



The Research Priorities of the ABMS Co-Sponsoring Member Boards

Member Board	Research Priorities
American Board of Dermatology	<ul style="list-style-type: none"> • Outcomes of implementing the Applied exam. How is it different than what we were doing, objectively, and are we achieving what we hoped we would achieve (better thinkers and problem solvers)? • Competency-based assessment strategies beyond medical knowledge assessment. This might include projects that assess Kinesthetic competency (i.e. hands-on procedural skill assessment), visual recognition, communication, and decision making, to name a few. • Integration of diversity, equity, and inclusion principles into our dermatology assessment continuum. How is the ABD and dermatology as a specialty doing? • Measures of Professionalism. Can professionalism be taught, assessed and improved? Does setting a standard or defining expectations publicly affect professional behavior? • Basic Exam's ability to identify the struggling resident. Is the ABD's Basic Exam an accurate and reliable way to identify residents experiencing underdeveloped dermatology knowledge? When the Basic exam identifies a struggling resident, what action(s) happens next by programs and what are the outcomes of these actions? • Learning from the selection of and self-reported impacts from ABD's focused Practice Improvement Modules. Do any of these small-volume chart review QI projects actually lead to integrated improvements in practice that last? • Study the certainty and relevance scoring of CertLink questions in use and categorize these by topic area, subspecialty area, discrepancy status (high relevance-lower confidence) • The effectiveness of graded article-based CertLink questions for formative learning compared with simply reading articles, journal clubs or other methods of article review. • Down the road, a study looking at resident selection methods - holistic vs traditional - and resident diversity would be interesting. (MJP) • Artificial Intelligence use, validity, and reliability in writing evidence-based critiques for board style self-assessment questions.



American Board of Ophthalmology	<ul style="list-style-type: none"> • Evaluates the effectiveness of its programs and activities; • Examines the relationships between certification and physician education, clinical practice, and career-long improvement; • Contributes meaningfully to the literature about physician competence; and • Promotes psychometric equity, excellence, and fairness.
American Board of Orthopaedic Surgery	TBD
American Board of Otolaryngology – Head and Neck Surgery	TBD
American Board of Plastic Surgery	<ul style="list-style-type: none"> • Methodologies and strategies for designing unbiased written exam items. • Methodologies and strategies for designing unbiased oral exam items. • Best practices for avoiding unconscious bias in the delivery of oral exams. • Differentiating the design of aesthetic Theory and Practice items be different from reconstructive items • Best practices for cross-training non-aesthetic examiners to perform aesthetic oral exams.
American Board of Radiology - Diagnostic Radiology	Assessment of professionalism throughout the duration of the radiologist's career – residency through retirement
American Board of Radiology - Interventional Radiology	Assessment of professionalism throughout the duration of the radiologist's career – residency through retirement
American Board of Radiology - Medical Physics	Assessment of professionalism throughout the duration of the radiologist's career – residency through retirement
American Board of Radiology - Radiation Oncology	Assessment of professionalism throughout the duration of the radiologist's career – residency through retirement



American Board of Thoracic Surgery	<ul style="list-style-type: none">• Implicit bias• Development of a database which links the current taxonomies with critical cardiothoracic surgical literature to foster a more comprehensive and representative Written and MOC Exam• Identify the program factors that lead to success on the Certifying Exam
American Board of Urology	<ul style="list-style-type: none">• New methods of formative and summative assessments.• Improvement in the Objective Structured Clinical Examinations for Urology• Innovative methods to improve and implement a holistic review and selection process for urology residency applicants