**PhD – Individual Development Plan (IDP)**

**First Year BMS Graduate Students**

**Student name:** (print) **Date**

**Advisor name:** (print)

**Directions for the student:** This form is to be completed during the first two weeks of graduate school and is your first IDP. Complete the assessment and discuss with your advisor. You and your advisor need to sign the last page. Keep a copy for yourself and give a copy to the Office of Research and Graduate Education for inclusion in your file. You will be completing an IDP yearly while in the graduate program. Each year will have a unique form.

**Skills Assessment**

Rate your accomplishment in each area using the numerical scale where 1= highly deficient and 5 = highly proficient. Use the full range of scores. It is expected that you will be deficient in many areas – that is why you are seeking training.

**Research Skills and Scientific Knowledge** Check if this a target

skill for this year

Broad based knowledge of science 1 2 3 4 5

Critical evaluation of scientific literature 1 2 3 4 5

Technical skills related to my specific research area 1 2 3 4 5

Experimental design 1 2 3 4 5

Keeping a laboratory notebook 1 2 3 4 5

Statistical analysis and interpretation of data 1 2 3 4 5

Math skills and experience with large data sets 1 2 3 4 5

Initiative/independence 1 2 3 4 5

**Communications**

Organization of research proposal or publication 1 2 3 4 5

Writing with appropriate grammar and structure 1 2 3 4 5

Speaking clearly and precisely (no jargon) 1 2 3 4 5

Presenting research to different audiences 1 2 3 4 5

Seeking advice from advisors and mentors 1 2 3 4 5

Working with constructive criticism 1 2 3 4 5

**Independence/Professionalism**

Upholding commitments and deadlines 1 2 3 4 5

Dealing with conflict 1 2 3 4 5

Lab citizenship 1 2 3 4 5

Work ethic 1 2 3 4 5

**Academics, Research, and Time Management**

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| **How much time do you typically spend studying each day for courses you took as an undergraduate?** |
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| **What do you think will be the most challenging part of the Foundations course?** |
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| **What do you do when you feel that your background is weak for a section of material in a class and the lecture seem to go “over your head”?** |
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| **What laboratory rotations interest you most and what is your rationale for choosing them?** |
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| **What do you think will be the most challenging part of your laboratory rotations?** |
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| **How do you plan to manage studying with laboratory rotations including the outside expectations that lab might have for reading relevant literature?** |
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**Professional Development**

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| **What do you see as your long-term goals at this point in time, whether general or specific?** |
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| **What factors inform these goals (e.g. skills, interests, values, colleagues)?** |
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**Personal Development**

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| **Your success is tightly linked to your wellness. What are you doing to maintain this?** |
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| **Your success is also linked to your level of confidence. How do you rate yourself and what do you do to improve your self-confidence?** |
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| **Is there anything else you think we should talk about?** |

**For the Advisor:**

During your meeting with the student, evaluate if the assessment and plans are realistic and work with the student to modify them if needed. Ask the following questions to review the effectiveness of your interactions with your trainee and add a check mark to indicate that they were completed.

How often would you like to meet over the semester?

Establish the best times of the day to meet.

What other help do you need to help you achieve your goals for the coming year?

Signature of Student:

Signature of First Semester Advisor:

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| Additional comments from the advisor (optional): |
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