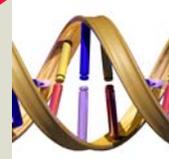


► THE GENETICS/GENOMICS COMPETENCY CENTER FOR EDUCATION WEBSITE: [HTTP://WWW.G-2-C-2.ORG/](http://www.g-2-c-2.org/)
WRITTEN BY ASHLEY CLARK, RN 1

► SPOTLIGHT: Samuel Merritt University 2

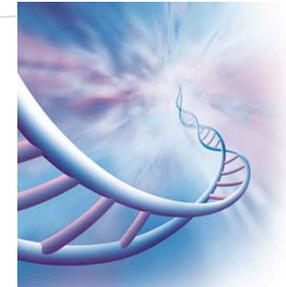
- COMPETENCIES 2
- FACULTY CHAMPIONS 2
- CONFERENCES 2
- PUBLICATION UPDATE 2
- SACGHS 3
- JNS SERIES 3
- ISONG 3
- TALKING GLOSSARY 4
- CDC OFFICE OF PUBLIC HEALTH GENETICS .. 4
- DNA DAY 4
- 50TH ENDORSING ORGANIZATION 4
- PHARMACOGENETICS 4



Competency focus

UPDATING THE NURSING COMMUNITY ON THE IMPLEMENTATION OF THE ESSENTIAL NURSING COMPETENCIES AND CURRICULA GUIDELINES IN GENETICS AND GENOMICS.

Updates to the Genetics/Genomics Competency Center for Education Website <http://www.g-2-c-2.org/>



The genetics/genomics competency center for education website was created in 2009 to improve access to resources by health care practitioners. Beta testing was performed in 2010 which consisted of a survey being posted to the website targeting nurse educators to address functionality of the site. Survey evidence illustrated dissatisfaction with site arrangement and difficulties with navigation.

To address these deficits, the website was rebuilt and the new site was launched in Feb 2010. There have been a number of changes which influence ease of use and enable the viewer to access in-depth relevant information at a quicker pace, upload documents, as well as share information among disciplines. The website currently has nursing and physician assistant resources uploaded and genetic counselor resources under review

There are a variety of ways to use the site. You can click on a specific icon to navigate within resources, or by using the "search educator resource" the ability to access resources specific to particular disciplines can also be attained. By using the competencies, learning activities and performance indicators and assessment mapping function, the user has another way to navigate the site. Lastly, you can search by keywords. All these capabilities have streamlined accessibility and usability.

Though the competencies have not changed, the search resources now highlight "learning activities and resources" as the first curricular area, with "competencies and core knowledge" as the second, "performance indicators" follows,

and lastly "assessments" is the concluding choice. By choosing a curricular area, the user will need to define a "search topic". By clicking "search topic" at the bottom of the page, a list of search terms will appear. The user can then choose one term from the list to view these resources. When a resource is selected the page will provide descriptive information, identify the topic's relevance to other areas of the site, such as "associated competencies and core knowledge" married by particular key terms, consequently cross talk between disciplines is achieved.

The website allows you to rate existing resources so that other users can easily sort through the most relevant resources quickly. We are encouraging you to rate resources - so please click on this option and rate the items you use from one to five stars. Another option you have is to write comments on how helpful this resource was to you.

To save a resource, click on the "save this resource" tab. After all resources have been saved, there is the ability to go to the "My Resources" tab located on the banner and email yourself all saved resources.

There are many help icons throughout the site, marked by a question mark in a blue circle to aid in navigation. There is also a "Help" tab located on the banner which should answer any questions the user has.

The new website allows professionals to submit their own resources so that others can benefit from all your work. A log-in is required for this process. This occurs by clicking on the "Share Your Resources" icon which will take the user to a page with links to submission benefits, the process by which to upload documents, review criteria,

editorial board information, frequently asked questions, a submission form, and a log of all the user's contributions.

Once resources have been approved for posting on the G2C2 site, under the "My Contributions" link, the user can view how many times the document has been downloaded and read comments from colleagues.

The G2C2 editorial review board was launched in 2009 and is composed of a working group of five professionals per discipline. On a yearly basis the board appraises all resources for content quality, goals, complexity, effectiveness of methods, presentation, and accessibility. The review evaluation criterion clearly delineates the components of G2C2 quality criteria. All users should be familiar with this page prior to submission.

The editorial board is currently reviewing all site resources and addressing whether resources have increased trans-disciplinary relevance as part of the review process.

We encourage all health professionals to establish familiarity with the G2C2 site and to add materials as appropriate. Please use the "Write a Review" option and rate functionality of the resources to aid colleagues in quickly accessing germane content.

Influencing Nursing Curriculum through Genetic/Genomic Education:

Interview with Patricia Brennan RN, PhD

Dr. Brennan came to the Faculty Champions Program (<http://www.genome.gov/27535172>) in 2009 with a background as a Moore Foundation nursing fellow and 18 years in critical care trauma. She currently serves as Assistant Professor at Samuel Merritt University and has been innovating nursing curriculum from the ground up. Her fervor for this area of science is contagious.

Dr. Brennan took her experiences with the Faculty Champions to create a Faculty Development Day at Samuel Merritt thereby educating faculty, creating buy in from colleagues, and aiding in attaining genetic/genomic accreditation standards.

These efforts helped to garner institutional support for the integration of genetics and genomics into nursing curriculum.

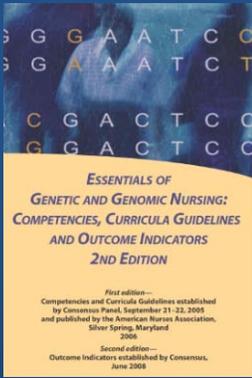
Dr. Brennan applied and was awarded an internal grant to fund this genetic/genomic faculty development initiative and composed an advisory group made up of nursing professors from a variety of specialties, nurse practitioners, educators, and undergraduate students to disseminate and integrate this content.

Due to grant monies available she was able to offer access to an online course "Applying Genomics to Nursing Practice" (AGNP), a 5-week program offering teacher facilitated online courses with weekly assignments.

Meanwhile a subset of the advisory committee was addressing each syllabi within the undergraduate curriculum.

Dr. Brennan had created a repository site on blackboard with resources and content available to integrate into nursing curriculum. The results of these efforts proved to encompass especially positive outcomes. Faculty and students were able to recognize where genetic/genomic material could be integrated and translated into curriculum and clinical care, and these efforts are already now underway.

We commend Dr. Brennan for her pursuits and know her continued commitment to this area of science will serve to benefit the nursing community.



DO YOU NEED A COPY OF THE 2ND EDITION OF THE COMPETENCIES?

DOWNLOAD AT:

<http://www.genome.gov/27527634>

OR EMAIL

CALZONEK@MAIL.NIH.GOV

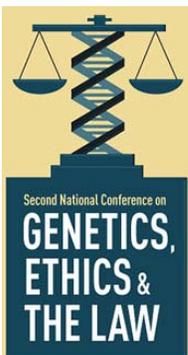
Publication Update

Beery, T.A., Smith, C.R. (2011). Genetics/genomics advances to influence care for patients with chronic disease. *Rehabilitation Nursing*, 36(2):54-9.

Collins, C.A., Stiles, A.S. (2011). Predictors of student outcomes on perceived knowledge and competence of genetic family history risk assessment. *Journal of Professional Nursing*, 27(2):101-7.

Jouwink, I.J., Van Luijk, S.J., Henneman, L., Van Der Vleuten, C., Dinant, G.J., & Cornel, M.C. (2011). Genetic educational needs and the role of genetics in primary care: A focus group study with multiple perspectives. *BMC Family Practice*, 17(12), 5.

Rogers, J.C., Taylor, A.T. (2011). Teaching about genetic testing issues in the undergraduate classroom: A case study. *Journal of Genetic Counseling*. [Epub ahead of print]



Second Annual Conference on Genetics, Ethics, and Law:

This is a cutting-edge, two-day conference on genetics, ethics and the law June 1-2, 2011 in Charlottesville, Va., sponsored by the University of Virginia law and medical schools and the American Society of Human Genetics. Targeted at medical geneticists, genetics researchers, genetics counselors, physicians, nurses and allied healthcare providers, the course will explore the legal and bioethical implications of novel genetics and genomics from American and global perspectives, through a series of lectures, workshops and case discussions.



Genetic Alliance 25th Annual Conference

Genetic Alliance is the world's leading nonprofit health advocacy organization committed to transforming health through genetics and promoting an environment of openness centered on the health of individuals, families, and communities.

In this, our 25th year, we celebrate innovation on our journey toward novel partnerships, connected consumers and smart services. Come and celebrate the 25th year of the Genetic Alliance in Bethesda, MD June 23-26, 2011. There will be educational seminars on Genetic Services, Organizational Development, Research, and Transformational Leadership, and much more.

SACGHS

The Secretary's Advisory Committee on Genetics, Health, and Society (SACGHS) final report, *Genetics Education and Training* is now available at: http://oba.od.nih.gov/SACGHS/sacghs_documents.html#GHSDOC_005

The report addresses the genetic education and training requirements for health care professionals, the public health sector, industry, and patients to ensure that they have the educational tools and resources to understand, interpret, and apply genetic/genomic information appropriately.

SACGHS' charter ended February 28, 2011 and the report culminates three years of research and analysis to integrate genetic/genomic findings into mainstream medicine. Genetic education is crucial as the benefits of genetic technology rise and the need to guard against potential harm increases, it is paramount of keep abreast of advances in this ever evolving field of medicine.

For more information on SACGHS reports please visit: http://oba.od.nih.gov/SACGHS/sacghs_documents.html

Journal of Nursing Scholarship Launches 2011 Special Series: Genetics/Genomics and Nursing Education

This article series highlights the relevance and importance of genetics and genomics for nurse educators and nursing education worldwide. The series consists of 5 manuscripts and includes an editorial that highlights the role of nurse educators in preparing nurses for genetics and genomics.

March 2011 Issue

- Bridging the Gap Between Genomics Discoveries and Clinical Care: Nurse Educators are Key (editorial)
<http://onlinelibrary.wiley.com/doi/10.1111/j.1547-5069.2010.01362.x/pdf>
- Implications for Educating the Next Generation of Nurses on Genetics and Genomics in the 21st Century
<http://onlinelibrary.wiley.com/doi/10.1111/j.1547-5069.2010.01373.x/pdf>

June 2011 Issue

- Genetics/Genomics Competencies and Nursing Regulation (in press)

September 2011 Issue

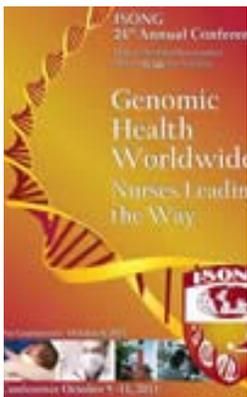
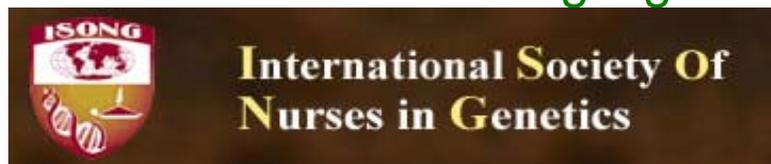
- Strategies to Prepare Faculty to Integrate Genomics into Nursing Education Programs
- Integrating Genomics into Undergraduate Nursing Education

December 2011 Issue

- Genomic Education Resources for Nursing Faculty



Educational Highlight



ISONG is gearing up for the 24th Annual ISONG Conference, Genomic Health Worldwide: Nurses Leading the Way, in Montreal, Quebec Canada October 9 to 11, 2011. Two pre-conferences will held October 8, 2011:

- The Application of Genetics and Genomics into Nursing Curriculum
- Embracing Translational Research: From Bench to Bedside.

A copy of the 2011 Conference Registration Form is available at http://www.isong.org/documents/24_ISONG_regpage3.pdf.

ISONG is an organization dedicated to fostering scientific and professional growth of nurses in human genetics and genomic worldwide. ISONG offers a number of resources with accurate and current content on human genetics and genomics in addition to forums for professional networking, online discussions and expert advice in how to integrate this information into nursing practice, education, and research activities. ISONG is currently holding a membership recruitment drive. Membership benefits also include a reduction in conference registration fees. For more information on ISONG or to join, please visit:

<http://www.isong.org/>



DNA day was created to educate students, teachers, and the public about genetics and genomics. This day commemorates the unearthing of DNA's double helix and the completion of the Human Genome Project in April 2003. In case you missed National DNA day this year, April 15, 2011, you can still log into the chatroom and view the 2011 transcript for a full account of activities, award abstracts, and speaker presentations. For more information go to <http://www.genome.gov/DNAday/>

Resource Reminder
Talking Glossary of Genetics Terms
<http://www.genome.gov/Glossary/>

Office of Public Health Genomics:

As part of the Center for Disease Control (CDC) the Office of Public Health Genomics (OPHG) has created new podcasts available free from experts in genomics that provide the latest research and education in areas of specific disease, genetics, family history, newborn screening, direct to consumer testing, and much more.

These videos are updated regularly and are available at <http://www.cdc.gov/genomics/resources/video/index.htm>

Staff favorites include:

[Personal Genomic Tests](#) (7/26/2010)

Muin J. Khoury, MD, PhD, Director of CDC's Office of Public Health Genomics, speaks to healthcare providers about personal genomic tests that consumers can buy on the Internet.

National Coalition for Health Professional Education in Genetics

14th Annual Meeting Strategies for Evidence-Based Education in Genetics

September 26-27, 2011
Marriott Bethesda North
Bethesda, Maryland

NCHPEG is now accepting abstract submissions electronically until May 31, 2011. They are especially interested in abstracts that describe outcome measures, evaluation strategies, and novel education delivery approaches.

<https://www.letsmeetregistration.net/nchpeg/abstract/>



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Nursing Organization Endorses the Competencies!
The International Society of Psychiatric Mental Health Nurses
is the 50th Nursing Organization to endorse the
Essentials of Genetic and Genomic Nursing: Competencies, Curricula Guidelines and Outcome Indicators, 2nd Edition

“Our specialty is aware of the ever increasing role of genetics and genomics in both the prevention and treatment of mental health disorders. To address these issues and provide the best possible care for our clients will require a psychiatric mental health work force that is competent in translation of the science of genetics into practice.”

Thanks for joining with us ISPN!