**CREATING AN INDIVIDUAL DEVELOPMENT PLAN:**

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 you to think about the specific career in science for which you are preparing.  That career might be at a

* research university (similar to the University of Washington, for example)
* private research institute (similar, perhaps, to the Fred Hutchinson Cancer Research Center)
* biotechnology or pharmaceutical company
* federal or state laboratory (e.g. the NIH, CDC, or state public health lab)
* teaching position at a 2 or 4-year university or college
* federal granting or regulatory agency (for example, the NIH or FDA)
* journal, magazine or newspaper, as an editor or writer

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.  You will find online sources that can help you, as well as workshops and seminars offered at UW that can inform you about these occupations. See, for example, the AAAS (<http://myidp.sciencecareers.org>),

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>].

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.  This template includes prompts that will guide you in 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; and 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, how you will obtain that information, and the time period over which you will work on this choice. Execute that plan and then develop the actual IDP as your specific career goals become better defined.

It is useful to involve your research advisor and other mentors in helping you define what you need and to help you address those needs. Once you have drafted your IDP, meet with them 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). You may use this template directly or modify it to address your own career development and training needs.

**University of Washington M3D PhD Program**

**Individual Development Plan (IDP) Template**

The IDP is a living document designed to undergo continuous revision.

The NIH requires that an updated document be filed with the M3D Office (m3d@uw.edu) annually — due each year no later than the last day of instruction for Autumn Quarter. Students in the Second Year and beyond are required to discuss the IDP with the Research Mentor, who must co-sign the document following the discussion.

**1. General Information**

**Student**:

**Primary Mentor**:

**Research interest/focus area(s):**

**Date of this draft of your IDP:**

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**2. Career Goals**

**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?** Identify your current strengths and the gaps in your knowledge or experience necessary to reach your career goals, then think of ways to fill those gaps during the next year of your training. Identify short-term goals, and be specific.

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**3. Acquiring Discipline-Specific Knowledge and Research Skills**

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

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

**II. What specific knowledge do you need to gain to accomplish your future goals? In what ways will you will acquire this knowledge**: e.g. specific courses, tutorial with mentor, etc.

 1.

 2.

 3.

**III. What specific research skills (methods, techniques) do you need to accomplish your future goals? 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.

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**4. Ongoing Mentoring Meetings**

1. **Meetings with Primary Research Mentor — frequency, content:**
2. **Meetings with Clinical Mentor, other co-mentors — frequency, content:**
3. **Plan for scheduling these meetings in the future:**
4. **Composition of your Supervisory Committee**
5. **Frequency of meetings with Supervisory Committee**
6. **Plan for scheduling these meetings**

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

**I. Completed and anticipated oral or poster presentations:** list frequency and dates, if possible.

**1. Lab meetings/ research team meetings**

a.

b.

c.

 **2. Research in Progress:** e.g. presentations to joint lab meetings, retreats.

a.

b.

c.

 **3. National or international** meetings: provide names and 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 planned submission dates.

 **1. NIH applications**

a.

b.

c.

 **2. Applications to foundations and other sources**

a.

b.

c.

**IV. Areas for improvement in your communication skills.**

 **1. Oral communication skills.**

a.

b.

c.

 **1. Written communication skills.**

a.

b.

c.

**V. Gaining experience in teaching/mentoring:** list specific opportunities for formal teaching research mentoring, outreach and tutoring.

 a.

 b.

 c.

**VI. 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. **When do you hope to complete this phase of training?**

 **2. Have you recently updated your cv?**

 **3. Potential sources for letters of reference**: cultivate these relationships early.

a.

b.

c.

 **4. Other actions to facilitate the move to your next position:** e.g. job opportunities, introductory

 letters from mentor.

 a.

 b.

 c.

 **5. Key contacts to make to advance your career goals**

 a.

 b.

 c.

**6. Development of professionalism, leadership, management, and mentorship skills**

Briefly describe how you will develop these skills.

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**7. Training in responsible conduct of research**

1. **Responsible Conduct of Research Course:**

 a. Dates completed (quarter and year).

 b. Dates planned (quarter and year).

**2. Instruction from primary mentor:**

 a. Dates completed (quarter and year).

 b. Dates planned (quarter and year).

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

1. **Required online training:**
2. HIPAA:
3. Asbestos: Dates completed or planned (quarter and year).

 b. Hazardous material: Dates completed or planned (quarter and year).

 c. Bloodborne pathogens: Dates completed or planned (quarter and year).

**2. Training by mentor or lab members:**

a.

b.

c.

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**Signature of Trainee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature of Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **DUE BY THE LAST DAY OF INSTRUCTION, AUTUMN QUARTER**