Genetic Counseling Graduate Program

Student Handbook

Version 5.0

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LETTER FROM THE DIRECTOR

Welcome to the University of Arizona Genetic Counseling Graduate Program (UAGCGP). We hope that you find this handbook helpful as you make your way through the program.

The UAGCGP is a part of the University of Arizona Mel and Enid Zuckerman College of Public Health. Our program is fully accredited by the Accreditation Council for Genetic Counseling (ACGC). The UAGCGP welcomed our inaugural class in the fall of 2019 and our first cohort graduated in May of 2021. The UAGCGP was the first genetic counseling training program founded in Arizona and one of just a few genetic counseling graduate programs in the Southwestern United States.

The mission of our program is to provide a well-rounded education in genetic counseling through rigorous and diverse academic, clinical and research experiences, preparing the next generation of genetic counselors in an ever-evolving landscape. Our program is designed to provide a well-rounded education through rigorous and diverse academic and fieldwork experiences. Our program's objectives are to prepare graduate students who will be able to:

- Work as a member of a genetic/genomic health care team
- Interpret family and medical histories to assess the likelihood of disease occurrence or recurrence
- Provide patient counseling to promote informed personal and medical choices, as well as adaptation to the risk or condition
- Educate clients, clinicians and the public about genetic conditions, inheritance, testing, management, prevention, resources and research on inherited conditions

We look forward to working with you and wish you success in your training as you continue your journey to be a genetic counselor. Please contact our Program Coordinator, Reem Parra reemparra@arizona.edu or myself at stallman@pharmacy.arizona.edu if you have questions.

Sincerely,

Chris Stallman, MLS, MS, CGC
Program Director, University of Arizona Genetic Counseling Graduate Program

About the Program

The Genetic Counseling Graduate Program at the University of Arizona (UAGCGP) is a 22-month program. Graduates will earn a Master of Science degree in Genetic Counseling, preparing them for a career in this rapidly expanding field. Our program combines academic instruction with real-world experience in various settings. Students train with clinicians, researchers, and experts in the field of genetics and genomic medicine.

The University of Arizona previously had a genetic counseling graduate program, which operated from 1995 to 2005. Graduates of the program have gone on to successful careers in genetic counseling, working in healthcare, academia, and private industry. The University of Arizona GCGP was re-established in 2019 with strong administrative support and a desire to expand genetic services throughout Arizona. Originally founded under the College of Medicine – Tucson, the GCGP became part of the Mel and Enid Zuckerman College of Public Health in 2025.

UAGCGP Student Resources Folder

The UAGCGP provides additional information about fieldwork rotations, program projects, and more in the UAGCGP Student Resources folder on Box. Students are given access to this folder throughout the duration of their time in the program. Students can access this folder through their University of Arizona Box account or using this link.

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Mel and Enid Zuckerman College of Public Health

Established in January of 2000 by the Arizona Board of Regents, The University of Arizona Mel and Enid Zuckerman College of Public Health is currently the first and only nationally accredited college of public health in Arizona.

Located in Tucson, Arizona, the Zuckerman College of Public Health is one of 19 colleges of the University of Arizona, one of the nation's leading public universities. With about 900,000 multicultural citizens, Tucson is a growing economic and

recreational center that reflects the richness and diversity of the Southwest and U.S.-Mexico border regions.

The Field of Genetic Counseling

Genetic counselors work in a variety of settings, including healthcare organizations, academia, and in commercial laboratories and companies. Furthermore, they work in a variety of specialties, such as adult genetics, pediatrics, oncology, obstetrics, cardiology, public health, teratology, pharmacogenomics, neurology, cardiology, education, laboratories, and industry positions.

Genetic counseling is one of the fastest growing careers in the United States. Employment of genetic counselors is expected to grow 33% from 2023 – 2033. As integral parts of the healthcare team, genetic counselors work with physicians, nurses, and other healthcare professionals to help patients and their families understand how inherited diseases and conditions might affect them or their families, and how to interpret genetic test results based on personal and family history. They are trained to expertly communicate complicated information, and they serve as key liaisons for the community to make genetic and genomic medicine more accessible to patients.

Additional resources about the genetic counseling field:

- National Society of Genetic Counselors – About Genetic Counselors
- National Human Genome Research Institute – FAQ About Genetic Counseling
- Centers for Disease Control and Prevention – Genetic Counseling
- Genetic Alliance – Making Sense of Your Genes
- March of Dimes – Genetic Counseling

PROGRAM CURRICULUM

Fall – Year I	**Units**
GENE 518 – Fundamental Genetic Mechanisms	4
CMM 585 - Embryology, Teratology, Birth Defects	3
CMM 527 - Pathophysiology Basics – Hematologic, Cardiovascular and Immune Systems	1
CMM 528 - Pathophysiology of Integumentary, Respiratory, and Digestive Systems	1
CMM 529 - Pathophysiology of Urogenital and Endocrine Systems	1
CMM 519 - Introduction to Genetic Counseling	2
GENE 670 - Genetics Seminar	2
CMM 600 - Introduction to GC Research	1
CMM 594 - Clinical Practicum	2
TOTAL UNITS, Semester 1	**17**

Spring – Year I	**Units**
CMM 520 – Clinical Cancer Genetics	2
CMM 620 – Foundations of Medical Genetics	1
CMM 624 - Advanced Genetic Counseling Skills	2
CMM 621 - Genetic Counseling in Reproductive Health	2
BIOS 576a – Biostatistics	3
CMM 595 - Genetic Counseling Colloquium	1
CMM 909/910 – GC Scholarly Project	2
CMM 594 - Clinical Practicum	2
TOTAL UNITS, Semester 2	**15**

Summer – Year I	**Units**
CMM 594 - Clinical Practicum (6-8 weeks)	**4**

Fall – Year 2	Units
CMM 622 - Survey of Human Genetic Disorders I	3
CMM 521 - Molecular Diagnostics and Lab Testing	1
MCB 504 – Bioethics	4
GENE 670 - Genetics Seminar	2
CMM 909/910 – GC Scholarly Project	2
CMM 594 - Clinical Practicum	4
TOTAL UNITS, Semester 3	**16**

Spring – Year 2	Units
CMM 625 - Survey of Human Genetic Disorders II	3
CMM 623 - Contemporary Professional Issues in GC	2
CMM 595 - Genetic Counseling Colloquium	1
CMM 909/910 – GC Scholarly Project	2
CMM 594 - Clinical Practicum	4
TOTAL UNITS, Semester 4	**12**

TOTAL UNITS	**64**

Additional information on the evaluation methods used to determine successful completion of each course can be found in the individual course syllabus.

In addition, completion of the UAGCGP requires evidence that a student has achieved competence in:

- Integration of knowledge of psychosocial aspects of genetic counseling to promote client well-being.
- Use of a range of genetic counseling skills and models to facilitate informed decision- making, patient autonomy, and understanding of genetic risks and/or conditions.

Additional Coursework

The program requires evidence of competency in issues related to death and loss. This may be accomplished with approval by the DGS (GCGP Program Director/Director of Graduate Studies) by:

- Audit a course addressing psychosocial issues of death and loss such as PSY 456 Psychology of Death and Loss or a related course, or
- Submission of a literature review with annotated bibliography on a topic related to death and loss agreed to by faculty advisor or DGS

The UAGCGP Program Director must approve the method that each student will

use to exhibit competence of the above components and when they will integrate this into their activities prior to the start of the fall semester of their second year in the program. Students may complete these requirements at any time during the course of the program. Documentation of the completion of one of these activities must be submitted to the UAGCGP prior to graduation.

Course substitutions may be permitted with the approval of the UAGCGP Program Director.

Course Descriptions – Fall Year 1

GENE 518 – Fundamental Genetic Mechanisms (4 credits)

The function of genes lies at the heart of heritability and variation in biology. Understanding genetic mechanisms and genetic interactions is essential to understanding foundational concepts like developmental biology, cell physiology, evolution, and disease. But much of what is known about genetic mechanism is well advanced over the basics enumerated by Mendel and other early luminaries. This course covers advanced concepts in gene function, genetic interactions, and genetic analyses and manipulations that are commonly in use in research laboratories, or that go awry in human disease.

CMM 585 - Embryology, Teratology and Birth Defects (3 credits)

This course is designed to help students understand normal and abnormal fetal development as it applies to clinical approaches to prevent, diagnose, and manage birth defects. Beginning with an overview of embryology by organ system, concepts of developmental abnormalities leading to birth defects will be explored. These concepts include both intrinsic and extrinsic factors, such as underlying genetic mechanisms and exposure to teratogenic agents. This course will provide students with the tools to provide accurate and sensitive information on birth defects by examining risk assessment and communication techniques. Methods used in birth defects research, as well as availability and interpretation of relevant literature will be examined. Teaching methodologies will include didactic lectures (including guest lecturers), case studies, an in-class literature review project and outside readings.

CMM 527 – Pathophysiology Basics (1 credit, online)

This course is designed for graduate students and advanced undergraduates interested in pursuing a career in translational biomedical research and in the health professions. The course will provide students with a foundational understanding of disease as a manifestation of disrupted physiology. Course content will include introductory cell physiology and disruption of homeostatic maintenance in disease processes associated with hematologic, cardiovascular, and immune system. Principles will be illustrated using representative commonly occurring disorders and their treatments. This course is designed to complement CMM 547, Histology Basics, which presents principles of cell and tissue organization of the human body.

CMM 528 – Pathophysiology of Integumentary, Respiratory and Digestive Systems (1 credit, online)

This course is designed for graduate students and advanced undergraduates interested in pursuing a career in translational biomedical research and in the health professions. The course will provide students with a foundational understanding of disease as a manifestation of disrupted physiology. Course content will include an overview of normal physiology of integumentary, respiratory, and digestive systems, as well as disruption of homeostatic maintenance in disease processes associated with these organ systems. Principles will be illustrated using representative commonly occurring disorders and their treatments. This course is designed to complement CMM 548, Histology of Respiratory and Digestive Systems.

CMM 529 – Pathophysiology of Urogenital and Endocrine Systems (1 credit, online)

This course is designed for graduate students and advanced undergraduates interested in pursuing a career in translational biomedical research and in the health professions. The course will provide students with a foundational understanding of disease as a manifestation of disrupted physiology. Course content will include an overview of normal physiology of urogenital and endocrine systems, as well as disruption of homeostatic maintenance in disease processes associated with these organ systems. Principles will be illustrated using representative commonly occurring disorders and their treatments. This course is designed to complement CMM 549, Histology of Urogenital and Endocrine Systems.

CMM 519 - Introduction to Genetic Counseling (2 credits)

This course will introduce first year students to the profession of genetic counseling. Beginning with the history and current structure of the field, students will explore the role of the genetic counselor in health care and the complex interaction with social, ethical, and legal issues.

The course will cover the development of beginning counseling skills necessary for clinical practice, including construction and application of family and medical histories, management of genetic counseling clinical cases, and active listening skills. The process of genetic counseling will be explored through theories of counseling as they apply to the development of interviewing skills, risk perception and communication, psychosocial and family development, multicultural sensitivity and competence and disability awareness.

GENE 670 - Genetics Seminar (2 credits)

See detail in Multiple Semesters

CMM 600 - Introduction to Genetic Counseling Research (1 credit)

The goal of this course is to introduce genetic counseling graduate students to the fundamentals of conducting a research project. In this course, students will learn essential elements of research including selecting a research topic, research ethics and the Institutional Review Board, reviewing and assessing scientific literature,

research design, methodology and analysis and scientific writing. The educational format of this course will include lectures, class discussions and presentations, reading assignments and class projects.

CMM 594 – Clinical Practicum (2 credits)

See detail in Multiple Semesters

Course Descriptions – Spring Year 1

CMM 520 - Clinical Cancer Genetics (2 credits)

This two-credit hour course will present important ideas in cancer genetics and precision health, preparing students to identify and evaluate patients with a family history consistent with a hereditary cancer syndrome, and to understand, interpret and apply the results of germline and somatic tumor testing. The course will cover three major topics, (1) Cancer biology and genetics, (2) inherited cancer syndromes and (3) ethical, legal, and social issues in clinical cancer genetics. The educational format will include lectures by experts in the field, reading and presentation of instructive cases. Students will use this knowledge to analyze pedigrees, perform risk assessment and explain clear and ambiguous test results.

CMM 620 - Foundations of Medical Genetics (1 credit)

This one credit course will focus on the foundations of medical genetics. It will introduce various genetic epidemiology study designs and cover basic statistical genetic analysis approaches and inferences. Students will develop an understanding of the different types of inheritance, human genetic variation, the genetic basis of disease, epistasis, gene-environment interaction, and epigenetics. Practical applications of calculating genetic risks for families and clients will be accomplished using specific methods and case examples.

CMM 621 - Genetic Counseling in Reproductive Health (2 credits)

Genetic counseling has been part of preconception and prenatal care for years. However, ever-emerging technologies offer patients more options (and, in turn, create more questions) than ever before. This course explores the role of the genetic counselor in supporting patients and their families from preconception to birth. Topics include techniques to obtain and analyze family histories, current preconception and prenatal screening and diagnostic methodologies, assisted reproductive technologies, facilitating parental decision making, perinatal death and loss as well as exploration of a wide range of related counseling issues.

BIOS 576A - Biostatistics in Public Health (3 credits, online)

This course introduces biostatistical methods and applications, and will cover descriptive statistics, probability theory, and a wide variety of inferential statistical techniques that can be used to make practical conclusions about empirical data. Students will also be learning to use a statistical software package (STATA).

CMM 595 - Genetic Counseling Colloquium (1 credit, both spring semesters)

This 1-credit course will focus on a variety of issues specific to the field of genetic counseling. It will be taken by first- and second-year genetic counseling students together in the spring of both years. Class participation is facilitated by using collaborative learning techniques. In addition, students will present and discuss their Educational Outreach project in this class. More information on the Educations Outreach Project can be found in the "Supplemental Activities" section of the handbook.

CMM 624 – Advanced Genetic Counseling (2 credits)

This course will take a deeper look at the some of the more complex aspects of genetic counseling, such as ethical dilemmas, conflicts of interest, bias, and patterns of thought and behavior that can affect counselor-patient interactions. The course material and activities will allow for further exploration of the multifaceted needs of patients and counselors. Students will engage in independent work such as creating a health education tool and share their thoughts and ideas with other students through group discussions and other collaborative learning opportunities.

CMM 900/909/910 GC Scholarly Project (2 credits)

See detail in Multiple Semesters

CMM 594 – Clinical Practicum (2 credits)

See detail in Multiple Semesters

Course Descriptions – Fall Year 2

CMM 622 - Survey of Human Genetic Disorders I (3 credits)

This course will provide an overview of multiple common genetic disorders. Each topic will focus on the etiology, availability of diagnostic testing, management, and counseling issues for each disorder. Students will gain an understanding of the impact of specific genetic conditions on individuals, their families and society.

MCB 504 - Bioethics (4 credits)

The speed at which many biological discoveries have taken place in the last decades has been extraordinary. Terms like stem cell, gene cloning, and crops bioengineering are commonly used by science students in high school and the general public, and you hear about them in the media frequently. Many of these discoveries have immediate applications while others could (or will) be used in future ones. Many scholars (scientists in general and philosophers in particular) have raised concerns on the moral/ethical implications of several applications of this knowledge. This course is intended to bring these concerns to the consideration of this group. We will present and evaluate a select number of topics from the following points of view: 1) the science of the issue in question, 2) the significance and application of this scientific knowledge, 3) moral and ethical issues raised by

the application of this science, 4) the social impact, and 5) legal consideration that these advances of biology could cause. We will evaluate, analyze, and argue each of these points. These exercises will help us to develop a more critical analysis of these ethical issues in order to better prepare for real-life application in the healthcare field.

CMM 521 - Molecular Diagnostics and Lab Testing (1 credit)

Diagnostic tools in genetics have been rapidly evolving since the publishing of the Human Genome in 2003. CMM 521 is a 1 credit hour course that will delve into current genetic diagnostic methodologies and discuss future applications, developments, and challenges in the field of genetic testing. Topics covered in this course will include fundamental principles of cytogenetics, chromosome abnormalities, microarray, genetic screening assays, and variant interpretation and reporting. In addition, the course will explore new molecular methodologies, including whole genome and exome sequencing, bioinformatic analysis of DNA sequence data, and regulatory oversight of new DNA-based tests, and examine the ways in which these technological advances are shifting the practice of genetics and genomic medicine. The course will also instruct students on systematic use of lab testing in the diagnostic process for genetic conditions.

GENE 670 - Genetics Seminar (2 credits)

See detail in Multiple Semesters

CMM 900/909/910 GC Scholarly Project (2 credits)

See detail in Multiple Semesters

CMM 594 – Clinical Practicum (2-4 credits)

See detail in Multiple Semesters

Course Descriptions – Spring Year 2

CMM 625 – Survey of Human Genetic Disorders II (3 credits)

This course will expand upon the content and concepts learned in CMM 622: Survey of Human Genetic Disorders. Lectures will dive into additional details on specific human genetic disorders, with a particular focus on adult-onset genetic conditions. During this course, students will also work on transitioning and applying their learning outside of the educational program to prepare them for future board exams, clinical practice and other genetic counseling careers. In-class content will consist of lectures, discussion sections, student presentations and board practice exams.

CMM 623 - Contemporary Professional Issues in Genetic Counseling (2 credits)

This 2-credit course will prepare the genetic counseling student for their professional career by focusing on an overview of practice settings and professional

development. Professionals involved in specific practice areas will discuss their roles and responsibilities encountered in the field of genetic counseling and medical genetics. Advanced topics to be discussed include supervision of various health care providers, obtaining and maintaining certification, licensing, and professional credentialing, and becoming a life-long learner. Strategies for professional growth, certification, and licensure, and preparing for the job market are addressed. Students are also introduced to issues of billing and reimbursement, genetic service delivery models, telemedicine, and the business/marketing aspects of providing genetic services.

CMM 900/909/910GC Scholarly Project (2 credits)

See detail in Multiple Semesters

CMM 594 – Clinical Practicum (4 credits)

See detail in Multiple Semesters

Course Descriptions – Multiple Semesters

CMM 594 – Clinical Practicum

Students will familiarize themselves with the various roles and work settings in which genetic counselors and other healthcare team members practice. Students will be exposed to the components of genetic counseling sessions, observe different counseling styles and interpersonal interactions, and gain a better understanding of how different fieldwork sites operate. Students will obtain and apply clinical and non-clinical knowledge to cases and develop the necessary skills to practice as a genetic counselor and to successfully complete the graduate program. Individual rotations will be arranged by the UAGCGP leadership.

CMM 900/909/910 GC Scholarly Project

All students in the UAGCGP are required to complete a scholarly project for graduation. The goal of the scholarly project is for students to dive deeply into a specified topic, review the relevant primary literature, and develop a new project to expand current knowledge, create a new application based on current knowledge or distill the literature into a comprehensive and thorough review. Students can choose between the thesis and scholarly project options to best suit their professional goals. Thesis projects typically include the student generating original data to advance the understanding of a particular field, either by designing a new project or working with faculty on an existing project in their laboratory. Capstone projects typically include a novel application of existing knowledge or a comprehensive review of the primary literature in a specified area of clinical genetics or genetic counseling. Students who choose the thesis option will enroll in 2 credits of CMM 910 –Thesis. Students who choose the capstone option will enroll in 2 credits of CMM 909 – Independent Study/Genetic Counseling Capstone. The course director for these units will be the student's primary advisor or the UAGCGP Research Director if a student has not yet selected a primary advisor. More

information about the evaluation methods used to determine successful completion of the scholarly project can be found in the scholarly project guidelines.

GENE 670 - Genetics Seminar (2 credits)

This weekly, two-credit-hour course introduces trainees to important and timely topics in basic and applied genetics and genomics research through regular seminars, journal clubs, case conferences, student presentations and case conferences.

Journal Club/Case Conferences

Every other week, students from the class, along with additional faculty, will present journal clubs and/or case conferences to discuss relevant research advances and informative cases in the field of medical genetics. These classes will be held with students and faculty in the Genetic Counseling Graduate Program.

Genetics Seminar

Once every four weeks, the Genetics GIDP hosts either a faculty member from the University of Arizona or external faculty to present their research. The focus of these seminars is typically on advances in basic genetics and genomics research. Prior to the seminar, students discuss a relevant paper selected by the presenting faculty member. These classes will be held with the other section of this course with students in the genetics GIDP.

Genetics and Genomics Grand Rounds

Once every four weeks, the Genetic Counseling Graduate Program hosts either faculty from the University of Arizona or external faculty to present their research. The focus of these seminars is typically on advances clinical genetics and genomics. Prior to the seminar, students discuss a relevant paper selected by the presenting faculty. These classes will be held with the other section of this course with students in the genetics GIDP.

PSY 456 - Psychology of Death and Loss (audit or take for undergraduate credit)

Optional class to fulfill required psychosocial competency. See curriculum for additional information.

The goals of this course are to introduce students to the field of thanatology, or the psychology of death and loss. I hope to help you develop the conceptual and methodological skills necessary for interpreting research in this area. To facilitate these goals, the course will address:

- Issues associated with education about death, dying, and bereavement
- Issues related to death itself, including changing patterns of death-related encounters, attitudes, and practices, as well as characteristic features of the contemporary American death system, and diverse cultural patterns within selected groups in American society
- Issues related to dying, including coping with dying, helping persons who are coping with dying, hospice principles, and societal programs of care for persons who are coping with dying

- Issues related to bereavement, including coping with loss and grief, helping those who are coping with loss and grief, and societal programs of care for persons who are coping with loss and grief (funeral and memorial rituals, aftercare services, hospice bereavement follow-up programs, and bereavement support groups)
- Developmental issues in the field of death, dying, and bereavement as they are associated, in turn, with children, adolescents, young and middle-aged adults, and older adults
- Conceptual and moral issues—related to the law (advance directives for health care; definition, determination, and certification of death; organ, tissue, and body donation; and disposition both of dead bodies and of property after death), suicide and life-threatening behavior, assisted suicide and euthanasia, and the meaning and place of death in life
- The emphasis of this course is on reviewing scientific evidence (rather than discussing anecdotal or personal experience, although applying knowledge to one's life is always good) with the overall goal of helping you learn to think critically about current theories and research findings.

Academic Remediation Procedure

Please see section for UAGCGP Remediation Procedure for Academic Coursework Procedure under Institutional and Program Policies.

FIELDWORK ROTATIONS

CMM 594 - Clinical Practicum

Students will take a clinical practicum course every semester throughout the program: CMM 594 Clinical Practicum. Students will take CMM 594 for two credit hours in the Fall and Spring semesters of their first year, four credit hours over the summer term between their first and second year, and four credit hours in the Fall and Spring semesters of their second year. During their training, students will need to acquire a minimum of 50 participatory cases to meet the Accreditation Council for Genetic Counseling (ACGC) standards (B.3.1.2). The Assistant Director of Fieldwork will monitor student logbooks closely to ensure that students are obtaining an adequate number of participatory cases.

The Assistant Director of Fieldwork, in collaboration with program administration, are responsible for developing, maintaining and documenting all clinical training and fieldwork experiences for the UAGCGP. The Assistant Director of Fieldwork will oversee the educational content of all clinical practicums and will serve as the course director for CMM 594. Grades for clinical practicum are pass/fail and will be based on student evaluations from fieldwork supervisors.

The program performs initial and ongoing evaluation of all fieldwork training sites to ensure that students, sites, and supervisors meet program-defined learning outcomes and performance evaluation measures.

Most rotations will take place in Tucson and Phoenix (about a 2-hour drive from Tucson). Students are responsible for their own transportation to fieldwork sites.

Academic year rotations are scheduled by the program administration, in coordination with the fieldwork supervisors. First year students will participate in five fieldwork rotations throughout the academic year, each lasting five weeks, and will typically spend one day per week at the rotation site. Summer rotations will be scheduled at the discretion of the Program with input from students, when possible. Second year students will typically spend two days per week at a rotation site. Second year rotations each last seven to eight weeks, for a total of four rotations through the fall and spring semesters.

Clinical Skills Workshop

The Clinical Skills Workshop (CSW) was designed to introduce incoming genetic counseling students to various genetics skills through lectures, role-plays, practice sessions, and assignments. The goal is to prepare incoming students for fieldwork activities and takes place during the first 5 weeks of the fall semester of the first year. Topics covered in the CSW include case preparation, practice-based competencies, health literacy, taking family histories, risk assessment, and professionalism.

Sample Rotation Schedules for First- and Second-Year Students

Sample Rotation Schedule for First Year Students

Note: The sample schedule below may change from year to year depending on availability of supervisors and rotation sites.

Semester	Student 1	Student 2	Student 3	Student 4	Student 5
Fall	Clinical Skills Workshop	Clinical Skills Workshop	Clinical Skills Workshop	Clinical Skills Workshop	Clinical Skills Workshop
	Adult	Teratology	Prenatal	Cancer	Disability Focus
	Disability Focus	Adult	Teratology	Prenatal	Cancer
Spring	Cancer	Disability Focus	Adult	Teratology	Prenatal
	Prenatal	Cancer	Disability Focus	Adult	Teratology
	Teratology	Prenatal	Cancer	Disability Focus	Adult

Sample Rotation Schedule for Second Year Students

Note: The sample schedule below may change from year to year depending on availability of supervisors and rotation sites.

Semester	Student 1	Student 2	Student 3	Student 4	Student 5
Fall	Pediatrics	Cancer/Adult	Cancer	Cancer	Prenatal
	Prenatal	Pediatrics	Cancer/Adult	Prenatal	Cancer/Adult
Spring	Cancer	Prenatal	Pediatrics	Cancer/Adult	Pediatrics
	Cancer/Adult	Cancer	Prenatal	Pediatrics	Cancer

Example Rotation Sites

- Adult, Banner UMC Tucson
- Adult and Cancer, Mayo Clinic Scottsdale
- Cancer, Banner/MD Anderson Cancer Center
- Cancer, University of Arizona Cancer Center
- Cancer, Dignity Health
- Pediatrics, Phoenix Children's Hospital
- Prenatal, Dignity Health
- Prenatal, Tucson Medical Center
- Prenatal, Banner UMC Tucson
- Laboratory, Prevention Genetics
- Teratology, MotherToBabyAZ

Summer Rotation

Summer rotations are an opportunity for students to focus on practical, hands-on work in a genetics clinic, industry, laboratory, or other settings. For rotations that will take place with a site new to the UAGCGP, the program will need a minimum of 12 weeks' notice prior to the start of the rotation to make sure the appropriate agreements are in place. Rotations may occur out-of-state. The UAGCGP will help students identify rotation options for summer rotations and assist the student in making sure that the appropriate administrative requirements are in place.

Students will be required to enroll in four credits of CMM 594 over the 10-week summer term. Most summer rotations will consist of 25 days in a single summer rotation. Students will schedule time in summer rotations directly with their summer rotation supervisors, and have a reasonable amount of flexibility with scheduling, as long as they meet the requirement of 25 full days. Prior approval from the Program is required if students need to participate in more than one rotation during the summer to meet the requirements, or if they will deviate from the 25 required days in their rotation.

Clinical Practicum Code of Conduct

Students in the UAGCGP represent the program while working in their rotations. The program expects that students present themselves in a professional manner during all classes, fieldwork rotations, and other program functions.

Student participation will be progressive throughout rotations. Students start by observing practitioners and patients. As students' progress through the program, they are expected to increase participation in the clinic by taking family and medical histories, educating patients on genetic conditions, inheritance patterns, and pre and post-test counseling. By the midpoint of their second year, students will be expected to manage entire counseling sessions independently with supervisors observing and monitoring the interaction.

Students are prohibited from taking photos of patients and/or staff during fieldwork rotations.

The health and safety of our students, supervisors, faculty, and patients that our program interacts with is of the utmost importance. If a student is or suspects that they may be ill, it is important that they stay home to avoid infecting others. If a student becomes ill during their rotation and is unable to participate in any or all of that rotation, they must communicate any missed time to the supervisor and the Assistant Director of Fieldwork in writing. If a student misses more than one clinic day, makeup days in clinic may be assigned.

While at a rotation site, students are expected to follow any rules and guidelines set forth by the rotation site and the supervisor. Failure to comply with stated rules and guidelines could result in a reduced grade for the course. Supervisors will notify the Assistant Director of Fieldwork in writing about any conduct issues during rotations.

Rotation Remediation Procedure

Please see section on UAGCGP Remediation Procedure for Fieldwork Rotations under Institutional and Program Policies.

Rotation Forms and Procedures

Students’ fieldwork rotations undergo extensive documentation from both the students and the rotation supervisors. Supervisors' complete evaluations of the students at the end of their 5-week rotations for first year students. For second year students, supervisors complete an evaluation after the first four weeks as well as a second evaluation at the end of the 8-week rotation. All rotation forms are completed and stored in Typhon. Students complete the following forms:

Professional Development and Goals

The purpose of this form is to set the stage for students entering a new fieldwork rotation. Students describe their previous experience, level of comfort with specific tasks/skills, and what they hope to achieve in the upcoming rotation. Students complete this prior to the start of each of their rotations and review with the

fieldwork supervisor during the first day of their rotation. Students must submit this form in Typhon one week before the start of the rotation.

Evaluation of Rotation Site and Supervisor

At the end of each rotation, students complete an evaluation of the rotation site and supervisor in which they evaluate the learning climate, the relationship with the supervisor, and the ethics and professionalism practiced by the supervisor. Students must submit this form in Typhon no later than one week after the end of the rotation. Anonymized summaries of these forms will be shared with clinical supervisors at the end of the academic year.

Case Logs

During the program, students will compile a logbook with the case information for all cases they experience during their fieldwork rotations. This should include both participatory and non-participatory cases. The logbook is composed of individual case logs which describe the details of the case and the roles that the student played in the case. Case logs are completed and submitted by the student in Typhon and then reviewed and approved by the supervisor who oversaw the student at that case. Students must maintain copies of their case logs and their entire logbook (either on paper or digitally).

Participatory vs. Non-Participatory Cases

In order to meet the Accreditation Counsel for Genetic Counseling (ACGC) standards (B.3.1.2), students must collect a minimum of 50 participatory cases. To be considered a "participatory case", the case must be supervised by an experienced ABGC/ABMG/CAGC certified genetic counselor who has been in practice for over one year.

In addition, the student must actively participate in at least one role in each of the three categories of Fundamental Counseling Roles (Management, Education, and Counseling). Cases that fall out of these requirements are considered non-participatory cases. It is important that students maintain a log of both participatory and non-participatory cases to show the full range of experiences they have had during their education.

Fundamental Counseling Roles

1. Management Roles:
    a. Case preparation involves reviewing all relevant information about the client and the indication for genetic counseling prior to the session.
    b. Collection/documentation of medical, developmental and/or pregnancy history implies the eliciting of pertinent medical information including pregnancy, development and medical histories and environmental exposures.
    c. Collection/documentation of family history/pedigree involves the eliciting of information for and construction of a complete pedigree.
    d. Risk assessment involves pedigree analysis and evaluation of medical and laboratory data to determine recurrence/occurrence risks.

e. Evaluation/coordination of genetic testing includes determining the appropriate genetic test(s), evaluating laboratories, and/or coordinating the testing.
f. Documentation (clinic notes, letters) implies writing clinic notes or letters about the appointment
g. Other follow-up (calls, referrals) includes but not limited to conducting further literature review, maintaining contact with the family to address any additional concerns, or identification of other health care professionals or resources for patient care.

2. Education Roles
    a. Develop a counseling plan and agenda that includes pertinent education issues to address
    b. Inheritance pattern involves educating patients about modes of inheritance.
    c. Risk counseling involves educating patients about their personal and/or familial risks
    d. Diagnosis/prognosis/natural history includes conveying genetic, medical, and technical information about the diagnosis, etiology, natural history and prognosis of genetic conditions and/or birth defects.
    e. Medical management/prevention/treatment includes discussing current medical management, prevention, and treatment of genetic conditions and/or birth defects.
    f. Genetic and/or prenatal testing options and possible results/benefits/limitations includes explaining the technical and medical aspects of diagnostic and screening methods and reproductive options, including associated risks, benefits, and limitations.
    g. Results disclosure involves interpreting the results and discussing them with the patient; can include the development of teaching aids and the provision of educational materials
    h. Research options /consenting involves discussion about research opportunities and/or consenting the patient for the study.

3. Counseling Roles
    a. Establishing rapport/contracting refers to initiating the genetic counseling session, eliciting client concerns and expectations, and establishing the agenda.
    b. Psychosocial assessment includes eliciting and evaluating social and psychological histories and assessing clients' psychosocial needs.
    c. Psychosocial support/counseling involves providing short term, client-centered counseling, psychosocial support, and anticipatory guidance to the family as well as addressing client concerns.

d. Resource identification/referral includes helping the client identify local, regional, and national support groups and resources in the community.
e. Case processing/self-assessment/self-reflection: involves critical thinking about the session; what was done successfully as well as areas to improve.

Telemedicine cases, where the student has audio and/or visual contact with the patient during the counseling session, may be counted as participatory cases if they otherwise meet the above requirements. Up to 10 standardized patient cases are eligible to count toward the required 50 cases, as long as the above requirements are met.

myClinicalExchange

myClinicalExchange is an internet platform accessible by universities, hospitals, students and preceptors/clinical instructors. It streamlines the Request – Approval – Scheduling process for fieldwork rotations. It also tracks student compliance and allows students or universities to upload required documents to the rotation site. The platform is also capable of many other things including running reports and sending out surveys and assessments.

Some rotation sites use myClinicalExchange to organize, schedule, and approve rotations for all student rotations. Students will be required to create a myClinicalExchange account and upload all required documentation into the platform to assure compliance with rotation requirements. The UAGCGP covers the cost of the myClinicalExchange account for students.

If you experience any problems using myClinicalExchange, you can contact their customer support at support@myclinicalexchange.com or 303.300.1024.

Typhon

Typhon is a web-based rotation management platform. The UAGCGP uses Typhon to track all student rotation experiences. Students and supervisors' complete forms, view schedules and complete evaluations for rotations in Typhon. In addition, students complete all case and time logs in Typhon, allowing students, supervisors, and the program administration to track student progress throughout their rotations.

Students can access Typhon here:
https://www.typhongroup.net/ahst/data/login.asp?facility=9451

Contact

For more information on fieldwork rotations, contact the Assistant Director of Fieldwork, Alexa Cook, MS, CGC, at alexadrcook@arizona.edu.

SCHOLARLY PROJECT

All students in the UAGCGP are required to complete a scholarly project for graduation. The goal of the scholarly project is for students to dive deeply into a specified topic, review the relevant primary literature, and develop a new project to expand current knowledge, create a new application based on current knowledge or distill the literature into a comprehensive and thorough review.

Students can choose between the thesis and capstone options to best suit their professional goals. Thesis projects typically include the student generating original data to advance the understanding of a particular field, either by designing a new project or working with faculty on an existing project in their laboratory. Capstone projects typically include a novel application of existing knowledge or a comprehensive review of the primary literature in a specified area of genetics or genetic counseling. Guidelines for the scholarly project can be found in the Student Resources Box folder.

Scholarly Project Remediation Procedure

Please see the UAGCGP Remediation Procedure for Scholarly Project under Institutional and Program Policies.

Contact

Valerie Schaibley, PhD leads the research component of the UAGCGP. For more information on research projects, contact Dr. Schaibley at vschaibley@arizona.edu.

SUPPLEMENTAL ACTIVITIES

Various on- and off-campus activities are available for students to supplement their education. All activities should be documented by the student using the Supplementary Activity form in Typhon. Students are required to attend, participate in, and log a minimum of six supplemental activities over the two years of the program.

Three required activities also count as supplemental activities:

1. Complete material covering the psychology of death and loss (either completion of PSY 456 or a literature review; see Program Curriculum for more information)
2. Education outreach project that is completed during the 2nd year of the program and presented during CMM 595 (see below)
3. Attendance at the National Society of Genetic Counselors Educational Conference during the 2nd year of the program (see below)

The remaining activities can include but are not limited to:

1. Attendance at the Genetics and Genomics Grand Rounds that occur *outside* of GENE 670

2. University of Arizona Campus Grand Rounds and Seminars offered by various clinical departments across the Colleges of Medicine in Tucson and Phoenix, as well as the Colleges of Nursing, Pharmacy, and Public Health
3. Attendance at the annual Arizona Genetics Alliance meeting
4. Webinars, lectures, or other educational presentations
5. Additional activities as approved by the Program

Educational Outreach Project

Students from the UAGCGP participate in an educational outreach project during their second year as part CMM 595: Genetic Counseling Colloquium, under direction of the Outreach Coordinator. More information can be found on the UAGCGP Student Resources Box folder.

National Society of Genetic Counselors Educational Conference

The National Society of Genetic Counselors (NSGC) hosts an annual meeting where genetic counselors come together to present research and discuss emerging topics and trends in genetic counseling. A $1000 travel stipend is allocated for each second-year student to offset expenses of attending conferences, such as the NSGC conference.

GRADUATION REQUIREMENTS

The University of Arizona Graduate College outlines requirements for graduation from master's degree programs. In addition to these requirements, the UAGCGP has several program-specific requirements that must be met for graduation. For more information on the University of Arizona graduate College master's degree graduation requirements, please visit https://grad.arizona.edu/degree-services/degree-requirements/masters-degrees.

Transfer of Credit

Per the University of Arizona Graduate College policy, credits earned toward the completion of the UAGCGP at other institutions may be transferred to the University of Arizona. However, no more than 20% of the minimum number of units required for the UAGCGP can be accepted from other accredited institutions. Credits can only be transferred if the assigned grade in the transferring class was an A or B. Grades of transfer will not be used in determining GPA.

Coursework

Students are required to successfully complete all coursework in the UAGCGP curriculum. Successful completion of the graduate courses is earned with an A or B. Students who receive a C or lower in a UAGCGP course will be required to undergo remediation per the UAGCGP Remediation Plan.

The Grade Replacement Opportunity (GRO) offers graduate students the limited ability to replace an earned grade by repeating the course. Grades earned using the

GRO will replace one previous grade for the course in the calculation of the grade-point-average (GPA), even if the grade from the repeated attempt is lower than the first attempt. Both the original grade and the grade from the repeated attempt remain on the academic record. Credit is earned for the GRO attempt only. Graduate students may attempt GRO for 1 course with an original earned grade of C, D, or E, with program approval.

Students must maintain a minimum GPA of 3.00 each semester and for graduation. A student whose cumulative GPA is below 3.0 for two consecutive semesters will be disqualified by the Graduate College and the UAGCGP.

Plan of Study

The University of Arizona Graduate College requires master's students to submit a Plan of Study in GradPath during the first few months into their graduate program. The Plan of Study must be submitted to the Graduate College no later than the second semester in residence.

The Plan of Study identifies

1. Courses the student intends to transfer from other institutions
2. Courses already completed at University of Arizona which the student intends to apply toward the graduate degree; and
3. Additional course work to be completed to fulfill degree requirements.

The Plan of Study for students in the UAGCGP must be approved by the Program Director prior to being submitted to the Graduate College.

When the Plan of Study is approved by the Graduate Student Academic Services office, you will be billed a one-time candidacy fee of $35.00. Find more information on fees at https://grad.arizona.edu/degree-services/degree-requirements/candidacy-fees.

Final Examination

The UAGCGP does not require a final exam for graduation.

Degree Dates and Deadlines

All requirements for graduation must be met by the University of Arizona Graduate College deadlines. For a complete list of deadlines, visit https://grad.arizona.edu/degree-services/degree-requirements/important-degree-dates-and-deadlines.

STUDENT RESOURCES

Disability Resources

Students can request and explore disability-related accommodations even without medical or disability documentation. For more information, contact the University's Disability Resource Center (https://drc.arizona.edu/).

Graduate Writing Lab

The Graduate Writing Lab assists graduate students and postdocs in becoming more skillful and knowledgeable writers over the course of their career at the university. They offer multiple services to support writers. More information is available here https://gradcenter.arizona.edu/graduate-writing-lab.

Health and Counseling Services

Campus Health Services (https://health.arizona.edu/) provides clinical healthcare services for all University of Arizona students. The University of Arizona Campus Health Counseling and Psych Services (https://caps.arizona.edu/) offers mental health support and services for all University of Arizona students.

Leadership Education in Neurodevelopmental Disabilities (LEND) Program

Leadership Education in Neurodevelopmental Disabilities (LEND) Programs are graduate-level interdisciplinary leadership training programs federally funded through the Maternal Child Health Bureau (MCHB). The purpose of the University of Arizona LEND (ArizonaLEND) training program is to produce leaders and innovators in the field of autism and other neurodevelopmental and related disabilities who are solidly grounded in their own disciplines and able to work collaboratively with colleagues in interdisciplinary settings, and to prepare trainees to anticipate, manage, and take advantage of changes in knowledge and health care delivery systems. More information can be found on the ArizonaLEND website at https://arizonalend.peds.arizona.edu/.

Mentorship Program

At the beginning of each year, the program administration will assign each second-year student to mentor an incoming first-year student. The length of this relationship will be one academic year. If both the mentor and mentee agree, this relationship can be extended outside of this program.

The mentor/mentee will collaboratively choose when and by what method (phone, in person, video chat) to communicate. After initially being introduced during orientation, the mentor and mentee should schedule time for an initial introductory conversation within a week. After the initial conversation, the expectation is for communication often, at least once per month. Guidelines for the mentor/mentee program can be found in the Student Resources Box folder.

New Student Orientation

At the beginning of each year, incoming students will participate in a new student orientation, including both program-specific content as well as an introduction to graduate school from the University of Arizona Graduate College. This occurs the week before classes start. Topics covered in orientation include an overview of the program curriculum and fieldwork training, how to obtain your CatCard, a campus tour, CPR training and other activities.

Teaching Positions

Students in the UAGCGP can participate in undergraduate and graduate education through providing teaching assistance for a course or working with the University of Arizona Think Tank (http://thinktank.arizona.edu/), providing tutoring and educational assistance for fellow University of Arizona students. The UAGCGP does not currently have any designated teaching assistance positions, however, others may be available through various departments at the University. For more information on graduate teaching positions, students can directly contact departments of interest to inquire about teaching positions.

TUITION/FINANCIAL AID

Finalized tuition rates for the school year are announced by the Arizona Board of Regents each spring. As they are subject to change, we suggest you use the following link: https://tuitioncalculator.fso.arizona.edu/#/

From the menu, select term, Campus: Main, Career: Graduate, College, Program: Medicine: Genetic Counseling Graduate Program, and residency status.

The UAGCGP has approval from the Arizona Board of Regents for a special program fee. This $3,000 per semester fee will be added to the cost of tuition. There is no difference in program fee rates for Arizona residents and nonresidents. These fees are automatically included in the above tuition calculator.

There is no "special program fee" apart from tuition for the summer semester between the 1st and 2nd year. Summer tuition for the Clinical Practicum can be calculated at the tuition calculator site above. Under "Select College, Program, or Differential Tuition" choose "Not Listed".

Please review the General Residency Guidelines at http://www.registrar.arizona.edu/residency/general-residency-guidelines to determine if you qualify as an Arizona Resident. If you are claiming Arizona Resident status, you will need to complete the Residency Classification Process at https://www.registrar.arizona.edu/sorc/student.

Resources are available at University of Arizona for assistance with applying for financial aid. Students may contact the Financial Aid Office for assistance; visit https://financialaid.arizona.edu/ or https://grad.arizona.edu/funding for more information on financial aid resources at University of Arizona. Students are responsible for all expenses related to completion of the degree requirements,

including tuition, mandatory fees, program fees, and course fees where applicable. Here are two additional resources, which are good jumping off points for researching financial aid opportunities:

- https://financialaid.arizona.edu/scholarshipuniverse
- https://grad.arizona.edu/funding

The Graduate College offers a limited number of awards in the form of Grad Access Fellowships (GAF's) - these are competitive, need-based awards for newly admitted students. Learn more about the eligibility criteria at https://grad.arizona.edu/funding/opportunities/graduate-access-fellowship-or-tuition-scholarship-awards.

Additionally, the Graduate College has limited Financial Hardship Funds available for domestic graduate degree-seeking students who are experiencing a catastrophic, exceptional, and unexpected temporary financial difficulty or emergency that is impeding their degree completion in a timely manner. For more information, see https://webforms.grad.arizona.edu/application-graduate-college-financial-hardship-funds.

UAGCGP Scholarship

The UAGCGP Scholarship is a need-based award and requires that the student has submitted a FAFSA application. The Scholarship is a $2,000 annual award (up to $4,000 total for 2 years) that will be given to one incoming student per year. Students who receive the award in their first year will automatically receive funding in their second year, as long as funding is available, and they remain in good academic standing in the program. The scholarship can be used to cover any portion of tuition, program fees, and mandatory fees for courses taken at the main campus of the University of Arizona. The scholarship is applied directly to graduate tuition/fee charges and has no cash value. This award may not be counted as taxable income. You are encouraged to consult a professional tax advisor, as the University of Arizona does not provide tax advice.

Eligibility

University of Arizona GCGP students who:

- Have been newly admitted for the term of award
- Are U.S. citizens or permanent residents
- Have filed the FAFSA form for the academic year of admission
- Have documented financial need as an undergraduate (e.g., Pell Grant eligibility, Work Study)
- Have a demonstrated unmet financial need as determined by the federally approved need assessment system. [Guidance on financial aid eligibility is available by contacting the Office of Scholarships & Financial Aid at 520-621-1858.]

To Apply

Send an email to Chris Stallman, UAGCGP Director, at stallman@pharmacy.arizona.edu, stating that you meet the eligibility criteria and that you would like to be considered for this scholarship.

Questions

Contact Reem Parra, GCGP Coordinator, at (520) 626-3017 or reemparra@arizona.edu

Awards are dependent on availability of funds. The program will notify students if additional funding becomes available.

INSTITUTIONAL AND PROGRAM POLICIES

Students are expected to follow academic and institutional policies of the University of Arizona, the University of Arizona Graduate College, the Mel and Enid Zuckerman College of Public Health, and the University of Arizona Health Sciences.

University of Arizona policies on Student Life and Education can be found at https://policy.arizona.edu/policy-categories/student-life-and-education.

University of Arizona Graduate College academic policies can be found at https://grad.arizona.edu/policies/academic-policies.

Mel and Enid Zuckerman College of Public Health policies can be found at https://publichealth.arizona.edu/office-student-affairs/academic-policies-and-forms.

Academic Conduct and Integrity

Students in the UAGCGP are expected to conduct themselves in a professional manner that reflects themselves, the University, and the graduate program in a favorable light. This includes maintaining high professional ethics, academic integrity, and honesty throughout the program.

Students in the UAGCGP are expected to follow University policies on academic integrity. The University of Arizona policy on academic integrity can be found at https://deanofstudents.arizona.edu/policies/code-academic-integrity.

Academic Probation

Students who have a cumulative grade-point average of less than 3.0 at the end of a given semester will be placed on academic probation. Students on probation are required to meet with the Program Director to discuss the steps to be taken to remediate the problems that led to the probationary status and devise a written plan of action. After the first semester a student who completes with a cumulative GPA less than 3.0 will be allowed to register for one additional semester. The student will be blocked from registering after that unless their cumulative GPA reaches 3.0 at the end of the second consecutive semester of probation. Students

whose GPA is below 3.0 for two consecutive semesters will be disqualified from their program. Disqualification results in the student being blocked from registration. Departments may petition for a one semester extension if the student has a high probability of succeeding.

Criminal Background Checks and Fingerprint Clearance Cards

Students in the UAGCGP re required to obtain a valid fingerprint clearance card in accordance with ARS § 15-1881 and provide a copy of the card to the UAGCGP administration. Individuals may apply for fingerprint clearance cards through the Arizona Department of Public Safety: https://www.azdps.gov/services/public/fingerprint.

In addition to the requirements for the fingerprint clearance cards, some fieldwork placement sites require that students submit to additional fingerprinting as well as undergo comprehensive background checks in order to receive clearance from these institutions to participate in rotations.

Neither the University of Arizona nor the Genetic Counseling Graduate Program pays or reimburses for the expenses related to background checking or fingerprinting associated with such background checks.

For more information, please review the University of Arizona College of Medicine - Tucson Policy on Fingerprint Clearance Cards and Background Checks.

Discrimination and Harassment

The University of Arizona Nondiscrimination and Anti-Harassment Policy can be found at http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy. A student who believes that that they have experienced discrimination or harassment should contact the Office of Institutional Equity. The student will be referred to an individual with expertise in these areas for confidential advice on handling the situation or filing a written complaint.

Dismissal from the Program

Failure to meet the UAGCGP's academic or professional conduct expectations can result in disciplinary action, including dismissal from the program. Program leadership regularly reviews student performance and will determine if dismissal from the program is appropriate.

Program Minimum Academic Requirements

Students must maintain satisfactory academic progress in the program, including coursework, the scholarly project and fieldwork rotations and complete all program requirements for graduation. These include earning a grade of A or B in all program coursework, completing the scholarly project and obtaining approval from the committee on the final manuscript and defense before the Graduate College deadline, and earning a pass grade in all fieldwork rotations. Failure to complete

these requirements may result in remediation. Failure to successfully complete the remediation plan may result in removal from the program.

Graduate College Minimum Academic Requirements

A student cannot earn a graduate degree or certificate unless they have achieved a cumulative grade-point average of 3.00 or higher on all course work taken for graduate credit, whether or not the courses are offered in satisfaction of the specific requirements for a specific graduate program. A student whose cumulative GPA is below 3.0 for two consecutive semesters will be disqualified. Programs may allow students to take additional course work while in non-degree status. To graduate, the student must apply for readmission to the Graduate College through their graduate department. Readmission is not guaranteed.

Grievance Policy

Should a graduate student have a grievance, there are a number of resources available. The UAGCGP defines a grievance as any complaint, problem or concern a student has regarding their academic responsibilities/performance, relationships with students, faculty, staff, fieldwork supervisors, or others, or other program-related concerns.

With few exceptions, students should first attempt to resolve difficulties by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, the department head, or the immediate supervisor of the person responsible for the action. UAGCGP students are encouraged to discuss any issues or concerns with program leadership.

If the problem cannot be resolved informally, the student may be able to file a formal grievance. More information on the University of Arizona Graduate College Grievance Policy and instructions on how to submit a formal complaint, visit https://grad.arizona.edu/policies/academic-policies/grievance-policy.
https://grad.arizona.edu/policies/academic-policies/grievance-policy

Immunization Requirements

Genetic Counseling Graduate Program students enrolled at the University of Arizona must meet expanded immunization requirements. Failure to comply with the immunization requirements in a timely manner will prevent your course registration, your financial aid disbursement, and your ability to obtain a parking permit. Immunizations must meet the guidelines established by the Center for Disease Control to be considered valid. It is recommended that students use the AAMC Standardized Immunization Form as guide to meeting these requirements. Compliance with expanded immunizations is strictly the student's responsibility.

Required immunizations or proof of immunity include:

- Measles, Mumps and Rubella (MMR)

- Hepatitis B
- Hepatitis B Surface Antibody Quantitative Titer
- Tetanus-diphtheria-pertussis (Tdap)
- Tuberculosis Screening
- Varicella
- Influenza

Currently, proof of COVID-19 vaccination is not required by the University of Arizona for course registration. However, individual fieldwork rotation sites may require additional immunizations (such as COVID-19 vaccinations) and/or screening to participate in fieldwork rotations at that site. Sites may have different requirements and are subject to change. As part of successful completion of UAGCGP requirements, students must be in compliance and able to participate in all assigned fieldwork rotations. For more information, visit https://health.arizona.edu/comcopimmunizationuploads.

For information about the University of Arizona COVID policies, please see https://covid19.arizona.edu.

Liability Insurance

The University of Arizona provides professional liability insurance for students enrolled in university professional training programs. For more information, see the website for the University of Arizona Office of Risk Management.

Notification of Acute or Chronic Health Conditions

Genetic counseling students with acute or chronic health conditions which may affect fieldwork assignments should inform the program so any necessary accommodations can be made. Students are required to inform the Assistant Director of Fieldwork and the fieldwork rotation supervisor via email and/or phone if they are unable to attend an assigned rotation due to illness.

Protected Health Information and HIPAA Policy

Students must be familiar with and abide by the health information privacy requirements of the Health Insurance Portability and Accountability Act, or HIPAA. These requirements, known as the HIPAA Privacy Rule, went into effect April 14, 2003. You will be required to undergo HIPAA training as part of your compliance preparation for rotations. Certain rotations may require additional institution-specific HIPAA training. It is the responsibility of the student to remain in compliance with rotation requirements. The University of Arizona has a policy on HIPAA privacy.

Student Occupational Exposure Policy

It is the policy of the University of Arizona Health Sciences (UAHS) that all students who are exposed (i.e., needle stick, inhalation, mucus membrane or skin exposure

or percutaneously to infectious agents and/or hazardous materials including blood/body fluids) while engaged in a university-sponsored educational program seek and obtain prompt medical attention, including counseling, prophylactic drug treatment, and baseline and follow up laboratory values, as necessary.

Read the complete College of Medicine policy at https://medicine.arizona.edu/internal-resources/student-affairs/policies-and-forms/student-occupational-exposure-policy-uahs.

Withdrawal from the Program

Students who wish to withdraw from the UAGCGP following the match and prior to the start of the academic year must notify the Program Director in writing. The Program Director may refer to the ABGC for a potential match violation according to the Rules of Participation for the Genetic Counseling Admissions Match.

All efforts will be made by the program administration to accommodate the needs of each student during their program. However, situations arise in which students may wish to withdraw from the UAGCGP. The student must notify the Program Director in writing and the University Registrar. For more information, visit https://grad.arizona.edu/policies/academic-policies/withdrawal-university.

UAGCGP Conflict of Interest Standard Operating Procedure

Purpose

The UAGCGP recognizes that issues may arise when program faculty have employment engagements that could interfere with their responsibilities to the UAGCGP, specifically, when faculty have appointments in more than one genetic counseling graduate program. The program will work closely with the University of Arizona Office for Responsible Outside Interests to prevent and resolve any issues that may arise due to a faculty member's external commitments.

Scope

This procedure applies to UAGCCP leadership and faculty with an appointment with an external genetic counseling graduate program.

Responsibility

It is the responsibility of the UAGCGP Program Director and Associate Program to Director to ensure compliance to this procedure.

It is the responsibility of the program faculty members with an appointment with an external genetic counseling graduate program to comply with the guidelines in this procedure.

Procedure

External Genetic Counseling Graduate Program Appointments

Any program leadership or faculty member with an appointment with an external genetic counseling graduate program will be required to submit a Conflict of Commitment form to the University of Arizona Office for Responsible Outside Interests. The University's Conflict of Commitment Policy requires only Full Time (generally >0.5 FTE) appointed personnel to request approval for any outside professional commitments or outside employment. The UAGCGP will require that all faculty or leadership with an appointment with an external genetic counseling graduate program complete a Conflict of Commitment form to the University of Arizona Conflict of Interest Program, regardless of their FTE percentage.

University of Arizona's COC Policy can address the concerns that may arise among program leadership or faculty. If the program becomes aware of any issues resulting from a program leadership member's conflict of interest, the individual will be replaced according to the UAGCGP's Program Leadership Absence Policy until the conflict can be resolved.

The UAGCGP will provide documentation to students describing all program faculty who submit Conflict of Commitment documentation to the University of Arizona Conflict of Interest Program due to an appointment with an external genetic counseling graduate program. These forms will be sent to each student and securely stored in the student's file in the Program Director's office.

Program Admission

The UAGCGP values the feedback of program applicants from our faculty and leadership. Program faculty with appointments in an external genetic counseling graduate program will be invited to interview and evaluate applicants to the UAGCGP, according to their degree of involvement in the program. While the input of all program faculty will be considered when evaluating applicants to the UAGCGP, the final decision regarding program admissions will be at the discretion of the Program Director. If the Program Director has a conflict of interest due to an appointment with an external genetic counseling graduate program, a different member of the program faculty who does not have an appointment with an external genetic counseling graduate program will be chosen to replace the Program Director to make final decisions regarding program admissions.

UAGCGP Remediation Procedure

Academic Coursework

For students who receive a C or below in a course, the Program Director will meet with the Course Director to determine the deficiencies in knowledge and appropriate level of remediation. This meeting will be documented electronically and stored by the Program Director. The Program Director will meet with the student to review a remediation plan. This may include:

- Students may be asked to review course material, retake exams or develop written material that addresses the knowledge gaps, regardless of where the student is in their training. For example, if a student receives a C or below in a course during their last semester of program, the student must complete the required remediation plan in order to sufficiently meet program

requirements for graduation. If sufficient progress is made toward achieving the course objectives, the remediation plan will be considered complete. Sufficient progress will be determined by the Course Director in consultation with the Program Director.

- If there is evidence of a significant gap in achieving the course objectives, student may need to retake the course the next time it is offered and receive a B or higher grade, regardless of where the student is in their training. For example, if a student fails to successfully complete a remediation plan during their last semester of program, the student will not be eligible for graduation until they have re-taken the course and received an acceptable grade. Graduate students are eligible for Grade Replacement Opportunity for one course at the University of Arizona, in which the grade from the subsequent attempt of a course replaces a previous grade earned for the same course.
- If the student is required to retake the course and does not adequately achieve the course objectives after the second attempt and/or receives a C or below, the student will be disqualified from the program.
- The student will be reminded that according to the University of Arizona Graduate College:
    - Students must maintain a minimum 3.00 grade-point average.
    - After the first semester, a student with a cumulative GPA less than 3.0 will be placed on probation but allowed to register for one additional semester. The student will be blocked from registering after that unless their cumulative GPA reaches 3.0 at the end of the second consecutive semester of probation. Students whose GPA is below 3.0 for two consecutive semesters will be disqualified from their program. Disqualification results in the student being blocked from registration. Departments may petition for a one semester extension if the student has a high probability of succeeding.

Fieldwork Rotations

For any student for whom there is evidence of a significant gap in achieving the rotation objectives and/or who does not receive a "pass" in a fieldwork rotation, the student will need to complete another rotation at a different fieldwork site to work on identified deficiencies. The Assistant Director of Fieldwork will meet with the Fieldwork Supervisor to outline the deficiencies and how best to address them. This meeting will be documented electronically and stored by the Assistant Director of Fieldwork and shared with the Program Director. The Assistant Director of Fieldwork and the Program Director will meet to develop a remediation plan based on the deficiencies identified during the rotation. The Assistant Director of Fieldwork will meet with the student to review the remediation plan. The remediation plan could include:

- The student may need to attend a specified number of encounters to augment their skills, regardless of where the student is in their training. For example, if a student fails to successfully complete a rotation during their last semester of program, the student will not be eligible for graduation until they have successfully completed the outlined remediation plan and have received an acceptable grade for the rotation in question.

- If there is evidence of a significant gap in achieving the rotation objectives, students will need to complete another rotation while working on identified deficiencies at a different rotation site, regardless of where the student is in their training. In the event the student does not pass the second rotation and/or there is evidence of a significant gap in achieving the course objectives after attempting to complete a remediation plan, the student will be disqualified from the program.

Scholarly Project

The Research Director will monitor student progress toward the completion of their research projects in each of the four semesters. If it is determined that a student is not achieving the expected progress toward completion of the research project, the Research Director will meet with the student's primary advisor to determine the proper course of action. The Research Director and Program Director will develop a remediation plan that includes timelines at that meeting, which will be documented electronically and stored by the Research Director. The Research Director will meet with the student, and the student's primary advisor as needed, to discuss the remediation plan. The Research Director and the Program Director will meet no more than three months following the Research Director's meeting with the student to assess the student's progress in their thesis research project.

UAGCGP Student Dress Code

Students in the UAGCGP represent our program, both at fieldwork rotations and in their classes. The program expects that students present themselves in an appropriate manner during classes, fieldwork rotations, and other program functions.

Fieldwork Placements

The UAGCGP fieldwork rotation dress code guidelines must be followed while students are in fieldwork rotations. While this policy reflects a consensus among the policies at all rotation sites, individual fieldwork supervisors or institutions may require adherence to additional dress code guidelines at their sites. It is the responsibility of the student to maintain compliance with institutional dress code policies at each site.

Students should be dressed and groomed so as to not take attention or focus away from the patient. Students are expected to always present themselves professionally while they are in a fieldwork placement.

1. *Clothing:* Professional fitting business attire must be worn during fieldwork rotations.
    a. Professional attire includes, but is not limited to:
        i. Slacks (no cargo pants or jeans)
        ii. Dress shirt/blouse/sweater

iii. Skirts or dresses with hemlines no higher than three inches above the knee
iv. Jewelry that does not interfere with patient care
v. Dress shoes (closed toe and non-porous when participating in patient care)

b. Clothing must not be too tight or too loose fitting to be revealing. Clothing must fit so that inappropriate exposure does not occur during normal work activities.

2. *Personal Hygiene:*
   a. Body and hair cleanliness are mandatory.
   b. Colognes, perfumes, aftershaves, heavily scented body lotions and cigarette smoke odor should be avoided, as some patients and staff may have a reaction to fragrances and odors.
   c. Fingernails are to be kept clean and neatly trimmed. Artificial fingernails are not allowed.
   d. Hair must be clean, combed and neatly trimmed. Sideburns, moustaches, and beards must be neatly trimmed. Only natural hair colors and natural highlights are permitted.
   e. In some cases, long hair will need to be contained to prevent contact with equipment or supplies.
3. Bandanas, hats, and caps are prohibited, except where required and/or necessary for completion of fieldwork activities. Headpieces worn for religious purposes are allowed.
4. All readily coverable tattoos should be appropriately concealed so as not to be visible.
   **Tank tops are allowed if a coat or jacket is worn over them as the outer garment*
5. Earrings that dangle more than one inch from the lobe may not be worn. Visible body piercing other than ears is prohibited.
6. ID badges must be readily visible and worn above the waist at all times during rotations. The face of the ID badge must remain visible for identification and safety reasons and must not be defaced with stickers, ribbons, or pins so that the face or identifying words are covered.

If a student arrives at clinic improperly dressed or groomed, their supervisor may instruct the student to return home and make appropriate changes. The fieldwork supervisor will notify the UAGCGP in writing of the dress code violation. Consequences for dress code violations are:

- 1st violation: verbal warning
- 2nd violation: written warning
- 3rd violation: reduction in a student's fieldwork rotation evaluation, and possibly class grade

Classes

Dress code requirements are relaxed for classes compared to most fieldwork rotations. Please be mindful to keep a neat and tidy appearance while on campus. Body and hair cleanliness are greatly appreciated by your program faculty and fellow students.

Dress Code Policy Exemptions

Exemptions to the dress code policy may be made based on the student's religious beliefs, medical condition, disability, or other compelling reason. Students seeking exemptions to the dress code policy can contact the UAGCGP Program Director and submit a written request for exemption. Exemptions will be approved in writing by the Program Director. Exemptions for rotations will be communicated to the student's fieldwork supervisors in writing by the Program Director.

About The University of Arizona and Tucson

Established in 1885, Arizona, the state's super land-grant university with two medical schools, produces graduates who are real-world ready through its 100% Engagement initiative. Recognized as a global leader, the University of Arizona is also a leader in research, bringing more than $606 million in research investment each year, and ranking 21st among all public universities. The University of Arizona is advancing the frontiers of interdisciplinary scholarship and entrepreneurial partnerships and is a member of the Association of American Universities, the 62 leading public and private research universities. It benefits the state with an estimated economic impact of $8.3 billion annually.

The University of Arizona is located in Tucson, Arizona, with an additional biomedical campus located in Phoenix. Tucson is located in the Sonoran Desert and boasts beautiful weather, with an average 350 days of sunshine every year. With access to local national parks, a thriving city, local art and live music, and world-class museums, Tucson is a great place to live no matter your interests outside of class.

We respectfully acknowledge The University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

Learn more:

- The University of Arizona Graduate College Life in Tucson
- Visit Tucson

ADDITIONAL RESOURCES

On Campus Resources:

- The University of Arizona Graduate College information for New and Current Students: https://grad.arizona.edu/new-and-current-students
- The Strategic Alternative Learning Techniques (SALT) Center is the leading comprehensive academic support program for college students who learn differently. http://www.salt.arizona.edu/
- The University of Arizona Think Tank is dedicated to ensuring every student's academic success. With this in mind, he University of Arizona established the Think Tank: a tutoring service for students, by students. http://thinktank.arizona.edu/
- The Health & Wellness for Students provides comprehensive services and support for the physical, mental and emotional well-being of our students. http://www.arizona.edu/health-wellness-students
- Office of Student Engagement and Career Advancement https://healthsciences.arizona.edu/person-categories/office-student-engagement-and-career-advancement
- Academic policies and support programs specific to graduate students can be found at https://grad.arizona.edu/degree-services
- University of Arizona Office of Financial Aid: https://financialaid.arizona.edu/

Professional Resources

- National Society of Genetic Counselors - http://www.nsgc.org/
- Accreditation Council for Genetic Counseling - http://www.gceducation.org/
- American Board of Genetic Counseling – https://www.abgc.net/home/
- American College of Medical Genetics and Genomics - https://www.acmg.net/
- American Society of Human Genetics - http://www.ashg.org/
- Arizona Genetics Alliance - https://www.azgeneticsalliance.com/
- Genetic Alliance – https://geneticalliance.org/
- National Organization for Rare Disorders - https://rarediseases.org/

Examples of Advocacy Groups in Tucson and Phoenix

- Alport Syndrome Foundation - http://alportsyndrome.org/
- Anthony Bates Foundation - http://www.anthonybates.org/
- Cystic Fibrosis Foundation https://www.cff.org/
- Epilepsy Foundation of Arizona - https://epilepsyaz.org/
- Facing Our Risk of Cancer Empowered, Phoenix Network - http://www.facingourrisk.org/get-support/local-groups/arizona-phoenix.php
- Huntington's Disease Society of America, Arizona Chapter - http://arizona.hdsa.org/
- Minkoff Center for Jewish Genetics - https://jewishgeneticsaz.org/
- Polycystic Kidney Disease Foundation, Phoenix Chapter - https://pkdcure.org/chapter/phoenix/
- Sharing Down Syndrome Arizona - https://www.sharingds.org/