

# HGEN 6850 – All Sections, All Semesters: Supervised Fieldwork in Genetic Counseling

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**Credit Hours:** Variable

## Contact Information

Name	Position	Phone	Email
Faculty TBD			UUGPGC@utah.edu

## Course Information

### Brief Description of Course

Students will participate in 6-week rotations in general/pediatric or pediatric cardiology genetics, perinatal genetics, cancer genetics, two specialty settings, and/or an elective rotation setting. During fieldwork placements, students will practice genetic counseling skills under the supervision of board-certified genetic counselors and many other medical professionals. Students choosing a research rotation will work on an independent research project.

### Course Objectives

Below are overall learning objectives across all fieldwork sites and specific learning objectives for each clinical setting. During your UUGPGC fieldwork training, you are expected to:

- Prepare thoroughly for patient encounters by review of relevant medical records; review of current primary and secondary literature including online databases; preparation of counseling outlines; researching, recommending, and arranging for laboratory testing; and summarizing relevant information.
- Demonstrate proficiency in obtaining multi-generation pedigrees and pregnancy, medical, and developmental histories, and in asking appropriate targeted questions for individuals and families counseled in prenatal, pediatric, adult, reproductive, and cancer genetics settings.
- Be familiar with the categories of conditions seen in the most common genetic counseling settings and the diagnostic approach and management recommendations for patients with suspected conditions.
- Be proficient at assessing and explaining modes of inheritance and recurrence risks.
- Prepare for and discuss the normal and pathological features, etiology, natural history, treatment, screening, and research options for common conditions in a variety of clinical genetics settings.
- Counsel patients regarding specific disorders both independently and in collaboration with a healthcare team.
- Independently generate and convey risk assessments in a variety of genetic counseling settings.
- Plan and conduct genetic counseling sessions related to screening and diagnostic tests for a variety of conditions.
- Anticipate psychosocial needs of families in a variety of genetic counseling settings. Provide psychosocial assessment, counseling, appropriate interventions, and support for families in a culturally responsive and respectful manner to all clients.
- Plan and execute a discussion of all available options for families with diagnoses, risks for conditions, and presymptomatic testing.
- Tailor genetic counseling information for a wide variety of clients in clinical and industry settings using patient-friendly language, including preparation and use of visual aids and other means of education.
- Create accurate and appropriate chart notes, summary reports and letters for families and/or referring providers for specific heritable conditions.
- Identify and discuss pertinent clinical procedures, support, and referral resources for many medical conditions.
- Plan and execute follow-up for assigned patients including, but not limited to letters of medical necessity to insurance companies, researching laboratory testing and research options, arranging follow-up testing, and calling out and discussing results with families and providers.
- Anticipate and develop strategies to manage ethical, legal, and psychosocial issues specific to a variety of genetic counseling settings.

- Use different modes for the delivery of genetic services to patients and providers, such as phone counseling, telemedicine, and e-mail.
- Utilize an understanding of laboratory processes to evaluate and assess laboratories and genetic tests, counsel patients about genetic testing, coordinate and facilitate the ordering of appropriate testing and interpret the clinical implications of genetic test reports.
- Discuss the varied roles genetic counselors can assume in a diagnostic industry setting.
- Demonstrate professional and respectful behavior with patients, supervisors, staff, and other students.
- Document learning in a timely manner by assembling a portfolio meeting ACGC and UUGPGC specifications.

**The ACGC Practice-Based Competencies Addressed in this course:**

- Genetics and Genomics Expertise: 1; 1.a, 1.b, 1.c.
- Risk Assessment: 2; 2.a, 2.b, 2.c, 2.d.
- Counseling: 3; 3.a, 3.b, 3.c, 3.d.
- Communication: 4; 4.a, 4.b, 4.c.
- Research: 5; 5.a, 5.b.
- Healthcare Systems: 6; 6.a, 6.b, 6.c, 6.d.
- Professional Identity: 7; 7.a, 7.b, 7.c, 7.d.

## Course Format & Schedule

**Timeline**

All semesters of second year.

**Educational and Instructional Modalities**

TBD; Fieldwork in clinical and non-clinical settings.

**Role of the Student in this Course**

Students will practice genetic counseling skills under the supervision of board-certified genetic counselors and many other medical professionals. Students choosing a research rotation will work on an independent research project.

**Required Textbooks/Readings**

Textbooks will be available as references and will differ for different fieldwork settings.

## Assessment & Grading

**Evaluation Methods**

Students will be evaluated by their fieldwork site supervisors and program directors on the development and improvement of their skills in genetic counseling activities (or the progress of their research for a research rotation), completion of all required tasks in a timely manner, their ability to maintain appropriate conduct, meeting of rotation objectives, and adherence to the written requirements of the rotation.

**Grading System**

Students will receive a credit or no-credit grade for these courses.

## Standard Policies

**The Americans with Disabilities Act.**

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodation. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

**Addressing Sexual Misconduct.**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support



applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801- 585-2677(COPS).

### **Campus Safety.**

The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

### **Alternate Name and/or Personal Pronoun**

Class rosters are provided to the instructor with the student's legal name as well as 'Preferred' first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, we will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise us of any name or pronoun changes (and please update CIS) so we can help create a learning environment in which you, your name, and your pronoun will be respected.

### **Current COVID-19 Campus Guidelines**

COVID-19 Guidelines change rapidly. Please access the most current information COVID-19 Central @ The U. [coronavirus.utah.edu](http://coronavirus.utah.edu)