

A Milestone Year: Reflecting on 50 Years of SACME Community and Scholarship

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As I reflect on SACME's 50th Anniversary, I am deeply grateful for the extraordinary support, engagement, and generosity of our community. For five decades, SACME has been more than an organization—it has been a welcoming scholarly home where ideas are exchanged, mentorship thrives, and lasting professional relationships are built. I would like to extend special recognition to Jennifer Alessi, Chair of the Program Committee, for her exceptional leadership in guiding the 50th Anniversary SACME Annual Meeting and in thoughtfully honoring SACME's rich legacy of educational excellence. It was a pleasure to welcome participants from around the world to this milestone event, which proved to be warm, enriching, and truly memorable. We were especially honored by the presence and contributions of ten of our past SACME Presidents.

Over the past year, we have refreshed our website to enhance its accessibility and usability for our members. As part of this effort, we updated SACME's history timeline to celebrate the organization's journey and accomplishments. Our virtual workshops, journal clubs, virtual research rounds, and coffee chats continue to reflect the spirit of SACME, fostering meaningful dialogue, collaboration, and rigorous scholarship across institutions and disciplines. We are also piloting the "Guide by the Side" initiative, a short-term mentorship program designed to further support connection and professional growth within our community.

This year, we were particularly proud to launch the SACME CPD Scholarship Program. This nine-month initiative culminated in participants presenting their scholarly work at the SACME conference and further reinforced our commitment to advancing CPD research

and educational innovation.

Many participants described the program as a transformative experience that strengthened both their confidence and capacity for research, while also advancing their career development in meaningful ways.

One participant said: *"This has been one of the most impactful professional development experiences of my career. It strengthened both my confidence and competence in educational research, and I was able to directly apply what I learned to my institution's accreditation work—demonstrating real, tangible value."*

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Our Technology-Enhanced CPD Committee has also made significant progress this year. Notable achievements include the development of guidelines for artificial intelligence use and the completion of the HyFlex workbook, which supports evolving educational practices. While many contributors were involved, we are especially grateful to Drs. Heather MacNeill and Sofia Valanci for their leadership in developing and authoring this important resource. We look forward to finalizing and sharing it widely as a valuable tool for future educational offerings.

As President, one of my key priorities is to expand and diversify our membership, ensuring that more CPD educators and scholars can find connection, mentorship, and opportunity within SACME. In a time of social and political uncertainty, our community remains grounded in respect, inclusivity, and care for one another. Together, we will continue to strengthen our scholarly community, welcome new voices, and uphold the values that have sustained SACME for 50 years—and will carry us confidently into the future.



SACME 2026: CPD for All

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 2026 Annual Meeting, our 50th anniversary as an organization, as we welcomed 170 people to Lexington Kentucky to celebrate with us.

This year's theme was CPD For All and included multiple pre-conference workshops covering topics that ranged from evaluating the impact of CPD to charting personal professional growth.

One major change the program committee implemented this year—based on several years of attendee feedback—was rethinking how abstract presentations were organized. Instead of sorting them into the usual RICME versus Best Practices buckets, we grouped them by theme and topic. So, if a couple of people were doing work on AI in medical education, they'd be in the same session — whether it was research-focused or more about practical application, and this seemed to work really well. We also built in 10 to 15 minutes of discussion time after each set of two or three presentations, which allowed time for some processing and provided an opportunity to ask questions more directly.

The plenaries got a little bit of a makeover as well. We built in 30 minutes of workshop or interactive activity

time after most of the plenary sessions — think-pair-share exercises, table discussions, and other activities designed to get people thinking and talking about what they just learned. As a professional society that promotes active learning and learner engagement in activity development, we felt that we should practice what we preach!. It's also been a recurring piece of feedback for years that the plenaries run too long and feel too passive, so it was gratifying to finally address it.

The 50th anniversary added a festive energy to the whole event. The fun committee really came through — there were inflatable horse races at the reception (yes, you read that right), a bourbon tasting, and dinners with the board that were completely full. Oh, and David Price debuted a short play called A CPD Carol — a Christmas Carol-style story set in the world of CPD — during the opening session that portrayed the evolution of our field with humor. It also gave some of our board members an opportunity to show off their acting skills, and it was a hoot! It got the meeting off to a great start.

The venue itself was a hit. Lexington is a charming city with great restaurants and plenty of opportunities to step away and recharge — including horse farm tours, distillery visits, and a variety of other activities.

Once again, the hybrid format was the biggest challenge. We made significant efforts to involve the virtual audience, but some things just didn't translate — like the cards for hospitalized children project, which had no obvious equivalent for remote participants. Hybrid events are essentially two events running at once, which is genuinely hard to pull off, and we hope that the new HyFlex workbook from the TECPD Committee will help all of us figure out how to better integrate audiences in the future.

Once again, many thanks to all Program Committee members, Board members, CMG staff, and others who made the 2026 Annual Meeting a success!

Looking ahead to Montréal, we've already settled on two major changes: we've decided to ditch the separate charge for pre-conference workshops and instead fold them into the conference registration fee. Also, the event will be in-person only, a return to pre-pandemic times that will hopefully create a more focused and structured learning experience while still allowing us to build in some additional time to enjoy all the sights and sounds our host city has to offer.

Keep an eye on <https://www.sacme.org/sacme-2027> for more information. We already have information about traveling to Canada for U.S. and other international members as well as a template letter you can use to make the business case for attending.

Hope to see you in Montréal in person next year!

The 50th SACME Annual Meeting: Plenary Review

Intro to HyFlex Workbook (TECPD)

This presentation introduced the HyFlex guidebook developed by Heather MacNeill, Sofia Valanci Aroesty and colleagues in SACME's TECPD's Faculty and Staff Development Subcommittee, designed to help continuing professional development (CPD) providers deliver effective hybrid flexible learning experiences.

Hybrid learning originally referred to mostly asynchronous online work with brief in-person gatherings. HyFlex — short for Hybrid Flexible — is the most evolved model, distinguished by one critical feature: learners themselves choose how to attend, whether in person, synchronously online, or asynchronously. This learner agency is what sets HyFlex apart from all other formats.

Four core principles from HyFlex theorist Dr. Brian Beatty framed the approach. Student choice gives learners control over participation mode. Equivalent learning ensures that online participants receive outcomes equal to those attending in person — a deceptively difficult standard to meet. Reusability requires that learning artifacts created in one modality — a discussion summary, a fishbone diagram, a Padlet contribution — are recycled and shared across all groups so everyone benefits from collective work. Finally, accessibility is enhanced through built-in features like closed captioning and flexible attendance options that meet learners wherever they are in life. All these principles must be supported through deliberate design that considers the most restricted learner first.

The guidebook itself is a 50-page, theory-grounded, practical scaffold organized around Garrison's Community of Inquiry framework, with its three presences — social, teaching, and cognitive. For each presence, the guidebook provides checklists for four phases: design, preparation, facilitation, and post-session follow-through. These checklists are deliberately action-oriented and intended to reduce cognitive load rather than add to it.

From Insight to Impact: Translating CPD Knowledge into Meaningful Change

This plenary by Jerry Maniate opens with a deliberately provocative question: does continuing professional development as it stands today change systems? Or are we still generating education that transfers information to individuals but stops short of system change? Despite genuine gains in the field, inequities, variation, burnout, and distrust persist. If CPD is not actively transforming care, practice, culture, and systems, he argues, it is not really development at all. It is merely continuing professional exposure.

The presentation centers on a framework called translational CPD, organized around four interconnected pillars: problem identification, knowledge creation, knowledge translation, and knowledge mobilization. The through-line connecting all four is trust — defined

as confidence grounded in character and consistency. Jerry distinguishes trust from mistrust (vigilance born of uncertainty) and distrust (the expectation of harm based on prior experience), that affects care of patients and communication with patient families at the individual level.

On problem identification, he urges CPD professionals to stop designing programs around convenient topics or faculty interests and instead start where the system is hurting — where variation is measurable, where outcomes are inequitable, where harm is visible. Co-design is non-negotiable: researchers, frontline clinicians, QI leaders, and patient partners must all be at the table from the beginning.

Another critical change is a shift away from post-session satisfaction scores and toward measurement of practice change, along with whether inequities have been narrowed, and whether trust has improved. We have all studied and deliberated how this type of change can occur in our environments, but the fundamental changes must occur at the organizational level. Leadership structures, incentives, and cross-institutional collaboration must be aligned to generate real transformation, and equity impact assessments are important measures in maintaining the focus of an education program. Throughout this informative presentation he challenged us to reframe accreditation not as a bureaucratic ceiling but as a strategic floor — a lever for driving transformation rather than a compliance exercise.

From Vision to Action: Introduction to SACME's Strategic Plan

This session delivered by Joyce Fried and David Wiljer represented a pivotal moment in SACME's organizational history — a public, participatory strategic planning process being conducted at the 50th anniversary conference, deliberately designed so that members help shape the direction rather than simply receive a finished product from leadership.

With the 2020 plan having run its course, a Strategic Planning Task Force was formed following a board retreat in July 2025, where leadership conducted a SWOT exercise and designed the new planning process. The task force developed a seven-question interview template and engaged internal and external stakeholders to generate its findings.

On what differentiates SACME, both groups agreed on core identifiers: scholarship is central rather than peripheral, the culture is collegial and not compliance- or profit-driven, and SACME sits at the important academic-practice interface. Where these internal and external views diverged was telling — members emphasized the relational, community, and professional home dimensions, while external stakeholders saw SACME's primary value as scholarly authority and an authoritative voice the field has not yet fully claimed.

This internal-external tension ran through every question. On mission, both agreed the current statement resonates in principle but fails in execution — some members find it too academic and intimidating, external stakeholders find it too broad and unfocused. On strengths, both groups aligned on culture, psychological safety, mentorship, credibility, and the annual meeting as a genuine learning space. On threats, both flagged financial pressure, volunteer burnout in a fully volunteer organization, and competition in a crowded CPD ecosystem, while diverging on priorities — members worried about belonging and integrating new people, external stakeholders worried about field relevance and aging leadership.

On opportunities, both saw technology, AI, inclusive scholarship, and leadership pipeline as promising territory, but members wanted practical how-to support while external stakeholders wanted SACME to become a field-shaping thought leader. The pattern was consistent: members want SACME to help them do their jobs better today; external stakeholders want SACME to help the entire field do better tomorrow.

From these findings, the task force distilled four strategic pillars: lead in CPD scholarship; build the profession based on best evidence; build networks and communities to shape CPD's future; and create a sustainable organization through operational best practices. Tables then worked in small groups to generate goals and priorities for each pillar, with outputs including facilitating scholarship models internally, elevating CPD visibility through white papers and advocacy, establishing competency pathways for CPD professionals, and developing a global-oriented international consensus panel for core CPD competencies.

Scholarship Committee Update

By Jessica L. Walter, Ed.D., M.A.

Like many of you, I was won over by SACME's welcoming and collegial spirit during my first annual meeting. What surprised me and has kept me here is the generous community and the opportunities to learn and grow. Along this theme, we are expanding the ways in which we foster scholarship within our community. From novice to expert, best practices to QI to novel research, there are opportunities to learn, exchange ideas, and mentor others. I want to highlight some recent and upcoming activities, as we hope to see you there.

Keeping current in the field

- **Virtual Journal Clubs:** This year, we will host four VJCs, starting in October. Stay tuned for more details. In the meantime, you can find a [rich archive of content](#), including last year's celebration of the decades, which provides a strong primer about the foundation of CPD/CE research.
- **SACME SPARKS:** These [audio podcasts](#) offer short summaries of recent articles, letting you slip in some professional development into busy schedules -- while commuting, grocery shopping, or going for a walk.

Growing your skills

- **Virtual Research Roundtables:** VRRs are a new addition, focused on building skills in research and scholarship. This year, we will offer two sessions, [starting on July 23 with a session about conducting Delphi Studies](#).
- **Certificate of Recognition:** At the annual meeting, we recognized the first recipients of the [Certificate of Recognition](#), and it continues! This certificate documents your investment in building knowledge about CPD/CE scholarship through attending selected SACME events. Designed to fit your pace and schedule, you can log hours as you attend either live

sessions or recordings. [Sign up to get started](#). We look forward to celebrating you at the next annual meeting

- **CPD Scholarship Program:** After a hiatus, the [CPD Scholarship Program](#) returned last year. Twenty individuals participated from the US, Canada, Qatar, and Switzerland. The program culminated in a special session at the 2026 annual meeting with a showcase of projects. Two participants presented during the main meeting as well: Anahit Abrahamyan was selected for a podium presentation, and Stephanie Staggs earned a best poster award. We're taking a break this year, but plan to offer the program again in the near future.

Showcasing and celebrating current work

- The annual meeting takes many hands to lift the work, even after the final day. And it is never possible to see all of the sessions. Fortunately, a dedicated team has published the [proceedings from the 2026 Annual Meeting](#).
- Maybe you missed this year's award winner from the annual meeting, or maybe you want to see it again. Fortunately, the [award winners from the annual meeting will be showcased in a webinar on June 25](#).
- And we are already looking forward to 2027 in Montréal. Keep an eye out for the call for abstracts later this month.
- The Scholarship Committee is an open committee, and we welcome new members. If you are interested in joining this group and participating in the discussions and work, please reach out to me at walter@ohsu.edu.





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 professional development, we are providing the following relevant updates.

ABMS Accepting Applications for 2026-2027 Scholars Program

ABMS is accepting applications for the 2026-2027 [ABMS Scholars Program](#)[™]. This one-year, part-time program supports early-career physicians and researchers in their research endeavors and facilitates their evolution as health care leaders within and across the ABMS community.

Research grants are awarded for projects that advance the ABMS mission and align with research priorities of the [ABMS Research and Education Foundation](#) and [ABMS Member Board sponsors](#). Funding supports research and travel expenses related to program participation and research deliverables. Grants may be applied to an existing research project with a new scope or an original research project.

During the program year, ABMS Scholars remain at their home institutions and work with self-selected mentors.

They provide research project updates during monthly webinar sessions and get feedback and guidance from their peers, mentors, subject matter experts, and ABMS Scholars

Program alumni. Scholars attend virtual ABMS committee meetings and present their research findings before a national audience at the annual [ABMS Conference](#). An award of \$15,000 is provided to support the direct costs of research and travel expenses associated with program participation.

Applications must be received by 11:59 pm (CT) on June 22, 2026. [Learn more about the application process](#). Recipients will be notified August 5, the program will begin in September 2026 and conclude in September 2027 at the ABMS Conference. For additional questions, contact scholars@abms.org.

ABMS Conference 2026 Plenary Speakers Announced

ABMS recently announced speakers for both the opening plenary and Lois Margaret Nora Endowed Lecture Series at [ABMS Conference 2026](#), which will be held Sept. 16–18 at the Loews O'Hare Hotel in Rosemont, Ill.

The opening plenary speakers will explore *The Evolving Medical Workforce Landscape – From Unionization to*

Private Equity Practice Ownership. The featured panelists, along with moderator Richard E. Hawkins, MD, ABMS President and Chief Executive Officer, will discuss the implications of these changes in the practice of medicine, the training environment, and hospital and health system staffing needs, as well as the impact on physician certification, professional self-regulation, and the growing issue of physician shortages. The panelists are:

- **Catherine R. Lucey, MD, MACP**
Executive Vice Chancellor and Provost, University of California, San Francisco
- **Zirui Song, MD, PhD**
Associate Professor of Health Care Policy and Medicine, Harvard Medical School and Massachusetts General Hospital
Member, Massachusetts Health Care Affordability Working Group
Associate Editor, JAMA Health Forum
- **Maria E. Theodorou, MD, FACP, FHM**
Associate Program Director, Internal Medicine Residency Program, Feinberg School of Medicine, Northwestern University
Assistant Professor, Division of Hospital Medicine, Feinberg School of Medicine, Northwestern University [Read the speakers' bios.](#)

The featured panelists for the Lois Margaret Nora Endowed Lecture Series will highlight *The Patient Voice: The Importance of Involving the Patient Perspective in the ABMS Community*. These ABMS and Member Board patient advocates will share their work in certification programming, advocacy, and serving as family and community ambassadors promoting the value of board certification in providing quality care. The session will explore co-production of care, improvement, and research by incorporating the patient perspective in all phases. Dr. Hawkins will also serve as moderator for this session. The panelists are:

- **Wunmi Bakare**
Co-Founder, Sickie Cell Prodigy
- **Brant J. Oliver, PhD, MS, MPH, FNP-BC, PMHNP-BC**
System Vice President for Quality and Safety, Dartmouth Health
Associate Professor, Departments of Community

& Family Medicine, Psychiatry, and the Dartmouth Institute, Geisel School of Medicine
Director, Chronic Health Improvement Research Program at Dartmouth Health, Department of Community & Family Medicine
Executive Director, the Promise Partnership Co-production Learning Health System, Dartmouth Health & Geisel School of Medicine

- **Laura L. Sessums, JD, MD, FACP**
Chief Medical Officer, American Board of Internal Medicine [Read the speakers' bios.](#)

Frederic W. Hafferty, PhD Joins ABMS

Frederic (Fred) W. Hafferty, PhD, has joined ABMS as Senior Advisor to the President and Chief Executive Officer. Dr. Hafferty is a well-respected thought leader and frequent author and speaker regarding medical professionalism. He is well known for his work on the hidden curriculum, which he credits as having a greater impact on professionalism and professional behavior than formal instruction.

Dr. Hafferty received his Bachelor of Arts in Social Relations from Harvard University and a Doctor of Philosophy in Medical Sociology from Yale University. He is Professor Emeritus at the University of Minnesota School of Medicine, Professor Emeritus at the Mayo Clinic, and currently an Adjunct Professor in the Department of Neurology at Yale University. At Mayo, Dr. Hafferty was Associate Dean for Professionalism, and Associate Director of the Program on Professionalism and Values. Most recently, he was the Senior Fellow at the Accreditation Council for Graduate Medical Education's Center for Professionalism and the Future of Medicine.

In his new role, Dr. Hafferty will support the ABMS Ethics and Professionalism Committee, the Promoting Professionalism Action Collaborative, and the Interest Group on Professional Misconduct. He will consult with the ABMS Research and Education Foundation team on education and research related to professionalism, represent ABMS at selected external meetings, and help leadership further consider and define the concept of institutional professionalism.

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 2026 meeting saw a slate of new officers who have volunteered to help steer our organization. Below are some details about our newest additions.

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

Elizabeth Drury, Northeastern Regional Representative



Elizabeth Drury, B.A. began working for the Boston University Center for Continuing Education in 2007, as a program manager, working with partners on jointly provided programs. She moved to Charleston, SC in 2010, where she managed the CME Department for four years. She came back

to Boston University as a Senior Program Operations Manager, working with outside Medical Education Partners. She has since taken over the operations for the regularly scheduled series. She is also responsible for accreditation compliance, annual reporting and the learning management system for the department.

Daryl Oakes, Western Regional Representative



Dr. Daryl Oakes, MD, is a Clinical Professor and cardiac anesthesiologist who has been on faculty at Stanford Medicine for nearly 2 decades. She is Associate Dean for Post Graduate Medical Education and leads the Stanford Center for CME. She previously served as program director for

the Stanford Adult Cardiac Anesthesiology Fellowship and as Vice Chair for Clinician Educator Affairs for

the Stanford Anesthesiology Department and brings a strong background in clinical education and professional development across the spectrum of physician training to her professional work. Daryl has a passion for professional development and mentoring. She co-founded and served as the inaugural Chair of the Women in Cardiothoracic Anesthesiology, a national professional networking group with over 350 members nationally. She also created and leads a 6-month cohort-based physician leadership development program called the Stanford Physician Leadership Certificate program. She is excited to work with other leaders in CME/CPD in her new role as the SACME Western Region Representative.

Martin Tremblay, Vice President



Martin obtained a PhD in medicinal chemistry in 2004 at the Université de Montréal. He then pursued a fellowship at the Max-Planck-Institut für Kohlenforschung in Germany. After working for 6 years in the field of drug discovery at Boehringer Ingelheim, he made the transition to continuing

professional development (CPD) by accepting a position as Director of Medical Communications in a medical communication agency. In 2018, he joined the *Fédération des médecins spécialistes du Québec* (FMSQ) as a Senior Research and Innovation Advisor. In his current role, Martin supports CPD endeavors through his role as the primary liaison point of contact for the 35 medical associations affiliated to the FMSQ. Along with his current position, Martin plays an active role in the *Conseil québécois de développement professionnel continu des médecins* and currently serves as vice-president for the Society of Academic Continuing Medical Education. His research interests include practice assessment, simulation, and behavioral intention.

Laura Bell, Southern Regional Representative



Laura J. Bell, Ph.D., is the Director of Continuing Medical Education at LSU School of Medicine in New Orleans, a role she has held since 2010. Over her 25-year career in medical and health professions education, she has built deep expertise in faculty growth and development, and in transforming

continuing education to better meet the evolving needs of learners. Dr. Bell holds a Bachelor of Arts in Communication from Loyola University New Orleans, a Master of Arts in Higher Education from Louisiana State University, and a Ph.D. in Educational Leadership and Research from LSU. Her research focuses on the value of accreditation in academic medical centers, creating academic homes for faculty physicians, and designing experiential learning activities.

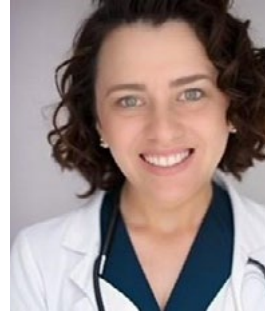
Bredina Haden, Central Regional Representative



Bredina Haden, MPH, MPA, is the Director of Continuing Professional Development at Southern Illinois University School of Medicine. She leads the institution's accredited continuing education enterprise and partners with faculty, healthcare teams, and institutional leaders to

develop educational activities that support professional growth, practice improvement, and healthcare quality. Bredina brings a diverse professional background to her work in continuing professional development, with experience spanning nonprofit social service and public health organizations, state and federal grant-funded programs, marketing and communications, event management, and accredited continuing education in the architecture profession. Her professional interests include strengthening the connection between continuing education, quality improvement, and health system priorities, as well as positioning CPD as a strategic partner within academic medicine. She is honored to serve as SACME's Central Regional Representative and looks forward to connecting with colleagues across the region.

Sofia Valanci Aroesty, Chair, Technology-Enhanced Continuing Professional Development (TECPD) Committee



Sofia Valanci Aroesty, MD, is a general surgeon and independent advisor specializing in continuing professional development, medical education, and artificial intelligence in healthcare. She completed her General Surgery training at the American British Cowdray Medical Center in

Mexico City, where she became actively involved in undergraduate and resident education. She later completed a master's and Ph.D. in surgical education at McGill University, where her doctoral work focused on peer coaching for practicing surgeons. This work led her to the Royal College of Physicians and Surgeons of Canada as the physician program advisor where she contributed to initiatives in continuing professional development, maintenance of competence, coaching, artificial intelligence, and quality improvement.



Technology-Enhanced CPD (TECPD) Committee Update

By Sofia Valanci Aroesty, MD, PhD, CPC (HC), and Marie-Joelle Miron

Technology continues to reshape how we learn, teach, connect, and lead in continuing professional development. For the TECPD Committee, this year was less about introducing isolated tools and more about strengthening the systems, scholarship, and communities that allow technology to meaningfully support education. Our work remains grounded in a simple principle: technology matters most when it improves practice through thoughtful human–technology interaction. The following provides an update on our completed work, current initiatives, upcoming plans, and key items for broader discussion within SACME.

Action Items Completed (2025-2026)

Over the past cycle, the committee has focused on foundational infrastructure and scholarship:

- **Digital infrastructure advancement:** You are probably aware that SACME migrated to a new

AMS (Novi); this has enabled the successful launch of the updated sacme.org platform and strengthened the association’s digital backbone.

- **Scholarship and dissemination:** TECPD members presented four abstracts at SACME 2026 in Lexington
- **Peer-reviewed scholarship:**
 - *AI-Enhanced CPD as an Evolving Sociotechnical System* is available [here](#) and was presented at SACME’s May 21 Virtual Journal Club by a panel of TECPD members that included Vjeko Hlede, Sofia Valanci Aroesti and Robert D’Antuono
 - A manuscript on generative AI in CPD, a survey in which members of SACME and AMEE participated, has been accepted for publication at JCEHP. This strengthens the MOU between SACME/AMEE.

- **Policy and guidance development:** The finalized guidelines on the responsible use of artificial intelligence in SACME-sponsored grant applications and abstract submissions are available for review on your member portal under governing documents

Action Items In-Progress / Pending

Several active initiatives are currently underway:

- **AI use in committee operations:** We are developing practical guidance for the responsible use of AI in committee meetings, webinars, journal clubs, and collaborative workspaces. The goal is to ensure consistent expectations for transparency, documentation, and appropriate use across activities.
- **Listserv evolution:** Work is ongoing to explore and identify a sustainable, modern replacement for the SACME Listserv. This includes examining functionality for community engagement, archival searchability, and integration with broader SACME digital infrastructure.
- **HyFlex Faculty Development Initiative:** [The HyFlex in Practice handbook remains open for community input](#). We invite members to review and share feedback on what has worked well and what could be improved. This iterative phase is essential to ensuring the resource reflects real-world CPD and medical education contexts.

Plans for the Year Ahead

The committee is currently in a holding pattern on major new initiatives as we await SACME's emerging strategic priorities. Once available, these priorities will help us refine and sequence our work.

In the meantime, several directions are already taking shape:

- **Community of practice development:** We are exploring ways to strengthen ongoing engagement beyond the annual meeting, including potential virtual communities of practice focused on AI in CPD, HyFlex design, and digital scholarship.
- **Digital ecosystem integration:** As SACME's infrastructure evolves, TECPD aims to contribute to coherent, user-centered integration across platforms (AMS, learning environments, and knowledge-sharing tools).

- **Capacity-building focus:** We anticipate expanding opportunities for members to engage in applied experimentation with emerging technologies in CPD contexts.

Announcements and News

We are pleased to share that the TECPD Committee Vice Chair is **Dr. Marie-Joëlle Miron**, representing the FMSQ.

Her leadership brings valuable perspective at the intersection of specialist practice, education, and system-level innovation, and we look forward to her continued contributions to the committee's work.

Questions for the Board / Larger Group

As we look ahead, several questions would benefit from broader SACME input:

- What are the priority capabilities SACME members most need from a future digital ecosystem (e.g., learning, networking, research collaboration, data access)?
- How can SACME best balance innovation with governance, particularly in relation to AI-enabled tools?
- What would a meaningful "community beyond the annual meeting" look like for members across different roles and regions?
- How can TECPD best support consistency while allowing flexibility across SACME committees working on technology-enabled initiatives?

We continue to welcome participation from all SACME members in TECPD initiatives. Whether your interest is practical (tools and implementation), scholarly (research and dissemination), or exploratory (new ideas and experimentation), there is space for engagement.

Technology in CPD is evolving quickly, but our collective work is to ensure that this evolution remains intentional, evidence-informed, and aligned with educational values. We look forward to continuing this work together in the year ahead.



Updates from the AAMC

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

Happy 50th SACME! I was honored to recently attend and present at the 50th Annual Meeting of Society for Academic Continuing Medical Education (SACME) in Lexington, Kentucky. During the closing plenary, alongside ACCME President and CEO Dr. Graham McMahon and Alvaro Margolis, MD, MS, FSACME from AMEE, we reflected on the evolution and future of continuing education and professional development. My own remarks focused on a central question: How can academic institutions and health systems integrate CE/CPD into strategies for workforce well-being, health equity, and learning health systems? As SACME celebrated its 50-year history, it provided an ideal opportunity to examine how the field has evolved from lecture-based, episodic continuing education to increasingly integrated, competency-based, data-informed learning that supports system improvement. The discussion highlighted oppor-

tunities for CE/CPD professionals to contribute to workforce resilience and serve as a bridge between quality improvement efforts and the development of workforce capabilities. These themes closely align with many AAMC initiatives, including competency-based medical education, emerging competencies in areas such as patient safety, artificial intelligence, and efforts to strengthen learning and improvement across the continuum of medical education and practice. The updates and resources below are intended to support our CE/CPD community. As always, I welcome your questions, suggestions and collaborations!



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: Additional Artificial Intelligence (AI) Offerings

The AAMC continues to offer new and updated resources on artificial intelligence (AI). Explore timely and freely accessible resources in the [Advancing AI Across Academic Medicine Resource Collection](#), review the [Principles for the Responsible Use of Artificial Intelligence in and for Medical Education](#), and view the [AI Policy Development Checklist](#) to develop or update institutional policies. [Learn more about what else is happening at the AAMC.](#)

Build Skills to Advance Scholarship in CME/CPD

The AAMC's Scholar Development Pathway guides you through each stage of your scholarly journey, from building essential skills as an author and reviewer to leading at the national level. This flexible framework allows you to progress step by step or to focus on specific areas that match your career goals. [Explore the pathway and discover resources to support your growth.](#)

Submit Your Scholarship to *MedEdPORTAL*

[MedEdPORTAL](#) is AAMC's open-access journal of teaching and learning resources. *MedEdPORTAL* publications are stand-alone, complete teaching or learning modules that have been implemented and evaluated with physician trainees or practitioners. The journal currently invites submissions on all topics related to health professions education, including through 3 thematic calls:

- 1. Artificial Intelligence in Medical Education:** Submissions for generalizable teaching modules or innovations integrating AI into health professions education.
- 2. Community Engagement:** Submissions for modules focused on community engagement in health professions educational practice.

- 3. Language-Appropriate Health Care Education:** Submissions that support education in culturally and linguistically appropriate health care practices.

All submissions are peer reviewed and, if accepted, published in *MedEdPORTAL*, which is MEDLINE-indexed.

SAVE THE DATE!

Learn Serve Lead 2026: The AAMC Annual Meeting
Anaheim, California

NOVEMBER 6-10, 2026

Registration will open in June. [Learn more](#)

Stay Informed: Sign Up for AAMC Newsletters

There has been growing interest in how to sign up for AAMC newsletters, including Washington Highlights, which is a weekly newsletter that provides updates on the latest legislative and regulatory activities affecting medical schools, academic health systems, and their patients and communities.

Use your .edu email address to subscribe to various AAMC newsletters from the list in the link below and stay informed on updates, opportunities, and resources! Click [here](#) to sign up for AAMC Newsletters.



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Communications and Marketing Committee Report

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

As summer begins to unfold, we find ourselves in a season often associated with exploration, connection, and discovery. Longer days invite us to venture beyond our familiar routines, seek new perspectives, and engage with the world around us in meaningful ways. In many respects, this spirit of exploration reflects the work we do in continuing professional development (CPD)—continually expanding our knowledge, strengthening our networks, and embracing opportunities for growth that extend beyond traditional boundaries.

Looking ahead, that spirit comes to life through SACME's Annual Meeting, **May 2–5, 2027, in Montréal, Canada**, where we will gather under the theme [*CPD Without Borders*](#). The theme challenges us to think beyond geographic, institutional, disciplinary, and professional boundaries as we explore innovative approaches to life-long learning and professional development.

In an increasingly interconnected world, the challenges facing healthcare education and professional practice rarely exist in isolation. Whether we are advancing inter-professional collaboration, integrating emerging technologies, addressing workforce needs, or improving learner outcomes, our greatest opportunities often emerge when we share ideas across perspectives and experiences. *CPD Without Borders* reminds us that meaningful learning occurs when we remain open to collaboration, curiosity, and the exchange of knowledge across diverse communities.

The Annual Meeting in Montreal promises to provide exactly those opportunities. Attendees will engage with colleagues from across North America and beyond, participate in thought-provoking discussions, explore innovative educational practices and research, and discover new strategies for advancing CPD within their own organizations. Through plenary presentations, interactive workshops, panel discussions, and networking events, participants will have the chance to build connections that extend well beyond the meeting itself.

Montreal also offers a fitting backdrop for this year's theme. Known for its rich cultural diversity, global perspective, and vibrant academic community, the city serves as a reminder of the value of bringing people together from different backgrounds to learn from one another. As we gather in this dynamic environment, we have an opportunity not only to share our expertise but also to gain fresh insights that can strengthen our work and broaden our impact.

As members of the Communications and Marketing Committee, we encourage you to make plans to join us. Whether you are a longtime SACME member or attending for the first time, the Annual Meeting offers a unique opportunity to connect with colleagues, expand your professional network, and contribute to important conversations shaping the future of CPD.



As healthcare organizations increasingly recognize professional development as a valuable investment in their workforce, we encourage CPD and CE professionals to explore SACME's [Make the Case to Attend](#) resource. Designed to support conversations with supervisors and organizational leaders, the site includes a customizable justification template along with practical tools and talking points that make it easier to demonstrate how Annual Meeting participation can contribute to both professional growth and organizational success.

Coinciding with SACME's membership renewal season, we are pleased to announce the release of the Society's first Annual Report later this month. The report highlights the many accomplishments of the past calendar year—from new educational programs and scholarship initiatives to expanded partnerships, technology enhance-

ments, committee achievements, and the celebration of SACME's 50th anniversary. More importantly, it reflects the collective efforts of our members, volunteers, fellows, committees, and leadership whose dedication continues to strengthen SACME and advance our mission.

The relationships we build, the ideas we exchange, and the accomplishments we celebrate all have the power to transcend borders and create lasting impact within our institutions and the communities we serve. We encourage you to renew your membership, explore the Annual Report, visit the [Make the Case to Attend](#) resource, and join us in Montreal as we continue advancing the mission of SACME and exploring what it truly means to practice and advance **CPD Without Borders**.

We hope to see you there.

Membership Committee Update

By Barbara Anderson, Chair, SACME Membership Committee

Welcome to Our New SACME Members

The Membership Committee is pleased to welcome all new members who have joined SACME over the past quarter. We are excited to have you in our community and look forward to your participation in SACME programs, scholarship, and collaborative opportunities. Your diverse perspectives and experiences strengthen our Society and support the ongoing advancement of high-quality CPD across regions and disciplines.

Michael-Andrew Assaad, MD

University of Montreal

Edgar Fuentes, BS

Texas Tech University Health Sciences Center

Brooke Cuper, MPH

Kaiser Permanente

Anas Diab

Royal College of Physicians and Surgeons of Canada

Tabetha Todd Filiatreau, PharmD

St. Jude Children's Research Hospital

John King, MD, MPH

University of Vermont

Helen Toews

University of Toronto

Stephanie Tzetzso, PHD

Roswell Park Comprehensive Cancer Center

Wendy Withey, MEd

Northeast Ohio Medical University

We are thrilled to launch our 2026 Membership Renewal and Recruitment campaign.

Watch your email for renewal notifications. Please help us grow by encouraging your colleagues to join SACME this summer.

Updates from ACCME

By Ellen Sullivan, Vice President of Communications, ACCME



Learn to Thrive 2026

Almost 600 attendees from more than 350 organizations attended ACCME's 2026 Learn to Thrive meeting in May in Chicago. Preceded by the Joint Accreditation Leadership Summit, the week offered an unprecedented opportunity for connection, leadership, and learning for the healthcare continuing education community. SACME member Kurt Snyder was the recipient of ACCME's Pinnacle Award for CME Administrator of the Year. In addition, SACME members Anne Perch and Kristi English of the University of Texas MD Anderson Cancer Center shared the 2026 Research and Scholarship award with Eduardo Bruera, MD, for their project "Bridging Clinical Insight and Community: Advancing Learner Change Through Palliative Bus Rounds."

Leading Through Learning

ACCME has launched its Strategic Goals for 2026-2029, centering on learning as a force for improvement for all stakeholders in healthcare: patients, providers, and organizations. To continue its role as a beacon of fairness, transparency, and professionalism, the ACCME has set six strategic priorities to build trust and professionalism, amplify the visibility of accredited education, and advance quality learning for healthcare professionals that drives improvements in patient care. You can review the details [here](#). The aim of building research capacity to demonstrate the impact of accredited continuing education may be of considerable interest to the SACME community. This goal seeks to increase support for provider-led studies, partner with health systems and

academic institutions, and disseminate evidence that strengthens policy and investment in accredited CE.

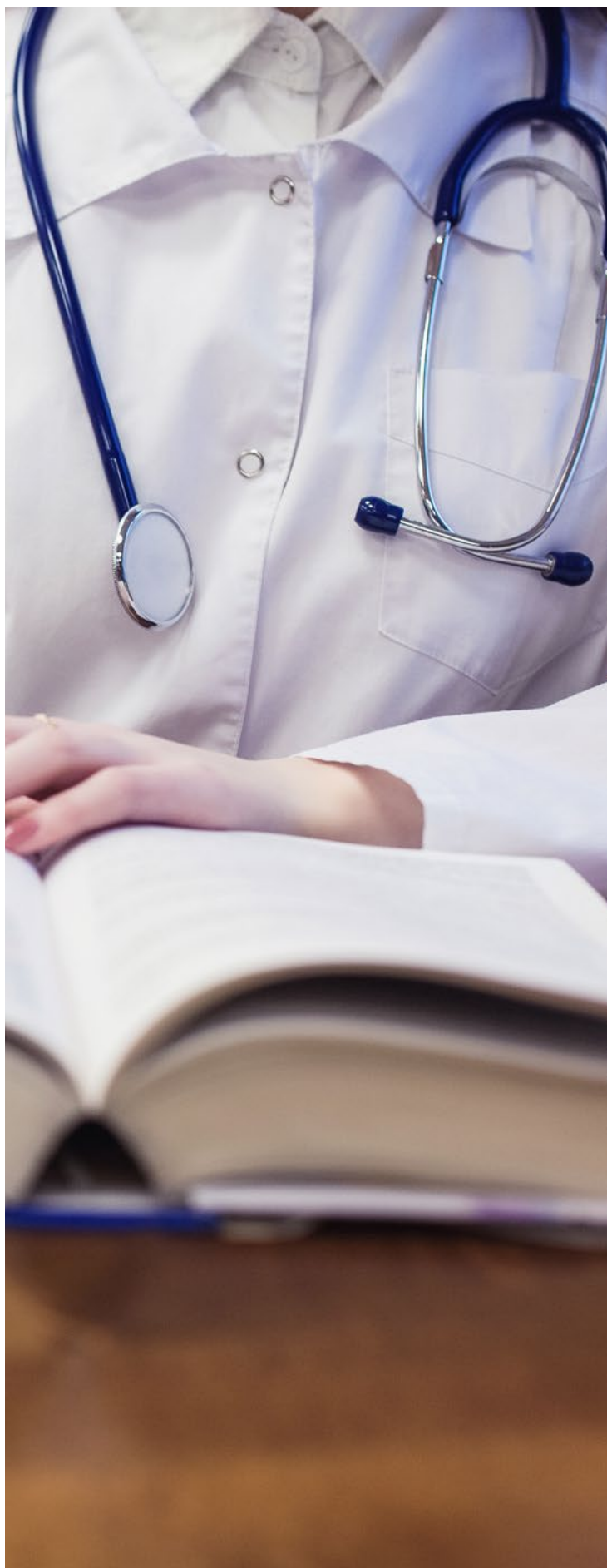
Committed To Campaign

At Learn to Thrive, the ACCME launched the [Committed To](#) campaign—an invitation to the accredited continuing education (CE) community to say clearly what we stand for, and to make the integrity of accredited education visible. The core of this effort is to help providers articulate the tenets of accredited continuing medical education and highlight the value of the standards we use to develop, deliver, and maintain trustworthy, evidence-based education. You can download a toolkit containing social media support assets [here](#).

Working Group Resources/Toolkits

[Working Groups](#) are a longitudinal learning opportunity that leverages the convening power of the ACCME's Learn to Thrive annual meeting to facilitate the collaboration of CE professionals in producing resources for the accredited education community. The following Working Group resources/toolkits were launched at Learn to Thrive 2026.

- [*Building the CPD Workforce of the Future: Defining Roles, Expectations, and Resources*](#)
- [*Curriculum Implementation for the Professional Development and Professional Identity Formation of the Frontline Continuing Education Educator*](#)
- [*Enhancing Learner Access in Accredited Continuing Medical Education: A Practical Resource Guide for CE Providers*](#)
- [*Joint Providership Toolkit: An Essential Guide for Fruitful Joint Providership*](#)
- [*RSS Coordinator Best Practices: Quick Reference Guide*](#)



INTERCOM

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