



FALL SEMI-ANNUAL MEETING

OCTOBER 21

1:00-3:00 PM EST

OPEN TO ALL!

Fall Virtual Meeting - October 21, 2022



Agenda

1. Welcome!
2. Officer/Committee Updates
 - Membership
 - Secretary-Treasurer
 - Website
 - DEI
3. SIG Updates
 - Course Directors
 - Program Directors
 - Lab Directors
4. Liaison Reports
5. 2023 Meeting Preview
6. Discussion/Closing

APHMG Leadership



President

Katherine Hyland, PhD



Council Member

Kathryn Garber, PhD



Past President

Shoumita Dasgupta, PhD



Council Member

Deborah Barbouth, MD



President Elect

Stephen Moore, PhD



Council Member

Lois Starr, MD, PhD



Secretary/Treasurer

Anna Hurst, MD



APHMG Manager

Karen Gottlieb, CMP

About Us...



The Association of Professors of Human and Medical Genetics (APHMG) was established in 1995 to promote and support the continuous development of, and improvement in, genetics academic programs in North American medical and graduate schools. Areas of particular emphasis and excellence are education, administration, and advocacy. Our success is due to our outstanding membership, including Medical genetics residency program directors, Medical school genetics course/curriculum directors, Laboratory fellowship program directors, Clinical geneticists, Genetic counselors, and others interested in genetics education.

Mission Statement

APHMG supports genetics education and educators across the spectrum of medical training to ensure that healthcare professionals are prepared to utilize genetics and genomics in an inclusive and effective manner.

Vision Statement

To prepare healthcare professionals to apply genetics effectively within their scope of practice, we provide a platform for professors of human and medical genetics to exchange ideas and support each other's professional development. We work collaboratively to develop curriculum guidelines and share genetics and genomics education resources. We partner with genetics, clinical, and medical education organizations to promote equitable genetics and genomic education for all. We advocate for the creation of inclusive, current and timely educational programs in our field - from classroom to bedside.

Membership Update

Katherine M. Hyland, PhD



Membership Update

Sept 2022

Level	Total (Bundles)	Active	Renewal overdue	Lapsed
Individuals	Institutions			
ADMIN ONLY	1	1	-	-
Domestic Institutional Member	265 (87)	261	4	-
International Institution Member	5 (2)	5	-	-
Total	271 (89)	267	4	-

SIG memberships

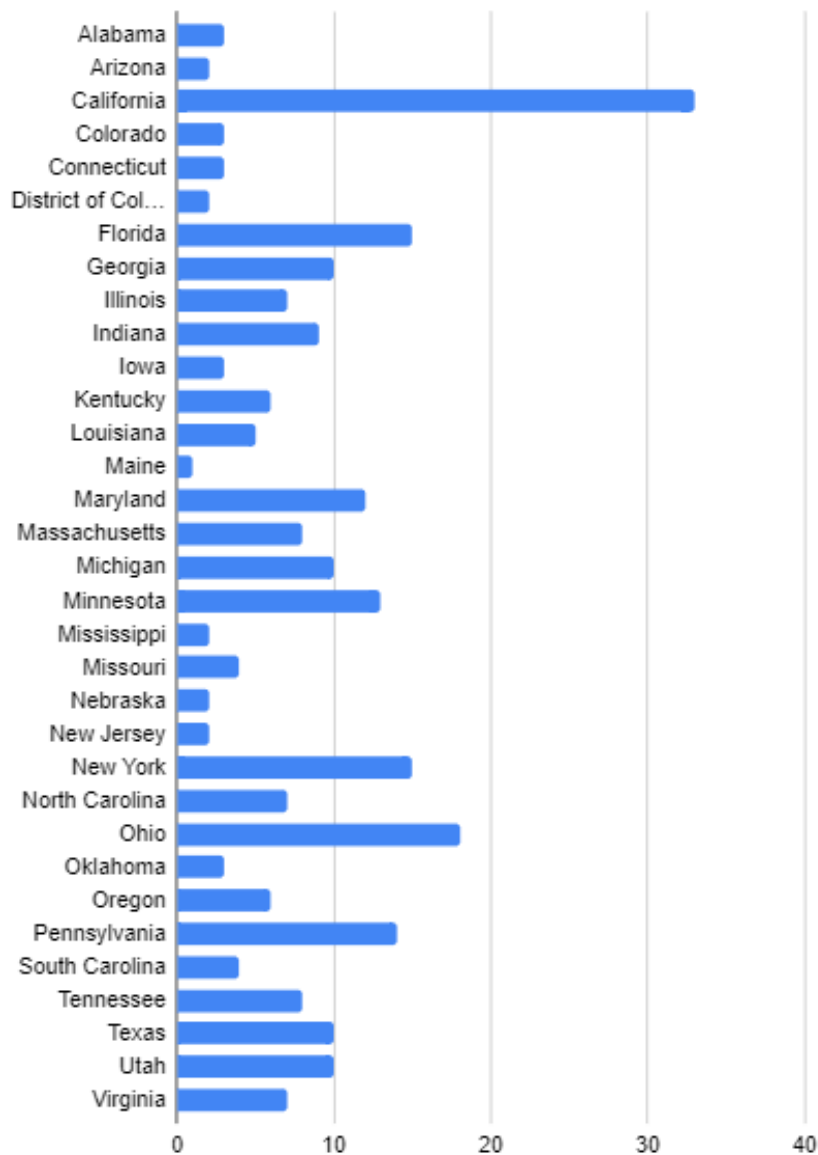


SIGs	# Members prior to 2022 meeting*	As of 10/14/22	% Increase
Clinical Program Directors SIG	70	86	+ 23%
Course Directors SIG	22	82	+ 373%
Lab Program Directors SIG	26	48	+ 185%

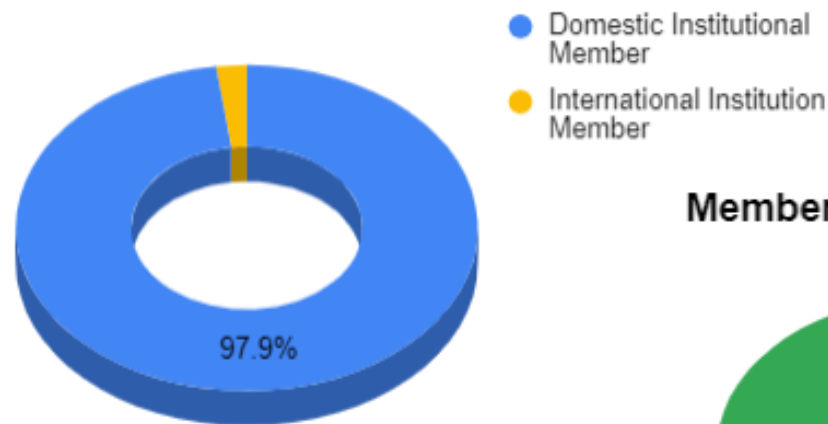
*Membership as indicated in profiles on website

Membership Update: Who We Are

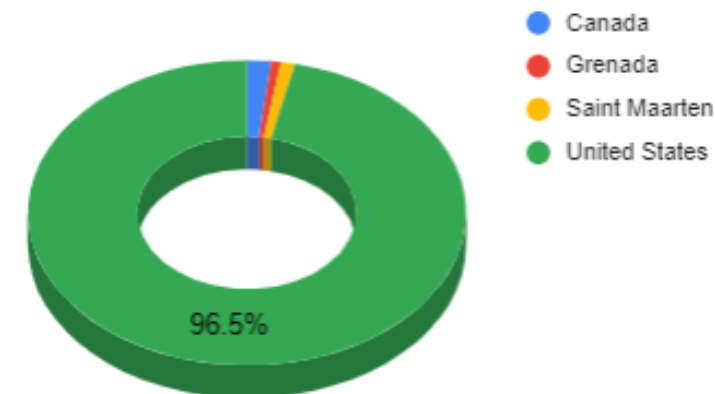
Members by State



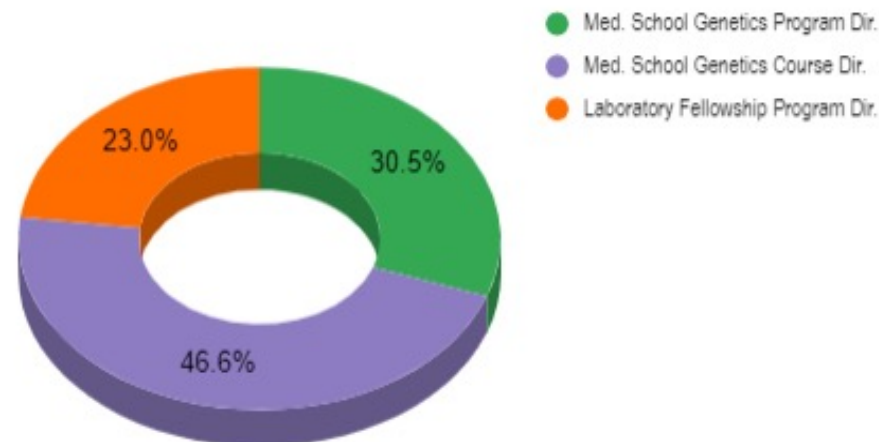
Membership Levels



Members by Country



Areas of Interest



Current Institution Members

APHMG individual members list

Advanced search...

Search: Found: **81**

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[Committees](#)

Institution

City

State

Country

Albert Einstein College of Medicine (2)

Scarsdale

New York

United States

Alpert School of Medicine at Brown University (2)

Providence

Rhode Island

United States

American University of the Caribbean (3)

Cupecoy

West Indies

Saint Maarten

Augusta University (3)

Athens

Georgia

United States

Boston University (2)

Boston

Massachusetts

United States

Children's Hospital of Philadelphia (3)

Philadelphia

Pennsylvania

United States

Children's National Medical Center (2)

Washington

District of
Columbia

United States

Cincinnati Children's Hospital Medical Center (8)

Cincinnati

Ohio

United States

Columbia University (2)

New York City

New York

United States

Des Moines University (1)

Des Moines

Iowa

United States

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APHMG Council



Membership details

Membership card



Image optimized for smartphones

[Printable PDF](#)

Membership level **Domestic Institutional Member - \$350.00 (USD)**

Bundle (up to 6 members)

Subscription period: 1 year, on: January 1st

No automatically recurring payments

Membership status **Active**

Member since 1 Jan 2020

To VIEW and EDIT your own profile



1. Log into website – access members-only features and content
2. Click on your name in upper right to view your Membership Details
3. Click “**Edit Profile**” to add a photo, add/edit your contact and membership info:
 - select your GROUP MEMBERSHIP – SIGs and Committees – **can join SIG by selecting here!**
 - Indicate past/present offices held
 - click SAVE after complete edits
4. Click on “**My Directory Profile**” to see how your profile is seen in the directory
5. See links to: [Privacy](#), [Email Subscriptions](#), [Event Registrations](#), [Invoices & Payments](#), etc

Bundle Memberships*



- Up to 6 people per institution
- Click on person in **Individual Member Directory** OR Institution in **Institution Directory** to see “**Bundle Admin**” for that institution
- See list of other “linked members” for that institution at bottom of Bundle Admin’s profile
- **Bundle Admin Roles:**
 - Responsible for payment of annual dues
 - Add new members/archive previous members from institution

Back

Katherine Hyland

Send me

University of California, San Francisco

4 member(s) linked

Member

Membership level Domestic Institutional M

Photo



First name Katherine

Last name Hyland

Degrees/Certifications PhD

Title Professor

Linked members (4)

Name

Email

Gallagher Renata, University of California, San Francisco

renata.gallagher@ucsf.edu

Shieh Joseph, University of California, San Francisco

joseph.shieh2@ucsf.edu

Slavotinek Anne, University of California, San Francisco

anne.slavotinek@ucsf.edu

Vanziffle Jessica, University of California, San Francisco

jessica.vanziffle@ucsf.edu

APHMG Council



My profile



You are viewing a bundle member record.
[Return to bundle list and your own profile](#)

Edit profile

My directory profile

Archive



Profile

Privacy

Email subscriptions

Donations

Membership details

Membership card



Renata Gallagher

University of California, San Francisco

Member Since: 10 Oct 2020 Valid until: 1 Jan 2022

Membership Renewal



- Annual dues due **January 1**
- Bundle Admin receives email reminder 45 & 30 days prior & day due
 - Nov. 15, Dec 1
- If not paid, receive 14- and 21-day grace-period email reminders
- After 30 days not paid, the institutional membership shifts to **“Lapsed”**:
 - Institution and individual members are **no longer seen in membership directory**
 - Bundle Admin can still go in and pay dues at that point to renew
- After a few months of lapsed status, the institution is shifted to **“Archived”** --> Must contact Karen to renew

Membership Committee



Committee Members

- Kathy Hyland, PhD (UCSF), Chair
- Mimi Blitzer, PhD (Univ Maryland)
- Sanmati Cuddapah, MD (CHOP) – PD SIG rep
- Marzia Pasquali, PhD (Univ Utah/ARUO Labs) – LD SIG rep
- Myla Ashfaq, MS, CGC (Univ Texas Health Science Cntr) - CD SIG rep

Charges

- Review membership options (*e.g., institutional/bundled vs. individual*) and present recommendations to Leadership Council
- Work with Karen on membership database & features
- Plan campaign to increase membership (*goal to have reps from all US medical schools!*)

Diversity, Equity, and Inclusion Update

Shoumita Dasgupta, PhD



DEI Committee



Committee Members

- Shoumita Dasgupta, PhD (Boston University), Chair
- Fabiola Quintero-Rivera, MD (UC Irvine)
- Dallas Reed, MD (Tufts)

Palm Springs Committee Meeting

- Esteban Astiazaran Symonds
- Damara Ortiz
- Ramya Rajagopalan
- Teodoro Jerves
- Melissa Merideth
- Kirsten Larson
- Clair Francomano
- David Stewart
- Jay Zussman

DEI Committee

Inclusion Statements from

- Statement on Reproductive Health
- Statement on Racial and Ethnic Equity
- Statement on LGBTQ+ Inclusion
- Statements have been approved



Goals

- Grow strategic relationships with partner genetics organization, minority-serving institutions, and their student interest groups.
- Creating opportunities for trainees, especially trainees of color, to explore the field, to present at our meeting, and to attend our meeting.
- Work with the Sponsorship and Fundraising Committee to identify potential grant opportunities relevant for this mission.

DEI Committee



Upcoming Virtual Workshop

December 6, 2022, Time TBA

Language Matters: Practical tools and tips for learner engagement on the personal and social impacts of genetics



Marnie Gelbart, PhD
Nadine Vincenten, PhD

Treasurer Update

Anna Hurst, MD



2022 Meeting Financials

Attendees: 76

Events

- Welcome Reception
 - Closing Dinner at Peaks on Mt. San Jacinto
 - Social Event: Hike at Indian Canyons (51 ppl)
-
- Honoraria for speakers - \$1 150
 - Reduced cost for trainees (~ 50% of regular registration fee)
 - Overall Profit - **\$2,536**



Banking Transition



Move to mix of checking, savings and CD with one bank

Interest earned in two years, allowing for spending down the checking account and with no additions into savings or CD:
~\$12k.

How do we want to use this?

- Reinvest?
- Student/trainee travel fund?
- ...

Sponsorship committee



Cao Yang (WashU)
Elle Geddes (IndianaU)
Steve Moore (OHSU)
Karen Gottlieb (APHMG admin)

Looking to have some repeats (Natera, OGT, Illumina) but would like to bring some new (or previous) sponsors on as well, such as publishers

Interested in joining the effort, contact moorest@ohsu.edu

Special Interest Group (SIG) UPDATES

1. Laboratory Directors
2. Course Directors
3. Program Directors

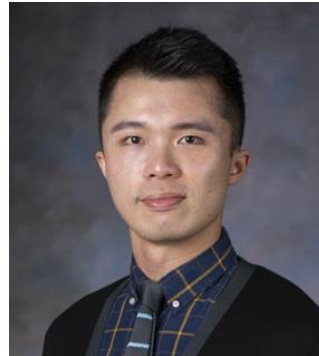
Lab Directors SIG

Steve Moore, Co-chair



PhD, FACMG
Oregon Health and Science
University

Marco Leung, Co-chair



PhD, FACMG
Nationwide Children's Hospital
and The Ohio State University

Projects:

1. Finding stable funding sources
2. How much hands-on is enough?
 1. Remote learning
 2. Laboratory bench training
3. Outreach/education
4. Multi-institution LGG fellows' conference (contact Marco)
5. LGG PD survey (Josh Deignan, UCLA)

Course Directors SIG



- Chair

- Lauren Massingham
 - 2019-2024



- Past Chair

- Fabiola Quintero-Rivera
 - 2019-2023



- CD-SIG Members

- Erin Strovel

- GERE Curator
 - 2018-2023



- Myla Ashfaq

- 2022-2024



- Renee LeClair

- 2022-2024



Thank you rotating members for your service!

- Jon Bernstein (2016-2022)



- David Gardner (2018-2022)



- Sabrina Nunez (2018-2022)




- Aditi Parikh (2018-2022)



2022 Association of Professors of Human and Medical Genetics (APHMG) consensus–based update of the core competencies for undergraduate medical education in genetics and genomics

[Lauren J. Massingham](#) • [Sabrina Nuñez](#) • [Jonathan A. Bernstein](#) • ... [Erin T. Strovel](#) •

[Fabiola Quintero-Rivera](#)   •

on behalf of the

[Association of Professors of Human and Medical Genetics Course Directors Special Interest Group Medical Education Core Curriculum Workgroup](#)



[Show all authors](#)



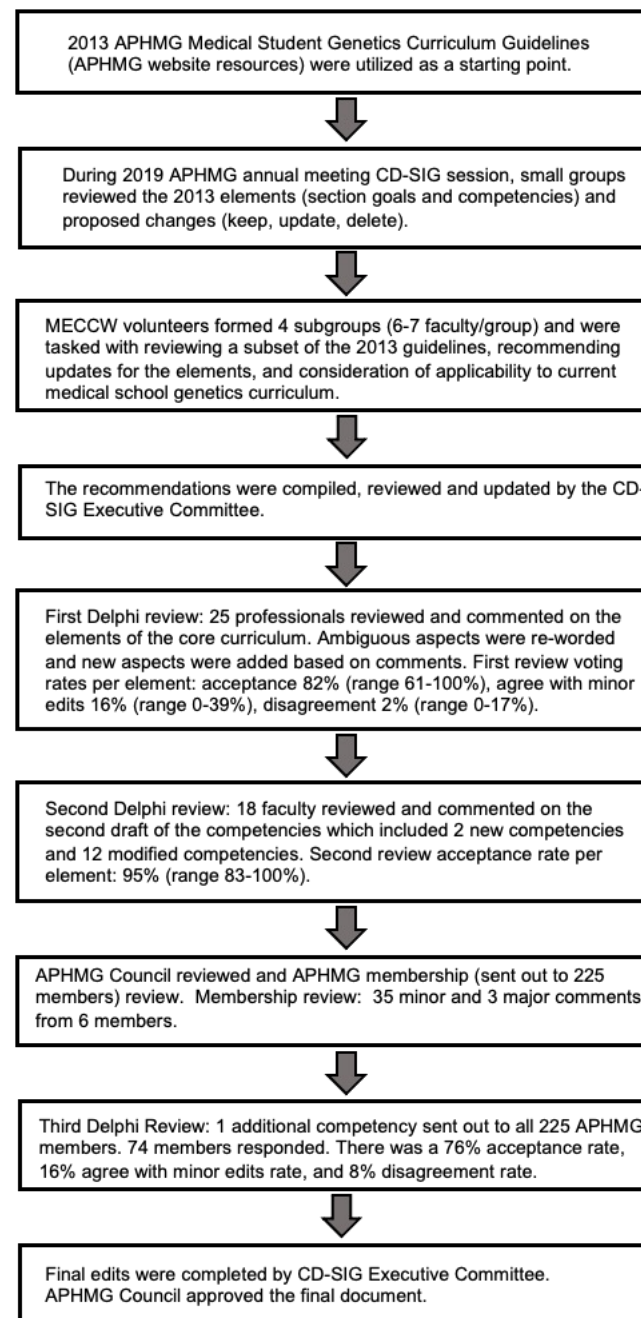


Fig 1. Workflow of the steps for the development of the core curriculum and the Delphi process

Table 2 Comparison between the number of section goals and competencies in 2013 vs 2022 core competencies

Core Competencies ^a	2013 Version	2022 Version	First Round Modified Delphi: Acceptance Rate by Category/Subcategory ^b
Medical knowledge	55	43	
Genome organization/gene regulation	8	5	96%
Genetic variation	14	8	97%
Population genetics	5	5	99%
Inheritance	8	7	99%
Cytogenetics and molecular genetics	8	7	98%
Biochemical genetics	5	4	99%
Cancer genetics	7	7	97%
Patient care	38	30	
Medical genetics/inheritance	9	5	97%
Genetics and genomic testing	12	9	98%
Cancer genetics	4	4	100%
Reproductive and prenatal	7	6	99%
Treatment and management	6	6	99%
Practice-based learning and improvement	3	2	98%
Interpersonal and communication skills	5	8	97%
Professionalism	7	4	96%
Systems-based practice	6	4	100%
Total	114 (16 section goals, 98 competencies)	91 (16 section goals, 75 competencies)	

^aACGME core competencies are in bold. Genetics-specific categories can be found as subheadings under the appropriate ACGME core competency heading.

^bThese acceptance rates do not include competencies added in the second or third review rounds.





Course Directors SIG

The Medical School Genetics Course Directors Special Interest Group (CD SIG) is comprised of faculty involved in undergraduate and graduate medical education focused on genetics. This includes course/block/thread leadership and participating faculty. This is an active group which meets regularly and is working on several projects including the update of the Medical School Genetic curriculum guidelines, and editing the question bank to align with NBME style and mapping to curriculum competencies.

Within the Course Directors SIG section is also the **Genetics Education Resource Exchange (GERE)**. The goal of GERE is to provide a straightforward easy way to share teaching materials and resources related to medical and human genetics. The GERE has a curator (a member of the CD SIG) who is responsible for updating content and soliciting new submissions.

Core Competencies

We are pleased to let you know that the article 2022 Association of Professors of Human and Medical Genetics (APHMG) consensus-based update of the core competencies for undergraduate medical education in genetics and genomics, is now available online. This article contains the **UPDATED APHMG CORE COMPETENCIES** - please refer to them as you review and update your genetics courses/curricula, and share this reference with others!

The 2022 Association of Professors of Human and Medical Genetics (APHMG) consensus-based update of the core competencies for undergraduate medical education in genetics and genomics.

Massingham LJ, Nuñez S, Bernstein JA, Gardner DP, Parikh AS, Strovel ET, Quintero-Rivera F. Genet Med. 2022. Oct: 2167-2179. doi: 10.1016/j.gim.2022.07.014. Epub 2022 August 31. PMID: 36040446. <https://authors.elsevier.com/c/1fgRX3vIFUyeCD>

Medical genetics curriculum updates are periodically necessary to ensure future physicians have the tools to provide the most current care. This 2022 competency update follows the 2013 revision of curriculum guidelines. Competency-based education has encouraged attention to education outcomes rather than focusing on the structure and process aspects of education. The competencies are grouped in alignment with the Accreditation Council for Graduate Medical Education (ACGME) and American Board of Medical Specialties six core competencies, which serve as the foundation of ACGME's accreditation model. This current update was completed through a modified Delphi consensus process, aimed to ensure the competencies reflect scientific advancements, align with current practice, articulate the highest level of performance expected for a medical student, are written as measurable outcomes, and actively contribute to eliminating health disparities. **For educators**, these competencies can be used for curriculum content design and to aid in prioritizing concepts, especially given time/allocation restrictions in curricula. Our goal is to promote learning opportunities that incorporate these concepts to develop the skills, knowledge, and behaviors related to each of the domains. **For students**, these competencies can be used to guide their studying and ensure they understand the key genetics concepts. For a full description of the process taken to update the competencies, please refer to the publication (link above). A summary table of the competencies is also provided below for ease of reference.

[View the Summary table](#)

Summary Table with Box 1-3

2022 Association of Professors of Human and Medical Genetics (APHMG) consensus-based update of the core competencies for undergraduate medical education in genetics and genomics.

Massingham LJ, Nuñez S, Bernstein JA, Gardner DP, Parikh AS, Strovel ET, Quintero-Rivera F. Genet Med. 2022. Oct: 2167-2179. doi: 10.1016/j.gim.2022.07.014. Epub 2022 August 31. PMID: 36040446.

Box 1. Medical Knowledge

Genome Organization/Gene Regulation

Section Goal: Apply knowledge of the structure and function of the human genome, including genetic and epigenetic mechanisms, to explain how changes in gene expression influence disease onset and severity.

1. Compare and contrast the organization of the nuclear and mitochondrial genome, including approximate number of nuclear and mitochondrial genes, how nuclear DNA is packaged into chromatin and the process of replication.
2. Describe the process and regulation of gene expression, including the steps of transcription and translation, the impact of gene structure, and the role of regulatory factors e.g., transcription factors, chromatin modifiers, and non-coding RNAs.
3. Explain how genetic variation, in coding and non-coding regions of the genome, influences gene expression and can result in disease.
4. Describe the concept of epigenetics and explain the role of epigenetic mechanisms in the regulation of gene expression and how it can influence disease. Recognize that some epigenetic modifications can change over time.

Genetic Variation

Section Goal: Apply knowledge of genetic/genomic variation to explain differences in phenotypic expression, disease phenotypes, and treatment options.

1. Describe the types and extent of variation seen in the human genome, including both sequence and structural variation in coding and non-coding sequences.



What is GERE?

Papers & Collaborations

Public Links

Job Postings

Statements & Resources

Sitemap

Social Media

2022 Association of Professors of Human and Medical Genetics (APHMG) consensus-based update of the core competencies for undergraduate medical education in genetics and genomics


Citation Data: *Genetics in Medicine*, ISSN: 1098-3600, Vol: 24, Issue: 10, Page: 2167-2179

Publication Year: 2022

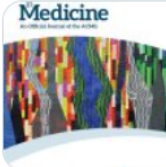
Metrics Details	
CAPTURES	6
Readers	6
Mendeley ↗	6
SOCIAL MEDIA	5
Shares, Likes & Comments	4
Facebook	4
Tweets	1
Twitter	1

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What are the core competencies for undergraduate medical education in genetics and genomics?? A new paper @GIMJournal co-authored by our own A/Prof @YaleMed Sabrina Nunez gives a much-needed update in this fast-moving field.



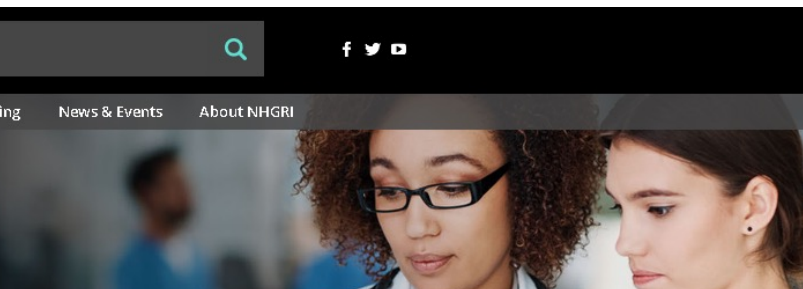
sciedirect.com
2022 Association of Professors of Human and ...
The field of genetics and genomics continues to expand at an unprecedented pace. As scientific ...

4:59 PM · Sep 8, 2022

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Discipline-Specific Genomic Competencies



Discipline-specific genomic competencies are knowledge and skills that a provider needs in order to perform. Competency-based healthcare education is an outcomes-based approach that uses competencies to organize education.

- Click on Competency Summary to view a simple, abbreviated format of the competency hierarchy.
- Click on the Reference link to view the published competencies as a pdf or through a link to an article.

Competency Summary

Reference and Description

<p>Genetic Counselor</p>	<p>Practice-Based Competencies for Genetic Counselors June 2019</p> <p>This document defines and describes the practice-based competencies that an entry-level provider must demonstrate to successfully practice as a genetic counselor.</p>
<p>Nurses: All</p>	<p>Essentials of Genetic & Genomic Nursing: Competencies, Curricula Guidelines, & Outcome Indicators 2nd Edition (2008)</p> <p>Establishes the minimum basis with which to prepare the nursing workforce to deliver competent genetic and genomic focused nursing care. Additionally, defines for each competency the essential knowledge elements and suggested practice indicators.</p>
<p>Nurses: Graduate</p>	<p>Essential Genetic and Genomic Competencies for Nurses with Graduate Degrees September 2011</p> <p>This document provides the essential genetic and genomic competencies for nurses prepared at the graduate level. These competencies apply to any graduate level nurse including but not limited to advanced practice registered nurses (APRNs), clinical nurse leaders, nurse educators, nurse administrators, and nurse scientists. The APRN role has a different legal scope of practice so some competencies have been identified as unique to APRNs. These competencies assume that nurses with graduate degrees have already achieved core competencies provided in the Essentials of Genetic & Genomic Nursing: Competencies, Curricula Guidelines, & Outcome Indicators 2nd Edition (June 2008)</p>
<p>Pharmacist</p>	<p>Pharmacists Leading the Way to Precision Medicine: Updates to the Core Pharmacist Competencies in Genomics April 2021</p> <p>These published pharmacogenomics-specific competencies were mapped to the Entrustable Professional Activities for pharmacists resulting in 30 competencies that reflect the contemporary roles pharmacists play in the application of pharmacogenomics in clinical practice.</p>
	<p>Framework for Development of Physician Competencies in Genomic Medicine</p>

Current Projects:



Q-BANK

These questions were submitted by APHMG members, for exclusive use by faculty in their courses. It is expected that these questions will be kept secure. We ask that you refrain from distributing these questions to students in a manner that might result in their re-distribution.

This question bank (Q-bank) was developed as a collaborative effort, based on the review of multiple-choice questions that were submitted by APHMG Course Directors Special Interest Group (CD-SIG) members. All individuals that have contributed to this effort are acknowledged at the end of this document.

All questions are formatted in NBME one-best-answer format and include explanations. Questions are mapped to the 2013 APHMG Medical School Core Curriculum

- Planning CD-SIG session for 2023 APHMG meeting in Kiawah Island SC
- Updating Genetics Education Resource Exchange (GERE)
 - Q-Bank: Mapping to the new competencies
 - Posted May 2021, mapped to previous competencies
 - 158 questions NBME one-best answer format and includes explanations
 - Small group sessions
 - Previous workshop materials
 - Links to educational videos

Program Directors SIG

New Leadership effective June 2021- May 2023



Debra Regier, MD, PhD
Chair



David A. Stevenson, MD
Vice Chair

- **Scheduling meeting for leadership ideas**
 - Medical Biochemical inclusion
 - Process for leadership selection

• Name Change Consideration

- Representative for Organization of Program Director Associations (OPDA)
 - Example of other Member Society names:
 - Association of Pediatrics Program Directors
 - Association of Program Directors in Internal Medicine
 - Association of Family Medicine Residency Directors
 - Council of Residency Directors in Emergency Medicine
 - Council on Resident Education in Obstetrics and Gynecology
- Options (APHMG Program Directors?)

- **All In Policy for Fellowship Matches**

- **What is the “All In” Policy?**

- The “All In” Policy mandates that any program electing to participate in a Match must register and attempt to fill all positions through that Match. The Policy applies to the positions a program wishes to fill, which may be fewer than the number of positions for which the program is accredited.

- **What does the All In Policy mean for specialties like Medical Genetics?**

- Because the Medical Genetics Match sponsor, APHMG, has voluntarily elected to implement the All In Policy for the Medical Genetics Match, the rule above applies to all programs that elect to participate in the Match. However, because implementation is voluntary, the Match sponsor can elect annually whether to implement the policy. The Match sponsor also can determine whether exceptions to the All In Policy could be granted to programs that present with special circumstances.

- **How do exceptions to the All In Policy work?**

- If the Match sponsor is amenable, any fellowship program that presents with unique circumstances can submit a written request to the Match sponsor for an exception to the All In Policy. The Match sponsor has final determination. Both the Match sponsor and the program should notify the NRMP of a final decision so the data can be tracked. After appointments have commenced, NRMP conducts All In compliance monitoring and provides a report to the Match sponsor highlighting any program anomalies.

- **Expect contact from APHMG PD SIG each year regarding the Match and your trainees**
 1. # of positions you matched in October in Categorical Medical Genetics (two year Medical Genetics training program) who then started July
 2. # of Medical Genetics trainees you accepted after the Match who started July
 3. Total # of Medical Genetics trainees who started July

Request for Topics

- **Mark your calendars! May 2, 2023, Program Directors SIG Meeting in Kiawah Island, SC**
- **Potential Topics:**
 1. Competency Based Medical Education
 2. Updates from ACGME and ABMGG (as always)

Liaison Reports

- ASHG
- ABMGG
- ACMG
- CFAS
- ISCC
- OPDA

American Society of Human Genetics (ASHG)

Mona Miller, MPP, CEO



American Board of Medical Genetics and Genomics (ABMGG)

Mimi Blizter, PhD, CEO



Current Trainees by Year in Training

(preliminary)



YEAR IN TRAINING	MGG	MGG/Peds	MGG/MFM	MGG/REI	MGG/IM	TOTAL
1	30	21	2	0	2	55
2	36	22	4	0	4	66
3	2	18	3	0	4	27
4	-	17	1	2	1	21
5	-	1	-	-	-	1
Total	68	79	10	2	11	170

YEAR IN TRAINING	LGG	CBG	TOTAL
1	40	7	47
2	30	6	36
3	11	0	11
Total	81	13	94

In-Training Exam

- Next dates:

February 8 and 9, 2023

- Registration by training programs through portal will open in early November
 - Opportunity for candidates who have completed training but are not yet certified
- Testing process will be through ITS (formerly with NBME) but should remain mostly the same
- PDs receives summary reports & trainee reports
 - PDs are responsible for sharing with each trainee

ABMGG Trainee Registration

- Register **Trainee Information** in PORTAL for new residents/fellows within 6 weeks of start date
- **Verification of Completion of Training** forms must be completed in portal upon trainee completion of training
 - Important for 2023 Cert. Exam applicants
- **Foreign Credentials Review:** “ABMGG reviews applications based on the requirements for ABMGG **credentialing** only, not eligibility to enter a training program.”
 - Should be evaluated **BEFORE** the start of training

2023 Certification Exam



- Examination Dates:
 - **August 7-10, 2023**
- Switching from Prometric to PearsonVUE testing centers
- Application closes November 30 (no late fee) or **January 31** (with late fee applied)
- 2023 Logbooks
 - PD must attest that the trainee met the defined logbook requirements (review with trainee frequently)

Newly Revised Policy: Regaining Eligibility for Initial Certification (approved 4/2022)

- Prior policy required candidate to complete a full, accredited training program
- Allows for shorter, more focused/flexible training
- 3 components:
 - Program Mentor/Director
 - Learning/Practice Plan
 - Logbook
- Must apply within 2 years of board eligibility expiration
- After completion, candidate has 2 additional opportunities to take the certifying exams

Current activities



- **ABMGG Strategic Planning**
- **Workforce activities**
 - Data of current diplomates/trainees over time
 - Demographics, DEI, etc
 - Collaboration with sister organizations
 - NCC/ACMG 2023 workforce survey
 - ACMG Workforce Committee (Cindy Powell, chair)
- 2024 ABMS continuing certification requirements

Questions? abmqg@abmqg.org or 301-634-7315



- Follow on on Twitter/Facebook/LinkedIn!
- Visit the website frequently!
- Volunteer – need item writers for all exams
- Nominate yourself or a colleague for BOD
- Invite us to visit/meet with trainees and diplomates

ABMGG STAFF

- **Stacie Miller**, Chief Administrative Officer
- **Molly Yanchulis**, Manager of Certification and Assessment
- **Tamika Edaire**, Communications and Diplomate Relations Specialist
- **Dia Pellerin**, Administrative Coordinator

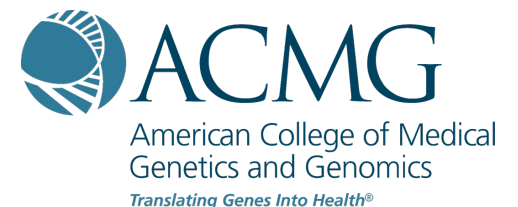
Association of Professors in Human and Medical Genetics (APHMG)
Annual Meeting - October 21, 2022

American College of Medical Genetics and Genomics (ACMG) Update

Susan Klugman, MD, FACOG, FACMG

President- Elect, ACMG

Email: susanklugmanmd@gmail.com



ACMG Strategic Plan Update 2019-2022



Strategy 1: Reinforce and expand ACMG's position as the leader and prominent authority in the field while educating the medical community on the significant role that genetics and genomics will continue to play in understanding, preventing, treating and curing disease.

Strategy 2: Secure and expand the professional workforce of medical genetics and genomics (Clinical Geneticists, Laboratory Geneticists) and keep it viable.

Strategy 3: Advocate for the specialty to increase its visibility in the eyes of the public, regulators and payers.

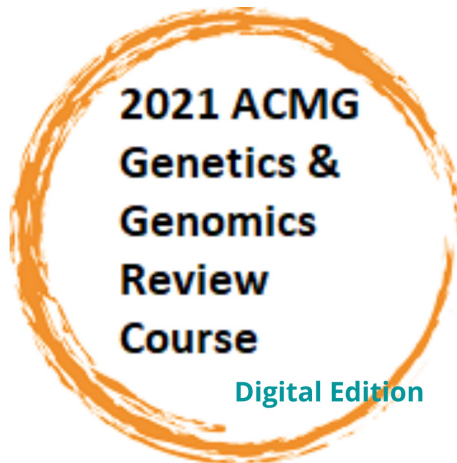
Strategy 4: Provide best-in-class education to members and non-members while enhancing the financial sustainability and growth of the College.

American College of Medical Genetics and Genomics



Opportunities for Involvement - Education

2022 | ACMG Annual Clinical Genetics Meeting
MARCH 22-26 • EXHIBIT DATES: MARCH 23-25
HYBRID EVENT | In-Person/Nashville, TN
Digital/Livestream and OnDemand

The banner features a blue background on the left with the year '2022' in white. The right side has a light blue background with a DNA double helix graphic. The text is in black and white, providing details about the meeting dates and format.

American College of Medical Genetics and Genomics



Committees and Taskforce

- **Advocacy and Government Affairs**
- Continuing Certification Program
- **Diversity, Equity, and Inclusion**
- Economics of Genetic Services
- Education and CME
- **International Outreach & Engagement**
- Laboratory Quality Assurance
- Membership Committee
- Professional Practice and Guidelines
- Social, Ethical, and Legal Issues
- Therapeutics
- Topic Selection
- **Workforce Development & Optimization**

American College of Medical Genetics and Genomics



Opportunities for Involvement via ACMG Foundation for Genetic & Genomic Medicine



- 2021 Update in Health Disparities in Medical Genetics
- Next Generation Fellowships, Residency and Training Awards
- Summer Genetic Scholars Program
- Planned: Lecture Series for Medical Students
- 2023 Workforce Questionnaire

2022 update



- Max Muenke retired – Oct 6, 2022
- Interim CEO to be announced
- CEO search
- Election year – closed Oct 19th, President Elect, 3 board members
 - - 16 Direct and elect) + Editor GIM + ACGMF Pres ors incl 12 Director (6 clinic/6 Lab) + 3 Presidents (past, current

Questions

#ACMG



ACMG's Workforce Development and Optimization Committee

Cynthia Powell, MD, Chair

Mimi Blizter, PhD



Purpose



The Workforce Development and Optimization Committee is responsible for examining the causes for the shortage of clinical geneticists and clinical laboratory geneticists in the United States and developing steps that the ACMG can take to help alleviate the shortage.

Responsibilities

1. Examine existing data relevant to the professional workforce numbers in clinical genetics and determine data gaps and how these can be filled.
2. Identify reasons behind the shortages, such as lack of knowledge about the field, lack of qualified candidates, lack of training programs, inadequate salaries, etc.
3. Develop recommendations for specific steps that the ACMG can take to expand the professional workforce.
4. Work with the DEI Committee of the ACMG to promote diversity in the workforce.
5. Assist with the ACMG salary survey.

Current Members

- Cynthia M. Powell, MD, FACMG, Chair
- Hutton M. Kearney, PhD, FACMG, Vice-Chair
- Donald Basel, MD FACMG
- Miriam G. Blitzer, PhD, FACMG, ABMGG Liaison
- Renata C. Gallagher, MD, PhD
- Scott D. McLean, MD
- Lakshmi Mehta, MD, FACMG
- Sheetal Parma, MS, CGC
- Wesley G. Patterson, PhD, MSPA
- Maren T. Scheuner, MD, MPH, FACMG
- David Stevenson, MD, FACMG, APHMG Liaison
- Natasha Strande, PhD, FACMG
- Marwan Tayeh, PhD, FACMG
- Debra Regier, MD, FACMG, SIMD Liaison

Inter-Society Coordinating Committee for Practitioner Education in Genomics (ISCC-PEG)

Kate Garber, PhD

NHGRI ISCC-PEG Report



Project Inclusive Genetics

- Educational module examining role of disability implicit bias on genetic testing recommendations and counseling
- Available at <https://www.bu.edu/project-inclusive/>

Direct-to-Consumer Genetic Testing

- Developing DTC-GT educational resources for healthcare professionals and trainees including FAQs and point of care tool for PCPs & 3 educational videos coming to YouTube

Pharmacogenomics

- Create/re-purpose pharmacogenomics educational content and resources targeted to clinicians

Rare Diseases

- Educate healthcare professionals on available resources for rare genetic diseases by specialty.
- Develop resources to address the challenges of rare diseases, such as diagnostic delays, lack of available treatment guidelines, and limited referral pathways.

Ob-Gyn Genetics Curriculum

- Develop a national OB/GYN genetics/genomics curriculum initially focused on residents

NHGRI ISCC-PEG Report



ISCC-PEG Scholars Program

The **Inter-Society Coordinating Committee for Practitioner Education in Genomics (ISCC-PEG)** is a collaborative group aimed at improving healthcare provider genomics education. Currently, ISCC-PEG has over 250 members, which include societies, institutes, individuals and industry members. The committee is supported by the National Human Genome Research Institute (NHGRI).

Overview

The Scholars Program provides exposure to the broader genomics community and experts in the field, with the opportunity to work on a genetics/genomics-related education projects under the mentorship of an ISCC-PEG member. The appointment is for two years. Each scholar will have their travel funded for the annual ISCC-PEG in-person meeting (typically January or February) for a presentation on their project progress. This program is not a full-time fellowship, postdoctoral, or salaried position. Travel to the ISCC-PEG meeting is the only financial component.

Applications are due on **November 1, 2022**. Selected candidates will be notified by **mid-December, 2022**.

Council of Faculty and Academic Societies (CFAS)

Tracey Weiler, PhD





AAMC CFAS

Council of Faculty and Academic Societies

Tracey Weiler, PhD

Department of human and molecular genetics,
Florida international university

tweiler@fiu.edu

<https://www.aamc.org/career-development/affinity-gr>



Council of AAMC



- CFAS is one of 3 councils of AAMC
 - COD – Council of Deans
 - COTH – Council of Teaching Hospitals
 - CFAS – Council of Faculty and Academic Societies
 - Senior and Junior member (2) are appointed from medical schools and societies

The Council of Faculty and Academic Societies (CFAS) identifies critical issues facing medical school faculty and academic societies and serves as a voice for both constituencies within AAMC's leadership and governance structures.

AAMC Board of Directors



- 19-member Board of Directors
 - Chair, Chair-elect, and Immediate Past Chair
 - President/CEO
 - **Chair and Chair-Elect of each AAMC membership Council**
 - **Faculty and Academic Societies**
 - Deans
 - Teaching Hospitals and Health Systems
- Nine at-large members to include a student, a resident, a junior faculty member, and two public members

CFAS Activities

- CFAS Committees
- 2 in-person meetings annually
 - At the AAMC “Learn-Serve-Lead” meeting in November
 - Separately in March
- Monthly Zoom meetings
 - CFAS “Connects”
 - Networking events

CFAS Committees



- Advocacy
- Diversity and Inclusion
- Biomedical Research and Education
- Faculty Resilience
- Mission Alignment and Impact of Faculty Educators
- Communication
- Program
- Nominating and Engagement

<https://www.aamc.org/career-development/affinity-groups/cfas/committees>

CFAS Events and Products

- [Zoom meeting](#) with David Skorton – President and CEO of AAMC
- CFAS Society Summit with AAMC
- [Well-Being and Emotional Resiliency in Academic Medicine](#)
 - [*The Rise of Wellness Initiatives in Health Care: Using National Survey Data to Support Effective Well-Being Champions and Wellness Programs*](#)
- [*Rank and Tenure Amongst Faculty at Academic Medical Centers: A Study of More Than 50 Years of Gender Disparities.*](#)
 - Franks AM, Calamur N, Dobrian A, Danielsen M, Neumann SA, Cowan E, Weiler T. Acad Med. 2022 Jul 1;97(7):1038-1048. doi: 10.1097/ACM.0000000000004706. Epub 2022 Jun 23. PMID: 35767410.

APHMG Communication to and from AAMC



- What do you want from the AAMC?
- What do you want the AAMC to know?
 - About you?
 - About genetics in medical education?
 - About genetics in clinical medicine?
 - Your struggles with your work, work-life balance, gender parity?
 - Other?

The Organization of Program Director Associations (OPDA)

Anna Hurst, MD



General Business



- **Committee Opportunities**
- <https://www.aphmg.org/Committees>
- Membership Committee
- Sponsorship and Fundraising Committee
- Diversity, Equity, and Inclusion Committee
- **Social Media and Website Committee**



The 19th Annual APHMG Meeting

 **aphmg annual meeting**
Association of Professors of Human and Medical Genetics

MAY 2-5, 2023

KIAWAH ISLAND, SC

SEE YOU THERE!