****

**Individualized Learning Plan (ILP) Development Guide**

**for Physiotherapists in Team-based Primary Care**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_

**INTRODUCTION**

This Individualized Learning Plan (ILP) has been developed as a tool to support physiotherapists who are working to enhance their competencies related to team-based primary care. The ILP will guide the user through the process of identifying learning needs and establishing a plan for addressing these needs.

Review all the sections of the ILP prior to completing it, then reflect on your own personal learning needs prior to filling this document out. Remember, this is **your** plan, and you need to think about your own learning needs in the context of team-based primary care.

We encourage you to fill out your initial ILP now, but will be encouraging you to revisit sections of this ILP after each of the educational modules in the “Preparing Physiotherapists for Team-based Primary Care” educational module series.

Even after you complete all of the modules, your ILP is not meant to be static and should evolve as your learning and knowledge changes, so it’s important to set some time aside every 3 –4 months to review this document and update it accordingly.

**ACTIVITY 1: Competency self-assessment**

This ‘competency self-assessment’ is a quick reflection of your current strengths and areas in need of development. This section divides competencies into six domains: **I) *Physiotherapy in primary care expertise, II) Communication as a primary care team member, III) Collaboration as a primary care team member, IV) Management within team-based primary care, V) Leadership in team-based primary care, VI) Scholarly practice in team-based primary care.***

Start by rating your current level of proficiency related to the competency under ‘self-assessment’ (column 3) on a scale of 1 to 5 (1 = novice, 5 = expert) by highlighting the appropriate number. Identify any learning needs you have related to this competency under ‘learning needs’ (column 4). Rate the priority level (column 5) for these learning needs based on how important they are for your own professional development as a primary care physiotherapist using scale of 1 to 5 (1 = low priority, 5 = high priority).

Below are a few completed examples to show you how to complete the task. Your own self-assessment will start on the next page

|  |
| --- |
| **EXAMPLES** |
|  | **Competency** | **Self-assessment** | **Learning needs** | **Priority level** |
| 1.9 | Use virtual and/or digital health service delivery when appropriate **to improve access to team-based primary care for individuals and communities.** |  **1 2 3 4 5** | Understand what options are available for digital health service delivery in primary care. |  **1 2 3 4 5** |
| 2.1 | Communicate clearly, openly, respectfully, empathetically, in a culturally safe and person-centered way to encourage participation of persons seeking care, their families and support networks.  |  **1 2 3 4 5** | Advance my ability to provide culturally safe communication and care.  |  **1 2 3 4 5** |
| 3.3 | **Support persons seeking care, along with their families and support networks, to navigate health services, social services, and other community resources.** |  **1 2 3 4 5** | Familiarize myself with all of the health and social services available in my region |  **1 2 3 4 5** |
| 4.2 | **Triage persons seeking care to facilitate timely access to appropriate services.**  |  **1 2 3 4 5** | This is an area of strength for me, I have no immediate learning goals |  **1 2 3 4 5** |

|  |
| --- |
| **PT IN PRIMARY CARE EXPERTISE** |
|  | **Competency** | **Self-assessment** | **Learning needs** | **Priority level** |
| 1.1 | Provide person-centered care that considers the **complex personal, social, cultural, and environmental factors** contributing to a person's functioning and health. |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 1.2 | Establish trusting, collaborative and often **longitudinal therapeutic relationships** with persons seeking care, along with their families and support networks. |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 1.3 | Create and maintain spaces for physically, emotionally, and culturally safe interactions with communities and persons seeking care, along with their families and support networks. |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 1.4 | Conductacomprehensive physiotherapy assessment that **addresses complex personal, social, cultural, and environmental factors** affecting the functioning and health of individuals and communities. |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 1.5 | Apply advanced clinical reasoning to establish a physiotherapy diagnosis, prognosis and management plan that **considers the complex personal, social, cultural, and environmental factors** that contribute to a person's functioning and health. |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 1.6 | Collaborate with persons seeking care, their families and support networks, and **interprofessional primary care team members** to develop, implement, and evaluate treatment or management plans that **address complex personal, social, cultural and environmental factors** affecting a person's functioning and health. |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 1.7 | Provide education and support topersons seeking care, their families, and support networks, **to promote successful self-management** of their functioning and health. |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 1.8 | Facilitate successful transitions in care among **interprofessional primary care team members, external health service providers, and community service providers.** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 1.9 | Use virtual and/or digital health service delivery when appropriate **to improve access to team-based primary care for individuals and communities.** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 1.10 | Plan, deliver, and evaluate group programs, **in collaboration with other interprofessional primary care team members**, to improve functioning and health of individuals and communities. |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 1.11 | **Identify and assess the unique and evolving health service needs, health inequities, and social determinants of health affecting the communities or populations served.** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 1.12 | **Develop, implement, and evaluate services to actively address social determinants of health to address the needs of the communities or populations served.** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 1.13 | **Demonstrate adaptive expertise to create solutions to individual or community health challenges as a member of the interprofessional primary care team** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 1.14 | **Apply trauma-informed care principles when supporting persons seeking care, along with their families or support networks when appropriate** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 1.15 | Practice with cultural humility and provide culturally safe care. |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 1.16 | Apply anti-oppressive practice approaches (anti-racism, anti-weightism, anti-ablism, anti-settler colonialism, anti-heterosexism, anti-cisgenderism, anti-classism, anti-sexism) |  **1 2 3 4 5** |  |  **1 2 3 4 5** |

|  |
| --- |
| **COMMUNICATION AS A PRIMARY CARE TEAM MEMBER** |
|  | **Competency** | **Self-assessment** | **Learning needs** | **Priority level** |
| 2.1 | Communicate clearly, openly, respectfully, empathetically, in a culturally safe and person-centered way to encourage participation of persons seeking care, their families and support networks.  |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 2.2 | Communicate clearly, openly, respectfully, empathetically, and in a culturally safe and person-centered way to **encourage the participation and collaboration of all members of the interprofessional primary care team.** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |

|  |
| --- |
| **COLLABORATION AS PRIMARY CARE TEAM MEMBER** |
|  | **Competency** | **Self-assessment** | **Learning needs** | **Priority level** |
| 3.1 | Engage the person seeking care, together with their family and support network, as **core members of the interprofessional primary care team.** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 3.2 | Collaborate with all **primary care team members in a way that leverages the expertise and full scope of all team members to provide comprehensive health services** that meet the needs of individuals and communities. |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 3.3 | **Support persons seeking care, along with their families and support networks, to navigate health services, social services, and other community resources.** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 3.4 | Apply evidence-informed approaches to enhance team collaboration and **effective team functioning in primary care.** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 3.5 | Collaboratively and constructively engage in addressing and seeking to resolve disagreements among **interprofessional primary care team members.** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |

|  |
| --- |
| **MANAGEMENT WITHIN TEAM-BASED PRIMARY CARE** |
|  | **Competency** | **Self-assessment** | **Learning needs** | **Priority level** |
| 4.1 | Contribute to the development and implementation of organizational policies which **promote optimal service delivery by the interprofessional primary care team** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 4.2 | **Triage persons seeking care to facilitate timely access to appropriate services.**  |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 4.3 | Contribute to the development, implementation, and evaluation of organizational policies that promote the safety of persons seeking care and interprofessional team members. |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 4.4 | Lead or actively participate in program evaluation and quality improvement activities **in team-based primary care** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 4.5 | Supervise and/or mentor team members who participate in the delivery of physiotherapy services in primary care. |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 4.6 | Safely manage data from persons seeking care in accordance with pertinent institutional and jurisdictional policies. |  **1 2 3 4 5** |  |  **1 2 3 4 5** |

|  |
| --- |
| **LEADERSHIP WITHIN TEAM-BASED PRIMARY CARE** |
|  | **Competency** | **Self-assessment** | **Learning needs** | **Priority level** |
| 5.1 | Advocate for services to address the health and social needs of persons seeking care, along with their families and support networks. |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 5.2 | Identify, implement, and evaluate opportunities for **innovation in delivering primary care services.** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 5.3 | Provide leadership for the advancement of **physiotherapist roles within primary care teams.** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 5.4 | **Mentor physiotherapists or physiotherapy students to prepare them for future primary care roles.** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 5.5 | Participate in **collaborative leadership within the primary care team.** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |

|  |
| --- |
| **SCHOLARLY PRACTICE IN TEAM-BASED PRIMARY CARE** |
|  | **Competency** | **Self-assessment** | **Learning needs** | **Priority level** |
| 6.1 | Deliver evidence-based and person-centred approaches **to team-based primary care.** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 6.2 | Participate in research **to advance the delivery of physiotherapy services within team-based primary care.** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 6.3 | Engage in critical self-reflection, self-directed learning, and professional development **to advance contributions to service delivery as a primary care team member.** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |
| 6.4 | Support the professional development of students **and other interprofessional primary care team members.** |  **1 2 3 4 5** |  |  **1 2 3 4 5** |

**ACTIVITY 2: Values self-assessment**

Values are personal and may not always be something we are fully aware of. To gain insights into your values, think about events and activities where you felt emotionally invested or motivated, or situations where you felt conflicted or unsure of how to proceed until you had time to reflect on a situation. Examples of questions that you might choose to reflect on to assist with this activity include:

* + Are there aspects of my work that I feel align with who I am and the values I hold? What are these values that come to mind?
	+ How aware am I of my own biases? Are there any biases that I have not reflected on and that might impact my work? How do these biases relate to my values (i.e. if I value removing barriers to care for all individuals, how is this enacted in my practice?)
	+ Have I encountered situations where I was not sure about how to proceed? What factors did I consider to make a decision?

If you are having trouble getting started, reading a list of common personal values that have been identified by others may help you identify values that you hold yourself. Here are two lists of personal values:

* From Brené Brown: <https://brenebrown.com/resources/dare-to-lead-list-of-values/>
* From James Clear: <https://jamesclear.com/core-values>

|  |
| --- |
|  **VALUES (please list)** |
|  |  |

# ACTIVITY 3: Professional development and networking self-assessment

# Professional development helps you gain practical skills, knowledge, and experiences to build and enhance your competencies. Developing your competencies for physiotherapy in team-based primary care will support your success in your interprofessional primary care role.

**Networking** means building professional contacts with people who can help you with your professional growth. It allows you to exchange information with like-minded people; connect to experts who know trends and opportunities in your fields of interest; and gain first-hand information about team-based primary care. Networking can occur at formal events focused on academic and career development. Networking can also occur elsewhere, for example, while playing sports, attending cultural events, or traveling.

Together, professional development and networking activities allow you to build on your strengths, identify your competency gaps, and reflect critically on your passions and values.

|  |
| --- |
| **PROFESSIONAL DEVELOPMENT** |
| **What professional development have I already undertaken to enhance my own development as a physiotherapist related to team-based primary care?**  | **How have these professional development activities contributed to the competencies I identified as strengths in the competency self-assessment (activity 1)?**  | **What professional development opportunities could help me address the learning needs I identified in physiotherapy in primary care competency self-assessment (activity 1)?**  |
|  |  |  |
| **NETWORKING** |
| **What networks am I currently involved with that will support me in my role in team-based primary care?** | **How have these networks contributed to the competencies I identified as strengths in the competency self-assessment (activity 1)?**  | **What networks do I need to strengthen, seek out, or establish to support me in my role in team-based primary care? (e.g. community of practice, peer mentorship)** |
|  |  |  |

# ACTIVITY 4: Creating your individualized learning plan

Guided by the learning needs you identified in the competency self-assessment (activity 1), your values (activity 2), and the professional development and networking opportunities you reflected on (activity 3); Identify which competencies you will choose to enhance in the short, intermediate-, and long-term (column 1). Describe the specific learning goals related to enhancing these competencies (column 2) and what professional development and networking opportunities you will use to address these learning goals (column 3).

Ensure that goals are SMART (specific, measurable, achievable, relevant and time-bound). When possible, be specific with the professional development (courses, mentorship programs, events, etc.) and networking opportunities that you plan to use to address the learning goals.

Two examples, one short-term and one long-term, are outlined below to help you get started. You will create your individualized learning plan on the next page. Add as many rows as you need to complete your individualized learning plan.

|  |  |  |
| --- | --- | --- |
| **COMPETENCY I WOULD LIKE TO ENHANCE IN THE SHORT-TERM****(1 YEAR)** | **LEARNING GOAL(S) RELATED TO ENHANCING THIS COMPETENCY** | **PROFESSIONAL DEVELOPMENT AND NETWORKING OPPORTUNITIES TO ADDRESS THESE LEARNING GOALS:** |
| **Support persons seeking care, along with their families and support networks, to navigate health services, social services, and other community resources.** | **Create a document containing a list of health and social services available in the community I serve within six months.** * **Create a library of resources that include a description of eligibility criteria and instructions on how to access the health and social services that I can provide directly to patients within one year.**
 | **Meet with the Dietician, Social Worker, and Occupational Therapist to identify any lists or resources that our team has already created*** **Reach out to other physiotherapists to request examples of how others have created lists and instructions for accessing community resources**
 |
| **COMPETENCY I WOULD LIKE TO ENHANCE IN THE LONG-TERM (5+ YEARS)** | **LEARNING GOAL(S) RELATED TO ENHANCING THIS COMPETENCY** | **PROFESSIONAL DEVELOPMENT AND NETWORKING OPPORTUNITIES TO ADDRESS THESE LEARNING GOALS:** |
| **Communicate clearly, openly, respectfully, empathetically, in a culturally safe and person-centered way to encourage participation of persons seeking care, their families and support networks.**  | * **Reflect on and use reflexive writing to document my own cultural beliefs, values, attitudes and practices, and how those may influence my communication within 3 months**
* **Take steps to learn about the cultures and worldviews present in the community I serve, including behaviours, spirituality, beliefs, customs, language, attitudes, social status, economic status within 1 year**
* **Interact progressively more compassionately, sensitively and effectively with people of different cultures within my community over the next 6 years.**
 | **Take a course on cultural safety, competency, or proficiency*** **Identify and act on cultural education opportunities to learn about cultures within my community**
* **Take further education and practice culturally safe communication**
* **Get feedback from patients on ways I can improve my interactions to help everyone feel welcome and safe**
* **Reach out to other physiotherapists to request examples of how others have created lists and instructions for accessing community resources**

 |

|  |  |  |
| --- | --- | --- |
| **COMPETENCY I WOULD LIKE TO ENHANCE IN THE SHORT-TERM****(1 YEAR)** | **LEARNING GOAL(S) RELATED TO ENHANCING THIS COMPETENCY** | **PROFESSIONAL DEVELOPMENT AND NETWORKING OPPORTUNITIES TO ADDRESS THESE LEARNING GOALS:** |
|  |  |  |
|  |  |  |
|  |  |  |
| **COMPETENCY I WOULD LIKE TO ENHANCE IN THE INTERMEDIATE-TERM (2-5 YEARS)** | **LEARNING GOAL(S) RELATED TO ENHANCING THIS COMPETENCY** | **PROFESSIONAL DEVELOPMENT AND NETWORKING OPPORTUNITIES TO ADDRESS THESE LEARNING GOALS:** |
|  |  |  |
|  |  |  |
| **COMPETENCY I WOULD LIKE TO ENHANCE IN THE LONG-TERM (5+ YEARS)** | **LEARNING GOAL(S) RELATED TO ENHANCING THIS COMPETENCY** | **PROFESSIONAL DEVELOPMENT AND NETWORKING OPPORTUNITIES TO ADDRESS THESE LEARNING GOALS:** |
|  |  |  |
|  |  |  |