Genomics Education Programme

NHS Health Education England

SESSION OUTLINE			
Introduction to genomics for healthcare – a 60-minute interactive session using a board game to increase awareness about genomics and its applications in healthcare **Aim:** To develop learners' understanding of genomics and its applications in healthcare **Learning objectives** At the end of the session learners should be able to: • Describe what a genome is and where it is found • Give examples of the wider application of genomics in healthcare • Recognise how genomics can be applied in own area of work **Group size** Each game can be played with up to 12 players. Maximum group size will depend on the number of games available.			
Topic	**Time**	**Suggested activities**	**Context**
Introduction and overview	10 mins	Question to group: how many people have heard of 'genomics'? Divide the wider group into smaller groups in order to play the game. Outline the purpose of the game and practical issues around playing it. Introduce the questions that will be asked at the end of the session (could be written on whiteboard or PowerPoint slide): • What is one new piece of information that	Ensuring learners understand the purpose of the game and that it is an educational activity. Important to reiterate that the answers need to be read in full for ALL questions as this is where new information is presented.

		you have learnt during the session? • How can you apply what you have learnt today to your work? (for registered staff) *OR* • How could you apply what you have learnt today to your future clinical role? (for students/trainees)	
Playing the Genomics Game	40 mins	Playing 'The Genomics Game'	The game is intended to run without a facilitator; however the level of input by the session leader will depend on the group dynamics. It's possible to win the game without covering all of the questions. If a group finishes before the end of the 40 minutes, encourage the group to continue to ask any remaining questions.
Conclusion and Summary	10 mins	Question and answer sessions. Ask each group to discuss the questions posed at the beginning of the session and nominate a person to feed back to the wider group. Discuss the responses.	To ensure the last learning outcome is met, a facilitated discussion may be required. Some of the applications of knowledge that could be raised include: • taking a family history • appreciating why different patients are prescribed different treatment for the same clinical diagnosis • understanding that many clinical situations are influenced by genomics (e.g. cancer is a disease of the genome; antibiotic resistance is related to genomics) • Feeling more comfortable in engaging in conversations when genomics is discussed – whether with colleagues or patients.