

Online Appendix 3: ELSI genetics self-efficacy scale reliability and scale items

Domain	Cronbach alpha	Items	Range	Self-efficacy items
Overall SE Scale	0.95	23	23-115	All items preceded by stem: “How confident are you about your current skills in the following areas?”
Genetic Knowledge	0.86	4	4-20	I can interpret a family pedigree (heredity diagram).
				I understand how different types of genetic disorders (i.e. sporadic and Mendelian genetic disorders) affect inheritance patterns.
				I can explain how abnormal trinucleotide repeat sequences can cause variable disease expression
				I can explain the clinical implications of testing for a high-penetrance condition (eg, Huntington Disease) compared to a <i>low-penetrance condition</i> (e.g., <i>Factor V Leiden Mutation</i>)
Uncertainty and decision-making	0.85	4	4-20	I can help my patients explore whether to obtain a genetic test, when there is no medical treatment for the disorder.
				I can help my patients make decisions about genetic testing that are consistent with their personal values.
				I can explain why a physician might order a test, even if there is no medical treatment for the disorder
				I can assess whether an adolescent is intellectually and emotionally able to handle information about a genetic diagnosis.
Communication and Information sharing	0.91	5	5-25	I can facilitate family discussions about disclosure of genetic diagnosis.
				I can explain the results of genetic screening tests to patients without using medical jargon.
				I can utilize the capabilities of genetic professionals in medical consultation
				I can explain the ethical implications of either testing or not-testing for a high-penetrance disorder.
				I can explain to a parent the rationale for not ordering many genetic tests in children, even if the tests have a high predictive value.
Culture	0.87	3	3-15	I can apply cultural generalizations to interactions with my patients, without stereotyping.
				I am able to work effectively with women who defer to family members in making decisions.
				I am able to work effectively dealing with an adult who defers to me in making decisions
Informed Consent	0.89	3	3-15	I can explain the conditions under which people make sound informed decisions
				I can determine a patient’s capacity to provide informed consent
				I can determine the circumstances under which informed consent does not apply
Legal and Social issues	0.79	4	4-20	I can help a patient understand the potential insurance repercussions of testing positive for a serious genetic condition.
				I can help patients anticipate the possibility of labeling and stigmatization that could follow a positive genetic test result.
				I can explain why some patients think that predictive genetic testing may lead to discrimination for obtaining insurance or employment
				I can explain why state mandated newborn screening tests (e.g., PKU, sickle cell) are routinely performed without formal parental consent.