# Theory and Practice of Genetic Counseling

**MGG 7740 Syllabus Winter 2017**

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<th>Date/Week</th>
<th>Weekly Topic</th>
<th>Instructor-Led Presentation</th>
<th>Student Contribution &amp; Discussion</th>
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<tr>
<td><strong>Topic One: Overview of Counseling Models in Genetic Counseling and Nondirectiveness</strong></td>
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<td>Week 1 1/9/17</td>
<td>Counseling Models and Methods of Practice</td>
<td>Course Overview</td>
<td>Brainstorming activity: What are the goals we want to achieve in genetic counseling? How do we achieve these goals? What are the outcomes we are hoping to see?</td>
<td>Attending Activity</td>
<td>1) FLIPPED CLASSROOM: View lecture on “Listening to Clients: Attending Skills” and answer assessment questions by 1/23/17. 2) Readings for in-class discussion on nondirectiveness and autonomy 3) Readings and Discussion Board: Counseling versus teaching. DUE 1/23/17</td>
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<td>1/16/17</td>
<td>Nondirectiveness Multicultural Competency</td>
<td>Introduction to Flipped Classroom</td>
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<td><strong>NO CLASS MLK DAY</strong></td>
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<td><strong>Topic Two: Communication Skills</strong></td>
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<td>Week 2 1/23/17 KM 9:30-10:30</td>
<td>Listening to Clients: Attending Skills</td>
<td>In Class Presentation: Guidelines for Role Plays. Giving and Responding to Feedback</td>
<td>1) Round Robin/ Q&amp;A- What did you learn about attending (online lecture)? What questions do you have? 2) Focused question discussion on nondirectiveness and autonomy readings</td>
<td>1) Modeling: Low and high level attending skills 2) Psychological attending 3) Videotape review- attending checklist 4) Pre-homework practice- thinking about the process of genetic counseling (for process paper)</td>
<td>1) FLIPPED CLASSROOM: View lecture on “Listening to Clients: Primary Empathy” and answer assessment questions by 1/30/17. 2) Readings for in-class discussion of empathy. 3) Written exercises: Meaning of nonverbal 4) Case review exercise: Somali refugees. DUE 1/30/17 5) Genetic counseling process paper, due 2/20/17</td>
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| Week 3 1/30/17  | Listening to Clients: Primary Empathy Skills     |                                                                                    | 1) Round Robin/Q&A-What did you learn about empathy (online lecture)?  
2) Discussion of empathy readings | 1) Modeling: Low and high level empathy  
2) Domain/intensity exercises  
3) Primary empathy and attending-identifying affective messages. (includes pre-homework practice)  
4) Videotape review-empathy continuum | 1) FLIPPED CLASSROOM: View “Gathering Information: Asking Questions, Intentional Questioning” and answer assessment questions by 2/6/17.  
2) Readings of book excerpts for mini-book reviews next week  
3) Written exercises: Identifying feelings, making content and affective responses.  
4) BB Journal Activity: Experience with disappointment and loss |
| Week 4 2/6/17   | Gathering Information: Asking Questions, Intentional Questioning |                                                                                    | 1) Round Robin/Q&A-What did you learn about questioning (online lecture)?  
2) Book reports. Students summarize books or excerpts they read and how it affected their view of the condition in question. | 1) Modeling: Low and high level questioning.  
2) Brainstorming activity  
3) Role plays-questioning.  
4) Pre-homework practice. Identifying goals through questioning. | 1) Readings for in-class discussion of best practices in risk communication  
2) Written exercises  
 a. Developing open-ended questions.  
 b. Identifying client goals through questioning.  
 c. Chart review- question types and intentional questioning  
3) Empathy and attending videotaped role play. Due 2/20/17. |
| KM 9:30-11:00   |                                                  |                                                                                    |                                                                                                       |                                                                                       |                                                                                  |
| Week 5 2/13/17  | Risk Communication Numeracy and Health Literacy  | Collaborating with Clients: Providing Risk Information- Risk Communication Primer (Lupski)- Interactive-Part 1 Numeracy and Health | Describing risk exercises                                                                               |                                                                                       | 1) FLIPPED CLASSROOM. View “Facilitating Decision Making” and answer assessment questions by 2/20/17.  
2) Reminder-videotaped role plays due 2/20/17.  
3) Complete CDC’s online programs |

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<td>Literacy</td>
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<td>module on health literacy for public health professionals</td>
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<td>4) Case review exercise: Health literacy in the research genetic counseling setting.</td>
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<td>5) Readings &amp; Discussion Board - Reproductive Decision Making</td>
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| Week 6   | Risk Communication, Cont’d | Risk Communication- Part 2 (Interactive) | Round Robin/Q&A- What did you learn about facilitating decision making (online lecture)? | 1) Role plays-decision making styles  
2) Work through a case example using the rational decision making model for genetic counseling clients. Minimizing constraining factors. | 1) FLIPPED CLASSROOM. View “Responding to Client Cues: Advanced Empathy and Confrontation” and answer assessment question by 2/27/17.  
3) Describing options for dealing with specific risks and relevant factors, using the decision making model presented in class.  
4) Communicating risk Wiki (group activity) |
| 2/20/17   | Facilitating Decision-Making |                             |                                 |                      | }

"Week 6 2/20/17 KM 9:30-11:00"
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<td>Week 7 2/27/17 KM 9:45-11:00</td>
<td>Responding to Client Cues: Advanced Empathy and Confrontation</td>
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<td>Round Robin/Q&amp;A-What did you learn about advanced empathy and confrontation (online lecture)?&lt;br&gt;2) Watch video-taped role plays.</td>
<td>Modeling: low and high level advanced empathy and confrontation skills.&lt;br&gt;Case scenarios: Identifying clients surface and underlying feelings; potential use of advanced empathy and confrontation.&lt;br&gt;Pre-Homework Practice</td>
<td>1) FLIPPED CLASSROOM: View “Introduction to Ethical Behavior” and answer assessment questions by 3/6/17.&lt;br&gt;2) Reading- Early Warning cases. Prepare to discuss two cases in class.&lt;br&gt;3) Reading-Select excerpts from the Immortal Life of Henrietta Lacks for Interactive Activity.&lt;br&gt;4) Written exercise: Primary empathy, advanced empathy, confrontation.&lt;br&gt;5) BB Journal Entry: confrontation</td>
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| Week 9    | Current Privacy, Ethical and Legal Issues in Clinical Genetics | 1) Round Robin/Q&A. What did you learn about current privacy, ethical and legal issues in genetics?  
2) Discussion of selected ethics readings-ethical considerations of NGS in the prenatal and newborn period.  
3) Book club discussion: Chapters 1-6 The Forever Fix (ethical concepts of informed consent, conflict of interest)  
2) Reminder, Ethical Dilemmas presentation and assignment due next week |
| 3/20/17   |              | 9:00 AM Duty to Recontact, Rashmi Chikarmarne  
9:30 AM NSGC Ethics Advisory Committee, Rawan Awwad | Points to Consider-Return of Secondary Results (Discussion based on readings). Implications for informed consent. | 1) “Ethical dilemma” presentations.  
2) Pre-homework practice: What do patients need to know about protections afforded by non-genetic discrimination  
2) Readings- Be prepared to discuss in class  
3) WIKI Small Group Exercise. Write a script for providing genetic |
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| Week 11  | Client Issues: Resistance, Defense Mechanisms and Coping Behaviors | 1) Round Robin/ Q&A. What did you learn about client resistance, defense mechanisms, and coping behaviors?  
2) Discussion of readings  
2) Case Scenarios: Facilitating Coping  
3) Watch videos for analysis in “Integration of Skills” assignment. | counseling about protections offered by current genetic nondiscrimination laws (state and federal).  
4) Case review exercise: Psychosocial assessment, support and counseling: genetic counseling an Asian American couple.  
5) Do video-taped role plays with second year students demonstrating interpersonal skills. DUE 4/17/17. |
| 4/3/17   |               |                             |                                   |                      |             |
| Week 12  | Client Issues: Client Affect and Client Styles | 1) Round Robin/ Q&A. What did you learn about client affect and styles?  
2) Discussion of readings | 1) Case Scenarios-Identifying and managing guilt versus shame.  
2) Putting It All | 1) FLIPPED CLASSROOM: View “Client Issues: Client Affect and Styles” and answer assessment questions by 4/17/17.  
2) Reading - Prepare to discuss in class  
3) Written exercises: Identify your defense mechanisms  
4) Case Analysis/Integration of Skills assignment, due 4/24/17  
5) Three students prepare for pre-standardized patient cases, to be role played in class next week. |
| 4/10/17  |               |                             |                                   |                      |             |

### Topic Four: Interpersonal Skills and Psychosocial Assessment

**Week 11 4/3/17**

Client Issues: Resistance, Defense Mechanisms and Coping Behaviors

1) Round Robin/ Q&A. What did you learn about client resistance, defense mechanisms, and coping behaviors?

2) Discussion of readings


**Week 12 4/10/17 KM 9:00-11:00 AM**

Client Issues: Client Affect and Client Styles

1) Round Robin/ Q&A. What did you learn about client affect and styles?

2) Discussion of readings

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<td>Week 13 4/17/17 KM 9:15-11:00</td>
<td>Self-Reference: Advice Giving, Self-Disclosure and Self-Involving Responses</td>
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<td>on guilt and shame.</td>
<td>Together: Three students do pre-standardized patient role plays.</td>
<td>2) Readings 3) Written exercises: Intellectual &amp; emotional styles. 4) BB Journal entry: Anger 5) Four students prepare for pre-standardized patient cases, to be role played in class next week.</td>
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<td>Week 14 4/24/17 KM 8:30-11</td>
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<td>1) Round Robin/ Q&amp;A. What did you learn about advice giving, self-disclosure and self-involving responses? 2) Modeling high and low level self-disclosure (Video) 3) Discuss readings on self-disclosure</td>
<td>Putting it All Together: Four students do pre-standardized patient role plays.</td>
<td>1) Prepare for standardized patient encounter. 2) REMINDER: Case Analysis/Integration of Skills paper due on 4/24/17.</td>
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<td>Wednesday, 4/26/17 9:00-12:00 PM</td>
<td>Standardized Patient Role Play</td>
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MGG 7740 Course Grading Policy and University Policies

Course Grading Scale: A grade of “B” or higher is considered a passing grade.
- 94.0-100: A
- 90.0-93.9: A-
- 87.0-89.9: B+
- 84.0-86.9: B
- 80.0-83.9: B-
- 77.0-79.9: C+
- 74.0-76.9: C
- 70.0-73.9: C-
- 67.0-69.9: D+

University Policies

Religious holidays (from the online Academic Calendar): Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Student Disabilities Services (edited statement from the SDS web site): If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (Videophone use only). Once your accommodation is in place, someone can meet with you privately to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test.
permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.

Academic Dishonesty -- Plagiarism and Cheating (edited statement from the DOSO’s web site): Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct (http://www.doso.wayne.edu/student-conduct-services.html). Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.

- Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

- Plagiarism: To take and use another’s words or ideas as one’s own. Examples include: a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

- Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

Course Drops and Withdrawals: In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Pipeline. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: http://reg.wayne.edu/pdf-policies/students.pdf
Student services

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Center is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit http://clasweb.clas.wayne.edu/writing to obtain information on tutors, appointments, and the type of help they can provide.

Class recordings: Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student’s personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet or sharing with others. Students registered with Student Disabilities Services (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.