**Continued Accreditation Application: Medical Genetics**

401 North Michigan Avenue · Chicago, Illinois 60611 · United States · +1.312.755.7042 www.acgme-i.org

**Submission for Continued Accreditation:** This Advanced Specialty Application is for programs applying for **Continued Accreditation Only** and is used in conjunction with the Accreditation Data System (ADS).

All sections of the form applicable to the program must be completed for it to be accepted for review. The information provided should describe the existing program. For items that do not apply, indicate “N/A” in the space provided. Where patient numbers are requested, provide exact numbers as requested and indicate the exact data for the data entered. If any requested information is not unavailable, an explanation must be given, and it should also be indicated as unavailable in the appropriate place on the form. Once the forms are complete, number the pages sequentially in the bottom center.

The program director is responsible for the accuracy of the information supplied in this form and must sign it. It must also be signed by the designated institutional official of the sponsoring institution, who will submit the application electronically in ADS.

Review the International Foundational Program Requirements for Graduate Medical Education and Advanced Specialty Program Requirements for Graduate Medical Education in Medical Genetics. The International Foundational, Advanced Specialty, and Institutional Requirements may be downloaded from the ACGME International website: [www.acgme-i.org](http://www.acgme-i.org).

Email questions regarding the form’s content to acgme-i@acgme-i.org.

Email questions regarding ADS to ADS@acgme.org (type the program number in the subject line).

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| Program Name:Click here to enter text. |

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**Introduction**

**Duration and Scope of Education**

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| * + - 1. What is the length, in months, of the educational program?

Choose an item.**Institution****Sponsoring Institution** |

1. Does the Sponsoring Institution also sponsor ACGME-I-accredited programs in the following?
2. Internal medicine [ ] YES [ ] NO
3. Obstetrics and gynecology [ ] YES [ ] NO
4. Pediatrics [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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**Program Personnel and Resources**

**Program Director**

1. Does the program director:
2. contribute to medical education, both locally and internationally [ ] YES [ ] NO
3. ensure that attendance at scheduled didactics is documented? [ ] YES [ ] NO
4. ensure that clinical teaching conferences are organized by faculty members? [ ] YES [ ] NO
5. maintain continuing involvement in scholarly activity? [ ] YES [ ] NO
6. participate in key national scientific human genetics meetings? [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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**Faculty**

* + - 1. How does the program ensure that at least three members of the teaching faculty, including the program director, are members of the medical staff at participating sites, and that at least two faculty members are educated and trained in clinical medical genetics? (Limit 300 words)

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* + - 1. Is the faculty member responsible for fellow education in biochemical genetics educated and trained in biochemical genetics? [ ] YES [ ] NO
			2. Is the faculty member responsible for fellow education in molecular genetics educated and trained in molecular genetics? [ ] YES [ ] NO
			3. Is the faculty member responsible fellow education in clinical cytogenetics educated and trained in clinical cytogenetics? [ ] YES [ ] NO

Explain any ‘NO’ responses to Questions 2-4 above. (Limit 250 words)

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**Other Program Personnel**

* + - 1. Do fellows have regular interaction with the following?
1. Genetic counselors [ ] YES [ ] NO
2. Nurses [ ] YES [ ] NO
3. Nutritionists [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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* 1. List any other health care professionals involved in the provision of clinical medical genetics services who interact with fellows. (Add rows as needed)

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**Resources**

1. What are the genetic disorders commonly seen at the program’s participating sites and the ages of patients seen? (Limit 400 words)

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1. Do fellows have experience caring for the following?
2. Inpatients [ ] YES [ ] NO
3. Non-pregnant patients [ ] YES [ ] NO
4. Outpatients [ ] YES [ ] NO
5. Pregnant patients [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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1. Does each resident care for at least 100 different patients or families each year? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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1. Are the following space and equipment resources available and adequate for program fellows’ use?
2. Access to computer-based genetic diagnostic systems [ ] YES [ ] NO
3. Classrooms [ ] YES [ ] NO
4. Facilities for record storage and retrieval [ ] YES [ ] NO
5. Meeting rooms [ ] YES [ ] NO
6. Office space for patient care [ ] YES [ ] NO
7. Office space for scholarly activity [ ] YES [ ] NO
8. Research facilities [ ] YES [ ] NO
9. Space for patient care activities [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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1. Are the following resources available to the program?
	1. Clinical biochemical genetics laboratory [ ] YES [ ] NO
	2. Clinical cytogenetics laboratory [ ] YES [ ] NO
	3. Clinical molecular genetics laboratory [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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1. Indicate the location of the laboratories. Site numbers should correspond to site numbers in ADS; the primary clinical site is Site 1.

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| Laboratory | Site 1 (Primary) | Site 2 | Site 3 | Site 4 |
| Clinical biochemical genetics  |[ ] [ ] [ ] [ ]
| Clinical cytogenetics  |[ ] [ ] [ ] [ ]
| Clinical molecular genetics |[ ] [ ] [ ]  [ ]  |

1. Are any laboratories used in the education of fellows located somewhere other than at a participating site? [ ] YES [ ] NO
2. If ‘YES,’ is a written Program Letter of Agreement in place detailing the laboratory’s contribution to education of fellows? [ ] YES [ ] NO

Explain if ‘NO’. (Limit 250 words)

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1. How does the program ensure that other learners in medical genetics and other specialties interact with the fellows to maintain a stimulating educational environment? (Limit 300 words)

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**Fellow Appointment**

**Eligibility Criteria**

1. How does the program ensure that, prior to appointment, fellows have completed an ACGME-I-accredited residency program or another residency program acceptable to the Sponsoring institution’s Graduate Medical Education Committee? (Limit 250 words)

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**Specialty-Specific Educational Program**

**ACGME-I Competencies**

**Professionalism**

1. How do graduating fellows demonstrate a commitment to fulfilling their professional responsibilities and adhering to ethical principles?

Describe how this is evaluated. (Limit 300 words)

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1. How do graduating fellows demonstrate the following?
2. Awareness of the unique ethical principles pertaining to the use of diagnostic and predictive genetic testing, genetic testing of minors, and genetic discrimination
3. Commitment to ethical principles pertaining to the provision or withholding of clinical care,
4. Commitment to excellence and ongoing professional development
5. Confidentiality of patient information, informed consent, conflict of interest, and business practices

Provide examples of how fellows are evaluated in two of the three areas listed. (Limit 250 words)

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**Patient Care and Procedural Skills**

1. How do graduating fellows demonstrate the ability to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health?

Describe how this is evaluated (limit 300 words).

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1. How do graduating fellows demonstrate mature clinical judgment through their involvement in the following?
	1. The decision-making process
	2. The continuity of patient care in all settings, including planning, management, and treatment, both diagnostic and therapeutic

Provide examples of how both areas listed are evaluated. (Llimit 300 words)

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1. How do graduating fellows demonstrate competence in gathering essential and accurate information about their patients through the following?
2. Completing a comprehensive genetics physical examination
3. Constructing a pedigree
4. Medical interviewing, including the taking and interpreting a complete family history
5. Selecting appropriate diagnostic studies; interpreting laboratory data generated from biochemical genetic, cytogenetic, and molecular genetic analysis; and understanding the utility and limitations of genetic testing

Provide examples of how competence is evaluated in two of the four areas listed. (Limit 250 words)

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1. How do graduating fellows demonstrate competence in making informed decisions about diagnostic and therapeutic interventions based on a patient’s and patient’s family’s information and preferences, up-to-date scientific evidence, and clinical judgment through the following?
2. Appropriately using consultants and referrals
3. Demonstrating effective and appropriate clinical problem-solving skills
4. Understanding the limits in their own knowledge and expertise

Provide examples of how competence is evaluated in two of the three areas listed. (Limit 250 words)

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1. How do graduating fellows demonstrate competence in the following?
2. Assisting patients in accomplishing their personal health goals
3. Developing and carrying out effective patient management plans
4. Prescribing medications and performing medical interventions essential for the care of patients with heritable disorders
5. Understanding and critically interpreting laboratory data
6. Using information technology to support patient care decisions and patient education
7. Working with health care professionals, including those from other disciplines, to provide patient-focused care

Provide examples of how competence is evaluated in four of the six areas listed. (Limit 400 words)

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1. How do graduating fellows demonstrate competence in counseling and educating patients and their families through the following?
2. Empowering patients to make informed decisions, interpret risk assessment, and use predictive testing for themselves and family members
3. Encouraging the patient’s family to participate actively in the patient’s care, and to provide information that will contribute to that care
4. Taking measures needed to enhance or maintain health and function and to prevent disease and injury

Provide examples of how competence is evaluated in two of the three areas listed. (Limit 250 words)

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**Medical Knowledge**

* + - 1. How do graduating fellows demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care?

Describe how knowledge is evaluated. (Limit 400 words)

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1. How do graduating fellows demonstrate knowledge and use of current medical information and scientific evidence for patient care, including the following?
	1. Available bioinformatics
	2. Quantitative risk assessment
	3. Results from genetics laboratory tests

Provide examples of how knowledge is evaluated in each of the areas listed. (Limit 300 words)

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1. How do graduating fellows demonstrate knowledge of the following?
	1. Biochemical genetics
	2. Cytogenetics
	3. Mendelian and non-mendelian genetics
	4. Molecular genetics
	5. Population and quantitative genetics

Provide examples of how knowledge is evaluated in three of the five areas listed. (Limit 300 words)

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**Practice-based Learning and Improvement**

1. How do graduating fellows demonstrate their ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning?

Describe how this is evaluated (limit 300 words).

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1. How do graduating fellows demonstrate that they can obtain and use information about their own patients and the larger population from which their patients are drawn? (Limit 300 words)

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1. How do graduating fellows demonstrate that they can use information technology to manage information, access online information, and support their own education? (Limit 300 words)

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**Interpersonal and Communication Skills**

1. How do graduating fellows demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and other health professionals?

Describe how this is evaluated. (Limit 300 words)

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| Click here to enter text. |

1. How do graduating fellows demonstrate their ability to:
2. communicate effectively and demonstrate caring and respectful behavior when interacting with patients and their families;
3. communicate effectively with patients and their families to create and sustain a professional and therapeutic relationship;
4. counsel and educate patients and their families in order to assist them in taking measures needed to enhance or maintain health and function, prevent disease and injury, and participate actively in their care; and,
5. counsel and educate patients and their families in order to assist them in making informed decisions, interpret risk assessment, and understand the use of predictive testing and the possibility of unanticipated or incidental findings in genetic testing?

Provide examples of how competence is evaluated in three of the four areas listed. (Limit 300 words)

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**Systems-based Practice**

1. How do graduating fellows demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care?

Describe how this is evaluated. (Limit 300 words)

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1. How do graduating fellows demonstrate their ability to:
2. assist patients in dealing with the complexities of a health care system; and,
3. promote health and function and prevent disease and injury in populations?

Provide examples of how both of the areas listed are evaluated. (Limit 250 words)

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**Regularly Scheduled Educational Activities**

1. Complete Appendix A., Formal Didactic Sessions by Academic Year, and attach to submission.
2. Are clinical teaching conferences distinct from the following?
3. Basic science lectures [ ] YES [ ] NO
4. Didactic sessions [ ] YES [ ] NO
5. Do clinical teaching conferences include formal didactic sessions on the following?
6. Clinical laboratory topics [ ] YES [ ] NO
7. Follow-up conferences for genetics clinics [ ] YES [ ] NO
8. Journal clubs [ ] YES [ ] NO
9. Medical genetics rounds [ ] YES [ ] NO

Explain any ‘NO’ responses to Questions 2 and 3 above. (Limit 300 words)

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1. Do lectures or other didactic sessions include basic mechanisms of inheritance, and specifically the following?
2. Autosomes [ ] YES [ ] NO
3. Mitochondrial DNA [ ] YES [ ] NO
4. Sex chromosomes [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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1. Do fellows have the opportunity to develop the ability to:
	1. counsel patients? [ ] YES [ ] NO
	2. diagnose genetic disorders? [ ] YES [ ] NO
	3. manage and treat the broad range of clinical problems in patients of all ages that are encompassed by medical genetics? [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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1. Are research seminars part of the educational program? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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**Clinical Experiences**

1. Are at least 18 months of the program devoted to broad-based, clinically-oriented medical genetics activities? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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1. When a fellow at any level is caring for patients with a confirmed diagnosis of an inborn error of intermediary metabolism, is the fellow’s patient load:
	1. no more than four patients in an ICU setting? [ ] YES [ ] NO
	2. no more than six patients in a non-ICU setting? [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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1. Do fellows spend a minimum of two continuous weeks in the following laboratories?
2. Clinical biochemical [ ] YES [ ] NO
3. Cytogenetic [ ] YES [ ] NO
4. Molecular genetic [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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1. Do fellows:
	1. have access to information technology to support patient care? [ ] YES [ ] NO
	2. have instruction on basic economic and business knowledge? [ ] YES [ ] NO
	3. have responsibility for direct patient care in all settings? [ ] YES [ ] NO
	4. have responsibility for treating patients? [ ] YES [ ] NO
	5. manage diagnostic care? [ ] YES [ ] NO
	6. manage therapeutic care [ ] YES [ ] NO
	7. participate in discussion of laboratory data during clinical conferences? [ ] YES [ ] NO
	8. participate in the working conferences of laboratories?? [ ] YES [ ] NO
	9. plan diagnostic care? [ ] YES [ ] NO
	10. plan therapeutic care? [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 300 words)

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**Appendix A. Formal Didactic Sessions by Academic Year**

For each year of the fellowship, attach (Label: Appendix A.) a list of all scheduled didactic courses (including discussion groups, seminars and conferences, grand rounds, basic science, skills labs, and journal club) at all participating sites to which fellows rotate, using the format below. If attended by fellows from multiple years, list in each year but provide a full description *only the first time a site is listed*.

Number sessions **consecutively** from the first year through the final year so that the scheduled didactic sessions can be easily referenced throughout the application. **Be brief and use the outline that follows**.

Year in the Program:

Number:                Title:

a) Type of Format (e.g., seminar, conference, discussion groups)

b) Required or elective

c) Brief description (three or four sentences)

d) Frequency, length of session, and total number of sessions

**Example:**

|  |
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| Y-101. Introduction to Medical Genetics and Genomicsa) Seminarb) Required Y-1c) Survey of contemporary methods and styles of medical genetics, including approaches to clinical work with minority populationsd) Weekly, for 8 sessions02. Departmental Grand Roundsa) Discussion groupsb) Required Y-1, Y-2, Y-3c) Clinical case presentations, sponsored by each departmental division, followed by discussion and review of contemporary state of knowledge. Format includes fellow presentations and discussions with additional faculty discussant.d) Twice monthly, 24 sessions |

If fellow attendance is monitored, explain how this is accomplished and how feedback is given regarding non-attendance. (Limit 250 words)

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