**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, as a post-doc or graduate student, 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 Template**

**1. General Information**

**Trainee**:

**Research Mentor**:

**Clinical Mentor:**

**Training or Degree Program: M3D**

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

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

**IDPs must be updated annually and submitted to the M3D Office by the last day of Fall Quarter each year. For students in Y2 and thereafter, the IDP should be discussed with the Research Mentor and cosigned by the student and Research Mentor before filing.**

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**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)

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

**I.** **Briefly describe your primary research experience/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.

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**4. Ongoing Mentoring Meetings**

**1. Frequency of meetings with Primary Research Mentor**

**2. Plan for scheduling these meetings**

**3. Composition of your Supervisory Committee (this committee should be formed by Winter of Year 2).**

**4. Frequency of meetings with Supervisory Committee.**

**5. 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. 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. 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.

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

Briefly describe how you will learn these skills.

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

1. **Participation in the UW Biomedical Research Integrity Series**

(Years 1 and 4: 5 lectures; 3 discussion groups)

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:**

a. 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 Advisor/ Mentor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**