



# UNIVERSITY OF CALGARY

## RESIDENCY PROGRAM

### When and How to Write a Focused Learning Plan (FLP) A Step-Wise Approach

#### **Phase 1: Identify the Resident with some performance deficiencies**

1. At the 4 Month Progress Review (See 4-Month Progress Report Guidance) – decide if:
  - i. Resident is “on-track”.
  - ii. Resident requires focused attention (a “Focused learning Plan”) to address some minor areas of performance deficiency.
  - iii. Resident has major areas of performance deficiency-requires review by Resident progress Sub-Committee and probable formal remediation.

#### **Phase 2: Write a Focused learning Plan (FLP)**

1. Engage the learner in the process. Develop the learning plan with the Resident:
  - i. Identify issue(s). (See “Examples of Resident issues related to skill dimensions”)
  - ii. Set learning Objectives. (See “How to write a learning objective”)
  - iii. Choose learning strategies. (See “Learning Strategies”)
2. Identify and mobilize a support team.
3. Review the support plan with the learner.
4. Preceptor and Resident sign plan.

#### **Phase 3: Implement Focused Learning Plan (FLP)**

1. Use the learning strategies listed in the FLP over the next 16 weeks.
2. The subsequent mid-term 8 week meeting should include documented review of how Resident is progressing in relation to meeting the learning objectives of the FLP.

#### **Phase 4: Final assessment**

1. At the next 4 Month Progress Review, decide if Resident has met learning objectives of FLP:
  - i) If Resident has met learning objectives and no new areas of concern identified-Resident is back “on track”.
  - ii) If Resident has not met learning objectives and/or if new areas of concern have been identified – either:
    - a) Develop a new Focused Learning Plan for next 16 weeks OR,
    - b) if major areas of performance deficiency have been identified, refer to RPS.