

**Create your own
Individualized Learning Plan (ILP)
(Faculty/Program Director)**

You will use this worksheet in this workshop to create your own Faculty ILP

Overview of the ILPs Four Steps:

Step 1 - Complete Learning Needs Assessment

- Start by defining your career goals.
 - Define your long term (3-5 years) and short term (next 6 months) career goals
- Then complete your own learning needs self-assessment.
 - Review all data available to you (Consider what skills you need individually, and also what your program needs someone to be able to do. Consider program evaluations from residents and faculty, feedback from clinical rotations, ACGME survey, CLER visit report. Etc.)
 - Complete a self-assessment on each of the Clinician Educator Competencies in terms of what skills you do well, and where you would like to improve and grow.

Step 2 - Create Learning Objectives

- Create 2-3 SMART learning objectives
 - (*SMART = Specific, Measurable, Achievable, Realistic, Time-bound*)

Step 3 - Identify your strategies/tools/resources

- Consider what you need to achieve your learning objectives. Are there educational activities you need? (certain rotations, simulation experiences, specific textbooks or websites) Are there people you need to meet - research mentors, sub-specialists in your area of interest, collaborators locally or nationally?) Are there specific programs you need to improve - board prep/coaching plans? Help with time management strategies, etc.)

Step 4 - Evaluate your learning.

- These plans depend on the type of objective. You might have an observed session in the sim lab for procedural skills, you may take a practice board exam for medical knowledge, you might review time efficiency in rounding with an upper level or chief resident, etc. And often you review your global progress with your program director at your semi-annual review.

After you complete your draft, you will review your plans with a coach.

Step 1: Completing a Learning Needs Assessment:

Define Your Career Goals - as a Clinician Educator:

Long-term (Next 3-5 years)

- a.
- b.
- c.

Short-term (next 6-12 months)

- a.
- b.
- c.

SELF-ASSESSMENT - Your data review and self-reflection exercise:

The skills listed below are taken from the current ACGME Clinician Educator Competencies – August 2022.

You could also use a list of Medical Educator Competencies from Srinivasan and colleagues included in your materials (hand out #4) for a list generated from a different group of educational experts several years ago.)

Skills	Recall then describe situations that demonstrate the ways in which you <u>excel</u> at these skills	Recall then describe situations that demonstrate where you have <u>opportunities for growth</u> in these skills.
<u>Universal Pillars</u> <ul style="list-style-type: none">● Reflective Practice and Commitment to Personal Growth● Well-being● Recognition and Mitigation of Bias● Commitment to Professional Responsibilities		
<u>Educational Theory and Practice</u> <ul style="list-style-type: none">● Teaching and Facilitating Learning		

<ul style="list-style-type: none"> ● Professionalism in the Learning Environment ● Learner Assessment ● Feedback ● Performance Improvement and Remediation ● Programatic Evaluation ● Learner Professional Development ● Science of Learning ● Medical Education Scholarship ● Learning Environment ● Curriculum 		
<u>Well Being</u> <ul style="list-style-type: none"> ● Well-being of self and colleagues 		
<u>Diversity Equity and Inclusion</u> <ul style="list-style-type: none"> ● Diversity, Equity and Inclusion 		
<u>Administration</u> <ul style="list-style-type: none"> ● Administration skill ● Leadership Skills ● Change Management 		
<u>Other</u> <ul style="list-style-type: none"> ● Any skills that are important to you in your long terms career development that you feel you do particularly well, or are having difficulty with 		

(See attached one-page ILP work sheet - complete steps 2-4 on the worksheet)

Step Two: Define Learning Objectives

Try to come up with three objectives you will work to achieve over the next six months. Take into consideration the strengths and weaknesses you just identified earlier in the ILP process. Each objective should try to follow the SMART criteria: Specific, Measurable, Achievable, Relevant, Time based.

Step Three: Identify Strategies/Tools/Resources

Once you have set your objectives, decide what you will need to accomplish them. There may be books, new journal subscriptions, on-line resources, or courses you wish to take. There may be tools you need such as an electronic calendar, a dry erase board in your office, or other organizational equipment from an office store. People may also be resources- and you may plan to set up a meeting or to have coffee with a prospective mentor or more senior faculty member to arrange research strategies, clinical experiences, career counseling, etc. You may even set up time with a peer to coordinate faculty development plans across specialties.

Step Four: Evaluate your learning

You need to state how you will evaluate the results of what you have planned. How will you know that you have accomplished the above? Some measures are simply that you have completed a set task. Some require more specific outcome measures. Examples are improved skill assessment on resident survey (your teaching, your program administration, your coaching or feedback skills). Consider developing specific surveys for you and your core faculty to have learner and peer assessment on the skills they are working on. Consider student surveys, the ACGME survey, and the report from the CLER visit.

Lastly, set a time to follow up with your mentor, or a peer program director, or your DIO to review and make next steps. Decide when you will review how you did on these plans you have set forth, and likely continue to make further plans at that time. Consider how you might be a faculty development resource for coaching for your core faculty.

Moutsios, SA, 2009. Updated 2021. Adapted from Burke, Amy. Individualized Learning Plans. Faculty Development Curriculum. Wright State. MedEd portal 2008. And Knowles, Malcolm. The Adult Learner: A Neglected Species. 4th Ed. Gulf Publishing CO. Houston, TX, 1990- Learning contracts.

Individualized Learning Plan for:

Name: _____ Date: _____

Program (or Department): _____

Title : _____

Learning Objectives	Strategies/Resources/Tools	How you will evaluate your progress	Assessment of Progress: Date:
1)			
2)			
3)			