Resident: Learner Level:\_\_\_\_\_\_ **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Description of identified performance concerns:** | | | | | |
| **Evaluations express concerns about global performance on OB**  **(Include additional details)** | | | | | |
| **EPA: 11** *“Manage prenatal, labor, delivery and postpartum care.”*  *Review of resident’s last milestones shows the following areas for performance improvement.* | | | | | |
| **Performance Expectations based on Milestones** | **Learning Objectives** | **Suggested Learning Strategies** | **Timeline** | **Evaluation/Assessment** | **Resources** |
| PC1  Consistently recognize complex situations requiring urgent or emergent care for the pregnant patient  Appropriately prioritize the response to the acutely ill pregnant patient  Develop appropriate diagnostic and therapeutic management plans for less common acute conditions | Demonstrate proficiency at reading and interpreting fetal monitoring strips.  Present patients to attendings with appropriate level of urgency and response. | Take the Fetal Monitoring web based course purchased by the hospital.  Work on phone presentations and reports to attendings – try utilizing the SBAR model. | Weekly progress meetings with advisor to review feedback.  Demonstrated performance improvement by end of maternal-child health block. | Rotational evaluation  Delivery feedback form | ALSO manual chapter on Maternity Safety  Web based fetal monitoring class |
| PC5  Identifies and actively seeks opportunities to assist with or independently perform additional procedures he or she will need for future practice | Demonstrate proficiency at performing procedures needed for maternity care, including, but not limited to FSE, IUPC, amniotomy, vaginal delivery, repair. | Review each procedure with book and video tutorials.  Verbalize procedural steps prior to performing.  Have direct observation of procedure by upper levels or attendings with post-procedure feedback form. | Post-procedure feedback form.  Review procedure logs and competency assessments | ALSO Manual |
| MK2  Synthesizes information from multiple resources to make clinical decisions.  Anticipates expected and unexpected outcomes of the patients’ clinical condition and data | Demonstrate ability to utilize multiple sources of patient information to develop assessments and plans when presented verbally and written in medical record.  Perform appropriate if/then contingency planning in signouts.  Include contingency planning in notes and get feedback from attending daily | Request feedback from attending on one verbal presentation and written progress note each shift.  Review contingency plan and anticipated outcomes with attending on each patient, each shift.  Review contingency plan and anticipated outcomes with OB nurses with each patient assessment. | Utilize the written feedback form with attendings to document this.  Rotational evaluation  Delivery feedback form | ALSO Manual  Signout tool  Readings in maternity care binder |
| SBP2  Recognizes medical errors when they occur, including those that do not have adverse outcomes  Understands and follows protocols to promote patient safety and prevent medical errors.  Participates in effective and safe hand-offs and transitions of care. | Recognize medical errors and be able to report these to attendings, reflecting on potential causes and ways they could be prevented in the future  Verbalize how protocols can prevent medical errors  Utilize standardized sign out form, keep this updated, participate in structured hand-offs. | Keep a log book and note any and all medical errors (yours and others’) that you observe.  Review log book of errors with attending or upper level, doing a mini fishbone analysis or “5 whys” as a way to demonstrate understanding of the systems involved and your role in them  Have signouts observed with feedback using evaluation form |  | Signout evaluation form  Reflections and fishbone analyses with attending | IHI Patient Safety modules  SAIF-IR Signout materials |
| SBP4  Assumes responsibility for seamless transitions of care  Engages the appropriate care team to provide accountable, team-based, coordinated care centered on individual patient needs | Review signouts with off-going team each day to receive feedback on completeness of previous signout and contingency plans  Review team roles with OB nurses after each shift and post-delivery | Set aside time for feedback from offgoing/covering team each shift to see what pieces of information they wished had been signed out  Review after deliveries and resuscitations how the team roles went, appropriate communication |  | Feedback forms  Delivery Feedback form  360 Evals |  |
| PROF-4  Actively seeks feedback and provides constructive feedback to others  Recognizes signs of impairment in self and team members, responds appropriately | Request feedback from attending and team members at end of each shift and each week  Maintain adequate wellness in order to address patient care needs adequately | Reflect on feedback received with advisor  Take care of personal health needs when not on shift; work to be fully present during shifts |  | Reflective writing | Resident Wellness Program  Burnout and resilience resources |
| **Continue with additional milestones and performance objectives based on EPA mapping and last milestone eval…** | | | | | |
| **Consequences for incomplete success:** | **Rotation evaluations must include a “meets or exceeds” for all items to be considered passing. Inability to meet these performance expectations may lead to a “failure” for this rotation and remediation and/or probationary status for the resident.** | | | | |
| **Consequences for relapse after successful completion:** | **Continued demonstration of successful performance is expected after the completion of this Maternal-Child Health block. Future relapse may lead directly to remediation and/or probationary status.** | | | | |

This plan was presented to me by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“I have read and understood the content and terms of this individual learning plan.  I understand what is expected of me and what I need to accomplish in order to successfully complete it or have requested further clarification.”

Resident Signature/Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Committee Chair (signature & date) Program Director (signature & date) Advisor (signature & date)

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| **Description of identified performance concerns:** | |
| Detailed description of specific performance concerns that need focused attention. These achievement standards need to be identified by the program’s Clinical Competency Committee and Program Director or designee.  *The performance concerns should be linked to program curriculum and performance expectations. They should be organized by ACGME competency and reference program goals and objectives.* | |
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| Performance Expectations | *Describe the goal(s) that will be achieved by the end date of this plan. Be specific in terms of competency(ies) and skills that need to be met.* |
| Learning Objectives | *Using* ***SMART*** *objectives, describe the behavior/performance changes that will be expected by the end date of this individual academic achievement plan.*  *1.* ***S****pecific – Objectives should specify what they want to achieve. 2.* ***M****easurable – You should be able to measure whether you are meeting the objectives or not. 3.* ***A****chievable - Are the objectives you set, achievable and attainable? 4.* ***R****ealistic – Can you realistically achieve the objectives with the resources you have? 5.* ***T****ime – When do you want to achieve the set objectives?* |
| Learning Strategies | *What resources, mentorship and educational activities will help learner meet the goals of the plan. Link a resource to each focus area as applicable.* |
| Re-Evaluation | *Designate who and when the plan and expectations will be re-evaluated.* |
| Timeline | *Set deadlines and frequency* |
| Consequences for incomplete success | *Outline the steps that will be taken if the learner does not complete the plan (include language specific to due process). Describe potential consequences such as remediation, probation, dismissal.* |
| Consequences for relapse after successful completion of plan | *Describe what steps will be taken if a relapse in not meeting the specific achievement standards outlined in this plan occurs after successful completion. Incorporate due process, second individual academic achievement plan or probation or dismissal as appropriate.* |