

FAALI Professional Development and Leadership Courses

| Course | Objective | Who Should Participate? | Differentiating Topics | Length | When? | Enrollment? |
|--|--|---|---|-------------------------------------|--------------------------|-------------------------|
| Transition to First Faculty Position | 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 December | 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 3-hour sessions | Annually January - May | 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 navigating academic | 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 | 8 sessions held 2-3 times per month | Biennially January - May | Competitive Application |

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| | 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. | Ten 4-hour sessions in spring and fall | Annually January – November | Competitive Application |
| <u>Leadership in Healthcare Improvement</u> | To provide an overview of quality and safety topics to prepare those who will lead in settings focused on quality improvement | Clinicians, staff members and leaders in a clinical setting (inclusive of GME trainees in the Quality and Safety track) | Health system performance, human performance, process function and variation, change management, quality improvement methods overview, supporting a culture of quality and safety | 2 days | Twice annually | Open Registration |
| New Clinical Leaders Course | 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 | 4 sessions, ½ day each | Monthly starting each fall | Invitation |