ABMS SCHOLARS PROGRAM™

Sponsoring Organization's Research Priorities

Member Board	Research Priorities

American Board of Medical Specialties Research and Education Foundation (ABMS-REF)	As they pertain to either initial or continuing certification, within or across specialties:
	• Diagnostic and clinical reasoning excellence
	  ○ AI's potential for optimization of these skills for learning and quality/performance improvement
	• Adoption of competency-based medical education and innovative assessments
	  ○ Board Certification Assessments of **professionalism** in training or in practice
	  ○ Competency-based medical education's 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 Anesthesiology	• **Next-generation assessment formats (beyond MCQ)** ○ Research and validation of alternative assessment modalities appropriate for anesthesiology (e.g., expanded OSCE approaches; other formats that better capture performance/skills than MCQs).

	• **Adaptive learning and personalized continuing certification**
	  ○ Evidence for the effectiveness, fairness, and educational impact of adaptive learning approaches embedded in continuing certification (including models that personalize assessment/learning pathways).
	• **Using ABA performance data to support continuing medical education (CME)**
	  ○ Research on how to translate aggregate diplomate performance data into actionable insights for educators and CME developers, including what data is most useful and how to present it.
	• **Assessment of "holistic" skills in anesthesiology certification**
	  ○ Methods to define, teach/learn, and assess leadership, management, professionalism, communication, and team-based skills—especially via OSCEs and case-based longitudinal items.
	• **Trainee engagement and early formative assessment**
	  ○ Evidence for formative tools and earlier engagement during residency (e.g., what program/resident feedback is most useful; impact on readiness, learning, and professional development).

American Board of Allergy and Immunology	As they pertain to either initial or continuing certification, within or across specialties:
	• Diagnostic and clinical reasoning excellence
	  ○ AI's potential for optimization of these skills for learning and quality/performance improvement
	• Adoption of competency-based medical education and innovative assessments
	  ○ Board Certification Assessments of **professionalism** in training or in practice
	  ○ Competency-based medical education's 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 Dermatology	• 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
American Board of Emergency Medicine	The American Board of Emergency Medicine is sponsoring a scholar through the J. David Barry, MD, Visiting Scholar Fellowship for emergency medicine physicians with: • 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
American Board of Internal Medicine (Foundation)	• Diagnostic and prognostic excellence through initial or continuing certification, within and across specialties • Adoption of competency-based medical educations 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
American Board of Obstetrics and Gynecology	**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. ABOG seeks research examining: • 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 **Leveraging Technology and Virtual Consultation** Digital technologies offer new opportunities to extend the reach of specialty expertise. Projects should focus on real-world implementation and scalability, particularly in rural or underserved settings. Relevant topics may include: • 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
American Board of Ophthalmology	Possible research topics of interest to the American Board of Ophthalmology include: • 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.

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American Board of Orthopaedic Surgery	As they pertain to either initial or continuing certification, within or across specialties:
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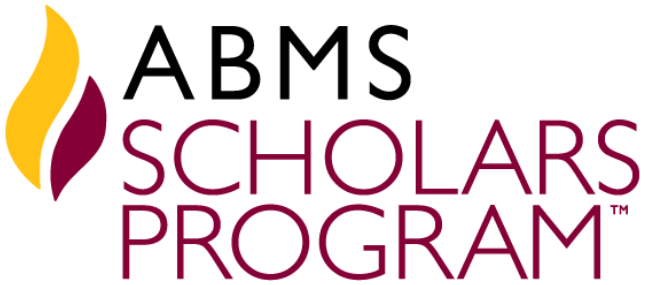
	• Adoption of competency-based medical education and innovative assessments
	  ○ Board Certification Assessments of **professionalism** in training or in practice
	  ○ Competency-based medical education's impact on Longitudinal Assessment Programs
	• Health care equity and diversity across the continuum 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 Otolaryngology – Head and Neck Surgery	• Diagnostic and prognostic excellence within and across specialties • Adoption of competency-based medical education and assessments across certification programs • Advanced, innovative formats of resident and diplomate assessment • Assessment of professionalism throughout the duration of the surgeon's career-residency through retirement
American Board of Pathology	ABPath's current research priority is described in the Request for Proposals below.

	Feasibility and Efficacy Study of a Competency-Based Hospital Autopsy Assessment Tool **1. Background and Purpose** The American Board of Pathology (ABPath) has developed a competency-based assessment tool designed to evaluate pathology resident performance across the full spectrum of hospital-based autopsy-related tasks. This tool assesses progressive competency in domains including procedural skills, clinical judgment, communication, and professionalism across defined training milestones (e.g., approximately 5th, 15th, and 30th autopsies). ABPath will provide the assessment tool and relevant background materials to support protocol development. ABPath seeks proposals from qualified individuals to conduct a study evaluating: • The **feasibility** of implementing this tool in training programs • The **efficacy** of the tool in detecting the progression of competency over time **2. Objectives** The selected investigator will: 1. **Assess Feasibility** ○ Evaluate ease of implementation in real-world residency programs ○ Assess faculty usability, time burden, and compliance ○ Identify barriers and facilitators to adoption 2. **Evaluate Efficacy** ○ Determine whether competency scores increase with resident experience ○ Quantify the magnitude and trajectory of skill acquisition ○ Evaluate whether the tool discriminates between levels of training

	3. **Provide Recommendations**
	  ○ Suggest refinements to the assessment tool
	  ○ Recommend optimal implementation strategies
	  ○ Identify potential uses in programmatic assessment and certification
	
	3. Scope of Work
	The investigator will:
	• Design a **multi-institutional or single-institution study** (as feasible) to be completed within 1-2 years.
	• Develop a **data collection framework** aligned with the tool's scoring rubric (1–5 scale with defined supervision levels)
	• Collect and analyze data across multiple resident training levels (i.e., a cross-sectional study)
	• Apply appropriate statistical methods, which may include:
	  ○ Longitudinal analysis of competency progression
	  ○ Mixed-effects modeling or repeated measures analysis
	  ○ Reliability testing (e.g., inter-rater agreement, Cronbach's alpha)
	• Conduct qualitative assessment (e.g., surveys or interviews) of faculty and residents
	
	4. Deliverables
	The selected applicant will provide:
	1. **Study Protocol** (including IRB approval/exception)
	2. **Interim Progress Report(s)**



	3. **Final Report**, including:
	  ○ Feasibility findings
	  ○ Quantitative and qualitative results
	  ○ Statistical analysis of competency progression
	  ○ Recommendations for tool refinement
	4. **Poster/Oral Presentation**
	5. **Manuscript Draft** suitable for academic presentation and peer-reviewed publication
	
	5. Preferred Qualifications
	Competitive applicants will demonstrate one or more of the following:
	• Expertise in **anatomic pathology/autopsy pathology, medical education research**, **assessment**, or **competency-based evaluation**
	• Experience with **quantitative and/or mixed-methods research design**
	• Familiarity with **graduate medical education (GME)** and anatomic pathology training requirements.
	• Demonstrated ability to produce peer-reviewed scholarly work
	
	6. Eligibility
	To be eligible, applicants must also meet the criteria of the ABMS Scholars Program. Eligible applicants include:
	• Early-career physicians and junior faculty with an interest in autopsy and graduate medical education

	• Fellows, particularly Forensic Pathology fellows or those with a strong interest in autopsy, are encouraged to apply *Note: Student visas are not available. All applicants are evaluated on their alignment with the ABMS REF research priorities and the research priorities identified by ABPath, listed here.* **7. Timeline** Proposed project duration: **12–18 months** • Month 0–2: Study design and approvals • Month 3–10: Data collection • Month 11–14: Data analysis • Month 15–18: Reporting and poster/manuscript preparation **8. Proposal Requirements** Applicants should submit: • Statement of interest • Proposed study design and methodology • Timeline and milestones • Budget and justification • Curriculum vitae **9. Evaluation Criteria** Proposals will be evaluated based on: • Scientific rigor and methodological soundness

	• Feasibility of execution • Relevance to competency-based assessment in pathology • Investigator qualifications • Budget appropriateness **10. Funding** An award of $15,000 is provided to support the direct costs of research and travel expenses associated with program participation. **11. Submission Information+** ***For questions about ABPath's research priorities or this RFP, email Communications@abpath.org.*** ***For questions about the ABMS Scholars Program application process, contact the ABMS Scholars Program.***

American Board of Pediatrics	• Diagnostic and clinical reasoning excellence
	  ○ AI's potential for optimization of these skills for learning and quality/performance
	• Assessment of AI competencies and the impact on patient care
	• Adoption of competency-based medical education and innovative assessments
	  ○ Competency-based medical education implementation in training
	  ○ Impact of AI on learning and/or assessment in a competency-based medical education system

	○ Board certification assessments of professionalism in training or in practice
	○ Competency-based medical education's 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 well-being
	• Intersection between a physician's work, technology (e.g., electronic health records or artificial intelligence), and certification
	• Demonstrating the value of certification
	  • Relationships between certification status or continuing certification activities and patient outcomes
	  • Methods for demonstrating the public value of certification in improving clinical care and system performance

American Board of Physical Medicine and Rehabilitation	• Quality and safety concerns in Physical Medicine and Rehabilitation • Health equity topics for people with disabilities • Competency based medical education (CBME) in physical medicine and rehabilitation ○ Possible areas: tracking progress through residency, self-assessment exam, use of Objective Structured Clinical Examinations (OSCEs) to measure achievement of competencies in residency • Professionalism assessments as part of continuing certification, positive professionalism • Pediatric rehabilitation exposure in medical school and residency

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American Board of Plastic Surgery	As they pertain to either initial or continuing certification, within or across specialties:
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	  ○ Board Certification Assessments of **professionalism** in training or in practice
	  ○ Competency-based medical education's 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 Radiology	As they pertain to either initial or continuing certification, within or across specialties:
	• Diagnostic and clinical reasoning excellence
	  ○ AI's potential for optimization of these skills for learning and quality/performance improvement
	• Adoption of competency-based medical education and innovative assessments
	  ○ 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	• Entrustable Professional Activities (EPA's). • Quality and Performance Improvement

American Board of Urology	• Diagnostic and clinical reasoning excellence
	  ○ AI's potential for optimization of these skills for learning and quality/performance
	• Adoption of competency-based medical education and innovative assessments
	  ○ 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 well-being
	• Intersection between a physician's work, technology (e.g., electronic health records or artificial intelligence), and certification
	• Utilizing Objective Structured Clinical Examinations (OSCEs) and diagnostic and surgical simulations as effective tools for both formative and summative assessment