



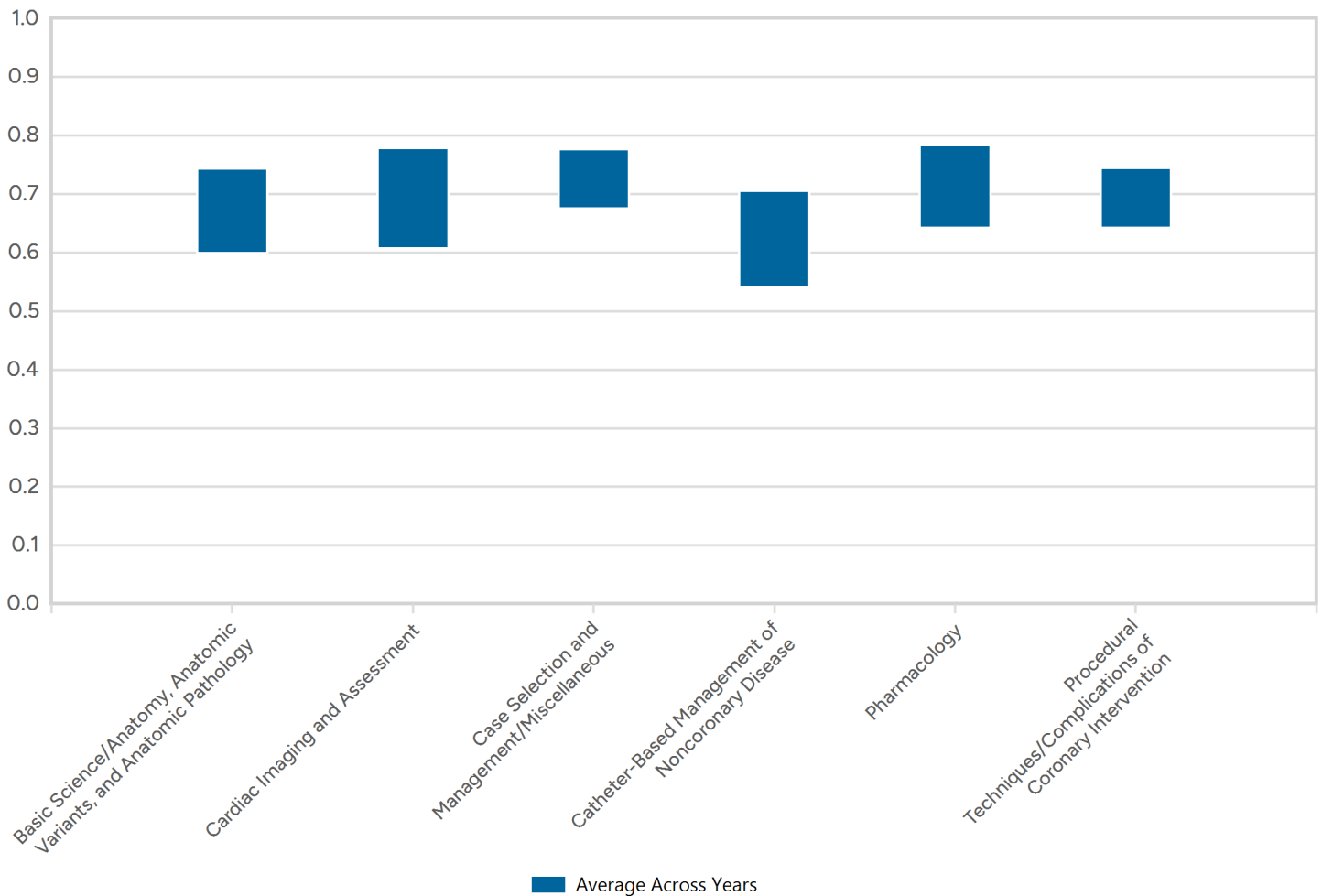
Knowledge Gaps Report

GENERAL INFO

The purpose of the Specialty Knowledge Gaps report is to provide information regarding areas of relative strength and weakness based on physician performance on the American Board of Internal Medicine (ABIM) Longitudinal Knowledge Assessment (LKA®). Each of the charts below shows average performance (the average percentage of questions answered correctly) in the top-level blueprint areas, both overall as well as in relation to various demographic categorizations. It is important to note that these data are based on percent correct scores and not the equated scores provided in the score reports. Because percent correct scores are reported here, differences in performance can be attributed either to the differences in the difficulties of the tests and/or differences in the ability levels of the different candidate groups. Interpretation of this data should be made with care.

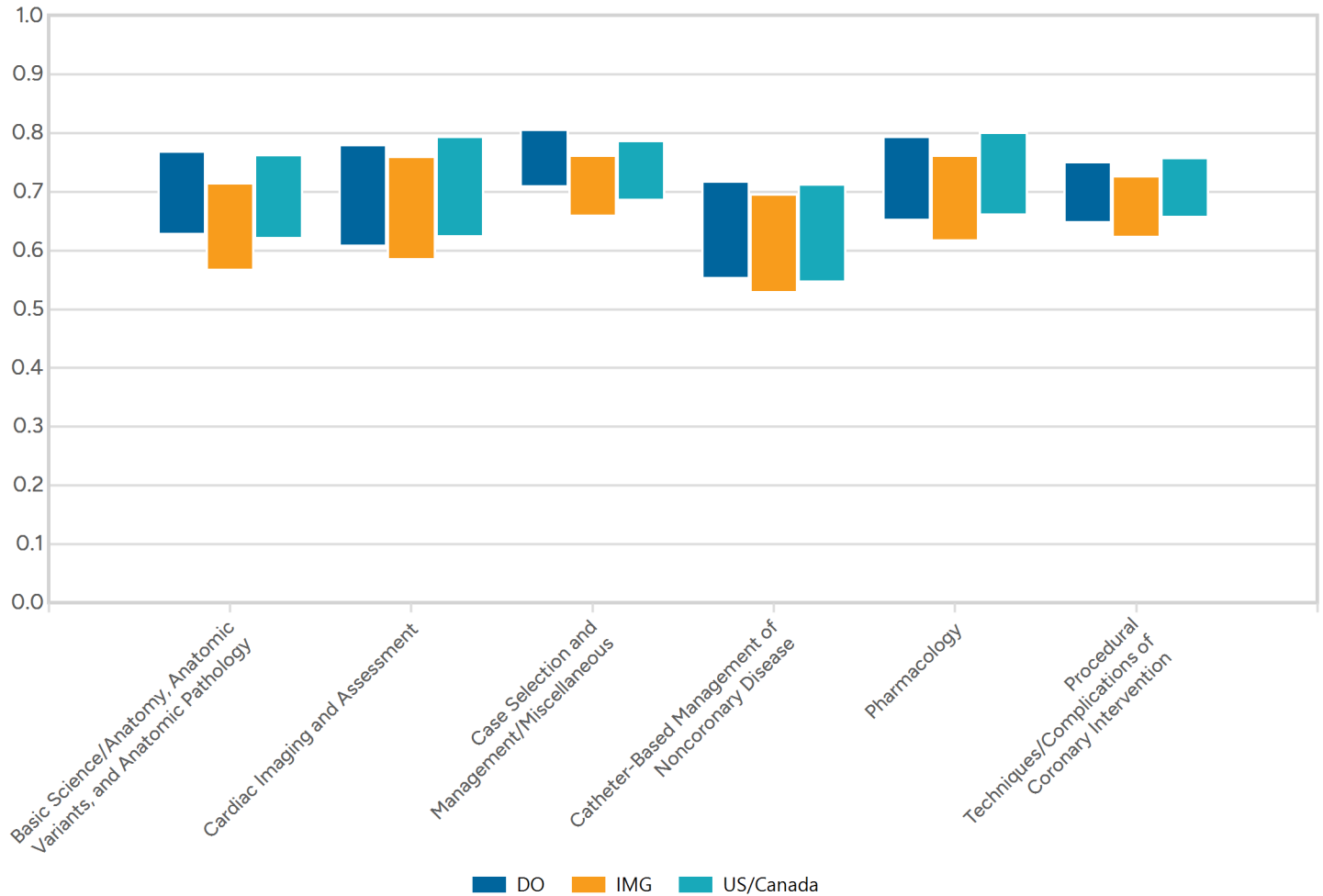
OVERALL

The chart below shows overall physician performance on each of the top-level blueprint categories on the LKA. Blueprint areas for which the bar is higher imply higher performance in those areas. Blueprint areas for which the bar is lower imply lower performance in those areas. Please consult the "General Info" section or FAQs for additional information on how you may interpret this chart.



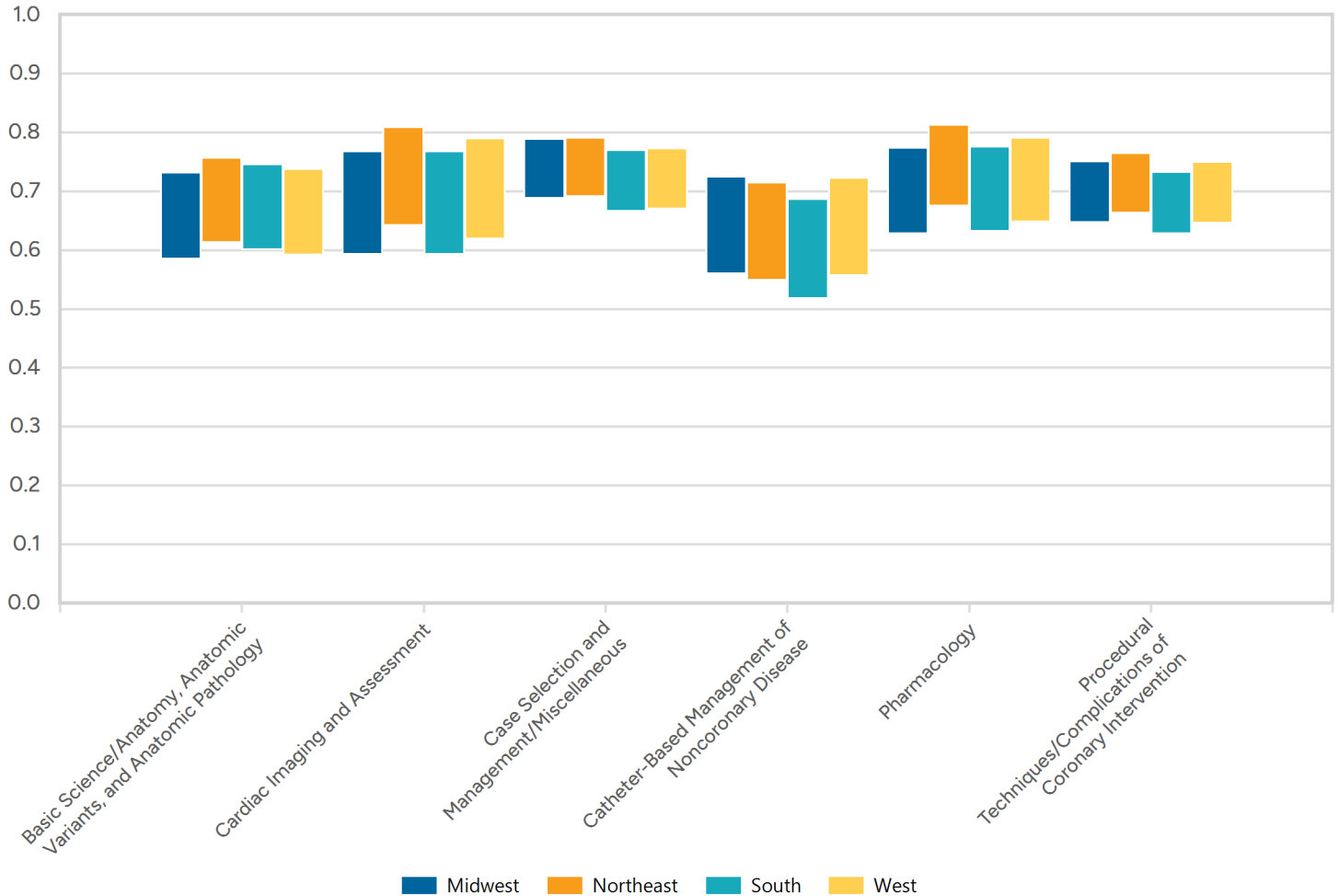
MEDICAL SCHOOL

The chart below shows physician performance on each of the top-level blueprint categories on the LKA by medical school type (U.S./Canadian Medical School Graduate, International Medical School Graduate, Osteopathic Medical School Graduate). Demographic and content areas for which the bar is higher imply higher performance in those areas. Blueprint areas for which the bar is lower imply lower performance in those areas. Please consult the "General Info" section or FAQs for additional information on how you may interpret this chart.



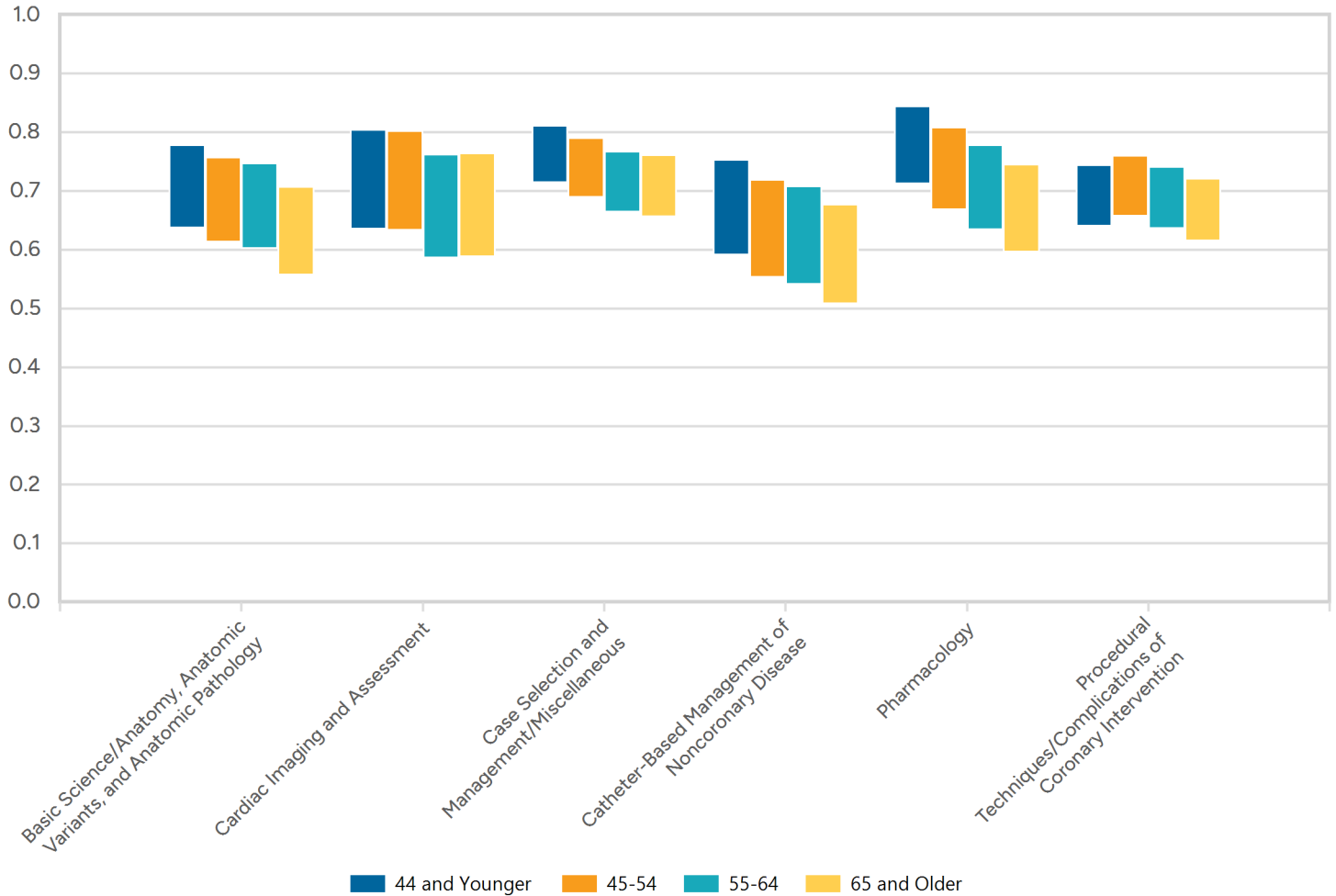
REGION

The chart below shows physician performance on each of the top-level blueprint categories on the LKA by the U.S. Census Bureau region in which the physician lives (Midwest, Northeast, South, West). Demographic and content areas for which the bar is higher imply higher performance in those areas. Blueprint areas for which the bar is lower imply lower performance in those areas. Please consult the "General Info" section or FAQs for additional information on how you may interpret this chart.



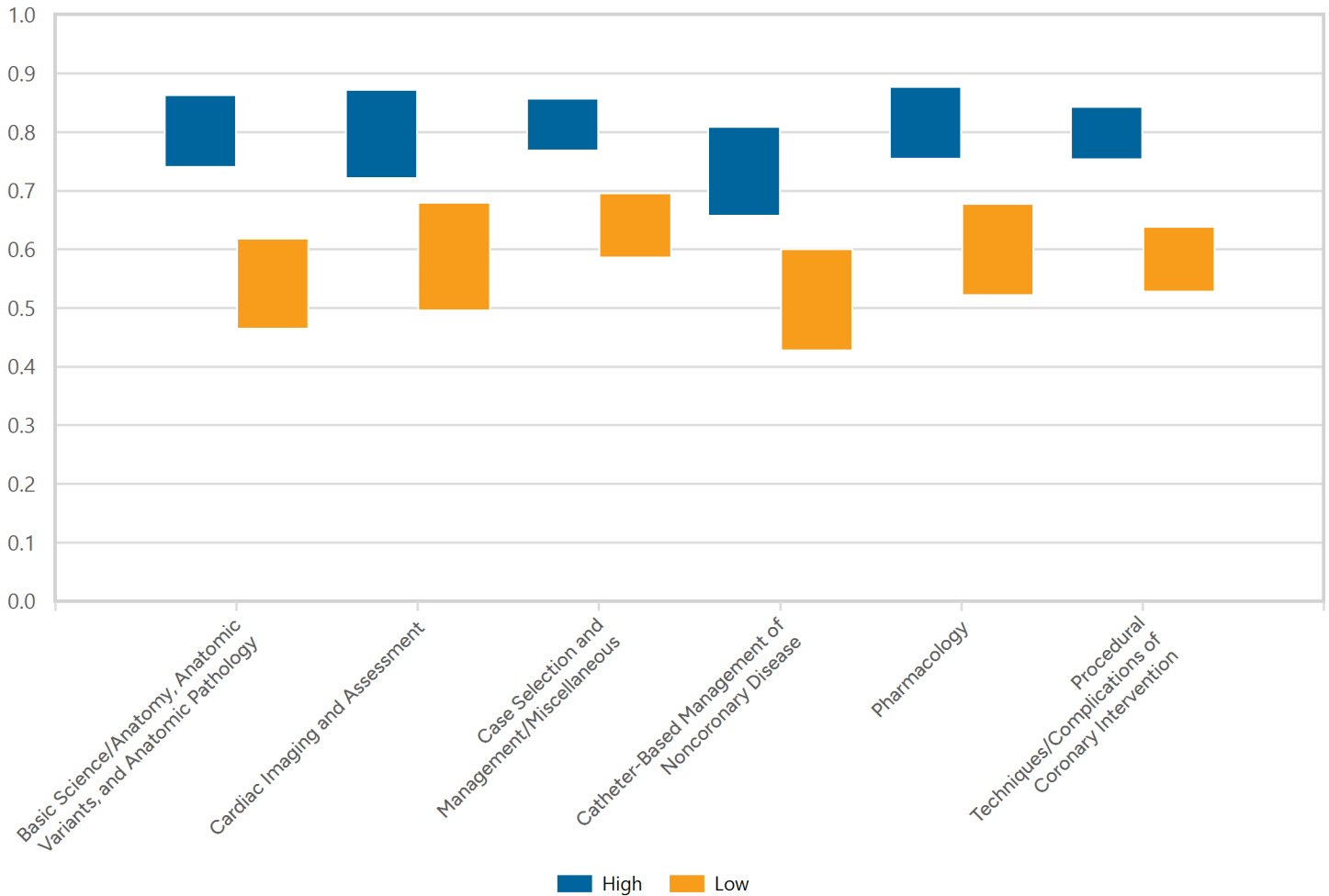
AGE

The chart below shows physician performance on each of the top-level blueprint categories on the LKA by age (44 and Younger, 45-54, 55-64, 65 and Older). Demographic and content areas for which the bar is higher imply higher performance in those areas. Blueprint areas for which the bar is lower imply lower performance in those areas. Please consult the "General Info" section or FAQs for additional information on how you may interpret this chart.



PERFORMANCE

The chart below shows physician performance on each of the top-level blueprint categories on the LKA by overall current performance on the assessment. High performance is defined as the top 25% of physicians in the LKA in the given discipline and Low performance is defined as the bottom 25% of physicians in the LKA. Please consult the "General Info" section or FAQs for additional information on how you may interpret this chart.



MOST FREQUENT INCORRECT ITEMS

The table below shows the blueprint categories (going down to a maximum of three levels) and their associated tasks for the LKA items that physicians performed lowest on. Specifically, the table shows the 20 items with the lowest percent correct values that were administered to at least 100 physicians. This table can be used in conjunction with the charts above to better understand areas for improvement. Whereas the charts above show specific content areas in which physicians are performing better or worse, this table provides more detailed information identifying the specific topics and content areas in which physicians are not performing well.

Description	Task
Basic Science/Anatomy, Anatomic Variants, and Anatomic Pathology	
Cardiac Anomalous right coronary	Pathophysiology/Basic Science
Vascular biology Vascular injury	Pathophysiology/Basic Science
Cardiac Imaging and Assessment	
Diagnostic coronary imaging Catheter shapes and sizes	Treatment/Care Decisions
Diagnostic coronary imaging Coronary lesion morphology (plaque, stenosis, and thrombus)	Treatment/Care Decisions
Case Selection and Management/Miscellaneous	
Quality of care and appropriateness Appropriate Use Criteria (AUC)	Treatment/Care Decisions
ST-segment elevation myocardial infarction (STEMI) Right ventricular infarction	Diagnosis
ST-segment elevation myocardial infarction (STEMI) Therapeutic hypothermia	Treatment/Care Decisions
STEMI complications Acute respiratory distress	Diagnosis
Catheter-Based Management of Noncoronary Disease	
Evaluation and case selection in noncardiac vascular disease Ankle-brachial index	Testing
Evaluation and case selection in structural and valvular heart disease Aortic valve	Treatment/Care Decisions
Evaluation and case selection in structural and valvular heart disease Mitral valve	Treatment/Care Decisions
Evaluation and case selection in structural and valvular heart disease Structural heart disease	Testing
Pharmacology	
Intravenous anticoagulants Unfractionated heparin	Treatment/Care Decisions

Description	Task
Procedural Techniques/Complications of Coronary Intervention	
Cardiac No reflow	Treatment/Care Decisions
Lesion subsets Restenosis	Risk Assessment/Prognosis/ Epidemiology
PCI technical troubleshooting and problem solving Failure to engage guide catheter	Treatment/Care Decisions
Planning and execution of interventional procedures Femoral access	Treatment/Care Decisions
Planning and execution of interventional procedures General decision-making	Treatment/Care Decisions
Planning and execution of interventional procedures Pericardiocentesis	Treatment/Care Decisions
Planning and execution of interventional procedures Radial access	Risk Assessment/Prognosis/ Epidemiology