

*Steps on Establishing a Faculty Development Curriculum for
Health Science Educators in a New Medical School*

Karina Madrigal, EdD; Beatriz Tapia, MD ,EdD, MPH; & Robert M. Nelson, Jr., MD, MS
The University of Texas – Rio Grande Valley

PURPOSE

New Medical Schools need health science educators, to teach throughout the medical education continuum from basic science to clinical years. The need to establish a defined faculty development curriculum for health science educators will aid in standardizing best teaching practices and build a potential master teacher to move the curriculum toward active learning and innovation. The UTRGV SoM is a distributed campus, to achieve increase outreach we will offer synchronous and asynchronous online faculty development during the pandemic. This poster will share our progress to date.

METHODS

A pilot, faculty development program, was established from faculty needs assessment data, teaching observations, and student evaluations was rolled out in FY 2020. A designated faculty development curriculum was recommended to faculty and provided via synchronous and asynchronous viewing through videos and PowerPoints on a designated Blackboard site. The advancement of the continuum of best teaching practices will be measured by sessions completed, faculty feedback, and comparison of prior F2F faculty development data for 2016-2019.

RESULTS

We will present how this need-based curriculum session is delivered and received for best teaching practices among health science educators. We will discuss the cost of establishing the program, return on investment, advantages, and barriers to online implementation in a distributed campus during a pandemic.

CONCLUSION

There is a need to improve faculty development opportunities that are interactive, self-directed, and offered online. These recommendations could result in increased synchronous and asynchronous faculty development attendance and learning and, in turn, increased student academic achievement.