

## THE PRESIDENT'S PERSPECTIVE

By Betsy Williams, PhD, MPH

President, Society for Academic Continuing Medical Education

It is with cautious optimism and renewed hope that I write this update; it finally feels that we are beginning to turn the corner on the pandemic. While I and the Board remain encouraged that things will continue to get better, we made the difficult decision to hold our 2022 Annual Meeting as a virtual meeting. Despite improvements we have seen including decreases in the number of cases, decreases in the number of deaths, and increases in the number of immunized people, the Board was concerned that uncertainty, possible travel restrictions, and budgetary constraints would make it difficult for people to commit to traveling in February or March of 2022. We believe this decision will ensure that the meeting remains highly accessible to many more people and that we can build on the experience we gained from hosting our first virtual meeting in 2021. While the shift to a virtual meeting came out of necessity, our experiences from last year have highlighted many of the benefits that are associated with meeting virtually.

The SACME Board of Directors and Program Committee have been reflecting on our 2021 Annual Meeting, evaluating what elements of the program went well and what are areas for improvement. We appreciate that so many of you took the time to complete the evaluations at the conclusion of our meeting and encourage you to complete the post-activity survey which will be coming your way shortly. The survey data will provide important information on what changes you have implemented into your practice as a result of the meeting. We also hope that you will share additional reflections about the meeting now that we are a few months out. Please take the time to complete the survey. I assure you that your feedback will be used to improve meeting content and delivery for the 2022 meeting.

I continue to be so proud of SACME. We as individuals in our institutions and SACME as an organization rose to the numerous challenges that this past year has presented to us that catapulted us to make changes in the way we work, how we deliver education, and the content that informs our educational offerings. We have learned that although socially distanced we can still provide support for each other and maintain a sense of closeness and community. We have broadened our knowledge, familiarity, and reach with digital technologies. We have recognized the importance of equity, diversity and inclusion. As I mentioned at our 2021 Annual Meeting, we have created both an EDI and a Digital Technology work group. Our goal is to weave

*continued on page 2*



### In This Issue

The President's Perspective .....	1
Updates from the Academy of Fellows.....	3
Updates from the AAMC .....	4
Communication Committee .....	8
Updates from the ACCME.....	9
Updates from the ABMS.....	12
2021 Virtual Annual Meeting Highlights.....	14


both of these initiatives seamlessly into the very fabric of our organization. Each work group has a representative from each of our standing committees to help accomplish our goal. Many thanks to Edeline Mitton and Mohammad Salhia who are leading our EDI Work Group and Vjekoslav Hlede, Heather MacNeil, and Olivier Petinaux who are heading our Technology Work Group.

We trust that you have found the new formats of CE News and Pulse Points to be user friendly and helpful and that you have participated in regional coffee chats and listserv discussions. We have a number of exciting events planned, including a webinar called "The Art and Science of CPD (Continued): Brief Virtual Presentations Brought to Life" which was held Monday, June 7, 2021, Noon ET. The 60-minute webinar, themed around the topic "Post-COVID Implications" will allow you to revisit some of the best of SACME's 2021 virtual meeting poster presentations as well as to interact with the authors. Other events planned for this summer are the Manning Award Series and celebration and our retirees' celebration. Look for announcements in CE News, Pulse Points and via additional eblasts.

Other opportunities for involvement and engagement in our society include becoming involved in a committee or in offering to help plan special events such as the retirees' celebration. If you would like to learn more about volunteer opportunities contact our executive director Mik Bauer ([mbauer@sacme.org](mailto:mbauer@sacme.org)) or me ([bwilliams@prckansas.org](mailto:bwilliams@prckansas.org)). Be sure to check out our website [sacme.org/Committees](http://sacme.org/Committees) and click on the various committees to learn more about their work and structure.

Many of you have likely received your membership renewal requests. When I received mine and reflected on this past year, I thought about the many times my SACME colleagues have helped and supported me both personally and professionally. It has been wonderful to experience their passion, intellect, and compassion. I am hopeful that you as well have felt supported by your colleagues and our society and that you will continue to be part of our energy and success going forward.



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# UPDATES FROM THE ACADEMY OF FELLOWS

By William F. Rayburn, MD, MBA, Chair

While serving as the Chair of the Academy, I have observed dynamic stressors of change compelling us to consider new roles of continuing education and professional development for our SACME members. We are moving toward more accountable and more virtual education processes that influence change in health care delivery and provider performances. This repositioning of continuing education is essential to enhance care at the clinic, bedside, and community.

Continuous professional learning as a strategic resource has been an important role of the Academy. While working with the SACME Board of Directors, the Academy is here to assist in advancing meaningful scholarship and innovation in health care education. Together, we must provide models to reorganize and reposition education, make more visible the many initiatives currently underway, and underscore challenges in defining contributions to improve patient care.

## **President Task Force on the Organizational Relationship of the SACME Academy of Fellows to SACME Task Force**

Since our last INTERCOM report, the task force report was finalized and approved by the SACME Board of Directors. An overview of the charge, process, and recommendations of the task force was presented at the recent Academy quarterly meeting. Overall, the Fellows enthusiastically endorsed the document.

All recommendations from the report should serve SACME members well. The Fellows appreciated the effort in creating an integration between the Academy and SACME leadership. Work on each of the current initiatives should either include appropriate budget, support, and volunteers or sunset the undertaking.

## **Report on the Annual SACME meetings in 2021 and 2022**

Our 2022 SACME meeting will again be virtual. Once again, the Academy will play an important role. The three top themes will be well-being; diversity, equity, and inclusion; and enhancing education through innovation in CPD, EdTech, and Practice Change. Tym Peters is

the new Planning Committee chair and will want to understand Academy requests to strengthen the meeting. My plan is for one or more Academy Fellows volunteers to serve on the committee.

## **Academy Initiatives**

The approved task force report should energize the Academy to continue with its ongoing series of projects while establishing the foundations for future collaboration with the Board and committees.

### **Mentor Program**

Dr. Jack Kues oversees a 5-person task force (including himself) to develop a more comprehensive plan for the mentorship program. The report should be available for you by our next INTERCOM issue.

### **New Technologies Initiative**

The SACME Board elected that this very important initiative not become a SACME committee or subcommittee this year. Instead, preparation of a task force report, which began in mid-February, is now available to President Williams. Dr. John Parboosingh, a dedicated Fellow, will retire from his active involvement once the report is approved and implemented.

## **Moving Forward**

The Academy Steering Committee met in June to focus on each of the recommended actions in the task force which relate to operational structure, leadership roles/term limits, code of conduct, and bylaws. By the next INTERCOM report, I hope to have listed which Academy initiative is aligned with which SACME Committee, and what annual planning and evaluation is to be done.

In the meantime, please let me hear about your needs or questions ([wrayburnmd@gmail.com](mailto:wrayburnmd@gmail.com)).



# UPDATES FROM THE AAMC

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



As we move beyond the one-year anniversary of the COVID-19 pandemic, we are grateful to our talented academic medicine community to improve the health of people everywhere. Of course, one group within this broad community includes those educators in continuing professional development who have adapted their practice to serve and support those working the front lines of this pandemic. In fact, we recently closed the 2021 AAMC/SACME Harrison Survey and “COVID-19 care: diagnosis and management” was rated as a major focus area for education over the past year by the majority of respondents. More to come on this important survey in the months ahead!

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

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

## Select AAMC Initiatives and Announcements

### Harrison Survey Update

The 2021 Harrison Survey of Academic CME/CPD in the United States and Canada closed with an overall response rate of 57%. Participants included CME/CPD leaders at medical schools, teaching hospitals, and specialty societies. The survey has been going since 1981 and the AAMC/SACME now conducts it every three years. Results will be disseminated later this year.

### AAMC Center for Health Justice Releases Principles of Trustworthiness

Working with community partners, the [AAMC Center for Health Justice](https://aamc.org/center-for-health-justice) has released the [10 Principles of Trustworthiness](https://aamc.org/10-principles-of-trustworthiness). The principles, and a trustworthiness toolkit, were co-developed by community stakeholders as a guiding compass for organizations to use on their journey to establish trust among members of their communities. These resources can be used to help organizations from any sector to demonstrate trustworthiness to their communities. To access the toolkit and learn more about how to use the principles of trustworthiness, visit [aamc.org/trustworthiness](https://aamc.org/trustworthiness) and read a Q&A with leaders of the AAMC Center for Health Justice on [AAMCNews](https://aamcnews.org).

### Tackling Clinician Burnout: NAM Announces Next Phase of Initiative

The National Academy of Medicine (NAM) is extending its [Action Collaborative on Clinician Well-Being and Resilience](https://nam.edu/action-collaborative-on-clinician-well-being-and-resilience) through 2022, furthering efforts to tackle clinician burnout and related mental health issues. The AAMC is a co-founder of the collaborative, launched in 2017 as a network of organizations that are committed to reversing trends in clinician burnout. [Read More](https://nam.edu/action-collaborative-on-clinician-well-being-and-resilience)

### AAMC Names NEXT Award Winners to Address COVID-19 and Systemic Racism in Local Communities

The AAMC has named five institutions as the 2020-21 recipients of its Nurturing Experiences for Tomorrow's Community Leaders (NEXT) Award, which is supported by a cooperative agreement with the Centers for Disease Control and Prevention and provides funding for institutions to develop or enhance a learning opportunity that seeks to improve community health and eliminate health disparities. The winning institutions were awarded \$10,000 each to address COVID-19



inequities and systemic racism locally through collaborative community partnerships. The recipients are the George Washington University School of Medicine and Health Sciences, the University of Miami Leonard M. Miller School of Medicine, University of New Mexico Health Sciences Center, the University of Texas Rio Grande Valley School of Medicine, and Wayne State University School of Medicine. [Read More](#)

### **AAMC Receives CDC Award to Build Confidence in COVID-19 Vaccines**

The AAMC has been awarded a \$2 million cooperative agreement from the Centers for Disease Control and Prevention (CDC). The funding will support work over the next several months to engage and equip AAMC member institutions to build trust and promote confidence in COVID-19 vaccines by empowering health care personnel and, as the vaccines become more readily available, communities disproportionately impacted by COVID-19 across the country. As part of this initiative, the AAMC will engage member institutions in outreach efforts to collaborate with their communities to communicate transparently and dispel myths around the COVID-19 vaccines with the goal of increasing vaccination rates in the United States. The award aligns with the objectives of the [CDC's National Strategy to Reinforce Confidence in the COVID-19 Vaccine](#). If you have questions, contact project lead Jennifer Bretsch ([jbretsch@aamc.org](mailto:jbretsch@aamc.org)).

### **Notes and Insights from the AAMC Research and Action Institute**

As part of its strategic plan, the AAMC has established a think tank – the AAMC Research and Action Institute – led by Executive Director Atul Grover, MD, PhD. The AAMC Research and Action Institute was formed to bring together national thought leaders, researchers, policy makers, and AAMC experts to create actionable solutions that lead to effective change in health policy. In a new periodic communication, *Notes and Insights from the AAMC Research and Action Institute*, Grover will share short perspectives on the challenges and opportunities for improving health in this nation. Recently, he shared what the Institute has been working on, his thoughts on the current state of the country's response to COVID-19, and the work that remains after the pandemic subsides. To receive future communications from the AAMC Research and Action Institute, [subscribe here](#). [Read More](#)

### **IPEC Announces Working Group Members for Core Competencies Revision**

The [Interprofessional Education Collaborative](#) (IPEC), of which AAMC is a founding member, is beginning a formal process to review and revise the 2016 IPEC Core Competencies. The IPEC Core Competencies have helped to frame the national dialogue on the need for interprofessional education (IPE) and collaborative practice (CP) as a catalyst for improving team-based patient care and enhancing population health outcomes. Key drivers for the 2021-2023 revision include the need to provide the interprofessional community with the best available evidence and research related to these disciplines; conduct a cyclical review on common definitions for competence, competency and competency framework; and ensure that this framework accurately reflects changes in research, policy, and practice. [Read More](#)

### **Women of Color and Intersectionality Working Group Established**

The AAMC has established a new working group to address visibility, awareness, and advocacy of intersectionality and women of color in academic medicine — *The Women of Color and Intersectionality Working Group*. This working group is a collaboration of multiple AAMC affinity groups and will revisit and update information and products of the 2015 Women of Color Initiative, develop and facilitate a new webinar series around these crucial topics, and consult on AAMC research endeavors. The working group will also update the [Women Faculty of Color Toolkits](#). The interactive [Women of Color Data Site](#) uses various AAMC data sources to provide a complete picture of women of color as students, faculty and the physician workforce across the country. Data from the drop-down lists can be used to understand the status of women of color in academic medicine today. Questions can be sent to [genderequity@aamc.org](mailto:genderequity@aamc.org).

### **Eight Medical Schools Receive AAMC Grants to Explore Arts and Humanities in Medical Education**

As part of its [Fundamental Role of Arts and Humanities in Medical Education initiative](#), the AAMC has awarded eight \$25,000 grants to member medical schools and teaching hospitals working on arts and humanities programs. These grantees will evaluate the impact of existing

*continued on page 6*

integrative arts and humanities programs or curricula across the continuum of medical education. [Read More](#)

## Select AAMC Resources

### AAMC Data Snapshot Examines Asian Physicians' Reports of Bias, Harm, and Discrimination

A new AAMC data snapshot examines Asian physicians' reports of bias, harm, and discrimination, including being subjected to racially or ethnically offensive remarks/names and physical harm. The data is based on a 2019 survey of 6,000 practicing physicians, 22.5% of whom identified as Asian. [Read More](#)

### AAMC Publishes Data Snapshots on Gender Equity

The AAMC has published two data snapshots focused on themes of gender equity in academic medicine. [Perceptions of Equity in Advancement Among U.S. Medical School Faculty](#) explores how research on women faculty has focused on women faculty as a whole compared to men or on early-career women faculty. [Understanding Childcare Offerings of U.S. Medical Schools During the COVID-19 Pandemic](#) examines research that has shown there to be a gendered impact of the COVID-19 pandemic on women's careers across multiple factors, from publishing to promotion and leadership opportunities. [Read More](#)

### AAMC Resources for Improving Commitment to Equity, Diversity, and Inclusion

The AAMC released two new resources to help academic medicine professionals assess and improve their commitment to equity, diversity, and inclusion across their personal and professional networks. The [Diversity, Inclusion, Culture, and Equity \(DICE\) Inventory](#) includes 89 proprietary assessment questions intended to help medical school and teaching hospital staff and faculty conduct a comprehensive review of institutional policies, practices, procedures, and programs that impact the climate and culture around diversity, equity, and inclusion. The [Foundational Principles of Inclusion Excellence \(FPIE\) Toolkit](#) delivers a complete workshop designed to be experienced within small and large groups of medical school faculty, staff, administrators, and/or students. The toolkit guides participants in assessing equity, diversity, and inclusion within their environment based on their lived experiences and provides a road map to help

participants drive progress toward achieving inclusion excellence in their workplace and learning environments.

### Report Examines Urgent Need to Address the U.S. Maternal Mortality Crisis

A new report [released](#) by the Aspen Health Strategy Group, an Aspen Institute initiative of which the AAMC is a member, calls for a prompt response to address the U.S. maternal mortality crisis, which disproportionately impacts Black women and other women of color. The report, *Reversing the U.S. Maternal Mortality Crisis*, is the result of a year-long study involving 23 nationally recognized leaders and experts across sectors, with input from the general public. [Read More](#)

### AAMC, Vizient Publication Explores Patient-centered Approach to Optimizing Access to Ambulatory Care

Improving access to care is a strategic priority for most academic health systems and a challenge for nearly all. To address that challenge, the AAMC and Vizient sought insights from ambulatory care leaders, physicians, and staff in academic medical centers whose organizations have demonstrated exemplary access to care. This report presents a framework based on common themes that emerged among several high-performing organizations. [Read More](#)

### Final Report Published from CEO Summit on Clinician Well-Being

The AAMC, the Accreditation Council for Graduate Medical Education, and the National Academy of Medicine convened a CEO Summit on Clinician Well-Being in December 2019, and the initial findings have now been published. [Read More](#)

### Data on Medical School Faculty Salaries Now Available

The updated *AAMC Faculty Salary Report* was released in Feb. 2021. This annual report provides detailed compensation information for faculty in 94 departments and specialties, based on a 2020 survey of more than 120,000 medical school faculty. The report provides salary information across departments and specialties, academic ranks, and degrees. [Read More](#)

## Final Report: New Cross-Continuum Competencies in Telehealth

The AAMC and its Telehealth Advisory Committee have developed telehealth competencies across the continuum of UME, GME, and CME with input from a broad range of stakeholders. The cross-continuum competencies are designed to guide telehealth curricular and professional development, formative performance assessments, and cross-continuum collaborations to improve health care services and outcomes. This is the second report in the New & Emerging Areas in Medicine Series. To download the telehealth competencies report, please click [here](#).

## FRAHME Scoping Review Published in Academic Medicine

In 2019 the [AAMC FRAHME initiative](#) commissioned a scoping review team to identify how the arts and humanities are used to educate physicians and inter-professional learners across the continuum. The team recently published [this article in Academic Medicine](#).

## AAMC, Good Listening Project Publish Poems from Health Care Professionals

More than 200 poems based on stories from health care professionals have been published as part of the AAMC's [Fundamental Role of Arts and Humanities in Medical Education initiative](#). The Good Listening Project and the AAMC have partnered to provide faculty and constituents at the nation's medical schools and teaching hospitals with a listening poet experience. [Read More](#)

## Academic Medicine and MedEdPORTAL COVID-19 and Anti-racism Resources

AAMC's journals - *Academic Medicine* and *MedEdPORTAL* - developed a number of resources on COVID-19 and anti-racism. Please see the available resources summarized here:

### Anti-Racism

1. [MedEdPORTAL® collection of anti-racism resources for educators](#)
2. [Academic Medicine's Addressing Race and Racism in Medical Education collection](#)
3. [Academic Medicine's Addressing Harmful Bias and Eliminating Discrimination in Health Professions Learning Environments collection](#)

## COVID-19

1. [Academic Medicine COVID-19 Collection](#)
2. [MedEdPORTAL collection Virtual Learning during COVID-19](#)

## Select AAMC Opportunities

**AAMC/NIDA Sponsoring a Systematic Literature Review of Stigma Among Health Care Professionals Related to Addiction and the Effectiveness of Mitigation Efforts**  
As part of the AAMC's [ongoing efforts](#) to support its members in advancing educational practices in pain management and substance use disorders (SUDs), we are partnering with the National Institute on Drug Abuse (NIDA) to commission a systematic literature review of health care professionals' bias and stigma related to addiction and mitigation efforts. **All proposals are due July 2, 2021.** The educational research team that is chosen will receive up to \$30,000 to conduct the review.

## Call for Academic Medicine Cover Art: Open Until July 30

*Academic Medicine* is seeking original artwork related to an academic medicine experience for its first annual call for cover art. Anyone is eligible to submit, and selected pieces will be featured on the cover of *Academic Medicine*. The journal welcomes high-resolution images of sculpture, painting, textile work, photography, and other visual media, accompanied by a required artist's statement of no more than 250 words. More details about the call as well as submission specs are available on the [blog AM Rounds](#).

## Call for MedEdPORTAL Submissions on Integrative Behavioral Health

The COVID-19 pandemic has increased unmet needs for access to effective care for mental health and substance use disorders. To address this for educators, [MedEdPORTAL](#) is seeking submissions of educational materials from across the health professions for a new collection on training and implementation of integrated behavioral health models, which blends medical care with care for mental health and substance use disorders in one setting. The new collection will provide educators with practice-based, peer-reviewed resources to teach and implement integrated behavioral health to increase

*continued on page 8*

understanding and collaboration for undergraduate and graduate medical education. [Read More](#)

### **Call for Resources for “Clinical Teaching and Learning Experiences: A Resource Collection to Support Innovations in Health Professions Education”**

This working collection features clinical learning experiences, which can be readily used or easily adapted for specific, local settings without the need for physical patient contact and is actively used by thousands of medical educators around the world. [We are currently seeking your submissions for this collection.](#) While we seek submissions of broad teaching and learning experiences across professions, we are specifically asking the community to submit innovations in teaching and learning on these topics: (1) diversity, equity, and inclusion, including anti-racism; (2) quality improvement and patient safety (QIPS); and (3) telehealth.

### **Webinar Series on New & Emerging Trends in Health Professions Education**

AAMC kicked off a new monthly learning series focused on New & Emerging Trends in Health Professions Education in February, with Dr George Thibault sharing his six trends for the future of health professions education. Those trends are being used to frame this offering. Please view past webinar recordings and register for upcoming webinars [here](#) or contact Mallory Lee ([malee@aamc.org](mailto:malee@aamc.org)) with any questions.



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## **COMMUNICATION COMMITTEE**

By Leslie Doering

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Members of the Communications Committee work with other SACME committees to disseminate information to SACME members and potential members. Over the last year, members have worked with the 2021 Program Planning Committee to publicize the virtual meeting held in February, particularly increasing the visibility of SACME on social media platforms. The committee vice chair, Cynthia Garza worked with the Planning Committee and Membership Committee to spread the word via Twitter and LinkedIn, specifically.

Under the leadership of Robert D’Antuono, MHA and Martin Tremblay, PhD, CE News dedicated the March 2021 issue to the proceedings of the Annual Meeting – something we hadn’t done before. With their band of reporters and editors, those who were unable to attend the Annual Meeting (or those who couldn’t attend all the sessions) are able to review the stellar presentations provided during the virtual Annual Meeting.

For those not so comfortable with social media, the Communications Committee sponsored a free webinar in December 2020 – “Social Media for the Uninitiated” with SACME members Sanjeev Socklingham, MD, MHPE, and Jessica Walter, EdD, serving as the leaders on this journey into a different kind of communication.

Ongoing projects include encouraging SACME members to update their profiles, providing Twitter and LinkedIn contact information in an effort to continue introducing SACME to potential members. The Committee will also be reviewing and confirming the mission of each of SACME’s regular publications: Pulse Points, Intercom, and CE News.

A great way to learn more about SACME is by becoming involved in one of the organization’s committees. The Communications Committee is always looking for new members; please feel free to contact me at [doeringl@ohsu.edu](mailto:doeringl@ohsu.edu) if you’re interested in joining us.



# UPDATES FROM THE ACCME

Graham McMahon, MD, MMSc

President and CEO, ACCME



As we begin to emerge from the pandemic, I reflect on the spirit, resilience, perseverance, and creativity of the continuing education community. Although facing unprecedented challenges, educators quickly adapted learning environments to offer urgently needed, lifesaving new skills to clinicians and teams. I am extremely proud of the continuing education community for rising to the challenge. I also recognize that the pandemic has taken a toll on our community and that we face ongoing challenges. At ACCME, we want to do everything we can to support you as you support your learners in adapting to the post-pandemic world. Toward that end, we launched ACCME Academy, an online educational home for the CE community, with resources and courses to help you deliver high-quality, trusted education.

Read more about the Academy, our new diversity, equity, and inclusion task force, and our other initiatives below and visit our [website](#) for additional information. As always, please do not hesitate to reach out and let us know how we can better support your work.

## ANNUAL REPORT DATA

Our annual report shows that despite substantial economic losses and a large reduction in the number of available activities that resulted from the pandemic, the CE community managed to respond to the changing needs of learners and retain and (surprisingly) increase engagement by physicians and other healthcare professionals. CE professionals did so by rapidly transitioning to online and virtual learning environments. In 2020, more than 1600 accredited providers offered more than 170,000 educational activities, comprising 1 million hours of instruction and 45 million interactions with healthcare professionals. Download the report [here](#).

## DIVERSITY, EQUITY, AND INCLUSION

During the past year, we've heard from providers that they are seeking guidance and support from the ACCME in addressing the critical issues of diversity, equity, and inclusion (DEI). Like many of you, we believe that accredited CE has the opportunity and responsibility to

be part of the solution, helping to navigate a path from empathy to understanding to action. Toward that end, our Board of Directors formed a task force to explore how ACCME can facilitate meaningful change and advance the ideals of DEI in CE. In May, we invited providers to participate in a survey about their engagement with issues related to these issues. We thank the providers who participated. Your feedback will help the Task Force understand the scope of DEI activities in our CE community and inform the Task Force's recommendations moving forward. We look forward to sharing the survey results and the Task Force's deliberations later this year.

## ACCME ACADEMY LAUNCH

We're delighted to announce that ACCME Academy, an educational home for the CE community, is now open! Accredited providers in the ACCME System received free access to multimedia, interactive courses and resources designed to help you enhance the value of your education. At the Academy, you'll find:

- **Courses and Curricula** to help you design and deliver engaging, effective accredited education, promote faculty development, achieve Accreditation with Commendation, and more.
- **Resources** for fulfilling accreditation requirements, using PARS, engaging clinicians, and engaging patients as partners in CE planning and teaching.
- **Support Tools** to augment the professional development of your CE team.
- **A Community of Practice** that enables you to learn from and with your colleague educators.

Watch your inbox for announcements of new courses and resources. Join us—and learn well!

*continued on page 10*

## ACCME 2021 MEETING RESOURCES

Thank you to everyone who joined the ACCME 2021 Meeting in April. This virtual event would not have been possible without the engagement and expertise of our participants, faculty, Working Groups, and volunteers. We were pleased to welcome 850 attendees from 469 organizations representing nine countries. We hope you were as energized and inspired as we were by the interactions with our continuing education community.

We appreciate our SACME colleagues who participated in the Live Research Chats to support the research process. Visit the [Virtual Research Exchange](#) hall to learn more about each project, including the goals, methods, results, and information about the researchers as well as a recorded lightning talk from the research team summarizing their project.

We look forward to sharing more resources from the ACCME 2021 Working Groups in the coming months.

## NEW PARS: COMING THIS SUMMER

We're busy getting ready to launch our new, improved Program and Activity Reporting System (PARS). Reflecting feedback from providers and other stakeholders, the new version of PARS will feature a modernized, user-friendly, streamlined interface for activity and learner reporting. Here are a few of the highlights.

### LEARN WITH US

#### ACCME 2021 Virtual Accreditation Workshop

Join your colleagues on August 5-6 for the ACCME 2021 Virtual Accreditation Workshop. The workshop is an essential professional development opportunity for both novice and experienced accredited CE professionals seeking insights into using accredited CE as a strategic tool for healthcare improvement. Registration is now open.

#### Educational Design Resources

Visit our Educational Design Resources webpage for a range of resources to support faculty development and the design of innovative and engaging activities. Resource categories include instructional design, adaptive expertise, workplace learning, teaching remotely, and more.

Among other improvements, the new PARS will offer:

- The ability to enter physician-learner data for all your activities, not only for those registered for MOC. We'll provide a more streamlined process for entering learner data using the web form and improved learner matching. The licensing boards in California, North Carolina and Maine will recognize these reports from you for licensing decisions. We anticipate additional licensing boards joining the collaborative soon.
- A dashboard for your CE Program, enabling you to receive notifications about your program and activities, and see high-level statistics.
- The ability to tag activities by commendation criteria, supporting your efforts to achieve Accreditation with Commendation.
- Expanded capability for searching and filtering within PARS and exporting the results.
- The option to display any activities in CME Finder, not only those that are registered for MOC, MIPS, and REMS.
- Simplified data entry: No need to enter the reporting year, competencies, hours of instruction, or type of in-kind commercial support received.

For more information and tips on getting ready for the transition, visit our [New PARS webpage](#).

## MEDICAL BOARD OF CALIFORNIA JOINS ACCME AND STATE MEDICAL BOARDS COLLABORATION

Welcome to the Medical Board of California (MBC), which has joined the ACCME and State Medical Boards Collaboration, an initiative that will reduce burdens and streamline the CME reporting process for your learners who are licensed in California. With this collaboration, set to launch with the new PARS this summer, accredited providers have the opportunity to report learner-completion data in PARS about California licensees. The MBC will have the ability to view this data to more readily determine that physicians who are requesting re-licensure have fulfilled California's expectations for CME participation. By decreasing the administrative burden of CME

reporting for physicians, you provide additional value for your learners—enabling them to spend less time tracking and uploading CME credits and dedicate more of their time to high-quality learning — and most importantly, to patient care. You'll also reduce your work responding to subsequent queries and transcript requests from physicians. We're offering the service free of charge to the MBC, accredited providers, and licensees. [Read more here](#) and visit the [State Medical Boards Collaboration webpage](#).

## STANDARDS FOR INTEGRITY AND INDEPENDENCE IN ACCREDITED CONTINUING EDUCATION

We're continuing to provide new resources to support the CE community's successful transition to the new Standards for Integrity and Independence in Accredited Continuing Education. Accredited providers are expected to implement the new Standards by January 1, 2022—and we encourage you to start planning now. In an article published in *JAMA*, "[Changes to the Standards for Integrity and Independence in Continuing Medical Education](#)," I discuss the guiding principles behind the new Standards. You can use this article to share with faculty and other stakeholders to explain the new Standards. Visit our [Standards Resources webpage](#) for additional resources, including a toolkit, transition checklist, FAQ, and more.

## JOINT ACCREDITATION SUMMIT REPORT EXPLORES THE TRANSFORMATIVE VALUE OF IPCE

A new report, [The Transformative Value of IPCE](#), captures highlights from the 2020 Joint Accreditation for Interprofessional Continuing Education Leadership Summit. Held virtually for the first time, the Summit brought together more than 250 interprofessional continuing education (IPCE) professionals, representing more than 100 organizations, to explore the role of IPCE in creating a collaborative learning culture for healthcare teams.

Despite our physical distance, we engaged in interactive activities to build and sustain connections. During a time of unprecedented stress, the Summit was instrumental in strengthening our thriving community of practice for IPCE professionals. We thank the speakers and participants for contributing their expertise, best practices, and lessons learned to the Summit.

## LOOKING FORWARD

I look forward to continuing to work together to evolve our educational approaches to effectively address ongoing challenges, including vaccine hesitancy, post-pandemic clinician burnout, and health equity and disparities. Thank you for being part of the solution and for the work you do every day to provide meaningful education to clinicians, teams, and the communities we serve.



### CONNECT WITH US

#### Coffee with Graham

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

**Innovative Education:** In episode 17, we discuss post-pandemic education practices, the ability to rethink and unlearn skills as educators, and the innovative methods used during the ACCME 2021 Meeting.

**Addressing the Needs in a Post-pandemic Workforce:** In episode 18, we speak to Dr. Ngozi Ezike, Director, Illinois Department of Public Health, to discuss how the accredited CE community can address the new post-pandemic workforce competencies.

#### My Weekend As A Covid-19 Vaccinator

In a LinkedIn article, I share my experience volunteering at a local COVID-19 vaccination clinic earlier this year through the Chicago unit of Medical Reserve Corps. Although unsettling rates of vaccine hesitancy persist, many were excited to receive the vaccine. Witnessing collective volunteerism for the common good restored some of my faith in humanity that has felt subdued throughout the pandemic.

# 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.

## Next Steps for Draft Standards

With the close of the public comment period for the Draft Standards for Continuing Certification (“Draft Standards”) on July 8, the focus now is to review the comments received.

The American Board of Medical Specialties (ABMS) has engaged an external party to ensure that the “Call for Comments” review process is unbiased, objective, and thoughtful. The agency will analyze the comments and provide the ABMS Standards Task Force with a summary report by the end of July. The Task Force will review the feedback and make proposed revisions to the Draft Standards. A final draft will be considered by the ABMS Board of Directors at its October 2021 meeting.

Beginning in April through now, ABMS leadership has hosted nearly 30 presentations, a mix of webinars and virtual conversations. Participants included leadership and members of hospitals and health systems; Specialty Societies; professional associations; patient safety, advocacy, and quality of care organizations; Continuing Board Certification: Vision for the Future Commission; ABMS Associate Members; ABMS Portfolio Program Sponsors; and other stakeholders.

Comments submitted via the website are only one mechanism of feedback that ABMS is using to guide and inform the development of the final standards. Other considerations include input from the webinars and presentations as well as letters and other communications from stakeholders.

## ABMS Seeks Remediation Programs, Resources

The Continuing Professional Development and Physician Remediation communities are invited to submit programs and resources for the ABMS Continuing Certification Directory.

In its ongoing commitment to continuous quality improvement of the ABMS Member Boards’ continuing certification programs, the ABMS Remediation Task Force, a collaborative task force composed of national thought leaders on physician remediation and leaders from the ABMS Member Board community, seeks to:

- Support diplomates’ ability to address a performance or participation deficit prior to a change in certification status
- Offer a collection of remediation resources and programs for the ABMS Member Boards and their diplomates

[Learn more about the ABMS Call for Remediation Programs and Resources.](#)

## ABMS Commits to Addressing DEI Across the Organization and Beyond

ABMS and its Member Boards have a unique and distinct role in improving diversity, equity, and inclusion (DEI) in the health care community.

We understand that the trauma of violence and intolerance has a cumulative, direct impact on the health and well-being of individuals and is associated with a higher incidence of chronic illness and lower life expectancy. That, coupled with social inequities that limit access to quality care, leave minority communities - especially those of color - vulnerable to systemic health issues as witnessed most recently during the novel coronavirus pandemic. Long before the names of George Floyd and Breonna



Taylor were etched in our collective mind, it has been clear that our nation's institutionalized racism and social injustice is a public health issue that must be addressed.

As an organization grounded in professional self-regulation, ABMS has made a broad and sustained commitment to DEI in three key areas: who ABMS is organizationally, how ABMS works collectively as a Boards Community, and how ABMS engages specialty physicians in the certification process.

From an organizational standpoint, ABMS has been exploring ways to improve DEI for more than three years, beginning with unconscious bias training for its governance and staff. Concurrently ABMS is making a concerted effort to broaden its volunteer leadership candidacy process to enhance diversity from an ethnic, racial, and gender perspective as well as incorporate wide representation regarding age, career level, and type of practice environment to ensure ABMS' leadership and committees reflect the totality of the profession.

In the ABMS office, a culture of contribution, inclusion, and innovation has been a focus of our work for the last three years. This empowered staff to create programming and initiatives aimed at educating and informing colleagues about racism, including a workshop presented by the Racial Equity Institute. Information garnered from this session is being used to further inform and shape ABMS' internal governance efforts. In addition, ABMS has created a staff-led book club facilitating informative, candid conversations based on the content of the acclaimed books "So You Want to Talk About Race" by Ijeoma Oluo and "How to be an Antiracist" by Ibram X. Kendi.

ABMS Member Boards are equally committed to DEI initiatives and programming. They join ABMS in exploring

how members of the health care community can join forces to influence diversity and inclusion throughout the House of Medicine. Efforts in this area range from featuring DEI presentations at ABMS Conference 2020, engaging in ongoing dialogue with the Accreditation Council for Graduate Medical Education regarding DEI in training programs, and developing a DEI webinar series to increase ABMS community awareness and drive commitment to action from both individuals and organizations. This webinar series kicked off in April with keynote speaker Professor Edwin Lindo, JD, from the University of Washington School of Medicine, who is a critical race theory scholar. (Read more about the Member Boards' efforts in the [spring issue of ABMS Insights](#).)

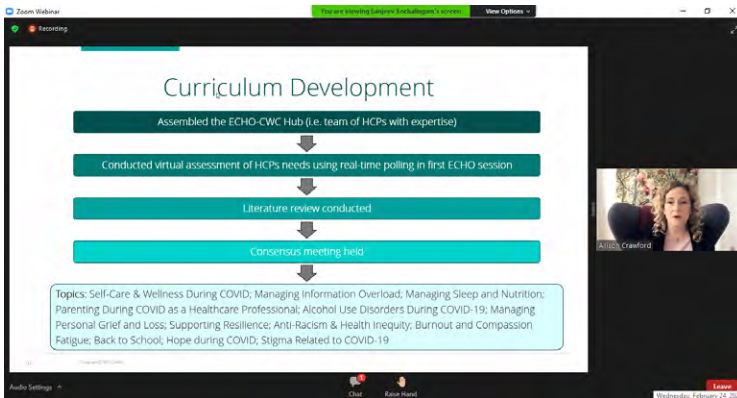
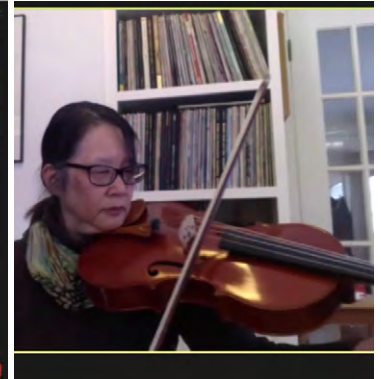
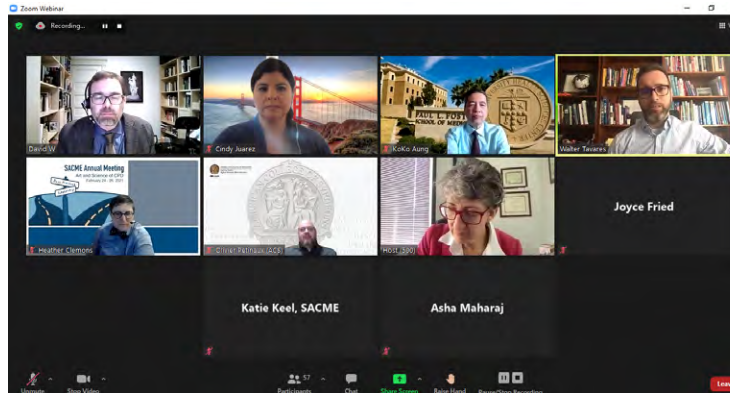
Erasing centuries of systemic, institutionalized racism and health care inequity is imperative and overdue. Working together with key stakeholders across the health care community as well as making an organizational commitment to DEI efforts, ABMS and its Member Boards will continue the hard work of rectifying this public health crisis and building a more diverse, equitable, and inclusive health care system that will benefit all of the patients, families, and communities we serve; fulfilling the ultimate promise of Higher Standards. Better Care.

### **ABMS Conference 2021 Registration to Open Early August**

Registration for [ABMS Conference 2021](#), which will be held virtually Sept. 28-29, will open in early August. It is the premier national conference on board certification with a focus on physician assessment, quality improvement, professionalism, and professional development. [Sign up for updates](#) to receive keynote speaker announcements and early registration notification.

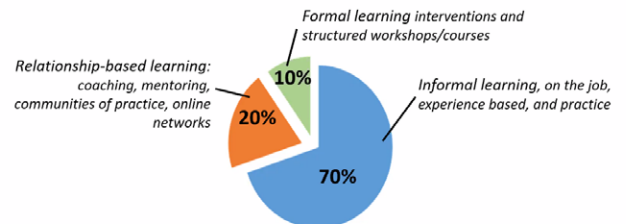


# 2021 VIRTUAL ANNUAL MEETING HIGHLIGHTS

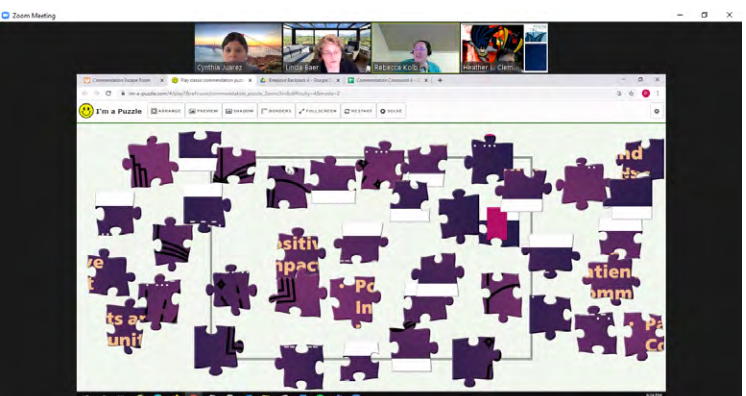
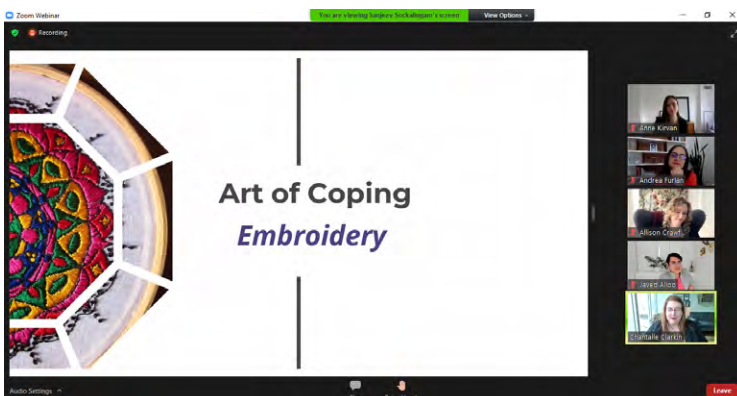
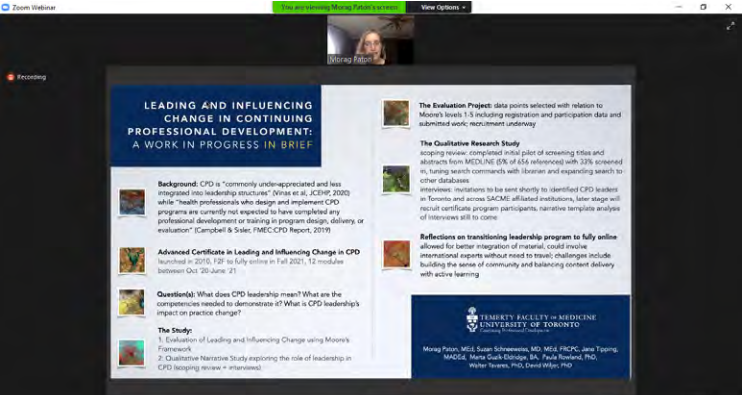
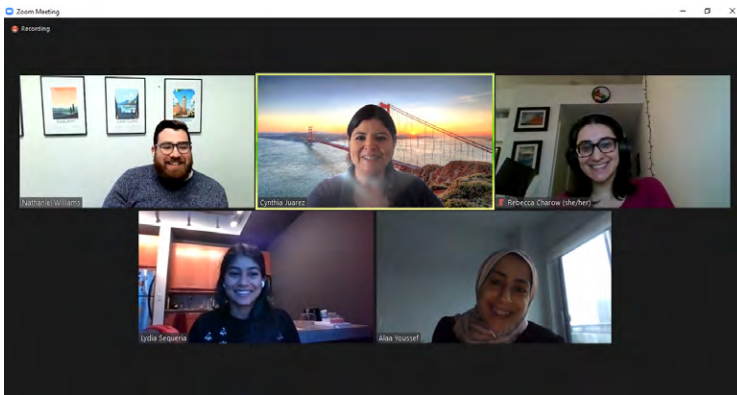


The educational development program is designed around three established professional learning components

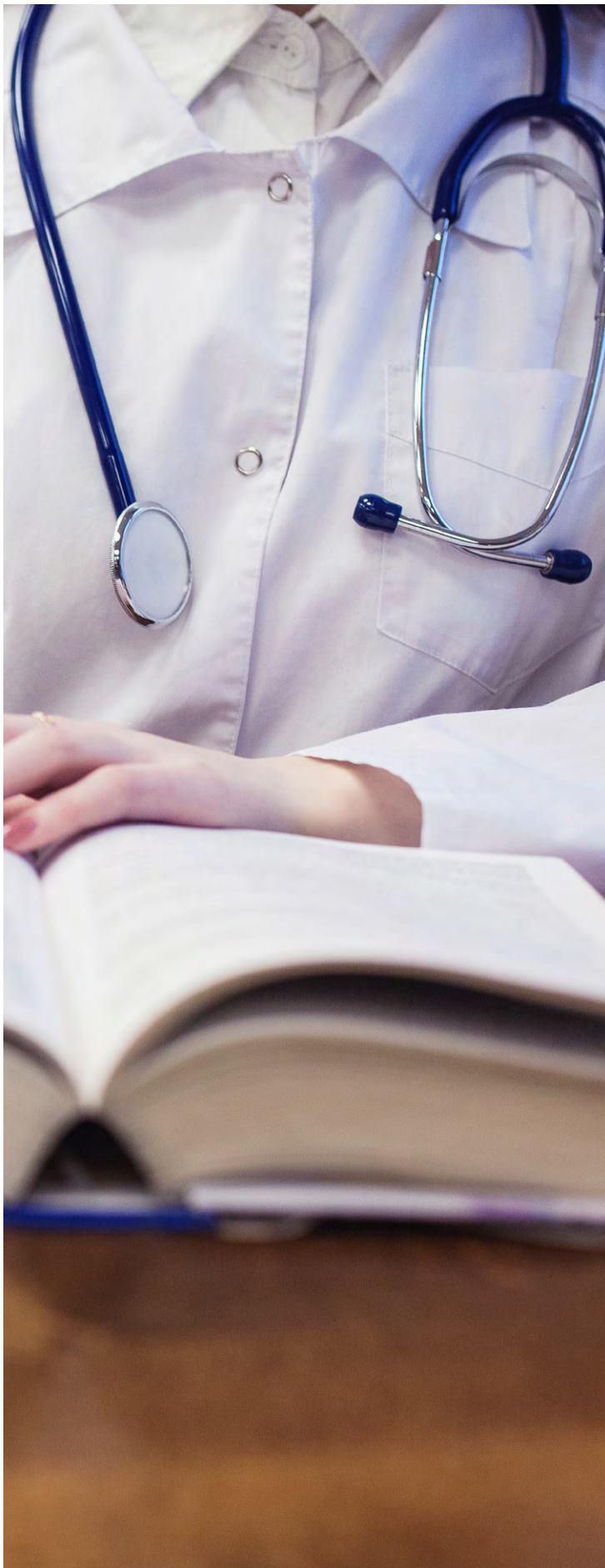
70:20:10 "Rule": Where/how people learn to develop in their profession



Arets, J., Jennings, C., & Heijnen, V. (2016). 70:20:10 towards 100% performance. Sutler Media.







## *INTERCOM*

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