

Representation of MCH/CT LEND Competencies in Publicly Available Required-Course Descriptions of ACGC- Accredited Genetic Counseling Programs

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Background

- Accreditation Council for Genetic Counseling (ACGC): Responsible for defining GC educational competencies
 - Emphasize: Genetics and Genomic expertise, risk assessment, counseling, communication, research, healthcare systems, professional identity
- MCH and CT LEND Competencies:
 - Emphasize: Leadership, interdisciplinary practice, public health, disability-related training
- Possible overlap exists, but little is known about how visible it is within GC curricula

Rationale

- Why this matters?
 - Public course descriptions may reflect curricular priorities
 - May only provide partial picture
- Research question:
 - Among ACGC-accredited genetic counseling programs, what proportion of publicly available required-course descriptions include at least one learning element aligned with MCH/CT LEND competencies?

Methods

- Descriptive cross-sectional review
- Sources: ACGC Program Directory and Linked Program Materials/Sites
- Reviewed:
 - Program Websites, curriculum pages, course catalogs, handbooks, course detail pages
- Inclusion Criteria: Course descriptions were publicly available, and courses were required for the program
- Coding based on explicit alignment only

Results

- Sample:
 - 64 total accredited programs (United States and Canada)
 - 60 U.S. programs included in analysis
- 49/60 programs (81.7%) had at least one aligned required-course description
- 11/60 programs (18.3%) did not
 - 8 had no identified matches
 - 3 had no public required-course descriptions accessible

Competencies Identified

Competency Identified	Number of Courses Applicable
MCH 5.3 Cultivate active listening skills and attentiveness to nonverbal communication cues	4
MCH 6.2 Analyze ethical and legal principles related to core public health issues affecting children and families	5
CT LEND 1.5 Social Determinates of Health	2
CT LEND 1.6 Research Design and Analysis	85
CT LEND 2.7 Intellectual Disability	1
CT LEND 3.4 Assessment and Diagnosis	7
CT LEND 3.5 Evidence-based practices	5
CT LEND 3.8 Evaluation	4
CT LEND 6.7 Policy development and evaluation	1

Discussion

- Most programs showed at least some visible alignment
- Alignment was concentrated in research-related coursework
- Many competencies were rare or absent in public facing descriptions of course
- Public materials may underrepresent broader curriculum content

Discussion (Cont.)

- Limitations:
 - Public course descriptions are brief
 - Internal materials and clinical training not reviewed
 - 3 programs with no public course information
- Future Directions:
 - Review syllabi and internal materials
 - Explore clinical experiences and seminars
 - Interview program leadership
- Conclusion:
 - Publicly visible alignment exists in most programs
 - Mostly concentrated in research-related content

References

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