Ambulatory Care Leadership Track

Overview
Physicians planning careers as leaders and clinicians in the ambulatory environment need enhanced training beyond that offered in a traditional academic categorical medicine program. These physicians will need an in-depth understanding of current and evolving health care delivery models, effective leadership skills, outstanding clinical skills, and the ability to deliver high-quality, cost-effective care across a range of settings.

The ambulatory care leadership track (ACLT) is ideally suited for Duke internal medicine residents not only planning to practice in the ambulatory environment, but also aspiring to function as leaders. These physicians might choose an administrative role such as a clinic chief, an academic role such as a clerkship or residency program leader, or perhaps function as a community leader.

Goals

- Provide education and training that will allow participants to experience more successes in their current roles
- Strengthen the pipeline for Duke Medicine’s next round of leaders
- Provide a management toolkit that allows participants to lead and grow their group with increased efficacy
- Strengthen the institution through engagement and innovation and improve its culture

Point of Contact - Alex Cho, MD; Danielle Zipkin, MD

Clinical Skills Course (CSC) – Part of the Foundation for Excellence Curriculum in the School of Medicine that focuses on practical training and leadership opportunities in a clinical setting.

Point of Contact - Samuil Chudgar, MD
**Duke Academy for Health Professions Education and Academic Development** (Duke AHEAD)

**Overview**
The mission of the Duke Academy for Health Professions Education and Academic Development (Duke AHEAD) is to promote excellence in the education of health professionals by creating a community of education scholars, fostering innovation in health professions education, supporting outstanding teachers, providing faculty development programs, and facilitating quality education research.

**Goals**
- Provide faculty development programs aimed at enhancing the teaching and pedagogical expertise of the faculty
- Advance excellence and innovation in Duke’s health professions educational programs
- Mentor faculty to be leaders who will shape the future of health professions education
- Serve as a centralized resource for faculty who wish to pursue an interest in education and education research
- Enhance and increase Duke’s scholarly contributions to the educational literature
- Recognize and reward exceptional faculty contributions to health professions education
- Provide guidance to AP&T committees regarding the definition and measurement of pedagogical expertise, education contributions, and excellence in teaching
- Develop strategies to streamline educational efficiency across Duke’s health professions programs
- Establish and sustain effective partnerships among existing educational programs across Duke.

Point of Contact – Diana McNeil, MD, or Kristin Dickerson

**Duke Environmental Leadership**

**Overview**
The Duke Environmental Leadership (DEL) Program advances the Nicholas School Mission by providing innovative educational and outreach opportunities designed specifically for environmental, business and community leaders.

Point of Contact - Allison Besch; Deborah Rigling Gallagher
Duke University Center for Leadership Development and Social Action

Mission

We envision a collaborative organization that harnesses the individual creative talents of a diverse staff and facilitates a model of student learning and development that is unique amongst our peers. Through excellence in both student and event services, we aim to create a holistic environment that incorporates a best practices approach in both the transformational and transactional, where learning and mentorship is embedded within the daily lives of students and staff alike, and resulting in personal development and transferable skills.

Goals

- An organization that is student-centric and recognizes learning takes place both in and out of the classroom, and that creates opportunities for students to expand their knowledge and skills in new settings.
- An organization that is exemplary of the best practices in entrepreneurship and fosters innovation.
- An organization that provides integrated support services that embrace and further the strategic goals and initiatives of the Division and the University.
- An organization that is agile and resourceful and channels realized efficiencies into furthering the goals and mission of the department.
- An organization that seeks to maximize revenue in order to support department and Division objectives and minimize reliance on general allocation resources.

Point of Contact – Katie Colleran, Deborah Hackney, David Pittman, Heather Smith

Duke Internal Medicine Residency

Overview

Here at Duke, our dedicated faculty nurture the intellectual curiosity of our internal medicine trainees. Our program will train you, challenge you and prepare you. In a national survey of physicians on the quality of postgraduate training programs, Duke Internal Medicine Program came in 6th overall.

Program leaders and faculty work with residents to develop individual learning plans. Intensive career development ensures successful training in Internal Medicine and provides trainees the opportunity to differentiate along many possible career paths.

Point of Contact - Aimee K Zaas, MD, MHS
**Duke LEADER: Leadership Development for Researchers**

**Overview**

The Duke University School of Medicine 2014 LEADER program is an interactive learning program designed to equip junior faculty researchers with the knowledge and professional competencies to effectively lead dynamic scientific research enterprises.

**Goals**

- Develop skills to lead effective and successful scientific laboratories or research programs.
- Promote collaboration with peers, senior investigators, and research staff.
- Foster innovation and teamwork.
- Discover and develop leadership skills to increase personal and team productivity.
- Learn to manage conflict with confidence.

Point of Contact – Ann Brown

**Duke/NUS (Singapore) Chief Residency Program**

**Overview**

This national program aims to promote excellence in the medical education system and advance Singapore healthcare by inspiring and fostering a sense of public service ethos and professionalism in participants, equipping them with leadership, teaching, management, and policy competencies while forging camaraderie that transcends the healthcare cluster.

**Goals**

By the end of the program, participants will be able to:

- Lead, educate, manage, and think through a systems lens to meet educational and organizational needs
- Develop and strengthen their capacities through peer, faculty, and senior leadership mentoring
- Collaborate effectively within and across organizations

Point of Contact - Arpana Vidyarth, MD; Robert Kamei, MD
DUMC Division of Otolaryngology Head and Neck Surgery (OHNS)

Overview

The five-year residency program consists of one year of general surgery and four years of otolaryngology-head and neck surgery.

The four years of otolaryngology-head and neck surgery include extensive exposure to the medical and surgical management of all facets of our specialty.

Point of Contact - Ramon M. Esclamado, MD

DUSON MSN Healthcare Leadership

Overview

Duke University School of Nursing sets out to create a center of excellence for the advancement of nursing science, the promotion of clinical scholarship, and the education of clinical leaders, advanced practitioners and researchers. Through nursing research, education, and practice, students and faculty seek to enhance the quality of life for people of all cultures, economic levels and geographic locations.

Goals

- To develop academic programs that respond to societal needs for nursing expertise.
- To provide high quality education as a foundation for lifelong learning and professional careers in nursing and the broader health care enterprise.
- To develop leaders in research, education, practice and administration. To lead interdisciplinary research that results in innovative approaches to improving health and illness outcomes.
- To provide healthcare to patients and, in concert with community partners, develop and test innovative models of care.

Point of Contact – Janet Bettger, Brenda Nevidjon MSN, RN, FAAN
**Family Medicine Leadership Tract**

**Overview**

The goal of the Duke Family Medicine Residency program is to train physician leaders who partner with health care and community leaders to meet the health needs of patients and populations. There are three overlapping training domains:

- Leadership development
- Research/analytic skills acquisition and development
- Population health improvement

Leadership development focuses on the skills needed to manage teams of professionals who provide either direct or indirect patient care.

Research/analytic competency focuses on the skills required to develop interventions, measure outcomes, and disseminate results.

Population health focuses on working with and improving the health of communities

Point of Contact - Viviana Martinez-Bianchi, MD; John Ragsdale, MD; Brian Halstater, MD

---

**Feagin Leadership Program**

**Overview**

The John A. Feagin, Jr., MD Leadership Program provides selected members of the medical profession at Duke University with leader development experiences and education opportunities based on core leadership principles. The program includes didactic sessions, individual and team coaching, and a team project.

Point of Contact: Dean Taylor, MD; Joe Doty, PhD
Duke Geriatrics Fellowship Program

Overview

The Geriatric Fellowship Program at Duke University Medical Center trains physicians to become excellent investigators and clinician-educators in geriatrics and gerontology, and to serve as national leaders in the field. Over the past 20 years, our training program has graduated more than 90 physicians, many of whom have gone on to become investigators or clinician-educators at academic centers across the United States. The Duke Geriatrics Fellowship Program can be structured to last from one to three years, depending upon individual needs and available funding.

Point of Contact - Mitch T. Heflin, MD, MHS

Fuqua/Coach K Center on Leadership and Ethics (COLE)

Overview

COLE’s mission is to redefine leadership and develop leaders for emerging global challenges. The Center does so through deepening and extending the way students, academics, and practitioners think about and practice business leadership and ethics in the 21st century. COLE aspires to become the nexus of leadership thinking and leadership development for scholars and practitioners by being known for:

- **Developing Leaders of Consequence**
  COLE produces entrepreneurial leaders of exceptional character, ethically grounded and possessed of a global mindset. These leaders will inspire their followers to meet and exceed an organization's goals through actions that are, at one and the same time, highly productive and highly ethical, while continuously serving the best interests of all the organization's stakeholders. We call these remarkable individuals 'Leaders of Consequence'.

- **Knowledge Source**: Be a source of theory, research and practitioner-focused insights that shape research and practice regarding leadership and ethics.

- **Community Builder**: A convener/host of transformational conversations with interesting people (scholars, executives from public and private sectors, athletes, educators, heads of religious organizations) – by nature of being at the conversation, invitees leave with fresh perspectives on their original thoughts and imprint their thinking on others.

- **Development Portal**: A pioneer of integrative educational experiences for degree and nondegree students – deliver to the real world - graduates who are prepared to successfully tackle and shape the organizational leadership challenges of tomorrow.

Point of Contact - Sanyin Siang
GME Concentration – Leaders in Medicine

Overview

The concentrations were developed in response to trainee and program feedback as well as to prepare physicians for practice in the current & future health care system. These concentrations will provide critical content to physician independent practice. GME Concentrations are available to trainees across the institution and will be tailored to meet individuals’ professional interests. Advisory committees will guide concentration requirements, participant progress, and help foster educational value. Trainees will participate in the development of their individualized education plan by choosing from a list of educational opportunities related to their concentration.

Point of Contact - Dr. John L. Weinerth; Alex Cho, MD; Mariah Rudd

Global Healthcare Management Development Program

Overview

Duke Medicine Global (DMG), the international collaboration arm of Duke Medicine, extends the institutional mission of transforming medicine and health globally. We do this by expanding Duke’s innovative scientific research and rapid translation of breakthrough discoveries and by educating future leaders in science, research and healthcare. We practice and advocate evidence-based medicine to improve community health across the globe and work towards eliminating health inequalities.

Organized in 2009 under Duke’s Office of Corporate and Venture Development, DMG partners with healthcare, education and business leaders to develop, coordinate and support Duke Medicine’s strategic global activities to become a platform for capacity building, innovation and bidirectional learning. DMG works across the entire institution and provides strategic planning and prioritization for global activities with the School of Medicine, School of Nursing and Duke University Healthcare System.

Point of Contact - Lisa Bourget, MBA; Ro Thorne
**Graduate School Certificate Programs**

**Overview**

The Graduate School offers 31 certificate programs (most of which are interdisciplinary or multidisciplinary) that draw upon the unique strengths of Duke's research institutes and faculty. Certificate programs are designed to provide graduate students with advanced training in interdisciplinary or emerging fields of knowledge by taking advantage of the distinctive resources available at Duke or in the Research Triangle Park area. The requirements for each Certificate program generally include additional course work and training that are outlined on the relevant website below.

Point of Contact - Melissa Bostrome, PhD

**Hart Leadership Program**

**Overview**

The Hart Leadership Program challenges students to practice the art of leadership in public life. We believe that leadership is the art of getting people to face and take on difficult work in groups, organizations, institutions and social systems.

Students in the Hart Leadership Program (HLP) discover that leadership and formal authority are not the same thing; leadership is not handed over with a promotion or a title. It is a demanding art that requires attention, courage and experimentation. It involves more than a tool kit of skills. Leadership requires knowing one's strengths and weaknesses, understanding complexity, asking the tough questions, and helping people deal with differences.

The Hart Leadership Program provides Duke University undergraduates with a unique opportunity to practice this art. Courses give students analytical frameworks for grappling with the problems facing our global community. Immersion experiences outside the classroom help them see how policy works in the real world. Writing and discussion opportunities challenge them to reflect critically on their experiences and make sense of them. One-on-one mentoring helps students develop the skills, confidence and motivation to translate their learning into action.

Point of Contact – Tony Brown
**Health Sector Management MBA (Fuqua School of Business)**

**Overview**

The Duke MBA Health Sector Management (HSM) program—the largest health industry program among top U.S. business schools—offers interdisciplinary studies that leverage Duke University's longstanding leadership in business education, research, and clinical care. Students work closely with faculty and industry leaders to explore health care's most pressing issues, among them service delivery models, financing alternatives, patient and provider relationships, and organizational processes. With their understanding of the industry, applicable skill sets, and professional network, HSM graduates become leaders of consequence within the global health sector.

Point of Contact – David Ridley, PhD

**Integrative Healthcare**

**Overview**

Duke Integrative Medicine is committed to transforming the way healthcare is delivered in the 21st century. Our expert providers integrate the best of Western scientific medicine with proven complementary therapies to address the whole person—body, mind, spirit, and community. Our innovative model of care—including primary care, physician consultations, health coaching, annual membership, and a broad array of clinical services, classes, workshops, and trainings—focuses on healing & provides personalized, comprehensive support across time.

**Goals**

- To develop, demonstrate, and implement effective integrative models for clinical service. To educate a new generation of health care professionals about integrative approaches to care for the benefit of their patients and in their own lives.
- To establish, through rigorous academic research, the efficacy and cost-effectiveness of integrative models of care and integrative models of education.
- To be a leading voice in the national discourse shaping the future of healthcare, based on our experiences in new models of medicine, professional education, and research.

Point of Contact – Adam Perlman, MD; Damian Gallina
**Johnson & Johnson Nurse Leadership Program**

**Overview**

The Duke-Johnson & Johnson Nurse Leadership program provides advanced practice nurses with transformational leadership development to prepare them to implement change in their practice settings and within the evolving and challenging health care environment.

**Goals**

By augmenting the Fellows’ professional growth and development through a transformative learning experience, the Duke-Johnson & Johnson Nurse Leadership program aims to increase the number of advanced practice nurses who:

- possess core skills and competencies to effectively lead nurse-managed health care practices
- utilize state-of-the-art tools and methodologies to catalyze change within systems of care
- act on behalf of patients to address needs within the larger health care system
- provide quality care that is efficient and effective to improve individual and community health outcomes

Point of Contact – Anh N. Tran, PhD, MPH

**Duke University School of Medicine Leadership Curriculum (LEAD)**

**Overview**

Duke School of Medicine strives to educate future leaders in medicine. The Leadership and Education (LEAD) Program is a formal, four-year leadership curriculum for all medical students.

**Goals**

Ideally, Duke SOM graduates will exhibit the following competencies:

1. Understanding of fundamental theory of leadership – includes understanding the developmental model and the difference between leadership and management.
2. Self-management – includes development in self-awareness, self-development, goal-setting, emotional intelligence, empathy
3. Teamwork – includes understanding one’s role (leader, follower, uniqueness, etc) on a team, team building, peer assessment.
4. Communication – includes giving and receiving feedback, constructive and difficult conversations, empathetic listening

Point of Contact – Cecily Peterson, MD; Dean Taylor, MD; Joe Doty, PhD
Master of Health Sciences in Clinical Leadership (MHSCL) Program

Overview

Duke University is world renowned for its teaching, research and public service. One role of a great university is to create unparalleled learning experiences at the graduate level. Programs like the Master of Health Sciences in Clinical Leadership help Duke to continue to set this standard. The Clinical Leadership Program reaffirms and continues our commitment to educating leaders who accept increasing levels of responsibility and respond to rapidly changing environments.

The Clinical Leadership program is offered through Duke’s School of Medicine in collaboration with the
- School of Nursing at Duke
- Fuqua School of Business at Duke
- School of Law at Duke
- The Terry Sanford Institute for Public Policy at Duke

Goals

The Master of Health Science in Clinical Leadership creates leaders who:

- Create the environments required to improve health and health care, not just treat diseases.
- Focus on delivery of health care in the context of the community and the population served.
- Effect change through analytical decision making while balancing clinical effectiveness.
- Respond quickly by positioning, adapting, and restructuring for competitiveness.
- Anticipate trends, competitive forces and market pressures.
- Measure effectiveness through individual consumer and population health improvement.
- Collaborate with external partners and share accountability.
- Organize and administer complex clinical delivery systems.

This comprehensive program provides perspective and knowledge that is valuable for health care leaders working in rural, urban or large-evolving organizations.

Point of Contact – Anh N. Tran, PhD, MPH
Primary Care Leadership Track (PCLT)

Goals

Duke School of Medicine has created the Primary Care Leadership Track (PCLT) to train students to become primary care leaders. This project builds on a longstanding partnership between Duke and the Durham community to understand the causes of health disparities, create a strong research focus on community engagement, and learn how to redesign clinical programs to better serve patient needs at the individual and population level.

Students will learn about medicine through the eyes of their patients and about community health from the perspective of the Durham community. The PCLT is for students who want to make a difference in primary care, our health care system, and how we work with our patients and our communities to improve health.

Point of Contact – Barbara Sheline, MD, MPH; Judith Holder, PhD

Management and Leadership Pathway for Residents (MLPR)

Overview

Physician-leaders must excel in clinical medicine as well as the complex management settings that dominate healthcare. Identifying talented individuals early in their careers and providing clinical and management training – as well as focused mentoring – is critical to developing the next generation of physician-executives. The Management and Leadership Pathway for Residents (MLPR) provides trainees with the knowledge and skills essential to bridge clinical practice and management and become skilled and effective physician-executives.

MLPR is a 15- to 18-month rotational experience that requires trainees to work on high-priority initiatives across Duke Medicine. These rotations are integrated into the trainee’s clinical residency program. The structure allows the trainee to simultaneously be a clinician and develop management and leadership skills – not forced to choose between medicine or a management pathway. MLPR trainees add an additional year of training and use existing elective and research time allowed by the home residency program.

Point of Contact - Devdutta Sangvai, MD,MBA; Krishna Udayakumar, MD, MBA
Surgical Training and Education Promoting

Overview

Surgical Training and Education in Promoting Professionalism (STEPP) was developed to train tomorrow's leaders during residency. It is based on virtue ethics and takes an approach similar to West Point military academy.

Goal: To increase the proficiency of clinicians in the skills and competencies necessary to grow into leadership positions in their fields and, thus, enabling them to meet the challenges of changing the healthcare environment.

Point of Contact – Walter Lee, MD

The Center for Educational Excellence, Duke SOM and DCRI

Overview

The Center for Educational Excellence (CEE) was formed in 2010 with the broad goal of promoting the interaction and collaboration of multiple educational venues across the Duke Clinical Research Institute (DCRI) and the entire Duke Health System. The CEE offers both certified and non-certified education. Our goal is to promote excellence in clinical care via the global education opportunities we design for healthcare providers, patients, and sponsors.

Our mission is to measurably improve clinical care and patient safety by distilling complex research and medical information into formats that are useful to physicians, scientists, and healthcare workers.

Our vision is to be the leader in providing medical education that results in superior clinical care and promotes patient safety.

Point of Contact - Chitra Subramaniam, Ph.D; Michele Clifton; John Sunday, MD, PHD
School of Medicine Innovation & Entrepreneurship

The mission of the Duke University School of Medicine Innovation & Entrepreneurship (DSOMIE) activity group is to engage Duke medical students in innovation and entrepreneurship. We hope to foster a community that reinvigorates medical student creativity and imagination and encourages medical students to connect with fellow classmates, the Duke University Health System, the broader Duke University I&E community, the exploding Triangle I&E community, and national I&E outlets. The main idea is not to generate a bunch of medical students who become entrepreneurs and leave their medical training – rather, it is to equip students with knowledge, skills, attitudes and experiences to help make future Duke physicians better leaders, innovators, and entrepreneurs to tackle the pervasive problems within health care today.

Point of Contact - Jon O'Donnell