Society for ACADEMIC Continuing Medical Education
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INTERCOM

Stronger Together: Welcoming, Connecting, and Growing with SACME

By Suzan Schneeweiss, MD, MEd, FRCPC, CPC(HC)



SACME has so much to offer its members, from a welcoming and supportive community to engaging webinars, virtual journal clubs, faculty development opportunities, outstanding annual meetings that have something for everyone, and much more. One of my priorities this year is to actively welcome and connect with new members. As a community, we have an opportunity to demonstrate the collegiality, generosity, and expertise that make SACME such a special organization. Let's work together to ensure that every new member feels valued, supported, and inspired to become involved.

I am delighted to share that the SACME Annual Meeting will be held in Montréal, Québec, Canada from May 2 to 5, 2027. This will be an in-person event, and we look forward to welcoming colleagues from across North America and beyond. As a Canadian, I am especially proud to host the conference in one of our country's most vibrant and beautiful cities. Montréal offers a unique blend of history, culture, world-class cuisine, and hospitality, making it the perfect setting for learning, networking, and reconnecting with friends and colleagues.

One of the many benefits of SACME membership is access to the ***Journal of Continuing Education in the Health Professions*** (JCEHP). Beginning in 2027, the journal will be available in a digital-only format, and printed copies will no longer be distributed. This transition will provide members with convenient online access to current research, best practices, and innovations in continuing professional development and health professions education.

We are also pleased to announce that the HyFlex Guidebook (https://edtechbooks.org/sacme-hyflex) is now available as a free e-book. This guide is designed to help CPD leaders, faculty developers, and educators design HyFlex experiences that promote participant flexibility, accessibility, and choice without compromising the learning experience. A Spanish-language translation makes this valuable resource accessible to an even broader audience. In addition, SACME continues to expand its educational resources through podcasts including SACME SPARKS, our AI-summarized audio articles designed to spark curiosity and encourage deeper reading of important topics in continuing professional development and health professions education. These innovative resources provide members with flexible ways to stay informed, learn on the go, and

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engage with new ideas. As always, SACME will continue to offer a variety of virtual workshops, journal clubs, and faculty development sessions throughout the year. These programs provide valuable opportunities for learning, collaboration, and professional growth. I encourage you to explore these offerings and visit our newly redesigned website, where you can find the latest information on upcoming events, resources, and member benefits.

In addition, SACME is proud to offer a structured professional development program that recognizes members' commitment to advancing scholarship in continuing professional development and continuing education (CPD/CE). This program awards a Certificate of Recognition to participants who successfully engage in at least 15 hours of SACME-eligible professional development activities focused on CPD/CE scholarship and who write and submit a reflection summary. Participants who complete the program will also be formally recognized at the SACME Annual Meeting, celebrating their dedication to professional growth, lifelong learning, and excellence in CPD/CE scholarship.

Thank you for being part of the SACME community. I look forward to connecting with both long-standing and new members in the coming year and to welcoming many of you to Montréal in 2027.



SACME 2027: CPD Without Borders – Montreal is Calling

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

SACME is heading north. The 2027 Annual Meeting runs May 2–5 in Montréal, the society's first meeting outside the United States. The meeting typically draws about 200 attendees from the U.S. and Canada, and organizers hope it will reward the large Canadian contingent that has long been active in the society. Our 2027 meeting will be held in person only, so check your passport to make sure it's valid and if you need any help justifying the trip, we have assembled some resources for your pitch here.

The meeting will open on May 2 with a series of preconference, hands-on workshops, and we have a great lineup planned. The morning workshops include the following:

- Eleftherios (Terry) Soleas of Queen's Health Sciences uses real cases and ethical dilemmas to build better decision-makers in a session titled *What Could Possibly Go Wrong? AI Ethics in CPD Practice*.
- An in-person capstone to SACME's HyFlex series, *From Design to Practice,* will see Sofia Valanci and Heather MacNeill coach participants on leveraging the HyFlex Guidebook and webinar workshops to enhance cognitive presence in CPD education activities and move learners from discussion to action.

- In *Think, Decide, Compare*, Nicolas Fernandez and Haifa Akremi will introduce Learning-by-Concordance (LbC), an approach for situations involving uncertainty and judgment. Participants will work in small groups to develop an authentic clinical situation that can be the basis of an LbC module.

In the afternoon, you can attend one of these:

- *Welcome to SACME: Your Passport to People, Possibilities & Professional Growth*, led by Adrienne Ross. This session, aimed at first-time attendees, new members, and non-members, uses an interactive "SACME Passport" to help them navigate and make the most of the meeting

- In *Method to the Mystery,* Jessica Walter and Martin Tremblay will turn the scoping review into an escape room. Teams will move through locked stages tied to core steps of the method to build a tool kit for evidence synthesis - no prior experience is needed.

- Latika Nirula will lead a workshop entitled, "Bringing Your True Colours to Authentic CPD Leadership." She will guide us through an exploration of leadership styles to strengthen communication and connection.

You can see complete descriptions of all six preconference workshops and presenter bios at https://www.sacme.org/2027-workshops.

Plenaries: culture, systems and well-being

The plenary sessions will feature the role of CPD in developing equity, integrity and ethics in healthcare systems, its role in supporting healthcare environments as learning systems, and tools for promoting both individual and organizational resilience within those systems. Jamiu Busari, MD, PhD, a pediatrician and medical educator at Maastricht University, delivers the Barbara Barnes Plenary, "From Compliance to Culture." He argues that CPD has moved beyond attendance and credit counting toward ethical leadership, mentorship and inclusive professional cultures. He also confronts the hidden exclusion and withheld opportunity that can undermine professional growth.

France Légaré, MD, PhD, a family physician and Canada Research Chair in shared decision making at Université Laval, presents "Beyond Credits and Competencies." Her case is that CPD is the linchpin of learning health systems, the mechanism that turns evidence into routine practice. She frames it as a strategic function linking education, implementation, quality improvement and patient partnership. And Rachel Thibeault, PhD, an Officer of the Order of Canada, offers "Emotional Regulation: New Strategies for Individuals and Organizations." Her session draws on recent research on individual and collective tools to build resilience.

Montréal as a Destination

While we sincerely hope you'll devote full attention to the fantastic SACME programming on offer, we also have to allow for the fact that La Metropole also offers a dizzying array of festivals, art exhibits, markets, and a whole lot more. The meeting is at Centre Mont-Royal downtown, close to Old Montréal and within easy reach of all this vibrant city has to offer. The Fun Committee is preparing a guide to an arts-and-crafts walk through Old Montréal, covering Indigenous art, fine art, handmade goods, street art and sculpture. The Omni Mont-Royal hotel will host us, SACME rates are available if you reserve by April 7, 2027.

Planning your Trip

- **Check your passport NOW.** U.S. citizens traveling by air need a valid U.S. passport that expires at least six months after their travel dates. Look at that expiration date - expiring passports are the easiest way to derail plans.

- **Make the case.** The meeting website's "Make the Case to Attend" tab has a template letter for requesting approval from a director, vice president or dean.

- **Travel.** United Airlines is our partner carrier, with a discount code on our *Hotel & Travel page*.

Look for more detail in the February issue of *Intercom*, well ahead of the May meeting. More information is at the SACME 2027 site.



Scholarship Committee Update

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

We're excited to see so many wonderful abstracts for the 2027 Annual Meeting in Montréal, and committee members are busy reading and reviewing submissions right now. We once again offered flash mentoring for abstract preparation, and one participant shared: "Having the flash mentorship is such a great experience for folks who are submitting to SACME for the first time. I hope that you'll continue this program in future years." We're glad to say we will, and this year we're expanding it to help people prepare their presentations and posters. If you'd like to be a mentor, please reach out to me at walter@ohsu.edu.

We're also learning new things together. This fall, we explored new Zoom technology that translated a Spanish-language webinar into attendees' preferred languages. CPD is global, and we're excited to find new ways to collaborate and learn together. In November, we look forward to our second Virtual Research Roundtable of the year, "Quantitative 101 Methods in Evaluation of CPD," on Wednesday, November 11, 2026, from 12:00 to 1:00 PM EST, where we'll dig into quantitative analysis and what our numbers really mean. Learn more and register at sacme.org/webinars.

I'll leave you with a personal observation. We're spending a lot of time talking about GenAI, and what strikes me is how many meaningful conversations I'm having with people I wouldn't otherwise have connected with. Oddly, and this may not be universal, I'm spending more time with people as we think through technology transformations (and failures… and fears). I'm grateful for this community in particular. If you're wondering how to get involved, who might share your interests, or where to find scholarship collaborators and mentors, please reach out. We, our human selves, are what we make of this space and time.



Two Systems, One Goal: Continuing Medical Education in the USA and Canada

A conversation with Jessica Black, Director, Continuing Professional Development at the College of Family Physicians of Canada

Physicians in the United States and Canada share the same goal for continuing education: to keep practice current and improve patient care. In a recent conversation, Jessica Black of the College of Family Physicians of Canada (CFPC) explained how the Canadian system works. When viewed through the lens of the U.S. system, it gives a different answer to the same three key questions: who sets the standard, what counts as learning and how anyone knows it's actually working.

Who sets the rules

In Canada, healthcare and healthcare education is run by the provinces, and each has a self-regulating licensing body, such as the College of Physicians and Surgeons of Ontario. These bodies do not write their own CPD rules. They recognize the standards set by two member-based organizations: the College of Family Physicians of Canada (CFPC) for family physicians with Certification in the College of Family Physicians (CCFP) and the Royal College of Physicians and Surgeons of Canada for specialist physicians. Physicians report their credits to their college and confirm to their licensing body once a year that they are up to date.

The U.S. spreads those same jobs across several bodies. Licensing also sits with the states, but each state medical board writes its own CME rule rather than adopting a profession-wide standard. The American Medical Association defines the credit, the Accreditation Council for Continuing Medical Education (ACCME) accredits the organizations that provide CME, and specialty boards set separate requirements for certification. A U.S. family physician may therefore answer to a state board and a specialty board (though board certification is not a requirement to practice). A CCFP family physician reports to the CFPC, who's standard the licensing body accepts. Provincial requirements can differ, and Quebec is an exception to this, where physicians must report credits to the Collège des Médecins du Québec and are not required to be a member of the CFPC.

What physicians must do

Canada sets one credit target, and the licensing bodies accept it. The CFPC's program, Mainpro+, requires 250 credits over five years, at one credit per hour of learning. At least 125 must come from certified (accredited) activities, including 10 from certified assessment activities. The rest can come from journal reading, podcasts, unreviewed conferences or hallway conversations. The Royal College runs a similar five-year program. There is no recertification exam. A physician keeps certification while in good standing, and keeping up with CPD is part of good standing. Province requirements can vary - Quebec just launched new criteria that begin January 2027, and others add peer reviews, 360 reviews or quality improvement projects, and Jessica noted that at least one licensing body still requires no CPD at all.

In the U.S., licensing and board certification are two separate tracks with separate rules. State requirements can vary widely. Most boards require at least 15 hours a year (most often on a two-year cycle) ranging from 30 to 100 hours per cycle. Four states (Indiana, Montana, New York and South Dakota) set no hour requirement.

Unlike Canada, most U.S. boards also mandate specific topics: 55 of 67 boards tracked by the Federation of State Medical Boards require content such as opioid prescribing, pain management or implicit bias training. A federal law, the MATE Act, adds a one-time 8-hour course on substance use disorders for every DEA-registered prescriber.

Certification is the second track. Boards have long used a four-part maintenance of certification model: CME, assessment, a valid license and demonstration of quality improvement. In 2025 the ABFM moved family physicians to a five-year cycle requiring 200 CME credits and 60 points from self-assessment and performance improvement activities. Family physicians must also pass a knowledge test, taken either as 25 questions each quarter or as a one-day exam. The two countries now use the same five-year cycle for family medicine, but only the U.S. requires a recurring knowledge exam.

How learning is delivered

Jessica explained that in Canada, geography pushed physicians to online learning, with rural and northern physicians relying on distance learning well before COVID-19, and the pandemic helped legitimize the approach. Before 2020, CFPC policy committees were cautious about physicians doing all their learning online. Then everything moved online almost overnight, with no evident harm to care. Hybrid conferences now reach physicians who are the only doctor in town and those on parental leave.

The U.S. shows the same shift at a much larger scale. In 2024, ACCME-accredited providers ran about 250,000 activities. Enduring materials, the on-demand format physicians complete in their own time, made up about 46% of them and drew the largest share of learner participation. Yet both countries still lean on lectures, because lectures are easier to produce, and are the easiest approach to deploy online. Still, Jessica points out that a reality that applies on either side of the border: education that meets a real learning need holds attention, whether that's online or in person.

Assessment and practice change

Both countries define assessment the same way: reviewing data, getting feedback and changing practice as a result. They differ in how hard they push it. In Canada, assessment is a small, flexible share of CPD: 10 of 250 Mainpro+ credits. The CFPC's online professional learning plan guides physicians through analyzing their practice, setting a goal, acting on it and returning after a set period to reflect. Some provinces accept the plan toward their own assessment requirement.

In the U.S., assessment is built into certification itself, through a recurring knowledge test and required self-assessment and performance improvement activities. Another cross-border similarity is that physicians in both countries are wary of the word "assessment," and stretched health systems leave little room for improvement work. Canada is responding by counting learning about physician wellbeing as CPD, on the grounds that a healthy physician gives safer care. This approach is recognized in the U.S. also but seems to be less formalized.

Measuring impact

Canada has no central data source for CPD. The CFPC accreditation standards require providers to build evaluation into each program and use it to improve the next one. The College holds its members' activity records, but there is no shared patient record, and each province runs its own health plan.

The U.S. has more data about activities but hasn't established any clearer link to patient outcomes. The ACCME collects annual reports from every accredited provider. In 2024, 1,561 providers reported about 57 million learner interactions, of which about 23 million were physician interactions. Nearly all activities (95%) measured changes in learner competence, but only 18% measured any effect on patient health. Linking an education activity to patient outcomes remains a partially solved puzzle on both sides of the border.

Conclusion

Canada relies on a single professional standard and leaves enforcement to the provinces. The U.S. layers state licensing rules, specialty board certification and national accreditation on top of each other. The Canadian approach seems simpler for physicians, while the U.S. approach demands more but asks them to satisfy several bodies at once. Ultimately, both systems share many of the same issues - heavy use of lectures, pressure on physicians' time, and the hard task of proving that continuing education improves care. Maybe more crosstalk could help us recognize what works and what doesn't in both systems to help us roll the rock uphill.

Updates from ACCME

By Ellen Sullivan, Vice President of Communications, ACCME

New ACCME Certificate Program Coming Soon: Educational Design and Program Improvement

ACCME is launching a new competency-based certificate program to help accredited continuing education professionals design, evaluate, and continuously improve CE programs in alignment with ACCME requirements. The ACCME Certificate in Educational Design and Program Improvement will prepare participants to connect their CE programs with organizational mission and strategic priorities, design education intended to produce measurable improvements, assess learner and program-level change, and use outcomes data to strengthen program effectiveness and demonstrate educational impact.

Registration opened Monday, October 12, 2026, for the Winter 2026–27 Cohort of all three ACCME Certificate Programs. Programs begin January 4, 2027:

- ACCME Certificate in Educational Design and Program Improvement
- ACCME Certificate in Implementing the Standards for Integrity and Independence in Accredited CE
- ACCME Certificate in Data Management for Accredited CE

Through applied assignments, ACCME staff support, peer learning, and a validated assessment process, participants will gain practical tools to operationalize accreditation requirements and advance CE as a strategic organizational asset. Watch for registration details this fall and plan to join the winter cohort.

Learn More

Journal of Interprofessional Education & Practice invites submissions for a special issue on Advancing Healthcare through Interprofessional Continuing Education Initiatives

The Journal of Interprofessional Education & Practice invites submissions for a special issue on Advancing Healthcare through Interprofessional Continuing Education Initiatives. The Joint Accreditation leadership team is among the co-editors. Submissions are due March 31, 2027.

This special issue welcomes manuscripts that examine interprofessional continuing education as a strategy for advancing collaborative practice, team-based care, and improvement across clinical, organizational, academic, and community settings.

Submissions may explore how IPCE is designed, implemented, evaluated, and sustained for practicing health professionals, including approaches that address identified practice gaps, support role clarity, strengthen communication, improve teamwork, and connect learning to patient, population, or system-level outcomes.

Learn more: https://www.sciencedirect.com/special-issue/335341/advancing-healthcare-through-interprofessional-continuing-education-initiatives

Coffee with Graham —Trust, Verified: What Boards and CME Must Deliver

Furman McDonald, MD, MPH, President and CEO of the American Board of Internal Medicine (ABIM), joins ACCME President and CEO, Graham McMahon, MD, MMSc, to reflect on 10 years of collaboration between ACCME and ABIM. Listen in as they articulate the distinct and complementary roles of certification and accredited CME, and make the case for rigorous, trusted systems of physician accountability and lifelong learning.

Coffee with Graham - Committed to Health Access and Equity in Rural America

Along with Karen Pellegrin, PhD, MBA, Specialist in the Daniel K. Inouye College of Pharmacy and founding director of the Center for Rural Health Science at the University of Hawai‘i at Hilo; and Gay Wehrli, MD, MBA, MSEd, Chief Medical Officer, University Hospitals Samaritan Medical Center in Ashland, Ohio, in this podcast ACCME’s Graham McMahon explores the role of CME/CE in supporting rural clinicians, improving care, and sustaining healthy communities.

Learn More

Membership Committee Report

By Barbara Anderson, Chair, SACME Membership Committee

Late this summer, the SACME Board launched the SACME Membership Task Force to actively advance efforts to strengthen and expand our membership community as an adjunct to the Membership Committee. The Task Force is developing innovative strategies designed to enhance both recruitment and member engagement.

Early engagement strategies include:

- Creating a more welcoming and accessible pathway for new members, including streamlining the membership application process to reduce barriers to participation.
- Proactively reaching out to continuing education professionals who have engaged with SACME through webinars, journal clubs, and the Annual Meeting, encouraging them to remain connected and take advantage of ongoing opportunities for professional growth and development.
- Actively promoting our newest membership option, the Institutional Membership. Now in its second year, this option offers a discounted membership rate to institutions bringing three or more Voting Members to the organization.

The Task Force is completing a comprehensive review of membership benefits to ensure that SACME continues to deliver meaningful value through networking, collaboration, leadership development, mentorship, and scholarly engagement.

These achievements would not be possible without the dedication and commitment of the Membership Task Force: Suzan Schneeweiss (Chair), Joyce Fried, Linda Caples, Lori Deitte, Jerry Maniate, Tym Peters, Ashley Walker, and myself**.** Their collective efforts have been instrumental in shaping and implementing strategies that support a vibrant and engaged membership community.

Through these initiatives, we aim to grow our membership, strengthen member engagement and retention, and further enhance SACME's impact in advancing continuing professional development and medical education excellence.



Technology-Enhanced CPD (TECPD) Committee Update

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

AI Guidelines

The TECPD committee has completed and published AI guidelines for SACME members. This document provides practical guidance to support the implementation of SACME's Policy on the Use of Artificial Intelligence. It is intended for members, committees, staff, and collaborators using AI tools in SACME-related activities.

This document covers appropriate uses, disclosure, and privacy issues. If members are unsure whether a tool or use case is appropriate, they can consult the TECPD Committee prior to use by using the SACME AI Use Check form linked on the SACME Governing Documents web page. Please note this form is only for questions about AI use as it pertains to SACME business; it is not intended for individual personal or professional consultation.

HyFlex Guidebook on EdTech books

The SACME HyFlex (Hybrid Flexible) Continuing Professional Development (CPD) guidebook is now available on EdTechbooks.org. The guidebook was authored by members of the TECPD FSD subcommittee. This structure facilitates design of in-person, online synchronous, and/or asynchronous attendance for education activities. The framework uses the community of inquiry framework to imbue events with appropriate social, cognitive, and teaching presence to design learning experiences that enable participants to connect with one another, engage in meaningful dialogue and reflection, and benefit from clear guidance and facilitation, regardless of the modality through which learners participate.

HyFlex Webinar Series

Committee members are presenting a webinar series to explore each element of the guidebook in detail to provide members with a comprehensive approach to designing and delivering HyFlex CPD. The first session, *Building Connection: Social Presence*, presented a real-world CPD case to explore how social presence can foster psychological safety, engagement, and participation across modalities. Using practical tools from the SACME HyFlex Guidebook, participants were exposed to practical strategies to foster connection and participation across learning modalities, identified technology and facilitation considerations that participation, and applied the Social Presence and Technology Checklists to evaluate a HyFlex learning activity.

The second webinar in the series, Designing for Participation: Teaching Presence, will be held on Wednesday December 2nd from 12 – 1 pm EST. This webinar will focus on design, facilitation, and coordination of activities to ensure that education events provide equivalent learning opportunities across modalities while managing facilitator work and cognitive load. The series culminates in an in-person workshop at SACME 2027 in Montreal that will show participants how to enhance cognitive presence in CPD education activities and move learners from discussion to action.

SACME Community Platform

Also, we expect to integrate a community platform into our new Novi association management system (AMS) next year. The committee is using a checklist of community platform functions and a project management framework known as the MoSCoW method to develop a cost-effective way to engage and connect members. The committee will identify must-haves, should-haves, and nice-to-haves for features related to group structure and interaction, member messaging, education events, and other member services. The committee will use several iterations of the process to develop a list of critical requirements for the SACME Board to review.



Updates from the AAMC

By Lisa Howley, MEd, PhD, Senior Director, Transforming Medical Education

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October is National Arts and Humanities Month, and I want to use this opportunity to recognize the essential, yet often underrealized, role of the arts and humanities in continuing medical education and continuing professional development. Literature, visual art, music, history, narrative, performing art and other creative practices have been shown to strengthen close observation, interpretation, communication, empathy, teamwork, reflection, professional identity, tolerance for ambiguity, and wellbeing. The AAMC FRAHME initiative – Fundamental Role of Arts and Humanities in Medical Education – was launched nearly a decade ago to support and amplify this work. I invite CME/CPD educators to explore FRAHME resources and join the Arts and Humanities in Health Professions Education Virtual Community to exchange ideas, programs, and practical approaches with colleagues. Those attending Learn Serve Lead 2026 in Anaheim are also invited to the *Friends of FRAHME* knowledge-sharing session on Sunday, Nov. 8, from 5:45–7:15 p.m. PT. I hope this month encourages us to consider how the arts and humanities might become a more intentional part of lifelong learning and professional development. As always, I welcome your questions, ideas, 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 Events, Resources, and Publications

Register Now for Learn Serve Lead 2026: The AAMC Annual Meeting

Join the academic medicine community in Anaheim, California, in November for Learn Serve Lead 2026, the premier place to come together with learners, leaders, faculty, and staff working across education, clinical care, research, and community collaborations to learn, connect, and shape the future of academic medicine. Register now. Don't miss our joint AAMC, SACME, and ACCME session, *Hidden in Plain Sight: Continuous Learning as a Strategic Asset for Health System Impact*,

where we will consider how accredited CME and CPD are strategic assets for translating discovery into care, supporting well-being, and sustaining trust.

Learning Community for CBME Across the Continuum

This interactive preconference workshop will be held Nov. 6, 1–4 p.m. PT, during Learn Serve Lead. Participants will explore the core components of competency-based medical education and share approaches that can inform faculty development and CPD programs. This session is particularly relevant to those engaged in faculty development and is free for participants registered for one or more days of Learn Serve Lead. Register here.

Medical Education Research Certificate Virtual Workshops

The MERC program offers virtual workshops, available individually, to strengthen skills in educational research design, evaluation, data analysis, and publication. The program is particularly useful for CPD professionals seeking to evaluate programs or contribute to educational scholarship.

Updated Telehealth Competencies Across the Learning Continuum

Released in July 2026, Version 2.0 provides six competency domains, implementation strategies, curricular models, and assessment examples. The competencies can support curriculum development, gap analysis, formative assessment, and professional development in CPD settings.

Principles for the Responsible Use of AI in Medical Education

These AAMC principles provide a foundation for institutional policies and faculty development addressing validity, transparency, privacy, equity, human oversight, and appropriate use of AI in education. Updated version coming soon.

StandPoint™ Faculty Engagement Survey

The survey assesses faculty and staff engagement and institutional practices across 16 domains, including mentoring and feedback, professional growth, workplace culture, collaboration, leadership relationships, and retention. Findings can help CME/CPD leaders identify development needs, set program priorities, and demonstrate CPD's contribution to faculty vitality and institutional performance.

Learn More About a Faculty Development-Focused Custom GPT and Other Educational Innovations

Earlier this year, medical students, faculty, and staff from across the United States presented their research and scholarship at the AAMC's affinity group meetings. Beth West of Northwell Health and Todd Bates of Columbia University Vagelos College of Physicians and Surgeons presented on the faculty development-focused custom GPTs they and their colleagues developed. Check out this video about their work. Other topics presented at this year's meetings included AI skill building, arts and humanities, disability inclusion, and more. Watch the complete playlist of videos about these innovations.

Build Skills to Advance Scholarship in CME/CPD

The AAMC's Scholar Development Pathway guides medical educators through each stage of their scholarly journey, from building essential skills as an author and reviewer to leading at the national level. This flexible framework can help CPD professionals turn program evaluation and educational innovation into scholarship. Explore the pathway and discover resources to support your growth.

Submit Your Research and Scholarship to Learn Serve Lead 2027: The AAMC Annual Meeting

The AAMC is accepting submissions for Learn Serve Lead 2027. Learn Serve Lead is open to all those engaged in advancing academic medicine across the continuum of education and brings together the medical school and teaching hospital community from across campuses, disciplines, and missions. The call for medical education submissions consists of three types: (1) Sessions on Medical Education; (2) Medical Education Innovation Abstracts; and (3) Medical Education Research Abstracts. Review the submission guidelines and submit your proposal in the submission portal no later than December 7, 2026 at 11:59pm PT.

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SACME 2027 Workshops

By Lori Deitte, Vanderbilt University, SACME President-Elect

In 2027 members will have access to an exciting array of workshops as part of the annual meeting registration fee. We encourage all attendees to take advantage of this exceptional opportunity to learn practical skills for the design, development, and implementation of continuing professional development from members who have done the research and jumped down into the trenches to deliver high-quality CPD. Here's a summary of what you can expect:

What Could Possibly Go Wrong? AI Ethics in CPD Practice: A Practical Workshop on Ethical Decision-Making, Failure, and Responsible AI Use in Continuing Professional Development

Eleftherios (Terry) Soleas

Most AI workshops focus on what AI can do. This workshop begins with a different question: What can possibly go wrong? Using real-world cases, ethical dilemmas, and decision-making exercises, participants will explore where AI fails, where humans fail, where policies fall short, and how continuing professional development leaders can make sound judgments in an increasingly AI-enabled environment. The goal is not to create AI experts. The goal is to create better decision-makers.

Welcome to SACME: Your Passport to People, Possibilities & Professional Growth

Adrienne Ross

This interactive two-hour workshop is designed to help first-time Annual Meeting attendees and new SACME members do more than simply learn about the organization. Participants will begin building meaningful connections, discovering opportunities for involvement, learning how to navigate the Annual Meeting, and identifying ways SACME can support their professional growth and engagement throughout the year.

A 'SACME Passport' will serve as an interactive guide throughout the workshop. Participants will use it to capture key resources, identify people they want to meet, explore committees and engagement opportunities, and develop a personalized action plan for making the most of both the Annual Meeting and their SACME membership.

Method to the Mystery: Scoping Reviews for the Investigative Mind

Jessica Walters and Martin Tremblay

Every scoping review begins the same way a great detective story does: with a question no one has fully answered, a scattered trail of clues, and the promise that something meaningful is waiting to be uncovered. In this hands-on, two-hour workshop, you won't just *learn about* scoping reviews - you'll step into the role of investigator and work through a case from the first lead to the final report.

At the heart of this session is an escape-room investigation. Working together in teams, you'll move through a series of locked stages, each one anchored to a core step of the scoping review process and grounded in the field's foundational frameworks. To advance, you'll need to crack each stage: framing a searchable question, defining who and what belongs in the investigation, following the evidence trail, and charting your findings so the full picture comes into focus. Short, focused mini briefings before each stage provide you with the tools to solve the next puzzle, and a closing debrief ties the clues together into a method you can take back to your own work.

Whether you're an administrator or a new researcher finding your scoping review footing, or a seasoned investigator adding a new method to your kit, this workshop meets you where you are. No prior experience with scoping reviews is needed—just curiosity and a willingness to follow the evidence.

From Design to Practice: Lessons Learned and Cognitive Presence

Sophia Valenci and Heather MacNeill

How do we move beyond participation toward meaningful learning and practice change in HyFlex environments? In this capstone workshop, participants will revisit the case from the previous sessions and examine how cognitive presence supports inquiry, reflection, and application in professional learning.

Drawing on participant experiences and lessons learned throughout the series, the group will explore practical approaches to designing activities that move learners from discussion to action. Participants will also synthesize insights from social presence, teaching presence, and technology planning to develop a comprehensive approach to HyFlex CPD design.

Think, Decide, Compare: Developing Clinical Judgment and Professionalism Through Learning-by-Concordance

Nicolas Fernandez and Martin Tremblay

This workshop is designed to introduce participants to an educational approach for situations that involve uncertainty, interpretation, and judgment rather than a single, unequivocally correct answer, Learning-by-Concordance (LbC). Learners respond to questions based on authentic clinical situations and then compare their responses with those of a panel of experts. Participants will have the opportunity to work in small groups to develop an authentic clinical situation, formulate an initial hypothesis/option, and introduce supplementary information that requires the learner to reconsider it. Each participant will identify a situation that could become an LbC module and the next step needed to develop it



Communications and Marketing Committee Report

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

As we approach the close of another year, it is a natural time to reflect on our accomplishments, celebrate progress, and look ahead to new opportunities. For SACME's Communications and Marketing Committee, the past several months have been marked by continued efforts to strengthen member engagement, expand our reach, and find new ways to showcase the important work taking place across our organization.

One of our primary areas of focus has been supporting preparations for SACME's 2027 Annual Meeting, May 2–5, in Montréal, Canada. Under the theme "CPD Without Borders," the meeting promises to bring together colleagues from across disciplines, institutions, and geographic regions to exchange ideas and advance continuing professional development. With six workshops confirmed and an impressive number of abstracts submitted, excitement is building for what promises to be an engaging gathering. Registration is open, sign up and be sure to keep an eye out for upcoming announcements!

In keeping with the spirit of *CPD Without Borders*, the committee has also been exploring opportunities to broaden SACME's reach. From strengthening connections with Canadian CPD organizations to preparing for SACME's presence at the upcoming AAMC conference, we are looking for new ways to introduce our professional community and its scholarship to a wider audience. We are also exploring opportunities to connect with international colleagues and make our communications more accessible across geographic and language boundaries.

Behind the scenes, we continue to refine SACME's digital presence. Recent website analytics have shown encouraging engagement with resources such as the HyFlex guidebook, *CE News*, published webinars, and virtual journal clubs. We are working to improve website navigation, highlight upcoming educational opportunities, and better understand how members discover and engage with SACME. These efforts will help us continue to make the website a more useful resource for our membership.

Speaking of connections, we also want to remind members of the value of SACME's listserv as a resource for sharing ideas, asking questions, and learning from one another. Whether you're navigating a challenge within your department, exploring a new initiative, or looking to refine an existing process, chances are a fellow SACME member has encountered something similar. We encourage you to tap into the collective knowledge of our membership, share your experiences, and use the listserv to spark new ideas or discover approaches that can be adapted within your own institution. Sometimes the most valuable insights come from a simple question posed to colleagues who understand the work we do.

Our established communication channels also continue to evolve. The fall issue of *CE News* has been published, with another issue in development, while *Intercom*, *Pulse Points*, and our social media platforms continue to share organizational news, member achievements, and professional development opportunities. We are also exploring the use of member video testimonials to highlight the diverse perspectives, experiences, and contributions that make SACME such a vibrant professional community.

As we look toward the coming year, our goal is not simply to communicate more, but to communicate with purpose—sharing information that matters, celebrating the work of our members, and creating opportunities for greater connection and collaboration.

Thank you to our committee members, volunteers, and SACME Headquarters staff for their continued creativity and dedication. We look forward to building on this momentum and sharing more of SACME's story in the year ahead.



Updates from the ABMS

By Greg Ogrinc, MD, MS
Senior Vice President, Certification Standards and Programs



The American Board of Medical Specialties (ABMS) advances better care through high standards for physician board certification. Given that much of our work intersects with continuing medical education and professional development, we are providing the following relevant updates.

Systematic Review Links Performance on Certification and Licensing Exams with Quality of Care

Stronger performance on national certification and licensing examinations is associated with better patient care, according to a systematic review published in the August 2026 issue of *Academic Medicine*. The study authors, based out of Canada, examined a total of 44 studies involving more than one million physicians. Studies conducted by many ABMS Member Boards were among those cited in this systematic review. The authors assessed the quality of the studies using the Medical Education Research Quality Instrument and the Newcastle-Ottawa Scale showing them to be of high quality. The positive association was observed across exam formats *and* medical specialties, suggesting that both medical knowledge, as well as communication skills, are predictive of physician competence in clinical practice, the authors note. They conclude that national certification and licensing exams are valuable predictors of future clinical performance, providing a uniform benchmark to ensure physicians meet rigorously defined criteria, which they point out is especially important given the variation in medical training environments and increasing physician mobility. The findings support continued use of these exams as part of a comprehensive assessment program to promote high-quality patient care and physician competence.

ABMS Joins Others in Opposing Recent Executive Order on Childhood Vaccines

ABMS joined more than 210 leading medical, health, and patient advocacy groups opposing the Executive Order on childhood vaccines issued on August 10. The statement, spearheaded by the American Academy of Pediatrics, notes that this order "undermines confidence in childhood vaccinations and recommends changes that would leave children less protected and families more confused." The statement concludes with a message for

parents and caregivers…"if you have questions about vaccines, or any other aspect of your child's health or development, talk with your child's clinician." Read the statement in its entirety.

ABMS REF Announces 2026-2028 Research Grants Recipients

The ABMS Research and Education Foundation (REF) recently announced the recipients of its 2026-2028 research grants. The program awarded four two-year, $75,000 grants representing $300,000 in funding. The independent investigators will look at the effects of board certification on patient care, especially the role that continuing certification plays. The results of their work will help inform improvements and enhancements in the structures, processes, and outcomes of medical specialty certification to improve the quality of healthcare through professional standards. Grant recipients' projects began on August 31, 2026, and will continue through August 31, 2028. Learn who are the REF Grant Recipients and what projects they will be working on.

ABMS Presents 2026 Service Award Recipients

ABMS formally recognized the recipients of its 2026 service awards at ABMS Conference 2026 in Rosemont, Ill. this September. They are as follows:

- ABMS Distinguished Service Award: David G. Nichols, MD, MBA, FAAP, FCCM
- ABMS Distinguished Scholar Award: Daniel J. Schumacher, MD, PhD, MEd
- ABMS Edward M. Jackson, MD – Derrick T. Vail, MD Award: Daniel J. Cole, MD
- ABMS Health Care Quality and Patient Safety Award: Susan M. Edgman-Levitan, PA
- ABMS Innovation Award: The American Board of Anesthesiology Read more about the awards and recipients.

ABMS Announces New BOD Chair-Elect, Members

ABMS recently announced that Michael R. Nelson, MD, PhD, will serve as the new Chair-Elect of its Board of Directors (BOD). Dr. Nelson is President of the American Board of Allergy and Immunology, and Chief of the Asthma, Allergy, and Clinical Immunology Division at the University of Virginia. ABMS also welcomed two new Board directors. Read more about Dr. Nelson and the new BOD members.

Latest Issue of *ABMS Insights* Highlights CBME

The summer 2026 issue of *ABMS Insights* focuses on competency-based medical education (CBME), highlighting how ABMS and its Member Boards are supporting the exploration and implementation of this outcomes-oriented approach across the specialties.

ABMS Releases Latest Board Certification Data

ABMS recently released the 2025-2026 ABMS Board Certification Report, an updated ABMS Data Viewer, and the 2027 ABMS Guide to Medical Specialties[PDF].

SAVE THE DATE: ABMS Conference 2027

ABMS Conference 2027 will be held Sept. 27-29 at the Loews Chicago O'Hare in Rosemont, Ill. To be notified about speakers, registration, and other information, sign up for ABMS Conference updates.

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2027 Update

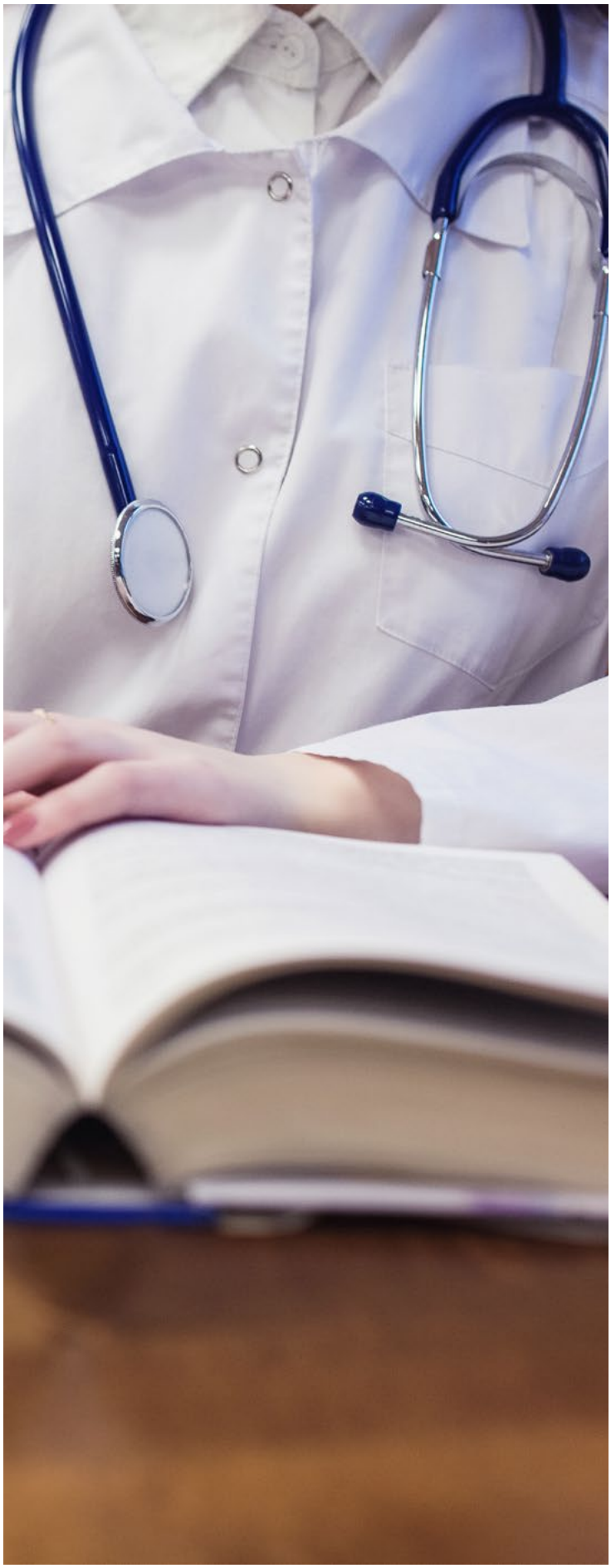
Turning the Page to a Digital Future

Beginning in 2027, *Journal of Continuing Education in the Health Professions*, the official journal of SACME, AHME and ACEHP, is going all digital. Enjoy online access to every issue, the complete archive, enhanced digital features, and a more sustainable way to stay connected with the research that matters most.

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