**Genetic Nurse and Counsellor Professional Branch Board**

### Form A. Application for course approval: MSc Genetic Counselling or MSc Genetic Nursing

**Section 1. Details of person responsible for the application**

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| --- | --- |
| First name  |  |
| Last name |  |
| Position in the institution |  |
| Department in the institution |  |
| Email address |  |
| Work address |  |
| Telephone number (with country code) |  |

**Section 2. Statement by person responsible for the application**

**I confirm that all details provided in this application are correct to the best of my knowledge.**

**Name**

**Signature**

**Date**

Please complete this application and submit with the following documents:

* Evidence of course validation by your institution
* Course entry requirements
* Student selection methods
* Full curriculum, including content of each course or module
* Methods of assessment.
* The student handbook.

You may also submit other documents you think will be helpful to us.

**Section 3. Course and staff details**

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| **Official name of Institution** |  |
| **Official address of Institution** |  |
| **Department (Faculty or School) in which course is offered** |  |
| **Name of Programme (e.g. MSc in Genetic Counselling)** |  |
| **Length of programme if taken full time** |  |
| **Is the programme offered**  | Full timePart timeEither full or part time |
| **Number of students per cohort** |  |
| **Name(s) of course Director(s)** |  |
| **Qualifications of course director**  |  |
| **Experience of course director in clinical genetics**  |  |
| **Email address of course director** |  |
| **Work address of course director** |  |

**Main programme teachers/supervisors**

Please provide the names, qualifications and roles of the **main** staff involved in teaching students.

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| **Name** | **Qualifications** | **Professional role or background**  |
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**Clinical supervision**

Please provide the details of staff providing clinical supervision during genetic counselling placements.

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| **Name** | **Qualifications** | **Professional role or background**  |
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**Section 4. Course structure and content**

Please indicate how the course fulfils each requirement. If appropriate, you may refer to specific pages in your course documents and attach those documents.

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| **Course content** | **Detail** |  |
| 1. **Practical Component**
 | The practical component of the course (placements) should account for at least 50% of the course teaching hours. A minimum of 25% of the course teaching hours (50% of the practical placement hours) must be spent by the student in a genetics centre under the mentorship of a genetic counsellor (or where this is not possible, the mentorship of an experienced medical geneticist).Guide: as a rough guide, the student should spend around 120 days in practical clinical (not laboratory) placements. Of these, at least half should be in a genetics department.  |  |

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| 1. **Practical preparation – through practical clinical placements**
 | 2.1 Enable the student to acquire knowledge on:- the health service structure in the country of training - sources of support and information for self and patients - the impact of a genetic condition on individual, family and society - effective functioning of the multi-disciplinary team - the role of health and social care professionals involved with an individual with a genetic condition - counselling skills - communication skills, including contacting patients face to face, by telephone and in writing. |  |
|  | 2.2 Provide adequate opportunity for students to develop the ability to:- manage a genetic caseload - develop an empathic relationship with the patient - work collaboratively within the multi-disciplinary team - manage cases safely and effectively - produce clear correspondence including referral letters and post-consultation summary letters - make clear and contemporaneous health records - work within the professional code of conduct for genetic counsellors - work safely as an autonomous practitioner - gain broad experience in different relevant areas of healthcare and/or social care3 - obtain broad experience in provision of genetic services - develop counselling and communication skills - understand limitations of own skills and knowledge. |  |

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| 1. **Counselling skills**
 | 3.1 Enable the student to acquire knowledge on:- philosophy of genetic counselling (including a non-directive counselling approach) - relevant counselling theories - core and advanced counselling skills - the range of potential psychological and emotional reactions to living with a genetic condition in the family or living at risk  |  |
| 3.2 Provide adequate opportunity for students to develop the ability to:- use of a range of appropriate communication and counselling skills - communicate effectively with the patient and family - assess the patient’s psychological state (prior/current) - facilitate decision-making - reflect on own practice - adopt a non-judgemental approach - develop self-awareness to reflect on and inform own practice - use clinical and counselling supervision. |  |
| 3.3 Provide an environment in which the student can develop:- Unconditional acceptance of each individual.  |  |

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| 1. **Psychological issues**
 | 4.1 Enable the student to acquire knowledge on:- relevant psychological theories including grief and loss, responses to risk, impact of event – impact of family history on individual and family |  |
| 4.2 Provide adequate opportunity for students to develop the ability to:- prepare a patient for the potential outcomes of a genetic test - support individuals to disclose genetic information to family - facilitate decision making - use counselling1 and clinical supervision2- use skills to explore patients’ past and current psychosocial situation. |  |
| 4.3 Enable students to develop the ability to make the patient aware of: - impact of positive and negative test results on individual and family - potential reactions of individuals such as siblings, parents, obligate carriers to genetic risk or test results - impact of living with disease and test result - the nature of pre-symptomatic testing and differences to diagnostic testing - the issues related to family communication, including the possibility of non-disclosure of information between family members. |  |
| 4.4 Make the student aware of their own possible psychological responses to patient or professional situations.  |  |

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| 1. **Medical Genetics**
 | 5.1 Enable the student to acquire knowledge on:- inheritance patterns - common genetic conditions (symptoms, prevalence, penetrance, testing options, inheritance pattern, condition management), including cardiac, neurological, oncology, dysmorphology, metabolic /endocrine, haematology conditions .- types of mutations - interpretation of test results- technologies for testing - different uses of testing (PST, carrier, PND, diagnostic) - application of testing - research methods - embryology including normal embryology and its relationship to congenital malformations - therapeutic technologies - Impact of consanguinity.  |  |
|  | 5.2 Provide adequate opportunity for students to develop the ability to:- draw and interpret pedigrees - explain inheritance and genetic concepts in patient appropriate language - access relevant medical information - Interpret test results - prepare patients for testing and offering post-test support - assess genetic risk.  |  |

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| 1. **Human genetics**
 | 6.1 Enable the student to acquire knowledge on:- structure of DNA, genes and chromosomes (and common terms) - transcription, translation, protein synthesis - mutations and their effects - meiosis and mitosis - gametogenesis - recombination, non-disjunction, sister chromatic exchange - X-inactivation - inheritance patterns and mechanisms - chromosomal aberrations,structural and numerical - mitochondrial inheritance - patterns of inheritance - multifactorial disease - non-traditional types inheritance eg imprinting - techniques for detecting abnormalities - methods of finding a disease gene - epigenetics. |  |
| 6.2 Provide adequate opportunity for students to develop the ability to:- draw and interpret a family pedigree - explain genetic concepts and concepts or risk/probability to the patient in appropriate and culturally sensitive language - correlate mutations and chromosomal abnormalities to disease. |  |

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| 1. **Ethics/Law Sociology**
 | 7.1 Enable the student to acquire knowledge on:- ethical principles for healthcare practice - components of informed consent - human rights (including those of the fetus) - genetic law and guidelines - cultural competence - impact of illness and/or disability on the individual, family and society - insurance, employment and discrimination issues relevant to genetic conditions. |  |
| 7.2 Provide adequate opportunity for students to develop the ability to:- work within the ethical and legal framework relevant to their practice and national setting - obtain and record informed consent - practice in a reflective manner - be aware of their own limitations and seek help or guidance when appropriate - deliver non-directive care in a supportive manner - utilise listening skills - be sensitive to the patient’s concerns and psychological needs.  |  |
| 7.3 Provide an environment in which the student can develop:- respect for the individual’s culture, values and beliefs. |  |
| 1. **Education and research**
 | 8.1 Enable the student to acquire knowledge on:- a range of relevant research methods in relation to genetic counselling practice 4,5 - tools for use in adult education. |  |
|  | 8.2 Provide adequate opportunity for students to develop the ability to:- conduct critical appraisal of relevant research evidence - conduct a research study related to genetic counselling4 - provide education to patients - provide education to other health professionals.  |  |
|  | 8.3 Provide an environment in which the student becomes a lifelong learner |  |

1. Counselling supervision is ‘a contracted, professional relationship between two or more individuals engaged with counselling activities, which leads to reflection on the counselling situation and its structure’. For more details, see *European Association for Counselling (2012) Counselling Supervision. Accessed at [http://www.eacnet.org/index.php?/Standards-and-Ethics/counselling-supervision.html].*

2. Clinical supervision is formalised support offered within the clinical team to ensure patient safety and the development of the practitioner. It usually involves case discussion and review.

3. The purpose is to help the student understand the impact of a genetic condition on the life of the individual and family.

4. The research should be focussed on genetic counselling, and should not include laboratory research.

5. Social science research methods should be included.

**Section 5. Supporting documents**

**Please supply the files containing the following information. Copy and paste the files into this document after this section. Save the entire application as a pdf document before sending to the EBMG.**

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| **Document type**  | **Confirm attached**  |
| Evidence of course validation by your institution |  |
| Course entry requirements |  |
| Student selection methods |  |
| Full curriculum, including content of each course or module |  |
| Methods of assessment. |  |
| The student handbook. |  |
| Other (please list) |  |