**PharmD Student EL Learning Plan Template**

**Directions**: This template is designed to guide you through a structured reflection and planning process to help you improve your performance in EL. The purpose is to help you identify areas of improvement, understand the challenges you face, and outline specific, actionable steps you can take to demonstrate the expected level of performance. Completing this plan will not only support your academic and professional development, but also empower you to take charge of your learning journey. Please approach this exercise with openness and honesty, critically considering areas where growth is needed.

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| **Student name:** | | **Preceptor name:** | | **Date:** | |
| **Context** (What is the reason for creating this learning plan?): | | | | | |
| ***What?*** | ***Why?*** | | ***How?*** | | ***When?*** |
| **Identified competencies I need to improve in** | **Obstacles and/or challenges affecting my performance** | **Why improving in this area matters** | **Actions I will take to demonstrate the expected level of performance** | **Resources I will use to support me** | **How frequently I need to follow up** |
| * What competencies am I not meeting expectations in? | * Why am I having difficulty meeting expectations? * What are the gaps in my knowledge and/or skill/processes? * Do I need to consider a shift in perspective or a change in attitude? | * Why is improving in this area important? * What are the implications of my current performance on patients/clients, the site, my preceptor, and others? * How is this competency relevant to my education, future career, and professional identity? | * How will I show that I have improved and can meet expectations? * What tasks or activities will I take initiative to complete? * How will I know I have met expectations? * How will I gather and present evidence to my preceptor to justify my self-assessment? | * What references will I use to support my decision making? * What information do I need to review in order to strengthen my knowledge? * Who can I reach out to for help and support? | * How much time do I anticipate I will require to demonstrate improvement? * When do I plan to follow up with my preceptor about my progress? * Is this follow up plan realistic and fair for others? * What will trigger me to follow up if I feel I am continuing to struggle? |

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| *Example:*  *3. Gathers information* | *Example:*  *I don’t feel confident navigating databases or guidelines so get overwhelmed with how much information I need to comb through to find relevant information.*  *I resort to Googling instead and that leads me to identify poor quality resources sometimes.* | *Example:*  *Quickly and accurately gathering information is crucial in decision making as it impacts my ability to provide safe and timely care. I need to become more skilled in this area because I won’t always have a preceptor around to guide me. Being able to explain the strengths and limitations of resources I am using is important to improve my preceptor’s confidence that I can find and use reliable and appropriate sources.* | *Example:*  *This week, I will pre-emptively explain my approach to gathering information to my preceptor so she can confirm I am on the right track before I dive into it.*  *I will be prepared to explain my sources and rationale when I present information.*  *I will document exactly how I found the information and where I found it and bookmark good resources for future use.* | *Example:*  *I will talk to my friends about their approaches to answering clinical questions and jot down ideas for how to be more efficient.*  *I will search for a checklist that will help me determine the credibility of a source that I haven’t used before. If I can’t find one, I will develop one for myself and discuss it with my preceptor.* | *Example:*  *I will demonstrate improvement within 1 week as I document my approach and findings for each case I work on, then I will summarize my findings to my preceptor for each case. I will self-assess and share exactly how I have shown improvement by the end of next week. We can talk then about what further improvements I need to make and I will revisit my learning plan at that point.* |
| *Example:*  *10. Communicates verbally and non-verbally* | *Example:*  *Hard to “read the room” and know how to adapt to communication challenges (e.g., accents, confused patients, etc.).*  *Lack of confidence.*  *Cultural differences.* | *Example:*  *As communication is a part of everyday life, it is relevant in both educational settings as well as my future career as a pharmacist. Open communication is essential to form trustworthy relationships, which are important both interprofessional as well as with patients. As I continue to strive to be communicative, I will become more confident in myself and my role which will solidify my professional identity.* | *Example:*  *I will ask the nurse how the patient is doing/their ability to communicate (e.g., hard of hearing, tired, unable to speak due to illness, familiarity with home meds). I will ask them if they have any tips for what works best for the individual patient.*  *I will use more open-ended questions when gathering information.*  *I will pay more attention to nonverbal cues and, if I sense they are getting frustrated or agitated, will wrap up my questioning and offer to come back later. I will reflect on what went wrong and debrief immediately following with my preceptor.* | *Example:*  *I will ask my preceptors for opportunities to shadow other pharmacists or technicians to observe different communication strategies.*  *I will search for YouTube videos for tips.*  *I will ask my roommate to roleplay challenging scenarios and will practice collecting med info and counselling.* | *Example:*  *I will demonstrate improvement within 1 week as I complete a BPMH with a patient. My preceptor will be able to witness these skills as we conduct the interview, and we can debrief post interviews on what went well and where there is room for improvement.*  *By the end of week 6, I will be demonstrating performance consistent with competent in the eval form.* |

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