|  |  |
| --- | --- |
| Have medical students lead team huddles in clinic after a didactic training explaining huddles and their purpose. Give students an opportunity to practice in small groups first.  | 17 |
| Take one day per week and have interprofessional rounds with other members of the healthcare team. | 14 |
| Medical Leaders speaker series with current MDs coaching 4th year students on the role leadership has played in their careers.  | 13 |
| Learn the MSK exam as a group by a “see one, do one, teach one” model. | 12 |
| "Teach the teachers" curriculum for 4th year medical students centered on teaching them strategies for adult learning (teaching patients, students, etc). | 11 |

**Top 5 for the Clinical Years Alone**

**Top 5 for Both Pre-Clinical and Clinical Years**

|  |  |
| --- | --- |
| Have medical students lead team huddles in clinic after a didactic training explaining huddles and their purpose. Give students an opportunity to practice in small groups first.  | 17 |
| Take one day per week and have interprofessional rounds with other members of the healthcare team. | 14 |
| Medical Leaders speaker series with current MDs coaching 4th year students on the role leadership has played in their careers.  | 13 |
| Learn the MSK exam as a group by a “see one, do one, teach one” model. | 12 |
| "Teach the teachers" curriculum for 4th year medical students centered on teaching them strategies for adult learning (teaching patients, students, etc). | 11 |

|  |  |
| --- | --- |
| MS3s and MS4s mentor MS2s and MS1s in monthly meetings to discuss progress through med school / concerns.  | 17 |
| Assessing bias in the clinical setting workshop | 15 |
| Mentorship for near-peer students to help younger students to feel supported, older students to practice teaching | 14 |
| Interprofessional PBL (taking turn leading a lesson) based on different scenarios created by a team of faculty from multiple disciplines.  | 11 |
| Engage business faculty to study a non-medical case study, followed by analysis and lessions on leading a future in health care change | 11 |

**Top 3 for Pre-Clinical Years Alone**

|  |  |
| --- | --- |
| Increase resilience by teaching meditation and test-taking skills | 13 |
| Advising meeting to understand why someone wants to be a physician, translate that into leadership topics, and create an individualized leadership plan for that person.  | 13 |
| Students lecture (once per block) on a topic to a small group of peers.  | 13 |

**Other Medical Leadership Resources with Hyperlinks**

The Institute for Healthcare Improvement [Open School](http://www.ihi.org/education/IHIOpenSchool/Pages/default.aspx).

Drew Dudley “[Everyday Leadership](https://www.ted.com/talks/drew_dudley_everyday_leadership?language=en)” TedTalk.

STFM’s [Leading Change](https://www.stfm.org/facultydevelopment/onlinecourses/leadingchangecourse/overview/) Curriculum and [Advocacy](https://www.stfm.org/facultydevelopment/onlinecourses/advocacycourse/overview/) Course.

Academy of Medical Royal Colleges and the NHS [MLCF](https://www.leadershipacademy.nhs.uk/wp-content/uploads/2012/11/NHSLeadership-Leadership-Framework-Medical-Leadership-Competency-Framework-3rd-ed.pdf).