

Teaching Opportunities

Lecture in the first year curriculum

We seek interactive lecturers on topics of the basic medical sciences. Course directors will contact you about specific lecture dates and times. Each interactive lecture is 50 minutes and may be team taught.

Lab teaching in the first year

Our curriculum includes laboratory sessions in the basic medical sciences including pathology. These sessions typically run for 2-4 hours in an afternoon. Course directors will contact you about specific lecture dates and times.

Preceptorship

First year medical students need to practice their clinical skills and learn health systems science in the inpatient and outpatient clinical settings. We are seeking volunteer preceptors to host students in clinical sessions. The time commitment is 10 required half-day sessions with the student you are matched with. These sessions are dispersed over the year (4 in the fall, 4 in the spring, and 2 in the summer).

Clinical Skills Teaching

Classroom and simulation based teaching during the first year and later clinical years is available for interested faculty and residents. Most instruction occurs in small groups and sometimes includes standardized patient interviews and exam sessions. Topics include communication, physical exam and clinical reasoning. Training is provided for teachers and each session typically runs for ½ day. Teachers may sign up for multiple sessions throughout the year.

Communications Coaching

Small group and individual communications, interviewing, history taking sessions are facilitated by individual faculty or faculty pairs. Facilitator training will be provided. Both foundational and advanced coaching opportunities are available. Faculty with communications experience needed, including those with expertise in social work, motivational interviewing, psychology. Training is provided for teachers and each session typically runs for ½ day. Teachers may sign up for multiple sessions throughout the year.

Co-teaching small groups Health and Society

This health systems science curriculum includes small group sessions most Wednesday afternoons during the first year of medical school wherein groups of 8-10 students meet with one facilitator for 30 sessions that each last 2 hours. Cases are designed to improve skills in clinical reasoning, communication of medical information, self-directed learning and research strategies to answer clinical questions. Groups also discuss how ethics, professionalism, cultural differences, and medical systems affect the care delivered to patients. We seek facilitators who are willing to join current small group teachers in sessions of specialty or content interest. Interested faculty will receive just in time faculty development for the upcoming sessions and may sign up for one or multiple sessions throughout the year.

Co teaching basic science small groups

All of our first year courses will include small group sessions in areas of the basic medical sciences. Many of these will be case based. We seek basic scientists, graduate students and clinicians to co-facilitate these small group sessions. Just in time faculty, development will be provided. Time commitment may be as little as 2 hours. Training is provided for teachers and may sign up for multiple sessions throughout the year.

Campus-wide Interprofessional Education

Interprofessional Healthcare Ethics/Health Equity (IPHE) in the Fall semester, and Interprofessional Collaborative Practice (IPCP) in the Spring semester are required courses for all first-year students in the schools of dental medicine, medicine, nursing, pharmacy, physical therapy, and physician assistant programs on campus. IPHE faculty facilitate interprofessional learning in teams through discussions, clinical cases, and debates. IPCP faculty coach interprofessional teams to develop essential communication skills and processes for teaming simultaneously and sequentially (i.e. handoffs). Teams will use individual and team feedback to promote collaborative practice improvement.

Mentored Scholarly Activity (MSA) Faculty.

All CUSOM students are required to complete a longitudinal scholarly project with a faculty mentor. The goal of the MSA curriculum is to foster self-directed, life-long learning and scholarship over the course of the medical student's career. The MSA requires students to identify and work with a mentor to complete scholarly projects in disciplines ranging from the basic sciences to clinical research to public health to education evaluations to the humanities. The MSA experiences also prepare students for working with mentors later in their careers and serving as mentors to others in the medical profession.

Teaching clinically in the LICs

All CU medical students will participate in Longitudinal Integrated Clerkships (LICs) during their second year in the Trek curriculum. LICs match students with longitudinal faculty preceptors in each of the core specialties (internal medicine, family medicine, pediatrics, surgery, obstetrics & gynecology, psychiatry and emergency medicine) with whom they work with repeatedly over the course of the entire clerkship year. Clinical faculty are needed to teach in this model working with students approximately one half day per week.

Advanced clinical skills coaching

For students in clinical rotations, advanced clinical skills coaching and remediation is sometimes required. Clinical faculty will work one on one with students to improve clinical skills including oral presentations, clinical reasoning and advanced physical exam. Clerkship directors will contact faculty for ad hoc work with individual students.

Admissions committee members and interviewers.

Interviewers are needed for the admissions process including group and one on one interviews.

Research Day Judges needed

Annually, faculty judges from all disciplines are needed to provide detailed feedback to student research presentations, including basic, clinical, educational and other health systems sciences.

Science consultations

In the Trek curriculum, basic sciences are integrated throughout the four years of medical school. During the clinical years, we seek faculty from basic sciences to serve as scientific consultants as students revisit science in the setting of clinical care. Examples of required effort would be review of relevant literature with the student and discussion of implications of novel discoveries on clinical medicine. Please note area of greatest interest/expertise.

Train the Trainer

Faculty development sessions in areas of expertise, ie what would you be good at teaching your peers to teach. This can include educational topics such as feedback, mentorship, direct observation or clinical and scientific expertise, including preparation for basic science small group sessions.

Advanced Clinical Expertise

We welcome faculty with interest in sharing patient interviews with students to volunteer to discuss specialized topics with the class. Examples include interviewing a patient in front of the class or facilitating a panel in your area of expertise. Course directors will contact you directly for particular sessions.

DAWN Clinic Preceptor (All years)

DAWN clinic is an interprofessional student run free clinic in Original Aurora dedicated to Aurora's uninsured population. The primary medical clinic runs on Tuesday evenings and combines medical providers, physical therapy, pharmacy, nursing, dental, and behavioral health along with 40-50 students each week. Family medicine preceptors are GREATLY needed and free medical liability insurance is available.

Hidden Curriculum Small Group Facilitator

Description: Series of small group sessions with a set group of clinical students who meet to reflect upon both the positive and negative things they are learning during their clinical experiences that are not a formal part of the curriculum. The purpose of these sessions is to inspire students as well as to provide a safe environment for sharing & reflection about their clinical clerkship experiences.

Facilitator for Clinical Ultrasound Skills

Small groups of students will learn focused Clinical Ultrasound exams during Plains. Facilitators will help guide the students through the Clinical Ultrasound exams and answer questions. Facilitators should be comfortable with performing and interpreting Clinical Ultrasound Exams. Sessions will be focused and facilitators are not required to be knowledgeable in all exams. Ie, Cardiovascular or Abdomen focused sessions. Each session is typically four hours in length and Facilitators may sign up for one or several throughout the year

[Sign up for a teaching or mentoring opportunity](#)