

Final Objectives 2022-23

Education Committee

Chair: Jonathan E. Davis, MD, FACEP

Board Liaison: Alison J. Haddock, MD, FACEP

Staff Liaison: Debbie Smithey, CMP, CAE

1. Identify member educational needs based on assessments from a variety of sources, including state and facility CME requirements, board certification requirements, quality measures, test results, activity evaluations, member surveys, ACEP.org search terms and ACGME Milestones.
2. Compile and disseminate educational resources that include a focus on health care disparities and strategies to address the disparities related to systemic racism and social determinants of health.
3. Design, implement, evaluate, and revise educational activities that meet identified needs and enhance ACEP's position as the primary source for state-of-the-art emergency medicine education, including:
 - a. Live and enduring CME activities on the emergency medicine core content designed to reinforce cognitive expertise. Include virtual/digital/distance/blended learning activities.
 - b. Alternative educational opportunities such as simulation courses for procedural competencies and skills, including virtual simulation activities; mobile and online CME courses and other activities that incorporate new learning technologies; and various EM subspecialty certification prep resources.
 - c. Podcasts, Vodcasts, social media, FOAMed, and webinars, including content developed by the Young Physicians Section.
 - d. Performance Improvement-CME activities approved for the ABEM Improvement in Medical Practice requirements.
 - e. Activities designed to help students, residents, and young physicians understand the market forces and employment models.
 - f. Review and update education resources on litigation stress.
 - g. Educational products related to Geriatric Emergency Department Accreditation (GEDA) Learning Collaborative.
 - h. Identify micro-learning opportunities and explore development of a video library of procedures.
 - i. Activities for physicians practicing in resource-limited settings.
 - j. Explore cost-efficient ways to provide education to international emergency physicians. Enhance ACEP's expertise internationally in marketing publications and meetings. Explore opportunities for international members and audience to have access to educational online products. Obtain input from the International Emergency Medicine Committee.
4. Submit a nomination for the 2023 ACEP Award for Outstanding Contribution in Education.
5. Pursue strategic partnerships with publishers and other organizations that contribute to the College's educational and CME mission, goals, and objectives.
6. Explore online and other EMS, disaster, and other related training for emergency physicians. Obtain input from the EMS Committee and the Disaster Preparedness & Response Committee. (Education is the lead committee.)
 - Continue to review ACEP courses for EMS content that can be submitted for CAPCE continuing education credit for EMS providers. (This objective will run parallel to the ACEP CAPCE continuing education application that is in process.)
 - Explore methods of deployment for the new EMS course on the use of simulation training for EMS personnel.
7. Incorporate quality measures and clinical policies/guidelines into new educational product development.
8. Prioritize educational needs of members with the changing ABEM recertification exam. Re-position PEER products to fulfill board review requirements for those taking the initial qualifying exam and those seeking continuing certification through the new MyEMCert model and to maintain ACEPs role as the recognized leader in an increasingly competitive board examination preparation market.
9. Submit content topics to ABEM for inclusion in MyEMCert Key Advances.

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10. Collaborate with ACEP sections in the development of subspecialty education content and selection of faculty.
11. Survey ACEP speakers and presenters and report on speaker/educator demographics and work with the Diversity, Equity, & Inclusion Committee, and the Diversity, Inclusion, & Health Equity Section to set guidelines for including material pertaining to diversity, inclusion, and/or healthcare disparities related to educational content being presented as directed in Resolution 22(21) Expanding Diversity and Inclusion in Educational Programs.
12. Develop continuing medical education to instruct physician-led teams based on the curriculum identified by the stakeholders for physicians who are post residency as directed in Amended Resolution 63(21) Physician-Led Team Leader Training (second resolved).
13. Recommend implementation strategy for concepts developed at the “Future of Scientific Assembly” workshop.
14. Review structure of the Education Committee and recommend changes to reflect shifts in learner modalities and integrated learning concepts.
15. Weave ACEP’s Strategic Plan concepts throughout educational programs, including live, virtual, blended, and on-demand content.