

The President's Perspective

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

I hope you all had a fantastic summer. During this time SACME has accomplished so much. The Virtual Journal Club has started again, the Coffee Chats are brewing and infusing our members with new ideas, the Academy of Fellows Faculty Development Committee has put together a great line up of webinars, and we are eagerly anticipating publication of the SACME JCEHP Supplement later in the Fall.

And so much more ... The SACME Board had a fantastic annual retreat in July where we reviewed our vision and mission and explored SACME issues such as business development, utilizing online and hi-flex approaches in our future programming, and building our leadership and research pipelines. In addition, we started reflecting on an important SACME milestone in 2026, our 50th birthday. I know, I know, our organization looks so good for our age and fit too. If any of you think it is too early to start thinking about 50, my mom started planning her 80th when she turned 70. So, it is time to think about the past and the future and to get ready to celebrate our achievements, our goals, and our aspirations.

Finally, registration is now open for our 2024 Annual Meeting in San Diego, March 10-13. The theme of the meeting this year is [*Exploring the Expanding and Evolving CPD Ecosystem: Looking Globally, Working Locally*](#). The meeting promises to be outstanding with fabulous speakers, great workshops, and, of course, your research and best practices presentations. Please register now to ensure that you get your first choice of eight workshops, which are included in the fee for registration this year!

So, what is on my mind? I am so glad you asked. As I reflect on this edition of Intercom, I do so far from the threat of AI and the technology take over, as I sit in a beautiful house on top of Bowen Island, just off the coast

of Vancouver, listening to ravens kraa (yes, crows caw and ravens kraa – it is a thing) and the fog horn blasting over the ocean into the beautiful forest high above Snug Cove in the cloud-covered trees. Although Bowen Island is a short ferry ride from Vancouver, it is a whole different life here on the island. Nothing happens very quickly and everyone knows your business. There are more deer than people, or so I like to say, and the people are dear, a truly lovely community.

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There are no bears here, so that is good. Although every five years, some poor bear gets lost fishing after a few too many salmon and ends up swimming from the orcas only to find itself on Bowen, much to the excitement of the locals who have much debated what should transpire with brother bear.

Why am I here? Both my wife and I have had to move our parents from their homes to alternative residences in the last few months. With that comes the task of dealing with all the stuff and the property. We are on Bowen Island preparing the house as a rental property while we consider our potential retirement here at some point in the far distant future. If you have done this task of clearing out your parents' homestead, you know it is emotional, hard work, and so very distracting. Every job leads to another and you have to make important decisions about things that have tons of meaning and value, even if only to you. So, it has me thinking a lot about the choices that we make, the consequences of those choices, and the impact of those choices on future generations. What should we truly be valuing and preserving? What needs changing? This thinking has led me to reflect on the same questions for SACME.

Over the past several months, I had the opportunity to hear several experts in our field discuss issues related to inclusion, diversity, equity, and accessibility. One of the best plenaries I heard this year was at the Association of Medical Education in Europe (AMEE) meeting in Glasgow (Basel, Switzerland next year). The talk was given by Dr. Sophie Soklaridis -- yes, our very own Sophie. She will also be giving the Barbara Barnes Keynote at our 2024 annual meeting and I am extremely excited about that. But, at AMEE Sophie talked about the meaning of inclusion and what inclusion means for us in academic medicine. She spoke about inclusive leadership and her experiences of being supported by other women leaders, inclusion by involving people with lived experience, and global inclusion and the realities of power and privilege.

I also had the opportunity to attend a symposium put on by the **The Equity in Health Systems (EqHS) Lab** which was established in September 2021 by one of our members, Dr. Jerry Maniate. The EqHS lab brings together a diverse and unique group of people to think about equity and health. As his website states: *drawing together leaders, influencers, learners, and patient*

partners from diverse backgrounds has facilitated the creation of a unique community and social network that is based on shared principles and approach. Jerry's lab runs a number of excellent events each year including the Critical Dialogues for Action series. You can check out those activities at <https://www.eqhslab.com/>.

Finally, at the International Cancer Education Conference I was privileged to hear Dr. Notisha Massaquoi from the Black Health Equity Lab (BHEL) in the Department of Health and Society, University of Toronto, Scarborough. *BHEL brings together students, researchers, and community-based organizations committed to working with and for Black communities to conduct rigorous health research and develop advocacy tools, strategies, and programs to improve health outcomes, well-being, and success in Canadian systems.* Dr. Massaquoi says it is essential to believe that we can live in a world that is equitable and without oppression. Dr. Massaquoi introduced us to the concept of Ubuntu, an ancient complex African philosophy that is often poorly translated as "I am because we are." According to Nelson Mandela, "*Ubuntu* does not mean that people should not enrich themselves. The question therefore is are you going to do so in order to enable the community around you and enable it to improve? These are the important things in life. And if one can do that, you have done something important which will be appreciated." One of the things I hope we will do at our SACME conference and in all of our activities is reflect on what is important to us and our community. Together we can image and deliver CPD that changes lives across the globe, creating a healthier world that eliminates inequity and oppression.

So, what are we going to do to enable and improve our community and our world together?

I cannot wait to hear your thoughts. As always, please let me know how you think SACME can preserve, improve, or change to make a difference for you and those you serve.

From Raven's Rock on Bowen Island, BC, Canada,

David Wiljer
President, SACME 2022-2024



Get Ready for San Diego 2024

By Tym Peters, University of California, San Francisco

SACME's Annual Meeting on March 10-13, 2024 in San Diego, California, USA, is beginning to take shape. This year's theme "Exploring the Expanding and Evolving CPD Ecosystem: Looking Globally, Working Locally" is such a perfect fit for SACME. Our members and colleagues are researchers, practitioners, clinicians, and educational leaders working to advance the field of CE/CPD and jumping onto the moving target that is our current ecosystem is what we do!

We have confirmed four stellar plenary speakers to touch on the major themes of the meeting. Besides their outstanding contributions to the program, I am quite excited to report that they represent a multi-professional group: scientist and educational researcher, pharmacist, nurse, and physician.

Dr. Sophie Soklaridis from the Centre for Addiction and Mental Health and the Temerty Faculty of Medicine at the University of Toronto will help us to continue to ex-

pand the CPD Ecosystem through equity and inclusion. These have been important elements and a driving force for SACME in recent years. Dr. Soklaridis has been selected as this year's Barbara Barnes Keynote Plenary on Monday morning – you won't want to miss this.

Dr. Ann Kurth is a leader in higher education and health as President of the New York Academy of Medicine and previous Dean of the Yale School of Nursing. Her perspective on health issues, from work funded by the NIH to serving on the US Preventive Services Task Force and National Academy of Medicine Board on Global Health, is one we've sparsely seen at previous meetings. As the global climate/health urgency grows, now is the time for all of us to consider how we can contribute. Expect some exciting discussions on Tuesday morning.

On Tuesday afternoon, we switch gears a bit (OK, a lot) to meet Dr. Muhammad Mamdani. Dr. Mamdani is the Vice President of Data Science and Advanced Analytics

at Unity Health Toronto and Director of the University of Toronto Temerty Faculty of Medicine Centre for Artificial Intelligence Research and Education in Medicine. He is also a faculty member of the Leslie Dan Faculty of Pharmacy and the Institute of Health Policy. We will hear about real-world experience with artificial intelligence (AI) and its possibilities and implications in CE/CPD. This is the plenary to tell you “What the Education Field Needs to Know.” It’s a new world out there, folks!

Lastly, but definitely not leastly, Dr. Linda Hill will work with us on Wednesday morning to build trust for CPD without borders. Dr. Hill is a Distinguished Professor and Assistant Dean in the Herbert Wertheim School of Public Health at UC San Diego. (UCSF author note: go UC!) Her work on displaced populations and transportation safety as a senior staff physician for a Federal Qualified Health Center (FQHC) makes her an ideal complement to our members’ own international work. She will enlighten and inspire us to approach humanitarian crises and evolving CPD ecosystems for maximum effectiveness.

Surrounding these four plenaries will be related abstract presentations from our colleagues near and far showcasing their work in research, evaluation, and best practices. In previous years, we have managed posters completely digitally. During the pandemic this worked; semi-post-pandemic, not so much. Stay tuned as we reinvent the Poster Session for maximum engagement and learning (and probably wine).

Other things to look forward to include information from JCEHP’s editor, Dr. Simon Kitto, and more on the Toolkit! This year will focus on evaluation and how to use the Toolkit to meet your needs to evaluate your activities and your program at large.

Oh, we may also feature puppies and doggos... Did you know we have a Social Subcommittee? Led by Laura Werts, this group of individuals is out looking around for the “funnest” and “bestest” community-building stuff. With so much to do in San Diego, their hardest task will be limiting what we can offer! It’s rumored dinner with board members will be back. Stay tuned for upcoming announcements as this important part of the program develops. In the meantime, you can definitely count on the welcome reception on Monday evening for a good time.

If you can’t make it in person, we’re working hard to get those multi-channels open for you to join us virtually.

Another big change this year is the return to curated in-person workshops on Sunday, March 10. Seven amazing workshops will be presented on-site prior to the main meeting. They will address artificial intelligence (presented twice), inclusion, manuscript reviews, group facilitation, the use of technology and inclusion, quality improvement, and how to get published. You do not want to miss these - and this year, they are included in your registration fee! You can choose one workshop in the morning and one in the afternoon. Space is limited, and admission is first-come, first-served. Be sure to check out the descriptions on the SACME 2024 page and register ASAP. (My dear virtual attendees: we are working to see if any of them will be appropriate or available for live stream...hold tight!)

We are very excited to bring SACME a program that is here and now as well as forward-thinking, that engages with and shares our talents and experiences in myriad ways, and that brings us together as a community to celebrate our advancements in the field.

Registration has just opened, so take advantage of early-bird rates while they last and get signed up for those workshops. On behalf of the amazing Program Committee, I look forward to seeing you in San Diego -- or online -- next March.

Fellows Academy Report

By Betsy Williams, Professional Renewal Center, Kansas

The Faculty Development Committee of our SACME Academy of Fellows has created a four-webinar series with sessions offered in October, December, February, and April. The series is designed to aid in the development and improvement of teaching and learning skills for CME/CPD providers. Many thanks to Joyce Fried and Gary Smith Committee Co-Chairs, Sue Lawler, Vice-Chair and Faculty Development Committee members Jules Sodeman, Nels Carlson, Suzan Schneeweiss, Ivan Silver, Latika Nirula, Connie LeBlanc, Janine Shapiro, Ginny Jacobs, Patricia O'Sullivan, Yvonne Steinert, and Heather MacNeil.

The series will kick off October 26, 2023, at 2 pm CT. Nels L. Carlson, Associate Dean, Continuing Professional Development, Oregon Health & Science University will facilitate the session entitled Raising the Bar on the Quality of Teaching: Focus on the Educator. Dr. Carlson will provide examples of faculty development activities that either are integrated into CPD office or that represent collaborations between CPD and other offices (GME, UME, Faculty Development) within the organization. There will be opportunity for discussion during the webinar.

Our second webinar, Demystifying Coaching will be December 6, 2023, at 11 am CT. This session will be facilitated by Jane Tipping, Educational Consultant and Anne Matlow from the Temerty Faculty of Medicine, University of Toronto. Suzan Schneeweiss, Associate Dean Continuing Professional Development, Temerty Faculty of Medicine, University of Toronto will facilitate our session entitled Promoting Competencies for CD Providers. This session is scheduled for February 12, 2024, at 12 pm CT. The series will conclude April 16, 2024, at 12 pm CT. Gary A. Smith, PhD, Assoc. Dean of Continuous Professional Learning, Office for Continuous Professional Learning, University of New Mexico School of Medicine will facilitate our final webinar entitled Use the Clinician Educator Milestones to Generate Lifelong Learning. Each session is free to SACME members.

During the 2022-2023 academic year the Academy's Mentorship Program facilitated seven mentor-mentee pairs. Many thanks to Christine Flores, Jack Kues, David Price, and Mary Turco for the work they have done this past year in continuing to improve this initiative. Several

mentor-mentee pairs responded to a request for an update. Mentee groups indicated that they met approximately monthly. There was consensus that time constraints sometimes created challenges, but the groups kept in regular contact. The topics discussed at meetings covered a broad range but typically included becoming more familiar with the field, special projects, challenging situations mentees experienced in their institutions, and opportunities for wider participation in SACME and other national organizations. Reported benefits included spending time with someone experienced in the field, the ability to bounce ideas off of another person with expertise in CPD, brainstorming research ideas and other projects, and connections and networking. Congratulations to Helen Maudsley who had a paper accepted at this year's SACME annual meeting. The work was presented by her mentors. Sadly, Helen could not attend the meeting due to a change in her job status and personal reasons.

A facilitated discussion was held about the Mentorship Program. Attendees provided several suggestions of ways to grow and improve the program. Mentorship Committee members will discuss the feedback and work on ways to incorporate the suggestions into future programming opportunities. Please send any thoughts or suggestions about the Mentorship Program to me bwiliams@prckansas.org.



Communications Committee Report

By Cindy Juarez, Paul L. Foster School of Medicine,
Texas Tech University Health Sciences Center El Paso

This issue of INTERCOM has a new look and feel. Like CE News, we have integrated INTERCOM into Word Press to bring inline all our publications into the same web based environment. It has been a long time coming, but this issue marks the realization of a long time SACME goal of creating a more engaging look and feel and that modernizes all of our publications.

We are still posting on our social media channels, X and LinkedIn, and we standby ready to post any kudos or member highlights you have. As a reminder, we have a handy tool to make a request on our website [here](#). We can accommodate single posts and/or campaigns, and we ask that you provide any images you want accompanying the post(s) to be in line with social media [guidance](#). Also, if you have not already done so please follow us on our various platforms and groups.

We have a number of communications campaigns this quarter ranging from our annual awards nominations, board nominations, national coffee chats, and announc-

ing our newly created faculty development [series](#)! So much great work is happening within our organization that I am hopeful you have been able to read and participate.

As part of greater transparency from the board to the members the communications committee will be working on a new initiative to bring you some tidbits of information from the monthly board meetings. Keep an eye out on our various channels to see information from these meetings coming out soon.

Finally, if all that reading about our great work makes you interested in getting involved with SACME on a deeper level, we definitely welcome more help. As an all-volunteer organization, we rely on one another to get our good work completed. The communications committee is looking for more members and we welcome your interest. Please contact me at Cynthia.m.juarez@ttuhsc.edu if you would like to join!

SACME Membership Committee Report

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

The Membership Committee has been very busy this summer! We continued our recruitment efforts and have also been tasked with preparing some proposals for board review. Keep reading to hear more details! As of September, we have 254 confirmed members, and 71 who have not yet renewed their registration this year. If you are one of those 71, you will be hearing from your Regional Representative soon to check in and encourage you to remain a SACME member!

In a recruitment drive, the membership committee has been identifying and reaching out to contacts from organizations that have Joint Accreditation or ACCME accreditation with commendation but do not yet have a member in SACME. This has been quite the task, but we have been able to engage in some conversations which

will hopefully lead to an increase in membership! We have heard that most people join SACME because of a personal referral, so we are hoping to grow our membership through these personal outreach efforts. I will encourage you all to reach out to folks in our field who may be interested in SACME to join our community!

The Committee is also working to prepare a few proposals for board consideration. These include a possible institutional membership plan, affiliate membership category, and a brainstorm of new outreach opportunities. Regarding the outreach opportunities, we are considering what other professions may benefit from a membership in SACME (and we in turn benefit from their expertise in our community). First, we are targeting graduate schools with programs in continuing education for healthcare

professionals, and I reached out to SACME members who have one of those programs in their institution. This outreach aims to start a conversation about how their students may benefit from a membership in SACME and to collect more information on other professional societies in which their students may hold membership. For those institutions where we do not have a current member in SACME, I reached out personally. More details to come on that in my next update. Let me know if you have any other ideas!

For our retention efforts, we just announced a raffle to win a copy of *Continuing Professional Development in Medicine and Health Care*. In order to enter the raffle, members will need to update their profile on sacme.org (or email me and let me know it is 100% up to date) by October 31, 2023. We want everyone to check their profiles and update them so we can all use our [member directory](#), a fantastic perk of membership, to its fullest extent. In the member directory, you can search other members by any part of their profile including type of organization, accreditation, and even degree. This is the first time we have done a drive like this, and so far, I have heard that some people were surprised at how outdated their profiles were! Let me know if you need help with the update! Also, we wanted to gain more insight on why former members did not renew their memberships. We sent out a survey to those who lapsed in the last few years, and we have gotten some great feedback. These data will help us in the formulation of our proposals to the board to make remaining in SACME more feasible for everyone.

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 first inaugural national coffee chat took place on June 8th, titled RSS: Pains, Perils, and Pitfalls. We had over 90 attendees!! That is incredible and an indication that SACME members are really interested in talking through these day-to-day challenges we face. Since we still had more to talk about regarding RSS programs, the second national coffee chat

continued the conversation on September 29, 2023. We had 75 attendees at this one and included polling questions and more interactivity and opportunities for everyone to ask and answer questions. 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!





Artificial Intelligence in the CPD Workplace

Artificial Intelligence (AI) seems to be on the collective professional mind, every organization's radar screen, and everyone's meeting agenda, CPD is no different. Proliferation of courses [Henning et al](#) note in their article in the journal of European CME, rapid advances in neural network design and technology has democratized AI software and opened up a vast array of potential uses including diagnostics, drug design and precision medicine.

This necessitates significant requirements for improving digital tools and the skill sets needed to effectively use them. Ultimately, the impact on personalized learning on-demand will have a huge impact on how professional education is organized and delivered.

Our president, David Wiljer, has written about the need to identify strategies and tools for personalized learning, both in [this publication](#) and in the [Journal of Medical Internet Research](#), and identified appropriate adoption and capability models as key to implementing effective AI-enabled education programs.

Our TechCPD committee has also been hard at work in assessing the AI landscape for healthcare professional education. Vjekoslav Hlede has led this charge by creating a draft document that examines the use of existing learning theory as a guide for integrating AI into education. In this document, Vjeko posits that AI research has focused mainly on the technological aspects of AI, but has yet to take a deep dive into how it might impact the complex interrelationships between people, and between people and their environments. A framework to help us explore those complex interactions might include several pillars including (1) AI literacy – understanding the basic principles; (2) AI readiness – capability to adopt AI technologies in learning and practice; (3) explainability – understanding the specific components of human decision-making that AI might affect; (4) ethics – ethical, social, legal and professional implications of AI; (5) learning theory – understanding how AI affect human learning;

and (6) complex adaptive systems theory – how multiple changes to components within a system affects how it operates, and how that might affect other related systems.

Such frameworks are critical in developing our understanding of the impact of AI on learning and instruction, and can help us create systems that use AI to improve education development, learning, and ultimately clinical care and patient outcomes in effective and appropriate ways. But this is a technological deluge we're dealing with in education, so there is also an opportunity to build our understanding of how AI is currently impacting, and will continue to impact, the CPD arena from the ground up. While frameworks for research are critically important to shaping the long-term landscape of AI-driven education and learning, how we use it today in the trenches can provide the focal points, questions, and contexts that shape research questions.

This is a long-winded way to say we want to amplify the call made by David Wiljer in the June 2023 edition of the Intercom to tell us about your experiences with using AI in the practice of CPD – successes and failures, challenges and opportunities. The impact of AI on our field, the good and the bad, will be significant and long-term, so we think there's room for a longitudinal discussion on its promises and pitfalls. Have you used AI to help review application documentation? To create language for specific regulatory documents? Analyzing data? Building feedback mechanism for, e.g., MOC part II activities? Assessments? Graphic representations? Job descriptions?

We'd like to tell your stories of how you use AI in your work environment, so if you have specific experiences to share with your fellow SACME members, [please contact us](#) so we can get ~~them down on paper~~, into a pdf, on the web, or microchipped into our brains – this stuff is changing too fast for me, I need to sit down...



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.

More Than 400 Health Care Professionals Gather to Improve Health Care

More than 400 health care professionals attended (in person and virtually) [ABMS Conference 2023](#) this past September at the Loews O'Hare Hotel in Rosemont, Ill. ABMS Conference 2023 is the premier meeting on the certification of health care professionals, with a focus on assessment, improvement, professionalism, and professional development. More than 35 interactive sessions explored critical topics such as board certification; quality improvement; continuing certification; medical education; assessment and psychometrics; physician well-being; diversity, equity, and inclusion; generative artificial intelligence; and policy across two-and-one-half days. Participants shared innovative collaborations, evidence-based research, and best practices that accelerate the transformation of certification and delivery of high-quality care. ABMS Conference 2024 will be held Sept. 24-26 at the Fairmont Chicago Millennium Park.

ABMS Announces Class of 2023-2024 Visiting Scholars

ABMS has selected thirteen outstanding individuals to participate in its 2023-2024 [Visiting Scholars Program](#)TM. This new cohort of scholars, which is the largest to date, will advance research and scholarship in high-priority areas for the certification community, including physician well-being; quality improvement; and diversity, equity, and innovations in assessment. The one-year, part-time program supports early-career physicians and researchers in scholarship and leadership development. [Learn who was chosen for the 2023-2024 Class of Visiting Scholars and their co-sponsoring organizations.](#)



ABMS Names New BOD Chair, Members

Rebecca L. Johnson, MD, was recently elected as the new Chair of the ABMS [Board of Directors](#) (BOD). In addition, three new members were elected to serve on the BOD at the ABMS Board meeting held in late June.

Dr. Johnson was the Chief Executive Officer of the American Board of Pathology (ABPath) for nine years and prior to that was a Trustee for 11 years, serving as its President in 2009. Previously, Dr. Johnson was also a member of the ABMS BOD for nine years and served on

a variety of ABMS committees and task forces, including three years on its Executive Committee. She was Chair of Pathology and Clinical Laboratories and Pathology Residency Program Director at Berkshire Health Systems and a member of the Accreditation Council for Graduate Medical Education Pathology Review Committee for six years, serving as its Chair for two years.

In addition to Dr. Johnson's appointment, three new directors were elected to the ABMS BOD. They are:

- Robert R. Gaiser, MD – President of the American Board of Anesthesiology
- Tara Bristol Rouse, MA – Quality Improvement Coach at the Institute for Healthcare Improvement and a Principal at Partnership Health Advisors (Public Member)
- Suzanne K. Woods, MD – Executive Vice President of the American Board of Pediatrics

[Read more.](#)

ABMS BOD Approves 2023-2028 Strategic Plan

The ABMS BOD recently approved its [2023-2028 Strategic Plan](#). The five-year Strategic Plan clearly defines big picture needs, expectations, and opportunities; anticipates key changes and new demands in the external environment; and defines the major themes and topics that will guide ABMS moving forward.

This collaborative effort involving over 100 individuals from ABMS, the Member Boards, and partner organizations resulted in the following Strategic Goals:

1. Increase value for stakeholders
2. Promote professionalism
3. Commit to diversity, equity, and inclusion
4. Promote and protect the ABMS brand
5. Enhance ABMS culture and decision-making

The Strategic Plan serves as the foundation for a broad community strategy. Achieving the Strategic Goals will fulfill the promise of certification by adding value for all stakeholders, strengthening institutional foundations, and promoting organizational agility. [Read more.](#)

ABMS renews its Statement on Legislative Interference in Medical Education, Training, and Practice and its Adverse Effects on Women's Access to Reproductive Health Care

On the anniversary of the *Opinion* by the Supreme Court of the United States in *Thomas E. Dobbs, et al. v. Jackson Women's Health Organization, et. al.*, which reversed *Roe v. Wade* and *Planned Parenthood of Southeastern Pennsylvania v. Casey*, ABMS renewed its belief that patients have a fundamental right to medical care provided by physicians, medical specialists, and health care providers in a manner that is free of legislative and governmental interference. ABMS continues to maintain and support the fundamental premise that all medical care should represent a shared decision agreed upon between a patient/guardian and a health care provider. [Read more.](#)

Recent issue of *ABMS Insights* Highlights Resident Leave Policy

The summer 2023 issue of [ABMS Insights](#) provides an update on the Member Boards' progressive resident leave policies. [Discover which Member Boards](#) allow for more than six weeks away from training, provide options for even greater flexibility, and continue to improve upon their leave policies. [Explore the studies](#) that demonstrate taking parental leave does not have a negative impact on resident performance or availability and could serve to support adequate parental leave for trainees across the specialties. [Read how these progressive leave policies are changing the paradigm on pregnancy in residency.](#) [Learn how the Society of General Internal Medicine's parenting initiative supports residents' family choices.](#)

Updates from the ACCME

Participate in the Call for Proposals for Learn to Thrive 2024

Want to make your mark on Learn to Thrive 2024? ACCME is pleased to invite you to participate in the [Call for Proposals](#) for Learn to Thrive 2024, ACCME's annual meeting, on May 14-16, 2024 in Chicago. We encourage the continuing education community to help shape the content of the meeting by submitting proposals for:

- Inspire and Teach! and Intensive Sessions
- CE Effectiveness & Best Practices: Engaging in CE Research
- Better Together: Working Groups

You are welcome to submit multiple proposals for any option or across multiple options. [Learn more about the proposal types](#).

Digitizing CME Credit Data for Accredited CME Providers, Physicians, and Regulatory Boards

ACCME maintains a [digital hub for CME credit data](#) for accredited providers, physicians, and regulatory boards. Utilizing this digital hub can simplify processes for the following groups:

- **Accredited Continuing Medical Education (CME) Providers**
 - ACCME's [Program and Activity Reporting System \(PARS\)](#) can help accredited providers add value to their programs and advance the field of accredited education through the centralized collection of activity and learner credit data.
- **Physicians**
 - Physicians may search for CME activities and view their transcript of credits reported through [CME Passport](#), a free, centralized web application that enables physicians to view, track, and generate transcripts of their reported CME credit.

- CME Passport displays current and future activities that providers choose to include, and physicians can search activities using a variety of criteria.

- **Medical Licensing Boards**

- While [11 state medical licensing boards actively collaborate](#) with ACCME to simplify their audit process, all state medical licensing boards can now access the system to verify that physicians are meeting CME requirements for relicensure.

- **Certifying Boards**

- [Seven certifying boards](#), representing more than half of the board-certified physicians in the United States, collaborate with ACCME to streamline their recertification audits.



[Learn more about ACCME's digital data hub.](#)

Updates from the AAMC

By Lisa Howley, MEd, PhD, Senior Transforming Medical Education,
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As we approach the fall season including thanksgiving, on behalf of the AAMC, I want to extend my gratitude to the SACME community. Thank you for all you do to advance health professionals' skills, improve our learning environments, and build the evidence for our practice. These are exceptional times that call upon all health profession educators across the academic medicine continuum to work collaboratively to solve unique challenges and support each other as we do so. As you will see, there are many opportunities to engage with your AAMC community and I invite you to do so frequently. We need to learn with and from you!

SACME is a member of the AAMC, but for those who may be less familiar – the AAMC (Association of American Medical Colleges) is a nonprofit association dedicated to improving the health of people everywhere through medical education, health care, medical research, and community collaborations. Its members are all 157 U.S. medical schools accredited by the [Liaison Committee on Medical Education](#); 12 accredited Canadian medical schools; approximately 400 academic health systems and teaching hospitals, including Department of Veterans Affairs medical centers; and more than 70 academic societies (including SACME). Additional information about the AAMC is available at www.aamc.org

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

Academic Medicine/MedEdPORTAL Scholarly Publishing Webinar Series

This free monthly 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. Learn more and register [here](#).

Teaching for Quality (Te4Q)

2.0, the AAMC faculty development program has been redesigned and launched as an annual virtual longitudinal offering. *Teaching for Quality* was originally designed in 2012 by a team of QIPS education experts and is available to anyone who wants to improve skills at educational design, competency-based education, and evaluation of effective learning interventions that improve quality and safety. The new design includes eight (8), 90-minute virtual sessions, a private learning platform, and coaching for individual local educational activities or curricula. A final capstone session is also included where course participants and faculty review and celebrate progress. More information about the 2024 offering can be [found here](#). Registration is open now!

Addressing Misinformation in Health Professions Education

The AAMC, with the Centers for Disease Control and Prevention, is engaged in a multi-year strategic initiative to address medical misinformation and mistrust through health professions education. The goal is to improve health professionals' ability to communicate about health information and dispel misinformation, myths, and disinformation. More information can be found [here](#) and [here](#).

2024 AAMC Group on Educational Affairs (GEA) Regional Conference: Call for Proposals

We invite you to submit proposals for oral presentations, interactive workshops, focused discussions, and posters for the 2024 GEA Regional Meetings. Proposals may represent original research (either completed or in progress) or innovations in medical education. Abstracts may focus on any level of medical education (UME pre-clerkship or clerkship, GME, CME, or a combination). All abstracts will undergo a peer-review process. Students, residents, fellows, new investigators, and colleagues from historically non-majority backgrounds are strongly encouraged to submit their work for consideration. All submissions are due Wednesday, November 15th by 11:59 pm local time.

- [Central Group on Educational Affairs Spring Meeting \(CGEA\)](#)
- [Northeast Group on Educational Affairs Spring Meeting \(NEGEA\)](#)
- [Southern Group on Educational Affairs Spring Meeting \(SGEA\)](#)
- [Western Group on Educational Affairs Spring Meeting \(WGEA\)](#)

Save the Date: Learn Serve Lead 2023: The AAMC Annual Meeting

Learn Serve Lead 2023: The AAMC Annual Meeting will take place November 3-7 in Seattle, Washington and will bring together colleagues, educators, students, resident physicians, researchers, clinicians, administrators, and health system leaders to discuss the most pressing issues facing health care, biomedical research, and medical education. [Registration](#) is now open. Join your CME/CPD colleagues for breakfast and networking, November 5th 7-8:15AM PT.

Save the Date: Webinar in honor of International Holocaust Remembrance Day

On Jan. 25, 2024, from 12 p.m.-1:15 p.m. ET, the AAMC will host a virtual launch event for the new *Report of the Lancet Commission on Medicine, Nazism and the Holocaust: Historical Evidence, Implications for Today, Teaching for Tomorrow*. Registration details are coming soon and will be found [here](#).

Save the Date: Webinar *Looking Inward: Addressing the Stigma of Addiction*

On January 17, 2024, from 1:00-2:15 p.m. ET, the AAMC will host a virtual webinar. As part of the [AAMC's ongoing efforts](#) to support its members in advancing addiction education, the AAMC has partnered with the National Institute on Drug Abuse (NIDA) to commission a systematic literature review of health care professionals' bias and stigma related to substance use disorders. An upcoming webinar will present the state of the addiction epidemic, the results of this commissioned review and updates on several national educational efforts to improve health care. More information can be found [here](#).

Select AAMC Resources

Constructing an Equitable Learning Environment Compendium. The AAMC invites submissions for inclusion in the new *Constructing an Equitable, Inclusive, and Anti-racist Learning Environment Compendium*,

a collection of timely and diverse materials that support an anti-racist, inclusive, and equity-centered learning environment. Successful submissions will include content aligned with the competency domains described in the [AAMC Diversity, Equity, and Inclusion Competencies Across the Learning Continuum](#). Resources will be reviewed on a rolling basis, and the call will remain open until the compendium addresses all the competency domains. Detailed submission instructions can be found [here](#).

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 take action on relevant initiatives. Improving inclusion, diversity, equity, and anti-racism is a critical priority for the academic medicine community. Academic health professionals may be experiencing information overload or feeling unsure about where to get the comprehensive, reliable information they need to take action. This series is designed to help. Learn more and register [here](#). Learn about additional [AAMC resources, initiatives and publications](#) supporting increased equity, diversity and inclusion.

Explore Current Trends in Artificial Intelligence

[Join the AAMC Communities](#) to engage with peers, learn about the latest work happening across academic medicine, and explore best practices and challenges with experts in generative AI, machine learning, natural language processing, and more. Find [a curated collection](#) of the latest resources and upcoming events addressing the use of AI in medical education.

Join the New Assessment and Evaluation Virtual Community

The AAMC has launched an online community for everyone interested in assessment and evaluation across health professions education. We invite you to join this community, engage with your colleagues through discussion threads around timely questions, and share useful resources. To get started, [register](#) for the AAMC Communities.



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It's Just Coffee: Building and Sustaining a Community of Practice

A conversation with Julie White, Boston University Chobanian & Avedisian School of Medicine

It's not easy to create and maintain a professional community of practice, as a scan of available toolkits, websites, and healthcare literature can attest. But sometimes stars align, a group comes together almost by accident and develops, with some nurturing, into a thriving exchange of shared practices, crowd-sourced ideas, informal mentoring, and even a little professional therapy thrown in as an added benefit.

Such is the case with the Northeast Region Coffee Chat, hosted and facilitated by Julie White from the Boston University Chobanian & Avedisian School of Medicine. Julie became the SACME northeast regional representative in February of 2020 and right away was confronted with getting members' attention during a crisis. But with crisis comes opportunity, and as Julie puts it, "one small silver lining of the Covid-19 pandemic was that everyone was thrust into the virtual environment, and we sudden-

ly had some common platforms that we could connect through. We had our first meeting in April of 2020 and people were eager to connect, we had no problem getting people to attend". Many CPD professionals found themselves at home, isolated, and facing multiple novel challenges. "Everyone was so eager to spend time with each other and share experiences of what we were going through in our work...it was just like glue, and people just kept on coming. We started sharing experiences on the nitty gritty, day-to-day operational headaches like cancelling meetings and hotel contracts, flipping to virtual meetings, and issues like that."

People were hungry to share experiences and willing to pitch ideas to help their fellow travelers cope with the unprecedented situation. And though newly adopted technologies helped give a little push, the key ingredient was camaraderie built through shared experience. Julie

noted “Lucia (Lucia Tono at Temple Health) commented that the group felt a little bit like a professional life preserver for her, recognized that something special was unfolding, and had this idea to do this research”. Together with Chanise Reese-Queen at the University of Maryland School of Medicine, they conducted focus groups with SACME members who had been attending the coffee chats and members of the Mid-Atlantic Alliance for Continuing Medical Education (MAACME) who had likewise initiated regular virtual meetings in response to the pandemic, to see what was going on.

“On a professional development level (we found that) people were learning from peers during the group meetings, refreshing and expanding their knowledge” Julie adds. Sharing practices among peers, including resources and tools, documents, ideas, experiences, and innovations has long been a part of SACME culture, but the regular meetings brought this level of professional support from the once-per-year annual meetings and occasional phone or email correspondence to our virtual doorsteps, and allowed people to interact on a new level on a twice a month basis for SACME and once a month for MAACME.

Focus group participants also described a number of personal benefits, including being able to reduce their isolation and access a safe space to discuss issues, positively contributing to their sense of well-being. “One person said that it was their CME therapy session, I love that response” Julie says, as we’re all dealing with myriad issues that can feel overwhelming - we all face mandates that comedown from our deans, CEOs, and external organizations that we simply don’t have the bandwidth for, and at least we can commiserate even if we don’t have specific ways that we can help each other.

She adds “the thing that I love about it, and we didn’t get into this in the research, is that this whole group helps the community to improve, a rising tide lifts all boats, right?” People help each other out, crowdsource knowledge and expertise, and that helps us do a better job. In one chat we can be mentor and the next, mentee.

So has Julie gotten anything out of the sessions for herself? Unequivocally yes, “I love facilitating groups, and I also love seeing people help each other...we don’t hide information, we don’t compete, and we don’t have to

wait to connect with people, it fosters a sense of community that allows us to connect and help each other on a continual basis.”

There are some minor headaches. Being the hub of the activity means she has to keep up with who has offered to share a document or some information on a process, and who had explicitly asked for it, but that’s a small price to pay for having a front row seat to observe the collective benefit members get from the chats.

“The pandemic had faded into the background (a little) but the need remains - to be able to talk openly and ask questions and get feedback from people who share the same challenges allows us to have frank and open conversations about things we struggle with all of the time. I keep thinking it’s going to fade away, but people continue to tune in. I try to think of questions to seed our conversations, but I never run out of issues to talk about. People continue to send me questions so I think it really fills a need.”

Communities of practice can work in a lot of different ways, with a lot of technological bells and whistles, but these coffee chats demonstrate that no specific structure is needed. A simple email exchange to collect questions and a facilitator that makes people feel comfortable and safe are the central elements to fostering a sense of community that allows people to connect and help each other on a continual basis. There’s a lot to be learned from your fellow professionals, so [sign up for a coffee chat](#) in your region and help create a vibrant space for sharing ideas, exchanging good practice, and getting some occasional CME therapy thrown in as an added bonus.

Think outside of the box: Using Focus Groups as a Reflective Discussion and Evaluation Tool

By Trisha Veenema, University of Utah Continuing Medical Education Department

The University of Utah decided to pilot a new and potentially innovative way to evaluate our RSS activities, reflective discussion amongst learners.

With the rapidly changing environment of medicine and learning, we asked ourselves, how are we able to encourage more of our learners to provide us with important individual learner feedback? Are we making a difference in patient care? Are we meeting our mission?

We decided to take a step outside of the box and try an evaluation based on a semi-structured group peer discussion. We asked that the RSS set aside 10-15 minutes in an upcoming scheduled session for reflective feedback.

For those who were just as excited as we were to give this new method a try, we then followed up to confirm a date when they planned to have the reflective discussion. For the series that confirmed a date, we provided a very short interview guide with four questions to ask during the feedback collection. We asked our coordinators to document responses and send them back to us.

The interview guide we provided aimed at assessing what learners had changed in their practice. So, this was the focus of the outcome measures. Learners noted everything from improved engagement in team meetings to improvements in clinical diagnoses and treatments to improvements to total patient care approaches.

For the RSS that did not opt-in or confirm a date, we provided them our standard survey link to send to all their learners. All directors, regardless of the method they chose in order to collect their learner feedback, provided their interpretations and analysis of the effectiveness of their series via a director review survey.

Of the 125 RSS that completed our annual evaluation for 2022-2023 academic year, 37 (30%) opted in and tried our discussion-based semi-structured interview. Of the 37 that initially expressed willingness, 24 (65%) ultimately completed the interview and provided us with their learner feedback.

Surprising to us, two series opted to do both, the traditional online survey along with the discussion-based

interview, reporting the desire and use of the additional learner feedback. Also, two series that originally wanted to do the online survey then opted into the discussion option as the evaluation process progressed.

Overall, we found the discussion-based semi-structured interview to be an excellent tool for collecting learner feedback from our RSS. Our directors felt the feedback was richer and more team-based. Our learners reported the process as much more helpful to their engagement and education.

We plan to offer this option again for RSS going forward. We are also exploring the idea with courses. We think the nature of RSS, with largely the same audience meeting longitudinally, lends to the success of this measure where the learners already know and relate to each other, so trust is already present.

Ultimately, we gained information about learner's changes to practice through this useful reflective method that helps inform the successes of our program overall. And, our learners gained by reflection on what they've learned, and improved connection with their results as well as those of their peers.

Our lesson learned? Be creative and step out of the norm. This experience was fun for all involved and an overall success! It might mean a bit more work at first, but it can help build your resiliency and that of your learners. Change may be hard, but by enhancing reflective practice and adapting with the world around us (yes, it takes courage) it most likely will pay off!



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