Society for ACADEMIC Continuing Medical Education
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INTERCOM

The President's Perspective

By David Wiljer, PhD
President, Society for Academic Continuing Medical Education

This is my first issue of Intercom during my presidency and it is a great honour to provide you with my first perspective column. For those who don't know me, I am David Wiljer and have been working in Continuing Professional Development (CPD) throughout most of my professional career. I am Executive Director of Education Technology Innovation at the University Health Network, Professor and the Academic Director of CPD at the University of Toronto, and have had the privilege of leading the Digital Compassion research lab where I work with students and research associates to examine the intersection of digital technologies, education, and compassionate care. When I am not working, I might be trying to learn how to play the guitar or hiking, camping, and traveling with my amazing wife Lea, my two incredible daughters, Ella and Emily (both aspiring scientists), and our two dogs, Sukie and Severus.

Over the years, I have had the opportunity to learn from incredible leaders in CPD, work on innovative, longitudinal CPD projects, collaborate on research projects, and work and learn with patients and providers while exploring the incredible field of CPD. To continue that exploration of CPD with all of you is an honour, but one that is incredibly daunting and humbling. I look forward to learning with all of you, our SACME members and partners, as we enter into a very exciting period of CPD where we are faced with opportunities of how to re-imagine basic CPD practices to make them meaningful in our dynamically evolving learning systems. This is the time to examine the role of CPD in addressing social, economic, financial, and technological challenges facing, threatening, and reshaping our healthcare ecosystems.

It has already been an amazing year for SACME. Our virtual annual meeting in 2022, "Work, Life Learning: Navigating through Uncertain Times", was a tremendous success and the feedback was very positive. Even in the virtual space, our members and participants said they had the opportunity to connect with each other. Our amazing keynote and plenary speakers, including Michelle Harper and James Makokis, brought us important perspectives on issues such as the need for radical honesty to acknowledge the truth of life experiences and creating space for Indigenous medicine to promote health and healing. The sessions were inspiring and cast a bright light on our future work.

Our dedicated Program Committee, under the leadership of Tym Peters, is currently working on our plans for 2023. What are the plans, you ask? After much deliberation, we have decided to explore scholarly approaches to a blended, longitudinal experience. There will be

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opportunities to meet both virtually and in person. The theme for our meeting will be **Inspiring and Igniting the CPD Imagination**. We will have a special focus on several topics including innovative care and wellness strategies, social justice, evolving CPD teaching and learning environments, and digital and data-driven CPD. Stay tuned for details coming soon on our website.

The Equity, Diversity and Inclusion Task Force under the leadership of Mohammad Salhia and Edeline Mitton, has been hard at work. Over the last two annual meetings, the discussion around inclusion, diversity, equity and accessibility has been incredible. The task force is just completing a report based on conversations with many of you and a survey sent to all SACME members. The Board of Directors is reflecting on the findings and will be setting some strategic priority areas and engaging with all of you so that we can act now to make some much needed changes.

In partnership with the ACCME, we have launched the CE Educator's Toolkit: Evidence-based Design and Implementation Strategies for Effective Continuing Education. Members of the toolkit team, including Kim Northrip, Joyce Fried, and Laura Werts led a dynamic and well received session at the annual ACCME conference in Chicago in May to launch the toolkit. We would also like to recognize Tharshini Jeyakumar, who will be starting her PhD in September, and Inaara Karsan, who is completing a Masters degree in Health Informatics, for their dedication and incredible work in supporting our toolkit development team. They were co-winners of the 2022 SACME President's Meritorious Service Award and we look forward to their bright futures in advancing CPD.

The SACME Academy Technology Task Force has evolved into SACME's newest committee, the Technology-Enhanced CPD Committee. We would like to thank Olivier Petinaux and Vjekoslav Hlede for taking on the Chair and Vice Chair roles of this committee. They are working on building a robust committee structure and supporting the use of technology across our organization and at our Annual Meeting.

The Communications Committee, under the leadership of Leslie Doering, has been doing amazing work in delivering high quality communication platforms. The work of CE News under the leadership of Chief Editor Robert D'Antuono continues to highlight and synthesize important initiatives from our society such as the annual meeting and the toolkit. We welcome and thank Ronan 0'Beirne for stepping into the role of Editor of Intercom and we thank Sharrie Cranford for her amazing contributions as Editor of Intercom for nine years.

The Strategic Affairs Committee, under the leadership of Joyce Fried, has been supporting the organization in several key initiatives. One of these initiatives guided us in reflecting on the amazing growth of the Scholarship Committee over the last several years and providing some key recommendations to strengthen its administrative structure. Walter Tavares passed the baton of Scholarship Committee (SC) Chair to Bita Zakeri and her new Vice-Chair, Martin Tremblay. Please join me in thanking Walter for his contributions to growing the SC and in welcoming Bita and Martin to their new roles. We look forward to the continued growth of our Scholarship Committee under their new leadership.

The Academy of Fellows under the leadership of Betsy Williams has been engaged in several initiatives including the Mentorship Program, the Faculty Development Program, supporting the annual meeting, and the development of the Mazmanian grant which will be rolled out this year. The kickoff meeting to the Mentorship Program this year was very inspiring and I wish all the mentors and mentees an excellent year of collaboration and learning.

We would also like to recognize the outstanding work of Simon Kitto and his editorial team on the Journal of Continuing Education in the Health Professions. It was recently announced that the journal's impact factor has jumped to 2.19 – a testament to the great work that they are doing. We are working with Simon and Walter Tavares (Guest Editor) on a SACME Supplement to the journal. The aim of this Supplement is to stimulate educators and researchers in CPD and beyond to challenge existing assumptions and commitments, be productively disruptive, and to present new or emerging philosophical and theoretical insights for the CPD community to consider. The deadline for submission of papers is December 1, 2022.

I personally am very excited about the emerging role of data-driven learning and CPD in health care. In particular, the role of artificial and augmented intelligence offers new frontiers for our CPD community. We hope to answer some of the following questions. What is the role of AI in the future of health care? How can we ensure that we continue to deliver socially just and compassionate care in an ecosystem increasingly dominated by the discourse of new technology? What role will CPD play in preparing health professionals to appropriately integrate AI into the delivery of high quality, equitable, and accessible health care for everyone? We look forward to exploring these questions with all of you.

Together, let's free our CPD imaginations and contribute to a healthier world.

Planning Committee Chair Tym Peters reflects on SACME 2022

Planning Committee Chair Tym Peters reflects on SACME 2022

Thank you, Tym, for your leadership of the 2022 Annual Meeting Program Committee and all the hard behind-the-scenes work that you and the committee accomplished to bring the event from concept to reality. As you get back on the treadmill for organizing SACME 2023, can we take a few minutes to reflect on this year's event? What, to your mind, went particularly well in SACME 2022?

The theme was very personal, and so the meeting also had to be very personal, and I think we achieved that. There was genuine engagement, and members took advantage of multiple networking opportunities. This smorgasbord approach using various learning formats enabled people to connect with like-minded individuals more easily. The keynotes were outstanding, and I think the focus on putting DEI toolkits into practice on our last day was invaluable. I really liked the conversational tone of the sessions. They are difficult to structure, and certainly we can make some tweaks, but I'd really like to continue to explore that format going forward.

Was there anything you felt didn't go so well?

There's always some things you might want to redo after an event with so many moving parts. Just about everything went right for us, but there might be a couple of things I wish had gone better. The conflict with President's Day was a complication. I also think we might lean too heavily on the oral presentation breakout format; there might be ways for us to vary that a little.

From your perspective, is there anything that's missing from the virtual event?

That's easy - I miss the hugs. There's probably a little more spontaneity to the in-person environment; and running in to people you haven't seen in a while: grabbing a coffee, or an evening glass of wine is something that I definitely missed. We tried to simulate some of the randomness of just bumping into people and saying hello through Coffee Talks and our After-Party in the virtual lounge. It worked really well, but it's hard to hug through Zoom.

Are there any advantages to the online format?

Reach and flexibility immediately spring to mind. A lot more people can access and connect, and that helps build community. Professionals who rarely get a chance to travel can access a community of like-minded people, ask questions, commiserate, and let off steam. Also, having access to content beyond the 3-day window of the conference provides much more flexibility to different learners – something we're all promoting at our individual organizations on a regular basis. Another important area is speaker flexibility – the online format really opens up the world of keynote speakers. There's a lot of wonderful scholars and practitioners with hectic schedules that might not have the flexibility to fly out to a conference in Arizona, or Boston, or New Orleans, but they might be able to give us an hour or two of their morning from right where they're sitting via Zoom. All of these aspects of the online format make it super agile.

Is there anything that you're thinking of changing for next year?

Hmmm… am I going to change anything for next year? I'd like to explore the idea of making the event more longitudinal. I felt the timeline may have been a little more rushed than we wanted this last year. Maybe the blended/hybrid approach doesn't have to fit into the standard in-person schedule? Another idea would be to use the work group model to introduce more problem-based learning. The ACCME uses this model to address issues throughout their whole meeting, and I think it works well in that setting. Maybe we can add some more variety, some more small-group sessions; and I'd really like to examine the broader CPD learning environment as a topic at next year's event.

All in all, this was a great event, but like any professional development effort, the key to moving forward is to identify the gaps, analyze them, and see how we might address them in the next iteration. What do they call that? Something to do with a cycle….it'll come to me….

SACME 2022 Virtual Annual Meeting Evaluation Results: **Work, Life, Learning: Navigating through Uncertain Times, February 22-24**

The SACME Planning Committee is pleased to present the 2022 annual meeting evaluation survey results and overall, participant feedback is extremely positive. The response rate for the survey was 15%, 41 out of 262 attendees returned the survey. Here are some highlights.

Plenary Presentations: Keynotes, Lessons Learned, EDI, Implications, Virtual Roundtables

All respondents found these presentations, particularly the keynotes, personally and professionally relevant. Satisfaction was rated very highly in all 38 of 39 comments. One respondent noted they seemed too "broad." All respondents indicated that they took away at least one personal or professional tip or pearl from these presentations that they could apply to their CPD practice.

Meeting Objectives

Respondents reported ability to meet the meeting's objectives were rated very high, with 79%-93% of respondents reporting they Strongly Agreed or Agreed with their confidence to perform. **(Table 1)**

Nearly all respondents reported they would make at least one change in practice as a result of participating at the meeting. Most commonly cited barriers that would prevent learners from implementing meeting objectives fell into three specific areas:

- Lack of time
- Lack of administrative support
- Lack of resources

Program Features

Respondents commented on the features of the meeting to continue or to avoid (and to take into account for future meeting planning):

- Reflective exercises
- Unique and stimulating keynote speakers and topics
- Virtual roundtables
- Fewer breakout oral poster presentations
- More interactive sessions or plenaries
- Research connections is a good idea (better with Zoom opportunity)
- Ability to engage and value the learner through technology
- Limited number of concurrent sessions
- Expand opportunities for breakouts
- Continued use of Zoom technology

Teaching Methods

Respondents agreed that the teaching methods and styles used throughout the meeting were extremely (30%) or very (58%) effective. Respondents indicated that they enjoyed the variety of session styles and would like to see a continuation of the following teaching methods/styles incorporated into future annual meetings:

- Narratives
- Small groups
- Conversational style
- Talks brief enough to hold attention
- Breaks for discussion and report back
- Breakout rooms
- Being on Zoom

Topics of Interest for Future Meetings and Webinars

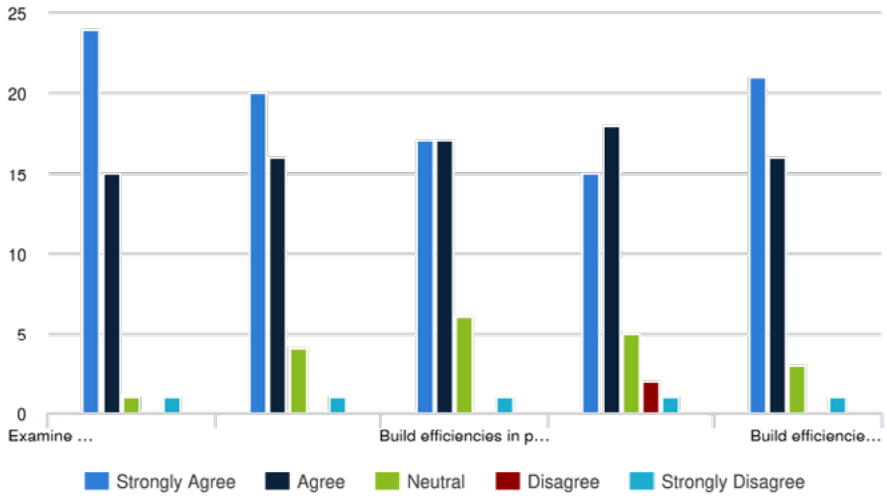
Respondents provided ample feedback on the topics and categories of most educational interest to them for future SACME meetings and webinars. Here are just a few:

- CPD Learning Environment, Practice-based Interventions and Hybrid Activities
- Learning and Change via Effective CPD, Learning Theories and Instructional Design

- Well-being Strategies and the Life-Work Balance
- CPD Office Effectiveness, Value and Strategic Planning
- Technology Enabled Learning in CPD
- Conducting CPD Research
- Diversity, Equity, Inclusion Issues
- Interprofessional Education (IPE) Best Practices
- ACGME Clinician Educator Milestones & Physician Self-improvement
- MOC/COC and QI, Clinician Individualized Learning Plans and Tracking

Table 1

Following this educational activity, do you feel that you can meet the following objectives?



Result details

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Develop strategies to improve their own well-being and to support their co-workers, clinicians, learners, and/or patients in their well-being as evidenced by self-report of intent to change and post-activity reflection statements;	24	15	1	0	1
Identify ways to improve interprofessional collaboration through maintaining a climate of mutual respect and shared values as measured by post-activity confidence scales;	20	16	4	0	1
Build efficiencies in practice that reduce stress for CPD staff, educators, clinician-educators, and researchers;	17	17	6	0	1
Build efficiencies in learning that reduce burdens on the busy clinician learner;	15	18	5	2	1
Examine methods that support growth and adaptation to work, life and learning in a disrupted environment (move from "survive" to "thrive"), based on confidence scales post-activity and self-reported change in later follow-up or discussion.	21	16	3	0	1

Increasing Our Capacity to Prosper in the Era of Technology-Enhanced CPD

Authors: Vjeko Hlede and Olivier Petinaux

The SACME Technology-Enhanced CPD (TECPD) Committee had its inaugural meeting on 5/24/2022. In this brief report, we will summarize the background, and current status, describe the direction we envision, and invite you to provide feedback and - if you are interested - join us.

Background. Digital technology has transformed our world—how we shop, how we do business, how we communicate, and how we teach and learn. The COVID-19 crisis has further exacerbated those changes. The CPD community, and SACME as the leading association of medical CPD professionals, can perceive those changes as threats or opportunities. In both cases, action is needed. Therefore, as Ginny Jacobs described in the latest Intercom (2022), there is no way back and no time to waste. "We need to employ a sense of urgency, accelerate the pace of change and adoption of new technology" and create strategies to remain resilient.

Preparation. To improve SACME's powers to utilize those opportunities and address threats caused by turbulent changes, SACME's Academy of Fellows, under Ajit K. Sachdeva, MD, FACS, FRCSC, FSACME, MAMSE leadership, created a taskforce to address the technology-enhanced learning challenges SACME members face in practice and its impact on CPD. This taskforce was led in 2019 by John Parboosingh, MD, FSACME and Olivier Petinaux, MS. Later in 2020, the taskforce evolved in a workgroup under the Strategic Affairs Committee. The workgroup was led by Heather MacNeill, MD, Olivier Petinaux, MS, and Vjeko Hlede, PhD, DVM, CHCP.

Formation. In February 2022 on the recommendation of the workgroup, the SACME Board of Directors approved the formation of the Technology-Enhanced CPD Committee. Currently, the TECPD Committee, chaired by Olivier Petinaux and co-chaired by Vjeko Hlede, is 15 members strong.

Working together. Since the early days of this initiative, the goal was to integrate it through all parts of SACME (Betsy Williams, 2021). Therefore, liaisons from each SACME committee are involved, and we work actively to get more SACME members involved.

Path forward. We believe that technology-enhanced CPD has become an essential building block of successful CPD. In fact, evidence is mounting that blended learning (combining the best of both traditional face-to-face learning and online learning) is better than either face-to-face or online learning alone (Vallée, 2020).

Historically we had a binary decision: technology-enhanced learning vs. face-to-face learning. That is not the case anymore. Any kind of learning can be enhanced by technology. Even if you are planning a traditional "old-fashioned" lecture, there is considerable opportunity to use digital tools during the lecture to help learners implement a new concept in their unique local practice. (For example: online polling, quizzes, collaborative tools, discussion boards, supplementary online resources for reference, and repetitive viewing)

We are listening to your needs. A committee focused on technology-enhanced CPD (TECPD) will help us build our capacity to address this emerging need. However, this is a social endeavor, and we need input from you the CME/CPD practitioner. The insight you provide can help us ensure that our work is relevant to SACME as an organization and to your unique CME/CPD practices. There are at least three reasons for that:

1. **TECPD is about us - the people (not the technology)**. When we talk about technology-enhanced learning - the focus should not be on technology; but rather on how we utilize technology to work, teach and learn better together. It is about the socio-technical system that we are creating. Each SACME member is an essential part of that socio-technical system.

2. **We need your feedback**. We are all learning in these new environments together. We need to hear from you - what would you like to learn more about, what have you tried that you'd like to share with the CPD community, and how do you see the future of tech-

nology-enhanced CPD? Your opinion is important. All ideas are welcome.

3. **We want to recruit additional committee members**. The impact of this committee will depend on the contributions of SACME members. If you are interested in joining this committee, please express your interest in membership via the link below. Bring your opinions, your enthusiasm, and yes, even a small dose of healthy skepticism is welcome. Quoting Margaret Mead (2005), "*Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.*"

To find out more about our plans and how you can join the initiative, please review the Committee Charter and the Capacity building strategy.

To provide feedback or apply to join our Committee, please use this Google form: https://forms.gle/ZebzU-PerwJofqzuK7

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Now Available: CE Educator's Toolkit Provides Best Practices in Educational Design

The ACCME encourages the CE community to explore the CE Educator's Toolkit, a new resource developed by SACME to equip educators with best practices and guidelines to deliver effective continuing education (CE). This resource was developed through an ACCME research grant in fulfillment of the ACCME's strategic goal to advocate for research and scholarship in CE.

Following a review of academic literature and discussions with experts in CE, the following education interventions were identified and explored in the toolkit:

- Small-group learning: Promotes self-esteem and participation, introduces the learner to a range of perspectives and feedback, and supports the development of social, communication, and leadership skills.
- Case-based learning: Fosters critical thinking through the use of real-world scenarios and promotes collaboration and interprofessional learning through inquiry-based approaches.
- Reflective learning: Supports self-awareness, facilitates lifelong learning, and identifies individual learning gaps and areas for improvement.

The toolkit also offers mini-case scenarios, guiding questions, and evaluation tools for tracking your learners' progress. This toolkit may be used, distributed, or presented for non-promotional educational purposes with attribution. Contact info@accme.org with questions on reproduction or use.

"We commend SACME for their leadership in developing this important resource with us for the CE community. Our shared goal is to leverage the power of continuing education to provide quality patient care—and this resource will help to empower CE providers to create innovative education that drives improvements in clinician practice. I look forward to continued collaboration with SACME as we work together to promote best practices and innovation in educational design." —Graham McMahon, MD, MMSc, President and CEO, ACCME

First Look at the ACCME 2022 Meeting

On day one of the ACCME 2022 Meeting, both in-person and virtual attendees were able to join a mini-plenary session offering an overview of the toolkit and insights from the toolkit authors. During the session, attendees worked together in small groups to discuss case scenarios and best practices.

"The CE Educator's Toolkit is chockful of useful, evidence-based, and instructionally sound methods, strategies, and principles of active learning that target the core of a learner's performance. It is the one true guide for enhancing and promoting continuous learning, and utilizing best practices that optimize the learner's unique journey of professional growth and development." —Jan S.L. Wong, MEd, Associate Director for Accreditation, Veterans Health Administration

Additional Resources

Stay tuned for more information throughout the year on how to leverage the toolkit for your needs:

- ACCME Academy will offer courses for the CE community that explore strategies and best practices outlined in the toolkit.
- The ACCME 2022 Accreditation Workshop will offer a deep dive into the toolkit for CE newcomers.

Questions? Contact info@accme.org.

Updates from the AAMC

By Lisa Howley, MEd, PhD, Senior Director of Strategic Initiatives and Partnerships, lhowley@aamc.org, @LisaDHowley

I want to begin by briefly announcing an exciting new merger to better serve the needs of our communities. As of April 1, 2022, the Association of Academic Health Centers and the Association of Academic Health Centers (AAHC) International merged into the AAMC, broadening our U.S. membership and expanding our reach to international academic health centers. We are delighted to be working together with our new colleagues to further amplify our efforts to improve the health of people everywhere!

The AAMC is a nonprofit association dedicated to improving the health of people everywhere through medical education, health care, medical research, and community collaborations. Our members comprise all 155 accredited U.S. and 16 accredited Canadian medical schools; approximately 400 teaching hospitals and health systems, including Department of Veterans Affairs medical centers; and more than 70 academic societies. Additional information about the AAMC is available at aamc.org.

Below are more 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 Announcements and Initiatives

New Clinician Educator Milestones

As a result of a unique joint effort by the Accreditation Council for Graduate Medical Education, the Accreditation Council for Continuing Medical Education, the Association of American Medical Colleges, and the American Association of Colleges of Osteopathic Medicine. This series of sub competencies is designed to aid in the development and improvement of teaching and learning skills across the continuum of medical education. Read More

Results of the 2021 AAMC-SACME Harrison Survey published

The AAMC and the Society for Academic Continuing Medical Education (SACME) have published a report of findings from the ninth joint survey about the structure and function of continuing medical education and continuing professional development (CME/CPD) units at U.S. and Canadian medical schools and specialty societies. We want to hear from you! Share your insights, questions or ideas for future research by writing cme@aamc.org and Read More

AAMC News and Insights

AAMC News articles share insights and lessons for and about the academic medicine community. A few of our latest articles include: *Crisis in Ukraine: U.S. doctors, hospitals step up to help; How the war in Ukraine threatens hospital cybersecurity; Caring for adults with intellectual and developmental disabilities; On the frontlines of advocating for academic medicine; Shame on us for shaming people with excess weight*. Read More

National Academy of Medicine joined by more than 110 organizations to address climate change

More than 110 organizations around the world have committed to addressing climate change and ensuring a sustainable and resilient health sector by becoming Network Organizations of the National Academy of Medicine's Action Collaborative on Decarbonizing the U.S. Health Sector. These organizations have demonstrated their commitment to working together on solutions to mitigate and adapt to climate change while centering and maximizing human health and equity. The AAMC is a member of the Climate Collaborative, and David J. Skorton, MD, AAMC president and CEO, serves on the steering committee. Read More

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Updates from the AAMC continued from page 9

Select AAMC Resources

Stay updated on news and events related to AAMC's Fundamental Role of Arts and Humanities in Medical Education (FRAHME) initiative. To learn more about integrating the arts and humanities into continuing education and professional development, sign up here.

A New Resource to Support the AAMC

Telehealth Competencies Now Available! Video telehealth visits are an effective way for patients to access health care providers—but health systems need to invest significant resources in technology, training, and infrastructure to ensure their success. This one-page briefing, Understanding a Video Visit at the Health System Level (PDF), outlines the critical components of a successful video visit and is aimed primarily for policymakers and payers, but can be applied to all health systems.

AAMC anti-racism resources

The AAMC has compiled a variety of resources — including videos, publications, and more — related to anti-racism as part of the association's ongoing work to address and eliminate racism in academic medicine. These include resources to help organizations become anti-racist and resources to help individuals and communities at large become more diverse, equitable, and inclusive. Read More

AMA "Prioritizing Equity" video series: Narratives and language

A recent episode of the American Medical Association (AMA) "Prioritizing Equity" video series focused on the power of narratives and language in health care and highlighted the narrative guide published last year by the AMA and the AAMC Center for Health Justice. Philip M. Alberti, PhD, founding director of the center, and Malika Fair, MD, MPH, FACEP, AAMC senior director of equity and social accountability, participated on the panel, which explores how dominant narratives perpetuate harm and offers examples of how these narratives can be challenged and disrupted, moving toward equity-focused and person-first alternatives. A video and transcript of the episode are now available. Read More

AAMC data snapshot explores mental and behavioral health care and telehealth

In 2020, the use of telehealth grew rapidly and made up a significant amount of the care delivery mode for mental and behavioral health conditions. Analyzing Clinical Practice Solutions Center all-payer 2020 data, this snapshot demonstrates that audio and video visits are a critical way to support improved access to mental and behavioral health care and the importance of making them available across all patient population groups. Read More

Select AAMC Opportunities

Registration open for virtual AAMC Group on Faculty Affairs Professional Development Conference

The AAMC Group on Faculty Affairs Professional Development Conference will take place virtually from July 13-15. The theme will focus on "Reflect, Reimagine, and Redefine" and provide an opportunity to engage with peers in faculty affairs, faculty development, leadership development, and administration who understand the unique challenges of these roles. Register Now

Register for IPEC leadership development program

The Interprofessional Education Collaborative (IPEC), of which the AAMC is a member, will host an Interprofessional Leadership Development Program in Atlanta from June 21-24. The program supports IPEC's goal of preparing leaders to advance interprofessional education and interprofessional practice efforts within their institutions. The theme for this year's program is "Interprofessional Education for Collaborative Practice: Leadership Strategies for Bridging the Gaps." Please direct questions to IPEC Associate Director Shelley McKearney at smckearney@ipecollaborative.org. Read More

MedBiquitous 2022 Call for Proposals

Plan to join us this Fall for MedBiquitous 2022, our inaugural in-person annual meeting for health professions educators and technology innovators that will provide attendees opportunities to network with data enthusiasts from around the world. MedBiquitous serves as both the developer and collector of open-access, information technology standards for the health professions education

community. This year's annual meeting is open to all who have an interest in health professions education and credentialing and will be held at the AAMC Learning Center in Washington D.C. on Oct. 17-19. Our special focus is for those with an interest in technologies that enable systems integration and data sharing. Review the instructional guide.

AAMC IDEAS Learning Series features monthly webinars with experts in inclusion, diversity, equity, and anti-racism

Improving inclusion, diversity, equity, and anti-racism is a critical priority for the academic medicine community, and many institutions are engaging in multiple initiatives focused on these issues. The AAMC has established a monthly webinar series to convene experts and members of the academic medicine community to foster inclusive environments, create equitable advancement, promotion, and tenure policies, and promote anti-racist policies, education, and institutional practices. Read More

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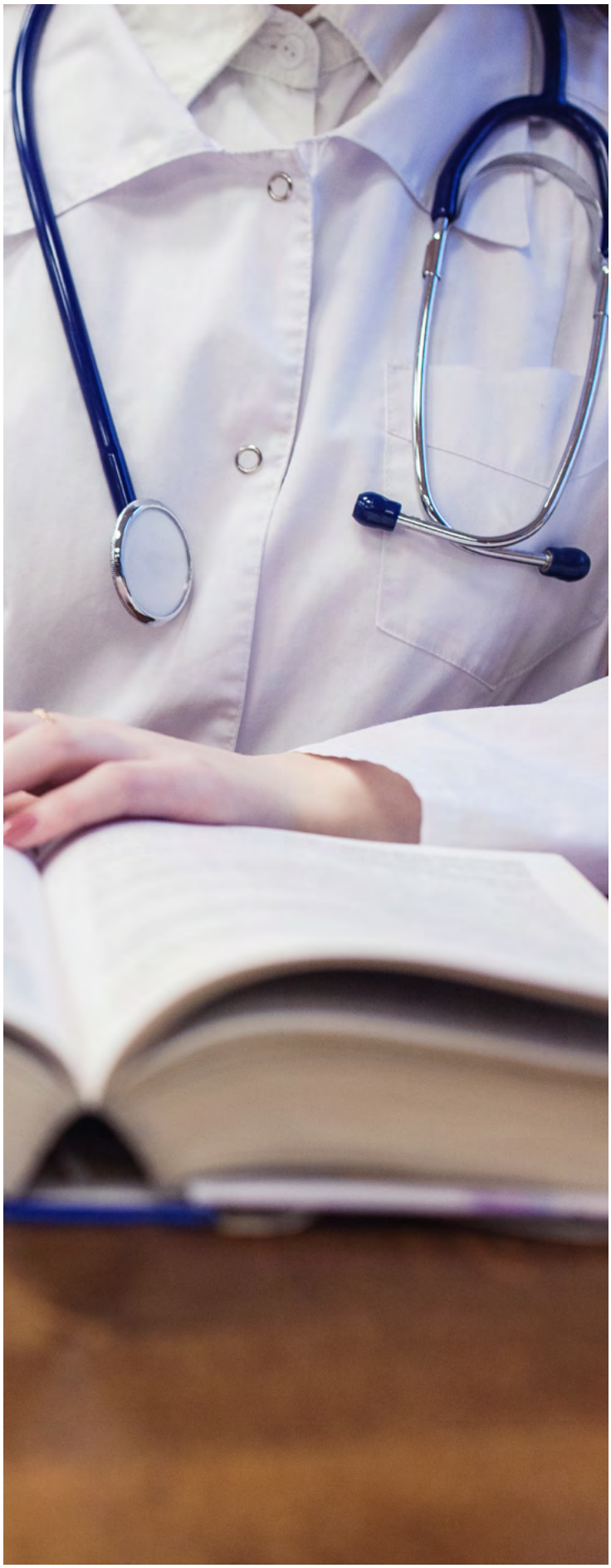
SHARRIE CRANFORD

SACME leadership, on behalf of all members, would like to thank our outgoing Editor of the Intercom, Sharrie Cranford, for nine years of service to the publication. Sharrie, Director of Continuing Medical Education at the University of South Alabama School of Medicine, became an associate editor in October of 2013 and took over as Editor in June, 2016. Following six solid years of tracking down authors, proofing articles, and herding an editorial team, Sharrie has decided to pass the baton and let someone else share the migraines. Thank you Sharrie for your dedication to this publication, we'll try to keep it going.

If you are interested in joining the Intercom editorial staff, please contact Ronan O'Beirne at ronan@uab.edu.

If you would like to provide some feedback, let us know about a SACME member who deserves some recognition for recent contributions to the field, have suggestions for an article, or would just like to provide general feedback, please let us know here.



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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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