Genetic Counseling Program

UCSF

University of California
San Francisco

STUDENT HANDBOOK

2024-25

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Welcome!

Welcome to the Genetic Counseling Program at UCSF! We look forward to working with you over the next two years.

This Student Handbook has been assembled to provide you with general information about the genetic counseling program. It also contains helpful information about UCSF policies and procedures, as well the sponsors of the program: the Institute for Human Genetics (IHG) and the Division of Medical Genetics in the Department of Pediatrics.

You are welcome to share your suggestions on ways to improve this reference as you proceed through your program. **Keep it handy, as you will use it repeatedly over the next two years!**

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Section 1 - University Information:

Academic Calendar

All dates related to registration, payments of fees, drop/add dates, other administrative requirements and official school holidays are recorded on the UCSF Academic Calendar.

Academic Standards

       See Standards of Scholarship

Campus Code of Conduct

For more information and updates, please visit: UCSF Campus Code of Conduct.

UCSF Mission & Vision Mission: advancing health worldwide™

Vision: In advancing health worldwide, the University of California, San Francisco (UCSF) will
- Develop innovative, collaborative approaches for education, health care and research that span disciplines within and across the health sciences
- Be a world leader in scientific discovery and its translation into improved health
- Develop the world's future leaders in health care delivery, research, and education
- Deliver the highest-quality, patient-centered care
- Build upon its commitment to diversity
- Provide a supportive work environment to recruit and retain the best people and position UCSF for the future
- Serve the local, regional and global communities and eliminate health disparities

UCSF Code of Ethics
The citizens of California entrust UCSF with the responsibility for providing high quality teaching, health care and research, and for assuring that the highest standards of ethical conduct and integrity are practiced in meeting these responsibilities. The professional conduct of each member of the campus community is expected to be consistent with and fully comply with these principles. All members of the campus community are expected to engage in the following:
- Integrity – conducting ourselves with integrity in our dealings with and on behalf of the University.
- Respectful behavior – treating everyone with civility, courtesy, tolerance and acceptance, and recognizing the worth, dignity and unique characteristics of each individual.
- Trustworthy conduct – including dependability, loyalty and honesty in communications and actions.
- Accountability – taking personal responsibility for one's actions and decisions

Principles of Community
The San Francisco campus of the University of California is dedicated to learning and teaching in the health sciences. As a graduate and professional school campus, UCSF serves society through four primary missions: teaching, research, patient care and public service. Faculty, staff and students on the UCSF campus are a composite of many races, creeds and social affiliations.

To achieve campus goals, individuals must work collaboratively with mutual respect and with forbearance.

Several principles of community life are established to guide individual and group actions on the campus. Adherence to these principles is essential to ensure the integrity of the University and to achieve campus goals. UCSF faculty, staff and students are asked to acknowledge and practice these basic principles of community life:

- We affirm that members of the campus community are valued for their individual qualities, and members are encouraged to apply their unique talents in creative and collaborative work.
- We recognize, value and affirm that social diversity contributes richness to the University community and enhances the quality of campus life for individuals and groups. We take pride in our various achievements and celebrate our differences.
- We affirm the right of freedom of expression within the UCSF community and also affirm commitment to the highest standards of civility and decency toward all persons.
- We are committed to creating and maintaining a community where all persons who participate in University activities can work together in an atmosphere free from all forms of abusive or demeaning communication.
- We affirm the individual right of public expression within the bounds of courtesy, sensitivity and respect.
- We recognize the right of every individual to think and speak as dictated by personal belief, to express individual ideas and to state differences with other points of view, limited only by University requirements regarding time, place and manner.
- We reject acts of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation and religious or political beliefs.
- We recognize that UCSF is devoted to public service, and encourage members of the campus community to participate in public service activities in their own communities and recognize their public service efforts in off-campus community settings.
- We affirm that each member of the campus community is expected to work in accord with these principles and to make individual efforts to enhance the quality of campus life for all.

Addressing Issues and Concerns

Employees are encouraged to discuss questions or concerns with their immediate supervisor. If this is not practical or issues or conflicts arise that cannot be resolved between the individual and the immediate supervisor, the individual should raise the concerns through the department administrative or academic hierarchy. This may include the next level of manager, the department head, and the office of the dean or vice chancellor where the unit reports. Faculty with concerns or questions should discuss them with the department chair. MSOs and department chairs encountering ethical conflicts involving any campus member are expected to work through the associate dean of the school or the office of the vice chancellor to which they report. Students with questions or concerns should speak with their faculty of record or advisor, contact the student affairs office in their school, contact the Office of Student Life, or the Graduate Division for assistance. Postdoctoral scholars should address questions to their faculty principal investigator/mentor or the Graduate Division.

Whistleblower Policy

Under University policy, individuals are encouraged to use the University Whistleblower Policy if they have a good faith belief that an activity occurred or is continuing to occur that is not in compliance with federal or state law or University policy. Such individuals are protected from retaliation for making such a "protected disclosure." A "protected disclosure" may be made to the campus whistleblower coordinator, clinical compliance officer, or any campus administrator, director, manager or supervisor. The campus policy may be found online: http://tiny.ucsf.edu/wb Whistleblower Coordinator (415) 502-2810

Faculty Misconduct

Academic Personnel Manual (APM) Section 015—The Faculty Code of Conduct establishes standards of professional conduct and includes listings of faculty responsibilities, ethical principles and types of unacceptable behavior. Faculty Misconduct occurs when there is a violation of the Faculty Code of Conduct as defined in APM 015 Part II—Professional Responsibilities, Ethical Principles, and Unacceptable Faculty Conduct. Concerns about possible faculty misconduct should be reported to the responsible academic dean or the vice/associate provost—Academic Affairs.

Research Misconduct

The campus adheres to the Department of Health and Human Services definition of Research Misconduct as follows: "fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results." Research misconduct does not include honest error or differences of opinion. Concerns about possible research misconduct should be reported to UCSF Research Integrity Office researchintegrity@ucsf.edu. Individuals should not undertake investigations of suspected research misconduct on their own. The UCSF Integrity of Research Policy (Campus Administrative Policy 100-29) can be viewed at http://policies.ucsf.edu/policy/100-29. The mission of the UCSF Medical Center is "Caring, Healing, Teaching and Discovering" and its vision is "to be the best provider of health care services, the best place to work and the best environment for teaching and research." The UCSF Clinical Enterprise Compliance Program provides a Code of Conduct and Principles of Compliance for all members of the UCSF Medical Center and UCSF Benioff Children's Hospital workforce, toward fulfilling its mission in accordance with ethical and legal obligations: https://policies.ucsf.edu/policy/100-29.

Campus Maps

San Francisco campuses:
UCSF has major programs and departments located at twenty-four sites in San Francisco
https://www.ucsf.edu/about/locations/campus-maps#active-default

Oakland: Benioff Children's Hospital Oakland
747 52nd Street, Oakland, CA 94609
https://www.ucsfbenioffchildrens.org/locations

Fresno
UCSF Fresno Office of Medical Education
155 North Fresno Street, Fresno, CA 93701
https://fresno.ucsf.edu/sites/g/files/tkssra7616/f/wysiwyg/CRMC_ACC%20Map%20%281%29.pdf

Community Regional Medical Center
2823 Fresno St, Fresno, CA 93721
https://www.communitymedical.org/locations/community-regional-medical-center

Counseling/Mental Health Services
See: Student Mental Health and Wellbeing

Disability Accommodations
Your academic success is important. If you have a documented disability that may impact your schoolwork, please contact the Student Disability Services Office immediately. The staff is available to answer questions regarding accommodations or assist you in applying for accommodations. Information about your disability is confidential.

Any student seeking accommodations for protected disabilities must register with the UCSF Student Disability Services Office to seek institutionally approved accommodations. Accommodations for protected disabilities must be sought in advance of the educational activities for which the accommodations are relevant. Failure to seek or to use institutionally approved accommodations will not be accepted as sufficient grounds to circumvent adverse action. Accommodations may be granted at any point during your education at UCSF. See Standards of Scholarship.

Students eligible for disability accommodations must inform the course instructor of their approved accommodation(s) prior to the first day of each course or when accommodations are granted. Accommodations will begin as soon as they have been discussed with the instructor.

Student Disability Services
University of California, San Francisco
500 Parnassus Ave, Milberry Union, MU100
San Francisco, CA 94143
415-476-6595
https://sds.ucsf.edu/
StudentDisability@ucsf.edu

Diversity
Office of Diversity and Outreach

UCSF celebrates diversity and is committed to building a broadly diverse and inclusive community. The GC Program also places a high value on diversity and has a deep appreciation for the perspectives and rich experiences that a varied student body and faulty can bring to the educational process. The UCSF Office of Diversity and Outreach leads the campus effort to foster a culture of equity and inclusion by serving as the central resource for internal and external community members

See also:

> UCSF Multicultural Resource Center
> UCSF Office for the Prevention of Harassment and Discrimination
> UCSF Non-Discrimination Policy
> Undocumented Student Support Services

Electronics
Encryption: All laptops and devices connecting to any UCSF network system must be encrypted. Encryption is the process of encoding information so that only authorized persons can read it. It is used to protect confidential and legally protected data. You will need to complete the encryption process before the beginning of classes in order to comply with UCSF security policies and access resources. Please encrypt your computer prior to orientation by following the instructions here. Before you begin, make sure your laptop has enough memory and the minimum requirements. If you need help with encryption process from IT, please contact the IT Service Desk at https://it.ucsf.edu/ (scroll down to right sided panel to "Get Help") or call 415-514-4100.

Emergency Services
To reach UCSF Police
> From a campus phone: 9-911
> From a non-campus phone: 415-476-6911

Warn Me: UCSF's phone alerting and warning service. Text alerts are available
UCSF Safe: The official safety app of UCSF. The app features emergency contacts, crisis alerts, in-app tip reporting, location service features and much more.

See also: UCSF Police Department

Faculty Misconduct
The individuals at this link here may assist in providing information on the Faculty Code of Conduct or to assist in filing a complaint.

Financial Information

<u>Fees</u>

Current fees for the Genetic Counseling Program may be obtained through the Office of the Registrar: https://registrar.ucsf.edu/registration/fees/graddiv2024. Scroll down until you reach Graduate Division - Genetic Counseling Program.

Fees for the Genetic Counseling Program are assessed on a quarterly basis. Year 1 is fall –> spring quarters (3 quarters) and Year 2 is summer –> spring quarter (4 quarters). All GC Program and university-based fees are divided equally among the quarters in an academic year. Therefore, the fees per quarter will be different in years 1 and 2, but the total amount remains constant. *UC-Student Health Insurance (UC-SHIP) is the exception.* Premiums are assessed quarterly so in Year 1, students will be charged 3 quarters of premiums and in Year 2, 4 quarters of premiums. Instructions for paying fees may also be found through the Office of the Registrar: https://registrar.ucsf.edu/registration/paying-fees.

<u>Financial Aid</u>

Students may apply for financial aid through the UCSF Student Financial Aid Office. Aid is awarded based upon financial need and is usually in the form of loans or federal work-study. Students interested in a work-study position should indicate this in the financial aid application and contact the Genetic Counseling Program leadership to discuss available opportunities.

The GC Program encourages students to research and seek scholarships independently. UCSF does not offer paid teaching assistantships during the academic year.

<u>Eligibility Requirements for Financial Aid, Satisfactory Academic Progress (SAP)</u>

Federal law and regulations require that all students receiving financial assistance maintain satisfactory academic progress (SAP) to continue receiving financial aid. SAP is the successful completion of degree requirements in established increments in order to achieve UCSF's MS in Genetic Counseling within the 21-month timeframe. The following policy presents the standards for satisfactory academic progress adopted by the UCSF Genetic Counseling Program, The Graduate Division, UCSF Graduate Council and the Student Financial Services Office. It applies to all students receiving financial aid. The same standards for SAP apply to all genetic counseling students whether or not they receive financial aid. This policy is reviewed regularly in collaboration with the Student Financial Services Office for federal compliance and is revised when necessary.

The academic requirements for the Genetic Counseling Program include satisfactory academic progress and completion of the curriculum designated by the faculty. Satisfactory Academic Progress (SAP) is assessed through quantitative and qualitative measures in four domains:

- Academic Performance: a calculation of a student's grades in a course, term or terms (cumulative GPA)
- Professional Conduct Standards: including Genetic Counseling Program Student Expectations and Code of Conduct, and the National Society of Genetic Counselors Code of Ethics

- Pace of Progression: percent of required courses completed each term
- Normative Time to Degree: maximum number of terms allowed to complete the program of study. See Withdrawal from Course for impacts on financial aid

Further details on the domains of SAP may be found in Section 2 of this handbook.

Financial Aid Probation

Students who do not meet all the requirements for SAP will be placed on financial aid *probation* for the following quarter. Prior to the beginning of the probationary quarter the student and Program Director will create a mutually agreeable Individualized Probation Remediation Plan [IPRP] (see section Disciplinary Actions for additional details on remediation plans). Both parties will sign the IPRP and it will reside in the student's official program file. The student may receive financial aid during the probationary period.

At the end of the probationary period, the student must have satisfied the requirements outlined in the IPRP to resume financial aid eligibility. The student must also be on track to complete the Genetic Counseling Program within the maximum normative time to degree, or as specified in the IPRP.

Financial Aid Suspension

If the requirements specified in the IPRP are not satisfied at the end of the probationary period, the student will be suspended from financial aid eligibility and may not receive additional funds until the requirements are met. A student will regain financial aid eligibility when they are again meeting the SAP standard.

Appeals

The Genetic Counseling Program is ready to respond to mitigating circumstances which may arise in individual situations. Students may appeal loss of eligibility for financial aid to the Director of Student Financial Services by completing a Satisfactory Academic Progress Appeal form. The Director of Student Financial Services, in consultation with the Genetic Counseling Program Director or designee, will determine whether or not the mitigating circumstances offer justification for altering customary standards of academic progress and financial aid dispersement.

Implementation

The Director of Student Financial Services and Genetic Counseling Program shall have joint responsibility for implementation and enforcement of the satisfactory academic progress policy. The Genetic Counseling Program Director shall provide in writing to each student, at the time of initial enrollment, a copy of the policy and changes to the policy will also be electronically sent to all students. The Genetic Counseling Program Director will notify students of implementation of probationary status and suspension.

Fitness & Recreation

Free access the UCSF Fitness & Recreation Facilities are available at both Parnassus (Millberry Union) and Mission Bay (Bakar) campuses for enrolled students. Additional fees may be

incurred for higher tier services. Information on levels of membership and pricing may be found on the *Membership* tab of the website.

Fresno students may access the Employee Fitness Center onsite at the Community Regional Campus.

Grading

Instructors are required to assign specific grades for all graduate students and must file course reports with the Registrar at the end of each quarter.

Grades are reported as follows:
https://registrar.ucsf.edu/faculty/grades/key

Letter	Description	Grade point equivalent
A	Excellent	4
B	Good	3
C	Fair	2
D	Barely passing	1
F	Failure	0
I	Incomplete	undetermined

Pass-fail grades are reported as follows:
- S = satisfactory
- U = unsatisfactory
- IP = In progress

Graduate students must achieve a C or higher in each course. A course in which a student receives a grade of D or F cannot count as part of the unit requirement for a graduate degree but is calculated in the total grade point average.

Students receiving a grade of D or F must craft a formal remediation plan with the course instructor and Program Director as described in the Criteria for Satisfactory Academic Progression to gain credit for the course.

The grade S shall be awarded only for work that would otherwise receive a grade of B or better; the grade U is assigned whenever a grade of C, D, or F would otherwise be given.

** S/U graded courses are counted towards satisfaction of the unit requirement but are not calculated in the grade point average.

Provisional Grades – "Incomplete"
A student, who has not met all requirements of a course for *good cause*, may be given the grade of "I" (Incomplete). A grade of "I" indicates that the instructor is not prepared to give a grade for the course because the student has not completed all requirements for the course, and the work to

date, is of passing quality. A student receiving a grade of "I" must create a plan, with the instructor, to complete the course requirements as soon as possible to maintain progression within the program. The work contained in the plan must be completed within one year after the end of the course or the final examination. Upon completion of the plan, the instructor will change the "I" grade to the earned grade. If the work is not completed within 1 year, the "I" grade automatically becomes an "F."

Grades are available on the UCSF Student Portal.

Housing
UCSF offers quality on-campus housing and related services to UC San Francisco students, post-docs, residents, clinical fellows, and faculty. Information on campus housing and eligibility may be found through Housing Services. Information on off-campus housing may be found by scrolling to the bottom of the Housing website or via community listing boards such as Craig's List or the San Francisco Chronicle.

Identification Badges
Student ID badges are required for daily access to campus buildings and for most campus activities. ID badges must be displayed at all times while on campus. A valid government photo ID is required to obtain a Student ID. UCSF will cover the costs of an ID badge and students are responsible for any replacement costs.

Students who are unable to pick up their IDs by the first day of orientation may make an appointment at either the Parnassus or Mission Bay police office:

> Mission Bay Campus: 415-476-2088
> ID cards, Fingerprinting and Notary
> Call ahead – no drop-in service
> Mon 10:45am to 4:00pm • Tues-Fri @ 7:15am to 4:00pm
> Office closed 12pm to 1pm Mon-Fri
> 600 16th St., Genentech Hall #124
>
> Parnassus Campus: 415-476-2088
> ID cards, Fingerprinting and Notary
> Mon-Fri @ 7:15am to 4:00pm
> Drop in service available. Priority given to those with appointments.
> 500 Parnassus Ave. Millberry Union, floor P7 #MU18

In case of lost or stolen ID card, please report immediately by calling 415-476-1414 (24/7) or send an email to weid@police.ucsf.edu. Students are responsible for costs associated with replacing their ID card.

Internet Access
Most university spaces have free wireless access. You will be able to connect to the secure campus network once you have your MyAccess account and student ID.

Institutional Review Board (IRB)
   https://irb.ucsf.edu/

Student researchers must comply with all requirements for protection of human subjects. The Human Research Protection Program (HRPP) reviews and monitors research involving human subjects at UCSF and several affiliate institutions to ensure the ethical and equitable treatment of the research subjects. Read more about the HRPP program.

The HRPP is comprised of these groups:

- The Institutional Review Board (IRB), which reviews human subject research studies — learn how to apply to the IRB,
- The Quality Improvement Unit (QIU), which conducts monitoring, education and other QI activities, and
- The Human Gamete, Embryo and Stem Cell Research (GESCR) Committee

Leave of Absence
  See Withdrawal from Course/Program, or Leave of Absence

Libraries
https://www.library.ucsf.edu/
The UCSF Library is one of the preeminent health sciences libraries in the world, containing an expansive digital and physical collection of the world's health sciences knowledge base. The library contains an extensive and exceptionally rich collection of monographic and periodical literature in the health sciences, with substantial holdings in the biological and physical sciences, the social sciences, psychiatry, and psychology. Offering a diverse range of services and resources to the UCSF community and public visitors, the library is a vital resource for learning, engagement and creativity within UCSF and beyond.

The Parnassus Library is UCSF's main library. To borrow materials, students must obtain a Library Borrower Account. To gain full access to online library resources and web-based courses while on campus, students must connect to the UCSFwpa wireless network via their MyAccess account. To access the online library remotely (off campus), students need to obtain a VPN account through UCSF IT Services

Locations:
Parnassus Library (Kalmanovitz Library & Center for Knowledge Management)
        530 Parnassus Ave.
        General Info: 415-476-2336
Tech Support & Interactive Learning Cntr: 415-476-4309
        Reference & Info: 415-476-2337 or email info@library.ucsf.edu

Mission Bay Library

General Info: 415-514-4060

Fresno Office of Medical Education
155 North Fresno Street, Fresno, CA. 93701
https://fresnolibrary.ucsf.edu
library@fresno.ucsf.edu

Resources at the San Francisco campus libraries:

- Study Spaces:
  https://www.library.ucsf.edu/use/student-study-spaces/#reservation
  Various private and group study spaces are available to students throughout the UCSF campuses
- Tech Commons:
  https://www.library.ucsf.edu/technology/
  The Tech Commons is a dedicated space for students, faculty, and staff to engage with technology and explore new teaching and learning opportunities. IT staff maintain student-computing facilities in the library and in the Medical Sciences Building, with PC and Macintosh computers, printers, software, documentation, consulting support, and connections to the Internet. The multimedia and multi-use workstations provide support for development of curriculum-integrated, educational materials. The Learning Technologies Group offers curriculum-integrated instruction and scheduled seminars that assist faculty and education staff in the use of education technology. The IT specialists provide it support services to students at the Parnassus Library help desk and via phone and email.
- Education & Research Services:
  The library provides experts, resources, and services that help users find and manage information to support research. The team of staff librarians provide regular support with reference managers, copyright, publishing, open access, database searching, and systematic review.
- Makers Lab:
  https://www.library.ucsf.edu/use/makerslab/
  The Makers Lab is a creative space for learning, inspiration, and exploration at UCSF open to the UCSF community. Users can use a wide range of resources from 3d printer and 3d scanners to a sewing machine and play-doh. The Makers Lab provides free access to new tools and environments that foster creativity and discovery.

My Access

MyAccess is an authentication service used for many online systems and services available to UCSF students, including the student portal, the financial portal, the Collaborative Learning Environment (CLE), wireless internet access, and the Virtual Private Network (VPN). Students use MyAccess for all aspects of the GC program.

Once you receive your UCSF email address and activation instructions from the Office of the Registrar, register by going to the MyAccess website and entering your UCSF email address.

More information on registering your MyAccess account is available on the IT website.

Nondiscrimination Policy
https://registrar.ucsf.edu/student-records/nondisc

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy,[1] physical or mental disability, medical condition (cancer- related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services, including protected veterans.[2] The University also prohibits sexual harassment.
This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

University policy also prohibits retaliation against any individual or person seeking employment for bringing a complaint of discrimination or harassment pursuant to this policy.

[1]Pregnancy includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth.
[2]Service in the uniformed services includes membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services.

Full text of the University of California policy on Discrimination, Harassment, and Affirmative Action in the Workplace may be found here.

Filing a Discrimination Complaint
Resources to file a complaint or grievance may also be found at the Office for Prevention of Harassment and Discrimination

Undocumented Student Welcome Statement
UCSF welcomes applications for admission from undocumented individuals, such as those who qualify under Deferred Action for Childhood Arrivals (DACA) and/or AB450. Please visit the UCOP Web site for more information.

See also: Student Services. Undocumented Student Support Services

Police, UCSF Campus Police
The members of the UCSF Police Department are committed to making our campus a safe place for you to live, work, study and visit. They strongly believe in the principles of community policing and have partnered with agencies throughout San Francisco to enhance the safety and quality of life at UCSF.

  Non-emergency contact:
  From a campus phone: 6-6911
        From a non-campus phone: 415-476-6911

  See also Emergency
  Emergency
    To reach UCSF Police
        From a campus phone: 9-911

From a non-campus phone: 415-476-6911

Safety Escorts
Safety escorts are available to members of the campus community 24 hours a day, seven days a week. Escorts are provided for individuals on or adjacent to University property. To obtain a safety escort call or stop by any security service desk or call 415-476-1414 (campus) or 415-885-7890 (Medical Center) and a campus officer will provide an escort. The escort cannot wait until your ride arrives and is not available to escort you beyond the immediate boundaries of University property.

Registration

Current registration dates and deadlines may be found through the Office of the Registrar. (click Deadlines in the Quick Links box on the right-side)

"Registration" refers only to paying the necessary fees. "Class sign-ups" are done by filing a study list on-line. The study list is the official record of courses for which students receive credit at the end of each quarter. The Registrar's Office sends students a notice when registration is open (approximately six weeks before each quarter begins). Each quarter, students will see a list of the required courses that the GC Program has filed for them. To enroll in courses, students should verify that the courses are correct and accept the study list. The list will include all required GC Program courses and students should not add any courses. Filing your study list is required to complete your registration each quarter. Late fees will be automatically assessed if study lists are not filed by the last day of the enrollment period.

A student who does not register must petition for leave of absence or withdrawal or be subject to administrative withdrawal or dismissal.

A student returning to registered status after a leave of absence must gain approval of the GC Program Director and Co-Director and petition for readmission. (See Withdrawal from Course / Program or Leave of Absence)

Student Life/Student Academic Affairs

Student Services Locations

Mission Bay
Mission Hall. 550 16th Street, MH 1300
415-476-2111

Parnassus
Student Success Center
Millberry Union Room 100W
Hours: Monday-Friday, 8 a.m. - 5 p.m.

Affinity Groups
Student affinity groups may be found by searching Student Groups within the [Registered Campus Organizations (RCOs)](#).

Disability Services
UCSF is committed to ensuring access to graduate education for all students. More information is available at [Student Disability Services (SDS)](#) / 415-476-6595 / email [StudentDisability@ucsf.edu](#). See also [Standards of Scholarship](#) for more information.

First Generation Support Services
[First Generation Support Services](#) offers mentoring programs, workshops, socials and other community-building events, as well as individual appointments. We also support FG2C, a student organization. Our services are designed to address your needs as a first generation college student.

Food Security for Students
As a participant in the [University of California Global Food Initiative](#), UC San Francisco has established the Food Security for Students (FSFS) Program to develop and implement services and resources that address UCSF student nutrition and food insecurity. The FSFS program is supported by a campus allocation from UC President Michael Drake.

> [Food 4 UCSF Students App](#): Sign up to receive a text alert on your cell phone when there is free food available after catered events on campus. Drop by and pick up the food – no charge.

Health Insurance
UCSF students are automatically enrolled in the [UC Student Health Insurance Plan (UC SHIP)](#) when registering for classes. The health insurance plan includes medical, mental health, dental, vision, prescription and travel insurance benefits. All graduate students are REQUIRED to maintain continuous health coverage while enrolled at UCSF. If covered by another policy, students may [apply for a waiver](#) and receive a refund of these fees. STUDENTS MUST SUBMIT A COMPLETED AND APPROVED WAIVER APPLICATION TO OPT OUT. Please pay close attention to the opt out deadline, as insurance will cover the following quarter, and expense is included in the total student fee.

Health & Counseling Services (SMHW)
All registered UCSF students enrolled in the [UC Student Health Insurance Plan (UC SHIP)](#) are eligible to receive care at [UCSF Health](#). UCSF Health employs a comprehensive primary care model that emphasizes patient-centered care, tailored to meet the diverse needs of individuals and communities. Phone and videoconferencing appointments are available.

> [Student Mental Health and Wellbeing](#) (SMHW)
> Students with UC SHIP **and other health coverage** are eligible for services at SMHW. SMHW is a resource for navigating personal concerns, identifying options, reducing stress and solving problems. Services include consultations to counseling services, psychiatry services and case management.

Learning Resource services
[Learning Resource Services](#) (learn.ucsf.edu) offers support to help UCSF students in all schools and the Graduate Division improve their academic and clinical success through the following methods: application of more effective study strategies, better test preparation, more efficient use of time, understanding of best learning approaches and better management of test anxiety. Services are provided through workshops tailored to specific academic programs, through individual consultations, and through consultations with small groups of students who study together. Individual consultations may also be available via videoconference.

Fresno – Student Academic Support is available through the Undergraduate Medical Education Office. https://fresno.ucsf.edu/medical-student-programs#UCSF-Fresno-All-Events-Calendar

Newspaper
[Synapse](#) is the UCSF student newspaper. It seeks to serve as a forum for the campus community. Articles and columns represent the views of the authors and not necessarily those of the Board of Publications or the University of California.

Student Rights and Responsibilities Office
https://studentlife.ucsf.edu/student-rights-responsibilities
As future health care professionals and health science researchers, UCSF students are held to high standards of behavior, particularly in matters of ethics, judgment, and professionalism. As such, student conduct is considered a part of a student's academic performance. The Student Rights and Responsibilities Office manages and assists in adjudication of student conduct issues. Students may report incidents regarding another student or student organization (scroll to bottom of website) or learn more about policies relating to students through their office.

Student Success
https://success.ucsf.edu/home
The Student Success website contains a wide range of resources and services available at UCSF to help students achieve success while enrolled in their program and after graduation. Resources span [Basic Needs & Food Security for Students](#) and [Community Legal Resources](#) to topics such as "Maximizing Your Learning Potential" to "Finding Your Inner Leader" to "Wellness: Finding Your Balance: and many more. The Student Success Center is located at the Parnassus Campus, Millberry Union. 500 Parnassus Avenue, MU 100W, 415-502-1484.

Travel Insurance
UC offers free travel insurance for students participating in UC sponsored and supervised off-campus activities, both domestic and international. Students who travel more than 100 miles outside of San Francisco are required to register for travel insurance before departure. Please visit the [UC travel assistance website](#) for detailed information on coverage, frequently asked questions, and registration.

Undocumented Student Support Services
The UCSF Undocumented Student Support Services offers a virtual resource center for the undocumented community at UCSF, as well as current and prospective students, faculty, staff and documented allies.

Sexual Violence & Harassment Prevention

Sexual harassment and sexual violence are prohibited both by law and University of California policy. It is the responsibility of UCSF to prevent, to correct, and when necessary, to discipline behavior that violates policy on Sexual Harassment and Sexual Violence.

Campus Advocacy Resources and Education (CARE): If you need assistance for yourself or another regarding incidents of interpersonal violence such as sexual violence, sexual harassment, dating/intimate partner violence, domestic violence, and stalking, contact the confidential CARE Advocate at 415-502-8802 or email: care@ucsf.edu. CARE services are available to people of all genders and the incident does not have to be recent or to have occurred on campus.

Filing a complaint may be done through the Office for the Prevention of Harassment and Discrimination https://shpr.ucsf.edu/complaints Complaints may also be filed anonymously through this website (scroll to bottom right). Both University policy and the law prohibit retaliation against any individual who opposes sexual harassment, files a complaint, or assists or participates in any manner in an investigation or proceeding conducted by the University or an external agency.

Students accused of sexual violence or sexual harassment may contact Respondent Services to help them understand their rights, the university's investigation and adjudication process, and available resources. This is a **non-confidential resource** and content from conversations may be reported to other campus organizations. https://studentlife.ucsf.edu/policies (see Respondent Services in right-side box)

Standards of Scholarship
https://senate.ucsf.edu/graduate-council-regulations#4

Graduate students must maintain a cumulative grade point average of 3.00 (B) in their program of graduate study and must make satisfactory academic progress toward the degree as defined by the faculty of the Genetic Counseling program.

Students who fail to maintain a 3.00 grade point average or fail to make satisfactory progress toward the degree are subject to dismissal by the Dean of the Graduate Division after consultation with the faculty of the Genetic Counseling program.

Disability Accommodations
A student seeking accommodations for protected disabilities must register with the UCSF Student Disability Services Office to seek institutionally approved accommodations. Accommodations for protected disabilities must be sought in advance of the educational activities for which the accommodations are relevant. Failure to seek or to use institutionally

approved accommodations will not be accepted as sufficient grounds to circumvent adverse action. Students may apply for accommodations at any time during their education.

Academic Misconduct

Students are expected to follow University of California rules and regulations on academic misconduct. Each student is responsible for understanding and subscribing to the principles of academic integrity and will bear individual responsibility for his/her work. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work.

Academic misconduct includes but is not limited to the sections described below. Other acts not explicitly outlined within each section, but fitting the spirit of the code, will also be considered if allegations of academic misconduct are made.

1) Cheating: Fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials that are not authorized, or colluding with others to do so (witnessing or knowledge of cheating/academic misconduct without reporting to the GC Program leadership)
- Copying or attempting to copy from others during an exam or assignment
- Communicating answers with another person during an exam
- Pre-programming an electronic medium to contain answers or other unauthorized information for exams
- Using unauthorized materials, prepared answers, written notes, or concealed information during an exam
- Allowing others to do an assignment or portion of an assignment
- Submission of the same assignment for more than one course without prior approval of all the instructors involved
- Collaborating on an exam or assignment with any other person without prior approval from an instructor
- Taking an exam for another person or having someone take an exam in place of the student

2) Plagiarism: An author's work is their property and must be respected by documentation. Plagiarism is an intellectual theft and refers to the use of another's ideas or words without proper attribution or credit.
- Wholesale copying of passages from works of others (for example, books, articles, films, graphics, including websites, chatGPT, or other electronic sources) into your homework, essay, term paper, comp exam, qualifying papers, dissertation or class project without proper citation or acknowledgment.
- Use of the views, opinions, or insights of another without acknowledgment.
- Paraphrasing of another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment or proper citation.

3) False information and representation, fabrication, or alteration of information:
- Furnishing false information in the context of an academic assignment.
- Failing to identify yourself honestly in the context of an academic obligation.

- Fabricating or altering information or data and presenting it as legitimate.
- Providing false or misleading information to an instructor or any other University official.

4) Theft or damage of intellectual property:
- Furnishing false information in the context of an academic assignment.
- Failing to identify yourself honestly in the context of an academic obligation.
- Fabricating or altering information or data and presenting it as legitimate.
- Providing false or misleading information to an instructor or any other University official.

5) Alteration of University Documents
- Forgery of an instructor's signature (including electronic signatures) on a letter of recommendation or any other documents.
- Submitting an altered transcript of grades to or from another institution or employer.
- Putting your name on another person's exam or assignment.
- Altering a previously graded exam or assignment for purposes of a grade appeal or of gaining points in a re-grading process.

6) Distribution or sharing of lecture notes or exam items/information to provide undue advantage to others or for commercial purposes:
- Selling, distributing, website/social media posting, texting, emailing, or publishing course lecture notes, handouts, readers, recordings, exam items, confidential or other information provided by faculty to give advantage to others or for any commercial purpose, without the express written permission of the faculty.

Transportation
The UCSF Campus Life Services Transportation page lists information about free campus shuttles, parking (cars, motorcycles, bicycles), maps and directions, and biking information.

- Parking - UCSF is located in a densely populated urban environment. A variety of parking locations are available on each campus and rates vary by location and time of day. Students are responsible for their own parking fees. https://campuslifeserviceshome.ucsf.edu/transportation/parking-locations

- Public Transportation in the San Francisco Bay Area is extensive. Visit 511.org for transit and trip planning information, or download mobile apps for real-time transit information. The Mission Bay campus is located along the Muni T line and the Parnassus campus via the Muni N-Judah line.

- Shuttle Schedules - Free UC San Francisco shuttles connect the five major campus locations in San Francisco: Parnassus Heights, Mission Bay, Mission Center, Mt. Zion and Zuckerberg San Francisco General. The shuttle network is designed to provide inter-campus accessibility, Monday to Friday, 5AM to 9PM, and ridership is restricted to UCSF faculty, staff, students, patients/family members, visitors and university

guests. All UCSF shuttles are ADA accessible and equipped with wheelchair lifts. Shuttle timetables are available [here](#).

Withdrawal from Course or Program; or Leave of Absence (LOA)

All courses in the Genetic Counseling curriculum are REQUIRED and must be completed with a C grade or higher for successful academic progression *and* to meet graduation requirements. Withdrawal or absence from course(s) will prevent progression within the program and jeopardizes a student's ability to graduate within the 21-month timeframe.

Students not registering for courses must petition for LOA or withdrawal. Failure to register and petition for LOA or withdrawal will result in a lapse of student status and the Graduate Division will instruct the Registrar to change the student's status to administrative withdrawal.

Withdrawal from course

Students wishing to withdraw from a course (no grade issued) should consult the course director and the Genetic Counseling Program Director. Most required courses are only offered once a year and a course withdrawal will result in a delay of graduation up to one year. Please see if a [Provisional Grades](#) is applicable and a possible alternative to course withdrawal.

In general, students extending their enrollment will not receive financial aid to cover more than one additional year of enrollment. In no case may a student receive support for more than 150% of the normative time to degree – normative time to degree is 7 quarters and students may not receive more than 10.5 quarters of financial aid.

Voluntary withdrawal from GC Program

A student in good standing (no non-passing grades, no academic probation, no professional conduct issues) and wishing to withdraw from the GC Program may petition to do so by contacting the Program Director and requesting an honorable withdrawal. In such circumstances, a degree will not be conferred, and all fees paid for past terms will <u>not</u> be refunded.

Leave of Absence (LOA)

A LOA is classified as absence from the GC Program of more than one week and up to one year. The LOA is subject to approval by **both** the Program Director and Dean of the Graduate Division.

Voluntary LOA is a student-initiated process. A student in good academic standing may request a leave due to circumstances (family leave, emergency, illness, injury etc.) that impacts the student's ability to complete the Genetic Counseling Program as intended. A student-initiated personal leave of absence *may* be granted for a period of up to one year. After one year, the student may petition the Program Director for a maximum extension of one additional academic year. After that, no further extensions are available and the student must either return to registered status or forfeit their position in the program.

Leave of Absence requests for personal enrichment, travel or professional opportunities are not condoned and will not be approved. Students must contact the leadership team prior to pursuing opportunities outside of the Program's curriculum which may require a LOA.

Leave of Absence, Procedures

Students desiring a Leave of Absence **must** attain approval from the Genetic Counseling Program Director and Dean of the Graduate Division **prior** to initiating the leave with the Office of the Registrar. Leave of Absence requests are reviewed on a case-by-case basis.

- Students are encouraged to initiate a LOA request at least 1 month in advance of their anticipated departure. Before initiating a LOA request, **students should contact Student Mental Health and Wellbeing services, Student Financial Services and the International Students and Scholars Office to determine any consequences on health insurance, health care, financial aid and/or visas**. Access to UCSF electronic services (email, digital library content, door access etc.) may also be curtailed or terminated.
- A LOA request must be submitted in writing to the Program Director with the effective start and end dates and reason(s) for the leave clearly indicated. Students will be notified within 2 business weeks if the GC Program approves or denies their request. If approved, the GC Program will then present the student's request to the Dean of the Graduate Division for approval.
  - If the request is denied, the student must decide whether to continue or withdraw from the GC Program.
- Students with an approved Leave of Absence must notify their research mentor, academic mentor, appropriate clinical supervisors.
- Students must then petition the Registrar's Office for a Leave of Absence through the student portal. This petition also includes intention of readmission. Readmission will occur at a time point that meets the needs of the student as well as currently enrolled students (this is part of the LOA request).
  - If the request is denied, the student must decide whether to continue or withdraw from the GC Program.
- During a LOA, the student will no longer be registered at UCSF. They are not eligible for school-related services (healthcare, gym access, library), are not permitted to use UCSF facilities; attend professional activities as a UCSF student or otherwise represent the Genetic Counseling Program

Discontinuance without Notice
A student is considered to have terminated connections with the GC Program if the student:
1. withdraws from UCSF without notice, or
2. fails to report after a leave of absence; or
3. fails to register for any term within one month after the term's beginning date

Section 2 – Genetic Counseling Program Information

The curriculum of the Genetic Counseling Program has been designed to provide in-depth knowledge on principles of human and medical genetics, the psychosocial impact of genetic disorders, interpretation and application of cutting-edge technology, and the research process to advance the genetic counseling profession. A variety of clinical rotations provide exposure to a wide range of individuals and/or families affected with, or at risk of genetic disease.

In addition, students will gain experience through attendance and presentations at conferences, seminars, workshops and community outreach.

Our primary objective is to provide students with didactic, experiential, and clinical instruction in order for them to acquire the knowledge and clinical skills to function as a competent genetic counselor in a variety of settings and roles. The didactic instruction and clinical exposures build foundational clinical skills that students practice and develop more deeply through supervised clinical and industry internships and a capstone research project. The course work provides a strong foundation in molecular and human genetics, cytogenetics, population genetics, clinical genetics, advanced testing technologies and counseling theory. The counseling curriculum will prepare students for the considerable amount of time they will spend immersed in clinical rotations beginning in the summer quarter. During clinical training, students will progress from observing clinical interactions to independently counseling and providing case management to patients and/or families affected with, or at risk of genetic disease. Additionally, students will engage in a capstone research project that will enable them to investigate an original topic of interest, provide a written report and present their capstone project to the UCSF community. Supplementary activities such as case conferences, grand rounds, journal clubs, seminars and scientific meetings will also enrich the educational experience. Overall, The GC Program will provide a field of interdisciplinary academic study that will form the cornerstone for understanding the etiology, manifestations, diagnosis and lived experience of genetic disease.

Contact Information

Contact information for UCSF faculty and staff may be found at: https://directory.ucsf.edu/

Program Director:	Cindy Morgan, MS, CGC Cindy.morgan@ucsf.edu
Associate Program Director:	Allyson Scott, MS, CGC Allyson.scott@ucsf.edu
Research Director:	Julie Harris-Wai, PhD, MPH Julie.harris-wai@ucsf.edu
Assistant Program Director, Fresno	Jason Carmichael, MS, CGC JCarmichael@valleychildrens.org

| Education Coordinator | Amber Cobbett |
| | Amber.Cobbett@ucsf.edu |

| Assistant Program Manager | Suzanne Mackey |
| | Suzanne.mackey@ucsf.edu |

GC Program Values

The UCSF Genetic Counseling Program aims to create an educational environment that removes barriers to learning and achieves mutual respect. We have adopted the following guiding principles to ground our program's deep commitment to justice, diversity, equity, and inclusion.

The UCSF GC Program:
- Aspires to be an anti-oppressive place of learning.
- Is driven to pursue health equity for our patients and the communities we serve.
- Acknowledges that any productive conversation must start with honesty, humility, respect for others, and an openness to ideas and information that provide new perspectives.

Examples of how we are implementing our principles into practice:
- Revising curriculum language and case studies so that they do not advance racist, ableist, sexist and discriminatory beliefs.
- Providing our instructors with anti-oppressive curriculum tools and resources.
- Actively listening to each other and respectfully communicating.
- "Open door" policies to facilitate student communication with course instructors and leadership
- Providing cohorts opportunities to provide regular feedback to Program leadership.
- Adding student-initiated programs aimed at understanding diversity, equity, and justice issues in genetic counseling and medicine to our curriculum.

Importantly, we start from a place of assuming the best intentions in our fellow students, faculty, and advisors and understand that we are all learning.

Academic Requirements

Student Expectations

As a higher learning institution, we expect our students to act with professionalism, courtesy, and integrity in all aspects of behavior.

Attendance:

The learning goals of each course are aimed at graduate level competency. Class attendance and participation is essential for success. Students are expected to attend all classes in person (unless advised otherwise), complete assignments prior to class, and arrive on time. If you need to miss

class, please email the course instructor(s) as soon as possible to notify them of the reason for your absence. Absent students are still responsible for material covered in class.

Students requiring extended absences may need to request accommodation through Student Disability Services (https://sds.ucsf.edu/) or consider a Leave of Absence from the GC Program.

In summary, classroom attendance policy is as follows and is subject to change. Students will be informed in advance of any changes to the attendance policy:

Students and instructors are expected to attend classes in-person*. Rare exceptions for remote learning will be made on a case-by-case basis for:
- Health of an instructor - Transitioning to remote delivery to prevent cancellation of the class
- Students needing to quarantine due to COVID-19 infection or failing the Health Screener
  - Student must clear remote or recorded learning with the instructor IN ADVANCE of the class
- Students with clinical placements outside of the Bay Area
  - REQUIRES prior approval and coordination with the Associate Director
- Other emergency situations not specified above
  - Student must clear remote attendance with program leadership IN ADVANCE of class

Students matching to the Fresno placement will attend most classes remotely during their 2nd year. There will be periodic requests for the student to report to classes or other events in San Francisco.

Participation:
The courses move swiftly through a large compendium of material. Much of the learning occurs through interactive sessions that require preparation, reading, and oral or PowerPoint presentations. The faculty value the diverse background and skills within the class cohort and encourage cross-disciplinary debate and active, democratic participation. It is vitally important classroom environments promote the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during discussions. Meaningful and constructive dialogue is encouraged and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in class. One's words and use of language should be tempered and within acceptable bounds of civility and decency.

Students will be asked to lead some seminars, develop teaching materials, and contribute actively to the learning process. One of the objectives of the Genetic Counseling program is for students to develop clear, articulate, and concise communication skills (both written and oral), which faculty evaluate in periodic reports and assignments. Additionally, participation is weighed heavily in the final grade for most classes. Please refer to course syllabi for details.

Preparation:
Preparation for class requires time management. Reading assignments can be very long. Students should allocate time so that reading, written assignments, and preparation for examinations can be accomplished before class. The UCSF Academic Senate expects that students allocate three hours of preparation for each contact hour of lecture, and two hours of preparation for each contact hour of seminar.

Program Academic Requirements

The UCSF Genetic Counseling Program supports students in the development of their professional knowledge, skills and behaviors to become outstanding genetic counselors. Our curriculum provides a framework for attainment of the Practice Based Competencies and requires completion of the following elements while maintaining Satisfactory Academic Progression:

- Required coursework
- Required clinical rotations
- Satisfactory execution of a capstone research project
- Completion of all supplementary experiences and the Professional Readiness series

Criteria for Satisfactory Academic Progress (SAP)
Sound academic principles require that students maintain satisfactory academic progress (SAP) while enrolled in graduate school. SAP is the successful completion of degree requirements in established increments in order to achieve a MS in Genetic Counseling within the 21-month timeframe. The Genetic Counseling Program maintains academic standards in compliance with the UCSF Graduate Council and measures SAP in 3 domains described below. A student fulfilling these criteria is considered to be in good academic standing and making Satisfactory Academic Progress towards their degree.

- Academic Performance: meets minimum GPA and Professional Conduct Standards
- Pace of Progression: completes required credits each term
- Normative Time to Degree: remains within maximum number of terms allowed to complete the program of study

Academic Performance
- Grades >C (2.0) or Satisfactory (S) in all required courses (includes of clinical rotations and experiential activities)
- Cumulative GPA ≥3.0 (equivalent of a B average)
- A maximum of one Incomplete (I) at any time in all required courses
  - Any student with an Incomplete for a course will demonstrate active progress on a remediation plan.
- Consistently demonstrates behavior in alignment with Professional Conduct Standards

Professional Conduct Standards:
Students are expected to meet all course and program requirements ethically and responsibly. This includes maintaining the highest standards of academic integrity, professionalism, and cultural humility during classes, when executing the capstone project, in clinical rotations and when otherwise representing UCSF. Responsible and ethical conduct is outlined in, but not limited to the UCSF Code of Conduct, UCSF Standards of Scholarship, Genetic Counseling Program Student Expectations and Code of Conduct, and the National Society of Genetic Counselors Code of Ethics.

Pace of Progression
All courses in the curriculum are required. Students are expected to progress through the program as a cohort and successfully complete courses in sequence. Genetic Counseling Program leadership will evaluate all students' pace of progression by comparing the number of expected credit hours with the number of earned credit hours. Incomplete units result in remediation plans which must be successfully completed as required by the course director, or clinical supervisor, and the appropriate leadership team member. Withdrawal from a course necessitates repeating the course at the next time it is offered in the curriculum. Additional tuition charges are associated with reenrollment in courses (includes rotations). A Leave of Absence may be considered if external circumstances prevent an appropriate pace of progression.

Normative Time to Degree
Normative time to degree is the timeframe considered reasonable for a full-time student to complete the Genetic Counseling Program. GC Program students are expected to complete their course of study in two academic years (21 months) from matriculation. Conferral of the master's degree (graduation) occurs after completion of all program requirements.

The maximum time permitted to complete all Genetic Counseling Program requirements is 150% of the expected normative time to degree (32 months or 11 quarters). Students whose pace precludes completion within the maximum timeframe are subject to dismissal from the GC Program. Leaves of Absence are not included in the maximum normative time to degree.

Review of academic standing and Satisfactory Academic Progress occurs on a continuous basis and student development is assessed at the end of each quarter. Students in good academic standing and making Satisfactory Academic Progress may continue to progress throughout the curriculum without conditions. Student advisory meetings reviewing academic progress and progress on attainment of the Practice Based Competencies will occur as outlined in Guidance / Program Leadership Advising. Students determined not to be in good academic standing or not making Satisfactory Academic Progress are considered in academic jeopardy and are subject to remediation, probation and/or dismissal by the GC Program.

Genetic Counseling Program Code of Conduct
The GC Program emphasizes the highest standards of ethical and compassionate behavior. In addition to the UCSF Code of Conduct and Standards of Scholarship outlined in Section 1, we ask students and faculty to uphold the following principles:

- Maintain the highest standards of academic honesty and integrity
- Neither give nor receive aid in examinations or assignments unless such cooperation is expressly permitted by the instructor
- Be truthful with patients and report accurately all historical and physical findings, test results, and other information pertinent to the care of the patient
- Conduct research in an unbiased manner, report results truthfully, and credit ideas developed, and work done by others
- Regard confidentiality as a central obligation of patient care
- Interact with patients in a way that ensures their privacy and respects their modesty
- Limit discussions of patients to members of the health care team in settings removed from the public ear (e.g., elevators, hallways, cafeterias)
- Treat patients and their families with dignity and respect, both in presence and in discussions with other members of the health care team
- Uphold a classroom atmosphere conducive to learning
- Interact with all members of the health care team in a considerate and cooperative manner
- Not use alcohol or drugs in any way that could interfere with academic and/or clinical responsibilities

Emerging artificial intelligence (AI) technologies such as ChatGPT (and other generative AI technologies) are promising tools that are advancing the way we search and organize information. Like any technology, generative AI can be misused and presents threats to academic integrity. Some of the main concerns in an educational setting are how to uphold academic integrity and prevent the misuse (intentional or not) of tools like ChatGPT. These concerns include:

- Plagiarism (utilizing generative AI to write essays and assignments; running material through multiple AI generators to avoid detection)
- Utilizing AI as a primary source of evidence or research. Generative AI often summarizes research or primary sources. The learner should not utilize or cite the summarized evidence. They must go to the original source, review the evidence, and cite that source directly.
- Inaccurate, misleading, biased, false, or limited information in responses to question prompts.

Unless otherwise specified by the faculty member, all submissions, (including a paper, project, exam, computer program, oral presentation, or other work) must either be the student's own work or must clearly acknowledge the source. (modified from UCLA code of conduct).

Communication and Scheduling

UCSF Email Account and Zoom

As a student, your primary modes of communication will be your **UCSF email and Zoom accounts**. Most course instructors, supervisors, and staff use Zoom to host meetings or check-ins. Ensure your device meets UCSF IT requirements in order to access these applications.

E-mail etiquette

E-mails to Program faculty are a type of professional communication. They should include an appropriate salutation (Dear Dr./Prof. xx) unless you have been advised otherwise and include your name at the bottom of the message (see Email Signature). Prior to sending an email, consult your notes, CLE, assignment or appropriate resources to determine if the answer to your question can be found there.

Each course director will advise you as to expectations for email replies. Students should not expect immediate or after hours replies, and faculty will have the same expectations for student responses. Please make sure to check your email and respond to any requests or questions, promptly. It is a good habit to respond within 72 business hours, even if only to acknowledge that you've received the email and will respond later. All faculty and students will treat each other respectfully.

Email Signature

An email signature is a way for your email recipients to know who you are and your affiliation. We recommend that you create an email signature, an example is included below:

> **First Last** (Pronouns)
>
> MS Candidate, Genetic Counseling 202*
> University of California, San Francisco
> Institute for Human Genetics & Department of Pediatrics

Out of Office (OOO)

As a graduate student, you are expected to respond to emails in a timely fashion, roughly within 2-3 business days. If you will be away for more than 2-3 days or believe you will be unable to respond to emails promptly, set an *Out of Office* reply on your UCSF Outlook email notifying the sender you will not be able to respond to emails during a specified timeframe. In the OOO you should include when you will be returning and when the sender can expect a response. Check the Help section of Outlook if you are unfamiliar with how to set up an OOO (aka Automatic Reply).

Outlook Calendar Scheduling

The UCSF community uses Outlook calendars to organize their schedules and your Outlook calendar is the central spot for tracking meetings, events, and other UCSF activities. When scheduling meetings with anyone at UCSF (e.g. advisor, instructor, genetic counselor, member of the leadership team, clinical supervisor, etc.), it is your responsibility to send an Outlook calendar invite once date and time have been established. The Outlook calendar invite should include the date, time, and meeting location or Zoom link. Sending a calendar invite is a way to

respect that person's time, ensure that they will block the time for your meeting and also limits miscommunication.

Zoom accounts

Every UCSF student has access to the university's institutional Zoom account. UCSF's Zoom account is HIPAA compliant and students <u>must</u> use this account for all university activities and patient encounters. To access your UCSF Zoom account, log into Zoom through MyAccess or the Zoom app using SSO: <u>Zoom Access Instructions.</u>

Scheduling Zoom Meetings

You can add Zoom links directly to a calendar invite or schedule a meeting in the Zoom application and share it in your Outlook Calendar in order to invite other attendees.

To add a Zoom link directly from your calendar invite, install the Zoom add-in to Outlook. Search "add ins" in the Help feature of your Outlook application (either desktop or webmail) to select the appropriate extension. The Student Resources section of the CLE has additional tips for sharing to your calendar from the Zoom application.

Zoom etiquette

Zoom is a form of professional communication and should be treated as such, especially during patient encounters. Dress and present yourself as if you are in the classroom or clinic. UCSF has numerous virtual backgrounds available to download. Additionally, please be mindful of surrounding auditory and visual distractions and choose a location that will allow all attendees to focus on the meeting and not your surroundings. Mute your microphone when you are not speaking, turn off notifications on computers, phones and other devices, and select appropriate locations. Avoid multi-tasking and focus your attention on class or encounter. Adjust your camera and lighting so your face can be seen and remember, you are always on camera!

Course of Study

Course Schedule (example and may not represent the actual schedule)

		Monday	Tuesday	Wednesday	Thursday	Friday	Total Units
Quarter 1 Fall		Human & Molecular Genetics (2 units)	Principles of Counseling & Lived Exp of Illness (2 units)	Clinical Cytogenetics (2 units)	Advanced Medical Genetics I (2 units)		11
		Clinical Embryology for Genetics Clinicians (on-line) (1 unit)	Research Methods for Genetic Counselors I (2 units)				

Quarter 2 Winter	Research Methods for Genetic Counselors I (2 units)	The GC Session: Theory to Practice (2 units)	Variant Interpretation & Advanced Technologies (2 units)	Advanced Medical Genetics II (2 units)		12
	Graduate Seminar in Genetics I (1 unit)	Reproductive Genetics (2 units)				
		Externship I (1 unit)				
Quarter 3 Spring	Hereditary Cancer Genomics (3 units)	Foundational Counseling Skills (2 units)	Social, Ethical and Legal Issues in Genetics (2 units)	Advanced Medical Genetics III (2 units)		11
	Graduate Seminar in Genetics II (1 unit)		Reimbursement Fundamentals in Genomics (0.5 units)			
		Externship II (1 unit)				
		Capstone Research Project (1 unit)				
Quarter 4 Summer	Clinical Internship I (8 units)					3
Quarter 5 Fall	Integral Topics to Genetic Counseling (2 units)	Process Group I (1 unit)				8
	Clinical Internship II (8 units)					
	Capstone Research Project (2 units)					
Quarter 6 Winter	Advanced Genetic Counseling Skills (2 units)	Process Group II (1 unit)				8

	Clinical Internship III (8 units)					
	Capstone Research Project (2 units)					
Quarter 7 Spring	Professional Formation (2 units)	Process Group III (1 unit)				8
	Clinical Internship IV (8 units)					
	Capstone Research Project (2 units)					

Course Descriptions
      See Course Catalog

Course Evaluations
Students are asked each quarter to provide constructive feedback on each of their courses. Course evaluations will be sent electronically and completion of evaluations is required. Evaluations are anonymous, brief and require a small amount of time to complete. The program leadership takes these evaluations seriously and appreciates students' constructive feedback given in a professional and timely manner.

Additionally, students should always feel free to give feedback directly to the course leaders or the program leadership, either informally or by appointment. Upon graduation, the program directors conduct exit interviews/surveys with each student to gather feedback about the program as a whole.

Collaborative Learning Environment (CLE) - the course management system
Course syllabi, materials and assignments are posted on the online Collaborative Learning Environment (CLE) (https://courses.ucsf.edu/). The CLE is UCSF's space for online teaching and learning and is run off the Moodle platform. Information related to individual courses is updated on this site throughout the year. Course announcements that originate from a CLE course are automatically sent to the UCSF email account for anyone enrolled in the course. Students should check their UCSF mailbox at least daily for important announcements, revisions, and updates – particularly if using other email accounts.

Teaching is a dynamic process and changes to individual courses are inevitable throughout the quarter. Students should rely on a course's daily schedule in the CLE and NOT on the original syllabus posted at the start of each quarter.

Usage Policy: CLE courses and materials are intended solely for individuals who are permitted access to the curriculum. These may not be reproduced or disseminated. Sharing of accounts, course, files, web links, or other materials with anyone other than an enrolled or authorized individual is a violation of the usage policy. CLE materials may be protected by copyright, and any further use of this material may be in violation of federal copyright law and UC policies.

The Copyright at UCSF guide includes a great deal of helpful information on copyright and intellectual property. This guide at this site does not provide legal advice nor is it intended to replace the advice of legal counsel.

Accessing the CLE
1. Firefox or Internet Explorer are the recommended internet browsers
2. Go to https://courses.ucsf.edu/
3. Enter your MyAccess ID and password to log in
4. Select a course from the list of courses you are registered for on the left side of the screen.

Course Assignment Standards

Assignments will be different in each class, and students should assume the following guidelines unless otherwise notified by your instructor.
- Assignments are to be completed individually unless otherwise advised by your instructor
- Format your written work using standard fonts such as Times New Roman/Arial/Calibri in 12-point with 1-inch margins, double-spaced.
- Utilize Microsoft Word or PDF documents. The CLE does not recognize Apple's Pages.
- APA publication style guidelines are required.
- Place your name and date in the header of any assignment.
- Upload assignments to the CLE with your name in the file extension.

Capstone Project
The capstone project provides a rich opportunity to explore an interest area in considerable depth. It is an opportunity to develop skills in project management, research methods, data analysis, and professional writing and presentation. Students are required to develop and complete a mentored, independent capstone project starting in the winter quarter of their first year. Students work with the research director in their first year to identify a project and a capstone advisor to guide them through their project. The capstone project culminates in a final written report and oral presentation in spring quarter of the second year.

Additional information and requirements for the Capstone project will be provided in the Research Methods for Genetic Counselors I/II classes and on the Capstone Resources section of the CLE.

Clinical Rotations
Clinical rotations begin in the summer quarter of the first year and continue through the second year. The first rotation in the summer is scheduled as an 8-week block and the remainder are scheduled as 10-week blocks. Rotations are available at a variety of sites within the UCSF campuses, UCSF Fresno, community genetics centers and private industry. Travel to rotation sites may be required. Any commute costs incurred are the student's responsibility. Opportunities for additional off-site rotations in the second year may be discussed with the Associate Director and Program Director. Students may indicate a preference for a rotation site, but placements are determined by a student's training needs and site availability.

Rotation placements may be either in-person or remote. Remote/virtual rotations should be performed while you are physically located within California. If circumstances arise requiring you to travel out of town during a rotation, your travel must be approved in advance by both your clinical supervisor and the Associate Director. Licensure and billing practices dictate where healthcare providers may be located when providing patient care and may prohibit certain travel while engaged in a rotation.

Conduct

During clinical rotations, students are expected to act in a professional manner, limiting conversations to appropriate content and not discussing confidential information in public areas. Refrain from texting or doing personal emails to remain engaged in the training experience. Leave work areas clean after use. Students must maintain UCSF standards regarding online media and must refrain from posting anything related to patients or clinical training experiences on personal social media accounts.

Confidentiality Agreements and HIPAA Training

Students may be required to sign Confidentiality or Non-Disclosure Agreements with various external institutions prior to participating in any clinical activities, including observations and clinic conferences. This is to preserve patient confidentiality and proprietary data. Due to HIPAA regulations students may NOT copy and maintain any patient records, including the pedigree. All pre-case and post-case write-ups utilized outside of the clinic space must be redacted of any protected health information (PHI) such as patient names and identifying data. You also may be required to repeat institution-specific training (ex. HIPAA or Epic) if participating in clinical rotations off-campus.

Evaluations

Both students and supervisors/sites will undergo evaluation during each clinical rotation. Clinical supervisors will evaluate students twice per rotation: midpoint and conclusion. The evaluations will reflect progress on your personal goals, development of the Practice Based Competencies and overall attitude during the experience. Students will be able to evaluate the supervisor and the clinical site at the conclusion of each rotation. (Evaluations are available in Appendices)

Log Book

Each student will maintain a "Logbook of Supervised Cases" and other materials documenting clinical training of ALL patients they see, including observations. This log should include all information needed to satisfy documentation of the student's role in each case as well as detailed notes on the cases and counseling strategies. Students will assign a unique identifier for each case seen. Personal patient identifiers (such as name or hospital number) must never be used in the logbook.

The logbook should reflect the depth and breadth of the student's clinical experience. Access to the electronic logbook will be provided to you before embarking clinical rotations. Logbooks will be reviewed by the supervising genetic counselor and Associate Director at the midpoint and end of each clinical rotation. Additionally, all student cases in the logbook must be completed to

the satisfaction of the Program Director and Associate Director prior to the student leaving the program. These materials become a permanent part of each student's portfolio and will be collected prior to the student exiting the program.

Dress Code
Dress on UCSF campuses tends to be very casual, and you may wear jeans and other casual clothing when attending class or engaged in campus activities. However, some items should never be worn such as revealing clothes or dress that is provocative in nature. **Students should wear their UCSF ID badge at all times when on campus,** and especially when involved in any patient care situation.

Dress Code during clinical experiences
Appropriate attire and demeanor are expected when seeing patients, on consults, in patient areas or when otherwise engaging in professional activities at all clinical rotation sites. Check with the clinic you are assigned to regarding dress codes as some settings are stricter than others. Students are expected to promote a professional image and in general:
- Clothing should be clean, neat, in good repair and appropriate for the profession
  - Pants, skirts, blouses, sweaters, dress shirts, ties, jackets, blazers are all acceptable
  - Jeans are not encouraged but may be worn at the discretion of the clinical site. If jeans are allowed, they should be in good condition
- Casual, or athletic wear, such as yoga pants or sweat suits, are not acceptable in clinical sites
- Shorts are not acceptable
- Shoes shall be appropriate for the work environment and compliant with professional attire. Flip flops are not appropriate and open-toed sandals are at the discretion of the clinical setting
- Caps or head coverings are not acceptable unless they are for religious purposes, part of a uniform or for other special circumstances. Special circumstances should be discussed with your clinical supervisor or other direct supervisor
- Chewing gum, eating or drinking when seeing patients is unprofessional and should never be done.

Electronics
Computer access: Students wishing to use a computer during class will need to provide their own device. Clinical rotation sites often have computers available for students to use during their rotation. Computer availability should be verified with sites at the beginning of each rotation.

Class policy: The GC Program limits the use of electronics during all classes. Students may use laptops or tablets to take notes, but no electronic devices are permitted while taking an examination or quiz, unless expressly allowed by the instructor. Cell phones should be turned to vibrate when in classes, conferences, or clinical/fieldwork rotations. Please refrain from texting or doing personal emails when in class and clinic. Students found to be using class time as personal computer time may be asked to refrain from using their device for the remainder of the class or asked to leave the classroom space.

Extra-Curriculars

The GC Program is a full-time intensive 21-month program. Program-related responsibilities, including classes, coursework, clinical rotations, capstone research project and supplemental experiences must be prioritized. Students are permitted to participate in extra-curricular activities such as jobs, fellowships, internships, work-study positions, or other educational activity; however, these activities cannot conflict with their ability to meet program expectations. Additionally, extracurricular activities do not fulfill graduation requirements. Students are asked to consult the leadership team prior to pursuing extra-curricular activities to ensure they have a full understanding of program requirements and responsibilities.

Food and Drink

Food or drinks in patient areas or laboratories is prohibited. Food and drink in classrooms are often prohibited by the university for hygiene reasons but may be allowed at the discretion of the instructor and/or setting. A lunch break is built into student schedules so students should not expect to eat their lunch while attending class sessions.

Grading

See Grading in Section 1 above

The Capstone Research project and Clinical Rotations are graded on a pass/fail basis.

Grievances

Students may file grievances and complaints to the Program Leadership or appropriate departments within the university. These may include, but are not limited to: violations of the GC Program or campus Code of Conduct; academic, professional or research misconduct; grievances against other students, faculty, staff or external partners; recommendations for change; or complaints of sexual harassment. **Grievances are not the same as disagreements**.

Grievances may be verbally reported to Program leadership, but a written copy is preferred, and should be provided to the Program Director or sent to the Director via email. Verbal reports will be documented and maintained in the private Program records. The grievance may be anonymous, if desired. However, with anonymous complaints, follow-up or disciplinary action may be harder to implement. Every effort will be made to resolve the grievance quickly and respectfully.

Students may also contact the Graduate Division, Assistant Dean for Diversity and Learner Success, the Director of Student Rights and Responsibilities or the Director of the Institute for Human Genetics if student grievances are not addressed through the Program, if there are grievances against Program leadership, or if University involvement is warranted. Students may also contact the appropriate university office, if indicated. Additionally, grievance procedures are available to students who believe the University has violated their privacy rights, discriminated against the student or otherwise violated their rights as outlined in section 110.00 of the Policies Applying to Campus Activities, Organizations.

Grievance procedures related to academic issues are appropriate only in cases in which the student believes bias or wrongdoing by a faculty member has occurred. Grievances are not the same as disagreements. A student cannot grieve an assigned grade, for example, merely because the student disagrees with the grade.

Resources

The Office of the Ombuds is a resource for all members of the UCSF community. The office provides a confidential, neutral, informal and independent place to discuss campus-related problems and can help identify and evaluate options, provide information, facilitate conversations between conflicting parties and make referrals when necessary. The office offers assistance with:

- Conflicts (interpersonal, workplace, academic)
- Perceived unfair treatment
- Improving communication
- Understanding UCSF policies and procedures
- Navigating campus administration

Contact the Office of the Ombuds at 415.502.9600 or visit ombuds.ucsf.edu for more information.

Guidance
Each student will be provided with several layers of guidance to ensure success in the GC Program. Students will be mentored by a GC Program "buddy", an academic mentor, Capstone Project advisor, clinical rotation supervisors and Program leadership.

Academic Mentor

Each student will be assigned an academic mentor who is a UCSF faculty member, practicing genetic counselor or other member of the UCSF genetics community. The academic mentor shall function as a partner who is committed, for the duration of the program, to ensuring success of the student and being an academic advocate. Mentors and students should connect at least monthly in the first year and at least quarterly in the second year. First year students should expect to be contacted by their mentor within the first month of the school year.

Program Leadership Advising and Assessments

Each student will meet with the Program Director, Associate Director and/or Research Director throughout the two years to evaluate current progress and provide advisement on attainment of Program and student goals (see schedule below). First year students will meet quarterly with a member of the leadership team. These sessions will focus on adjustment to graduate school, progress on coursework, clinical exposures, student needs and goals. Students will also have quarterly meetings with the Research Director to discuss their capstone project and needs to move towards project completion. These quarterly meetings will continue in the second year of the program and will increase in frequency based on student needs. Beginning in the summer quarter, students will have twice quarterly meetings with the Associate Director to review

clinical case logbooks and clinical experiences. Second year students will also meet with the Program Director 3 months prior to graduation to assess progress towards graduation and any remaining student needs or goals. Second year advising sessions will again review academic and research progress but will expand upon the clinical experiences to include participatory encounters, breadth of cases, attainment of Practice Based Competencies (PBCs), opportunities for skill advancement and progress towards graduation. Evaluation forms may be found in the Student Handbook Appendices.

Month of meeting is approximate and may vary slightly

Timepoint	Evaluator	Purpose	Focus
Y1, Quarterly	Research Director	Advising	Research needs/readiness
Y1, Q1 Nov	Member of leadership team	Quarterly Advising	Check-ins • Adjustment, Identified needs, Academic progress, Goals
Y1, Q2 Feb	Member of leadership team	Quarterly Advising	Check-ins / Progress report • Academic Progress, Identified needs (incl educational needs), Clinical Experiences, PBC assessment, Goals, Research topic
Y1, Q3 May	Member of leadership team	Quarterly advising with formative assessment	Programmatic Summative Assessment • Academic Progress, Identified needs (incl educational needs), PBC assessment, Goals, Research topic, Clinical Experiences
Y1, Q3 June	Assoc. Director	Clinical readiness eval	Entry into clinical spaces
Y2 Q4 Summer	Research Director	Research Advising	Research progress check-in
Y2 Q4 Mid-Summer	Assoc. Director	Clinical Advising	Mid-rotation Advising • Logbook review, Progress towards goals, PBC assessment
Y2 Q4 late Summer-Sept	Assoc Director	Clinical Advising	End-of-Rotation Advising • Logbook assessment, supervisor evaluations, PBC assessment, Clinical goal attainment & setting
Y2, Quarterly and more as needed	Research Director	Research Advising	• Capstone progress, Needs assessment, Movement towards completion
Y2, Q5 October	Assoc Director	Clinical Advising	Mid-rotation Advising • Logbook assessment, Supervisor evaluations, PBC assessment, Clinical goal attainment
Y2 Q5 Nov	Member of leadership team	Advising & formative assessment	Programmatic Summative Assessment • Academic progress/needs, Clinical experiences/goals, PBC assessment, Capstone progress, Career goals, Identified needs
Y2, Q5 Dec, finals week	Assoc Director	Clinical Advising	End-of-rotation Advising & Assessment • Logbook assessment, Supervisor evaluations, PBC assessment, Clinical goal attainment/setting, Core case acquisition
Y2, Q6 Feb	Assoc Director	Clinical Advising	Mid-rotation Advising • Logbook assessment, Supervisor evaluations, PBC assessment, Clinical goal attainment
Y2 – Q6 Early March	Director	Advising & summative assessment	Programmatic Summative Assessment for Graduation Readiness • Academic progress/needs, Clinical experiences / goals, PBC assessment, Capstone progress, Career goals, Identified needs, Logbook review (needs/goals for final rotation)
Y2, Q6	Assoc Director	Clinical Advising	End-of-rotation Advising & Assessment

Mar (finals week)			• Logbook assessment, Supervisor evaluations, Clinical Experiences, PBC assessment, Core case acquisition, Clinical goal attainment/setting
Y2, Q7 Late Apr/E May	Assoc Director	Logbook review at mid-rotation	Mid-rotation Advising, Clinical Assessment • Logbook assessment, Supervisor evaluations, Clinical Experiences, PBC assessment, Core case acquisition Clinical goal attainment/setting
Y2, Q7 June	Leadership Team	Exit Interview	

Student Buddies

Incoming students will be assigned a second year "buddy" to serve as a peer resource for any question related to the GC Program, UCSF or the San Francisco area. Buddies will be paired in the spring quarter and incoming students should expect to be contacted by their buddies during the summer before school starts. Buddies should meet at least quarterly during the first year, but more frequent contact is encouraged.

Religious Accommodations

The Genetic Counseling Program is enriched by individuals of many faiths that have various religious observances, practices and beliefs. Our Program is committed to providing an academic and work environment that is respectful of any religious beliefs. We also maintain compliance with California State Education Code section 92640, which states that an instructor must make a reasonable attempt to accommodate student needs in the case of serious incompatibility between a student's religious creed and a scheduled test or examination.

To that end, we make efforts to accommodate the religious practice or sincerely held beliefs of our learners and faculty. This includes students who wish to observe religious holidays that are not official university holidays. Making accommodations does not excuse a student of any course requirements, but rather supports adjustments to honor their religious observances.

- Accommodation for alternative examination dates should be worked out directly and on an individual basis between the student and the faculty member involved.
- Students should make such requests of the instructor during the first two weeks of an academic term, or as soon as possible after a particular examination date is announced by the instructor.
- Students or faculty with questions may contact Nicquet Blake, (niquet.blake@ucsf.edu) Dean of the Graduate Division.

Student Disciplinary Actions

The GC Program faculty and administration will respond to academic difficulty and any alleged acts of academic dishonesty or unprofessional behavior in a respectful and supportive manner that emphasizes fairness, timeliness, due process, and transparency. Such a response may include any of the following:

Disciplinary Actions

Informal verbal or written warning
Less serious instances of academic difficulty or alleged misconduct may involve an informal process of counseling and advising that will occur among the Program Director, course director (or clinical supervisor) and student. The goal will be to educate the student about the policy, academic issue or behavior and to provide a verbal warning. The verbal or written warning may be documented in the student's Program file.

Formal remediation
Remediation will occur if a student is not meeting criteria to maintain good standing and/or Satisfactory Academic Progress. When remediation is needed, students will be notified of their performance deficiencies by the appropriate member of the leadership team and the need for a remediation plan. A remediation plan will be drafted and student input on the plan will be solicited. The finalized plan will be signed by the appropriate leadership team member and course instructor or clinical supervisor, if applicable. The final remediation plan shall include:

- Performance deficiency(s), including mapping to Practice-Based Competencies
- Course of action to remediate deficiency
- Timeline for remediation
- Expectations at the end of the timeline
- Consequences of failing to resolve the deficiency(s)
- Signatures of appropriate faculty and student

A signed copy of the plan will be provided to the student, leadership team member, course instructor or clinical supervisor and placed in the student's Program file.

At the end of the defined remediation period, the student, course director or clinical supervisor and appropriate leadership team member will reconvene and review if remediation was satisfactorily achieved.

If remediation is successfully achieved, all parties will sign the remediation plan for completion. The completed remediation plan will become part of the student's Program file. If remediation is not successfully achieved, the Program Director will determine if an extension is warranted. If an extension is not warranted the student may be placed on probation or progress to a formal in-depth review with consideration for dismissal.

Probation
A student may be placed on probation due to academic concerns or academic misconduct, and/or due to behavioral infraction(s) deemed as unprofessional conduct. Unprofessional conduct is defined in accordance with the provisions of the GC Program and the Graduate Division as behavior of a student, judged by competent authorities and using established procedures, to be detrimental to the interests of the University community, or incompatible/inconsistent with the profession of genetic counseling.

1. Academic Probation is defined as any of the following:

a. Cumulative GPA is less than 3.0 (B average) computed on the total of all final letter grades.
b. An "F" in any course regardless of grade point average
c. Two "D" grades in any single quarter, regardless of grade point average
d. If final grades are delayed in transmission to the faculty, disqualification may be postponed for 1 quarter.
e. Students with more than one incomplete grade may also be placed on academic probation.
f. Academic misconduct
g. Students on academic probation are eligible to continue in the curriculum

2. Probation secondary to unprofessional conduct
a. Unprofessional behavior documented by the GC Program leadership and/or clinical rotation supervisor or course director that is not corrected by any of the [disciplinary actions] described above
b. Unprofessional or disruptive behavior reported by students and confirmed by other sources
c. Behavior egregious enough to warrant immediate probation. Such instances will engage [the Student Rights and Responsibilities Office].

Students with probationary status may continue with the GC Program curriculum but are subject to increased supervision by GC Program faculty. Any student placed on probation will be required to meet with the Program Director and/or Associate Director to develop an **Individualized Probation Remediation Plan (IPRP)** that includes: the reason for student's probationary status, actions the student must take to return to good academic standing, timeline for actions to be completed and consequences for inability to fulfill the expectations of the individualized remediation plan. IPRPs must be signed by the student and Program Director. IPRPs become part of the permanent record will be filed in the students GC Program file and with the Associate Dean of the Graduate Division.

A student will remain on probation until the requirements of the remediation plan have been met and probationary status has been removed by a definitive action of the Program Director and if indicated, consultation with Student Rights and Responsibilities Office and the Graduate Division.

Dismissal
A student shall be eligible for dismissal from the GC Program if they:
1. fail to maintain a 3.0 cumulative grade point average during 2 out of 3 consecutive quarters, or
2. have a documented instance(s) of [academic misconduct] (as outlined in Section 1) and require a Review Committee, or
3. demonstrate a continued pattern of documented unprofessional behavior despite attempts at remediation
a. in accordance with the provisions of the GC Program and the Graduate Division, the behavior of a student is judged by competent authorities, using established procedures, to be detrimental to the interests of the University

community, or incompatible/inconsistent with the profession of genetic counseling.

4. have not completed all requirements for the Masters of Genetic Counseling degree within 11 quarters/32 months of matriculation, excluding an approved leave of absence

Dismissal Review and Procedures

In alignment with [UCSF Academic Senate policies](#) on student dismissal procedures, a student deemed eligible for dismissal will receive formal notice that their performance does not meet GC Program and/or UCSF standards and therefore is referred to a committee charged with an in-depth review of academic and/or professional conduct performance. This notification will be transmitted in writing and conveyed electronically or in person to the student. This notice will inform the student of their right to submit information for the committee's consideration. Students will receive due process and the notice will include the specific reasons for the referral, the rules and procedures governing the committee's deliberations, the student's right to review and request a copy of their educational record, and the written information or other documentation that will be provided by the school to the in-depth review committee.

The in-depth review committee shall undertake a comprehensive review of the entire academic and conduct performance of the student. The student may submit additional written information, including information from other individuals, and may address any aspect of their academic and/or conduct performance in writing to the review committee. The committee will carefully deliberate and review the student's entire academic record and professional performance.

Based on their review, the in-depth review committee shall make one of the following determinations:

1. Allow the student to continue in the program with specific conditions and a timeline for remediation and establish dates for review of compliance with those conditions.
2. Offer or mandate a leave of absence with specific conditions and a timeline for return and establish dates to review compliance with the conditions and timeline.
3. Confirm dismissal. More information can be found in the [UCSF Academic Senate Divisional Procedure for Student Grievance in Academic Affairs](#)

Appeal

There is no appeal of an in-depth review committee decision to continue the student in the program or mandate a leave of absence, or any conditions or timelines associated with those decisions.

There are only two grounds for a student to appeal a dismissal decision:
1. Factual errors in the record that were not identified at the in-depth review committee meeting if such errors would have changed the committee's decision.
2. Failure of the committee to follow the procedure set forth in this section if such failure would have changed the committee's decision.

For detailed and updated appeal process information, please see the <u>Divisional Procedure for Student Grievance in Academic Affairs</u>

Appendices

Appendix I

This document will acquaint you with the supervision process, supervision expectations and involve you in structuring your supervision experience. You should feel free to ask any questions about this document throughout your rotation.

CLINICAL ROTATION EXPECTATIONS
Your clinical supervisor will provide you with a brief rotation syllabus that outlines
1. Site logistics (dress code, contact information, days/hours to be on-site)
2. Expectations and requirements (meeting to attend, cases to manage, case presentation etc)
3. Practice-based competencies covered in that rotation
4. Unique opportunities
5. Other pertinent information

SUPERVISION PROCESS
Clinical supervision is an interactive exchange between the student and the supervisor; it is often a one-on-one process. The main purpose of supervision is to promote your clinical skill development, ensure quality client care/services and facilitate your personal and professional growth. You will be assigned a primary supervisor to work with during the rotation, most likely, a genetic counselor, but depending on the site, it could be another genetics professional.

STUDENT EXPECTATIONS FOR SUPERVISION
For each supervision session, you are expected to:
1. Come prepared and actively participate
     Examples: a list of questions, specific concerns to address, suggestions for alternative approaches etc.
2. Be open and responsive to feedback; seek feedback for specific situations
3. Follow through on assignments and/or recommendations
4. Disclose important information
5. Ask for assistance when faced with issues beyond your competence
6. Engage is self-evaluation and reflect on your goals

At the beginning of each rotation, you are responsible for preparing a list of goals to discuss with your clinical supervisor. These goals may be based on experiences from your previous rotation, or completely unique. Your supervisor is responsible for giving feedback on the feasibility of your goals based on the site, and your experience level. Together, you will discuss how achieve and evaluate these goals.

SUPERVISOR EXPECTATIONS
Your clinical supervisor is expected to:
1. Provide timely verbal and/or written feedback on your assignments and/or recommendations. This may be a quick debrief immediately after an encounter, or a more in-depth meeting
2. Meet with you at least weekly for an in-depth discussion of your recent experiences
3. Provide a supportive environment to explore case/patient-related concerns
4. Provide a supportive environment for your professional growth

SUPERVISION LOGISTICS

When possible, you will meet with your supervisor before and after your cases. These conversations will largely focus on case management, and may be brief. This will be your opportunity for immediate feedback about the interaction/session and ask brief questions. You may also have secondary supervisors and it is within the scope of supervision for these secondary supervisors to also provide you with feedback.

You will have weekly meetings with your primary supervisor (outside of clinic), for deeper exploration of issues/questions arising from encounters, discuss your overall progression and revisit your supervision goals. Your primary supervisor may ask secondary supervisors (if applicable) for feedback in preparation for this one-on-one meeting with you. These meetings can also provide an opportunity to work through counseling issues (for example, by role playing alternative interventions from a tough case). You and your supervisor should discuss how to best structure these sessions for your continued development.

EVALUATION
You will receive oral and written feedback throughout the rotation. Oral feedback is common after cases, or during a supervision session. Written, formal evaluations will be conducted twice each rotation: mid-term and conclusion. These evaluations will focus on attainment of the practice-based competencies for that rotation and your progress on your individual supervision goals. Evaluation forms are available in the Student Handbook.

Your written evaluation of the supervisor and rotation will be solicited upon completion of the rotation. If at any time you are dissatisfied with your supervision or the evaluation process, please raise your concern with your supervisor. If you remain dissatisfied, you are encouraged to discuss the issues with Program leadership. **If you have not completed the rotation satisfactorily, you will be required to repeat the rotation.**

SUPERVISION SCOPE
You are encouraged to raise any issues directly related to your interactions with clients, but supervision is not intended to provide personal counseling or therapy. Your supervisor will let you know if a topic you raise is outside the scope of the supervision relationship. You are strongly encouraged to seek counseling when personal concerns arise that you wish to continue to explore in more depth. Counseling services are available through UCSF Student Mental Health and Wellbeing. The content of supervision sessions is confidential, except when there are concerns about supervisee or patient safety. Evaluations are based on your clinical skills and your progress will be shared with the UCSF Genetic Counseling Program leadership, but will not be discussed with other students.

I have read and understand the information contained in this document.

_____
Student signature

_____   _____
Supervisor signature   Date

Preview Survey - "Assessment of Intern Performance - Final (v.3)"

1

Year and quarter (ie: Fall, 2022):

Enter a response

2

Site location (ie: UCSF, Kaiser, Invitae, etc.)

Enter a response

3

Rotation specialty (ie: prenatal, general, industry, lab, etc.)

Enter a response

4

Please evaluate the student's overall performance:

	Below Average	Average	Very good	Excellent	N/A
Overall quality of work	○	○	○	○	○
Attitude, engagement, and motivation to learn	○	○	○	○	○
Dependability, timeliness, willingness to take initiative	○	○	○	○	○

5

Please provide any other comments about the student's overall performance (optional):

Enter a response

6

Domain I: Genetics and Genomics Expertise - Apply knowledge of genetics and genomics principles, genetic conditions, and testing technologies to the practice of genetic counseling.

The skills below have been adapted from the ACGC's Practice Based Competencies (2023) which describe the areas of proficiency expected for an entry level genetic counselor. Please use the 1-5 rating scale to evaluate each set of skills, using the O-SCORE Entrstability Scale Model.

Use 1-5 rating scale:

1 -- "I had to do." (The supervisor regularly had to do this skill.)

2 -- "I had to talk them through." (The student needs guidance.)

3 -- "I had to prompt them from time to time." (The student is able to do this independently but needed some guidance.)

4 -- "I needed to be there just in case." (The student can do this independently but the supervisor was there in case of complicated evolving scenarios.)

5 -- "I did not need to be there." (The student is able to do both routine and complicated scenarios independently.)

	1	2	3	4	5	N/A
Demonstrate knowledge of genetics and genomics principles and concepts. *(e.g. how they contribute to etiology, clinical features, natural history, differential dx, testing, pathophysiology, risk assessment, management of genetic conditions)*	○	○	○	○	○	○
Apply knowledge of genetic conditions to the delivery of genetics services. *(e.g. anticipate and address in case prep and with patients)*	○	○	○	○	○	○
Demonstrate knowledge of genetic testing methodologies and variant interpretation.	○	○	○	○	○	○

8   Please provide any additional comments about the student's achievement of Domain I skills (optional):

Enter a response

14

Domain V: Research - Synthesize the evidence base relevant to genetic counseling.

The skills below have been adapted from the ACGC's Practice Based Competencies (2023) which describe the areas of proficiency expected for an entry level genetic counselor. Please use the 1-5 rating scale to evaluate each set of skills, using the O-SCORE Entrstability Scale Model.

Use 1-5 rating scale:

1 -- "I had to do." (The supervisor regularly had to do this skill.)

2 -- "I had to talk them through." (The student needs guidance.)

3 -- "I had to prompt them from time to time." (The student is able to do this independently but needed some guidance.)

4 -- "I needed to be there just in case." (The student can do this independently but the supervisor was there in case of complicated evolving scenarios.)

5 -- "I did not need to be there." (The student is able to do both routine and complicated scenarios independently.)

	1	2	3	4	5	N/A
Critically interpret data and literature.	○	○	○	○	○	○
Apply data and literature considering its strengths, weaknesses, and limitations.	○	○	○	○	○	○
Demonstrate knowledge of how genetic counselors engage and contribute to the research process.	○	○	○	○	○	○

15

Please provide any additional comments about the student's achievement of Domain V skills (optional):

Enter a response

16

Domain VI: Healthcare Systems - Demonstrate how genetic counselors fit within the larger healthcare system.

The skills below have been adapted from the ACGC's Practice Based Competencies (2023) which describe the areas of proficiency expected for an entry level genetic counselor. Please use the 1-5 rating scale to evaluate each set of skills, using the O-SCORE Entrstability Scale Model.

Use 1-5 rating scale:

1 -- "I had to do." (The supervisor regularly had to do this skill.)

2 -- "I had to talk them through." (The student needs guidance.)

3 -- "I had to prompt them from time to time." (The student is able to do this independently but needed some guidance.)

4 -- "I needed to be there just in case." (The student can do this independently but the supervisor was there in case of complicated evolving scenarios.)

5 -- "I did not need to be there." (The student is able to do both routine and complicated scenarios independently.)

	1	2	3	4	5	N/A
Demonstrate how disparities, inequities, and systemic bias affect access to healthcare for diverse populations.	○	○	○	○	○	○
Describe the financial considerations in the delivery of genetic services.	○	○	○	○	○	○
Advocate for continuity of care.	○	○	○	○	○	○
Collaborate with members of the Care Team, clients, and other Community Partners.	○	○	○	○	○	○

17

Please provide any additional comments about the student's achievement of Domain VI skills (optional):

Enter a response

18

Domain VII: Professional Identity - Embody the values of the genetic counseling profession.

The skills below have been adapted from the ACGC's Practice Based Competencies (2023) which describe the areas of proficiency expected for an entry level genetic counselor. Please use the 1-5 rating scale to evaluate each set of skills, using the O-SCORE Entrstability Scale Model.

Use 1-5 rating scale:

1 -- "I had to do." (The supervisor regularly had to do this skill.)

2 -- "I had to talk them through." (The student needs guidance.)

3 -- "I had to prompt them from time to time." (The student is able to do this independently but needed some guidance.)

4 -- "I needed to be there just in case." (The student can do this independently but the supervisor was there in case of complicated evolving scenarios.)

5 -- "I did not need to be there." (The student is able to do both routine and complicated scenarios independently.)

	1	2	3	4	5	N/A
Adhere to the genetic counselor scope of practice.	○	○	○	○	○	○
Follow applicable professional ethical codes.	○	○	○	○	○	○
Exhibit behaviors that promote an inclusive, just, equitable, and safe environment for all individuals and communities.	○	○	○	○	○	○
Engage in self-reflective practice to promote ongoing growth and development.	○	○	○	○	○	○

19

Please provide any additional comments about the student's achievement of Domain VII skills (optional):

Enter a response

20

Cultural Competency

Use 1-3 rating scale:

1 -- Student demonstrates basic knowledge and skills or takes on portions of task. May be inconsistent and/or require moderate supervision.

2 -- Student demonstrates ability to apply knowledge and analyze situation or addresses more complex aspects of area. Requires some supervision and may be inconsistent at higher skill levels.

3 -- Student has advanced skills in this area. Performs with autonomy consistently, requiring little or no supervision. Functioning at the level of an entry level genetic counselor.

	1	2	3	N/A
Student's comfort level counseling patients of various cultural backgrounds	○	○	○	○
Student's utilization and interaction with language interpreters	○	○	○	○
Student's ability to adapt counseling style based on cultural beliefs	○	○	○	○
Demonstration of cultural humility	○	○	○	○

21

Please suggest three goals that the student can focus on as they continue their clinical training:

Enter a response

22

Please share any additional comments about the intern's performance in this rotation. Specifically address progress on goals set during the rotation and any categories where the intern did not perform at the level expected.

Enter a response

23

For END OF ROTATION assessment:

○ I believe that the student/intern's current level of functioning demonstrates competence at or above the expected level of training at this point in the rotation.

○ I believe that the student/intern's current level of functioning demonstrates minimum competence at at the expected level of training at this point in the rotation.

○ I do not believe the student/intern has demonstrated sufficient performance competency at th expected level of training at this point in the rotation.

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The assessment was verbally reviewed with the intern, and a copy was provided to the student.

▸ Response Required

SIGN HERE

Please Type Name

Please Type Name