Developed by the AAIM Learner Handoff Standards Task Force, the AAIM ILP can be sent to fourth-year medical students just after they have matched into your program. The information from these ILPs allows programs to help plan curricula, signal interest in the needs of new interns, and start conversations about growth-directed learning. To increase the ease of data collection, programs are recommended to consider utilizing a digital medium for the ILP delivery. The following will provide information to consider when developing your ILP on a digital medium across two platform types: survey platforms and residency management systems.
Institution Survey Platform (e.g. Qualtrics, REDCap) and Non-affiliated Survey Platform (e.g. Google Forms, SurveyMonkey)

### OVERVIEW

<table>
<thead>
<tr>
<th>Institution Survey Platform</th>
<th>Non-affiliated Survey Platform</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g., Qualtrics, REDCap)</td>
<td>(e.g., Google Forms, SurveyMonkey)</td>
</tr>
</tbody>
</table>

**Benefits:**
- In nearly all instances, these platforms are HIPAA and FERPA-compliant, which ensures content is secure if additional information is requested in your ILP that would require such protections.
- These dedicated survey tools will provide great flexibility and tools for designing the survey.

**Area(s) for considerations:**
- More complex to navigate, though tutorials are often available.
- Still requires some work to distribute and centralize results.

**Benefits:**
- These dedicated survey tools will provide great flexibility and tools for designing the survey.

**Area(s) for considerations:**
- Data may not be secured as these platforms are often non-institutional-supported platforms. Would require extra review in those circumstances.
- Still requires some work to distribute and centralize results.

### Survey Platform Recommendations:

- Begin by downloading the template of the AAIM ILP found [HERE](#).
  - **TIP:** Consider reviewing your survey platform if there is a shared template space from other institutions where you could copy an existing form if available to edit to your program’s needs.
- Create a new survey via your respective survey platform.
  - **Introduction**
    - Start with an information/header section for the instructions of the ILP.
    - **TIP:** Consider incorporating a line in your introduction to address trainees who may not have access to a medical school mentor such as “If you do not have a medical school mentor or advisor to assist you, please continue to complete the ILP on your own so that we have a better understanding of your needs as you join our program.”
    - Separate the student’s “Name” to two questions for “Your First Name” and “Your Last Name” for easier sorting.
    - Do not include the “Faculty Mentor Name” as a question in the beginning, but rather add this at the end to replace the faculty signature.
  - **ILP Questions**
    - Goals for Internship
      - Setup as a text entry with three lines.
    - Preparedness for Internship
      - Utilize a matrix if available to customize rows and columns for this respective section. If there is no clear matrix option, review the options within multiple-choice, as there may be options to create rows and columns that would create a matrix.
    - Areas for Improvement
      - Refer to the Goals for Internship framework for this question.
    - Core IM Topic Preparedness
• Utilize a multiple-choice question type with a setting for checkboxes. There would be an option to create an “other” with a fillable line as well.
  ▪ Desired Learning Experiences
    • Setup as text entry.
  ▪ Closing
    • Student signature.
      o A student digital signature could be possible to include along with the text entry for time spent on the ILP.
    • Faculty signature.
      o It would be rather difficult to set up a system for signature by faculty members following completion by the student. Instead, it would be recommended that this be adjusted to replace the faculty signature for the name of the faculty mentor that the student would populate in addition to the time confirmed to be spent by the faculty member.
        ▪ e.g. “Attestation of Faculty Review: Please list the name of the medical school mentor or advisor you have reviewed with for this ILP.”
        ▪ e.g. “Please list the Faculty time required to review this ILP (in minutes):”
      o If inclined to incorporate a faculty signature, another recommendation could be to create a form field to submit/attach a document, where a generic attestation form could be created for faculty signature and linked to this question for the student to then submit through the form.
        ▪ You could consider recommending a signature by DocuSign or Adobe for the separate document.
  • Survey Distribution
    o You can initiate the ILP directly through the survey platforms, which would allow you to automate reminders to those who have not completed the ILP. However, note that sending directly through the platform creates custom links for each individual. The alternative could be to use a universal link for the ILP and incorporate into an email to matched trainees.
AAIM Internal Medicine Transition to Residency Individualized Learner Plan (ILP)

Instructions: Please complete this ILP and review it with a medical school mentor or advisor who knows you well. The goal is for you to submit this to your IM residency program by their deadline. This ILP will be utilized to get to know you and create personalized goals for you at the beginning of residency. By completing this form, you agree to share this information with your residency program.

First Name:

Last Name:

1. Goals for Internship

Describe your top 3 clinical and/or academic goals for the first 6 months of residency.

1. 

2. 

3. 
## II. Preparedness for Internship

How prepared do you feel for your internship in the following areas? (Select one)

<table>
<thead>
<tr>
<th></th>
<th>Not at all prepared (1)</th>
<th>Slightly Prepared (2)</th>
<th>Moderately prepared (3)</th>
<th>Very prepared (4)</th>
<th>Extremely prepared (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing a relevant and appropriate</td>
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<tr>
<td>physical exam</td>
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<td>Formulating and justifying a prioritized</td>
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<td>differential diagnosis</td>
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<td>Interpreting and communicating results</td>
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<td>of basic radiology tests (CXR) and ECG</td>
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<tr>
<td>Obtaining consent for procedures</td>
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<td>Performing day-to-day tasks and</td>
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<td>responsibilities in an organized and</td>
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<td>timely manner (personal organization)</td>
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<tr>
<td>Writing orders and prescriptions</td>
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<td>Looking up evidence-based recommendations</td>
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<tr>
<td>for patient care</td>
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<td>Presenting a patient in a clear,</td>
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<td>organized, hypothesis driven manner</td>
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<td>Documenting pertinent encounters</td>
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<td>efficiently in the patient record</td>
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<td>Providing and receiving handoffs in</td>
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<td>transitions of care</td>
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<td>Recognizing a patient requiring urgent</td>
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<td>or emergent care and</td>
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<td>Not at all prepared (1)</td>
<td>Slightly Prepared (2)</td>
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<td>Extremely prepared (5)</td>
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<td>being able to provide initial management</td>
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<td>Delivering bad news to patients or</td>
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<td>communication in challenging situations</td>
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<tr>
<td>Recognizing when to ask for help</td>
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<td>Managing patients in ICU settings (i.e.</td>
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<td>ventilators and pressors)</td>
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<tr>
<td>Managing patients in inpatient settings</td>
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<tr>
<td>Managing patients in a primary care clinic</td>
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</table>

**III. Areas for Improvement**

After reflecting on your preparedness for internship, describe your top 3 areas for improvement for the first 6 months of residency.

1. 
2. 
3. 

**IV. Core IM Topic Preparedness**

Which 3 core IM topics do you feel least prepared for during internship? (Select three)

- [ ] Abdominal pain
- [ ] Acid base disorders
- [ ] Acute coronary syndrome
- [ ] Acute kidney injury
- [ ] Altered mental status
- [ ] Anticoagulation management
V. Desired Learning Experiences

Based on these reflections, what learning experiences would be of most value to you in the first 3 months of residency? (Although not all experiences may be available at your program, possible examples include: case discussion session, small group session, direct observation, simulation, standardized patient encounter, lecture, mentoring, enhanced supervision, EHR training, online learning module, elective rotation)

Student E-Signature:

SIGN HERE
Student time required for this ILP (in minutes):

Attestation of Faculty Review:
Please list the name of the medical school mentor or advisor you have reviewed with for this ILP.

Please list the Faculty time required to review this ILP (in minutes):

Click Next to Submit.
Residency Management System (e.g., Medhub, New Innovations)

Benefits:

- Simpler interface to build the survey as an evaluation.
- Centralized access of data alongside future evaluations for program accessibility.

Area(s) for considerations:

- A simpler interface will restrict survey design for question type customization.
- Access to trainees may be limited depending on the institution’s development of profiles prior to official training. This could be mitigated in certain ways as noted further in this document.

Residency Management System Recommendations:

- Begin by downloading the template of the AAIM ILP found HERE.
  
  - TIP: Consider reviewing your residency management system evaluation if there is a shared template space from other institutions where you could copy an existing form if available to edit to your program’s needs.
- Create an evaluation in your residency management system.
  
  - Introduction
    - Start with an information/header section for the instructions of the ILP.
    - TIP: Consider incorporating a line in your introduction to address trainees who may not have access to a medical school mentor such as “If you do not have a medical school mentor or advisor to assist you, please continue to complete the ILP on your own so that we have a better understanding of your needs as you join our program.
    - Separate the student’s “Name” into two questions for “Your First Name” and “Your Last Name” for easier sorting.
    - Do not include the “Faculty Mentor Name” as a question in the beginning, but rather add this at the end to replace the faculty signature.

- ILP Questions
  
  - Goals for Internship
    - Create a short text question for each of the three goals.
  
  - Preparedness for Internship
    - Create a custom scale first, then proceed to create a multiple-choice question for each question row utilizing the same scale.
      
      - If your system access does not allow you to create a custom scale with radio buttons, then this may be an access retained by your GME team. Connect with your GME superuser who can assist with the creation of a custom scale.
  
  - Areas for Improvement
    - Refer to the Goals for Internship framework for this question.
  
  - Core IM Topic Preparedness
    - Create a custom scale first, then proceed to create a multiple-choice question for each item.
      
      - If your system access does not allow you to create a custom scale with checkboxes, then this may be an access retained by your GME team. Connect with your GME superuser who can assist with the creation of a custom scale.
      
      - Note that the evaluation tools available on residency management systems would not be able to embed a fillable “other” line with other checkboxes. It would be recommended that you still list “other” as an option for selection; however, add an additional question following the Core IM Topics for a short text entry non-required.
question with “Should you have selected other in the Core IM Topic Preparedness section, please list the topic(s) you feel least prepared that is not listed.”

- Desired Learning Experiences
  - Setup as text entry.

- Closing
  - Student signature.
    - A student signature is not possible, though as the ILP would be an evaluation, a signature would not be necessary. However, a line can still be included for time spent on the ILP.
  - Faculty signature.
    - It would be rather difficult to setup a system for signature by faculty members following completion by the student. Instead, it would be recommended that this be adjusted to replace the faculty signature for the name of the faculty mentor that the student would populate in addition to the time confirmed to be spent by the faculty member.
      - e.g. “Attestation of Faculty Review: Please list the name of the medical school mentor or advisor you have reviewed with for this ILP.”
      - e.g. “Please list the Faculty time required to review this ILP (in minutes);”

- Distributing Your Survey
  - It would be important to determine access of residency management system profiles by incoming trainees. Trainees would essentially be restricted from completion of the ILP until they get full access. The alternative approach could be to create the evaluation, though setup the students as outside evaluators. This is less ideal as the completed ILP will not be associated with their actual profile, though would provide you the means to distribute through the platform without active access by the students.
Internal Medicine Transition to Residency Individualized Learner Plan (ILP)

Instructions:
Please complete this ILP and review it with a medical school mentor or advisor who knows you well. The goal is for you to submit this to your IM residency program by their deadline. This ILP will be utilized to get to know you and create personalized goals for you at the beginning of residency. By completing this form, you agree to share this information with your residency program.

Goals for Internship

1. Describe your top clinical and/or academic goals for your intern year in residency.

2. Describe your second clinical and/or academic goals for your intern year in residency.

3. Describe your third clinical and/or academic goals for your intern year in residency.

Readiness for Intern Year

How prepared do you feel for your internship in the following areas? If you chose "not prepared at all" or "sightly prepared" please elaborate in the comment section.

4. Performing a relevant and appropriate physical exam

<table>
<thead>
<tr>
<th>Not prepared at all</th>
<th>Slightly prepared</th>
<th>Moderately prepared</th>
<th>Very prepared</th>
<th>Extremely prepared</th>
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<tbody>
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<td>○</td>
<td>○</td>
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</tbody>
</table>

Comment

5. Delivering bad news to patients or communicating in challenging situations.

<table>
<thead>
<tr>
<th>Not prepared at all</th>
<th>Slightly prepared</th>
<th>Moderately prepared</th>
<th>Very prepared</th>
<th>Extremely prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
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</tr>
</tbody>
</table>

Comment
Core IM Topic Preparedness.

6. What three core IM topics do you feel the least prepared for during the internship (select three)?

- Abdominal Pain
- Acid base disorders
- Acute kidney pain
- Altered mental status...
- Anticoagulation management
- Cirrhosis
- Congestive heart failure
- Diabetes
- Dyspnea
- Electrolyte repletion
- Gastrointestinal bleed
- Hypo/hypematemia
- Musculoskeletal complaints
- Oncologic emergencies (tumor lysis syndrome, neutropenic fever, etc.)
- Pancreatitis
- Pneumonia
- Shock
- Skin and soft tissue infection
- Substance use disorders
- Syncope
- Transfusion management
- other

Desired Learning Experiences

7. Based on these reflections, what learning experiences would be of most value to you in the first 3 months of residency? (Although not all experiences may be available at your program, possible examples include: case discussion session, small group session, direct observation, simulation, standardized patient encounter, lecture, mentoring, enhanced supervision, EHR training, online learning module, elective rotation)

Overall Comment