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.