

New Program Application

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General Overview and Instructions

The Accreditation Council for Genetic Counseling (ACGC) was established in 2012 to serve as the accrediting body for the genetic counseling profession. The ACGC's mission is to provide leadership by establishing Standards for graduate level genetic counseling education in order to protect the interests of students and the public, as well as the integrity of the genetic counseling profession through:

- Evaluating educational programs to ensure compliance with those Standards; and
 - Accrediting genetic counseling training programs that meet the Standards established by the ACGC.
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Eligibility:

The ACGC accredits qualified, masters-level genetic counseling training programs located within institutions chartered by and physically located within the United States and Canada. Sponsoring institutions must be accredited by, and in good standing with, a recognized regional accrediting agency and must be authorized by that agency to confer upon graduates of the Genetic Counseling program a graduate degree.

The graduate degree-granting institution is the sponsoring institution that applies for accreditation. This institution assumes primary responsibility for the program, although it can partner with other institutions that are responsible for providing one or more core program components.

An application for accreditation will not be accepted unless a Program Director (or Interim Program Director) and a Medical Director (or Interim Medical Director) have been identified and are committed to be program leaders.

Application Review Process:

Accreditation of genetic counseling programs is a process initiated by the sponsoring institution. It includes a comprehensive review of the program relative to the Standards. It is the responsibility of the genetic counseling program to demonstrate compliance with the Standards. Accreditation decisions are made based on the ACGC evaluation of information contained in the Accreditation Application, the report of site visit evaluation teams, any additional reports or documents requested by the ACGC, and the program's accreditation history.

System Instructions:

You do not need to complete the application in one sitting. The system will allow you to enter responses, save your current progress and finish the submission later.

Navigating the Survey

- Use the Previous or Next links at the bottom of each section page, the arrows next to the Save button at the top of the page, or the appropriate section links in the right navigation menu.
 - **Do not use the back button in your browser without saving your data first or it will not be saved.**
- To save your work at any point, click the Save button at the top of the page.

Uploading Attachments

- To upload all attachments at once:
 - On the top right navigation, click the down arrow to the right of PROGRESS and select Documents in the drop down.
 - Upload your documents.
 - For each uploaded document, navigate to the section of the Appendices for which the document is intended. Select the appropriate document from the list in the drop down.
- To view or remove the uploaded documents:
 - On the top right navigation, click the down arrow to the right of PROGRESS and select Documents in the drop down.
 - If you exit the survey, the Documents section may be accessed at the top of the navigation menu on the Instrument Summary Response page.

User Guide & FAQs

We recommend that you check out the User Guide and System FAQs posted [here](#). **We suggest bookmarking this page for future reference.** The User Guide and System FAQs contain helpful hints on how to navigate the system to complete the application.

If you have questions or difficulties, contact the ACGC office at (703) 506-7667 or info@gceducation.org.

Appendices

Listing of Required Content

The following appendices and indicated content should be provided using the Roman numeric order and titles given. The appendices should be referenced within the text of the New Program Application and included in your table of contents.

****Note:** When you believe additional documentation beyond what is requested in the New Program Application is necessary, please upload in the separate document upload below and label the appendix.

APPENDIX I- LETTERS OF SUPPORT

Please provide the following:

- letter of support from the administration of all institutions that provide financial support for your program (e.g. Dean/Chair).

Appendix I- Letters of Support

APPENDIX II- BIOSKETCHES AND JOB DESCRIPTIONS

Provide full biosketches (using the ACGC biosketch template) and job descriptions of all individuals involved in Program Leadership, including but not limited to:

- Director/Co-Director
- Assistant/Associate Director
- Clinical Coordinator/ Fieldwork Facilitator
- Medical Director

Appendix II- Biosketches and Job Descriptions

APPENDIX III- PRIMARY TEACHING FACULTY

Please provide the following:

- Form III:C - Instructional Faculty/ Staff
- Provide a biosketch (using the ACGC biosketch template) for each individual listed as primary teaching faculty that documents their qualifications to be involved in teaching their respective courses.

Appendix III- Primary Teaching Faculty

APPENDIX IV- P CLINICAL SITES/SUPERVISORS; ROTATION SCHEDULE

Please provide the following:

- Form III:D - Clinical Sites/ Supervisors
- Attach your most proposed rotation schedule/matrix for 1st and 2nd-year students.
- Attach clinical agreements or MOUs from all clinical sites

Appendix IV- P Clinical Sites/Supervisors; Rotation Schedule

APPENDIX V- STUDENT HANDBOOK

Please provide the following:

- Student Handbook

Appendix V- Student Handbook

APPENDIX VI- CURRICULUM

Please provide the following:

- Table B.1.A List of Required CoursesTable B.1.B
- List of Supplementary Activities
- Table B.1.C Sequence of Required Courses, Rotations and Supplementary Activities
- Table B.1.C -syllabus for each didactic and clinical course in the order in which they appear in Table B.1.A.

Appendix VI- Curriculum

APPENDIX VII – DOCUMENTATION OF CLINICAL AND FIELDWORK EXPERIENCES

Please provide the following:

- any tracking forms that will be used or examples of online forms to document the clinical experience.

Appendix VII – Documentation of Clinical and Fieldwork Experiences

APPENDIX VIII- ADVISORY BOARD MINUTES

Please provide the following:

- minutes from your most recent Advisory Board meeting.

Appendix VIII- Advisory Board Minutes

APPENDIX IX- ALUMNI AND EMPLOYER SURVEYS

Please provide the following:

- examples of alumni and employer surveys that you anticipate using.

Appendix IX- Alumni and Employer Surveys

APPENDIX X- EVALUATION OF CLINICAL TRAINING SITES

Please provide the following:

- examples of evaluative instruments/forms that will be used for both rotation sites and clinical supervisors by students.

Appendix X- Evaluation of Clinical Training Sites

APPENDIX XI-STUDENT PERFORMANCE EVALUATIONS

Please provide the following:

- all instruments/documents that will be included in the student evaluative process including any student self-evaluations.

Appendix XI-Student Performance Evaluations

ADDITIONAL UPLOADS

Please upload, and label appendix/additional documentation beyond what is requested in the New Program Application below.

[Help >](#)



Upload

Program Information

I. PRIMARY CONTACT INFORMATION

Primary Contact Name:

Program Name:

Sponsoring Institution:

School/Division/Department:

Address:

City:

State:

Zip:

Email:

Phone:

Fax:

Program Director/Co-Directors:

Program Website Address:

II. PROGRAM DESIGN

Type of degree granted: (e.g. MS/MSc in Genetic Counseling/Human Genetics, etc.):

Total anticipated number of students in first class:

Total anticipated number of students in second class:

Total anticipated number of students in third class:

Total required credit -hours (indicate if semester or quarter hrs):

II. PROGRAM DESIGN

Total Program Tuition and Fees* – Resident:

Total Program Tuition and Fees*– Non Resident:

*If your students' average actual cost differs significantly from the above (e.g. scholarships/financial aid), please explain: (Std. A3.1.2)

III. PROGRAM ABSTRACT

Provide a description of the process of how your program was developed. Please include names and roles of key faculty members and administrators, as well as any committees that were developed during the process, e.g. curriculum development, assessment, outside advising. Also include the program's mission and goals and explain how those are in concert with the mission and goals of the sponsoring institution. Discuss your proposed timeline for recruiting, interviewing and admitting your first class, as well as anticipated number of students you plan to admit and growth of the number of matriculated students over the next 5 years. Please describe how your program's learning environment will foster the success of its students; speak specifically to the sponsoring institution's commitment to the program, faculty and physical resources in place to support students and sufficient clinical experiences to develop genetic counseling skills.

Section A: Administration- I.Sponsorship

A1

[Sponsorship \(A1\)](#) 

I. SPONSORSHIP

Provide link to institution's main web page(s):

Provide a link(s) where your institution's Accreditation Status and the Accrediting Body is documented.

A. DESCRIPTION OF INSTITUTIONAL/DEPARTMENT ATTRIBUTES

Briefly describe institutional and departmental strengths and opportunities that benefit the genetic counseling training program.

B. Institutional Administrative Oversight

(e.g. Dean, Chair)

1. Chair (if applicable)	
Name	
Position/Title:	
Address:	
Phone:	
Email:	
2. Dean (equivalent)	
Name:	
Position/Title:	
Address:	
Phone:	
Email:	
If you would like to provide information about additional personnel please list here:	

C. PARTNERING INSTITUTIONS

Provide information about any partnering institution that is not granting the degree, but is responsible for providing one or more core program components (aside from clinical placements).

Name of Institution:

Primary Contact:

Position/Title:

Address:

City:

State:

Zip:

Phone:

Email:

Briefly describe how the partnering institution is involved in your program. (If there is more than one partnering institution, include all relevant information here).

Not Applicable

A1.1.2

Please reference the following Standards for Section D

Applies to: [A1.1.2](#) [A1.1.3](#)

D. INSTITUTION REQUIREMENTS

Briefly describe how the sponsoring institution fulfills the requirements delineated in Stds. A1.1.2 and A1.1.3

A1.1.4

Please reference the following Standard for Section E

Applies to: [A1.1.4](#)

E. OPPORTUNITIES SUPPORTED/PROVIDED BY SPONSORING INSTITUTIONS

Indicate which of the following opportunities the program's institution supports:

E. OPPORTUNITIES SUPPORTED/PROVIDED BY SPONSORING INSTITUTIONS

If there are other opportunities your institution provides not listed above please describe here.

Section A: II. Institutional Resources

A1.2

Please reference the following Standard for Section A

Institutional Resources (A1.2) [↗](#)

A. FINANCIAL RESOURCES

1. Fiscal Year Start date:

2. Budget

Complete the 5-year budget template below. The table below should only include income and expenses that are specific to the operating budget of the program. For example, if the program director's salary is paid by another source, that expense should not be included in the table, but rather described below in the narrative. Support for the students outside of the program (e.g., scholarships, travel money, etc.) should also be included in the narrative.

	Previous Year (Actual Exp.)	Year 1	Year 2	Year 3	Year 4	Year 5
Program Income						
A. Tuition Recovery	X					
B. Departmental Funding	X					
C. Institutional Funding	X					
D. Grant Funding	X					
E. Other (specify):	X					
<i>Total</i>	A	0	0	0	0	

2.1 Budget

	Previous Year (Actual Exp.)	Year 1	Year 2	Year 3	Year 4	Year 5
In-Kind Contributions						
Staff	X					
Teaching	X					
Other (specify):	X					
<i>Total</i>	B	0	0	0	0	

2.2 Budget

	Previous Year (Actual Exp.)	Year 1	Year 2	Year 3	Year 4	Year 5
Program Expenses						
Salaries:						
Program Leadership	X					
Administrative Staff	X					
Adjunct Faculty	X					
Honoraria/Single Lecture Costs	X					
Books	X					
Clinical Supervisors	X					
ACGC Annual Report Fee	X					
Office/Administrative Supplies	X					
Student Support:	X					
Stipends/Graduate	X					
Financial Aid	X					
Scholarships	X					
Other (specify):	X					
Travel/Meetings-Faculty	X					
Travel/Meetings-Students	X					
Admissions/Recruitment	X					
Office/Capital Equipment	X					
Memberships/Subscriptions	X					

	Previous Year (Actual Exp.)	Year 1	Year 2	Year 3	Year 4	Year 5
Continuing Education Programs	X					
Other (specify):	X					
<i>Total</i>	C	0	0	0	0	

2.3 Budget

Year-End Balance						
<i>Total</i>	A minus C					

3. BUDGET NARRATIVE

In the space provided, describe the budgetary process for your program. Include how your program is funded - via tuition, departmental support, endowments, scholarships, and outside funding, etc. Please discuss how the primary teaching faculty is compensated, for example, FTE program paid teaching load, in-kind and/or adjunct faculty.

For programs that receive tuition recovery, describe how funding will be affected should the number of accepted students be less than anticipated and how the support of the program will be maintained.

Provide a letter of support from the administration of all institutions that provide financial support for your program (e.g. Dean/Chair). The letter must delineate evidence of financial commitment for the next five years. Include in **Appendix I – Letters of Support**.

B. PHYSICAL RESOURCES

Please reference this Standard for Section B

Applies to: [A1.2.2](#)

1. FACILITIES

Indicate which of the following physical facilities are available to the program for operational purposes:

Provide a brief description of these facilities, including if this is program dedicated or shared space. (No photos required)

2. LEARNING/ACADEMIC RESOURCES

Indicate which of the following learning resources are available to the program faculty/staff/students for educational, clinical and research purposes:

Provide a brief description of these resources below.

Section A: III. Program Personnel and Faculty

A2

Applies to: [A2](#) [A2.1](#)

A. Program Leadership

By completing the leadership information below, you are attesting that the named individuals meet the requirements (qualifications and responsibilities) for this role as delineated in Std. A2.1. Biosketches (using the [ACGC biosketch template](#)) and job descriptions of all individuals involved in Program Leadership are to be included in **Appendix II – Biosketches & Job Descriptions.**

1. PROGRAM DIRECTOR

1. Program Director or Interim Program Director

Name: Degree(s): Faculty Rank (if applicable):

Address: City: State: Zip:

Phone: Email:

ABGC/ABMG certification/recertification in genetic counseling and year:

Institution:

Address (if different from main program):

2. PROGRAM CO-DIRECTOR

Name: Degree(s): Faculty Rank (if applicable):

Phone: Email:

ABGC/ABMG certification/recertification in genetic counseling and year:

Institution:

Address (if different from main program):

N/A

3. ASSOCIATE/ASSISTANT DIRECTOR

Associate/Assistant Director

4. MEDICAL DIRECTOR

Name: Degree(s): Faculty Rank (if applicable):

Phone: Email:

ABMG certification (or Canadian equivalent) specialty and year:

Institution:

Address (if different from main program):

5. CLINICAL PRACTICUM/FIELDWORK COORDINATOR OR EQUIVALENT

Name: Degree(s): Faculty Rank (if applicable):

Phone: Email:

ABGC/ABMG certification/recertification in genetic counseling and year:

Institution:

Address (if different from main program):

N/A

6. RESEARCH/THESIS COORDINATOR OR EQUIVALENT

Name: Degree(s): Faculty Rank (if applicable):

Phone: Email:

ABGC/ABMG certification/recertification in genetic counseling and year:

Institution:

Address (if different from main program):

Please describe plans for the recruitment of additional program leadership including proposed timelines.

N/A

A2.1

Applies to: [A2.1](#)

B. Program Leadership Roles and Responsibilities

1. In each column below mark the roles/responsibilities of the Program Leadership, including whether the role is primary (P), secondary (S) or not applicable (N/A). Complete the overall % FTE dedicated specifically to program leadership responsibilities (as defined in Std. A2.1) for each individual in the last row.

Responsibility	Program Director	Assistant/Associate Program Director	Medical Director	Clinical Practicum Coordinator	Other
Replace job titles as appropriate for your program:					
Maintaining program compliance with the Standards					
Designing, implementing, coordinating, and evaluating program components					
Developing, reviewing and overseeing the program admissions process					
Coordinating, monitoring and evaluating student clinical experiences					
Coordinating, monitoring and evaluating clinical supervisors					
Coordinating, monitoring and evaluating student didactic training					
Developing and overseeing the budget and administrative responsibilities					
Providing academic counseling of students and ensuring the availability of remedial actions					
Developing, reviewing and revising the program mission, goals and philosophy through strategic planning					
Ensuring program strategic planning and implementation of appropriate recommendations of the Advisory Board					

Responsibility	Program Director	Assistant/Associate Program Director	Medical Director	Clinical Practicum Coordinator	Other
Research/thesis project coordination, monitoring and evaluation					
FTE %					

2. FTE TOTALS

Total Program Leadership FTE:

Total Required Program Leadership FTE based on Std. A.1.1.a

3. LEADERSHIP NARRATIVE (IF NEEDED)

If you have additional information about how the Program Leadership will work together to fulfill the administrative, educational, clinical, and research components of your program, please describe here.

A2.1.1C

Applies to: [A2.1.1c](#)

4. LEADERSHIP ABSENCE PROTOCOL

Outline your operational plan for fulfilling Program Leadership responsibilities in cases of an extended leave of absence (Std. A2.1.1.c) or other loss of Program Leadership.

A2.2

Applies to: [A2.2](#)

C. INSTRUCTIONAL FACULTY/STAFF

1. Complete form III: C Instructional Faculty/Staff and include in Appendix III.
 2. Include in Appendix III - Biosketches of Primary Teaching Faculty a biosketch (using the ACGC biosketch template) for each individual listed that documents their qualifications to be involved in teaching their respective courses.
 3. Please describe plans for the recruitment of additional faculty and staff including proposed timelines.
-

A2.3 CLINICAL SUPERVISORS

Applies to: [A2.3 Clinical Supervisors](#)

D. Clinical Sites/Supervisors

1. Complete form III: D Clinical Sites/ Supervisors and include in Appendix IV
 2. Attach your most recent rotation schedule/matrix (1st and 2nd years) in Appendix IV
 3. Attach clinical agreements or MOUs from all clinical sites in Appendix IV
-

A2.4 ADMINISTRATIVE SUPPORT STAFF

Applies to: [A2.4 Administrative Support Staff](#)

E. ADMINISTRATIVE SUPPORT

Describe how the program fulfills the requirement for 0.5 FTE of administrative support. (Std. 2.4)

Section A: IV. Operational Policies and Procedures

A3

Applies to: [A3](#) [A3.1](#)

A. SPONSORING INSTITUTION

Provide a brief description, including relevant links, documenting the *institutional* policies and procedures as delineated in Std. A3.1.

A3.2.1

Applies to: [A3.2.1 Policies](#)

B. TRAINING PROGRAM

Provide a brief description and relevant links documenting the *program* policies and procedures that address the items delineated in Std. A3.2.1. Where appropriate, indicate if the policy is institutional or program-specific.

C. ADMISSIONS

Applies to: [A3.2.2 Admissions](#)

1. ADMISSIONS REQUIREMENTS

Provide the publically available links that clearly define the program admissions requirements and practices.

2. RECRUITMENT FROM UNDERREPRESENTED POPULATIONS

Describe the program's strategies/activities to promote applications from underrepresented populations in the genetic counseling field.

D. STUDENT HANDBOOK

Applies to: [A3.2.4 Student Handbook](#)

1.

Provide a link to the program student handbook, or attach as **Appendix V – Student Handbook**.

E. STUDENT RECORDS

Applies to: [A3.2.6 Student Records](#)

1.

Describe how the program will maintain appropriate student records.

F. PROGRAM LEADERSHIP RECORDS

Applies to: [A3.2.7 Program Leadership Records](#)

1. PROGRAM LEADERSHIP RECORDS

Describe how the program will maintain program leadership records in compliance with Std. A3.2.7.

G. GUIDANCE/ADVISING

Applies to: [A3.2.8 Guidance/Advising](#)

1. GUIDANCE/ADVISING

Describe how the program will provide appropriate guidance and advising to the students, including referrals to support services and appropriate follow-up. (Std. A3.2.8)

SECTION B: Curriculum and Instruction- I. Tables

I. Tables B.I.A.-B.I.D

A. List of Required Courses (Table B.I.A) -

1. Complete Table B.1.A List of Required Courses and include in Appendix VI

B. List of Supplementary Activities (Table B.I.B)

1. Complete Table B.1.B. List of Supplementary Activities and include in Appendix VI

C. Sequence of Required Courses, Rotations and Supplementary Activities (Table B.I.C)

1. Complete Table B.1.C. Sequence of Required Courses, Rotations and Supplementary Activities and include in Appendix VI
-

D. Practice-Based Competency Mapping (Table B.I.D)

In the table below indicate the *primary* courses (up to 3), rotations, and/or supplementary activities in which students learn, practice, and demonstrate the following Practice-Based Competencies (PBCs). We understand that several of these competencies may be reinforced in additional courses. Please specify which of the components (lettered items) are covered in each activity. If you anticipate that all rotations will apply to a specific competency, please indicate "all rotations." However, if you identify a competency that can only be demonstrated through a particular rotation, please specify. Note: The competencies below are paraphrased from the 2013 ACGC Practice-Based Competencies for Genetic Counselors.

Competencies	Knowledge and Skills Acquired in:		
	Courses	Rotations	Supplementary Activities
Domain I: Genetics Expertise and Analysis			
<p>1. Demonstrate and utilize a depth and breadth of understanding and knowledge of genetics and genomics core concepts and principles</p> <p>a) In specific content areas and</p> <p>b) Apply this knowledge and understand how it contributes to etiology, clinical features, natural history, differential diagnoses, genetic testing and test report interpretation, pathophysiology, recurrence risk, management and prevention, and population screening.</p>			
<p>2. Integrate knowledge of psychosocial aspects of conditions with a genetic component to promote client well-being.</p> <p>a) Understand psychosocial and ELSI issues related to encounters.</p> <p>b) Describe common responses to genetic counseling situations.</p> <p>c) Recognize the importance of understanding the lived experience.</p> <p>d) Evaluate the impact of psychosocial issues on decision-making and adherence.</p>			

Competencies	Knowledge and Skills Acquired in:		
	Courses	Rotations	Supplementary Activities
<p>3. Construct relevant, targeted, and comprehensive personal and family histories and pedigrees.</p> <p>a) Proficiency in use of symbols, nomenclature, notation.</p> <p>b) Interview skills to elicit the history and pursue relevant path of inquiry.</p> <p>c) Active listening skills to formulate structured questions depending on reasons for the history</p> <p>d) Elicit and assess pertinent information relating to medical, developmental, pregnancy and psychosocial histories.</p> <p>e) Extract pertinent information from the medical record.</p>			
<p>4. Identify, assess, facilitate, and integrate genetic testing options in genetic counseling practice.</p> <p>a) Investigate availability, analytic validity, clinical validity, and clinical utility of screening, diagnostic and predictive tests.</p> <p>b) Evaluate and assess laboratories and select most appropriate one.</p> <p>c) Identify and discuss potential benefits, risks, limits, and costs of testing.</p> <p>d) Coordinate and facilitate the ordering of testing.</p> <p>e) Interpret clinical implications of test results.</p> <p>f) Recognize and differentiate specific considerations relevant to genetic versus genomic tests and clinical versus research testing (e.g. IRB, informed consent, disclosure, decision-making).</p>			

Competencies	Knowledge and Skills Acquired in:		
	Courses	Rotations	Supplementary Activities
<p>5. Assess individuals' and relatives probability of conditions with a genetic component or carrier status based on pedigree, test results, and other pertinent information.</p> <p>a) Use relevant knowledge and data based on pedigree analysis, inheritance, genetic epidemiology, quantitative genetic principles, and mathematical calculations.</p> <p>b) Incorporate results from tests to provide accurate risk assessment.</p> <p>c) Evaluate familial implications.</p> <p>d) Identify and integrate relevant information about environment and lifestyle factors into risk assessment.</p>			
<p>6. Demonstrate the skills necessary to successfully manage a case.</p> <p>a) Management plan with case prep & follow up.</p> <p>b) Modify plan as needed.</p> <p>c) Document and present encounter clearly and concisely, orally and in writing in a way that is understandable and meets standards.</p> <p>d) Identify and introduce research options when indicated in compliance with applicable standards.</p> <p>e) Identify and provide clients with appropriate resources, services and support.</p>			

Competencies	Knowledge and Skills Acquired in:		
	Courses	Rotations	Supplementary Activities
<p>7. Critically assess the genetic/genomic, medical and social science literature and information.</p> <p>a) Plan and execute a thorough lit search and review.</p> <p>b) Evaluate and critique scientific papers and identify appropriate conclusions applying knowledge of methodologies and statistics.</p> <p>c) Synthesize information obtained from the literature review to utilize in encounters.</p> <p>d) Incorporate literature into evidence-based practice, recognizing gaps and limitations.</p>			
Domain II. Interpersonal, Psychosocial and Counseling Skills			
<p>8. Establish a mutually agreed upon agenda</p> <p>a) Describe genetic counseling process.</p> <p>b) Elicit client expectations, perceptions, knowledge, concerns, and reason for referral.</p> <p>c) Apply the information collected (above) to setting a mutually agreed upon agenda.</p> <p>d) Modify agenda as appropriate by continuously contracting.</p>			

Competencies	Knowledge and Skills Acquired in:		
	Courses	Rotations	Supplementary Activities
<p>9. Employ active listening and interviewing skills to identify, assess and empathically respond to stated and emerging concerns.</p> <p>a) Elicit and evaluate client emotions, individual and family experiences, beliefs, behaviors, values, coping mechanisms, and adaptive capabilities.</p> <p>b) Engage in relationship building by establishing rapport, employing active listening and demonstrating empathy.</p> <p>c) Assess and respond to client emotional and behavioral cues, verbal and nonverbal, including emotions affecting understanding, retention, perception, and decision-making.</p>			

Competencies	Knowledge and Skills Acquired in:		
	Courses	Rotations	Supplementary Activities
<p>10. Use a range of counseling skills and models to facilitate informed decision-making and adaptation to risks/conditions.</p> <p>a) Demonstrate knowledge of psychological defenses, family dynamics, family systems theory, coping models, grief process and reactions to illness.</p> <p>b) Utilize range of counseling skills including questioning, reflection, and normalization.</p> <p>c) Employ a variety of advanced skills such as anticipatory guidance and in-depth exploration of client responses to risks and options.</p> <p>d) Assess client's psychosocial needs and evaluate the need for intervention and referral.</p> <p>e) Apply evidence-based models to guide practice such as short-term client-centered counseling, grief counseling and crisis counseling.</p> <p>f) Develop an appropriate follow-up plan to address psychosocial concerns that have emerged including referrals to psychological services when needed.</p>			

Competencies	Knowledge and Skills Acquired in:		
	Courses	Rotations	Supplementary Activities
<p>11. Promote client-centered, informed, non-coercive and value-based decision-making.</p> <p>a) Recognize one's own values and biases as they relate to genetic counseling.</p> <p>b) Actively facilitate client decision-making that is consistent with the client's values.</p> <p>c) Recognize and respond to client-counselor relationship dynamics, such as transference and countertransference, which may affect the genetic counseling interaction.</p> <p>d) Describe the continuum of non-directiveness to directiveness, and effectively utilize an appropriate degree of guidance for specific genetic counseling encounters.</p> <p>e) Maintain professional boundaries by ensuring directive statements, self-disclosure, and self involving responses are in the best interest of the client.</p>			
<p>12. Understand how to adapt genetic counseling skills for varied service delivery models</p> <p>a) Tailor communication to a range of service delivery models to meet needs of various audiences.</p> <p>b) Compare strengths and limitations of different models given the genetic counseling indication.</p> <p>c) Describe the benefits and limitations of distance encounters.</p> <p>d) Tailor genetic counseling to a range of service delivery models using relevant verbal and nonverbal forms of communication.</p> <p>e) Recognize psychosocial concerns unique to distance genetic counseling encounters.</p>			

Competencies	Knowledge and Skills Acquired in:		
	Courses	Rotations	Supplementary Activities
<p>13. Apply genetic counseling skills in a culturally responsive and respectful manner to all clients</p> <p>a) Describe how aspects of culture including language, ethnicity, life-style, SES, disability, sexuality, age and gender affect the encounter.</p> <p>b) Assess and respond to client cultural beliefs relevant to genetic counseling.</p> <p>c) Utilize multicultural genetic counseling resources to plan and tailor genetic counseling agendas, and assess and counsel clients.</p> <p>d) Identify how the genetic counselor's personal cultural characteristics and biases may impact encounters and use this to maintain effective client-focused services.</p>			
Domain III: Education			

Competencies	Knowledge and Skills Acquired in:		
	Courses	Rotations	Supplementary Activities
<p>14. Effectively educate clients about a wide range of genetics and genomics information based on their needs, their characteristics, and the circumstances of the encounter</p> <p>a) Identify factors that affect the learning process such as intellectual ability, emotional state, SES, physical abilities, religious and cultural beliefs, motivation, language, and educational background.</p> <p>b) Recognize and apply risk communication principles and theory to maximize client understanding.</p> <p>c) Communicate relevant genetic information to help clients understand and adapt and to engage in informed decision-making.</p> <p>d) Utilize a range of tools to enhance learning encounters such as handouts, visual aids, and other educational technologies.</p> <p>e) Communicate both orally and in writing using a style and method that is clear and unambiguous.</p> <p>f) Present balanced descriptions of lived experiences of people with various conditions.</p> <p>g) Explain and address client concerns regarding genetic privacy and related protections.</p> <p>h) Employ strategies for successful communication when working with interpreters.</p>			

Competencies	Knowledge and Skills Acquired in:		
	Courses	Rotations	Supplementary Activities
<p>15. Write concise and understandable clinical and scientific information for audiences of varying educational backgrounds</p> <p>a) Develop written educational materials tailored to the intended audience.</p> <p>b) Recognize the professional and legal importance of medical documentation and confidentiality.</p> <p>c) Assess challenges faced by clients with low literacy and modify the presentation of information to reduce literacy burden.</p>			
<p>16. Effectively give a presentation on genetics, genomics, and genetic counseling issues</p> <p>a) Assess and determine educational goals and learning objectives based on the needs and characteristics of the audience.</p> <p>b) Develop an educational method or approach that best facilitates the educational goals of the presentation and considers the characteristics of the audience.</p> <p>c) Present using a delivery style that results in effective communication.</p> <p>d) Assess one's own teaching style and use feedback or other outcome data to refine future encounters.</p>			
Domain IV: Professional Development and Practice			

Competencies	Knowledge and Skills Acquired in:		
	Courses	Rotations	Supplementary Activities
<p>17. Act in accordance with ethical, legal, and philosophical principles and values of the genetic counseling profession and the policies of one's institution or organization</p> <p>a) Follow guidance of the NSGC Code of Ethics.</p> <p>b) Recognize and respond to ethical and moral dilemmas and seek outside consultation when needed.</p> <p>c) Identify and utilize factors that promote client autonomy.</p> <p>d) Ascertain and comply with current professional credentialing requirements, at the institutional, state, regional, and national level.</p> <p>e) Recognize and acknowledge situations that result in a real or perceived conflict of interest.</p>			

Competencies	Knowledge and Skills Acquired in:		
	Courses	Rotations	Supplementary Activities
<p>18. Demonstrate understanding of the research process</p> <p>a) Articulate the value of research to enhance the practice of genetic counseling.</p> <p>b) Demonstrate an ability to formulate a research question.</p> <p>c) Recognize the various roles a genetic counselor can play on a research team and identify opportunities to participate in and/or lead research studies.</p> <p>d) Identify available research-related resources.</p> <p>e) Apply knowledge of research methodology and study design to critically evaluate research outcomes.</p> <p>f) Apply knowledge of research methodology and study designs to educate clients about research studies relevant to them/their families.</p> <p>g) Describe the importance of human subjects protection and the role of the IRB.</p>			
<p>19. Advocate for individuals, families, communities, and the profession</p> <p>a) Recognize potential tension between the values of clients, families, communities, and the genetic counseling profession.</p> <p>b) Support client and community interests in accessing or declining social and health services and clinical research.</p> <p>c) Identify genetic professional organizations and describe opportunities for participation and leadership.</p> <p>d) Employ strategies that increase/promote access to genetic counseling services.</p>			

Competencies	Knowledge and Skills Acquired in:		
	Courses	Rotations	Supplementary Activities
<p>20. Demonstrate a self-reflective, evidence-based and current approach to genetic counseling practice</p> <p>a) Display initiative for lifelong learning.</p> <p>b) Recognize one’s limitations and capabilities in the context of genetic counseling practice.</p> <p>c) Seek feedback and respond appropriately to performance critique.</p> <p>d) Demonstrate scholarly approach to genetic counseling, including using available evidence-based principles in the preparation and execution of an encounter.</p> <p>e) Identify appropriate individual and/or group opportunities for ongoing supervision and mentorship.</p> <p>f) Accept responsibility for one’s own physical and emotional health as it impacts on professional performance. g) Recognize and respect professional boundaries between clients, colleagues, and supervisors.</p>			
<p>21. Understand the methods, roles, and responsibilities of the process of clinical supervision of trainees</p> <p>a) Engage in active reflection of one’s own clinical supervision experiences.</p> <p>b) Identify resources to acquire skills to appropriately supervise trainees.</p> <p>c) Demonstrate understanding of the dynamics and responsibilities of the supervisor/supervisee relationship.</p>			

Competencies	Knowledge and Skills Acquired in:		
	Courses	Rotations	Supplementary Activities
<p>22. Establish and maintain professional inter-disciplinary relationships in both team and one-on-one settings, and recognize one's role in the larger healthcare system</p> <p>a) Distinguish the genetic counseling scope of practice in relation to the roles of other health professionals.</p> <p>b) Develop positive relationships with professionals across disciplines.</p> <p>c) Demonstrate familiarity with the healthcare system as it relates to genetic counseling practice including relevant privacy regulations, referral and payment systems.</p> <p>d) Demonstrate effective interaction with other professionals within the healthcare infrastructure to promote appropriate and equitable delivery of genetics services.</p> <p>e) Assist non-genetic healthcare providers in utilizing genetic information to improve patient care in a cost-effective manner.</p> <p>f) Promote responsible use of genetic/genomic technologies and information to enhance the health of individuals, communities and the public.</p>			

SECTION B: I. Syllabi

II. SYLLABI

Attach in **Appendix VI – Syllabi for Didactic and Clinical Courses** the syllabi for each didactic and clinical course *in the order in which they appear* in Table B.I.A).

Syllabi must include at a minimum:

- Course description
 - Instructional objectives
 - Weekly topics/content
 - Evaluation methods
-

SECTION B: III. General Description

III. GENERAL DESCRIPTION (STD. B1)

Provide a narrative describing your program's overall curricular design including:

- How didactic coursework, clinical experiences, research requirements, and supplementary activities will be coordinated and integrated to support student attainment of the skills described in the four domains of the Practice-Based Competencies: Genetics Expertise and Analysis; Interpersonal, Psychosocial and Counseling Skills; Education; and Professional Development and Practice.
 - How the sequence of the curriculum promotes the development of these competencies.
 - The various methods and materials employed in providing instruction (e.g., standard courses, online learning, distance education, etc.).
 - Collaboration with faculty/staff in designing and implementing courses.
 - How the program will assess and documents whether the instructional plan is promoting the development of the practice-based competencies.
 - How the program will ensure educational adequacy and equivalency of course content and/or clinical experiences when instruction is conducted at geographically separate locations, provided using different pedagogical and instructional methods or techniques for some students, and/or provided outside the home department.
 - The process by which the program reviews the curriculum, including how often this review will take place, and how updates will be made as needed.
-

SECTION B: IV. Instructional Content

B2

Applies to: B2

A. Table B.IV.A

In the table below indicate the **primary** courses (up to 3), rotations, and supplementary activities in which students **receive instruction** in the topics listed (Std. B2). We understand that several of these content areas may be reinforced in additional courses.

Content Area	Taught in:		
	Courses	Rotations	Supplementary Activities
B2.3.1 Principles of Human Genetics			
Mendelian and non-Mendelian Inheritance			
Population and quantitative genetics			
Basis of human variation and disease susceptibility			
Family history and pedigree analysis			
Normal /abnormal human development			
Human reproduction			
Personalized genomic medicine			
B2.3.2 Applicability of Related Sciences to Medical Genetics/Genomics			
Cytogenetics			
Biochemical Genetics			
Molecular genetics and genomics			
Embryology/developmental genetics			
Teratology			
Cancer genetics			
Adult genetics			

Content Area	Taught in:		
	Courses	Rotations	Supplementary Activities
Cardiovascular genetics			
Neurogenetics			
Pharmacogenetics			
Psychiatric genetics			
B2.3.3 Principles and Practice of Clinical/Medical Genetics			
Clinical features and natural history of broad range of genetic diseases, complex common disorders, & syndromes of unknown etiology			
The diagnostic process including dysmorphology, syndromology, physical assessment, and differential diagnoses			
Modalities, methods, and self-studies of cytogenetic, molecular and biochemical tests, including new/emerging technologies (microarray, high throughput screening, whole exome/genome sequencing)			
Risk assessment			
Use of genetics literature, bioinformatics, and computerized tools			
B.2.3.4 Psychosocial Content			
Theories of counseling			
Interviewing techniques			

Content Area	Taught in:		
	Courses	Rotations	Supplementary Activities
Psychosocial development			
Family dynamics			
Dynamics of grief and bereavement			
Multicultural sensitivity and competency			
Disability awareness			
Crisis intervention			
B2.3.5 Social, Ethical and Legal Issues in Genetics			
Facilitating informed decision making via informed consent			
Patient/subject privacy issues (e.g. HIPAA)			
Genetic discrimination and related legislation			
Health disparities			
Genetic counseling Code of Ethics			
B2.3.6 Health Care Delivery Systems and Principle of Public Health			
Health and social policy			
Community, regional, and national resources			
Financial/reimbursement issues			
Population-based screening (newborn screening, carrier screening)			

Content Area	Taught in:		
	Courses	Rotations	Supplementary Activities
Genetics as a component of public health services			
B2.3.7 Education			
Identification of the genetics educational needs of clients, patients, community, and lay groups, students, and health and human service professionals			
Development of educational tools and materials appropriate to a given audience			
Delivery and evaluation of educational tools and materials			
B2.3.8 Research Methods			
Clinical and laboratory research methodologies and protocols using quantitative and qualitative methods			
Funding and publication topics: grant writing, data analysis, abstract development, preparing a manuscript for publication			
B2.3.9 Professional Development/Self-Care			
CV development			
Negotiation techniques			
Stress management			

Content Area	Taught in:		
	Courses	Rotations	Supplementary Activities
ABGC certification exam readiness			
Structure and purpose of genetics-related professional societies			
Self-care topics to prepare students for the emotional, as well as intellectual, strain of clinical practice			

SECTION B: V. Clinical Training/Fieldwork Exp.

B3

Applies to: [B3](#) [B3.1](#)

A. General Description

In the response box below provide a narrative (including the requested tables) describing the proposed design and structure of the program’s clinical training and fieldwork experiences. Please be sure to address the following: training sites, training experiences, clinical supervision, and future training plans. Please see below for more detailed instructions.

Training Site/Setting	Other Genetic Counseling Training Programs using this Site	# Board-Certified Genetics Counseling Supervisors	Approximate Annual Patient Volume	Average Number of Patient Interactions per Rotation (for students from your program)
<i>Ex. ABC Prenatal</i>	<i>Ex: Program X Ex: Program Y</i>	<i>Ex: 4</i>	<i>Ex: 3000</i>	<i>Ex: 25</i>

1. TRAINING SITES

Complete the table above

Append a table showing a typical rotation schedule for your students’ clinical placements during each year of their training.

Provide evidence that students using the proposed sites will be able to have sufficient clinical experiences of appropriate quality (e.g., number of supervisors, average # of patient interactions, annual patient volume, coordination of students from multiple programs at one site).

2. TRAINING EXPERIENCES

How will students interact with individuals/families in a way that exposes them to the natural history, management and psychosocial issues of a broad range of genetic conditions in a variety of practice settings?

What additional (non-clinical) fieldwork experiences (e.g., support groups, exposure to disabilities) will the program provide to enhance overall training?

How will student independence and growth be fostered, while assuring that there is adequate supervision commensurate with trainees' skills and level of competence?

How will clinical training and fieldwork experiences encompass relevant areas in the most recent ABGC Certification Examination content outline and meet the relevant content areas of the Practice-Based Competencies?

3. CLINICAL SUPERVISION

How you will train, orient, evaluate, and communicate with clinical supervisors so that program administration, supervisors, and students have a common, clear understanding of the objectives, expectations, and evaluation measures for clinical placements?

Describe program policies with regard to supervision by genetic counselors with <1 year of experience. If you plan to allow supervision by those with <1 year experience, describe the mentorship process for these individuals.

4. FUTURE TRAINING PLANS

If you plan to increase the number of enrolled students over the next five years, how you will ensure adequate clinical training for the additional students?

B. REQUIREMENTS FOR CORE CASES (STD. B3.2)

1. Core Cases (Logbook Eligible)

Provide a brief narrative describing how your program will ensure students achieve the minimum number of 50 core cases, each including at least one role in each of the three categories of Management, Education and Counseling. Please also comment on the anticipated total number of overall cases that will be seen over the following areas: Pediatrics, Prenatal, Cancer, Adult/Specialty and the anticipated number of cases that will be eligible to be designated as core cases.

2. CORE CASE SUPERVISION (STD. B3.2.3)

Briefly describe how your program ensures the following:

- Core cases will be supervised by an experienced certified geneticist (ABMG or Canadian equivalent) and/or an ABGC/ABMG/CAGC certified genetic counselor.
 - The level of direct (in-person) supervision is commensurate with a student's documented skills and competencies.
-

B3.2.4

Applies to: [B3.2.4](#) [B3.2.5](#)

3. CASE BREADTH AND VARIETY

Describe how your program will ensure students are exposed to a variety of genetic issues throughout the life cycle as delineated in Std. B3.2.4, in a ratio *approximately* similar to that of the most recent ABGC Practice Analysis (Std. B3.2.5).

B3.2.6

Applies to: [B3.2.6](#)

4. EXPOSURE TO MULTIPLE CLINICAL AND FIELDWORK SETTINGS

Check all of the anticipated participatory and observational experiences below that apply to some or all of your students.

4.A EXPOSURE TO MULTIPLE CLINICAL AND FIELDWORK SETTINGS

Provide a brief description of the number, settings and types of non-clinical (fieldwork) experiences that will augment core cases to which the students will be exposed.

C. DOCUMENTATION OF CLINICAL AND FIELDWORK EXPERIENCES (STD. B3.3)

Describe how your program plans to track and document students' clinical and fieldwork experiences. (Attach in Appendix VII- Documentation of Clinical and Fieldwork Experiences any tracking forms used or examples of online forms.)

1. Core Cases Requirements

2. Other Clinical/Fieldwork and Participatory Activities

SECTION B: VI. Additional Requirements

A. TEACHING EXPERIENCE (STD. B4.1)

1. Indicate in which of the following teaching opportunities some or all of your students participate:

2. Describe the extent to which students are able to participate, in what settings, and how such experiences are monitored and documented.

B. LABORATORY EXPERIENCE (STD. B4.2)

1. Indicate in which of the following laboratory settings some or all of your students will participate:

2. Describe the extent to which the students participate in the above laboratory experiences. Include how the program's instructional plan ensures the students attain proficiency in choosing appropriate clinical and research laboratories and in understanding the analytic and clinical validity and clinical utility of various genetic testing modalities.

C. RESEARCH AND SCHOLARLY ENDEAVORS (STD. B4.3)

Briefly describe and attach documentation regarding your program's requirement(s) for student research and other scholarly activities, including: -The overall learning objectives of this requirement. -Format by which you meet this requirement (e.g, formal thesis, capstone project, other independent research project). -How your program encourages and facilitates student publication or other dissemination of their research and scholarly endeavors.

SECTION C: Evaluation- I. Advisory Board

C1

Applies to: C1

A. Advisory Board Composition

In the table below, please indicate the current membership of your program Advisory Board. Identify the external member(s) with an asterisk after his/her name and credential.

Name with Credentials	Job Title	Institutional Affiliation	Area of Expertise Represented on Advisory Board
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B. ADVISORY BOARD FUNCTION

Describe the function and expectations of your Advisory Board, including the anticipated frequency of meetings, the policy for reviewing program evaluations, and the process of providing counsel regarding changes to the curriculum. Include how the program will develop a plan and timeline for incorporating recommended modifications. Attach minutes from the most recent advisory board meeting in **Appendix VIII – Advisory Board minutes** if applicable.

SECTION C: II. Program Evaluation

C2

To ensure that competencies specified by the educational program and the ACGC are maintained, program and student evaluation must be a continual process. This includes internal and external curriculum validation in consultation with employers, faculty, clinical supervisors, students and graduates. On an annual basis, evaluation findings must be shared with the Advisory Board as explained below, and a plan and timeline developed for appropriate modifications to be incorporated into the curriculum. The manner in which programs seek to comply with these evaluation requirements may vary; however, both the process and outcomes need to be well defined and documented. Programs should be prepared for a random audit of requirements and documentation.

Applies to: C2

C2.1.1

Applies to: [C2.1.1 Student Performance on the ABGC Certification Exam](#)

A. STUDENT PERFORMANCE ON THE ABGC CERTIFICATION EXAM (STD. C2.1.1)

Provide a description of the program's plans to prepare students to sit for ABGC certification exam.

C2.1.2

Applies to: [C2.1.2 Alumni and Employer Surveys](#)

B. ALUMNI AND EMPLOYER SURVEYS

1. Survey Process

Describe the process by which surveys and/or interviews are conducted with alumni and employers to collect the information defined in Std. C2.1.2. Attach relevant survey instruments in **Appendix IX – Alumni and Employer Surveys and Summary Data**.

C2.1.3

Applies to: [C2.1.3 Personnel Evaluations](#)

C. PERSONNEL EVALUATIONS

Describe your program's proposed process for evaluating the performance of the program leadership (Director, Assistant/Associate Director, Medical Director, Clinical Practicum Coordinator or equivalent) and instructional faculty/primary course directors in accordance with the requirements defined in Std. C2.1.3. Describe how the results of these personnel evaluations are used in continuous quality improvement.

C2.1.4 COURSE EVALUATIONS

Applies to: [C2.1.4 Course Evaluations](#)

D. COURSE EVALUATIONS

Describe your program's proposed process for administering course evaluations in accordance with the requirements defined in Std. C2.1.4. Describe how the results of these course evaluations are used in continuous quality improvement. For course(s) taught in other departments or schools describe how you plan to obtain feedback regarding these course(s).

C2.1.5 EVALUATION OF CLINICAL TRAINING/ FIELDWORK EXPERIENCE

Applies to: [C2.1.5 Evaluation of Clinical Training/ Fieldwork Experience](#)

SITES AND SUPERVISORS

Describe your program's proposed process for initial and ongoing evaluation of clinical rotation/fieldwork experiences in accordance with the requirements defined in Std. C2.1.5. This should include evaluative measures for rotation sites as well as clinical supervisors. Attach examples of related data collection instruments/forms in **Appendix X – Evaluation of Clinical Training Sites**. (Student evaluations are covered in Section III). Describe how the results of these evaluations are used in continuous quality improvement.

SECTION C: III. Student Evaluation

C3.2

Applies to: [C3.1 Student Notification](#) [C3.2](#)

A. PROCESS OF STUDENT EVALUATION

Describe the process by which the program will perform regular and ongoing student evaluations in accordance with the requirements delineated in Std C3.2. Include the means by which students are notified of relevant policies (Std C3.1). Attach in **Appendix XI – Student Performance Evaluations** all instruments/documents included in the student evaluative process. Describe how the results of these evaluations will be used in continuous quality improvement.

C3.3

Applies to: [C3.3](#) [C3.3.1](#) [C3.3.2](#) [C3.3.3](#) [C3.3.4](#)

B. SPECIFIC PROTOCOLS FOR CLINICAL TRAINING EVALUATION

Describe the process by which students are evaluated in their clinical rotations/fieldwork experiences in accordance with the requirements delineated in Stds. C3.3.1 through C3.3.4. Include:

- Type of feedback (e.g., formative, summative)
 - The frequency and timing of feedback (e.g., after individual clinical cases, at mid-rotation, at the end of the internship)
 - How the feedback will be provided (e.g., in person, in writing, combination)
 - Means by which students and Program Leadership are involved in the evaluative process
 - Documentation of formal clinical evaluations
 - Process for addressing deficiencies noted
-

Provide a brief summary of any key challenges and opportunities that you anticipate the program needing to address over the next 5 years.
