

COLLEGE OF HEALTH PROFESSIONS
GENETIC COUNSELING

STUDENT HANDBOOK



2024-2025 Academic Year

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I. INTRODUCTION

For the purposes of this document, “the University” refers to the University of Arkansas for Medical Sciences; “the College” refers to the UAMS College of Health Professions, “the Department” refers to the UAMS Department of Genetic Counseling, and “the Program” refers to the UAMS Master of Science program in Genetic Counseling. At the current time, the department chair and program director are one in the same, and therefore, are used interchangeably throughout this document.

This handbook serves as a guide to the Program. Unless otherwise noted, the GC Program follows the policies and academic calendar of the University of Arkansas for Medical Sciences (UAMS) College of Health Professions, (CHP). Please refer to the 2024 - 2025 UAMS Academic Catalog at: <http://healthprofessions.uams.edu/current-students/catalogs-and-handbooks/> and the academic calendar published on the CHP website (http://registrar.uams.edu/academic_calendar/).

Procedures stated in this handbook are for students matriculating in fall 2024. Procedures require continuing evaluation, review and approval by appropriate University officials. All statements contained herein reflect policies in existence at the time this handbook was completed. The University reserves the right to make modifications at any time and without prior notice. All students matriculating in fall 2024 are responsible for the information contained in this handbook, as well as the content of the 2024 - 2025 UAMS Academic Catalog.

II. THE PROGRAM

A. DESCRIPTION

The Program offers a Master of Science degree in genetic counseling, through the UAMS College of Health Professions. The Program is a full-time, day program with cohorts starting each fall semester. It consists of five semesters: four fall/spring semesters with one intervening summer semester session. The Program curriculum consists of 59 required semester credits. Students who successfully complete the program will be eligible for the American Board of Genetic Counseling (ABGC) certification examination. Graduates are responsible for preparing for the examination, as completion of the program alone does not ensure certification. Graduates are responsible for familiarizing themselves with the applicable certification and licensing requirements for the state in which they wish to work.

B. VISION

The UAMS Genetic Counseling Graduate Program develops future genetic counselors who are innovative, adaptive, and compassionate experts committed to making a difference in the lives of others both nationally and internationally, and their faculty are experts in teaching, scholarship, and service to the profession.

C. MISSION STATEMENT & PROGRAM GOALS

The mission of the Genetic Counseling Graduate Program is to produce competent genetic counselors by providing rigorous, forward-thinking training through education, research and diverse fieldwork experiences.

We accomplish this by:

- offering students a rigorous, innovative, and contemporary education/training;
- contributing to patient-centered genetic counseling both in person and via telegenetics;
- contributing new knowledge to the profession through research and scholarship; and

- advocating for and serving our communities, patients and profession.

D. CORE VALUES

Integrity
Respect
Diversity
Inclusion
Teamwork
Creativity
Excellence
Advocacy
Empathy
Community

E. ADMINISTRATION

The Program is housed within its own department, the Department of Genetic Counseling. This department is one of ten departments in the College of Health Professions at UAMS.

F. ACCREDITATION

The Program was granted full accreditation by the American Board of Genetic Counseling (ABGC) in January 2009 and 2012, and then by the Accreditation Council for Genetic Counseling (ACGC) in 2015 and again in 2023. The next accreditation cycle is 2031.

Accreditation Council for Genetic Counseling (ACGC), Inc., 7918 Jones Branch Drive, Ste. 300, McLean, VA 22102. Telephone: (703) 506-7667. <https://www.gceducation.org/>

G. HISTORY OF THE PROGRAM

The UAMS Department of Genetic Counseling was established in 2004 with initial funding for the Department, and ultimately the Program, from congressionally directed grants (P116Z040234 & P116Z050201). The Department earned provisional accreditation from the American Board of Genetic Counseling (ABGC), which was the accrediting body at that time, in the fall of 2005, offered its first courses in the spring of 2006 and matriculated its first class in the fall of 2006.

Initially, the Program was established as a multi-state genetic counseling program. Four regional academic health science institutions comprised the Mid-America Genetics Education Consortium (MAGEC): the University of Arkansas for Medical Sciences (UAMS), Kansas University Medical Center (KUMC), University of Nebraska Medical Center (UNMC), and the University of Oklahoma Health Sciences Center (OUHSC). Faculty members throughout these states served the Program as course directors and clinical supervisors. In order to develop a genetic counseling program, despite the relative shortage of genetic counselors in the region, many of the Program's courses were designed to be delivered via distance, allowing students to complete coursework off-site, maximizing the potential number of clinical sites and enrolled students.

Although the consortium has disbanded, the Program continues to use technology to connect students and faculty and for content delivery. The majority of the Program courses are "blended," which means that the content is delivered with elements of the traditional classroom as well as elements involving technology. The "technology" primarily used by the Program is the learning management system Blackboard® Learn Ultra

and live interactive video (e.g. Zoom).

The use of technology allows the option for some students to spend their first and/or second year away from the main UAMS campus in Little Rock. All classes utilize live interactive video to connect to students, guest speakers and instructors.

In 2017, the Program partnered with the University of Louisville to serve as a second-year site for fieldwork training for two UAMS genetic counseling students. In 2018, the Program expanded to Northwest Arkansas and admitted its first cohort of students to complete the first and second years of the Program at the UAMS Northwest campus.

H. KEY PERSONNEL

UAMS, College of Health Professions (CHP)

Dean –Susan Long, Ed.D.

Associate Dean for Academic Affairs –Tina Maddox, Ph.D.

Associate Dean four Student Affairs –Phyllis Fields, M.Ed.

Associate Dean of Administration - Jessica Stahulak, MHA

CHP, Department of Genetic Counseling & Genetic Counseling Graduate Program

Chair/ Program Director / Fieldwork Coordinator – Noelle Danylchuk, MS, CGC

Interim Assistant Program Director / Didactic Coordinator – Alexandra Wadley, MMSc, CGC

Medical Director –Brad Schaefer, M.D.

Medical Director –Elizabeth Sellars, M.D.

Director of Research – Lori Williamson, MS, CGC

Supplemental Fieldwork Coordinator – Alexandra Wadley, MMSc, CGC

IPE Coordinators – Noelle Danylchuk, MS, CGC & Alexandra Wadley, MMSc, CGC

Executive Assistant II – Sheena Joyner

I. PROGRAM LEADERSHIP LEAVE OF ABSENCE POLICY

If one of the Program leadership requires a planned or unplanned leave of absence (LOA), the Program would follow either *UAMS policy 4.6.11 Family and Medical Leave Act* (revised 6/26/2024), *UAMS policy 4.6.08 Leave of Absence Without Pay* (revised 09/09/2021) or other UAMS policy, as relevant to the situation, as well as ACGC standard A.2.4.4. Internally, the Program Director or Assistant Program Director would assume the responsibilities of the other. At that time, the remaining program leaders would reassign program responsibilities that could be delegated to other faculty or staff (e.g., covering a course). The coverage could be sustained for no more than three months. During that time, program leaders, in conjunction with the Dean's office, would identify an interim leader in the event that the LOA extends more than three months. If one of the co-medical directors required a LOA, the other co-medical director would assume all the responsibilities of the other. Should one of the medical directors leave the Program, the other medical director may become the only medical director for the Program. Should the Director of Research required a LOA, the Program Director and Assistant Program Director would assume the responsibilities of the Director of Research.

J. PROGRAM COMMUNICATIONS

The Program Director (PD) and Assistant Program Director (APD) are available via email, instant messaging (Microsoft Teams), text, cell phone, and face-to-face meetings (in person or video conference). Both the PD or APD can be reached by cell phone if there is an emergency after business hours. These will be provided to each student. Faculty contact information is provided in each course syllabus and

Blackboard® Learn Ultra. Contact information for fieldwork supervisors is located in Typhon Group. Additional key points about communication within the Program include:

- a. Each Genetic Counseling Case Conference will begin with announcements, business items, and Q&A.
- b. Students are encouraged to bring any concerns to the attention of the PD, APD, Director of Research or one of the Medical Directors.
- c. The PD, APD, Director of Research, Executive Assistant, and department faculty use the Microsoft Outlook calendar system. Students are expected to use this too when scheduling meetings.
- d. There is a Genetic Counseling Training Program Outlook calendar that all students, program leadership and Executive Assistant have access to and should review regularly for important dates/deadlines, etc.
- e. Program core faculty and staff meet monthly; all faculty (regular and adjuncts) meet once per semester, and the Program's Advisory Board meets at least once a year. Dates and times of these meetings are available upon request.

III. ADMISSION PROCESS

A. GENETIC COUNSELING ADMISSION MATCH

The Program participates in the Genetic Counseling Admissions Match (GC Admissions Match) along with other genetic counseling graduate programs in North America. The match is performed by National Matching Services, Inc. (NMS) <https://natmatch.com/gcadmissions/>

Applicants must be registered with NMS for the GC Admissions Match.

B. ADMISSION REQUIREMENTS

Applicants must not only meet the requirements set forth by the Program but also those determined by the College. See the Program's website for accessing forms related to the application <https://healthprofessions.uams.edu/programs/geneticcounseling/how-to-apply/> as well as the College website for the application requirements and forms <https://healthprofessions.uams.edu/future-students/>. These forms, as well as the admission requirements, processes and deadlines are outlined on the above websites.

C. MATRICULATION REQUIREMENTS

Following the GC Admissions Match (April), an official letter will be mailed to each applicant who matches with the Program. If an applicant's acceptance into the Program or admission into the College is contingent upon, for example, completing a required prerequisite course, the applicant must submit proof of completion to the Program before registration.

Once admitted, the enrollment process begins. Registration is one part of the enrollment process and occurs in mid-July. Enrollment confirmation is sent by the Registrar via email. Students are required to reply to the enrollment confirmation email or they will be dropped from classes. Questions regarding enrollment should be directed to the Office of the University Registrar at 501-526-5600.

Another step in the enrollment process is to complete the University, College and Program pre-matriculation requirements. Matriculating students are emailed instructions for the onboarding process in order to complete these requirements. This process provides students an orientation and training at the levels of University, College and Program. Students must complete all trainings and the onboarding

process prior to the first day of class. **All background check, drug screen, health screening/TB testing, immunization, and health insurance requirements must be complete before the first day of class.**

Students in the Program will also upload electronic copies of documents to their Typhon Group accounts (once granted access) and keep all documents current.

Background Check and Drug Screens for Applicants and Students

The purpose of this policy is to establish guidelines and procedures for conducting criminal background check(s) and drug screens for applicants who have been offered admission or students enrolled in a College of Health Professions program. The policy can be found at the following link:

<https://healthprofessions.uams.edu/wp-content/uploads/sites/9/2021/10/policy-library-02.12.02-background-check-policy-revised-2021-10-13.pdf>

Student Health Screening/Immunization Requirements

The Genetic Counseling program adheres to the UAMS Student Health Screening 1.4.2. The purpose of this policy is to help minimize potential exposure to infectious disease for or by UAMS students who are enrolled in classes at UAMS. The policy can be found at the following link:

<https://academicaffairs.uams.edu/wp-content/uploads/sites/12/2023/09/1.4.2-Student-Health-Screening-2023.09.01.pdf>.

UAMS Student Health Insurance Requirement

Students enrolled at the University of Arkansas for Medical Sciences are required by University of Arkansas Board policy (Policy 1260.1) to have health insurance coverage at all times. The proof of personal health insurance process is required every semester in which a student is enrolled. The responsibility for obtaining health insurance coverage rests with the student. The policy can be found at the following link:

<https://healthprofessions.uams.edu/wp-content/uploads/sites/9/2018/12/UAMS-Student-Health-Insurance-Requirement.pdf>

CPR/Basic Life Support Training

Students in the Program are required to have cardiopulmonary resuscitation (CPR) training. Incoming students are encouraged to complete CPR training prior to the first day of class, but options to complete this on campus (Little Rock or Fayetteville) within the first month of classes can be coordinated by the Program. Students are responsible for the cost associated with training.

HIPAA Education and Training Policy

The Genetic Counseling program adheres to the UAMS HIPAA Education and Training Policy 2.2.15. The purpose of the policy is to ensure that the University of Arkansas for Medical Sciences (“UAMS”) Workforce is properly educated and trained to protect the privacy and security of patients’ health care information. Incoming students will complete HIPAA training as part of the onboarding process.

IV. PROGRAM CURRICULUM AND GRADUATION REQUIREMENTS

A. CURRICULUM DESIGN

The program curriculum is designed to aid the student’s acquisition of the ACGC Practice Based Competencies (https://www.gceducation.org/wp-content/uploads/2023/12/ACGC_PracticeBasedCompetencies_2023.pdf). The Program requires 59 graduate credit hours, which must include those curriculum courses as identified by the Program. Additional credits may be completed. All aspects of the Program’s curriculum, requirements and content are subject to change. Students are required to review required classes each semester on the Program

website to ensure they are registering for the correct courses and the correct number of credits. The frequency and semester that a course is held are subject to change but will be posted on the Program website. The Program will communicate any course changes to the students in advance. Some courses, including didactic courses, are meant to be completed in a series. The Program Director must approve any instance where a student desires to take courses out of their intended sequence. The Program will send course schedules (days/times) to students prior to the start of the semester. The timelines in this handbook are for students who complete the Program on the 22-month plan. With permission, students may complete the Program on an extended plan. Under an extended plan, the course sequence, fieldwork experiences, and thesis timelines are adjusted.

B. DIDACTIC CURRICULUM

Overview

The didactic portion of this curriculum uses a blended learning approach leveraging the learning management system Blackboard® Learn Ultra and live interactive video (e.g., Zoom). Faculty members utilize a variety of instructional methods for delivering content. Didactic coursework is defined as all credit-based courses that are not titled as either Thesis or Clerkship.

The course sequence is organized so that most courses occur within the first academic year. The reasons for this are twofold: first, these courses prepare students for their immersive fieldwork training in the summer semester between the first and second year, and second, students need more time in their second year for their research, fieldwork experiences, professional meetings, and job searches. The Program's course sequence is updated and published on the program website: [Program Curriculum](#)

Graduation Requirement

Students of the Program are required to complete all didactic coursework in accordance with the Academic Progression Policy (see Section VII.A of this handbook) and all other applicable policies apply. Each course must be completed with a final grade of at least a "B."

C. FIELDWORK CURRICULUM

Overview

Per the [ACGC StandardsOfAccreditation 2023.pdf \(gceducation.org\)](#), section B3, "Fieldwork experiences must support the development of the [Practice Based Competencies] PBCs by integrating didactic and experiential training" (p. 20).

The fieldwork curriculum includes clinical and non-clinical training beginning with observations and progressing towards more independent work. At the discretion of the fieldwork supervisor and the site, students may be allowed to see patients on their own, with the supervisor readily available. This is known as indirect supervision.

Schedule of Fieldwork Experiences: The fieldwork experiences begin in the fall semester of the first year with GENC 50102 Fieldwork Orientation, which is a combination of fieldwork observation and didactic instruction. This is followed by four semesters of participatory experiences. The learning objectives for each semester of participatory experiences are organized with a student's development in mind. Throughout the fieldwork experiences, students will be practicing skills listed in the [ACGC PracticeBasedCompetencies 2023.pdf \(gceducation.org\)](#)

During the program, students will complete ~65 weeks of fieldwork participatory training with a minimum of 9 weeks (minimum 115 hours) in each of the following:

- Reproductive Genetics
- Pediatrics Genetics
- Cancer Genetics
- Adult Genetics

Rotations in the summer semester and final semester will be assigned based on student need, interest and availability with input from the student when possible.

Students admitted to the Program will have adequate opportunities to obtain the number and diversity of required participatory cases (RPCs) to be eligible for graduation.

Supplemental Fieldwork Experiences: Students are required to have field experiences “in a variety of diverse settings that may include clinical, laboratory, research, industry, and/or other environments” (ACGC Standard B3.1.4, p. 21). Fieldwork experiences outside of the clinical setting will be scheduled concurrently within didactic courses, clinical observations and/or fieldwork participatory rotations and may take place via distance learning with industry and/or laboratory genetic counselors, public health, and/or research partners.

Documenting Fieldwork Experiences: Typhon Group (www.typhongroup.com) is an online program to aid students and the Program in documenting and tracking each student’s fieldwork experiences. The one-time fee is included in the student fees and paid directly to Typhon Group by the Program. *Note: The Program has no financial investment with Typhon Group and there is no conflict of interest.*

Through Typhon Group, students will be able to update their contact information; view a directory of fieldwork supervisors; record all observational and participatory cases; complete evaluations of their fieldwork supervisors and fieldwork sites; receive evaluations of their own performance from their fieldwork supervisors; and run reports to track their cases and skills.

Fieldwork Performance Evaluations

Students are provided feedback throughout each fieldwork placement. Supervisors complete evaluations in Typhon Group to provide feedback on the student’s medical documentation skills as well as a mid-rotation and an end-of-rotation evaluation of the student’s performance and acquisition of the rotation goals. Supervisors provide recommendations to the Program; however, the Program makes the final determination on the student’s grade (pass/fail).

At the end of each fieldwork course, students are required to complete a self-reflection of their performance as well as a self-reflection of their attainment of the PBCs. The Fieldwork Coordinator will review each student’s participatory cases, documentation, evaluations, and progress in achieving competence in the Practice Based Competencies. Supervisors provide recommendations to the Fieldwork Coordinator who makes the final determination on the student’s grade (pass/fail).

Graduation Requirement

Students are required to earn a final grade of “PASS” in all fieldwork courses successfully to be eligible for graduation. The Academic Progression Policy (see Section VII.A) and all other applicable policies apply.

D. RESEARCH CURRICULUM

Overview

All students in the Program complete a research thesis project culminating in a written thesis manuscript that is submitted to the UAMS library and a thesis defense. The goal of this requirement is for students to become better consumers of the published literature, perform original research and demonstrate the ability to manage a project and meet deadlines.

Selecting a Thesis Advisor & Project: The Director of Research works with first-year students during the Fall I semester to identify advisors and projects that are feasible within the time and budget constraints.

Thesis Advisory Committee: Each student, with the help of their thesis advisor and the Director of Research, will assemble a thesis committee consisting of a minimum of three UAMS faculty members, one of whom is a regular faculty member in the Department of Genetic Counseling. Each committee member should contribute their expertise to the project. Non-UAMS faculty members may be added to a committee and/or serve as an advisor.

Feedback on Thesis Document Drafts: Thesis advisor and/or committee members have up to two weeks to review and provide feedback on any documents submitted for review. Students should plan accordingly. Occasionally, the advisor or committee member(s) may request additional time and should communicate this with the student.

Thesis Process: A thesis checklist is annually updated for each cohort and placed in the GENC 5700V course in Blackboard® Learn Ultra. In general, projects proceed along the following timeline:

Fall 1	Identify a topic and advisor, review and summarize the existing literature, formulate a research question.
Spring 1	Assemble thesis committee, meet with committee, develop research protocol, submit protocol for IRB approval, write Chapter 1 of thesis manuscript (Background)
Summer 1	Submit research grant and begin data collection; draft first half of Chapter 2 of thesis manuscript (Methods)
Fall 2	Complete data collection; analyze data; complete Chapter 2; submit a table and figure for Chapter 3 (Results); meet with committee
Spring 2	Complete data analysis, write Chapters 3 (Results) & 4 of thesis manuscript (Discussion), meet with committee; complete thesis defense; submit thesis manuscript to UAMS library

Formatting the Thesis Document: The thesis document will be formatted according the requirements of the UAMS Library with the body of the thesis largely adhering to a journal-ready format for submission to an appropriate peer-reviewed journal. Instructions from the UAMS Library can be found here: <https://libguides.uams.edu/thesis-dissertation> . For formatting the body of thesis, refer to the selected journal for manuscript guidelines with the following exceptions:

- a) use APA style – most current version,
- b) embed texts and figures in the document – do not place at the end of the manuscript, and
- c) the reference list is titled “Bibliography”

Scheduling the Thesis Defense: After a student presents a complete thesis manuscript to their Thesis Advisory Committee, the thesis advisor and student (with the concurrence of the committee) will schedule a thesis defense at least two weeks from the date the committee received the complete thesis manuscript.

Thesis Defense Announcement: A campus-wide announcement of the thesis defense must be made not less than ten days prior to the date of the thesis defense. The student is responsible for emailing the Program Executive Administrative Assistant details of the thesis defense: name of student, name of advisor, title of presentation, date, time, and place of the defense for posting on the CHP website and email notifications to UAMS faculty and students.

Submitting the Thesis Document to the UAMS Library:

See Thesis Checklist in GENC 5700V course in Blackboard® Learn Ultra.

Attendance at Thesis Defenses: Students in the Program are required to attend all thesis defenses by genetic counseling students in the Program. Students may request an excused absence from the PD if they have a schedule conflict (e.g., clinic). Attire is business casual, even if joining via video. Joining via video must be approved by the PD.

Graduation Requirement: Each student must complete an original research project culminating in a thesis document and successful oral defense of the thesis in order to be eligible for graduation. Two courses, GENC 51102 and GENC 51201, support the student in completing this requirement prior to enrolling in thesis credits (GENC 5700V). Students must complete a minimum of six thesis credit hours; enrolling in two thesis credits in each of the last three semesters of the Program. Students will receive a letter grade each time they enroll in thesis credits.

E. EDUCATIONAL ENRICHMENT

Overview

Interwoven into the explicit curriculum are service-learning opportunities, ancillary lectures and meetings, support group organizations' activities, and public speaking opportunities that students participate in while in the Program. Participation in these activities aids the student in achieving the PBCs involving education, professional development and research. Activities completed in a semester must be submitted by the end of that semester to receive credit for the activity.

Graduation Requirement

Each student is required to participate in a minimum of forty-two (42) activities by the end of their fifth semester (Fall I – 12; Spring I – 12; Summer– 2; Fall II – 12; and Spring II - 4). Activities are documented within the Educational Enrichment module in Blackboard® Learn Ultra.

F. INTERPROFESSIONAL EDUCATION (IPE)

Overview

At UAMS, there are seven, quadruple aim IPE curriculum activities. All incoming genetic counseling students complete the first activity (Exposure Workshop) on the first day of the fall semester. The IPE Program Contact (Alex Wadley) registers students for this event. Students enroll online for the other six activities. Students in the Program are encouraged to complete all IPE requirements during the first year of the program. Students are responsible for submitting the required documentation to receive credit for completing each IPE activity.

[College/Program IPE Timelines | UAMS Interprofessional Education](#)

Graduation Requirement

In order to graduate from UAMS, every degree-seeking student must complete all seven Interprofessional Education (IPE) activities. For more information about IPE: [Interprofessional Education – Curriculum Framework | UAMS Interprofessional Education](#)

G. GENETIC COUNSELING CASE CONFERENCE

Overview

The Genetic Counseling Case Conference is a weekly meeting in which students, faculty and guest speakers present clinical cases, journal articles, and other current topics. Nearly every genetics practice has a “case conference,” although they vary widely in formality, content, and format. At UAMS, genetic counseling students are expected to treat Genetic Counseling Case Conference as a professional requirement. In other words, attendance is required, avoid tardiness, pay attention, take notes, ask questions, dress professionally, and complete evaluations for each guest speaker.

Graduation Requirement

Students must obtain teaching experiences during their genetic counseling training. One way this requirement is met is through student presentations during the case conference.

H. OTHER CASE CONFERENCES and GRAND ROUNDS

Students are required to attend two professional events for each fieldwork rotation. Information about available events will be posted in Blackboard® Learn Ultra. Students are encouraged to attend additional case conferences/grand rounds as part of educational enrichment.

I. STUDENT ADVISEMENT MEETINGS

Overview

Each student will be assigned a Program leader as their advisor. Students will have scheduled check-in meetings with this Program leader to identify any major stressors or situations that may affect a student’s academic success, track the student’s progress on the graduation requirements, identify areas for improvement, and explore/identify opportunities that align with the student’s professional goals. If concerns are identified early, resources can be accessed, which may mitigate negative impacts on academic performance.

Graduation Requirement: Students are required to meet with their assigned Program leader at least twice per year (once each fall and spring semester) for “Check-Ins” and additional meetings as directed by the advisor or requested by the student. This is separate from meetings with the thesis advisors, Fieldwork Coordinator (FC), Director of Research, course directors and fieldwork supervisors.

J. COMPREHENSIVE EXAMINATIONS

All students will sit for a two-part, written comprehensive examination. **Graduation requirement:** Passing the comprehensive examinations (Part A and Part B) is required for successful completion of the Program.

Year 1 - Part A

Exam items cover key concepts addressed during the first two semesters of the Program. The exam is 100 multiple choice questions in ExamSoft. Students will have 2 hours to complete the exam.

Exam A1 (Spring I semester after final exams).

Score	Pass/Fail
≥ 80%	Pass: Student has completed the Comp Exam Part A.
75 – 79%	Provisional Pass: The student will be given a take-home/open note exam. Once all items answered correctly, the student will pass.
<75%	Fail: The student will enroll in GENC 5510V Special Topics in Genetic Counseling for 1 credit, which will be a tailored remediation plan for the student that will include taking Exam A2 during the summer semester.

Exam A2

Score	Pass/Fail
≥ 80%	Pass: Student has completed the Comp Exam Part A and the requirements for GENC 5510V Special Topics in Genetic Counseling.
75 – 79%	Provisional Pass: The student will be given a take-home/open note exam. Once all items answered correctly, the student will pass.
<75%	Fail: The student will meet with the Program Director, Assistant Program Director, a Co-Medical Director and the Assistant Dean of Academic Affairs to determine the consequences, which may include dismissal from the Program.

Year 2 - Part B

Exam items cover key concepts a student entering the Advanced Clerkship should possess. The exam is 200 multiple choice questions in ExamSoft. The exam is broken into 2 sections – section 1 (100 items, 2 hours) and section 2 (100 items, 2 hours). Students will have a 30-minute break between sections.

Exam B1 (end of Fall II after final exams).

Score	Pass/Fail
≥ 80%	Pass: Student has completed the Comp Exam Part B.
75 – 79%	Provisional Pass: The student will be given a take-home/open note exam. Once all items answered correctly, the student will pass.
<75%	Fail: The student will enroll in GENC 5510V Special Topics in Genetic Counseling for 1 credit, which will be a tailored remediation plan for the student that will include taking Exam B2 by the end of February.

Exam B2

Score	Pass/Fail
≥ 80%	Pass: Student has completed the Comp Exam Part B.
75 – 79%	Provisional Pass: The student will be given a take-home/open note exam. Once all items answered correctly, the student will pass.
<75%	Fail: The student will meet with the Program Director, Assistant Program Director, a Co-Medical Director and the Assistant Dean of Academic Affairs to determine the consequences, which may include dismissal from the Program.

K. STUDENT FILES

The Program maintains complete files for each student via UAMS Box for the purposes of accreditation. Each student has preview uploader access to their Student File. This access allows students to upload, download, preview, edit and share documents. Students are expected to regularly upload documents to

their UAMS Box File. Students are encouraged to maintain copies of their work, as well.

Each student is expected to maintain the following in their UAMS Box File:

- A. Educational Enrichment – all 42 self-reflections
- B. Fieldwork
 - Typhon report of all participatory cases by rotation (pdf)
 - Typhon report of all observation experiences from Year 1 (pdf)
 - PDFs of all evaluations in Typhon
 - Summary of all cases from Typhon (pdf)
 - Medical Documentation (deidentified) and feedback (pdfs from Typhon)
- C. IPE – upload copies of the reflections submitted in Blackboard® Learn Ultra
- D. PBC Summaries – upload a pdf of the self-reflection completed after each clerkship
- E. Personnel Documents
 - Accomplishments / Awards / Scholarships / Grants
 - Training certificates
- F. Resume – students should start this in the first semester and update regularly
- G. Teaching, Service and Creative Works (includes, but not limited to the following)
 - Projects and presentations for courses
 - Projects created for the Educational Enrichment
 - Educational presentations to various populations of learners (e.g., public, high school, undergraduate students)
 - Formal teaching assistant experience
 - Patient, professional, or community educational materials
 - Professional genetics presentations such as journal clubs, research seminars, case conference
 - Documentation of advocacy experiences
 - Other publications
- H. Thesis Project
 - Final Document for UAMS library (pdf)
 - Final document in MSWord format
 - Abstracts submitted while a student
 - Thesis Defense Presentation
 - Local / National Presentation(s) - poster and platform presentations
 - **ALL thesis related documents and data while working on the project**

L. DEGREE APPLICATION

Students must submit a Graduation Application via Gateway for UAMS Students (GUS) for the term in which they intend to graduate. The application is available in GUS under the Academics tab of the Student Self-Service area. Students must have an active graduation application in order to graduate. Information about Commencement will be available during the Spring II semester.

M. EXIT SURVEY

During the last week of the final semester, the Program Administrator will provide students with an exit survey to complete. Responses help the Program in its efforts of continuous quality improvement.

N. CAMPUS CLEARANCE

Campus clearance by the Office of the University Registrar is required prior to the awarding of the degree. For students who are also employed by UAMS (including work study/student worker), there are additional clearances. See the current UAMS Academic Catalog for additional information.

Prior to graduation, students will submit office keys and badges to the Executive Assistant.

V. GENETIC COUNSELING BOARD CERTIFICATION

Graduates from the Program are eligible to apply to the American Board of Genetic Counseling (ABGC) to become an active candidate for the board certification examination. Students and alumni are responsible for knowing and completing all ABGC certification-associated procedures. The certification requirements are subject to change and are available at the ABGC website, www.abgc.net.

VI. PROGRAM EXPENSES

A. TUITION AND FEES

Tuition and fees are published by the College and are available at:

<https://healthprofessions.uams.edu/programs/geneticcounseling/cost-of-program/> Tuition and fees are subject to change. Please refer to UAMS Student Financial Services <https://students.uams.edu/financial-services/> website for information about tuition refund, as well.

B. OTHER EXPENSES

Students are responsible for all associated expenses of the Program and its curriculum that are not covered by tuition and fees including but not limited to:

Technology and equipment

Personal computer, equipment, communication and technology expenses, off-campus computing and communications equipment, and its associated costs, are the responsibility of the student. The department does not routinely provide printing services for students. The Student Success Center (<http://studentsuccess.uams.edu/>) has computers and printers available for use.

Fieldwork training-associated expenses

Some fieldwork sites have additional rules and requirements from those of the College and Program. Fieldwork sites may require updated drug testing, background checks, additional immunizations or other preliminary procedures for the student to participate at the site. These fieldwork site requirements are in addition to those requirements for onboarding at UAMS. The student is responsible for any costs associated with additional requirements.

Access to Typhon Group, which is used for clinical tracking of logbook cases, is purchased by the Department and included in the student fees.

Travel

The student is responsible for the cost of all course and program-associated transportation, which may include travel to off-campus locations. UAMS Genetic Counseling students are encouraged to have access to a car as public transportation in Little Rock, Fayetteville, and Louisville are limited and cab fare can become expensive. Moreover, field placements during the fall and spring semesters may include sites

that are 2 – 3 hours from where the student lives. It is the responsibility of the student to secure travel and lodging to these sites.

Professional Meetings

Second-year students are strongly encouraged to attend a professional meeting (e.g., National Society of Genetic Counselors Annual Education Conference). The conference and associated costs are the responsibility of the student. If a student is invited to present at a regional or national conference, the student may apply for funding through the Program and/or CHP to assist with associated costs of attending. *Please note, this is not a guarantee of funding assistance to cover all costs.*

VII. POLICIES AND PROCEDURES

UAMS Academic Policies are available online in the UAMS intranet at <https://academicaffairs.uams.edu/policy-search/>. The UAMS Academic Catalog 2024 – 2025 (<https://registrar.uams.edu/academic-catalog/>) contains summaries of key policies starting on page 9 related to:

Academic and Professional Policies

Student Records and Enrollment Policies

Tuition & Fees Policies

Health and Safety Policies

Institutional Policies

Acceptable Use of UAMS Network and Computer Resources

Policies and procedures for the College of Health Professions start on page 102.

It is important to review all policies in the UAMS Academic Catalog 2024 – 2025 and on the College of Health Professions' website (<https://healthprofessions.uams.edu/current-students/resources/forms/>). These policies serve to protect students, provide expectations for appropriate conduct, and guide students, faculty members and administrators when issues arise. Also, the College has provided an abbreviated version of the Title IX (sexual harassment and discrimination) policy for inclusion in this handbook.

Below are key policies and procedures for the UAMS Genetic Counseling Graduate Program and reminders of UAMS and CHP policies.

ACADEMIC and PROFESSIONAL POLICIES

Academic Monitoring

The Program didactic faculty and fieldwork supervisors use a variety of methods to assess whether a student is meeting the learning objectives in courses and fieldwork placements. These include active learning strategies, such as informal class discussion, and more formal, formative assessments, such as low stake quizzes and exams.

Course directors monitor student performance and provide feedback on their assignments, participation, and examinations. Student grades are posted in Blackboard® Learn Ultra. For most examinations, course directors will release exams with feedback (so students can identify which items they answered correct vs. incorrect) through ExamSoft. Students may request meetings with a course director to view their ExamSoft responses. Course directors will share mid-term grades with students and program leadership. Students are encouraged to contact course directors with any questions related to the relevant course.

Course directors are instructed to contact the PD if they feel a student is not meeting the course objectives, is performing poorly or acting unprofessional, or if a student earns less than a B on an exam. The PD will request information to support the concern (e.g., grades or examples of concerning or unprofessional behavior) and solicit recommendations from the faculty member. In addition, the faculty member will contact a student directly to share their concerns about the student's performance. The faculty member will meet with the student in order to explore what insight the student has regarding their performance and if the student can identify any modification on the student's part or if there is a desire for the faculty member to make a modification. If needed, the faculty member will suggest appropriate interventions. Interventions vary but may include a referral to the Educational and Student Success Center. In some situations, a student may benefit from receiving accommodations.

Fieldwork supervisors assess student acquisition of the ACGC practice-based competencies through direct and indirect observation of the student's performance when providing genetic counseling both in person and via telehealth; reviewing case preparations, counseling agendas, medical documentation, and follow-up plans; and evaluating case presentations. Fieldwork supervisors provide regular feedback to students either after each case or at the conclusion of each clinic. In addition, fieldwork supervisors submit mid-rotation evaluations and end-of-rotation evaluations on their supervisees to the Fieldwork Coordinator via TyphonGroup. Fieldwork supervisors are instructed to notify the Fieldwork Coordinator immediately when they have concerns about a student's performance that may result in the supervisor recommending that a student not pass a rotation.

Academic Progression & Remediation

Didactic Courses

The Program considers the letter grade "B" or better as passing. If a student earns less than a "B", the course director will make a recommendation to the Program Director. Recommendations could include but are not limited to repeating the course, which may delay graduation, or enrolling in GENC 5510V Special Topics to remediate the course. If a course is repeated and the student earns below a "B" on the second attempt, the student will be dismissed from the Program. If a student remediates a course, the student will have until the end of the next semester to pass GENC 5510V Special Topics.

Retaking a course or postponing a fieldwork course may delay the originally anticipated graduation date. Tuition and fees apply to repeated courses and to the GENC 5510V course. Please refer to the UAMS Academic Catalog regarding grade point average calculations.

- Students may only repeat a given didactic course once, with the exception of GENC 5510V and GENC 5700V.
- Students may not repeat more than two non-thesis didactic courses in the Program.
- If a student earns less than a "B" in a third course, the student will be dismissed from the Program.

Thesis Project

Students enrolled in their final two thesis credits (typically in the fifth semester) who require additional time to complete their thesis project will meet with the Program Director, Director of Research, and thesis advisor to discuss the option of granting an extension. If additional time is

granted, the student may be required to enroll in 2 thesis credits per additional semester (up to two consecutive semesters may be granted). If the thesis project is incomplete after two additional semesters, the student may receive a grade of F for the thesis hours and may be dismissed from the Program.

Fieldwork Training

The fieldwork supervisors provide recommendations to the Program regarding whether or not the student passes a rotation. Students who receive a recommendation of “pass with reservation” or a “do not pass” for two or more rotations, may meet with the Program Director, Assistant Program Director, and Associate Dean for Academic Affairs to discuss progression in the Program.

Fieldwork courses (e.g., GENC 55003, 56003 and 57003) are rarely eligible for repeating. Upon reviewing the circumstances leading to a student’s fieldwork performance being less than passing work, exceptions to this regulation may be granted. Repeating a placement, rotation or clerkship may postpone graduation.

In extreme circumstances and with supportive documentation, the Program may grant an exception to the above departmental academic progression policies. However, only the Dean of the College has jurisdiction regarding the UAMS College of Health Professions policies.

ACADEMIC PROBATION

If a student earns below a “C” in a course, the student will be placed on academic probation in addition to having to repeat the course (see above).

Students who do not maintain a program grade point average (PGPA) of 3.00 in the genetic counseling degree program will be placed on academic probation. If the student does not achieve a PGPA of 3.00 by the conclusion of the next semester (excluding summer semester), the student will be dismissed from the Program.

Students on academic probation will not be allowed to attend fieldwork placements until the requirements of their probation have been met.

A PGPA of 3.00 is required at the conclusion of the Program’s last semester in order to be eligible for graduation from the Program.

ARTIFICIAL INTELLIGENCE GENERATIVE TOOL USE POLICY (UAMS 2.1.6)

The Genetic Counseling program adheres to the UAMS Artificial Intelligence Generative Tool Use Policy 2.1.6. The policy aids in clarifying the use and misuse of artificial intelligence generative tools at UAMS. The policy can be found at the following link: <https://academicaffairs.uams.edu/wp-content/uploads/sites/12/2024/07/2.1.6-UAMS-AI-Policy-2024.07.30.pdf>

EXAMINATION POLICY

Examinations for the Program are delivered through ExamSoft/Examplify. Students will have an account, paid for by the program. Exam feedback is for the student’s personal use and should not be distributed to others. Students are expected to keep exam items confidential.

The Genetic Counseling leadership sets the schedule of final examinations at the start of the semester.

The final exam dates and times will be posted on the Department Outlook Calendar. All changes to final examination dates and/or times must have approval from the Program Director.

PLAGIARISM

Plagiarism is a form of academic misconduct. Students are responsible for avoiding plagiarism. This pertains to but is not limited to assignments, PowerPoint presentations, examinations, and thesis. Unintentional plagiarism is still plagiarism. See the UAMS Academic Catalog (<https://registrar.uams.edu/academic-catalog/>) for a definition of plagiarism as well as the CHP policy and discipline actions that may be taken. Students in the Program are expected to employ American Psychological Association (APA) Style for crediting sources.

SCHOLASTIC DISHONESTY POLICY (CHP 01.000.02)

The Program adheres to the College of Health Professions Scholastic Dishonesty Policy 01.000.02. Scholastic dishonesty can undermine the educational process by distorting the true academic performance of individual students and jeopardizing the success of their entire educational program. The policy can be found at the following link: https://healthprofessions.uams.edu/wp-content/uploads/sites/9/2024/01/Scholastic-dishonesty-policy_FINAL_1-11-24.pdf

STUDENT ACADEMIC APPEALS POLICY (CHP 01.15.01)

The purpose of the College Health Professions Student Academic Appeals Policy, 01.15.01, is to provide students with an opportunity to dispute the charges and/or penalties related to an academic issue. The appeal procedures below provide opportunities for students to request a review of decisions made by the program faculty, submit information not previously available or suggest alternative remedies. The policy can be found at the following link: https://healthprofessions.uams.edu/wp-content/uploads/sites/9/2024/01/Student-academic-appeal-policy_FINAL_1-11-24.pdf.

STUDENT ACADEMIC PROFESSIONAL STANDARDS

The Program adheres to the College of Health Professions Student Academic Professional Standards Policy 02.00.02. The Student Academic Professional Standards encompass principles that embody the ethical foundation of health professions practice. Students are expected to maintain unwavering integrity in all professional interactions. To achieve this, students should show a dedication to fulfilling their professional duties and adhering to ethical principles. The policy can be found using the following link: https://healthprofessions.uams.edu/wp-content/uploads/sites/9/2024/01/Academic-Prof-Standards-Policy_FINAL_1-11-24.pdf and is also printed below.

CHP Student Affairs Policy # 02.00.02 (revised 01/11/2024)

Student Academic Professional Standards are a set of principles reflecting the ethical foundation of health professions practice. The student must strive toward unquestionable integrity in all professional relations. In order to pursue this goal, students should demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. The following Student Academic Professional Standards should be utilized as a guide toward these future goals. Programs in the College of Health Professions may have additional and/or more extensive student academic professional behavior expectations; however, CHP program policies do not override College or University policies.

Student Academic Professional Standards are categorized as academic requirements by the College. The following are representative of the responsibilities of all students enrolled in the CHP:

Attentiveness: The student regularly attends class. All extended absences are for relevant and serious reasons and approved, where applicable, by the appropriate authority. The student is consistently on time for class, labs, and clinics and stays until the end of the time period. The student is alert during classes and demonstrates attentiveness by taking notes and asking appropriate questions.

Authority: The student shows appropriate respect for those placed in authority over them both within the University and in society.

Communication: The student demonstrates the ability to communicate professionally and effectively verbally, nonverbally, and in writing with peers, faculty, patients, and others.

Confidentiality: The student exhibits respect for privacy of all patients and patients' family members. The student demonstrates restraint when utilizing social media (X, Facebook, Instagram, or other social media sites) and, at no time, communicates information that could lead to exposure of patient identify. The student is aware that specific patient data discussed in a specified time frame may be sufficient information to identify a patient. The student follows all directives of the UAMS Social Media Policy (UAMS Academic Affairs Policy 2.1.1.).

Cooperation: The student demonstrates an ability to work effectively in large and small groups and with other members of the health care team, giving and accepting freely in the interchange of information.

Demeanor: The student has a positive, open attitude towards peers, faculty, and others during their course of studies. The student maintains a professional bearing in interpersonal relations. The student functions in a supportive and constructive fashion in group situations and makes good use of feedback and evaluations.

Ethics: Students are expected to adhere to the specific code of ethics relevant to their field of study.

Inquisitiveness: The student acquires interest in all courses and curricular subjects, demonstrating [sic]

Judgment: The student shows an ability to think critically regarding options, reflecting an ability to make intelligent decisions in their personal and academic life.

Maturity: The student functions as a responsible, ethical, law-abiding adult.

Personal Appearance: The student's personal hygiene and dress reflect the standards expected of a professional health care provider.

Professional Role: The student conducts self as a professional role model at all times and in compliance with rules and regulations regarding professional conduct of the specific health profession in which one is enrolled. The student demonstrates the personal, intellectual, and motivational qualifications of a professional healthcare provider.

Professionalism:

There are core values of professionalism that are universal and apply to those in health care professions and in education. These include, but are not limited to, moral values such as honesty,

integrity, and trustworthiness; values that are specific to one's profession (e.g., confidentiality), to society (e.g., commitment to excellence), to oneself (e.g., self-reflection), and to humanistic values such as empathy and compassion.

All students in the CHP are expected to demonstrate high standards of professional behavior in all educational settings, including classrooms and laboratories, professional and clinical sites, and in noneducational settings. Examples of such behavior include, but are not limited to; honesty and integrity, trustworthiness, effective communication, punctuality, professional behavior, ethical standards, social contracts; negotiation, compromise, and conflict resolution; lifelong improvement and professional competence; time management and decision-making; appearance.

Responsibility: *Students must prioritize their academic and clinical responsibilities in their health professions program, demonstrating reliability and trustworthiness in all interactions with peers and faculty.*

Students who fail to comply with the requirements of any of the Student Academic Professional Standards will be subjected to disciplinary action. Programs have the authority to determine sanctions based upon their policies and procedures. In cases where a sanction of program dismissal is being considered, the Chair/PD should contact the CHP Associate Dean for Academic Affairs (ADAA). The ADAA will work with the program to determine if the issue is classified as: 1) an academic violation or 2) if it falls into the category of prohibited conduct as outlined in the UAMS Student Code of Conduct Policy, 2.2.14. Academic violations will be addressed according to departmental and/or College policies.

Violations of the UAMS Student Code of Conduct will follow the processes outlined in UAMS Policy 2.2.14.

Time Frame

Students in the Program are time-limited by the academic progression policies. The degree is not granted until after successful completion of all graduation requirements. A student may need an extension to repeat a course that is only offered in certain semesters, to accommodate a leave of absence, or to finish the thesis project. With approval from the Program Director, students have up to 4 years from the date of matriculation to complete all graduation requirements. This is generally only considered for students who have had extenuating circumstances arise during their graduate training.

WRITING STYLE

The Program uses American Psychological Association (APA) style (current edition) for writing clearly and concisely; mechanics in scientific writing (punctuation, capitalization, tense, etc.); displaying results (tables, figures, etc.); and crediting sources (quoting, paraphrasing, in text citations, and reference lists).

ATTENDANCE POLICIES FOR THE GENETIC COUNSELING PROGRAM

Classes & Fieldwork

Students are expected to attend classes and fieldwork in person at designated locations unless otherwise instructed. Classes are small and often utilize active learning, group discussion and small group projects to benefit all learners.

Little Rock students attend classes on either the UAMS or ACH campuses.

Northwest Arkansas students attend classes on the UAMS Northwest campus.
Louisville students attend class from home via Zoom.

Excused Absences

To submit a request for an excused absence, a student must submit the online Google form. A link will be provided to students during orientation and is also accessible through the shared Box folder. Students may also contact the Executive Administrator, Program Director or Assistant Program Director for the link. Requests should be submitted at least one week prior to a planned absence.

Students with medical emergencies or illnesses should notify the Program Director or Assistant Program Director as soon as possible and complete the excused absence form when able. A note from the health care provider may be required.

When possible and with permission from the instructor, students with excused absences will be provided a time-limited link to view a Zoom recording of missed classes.

Remote Access for Class

Students who are unable to attend class in person, but wish to join remotely must submit their request via the Google form. Requests should be submitted at least one week prior to the class.

Students with approval for remote access are required to have:

- a working computer with virus protection;
- high speed internet with direct connection to computer via Ethernet (not Wi-Fi);
- Google Chrome browser;
- an HD webcam; and
- a working microphone and speakers (earbuds with built-in microphone are highly recommended).

Requests for remote access for class will typically be approved when:

- a. The student is able to connect from a secure location (people not enrolled in the course will neither see nor hear the class in progress).
- b. The request was submitted with as much advanced notice as possible.
- c. The request is due to either a medical or professional activity (e.g., job interview, conferences).
- d. The class does not have a guest speaker or exam.

Requests for remote access for class will typically be denied when:

- a. The student is in the car during the scheduled class;
- b. The request is submitted less than one week prior to the planned absence and the reason for the absence is non-urgent; or
- c. The student does not submit the request via the Google Form.

Unexcused Absences

If a student has an unexcused absence, the student will not be provided with a Zoom recording of the missed class. In addition, a student will receive no credit for quizzes, exams or in-class assignments on the days missed.

For fieldwork placements, any missed hours (excused or unexcused) must be rescheduled.

DISMISSAL, LEAVE, WITHDRAWAL & RE-ADMISSION POLICIES

If a student is dismissed from the Program for academic reasons, they may not reapply to the Program.

A student admitted to the Program may request a leave of absence from the Program with the intention of re-entering the Program in a subsequent semester. The Program follows the CHP leave of absence policy.

If a student withdraws from the Program for reasons other than academic issues, that student may request reapplication to the Program. Reapplication would need to reflect the current admission standards rather than those in effect during the student's original matriculation into the Program. Approval/denial of such request is determined by the Program Director and is also dependent upon whether the student can return to the Program without displacing another student from their academic progression, including the clinical training.

Administrative Withdrawal and Dismissal Policy (UAMS 2.2.13)

The Genetic Counseling program adheres to the UAMS Administrative Withdrawal and Dismissal Policy 2.2.13. The Associate Provost for Academics may administratively dismiss or withdraw a student (excluding College of Medicine (COM) students) and place them on an institutional leave of absence for failure to comply with a UAMS Administrative Guide or Academic Affairs policy excluding behavior addressed by the Academic Affairs 2.2.14 Student Code of Conduct policy. The Administrative Withdrawal and Dismissal Policy 2.2.13 can be found at the following link:<https://academicaffairs.uams.edu/wp-content/uploads/sites/12/2024/03/2.2.13-Administrative-withdrawal-and-dismissal-policy-2024.03.14.pdf>

Student Leave of Absence Policy (UAMS 2.2.10)

The Genetic Counseling program adheres to the UAMS Policy 2.2.10. A Leave of Absence (LOA) is an officially approved period of time during which a student is not enrolled in regular coursework, but is not discontinued from a program of study, and has a predetermined date of anticipated return to regular study. An LOA may have significant implications not only for student academic progression, but also for institutional reporting, financial aid and veterans' benefits. This policy defines three categories of LOA and helps to ensure consistent practice, compliance with federal student aid guidelines, and accurate enrollment reporting to state and national agencies. The policy can be found at the following link:<https://academicaffairs.uams.edu/wp-content/uploads/sites/12/2022/08/2.2.10-Student-Leave-of-Absence-Policy-2022.07.26.pdf>.

FACILITY POLICIES

DEPARTMENT & CAMPUS FACILITY POLICY

The Department of Genetic Counseling is located in the College of Health Professions (CHP) Building 5, Suite G-15 on the UAMS Little Rock campus and in the CHP Suite on the first floor of the UAMS Northwest Building on the Fayetteville, AR campus. The Little Rock CHP building is badge access accessible to students 24 hours a day, 7 days a week. Little Rock students have access to the study areas of the library 24 hours a day, 7 days a week. Students on the Fayetteville campus have access to the building and the study area of the library 24 hours a day, 7 days a week.

A classroom policy for all CHP classrooms is that trashcans must remain outside of the classrooms, in the hallway. Students are responsible for making sure that no trash remains in the classroom at the conclusion of class.

A break room is provided for Little Rock students in Building 5, ground level. Students may use the microwave, water cooler, sink and refrigerator. Students are expected to clean up after themselves. Also, within the department suite, students may use the coffee machine. Students in Fayetteville have access to any student lounge areas and the lockers in the CHP Suite (must provide your own lock).

Use of Department of Genetic Counseling office, equipment and books:

- When in Little Rock, students may work or 'hang out' in the Department of Genetic Counseling suite during regular business hours. A student will be asked to leave if their behavior is disruptive to faculty members, students or staff. Students who have keys to the suite are expected to leave the suite locked when no one else is present in the suite.
- There are study areas with wireless internet access in CHP buildings as well as the library and elsewhere on campus.
- Do not use the facsimile machine without seeking permission.
- Use of the department printer and photocopier is allowed for special circumstances but should not be used as a student's only printing resource.
- Students may use the department printer for scanning and emailing documents.
- Do not use faculty offices (phones, computers, space) without permission of that faculty member.
- Books in the Department of Genetic Counseling (Little Rock and Fayetteville) are available for check-out. Students must use the sign-out sheet posted on the bookcases.

TELEHEALTH WORKSTATION POLICY

Within the Department of Genetic Counseling Little Rock office is a designated telehealth workstation for students in the Student Office. The workstation contains a Cisco video conferencing monitor that allows students to easily connect with a variety of telehealth clinics utilized by UAMS and ACH.

Students in Little Rock should utilize this workstation when assigned to fieldwork experiences with the UAMS Institute for Digital Health & Innovation – High Risk Pregnancy Program (formally known as ANGELS).

The Telehealth workstation may be used for other fieldwork placements and other learning experiences as directed by the Fieldwork Coordinator.

STUDENT CONDUCT POLICIES

Student Code of Conduct Policy (UAMS 2.2.14)

The Genetic Counseling program adheres to the UAMS Student Code of Conduct Policy 2.2.14. The Student Code of Conduct Policy sets forth behavioral standards for students to follow as they live, study, work, and pursue their educational goals in a safe and secure learning environment at the University of Arkansas for Medical Sciences. The Code reflects expectations based on values essential to a flourishing academic environment, such as honesty, integrity, respect, and fairness. The policy can be found at the following link: <https://academicaffairs.uams.edu/wp-content/uploads/sites/12/2023/12/2.2.14-Student-Code-of-Conduct-2023.11.17-1.pdf>

Use of Social Networking Sites (UAMS Academic Affairs Policy 2.1.1.)

[2.1.1-Social-Networking-2023.01.26.pdf \(uams.edu\)](https://academicaffairs.uams.edu/wp-content/uploads/sites/12/2023/01/2.1.1-Social-Networking-2023.01.26.pdf)

Use of Social Media During Program Classes:

Any type of technology, smart phones, video communication products (e.g., Zoom), social media (e.g., Facebook, SnapChat, etc.) can be used to either augment or interfere with learning, and can, in some circumstances, interfere with relationships. Therefore, the Program does not allow video communication products to substitute for an unexcused absence. Moreover, some professors will ask that you turn off cell phones in class, whereas others will use applications on devices during class (e.g., Kahoot, Poll Everywhere, etc.). Check your course syllabi for details. **In no circumstances should students be on social media while in class unless necessary for a class related activity.**

Recordings During Program Classes:

Some professors use pictures and information about real patients (with permission) during class lectures and discussions. Therefore, **you must receive permission from the instructor before making ANY recording of a class.**

Participation During Program Classes:

Participation is expected in all learning environments (classroom, clinic, case conference, etc.). A participatory student is one who listens, reads, completes assignments, asks questions, reflects, and shares with faculty and classmates their discoveries and insights. Genetic counselors do not work in isolation (even if they are the only genetic counselor in the practice!). Genetic counselors work with other professionals, in corporate or healthcare systems, and are often the only genetics expert on the team. Since participation is expected in the “real world,” the Program expects students to cultivate this skill throughout their graduate career.

Video Etiquette During Program Classes:

- Be dressed as you would if you were in person.
- Do not join classes or case conference from coffee shops or other public places unless you have complete privacy (visual and audio).
- Be seated at a desk or table.
- Remove distractions (visual and audio) in the background. This includes but is not limited to messy closets, etc. If there are distracting noises on your end, mute your microphone. Note: The Program recognizes that pets are therapeutic and often present when students join class from “home”. This is generally not a problem. Please use your best judgement regarding whether or not to allow your pet to be visible during a video conference.
- You must be seen (video on & make sure the lighting is good so the other participants and instructors can see you). The lighting source should be in front of you. If you wish to turn your camera off during class for an extended period of time, you must receive permission from the instructor, otherwise the instructor will assume you have left class and you will receive an unexcused absence.
- Look into the camera.
- Refrain from eating while on camera during professional conferences and/or telehealth encounters with clients. Eating during class may be allowed by instructors.

PROGRAM DRESS CODE POLICY

On campus classes: Genetic Counseling students attend classes and professional meetings at a medical center where patients are present. As such, when on campus and wearing a UAMS badge, students represent UAMS and should strive to dress modestly and neatly. Students should be dressed in daytime clothes (no pajamas or slippers) that are clean and maintain good personal hygiene.

Professional activities: When attending case conferences, grand rounds, and other professional events in person or via video, students should dress business casual.

Field Placements (including laboratory): When participating in field placements either in person or via video, students must comply with the dress code for the placement site. Questions regarding appropriate dress should be directed to either a fieldwork supervisor or the Program Director before a potential violation occurs.

PROGRAM DRESS CODE VIOLATION: Students who are in violation of the dress code policy may, at the discretion of faculty or supervisor, be asked to leave the fieldwork site, class or professional event and may receive an unexcused absence for the missed activity. In some cases, the time missed will need to be rescheduled.

IDENTIFICATION BADGE POLICY

Students must wear UAMS student ID badges in a visible location at all times while on campus. While attending a field placement site, student must wear that site's issued ID badge /visitor badge/sticker and/or the UAMS student ID badge, as directed by the fieldwork supervisor.

STUDENT SUPPORTS SERVICES

ACADEMIC SUPPORT

The Educational and Student Success Center (ESSC) (<http://studentsuccess.uams.edu/>)

Student services include:

[Learning Support | UAMS Educational and Student Success Center](#)

Time management

Study Skill Support

Reading Support

Note Taking Support

Testing Strategies

Test Anxiety

[Writing Support | UAMS Educational and Student Success Center](#)

Turnitin and SafeAssign

Writing Sites

Grammar/Vocabulary

References/Citations

CV/Resume

Grants and Publications

[Content Support | UAMS Educational and Student Success Center](#)

BioDigital Human

Healthline Body Maps

Khan Academy

Build a Body

[Tech Support | UAMS Educational and Student Success Center](#)

Avast! Anti-Virus

Blackboard & Blackboard App
Microsoft Teams
Password Reset
Software Recommendations
UAMS email & Wifi on mobile devices
Zoom

The UAMS Academic Affairs Educational and Student Success Center provides assistance with students' laptops and mobile devices. A Library and ESSC Systems Support Technician is available to assist with various technology issues, from connecting to the wireless network to troubleshooting possible software issues. The specialist is located on the 3rd floor of the Library (ED II 3/110) from Monday through Friday from 7:30 to 4:30 PM. Assistance is also available remotely. You can email him at CDWebb2@uams.edu or book an appointment at <https://outlook.office365.com/owa/calendar/ITSupportCalvinWebb@uams.edu/bookings/>.

ADA OFFICE

Office: (501) 526-5641

Website: <http://students.uams.edu/ada-disability-services/>

MENTAL HEALTH SUPPORT

The Student Wellness Program (<https://studentwellness.uams.edu/>)

Students seek help for depression, anxiety, grief, relationship conflicts, academic difficulties, and numerous other issues interfering with their maximal functioning. Seeking care through this service is absolutely confidential. The only exceptions to the strict code of confidentiality (as required by law) include homicidality (planning to kill someone else, or being so severely impaired that patients in your care are in jeopardy), suicidality (planning to kill self) and child abuse. Record keeping is also strictly confidential within the student wellness program and does not become part of the campus-wide electronic UAMS medical record.

For short-term treatment, there is no financial cost to the students seeking care (other than the cost of medication should it be needed). The service is made possible through the support of the Chancellor of UAMS, and a portion of the student health fee. Students must be physically located in the state of Arkansas when receiving counseling and psychiatric services through the UAMS Student Wellness Program; thus, students training in another state are responsible for the cost and arrangements of mental health services when outside of Arkansas.

Students with major mental illnesses and/or substance abuse requiring inpatient hospitalization and/or intensive long-term care will be referred to a community mental health center, the UAMS Psychiatric Clinic, or to appropriate resources in the community. The cost of this level of care is the responsibility of the student (it is important to maintain health insurance coverage without lapse through school).

The Student Wellness Program in Little Rock is located at:

227 Jack Stephens Drive

Office Hours: 8:00am to 5:00 pm, Monday – Friday

Telephone: 501-686-8408

Fax: 501-296-1427

After hour emergencies: call 911 or 501-686-8000 or 1-800-273-8255 (TALK) 24 hours a day, seven days a week or go to the nearest Emergency Department.

If you are experiencing a life-threatening emergency, please call 911 or go to the nearest emergency room. If you are otherwise in crisis (e.g., experiencing suicidal thoughts), you can: Call or text 988 to reach the 988 Suicide and Crisis Lifeline, 24/7; Chat at 988lifeline.org, 24/7; Text Home to 741741 to reach the Crisis Text Line, 24/7; or call the Student Wellness Program at 501-686-8408 between 8 a.m. and 5:00 p.m., Monday through Friday, and tell them it's urgent.

The Student Wellness Program in NW Region is located at:

UAMS NW Campus, Annex Building

Telephone: 479 713-8313

Email: NWWellnessProgram@uams.edu

The UAMS Northwest Wellness Program is for UAMS students and their partners in the NW Region.

For additional information: <https://studentwellness.uams.edu/>

STUDENT COMPUTER AND EMAIL ACCESS

Access to the UAMS network, including access to the Internet via the UAMS network, on-line reference and information resources provide through the UAMS Library and other UAMS computing resources is restricted to people having a UAMS network account. All active UAMS students receive UAMS network accounts. Information about network accounts is provided to new students during the registration or orientation sessions. Everyone granted access to the UAMS network must review and sign the UAMS Confidentiality Agreement which students complete during registration and orientation. Your UAMS network account is to be used only by you. Do not share your UAMS network logon identification and password with other people as it violates the UAMS Confidentiality Agreement. See website for more information. The IT Tech Support Center is the first point of contact for computer-related questions or problems for all UAMS employees and students.

The Tech Support Center offers the advantage of dialing one telephone number for assistance with any computer-related problem: (501) 686-8555.

STUDENT HEALTH

Students and Employee Health Services (SEHS)

Email: SEHS@uams.edu

Website: <https://uamshealth.com/university-healthcare/student-and-employee-health/>

UAMS Clinics: <https://uamshealth.com/location/student-health-clinic/>

Additional health and wellness services are listed in the 2024 - 2025 UAMS Academic Catalog at: <http://healthprofessions.uams.edu/current-students/catalogs-and-handbooks/>

UAMS ONLINE BOOKSTORE

UAMS has partnered with Akademos/TextbookX to provide textbook support to students and faculty. See website for more information [UAMS Online Bookstore - Online Bookstore - All Web Pages at University of Arkansas for Medical Sciences](#)

STUDENT RIGHTS POLICIES & PROCEDURES

CHP DISABILITY SUPPORT POLICY

UAMS is committed to providing equal access to learning opportunities to students with disabilities. To ensure access to any class or program, please contact the ADA Coordinator to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical settings. Accommodations are not applied retroactively. Students are encouraged to register with the ADA Coordinator's office as soon as they begin their program or as soon as the student recognizes their need for an adjustment.

UAMS encourages students to access all resources available through the ADA Office for consistent support and access to their programs. More information can be found online at <http://students.uams.edu/ada-disability-services/> or by the contacting the disability services office at (501) 526-5641.

CHP GRIEVANCES

If a student has a grievance regarding a faculty member, staff member or fieldwork supervisor, the student should notify the PD. If the grievance involves the PD, the student should contact a medical director for the Program or the College of Health Professions Associate Dean of Academic Affairs.

COMPLAINT POLICY (NON-ACADEMIC)

If a student has a non-academic complaint that is not covered under one of the policies listed at <https://academicaffairs.uams.edu/irpa/complaint-resolution-process-information/>, then they would follow the process for non-academic complaints described in Academic Affairs Policy 2.2.9 Formal Complaint Resolution Policy. If the efforts to resolve a complaint informally are not successful, students must file a formal complaint within 30 days following the incident via the [online complaint form](#). This form is only for student complaints. The policy can be found at the following link: <https://academicaffairs.uams.edu/wp-content/uploads/sites/12/2022/11/2.2.9-Formal-Complaint-Resolution-Policy-2022.11.10.pdf>

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

The Genetic Counseling program adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA), UAMS Policy 2.1.2. FERPA affords all students in higher education institutions certain rights with respect to their education records. Some of these rights are only applicable to students over 18 years of age. The policy can be found using the following link: <https://academicaffairs.uams.edu/wp-content/uploads/sites/12/2024/05/2.1.2-UAMS-FERPA-Policy-2024.05.24.pdf>

TITLE IX AND NON-DISCRIMINATION STATEMENT (UAMS 2.1.3)

The Genetic Counseling program adheres to the UAMS Policy 2.1.3, Non-discrimination Statement. The policy can be found at the following link: <https://academicaffairs.uams.edu/wp-content/uploads/sites/12/2023/06/2.1.3-Non-Discrimination-Statement-2023.06.14.pdf>

The University of Arkansas for Medical Sciences (UAMS) does not discriminate on the basis of sex, gender, or sexual orientation in its education programs or activities. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of sex in all education programs and

activities operated by UAMS (both on and off campus). Title IX protects all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and sexual violence.

The UAMS Title IX Coordinator can be contacted at (501) 526-5641. She is available to explain and discuss: your right to file a criminal complaint (sexual assault and violence); the university's complaint process, including the investigation process; how confidentiality is handled; available (both on and off campus); and other related matters. **You may also contact the UAMS Police Department, 501-686-7777 (non-emergency) or 911 (emergency). If you are in the midst of an emergency, please call the police immediately by dialing 9-1-1.**

The United States Department of Education's Office of Civil Rights ("OCR") is responsible for enforcing Title IX, as well as other federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial aid. Inquiries and complaints may also be directed to OCR at 1-800-421-3481 or ocr@ed.gov

STUDENT ACCOMMODATIONS POLICY

The Genetic counseling program adheres to the UAMS Student Accommodations Policy 2.2.5. The University of Arkansas for Medical Sciences is committed to a policy of ensuring that no otherwise qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in University programs or activities due to their disability. The University is fully committed to complying with all requirements of the Americans with Disabilities Act of 1990 (ADA) and the Rehabilitation Act of 1973 (Section 504) and to providing equal educational opportunities to otherwise qualified students with disabilities. The purpose of this policy is to define the process students should follow if accommodations in an academic setting are needed due to a disability. The policy can be found at the following link:

<https://academicaffairs.uams.edu/wp-content/uploads/sites/12/2024/05/2.2.5-Student-Accommodation-Policy-2024.05.24.pdf>

STUDENT PRIVACY, DISTANCE EDUCATION & TECHNOLOGY POLICIES

Students have a legal right to privacy and confidentiality. To protect that right, access to any given distance-based course is restricted to its registered students and program faculty. In addition, personnel who provide support for the delivery of such courses (Interactive Video, Clinical Skills Center, Blackboard® Learn Ultra and any other delivery formats/platforms) have access as required by their responsibilities to administer the system and assist faculty and students. Students who are registered for a course will see other students' discussion board postings, class presentations and designated assignments (e.g., peer reviewed assignments).

Each student must respect the privacy of their peers, and therefore, not share materials including any identifying information. Should a faculty member wish to share course information that contains student identifiers to individuals outside of the Program, course, or its administrators, the Program will first seek permission from the student(s). Students are responsible for securing computers and all program-related files, software and hardware.

Appendix A – STUDENT GRADUATION REQUIREMENTS, REMEDIATION & ATTENDANCE TRACKING

[This is a copy of the document that is maintained in each Student File in Box. This document is visible in Box to the student, Program Director, Assistant Program Director, Department of Genetic Counseling Executive Administrator, Fieldwork Coordinator, Supplemental Fieldwork Coordinator, Director of Research, and the Associate Dean of Academic Affairs.]

Graduation Requirement	Evidence of Completion	Comments
Didactic Coursework – Must pass with an A or B / Pass for pass/fail courses		
Fall 1 (2024)		
50003 Molecular Genetics		
50102 Fieldwork Orientation		
50203 Counseling Theory		
50402 Prof Issues I		
50503 Med Gen I		
50601 Technical Writing & Genetics Education		
51102 Research Methods & Critical Analysis		
52202 GC Ethics I		
<i>Semester GPA</i>		
<i>Cumulative GPA (3.0 or higher)</i>		
Spring 1 (2025)		
51002 Embryology & Dymorphology		
51201 Research II		
51302 Human Cytogenetics		
51403 Counseling & Interviewing		
51602 Reproductive GC		
52102 Cancer Genetics		
55003 Novice Clinical Clerkship		
<i>Semester GPA</i>		
<i>Cumulative GPA (3.0 or higher)</i>		
Summer 1 (2025)		
56003 Intermediate Clerkship		
5700V Thesis in GC		
<i>Semester GPA</i>		
<i>Cumulative GPA (3.0 or higher)</i>		
Fall 2 (2025)		

51502 Population Genetics			
51701 Teratology			
51803 Systems Disorders			
52001 Professional Issues 2			
53201 GC Ethics II			
57103 Advanced Clerkship			
5700V Thesis in GC			
<i>Semester GPA</i>			
<i>Cumulative GPA (3.0 or higher)</i>			
Spring 2 (2026)			
52302 Metabolic Genetics			
53001 Public Health Genomics			
53102 Med Gen II			
57103 Advanced Clerkship			
5700V Thesis in GC			
<i>Semester GPA</i>			
<i>Cumulative GPA (3.0 or higher)</i>			
Fieldwork Experiences [Participatory Cases (PC) & Required Participatory Cases (RPC)]:			
	Placements (e.g., Novice1, Location)	ALL PC	RPC
Adult (Non-Cancer)			
Cancer Genetics (Adult & Peds)			
Pediatric Genetics			
Prenatal Genetics			
Laboratory/Industry/Research			
Elective			
50 required participatory cases supervised by a Board-Certified GC			
Diverse Settings (more than one)	Clinical _____ Laboratory _____ Research _____ Industry _____		
Diverse Service Delivery Modes (more than one)	In-person _____ Telemedicine (video) _____ Telephone _____ Group _____		
Thesis			

Thesis document submitted and approved by UAMS library		
Public thesis defense – open to UAMS students and faculty		
Educational Enrichment (all due by the end of each semester – due dates in Blackboard® Learn Ultra)		
Fall Year 1 Complete 12 activities		
Spring Year 1 Complete 12 activities		
Summer Complete 2 activities		
Fall Year 2 Complete 12 activities		
Spring Year 2 Complete 4 activities		
Interprofessional Education – must be complete and documented in GUS prior to graduation		
Phase I (Exposure)		
#1 - Exposure workshop (Fall-I)		
#2 - Exposure bridge		
Phase II (Immersion)		
#3 - Quadruple aim project		
#4 - Simulation activity		
Phase III (Competence)		
#5 - Competence workshop		
#6 - Practice activity		
#7 - Student educator activity		
Teaching Experiences (Add additional lines as needed)		
Case Conference		
Journal Club		
Peer teaching		
Other		
Advisement Meetings with Program Leadership		

Fall 1		
Spring 1		
Fall 2		
Graduation Readiness (December – January)		
Spring 2		
Comprehensive Examination (*See handbook for policy)		
Part A (end of Spring 1)		
A1	Pass (100 – 80%) Provisional Pass (79 – 75%) Not Passing (<75%)	
GENC 5510V Special Topics & A2	Pass (100 – 80%) Provisional Pass (79 – 75%) Not Passing (<75%)	
Meeting to discuss Part A		
Part B (end of Fall 2)		
B1	Pass (100 – 80%) Provisional Pass (79 – 75%) Not Passing (<75%)	
GENC 5510V Special Topics & B2	Pass (100 – 80%) Provisional Pass (79 – 75%) Not Passing (<75%)	
Meeting to discuss Part B		
Remediation Plan(s) (if needed)	Outcome	Notes
Attendance (Excused and Unexcused Absences)		
Date	Reason (medical/sick; personal; professional)	Excused / Unexcused (what was missed: course # or event)