Introduction of IDP

Doctorate in Health Informatics (DHI) Student Individualized Development Plan & Milestone/Gate Progression

Individual Development Plans (IDPs) & Milestone/Gate Progression is a tool to assist in career and personal development. Your IDP is your road map to completing your degree. For DHI students, an IDP will help you set goals and take stock of whether you have accomplished those goals. Your yearly IDP is a chance for you to step back from your daily work, assess your progress, and plan for the future. Your advisor and mentors are invaluable resources to help you propose and execute next steps. There are specific milestones or gates students must meet before enrolling in all DHI courses.

Individualized Development Plans have four necessary steps:

1. Self-Assess - take stock of where you are and where you

would like to be.

2. Have regular meetings with your advisor/DHI Program Directors/Faculty. Set an ANNUAL meeting to discuss your IDP. This is in addition to your regular meetings.

3. Lead the discussion at your IDP meeting. This is YOUR plan.

4. Complete your action plan and check yourself against it regularly.

Responsibilities

STUDENT RESPONSIBILITIES

- take the primary responsibility for the successful completion of my degree.
- be knowledgeable of the policies and requirements of SBMI and UTHealth.
- be a good citizen, maintaining a safe and clean space and working in a collegiate manner with everyone.
- maintain detailed, organized, and accurate notes regarding my progress.
- meet regularly with my advisor/DHI Program Coordinators/Faculty and provide them with updates on the progress and results of my activities.
- attend and participate in all on-campus visits which may include attendance at poster sessions, seminars, lectures etc.

- keep up with original literature in my field.
- work with my advisor/DHI Program Coordinators/Faculty to develop a translational project and select a committee.
- initiate requests for feedback and seek advice from my advisor, committee, and other mentors, allowing adequate time (i.e., a minimum of one week when classes are in session, possibly longer) for faculty review, comment, and revision.
- submit revisions in a timely fashion, in consultation with the chair and committee and to meet SBMI academic procedures as outlined in the catalog.
- understand the student conduct policies outlined in UTHealth Hoop Policy #186.
- discuss policies regarding attendance at professional meetings and campus visits with my advisor/DHI Program Coordinators/Faculty.

ADVISOR/DHI PROGRAM COORDINATORS & FACULTY RESPONSIBILITIES

- be committed to their students' education and training as future members of their scientific community.
- be committed to helping plan and direct translational projects, allowing students to take ownership of their own evidence-based practice while setting reasonable goals and establishing a timeline for completion.

- provide regular and honest feedback in an ongoing and timely basis.
- be committed to improving as a mentor.
- be open and encouraging to students regarding concerns and providing assistance to find acceptable solutions to problems as they arise.
- be knowledgeable of program's requirements/deadlines.
- advise and assist with translational committee selection.
- lead by example and facilitate training in complementary skills needed to be a successful informatics professional, such as communication, writing, management, and ethical behavior.
- discuss authorship practices and work with students to publish work in a timely manner.

Student Information

Student Name

[   ]

Today's Date (Format: Jan. 1, 2020)

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Entry Year into DHI Program

○ 2019
○ 2020
○ 2021
○ 2022

Primary Advisor (Committee Chair)

Must be a full-time SBMI faculty member

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Additional Committee Members

Committee Member 1 (Must be a SBMI Faculty Member)

Committee Member 2

Committee Member 3 (Upon Approval of DHI Program Directors)

Committee Member 4 (Upon Approval of DHI Program Directors)

Organizational Translational Project Team Members

Team Member 1

Team Member 2

Team Member 3

Team Member 4

Goals for the Coming Year

GOALS FOR THE COMING YEAR

Each year you will be asked to reflect on your previously stated goals as well as set goals for the coming year. Here, you are

asked to only set your academic goals, but you might consider setting broad career advancement goals or more granular project completion goals using this mode. We recommend using SMART goals.

How to set a SMART goal

S – Specific: Is it focused and unambiguous?

M – Measurable: Could someone determine whether or not you achieved this goal?

A – Action-oriented: Did you specify the action you will take?

R – Realistic: Considering difficulty and time frame, is this goal attainable?

T – Time-bound: Did you specify a deadline?

Keep yourself accountable

To ensure that you stick to the goals you set, it is important to make a concrete, specific plan for how you will keep yourself accountable. A friend or trusted colleague can help with this. For example, knowing that a colleague will be asking you about your progress may give you an incentive to complete your goal.

Example:

SMART goal	Read articles/books about medical device industry
Is this a recurring activity	Yes, weekly.
Start date	October 1, 2016
Target completion date	November 1, 2016
How will you be accountable	Take Erin out to coffee each Wednesday, and tell her about what I've learned.

Skills Assessment

SKILLS ASSESSMENT

In addition to setting SMART Goals, we also expect you to thoughtfully assess your skills. Please keep in mind you are in a training program. The expectation is improvement over time (rather than proficiency at the start).

Rate yourself on the provided for each skill at the point of completing this plan. Please indicate which skills are a target for the coming year.

Milestone/Gate Progression

	Needs Development	Average	Exceptional
Resume	○	○	○
Professional Portfolio	○	○	○
Professional Certification	○	○	○

Translational Project

	Needs Development	Average	Exceptional	Not Applicable
Translational Project Statement	○	○	○	○
UTHealth IRB (CPHS): Submission	○	○	○	○
Organization IRB: Submission	○	○	○	○
UTHealth IRB (CPHS): Completion	○	○	○	○
Organization IRB: Completion	○	○	○	○

Responsible Translational Project Management

	Highly Deficient	Somewhat Deficient	Average	Somewhat Proficient	Highly Proficient
Careful documentation & recording practices	○	○	○	○	○

	Highly Deficient	Somewhat Deficient	Average	Somewhat Proficient	Highly Proficient
Understanding of data ownership/sharing issues	○	○	○	○	○
Demonstrating responsible conduct in human research	○	○	○	○	○
Demonstrating knowledge of both UTHealth and your organization's IRB process	○	○	○	○	○
Can identify and address research misconduct	○	○	○	○	○
Can identify and manage a potential conflict of interest	○	○	○	○	○

Career Planning

	Highly Deficient	Somewhat Deficient	Average	Somewhat Proficient	Highly Proficient
Maintaining a professional network	○	○	○	○	○
Identifying career options	○	○	○	○	○
Preparing a professional portfolio	○	○	○	○	○
Interviewing Skills	○	○	○	○	○
Negotiating a salary/startup etc.	○	○	○	○	○

Current Year in DHI Program

○ Year 1

○ Year 2

Year 1

YEAR 1

Courses

Click here to reference the DHI Curriculum.

If entering from or with a MS, list courses transferred into DHI program here.

Example: BMI 5300, Summer 2017, A

Course #1

Course #2

Course #3

Course #4

Core Courses to be completed in Year 1

Example: BMI 5300, Fall 2019

*= Required Course

Course #1*

Course #2*

Course #3*

Course #4*

Course #5

Course #6

Course #7

Course #8

Meeting dates with DHI Program Coordinators

Students must meet with DHI Program Coordinators once a semester.

Meeting dates with Organizational Sponsor(s)

Students must meet with Organizational Sponsor(s) once a semester.

Meeting dates with DHI Academic Advisor for Translational Project.

Meetings can happen as frequently as needed but must take

place at least two times per semester. Please outline the meeting dates, goals of the meeting and outcomes of the meeting.

What SMART Goals did you and your advisor agree you should complete to achieve your academic objectives in the coming year?

Reminder of how to set a SMART goal:

S – Specific: Is it focused and unambiguous?

M – Measurable: Could someone determine whether or not you achieved this goal?

A – Action-oriented: Did you specify the action you will take?

R – Realistic: Considering difficulty and time frame, is this goal attainable?

T – Time-bound: Did you specify a deadline?

(text box)

What skills have you identified as important development targets for this coming year?

(text box)
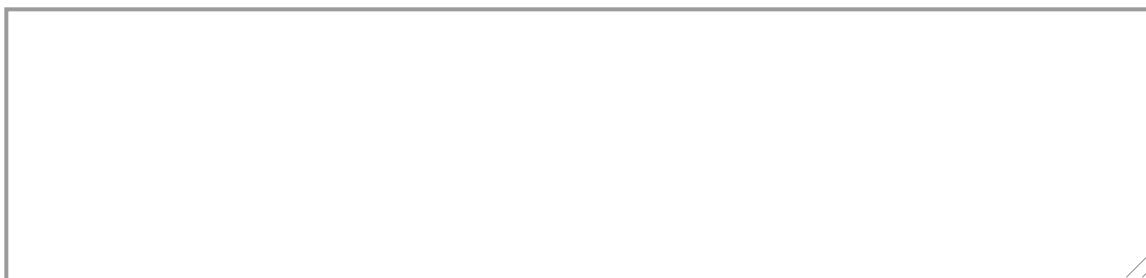
What is your plan for identifying your Committee Chair and the members for your Translational Project Committee?

Note that both tasks must be completed before Year 2 of your DHI program begins.

(text box)

What are your primary goals in your academic training? Insert your SMART Goals here.

What resources or support can SBMI Staff provide to help with your transition to graduate school?

What is important to you in a mentoring relationship?

Have you encountered any barriers that may negatively affect your progress? What help can your advisor or other faculty/staff provide?

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Please add any other pertinent information regarding your progress in this year below.

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Year 2

YEAR 2

Please complete both the skills assessment and identify your progress regarding the previous year's SMART Goals.

Click here to reference the DHI Curriculum.

Year 1 Milestones

Please indicate your success in achieving each SMART Goal. If a goal was not met, what was the challenge/barrier? Please identify your plan for overcoming this obstacles and indicate the revised timeline for completion.

Please discuss your progress towards completion of required DHI courses. Provide details of unexpected accomplishments or challenges.

Please list all DHI courses completed thus far, including courses you transferred in.

Example: BMI 5300, Summer 2019, A

*=Required

Course #1*

Course #2*

Course #3*

Course #4*

Course #5*

Course #6*

Course #7

Course #8

Conferences, seminars, professional poster presentations etc.

Please list the title, any co-authors and the course your work corresponds to.

Presentation #1

Presentation #2

Presentation #3

Presentation #4

Have you made any changes to your Translational Project Statement or your Translational

Project? If so, please outline them in detail below and attach a new/updated Letter of Support

below.

PDF of new/updated Letter of Support

Have you identified your theoretical framework?

○ Yes
○ No
○ Other (Briefly explain in the space provided.)

Have you identified your methods?

○ Yes
○ No
○ Other (Briefly explain in the space provided.)

Describe any unusual or unanticipated challenges you experienced this year in trying to

accomplish the SMART Goals you set last year with your advisor.

What actions have you taken to meet these challenges?

How did your advisor help you meet these challenges?

Any concerns regarding your advisor should be addressed with the DHI Program Coordinators.

Many students find it useful to participate in additional training, teaching, conferences, outreach, and other activities. Do you need any help finding opportunities?

○ Yes
○ No
○ Other (Briefly explain in the space provided.)

Please detail your involvement and/or projected involvement with each of the following:

Conferences

Service

Outreach

Extracurricular Training or
Professional Development

Other areas not listed above

Meeting dates with DHI Academic Advisor for Translational Project.

Meetings can happen as frequently as needed but must take place at least two times per semester. Please outline the meeting dates, goals of the meeting and outcomes of the meeting.

Meeting dates with Translational Project Committee

Meetings can happen as frequently as needed but must take place at least once per semester. Please outline the meeting dates, goals of the meeting and outcomes of the meeting.

Is your current level of contact with your advisor sufficient?

○ Yes

○ No

○ Other (Briefly explain in the space provided.)

Is your current level of contact with your committee sufficient?

○ Yes

○ No

○ Other (Briefly explain in the space provided.)

Year 2 Planning

Please list both your plan and timeline of completion for each milestone below.

Presentation at DHI Seminar	

Preparation of Literature Review for Publication	

Professional Certification	

What are your near-term SMART Goals? For each SMART Goal, specify any areas where you feel you need specific improvement or additional training.

How to set a SMART goal

S – Specific: Is it focused and unambiguous?

M – Measurable: Could someone determine whether or not you achieved this goal?

A – Action-oriented: Did you specify the action you will take?

R – Realistic: Considering difficulty and time frame, is this goal attainable?

T – Time-bound: Did you specify a deadline?

Have you encountered any barriers that may negatively affect your progress? What help can your advisor or other faculty/staff provide?

Professional Development

Please outline your long-term goals. (i.e., activities you want to be doing on a daily basis in 5-10 years after you graduate.)

What factors inform your long-term goals?

What guidance would help you with your development and exploration of career options?

What features of the DHI peer group and your relationship with colleagues are most helpful and supportive to your personal development?

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What help can your advisor or other faculty/staff provide? Indicate if you need help finding professional or personal development resources.

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Year 3

YEAR 3

Year 2 Milestones

Please outline your progress and any relevant comments related to the following milestones:

Presentation at an industry
relevant research conference

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Preparation of Literature Review
for Publication

Composition of Translational
Project Committee

Qualifying Exam

Professional Certification

Please detail your involvement and/or projected involvement with the following:

Conferences

Service

Outreach

Extracurricular Training or
Professional Development

Professional Certification

Coursework/Training

Describe any unusual or unanticipated challenges you experienced this year in trying to

accomplish the goals you set last year with your advisor.

What actions have you taken to meet these challenges?

How can your advisor help you meet these challenges?

[text box]

Many students find it useful to participate in additional training, teaching, conferences, outreach, and other activities. Do you need any help finding opportunities?

○ Yes
○ No
○ Other (Briefly explain in the space provided.)

[text box]

Meeting dates with DHI Academic Advisor for Translational Project.

Meetings can happen as frequently as needed but must take place at least two times per semester. Please outline the meeting dates, goals of the meeting and outcomes of the meeting.

Meeting dates with Translational Project Committee

Meetings can happen as frequently as needed but must take place at least once per semester. Please outline the meeting dates, goals of the meeting and outcomes of the meeting.

Is your current level of contact with your advisor sufficient?

○ Yes

○ No

○ Other (Briefly explain in the space provided.)

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Is your current level of contact with your committee sufficient?

○ Yes
○ No
○ Other (Briefly explain in the space provided.)

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Are you initiating the meetings?

○ Yes
○ No
○ Other (Briefly explain in the space provided.)

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What are your near-term goals? For each goal, specify any areas where you feel you need specific improvement or additional training.

What program requirements do you need to complete, and what is your plan to fulfill them?

Professional Development

Please outline your long-term goals. (i.e., activities you want to be doing on a daily basis in 5-10 years after you graduate.)

What factors inform your long-term goals?

What guidance would help you with your development and exploration of career options?

What features of the DHI peer group and your relationship with colleagues are most helpful and supportive to your personal development?

Are there any factors that you are concerned may negatively affect your progress? If so, please elaborate.

What help can your advisor or other faculty/staff provide? Indicate if you need help finding professional or personal development resources.

Year 3+ Planning

Please list both your plan and timeline of completion for each
milestone below.

Translational Project Progress

Projected Date of Submission

Achievement of Long Term and
Short Term Goals

What skills have you identified as important development targets
for this coming year?

What activities did you and your mentor agree you should achieve your academic objectives in the coming year?

Year 3+

YEAR 3+

Please indicate your DHI program year:

Assessment

Please list both your plan and timeline of completion for each milestone below.

Translational Project Progress

Projected Date of Submission

Achievement of Long Term and
Short Term Goals

Planning

Please outline your progress and any relevant comments related
to the following milestones. Please include a timeline for
completion if it is relevant.

Adherence to proposed timeline

Submission of Translational
Project Paper

Presentation and Defense of
Translational Project

Professional Certification

Professional Development (e.g.
preparation of career materials,
updated resume/CV, practice
interviewing skills)

What is your defined plan/timeline of completion for the Translational Project Paper? How confident are you in your ability to complete the project in said timeline?

How firm a grasp do you feel you have of the field in which you work?

If insufficient, what help do you need in identifying relevant readings or other means to be a true expert in your field?

What are your near-term goals? For each goal, specify any areas where you feel you need specific improvement or additional training.

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Describe any unusual or unanticipated challenges you experienced this year in trying to accomplish the goals you set last year with your advisor.

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What actions have you taken to meet these challenges?

How can your advisor help you meet these challenges?

Which experience or experiences have been most valuable to you, your translational project focus, and/or your professional goals?