



Physician Self Directed Learning Plan

Introduction: Learning usually starts with an experience and arises through our subsequent reflection upon that experience. Engaging in reflective practice is a key aspect of self-directed learning and critical for staying current as a clinician. There are three components of reflective practice, experiences you have, the reflective process on those experiences – which enables a person to learn from their experience, and action – which results from the new perspective or learning taken as a result of the reflection. This form (a personal learning ‘contract’) will help you document both your reflection on your practice and your action plan for engaging in self-directed learning. Complete both part 1 – Reflection and Part 2 Personal Learning Contract as part of your self directed learning plan.

Part 1: Reflection

Using the framework *What, So What, Now What* developed by Borton (1970), reflect on your experience with a patient, colleague or co-worker, and document it on the form.

1. What happened (e.g. what happened, what was I doing)?
2. So what (e.g. What do I need to know to understand the situation/manage the situation)?
3. Now what (e.g. what do I need to do learn about this)?

Some areas that you may consider for your reflective process and personal learning plan may include significant events, audits or analyses; a random case analysis or interesting case; patients’ unmet needs identified from a visit; personal and practice audits; a utilization analysis (such as diagnostic investigations or prescriptions); an MPAR analysis; or any other risk assessments carried out.

Once you have completed this reflection process, complete the personal learning contract to document your plan on the Personal Learning Contract (on the next page).



Part 2: Personal Learning Contract

Complete and sign this form to document your plan for learning.

Learning Objective(s) <i>(i.e. what do I want to learn)</i> <i>This can be phrased as a clinical question or as a learning objective.(e.g. Do the new glp-1 receptor agonists improve patient outcomes in the elderly patient with type 2 diabetes? or Be able to integrate portable US into my emergency practice)</i>	Strategies & Resource(s) required to meet the objective(s) (i.e. How will I learn?) (e.g. Search out a meta-analysis or systematic review to see what has been investigated regarding glp-1 receptor agonists use in the elderly: Local course on mobile ultrasound)	Evidence (How will I demonstrate that I have learned?) (I will integrate findings into my clinical practice: a chart audit will show a change in practice; I will be able to appropriately perform and interpret mobile ultrasound results in the ED)	Criteria for evaluation and a means for validation (How do I want to be evaluated?) (elderly patients with type 2 diabetes in my practice will receive appropriate care; competent performance of mobile ultrasound –and interpretation of findings – compare findings of my mobile US results with hospital US results)	Timeline (e.g. date of event, time spent learning, and completion date) (review will be done Thursday afternoon during my administration time; attending course on MM/DD/YEAR)

Signature: _____

Date: _____