

**Graduate School of Public Health
Department of Human Genetics
GENETIC COUNSELING INTERNSHIP
HUGEN 2036
Thursday 3:00-5:00PM
3140 Pitt Public Health
Credit Hours: 4.0
Spring Semester 2020**

Instructors and Contact Information

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Goal of the Course:

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

Course Description:

For this course, students will participate in supervised genetic counseling clinical rotations in a variety of specialty areas. The lectures that are part of the course will address topics relevant to clinical genetics and counseling.

During clinical rotations in a variety of specialties (including Prenatal, Pediatric, Cancer and Adult genetics), 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.

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 employ attending skills, active listening, and emphatic responding.
5. To demonstrate self-evaluation skills, writing skills, and critical thinking skills.
6. To integrate theoretical and experiential learning in order to develop your own personal model of the counseling process.
7. To assess your own qualities that support and hinder your attempts to being therapeutic for others.

Recommended Texts:

Genetic Counseling Practice: Advanced Concepts and Skills, B.S. LeRoy, P. M.cCarthy Veach, and D.M. Bartels. Wiley-Blackwell. 2010

Psychosocial Genetic Counseling, J.Weil. Oxford University Press, USA, 2000.

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. 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 and Disability Resources and Services, 140 William Pitt Union, 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.

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:

www.titleix.pitt.edu/report/confidentiality

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: www.titleix.pitt.edu/report-0

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. 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 instructor;
- the Pitt Public Health Associate Dean for Diversity at 412-624-3506 or nam137@pitt.edu;
- the University's Office of Diversity and Inclusion at 412-648-7860 or <https://www.diversity.pitt.edu/make-report/report-form> (anonymous reporting form).

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 six to seven rotation blocks that you receive will be combined to determine your grade for this course. The rotation grades from your last six to seven 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.*

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Schedule of Sessions:

Date	Class Topic	Lecturer(s)	Description
Class 1 – 1/9	Introduction	Robin Grubs, PhD Andrea Durst, DrPH	Introduction to the course, review of oral exams, preparation for Dean’s Day, discussion of thesis defense, and review of Comp exam.
Class 2 – 1/16	Counseling Skills-Decision making	Robin Grubs, PhD Andrea Durst, DrPH	A psychosocial focus on interventions designed to facilitate client decision making.
Class 3 – 1/23 (Start at 2:30)	Delivering Difficult News: Considerations and Strategies	Naomi Grodin Robin Grubs, PhD	Ms. Grodin will share her family’s experience of receiving a difficult diagnosis. In addition, a review and practice of strategies and approaches for delivering difficult news to patients.
Class 4 – 1/30	Ophthalmologic Genetic Counseling	Hannah Scanga, MS Michelle Alabek, MS	A review of eye anatomy, common genetic eye diseases, and the role of the genetic counselor in an ophthalmology clinic.
Class 5 – 2/6	Oral Exams-No Class on Thursday	Good luck!	Oral Exams Scheduled for Tuesday 2/4 and Friday 2/7
Class 6 – 2/13	Laboratory Genetic Counseling	Jodie Vento, MGC	An overview of the history of laboratory genetic testing, roles of laboratory GCs, and utilization management.
Class 7 –	Neurogenetic Genetic	Jodie Vento, MGC	A discussion of neurogenetic

2/20	Counseling		conditions and the role of genetic counselors in a neurology setting.
Class 8 – 2/27	Counseling for Hemoglobinopathies	Robin Grubs, PhD Andrea Durst, DrPH	A review of hemoglobinopathies (SCD, alpha and beta-thal) including newborn screening.
Class 9 – 3/5	Precision/Personalized Genomic Medicine	Mylynda Massart, MD, PhD	A discussion of emerging molecular diagnostics in precision medicine and pharmacogenomics.
Class 10 – 3/12	Spring Break	Enjoy break!	
Class 11 – 3/19	Reproductive technologies	Maria Menke, MD, MPH	An overview of procedures used in reproductive medicine to assist individuals/couples who are experiencing infertility.
Class 12 – 3/26	Congenital Heart Defects	Jennifer Johnson, MD	A review of heart anatomy and how anatomical changes lead to the clinical presentation in congenital heart disease.
Class 13 – 4/2	Licensure and Board Certification Preparation	Robin Grubs, PhD and Alicia Martinez, MS Julia Stone, MS	A discussion of licensure and its relevance to genetic counseling practice and study strategies to increase success for passing the certification exam.
Class 14 – 4/9	Craniofacial anomalies	B.J. Costello, MD	A review of craniofacial anomalies such as CL+/-CP and their surgical management.
Class 15 – 4/16	Create Your Own GC Program Focus Group	Robin Grubs, PhD Andrea Durst, DrPH	Focus group—drawing on your experience, you will design your “ideal” genetic counseling program.