

Island Medical Program Presents...

## Internationally Recognized Researcher Dr. Lorelei Lingard

Nanaimo: September 22nd

&

Victoria: September 23rd, 2017

**Register Now!**

### Truth & Myths About Teams and Their Implications for How We Understand Competence in Healthcare

Lunch: 1:00 - 1:30 pm

Presentation: 1:30 - 3:30 pm

Vancouver Island Convention Centre  
Nanaimo, BC

Medicine has embraced the notion of "expert teams" as critical to clinical and educational mandates. However, the conventional emphasis on individual competence is ill-suited to creating training and assessing teamwork in clinical and educational settings. Using stories of clinical teamwork to illustrate, this presentation describes some paradoxical truths and persistent myths about healthcare teamwork. Using the concept of "collective competence", participants will learn ways to create, train, and assess teamwork and enhance their abilities to work in and build effective "expert" teams.

#### Learning Objectives:

- Describe paradoxical truths and persistent myths about healthcare teamwork
- Consider how two theories of competence help us to explain these truths and myths
- Imagine new approaches to training and assessment that will support effective teamwork

**22<sup>nd</sup>  
SEPTEMBER  
2017**

### The Many Faces of Clinical Supervision

Breakfast: 8:30 - 9:00 am

Presentation: 9:00 - 9:45 am

Concept Application: 10:00 am -12:00 pm

University Club, University of Victoria  
Victoria, BC

Clinical supervision is a critical feature of health professional education, and one which we expect to bear enormous weight. Clinical supervision must balance patient care and trainee education. It should shape identity and impart ethics. Clinical supervision is a complex social phenomenon, yet our discussions about it – and our faculty development efforts regarding it - tend towards simplification.

This presentation aims to enrich our understanding of how clinical supervision works and the practices it involves. Drawing from the research literature, the talk will paint the many faces of clinical supervision, including clinical supervision as teaching, oversight, patient care, identity formation, idiosyncrasy, control, language and assessment. Considering these many faces, we will explore the question of how to 'improve' clinical supervision in health professional education.

#### Learning Objectives:

- Describe a range of clinical supervision models and practices
- Reflect on which faces of clinical supervision are dominant in your own setting
- Explore strategies to be more conscious about clinical supervisory practices, towards their improvement
- Explore how to apply concepts to your context and environment

**23<sup>rd</sup>  
SEPTEMBER  
2017**

### Are We Training for Collective Incompetence? Three Common Educational Assumptions & Their Unintended Impact on Healthcare Teamwork

Lunch: 12:00 - 12:45 pm

Presentation: 1:00 - 1:45 pm

Concept Application: 2:00 -4:00 pm

University Club, University of Victoria  
Victoria, BC

Effective healthcare requires effective teamwork. Accordingly, medical education has a mandate to produce not only competent individuals but also competent teams. However, this is proving to be a challenge, given medical education's strongly individualistic orientation. This presentation will draw on empirical research to illustrate how some of medical education's conventional assumptions constrain our ability to produce competent teams. Three assumptions will be considered: 'competence', 'problem solving' and 'teamwork'. In each case, we will consider both what the conventional assumption focuses our attention on (the important contributions it has made to medical education) and what it distracts us from (the blind spots it has created in medical education). Using a short clinical story and empirical research findings, we will consider how to productively reorient ourselves so that we can approach competence, problem solving and teamwork in ways that maximize collective competence.

#### Learning Objectives:

- Recognize the individualist nature of educational assumptions
- Discuss the blind spots such assumptions have created in medical education
- Imagine new orientations to competence, problem solving and teamwork
- Explore how to apply concepts to your context and environment

**23<sup>rd</sup>  
SEPTEMBER  
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**Lorelei Lingard** is an internationally recognized researcher in the study of communication and collaboration on healthcare teams. She is Professor in the Department of Medicine, and Director of the Centre for Education Research & Innovation, both at the Schulich School of Medicine & Dentistry at Western University. With a PhD in Rhetoric, Dr. Lingard brings a unique approach to the field. For almost 20 years, she has studied the communication practices of clinical teams, in order to support evidence-based educational initiatives to improve teamwork. Her work has been supported by more than 80 competitive grants, and has produced more than 200 peer-reviewed manuscripts and book chapters. In recent years, Dr. Lingard has been using her research on teamwork to shift the discourse of 'competence' in medical education, so that we are paying attention to not only individual competence but also collective competence. In 2014, Dr. Lingard was awarded the prestigious appointment of Fellow of the Canadian Academy of Health Sciences, in recognition of the impact of her work on Canadian healthcare. In 2017 she was awarded the Meridith Marks Award for Mentorship in Medical Education.