



Continuous Professional Development in AI: Building a Lifelong Learning Plan

GEA Webinar Series: AI Skill Building for Medical Educators
February 19, 2026 (Session 10)

Disclosures

None

The College of Human Medicine Office of CME designates this event for a maximum of 1 *AMA PRA Category 1 Credit(s)*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.



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Disclaimer

Although we use certain AI tools in our sessions, we are not promoting some over others.

We are simply choosing certain tools we have access or familiarity with as examples to demonstrate skills.

We do not have time to demonstrate all the available tools.



The Team

Upcoming Sessions

None! This session marks the end of our series.
Say what you want on that point here or delete slide.

Session Speakers/Facilitators



Stacey Pylman, PhD
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Clinical Faculty Learning Skills
Specialist, Office of Teaching and
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Professor of Molecular Biology
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Partnership & University of
Georgia School of Medicine

Session Objectives

1. Assess personal AI knowledge gaps and develop a learning plan.
2. Explore and share AI-related resources for ongoing professional growth.
3. Reflect on AI use in medical education and identify areas for further experimentation.

Keywords

Term	Meaning
CPD	Continuous Professional Development - Not just CME or Certified Education, but any learning you do for your career development
Knowledge Gap	An area where you could learn more to improve your practice
ILP	Individualized Learning Plan - Creating your own learning goals and how you will meet them

AI Skill Building Series: A Look Back



What did we learn?

Session 1: Foundations of Skill-Building with Artificial Intelligence

Session 2: Prompting for Educators: Effective Communication with AI

Session 3: Evaluating AI Outputs: Ensuring Accuracy and Relevance

Session 4: AI for Efficiency and Automation

Session 5: Using AI with Data and Scholarship

Session 6: Developing AI Enhanced Curricula

Session 7: Personalizing Learning with AI

Session 8: AI for Assessment and Evaluation in Medical Education

Session 9: Preparing for AI Integration in Clinical Education

Session 10: Continuous Professional Development in AI: Building a Lifelong Learning Plan

How Participants Are Applying AI

Voices from the AAMC GEA AI Webinar Series



Educational Content Creation

“I now author exam questions with the help of AI.”
“Notebook LM... has helped me provide my students with study guides.”



Administrative Efficiency

“I use AI to draft recommendation letters... it saves time.”



Data Analysis & Evaluation

“AI has made our qualitative analysis from course evaluation feedback much more robust.”



Community & Leadership Engagement

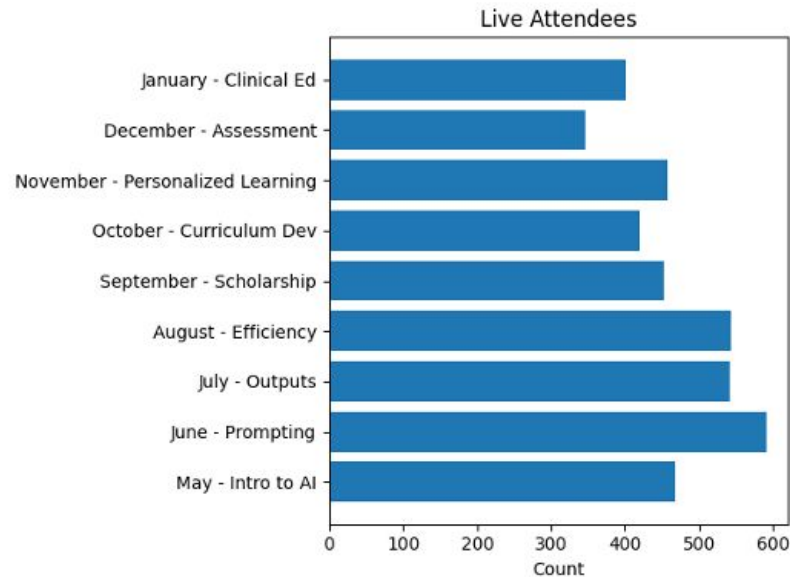
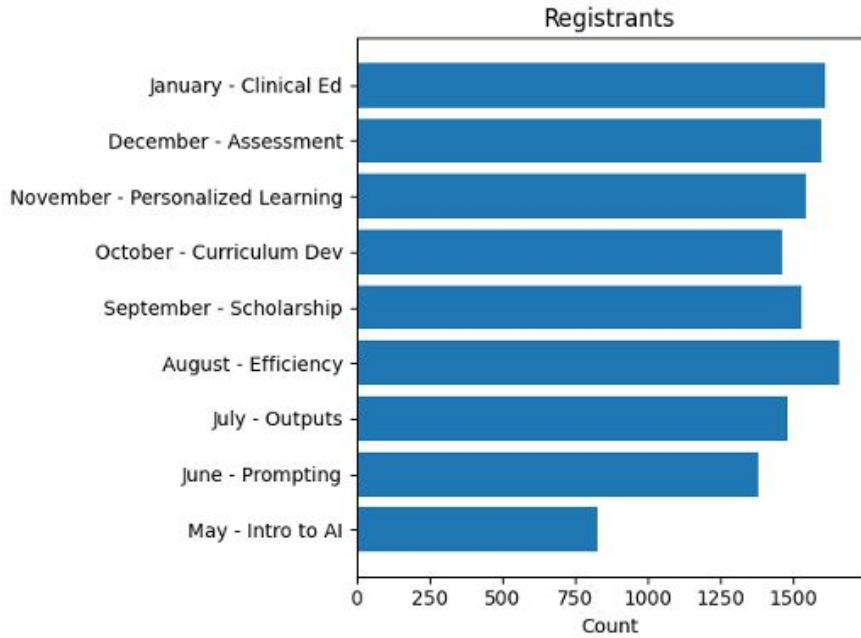
“I was chosen as my school’s faculty rep to our system committee on AI.”



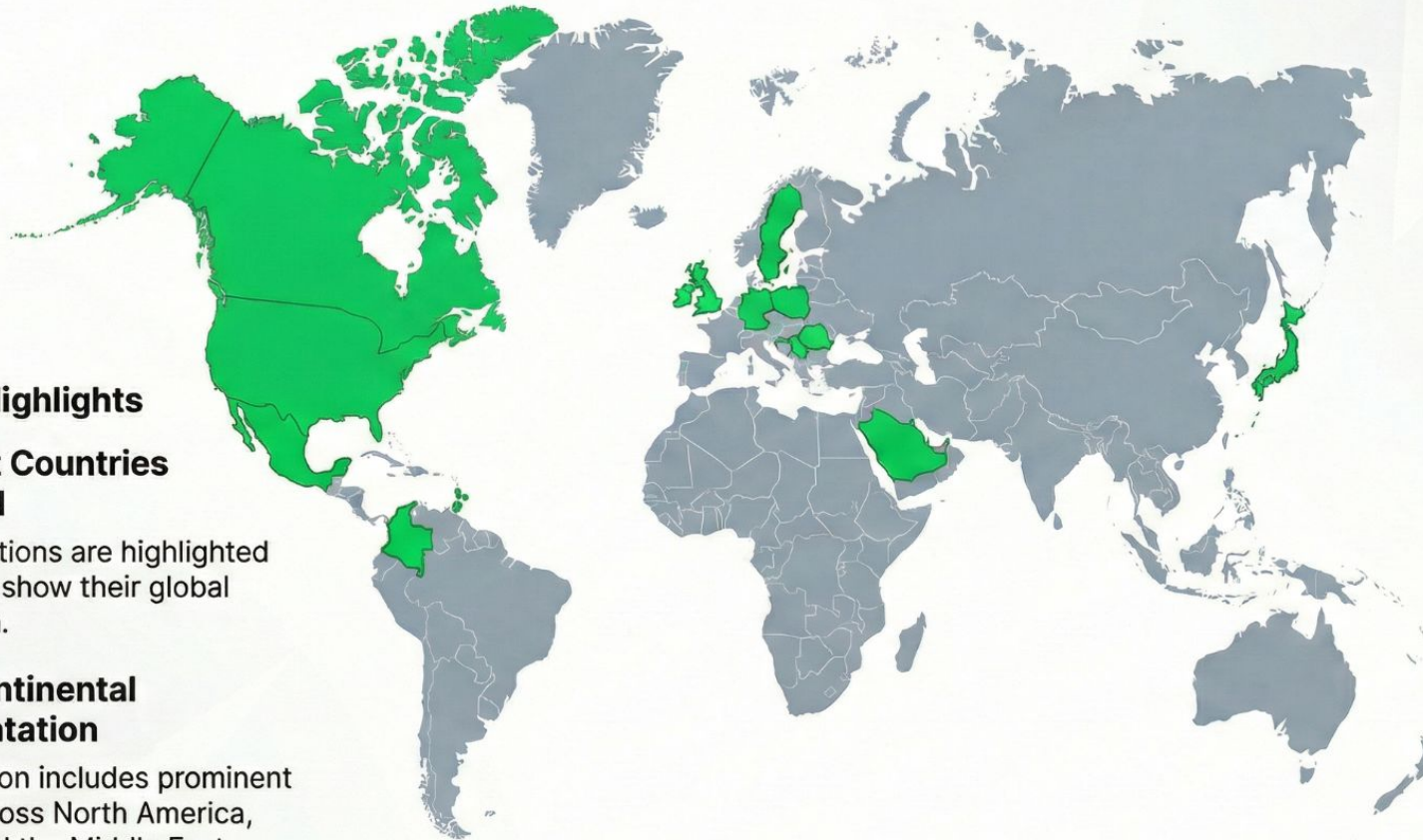
Growth & Experimentation Mindset

“Just get one of the foundation models and start using it.”

What was the impact?



Global Distribution: Selected International Regions



Geographic Highlights

✓ 14 Target Countries Identified

Specific nations are highlighted in green to show their global distribution.

✓ Multi-Continental Representation

The selection includes prominent nations across North America, Europe, and the Middle East.

Country Checklist

Verified participant list

A comprehensive legend ensures all 14 highlighted nations are accounted for.

The Americas

- ✓ Canada
- ✓ Colombia
- ✓ Grenada
- ✓ Mexico
- ✓ United States

Europe

- ✓ Germany
- ✓ Ireland
- ✓ Poland
- ✓ Romania
- ✓ Serbia
- ✓ Sweden
- ✓ UK

Asia & Middle East

- ✓ Japan
- ✓ Saudi Arabia

A photograph of a green highway sign with the text 'What's Next?' in white, set against a blue sky with white clouds. The sign is mounted on a metal structure. A white horizontal line is positioned to the left of the sign.

What's Next?

Skill #1: Using AI to Plan CPD

—

How can you use AI to create a CPD plan?

1. Choose an AI platform
2. Input self-assessment results
3. Input learning/growth goals
4. Ask for literature to read, credentialing programs, certificate programs, online modules, etc.
5. Ask for a step-by-step CPD plan based on your identified learning goals over the course of 5 years

Example Self-Assessments

- **Teaching & Education**
 - *ACGME's Clinician Educator Milestones*
 - *AAMC's Medical Educator Portfolio guidelines* (self-audit of teaching activities)
 - *Kern's 6-step curriculum design self-check*
- **Leadership**
 - *CliftonStrengths (StrengthsFinder)* – to identify your leadership strengths
 - *Leadership Practices Inventory (LPI)* – based on Kouzes & Posner's model
 - *Emotional Intelligence (EQ-i 2.0)* – to assess emotional intelligence skills
- **Clinical Work**
 - *Self-assessment via AAFP's Board Review Questions or ABFM In-Training Exam-style questions*
 - *MKSAP (Medical Knowledge Self-Assessment Program)* for breadth of internal medicine topics relevant to family medicine
- **Research & Scholarship**
 - *Research Self-Efficacy Scale* (assesses confidence in research tasks)
 - *Scholarship in Academic Medicine Self-Assessment* (checklists available through AAMC resources)

Demonstration

Clinician Educator Self-Assessment and Continuous Professional Learning Tool

Instructions

This tool is designed to help you assess your current skills, identify learning needs, and develop a personalized continuous professional learning plan. Complete each section in order.

Part 1: Identifying Learning Needs

Use this **Rated Checklist** to reflect on specific learning areas. First rate your **Competency Level** for each item. Rate your current proficiency in key areas using the scale: 1 = Minimal/None | 2 = Developing | 3 = Competent | 4 = Proficient | 5 = Expert. Then, go back through and determine the **Priority** level (1 is high, 3 is low) for your learning.

What can I help with?

I am a clinician educator. I want you to create an individualized learning plan based on a needs assessment I filled out. I would like the learning plan to be written using SMART Goals and action steps. I want you to suggest literature to read, modules I could take, CME courses that are offered in my goal areas.



Learning Need	Competency (1-5)	Priority (1-3)
Teaching and Educational Design		
Integrating active learning strategies		
Incorporating diversity, equity, and inclusion principles		
Providing meaningful feedback to learners		
Evaluating learner performance effectively		
Using technology or simulation to enhance teaching		
Specialty Knowledge and Trends		
Staying current with innovations in my specialty		
Understanding emerging technologies (e.g., AI, telemedicine)		



Anthony Gaynier
Wayne State University

The Clinician Educator Milestones

- For all Medical Educators
- Created for Self-Assessment

- Research Findings
 - 71% unaware of CEMs
 - What's next?

The Clinician Educator Milestone Project

A Joint Initiative of

- The Accreditation Council for Graduate Medical Education
- The Accreditation Council for Continuing Medical Education
- The Association of American Medical Colleges
- The American Association of Colleges of Podiatric Medicine



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The Accreditation Council for Graduate Medical Education

The Accreditation Council for Continuing Medical Education

The Association of American Medical Colleges

The American Association of Colleges of Osteopathic Medicine



Demonstration

- Powered by Chat GPT
- Trained on:
 - CEMs
 - CEM Supplemental guide
 - Med Ed Approved Journals
 - Faculty Development in the Health Professions 2nd edition
 - CEM Literature
- Efficient
- Up to Date



Activity!

1. Choose an AI platform
2. Input assessment results (self, peer, patient...)
3. Input learning/growth goals
4. Ask for literature to read, credentialing programs, certificate programs, online modules, etc.
5. Ask for a step by step CPD plan based on your identified learning goals over the course of 5 years

TRACI Framework for Prompting

- **TASK** refers to general type of output that the prompt should achieve
- **ROLE** refers to the title or persona of the 'person' who will present the response
- **AUDIENCE** refers to the title or persona of the 'person' who the response is designed to reach.
- **CREATE** provides clear instructions about desired format of the response.
- **INTENT** indicates the overall intention or purpose of the prompt

Skill #2: Planning CPD on AI

—

How are you going to keep learning about AI?

1. Self-assess on our competencies
2. Input assessment results in AI platform and ask it to highlight 3-4 goals to work on
3. Ask AI to develop a learning plan with suggested resources to learn further

coursera

coursera

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Degrees

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rn?



Log In

Join for Free

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9 modules

Gain insight into a topic and learn the fundamentals.

Intermediate level

Recommended experience ⓘ

3 weeks to complete

at 10 hours a week

Flexible schedule

Learn at your own pace

Flexible schedule

Learn at your own pace

AI

Activity!

1. Choose an AI platform
2. Input your top 3 AI learning goals
3. Ask AI to develop a learning plan for you that involves literature, modules, courses, or CoPs

TRACI Framework for Prompting

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Skill #3: Developing an Individualized Learning Plan (ILP)



Individualized Learning Plan

- Use SMART Goals to create plans
- Specialized to your interests for CPD
- Useful for annual reviews and promotion packets

Activity!

Now that you have asked your AI platform to create some CPD plans about AI and other areas, ask the AI to turn it all into an Individualized Learning Plan using SMART goals and action steps.

TRACI Framework for Prompting

- **TASK** refers to general type of output that the prompt should achieve
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Reflecting on Growth



From Participant to Community Builder: Learning AI Together

SPARK

CGEA Milwaukee Workshop



THE GAP

Faculty needed side-by-side support



LOCAL ACTION

Geisinger CoP sessions



FUEL

AAMC GEA Webinars



SCALE

7-Institution Regional CoP



Made with Napkin AI

Core Principle: Local context. Hands-on. Together



References on AI Community of Practice

- Schultz KE, Van Erp NL, Minter CJ, Nelson KB. Generative AI education: building a community of practice at Mayo Clinic. *Innov Educ Teach Int.* 2025:1–6. <https://doi.org/10.1080/14703297.2025.2507299>.
- Cho, Y., Szarek, J.L. Integrating Task-Technology Fit and Community of Practice Theories to Enhance Medical Educator Skill Confidence in Generative AI: Design, Implementation, and Pilot Outcomes. *Med.Sci.Educ.* (2025). <https://doi.org/10.1007/s40670-025-02520-7>

The AI Skill Building Webinar Series Lives on!

- All sessions are housed on our AAMC website
- Use them for faculty development at your institution!
- CME credits still available for video viewing
- The Resource Compendium is always available online



Thank You Team!!!



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Questions?

Session Evaluation



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Self-Assessment Survey



CME ACTIVITY INFORMATION

Activity Name: Enduring Continuous Professional Development in AI: Building a Lifelong Learning Plan

Date: February 24, 2026 – May 14, 2028

Activity Code: 95479

Speaker Name: Youngjin Cho, PhD; Anthony Gaynier, EdD; Stacey Pylman, PhD

Target Audience: Regional physicians, residents, students, faculty

Learning Objectives: *at the conclusion of this educational activity, learners will be able to -*

Objective 1: Assess personal AI knowledge gaps and develop a learning plan.

Objective 2: Explore and repeat AI-related resources for ongoing professional growth.

Objective 3: Reflect on AI use in medical education and identify areas for further experimentation.

Accreditation Statement:

DIRECTLY PROVIDED ACTIVITIES:

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Summary of Financial Disclosures:

All planners, reviewers, faculty presenters have nothing to disclose.

Commercial Support Disclosure:

No commercial support was provided for this CME activity

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Termination Date: MAY 14, 2028

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1. Complete the attest process to your time in attendance by visiting <https://cmetracker.net/MSU> (case sensitive).
 - Click on the **Sign In** option on the left menu
 - Enter your email and password to log into the system. You will be required to create a profile if you have not used the system before.
 - Enter the activity code provided on this sheet.
 - Complete the evaluation and attest to your time in attendance, then follow the screen instructions to print your certificate. Make sure your computer is set to allow pop-ups from the site or the certificate will not show.

If you have any issues obtaining your certificate, please contact the CME Office at handyrya@msu.edu or by calling 517-884-8873.