

ABAI Update



**Program Directors Assembly
Winter Meeting January 10-11, 2026**

**Michael R. Nelson, MD, PhD
President, ABAI**

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ABAI Mission

***Improve the quality of medical care by the
development and utilization of professional and
educational standards for the initial Certification
and Continuing Certification of physician specialists
in allergy/immunology***



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Outline

- Your ABAI
- Certification Exam
- Year in Review
- Faculty Development Opportunities



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American Board of Allergy and Immunology

Directors

- Miguel Angel-Park, MD
- Priya Bansal, MD
- Jessica Beth Perkins, MD
- Theresa A Bingemann, MD
- Christina E. Ciaccio MD, MSc (Secretary)
- Jeffrey G. Demain MD (Treasurer, Vice Chair Elect)
- Denise Diprimio-Kalman, DO
- Hal Hoffman, MD
- Emily Jakacki, MBA (Public Member)
- Jay Lieberman, MD (Outgoing Chair)
- Anil Nanda MD (Secretary, Chair Elect)
- Princess Ogbogu, MD
- Ewa Schafer, MD, MBA (New)
- Rebecca Scherzer, MD (New)
- Jeffrey Stokes, MD
- Julie Wang, MD (Chair)
- Dana Wallace, MD

Emeritus Directors

- Miguel Angel-Park, MD (ABIM Liaison);
- Leonard Bacharier, MD (TWC Co-Chair)
- Theodore Freeman, MD (TWC Chair)
- Mitchell Lester, MD (incoming ABP liaison)
- Anna Nowak-Wegrzyn, MD (ABMS 3C rep)

Staff

- Michael Nelson, MD, PhD
 - President
- Chelsey Williams
 - Chief Financial & Operating Officer
- Anthony Brewer
 - CCP/Office Operating Manager
- Rayne Harrison
 - Director of CCP
- Cecilia Walters
 - Manager of Technology
- William Thompson, MS
 - Executive Director of Test Development
- Brianna Wilkins
 - Manager of CAP
- Shelli Salemi
 - Credentialing Administrative Assistant
- Erin Stanish
 - Administrative Assistant

Liaisons

- ABIM- Miguel Angel-Park, MD
- ABP- Jeffrey Stokes, MD (outgoing)
- ABMS 3C- Anna Nowak-Wegrzyn, MD

Completed term in 2025

- Mitchell Lester, MD
- Giselle Mosnaim, MD, MS
- Gina Capazzoli (retirement)
- John Oppenheimer, MD (ABIM Liaison)

Completing term in 2026

- Jay Lieberman, MD
- Dana Wallace, MD
- Emily Jakacki, MBA

Incoming 2027

- Cem Akin, MD
- Kelly Stone, MD, PhD



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Test Writing Committee

- Andrew Abreo, MD
- Karla E. Adams, MD
- Taha Al-Shaikhly, MBChB
- Matthew C. Bell, MD
- Katharine Fast, MD
- Scott Feldman, MD, PhD
- Luz Fonacier, MD
- Mitchell Grayson, MD
- Michael H. Land, MD
- Cecilia P. Mikita, MD, MPH
- Thanai Pongdee, MD
- Pavadee Poowuttikul, MD
- Constantine Saadeh, MD
- Rebecca Scherzer, MD
- Elizabeth Secord, MD
- Kelly Stone, MD, PhD
- Julie Wendt, MD



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Ambassadors 2024-2026

- Andrew Abreo, MD
- Taha Al-Shaikhly, MD
- David Amrol, MD
- Barbara Ariue, MD
- Clifford W. Bassett, MD
- Becky Buelow, MD
- Sanny Chan, MD, PhD
- Peter Ip Fung Chun, MD
- Lauren Fine, MD
- Jonathan A. Hemler, MD
- David Hong, MD
- Richard W. Honsinger, MD
- David A. Kaufman, MD
- Fatima Khan, MD
- Reena Khianey, MD
- Marilyn Li, MD
- Myron Liehaber, MD
- Shazia Lutfeali, MD
- Gary Kleiner, MD, PhD
- Matthew S. Lau, MD
- Stephanie Leeds, MD
- Mahboobeh Mahdavinia, MD, PhD
- Kelly Maples, MD
- Bernard Ng, MD
- Milind Pansare, MD
- Pooja Oza Patel, MD
- Perdita Permaul, MD
- Luke Pittman, MD
- Nashmia Qamar, DO MSCI
- Constantine Saadeh, MD
- Manav N. Segal, MD
- Craig D. Sewell, MD
- Sonia Shah, MD
- Jonathan Tam, MD
- Teresa K. Tarrant, MD
- Jyothi Tirumalasetty, MD
- Katherine Tuttle, MD
- Shahab Virani, MD
- Nancy Wasserbauer
Kingston, DO
- Fernanda D. Young, MD



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Ambassadors 2025-27

- Amy Anna Eapen, MD
- Anita Kohli-Pamnani, MD
- Arjola K. Cosper, DO
- Christopher D. Codispoti, MD PhD
- Hiral Thakrar, MS MD
- Iris Otani, MD
- Jennifer Monroy, MD
- Jonathan Olsen, DO
- Margaret Co. MD
- Mario Rodenas, MD
- Mathew Varghese, MD
- Michael W. Anderson, MD
- Nikita Raje, MD, MSc
- Ryan Eid, MD
- Sonali P. Majmudar, MD
- Stephen Wong, MD
- Victoria Eng, MD
- Walter Matthew Ryan III, DO
- Welly Soong, MD



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2025 Certification Exam



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ABAI 2026 Certification Exam Important Dates

	2026
Application start date	01/01/2026
Application end date	05/31/2026
Application cancel deadline	08/31/2026
Application late fee start date	04/30/2026
Supporting documents due	09/22/2026
Exam window start date	09/28/2026
Exam window end date	10/02/2026
Exam site registration start date	07/14/2026
Exam Results Posted	12/01/2026

*subject to change



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Certification Examination

Examination Year	2018	2019	2020	2021	2022	2023	2024	2025
Total # Candidates	178	171	163	176	181	182	176	188
% Pass - First Time	89%	86%	86%	84%	94%	94%	94%	97%
% Pass - Repeaters	51%	71%	67%	71%	77%	70%	63%	72%
% Total Pass Rate	81%	83%	83%	81%	91%	91%	90%	93%

*Pending final candidate(s) & analysis

2025

59% Correct Raw Score to Pass
71% Correct overall mean



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Certification Exam Performance by Category

Content Category	Annual Estimated Content %	2024 Mean Std Score	2025 Mean Std Score
A. Allergy and Hypersensitivity Principles and Disorders	54%		
1. Head and neck	11%	454	469
2. Dermatologic	11%	455	471
3. Lung	11%	473	479
4. Food and Drug Allergy/Hypersensitivity Reactions	11%	463	468
5. Anaphylaxis and Mast Cell Activation Disorders	10%	457	469
B. Immunological Disorders	45%		
1. Immune Inflammatory Disorders	10%	471	466
2. Immunodeficiencies	16%	456	479
3. Eosinophilic and Gastrointestinal Disorders	6%	451	469
4. Immune system & Research Principles	9%	458	469
*5. Non-disease specific pharmacology/therapeutics	2%	459	463
*6. Allergens, Antigens and Extracts	2%	473	473
*C. Emerging Health Priorities	1%	457	438
*1-2% or 2-4 items			



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C. Emerging Health Priorities

- *Current high interest topics that cross multiple specialties and impact clinical practice. (Examples include, but are not limited to: COVID-19, opioid crisis, physician burnout, disparities of care and implicit and explicit bias, etc.)*
- 2022 pilot (not scored); scored since 2023
- Capped at 1-2 items/exam
- Selected by exam chairs from item pool (1-3 yrs?)
- Written with no expectation for advance study or curriculum change
- Recent exam topics
 - SARS-CoV-2 vaccine immune response
 - Evolving recommendations on PFT race based corrections & vitamin D screening



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ABAI Initial Certification vs Other Boards

- ABMS Member Board Requirements for Initial Certification
 - https://www.abms.org/wp-content/uploads/2025/06/Requirements-for-Initial-Certification-Specialty_V2_20250613.pdf
- ABMS Member Board Requirements for Continuing Certification
 - https://www.abms.org/wp-content/uploads/2025/06/Requirements-for-Continuing-Certification_V2_20250613.pdf



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Year in Review



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ABAI 2025 Year in Review

- New diplomate welcome package and soft landing
- ITE/ABAI certification exam score correlation project
- Achieved substantial compliance with ABMS standards
- Automation & security enhancements
- ABMS Scholar sponsorship & selection
- CBME in concert with ACGME RC
- Early Work
 - Professionalism and Ethics Code of Conduct
 - Quality agenda
 - Blueprint review and job task analysis
 - New strategic plan preparation
- Fellow and non-ABAI certified faculty access to CAP
 - <https://fellows.abai.org/admin>



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ABMS Continuing Certification Standards: ABAI Meeting All

2024 METRICS FOR 3C EVALUATION OF MEMBER BOARD CONTINUING CERTIFICATION PROGRAM
CONCLUDING REVIEW BY DEIDENTIFIED MEMBER BOARD 5/28/2025

Metric	Stds	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	1 & 2	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green									
1a	5	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green									
1b & 1c	6	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green									
1d	3	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green									
2	7	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green									
3	8	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green									
4	10	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green									
4a & 4b	11	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green									
5	12	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green									
6 & 6a	15	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green									
6b	16	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green									
6b	17	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green									
	Meeting Standard	Green									Yellow														
	More Information Needed	Green									Yellow														
	Not Fully Implemented	Green									Yellow														
	Standard Not Currently Met	Green									Yellow														



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ABMS & ABAI Strategic Priorities & Future

- Research
- Competency Based Medical Education (CBME)
- Artificial intelligence adaptation & future of assessments
- Advocacy
- Emerging National Health Priorities



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Stages of Competency Based Medical Education (CBME) Development within a Specialty for Graduate Medical Education (GME) and Certifying Member Board (MB)

Stage	Collaborators	Actions	Anticipated Challenges	Time?
Exploring Pre-work to determine the specific needs, baseline characteristics, and stakeholders to be involved in CBME planning	• MB representative(s) • ACOGME Review Committee leaders • Education leaders within your specialty • Program directors • Department chairs • Experts from other specialties engaged in CBME efforts • Patients and families	• Convene a working group to explore and identify educational gaps in your specialty (i.e., readiness for practice of graduating residents or fellows) • Describe the outcomes in your specialty that are important to patients and families and expected of graduating trainees • Review the current time and volume requirements for certification in your specialty <ul style="list-style-type: none"> ○ Historical or ○ Evidence-based from literature 	• Resistance to change within the specialty • Data on educational outcomes for current and future processes not readily available • Unclear about expectations from patients and the public	12 mos
Developing Partner with stakeholders to create a detailed plan for the transition to CBME (including consideration for how GME CBME efforts connect to certification processes)	• In addition to above, educational assessment experts in your specialty and from other specialties • Will likely need multiple workgroups	• Finalize and disseminate outcomes for your specialty that are described above • Partner to identify faculty development needs and materials • Identify technological solutions to implementation • Partner to develop assessment tools for implementation by GME programs, MB, or both • Determine how certification process might need to evolve to integrate CBME principles and assessment	• Program and faculty awareness • Technological barriers to data collection by programs • Resource limitation (people & financial) at the local level to lead/guide CBME efforts and at the MB level to integrate CBME principles into certification processes	12-18 mos
Pilot Testing Begin testing the pieces (assessment tools, faculty development, technology) needed for the transition to CBME. Develop specific approaches to integrating data into certification processes.	• As above • "Early adopters" • Internal MB stakeholders responsible for integrating CBME data into certification processes	• Identify specific programs for piloting • Create expectations and metrics for pilot programs • Develop an approach to data collection and research/continuous quality improvement related to pilot testing • Adapt internal MB processes to prepare for integration of CBME data as needed/appropriate	• As above • Consider how to balance data from GME programs for certification-decision making with independent MB assessments	12-24 mos
Implementing Begin the transition from current educational system to the new CBME system including collecting CBME data for certification processes		• Partner (as appropriate) to disseminate tools, assessments, and faculty development materials • Collect CBME data for MB certification decision-making	• Creating consistency across programs regardless of local resources available • Culture change needed to change approach to assessment • Challenges in the learning environment counter to effective CBME implementation • Determine the balance between data from GME programs for certification with independent MB assessments	12-24 mos
Integrating & Maintaining Maintain and improve GME implementation to integrate CBME data into certification processes	• As above	• Adapt processes as needed to continue to improve assessment • Use CBME data for certification decisions	• As above	Ongoing

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Faculty Development Opportunities



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Faculty Professional Development Opportunities

- ABAI Board of Directors
- ABAI Test Writing Committee
- ABAI Ambassadors
- Nomination Pathways
 - Sponsors (AAAAI, ACAAI, AMA, AAP, CIS)
 - ABAI Director nomination
 - Self-nomination
- ABMS scholar & ABMS REF sponsored research
- Ad hoc working groups (e.g. Job Task Analysis)



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ABAI Ambassador Program

- Local and regional presentations to broad audiences
 - Diplomates, ABMS, state & specialty societies, training programs, credentialers, legislators, regulators, patients
- Reference body for ABAI initiatives and continuous program improvement
- Term
 - 2 years renewable
 - MOC fee waived if presents
- Application: self-nomination pathway annually



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ABMS Scholar

- Self-selected research project & mentor
- Year long program
 - Spring application/Sep start
 - 1 in person leadership meeting
 - Monthly virtual meetings
 - Remain at host institution
 - ABMS Annual Conference presentation of findings
- ABAI Scholars
 - 2023: Tina Motazedi, Houston Methodist (PCN delabeling)
 - 2024: ABAI became a sponsor
 - 2025: Sam Minnicozzi, UVA (CBME, EPA pilot)



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Faculty Development Reminders

- CAP
 - Download all articles for personal reference library
 - Check progress meter frequently
 - Reminder that 2 lowest scoring blocks dropped every 5 year cycle (year off?)
 - Encourage exploration of all topic areas
 - Reduce stress by not procrastinating

- ABAI Volunteer Professional Development Opportunities

- Take advantage of Part IV alternative credit

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About MOC

Requirements

MOC Frequently Asked Questions

Reciprocal Credit with ABP & ABIM

MOC Core Competencies

Fees & Payment

MOC Process

Part I: Professional Standing

Part II: Lifelong Learning and Self-Assessment

CME Credit

Part III: Cognitive Expertise

Continuous Qualification Exam (CQE)

CAP Frequently Asked Questions

CAP Re-Entry Pathway

Part IV: Quality Improvement

Part IV: Practice Assessment / Quality Improvement

ABAI Quality Improvement Program

A practice assessment/quality improvement activity must be completed once every five years to help the physician investigate and evaluate their patient care practices, appraise and assimilate scientific evidence and improve their practice of medicine (MOC Part IV).

Practice Assessment/Quality Improvement Activities

A practice assessment/quality improvement activity must be completed once every five years to help the physician investigate and evaluate their patient care practices, appraise and assimilate scientific evidence and improve their practice of medicine (MOC Part IV).

Diplomates will complete one of the following activity options in order to satisfy the Part IV requirement of MOC.

AAAAI Internet Point-of-Care Learning 2021	▼
AAAAI QCDR (Quality Clinical Data Registry)	▼
ABAI Approved Activities	▼
Applying Choosing Wisely® Recommendations	▼
Atopic Dermatitis (AD)	▼
EQIPP: Immunizations	▼
EQIPP: Asthma	▼
Medical Home for Pediatric Primary Care (eQIPP)	▼
Providing Enhanced Medical Support for PID Patients	▼
Virtual Quality Improvement with Simulated Data: Performance Improvement Module	▼
Alternatives to Practice Assessment Quality/Improvement Modules	▼

Alternatives to Practice Assessment/QI Modules Attestations:

- Develop/transmit knowledge
- Self-improvement service
- Mentorship/supervision
- Pt Safety/QI service

THINK

WORK SMARTER

NOT HARDER





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ABAI Diplomate & Faculty Research Opportunities

- ABMS Research & Education Foundation
- ABMS Visiting Scholars Program
- Partnering with ABAI

Certification & clinical outcomes
 Assessment methods beyond MCQs
 Competency Based Medical Education
 Diagnostic & clinical excellence
 Addressing HC disparities
 ????



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ABMS Research & Education Foundation (REF) Grant Opportunity

- **Certification Outcomes, Structure & Processes Research**

- Grants Up to \$75K (incl up to 10% indirect)
- PI eligibility US institution & not ABMS/MB/affiliate employee
- Sample topics Personal attributes, health outcomes, program features, professionalism, CBME, diagnostic excellence, etc.

- **Timeline**

- Informational Webinar mid Dec
- Application LOI mid Nov-late Jan (**Now open thru 1/30/2026**)
- Call for full proposal late Feb
- Full proposal due May 1; notification mid Jun
- Grant period up to 2 years (8/31/26-8/31/28)

- **For more information and to submit an application:**

<https://www.abms.org/research-and-education-foundation/grants/>



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ABMS REF Research Priorities

- Diagnostic and prognostic excellence within and across specialties
- Adoption of competency-based medical education and assessments across certification programs
- Racial equity and diversity across the health care continuum
- Continuing certification programs impact on physician well-being
- Physician engagement in quality improvement and patient safety



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<https://abms.libguides.com/Home>



ABMS Continuing Certification Reference Center

The [ABMS Continuing Certification Reference Center](#) is an online, searchable resource that highlights literature relevant to ABMS Member Board certification and continuing certification. Provided by the [ABMS Research and Education Foundation](#), it is a dynamic database to which references and annotations are added as new studies, reviews, and commentaries are published.



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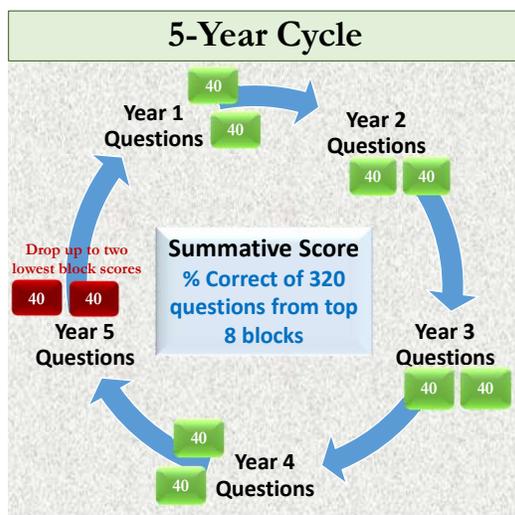
Thank You!

- Register/evals for your fellows in portal
- Ensure graduates register for exam
- Use ABAI & ABMS for faculty development
- Shape the future
 - Educ & certification research
 - CBME implementation
 - Assessing non-medical knowledge
- Always happy to meet individually



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CAP Program Overview



Successful candidate

- Summative score of $\geq 80\%$ from top 8 blocks at end of each 5-year cycle

Average Block Scores 93-98%

Unsuccessful candidate

- Unable to achieve 80% summative score
- Includes not participating (0 each block)
- Directed to re-entry pathway (Continuous Qualification Exam (CQE) re-entry exam)
- Unable to renew time limited certificate until reentry & all MOC requirements completed

Notes

- Blocks with no participation: Score of 0
- Answer all 40- denominator for each block is 40 no matter how many you complete
- Grace period/catchup: drop 2 lowest scoring or missed blocks within each 5-year summative cycle



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Part IV Alternatives

- **Development and Transmission of Knowledge**
 - Grant recipient of at least 3 years
 - Publication of QI article in a recognized peer reviewed journal
 - Publication of clinical trial in a recognized peer reviewed journal
 - **Publications of scholarly work that advances the field (at least 3 articles in a 5 year period)**
 - Editor, Associate Editor, Assistant Editor, editorial board member or reviewer for Annals, Allergy, Asthma and Immunology, JACI, JACI in Practice or JCI or other recognized peer reviewed journal pertinent to the specialty of Allergy and Immunology
 - **Reviewer of articles for Annals, Allergy Asthma and Immunology, JACI, JACI in Practice or other recognized peer reviewed journals (minimum 5 reviews in a 2 year period)**
 - **Service as ACGME accredited Allergy & Immunology training program director, training program key faculty or as a member of Training Program Clinical Evaluation Committee.**
- **Service for Self-Improvement**
 - **Academic advancement (i.e. Assistant Professor, Associate Professor)**
 - Participation in a program designed to prevent or ameliorate symptoms of professional burn-out
 - **Successful completion of a leadership program conducted by a recognized provider such as a national professional society (i.e. AAAAI, ACAAI, CIS, AAP, AMA), AAMC or academic institution.**



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Part IV Alternatives

- **ABAI Mentorship/Supervision Module**
 - **Supervision of learners, staff, colleagues, tech or research support**
- **Service to the Profession**
 - Leadership in national specialty society (i.e. AAAAI, ACAAI, CIS, AAP, and AMA)
 - Service on program committee of national professional society (i.e. AAAAI, ACAAI, CIS, AAP, and AMA)
 - Service as Chair/Vice Chair on a quality improvement committee (i.e. registry, measures) of a national allergy & immunology professional society (i.e. AAAAI, ACAAI, CIS, AAP, AMA)
 - Grant reviewer for national professional society (i.e. AAAAI, ACAAI, CIS, AAP, AMA)
 - Service in leadership role of a Regional, State or Local Allergy Society
 - Service on the ACGME review committee for allergy and immunology, internal medicine or pediatrics
- **Service to Improve Safety and Patient Care**
 - **Service on QI Committee of hospital, department or practice**
 - **Service on root cause analysis (RCA) Committee**
 - **Specific QI project/activity for hospital, department or practice**
 - **Service on hospital, departmental or practice committee relevant to improved patient care or safety such as pharmacy and therapeutics, staff peer or other committee directed toward improvement of clinical services**
 - **Leadership and/or regular participation in case conferences directed toward improved care**



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Part IV Alternative QI Committee

- Must have occurred within your current 5 year MOC cycle.
- Complete Request Form
- Active member on QI committee for at least 3 years
- Acknowledgement and Attestation Form must be completed by current Committee Chair
- **Upload supporting documentation by Oct 1 for credit that year**
- Incomplete requests may result in denial and need to reapply

Name of the committee?

Dates served on the committee:
 From: To:

What was your role on the committee?

What gaps in practice assessment/quality improvement have you addressed?

What did you learn from this experience?

What are your plans for future growth?

What barriers did you encounter or anticipate?

What challenges did you have to overcome?

[Click here to download](#) this Attestation Form, scan and upload using the button below.

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Continuing Certification History & Outcomes

- Detailed narrative reviewing origins, history and evaluation of continuing certification programs
- 182 references



<https://www.abms.org/wp-content/uploads/2024/07/a-narrative-review-of-the-development-and-outcomes-of-abms-member-board-continuing-certification-programs-2000-2024.pdf>



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<https://www.abms.org/about-abms/advocacy/>

ABMS Certification Matters

When Choosing a Doctor, Patients Say Board Certification Matters

American Board of Medical Specialties (ABMS) board certification gives doctors a way to show they have the knowledge and skills needed to provide safe and effective care in a specific area of medicine. It encourages doctors to continue learning, fosters research and innovation in health care, and leads to improvements in health care practices. Board certification is an important indicator that a doctor is:

- Skilled and knowledgeable**
- Expert in their specialty**
- Meeting a higher standard**

ABMS collaborates with its 24 Member Boards to create standards for certification in 40 specialties and 89 subspecialties that help ensure doctors stay up to date on the latest practices and treatments. More than 975,000 physicians are certified by an ABMS Member Board.

When choosing a doctor, patients say...¹

4 out of 5	patients think board certification is an important factor when choosing a doctor.
3 out of 4	patients say board certified doctors demonstrate a higher level of expertise .
98%	of patients expect their doctors to stay up to date with advances in their specialty.
95%	of patients expect their doctors to participate in ongoing assessment processes.
95%	of patients think doctors should be required to demonstrate that they stay up to date with advances in their specialty.

ABMS Certification Matters

Continuing Certification Helps Doctors Stay Up to Date

ABMS continuing certification helps physicians focus their learning and stay up to date with current developments in their specialty

Why does this matter? Increased years in practice is associated with¹:

Skill and knowledge retention decline	Lower adherence to evidence-based standards of care	Worse patient outcomes
<p>More experienced physicians are generally believed to have accumulated knowledge and skills during years in practice and therefore to deliver high-quality care. In fact, the opposite can be true.</p> <ul style="list-style-type: none"> • Studies have reported decreasing performance with increasing years in practice. • Studies that assessed physician knowledge found that physician knowledge declines with years in practice. 	<p>Evidence suggests that experience is not enough to guarantee high quality medical care. In fact, physicians who have been in practice longer can be at risk for providing lower quality care.</p> <ul style="list-style-type: none"> • Each year since graduation from medical school is associated with a 0.5% increase in patient mortality. • Each decade since graduation from medical school is associated with a 4.5% increase in patient mortality. 	<p>Evidence suggests that physicians in practice longer are less likely to embrace new standards of care and adopt newer and more effective treatment.</p> <ul style="list-style-type: none"> • Physicians' knowledge and habits are formed during training and may not adapt to new evidence about standards of care. • Physicians may have difficulty adopting innovations that involve theoretical shifts, such as invasive surgery for early-stage breast cancer.
<p>Physicians under 40 are:</p> <ul style="list-style-type: none"> More likely to believe in proven therapies Less likely to believe in therapies that have been disproven 		<p>Physicians in practice longer are:</p> <ul style="list-style-type: none"> Less likely to follow current standards of care for diagnostic and screening tests Less likely to follow standards of care

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<https://www.abms.org/about-abms/advocacy/>

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