

College of Pharmacy

Pharmaceutical Sciences Individual Development Plan

What is an Individual Development Plan (IDP)?

The individual development plan (IDP) serves as a template for identifying your personal and professional goals, assessing your overall progress, and establishing expectations for your continued progression in the graduate program. The IDP serves as a supplement to the annual graduate student performance evaluation and is comprised of a self-assessment of your current skills, a summary of your goals for the upcoming year based on that self-assessment, and an action plan to reach your goals, created in conjunction with your advisor.

How do I use my IDP?

Your IDP should be referenced as a guide during your regular meetings with your advisor and supervisory committee to ensure progress is made towards your personal and professional goals. Each year, you will be asked to update and refine your IDP, based on your current assessment of your goals and skills, as well as the progress you have made, to create attainable steps for fulfilling long-term goals.

IDP Requirements

Per the UF Graduate Catalog, an IDP is required to be completed for both masters and doctoral students, with annual revisions to reflect the accomplishments and goals for each academic year. The initial IDP should be completed within the student's first year in the graduate program, then updated annually. Students will submit their IDP to the COP Office of Graduate Education every year as part of the annual student evaluation process.

Steps to Complete your IDP:



Student Name: _____ **Student UFID:** _____

Degree Track: _____ **First Term in Program:** _____

Faculty Advisor: _____ **Department:** _____

Step 1: Graduate Program Expectations & Requirements

Graduate Student

- Take primary responsibility for the successful completion of my degree.
- Meet regularly with my advisor to provide updates on the progress and results of my activities.
- Establish a shared understanding of satisfactory progress with my advisor.
- Work with my research advisor to develop a dissertation project and select a committee.
- Actively seek out advice and feedback from my advisor, committee, and other mentors.
- Remain informed of the policies and requirements of my graduate program, and the University of Florida.
- Attend and participate in department meetings and seminars.
- Maintain knowledge of original literature in my field.
- Be a good research collaborator, maintaining a safe, clean, and collegial academic and work environment.
- Discuss policies on work hours, sick leave, and vacation with my advisor.
- Discuss expectations on authorship and attendance at professional meetings with my advisor.

Faculty Advisor

- Be committed to a student's education and training as a future member of the research community.
- Be committed to guiding a student's research project, allowing them to take ownership of their research.
- Encourage students to set reasonable goals and establish a timeline for completion.
- Provide and seek regular and honest feedback on an ongoing basis.
- Commit to improving as a mentor.
- Be open to students by encouraging them to bring concerns to you, while aiming to find acceptable solutions for all concerned.
- Be knowledgeable of and guide students through the graduate program's requirements/deadlines.
- Advise and assist with a student's thesis committee selection.
- Lead by example and facilitate training in complementary skills needed to for a successful career, such as communication, writing, management, and ethical behavior.
- Discuss authorship policies, acknowledge a student's research contributions, and work with students to aid in publishing their work in a timely manner prior to their graduation.

Required Program Milestones*

Year	Important Dates & Benchmarks	Complete? Comments?
1	→ Identify faculty advisor	<input type="checkbox"/>
	→ Create supervisory committee	<input type="checkbox"/>
	→ Complete required departmental courses	<input type="checkbox"/>
2	→ Finalize supervisory committee	<input type="checkbox"/>
	→ Complete required departmental courses	<input type="checkbox"/>
3	→ Complete research proposal	<input type="checkbox"/>
	→ Pass written and oral qualifying exam	<input type="checkbox"/>
4	→ Dissertation research	<input type="checkbox"/>
	→ Present at conferences, seminars, etc.	<input type="checkbox"/>
5+	→ Complete and defend dissertation research	<input type="checkbox"/>
	→ Submit final dissertation to UF Graduate School	<input type="checkbox"/>

**please note that this is a general guideline for meeting program milestones, and your timeline to completion may differ. Students should reference their department's graduate handbook for milestone information specific to their concentration.*

Step 2: Graduate Student Skills Self-Assessment

Consider the following skills and evaluate your current performance level, using this as an opportunity to identify strengths and weaknesses. You are not expected to have mastered all of these skills at this time. Please be thoughtful and honest when considering your current skill level, as this assessment will be used to create your S.M.A.R.T. goals in the next step.

	<i>Skill Level:</i>	<i>Excellent</i>	<i>Competent</i>	<i>Low/None</i>
<i>Foundational Knowledge</i>				
Broad-based knowledge of pharmaceutical sciences field		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration-specific understanding of field		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding impact across "life cycle of a drug"		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding and interpreting literature in field		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical thinking & problem solving		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Research Skills</i>				
Designing & performing experiments		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting results		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Careful recordkeeping practices		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding data ownership		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrating responsible conduct in research		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Well-Being</i>				
Maintaining openness and curiosity		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being healthy (physically, emotionally, financially)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective time management		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall positive attitude towards others		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Communication</i>				
Writing for experts in my field		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing for a lay audience		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grant-writing skills		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking clearly and effectively when presenting		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining open communication with my advisor/committee		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Management & Leadership</i>				
Collaborating with others		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing constructive feedback		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with conflict		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and organizing projects		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serving as a role model		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Professionalism</i>				
Upholding commitments & deadlines		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining positive relationships		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributing to community/institution		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributing to a team in office/lab		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Upholding ethical research standards		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Step 3: Summary & Goals

Based on your self-assessment, use the below table to summarize your current skill level and identify your goals for the upcoming year. Some of your previous goals may not have been met yet; include those goals here and be sure to document your progress. Remember to create “S.M.A.R.T.” goals for yourself!

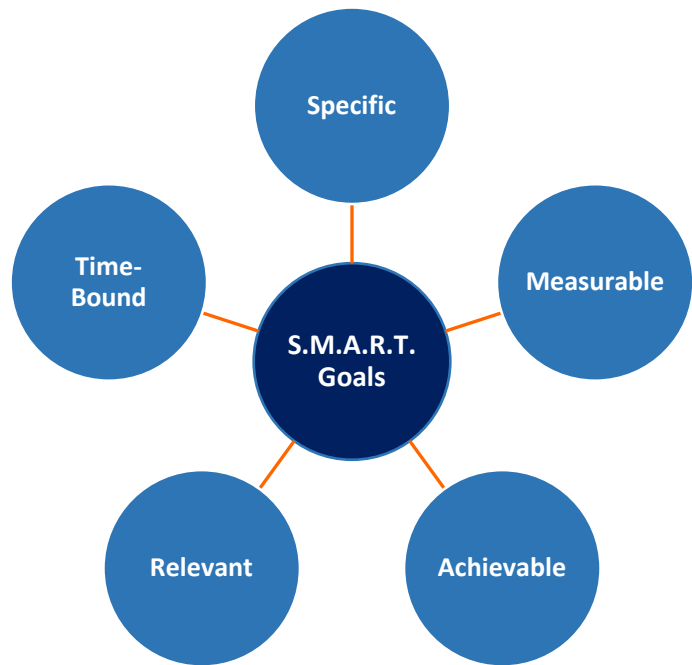
Specific: What one or two skills do you need to improve, and how do you plan to accomplish it?

Measurable: How are you going to show that you have mastered this new skill?

Achievable: Can this new goal be reasonably met based on your skills today? If not, consider breaking it down into smaller goals that can lead to your larger goal.

Relevant: Does this goal directly relate to your progress in the COP graduate program?

Time-Bound: When will you achieve this goal? Can it be achieved within the next academic year?



	Summary of Current Skills	SMART Goals
Foundational Knowledge		
Research Skills		
Well-Being		
Communication		
Management & Leadership		
Professionalism		

Step 4: Review & Signature

Discuss your self-assessment summary and S.M.A.R.T. goals with your advisor, and work together to develop an action plan based on this conversation to address your target goals, skills, and competencies for the upcoming year. You should review these goals with your advisor regularly as you continue to make academic and personal progress throughout your graduate career.

Target Date of Next Supervisory Committee Meeting:

Any additional comments:

Please sign below to confirm that this Individual Development Plan has been reviewed and discussed:

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____