

## **ABSTRACT: 2016 ELAM Institutional Action Project Symposium**

**Project Title:** Transforming Physician Assessment In Continuing Certification To a Longitudinal System of Assessment FOR learning

**Name and Institution:** Mira Irons MD, American Board of Medical Specialties

**Collaborators:** Lois Margaret Nora, MD, JD, MBA

**Background, Challenge or Opportunity:** Maintenance of certification (MOC) Part III examinations have historically been point-in-time, high-stakes assessments taken by diplomates at secure testing centers in a process modeled after the one used for initial certification. Diplomates have become increasingly frustrated and have voiced concerns with the current examination which include lack of relevance to current practice, burden of travel to a secure testing facility, the cost associated with the process including time away from patients, and the validity of an examination that is an assessment OF learning taken every ten years in an environment of rapidly changing medical information.

**Purpose/Objectives:** This project is directed towards transforming the current 10 year high stakes MOC examination to a longitudinal assessment for learning system that incorporates advances in internet-based assessment and adult learning theory, including mobile delivery, spaced repetition, and formative feedback, in a personalized assessment system that is aligned with a diplomate's practice, but also allows for a summative decision of a diplomate's knowledge, judgement, and skills. The project involves developing the IT, programmatic, and organizational infrastructure to assist a group of ABMS Member Boards who are interested in developing this new system of assessment to ultimately replace their current 10 year high- stakes MOC examination.

### **Methods/Approach:**

1. Creation of a well-functioning internal cross-organizational team to lead the pilot, to include the President's office, Board and Member Board relations, IT, Operations, Finance, External/Stakeholder engagement, Communications, Policy, and Legal Representation
2. Development of an RFP and vendor selection system for identification of a technology partner to develop the assessment delivery system
3. Engagement of the ABMS Member Boards community to include educating the Member Boards and their Boards about this new type of assessment system and creating a process to guide interested Member Boards in their internal discussions regarding whether to transition to a new assessment system.
4. Creating Assessment and Research Collaboratives to serve as learning communities of participating Member Boards in the pilot project.
5. Engagement of diplomates and external stakeholders, including hospitals, CMOs, and state medical boards regarding this new form of assessment.

**Outcomes and Evaluation Strategy:** As this project involves creating the internal and external organizational infrastructure for a 5 year ABMS Assessment pilot, there will be both short-term and long-term goals. This project will focus on the short-term outcomes and evaluation strategy to include:

1. Creation of a well-functioning internal, cross-organizational team within ABMS
2. Identification of a technology vendor to build the assessment delivery system
3. Identification of the first group of Member Boards who are interested in participating in the 5 year pilot project to launch in 2017
4. Formation and first meetings of the Programmatic and Research collaborative groups
5. Initial programmatic consultations with participating Member Boards



# TRANSFORMING PHYSICIAN ASSESSMENT IN CONTINUING CERTIFICATION TO A LONGITUDINAL SYSTEM OF ASSESSMENT FOR LEARNING

Mira Irons, MD, American Board of Medical Specialties, Lois Margaret Nora, MD, JD, MBA, American Board of Medical Specialties



## ABSTRACT

### Background, Challenge, or Opportunity:

Maintenance of Certification (MOC) Part III examinations have historically been point-in-time, high-stakes assessments taken by diplomates at secure testing centers in a process modeled after the one used for initial certification. Diplomates have become increasingly frustrated and have voiced concerns with the current examination which include lack of relevance to current practice, burden of travel to a secure testing facility, the cost associated with the process including time away from patients, and the validity of an examination that is an assessment OF learning taken every 10 years in an environment of rapidly changing medical information.

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This project is directed towards transforming the current 10-year high stakes MOC examination to a longitudinal assessment for learning system that incorporates advances in internet-based assessment and adult learning theory, including mobile delivery, spaced repetition, and formative feedback, in a personalized assessment system that is aligned with a diplomate's practice, but also allows for a summative decision of a diplomate's knowledge, judgment, and skills. The project involves developing the IT, programmatic, and organizational infrastructure to assist a group of ABMS Member Boards who are interested in developing this new system of assessment to ultimately replace their current 10-year, high-stakes MOC examination.

### Methods/Approach:

1. Creation of a well-functioning internal cross-organizational team to lead the pilot, to include the President's office, Board and Member Board relations, IT, Operations, Finance, External/Stakeholder engagement, Communications, Policy, and Legal representation.
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### Outcomes and Evaluation Strategy:

As this project involves creating the internal and external organizational infrastructure for a five-year ABMS Assessment pilot, there will be both short-term and long-term goals. This project will focus on the short-term outcomes and evaluation strategy to include:

1. Creation of a well-functioning internal, cross-organizational team within ABMS.
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4. Formation and first meetings of the Programmatic and Research collaborative groups.
5. Initial programmatic consultations with participating Member Boards.

## BACKGROUND

MOC Part III examinations have historically been point-in-time, high-stakes assessments taken at secure testing centers in a process modeled after that of initial certification

## CHALLENGE

Diplomates have become increasingly frustrated and angry with the current exam and have voiced concerns regarding:

- Lack of relevance to current practice and validity of a 10-year exam
- Burden of travel to secure testing facility
- Cost and time away from patients

## OPPORTUNITY

Innovate and create a more relevant and less burdensome personalized assessment system utilizing adult learning theory and smart technology

## OBJECTIVE

Transformation from assessment **OF** learning to assessment **FOR** learning

## KEY ELEMENTS

- Longitudinal assessment with spaced repetition
- Practice-relevant (modular) and just in time (Zika) content
- Immediate feedback with explanation
- Diplomate dashboard with cumulative information regarding performance
- Ability to make more efficient summative decisions with information aggregated over time
- Identification of gaps in knowledge to guide learning
- Consistent with current trends in undergraduate medical education
- Addresses diplomate concerns re: relevance, burden, cost

## PURPOSE

Transfer method of assessment **OF** learning to assessment **FOR** learning



## METHODS

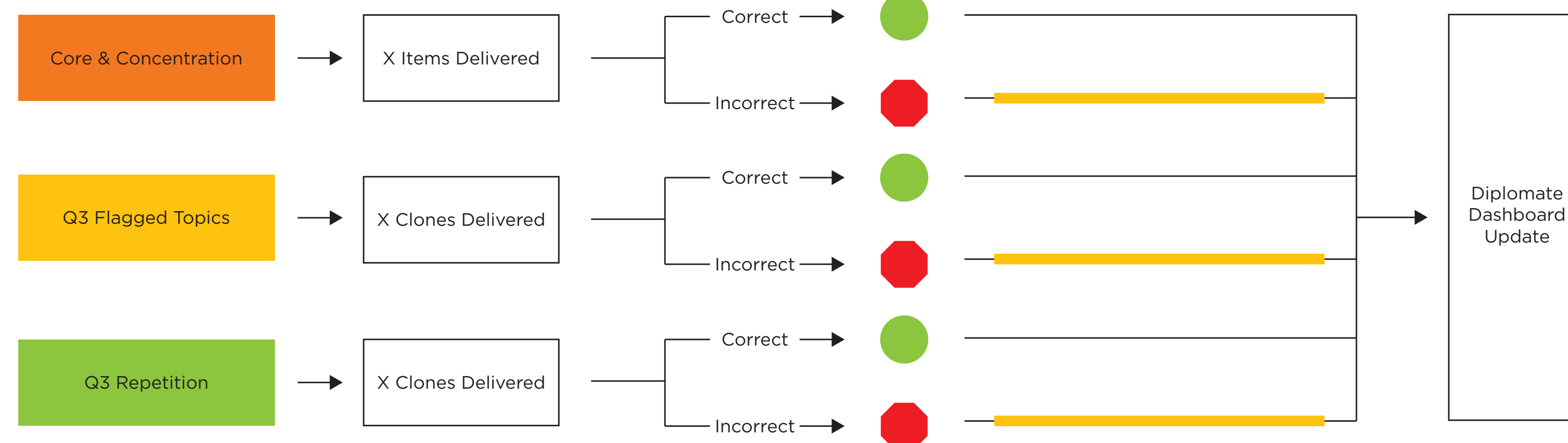
Internal and external engagement and cross organizational coordination



## ASSESSMENT DELIVERY WITH SPACED REPETITION

Quarters 3 through 7 deliver new items and clones pulled sequentially from 3 prioritized pools: *Core/Concentration, Requirements, Flagged Topics, Spaced Repetition*

### Example of Quarter 5 Assessment Delivery



Confidently Wrong = High Priority    Unconfidently Wrong = Medium Priority    Unconfidently Correct = Medium Priority    Confidently Correct = Low Priority

## OUTCOMES

### Short term

- Creation of well-functioning internal cross-organizational team to lead the pilot
- Selection of technology partner for delivery system build
- Identification of 10 interested Member Boards for five-year pilot
- Successful first meetings of Assessment and Research Collaboratives
- 2017 pilot launch with 2-3 ABMS Member Boards

### Long term

- Increased diplomate satisfaction with new involvement of lifetime certificate holders
- Parallel research and evaluation program to gather evidence regarding effectiveness of program
- Future linkage with practice outcomes data or registries to target gaps or deliver new information relevant to current practice

## SUMMARY AND NEXT STEPS

The IAP was successful in achieving all of the goals of the first three phases

### Next steps

- Complete contracting with the technology partner and begin build of the delivery platform
- Identify participating Member Boards and begin to work with each individual Member Board to develop their programs, assist in development of content and critiques, and finalize timelines for launch
- Continue to engage participating Member Boards in a learning community to share experiences as they implement their pilots
- Support the Research Collaborative as it moves forward with confirming and implementing a research and evaluation agenda
- Continue to engage diplomates and external stakeholders to provide input as the pilot progresses

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