

# HGEN 6430: Genetic Counseling Seminar II

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**Credit Hours: 3.0**

## Contact Information

Name	Position	Phone	Email
Instructor TBD		(801)581-8629	<a href="mailto:UUGPGC@utah.edu">UUGPGC@utah.edu</a>

## Course Information

### Brief Description of Course

The purpose of this course is for the student to build upon the principles learned in 'HGEN 6420 Principles of Genetic Counseling' and to develop more advanced psychosocial genetic counseling skills. This is accomplished through a variety of methods including readings, lectures, role plays, and practice genetic counseling sessions with simulated patients. This is in addition to continued skill development in medical/clinical genetics and professional issues.

### Course Objectives

At the conclusion of this course students will be able to:

- Develop and expand their “voice” as a counselor in order to meet the diverse needs of clients
- Review, share, and improve counseling techniques and personal style
- Identify and assess the psychosocial and spiritual needs of clients
- Utilize advanced counseling strategies and interventions
- Use tools of self and peer evaluation of counseling interactions
  - Self-reflection
  - Session analysis
  - Assimilating peer and supervisor feedback
  - Incorporating client feedback
  - Examination of culture competence and sensitivity
- Critically review scholarly and scientific works for the purpose of informing his/her interactions with clients
- Utilize knowledge of professional genetic counseling roles to consider personal preferences for varied genetic counseling jobs
- Apply knowledge of child development and developmental testing to elicit and record formal developmental histories and effectively work with children
- Construct a medical history tailored to the evaluation of genetic conditions
- Develop and utilize strategies to evaluate genetic tests

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

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

## Course Format & Schedule

### Timeline

One semester

### Educational and Instructional Modalities

This course is held in person for two 90-minute sessions a week.

### Role of the Student in this Course

Students will be expected to engage in a variety of learning activities including reading, viewing videos, sharing with peers, role plays, writing, and creating educational presentations.

### Required Textbooks/Readings

- LeRoy B, Veach PM, Bartels D. (2020). *Genetic Counseling Practice: Advanced Concepts and Skills*. Wiley-Blackwell. Second edition.
- Uhlmann WR, Schuette JL, Yashar B. (2009). *A Guide to Genetic Counseling*. Wiley-Liss. Second edition.
- Veach PM, LeRoy BS, Callanan NP. (2018). *Facilitating the Genetic Counseling Process. Practice-Based Skills*. Second Edition.
- Additional reading assignments and sources will be found in Canvas under each individual class.

## Assessment & Grading

### Evaluation Methods

Your final grade will be based upon midterm and final examinations, homework assignments and discussions, participation in class, and progress in developing counseling skills. The final grade in this area will be based on improvement and openness to self-review, in addition to skill level. The final exam will be videotaped genetic counseling sessions with simulated clients and presentation and analysis of the taped sessions. **Students must earn at least B- to pass the course.**

### Grading System

Students will receive a final letter grade. To pass this course you must achieve an overall score of at least 80% (a B- equivalent) as required by the Department of Human Genetics.

#### Grading Scale

A	95-100
A-	90-94
B+	86-89
B	82-85
B-	79 – 81
C+	76-78
C	73-75
C-	70-72
D+	67-69
D	64-66
D-	60-63
F	Below 60

## 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)