

Individualized Learning Plan (ILP)

Name:		Date:	
Email:		Position:	

1. What are your long-term career/professional plans?

2. What is your self-assessment of your areas of strengths or weaknesses?

3. Based on your long-term plans and in light of your self-assessment of strengths and weaknesses, develop I-SMART goals to enhance your ability to achieve your long-term plans.

I-SMART goals are defined as follows:

- **Important or Inspirational:** Relevant to you and important to achieve.
- **Specific:** Broken down into incremental steps with specific plans for each step.
- **Measurable:** Identifies what will be measured and how it will be measured.
- **Accountable:** Includes a tracking system for building internal and external progress monitoring.
- **Realistic:** Achievable goals which enable constant self-adjustment.
- **Timeline:** Identifies when you will start, assess, reflect upon, adjust, and achieve the goal.

See Page 3 to find strategies residents used when completing an ILP.

Goal 1:

Goal 2:

Goal 3:

4. Put your plans into action to achieve your goals.

Monthly Goals

- 1.
- 2.
- 3.

Weekly Actions or Activities

- 1.
- 2.
- 3.

Daily Actions or Activities

- 1.
- 2.
- 3.

5. Identify resources and/or expertise needed to assist you with achieving your goals.

6. Additional notes:

Residents Strategies for Achieving I-SMART Learning Goals

Strategy	Resident Strategies
Important or Inspirational	<ul style="list-style-type: none"> Think about what you would like to accomplish by the end of your residency. Choose goals that are obvious next steps based on your current stage of training. Make the goals priorities. Preschedule time to focus on achieving your goals. Take time out of each day to address goals.
Specific	<ul style="list-style-type: none"> Attach a specific task or part of the goal rather than trying to work on broad objectives. Establish short-term goals in addition to long-term aims. Break the process into smaller steps. Do one step at a time.
Measurable	<ul style="list-style-type: none"> Make concrete goals. Goals that are trackable are easier to meet.
Accountable	<ul style="list-style-type: none"> Write goals into your personal calendar. Make lists of things to do and check off items. Evaluate achievement at the end of each month. Find a faculty member or program director who makes you accountable or asks you about your progress. Discuss your goals with attendings. Talk to others to gain insights and additional advice. Make sure that you ask questions instead of trying to figure everything out by yourself. Ask for advice. Take greater initiative with concepts or situations that you find intimidating Periodically reevaluate your personal goals.
Realistic	<ul style="list-style-type: none"> Create smaller, more attainable goals. Learn from cases. Volunteer more. Be proactive and look for or ask for feedback. Inform staff when you are interested in performing a procedure that needs to be done. Force yourself to try new procedures. Ask interns if they have questions about patients so that you have the chance to teach interns and medical students. See periodic self-evaluation, peer and attending evaluations. Try to change obstacles into learning opportunities. Reflect upon your progress. Reward yourself for meeting interim goals.
Timeline	<ul style="list-style-type: none"> Establish specific deadlines. Make a daily time schedule. Make priorities for the daily “to-do” list. Look at ways to incorporate your goals into day-to-day activities. Read about patients after you see them.

“Strategies for achieving learning goals, as expressed by 772 residents in pediatric medicine who had previously completed an individualized learning plan, 2008 – 2009”, as referenced by Rassbach, C. (2013). *Coaching: Goal Setting*. Stanford University, CA.