

# Individual Development Plan (IDP) for CHPR Students

Please complete the IDP with your faculty mentor on a quarterly basis. Please submit a copy of your completed IDP to your faculty mentor and Chris Harty (SPRC Program Associate, [charty@stanford.edu](mailto:charty@stanford.edu)) each quarter.

## A. Information/Signatures

Name of Student: \_\_\_\_\_

Student Signature: \_\_\_\_\_

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

Faculty Mentor: \_\_\_\_\_

Faculty Mentor Signature: \_\_\_\_\_

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

## B. Self Assessment: Evaluate your skills and abilities in the following areas where: 1 = Needs improvement, 5 = Highly proficient

|  | <u>Qtr 1</u> | <u>Qtr 2</u> | <u>Qtr 3</u> | <u>Qtr 4</u> |
|--|--------------|--------------|--------------|--------------|
| <b><u>Community Health and Prevention Research</u></b> |              |              |              |              |
| Partnering with communities                            | 1 2 3 4 5    | 1 2 3 4 5    | 1 2 3 4 5    | 1 2 3 4 5    |
| Recruiting/engaging participants                       | 1 2 3 4 5    | 1 2 3 4 5    | 1 2 3 4 5    | 1 2 3 4 5    |
| Applying research in a real world setting              | 1 2 3 4 5    | 1 2 3 4 5    | 1 2 3 4 5    | 1 2 3 4 5    |
| <b>Areas in which I am already proficient:</b>         |              |              |              |              |

*Areas that I want to improve on/learn:*

### **General Research Skills**

|   |           |           |           |           |
|---|-----------|-----------|-----------|-----------|
| Study design  | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Assessment methods                                      | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Qualitative skills<br>(e.g., focus groups, coding data) | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Quantitative skills                                     | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| <b>Areas in which I am already proficient:</b>          |           |           |           |           |

*Areas that I want to improve on/learn:*

### **Professional Skills**

|  |           |           |           |           |
|--|-----------|-----------|-----------|-----------|
| Oral presentation skills (for audiences)       | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Writing (for audiences)                        | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Problem solving                                | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| <b>Areas in which I am already proficient:</b> |           |           |           |           |

*Areas that I want to improve on/learn:*

### **Interpersonal Skills (with colleagues)**

|  |           |           |           |           |
|--|-----------|-----------|-----------|-----------|
| Working in a team                              | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Writing skills                                 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Oral speaking skills                           | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Networking                                     | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| <b>Areas in which I am already proficient:</b> |           |           |           |           |

*Areas that I want to improve on/learn:*

**C. Internship (CHPR 299, 6 total units over 2 consecutive non-summer quarters):** What is the focus of your internship and what is your general plan for completing your internship?

**D. Master's Thesis (CHPR 399, minimum 3 units over 1 or more quarters):** What is the focus of your master's thesis and what is your general plan for completing your master's thesis?

**E. Plans for the Upcoming Quarter**

- Anticipated collaborations to establish?
- Anticipated milestones for your internship and/or master's thesis?
- How can your faculty mentor help you advance your goals?

**F. What other comments, questions, or discussion items do you have?**

**G. Mentoring Competency Assessment: Faculty mentors have the below responsibilities.<sup>1</sup> Please review and discuss the below checklist with your faculty mentor.**

- Providing you with constructive feedback
- Establishing a relationship based on trust with you
- Working with you to set clear expectations of the mentoring relationship
- Aligning his/her expectations with your own
- Working with you to set internship goals
- Employing strategies to enhance your understanding of research
- Motivating you
- Building your confidence
- Stimulating your creativity
- Helping you network effectively
- Helping you set career goals

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<sup>1</sup> **Source:** Fleming M, House S, Hanson VS, et al. The Mentoring Competency Assessment: validation of a new instrument to evaluate skills of research mentors. Acad Med. 2013;88 (7):1002-8. [http://journals.lww.com/academicmedicine/Abstract/2013/07000/The\\_Mentoring\\_Competency\\_Assessment\\_\\_\\_Validation.32.aspx](http://journals.lww.com/academicmedicine/Abstract/2013/07000/The_Mentoring_Competency_Assessment___Validation.32.aspx)