



## Comparison of RLS Steps and Standard 3 Sections

RLS	Standard 3 Section
Step 1: Identify the program’s purpose and outcomes	3.1 Residency Purpose and Description 3.2 Competency Areas, Educational Goals and Objectives
Step 2: Establish program structure	3.3 Program Structure
Step 3: Assign goals and objectives to learning experiences	3.3 Program Structure 3.3.a.2: The program’s structure must facilitate achievement of the program’s educational goals and objectives.
Step 4: Designate learning activities and write descriptions	3.3.c. Learning experiences
Step 5: Design assessment strategy	3.4 Evaluation
Step 6: Establish customized plan for each resident	3.4.d Residents’ development plans 3.4.d.(1) Each resident must have a resident development plan documented by the RPD or designee.
Step 7: Precept learning experiences	3.3.b. Orientation Residency program directors must <b>orient</b> residents to the residency program. 3.3.c.2 Preceptors must <b>orient</b> residents to their learning experience using the learning experience description. 3.3.c.3 During learning experiences, preceptors will use the four <b>preceptor roles</b> as needed based on residents’ needs.
Step 8: Monitor resident progress	3.4.d Residents’ development plans 3.4.d.(2) On a quarterly basis, the RPD or designee must assess residents’ progress and determine if the development plan needs to be adjusted. 3.4.d.(3) The development plan and any adjustments must be documented and shared with all preceptors.
Step 9: Conduct quality improvement activities	3.4 Continuous Residency Program Improvement