Purpose of this report

The purpose of this report is to provide feedback to the adolescent medicine community regarding content areas of strength and weakness, information which may be useful for identifying potential gaps in knowledge and guiding the development of educational materials. Using data from the American Board of Pediatrics' (ABP) Maintenance of Certification Assessment for Pediatrics (MOCA-Peds), this report summarizes diplomate performance on the questions within each of the 49 content areas assessed in 2022.

MOCA-Peds content areas

In 2022, MOCA-Peds—Adolescent Medicine consisted of questions from a total of 49 content areas, broken down as follows:

- 45 learning objectives¹ Each diplomate initially received one question from each of the 45 specific content areas drawn from the adolescent medicine content outline.
- Three featured readings¹ Each diplomate also received two questions per featured reading (eg, clinical guidelines, journal articles) for a total of six featured reading questions.
- One emerging topic Diplomates also received one question pertaining to a timely or pressing clinical pediatric issue.

A pool of questions was developed for each learning objective and for each featured reading. Questions were then drawn from the pool and administered to diplomates throughout 2022 according to the specifications described in the bulleted list above.

Understanding this report

This report provides a graphical summary of diplomate performance on each of the 49 content areas assessed in 2022. Within the graphic and in the example below, the point (•) reflects the average percent correct for all questions within that learning objective or featured reading. The bar (—) reflects the range of percent correct values for the questions within that learning objective or featured reading. More specifically, the bar's lower endpoint indicates the most difficult question (ie, answered correctly by the lowest percentage of diplomates) and the bar's upper endpoint indicates the easiest question (ie, answered correctly by the highest percentage of diplomates).



¹Each diplomate also received 15 "repeat" questions selected from their original subset of learning objective and featured reading questions. Performance on the repeat administrations is not included in this report.

A note of caution

Many factors (eg, specific content of the question, wording of the question, plausibility of the incorrect answers) can impact diplomate performance on any question. It is thus difficult to determine if poor performance on a single question, or small set of questions, within a given content area reflects a true gap in diplomate knowledge or if the question(s) associated with that content area were difficult for other reasons (or some combination of both). Collectively, the entire set of MOCA-Peds questions (across all content areas) constitutes a psychometrically valid assessment of the diplomate's overall level of knowledge. Performance within a given content area is based on fewer questions, however, and is therefore less useful for making inferences about diplomate knowledge in that specific content area.

It is important to note again that for security reasons, a pool of questions was developed for each content area so that each diplomate received a unique set of questions. In addition, the number of questions can vary from one content area to the next. In cases where a content area had a relatively large pool of questions, the number of diplomates who answered each question was reduced, which diminished the statistical precision of each question's percent correct value. In cases where a content area had a relatively small number of questions, each question was answered by a larger number of diplomates, but the overall breadth of the content being assessed within that content area was constrained, which limits the generalizability of the results.

In other words, MOCA-Peds was designed to assess individual diplomates with respect to their overall level of knowledge in adolescent medicine. It was not designed to provide the pediatric community with diagnostic feedback pertaining to specific content areas within adolescent medicine. The results within this report may be informative and useful for that secondary purpose, but they should be interpreted with a degree of caution.

Additional notes

- To protect the security of the content of the assessment, the questions themselves, along with information about the number of questions in the pool for any particular learning objective or featured reading, are not provided in this report.
- This report contains data aggregated across many diplomates participating in the MOCA-Peds program and cannot be used to make inferences or draw conclusions regarding any particular diplomate.

2022 Content Area Feedback Report Adolescent Medicine

	Learning Objective	Percent Co 25 50	orrect 75 100
4		- + +	
1. 2.	Evaluate and manage a patient with irritable bowel syndrome. Recognize and evaluate malignancies.		
3.	Evaluate and manage a patient with chest pain.	: : : : : : : : : : : : : : : : : : : :	
4.	Evaluate and manage a patient with sexual dysfunction (eg, anorgasmia, dyspareunia, premature		
-	ejaculation, erectile dysfunction).		—
5.	Evaluate and manage a patient with toxic shock syndrome.	-	-
6.	Evaluate and treat pelvic inflammatory disease and understand its complications.		•
7.	Ensuring Comprehensive Care and Support for Transgender and Gender–Diverse Children and Adolescents		
	(Featured Reading)		:
8.	Apply the principles of autonomy, beneficence, and justice to the care of patients.		—
9.	Evaluate and manage a patient with suspected hypothyroidism.		—
10.	Differentiate between constitutional delay of growth and puberty, genetic short stature, and pathological causes.		-
11.	Evaluate and manage a patient with an apophyseal disorder (eg, calcaneus [Sever], tibial tubercle		
	[Osgood–Schlatter], medial humeral epicondyle [little league elbow]).	<u> </u>	
	Recognize the skin manifestations of various infections.		-
13.	Emerging Issues in Male Adolescent Sexual and Reproductive Health Care (Featured Reading)		-
14.	Evaluate and manage a patient with cannabis use disorder.		-
16.	Evaluate and manage a patient with Marfan syndrome. Recognize and evaluate psychotic disorders caused by medical conditions (eg, lupus cerebritis, drug	: : : : : : : : : : : : : : : : : : : :	: •
10.	toxicity).		•
17.	Evaluate and treat a patient with refeeding syndrome.		-
	Evaluate and manage a patient with genital ulcers.		-
19.	Evaluate and manage a patient with stridor.		-•-
20.	Recognize and evaluate a patient with avoidant/restrictive food intake disorder.		-
21.	Evaluate and manage a patient with symptoms of an adrenal disorder.		-
22.	Formulate a differential diagnosis for a patient who has an increased body mass index.		•
23.	Recognize when deviation from the typical vaccine schedule is warranted (eg, pregnancy, immunocompromised patients).		-
24.	Evaluate and manage a patient with low back pain.		• •
25.	The Impact of Racism on Child and Adolescent Health (Featured Reading)		-
	Know side effect profiles of birth control options.		•
	Know the common causes of infertility.		
28.	Plan the return to sports participation for a patient with concussion.		-
29.			-
20	contributing to those trends.		
0.4	Evaluate and manage a patient with positive results of a substance abuse screening assessment. Evaluate and manage major depressive disorder.		
31.	Use augmented risk–based medical screenings (eg, blood pressure, lipids, A1C) when appropriate.		
	Evaluate and manage patients with vertigo.		
34.	Understand how to develop a quality improvement project.		-
35.	Recognize the steps of motivational interviewing and behavior change.		-
36.	Evaluate and manage a patient with self-injurious behavior (eg, cutting).		-
37.	Evaluate and manage a patient with primary amenorrhea.		
38.	Recognize and evaluate anxiety disorders (eg, generalized, social, and separation anxiety, panic		
	disorders, and phobias).		
39.	Recognize health disparities for lesbian, gay, bisexual, and questioning youth.		-
40.	Understand interventions helpful in school avoidance and truancy.		•
41.	Evaluate and treat a patient with acne vulgaris.		-
42.	Recognize potential risks and complications of access to firearms.		•
43.	,		•
44.	Evaluate and manage a patient with dysuria.	<u> </u>	•
	Evaluate and treat a patient with Chlamydia trachomatis infection. Distinguish between consent and assent in research with children.		
	Diagnose patients with gender dysphoria.		•
48.	List common strategies for transfer to adult care for primary and specialty care services for patients		
.5.	with chronic illness.		-
49.	Understand strategies for youth suicide prevention (Emerging Topic)		•