**APC individualized learning plan**

As part of the advanced patient care (APC) course, you are required to create an individualized learning plan (ILP) for your selective experience. Many residency programs now require trainees to develop ILPs during their intern year which are revisited and revised throughout the training program. This ILP represents an opportunity for you to reflect on your personal educational goals as you begin the transition from student to resident and embark on a career of self-directed learning.

On the following pages you will be asked to consider both your long- and short-term career goals. You will self-evaluate your skill level in the six competency areas of patient care, interpersonal and communication skills; medical knowledge; practice-based learning; professionalism; and systems-based practice. Finally, you will be asked to create a set of SMART (specific, manageable, applicable, reasonable, and timely) objectives to focus your APC month for the greatest benefit to your professional development.

This individualized learning plan is an opportunity for you to personalize your advanced patient care experience.

**All APC students must complete an individualized learning plan and submit the completed ILP to blackboard before the first day of your rotation.**

**Individualized learning plan (ILP) procedures**

1. **Start of month:** Meet with the APC course director for your scheduled APC within the first three days of the rotation to review the ILP.
2. **Midpoint review:** Bring a copy of your ILP to your midpoint review meeting with your attending. You should also bring your midpoint evaluation self-assessment and One45 skills/patient logs to this meeting.
3. **Final evaluation:** Bring a copy of your ILP to your final evaluation meeting with your attending. You should also bring your One45 skills/patient logs to this meeting.

**Step 1. Career goals**

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| **Long-term** |
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| --- |
| **Short-term** |
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Step 2. Ranking of attributes

Consider the below list of attributes. Then think back on your feedback from faculty during your third-year clerkships and any fourth-year experiences up to this point.

Initiative

Confidence

Perseverance

Response to feedback

Ability to recognize limitations

Communication skills

Ability to work with others

Strive for excellence

Attention to detail

Time management

List 3 areas where you feel strongly confident.

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |

List 3 areas where you feel you could use the most improvement.

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |

**Step 3. Self-assessment of skill level—the Dreyfus Model**

1. **Novice:** Governed by rules; unable to rely on previous experience for guidance

2. **Advanced beginner:** Still rule focused; learning is tied to concrete situations; able to identify aspects of common situations.

3. **Competent:** Relies on past experience to plan an approach to each patient’s situation; learns from the consequences resulting from the plan

4. **Proficient:** Modifies approach in response to given situations; begins to streamline the approach to each patient.

5. **Expert:** Recognizes patterns of clues; attuned to patterns that don’t fit the routine; practice is guided by tacit knowledge.

**Directions:** Mark your perceived competence level in the following areas based on the above “Dreyfus Model.” Feel free to add specific subject matter or tasks that apply to you.

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| --- | --- | --- | --- | --- | --- |
| **Patient care**  *Compassionate, appropriate, and effective for the treatment of health problems; promotion of health* | **NOVICE** | **ADVANCED BEGINNER** | **COMPETENT** | **PROFICIENT** | **EXPERT** |
| Gathering essential and accurate information about patient. |  |  |  |  |  |
| Developing and carrying out management plans. |  |  |  |  |  |
| Performing medical procedures. |  |  |  |  |  |
| Counseling patients and families |  |  |  |  |  |
| Providing effective primary care and anticipatory guidance. |  |  |  |  |  |
| Using technology to optimize patient care. |  |  |  |  |  |
| Write in: |  |  |  |  |  |
| Write In: |  |  |  |  |  |
| **Medical knowledge**  *Knowledge of established and evolving biomedical, clinical, and cognate (e.g., epidemiology and social-behavioral) sciences; application of this knowledge to patient care* | **NOVICE** | **ADVANCED BEGINNER** | **COMPETENT** | **PROFICIENT** | **EXPERT** |
| Knowing the basic clinical supportive services appropriate to this (sub-) specialty. |  |  |  |  |  |
| Critically evaluating and applying current medical information and scientific evidence. |  |  |  |  |  |
| Write in: |  |  |  |  |  |
| Write In: |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Practice-based learning and improvement**  *Investigation and evaluation of your own patient care; appraisal and assimilation of scientific evidence; improvements in patient care* | **NOVICE** | **ADVANCED BEGINNER** | **COMPETENT** | **PROFICIENT** | **EXPERT** |
| Using life-long learning skills to improve knowledge, skills and practice. |  |  |  |  |  |
| Analyzing practice to recognize strengths, deficiencies, and limits in knowledge and expertise. |  |  |  |  |  |
| Using feedback to improve performance. |  |  |  |  |  |
| Applying evidence to patient care. |  |  |  |  |  |
| Participating in the education of patients, families, students, residents, and other health professionals. |  |  |  |  |  |
| Write in: |  |  |  |  |  |
| Write In: |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Interpersonal and communication skills**  *Effective information exchange; forming teams with patients, their families, and other health professionals* | **NOVICE** | **ADVANCED BEGINNER** | **COMPETENT** | **PROFICIENT** | **EXPERT** |
| Communicating effectively with patients and families. |  |  |  |  |  |
| Communicating effectively with other health professionals. |  |  |  |  |  |
| Teamwork. |  |  |  |  |  |
| Acting in a consultative role to other health professionals. |  |  |  |  |  |
| Maintaining comprehensive, timely and legible medical records. |  |  |  |  |  |
| Write in: |  |  |  |  |  |
| Write In: |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **Professionalism**  *Commitment to carrying out professional responsibilities; adherence to ethical principles; sensitivity to a diverse patient population* | **NOVICE** | **ADVANCED BEGINNER** | **COMPETENT** | **PROFICIENT** | **EXPERT** |
| Demonstrating respect, compassion, integrity and honesty. |  |  |  |  |  |
| Demonstrating a responsiveness to the needs of patients and society that supersedes self-interest. |  |  |  |  |  |
| Demonstrating accountability to patients, society and the profession. |  |  |  |  |  |
| Adhering to ethical principles. |  |  |  |  |  |
| Sensitivity to a diverse patient population. |  |  |  |  |  |
| Write in: |  |  |  |  |  |
| Write In: |  |  |  |  |  |

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| **Systems-based practice**  *Demonstrating an awareness of and responsiveness to the larger context and system of health care; effective use of system resources to provide optimal value care* | **NOVICE** | **ADVANCED BEGINNER** | **COMPETENT** | **PROFICIENT** | **EXPERT** |
| Knowing types of medical practice and delivery systems. |  |  |  |  |  |
| Practicing cost-effective health care. |  |  |  |  |  |
| Advocating for quality patient care and assisting patients in dealing with system complexities. |  |  |  |  |  |
| Advocating for health promotion and disease prevention. |  |  |  |  |  |
| Acknowledging medical errors and examining systems to prevent them. |  |  |  |  |  |
| Write in: |  |  |  |  |  |
| Write In: |  |  |  |  |  |

**Step 4. Setting objectives, creating strategies, and determining measures**

Describe two to three objectives you will work to achieve during your APC rotation.

Consider the strengths and weaknesses you just identified above in the ILP process. Each objective should meet the SMART criteria: **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-based.

**EXAMPLE**

**Goal:** (S*et an educational goal describing general educational outcomes. This is an example of a goal for system-based practice*) Demonstrate an awareness of insurance systems which impact patient care in the Houston area.

**Strategies:** *(This is your plan of action. How you will achieve your goal.)* Attend an in-service to be held by BCBS of Texas, describing third party.

**Outcome:** *(A clear and concise statement of observable skills that you will be expected to perform once the goal has been met.)* Will provide a brief presentation to third-year medical students on this service about the role of insurance providers.

Objective #1

Goal:

Strategies:

Outcome:

Objective #2

Goal:

Strategies:

Outcome:

Objective #3

Goal:

Strategies:

Outcome: