

**Graduate School of Public Health
Department of Human Genetics
INTERVENTION SKILLS IN GENETIC COUNSELING
HUMAN GENETICS 2038
Tuesday 11:00AM-12:00PM &
Thursday 9:45-11:45AM
Location: 3121C Public Health
Credit Hours: 3.0
Spring Semester 2022**

Instructors:

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Goal of the Course

The goal of this course is to expand upon the skills learned in *Human Genetics 2035: Principles of Genetic Counseling* (Fall semester) to provide you with the knowledge and skills necessary for success in your clinical rotations.

Course Description

HUGEN 2038 focuses on the understanding of theories of intervention, skill development and application to genetic counseling. The course aims at sensitizing students to the ethical dilemmas faced by affected families and health-care providers.

Most of your course work to this point has focused on teaching you the theoretical principles of genetics. Although we will be discussing some theory in this class, the main purpose of the course is to allow you to develop the knowledge and skills necessary to communicate effectively with your patients.

The theory portion is covered during the first part of the course and is focused on prenatal genetic counseling. Pediatrics was covered last semester and cancer will be covered later in a separate course. The prenatal counseling classes will focus on important issues to consider when working in a prenatal setting. We will also begin to work on developing your interviewing and counseling skills. A broad range of counseling skills as well as bereavement counseling, individual assessment, and intervention will be addressed. Additionally, we will have some classes dedicated to preparation for clinical rotations. Students will practice counseling skills via role plays and discussion. Four classes at the end of the course will consist of trained actors playing the role of patients seeking your services as a genetic counselor. These patient simulation sessions will help you learn to initiate and conduct a counseling session. They will also help you identify areas of strengths and weaknesses as you begin to enter your clinical rotations.

Course Learning Objectives

After completion of this course, the student will be able to:

1. Describe community resources available to clients and their family members.
2. Communicate complex genetic and medical information to clients and the public.
3. Identify and practice the skills associated with providing genetic counseling in prenatal, pediatric, and adult cases.
4. Describe the grieving process and explain its importance to patients in genetic counseling sessions.
5. Demonstrate the process of client assessment and various counseling interventions.
6. Initiate and conduct a genetic counseling session.

Text Books

Required Text:

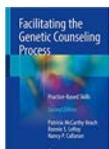


WR Uhlmann, JL Schuette, and Beverly Yashar. (2009) *A Guide to Genetic Counseling, 2nd Ed.* Wiley-Liss.

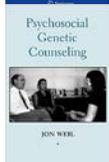
Recommended Texts:



BS LeRoy, P McCarthy Veach, NP Callanan. *Genetic Counseling Practice, Advanced Concepts and Skills, 2nd Ed.* (2021) Wiley Blackwell.



P McCarthy Veach, BS LeRoy, NP Callanan. (2018). *Facilitating the Genetic Counseling Process, 2nd Ed.* Springer.



J Weil. (2000). *Psychosocial Genetic Counseling.* Oxford University Press.

Course Format and Delivery

This class utilizes Canvas for class content and grading. Notifications will be sent regarding course content throughout the semester. Please make sure to set up your Canvas to receive email notifications from Canvas and please check for announcements and notifications on a regular basis.

For the first two and half weeks of the semester, class will take place remotely using Zoom. It is expected that after this period, class will take place in person beginning on January 27th. Due to the shifting nature of the pandemic, it may be necessary to alter this plan and the delivery of the course. Any changes will be shared with students via announcements on Canvas. Given the pandemic, it is important that students abide by public health regulations and University of Pittsburgh health standards and guidelines. For example, at this time, face coverings are required indoors for everyone regardless

of vaccination status. For the most up-to-date information and guidance, please visit <https://www.coronavirus.pitt.edu/>. If you are sick, please do not come to class in-person. Please email the course instructors, and we will determine the most appropriate make-up plan for class depending on the content.

We plan on recording most classes to make them available on Canvas. We recognize that some guest lecturers may prefer to not be recorded and we will communicate this information during the semester. Recordings will only be available for the semester and should not be distributed for non-class purposes.

Office Hours

Office hours will take place prior to class on Thursday from 9 to 9:40 AM; when class takes place in person, office hours will take place in person in room 3121C and when class takes place remotely, office hours will take place via Zoom. The course instructors are available to meet at other times by appointment.

Grading Scale

97-100%	A+	77-79%	C+
93-96%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	63-66%	D
80-82%	B-	60-62%	D-
		<60	F

Student Performance Evaluation

Your grade for the course is based upon the grades you receive on the assignments, midterm exam, and final exam. Each exam is 100 points and the total number of points for the assignments is 165 for a total of 365 points. Since you are not graded on a curve, you will not be competing with one another for a grade. Therefore, we encourage you to help each other achieve the best work you are capable of producing. Working with one another to achieve mastery of the material will help you learn with greater ease and enjoyment.

Late Work Policy

Work that is turned in late without prior approval from the instructor(s) will result in 5% of the points for the assignment being deducted for each day the assignment is late. Students with extenuating or emergency situations should contact the instructor(s) as soon as possible, and preferably before the due date to make arrangements for assignments.

Attendance

Class attendance is required. Ongoing and active participation in class discussions and projects is important for student learning, and students are encouraged to attend all class sessions unless excused by the course instructor(s). Attendance will be tracked and when a session is missed, a student should

alert the instructors to the absence and indicate when the recorded class was viewed. *If you miss more than two classes, you must write a paper on a topic selected by the instructors.*

Assignments

All assignments should be turned in via Canvas by the due dates indicated in the class schedule. Should a due date be problematic, please let us know as there is some flexibility in the scheduling of the due dates. All file names should follow the format LASTNAME.ASSIGNMENT (i.e. Vento.Definitions.doc). When possible, documents should be in Word (it is harder to add comments in pdf documents).

Definitions Assignment (40 Points)

Learning Objective 2: Communicate complex genetic and medical information to clients and the public.

Learning Objective 3: Identify and practice the skills associated with providing genetic counseling in prenatal, pediatric, and adult cases.

Instructions: You will be given a list of terms related to prenatal and pediatric/general genetic testing. You will write a paragraph describing each term as you would describe them to a client who has a high school degree and who has a very limited knowledge of prenatal testing.

Patient Letter: Teratology (30 Points)

Learning Objective 1: Describe community resources available to clients and their family members.

Learning Objective 2: Communicate complex genetic and medical information to clients and the public.

Learning Objective 3: Identify and practice the skills associated with providing genetic counseling in prenatal, pediatric, and adult cases.

Instructions: You will write a letter to a patient who has sought your services as a genetic counselor because of a possible teratogen exposure. Each student will be assigned a brief clinical vignette (provided in the assignment module in Canvas). Based on your clinical scenario, you will need to write a patient letter. You should discuss relevant issues such as the risks associated with the specific exposure, and prenatal testing options, if appropriate.

Genetic Counseling Case Studies (40 Points)

Learning Objective 1: Describe community resources available to clients and their family members.

Learning Objective 2: Communicate complex genetic and medical information to clients and the public.

Learning Objective 3: Identify and practice the skills associated with providing genetic counseling in prenatal, pediatric, and adult cases.

Learning Objective 5: Demonstrate the process of client assessment and various counseling interventions.

Learning Objective 6: Initiate and conduct a genetic counseling session.

Instructions: You will be assigned cases to research and determine diagnoses based on medical summaries. You will write a case report and a one page genetic counseling session outline for

the initial genetic counseling appointment with each patient/family. Additional instructions are available in the assignment module in Canvas.

Support Group Experience and Paper (40 Points)

Learning Objective 1: Describe community resources available to clients and their family members.

Instructions: You will visit a local support group (either in-person or virtually) at some point during the semester. After your visit you will write a short paper (1-2 pages) describing and assessing your experience, the dynamics of the group, and how this experience will inform your future practice of a genetic counselor.

Discussion Board (15 points)

Learning Objective 1: Describe community resources available to clients and their family members.

Learning Objective 2: Communicate complex genetic and medical information to clients and the public.

Learning Objective 3: Identify and practice the skills associated with providing genetic counseling in prenatal, pediatric, and adult cases.

Learning Objective 4: Describe the grieving process and explain its importance to patients in genetic counseling sessions

Learning Objective 5: Demonstrate the process of client assessment and various counseling interventions.

Learning Objective 6: Initiate and conduct a genetic counseling session.

Instructions: The course will utilize a discussion board to further facilitate class discussion.

This will provide an opportunity for thoughtful reflection about assigned readings and course material. There will be 12 discussion board topics throughout the semester, and each week will have an assigned student to start the discussion. You will create an original post that is based on the readings/other materials (see Canvas for your assigned week and further details). You will also respond to at least four additional posts on the weeks in which you are not assigned as the original poster. Therefore, you will have a total of five posts (one original post & four responses). The original post is due before the corresponding class and the responses need to be completed by midnight on the Saturday after class. Each post is worth 3 points. Since the discussion board will be used throughout the entire semester, it addresses all learning objectives for the course.

Patient Simulations:

During the last four Thursday class sessions, you will be completing patient simulations. The first three simulations will be done in a group setting, where students are assigned an order and take turns conducting the genetic counseling session. The fourth simulation will allow you to individually counsel a patient. All sessions will be video recorded, and you will have the opportunity to review your recordings. Additional information will be discussed in the class session on preparation for simulations. Cases will be made available in the assignment module on Canvas. While required, there is no grade for patient simulations. You will meet with the course instructors to evaluate your work in the simulations.

Learning Objective 1: Describe community resources available to clients and their family members.

Learning Objective 2: Communicate complex genetic and medical information to clients and the public.

Learning Objective 3: Identify and practice the skills associated with providing genetic counseling in prenatal, pediatric, and adult cases.

Learning Objective 4: Describe the grieving process and explain its importance to patients in genetic counseling sessions.

Learning Objective 5: Demonstrate the process of client assessment and various counseling interventions.

Learning Objective 6: Initiate and conduct a genetic counseling session.

Academic Integrity

All students are expected to adhere to the school's standards of academic honesty. Cheating/plagiarism will not be tolerated. The Graduate School of Public Health's policy on academic integrity, 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.

Accommodation for Students with Disabilities

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor(s) and Disability Resources and Services, 140 William Pitt Union, (412) 648-7890, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Sexual Misconduct, Required Reporting and Title IX Statement

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professors, we are required to report any incidents of sexual misconduct that are directly reported to us, or of which we are somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here:

<https://www.diversity.pitt.edu/civil-rights-title-ix/make-report/report-form>

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

- Title IX Office: 412-648-7860
- SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121. Other reporting information is available here: <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report>

Statement from the Department of Gender, Sexuality, and Women's Studies
[This statement was developed by Katie Pope, Title IX Coordinator, in conjunction with GSWS instructors.]

Diversity Statement

The University of Pittsburgh Graduate School of Public Health considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. Pitt Public Health is committed to creating and fostering inclusive learning environments that value human dignity and equity and promote social justice. Every member of our community is expected to be respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others. While intellectual disagreement may be constructive, no derogatory statements, or demeaning or discriminatory behavior will be permitted.

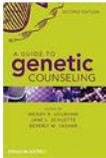
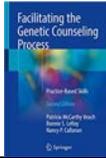
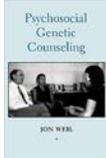
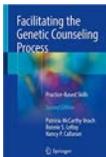
If you feel uncomfortable or would like to discuss a situation, please contact any of the following:

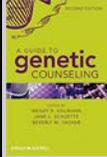
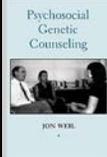
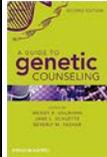
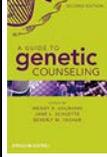
- the course director or course instructors;
- the Pitt Public Health Associate Dean responsible for diversity and inclusion;
- the University's Office of Diversity and Inclusion at 412-648-7860 or
- <https://www.diversity.pitt.edu/civil-rights-title-ix/make-report/report-form> (anonymous reporting form)

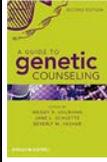
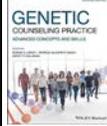
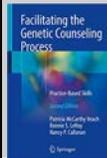
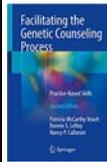
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Schedule of Sessions:

Date	Class Topic	Lecturer(s)	Readings
T 1/11/22	Introduction to course and community resources Starting a Session: Small talk and Contracting	Jodie Vento, MGC, LCGC Robin Grubs, PhD, LCGC	 Chapter 4  Chapter 6
R 1/13/22	Prenatal Genetic Counseling I (Introduction and Carrier Screening)	Abby Peffer, MS, LCGC	Readings posted to Canvas
T 1/18/22	Prenatal Genetic Counseling I, con't	Abby Peffer, MS, LCGC	
R 1/20/22	Prenatal Genetic Counseling II (Prenatal Testing)	Julia Stone, MS, LCGC	Readings posted to Canvas
T 1/25/22	Delivering Difficult News	Robin Grubs, PhD, LCGC	 Chapter 3, pages 79-86
R 1/27/22	Prenatal Genetic Counseling III (Ultrasound)	Neil Saller, MD and Meredith Jones, MS, LCGC	
T 2/1/22	Empathy	Jodie Vento, MGC, LCGC	 Chapters 3-4 <i>Stories as a Gift:</i> PDF in Canvas
R 2/3/22	Prenatal Genetic Counseling IV and Teratology	Liz Sheehan, MS, LCGC Vickie Bacon, MS, MPH, LCGC Robin Grubs, PhD, LCGC	Readings posted to Canvas

T 2/8/22	Elements of a Prenatal and Pediatric Genetic Counseling Session	Second year students	
R 2/10/22	Counseling for Pediatric and Adult Cases	Sarah Williams, MS, LCGC	Handouts in Canvas Chapter 8  Chapter 6, pages 181-211 
T 2/15/22	Genetic Counseling for Disorders of Sexual Differentiation	Selma Witchel, MD	
R 2/17/22	Bereavement Counseling I	Jodie Vento, MGC, LCGC	Readings posted to Canvas Chapter 5 
Definitions Assignment Due 2/17/2022 by midnight			
T 2/22/22	Interviewing Techniques	Robin Grubs, PhD, LCGC	 Chapter 3
R 2/24/22	Bereavement Counseling II	Robin Grubs, PhD, LCGC	Readings posted to Canvas View or Read <i>Ordinary People</i>
T 3/1/22	Discussing Risk with Patients	Jodie Vento, MGC, LCGC	 Chapter 7  Chapter 4
R 3/3/22	Midterm	Jodie Vento, MGC, LCGC & Robin Grubs, PhD, LCGC	
T 3/8/22	No Class Spring Break		
R 3/10/22			

T 3/15/22	Preparation for simulations	Jodie Vento, MGC, LCGC Robin Grubs, PhD, LCGC	Recommended readings for all simulations:  Chapters 8-9, 12  Chapters 3 & 12  Chapter 6
R 3/17/22	Theory, Assessment, and Intervention I	Robin Grubs, PhD, LCGC	Readings posted to Canvas  Chapter 2
Teratology Letter Due 3/17/2022 by midnight			
T 3/22/22	Theory, Assessment, and Intervention II	Robin Grubs, PhD, LCGC	
R 3/24/22	Health Literacy and Genetic Counseling for Intellectual Disability	Jodie Vento, MGC, LCGC	Please see simulation readings from 3/23/21
T 3/29/22	Transference and Countertransference	Robin Grubs, PhD, LCGC Jodie Vento, MGC, LCGC	 Chapter 12  Chapter 8
R 3/31/22 9:30a- Noon	Simulation I		
T 4/5/22	Simulation I Debrief	Robin Grubs, PhD, LCGC Jodie Vento, MGC, LCGC	

	Case Reports Due 4/5/2022 by midnight		
R 4/7/22 9:30a- Noon	Simulation II		
T 4/12/22	Simulation II Debrief	Robin Grubs, PhD, LCGC Jodie Vento, MGC, LCGC	
R 4/14/22 9:30a- Noon	Simulation III		
T 4/19/22	Simulation III Debrief	Robin Grubs, PhD, LCGC Jodie Vento, MGC, LCGC	
R 4/21/22 9:30a- Noon	Simulation IV		
	Support Group Papers due 4/21/2022 by midnight		
T 4/26/22	Introduction to Clinical Rotations- Clinical Site Supervisors	Christine Munro, MS, MPH, LCGC Abby Peffer, MS, LCGC Michele Clemens, MS, LCGC Rachelle Huziak, MS, CGC	
R 4/28/22	Introduction to Clinical Rotations- Clinical Site Supervisor	Sarah Williams, MS, LCGC	
	Clinical Rotations: What to Expect & Typhon Overview	Jodie Vento, MGC, LCGC Andrea Durst, DrPH, LCGC	

*** If you do not have this book, please see instructors for chapter copies
Final exam-Your final will be a take home exam and can be scheduled any time after 4/19/2022
and will need to be turned in on or prior to 4/26/22.**