PEER COACHING PROJECT: INTRODUCTION TO THE INDIVIDUALIZED LEARNING PLAN
Overview: Peer Coaching Project

What is an Individualized Learning Plan?
- Adult learning principles
- Goals
- Components
- Example
- How to facilitate

ILP Exercise

Consent
**Goal:** Explore the value of a peer coaching program to participants (first-year residents and senior resident clinical coaches).

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Entrance OSCE</td>
<td>July</td>
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<tr>
<td>OSCE viewing (faculty and self)</td>
<td>August-October</td>
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<tr>
<td>Meeting: Develop ILPs PGY-1 Randomization</td>
<td>November-December</td>
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<tr>
<td>Coaching Workshop</td>
<td>December</td>
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<td>Coaching (4x in 5mos)</td>
<td>January-May</td>
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<tr>
<td>Repeat OSCE</td>
<td>May</td>
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<td>Participant Debriefing</td>
<td>May-June</td>
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WHAT IS AN INDIVIDUALIZED LEARNING PLAN (ILP)?

- Self-assessment
  - Strengths
  - Areas for improvement
- Summarize learning needs
- Define specific goals and learning objectives
- Develop specific STRATEGIES to accomplish your goals.
- Dynamic
Adults learn best when they are actively engaged in the learning process and self-direct their own learning goals and activities.

-Knowles

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<th>Motivated to learn to satisfy need/interest</th>
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<td>Learning is life-centered</td>
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<td>Experience is the richest resource</td>
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<td>Self-directed</td>
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<td>Must change with time</td>
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GOALS OF THE ILP:

- Learning contract
- Self-assessment
- Exercise in self reflection
- Formulated by the individual (resident)
- Guided by teacher...focus on learner driven needs
Components of the ILP:

- Define goals (reflect on short and long-term goals)
- Self-assessment of areas of strengths and weaknesses
  - Personal attributes
  - Clinical competency
- Summarize learning needs
- Define learning objectives and strategies to accomplish them
  - Develop plans/strategies to achieve the goals
  - Assess the progress on goals
- Revise goals based on achievement
INDIVIDUALIZED LEARNING PLAN (ILP) WORKSHEET

Identify your personal areas of STRENGTH and CONFIDENCE:

Identify your personal areas for IMPROVEMENT:

What are your learning NEEDS to IMPROVE:

Identify three main goals for the remainder of Intern year.
1.

2.

3.
<table>
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<tr>
<th>Learning Goal (better understand, learn, become more proficient)</th>
<th>Learning Objective (start with action-verbs)</th>
<th>Learning Strategy (specific, measurable, accountability, realistic)</th>
<th>Timeline</th>
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LEARNING OBJECTIVES:

KNOWLEDGE: Define, List, Record, Repeat

COMPREHENSION: Describe, Discuss, Explain, Identify, Recognize

APPLICATION: Apply, Demonstrate, Illustrate, Perform

ANALYSIS: Analyze, Criticize, Differentiate, Question

SYNTHESIS: Collect, Construct, Create, Design, Organize, Plan, Prepare

EVALUATE: Appraise, Assess, Evaluate, Measure, Score

Avoid:

Understand, Appreciate, Believe, Know
Facilitation of ILPs:

- Do not be too judgmental
- Use Self assessment to highlight abilities
- Actively listen
- Try to encourage I-SMART goals (Important, Specific, Measurable, Accountability, Realistic, Timeline)
- Encourage near term and long term goals
- Follow through with timing and follow-up
- Consider maintaining your own ILP
- Skill building in self-directed, reflective learning should be an explicit goal of working with ILPs
  - Offer detailed and user friendly examples of entries
  - Need some dedicated time
EXERCISE

- Spend five minutes developing your own personal ILP using the worksheet provided.
- Limit your ILP to one goal.
- You will be using this ILP later in the Application Workshop.
REFERENCES

ACGME Program Requirements for Graduate Medical Education in Pediatrics, effective July 1, 2007

American Board of Medical Specialties’ Maintenance of Certification


Li ST, Burke AE. Individualized learning plans: basics and beyond. Acad Peds. 2010;10(5)289

