



Sponsoring Organization's Research Priorities

Member Board	Research Priorities
<p>American Board of Medical Specialties Research and Education Foundation (ABMS-REF)</p>	<p>As they pertain to either initial or continuing certification, within or across specialties:</p> <ul style="list-style-type: none"> • Diagnostic and clinical reasoning excellence <ul style="list-style-type: none"> ○ AI's potential for optimization of these skills for learning and quality/performance improvement • Adoption of competency-based medical education and innovative assessments <ul style="list-style-type: none"> ○ Board Certification Assessments of professionalism in training or in practice ○ Competency-based medical education impact on Longitudinal Assessment Programs • Health care equity and diversity across the continuum of physician professional development • Trainee and diplomate engagement in quality and safety activities, especially related to improving physician expertise and well-being • Intersection between a physician's work, technology (e.g., electronic health records or artificial intelligence) and certification
<p>American Board of Anesthesiology</p>	<p>As they pertain to either initial or continuing certification, within or across specialties:</p> <ul style="list-style-type: none"> • Diagnostic and clinical reasoning excellence <ul style="list-style-type: none"> ○ AI's potential for optimization of these skills for learning and quality/performance improvement • Adoption of competency-based medical education and innovative assessments



	<ul style="list-style-type: none"> ○ Board Certification Assessments of professionalism in training or in practice ○ Competency-based medical education impact on Longitudinal Assessment Programs ● Health care equity and diversity across the continuum of physician professional development ● Trainee and diplomate engagement in quality and safety activities, especially related to improving physician expertise and well-being ● Intersection between a physician’s work, technology (e.g., electronic health records or artificial intelligence) and certification
<p>American Board of Allergy and Immunology</p>	<p>As they pertain to either initial or continuing certification, within or across specialties:</p> <ul style="list-style-type: none"> ● Diagnostic and clinical reasoning excellence <ul style="list-style-type: none"> ○ AI’s potential for optimization of these skills for learning and quality/performance improvement ● Adoption of competency-based medical education and innovative assessments <ul style="list-style-type: none"> ○ Board Certification Assessments of professionalism in training or in practice ○ Competency-based medical education impact on Longitudinal Assessment Programs ● Health care equity and diversity across the continuum of physician professional development ● Trainee and diplomate engagement in quality and safety activities, especially related to improving physician expertise and well-being ● Intersection between a physician’s work, technology (e.g., electronic health records or artificial intelligence) and certification



<p>American Board of Dermatology</p>	<ul style="list-style-type: none"> • Trend analysis of high-performing and poor-performing ABD assessment questions, identifying question characteristic trends to follow or avoid • Artificial intelligence use, validity, and reliability in assisting to compose evidence-based critiques for board-style self-assessment questions • Competency-based assessment strategies beyond medical knowledge assessment, including procedural and in-office microscopy diagnostics assessment • Outcomes assessment of ABD CertLink, including diplomate assessment of relevance, time, stress, value • Outcomes of implementing the APPLIED Exam, including diplomate assessment of the Applied exam • Integration of cultural competency principles into the ABD assessment continuum • Analysis to explore if any demographic biases are identified in ABD assessments • Relationship of Core Exam results with Applied Exam Results, and Core Exam module results with corresponding fellowship Subspecialty Certification Exam results • Practice-related quality measures among board-certified dermatologists
<p>American Board of Emergency Medicine</p>	<p>The American Board of Emergency Medicine is sponsoring a scholar through the J. David Barry, MD, Visiting Scholar Fellowship for emergency medicine physicians with:</p> <ul style="list-style-type: none"> • Experience as a military physician; • Interest in physician wellness research such as burnout, fitness, and mindfulness; • Interest in residency education and research; • Innovations in continuing certification assessment and education; or • Interest in Medical Toxicology
<p>American Board of Internal Medicine (Foundation)</p>	<ul style="list-style-type: none"> • Diagnostic and prognostic excellence through initial or continuing certification, within and across specialties



	<ul style="list-style-type: none"> • Adoption of competency-based medical education and innovative assessments for initial or continuing certification • Health care equity and diversity across the continuum of physician professional development • Trainee and diplomate engagement in quality and safety activities, especially if related to improving physician well-being • Intersection between a physician’s work, technology (e.g., electronic health records or artificial intelligence), and certification • Investigating the evolution of medical professional values and assessment of professionalism in an evolving healthcare landscape
<p>American Board of Obstetrics and Gynecology</p>	<p>Demonstrating the Value of Certification Board certification represents a national commitment to maintaining clinical competence and advancing patient safety. However, more research is needed to understand how certification processes contribute to measurable improvements in patient care and workforce effectiveness.</p> <p>ABOG seeks research examining:</p> <ul style="list-style-type: none"> • Relationships between certification status or maintenance of certification activities and patient outcomes • The role of technical skills assessment in maintaining clinical excellence • How certification-related assessments (e.g., QE, CE, CREOG) relate to workforce outcomes such as practice patterns, quality of care, or malpractice risk • Methods for demonstrating the public value of certification in improving clinical care and system performance <p>Leveraging Technology and Virtual Consultation Digital technologies offer new opportunities to extend the reach of specialty expertise. Projects</p>



	<p>should focus on real-world implementation and scalability, particularly in rural or underserved settings.</p> <p>Relevant topics may include:</p> <ul style="list-style-type: none"> • Telemedicine and virtual consultation networks • Digital tools that support care coordination and clinical decision-making • Artificial intelligence or predictive analytics that improve triage, risk stratification, or health disparities • Patient trust in artificial intelligence tools or in practices and physicians who employ artificial intelligence • Simulation technologies that enhance clinical training and technical skills assessment
<p>American Board of Ophthalmology</p>	<p>Possible research topics of interest to the American Board of Ophthalmology include:</p> <ul style="list-style-type: none"> • Investigating the relationships among board certification, physician education, clinical performance, patient outcomes, and career-long improvement. • Advancing the evidence base on physician competence, including its definition, assessment, development, and longitudinal measurement. • Defining the emerging role of artificial intelligence in certification processes, including its implications for assessment validity, fairness, security, and continuous learning. • Developing approaches to evaluating and quantifying the value, impact, and return on investment of certification programs and related activities.
<p>American Board of Orthopaedic Surgery</p>	<p>As they pertain to either initial or continuing certification, within or across specialties:</p> <ul style="list-style-type: none"> • Diagnostic and clinical reasoning excellence <ul style="list-style-type: none"> ○ AI's potential for optimization of these skills for learning and quality/performance improvement



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<p>American Board of Otolaryngology – Head and Neck Surgery</p>	<p>As they pertain to either initial or continuing certification, within or across specialties:</p> <ul style="list-style-type: none"> • Diagnostic and clinical reasoning excellence <ul style="list-style-type: none"> ○ AI’s potential for optimization of these skills for learning and quality/performance improvement • Adoption of competency-based medical education and innovative assessments <ul style="list-style-type: none"> ○ Board Certification Assessments of professionalism in training or in practice ○ Competency-based medical education impact on Longitudinal Assessment Programs • Health care equity and diversity across the continuum of physician professional development • Trainee and diplomate engagement in quality and safety activities, especially related to improving physician expertise and well-being • Intersection between a physician’s work, technology (e.g., electronic health records or artificial intelligence) and certification



<p>American Board of Pediatrics</p>	<p>As they pertain to either initial or continuing certification, within or across specialties:</p> <ul style="list-style-type: none"> • Diagnostic and clinical reasoning excellence <ul style="list-style-type: none"> ○ AI's potential for optimization of these skills for learning and quality/performance improvement • Adoption of competency-based medical education and innovative assessments <ul style="list-style-type: none"> ○ Board Certification Assessments of professionalism in training or in practice ○ Competency-based medical education impact on Longitudinal Assessment Programs • Health care equity and diversity across the continuum of physician professional development • Trainee and diplomate engagement in quality and safety activities, especially related to improving physician expertise and well-being • Intersection between a physician's work, technology (e.g., electronic health records or artificial intelligence) and certification
<p>American Board of Physical Medicine and Rehabilitation</p>	<p>As they pertain to either initial or continuing certification, within or across specialties:</p> <ul style="list-style-type: none"> • Diagnostic and clinical reasoning excellence <ul style="list-style-type: none"> ○ AI's potential for optimization of these skills for learning and quality/performance improvement • Adoption of competency-based medical education and innovative assessments <ul style="list-style-type: none"> ○ Board Certification Assessments of professionalism in training or in practice ○ Competency-based medical education impact on Longitudinal Assessment Programs • Health care equity and diversity across the continuum of physician professional development • Trainee and diplomate engagement in quality and safety activities, especially related to improving physician expertise and well-being



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American Board of Radiology	<p>As they pertain to either initial or continuing certification, within or across specialties:</p> <ul style="list-style-type: none"> • Diagnostic and clinical reasoning excellence <ul style="list-style-type: none"> ○ AI’s potential for optimization of these skills for learning and quality/performance improvement • Adoption of competency-based medical education and innovative assessments <ul style="list-style-type: none"> ○ Board Certification Assessments of professionalism in training or in practice ○ Competency-based medical education impact on Longitudinal Assessment Programs • Health care equity and diversity across the continuum of physician professional development • Trainee and diplomate engagement in quality and safety activities, especially related to improving physician expertise and well-being • Intersection between a physician’s work, technology (e.g., electronic health records or artificial intelligence) and certification
American Board of Surgery	<ul style="list-style-type: none"> • Entrustable Professional Activities (EPA’s). • Quality and Performance Improvement
American Board of Urology	<p>As they pertain to either initial or continuing certification, within or across specialties:</p> <ul style="list-style-type: none"> • Diagnostic and clinical reasoning excellence <ul style="list-style-type: none"> ○ AI’s potential for optimization of these skills for learning and quality/performance improvement • Adoption of competency-based medical education and innovative assessments <ul style="list-style-type: none"> ○ Board Certification Assessments of professionalism in training or in practice



- Competency-based medical education impact on Longitudinal Assessment Programs

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