

The President's Perspective

By Kimberly D. Northrip, University of Kentucky
President, SACME

Last Intercom, I mentioned our Strategic Affairs Committee identified both SACME's research and educational efforts as ways we advocate for our mission. It isn't always obvious how and when research and its scholarly application are advocacy. They were certainly not suggesting that researchers manipulate their methods and results to try to support a certain point of view. In fact, it is the unbiased integrity of the work that gives it power.

One way CE/CPD research is advocacy is when it is designed to help us better understand and improve outcomes for underrepresented or disadvantaged groups. Additionally, studies which give us a better understanding of educational strategies that effectively improve clinician practice can have a downstream impact, when implemented, on the health of the populations our institutions and organizations serve. Publishing and presenting the results of that work enables dissemination and broader implementation of these ideas within the CE/CPD space and can even influence government policy. (Notice any themes from our mission yet?)

We recently heard exciting news from the publisher of the Journal of Continuing Education in the Health Professions (JCEHP), the journal SACME co-owns with ACEHP and AHME. In the past year, articles from JCEHP were cited thirteen times in four policy documents from: The World Health Organization (WHO), Center for Disease Control and Prevention (CDC), World Bank, and Public Health Agency of Canada. In this way facilitating high-quality published research in CE/CPD, not only promotes more evidence-based education of health care providers, but it also expands the influence of our field, our researchers, and our journal.

CE/CPD research also promotes our field in our members' academic settings like professional societies, uni-

versities, or academic health systems; where conducting and implementing the results of research are often forms of social currency which can elevate the reputation of a CE/CPD office within the organization. You don't have to do the research yourself for this to be true. Being able to share relevant studies that demonstrates the benefit of effective educational approaches lends you and your office a certain gravitas in our academic environments.

continued on page 2



In This Issue

The President's Perspective	1
SACME 2025: Advocacy in Action: Empowering CPD/CE Professionals to Lead Change	3
Envisioning the future of Technology-enhanced CPD at SACME	4
SACME Membership Committee Report	6
TechCPD Committee Report	7
Communications and Marketing Committee Report	8
Updates from the ABMS	9
CPD Scholarship Program: Advancing Research and Evaluation in Health Professional Education	10
ACCME Funding Work Group: Data from Development of the Funding Playbook	11
Updates from the AAMC	12
Flash Mentoring: Igniting Abstract Success for our 2025 Annual Meeting	14
Keynote Overviews: SACME 2025: Who will we hear from?	15

SACME supports our members' knowledge and skills in this and other areas through that second area of advocacy I mentioned, education. I'd like to highlight a few learning opportunities.

- Bi-monthly journal club to help members stay up to date on advances in CE/CPD
- Bi-monthly practical workshops, including 2 on professional development topics
- Monthly regional coffee chats for peer-to-peer learning
- A new [CPD Scholarship Program](#) - a yearlong longitudinal program with sessions at our 2025 Annual Meeting followed by regular virtual meetings and culminating at the 2026 Annual Meeting

You can find these and more on our [calendar](#) of events.

Finally, I am very excited about SACME's [2025 Annual Meeting](#). "Advocacy in Action: Empowering CE/CPD Professionals to Lead Change" will be held March 16-19 in Washington, DC at the Omni Shoreham Hotel. We have carefully selected topics and speakers to introduce ideas, partnerships, and skills that will help all of us better advocate for our programs, learners, patients, the CE/CPD profession, and ourselves. Sessions and workshops will focus on leadership, funding opportunities, advocacy, patient involvement, QI, AI, podcasting, and using

data to advocate for your office. We are releasing information on the sessions as they are scheduled but keep an eye out for the full agenda when registration opens.

This year, a third breakout room will run concurrently with our research abstract presentations. Content will focus on best practices for a CE/CPD office and is designed to be more interactive. This will include live sessions resembling our national coffee chats with brief presentations from your peers followed by large group discussions.

I spent my fellowship in Washington, DC so I'll give you a little travel orientation. The Woodly Park area (where we are meeting) is beautiful, safe, and near lots of fun shops and restaurants. It's also right next to the National Zoo. You can take the subway (we call it the metro) to attractions including the monuments, Capitol Hill, and Smithsonian museums just a few stops away. Flights into the city are easy. If you fly into National (DCA), you are right across the river from the city with easy metro access to the hotel. Dulles airport (IAD) is out in the burbs, but metro's silver line can bring you into the city. If you are on the east coast and don't feel like flying, you can also take a train to Union Station.

However you get there, I look forward to seeing many of you in DC.



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

By Jennifer Alessi, MA, CHCP

SACME Program Committee Chair; CME Manager, St. Jude Children's Research Hospital

The 2025 SACME Annual Meeting will take place in person in Washington, DC, capital of the USA, March 16–19. Fittingly, our theme will be advocacy in action. You don't think of yourself as an advocate? Think again!

If you are looking for ways to improve your CME/CPD program, bring innovative ideas to your institution, learn ways to further your own skills, and share your successes (and failures) with colleagues through research and scholarship, then you are advocating for your program, your learners, the patients they care for, and, ultimately, yourself and other members of our profession.

Preconference workshops kick things off on Sunday, March 16. We are excited to offer a variety of topics—for example, [Brian McGowan](#), PhD, FACEHP, will lead a workshop on podcasting in healthcare professional education. Heather MacNeill, Sofia Valanci Aroesty, and Ken Masters will return with a workshop on AI, our most popular workshop from 2024's Annual Meeting. This year's hands-on workshop will center on using generative AI tools to build multimedia learning (videos, podcasts, images, etc.) Other workshops will focus on such topics as DEI, advocacy, quality, and industry funding. Sunday will also feature the first session of a new longitudinal scholarship program which will continue with monthly virtual sessions (watch for more information about this exciting opportunity).

On Monday, March 17, we are thrilled to have [Constance LeBlanc](#), CCFP(EM), MAEd, CCPE, MBA, as the 2025 Barbara Barnes Keynote Speaker, presenting *Advocacy in Leadership: Speaking Truth to Power!* Dr. LeBlanc will push us to widen our definition of advocacy even further by arguing that advocacy is an integral part of leadership. She is a Professor in the Department of Emergency Medicine at Dalhousie University and holds a Master of Arts in Education in Curriculum Studies, with a focus on the Hidden Curriculum as well as an EMBA in Business and Technology. She is a recent recipient of a certification in Diversity as a Canadian Certified Inclusion Professional, and her areas for scholarship focus on equity, diversity,

inclusivity, and accessibility (EDIA); medical education; and leadership. Since July 2023, Dr. LeBlanc is serving as president and CEO of the Association of Faculties of Medicine of Canada.

Monday afternoon, we turn to the importance of *Training Health Justice Leaders for Real Policy and Population Health Impact* with Bethany Hamilton, JD, Director, National Center for Medical-Legal Partnership, and Ellen Lawton, JD, Senior Fellow, Health Begins. Other plenaries during the meeting will feature Ayelet Kuper, MD, DPhil, AMEE President and Scientific and Associate Director of The Wilson Centre in Canada, and a panel featuring Rachel Mosbacher, MPA, from PCORI (Patient-Centered Outcomes Research Institute).

As always, oral abstract and poster presentations are the mainstay of our meeting. We added a new category in addition to Research in CME and Best Practices—program evaluation. We can't wait to hear about what exciting and innovative things have been submitted.

The most “fun” and anticipated part of the meeting, is, of course, the social events. The Fun Committee is working hard to make sure we have time to connect with old friends and make new ones.

Last, but certainly not least, is our location, Washington, DC. Washington is much more than politics; it is a vibrant city full of history, art, diversity, great food, and so much more. I love museums and can't wait to visit the [International Spy Museum](#) and the [National Museum of African American History and Culture](#). The meeting hotel, the [Omni Shoreham](#), is a short walk from the [National Zoo](#) (which is getting a new pair of pandas later this year!). If none of that sounds appealing to you, don't worry, you'll find something to do (go to <https://washington.org/things-do-washington-dc> to see for yourself).

Registration opens soon—see you in DC!

Envisioning the future of Technology-enhanced CPD at SACME

The following is an interview with Sofia Valanci-Aroesty, MD, PhD, New vicechair of the TECPD committee conducted by Vjekoslav Hlede, PhD, DVM, CHCP, the current chair.

ChatGPT was used for transcript editing.

With great pleasure, I introduce Sofia Valanci-Aroesty, MD, PhD as the new vice-chair for the Technology-enhanced Continuing Professional Development (TECPD) committee. With her extensive background and innovative approach, Sofia is poised to support and lead this committee into an exciting future. Her co-leadership in the subcommittee on faculty and staff TECPD development has already demonstrated her ability to drive impactful TECPD initiatives.

In this interview, we will delve into Sofia's background, her plans for the committee, and her vision for the future of TECPD at SACME. Join us as we explore the exciting developments and celebrate this new chapter in our ongoing commitment to excellence in CPD, particularly as we navigate the evolving landscape shaped by artificial intelligence.

Historical background: Since 2018, SACME has been at the forefront of integrating technology into continuing professional development. This journey began with establishing the Ad-hoc SACME Committee on New Technologies to Support Innovative CPD in 2018, led by John T. Parboosingh, MB, FRCSC, FSACME, and Olivier Petinaux, MS. A new task force was organized, ultimately culminating in official recognition of the Committee for TECPD as a permanent entity within SACME in March 2024. This significant milestone reflects the substantial contributions SACME TECPD groups have made so far and underscores SACME's unwavering commitment to leveraging technology. The committee is currently chaired by Vjeko Hlede and cochaired by Sofia Valanci-Aroesty.

Vjeko: Sofia, thank you for this interview and the opportunity to learn more about you, how you envision SACME's technology-enhanced future, and the role our TECPD committee can play in shaping that future. Can you share a bit about your background and what led you to the role of Co-Chair for the Technology and CPD Committee at SACME?

Sofia: My background is in surgery. I am a trained general surgeon and surgical educator focusing on integrating technology into these fields. I hold several degrees:

an MD, a PhD in surgical education, and diplomas in artificial intelligence, hi-flex learning, and transformational coaching. I have been involved in research, teaching, and professional development, emphasizing technology-enhanced learning, especially since the pandemic. When the TECPD Committee was announced at SACME, I joined as a member. My participation and experience in integrating technology into education led to my current role as Vice-Chair, where I leverage my background to enhance CPD with technology.

Vjeko: So, the pandemic was the reason you became more involved in technology-enhanced learning?

Sofia: I have already used technology in various ways, including coaching and technology applications in the operating room. However, the pandemic accelerated this evolution, pushing me to adopt and implement these technologies more rapidly.

Vjeko: Now that you are Vice-Chair, what are the main goals and objectives of the committee, and how do you plan to achieve them?

Sofia: The main goals of the CPD committee are to study and promote technology-enhanced CPD, examine how technology can influence equity, diversity, and inclusion (EDI) in CPD, collaborate across SACME on technology use, provide faculty development and support, and enhance networking and learning opportunities. For example, we conducted a hi-flex tools workshop during last year's post-conference session. To achieve these objectives over the next few years, we plan to conduct research, develop webinars and blogs, integrate a learning management system, document and share best practices, and foster collaboration across SACME.

Vjeko: Yes, Technological change requires time, volunteers, and resources. It is the art of what is possible. But let's forget limitations for a moment. What would you do if you had a million dollars for the committee?

Sofia: I would invest in establishing a robust LMS to consolidate tools and resources. However, before that, I would allocate a year for research to develop best practices as a group.

Vjeko: Over the past year and a half, you've been Co-Chair of the subcommittee on faculty and staff development for TECPD. What have been some key initiatives?

Sofia: We created a community of practice to bring together faculty and staff to share experiences and best practices in technology-enhanced CPD. We established relationships with the AMEE CPD Committee for international collaboration. We also built capacity for faculty development through workshops, such as the hi-flex post-conference workshop last year and the GenAI faculty development pre-conference workshop this year. Additionally, we are working on a hi-flex playbook to document best practices for flexible learning environments.

Vjeko: That is impressive. When can SACME members expect the hi-flex playbook?

Sofia: The complete playbook is expected to be released in 2026 when SACME turns 50, but we hope to release some chapters earlier.

Vjeko: How do you envision integrating technology-enhanced CPD in faculty and staff development in the coming years? For example, what will it look like in 2026 on SACME's 50th anniversary?

Sofia: We need to focus on personalizing learning experiences, enhancing accessibility and inclusion, facilitating collaborative learning, and fostering innovation and creativity. It's essential to meet learners where they are at and provide tools that everyone can access. We should also create opportunities for collaborative learning and embrace cutting-edge technologies by studying and sharing best practices.

Vjeko: Would you recommend that we focus more on the technological or social aspects of TECPD?

Sofia: It's a mix of both. Addressing the challenges of technology, such as resistance to change, involves leveraging early adopters to champion new tools and demonstrating their value. A balanced approach that includes social interaction can help more people adopt these technologies.

Vjeko: What challenges do we face in promoting technology in CPD, and what are your recommendations for addressing them?

Sofia: Resistance to change and lack of funding are significant challenges. To address these, we need to demonstrate the value and impact of technology-enhanced practices, leverage early adopters as champions, and secure funding to provide access to necessary tools.

Vjeko: There are comments that having too many tools available is part of the problem. How would you tackle that issue?

Sofia: We need to educate people on the strengths of each tool and allow them to choose what works best for them. There's no need to get married to one tool; it's about finding what suits their needs best.

Vjeko: Looking forward, what are your top priorities for the Technology and CPD Committee, and how can SACME members get involved?

Sofia: Our top priorities include finalizing and implementing our digital learning strategy, building a robust network for sharing technology tools, launching a TECPD blog, and starting webinars and training sessions. SACME members can join the committee, subcommittees, or workgroups to actively contribute to planning and implementing these initiatives.

Vjeko: Yes, the more committee members we have, the more projects we can tackle. You mentioned the creation of a community of practice. How do you suggest creating a community of practice for TECPD?

Sofia: We could start with informal gatherings like coffee chats specifically for those engaged in technology-enhanced CPD. This could eventually evolve into a more formal community of practice facilitated by discussion boards and an LMS.

Vjeko: Thank you very much for this insightful interview, Sofia. Your passion for TECPD and innovation are inspiring. Before we wrap up, is there any final message you'd like to share with our intercom audience?

Sofia: I want to remind everyone that our committee and subcommittee are open to all, and we can certainly use your wisdom to further our mission.

Vjeko: That's a wonderful message, Sofia. Thank you again for your time and for sharing your expertise with us. I'm sure our readers will find your insights very valuable.



SACME Membership Committee Report

By Natalie Sanfratello, Boston University Chobanian & Avedisian School of Medicine

The Membership Committee has been working hard to examine our processes and try to optimize the application and onboarding experience for our members. A task-force within the membership committee has been working on confirming our Emeritus members as we have not required renewal in the past. We wanted to ensure that our list of Emeritus members is up to date and only includes those still active within our community. If you are an Emeritus member and have not responded to the survey you were sent (or did not receive a survey) let us know!!

We have officially launched our new membership category – the Affiliate membership. This membership is for folks who are engaged in scholarly activities at Medical Education Companies. This new Affiliate category welcomes more members of our community who pursue research, scholarship, and innovation within the field.

Our next steps as a committee are to continue to improve our processes to make the membership application process more efficient. We realize there can be a long lag time between application submission and a decision notification. We have made some changes to the application which we hope will help shorten this process, but we will also be submitting a proposal to change the way that we vote on membership candidates to further improve the time between submission and decision. This is a work in progress!

And now to the superstars, our Regional Reps! All our regional reps (except Canadian/International) host regularly recurring coffee chats offering an opportunity to talk through the day-to-day obstacles of working in this

field with colleagues. I have often heard them referred to as a safe space and even a support group for us CE/CPD professionals. Since new members may be hesitant about joining the regional groups, we want to give them a taste of the topics covered in the coffee chats with a quarterly series of national coffee chats. Our next one will be in January 2025 and the topic will be announced closer to then. These have all been well attended, and I hope you will come to the next one if you have not checked it out yet! We hope the success of the national coffee chats will drive more engagement towards the regional coffee chats as well as other opportunities offered. The regional coffee chats themselves, posts to the listserv, and ideas from committee members will serve as the basis for topic selection, and if you have suggestions for future quarterly coffee chats or any feedback, please reach out to me!

As a membership committee, we are always looking for opportunities to better engage the existing membership as well as recruit new members. I encourage you all to reach out to me with any other ideas about how we can improve your experience as a member in SACME or recruit new members. We have open positions on the membership committee (and many other committees) if you would like to get more involved. (I am looking for a Vice Chair!). I have found that volunteering on a committee has only enhanced my SACME experience and connected me to more colleagues. I am always happy to connect you with your regional rep who can speak about the volunteer opportunities in SACME and which one may be the best fit for you. Hope to hear from you soon!



TechCPD Committee Report

By Vjekoslav Hlede, American Society of Anesthesiologists

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

The SACME Technology-Enhanced CPD committee is charged with taking a proactive, strategic role in addressing challenges and utilizing opportunities associated with the digital transformation of CPD.

To address that task, we initiated the following actions:

- Crafting a SACME Digital Working and Learning Strategy
- Working with our new Association Managing Company - CMG, on planning technological improvements
- Creating a faculty and staff development TECPD subcommittee
- Researching and publishing: two AI-focused research initiatives

The SACME Digital Working and Learning Strategy draft outlines a plan to leverage technology for collaboration, learning, and global outreach. Key goals include enhancing digital collaboration, delivering AI-enhanced educational content, fostering continuous professional development through certification and mentorship, ensuring data security, and expanding SACME's global footprint. The strategy emphasizes using tools like Google Workspace, LMS, and AI to improve CPD offerings and promote personalized learning. Implementation focuses on infrastructure upgrades, content development, and transitioning from traditional platforms to more integrated, digital-first solutions.

The strategy draft is still in the initial draft stage, and we would greatly appreciate your feedback. You can review the draft [here](#).

Our approach to planning is best captured by General Eisenhower's maxim, "Plans are worthless, but planning is everything." Our goal is not to create a fixed plan, but to use this document as a dynamic planning tool. It is designed to be collaboratively authored and continually evolving, adapting to new insights and developments as they arise.

Working with CMG on planning technological improvements. Our new association management company, CMG, has significant technological know-how. We are truly impressed with CMG Association Management Group's expertise in planning and executing technological transformations. Their proficiency allows us to shift our focus from making small, volunteer-driven improvements to planning significant, strategic advancements. With their support, we can consider comprehensive solutions, such as implementing a new Association Management System (AMS) and Learning Management System (LMS) and integrating a unified technological platform to meet all our organizational needs. Their leadership provides the confidence to aim for long-term growth and modernization.

The Faculty and Staff Development TECPD Subcommittee, chaired by Sofia Valanci-Aroesty and Heather McNeill, focuses on equipping educators and administrators with the necessary skills and tools to incorporate technology in a pedagogically correct way into CPD programs. The subcommittee is focused on creating The HyFlex Guidebook for CPD professionals. The HyFlex Guidebook will empower CPD professionals to implement hybrid flexible (HyFlex) learning environments, where learners can choose between attending classes in-person, synchronously online, or asynchronously. The goal is to provide flexibility for

learners without compromising the quality of the learning experience.

We aim to complete the Guidebook by SACME's 50th birthday - the 2026 Annual Meeting.

Currently, the subcommittee is working on reviewing 200 full-text articles using [framework analysis](#). That is a big task. Therefore, if there are volunteers interested in joining the team, please contact us at info@sacme.org.

Research and publishing. The committee is engaged in research and publishing, particularly focusing on AI initiatives, because research is a powerful tool for driving innovation and expanding the capacity to create meaningful change in TECPD. We have a draft undergoing peer review. Another research initiative, focused on

generative AI -- and how it impacts SACME members, got ethical approval recently. Therefore, SACME members can expect a survey on their experience with generative AI Tools.

Join us. We invite all SACME members to join us in shaping the future of technology-enhanced CPD. Your feedback on the SACME Digital Working and Learning Strategy is invaluable, and we encourage you to review the draft [here]. If you're interested in contributing to the HyFlex Guidebook or participating in our AI research, please contact us at svalanciaroesty@royalcollege.ca or info@sacme.org. Your input will help us plan strategically and create lasting improvements in CPD.

Communications and Marketing Committee Report

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

As we start looking forward to the weather changing and as fall colors start to surround us, we in the communications committee are also coming to a time of change and opportunity. In July 2024 SACME made the transition to a new association management company and we have begun a period of understanding, renewal and growth with our communications, marketing and publications.

Part of this renewal and understanding has come with some exciting updates for the committee. One of these updates is the renaming of the committee and broadening of our scope. This summer during the annual SACME Leadership Board retreat, the Board voted to change our committee's name from the "Communications Committee" to the "Communications and Marketing Committee". This change means we will have more input and oversight of all marketing for SACME. This should also allow for a greater ability to strategically look and advise on all of our touchpoints of communications.

Additionally, we are entering a period of change with our publications. In the coming months our long serving Co-Editor of CE News, Robert D'Antuono, will hand over the reins to the publication. While Robert will remain an active member of SACME his days as co-editor are coming to an end. We are so delighted with all of Rob-

ert's efforts with CE News, and we can truly see how wonderfully, he has stewarded this publication into the robust and meaningful publication that is today. Thank you, Robert, for your time and dedication to CE News.

With Robert's exit, we have some time to carefully consider all of SACME's publications, and to craft a meaningful period of transition for CE News, in particular. With that being stated, we will see a reduction in the number of issues of one or both of our publications, while we begin this period of transition. Priority this fall will be to develop a written role-description, a call-out for those interested in editing, a search and naming of a new co-editor.

Finally, I encourage our members to consider taking an active role within SACME and either join a standing committee (Communications & Marketing, Finance, Program, Scholarship, and Strategic Affairs) or apply for a role like co-editor of CE News. This organization works because of all the hard work and dedication of our members. As fall continues to unfold, the Communications and Marketing Committee looks forward to exploring our new and expanded role within SACME!

Updates from the ABMS

By Greg Ogrinc, MD, MS

Senior Vice President, Certification Standards and Programs

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

ABMS Releases Narrative Review Outlining Evidence of the Value of Continuing Certification

ABMS has released a narrative review of research regarding the development and impact of continuing certification. [A Narrative Review of the Development and Outcomes of ABMS Member Board Continuing Certification Programs, 2000-2024](#) was created to address requests from key stakeholders, including credentialing authorities, and state and professional medical societies as well as members of the greater board certification community, for evidence that continuing certification differentiates clinical performance with respect to patient care and outcomes. The narrative review is posted on the [Serving the Public and the Profession webpage](#) with additional resources about board certification and the ways in which ABMS serves the public and the profession.

ABMS REF Announces Recipients of Inaugural Research Grants

The ABMS Research and Education Foundation (REF) has announced the recipients of its inaugural research grants program. The two-year grants represent \$550,000 in funding and a significant commitment to research by the ABMS REF. Of the pool of initial Letter of Intent proposals, 19 investigators were invited to submit full submissions. Awarded in two categories, the selected independent investigators' studies will focus on both effects of board certification on patient care as well as on diagnostic excellence as it intersects with initial and continuing certification. The second category is principally funded by the Gordon and Betty Moore Foundation. The results of these studies are anticipated to help the ABMS Member Boards further improve the quality of health

care through professional standards. [Read about the recipients and their studies.](#)

ABMS Announces Class of 2024-2025 Visiting Scholars



ABMS recently selected 11 outstanding individuals to participate in its 2024-2025 [Visiting Scholars Program](#)™. Established in 2014, the one-year, part-time program supports early-career physicians and researchers in scholarship and leadership development focusing on initial and continuing board certification. Each Visiting Scholar receives a \$15,000 financial award. ABMS Visiting Scholars are selected based on the quality of their proposed research project, the relevance of their research to the ABMS mission and the certification community, and the possibility of making considerable progress on the research project during the scholar year. Program participants remain at their home institutions, collaborate with self-selected mentors, and participate in monthly virtual sessions with research project-in-progress updates to peers, mentors, subject matter experts, and ABMS Visiting Scholar alumni. This cohort will begin in October 2024 and their term will culminate at ABMS Conference 2025, when they will present their research before a national audience. [Learn about the 2024-2025 ABMS Visiting Scholars, their research, and co-sponsoring organizations.](#)

Record Number of US Physicians, Medical Specialists Board Certified by ABMS

A record number of physicians and medical specialists are certified by an ABMS Member Board, according to a newly released report. The [2023-2024 ABMS Board Certification Report](#) shows that 997,864 physicians and medical specialists (diplomates) are actively certified by an ABMS Member Board. This represents an increase of nearly 10,000 diplomates over the previous year. The data are current as of June 30, 2024. [Read the report highlights.](#)

ABMS Announces New Board, Executive Committee Members

ABMS recently announced the election of new officers, directors, and Executive Committee members of the [Board of Directors](#) at the June Board meeting. [Read who the new appointees are.](#)

Latest Issue of *ABMS Insights* Highlights Member Boards' Research

The summer issue of [ABMS Insights](#) focuses on how ABMS Member Boards are using a data-driven approach, in collaboration with specialty societies, to enhance lifelong learning. In this issue, you will:

- Discover the Member Boards' research strategies, areas of focus, current projects, contributions to the literature, and likely partners.
- Learn which boards are providing physician performance data, offering actionable insights about continuing medical education.

- Determine how the boards are collaborating with specialty societies in other ways to fill practice gaps, supporting physicians and medical specialists in their pursuit of professional growth and excellence.
- Read how the data that the American Board of Family Medicine tracks regarding electronic health records, medical education, national health surveys, and its PRIME Registry is being used to inform policymakers. The board is also working with federal agencies to build bridges between clinical care and public health, identify inequities in medication access, and inform how to adjust clinical payments to meet social needs.
- Obtain insights about the ABMS REF's priorities and how its Director Martin V. Pusic, MD, PhD, hopes that the notion of research within the ABMS community evolves within the next five years.

CPD Scholarship Program: Advancing Research and Evaluation in Health Professional Education

The SACME CPD Scholarship program, *Advancing Research and Evaluation in Health Professional Education*, will kick off at our 2025 meeting in Washington D.C. The program consists of a series of sessions designed to enhance skills in CPD evaluation and research. The first session includes an introduction and explores key concepts in evaluation and research design, with both in-person and virtual participation. Subsequent two-hour sessions, held virtually throughout the year, cover crucial topics such as equity and ethics, evidence review, research methods, data collection and analysis, and effective writing techniques. Each session features updates from program leaders and offers concurrent sessions to delve deeper into specific areas. The program culminates in a presentation at the 2026 annual meeting allowing participants to showcase their projects and findings.

“The annual meeting showcases our collective research and evaluation skills, but we don’t do much to develop these skills among members,” according to Martin Tremblay, Chair of the SACME Scholarship Committee.

The committee decided to redesign a research program offered to members last year, but with some key tweaks. The previous approach was a summer research boot camp over four days in Toronto which provided access to some outstanding researchers in the continuing professional education field, not to mention the clear, warm, and bright southern Canadian summer. But there were two key problems with this approach that I’m sure no one can guess. “Everyone said, Yes, this is a great program” according to Martin, “but the big bears were really the cost and time away. It’s no surprise, people are really busy.” So the committee came up with this new format anchored to both annual meetings as a way to structure a cohort that’s easier for people to attend, and also provide participants with an opportunity to discuss what they got out of the experience and to present project or program that they’ve been working on.

Interested? You can find details on faculty, topics, and fees [here](#).

ACCME Funding Work Group: Data from Development of the Funding Playbook

In 2023 SACME members led the *Using Innovation and Creativity to Fund Your CME/CPD Activities* Working Group at the Accreditation Council for Continuing Medical Education Learn to Thrive meeting in Chicago to assess funding challenges facing continuing education units in the post-pandemic environment. The product of this and an additional series of monthly meetings is the [Funding Playbook: Bringing Financial Innovation & Creativity to Continuing Education](#), a resource guide to help CE/CPD professionals establish strategies to identify and access funding opportunities within the CPD domain.

As part of the effort, the group sent a survey of funding practices to the SACME listserv which received sixty-one responses in total from 49 medical schools, 8 hospital/health systems, 3 medical specialty societies; and 1 “other” organization. These responses provide a snapshot of how organizations fund their CME operations and might provide some useful benchmarks for comparison, so we put together a summary of what we learned from the survey.

Less than a quarter (23%) of the organizations surveyed have a CME office that is fully self-supported. 49% of offices are partially funded by their institutions while 28% are fully funded; and here we can note that 7 of the 8 hospital/health systems are in this group, suggesting a relatively low level of full support in academic settings. Almost half of respondents (49%) indicated that they generate enough revenue to return dollars to their organization. The main sources of revenue for units are service fees, registration fees, and commercial support including exhibits, sponsorships, and product theaters. Additional revenue sources include unrestricted education grants

from ineligible companies, collaboration fees, and grants from non-commercial sources.

The most common types of service fees charged to departments and partners are for accreditation services and management of commercial funding. Additional sources include fees for program support such as logistics, financial management, and marketing and promotion. Some organizations base their fees on percentage of revenue as opposed to a flat fee. This percentage varies widely among the respondents from 1-5% to more than 15%. Percentage of revenue may be assessed on tuition, exhibits, and or grants.

The vast majority of respondents (93%) certify regularly scheduled series for credit and there is a broad range of fees associated with them. Respondents were asked to indicate the range of fees and to check more than one answer to account for frequency of sessions if needed. Out of 71 total responses from 40 respondents, 31% charged less than \$1,000 on average, 41% typically charged between \$1,001 and \$2,000, with 28% charging more than \$2,001. Of the 31 respondents that are accredited to provide multiple certifications, just over half charge extra for more than one accreditation. 68% of those who offer Maintenance of Certification (MOC) Part 2 credit also implement a fee for that service and 81% of respondents have a per credit registration/tuition fee (n=57), with a weighted average charge of approximately \$24 charged.

You can access the entire report [here](#) to get additional nuggets on navigating the funding environment and positioning your office for financial stability.



Updates from the AAMC

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

According to the AAMC StandPoint™ Surveys: 2023 State of Medical School Faculty Engagement, burnout has increased since the pandemic, especially among women faculty. I rarely speak about advocacy in these quarterly updates but want to invite you to take action with me. You may be familiar with the Dr. Lorna Breen Health Care Provider Protection Act of 2022 to support health workers' mental health and wellbeing. This Act is currently in need of reauthorization. Please consider contacting your state lawmakers to support the reauthorization of the [Lorna Breen Act](#) to continue to protect the mental health of our community. Information about how to access the State of Medical School Faculty Engagement is provided below. I also want to invite those who are doing exemplary work to reduce stigma and increase access for mental health support, please email curricularinnovation@aamc.org so we can learn from you and spotlight your efforts.

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 and Initiatives

Updated Quality Improvement and Patient Safety (QIPS) Competencies Report

The [Quality Improvement and Patient Safety Competencies Across the Learning Continuum \(Version 2\)](#) is now available in the AAMC Store. The launch coincidentally

aligned with World Patient Safety Day, along with a patient safety initiative at the White House where the AAMC was represented. The Office of Science and Technology Policy published a [fact sheet](#) which references our competencies.



Roadmap Available for Improving Care for Persons with Disability

The AAMC is a member of the Action to Build Clinical Confidence and Culture (ABC3) Coalition and recently released [the National Roadmap for Disability-Inclusive Healthcare!](#) This new roadmap offers clear goals and commonsense actions clinicians and groups involved with healthcare can take to make healthcare safer and better for people with intellectual and/or developmental disabilities (IDD). Watch a video about the roadmap [here](#).

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

The landscape of AI is quickly evolving. Advances in this technology have led to new opportunities across academic medicine as well as questions and challenges around best practices and ethical use. The AAMC has several upcoming opportunities for you to connect with your peers, share your experiences, and learn from experts, including a [webinar series](#), a [virtual community](#), and a new call for submissions. [MedEdPORTAL](#)

is seeking generalizable, replicable educational innovations exploring ethical considerations, skills and knowledge, and responsible use cases. The call is designed to highlight the work of educators, learners, and staff who are driving the role of AI education towards the aim of improved patient care. [Learn more about these resources and more happening at the AAMC.](#)

New AAMC Resources to help Mitigate Health Misinformation in Medical Education

The AAMC has developed a new resource toolkit to mitigate health misinformation in medical education. The toolkit provides tools and resources to help faculty, learners, and providers address the spread of false information and promote evidence-based health practices.

Learn, Serve, Lead 2024: The AAMC Annual Meeting | November 8-12

Atlanta, GA

Each year, Learn Serve Lead brings together the academic medicine community from across the nation to discuss the most pressing issues impacting health and health care. This is the AAMC's premier learning and networking opportunity, and it is open to all. Join us in Atlanta for plenary sessions, the Voices of Medicine and Society lecture series, and more than 100 breakout sessions.

Inclusion, Diversity, Equity, and Anti-racism (IDEAS) Learning Series

The IDEAS Learning Series channels experts and resources from within the AAMC and across academic medicine into webinars designed to help busy professionals cut through the noise and find ways to act on relevant initiatives. Learn more and register [here](#).

Scholarly Publishing Webinar Series

This free [webinar series](#), co-sponsored by *Academic Medicine* and *MedEdPORTAL*, will cover the importance of publishing your education scholarship and practical suggestions for how to do so successfully, including how to improve your writing and navigate the peer-review and publication processes.

Recognizing Maternal Mental Health Awareness Month through advocacy, education, and collaboration

The AAMC is committed to working with member medical schools, teaching hospitals, and other collaborators to highlight and educate around the successes and challenges in improving maternal mental health outcomes through clinical interventions and care models. The association has compiled a number of resources for both individuals and institutions to support better approaches and policies for maternal mental health care.

Announcing the New CME/CPD Cross Continuum Consultant in Medical Education to Support Strategic Initiatives and Partnerships

The Association of American Medical Colleges is delighted to announce the appointment of **Rachel B. Levine MD, MPH** as the incoming **Cross Continuum Consultant in CPD/CME**. She will join Mary Jo Wagner, MD and John Ragsdale, MD as the current Cross Continuum Consultants in GME and UME, respectively. All three are members of the Academic Affairs Transforming Medical Education Portfolio. In their roles, they partner with members of the Academic Affairs Cluster leadership as well as each other to support the design and implementation of strategic initiatives that serve the continuum of medical education. In addition, they provide ongoing advice and recommendations on UME, GME, and CME/CPD curriculum, as well as evaluation systems, the learning environment, faculty needs, and scholarship.

Rachel B. Levine MD, MPH is professor of medicine and Associate Dean for Faculty Educational Development at the Johns Hopkins School of Medicine. She directs or co-directs several faculty development programs to build teaching skills and promote scholarly educators that have institutional and national impact.



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Flash Mentoring: Igniting Abstract Success for our 2025 Annual Meeting

The runup to the abstract deadline for the SACME 2025 Annual meeting featured a new program rolled out by the Scholarship Committee. The Flash Mentoring program provided personalized guidance from the Scholarship Committee members to others who were interested in submitting a proposal. The basic idea was to provide guidance and assistance in refining proposal ideas to increase chances of acceptance. Martin Tremblay, Chair of the Scholarship Committee, said the program was well received with the committee, with 14 members volunteering to help their colleagues and five members taking advantage of the offer. “The feedback I was hearing was that people are sometimes intimidated by the abstract submission process” Martin said. “Some people have good ideas but may lack experience in crafting their projects into abstracts suitable for presentation at a conference.” The committee discussed this and determined that the Flash Mentoring program could be a way to help showcase some of the great work going on across member institutions.

The program was designed to be informal and short, lasting only an hour. The communication for the program went out through Pulse Points and CE News, and connected members with a mentor to discuss their proposals. According to Robert D’Antuono, “the mentoring program was a way to stimulate abstract submission and to assist those people in the CPD offices who don’t necessarily have a full understanding of what we’re asking for.” Robert provided mentorship to two people and provided help with developing their concept, clarifying their approach, and deciding what to include in their proposal.

Members who wanted to avail of this opportunity simply had to email Martin who connected them with a mentor and forwarded some information for them to review prior to their meeting. This included the abstract submission guidelines, the 2023 annual meeting proceedings, and a document titled the Administrator’s guide to Submitting a Program Evaluation Abstract, created by Jessica Walter, Vice Chair of the committee.

Robert highlighted the fact that a lot of good work is being done on the process and management side of CPD offices, and much of this information may be useful to our broader membership but gets siloed because some of these professionals have not been exposed to much education on research design. He helped edit draft abstracts and focus mentees on their question, what to leave in, take out, and shape ideas to ensure that they might generate interest and contain information that other members might be able to apply to their own environments. He added, “actually, I think it’s a great role for members who are emeritus, retired, and who are willing to take a few phone calls” and share some of the extensive store of knowledge within the committee.

“We found also that there’s a good synergy with the annual meeting itself as a way to increase attendance at the meeting. If people’s abstracts are accepted, they are more likely to come and present their work either as a poster or presentation” Martin added. This is a win-win for everybody as it helps increase connections between members and provides more opportunities to interact, discuss our research, and find productive avenues of investigation and collaboration.

Will we do it again next year? Martin said “I think so. I’m convinced myself. Next, I need to consult with both the mentors and the mentees to have their input on what they got out of that, because, of course, the mentors also get something out of that right.” The ultimate measure will be to see how many of those mentored abstracts are accepted and then delivered at the annual meeting, but the program is definitely off to a great start.

Keynote Overviews: SACME 2025: Who will we hear from?

This year's Barbara Barnes Plenary will be delivered by Constance LeBlanc, CCFP(EM), MAEd, CCPE, MBA, Professor in the Department of Emergency Medicine at Dalhousie University. She holds a Master of Arts in Education in Curriculum Studies and is a longtime SACME member. The title of her topic, Advocacy in Leadership: *Speaking Truth to Power!*, reflects her extensive scholarship on topics of equity, diversity, inclusivity, and accessibility. Throughout her career Dr. LeBlanc has championed diversity efforts in education, clinical medicine, and leadership and this year we will have the opportunity to witness her drive and commitment to advocate for the marginalized in healthcare.



Dr. Constance LeBlanc,
CCFP(EM), MAEd, CCPE, MBA

In her research and writings with various colleagues, Dr. LeBlanc has extolled the value of diversity, equity, and inclusion in professional practice environments and has found how to apply her research to assist people in the trenches, including presenting practical tips on how to practice allyship and promote equity and diversity [link], how the Canadian Association of Emergency Physicians framework for advancing EDI can be applied to put EDI principles into practice [link] through a series of papers focusing on leading change, developing capacity for equity, diversity, and inclusion, and using participatory facilitation as a mechanism for combatting bias and discrimination and promoting allyship and collaborative leadership.

Dr. LeBlanc's multidisciplinary approach integrates several perspectives to promote an understanding of how social determinants affect health equity. Her research emphasizes the importance of incorporating EDI principles into training policy and training to improve patient care and promote health equity. Her talk will focus on the importance of advocacy in leadership, interpreting the risk of advocacy investment from those with less privilege, and mechanisms for integrating advocacy into effective leadership practice.

Training Health Justice Leaders for Real Policy and Population Health Impact



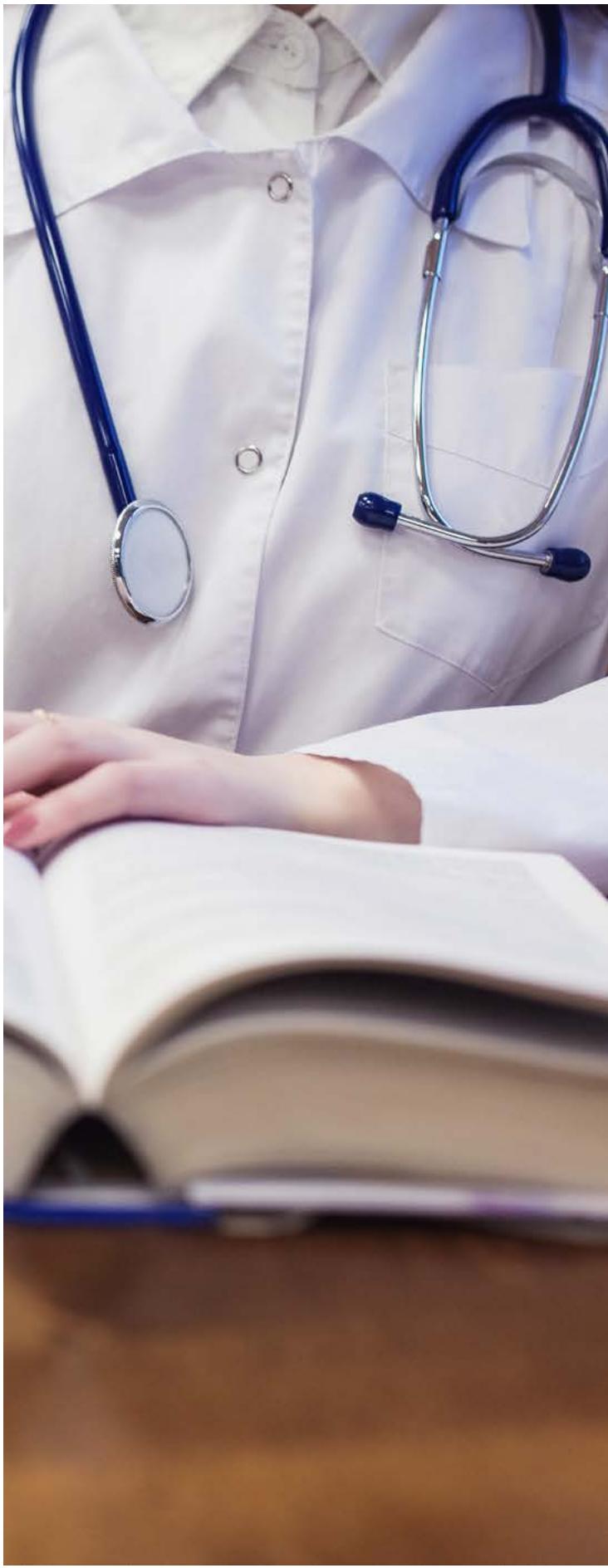
Bethany Hamilton, JD

The plenary session on day two of our conference will highlight the role of legal support in addressing health inequities. Bethany Hamilton, JD, Director, National Center for Medical-Legal Partnership and Ellen Lawton, JD, Senior Fellow, Health Begins, are advocates for getting more lawyers involved in health care processes. That's right, lawyers. Not the ones that Shakespeare had it in for in Henry VI, but the kind that do work like Bethany and Ellen. Both speakers have spent their careers working in the social justice arena: Bethany as a legal fellow at Legal Assistance of western NY and at the National Association of Community Health Centers before taking up her current role; and Ellen as one of the founders of National Center for Medical-Legal Partnership at George Washington University.



Ellen Lawton, JD

In a piece they co-wrote for Kaiser Permanente's institute for Health Policy they argue that a substantial proportion of poor health outcomes in our society originate in poor communities and environment, where systemic issues frequently present roadblocks to good health including affordable housing, sanitary codes, food deserts and redlining practices. With crammed patient panels and mounting paperwork, healthcare professionals can't extend into the policy arena, and that's where the legal support comes in. Medical-legal partnerships embed legal aid lawyers in healthcare settings so patients can be referred for legal assistance and over time might be able to build capacity in their communities to tackle some of their most pressing social drivers of poor health. Think of the potential impact of such a program on Louisiana's cancer alley. So, hold on, Will from Stratford-upon-Avon, let's not kill all the lawyers.



INTERCOM

INTERCOM is published three times a year by the Society for Academic Continuing Medical Education, Executive Director Office, 35 East Wacker, Suite 850, Chicago, Illinois 60601-2106; Telephone (312) 224-2522; Fax (312) 644-8557 Email info@sacme.org.

The views expressed in the INTERCOM are those of the authors and are not intended to represent the views of SACME or its members.

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