



Master of Science in
Genetic Counseling Program

Student Handbook

Class of 2025

This handbook is a guide to provide you with information about the MSGC Program, and University and PSOM policies and procedures. Updates to the student handbook are typically completed annually, but there may be instances where new policies and/or updates are required during the academic year. We recommend checking with the MSGC program leadership to confirm policies and requirements in effect at any given time. In general, newly updated or implemented policies are effective immediately and apply to all enrolled students. There may be a few exceptions, however, where a new policy may not apply to all currently enrolled students but could apply only to those who matriculate after the new policy or policy update.

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Program Information

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, instructors and lecturers 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, lecturers, 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.

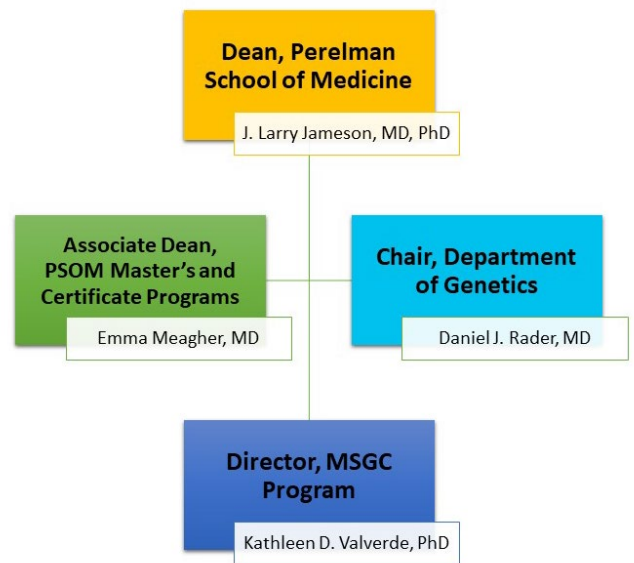
Goals

To achieve the mission of the Program, faculty, staff, 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

Administrative Structure

The institutional governance and oversight of the MSGC Program resides in the Perelman School of Medicine (PSOM) Office of Master's and Certificate Programs (MaC) (<https://www.med.upenn.edu/psom/masters.html>) within the Office of the Vice Dean for Research and Research Training.



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Program Committees

The Program Leadership is supported by an Advisory Committee made up of members from the CHOP and Penn community as well as external members. This Committee meets at least once each year and offers suggestions and guidance regarding major program challenges and opportunities. An additional network of working committees, including an Admissions Committee, a Clinical Education Committee, a Curriculum Committee, a Mentorship Committee and a Research Committee meet more frequently to focus on specific areas of graduate education. Each committee is co-chaired by Penn and CHOP genetic counselors. A full listing of current committee members can be found on the program website at <https://www.med.upenn.edu/geneticcounseling/who-we-are.html#personnel-description29>.

Policies

Non-Discrimination 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).

University of Pennsylvania Nondiscrimination Statement

<https://catalog.upenn.edu/pennbook/nondiscrimination-statement/>

Bias Incident Reporting Form

<https://diversity.upenn.edu/diversity-at-penn/bias-motivated-incident-report>

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. The phone number is 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.

Student Confidentiality

The educational records of students are protected according to the **Family Educational Rights and Privacy Act (FERPA)** (20 U.S.C. § 1232g; 34 CFR Part 99), the Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Information on student academic performance will be kept in confidence by instructors and program leadership unless students give permission for others to be included. If an instructor believes that information should be shared beyond program leadership, the instructor 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.

Pennbook Policies

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 must comply with the University's Code of Student Conduct and other University policies related to student conduct that appear in the Pennbook: <https://catalog.upenn.edu/pennbook/>

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.

Academic Integrity

Code of Academic Integrity: (<https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>)

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:

- **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, using AI composition software (like ChatGPT) to generate content for assignments, etc.
- **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.
- **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.
- **Multiple submission:** submitting, without prior permission, any work submitted to fulfill another academic requirement.
- **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.
- **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.
- **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 their 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 dismissal from the program.

Code of Student Conduct

<https://catalog.upenn.edu/pennbook/code-of-student-conduct/>

Students in the Perelman School of Medicine of the University of Pennsylvania are accountable to comply with 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>.

Accepting membership into the University of Pennsylvania community as a student entails an obligation to promote its welfare by assuming the rights and responsibilities listed in the full document at the email address above. Each individual member of this community is responsible for their own actions and is expected to respect the rights of others.

Sexual Misconduct Policy, Resource Offices and Complaint Procedures

All details of policies and procedures related to Sexual Harassment, Sexual Violence, Relationship Violence and Stalking Policy; Consensual Romantic and Sexual Relationships in the Workplace and Educational Settings Policy; Student Disciplinary Procedures for Resolving Complaints of Sexual Misconduct; Procedures for Resolving Complaints of Sexual Misconduct Against Faculty; and Procedures for Resolving Complaints of Sexual Misconduct Against Staff can be found in the Pennbook at <https://catalog.upenn.edu/pennbook/sexual-misconduct-resource-offices-complaint-procedures/>.

Professionalism

From a US Department of Labor publication on developing professionalism:

<https://www.dol.gov/sites/dolgov/files/odep/topics/youth/softskills/professionalism.pdf>

“Throughout our working lives, most of us will have many different jobs, each requiring a different level or set of skills. No matter the industry – from customer service to an office job to construction and the trades – all of these jobs have one thing in common: in order to succeed and move ahead, you need to demonstrate professionalism. Professionalism does not mean wearing a suit or carrying a briefcase; rather, it means conducting oneself with responsibility, integrity, accountability, and excellence. It means communicating effectively and appropriately and always finding a way to be productive.

Professionalism isn’t one thing; it’s a combination of qualities. A professional employee arrives on time for work and manages time effectively. Professional workers take responsibility for their own behavior and work effectively with others. High quality work standards, honesty, and integrity are also part of the package. Professional employees look clean and neat and dress appropriately for the job. Communicating effectively and appropriately for the workplace is also an essential part of professionalism.

Employers want new workers to be responsible, ethical, and team oriented, and to possess strong communication, interpersonal, and problem-solving skills. Wrap these skills up all together and you’ve got professionalism.”

Writing Professional Emails

Email is the recommended communication method, so you will be writing to instructors, professors, physicians, thesis advisors, clinical supervisors and ultimately potential employers during your time in the MSGC program. Making a good impression is very important. Here are some guidelines for success.

1. Check your PennMedicine email address at least once a day.
2. Respond to email messages within 24 hours on business days
3. Writing effective professional emails

When you are reaching out to others, you are representing yourself and the MSGC program. Here are a few tips to keep in mind as you craft an email message.

- Be professional, formal and respectful. Address program leadership, instructors, clinical supervisors as Dear Professor X, Dr. Y, or Ms. Z.
- Provide a brief, pertinent description in the subject line that indicates why you are writing
- Be collegial – use an opening line
- Proofread your emails
- Be concise. Say what you need to say directly in clear language. Use complete sentences, not text message talk.
- Be cautious with your tone. Without the accompanying facial and verbal cues of conversation, written words are more open to misinterpretation.

U Penn Services and Resources

For more detailed information about these student resources, visit the program webpage at <https://www.med.upenn.edu/geneticcounseling/student-resources.html>.

Biotech Commons

Johnson Pavilion
36th & Hamilton Walk
Philadelphia, PA 19104
215-898-5815

Website: <https://www.library.upenn.edu/biotech-commons> – from here you can reserve a book, reserve a study room, schedule a consultation with a research librarian

For more about the library's services: <https://guides.library.upenn.edu/about-biotech-commons>

Career Services

McNeil Building Suite 20
3718 Locust Walk
Philadelphia, PA 19104
(215) 898-7531
Email: careerservices@vpul.upenn.edu

Website: <http://www.upenn.edu/careerservices>

Resume review. Practice interviews. Salary Negotiation. Career resources. Alumni networking. Free Professional Headshots in the Career Services Photo Booth: Open during normal Career Services business hours (Monday-Friday 9am-5pm), the booth is a self-serve experience. Take up to three photos and edit your favorite, all using the touch screen device in the booth or by scanning a QR code with your smartphone! Photos are then delivered by email.

Graduate and Professional Student Assembly (GAPSA)

<http://gapsa.upenn.edu/>

1. GAPSA members engage in an ongoing dialogue with the leaders of the University, sit on Board of Trustees and University Council meetings, and meet regularly with Penn's President and Provost to advocate for student interests.
2. GAPSA is responsible for funding graduate school governments, student groups, student-led initiatives, and individual student grants.
3. GAPSA organizes and funds events for graduate students
4. GAPSA provides Resources and support for students by identity:
 - Indigenous students
 - Students with disabilities
 - Black students
 - Latinx students
 - Asian students
 - LGBTQ+ students
 - Women

Graduate Student Center

3615 Locust Walk

Phone: 215.746.6868

<http://www.upenn.edu/gsc/>

This newly renovated space has welcoming areas to hang out, free tea and coffee, resources for new students and continuing students, a massive events calendar, and the ability to help you navigate Penn and connect you with resources all across the campus.

The Graduate Resource Guide (<https://gsc.upenn.edu/resources>) includes links for [graduate orientation](#), [new student resources](#), [living in Philadelphia](#) and [much more](#).

Student Registration & Financial Services (SRFS)

SRFS Student Service Center

100 Franklin Building

3451 Walnut Street

Phone: 215.898.1988

<https://srfs.upenn.edu>

SRFS manages student accounts, including billing and financial aid and loans. The SRFS Student Service accepts drop ins, but you can also connect by phone or through their recently updated website.



In a newly renovated space, this One-Stop Shop is the place to go for help with:

- financial aid (learning about, applying for and managing student loans)
 - Graduate financial aid counselors: <https://srf.s.upenn.edu/financial-aid/graduate-counseling>
 - For questions regarding federal or private loans or general financial aid information please contact graduateaid@pobox.upenn.edu. This email is staffed by counselors who work exclusively with graduate students.
 - FAQ page: <https://srf.s.upenn.edu/financial-aid/loans/graduate-faq>
- billing schedules, payments, and account balances
- student employment
- student records
- tax questions related to financial aid, scholarships and student employment

Wellness at Penn

<https://wellness.upenn.edu/student-health-and-counseling>

Our vision is simple: we want to create a campus experience that integrates the science, theory, and practice of wellness. We will accomplish this by infusing wellness across its eight domains throughout the Penn experience through inclusive, innovative, and impactful initiatives.

The newly re-organized center is built upon two pillars ([Student Health and Counseling](#) and [Public Health and Wellbeing](#)) that operate collaboratively to create a campus community centered on wellness. Many of the services they offer are discussed in the insurance and clearance sections later in the handbook, but you can review them all at <https://wellness.upenn.edu/student-health-and-counseling>.



Weingarten Center

Stouffer Commons

3702 Spruce Street, Suite 300

215-573-9235

<https://weingartencenter.universitylife.upenn.edu/>

- **Learning Resources Center**

Provides professional instruction in university-relevant skills such as academic reading, writing, study strategies, and time management. Also help with test taking strategies and more.

***Learning Consultations** offer opportunities for undergraduate, graduate, and professional students to build and strengthen their study skills and strategies as they engage with Penn coursework and a variety of academic projects. Our learning specialists support you by addressing time and project management, organization, academic reading, research and writing, problem-solving, and exam preparation.*

Learning Consultations by Appointment: You can schedule 50-minute virtual or in-person meetings to discuss your study strategies and approaches to a variety of academic assignments and assessments. Access MyWeingartenCenter to schedule a Learning Consultation. If you select a virtual consultation, you will receive a Zoom meeting link in the appointment confirmation email.

<https://wlrc.vpul.upenn.edu/learning-consultations/>

Study Tools and Strategies offer online resources including test taking and scheduling modules to support academic success. <https://weingartencenter.universitylife.upenn.edu/academic-support/study-tools-and-strategies/>

- **Office of Student Disability Services**

Provides services for students who self-identify with a disability in order to ensure equal access to all University programs, activities, and services.

Through this office students can register for services, learn about required documentation, and request accommodations for long-term and temporary (broken bones, concussion) conditions that impact learning. Students can also request referrals for educational evaluations.

Students are strongly advised to register with Disability Services upon matriculation into the University; it can take up to four weeks to review documentation and approve accommodations.

The Weingarten Center informs instructors directly if a student registered in their courses has an academic accommodation. Students may also want to inform program leadership about their accommodation so program leadership can advocate for them and, if needed, help navigate available resources.

[The website is https://weingartencenter.universitylife.upenn.edu/disability-services/](https://weingartencenter.universitylife.upenn.edu/disability-services/) and the direct phone number is 267-788-0030.

University of Pennsylvania Systems

AirPennNet, the UPenn Wi-Fi network

AirPennNet is the University's campus-wide wireless network, permitting secure and convenient network access in campus buildings and residence halls. Here is a helpful link with instructions for connecting to AirPennNet: <https://www.isc.upenn.edu/how-to/using-wireless-penn>.

For **IT help**: call 215-573-INFO or **submit a HelpDesk ticket** using the following link: <https://helpdesk.pmacs.upenn.edu/>

Path@Penn

Path@Penn provides secure web access to view current billing information, course registration and schedules, academic records, student health insurance, student profiles, etc. Access to this site requires login with PennKey and password: <https://srf.s.upenn.edu/path-at-penn>. It's a user-friendly system with extensive support links on the website. Still have questions? Visit the SRFs office or contact pathatpenn@pobox.upenn.edu or 215-898-1988 for help.

Path@Penn is also where you will go to **update your required contact information**. The Registrar's office requires regular updating and missing or outdated information results in a registration and/or graduation hold. Find all the directions at <https://srf.s.upenn.edu/student-records/update-your-student-data/update-required-contact-information>.

There are four pieces of information that are essential:

1. UPennAlert Student Mobile Phone Number
 2. Emergency of Missing Person Contact information
 3. Learning From Address (this is usually your campus/Philly address)
 4. Permanent Address
- ★ Even if your local and permanent addresses are the same, they must be entered in both places.
- ★ If you can leave the end date blank, you should. You'll have one less thing to update.

PennCard

PennCard is the official identification card of the University of Pennsylvania and is required for all students. The PennCard is a physical ID card. You should keep it with you at all times when you are on campus. It allows you to access the library, the gym, our program space, and other campus buildings. The PennCard center is located on the second floor of the Penn Bookstore at 3601 Walnut Street. A valid government-issued 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>, penncard@upenn.edu, and 215.417.CARD (2273). [Lost or Stolen Cards](#) must be reported immediately.

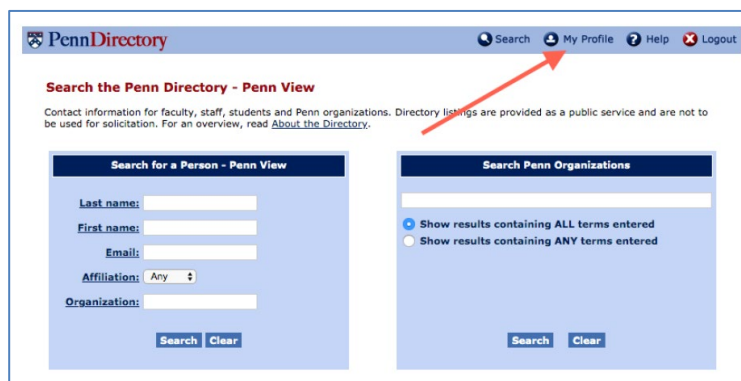


Penn Directory

Students should check periodically to make sure their contact information—especially their email address—is up to date in the Penn Directory. This is where the University will send all official communications, including essential information about bills, loans, and refunds.

Use an email address that you check regularly, to ensure you do not miss anything important. (Note: you can use a personal address.) Remember to update this information if it changes.

1. Login to the [Penn Directory](#) with your PennKey and password. (You can access it from the U@Penn portal. It will be on the upper right of the page.)
2. Click "My Profile" in the upper right.
3. Agree to the Terms and Conditions.
4. This will bring you to a page where you can edit your contact information, including your email address.



Penn Email

Penn uses **Outlook** for email. It is important to use your PennMedicine email for all program and University correspondence and to check it regularly so that you do not miss important communication from the University, program, clinical supervisors, and research mentors.

If you want, you can forward emails from this account to a preferred email account.

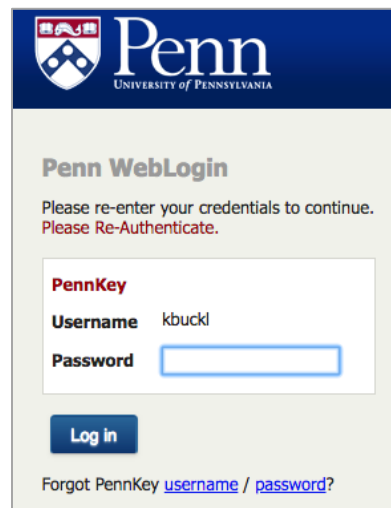
Currently, you will be able to keep your PennMedicine email account for one year following your graduation.

PennKey

Your PennKey is your digital ID at the University of Pennsylvania. Penn assigns your ID number, but you choose your PennKey, usually using all or part of your name (moiarose or smithb27, for example). FYI: Other people can see it and will need it for various reasons, so keep that in mind.

You will use your PennKey username and a password that you create to sign into practically everything – courses on Canvas, electronic library resources, student health records, student accounts, AirPennNet, and other online Penn systems. Keep your password secure, and do not share it with others.

Other helpful PennKey information is available at: <https://pennkeysupport.upenn.edu/about>



The Penn Portal – U@Penn

The Penn Portal webpage bundles together links to important information for students. Access the Penn Portal at https://portal.apps.upenn.edu/penn_portal/u@pennli.php. You will need to log in with your PennKey and password.

Through U@Penn you can access:

- **Path@Penn** – the application you will use to see your schedule, academic history, financial aid, transcript and more
- **Penn+Box** – Penn’s version of DropBox for secure file sharing
- Libraries
- Directories
- **Listings of** Penn events, the *Daily Pennsylvanian*, and other news
- **Workday Learning** – for training that is assigned by the program or University. Also a resource for self-selected training.

Commonly Used Applications

Canvas

Canvas is the University’s learning management system. Canvas is known for its user-friendly online environment and ability to easily connect instructors and students both in and out of the classroom. Individual pages are set up for each course, and enrolled students are automatically added to the “Canvas course,” which they can access with PennKey and password. With Canvas, instructors can make announcements, share documents, provide links to textbooks and readings, administer online tests, assign grades, and more. Students can access syllabi, link to required readings, submit assignments, and more. Most textbooks, chapters, and articles used in GENC courses will be available electronically through Canvas.

The program sends a weekly update through Canvas, so you will either need to check Canvas regularly or set your account to forward Canvas posts automatically to your email so you don’t miss important news.

Log in at <https://canvas.upenn.edu>
Support: canvas@pobox.upenn.edu

For a getting-started guide to Canvas: <https://guides.library.upenn.edu/canvas>

Penn+Box

[Penn+Box](#), Penn’s version of DropBox, is a cloud-based collaboration service for securely managing and sharing files and folders within the Penn community and externally. Users can access, create, manage, and distribute content across various device types and operating systems. Penn+Box also ensures that University data and intellectual property are securely protected.

University of Pennsylvania has provided active faculty, students, and staff with a Penn+Box account with space to store, share, and access files online.

First time users, please visit the [Getting Started guide](#).

Returning users can access their account at <https://upenn.account.box.com/login>. Local credentials may be required for use with some mobile devices or third-party applications. To use a local password, look below the text “Not part of University of Pennsylvania?” and select the link for Log in using Box credentials. See the FAQ for more information.

- ★ To invite collaborators with Penn Medicine email addresses to view or share files, use their **[pennkey]@upenn.edu** assigned Penn+Box account names, i.e., jomack3@upenn.edu, not their PennMedicine email addresses. The system should send an email to their actual email address letting them know that the invitation is there, but even if they do not receive the invitation via email, they will be able to log in to Penn+Box and see the shared files.

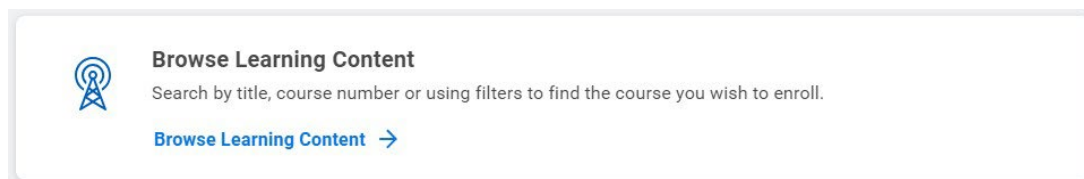
To invite collaborators outside the Penn system, use their regular email addresses to share files.

Workday Learning (formerly KnowledgeLink)

Workday Learning is a collection of training modules. It includes training that is assigned by the University or the MSGC program but is also a resource for self-selected training in a wide variety of areas.

To view other available trainings that may be helpful, click on Workday Learning under Career Resources in the U@Penn portal.

Select “Learning Home” to see assigned training and learning history and as well as to search for additional courses.



Browse Learning Content is the gateway to nearly 11,000 courses, nearly all available on demand. Search by key word(s) and many other criteria.

Zoom

The University of Pennsylvania has signed an enterprise agreement with Zoom, which provides Zoom licenses for all PSOM faculty, staff and students. Zoom provides an easy-to-use video conferencing platform that is available at no cost. Zoom can be used to host education, research, and administrative meetings. Zoom cannot be used for telemedicine / telehealth visits.

It is important to set up a new Zoom account through the University of Pennsylvania even if you have a personal zoom account. The accounts through Penn have different settings, including the ability to host longer meetings. For step-by-step instructions, go to:

<https://www.med.upenn.edu/dart/zoomaccountsetup.html>

- ★ When setting up an account, logging in to Zoom, or inviting people to join your meeting, you may need to enter Penn Medicine email addresses as pennkey@upenn.edu (not the actual PennMedicine email address). If you search and the email address you need comes up as an option, you can use that.

For more information on Zoom including FAQs, visit <https://www.med.upenn.edu/dart/zoom/>.

For help with Zoom, please contact medhelp@penncare.upenn.edu.

Health & Vaccination Requirements

Health Records

Wellness at Penn

3535 Market Street (36th and Market)

Suite 100 (floor 1)

Philadelphia, PA 19104

<https://wellness.upenn.edu/>

Wellness at Penn houses confidential student **health records** and is available for appointments and referrals. Incoming students must submit a physical form prior to the start of classes. This and other forms are available on the website at <https://wellness.upenn.edu/immunization-insurance-requirements/new-and-incoming-students>. Completed forms and vaccination records are uploaded directly through a portal on the Wellness website

Medical Care	Call 215-746-3535 for information, support, to schedule an appointment, and to speak with an on-call provider. 3535 Market Street, Suite 100
Counseling	Call 215-898-7021 for information, support, to schedule an appointment, and to speak with an on-call provider. 3624 Market Street, First Floor West
Immunization and Insurance Questions	215-746-4200 wel-immun@pobox.upenn.edu wel-shsinsur@pobox.upenn.edu 3535 Market street, Suite 20, Mezzanine

Vaccination Requirements and Documentation

Incoming students are required to meet the immunization requirements for Penn's healthcare professional students at the Perelman School of Medicine. Vaccination for COVID-19 and an annual flu vaccine are both required. The required form includes a full list of the immunization requirements and can be found at <https://upenn.app.box.com/s/mbpdror6zltg6pd8hq9hspkl22k1y85p>.

In addition, 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.

All clinical sites require documentation of a seasonal flu vaccine in order to attend clinic during the months of October through March. Student Health can administer the flu vaccine, and Penn holds several flu shot clinics early in the fall.

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

Like all universities, Penn requires that all full-time students have and provide documentation of comprehensive health insurance. The Penn Student Insurance Plan (PSIP) is available for students who do not have insurance, whose plans do not provide coverage in the Philadelphia area, or whose plans do not meet the criteria for alternative insurance. In addition to health insurance, students have the option of adding dental and vision coverage.

Full-time students (3 CU 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).

Full-time students must either **enroll into or waive out of the Penn Student Insurance Plan each year**. (Students who take three or more CU in a semester are considered full-time.) This is done online annually through the Penn Insurance Portal between July 1 and August 31.

- Details on the insurance plan can be found at <https://wellness.upenn.edu/immunization-insurance-compliance/insurance-compliance>
- **Students who do not request an online waiver by the deadline (typically August 31) will be enrolled in PSIP and will be billed** for coverage in early September.

Tuition, Fees, and Billing

Student Registration & Financial Services (SRFS) manages student accounts, including billing and financial aid and student loans. The **SRFS Student Service Center** is located in the lobby of the Franklin Building at 3451 Walnut Street. You can drop in or contact the Center at 215.898.1988 or through their website at <https://srf.s.upenn.edu/>.

Program Costs

Students are billed per course unit, or CU. Core courses are one CU. You will complete a total of 14 CU to earn the MSGC degree. For the 2023-24 academic year, tuition for the MSGC program, is \$5,610 per CU, including the mandatory clinical, general and technology fees. Tuition and fees for the entire degree will cost approximately \$80,648. The University typically increases costs about 2-3% per year. The most current information on these costs can be found at <https://srf.s.upenn.edu/costs-budgeting/med/masters>.

Description of Fees

General Fee: A General Fee is assessed to all undergraduate, graduate, and professional students, and directly funds Penn's non-instructional student support services.

Technology Fee: The Technology Fee covers technology-driven services, including library electronic research tools, course portals, and use of email accounts.

Clinical Fee: Full-time students (enrolled in more than two CU in a term) are required to

1. pay a separate Clinical Fee for access to the Student Health Service, or
2. enroll in a health insurance plan that provides a capitated payment to the Student Health Service (i.e., the Penn Student Insurance Plan or a private plan that provides an equivalent capitated payment).

A review of the Penn Student Insurance Plan can be found at the following website:
<https://wellness.upenn.edu/immunization-insurance-compliance/insurance-compliance>

The General Fee and Technology Fee top out at three CU and will not increase with additional CU.

Billing Procedures

The Office of [Student Registration & Financial Services](#) sends electronic bursar bills to students within 4–6 weeks after course registration has been processed, and amounts billed are due on the date indicated. Additional bills are generated on a [monthly schedule](#) throughout the semester, and you will receive a notification to your email address on record in the Penn Directory when a new billing statement is available to view on Penn.Pay. This webpage provides billing dates by semester for the next year.

Once you have set up your Penn.Pay account (see below), you can [pay your bill](#) electronically, by mail, in person, or via wire transfer. Billing questions can be addressed to Student Financial Services at 215-898-1988. Please refer to the Student Financial Services web site at <https://srf.s.upenn.edu/billing-payment/paying-your-bill>.

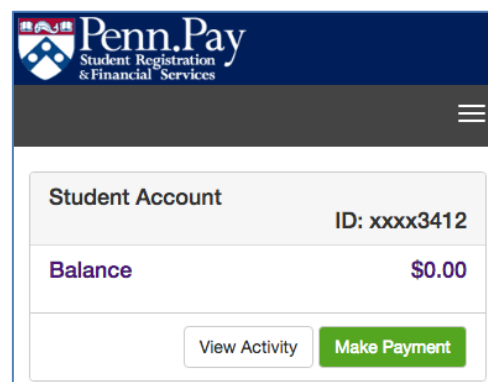
Bills and other official communications, such as financial aid information, are sent to the email address on record in the Penn Directory. **Please be sure that your email address is up to date in the Penn Directory** (see Update Directory Listings).

Set Up Your Penn.Pay Billing Account

Penn.Pay is Penn's online tuition billing and payment system. As a student, you can access Penn.Pay by logging in with your PennKey.

Students whose parents or other payers are making payments must invite them to be an 'other payer' on Penn.Pay so that they can both view and pay bills. See <https://srfs.upenn.edu/billing-payment/third-party-payment>

Set up your payment account at:
<https://srfs.upenn.edu/billing-payment/pennpay>



Failure to Pay

Balances remaining beyond the due date are subject to a late payment penalty of 1.5% per month, which will appear on the next statement. A student could be placed on Financial Hold if bills remain unpaid which will jeopardize continuing enrollment and future registration.

The University reserves the right to withhold registration, transcripts, diplomas and all other information regarding the record of any student who is in arrears in the payment of tuition, fees, or any other charges, including student loans. The enforcement of this policy shall not relieve the student of the obligation to pay any outstanding fees and charges.

See additional financial policies at <https://catalog.upenn.edu/pennbook/financial-policies/>

Financial Aid

Students may consider seeking funding support from their employers, through tuition benefits or by applying for private and/or federal loans.

MSGC students who are US citizens or permanent residents may be eligible for federal loans during most semesters. **For more information on federal loans**, call the Penn Student Financial Services office at 215-898-1988 to make an advising appointment with a loan officer. Students must be enrolled in at least 2.0 CU in a given semester to be eligible for federal financial aid in that semester.

International students may apply for various [private loans](#), but will usually need a US co-signer to do so. Learn more about [financial aid options for international students](#).

Veterans may be eligible for financial support through the [Yellow Ribbon Program](#).

For more information about financial aid, please contact Penn's Student Financial Services office at 215-898-1988.

Financial Aid and Requirements for Satisfactory Academic Progress

<https://srfs.upenn.edu/policies/satisfactory-academic-progress>

- Federal regulations require that a student must be making satisfactory academic progress to be eligible for assistance from any Federal Title IV student aid program (Federal Pell Grant, Federal SEOG, Federal Work-Study, Federal Perkins Loan, Federal Direct/PLUS Loan, and State Student Incentive Grant Programs). GPA of 3.0 or higher at the end of every term
- The student must be completing credit units at a rate which would enable them to complete the requirements for the degree in a maximum time frame of 150 percent of the published length of the academic program (21 months for the MSGC program x 150% = 31.5 months). The maximum period will depend on whether the student is full-time or half-time.
- The student must successfully complete at least two thirds of courses attempted during their degree program. Marks such as NR, GR, and I do not count as completed coursework.

Academic Calendar & Attendance Policy

University of Pennsylvania Academic Calendar

The MSGC program follows the official academic calendar of the University of Pennsylvania for semester start and end dates, breaks, secular holidays, Thanksgiving week, reading days, and finals periods. A three-year academic calendar for the University can be found at <https://almanac.upenn.edu/penn-academic-calendar>. The program will inform students well in advance if there will be any variations from this schedule.

Class Attendance Policy

Attendance at all classes is required.

Students who cannot attend class are expected to contact the instructor before the scheduled class session when possible. If the absence is for more than two days, the student must notify the Program Director who will inform faculty members in a timely fashion, sharing the reason for the absence only if the student has given permission and it is deemed necessary. The preferred method of sharing personal information is in one-on-one discussions or in a closed 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.

Inclement Weather and Class 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 are excused from class and clinic as well.
2. If the University is open, but a student does not feel they can safely make it to campus, they must inform their instructor, who can arrange for them to participate through MediaSite streaming if possible. If not, students may be able to watch the recording later and may need to borrow a classmate's notes.

3. Missed class(es) will be made up via remote instruction or other method at the discretion of the instructor. Clinic days will be made up according to the individual clinics in consultation with the Associate Program Director for Clinical Education.

University Policy on Secular and Religious Holidays

1. The University recognizes/observes the following secular holidays: Martin Luther King Day, Memorial Day, Juneteenth, July 4, Thanksgiving and the day after, Labor Day, and New Year's Day.
2. The University recognizes that there are several religious holidays that affect large numbers of University community members, including Christmas, Rosh Hashanah, Yom Kippur, the first two days of Passover, and Good Friday. In consideration of their significance for many students, no examinations may be given, and no assigned work may be required on these days. Students who observe these holidays will be given an opportunity to make up missed work in both laboratories and lecture courses. If an examination is given on the first class day after one of these holidays, it must not cover material introduced in class on that holiday. Faculty and Instructors should be aware that Jewish holidays begin at sundown on the evening before the published date of the holiday. Late afternoon exams should be avoided on these days.
3. The University recognizes that there are other holidays, both religious and secular, which are of importance to some individuals and groups on campus. Such occasions include, but are not limited to, Sukkot, the last two days of Passover, Shavuot, Shemini Atzeret and Simchat Torah, as well as Chinese New Year, the Muslim New Year, Diwali, Navaratri, Rama Navami, Paryushan, and the Islamic holidays Eid Al-Fitr and Eid Al-Adha. **Students who wish to observe such holidays must inform their instructors within the first two weeks of each semester of their intent to observe the holiday** even when the exact date of the holiday will not be known until later so that alternative arrangements convenient to both students, faculty, and instructors can be made at the earliest opportunity. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty and instructors must provide reasonable opportunities for such students to make up missed work and examinations.

For a complete list of holidays for the academic year, see <https://chaplain.upenn.edu/worship/holidays/>

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.

Academic Progress & Performance

Degree Requirements

Requirements include coursework, first-year internships, clinical internships, learning and advocacy experiences, and a thesis project. These are detailed below:

- Satisfactory completion of required coursework totaling fourteen credit units.
- 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.
- Satisfactory completion of all required fieldwork at approved sites with participation in at least 50 supervised participatory cases and documentation of all cases observed throughout the first and second year of training.
- A research paper (thesis) satisfactorily completed during the second year.
- Satisfactory completion of required non-credit courses, including clinical and professional development activities
- Participation in experiential learning and advocacy components.
 - Students are expected to complete and log into Typhon at least 10 hours of advocacy work in each year of the program.
 - Students are expected to complete and log into Typhon at least 10 hours of teaching in each year of the program.

Assessment of Teaching and Learning

Assessment is essential to examine the capability of our faculty, instructors, 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.

Grading Scale	
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.00

The assessment of compliance in meeting ACGC standards is monitored by collecting measurable outcomes. The program collects information about

- the adequacy of the teaching
- the content offered in classroom and fieldwork experiences
- the quality of instruction and the environment in clinical education experiences
- the didactic curriculum
- student performance in course work and clinical internships
- student performance on the licensure examination
- success in securing employment

Student performance in coursework is measured by the individual instructors. Each instructor establishes their own criteria for evaluation that are clearly delineated in the course syllabus. Students are also asked routinely to provide narrative and objective information to assist in evaluating the courses and instructors. Finally, the program also collects examples of student work and document student participation in related activities so that external reviewers can assess our ability to achieve learning outcomes.

Blue Course Evaluation System

Master's programs at the Perelman School of Medicine use a course evaluation system called **Blue**. At each semester mid-point and again at the end of each semester, students receive an email with a link connecting them to the online evaluation forms for each course they are taking. The mid-semester evaluations request feedback on **individual lectures** for the first half of the semester. At the end of the semester, students complete two forms for each course, one with feedback on lectures given in the last half of the semester and one that evaluates the **course director(s) and course overall**.

This feedback is essential to the program's accreditation and ability to continue to improve the coursework. **Students are required to complete all evaluations.** Grades and transcripts can be withheld for noncompliance.

Student Evaluation

The Handbook includes a broad description of how the program assesses acquisition of the PBCs. Methods of assessment in each individual class are determined by the instructors in consultation with program leadership. Methods can include written exams, oral exams, presentations, papers, role plays and other assignments. This information is provided in the syllabus of each class

Grading

Grading will be on a scale of "A" for excellent to "F" for failure. Letter grades may be modified with a + (plus) or - (minus). The grading system converts letter grades to a GPA on the 4.0 scale. Letter grades may be modified by a plus (+) or minus (-) sign at the discretion of the course director.

Students must maintain a GPA of 3.0 throughout the program in order to graduate. Students may attain no lower than a “B-“ for courses to count toward the degree. A grade of “C+“ or lower must be remediated, pursuant to the policy on Grade Remediation.

An incomplete is a notation given in lieu of a letter grade and 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). An “I” indicates the expectation that the student will continue working on assignments for the course but has been unable to complete the coursework assigned within the confines of the course dates. Incompletes are granted with the permission of the instructor and the understanding that the student will complete the work within a stipulated timeframe. 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.

First and second year internships (GENC 6700 and 6800), Professional Development (GENC 6400 and 6450) and Grand Rounds (GENC 6500 and 6550) are graded as S (satisfactory) or U (unsatisfactory).

The notation of GR or NR will appear when grades are delayed and will be amended when the grades are submitted.

The UPMSGC program additionally requires that the caliber 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.

Academic Standing

The UPMSGC program has specific academic standards that are expected of all students. Students are encouraged to communicate and meet regularly with the Program Director to discuss academic progress. All students must receive a B- or better in each of the courses required for the MSGC degree, while maintaining an overall GPA of 3.0 or above. Students may be placed on probation if they receive a grade lower than B- in a required course.

If a student fails to obtain a passing grade in a required course, they will be placed on academic probation. Students will be notified of their probation status through written communication. The Program Director will work with the student and Course Director to develop a plan for remediation and for academic success. Students may continue to enroll in other courses while on probation with the permission of the Program Director and input from the course director, as needed.

Time to Degree

The MSGC degree program is structured for completion in two years. Students may request an alternative plan of study to extend their planned time to degree. All students must complete the degree in five years. Failure to complete degree requirements will result in the student being dismissed from the program.

Continuous Registration

Students are required to register in each mandatory term of their degree (fall and spring semesters of both program years, and the clinical rotation in the summer between them). Students who do not plan to register during a mandatory term must request a leave of absence.

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 one 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 instructors, or other services provided within the University.
3. Additional clinical supervision in the areas needing improvement.
4. Recommendation/Referral for external support.
5. An oral Practical Examination.
6. Other methods 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 a 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.

Students may take a leave of absence, during which the student may complete remedial or missing coursework. Upon request, students will receive continued access to library and academic resources during their leave.

If the student does not agree with the need for remedies, they may file a grievance as described below.

Appeal of a Grade

Evaluation of a student's performance is the responsibility of the instructor. Therefore, if a graduate student wishes to have an evaluation, exam, or grade in a course reviewed, they must first discuss the matter with their instructor. Should the student and instructor not find a satisfactory resolution, or should a discussion prove impossible, the student may submit a request in writing to the Program Director, within two weeks of receiving the grade in question.

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 Program Director.

Should the matter not be resolved with the aid of the Program Director, students may ask that their request be elevated to the Associate Dean for PSOM Master's and Certificate Programs for further review. The role of the Associate Dean is to ensure that the Program has arranged for a proper review of the matter and that the evaluation was fair and impartial and in accordance with relevant University policies. The decision of the Associate Dean is final.

The institutional governance and oversight of the MSGC Program resides in the Perelman School of Medicine (PSOM) Office of Master's and Certificate Programs (MaC) (<https://www.med.upenn.edu/psom/masters.html>) within the Office of the Vice Dean for Research and Research Training.

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." The [University Ombuds](#) helps members of the Penn community who are experiencing difficulty, conflict or confusion within their academics or work. The Ombuds offers an accessible and safe place to resolve differences, explore matters of concern, improve communication, and generate and evaluate options. More information can be found at: <https://ombuds.upenn.edu/>.

Leave of Absence

A student may request a leave of absence at any time. Students may wish to take a leave for various reasons, including but not limited to, personal circumstances, military service, health issues, or family medical leave.

To request a leave of absence, students must contact the Program Director with a written request for a leave of absence and an estimated date of return as well as a request to set up a meeting to discuss the situation and determine the next steps. A leave of absence may be granted by the Program Director for up to one year with the possibility of renewal. Failing to register for coursework without permission from the University does not constitute a leave of absence. If the student requests leave after the start of the term, all normal drop and withdrawal policies apply.

When returning from leave, students must contact the Program Director at least thirty days before the start of the term in which they plan to return to confirm they are returning.

Returning students must also complete this MachForm <https://hosting.med.upenn.edu/forms/mdprogram/view.php?id=21578> for the Office of Master's and Certificate Programs.

It is the student's responsibility to maintain communication with the program and to be aware of various administrative deadlines, including those for federal loans. If a student fails to return from leave within the set time limit or request a renewal, they will be dismissed from the program.

Leave of absence will affect any student loans—either those sought to pay for the degree or those from a previous academic career. This may include loans going into repayment before the end of the leave. Students are encouraged to talk to Student Registration and Financial Services prior to taking a leave of absence to ensure they have planned for shifting financial responsibility.

Withdrawing from the Program

Students may withdraw from their program at any time. Students who are considering withdrawal are strongly encouraged to meet with the Program Director to discuss their situation and options before commencing official withdrawal proceedings. 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.

Students are responsible for dropping all registered courses in the semester they wish to withdraw to stop the billing process (in other words, withdrawal from the program does *not* automatically cancel course registration). Students are responsible for all tuition charges and other financial obligations to the University incurred prior to the effective date of withdrawal.

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 dropped from their program for reasons listed below. As with a voluntary withdrawal, students will be responsible for any charges or financial obligations to the University incurred before the effective date of the drop.

1. Time Limit: Students are expected to complete their degree within five years of matriculation. Should a student fail to complete their degree within the time limit, the program may drop the student.
2. Academic Progress: Students are expected to maintain continuous registration, maintain a GPA of at least 3.0, carry incomplete marks for no more than a year, and achieve grades of B- or

better in all coursework. If a student does not meet these criteria, they may be placed on probation—with an opportunity to remediate issues with their progress—or dropped from the program.

3. Academic Integrity: Students are expected to follow the University Code of Academic Integrity. Violations of this code may result in the student being dropped from the program.
4. Student conduct detrimental to the University or to the welfare of other students: Students are expected to follow the University Code of Student Conduct. Conduct that violates the code of academic and/or professional ethics may result in the student being dropped from the program.
5. Unsatisfactory performance/progress in a Clinical Internship.
6. Inadequate progress in thesis research.
7. Failure to complete required plan for remediation.
8. If there is no communication from a student who has enrolled in courses after the program has reached out, the program can drop them from the courses.

A student dropped from their program will receive a letter stating that they have been dropped along with the reason for their drop.

Academic Procedures

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 unless required to take the exam online or otherwise indicated by the instructor. 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 or instructor.
2. The faculty member or instructor may remain in the room. If the faculty member or instructor leaves the room after the initial questions have been asked, they 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 or instructor.
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' or Instructors' policies on leaving the testing area should be specified beforehand. If a student does leave the room, their 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 faculty member or instructor specifically explains 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 faculty member or 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 faculty member or instructor.

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., that 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 that 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 or instructor.

Clinical Training

Description and Guidelines

Description of First Year Internships

During the first year of the UPMSGC program, students are required to complete three internships. During the first year of the program, students have three distinct fieldwork experiences including:

- observations with genetic counselors in clinical practice
- rotations in a laboratory setting working closely with laboratory genetic counselors
- placements in a research, industry or advocacy capacity with a specific organization or research protocol.

Since this is the first exposure to these settings the experience is primarily observational, but as students near the end of each placement, they are encouraged to take on a more active role. During the first year, students attend their internships once a week. The course associated with first year internship is GENC 6700. All internships are assigned by the Associate Director, Clinical Education, and are based upon the students' interests and experiences.

Guidelines for First Year Internships

First year internships expose genetic counseling students to genetic counselor roles in different settings. These may include observations with genetic counselors in clinical practice, rotations in a laboratory setting, and placements in a research and/or advocacy capacity with a specific organization or research protocols. Internships may utilize telehealth and telephone counseling. Students are required to document their experiences online daily in Typhon. Students attend their internships once a week. Genetic counseling supervisors evaluate the students in each of the placements.

Description of Second Year Clinical Internships

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 internship 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 internship** 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.

Students are required to document all cases in Typhon (see more below). This includes all cases observed and all cases with active participation. Fifty participatory encounters (previously known as core cases) are required to satisfy ACGC requirements. The program provides students with a template to record cases. Students are required to document participation in the Practice Based Competencies (PBCs).

The **second clinical internship** 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 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 internship** is scheduled from the end of November 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 internship** starts in mid-February and continues 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 Second Year 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 Associate Director, Clinical Education, after discussion with the students, Program Director, and potential supervisors. The rotations are determined based upon the students' interests and previous experiences. Second year clinical internships are course GENC 6800.

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 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 should be reviewed with the student and returned to the Associate Director, Clinical Education, 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 UPMSGC Program. **If the supervisor does not schedule a time for reviewing the evaluation forms, the student should request it.**

Guidelines for Summer Rotations away from the University of Pennsylvania

With approval from the Program Director and Associate Director, Clinical Education, 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 Associate Director, Clinical Education, 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 Associate Director, Clinical Education, agree upon clinical supervisors to contact and which of them should make the initial contact.
3. The Associate Director, Clinical Education, contacts the proposed supervisor and discusses the Guidelines for clinical rotations and completes any necessary institutional agreements.

iPad Loans for Rotations

The program has purchased four iPads that are available for loan to students who need them for specific clinical rotations. The loan form is included in the appendix of this handbook, but it should be completed and submitted through this link: <https://somapps.med.upenn.edu/forms/zulu/view.php?id=113486>.

Clearances and Training Requirements

HIPAA Training

Federal Law requires the University of Pennsylvania Health System and the University of Pennsylvania, Perelman School of Medicine (PSOM) to train all members of its workforce and student body on its policies and procedures with respect to the privacy of protected health information. The rules require that the training must be provided to each member of the covered entity's workforce.

All PSOM faculty, staff, and students will need to complete this education to maintain compliance with UPHS and PSOM privacy policies and to maintain their credentialing agreement, if applicable. The education is provided to ensure HIPAA regulatory compliance and to implement improved privacy practices throughout UPHS and the PSOM. Tracking and Compliance Reporting will be generated electronically and reported to Department Chairs and PSOM Administration.

The online HIPAA training is designed to:

- Be completed in under 30 minutes.
- Be web-accessible, available 24/7 through KnowledgeLink.
- Provide for automatic tracking and compliance reporting.

Complete the Protecting Patient Information (HIPAA) training on the Workday Learning site (<https://www.myworkday.com/upenn/learning>) before beginning your first internship.

1. Log in with your PennKey and password.
2. Click on *Browse Learning Content* and enter "Protecting Patient Information" in the lower search box.
3. Click the START COURSE link to begin.
4. There is an assessment at the end of the module. You must achieve 80% to pass. When you click on submit after completing the course, please allow for the assessment to be scored and for your confirmation page to load. This should not take longer than 30 seconds. If you do not wait for the assessment to be submitted, your data may be lost.
5. Upload your completion certificate to Canvas (GENC 6700).

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.

Students who have been convicted of a felony 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 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 Associate Director – Clinical Education 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.

Clinical Training Policies

Attendance Policy for Clinical Rotations

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.

Code of Conduct for Clinical Placements

Genetic counseling students must behave with paramount concern for patients' welfare and show respect for the rights of patients. In addition, they must adhere to the highest standards of intellectual integrity and honesty in their interactions with patients, colleagues, faculty, and administrators. Students are expected to adhere to all standards of the University of Pennsylvania and PSOM including, but not limited to, the PSOM Code of Student of Conduct- <https://catalog.upenn.edu/pennbook/code-of-student-conduct/>

Dress Code for Clinical Placements

All 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, standards of 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.

While on clinical rotations, genetic counseling students must be dressed in accordance with the dress code of the site in which they are working. Maintaining personal hygiene and wearing appropriate attire help to establish rapport with patients and are important to good patient care.

1. Clothing should be clean and pressed.
2. Appropriate undergarments should be worn and in a manner that is not visible to others.
3. Cologne, perfume, or other scented body products may be prohibited or restricted if necessary to ensure the comfort and safety of patients, families, or co-workers.
4. Clothing or accessories that contain statements of profanity, refer to drug or alcohol, or other inappropriate insignia are not permitted.
5. Clothing or accessories that present safety concerns, including but not limited to open-toed shoes, sandals, or excessive jewelry are not permitted in patient care areas.
6. Each clinical site sets its own standards regarding piercings and visible tattoos.
7. A name badge identifying the individual as a genetic counseling student is required at all times.

Please also see <https://www.med.upenn.edu/student/dress-code-policy/>

Student Information Shared with 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 Associate Director – Clinical Education 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 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.

Documentation of Cases and Progress

Logbook Documentation - Typhon

Typhon is a web-based tracking system that students use to document their clinical observations and experiences during their two years in the program. Typhon can be accessed on phones, tablets, and laptops. Typhon is also 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 unique login and a password to access Typhon. In addition to recording information, students can also access a directory of clinical sites and clinical supervisors.

Students are required to document every case seen in Typhon during 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. 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...."

- ★ **If case documentation is not completed by the deadline for a clinical rotation, students will receive a grade of U for that internship and will not be permitted to attend their next internship.**

Forms for Clinical Rotations

All forms for Clinical Rotations are posted and stored on Canvas (GENC 6700 and GENC 6800)

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 in to the Associate Director, Clinical Education on Canvas GENC 6800.

2. **Clinic Rotation Evaluation Form**

Clinical Supervisors complete this form to evaluate students' performance during each rotation. Supervisors review the form with the student at the completion of the rotation and submit it through REDCap. The evaluation form is then forwarded to the Associate Director for Clinical Education for review and placed in the student's academic files.

- ★ It is the student's responsibility to request this final review with the Clinical Supervisor if it has not already been scheduled.

3. **Supervisor Evaluation Form**

This form is completed by the student at the end of the rotation. The student returns the completed form to the Associate Director, Clinical Education who will share it with the Clinical Supervisors.

4. **Site Evaluation Form**

This form is completed by the student at the end of the rotation. The student returns the completed form to the Associate Director, Clinical Education, who does not share the information with the site.

5. **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. Logbook forms are signed by Clinical Supervisors and are uploaded to Canvas GENC 6800 at the end of each internship.

Thesis Research

Full details about thesis requirements can be found in the Thesis Manual. Here we have included only definitions of advisory roles and a timeline.

Thesis Projects - Description

A research project/thesis is required for graduation. Each student completes a research project of their own design under the supervision of their research team. 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.

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. Projects may be initiated and developed by the student, or may be a part of a larger, collaborative project with a faculty member and/or researcher at UPenn or CHOP.

Research Teams

Thesis Research Teams are comprised of the individuals with whom students work most closely as they develop their thesis projects, conduct their research, and write up their work: a Primary Advisor(s) and a Program Thesis Advisor.

Students are expected to meet with their Research Teams at least monthly to discuss progress and plans. Students should share PowerPoint slides with their Research Teams prior to Thesis Committee meetings and must get approval from Research Team members before submitting an abstract or manuscript of their work.

A. **Primary Advisor(s)**

Each student will carry out their thesis work under the supervision of a primary mentor who is typically a researcher with expertise in the area and may be either a genetic counselor or faculty member. The primary thesis advisor will be the main collaborator in the development and refinement of the project. Students are expected to meet with them at least on a monthly basis to discuss progress, and possibly more often at the discretion of the advisor. Although the student is expected to take primary responsibility for all aspects of the project, the primary advisor may assist with research design, IRB proposal development, data collection and analysis, and manuscript writing. There may be multiple people providing feedback in this capacity.

B. Program Thesis Advisor

Students will additionally have a member of either the program faculty or the program's Research Committee as a program thesis mentor. The role of the program thesis mentor is to provide additional support to the student and their research project on an ongoing basis. This includes suggestions for accessing relevant literature, and input on the research question and methodology. While the primary advisor plays a major role in the research design, the program thesis mentor can additionally comment on how the research process can be best integrated with the students' other program obligations. Students must meet with the program thesis mentor at least monthly and may include the entire research team in this meeting. Students should also expect to send copies of slides for presentations, as well as drafts of the IRB and thesis itself at several points during the course of the research.

Thesis Committees

Each thesis project must be reviewed by a UPenn Thesis Committee. This committee will consist of at least three individuals who are not directly involved with the project. Committee members will be part of the larger genetics community at UPenn and CHOP. Each committee will include one genetic counselor, one faculty member or researcher, and one member of the MSGC program leadership or the MSGC program's Research Committee.

Students meet twice with their Thesis Committee:

What	When	Why
First Meeting	Prior to the submission of the IRB. Often during summer between years one and two	Gather feedback on proposed research project. Obtain approval of the thesis project
Second Meeting	Late fall or early winter of year two	Share progress and seek additional feedback to ensure that the project will be completed to meet graduation requirements.

For each meeting, the student should **prepare a PowerPoint presentation** for the committee members that outlines the status of their research and provides a timeline for completion.

Following each meeting the committee members will complete a progress form and share it with the student (See Appendix. A copy can also be found in the Canvas Thesis course). It is then the **student's responsibility** to share this form with their Research Team and to address any concerns it raises.

Thesis Committee members will receive a copy of the final draft of the thesis to provide comment.

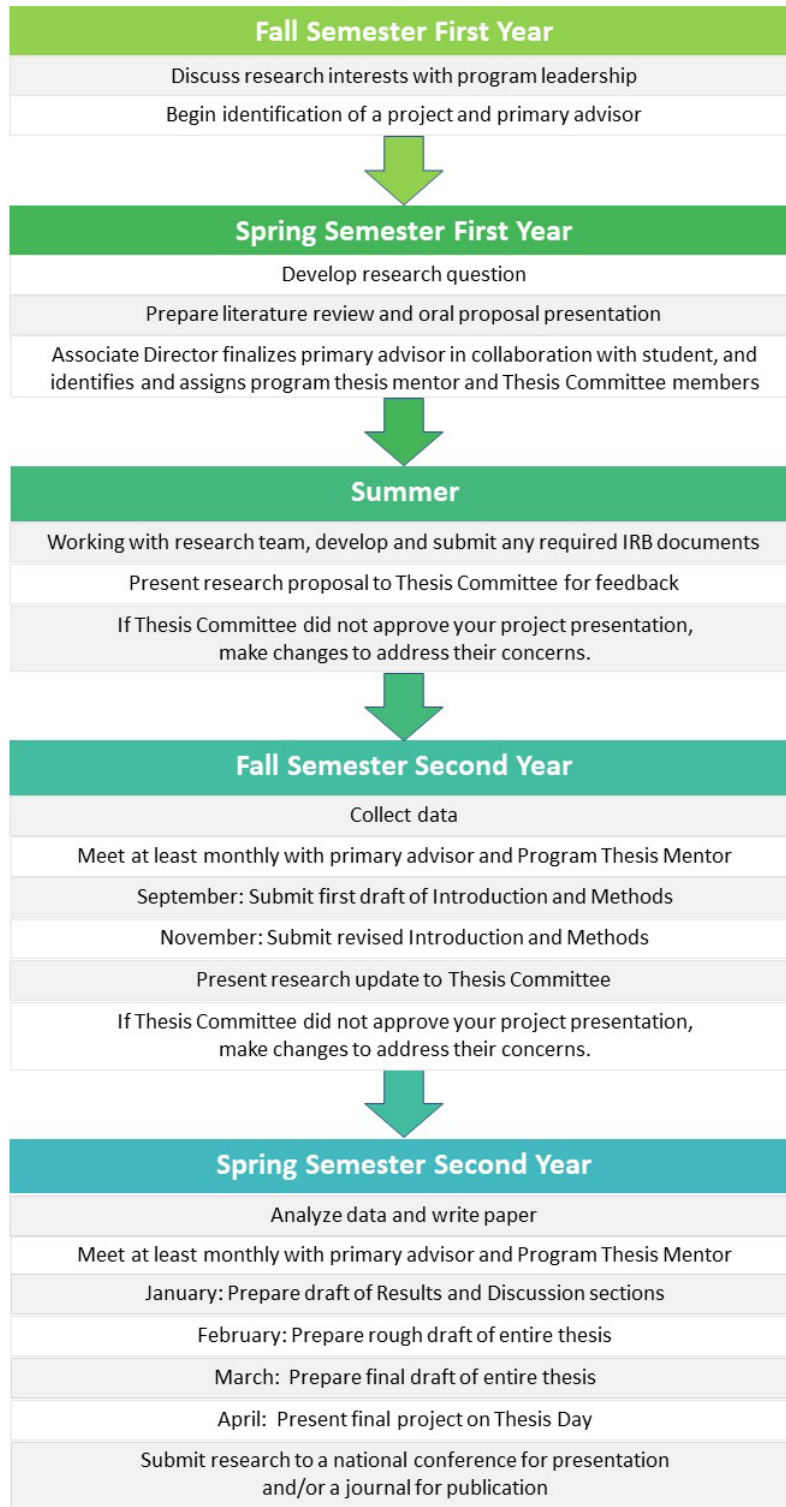
Thesis Handbook

A detailed Thesis Handbook provides additional details and guidelines for the research process. See information there on

- small grants available from the program to support thesis research
- guidelines for submitting an abstract to a conference
- possibility of program (and other) support for conference attendance for presenters
- rules for authorship for manuscripts and posters

Thesis Timeline

An approximate timeline of the process is shown below.



Supplementary Degree Requirements

Genetics Rounds

This weekly clinical forum brings together practitioners involved in Genomic Medicine from both institutions. The Genomic Medicine clinical services (pediatric, biochemical, adult, cancer, cardiovascular and lipid, maternal fetal medicine, neurogenetics/neuromuscular, Center for Fetal Diagnosis and Treatment) as well as the laboratory services (DGD, CPD, Molecular Pathology, Genetic Diagnostic Laboratory) take turns presenting,

To enhance learning for all and provide a teaching opportunity for the second-year students, we have developed a discussion board assignment based on UPenn/CHOP Genetics Rounds. Each week, two second-year students prepare a few discussion questions to post on Canvas. All students in both the first and second year are required to post at least one response each week, while the second-year students who prepared the discussion board questions moderate the discussion.

All students must attend Genetics Rounds in person or virtually each week on Tuesdays at 9:00 AM and participate in the Discussion Board following the presentation. Students must attend Rounds a minimum of five times during the summer. Attendance is documented on Canvas. If there is a conflict between a clinical placement and Rounds attendance, students should discuss this with the Associate Director for Clinical Education.

Standardized Patients

All students participate in standardized patient (SP) sessions. These sessions occur at key clinical checkpoints in the first and second year of training. SP sessions are used to practice counseling skills and conduct full genetic counseling sessions. Sessions are recorded and reviewed by SPs, program leadership and clinical supervisors using an evaluation form to document skill development, strengths, and missed opportunities. Written assignments provide opportunities for students to review their own sessions.

JEDI Seminar Series

In the first year, this monthly seminar series provides a space for more in-depth discussion of topics including racism, bias, health disparities, and social justice to increase multicultural sensitivity and knowledge on health disparities and better understand health systems, population health, social determinants of health and how institutional racism affects racial disparities and healthcare delivery.

Teaching Requirements

All students are required to participate in **10 hours per year** of teaching. Many classes require presentations, and clinical rotations may include a case or journal club presentation. Participating in an admissions open house or career day to educate prospective students about the program and the field of genetic counseling, peer reviewing a classmate's Standardized Patient session, moderating the discussion board for Rounds, and presenting research at a conference are other common teaching opportunities.

Teaching activities are logged into Typhon in the same way clinic experience and volunteer activities are recorded. Teaching logs are submitted in Canvas at the end of the first and second years of the program.

Advocacy and Volunteer Requirements

The program participates in a number of advocacy events throughout the year, including rideATAXIA, 22q and Boo, The Bowl-a-Thon for the Kelly Anne Dolan Memorial Fund, and 22q at the Zoo, and CoolCars for Kids. Students are encouraged to participate in these events and/or other events in their areas of interest. Students also have opportunities to participate in several different advocacy and outreach events throughout their time in the program. Students track their volunteer hours at these events using Typhon. At the end of the year, students submit their volunteer hours to Canvas to review.

Graduation Requirements & Procedures

The MSGC degree is conferred by the University of Pennsylvania's Perelman School of Medicine and is granted in May.

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 research to assess readiness for graduation and discuss the final semester and post-graduation plans. The forms for this meeting are included in the Appendix.

Administrative Steps

To be considered for conferral of the degree, a student must complete a "graduation application" approximately three months prior to the expected conferral date. Prior to each graduation period, the program office will email details and deadlines to all eligible candidates.

During the spring semester, graduating students will be asked to complete a number of tasks in preparation of graduation. These include certifying their "diploma name" and providing a post-graduation address for the mailing of the diploma. University deadlines are provided for each task and must be followed. In addition, the MSGC program provides student information to the University to ensure that each graduate is included in the graduation program and receives their degree.

Ordering Regalia

Regalia are not required for the MSGC program graduation program but are required for students who opt to participate in the University graduation procession and ceremony. Typically, regalia can be picked up or ordered through the Penn bookstore in March, but procedures change from year to year, so read your graduation-related email carefully.

Exit Interview

Between the end of final exams and graduation, each student meets with the Program Director for their exit interview. The interviews last approximately 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 participatory 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 when the student will take the ABGC exam.
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 illustrates the student's involvement.
3. Downloaded pdfs from Typhon documenting participation of teaching and volunteer activities.
4. Laptop or iPad to review Typhon cases, teaching experiences and supplemental training records.
5. Their UCity elevator access card

Financial Aid Exit Counseling

Students who have used federal or campus-based loans to finance their education at UPenn will receive emails from the Student Financial Services office about exit counseling prior to graduation. Exit counseling sessions must be completed before the deadline provided in these emails. Failure to do so will result in the withholding of grades, transcripts, and diplomas.

Final Transcripts, Diplomas and Degree Verification Letters

Detailed information about receiving your physical diploma will come from the Office of Master's and Certificate Programs (MaC) around the time of graduation. It will be your responsibility to complete the required forms and to make sure that you provide the address to which you want your diploma mailed. It can take two-three months for printed diplomas to be sent out.

Degrees are not conferred the day of graduation but must be verified by the Office of the Registrar, entered into the system and updated before the degree is added to your transcript. This process can take several weeks. If you need a degree verification letter sooner so you can apply for licensure and the certification exam, please contact the MSGC office so we can facilitate that request for you. Currently the MaC office can complete the verification of education forms that many states require when you apply for licensure. You can email the form to the MaC Registrar, Michael Peterson, at mipet@upenn.edu and explain what you need.

Alternately, you can make this request directly by emailing the Office of the Registrar from your Penn-affiliated email address. Here is a link to more information about the Registrar's office degree verification service: <https://srfp.upenn.edu/student-records/enrollment-degree-verification>.

Please copy the Program Director on the email so that we can help, if necessary, since University processes can change.

Graduation and Access to UPenn Accounts and Resources

Penn Email Accounts

Since many students use their PennMedicine email address to register for conferences and the ABGC board exam, as well as in the course of their thesis research, including submitting abstracts, PennMedicine e-mail addresses can remain active for one year after graduation so that students can transfer important message to their personal or new professional email account.

Penn+Box

Students and any co-owners do not have access to Penn+Box following graduation, so it is essential that ownership of any research materials be turned over to someone in the program leadership and your thesis mentors.

Here is a link to an article on how to transfer Penn Box folders / files while the current owner is still active at Penn.

<https://support.box.com/hc/en-us/articles/360044196273-Managing-Collaborators#transferfolderowner>

PennCards

Your regular PennCard will be deactivated at the time of your graduation, but you will be eligible to apply for an Alumni PennCard which will give you access to and discounts for many Penn resources. For more information visit <https://penncard.business-services.upenn.edu/alumni>.

You can apply in person or by mail but note that it can take 6-8 weeks for the PennCard Center to have access to recent graduation information, so you should check before you go.

Canvas Courses

PennKeys do not expire, so graduates can still log into Canvas with their PennKey username and password. However, while graduated students retain access to Canvas, access to particular Canvas sites depends on two factors:

1. A Canvas site is retained in the University of Pennsylvania's Canvas environment for five years from the term during which its associated course was offered. Once five years have passed since a Canvas site was active, that site may no longer be available.
2. Faculty or instructors may choose to enable a setting that completely prevents students from accessing a Canvas site after a term ends. Students no longer have access to a Canvas site if this setting is applied. If a student needs access to content in a Canvas site that is no longer available, they should email their instructor to request to have this content shared outside Canvas.

Additionally, students should note the following:

1. If a student does not see a Canvas site listed on their Canvas homepage, they should look for the site under their "Past Enrollments." They can access a past-enrollment site by logging into Canvas and clicking on Courses > All Courses and then scrolling down the page to their "Past Enrollments" list and clicking on the link for the Canvas site they want to access. If they do not see a site either on their Canvas homepage or under their "Past Enrollments," then the site is

unavailable, and they will need to email their instructor to request to have this content shared outside Canvas.

2. Students can use the Course Content Export tool in a Canvas site to download content for offline access.

Penn Libraries

Alumni with Alumni PennCards are able to access some library resources and services. Additional services are accessible for a small fee. See the information just above on Alumni PennCards.

REDCap

Students do not have access to REDCap following graduation, so it is essential that ownership of any instruments be turned over to someone in the program leadership and your thesis mentors.

Conference Funding/Support

Recent graduates who are selected to share their thesis research as a platform presentation can apply to the MSGC program for possible funding for some of the costs to attend. Contact program thesis mentor/program leadership for more information about eligibility and procedures prior to making your travel plans.

Honors and Awards

Graduation Honors

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 Excellence in Counseling Award

The excellence in counseling award is presented to the student who exemplifies the best counseling skills in his/her clinical placements and has strong academic credentials. The Counseling Award committee, composed of clinical supervisors and previous award recipients, reviews the students nominated for the award.

Award for Advocacy and Volunteerism in Genetic Counseling

This award recognizes one graduate each year who exemplifies the goals of advocacy, service, and outreach in support of the field and improved patient care, essential components of the genetic counseling profession.

Published Research Award

This award is presented on Thesis Day to the graduate from the previous year who is the first in the graduating class to have their 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 second-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.

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 CdLS Center 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 Clinical Director of the CdLS Center at CHOP determines who will receive the award. 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).

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.

LEND fellows are second year students who are chosen via an application process that occurs during the spring semester of the first year. For the 2022-23 academic year, there are three LEND fellowships available for genetic counseling students. The genetic counseling discipline director for the LEND fellowship reviews the applications, interviews select applicants, and serves as the mentor to guide the fellow(s) in creating and executing a training plan for the LEND year.

Genetic Counseling LEND fellows receive 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.

LabCorp (formerly Integrated Genetics) Genetic Counseling Scholarship

The University of Pennsylvania Master of Science in Genetic Counseling Program is one of only two programs selected by LabCorp to participate in this program. LabCorp is one of the largest employers of genetic counselors. Following the announcement of the Match and payment of their deposit to the University, interested students can apply directly to LabCorp for this two-year scholarship. 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 between the first and second years of the program 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 LabCorp at one of its clinical locations. The awardee is expected to remain employed with LabCorp for at least three years following commencement of employment and to maintain a consistent level of performance.

Emergency Resources

UPenn Division of Public Safety

The Division of Public Safety (<https://www.publicsafety.upenn.edu/>) is a central source for information about police, fire, and emergency services, security services, including walking escorts, and special victim services.

For general information (not emergencies), call 215.898.7297.

If you see something, say something. Report suspicious behavior immediately to Penn Police at 215-573-3333.

Contact UPenn Police for all on-campus emergencies:

On campus from a traditional phone	511
On campus from a cell phone connected to AirPennNet wireless network	511
Off campus	215-573-3333

Contact Philadelphia Police (and Fire) for all emergencies:

On campus from a traditional phone	911 or 9-911
On campus from a cell phone connected to PennNet wireless network	911 or 9-911
Off campus	911

The Program Director should be notified as soon as possible about any emergency.

Request a Walking Escort

Request a Walking Escort (<https://www.publicsafety.upenn.edu/about/security-services/>) to walk with you to any location in the Penn Patrol Zone, between 30th Street and 43rd Streets, from Market Street to Baltimore Avenue 24/7; as well as within the [UCD zone](#), west to 50th Street and north to Powelton between 10 PM – 3 AM.

How to Request a Walking Escort

- Ask any Public Safety Officer on patrol or inside a building
- Call 215-898-WALK (9255) or 511 (from campus phone)
- Use one of the many building and blue-light ephones located on and off Penn's campus.

Lockout & Jumpstart Services

Security Services offers free 24/7 lockout & jump-start services to anyone on Penn's campus. Simply call 215-573-3333 (511 from campus phone) and a Public Safety Officer will be dispatched to your location.

Non-traumatic Medical Emergencies

For a non-critical medical emergency, call 215-573-3333 for the [Alternative Response Unit \(AR-1\)](#). Students with non-traumatic injuries — from sprained ankles to intoxication and other medical conditions — will receive high-quality care and hospital transportation in the PFD's alternative response unit instead of an ambulance. The alternative unit is a marked SUV staffed by a paramedic lieutenant and an emergency medical technician. The AR-1 team works collaboratively with Penn's student-run Medical Emergency Response Team (MERT) and Penn Police officers. Using the vehicle designated AR-1 to handle these types of calls also frees up ambulances to respond to more serious cases throughout the city. The PFD has 55 medic units that respond to about 800 EMS incidents every day in Philadelphia.

Mental Health and Counseling Resources

Wellness at Penn has provided these contact numbers for members of the Penn community who are seeking time sensitive help in navigating Penn's resources for health and wellness.

If you are experiencing an emergency, you should refer to the following resources for assistance:

STUDENT HEALTH AND COUNSELING (24/7):

(Urgent medical or mental health needs)

Medical Care: 215-746-3535

Counseling: 215-898-7021

THE HELP LINE (24/7):

(Help navigating Penn's health and wellness resources)

215-898-HELP (4357)

If you are experiencing a medical emergency, call PennComm (24/7) at 215-573-3333. Dial 911 if outside of the Penn patrol zone.

If you are experiencing a suicidal crisis or are in emotional distress, contact the national Suicide and Crisis Lifeline (24/7) dial 988 or [chat with a national Suicide and Crisis Lifeline support person\(link is external\)\(link is external\)](#). You can also text HOME to 741741 to connect with a crisis counselor (24/7).

Appendix



ACGC

Accreditation Council
for Genetic Counseling

Fostering excellence in education for the future of genetic counseling

Practice-Based Competencies for Genetic Counselors

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Practice-Based Competencies for Genetic Counselors

This document defines and describes the twenty two practice-based competencies that an entry-level provider must demonstrate to successfully practice as a genetic counselor. It provides guidance for the training of genetic counselors and an assessment for maintenance of competency of practicing genetic counselors. The didactic and experiential components of a genetic counseling training curriculum and maintenance of competency for providers must support the development of competencies categorized in the following domains: **(I) Genetics Expertise and Analysis; (II) Interpersonal, Psychosocial and Counseling Skills; (III) Education; and (IV) Professional Development & Practice.** These domains describe the minimal skill set of a genetic counselor, which should be applied across practice settings. Some competencies may be relevant to more than one domain. *Italicized words are defined in the glossary.*

Domain I: Genetics Expertise and Analysis

1. Demonstrate and utilize a depth and breadth of understanding and knowledge of *genetics* and *genomics* core concepts and principles.
2. Integrate knowledge of psychosocial aspects of conditions with a genetic component to promote *client* well-being.
3. Construct relevant, targeted and comprehensive personal and family histories and pedigrees.
4. Identify, assess, order, facilitate, and integrate genetic/genomic testing options in genetic counseling practice (including molecular and non-molecular testing that directly impacts assessment of inherited risk).
5. Assess individuals' and their relatives' *probability of conditions with a genetic component* or carrier status based on their pedigree, test result(s), and other pertinent information.
6. Demonstrate the skills necessary to successfully manage a genetic counseling case.
7. Critically assess genetic/genomic, medical and social science literature and information.

Domain II: Interpersonal, Psychosocial and Counseling Skills

8. Establish a mutually agreed upon genetic counseling agenda with the client.
9. Employ active listening and interviewing skills to identify, assess, and empathically respond to stated and emerging concerns.
10. Use a range of genetic counseling skills and models to facilitate informed decision-making and adaptation to genetic risks or conditions.
11. Promote client-centered, informed, non-coercive and value-based decision-making.

12. Understand how to adapt genetic counseling skills for varied service delivery models.

13. Apply genetic counseling skills in a culturally responsive and respectful manner to all clients.

Domain III: Education

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

Domain IV: Professional Development & Practice

17. Act in accordance with the ethical, legal and philosophical principles and values of the genetic counseling profession and the policies of one's institution or organization.
18. Demonstrate understanding of the research process.
19. Advocate for individuals, families, *communities* and the genetic counseling profession.
20. Demonstrate a self-reflective, evidenced-based and current approach to genetic counseling practice.
21. Understand the methods, roles and responsibilities of the process of clinical supervision of trainees.
22. Establish and maintain professional *interdisciplinary relationships* in both team and one-on-one settings, and recognize one's role in the larger healthcare system.

Appendix: Samples of Activities and Skills that may assist in Meeting Practice-Based Competencies

These samples may assist in curriculum planning, development, implementation and program and counselor evaluation. They are not intended to be exhaustive nor mandatory, as competencies can be achieved in multiple ways.

Domain I: Genetics Expertise and Analysis

1. Demonstrate and utilize a depth and breadth of understanding and knowledge of *genetics* and *genomics* core concepts and principles.

- a) Demonstrate knowledge of principles of human, medical, and public health genetics and genomics and their related sciences. These include:
 - Mendelian and non-Mendelian inheritance
 - Population and quantitative genetics
 - Human variation and disease susceptibility
 - *Family history* and *pedigree* analysis
 - Normal/abnormal physical & psychological development
 - Human reproduction
 - Prenatal genetics
 - Pediatric genetics
 - Adult genetics
 - Personalized genomic medicine
 - Cytogenetics
 - Biochemical genetics
 - Molecular genetics
 - Embryology/Teratology/Developmental genetics
 - Cancer genetics
 - Cardiovascular genetics
 - Neurogenetics
 - Pharmacogenetics
 - Psychiatric genetics
- b) Apply knowledge of genetic principles and understand how they contribute to etiology, clinical features and disease expression, natural history, differential diagnoses, genetic testing and test report interpretation, pathophysiology, recurrence risk, management and prevention, and *population screening*.

2. Integrate knowledge of psychosocial aspects of conditions with a genetic component to promote *client* well-being.

- a) Demonstrate an understanding of psychosocial, ethical, and legal issues related to genetic counseling encounters.

- b) Describe common emotional and/or behavioral responses that may commonly occur in the genetic counseling context.
- c) Recognize the importance of understanding the lived experiences of people with various genetic/genomic conditions.
- d) Evaluate the potential impact of psychosocial issues on client decision-making and adherence to medical management.

3. Construct relevant, targeted and comprehensive personal and family histories and pedigrees.

- a) Demonstrate proficiency in the use of pedigree symbols, standard notation, and nomenclature.
- b) Utilize interviewing skills to elicit a family history and pursue a relevant path of inquiry.
- c) Use active listening skills to formulate structured questions for the individual case depending on the reason for taking the family history and/or potential diagnoses.
- d) Elicit and assess pertinent information relating to medical, developmental, pregnancy and psychosocial histories.
- e) Extract pertinent information from available medical records.

4. Identify, assess, order, facilitate, and integrate genetic/genomic testing options in genetic counseling practice (including molecular and non-molecular testing that directly impacts assessment of inherited risk).

- a) Investigate the availability, analytic validity, clinical validity, and clinical utility of screening, diagnostic and predictive genetic/genomic tests.
- b) Evaluate and assess laboratories and select the most appropriate laboratory and test based on the clinical situation.
- c) Identify and discuss the potential benefits, risks, limitations and costs of genetic/genomic testing.

Practice-Based Competencies for Genetic Counselors

- d) Coordinate, facilitate, and execute the ordering of appropriate genetic/genomic testing for the client.
- e) Interpret the clinical implications of genetic/genomic test reports.
- f) Recommend and coordinate additional testing and appropriate referrals based upon test results.
- g) Recognize and differentiate specific considerations relevant to genetic versus genomic and clinical versus research testing in terms of the informed consent process, results disclosure, institutional review board (IRB) guidelines, and clinical decision-making.

5. Assess individuals' and their relatives' probability of conditions with a genetic component or carrier status based on their pedigree, test result(s), and other pertinent information.

- a) Assess probability of conditions with a genetic component or carrier status using relevant knowledge and data based on pedigree analysis, inheritance patterns, genetic epidemiology, quantitative genetics principles, and mathematical calculations.
- b) Incorporate the results of screening, diagnostic and predictive genetic/genomic tests to provide accurate risk assessment for clients.
- c) Evaluate familial implications of genetic/genomic test results.
- d) Identify and integrate relevant information about environmental and lifestyle factors into the risk assessment.

6. Demonstrate the skills necessary to successfully manage a genetic counseling case.

- a) Develop and execute a *case management* plan that includes case preparation and follow-up.

Domain II: Interpersonal, Psychosocial and Counseling Skills

8. Establish a mutually agreed upon genetic counseling agenda with the client.

- a) Describe the genetic counseling process to clients.
- b) Elicit client expectations, perceptions, knowledge, and concerns regarding the genetic counseling encounter and the reason for referral or contact.

- b) Assess and modify the case management plan as needed to incorporate changes in management and surveillance recommendations.
- c) Document and present the genetic counseling encounter information clearly and concisely, orally and in writing, in a manner that is understandable to the audience and in accordance with professional and institutional guidelines and standards.
- d) Identify and introduce research options when indicated and requested in compliance with applicable privacy, human subjects, regional and institutional standards.
- e) Identify, access and present information to clients on local, regional, national and international resources, services and support.

7. Critically assess genetic/genomic, medical and social science literature and information.

- a) Plan and execute a thorough search and review of the literature.
- b) Evaluate and critique scientific papers and identify appropriate conclusions by applying knowledge of relevant *research methodologies* and statistical analyses.
- c) Synthesize information obtained from a literature review to utilize in genetic counseling encounters.
- d) Incorporate medical and scientific literature into evidenced-based practice recognizing that there are limitations and gaps in knowledge and data.

- c) Apply client expectations, perceptions, knowledge and concerns towards the development of a mutually agreed upon agenda.
- d) Modify the genetic counseling agenda, as appropriate by continually *contracting* to address emerging concerns.

9. Employ active listening and interviewing skills to identify, assess, and empathically respond to stated and emerging concerns.

- a) Elicit and evaluate client emotions, individual and family experiences, beliefs, behaviors, values, coping mechanisms and adaptive capabilities.
- b) Engage in relationship-building with the client by establishing rapport, employing active listening skills and demonstrating empathy.
- c) Assess and respond to client emotional and behavioral cues, expressed both verbally and non-verbally, including emotions affecting understanding, retention, perception, and decision-making.

10. Use a range of genetic counseling skills and models to facilitate informed decision-making and adaptation to genetic risks or conditions.

- a) Demonstrate knowledge of psychological defenses, family dynamics, family systems theory, coping models, the grief process, and reactions to illness.
- b) Utilize a range of basic counseling skills, such as open-ended questions, reflection, and normalization.
- c) Employ a variety of advanced genetic counseling skills, such as anticipatory guidance and in-depth exploration of client responses to risks and options.
- d) Assess clients' psychosocial needs, and evaluate the need for intervention and referral.
- e) Apply evidence-based models to guide genetic counseling practice, such as short-term *client-centered* counseling, grief counseling and crisis counseling.
- f) Develop an appropriate follow-up plan to address psychosocial concerns that have emerged in the encounter, including referrals for psychological services when indicated.

11. Promote client-centered, informed, non-coercive and value-based decision-making.

- a) Recognize one's own values and biases as they relate to genetic counseling.
- b) Actively facilitate client decision-making that is consistent with the client's values.

- c) Recognize and respond to client-counselor relationship dynamics, such as transference and countertransference, which may affect the genetic counseling interaction.
- d) Describe the continuum of non-directiveness to directiveness, and effectively utilize an appropriate degree of guidance for specific genetic counseling encounters.
- e) Maintain professional boundaries by ensuring directive statements, self-disclosure, and self-involving responses are in the best interest of the client.

12. Understand how to adapt genetic counseling skills for varied service delivery models.

- a) Tailor communication to a range of service delivery models to meet the needs of various audiences.
- b) Compare strengths and limitations of different service delivery models given the genetic counseling indication.
- c) Describe the benefits and limitations of *distance encounters*.
- d) Tailor genetic counseling to a range of service delivery models using relevant verbal and non-verbal forms of communication.
- e) Recognize psychosocial concerns unique to distance genetic counseling encounters.

13. Apply genetic counseling skills in a culturally responsive and respectful manner to all clients.

- a) Describe how aspects of culture including language, ethnicity, life-style, socioeconomic status, disability, sexuality, age and gender affect the genetic counseling encounter.
- b) Assess and respond to client cultural beliefs relevant to the genetic counseling encounter.
- c) Utilize multicultural genetic counseling resources to plan and tailor genetic counseling agendas, and assess and counsel clients.
- d) Identify how the genetic counselor's personal cultural characteristics and biases may impact encounters and use this knowledge to maintain effective client-focused services.

Domain III: Education

14. Effectively educate clients about a wide range of genetics and genomics information based on their needs, their characteristics and the circumstances of the encounter.

- a) Identify factors that affect the learning process such as intellectual ability, emotional state, socioeconomic factors, physical abilities, religious and cultural beliefs, motivation, language and educational background.
- b) Recognize and apply risk communication principles and theory to maximize client understanding.
- c) Communicate relevant genetic and genomic information to help clients understand and adapt to conditions or the risk of conditions and to engage in informed decision-making.
- d) Utilize a range of tools to enhance the learning encounter such as handouts, visual aids, and other educational technologies.
- e) Communicate both orally and in writing using a style and method that is clear and unambiguous.
- f) Present balanced descriptions of lived experiences of people with various conditions.
- g) Explain and address client concerns regarding genetic privacy and related protections.
- h) Employ strategies for successful communication when working with interpreters.

15. Write concise and understandable clinical and scientific information for audiences of varying educational backgrounds.

- a) Develop written educational materials tailored to the intended audience.
- b) Recognize the professional and legal importance of medical documentation and confidentiality.
- c) Assess the challenges faced by clients with low literacy and modify the presentation of information to reduce the literacy burden.

16. Effectively give a presentation on genetics, genomics and genetic counseling issues.

- a) Assess and determine the educational goals and learning objectives based on the needs and characteristics of the audience.
- b) Develop an educational method or approach that best facilitates the educational goals of the presentation and considers the characteristics of the audience.
- c) Present using a delivery style that results in effective communication to the intended audience that is clear and unambiguous.
- d) Assess one's own teaching style and use feedback and other outcome data to refine future educational encounters.

Domain IV: Professional Development & Practice

17. Act in accordance with the ethical, legal and philosophical principles and values of the genetic counseling profession and the policies of one's institution or organization.

- a) Follow the guidance of the National Society of Genetic Counselors Code of Ethics.
- b) Recognize and respond to ethical and moral dilemmas arising in genetic counseling practice and seek outside consultation when needed.
- c) Identify and utilize factors that promote client autonomy.
- d) Ascertain and comply with current professional credentialing requirements, at the institutional, state, regional and national level.

- e) Recognize and acknowledge situations that may result in a real or perceived conflict of interest.

18. Demonstrate understanding of the research process.

- a) Articulate the value of research to enhance the practice of genetic counseling.
- b) Demonstrate an ability to formulate a research question.
- c) Recognize the various roles a genetic counselor can play on a research team and identify opportunities to participate in and/or lead research studies.
- d) Identify available research-related resources.

- e) Apply knowledge of research methodology and *study design* to critically evaluate research outcomes.
- f) Apply knowledge of research methodology and study designs to educate clients about research studies relevant to them/their family.
- g) Describe the importance of human subjects' protection and the role of the Institutional Review Board (IRB) process.

19. Advocate for individuals, families, communities and the genetic counseling profession.

- a) Recognize the potential tension between the values of clients, families, communities and the genetic counseling profession.
- b) Support client and community interests in accessing, or declining, social and health services and clinical research.
- c) Identify genetic professional organizations and describe opportunities for participation and leadership.
- d) Employ strategies that to increase/promote access to genetic counseling services.

20. Demonstrate a self-reflective, evidenced-based and current approach to genetic counseling practice.

- a) Display initiative for lifelong learning.
- b) Recognize one's limitations and capabilities in the context of genetic counseling practice.
- c) Seek feedback and respond appropriately to performance critique.
- d) Demonstrate a scholarly approach to genetic counseling, including using available evidence-based principles in the preparation and execution of a genetic counseling encounter.
- e) Identify appropriate individual and/or group opportunities for ongoing personal supervision and mentorship.
- f) Accept responsibility for one's physical and emotional health as it impacts on professional performance.
- g) Recognize and respect professional boundaries between clients, colleagues, and supervisors.

21. Understand the methods, roles and responsibilities of the process of clinical supervision of trainees.

- a) Engage in active reflection of one's own clinical supervision experiences.
- b) Identify resources to acquire skills to appropriately supervise trainees.
- c) Demonstrate understanding of the dynamics and responsibilities of the supervisor/supervisee relationship.

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

- a) Distinguish the genetic counseling *scope of practice* in relation to the roles of other health professionals.
- b) Develop positive relationships with professionals across different disciplines.
- c) Demonstrate familiarity with the *health care system* as it relates to genetic counseling practice including relevant privacy regulations, referral and payment systems.
- d) Demonstrate effective interaction with other professionals within the healthcare infrastructure to promote appropriate and equitable delivery of genetic services.
- e) Assist non-genetic healthcare providers in utilizing genetic information to improve patient care in a cost-effective manner.
- f) Promote responsible use of genetic/genomic technologies and information to enhance the health of individuals, communities, and the public.

Glossary

Case management: The planning and coordination of health care services appropriate to achieve a desired medical and/or psychological outcome. In the context of genetic counseling, case management requires the evaluation of a medical condition and/or risk of a medical condition in the client or family, evaluating psychological needs, developing and implementing a plan of care, coordinating medical resources and advocating for the client, communicating healthcare needs to the individual, monitoring an individual's progress and promoting client-centered decision making and cost-effective care.

Client centered: A non-directive form of talk therapy that was developed by Carl Rogers during the 1940's and 1950's. The goal of client-centered counseling is to provide clients with an opportunity to realize how their attitudes, feelings and behavior are being negatively affected and to make an effort to find their true positive potential. The counselor is expected to employ genuineness, empathy, and unconditional positive regard, with the aim of clients finding their own. (This is also known as person-centered or Rogerian therapy.)

Client: Anyone seeking the expertise of a genetic counselor. Clients include anyone seeking the expertise of a genetic counselor such as individuals seeking personal health information, risk assessment, genetic counseling, testing and case management; health care professionals; research subjects; and the public.

Contracting: The two-way communication process between the genetic counselor and the patient/client which aims to clarify both parties' expectations and goals for the session.

Distance Encounters: At present, and even more so in the future, clinical genetic services will be provided to patients/clients by providers who are not physically in the same location as the patient/client. These encounters can be called Distance Encounters, even if the provider and patient are not physically located at great distances from each other. Ways in which this care can be provided include interactive two-way video sessions in real time; asynchronous virtual consultations by store-and-forward digital transmission of patient images, data, and

clinical questions from the patient/client's healthcare provider to the genetic services provider; telephone consultation between genetic provider and patient/client; and perhaps additional forms of interaction between providers and patients/clients unimagined at present.

Family history: The systematic research and narrative of past and current events relating to a specific family that often include medical and social information.

Genetics: The branch of biologic science which investigates and describes the molecular structure and function of genes, how gene function produces effects in the organism (phenotype), how genes are transmitted from parent to offspring, and the distribution of gene variations in populations.

Genetic counseling: The process of helping people understand and adapt to the medical, psychological and familial implications of genetic contributions to disease. Genetic counselors work in various settings and provide services to diverse clients.

Genomics: The branch of biology which studies the aggregate of genes in an organism. The main difference between genomics and genetics is that genetics generally studies the structure, variation, function, and expression of single genes, whereas genomics studies the large number of genes in an organism and their interrelationship.

Health care system: The organization of people, institutions, and resources to deliver health care services to meet the health needs of target populations. The laws, regulations and policies governing healthcare systems differ depending on the country, state/province, and institution.

Interdisciplinary relationships: Connections and interactions among members of a team of health care staff from different areas of practice.

Pedigree: A diagram of family relationships that uses symbols to represent people and lines to represent relationships. These diagrams make it easier to visualize relationships within families, particularly large extended families.

Population screening: Testing of individuals in an identified, asymptomatic, target population who may be at risk for a particular disease or may be at risk to have a child with a particular disease. Population screening may allow for the provision of information important for decision-making, early diagnosis, and improved treatment or disease prevention.

Probability of conditions with a genetic component: The chance, typically expressed as a fraction or a percentage, for an individual or a specific population to experience a condition that has a genetic component. This terminology is used intentionally rather than “genetic risk” because the concept of “risk” is not synonymous with “probability.” The origin of a probability can come from principles of Mendelian inheritance or from epidemiology. The probability of genetic disease is differentiated from risk of genetic disease in that probability conveys the numerical estimate for an individual patient or a specific population while risk includes additional elements including the burden of disease.

Population Genetics: The study of allele frequency distribution and change under evolutionary processes, and includes concepts such as the Hardy-Weinberg principle and the study of quantitative genetic traits.

Research methodologies: The process to define the activity (how, when, where, etc.) of gathering data.

Scope of practice: Genetic Counselors work as members of a health care team in a medical genetics program or other specialty/subspecialty; including oncology, neurology, cardiology, obstetrics and gynecology, among others. They are uniquely trained to provide information, counseling and support to individuals and families whose members have genetic disorders or who may be at risk for these conditions. The genetic counseling scope of practice is carried out through collaborative

relationships with clinical geneticists and other physicians, as well as other allied healthcare professionals such as nurses, physicians and social workers.

Study design: The formulation of trials and experiments in medical and epidemiological research. Study designs can be qualitative, quantitative, descriptive (e.g., case report, case series, survey), analytic-observational (e.g., cross sectional, case-control, cohort), and/or analytic-experimental (randomized controlled trials).

Accreditation Council for Genetic Counseling
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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.

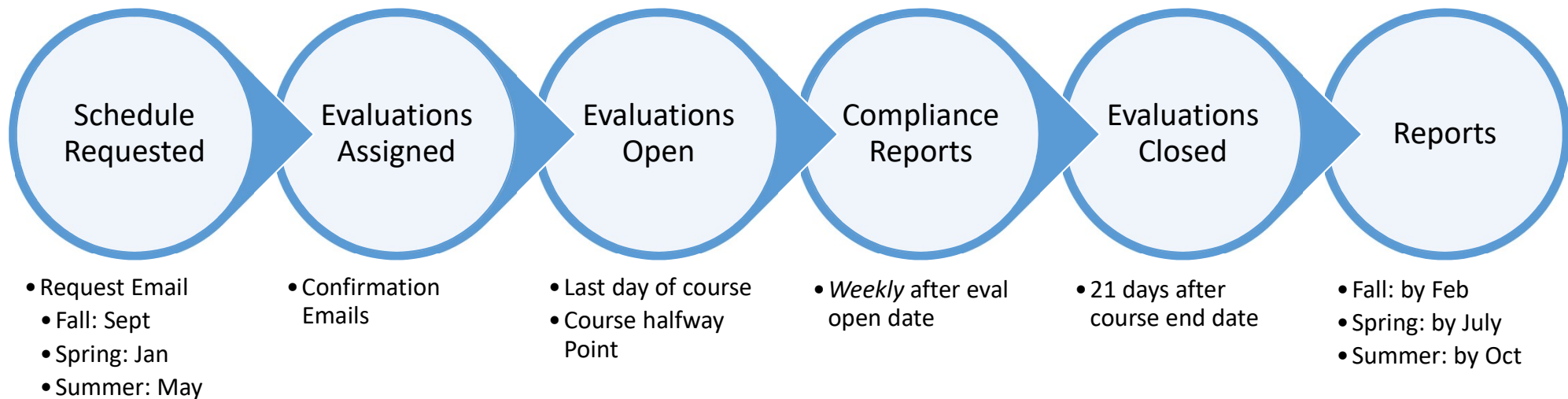
Name: _____

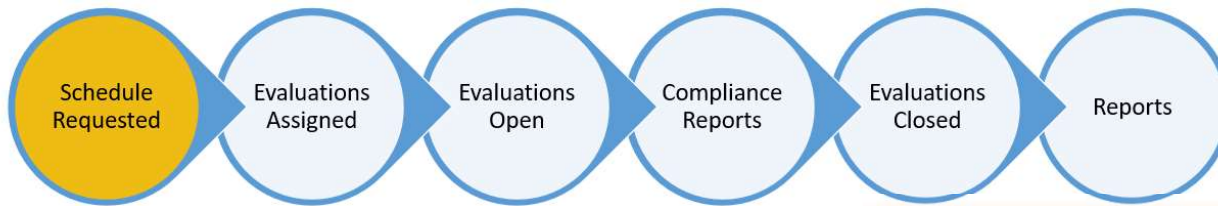
Signature: _____

Date: _____

**Derived from a number of sources including the University of California-San Francisco School of Medicine and Purdue University.*

Evaluation Process for MaCS





- Template
 - Instructor
 - Course
- Grade Pathway
- Student Info
- Evaluation Timing
 - End of semester
 - Mid semester
- Extending Open Dates

Masters - Blue Template.xlsx
21 KB

From: Felder, Ashley
Sent: Monday, September 27, 2021 3:56 PM
To: mac-staff@lists.upenn.edu
Cc: McGarrigle, Rachel <rmcg@upenn.edu>
Subject: Information Needed for Fall 2021 Evaluations in Blue

Good afternoon,

I hope this email finds you well!

Please use the attached template to submit your program's evaluation information for Fall 2021, **providing all courses on one template** (sample data is in **RED**).

The attached excel spreadsheet contains 2 tabs, each of which are described below.

- **PLEASE DO NOT ALTER THE TEMPLATE IN ANY WAY.**
- **PLEASE ENTER ONE NAME/PENN ID PER LINE.**

- **Instructor Evaluations:** Please include all requested information.
 - o If the course is not evaluating didactics, **please leave the "Title" column blank.**
 - o If an instructor is teaching the majority of the lectures, **please only list once and leave the "Title" column blank.**
 - o If the course director is being evaluated as a lecturer, **please leave the "Title" column blank.**
- **Course Evaluations:** Please note the standard questions, used for all Masters courses. If you'd like to use additional questions on the evaluation form, please number and list them accordingly. **Please do not include any instructor names on the course evaluation form.**

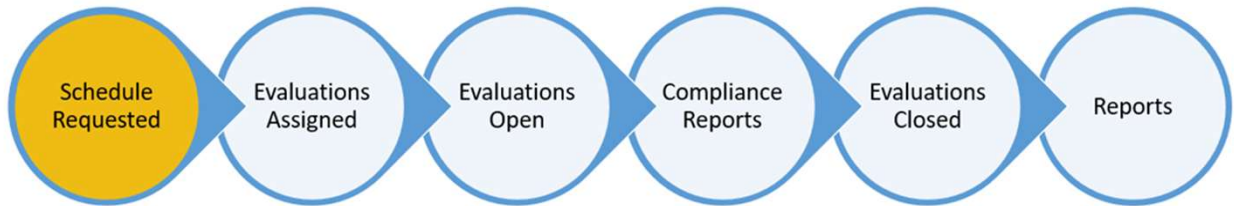
Please complete the attached template and return it to me by Monday, October 4, 2021.

Please review the information below.

The **Grade Pathway** will restrict student access to final grades in Penn InTouch until all evaluations have been completed. The Grade Pathway begins on the last day of classes and ends on the date grades are due. Hopefully, this will increase the response rate. Please encourage all students to complete their assigned evaluations as soon as possible, as the evaluations will no longer be available after grades are due.

The mid-semester evaluations will open on October 18th, and will remain open for 21 days.
 The end of semester evaluations will open on the last day of each course, per the course end dates in SRS, and will remain open for 21 days.

- The evaluation end date can be extended, per the program's request, if the program is not pleased with the compliance and would like to aim for a 100% response rate.



Instructor Evaluation

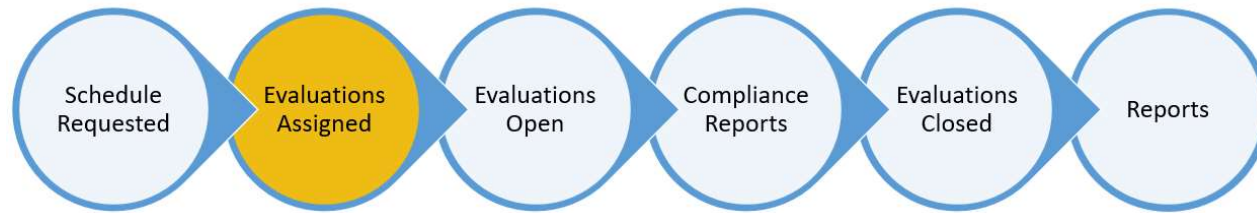
What about courses not on the academic calendar timeline?

A	B	C	D	E	F
Course Number	Date	Instructor (First and Last name)	Title	Instructor Penn ID #	Format Needed for Blue
CN101	1/1/2020	Jane Doe	Intro	12345678	Jane Doe :: Intro (12345678)
					:: ()
					:: ()
					:: ()
					:: ()
					:: ()
					:: ()
					:: ()

What about guest lecturers who don't have Penn IDs?

Course Evaluation

Standard Questions <i>*cannot be edited/removed</i>		
Question #	Question	
1	Clarity of course goals, objectives and expectations	
2	Overall course organization and coherency	
3	Commitment of course director(s)	
4	Educational value/amount learned	
5	How well the course achieved stated goals	
6	Professionalism of faculty involved with the course	
7	Understanding of how you would be evaluated	
8	Usefulness of feedback	
9	How well the workload challenged you/level of material appropriate	
10	Overall rating/quality of course	
11	Comments (Please write about Strengths, Weaknesses and Areas for Improvement)	
If you'd like to use additional questions, please list them below		
Course Number	Question #	Question



- Program-wide confirmation email
 - Important Dates
 - Student Info
 - Compliance Schedule
 - Report Schedule
- **Program-specific email**
 - **Pdf of student view of evaluations**

From: Felder, Ashley
Sent: Wednesday, November 17, 2021 11:17 AM
To: mac-staff@lists.upenn.edu
Cc: McGarrigle, Rachel <rmcg@upenn.edu>
Subject: Fall 2021 Masters Evaluations

Good Morning,

I hope everyone is doing well.

All Fall 2021 evaluations have been assigned.

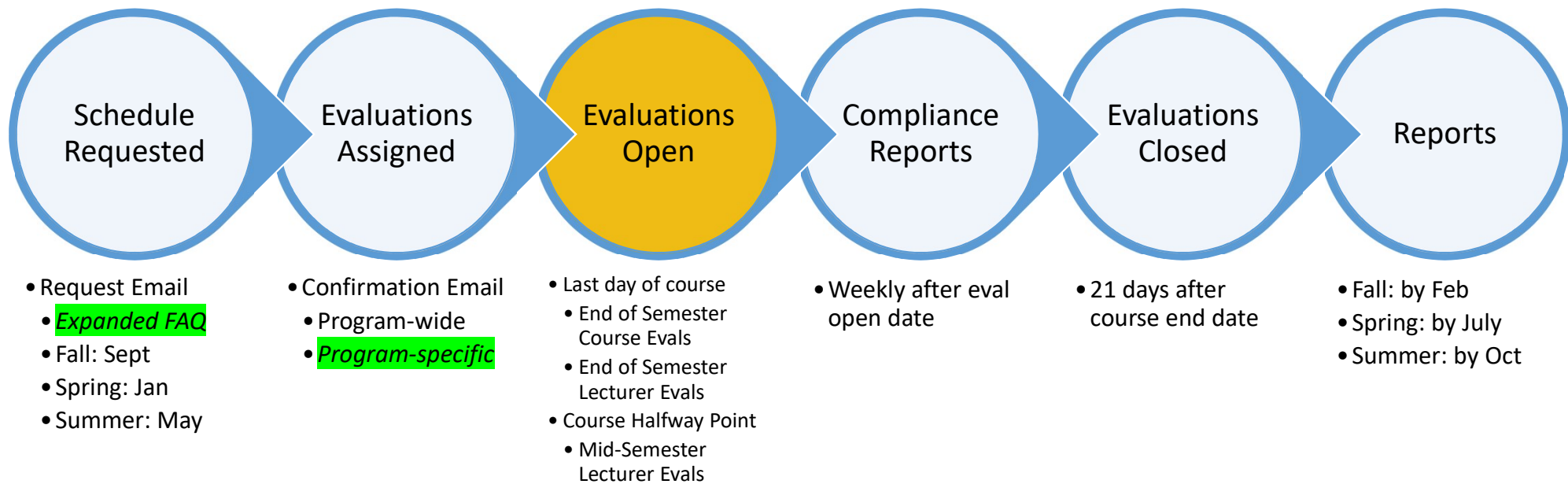
I've compiled a list of FAQs.

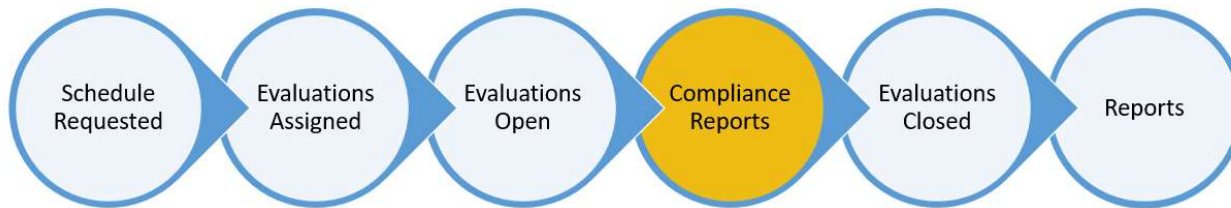
- The URL for Blue is <https://upenn.blueera.com/upenneval>.
- The end of semester evaluations open(ed) on the last day of each course, per the course end dates in SRS, and will remain open for 21 days.
- An automated email will be sent from Blue notifying the students. I'd suggest encouraging the students to complete the evaluations as soon as possible.
- The students will receive two email reminders from Blue (7 and 14 days after the evaluations have opened).
- Weekly compliance reports will be sent to the Program Administrators but only the Penn IDs will be included, as that is the only identifier listed in Blue.
- The evaluation end date can be extended, per the program's request, if the program is not pleased with the compliance and would like to aim for a 100% response rate.
- Course reports will include all evaluation data collected for Fall 2021 and will be sent to the Program Administrators no later than early February 2022.

I hope this helps. Please let me know if you have any other questions.

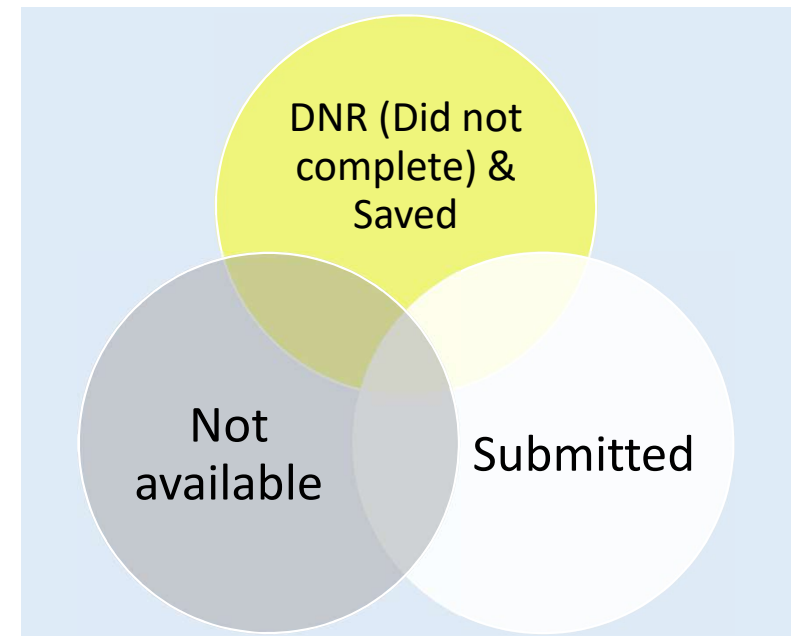
Thank you and have a great day!

Evaluation Process

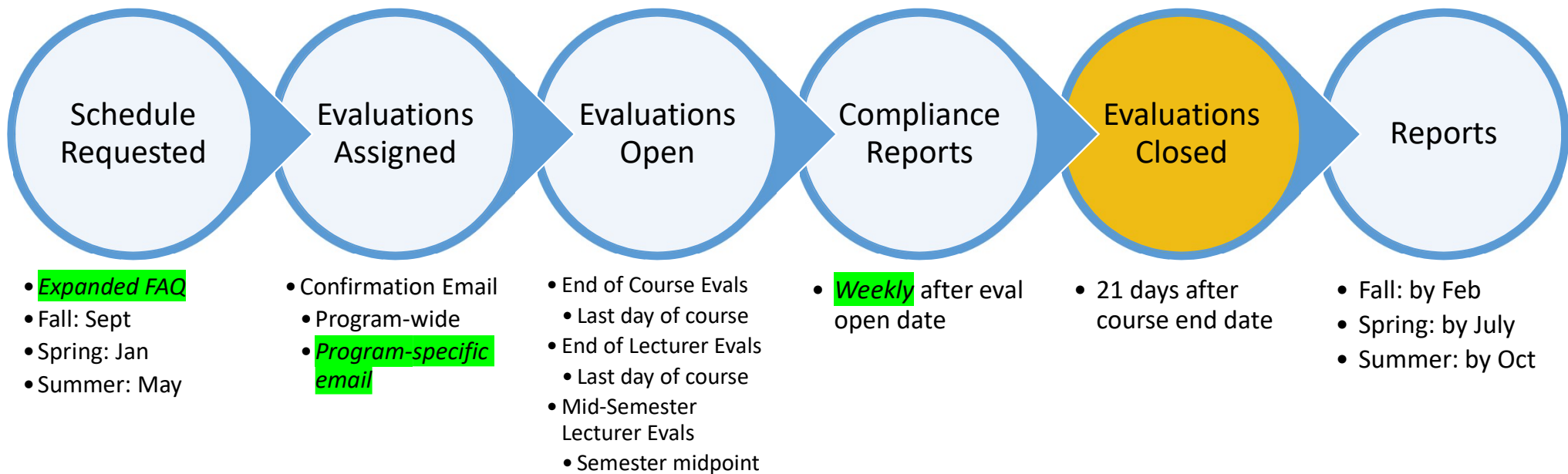


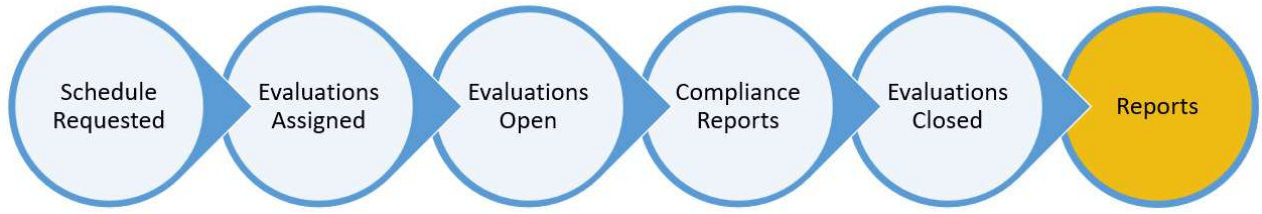


Name	SECTION_ID	Email	PENN_ID	TaskStatus
MSRMT OF HEALTH IN EPID	EPID542001	Hao-Min.Pan@penntmedicine.upenn.edu	13275985	DNR
MSRMT OF HEALTH IN EPID	EPID542001	Timothy.Brown3@Penntmedicine.upenn.edu	39426675	DNR
MSRMT OF HEALTH IN EPID	EPID542001	Chethan.Ramprasad@Penntmedicine.upenn.edu	64958746	DNR
MSRMT OF HEALTH IN EPID	EPID542001	newmanh@chop.edu	68387608	DNR
MSRMT OF HEALTH IN EPID	EPID542001	alcamo@email.chop.edu	32686054	Saved
MSRMT OF HEALTH IN EPID	EPID542001	Jeffrey.Shevach@Penntmedicine.upenn.edu	46602266	Saved
MSRMT OF HEALTH IN EPID	EPID542001	William.Short@penntmedicine.upenn.edu	26579723	Submitted
MSRMT OF HEALTH IN EPID	EPID542001	Emily.Baumrin@Penntmedicine.upenn.edu	28706201	Submitted
MSRMT OF HEALTH IN EPID	EPID542001	Sanford.Roberts@penntmedicine.upenn.edu	38255312	Submitted
MSRMT OF HEALTH IN EPID	EPID542001	cogginss@chop.edu	82758877	Submitted
APP REG/CATEGORICAL DATA	EPID622001	strongae@chop.edu	20086390	Not Yet Available
APP REG/CATEGORICAL DATA	EPID622001	Louise.Wang@penntmedicine.upenn.edu	26229745	Not Yet Available
APP REG/CATEGORICAL DATA	EPID622001	dalonzob@penntmedicine.upenn.edu	32828614	Not Yet Available
APP REG/CATEGORICAL DATA	EPID622001	Helen.Zhang1@Penntmedicine.upenn.edu	34331811	Not Yet Available
APP REG/CATEGORICAL DATA	EPID622001	himebaucha@email.chop.edu	41750610	Not Yet Available

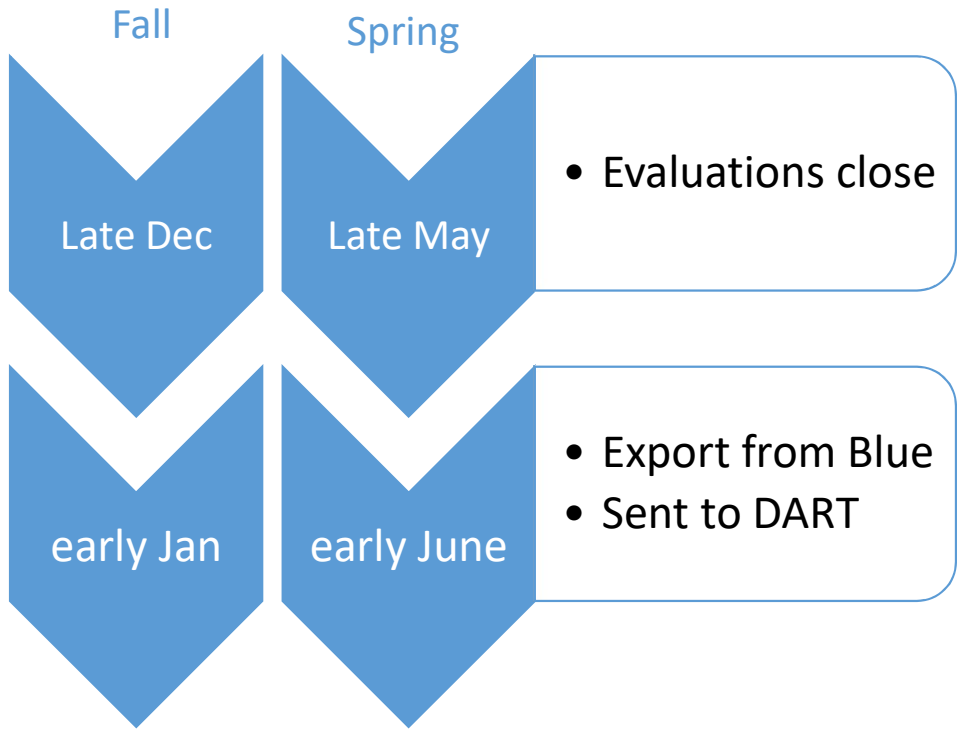


Evaluation Process

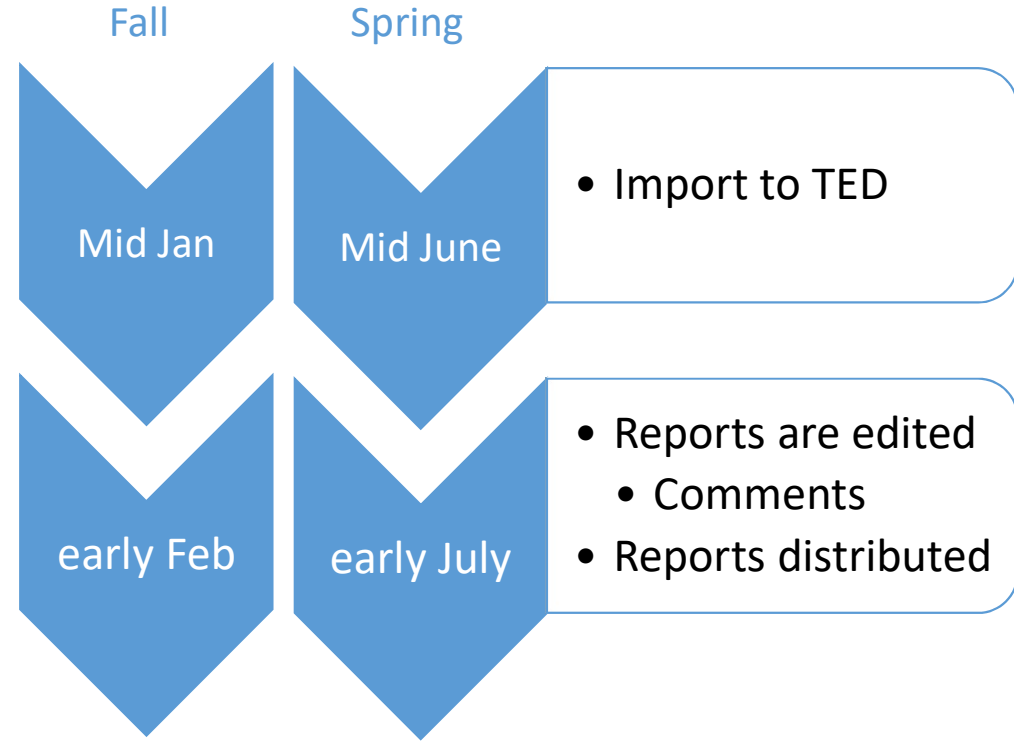




Step 1: Data Processed



Step 2: Reports Prepared



PSOM Master's and Certificate Programs: Frequently Asked Questions (FAQs) about Evaluations

EVALUATION TIMING & TYPES

Q: How many evaluations will students receive?

A: Students receive at least two (2) evaluations for a course—an End of Semester Lecturer Evaluation and an End of Semester Course Evaluation. If the course has many different instructors teaching (approximately five or more) then students will also receive a Mid-Semester Lecturer Evaluation.

- Mid-Semester Lecturer Evaluation (for courses with multiple, different instructors): Includes all instructors teaching from course start to the middle of the semester.
- End of Semester Lecturer Evaluation (for courses with multiple, different instructors): Includes all instructors teaching from middle to the end of semester.
- End of Semester Lecturer Evaluation: Includes all instructors teaching from course start to course end.
- End of Semester Course Evaluation: Includes questions evaluating the course overall.

Q: When will mid-semester lecturer evaluations be available for students to complete?

A: The date that Mid-Semester evaluations open to students varies by course and by year—it is always around middle of term. Mid-Semester evaluations remain open until the end of semester evaluation close date.

Q: When will end of semester evaluations be available for students to complete?

A: End of semester evaluations open to students on the course's last day (course end dates are listed in SRS) and remain open for 21 days.

Q: Can the evaluation close date be extended?

A: Yes, upon request. Programs may request an extension of the close date to allow more time for students to submit evaluations (i.e., increase compliance). Please encourage students to complete their assigned evaluations as soon as possible.

NOTIFICATIONS & ACCESS

Q: Will the students receive notifications about their open evaluations?

A: Students receive an email when evaluations open and two reminder emails thereafter. BLUE automatically send emails by pulling student email addresses from the Penn Directory. Please advise your students to update and verify their email address in the Penn Directory because they will not receive email notifications from BLUE if their email address is missing or incorrect.

Q: Can students access their evaluations if they are unable to find the emails sent by BLUE?

A: Yes. The URL for Blue is <https://upenn.bluera.com/upenneval> (also <http://www.upenn.edu/eval>). Once logged in, they will be able to access evaluations needing completion.

Q: What is the Grade Pathway?

A: Because evaluations may be biased when students know their grades, the Grade Pathway restricts student access to final grades in Penn InTouch until the student completes all their assigned evaluations (unless the student opted out of completing all evaluations). The Grade Pathway begins on the last day of classes and is lifted on the date that grades are due.

COMPLIANCE & COURSE REPORTS

Q: When will compliance reports be sent?

A: Compliance reports that identify student completion status (submitted, started but not submitted, not yet evaluated, etc.) are sent to Program Administrators weekly. Students are listed by Penn IDs because that is the only identifier used in BLUE.

Q: Do course reports include data collected from each evaluation?

A: Yes, course reports summarize all evaluation data collected for the semester.

Q: When will programs receive their course reports?

A: After evaluations close at the end of the semester, Program Administrators receive one course report for each course. The distribution date of course reports is generally 45 days after evaluations close for the semester.



Spring 2023 COURSE NUMBER - COURSE NAME

Project Title: **Spring 2023 End of Semester COURSE Evaluations**

Course Audience:
Responses Received:
Response Ratio:

Creation Date: **Tuesday, June 20, 2023**

What was the most valuable aspect of this course for you?

Comments

What would improve your learning?

Comments

What do you wish you knew about this course before enrolling?

Comments

Additional comments about this course:

Comments



Spring 2023 COURSE NUMBER- COURSE NAME

Project Title: **Spring 2023 End of Semester Lecturer Evaluations**

Survey Audience:
Responses Received:
Response Ratio:

Creation Date: **Tuesday, June 20, 2023**

Spring 2023 COURSE NAME - COURSE NUMBER

Question	Student			
	Response Count	Mean	Standard Deviation	Median
Course Director/Coordinator Name				
Course Director/Coordinator Name				
Lecturer Name / Lecture Title				
Lecturer Name / Lecture Title				
Lecturer Name / Lecture Title				
Lecturer Name / Lecture Title				
Lecturer Name / Lecture Title				
Lecturer Name / Lecture Title				

Degree Requirements – 2023-2024

	- Summer -	- Fall Semester -	- Spring Semester -	
<i>First Year</i>		GENC 6010 Advanced Genetics and Genomics GENC 6020 Mechanisms of Diseases GENC 6030 Introduction to Genetic Counseling GENC 6130 Foundations in Clinical Genetics and Genomic Technologies	GENC 6040 Reproductive and Developmental Genetics GENC 6110 Cancer Genetics GENC 6120 Genetic Counseling Theory & Practice I GENC 6140 Introduction to Genetic Counseling Research	
		GENC 6700 Internship #1	GENC 6700 Internships #2 and #3	
	♦ Genetics Rounds ♦ JEDI Seminars ♦ Advocacy Activities ♦ Conferences and Workshops ♦			
<i>Second Year</i>	GENC 6800 Clinical Internship #1	GENC 6200 Medical Genetics I GENC 6210 Genetic Counseling Theory & Practice II GENC 6220 Biochemical Genetics GENC 6230 Ethical Issues in Genetic Counseling GENC 6400 Professional Development I GENC 6500 Genetic Counseling Rounds I	GENC 6300 Medical Genetics II GENC 6310 Genetic Counseling Theory & Practice III GENC 6450 Professional Development II GENC 6550 Genetic Counseling Rounds II GENC 9900 Master's Thesis	
		GENC 6800 Clinical Internship #2	GENC 6800 Clinical Internship #3	GENC 6800 Clinical Internship #4
	♦ Genetics Rounds ♦ Journal Club ♦ Advocacy Activities ♦ Conferences and Workshops ♦ Thesis Work ♦			

iPad Lending Guidelines

1. **Eligibility:** The MSGC Program Equipment Loans are provided only to currently enrolled Penn students, faculty, staff and associates with PennKey and valid PennCards. Only Penn students, faculty, staff and associates may use the equipment while it is on loan.
2. Borrowers are expected to comply in full with all computing policies as described at <https://www.isc.upenn.edu/IT/policies> and the Penn MSGC program does not assume any liability for misuse of borrowed equipment.
3. iPads must be returned promptly at the time and in the manner indicated by the MSGC program.
4. Borrowers are required to sign and return a statement acknowledging the terms of the loan before equipment is lent.
(The form can be found at <https://somapps.med.upenn.edu/forms/zulu/view.php?id=113486>.)
5. The MSGC program will make every effort to ensure that loaned equipment is fully functional. Borrowers are encouraged to verify equipment functionality as soon as it is received.
6. Borrowers are financially liable for any items not returned on time. The full replacement cost of \$450 shall be due to the MSGC program for all equipment not returned. This includes \$400 for the iPad and \$50 for the charging cord.
7. Borrowers may request a printed return receipt when equipment is returned which acknowledges return of all items, or notes any exceptions.
8. Equipment loans are made only to one individual and that person takes the entire risk and responsibility for the loan. Although the borrower may ask another person to return the equipment, the borrower takes full financial responsibility for the loaned equipment.

Find this form at <https://somapps.med.upenn.edu/forms/zulu/view.php?id=113486>

iPad Lending Agreement and Information - MSGC Program

Name

First

Last

Email

When borrowing an iPad from the MSGC program I understand and agree to the following:

- 1. I am responsible for the iPad as long as it is checked out to me.**
- 2. I verify that I have received all the components (iPad and charging cord) unless otherwise stated to the program leadership within two days of receipt.**
- 3. I will not loan the iPad to anyone else, regardless of his or her affiliation with Penn, without permission from the MSGC program leadership.**
- 4. I will return the iPad on the date and in the manner requested by the MSGC program leadership.**
- 5. I understand that the MSGC program is not responsible for any files or personal information left on the iPad, and that data stored or accessed will be erased when the iPad is returned.**
- 6. I understand that if I do not return this equipment, the full replacement cost for all equipment will be due to the MSGC program (\$400 for the iPad and \$50 for the charging cord.)**
- 7. I have read and understand the iPad Borrowing Guidelines and I agree to be bound by them. ***

Draw or [Type](#)

I understand this is a legal representation of my signature.

[Clear](#)

Date of signature *

/ / 

MM DD YYYY

If applicable only, please provide the shipping address for the iPad.

Street Address

Address Line 2

City

State / Province / Region

Postal / Zip Code

▼

Country

This address is good through the following date: *

/ / 

MM DD YYYY

Submit

Find this form at <https://somapps.med.upenn.edu/forms/zulu/view.php?id=398178>

Log form for submitted/accepted abstracts and manuscripts; applications for (and receipt of) awards, external grants, external fieldwork experience; and part-time work at Penn, HUP or CHOP

We are required to report out on this type of information for accreditation, our annual report, the University and the Genetics Department. Thank you for helping us to keep track of all of your impressive accomplishments!

Name *

Email *

Date Submitted *

I am in the graduating class of *

I am submitting this form because *

I am applying for an award

I am applying for an external grant (NSGC SIGs, JEMF, etc.)

I am applying for a competitive external internship (Color, Myriad, etc.)

I am submitting an abstract to a conference

I am submitting a manuscript for publication

I have received an award or grant

I have been selected for an external/competitive fieldwork experience

My abstract has been accepted

My manuscript has been accepted.

Other (conferences, symposiums, training programs at Penn/CHOP, etc.)

Please provide details here. Include name of award/grant/conference/journal and general timeline. *

Before you submit an abstract, professional standards require that you inform your Program Thesis Advisor, External Thesis Advisor, and anyone else whose name will be included as an author. You must also give them an opportunity to review your submission. Please provide details here about communication you have had or will have to fulfill this responsibility.

If you are submitting an essay or abstract, please upload it here.

If you are working part-time at UPenn, HUP/Penn Medicine, CHOP, etc., please let us know the details -- particularly which department and approximate number of hours per week.

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.

Practice-Based Competency:	Acquisition/Rating
	<----Beginning-----Developing-----Secure---->
Domain I: Genetics Expertise and Analysis	
1. Demonstrate and utilize a depth and breadth of understanding and knowledge of genetics and genomics core concepts and principles.	<----->
a) Demonstrate knowledge of principles of human, medical, and public health genetics and genomics and their related sciences. These include:	<----->
• Mendelian and non-Mendelian inheritance	<----->
• Population and quantitative genetics	<----->
• Human variation and disease susceptibility	<----->
• Family history and pedigree analysis	<----->
• Normal/abnormal physical & psychological development	<----->
• Human reproduction	<----->
• Prenatal genetics	<----->
• Pediatric genetics	<----->
• Adult genetics	<----->
• Personalized genomic medicine	<----->

• Cytogenetics	<----->
• Biochemical genetics	<----->
• Molecular genetics	<----->
• Embryology/Teratology/Developmental genetics	<----->
• Cancer genetics	<----->
• Cardiovascular genetics	<----->
• Neurogenetics	<----->
• Pharmacogenetics	<----->
• Psychiatric genetics	<----->
b) Apply knowledge of genetic principles and understand how they contribute to etiology, clinical features and disease expression, natural history, differential diagnoses, genetic testing and test report interpretation, pathophysiology, recurrence risk, management and prevention, and population screening.	<----->
2. Integrate knowledge of psychosocial aspects of conditions with a genetic component to promote client well-being.	
a) Demonstrate an understanding of psychosocial, ethical, and legal issues related to genetic counseling encounters.	<----->
b) Describe common emotional and/or behavioral responses that may commonly occur in the genetic counseling context.	<----->
c) Recognize the importance of understanding the lived experiences of people with various genetic/genomic conditions.	<----->
d) Evaluate the potential impact of psychosocial issues on client decision-making and adherence to medical management.	<----->
3. Construct relevant, targeted and comprehensive personal and family histories and pedigrees.	
a) Demonstrate proficiency in the use of pedigree symbols, standard notation and nomenclature	<----->
b) Utilize interviewing skills to elicit a family history and pursue a relevant path of inquiry	<----->
c) Use active listening skills to formulate structured questions for the individual case depending on the reason for taking the family history and/or potential diagnoses	<----->
d) Elicit and assess pertinent information relating to medical, developmental, pregnancy and psychosocial histories	<----->
e) Extract pertinent information from available medical records	<----->

4. Identify, assess, facilitate, and integrate genetic testing options in genetic counseling practice.	
a) Investigate the availability, analytic validity, clinical validity, and clinical utility of screening, diagnostic and predictive genetic/genomic tests.	<----->
b) Evaluate and assess laboratories and select the most appropriate laboratory and test based on the clinical situation	<----->
c) Identify and discuss the potential benefits, risks, limitations and costs of genetic counseling	<----->
d) Coordinate and facilitate the ordering of appropriate genetic testing for the client.	<----->
e) Interpret the clinical implications of genetic test reports.	<----->
f) Recognize and differentiate specific considerations relevant to genetic versus genomic and clinical versus research testing in terms of the informed consent process, results disclosure, institutional review board (IRB) guidelines, and clinical decision-making.	<----->
5. Assess individuals' and their relatives' probability of conditions with a genetic component or carrier status based on their pedigree, test result(s), and other pertinent information.	
a) Assess probability of conditions with a genetic component or carrier status using relevant knowledge and data based on pedigree analysis, inheritance patterns, genetic epidemiology, quantitative genetics principles, and mathematical calculations.	<----->
b) Incorporate the results of screening, diagnostic and predictive genetic/genomic tests to provide accurate risk assessment for clients.	<----->
c) Evaluate familial implications of genetic/genomic test results.	<----->
d) Identify and integrate relevant information about environmental and lifestyle factors into the risk assessment.	<----->
6. Demonstrate the skills necessary to successfully manage a genetic counseling case.	
a) Develop and execute a case management plan that includes case preparation and follow-up.	<----->
b) Assess and modify the case management plan as needed to incorporate changes in management and surveillance recommendations.	<----->
c) Document and present the genetic counseling encounter information clearly and concisely, orally and in writing, in a manner that is understandable to the audience and in accordance with professional and institutional guidelines and standards.	<----->
d) Identify and introduce research options when indicated and requested in compliance with applicable privacy, human subjects, regional and institutional standards.	<----->
e) Identify, access and present information to clients on local, regional, national and international resources, services and support.	<----->
7. Critically assess genetic/genomic, medical and social science literature and information.	
a) Plan and execute a thorough search and review of the literature.	<----->

b) Evaluate and critique scientific papers and identify appropriate conclusions by applying knowledge of relevant research methodologies and statistical analyses.	<----->
c) Synthesize information obtained from a literature review to utilize in genetic counseling encounters.	<----->
d) Incorporate medical and scientific literature into evidenced-based practice recognizing that there are limitations and gaps in knowledge and data.	<----->
Domain II: Interpersonal, Psychosocial and Counseling Skills	
8. Establish a mutually agreed upon genetic counseling agenda with the client.	
a) Describe the genetic counseling process to clients.	<----->
b) Elicit client expectations, perceptions, knowledge, and concerns regarding the genetic counseling encounter and the reason for referral or contact.	<----->
c) Apply client expectations, perceptions, knowledge and concerns towards the development of a mutually agreed upon agenda.	<----->
d) Modify the genetic counseling agenda, as appropriate by continually <i>contracting</i> to address emerging concerns.	<----->
9. Employ active listening and interviewing skills to identify, assess, and empathically respond to stated and emerging concerns.	
a) Elicit and evaluate client emotions, individual and family experiences, beliefs, behaviors, values, coping mechanisms and adaptive capabilities.	<----->
b) Engage in relationship-building with the client by establishing rapport, employing active listening skills and demonstrating empathy.	<----->
c) Assess and respond to client emotional and behavioral cues, expressed both verbally and non-verbally, including emotions affecting understanding, retention, perception, and decision-making.	<----->
10. Use a range of genetic counseling skills and models to facilitate informed decision-making and adaptation to genetic risks or conditions.	
a) Demonstrate knowledge of psychological defenses, family dynamics, family systems theory, coping models, the grief process, and reactions to illness.	<----->
b) Utilize a range of basic counseling skills, such as open-ended questions, reflection, and normalization.	<----->
c) Employ a variety of advanced genetic counseling skills, such as anticipatory guidance and in-depth exploration of client responses to risks and options.	<----->
d) Assess clients' psychosocial needs and evaluate the need for intervention and referral.	<----->
e) Apply evidence-based models to guide genetic counseling practice, such as short-term client centered counseling, grief counseling and crisis counseling.	<----->
f) Develop an appropriate follow-up plan to address psychosocial concerns that have emerged in the encounter, including referrals for psychological services when indicated.	<----->

11. Promote client-centered, informed, non-coercive and value-based decision-making.	
a) Recognize one’s own values and biases as they relate to genetic counseling.	<----->
b) Actively facilitate client decision-making that is consistent with the client’s values	<----->
c) Recognize and respond to client-counselor relationship dynamics, such as transference and countertransference, which may affect the genetic counseling interaction.	<----->
d) Describe the continuum of non-directiveness to directiveness, and effectively utilize an appropriate degree of guidance for specific genetic counseling encounters.	<----->
e) Maintain professional boundaries by ensuring directive statements, self-disclosure, and self-involving responses are in the best interest of the client.	<----->
12. Understand how to adapt genetic counseling skills for varied service delivery models.	
a) Tailor communication to a range of service delivery models to meet the needs of various audiences.	<----->
b) Compare strengths and limitations of different service delivery models given the genetic counseling indication.	<----->
c) Describe the benefits and limitations of distance encounters.	<----->
d) Tailor genetic counseling to a range of service delivery models using relevant verbal and nonverbal forms of communication.	<----->
e) Recognize psychosocial concerns unique to distance genetic counseling encounters.	<----->
13. Apply genetic counseling skills in a culturally responsive and respectful manner to all clients.	
a) Describe how aspects of culture including language, ethnicity, life-style, socioeconomic status, disability, sexuality, age and gender affect the genetic counseling encounter.	<----->
b) Assess and respond to client cultural beliefs relevant to the genetic counseling encounter.	<----->
c) Utilize multicultural genetic counseling resources to plan and tailor genetic counseling agendas and assess and counsel clients.	<----->
d) Identify how the genetic counselor’s personal cultural characteristics and biases may impact encounters and use this knowledge to maintain effective client-focused services.	<----->
Domain III: Education	
14. Effectively educate clients about a wide range of genetics and genomics information based on their needs, their characteristics and the circumstances of the encounter.	
a) Identify factors that affect the learning process such as intellectual ability, emotional state, socioeconomic factors, physical abilities, religious and cultural beliefs, motivation, language and educational background.	<----->

b) Recognize and apply risk communication principles and theory to maximize client understanding.	<----->
c) Communicate relevant genetic and genomic information to help clients understand and adapt to conditions or the risk of conditions and to engage in informed decision-making.	<----->
d) Utilize a range of tools to enhance the learning encounter such as handouts, visual aids, and other educational technologies.	<----->
e) Communicate both orally and in writing using a style and method that is clear and unambiguous.	<----->
f) Present balanced descriptions of lived experiences of people with various conditions.	<----->
g) Explain and address client concerns regarding genetic privacy and related protections.	<----->
h) Employ strategies for successful communication when working with interpreters.	<----->
15. Write concise and understandable clinical and scientific information for audiences of varying educational backgrounds.	
a) Develop written educational materials tailored to the intended audience.	<----->
b) Recognize the professional and legal importance of medical documentation and confidentiality.	<----->
c) Assess the challenges faced by clients with low literacy and modify the presentation of information to reduce the literacy burden.	<----->
16. Effectively give a presentation on genetics, genomics and genetic counseling issues.	
a) Assess and determine the educational goals and learning objectives based on the needs and characteristics of the audience.	<----->
b) Develop an educational method or approach that best facilitates the educational goals of the presentation and considers the characteristics of the audience.	<----->
c) Present using a delivery style that results in effective communication to the intended audience that is clear and unambiguous.	<----->
d) Assess one's own teaching style and use feedback and other outcome data to refine future educational encounters.	<----->
Domain IV: Professional Development & Practice	
17. Act in accordance with the ethical, legal and philosophical principles and values of the genetic counseling profession and the policies of one's institution or organization.	
a) Follow the guidance of the National Society of Genetic Counselors Code of Ethics.	<----->
b) Recognize and respond to ethical and moral dilemmas arising in genetic counseling practice and seek outside consultation when needed.	<----->
c) Identify and utilize factors that promote client autonomy.	<----->

<ul style="list-style-type: none"> d) Ascertain and comply with current professional credentialing requirements, at the institutional, state, regional and national level. e) Recognize and acknowledge situations that may result in a real or perceived conflict of interest. 	
<p>18. Demonstrate understanding of the research process.</p> <ul style="list-style-type: none"> a) Articulate the value of research to enhance the practice of genetic counseling. b) Demonstrate an ability to formulate a research question. c) Recognize the various roles a genetic counselor can play on a research team and identify d) opportunities to participate in and/or lead research studies. e) Identify available research-related resources. f) Apply knowledge of <i>research methodology</i> and <i>study design</i> to critically evaluate research outcomes. g) Apply knowledge of research methodology and study designs to educate clients about research studies relevant to them/their family. h) Describe the importance of human subjects' protection and the role of the Institutional Review Board Process (IRB) 	<p><-----></p>
<p>19. Advocate for individuals, families, communities and the genetic counseling profession.</p> <ul style="list-style-type: none"> a) Recognize the potential tension between the values of clients, families, communities and the genetic counseling profession. b) Support client and community interests in accessing, or declining, social and health services and clinical research. c) Identify genetic professional organizations and describe opportunities for participation and leadership. d) Employ strategies that to increase/promote access to genetic counseling services. 	<p><-----></p>
<p>20. Demonstrate a self-reflective, evidenced-based and current approach to genetic counseling practice.</p> <ul style="list-style-type: none"> a) Display initiative for lifelong learning. b) Recognize one's limitations and capabilities in the context of genetic counseling practice. c) Seek feedback and respond appropriately to performance critique. d) Demonstrate a scholarly approach to genetic counseling, including using available evidence-based principles in the preparation and execution of a genetic counseling encounter. e) Identify appropriate individual and/or group opportunities for ongoing personal supervision and mentorship. 	<p><-----></p>

<ul style="list-style-type: none"> f) Accept responsible for one's physical and emotional health as it impacts on professional performance. g) Recognize and respect professional boundaries between clients, colleagues, and supervisors. 	
<p>21. Understand the methods, roles and responsibilities of the process of clinical supervision of trainees.</p> <ul style="list-style-type: none"> a) Engage in active reflection of one's own clinical supervision experiences. b) Identify resources to acquire skills to appropriately supervise trainees. c) Demonstrate understanding of the dynamics and responsibilities of the supervisor/supervisee relationship. 	<p><-----></p>
<p>22. Establish and maintain professional <i>interdisciplinary relationships</i> in both team and one-on-one settings and recognize one's role in the larger healthcare system.</p> <ul style="list-style-type: none"> a) Distinguish the genetic counseling <i>scope of practice</i> in relation to the roles of other health professionals. b) Develop positive relationships with professionals across different disciplines. c) Demonstrate familiarity with the <i>health care system</i> as it relates to genetic counseling practice including relevant privacy regulations, referral and payment systems. d) Demonstrate effective interaction with other professionals within the healthcare infrastructure to promote appropriate and equitable delivery of genetic services. e) Assist non-genetic healthcare providers in utilizing genetic information to improve patient care in a cost-effective manner. f) Promote responsible use of genetic/genomic technologies and information to enhance the health of individuals, communities, and the public. 	<p><-----></p>

Evaluation of Student's Acquisition of Required Competencies

Evaluator Comments:

Student Comments:

Student Name: _____

Date: _____

Evaluator: _____

Access this form at: <https://somapps.med.upenn.edu/forms/zulu/view.php?id=114198>



Small Grant Application - MSGC Program

Please complete this form and attach your proposed budget in order to apply for small grant funding to support your thesis research.

Name *

First

Last

Email *

Date Submitted *

MM

DD

YYYY



Title of your research project *

Summary of the project *

Research Team Members *

Amount requested *

\$

Dollars

Cents

Please explain here how the requested funds will be used and why they are essential to the success of your research. *

Timeline - Please indicate when you anticipate needing the funding. *

Do you have any other funding for this project? *

- Yes
 No

If yes, please indicate the source(s) and the amount(s).

Please upload your proposed project budget using the official template. *

Select Files

Submit

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: _____