

AAIM UME-GME Transition Individualized Learning Plan

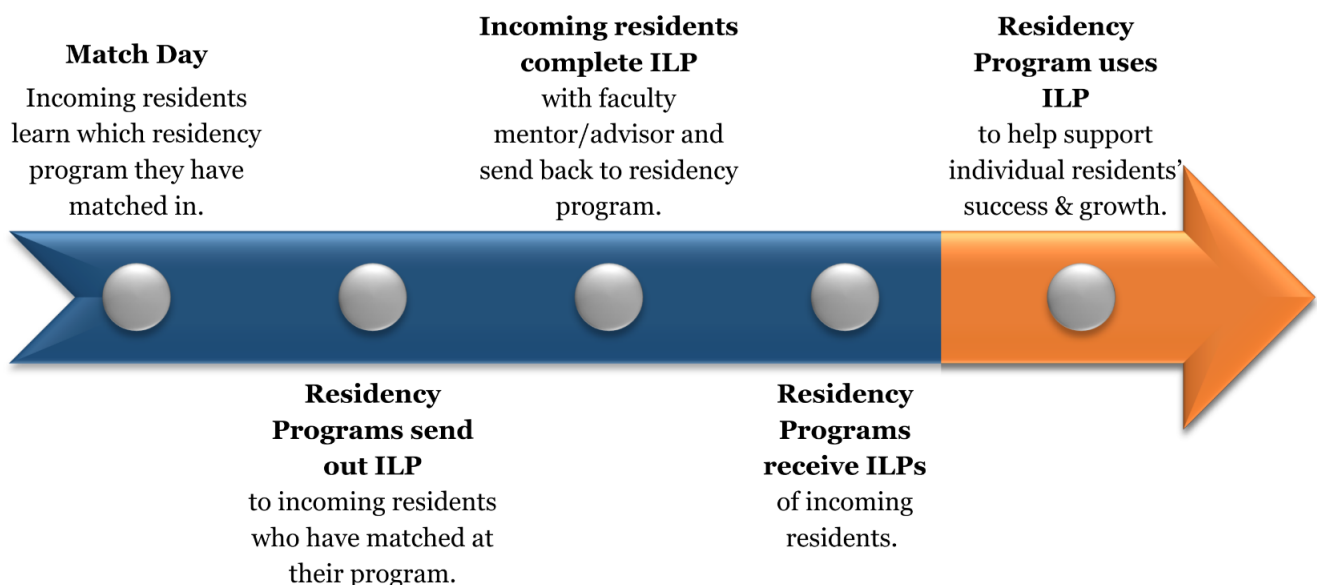
Background:

- The AAIM UME-GME Transition Individualized Learning Plan (ILP)* is a tool that can help bridge learners' transition from the undergraduate medical education (UME)** to the graduate medical education (GME)**space. (<https://im.org/resources/resources-program/transition-ilp>)
- Developed by the AAIM Learner Handoff Standards Task Force, the ILP can be sent to incoming residents just after they have matched into a residency program. The form asks incoming residents to reflect on areas of learning needs together with a faculty mentor/advisor before completing the document and returning it to the residency program to which they matched.
- In a 2022 pilot, programs used information from these ILPs to help plan curricula, signal interest in the needs of new interns, and start conversations about growth-directed learning.

* The UME-GME Transition ILP is *different* from any ILP used *during* residency.

** UME (medical school) and GME (residency)

Best Practices & Timeline:



Frequently Asked Questions:

Incoming Resident Focused Questions

Frequently asked questions for incoming residents and their faculty mentors/advisors

1	What is the AAIM UME-GME Transition Individualized Learning Plan (ILP)?	The ILP is a brief form that is completed by incoming residents with their faculty mentor/advisor to <i>help bridge the UME to GME transition</i> .
2	What is the purpose of the ILP?	<p>The goal of the ILP is to help incoming residents continue their professional development from the UME to the GME settings, with a focus on academic growth and professional identity formation.</p> <p>Additionally, it helps incoming residents engage in self-directed learning.</p>
3	Who completes the ILP?	<p>The ILP is completed by the incoming resident, with the support of a trusted medical school faculty mentor/advisor.</p> <p>In preparing the ILP, it is recommended that they reflect on prior evaluations as well as prior feedback received.</p>
4	When is the ILP completed?	The ILP is completed <i>after</i> the student has matched into residency.
5	How will I know if the residency program that I am joining participates in the ILP?	<p>All Internal Medicine residency programs are encouraged to participate in the ILP process, as this is a tool to help learners bridge the UME to GME transition.</p> <p>Residency programs that participate in the ILP process will reach out to their incoming residents to request the completion of an ILP.</p>

6	Who should support incoming residents in completing their ILP?	We encourage incoming residents to complete their ILP with the support and guidance from a trusted faculty mentor/advisor. This may be their assigned mentor/advisor at their medical school or another faculty mentor/advisor who is familiar with their work.
7	<p>What if I do not have an assigned medical school faculty mentor/advisor who can help me complete my ILP?</p> <p>The AAIM Individualized Learning Plan Work Group acknowledges that this may apply to many incoming residents.</p>	<p>Incoming residents can choose a faculty member who is familiar with their work, even if they are not a formally assigned mentor/advisor.</p> <p>If necessary, incoming residents can complete the ILP on their own.</p>
8	When do residency programs receive my ILP?	<p>Since ILPs are sent out by the residency program that incoming residents have matched into, programs will only receive completed ILPs <i>after</i> the match is completed and finalized.</p> <p>(Each residency program will specify when it is due.)</p>
9	Who has access to my ILP once residency programs receive it?	Residency leaders, including the Residency Program Director, and possibly Associate/Assistant Program Directors (APDs), Chief Residents, and Program Administrators/Coordinators may have access to incoming residents' completed ILP.
10	Will residency programs think that I am underperforming if I share areas that I need to grow in?	<p>We anticipate that all incoming residents will have areas of required support and improvement!</p> <p>We, therefore, encourage honesty in completing the ILPs so that residency programs can provide as much support as possible for their incoming residents.</p>
11	If I am underperforming in certain areas, could this impact my ability to start residency?	No. The ILP is not punitive and will not impact your ability to start residency on time.

12	What if there are individual circumstances, such as a lapse/break in my training?	Incoming residents should note any lapses in training and reflect on their most recent and current experiences.
13	What is the responsibility of faculty mentors/advisors completing the ILP?	<p>Faculty mentors/advisors who are asked to assist incoming residents with the completion of an ILP have an advisory role, helping the learner to reflect on what they should include in the ILP.</p> <p>It is the responsibility of the incoming resident to complete the ILP.</p>
14	What do residency programs do with the ILP once they receive it, and how does the ILP support my individual growth?	<p>Incoming residents' ILP may be used to help guide their growth during residency. This may include the assignment of specific mentors, adjustment of clinical schedules, work with coaches, etc.</p> <p>ILPs of incoming residents may also be used to design orientation schedules, as well as in the implementation of curricular elements at a program-wide level.</p>

Residency Program Focused Questions

Additional frequently asked questions for residency programs

15	Are these ILPs the same as those required by the ACGME core medicine program requirements?	<p>The AAIM UME-GME Transition Individualized Learning Plan was intended specifically for helping communicate individual learners' needs for the transition between medical school to residency.</p> <p>These were NOT meant to meet ACGME guidance regarding individualized learning plans during residency [V.A.1.d); IV.A.2. of the 2023 medicine program requirements].</p> <p>However, programs might choose to use these as a starting point for future ACGME-required learning plans.</p>
16	Have other programs found this ILP to be feasible and acceptable to use?	<p>From a 2022 pilot, representatives from 40 internal medicine residency programs reported that the ILP was generally feasible and valuable to understand interns' self-assessed competencies and needs for improvement. †</p>
17	Can programs add or change items on this ILP?	<p>Programs may find it useful to tailor the questions to meet specific priorities of the program and to better help their new residents.</p> <p>As examples, a program might choose to add items about chronic conditions important to local patient populations, or a program might choose to ask about additional resident skills needed to be effective in their local institutions.</p>

18	What are the recommended modes for collecting data via the ILP?	It is strongly recommended that residency programs use digital mediums for collecting ILP data. This will increase the ease of data collection, as well as enhance efficiency in data collection, aggregation, and sourcing.
19	What are some of the ways programs can use this ILP for incoming residents?	Programs can use this ILP to help signal to incoming residents their commitment to individualized growth and learning. (See examples below.)

† Pincavage, AT, Gandhi, A, Falk, E, et.al. [Evaluation of an Individualized Learning Plan Template for the Transition to Residency](#). *J Grad Med Educ*. 2023 Oct;15(5): 597–601. doi: 10.4300/JGME-D-23-00040.1.

Examples of Program Use

- Curriculum Planning
 - Aggregated data can help identify areas of perceived scarcity in medical knowledge or clinical skills for incoming residents.
 - Programs can use these to prioritize the content and timing of resident teaching sessions, such as didactic conferences or simulation training.
 - Areas of perceived shortfalls can also be used to plan the content and delivery of orientation activities (for the same year or for future years).
- Mentorship and advising
 - Programs could use the ILP to signal to incoming residents their commitment to learning each individual's needs and a growth emphasis at the start of residency training.
 - Faculty mentors can use ILP responses to begin conversations with interns about early individualized learning goals.
 - Faculty mentors can use identified content gaps to help connect interns early to program resources, such as reading materials or online learning modules.
- Rotation and elective scheduling
 - Programs could prioritize certain rotation or elective experiences for residents based on their ILP responses related to areas of perceived weakness. Prioritization is not intended to be punitive, but proactive in ensuring a successful start to residency.
 - Faculty mentors can use ILP responses to start conversations about future elective planning.