ABMS UPDATE

Tom Granatir
Senior Vice-President
American Board of Medical Specialties
COVID-19 CHALLENGES

• Protect the health and well-being of candidates/diplomates
• Protect the career trajectories of trainees
• Respect the urgent clinical demands on certified physicians
• Preserve high standards for ABMS board certification
# Challenges to Certification in the Era of COVID-19

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Task force on CBME during residency disruptions

- Eric Holmboe, MD, ACGME
- Lynn Kirk, MD, ACGME
- Warren Newton, MD, MPH, ABFM
- David Nichols, MD, ABPeds
- Greg Ogrinc, MD, S, ABMS
- James Brantley Thrasher, MD, ABU
CHARGE TO THE TASK FORCE

• Jointly develop a plan, for independent consideration and possible modification or adoption by each entity separately, to provide guidance to PDs and DIOs regarding the basics of learner assessment and optimal use of clinical competency committees.
  – Create a clear understanding of shared expectations for trainee assessment during COVID-19 training disruptions
  – Joint statement that describes shared expectations of AGME and ABMS and provides guidance for promotion or graduation and recommendations for board eligibility.
**Recommendations for 2020-2021 Graduates**

1. Address all six competencies and pertinent sub-competencies
2. Map curriculum to competencies using sub-competency milestones
3. Map programs of assessment to competencies using sub-competency milestones to assure all core competencies are assessed
4. RCs focus on educational programs; Boards focus on trainee qualifications
   1. Each program, with input from the CCC, determines whether a trainee has achieved the competencies to practice safely and without supervision.
   2. Member boards evaluate the competence of each candidate, recognizing that alternative education or clinical experiences may have been necessitated by COVID-19.
   3. RCs and Boards will coordinate so that program requirements and eligibility requirements are aligned to promote the best interests of residents, fellows, other providers, and patients.
5. By December 31, 2020, program leadership should assess the current progress of each resident or fellow and work with those not meeting milestones to create an ILP for their remaining training time, including identification of training gaps.
FEEDBACK

• Is the guidance helpful?
• Do you feel equipped to render judgments about trainee competency under these circumstances?
• What other resources would be helpful to you?
• Do you expect training for faculty in competency-based assessment?
OTHER ISSUES

ADVANCING ASSESSMENT OF PROFESSIONALISM
in Continuing Certification

An ABMS and NBME Symposium
CHICAGO | September 22, 2019
Questions/Comments

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