

THE PRESIDENT'S PERSPECTIVE

By Betsy Williams, PhD, MPH

President, Society for Academic Continuing Medical Education

As I began to write this, my first article of the new year, I became curious about different new year's traditions around the globe. I was not surprised to learn that many involve food. While I was familiar with the tradition of eating Hoppin John, a dish containing black-eyed peas and pork, I did not know it originated with enslaved Africans in the United States in the 19th century and was thought to bring good fortune. I also did not know that in Spain and many Latin American countries, successfully eating 12 grapes during the 12 strokes of midnight brings good luck for the 12 months of the coming year. In Japan, toshikoshi soba, a soup with buckwheat "year-crossing" noodles, is associated with a long healthy life; herring, a sign of fertility, is popular in Scandinavian, German, and Polish cultures; Italy's New Year's feast includes lentils as a sign of prosperity, in India and Pakistan, rice is thought to bring prosperity. Many cultures view the start of the new year as an opportunity to take stock of one's life and a time to make resolutions for the future, and a practice thought to have begun with the Babylonians as early as 2600 B.C.

This past year has been a challenging year for everyone everywhere. We have had to deal with the physical, emotional, financial, occupational, social, spiritual, professional, and personal sequelae of the pandemic, social and racial injustices, and natural disasters. In my own family, as perhaps in many of yours, there has been sadness associated with the loss of and separation from loved ones. Despite these many hardships, I also know from talking with many of you that 2020 has been a year where our members accomplished many impressive and important things. You helped your offices rapidly shift to accommodate the new normal of how medical education needs to be delivered. You developed new content so

that our frontline healthcare workers were kept abreast of the rapid developments surrounding COVID-19 and made resources available that promoted healthcare workers' health and well-being. You listened to your office staff, responded to their concerns, and provided reassurance and leadership.

I am proud to say that we as an organization have also accomplished a great deal this past year. We quickly formed a COVID-19 Awareness Task Force. We focused on how we could best support our members and ensure the financial viability of our organization. We started monthly regional Coffee Chats and provided additional Virtual Journal Club sessions on topics relevant to these

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new challenges. Our Listserv, always a great resource to our members, showed an uptick in use and, not surprisingly, hosted much discussion around technical and logistical issues related to shifting CME/CPD offices and responding to the needs of our healthcare workforce. We have added a COVID resource link to our website, which is updated on an ongoing basis and connects us to other organizations' best practices. We have been responsive to requests from strategic partners thinking about ways to collaborate in promoting the dissemination of knowledge that will enhance patient care and healthcare provider well-being. A Finance Committee subcommittee was created to review SACME's prior investment strategy, investment portfolio, and market trends. They solicited proposals from financial planners to manage our funds and made recommendations to the Board. Their hard work informed the Board and helped us make decisions that will ensure our organization's financial security. We have instituted a new student membership category. Despite the financial hardships that many of our organizations are facing, we have seen an uptick in new members who represent a range of professions, geographic locations, and career stages.

These accomplishments would not have happened without the dedication and commitment of the many SACME volunteers who serve on our various committees. I am fortunate to be surrounded by such a remarkable and dedicated group of people.

Niccolò Machiavelli said, **"Never waste the opportunity offered by a good crisis."** A similar quote has been attributed to Winston Churchill. Viktor Frankl notes, "when we are no longer able to change a situation, we are challenged to change ourselves." From my vantage point, the CME/CPD community has done a remarkable job responding to the challenges of our current circumstances. We have explored and considered new methods of delivery, we have a heightened sense of the importance of what we do, we have more passion for our work, and despite the

physical distance that divides us, many of us through the sharing of our stories, concerns, and travails feel more connected to our colleagues than ever before. These are all indicators of what psychologists Richard Tedeschi and Lawrence Calhoun in the mid-1990s termed traumatic growth or the positive growth that can occur following adversity.

Much of what we have learned will be demonstrated in our upcoming annual meeting. Our Scholarship Committee and Program Committee members have demonstrated creativity, flexibility, passion, and incredible dedication to planning this exceptional conference. Much appreciation is due to our abstract reviewers, who did an excellent job reviewing the more than 100 abstracts that were submitted and providing thoughtful feedback to both our conference planners as well as to abstract authors. There will be many changes in how sessions are being delivered, including time for learning, self-reflection, self-care, networking, and just plain fun. The content reflects maximum relevance for our membership, including diversity, equity, inclusion, the value proposition of CME/CPD, the emergence of digital CPD, and the value of music in self-care, healthcare, and medical education. An experiential session using the ECHO model to support health providers during COVID-19 will kick off the meeting. We are honored that Julio Frenk, MD, MPH, PhD, who served as Mexico's Minister of Health from 2000 to 2006, has agreed to be our keynote speaker. Dr. Frenk, a noted leader in global public health and a renowned scholar and academic, is currently the President of the University of Miami and Professor of Public Health Sciences, Health Sector Management and Policy, and Sociology. He will share his insights, wisdom, global perspective, and ideas on educational reform along with his upbeat and energetic view on the promises of tomorrow vis-a-vis medical education.

I hope that you will be attending our annual meeting. There is still time to register. This meeting will be an opportunity for us to make new friends, reconnect with old friends, and learn together.

Society for Academic
Continuing Medical Education

LEADERSHIP • SCHOLARSHIP • COLLABORATION

UPDATES FROM THE ACADEMY OF FELLOWS

By William F. Rayburn, MD, MBA, Chair, Academy of Fellows

This past year of COVID-induced change has been one of reflection and implementation on how we deliver continuing education for health professionals. That has been the case with developing the SACME Academy of Fellows. This honorific group is intended to actively engage SACME leaders and members in pursuing innovative programs and lofty goals to advance the field. 2020 was clearly a lead-in transition for the Academy.

Task Force about the Organizational Relationship of the Academy to SACME. Through the direction of SACME President Betsy Williams, a special Task Force was formed to review the organizational relationship of the Academy to SACME. Led by Ms. Ginny Jacobs and Ms. Joyce Fried, this 6-person task force has been assigned the effort to recommend how the Academy can be better aligned with the SACME Board of Directors. Both leaders have met with members of the Academy Steering Committee and the former and present Academy chairs. By the time of our annual meeting on February 26-28, there should be more information about how the Academy can be a key support in the future of the SACME membership. I will bring to your attention the consensus recommendations from this thorough and thoughtful review.

Preparing for the 2021 SACME Annual Conference. Speaking about the annual SACME meeting, the Academy has contributed in reviewing abstracts, serving on SACME committees, and preparing pre-conference workshops. For example, two workshops of interest to many SACME members pertain to “Strategic Leadership in CPD” and “Creating Programs in Faculty Development.” Breakout rooms are being arranged for improved interaction during these virtual workshops. The SACME Academy mentor/mentee program was well received last year. You will learn from Dr. Jack Kues at the annual meeting about the results of a survey on the mentor/mentee program and what changes will be undertaken as the program becomes more fully implemented this year.

Selection of New Academy Fellows.

Fellows selected to join the Academy will be chosen by the SACME President Betsy Williams and announced at the annual meeting. She would welcome your input about any person who is deserving of this recommendation. Academy Fellows do not have to be SACME members. It is always helpful to hear from Academy Fellows about CPD efforts being organized by other medical education organizations outside North America.

2021 Harrison Survey. This year, you will be asked to participate in the Harrison Survey. One of our Academy Fellows, Dr. Nancy Davis, will represent our Society. This AAMC-SACME partnership conducts surveys of CME academic organizations, usually every other year. The survey was delayed to better grasp how CME offices are adjusting to the COVID-induced changes. Unlike the most recent survey that involved U.S. medical schools only, this new report will include specialty societies, teaching hospitals, and medical schools in Canada. The survey will be finalized and distributed to your office by the beginning of March, with the report being summarized in November 2021.

I always enjoy hearing from you. Please share any suggestions with me (wrayburnmd@gmail.com) about how the Academy can assist you!

*William F. Rayburn, MD, MBA, FSACME
Chair*



UPDATES FROM THE AAMC

By Lisa Howley, MEd, PhD, Sr Director of Strategic Initiatives and Partnerships, lhowley@aamc.org, [@LisaDHowley](https://twitter.com/LisaDHowley)



As we transition to the new year and a new administration in our US government, we remain committed to leading and serving academic medicine to improve the health of people everywhere. The past year has highlighted the critical need to address health equity, racial injustice, collaborative practice, and the ability of medical educators to adapt in order to meet the needs of the communities we serve. We continue to extend our deepest appreciation for all those working in academic medicine, and healthcare more broadly who have and continue to meet this challenge.

As a reminder, the AAMC (Association of American Medical Colleges) is a not-for-profit association dedicated to transforming health through medical education, health care, medical research, and community collaborations. Its members are all 155 accredited U.S. and 17 accredited Canadian medical schools; more than 400 teaching hospitals and health systems, including Department of Veterans Affairs medical centers; and more than 70 academic societies. Additional information about the AAMC is available at aamc.org.

Below are updates that are relevant to our colleagues in continuing medical education and continuing professional development. Feel free to reach out with questions or suggestions to lhowley@aamc.org

AAMC Organizational Announcements

AAMC Releases 2021 Policy Priorities for New Administration and Congress

The year 2020 presented immense challenges for the nation's communities and patients — from a global pandemic to a national reckoning with structural racism to economic uncertainty — underscoring the critical need for the federal government and the academic medicine community to work together toward a path forward. The AAMC released [*Charting a New Course: The AAMC's 2021 Policy Priorities to Improve the Nation's Health for All*](#), which outlines opportunities for the nation's leaders to ensure high-quality health care for all

patients while also helping to improve the well-being of their communities.

AAMC Announces 2020-2021 Board of Directors

On November 23, 2020, the AAMC [announced](#) its [new board of directors](#), whose term will run through the conclusion of Learn Serve Lead: The AAMC Annual Meeting in November 2021.

AAMC Renames Prestigious Abraham Flexner Award in Light of Racist and Sexist Writings

The AAMC announced at its annual meeting that it is renaming the Abraham Flexner Award for Distinguished Service to Medical Education. Starting in 2021, the award will be called the AAMC Award for Excellence in Medical Education. The decision to [rename the award](#) was approved unanimously by the AAMC Board of Directors and follows the AAMC's commitment to becoming a diverse, equitable, inclusive, and anti-racist organization.

Update on AAMC Equity, Diversity, and Inclusion: 2021 and Beyond

The AAMC has renamed its Diversity Policy and Programs cluster, and it will now be called the Equity, Diversity, and Inclusion cluster. This name more closely aligns with the work the AAMC has led over the last three years in the areas of anti-racism and racial justice, gender equity, equity advancement, and inclusion excellence. The change is also an example of the AAMC's commitment to the [Framework for Addressing and Eliminating Racism at the AAMC, in Academic Medicine, and Beyond](#), and aligns with the new [AAMC strategic plan](#).

New Season! Building Better Curriculum Learning Series: *New & Emerging Trends in Health Professions Education*

This virtual collaborative learning series aims to raise awareness and take a deep dive into a topic about how our transforming health care system is shaping health

professions education. The new ongoing monthly series will begin Thursday, February 11, 2021. The season will be based on a publication by [Dr. George Thibault](#), titled “[The Future of Health Professions Education](#),” describing six major trends, including: interprofessional education including patient collaboration; social determinants of health, including social and humanistic missions, anti-racism; the continuum of health professions education; and more. All sessions are free and open to all. To join or learn more, email CurricularInnovation@aamc.org

Select AAMC Major Initiatives and Resources

Academic CME/CPD in the United States and Canada: AAMC-SACME Harrison Survey

AAMC is happy to be collaborating with SACME once again on the Harrison Survey. Due to COVID disruptions in CPD programming, we elected to postpone the survey to Spring 2021 to allow programs to adjust and more accurately report their current state. Also new is the expansion of survey participants beyond US and Canadian medical schools. Academic CME/CPD leaders in medical specialty societies and teaching hospitals will also receive the 2021 survey. We interviewed representatives from SACME, the AAMC Group on Educational Affairs (GEA) CPD Section, the Council of Medical Specialty Societies (CMSS), and teaching hospitals to ensure that the survey is relevant to all the target groups. We anticipate the dissemination of the survey in late February. If you have questions, please contact Nancy Davis at ndavis5@kumc.edu.

AAMC Resources Explore How Medical Schools Weave Arts and Humanities into Education

A new [report](#) published as part of the [AAMC FRAHME \(Fundamental Role of the Arts and Humanities in Medical Education\) initiative](#) explores the importance of advancing arts and humanities integration into medical education to improve the education, practice, and well-being of physicians and learners across the continuum. The report reviews the historical and current state of arts and humanities in medical education, provides recommendations for integration, and more. Additionally, the AAMC has produced a digital [Getting Started Guide](#) designed for educators who are new to incorporating arts and humanities into their programs, courses, or curricula and seek to integrate practical activities as they teach the core competencies of medicine.

Stories and Poems During These Critical Times

The AAMC, in partnership with StoryCorps and the National Endowment for the Arts, is seeking oral and 55-word stories for collaborative listening and story sharing that explore the lived experiences of the health care workforce. Through a mix of media and forms, visual imagery, poetry, and storytelling, the AAMC seeks a diverse range of voices and perspectives to honor and chronicle our community at this unprecedented time. Follow this link to see the collection or submit a story of your own.

[Read More](#)

AAMC Competencies in Diversity, Equity, and Inclusion (DEI) Under Development

One of the primary mission areas of the AAMC is to develop strategic initiatives that promote a diverse and culturally prepared workforce, advance inclusion excellence, and enhance engagement with local communities. As a result of this strategic focus, the AAMC is developing DEI competencies, which will serve as a roadmap for curricular and formative professional development, performance assessment, and improvement. The team is currently reviewing feedback from the first reactor survey and expects to open the next survey in early March. We encourage you to join us as a reactor. To do so, send an email to DEIcompetencies@aamc.org.

MedBiquitous Earns ANSI Accreditation

[MedBiquitous](#), an AAMC program focused on health professions education technology and data standards, has earned accreditation by the American National Standards Institute (ANSI), the leading organization charged with assessing the quality and processes of standards development. All future and revised MedBiquitous standards will now be eligible for ANSI approval.

GEA Regional Spring Meetings Compendium

Following the cancellation of all Group on Educational Affairs (GEA) Regional Spring Meetings due to the COVID-19 Pandemic, the GEA Steering Committee committed to disseminating all work accepted for presentation to the conference via Regional Meeting Abstract Compendia. We are happy to announce that the abstract compendia for each region are now available online:

[2020 CGEA Abstract Compendium](#)

[2020 SGEA Abstract Compendium](#)

[2020 WGEA Abstract Compendium](#)

[2020 NEGEA Abstract Compendium](#)

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Select AAMC COVID-19 Resources

AAMC Coronavirus (COVID-19) Resource Hub

The AAMC continues to monitor guidance from federal, state, and local health agencies as it relates to the coronavirus (COVID-19). Find information and updates from the AAMC on this emerging global health concern here: www.aamc.org/coronavirus-covid-19-resource-hub

Clinical Teaching and Learning Experiences: A Resource Collection to Support Innovations in Health Professions Education

Initially launched in March 2020 this resource collection was built in response to the COVID-19 pandemic's significant impact on the teaching and learning of health professionals. Designed by diverse educators, this working collection features clinical learning experiences, which can be readily used or easily adapted for specific, local settings without the need for physical patient contact. The collection is actively used by thousands of medical educators around the world. [We are currently seeking your submissions for the next phase of this collection.](#) While we actively seek submissions of broad teaching and learning experiences across professions, we are specifically asking the community to submit innovations in teaching and learning on these

topics: (1) diversity, equity, and inclusion, including antiracism; (2) quality improvement and patient safety; and (3) telehealth.

Academic Medicine Collection on Addressing Race and Racism in Medical Education

Academic Medicine, a peer-reviewed journal of the AAMC, is committed to assisting medical schools and teaching hospitals, their faculty and trainees, and the public in dismantling racism. A collection of free articles addressing race and racism is now available and was curated to help readers engage in necessary conversations about race and inform strategies to eliminate structural racism in their institutions. The collection is available [here](#).



**Association of
American Medical Colleges**

655 K Street, N.W., Suite 100, Washington, D.C. 20001-2399
T 202 828 0400
www.aamc.org

SACME Annual Meeting

Art and Science of CPD

February 24 - 26, 2021



UPDATES FROM THE ACCME

Graham McMahon, MD, MMSc

President and CEO, ACCME



The release of the COVID-19 vaccines brought hope to us as we closed out a year filled with extraordinary challenges. Supported by strong and consistent data, our society is one step closer to restoring our freedoms and peace of mind. At this critical time, the accredited continuing education community has an unprecedented opportunity to save lives and be part of the solution. By working together, we can counter medical misinformation and encourage health professionals to accept vaccinations themselves and to communicate with their patients about vaccination. Toward that end, the ACCME, in coordination with national healthcare leadership and our colleague accrediting bodies in nursing and pharmacy, collaborated to create [LearnToVaccinate.org](https://www.learntovaccinate.org), a searchable database of accredited, vaccine-related activities. Many thanks to the CE community for submitting activities and disseminating urgently needed education to clinicians and teams!

Given the pandemic-related proliferation of medical misinformation and distrust of science, the role of accredited CE as a trusted source for evidence-based, scientifically accurate content is more important than ever. Our new Standards for Integrity and Independence in Accredited Continuing Education, released in December, foreground this value by placing content validity as the first standard. The Standards act as our guarantee to learners that educational material is based on science and supports safe and effective patient care. The Standards were developed by and with our community of educators, and we look forward to working together to implement them.

Read more about [LearnToVaccinate.org](https://www.learntovaccinate.org), the new Standards, and our other initiatives below, and visit our [website](https://www.learntovaccinate.org) for additional information. As always, please do not hesitate to reach out and let us know how we can better support your work.

LEARN TO VACCINATE: RESOURCES FOR CLINICIANS AND EDUCATORS

Our updated COVID-19 Clinician Resources webpage, [LearnToVaccinate.org](https://www.learntovaccinate.org), features a searchable database of accredited CE activities, updated regularly. Clinicians can search by topic, organization, type of credit, and format.

Topics include addressing vaccine hesitancy in healthcare professionals, communicating with patients, vaccine administration, and more.

We are encouraging SACME members to

- **Promote your activities:** Submit information about your activities for health professionals and teams, which will be shared at [LearnToVaccinate.org](https://www.learntovaccinate.org). We will not host the education — the site will drive clinicians to your sites and activities. Use this [submission form](#).
- **Spread the word:** Distribute the [LearnToVaccinate.org](https://www.learntovaccinate.org) link to your leadership, staff, volunteers, clinician-learners, and other stakeholders. Promote [LearnToVaccinate.org](https://www.learntovaccinate.org) through your communications and social media channels.
- **Share your success stories:** If you have developed effective approaches for designing and delivering education about the vaccines, we will feature your success through the ACCME communication channels. [Share your story here](#).
- **Review educator resources:** Visit [COVID-19—Learn to Vaccinate: Educator Resources](#) for materials from the CDC, vaccine manufacturers, and medical journals to help you produce vaccine-related education.

NEW STANDARDS FOR INTEGRITY AND INDEPENDENCE IN ACCREDITED CONTINUING EDUCATION

In December, we were pleased to announce the new [Standards for Integrity and Independence in Accredited Continuing Education](#). These are not only the ACCME Standards—they reflect the values of the continuing education community and have been adopted by accrediting bodies representing multiple health professions.

Accredited providers are expected to implement the new Standards for Integrity and Independence by January 1,

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2022 — and we encourage you to start planning now. Be sure to check out the following resources:

- [Getting Started Info Package](#): This package includes an overview and full text of the new Standards, transition timeline, and links to resources.
- [Archived Webinar: Implementing the new Standards for Integrity and Independence in Accredited Continuing Education Webinar](#): This webinar provides an overview of the new Standards and addresses pre-submitted questions from the audience.
- [Toolkit for the Standards for Integrity and Independence](#): This toolkit includes templates,

sample forms, and checklists in fillable PDF format for you to adapt and use as you choose.

- [Frequently Asked Questions](#)

NEW OPPORTUNITY: REGISTER YOUR CME ACTIVITIES FOR ABS CONTINUOUS CERTIFICATION

We are pleased to announce a new collaboration with the American Board of Surgery (ABS) that enables accredited CME providers to register activities for ABS Continuous Certification in ACCMEs' Program and Activity Reporting System (PARS).

LEARN WITH US

Join Us for the ACCME 2021 Meeting: Embracing Change

In these uncertain times, we are grateful that it is time again for our community to come together to celebrate how accredited continuing education elevates healthcare. We thank our colleagues at SACME for their collaboration in this meeting, and we are excited to have SACME members participate in our Research Chats to support the researchers and answer questions about the research process!

Join us on April 27-29 to

- Hear from thought leaders across the continuum of health professional education on Planning for the Post-pandemic Future: Strategies for Adapting to a Transformed Healthcare Ecosystem.
- Strengthen your educational plan for 2021 and beyond through a series of in-depth dialogues on timely strategic topics, including post-COVID planning, innovations in learning science, inter-professional continuing education, workforce well-being, research development, and the value of the new Standards for Integrity and Independence.
- Discover effective strategies for creating change in learners through our Virtual Research Exchange.

- Engage in peer-led sessions to exchange effective practices and develop new approaches to enhance your own educational program.
- Re-connect with colleagues during virtual breakout rooms and through the ACCME 2021 Community in our new meeting portal.
- Engage in conversations about how the continuing education community can address racism, explicit and implicit bias, and health inequities by creating learning environments that promote inclusiveness, diversity, and equity.
- **New this year:** participate in a Working Group— a longitudinal learning opportunity—and contribute to the development of new resources and tools for the accredited continuing education community. Working Groups will meet for 90-minutes each week in the four weeks leading up to our live meeting and will share their outcomes during the closing plenary session.

To register for the ACCME 2021 Meeting, visit www.accmemeeeting.org.

All accredited CME providers in the ACCME System are welcome to register activities that meet ABS Continuous Certification requirements and submit learner completion data in PARS. Activities will be displayed in [CME Finder](#), the online search tool for physicians looking for CME activities that meet continuous certification and other professional requirements. Learner completion data will be transmitted directly from the ACCME to the ABS, simplifying the process for ABS diplomates.

The collaboration with the ABS continues the ACCME's commitment to supporting physicians' dedication to lifelong learning and to easing burdens on physicians by enabling them to meet multiple professional requirements by participating in accredited CME. Previously, we developed collaborations with six other American Board of Medical Specialties (ABMS) member boards. For more information, visit [CME in Support of MOC](#).

NEW COLLABORATION: BOARD OF CERTIFICATION FOR ATHLETIC TRAINERS JOINS JOINT ACCREDITATION

Welcome to the Board of Certification for the Athletic Trainer (BOC), which has joined Joint Accreditation for Interprofessional Continuing Education. The new collaboration enables jointly accredited providers to award BOC Continuing Education Units (CEUs) or interprofessional continuing education (IPCE) credit to Athletic Trainers without needing to attain separate program or activity accreditation through BOC.

Healthcare is delivered in teams—and teams need to learn together. With this new collaboration, Joint Accreditation includes ten professions, supporting educators in delivering high-quality, effective IPCE that demonstrably improves interprofessional collaborative practice and patient care.

LOOKING FORWARD

Recently, we observed the [International Day of Education](#). As stated on the UNESCO website: Education is a human right, a public good, and a public responsibility — a statement that resonated with me, as I reflected on our commitment, as a community, to providing trusted, high-quality continuing education that supports clinicians and teams in delivering optimal healthcare for all. I celebrate the spirit, perseverance, and resilience you have shown in the past months, embracing change and overcoming

challenges as we work together to deliver on our shared mission to improve care for the patients, families, and communities we all serve.



CONNECT WITH US

Coffee with Graham Podcast

Catch up on each episode now streaming on all podcast apps or visit the Coffee with Graham webpage to listen to each episode as it is released.

- **Managing Stress and Optimizing Wellness:** In episode 13, we are joined by Adi Haramati, PhD, Georgetown University, to discuss six goals for managing anxiety and optimizing your wellness.
- **Addressing Vaccine Hesitancy:** In episode 14, we discuss COVID-19 vaccine hesitancy in patients and healthcare professionals.

Living Our Values—Addressing Vaccine Hesitancy in Healthcare Professionals

Despite the undeniable scientific evidence to support the current COVID-19 vaccines, there are still troubling numbers of healthcare professionals who are reluctant to get vaccinated. In a LinkedIn article, I discuss vaccine hesitancy in healthcare professionals and offer guidance for productive dialogue if you encounter a hesitant colleague. [Read the article here.](#)

UPDATES FROM THE ABMS

By Greg Ogrinc, MD, MS

Senior Vice President, Certification Standards and Programs



As the leading organization for physician board certification, the American Board of Medical Specialties (ABMS) provides the expertise, insights, and support to elevate the discipline of specialty medicine. Given that much of our work intersects with continuing medical education and continuing professional development, we are providing the following relevant updates.

ABMS Delays Call for Comments on Draft Standards Due to COVID-19

ABMS had been prepared to release the Draft Standards for Continuing Certification – Call for Comments in early December, in accordance with the timeframes established in the [Continuing Board Certification: Vision for the Future Commission's final report](#). However, the surge in new COVID-19 cases, which has placed an additional burden on the already stressed health care system, has prompted ABMS to postpone the opening of the public comment period. After consulting external and internal stakeholders, ABMS has decided to move the opening of the Call for Comments to April 2021, pending the status of the COVID-19 surge and the hospital caseload at that time.

ABMS recognizes that the Draft Standards for Continuing Certification are important to many stakeholders. Postponement of the Call for Comments; however, will better allow for meaningful public commentary by and engagement with key stakeholders, most notably those currently focused on battling COVID-19. Detailed information regarding how to share feedback will be included in the updated Call for Comments opening date communications. In addition, sufficient time will be provided during the Call for Comments to ensure a wide range of stakeholders can participate in this process. Meanwhile, ABMS and its Member Boards are continuing to move forward in their work to address the recommended program changes and enhancements identified in the Commission's final report. The ABMS Community remains deeply grateful for the service of health care team members and providers and continues to hope that all remain safe as they care for patients, families, and communities suffering during this pandemic. ABMS will continue to monitor the trajectory of the COVID-19

surge, consult stakeholders, and provide updated information on the opening of the Call for Comments as it becomes available.

ABMS Releases 2019-2020 Board Certification Report

More than 920,000 physicians in the United States are board certified, according to the latest [ABMS Board Certification Report](#). Of those, 59% are in a medical specialty, 27% are in a surgical specialty, and 14% are in a hospital specialty. The 2019-2020 edition provides an annual snapshot of the information reported by the 24 ABMS Member Boards and data from the ABMS certification database, which contains more than one million records. The database is updated daily with information received from Member Boards and is considered a primary source for professional certification verification.

ABMS Invites Applications for 2021-2022 Visiting Scholars Program

ABMS will begin accepting applications for the 2021-2022 [ABMS Visiting Scholars Program](#)™ in March.

The ABMS Visiting Scholars Program positions qualified early-career physicians and research professionals as active contributors to and future leaders in health care. The one-year, part-time program facilitates research exploring best practices and innovative approaches that address priorities for the certification community - physician learning and assessment, physician performance, continuing professional development, quality improvement, and patient safety.

The program provides the Visiting Scholars with opportunities to:

- Conduct research of value to their program and organization.
- Strengthen methods and data analyses in consultation with ABMS physician leaders and researchers.

- Learn about leadership approaches and priorities by engaging with physician leaders at the national level.
- Develop professional relationships with ABMS and its Member Boards, other professional health care organizations, and [ABMS Visiting Program Scholars alumni](#).
- Have their work nationally recognized and disseminated within the certification community.

Early-career physicians, junior faculty, fellows, and residents are eligible, as well as individuals holding master or doctorate degrees in public health, health services research, educational evaluation and statistics, public health policy and administration, or other relevant disciplines. Veterans Affairs trainees and staff also are welcome to apply. Visiting Scholars will receive an award of up to \$12,500 to support the direct costs of research and travel expenses associated with program participation.

A free, hour-long informational webinar will be held in April to learn more about the ABMS Visiting Scholars Program. Applications must be received by 5 pm CT on June 7, 2021. Learn more about the upcoming webinar and application process on the [website](#).

ABMS Selects Eight Visiting Scholars for 2020-2021 Class

ABMS has selected eight outstanding individuals to participate in its 2020-2021 [Visiting Scholars Program](#).

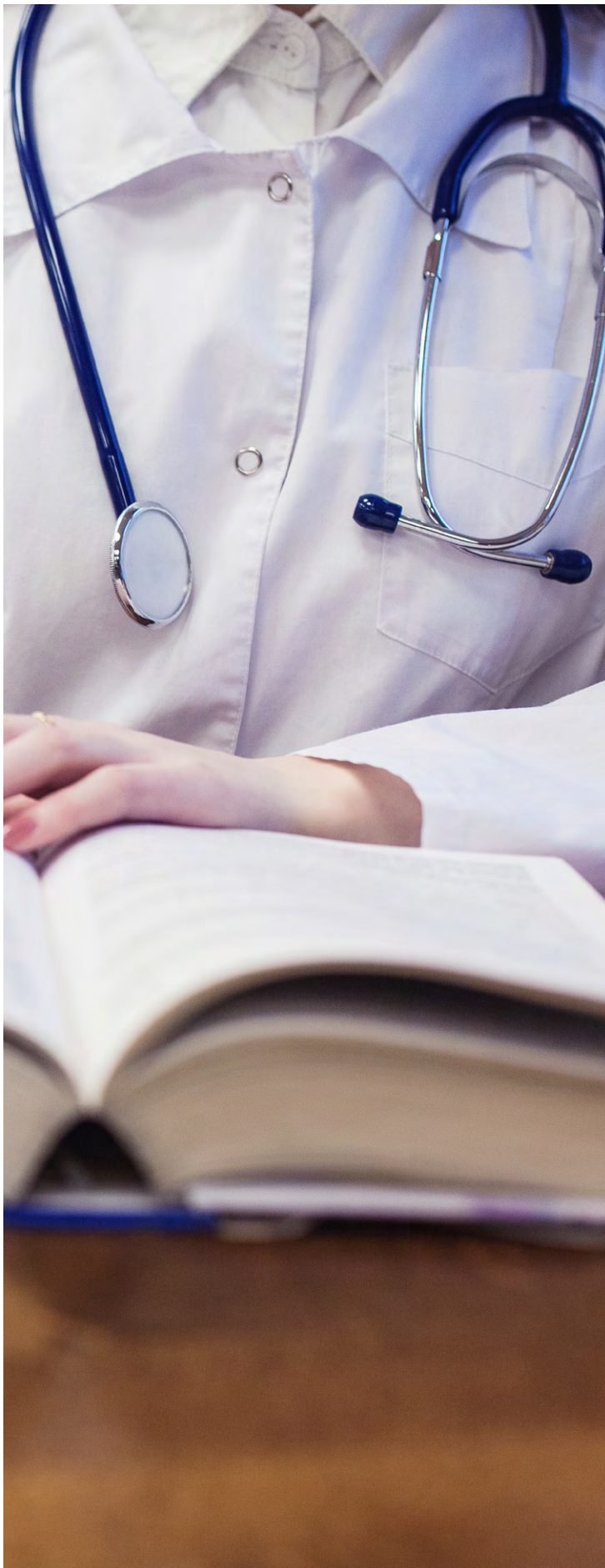
ABMS Visiting Scholars are selected based on the quality and relevance of their proposed research project to the ABMS mission, the certification community, and the likelihood of making substantial progress on the project during the scholar year. The 2020-2021 Visiting Scholars and their projects are:

- **Justin Berk, MD, MPH, MBA**, Assistant Professor, Rhode Island Hospital of the Warren Alpert Medical School of Brown University (Providence, Rhode Island)—*The Role of Medical Education Podcasts in Continuing Professional Development*
- **Michelle Chen, MD, MHS**, Lecturer/Fellow, University of Michigan (Ann Arbor, Michigan)—*Competency Assessment amongst Residents in Otolaryngology-Head and Neck*

Surgery Training Programs (Co-sponsored by the American Board of Otolaryngology–Head and Neck Surgery)

- **Jacquelyn Dunahoe, MD**, Resident Physician, University of Washington (Seattle, Washington)—*The Impact of Orthopaedic Surgical Training and Practice Characteristics on Patient Reported Outcomes*
- **Robert Hayden, MD**, Resident Physician, Brigham and Women's Hospital, Harvard Medical School (Boston, Massachusetts)—*Racial Bias in Educational Simulations of Virtual Patients with COVID-19* (Co-sponsored by the Gordon and Betty Moore Foundation)
- **Alison Huffstetler, MD**, Assistant Professor/Clinical Researcher, Virginia Commonwealth University (Richmond, Virginia)—*Family Medicine Certification Status and Quality of Care Provisioned in Virginia*
- **Susrutha Kotwal, MD**, Assistant Professor, The Johns Hopkins University School of Medicine (Baltimore, Maryland)—*Real-world Virtual Patient Curriculum to Improve Diagnosis: Evaluating Validity Evidence* (Co-sponsored by the Gordon and Betty Moore Foundation)
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