

MD/PhD Individual Development Plan (IDP)

I. Purpose

The IDP is a tool to assist trainees with career and professional development. The IDP provides a platform for trainees to identify professional goals, assess competencies relevant to these goals, and develop a plan to achieve specific objectives related to their career goals. The trainee-developed IDP becomes a platform for discussion with their PhD mentor, to foster communication important for the trainee's professional development. The process is interactive and reiterative to ensure training success and satisfaction.

II. Process

Several steps are involved in the development, implementation, and revision of the IDP. The trainee and mentor are active participants, working together to design a plan that helps the trainee meet goals identified in the IDP. The process involves identification of short-term objectives, with clear expectations and milestones that address long-term career goals. The IDP is changeable and should evolve over time.

Basic steps for Trainee

1. Update Student Progress Form, noting important milestones.
2. Conduct a self-assessment
 - a. Define your time commitment to various components of the graduate experience.
 - b. Assess your skills and interests.
 - c. Use outside resources to get feedback on your skills, strengths, and weaknesses. The following **self-assessment tools** provide a nice resource for this self-assessment.
<http://myidp.sciencecareers.org>
[www.apsarchive.org/download.cfm? submissionID=7365](http://www.apsarchive.org/download.cfm?submissionID=7365)
2. Survey opportunities with mentor
 - a. Identify career opportunities that interest you.
 - b. Define differences between your current skills and additional skills needed for your identified career objectives.
 - c. Prioritize areas for development and discuss strategies for addressing objectives with your mentor.
3. Write/update your IDP, share it with your mentor, and review together
 - a. Identify specific skills that you need to develop in the short-term (e.g. 1-2 years)
 - b. Define strategies to develop each skill. Use the "SMART" principle:
 - i. **S** pecific - is it focused and unambiguous?
 - ii. **M** easurable - define metrics to know whether the objective is achieved.
 - iii. **A** ction-oriented - identify concrete steps to achieve the objective.
 - iv. **R** ealistic - is the strategy feasible?
 - v. **T** ime bound - define a deadline.
 - c. Discuss draft with mentor
4. Implement the plan, and revise as needed (at least annually)
 - a. Review your plan with your mentor on a regular basis.
 - b. Revise as necessary.

Basic steps for Mentor

1. Be familiar with training requirements and opportunities.
2. Discuss opportunities with trainee.
3. Review your trainee's IDP and help revise.
4. Establish regular periods for IDP review and revision, as needed.

Individual Development Plan for MD/PhD Students

Name of Student: _____ Graduate Program: _____

Name of Mentor: _____

Summarize the findings in your “myIDP Summary” (see: <http://myidp.sciencecareers.org>):

Long-term Career Goals:

Time Distribution – what percent of your time is spent in each of the following activities?

- _____ Coursework
- _____ Research
- _____ Clinical activity
- _____ Teaching
- _____ Leadership (describe):
- _____ Writing abstracts and/or manuscripts
- _____ Writing grants
- _____ Attending lab meetings, journal clubs, or seminars
- _____ Attending scientific or professional meetings
- _____ Other (describe):

Trainee Self-Assessment of Skills (Please fill in with short lists, if no accomplishments say none):

Scholarship Skills	Accomplishments	Gaps	Plan to Address Gaps
Core science knowledge			
Translational knowledge			
Laboratory skills			
Analytical skills			
Responsible conduct of research			
Manuscript writing and preparation			
Grant writing			
Overall productivity			

Professional Skills	Accomplishments	Gaps	Plan to Address Gaps
Teaching			
Communication			
Management			
Leadership			
Networking			
Teamwork			
Collaboration			
Embracing diversity			
Interview skills			
Fund of medical knowledge as measured by Medical School Grades, Class Rank, USMLE and NBME scores			
Ability to perform an adequate history and physical exam			
Develop differential diagnoses			
Develop appropriately individualized diagnostic and treatment plans			
Competently perform common medical procedures			
Recognize common, immediately life-threatening conditions and initiate therapy			
Formulate an initial management plan for critically ill patients			

Short-term (1-2 year) Objectives:

List **Academic Goals** for the next year (e.g., courses to take, skills/knowledge to enhance, progress on projects, etc.). Add lines if necessary.

1. _____
2. _____
3. _____

• Strategies and resources needed to achieve the short-term Academic goals stated above:

1. _____

2. _____

3. _____

List three **Professional Goals** based on the Career Advancement Goals in your “myIDP Summary.”

1. _____
2. _____
3. _____

• Strategies and resources needed to achieve the Professional goals stated above:

1. _____

2. _____

3. _____

Student Signature: _____ Date: _____

Mentor Signature: _____ Date: _____

MD/PhD Program Signature: _____ Date: _____

Anticipated date of next review: _____