

SES021 Specialty Update: Medical Genetics and Genomics

Donald Basel, MD, Chair

Cindy Riyad, PhD, Executive Director

Conflict of Interest Disclosure

Speaker: Donald Basel, MD – Chair, Review Committee for Medical Genetics and Genomics (dbasel@mcw.edu)

Speaker: Cindy Riyad, PhD – Executive Director, Review Committee for Medical Genetics and Genomics (cryad@acgme.org)

Disclosure

None of the speakers for this educational activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

Session Agenda



REVIEW COMMITTEE
INFORMATION



ANNUAL PROGRAM
REVIEW



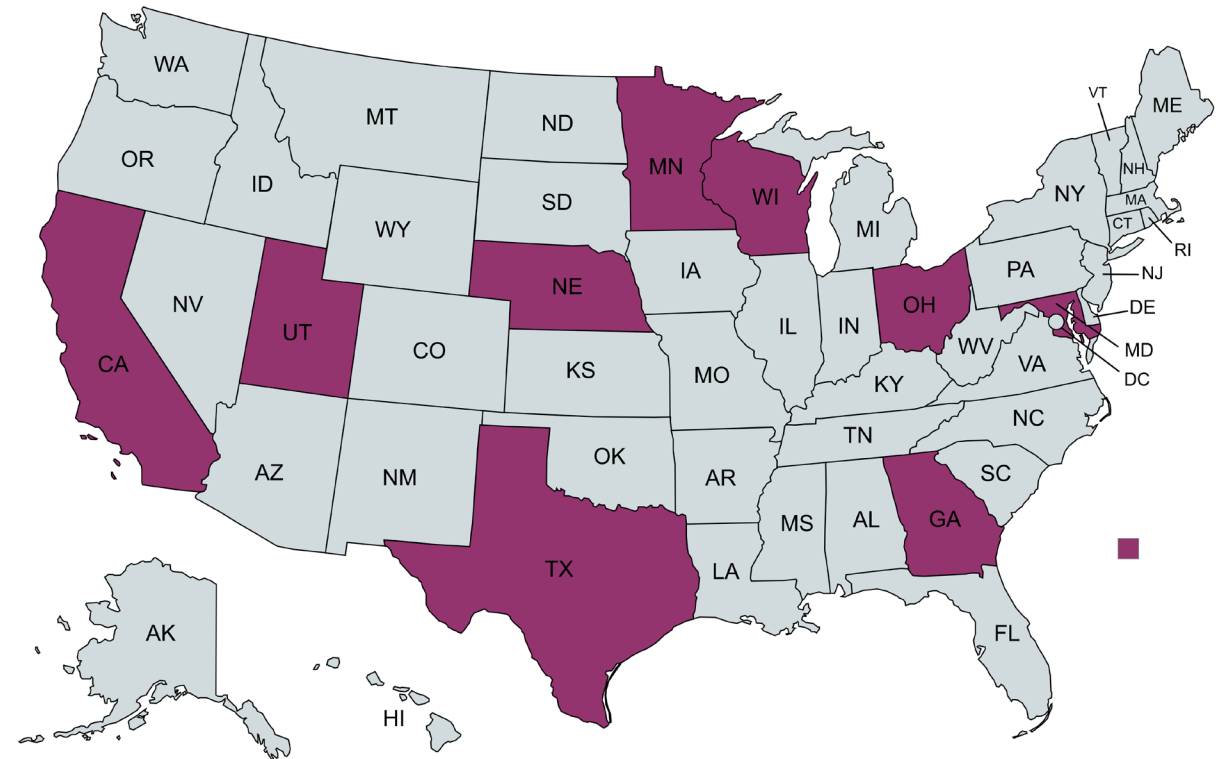
ACGME/REVIEW
COMMITTEE UPDATES



Review Committee Information

Review Committee Composition

- ✓ Nominating organizations: American Board of Medical Genetics and Genomics (ABMGG); American Medical Association (AMA), American College of Medical Genetics (ACMG)
 - ✓ One public member
 - ✓ One resident member
 - ✓ Ten voting members
 - ✓ Ex-officio from ABMGG (non-voting)
 - ✓ Six-year terms (except resident member, who serves two years)
-
- ✓ Program directors, chairs, faculty members, designated institutional officials (DIOs), residents, and public representation



Created with mapchart.net



Donald Basel, MD
Medical College of Wisconsin
(Chair)



Lois Starr, MD, PhD
Univ. of Nebraska Medical Ctr.
(Vice Chair)



Jessica Barsano, DO
Medical Geneticist
(Resident Member)



**Frances van Beek, MSHA,
MBA**
Wellstar Health System
(Public Member)



Sanmati Cuddapah, MD
Baylor College of Medicine

Review Committee Membership



Kristina Cusmano-Ozog, MD
Stanford University



Nicole Hoppman, PhD
*Mayo Clinic College of
Medicine and Science*



Melissa Merideth, MD, MPH
National Institutes of Health



Anna Mitchell, MD, PhD
*Case Western Reserve
University*



Marzia Pasquali, PhD
University of Utah

Ex-Officio



Azra Ligon, PhD

American Board of Medical
Genetics and Genomics
(ABMGG)

Incoming Members

Term beginning July 1, 2026



Rebecca Gibson, MD, PhD
UNC Chapel Hill School of
Medicine (Resident Member)

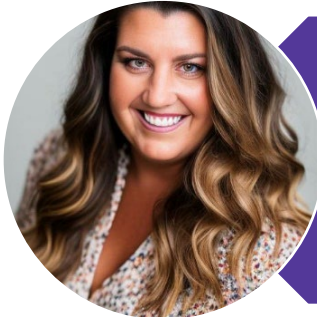


Anna Hurst, MD, MS
University of Alabama Medicine

Review Committee Staff



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Review Committee Meeting Dates

Meeting Dates:	Agenda Closes:
March 31, 2026	February 2, 2026
September 15-16, 2026	July 10, 2026
December 8-9, 2026	October 9, 2026
April 6, 2027	February 1, 2027

Who to Call? The ACGME or the ABMGG?



Accreditation standards for ***programs***
and evaluation of programs based on
these standards

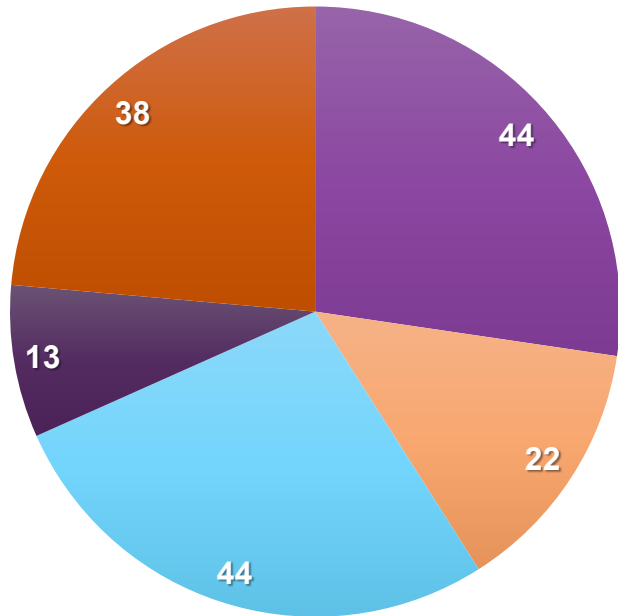


Certification standards for ***individuals***
and evaluation of individuals based on
these standards

Annual Program Review

Residency/Fellowship Program Statistics

Residency Programs

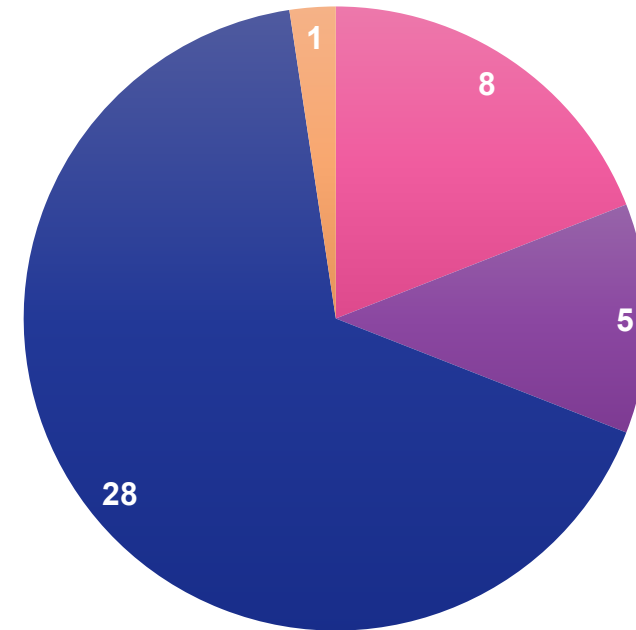


- Medical Genetics and Genomics
- Medical Biochemical Genetics
- Molecular Genetic Pathology
- Clinical Biochemical Genetics
- Laboratory Genetics and Genomics

Academic Year 2025-2026
172 residents enrolled
(341 approved positions)

169 fellows enrolled
(247 approved positions)

Combined Programs



- Internal Medicine/Medical Genetics and Genomics
- Medical Genetics and Genomics/Maternal Fetal Medicine
- Medical Genetics and Genomics/Pediatrics
- Medical Genetics and Genomics/Reproductive Endocrinology and Infertility

Elements of Annual Data Review

Prior citations

Resident/Fellow
Survey

Faculty Survey

Board pass rate
data

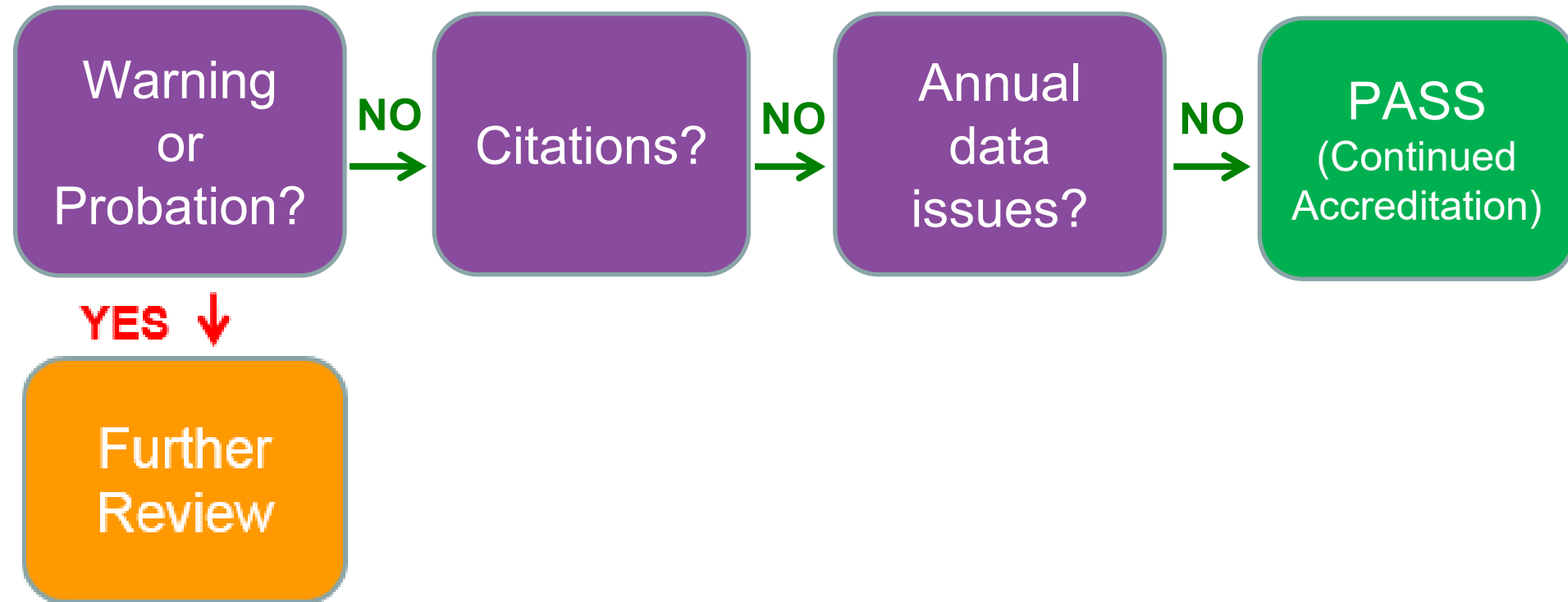
Scholarly
activity

Attrition /
program
changes

Omission of
data

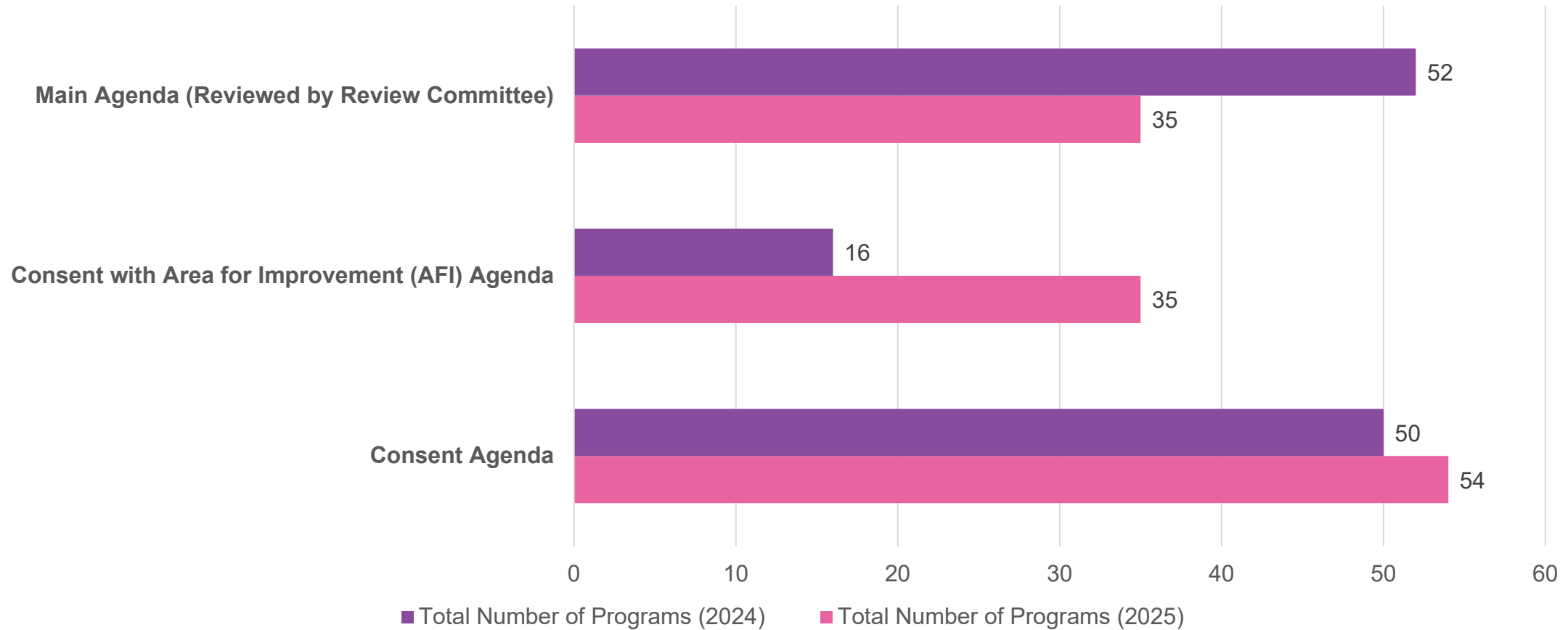
Information in
Major Changes
section of ADS

Annual Review Data Triage

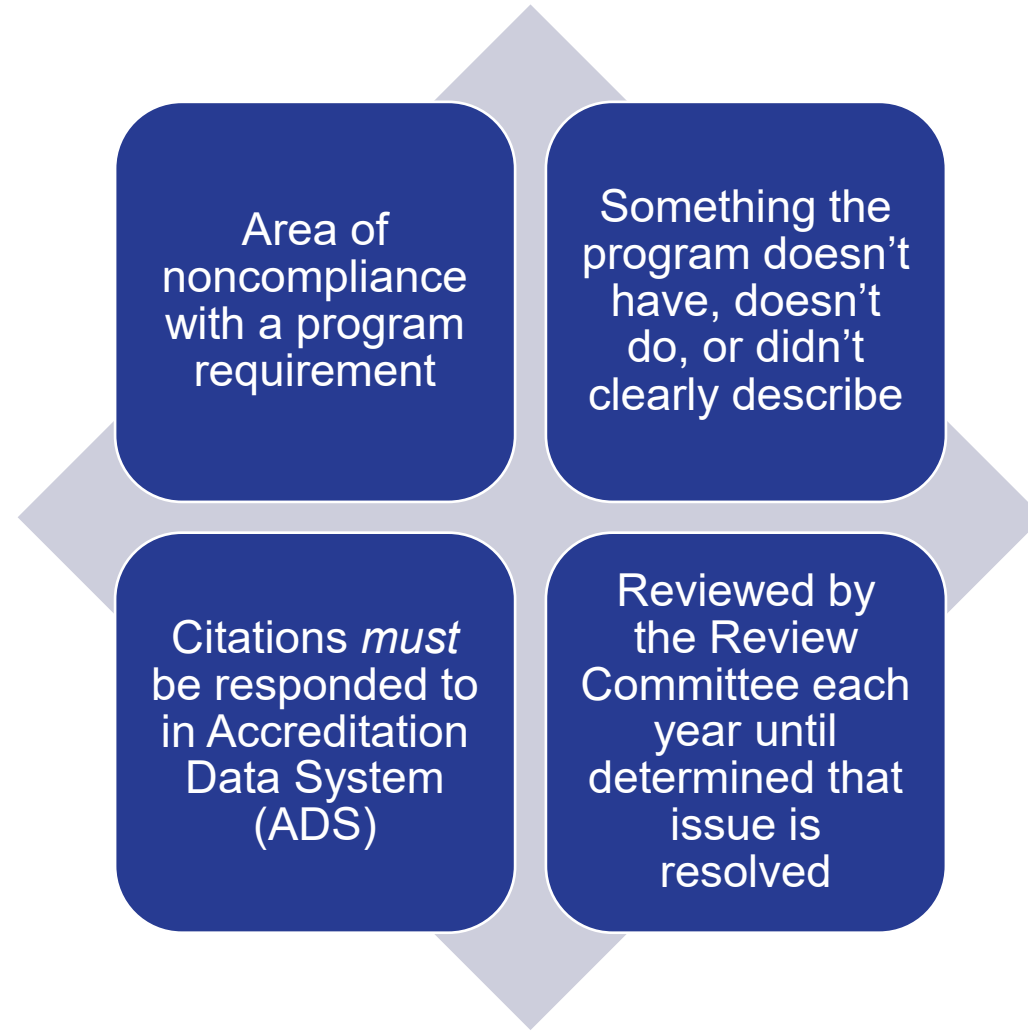


This triaging applies to programs not on Initial Accreditation

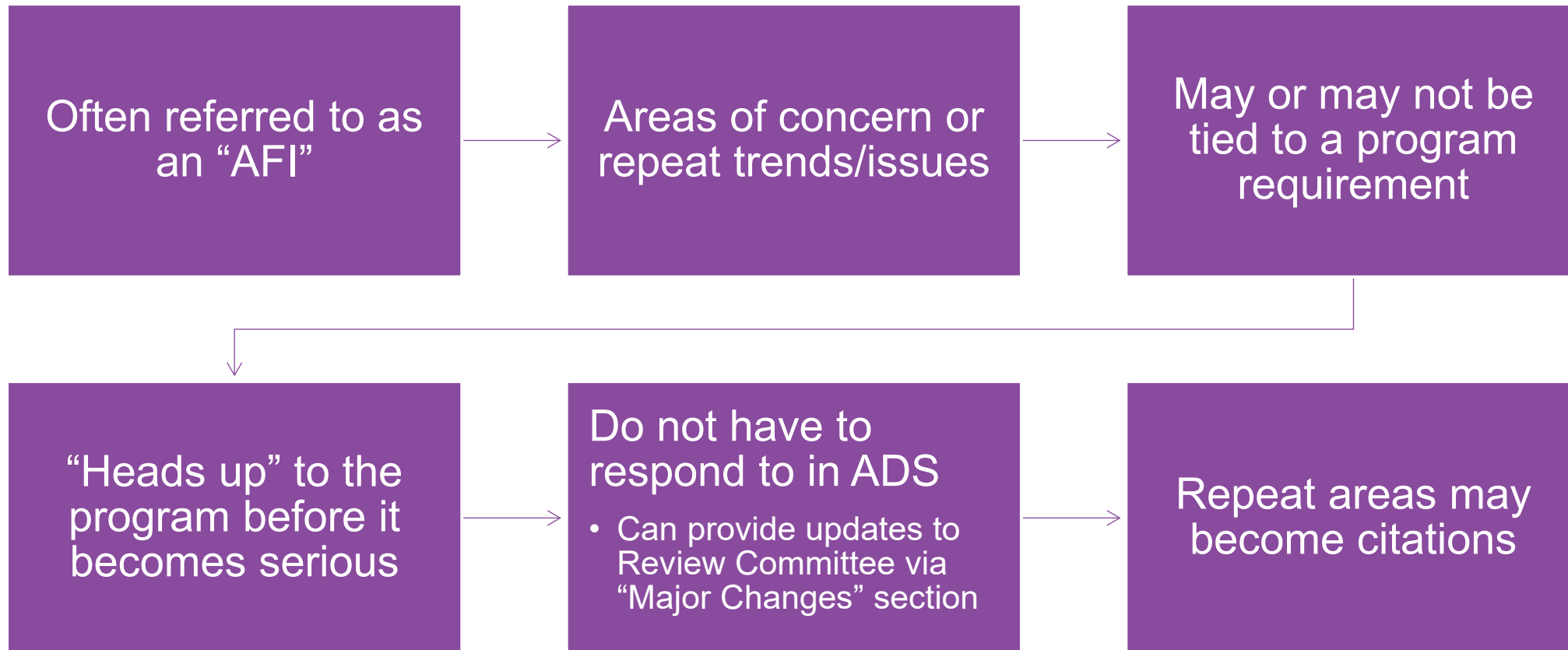
Annual Data Review: 2024 vs. 2025



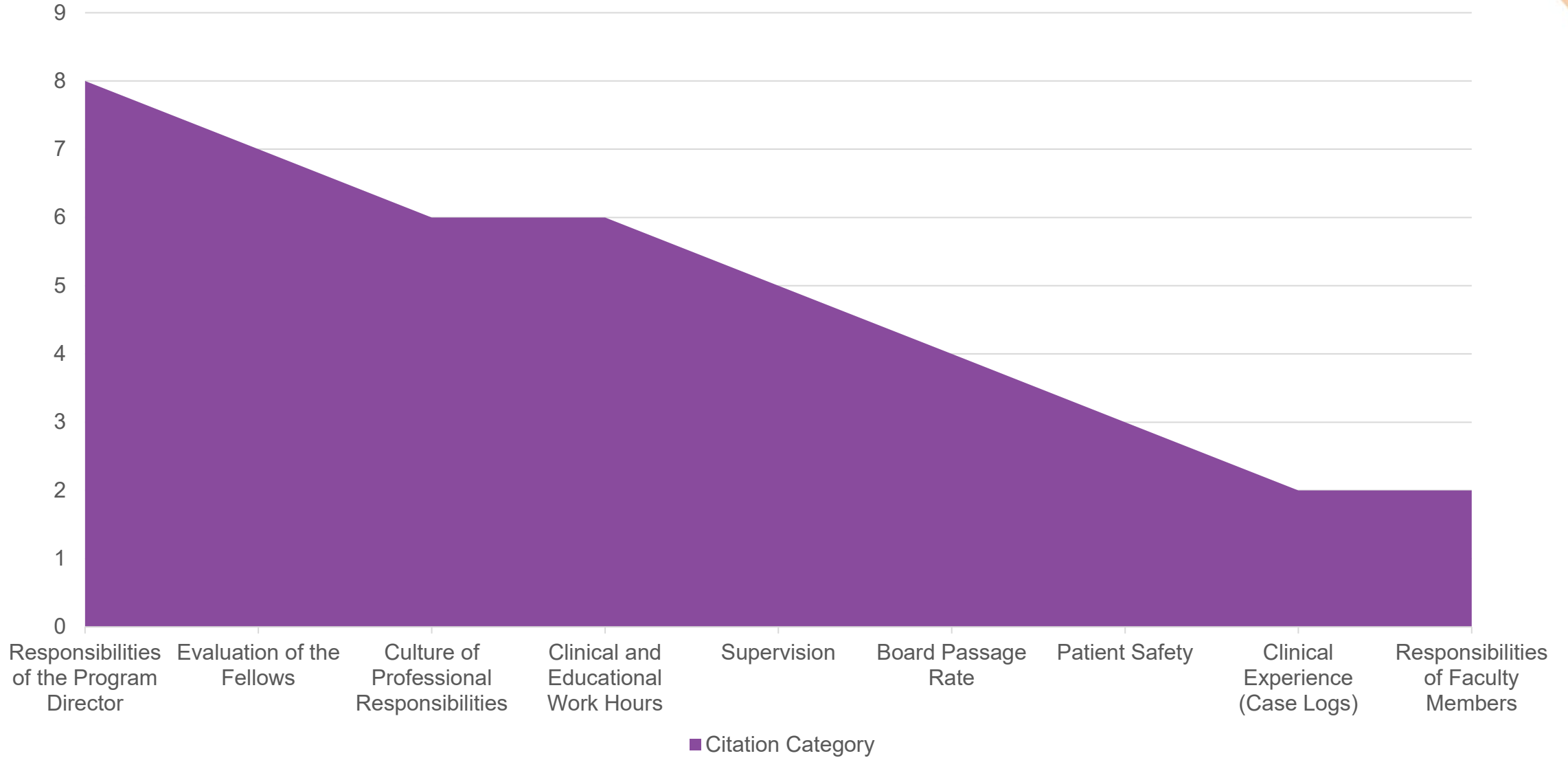
What is a citation?

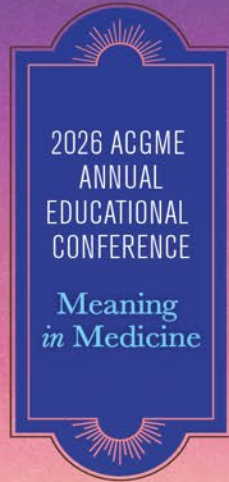


What is an Area for Improvement?



Most Common Citations





Most Common Areas for Improvement

✓ Patient Safety

 Evaluations

 Educational Content

 Faculty Supervision and Teaching

 Clinical Experience (Case Logs)

 Teamwork

 Professionalism

 Clinical and Educational Work Hours

 Failure to Provide Accurate Information

 Resources

Program Status and Citations

- Focus on ***substantial*** (not absolute) compliance with Program Requirements
 - Substantial compliance may be achieved even with identified areas of non-compliance
- A few minor issues will *not* cause the Review Committee to withdraw accreditation
- Accreditation statuses move in a stepwise fashion
 - Continued Accreditation → Continued Accreditation w/ Warning → Probation

Key Takeaways



Ensure graduating residents understand areas of focus on the Resident/Fellow Survey

For lab-based programs and experiences, how do the questions apply to the program?



Ensure block diagrams are clear and easy to read

*Abbreviations defined?
Easy to calculate months/weeks?*



Ensure accurate and complete information

*Participating sites updated/match block diagram?
Information is consistent throughout?*

Resident/Fellow and Faculty Surveys

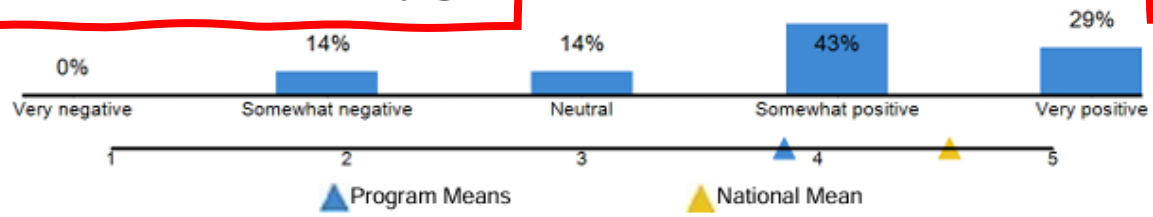
- Programs receive results if:
 - There are at least four respondents
 - The response rate is at least 70 percent
- Programs that do not receive annual results will receive multi-year results once enough data is collected
- Important to preserve anonymity

How to Use Survey Results

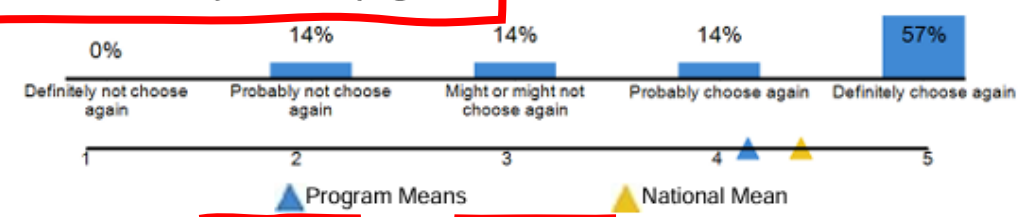
- Review results with Program Evaluation Committee (PEC)
 - Program should still do “internal” survey
- Review areas of concern with residents
 - Try to identify source of problem
 - Solicit specific improvement suggestions
- Use the “Major Changes” section of ADS to proactively communicate how you are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

Residents Surveyed 7
 Residents Responded 7
 Response Rate 100%

Residents' overall evaluation of the program



Residents' overall opinion of the program



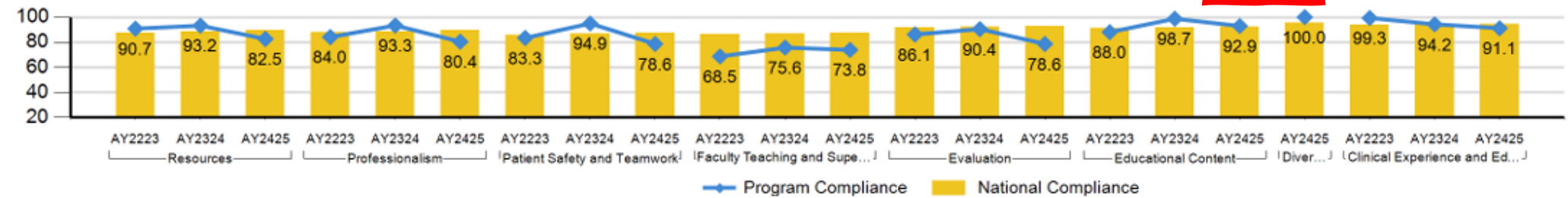
Resources

Education compromised by non-physician obligations

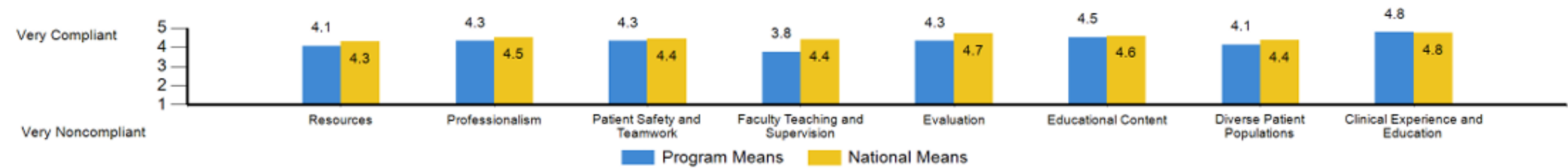
- Impact of other learners on education
- Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care
- Faculty members discuss cost awareness in patient care decisions
- Time to interact with patients
- Protected time to participate in structured learning 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
71%	4.1	90%	4.6	91%	4.5
71%	3.1	94%	3.7	89%	3.7
71%	4.0	84%	4.4	82%	4.2
57%	2.6	74%	3.1	91%	3.6
100%	4.4	100%	4.6	89%	4.3
86%	4.4	97%	4.6	88%	4.4
100%	5.0	100%	5.0	93%	4.7
86%	4.4	97%	4.9	96%	4.8
100%	4.4	97%	4.7	86%	4.4

Total Percentage of Compliance by Category



Program Means at-a-glance



Specialty-Specific Questions on ACGME Resident/Fellow Survey

NEW for 2026!

- Review Committee drafted additional questions for clinical biochemical genetics and laboratory genetics and genomics program surveys
- Specialty-specific questions will help inform Review Committee of the structure and quality of educational experiences
- Review Committee will use the collected data to further understand program structure, educational experiences, and resident/fellow satisfaction with what the program aims to accomplish

Annual Program Reviews – Biggest Take Aways

- Review your Annual Resident and Faculty Surveys data carefully, paying extra attention to topics of greatest concern to the Review Committee
 - Resources, Professionalism, Faculty Supervision and Teaching, etc.
- Compare your data to the compliance percentages of the specialty
- Discuss areas of concern on the surveys with your trainees and faculty
 - Ideally in a way that doesn't feel confrontational or judgmental to them
- In the "Major Changes" section of ADS, discuss your concerning data, what you think they mean, what you are planning to do, and what you have already done
 - This allows the Review Committee to assess the PDs awareness of your program and assess progress you've made in identifying and addressing problems



ACGME / Review Committee Updates

Programs on Continued Accreditation (CA) random sampling site visits

- The ACGME conducts site visits annually for programs with a Continued Accreditation status through a random sampling process.
- For the current academic year, 250 site visits were selected and will be scheduled between April and October 2026.

Academic Year	Number of Randomly Selected Site Visits	Number of Completed Site Visits	<u>Post Site Visit Accreditation Decisions</u>
2023-2024	150	148*	<ul style="list-style-type: none"> • 140 Continued Accreditation • 7 Continued Accreditation with Warning • 1 Probationary Accreditation
2024-2025	200	198*	Decisions in progress
2025-2026	250	In progress	Decisions in progress

*Several programs voluntarily withdrew their accreditation after selection or were pulled for other types of site visits.

Accreditation of Combined Programs

- Existing combined programs listed in ADS were offered an opt-in
 - 130 of 133 were assigned Initial Accreditation
 - Review Committee review in 2027 (after site visit), for programs to achieve Continued Accreditation
- New program applications are open (2 already processed)
- No format-specific program requirements
 - Programs expected to adhere to specialty-specific requirements, w/ conflicts addressed in (general, not format-specific) combined program requirements
 - Block diagram should communicate adherence to posted certifying board curricula
- Residents in combined programs only in that program's ADS roster
- Feedback on this new process is welcome
- See [combined programs webpage](#) or contact accreditation@acgme.org

Update: Projected Common Program Requirement Major Revision Timeline



Update: Projected Common Program Requirement Major Revision Timeline - Fellowships



Shaping GME: MGG Program Requirement Major Revisions Process



All work on the major revisions for MGG Program Requirements has been paused until the Common Program Requirement (CPR) Major Revisions has been posted for public review and comment by the end of 2026



Writing Group will resume work after more is known what will be included in the CPR Major Revisions

ACGME Burden Reduction

- In service to ongoing burden reduction, the Common Program Requirements (CPR) Task Force identified 10 requirements that are slated for deletion when the full set of new CPRs is posted for Public Comment in late 2026
- Given the timeframe until the new CPRs are effective (likely in 2028), these 10 requirements are suspended effective February 7, 2026 (date of Board decision)
- The 10 requirements will be shared via a communication from the ACGME

Recent Requirement Revisions

Focused Revision to Common Program Requirements

Faculty qualifications

- Removes specialty-specific language that does not allow for alternate qualifications

Resident transfers


- Removes restrictions from specialty requirements that do not allow transfers

Coming in July 2026!

Frequently Asked Questions (FAQs) integration into Requirements documents

- As part of the ACGME's Digital Transformation and following the reformatting of all Requirements documents, FAQs will be integrated into the Requirements documents.
- All Common FAQs and specialty/subspecialty-specific FAQs will be available linked directly to specific requirements, where applicable.
- Except for FAQs already undergoing revision, **the content of the FAQs is not changing**, just their integration into requirements documents for ease of access.
- Revisions were also made to Resident/Fellow Transfers and Faculty Certification in many Program Requirements, effective July 1, 2026.

Frequently Asked Questions (FAQs) integration into Requirements documents



ACGME Program Requirements for
Graduate Medical Education in
Anesthesiology with FAQs

Revision Information

ACGME-approved interim revision September 3, 2025; effective September 3, 2025

ACGME-approved interim revision September 29, 2025; effective July 1, 2026

Definitions

For more information, see the [ACGME Glossary of Terms](#).

Core Requirements: Statements that define structure, resource, or process elements essential to every graduate medical educational program.

Detail Requirements: Statements that describe a specific structure, resource, or process, for achieving compliance with a Core Requirement. Programs and sponsoring institutions in substantial compliance with the Outcome Requirements may utilize alternative or innovative approaches to meet Core Requirements.

Outcome Requirements: Statements that specify expected measurable or observable attributes (knowledge, abilities, skills, or attitudes) of residents or fellows at key stages of their graduate medical education.

Osteopathic Recognition

For programs with or applying for Osteopathic Recognition, the Osteopathic Recognition Requirements also apply (www.acgme.org/OsteopathicRecognition).

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Anesthesiology with FAQs
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Frequently Asked Questions (FAQs) integration into Requirements documents

1.2. The program, with approval of its Sponsoring Institution, must designate a primary clinical site. (Core)

1.2.a. The Sponsoring Institution must also sponsor or be affiliated with ACGME-accredited residencies in at least the specialties of general surgery and internal medicine. (Core)

[See FAQ in Appendix]

Anesthesiology with FAQs

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7. Frequently Asked Questions: Anesthesiology

Review Committee for Anesthesiology

ACGME

Section 1: Oversight

Questions concerning *"The Sponsoring Institution must also sponsor or be affiliated with ACGME-accredited residencies in at least the specialties of general surgery and internal medicine. (Core)"* (1.2.a)

Q: How can affiliation with ACGME-accredited general surgery and internal medicine residency programs be demonstrated?

A: If the program's Sponsoring Institution does not sponsor ACGME-accredited residencies in both general surgery and internal medicine, affiliation can be demonstrated to the Review Committee as to the relationship between the programs through an affiliation agreement, program letter of agreement (PLA), or an explanation of how affiliation is demonstrated through the integration of resident education with each of the specialties.

Questions concerning *"Residents should not be required to rotate among multiple participating sites. (Detail)"* (1.6.a.1.a)

Q: Why should residents not be required to rotate among multiple participating sites?

A: The intent of this requirement is to ensure residents are not required to travel unnecessarily to hospitals or other clinical sites for education or training that could reasonably be provided locally by the Sponsoring Institution's affiliated sites. The Review Committee understands that some programs, such as those sponsored by institutions in rural areas based on a consortium model, will by necessity have residents rotate across three to four sites to achieve the required rotations. The focus of the requirement is to protect the residents from being used to meet the service needs of multiple hospitals/clinical operations.

Anesthesiology with FAQs

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 Listening  Information  News  Collaboration

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Your monthly connection to ACGME updates and collaboration

- ✓ Stay informed on important updates and initiatives
- ✓ Engage in interactive activities
- ✓ Provide feedback and share ideas
- ✓ Visit the page on [acgme.org](https://www.acgme.org/education-and-resources/acgme-linc/) to view upcoming sessions and register: <https://www.acgme.org/education-and-resources/acgme-linc/>



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FUNDING OPPORTUNITY FOR RESIDENT AND FELLOW LEADERS



OPPORTUNITY DESCRIPTION

Resident- or fellow-developed and led projects to enhance meaning in clinical learning environments by fostering the physician-patient relationship



PROJECT ASSESSMENT CRITERIA

- Strengthens relationships with patients
- Sustainable
- Adaptable to other programs or contexts
- Innovative and cost-effective



PROJECT FUNDING

Additional travel stipend available to offset costs to attend Learning Collaborative meetings in Chicago, Illinois and the 2028 ACGME Annual Educational Conference in Orlando, Florida.

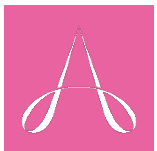
FUNDING OPTIONS

- 1: up to \$10,000
- 2: up to \$5,000



**SCAN QR CODE
FOR MORE INFO**

**PROPOSALS DUE:
APRIL 20, 2026**



ACGME Cloud

Reducing Burden | Reimagining GME

ACGME to Launch Next Phase of ACGME Cloud with New Features in April including a Unified User Experience and ACGME Cloud | Analytics Additions and Enhancements!

Learn More and connect with the ACGME team at the conference:

- Visit the ACGME Cloud team at the ACGME Hub in the Exhibit Hall
- Attend two key sessions on Friday, February 20
 - Featured Plenary SES003, Harnessing AI Agents in the GME Office: Innovations and Future Directions
 - SES022, ACGME Cloud: Progress, Next Steps, and Ways to Stay Engaged

Contact Cloud@acgme.org with questions.

ACGME Cloud

Reducing Burden | Reimagining GME

New ACGME Cloud features launching in April will offer:

- Unified User Experience – simplified, streamlined navigation across ACGME Cloud and the Accreditation Data System (ADS), including a user-friendly way to switch between products and an AI-powered smart search to find information in ADS and complete tasks.
- ACGME Cloud | Analytics Additions and Enhancements – additional dashboards for the annual Resident/Fellow and Faculty Surveys, operational dashboards, and Milestones dashboards.

Visit the ACGME Cloud team at the ACGME Hub in the Exhibit Hall to learn more!

Contact Cloud@acgme.org with questions.



ACGME Contact Information

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