



# **Continuing Certification: Integrating Assessment, Learning and Improvement**

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SOCIETY OF PEDIATRIC URGENT CARE: WEEKLY WEBINAR SERIES  
MARCH 2021



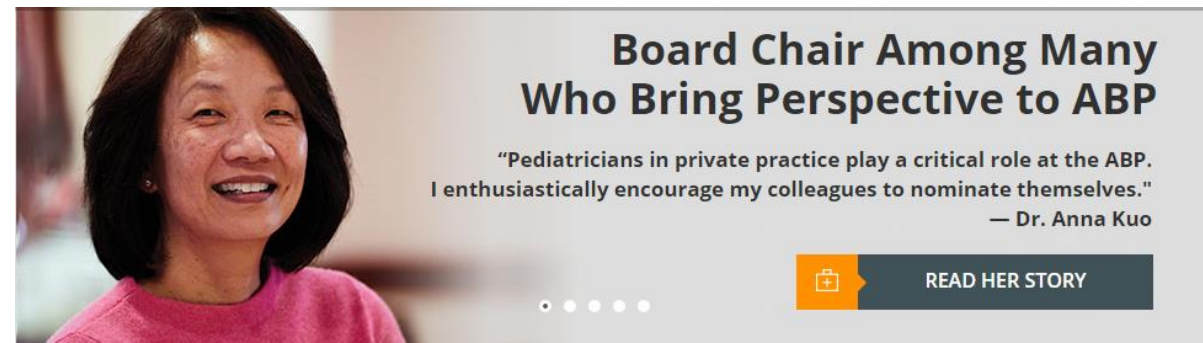
# Outline

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- About the American Board of Pediatrics (ABP) and Continuing Certification
- Vision Commission Report and the Draft Standards for Continuing Certification
- What's new in Continuing Certification at the ABP
- Questions, Comments, Feedback



# Vision and Mission



**Vision:** Inspiring a lifetime pursuit of learning to improve child health

**Mission:** Advancing child health by certifying pediatricians who meet standards of excellence and are committed to continuous learning and improvement





# Guiding Principles (abbreviated list)

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- Accountable to children and their families as it guides **professional self-regulation** and certifies pediatricians
- Certification recognizes pediatricians who meet **rigorous standards** for competencies essential to improving child health
- Supports **best practices** for the assessments of all core competencies using tools that are fair, valid, reliable, and contribute to lifelong professional development
- Strives to **align opportunities for continuing certification with pediatricians' professional practice**
- Continually **evaluates and improves** its work based on changing trends in child health, stakeholder feedback, and advances in knowledge, assessment, technology, and care delivery

# MEDICAL PROFESSIONALISM IN THE NEW MILLENNIUM: A PHYSICIAN CHARTER

*Preamble:*

*Professionalism is the basis of medicine's contract with society. It demands:*

placing the **interests of patients above those of the physician**

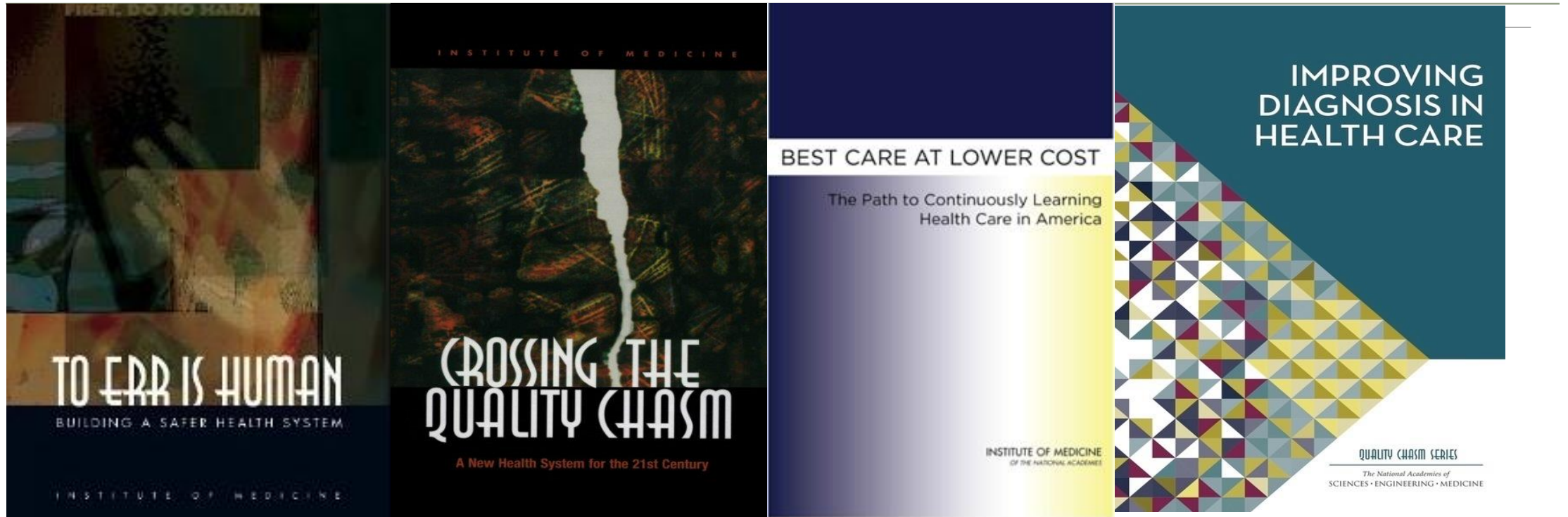
setting and **maintaining standards of competence and integrity**

providing expert advice to society on matters of health.

(Ann Intern Med 2002;136:234)



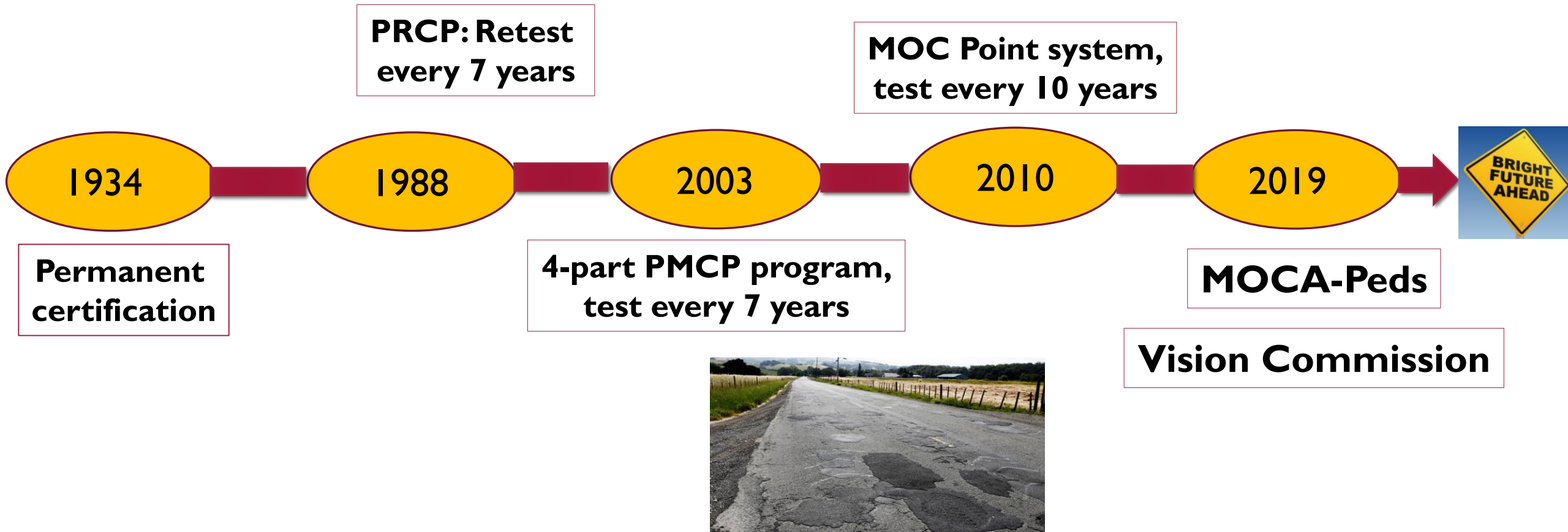
# The mandate for lifelong learning goes far beyond the ABP



“Health care professional **certification** and accreditation **organizations** should ensure that health care **professionals** have and **maintain the competencies** needed for **effective performance in the diagnostic process...**” IOM 2015



# The Evolution of Board Certification





# Current State

Part 1 – Professionalism - License Attestation Every 5 Years

Part 2 – Lifelong Learning and Self-Assessment (40 – 60 Points Every 5 Years)

Part 3 - MOCA-Peds – Quarterly Questions or Proctored Exam Every 5 Years

Part 4 – Practice Improvement (40 – 60 Points Every 5 Years)



[MyCertifiedPediatrician.org](http://MyCertifiedPediatrician.org)

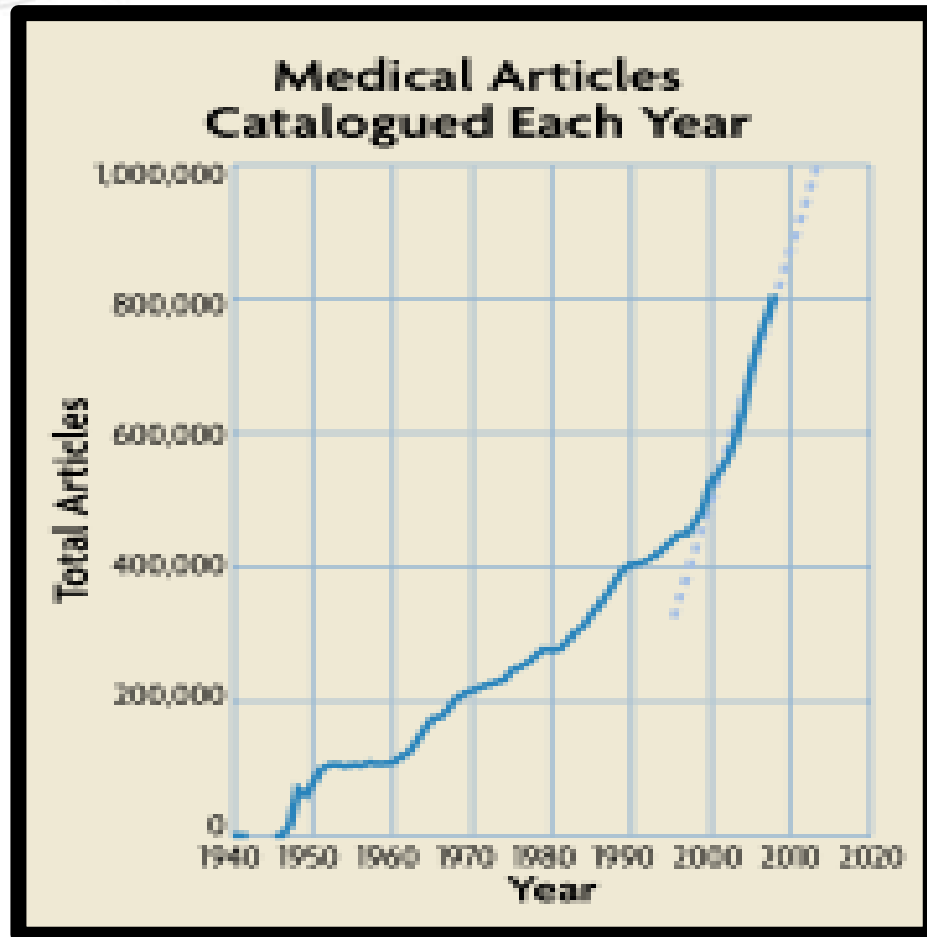


# Why do I have to do MOC?





# Explosion of knowledge



## ***PEDIATRICS***

1000 MORE ARTICLES PER YEAR BEING  
SUBMITTED THAN 7 YEARS AGO

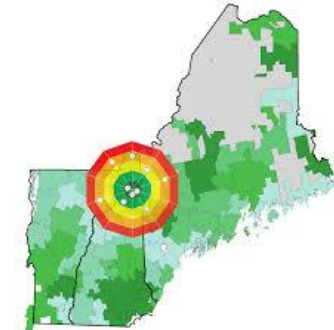
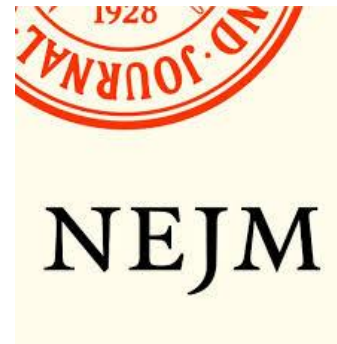
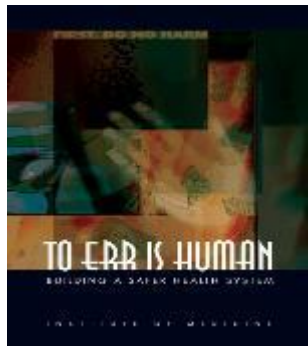
THE AMERICAN BOARD *of* PEDIATRICS



# Why Maintenance of Certification?

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- 1999, 2001 reports *To Err is Human* and *Crossing the Quality Chasm*
- 2003, 2007 articles revealing that ~ 50% of adult and pediatric patients get the recommended best healthcare (McGlynn, NEJM, 2003 and Mangione-Smith, NEJM, 2007)
- Evidence from the Dartmouth Atlas about significant differences in core performance measures by zip code





# Evidence Base

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- MOC Part 4 as an incentive
  - Many QI projects published with significant improvements that state the importance of Part 4 as a driver for participation
  - MOC Part 4 a big driver of enrollment in practice-based outcomes research; especially in underserved areas
  - Enrollment survey in pediatrics
    - Of pediatricians participating in at least 1 QI project in the previous year; 51% stated MOC Part 4 was the primary motivator vs 40% to identify gaps and improve care
    - 2020 – 66% say Part 4 activity facilitated improvements in care
- Participation in MOC tied to improved care
  - Multiple pediatric national QI collaboratives driving care in specialty diseases
  - Pediatric gastroenterologists and parents reported improvement in care processes and outcomes measured during NASPGHAN-sponsored Web-based MOC QI activities
  - MOCA-Peds survey results
- Lack of participation in MOC tied to licensure actions
  - Several studies across multiple ABMS boards that reveal a statistically higher rate of state license actions against physicians that choose not to maintain certification



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# Commission Report

- Significant frustration with MOC
- ABMS launched *Continuing Board Certification: Vision for the Future*
- Collaborative solutions
- Bring value to physicians
  - Support relevant learning and improvement needs
- Bring value to the profession
- Develop an integrated model

$$\begin{array}{c} \text{V} \\ \text{(VALUE)} \end{array} = \frac{\begin{array}{c} \text{Q} + \text{S} \\ \text{(QUALITY)} \quad \text{(SERVICE)} \end{array}}{\begin{array}{c} \$ \\ \text{(COST)} \end{array}}$$



2018

2019

2020

2021

Continuing Board Certification: Vision for the Future

Phase 1: Building  
the Foundation

Phase 2:  
Envisioning the  
Future

Phase 3:  
Consideration  
and  
Implementation

American Board of Medical  
Specialties

ABMS Task  
Forces

Draft Standards  
to be Released



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## Part 2 Activity Improvements

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- New Self Assessments
- Question of the Week enhancements
- Decision Skills enhancements
- Credit for resuscitation certificates
- Integrating Part 2 and Part 3: Credit for MOCA-Peds



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NOV  
06  
2019

Cerebral Palsy: Does early diagnosis and intervention make a difference?

# Comments: 2

Last Comment: 10/30/2019 3:53pm

OCT  
30  
2019

The Flu is coming: Are you ready?

# Comments: 22

Last Comment: 11/2/2019 5:01pm

## QUESTIONS



November 2019



11/6/19

Cerebral Palsy: Does early diagnosis and intervention make a difference?

■ INCOMPLETE ■ COMPLETE ■ ARCHIVED



# Expanding Opportunities for Part 2: MOC Points for CME

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- ACCME Collaboration
  - Grand Rounds, Case Based Conferences, National Meetings
- ABP Requirements
  - Assessment of learning
  - CME Provider must register it as a Part 2 activity with their CME system



## Part 3: MOCA-Peds Overview



- Focuses on assessment and learning
- Questions sent quarterly; flexibility in answering
- Delivered via web or mobile device
- May use resources
- Fulfill the MOC Part 3 requirement / also Part 2 points





# Did learning occur?

**Learn, refresh, or enhance medical knowledge based on using MOCA-Peds in the 2017 pilot?**

**Yes  
97.6%**

**Able to apply any of what you learned to your clinical practice?**

Yes, I have already	1,727	62.0%
No, but I plan to moving forward	468	16.8%
No, because my practice area is not general pediatrics focused	451	16.2%
No, for another reason (please explain)	141	5.0%
<b>Total</b>	<b>2,787</b>	<b>100.0%</b>

**Most significant practice changes you made as a result of participation in the 2017 pilot?**

“More diligent with antibiotic mgx in otitis media. In general am practicing more evidence based medical care with confidence.”

“Started to pay more attention to features of autism.”

“I identified a Kawasaki patient based on review; ..that is just one instance “

“Follow up on High BP”

“Became aware of my deficiency in acute drug intoxication”



# MOCA-Peds 2021

## CORE KNOWLEDGE

45 learning objectives  
1 question per learning objective  
45 total questions



**15 repeat questions**

*Based on confidence/relevance ratings and questions missed*

## NEW KNOWLEDGE

3 articles/guidelines  
Up to 2 questions per article  
Questions appear after Q2 begins



**Up to 4 “time-sensitive” questions**

*Quickly developed and delivered questions based on current events*

Total Number of Questions	Annually	60 - 72
	Quarterly	15 - 18



# American Board of Pediatrics

Encourage people to engage in quality improvement activities which will give **credit for work already being done in their practice**



MULTI-INSTITUTION  
OR LARGE-SCALE QI  
PROJECTS



WORKPLACE BASED  
QI PROJECTS



NCQA PATIENT  
CENTERED MEDICAL  
HOME



INSTITUTIONAL QI  
AND SAFETY  
LEADERSHIP



ONLINE PERFORMANCE  
IMPROVEMENT MODULES

63 % Decrease

Approximate Number of Completions Annually 2018 - 2020

~ 2000

~ 12,000\*

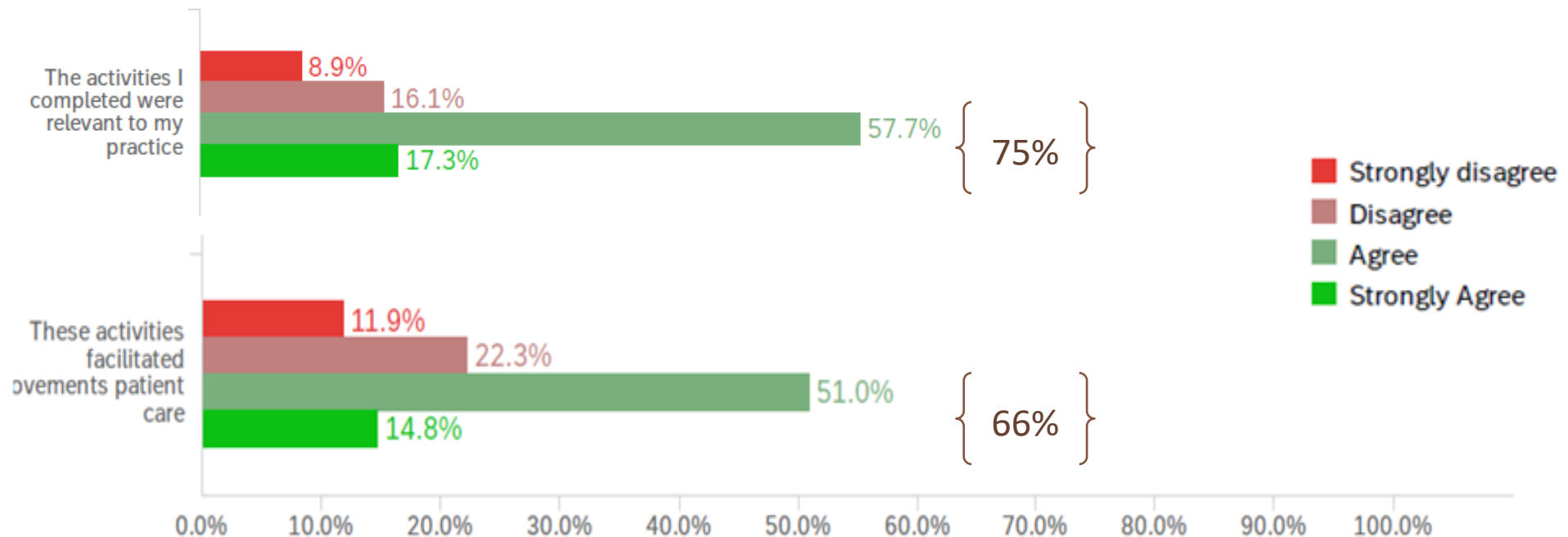
~ 1000

~ 150

~ 7000

# A focus on Improvement

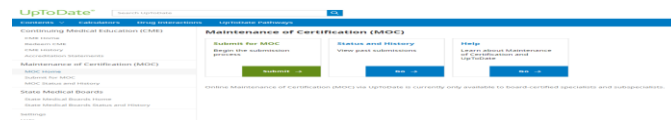
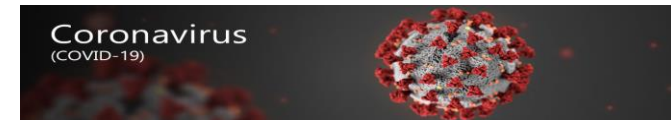
Based on your last 5-year MOC cycle, please rate your agreement with the following statements based on your experience with completing the ABP's Improvement in Professional Practice / QI requirements (Part 4).





# What are we working on now?

- Virtual Quality Improvement
- Behavior and Mental Health
- COVID-19
- Internet Search and Learn
- Carry Over Points
- Health equity integration





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# Questions / Comments / Feedback

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