

Gifted Learners: Strategies for Tailoring Individualized Learning Plans

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Disclosures

- Dr. Montjoy and Dr. Hollander-Rodriguez are both shareholders in Cascade Comprehensive Care, a local Coordinated Care Organization in Oregon
- Dr. Hollander-Rodriguez is also a board member for Cascade Comprehensive Care

Additional Disclosures



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Learning Objectives

- Understand the imperative to challenge and support your residency's most gifted residents
- Develop a process for identifying gifted learners and engaging them in creating a learning plan
- Utilize the FM EPAs and milestones to implement well-crafted Individualized Learning Plans for gifted learners

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Independent vs Individualized

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Poll Question #1

At our program we develop learning plans for:

- A. Learners with difficulties
- B. Gifted learners
- C. Everyone
- D. As few learners as possible

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What is a learning plan?

- “A written agreement between a learner and teacher that outlines learning expectations, strategies and evaluation.”

The Academic Support Process (ASP) website:
Helping preceptors develop resident learning
plans and track progress

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What a learning plan is NOT

- A static process
- Stifling or overwhelming
- Unilaterally directed



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So...What is a learning plan?

- Expectations
- Strategies
- Evaluation
- What else?



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Why is this important?

- Learning plans work
 - Process is for:
 - Learner
 - Faculty/program
 - Any good provider can teach?
 - Results are for the learner.... and the field.

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Why is this important?

- Allocation of resources
 - All parties
- Realization of full potential
- Possible implications for life-long learning



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Identifying Gifted Residents



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Poll Question #2

At your program do you use objective measures to identify gifted residents?

- A. Yes
- B. No
- C. Unsure
- D. Everyone has a gift



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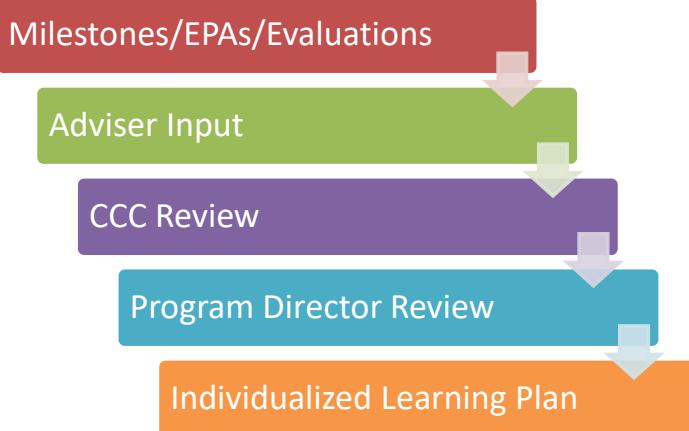
Identifying Gifted Residents

- What objective parameters could you apply?
 - Milestone evaluations
 - Rotation evaluations
 - EPAs
- CCC evaluation
- Program Director input
- Other ideas?

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Identifying Gifted Residents



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Poll Question #3

At your program do you use objective measures to identify residents' learning styles? (e.g., auditory, visual, etc.)

- A. Yes
- B. No
- C. Unsure
- D. See one, do one, teach one

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Identifying Learning Needs

- Visual, Auditory...Tactile
- Self-directed vs Templated
- Intensive vs Passive
- Adult learning theory (andragogy)

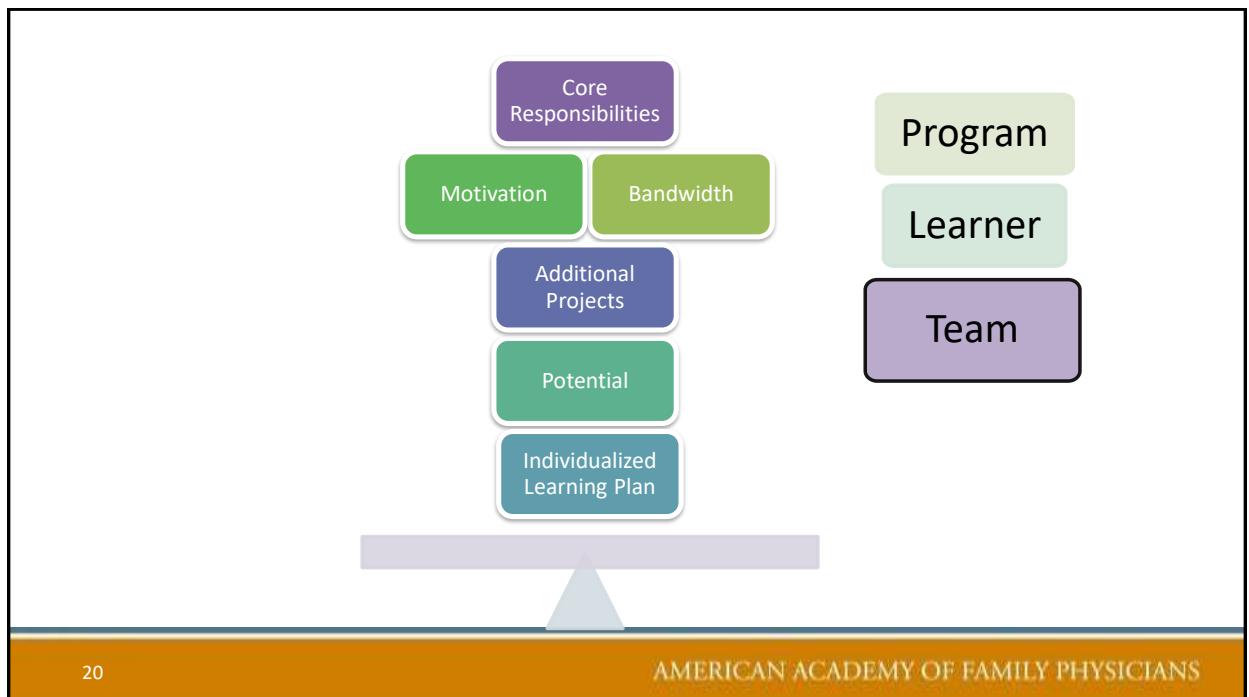
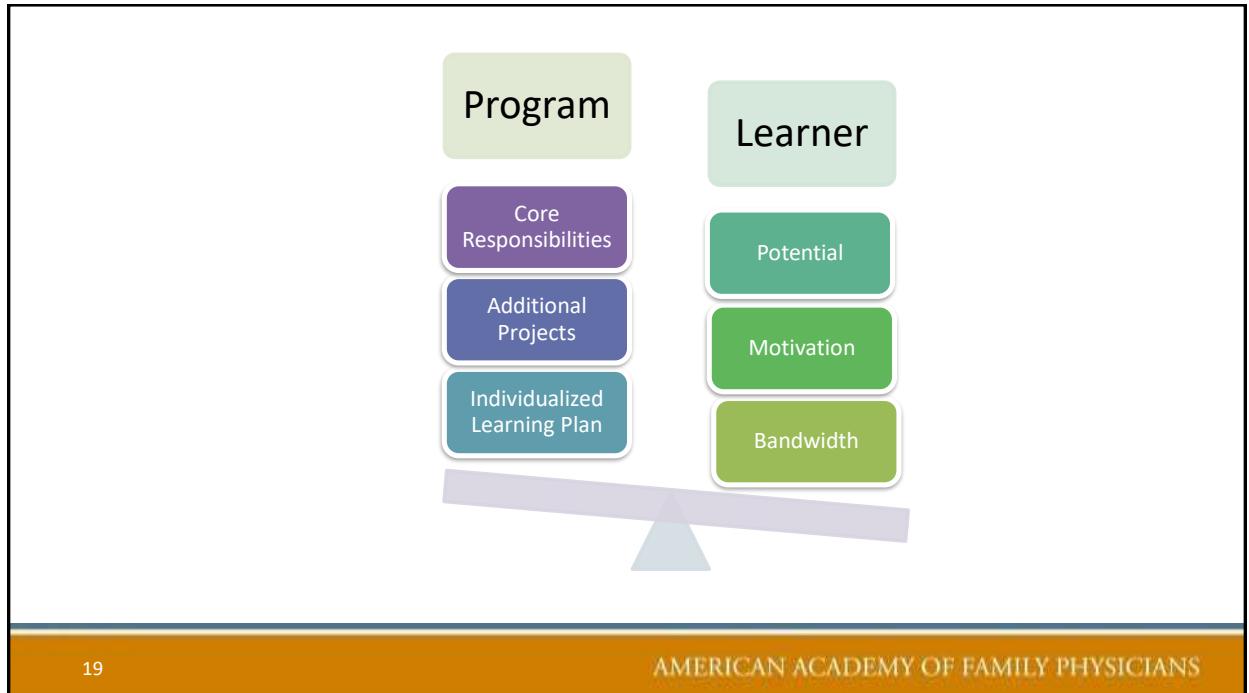
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Program-Directed Learning vs Self-Directed Learning



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Crafting a Good ILP for Gifted Residents



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Crafting an ILP: Basic elements

1. Reflect on long-term career goals and self-assessment of strengths, weaknesses
2. Goal generation
3. Develop plans/strategies to meet goals
4. Assess progress toward goals
5. Revise goals/generate new goals ***citation

Steps 1 & 2: Reflection and Self-Assessment

- Develop self-reflection
 - Learn to self-assess
 - Use feedback from mentors
- Mindful practice and deliberate practice
- Promote life-long learning

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Step 3: Goal Generation

- Resident commits to a goal
- Writes it down
- Craft SMART goals



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Step 4: Plan development

- Plan development and follow-through
 - Often difficult for residents
 - Distractions
 - Competing priorities
- Deconstruct goal into specific steps
- Make a plan to accomplish each step
- Suggest potential strategies
 - Let the learner prioritize
 - Ensure they are realistic
 - Set timelines
 - Identify mentors/coaches

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Step 5: Assess Progress/Revise goals

- External accountability is essential
 - Help resident develop internal accountability
 - Key difference between ILPs and just allowing gifted learners independence for projects and passions
 - Who monitors progress?
- Schedule time to meet

Individualized Learning Plans: Basics and Beyond
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Elements Specific to the Gifted Learner

- Strong residents still work on growth
- Coaching and mentoring from the program
- Extracurricular activities
- Longitudinal and iterative
- Resident involvement and passion

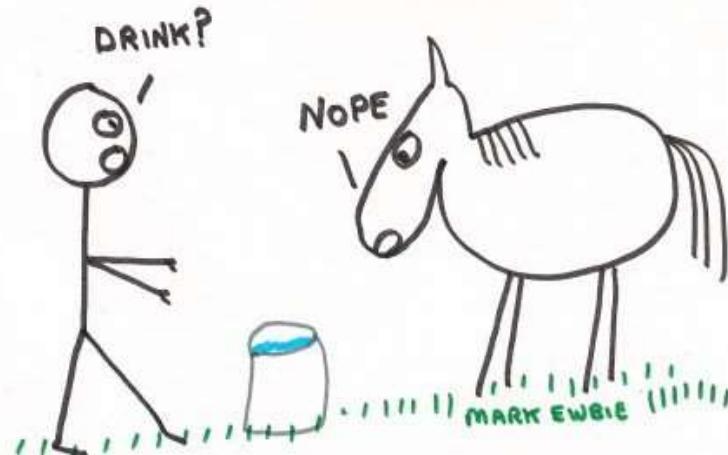
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Engaging the Resident



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Engaging the Resident

- Milestones
- Family Medicine EPAs
- Reflection and goal-setting



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Engagement: EPAs and Milestones

1. EPAs identify particular areas for mastery
2. Reverse-map to subcompetencies and milestones
 - using the EPA toolkit
3. Focus on higher level milestones as developmental achievements

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Engagement: Goal Setting

- Advisor meetings
- Semi-annual evaluations
- Aligning career goals
- Elective planning
 - Passions vs. gaps



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Example

1. Resident identifies their future practice plan as wanting to work in advocacy and address health disparities
 - Corresponds to EPA 18
 - includes some of 16 and 19
2. Map EPAs to subcompetencies and milestones using grid
3. Meet with resident and note areas needed for higher level achievement to milestones level 4 or 5
4. Develop learning plan to foster this growth

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Other Engagement Strategies

- Longitudinal electives
 - Potentially better use of elective time
 - Incorporates personal passions earlier in residency
 - Matches adult learning theory (andragogy)
 - Spaced repetition
 - Self-directed, ownership, autonomy

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Other Considerations



Potential Barriers

- Protecting time to meet
- Authorship and ownership
- Approach residents fairly
- Faculty, faculty, faculty
 - Champions
 - Buy-in
 - Development



Poll Question #4

Should every resident have an ILP?

- A. Yes
- B. No
- C. What's an ILP again?
- D. Only if you think everyone is a unique rainbow unicorn

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Does everyone need an ILP?

- Are we becoming like Pediatrics?
- What about the residents in the middle?
- Is it feasible in smaller training sites?

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What about wellness?

- Initially identified for remedial learning plans
- Some gifted learners shy away from “extra work” and cite wellness as the reason
- Encourage deliberate, mindful goal-setting for wellness



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Take Home Points

- Use a combination of objective and subjective data to identify gifted learners
- Develop ILPs that are dynamic and innovative
 - Follow the guidelines of a well-crafted ILP: reflect, set goals, develop a plan, assess progress, revise
 - Self-direction and support are key!
- Engage gifted learners in ILPs using their own professional goals and tools such as the FM EPAs

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Poll Question:

Enter your email address to be included in any follow-up communication from the presenter(s).

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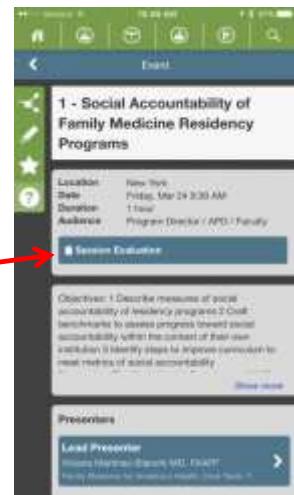


Social Q & A

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Please...
Complete the
session evaluation.



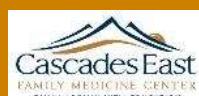
Thank you.

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