

Individualized Learning Plans: The Pediatric Experience

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ACGME: Pediatrics 2006

“Documentation of an individual learning plan for each resident must occur annually”: New Requirement

ACGME *Companion Document* guidance:

“Documented personal learning objectives and strategies to achieve them”

ACGME: Pediatrics 2022

Create and document an Individualized Learning Plan (ILP) at least annually (Core)

V.A.1.d).(2).(b).(i)

- The program must provide a system to assist residents in this process, including: (Detail) V.A.1.d).(2).(b).(i).

a) faculty mentorship to help residents create learning goals; (Detail)

b) systems for tracking and monitoring progress toward completing the individualized learning plan. (Detail)

Why Individualized Learning Plans?

“Adults learn best when they are actively engaged in the learning process and self-direct their own learning goals and activities.”

Knowles MS, Holten EF, Swanson RA. *The Adult Learner: The Definitive Classic in Adult Education and Human Resources Development*. 6th Ed. Burlington, Mass: Elsevier; 2005

“Without question the single most potent tool I have come across in my more than half-century of experience with adult education”

Knowles M. *The Adult Learner: A Neglected Species*. 4th Ed. 1990:139

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ILP Components in Pediatrics

1) Define goals

Self-assessment

2) Clinical competency

3) Personal Attributes

Summarize learning needs

4) Define objectives and strategies

Pedialink: American Academy of Pediatrics (AAP)

The screenshot displays the PediaLink website interface. At the top, there are navigation links: ABOUT PEDIALINK, CONTACT US, HELP, PRIVACY POLICY, MY ACCOUNT, and YOUNGPE. The main header features the PediaLink logo and the text "Online Center for Lifelong Learning". A user is signed in as Ann Burke, Program Director, with a "Sign Out" link. Below this, there are tabs for "Pediatrician View", "Program View", and "Resident View". A secondary navigation bar includes "Home", "Individual Learning Plan", "PREP Self-Assessment", "CME", "Teaching and Learning Resources", and "Career Planning". The main content area shows a breadcrumb trail: "Overview" > "Goals" > "Competencies" > "Attributes" > "Objectives", with a "Print" button. The title is "Individual Learning Plan Overview" with a "Guided Tour: Learning Plan" link. A descriptive paragraph explains the Individual Learning Plan (ILP) process. A "Create a New Learning Plan" button is visible. Below, a "Current Learning Plan" section shows a table for the "2010 learning plan".

ABOUT PEDIALINK CONTACT US HELP PRIVACY POLICY MY ACCOUNT YOUNGPE

PediaLink Online Center for Lifelong Learning

Welcome, you are signed in as **Ann Burke, Program Director** [Sign Out](#)

Pediatrician View Program View **Resident View**

Home Individual Learning Plan PREP Self-Assessment CME Teaching and Learning Resources Career Planning

Overview Goals > Competencies > Attributes > Objectives Print

Individual Learning Plan Overview [Guided Tour: Learning Plan](#)

The Individual Learning Plan (ILP) is a straightforward, guided process that assists you in meeting ACGME (Accreditation Council for Graduate Medical Education) requirements, becoming a reflective practitioner, and creating a habit of lifelong learning. Each step can be completed in approximately 5-10 minutes.

[Create a New Learning Plan](#)

Current Learning Plan

2010 learning plan [Edit title](#)

| | Status | Date | Action |
|-----------------------------|-----------|------------|----------------------|
| 1. Define Career Goals | Completed | 10/15/2010 | View |
| 2. Assess Core Competencies | Completed | 10/15/2010 | View |

Wright University
Resident
Members
08/31/20
Program
Resident
Status: I
PREP S
2011: 0
question
2010: 29
question
2009: 54
question

Learning Plan Summary: Kyra

Kyra's ILP

Step #1: DEFINE GOALS

Advisor: Thomas Bertagnoli DO, FAAP

Plan Discussed

Plan Finalized


Overall Feedback

Send feedback to Resident

Save and exit

Cancel

Step 1: Define Goals

Unlock this step 

What are your potential career plans?

General Pediatrics Hospitalist Fellowship
Pediatric Subspecialty Fellowship: Adolescent Medicine
Primary Care Pediatrics: Academic Health Center Practice
Primary Care Pediatrics: Community Health Center Practice
Primary Care Pediatrics: Urban or rural underserved
Undecided
Undecided

I am considering this career because...

I love the way a general pediatrician can really be an anchor for a child and their family when it comes to navigating their way to a healthy life. I know how intimidating and confusing it can be to see a lot of doctors for different needs, so it can make a world of difference to have someone to walk with you through that process. I like being able to keep the big picture at the forefront of my practice and following through each detail to make sure I haven't overlooked anything. I also love the relationship building you can do over many years, particularly in outpatient general pediatrics; I really enjoy the continuity. *(General Pediatrics)*

One of my other interests is in psychiatry, so regardless of what I choose to do I'd really like to keep children's mental health in mind! I did a rotation in adolescent medicine during 4th year and really enjoyed seeing the continuity there. I think adolescents are often avoided or misunderstood, and I think it is a great skill to be able to work with this age group effectively. *(Fellowship)*

Other Career Goals

I am also very interested in academic medicine (I love to work with medical students!),

Goals Feedback

Pedialink: American Academy of Pediatrics (AAP)

Step #2: SELF-ASSESS COMPETENCIES

Step 2: Assess Competencies

Download Report



A. Patient Care

[View Milestones](#)

Assessment average:



Comments:

Pedialink: American Academy of Pediatrics (AAP)

A. Patient care [\[+\] Show Sub-competencies](#)



B. Medical knowledge [\[+\] Show Sub-competencies](#)



C. Systems-based practice [\[+\] Hide Sub-competencies](#)

1. Patient Safety [\[Assess\]](#)



2. Quality Improvement [\[Assess\]](#)

3. System Navigation for Patient-Centered Care – Coordination of Care [\[Assess\]](#)

4. System Navigation for Patient-Centered Care – Transitions in Care [\[Assess\]](#)

5. Population and Community Health [\[Assess\]](#)

6. Physician Role in Health Care Systems [\[Assess\]](#)

D. Practice-based learning and improvement [\[+\] Show Sub-competencies](#)

Result in effective information exchange and teaming with patients, their families, and other health professionals.

1. Evidence-Based and Informed Practice [\[Assess\]](#)

2. Reflective Practice and Commitment to Personal Growth [\[Assess\]](#)

A. Patient care [\[+\] Show Sub-competencies](#)

Assessment
average:



PC1. History.

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|--|---|
| Gathers information strictly following a template | Adapts template to filter and prioritize pertinent positives and negatives based on broad diagnostic categories or possible diagnoses | Filters, prioritizes, and synthesizes the history to develop a differential diagnosis in real-time for uncomplicated or typical presentations | Filters, prioritizes, and synthesizes the history to develop a differential diagnosis in real time for complicated or atypical presentations | Recognizes and probes subtle clues from patients and families; distinguishes nuances among diagnoses to efficiently drive further information gathering |
| Example | Example | Example | Example | Example |
| <i>In taking the history of a 13-year-old female presenting to the clinic with fever, vomiting, and</i> | <i>Using elements of the chief complaint and review of systems, appropriately</i> | <i>Uses an organized and descriptive approach to discuss a 13-year-old female with acute onset of</i> | <i>Recognizes during history taking the nuanced risk factors of hemolytic uremic syndrome and</i> | <i>Elicits information about ongoing risk factors for hemolytic uremic syndrome such as dietary history,</i> |


D. Practice-based learning and improvement [\[+\] Show Sub-competencies](#)

Result in effective information exchange and teaming with patients, their families, and other health professionals.

1. Evidence-Based and Informed Practice [\[Assess\]](#)

2. Reflective Practice and Commitment to Personal Growth [\[Assess\]](#)

Step #3: SELF-ASSESS ATTRIBUTES

| Step 3: Assess Personal Attributes  | |
|--|----------------------------------|
| STRONGER | Perseverance |
| | Response to feedback |
| | Ability to recognize limitations |
| | Strive for excellence |
| | Ability to work with others |
| | Wellness |
| WEAKER | Initiative |
| | Communication skills |
| | Attention to detail |
| | Time management |
| | Confidence |
| | |

Attributes selected for improvement are shown in bold

Self-Assessment

- Force the learner to reflect on their strengths and weaknesses
- Recognize impact on learning and performance

Stewart J et al. Clarifying the concepts of confidence and competence to produce appropriate self-evaluation measurement scales. Med Educ 2000; 34:903-909.

- Poor to modest correlations
- Multitude of psychosocial factors are in play
- Over-assessment and under-assessment
- Relative ranking model

Gordon M. A review of the validity and accuracy of self-assessments in health professions training. Acad Med 1991; 66 762-769.

Pedialink: American Academy of Pediatrics

Step #4: DEVELOP OBJECTIVES and STRATEGIES

Step 4: Develop Objectives & Strategies

Develop a working medical knowledge base in providing current patient care and in sharing that knowledge with others

Type: Long-term

Status: Some Progress

Projected Completion Date: 1/14/2023

Expected/Measured Outcome: Improved confidence in gaining and sharing of medical knowledge, 1 article weekly, complete all Pedialink questions by block + primary pediatric questions by end of Block 7

Strategy 1: Ask at least 2 research-focused-based questions prior to reading each article

Strategy 2: Pedialink questions

Strategy 3: Peds in Review, UptoDate for additional support

Strategy 4: Incorporating practice guidelines into patient practice (Up-to-Date, other practice guidelines)

Strategy 5: Resource books (use for initial plan-building)

Competencies 1: Medical knowledge

Competencies 2: Practice-based learning and improvement

Attributes 1: Communication skills

Attributes 2: Confidence

Create and maintain clear lines of communication between medical providers and patients' medical care

Type: Long-term

Status: Some Progress

Projected Completion Date: 5/31/2023

Expected/Measured Outcome: Increased confidence and positive feedback on rotations regarding presentations and communication -evaluate at end of block 10 and

Objectives Feedback



Step 4: Develop Objectives & Strategies

Develop a working medical knowledge base in providing current patient care

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Competencies 1: Medical knowledge

Competencies 2: Practice-based learning and improvement

Attributes 1: Communication skills

Attributes 2: Confidence

Attributes 3: Ability to work with others

Attributes 4: Time management

Creates stronger patient-parent-provider alliances with families while providing

I-S.M.A.R.T. Goals

I- Important

S- Specific

M- Measurable

A- Accountability

R- Realistic

T- Timeline

Individualized Learning Plans

77% of residents surveyed preferred on-line submission

18% have no preference

5% preferred paper-type ILPs

Jost-Starmer A, Burke AE. Resident perceptions of individualized learning plans. *Academic Pediatrics* 2009. 9 (4)8-9.

Li ST, Burke AE. Individualized learning plans: basics and beyond. *Academic Pediatrics* 2010. 10 (10):289-292.

Learning Goal Scoring Rubric

Learning Goal Scoring Rubric*

| Criterion [†] | Score [‡] | | | |
|---|------------------------------------|---|--|---|
| | 0 | 1 | 2 | 3 |
| <p>Specific goal</p> <p>Goal must be specific rather than general. The goal must be able to be measured or assessed. Learner does not necessarily need to choose the right measurements.</p> | Extremely broad and not measurable | <ul style="list-style-type: none"> • Vague or unclear description of goal • Broad or unrealistic scope • Not easily measured/assessed • Increased comfort in a skill without description of what comfort means or how it will be measured | <ul style="list-style-type: none"> • Specific goal at the level of knows/knows how • Uses verbs like understand, learn, know, list, describe, explain • Appropriate and realistic scope <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Goal at the level of shows how/does that could be more specific or has an inappropriate scope | <ul style="list-style-type: none"> • Specific goal at the level of shows how/does • Uses action verbs (NOT understand, learn, know) • Describes what the learner will be able to do • Appropriate and realistic scope |
| <p>Important goal</p> <p>A clearly delineated reason for the goal must be stated, including why the goal is important now, and be based on both past experiences and broader career goals.</p> | No stated reason for this goal | Vague or unclear description of the importance of the goal with very limited reflection | Includes detailed description of one of the following: <ul style="list-style-type: none"> • Past experience with the goal or evidence that this is an area to work on • Description of this goal in relation to broader career goals/general needs | Includes detailed description of both of the following: <ul style="list-style-type: none"> • Past experience with the goal or evidence that this is an area to work on • Description of this goal in relation to broader career goals/general needs |

Lockspeiser TM, Schmitter PA, Lane JL, Hanson JL, Rosenberg AA, Park YS. Assessing residents' written learning goals and goal writing skill: Validity evidence for the learning goal rubric. *Academic Medicine*. 2013;88:1-6.

Learning Goal Scoring Rubric

| | | | | |
|--|--|---|---|--|
| <p>Realistic multisource plan</p> <p>Specific steps to accomplish the goal are feasible and can be incorporated in learner's day-to-day schedule. Timeline must be included for accomplishing the goal.</p> | <p>No plan included</p> | <p>Includes one of the following:</p> <ul style="list-style-type: none"> • Realistic and specific activities • Appropriate activities that correlate with goal • Specific timeline that matches scope of goal • Uses multiple different learning resources, activities, or strategies | <p>Includes two or three of the following:</p> <ul style="list-style-type: none"> • Realistic and specific activities • Appropriate activities that correlate with goal • Specific timeline that matches scope of goal • Uses multiple different learning resources, activities, or strategies | <p>Includes all four of the following:</p> <ul style="list-style-type: none"> • Realistic and specific activities • Appropriate activities that correlate with goal • Specific timeline that matches scope of goal • Uses multiple different learning resources, activities, or strategies |
| <p>Measurable outcome</p> <p>Must be measurable, assessable, documentable, or observable.</p> | <p>No outcome measures included or outcome measure that is not related to the goal</p> | <ul style="list-style-type: none"> • Vague outcome measures • Increased comfort in a skill without description of how comfort will be measured | <ul style="list-style-type: none"> • Specific outcome measure for goal at the knows/ knows how level • Documentable • For instance, provide handout, give a talk about a topic <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Outcome measure at shows how/does level that could be more specific | <ul style="list-style-type: none"> • Specific outcome measure for goal at the shows how/does level • Documentable • Provides evidence of progress or goal achievement • For instance, direct observation, patient outcomes, written or oral reflection |

Competency and ILPs: PBLI

- Importance of self-improvement
- “Individualized Learning Plan”
- Learning goals through I-SMART

Burke AE, Benson B, Englander RE, et al. Pediatric Milestones Domain of competence: practice-based learning and improvement. *Academic Pediatrics*. 2014; 14:S38-S54.

“Resident Self-Assessment and Learning Goal Development”

- 2254 residents submitted 6078 learning goals through Pedialink
- Residents rated **Systems Based Practice (SBP)** and **Medical Knowledge** lowest on self-assessment
- More likely to make a learning goal about a learning gap

Li ST, Tancredi DJ, Burke AE, Trimm RF, Guillot A, Guralnick S, Mahan J, *Academic Pediatrics*. 2015 15 (4):367-373.

Learning Goals

In Pursuit of Meaningful Use of Learning Goals in Residency: A Qualitative Study of Pediatric Residents

Tai M. Lockspeiser, MD, MHPE, Su-Ting T. Li, MD, MPH, Ann E. Burke, MD, Adam A. Rosenberg, MD, Alston E. Dunbar III, MD, MBA, Kimberly A. Gifford, MD, Gregory H. Gorman, MD, MHS, John D. Mahan, MD, Michael P. McKenna, MD, Suzanne Reed, MD, Alan Schwartz, PhD, Ilene Harris, PhD, and Janice L. Hanson, PhD, EdS

- Program support
- Faculty roles
- Goal characteristics and purposes
- Resident attributes
- Accountability and goal follow through

Questions?



Boonshoft
School of Medicine
WRIGHT STATE UNIVERSITY



dayton
children's

- Lockspeiser TM, Schmitter PA, Lane JL, Hanson JL, Rosenberg AA, Park YS. Assessing residents' written learning goals and goal writing skill: Validity evidence for the learning goal rubric. *Academic Medicine*. 2013;88:1-6.
- Stuart E, Sectish T, Huffman L. Are residents ready for self directed learning? A pilot program of individualized learning plans in continuity clinic. *Ambulatory Pediatrics*. 2005;5:298-301.
- Li ST, Paterniti DA, Co JP, West DC. Successful self-directed lifelong learning in medicine: A conceptual model derived from qualitative analysis of a national survey of pediatric residents. *Academic Medicine*. 2010;85:1229-1236.
- Lockspeiser T, Li ST, Burke AE, Rosenberg A, Dunbar T, Gifford K, Gorman G, Mahan J, McKenna M, Reed S, Schwartz A, Harris I, Hanson J. In pursuit of the meaningful use of learning goals in pediatric residency: A qualitative study of pediatric residents. *Academic Medicine*. 2016; 91(6):839-46.
- Li ST, Tancredi DJ, CO JP, West DC. Factors associated with successful self-directed learning using individualized learning plans during pediatric residency. *Academic Pediatrics*. 2010;10:124-130.
- Reed S, Lockspeiser T, Burke AE, Gifford K, Hanson J, Mahan J, McKenna M, Rosenberg A, Li ST. Practical suggestions for the creation and use of meaningful learning goals in graduate medical education. *Academic Pediatrics*. 2016; 16:20-24.
- Li ST, Paterniti DA, Tancredi DJ, Burke AE, Trimm RF, Guillot A, Guralnick S, Mahan JD. Resident self-assessment and learning goal development: evaluation of resident-reported competence and future goals. *Academic Pediatrics*. 2015; Volume 15, (4) pp367-373.