"
  - Recommend a "Learner Action"

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What does the CC decide on?

- CC decides on:
  - **EPA achievement**
  - **Status**
    - Progressing as expected
    - Not progressing as expected
    - Progress is accelerated
    - Failure to progress
    - Inactive
  - **Learner actions**
    - Monitor
    - Modify learning plan
    - Promote (Stage, exam, certification)
    - Formal remediation
    - Withdraw training

Learner Status	Learner - Resident Action	PG Dean approval / awareness
Progressing As Expected	Monitor Learner - Resident	Not required
	Modify Learning Plan – Suggested Focus on EPA/IM observations or RTE	Not required
	Promote Learner - Resident – to Stage 2	Not required
	Promote Learner - Resident – to Stage 3	Not required
	Promote Learner - Resident – RC Exam Eligible*	Awareness
	Promote Learner - Resident – to Stage 4	Not required
	Promote Learner - Resident – RC Certification Eligible	Required*
Not Progressing As Expected	Modify Learning Plan – Additional Focus on EPA/IM observations or RTE	Not required
	Formal Remediation	Required

Status & Action - Reporting

Learner Status	Learner - Resident Action	PG Dean approval / awareness
Progressing As Expected	Monitor Learner - Resident	Not required
	Modify Learning Plan – Suggested Focus on EPA/IM observations or RTE	Not required
	Promote Learner - Resident – to Stage 2	Not required
	Promote Learner - Resident – to Stage 3	Not required
	Promote Learner - Resident – RC Exam Eligible*	Awareness
	Promote Learner - Resident – to Stage 4	Not required
	Promote Learner - Resident – RC Certification Eligible	Required*

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Documenting CC Meetings

Meeting minutes:*
- PA or delegate

Resident report:
- Primary reviewer vs. Chair

Meeting Minutes Example

Meeting Date & Time:		Meeting Location:	
Meeting Chair:		Draft Date:	

Attendees:	Regrets:

Quorum Satisfied: ☐ YES ☐ NO

Resident:		Stage:		Last Reviewed:	
Primary Reviewer:			Proposed Status:		
Key Discussion Points:					
Status Recommendation:					
Learner Action:					
Plan to inform Resident:					
Inform PG Dean: ☐ not required ☐ awareness ☐ required					

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Sample Report

Resident Name: John Doe   **Primary Reviewer:** Dr. Smith

Reporting Period: 2018-01-05 to 2018-04-27

Current Stage: Core

Status: Progressing as expected – promote to TTP

Actions from last report:
No action required
Lacking some multi-trauma and advanced airway experiences

Comments from last report:
Demonstrating appropriate progression across EPAs, other assessment data is congruent. Lacking some data on experiences with multi-trauma and advanced airways – will likely come with time.

Comments from current report:
Has acquired additional experience with and demonstrated strong performance on multi-trauma and advanced airway cases (mix of clinical and SIM). Continues to demonstrate progress on all EPAs – all EPAs in Core achieved. Strong knowledge demonstrated on in-training exam scores. SIM OSCE assessment congruent with EPA observations. Ready to progress to TTP.

Actions from current report:
Recommend to RPC that John Doe be promoted to TTP
Academic coach to meet with John Doe to inform of CC decision and to develop learning plan for TTP

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After the CC Meeting

- Scheduling meetings with residents*
  - To inform the residents of the CC decision
  - To develop a learning plan

- Resident may meet with:
  - Program Director
  - Academic Advisor
  - Other?

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Our experience (uOttawa Emerg)

- Have been running a CC for several years
  - 50 residents (9 CBD residents starting July 2018)
  - 80 faculty

- CC membership:
  - Chair
  - PD
  - 4 faculty
  - 1 PA

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Our data

- **Elentra:**
  - EPA observations

- **One45:**
  - Shift assessments (adult/ped), rotation ITERs, etc.

- **Sharepoint:**
  - Excel file: In-training and practice exams
  - Excel file: Scholarly project summary
  - Resident portfolio (presentations, kudos, informal feedback)

Our experience (uOttawa Emerg)

Schedule:

- Planned 1 year in advance

- Generally meet every 2 months (varies 1-3 mths)
  - Meetings are scheduled for 3 hours

- Meetings scheduled around:
  - Stage transition, In-training results, Ad hoc

- Default review is in 6mths
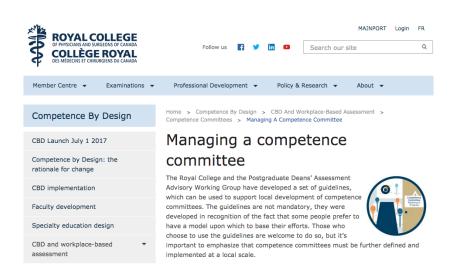
- 4 -19 residents reviewed in one meeting

Advice...

Take home points

- Work with your PD and/or CC Chair*

- List all assessment data and make it accessible to CC members prior to, and during meetings

- Plan your meeting schedule and set an agenda

- Document meeting minutes and develop a resident report template

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CC Resources

- http://www.royalcollege.ca/rcsite/cbd/assessment/committees/managing-competence-committees-e

At the bottom of the page:

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Email cbd@royalcollege.ca **if you have any unanswered questions.**

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