



# Strategic Plan

*Created: July 2018*

## Timeless Core Ideology (Timeless)

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**Core Ideology** describes an organization's consistent identity that transcends all changes related to its relevant environment. Core ideology consists of two elements: **Core Purpose** – the organization's reason for being – and **Core Organizational Values** – essential and enduring principles that guide the behavior of an organization.

### CDEM Purpose and Values

**CDEM:** To promote excellence in emergency medicine education and teaching.

#### **CDEM Purpose:**

- To advance the education of medical students as it pertains to the specialty of emergency and acute care medicine.
- To serve as a unified voice for EM clerkship directors and medical student educators on a national level.
- To provide a forum for EM clerkship directors and medical student educators to communicate, share ideas, and generate solutions to common problems.
- To foster undergraduate medical education research and provide a platform for collaboration.
- To foster the professional development and career satisfaction of EM clerkship directors and medical student educators.
- To foster relationships with other organizations to promote medical education.

#### **CDEM Core Values:**

- **We believe** that all medical students should gain an appreciation and understanding of the roles of emergency medicine and acute care medicine
- **We believe** that maintaining a well-trained workforce is vital to meeting the needs of our population. We play a critical role in fostering and developing the next generation of emergency medicine physicians beginning in UME with support, mentorship and education of learners.
- **We believe** that providing this education is best achieved through promoting a community of educators dedicated to collaboration, innovation, and the establishment of educational best practices.
- **We believe** that CDEM is the ideal organization to advocate for emergency medicine in UME, foster the development of educators, and promote collaboration across other organizations.
- **We believe** that a commitment to innovation and scholarship is crucial to advance EM education.

### SAEM Purpose and Values

**SAEM Core Purpose:** To improve patient care by leading the advancement of academic emergency medicine.

#### **SAEM Core Organizational Values:**

- Knowledge Creation, Translation, and Dissemination
- Professional Development
- Advocacy for Education and Research
- Collaboration, Diversity, Community, and Service

## **Longer-term Envisioned Future (10+ years)**

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*The **envisioned future** conveys a concrete yet unrealized future for the organization. It consists of a **vision** – a clear and compelling catalyst that serves as a focal point for effort and a **vivid description of a desired future** which is a vibrant and engaging description of what it will be like to achieve the vision.*

**CDEM Vision:** To be the Voice of Undergraduate Medical Education for Emergency Medicine.

### **CDEM Vivid Description of a Desired Future:**

CDEM and SAEM actively elevate and advance the prominence of undergraduate medical education for emergency medicine within emergency medicine and within the broader group of medical educators. CDEM members are viewed as influential leaders within their academic settings and actively participate in discussions related to the continuing success of undergraduate medical education and the field of emergency medicine. CDEM is sought after and consulted by others for its expertise on issues relating to undergraduate medical education in emergency medicine and represents its point of view in discussions with other associations as it relates to EM undergraduate medical education.

CDEM is a community of educators who advocate for learners and collaboratively develop, innovate, and disseminate medical education content, methods, and research to benefit teachers and learners in Emergency Medicine. We strive to engage 100% of emergency medicine clerkship directors and are known as the community where UME professionals within emergency medicine develop and share best practices in curriculum development, evaluation, and other services – leading to better prepared medical students and more successful programs. CDEM is the leader in national curricula, testing, and evaluation and is acknowledged for its expertise in innovative design delivery and assessment methods.

CDEM fosters research and collaboration among EM educators, assists and mentors its members at every stage of their careers, and develops a pipeline of future leaders. Collaboration is paramount to CDEM's success; therefore, CDEM leadership regularly interacts with SAEM leadership and other academies within SAEM as well as with external organizations with whom CDEM shares common interests, including CORD, EMRA, AAMC, NBME, and ACE. CDEM and its members actively influence and learn from clerkship directors representing other specialties. They are innovators and content experts that help shape the future of higher education.

## **Goals and Objectives (3-5 years)**

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**Goals** represent **outcome-oriented statements** intended to guide and measure the organization's future success. The achievement of each goal will move the organization towards the realization of its "Envisioned Future." Supporting **Objectives** further **clarify direction** and describe what the organization wants to have happen; a descriptive statement of what constitutes success in measurable terms.

### **EDUCATION RESOURCES**

Goal: Advance the education of medical students as it pertains to the specialty of emergency and acute care medicine.

Objectives:

1. Create a coordinated and complete education toolkit across the spectrum on UME.
2. Increase and improve quality of curricular assessments, including multiple choice exams, OSCE's, practice MCQ's.
3. Expand resources targeting M1/M2 students.

### **COLLABORATION**

Goal: Serve as a unified voice on a national level for EM clerkship directors and medical student educators.

Objectives:

1. Increase the visibility of CDEM within SAEM.
2. Increase representation on all SAEM educational projects and in discussions that advocate and respond to the everchanging needs related to medical student education.
3. Increase collaboration with external organizations on matters of common interest.
4. Decrease barriers to collaboration among the major emergency medicine educational groups.
5. Increase partnership with AACEM.

### **MEMBERSHIP**

Goal: Grow CDEM's membership through enhanced value and engagement of the community.

Objectives:

1. Identify and recruit every EM Clerkship Director to join CDEM.
2. Expand value of membership.
3. Increase the number of members actively serving on CDEM committees.
4. Increase membership presence at CDEM/SAEM Annual Meeting.
5. Increase visible presence of CDEM membership in SAEM leadership.

## Appendix A

### Assumptions About the Future (created March 2018)

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*To make progress toward an envisioned future, an organization must constantly anticipate the strategic factors likely to affect its ability to succeed and to assess the implications of those factors. This process of building foresight about the future will assist CDEM to constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan.*

#### Professional Competition Structure:

- 1.) Increase competition for members
- 2.) Recruitment of Eps to other organizations
- 3.) Academic departments will grow but growth overall will be in undergraduate and graduate educators
- 4.) Research projects will be inter-specialty
- 5.) Overarching: CDEM must be the voice of education

#### Legislation and Regulation:

- 1.) Everything on SAEM plan impacts CDEM
- 2.) Increased competition for learning spots/rotations (APPs and IMGs)
- 3.) Increased learner advocacy
- 4.) Unfunded mandates from the AAMC/LCME
- 5.) CMS changes/impact on learner documentations

#### Technology & Science:

- 1.) How we mitigate the “burden” of technology?
- 2.) How can SAEM/CDEM collaborate ex. ACEP to update education and learner driven electronic documentation?
- 3.) What are appropriate social media boundaries for our learners?
- 4.) How does CDEM/SAEM keep educators up to date on new technology education platforms?
- 5.) How to qualify non-traditional educational platforms for P&T?
- 6.) “Big Data” as it relates to students

#### Social Values/Demographics

- 1.) Add “learners” to many of these concepts (learners left out of the SAEM plan)
  - a. Burnout
  - b. Debt Burdon
  - c. Work-life Integration
- 2.) Changes needed in digital brand professionalism
- 3.) Expect increase in diversity & Inclusion

#### Global Business and Economic Factors

- 1.) How to advise students going into EM in increase competitive environments
- 2.) How to protect burdened faculty: charting, increase patients etc to keep teaching
- 3.) How to mitigate effects of corporate sponsored EM programs on education of students (will they want to teach students)
- 4.) APPs encroaching on learning of students/residents in clinical expansion