

SAMPLE LEARNING PLAN

Objectives	Resources, Strategies	Target Date	Evidence	Verification
1) To develop content expertise in relationship-centered patient and team communication, including shared decision-making	<ul style="list-style-type: none"> • In-house AACH 5 day training • Assumption of role as trainer for relationship-centered curriculum, facilitating workshops once monthly • ENRICH shared decision making workshop development and facilitation • Review of relevant literature 	Winter-Spring 2014	<ul style="list-style-type: none"> • Greater application of learned communication strategies in my own patient and team encounters • More effective delivery of didactic content in workshop format • Enhanced ability to adapt workshop content and experiential learning to group needs and goals 	<ul style="list-style-type: none"> • Reinforcing feedback from patients and team members • Reinforcing participant evaluations of workshops • Reinforcing feedback from trainers, AACH faculty, and co-facilitators
2) To better understand my emotional attachment to control and explore my capacity to loosen it	<ul style="list-style-type: none"> • Heightened attention to triggers and emotional response • Purposeful behavior change • Written reflection • WC personal awareness group, family of origin • Ongoing discussion with guide 	Ongoing, focus at WC 2014	<ul style="list-style-type: none"> • Timely self-awareness (i.e. real-time vs. retrospective) • Increasing comfort in exercising flexibility and spontaneity in response to others' needs 	<ul style="list-style-type: none"> • Reinforcing feedback in personal relationships • See verification of objectives 3 and 4
3) To develop greater adaptive capacity as a facilitator, externalizing the locus of control more deliberately to the learner/group	<ul style="list-style-type: none"> • Greater allowance for spontaneity in session/workshop planning process • Ongoing solicitation of learners' goals, needs, and feedback • Enhanced self reflection following sessions/workshops, specifically regarding the extent to which group process remained dynamic • Solicitation of feedback from group participants and co-facilitators, including regular debriefs with co-facilitators 	Ongoing, focus in Spring/ Summer 2014	<ul style="list-style-type: none"> • Self perception of greater efficacy • Session/workshop content and process more variable • Broader participation and deepening engagement of learners/group members 	<ul style="list-style-type: none"> • Learners/group members more readily articulate goal attainment • Reinforcing feedback from learners/group members and co-facilitators re group process and outcome
4) To enhance transparency and effective	<ul style="list-style-type: none"> • Direct observation of skillful co-facilitation (i.e. by AACH faculty) 	Ongoing, focus in Spring/	<ul style="list-style-type: none"> • Communication framework yields specific, 	<ul style="list-style-type: none"> • Reinforcing feedback from learners/group

<p>collaboration with co-facilitators</p>	<ul style="list-style-type: none"> • Broader discussion with co-facilitators of mutual expectations, role delineation and parameters for role fluidity as indicated by group needs • Regular use of pre-brief and debrief 	<p>Summer 2014</p>	<p>constructive feedback</p> <ul style="list-style-type: none"> • Group development enhanced by 1) demonstration of trust and rapport between co-facilitators 2) co-facilitators' synergistic ability to respond dynamically to group needs and process 	<p>members and co-facilitators re group process and outcome</p>
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