## SAMPLE LEARNING PLAN

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Resources, Strategies</th>
<th>Target Date</th>
<th>Evidence</th>
<th>Verification</th>
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</thead>
</table>
| 1) To develop content expertise in relationship-centered patient and team communication, including shared decision-making | • In-house AACH 5 day training  
• Assumption of role as trainer for relationship-centered curriculum, facilitating workshops once monthly  
• ENRICH shared decision making workshop development and facilitation  
• Review of relevant literature | Winter-Spring 2014 | • Greater application of learned communication strategies in my own patient and team encounters  
• More effective delivery of didactic content in workshop format  
• Enhanced ability to adapt workshop content and experiential learning to group needs and goals | • Reinforcing feedback from patients and team members  
• Reinforcing participant evaluations of workshops  
• Reinforcing feedback from trainers, AACH faculty, and co-facilitators |
| 2) To better understand my emotional attachment to control and explore my capacity to loosen it | • Heightened attention to triggers and emotional response  
• Purposeful behavior change  
• Written reflection  
• WC personal awareness group, family of origin  
• Ongoing discussion with guide | Ongoing, focus at WC 2014 | • Timely self-awareness (i.e. real-time vs. retrospective)  
• Increasing comfort in exercising flexibility and spontaneity in response to others’ needs | • Reinforcing feedback in personal relationships  
• See verification of objectives 3 and 4 |
| 3) To develop greater adaptive capacity as a facilitator, externalizing the locus of control more deliberately to the learner/group | • Greater allowance for spontaneity in session/workshop planning process  
• Ongoing solicitation of learners’ goals, needs, and feedback  
• Enhanced self reflection following sessions/workshops, specifically regarding the extent to which group process remained dynamic  
• Solicitation of feedback from group participants and co-facilitators, including regular debriefs with co-facilitators | Ongoing, focus in Spring/Summer 2014 | • Self perception of greater efficacy  
• Session/workshop content and process more variable  
• Broader participation and deepening engagement of learners/group members | • Learners/group members more readily articulate goal attainment  
• Reinforcing feedback from learners/group members and co-facilitators regarding group process and outcome |
| 4) To enhance transparency and effective communication | • Direct observation of skillful co-facilitation (i.e. by AACH faculty) | Ongoing, focus in Spring/Summer 2014 | • Communication framework yields specific, clear goals  
• Learners/group members more readily articulate goal attainment  
• Reinforcing feedback from learners/group members and co-facilitators regarding group process and outcome | • Reinforcing feedback from learners/group members and co-facilitators regarding group process and outcome |
<table>
<thead>
<tr>
<th>Collaboration with co-facilitators</th>
<th>Summer 2014</th>
<th>Constructive feedback</th>
<th>Members and co-facilitators re group process and outcome</th>
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</thead>
<tbody>
<tr>
<td>- Broader discussion with co-facilitators of mutual expectations, role delineation and parameters for role fluidity as indicated by group needs</td>
<td>constructive feedback</td>
<td>- Group development enhanced by 1) demonstration of trust and rapport between co-facilitators 2) co-facilitators’ synergistic ability to respond dynamically to group needs and process</td>
<td>members and co-facilitators re group process and outcome</td>
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<tr>
<td>- Regular use of pre-brief and debrief</td>
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