THE ABMS MOC DIRECTORY
ADVANCING COLLABORATION AND ALIGNMENT with the CME COMMUNITY

September 27, 2016
Susie Flynn, Director, Academic Services
ABMS
Presentation Outline

• MOC Innovations: ABMS MOC Directory
• MOC Approval Pathways: Commonalities and Distinctions
• Diplomate as Learner: Feedback and CQI
• CME Providers’ Feedback/Opportunities for Improvement
• Diplomate Feedback Strategies
• Opportunities for future engagement
MOC Innovations: ABMS MOC Directory

- Advancing ABMS Standards for MOC
  - Increases access to CME and *Self-Assessment Activities* for Member Boards MOC Program
  - Increases access to *Patient Safety Activities*
    - Foundational Patient Safety Activities
    - Specialty specific Patient Safety Activities
  - Increases access to *practice-relevant Part IV CME activities* that meet the needs of one or more Member Boards
  - Improves diplomates’ experience with MOC
MOC Directory: Common Requirements

- ACCME Accredited Provider Recognition
- MOC Part II CME, MOC Part II Self-Assessment, and MOC Part IV Performance Improvement CME (PI-CME)
- All CME Credit Types
- Integrate one or more of the ABMS/ACGME Core Competencies
- Relevant to one or more ABMS specialty(ies)
- Diplomate completion data is not required. CME providers are given an approval statement (via CME Certificate) that the learner should receive upon completion of the activity
Commonalities

- Common Requirements: MOC Directory and the ACCME MOC Recognition Program (PARS)
  - All activities are accredited by an ACCME Provider.
  - All activities integrate one or more of the ABMS Core Competencies.
  - All activities integrate a evaluation component that measures learners’ change.
  - All educational content is hosted through the ACCME Provider or educational partner.
Key Differences

- **MOC Directory and PARS Recognition Programs**
- MOC Directory is facilitated through a prospective review process by the Boards Community vs a recognition process by the CME Provider Community.
  - MOC Directory facilitates the review of all CME Credit types vs the AMA PRA Category I credit (only).
  - Diplomate completion data is transmitted directly to the learner vs transmission of completion data through the PARS System.
CME: Value Proposition and Alignment Strategy

• A common requirement of Member Boards’ MOC Program
  o All Member Boards have a CME requirement (general or specialty specific) within their MOC Part II Lifelong Learning and Self-Assessment requirement

• A common requirement of state licensing Boards across the country

• Fulfills membership requirements for certain specialty societies

• Commonly integrated into hospital credentialing and Joint Commission requirements

• Fulfills other requirements (e.g., insurance companies)
# CME: Value Proposition and Alignment Strategy

<table>
<thead>
<tr>
<th>American Board of:</th>
<th>MDC Part II CME Requirement</th>
<th>AMA PRA Category I Credit™</th>
<th>AOA Category I Credit</th>
<th>ACOG Cognates Credit</th>
<th>AAFP Prescribed Credit</th>
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<td>Psychiatry and Neurology</td>
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<td>Thoracic Surgery</td>
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<td>Urology</td>
<td>Yes</td>
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MOC Directory: How Does This Work?

- Accredited providers submit accredited activities through a single **MOC Submission Form**.
- An internal ABMS Member Boards platform facilitates the **review and approval** for MOC through the Member Boards.
- MOC approved activities are **indexed** in the **ABMS MOC Directory**, powered by MedEdPORTAL.
Project Milestone: Common MOC Submission Form

IHI Open School - Quality Improvement Curriculum

Organization:
Institute for Healthcare Improvement
www.ihi.org

MOC Type, Format, and Design:
MOC Part II Continuing Education Activity
Online/Web-based

MOC Approvals
American Board of Family Medicine
American Board of Pediatrics

Activity Accreditation Information (See below for descriptions):
AMA PRA Category 1 Credit™
QI 101 - 1.25
QI 102 - 1.5
QI 103 - 1
QI 104 - 1
QI 105 - 1.5
QI 106 - 2

Commercial Support Information (ACCME Standards for Commercial Support):
No

Cost:
Subscription fee - $270 for individuals (10% discount to ABMS diplomates)
Enter Passcode: MOCABMS
This activity is targeted to reduce harm and/or improve patient safety? (If yes, please indicate the program type):
N/A

Self-Assessment Criteria (Pre-Test): Does this activity include a pre-test(s) of multiple choice questions drawn from the publication’s content?
No

Self-Assessment Criteria (Post-Test): Does this activity include a post-test(s) of multiple choice questions drawn from the publication’s content? There should be a minimum three questions per approved credit hour, and demonstration of a 75%
Yes

Describe how your activity completion data is currently reported to the learners:
Learners can collect their certificate and accreditation upon completion of the course and course assessment.

Evaluation Methods:
Learners must complete the course and achieve a passing score of 75% on each post-lesson assessment to receive a certificate of completion.

National Quality Strategies:
Patient Safety, Patient and Family Engagement, Care Coordination, Clinical Processes/Effectiveness, Population and Public Health Efficient Use of Healthcare Resources

Activity Timeline:
Launch Date: 12/1/2015
Expiration Date: 10/31/2018

Access to Activity:
http://www.ihi.org/education/IHIOpenSchool/Courses/Pages/IntroductionToTheIHIOpenSchool.aspx
Project Milestone: Common MOC Submission Form

**Targeted Specialties/Subspecialties:**
All Specialties

**Targeted Practice Setting:**
Inpatient Outpatient Rural Urban VA/Military Academic Medicine Physician Executives Physician Scientists

**Statement of Clinical Relevance:**
This activity provides physicians with basic quality improvement knowledge and a collection of practical tools to make care more safe, timely, equitable, effective, efficient, and patient-centered.

**Keywords:**
Health care improvement, errors in health care, systems thinking, the model for improvement, aims, measures, outcome measures, process measures, balancing measures, change concepts, theories of changes, PDSA cycle, run chart, Shewhart chart, Deming’s Theory of Profound Knowledge, displaying data, collecting data, quality improvement, quality care, spreading improvement, innovation.

**Competencies:**
Interpersonal and Communication Skills—Communicate with patients
Interprofessional Collaboration—Engage interprofessionally
Patient Care—Referral/Transition/Follow-up
Practice-Based Learning and Improvement—Educate patients/peers
Systems-Based Practice—Coordinate care within system

**Learning Objectives**
- Recognize why improvement science is valuable in health and health care.
- Describe why understanding a system is critical to improving a process.
- Explain the value of conducting iterative tests of change.
- Understand how an improvement project evolves into reliable, standard work.
- Learn how to design and execute a personal improvement project, including an aim, measures, and tests of change.
The Center is designed to provide Member Boards a common platform for identifying continuing medical education (CME), continuing professional development (CPD), quality improvement (QI) activities and resources that reduce burden and improve relevance for ABMS diplomates fulfilling their MOC requirements. The Center also provides an opportunity for the Boards Community to identify MOC activities that may be appropriate for multiple specialties and/or practice settings. If you have any questions, please contact Ilya Samovski at isamovski@abms.org.

To help assist you with the Navigation of this Center, located below are helpful resources that provide instructions and background information on this initiative. To download a specific document, simply select the document and open the ... and "download a copy" to your desktop.
Launch of the ABMS MOC Directory

ABMS MOC Directory
Find board approved Maintenance of Certification (MOC) activities.
Browse MOC Activities

Featured MOC Activities
- Chronic Kidney Disease in Primary Care: Overcoming Barriers to Early Detection and Intervention
- EMTALA - What Physicians Need to Know
- EFM Case Study #9: Verbal Communication
- Anesthesia Handoff Communication
- Patient Safety Module - Using Cognitive Aids in Anesthesiology

Find MOC Activities
Browse by Board
Browse by Competency
Browse Live Activities

Latest from ABMS
News & Updates
- July 6, 2016
  ABMS Conference 2016
- July 6, 2016
  ABMS Policy and Practice Webinar: Supporting Physicians Under MACRA
- June 27, 2016
  American Board of Medical Specialties Selects PiGmd to Develop its New CertLink Platform
- June 13, 2016
  ABMS/APSF Issue Joint Call for Patient Safety Activities
Launch of the ABMS MOC Directory

American Board of Ophthamology (ABOP)

American Board of Ophthalmology
111 Presidential Blvd. Suite 241
Eola Cynwyd, PA 19004
(610) 664-1175
www.abop.org

Maintenance of Certification Part II Lifelong Learning & Self-Assessment Requirements

- Track 2 Diplomates are asked to acquire an average of 25 Category 1 CME credits per year, including 8 Self-Assessment Credits.
- Of the total 250 CME credits required by all diplomates, 80% must be in Ophthalmology.
- All diplomates must complete two PORTs (Periodic Ophthalmic Review Tests) during their 10-year MOC cycle. PORTs must be completed prior to the exam and reflect the exam content. If you would like more information about ABO PORTs, please click here.

ABO Patient Safety Module

ABO Patient Safety Module is designed to help diplomates evaluate their quality improvement knowledge, learn valuable communication strategies, and discover new team-based approaches to patient care. The educational module covers topics such as the cause and incidence of medical errors, the Plan-Do-Study-Act improvement cycle, and the Situation, Background, Assessment, Recommendation Technique (SBAR). The ABO Patient Safety Module was created by a committee of subject matter experts in ophthalmology, patient safety, and quality improvement, and was developed according to standards established by the American Board of Medical Specialties (ABMS).

More activities like this:
- Eye on Cataract™ Challenging Cases Made Routine – Cataract Surgery in a Patient Who is Post-Mycopic LASIK
- Periodic Ophthalmic Review Tests (PORTs)
- Retinal Tests: Risk Issues in General Ophthalmology
- Practicing Ophthalmologists Learning System (POLIS) - Module 9: Neuro-Ophthalmology/Octopus

MORPHITALIC RELATED ACTIVITIES
Launch of the ABMS MOC Directory

Patient Safety Module - Using Cognitive Aids in Anesthesiology

Activity ID: 2206
Released: June 19, 2015
Expires: 

Description:
Bridge knowledge gaps and improve patient safety outcomes with the new Patient Safety Module - Using Cognitive Aids in Anesthesiology. Learn how to effectively use cognitive aids in clinical practice to improve patient outcomes, particularly during rare and high-risk events through didactic lecture and case studies. The use of cognitive aids can reduce omission rates of critical steps in the management of common anesthesia emergencies. Complete the pre-test, course activity, post-test and evaluation.

Diplomate Engagement
Correct answers to the post-test. Post activity follow up

ABMS Member Board Approvals by Type
MOC Part II CME Activity

Anesthesiology

NOTE: If a Member Board has not deemed this activity for MOC approval as an accredited CME activity, this activity may count toward an ABMS Member Board’s general CME requirement. Please refer directly to your Member Board’s MOC Part II Lifelong Learning and Self-Assessment Program Requirements.

General Information
Provider
Credit & Fee
Comments (0)

Provider
American Society of Anesthesiologists
## Additional MOC Approval Process Pathways

<table>
<thead>
<tr>
<th>Board</th>
<th>Collection</th>
<th>Submission</th>
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</thead>
<tbody>
<tr>
<td>ABFM</td>
<td>Diplomate claims certificate completion (diplomate # required)</td>
<td>Providers sends completion notice to Universal Hub</td>
</tr>
<tr>
<td>ABIM (additional Member Boards pending)</td>
<td>Diplomate claims certificate (diplomate # required)</td>
<td>Providers sends completion notice to PARS system (coming soon)</td>
</tr>
<tr>
<td>ABA, ABAI, ABCRS, ABPath, ABPN, ABPM, ABPS, ABNM, ABOP, ABOS, ABR, ABTS, ABU</td>
<td>Diplomate claims CME at individual course level or at activity level</td>
<td>Diplomate submits to their Board as an approved activity</td>
</tr>
</tbody>
</table>
CME Stakeholders and the MOC Directory

• VALUE PROPOSITION
  - Exposure to new physician audiences and medical specialties
  - Expand the reach of our educational offerings
  - Validation in the marketplace
  - Increased revenue potential (offer unique 10% discount code for diplomates)
  - Centralized location for activity listings and common submission form

• CHALLENGES
  - Updating course content and materials (recent course changes)
  - Navigating the varying requirements across medical specialty boards
  - Navigating the different reporting systems (UHub, MOC Directory, PARS)
  - Communicating activities and requirements to diplomates
What ABMS has heard from the Broader CME Provider Community?

- Improves incentive for physicians to engage in CME programs with MOC approvals
- Improves consistency by reducing burden on providers (common submission form)
- Improved communication to diplomates
- Helps providers increase relevance for their CME programs
- Helps with greater consistency in the MOC requirements, especially for Part II activities
- Separate but not parallel process for ABIM
- Not all Boards are utilizing the application and approval process set up by ABMS
ABMS and Diplomate Feedback Surveys

- Disseminated diplomate feedback survey through CME providers (Launched November 2015)
  - Multiple access points (survey sent to all learners of MOC activities indexed in the MOC Directory)
  - Information gathered from various access points (CME provider websites, brochures, newsletters, journals, etc.)
  - CQI: provides real time updates from the diplomate community
  - Collects and aggregates end user (diplomate) data
    - 7000 survey responses to date
Diplomate Survey Participants by Member Board
Please rate the overall relevance of the activity to your practice

- 41% Excellent
- 30% Very Good
- 23% Good
- 5% Fair
- 1% Poor
Diplomate Feedback and Satisfaction

• **95%** of all learners who completed an activity on the ABMS MOC Directory would recommend that MOC activity to one of their peers.

• **94%** of all learners who completed an activity on the ABMS MOC Directory agreed that the MOC activity would improve their care processes or clinical outcomes associated with the educational activity.

• **92%** of all learners who completed an activity on the ABMS MOC Directory would recommend the MOC Directory to one of their colleagues.

• **94%** of learners rated the completed activity indexed in the ABMS MOC Directory as good to excellent related to its relevance to practice.
Moving Forward Together
ABMS/AAMC Call for MOC Activities

ABMS/AAMC Call for MOC Activities

On February 4, 2016

CPD/CME Community Invited to Continue to Submit Accredited CME Activities

In its ongoing commitment to improve access to relevant Maintenance of Certification (MOC) activities, the American Board of Medical Specialties (ABMS) in partnership with the Association of American Medical Colleges (AAMC) is developing the ABMS MOC Directory powered by MedEdPORTAL, an online repository of competency-based MOC activities.

We invite all members of the continuing professional development and continuing medical education (CPD/CME) communities to submit practice-relevant accredited educational activities for review and inclusion in the ABMS MOC Directory. This is an opportunity for all CPD/CME stakeholders, Member Boards, Associate Members, and Quality Improvement (QI) stakeholders to engage in the submission of accredited Lifelong Learning (Part III), Self-Assessment (SA-Part III), and Improvement in Medical Practice (IMP-Part IV) activities designed to improve the quality of patient care.

By submitting activities via a single, common submission form, ABMS Member Boards will be able to review and approve activities that may be appropriate for one or more Member Boards’ MOC programs. Currently, ABMS MOC Directory has the following type of MOC activities:

- Internet Enduring Materials
- Journal CME
- Performance Improvement (PI-CME)
- Internet Point of Care CME

ABMSconference
engage. collaborate. innovate. 2016
Joint Call: ABMS-NPSF Call for Patient Safety Activities

ABMS and NPSF Joint Call for Patient Safety MOC Activities

Overview:
To improve access to practice-relevant Patient Safety activities that advance the delivery of safe and effective care across the healthcare continuum, The American Board of Medical Specialties (ABMS) and the National Patient Safety Foundation (NPSF) Call for Patient Safety Maintenance of Certification (MOC) Activities.

ABMS offers approved foundational MOC safety education programs, including the NPSF Online Patient Safety Curriculum. The ABMS and NPSF also recently partnered to host a Summit on Certification and Diagnostic Accuracy. In further collaboration, we extend this Joint Call for resources on patient safety to enrich the MOC Directory.

ABMS and NPSF invite members of the Continuing Medical Education (CME), Patient Safety, and Quality Improvement (QI) communities to submit accredited (web-based) educational activities, via the ABMS MOC Common Submission Form, that address specialty and practice specific priorities. Activities may include, but are not limited to, the following:

- Safe and effective diagnoses
- Diagnostic pitfalls
- Safety in the Ambulatory Care Setting
- Engaging the team in diagnostic accuracy
- Engaging patients and families
- The role of HIT in diagnostic accuracy
- Simulation experiences that improve team communication
- Specialty considerations for diagnostic accuracy
- Medication safety

Use of the ABMS MOC Common Submission Form enables ABMS Member Boards to review and approve activities for their MOC programs. Approved activities will be hosted in the ABMS MOC Directory, powered by MediPORTAL’s CE Directory, a repository of MOC activities easily accessed by diplomates across the Boards Community.

Accredited activities that satisfy the requirements for Lifelong Learning and Self-Assessment (Part II) and Improvement in Medical Practice (Part IV) are eligible for review. Approved practice-relevant safety activities will integrate the core competencies defined by ABMS and the Accreditation Council for Graduate Medical Education, and meet the needs of diplomates of one or more ABMS Member Board. All approvals will be determined by the Member Boards.

Click here for more information about MOC. For more information about the Joint Call for Patient Safety MOC Activities, please contact Susie Flynn at sflynn@abms.org.
Engagement Opportunities for Patient Safety, QI and PI Stakeholders

• Patient Safety: ABMS Standards for MOC
  ▪ Foundational Patient Safety Curriculums
  ▪ Specialty-relevant Patient Safety activities
  ▪ Part IV PI CME Activities
  ▪ Part II: Self-Directed CME Activities
  ▪ Collaborative: Sharing of Resources and Tools
  ▪ Applications for the Squire Tool
Opportunities for Collaboration

• Increased alignment of the Member Boards with CME Stakeholders
• Educating diplomates about MOC
• MOC is still evolving; still a moving target
• MOC must be relevant to practice and easily accessible
  • Link to live activities is significant opportunity
  • Link to current CME activities
• MOC serving the diplomates; where diplomates see and experience the benefits
• [https://www.mededportal.org/abms](https://www.mededportal.org/abms)
Questions and Discussion

sflynn@abms.org