

Maintenance of Certification

Virginia A. Moyer, MD, MPH
Vice President, MOC and Quality
American Board of Pediatrics

Four-part Model

Ongoing process of lifelong learning and self-assessment to continuously improve knowledge and clinical performance



The four-part MOC process assures the public that pediatricians involved in MOC are continually demonstrating clinical competence.

Part 1: Professional Standing & Licensure

To maintain certification, a physician must be licensed and in good standing.

Part 2: Self Assessment (SA) and Lifelong Learning

- Per ABMS, Part 2 activities “should emphasize learning based on self-assessment”
- ABP approves Part 2 activities only if they include a self-assessment component consisting of at least 25 MCQs (must be web-based); live CME that includes a self assessment is encouraged
- 145 Part 2 activities currently available
- Almost all earn CME credit (AAP is provider)

Self Assessment Activities

- ABP Subspecialty self-assessments (45)
 - Created annually by sub-boards
 - Based on current literature
 - Not tied to exam blueprint
 - Each one is “live” for 3 years
- Other ABP self-assessment activities
 - SA's Created by subject matter experts (6 topics)
 - Usually tied to new Performance Improvement Modules (PIMS) in Part 4
 - Question of the Week, Decision Skills, General Pediatrics Knowledge Skills Assessment

External Self Assessments

Self Assessments from other organizations

- AAP PREP, general and subspecialty
 - These are tied to the exam blueprints
- Other professional societies
- Academic institutions
- Commercial vendors
 - Online Board review courses
 - These are tied to exam blueprints

Part 4: Improvement in Medical Practice

- Per ABMS: “ongoing practice assessment and improvement”...“including adequate knowledge of quality improvement science and methods”
- ABP uses an improvement model, in which demonstration of practice assessment and application of interventions intended to improve outcomes is required, but demonstrated improvement is not required

Part 4 Activities

- Workplace-based Quality Improvement (QI) Projects:
 - QI Collaboratives and Networks
 - Institutionally based QI programs and projects
 - Diplomate-initiated QI projects
 - All require attestation of meaningful involvement by the diplomate
- Online QI modules
 - ABP Project Improvement Modules (PIMs)
 - Online Modules from other organizations

ABP PIM topics

- ADHD (initial diagnosis)
- ADHD (follow up)
- Adolescent Depression Screening
- Asthma
- Breast Milk Use
- Chlamydia Screening
- Critical Congenital Heart Disease Newborn Screening
- Developmental Screening
- Hand Hygiene
- Health Literacy
- Influenza Immunization
- Obesity Assessment and Management
- Preschool Vision Screening
- Preterm Admission Temperature
- Safe Prescription and Medication Order Writing
- Motivational Interviewing, Medication Adherence
- NICU/PICU Blood Stream Infections
- New Simulated Data PIM

QI Activity Requirements

- Identify a gap in quality or practice
 - Requires measurement
- Identify a goal (Aim statement)
- Plan and execute interventions intended to result in improvement
- Measure results
 - Multiple measurements over time are required
- Reflect on results and determine next steps

Questions for Discussion

- What is the role of Part 3?
 - Should it remain about the measurement of competency?
 - Should it be about learning?
 - What, if any, could be an appropriate balance?
 - Should it remain a summative evaluation?
- In what ways can Part 2 and Part 4 be used to improve Part 3?
- How could Part 2 and Part 4 be a part of an integrated summative evaluation?