

Epidemiology Independent Development Plan

Student first name _____

Student last name _____

Degree program: PhD

Years in program: _____

Date of plan: _____

This Independent Development Plan is a tool to use to outline long-term and short-term objectives for your development in our department. Regular review of these goals and objectives and the development of a strategy to achieving them will help you in your preparation during your time in our degree program.

This form is intended as a guide only – a tool to help you and your mentor(s) discuss and develop a plan to address your career development needs.

1. Career Goals

Use this section to indicate your broad career goal(s) as you see them at this time. If more than one goal, indicate which goal may have greater priority. For example, broadly, are you are considering a career as a “university faculty member”, or a “state or national government position”, or working at a “pharmaceutical company”, etc.. If you are not yet certain, it is okay to indicate that you are still exploring a number of options.

2. Program Requirements

a. Required Coursework to be Completed

Use this section to indicate what courses you have not yet completed. Do not include courses in which you are currently enrolled.

b. Timeline for Key Milestones

Use this section to indicate when you have completed the primary milestones in the doctoral program, or to indicate your goals for date of completion of these milestones (if not yet completed).

	Date completed	or	Goal for completion
Preliminary exams			
Comprehensive exam			
Overview exam			
Final defense			

c. Impact of the Pandemic on your Studies

If relevant, use this section to indicate how the pandemic has affected your doctoral study plan. In particular, note if the pandemic has affected your dissertation research progress, and what aspects of your dissertation have been affected. Also, note if your planned time on your dissertation will be extended due to this circumstance, and your estimate of how much additional time you may need to complete your work.

3. Formal Mentors

List your formal mentors (advisor and committee members). If you are early in your graduate career, you may not have all of these individuals identified yet. In that case, you may choose to list potential mentors.

Primary advisor first name

Primary advisor last name

Committee members:

First name	Last name	Department

4. Skill Development

The following list represents a non-comprehensive range of skills that students often develop in a graduate program. In this section, state where your current level of skill lies in each area, discuss these skills with your advisor/mentors, and develop a plan to address specific goals in these areas in the next year.

- a. Understanding of specific principles in epidemiology and biostatistics
- b. Applied skills in epidemiology (e.g. “using epi methods in research”, “using SAS in data analysis”, “survey development”, data management)
- c. Critical thinking skills (e.g. developing original research ideas, presenting strong arguments to analyze an epidemiologic problem)
- d. Management and leadership skills (e.g. managing an aspect of a project, working as a team member on a project, collaborating on a writing team)
- e. Professionalism and ethics (e.g. developing IRB proposals, carrying out work professionally, effective interpersonal communication)
- f. Professional writing (e.g. grant or proposal writing, scientific paper writing, reviewing manuscripts)
- g. Research and scholarship skills (e.g. literature search, developing original ideas, developing methods, independent integration of feedback and new information)
- h. Teaching skills
- i. Communication skills (e.g. oral presentations, research posters)

Self-rating of your current level of skills

high level skills very good skills moderate skills low skills no skills

a. Knowledge of fundamental epidemiology and biostatistics concepts

b. Applying fundamental epidemiology and biostatistics concepts

c. Critical thinking

d. Management and leadership

e. Professionalism and ethics

f. Professional writing

g. Research skills

h. Teaching skills

i. Communication skills

Goals/Plan to address current skills

For the next year, list the goals and plan to be followed for improving this skill set.

5. Informal Mentors

Are there other individuals outside of your committee or outside of the university whose backgrounds and experiences can contribute to your development in knowledge, skills, and abilities? If so, list them here, and briefly identify how they are (or can be) a part of your development.

First name		How this individual can help you reach your goals	
Last name			
Organization			

First name		How this individual can help you reach your goals	
Last name			
Organization			

6. Finding your next position

At an appropriate time, the student and advisor should discuss strategies for moving into a job or new position after graduation. In this section, you should think about and discuss plans for this aim.

- a. Have you completed a C.V.? _____ Yes No
- b. Have you met with the Pitt Public Health Career Services Office? _____ Yes No
- c. What additional resources are you aware of that could aid in your search for a position?

- d. What particular positions are you targeting to pursue?

7. Please complete, sign, and return this form

Students will receive an annual reminder from the Student Services Office on submission of their IDP Form. Students will be asked to submit their completed forms to a One Drive folder. Remember to save a copy for yourself and your advisor.

Student signature Date (mm-dd-yyyy)

Faculty Advisor signature Date (mm-dd-yyyy)

GSR Faculty Mentor (if different from Faculty Advisor) signature Date (mm-dd-yyyy)