



Student Handbook
for the
2023 - 2024 Academic Year

Master of Science Degree Program in
Genetic Counseling

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Revised August 2023

TABLE OF CONTENTS

I. INTRODUCTION	5
II. THE PROGRAM	5
A. DESCRIPTION	5
B. VISION	5
C. MISSION STATEMENT & OBJECTIVES	5
D. CORE VALUES	6
E. ADMINISTRATION	6
F. ACCREDITATION	6
G. HISTORY OF THE PROGRAM	6
H. KEY PERSONNEL	7
III. MATRICULATION PROCESS	7
A. ADMISSION PROCESS	7
B. MATRICULATION REQUIREMENTS	7
IV. PROGRAM CURRICULUM AND GRADUATION REQUIREMENTS	8
A. DIDACTIC CURRICULUM	8
• Overview	8
• Graduation Requirement	8
B. FIELDWORK CURRICULUM	9
• Overview	9
• Schedule of Fieldwork Experiences	10
• Supplemental Fieldwork Experiences	10
• Documenting Fieldwork Experiences	10
• Fieldwork Performance Evaluations	10
• Graduation Requirement	10
C. RESEARCH CURRICULUM	10
• Overview	10
• Selecting a Thesis Advisor & Project	11
• Thesis Advisory Committee	11
• Thesis Process	11
• Formatting the Thesis Document	11
• Scheduling the Thesis Defense	11
• Thesis Defense Announcement	11
• Submitting the Thesis Document to the UAMS Library	12
• Attendance at Thesis Defenses	12
• Graduation Requirement	12

D. EDUCATIONAL ENRICHMENT	12
• Overview	12
• Graduation Requirement	12
E. INTERPROFESSIONAL EDUCATION (IPE)	12
• Overview	12
• Graduation Requirement	12
F. GENETICS COUNSELING CASE CONFERENCE	13
G. OTHER CASE CONFERENCES and GRAND ROUNDS	13
H. STUDENT ADVISEMENT MEETINGS & SUPPORT	13
• Overview	13
• Graduation Requirement	13
• The Educational and Student Success Center (ESSC)	13
• The Student Wellness Program	13
• UAMS ADA/Disability Services office	13
I. TIME FRAME	13
J. COMPREHENSIVE EXAMINATIONS	14
K. STUDENT FILES	15
L. DEGREE APPLICATION	15
M. EXIT SURVEY	16
N. CAMPUS CLEARANCE	16
V. GENETIC COUNSELOR BOARD CERTIFICATION	16
VI. PROGRAM EXPENSES	16
A. TUITION AND FEES	16
B. ASSOCIATED EXPENSES	16
C. TRAVEL	16
D. PROFESSIONAL MEETINGS	17
VII. POLICIES AND PROCEDURES	17
A. ACADEMIC MONITORING, PROGRESSION & REMEDIATION, AND PROBATION POLICIES	17
• Academic Monitoring	17
• Academic Progression & Remediation	18
• Academic Probation	19
B. ATTENDANCE POLICY FOR THE GENETIC COUNSELING PROGRAM	19
• Classes & Fieldwork	19
• Excused Absences	19
• Remote Access for Class	20
• Unexcused Absences	20

C. CHP DISABILITY SUPPORT POLICY	20
D. CHP GRIEVANCES & ACADEMIC APPEAL POLICY	20
E. CLASSROOM & VIDEO ETIQUETTE	21
F. COMMUNICATIONS	22
G. DEPARTMENT & CAMPUS FACILITY POLICY	22
H. DISMISSAL, LEAVE, WITHDRAWAL & RE-ADMISSION POLICIES	23
I. DRESS CODE POLICY	23
J. FINAL EXAMINATIONS	23
K. IDENTIFICATION BADGE POLICY	24
L. STUDENT PRIVACY, DISTANCE EDUCATION & TECHNOLOGY POLICIES	24
M. TELEHEALTH WORK STATION	24
N. TITLE IX NOTICE OF NONDISCRIMINATION	25
O. PLAGIARISM	25
P. PROGRAM LEADERSHIP LEAVE OF ABSENCE POLICY	25
Q. WRITING STYLE	25
Appendix A – STUDENT GRADUATION REQUIREMENTS, REMEDIATION & ATTENDANCE TRACKING	27

I. INTRODUCTION

For the purposes of this document, “the University” refers to the University of Arkansas for Medical Sciences; “the College” refers to the UAMS College of Health Professions, “the Department” refers to the UAMS Department of Genetic Counseling, and “the Program” refers to the UAMS Master of Science program in Genetic Counseling. At the current time, the department chair and program director are one in the same, and therefore, are used interchangeably throughout this document.

This handbook serves as a guide to the Program. Unless otherwise noted, the Program follows the policies and academic calendar of the University of Arkansas for Medical Sciences (UAMS) College of Health Professions, (CHP). Please refer to the 2023 - 2024 UAMS Academic Catalog at: <http://healthprofessions.uams.edu/current-students/catalogs-and-handbooks/> and the academic calendar published on the CHP website (http://registrar.uams.edu/academic_calendar/).

Procedures stated in this handbook require continuing evaluation, review and approval by appropriate University officials. All statements contained herein reflect policies in existence at the time this handbook was completed. The University reserves the right to make modifications at any time and without prior notice. All students are responsible for the information contained in this handbook, as well as the content of the 2023 - 2024 UAMS Academic Catalog.

II. THE PROGRAM

A. DESCRIPTION

The Program offers a Master of Science degree in genetic counseling, through the UAMS College of Health Professions. The Program is a full-time, day program with cohorts starting each fall semester. It consists of four, fall/spring semesters with one intervening summer semester session. The Program curriculum consists of 58 required semester credits. Students who successfully complete the program will be eligible for the American Board of Genetic Counseling (ABGC) certification examination. Graduates are responsible for preparing for the examination, as completion of the program alone does not ensure certification. Graduates are responsible for familiarizing themselves with the applicable certification and licensing requirements for the state in which they wish to work.

B. VISION

The UAMS Genetic Counseling Graduate Program develops future genetic counselors who are innovative, adaptive, and compassionate experts committed to making a difference in the lives of others both nationally and internationally, and their faculty are experts in teaching, scholarship, and service to the profession.

C. MISSION STATEMENT & OBJECTIVES

The mission of the Genetic Counseling Graduate Program is to produce competent genetic counselors by providing rigorous, forward-thinking training through education, research and diverse fieldwork experiences.

We accomplish this by:

- offering students a rigorous, innovative, and contemporary education/training;
- contributing to patient-centered genetic counseling both in person and via telegenetics;
- contributing new knowledge to the profession through research and scholarship; and
- advocating for and serving our communities, patients and profession.

D. CORE VALUES

Integrity
Respect
Diversity
Inclusion
Teamwork
Creativity
Excellence
Advocacy
Empathy
Community

E. ADMINISTRATION

The Program is housed within its own department, the Department of Genetic Counseling. This department is one of ten departments in the College of Health Professions at UAMS.

F. ACCREDITATION

The Program was granted full accreditation by the American Board of Genetic Counseling (ABGC) in January 2009 and 2012, and then by the Accreditation Council for Genetic Counseling (ACGC) in 2015 and again in 2023. The next accreditation cycle is 2031.

Accreditation Council for Genetic Counseling (ACGC), Inc., 7918 Jones Branch Drive, Ste. 300, McLean, VA 22102. Telephone: (703) 506-7667. <http://gceducation.org/Pages/Accredited-Programs.aspx>

G. HISTORY OF THE PROGRAM

The UAMS Department of Genetic Counseling was established in 2004 with initial funding for the Department, and ultimately the Program, from congressionally directed grants (P116Z040234 & P116Z050201). The Department earned provisional accreditation from the American Board of Genetic Counseling (ABGC), which was the accrediting body at that time, in the fall of 2005, offered its first courses in the spring of 2006 and matriculated its first class in the fall of 2006.

Initially, the Program was established as a multi-state genetic counseling program. Four regional academic health science institutions comprised the Mid-America Genetics Education Consortium (MAGEC): the University of Arkansas for Medical Sciences (UAMS), Kansas University Medical Center (KUMC), University of Nebraska Medical Center (UNMC), and the University of Oklahoma Health Sciences Center (OUHSC). Faculty members throughout these states served the Program as course directors and clinical supervisors. In order to develop a genetic counseling program, despite the relative shortage of genetic counselors in the region, many of the Program's courses were designed to be delivered via distance, allowing students to complete coursework off-site, maximizing the potential number of clinical sites and enrolled students.

Although the consortium has disbanded, the Program continues to use technology to connect students and faculty and for content delivery. The majority of the Program courses are "blended," which means that the content is delivered with elements of the traditional classroom as well as elements involving technology. The "technology" primarily used by the Program is the learning management system Blackboard™ and live interactive video (e.g. Zoom).

The use of technology allows the option for some students to spend their first and/or second year away from the main UAMS campus in Little Rock. All classes utilize live interactive video to connect to students, guest speakers and instructors.

In 2018, the Program expanded to Northwest Arkansas and admitted its first cohort of students to complete the first and second years of the Program at the UAMS Northwest campus.

H. KEY PERSONNEL

UAMS, College of Health Professions (CHP)

Dean – Dr. Susan Long

Associate Dean of Academic Affairs – Dr. Tina Maddox

Associate Dean of Student Affairs – Dr. Phyllis Fields

Associate Dean for Finance and Administration - Jessica Stahulak, MHA

CHP, Department of Genetic Counseling & Genetic Counseling Graduate Program

Chair/ Program Director / Fieldwork Coordinator – Noelle Danylchuk, MS, CGC

Assistant Program Director / Didactic Coordinator / IPE Contact – Tiffany Lepard, MS, CGC

Medical Director – Dr. Brad Schaefer

Medical Director – Dr. Elizabeth Sellars

Student Research Coordinator – Lori Williamson, MS, CGC

Supplemental Fieldwork Coordinator – Alexandria Wadley, MMSc, CGC

Executive Assistant II – Sheena Joyner

III. MATRICULATION PROCESS

A. ADMISSION PROCESS

The Program participates in the Genetic Counseling Admissions Match (GC Admissions Match) along with other genetic counseling graduate programs in North America. The match is performed by National Matching Services, Inc. (NMS) <https://natmatch.com/gcadmissions/>

Applicants must be registered with NMS for the GC Admissions Match. Applicants must not only meet the requirements set forth by the Program but also those determined by the College. See the Program's website for accessing forms related to the application <http://healthprofessions.uamsonline.com/GC>, as well as the College website for the application requirements and forms <https://healthprofessions.uams.edu/future-students/>. These forms, as well as the admission requirements, processes and deadlines are outlined on the above websites.

B. MATRICULATION REQUIREMENTS

Following the GC Admissions Match, an official letter will be mailed to each applicant who matches with the Program. If an applicant's acceptance into the Program or admission into the College is contingent upon, for example, completing a required prerequisite course, the applicant must submit proof of completion to the Program before registration.

Once admitted, the enrollment process begins. Registration is one part of the enrollment process and occurs in mid-July. Enrollment confirmation is sent by the Registrar via email. Students are required to reply to the enrollment confirmation email or they will be dropped from classes. Questions regarding enrollment should be directed to the Office of the University Registrar at 501-526-5600.

Another step in the enrollment process is to complete the University, College and Program pre-matriculation requirements. Matriculating students are emailed instructions for the onboarding process in order to complete these requirements. This process provides students an orientation and training at the levels of University, College and Program. Students must complete all trainings and the onboarding process prior to the first day of class. All vaccinations, health insurance, drug screen, background check and TB testing must be complete before the first day of class. Students will also upload electronic copies to their Typhon Group accounts (once granted access) and keep all documents current. Students are required to have cardiopulmonary resuscitation (CPR) training. Incoming students are encouraged to complete CPR training prior to the first day of class, but options to complete this on campus (Little Rock or Fayetteville) within the first month of classes can be coordinated by the Program. Students are responsible for the cost associated with training.

Orientation is held in-person for all incoming students before the first day of classes in the fall semester. Students are expected to attend all orientation events for CHP and the GC Program.

IV. PROGRAM CURRICULUM AND GRADUATION REQUIREMENTS

The Program requires 58 graduate credit hours, which must include those curriculum courses as identified by the Program. Additional credits may be completed. All aspects of the Program's curriculum, requirements and content are subject to change. Students are required to review required classes each semester on the Program website to ensure they are registering for the correct courses and the correct number of credits. The frequency and semester that a course is held are subject to change, but will be posted on the Program website. The Program will communicate any course changes to the students in advance. Some courses, including didactic courses, are meant to be completed in a series. The Program Director must approve any instance where a student desires to take courses out of their intended sequence. The Program will send course schedules (days/times) to students prior to the start of the semester. The timelines in this handbook are for students who complete the Program on the 22-month plan. With permission, students may complete the Program on an extended plan. Under an extended plan, the course sequence, fieldwork experiences, and thesis timelines are adjusted.

A. DIDACTIC CURRICULUM

Overview

The didactic portion of this curriculum uses a blended learning approach leveraging the learning management system BlackboardTM and live interactive video (e.g., Zoom). Faculty members utilize a variety of instructional methods for delivering content. Didactic coursework is defined as all credit-based courses that are not titled as either Thesis or Clerkship.

The course sequence is organized so that most courses occur within the first academic year. The reasons for this are twofold: first, these courses prepare students for their Novice Clerkship, which occurs during the intervening summer semester, and second, students need more time in their second year for their research, fieldwork experiences, professional meetings, and job searches. The Program's course sequence is updated and published on the program website: [Program Curriculum](#)

Graduation Requirement

Students of the Program are required to complete all didactic coursework in accordance with the Academic Progression Policy (see Section VII.A of this handbook) and all other applicable policies apply. Each course must be completed with a final grade of at least a "B."

B. FIELDWORK CURRICULUM

Overview

Per the ACGC Standards, section B3 p.21, “Fieldwork experiences must support the development of the Practice Based Competencies (PBCs) by integrating didactic and experiential training.”

The fieldwork curriculum includes clinical and non-clinical training and begins with observations and progresses towards more independent work. At the discretion of the fieldwork supervisor and the site, students may be allowed to see patients on their own, with the supervisor readily available. This is known as indirect supervision.

Schedule of Fieldwork Experiences: The fieldwork experiences are organized into a) two clinical observation courses spanning the first two semesters and b) three clerkships starting in the summer semester before the second year. The clerkships are organized with a student’s development in mind. Within each clerkship, students will develop skills that relate to the ACGC’s PBCs (https://www.gceducation.org/wp-content/uploads/2022/10/ACGC-Core-Competencies-Brochure_15_Web_REV-6-2019.pdf)

The three clerkships are for-credit courses: GENC 5513 (Novice), 5613 (Intermediate), and 5713 (Advanced). Students earn three credit hours per clerkship.

The Novice Clerkship spans 10 weeks during the summer semester between the first and second year of the Program and is intended to be an immersion experience. During this clerkship, students complete two field placement rotations (4-5 weeks each), generally in two different genetics specialties. The Fieldwork Coordinator works with each fieldwork site to design a schedule for each student that allows the student adequate time to practice the Novice Clerkship goals. For the Novice Clerkship, students have the option to utilize a fieldwork site outside of Arkansas, including international sites, when available.

During the first semester of the Program, students will provide the Fieldwork Coordinator with a ranked list of preferences for the summer rotation locations for the Novice Clerkship. A sincere effort is made to place the student at one or more preferred site, but no guarantee is made. The Fieldwork Coordinator will arrange all summer placements. Students should not contact potential field sites before first discussing with the Fieldwork Coordinator.

For both the Intermediate and Advanced Clerkships, each student completes three fieldwork rotations (15 weeks total each clerkship), based on the available options at the student’s second year location and available remote (telehealth) rotations.

Across the three clerkships, each student completes 40 weeks of fieldwork training including:

- Reproductive Genetics (preconception/prenatal) 10 – 15 weeks.
- Pediatrics Genetics 10 - 15 weeks
- Cancer Genetics 10 – 15 weeks
- Adult Genetics (variable)
- Laboratory or Industry Genetics (variable)

An elective rotation may be possible based on a student’s progress attaining the required cases, performance, interest and availability)

Students admitted to the Program will have adequate opportunity to obtain the number and diversity of required participatory cases during the Program's clerkships.

Supplemental Fieldwork Experiences: Students are required to have field experiences "in a variety of diverse settings that may include clinical, laboratory, research, industry, and/or other environments" (ACGC Standard B3.1.4, p. 22). Fieldwork experiences outside of the clinical setting will be scheduled concurrently within didactic courses, clinical observations and/or clerkships and may take place via distance learning with industry and research partners.

Documenting Fieldwork Experiences: Typhon Group (www.typhongroup.com) is an online student tracking program to aid students and the Program in documenting and tracking each student's fieldwork experiences. The one-time, \$90.00 fee is included in the student fees and paid directly to Typhon Group by the Program. Training on how to use the Typhon website will be included during orientation. *Note: The Program has no financial investment with Typhon Group and there is no conflict of interest.*

Through Typhon Group, students will be able to update their contact information; view a directory of fieldwork supervisors; record all observational and participatory cases; complete evaluations of their fieldwork supervisors and fieldwork sites; receive evaluations of their own performance from their fieldwork supervisors; and run reports to track their cases and skills. Starting with the Novice Clerkship, students begin to accumulate their 50 required participatory cases (e.g., core cases) required to fulfill their graduation requirements.

Fieldwork Performance Evaluations

Students are provided feedback throughout each fieldwork placement. Supervisors complete evaluations in Typhon Group to provide feedback on the student's medical documentation skills as well as a mid-rotation and an end-of-rotation evaluation of the student's performance and acquisition of the rotation goals. Supervisors provide recommendations to the Program; however, the Program makes the final determination on the student's grade (pass/fail).

Graduation Requirement

Students are required to complete all clerkships successfully in order to be eligible for graduation. The Academic Progression Policy (see Section VII.A) and all other applicable policies apply. Clinical observation courses and clerkships must be completed with a final grade of "PASS."

At the end of each clerkship, students are required to complete a self-reflection of their performance as well as a self-reflection of their attainment of the PBCs. The Fieldwork Coordinator will review each student's participatory cases, documentation, evaluations, and progress in achieving competence in the Practice Based Competencies. Supervisors provide recommendations to the Fieldwork Coordinator who makes the final determination on the student's grade (pass/fail).

C. RESEARCH CURRICULUM

Overview

All students in the Program complete a research thesis project culminating in a written thesis manuscript that is submitted to the library and a thesis defense. The goal of this requirement is for students to become better consumers of the medical literature and skilled to participate in scholarship activities to contribute to the field of genetic counseling.

Selecting a Thesis Advisor & Project: The Student Research Coordinator works with first-year students during the Fall I semester to identify advisors and projects that are feasible within the time and budget constraints.

Thesis Advisory Committee: Each student, with the help of their thesis advisor and the Student Research Coordinator, will assemble a thesis committee consisting of a minimum of three UAMS faculty members, one of whom is a regular faculty member in the Department of Genetic Counseling. Each committee member should contribute their expertise to the project. Non-UAMS faculty members may be added to a committee and/or serve as an advisor.

Thesis Process: A thesis checklist is annually updated for each cohort and placed in the GENC 5700 course in Blackboard™. In general, projects proceed along the following timeline:

Fall 1	Identify a topic and advisor, review and summarize the existing literature, formulate a research question.
Spring 1	Assemble thesis committee, meet with committee, develop research protocol, submit protocol for IRB approval, write Chapter 1 of thesis manuscript (Background)
Summer 1	Submit research grant and begin data collection; draft first half of Chapter 2 of thesis manuscript (Methods)
Fall 2	Complete data collection; analyze data; complete Chapter 2; submit a table and figure from results; meet with committee
Spring 2	Complete data analysis, write Chapters 3 (Results) & 4 of thesis manuscript (Discussion), meet with committee; complete oral thesis defense; submit thesis manuscript to UAMS library

Formatting the Thesis Document: The thesis document will be formatted according the requirements of the UAMS Library with the body of the thesis largely adhering to a journal-ready format for submission to an appropriate peer-reviewed journal. Instructions from the UAMS Library can be found here: <https://libguides.uams.edu/thesis-dissertation> . For formatting the body of thesis, refer to the selected journal for manuscript guidelines with the following exceptions:

- a) use APA style – most current version,
- b) embed texts and figures in the document – do not place at the end of the manuscript, and
- c) the reference list is titled “Bibliography”

Scheduling the Thesis Defense: After a student presents a complete thesis manuscript to their Thesis Advisory Committee, the thesis advisor and student (with the concurrence of the committee) will schedule a thesis defense at least two weeks from the date the committee received the complete thesis manuscript.

Thesis Defense Announcement: A campus-wide announcement of the thesis defense must be made not less than ten days prior to the date of the thesis defense. The student is responsible for

emailing the Program Executive Administrative Assistant details of the thesis defense: name of student, name of advisor, title of presentation, date, time, and place of the defense for posting on the CHP website and email notifications to UAMS faculty and students.

Submitting the Thesis Document to the UAMS Library:

See Thesis Checklist in GENC 5700 course in Blackboard™.

Attendance at Thesis Defenses: Students in the Program are required to attend all thesis defenses by genetic counseling students in the Program. Students may request an excused absence from the PD if they have a schedule conflict (e.g., clinic). Attire is business casual, even if joining via video. Joining via video must be approved by the PD.

Graduation Requirement: Each student must complete a research project culminating in a thesis document and successful oral defense of the thesis in order to be eligible for graduation. Two courses, GENC 5140 and GENC 5141, support the student in completing this requirement prior to enrolling in thesis credits (GENC 5700). Students must complete a minimum of six thesis credit hours; enrolling in two thesis credits in each of the last three semesters of the Program. Students will receive a letter grade each time they enroll in thesis credits.

D. EDUCATIONAL ENRICHMENT

Overview

Interwoven into the explicit curriculum are service-learning opportunities, ancillary lectures and meetings, support group organizations' activities, and public speaking opportunities that students participate in while in the Program. Participation in these activities aids the student in achieving the PBCs involving education, professional development and research. Activities completed in a semester must be submitted by the end of that semester to receive credit for the activity.

Graduation Requirement

Each student is required to participate in a minimum of forty-two (42) activities by the end of their fifth semester (Fall I – 12; Spring I – 12; Summer– 2; Fall II – 12; and Spring II - 4). Activities are documented within the Educational Enrichment module in Blackboard™.

E. INTERPROFESSIONAL EDUCATION (IPE)

Overview

At UAMS there are seven quadruple aim IPE curriculum activities. All incoming genetic counseling students complete the first activity (Exposure Workshop) on the first day of the fall semester. The IPE Program Contact (Tiffany Lepard) registers students for this event. Students enroll online for the other six activities. Students in the Program are encouraged to complete all IPE requirements during the first year of the program. Students are responsible for submitting the required documentation to receive credit for completing each IPE activity.

https://ipe.uams.edu/wp-content/uploads/sites/137/2023/06/Genetic_Counseling_070123.pdf

Graduation Requirement

In order to graduate from UAMS, every degree-seeking student must complete all seven Interprofessional Education (IPE) activities. For more information about IPE: <http://ipe.uams.edu/5-pillars-of-ipe/student-curriculum/>

F. GENETIC COUNSELING CASE CONFERENCE

Overview

The Genetic Counseling Case Conference is a weekly meeting in which students, faculty and guest speakers present clinical cases, journal articles, and other current topics. Nearly every genetics practice has a “case conference,” although they vary widely in formality, content, and format. At UAMS, genetic counseling students are expected to treat Genetic Counseling Case Conference as a professional requirement. In other words, attendance is required, avoid tardiness, pay attention, take notes, ask questions, dress professionally, and complete evaluations for each guest speaker.

Graduation Requirement

Students must obtain teaching experiences during their genetic counseling training. One way this requirement is met is through student presentations during the case conference.

G. OTHER CASE CONFERENCES and GRAND ROUNDS

Students are required to attend two professional events for each fieldwork rotation. Information about available events will be posted in Blackboard.

H. STUDENT ADVISEMENT MEETINGS & SUPPORT

Overview

Each student will be assigned a Program leader as their advisor. Students will have scheduled check-in meetings with this Program leader to identify any major stressors or situations that may affect a student’s academic success, track the student’s progress on the graduation requirements, identify areas for improvement, and explore/identify opportunities that align with the student’s professional goals. If concerns are identified early, resources can be accessed, which may mitigate negative impacts on academic performance.

Graduation Requirement: Students are required to meet with their assigned Program leader at least twice per year (once each fall and spring semester) for “Check-Ins” and additional meetings as directed by the advisor or requested by the student. This is separate from meetings with the thesis advisors, Fieldwork Coordinator (FC), Student Research Coordinator (SRC), course directors and fieldwork supervisors.

The Educational and Student Success Center (ESSC) (<http://studentsuccess.uams.edu/>)

The Student Wellness Program (<https://studentwellness.uams.edu/>)

UAMS ADA/Disability Services office (<https://students.uams.edu/ada-disability-services/>)

Additional health and wellness services are listed in the 2023 - 2024 UAMS Academic Catalog at: <http://healthprofessions.uams.edu/current-students/catalogs-and-handbooks/>

I. TIME FRAME

Genetic counseling students are time-limited by the academic progression policies. The degree is not granted until after successful completion of all graduation requirements. A student may need an extension to repeat a course that is only offered in certain semesters, to accommodate a leave of absence, or to finish the thesis project. With approval from the Program Director, students have up to 4 years from the date of matriculation to complete all graduation requirements. This is generally only considered for students who have had extenuating circumstances arise during their graduate training.

J. COMPREHENSIVE EXAMINATION

All students will sit for a two-part written comprehensive examination. **Graduation requirement:** Passing the comprehensive examinations (Part A and Part B) is required for successful completion of the Program.

Part A

Exam items cover key concepts addressed during the first two semesters of the Program. The exam is 100 multiple choice questions in ExamSoft. Students will have 2 hours to complete the exam.

Exam A1 (Spring I semester after final exams).

Score	Pass/Fail
≥ 80%	Pass: Student has completed the Comp Exam Part A.
75 – 79%	Provisional Pass: The student will be given a take-home/open note exam. Once all items answered correctly, the student will pass.
<75%	Fail: The student will enroll in GENC 5592 Special Topics in Genetic Counseling for 1 credit, which will be a tailored remediation plan for the student that will include taking Exam A2 during the summer semester.

Exam A2

Score	Pass/Fail
≥ 80%	Pass: Student has completed the Comp Exam Part A and the requirements for GENC 5592 Special Topics in Genetic Counseling.
75 – 79%	Provisional Pass: The student will be given a take-home/open note exam. Once all items answered correctly, the student will pass.
<75%	Fail: The student will meet with the Program Director, Assistant Program Director, a Co-Medical Director and the Assistant Dean of Academic Affairs to determine the consequences, which may include dismissal from the Program.

Part B

Exam items cover key concepts a student entering the Advanced Clerkship should possess. The exam is 200 multiple choice questions in ExamSoft. The exam is broken into 2 sections – section 1 (100 items, 2 hours) and section 2 (100 items, 2 hours). Students will have a 30-minute break between sections.

Exam B1 (end of Fall II after final exams).

Score	Pass/Fail
≥ 80%	Pass: Student has completed the Comp Exam Part B.
75 – 79%	Provisional Pass: The student will be given a take-home/open note exam. Once all items answered correctly, the student will pass.
<75%	Fail: The student will enroll in GENC 5592 Special Topics in Genetic Counseling for 1 credit, which will be a tailored remediation plan for the student that will include taking Exam B2 by the end of February.

Exam B2

Score	Pass/Fail
≥ 80%	Pass: Student has completed the Comp Exam Part B.
75 – 79%	Provisional Pass: The student will be given a take-home/open note exam. Once all items answered correctly, the student will pass.
<75%	Fail: The student will meet with the Program Director, Assistant Program

	Director, a Co-Medical Director and the Assistant Dean of Academic Affairs to determine the consequences, which may include dismissal from the Program.
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K. STUDENT FILES

The Program maintains complete files for each student via UAMS Box for the purposes of accreditation. Each student has preview uploader access to their Student File. This access allows students to upload, download, preview, edit and share documents. Students are expected to regularly upload documents to their UAMS Box File. Students are encouraged to maintain copies of their work, as well.

Each student is expected to maintain the following in their UAMS Box File:

- A. Educational Enrichment – all 42 self-reflections
- B. Fieldwork
 - Typhon report of all participatory cases by rotation (pdf)
 - Typhon report of all observation experiences from Year 1 (pdf)
 - PDFs of all evaluations in Typhon
 - Summary of all cases from Typhon (pdf)
 - Medical Documentation (deidentified) and feedback (pdfs from Typhon)
- C. IPE – upload copies of the reflections submitted in Blackboard™
- D. PBC Summaries – upload a pdf of the self-reflection completed after each clerkship
- E. Personnel Documents
 - Accomplishments / Awards / Scholarships / Grants
 - Training certificates
- F. Resume – students should start this in the first semester and update regularly
- G. Teaching, Service and Creative Works (includes, but not limited to the following)
 - Projects and presentations for courses
 - Projects created for the Educational Enrichment
 - Educational presentations to various populations of learners (e.g., public, high school, undergraduate students)
 - Formal teaching assistant experience
 - Patient, professional, or community educational materials
 - Professional genetics presentations such as journal clubs, research seminars, case conference
 - Documentation of advocacy experiences
 - Other publications
- H. Thesis Project
 - Final Document for UAMS library
 - Thesis Defense Presentation
 - Local / National Presentation(s) - poster and platform presentations
 - ALL thesis related documents while working on the project

L. DEGREE APPLICATION

Students must submit a Graduation Application via Gateway for UAMS Students (GUS) for the term in which they intend to graduate. The application is available in GUS under the Academics tab of the Student Self-Service area. Students must have an active graduation application in order to graduate. Information about Commencement will be available during the Spring II semester.

M. EXIT SURVEY

During the last week of the final semester, the Program Administrator will provide students with an exit survey to complete. Responses help the Program in its efforts of continuous quality improvement.

N. CAMPUS CLEARANCE

Campus clearance by the Office of the University Registrar is required prior to the awarding of the degree. For students who are also employed by UAMS (including work study/student worker), there are additional clearances. See the current UAMS Academic Catalog for additional information.

Prior to graduation, students will submit office keys and badges to the Executive Assistant.

V. GENETIC COUNSELING BOARD CERTIFICATION

Graduates from the Program are eligible to apply to the American Board of Genetic Counseling (ABGC) to become an active candidate for the board certification examination. Students and alumni are responsible for knowing and completing all ABGC certification-associated procedures. The certification requirements are subject to change and are available at the ABGC website, www.abgc.net.

VI. PROGRAM EXPENSES

A. TUITION AND FEES

Tuition and fees are published by the College and are available at:

<https://studentfinancialservices.uams.edu/tuition-and-fees-2/college-of-health-professions-tuition-fees/>

. Tuition and fees are subject to change. Please refer to this website for information about tuition refund, as well.

B. ASSOCIATED EXPENSES

Students are responsible for all associated expenses of the Program and its curriculum. The following are a few examples of expenses not covered by tuition and fees. This list may not be comprehensive.

1. Technology and equipment

Personal computer, equipment, communication and technology expenses, off-campus computing and communications equipment, and its associated costs, are the responsibility of the student. The department does not provide printing services for students except under occasional circumstances. The Student Success Center (<http://studentsuccess.uams.edu/>) has computers and printers available for use.

2. Fieldwork training-associated expenses

Some fieldwork sites have additional rules and requirements from those of the College and Program. Fieldwork sites may require updated drug testing, background checks, additional immunizations or other preliminary procedures for the student to participate at the site. These fieldwork site requirements are in addition to those requirements for onboarding at UAMS. The student is responsible for any costs associated with additional requirements.

Access to Typhon Group, which is used for clinical tracking of logbook cases, is purchased by the Department and included in the student fees.

C. TRAVEL

The student is responsible for the cost of all course and program-associated transportation, which may

include travel to off-campus locations. UAMS Genetic Counseling students are encouraged to have access to a car as public transportation in Little Rock, Fayetteville, and Louisville are limited and cab fare can become expensive. Moreover, field placements during the fall and spring semesters may include sites that are 2 – 3 hours from where the student lives. It is the responsibility of the student to secure travel and lodging to these sites, although the Program will assist (logistically and financially) whenever possible.

D. PROFESSIONAL MEETINGS

Second-year students are strongly encouraged to attend a professional meeting (e.g., National Society of Genetic Counselors Annual Education Conference). The conference and associated costs are the responsibility of the student. If a student presents at a regional or national conference, the Program will assist the student with the associated costs of attending.

VII. POLICIES AND PROCEDURES

UAMS Academic Policies are available online in the UAMS intranet at <https://academicaffairs.uams.edu/policy-search/>. The UAMS Academic Catalog 2023 – 2024 contains summaries of key policies (<https://registrar.uams.edu/academic-catalog/>)

It is important to review all policies on the College of Health Professions' website (<https://healthprofessions.uams.edu/current-students/resources/forms/>) and the UAMS Academic Catalog. These policies serve to protect students, provide expectations for appropriate conduct, and guide students, faculty members and administrators when issues arise. Also, the College has provided an abbreviated version of the Title IX (sexual harassment and discrimination) policy for inclusion in this handbook.

Below are the policies and procedures for the Genetic Counseling Graduate Program.

A. ACADEMIC MONITORING, PROGRESSION & REMEDIATION, and PROBATION POLICIES

If a student wishes to dispute the charges and/or penalties related to an academic issue, the student must follow the CHP Student Academic Appeals Policy 01.15.01, which can be found in the current UAMS Academic Catalog.

Academic Monitoring

Faculty and supervisors use a variety of methods to assess whether a student is meeting the objectives in courses and is meeting expectations in fieldwork placements. These include active learning strategies, such as informal class discussion, and more formal formative assessments, such as low stake quizzes and exams.

Course directors monitor student performance and provide feedback on their assignments, participation, and examinations. Student grades are posted in Blackboard[™]. For most examinations, course directors will release exams with feedback (so students can identify which items they answered correct vs. incorrect) through ExamSoft. Students may request meetings with a course director to view their ExamSoft responses. Course directors will share mid-term grades with students and program leadership. Students are encouraged to contact course directors with any questions related to the relevant course.

Course directors are instructed to contact the PD if they feel a student is not meeting the course objectives, is performing poorly or acting unprofessional, or if a student earns less than a B on an exam. The PD will request information to support the concern (e.g., grades or examples of concerning or unprofessional

behavior) and solicit recommendations from the faculty member. In addition, the faculty member will contact a student directly to share their concerns about the student's performance. The faculty member will meet with the student in order to explore what insight the student has regarding their performance and if the student can identify any modification on the student's part or if there is a desire for the faculty member to make a modification. If needed, the faculty member will suggest appropriate interventions. Interventions vary but may include a referral to the Educational and Student Success Center. In some situations, a student may benefit from receiving accommodations.

Fieldwork supervisors assess student acquisition of the ACGC practice-based competencies through direct and indirect observation of the student's performance when providing genetic counseling both in person and via telehealth; reviewing case preparations, counseling agendas, medical documentation, and follow-up plans; and evaluating case presentations. Fieldwork supervisors provide regular feedback to students either after each case or at the conclusion of each clinic. In addition, fieldwork supervisors submit mid-rotation evaluations and end-of-rotation evaluations on their supervisees to the Fieldwork Coordinator via TyphonGroup. Fieldwork supervisors are instructed to notify the Fieldwork Coordinator immediately when they have concerns about a student's performance that may result in the supervisor recommending that a student not pass a rot

Academic Progression & Remediation

Didactic Courses

The Department considers the letter grade "B" or better as passing. If a student earns less than a "B", the course director will make a recommendation to the Program Director for the student to either repeat the course or enroll in GENC 5592 Special Topics to remediate the course. If a course is repeated and the student earns below a "B" on the second attempt, the student will be dismissed from the Program. If a student remediates a course, the student will have until the end of the next semester to pass GENC 5592 Special Topics.

Retaking a course or postponing a clerkship may delay the originally anticipated graduation date. Tuition and fees apply to repeated courses and to the GENC 5592 course. Please refer to the UAMS Academic Catalog regarding grade point average calculations.

- Students may only repeat a given didactic course once, with the exception of GENC 5592 and GENC 5700.
- Students may not repeat more than two non-thesis didactic courses in the Program.
- If a student earns less than a "B" in a third course, the student will be dismissed from the Program.

Thesis Project

Students enrolled in their final two thesis credits (typically in the fifth semester) who require additional time to complete their thesis project will meet with the Program Director, Student Research Coordinator, and thesis advisor to discuss the option of granting an extension. If additional time is granted, the student may be required to enroll in 2 thesis credits per additional semester (up to two consecutive semesters may be granted). If the thesis project is incomplete after two additional semesters, the student may receive a grade of F for the thesis hours and may be dismissed from the Program.

Fieldwork Training

The fieldwork supervisors provide recommendations to the Program regarding whether or not the student passes a rotation. Students who receive a recommendation of "pass with reservation" or a "do not pass"

for two or more rotations, will meet with the Program Director, Assistant Program Director, and Associate Dean for Academic Affairs to discuss progression in the Program.

Clerkship courses (GENC 5513, 5613 and 5713) are rarely eligible for repeating. Upon reviewing the circumstances leading to a student's fieldwork performance being less than passing work, exceptions to this regulation may be granted. Repeating a placement, rotation or clerkship may postpone graduation.

In extreme circumstances and with supportive documentation, the Program may grant an exception to the above departmental academic progression policies. However, only the Dean of the College has jurisdiction regarding the UAMS College of Health Professions policies.

Academic Probation

If a student earns below a "C" in a course, the student will be placed on academic probation in addition to having to repeat the course (see above).

Students who do not maintain a program grade point average (PGPA) of 3.00 in the genetic counseling degree program will be placed on academic probation. If the student does not achieve a PGPA of 3.00 by the conclusion of the next semester (excluding summer semester), the student will be dismissed from the Program.

Students on academic probation will not be allowed to attend fieldwork placements until the requirements of their probation have been met.

A PGPA of 3.00 is required at the conclusion of the Program's last semester in order to be eligible for graduation from the Program.

B. ATTENDANCE POLICY FOR THE GENETIC COUNSELING PROGRAM

Classes & Fieldwork

Students are expected to attend classes and fieldwork in person at designated locations unless otherwise instructed. Classes are small and often utilize active learning, group discussion and small group projects to benefit all learners.

Little Rock students attend classes on either the UAMS or ACH campuses.

Northwest Arkansas students attend classes on the UAMS Northwest campus.

Louisville students attend class from home via Zoom.

Excused Absences

To submit a request for an excused absence, a student must submit the online form. Students can obtain this form from the Executive Administrator, Program Director or Assistant Program Director. In addition, they can access this through the shared folder in Box. Requests should be submitted at least one week prior to a planned absence.

Students with medical emergencies or illnesses should notify the Program Director or Assistant Program Director as soon as possible and complete the excused absence form when able.

When possible, students with excused absences will be provided a time-limited link to view a Zoom recording of missed classes.

Remote Access for Class

Students who are unable to attend class in person, but wish to join remotely must submit their request via the online request form. Requests should be submitted at least one week prior to the class. Students can obtain this form from the Executive Administrator, Program Director or Assistant Program Director. In addition, they can access this through the shared folder in Box.

Requests for remote access for class will typically be approved when:

- a. The student is able to connect from a secure location (people not enrolled in the course will neither see nor hear the class in progress).
- b. The request was submitted with as much advanced notice as possible.
- c. The request is due to either a medical or professional activity (e.g., job interview, conferences).
- d. The class does not have a guest speaker or exam.

Requests for remote access for class will typically be denied when:

- a. The student is in the car during the scheduled class;
- b. The request is submitted less than one week prior to the planned absence and the reason for the absence is non-urgent; or
- c. The student does not submit the request via the Google Form (link above).

Unexcused Absences

If a student has an unexcused absence, the student will not be provided with a Zoom recording of the missed class. In addition, a student will receive no credit for quizzes, exams or in-class assignments on the days missed.

For fieldwork placements, any missed days (excused or unexcused) must be rescheduled.

C. CHP DISABILITY SUPPORT POLICY

UAMS is committed to providing equal access to learning opportunities to students with disabilities. To ensure access to any class or program, please contact the ADA Coordinator to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical settings. Accommodations are not applied retroactively. Students are encouraged to register with the ADA Coordinator's office as soon as they begin their program or as soon as the student recognizes their need for an adjustment.

UAMS encourages students to access all resources available through the ADA Office for consistent support and access to their programs. More information can be found online at <http://students.uams.edu/ada-disability-services/> or by contacting the disability services office at (501) 526-5641.

D. CHP GRIEVANCES & ACADEMIC APPEAL POLICY

If a student has a grievance regarding a faculty member, staff member or fieldwork supervisor, the student should notify the PD. If the grievance involves the PD, the student should contact a medical director for the Program or the College of Health Professions Associate Dean of Academic Affairs.

The Academic Appeal Procedure represents a formal mechanism whereby a student may obtain a review of a complaint related to academic matters including grades or other evaluations awarded for a course, assignment, project, examination, clinical procedure, clinical rotations, or other program-related performance. The procedures provide opportunities for students to request a review of recommendations

and decisions made by the department faculty, submit information not previously available to the faculty, or suggest alternative remedies. Established college or program policies themselves cannot be appealed. To access the Academic Appeal Procedure go to <https://healthprofessions.uams.edu/wp-content/uploads/sites/9/2020/09/policy-library-01.15.01-student-academic-appeal-revised-8-2020.pdf>

Policies and procedures for scholastic dishonesty (<https://healthprofessions.uams.edu/wp-content/uploads/sites/9/2020/11/01.00.02-scholastic-dishonesty-policy-reviewed-7-9-2020.pdf>) or other non-academic disciplinary matters differ from the Academic Appeal Procedure and are addressed in procedures and regulations governing student behavior and discipline. Processes for complaint resolution can be found at <https://academicaffairs.uams.edu/irpa/complaint-resolution-process-information/>.

E. CLASSROOM & VIDEO ETIQUETTE

Use of social media:

Any type of technology, smart phones, video communication products (e.g., Zoom), social media (e.g., Facebook, SnapChat, etc.) can be used to either augment or interfere with learning, and can, in some circumstances, interfere with relationships. Therefore, the Program does not allow video communication products to substitute for an unexcused absence. Moreover, some professors will ask that you turn off cell phones in class, whereas others will use applications on devices during class (e.g., Kahoot, Poll Everywhere, etc.). Check your course syllabi for details. **In no circumstances should students be on social media while in class unless necessary for a class related activity.**

Recording Class:

Some professors use pictures and information about real patients (with permissions) during class lectures and discussions. Therefore, **you must receive permission from the instructor before making ANY recording of a class.**

Participation:

Participation is expected in all learning environments (classroom, clinic, case conference, etc.). A participatory student is one who listens, reads, completes assignments, asks questions, reflects, and shares with faculty and classmates their discoveries and insights. Genetic counselors do not work in isolation (even if they are the only genetic counselor in the practice!). Genetic counselors work with other professionals, in corporate or healthcare systems, and are often the only genetics expert on the team. Since participation is expected in the “real world,” the Program expects students to cultivate this skill throughout their graduate career.

Video etiquette:

- a. Be dressed as you would if you were in person.
- b. Do not join classes or case conference from coffee shops or other public places unless you have complete privacy (visual and audio).
- c. Be seated at a desk or table.
- d. Remove distractions (visual and audio) in the background. This includes but is not limited to messy closets, etc. If there are distracting noises on your end, mute your microphone. Note: The Program recognizes that pets are therapeutic and often present when students join class from “home”. This is generally not a problem. Please use your best judgement regarding whether or not to allow your pet to be visible during a video conference.
- e. You must be seen (video on & make sure the lighting is good so the other participants and instructors

can see you). The lighting source should be in front of you. If you wish to turn your camera off during class for an extended period of time, you must receive permission from the instructor, otherwise the instructor will assume you have left class and you will receive an unexcused absence.

f. Look into the camera.

g. Refrain from eating while on camera during professional conferences and/or telehealth encounters with clients. Eating during class may be allowed by instructors.

F. COMMUNICATIONS

The Program Director (PD) and Assistant Program Director (APD) are available via email, instant messaging (Microsoft Teams), text, cell phone, and face-to-face meetings (in person or video conference). Never hesitate to contact either the PD or APD if there is a crisis, even if it is after business hours. Faculty contact information is provided in each course syllabus, and contact information for fieldwork supervisors is located in Typhon Group and Blackboard™. Additional key points about communication within the Program include:

- a. Each Genetic Counseling Case Conference will begin with announcements, business items, and Q&A.
- b. Students are encouraged to bring any concerns to the attention of the PD, APD, or one of the Medical Directors.
- c. The PD, APD, Executive Assistant, and department faculty use the Microsoft Outlook calendar system. Students are expected to use this too when scheduling meetings.
- d. There is a Genetic Counseling Training Program Outlook calendar that all students, faculty, and fieldwork supervisors within the UAMS system have access to and should review regularly for important dates/deadlines, etc.
- e. Program core faculty and staff meet monthly; all faculty (regular and adjuncts) meet once per semester, and the Program's Advisory Board meets at least once a year. Dates and times of these meetings are available upon request.

G. DEPARTMENT & CAMPUS FACILITY POLICY

The Department of Genetic Counseling is located in the College of Health Professions (CHP) Building 5, Suite G-15 on the UAMS Little Rock campus and in the CHP Suite on the first floor of the UAMS Northwest Building on the Fayetteville, AR campus. The Little Rock CHP building is badge access accessible to students 24 hours a day, 7 days a week. Little Rock students have access to the study areas of the library 24 hours a day, 7 days a week. Students on the Fayetteville campus have access to the building and the study area of the library 24 hours a day, 7 days a week.

A classroom policy for all CHP classrooms is that trashcans must remain outside of the classrooms, in the hallway. Students are responsible for making sure that no trash remains in the classroom at the conclusion of class.

A break room is provided for Little Rock students in Building 5, ground level. Students may use the microwave, water cooler, sink and refrigerator. Students are expected to clean up after themselves. Also, within the department suite, students may use the coffee machine. Students in Fayetteville have access to any student lounge areas and the lockers in the CHP Suite (must provide your own lock).

Use of Department of Genetic Counseling office, equipment and books:

- When in Little Rock, students may work or 'hang out' in the Department of Genetic Counseling suite during regular business hours. A student will be asked to leave if their behavior is disruptive to faculty

members, students or staff. Students who have keys to the suite are expected to leave the suite locked when no one else is present in the suite.

- There are study areas with wireless internet access in CHP buildings as well as the library and elsewhere on campus.
- Do not use the facsimile machine without seeking permission.
- Use of the department printer and photocopier is allowed for special circumstances but should not be used as a student's only printing resource.
- Students may use the department printer for scanning and emailing documents.
- Do not use faculty offices (phones, computers, space) without permission of that faculty member.
- Books in the Department of Genetic Counseling (Little Rock and Fayetteville) are available for check-out. Students must use the sign-out sheet posted on the bookcases.

H. DISMISSAL, LEAVE, WITHDRAWAL & RE-ADMISSION POLICIES

If a student is dismissed from the Program for academic reasons, they may not reapply to the Program.

A student admitted to the Program may request a leave of absence from the Program with the intention of re-entering the Program in a subsequent semester. The Program follows the CHP leave of absence policy.

If a student withdraws from the Program for reasons other than academic issues, that student may request reapplication to the Program. Reapplication would need to reflect the current admission standards rather than those in effect during the student's original matriculation into the Program. Approval/denial of such request is determined by the Program Director and is also dependent upon whether the student can return to the Program without displacing another student from their academic progression, including the clinical training.

I. DRESS CODE POLICY

On campus classes: Genetic Counseling students attend classes and professional meetings at a medical center where patients are present. As such, when on campus and wearing a UAMS badge, students represent UAMS and should strive to dress modestly and neatly. Students should be dressed in daytime clothes (no pajamas or slippers) that are clean and maintain good personal hygiene.

Professional activities: When attending case conferences, grand rounds, and other professional events in person or via video, students should dress business casual.

Field Placements (including laboratory): When participating in field placements either in person or via video, students must comply with the dress code for the site. Questions regarding appropriate dress should be directed to fieldwork supervisor or the Program Director before a potential violation occurs.

DRESS CODE VIOLATION: Students who are in violation of the dress code policy may, at the discretion of faculty or supervisor, be asked to leave the fieldwork site, class or professional event and will have an unexcused absence for the missed activity.

J. FINAL EXAMINATIONS

The schedule of final examinations is set at the start of the semester. The final exam dates and times will be posted on the Department Outlook Calendar. All changes to final examination dates and/or times must have approval from the Program Director.

K. IDENTIFICATION BADGE POLICY

Students must wear UAMS student ID badges in a visible location at all times while on campus. While attending a field placement site, the student must wear that site's issued ID badge and/or the UAMS student ID badge, whatever is directed by the site supervisor.

L. STUDENT PRIVACY, DISTANCE EDUCATION & TECHNOLOGY POLICIES

Students have a legal right to privacy and confidentiality. To protect that right, access to any given distance-based course is restricted to its registered students and program faculty. In addition, personnel who provide support for the delivery of such courses (Interactive Video, Clinical Skills Center, Blackboard™ and any other delivery formats/platforms) have access as required by their responsibilities to administer the system and assist faculty and students. Students who are registered for a course will see other students' discussion board postings, class presentations and designated assignments (e.g., peer reviewed assignments).

Each student must respect the privacy of their peers, and therefore, not share materials including any identifying information. Should a faculty member wish to share course information that contains student identifiers to individuals outside of the Program, course, or its administrators, the Program will first seek permission from the student(s). Students are responsible for securing computers and all program-related files, software and hardware.

Students connecting to classes via video from home* are required to have:

- a working computer with virus protection;
- high speed internet with direct connection to computer via Ethernet (not Wi-Fi);
- Google Chrome browser;
- an HD webcam; and
- a working microphone and speakers (earbuds with built-in microphone are highly recommended).

**Students are allowed to connect from home in special circumstances (e.g., COVID-19 related restrictions on in-class activities; student is sick; inclement weather; etc.) or with permission from the Program leadership (see Attendance Policy on page 18 for more details).*

At UAMS, technical assistance can be obtained in the individual computer laboratories from staff located in each area. The UAMS Academic Affairs Educational and Student Success Center provides assistance with students' laptops and mobile devices. A Library and ESSC Systems Support Technician is available to assist with various technology issues, from connecting to the wireless network to troubleshooting possible software issues. The specialist is located on the 3rd floor of the Library (EDII 3/110) from Monday through Friday from 7:30AM to 4:30PM. Assistance is also available remotely. You can email him at cdwebb2@uams.edu or book an appointment at <https://outlook.office365.com/owa/calendar/ITSupportCalvinWebb@uams.edu/bookings/>.

M. TELEHEALTH WORK STATION POLICY

Within the Department of Genetic Counseling Little Rock office is a designated telehealth work station for students in the Student Office. The workstation contains a Cisco video conferencing monitor that allows students to easily connect with a variety of telehealth clinics utilized by UAMS and ACH.

Students in Little Rock should utilize this workstation when assigned to fieldwork experiences with the

UAMS Institute for Digital Health & Innovation – High Risk Pregnancy Program (formally known as ANGELS).

The Telehealth work station may be used for other fieldwork placements and other learning experiences as directed by the Fieldwork Coordinator.

N. TITLE IX NOTICE OF NONDISCRIMINATION

The University of Arkansas for Medical Sciences (UAMS) does not discriminate on the basis of sex, gender, or sexual orientation in its education programs or activities. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of sex in all education programs and activities operated by UAMS (both on and off campus). Title IX protects all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and sexual violence.

The UAMS Title IX Coordinator can be contacted at (501) 526-5641. She is available to explain and discuss: your right to file a criminal complaint (sexual assault and violence); the university's complaint process, including the investigation process; how confidentiality is handled; available (both on and off campus); and other related matters. **You may also contact the UAMS Police Department, 501-686-7777 (non-emergency) or 911 (emergency). If you are in the midst of an emergency, please call the police immediately by dialing 9-1-1.**

The United States Department of Education's Office of Civil Rights ("OCR") is responsible for enforcing Title IX, as well as other federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial aid. Inquiries and complaints may also be directed to OCR at 1-800-421-3481 or ocr@ed.gov

O. PLAGIARISM

Plagiarism is a form of academic misconduct. Students are responsible for avoiding plagiarism. This pertains to but is not limited to assignments, PowerPoint presentations, examinations, and thesis. Unintentional plagiarism is still plagiarism. See the UAMS Academic Catalog for a definition of plagiarism as well as the CHP policy and discipline actions that may be taken.

P. PROGRAM LEADERSHIP LEAVE OF ABSENCE POLICY

If one of the Program leadership required a planned or unplanned leave of absence (LOA), the Program would follow UAMS policy 4.6.08 Leave of Absence Without Pay (revised 09/09/2021) and ACGC standard A.2.4.4. Internally, the Program Director or Assistant Program Director would assume the responsibilities of the other. At that time, the remaining program leaders would reassign program responsibilities that could be delegated to other faculty or staff (e.g., covering a course). The coverage could be sustained for no more than three months. During that time, program leaders, in conjunction with the Dean's office, would identify an interim leader in the event that the LOA extends more than three months. If one of the co-medical directors required a LOA, the other co-medical director would assume all the responsibilities of the other. Should one of the medical directors leave the Program, the other medical director may become the only medical director for the Program.

Q. WRITING STYLE

The Program uses American Psychological Association (APA) style (current edition) for writing clearly and concisely; mechanics in scientific writing (punctuation, capitalization, tense, etc.); displaying results

(tables, figures, etc.); and crediting sources (quoting, paraphrasing, in text citations, and reference lists).

Appendix A – STUDENT GRADUATION REQUIREMENTS, REMEDIATION & ATTENDENCE TRACKING

[This is a copy of the document that is maintained in each Student File in Box. This document is visible in Box to the student, Program Director, Assistant Program Director, Department of Genetic Counseling Executive Administrator, Fieldwork Coordinator, Supplemental Fieldwork Coordinator, Student Research Coordinator, and the Associate Dean of Academic Affairs.]

Graduation Requirement	Evidence of Completion	Comments
Didactic Coursework – Must pass with an A or B / Pass for pass/fail courses		
Fall 1		
5004 Molecular Genetics		
5013 Counseling Theory		
5022 Prof Issues I		
5043 Med Gen I		
5052 Writing & Critical Analysis		
5140 Research I		
5251 GC Ethics I		
Clinical Observation 1		
<i>Semester GPA</i>		
<i>Cumulative GPA (3.0 or higher)</i>		
Spring 1		
5108 Embryology & Dymorphology		
5141 Research II		
5153 Counseling & Interviewing		
5172 Prenatal Dx		
5242 Cancer Genetics		
5142 Human Cytogenetics		
Clinical Observation 2		
<i>Semester GPA</i>		
<i>Cumulative GPA (3.0 or higher)</i>		
Summer 1		
Novice Clerkship		
5700 Thesis in GC- 2cr		
<i>Semester GPA</i>		
<i>Cumulative GPA (3.0 or higher)</i>		
Fall 2		
5162 Pop Gen		

5351 GC Ethics II			
5183 Systems Dis.			
5312 Pub Health			
5181 Teratology			
5613 Intermediate Clerkship			
5700 Thesis in GC -- 2cr			
<i>Semester GPA</i>			
<i>Cumulative GPA (3.0 or higher)</i>			
Spring 2			
5262 Metabolic			
5232 Prof Issues II			
5322 Med Gen II			
5713 Advanced Clerkship			
5700 Thesis in GC – 2cr			
<i>Semester GPA</i>			
<i>Cumulative GPA (3.0 or higher)</i>			
Fieldwork Experiences [Participatory Cases (PC) & Required Participatory Cases (RPC)]:			
	Placements (e.g., Novice1, Location)	ALL PC	RPC
Adult (Non-Cancer)			
Cancer Genetics (Adult & Peds)			
Pediatric Genetics			
Prenatal Genetics			
Laboratory/Industry/Research			
Elective			
50 required participatory cases supervised by a Board-Certified GC			
Diverse Settings (more than one)	Clinical _____ Laboratory _____ Research _____ Industry _____		
Diverse Service Delivery Modes (more than one)	In-person _____ Telemedicine (video) _____ Telephone _____ Group _____		
Thesis			

Thesis document submitted and approved by UAMS library		
Public thesis defense – open to UAMS students and faculty		
Educational Enrichment (all due by the end of each semester – due dates in Blackboard™)		
Fall Year 1 Complete 12 activities		
Spring Year 1 Complete 12 activities		
Summer Complete 2 activities		
Fall Year 2 Complete 12 activities		
Spring Year 2 Complete 4 activities		
Interprofessional Education – must be complete and documented in GUS prior to graduation		
Phase I (Exposure)		
#1 - Exposure workshop (Fall-I)		
#2 - Exposure bridge		
Phase II (Immersion)		
#3 - Quadruple aim project		
#4 - Simulation activity		
Phase III (Competence)		
#5 - Competence workshop		
#6 - Practice activity		
#7 - Student educator activity		
Teaching Experiences (Add additional lines as needed)		
Case Conference		
Journal Club		
Peer teaching		
Other		
Advisement Meetings with Program Leadership		

Fall 1		
Spring 1		
Fall 2		
Graduation Readiness (December – January)		
Spring 2		
Comprehensive Examination (*See handbook for policy)		
Part A (end of Spring 1)		
A1	Pass (100 – 80%) Provisional Pass (79 – 75%) Not Passing (<75%)	
GENC 5592 Special Topics & A2	Pass (100 – 80%) Provisional Pass (79 – 75%) Not Passing (<75%)	
Meeting to discuss Part A		
Part B (end of Fall 2)		
B1	Pass (100 – 80%) Provisional Pass (79 – 75%) Not Passing (<75%)	
GENC 5592 Special Topics & B2	Pass (100 – 80%) Provisional Pass (79 – 75%) Not Passing (<75%)	
Meeting to discuss Part B		
Remediation Plans (as needed)	Outcome	Notes
Attendance (Excused and Unexcused Absences)		
Date	Reason (medical/sick; personal; professional)	Excused / Unexcused (what was missed: course # or event)