



2020 ACGME Annual Educational Conference

Medical Genetics and Genomics Specialty Update

Kate Hatlak, MEd, PMC

Review Committee Executive Director

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2020 ACGME Annual Educational Conference

Speaker: Kate Hatlak, MSEd, PMC

Disclosure to the Learner:

These individuals have the following conflicts to report:

Kate Hatlak, MSEd, PMC

Type: Full-time employee

Company: ACGME

Review Committee Membership

Fuki Hisama, MD (Chair) <i>University of Washington</i>	Scott Hickey, MD, FACMG <i>Nationwide Children's Hospital</i>
Dusica Babovic-Vuksanovic, MD (Vice-Chair) <i>Mayo Clinic (Rochester)</i>	Susan Klugman, MD <i>Montefiore Medical Center</i>
George Anderson, EdD, MBA (Public Member) <i>Synchrony Financial</i>	Melissa Merideth, MD <i>National Institutes of Health (NIH)</i>
Nina Gold, MD (Resident Member) <i>Massachusetts General Hospital</i>	Azra Ligon, PhD <i>Brigham and Women's Hospital</i>
Michael Gambello, MD <i>Emory University School of Medicine</i>	Dan Sharer, PhD <i>University of Alabama at Birmingham</i>
Mimi Blitzer, PhD, FACMG (Ex-Officio) <i>American Board of Medical Genetics and Genomics</i>	



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Welcome Incoming Members!

Donald Basel, MD

- Medical College of Wisconsin

K. Taylor Wild, MD (Resident Member)

- Children's Hospital of Philadelphia



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Review Committee Staff

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Annual Program Review Data

MGG Programs by Decision – December 2019

Continued Accreditation	44
Continued Accreditation with Warning	0
Probation	0
Initial Accreditation	0
Site Visit Requested	0



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Annual Program Review Data

MBG Programs by Decision – December 2019

Continued Accreditation	15
Continued Accreditation with Warning	0
Probation	0
Initial Accreditation	0
Site Visit Requested	0



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Annual Program Review Data

MGP Programs by Decision – December 2019

Continued Accreditation	8
Continued Accreditation with Warning	0
Probation	0
Initial Accreditation	0
Site Visit Requested	0



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Lab Fellowship Transition

17 programs have achieved ACGME accreditation as of December 2019!

- 6 Clinical Biochemical Genetics
- 11 Laboratory Genetics and Genomics

Review Committee will continue to review lab fellowship applications at every upcoming meeting until transition is complete (approximately December 2020)



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Common Citations

- Board Pass Rate
- Service to Education Imbalance
- Responsibilities of Faculty – Time and Interest Devoted to Program
- Learning and Working Environment – Culture of Professional Responsibilities
- Evaluation of Residents – Timely Evaluation



Common Areas for Improvement

- Board Pass Rate
- Failure to Provide Required Information (Case Logs)
- Educational Content (Resident Survey)
- Evaluations (Confidentiality, Evaluating Program, Timeliness)



Case Logs

- Review Committee began aggregate entry method in Fall 2018
- All residents must log cases in ACGME Case Log System
 - Including combined programs
- Residents now type in total number of cases for each of five categories:
 - Metabolic Genetics
 - Cancer Genetics
 - Reproductive Genetics
 - Pediatric Genetics (other cases)
 - Adult Genetics (other cases)



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Case Log Entry

Add Cases

View Only

Area/Type/Keyword

Selected Codes

Lock

Area	Type	Keyword i	
Medical Genetics	All		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

10	Add
30	Add
16	Add
35	Add
32	Add

Program Requirement Revisions

- II.B.3.a).(5) – associate program directors must be actively participating in ABMGG Continuing Certification
 - Already required of program directors
- II.B.4.c) – There must be at least three core faculty members (including the program director)
 - At least two must have ABMGG clinical genetics certification



Program Requirement Revisions

- II.C.2 – The program coordinator must be supported at 50 percent FTE
- IV.B.1.b).(2).(a) – Residents must demonstrate competence in collection of tissues, including buccal swabs and skin biopsies



Program Requirement Revisions

- Faculty Scholarly Activity evaluated for program as a whole
 - Must demonstrate accomplishments in at least three domains
 - Must demonstrate dissemination through a number of methods, including peer-reviewed publication
- Board pass rate must be above bottom fifth percentile of all programs in a specialty
 - No more 75% pass rate



Milestones 2.0



- Begin using your new Milestones July 1, 2020
- Remember to map your assessment tools and create a shared mental model around the new Milestones
- Resources are available on the Milestones section of the ACGME website and Learn at ACGME

milestones@acgme.org



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Supplemental Guide

Use the Word version to create a shared mental model of the new Milestones in your program

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice	
Overall Intent: To incorporate evidence and patient values into clinical practice	
Milestones	Examples
Level 1 <i>Demonstrates how to access, categorize, and analyze clinical evidence</i>	<ul style="list-style-type: none"> Identifies evidence-based guidelines for osteoporosis screening at US Preventative Services Task Force website
Level 2 <i>Articulates clinical questions and elicits patient preferences and values in order to guide evidence-based care</i>	<ul style="list-style-type: none"> In a patient with hyperlipidemia, identifies and discusses potential evidence-based treatment options, and solicits patient perspective
Level 3 <i>Locates and applies the best available evidence, integrated with patient preference, to the care of complex patients</i>	<ul style="list-style-type: none"> Obtains, discusses, and applies evidence for the treatment of a patient with hyperlipidemia and co-existing diabetes and hypertension Understands and appropriately uses clinical practice guidelines in making patient care decisions while eliciting patient preferences
Level 4 <i>Critically appraises and applies evidence even in the face of uncertainty and conflicting evidence to guide care, tailored to the individual patient</i>	<ul style="list-style-type: none"> Accesses the primary literature to identify alternative treatments to bisphosphonates for osteoporosis
Level 5 <i>Coaches others to critically appraise and apply evidence to patient care</i>	<ul style="list-style-type: none"> Leads clinical teaching on application of best practices in critical appraisal of sepsis criteria
Assessment Models or Tools	<ul style="list-style-type: none"> Chart stimulated recall Direct observation Evaluation of a presentation Journal club and case-based discussion Multisource feedback Oral or written examination Portfolio Simulation
Curriculum Mapping	<ul style="list-style-type: none">
Notes or Resources	<ul style="list-style-type: none"> AHRQ. Guidelines and Measures. https://www.ahrq.gov/gam/index.html. 2020. Centre for Evidence Based Medicine. www.cebm.net. 2020. Guyatt G, Rennie D. <i>Users Guide to the Medical Literature: A Manual for Evidence-Based Clinical Practice</i>. Chicago, IL: AMA Press; 2002. Local Institutional Review Board (IRB) guidelines National Institutes of Health. Write Your Application. https://grants.nih.gov/grants/how-to-apply-application-guide/format-and-write/write-your-application.htm. 2020.



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Self-Study

What is the ACGME Self-Study?

The Self-Study is an objective, comprehensive evaluation of the residency or fellowship program, with the aim of improving it.

Common Program Requirements Updates starting July 1, 2019:

- V.C.2. **The program must complete the Self-Study prior to its 10-Year Accreditation Site Visit.** (Core)
- V.C.2.a) A summary of the Self-Study must be submitted to the DIO. (Core)



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Self-Study and 10-Year Accreditation Site Visit

- The Self-Study helps to provide context for the accreditation portion of the 10-year accreditation site visit.
- Feedback on the Self-Study focuses on:
 - Link to Aim and Context
 - [Completing the Plan-Do-Study-Act \(PDSA\) Cycle](#)
 - Managing Improvement Action Plans and Data
 - Stakeholder involvement and engagement
 - Alignment of aims with those of the program, department, and institution
 - Consideration of the sustainability of changes



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Timeline: Self-Study and 10-Year Accreditation Site Visit

Conducting your Self-Study

- ✓ Six-months notice from Field Activities to begin Self-Study
- ✓ Complete the [Self-Study Summary](#)
- ✓ Upload the document into ADS by the last day of the month of the Self-Study date

24 months or more later...

Prepare for the 10-Year Accreditation Site Visit

- ✓ Complete the [Self-Study Update](#) (optional)
- ✓ Complete the [Summary of Achievements](#)
- ✓ Prepare for an accreditation site visit



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Waiting for the 10-Year Site Visit?

- Use the Annual Program Evaluation process to “keep your Self-Study alive”
- Track ongoing progress and program improvements so that the program will be ready to complete the Summary of Achievements document just before the 10-year Accreditation Site Visit.
- Programs are not expected to repeat the Self-Study, even if Field Activities is delayed in scheduling the 10-year Accreditation Site Visit.



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Self-Study and 10-Year Site Visit Dates

- Programs scheduled with a Self-Study date prior to April 2019 will likely have their 10-year Accreditation Site Visit more than 24 months after the Self-Study date listed in ADS
- Programs with self-study dates in the future will potentially have their Self-Study dates pushed forward into the future



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Thank You!



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