

Action Plans

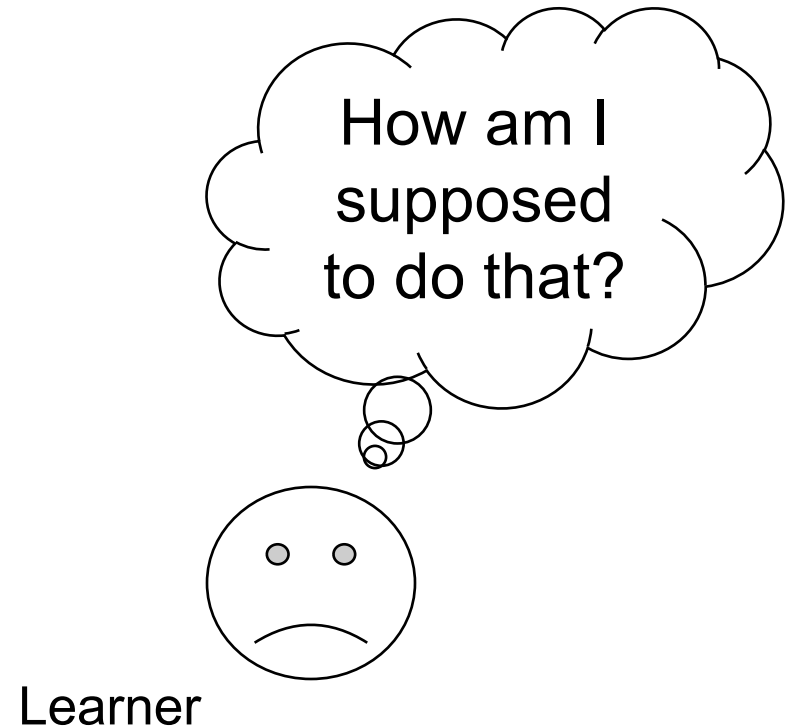
TOTII—November 2020

What is an Action Plan?

- Identifies the gap between our expectations and the actual performance of the learner. We can then put measures in place to correct this difference.
- An action plan is a METHOD (gnoMe)

Why Action Plans?

- Improve performance with explicitly stated objectives and strategies.



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This is where teaching occurs!
(JiTT)

Why Action Plans?

- Improve performance with explicitly stated objectives and strategies.
- Teach skills that encourage self assessment and self correction.

Learner requests action plan
(independence)

Identify the problem!

- PGY-1 writes “~~lousy notes~~”

Be Specific

- “Very poor HPI”
 - Hard to follow
 - Lack of chronology
 - Minimal pertinent +/-’s
 - Not enough information
- Excellent PMH, etc.
- Good PE
- Good A/P

Before We Act(ion Plan)

Components of the Action Plan:

Goal

Needs Assessment

Objectives

Methods

Evaluation



Educational Goal

- PGY-1 with consistently poor HPIs:
 - Learner will write better HPIs!
- But why do we think this is happening?
 - Knowledge: does not know structure?
 - Skill: disorganized, pertinent details, time pressure?
 - Attitude: lazy, nervous, overtired?
 - External: time pressure; too many admits?

Our best guess



More data
required

Needs Assessment

- But why do we think this is happening?

- Knowledge: does not know structure

← Learner *actually* has a knowledge gap

- Skill: disorganized, pertinent details, time pressure

- Attitude: lazy, nervous, overtired

- External: time pressure, too many admits

Potential Problem



Educational Goal

But First!

Secure Agreement

Learner & Preceptor

“This problem is
important to us”



Objectives

- PGY-1 needs to learn and apply the HPI structure

Develop Objectives

- Learner will **list** the HPI components, including:
 - Opening sentence -- cardinal 7/OPQRST
 - pertinent ROS -- risk factors.
- By end of the month, learner will be writing **excellent** HPIs.

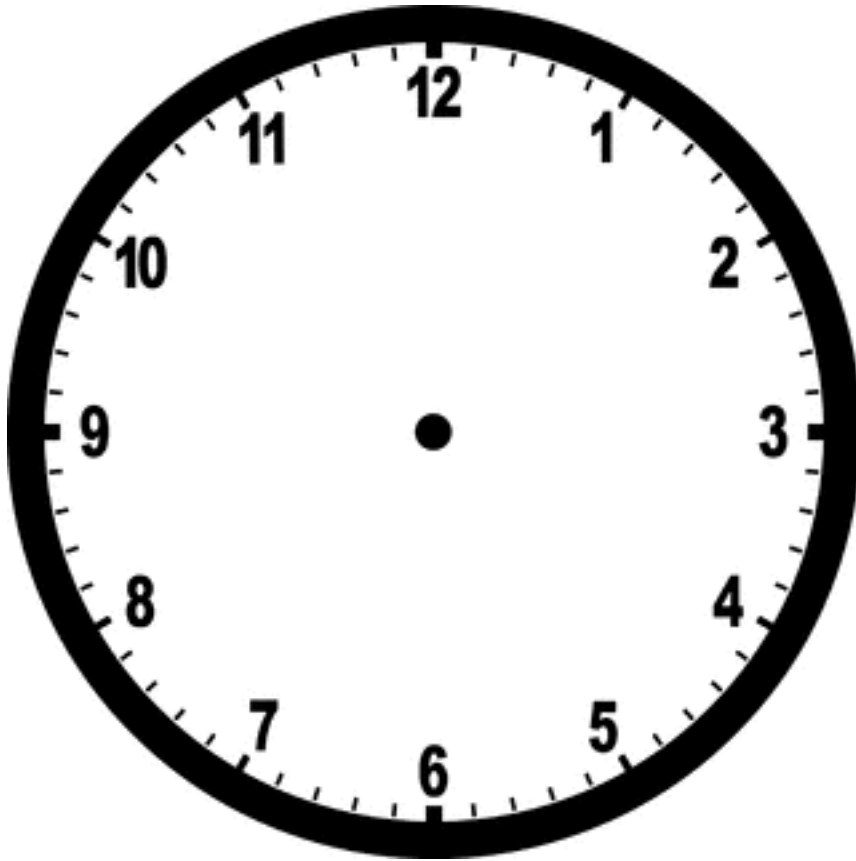
Methods

- Objective is that learner will list every component of HPI and then write excellent notes.

Develop Methods

- Learner reads sample(s) of notes where Preceptor has labeled components.
- Learner writes lots of HPIs with direct feedback. ➡ **Deliberate Practice!**

Evaluate



- Set a time to review progress

Action Plan Summary

- Goal: Identify a problem—is it “real”?
- Need: Analyze what learner actually needs
 - Must secure agreement with learner
- Objective: Specific and measurable; Prioritized
- Methods: Collaborate with learner
- Evaluate: Set time to re-evaluate

