# Learning Plans +/- Skills Inventory

### **Guiding Your Student**



## Learning Plans

LEARNING PLAN					
Goal (Stated in SMART format) Specific, Measurable, Attainable, Realistic, Time- Based	<ul> <li>Strategies</li> <li>Describe strategies for attaining the goal.</li> <li>Include actions you will do to achieve your goal.</li> <li>Strategies may change as you make progress.</li> </ul>	Indicators of Progress (how will you know if achieving goal? (ig: feedback from preceptor, reflection)	Progress at MIDPOINT Include: • Key accomplishments • Next steps • behaviors/skills/knowledge requiring further improvement	Progress at FINAL Include: • Key accomplishments • Next steps • behaviors/skills/knowledge requiring further improvement	
Learning Goal 1:				· ·	
Learning Goal 2:					
Learning Goal 3:					
Learning Goal 4:					

Please provide a summary of feedback you have received from previous preceptors/lab facilitators/employers/peers to date.

**Previous Feedback: Strengths** 

**Previous Feedback: Areas for Improvement** 

### Skills Inventory (Pharm 554-556)

#### STEP ONE: SKILLS INVENTORY

Complete the Skills Inventory below to assess skills that may be a focus for your Learning Plan. Below are some of the primary skills you will be using during your placement. Indicate your comfort and practice scale with each skill/activity.

Activity/Skill	Students should consider the following factors when assessing their abilities:	Comfort/Confidence Scale 1 2 3 4 5 6 7 Uncomfortable Comfortable	Comments: (to provide perspective on the rating)
Communicating with patients, team members, colleagues (both verbally and in writing)	<ul> <li>Speak clearly, effectively and respectfully, tailoring responses to context and audience</li> <li>Use appropriate non-verbal communication. (e.g. open body language, use of facial expressions)</li> <li>Listen effectively (conversations are 2-way)</li> <li>Employ effective interviewing strategies</li> <li>Use appropriate language, pace and tone</li> <li>Demonstrate appropriate confidence</li> <li>Document information appropriately and accurately</li> </ul>	1 2 3 4 5 6 7 Uncomfortable/ Lack Confidence Confident	
Gathering medical and medication history	<ul> <li>Use systematic process to gather data</li> <li>Use multiple sources to synthesize data</li> <li>Employs effective interviewing techniques</li> <li>Gather and interpret appropriate amount of information including relevant physical exam, lab tests, point-of-care and diagnostic assessments</li> </ul>	1 2 3 4 5 6 7 Uncomfortable/ Lack Confidence Confident	

### Learning Plans

• Tool to facilitate self directed learning

What is a learning plan?

• I week before the placement

When should I expect to view it?

- Encourage self assessment & self directed learning
- Refine goals, facilitate learning opportunities, provide feedback on progress

What is my role?

Learning Goal	Resources & Strategies	Progress Indicators
Understand and review diabetes, hypertension and CV risk by the end of week 1-2.	Review DM, HTN and dyslipidemia guidelines. Discuss diabetes cases (and management) with my preceptor(s) and the team.	Self-reflect on my understanding of DM, HTN and dyslipidemia management at the end of weeks 1 and 2. Feedback on assessment & case management from preceptor.

# Making it SMARTer

Learning Goal	Resources & Strategies	Progress Indicators
Develop effective glycemic control plans for 3 patients with DM by the end of week 2.	Review Canadian DM guidelines, and specifically aspects of glycemic control and how to adjust medications. Discuss cases & management with preceptor/team	Self-reflect on my knowledge of glycemic control management including how to determine pros/cons of therapy for specific patient & identify appropriate goals & monitoring parameters. Feedback on assessment & case management from preceptor at the end of week 2.

### Feedback on Learning Plans

- Watch the verbs: avoid "understand"
- Check of alignment with the purpose or the placement
- Don't let them tackle too much at once
- Check that the goals are at the "right level"
- Ensure the timelines are feasible and hold the learner accountable
- Consider, will activities support achieving the goal & are they reasonable for the placement?