

Developing Action Plans

Teaching of Tomorrow—March 2023



Feedback Take-Home

1. Encourages self-assessment
2. Covers positives and “negatives”
3. Refers to specific, observed behavior
4. Limited in the amount
5. Timely
6. Occurs in an appropriate place
7. Ends with an action plan



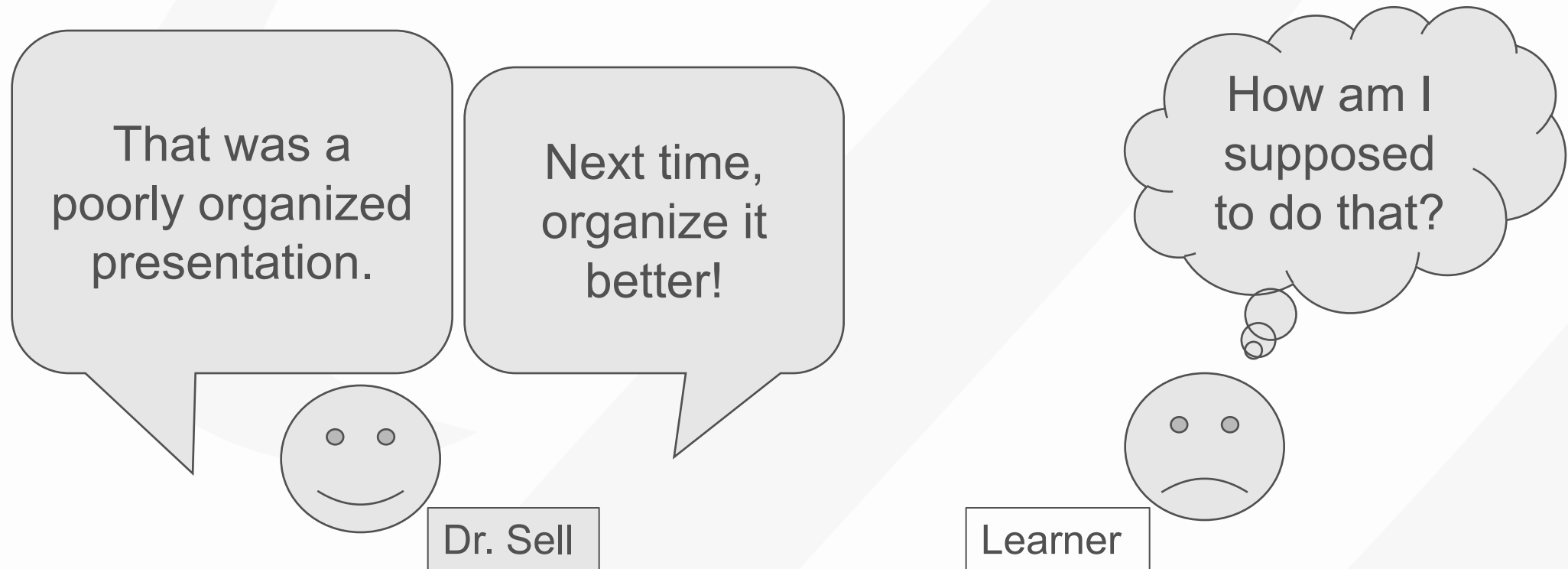
What is an Action Plan?

- Identifies the gap
- METHOD



Why Action Plans?

- Improve performance with explicitly stated objectives and strategies.



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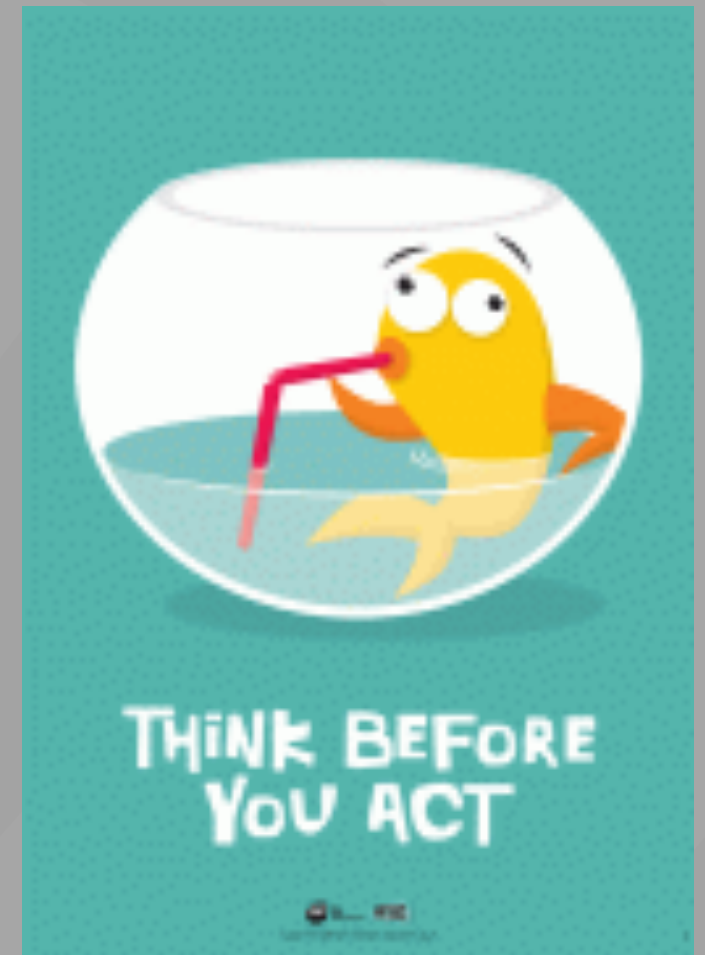
This is where teaching occurs!

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!
- Wait...that's not right
 - Poorly documented exam
 - Minimal pertinent +/-'s
 - Not enough details
 - Good 24-hour summary
 - Detailed own interventions
 - Excellent, evolving A/P
 - Initial exams are thorough
 - Even good verbal signout



**Before We
Act(ion Plan)**

Components of the Action Plan:



Goal

Needs Assessment

Objectives

Methods

Evaluation

Educational Goal

- Learner with consistently poor daily exam:
 - Learner will document better daily exams!
- But why do we think this is happening?
 - Knowledge: does not know structure? Importance of evolving exam?
 - Skill: disorganized, pertinent details, time pressure?
 - Attitude: lazy, nervous, overtired? Importance of evolving exam?
 - External: time pressure; too many patients?

Needs Assessment

- But why do we think this is happening?
 - Knowledge: does not know structure or importance of evolving exam
 - Skill: disorganized, pertinent details, time pressure
 - Attitude: lazy, nervous, overtired; importance of evolving exam
 - External: time pressure, too many admits

Potential Problem

Needs

Assessment

But First!

Secure Agreement

- Learner & Preceptor



“This problem is important to us”

Objectives

- Learner needs to document essential daily exam

Develop objectives

- Learner will list the essential components, incl:
 - --most recent vitals
 - --pertinent +/- components to CC or problem list.
 - -- Cardiopulmonary exam
- By end of the rotation, learner will be writing excellent daily exams.

Methods

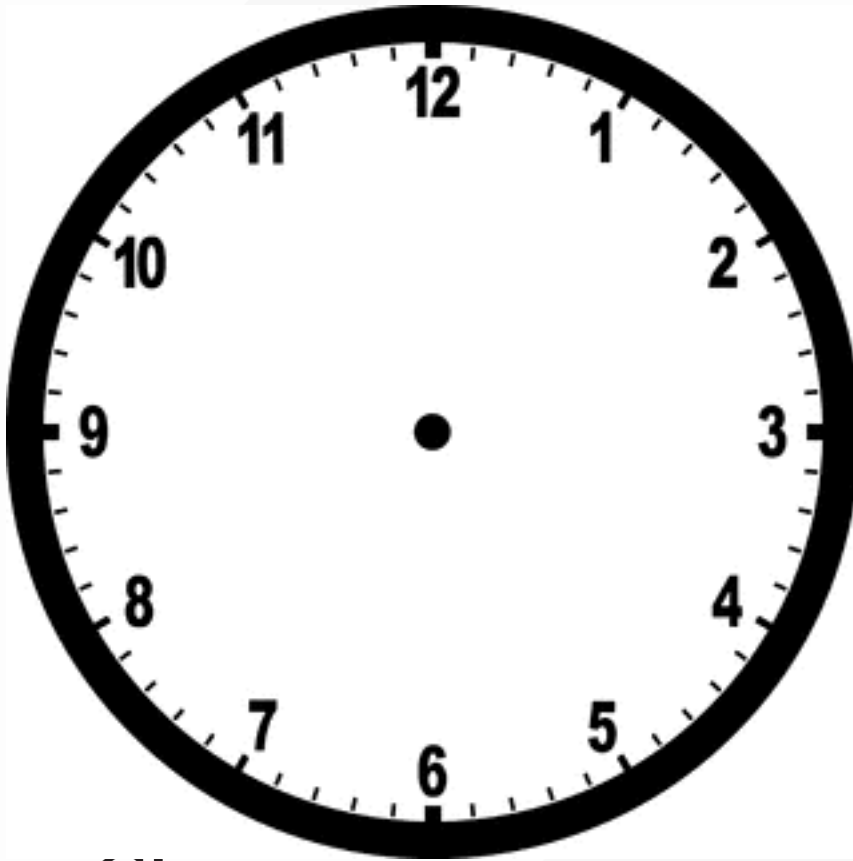
- Learner will list essential components of a daily exam and then document these daily in their progress notes.

Develop Methods

- Learner reads sample of notes where Preceptor has labeled essential components.
- Learner writes lots of exams with direct feedback.

**Deliberate
Practice!**

Evaluate



- Set a time to review progress

Action Plan Summary

- Goal: Identify a problem
 - is it “real”?
- Need: Analyze to see what learner actually needs
 - Secure agreement with learner
- Objective: Specific & measurable; prioritized
- Methods: Collaborate with learner
- Evaluate: Set time to re-evaluate



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Now—done for morning
11:45-12:45—Lunch in Wiggins
12:45-14:45—Feedback small groups

- 2 faculty per group
- 1 faculty is the “learner”
- 12 scenarios to choose from
- Have pen/paper handy
- Deliberate practice!



