
UPDATE FROM THE AMERICAN BOARD OF MEDICAL SPECIALTIES TO THE ORGANIZATION OF PROGRAM DIRECTOR ASSOCIATIONS

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PRESENTATION OUTLINE

- Overview of the ABMS Visiting Scholars Program
- Development of New Standards for Continuing Certification
- Some challenges and opportunities

ABMS VISITING SCHOLARS PROGRAM OVERVIEW

- Established in 2014
- Leadership and research program for early-career physicians and research professionals
- Encourage and support certification-related research
- 37 individuals selected to participate (2014-2021)
- 9 specialties represented

PROGRAM OVERVIEW: GOALS AND EXPECTATIONS

- **Increase engagement and participation** within and across the ABMS Member Boards community
- **Develop an understanding** of the interplay of ABMS with its Associate Members
- **Provide support and feedback** for scholars' research to improve physician assessment, performance, and patient care quality
- **Promote the development** of a growing professional network of ABMS Visiting Scholars and alumni
- **Encourage mentorship** to promote learning from one another and leadership from within the Member Boards community as well as “reverse-mentoring”

ABMS VISITING SCHOLARS PROGRAM OVERVIEW



2018-2019 Cohort: Brian George, MD, MA

- One-year, part-time commitment
- Participants can remain at their organization
- Up to \$12,500 financial award

PARTICIPANT OPPORTUNITIES

- Strengthen methods and analyses
- Learn about leadership with national physician leaders
- Develop professional relationships with ABMS and other professional health care organizations
- Develop a network among ABMS Visiting Scholar alumni
- Achieve national recognition and broad dissemination of research

PARTICIPANT OPPORTUNITIES

Conduct research relevant to the certification community

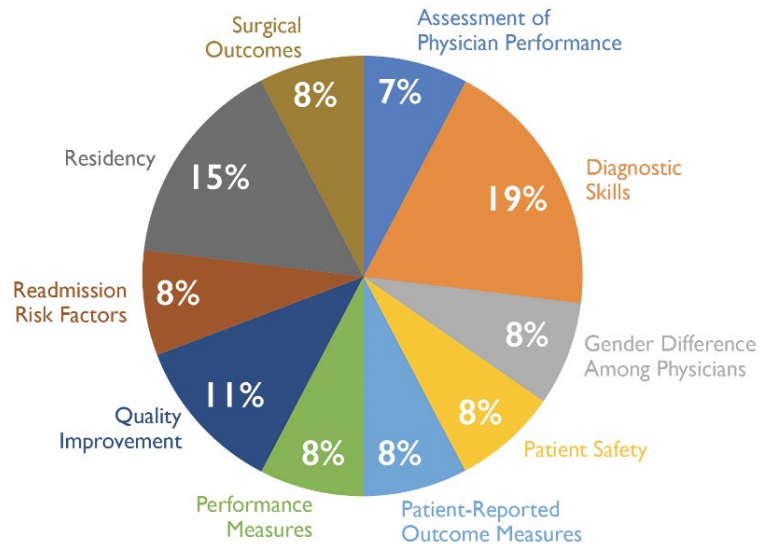
- Physician learning and assessment
- Physician performance
- Continuing professional development (CPD)
- Quality Improvement
- Patient safety
- Certification
- Diagnostic error
- Competency-based medical education and assessment
- Racial equity and diversity in health care
- Physician engagement in quality improvement



2018-2019 Cohort: Brenessa Lindeman, MD, MEHP

RESEARCH AND PUBLICATIONS

Scholars remain engaged in publishing research. Some of the most common research areas include:



Participant research projects have included:

- Quality measurement and improvement
- Predictive validity of certification examinations
- Board certification requirements in quality and safety
- Entrustable professional activities
- Professional development
- Diagnostic excellence

LEADERSHIP AND FELLOWS (2021-2022)

- Susie Flynn, Director, Certification Standards and Programs
- Greg Ogrinc, MD, MS, Senior Vice President, Certification Standards and Programs
- Six fellows accepted for 2021-22
 1. **Asma Ali, PhD, MA:** Updated Definition of Professionalism and Competencies for Post-Training Physicians
 2. **Holly Carreta-Weyer, MD, MHPE:** Mapping Assessment Gaps and Defining Processes for Summative Entrustment Decision-Making by Clinical Competency Committees in Emergency Medicine
 3. **Benjamin Cloyd, MD, MPH:** The Association of Participation in the MOCA-ASPIRE Part IV Collaborative Program and Change in Quality of Care Metrics
 4. **Stacy Cooper, MD:** A Pilot Analysis of an Exclusively Narrative Format to Assign ACGME Milestone Subcompetency Scores
 5. **Saanie Sulley, MD, PhD:** Understanding physicians' perspectives on the effectiveness of multidisciplinary quality improvement (QI) strategies to address disparities in maternal health
 6. **Thomas Utset-Ward, MD, MBA:** Pilot Study on the Use of the ABOS Surgical Skills Assessment Tool to Inform Resident Milestones in the First Year of Milestones 2.0

PROGRAM OVERVIEW: CORE CURRICULUM

Monthly Webinars

- Physician assessment, continuous professional development, and certification
- National issues regarding physician assessment and self-regulation/accountability
- Scholar presentations and thought leader response panels

Network and Leadership Development

- ABMS Annual Conferences and Symposia
- ABMS Committee and Stakeholder Meetings

Project/Research Completion and Presentation

- Presentations at ABMS Annual Conference
- Publication opportunities

If you have questions about the program or
to refer interested candidates,
please contact
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ABMS CONTINUING CERTIFICATION STANDARDS

FOUNDATIONAL CHANGES IN HOW ABMS ACHIEVES ITS MISSION

- Bring value to the public and the profession
 - Ensuring a meaningful credential for users of the certificate
 - Supporting physician learning and improvement
 - Balancing formative and summative approaches
 - Enhancing relevance to practice
- Collaborative solution within the profession
 - “Meaningful self-regulation requires a system of engaged stakeholders”
 - Better engagement of physicians and other stakeholders
 - Specialty and State Medical Societies
 - Academic health centers
 - Continuing Medical Education (CME)/Continuing Professional Development (CPD) organizations

CONSISTENT THEMES FROM PUBLIC FEEDBACK (APR-JUN 2021)

- **Clear definitions needed.** Language and guidelines for applying the standard are vague.
- **Evidence needed.** Unless/until there is proof of improved outcomes, the standard should not be required.
- **Duplicative.** Other organizations/processes already ensure the content covered by the standard is met. It is outside of purview of certifying boards to require this.
- **Limit physician burden.** Additional demands are onerous and unnecessary; proof that boards are “out of touch.”

REVISIONS BY STANDARDS TASK FORCE

- Revisited the Vision Commission recommendations
- Task force recommendations (Remediation, Professionalism, Advancing Practice)
- Focus on requirements to Member Board programs and not to individual diplomates
- Every draft standard has been edited and modified based upon the feedback
 - Clarified with one- or two-word changes
 - Major re-write with almost complete change in wording
 - Combine two standards into one
 - Rearrange content into more appropriate location

CHALLENGES AND OPPORTUNITIES

- Relevance and Value of Continuing Certification
- Parallel Pandemic of Physician Burnout
- JEDI, Health Inequity, and Disparities
- Professionalism as a competency
- Transition to Competency Based Education & Assessment
- Current Specialty-based Structure of Medical Education and Self-Regulation

QUESTIONS / FEEDBACK

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