

Resources - Education

ACEP/CORD Teaching Fellowship <https://www.acep.org/tf/>

Gain skills and knowledge to become an effective and productive medical educator with this EM-focused conference. The ACEP/CORD Teaching Fellowship is a multi-part event that includes two intense weeks of learning and a mentored project in between the Summer and Spring phases.

AAMC Medical Education Research Certificate (MERC) <https://aamc.elevate.commpartners.com/products/merc-virtual-workshop-series>

The Medical Education Research Certificate (MERC) program is intended to provide the knowledge necessary to understand the purposes and processes of medical education research, to become informed consumers of the medical education research literature, and to be effective collaborators in medical education research. Alone, MERC is not intended to produce independent medical education researchers. Also Southern Group on Educational Affairs (SGEA)

Faculty Incubator (ALiEM) <https://www.aliem.com/faculty-incubator/>

The ALiEM Faculty Incubator is a year-long virtual professional development program for educators of ALL specialties, which enrolls members into a mentored digital community of practice. This small, 30-person, exclusive community will stoke the fires of creative engagement through mentorship and collaboration.

VUMC Educator Development Program <https://www.vumc.org/ohse/educator-development-program-edp>

The goal of the Educator Development Program (EDP) is to enhance the medical education knowledge, attitudes, and skills of all Vanderbilt University Medical Center faculty members (physicians, nurses, and scientists), learners (students, residents, and fellows), and other (administrators, department leaders) who teach in the medical graduate, or nursing school environment.

SAEM Emergency Medicine Foundation Education Research Training Grant <https://www.saem.org/about-saem/academies-interest-groups-affiliates2/saem-foundation/apply-for-a-grant/what-we-fund/education-fellowship-grant>

The SAEMF Education Research Training Grant awards \$100,000 over a two-year period (\$50,000 per year) starting July 1 to support a fellow or junior faculty member in education research training, including pursuit and preferably completion of an advanced degree in education. This award strives to foster innovation in teaching, education, and educational research in emergency medicine for faculty-, fellow-, resident- and medical student-level learners.

SAEM Master Educator Fellowship <https://www.saem.org/education/saem-educational-courses/saem-master-educator>

This year-long program is designed for early/mid-career faculty who desire to strengthen their conceptual understanding of educational theory and practice, their ability to design and implement educational programs of the highest quality, and their effectiveness as educators in the classroom and at the bedside. The course is intended for faculty who already have some experience and expertise in medical education, but want to take their skills to the next level.

AMA <https://edhub.ama-assn.org/>

The American Medical Association (AMA) offers a rich portfolio of education delivered through the AMA Ed Hub to address the needs and interests of clinicians and health care professionals and ultimately help improve health care delivery. Through the AMA Ed Hub learners can listen, watch, read or interact in many ways with carefully selected education published by the AMA.

SAEM ARMED MedEd <https://www.saem.org/education/saem-educational-courses/armed-meded>

SAEM is proud to offer the Advanced Research Methodology Evaluation and Design: Medical Education (ARMED MedEd) course. This course builds upon the fundamental knowledge and skills of health professions education researchers and equips them to design a high-quality medical education research project and grant proposal.

Resources – Clinical Trials and Studies

Vanderbilt Institute for Clinical and Translational Research (VICTR) Internal Funding (voucher, expedited, full, including studios) <https://starbrite.app.vumc.org/>, log-in required, under funding

Vanderbilt's Institute for Clinical and Translational Research (VICTR) is a virtual home for clinical and translational research and its mission is to transform the way ideas and research discoveries make their way from origin to patient care. StarBRITE, launched in October 2007, is an interactive system that provides one stop shopping for research needs. You can find a variety of different resources such as Pilot Funding, REDCap, ResearchMatch, BioVU, and much more.

Other **VICTR Resources** <https://victr.vumc.org/training-education/>

Edge for Scholars, Doris Duke, Elliott Newman Society, Grant Writing, Grant Pacing

Biostats Clinic <https://biostat.app.vumc.org/wiki/Main/Clinics>

Biostatistics Clinics are a free service staffed by the Department of Biostatistics open to all members of the Vanderbilt and Meharry communities who have methodologic questions about their research projects or about published articles. Emergency care is Wednesday at noon.

MPH <https://medschool.vanderbilt.edu/mph/>

The Vanderbilt Master of Public Health (MPH) Program is a two-year interdisciplinary program offered through the Vanderbilt University School of Medicine and accredited by the Council on Education for Public Health. We offer three tracks: Epidemiology, Global Health, and Health Policy.

MSCI <https://medschool.vanderbilt.edu/msci/>

Federal

NIH: <https://grants.nih.gov/funding/index.htm>

AHRQ: <https://www.ahrq.gov/funding/index.html>

PCORI: <https://www.pcori.org/funding-opportunities>

CDC: <https://www.cdc.gov/funding/index.html>

VA: <https://www.research.va.gov/funding/>

Resources – Administrative

ACEP Leadership Academy <https://www.emra.org/be-involved/events--activities/leadership-academy/>

The EMRA and ACEP Leadership Academy is a leadership/professional development program and virtual community for emerging leaders in emergency medicine.

ACEP Emergency Department Directors Academy (EDDA) <https://www.acep.org/edda/>

ACEP's Emergency Department Directors Academy (EDDA), delivers you tried-and-true solutions to ED issues, throughout a series of three phases, from a group of experienced practitioners and management experts. During EDDA you will learn to enhance your ED leadership through a series of lectures, breakout sessions, and small-group case studies.

SAEM Chair Development Program <https://www.saem.org/about-saem/academies-interest-groups-affiliates2/aacem/chair-mentorship/cdp-program>

The AACEM Chair Development Program (CDP) enhances capabilities and effectiveness of new and aspiring department chairs through skill development, advising, and mentorship.

SAEM Emerging Leader Development Program (eLEAD) [https://www.saem.org/education/saem-educational-courses/emerging-leader-development-program-\(elead\)](https://www.saem.org/education/saem-educational-courses/emerging-leader-development-program-(elead))

The Association of Academic Chairs in Emergency Medicine (AACEM) and the Society for Academic Emergency Medicine (SAEM) are proud to offer the Emerging Leader Development Program (eLEAD). This year-long course provides emerging leaders in academic emergency medicine with a structured, longitudinal experience designed to develop foundational leadership skills, cultivate a meaningful career network, and build a bridge to countless opportunities in their field.

Tennessee Medical Association (TMA) John Ingram Leadership Lab <https://www.tnmed.org/leadership/>

Physicians today face issues that require skills and knowledge they cannot acquire in medical school or residency. The John Ingram Institute for Physician Leadership was created to fill this gap by training young physicians to become leaders in the healthcare team, in their profession and in their communities.

ABEM Health Care Administration, Leadership, and Management (HALM) certification <https://www.abem.org/public/become-certified/subspecialties/halm>

Health Care Administration, Leadership, and Management (HALM) integrates expertise from medicine, health systems science, quality improvement, patient safety, business, public health, communication, computer science, economics, law, and other disciplines in a singular subspecialty certification. HALM-certified physicians are expected to contribute effectively to the future health care environment with an in-depth understanding of the ways by which executive leadership and their governance effect change in these complex health systems.

VUMC Mid-Career Skills Building Program <https://www.vumc.org/faculty/mid-career-skills-building-program>

The Mid-Career Skills Building Program (MSBP) is a year-long, professional development program for Associate Professors at Vanderbilt University School of Medicine. The program allows participants to engage in self-reflection, networking, and education in the realms associated with faculty life at Vanderbilt University School of Medicine.

VUMC Academic Leadership Program <https://www.vumc.org/faculty/academic-leadership-program>

The School of Medicine's Academic Leadership Program (ALP) was established in 2004 as a mechanism for providing information and training to new senior leaders in the School of Medicine. The ALP covers topics related both to fundamental leadership principles and to Vanderbilt-specific processes and systems.

Master of Management in Health Care (MMHC) Owen School of Business <https://business.vanderbilt.edu/master-of-management-in-healthcare/>

If you're considering an MMHC degree to take your healthcare career to the next level, our program offers robust healthcare management courses and weekend immersions taught by healthcare leaders and policy makers. Embedded in the curriculum is the Capstone Strategy Project which allows you to put everything you've learned to the test as you work with your Capstone Team on a significant organizational challenge.

Resources – Training

VICTR Vanderbilt Faculty Research Scholars Program, internal career development award <https://edgeforscholars.vumc.org/funding-opportunities/vfrs/>

Faculty scholars are competitively selected across all disciplines and degree types for merit and innovation of their science. Stepping stone to NIH/CTSA KL2 career development award and/or individual K. Weekly work-in-progress supplements mentored training.

SAEM Advanced Research Methodology Evaluation and Design (ARMED) <https://www.saem.org/education/saem-educational-courses/advanced-research-methodology-evaluation-and-design-armed>

SAEM is proud to bring you the best research course for junior faculty taught by leading experts in academic emergency medicine. The purpose of this course is to arm participants with the fundamental knowledge and skills to design a high-quality research project and grant proposal to jumpstart their research career. Participants will also develop deeper ties and mentorship within the SAEM research community. The course is targeted to assist junior faculty within five years of graduation, fellows, and senior residents who are interested in pursuing a career in research.

Federal Programs

T32

K12

DoD

Master of Management in Health Care (MMHC) Owen School of Business <https://business.vanderbilt.edu/master-of-management-in-healthcare/>

If you're considering an MMHC degree to take your healthcare career to the next level, our program offers robust healthcare management courses and weekend immersions taught by healthcare leaders and policy makers. Embedded in the curriculum is the Capstone Strategy Project which allows you to put everything you've learned to the test as you work with your Capstone Team on a significant organizational challenge.

Resources – Other

SAEM Committees <https://www.saem.org/about-saem/saem-membership/committees>

Awards Committee - The Awards Committee is responsible for the management of awards presented annually by SAEM and RAMS in recognition of excellence in the field of academic emergency medicine, contributions that improve the health of society, and/or academic achievement. The Awards Committee reviews award nominations and selects recipients based upon predeveloped award criteria and selection guidelines. SAEM Awards: Hal Jayne Excellence in Education Award, Young Investigator Award, Advancement of Women in Academic Emergency Medicine Award, Excellence in Research Award, John Marx Leadership Award, Master Clinician Bedside Teaching Award RAMS Awards: RAMS Leadership in Emergency Medicine Award, RAMS Excellence in Research Award, RAMS Excellence in Education Award, RAMS DEI Medical Student Education Award, and RAMS Fellow Award- Critical Care, EMS, Pediatrics and Toxicology. . Committee membership is open to faculty, residents, medical students, and allied health care professionals.

Consultation Services Committee - The SAEM Consultation Services Committee is made up of SAEM members who possess expertise in teaching, research, and other aspects of academic emergency medicine practice. The Society is often called upon to provide individuals, departments, and/or institutions with consultations aimed at developing, evaluating, and/or improving various services. The Society carries out these requests under the management of the Consultation Services Committee, via SAEM committees and academies, or in collaboration with the Association of Academic Chairs in Emergency Medicine (AACEM). Committee membership is open to faculty and allied health care professionals.

ED Administration and Clinical Operations Committee - The ED Administration and Clinical Operations Committee provides resources and information to SAEM members on methods that improve clinical operations within the academic emergency department. The committee monitors operational trends and strategies, disseminates clinical operations-related best practices, and creates and promotes opportunities for original research through SAEM channels. Committee membership is open to faculty, residents, medical students, and allied health care professionals.

Education Committee - The Education Committee provides guidance to the SAEM and RAMS boards on all matters regarding undergraduate, graduate, and continuing medical education. In collaboration with other important SAEM entities (e.g., the Clerkship Directors in Emergency Medicine), the Education Committee focuses on projects that advance the specialty of emergency medicine and enhances the education of medical students, residents, and fellows. In conjunction with SAEM's Program Committee, the Education Committee also plans and organizes the resident and medical student educational track at SAEM's annual meeting. Committee membership is open to faculty, residents, medical students, and allied health care professionals.

Equity and Inclusion Committee - The purpose of the Equity and Inclusion Committee is to advance the SAEM and RAMS common organizational goals of improving the gender and cultural competency and diversity of the SAEM and RAMS membership and leadership. The committee works to improve diversity, equity, and inclusion in programs, activities, and membership. The committee also works to ensure that all selected avenues to improve equity and inclusion are in alignment with the SAEM board's strategic priorities. Committee membership is open to faculty, residents, medical students, and allied health care professionals.

Ethics Committee - The Ethics Committee reviews all conflicts of interest and makes recommendations to the SAEM board regarding the resolution of disputes. The committee reviews SAEM's Conflict of Interest Policy annually and ensures the professional standing and integrity of the Society by monitoring the relevant

policies of other societies and evaluating recommendations from health care experts, ethicists, and other resources. Committee membership is open to faculty and allied health care professionals.

Faculty Development Committee - The Faculty Development Committee works to achieve objectives set forth by the SAEM president for the development of tools and techniques to assist academic faculty throughout the course of their careers. The Faculty Development Committee is also responsible for identifying resources to assist residents in the successful completion of their residencies and provides guidance to residents and medical students who wish to pursue careers in emergency medicine academics or research. The committee's objectives include 1.) becoming a central resource for faculty engaged in administration, clinical operations, education, research, and scholarship and 2.) developing opportunities for residents and medical students. Committee membership is open to faculty.

Fellowship Approval Committee - The Fellowship Approval Committee reviews both institutional applications and fellow applications for SAEM approval. SAEM recognizes there are many valuable non-ACGME approved, post-graduate training opportunities for emergency medicine residency graduates. To promote standardization and excellence in training for fellows in these programs, SAEM has used content experts to develop guidelines for fellowship training programs that address milestones in curricular elements, faculty support recommendations, and career development opportunities. Faculty that are experienced in training emergency medicine fellows in the following categories are encouraged to apply for this committee: research, education scholarship, geriatrics, and international/global health. Committee membership is open to faculty.

Finance Committee - The Finance Committee is responsible for overseeing SAEM's financial operations and providing input into the sound fiscal management of the Society through monthly financial review, financial policy updates, and budgetary oversight. The committee reviews and makes recommendations to the SAEM Board regarding the annual budget, capital expenditures, and special projects. Committee membership is open to faculty and allied health care professionals.

Grants Committee - The Grants Committee supports the mission and goals of SAEM and the SAEM Foundation by developing and implementing grant programs that advance the field of emergency medicine, as well as conducting peer review of submitted proposals in a methodologically rigorous manner. Additional committee tasks may include working with other SAEM committees on projects related to grants, such as the Grant Writing Workshop. The Grants Committee encourages experienced researchers to apply, and may also consider junior-level investigators. Committee members are required to attend the annual grant review virtually in the fall and to participate in conference calls as needed. Committee membership is open to faculty and residents. Note: Residents must be participants in the SAEMF Resident Reviewer Program.

Membership Committee - The Membership Committee is responsible for ensuring that the growing and changing needs of SAEM and RAMS members are met. Through the review of membership statistics, surveys, and trends, the Membership Committee also identifies potential new members and develops mechanisms for membership recruitment and retention. Committee membership is open to faculty, residents, medical students, and allied health care professionals.

Program Committee - The Program Committee is responsible for the overall planning of the SAEM annual meeting. Members of this committee are required to belong to at least one subcommittee: abstracts, awards, didactics, events, innovations, junior faculty forum, medical student ambassadors, medical student symposium, photo exhibition, program directors, residency and fellowship fair, resident leadership forum, and/or social media. This Program Committee is very active throughout the year, reviewing and scoring didactics, abstracts, and innovations, in addition to other subcommittee tasks. The Program Committee also

has general oversight of SAEM regional meetings.

Committee membership is open to faculty, residents, medical students, and allied health care professionals.

RAMS Nominating Committee - The RAMS Nominating Committee reviews all nominees for RAMS Board positions and recommends an official slate of nominees to the RAMS Board for their approval of the slate of candidates to be voted on by the RAMS membership.

Committee membership is open to residents and medical students.

Research Committee - The Research Committee serves as a resource for funding information and opportunities for SAEM and RAMS members who are interested, may be currently involved in, or are looking to improve their emergency medicine research. The Research Committee is responsible for organizing the annual Grant Writing Workshop, submitting specialized didactic sessions for SAEM's annual meeting, and other research-related objectives as required.

Experienced researchers and enthusiastic residents and medical students are encouraged to apply. Research Committee members are strongly encouraged to attend the SAEM annual meeting and are required to work on at least one of the annual committee objectives and to participate in monthly conference calls.

Committee membership is open to faculty, residents, medical students, and allied health care professionals.

Virtual Presence Committee - The Virtual Presence Committee develops and recommends policies, procedures, and guidelines for publishing and disseminating information to SAEM and RAMS members. In addition, the committee makes recommendations to improve the content, organization, and design of the SAEM and RAMS website to ensure a satisfactory user experience, up-to-date content, and functionality. The committee also identifies and recommends the best channels through which to reach faculty, residents, and medical students (e.g., blogs, social media, e-newsletters, podcasts, and/or regular articles in SAEM Pulse).

Committee membership is open to faculty, residents, medical students, and allied health care professionals.

Wellness Committee - The Wellness Committee collaborates with the National Academy of Medicine (NAM) Action Collaborative on Clinician Well-Being and the Emergency Medicine Physician Wellness and Resilience Summit. In addition, the committee is responsible for 1.) addressing physician, resident, and medical student wellness and resilience; 2.) building a knowledge hub of information, resources, models, and tools to be used at the individual and organizational level; 3.) and creating a series of discussion papers, perspectives papers, and white papers to address physician, resident, and medical student wellness.

Committee membership is open to faculty, residents, medical students, and allied health care professionals.

Workforce Committee - The goal of the Workforce Committee is to define the evolving landscape and workforce of academic emergency and acute care medicine. It identifies opportunities to expand the scope of practice; evaluates the evidence-based value proposition of EM physicians and EM residency training; ensures the EM pipeline remains robust; and increases understanding of future workforce needs.

Committee membership is open to faculty, residents, medical students, and allied health care professionals.

Member Elections - Bylaws Committee

The Bylaws Committee shall study the potential merits, adverse consequences and legal implications of all proposed amendments or changes in the Bylaws and report their findings and recommendations to the SAEM Board prior to formal consideration of the proposed changes by the membership. The members of the Committee may suggest appropriate amendments to the Bylaws to the SAEM Board.

Committee membership is outlined in the SAEM Bylaws.

Nominating Committee - The Nominating Committee will select candidates to fill the naturally occurring vacancies on the SAEM Board and elected positions on the standing committees of the Society not otherwise designated and provided for by these Bylaws. The Nominating Committee will seek the candidates' approval for formal nomination and shall place their names in nomination for election. The slate of SAEM Board nominees selected by the Nominating Committee shall be approved by the SAEM Board prior to distribution to the membership for consideration. Committee membership is outlined in the SAEM Bylaws.

ACEP Committees <https://www.acep.org/how-we-serve/committee/>

35 committees described at above link.

Journal Impact Factors, Emergency Medicine <https://www.scimagojr.com/journalrank.php?category=2711>