

PRECLERKSHIP INSTRUCTOR, UNDERGRADUATE MEDICAL EDUCATION (UME) SOUTHERN ALBERTA MEDICAL PROGRAM (SAMP)

Job Summary:

The Cumming School of Medicine (CSM) at the University of Calgary, in partnership with the University of Lethbridge, invites applications for the position of Pre-Clerkship Instructor to support the delivery of the Undergraduate Medical Education (UME) curriculum at the Southern Alberta Medical Program (SAMP).

This is a two-year contract position with the possibility of annual renewal thereafter, subject to satisfactory performance review.

Ideal candidates are practicing clinicians who are passionate about teaching. Instructors will collaborate with Calgary-based educators and Block Directors to deliver pre-clerkship content to medical students based at the University of Lethbridge.

Successful candidates will report to the Pre-Clerkship Director, SAMP with accountabilities to the Assistant Dean, Pre-Clerkship (CSM) and the Associate Dean, SAMP.

It is anticipated that training and onboarding of Pre-Clerkship Instructors will take place in stages beginning in October 2025 with full engagement expected before the arrival of SAMP's first cohort in July 2026.

The official start date for this position is October 1, 2025 (or later by agreement).

For a more detailed job description, please see statement of work/job profile.

Contact

A letter of application, accompanied by a detailed curriculum vitae and names of three referees should be directed to:

Dr. Richard Buck, MD

Associate Dean, SAMP

Application can be sent via email to: samp.info@uleth.ca

We would like to thank all candidates in advance for their interest and only those candidates selected for interview will be contacted.

Pre-Clerkship Instructor

Southern Alberta Medical Program (SAMP)

Cumming School of Medicine, University of Calgary

Key Responsibilities

In collaboration with counterpart educators at CSM main campus, SAMP Pre-Clerkship Instructors will:

- Develop educational content and facilitate student learning by:
 - Anchoring teaching in patient-centered and context-informed approaches
 - Creating large group presentations and seminar materials
 - Contributing to the development of podcasts, tutorial group cases, assessment tools, and other curriculum materials as needed
 - Aligning approaches to MCC Clinical Presentations
 - Providing mentorship and coaching to students
- Engage in academic and professional development by:
 - Participating in regular planning meetings and mandatory faculty development
 - Applying reflective teaching practices to support continuous improvement
 - Collaborating with the Health Equity and Structural Competency team to embed principles of equity, diversity, and inclusion (EDI) and social justice throughout the curriculum
 - Working with Clinical Skills, Anatomy, Indigenous Health, and other teams to ensure integrated delivery of content
- Contribute a rural/regional perspective to the ongoing review and development of curriculum materials.

Time Commitment

Positions are available in increments of 0.05 FTE. Each 0.05 FTE commitment includes:

- Leading two assigned weeks of instruction per academic year as the weekly team “captain.”
- Preparation and presentation of a minimum of eight large group sessions per year.
 - Each large group session consists of a two-hour interactive seminar and includes providing resource slides and multiple-choice exam questions.
- A minimum of eight half-days per year of small group facilitation.
 - Each small group session comprises four hours of instruction in tutorial, clinical skills, or laboratory settings and one hour of preparation time.
- Attendance and participation at mandatory faculty development activities and other meetings as scheduled.

Qualifications

- Eligible for a faculty appointment at the University of Calgary (those meeting these criteria are generally eligible)
- Medical Doctor (MD) or equivalent; must be a practicing clinician
- Foundational understanding of social and structural determinants of health and a commitment to integrating them into teaching
- Strong communication and collaboration skills
- Demonstrated interest in and commitment to high-quality undergraduate medical education and curriculum development
- Willingness to engage in self-reflection and ongoing faculty development
- The following qualifications are considered assets, but are not pre-requisites for application:
 - Experience in teaching medical students, particularly at the pre-clerkship level
 - Classroom teaching skills and small group facilitation skills
 - Experience working with diverse patient populations
 - An understanding of the principles of generalism in medical education
 - Completion of the CSM Teaching Excellence Program or similar