Competencies Working Group
Working Group Members

Bruce R. Korf, M.D., Ph.D.  (Chair)
University of Alabama at Birmingham

Anna Berry, M.D.
Association for Molecular Pathology
Cellnetix and Swedish Cancer Institute

Melvin Limson, Ph.D.
Association for Molecular Pathology

Ali J. Marian, M.D.
University of Texas Health Sciences Center

Michael F. Murray, M.D., FACP, FACMG
American College of Physicians
Genomic Medicine Institute, Geisinger Health System

P. Pearl O'Rourke, M.D.
Partners HealthCare

Eugene Passamani, M.D.
National Human Genome Research Institute

Mary V. Relling, PharmD
St. Jude Children's Research Hospital

John Tooker, M.D., MBA, MACP
American College of Physicians

Gregory Tsongalis, Ph.D.
Dartmouth-Hitchcock Medical Center

Laura Lyman Rodriguez, Ph.D.
National Human Genome Research Institute
Charge

- Review surveys and other sources to see what competencies would fit into current clinical practice
- Review any existing competencies in genomic medicine education and existing guidelines in the use of genomics
- Work with individual professional societies to determine their desire for competencies and where they would fit in
- Propose and refine general competencies relevant to any physician/clinician
- Work with specialty societies to propose and refine specialty-specific competencies.
Competency: “The ability to do something successfully.” (Oxford English Dictionary)

ACGME Core Competences

- Patient care
- Medical Knowledge
- Practice Based Learning and Improvement
- Systems Based Practice
- Professionalism
- Interpersonal Skills and Communication
On Reinventing the Wheel
Context

• Undergraduate and medical education
• Residency training – milestones
• Continuing education - MOC
Go Live April 24 at 9 am PDT

MD⁶, Eugene Passamani, MD⁷, Mary V. Relling, PharmD⁸,
John Tooker, MD, MBA⁹, Gregory Tsongalis, PhD¹⁰ and Laura L. Rodriguez, PhD⁷
Entrustable Professional Activities

- Family History: elicit, document, and act on relevant family history pertinent to the patient’s clinical status;
- Genomic Testing: use genomic testing to guide patient management;
- Treatment Based on Genomic Results: use genomic information to make treatment decisions;
- Somatic Genomics: use genomic information to guide the diagnosis and management of cancer and other disorders involving somatic genetic changes; and
- Microbial Genomic Information: use genomic tests that identify microbial contributors to human health and disease, as well as genomic tests that guide therapeutics in infectious diseases.
Family History

Patient care

- Conduct patient interview to assemble family history;
- Use standard pedigree symbols in assembling family history;
- Recognize patterns of Mendelian inheritance and calculate simple Mendelian risks; provide this information to patients and family members as appropriate;
- Use empirical risk figures to provide appropriate information for complex (multifactorial) medical conditions;
- Recognize that traits may cluster in families due to multifactorial rather than Mendelian patterns of inheritance; and
- Formulate an action plan to address relevant family history information.

Knowledge for practice

- Describe the basic patterns of Mendelian inheritance; and
- Explain the difference between Mendelian and multifactorial inheritance.

Practice-based learning and improvement

- Incorporate family history information into health record.

Interpersonal and communication skills

- Explain and document findings from family history to patient, including implications for other family members.

Professionalism

- Respect privacy of patient and family members in assembling and documenting family history;
- Explain to patient relevant social and legal risks related to family history as well as relevant legal protections; and
- Recognize the potential of family history information to reveal unexpected family relationships such as consanguinity or misattributed paternity.

Systems-based practice

- Focus family history on problems relevant to the individual patient’s health; and
- Facilitate patient’s desire to communicate relevant family history information among health providers and family members.

Interprofessional collaboration

- Make appropriate referrals for specialty evaluation based on results of family history.

Personal and professional development

- Identify sources of information on genetic disorders, such as OMIM (Online Mendelian Inheritance in Man), and GeneReviews; and
- Maintain continuing medical education on matters of medical genetics.
Next Steps

• Revisions in response to feedback
• Work with other groups to develop specialty-specific competencies
• Identify resource gaps