

APPENDIX 5B: CREATING AN INDIVIDUAL DEVELOPMENT PLAN (LONG FORM)

Making the most of your graduate and postdoctoral experience

An Individual Development Plan (IDP) is required for all graduate students and postdoctoral trainees in the School of Medicine. This requirement complies with recent policies adopted by NIH.

The purpose of the IDP is for each post-doc and graduate student to think about the specific career in science that s/he is preparing for. That career, for instance, might be at a

- research university (similar to the University of Washington, for example),
- a private research institute (similar, perhaps, to the Fred Hutchinson Cancer Research Center),
- a biotechnology or pharmaceutical company
- a federal or state laboratory (perhaps the NIH, CDC, or state public health lab)
- a teaching position at a 2 or 4-year university or college
- a federal regulatory agency (for example, the FDA)

While your individual program is designed to prepare you as a scientist or physician scientist, it is important that you think carefully about your individual career goals and the preparation that would assist you in being successful in that career. It is quite likely that your career success will require more than the ability to design and perform research. Your mentor and other resources at UW and affiliated institutions will be helpful, but you must take primary responsibility for your career preparation.

The most effective way to begin this process is to define your career interest(s) in terms of your desired future occupation, based upon the roles that you might play in the types of institutions listed above. If you find it difficult to answer specifically, you will find workshops and seminars offered at UW and affiliated institutions that can inform you about these occupations. See, for example, the Bioscience Careers website [<http://courses.washington.edu/phd/>] and the Future Faculty website [<http://www.uwmedicine.org/research/resources-for-researchers/events/future-faculty>]. Make use of many sources of information, such as the AAAS, your individual scientific association, and the National Postdoctoral Association with information for graduate students and postdocs [<http://www.nationalpostdoc.org/>].

Once you have an idea of your specific career goals, you will need to consider what it will take to be successful in that career and how you will develop those skills and gain needed experience. You should involve your mentor in helping you define what you need and to help you address those needs. This template includes 1) Acquiring discipline specific knowledge and research skills; 2) Gaining skills in written and oral communications, including teaching; 3) Training in responsible conduct of research; 4) Training in protection of human and animal subjects, laboratory safety; 5) Development of professionalism, management, and leadership skills.

For each goal, identify how you will accomplish the goal and the time by which the goal will be accomplished. No plan exists until the individual steps are defined and a time line is attached. If you can't decide on your preferred career path now, define what you need to know to make the choice and how you will obtain that information and over what period of time. Execute that plan and then develop the actual IDP as your specific career goals become better defined.

Once you have drafted your IDP, meet with your mentor(s) to discuss the draft, and schedule regular meetings to review and assess your progress. Make use of as many mentors as you find helpful – you

will find that most people are very willing to help to guide you in understanding your goals and defining what you need to receive from the mentoring relationship.

Your IDP should be considered a living document that will evolve over time as you move through your career training, and perhaps after quarterly or semi-annual meetings with your mentor(s). You may use this template directly or modify it to address your own career development and training needs.

UW School of Medicine Individual Development Plan Template

1. General Information

Mentee:

Primary Mentor:

Training or Degree Program:

Research focus area(s):

Date of Completion of IDP:

Planned schedule for meetings with mentor to evaluate progress:

(e.g. monthly, quarterly, annually)

2. Career Goals

Identify your existing strengths and the gaps in your knowledge or experience, then think of ways to fill those gaps during your training period.

I. Overall career goal:

II. What do you want to be doing in 10 years? (long-term objectives)

III. What do you want to be doing in 5 years? (medium-term objectives)

IV. What do you want to accomplish in the next year? (short-term goals; be specific)

3. Acquiring of Discipline-Specific Knowledge and Research Skills

I. Briefly describe your primary research project (1 paragraph)

II. What specific knowledge do you need to gain to accomplish this project? For each one, describe how you will learn this material (e.g. specific courses, tutorial with mentor, etc)

- 1.
- 2.
- 3.

III. What specific research skills (methods, techniques) do you need to learn to accomplish this project? (For each one, describe how you will learn these skills (e.g. graduate school or laboratory courses, from other students or postdocs in the research group, collaboration with another lab, etc)

- 1.
 - 2.
 - 3.
-

4. Gaining skills in oral and written presentation of research findings (talks, posters, writing manuscripts and grant applications).

I. Anticipated oral or poster presentations (list frequency and dates of presentations if possible)

1. Lab meetings/ research team meetings

- a.
- b.
- c.

2. Work in Progress (e.g. presentations to dissertation committees, division/department retreats)

- a.
- b.
- c.

3. National or international meetings (list and provide dates of specific meetings)

- a.
- b.
- c.

II. Anticipated publications (describe anticipated titles/topics of manuscripts and anticipated dates of submission; include both first author and collaborative publications)

1. Anticipated first-author manuscripts

- a.
- b.
- c.

2. Anticipated publications as a collaborator

- a.
- b.
- c.

III. Timeline for submitting applications for funding for predoctoral, postdoctoral, or other training/career development awards (list specific source of potential funding and type of award, with expected submission dates).

1. NIH applications

- a.
- b.
- c.

2. Applications to foundations and other sources

- a.
- b.
- c.

IV. Gaining experience in teaching (list specific teaching opportunities, formal or informal training in didactics)

- a.
- b.

V. Timeline for planning to move to the next step (e.g. postdoc position or other position for current graduate students; faculty or other position for current postdocs)

1. Key contacts to make

- a.
- b.
- c.

2. Potential sources for letters of reference (cultivate these relationships early).

- a.
- b.
- c.

3. Other actions to facilitate the move to your next position (e.g. job opportunities, introductory

letters from mentor)

- a.
- b.
- c.

5. Training in responsible conduct of research

(Briefly describe plan for training in specific topic areas to include: 1) conflict of interest; 2) data acquisition and ownership; 3) peer review; 4) responsible authorship; 5) research misconduct; 6) researcher/trainee responsibilities; 7) collaborative science)

1. Participation in the UW Biomedical Research Integrity Series (5 lectures; 3 discussion groups annually)

2. Individualized instruction from primary mentor (to include format, subject matter, duration and frequency):

6. Training in protection of human and animal subjects, and laboratory safety

1. Formal training

2. Training from mentor or other lab members

7. Development of professionalism, leadership, management, and mentorship skills

(Briefly describe how you will learn these skills)

8. Ongoing Mentoring Meetings

1. Frequency of meetings with primary mentor

2. Plan for scheduling these meetings

3. Composition of your mentoring/dissertation committee

4. Frequency of meetings with mentoring/dissertation committee

5. Plan for scheduling these meetings

9. Formal Evaluation

I. Evaluation of Trainee Progress

Review of mentee's progress toward each of the above outlined milestones will occur semi-annually at the trainee's advisory committee meetings; written evaluation will be prepared by mentor and shared with trainee, advisory committee members, and Training Program director on at least an annual basis

II. Evaluation of Mentor

Each trainee will fill out an anonymous evaluation of his/her mentor annually and send to the Training Program Director. This information will be shared with the Program's advisory committee and general concepts for improvement will be shared with all training faculty, to protect trainee anonymity.

Signature of Trainee:

Date:

Signature of Mentor:

Date: