

SES094 Specialty Update: Medical Genetics and Genomics

Melissa Merideth, MD, MPH

Chair, Review Committee for Medical Genetics and Genomics

March 9, 2024 | 12:45 p.m.-2:00 p.m.

Conflict of Interest Disclosure

Speaker:

Melissa Merideth, MD, MPH – Chair, Review Committee for Medical Genetics and Genomics

Disclosure

The speaker for this educational activity does not have relevant financial relationships to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

Session Objectives

1. Review Committee Statistics
2. Annual Program Review
3. Frequently Asked Questions
4. ACGME/Review Committee Updates

Review Committee Statistics

Review Committee Membership

Melissa Merideth, MD, MPH, FACMG (Chair) <i>National Institutes of Health</i>	Azra Ligon, PhD <i>Brigham and Women's Hospital</i>
Donald Basel, MD (Vice Chair) <i>Medical College of Wisconsin</i>	Anna L. Mitchell, MD, PhD Case Western Reserve University
Sanmati Cuddapah, MD <i>Children's Hospital of Philadelphia</i>	Dan Sharer, PhD, FACMG <i>University of Alabama at Birmingham</i>
Michael Finkel, DO, MPH (Resident Member) <i>Detroit Medical Center</i>	Lois Starr, MD, PhD, FAAP, FACMG <i>University of Nebraska Medical Center</i>
Michael Gambello MD, PhD, FACMG <i>Emory University</i>	Frances van Beek, MSHA, MBA (Public Member) <i>Wellstar Health System</i>

Ex-Officio

Miriam Blitzer, PhD

- American Board of Medical Genetics and Genomics

Welcome Incoming Members!

Term begins July 1, 2024

Jessica Barsano, DO *(Resident Member)*

- University of Washington

Nicole Hoppman, PhD, FACMG

- Mayo Clinic

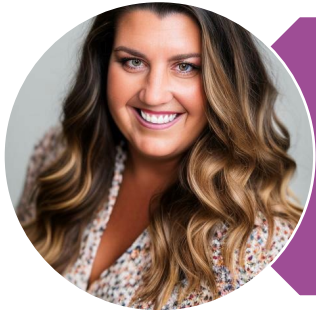
Review Committee Staff



Cindy Riyad, PhD

Executive Director

criyad@acgme.org | 312.755.7416



Rebecca Fessler

Associate Executive Director

rfessler@acgme.org | 312.755.7056



Rebecca Houston, MA

Accreditation Administrator

Start date: March 19, 2024



Annual Program Review

September and December 2023 Accreditation Decisions

Medical Genetics and Genomics

Continued Accreditation 44

Medical Biochemical Genetics

Continued Accreditation 16

Initial Accreditation 1

Molecular Genetic Pathology

Continued Accreditation 7

Clinical Biochemical Genetics

Continued Accreditation 9

Laboratory Genetics and Genomics

Continued Accreditation 28

Common Citations

- Board Pass Rate (3)
- Case Logs (3)
- Clinical and Educational Work Hours (2)
- Faculty Evaluations (4)
- Patient Safety
- Interprofessional Patient Safety Activities (5)
- Professionalism
 - Process for Reporting Concerns (2)
- Program Director/Program Coordinator Dedicated Time (5)
- Resident/Fellow Evaluations (3)
- Supervision and Accountability
 - Levels of Supervision (3)

Common Areas for Improvement

- Board Passage Rate (4)
- Case Logs (4)
- Clinical and Educational Work Hours (1)
- Educational Content (7)
- Evaluation (8)
- Faculty Scholarly Activity (4)
- Faculty Supervision and Teaching (5)
- Patient Safety (7)
- Professionalism (5)
- Resident/Fellow Scholarly Activity (1)
- Resources (6)

What Is a Citation?

- Area of non-compliance with a program requirement
- Something the program doesn't have, doesn't do, or didn't clearly describe
- Citations *must* be responded to in ADS
- Reviewed by the Review Committee each year until determined issue is resolved

What Is an Area for Improvement?

- Often referred to as “AFIs”
- Areas of concern or repeat trends/issues
- May or may not be tied to program requirement
- ‘Heads up’ to the program before it becomes serious
- Do not have to respond to in ADS
 - Can provide updates to Review Committee via ‘Major Changes’ section
- Repeat areas may become citations

Case Logs

- Review Committee is *still* seeing programs with residents not logging cases
- Aggregate entry method started in fall 2018
 - Residents only have to type five numbers
 - Can pull right from their ABMGG logbooks
- *All* residents must log all cases in the ACGME Case Log System
 - This includes residents in combined programs
- Programs with repeat non-compliance may be subject to citation

Case Log Entry

Add Cases

View Only

Area/Type/Keyword

Selected Codes

Lock

Area	Type	Keyword ⓘ	
<input type="text" value="Medical Genetics"/>	<input type="text" value="All"/>	<input type="text"/>	<input type="button" value="Search"/>
Code	Description	Area	Type
	Metabolic Genetics	Medical Genetics	Metabolic Genetics
	Cancer Genetics	Medical Genetics	Cancer Genetics
	Reproductive Genetics	Medical Genetics	Reproductive Genetics
	Adult Patient	Medical Genetics	Other
	Pediatric Patient	Medical Genetics	Other

Note: A brown rounded rectangle highlights the 'Type' column for the last two rows (Adult Patient and Pediatric Patient).

Case Log Entry Expectations

- Each patient/case should only be logged *once*
 - Select specific category that most closely corresponds to reason for visit
- “Other” categories should *not* include cancer, metabolic, or reproductive cases/patients
- Examples of what would be logged as “Other Patient”
 - Developmental disability, birth defects, chromosomal abnormalities, connective tissue disease, or neurodegenerative disease

Resident/Fellow and Faculty Survey

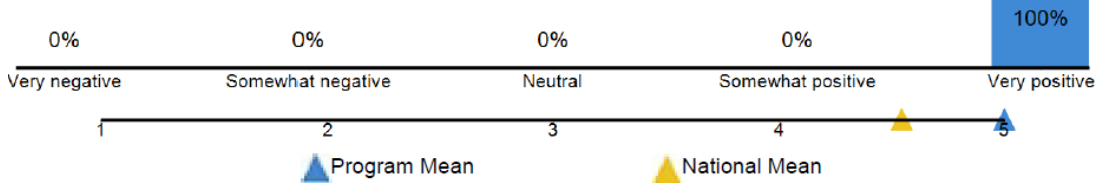
- Programs receive results if:
 - There are at least four respondents
 - The response rate is at least 70%
- Programs that do not receive annual results will receive multi-year results once enough data is collected
- Important to preserve anonymity

How to Use Survey Results

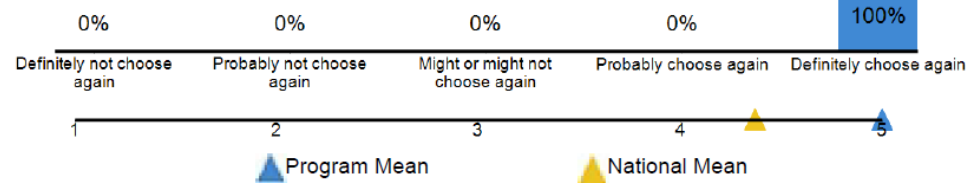
- Review results with Program Evaluation Committee (PEC)
 - Program should still do 'internal' survey
- Review areas of concern with residents
 - Try to identify source of problem
 - Solicit specific improvement suggestions
- Use the 'Major Changes' section of ADS to proactively communicate how you are addressing poor survey results
- Poor Resident/Fellow Survey results alone will *not* cause the Review Committee to withdraw accreditation

Residents Surveyed 11
Residents Responded 11
Response Rate 100%

Residents' overall evaluation of the program



Residents' overall opinion of the program



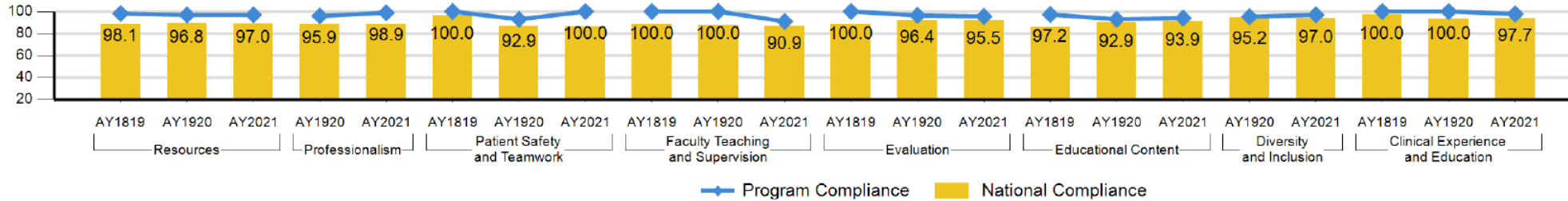
Resources

Education compromised by non-physician obligations

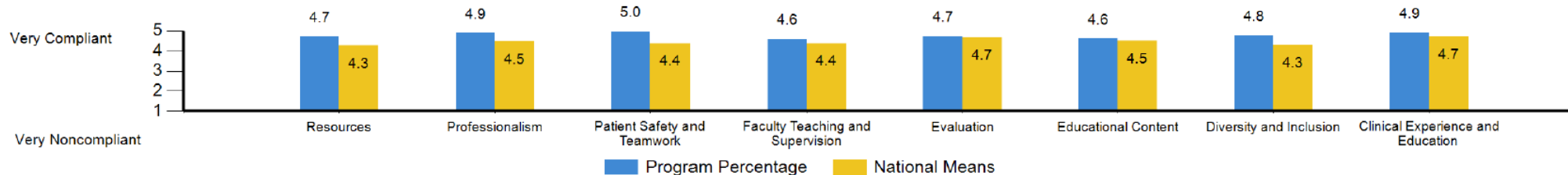
- Impact of other learners on education
- Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care
- Faculty members discuss cost awareness in patient care decisions
- Time to interact with patients
- Protected time to participate in structured learning activities
- Able to attend personal appointments
- Able to access confidential mental health counseling or treatment
- Satisfied with safety and health conditions

	% Program Compliant	Program Mean	% Specialty Compliant	Specialty Mean	% National Compliant	National Mean
Impact of other learners on education	100%	5.0	95%	4.8	88%	4.4
Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care	100%	4.5	97%	3.7	89%	3.7
Faculty members discuss cost awareness in patient care decisions	100%	5.0	95%	4.6	80%	4.1
Time to interact with patients	73%	3.3	92%	3.6	90%	3.5
Protected time to participate in structured learning activities	100%	4.6	99%	4.7	89%	4.3
Able to attend personal appointments	100%	5.0	97%	4.8	85%	4.3
Able to access confidential mental health counseling or treatment	100%	5.0	100%	5.0	92%	4.7
Satisfied with safety and health conditions	100%	5.0	97%	4.9	95%	4.8
	100%	5.0	97%	4.8	88%	4.5

Total Percentage of Compliance by Category



Program Percentage at-a-glance



Frequently Asked Questions

Clinically Oriented Experiences

- Q: Does having an MGG resident perform inpatient consults during a research experience/rotation fulfill the requirement for at least 18 months of broad-based, clinically oriented medical genetics and genomics experiences? (*Program Requirement IV.C.5.a*)
- A: No, a rotation or experience focused primarily on research with residents taking some inpatient consults does not count as a broad-based, clinically oriented experience. Using this approach to fulfill the requirement could dilute the research experience, and such rotations are not fully dedicated to clinical time and experiences.

Resident Appointments

- Q: Are residents who have completed an ACGME-accredited program in any specialty eligible for appointment to a medical genetics and genomics program? (*Program Requirement III.A.2.b*)
- A: Residents who have completed at least 12 months of an ACGME-accredited residency program in any specialty with *direct patient care experience* are eligible for appointment to the program.

Length of Education for LGG Programs

- Q: Does the Review Committee allow laboratory genetics and genomics programs to be longer than 24 months in length?
(Program Requirement Int.C.)
- A: The Review Committee understands that historically the American Board of Medical Genetics and Genomics (ABMGG) allowed programs in both the 24-month and 36-month formats. The Review Committee determined that the accredited length of the educational program will be 24 months, but programs are free to offer additional education and training to post-doctoral fellows if they wish. Programs seeking to offer education and training outside of the 24-month accredited educational program should contact the ABMGG to determine a fellow's eligibility for certification.

Non-Accredited Combined Programs

- Q: When needing a complement increase for a non-accredited combined program, are both programs required to increase their complement, or will the residents of the combined program be counted 100% to the combined program?
- A: Each core program must include .5 of a resident for each combined resident in its total complement. The core programs' total filled resident positions plus combined positions (0.5 per combined resident) should not exceed the total approved resident complement. If exceeded, the core program will need to request a complement increase.



ACGME / Review Committee Updates

Combined Programs

- Programs offering combined education and training are *strongly* encouraged to have and use combined program profiles in ADS
- Once combined education and training is approved by both certifying boards, programs can have a profile that has a separate program number identifying the combined program
 - Not accredited by the ACGME
 - Can receive feedback from Review Committee

Combined Programs

- Able to monitor combined residents/fellows in one program
 - No longer need to 'move' residents/fellows from one program profile to another
- Ensures Resident/Fellow and Faculty Surveys and scholarly activity are credited to both programs
- Only report Milestones for each resident/fellow once a year (for both specialties at once)

Combined Program Profiles in ADS

- Pediatrics/Medical Genetics and Genomics: 25
- Internal Medicine/Medical Genetics and Genomics: 7
- Medical Genetics and Genomics/Maternal-Fetal Medicine: 5
- Reproductive Endocrinology and Infertility/Medical Genetics and Genomics: 1

Complement versus Filled Positions

- Programs are encouraged to have a program complement that closely reflects the number of residents in the program
 - 2022-2023: total of 194 approved residency positions, only 65 were filled
- Programs should request decrease in complement if needed to better align filled positions versus approved positions
 - Programs can always request a temporary increase in complement for a year or two if needed

Clinical Year Requirement for Medical Genetics and Genomics Residency Programs

- All prerequisite post-graduate clinical education required for entry into an ACGME-accredited residency program must be completed in an ACGME-, Royal College of Physicians and Surgeons of Canada-, or College of Family Physicians of Canada-accredited program, or in a residency program with ACGME International Advanced Specialty accreditation. (see Program Requirement III.A.2.)

Clinical Year Requirement for Medical Genetics and Genomics Residency Programs

- Prior to appointment, residents must have successfully completed at least 12 months of direct patient care experience in a residency that satisfies III.A.2. (see Program Requirement III.A.2.b))



Clinical Year Requirement for Medical Genetics and Genomics Residency Programs

#ACGME2024

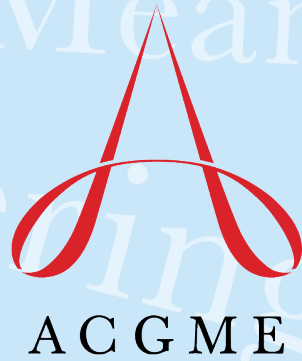
- ABMGG waiver for certification eligibility does *not* apply to ACGME requirements
- Medical Genetics and Genomics is defined as a residency program by the ACGME
 - Fellow eligibility exception option does not apply
- International educational experience must be in an ACGME-I-accredited program with Advanced Specialty Accreditation

Site Visits for Programs on Continued Accreditation Statuses

- 10-Year Accreditation Site Visits have ended since COVID-19 temporarily paused all in-person site visits
- Program Self-Studies will continue to be a requirement (Program Requirement V.C.2.) but will no longer be linked to or reviewed during site visits
- Starting in 2024, the ACGME will conduct site visits for one to two percent of programs with Continued Accreditation status that have not had a site visit in approximately 10 years

Program Self-Studies

- The ACGME encourages programs to incorporate a self-study into their Annual Program Evaluation process and track ongoing progress and improvements as outlined in Program Requirement V.C.2.
- For questions regarding Graduate Medical Education Committee oversight related to the program self-study, contact the Institutional Review Committee (IRC@acgme.org)
- Questions regarding accreditation/recognition site visits and self-studies: accreditation@acgme.org



Back to Bedside empowers residents and fellows to create projects that foster meaning and joy in work

- **Funding opportunity** for resident/fellow-led teams
- Builds deeper connections with patients

Scan the QR code for more information and to download the Request for Proposals.

DEADLINE: APRIL 22, 2024

2025 ACGME Awards Nominations



The ACGME is now accepting nominations for the 2025 ACGME Awards.

Deadline:
Wednesday, March 27, 2024

For additional information and to download nomination materials:

<https://www.acgme.org/initiatives/awards/>

The ACGME's Online Learning Portal

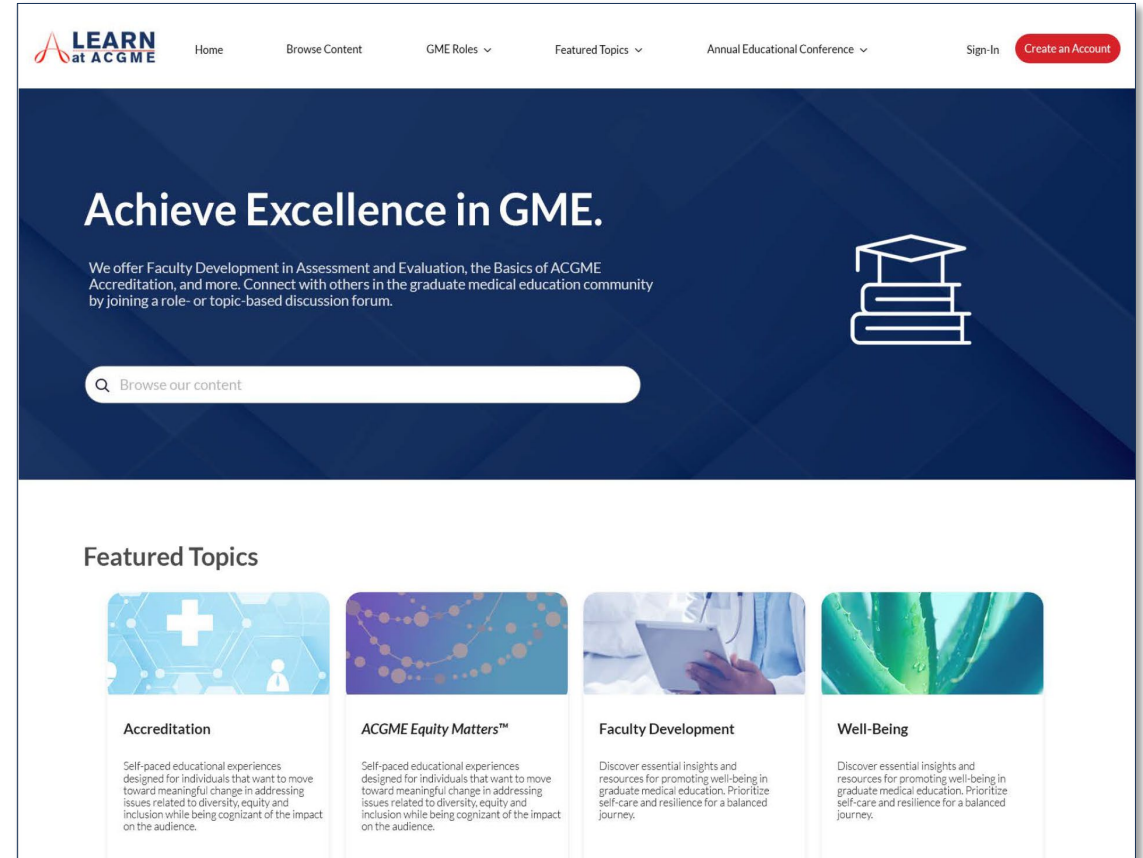
Learn at ACGME Redesign Coming Soon!

Visit dl.acgme.org or scan the QR code.



Have a question or need assistance? Contact us!

desupport@acgme.org



Remediation Toolkit

If You Build It, They Will Come:

Designing a Centralized Remediation Program

Karen M. Warburton, MD, FACP, FASN
Associate Professor of Medicine
Director, Clinician Wellness Program
Director, GME Advancement
University of Virginia School of Medicine

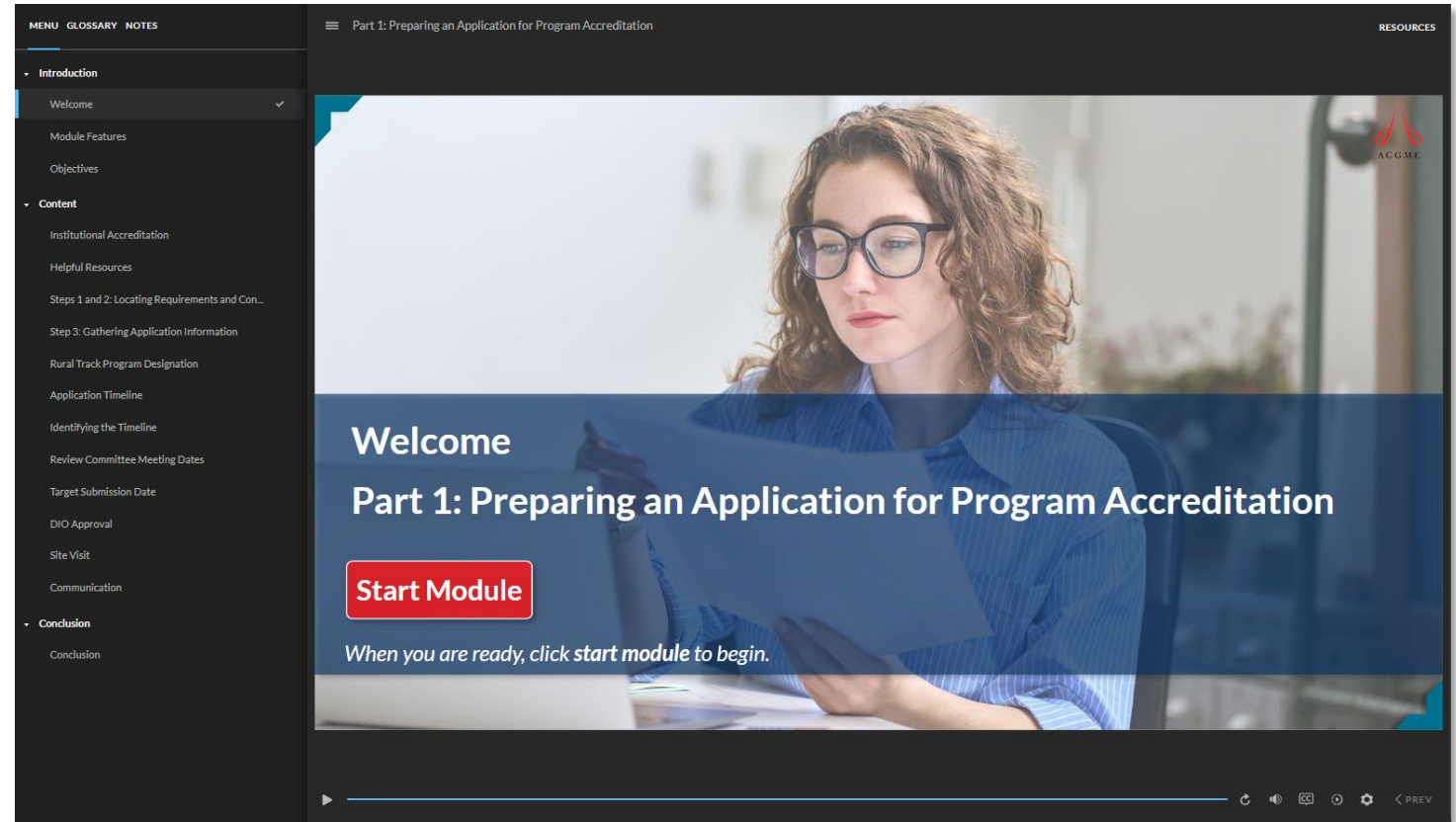


- 11 modules authored by **renowned experts** in the field
- Equips participants with tools for **addressing needs of struggling learners**
- **CME** offered after completion

The ACGME designates this enduring material for a maximum of
5.25 AMA PRA Category 1 Credits.TM

Applying for Program Accreditation Course

- Three-part course and **step-by-step guide**
- For those **new** to the process, as well as a refresher for **experienced** users
- Explanation of key steps, timeline, and the **review process** after submission




The screenshot shows a video player interface. On the left is a dark sidebar menu with the following items: MENU, GLOSSARY, NOTES, Introduction (expanded), Welcome (checked), Module Features, Objectives, Content (expanded), Institutional Accreditation, Helpful Resources, Steps 1 and 2: Locating Requirements and Con..., Step 3: Gathering Application Information, Rural Track Program Designation, Application Timeline, Identifying the Timeline, Review Committee Meeting Dates, Target Submission Date, DIO Approval, Site Visit, Communication, Conclusion (expanded), Conclusion. The main video area shows a woman with glasses reading a document. Text overlay reads: 'Welcome Part 1: Preparing an Application for Program Accreditation' with a red 'Start Module' button. Below the button, it says 'When you are ready, click start module to begin.' The video player has a progress bar and control icons at the bottom.

Faculty Development Toolkit: Improving Assessment Using Direct Observation

- Faculty development materials around **direct observation and feedback**
- Evidence-based **video prompts**
- Answer keys and **facilitator guides**
- **Microlearning** lessons with associated slides and guides

The screenshot shows the website's navigation menu with options: Toolkit Home, Overview, Microlearnings, Example Workshops, Video Library, Supporting Materials, Additional Resources, About Us, and Questions and Feedback. The main content area features a large blue arrow graphic pointing right with the text 'Faculty Development Toolkit' and 'Improving Assessment Using Direct Observation'. Below this, there are two video thumbnails: 'An Introduction to the ACGME Faculty Development Toolkit: Improving Assessment Using Direct Observation' and 'Navigation Faculty Development Toolkit: Improving Assessment Using Direct Observation'.

Counseling Videos

Hyperlipidemia	Back Pain	Constipation
		
Resident counsels a 54-year-old woman with hypertension, hyperlipidemia, obesity, and tobacco use who meets criteria to start lipid-lowering therapy.	Resident counsels a 42-year-old male with severe acute low back pain and sciatica with a normal neurologic exam. The patient has not tried any conservative measures. In the video there is an opportunity to discuss diagnosis and management and address patient request for MRI and narcotics.	Resident counsels a 49-year-old healthy woman with worsening constipation for three months. The patient has episodic hematochezia and a hemorrhoid was found during a rectal exam. The patient's paternal grandfather had late-onset colon cancer.
Video A (4:37) Answer Key Video B (7:10) Answer Key Video C (13:48) Answer Key	Video A (3:15) Answer Key Video B (7:53) Answer Key Video C (11:37) Answer Key	Video A (5:30) Answer Key Video B (9:02) Answer Key Video C (11:31) Answer Key

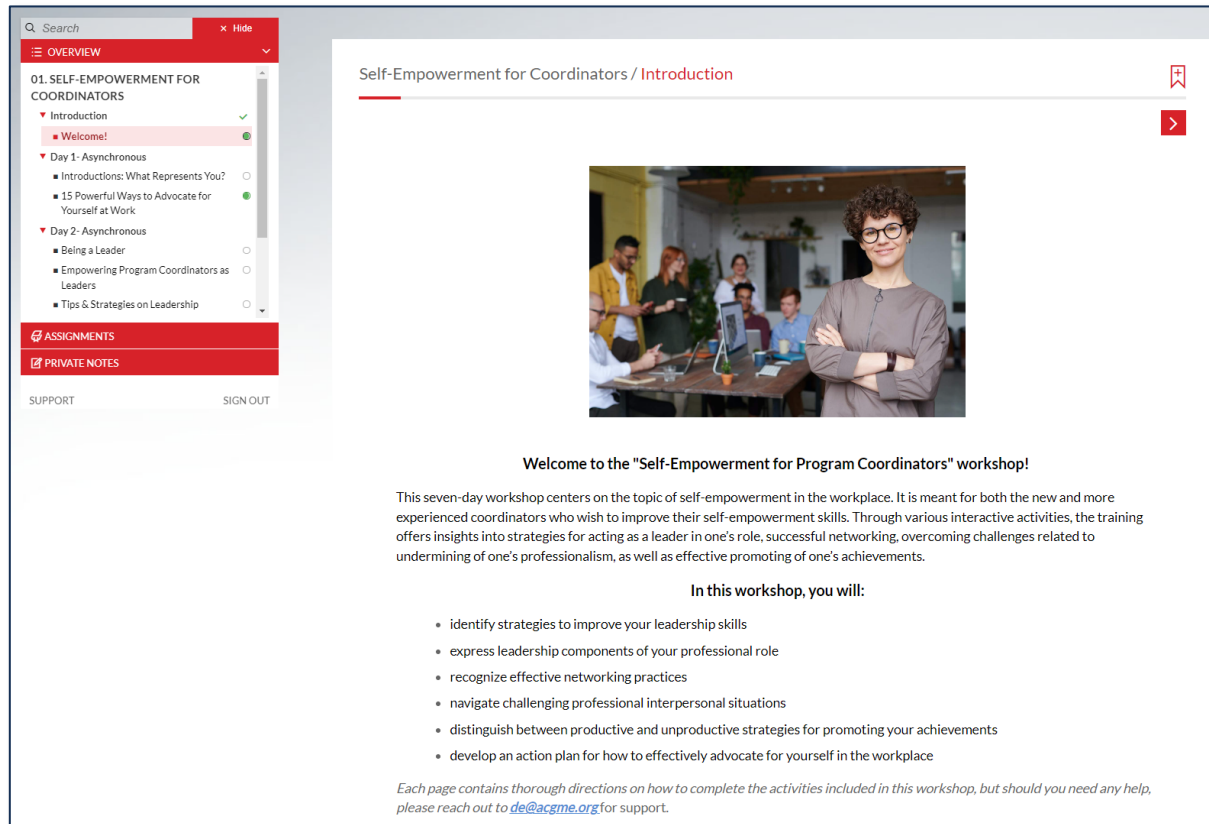
Program Coordinator Course

- For **new and seasoned** coordinators
- Covers a **wide range of topics** important to program coordinators
- **Videos** from working coordinators
- **Summer 2024**

The screenshot displays a course interface with three modules. Each module is presented in a two-column layout. The first column contains the module title, a 'Module' section, a list of topics included in the lesson, and a 'Start' button. The second column contains a video thumbnail. The modules are: 1. 'RECRUITMENT' with the title 'Recruitment for Program Coordinators', including topics like 'Recruitment basics for Program Coordinators', 'Recruitment review process', 'Interviews', and 'Match Process'. 2. 'REVIEW AND RECOGNITION COMMITTEES' with the title 'Review and Recognition Committees for Program Coordinators', including 'Review and Recognition Committee basics'. 3. 'PROGRAM REQUIREMENTS' with the title 'Program Requirements for Program Coordinators', including 'Program Requirements' and 'Program Requirements by Specialty'.

Virtual Workshop

Self-Empowerment for Program Coordinators



The screenshot shows a web-based learning portal. On the left is a navigation menu with sections for 'OVERVIEW', 'ASSIGNMENTS', and 'PRIVATE NOTES'. The 'OVERVIEW' section lists the workshop's structure: '01. SELF-EMPOWERMENT FOR COORDINATORS', 'Introduction', 'Day 1- Asynchronous', and 'Day 2- Asynchronous'. The main content area displays the 'Introduction' page, which includes a photo of a woman with her arms crossed, a welcome message, a paragraph about the workshop's goals, a list of activities, and a support email address.

Self-Empowerment for Coordinators / Introduction

Welcome to the "Self-Empowerment for Program Coordinators" workshop!

This seven-day workshop centers on the topic of self-empowerment in the workplace. It is meant for both the new and more experienced coordinators who wish to improve their self-empowerment skills. Through various interactive activities, the training offers insights into strategies for acting as a leader in one's role, successful networking, overcoming challenges related to undermining of one's professionalism, as well as effective promoting of one's achievements.

In this workshop, you will:

- identify strategies to improve your leadership skills
- express leadership components of your professional role
- recognize effective networking practices
- navigate challenging professional interpersonal situations
- distinguish between productive and unproductive strategies for promoting your achievements
- develop an action plan for how to effectively advocate for yourself in the workplace

Each page contains thorough directions on how to complete the activities included in this workshop, but should you need any help, please reach out to de@acgme.org for support.

- Seven-day workshop for new and experienced program coordinators
- Interactive activities and virtual **synchronous workshop**
 - Leadership **strategies**
 - **Networking** opportunities
 - Asserting your **professionalism**

- **April 15-21, 2024**
- **Registration required**



Questions?

Thank You