

Creating a Tool to Engage Advanced Practice Nurses in the Use of Genetic/Genomic information during Health Assessment

Katherine Chadwell, DNP, MBMS, ARNP, GNP-BC, CPHQ, Associate Professor, Florida Atlantic University, Boca Raton, FL., Ellen G. Ehrlich, Ed.D., RN, NCPsychA, Professor, College of Saint Elizabeth, Morristown, NJ., Jennifer Matthews, Ph.D, RN, CNS, CNE, FAAN, Professor, Shenandoah University, Winchester Virginia. Gloria Kersey-Matusiak, PhD, RN, Professor, Holy Family University, Philadelphia, PA, Sara McCumber, DNP, RN, CNP, CNS, Assistant Professor, The College of St. Scholastica, Duluth, MN, Robert Sheehy, PhD, Professor of Biology and Life Sciences, Radford University, Radford VA

Keywords: Genetics, Genomics, Health Assessment, Advanced Practice Nurse

Purpose: This project focused on the development of a tool that highlights key features of the genetic/genomic client assessment, which can be used in both the clinical setting and in the classroom as an adjunct to course content.

Abstract:

The field of genetics/genomics has evolved quickly, creating a gap in knowledge and practice. The importance of these discoveries directly impact advanced practice nurses who provide direct healthcare for clients or are involved in educating graduate nurses, but may not fully grasp the relevance in practice, citing lack of knowledge or understanding as barriers. The “Essential Genetic and Genomic Competencies for Nurses with Graduate Degrees” was developed by ANA and ISONG to address genetic/genomic competencies important in the practice of graduate nurses. However, nursing faculty are at various stages and levels of integrating genetic/genomic content into the curriculum and many practicing clinicians may have never had genetic/genomic content.

As part of their attendance at the summer workshop in genomics, sponsored by the National Human Genome Research Institute, nursing faculty were charged with creating a meaningful project important in disseminating genetic/genomic knowledge. The health history, particularly the three generation pedigree, was identified as one of the most important areas for assessment of potential genetic/genomic concerns that could necessitate further evaluation, testing, and education of the client, or specialist referral. As a result, this group of faculty members decided to create a postcard size tool, which addresses “red flag” warnings that may be indicative of genetic/genomic issues, which could be carried in the clinical setting and used as an adjunct to teaching.

Citations:

1. Greco K, Tinley S, Seibert D. Essential genetic and genomic competencies for nurses with graduate degrees. Silver Spring, MD: American Nurses Association and International Society of Nurses in Genetics. 2012. <http://nursingworld.org/MainMenuCategories/EthicsStandards/Genetics-1/Essential-Genetic-and-Genomic-Competencies-for-Nurses-With-Graduate-Degrees.pdf>. Accessed July 2, 2012.
2. Kirk M, Lea D, Skirton, H. Genomic healthcare: Is the future now? *Nursing and Health Sciences*. 2008;10:85-92. doi: 10.1111/j.1442-2018.2008.00374.x
3. Williams J, Prows C, Conley Y, Eggert J, Kirk M, Nichols F. Strategies to prepare faculty to integrate genomics into nursing education programs. *Journal of Nursing Scholarship*. 2011;43:3:231-238. doi: 10.1111/j.1547-5069.2011.01401.x