



Genetic Counseling Program Student Handbook

2023-2024

**Department of Medical Sciences
College of Allied Health Professions (CAHP)
University of Nebraska Medical Center (UNMC)**

SECTION 1 – OVERVIEW OF THE PROGRAM

Mission Statements

University of Nebraska Medical Center (UNMC) Mission

Our mission is to lead the world in transforming lives to create a healthy future for all individuals and communities through premier educational programs, innovative research, and extraordinary patient care.

College of Allied Health Professions (CAHP) Mission

The mission of the CAHP is to advance health by:

- Delivering allied health educational programs that prepare graduates to provide high quality, evidence-based, safe care for all patients;
- Conducting scholarly activities that create and disseminate knowledge reflective of the unique contributions of allied health theory and practice;
- Providing high quality, contemporary clinical care in the allied health disciplines; and
- Providing outreach to underserved populations.

Genetic Counseling Program Mission

Through an inclusive, state-of-the-art education program, we prepare competent and skilled genetic counselors who are committed to evidence-based, equitable patient care, advocacy for our profession and community, and lifelong learning.

Program Goals

- Recruit matriculates who are dynamic team players that will work hard and represent UNMC well.
- Foster professional development for our future colleagues.
- Develop student knowledge of genetics and encourage a commitment to lifelong learning.
- Support and mentor the development of exceptional interpersonal, psychosocial, and counseling skills.
- Promote the ACGC Practice-Based Competencies to prepare graduates to excel as entry-level practitioners and to pass the national certification examination.
- Facilitate meaningful, exceptional research while teaching critical thinking and problem solving.
- Instill the value of compassionate patient care by promoting courage, empathy, and respect of all people.
- Create an environment of mentorship that allows graduates to become successful genetic counselors who advocate for their profession and community as well as pursue scholarship activities.

History of the Program

The Genetic Counseling Program at the University of Nebraska Medical Center is housed in the CAHPs and in partnership with the Munroe-Meyer Institute for Genetics and Rehabilitation (MMI). A partnership was established to meet the administrative and curriculum needs of the program to provide students with a quality education in genetic

counseling. The program was funded by five community partners including Blue Cross Blue Shield of Nebraska, Boys Town National Research Hospital, Children's Hospital and Medical Center, Methodist Hospital, and Nebraska Medicine. Holly Zimmerman was recruited for the role of Inaugural Program Director and joined UNMC CAHP in November of 2017. An Application for Candidacy was filed with the Accreditation Council for Genetic Counseling (ACGC) in February of 2018, and a New Program Application was submitted that May. Sara Fisher joined in November of 2018 as the inaugural Assistant Program Director. The program received New Program status from ACGC in January of 2019 just ahead of welcoming its first class of eight students in August of 2019.

Accreditation

<https://www.unmc.edu/alliedhealth/education/gc/accreditation.html>

The University of Nebraska Medical Center Genetic Counseling Program is accredited by the Accreditation Council for Genetic Counseling.

Accreditation Council for Genetic Counseling
7918 Jones Branch Drive, Suite 300
McLean, VA 22102
Phone: 703.506.7667
Email: info@gceducation.org
Website: www.gceducation.org

ACGC Practice-Based Competencies© 2019

Reference: https://www.gceducation.org/wp-content/uploads/2022/10/ACGC-Core-Competencies-Brochure_15_Web_REV-6-2019.pdf

The UNMC Genetic Counseling Program is aligned with the ACGC Practice-Based Competencies (PBCs). The PBCs define and describe the 22 practice-based competencies that an entry-level provider must demonstrate to successfully practice as a genetic counselor. These competencies guide the education of genetic counselors and assessment of competency for practicing genetic counselors. The following four domains represent practice areas that define the activities of a genetic counselor:

Domain I: Genetics Expertise and Analysis

Domain II: Interpersonal, Psychosocial and Counseling Skills

Domain III: Education

Domain IV: Professional Development & Practice

Domain I: Genetics Expertise and Analysis

1. Demonstrate and utilize a depth and breadth of understanding and knowledge of genetics and genomics core concepts and principles.
2. Integrate knowledge of psychosocial aspects of conditions with a genetic component to promote client well-being.
3. Construct relevant, targeted and comprehensive personal and family histories and pedigrees.

4. Identify, assess, order, facilitate, and integrate genetic/genomic testing options in genetic counseling practice (including molecular and non-molecular testing that directly impacts assessment of inherited risk).
5. Assess individuals' and their relatives' probability of conditions with a genetic component or carrier status based on their pedigree, test result(s), and other pertinent information.
6. Demonstrate the skills necessary to successfully manage a genetic counseling case.
7. Critically assess genetic/genomic, medical and social science literature and information.

Domain II: Interpersonal, Psychosocial and Counseling Skills

8. Establish a mutually agreed upon genetic counseling agenda with the client.
9. Employ active listening and interviewing skills to identify, assess, and empathically respond to stated and emerging concerns.
10. Use a range of genetic counseling skills and models to facilitate informed decision-making and adaptation to genetic risks or conditions.
11. Promote client-centered, informed, non-coercive and value-based decision-making.
12. Understand how to adapt genetic counseling skills for varied service delivery models.
13. Apply genetic counseling skills in a culturally responsive and respectful manner to all clients.

Domain III: Education

14. Effectively educate clients about a wide range of genetics and genomics information based on their needs, their characteristics and the circumstances of the encounter.
15. Write concise and understandable clinical and scientific information for audiences of varying educational backgrounds.
16. Effectively give a presentation on genetics, genomics and genetic counseling issues.

Domain IV: Professional Development & Practice

17. Act in accordance with the ethical, legal and philosophical principles and values of the genetic counseling profession and the policies of one's institution or organization.
18. Demonstrate understanding of the research process.
19. Advocate for individuals, families, communities, and the genetic counseling profession.
20. Demonstrate a self-reflective, evidenced-based and current approach to genetic counseling practice.
21. Understand the methods, roles and responsibilities of the process of clinical supervision of trainees.

22. Establish and maintain professional interdisciplinary relationships in both team and one-on-one settings, and recognize one's role in the larger healthcare system.

Program Personnel

The program leadership positions include the Program Director and the Assistant Program Director. The program is supported by an Education Program Coordinator.

Program Evaluation

Program leadership is responsible for the ongoing evaluation of the program to ensure that competencies specified by the educational program and the ACGC are maintained. This is a continual process and includes the following data: student performance on the American Board of Genetic Counseling (ABGC) Certification Examination, stakeholder feedback (alumni, employers, fieldwork supervisors, etc), personnel evaluations (program leadership, staff, course directors, and fieldwork supervisors), course evaluations, and fieldwork site evaluations. On an annual basis, aggregate data are shared with the Advisory Board and the program's Curriculum Committee. The latter committee will determine and/or implement curriculum modifications.

Program leadership collects data confidentially and securely maintains documentation of program evaluations. Student performance on the ABGC Certification Examination is de-identified and shared as an aggregate with Advisory Board and the program's Curriculum Committee. All stakeholder surveys are anonymous, and personnel evaluation data are kept confidential. The results of the program evaluations are discussed with the program's Advisory Board and Curriculum committee, and this discussion may lead to changes.

Advisory Board

The Advisory Board provides program leadership with guidance on program development, implementation, and ongoing evaluation. This Board was established in 2018 in accordance with ACGC Standard C.1.1.

Committee Roster:

- Holly Zimmerman, MS, CGC | UNMC Genetic Counseling Program Director
- Sara Fisher, MS, CGC | UNMC Genetic Counseling Assistant Program Director
- Lois Starr, MD | Medical Geneticist
- Terri Blase, MS, CGC | Director of Genetic Counseling Services
- Sarah McBrien, PhD | CAHP Director of Curriculum & Assessment
- Brandi Preston | Founder, Kamie K. Preston Hereditary Cancer Foundation
- Bronson Riley, MS, CGC, CCRP | Director of Clinical Research, Cancer Partners
- Jennifer Sanmann, PhD, FACMG | Laboratory Director at Invitae and Adjunct Professor with MMI Genetic Medicine
- Graciela Shariff | LEND Diversity Coordinator | Community Parent Resource Coordinator

- Angela Trepanier, MS, CGC | Genetic Counseling Program Director, Wayne State University

Stakeholder Feedback

Evaluations and stakeholder feedback are important to the UNMC Genetic Counseling Program. At the end of each semester, instructor and course evaluations are available to complete. Student responses are anonymous and voluntary. This information helps faculty gain student feedback and potentially modify the course. This information is also saved for accreditation purposes.

In addition to the formal instructor and course evaluations, we also send out a midsemester feedback survey to assess what is going well, what areas could improve, and potential topics that are unclear. Other feedback mechanisms may include the Stakeholder Feedback (anonymous) online survey, 360 Leadership Evaluations, and focus groups.

SECTION 2 – PROFESSIONAL CONDUCT

University of Nebraska Code of Student Conduct

<https://catalog.unmc.edu/general-information/student-policies-procedures/code-of-conduct/>

Students at the University of Nebraska are members of an academic community in which academic integrity and responsible conduct are essential for the community to function. To ensure that students know what is expected of them, the University has adopted the Standards of Academic Integrity and Responsible Conduct (“Standards”).

Genetic Counseling Program Professional and Inclusive Space

The Genetic Counseling program expects students to demonstrate the following aspects of professionalism (*specific Professionalism rubric available as an addendum*):

- Preparedness and Participation
- Timeliness and Quality of Work
- Professional Growth and Learning
- Inclusive Practice
- Collaboration
- Communication and Education

Program leadership will evaluate students using the Professionalism Rubric at various points in the program. Targeted discussion and/or remediation may be needed to address any concerns for professionalism with the goal to promote growth in one or more areas. Additional actions may be taken and can include a written warning in the Student File or disciplinary procedures in accordance with the UNMC Student Code of Conduct.

Dress Code

General: According to the CAHP Professional Conduct policy, “Students are required to maintain a neat, professional appearance in all educational activities.” The remainder of this section is specific to the Genetic Counseling Program.

Each student must always wear their identification badge. Masks, protective eyewear, and/or other items may be required for classes and/or placements. Generally, closely trimmed beards, sideburns, and mustaches are allowed.

Hurtful wording and offensive graphics on clothing are not allowed. Students, faculty, and staff who have questions or concerns for student dress code will meet with the program director who will try to answer the questions and/or address the concerns. Depending on the concern, additional actions may be taken and can include a written warning in the Student File or disciplinary procedures in accordance with the UNMC Student Code of Conduct.

Classes: When taking classes, students may wear casual attire. This includes t-shirts, sweaters, jeans, and non-athletic shorts. Shoes can include flip flops, sandals, and tennis shoes. Any questions about dress code in the classrooms should be routed to the Program Director.

Fieldwork Placements: (clinics, hospitals, businesses): When at a fieldwork placement site (including MMI), students must comply with the dress code and safety requirements of the specific facility—*this includes any time on site for chart review, meetings, etc.* Business casual attire is generally recommended for placements. Unacceptable forms of dress in patient care areas can include jeans, athletic wear, shorts, t-shirts, low necklines, bare backs, and open-toe shoes (sandals, flip flops, etc). Please refer to your placement supervisor for specific dress code requirements.

Students who fail to comply with the dress code requirements (as stated here or required by specific fieldwork placement site) may be dismissed from the program activities, and this could result in failure to meet the requirements of the experience.

SECTION 3 – STUDENT AFFAIRS

Program Cost to Students

The cost of attendance is the estimated cost of completing an academic year as a full-time student and includes tuition, fees, books/equipment, course/loan fees, living expenses and other required costs as approved for the program. The estimates provided are conservative by design and not intended to reflect differences in actual costs incurred by students with differing lifestyle choices. Living expenses estimates are based on academic periods of enrollment, including summer living expenses since students are required to be enrolled.

The CAHP Office of Enrollment Management and Student Affairs provides updated information to students prior to the program start date and are available to address questions throughout the student's enrollment.

Capstone Project Costs

All students are charged a capstone fee in the spring of their first year and fall of their second year. The total value of these fees is estimated to cover up to three hours of statistical analysis or other costs related to the capstone project. These funds cannot be used to buy incentives for research participants (ie gift cards). The UNMC Genetic Counseling Program does not have a budget for student projects but may have limited funding to provide on a case-by-case basis. There is no guarantee that the program will have funding to supplement any specific project. If there are concerns about feasibility of the budget, a conclusion regarding costs, funding, and student expenses should be resolved by the student prior to proceeding beyond the topic selection process.

There are funding opportunities through various outside organizations (e.g. National Society of Genetic Counselor (NSGC) Special Interest Groups, the NSGC Jane Engelberg Memorial Fund), which have their own applications. Students are encouraged to pursue these funding opportunities after discussion with the capstone course director and/or program director. Students are expected to be prepared to cover other project-related costs that do not receive funding, which could include cost of copies, mailing costs, survey purchase costs, research incentives, etc.

SECTION 4 – ACADEMIC AFFAIRS

Requirements for Graduation

Completion of the UNMC Genetic Counseling program requires successful completion of all courses, supplemental curricular activities, fieldwork placements, and capstone project requirements.

Curriculum

[Genetic Counseling < University of Nebraska Medical Center \(unmc.edu\)](http://unmc.edu)

Capstone Project Overview (see “*Capstone Project Guide*”): Students work with a faculty advisor (Capstone Chair) and committee to design a capstone experience appropriate to their educational and professional goals. Capstone planning officially begins during the fall semester of the first year. The courses related to the capstone begin in the first year with MNED 775 Research Methods in Medical Science and GENC 720 Capstone Design. The second-year shifts to independent work as part of GENC 721 Capstone Project 1 and GENC 722 Capstone Project II.

Alpha Eta Society

The Alpha Eta Society is a national honor society for allied health students. The intent of the Society is to promote and recognize scholarly and clinical excellence, leadership, and potential for contributions to the allied health professions. The Society's motto, “Together We Serve,” is a reflection of the collective role and value of the allied health professions. The honorary was founded in 1973, and the then School of Allied Health

Professions at the University of Nebraska Medical Center established a Chapter of the Alpha Eta Society in 1994.

Students must rank in the top 20 percent of their graduating class to be eligible for the distinguished honor of membership in the Alpha Eta Society. In addition, candidates for membership must demonstrate leadership, sustained excellence in both academic and clinical studies, and a capacity for achievement in their chosen allied health profession.

SECTION 5 – ADMITTED STUDENT POLICIES

Faculty Advising

Each student is assigned a faculty advisor. Advisors serve as contacts for student questions or concerns. First year students meet twice with their advisor during the fall semester and at least once in the spring semester. Second year students meet at least once with their advisor each semester (fall and spring). Additional advising meetings may be requested by the student or recommended by the advisor to support student success and professional development.

Should students have an issue regarding the program director and/or assistant director that they would like to discuss with a faculty member, they should contact the CAHP Assistant Dean for Academic Affairs.

The following summarizes the objectives of advising:

- Monitor student progress in coursework, fieldwork placements, and capstone project.
- Provide guidance for academic support.
- Identify or address concerns from students or those raised by faculty members.
- Facilitate open lines of communication between supervisors and students.
- Provide the student with a confidante with whom they can discuss successes, challenges, etc.

Advisors:

- Listen to concerns related to coursework, fieldwork placements, and/or capstone project.
- Maintain professional boundaries and objectivity.
- Encourage problem solving and critical thinking.
- Stay neutral.
- Document the advisement meeting for student records.

Students:

- Meet on a regular basis.
- Be open and honest.
- Propose at least two potential solutions for any identified problems.

Student Records

Student Records: Each student's online file shall contain the following while in the program (maintained by CAHP Enrollment Management and Student Affairs):

1. UNMC application form
2. Copy of official college transcripts
3. Record of transcript evaluation

Permanent Student Records: Academic transcript (maintained by the UNMC Registrar or home institution registrar) on record with legal name, grades/credits, dates of admission and completion.

Remediation plans (areas of deficiency, finalized plan, and outcome) will be stored in the secure, online shared drive for the program. Only program leadership and the Education Program Coordinator will have access to these files. A copy of the remediation plan is provided to the student and maintained in the Enrollment Management and Student Affairs Office.

Documentation related to any student withdrawal or dismissal is maintained in the online, secure shared drive for the program. Only program leadership and the Education Program Coordinator have access to these electronic files. The Enrollment Management and Student Affairs Office also maintains a copy of any documentation related to student withdrawal or dismissal. Additionally, any changes to the student's status are held with the UNMC Academic Records office (Registrar).

Documentation of any counseling reports/sessions is maintained for a minimum of two years. Each student shall have access to their records. No portion of the student's record shall be released without written approval from the student.

Student Grievance Policies:

https://www.unmc.edu/cahphandbook/index.php/Admitted_Student_Policies_and_Procedures#:~:text=Student%20grievances%20involving%20UNMC%20staff%20or%20admirators%20should,reporting%20a%20grievance.%202.4%20Grievances%20against%20non-UNMC%20Affiliates

Academic decisions such as awarding of grades, suspension, or dismissal are to be managed through the processes found in the UNMC College of Allied Health Professions policies related to Student Success and Academic Standing or Appeals of Academic Evaluations

(https://www.unmc.edu/cahphandbook/index.php/Student_Success_and_Academic_Standing). Students may contact Dr. Tammy Webster, CAHP Dean for Academic Affairs for more information and assistance.

Base Pair Program

First year students will be matched with a second-year student mentor through a program called the "Base Pair" program. The second-year students provide peer insights into how to be successful as a genetic counseling student. This mentorship program is designed to be an informal, student driven experience to help students adjust to life as a genetic counseling student at UNMC. As part of the mentor/mentee relationship, students are not to provide their mentee with program-related materials that could impact the grade of a student (old assignments, projects, etc.). In addition,

specific information about tests and other forms of program evaluation should not be discussed. The request for or provision of these materials or information is a violation of the UNMC Student Code of Conduct.

Program Meetings for Students

To communicate essential information to students, the program may schedule class and/or all student meetings during the academic year. When scheduled, these meetings are required. Meeting dates and times would be scheduled at least one week in advance and typically take place on **Tuesdays between 12pm and 1pm CT in the Fall and Thursdays between 12:50pm and 1:30pm CT in the Spring**. Students must attend unless they have an excused absence approved by the program leadership—see *Section 6 of this handbook*.

Communication Expectations

All email communication between the program and students **must occur using the UNMC Outlook assigned email addresses**. Students are responsible for checking their UNMC email and the Learning Management System (Canvas) on a regular basis defined as at least once per day.

A student who regularly does not respond within two business days to email requests will be reported to the program director who will meet with the student. Additional actions may be taken and can include a written warning in the Student File.

Faculty are expected to respond to emails during typical business hours (9am to 4:30pm CST). Students should consider this when emailing after hours. If a student has not heard back after two business days, the student may email the faculty member again. If the matter is considered urgent by the student, and a response is not received (whether there is no response or the person is out of the office), then the student should contact the program director by email or cell phone.

Student Use of University Computers & Printers

Students are able to print from one of the three computers in the library on main campus or can print directly from their laptops. There is an online printing tool available through the Library. Students are given \$25 per fall and spring semester—more pages can be purchased. Students who have any issues can contact the Help Desk (helpdesk@unmc.edu). Students can also contact the library (askus@unmc.edu) if the printers are short on paper. A student is notified when 50 pages remain in the quota. Additional pages can be added to the quota with a personal credit card at 10 cents per page (100 page minimum). For additional information see:

<https://info.unmc.edu/it/portfolios/teaching/student%20printing%20quota.html>

Photo copiers are available for student use in the McGoogan Health Sciences Library

Students are able to print from one of ten desktop computers in the Munroe Meyer Institute (MMI) Student Computer Lab on the 2nd floor (Room #20206). Students print to the Secureprint queue and then collect their print-outs by badging at the printer just

around the corner from the Student Computer Lab. Students should email mmiits@unmc.edu with any questions.

Canvas Learning Management System

Course updates, syllabi, assignments, rubrics, tests and more are found in a Canvas Learning shell for each course. All students are required to utilize Canvas for course materials as the instructor may not provide individual copies of materials. Slides for each course may be posted on the course Canvas site with permission of the lecturer. Students are not allowed to reproduce or use any slides provided in class for their own presentations or publications without written consent from the slides author. Access to each course's Canvas shell and its materials may only last during the semester the student is enrolled in the class.

Class recordings (when available) are found in the Echo tab of Canvas.

Food & Drink

When on UNMC's main campus, students are allowed to bring a water bottle (container with a lid) and their lunchboxes into the classroom. A refrigerator and microwave are available in Bennett Hall on the 6th floor as well as in the Michael Sorrell Center Commons area. Students may eat in the Sorrell Commons area or outside. Campus safety procedures will guide whether eating is allowed in the smaller classroom spaces (including the Genetic Counseling classroom space).

MMI has a large breakroom on the 4th floor where students (and employees) can eat. This space has refrigerators and microwaves. Students should make item(s) with their name and the date.

Most clinical areas do not allow food or drink in patient spaces. There is typically a break room or clinical staff area where you can have a drink or small snack. Please discuss this with your supervisor.

CAHP Student Employment Policy

Please review the CAHP Student Employment Policy:

[https://www.unmc.edu/cahphandbook/index.php/Non-Academic Policies and Procedures](https://www.unmc.edu/cahphandbook/index.php/Non-Academic-Policies-and-Procedures)

We appreciate that everyone has unique financial responsibilities while enrolled in the program. Enrollment in the Genetic Counseling program is a full-time responsibility, and employment during the academic year may be challenging. We encourage any student considering employment (outside of campus student workers or federal work study) to discuss with program leadership.

SECTION 6 – ACADEMIC POLICIES & PROCEDURES

Attendance and Participation

Students are expected to attend and participate in all scheduled classes in the curriculum. In addition, students are expected to attend any assigned fieldwork

placement observation, outside conference, and/or multidisciplinary care meeting as assigned by the program. Students must attend all fieldwork experiences as defined by the primary fieldwork supervisor.

Students who are unable to attend a specific activity must communicate with the program as early as possible by submitting an online Absence Form (<https://forms.office.com/r/h95LFLtMBU>). These requests are reviewed by program leadership on a weekly basis, and the student will receive an update soon after this review. The student is responsible for notifying the Course Director(s) and/or Fieldwork Placement Supervisor(s) of the absence. A student is also responsible for determining how the class material or assignments can be made up. If there is an emergency that prevents attendance of required activities, then a student must email the Program Director and Education Program Coordinator directly as soon as possible and submit an Emergency Absence Form within one week of return from the absence.

The Program Leadership will meet with any student who is chronically absent or extensively tardy (defined as 10 minutes late) as this can negatively impact the student's progression in the practice-based competencies. As such, a chronic absence may lead to repeating a course or fieldwork placement according to the Student Success and Academic Standing Policy.

Virtual Attendance

Virtual attendance (via Zoom) may be available for some courses and/or classes at the **discretion of the course director/instructor and/or on a case-by-case basis**. An absence may be required due to the activities scheduled during class. If virtual attendance is not available to a student who can otherwise not join, then an absence (excused or unexcused) may be required. Early communication is best when determining if virtual attendance is an option. Students are not required to disclose personal health information.

Use of Artificial Intelligence:

The use of Artificial Intelligence (AI) tools in educational settings may be appropriate in some instances, but students are prohibited from using AI tools to generate content (text, video, audio, images) for any assignments that are part of the course grade unless the instructor, fieldwork supervisor, and/or capstone committee member/chair has provided explicit permission to do so. When permitted, the student should properly cite the use of such tools.

ADA Accommodations:

The University of Nebraska Medical Center takes pride in its diverse population and is committed to providing all students the opportunity to take full advantage of its programs and facilities. In keeping with this philosophy, UNMC strives to eliminate architectural and programmatic barriers that may prevent qualified students with disabilities from obtaining an academic or professional degree. The Accessibility Services Center (ASC) provides reasonable accommodations (e.g. auxiliary aids and services or academic adjustments) to students with disabilities and/or medical conditions an equal opportunity

to participate in academic programs and to promote and facilitate the integration of students with disabilities into the mainstream of university academic life. Students in need of accommodations should reach out to the ASC as soon as possible to initiate the request, as accommodations are not retroactive in nature. However, the accountability and responsibility of accommodations is shared among faculty, students, administrators, and staff. Reasonable accommodations for students with disabilities are designed to provide equal access in a manner that does not compromise essential elements of academic programs.

|Email: UNMCASC@unmc.edu | Location: Student Life Center (SLC 2031) |Phone: 402-559-7276

For more information regarding ADA Accommodations, please refer to the policy at: <https://catalog.unmc.edu/general-information/student-policies-procedures/student-accommodation-policy>.

Monitoring Student Progression

Students are expected to meet with course directors when there is a grade less than 80%, or if there are questions about the course content as this facilitates student progression of knowledge and skills. Please refer to the course syllabus as some courses *require* a meeting when a specific exam or assignment grade is not achieved. Students *must* meet with fieldwork supervisors and capstone committee chairs as outlined by the fieldwork evaluations (midpoint and final) and committee monthly meetings, respectively.

Program Leadership will request feedback from course directors, fieldwork supervisors, and capstone committee chairs to monitor the overall progression of each student. Program Leadership will review and discuss student progression as part of the midsemester advisement meetings. Any student who is not meeting expectations midsemester must complete the recommendations (self-reflection, student counseling, development plan, etc.) made by Program Leadership.

What information is collected midsemester to monitor student progression?

- **Coursework:** Course directors will report if any student has scored lower than 80% on any assessment or lower than 80% on any assignment that counts for 15% or more of the final grade. They will also report any students who have submitted more than one late assignment or if there are concerns for quality of work, level of engagement, or general effort in the course.
- **Fieldwork Placements:** The Assistant Program Director (with input from fieldwork supervisors) will report if any student has not progressed in the accrual of participatory cases (when in a setting with a board-certified supervisor), not progressed in the fundamental counseling roles or practice-based competencies or failed to submit the assignments as required by the course and/or primary supervisor.

- **Capstone Project:** The Capstone Course Director will report if any student has not completed tasks required for the course or not progressed in their capstone project or has concerns about the progression of the project. Committee chairs will provide information to the Capstone Course Director to ensure communication and progress are occurring.
- **Other:** Genetic counseling students may identify themselves as needing academic support or other resources.

Student Success and Academic Standing

https://www.unmc.edu/cahphandbook/index.php/Student_Success_and_Academic_Standing

All genetic counseling students have an Academic Standing of Satisfactory upon entry into the program, and any changes will be reported to the student and to the CAHP Director of Enrollment Management, who is responsible for maintaining records of academic status, progression, and sanctions of all CAHP standards. A student's Academic Standing upon completion of the program must be Satisfactory and confirmed prior to graduation.

During every semester of the program, a student must successfully complete all program requirements and required courses. Program Leadership will review the academic performance of every student at the end of each semester.

A student qualifies for program continuation without restrictions when there are no course grades (including capstone courses) below an 80% (B-) or fail (for pass/fail courses) AND fieldwork final evaluations (when completing a fieldwork placement) show the student is meeting the expected level, showing progress, and no concerns for professionalism.

A student who does not successfully complete a course must complete informal or formal remediation with or without academic probation as determined by the program director with input from the course director. A remediation plan would be developed to address the specific deficiencies in the student's performance. The plan would include a specific timeline for completion and evaluation of student performance. The plan may include specific student success resources. The student must remediate to the satisfaction of the course director/instructor and the Program Director as well as by the established deadline. Failure to complete remediation successfully will lead to further academic sanctions.

Any student who has two or more courses where the final grade is below an 80% or fail (for pass/fail courses) in one semester must meet with the Program Director and one of the chairs of the CAHP Academic Success Advisory Board to determine best next steps. This could include academic probation, decelerated learning plan, recommended leave of absence, and/or dismissal.

Fieldwork Placement Progression

A student who receives a grade of pass on a final fieldwork evaluation, and the supervisor indicates “Usually meets expectations – Consider additional mentorship or targeted remediation of specific skill” or “Sometimes meets expectations – RECOMMEND improvement plan” must meet with the assistant program director who will develop a plan with input from the student and supervisor. This plan could include required remediation prior to starting the next placement. The plan would include a specific timeline for completion and evaluation of student performance. The student must complete the plan to the satisfaction of the supervisor and/or the Assistant Program Director as well as by the established deadline. Failure to complete the plan successfully will lead to further academic sanctions.

A student who receives a “Fails in some areas AND is showing limited progress – RECOMMEND REMEDIATION” on a final evaluation for a fieldwork placement must complete Formal Remediation before being placed in the next fieldwork placement. This may delay a student’s graduation. The student must remediate to the satisfaction of the fieldwork supervisor and assistant program director by the established deadline. Failure to complete remediation successfully will lead to further academic sanctions.

A student who receives a “Fails in most areas AND is showing limited progress – RECOMMEND REPEATING ROTATION” on a fieldwork final evaluation cannot continue in their fieldwork placement until the rotation is repeated. This could include academic probation, decelerated learning plan, recommended leave of absence, and/or dismissal.

A student receiving a final grade of fail on the final fieldwork evaluation with the notes “Fails in all areas and/or shows no progress-fail rotation” will be recommended for dismissal from the program. Extenuating circumstances will be considered on a case-by-case basis.

Graduation

In order to graduate with a Master of Genetic Counseling (MGC) degree, students must meet all of the following requirements:

- 1) Complete all coursework
 - o Reference: <https://catalog.unmc.edu/allied-health-professions/geneticcounseling/#curriculumtext>
 - o Final grade of 80% (B-) or better for graded courses.
 - o Final grade of pass for pass/fail courses.
- 2) Complete a capstone project and attend any required workshops or training.
 - o Complete all deliverables including (1) a formal written proposal submitted during the end of the first year approved by the student’s Capstone Chair, (2) an abstract of publishable quality submitted to the College of Allied Health Professions Evidence-Based Forum with consideration of submitting to a local, regional or national meeting (3) a poster presenting the capstone project findings visually at the CAHP’s Evidence-Based Forum, (4) a final capstone paper approved by the student’s Capstone

- Chair, Capstone Course Director, and Program Director, and (5) an oral presentation of the completed project for peers, faculty, and family members.
- 3) Complete all required supplemental activities.
 - o Perinatal Bereavement Workshop
 - o National Society of Genetic Counselors Annual Conference
 - 4) Complete all fieldwork placements by demonstrating progression of skills (fundamental counseling roles and practice-based competencies) as evidenced by the final evaluations.
 - o Final grade of pass for Spring fieldwork placement.
 - o Final grade of pass for all fieldwork placement courses (GENC 750-754).
 - o Obtain the minimum of 50 participatory cases that represent a variety of practice settings and indications.
 - 5) Satisfy all University requirements to complete the program.

Students are expected to complete all requirements within the 21-month scheduled timeframe. Students who are not able to meet all curriculum requirements within 31.5 months (150%) of the scheduled timeframe may be dismissed from the program. Graduating students are strongly encouraged to attend the CAHP Convocation Ceremony and the UNMC Commencement Ceremony. These events are typically scheduled on the Friday and Saturday of finals week.

SECTION 7 – Non-Academic Policies & Procedures

Student Travel

https://www.unmc.edu/cahphandbook/index.php/Non-Academic_Policies_and_Procedures#Student_Travel
Student Services

The term “travel” is defined as an absence from the campus during normal work or instructional schedules for the purpose of conducting University business. **All travel must be authorized in advance.** Student travel will be approved by the program in which the student is enrolled. The program is responsible for making appropriate arrangements for travel authorization and reimbursement, where applicable.

1. A request for Travel Authorization (TA) is required for all travel involving University business functions, **even when no University expense is involved.** *If the student is also a UNMC employee, OR for travel not required by the educational program*, such as optional travel to a professional conference, a separate TA is required for each trip involving air transportation and for all out-of-state travel, including travel by state vehicle.
2. A TA is required for all student travel; a student travel group may be included on a single TA or in instances where no individual travel expenses will be filed.
3. Prospective travelers are asked to consider the required amount of time needed to secure the necessary approval and to allow 30 days from initiation of the request to final approval.

Student Health

<https://catalog.unmc.edu/general-information/campus-services/student-health/>

Genetic counseling students, as full-time students, have access to Student Health Services as delineated in the UNMC Student Handbook.

Student Health Insurance

Genetic counseling students are classified as full-time students and are required to have health insurance. In addition to payment of Fund B (as described below), UNMC requires that full-time students have inpatient (hospitalization) insurance. Full-time students who wish to waive/decline UNMC's endorsed student health insurance program may do so by providing proof of coverage through their parents, spouse, employer or their own personal plan. If the student wishes to waive/decline the United Healthcare Student Insurance, they must fill out an electronic waiver form that can be found on their UNMC MyRecords account once their semester tuition bill has been calculated.

Counseling Services

<https://www.unmc.edu/student-success/support-services/counseling/students.html>

Genetic counseling students, as full-time students have access to free mental health and wellness related services through the Counseling & Psychological Services (CAPS) at UNMC. CAPS provides individual counseling, group counseling, bio-feedback and relaxation training, and crisis support. Beginning Fall 2023, first year genetic counseling students will participate in the opt-out program available through CAPS. This program provides an introductory visit to all students as a way to decrease barriers and support access for potential future visits.

UNMC & CAHP Policies & Procedures

Genetic Counseling students are also responsible for reviewing the CAHP and UNMC Student Handbooks.

CAHP Student Handbook

https://www.unmc.edu/cahphandbook/index.php/Main_Page

UNMC Student Handbook

<https://catalog.unmc.edu/general-information/student-policies-procedures/>

UNMC Genetic Counseling Program | PROFESSIONALIM RUBRIC

	Mastery	Approaching	Needs Improvement
Preparedness and Participation	<input type="checkbox"/> Almost always participates in discussions <input type="checkbox"/> Contributions reflect exceptional preparation and are always well supported; does not dominate discussion <input type="checkbox"/> Uses available evidence-based principles and resources	<input type="checkbox"/> Occasionally participates in discussions; contributions reflect some preparation with inconsistent support; may dominate discussion <input type="checkbox"/> Uses available evidence-based principles and resources	<input type="checkbox"/> Rarely or never participates; contributions reflect less than satisfactory preparation and are rarely supported; when called upon, often cannot answer questions in depth or refer to readings; may overrun discussion with irrelevant comments <input type="checkbox"/> Does not use available evidence-based principles and resources
Timeliness & Quality of Work	<input type="checkbox"/> Always arrives on time; all absences are excused; always takes responsibility for work missed <input type="checkbox"/> Consistently meets all deadlines <input type="checkbox"/> Provides work of the highest quality that reflects best effort; <input type="checkbox"/> Submitted work meets requirements of rubric or guidelines <input type="checkbox"/> Submitted work is edited; there are no or very few mechanical errors (typographic, punctuation, grammatical, spelling)	<input type="checkbox"/> Late only once or twice; almost never misses a class; all absences are excused. Generally takes responsibility for material and work missed; <input type="checkbox"/> No more than one deadline missed <input type="checkbox"/> Provides work that reflects a good effort that may need to be redone; <input type="checkbox"/> Submitted work meets requirements of rubric or guidelines <input type="checkbox"/> Submitted work is edited; there are few mechanical errors (typographic, punctuation, grammatical, spelling)	<input type="checkbox"/> Late more than once/week; does not attend class regularly; unexcused absences; <input type="checkbox"/> Does not meet all deadlines <input type="checkbox"/> Provides work that reflects very little or no effort; work needs to be checked or redone; <input type="checkbox"/> Submitted work does not meet requirements of rubric or guidelines <input type="checkbox"/> Submitted work is not edited; there are mechanical errors (typographic, punctuation, grammatical, spelling)
Professional Growth & Learning	<input type="checkbox"/> Seeks feedback and responds well to performance critique <input type="checkbox"/> Demonstrates a self-reflective practice <input type="checkbox"/> Self-reflections on performance match expectations of rubric/assessment <input type="checkbox"/> Recognizes limitations <input type="checkbox"/> Ask for help when needed	<input type="checkbox"/> Seeks feedback and responds well to performance critique <input type="checkbox"/> Demonstrates a self-reflective practice <input type="checkbox"/> Self-reflections on performance sometimes match expectations of rubric/assessment <input type="checkbox"/> Recognizes limitations <input type="checkbox"/> Ask for help when needed	<input type="checkbox"/> Inconsistently seeks feedback OR has a negative response to performance critique <input type="checkbox"/> Does not demonstrate a self-reflective practice Self-reflections on performance does not match expectations of rubric/assessment <input type="checkbox"/> Does not recognize limitations <input type="checkbox"/> Does not ask for help when needed

Inclusive Practice	<input type="checkbox"/> Consistently open to expanding one's worldview through culturally curious engagement	<input type="checkbox"/> Sometimes open to expanding one's worldview	<input type="checkbox"/> Not at all open to culturally curious engagement to expand one's worldview
Collaboration	<input type="checkbox"/> Collaborates effectively with peers; is comfortable taking the lead as well as encouraging others to lead <input type="checkbox"/> Works effectively with others; shares disagreements in constructive way <input type="checkbox"/> Approaches critical conversations with active listening while still allowing one's perspective to be heard <input type="checkbox"/> Avoids dominating conversations; makes space for other voices <input type="checkbox"/> Recognizes and respects professional boundaries and relationships between clients, colleagues, and supervisors	<input type="checkbox"/> Collaborates effectively with peers; is sometimes comfortable taking the lead as well as encouraging others to lead <input type="checkbox"/> 1-2 complaints from team members about lack of contribution; disagreements not shared in a constructive way; <input type="checkbox"/> Approaches critical conversations with some active listening and some perspective sharing <input type="checkbox"/> Avoids dominating conversations; makes space for other voices <input type="checkbox"/> Recognizes and respects professional boundaries and relationships between clients, colleagues, and supervisors	<input type="checkbox"/> Does not collaborate effectively with peers; is not comfortable taking the lead or encouraging others to lead <input type="checkbox"/> Several complaints or significant concerns from team members about lack of contribution; disagreements not shared in a constructive way <input type="checkbox"/> No evidence of active listening or perspective sharing <input type="checkbox"/> Can dominate conversation and not make space for other voices <input type="checkbox"/> Does not recognize and/or respect professional boundaries and relationships between clients, colleagues, and supervisors
Communication and Education	<input type="checkbox"/> Effectively educates an audience (patient/class/etc), <input type="checkbox"/> Writes concise and understandable information for audiences of varying educational backgrounds	<input type="checkbox"/> Effectively educates an audience (patient/class/etc), <input type="checkbox"/> Writes mostly concise and understandable information for audiences of varying educational backgrounds	<input type="checkbox"/> Does not effectively educate an audience (patient/class/etc), <input type="checkbox"/> Does not write concise and understandable information for audiences of varying educational backgrounds
Overall Grade	<input type="checkbox"/> Pass – no concerns for professionalism	<input type="checkbox"/> Targeted Discussion and/or Remediation May be Needed ahead of Pass– opportunity to address concerns for professionalisms	<input type="checkbox"/> Fail – significant concerns for professionalism