



Alignment of fellowship training and job needs in Molecular Genetic Pathology

Karen L Kaul, Rebecca Johnson, Anthony Schlinsog, Aaron Douglas and John Lemke
 Department of Pathology and Laboratory Medicine, NorthShore University HealthSystem, Evanston, IL,
 and American Board of Pathology, Tampa, FL



INTRODUCTION

In the two decades since ACGME-accredited MGP fellowships have existed and the ABPath has been offering a certification examination, the field has evolved considerably. The ABPath undertook a survey of MGP diplomates participating in Continuing Certification (formerly MOC) to assess the alignment of practice and training needs.

METHODS

From 2017 to 2018, 119 of 327 (36%) eligible MGP diplomates responded to a survey detailing their fellowship training and current professional duties (MGP alone or combined with other pathology subspecialties). Additional survey questions addressed the amount of training received in several areas compared to what was needed for their current jobs. Individual survey question non-response rates ranged from 9% to 13% of the 119 respondents. Half the respondents were between 4 and 7 years of completing training.

Results

Of those diplomates in active practice, 66% were in an academic medical center, and 16% in a non-academic center or central lab; the median group size was 25 FTE pathologists. Approximately 1/3 of diplomates spent most or all of their time on MGP, with another third spending less than 25% of their time doing MGP, and 13% doing none at all. For those dividing MGP duties with other pathology roles, AP sign-out (including hematopathology) was by far the most common combination. This paralleled fellowship training patterns: 28% of diplomates did MGP alone, 23% did MGP with hematopathology and 32% did a combination with surgical pathology or an anatomic pathology subspecialty. Within MGP sign-out duties, sub-specialization is also evident. Methods and applications in MGP have changed significantly with training needs evolving over time. Most respondents felt appropriately trained in many areas, including molecular genetic principles, basic techniques and methods, Sanger sequencing, single gene assays, and FISH for prenatal, heme and solid tumor applications. Similarly, most respondents considered training in preparation for today's practice was adequate for bone marrow engraftment, MSI, cytogenetics, and inherited disease testing; though some had less need for these skills. It is noteworthy that many respondents felt little need for training in molecular microbiology (including detection, sequencing, antimicrobial resistance, virology, or microbiome); genetic counseling; pharmacogenomics; HLA and parentage testing. In contrast, areas commonly identified as important or very important in their current role, but not enough training, were NGS genomic data analysis, assay validation, QA, regulatory, ethical and legal issues, and laboratory management.

References

P.H. Byers. Molecular genetic pathology: coming of age in the molecular world. *J. Mol Diagn*, 1 (1999), pp. 3-4
 The Association for Molecular Pathology Training and Education Committee. Goals and objectives for molecular pathology education in residency programs. *J Mol Diagn*, 1 (1999), pp. 5-15
 D.L. Aisner, A. Berry, D.B. Dawson, et al.. A suggested molecular pathology curriculum for residents. *J Mol Diagn*, 18 (2016), pp. 153-162
 R.L. Haspel, R. Arnaout, L. Briere, et al. A curriculum in genomics and personalized medicine for pathology residents. *Am J Clin Pathol* (2010), p. 133
 I. Schrijver, Y. Natkunam, S. Galli, S.D. Boys. Integration of genomic medicine into pathology residency training: the Stanford open curriculum. *J Mol Diagn*, 15 (2013), pp. 141-148
 A.A. Killeen, W.-C. Leung, D. Payne, K., et al. Certification in molecular pathology in the United States. (Training and Education Committee, the Association for Molecular Pathology). *J Mol Diagn*, 4 (2003), pp. 181-184
 A.C. Mackinnon, Y.L. Wang, A. Sahota, C.C. Yeung, K.E. Weck. Certification in molecular pathology in the United States: an update from the Association for Molecular Pathology Training and Education Committee. *J Mol Diagn*, 14 (2012), pp. 541-549
 S. Taylor, K.M. Bennett, J.L. Deignan, et al.. Molecular pathology curriculum for medical laboratory scientists: a report of the Association for Molecular Pathology Training and Education Committee. *J Mol Diagn*, 16 (2014), pp. 288-296
 M.L. Talbert, S.T. Dunn, J. Hunt, D.R. et al. Competency-based education for the molecular genetic pathology fellow: a report of the Association for Molecular Pathology Training and Education Committee. *J Mol Diagn*, 11 (2009), pp. 497-507

Figure 1. Clinical service time spent on Molecular Pathology

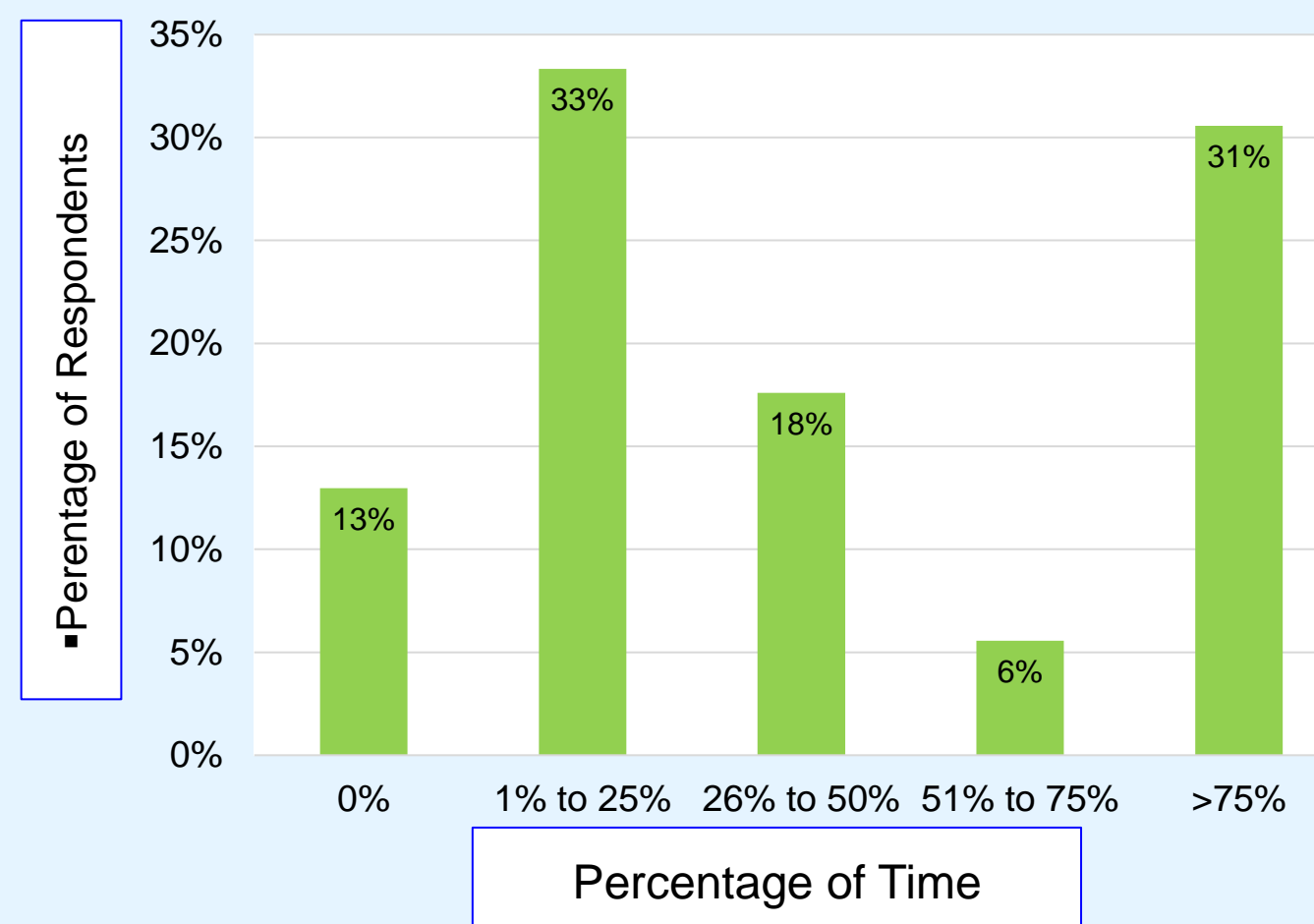


Table 1: Where do MGP diplomates work?

| Practice setting | % of respondents |
|-----------------------------|------------------|
| Academic Medical Center | 66% |
| Non-academic Medical Center | 13.5% |
| System Central Lab | 3% |
| Forensic Lab | 1% |
| Military/Government | 2% |
| Physician office | 2% |
| Specialty/POD lab | 8% |
| Stand alone lab | 5% |

Table 2: Distribution of signout duties

| Clinical area | % of respondents | % of time |
|----------------------|------------------|---------------------------------|
| MGP alone | 28 | 9 (33%): 1-25% 8 (32%): >75% |
| AP with MGP | 32 | Variable |
| Hematopathology | 23 | Variable |
| Cytopathology | 14 | <25% |
| Forensic/Autopsy | 14 | <25% |
| Micro | 5 | <25% |
| Chemistry | 10 | <25% |
| Transfusion medicine | 6 | <25% |

Table 3: Importance to job and training needs

| Topic | Importance to Job | Amount of training |
|-------------------------------|-------------------|--------------------|
| Molecular Genetic Principles | High | About right |
| Molecular Techniques | High | About right |
| Single gene assays | High | About right |
| NGS: Somatic/cancer | High | Not enough |
| NGS: germline/inherited | Variable | Not enough |
| Whole exome sequencing | Variable | Almost enough |
| Whole genome sequencing | Variable | Almost enough |
| Sanger sequencing | Variable | Enough |
| Genomic Analysis | High | Not enough |
| Array CGH | Low | About right |
| Other arrays | Low | About right |
| FISH prenatal | Variable | About right |
| FISH Heme | Variable | About right |
| Bone Marrow engraftment | Variable | About right |
| Microsatellite instability | Variable | About right |
| Inherited diseases | Variable | About right |
| Cytogenetics | Variable | About right |
| Genetic Counseling | Moderate/low | About right |
| Molecular Detection Microbes | Moderate/low | About right |
| Viral Load Quantitation | Moderate/low | About right |
| Molecular resistance testing | Low | About right |
| Microbial Sequencing | Low | About right |
| Microbiome | Low | None |
| Pharmacogenomics | Low | About right |
| HLA | Low | About right |
| Identity/Parentage | Low | About right |
| Assay Validation/verification | High | Not enough |
| QI/QA | High | Not enough |
| Regulatory requirements | High | Not enough |
| Ethical issues | High | Not enough |
| Lab Management | High | Not enough |

CONCLUSIONS

There is a biphasic distribution of duties in practice, with equal proportions of diplomates practicing MGP alone vs combined with other disciplines. Certain areas are rarely practiced; MGP combined with AP subspecialties and hematopathology is most common. These data highlight variable and changing training and practice patterns among MGP diplomates, and may be useful in better aligning training and certification with the needs in MGP practice.

ACKNOWLEDGEMENTS: This work was funded by the American Board of Pathology.