Residency programs are increasingly looking for applicants to demonstrate their competitiveness with a diverse range of experiences beyond strong grades and board exam scores. Research is often emphasized in academically oriented programs and in competitive specialties, but experience in teaching is an excellent way to demonstrate a commitment to a career in academic medicine. Teaching training is mandated in residency by the ACGME, which requires residency programs to establish learning objectives for “…supervised patient care responsibilities, clinical teaching, and didactic educational events” (p. 15). The goal of this elective is to give a practical and theoretical introduction to educational leadership by providing third and fourth year students with the opportunity to lead a group of near-peers over a period of at least six months while receiving instruction themselves in educational leadership and the learning sciences. The elective is designed to support students’ initial forays into teaching and provide them with a theoretical foundation and practical tools to design and deliver learning sessions in individual, small group, or large group formats; evaluate and assess themselves and their learners; and reflect on their practice and progress as leaders and teachers. By providing the opportunity to develop these capacities, we support the educational leadership development of the future leaders of SSOM and other schools and programs across the country.

**Course Objectives** - Students will:
- Apply learning sciences to brief educational interventions
- Develop an educational leadership learning plan in SMART goal format.
- Complete a leadership self-assessment
- Demonstrate familiarity with basic applications of learning sciences in small group settings.
- Assuming the role of educator/leader of their group for the purposes of scheduling, planning, and delivering instruction for a minimum of 6 sessions.
- Use informal and formal assessments to provide feedback to members of their group.
- Complete tracking forms on attendance at sessions.

**Course Organization and Assignments**
- **Theoretical Foundations – Three didactic sessions**
  - Leadership in medical education (10%)
  - Applied learning sciences in medical education (10%)
- **Practical Application**
  - Learning plan development (10%)
  - Minimum of 6 teaching sessions (30%)
  - Written reflection and evaluation of learning plan (10%)

**Evaluation:** The course will be graded according to the following scale:
- Honors: 93%-100%
- High Pass: 85%-92%
- Pass: 70%-84%