

UAB THE UNIVERSITY OF
ALABAMA AT BIRMINGHAM.

SCHOOL OF HEALTH PROFESSIONS

UAB Genetic Counseling Program Clinical Training Video

Case Requirements and Benchmarks

OUTLINE

1. Understand the definition of participatory and non-participatory cases
2. Review ACGC Standards for case logbooks
3. Define UAB-specific case benchmarks
4. Outline what needs to be recorded for each case in eValue

Participatory and Non-Participatory Cases

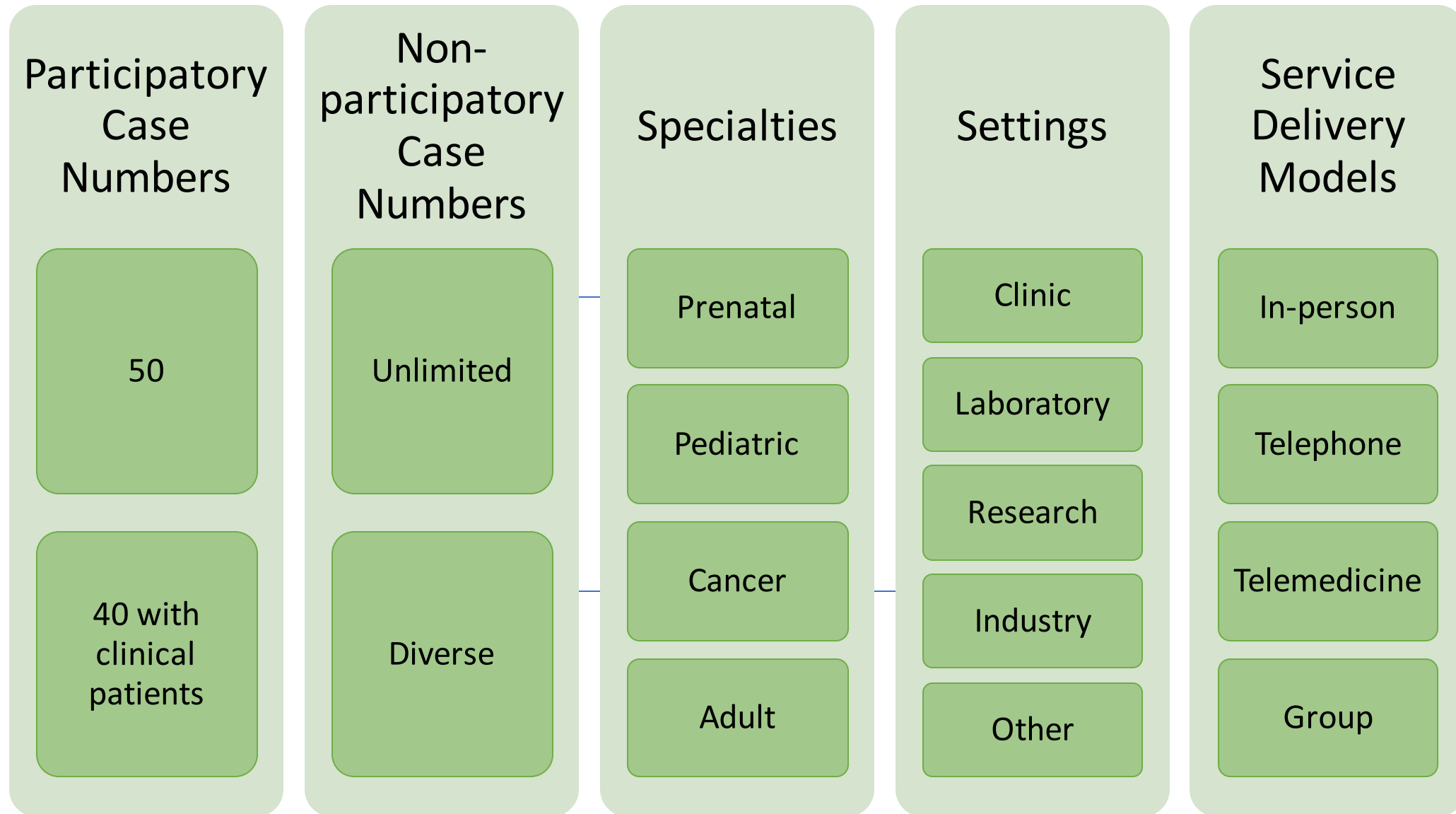
Participatory

- **Definition:** encounter with an individual that supports the development of the ACGC Practice Based Competencies
 - Must complete at least 3 case roles
 - At least one role each in pre-session, in-session, and post-session areas
- **Supervision:** certified GC w/ 1 year of experience
- **Examples:** clinical patient, research patient, standardized patient

Non-Participatory

- **Definition:** any experience that does meet the requirements of a participatory case, but does not enhance the student's acquisition of the ACGC Practice Based Competencies
- **Supervision:** non-certified GC or none
 - MD, PhD, CRNP, etc
- **Examples:** observation, international fieldwork experiences, public health genetics-related activities, utilization management, customer liaison encounters, sales and marketing experiences, involvement with support or advocacy groups

ACGC Logbook Requirements



UAB-Specific Case Benchmarks

Rotation #	1	2	3	4	5
Semester	Summer	Fall	Fall	Spring	Spring
Length	4-6 weeks	7-8 weeks			
Time in Clinic	3-4 days/week	2-3 half-days/week			
Participatory Case # Requirement	12	24			

Information for eValue Case Log Form

- **Rotation/Case Number**
- **Case Date**
- **Fieldwork Site**
- **Fieldwork Supervisor**
- **Case Category:** Participatory or Non-participatory
- **Service Delivery Model:** In Person, Group, Telephone Only, Telehealth (audio and visual)
 - A *group* case refers to a session in which multiple, unrelated individuals are provided genetic counseling for a single or similar topic
- **Case Type:** Clinic Patient, Simulated Patient, Research Participant, Professional/Customer, Healthcare Provider or Other
- **Specialty Type:** Cancer (adult and peds), Pediatric (<18), Adult (≥18, includes preconception), Prenatal
- **Practice Setting:** Clinical, Laboratory, Industry, Research, Other
- **Stage of Lifecycle:** Adult, Pediatric, Pre-conception, Prenatal
- **Diagnosis/Indication**
- **Did the client require an interpreter**
- **Client's ethnic and racial background**
- **Case Roles**
- **Level of Student Participation:** Observed only, <25% participation, 25-50%, 51-75% 76-99% 100% , N/A- direct interaction did not occur
- **Case Description**
- **Case Self-Reflection**
- **Supervisor Comments**

Session Roles

10x each role
by graduation

*=5x each role
by graduation

Area	Genetic Counseling Role
Pre-Session	Case prep
	Evaluate genetic testing options
	Utilize variant interpretation resources*
	Develop a counseling plan/agenda
	Interpret genetic testing results
	Incorporate primary literature into counseling process
	Evaluate and assess applicable research options*
In-Session: Intake	Build rapport
	Engage in contracting
	Set mutual agenda
	Collect family history/pedigree
	Collect medical, pregnancy, and/or developmental history
	Perform risk assessment calculations
In-Session: Education	Educate about personal and/or recurrence risks
	Tailor communication to client
	Create and/or utilize visual aids
	Discuss diagnosis and natural history
	Communicate genetic testing options and possible benefits/limitations/results
	Facilitate decision making
	Provide medical management info
In-Session: Counseling	Perform psychosocial assessment
	Provide psychosocial support/counseling
	Promote psychosocial adaptation
Post-Session	Coordinate genetic testing with consideration of individual circumstances and systemic barriers*
	Coordinate referrals with consideration of individual circumstances and systemic barrier*
	Identify resources and support materials
	Complete written documentation of clinical encounters
	Engage in case processing, self-assessment, and reflection
	Incorporate previous feedback

PBC(s)	Role(s)
1.a. Demonstrate knowledge of genetics and genomics principles and concepts.	<ul style="list-style-type: none"> ○ Case prep
1.b. Apply knowledge of genetic conditions to the delivery of genetics services.	<ul style="list-style-type: none"> ○ Develop a counseling plan/agenda ○ Discuss diagnosis and natural history ○ Provide medical management info
1.c. Demonstrate knowledge of genetic testing methodologies and variant interpretation.	<ul style="list-style-type: none"> ○ Evaluate genetic testing options ○ Utilize variant interpretation resources ○ Interpret genetic testing results
2.a. Analyze family history to estimate genetic risk.	<ul style="list-style-type: none"> ○ Collect family history/pedigree ○ Collect medical, pregnancy, and/or developmental history
2.b. Calculate risk using probability methods and risk models.	<ul style="list-style-type: none"> ○ Perform risk assessment calculations
2.c. Integrate clinical and laboratory data into risk assessment	<ul style="list-style-type: none"> ○ Communicate genetic testing options and possible benefits/limitations/results
2.d. Order genetic tests guided by client-centered risk assessment.	
3.a. Use applicable counseling skills and theories.	<ul style="list-style-type: none"> ○ Perform psychosocial assessment ○ Provide psychosocial support/counseling
3.b. Establish a working alliance with client.	<ul style="list-style-type: none"> ○ Build rapport ○ Engage in contracting ○ Set mutual agenda
3.c. Promote psychosocial adaptation.	<ul style="list-style-type: none"> ○ Promote psychosocial adaptation
3.d. Facilitate client's decision making process.	<ul style="list-style-type: none"> ○ Facilitate decision making
4.a. Tailor communication to specific individuals and audiences.	<ul style="list-style-type: none"> ○ Tailor communication to client
4.b. Use a variety of approaches to communicate genetics and genomic information.	<ul style="list-style-type: none"> ○ Complete written documentation of clinical encounters ○ Create and/or utilize visual aids
4.c. Convey probabilities based on client's risk perception and numeracy.	<ul style="list-style-type: none"> ○ Educate about personal and/or recurrence risks
5.a. Critically interpret data and literature.	<ul style="list-style-type: none"> ○ Evaluate and assess applicable research options
5.b. Apply data and literature considering its strengths, weaknesses, and limitations.	<ul style="list-style-type: none"> ○ Incorporate primary literature into counseling process
5.c. Demonstrate knowledge of how genetic counselors engage and contribute to the research process	
6.a. Demonstrate how disparities, inequities, and systemic bias affect access to healthcare for diverse populations.	<ul style="list-style-type: none"> ○ Coordinate genetic testing with consideration of individual circumstances and systemic barriers
6.b. Describe the financial considerations in the delivery of genetic services.	<ul style="list-style-type: none"> ○ Coordinate referrals with consideration of individual circumstances and systemic barriers: and systemic situations and barriers
6.c. Advocate for continuity of care.	<ul style="list-style-type: none"> ○ Identify resources and support materials
7.d. Engage in self-reflective practice to promote ongoing growth and development.	<ul style="list-style-type: none"> ○ Engage in case processing, self-assessment, and reflection ○ Incorporate previous feedback

Each role is aligned back to the Practice Based Competencies

Case Nuances

Family Session

- Each family member can count as a separate case if three distinct roles were performed for each individual

Follow Up Session

- Cannot count as a separate case
- Add additional roles
- Update the case description section with follow up items

Age of client

- Age of client/patient determines case type
- ≥ 18 =Adult
- < 18 =Pediatric



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THANK YOU FOR WATCHING
Case Requirements and Benchmarks