

Lessons Learned from Forming a Competency Committee

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Abstract

Competency-based education has gained significant traction in medical education as a means to ensure that future healthcare professionals possess the necessary skills and knowledge for clinical practice. One effective strategy for implementing competency-based education is the formation of a Competency Committee.

Forming a Competency Committee in medical education entails several valuable steps. Establishing clear goals and objectives is paramount. Defining the committee's purpose, and responsibilities helps align its efforts with the overarching mission of the program.

Another crucial lesson is the importance of stakeholder engagement by involving faculty, program directors, and members of the committee. Regular communication and solicitation of feedback from these stakeholders ensure that the competency framework remains relevant, responsive, and reflective of real-world clinical needs.

Effective operations of the meetings include having the right people involved to review student performance, retrieving and having data in easy-to-view formats, and including an orientation on the meaning of the data.

The conclusion of each meeting is important with discussing the possible designations for each student, following up on items, and closing the loop by ensuring students receive a summary of their status.

With such important processes, it is important to always include a multi-pronged approach to gauge feedback to constantly improve the process.

2. Why is the topic important?

Challenges in forming a Competency Committee often arise from the need for adequate resources and infrastructure. Resource allocation for faculty time, training, and technology is essential for the successful implementation of competency-based assessments. Integrating the competency framework into existing curricula and evaluation systems requires careful planning and coordination to avoid redundancy and maximize efficiency.

The evaluation of the Competency Committee itself is an important lesson learned. Regular assessment of the committee's effectiveness—including its impact on student learning

outcomes and overall program quality—allows for adjustments and improvements. Feedback mechanisms, such as surveys or focus groups, can provide valuable insights into the committee's strengths and areas for development.

The formation of a Competency Committee in medical education has proven to be a valuable strategy for enhancing the assessment and training of future healthcare professionals. The lessons learned from successful implementations underscore the significance of clear objectives, stakeholder engagement, resource allocation, flexibility, and ongoing evaluation. By incorporating these lessons, medical education programs can ensure that graduates are competent and well-prepared to meet the complex challenges of modern healthcare practice.

3. Symposium format, including participant engagement methods

- 10mins intro and intro on CC
- 15mins small group check-in on the school's use of competency committees
- 15mins debrief in a large group
- 15mins overview of our CC
- 15mins small group brainstorming on aspects of what would make a good CC and what needs to be monitored
- 10mins debrief in a larger group
- 10mins wrap up

4. Take-home messages/symposium outcomes/implications for further research and/or practice

- Understanding the importance and goals of the competency committee
- Ensuring to consider multiple important factors to operationalize your committee
- Establish a QI process to review your committee

References (maximum three)

1. Kinnear B, Warm EJ, Hauer KE. Twelve tips to maximize the value of a clinical competency committee in postgraduate medical education. *Med Teach*. 2018;40(11):1110-1115.
2. Ekpenyong A, Padmore JS, Hauer KE. The Purpose, Structure, and Process of Clinical Competency Committees: Guidance for Members and Program Directors. *J Grad Med Educ*. 2021;13(2 Suppl):45-50. doi:10.4300/JGME-D-20-00841.1
3. Goldhamer MEJ, Martinez-Lage M, Black-Schaffer WS, et al. Reimagining the Clinical Competency Committee to Enhance Education and Prepare for Competency-Based Time-Variable Advancement. *J Gen Intern Med*. 2022;37(9):2280-2290.

