Graduate School of Public Health  
Department of Human Genetics  
GENETIC COUNSELING INTERNSHIP  
HUGEN 2036  
Thursday 3:00-5:00PM  
A312 Crabtree Hall  
Credit Hours: 4.0  
Fall Semester 2016

Instructors and Contact Information

**Andrea Durst, DrPH, LCGC**  
Office: A305 Crabtree  
Phone: 412-624-3190 (work)  
502-974-3014 (cell)  
Email: adurst@pitt.edu  
Office hours: By appointment

**Robin E. Grubs, PhD, LCGC**  
Office: A304 Crabtree  
Phone: 412-624-4695 (work)  
412-260-7460 (cell)  
Email: rgrubs@pitt.edu  
Office hours: By appointment

**Goal of the Course:**

The goal of this course is to provide students with the clinical experience necessary to be well prepared to enter the workforce as a genetic counselor.

**Course Description:**

Students will participate in supervised genetic counseling clinical rotations throughout this course in a variety of specialties including Prenatal, Pediatric, Cancer and Adult genetics. During clinical rotations, feedback will be provided to students by the clinical rotation supervisors to help them build their genetic counseling skills, knowledge and competencies as well as develop their personal genetic counseling style. Students will be involved in the direct care of patients, as well as additional administrative work related to patient care and operations of the genetic counseling clinic.

The purpose of the lectures in this seminar series is to introduce the genetic counseling intern to the medical professionals that are often consulted at the time a genetic diagnosis is made as well as to topics relevant to clinical genetics and counseling.

**Recommended Texts:**


**CourseWeb/BlackBoard Instruction:**

This class utilizes CourseWeb for class content. Notifications will be sent when course content is updated.

**Academic Integrity:**

All students are expected to adhere to the school’s standards of academic honesty. Any work submitted by a student for evaluation must represent his/her own intellectual contribution and efforts. The Graduate School of Public Health’s policy on academic integrity, approved by EPCC on 10/14/08, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook (www.publichealth.pitt.edu/home/academics/academic-requirements). The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

Students committing acts of academic dishonesty, including plagiarism, unauthorized collaboration on assignments, cheating on exams, misrepresentation of data, and facilitating dishonesty by others, will receive sanctions appropriate to the violation(s) committed. Sanctions include, but are not limited to, reduction of a grade for an assignment or a course, failure of a course, and dismissal from the school.

All student violations of academic integrity must be documented by the appropriate faculty member; this documentation will be kept in a confidential student file maintained by the Office of Student Affairs. If a sanction for a violation is agreed upon by the student and instructor, the record of this agreement will be expunged from the student file upon the student’s graduation. If the case is referred to the Pitt Public Health Academic Integrity Hearing Board, a record will remain in the student’s permanent file.

**Disability Services:**

If you have any disability for which you may require accommodation, you are encouraged to notify both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union (Voice or TTD 412-648-7890) as early as possible in the term.

A comprehensive description of the services of that office can be obtained at www.drs.pitt.edu.

**Diversity Statement:**

This course covers multi-dimensional academic topics. You are expected to share your views and be respectful of others’ opinions. This will ensure a learning environment that values diverse experiences and expertise, which will facilitate Pitt Public Health's collaborative approach to solving problems.

**Student Performance Evaluation and Grading:**
Your grade for the course is based upon the grades you receive in your clinical rotations. The clinical rotation grades will be assigned based upon your mastery of the genetic counseling practice-based competencies. The following is the grading rubric: A: you exceed expectations for the majority of competencies; B: you meet expectations for the majority of competencies and exceed expectations of some; C: you meet expectations for some competencies and need improvement in a number of competencies. The rotation grades from your first five rotation blocks that you receive will be combined to determine your grade for this course. The rotation grades from your last six rotation blocks will be combined to determine your grade for the Genetic Counseling Internship course in the Spring semester. Some rotations, such as optional rotation sites, choose to give a pass/fail grade rather than a letter grade. A passing grade is rendered when a student fulfills expectations for a C grade or higher. A failing grade is given when a student does not meet the expectations of the rotation and does not meet expectations for the majority of competencies.

There are no examinations or projects required for this class. However, class attendance and participation are required. If you miss more than two classes, you must write a paper on a topic selected by the course instructors.

Learning Objectives:
1. To describe how genetic counselors can collaborate with other health care professionals when working with clients.
2. To explain the clinical characteristics of a variety of genetic conditions as well as testing options for these conditions.
3. To describe the characteristics of effective helpers.
4. To identify and explain multicultural issues in counseling.
5. To employ attending skills, active listening, and emphatic responding.
6. To demonstrate self-evaluation skills, writing skills, and critical thinking skills.
7. To integrate theoretical and experiential learning in order to develop your own personal model of the counseling process.
8. To assess your own qualities that support and hinder your attempts to being therapeutic for others.

Schedule of Sessions:

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Lecturer(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1: 9/1</td>
<td>Introduction</td>
<td>Robin Grubs, PhD, Andrea Durst, DrPH</td>
<td>Intro to course, Review of the Comprehensive Exam, Structure and expectations of the NSGC AEC, Logbook (roles, adult vs ped cases), Discussion of cases.</td>
</tr>
<tr>
<td>Class 2: 9/8</td>
<td>Syndromes Every Counselor Should Know</td>
<td>Juliann McConnell, MS</td>
<td>A review of syndromes commonly encountered by GCs</td>
</tr>
<tr>
<td>Class 3: 9/15</td>
<td>Interpretation of Complex Genetic Test Results</td>
<td>Laura Jenkins, MS, Marianne McGuire, MS, Jessica Sebastian, MS</td>
<td>A “hands-on” class to interpret clinical cases that involve microarray and WES test results</td>
</tr>
<tr>
<td>Class 4: 9/22</td>
<td>Counseling for Hemoglobinopathies</td>
<td>Beth Kladny, MS</td>
<td>A review of hemoglobinopathies (SCD, alpha and beta-thal) and G6PD Def. Newborn screening for hemoglobinopathies is also addressed.</td>
</tr>
<tr>
<td>Class 5: 9/29</td>
<td>NSGC AEC</td>
<td>NSGC AEC Scheduled 9/28 – 10/1</td>
<td></td>
</tr>
<tr>
<td>Class 6: 10/06</td>
<td>Counseling Issues in Cancer Genetics</td>
<td>Darcy Thull, MS</td>
<td>Psychosocial issues relevant to cancer genetic counseling</td>
</tr>
<tr>
<td>Class 7: 10/13</td>
<td>Counseling for Neuromuscular Disorders</td>
<td>Lauren Morgenroth, MS and Andrea Smith, MS</td>
<td>An overview of neuromuscular disease with a select review of certain muscle and nerve conditions</td>
</tr>
<tr>
<td>Class 8: 10/20</td>
<td>Risk Communication</td>
<td>Elizabeth Felter, DrPH</td>
<td>A discussion of risk communication theory and its relevance to genetic counseling practice</td>
</tr>
<tr>
<td>Class 9: 10/27</td>
<td>Health Literacy</td>
<td>Elizabeth Felter, DrPH</td>
<td>A discussion of the role health literacy can play in how clients can understand and process health-related information.</td>
</tr>
<tr>
<td>Class 10: 11/3</td>
<td>Insurance Panel</td>
<td>Roxanne Acquaro, MS, Emily James, MS</td>
<td>A panel discussion on insurance, billing and reimbursement from a pediatric, prenatal and cancer perspective</td>
</tr>
<tr>
<td>Class 11: 11/10</td>
<td>Comp Exam (Exam on 11/11)</td>
<td>Comp Study Days: November 5-11</td>
<td></td>
</tr>
<tr>
<td>Class 12: 11/17</td>
<td>Counseling Skills- Guilt and Shame</td>
<td>Robin Grubs, PhD Andrea Durst, DrPH</td>
<td>Define and distinguish guilt and shame from a psychosocial perspective</td>
</tr>
<tr>
<td>Class 13: 11/24</td>
<td>Thanksgiving</td>
<td>Holiday break</td>
<td></td>
</tr>
<tr>
<td>Class 14: 12/1</td>
<td>Counseling Skills-Self Disclosure</td>
<td>Robin Grubs, PhD Andrea Durst, DrPH</td>
<td>Review the psychosocial aspects of self-disclosure</td>
</tr>
<tr>
<td>Class 15: 12/8</td>
<td>Counseling Skills-Advanced Empathy</td>
<td>Robin Grubs, PhD Andrea Durst, DrPH</td>
<td>Discuss the psychosocial aspects of advanced empathy building on the concepts from the empathy class taught in the first year.</td>
</tr>
<tr>
<td>Class 16: 12/15</td>
<td>Management Skills for Genetic Counselors</td>
<td>Andrea Durst, DrPH Michelle Alabek, MS</td>
<td>Overview of basic management skills important to genetic counselors in a variety of practice settings</td>
</tr>
</tbody>
</table>