Otolaryngology – Head and Neck Surgery: Transition to Practice EPA #6

Developing a personal learning plan for continuing personal and professional development

Key Features:
- This EPA may include a variety of scenarios. Examples include: a plan to act on the performance gaps identified in another EPA; a plan to prepare for fellowship training; a plan to prepare for practice in a specific setting (i.e. community) and/or a setting requiring distinct skills.
- The plan should be SMART(specific, measurable, assessable, realistic, timely)

Assessment plan:
Supervisor does assessment based on review of resident’s submission of a personal learning plan
Use Form 1

Relevant milestones:

1  **TP ME 1.4.1** Demonstrate an awareness of the context of practice, including what is required to practice safely and effectively in a community practice, and exercise the ability to adapt to that context
2  **TP L 4.3.1** Implement processes to ensure personal practice improvement
3  **TP S 1.1.1** Develop, implement, monitor, and revise a personal learning plan to enhance professional practice
4  **TP S 1.2.1** Identify opportunities for learning and improvement by regularly reflecting on and assessing their performance using various internal and external data sources
5  **TP S 1.3.2** Engage in collaborative learning to continuously improve personal practice and contribute to collective improvements in practice
6  **CS 3.1.1** Generate focused questions to address practice uncertainty and knowledge gaps
7  **TP P 2.1.1** Demonstrate accountability to patients, society, and the profession by recognizing and responding to societal expectations of the profession
8  **TP P 4.1.1** Exhibit self-awareness and effectively manage influences on personal well-being and professional performance
9  **TP P 4.1.2** Develop a personal plan for managing stress and maintaining physical and mental well-being during independent practice
10 **TP P 4.2.1** Develop a strategy to manage personal and professional demands for a sustainable independent practice
O-Score – Procedure Milestones

(For OHNS, these milestones apply to the following EPAs: F 1b, F 2 b, F 3 b, F 4 b, F 5 b, F 7b, F 10 b, F 13 b, C 5 b, C 6, C 7 b, C 8 bc, C 9 b, C 11 b, C 12 b, C 13b, C 14 bc, C 15 b, C 16 b, C 17 b, C 18 bc, C 19 bc, C 20 b, C 22 b, C 23, C 24 b, C 25 b, C 26 b, C 27 b, C 29 bc)

F ME 1.4.11 Knowledge of specific procedural steps: Preprocedure plan: Understands steps of procedure, potential risks, and means to avoid/overcome them

F ME 3.1.6 Preprocedure plan: Gather/assess required information to reach diagnosis and determine correct procedure required

F ME 3.4.12 Case preparation: Patient correctly prepared and positioned, understands approach and required instruments, prepared to deal with probable complications

F ME 3.4.13 Technical performance: Efficiently performs steps, avoiding pitfalls and respecting soft tissues

F ME 3.4.14 Visuospatial skills: 3D spatial orientation and able to position instruments/hardware where intended

F ME 3.4.15 Postprocedure plan: Appropriate complete post procedure plan

F ME 3.4.16 Efficiency and flow: Obvious planned course of procedure with economy of movement and flow

F COL 1.3.4 Professional and effective communication/utilization of staff