

President's Message: Fostering Community at the Heart of SACME

By Linda Caples, PhD, Medical College of Wisconsin



As SACME celebrates its 50th anniversary, we reflect on the many milestones that have shaped our organization. A comprehensive list of these accomplishments can be found at <https://sacme.org/SACME50>. Among them, one of the most meaningful has been our intentional focus on fostering a strong, collaborative community.

Under the leadership of Edeline Mitton, MEd, MPH, and Branka Agic, PhD, MHSc, a dedicated task force was commissioned by the Board to explore how SACME can further cultivate community across all aspects of our work. In a recent conversation with Edeline, I had the privilege of learning more about the task force's efforts and the insights they've gathered.

Our discussion highlighted the unique challenges faced by institutions across different countries and the vital role of shared learning and collaboration. "One of the things we've done, especially in today's climate, is to focus on the Fostering Community of CPD Task Force," Edeline shared. "We believe this brings greater value to our members."

She also emphasized the importance of a shared language and inclusive policies that reflect our values. From our policies and practices to the people we engage with, we must be intentional in how we show respect, meaningfully involve members and non-members alike, and build partnerships that reflect our commitment to belonging and engagement. "We have to foster community around what's important to our Society," Edeline noted.

Looking ahead, Edeline stressed the importance of engaging the next generation of leaders. "We want to keep everyone engaged and focused on patient care and outcomes. And we need to bring in young professionals—because people retire, people move on. We need to start them early so they can carry this work forward."

As SACME embarks on a new phase of strategic planning, the principles of fostering community will be woven throughout our goals and initiatives. We are also reviewing our operational practices to ensure they are fair, just, and aligned with our mission. Our efforts to grow membership will include outreach to early-career professionals, other healthcare providers, and a broader international audience.

A heartfelt thank you to Edeline Mitton, Branka Agic, and the entire task force for their dedication and vision. Together, we are building a stronger, more connected SACME—one that will thrive for the next 50 years and beyond.

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SACME 2025: Advocacy in Action: Empowering CPD/CE Professionals to Lead Change

By Jennifer Alessi, MA, CHCP, Senior CME Manager, St. Jude Children's Research Hospital and SACME Program Committee Chair

I am pleased to present a recap of the 2025 Annual Meeting, held March 16–19. This year, we met in person in Washington, D.C., and were excited that more than 170 people were able to join us.

The theme this year was timely, *Advocacy in Action: Empowering CPD/CE Professionals to Lead Change*. We offered a variety of pre conference workshops, including a condensed version of the AAMC's Teaching for Quality course. Other topics included an encore of generative artificial intelligence and technology in CPD and health-care, podcasting, creative fundraising, allyship, and using data to advocate for your CE program.

The pre conference day also marked the launch of a new year-long initiative, the CPD Scholarship Program. This innovative program is designed for CE professionals, experienced or beginner, researcher or program director, who want to advance their CPD/CE research, evaluation, and scholarship skills. The initial cohort met for the first time in Washington and will participate in monthly sessions between now and the final session at the 2026 Annual Meeting. It will be exciting to see what this next generation of CPD/CE scholars will contribute to our field!

The 2025 Barbara Barnes Plenary speaker was Constance LeBlanc, CCFP (EM), MAEd, CCPE, MBA, Professor of Emergency Medicine at Dalhousie University and President/CEO of the Association of Faculties of Medicine of Canada. Dr. LeBlanc spoke on advocacy in leadership, and incorporated discussion of biases, burnout, perfectionism, the importance of civility, and hope. Other plenaries featured Bethany Hamilton and Vicki Girard discussing the Quintuple Aim and medical-legal partnerships; Ayelet Kuper from the University of Toronto and current president of AMEE (International Association for Health Professions Education), who presented on the role of CPD in strengthening organizations and vice versa; a

panel discussion on the status of federal funding; a discussion about finding and creating joy in work from the community health center perspective with Luis Padilla, the Chief Health Officer from the National Association of Community Health Centers; and ending with Graham McMahon, CEO of the ACCME, presenting initial results from the workforce survey as well as introducing the new ACCME certificate programs.

Oral abstracts and poster presentations remained a key element to the annual meeting (annual award recipients [here](#)), and new this year were the Ideas in Action sessions. These focused on best practices and innovations abstracts and allowed time in between presentations for robust and practical discussion of them and how others could apply what was presented to their own programs. Please take a look at the [2025 Annual Meeting Proceedings](#) for more information about the oral abstract and poster presentations.

The Fun Committee was hard at work as well, making sure that attendees had plenty of opportunities to network and, well, have some fun. We celebrated St. Patrick's Day during the welcome reception, got our boots on the ground learning a line dance, and went to dinner with board members, getting to know both board members and other SACME attendees while relaxing over a delicious meal. The service project benefited Children's National Hospital, and we were able to assemble 210 coloring packets for patients there!

Thank you to all Program Committee members, Board members, CMG staff, and others who made the 2025 Annual Meeting a success! Now, onward and upward to the 2026 Annual Meeting in Lexington, KY, where we will celebrate [SACME's 50th Anniversary](#)! If you and your institution would like to host a future SACME annual meeting, please review our [request for proposal](#).



Top Ten Things I Learned at the 2025 SACME Annual Meeting

By Ginny Jacobs, PhD, Executive Director, Quality Catalyst Group



The theme for SACME's 2025 annual meeting was "*Advocacy in Action: Empowering CPD/CE Professionals to Lead Change*". CPD offices must be

ever vigilant supporters of their

program and department budgets, so it was quite fitting to include a literal 'wearing of the green' (St. Patrick's Day celebration) during the meeting's welcome reception. We must all be focused and realistic as we 'think green'. The best way to secure funding and invest in innovation is to make a solid business case highlighting CPD's value by improving learner experiences and (ultimately) health-care outcomes.

With hints of cherry blossoms wafting in the air, here are the top ten key takeaways I packed in my bag when I left the capital city (aka Washington D.C.) at the end of the meeting:

10 Advocacy work conducted by CPD is critical, multi-dimensional, and calls for intentional communication. The best move an office can make is to never be too busy to intentionally look through the advocacy lens; to assess the impact you are having on your stakeholders, and to boldly highlight the "value added" elements of your group's work and accomplishments. It is not enough that we advocate for our programs. We must also advocate for our learners, the patients they care for, and ultimately, for ourselves and our colleagues in the CPD profession. Our profession would benefit from more concentrated public relations (PR) efforts. It is essential that we be mindful of the key health concerns that plague the communities we serve. Those initiatives can come to life through clear metrics, impact reports, and timely scholarship.

It takes a village to improve health and the healthcare system and we must consistently recognize and acknowledge the role community partners and collaborators play in advancing the CPD programs' success. We need to routinely share updates with the C-Suite, organizational stakeholders, collaborators and do so using a voice that aligns with their healthcare and safety concerns and priorities.

9 Transformational change (which is dramatically different than transactional change) requires a shift in mindset and a vision that

can be clearly communicated and operationalized.

While we can all describe incremental improvements in our programming and our operations, transformational change requires active agents of (often disruptive) change. It requires we understand all stakeholders' motivations and goals and that we be prepared to articulate and advance a broad systems perspective through our words and deeds. Let's remember how the call for repetition serves our need to highlight tangible results and meaningful impact of CPD programming. CPD's value proposition must emphasize how CPD is a 'force for improvement' which can help leaders appropriately align resources and priorities.

8 We must take the time necessary to document lessons learned from the past.

In the "Flux and Constancy In Human Nature" chapter of his 1905 published work, *The Life of Reason, or The Phases of Human Progress*, George Santayana, a Spanish-American philosopher, wrote "those who do not remember the past are likely to repeat it". Some of the discussion at the meeting highlighted for me just how easy it is for CPD's (and SACME's) memory to fade over time. For example, the suggestions that linkages across the continuum be strengthened and intentional partnerships be forged with the AAMC meeting and the Council of Deans are echoes from the past. Several important initiatives have been implemented in the past and yet they may or may not have been sustained.

We need to better document historical highlights to learn from our lessons of the past. We must have mechanisms in place to assess results and build momentum in order to drive sustainable improvements. This requires us to find practical ways to promote local adoption and shared ownership to ensure integration with existing priorities. In doing so, we seek to deliberately monitor/evaluate and protect positive changes from being swept away with

the passage of time (often the result of staff turnover). Initiatives may initially be featured as a ‘soup of the day’ for CPD, however, even when those CPD menus fade, that does not imply their value is diminished.

7 The CPD Ecosystem is larger than many may realize. Plenary speaker, Dr. Ayelet Kuper, from the University of Toronto’s Wilson Center for Research, is a good example of someone who may have applied a seemingly narrow view of the field of CPD. She did not initially consider her work to ‘be in CPD’, as her definition fell into one of the following traditional categories: For many learners, **CPD/CE is an event or a product**. For accrediting organizations, **CPD/CE is a regulatory tool**. As an educator, **CPD/CE is a practice**, and as an education scientist, **CPD/CE is a domain of knowledge production**. Reportedly guided by David Wiljer’s insistence, Ayelet acknowledged her adoption of an expanded view – one that acknowledges how CPD/CE (in the broadest sense) can help position an organization for success. In that spirit, Ayelet invited the conference participants to consider how to leverage their role to define and pursue their ‘dream for transformative change’.

6 Patients need to be seen AND heard. Thankfully, there are an increasing number of examples of educational programming that effectively integrates the patient voice into the planning and delivery of relevant and impactful content. Our nomenclature surrounding the ‘patient voice’ has expanded to refer to a patient’s ‘life experience’ and it now more candidly addresses caregiver challenges that influence the overall delivery of quality, compassionate care. It was inspiring to hear stories told by CPD professionals who have actively collaborated with patients and patient advocacy groups to enhance their educational resources. For example, building upon her state’s Sickle Cell Disease Plan and her personal passion for addressing the effects of this devastating, life-limiting disease, Adrienne Ross, from University of South Carolina – Palmetto Health (USCSOM-PHM), demonstrated how with the appropriate targets, level of energy, and creative partnerships a CPD office can align resources to identify and address existing gaps in care within a community.

5 Do we practice what we preach? So, you attend the SACME annual meeting, and you are excited about the ideas that are generated and the networks being built. You have collected materials and capture some key ideas for implementation. Have you carved out time to deliberately follow up on those plans? Have you consistently utilized and/or shared the tools and ideas offered (e.g.,

enhanced impact/outcomes reporting, faculty development strategies, use of CE Educator’s toolkit, etc.). Do you consider yourself a lifelong learner? If so, how do you model those ideals (i.e., assess and address your knowledge/skills gaps)?

What is your learning plan to address those gaps? Are you familiar with (and fully leveraging) the resources available through your SACME membership? Are you aware of the CPD/CE scholarship certificate program which was just rolled out by SACME’s Capacity Building Subcommittee, under the skillful leadership of its chair, Dr. Janine Shapiro? Do you regularly participate in Virtual Journal Club gatherings, regional coffee chats, etc.?

Einstein pointed out, **“Wisdom is not a product of schooling but of the lifelong attempt to acquire it.”**

4 Promoting Joy in Work and the Well-Being of Health Care Professionals – an essential key to success - Dr. Luis Padilla, Chief Health Officer at the National Association of Community Health Center (NACHC) shared data (2023) and insights related to the Health Care Workplace experiences from Community Health Centers. America’s Community Health Centers serve 1 in 10 patients (i.e. over 32.5 million patients in 16K+ locations). Founded in 1971, National Association of Community Health Centers (NACHC) promotes efficient, high quality comprehensive, health care that is accessible, culturally and linguistically competent, community directed, and patient centered for all.

Workforce challenges tied to current labor shortages and healthcare burnout are real. It was encouraging to hear Luis spotlight the journey of El Rio Health in Tucson, Arizona, a health center which recently earned gold recognition from the AMA’s Joy in Medicine Program. El Rio’s 2026 Strategic Plan describes the four pillars (Systems, People, Technology, Sustainability) present in their Clinician Well-Being Program. Reference was made to the NEJM Catalyst article (12/2020) entitled, “A Blueprint for Organizational Strategies to Promote the Well-Being of Health Care Professionals”. Joy in work efforts have systematically applied the NACHC’s SEPP Framework (i.e., science, education, practice, policy) to align funding and priorities with an eye on a relevant and compelling workforce outcomes lens.

3 Expanding Opportunities and Enhanced Impact - W. Edwards Deming said, **“Without data, you’re just another person with an opinion.”** To the credit of the

ACCME, an abundance of data is being captured and shared which enables those in the field of healthcare to observe, study, and (potentially) anticipate trends in the CME landscape. To that end, Dr. Graham McMahon, ACCME's CEO, graciously addressed the SACME meeting attendees and shared interesting insights pertaining to the strategic opportunities and impact of accredited education.

Graham shared an early preview (and promotional message) for the Workforce Survey which is designed to study the various aspects of the CPD role (now in the data analysis phase). He highlighted the steps underway with respect to working with social media and video education platforms and also described two ACCME certificate programs being introduced. On the compliance landscape, it was interesting to get a bird's eye view of the ACCME accreditation decisions being made, coupled with Graham's perspective on the findings related to common patterns of compliance and the commendation criteria.

2 A Marvelous Victory Awaits Us, If We So Choose

– It was delightful to welcome back Dr. Connie LeBlanc, an emergency medicine physician who is no stranger to SACME, having previously served on its board. In her current role as President and CEO of the Association of Faculties of Medicine of Canada (AFMC) Board of Directors, Connie has demonstrated how she has come to recognize advocacy as a key element of strong leadership. She highlights 'advocacy' as a trait which consistently requires us to 'speak truth to power', even in (or, perhaps especially in) bad times. Embedded within her inspirational message, Connie reminded us that "what we choose to emphasize in this complex history of our times will determine our lives". Toxic positivity has a valuable place in our world and to remain hopeful in bad times is not just foolishly romantic. Rather, it is a critical concept reminding us that while human history outlines a history of cruelty, it also reflects compassion, sacrifice, courage and kindness.

As Connie stated, "The future is an infinite succession of presents and to live now as we think human beings should live in defiance of all that is bad around us, is itself a marvelous victory." I believe we should all commit to looking for what Connie described as 'thin slices of joy'. Those slices of joy may elude us, if we are not alert to their existence and actively looking to call them out.

1 Analysis paralysis is not only a real condition, but it is also (potentially) a life-threatening one. Given the mind-boggling pace of change in today's healthcare delivery systems, it is critical for us to promote a rapid-cycle approach to our operational and scholarly efforts. Everyone benefits from well-designed research that enables groups to efficiently extract and employ practical principles and/or practices. Those involved in CPD scholarship need to avoid the risk of slowing the wheels of progress which may occur if we fall prey to overanalyzing or overcomplicating a situation.

Singer songwriter Billy Preston cheerfully asked in his 1973 hit song, 'will it go round in circles?' That could happen in our CPD conversations, if we allow it. We cannot afford to 'have a song that ain't got no melody' or 'a dance with no steps'. We need to formulate/implement intentional, strategically aligned plans of action.

Here are pertinent questions we must address in our CPD practice:

- *What can we do to light a fire under our work to articulate, highlight, and advocate for our learners, the patients they care for, and ultimately, for ourselves and our colleagues in the CPD profession?*
- *How do we shift into high gear to adopt and disseminate messaging that conveys a sense of urgency (in terms of innovation and investment) and draws the clear link to the value CPD can deliver?*
- *Have we outlined and communicated an intentional targeted plan of action – one that speaks to the key health concerns that plague the communities we serve?*

Thank you to all those who shared experiences/lessons learned and engaged in important discussions surrounding our need to put advocacy in action to empower CPD professionals to be agents and leaders of change.

Notice from the Department of Redundancy Department:
We know the key to learning is repetition. We invite you to review the [conference proceedings](#) (in the form of abstract summaries for sessions held at the SACME Annual meeting) which have been compiled courtesy of Robert D'Antuono, Erin Irtenkauf, and Vjeko Hlede.



SACME 2025: Advocacy in Action: Empowering CPD/CE Professionals to Lead Change, March 16 – 19, 2025

The SACME Planning Committee is pleased to present our 2025 meeting evaluation survey results. The response rate for the survey was a healthy 49%, with 83 out of 170 attendees responding to the survey. Below are some of the highlights drawn from your responses.

Who Responded?

53% of respondents are currently CE/CPD professionals; 31% physicians; 5% nurses and 2.5% pharmacists. The remaining attendees fell in the “other” category.

Did we Meet our Objectives?

Mostly. We got a significant number of neutral responses on the question of whether attendees attained the objectives of the conference. 85% either agreed or strongly agreed that they are better able to assess opportunities for advocacy in their professional practice and identify those that are feasible and impactful. 78% indicated that they improved their ability to create inclusive learning

environments that value diversity and promote equity and inclusion in healthcare education. And 83% and 73% agreed or strongly agreed that they could implement practical strategies for improving and advocating for their CPD program and could identify and apply ways in which AI can be used to develop education in an ethical way. Neutral responses to these statements ranged from 11.5% – 22% so although outright disagreement was low (ranging from 2.5 – 6.5%), these neutral values suggest that we can do more to help participants attain intended objectives.

A second set of goals that focused on teams and teamwork were also mixed, with agreement exceeding strong agreement for three of four statements. When combined, 91% said that they intend to apply the knowledge and/or skills that they acquired from this activity to their work when in a team environment. 70% agreed that they felt better able to collaborate with a multidisciplinary team, and better able to communicate with other members of a

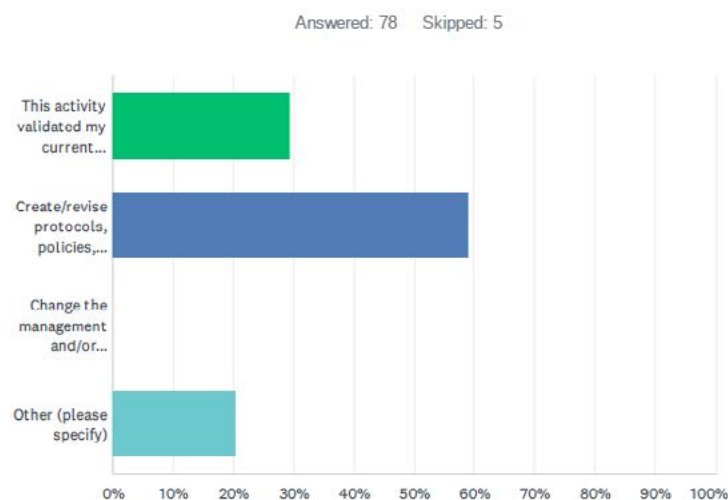
multidisciplinary team as a result of what I learned in this activity. While 80% indicated increased ability to discuss how teamwork can contribute to continuous improvements in my CPD program. Once again, general neutrality towards the attainment of these goals was high, ranging from 7.5 to 22.5%. On the surface, this may reflect a reality that those who are jointly accredited might be familiar with: designing for attainment of team goals can be more challenging than education focused on a specific individual profession or environment. We'd love to hear your thoughts on that.

When all is said and done, participants did agree that the event increased their knowledge (90% agreeing or strongly agreeing), competence (83%), and performance (68%).

Changes in Practice

Overall potential change in practice – also a hard one to nail down – was quite high in relative terms, with 59% indicating that they intended to create or revise protocols, policies and/or procedures based on the new knowledge that they acquired.

Q18 Please identify how you will change your practice as a result of attending this activity (select all that apply).



Barriers to implementing changes were not new – lack of resources (39%), cost (33%), and lack of administrative support (31%). And though not explicitly offered as an option that age-old barrier – time – cropped up in five of eight “other” barriers identified. Sorry folks, we just can't help you with that one. But there are potential solutions that you identified, including increasing collaboration, team engagement, creating additional training opportunities, and using everyone's favorite new employee – AI.

Activity Format

37% of participants thought no changes were needed to the program format, while 26% thought that we could include more case-based presentations and increase interactivity between attendees. A further 20.5% see room for more hands-on instructional components, which is always a little tricky to create in the multi-day conference environment. So, if any of you super planners out there have ideas, please join the planning committee for next year's event and give us a few tips on this.

Were You Not Entertained?

Spin the wheel was the highlight of social activities (65% participated), while dinner with the board also engaged a large proportion of attendees (49%). Social wellness activities were well-received (poorly constructed pun intended), with 89% agreeing that they enhanced their overall experience at the meeting; 88% perceived them as making networking easier; 91% agreed that they enhanced sense of belonging to the SACME community; and for 93%, gee, they just made the meeting more fun!

38% participated in the service project, while lack of time and awareness primarily drove non-participation. No need to pump the brakes on this idea though, as 86% of respondents said we should do it again. Some of the ideas thrown out there included a 5k walk or run, connecting with any local charity, adapting the same approach for an elder care setting, and any other practical idea that aligns with the meeting themes. Again, you're not restricted to suggestions through the evaluation, there's always room for new ideas on the planning committee, Jennifer Alessi and her team will be happy to hear from you.

SACME Board: Meet our New Board Members

The SACME board is responsible for creating policies and managing the affairs of the association. Nominations are typically collected towards the end of the calendar year and voting is concluded prior to the organization's annual meeting in the early months of the following year when new board members are announced. The 2023 meeting sees a slate of new officers who have been "voluntold" to jump in and help our organization keep humming along. Below are some details about our newest additions to the cast of characters.

If you're interested in participating on any of these our other committees, please contact us at info@sacme.org.

Lori A. Deitte, M.D., Vice President



Lori is Vice Chair of Education, Radiology & Radiological Sciences and Vice President for Continuous Professional Development at Vanderbilt University Medical Center. She is active with education at all levels: medical students (hands-on ultrasound sessions), residents, fellows and practicing physicians. Her institutional lead-

ership responsibilities include overseeing continuing medical education and professional development activities at VUMC. Additional interests include instructional design, Design Thinking, mentoring/sponsoring, and coaching. Dr. Deitte is a nationally recognized speaker and faculty development facilitator. She has co-authored more than 70 peer-reviewed articles and three book chapters. Additionally, she has given more than 160 invited regional, national, and international presentations and is a certified Leadership and Performance Coach.

Barbara Anderson, Central Regional Representative



Barbara Anderson, MS is currently the Director of the Office of Continuing Professional Development in the School of Medicine and Public Health at the University of Wisconsin-Madison. She also directs the University of Wisconsin-Madison Interprofessional Continuing Education Partnership (ICEP).

Barbara has led ICEP from its inception in 2015. Today, ICEP is a comprehensive interprofessional continuing education program meeting the needs of healthcare professionals throughout Wisconsin and beyond. Barbara, with more than 20 years of experience in continuing medical education, is a passionate leader focused on reaching healthcare professionals with educational activities that change practice and meet the high standards set by Joint Accreditation and other accrediting bodies.

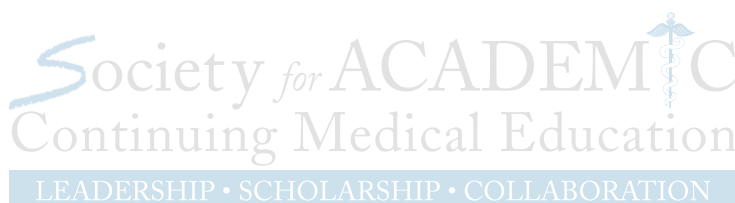
Liane Giles LeBlance, Membership Committee Chair



Liane is the Associate Director of Continuing Professional Development (CPD) at the OHSU School of Medicine, leading efforts to enhance the learning experiences of medical professionals through innovative design and robust evaluation of educational programs. With a focus on accreditation and quality as-

urance, she oversees the development and implementation of CPD initiatives aimed at expanding access and engagement within the medical community.

In successive roles as a Learning and Development Specialist, GME Program Coordinator, and classroom teacher she has developed a deep understanding of training design, project management, and educational program enhancement and created complex training materials along with developing sessions centered on learner accessibility and continuous improvement. She is dedicated to fostering collaborative environments that empower staff and contribute to the overall mission of educational excellence.





ACCME Report

New ACCME Certificate Programs Launch to Support CE Professionals and Strengthen Teams

ACCME is launching two new [Certificate Programs](#) designed to support the professional growth of continuing education (CE) professionals and the operational excellence of their organizations. Built around practical, real-world competencies, each three-month program combines flexible coursework, live support webinars, and a validated final assessment.

The two programs now open for enrollment are *Certificate in Implementing the Standards for Integrity and Independence in Accredited CE*, and *Certificate in Data Management for Accredited CE*. Each program includes 15 hours of self-paced learning on ACCME Academy, two live 90-minute webinars, and a remote-proctored final assessment. Upon successful completion, participants earn a certificate that demonstrates their competence and supports career advancement. Employers benefit from increased confidence in staff skills and more effective CE operations. Visit accme.org/certificates to learn more and register for the next cohort. For questions, email education@accme.org.

New Resources Advance CE Research and Support Frontline Educators

At the *Learn to Thrive 2025* conference in April, ACCME introduced two new resources developed by the 2024 Learn to Thrive Working Groups. These practical guides support continuing education (CE) professionals in key areas of the field: engaging in CE research and strengthening the role of frontline educators.

Learn to Thrive 2025

Navigating CE Research: A Practical Guide

A product of the Learn to Thrive 2024 Working Group
Fostering Greater Engagement in CE Research



[Navigating CE Research: A Practical Guide](#)

This toolkit demystifies the process of conducting CE research, offering clear guidance on defining a research question, choosing a methodology, collecting and analyzing data, and disseminating findings. Designed to support those pursuing Accreditation with Commendation, it includes user-friendly templates, ethical guidance, and real-world examples.



Research Working Group: front row (left to right): Meghan Brenner, Laudy Mattar, Stephanie Staggs, Kavitha Jay; back row (L to R): Penny Coots, Phyllis Navti, Dorothy Lane, Deema Al-Sheikhly, Miriam Hardin, Carolyn Jones, Alexander Miceli.

Learn to Thrive 2025

Frontline CE Educators: Strategies for Enhancing Professional Development and Identity Formation

A product of the Learn to Thrive 2024 Working Group
Professional Development and Professional Identity Formation
of the CE Educator



Frontline CE Educators: Strategies for Enhancing Professional Development and Identity Formation

This comprehensive guide offers a competency framework and curriculum roadmap to support the professional development of activity directors, planners, and committee members who lead CE at the departmental or unit level. It emphasizes identity formation, skill-building, and the essential role of frontline educators in advancing accredited CE. Working Group Leaders are Nels Carlson, Annette Donawa, Mary Beth Ebersol, Janine Shapiro. Members included 59 professionals across multiple institutions and disciplines.

These resources reflect ACCME's commitment to building capacity and excellence in the CE community. Many thanks to the Working Group Leaders and participating workgroup members for their time and expertise.

CPD/CE Workforce Survey – Thank you!

The ACCME extends our thanks to SACME for its partnership and participation in the CPD/CE Workforce Survey. We are grateful to SACME Past President Kimberly Northrip, MD, MPH, and to Joyce Fried, Special Advisor to the SACME Board, for serving on the Survey Advisory Committee. The CPD/CE Workforce Survey will yield useful data for accredited providers to benchmark their programs against industry standards and make informed decisions about their staffing models and compensation strategies. The ACCME will share preliminary data available soon, with a full report before the end of the year.

New Podcast: ACCME CEO on Navigating Change in 2025



We're excited to share a new episode of *Coffee with Graham*: View of 2025 from the Desk of the CEO. In this episode, ACCME President and CEO Graham McMahon, MD, MMSc, shares insights on strategic growth, the evolving healthcare education landscape, and the opportunities ahead for our community. Tune in to hear Dr. McMahon's perspective on navigating change, fostering innovation, and strengthening our impact in 2025 and beyond. [Listen now.](#)



Communications and Marketing Committee Report

By Cindy Juarez, Managing Director, Office of Continuing Professional Education
Texas Tech University Health Sciences Center El Paso

Summer vacations have begun, and for many of us, we might be in that small lull in CPD/CME or other accredited continuing education programming. As we enter this period of rest and rejuvenation, we within the SACME Communications and Marketing Committee are gearing up for some transition as it pertains to our publications. As was announced a few months ago, one of our publications-CE News is welcoming a new editor. I'd like to take this opportunity to introduce her and explain how the publication will move forward with this new leadership.

Dr. Ginny Jacobs, PhD., M.Ed., MLS, CHCP, FSACME, FACEHP, will be leading CE News as our new Chief Editor. She will be taking over from Robert D'Antuono, as he stepped down from this role after our last issue, the 2025 Annual Meeting Report. Ms. Jacobs served as a Co-Editor of CE News, working closely with Robert D'Antuono for the last two years.

Dr. Jacobs comes to this role with not only two years of experience directly with CE News, but she comes with a wealth of experience with SACME and the profession of CPD/CME. She is a past president of SACME from Spring 2014 to Spring 2015 and has served on a number of committees including Strategic Affairs, Scholarship and Communications and Marketing. She has also been the Association of American Medical College's (AAMC) Section Leader for the Central Group on Educational Affairs (CGEA) and an active participant in the Joint Working Group. She also served several years on the Accreditation Review Committee (ARC) for the Accreditation Council for Continuing Medical Education (ACCME). While employed at the University of Minnesota, Dr. Jacobs held leadership positions within

the Carlson Business School's Executive Development Center and the Academic Health Center. In her role as Director of Strategic Initiatives within the U of Minnesota Health system and as Director of Continuing Professional Development within the Medical School, she was able to advance the institution's efforts to better align its quality improvement initiatives with the educational portfolio in the interest of driving performance improvement.

As Ms. Jacobs takes on the role of Chief Editor of CE News, we will be pausing publication briefly. During this time, SACME's Communications and Marketing Committee will conduct a short survey of our membership to gather feedback on the value and direction of our SACME publications.

Your input will help guide the future of CE News under new leadership, ensuring that we continue to deliver timely, relevant, and high-quality content focused on CME/CPD and other accredited continuing education. We encourage you to take a few moments to complete the survey when it's released—your feedback is essential to shaping content that truly meets your needs.

Please join us in welcoming Dr. Ginny Jacobs as she takes the helm of CE News. We are confident that under her leadership, the publication will continue to grow and serve as a valuable resource for our community. We look forward to sharing exciting updates and insightful content with you in the coming issues.

Thank you for your continued engagement and support.

Wishing you a restful and inspiring summer,
The SACME Communications and Marketing Committee



Updates from the AAMC

By Lisa Howley, MEd, PhD, Senior Director, Transforming Medical Education | lhowley@aamc.org | [@LisaDHowley](https://twitter.com/LisaDHowley)

On behalf of the AAMC, I invite continuing medical education (CME) and continuing professional development (CPD) professionals to join us at the [AAMC's Learn Serve Lead \(LSL\) 2025 Annual Meeting](#), taking place in November 2025. As the premier gathering of academic medicine leaders, LSL offers a unique opportunity to engage with national conversations shaping the future of medical education, health care, and research. CME/CPD professionals play a vital role in advancing lifelong learning and clinician development, and your presence and voice are essential as we explore innovative strategies, share best practices, and collaborate across the education continuum. We look forward to your participation in this dynamic and inspiring event.

Below are several 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 cme@aamc.org or lhowley@aamc.org.

Select AAMC Offerings, Initiatives and Resources

Learn from Experts and Engage with Colleagues: Artificial Intelligence (AI) Offerings

The landscape of AI is quickly evolving. Advances in this technology have led to new opportunities across academic medicine as well as questions and challenges around best practices and ethical use. The AAMC has several upcoming opportunities for learning and networking as well as new resources to guide your use of AI, including a [webinar series](#), a [virtual community](#), and guiding principles for the use of AI [in medical education](#) and [in medical school and residency selection](#). [Learn more about what else is happening at the AAMC.](#)



Advancing AI Across Academic Medicine Resource Collection Seeking New Submissions

The AAMC recognizes the growing importance of artificial intelligence (AI) across academic medicine and is committed to fostering innovation within the community. The [Advancing AI Across Academic Medicine Resource Collection](#) is a repository of timely, freely accessible resources designed to help medical schools, academic health systems, and teaching hospitals effectively integrate AI into their educational environments. The AAMC seeks to enhance and expand this collection and invites submissions of practical resources to advance the responsible use of AI across academic medicine. **All submissions are due by August 15 at 11:59 pm PT.** [Learn more.](#)

Special AAMC resource collections on health effects of climate change

To support the community in teaching about the health effects of climate change, the AAMC offers several special collections focusing on climate change and medical education, including collections in *Academic Medicine* and *MedEdPORTAL* featuring the latest peer-reviewed literature and teaching and learning resources. The AAMC also hosts a dedicated virtual community and a curated resource collection on this critical issue.

- [Academic Medicine Collection](#)
- [MedEdPORTAL Collection](#)
- [AAMC Virtual Community](#) (registration required)
- [AAMC Resource Collection](#)
- [Climate Action and Sustainability in Academic Medicine](#) webpage with information about all the AAMC's climate related projects and resources

View the AAMC Competency-Based Education in Telehealth Challenge Grant Webinar

This webinar highlighted the two-year *Competency-Based Education in Telehealth Challenge Grant Program*, an initiative aimed at advancing competency-based medical education (CBME) through innovative telehealth integration. This grant program supported institutions in developing and implementing telehealth education initiatives to equip learners with essential skills to deliver high-quality, patient-centered virtual care.

During the webinar, attendees will learn more about the program's goals—to catalyze curriculum innovation, strengthen [Telehealth Competencies Across the Continuum](#), and expand access to care—and hear directly from representatives of the seven institutions awarded funding for their groundbreaking proposals. To learn more about the CBME in Telehealth Challenge Grant Program and the awarded institutions' projects, visit [here](#). Register [here](#) to view the recording and resources.

Awarded Institutions:

- Henry Ford Health, Henry Ford Hospital
- Kaiser Permanente Bernard J. Tyson School of Medicine
- Medical College of Georgia at Augusta University
- New York University Grossman School of Medicine
- Renaissance School of Medicine at Stony Brook University
- Stanford University School of Medicine
- Weill Cornell Medicine

Help Revise the AAMC Telehealth Competencies

As part of the AAMC's *New and Emerging Areas in Medicine* (NEAM) series, the [Telehealth Competencies](#) are currently undergoing a thoughtful revision process to ensure they remain relevant and aligned with the evolving needs of patients, learners, and the health care system. Originally released in 2021, these competencies are being updated based on stakeholder feedback, emerging evidence, and rapid advances in digital health technologies. This process includes input from educators, clinicians, learners, and other experts across the continuum of medical education and care. If you are interested in contributing to this important effort by serving as a reviewer or "reactor" during the revision phase, please email telehealth@aamc.org to express your interest. Beginning summer 2025, the process to develop the 5th set - AI competencies - will begin.



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Activities of the SACME TECPD Committee – Increasing Engagement of Members

By Vjeko Hlede, CHCP, DVM, PhD, and Sofia Valanci Aroesty, MD, PHD

This article was crafted with the assistance of AI, which helped organize ideas and streamline the writing process. However, the authors guided every decision, review, and final touch.

Greetings SACME members! As Chair and Vice-Chair of the Technology Enhanced CPD (TECPD) Committee, we are pleased to share a report on our activities and progress over the past four months. We have been actively engaged in several key initiatives aimed at advancing technology in Continuing Professional Development (CPD) and supporting SACME's strategic mission.

AMS (Association Management System) Selection

We have spent considerable time evaluating candidates for a new AMS, considering factors like functionality, cost, support, and integration with existing systems. Recently, in partnership with CMG leaders we created a set of ambitious use cases, asking vendors to showcase how they can address those tasks. We plan to form a rapid review subgroup that will review demo sandboxes created by vendors. If you are interested in participating in the reviews of the platforms, or innovating the best ways to use it after the technology is selected, please consider joining us.

Coming Back to SACME Digital Working and Learning Strategy

As a committee we have been working for quite some time on SACME's digital working and learning strategy. However, the AMS research and selection took priority for the last 6 months. Now that most of the AMS work will be tackled with a subgroup (a task force) the committee will be able to work on digital learning and working strategy in parallel with AMS selection and implementation. The strategy is envisioned as an evolving document that will connect all stakeholders, showcase opportunities and directions, and improve SACME's ability to succeed in the digital era. It documents how we can leverage technology to enhance collaboration, learning, and global reach.

Reviewing Committee Performance and Goals

This year, for the first time, the TECPD Committee conducted a member feedback survey and held interviews with its members. The goal was to reflect on the results we've achieved, evaluate the way we collaborate, and gather insights on committee goals. This initiative yielded actionable insights, highlighting our strengths: collaboration, technology evaluation and research, and opportunities for improvement. For example, more than half of the committee members feel moderately engaged. Moving forward, we will review tactics and technologies to increase engagement. One possible solution is to better use technology (Google Workforce or new AMS) to increase asynchronous and more granular, topic-focused discussions. With that, each committee member will have more space and time to engage and let their voice be heard.

Since the survey and reflection process was valuable, this survey may become a part of our yearly schedule, allowing us to consistently reflect on our accomplishments and strategically plan for the tasks ahead, ensuring that, as a committee, we continue to grow and enhance our impact.

The TECPD-FSD Subcommittee

The TECPD-FSD Subcommittee is actively engaged in a HyFlex initiative, primarily focusing on a systematic review using the Community of Inquiry (CoI) model. Currently, they are reviewing and coding articles based on deductive themes (social, teaching, and cognitive presence) and inductive codes to understand HyFlex implementation in health professions CPD. The goal is to synthesize the research, identify best practices, and develop a HyFlex Guidance Handbook for educators. Plans include presentations and workshops at SACME 2026 to share findings and provide practical guidance; ultimately aiming to improve the delivery and effectiveness of HyFlex CPD.

AI Research

The group focused on the research Revolutionizing Healthcare CPD: The Transformative Impact of Generative AI, is qualitatively and quantitatively analyzing survey data (<https://forms.gle/QAoGdLrLK8nwZaYL7>). Thanks to everybody who answered the survey. Your input will help us better understand the uses, barriers, facilitators, knowledge, and attitudes of GenAI use in CPD, and how we can better use GenAI in developing and providing CPD.

SACME Listserv Migration and Research

The SACME Listserv is a two-way communication platform for SACME members to engage in ongoing dialogues and share resources related to CPD. It allows members to post questions, offer insights, and share the latest resources with their peers and form a vibrant community or practice. Since 2004 over 6,300 posts have been shared through listserv. Those posts offer a unique window into the pressing issues, prevailing attitudes, and emerging trends in CME/CPD (and in SACME) from two decades ago.

The planned upgrade of the AMS will empower us with more up to date, more granular communication channels.

This gives us two opportunities: (1) Innovate the best ways to use new tools to further enhance collaboration between SACME members and, (2) Consider what we can learn from two decades of listserv activities.

Analysis of this rich dataset could yield valuable insights into the evolution of the field and SACME. It also presents ethical and logistical challenges that require navigation of IRB permissions, and approval of SACME leadership and members (who participated in discussions). That research can also provide a reflection on “how we communicated before we adopted the new AMS (and before AI).”

Looking Ahead

In the past four months the committee has made important steps for SACME’s digital evolution. As we transition into the next phase—we invite all members to join the discussion. Tell us about your technology-enhanced accomplishments and challenges, and let’s make improvements together.



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' Continued Commitment to Maintaining High Medical Specialty and Professionalism Standards

ABMS recently released a statement about its continued commitment to maintaining high medical specialty and professionalism standards. In the statement, ABMS “recognizes that individuals in today’s health care environment face unprecedented change and uncertainty.” During these challenging times, “ABMS remains committed to maintaining high standards for physicians and medical specialists who become board certified in a specialty or subspecialty (diplomates).” The statement also notes that “Patients and the public can be assured that no matter where they live or seek medical care, certification by an ABMS Member Board will remain a reliable indicator of medical expertise and trustworthiness.” [Read the statement in its entirety.](#)

ABMS Issues Policy Brief About Licensing Internationally Trained Physicians

In February, ABMS released [a policy brief](#) that includes recommendations regarding requirements for supervision, education, and assessment of internationally trained physicians.

This comes in response to more than a dozen states having passed or introduced legislation that would create new pathways for internationally trained physicians to obtain licenses to practice medicine in the United States in hopes to address physician workforce shortages.

The ABMS brief follows the release of the Advisory Commission on Additional Licensing Models (Advisory Commission) first [set of recommendations](#) to guide and advise state medical boards, state legislators, policy-makers, and others as they develop and implement laws

specific to the licensing of physicians who have already trained and practiced medicine outside the United States (U.S.) or Canada.

ABMS appreciates the guidance created by the Advisory Commission for states to consider in their basic licensing requirements for internationally trained physicians. ABMS’ recommendations include additional requirements that emphasize the importance of adhering to national standards for specialty medical care to protect patient safety and maintain standards for high-quality health care.

ABMS Launches New Data Viewer

In May, ABMS launched its new *Data Viewer* online tool. The [Data Viewer](#) provides detailed statistical data on diplomates in an interactive, visual format. Information is provided at both the U.S. and the state level. Created from data provided by the Member Boards, the Data Viewer offers users the ability to select and filter data across five information *views*: Member Board Overview, U.S. Certificates, Continuing Certification Participation, U.S. State Distribution, and International Certificates. A [tutorial video](#) is also available to help users navigate the Data Viewer. Initially developed for individuals working in credentialing, state and professional medical societies, continuing medical education, public health, and governmental sectors, the Data Viewer is also a tool for members of the media and the public.

Early Registration for ABMS Conference 2025 Opens in June

Early registration for [ABMS Conference 2025](#), which will be held Sept. 17–19 at the Westin Pittsburgh in Pennsylvania, will open in June.

As the premier health care event on board certification, with a focus on assessment, lifelong learning, improvement, and professionalism, ABMS Conference 2025 offers an opportunity to share innovative collaborations, evidence-based research, and best practices that

accelerate the transformation of certification and delivery of high-quality care. ABMS Conference 2025 will include two-and-a-half days of sessions with plenaries, breakout and poster sessions, networking opportunities and more.

[Speakers for the opening plenary](#) will explore *Physician Well-being: From Fatigue to Flourishing*. [Speakers for the Lois Margaret Nora Endowed Lecture Plenary](#) will discuss *Artificial Intelligence: New Assessment Opportunities and Applications*. [Sign up for ABMS Conference updates](#) to learn more about sessions and registration.

WELCOME

SACME Membership Committee Update

By Liane Giles LeBlanc, Membership Committee Chair, OHSU School of Medicine

Liane is the Associate Director for Continuing Professional Development at OHSU in Portland, OR. She is still relatively new to the CME community and joined SACME in 2021 to connect with CME professionals interested in utilizing best practices in medical education and continuous improvement of their programs. In her role, she oversees all aspects of the CME program. Her work focuses on enhancing learning experiences of medical professionals through innovative design and robust evaluation of educational programs.

The Membership Committee has approved 30 new SACME members since the start of 2025. Just over half (56%) come from academic medical centers and a further 19% from more clinical environments. This year’s new members also include CPE professionals from government, medical education/consulting, specialty organizations, and a health maintenance organization. So, hello and welcome to our new members:

- Anahit Abrahamyan
Carlye Armstrong
Allette Bastien
Deb Blomberg
Victoria Bond
- Andrew Calvin
Joanna Dawson
Jamie Dominguez
Markiya Fagan
Jen Hurley

- Christy Keegan
Benjamin Lamb
Angele Landriault
Melinda Lerwill
Elizabeth Lin
Thom Pancella
Mohammed Ranavaya
Kelly Sabol
Laura Simone
- Molly Smith
Lee Sorenson
Christine Thatcher
Sandrijn van Schaik
Ashley Walker
Jodie Weber
Raghav Wusirika
Susan Yarbrough

This summer, the membership committee launched the new institutional discount. Organizations with three or more voting members were eligible for reduced membership fees. Six organizations took advantage of this new program. We hope that others will apply during next year’s cycle. This is a great incentive to reach out to other potential SACME members within your organization.

Please be sure to update your profile on SACME website as you renew your membership. We continue our efforts to grow the SACME community and are always looking for outreach opportunities. Please feel free to contact me if you have any suggestions.

SACME CPD Scholarship Program: The Participant View

A conversation with Rose Desilets, Mass General Brigham

The redesigned SACME CPD Scholarship program, *Advancing Research and Evaluation in Health Professional Education*, kicked off at our 2025 meeting in Washington D.C. The program consists of a series of sessions designed to enhance skills in CPD evaluation and research. The first session included an introduction and explored key concepts in evaluation and research design, with both in-person and virtual participation.

As part of our series to highlight the structure and format [and shamelessly plug it], we've been talking to one participant – Rose Desilets, a SACME member who works in the office of Continuing Professional Development at Mass General Brigham, about her experiences and reflections.

Rose has become more involved with the evaluation of activities in her current role and considers herself a “newbie” when it comes to all things research. She saw the program as an opportunity to develop a research skill set and also as a general growth and learning opportunity.

So, she dove right in and started to drink from the hosepipe. “I’m totally new to medical education research, but program analysis has become part of my job, and I’d like to make evaluations more meaningful for the participants. Also, from a professional development perspective, this is a lot different from my day-to-day work, and I just wanted to see if I could do it.”

So how has it been so far? “I’d say I’m one of the participants with the least experience in the research field, so at times it’s been like going to a different country (like Canada). I don’t have the right language yet, but I’m learning a lot for sure, and it’s a fun group. They’re very welcoming, very, you know, passionate about what they’re doing. And they’re excited to have other people learn it too.” So, although it’s been a bit of a steep learning curve to begin with, Rose is starting to get her feet under her and is becoming conversant in “research speak” – so to speak.

“They’re starting at the beginning, but it does seem sophisticated to me. We’ve started with a philosophical approach, like a worldview, to ensure we can align research with your goals” she adds. “I think they want to give you a really strong base in the theoretical underpinnings of research. We’re considering the projects that we will initiate to complete the program. Right now, I’m considering two different ideas. One relates to human capital theory, and how that lens could be used to shape the evaluation process. The other is how to create a framework for involving learners in the evaluation process and to see how we can make it most meaningful to participants themselves.”

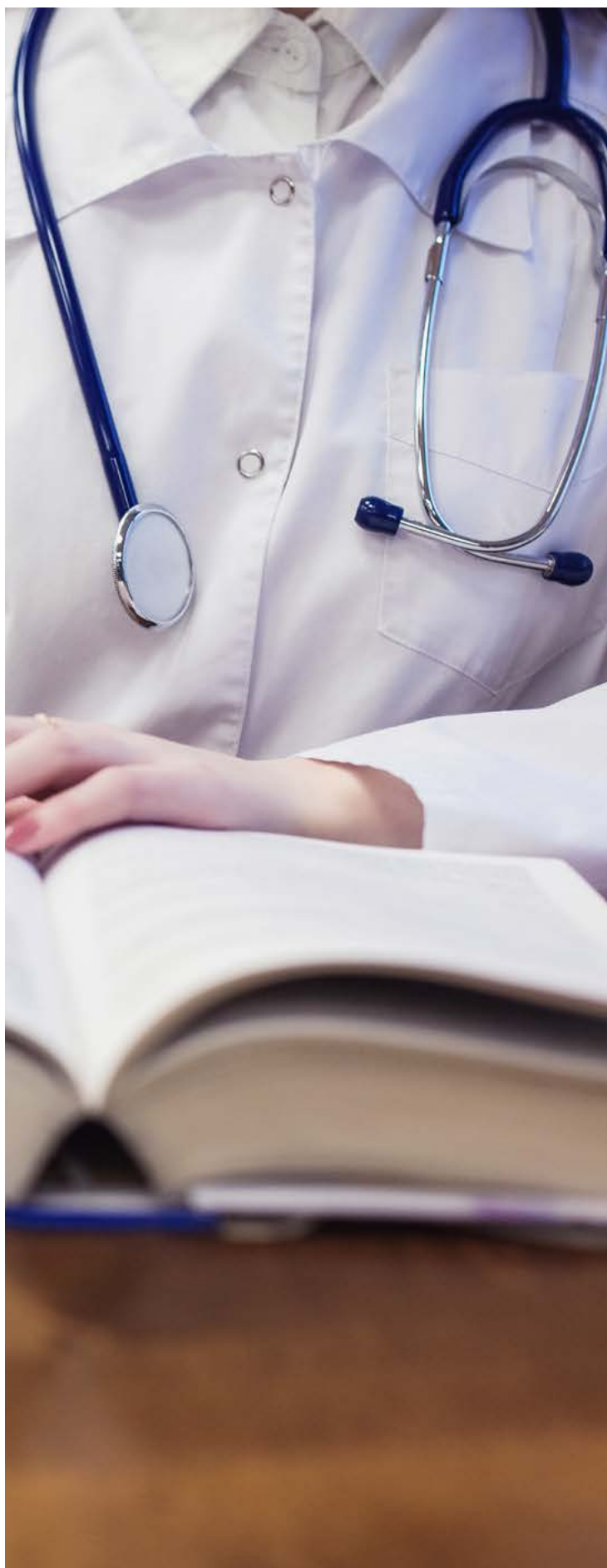
Anyone who knows Rose from Northeastern Coffee Chats can testify that she is always ready with a question (or four) related to the administrative and implementation side of CPE, but how about the research environment?

“I’m typically talkative in SACME meetings and in other parts of life, but I’m not very talkative on these calls, mostly because it’s like learning a new language, but I’m learning a lot for sure. One interesting aspect is picking up on how the instructors describe things, which is a little different (“it is Canada” ☐). Like, an IRB is not called an IRB up there, funding issues are very different.” And there are other quirks of language, process, and theory that she has to take on board.

How do you find listening to other people’s perspectives on this, based on very different work backgrounds or work environments? “So, there’s definitely like a big broad group of people doing things. So, it’s pretty neat. It is interesting to hear people’s different perspectives from where they are.”

The next task is to employ the theory base of session one to build up those data collection and analysis skills through a real-world project. We’ll check back in with Rose in October to see how it’s going.

“I think they want to give you a really strong base in the theoretical underpinnings of research.”



INTERCOM

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