



RESOLUTION: 23(20)

SUBMITTED BY: Tracy Legros, MD, PhD, FACEP  
J. Richard Walker, III, MD, MS, FACEP  
Undersea & Hyperbaric Medicine Section

SUBJECT: Subspecialty Faculty for ACEP Educational Programs

**PURPOSE:** Develop a process to collaborate with sections to identify individuals to serve as faculty in subspecialty content areas for in-person and virtual education and serve as authors of educational publications with priority given to subject matter experts that are board certified emergency physicians who are recognized as national or international leaders in the subspecialty field of the topic presented or authored with preference to those subspecialty trained or endorsed by the section.

**FISCAL IMPACT:** Unbudgeted staff and technology resources. Additional FTE to research and verify credentials of all subspecialty subject matter experts, including verification of publications and lectures, and review of prior course and speaker evaluations outside of ACEP to ensure the quality of presentations. Additional technology resources to collect and maintain this information. Additional costs for increased faculty at ACEP meetings.

1 WHEREAS, Emergency medicine is recognized by the American Board of Medical Specialties as an  
2 independent specialty with a recognized, unique knowledge base and procedural skill set that is certifiable by board  
3 examination; and

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5 WHEREAS, Emergency medicine now has a number of nationally recognized subspecialties for which board  
6 certification is available; and

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8 WHEREAS, Board certification by the American Board of Emergency Medicine is one mechanism that is  
9 generally recognized to establish subject matter expertise in a field; and

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11 WHEREAS, The need for academic integrity and accuracy of content is paramount in the American College  
12 of Emergency Physicians' *Scientific Assembly* lecture series; and

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14 WHEREAS, There is fellowship specialty training for many additional subspecialties that are not currently  
15 board certifiable specialties, but may be one day, and currently do provide additional training, skills, and experience;  
16 and

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18 WHEREAS, There are board certified emergency physician researchers who have, through their peer-  
19 reviewed publications and long standing dedication to the field, established a national or international reputation as a  
20 subject matter expert in certain areas; and

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22 WHEREAS, The expectation of patients who utilize emergency departments for their emergency medical care  
23 is that there is seamless, high quality medical care provided by physicians who have maintained currency through  
24 high quality continuing medical education; therefore be it

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26 RESOLVED, That ACEP develop a process to collaborate with ACEP sections to identify and retain  
27 subspecialty content expert lecturers based on training, extensive experience, and subspecialty-certification (when  
28 applicable) for in-person and virtual education as well as publications; and be it further

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30 RESOLVED, That priority be given to subject matter experts when selecting faculty lecturers at the *Scientific*  
31 *Assembly* to include in the following order:

- 32 1. Board certified emergency physicians who are recognized as national or international leaders in the  
33 subspecialty field, typically by their scientific contributions and unique experiences, and/or those who  
34 have received the formal endorsement of the ACEP section of greatest interest; or
- 35 2. Fellowship trained board diplomates in the subspecialty subject matter area with authorship of subject  
36 matter peer reviewed publications; or
- 37 3. Fellowship trained board diplomates in the subspecialty subject matter area; or
- 38 4. Fellowship trained board certified or board eligible diplomates in the subspecialty subject matter area; or
- 39 5. Board certified emergency physicians who can demonstrate subject matter expertise in the area in  
40 question, such as a regional or national reputation, extensive experience and/or with authorship of subject  
41 matter peer-reviewed publications.

## Background

This resolution first calls for the College to develop a process to collaborate with ACEP sections to identify and retain individuals to serve as faculty in subspecialty content areas for in-person and virtual education and serve as authors of educational publications. The resolution also specifies prioritization criteria to use when selecting faculty lecturers for *Scientific Assembly*. This background information will first comment on the current processes for soliciting subject matter experts and course proposals and contents and will then address the specific issue of the prioritization concept.

ACEP operates under several processes when soliciting course proposals and faculty from sections, committees, and individual members along with their faculty recommendations.

- The Education Committee and each of its subcommittees strives to serve the dynamic education needs of ACEP members. Feedback and evaluation data from members is reviewed and incorporated into the content and speaker selection process. Members drive the educational offerings and are instrumental in efforts to increase diversity in presenters and content. This is demonstrated by ongoing membership engagement through consistent growth in the number of paid registrants to ACEP educational meetings.
- The Educational Meetings Subcommittee's current and long-standing practice is to select speakers based on subject matter expertise, section recommendations and input, and reputation as a national-caliber speaker and/or recognized expert on the subject matter in the identification of faculty. Faculty and courses are evaluated thoroughly with course and faculty evaluations for each course presented at ACEP meetings and by a member of the subcommittee who monitors audits each course to assess the presentations. The average score of *Scientific Assembly* faculty is a 98% rating with demonstrated subject matter expertise, excellent teaching skills, achieving the stated learning objectives, PowerPoints enhanced learning experience, and free of commercial bias, based on conference evaluations of each speaker and course
- There are processes in place for members of the Educational Meetings Subcommittee, Online Education Subcommittee, Publications Subcommittee, and Continuous Competency and Certification Subcommittee to collaborate with sections and committees as necessary to identify faculty and authors who are subject matter experts and national caliber speakers and authors. The Education Committee has an ongoing objective and strategy to ensure diversity among speakers at ACEP meetings as one of many factors that are considered when selecting speakers.
- Specific to sections, the Education Committee has been assigned an additional objective for the FY 2020-21 committee year to "develop and implement a process to collaborate with ACEP sections in the development of subspecialty education content and selection of faculty." Currently, there are section liaisons assigned to the Education Steering Committee. These processes could be enhanced if each section and committee developed a list of potential speakers and authors that includes subspecialty qualifications of subject matter experts with expertise as national-caliber speakers and identifying specific topics each can present to form a speakers' list and provided annual updates to that list.

### Implementing the Proposed Faculty Prioritization Criteria

Based on the above processes and data year over year, it is unclear that implementation of this resolution would improve these already high faculty scores. Instead, the process suggested could inadvertently place limitations on the work of the Education Committees, its subcommittees, and staff and add significant additional time and expense to implement.

Limitations of programming could emerge when planning novel educational delivery formats for meetings. For example, the subcommittee often plans debates and controversies as a presentation format. Often, controversies are presented by at least one member who is not subspecialty trained but these are exceptional learning experiences for the membership. Likewise, some of emergency medicine's most respected experts and speakers are not subspecialty trained and would not be considered to speak on current topics for which they are so successful. For example, a well-known and respected speaker is not trained in critical care but is one of the College's most revered and prolific speakers and authors and is more than qualified as a subject matter expert in this area. *Scientific Assembly* is also a superb opportunity for junior faculty to compete in the Drop the Mic competition of new speakers and be vetted by the subcommittee and given speaking opportunities at future annual meetings.

Limitations may also occur beyond the scope of the Educational Meetings Subcommittee. For example, recently the Online Education Subcommittee has focused on recruiting promising junior faculty as determined by section leadership to contribute to online courses and webinars. This has allowed for the development of new, high-quality content for membership as well as professional development opportunities for junior faculty. Such professional development opportunities can be critical to an individual's career. Opportunities to contribute can also be educational. Consider PEER, through a rigorous editing system each question undergoes several iterations. Many times these questions are written by residents or junior faculty. As their questions move through the editing process to more advanced editors, they receive feedback on the medical content, overall question quality, and even writing style. These are all skills that are undoubtedly beneficial to their development as young physicians. It is also likely other areas of the College would face the same challenge as Educational Meetings – limited expertise and time. *Critical Decisions in Emergency Medicine*, is a monthly publication that relies on the contributions of several authors each month. By further limiting the pool of qualified authors it may become difficult to identify enough contributors to meet the needs of the publication each month.

Education expertise must also be considered. Ability to synthesize and communicate/educate the audience effectively is paramount. There are operational and research leaders that are expert educators in some formats, but this is not assured of all subspecialty experts. They must be effective speakers, comfortable teaching to large audiences, and excel at educational knowledge transfer. Content expertise must also be considered. Emergency Medicine is a vast field with new advancements made each day. These advancements do not always emerge quickly in Emergency Medicine. Limiting selection of non-emergency medicine faculty for education could have a negative impact on the infusion of cutting-edge information from all fields necessary for the improvement of emergency medicine patient care and practice.

Requiring or prioritizing subspecialty training to the many factors already considered when selecting these subject matter experts as speakers and/or authors may further reduce the cadre of members who are qualified and willing to volunteer their time for educational meetings and products and may, therefore, have the unintended consequence of diminishing important diversity of thought at ACEP meetings.

The research of speakers' credentials once courses are identified would delay the completion of planning by the Educational Meetings Subcommittee and staff to plan the program and identify speakers for each course within the necessary timeline for speaker invitations and early marketing of the meeting.

### **ACEP Strategic Plan Reference**

#### Goal 2 Enhance Membership Value and Member Engagement

Objective C – Provide robust communications and educational offerings, including novel delivery methods.

Objective G – Promote/facilitate diversity and inclusion and cultural sensitivity within emergency medicine.

**Fiscal Impact**

Unbudgeted staff and technology resources. An additional FTE would be needed to research and verify the credentials of all subspecialty subject matter experts, including verification of publications and lectures, and review of prior course and speaker evaluations outside of ACEP to ensure the quality of presentations. This level of review would be essential to ensure the high quality of presentations currently experienced at *Scientific Assembly* and other meetings and products. Additional technology resources would be required to collect and maintain this information. These expenses could not be accommodated in the current fiscal year budget.

There would also be additional costs to increase the number of faculty presenters at *Scientific Assembly* and other educational meetings to meet the requirement of this resolution. Currently, many faculty present on multiple topics. Additional faculty would be required to meet the subspecialty requirements in this resolution, i.e., more speakers with narrowly-focused speaking abilities and knowledge would require more speakers to present on other topics.

**Prior Council Action**

None

**Prior Board Action**

None

**Background Information Prepared by:** Debbie Smithey, CMP, CAE  
Director, Educational Meetings

**Reviewed by:** Gary Katz, MD, MBA, FACEP, Speaker  
Kelly Gray-Eurom, MD, MMM, FACEP, Vice Speaker  
Susan Sedory, MA, CAE, Council Secretary and Executive Director