



STUDENT HANDBOOK

GENETIC COUNSELING

August 2024
REVISED

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Preface

This document contains policy and procedure statements that are designed to define expectations of students. The University of Kansas Medical Center (KUMC), KUMC Graduate School, and the School of Health Professions (SHP) also have many policies and procedures that govern each student. Links to these can be found on the [KUMC Student Handbook website](#) or at the links below.

- [KUMC Policies, Procedures, and Operational Protocols](#)
- [Office of Graduate Studies, KU Medical Center \(Academic Catalog\)](#)
- [Student Handbook, School of Health Professions](#)

All students must sign the *Student Statement of Confidentiality Form* and the *Student Acknowledgement Form*. These forms are included at the end of the Genetic Counseling Program Student Handbook (this document). These signed documents serve as verification that each student has read through the Student Handbook and related policies, and the confidentiality policy, understands them, and agrees to abide by them. Return the signed pages to the Genetic Counseling Program Director. These signed notification pages will be maintained in the respective student's file.

SECTION I: OVERVIEW OF THE GENETIC COUNSELING PROGRAM

Welcome to The University of Kansas Medical Center!

The Genetic Counseling Program (GCP)

The [Master of Science in Genetic Counseling](#) is the first genetic counseling program in the state of Kansas and aims to build on the long history of education excellence with the University of Kansas. The Genetic Counseling Program is within the Department of Clinical Laboratory Sciences.

The Department of Clinical Laboratory Sciences

The [Department of Clinical Laboratory Sciences](#) programs are nationally recognized for excellence as leading in education, research and clinical practice in these fields. The location and environment at the KU Medical Center provide excellent opportunities for interdisciplinary and interprofessional research collaborations.

The School of Health Professions

The [School of Health Professions](#) is one of the country's largest schools of health professional education in an academic medical center in terms of number of programs, number of students enrolled in its graduate programs, and total enrollment. Health professionals provide 60% of health care service and continue to be in increasing demand. The other departments in the School of Health Professions are: Clinical Laboratory Sciences, Dietetics and Nutrition, Health Information Management, Hearing and Speech, Nurse Anesthesia Education, Occupational Therapy Education, Physical Therapy, Rehabilitation Science and Athletic Training, and Respiratory Care and Diagnostic Science.

The Medical Center

The [University of Kansas Medical Center](#) offers educational programs in the Schools of Medicine, Nursing, Health Professions, and Graduate Studies. Clinical services include a full-service, independently managed, tertiary-care hospital the [University of Kansas Hospital](#) which serves a wide region including Kansas, Missouri, Oklahoma, Arkansas and Nebraska. Recognized as a leader in research in the health sciences, the Medical Center was founded in 1905. Today, the Medical Center covers 41 acres and includes almost 7,000 employees (including nearly 1,500 full-time faculty), just under 3,800 students, and thousands of patients and visitors.

The University

The [University of Kansas](#) is a major education and research institution with more than 28,500 students and 2,600 faculty members, and a member of the prestigious American Association of Universities. The university includes the main campus in Lawrence; the Medical Center in Kansas City; the Edwards Campus in Overland Park; campuses of the School of Medicine in Wichita and Salina; a School of Nursing campus in Salina; and educational and research facilities throughout the state.

Kansas City

[Kansas City](#) combines the best of urban living with Midwest hospitality. An estimated 2 million people live in the bi-state metropolitan area, enjoying the region's temperate climate. Metropolitan Kansas City boasts several tourist attractions, including the downtown business district and Power and Light entertainment district, Nelson-Atkins Museum of Art, Kemper Museum of Contemporary Art and Design, City Market, the Country Club Plaza, Crown Center, the historic Westport area, the Kansas City Crossroads Art District, Truman Center and Library, the Kansas City Zoo, and Worlds of Fun/Oceans of

Fun. Professional sports teams, an integral part of the community, include the 2023 National Champion Kansas City Chiefs and Kansas City Storm (football), 2015 World Champion KC Royals (baseball), Sporting KC and KC Current (outdoor soccer), Kansas City Mavericks (ice hockey), Kansas City Comets (arena soccer), and the Kansas City Monarchs (minor league baseball). Dining ranges from international cuisine to Kansas City's famous barbecue, including the perennial favorite and award winning, Joe's Kansas City BBQ in the University of Kansas Medical Center neighborhood. Kansas City is home to Boulevard Brewing and is enjoying expansion of microbreweries and distilleries. The Kansas City community is busy throughout the year with a wide range of activities, and of course, fountains are everywhere.

The University of Kansas Medical Center Campus Map

Various up-to-date maps for buildings, parking, and event spaces may be found on the [University of Kansas Medical Center website](#).



Mission, Objectives, and Values

Genetic Counseling Program

Mission

To educate future genetic counselors and guide their development to become insightful, empathic, collaborative, life-long learners who improve the lives of their patients, colleagues, and the greater community.

Objectives

- Providing an innovative and diverse curriculum with robust clinical experiences
- Instilling professionalism and integrity
- Creating advocates for individuals who have genetic conditions
- Cultivating a passion for clinical research
- Stimulating knowledge and action surrounding diversity, equity, inclusion, and justice in its student body and in the profession of genetic counseling

School of Health Professions

Mission

To serve the citizens of Kansas, the region, the nation and to develop tomorrow's leaders through exemplary education, research, and service.

University of Kansas Medical Center

Mission

To improve lives and communities in Kansas and beyond through innovation in education, research, and health care.

Vision

To lead the nation in caring, healing, teaching, and discovering.

Values

Innovation
Leadership
Excellence
Authenticity
Diversity

University of Kansas

Mission

We educate leaders, build healthy communities, and make discoveries that change the world.

Vision

To be an exceptional learning community that lifts each other and advances society.

Values

The university is committed to excellence. It fosters a multicultural, inclusive environment in which the dignity and rights of the individual are respected. Intellectual diversity, integrity, and disciplined inquiry in the search for knowledge are of paramount importance.

Accreditation

Higher Learning Commission

The University of Kansas is accredited by the Higher Learning Commission. During its last comprehensive evaluation in May 2015, the University of Kansas was granted the maximum continuing accreditation of 10-years.

Accreditation Council for Genetic Counseling

The Program in Genetic Counseling at KUMC is accredited as a New Program by the Accreditation Council for Genetic Counseling (ACGC) effective August 16, 2023. Our Accredited New Program status remains in effect until 2028.

The purpose of accreditation is to ensure that completion of the Program leads to a Master's degree in Genetic Counseling and eligibility for board certification through the American Board of Genetic Counseling (ABGC).

To contact ACGC, please use the contact information below:

Accreditation Council for Genetic Counseling
1660 International Drive
Suite 600
McLean, VA 22102 USA

Phone: 703-506-7667

Email: info@gceducation.org

Website: www.gceducation.org

GC Program Leadership



Erin Youngs, MS, CGC
Program Director



Lauren Bartik, MS, CGC
Assistant Program Director



Deidra Glavin
Program Coordinator



Jennifer Kussmann, MS, CGC
Admissions and Engagement

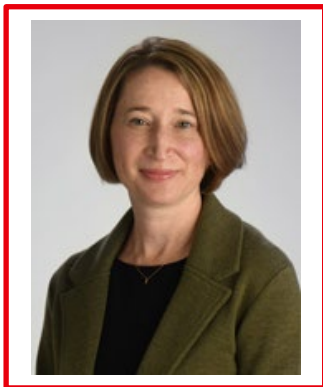
SHP Leadership



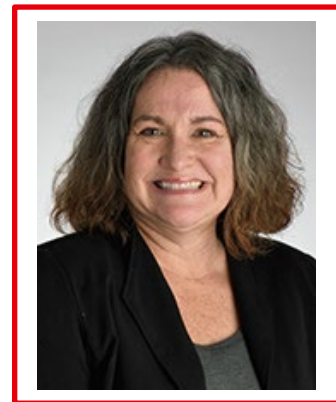
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MPH, MBA, FASAHP, ACRM, FAMeds
Dean, School of Health Professions



Eric Elsinghorst, PhD, MPH,
MLS(ASCP)cm, MBcm
Dept Chair, Clinical Laboratory Sciences



Heather Gibbs, PhD, RD, LD
Assistant Dean, Student Affairs
School of Health Professions



LesLee Taylor, PhD, LAT, ATC
Assistant Dean, Academic and Faculty
Affairs, School of Health Professions

The University of Kansas School of Health Professions

DEAN'S OFFICE – Located in 1024 Murphy Building

Abiodun Akinwuntan, PhD, MPH, MBA

Dean and Professor

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Tim Hunt

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Information Resource Specialist

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KU MEDICAL CENTER OFFICE OF GRADUATE STUDIES

Processes all paperwork related to graduate students, faculty, degrees, programs, and coursework.

Robert Klein

Vice Chancellor for Academic and
Student Affairs

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8-2739

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TBD

Dean of Postdoctoral Affairs
and Graduate Studies

Marcia Jones

Director of Graduate Studies
5004 Wescoe

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KU MEDICAL CENTER OFFICE OF THE REGISTRAR

Visit the [Office of the Registrar](#) for:

- Change of Name
- Official verification of grades/or student enrollment (for insurance, work etc.)
- Residency questions
- Online transcript request
- Change of Address

Advisory Board

The Advisory Board for the Genetic Counseling Program brings together different voices from various stakeholders in the program. Program Leadership, University Leadership, clinical supervisors and other medical genetics professionals come together help advise and provide oversight. Goals of the Advisory board include:

- To provide objective opinions about the program providing input, skills, and knowledge based on members' specific areas of expertise and experience
- To provide advice on program design and implementation (curriculum, clinical fieldwork, research, and supplemental activities)
- To help assess the performance of the program based on summarized student evaluations as well as employment and board certification rates
- To advise Program Leadership about areas for improvement or modification

Abiodun Akinwuntan, PhD, MPH, MBA, FASAHP, FACRM, FAMedS

Dean of the School of Health Professions
Professor, KU School of Health Professions,
Physical Therapy, Rehabilitation Science,
Athletic Training
Professor, KU School of Medicine, Neurology
The University of Kansas Medical Center
Leadership from Sponsoring institution

Lauren Bartik, MS, CGC

Pediatric Genetic Counselor
Genetic Counseling Program Assistant Director
Clinical Assistant Professor, Clinical Laboratory
Sciences
The University of Kansas Medical Center
*KUMC Program Leadership, Instructional,
Fieldwork and Research faculty*

Debra Collins, MS, CGC

Retired Oncology Genetic Counselor
Community Member

Jill Slamon, MS, MAT, CGC

Prenatal Genetic Counselor
Genetic Counseling Program Assistant Director
Senior Associate in the Department of
Obstetrics and Gynecology
Vanderbilt University Medical Center
*External (non-program or institution-affiliated)
member*

Bonnie R. Sullivan, MD

Pediatric Geneticist, Children's Mercy Hospital
Clinical Assistant Professor of Pediatrics,
University of Missouri-Kansas City
Teaching Assistant Professor, University of
Kansas Medical Center
Medical geneticist

Erin Youngs, MS, CGC

Genetic Counseling Program Director
Clinical Assistant Professor, Clinical Laboratory
Sciences
Oncology Genetic Counselor
The University of Kansas Medical Center
*KUMC Program Leadership, Instructional,
Fieldwork and Research faculty*

Technical Standards

Graduates of the genetic counseling program must have the knowledge and skills for entry into the practice of genetic counseling. As defined by the program's accrediting body, the Accreditation Council for Genetic Counseling, an entry-level genetic counselor must demonstrate mastery of a broad body of genetics knowledge and develop skills in the following domains: communication skills; critical-thinking skills; interpersonal, counseling and psychosocial assessment skills; and professional ethics and values. The following technical standards, in conjunction with the academic standards, are requirements for admission, promotion and graduation. The term "candidate" refers to candidates for admission to the program as well as current students who are candidates for retention, promotion, or graduation. The KU School of Health Professions maintains a strong commitment to equal educational opportunities for qualified students with disabilities who apply for admission to the program or who are already enrolled.

The technical standards are not intended to deter any candidate for whom reasonable accommodation will allow the fulfillment of the complete curriculum. Candidates with disabilities are encouraged to contact the Academic Accommodations Office at 913-945-7035 or ada@kumc.edu early in the application process to begin a confidential conversation about what accommodations they may need to meet these standards. This process is informed by the knowledge that students with varied types of disabilities have the ability to become successful genetic counselors.

Essential Observational Requirements

1. Observe a patient accurately at a distance and close at hand.
2. Observe and respond to variations in human responses to disease using visual, auditory, tactile, other sensory cues or the functional equivalent.
3. Observe, learn from and analyze medical record content, including discernment and use of clinical and administrative data displayed within the medical record.
4. Observe, learn from and analyze class demonstrations and experiences.

Essential Movement Requirements

1. Perform actions requiring coordination of both gross and fine muscular movement, equilibrium.
2. Move freely and safely about health care settings (hospitals, patient rooms, clinics, laboratory, etc.).
3. Use a keyboard to generate, calculate, record, evaluate and transmit information.
4. Prepare assignments, both written and on-line.

Essential Communication Requirements

1. Communicate clearly, effectively and sensitively in English and/or with an interpreter through oral and written methods in order to communicate with other health care providers and patients of all ages.
2. Receive information in oral form, and observe patients in order to elicit information, to describe changes in mood, activity and posture, and to perceive non-verbal communications.
3. Read, interpret and comprehend technical and professional materials (e.g., textbooks, journal articles, handbooks, instruction manuals and patient health care records).
4. Be able to share and to elicit information from patients, health care providers, peers and research collaborators verbally and in a recorded format.
5. Assimilate information to prepare papers, produce reports and complete documentation for patient care and research purposes.
6. Effectively, confidently, sensitively and confidentially communicate with patients, laboratory staff and health care providers regarding laboratory test selection, interpretation and follow-up.
7. Deliver public presentations to large and small audiences.

8. Take paper and computer examinations.

Essential Intellectual Requirements

1. Interpret information derived from auditory, visual, written or other data or their equivalent to determine appropriate patient management plans.
2. Use reason, analysis, calculations, problem solving, critical thinking, synthesis, self- evaluation and other learning skills to acquire knowledge, comprehend and synthesize complex concepts.
3. Independently access and interpret medical histories or files.
4. Identify significant findings from history, physical examination and laboratory data.
5. Provide a reasoned explanation for likely diagnoses.
6. Recall and retain information in an efficient and timely manner.
7. Incorporate new information from peers, teachers and the medical literature.
8. Identify and communicate knowledge to others when indicated.
9. Possess sufficient judgment to recognize and correct performance deviations.

Essential Behavioral and Social Requirements

1. Fully utilize their intellectual abilities.
2. Exercise of good judgment.
3. Promptly complete all responsibilities attendant to the diagnosis and care of patients.
4. Develop mature, sensitive and effective relationships with patients.
5. Function effectively under stress.
6. Adapt to changing environments.
7. Learn to function in the face of uncertainties and ambiguities inherent in the clinical problems of many patients.
8. Employ compassion, integrity, concern for others, interpersonal skills, interest and motivation.
9. Accept criticism and respond by appropriate behavior modification.
10. Use supervision appropriately, and act independently when indicated.
11. Demonstrate personal and professional self-control as well as tact, sensitivity, compassion, honesty, integrity, empathy and respect.
12. Manage the use of time and be able to systematize actions in order to complete academic, professional and technical tasks within realistic constraints.
13. Possess the emotional health necessary to effectively employ intellect, act ethically and exercise appropriate judgment.
14. Demonstrate appropriate affective behaviors and mental attitudes as to not jeopardize the emotional, physical, mental and behavioral safety of other individuals with whom there is interaction in academic and clinical residency settings.
15. Possess the mental and emotional rigor to maintain relationships and demonstrate respect to all people, including students, faculty, patients and other health care professionals at residency settings, without showing bias or preference on the basis of race, color, age, sex, religion or creed, national origin or ancestry, gender expression, gender identity, disability, veteran status, sexual orientation or genetic testing & screening.
16. Adapt to professional and technical change, being flexible and creative.
17. Use appropriate language.
18. Work effectively in interprofessional teams.
19. Demonstrate an understanding of the rationale and justification for one's performance.
20. Demonstrate attention to detail and flexibility to function in a clinical and/or research setting.
21. Practice honesty, compassion and responsibility.
22. Be forthright about errors or uncertainty.
23. Provide professional services while experiencing the stresses of heavy workloads (i.e., large number of tasks to complete in a limited amount of time), task-related uncertainty (i.e., ambiguous referral indication), and a distracting environment (i.e., high noise levels, crowding, complex visual

stimuli).

Ethical Standard

The candidate must demonstrate professional demeanor and behavior and must perform in an ethical manner in all dealings with peers, faculty, staff and patients. Compassion, integrity, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admission and educational processes.

Program Curriculum and Graduation Requirements

Offered on a full-time basis, the Program will require 21 months (five semesters) of study. To complete the program and obtain the master's degree, a student must successfully complete a minimum 56 hours of didactic coursework, ten clinical rotations and a graduate research project. Students must also complete eight supplemental fieldwork activities, 27 supplemental curricular activities, a community genetics presentation and pass both a written and oral comprehensive exam.

A. Didactic Curriculum

The Program requires 56 credit hours, which must include the 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. The Program will send course schedules (days/times) to students prior to the start of the semester.

Other Curricular Activities

In addition to the didactic coursework, students are also required to complete 27 supplemental curricular activities and submit reflections on their experiences in [Exxat](#). The 27 activities will be spread throughout the two-year program as follows - Fall Y1 (6), Spring Y1 (6), Summer (3), Fall Y2 (6), and Spring Y2 (6).

GRADUATION REQUIREMENT: Students are required to complete all didactic coursework and must achieve a minimum "B" grade in all courses, with an overall GPA of at least 3.0. Twenty-seven supplemental curricular activities must be completed, and reflections submitted. If the student is not passing a class, a remediation plan will be created based on strengths and weaknesses identified.

Didactic Coursework		
1st Year Fall Semester	Course Number	Credit Hour(s)
Fundamentals of Genetic Counseling	GENC 802	2
Human Genetics	GENC 803	3
Cytogenetic and Molecular Basis of Disease	GENC 812	2
Embryology [^]	NA	2
Counseling and Interview Skills	EPSY 740	3
Introduction to Clinical Research	GENC 801	1
1st Year Spring Semester		
Psychosocial Genetic Counseling	GENC 804	4
Prenatal Genetics and Teratology	GENC 822	2
Medical Genetics I*	GENC 832	2
Biochemical Genetic Counseling	GENC 842	2
Cancer Genetic Counseling	GENC 852	2
Research in Genetic Counseling	GENC 811	1
Clinical Fieldwork I	GENC 821	1

Summer Semester		
Laboratory/Industry Genetic Counseling	GENC 862	2
Clinical Fieldwork II	GENC 813	3
2nd Year Fall Semester		
Advanced Psychosocial Genetic Counseling	GENC 902	2
Professional Development for Genetic Counselors I	GENC 912	2
Medical Genetics II*	GENC 922	2
Social, Ethical and Legal Issues in Genetics	GENC 932	2
Research Project - Independent Study	GENC 903	3
Clinical Fieldwork III	GENC 913	3
2nd Year Spring Semester		
Professional Development for Genetic Counselors II	GENC 923	2
Medical Genetics III*	GENC 942	2
Research Project - Independent Study	GENC 903	3
Clinical Fieldwork IV	GENC 933	3
	Total:	56

^ Offered online through the University of Cincinnati.

* The order in which courses are taken may vary from student to student. Some courses are taught every other year and taken by both first- and second-year students at the same time.

Supplemental Curricular Activities			
Name or Type of Activity	Location or Site Where Activity Occurs	Frequency of Activity	Frequency of Student Participation*
ASCEND Workshop Series (Career Development, Transferable Skill Development and Career Exploration)	KUMC	Weekly	Students must attend 6 each Fall and Spring semester and 3 over the Summer
Case Café	Ambry Genetics	Monthly	
EducateNext Webinar Series	Ambry Genetics	Bimonthly	
Ethics Committee Brown Bag Workshop	CMH	Monthly	
Fetal Health Center Educational Conference ¹	CMH	Monthly	
Grand Rounds - Cardiovascular Medicine ²	KUMC	Weekly	
Grand Rounds - KUMC	KUMC	Weekly	
Grand Rounds - Pediatric	CMH	Weekly	
Grand Rounds - Undiagnosed Diseases Network	UDN	Monthly	
NSGC Member Monthly Webinar	NSGC	Monthly	
NSGC Podcast Series	NSGC	Bimonthly	
Center for Interprofessional Practice, Education and Research (CIPER) - Foundations of Interprofessional Collaboration	KUMC	Once a year	Attendance required

¹ After your Children's Mercy email has been established, you can be invited to the Fetal Health Center Educational Conferences.

² Email invitations will be sent directly from Cardiology.

B. Clinical Fieldwork

The fieldwork curriculum includes clinical and non-clinical training. Experiences begin with clinical observations in the first semester. During the second semester, students will begin taking on roles in clinical encounters with progressively increased involvement throughout the program.

Schedule of Clinical Fieldwork

Beginning in the first semester of the program, students will have the opportunity to observe in pediatrics, prenatal and cancer genetic counseling settings. Clinical rotation blocks begin in the spring

semester of year one and continue throughout the remainder of the program. Every block is comprised of three rotations, lasting five weeks each, except for the summer rotation which lasts seven weeks. The tenth rotation is an elective rotation allowing the student to select a specialty area of interest. All elective rotations must be submitted to Program Leadership for approval. An elective rotation may only be selected if the student is in good academic standing and has met clinical competencies as outlined in the Fieldwork Guide. Students who are not in good academic standing will be assigned a tenth rotation based on the needs identified in their remediation plan.

Students will participate in ten total rotations. These clinical rotations will provide students with supervised experience in many areas of clinical genetics including prenatal, pediatric, cancer, adult, laboratory, industry and numerous specialty clinics including inpatient consults, biochemical genetics, cardiology, preconception, research, bone metabolism and genetic counseling only.

Clinical Rotation Sites

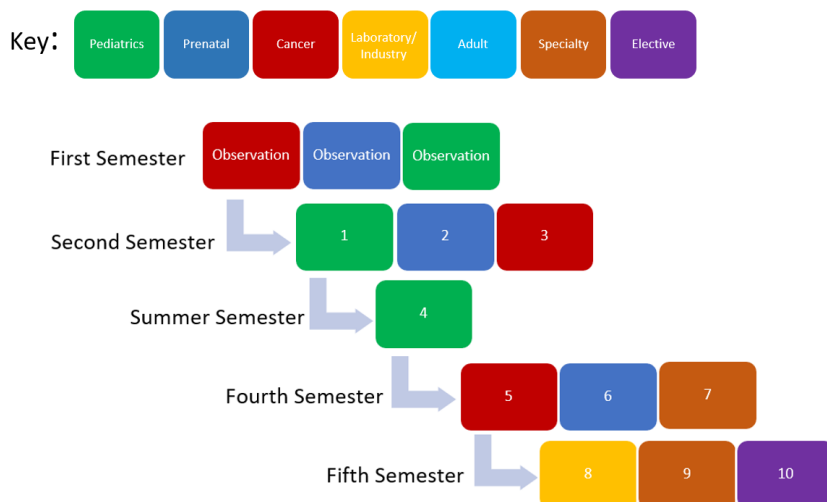
Primary clinical rotation sites include the University of Kansas Medical Center, the University of Kansas Cancer Center, and Children’s Mercy Hospital. Additional rotation opportunities are available and may vary from year to year. An example of a clinical fieldwork schedule is shown below.

Other Fieldwork Experiences

In addition to clinical rotations, students are required to complete eight supplemental fieldwork activities and submit reflections on their experiences in [Exxat](#). The list of opportunities is shown below. If you identify an experience not listed below, it can be submitted for approval to Program Leadership prior to attending.

GRADUATION REQUIREMENT: Students are required to complete all **ten** rotations successfully to be eligible for graduation. If a student does not pass a rotation, a remediation plan will be created based on strengths and weaknesses identified. Additionally, students must obtain a minimum of 50 required participatory cases, supervised by an experienced ABGC/ABMGG/CAGC certified genetic counselor. At least 40 of the 50 required participatory cases must be with patients being evaluated for risk of or affected by diverse genetic conditions. All documentation from clinical rotations must be submitted into Exxat and approved by your clinical rotation supervisors. Additionally, students must have completed eight supplemental fieldwork activities and submitted reflections on their experiences.

Clinical Fieldwork Schematic



Supplemental Fieldwork Activities			
Type	Location	Frequency	Requirement
Genetic Counselors Case Conference	KUCC ¹	Weekly	Two per semester, starting in Spring Y1
Case Conference	CMH ²	Monthly	
Radiology Conference	CMH ²	Monthly	
Fetal Health Center Conference	CMH ²	Weekly	
Metabolic Review	CMH ³	Weekly	
Mitochondrial Clinic Review	CMH ³	Monthly	
Tumor Board - Breast	KUCC	Weekly	
Tumor Board - GI	KUCC	Weekly	
Tumor Board - GU	KUCC	Biweekly	
Tumor Board - GYN ONC	KUCC	Weekly	
Tumor Board - Heme Path	KUCC	Weekly	
Tumor Board - Lung/Thoracic	KUCC	Weekly	
Tumor Board - Molecular	KUCC	Weekly	
Tumor Board - Melanoma	KUCC	Biweekly	
Tumor Board - Neuro Tumor	KUCC	Biweekly	
Tumor Board - Sarcoma	KUCC	Biweekly	
Tumor Board - Thyroid	KUCC	Monthly	
Tumor Conference – Breast	DNAXPRT ⁴	2x Month	

¹Available to students currently in an Oncology rotation at KUCC.

²After your Children’s Mercy email has been established, you will receive standing invitations to these meetings.

³Available to students currently in a metabolic rotation at CMH.

⁴Available to students currently in an Oncology rotation with DNAXPRT Consulting.

C. Research Project

All students in the Program are required to complete a research project prior to graduation. Completion of a research project will allow students to learn how to identify research opportunities, critically evaluate relevant primary literature, and understand the value of research in genetic counseling. Through this project, students will be able to apply their knowledge of research methodology to a specific genetics-related topic they are passionate about.

Program Leadership recognizes that students have a wide variety of interests and allow for student selection of a thesis or capstone option to best suit their professional goals. Thesis projects will involve the identification of a research question, the generation of new data or a review of an existing data set, and the analysis and interpretation of the data. Capstone projects will be more flexible and can include systematic literature reviews, case reports, the creation of a resource for a specific group of patients or clinicians including educational tools/materials/websites, evaluation/creation of a clinical protocol (disease-specific, care flow, patient access), in-depth outreach projects, etc.

The choice between a thesis or capstone project depends primarily on the student’s interest and topic selection. Students will work with Program Leadership during Introduction to Clinical Research to foster ideas, conduct a literature review, and determine if a thesis or capstone project will be more appropriate. The selection of thesis or capstone will be made by the end of their first semester. During the second semester, the Research in Genetic Counseling course will allow for outlining the selected project including developing their specific aims or hypothesis, a formal proposal with a timeline/budget, and the development of an IRB protocol, if applicable. After the end of the second semester, students will not be able to switch from a thesis to a capstone or vice versa. Exceptions will only be made under extreme circumstances and require written approval from Program Leadership.

GRADUATION REQUIREMENT: The requirements for both the thesis and capstone project are the same: development of a research committee including at least three members (one of which must be Program Leadership), a written and oral project proposal, a final report on their work, a poster presentation, and an oral defense-like presentation. Applicable projects will be submitted to a genetics conference such as the NSGC Annual Education Conference, the ASHG Annual Meeting, or the ACMG Annual Clinical Genetics Meeting. Students will be encouraged to submit their projects for publication in a relevant journal, when appropriate. Program faculty reserves the right to publish the research if the student is unable or unwilling to publish within one year of graduation. All manuscripts pursued by Program faculty will include an offer of authorship to the student, if interested.

D. Comprehensive Examination

The Program has a two-part summative examination to assess the overall knowledge of each student. The first part will be a written exam and will occur during the second year, Fall semester Finals week. The second portion is an oral exam, which will occur during the second year, Spring semester.

Written Examination:

The written examination will have 100-questions. Questions will be written in ABGC board exam style and will assess knowledge from a wide range of topics that students have received instruction on during the first four semesters of the program. A score of 80% will be considered passing. Students that score below 80% will be offered a review of content and will have an opportunity to retest.

Oral Examination:

The goal of this oral exam is to assess the student's clinical readiness. Each student will be provided a case and will have one week to prepare for the exam. All cases provided will be different, but will have similar elements including case preparation, day of appointment, and follow-up. Proctored by Program Leadership, the oral exam will allow for the student to explain how they would handle the genetic counseling appointment. Written feedback will be provided, and each proctor will determine if the student "Meets Expectations" or "Does not Meet Expectations". A student needs 2 out of 3 "Meets Expectations" to pass. If the student does not pass the oral examination, a remediation plan will be created based on strengths and weaknesses identified.

GRADUATION REQUIREMENT: Students must complete both the written and oral cumulative examinations. A score of 80% must be obtained on the written exam. To pass the oral exam, a student needs to receive 2 out of 3 "Meets Expectations" from the proctors.

E. Community Genetics Presentation

Students are required to identify a group in the community that can benefit from education in Genetics. Examples include presenting to a high school classroom on the role of the genetic counselor, presenting to a grade school classroom about the basics of DNA and inheritance, or presenting the benefits of genetic testing at a disorder support group meeting. Opportunities must be identified by the student and presented to Program Leadership for approval.

GRADUATION REQUIREMENT: Students must complete their presentation and upload the slides from their Community Genetics presentation into [Exxat](#) for review by Program Leadership.

F. Progress Meetings

As a student in the KUMC Genetic Counseling Program, you are required to maintain satisfactory

progress and performance as you work toward completing your degree. Over the course of your training, you will have mid semester and end of semester meetings with us. The purpose of these meetings is to review your performance and progress to ensure that you are doing well in your coursework, fieldwork, research project, and supplemental activities. During these meeting we will also ensure that you are receiving the support and assistance you need to remain on track for graduation. Come to each meeting with an overall sense of how your training is progressing, what skills you think require further strengthening, and any questions you have about next steps. The “Mid-Semester Progress Review” will be initiated by the student in [Exxat](#). The “End of Semester Progress Review” will be initiated by the program. We will also review your graduation checklist in Exxat during each end of semester meeting.

If you are found to have unsatisfactory performance and progress, you will meet with the GCP team and/or faculty to create a plan that will ensure that you return to a satisfactory level of performance and progress. During the meeting, a written summary of the performance issue will be added to your Exxat file. The process for addressing unsatisfactory performance and progress has three levels:

- **Warning:** a designation that a student has not met the performance and progress standards of the KUMC GCP
- **Probation:** a designation that a student has not resolved the issues of their unsatisfactory performance and progress as communicated to them by the KUMC GCP team or faculty. Notice of probationary status is sent by the KUMC GCP to the KUMC Graduate School.
- **Final probation:** a designation that a student has not resolved the issues of their unsatisfactory performance and progress as communicated to the KUMC Graduate School, accompanied by a letter documenting the following.
 - The reason the student is being placed on final probation.
 - The steps the student must take to remove the final probation.
 - The consequences that will be imposed if the student does not take the steps to remove the final probation.

G. Documentation of Graduation Requirements

Within the GENC999 Graduation course in [Exxat](#), students must upload documentation of required experiences for graduation. Utilizing the “Checklist for Student File Requirements” form the following items must be uploaded: final research proposal, final research paper, research poster, slides for research defense, abstract submitted to a national conference (if applicable), 27 supplemental curricular activity reflections, slides from a community genetics presentation, exports of case evaluation data from each of the ten clinical rotations, an export of all patient log data, and an export of all case evaluation data from core cases.

H. Remediation

We recognize that some students may struggle to achieve competence in some of the program’s requirements. If you fall behind or are struggling to achieve competencies, you will meet with the program team and/or faculty to discuss the area(s) of insufficient progress and performance and then develop an individualized plan to address and remediate these deficits. Our approach to remediation will be determined by the setting in which your progress and performance is insufficient; namely, didactic coursework, clinical fieldwork training, and/or supplemental activities.

- **Remediation for didactic coursework**
 - Instructors will monitor your progress and performance throughout the semester. If your progress and performance do not meet expectation early in the course, then the instructor will work with you to identify the concepts that you are struggling with and develop a plan to improve your progress and performance. For example, some remediation plans may include redoing an assignment, completing an additional assignment (such as an essay, short

presentation, or study questions), or participating in supplemental instruction during office hours with the course instructor.

- In extreme cases, it may be necessary for you to retake a course in order to earn a passing grade. If you need to retake a course, you will register and pay for that course during the next time that it is offered.
- On a case-by-case basis, supervised independent study with the instructor after the end of a course may be considered for students who demonstrated good progress and performance for the majority of the course, but who fell short of earning the minimum grade of 3.0 in the course.

- **Remediation for clinical fieldwork**

- Insufficient Number of Cases – If the number of countable cases collected during the rotation is insufficient, your remediation plan will be determined by the size of the gap. For small gaps in one practice setting (e.g., cancer or prenatal), the rotation may be extended by one week into the time between semesters in order to give you time to conduct the necessary number of countable cases. For large gaps in a practice setting, an additional rotation may be required to provide you with sufficient exposure. This additional rotation will either replace a future rotation in a setting in which you already have an acceptable number of cases, or an additional rotation will be added to the end of your training prior to graduation. This may result in a delay in graduation and in additional credit fees. We expect this to be a rare occurrence.
- Insufficient Performance
 - In cases where one or more supervisors find that your performance during a fieldwork rotation does not meet program expectations, an individualized remediation plan will be created. If the deficiencies in performance are specific to one practice setting (e.g., cancer or prenatal), then a determination will be made as to whether an additional rotation in that setting is required. If an additional rotation is required, then that rotation will either replace a future rotation in a setting in which your performance was sufficient (provided that you have an acceptable number of cases in that setting), or it will be added to the end of your training prior to graduation. This may result in a delay in graduation and in additional credit fees. We expect this to be a rare occurrence.
 - For cases where your deficiencies are not isolated to one practice setting, supervisors will provide feedback to program leadership, who will then meet with you to discuss your performance. Any student in this situation will be asked to complete a self-assessment prior to meeting with program leadership, and you will have the opportunity to provide feedback about your performance in rotations. Together, you and program leadership will create a plan to address the area(s) where you are struggling. These plans will include specific strategies that you will employ during your rotations to improve your performance, and a timeline of progress goals and performance re-evaluation.

Attendance Policies

Classroom Attendance Policy

The knowledge and skills you will gain in this program highly depend on your participation in class learning activities. Students are required to attend all class sessions unless they have a valid reason for being absent. If the student is ill, they may elect to attend class remotely. Two absences per course are allowed each semester. To request an exception for the anticipated absence, remote attendance due to illness, or to document an unforeseen absence, students must use the [Absence Form](#). Absences should be requested as early as possible and must be approved by the Course Director.

A request for more than two absences requires approval by Program Leadership and may result in additional make-up work. Repeated requests for remote attendance due to illness may require documentation from a medical provider.

Clinical Rotation Attendance Policy

Your regular, punctual attendance in scheduled clinics and related activities is expected. Students will need to complete this [Absence Form](#) to request an absence or to attend clinic remotely. If an absence is anticipated, you should provide your supervisor with reasonable notice of the anticipated dates of absence. A plan for making up missed clinic days should be negotiated, as appropriate. For multi-day absences, students must contact the GC Program Director.

Academic Calendar

The Genetic Counseling Program follows the University of Kansas Medical Center [Academic Calendar](#), with the exception of Fall break. Students in the Genetic Counseling Program will not have Fall break. In place of this break, there will be no GENC courses or clinical rotations the week of Thanksgiving. Classes offered by the Lawrence campus may follow a different schedule and students must check their syllabi for the class schedule. A more detailed calendar including course times and locations is in the KUMC Genetic Counseling Program Shared Outlook Calendars.

Fall 2024

August 22nd – GC Program Orientation
August 26th – First Day of Classes
September 2nd – Labor Day, No classes
November 25th – December 1st – No GENC classes
December 12th – Last Day of Classes
December 20th – Last Day of Finals

Spring 2025

January 21st – First Day of Classes
January 24th – FIPC Level 1 (PM)
March 17-March 23rd – Spring Break, No classes
May 8th – Last Day of Classes
May 16th – Last Day of Finals

Summer 2025

June 3rd – First Day of Classes
June 19th – Juneteenth, No classes
July 4th – Independence Day, No classes
July 25th – Last Day of Classes

Examinations

All examinations in the Genetic Counseling Program are conducted with Respondus Lockdown Browser and Respondus Monitor. These tools allow the student to take the examination from home, or a preferred location such as the [Computer Testing Center](#) in the Dykes Library.

Respondus Lockdown Browser (RLDB) is a customized browser that secures a student's testing environment within Blackboard. If an instructor requires RLDB for a test, students will not be able to access the test with any other browser. Once they begin taking the exam, students' computers are temporarily locked down. Printing and screen capture are disabled, Task Manager is inaccessible, and assessments are displayed full screen. Students are unable to use copy/paste, browse to other websites, or access unauthorized programs and files on that computer until the exam has been submitted.

Respondus Monitor adds an additional layer of security by providing automated proctoring using a student's own webcam. It records and analyses student exam sessions and flags suspicious behavior for instructor review. If a student leaves their computer, if they turn their face away from the screen, if another person comes into view, etc., the exam will be flagged. The instructor can access audio and video of the student's testing session to determine whether testing integrity may have been violated.

You can watch a summary of LockDown Browser [here](#). A QuickStart Guide is available [here](#).

It is critical that you have downloaded the latest version of RLDB onto your computer. To make sure that you have the latest version, log into Blackboard and click on the KUMC Quick link for Respondus Lockdown Browser and follow the prompts.

On the day of the exam, there will be no class. Instead, you can use the additional time to study or take the examination from your preferred location. The examination will be available for 24 hours. After taking the exam, you are not permitted to share any content from the examination with your classmates. Any students identified to be providing content to their classmates will face disciplinary action for academic misconduct.

OneDrive

[OneDrive](#) is a Cloud-based storage service hosted by Microsoft and managed by KUMC IT Services. You will automatically have a OneDrive account available using your KUMC email address. OneDrive is the location for important programmatic shared resources. These are considering living documents, and updates will be made periodically.

OneDrive is the *only* approved mechanism for sensitive, confidential, and restricted data related to the GC Program, including Protected Health Information (PHI). Therefore, all patient related documentation needs to be stored securely on OneDrive. You may not store PHI on your personal computer. Please note that this protection **ONLY** applies to your KUMC OneDrive and does not apply to personal Microsoft OneDrive accounts.

Shared Outlook Calendar

The Genetic Counseling Program utilizes a shared Microsoft Outlook calendar to manage courses including dates/times/classrooms, rotations, and required extracurricular events. The group calendar is called "Genetic Counseling Program KUMC" and events are added by the Program Coordinator. It is the student's responsibility to ensure they have access to this calendar and monitor it for updates.

Student Resources

[Minority Genetics Professionals Network](#)

[National Society of Genetic Counselors Student Corner](#)

[National Society of Genetic Counselors Student/New Grad SIG](#)

SECTION II: KUMC SCHOOL OF HEALTH PROFESSIONS INFORMATION

Pertinent Handbooks

The following handbooks provide relevant and useful information to students in the Genetic Counseling Program at the University of Kansas Medical Center:

- [KU Medical Center Graduate Studies](#)
- [KU Medical Center Student Handbook](#)
- [KU Lawrence Campus Graduate Studies Policy Library](#)
- [School of Health Professions Student Handbook](#)

Academic Policies

The Genetic Counseling Program follows the academic regulations outlined in the University of Kansas Academic Catalog.

The following regulations may be found under the [Office of Graduate Studies, University of Kansas Medical Center](#). (This is not an exhaustive list of information available.)

- Academic Calendar
- Academic Misconduct
- Academic Probation
- Academic Standing
- Discontinuance (Withdrawal)
- Dismissal
- Enrollment Definitions
- Enrollment Policy
- Grading
- Graduate Credit
- Grievance Policy and Procedures for Graduate Students
- Leave of Absence
- Progress to Degree Policy
- Student Responsibilities

Academic and Non-Academic Misconduct

The Genetic Counseling Program follows the policy and procedures related to academic and non-academic misconduct that is provided by the [School of Health Professions Handbook](#).

Academic and Non-academic Misconduct Policy

Academic misconduct includes, but is not limited to, the following:

- Giving, receiving, or utilizing unauthorized aid on examinations, assignments, preparation of notebooks, themes, reports, projects, and/or other assignments or undertakings.
- Misrepresenting the source of academic work. This includes use of artificial intelligence (AI) technologies in written or other assignments without attribution or citation. Individual faculty or programs may have other specific requirements or conditions related to use of AI.
- Copying from a textbook or class notes during a closed-book exam.
- Taking a test or writing a paper for another student.
- Securing or supplying in advance a copy of an exam without the knowledge and consent of the instructor.

- Using non-approved technology during an exam.
- Falsifying clinical hours or student data.
- During clinical education, engaging in any unprofessional behavior, inappropriate acts or omissions which place the patient in jeopardy.
- During clinical education concealing and not reporting any illegal, unethical, fraudulent or incompetent acts of others.
- During clinical education, committing any breach or violation of the confidence of a person being served.
- Committing unethical practices in conducting and/or reporting research.

Nonacademic Misconduct, Definition

- Students and student organizations are expected to conduct themselves as responsible and professional members of the university community. Nonacademic misconduct includes any violation of the university policy on prevention of alcohol abuse and drug use on campus and in the workplace as well as any other published University policies applicable to School of Health Professions students.
- While on University premises or at university-sponsored or supervised events, students and organizations are subject to disciplinary action for violations of published policies, rules, and regulations of the university and Kansas Board of Regents, and for the following offenses:

A. Offenses Against Persons include, but are not limited to, the following:

When a student:

1. Threatens the physical health of another person; places another person in serious bodily harm; uses physical force in a manner that endangers the health, welfare, or safety of another person; or willfully, maliciously, and repeatedly follows or attempts to make unwanted contact with another person (students, patients, visitors, faculty, staff, co-workers).
2. Exhibits inappropriate sexual behaviors with students, patients, visitors, faculty, staff, or co-workers.
3. Possesses or carries any firearm, weapon, or explosive on University premises.
4. Falsely reports a bomb, fire, or other emergencies.
5. Is convicted of a misdemeanor or felony involving crimes against persons (e.g. assault, battery, physical or sexual abuse).* (See below)
6. Is convicted of a misdemeanor or felony related to moral turpitude (e.g. prostitution, public lewdness/exposure, etc.).* (See below)

*In this context, "conviction" is intended and understood to include pleas of guilty, pleas of nolo contendere, and diversion agreements.

B. Offenses Against Property include, but are not limited to, the following:

When a student:

1. Knowingly and without proper consent or authorization has in his or her possession the property of another person, the University, or any clinical site.
2. Knowingly and without proper consent or authorization removes, uses, misappropriates, or sells the property of another person, the University, or any clinical site.
3. Willfully or maliciously damages or destroys property owned or in the possession of another person, the university, or any clinical site.
4. Obtains the property of another person by misrepresentation or fraudulent means.
5. Misuses, damages, or alters any fire fighting or other safety equipment.
6. Enters the facilities of, or uses the property of another person, the University, or any clinical site without proper consent or authorization.
7. Knowingly, and without proper payment, uses the services of the University or any clinical site that require payment of a charge.

C. Offenses Against the Orderly Process of The University may be committed, but are not limited to, the following:

When a student:

1. Intentionally causes or attempts to cause a substantial disruption or obstruction of classroom or clinical teaching, research, administration, disciplinary proceedings, other University learning activities, or other authorized, permitted, or constitutionally protected activities on University premises, including employment, recruitment, and public service functions.
2. Knowingly furnishes false information to the University, faculty, or staff; or a student, applicant, or former student forges, alters, misrepresents, or misuses University documents, records, or instruments of identification.
3. Misuses computing resources in violation of university policy.

D. Offenses by a Student Organization or Campus Organization.

Organizations may be held responsible for conduct in accordance with guidelines applicable to individual students. Organizations may be held responsible for their conduct determined to be a recognized group activity regardless of location (on or off University premises) or University supervision or sponsorship. Organizations may be sanctioned in a manner suitable to circumstances, similar to those outlined for individual students.

E. Other offenses include, but are not limited to, the following:

When a student:

1. Is convicted of a misdemeanor or felony for the sale, possession, distribution, or transfer of narcotics or controlled substances. * (See below)
*In this context, "conviction" is intended and understood to include pleas of guilty, pleas of nolo contendere, and diversion agreements.
2. Is impaired or under the influence of alcohol or other drugs while in clinical settings or on University premises.
3. Displays unprofessional dress including visible tattoos.
4. Misses a clinical experience without notice and a valid reason, or leaves a clinical experience without notice and a valid reason.
5. Uses University broadcast email for personal purposes (e.g., to sell a personal item or promote a non-KUMC event. (Per the University of Kansas Medical Center Operational Protocol: Email)
6. Commits any other acts or omissions which, if the student were a credentialed practitioner, could result in discipline by the credentialing agency.

[Actions Related to Academic or Non-academic Misconduct](#)

The student should refer to the [School of Health Professions Student Handbook](#) for information outlining the actions related to academic and/or non-academic misconduct.

Sanctions for Academic or Non- Academic Misconduct

Sanctions for academic misconduct or non-academic misconduct should be determined and imposed to maintain the integrity of the academic program and the rights of all individuals; maintain the mission of the University and its intellectual environment and to assist in the education of the student responsible for the academic or non-academic misconduct.

Types of sanctions include:

1. Warning: A formal written warning for the student's acknowledgment and signature; the signed warning to be placed in the student's department or program record.

2. Probation: Probationary status imposed with or without restrictions for a definite period of time not to exceed one calendar year. A student is subject to suspension or dismissal if involved in any academic or non-academic misconduct, including violations of the terms of the probation, while on probation.
3. Suspension: Involuntary separation of the student from the university for a definite period of time after which the student is eligible to return. The student is subject to immediate dismissal if involved in any subsequent act of misconduct after the suspension has been imposed and/or lifted.
4. Dismissal: Involuntary separation of the student from the University. See section on Due Process.

Informing Students

During the orientation period each student will sign and date a statement indicating they have access to and have read the department/program policies, the regulations and conditions related to academic misconduct and nonacademic misconduct, and the School of Health Professions student handbook. At the beginning of each course, every instructor shall make clear the rules for the preparation of classroom assignments, collateral reading, notebooks, or other outside work so that students may not, through ignorance, subject themselves to the charge of academic misconduct.

Due Process

"Due Process" constitutes the procedural safeguards that ensure students receive fair and impartial treatment. Faculty are expected to deal directly with students when an action that occurs in their courses causes concern. Course materials (i.e., syllabus) should outline expectations and consequences. The department chair or program director will implement the program policies and resources to address alleged situations of academic or non-academic misconduct and to provide for due process when the situation is not resolved with the faculty.

School Appeals Procedure for Academic and Non-academic Misconduct

The student should refer to the [School of Health Professions Student Handbook](#) for the procedure for filing a Notice of Appeal and associated information.

Admissions Process

Detailed information about the [eligibility and requirements](#) are available on the Genetic Counseling webpage <https://www.kumc.edu/school-of-health-professions/academics/departments/clinical-laboratory-sciences/academics/masters-in-genetic-counseling.html>.

Additional links:

- [Registrar's Office](#)
- [Information for Current Students](#)
- [Academic Catalog, Office of Graduate Studies KU Medical Center](#)

Communicable and Infectious Disease Transmission

The Genetic Counseling Program follows the University of Kansas Medical Center policies related to Communicable and Infectious Disease.

- [KUMC Communicable Disease and Infection Control Policy](#)
- [Student Health Services Communicable Diseases and Infection Control Policy](#)
- [Personal Protective Equipment Program Description and Policy](#)

Criminal Background Check and Drug Screening

In compliance with the Joint Commission regulations, all employees, volunteers, and students are required to have a background check. The Genetic Counseling Program adheres to the requirement and process outlined by the School of Health Professions. This information is available on the School of Health Professions [Background Checks and Drug Screening for Students](#) webpage. Simply click “Get Started” and select “Genetic Counseling” in the list of programs.

Many of our clinical partners require students to have completed an updated background check before clinical training with their site may begin. The cost of additional background checks is covered by the student. Additionally, some clinical partners require drug screenings prior to clinical training with their site. The cost of drug screening is covered by the student.

Diversity, Equity, and Inclusion

[University of Kansas Medical Center](#)

[Diversity Statement](#)

The University of Kansas Medical Center is committed to a diverse and inclusive learning and working environment that accepts and values everyone, appreciates our common humanity, and understands that our multiple differences are the cornerstone of academic preparation, professional excellence and institutional distinction.

The university recognizes that the diversity of our campus community is critical to the excellence of our research and academic programs. We encourage a community that embodies a variety of experiences, expertise and viewpoints.

The university is dedicated to creating a culture in which the inherent worth and dignity of all persons are recognized and community members are meaningfully engaged in contributing their talents, experiences, cultures and skills in the pursuit of KU’s mission. By embracing the diverse and unique attributes of all our members, the university can thrive on a foundation of collaboration, innovation and inclusive excellence. Ultimately, we strive to reach a level of engagement in which every member of the KU community belongs and can actively participate in university life.

- [KU Medical Center DEI Strategic Initiatives](#)
- [KU Medical Center DEI Programs](#)
 - Programs and [events](#) such as Heritage Months and Celebrations, [First Generation Project](#), Clinical Culture & Diversity Series, and Community Conversations.
- [KU Medical Center DEI Education & Resources](#)
 - Featuring a DEI toolkit, training opportunities, and student resources.

[Nondiscrimination Statement](#)

The University of Kansas Medical Center prohibits discrimination in the university's programs and activities on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression, and genetic information. The university's nondiscrimination policy extends to employment practices, conditions of employment, personnel actions and all other educational programs and activities of the university and its affiliates.

School of Health Professions

The [School of Health Professions](#) (SHP) affirms the KUMC [DEI Core Value Statement](#). Information and

activities offered by the SHP related to DEI are available on the [SHP DEI Website](#).

Genetic Counseling Program

The Genetic Counseling Program encourages and supports diversity in all forms. Students and faculty in the Genetic Counseling Program are encouraged to participate in the variety of activities related to DEI and social justice offered at the program, school, university, and community level.

Additional Resources

- [Office for Diversity, Equity, and Inclusion](#)
- [Office of Student Life, Diversity Education](#)
- [School of Medicine Office of Diversity and Inclusion](#)
- [SHP Diversity, Equity, and Inclusion Committee](#)
- [University of Kansas Office of Multicultural Affairs](#)
- [Center for Sexuality and Gender Diversity](#)

Drug and Alcohol Use

The Genetic Counseling Program adheres to the University of Kansas and University of Kansas Medical Center policies on drug and alcohol use and abuse. Applicable policies are available on the following websites:

- [SHP Handbook Alcohol and Drug Use](#)
- [Employee and Student Drug Use and Alcohol Abuse Assistance Program](#)
- [Policy on Prevention of Illegal Drug and Alcohol Use on Campus and in the Workplace](#)

Financial Aid

The [Office of Student Financial Aid](#) has a comprehensive menu of available services.

General Items

COVID-19 Vaccine Status

The University of Kansas Medical Center encourages students to receive the COVID-19 vaccine. The University of Kansas programs will assign students to clinical or other programmatic activities without regard to their [COVID-19 vaccine immunization status](#) unless it is a requirement of the third-party site.

Dress Code

All genetic counseling students are required to adhere to the program dress code during on-campus and program required activities. When students are working with patients, they are expected to conform to the dress requirements of the supervisory setting.

All students are expected to maintain good grooming and dress appropriately for the work they are performing. Clothing is to be neat, clean, and in good repair. It should be of sufficient length, weight, and fit to be modest when performing any activity required. Clothing that reveals bare backs or midriffs are generally not acceptable attire. Students are expected to follow dress code and identification badge policy of the affiliated hospital or clinic in which they are assigned. Notably, most hospital settings require closed toe shoes.

If a student has a religious or other reason that they cannot follow the dress code, the student should speak with the program director to determine appropriate accommodations in conjunction with the institution policies.

Emergency Management Updates

RAVE Text Messaging

Check out [this website](#) to sign-up or update account and ensure emergency-related text messages will be received.

RAVE Guardian

A [mobile phone app](#) that provides real-time interactive features that create a virtual safety network of friends, family, and Campus Safety, while improving communication across the community.

KUMC links

The following links may be useful for KUMC related information:

- [Emergency Management Department](#)
- [Emergency Communications on Campus](#)
- [Active Shooter or Active Threat](#)
- [Bomb Threat and Suspicious Package](#)
- [Inclement Weather](#)

Lost and Found

The University Lost and Found is located at Dykes Library. Found items should be turned in at the User Services Desk where we will attempt to contact the owner and hold the item for up to 60 days. If you've lost something on campus, please give us a call at (913) 588-7166 or stop by during library service hours. You may also check with the Hospital Lost and Found by calling (913) 588-1234 or post a notice in the myKUMC Intranet.

Professional (Student) Liability Insurance

The University of Kansas Medical Center provides professional liability insurance (malpractice insurance) for all enrolled students during clinical fieldwork opportunities. Enrollment in a clinical education course is required and the student must be participating in approved activities included in the clinical education course in which the student is enrolled.

Student Identification Badge

The genetic counseling student will wear their University of Kansas Medical Center (KUMC) student identification badge (ID) visibly for all program related activities on- and off-campus unless prohibited by the facility. Additional information about the KUMC ID badge, including replacement if lost, stolen, or damaged, is available on the Public Safety website under [Card Access Info](#).

Social Media

Students in the Genetic Counseling Program should not post information about patients and students on social media that may violate patient and student privacy. Disclosure of such information may be a violation of federal Health Insurance Portability and Accountability Act (HIPAA) and/or Family Educational Rights and Privacy Act (FERPA) laws. Students must adhere to the University of Kansas Medical Center [regulations on social media](#).

Technology Requirements

The University of Kansas Medical Center's School of Health Professions supports either Windows 10-

based computers or Apple/Mac computers. Students are responsible for having a primary computing device that meets the minimum requirements.

It is the student's responsibility to maintain a backup of all work. It is strongly suggested student's use an online backup service (e.g., Dropbox, Google Drive, OneDrive) or, at a minimum, use of an external hard drive.

Regardless of the choice of computing platform, minor compatibility issues arise if instructors or peers are using a different platform. Assistance with addressing basic computing is available from [Information Technology and the Jayhawk Tech Clinic](#).

Venue-Specific Expectations

Critical Incident Response (Emergency Action Plan)

The Genetic Counseling Program adheres to the University of Kansas Medical Center (KUMC) policies and procedures for [emergency management and preparedness](#). All personnel (including students) should know the procedures for the various buildings they spend time in. At a minimum, the student should be familiar with the critical incident response procedure for a fire and [tornado](#) for all office, classroom, and laboratory locations.

- Fire evacuation routes are posted by elevators and/or water fountains on each floor
- [Pre-determined Tornado Shelter Locations](#)

Grade Policies

The Genetic Counseling Program follows the grading system published in the [University of Kansas Graduate Catalog](#) under Grading. The Genetic Counseling Program uses a traditional grading scale which includes A, B, C, D, and F for didactic courses. The Genetic Counseling Program does not include +/- designations. Further information regarding the minimum criteria for grading is outlined in the [University of Kansas Medical Center Handbook for Faculty](#). An additional link to the Handbook for Faculty is located under Grade Policies in the [School of Health Professions Student Handbook](#).

The Genetic Counseling Program requires students to maintain a “B” average with a cumulative GPA of at least 3.0 on a 4.0 scale. Students must achieve a grade of “B” or better in each individual course. Failure to do so could result in academic probation, repeating of a course or dismissal from the program. See additional programmatic details the Remediation section under Program Curriculum and Graduation Requirements above.

Leave of Absence

A student may request a leave of absence (LOA) for a variety of reasons (personal, family, medical, military, etc.). A LOA may be submitted for 3 semesters at a time (summer semester is included). By filing a LOA, the student will not lose access to university accounts. It is important to discuss a potential LOA with Program Leadership. All leave of absences must be approved by the Genetic Counseling Program Director. Return to program form LOA must be filed prior to re-enrollment in coursework. Allow several weeks for processing.

[Office of Graduate Studies](#)

[SHP LOA Checklist](#)

[SHP Return from LOA checklist](#)

Probation

If at any time the cumulative GPA falls below “B” (3.0 on a 4.0 scale), the student will automatically be placed on academic probation by the KU Medical Center Office of Graduate Studies and will be required to raise the cumulative GPA to at least a 3.0 during the next semester (including the summer semester). Failure to meet this requirement may result in a recommendation that the student terminate graduate study. Students must be in good academic standing (i.e., enrolled in at least one credit hour in regular status with a minimum 3.0 cumulative GPA) during the semester in which they wish to graduate. Students must have a minimum 3.0 cumulative GPA at the end of their final semester to complete the program.

A student will be allowed to enroll on a probationary status for one semester only. Good standing will be achieved by attaining a cumulative grade point average of 3.0 or above in the Genetic Counseling coursework upon completion of the probationary semester. A student not meeting academic requirements for two consecutive semesters (including summer session) may be dismissed. Students being placed on probation will be notified in writing. See additional programmatic details in the Remediation section under Program Curriculum and Graduation Requirements above.

Grievance Policy

When students have concerns, problems, or complaints regarding the educational program, they should adhere to the following course(s) of action:

- If the issue relates to a particular course, the student should outline and delineate the nature of the concern to the appropriate course director at the time the issue arises.
- If the course director does not satisfactorily resolve the issue, the student should speak to a Program Leadership member.
- If, after these meetings, a student wishes to lodge a formal grievance, it should be submitted in writing to the Program Director.
- Students may also voice concerns through the Course Evaluations at the end of the semester. However, because it is always preferred to address these issues in a timely manner, students are encouraged to initiate communication directly as described above, at the time the issue arises.

Immunization Requirements

University of Kansas Medical Center (KUMC) students, including genetic counseling students, must complete the institutional [Health Requirements for Enrollment](#). Student Health will perform all necessary tests, examinations and bloodwork and assist you in filling out all required forms. You may also have your health care providers complete the appropriate forms. The following KUMC policies apply to genetic counseling students:

- [Immunization Requirements for Clinical Non-Medical Students \(Category B\)](#)
- [KUMC Student Flu Vaccination Policy](#)
- [Immunization Requirements for International Students, Long Term \(≥4 weeks\)](#)

Many of our clinical partners require students to have received specific immunizations before their on-site experiences and training may begin. Additional immunizations may be required throughout the two-year training program.

Nondiscrimination Policies

The Genetic Counseling Program adheres to the University of Kansas (KU) and University of Kansas

Medical Center policies on nondiscrimination, equal opportunity, and affirmative action. The [KU Nondiscrimination, Equal Opportunity, and Affirmative Action](#) policy is available on the KU Policy website. The University of Kansas Medical Center policy, reporting processes and resources are available [here](#).

Patient/Client Privacy (FERPA and HIPAA)

HIPAA Compliance

All students are required to complete training for awareness and compliance with the patient privacy regulations of the Health Insurance and Portability and Accountability Act (HIPAA) prior to beginning any clinical education opportunities. An annual refresher is administered during the summer semester of the Genetic Counseling Program.

The Genetic Counseling Program adheres to the policies of the University of Kansas Medical Center (KUMC). Links to these policies may be found on the [HIPAA Privacy Program website](#). Students should pay particular attention to the KUMC Policy: [Use of and Safeguards for Protected Health Information by \(KUMC\) Internal Business Support](#) and any referenced or related policies and procedures.

Each student is required to strictly adhere to standards of KUMC and any clinical affiliate where the student is completing clinical education requirements. The student must protect patient confidentiality and is not to discuss the patient/patient condition outside the clinical setting. Patients may be discussed with classmates and faculty for educational purposes only. All patient and clinical site identifiers must be removed.

Student Confidentiality (FERPA)

The University of Kansas affords all its students their full rights as required by the Family Educational Rights and Privacy Act (FERPA). The complete policy is located in the University of Kansas Policy Library website under the [Student Records Policy](#).

FERPA was enacted to protect the privacy of students and to provide for the right to inspect and review education records which are directly related to a student, and which are maintained by the University or by a party acting for the University including the clinical site. The University may disclose personally identifiable information from the education records without the consent of the student to an outside contractor such as a clinical site who is a party acting for the institution and is performing a service which the institution would otherwise have to perform for itself. They are not permitted to disclose that information to others without the written consent of the student and that the information is to be used only for the purpose(s) intended. A student may request amendment of the content of an education record on the grounds that the record is inaccurate, misleading, or otherwise in violation of the privacy of the student.

Professional Behavior

Students are expected to exhibit professional conduct in all academic and clinical settings and conduct themselves in a manner that ensures all students can learn and participate. Professional behavior expectations are imposed from a variety of sources including institution, profession, and programmatic.

University of Kansas Medical Center

The School of Health Professions statement on professional conduct is available in the [School of Health Professions Student Handbook](#).

Consequences

Inappropriate behavior may result in a demand that the student leaves the class, laboratory, or clinic setting. Students should understand that any faculty member in the Department of Clinical Laboratory Sciences, even if not directly involved in teaching or facilitating a course, may intervene if inappropriate behavior occurs in an educational setting. The first incident of inappropriate behavior normally results in the instructor discussing the behavior with the student and documenting the behavior and subsequent discussion. This documentation will become a part of the student's file.

A second occurrence of inappropriate behavior may invoke misconduct proceedings to be brought against the offending student, as per institutional/department/program procedures, which may eventually lead to dismissal of the student on behavioral (non-academic) grounds.

The student should be aware that unprofessional behavior may lead to a decision by the Genetic Counseling Program Director that the student will not be permitted to enroll in subsequent courses or clinical fieldwork rotations until such time that the student consistently exhibits professional behaviors.

If deemed necessary, a behavioral agreement that specifies expectations for professional behavior on the part of the student will be developed by the Genetic Counseling Program. The Program Director, Assistant Director, (if applicable), and the student will sign this behavioral agreement, and copies of this agreement will be maintained in the student's file and transmitted to the department chair and/or vice-chair. Failure to meet the standards of the behavioral agreement may result in the student being required to recycle portions of the academic curriculum (to permit monitoring of behaviors) and/or denial of enrollment in a clinical fieldwork course and may ultimately lead to the student being dismissed from the Genetic Counseling Program.

Scholarships and Awards

Opportunities for School of Health Professions Students

A list of scholarships awarded through the School of Health Professions (SHP) for students currently enrolled in a SHP program are located on the [SHP Scholarships webpage](#).

University of Kansas Medical Center Student Financial Aid

The University of Kansas Medical Center Office of Student Financial Aid has a comprehensive menu of available services. This includes information related to [Grants and Scholarships](#).

Student Organizations

Genetic counseling students have the opportunity to participate in the governance of the School of Health Professions (SHP) and the University of Kansas Medical Center (KUMC) through the following organizations:

[KUMC Student Organizations](#)

A complete list of KUMC opportunities available through the [Office of Student Life](#) are available on [The Beat@KUMC](#). [Affinity Groups](#) are a safe space for individuals a part of a historically underrepresented or excluded community.

[Student Governing Council \(SGC\)](#)

The SGC serves as the students' primary voice to leadership and is the primary student governing body at KUMC. Completely student run and supported by faculty advisors, the SGC consists of representatives from all four schools at KUMC: Health Professions, Graduate Studies, Medicine, and Nursing. The SGC disburses student fees to registered student groups, provides services to the student body (like ticket giveaways and legal services), and promotes all aspects of student life with committees ranging from technology to parking to legislative.

[Graduate Student Council \(GSC\)](#)

All KUMC graduate students are eligible to become members of the GSC. The purpose of the GSC is to:

- promote the welfare of KUMC graduate students through participation in university governance activities; representation of all graduate students at KUMC in campus-wide affairs that directly and primarily affect the graduate students; and representation of their interests and concerns to the faculty and University administration.
- allocate university funds derived from Student Activity Fees.
- enhance the cultural, social, and professional growth of KUMC graduate students.
- ensure that the opportunities at KUMC are open to all graduate students regardless of race, religion, color, sex, disability, national origin, age, ancestry, marital status, parental status, sexual orientation, or veteran status, as set forth in the University's Equal Opportunity and Nondiscrimination Policies.
- protect and enhance student's rights.

[School of Health Professions Student Senate](#)

The purpose of the SHP Student Senate is to establish an organization representative of all SHP students. The SHP Student Senate facilitates student involvement by fostering interprofessional relationships and by providing a unified voice that promotes a positive relationship and mutual respect among students, faculty, and administration.

Student Resources

[A.R. Dykes Library](#)

[Equal Opportunity and Academic Compliance](#)

- [Religious Accommodation](#): The University of Kansas Medical Center (KUMC) will make good faith efforts to provide reasonable religious accommodations. The [Religious Accommodation Policy](#) outlines procedures for requesting accommodations.
- [Title IX and Sexual Violence](#): KUMC prohibits all forms of sex-based discrimination, including [sexual harassment](#), sexual violence, and assault. [This website](#) includes links to policies, process, and procedures as well as online reporting form.

[Information Resources](#)

- [Jayhawk Tech Clinic](#): KUMC Information Technology Customer Support.
- [Office of Information Security](#): Oversees KUMC's efforts to protect computing and informational assets.
- [Technology Services Catalog](#): Master list of technology services available.
- [Teaching and Learning Technology](#): Technology and services available including eLearning, testing services, room reservations and more.

[KUMC Bookstore](#)

The KUMC bookstore is located on the first floor of Orr-Major. An online search feature for textbooks is available on the [KUMC Bookstore](#) website.

[KUMC Student Affairs](#)

- [Office of the Student Ombudsman](#): The Ombudsman’s office provides a safe place where students may discuss problems or issues within the University.
- [Registrar’s Office](#): Academic Calendar, Advising, Enrollment, Tuition and Fees, and a lot more focused on current students.
- [Office of Admissions](#): Resources and information related to KUMC admissions.
- [Student Financial Aid](#): Comprehensive services in financial aid.
- [Student Health Services](#): Variety of on-campus health care services.
- [Counseling and Educational Support Services](#): Educational support, and writing assistance are available, in addition to psychological and psychiatric services.
- [Concerning Behavior Reporting Tool](#): This link provides a mechanism to report any concerning behavior a student may have experienced or observed.
- [Office of Student Life](#): Opportunities for personal and professional development as well as campus activities, wellness programs, and community outreach that are a part of Student Life.
- [Thrive Food Pantry](#): An on-campus food pantry for students.
- [Kirmayer Fitness Center](#): An on-campus integrated place for recreation, wellness, and fitness.
- [Student Health Insurance](#): All on-campus students at KUMC are required to have health insurance. Students may hold their own insurance or KUMC has an option for purchase.
- [Academic Accommodation Services](#): The Office of Academic Accommodations helps facilitate and provide equal educational access and opportunity.

[Parking and Transportation Services](#)

Students parking on-campus will need to purchase a parking permit. Parking permit fees are outlined in Section 7 of the [Parking Policies and Procedures](#). A map of the various parking zones is available [here](#). Additional services include a shuttle service and security escorts.

[Police Department](#)

- [Clery Act Information](#): The Annual Security Report as defined by the Jeanne Clery Disclosure of Campus Security and Crime Statistics Act is located on the KUMC Police Department website. Here is the direct link to the [Annual Security Report](#).
- [Emergency Warning and Communication](#): KUMC has a multilayered approach. Learn more [here](#).
- [Identification Badge/Card Access Information](#): The identification badge serves as a student’s key to enter KUMC. The identification badge must be worn at all times. Failure to do so may result in being stopped by the police.
- [Blue Phone Locations](#): Blue phones are a direct line to the University of Kansas Medical Center police dispatcher. The Dispatcher will automatically know your location.
- [Report an Emergency](#): Dial 911 from any campus phone. Dial 913-588-5030 from any cell phone to reach the campus police.

[Student Reporting Resources](#)

A comprehensive list and links related to reporting issues and situations compiled by the Office of Academic and Student Affairs.

Student Withdrawal and Refund of Tuition and Fees

The Genetic Counseling Program adheres to the University of Kansas and University of Kansas Medical Center (KUMC) policies on student withdrawal and refund of tuition and fees. The information related to [changes in enrollment](#) is available on the KUMC Registrar’s website (see Dropping a Course and

Cancelling/Withdrawing from All Courses).

For any tuition adjustment, grading, and drop deadlines, students should refer to the [standard university academic calendar](#).

Student Statement of Confidentiality Form

UNIVERSITY OF KANSAS – SCHOOL OF HEALTH PROFESSIONS STUDENT STATEMENT OF CONFIDENTIALITY

Patients are entitled to confidentiality with regard to their medical and personal information. The right to confidentiality of medical information is protected by state law and by federal privacy regulations known as the Health Insurance Portability and Accountability Act (“HIPAA”). Those regulations specify substantial penalties for breach of patient confidentiality.

1. All patient medical and personal information is confidential information, regardless of the educational or clinical setting, and must be held in strict confidence. This confidential information must not become casual conversation anywhere in or out of a clinical facility or other health care site. Information may be shared only with health care providers, supervising faculty, hospital or clinic employees, and students involved in providing care or services to the patient or involved in approved research projects who have a valid need to know the information.
2. Under strict circumstances, upon receipt of a properly executed medical authorization from the patient, or upon receipt of a subpoena, medical information may be released to a requesting party. Inquiries regarding the appropriateness of an authorization or subpoena should be directed to the clinical facility’s legal or medical records department.
3. Clinical facility information system user codes/passwords are confidential. Only the individual to whom the code/password is issued should know the code. No one may attempt to obtain access through the computer system to information that he or she is not authorized to view or receive. If you are aware that another individual knows your code/password, it is your responsibility to request a new user code/password.
4. If a violation of this policy occurs or is suspected, immediately report the violation to your supervising faculty.
5. Violations of this policy will result in disciplinary action up to and including termination from the program. Intentional misuse of protected health information could also subject an individual to civil and criminal penalties.

I (Student), _____, acknowledge receipt of this Statement of Confidentiality. I have read the policy and agree to abide by its terms and requirements during my clinical learning experience and other clinical training assignments.

Student’s Signature: _____

Date: _____

Source: University of Kansas School of Health Professions, Clinical Student Affiliation Agreement, Appendix B (v. 03-2021)

Student Acknowledgement Form

By signing this form, I am acknowledging the following:

- I have received a copy (electronically) of the University of Kansas Medical Center Genetic Counseling Program (GCP) Student Handbook.
- I have read and understand the information provided in the GCP Student Handbook including the linked policies.
- I have had an opportunity to ask questions or clarify any of the information contained in the GCP Student Handbook.
- I agree to the guidelines set forth both academically and clinically in the GCP Student Handbook.
- I agree to represent the University of Kansas and the Genetic Counseling Program in a mature and professional manner.
- I agree to notify the Genetic Counseling Program Director (in writing) of changes that may affect my ability to comply with requirements and guidelines outlined in this document.

A breach of any University of Kansas, University of Kansas Medical Center, School of Health Professions, Department of Clinical Laboratory Sciences, or Genetic Counseling Program policy will result in disciplinary action and may result in dismissal from the Genetic Counseling Program.

Student's Name (please print legibly)

Student's Signature

Date

Please submit signed acknowledgement to Erin Youngs (eyoungs@kumc.edu) to be kept on file in the Genetic Counseling Program.