*Table 5. Genomics resources for educators*

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| **Resource type** | **Examples (if given)** | **Papers** | **Example comments related to perceived value** |
| Repository platforms or other organisation websites | National Coalition for Health Professional Education in Genetics (now part of the Jackson Laboratory) <http://www.nchpeg.org>  National Human Genome Research Institute <http://www.genome.gov>  International Society of nurses in Genetics (ISONG), which has a nurse focused genomics resource repository useful for all, especially novice educators <http://isong.org>  <https://www.genomicseducation.hee.nhs.uk/>  <https://learn.genetics.utah.edu/> | Adejumo et al., 2021; Bashore et al., 2018; Daack-Hirsch et al., 2011; Daack-Hirsch et al., 2013; Dumo et al., 2020; Fater, 2014; Jaekel, 2012; Jenkins & Calzone, 2014; Jenkins & Calzone, 2012; Lea et al., 2011; Parviainen 2023; Parviainen et al., 2023;  Pestka & Williams, 2005; Prows et al., 2005; Read & Ward, 2016; De Sevo, 2010; Tonkin et al., 2011; Trossman, 2006; | Websites are felt to be more likely to be kept current (De Sevo, 2010). The grouping of relevant/current information in an accessible way is useful for educators (Bashore et al., 2018).  Websites must be critically evaluated for applicability to nurse education (Daack-Hirsch et al., 2011).  Internet access cannot be guaranteed, globally and some students lack the motivation for blended learning (Tonkin et al., 2011). |
| Textbooks |  | (Aiello, 2017; Daack-Hirsch et al., 2011; Garcia et al., 2011; Kim & Han, 2010; Mathis, 2022; De Sevo, 2010; Sharoff, 2015; Tonkin et al., 2011; Ward, 2017; | Books can be valuable if they include genomics case studies (Daack-Hirsch et al., 2011). However, they are a static resource that can become quickly outdated and some may lack sufficient current genomics content or content relevant to nursing practice (Aiello, 2017, Garcia et al., 2011; Kim & Han, 2010; De Sevo, 2010;). |
| Web-based tools | WebQuest and Second Life or Wikis used by a community of users | Daack-Hirsch et al., 2011; Lea & Monsen, 2003; | Wikis can encourage creativity in students (Daack-Hirsch et al., 2011). |
| Case studies | The Global Genetics/Genomics Community (G3C) http://www.g-3-c.org is a web-based, bilingual (English/Spanish), interactive, and self-directed case study platform with professional actors as simulated patients within which students can interview virtual patients in real time. | Calzone et al., 2011; Jenkins & Calzone, 2014; Kronk et al., 2018; Tonkin et al., 2011 | The site includes useful guidance for faculty on how to use this resource in teaching and supplemental student activities (Calzone et al., 2011). |
| Patient stories | The Telling Stories website ([www.tellingstories.nhs.uk](http://www.tellingstories.nhs.uk)) forms part of the NHS National Genetics Education Development Centre content and contains interviews with people who have genetic conditions to support educators in helping students to recognise the impact of genomics on individuals and families. | Kirk et al., 2011, A; Kirk et al., 2014;  Kronk et al., 2018; Lea et al., 2011; Pence, 2020; De Sevo, 2010; Tonkin et al., 2011; Williams et al., 2011 | Single cases can be used to enhance multiple modules to explore different areas of care such as inheritance patterns, treatment options and associated ethical issues (Tonkin et al., 2011). |