

Texas Children's Hospital

Faculty College

Health Professions Education
Certificate Program

Promoting a strong pipeline for expanding faculty educators
who excel in teaching at Texas Children's Hospital

CRIS@TexasChildrens.org

Mission and Vision

As Texas Children's Hospital is the preeminent institution for improving global child health through the advancement of excellence in patient care, research, and education, we strive to develop faculty educators to lead across mission areas to enable excellence in child health.



What is Faculty College?

Health Professions Education Certificate Program

- A one-year program to provide excellence in foundational principles in health professions education to serve as a pathway to education scholar and leadership through highly interactive workshops, guidance, and educational programming.
- This program provides a roadmap to preparedness for core mission-critical areas within the department.



Who can participate?

Multi-specialty Clinical Teachers

- The Faculty College will target 30 junior faculty per year specifically seeking to recruit and retain the very best and brightest with the highest academic success potential as identified by their division directors.
- The goal is to nurture faculty that will have the greatest likelihood of impacting change through teaching and/or scholarly skills to improve the quality of patient care within their division given foundational skills and mentorship.

Job Roles 2025 Medical Educators



Diagnostic Assessor



Content Curator



Technology Adopter



Learner-centered Navigator/Coach



Learning Environment Designer



Clinician Role Model

Being equipped to teach in the rapidly changing world

Simpson et al. Job Roles of the 2025 Medical Editor. J Grad Med Educ. 2018 Jun;10(3):243-246.

To develop educators to lead across mission areas and enable excellence in child health, we created a curriculum to foster the development of future educators. We integrated the Job Roles of 2025 Medical Educators, and used these roles to guide the domains of curricular content. The topics for each domain are delineated in the curriculum syllabus:

- Learning sciences and Evidence-Informed Practices in Education
- Pedagogies of Learner Engagement
- Interactive Teaching
- Meaningful Gamification
- Competency-Based Education and Programmatic Assessment
- Deliberate Practice for Expertise Development
- Growth Mindset and Desirable Difficulties
- Learning Conversations to Optimize Skill Performance
- Teaching and Assessing Clinical Reasoning
- Role Modeling
- Multi-Media Teaching and Learning and Technology Integration
- Professionalization: Professional Identity Formation and Threshold Concepts
- Assessing Quality of Digital or Social Media-Based Educational Resources

Job Roles, Defined



Diagnostic Assessor

Use results of big data to identify individual/group performance gaps to individualize training



Content Curator

Access, select, sequence, and deliver high-quality content developed by national experts



Technology Adaptor

Become an early adopter and fluent in selecting and using appropriate technology tool(s)



Learner-Centered Navigator and Professional Coach

Guide learners' use of resources and practice to achieve identified performance targets



Learning Environment Designer

Designs the "space" to optimize learning informed by sciences (eg, learning)



Clinician Role Model

Exemplar for the various 2025 job roles

Job Roles for Education Scholars



Theorist



Designer



Collaborator



Edupreneuer



Writer



Researcher

Capitalize on one's educational effort by transforming them into educational scholarship

Complementary curricular content available through Scholarship Club

Scholarship is a disseminated product of a scholarly activity. Producing scholarship is how individual educators engage with the education community at large. Education scholars are those who engage in scholarly activities grounded in existing literature and, in turn, produce scholarship to inform practices or add new knowledge to literature to advance the field. Participants will have an opportunity to learn about scholarship through optional attendance of Scholarship Club, a quarterly forum hosted by the Center for Research, Innovation, and Scholarship in Medical Education.

- The Essence of a Conceptual Framework in Scholarship: What, Why, How
- Curriculum Development: Aligning Objectives, Instructions and Assessments
- Program Evaluation for Transformation and Scholarship
- Educational Research: Diverse Paradigms, Integrity and Standards
- Educational (Experimental vs. Design) Research
- Survey Design as an Integrated Mixed Methods Research
- Literature Management and Synthesis
- Creating a Community of Practice as the key to Scholarly Success
- Becoming an Edupreneur: Edupreneurship in Health Professions Education

Instructional Process

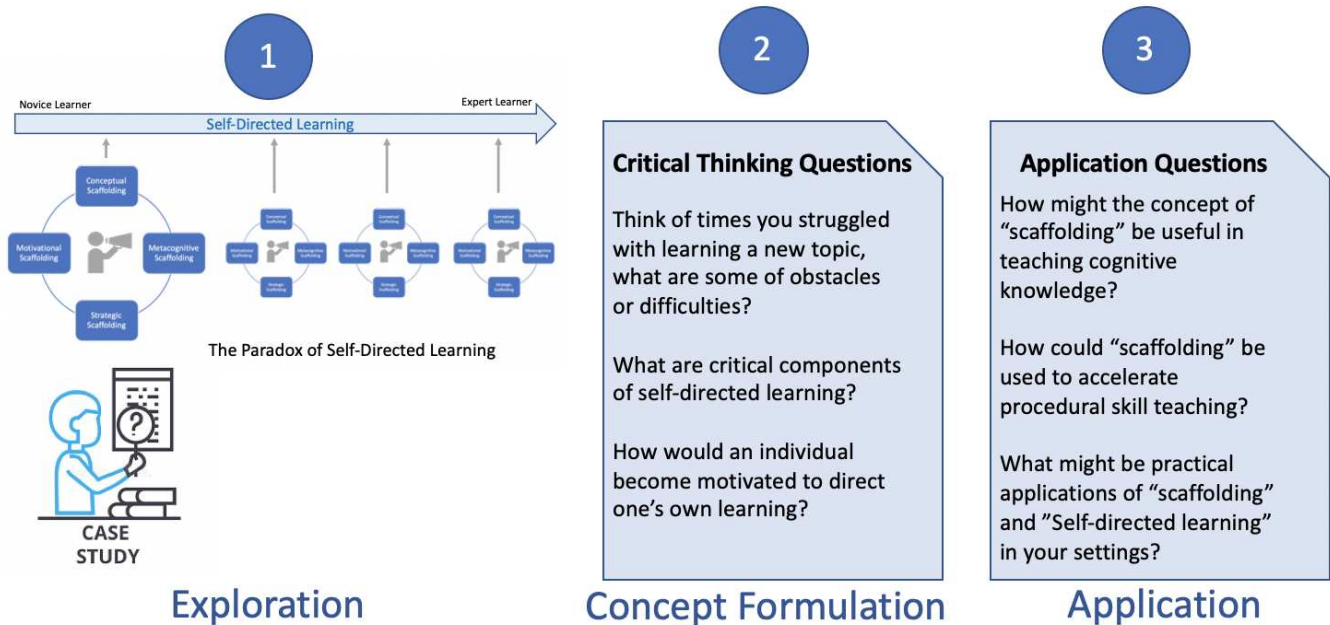
To create a classroom for busy faculty as learners, we employ the Process-Oriented Inquiry-Based Learning (POGIL) framework to deliver foundational content in a “ready-to-use” format.



What is POGIL?

Process-Oriented Inquiry Based Learning

- POGIL is one form of inquiry-based learning that allows learner-driven, instructor-guided investigations of learner-centered questions to seek new knowledge and understanding.
- Learners go through 3-step POGIL: Exploration, Concept Formulation, and Application.
- All POGIL materials are available on virtual workspaces to promote collaborative learning and efficiency of each session.



Instructional Platforms

To create a robust virtual community of inquiry, we integrate multiple virtual platforms to support learning environment conducive for the POGIL.



How do we foster a Community of Inquiry on a virtual platform? Cognitive, Social and Teaching Presence

- The synergistic integration of robust learning technologies allows for seamless delivery of asynchronous and synchronous learning, virtual engagement for effective intellectual discourse, collaborative and team-driven activities.





Faculty will gain expertise in an accelerated health professions education experience to allow for focused development of teaching with optional scholarship during the certificate program.

Expectations

This development serves as a critical transition to serving as peer leaders upon successful program completion. While there are comprehensive metrics for success the main instructionthe and will also represent the most immediate tangible stream, which is successful submission of Norton Rose Fulbright Faculty Excellence Awards and educational showcase of their educational activities in teaching. The Faculty College aims to ensure a streamlined transition through the academic pipeline for identified junior faculty “rising educators” so that they will succeed in the progression towards an independent exemplary educator with a specific focus on providing tailored and additional support for underrepresented groups in medicine through national established best practices.