

Professional Development and Leadership Courses

Course	Objective	Who Should Participate?	Differentiating Topics	Length	When?	Enrollment?
<u>Transition to First Faculty Position</u>	To assist in the role transition from trainee to faculty member.	Any new faculty member in the first 2 years after training	Assuming the leadership mantle of a faculty member, navigating power dynamics, maintaining personal and professional balance	½ day	Annually in Dec.	Open Registration
<u>Jr. Faculty Development Course (JFDC)</u>	To prepare faculty for success in an academic medical center.	Any instructor or assistant professor in the School of Medicine.	Featured sessions include: Organizational Structure and SOM Finances, Crucial Conversations, Presentation Skills, Teaching, Manuscript Writing, Funding your Research, Leadership Skills and an introduction to the Promotions and Tenure process.	Eleven (11) 3-hour sessions	Annually Jan. -Dec.	Competitive Application
<u>Underrepresented in Medicine (URiM) Professional Development Course</u>	To provide resources, information and tools important to enhance academic success and leadership. Participants will engage in meaningful discussions about	School of Medicine Under-represented in Medicine* (URiM) faculty. <i>*The NIH defines under-represented in medicine as African Americans, Hispanic Americans, Native Americans/Alaska Natives who maintain tribal affiliation or community attachment,</i>	Course features peer mentoring, senior coach, and experiential seminars. Featured sessions include Self-reflection, awareness, and assessment: Understanding your personality & leadership style, Understanding how to avoid and rise above the common pitfalls to URiM	Eight (8) sessions held 2-3 times per month	Biannually Jan. - May	Competitive Application

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	navigating academic health sciences as a URiM.	<i>Hawaiian Natives and natives of the U.S. Pacific Islands.</i>	success in academia, Developing your mentoring networks – special considerations for URiM faculty			
<u>Emory Professional Leadership Enrichment and Development Program (EM-ProLEAD)</u>	To enrich leadership skills, enhance business knowledge, and promote collaborative efforts across Emory Healthcare, School of Medicine, and affiliated institutions.	Mid-career (at least 4 years post-training) members of the Emory community who are in leadership roles or who are proposed by nominators for future leadership roles	Taught in collaboration with the Goizueta Business School, the program features sessions on Leadership Development, Conflict Negotiation, Finance, Accounting, Marketing, Strategic Decision Making and Operations.	Nine (9) half-day sessions held approximately once a month on a Friday afternoon	Annually Jan. – Dec.	Competitive Application
<u>New Clinical Leaders Course</u>	To equip clinicians to lead peers in the clinical environment.	Physicians and Advance Practice Providers in their first clinical leadership position at Emory	Leadership basics, interpersonal dynamics, human resources basics, clinician oversight, managing clinical performance	Four (4) sessions, ½ day each	Monthly	Competitive Application
<u>Women's Leadership Development Program</u>	To strengthen the network among women faculty members, develop and enhance leadership and career development skills, and contribute to efforts to create a more diverse and inclusive environment.	Mid-career SOM women faculty who demonstrate strong potential for assuming executive leadership positions in academic medicine	Communication styles, executive presence, fiscal responsibility, conflict management, and pathways to leadership	Eight (8) three (3) hour in-person sessions, Friday afternoons	Annually Sept.- April	Competitive Application
<u>Emory at Grady Health Equity Advocacy Course</u>	To train a cohort of engaged health professionals, learners, and	All faculty in the School of Medicine are eligible to apply to this course	Finding Partners and Building Collaborations for the Community, Demystifying Legislative	Eight (8) sessions held (1) or (2) times monthly	Biannually Oct.- March	Competitive Applications

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	community members in advocacy skills around issues related to vulnerable populations.		Advocacy, Advocacy Communication, Institutional Advocacy			