**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

University Club, University of Victoria  
Victoria, BC

**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

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**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

Vancouver Island Convention Centre  
Nanaimo, BC

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

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**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

**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

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**Internationally Recognized Researcher Dr. Lorelei Lingard**

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.