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 information 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 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 EMS subspecialty certification prep resources. EMS, Online,
   c. Podcasts, social media, FOAMed, webinar.
   d. Performance Improvement-CME activities approved for the ABEM Improvement in Medical Practice requirements. (Low Risk Chest Pain selected as the topic.)
   e. Activities designed to help students, residents, and young physicians during early years of practice.
   f. Activities specific to the issue of litigation stress.
   g. Educational products related to the Clinical Emergency Data Registry Learning Collaborative.
   h. Educational products related to Geriatric Emergency Department Accreditation (GEDA) Learning Collaborative.
   i. Develop educational products for preventing prescription opioid misuse and addiction.
   j. Identify micro-learning opportunities and explore development of a video library of procedures.

4. Submit a nomination for the 2021 ACEP Award for Outstanding Contribution in Education.

5. Pursue strategic partnerships with publishers and other organizations that contribute to the College’s CME mission, goals, and objectives.

6. Develop CME activities for physicians and providers practicing emergency medicine in resource-limited settings.

7. Explore cost-efficient ways to provide education to international emergency physicians. Enhance ACEP’s expertise internationally in marketing publications and meetings. Implement ACEP Live channel for international members and audience to have access to educational online products. Seek input from the International Emergency Medicine Committee. (Education is the lead committee.)

8. Explore online and other EMS, disaster, and other related training for emergency physicians. Seek input from the EMS Committee and the Disaster Preparedness & Response Committees. (Education is the lead committee.)
   - Continue to review ACEP courses for EMS content that can be submitted for CAPCE continuing education (CE) credit for EMS providers. (This objective will run parallel to the ACEP CAPCE CE application that is in process.)
   - Explore methods of deployment for the new EMS course on the use of simulation training for EMS personnel.

9. Maximize the delivery platform for educational products to improve discoverability and access.

10. Increase diversity in the faculty for ACEP educational meetings and education programs. Ensure educational products to include diversity and inclusion throughout offerings and include topics such as unconscious bias in clinical care and practice management.
**Final Committee Objectives 2020-21**

11. Provide input to the Well-Being Committee to complete development of interactive tutorials on resiliency strategies for members as part of Wellness Week activities and explore the possibility of providing CME. (Well-Being is the lead committee.)

12. Provide input to the Pediatric Emergency Medicine Committee to develop a simulation-based consensus curriculum for pediatric emergency medicine, in collaboration with other organizations and for open access. (Pediatric Emergency Medicine is the lead committee.)

13. Provide input to the National/Chapter Relations Committee to develop resources to address the needs of small and medium sized chapters that were identified by the 2020 chapter services survey. (National/Chapter Relations is the lead committee.)

14. Provide input to the National/Chapter Relations Committee on the development, implementation, and evaluation of the Chapter Leadership Session at the Leadership & Advocacy Conference, including identifying topics, speakers, moderators, and delivery formats. (National/Chapter Relations is the lead committee.)

15. 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 market share in an increasingly competitive Board prep market.

16. Implement podcast and webinar strategies featuring content developed by the Young Physicians Section.

17. Implement a SimCourse utilizing virtual simulation training and Sim Escape Room concepts.

18. Develop and implement a process to collaborate with ACEP sections in the development of subspecialty education content and selection of faculty.