Individual Learning Plans (ILPs): Creating Unique Plans for Resident Success

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Financial Disclosure

• I have no financial interests in this presentation

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Objectives

• Identify the key benefits and barriers of an ILP

• Understand the process of creating an ILP

• Incorporate the ILP into the academic calendar and trainee self-assessment

• Develop an ILP specific for their trainees
V.A.1. Feedback and Evaluation
V.A.1.d. (2) assist residents in developing individualized learning plans to capitalize on their strengths and identify areas for growth;
Breaking it Down

**What they are**
- Formulated by the individual
- Made by the learner for the learner
- An exercise in self-assessment and self-reflection
- Iterative
- An ACGME core requirement
- An indicator of insight and ability to become an independent lifelong learner

**What they are not**
- Set in stone
- A portfolio
- Evaluations
- The sole or major responsibility of the program director (or faculty) or the program

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Parts of the ILP

1. Self-assessment and reflection
2. Career goals/learning objectives
3. Development of plans to achieve the goal(s)
4. Assessment of progress towards the goal(s)
5. Ability to revise/generate new goals

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Benefits

- Helps teach the concepts of life-long learning and practice-based learning and improvement
- Shows the ability to self-reflect based on feedback received
- Determines if the learner has insight required to be successful in remediating
- Allows the learner to focus on priority areas, re-evaluate learning needs, and have regular discussions about achieving learning goals
Personalized Goals

1. Difficulty in self-reflection
2. Environmental strain: fatigued, time constraints
3. Competing demands: personal and work
4. Difficulty with goal generation
5. Lack of discipline or motivation to follow up and revisit

Barriers

TIME!!

NO TIME TO LOSE
More Challenges

1. Not seeing the patient population needed for clinical goals
2. Not having the time to consistently look and review plan with mentor
3. Created goals that cannot be tracked (lack of objective measures)
4. Poor faculty mentorship or lack of training
5. Difficulty drafting for first year residents that haven’t received feedback

The Program Directors’ Guide to the Common Program Requirements

Process of Creating ILP

ACGME Requirement:

• V.A.1.d.(2) assist residents in developing individualized learning plans to capitalize on their strengths and identify areas for growth;

• Residents should be encouraged to reflect upon the evaluation, using the information to reinforce well-performed tasks or knowledge or to modify deficiencies in knowledge or practice. Working together with the faculty members, residents should develop an individualized learning plan.
### Four Step Process

- **Step 1:** Feedback
- **Step 2:** Resident drafts ILP
- **Step 3:** Mentor review of ILP
- **Step 4:** Revisit the ILP and adjust when needed

### Step 1: Feedback

- Timeliness
- Specificity
- Balance reinforcing ("positive") and corrective or constructive ("negative") feedback
- Learner reaction and reflection

### Step 2: Resident starts ILP

- Self Reflection
- Create goals
- Fill out ILP form

I-SMART GOALS

- Important/Inspiring
- Specific
- Measurable
- Accountability/Attainable
- Realistic/Relevant
- Timeline/Time-Bound

Step 3: Mentor Review of ILP

- Ideally in person
- Review ILP
- Modify if goals are not achievable
- Encourage learner to proceed with plan
- Keep the PD in the loop

Step 4: Revisit the ILP and adjust when needed

- Resident weekly
- Faculty Mentor monthly
- PD every 6 months
Academic Calendar/Self Assessment

- Create after CCC meeting / First years at orientation
- Revisit every six months with PD/mentor
- Resident should review weekly (remind at resident meeting/New innovations)
- Advisor/mentor should check in with resident every month (set dates)

Year in Review

- Current/continuing residents:
  - May/Jun: Review end-of-year progress, draft & approve new ILP for next academic year
  - Oct: Quarterly review of ILP with mentor
  - Dec: Semi-annual ILP review with PD
  - Mar: Quarterly review of ILP with mentor
- New residents:
  - Jun/Jul: Hold ILP training and workshop to help new residents draft & approve ILPs
  - Oct: Quarterly review of ILP with mentor
  - Dec: Semi-annual ILP review with PD
  - Mar: Quarterly review of ILP with mentor
  - May/Jun: Review end-of-year progress, draft new ILP for next academic year

Developing Your ILP – Course of Action (COA)

- COA #1: Use a pre-existing template – Off the shelf (i.e. Stanford, Pedialink)
- COA #2: Modify an ILP template that already exists
- COA #3: Create your own from scratch
Step 1: Define Goals

What are your potential career paths?
- Obstetrician (patient care in addition to teaching medical students or residents, or in a community setting)
- Obstetrician (clinical teaching, e.g., in a hospital setting)
- Obstetrician (clinical teaching, e.g., in a hospital setting)

I am considering this career because...

Other Career Goals

What led you to consider this decision?
The two things I enjoy most are clinical medicine and teaching.

What will help you reach your goal?
Seeking out opportunities for professional development in teaching and leadership opportunities.

What do you see yourself doing at the end of fellowship?
The needs of the Air Force.

 Goals Feedback

Step 2: Assess Competencies

A. Patient Care
   Assessment average:
   - Adequate
   - Preceptor

B. Medical Knowledge
   Assessment average:
   - Adequate
   - Preceptor

C. Practice-based learning and improvement
   Assessment average:
   - Adequate
   - Preceptor
D. Interpersonal and communications skills

E. Professionalism

F. Systems-based practice

Step 3: Assess Personal Attributes

Step 4: Develop Objectives & Strategies

Work on communication and teamwork

Type:

Projected Completion Date: 8/6/2018

Expected/Measured Outcomes: Improve communication and teamwork

Strategy 1: Be proactive in asking for feedback from people I work with (at all levels and fields)

Strategy 2: Consciously ask for management thoughts from others before pushing forward with my own plan

Strategy 3: Ask for thoughts from my co-fellows

Strategy 4: Be able to communicate my plan or teach a procedure, rather than just doing it myself

Competencies 1: Interpersonal and communication skills

Attributes 1: Communication skills

Attributes 2: Ability to work with others
Ophthalmology Individualized Learning Plan

Resident's Name: Click here to enter text.

PGY: 

Date: Click here to enter a date.

STEP 1: Self-Assessment / Reflection

Please take this opportunity to reflect on your strengths (e.g., "I did this well,") and weaknesses (e.g., "I could definitely improve,") in regards to the 6 core competencies. This activity is designed to help you create a learning plan for the upcoming academic year. Indicate each with a check mark.

[This self-assessment is an adaptation of an instrument developed by Theodore C. Secker, MD, Director, Residency Training Program in Pediatrics, Stanford University School of Medicine, Pediatrics Vol. 7, No 3, September-October 2002, pages 269-272.]

<table>
<thead>
<tr>
<th>Competency</th>
<th>Attributes/Abilities</th>
<th>Strength</th>
<th>Weakness</th>
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<tbody>
<tr>
<td>Patient Care &amp; Procedural Skills</td>
<td>Basic Ophthalmology Exam and Testing in Clinic</td>
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<td>C</td>
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<tr>
<td></td>
<td>Hospital-Based Consultations</td>
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<td>Office-Based Procedures</td>
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<td></td>
<td>Cataract Surgery - Technical Skills</td>
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<td>C</td>
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<td></td>
<td>Extracapsular Surgery (Phaco, Intracapsular)</td>
<td>C</td>
<td>C</td>
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<tr>
<td></td>
<td>Intracapsular Surgery (Cornea, Retina, Glaucoma)</td>
<td>C</td>
<td>C</td>
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<tr>
<td>Medical Knowledge</td>
<td>Pathophysiology</td>
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<td>Therapeutic Interventions</td>
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<td>C</td>
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<td>Systems-Based Practice</td>
<td>Patient Safety and Quality Improvement</td>
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<td>Systems Navigation for Patient-Centered Care</td>
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<td>Physician Role in Health Care Systems</td>
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<td>Practice-based Learning and Improvement</td>
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<td>Professionalism</td>
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<td>Accountability and Competence</td>
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<td>Self-Awareness and Help-Seeking</td>
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<td>Interpersonal and Communication Skills</td>
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<td></td>
<td>Communication with Health Care Systems</td>
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STEP 2: Develop I-SMART Goals

You may use the Self-Assessment activity to create 3 goals that will help you to strengthen and/or develop your competencies. These short-term (ST) goals should be achievable during this academic year. Your ST goals may be a component of a longer-term goal that you have for the coming year(s). By the end of your 3rd year, you must cover all six competencies in your goals and each year they need to increase in level of difficulty. Goals do not always have to focus on weaknesses and can be related to strengths.

To ensure quality goals you should use the I-SMART mnemonic:

- I - Important
- S - Specific
- M - Measurable
- A - Accountability
- R - Realistic
- T - Timeframe
### Competency (check applicable competency)

- PC
- MK
- SBP
- PBLU
- Prof
- ICS

**Short-Term Goal 1**

**Strategies to achieve Goal 1**

### STEP 3: Mentor meeting to review plan

Meet with mentor to review goals and strategies. Modify document as necessary.

**RESIDENT SIGNATURE**

**DATE**

**MENTOR SIGNATURE**

**DATE**

**PD SIGNATURE**

**DATE**

### STEP 4: Periodic Goal Review

Review the goals:
- On your own weekly
- With your mentor monthly
- With the program director every 6 months

### STEP 5: Goal Progress Status

At mid-year and annual evaluations, complete this section.

**GOAL 1**
- [ ] Achieved Goal
- [ ] NOT Yet Achieved Goal

*Your assessment of progress/achievement of Goal 1* (list evidence to substantiate achievement):

**GOAL 2**
- [ ] Achieved Goal
- [ ] NOT Yet Achieved Goal

*Your assessment of progress/achievement of Goal 2* (list evidence to substantiate achievement):
Implementing your ILP

- Decide on a template
- Make example goals for each year group to help residents visualize
- Provide education to both residents and faculty
- Provide Faculty Development (what makes a good ILP, pitfalls, etc.)
- Develop and distribute a mentorship toolkit

Sample Goals

FREE SAMPLES

100s of freebies to claim NOW!
Sample #1

**Competency:** Resident did not circle one

**Goal:** Complete my cornea rotation

**Strategy:** Stay in residency

Sample #2

**Competency:** PBLI

**Goal:** Establish high yield training aids for self and future resident use

**Strategy:** Create database of most frequently asked questions, or additional easily tested material. Create electronic flash cards to address these questions. Possibly incorporate cards into a website with basic stats tracking for group based competition and learning.

Sample #3

**Competency:** Patient Care

**Goal:** Become prepared for intraocular surgery

**Strategy:** My course in residency has been temporarily delayed by circumstances that could not be prevented or foreseen. Due to the hiatus on elective surgeries, I am behind in starting intraocular surgery compared to previous classes and cohorts. It is very important that I am prepared for surgery when we are able to start, and also important that I become a well-trained and confident surgeon during my time in residency. This presents time an opportunity to practice for when I am in surgery in the near future. I will prepare by watching Cataract coach videos- goal of 1-2 daily- and practicing hands-on surgical skills. In the past few weeks I’ve spent time on the cataract simulator and on throwing 10/0 sutures under a microscope, and I will continue those two training methods 3-4 times weekly for at least 30 minutes to an hour, or more time as permitted by clinic.
Sample #4

**Competency:** Systems Based Practice

**Goal:** Complete at least one QI project by June 30th, 2021

**Strategy:** Use the first 5 rotations of the year to identify areas for potential improvement. Engage support staff and mentor to discuss ideas, choose one by December 1st, 2020. Initiate intervention by January 1st, 2021, document and analyze data by April 1st, 2021, submit for publication by June 1st, 2021.

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Summary

- Starts with good feedback
- Resident creates the ILP
- Residents and faculty need training
- Create examples and provide a template
- Set a schedule to review ILPs for residents/mentors/PD and follow through

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References

- The Program Directors’ Guide to the Common Program Requirements (Residency) - 2020 Accreditation Council for Graduate Medical Education (ACGME)
- A sample ILP adapted from an instrument developed by Dr. Theodore Sectish: https://www.uab.edu/medicine/obgynresidency/images/PDFs/Mentoring_ILP.pdf
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