Master of Science in Genetic Counseling Program

Student Handbook

Class of 2022
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Program Mission

The mission of the University of Pennsylvania Masters in Genetic Counseling Program is to maximize the resources and clinical expertise of a renowned academic, research oriented medical school to prepare the next generation of genetic counseling clinical scholars to help shape the future of genetic counseling and genomic medicine.

Program Vision

To be the premier scholarly and experiential educational program that prepares genetic counseling students to become leaders who will advance patient care in the field of genetics and genomics.

Core Values

- The University of Pennsylvania Master of Science in Genetic Counseling Program (UPMSGC) values the ideals of personal responsibility, integrity and professionalism.
- We expect our students, faculty and staff to meet the highest academic, social and professional standards.
- We believe in a team-based and personalized approach to learning.
- We seek opportunities to provide the most current education for our students in the evolving field of genetics.
- We prepare students to grow and adapt as the field of genetics evolves.
- We believe that advanced education is paramount to the future of the genetic counseling profession.

Philosophy

The philosophy of the UPMSGC is based on the acceptance of the worth of all people. We believe that everyone has the right to effective health care and that services provided by genetic counselors occupy a necessary and unique role in the provision of total health care. Inherent in this belief is the recognition that individuals should be empowered to make informed choices about genetic testing and services free from coercion. We believe that professional education should contribute to the ongoing development of intellect and character, and so the genetic counseling faculty is dedicated to providing an environment that fosters not only excellence in clinical skills and academic performance, but also growth in human values, effective interpersonal relations, professionalism, and leadership. Faculty members are content experts.
who use sound educational methodologies ranging from integrated didactic, clinical learning and research to enhance independent learning to advance students' knowledge, skills, and attitudes as they apply to clinical practice. The overall educational process is facilitated by dynamic interactions among faculty and students, with the goal that students graduate highly skilled in critical thinking and problem solving, competencies that presume mastery of genetic counseling content and associated counseling skills.

Goals

To achieve the mission of the Program, faculty and students shall:

1. Demonstrate clinical reasoning to provide genetic counseling based on best evidence;
2. Demonstrate a broad range of knowledge in genetic conditions and testing;
3. Demonstrate effective communication skills for a variety of contexts;
4. Exhibit ethical and professional behavior;
5. Engage in ongoing, focused scholarship;
6. Promote respect for and participate in inter-professional collaborations;
7. Disseminate new and existing knowledge through a variety of mechanisms;
8. Exhibit exemplary leadership in the profession and society;
9. Engage professionally in diverse cultures and communities to identify health care needs and improve global health and wellness.

Program Leadership

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NONDISCRIMINATION STATEMENT

The University of Pennsylvania values diversity and seeks talented students, faculty and staff from diverse backgrounds. The University of Pennsylvania does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class status in the administration of its admissions, financial aid, educational or athletic programs, or other University-administered programs or in its employment practices. Questions or complaints regarding this policy should be directed to the Executive Director of the Office of Affirmative Action and Equal Opportunity Programs, Sansom Place East, 3600 Chestnut Street, Suite 228, Philadelphia, PA 19104-6106; or (215) 898-6993 (Voice) or (215) 898-7803 (TDD).

Academic Policies and Codes of Conduct

The Pennbook (https://catalog.upenn.edu/pennbook) is a collection of policies that relate to student life at the University of Pennsylvania. These policies govern academic activities such as grading and exams, provide guidance on the use of campus resources, and explain expectations for membership in the university community.

The two most important policies in the Pennbook are the Code of Student Conduct and the Code of Academic Integrity. These two policies outline the general responsibilities of being a student at Penn. All students are expected to have read and understood both policies before coming to campus. Students are also expected to abide by the Biomedical Graduate Studies (BGS) policies, adopted by the office of Master's and Certificate Programs at the Perelman School of Medicine, for both general and academic conduct. These policies can be found at https://www.med.upenn.edu/bgs/expectations-of-students.html
University of Pennsylvania Code of Student Conduct  
https://catalog.upenn.edu/pennbook/code-of-student-conduct/

University of Pennsylvania Code of Academic Integrity  
https://catalog.upenn.edu/pennbook/code-of-academic-integrity/

**Student Conduct**

Students in the Perelman School of Medicine of the University of Pennsylvania are accountable to comply with additional student codes of conduct and policies. A full description of the PSOM statements for the Academic Honor Code and the Code of Student Conduct are found at https://www.med.upenn.edu/student/policiesforprogressandconduct.html. The Code of Academic Integrity is provided in detail below.

**Code of Academic Integrity**

(from https://www.med.upenn.edu/student/student-conduct.html)

Since the University is an academic community, its fundamental purpose is the pursuit of knowledge. Essential to the success of this educational mission is a commitment to the principles of academic integrity. Every member of the University community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are also responsible for adhering to the principles and spirit of the University's Code of Academic Integrity.

**Academic Dishonesty Definitions:** (https://catalog.upenn.edu/pennbook/code-of-academic-integrity/)

Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance are prohibited. Examples of such activities include but are not limited to the following definitions:

A. **Cheating:** using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work or preventing, or attempting to prevent, another from using authorized assistance, material, or study aids. Example: using a cheat sheet in a quiz or exam, altering a graded exam and resubmitting it for a better grade, etc.

B. **Plagiarism:** using the ideas, data, or language of another without specific or proper acknowledgment. Example: copying another person's paper, article, or computer work and submitting it for an assignment, cloning someone else's ideas without attribution, failing to use quotation marks where appropriate, etc.

C. **Fabrication:** submitting contrived or altered information in any academic exercise. Example: making up data for an experiment, fudging data, citing nonexistent articles, contriving sources, etc.

D. **Multiple submission:** submitting, without prior permission, any work submitted to fulfill another academic requirement.

E. **Misrepresentation of academic records:** misrepresenting or tampering with or attempting to tamper with any portion of a student's transcripts or academic record, either before or after coming to the University of Pennsylvania. Example: forging a change of grade slip, tampering with computer records, falsifying academic information on one's resume, etc.
F. **Facilitating academic dishonesty:** knowingly helping or attempting to help another violate any provision of the Code. Example: working together on a take-home exam, etc.

G. **Unfair advantage:** attempting to gain unauthorized advantage over fellow students in an academic exercise. Examples: gaining or providing unauthorized access to examination materials, obstructing or interfering with another student's efforts in an academic exercise, lying about a need for an extension for an exam or paper, continuing to write even when time is up during an exam, destroying or keeping library materials for one's own use, etc.

*If a student is unsure whether his action(s) constitute a violation of the Code of Academic Integrity, then it is that student's responsibility to consult with the instructor to clarify any ambiguities.*

Any student who exhibits unprofessional behavior as determined by program leadership will be evaluated for probation. Continued unprofessional behavior will be grounds for removal from the program.

**Procedures for Taking Examinations, Tests and Quizzes:**

1. To eliminate suspicious behavior during any type of examination, no use of internet, online sites or a smart phone is allowed. All books, notes, note cards, papers, materials and instruments are to be left in a designated location away from the testing area, except for those materials previously specified by the faculty member.

2. The faculty member may remain in the room. If the faculty member leaves the room after the initial questions have been asked, he/she must remain accessible and may return to answer questions that arise during the examination.

3. Requests for clarification of questions must be directed only to the faculty member.

4. Silence is to be maintained in the exam room.

5. If possible, students should occupy every other seat.

6. Students are not to leave the test area unless an emergency arises, or by grant of permission. Faculty members' policies on leaving the testing area should be specified beforehand. If a student does leave the room, his/her laptop/test paper must be left behind.

7. In fairness to all students, each student must finish the examination by the end of the examination period. The examination time can be lengthened only if granted at the beginning of the period and only if the extension applies to all students.

**Procedures for Take-Home Tests**

Unless the professor specifically instructs otherwise, a take-home exam should be treated as an in-class exam.

1. If students are given a certain period of time to take the test, they must record the start and stop times and adhere to the limit.
2. Students must take the exam over a continuous period of time.

3. Consulting books, notes, the internet, or other outside materials while taking the exam is not permitted unless otherwise specified by the instructor.

4. Students are not permitted to consult classmates or other individuals for help.

5. The exam must be returned at the time and in the manner (whether as a paper copy or a scanned/electronic copy) indicated by the professor.

Procedures for Papers, Reports, and Other Written Work

1. When preparing all written work, students should take great care to fully acknowledge the source or sources of all ideas, language, diagrams, charts, or images (including but not limited to drawings, designs or photographs) etc., which are not their own. Intentionally appropriating the ideas, images or language of another person and presenting them without attribution is plagiarism. This includes the purchase or acquisition of papers from any source. To avoid committing plagiarism, the following rules must be observed:

   • Any sequence of words appearing in an essay or other writing assignment which are not the student’s words must be enclosed in quotation marks and the source identified in a manner designated by the instructor.
   • A paraphrase should not be enclosed in quotation marks, but should be footnoted and the source given.
   • An interpretation based on an identifiable source must be so attributed.

2. A student wishing to seek assistance from another student (i.e., proofreading for typographical errors) should consult the instructor to determine if such assistance is permissible. If permitted, such assistance should be acknowledged in the written work.

   • If instructors permit students to seek the assistance of other students on academic work, the exact nature of the assistance must be acknowledged in detail. This refers not just to papers, but also to class work and computer programs.
   • Any use of a commercial writing service is forbidden.

For specific questions, students should consult with the individual faculty member.

Grading

The grading system is as follows: A, excellent; B, good; C, fair; D, poor; and F, failure. At the graduate level, the grade of C does not constitute satisfactory performance. Letter grades may be modified by a plus (+) or minus (-) sign at the discretion of the course director. The minimum standard for satisfactory work in each course is a B-. The UPMSC program additionally requires that the quality of the student's work and their conduct in the program be of an appropriate professional quality to ensure advancement. Failure to meet these requirements may result in a student being placed on probation and/or require a student to withdraw despite a satisfactory grade average.
An incomplete grade in a course is designated as I. A student who fails to complete a course and does not withdraw within the prescribed period shall receive at the instructor's discretion either a grade of I (incomplete) or F (failure). It is expected, in general, that a student shall complete the work of a course during the term in which that course is taken. The instructor may permit an extension of time up to one year for the completion of the course. In such cases, any course which is still incomplete after one calendar year from its official ending must remain as "incomplete" on the student's record and shall not be credited toward a degree.

**Academic Standing**

The UPMSGC program has specific academic standards that are expected of all students. If a student fails to obtain a passing grade for a required course he/she will be placed on academic probation. Students may continue to enroll in other courses while on probation with the permission of the UPMSGC Program Director and input from the course director, as needed. The student must make arrangements with the course director to remediate any grades lower than a B- and these arrangements must be approved by the Program Director.

**Remediation Policy for Students not meeting Performance Expectations**

Students who are not meeting performance expectations may be required to complete additional work or work in a different format to demonstrate competency prior to graduation. Students will be considered for one of these alternatives in the following circumstances:

1. Any student who receives a grade of "B-" on two or more of the basic biomedical courses
2. Any student who does not demonstrate adequate progress or performance in Clinical Training as indicated by their clinical evaluation
3. Any student whose thesis is not progressing according to the established timeline
4. Any student on academic probation

Remedies to be considered include:

1. Repeating course(s) or portions of courses
2. Tutoring with faculty members or other services provided within the University
3. Additional clinical supervision in the areas needing improvement
4. Recommendation/Referral for external support
5. Oral Practical Examination
6. Other methods to be determined to meet the specific needs of the students as determined by the UPMSGC program leadership and the Associate Dean of Master's Programs, University of Pennsylvania, Perelman School of Medicine

When performance is first recognized to be inadequate, the program leadership will meet with the student as early as reasonable after the semester grades and/or clinical evaluations are available. At this meeting, the recommended remedy will be discussed and proposed plan will be drafted. The plan will be formally written and signed by both the Program Director and the student. An original will be given to the student and a copy placed in the student's file.
If the student does not agree with the need for remedies, he/she may file a grievance as described below.

**Academic Grievances**

Schools and academic departments within the University have established procedures for the resolution of student grievances concerning academic matters. Students who have a concern about a matter related to the graduate program or a course should first consult with individuals within their graduate program: Course Instructor and UPMSGC Program Director. If the student's concerns persist, he or she may consult with the Office of Master's and Certificate Programs' administration or with the Associate Dean for Master's Programs.

**Grievance Policy**

Students may also take concerns to the University Ombudsman whose mission is to "ameliorate those conditions that may impede community members finding satisfaction with their lives at Penn." More information can be found at: [http://www.upenn.edu/ombudsman](http://www.upenn.edu/ombudsman).

**Appeal of a Grade**

Evaluation of a student's performance is the responsibility of the Instructor. Should a final grade in a course be disputed, the student must submit a written appeal to the Instructor within the first two weeks of the academic semester immediately following the semester in which the grade was received. The Instructor must respond in writing to the student within two weeks of receiving the written appeal from the student. If, after receiving the written response to the appeal from the Instructor, the student still believes that the grade has been unfairly assigned, the student must submit a written appeal to the student's Graduate Group Chair. If the Chair believes the appeal demonstrates evidence of negligence or discriminatory behavior, an advisory committee will be formed to review the student's appeal and make a recommendation to the Chair. The decision of the Chair is final.

**Degree Requirements:**

- Requirements include coursework, first-year internships, clinical internships, and a thesis project
- Satisfactory completion of all required internships at approved sites with participation in at least 50 supervised participatory cases
- A research paper (thesis) satisfactorily completed during the second year
- Participation in experiential learning and advocacy components. Students are expected to complete and log into Typhon at least 10 hours of advocacy work and 10 hours of teaching in each year of the program
- Satisfactory completion of required coursework totaling 14 credit units
- Satisfactory completion of required non-credit courses, including clinical and professional development activities
• An overall minimum GPA of 3.0 maintained throughout the program. A grade below "B-" is not acceptable towards the degree
• Continuous enrollment for four semesters

**Dismissal**

Students are expected to abide by the regulations set forth by the University of Pennsylvania and the written policies and procedures of their respective departments. The University reserves the right to dismiss a student at any time for unsatisfactory academic performance or for conduct detrimental to the University or to the welfare of other students. Departments also reserve the right to dismiss a student if it is determined that a student's conduct is unprofessional or is not consistent with the code of ethics of their intended profession.

A student may be dismissed from a program for the following reasons:

• A grade below "B-" in a didactic course
• A grade of "U" in a Clinical Internship
• Inadequate progress in thesis research
• Failure to complete required plan for remediation
• Conduct detrimental to the University or to the welfare of other students
• Conduct that violates the code of academic and/or professional ethics
• Unsatisfactory GPA (Academic Standing)
• In addition to GPA, students also must be making adequate progress toward the degree to have satisfactory academic standing. After review, a student may be dismissed from the University if it is determined that he or she is not making adequate progress.

**Withdrawing from the Program**

A student who wishes to withdraw from the program should meet with the Program Director and give notification of the intent to withdraw. After discussion, the student will be asked to prepare a letter for the Program Director, including the departure timeline and reasons for withdrawal. The Program Director will forward the letter to the Associate Dean of Master's and Certificate Programs, University of Pennsylvania, Perelman School of Medicine.

**Assessment of Learning Outcomes**

Assessment is essential to examine the capability of our faculty, curriculum, staff and learning environment to prepare students to enter the profession of genetic counseling. The Accreditation Council for Genetic Counseling (ACGC), University of Pennsylvania, and the Genetic Counseling Program require documentation to help determine if academic and clinical education experiences prepare the student as an entry-level genetic counselor with the requisite knowledge and skills. The mission of the ACGC is to protect the interests of students and the public by setting standards for genetic counseling education and accrediting graduate programs. Accredited genetic counseling programs demonstrate compliance with standards developed by ACGC. If a
genetic counseling program is not accredited, the graduated students cannot sit for the licensure examination and cannot practice as a certified genetic counselor in the United States.

The assessment of compliance in meeting ACGC standards is monitored by collecting measureable outcomes. The program collects information about the adequacy of the teaching and content offered in classroom and clinical experiences, the quality of instruction and the environment in clinical education experiences, the didactic curriculum, student performance on the licensure examination, and success in securing employment. Students are asked routinely to provide narrative and objective information to assist in this assessment. In addition to collecting student opinion, the program also needs to collect examples of student work so that external reviewers can assess our ability to achieve learning outcomes.

**Student Confidentiality**

Information shared with individual faculty members will be kept in confidence unless students give permission for others to be included. If a faculty member believes that information should be shared with the Director, Associate Director, or Assistant Director, the faculty member should inform the student(s) and either ask for permission to share the information or advise the student to discuss the issue with the other individuals.

**Attendance Policy**

**Class Attendance**

Attendance at all classes is required. Students who cannot attend class are expected to contact the instructor before the scheduled class session. All students in the genetic counseling program are allowed two excusable absences per year. If the absence is for more than two days, the student must notify the Program Director. The Program Director will inform faculty members in a timely fashion. The Program Director shall share the reason for the absence only if permission has been given and if it is deemed necessary. The preferred method of sharing personal information is in one-on-one discussions or in a closed faculty meeting. Students who miss a class are expected to watch the recording of the session if it is available, and/or to request notes from a classmate if it is not.

**Missing an Exam**

Students are required to notify the instructor before, or on the day of an exam if illness or accident prevents them from attending an exam. For students with a valid reason for missing the examination, the instructor will reschedule the examination as soon as possible.

**Clinical Training Attendance for the Genetic Counseling Master's Program**

Attendance is required for clinical placements. Students must notify their clinical supervisors if they are unable to attend their internship. Each student will be allowed two excusable absences for the entire school year. After two clinical days are missed, arrangements must be made with the supervisor to make up the days.
Inclement Weather and Clinic Attendance

In the event of a significant weather event that may result in the early or complete closing of the University of Pennsylvania, please follow the instructions below:

1. If classes are canceled at the University of Pennsylvania due to inclement weather, then students will be excused from clinic as well.

2. If the University is open, but a student does not feel he/she can safely make it to the clinic, he/she must inform their clinical site supervisor.

3. If the weather worsens during the day, students must follow the expectations of the clinic AND make a decision about their safety based on their commutes. In the event a student must leave before the full clinic time, the need for any make-up time will be determined on an individual basis.

Title VI, Title IX, and the Rehabilitation Act

Federal law requires the University to designate an employee to coordinate its compliance, including the investigation of complaints with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Rehabilitation Act of 1973. In addition, the University is required to have procedures for the resolution of student and employee grievances alleging violations of these laws.

Any student in the University who feels that he or she has been discriminated against by an individual or office acting for the University or that the University is not complying with the requirements of Title VI, Title IX, or the Rehabilitation Act, has a right to register a complaint and seek redress of his or her grievance. The student may take his/her complaint to the following University office:

Office of Affirmative Action & Equal Opportunity Programs

The Office of Affirmative Action & Equal Opportunity Programs monitors the University's equal opportunity/affirmative action policies and programs. The office also is responsible for coordinating complaints with non-discrimination laws (including investigating complaints and coordinating programs for the disabled). The OAA staff is available to consult with faculty, staff, students, and members of the community who have questions or concerns regarding the application or possible violation of these policies, Title VI or Title IX. The office is located at

3600 Chestnut Street  
Sansom Place East, Suite 228  
Philadelphia, PA 19104  
215-898-6993

In addition, the Office of Affirmative Action is responsible for coordinating complaints with non-discrimination laws, including investigating complaints and coordinating programs for the disabled. The OAA staff is available to consult with faculty, staff, students, and members of the community who have questions or concerns regarding the application or possible violation of these policies, Title VI or Title IX.
Health Services and Background Check

Health Services

Incoming students are required to meet the immunization requirements for Penn's health care professional students. These can be found at [https://shs.wellness.upenn.edu/compliance/](https://shs.wellness.upenn.edu/compliance/)

All clinical sites require that students have a seasonal flu vaccine in order to attend clinic during the months of October through March. Student Health Services can administer the flu vaccine. Documentation of the flu shot is required for participation in clinical sites.

Genetic counseling students are required to have a minimum of one PPD test yearly for participation in the clinical experiences. This test is offered for a fee at Student Health Services. In the event of a positive test, subsequent testing or medical documentation will be necessary before entering a clinical experience.

Some clinical sites require additional physical exams, immunizations, or titers. These services can be obtained from a private medical caregiver, but they are also available at Student Health Services. The Penn Student Insurance Plan (PSIP) covers the cost of all vaccines required by the University or the program. For students not on PSIP, the vaccine cost will be billed to their bursar account, and they may then submit it for reimbursement to their insurance carrier.

Health Insurance

Full-time students (3 CUs or more) are required to pay a separate Clinical Fee for access to the Student Health Service. All students must enroll in a private health insurance plan that provides an equivalent capitated payment to the Student Health Service (i.e., the Penn Student Insurance Plan or a private plan that provides an equivalent capitated payment).

Medical Emergencies/Student Needs

In the event of any emergency, contact 911.

Public Safety should also be contacted for all on-campus emergencies at 215.573.3333, or 511 from a campus phone.

The Division of Public Safety is a central source for information about police, fire, and emergency services, security services, including walking escorts, and special victim services. For general information, call 215.898.7297.

The University has initiated a HELP Line, a 24-hour-a-day phone number for members of the Penn community who are seeking time sensitive help in navigating Penn's resources for health and wellness. Any member of the Penn community can utilize this service by calling 215-898-HELP(4357). Calls will be answered 24 hours a day, 7 days a week by Division of Public Safety professionals trained in mental health referrals by staff from Counseling and Psychological Services (CAPS).
Students in serious distress can also contact Counseling and Psychological Services (CAPS), 3624 Market Street, First Floor West, at 215-898-7021. (For an emergency after business hours, press 1 and ask to speak to the CAPS on-call clinician.)

**Background Check/Drug Screens**

Prior to beginning clinical placements, students are required to complete a Pennsylvania Criminal Background Check, FBI Clearance, and PA Child Abuse History Clearance, OIG/GSA checks, social security number trace, and sex offender website checks. The OIG/GSA Sanctions Report is comprised of the following components: OIG (Office of Inspector General) and GSA (General Services Administration). The OIG/GSA search utilizes the U.S. Dept. of Health and Human Services (DHHS) and the Office of Inspector General's database for individuals and businesses excluded or sanctioned from participating in Medicare, Medicaid or other federally funded programs.

Complio/American Databank is the company used for background screening and immunization compliance. If the check is not clear, students may not be able to participate in the clinical education component of the curriculum and thus will not be able to graduate.

If students have been convicted of a felony, they will most likely not be granted a license to practice genetic counseling by any state currently issuing licenses for genetic counselors.

Increasingly individual clinical sites require additional background clearances prior to participating in a clinical experience. These may include but are not limited to additional child abuse clearances, FBI background checks, and fingerprinting.

In addition, clinical sites require students to undergo a multi-panel drug screen. Students will be instructed to register electronically with Complio/American Databank, a web-based screening company, and complete the testing through them. The results will be available to the student, the Program Director and the Assistant Director via a secure web portal. Students will have the ability to share this information with the necessary clinical facilities in a secure manner on an as-needed basis.

It is the student's responsibility to search out, confirm, and meet these requirements and any additional ones imposed by the assigned clinical site as the requirements are frequently updated. Failure to do so will jeopardize the student's ability to participate in a clinical experience and thus jeopardize completion of the curriculum. Unacceptable results from any check will be reviewed by the MSGC program and may result in dismissal from the program.

In the event of any positive finding on any check/clearance/screen, the student will meet with the Program Director to determine the consequences.

**CDC & OSHA**

There are potential health risks for a practitioner in any healthcare setting. In an effort to minimize those risks, all students will be trained in infection control per the Centers for Disease Control (CDC) and the Occupational Safety and Health Administration (OSHA). Students are
required to receive clearance for program participation through physical examinations and immunization/titer requirements in order to protect students and patients during the academic and clinical portions of the curriculum. The use of standard precautions is required during all portions of the curriculum and details may be found at the CDC website www.cdc.gov and specifically http://www.cdc.gov/hicpac/2007IP/2007ip_part2.html.

**Student Information Shared with the Clinical Sites**

Contractual agreements with clinical facilities require our students to be prepared for the clinical setting concerning academic performance, previous clinical performance, health requirements, and in many instances, a variety of background checks and drug screens. The Program Director and Assistant Director share any of the above information with the clinical sites as required for participation in clinical education at a facility or as deemed beneficial to the success of the student. Personal information will be shared by mailing of hard copies, in-person/hand-delivery, web-based authorization by students (drug screening), or phone conversations to those directly involved with the clinical education of the student. In the event a student is not in good academic standing, full disclosure to a site engaged in clinical remediation is necessary for the benefit of the site and the success of the student. Each student signs a release acknowledging the priority of patient safety and thus permitting this exchange of information.

**Guidelines for Clinical Internships**

During the second year of the UPMSGC Program, students are required to complete 80 days of clinical experience. All clinical rotations are assigned by the Assistant Director after discussion with the students, Program Director, and potential supervisors. The rotations are determined based upon the students’ interests and previous experiences.

The goals for clinical rotations are to:

1. Orient the genetic counseling student to the specific clinical setting.
2. Instill an appreciation for the delivery of genetic services, including scheduling, billing, and departmental policies.
3. Familiarize the student with obtaining and reviewing medical records.

The goals for the student are to:

1. Acquire experience with laboratory services such as selecting a lab, obtaining informed consent, completing requisitions, and understanding and communicating results.
2. Observe diagnostic procedures and physical exams.
3. Participate in continuing professional educational experiences such as journal clubs, rounds, and case conferences.
4. Observe and participate in genetic counseling cases: preparation, intake, pedigree construction and analysis, counseling, documentation, and follow up.

This list is intended as a guide to student activities in clinical placements. Each clinical training site and student will have unique needs, and circumstances and each student will progress at his/her own rate.
Every student is required to set individual goals for each rotation by completing the self-assessment form to monitor his/her progress. These goals are discussed between the student and clinical supervisor at the beginning of each rotation. The student, with the help of the supervisor, works towards these goals during the rotation. Goals may be modified as the internship progresses.

The student must receive timely feedback throughout the rotation. In addition to comments on individual cases, a regular time for supervision sessions to assess overall progress needs to be scheduled. The supervisor uses the students’ goals as well as the evaluation form provided to guide this assessment.

A completed evaluation form will be reviewed with the student and returned to the Assistant Director at the end of the rotation. The form is shared with the Program Director and stored in the student's permanent record. All students will complete two evaluation forms of each clinical internship site at the end of a rotation. One form is shared with the clinical supervisors (the Supervisor Evaluation Form) and one form (Site Evaluation Form) is used to provide feedback to the UPM MSGC Program.

**Description of Clinical Rotations**

Students complete four clinical internships to satisfy the required 80 days. Students are required to complete 20 days at each of the four rotations.

The first clinical rotation is completed during the summer, between May and July. This rotation allows students to attend clinic 3-4 days per week to experience the real-time functioning of a clinical genetics program, including following through on cases.

The goal of the first clinical rotation is to allow the novice genetic counseling student the opportunity to speak with patients and to learn to obtain information from them. Patients often intimidate the beginner. The students must overcome their apprehension and become comfortable interviewing a variety of different patients. One of the main objectives of this rotation is to ensure that the counseling student learns to be flexible in his/her interviewing style to adjust to the patients' needs and level of understanding. Students need to learn to assess their own progress and to discuss areas of strength and weakness with their supervisors. As the student progresses, the supervisor should allow the student to take on more responsibility for the session.

This is the first rotation in which the students are required to begin documenting core cases for their logbooks. Students are encouraged to write all patient contacts down on the logbook sheets to practice documenting their cases. Fifty core cases are required to satisfy the ACGC's requirement. The program provides students with a template to record cases. Students are required to document participation in the Practice Based Competencies (PBCs). During summer rotations, students generally obtain approximately 10 cases, however some students obtain many more cases depending on their own experiences and the volume of their clinical site.
The second clinical rotation often begins in early September and continues for 10 weeks. Students typically attend this rotation two days each week. Students are excused from clinic during the National of Society of Genetic Counselors Annual Conference. While students will be assuming greater responsibility for cases, the setting for this rotation may be quite different than the student’s first rotation. Therefore, there may be a renewed time of observation and learning before the student moves forward.

The third clinical rotation is scheduled from mid January until the end of February. Students typically attend this rotation two days each week. Supervisors and students will need to set goals based on the students’ progress and experience in previous rotations.

The fourth clinical rotation starts in the beginning of March through the end of April. Students will attend this rotation two - three days each week. It is expected that students will be able to conduct full sessions with minimal supervision by the end of this rotation.

A schedule with specific dates is prepared and distributed yearly. The four rotations will reflect a variety of settings and clinical practices. The interests and skills of the individual students will be considered in making clinical assignments.

Guidelines for Summer Rotations away from the University of Pennsylvania

With approval from the Program Director and Assistant Director, students in good academic standing may complete a summer rotation away from the University of Pennsylvania in place of or in addition to one of the four scheduled rotations. The process for obtaining an ad hoc summer rotation is as follows:

1. The student meets with the Assistant Director to discuss the student’s interests and geographical desires. Approval for an ad hoc summer rotation is at the discretion of the Program Director and only for students in good academic standing.
2. The student and Assistant Director agree upon clinical supervisors to contact and which of them should make the initial contact.
3. The Assistant Director contacts the proposed supervisor and discusses the Guidelines for clinical rotations and completes any necessary institutional agreements.

Typhon

Typhon is a web-based tracking system that students use to document their clinical observations and experiences during their 2 years in the program. This documentation is important in making sure that students are on track to meet the case requirements they need to graduate and sit for the ABGC board exam.

Typhon is used to record conferences students attend, teaching experiences, and advocacy activities, all of which are required by the ACGC Standards for Accreditation.

Students will be emailed a login and a password to access Typhon. In addition to recording information, students can also access the directory of clinical sites and clinical supervisors.
**Dress Code for Clinical Placements**

All of the clinical placements associated with the UPMSGC have dress codes. Students who have contact with patients must be aware of and in compliance with the standards at each institution. The MSGC program requires that all students maintain high standards in personal appearance, dress, health and hygiene. Appearance should reflect a professional standard that supports a positive message of competence, safety, and friendliness, pride in who we are and pride in the organization we represent.

Because of varying departmental needs and services, clinical sites may establish individual standards. However, cleanliness, safety and professional appearance must be consistently applied. Apparel should be in keeping with the professional atmosphere of the Medical Center and appropriate to the department and/or work of the wearer. Dress should not detract from or inhibit doing the work or be a distraction to the patient being seen.

A. Apparel should be clean, pressed, properly sized, and in good condition without tears.

B. Apparel should not be provocative or revealing. Appropriate undergarments are to be worn.

C. Footwear (shoes and socks/stockings) is to be worn; it should be well-kept and should not contribute to accident or injury. **No flip flops are allowed in clinical sites.**

D. Strong perfumes, aftershave lotions, hand/body lotions, and strongly scented hair products should not be worn in patient care areas.

E. Hair should be clean and should be controlled so that it will not come in contact with patients during care. Makeup should be natural and conservative.

F. Tattoos should not be visible.

G. Apparel, including t-shirts, badges, signs or buttons that advertise commercial products or express political, controversial or divisive viewpoints, are prohibited in patient care areas.

H. **The following items are considered inappropriate dress in all areas:** Tank tops, undershirt tops, halter tops, sweat pants, cut-off shorts, short shorts or skirts, sleeveless shirts and leggings. Tops need to be long enough and high enough to provide adequate coverage of the abdomen, back and chest.

I. [https://www.med.upenn.edu/student/dress-code-policy/](https://www.med.upenn.edu/student/dress-code-policy/)
Forms for Clinical Rotations

All forms for Clinical Rotations are posted and stored on Canvas.

1. **Self-Assessment Form**
   Second year students complete the self-assessment form prior to each clinical rotation. The student reviews the form with the Clinical Supervisor and turns it into the Assistant Director at the Genetic Counseling Program. The self-assessment form is also located on Typhon. We encourage students to complete the form electronically on Typhon.

2. **Clinic Rotation Evaluation Form**
   The Clinic Rotation Evaluation form is completed by the Clinical Supervisor to evaluate the performance of the student during each rotation. Supervisors review the form with the genetic counseling student at the completion of the rotation and send it to the Assistant Director. The evaluation form is forwarded to the Program Director for review and then placed in the students' academic files.

3. **Supervisor Evaluation Form**
   This form is completed by the student at the end of the rotation. The student returns the completed form in to the Assistant Director who will share it with the Clinical Supervisor.

4. **Site Evaluation Form**
   This form is completed by the student at the end of the rotation. The student returns the completed form in to the Assistant Director, who does not share the information with the site.

5. **Internal Logbook Checklist form**
   Students are required to complete one checklist for each case they include in their logbooks. This form enables students to provide more detail about their participation in a case. Students must complete the clinical reflection statement entirely as required by the ACGC. The following are sample responses: "my supervisor commented on how I have to become more comfortable using an interpreter and she gave me the following suggestions .... My supervisor said that this session flowed much better but I have to work on" ...."

6. **Logbook form**
   Students complete an entry on the logbook form for each case in which they actively participate. Students check off different areas to reflect participation in a case. In order to count a case, students must check off at least three different practice based competencies.
Thesis Projects

A project/thesis is required for graduation. Beginning in the first semester, students work with the Associate Director and other advisors to identify a research topic based on their area of interest. The student will complete a research project of his/her own design under the supervision of their mentor and Thesis Committee. The overall learning objective is to provide students with experience in all aspects of the research process. Students will graduate from the program with an appreciation of how to develop a research idea, conduct ethical research, interact with an IRB, and convert raw data to a written and comprehensible paper suitable for publication. Any student who has concerns with the scope of the project or with his/her primary mentor or committee will be encouraged to meet with the Program Director and Associate Director to mediate such concerns. At the end of the second year, students will present their work to their committee and to the members of the genetics community. Students will be encouraged to submit their research for presentation at a national conference, and/or for publication.

Graduation Requirements/Procedures/Information

Readiness for Graduation Review

In January of the second year, each student meets individually with the Program Director to review progress in course work, counseling skills acquisition and thesis projects to assess readiness for graduation and discuss the final semester and post-graduation plans. The form is included in the Appendix.

Exit Interview

Between the end of final exams and before graduation, each student meets with the Program Director for their exit interview. The interviews last approximately 30-45 minutes.

Goals of the exit interview:

1. To review the student's logbook to ensure that fifty core cases have been obtained. The fifty core cases must reflect the ACGC standards. Once the cases have been reviewed, the Program Director can provide documentation to the ABGC that the student is eligible to take the certification exam.

2. To discuss post-graduation plans in terms of job search and whether the student will take the ABGC exam in August.

3. To reflect together on the 'student's time in the program, to share strengths, weaknesses, concerns, etc.

The student must bring the following items to the interview:

1. Horizontal logbook sheets with supervisor signatures. Students need to highlight the 50 core cases from the total number of cases.
2. One example case from each of the four second-year clinical rotations. An example case generally includes a letter written by the student, pedigree, intake sheet, and supporting materials for the case that illustrate the student's involvement.

3. Downloaded pdfs from Typhon documenting participation of teaching and volunteer activities.

4. Laptop or iPad to review Typhon cases.

**Honors and Awards**

*The Genetic Counseling Distinguished Student Award*

One student from the graduating class is chosen for both academic excellence (GPA, as provided by the Registrar's office) and application of counseling theory to provide personalized and empathetic patient care. The Genetic Counseling Program leadership determines the awardee each year. The first award was presented in 2010.

*The Tracy M. Gardner Excellence in Genetic Counseling Award*

One graduating student who exemplifies the best counseling skills in his or her clinical placements is selected for this award. It was established in 2014 by the Gardner family in memory of Tracy M. Gardner, a genetic counselor in the Philadelphia area who had a strong commitment to counseling and patient care. The Gardner family continues to support the award. The selection committee includes genetic counselors who worked with Tracy M. Gardner.

*Published Research Award*

This award is presented on Thesis Day to the graduate from the previous year who is the first in his or her graduating class to have thesis research accepted for publication in a peer-reviewed journal.

**Scholarships and Fellowships**

*The Marie Barr Genetic Counseling Research Award – CdLs and Related Diagnoses*

This is a competitive award given to a first-year student with strong academic and counseling credentials who is interested in completing a thesis project on Cornelia de Lange syndrome or other rare developmental diagnoses. The award recognizes Marie Barr, one of the first genetic counselors in the Philadelphia area. It seeks to "promote the development of expertise in genetic counseling issues related to rare developmental diagnoses". The award was established in 2014 by Laird Jackson, MD, and Ian Krantz, MD, director of the Center for Cornelia de Lange Syndrome and Related Diagnoses at The Children's Hospital of Philadelphia. It includes a stipend of $2,000 to fund the student's thesis project.

Early in the spring semester, Sarah Raible, MS, LGC, the Clinical Director of 'CHOP's CdLS Center and the genetic counselor who serves as the thesis advisor for the Marie Barr Award projects, visits a first-year class and shares the history of the award. She explains the instructions
for applying, and a packet of potential thesis project ideas for students to consider (though
students are welcome to propose an original idea), and application deadlines.

The application consists of a CV/resume and a brief (no more than a page) letter of interest
explaining why the student wants to work on a thesis project with the CdLSCenter as well as any
other qualifications the student may have. The application is typically due in late February, and
the recipient is notified by the end of March. The award is presented annually at Thesis Day.

**Leadership Education in Neurodevelopmental Disabilities (LEND) Fellowship**

The LEND program at CHOP is funded by the Maternal Child Health Bureau of the U.S.
Department of Health and Human Services. It has a mission to "support the development of
exemplary expertise, skills, and competence in the care of children with neurodevelopmental and
related disorders, including children from medically underserved populations; and to instill the
qualities that promote interpersonal leadership in the service of improving the quality of life and
outcomes for these children and their families" (LEND Trainee Handbook, 2018).

Applicants for the LEND fellowship should have a particular interest in pediatrics,
neurodevelopmental disability, advocacy, and/or underserved populations. LEND provides
fellows with extra training in these areas and the opportunity to work directly with community
programs designed to improve care for these populations.

One genetic counseling student is chosen in the spring of the first year by the selection
committee. Livija Medne, MS, LCGC, is the genetic counseling director for the LEND
fellowship. She conducts reviews of the applications and interviews select applicants, and she
also serves as the mentor to guide the student in creating and executing a training plan for the
LEND year.

The Genetic Counseling LEND fellow receives a substantial stipend, but the amount may vary
year-to-year depending on funding. The fellowship typically runs from mid-July through May of
the following year. Beginning in July, the LEND fellow spends one day a week (typically
Monday) at CHOP throughout their second year of training. Trainees in LEND programs
participate in academic, clinical, leadership, and community opportunities. For more details
about the application process and the requirements of the fellow, see the page attached to this
handbook.

**Integrated Genetics Genetic Counseling Scholarship**

The University of Pennsylvania Masters in Genetic Counseling Program is one of only two
programs selected by Integrated Genetics to participate in this program. Integrated Genetics is
one of the largest employers of genetic counselors. Interested students can apply for this two-
year scholarship following the announcement of the Match and payment of their deposit to the
University. One student will be chosen from each class and notified in late June or early July.

The selected student will receive a scholarship award of $15,000 per year during each of their
two academic years. They also will receive a $3,000 stipend in the summer of 2019 to defray
expenses for a required eight-week prenatal genetic rotation at an Integrated Genetics clinical
site.
Upon graduation from the program, the scholarship recipient will be expected to meet the requirements for and accept an offer of employment with Integrated Genetics at one of its clinical locations. The awardee is expected to remain employed with Integrated Genetics for at least three years following commencement of employment and to maintain a consistent level of performance.
University of Pennsylvania Systems

PennCard
PennCard is the official identification care of the University of Pennsylvania and is required for all students. The PennCard center is located on the second floor of the Penn Bookstore at 3601 Walnut Street. A valid government issue photo I.D. will be required in order to pick up your new PennCard. The office can be reached at http://www.upenn.edu/penncard.

PennKey
Your PennKey name and password gives you access to PennNet, a Penn e-mail account, and many other essential services. All students are required to have a current, active PennKey and password.

Penn InTouch
Penn InTouch provides secure web access to view current billing information, course registration and schedules, academic records, student health insurance, etc. Access to this site requires login with PennKey and password; http://pennintouch.apps.upenn.edu.

The PennPortal
The PennPortal webpage bundles together links to important information for students. Access the PennPortal at www.upenn.edu/penn_portal/.

Canvas
Canvas is the online course site system used for the majority of courses and by the University. Individual pages are set up for each course and can be accessed with PennKey and password. Log in at https://canvas.upenn.edu Support: canvas@pobox.upenn.edu
Penn Services and Resources

Career Services
McNeil Building, Suite 20
http://www.upenn.edu/careerservices

Computing and Information Services (Med)
1300 Blockley Hall
Phone: 215-573-9185
http://www.med.upenn.edu/infotech/

Counseling and Psychological Services (CAPS)
133 South 36th Street
Phone: 215-573-8966
After Hours & Weekend Emergencies: 215-349-5490
http://www.vpul.upenn.edu/caps/

Graduate and Professional Student Assembly (GAPSA)
http://gapsa.upenn.edu/

Graduate Student Center
3615 Locust Walk
Phone: 215.746.6868
http://www.upenn.edu/gsc/

Weingarten Learning Resources Center Office of Student Disability Services
3702 Spruce Street
Stouffer Commons, Suite 300
Philadelphia, PA 19104
215-573-9235
http://www.vpul.upenn.edu/lrc/sds/

Office of Learning Resources
3820 Locust Walk,
Harnwell College House, Suite 110
Phone: 215.573.9235
http://dolphin.upenn.edu/~lrcenter/lr/lr.html

Student Financial Services
100 Franklin Building
3451 Walnut Street
Phone: 215.898.1988
http://www.sfs.upenn.edu/home/

Student Health Services
Lower Level, Penn Tower Hotel
34th Street and Civic Center Boulevard
Phone: 215.349.5797
Appointments: 215.662.2852
Medical Records: 215.349.5370
Insurance and Immunization: 215.573.3523
Triage Nurse: 215.349.8245
http://www.upenn.edu/shs/index.html

Van Pelt Library
3420 Walnut Street
http://www.library.upenn.edu

Biomedical Library
36th Street and Hamilton Walk
http://www.library.upenn.edu/biome
Appendix
Program Organization

Program Leadership

Kathleen D. Valverde, MS, LCGC – Program Director
Laura J. Conway, PhD, LCGC - Associate Program Director
Lisa J. Kessler, MS, LCGC – Assistant Program Director
Jo MacKenzie, MA – Academic Coordinator

Ian Krantz, MD – Medical Director
Donna McDonald McGinn, MS, LCGC – Professional Development Officer for Genetic Counseling Practice
Rose Giardine, MS, LCGC – Senior Site Coordinator, University of Pennsylvania
Beth Keena, MS, LCGC – Senior Site Coordinator, Children’s Hospital of Philadelphia
Livija Medne, MS, LCGC – Director, Genetic Counseling Fellowship, LEND

Working Committees

**Curriculum:**
Committee Chairs:
Tanya Bardakjian, MS, LCGC – Neurogenetics at University of Pennsylvania
Livija Medne, MS, LCGC – Roberts Individualized Medical Genetics Center, Dept of Neurology, CHOP; LEND

Committee Charge: *The Curriculum Committee will be responsible for regular review of the curriculum. Members will review course evaluations and syllabi to ensure course content is meeting goals of the program and adhering to ACGC Practice Based Competencies and Standards for Accreditation.*

**Clinical Education:**
Committee Chairs:
Holly Dubbs, MS, LCGC – Division of Neurology, Children’s Hospital of Philadelphia
Jessica Long, MS, LCGC – Abramson Cancer Center, University of Pennsylvania

Committee Charge: *The Clinical Education Committee will assess clinical education practice with respect to the ACGC Practice Based Competencies and Standards for Accreditation. Committee members will be clinical supervisors who can provide oversight to ensure that students are exposed to the necessary depth and breadth of clinical experience, including participation in fundamental counseling roles for core cases.*
Research:
Committee Chairs:
Katie Helbig, MS, LCGC – Division of Neurology, Roberts Center for Pediatric Research, CHOP
Beth Wood, MS, LCGC – Telegenetics Program, University of Pennsylvania

Committee Charge: The committee will support student research including publication and other dissemination of students’ scholarly endeavors. Committee members will be genetic counselors with research experience who will themselves serve as thesis mentors.

Admissions:
Committee Chairs:
Dana Farengo Clark, MS, LCGC – Cancer Risk Evaluation Program, University of Pennsylvania
Stacy Woychiechowski, MS, LCGC – Cardiology, CHOP

Committee Charge: The Admissions Committee will participate in recruitment and evaluation of applicants to the program with the goal of identifying the most highly qualified candidates and increasing diversity. Committee members will participate directly in the admissions process by reviewing applications, conducting interviews, and engaging in recruitment activities.
### Master of Science in Genetic Counseling Curriculum – 2020-22

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<tr>
<td><strong>First Year</strong></td>
<td>GENC 601  Advanced Genetics and Genomics</td>
<td>GENC 604  Reproductive and Developmental Genetics</td>
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<td>GENC 602  Mechanisms of Diseases</td>
<td>GENC 611  Cancer Genetics</td>
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<td>GENC 603  Introduction to Genetic Counseling</td>
<td>GENC 612  Genetic Counseling Theory and Practice I</td>
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<td>GENC 613  Foundations in Clinical Genetics and Genomic Technologies</td>
<td>GENC 614  Introduction to Genetic Counseling Research</td>
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<td><strong>GENC 670 Internship #1</strong></td>
<td><strong>GENC 670 Internship #2</strong></td>
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<td>• Genetics Rounds</td>
<td>• Advocacy Activities</td>
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| **Second Year** | GENC 620  Medical Genetics I                       | GENC 630  Medical Genetics II                            |
|                | GENC 621  Genetic Counseling Theory and Practice II| GENC 631  Genetic Counseling Theory and Practice III     |
|                | GENC 623  Ethical Issues in Genetic Counseling     | GENC 645  Professional Development II                    |
|                | GENC 640  Professional Development I               | GENC 655  Genetic Counseling Rounds II                   |
|                | GENC 650  Genetic Counseling Rounds I              | GENC 900  Master’s Thesis                                |
|                | **GENC 680 Clinical Internship #1**                |                                                          |                                                          |
|                | • Genetics Rounds                                  | • Journal Club                                          | • Thesis Work                                               |
|                | **GENC 680 Clinical Internship #2**                |                                                          |                                                            |
|                | **GENC 680 Clinical Internship #3**                |                                                          |                                                            |
|                | **GENC 680 Clinical Internship #4**                |                                                          |                                                            |

### Degree Requirements

- Completion of 14 CUs including coursework, practica, clinical internships and thesis
- An overall minimum GPA of 3.0 maintained throughout the program. A grade below “B-“ is not acceptable toward the degree.
- Satisfactory completion of all required clinical internships at approved sites with participation in at least 50 supervised cases.
- A thesis research paper satisfactorily completed during the second year.
- Continuous enrollment for five semesters.
Take Home Exam Agreement

This is a take-home exam that should be treated as an in-class exam. Please note the following guidelines and sign that you agree:

1. I will take the exam over a continuous period of a maximum of *** hours.
2. I will indicate the start and stop times below.
3. I will not use books, notes, the internet, or other outside materials while taking the exam.
4. I will not consult my classmates or other individuals for help while taking the exam.
5. I will return the exam no later than **** a.m./p.m. on ***. The exam can be returned either as a paper copy or as a scanned and emailed electronic copy.

I agree to abide by the above guidelines:

Signature: _________________________________________  Date: ______________________

Start time: ______________________

Stop time: ______________________
Master of Science in Genetic Counseling Program

Academic Honor Code
for the University of Pennsylvania
Perelman School of Medicine

I will conduct myself in the highest standards of honesty and integrity in the classroom and in my clinical work as defined below:

I will neither give nor receive aid in examinations or assignments unless expressly permitted by the instructor.

I will report accurately all data regarding history and physical findings, laboratory results, and other information relevant to patient care.

Any research I conduct will be done in an unbiased manner, with results reported truthfully and with credit given for ideas developed and work done by others.

I will not engage in any forms of plagiarism in any manuscript, presentation, or course paper. I understand that plagiarism involves using the exact language of someone else without the use of quotation marks and without giving proper credit to the author, presenting the sequence of ideas or arranging the material of someone else, even though such is expressed in my own words, without giving appropriate acknowledgement, or submitting a document written by someone else but representing it as my own.

I understand that I may be brought before the Student Standards Committee if I violate this honor code.

Name: ________________________________

Signature: ________________________________

Date: ________________________________

*Derived from a number of sources including the University of California-San Francisco School of Medicine and Purdue University.
Master of Science in Genetic Counseling Program:

Evaluation of Student’s Acquisition of Practice-Based Competencies and Readiness for Graduation

Student Name: __________________________ Date of Evaluation: ________________
Evaluator: ______________________________

Instructions: Check the column that most accurately describes the student’s competency description.

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<th>Content Areas:</th>
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<td><strong>B2.3.1 Principles of Human Genetics:</strong></td>
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<td>Inheritance patterns</td>
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<td>Human variation and disease susceptibility</td>
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<td>Psychiatric genetics</td>
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**B2.3.3. Principles and Practice of Clinical/Medical Genetics**

- Prenatal diagnosis
- Genetic screening
- Clinical features and natural history of broad range of genetic diseases, complex common disorders & syndromes of unknown etiology
- The diagnostic process including dysmorphology, syndromology, physical assessment, and differential diagnoses
- Modalities, methods, and applications of cytogenetic, molecular and biochemical tests, including new/emerging technologies (microarray, high throughput screening, whole exome screening/genome sequencing)
- Normal development
- Neurodevelopmental disabilities

**B2.3.4 Psychosocial Content**

- Counseling theory
- Interviewing techniques
- Psychosocial development
- Family Systems
- Grief and bereavement
- Multicultural sensitivity and competency
- Disability awareness
- Crisis intervention
- Role-playing
### B2.3.5 Social, Ethical and Legal Issues in Genetics

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<td>Facilitating informed decision making via informed consent</td>
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<td>Patient/subject privacy issues (e.g. HIPAA)</td>
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<td>Genetic discrimination and related legislation</td>
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<td>Health disparities</td>
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<td>Genetic Counseling Code of Ethics</td>
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### B2.3.6 Health Care Delivery Systems and Principle of Public Health

| Community, regional and national resources                                               |            |                     |                         |
| Financial/reimbursement issues                                                          |            |                     |                         |
| Population-based screening (newborn screening, carrier screening)                        |            |                     |                         |
| Genetics as a component of public health                                                |            |                     |                         |

### B2.3.7 Education

| Identification of the genetics educational needs of clients, patients, community and lay groups, students, and health and human services professionals |            |                     |                         |
| Development of educational tools and materials appropriate to a given audience         |            |                     |                         |
| Delivery and evaluation of educational tools and materials                              |            |                     |                         |

### B2.3.8 Research Methods

| Clinical and laboratory research methodologies and protocols using quantitative and qualitative methods |            |                     |                         |

### B2.3.9 Professional Development/Self-Care

| CV Development                                                                          |            |                     |                         |
| Stress management                                                                       |            |                     |                         |
| Structure and purpose of genetics-related professional societies |   |   | <----------------------------------------------->
| Self-care topics to prepare students for the emotional, as well as intellectual, strain of clinical practice |   |   | <----------------------------------------------->
# Evaluation of Student’s Acquisition of Practice-Based Competencies and Readiness for Graduation

## Content Areas:

<table>
<thead>
<tr>
<th>Obtain:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family history and pedigree</td>
</tr>
<tr>
<td>Medical history</td>
</tr>
<tr>
<td>Pregnancy history</td>
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<tr>
<td>Developmental history</td>
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<table>
<thead>
<tr>
<th>Assess and Determine:</th>
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<tbody>
<tr>
<td>Genetic risks</td>
</tr>
<tr>
<td>Teratogenic risks</td>
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<table>
<thead>
<tr>
<th>Explain or discuss:</th>
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</thead>
<tbody>
<tr>
<td>Screening &amp; diagnostic tests and results</td>
</tr>
<tr>
<td>Inheritance and risks</td>
</tr>
<tr>
<td>Reproductive options</td>
</tr>
<tr>
<td>Disease features, natural history, management</td>
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</tbody>
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<tr>
<th>Provide:</th>
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<tbody>
<tr>
<td>Prenatal diagnosis counseling</td>
</tr>
<tr>
<td>Grief and bereavement counseling</td>
</tr>
<tr>
<td>Cross-cultural counseling</td>
</tr>
<tr>
<td>Crisis intervention</td>
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<tr>
<td>Patient and public education</td>
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<tr>
<th>Practice:</th>
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<tbody>
<tr>
<td>Interviewing techniques</td>
</tr>
<tr>
<td>Psychosocial assessment</td>
</tr>
<tr>
<td>Case coordination &amp; management</td>
</tr>
<tr>
<td>Case presentation &amp; documentation</td>
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</tbody>
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<tr>
<th>Identify and utilize:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genetics literature and data bases resources and services</td>
</tr>
</tbody>
</table>

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**Student Name:** ______________________  **Date:** ________

**Evaluator:** ______________________
Evaluation of Student’s Acquisition of Required Competencies

Evaluator Comments:

Student Comments:

Student Name: ______________________  Date: __________________
Evaluator: ________________________