LEARNING *PLAN*

Resident Name >   **Preceptor Name** >
Date >   **Site/Location** >

CONTEXT (*reason for learning plan*) >

GOALS	STRATEGIES	ASSESSMENT	RESULTS
▸ Desired area of development ▸ Learning outcomes targeted (use Skill Dimensions or CanMEDS-FM competencies, whenever possible)	▸ What strategies will help the learner achieve this goal? ▸ Specify details such as frequencies and persons responsible, whenever possible	▸ How will learner performance be assessed? ▸ Timeline for progress review?	▸ Goal achieved fully, partially, or not at all? ▸ Next steps?
▸	▸	▸	

Resident Signature: _____   **Preceptor Signature:** _____

LEARNER *in* DIFFICULTY // Learning Plan

Resident Name > *Dr. D. Green*
Date > *January 1, 2014*

Preceptor Name > *Dr. L. Brown*
Site/Location > *Main St. Clinic*

CONTEXT (*reason for learning plan*) > Based on direct observations of patient encounters and input from clinical colleagues, it was noted that Dr. Green's approach to care tends to be more directive or prescriptive than patient-centered and collaborative. Examples of this include recurrent interruptions and redirections of patients when describing their illness experience, omission of the FIFE questions in the majority of patient interviews, and a didactic presentation of management plans as opposed to a bidirectional or negotiated approach. This learning plan has been developed to support Dr. Green in developing the skill dimension of Patient-Centered Approach and focuses on the key enabling competency of collaborative decision making as described in the CanMEDS-FM Collaborator role.

GOALS	STRATEGIES	ASSESSMENT	RESULTS
▶ Desired area of development ▶ Learning outcomes targeted (use Skill Dimensions or CanMEDS-FM competencies, whenever possible)	▶ What strategies will help the learner achieve this goal? ▶ Specify details such as frequencies and persons responsible, whenever possible	▶ How will learner performance be assessed? ▶ Timeline for progress review?	▶ Goal achieved fully, partially, or not at all? ▶ Next steps?
Skill Dimension > Patient-centered Approach ▶ Demonstrate respect for patient's care agenda ▶ Demonstrate patient/family engagement in collaborative decision making around care plans	*The learner will* > ▶ Actively listen to patient's concerns as demonstrated by verbal and non-verbal cues ▶ Ask patient their feelings, ideas, functional impact and expectations regarding their health concerns ▶ Clarify and feedback to the patient what he/she has heard ▶ Actively involve patient/family in care decisions	*Assessed by* > ▶ Direct observation of patient care (eg. field notes) ▶ Review of written chart notes for documentation of patient's preferences ▶ Patient feedback ▶ Reviewed at 4 weeks (Jan 15, 2014)	

Resident Signature: _____*DGreen*_____

Preceptor Signature: _____*LBrown*_____