Building Nurse Scientists and Nursing Science through use of Individual Development Plans (IDPs)

Rita H. Pickler, PhD, RN, FAAN

Sheila Judge Santacroce, PhD, RN, CPNP, FAANP

Hilaire J. Thompson, PhD, RN, ARNP, FAAN

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Session Learning Objectives

Following the completion of this session, attendees will be able to:

1. Describe the benefits and challenges that IDP use presents to trainees, mentors, and PhD programs.

2. Adapt individual development plan template and best practice strategies for use in own PhD program.

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History and Development of IDPs

NIH strongly recommends Individualized Development Plan (IDP) use to support achievement of research training and career goals for graduate students and postdoctoral scientists supported by NIH funds **(NIH, 2013; 2014)**

Information on IDP implementation with pre- and post-doctoral trainees in nursing science is limited

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Why use IDPs in Nurse Scientist Training?

Support	Support learning and career development
Help	Help assure that pre- and post-doctoral trainees • acquire essential competencies for a productive scientific career • achieve individual research training and career goals.
Foster	Foster communication and reflection by trainees and mentors

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Current state of IDP Use in Nurse Scientist Training

- Unclear how IDPs are being implemented across NINR-funded T32s
- Lack guidance about how to use
  - When to establish
  - Who is involved
  - What components to include
  - When to review progress and update goals
- Lack understanding of
  - Practices and strategies resulting in best outcomes
  - Barriers and challenges to IDP use, and means to overcome them

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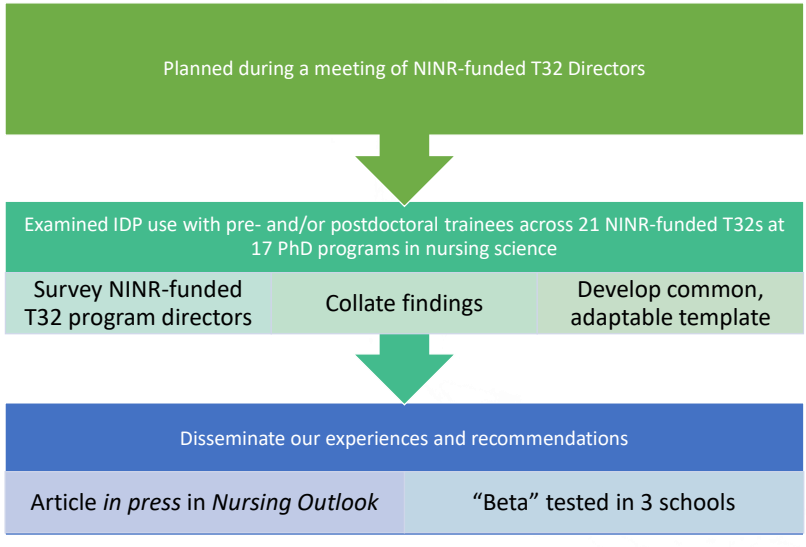
Our Process



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Benefits of IDP use: Trainees, Mentors, Programs

- Encourages self-assessment
- Requires trainees to identify training and career goals, and the skills and resources needed to achieve them
- Provides an individualized guide for training and evaluation of progress
- Increases consistency of mentoring across trainees
- Promotes accountability for both trainees and mentors
- Serves as a data source regarding trainee productivity and other outcomes

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Challenges of IDP use: Trainees, Mentors, Programs

- Requires education of both trainees and mentors
- Takes time to establish and maintain
- Relies on a culture that appreciates their value in supporting trainee success
- Needs to integrate and align with other documentation required by the PhD program to avoid duplication

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Recommended Components for IDPs

- Self assessment re- research competencies/essential skills
  - AAAS Tool: http://myidp.sciencecareers.org
- PhD Program Goals (optional)
- Training Program Goals
- Trainee Goals and Strategies for Achieving
- Responsible Conduct of Research (RCR) Training
- Outcomes/Scholarly Products Planned
- Review Dates/People

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Our experiences using adapted template

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UNC "Test"

- Tested with newly appointed (2) and re-appointed (1) T32 postdocs
  - 1 re-appointed postdoc had already worked with mentor to revise her IDP
- Skills assessment using core competencies checklist
  - No difficulty; trainee-mentor agreement was good
- Training goals and strategies for achieving
  - Struggled stating realistic goals, specific ways to achieve them, deadlines
    - SMART goals
- RCR training
  - Focused on obtaining through RCR-specific courses and T32 seminars
  - Did not anticipate opportunities that might arise extemporaneously
- Review dates/people
  - Will use to guide regular meetings with mentors and annual written evaluation

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OSU PhD Program "Test"

- Adopted IDP for all newly admitted PhD students (5), 1 new post-doctoral fellow, and for current T32 fellow candidates (5) prepared goals for IDP-for-the-future (next-5-years plan)
- New PhD students
  - Self-assessment highly valued
  - Struggled with activities for RCR beyond CITI and required course
  - Varying "skill" at goal setting beyond program requirements
  - Will update in Spring; forms the basis for yearly required review
- Post-doc
  - Adapted to form required by the university
  - Efficient at goal setting
- IDP-for-the-Future
  - All completed myIDP self-assessment
  - Hard to focus beyond degree completion
  - Able to identify primary "first position" goal

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UW "Test" with Pre- and Post-Docs

UNIVERSITY of WASHINGTON

- Adapted IDP for all newly admitted PhD students (12) and Post-Doctoral Fellows (2)
  - Made additional adaptions to IDP for T32 competencies for those on training grant
- New PhD students
  - Self-assessment highly valued
  - Struggled with RCR section
  - Challenge to set goals beyond program milestones/successful completion of coursework
  - Provided opportunity for skill building in self-assessment and goal-setting
- Post-docs
  - Found MyIDP useful in self-assessment and recognizing achievements
  - Able to articulate short and longer-term goals
  - Provided good context for mentoring and introducing to new environment and resources
- Faculty
  - Training on use provided
  - Some recommendations for refinement of IDP provided for future updates

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Recommendations

IDP use has clear benefits at multiple levels

- Increases communication, structures mentoring, promotes accountability
- Identifies trainee strengths and training gaps
- Promotes development of specific goals and plan

Formalizes contemporaneous RCR training

Can be used for on-going assessment, to develop feedback skills, to plan for the future

- Trainee, Mentor and Program level

Wider adoption is warranted to support advancement of nurse scientists and ultimately nursing science

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Questions/Discussion

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