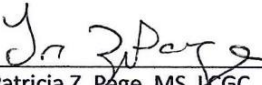


Clinical and Diagnostic Sciences Genetic Counseling Program 2018-2019



STUDENT HANDBOOK

UAB SCHOOL OF HEALTH PROFESSIONS
DEPARTMENT OF CLINICAL AND DIAGNOSTIC SCIENCES
GENETIC COUNSELING PROGRAM
2018-2019 ACADEMIC HANDBOOK



Patricia Z. Page, MS, LCGC
Program Director

7/20/18

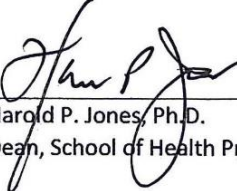
Date



Peter G. Anderson, DVM, PhD
Interim Department Chair

8/2/18

Date



Harold P. Jones, Ph.D.
Dean, School of Health Professions

8/9/18

Date

TABLE OF CONTENTS

INTRODUCTION6

 DEAN’S WELCOME MESSAGE 6

 OVERVIEW OF THE SCHOOL OF HEALTH PROFESSIONS..... 7

 Office for Student Recruitment, Engagement and Success (OSRES) 8

 School of Health Professions Organizational Chart - 2018-2019..... 9

SECTION 1 – SCHOOL AND UNIVERSITY INFORMATION10

 Academic Calendar 10

 Academic Honor Code (UAB) 10

 AskIT 10

 Attendance..... 11

 Awards and Honor Societies 11

 Background Check..... 12

 BlazerID / BlazerNET / Email 12

 Blazer Express 12

 Bookstore 13

 Campus OneCard 13

 Campus Map 13

 Canvas Learning Management System 13

 Counseling Services..... 13

 Student Advocacy, Rights and Conduct (SARC) 13

 Disability Support Services (DSS) 14

 Drug Screening..... 14

 Emergencies 14

 Diversity, Equity and Inclusion (DEI) 14

 FERPA 15

 Financial Aid 15

 Food Services 15

 Graduate School..... 15

 Graduation 15

Student Health and Wellness.....	15
HIPAA Training	16
Institutional Review Board for Human Use (IRB).....	16
Intellectual Property	16
Lactation Centers	16
Libraries and Learning Resource Center	16
OneStop Student Services.....	17
Parking	17
Patient Care Partnership.....	17
Plagiarism and Turnitin	18
Recreation Center	18
Scholarships: Blazer Scholarship Management and Resource Tool (B-SMART)	18
Social Media	19
Tuition and Fees.....	19
Weather	20
Withdrawal from Course / Program	20
SECTION 2 – SHP AND UAB POLICIES.....	21
SCHOOL OF HEALTH PROFESSIONS POLICIES.....	21
Background Check and Drug Screen	21
Grievance Procedures for Violations of Academic Standards	21
Impairment and Substance Abuse	21
Plagiarism.....	21
UAB POLICIES.....	21
CLASSROOM BEHAVIORS	21
Health.....	21
Substance Use/Abuse	21
Technology guidelines.....	22
Inclusiveness	22
Research and scholarly activities	22
SECTION 3 – DEPARTMENTAL POLICIES.....	23

DEPARTMENT OF CLINICAL AND DIAGNOSTIC SCIENCES (CDS)	23
CDS POLICIES	24
Academic Progress	24
Attendance and Excused Absences.....	24
Attendance Infractions	25
Consensual Romantic Relationships	25
Data Protection and Security	25
Dress Code	25
Food and Drink in the Classroom.....	27
Grading Policy	27
Incomplete & Deferred Credit Policy	27
Infection Control	27
Liability Insurance	27
Non-Academic Student Conduct.....	27
Non-Resident Tuition Policy.....	27
Pregnancy Policy	28
SECTION 4 – PROGRAM INFORMATION	29
WELCOME.....	29
MISSION STATEMENT	29
PROGRAM OVERVIEW	29
ACCREDITATION	31
ACGC PRACTICE BASED COMPETENCIES	31
ESSENTIAL FUNCTIONS	37
FACULTY & STAFF CONTACT INFORMATION	38
ADVISORY BOARD.....	39
ADVISING & MENTORING	40
CURRICULUM.....	41
COURSE DESCRIPTIONS.....	42
TEXTBOOKS	45
WRITTEN WORK FORMATTING REQUIREMENTS.....	46

CANVAS LEARNING MANAGEMENT SYSTEM	46
TEACHING & COURSE EVALUATIONS	46
GOOD ACADEMIC STANDING	47
PROBATION & DISMISSAL	47
GRADES	47
SCHOLASTIC REQUIREMENTS	48
TECHNOLOGY USE IN THE CLASSROOM.....	48
APPLICATION FOR DEGREE	49
CLINICAL TRAINING	49
STUDENT TRAVEL FUND.....	50
FINANCIAL ASSISTANCE AND CLINICAL TRAINING TRACKS	51
EVALUATION OF CLINICAL PERFORMANCE.....	51
CPR TRAINING	57
BLOODBORNE PATHOGEN TRAINING.....	57
GRADUATE PROJECT INFORMATION	57
REQUIRED SUPPLEMENTARY MEETINGS	61
REQUIRED SUPPLEMENTAL ACTIVITIES.....	61
NATIONAL SOCIETY OF GENETIC COUNSELING CODE OF ETHICS.....	70

INTRODUCTION

DEAN'S WELCOME MESSAGE

Welcome to the University of Alabama at Birmingham School of Health Professions (SHP), one of the nation's leaders in the health care industry.

We are home to one of the largest health professions schools in the nation with more than 25 programs at the baccalaureate, master's, and doctoral levels with over 2,000 undergraduate and graduate students enrolled. The School of Health Professions is part of UAB's thriving academic health center. As one of our students, you will have the opportunity to work side-by-side with world-renowned researchers and faculty, utilize advanced technologies and experience cutting-edge approaches to clinical treatment.

We understand that healthcare needs are constantly changing. That is why we continue to add innovative programs such as Biotechnology, Genetic Counseling, our one-of-a-kind Low Vision Rehabilitation graduate certificate, Healthcare Quality and Safety, Ph.D. in Rehabilitation Science, and a Master's in Biomedical and Health Sciences, which can be completed within eleven months. Our newest programs are Healthcare Simulation and Clinical Pathologist Assistant, and we have many other well-established curriculums.

Our degrees and programs are fully accredited by their respective professional organizations. This means you will be eligible for licensure, national certification or registration, and enjoy being in high demand within the job market. Our first-time student exam pass rate on credentialing exams is an astounding 98 percent.

All of our programs with rankings reside among the nation's top 25 of the *U.S. News and World Report*. We continue to be rated at the top of the list in research funding from the National Institutes of Health, and SHP is the only school in the country to house both an NIH-funded Nutrition and Obesity Research Center and an NIH Diabetes Research and Training Center.

Graduating from SHP means you will have acquired an esteemed degree, enjoy choosing among a host of job options in healthcare, an industry that continues to grow rapidly, and be well-prepared to make a difference in your field.

Our alumni give advice to current students that is worth repeating: 'be a sponge, learn your craft, be a better professional for your patients, be open minded to future possibilities, and remember to have a healthy work/ life balance'. I look forward to seeing you grow in your respective field and watching you become the professional we know you can be.

Harold P. Jones, PhD
Dean, UAB School of Health Professions

OVERVIEW OF THE SCHOOL OF HEALTH PROFESSIONS

A leader in federally funded research, the UAB School of Health Professions (SHP), is the largest academic institution of its type in the United States and currently boasts nationally ranked programs. What began in the 1950's as a collection of courses in various para-professional disciplines has grown into an internationally recognized center of academic excellence.

The SHP initially took shape in 1969 as UAB gained autonomy within the University of Alabama System. Originally christened the School of Community and Allied Health Resources (SCAHR), the school incorporated the School of Health Services Administration and the Division of Allied Health Sciences from the College of General Studies with parts of the Department of Public Health and Epidemiology from the medical school. An innovative facility designed to meet the growing needs of the health care industry, the SCAHR was divided into four academic divisions that functioned like regular academic departments: Health Services Administration, Public Health and Environment, Allied Health Sciences, and the Regional Technical Institute for Health Occupations.

Throughout the 1970's and 80's the school's offerings were amended to reflect the changing health care industry. As a result of the changes, SCAHR became the School of Public and Allied Health (SPAH). Next it became the School of Community and Allied Health (SCAH) and later the School of Health Related Professions (SHRP). During this time, the school added several new areas of study including the consistently nationally ranked program in Nutrition Sciences.

Dr. Harold Jones became the school's dean in 2001. Through his visionary leadership and guidance, the school is experiencing unparalleled success. Up until that time, the SHRP's programs were housed in various locations throughout the UAB campus. However, in the spring of 2002, many of the classrooms, laboratories and faculty offices moved to the newly completed School of Health Professions Building (SHPB). This was the first building dedicated to housing health related programs since their original grouping more than 30 years prior.

Today, the school is the School of Health Professions, and is comprised of more than 25 programs – at the baccalaureate, master's and doctoral levels – across five academic departments: Clinical and Diagnostic Sciences, Health Services Administration, Nutrition Sciences, Occupational Therapy, and Physical Therapy. The school is housed in three buildings, the Susan Mott Webb Nutrition Sciences Building, the Learning Resource Center Building, and the School of Health Professions Building (SHPB). With more than 2,200 faculty, staff, and students, SHP is one of six schools comprising the world-renowned UAB Academic Health Center. Students have access to vast academic resources, state-of-the-art facilities, and progressive research.

SHP is proud of many accomplishments including:

- U.S. News & World Report ranks SHP programs in the nation's top 25
- Research funding is over \$14 million and growing
- The school is at the top of the list in research funding from the National Institutes of Health for schools of its type and has been either first or second in funding received since 1969

OFFICE FOR STUDENT RECRUITMENT, ENGAGEMENT AND SUCCESS (OSRES)

The SHP Office for Student Recruitment, Engagement and Success (OSRES) supports UAB's mission and values with a focus on achievement, collaboration and diversity. It furthers the School of Health Professions' mission to be a leader shaping the future of healthcare by recruiting the best and brightest to SHP; developing students to impact the campus and communities; and graduating tomorrow's healthcare leaders. Guided by these commitments, the OSRES provides support to all students through a number of programs including the following:

- Academic Coaching
- Tutoring and Supplemental Instruction
- Campus Resource Referral
- Management of school-wide Scholarships in SHP

The OSRES also coordinates the School of Health Professions Student Affairs Committee (SAC.) SAC is responsible for student activities, services, programs, organizations, policies and procedures consistent with the university's non-academic conduct policies. Subcommittees of SAC include the following:

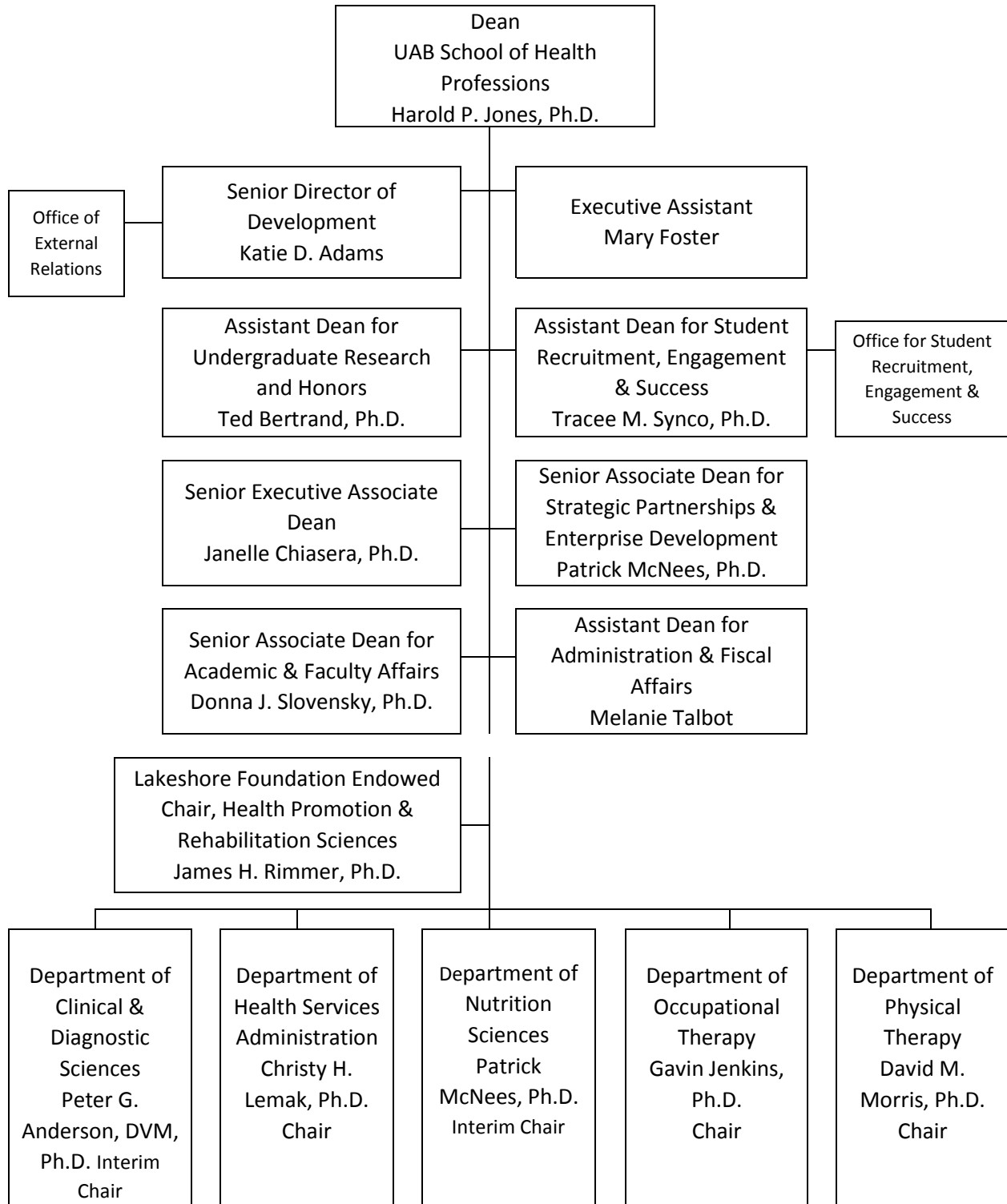
- Homecoming
- Orientation
- Student Activities
- Non Academic Misconduct/ Breaches in Professional Behaviors

Additionally, the OSRES team recognizes that with classes and labs, internships, and studying, students have particularly demanding schedules. In response, we bring resources to you and serve as liaison between SHP and university departments across student services.

The team at OSRES is here to support students. We have an open-door policy and encourage students to connect. Students should feel free to drop-by, no appointment needed; call, email or schedule a meeting. We are here to help students in the School of Health Professions make the most of their UAB experience.

OSRES - Location: SHPB 230 Telephone: 205-934-4195 or 205-934-4194 Email: shp@uab.edu

SCHOOL OF HEALTH PROFESSIONS ORGANIZATIONAL CHART - 2018-2019



SECTION 1 – SCHOOL AND UNIVERSITY INFORMATION

ACADEMIC CALENDAR

All dates related to registration, payments of tuition and fees drop/add dates, other administrative requirements, and official school holidays are recorded on the UAB Academic Calendar available at www.uab.edu/academiccalendar.

ACADEMIC HONOR CODE (UAB)

The University of Alabama at Birmingham expects all members of its academic community to function according to the highest ethical and professional standards. Students, faculty, and the administration of the institution must be involved to ensure this quality of academic conduct. Academic misconduct undermines the purpose of education. Such behavior is a serious violation of the trust that must exist among faculty and students for a university to nurture intellectual growth and development. Academic misconduct can generally be defined as all acts of dishonesty in an academic or related matter.

Academic dishonesty includes, but is not limited to, the following categories of behavior:

ABETTING is helping another student commit an act of academic dishonesty. Allowing someone to copy your quiz answers or use your work as their own are examples of abetting.

CHEATING is the unauthorized use or attempted use of unauthorized materials, information, study aids, the work of others, or computer-related information.

PLAGIARISM means claiming as your own the ideas, words, data, computer programs, creative compositions, artwork, etc., done by someone else. Examples include improper citation of referenced works, the use of commercially available scholarly papers, failure to cite sources, or copying another person's ideas.

FABRICATION means presenting falsified data, citations, or quotations as genuine.

MISREPRESENTATION is falsification, alteration, or the misstatement of the contents of documents, academic work, or other materials related to academic matters, including work substantially done for one class as work done for another without receiving prior approval from the instructor.

Violations of the UAB Academic Honor Code are punishable by a range of penalties, from receiving a failing grade on an assignment, to an F in the course, to dismissal. Any course grade of F for academic misconduct supersedes any other grade or notation for that class. Withdrawal from a course while a possible violation of the Academic Honor Code is under review will not preclude the assignment of a course grade that appropriately reflects the student's performance prior to withdrawal if the violation is substantiated.

For more information go to: www.uab.edu/students/one-stop/policies/academic-honor-code

ASKIT

AskIT is the technology help desk for faculty, staff, and students. They provide free support via telephone, email, or in-person. You will be asked to supply your BlazerID when you request assistance. Phone: (205) 996-5555 Email: askit@uab.edu Website: https://uabprod.service-now.com/ess_portal/home.do

ATTENDANCE

Class attendance is expected in all SHP programs. Specific class, laboratory or clinical site attendance requirements may be more stringent than university guidelines. Refer to the program requirements in this handbook and in course syllabi for policies. The UAB policy for undergraduates follows.

The University of Alabama at Birmingham recognizes that the academic success of individual students is related to their class attendance and participation. Each course instructor is responsible for establishing policies concerning class attendance and make-up opportunities. Any such policies, including points for attendance and/or participation, penalties for absences, limits on excused absences, total allowable absences, etc., must be specified in the course syllabus provided to students at the beginning of the course term. Such policies are subject to departmental oversight and may not, by their specific prescriptions, negate or circumvent the accommodations provided below for excused absences.

The University regards certain absences as excused and in those instances requires that instructors provide an accommodation for the student who misses assignments, presentations, examinations, or other academic work of a substantive nature by virtue of these excused absences. Examples include the following:

Absences due to jury or military duty provided that official documentation has been provided to the instructor in a timely manner in advance.

Absences of students registered with Disabilities Services for disabilities eligible for "a reasonable number of disability-related absences" provided students give their instructors notice of a disability-related absence in advance or as soon as possible.

Absences due to participation in university-sponsored activities when the student is representing the university in an official capacity and as a critical participant, provided that the procedures below have been followed:

Before the end of the add/drop period, students must provide their instructor a schedule of anticipated excused absences in or with a letter explaining the nature of the expected absences from the director of the unit or department sponsoring the activity.

If a change in the schedule occurs, students are responsible for providing their instructors with advance written notification from the sponsoring unit or department.

Absences due to other extenuating circumstances that instructors deem excused. Such classification is at the discretion of the instructor and is predicated upon consistent treatment of all students. In these instances, instructors must devise a system for reasonable accommodation including, for example, policies allowing for dropped exams/quizzes, make-up exams, rescheduling of student classroom presentations or early or later submission of written assignments.

AWARDS AND HONOR SOCIETIES

All students in the School of Health Professions are eligible for consideration for following awards or society memberships.

- Alfred W. Sangster Award for Outstanding International Student – This award is presented annually to an international student in recognition of his or her academic and non-academic achievements.
- Alpha Eta Society – The UAB Chapter of this Society recognizes students registered in the final term of a baccalaureate or graduate health professions program. Inductees must have a cumulative grade point average of 3.0 (4.0 = A), and be in the upper 10% of their program. Nominations are made by program directors in spring and summer terms.

- Cecile Clardy Satterfield Award for Humanism in Health Care – This award is made annually to recognize one outstanding student for humanitarianism, professionalism, and commitment to health care. Nominations are coordinated by program directors, but may also be made by faculty, students, patients, or preceptors.
- Charles Brooks Award for Creativity – This award is made annually in recognition of creative accomplishments such as written publications or artistic contributions which complemented the student’s academic activities. Nominations are made by program directors.
- Dean’s Leadership and Service Award – Presented to a maximum of three outstanding SHP students annually, this award recognizes leadership to the School, UAB, and the community. Nominations are made by program directors or faculty.
- Phi Kappa Phi – This is the oldest, and most selective, all-discipline honor society in the nation. Membership is by invitation to the top 7.5% of junior students and the top 10% of seniors and graduate students. Nominations are made by program directors.

Please refer to the program section of this handbook for awards and honors available to students in individual programs.

BACKGROUND CHECK

SHP students are required by policy, to undergo a background check using the school’s approved vendor, CastleBranch www.castlebranch.com, at the time of program admission, and again, prior to placement in a clinical rotation. Instructions for requesting the background check and appropriate consent forms are provided to students by their programs. Please refer to the policy section of this handbook for the policy statement.

BLAZERID / BLAZERNET / EMAIL

BLAZERID: All students receive a unique identifier, the BlazerID, established at: www.uab.edu/blazerid. Your BlazerID is required for accessing BlazerNET and other campus resources. To activate one’s BlazerID, select “Activate Accounts.”

BlazerNET is the official portal of the UAB information network and is accessible from any Internet-accessible computer, on- or off-campus. Access BlazerNET from UAB home page www.uab.edu then choose UAB Quicklinks.

Email: uab.edu Monitor your email regularly. Your UAB email is the official communication medium for courses, news, information and announcements. UAB student email is provided through Microsoft Office 365, a cloud based system. Students have 50 GB of email space and 25 GB of free file 1 TB storage.

BLAZER EXPRESS

The UAB Blazer Express Transit System provides transportation throughout the UAB campus. With a valid UAB ID badge, students can enjoy fare-free bus transportation. All buses are ADA-accessible and can seat approximately 35 riders. For an updated schedule, route maps, and hours of operation please go to www.uab.edu/blazerexpress/.

BOOKSTORE

There is one bookstore located on the UAB campus, offering a wide variety of products and services to students, including online purchasing and shipping. The bookstore stocks UAB memorabilia and college wear in addition to all required textbooks and course material.

UAB BARNES AND NOBLE BOOKSTORE

Location: 1400 University Blvd, 35233

Hours: M – F 9:00 a.m. – 5:00 pm.; Sat 7:00 a.m. – 6:30 p.m.; Sun --Closed

Telephone: (205) 996-2665 Website: <http://uab.bncollege.com>

CAMPUS ONECARD

The UAB OneCard is the official university identification card. It is used for personal identification, for entry to campus events and the recreation center, for library checkout, and other UAB services. It also serves as a declining balance card for the UAB meal plans and for Blazer Bucks accounts. Additional information is available at www.uab.edu/onecard.

CAMPUS MAP

UAB's campus map can be found at the following: www.uab.edu/map/

CANVAS LEARNING MANAGEMENT SYSTEM

The Canvas Learning Management System is the platform used for managing instructional materials online. Canvas course sites are accessed through BlazerNET or at www.uab.edu/elearning/canvas. Students should monitor their course sites routinely for communication from faculty and manage course assignments.

COUNSELING SERVICES

The Counseling and Wellness Center offers no cost, confidential counseling for UAB students related to physical, emotional, social, intellectual, or spiritual concerns. The Center is located in Student Health and Wellness Center at 1714 9th Ave. South. For more information, call 205-934-5816 or www.uab.edu/studenthealth/counseling

STUDENT ADVOCACY, RIGHTS AND CONDUCT (SARC)

Student Advocacy, Rights and Conduct (SARC) is responsible for upholding the integrity and purpose of the university through the fair and consistent application of policies and procedures to students' behavior to ensure a community that respects the dignity and right of all persons to reach their highest potential. SARC delivers programs and services in order to promote student safety and success, the pursuit of knowledge, respect for self and others, global citizenship, personal accountability and integrity, and ethical development. The UAB student conduct code may be accessed online: <http://www.uab.edu/students/sarc/services/student-conduct-code>

DISABILITY SUPPORT SERVICES (DSS)

“DSS provides an accessible university experience through collaboration with UAB partners. These partnerships create a campus where individuals with disabilities have equal access to programs, activities, and opportunities by identifying and removing barriers, providing individualized services, and facilitating accommodations.”

“DSS serves as the university-appointed office charged with providing institution-wide advisement, consultation, and training on disability-related topics which include legal and regulatory compliance, universal design, and disability scholarship.”

To apply for accommodations contact DSS. **Note:** *You must have your Blazer ID and password.*

Telephone: (205) 934-4205 or (205) 934-4248 (TDD) Fax: (205) 934-8170

Email: dss@uab.edu Website: www.uab.edu/students/disability/

DRUG SCREENING

By policy, SHP students are required to undergo a routine drug screen using the school’s approved vendor, CastleBranch www.castlebranch.com, at the time of program admission and again prior to placement in a clinical rotation. Instructions for requesting the drug screen and appropriate consent forms will be provided to students by their programs. Please refer to the policy section of this handbook for the school and university policy statements. The Office for Student Recruitment, Engagement and Success (OSRES) manages the procedures and compliance for the school. If you have questions, contact them at (205) 934-4194 or shp@uab.edu or visit room 230 in the School of Health Professions Building. For more information visit: <http://www.uab.edu/shp/home/about-shp/student-services>

EMERGENCIES

Report suspicious or threatening activity to the UAB Police Department immediately. Law officers are available 24 hours, seven days a week. Also, more than 300 emergency blue light telephones connected directly to the police dispatch are located throughout campus.

UAB Police: Dial 911 *from a campus phone* or call: 934-3535; 934-HELP (4357); or 934-4434

Emergencies affecting campus are communicated via the following:

Weather & Emergency Hotline: (205) 934-2165 • University home web page: www.uab.edu

- Webpage: www.uab.edu/emergency
- Announcements on BlazerNET
- Twitter@UABALERT: [www.twitter.com/uabalert](https://twitter.com/uabalert)
- facebook.com/UABALERT
- Cell phone messages and SMS text – register for B-ALERT notices via www.uab.edu/balert

DIVERSITY, EQUITY AND INCLUSION (DEI)

The mission of DEI is to “... champion equity and inclusion and, in particular, to advocate for inclusive excellence and equity so that UAB students, faculty, staff, community partners and friends can flourish and excel.” Inspired by “... what we value, what we learn from research and what we teach and share with the world.” DEI’s goal is “... to inspire our people to take a courageous step to inspire equity and inclusive excellence throughout our state, nation and world, every day.” Dr. Paulette Patterson Dilworth is the Vice President responsible for the activities of this office. Information: <http://www.uab.edu/dei/>

FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974 provides protection for all educational records related to students enrolled in an educational program. Information about your rights and protection of your records is available at the following sites:

<https://sa.uab.edu/enrollment/services/ferpa/>; If you have questions or concerns about FERPA issues, you may email FERPA@uab.edu, or contact the SHP Office for Student Recruitment, Engagement and Success.

FINANCIAL AID

Located at 1700 University Blvd., Lister Hill Library, Room G20. Hours of Operation are from 8:00 am to 5:00 pm Monday thru Friday. Phone: (205) 934-8223; Fax: (205) 975-6168. Additional information can be located on the website www.uab.edu/students/paying-for-UAB.

FOOD SERVICES

Dining facilities available on campus, closest to the SHP buildings include:

- Commons on the Green – located on the Campus Green, south of 9th Avenue and the Campus Recreation Center
- Einstein’s Bagels – located at the plaza entrance to the Learning Resource Center. Hours vary per semester.

Vending machines are located in the basement of the Learning Resource Center and on the 6th floor of the Webb Building. Additional information about meal plans and campus dining facilities is available at www.uab.edu/dining.

GRADUATE SCHOOL

The UAB Graduate School offers doctoral programs, post-master’s specialist programs, and master’s level programs. Graduate programs in SHP are coordinated through the Graduate School and students must adhere to the Graduate School policies and procedures. Graduate School information for current students is available at www.uab.edu/graduate/.

GRADUATION

All students must complete an application for degree six months prior to graduating. For more information and important deadlines please go to www.uab.edu/commencement/degree-applications. SHP holds a special commencement ceremony for graduates in the professional masters programs in the spring and fall semesters. The SHP ceremonies are scheduled on the Friday afternoon prior to the university commencement ceremonies being held the next morning on Saturday. The University holds commencement every semester. Check the commencement website for the most current information: <http://www.uab.edu/commencement/>

STUDENT HEALTH AND WELLNESS

The University provides prevention, counseling, and treatment services to students through the UAB Student Health and Wellness located at 1714 9th Avenue South. The clinic is open from 8:00 a.m. – 5:00

p.m. Monday – Friday, but is closed between noon and 1:00 p.m. daily. Detailed information about services and operating practices is located on the SHS website at www.uab.edu/studenthealth. Appointments may be scheduled by calling 205-934-3581.

MEDICAL CLEARANCE

SHP students are required to receive medical clearance at the time of program admission. UAB Student Health and Wellness utilizes a secure web-based process for the storage of required documents accessed through BlazerNET. More information is available at the Student Health and Wellness website: www.uab.edu/students/health/medical-clearance/immunizations.

HIPAA TRAINING

The Health Insurance Portability and Accountability Act includes significant requirements for protecting individual privacy of health information. All students in the School of Health Professions must complete an online tutorial and be tested on HIPAA regulations at the time of program admission. A BlazerID is required to access the training site, located at www.uab.edu/learningsystem. Compliance with the training requirement is monitored monthly. Students who have not completed the training are reported to the Office for Student Recruitment, Engagement, and Success for follow-up with the appropriate program director.

INSTITUTIONAL REVIEW BOARD FOR HUMAN USE (IRB)

Student researchers must comply with all requirements for protection of human subjects. Detailed information is available on the IRB website www.uab.edu/irb

INTELLECTUAL PROPERTY

Intellectual property refers to an asset that originated conceptually, such as literary and artistic works, inventions, or other creative works. These assets should be protected and used only as the creator intends. Training materials defining inventor status, patent criteria, and other intellectual property issues is available at www.uab.edu/research/administration/offices/OSP/Pages/Training.aspx.

LACTATION CENTERS

Through the work of the UAB Commission on the Status of Women, the University has provided several lactation centers for students, faculty, and staff across the campus. Locations of the centers are available at www.uab.edu/women/resources/campus-lactation-centers.

LIBRARIES AND LEARNING RESOURCE CENTER

UAB's libraries house excellent collections of books, periodicals, microforms, and other media. have online remote access to catalogs and online collections. Computers are available for student use during regular hours of operation.

Learning Resource Center (LRC)

The School of Health Professions Learning Resource Center (LRC) provides a unique set of enterprise solutions that promote an exciting, intriguing and innovative learning environment. It

provides a state-of-the-art media studio; audio/visual support; and information technology management of public, classroom and testing labs. Web: <http://www.uab.edu/lrc/>

Located: 1714 9th Avenue S. Phone: (205) 934-5146 Email: shplrc@uab.edu
Hours: Monday – Thursday 7:00 am – 8 pm; Friday 7 am – 5:30 pm; closed weekends

Lister Hill Library of the Health Sciences

This is the largest biomedical library in Alabama, and one of the largest in the south. Located across the crosswalk from the School, the LHL has extension libraries in University Hospital and The Kirklin Clinic. Dedicated librarians hold “office hours” in the Learning Resource Center weekly.

Location: 1700 University Boulevard Phone: (205) 934-2230

Website: www.uab.edu/lister/

Mervyn H. Sterne Library

A collection of more than one million items supporting teaching and research in the arts and humanities, business, education, engineering, natural sciences and mathematics, and social and behavioral sciences.

Location: 913 13th Street South Website: www.mhsl.uab.edu

Phone: (205) 934-6364 (Reference) (205) 934-4338 (User Services)

ONESTOP STUDENT SERVICES

If you have questions or need assistance with an academic or administrative process, the UAB OneStop is where to go! Advisers will help you solve your problem or do the legwork for you if another UAB resource is needed. OneStop is located in the Hill Student Center 1400 University Blvd. You may contact the OneStop office by phone or email at (205) 934-4300; 855-UAB-1STP; (855) 822-1787. onestop@uab.edu. Additional information is available at www.uab.edu/onestop.

PARKING

Student vehicles must be registered with UAB Parking and Transportation Services, located at 608 8th Street South. The office is open Monday – Friday from 7:30 a.m. – 5:00 p.m. Parking is allocated on a first-come, first-served basis. Parking fees are established by location, payable by semester or year, and are billed to the student’s account. Additional information is available at www.uab.edu/parking.

PATIENT CARE PARTNERSHIP

Students in health professions programs learn general information about the health care industry as well as knowledge and skills specific to their chosen profession. The American Hospital Association (AHA) (www.aha.org) is an excellent resource for industry information. One role fulfilled by the AHA is that of patient advocate. The Patient Care Partnership brochure (link below) outlines rights and responsibilities of patients during hospital stays.

www.aha.org/aha/issues/Communicating-With-Patients/pt-care-partnership.html.

PLAGIARISM AND TURNITIN

Plagiarism is academic misconduct that will result in a grade of zero and may result in dismissal from the School of Health Professions and UAB (see Grievance Procedures for Violations of Academic Standards). All papers submitted for grading in any SHP program may be reviewed using the online plagiarism monitoring software. Please note that all documents submitted to *Turnitin.com* are added to their database of papers that is used to screen future assignments for plagiarism.

RECREATION CENTER

The campus Recreation Center, located at 1501 University Blvd, Birmingham, AL 35294, is open to faculty, staff, students, and their families. A valid student identification card or membership card is required for access. Facilities include basketball courts, racquetball courts, weight rooms, swimming pools, exercise rooms, and indoor track. Check the website for information about hours and services at www.uab.edu/campusrecreation.

SCHOLARSHIPS: BLAZER SCHOLARSHIP MANAGEMENT AND RESOURCE TOOL (B-SMART)

The OSRES manages the School of Health Professions' scholarship offerings and will send reminders to students when applications are open. Visit B Smart and start an application to automatically be considered for scholarship opportunities in SHP.

OSRES manages the following:

National Alumni Society Dean's Scholarship – Funding from the UAB National Alumni Society for two scholarships per year, one to a graduate student and one to an undergraduate student.

Ethel M. and Jessie D. Smith Endowed Nursing and Allied Health Scholarship – Funding for students enrolled in SHP programs with GPA 3.0 or above and unmet financial need. Student must be a resident of the state of Alabama at the time of enrollment.

Carol E. Medders Endowed Scholarship – Funding for students enrolled in a graduate program in the School of Health Professions. Awards are based on academic achievement and unmet financial need.

Lettie Pate Whitehead Foundation Scholarship – Funding for female students from selected states (AL, FL, GA, LA, MS, NC, SC, TN) enrolled in SHP programs. Award amounts are variable and are based on unmet financial need.

Matthew F. McNulty Jr. Health Services Emergency Loan – Students enrolled in any SHP program may apply for this low interest loan to address emergencies. Loan amounts are variable based on need.

SHP Dean's Scholarship – Funding to recruit or retain outstanding students. Awards are based on academic achievement, and unmet financial need.

Sandra Dunning Huechtker Endowed Memorial Award – Funding for students enrolled in SHP program with GPA 3.0 or above and unmet financial need.

You must visit B-SMART <http://www.uab.edu/students/paying-for-college/> to apply.

Many programs in SHP also have scholarships available to currently enrolled students. Please see the program section of this handbook for that information.

SOCIAL MEDIA

Social media can serve as useful communication tools. However, health professions students should use the forums judiciously. The School's official sites are the following:

- Twitter: https://twitter.com/uab_shp
- Facebook: www.facebook.com/UABSHP
- YouTube: www.youtube.com/uabshp
- Vimeo: <http://vimeo.com/uabshp>
- LinkedIn: www.linkedin.com/groups?gid=3596638
- Website: www.uab.edu/shp

The School's Academic Affairs Committee published the following guidelines:

The Academic Affairs Committee proposes the following for social networking vehicles. Online communities like provide opportunities to share and explore interests that enrich the higher education learning experience. However, use them with discretion. UAB social media users are expected to act with honesty, integrity, and respect for others.

Professional Use - Only UAB employees authorized by their departments may use social networking Web sites to conduct University business. The authorized employee/position will serve as the point of contact for the web site. In keeping with University policy¹, the authorized employee may post on a social network profile: the University's name, school, department, and/or unit information, a University email address or University telephone number for contact purposes, or post official department information, resources, calendars, and events. The employee should use care that any personal opinions or opposition to the University either by direct statement or perception not be published.

General Use - The following guidelines are strongly suggested:

1. Use networking sites legally and appropriately. Consider your personal obligation as a citizen of the university. Use proper conduct in your posts regarding the university and your colleagues/fellow students.
2. Consider the use of a student, staff or faculty member to monitor any departmental social pages. All parties need to understand the guidelines presented.
3. Remember, you cannot ensure who does and does not have access to your information. Any text or photo placed online is available to anyone in the world – even if you limit access to your site.
4. Information that you post online may continue to stay on the World Wide Web even after you erase or delete that information from your profiles or blog. Do not post anything that could reflect negatively on you, your family, your friends, and the university.
5. Do not post any confidential or sensitive information online.
6. By agreeing to the terms of use, online communities have your permission to republish your content worldwide and share information with advertisers, third parties, law enforcement, and others.
7. You are legally responsible for your posts on the social networking sites. Be discreet, respectful, and as accurate/factual as you can be in any comments or content you posted online.
8. Potential employers, admissions officers, and scholarship committees often search social networking sites to screen candidates. Your profile will be a part of how others know you.

TUITION AND FEES

Tuition and fees for the University are published annually under the "Current Students" tab of the UAB website. They may be paid through BlazerNET. There are two tuition rates: Alabama resident (in-state) and Non-resident (out-of-state). Currently, non-resident students who register for online course sections pay resident tuition. Non-resident tuition is charged for on-site courses such as: clinical practicums, independent study courses, and project courses.

SHP programs have specific fees attached to programs, courses or laboratories. These fees are addressed in the program section of this handbook. Current standard tuition and fees for the School are posted at www.uab.edu/shp/home/admissions-tuition/tuition.

Payment deadlines for each semester are published on the official academic calendar and on the UAB website at www.uab.edu/whentopay/. Please note that failure to meet payment deadlines can result in being administratively withdrawn from courses.

WEATHER

Severe weather situations that may affect the safety of students, faculty, and staff are communicated through the same channels as other emergencies. Severe weather precautions are published at www.uab.edu/emergency/preparedness. Other information sources include:

<ul style="list-style-type: none">• Webpage: www.uab.edu/emergency	<ul style="list-style-type: none">• B-ALERT system: www.uab.edu/balert
<ul style="list-style-type: none">• Hotline: (205)- 934-2165	<ul style="list-style-type: none">• WBHM Radio (90.3 FM)

WITHDRAWAL FROM COURSE / PROGRAM

Withdrawal from a course or from your program is an official process and should be discussed with your academic advisor and / or program director. Most programs in the School are full-time and the curricula specifically sequenced. Withdrawal from a course may risk your wait time to register for the class again. You might have to wait for a full year before resuming enrollment in the program. Withdrawals are made through the UAB registration system via the Student Resources tab in BlazerNET. Notice of program withdrawal should be given in writing to the program director. Please refer to the handbook for additional information.

Check the Academic Calendar for deadlines: <https://www.uab.edu/students/academics/academic-calendar>

SECTION 2 – SHP AND UAB POLICIES

SCHOOL OF HEALTH PROFESSIONS POLICIES

BACKGROUND CHECK AND DRUG SCREEN

www.uab.edu/shp/home/images/PDF/SHP_Background_and_Drug_Screen_Policy05_2012.pdf

GRIEVANCE PROCEDURES FOR VIOLATIONS OF ACADEMIC STANDARDS

www.uab.edu/shp/home/images/PDF/grievance_procedures.pdf

IMPAIRMENT AND SUBSTANCE ABUSE

www.uab.edu/shp/home/images/PDF/shp%20substance%20abuse%20policy.pdf

PLAGIARISM

www.uab.edu/shp/home/images/PDF/Plagiarism_Policy.pdf

Please note that all papers submitted for grading in any SHP program may be reviewed using the online plagiarism monitoring software, Turnitin.com. All documents submitted to Turnitin.com are added to their database of papers used to screen future assignments for plagiarism.

UAB POLICIES

CLASSROOM BEHAVIORS

ATTENDANCE / ABSENCE (UNDERGRADUATE)

<http://catalog.uab.edu/undergraduate/progresstowarddegree/#enrollmenttext>

HEALTH

AIDS AND HIV INFECTION

www.uab.edu/policies/content/Pages/UAB-HS-POL-0000252.aspx

BODY FLUID EXPOSURE

www.uab.edu/humanresources/home/employeehealth/reportingexposures

IMMUNIZATIONS

www.uab.edu/policies/content/Pages/UAB-AD-POL-0000086.aspx

SUBSTANCE USE/ABUSE

ALCOHOLIC BEVERAGES, USE AND CONSUMPTION

www.uab.edu/policies/content/Pages/UAB-AD-POL-0000071.aspx

DRUG FREE CAMPUS (GENERAL POLICY)

www.uab.edu/policies/content/Pages/UAB--POL-0000046.aspx

Drug-free Campus Policy for Students (Attachments)

Attachment A - www.uab.edu/policies/content/Pages/UAB--GDL-0000632.aspx

Attachment B - www.uab.edu/policies/content/Pages/UAB--GDL-0000626.aspx

Attachment B.1 - www.uab.edu/policies/content/Pages/UAB-AD-GDL-0000627.aspx

Attachment C - www.uab.edu/policies/content/Pages/UAB--GDL-0000628.aspx

NONSMOKING

www.uab.edu/policies/content/Pages/UAB-HS-POL-0000110.aspx

TECHNOLOGY GUIDELINES

COMPUTER AND NETWORK RESOURCES (ACCEPTABLE USE)

www.uab.edu/policies/content/Pages/UAB-IT-POL-0000004.aspx

COMPUTER SOFTWARE COPYING AND USE

www.uab.edu/policies/content/Pages/UAB-IT-POL-0000028.aspx

INCLUSIVENESS

EQUAL OPPORTUNITY AND DISCRIMINATORY HARASSMENT

www.uab.edu/policies/content/Pages/UAB-BT-POL-0000052.aspx

RESEARCH AND SCHOLARLY ACTIVITIES

ETHICAL STANDARDS IN RESEARCH AND OTHER SCHOLARLY ACTIVITIES

www.uab.edu/policies/content/Pages/UAB-RA-POL-0000263.aspx

PATENT (INTELLECTUAL PROPERTY)

www.uab.edu/policies/content/Pages/UAB-RA-POL-0000115.aspx

FIREARMS, AMMUNITION, AND OTHER DANGEROUS WEAPONS

www.uab.edu/policies/content/Pages/UAB-HR-POL-0000257.aspx

Note: Additional university policies may be located by searching the UAB Policies and Procedures Library available online at www.uab.edu/policies/Pages/default.aspx.

SECTION 3 – DEPARTMENTAL POLICIES

DEPARTMENT OF CLINICAL AND DIAGNOSTIC SCIENCES (CDS)

Welcome

The Department of Clinical and Diagnostic Sciences is comprised of academic programs essential to today's healthcare system. Our programs provide training for future health care professionals in a variety of disciplines ranging from the diagnosis of illness and disease, the administration of advanced treatment therapies, and the performance of vital roles in surgical suites and in outpatient and inpatient healthcare settings. Graduates of our programs are well poised for a wide variety of job opportunities due to the outstanding education received at UAB.

About the Department

Comprised of multiple academic programs, the Department of Clinical & Diagnostic Sciences provides training for tomorrow's health care professionals from physician assistants and genetic counselors to nuclear medicine technologists. Students receive hands-on training from renowned faculty while using the tools to prepare them for a career in health care.

CDS Professional Development Program

Professional success after graduation requires many skills beyond the discipline specific technical skills that each student will master during their program. The CDS Professional Development Program is designed to provide students with a strong foundation in a variety of non-technical skills such as interpersonal communication and team based care. The program also provides practical instruction in areas such as professional networking and interviewing to enable students to be successful job candidates upon graduation. Each student will be provided with detailed information about the Professional Development Program activities and assignments.

Accreditation Information

The accrediting agencies for programs offered by the Department include:

Program	Accreditation
Physician Assistant Studies (PAS)	Accreditation Review Committee for Physician Assistant, Inc. (ARC-PA) http://www.arc-pa.org/
Nuclear Medicine Technology (NMT)	Joint Review Committee for Nuclear Medicine Technology (JRCNMT) http://jrcnmt.org/
Clinical Laboratory Sciences (CLS)	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) http://www.naacls.org/
Genetic Counseling (GC)	Accreditation Council for Genetic Counseling (ACGC) http://www.gceducation.org

CDS POLICIES

ACADEMIC PROGRESS

Academic Progress Review is implemented to promote, assist, and maintain student performance. The main purpose is to provide feedback to students regarding their performance and to identify areas of strength and/or weakness in performance or behavior.

Generally speaking, program faculty, and/or the program director, may academically counsel students on a semester-by-semester basis to assess progress in the curriculum and to provide students counseling regarding deficiencies as needed. These meetings may be documented and the student may be required to sign the documentation of the academic progress sessions with associated notes placed in the student's file.

In cases regarding deficiencies, suggestions and/or action plans may be developed in conjunction with the student so as to provide a plan for reversing the deficiencies by a specified timeframe. Such suggestions and/or action plans will be documented and signed (by both faculty and the student) and will be placed in the student's file. If a student does not comply with the suggestions and/or action plan and/or does not meet the deadlines as specified, the student may be dismissed from the program.

ATTENDANCE AND EXCUSED ABSENCES

CDS Attendance Policy

Attendance is mandatory for all classes, lectures, labs, program-related seminars, clinical practice, internships, etc.

Absences are either excused or unexcused and both require timely notification to the course instructor. Students who are absent during clinical practice or an internship must notify both the program clinical practice coordinator/internship coordinator and the clinical practice instructor/clinical internship instructor as soon as possible. Time missed during clinical practice or the internship must be made up and this may result in a delay in graduation.

Below is a list of excused absences recognized by the Department of Clinical and Diagnostic Sciences and UAB:

- Absences due to jury or military duty, provided that official documentation has been provided to the instructor in a timely manner in advance.
- Absences of students registered with Disabilities Services for disabilities eligible for "a reasonable number of disability-related absences," provided students give their instructors notice of a disability related absence in advance or as soon as possible.
- Absences due to participation in university-sponsored activities when the student is representing the university in an official capacity and as a critical participant, provided that the procedures below have been followed:
 - Before the end of the add/drop period, students must provide their instructor a schedule of anticipated excused absences in or with a letter explaining the nature of the expected absences from the director of the unit or department sponsoring the activity.

- If a change in the absence schedule occurs, students are responsible for providing their instructors with advance notification from the sponsoring unit or department.
- Absences due to other extenuating circumstances that instructors deem excused. Such classification is at the discretion of the instructor and is predicated upon consistent treatment of all students.
- Absences due to religious observations provided that students give faculty written notice prior to the drop/add deadline of the term.

In instances resulting in unavoidable absence(s), a student is expected to inform the program office and the associated course instructor in advance of the planned absence. For unforeseen events (car accident or breakdown, injury), the student is expected to notify the program and course instructor at the earliest possible time.

Make-up of missed class information or assignments is the student's responsibility. Make-up of class activities and projects is at the discretion of the course faculty – refer to individual course syllabi for more detailed attendance policies pertaining to the course.

*NOTE: The program cannot guarantee that all work missed for an excused absence can be made up. Some activities (including laboratories) due to their complex, time intensive, and/or cost intensive nature will not be able to be made up. Similarly, when students arrive to laboratories late they risk missing important information/directions that may adversely affect their grade. Instructors are not obligated to repeat directions for students when they are tardy.

ATTENDANCE INFRACTIONS

For each unexcused absence, there will be a 1% overall grade reduction for that course or lab per absence. Two tardies will equal one unexcused absence. A tardy is considered being more than 10 minutes late to class. Faculty may choose to include attendance and timeliness in grading criteria and may implement a more restrictive attendance policy. The attendance policy for each course will be described in all course syllabi. The Department of Clinical and Diagnostic Sciences also reserves the right to institute an attendance policy for official program/department activities.

CONSENSUAL ROMANTIC RELATIONSHIPS

<http://www.uab.edu/policies/content/Pages/UAB-HR-POL-0000254.aspx>

DATA PROTECTION AND SECURITY

<http://www.uab.edu/policies/content/Pages/UAB-IT-POL-0000038.aspx>

DRESS CODE

Guidelines for professional attire require consideration for patients, visitors, and coworkers, as well as personal safety. Therefore, CDS students are expected to promote a professional image by following these guidelines.

Clothing:

- Clothing should be clean, neat, in good repair, and appropriate for the profession.
- Casual or athletic wear, such as sweat suits or warm-up pants, are not acceptable.
- Shorts are not acceptable.
- Skirt length shall be no shorter than two inches above the top of the knee and may not be tight fitting.
- Undergarments shall be worn and shall not be visible, even when in stretching or bending positions.
- Shoes shall be appropriate for the work environment and compliant with professional attire. Flip flops are not appropriate.
- Caps or head coverings are not acceptable unless they are for religious purposes or are part of a uniform.
- Sunshades (or hand-tinted, non-prescription glasses) shall not be worn unless they are required for medical purposes.
- Identification badges shall be worn at all times.

Grooming:

Piercings

- Facial and/or body adornments are not permitted other than in the ear lobe.
- No more than two pairs of earrings may be worn. Earrings will be no longer than one inch in diameter or length.

Hair

- Hair should be clean and neat.
- Hair may not be dyed unnatural colors and/or have patterns.
- Hair ornaments should be moderate and in good taste.
- Hair should be well-groomed, closely trimmed beards, sideburns, and mustaches are allowed.

Daily Hygiene

- Daily hygiene must include clean teeth, hair, clothes, and body, including use of deodorant.

In addition to these basic guidelines, students are expected to follow any additional provisions of a facilities dress code while in clinical practice.

Dress Code Infractions:

Failure to comply with the above dress code requirements will result in removal from program activities until requirements are met. Students will be counted as absent (unexcused) and will receive a grade of zero for any missed work during that time with no opportunity to make-up the missed work.

****Note- The above Dress Code is a minimum standard set forth by the Department of Clinical and Diagnostic Sciences. Each program and/or course within CDS has the liberty to set forth and enforce a stricter dress code. Similarly, clinics also have their own dress codes that must be followed precisely.***

FOOD AND DRINK IN THE CLASSROOM

Food or drinks in laboratories is prohibited. Food and drink in classrooms is allowed at the discretion of faculty.

GRADING POLICY

In each CDS course, the instructor will announce the grading criteria and publish it in the course syllabus. The following policy relating to the “I” (incomplete) grade or deferred credit supplements the School of Health Professions’ policy.

INCOMPLETE & DEFERRED CREDIT POLICY

The awarding of an “I” (incomplete) grade is not done lightly. An “I” will be given only when an emergency or unexpected event prohibits the student from meeting course objectives in a timely manner. A student receiving a grade of “I” (incomplete) must arrange with the instructor to complete the course requirements as soon as possible, and in order to progress within the program the student must arrange to complete the requirements prior to the final day of registration for the next term. A grade of “I” not changed by the instructor by the beginning of the next regular term will automatically convert to an “F.”

INFECTION CONTROL

Because students are working with patients having low immunities, the clinical supervisor reserves the right to send any student to UAB Student Health Services if the need arises. The clinical supervisor will call UAB Student Health and Wellness and request that the student be sent off duty if he/she has an infection of any kind. The student must then acquire a doctor’s written permission to return to clinical education. Students are required to adhere to the policy of the clinical affiliate for working with patients with local infections or infectious diseases. Students are required to inquire about this policy at the beginning of rotation through a clinical affiliate.

LIABILITY INSURANCE

Liability insurance is provided by the University for all students registered for clinical education courses. The coverage protects students in any assigned clinical site to which they are assigned as a student.

NON-ACADEMIC STUDENT CONDUCT

<http://www.uab.edu/2015compliancecertification/IMAGES/SOURCE1F03.PDF?id=415eda97-a4fc-e311-b111-86539cf2d30e>

NON-RESIDENT TUITION POLICY

<http://www.uab.edu/shp/cds/images/PDF/Policies/shpnon-residenttuitionpolicy.pdf>

PREGNANCY POLICY

All students are encouraged to inform the program director immediately in writing once pregnancy has been confirmed. If students choose not to inform the program of their pregnancy, the program will not consider them pregnant and cannot exercise options that could protect the fetus.

For students who voluntarily disclose pregnancy the program director will discuss factors to be considered in cases of pregnancy with the student based on acceptable professional guidelines.

A student is offered three alternatives after the consultation with the program director. These are:

1. Immediate withdrawal in good standing from the program. Readmission to the program after the pregnancy will be in accordance with the Readmit Policy.
2. Continuation in the program after being given specific instruction regarding safety practices, safety monitoring, and specific clinical and laboratory assignments.
3. Continuation in the program with additional safety monitoring but without modification of assignments.

The student must be able to progress in her educational experiences, both clinical and academic. If the student cannot, she will be strongly advised to withdraw as in alternative number one.

If there are any questions regarding any aspect of the above statements, please call the Program Director.

SECTION 4 – PROGRAM INFORMATION

WELCOME

Welcome to The University of Alabama at Birmingham Genetic Counseling Program (UAB-GCP). This handbook has been compiled to provide you with an information source for the Master of Science Degree in Genetic Counseling. Where appropriate, the contact for more detailed information on various subjects has also been included. If, however, you desire or need further explanation of any matter, or other types of information please contact the Program Director. Also the campus directory and academic calendars are located in the quick links tab of the main UAB homepage www.uab.edu.

MISSION STATEMENT

The missions of the UAB Genetic Counseling Program, the School of Health Professions and the UAB Department of Genetics are stated below:

Genetic Counseling Program Mission: To provide a quality educational experience in genetic counseling to prepare students to be skilled health professionals who will serve individuals, families and the greater community.

The UAB Mission: UAB's mission is to be a research university and academic health center that discovers, teaches and applies knowledge for the intellectual, cultural, social and economic benefit of Birmingham, the state and beyond.

SHP Mission: To improve health through teaching, research and translation of discoveries into practice.

Department of Genetics Mission: The Department of Genetics is dedicated to the generation of new knowledge about genetics and genomics, translation of that knowledge to clinical practice, and integration of genetics into all aspects of medical care.

All four entities have common core missions to provide quality education, research, teaching, health care and community service. These values will serve to support the program, its students and faculty in the development and implementation of a well-rounded program.

PROGRAM OVERVIEW

The Genetic Counseling Program at The University of Alabama at Birmingham is a joint effort between the Department of Clinical and Diagnostic Sciences (CDS) in the School of Health Professions (SHP) and the Department of Genetics (DOG) in the School of Medicine. A partnership has been established to meet the administrative and curriculum needs of the program to provide students with a quality education in genetic counseling.

The program's curriculum utilizes numerous resources for genetics education on the UAB campus. The core components of the program include didactic education, clinical experience and a graduate level project. Students will complete 56-58 credit hours to obtain the degree. The coursework is presented

in a variety of formats, including relevant lectures, problem-based learning, case studies, group discussion, student presentations, and role-playing activities. Genetic counseling topics will be infused into all major coursework to make each course directly applicable to preparation for professional practice. All coursework will be supported by online resources (Canvas Learning Management System).

Student clinical experiences will either be on the UAB campus and at the UAB-affiliated Children's Hospital of Alabama, the University of Mississippi Medical Center in Jackson, MS, the Geisinger Health System in Danville, PA, Mercy Children's Hospital and St. Louis University School of Medicine in St. Louis, MO, Children's Mercy Hospital in Kansas City, MO, Oregon Health & Science University and Legacy Healthcare Services in Portland, OR and various genetic clinics in Memphis, TN including St. Jude Children's Research Hospital, the West Clinic, Le Bonheur Children's Hospital, and Baptist Memorial Hospital. Sites of Clinical training are established at enrollment during the Genetic Counseling match process and will be honored for the duration of training whenever possible. In rare cases, adjustment of clinical tracks during the course of student training may be necessary. UAB also has affiliation agreements with several institutions within driving distance, and is able to establish new affiliation agreements as needed. Students are encouraged to go off campus for their summer rotation. Students will have exposure to clinical care during their first year as part of their coursework. The first full rotation will be in the summer after the first year and rotations will continue through both semesters of the second year. The program has established internal standards for specific case types and roles that each student will meet. These standards will include the minimum 50 cases required by the Accreditation Council for Genetic Counseling (ACGC), as well as other clinical experiences that will prepare students for clinical practice and board certification.

Students will also complete a non-thesis graduate project (UAB's Plan II) that requires the student to gain insight into the techniques of problem posing and problem solving and to use these insights to prepare a written report. The faculty will work with each student to identify appropriate project ideas and guide them to completion. Work on the graduate project begins in the first semester of year 1 with project selection.

The standard of performance and professionalism expected of students in the program is clarified below. These include specific expectations in didactic coursework, performance evaluations during the clinical rotations and overall expectations for behavior and professionalism throughout the students' tenure in the program.

1. Students will comply with the requirements of the UAB Graduate School (students must maintain a minimum grade point average of 3.00) and the program (students must receive a grade of B or higher in all core classes.)
2. Students must satisfactorily complete all of the program's courses.
3. Students must satisfactorily complete each of the clinical rotations.
4. Students must satisfactorily complete a Plan II graduate project.
5. Students must attend all mandatory supplemental activities as required by the program faculty.
6. Students are expected to behave in a professional and ethical manner that the program faculty consider necessary to function as competent and responsible genetic counselors. The National Society of Genetic Counselors (NSGC) Code of Ethics is one document that describes the

professional attributes that form the core of the goals and values of our profession. Students are expected to be responsive to feedback from program faculty and clinical supervisors.

7. Students are expected to have regular contact with the program faculty monitoring their academic activities and performance and discuss any difficulties that may interfere with their optimal performance or be grounds for disciplinary action or dismissal from the program.
8. Students will meet individually on a regular basis with the program director or assistant director to discuss current coursework and clinical rotations.
9. During each of the clinical rotations, the student's progress and performance will be monitored and evaluated by the clinical supervisor. A student evaluation form will be completed at the end of the rotation. The student will also complete an evaluation of the rotation. The clinical supervisor will discuss the evaluation with the student. Both must be turned in before the student receives a grade for the rotation.

ACCREDITATION

The University of Alabama at Birmingham is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The Master of Science in Genetic Counseling Program is accredited by the Accreditation Council for Genetic Counseling (ACGC).

ACGC

PO Box 15632

Lenexa, KS 66285

(913) 895-4629

<http://www.gceducation.org>

The UAB-GCP received full accreditation from ACGC in 2013. Our program will be up for re-accreditation after 6 years (in 2019), which is the maximum time allowed for programs. For more details regarding accreditation, please contact the ACGC.

ACGC PRACTICE BASED COMPETENCIES

The UAB-GCP has been developed in alignment with the ACGC practice-based competencies outlined below:

An entry-level genetic counselor must demonstrate the practice-based competencies listed in this document to successfully manage a genetic counseling case before, during, and after a clinic visit or session. Therefore, the didactic and clinical training components of a curriculum must support the development of competencies that are categorized into the following domains: (I) Genetics Expertise and Analysis; (II) Interpersonal, Psychosocial and Counseling Skills; (III) Education; and (IV) Professional Development and Practice. Some competencies may pertain to more than one domain. These domains represent practice areas that define the activities of a genetic counselor. The bullets below each competency elaborate on skills necessary for achievement of the competency. These elaborations should assist program faculty in curriculum planning, development, and program and student evaluation.

Domain I: Genetics Expertise and Analysis

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

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

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

- a. Demonstrate an understanding of psychosocial, ethical, and legal issues related to genetic counseling encounters.
- b. Describe common emotional and/or behavioral responses that may commonly occur in the genetic counseling context.

- c. Recognize the importance of understanding the lived experiences of people with various genetic/ genomic conditions.
- d. Evaluate the potential impact of psychosocial issues on client decision-making and adherence to medical management.

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

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

4. Identify, assess, facilitate, and integrate genetic testing options in genetic counseling practice.

- a. Investigate the availability, analytic validity, clinical validity, and clinical utility of screening, diagnostic and predictive genetic/genomic tests.
- b. Evaluate and assess laboratories and select the most appropriate laboratory and test based on the clinical situation.
- c. Identify and discuss the potential benefits, risks, limitations and costs of genetic testing.
- d. Coordinate and facilitate the ordering of appropriate genetic testing for the client.
- e. Interpret the clinical implications of genetic test reports.
- f. Recognize and differentiate specific considerations relevant to genetic versus genomic and clinical versus research testing in terms of the informed consent process, results disclosure, institutional review board (IRB) guidelines, and clinical decision-making.

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

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

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

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

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

- a. Plan and execute a thorough search and review of the literature.
- b. Evaluate and critique scientific papers and identify appropriate conclusions by applying knowledge of

relevant research methodologies and statistical analyses.

- c. Synthesize information obtained from a literature review to utilize in genetic counseling encounters.
- d. Incorporate medical and scientific literature into evidenced-based practice recognizing that there are limitations and gaps in knowledge and data.

Domain II: Interpersonal, Psychosocial and Counseling Skills

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

- a. Describe the genetic counseling process to clients.
- b. Elicit client expectations, perceptions, knowledge, and concerns regarding the genetic counseling encounter and the reason for referral or contact.
- c. Apply client expectations, perceptions, knowledge and concerns towards the development of a mutually agreed upon agenda.
- d. Modify the genetic counseling agenda, as appropriate by continually *contracting* to address emerging concerns.

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

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

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

- a. Demonstrate knowledge of psychological defenses, family dynamics, family systems theory, coping models, the grief process, and reactions to illness.

- b. Utilize a range of basic counseling skills, such as open-ended questions, reflection, and normalization.
 - c. Employ a variety of advanced genetic counseling skills, such as anticipatory guidance and in-depth exploration of client responses to risks and options.
 - d. Assess clients' psychosocial needs, and evaluate the need for intervention and referral.
 - e. Apply evidence-based models to guide genetic counseling practice, such as short-term client-centered counseling, grief counseling and crisis counseling.
 - f. Develop an appropriate follow-up plan to address psychosocial concerns that have emerged in the encounter, including referrals for psychological services when indicated.
11. **Promote *client-centered*, informed, non-coercive and value-based decision-making.**
- a. Recognize one's own values and biases as they relate to genetic counseling.
 - b. Actively facilitate client decision-making that is consistent with the client's values.
 - c. Recognize and respond to client-counselor relationship dynamics, such as transference and countertransference, which may affect the genetic counseling interaction.
 - d. Describe the continuum of non-directiveness to directiveness, and effectively utilize an appropriate degree of guidance for specific genetic counseling encounters.
 - e. Maintain professional boundaries by ensuring directive statements, self-disclosure, and self-involving responses are in the best interest of the client.
12. **Understand how to adapt genetic counseling skills for varied service delivery models.**
- a. Tailor communication to a range of service delivery models to meet the needs of various audiences.
 - b. Compare strengths and limitations of different service delivery models given the genetic counseling indication.
 - c. Describe the benefits and limitations of *distance encounters*.
 - d. Tailor genetic counseling to a range of service delivery models using relevant verbal and non-verbal forms of communication.
 - e. Recognize psychosocial concerns unique to distance genetic counseling encounters.
13. **Apply genetic counseling skills in a culturally responsive and respectful manner to all clients.**
- a. Describe how aspects of culture including language, ethnicity, life-style, socioeconomic status, disability, sexuality, age and gender affect the genetic counseling encounter.
 - b. Assess and respond to client cultural beliefs relevant to the genetic counseling encounter.
 - c. Utilize multicultural genetic counseling resources to plan and tailor genetic counseling agendas, and assess and counsel clients.
 - d. Identify how the genetic counselor's personal cultural characteristics and biases may impact encounters and use this knowledge to maintain effective client-focused services.
- Domain III: Education**
14. **Effectively educate clients about a wide range of genetics and genomics information based on their needs, their characteristics and the circumstances of the encounter.**
- a. Identify factors that affect the learning process such as intellectual ability, emotional state, socio-economic factors, physical abilities, religious and cultural beliefs, motivation, language and educational background.
 - b. Recognize and apply risk communication principles and theory to maximize client understanding.
 - c. Communicate relevant genetic and genomic information to help clients understand and adapt to conditions or the risk of conditions and to engage in informed decision-making.
 - d. Utilize a range of tools to enhance the learning encounter such as handouts, visual aids, and other educational technologies.
 - e. Communicate both orally and in writing using a style and method that is clear and unambiguous.
 - f. Present balanced descriptions of lived experiences of people with various conditions.

- g. Explain and address client concerns regarding genetic privacy and related protections.
- h. Employ strategies for successful communication when working with interpreters.

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

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

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

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

Domain IV: Professional Development and Practice

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

- a. Follow the guidance of the National Society of Genetic Counselors Code of Ethics.
- b. Recognize and respond to ethical and moral dilemmas arising in genetic counseling practice and seek outside consultation when needed.
- c. Identify and utilize factors that promote client autonomy.

- d. Ascertain and comply with current professional credentialing requirements, at the institutional, state, regional and national level.
- e. Recognize and acknowledge situations that may result in a real or perceived conflict of interest.

18. Demonstrate understanding of the research process.

- a. Articulate the value of research to enhance the practice of genetic counseling.
- b. Demonstrate an ability to formulate a research question.
- c. Recognize the various roles a genetic counselor can play on a research team and identify opportunities to participate in and/or lead research studies.
- d. Identify available research-related resources.
- e. Apply knowledge of *research methodology* and *study design* to critically evaluate research outcomes.
- f. Apply knowledge of research methodology and study designs to educate clients about research studies relevant to them/their family.
- g. Describe the importance of human subjects' protection and the role of the Institutional Review Board (IRB) process.

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

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

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

- a. Display initiative for lifelong learning.
- b. Recognize one's limitations and capabilities in the context of genetic counseling practice.
- c. Seek feedback and respond appropriately to performance critique.

- d. Demonstrate a scholarly approach to genetic counseling, including using available evidence-based principles in the preparation and execution of a genetic counseling encounter.
- e. Identify appropriate individual and/or group opportunities for ongoing personal supervision and mentorship.
- f. Accept responsibility for one's physical and emotional health as it impacts on professional performance.
- g. Recognize and respect professional boundaries between clients, colleagues, and supervisors.

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

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

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

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

ESSENTIAL FUNCTIONS

In order to successfully complete the degree requirements for the Curriculum for the Master of Science (M.S.) in Genetic Counseling Program, students must complete the academic and clinical practice requirements of the program in preparation to practice as an entry-level genetic counselor(s). As defined by the program's accrediting body, the Accreditation Council for Genetic Counseling, an entry-level genetic counselor may demonstrate mastery of a broad body of genetics knowledge, and develop skills in the following domains: Genetic Expertise and Analysis; Interpersonal, Psychosocial and Counseling Skills; Education; and Professional Development and Practice. Graduate training is a rigorous and intense training process that places specific requirements and demands on enrolled students.

The essential functions below extend beyond academic requirements for admission and are standards that all enrolled students must possess in order to successfully complete graduate training.

All genetic counseling students must meet the following requirements:

- Communicate effectively and sensitively with patients and members of the health care team.
- Possess the mental capacity for critical thinking including the ability to assimilate, analyze, synthesize, and integrate concepts and to problem solve in a timely fashion.
- Possess the emotional health and psychological stability required for full utilization of his/her intellectual abilities, exercise good judgment, prompt completion of all responsibilities and the development of mature, sensitive and effective relationships with patients and other members of the health care team.
- Adapt to changing environments and function effectively under stress.
- Students must be able to demonstrate proficiency of all ACGC Practice Based Competencies. ACGC Practice Based Competencies are available in the UAB GCP Student Handbook and online at <http://www.gceducation.org> .

Reviewed by UAB Disability Office 2011

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ADVISORY BOARD

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UAB Department of Genetics

Irene (Renie) Moss
Program Director for AGHI
UAB Department of Genetics
Consumer Representative

ADVISING & MENTORING

The Program Director, Assistant Director, and faculty members are always available to discuss the needs and concerns of GCP students. Faculty and peer advising are available to all students in the GCP.

FACULTY ADVISING

Description and Expectations

Students will meet with the program director and/or assistant director a minimum of one time per semester. Students will also have additional faculty mentors as a part of their Plan II project committee and their clinical rotations. Should any student have an issue regarding the program director and/or assistant director that they would like to discuss with a faculty member they are encouraged to meet with the program's medical director or the Clinical and Diagnostic Sciences Chairperson.

Objectives of advising:

- Open lines of communication between students and supervisors
- Provide the student with a person with whom they can discuss problems, concerns, academic questions etc.
- Professional development
- Address issues in a constructive session

Expectations of the Advisor:

- To meet with student on a regular basis
- To listen to their concerns, particularly global program issues, didactic coursework issues, and plan II project problems
- To not let your relationship with your student affect your ability to supervise them in clinical settings
- To not let your relationship with your student affect your attitude toward the other students

Expectations of the student:

- To meet with your advisor on a regular basis
- To keep your advisor informed of your academic performance and any potential problems
- To talk to your advisor about any problems with clinical rotations, supervisors etc. (They may not be able to fix the problem, but they could address who you need to speak to etc.)
- To keep your advisor informed of your Plan II project

Meeting with your project and/or clinical supervisors should not substitute for communication with the director(s) of the program. If you have a problem with your supervisor or project committee member, please speak to the program director.

PEER ADVISING

First year GCP students will be matched by the program director with a second year peer advisor. The second year students provide peer insights into how to successfully traverse the challenges that face the new students in a genetic counseling program. This mentorship program is designed to be an informal,

student driven experience to help students adjust to life as a graduate student, discuss common professionalism topics and other issues.

Alumni Mentor Program

Second year Genetic Counseling Program students will be matched by the program with an alumni advisor who has volunteered as a mentor. The alumni mentor and year 2 student will discuss issues related to clinical rotations, job searching, and negotiating job offers.

CURRICULUM

Fall Semester Year 1

CDS 501 Professional Skills I (0)
CDS 610 Research Design and Statistics (3)
GC 501 Genetics in Medicine (3)
GC 510 Introduction to Genetic Counseling (3)
GC 560 Genetic Counseling Journal Club (1)
GC 725 Advanced Medical Genetics and Genomics (3)
ECG 621 Theories in Counseling (3)

Spring Semester Year 1

CDS XXX Elective (1-3)
CDS 502 Professional Skills II (0)
GC 504 Prenatal Genetics, Embryology, and Teratology (3)
GC 506 Theory and Practice of Genetic Counseling (3)
GC 505 Principles of Cancer and Adult Genetics and Counseling (3)
GC 560 Genetic Counseling Journal Club (1)
ECG 638 Counseling Skills and Techniques (3)

Summer Semester

GC 650 Clinical Laboratory Rotation (2)
GC 651 Clinical Rotation I (4)

Fall Semester Year 2

CDS 503 Professional Skills III (1)
GC 560 Genetic Counseling Journal Club (1)
GC 600 Advanced Clinical Skills in Genetic Counseling (2)
GC 652 Clinical Rotation II (2)
GC 653 Clinical Rotation III (2)
GC 698 Non-thesis Research (2)

Spring Semester Year 2

CDS 605 Survival Spanish for Health Professionals (1)
GC 602 Advanced Topics in Genetic Counseling (2)
GC 654 Clinical Rotation IV (2)

GC 655 Clinical Rotation V (2)
GC 560 Genetic Counseling Journal Club (1)
GC 698 Non-thesis Research (2)

COURSE DESCRIPTIONS

Department of Clinical and Diagnostic Sciences (CDS) Courses

CDS 501 Professional Skills I (0 hours) Fall Year 1

This is the first course in a three course sequence focusing on the development of behavioral competencies to address the growing emphasis healthcare is placing on these skills due to their impact on the delivery of quality care.

CDS 502 Professional Skills II (0 hours) Spring Year 1

This is the second course in a three course sequence focusing on the development of behavioral competencies to address the growing emphasis healthcare is placing on these skills due to their impact on the delivery of quality care.

CDS 503 Professional Skills III (1 hour) Fall Year 2

This is the third course in a three course sequence focusing on the development of behavioral competencies to address the growing emphasis healthcare is placing on these skills due to their impact on the delivery of quality care.

CDS 610 Research Design and Statistics (3 hours) Fall Year 1

This course will introduce the student to clinical research methods and review concepts involved in descriptive and inferential statistics. Topics covered include overview of the research process, literature review, research hypothesis, research designs, sample selection, measurement methods, descriptive statistics, and inferential statistics.

CDS 605 Survival Spanish for Health Care Professionals (1 hour) Fall Year 2

Health care professionals will be introduced to basic vocabulary, useful questions, and expressions in Spanish needed to communicate in practical health care situations. Students will participate in speaking exercises, dialogue, and role-play activities (field-specific scenarios).

School of Education Coursework

ECG 621 Theories of Individual Counseling (3 hours) Fall Year 1

Educational, vocational, and personal counseling. Observations and simulations.

ECG 638 Practicum I: Clinical Skills / Techniques (3 hours) Spring Year 1

Practicum introducing the counseling process.

Genetic Counseling (GC) Courses

GC 725 Advanced Medical Genetics and Genomics (3 hours) Fall Year 1

This course will focus on the medical application of advances in genetics and genomics. Topics will include chromosome structure and function and major types of chromosomal abnormalities, cancer genetics and cytogenetics, inborn errors of metabolism, current strategies for detection of mutations associated with genetic disorders, genetic risk assessment and population genetics, and genomic approaches to diagnosis and risk stratification.

GC 501 Genetics in Medicine (3 hours) Fall Year 1

An overview of the clinical evaluation and assessment of an individual with a congenital anomaly, intellectual disability, and/or genetic condition. This will include the introduction to the etiology of common genetic conditions, and testing and treatment options for genetic disorders.

GC 510 Introduction to Genetic Counseling (3 hours) Fall Year 1

Introduction to the field of genetic counseling and the basic principles of the profession.

GC 506 Theory and Practice of Genetic Counseling (3 hours) Spring Year 1

Advanced genetic counseling skills as preparation to enter clinical settings.

GC 504 Prenatal Genetics, Embryology, and Teratology (3 hours) Spring Year 1

Overview of embryology, teratology and physiology as related to human development and genetic disease and their applications in prenatal genetic counseling.

GC 505 Principles of Cancer and Adult Genetics and Counseling (3 hours) Spring Year 1

Genetic mechanisms of genetic cancer syndromes, cancer predisposition, and adult onset disorders as well as the psychosocial issues related to these conditions that influence the genetic counseling process.

GC 560 Genetic Counseling Journal Club (1 hour) Fall Year 1/Year 2, Spring Year 1/Year 2

Review, presentation and discussion of relevant literature in medical genetics and genomics, and genetic counseling.

GC 698 Non-thesis Research (2 hours) Fall Year 2/Spring Year 2

Graduate level research project under the supervision of clinical faculty.

GC 600 Advanced Clinical Skills in Genetic Counseling (2 hours) Fall Year 2

This course provides students with advanced genetic counseling clinical skills in areas such as communication, research, industry, and reflective practice.

GC 602 Advanced Topics in Genetic Counseling (2 hours) Spring Year 2

Exploration of advanced topics in the field of genetic counseling that relate to clinical practice and non-clinical professional duties as a genetic counselor.

Rotation Coursework

GC 650 Laboratory Rotation (2 hours) Summer

This lab rotation will provide students with information about clinical laboratory methods and protocols, testing procedures and specimen management, and other related topics.

GC 651 Clinical Rotation I (4 hours) Summer

Initial clinical rotation for students to establish basic skill set in genetic counseling applications. Students will interact with an array of genetic specialists in a clinical setting. Supervised and direct patient contact in prenatal, pediatric, adult, cancer and specialty clinics will allow students to acquire cases for ABGC certification.

GC 652 Clinical Rotation II (2 hours) Fall Year 2

Students utilized intermediate clinical skills in assigned clinical setting. Students will interact with an array of genetic specialists in a clinical setting. Supervised and direct patient contact in prenatal, pediatric, adult, cancer and specialty clinics will allow students to acquire cases for ABGC certification.

GC 653 Clinical Rotation III (2 hours) Fall Year 2

Students will apply progressive genetic counseling skills in clinical setting. Students will interact with an array of genetic specialists in a clinical setting. Supervised and direct patient contact in prenatal, pediatric, adult, cancer and specialty clinics will allow students to acquire cases for ABGC certification.

GC 654 Clinical Rotation IV (2 hours) Spring Year 2

Students will demonstrate advanced clinical genetic counseling skills. Students will interact with an array of genetic specialists in a clinical setting. Supervised and direct patient contact in prenatal, pediatric, adult, cancer and specialty clinics will allow students to acquire cases for ABGC certification.

GC 655 Clinical Rotation V (2 hours) Spring Year 2

Advanced clinical rotation to allow student additional exposure in area of interest. Students will interact with an array of genetic specialists in a clinical setting. Supervised and direct patient contact in prenatal, pediatric, adult, cancer and specialty clinics will allow students to acquire cases for ABGC certification.

TEXTBOOKS

Required and recommended reading for each course will be provided in each course syllabus. Certain required textbooks are available for loan in the Lister Hill Library or as an e-book as provided by the Lister Hill Library. For a complete list of titles available from Lister Hill Library see: [UAB Libraries](#)

Required Program Textbooks

TITLE	AUTHOR(S)	ISBN	COURSE
Facilitating the Genetic Counseling Process: Practice Based skills, 2 nd ed.	McCarthy, Veach, LeRoy, Callahan	978-3-319-74798-9	GC 510, 506
The Practical Guide to The Genetic Family History, 2 nd Edition	Bennett, Robin L.	978-0-470-04072-0	GC 510, 506
Before We are Born	Moore, Keith	978-0-323-31337-7	GC 504
A Guide to Genetic Counseling, 2 nd Edition	Ulmann, Schuette, Yasher	978-0-470-17965-9	GC 510, 506
Counseling about Cancer: Strategies for Genetic Counseling	Schneider, Katherine	0-471-37036-3	GC 505, Cancer Rotation
Practical Genetic Counseling, 7 th edition	Harper, Peter	0-340-99069-4	GC 501
Genetic Counseling Practice: Advanced Concepts and Skills	Bonnie S. LeRoy, Patricia McCarthy Veach, and Dianne M. Bartels	978-0-4701-8355-7	GC 506 and GC 600
Genetic Counseling Research	I. M. Macfarlane, P. McCarthy Veach, and B. S. LeRoy	978-0-19-935909-7	GC 698
Thompson and Thompson Genetics in Medicine, 8 th edition	R. Nussbaum, R. McInness, and H. Willard	978-1-4377-0696-3	GC 725

****Additional readings (articles, original publications, etc.) may also be required for coursework or rotations in addition to these textbooks. These references and/or readings will be available in course materials and syllabi or from the UAB electronic journal access.**

***Several of these textbooks are available in the UAB Lister Hill Library, but cannot be checked out from the library (or have a 1 day loan period).**

Recommended reading is also referenced below. These textbooks are not required for coursework. They are listed here as you may find them helpful as supplemental texts or as preparation for board exams in the future. Many of the required and recommended texts used for the UAB Genetic

Counseling Program are included on the ABGC's list of references for those studying for the ABGC Certification Exam.

- *Smith's Recognizable Patterns of Human Malformation* by Kenneth Jones
- *Chromosome Abnormalities and Genetic Counseling* by Gardner and Sutherland
- *Introduction to Risk Calculation in Genetic Counseling* by Ian Young
- *Psychosocial Genetic Counseling* by Jon Weil

WRITTEN WORK FORMATTING REQUIREMENTS

All written work submitted as a hardcopy or electronically to any GC course should meet the following formatting requirements. Points may be deducted from any assignment that does not meet these requirements.

- Student Name, Due Date and Course Prefix and Number (e.g. GC 501) should be in the upper right hand corner of the first page
- Double spaced
- 12 point Times New Roman font
- Typed on 8 ½ x 11 inch white paper
- Citations should follow APA style throughout the paper
- Spelling, punctuation, and grammar should be correct
- Page numbers should be APA style (Arabic numbers at upper right hand corner of pages)
- One inch margins should be used on all sides
- Indent the first line of every paragraph

CANVAS LEARNING MANAGEMENT SYSTEM

Course updates, syllabi, assignments, tests and more are found in a Canvas Learning shell for each course. All students are required to utilize Canvas for course materials as the instructor will not provide individual copies of materials. Slides for each course may be posted on the course Canvas site with permission of the lecturer. You are not allowed to reproduce or use any slides provided in this class for your own presentations or publications without written consent from the slides author. Access to each course's Canvas shell and its materials only lasts during the semester the student is enrolled in the class. Any materials that the students wants to retain from the course's shell for future use or study should be saved to a personal drive before the end of the class.

TEACHING & COURSE EVALUATIONS

The UAB-GCP and the university administer teaching and course evaluations at the end of each semester. This is an opportunity for students to share with faculty their experience with the course. This information is used to modify course content and for accreditation purposes. All surveys are anonymous and voluntary. Due to the small cohort size of the program each student is **strongly** encouraged to participate in order to get an accurate assessment of the content and quality of the program.

GOOD ACADEMIC STANDING

For a student to maintain good academic standing in the Graduate School, a grade point average of at least 3.0 (B average) and overall satisfactory performance on pass/not pass courses are required. Satisfactory performance on pass/not pass courses is defined as the earning of at least as many hours of P grades as hours of NP grades combined. (SECTION 6, POLICY 1, GRADUATE SCHOOL POLICY LISTINGS) In addition, Genetic Counseling Program policy states that a student must successfully complete a grade of B or better in all core genetic counseling classes.

PROBATION & DISMISSAL

Students who are admitted on probation must demonstrate their ability to perform at the level required for graduation by establishing good academic standing at the end of the term when their graduate semester hours attempted equal, or first exceed, 12. Students who do not accomplish this level of performance may be dismissed from the UAB Graduate School.

A degree-seeking or non-degree-seeking graduate student who has been in good academic standing, but who at the end of any regular term fails to meet the criteria to continue in good academic standing, will be placed on probation. Such a student must re-establish good academic standing within the next two regular terms of graduate study undertaken. Students who do not accomplish this level of performance may be dismissed from the UAB Graduate School.

The rules stated above govern university probation and dismissal, administered by the Graduate School. Individual graduate programs may establish and administer program probation and dismissal governed by stricter requirements. In general, a student's retention in a specific graduate program is contingent on the faculty's belief that the student is likely to complete the program successfully. If the faculty ceases to hold this belief, the student may be dismissed from the program. (SECTION 6, POLICY 3, GRADUATE SCHOOL POLICY LISTINGS)

GRADES

The grade of A is used to indicate superior performance, B for adequate performance, and C for performance only minimally adequate for a graduate student. Any graduate student completing a course at the 500 level or above with a performance below the C level will receive a grade of F, since the Graduate School does not use the grade of D. (SECTION 4, POLICY 1, GRADUATE SCHOOL POLICY LISTINGS)

The grades for academic courses are compiled, as stated in the syllabus, to develop a final course grade. The course instructor will inform the students of the system of proportioning of scores used to develop the course grade. Minimum performance criteria designated by the course instructor must be achieved by the student. These criteria indicate the level of competency of the individual student.

The student's grade point average is calculated by dividing the total quality points earned by the semester hours attempted. Semester hours attempted is defined as the total semester hours for any

course in which the student was registered on a regular basis and receives an A, B, C, F, or WF. Quality points are awarded as follows:

Quality Points	Letter Grade
4	A
3	B
2	C
None	P, NP, F, or WF

Students are not allowed to share their grades with one another. THE UAB Genetic Counseling Program encourages a non-competitive environment and sharing grades is counter-productive to student progress.

SCHOLASTIC REQUIREMENTS

The Program requires that students maintain an overall “B” (3.0) average in all course work in compliance with the UAB Graduate School. Students should obtain an “A” or “B” in all program courses (GC prefix) and clinical rotations. Failure to make an “A” or “B” may result in remediation and/or repeating this course as determined by the program director. If you fail a GC course you will be dismissed from the program per UAB Graduate School policy.

A student who receives a grade of “F” will be dismissed from the program. An official letter notifying the student of their dismissal will be sent to the student from the program director and the student will be administratively dismissed from the program. Students dismissed from the program for academic reasons have the opportunity to re-apply to the program. Students that wish to re-apply must make an appointment to meet with the program director (face-to-face). Upon meeting with the program director, if the student would like to re-apply to the program they can do so by completing the full application process. **Students granted re-admission to the program are required to sit out at least 2 semesters before they register for program-specific courses.**

NOTE: The re-application is assessed on the same basis as a “first-time” applicant and the program does not guarantee that the student’s re-application will be granted.

TECHNOLOGY USE IN THE CLASSROOM

Students are expected to use technology in the classroom according to UAB policies and be in compliance with directions included in each course syllabus.

“The use of any personal computational or communications devices in the classroom, not otherwise governed by UAB or course policies, is subject to the approval of the instructor. This includes (but is not limited to) the use of calculators, computers, personal digital assistants, text pagers, and cell phones.

Any such devices without instructor approval are not permitted.

The use of such devices without permission of the instructor may be considered a violation of UAB’s non-academic conduct policies. The use of such devices to facilitate an act of academic misconduct

(such as cheating or plagiarism) will be considered a violation of the UAB Academic Honor Code and will be sanctioned as outlined in the Code.”

APPLICATION FOR DEGREE

Each candidate for a master’s degree must signify the intention to complete the requirements by a particular graduation date by completing the online application for degree in the graduation planning system. Because this form is used to check completion of requirements, order the diploma, and enter the student in the commencement program, the online form must be completed by the deadline provided online (<http://www.uab.edu/graduate/deadline-dates>). Students must be registered for at least 3 semester hours of graduate work in the semester they plan to graduate. (SECTION 9, POLICY 7, GRADATE SCHOOL POLICY LISTINGS)

NOTE: The issuing of the MS degree is not contingent upon the student passing any type of external certification or licensure examination. Students having successfully completed the program are eligible to sit for certifying and licensing examinations.

CLINICAL TRAINING

Formal clinical training coursework will begin the summer term after the successful completion of the first year coursework. We currently have >25 approved clinical training sites (on-campus & off-campus) for the UAB-GCP and >30 different approved clinics. **Students are encouraged to go off campus for the summer rotation. Students desiring to exercise this option must notify the program director by the end of the first semester in order to establish clinical affiliations. Summer internships off-site are also available and are detailed in the Rotation Manual that students will receive. Off-site rotations during the school year are also possible and are to be coordinated with the Assistant Director of the GCP. All offsite rotations are subject to institutional/hospital affiliation agreements and commitment by supervisors at the site.** The timing of rotations varies slightly each year. Rotations begin after the first full year of didactic curriculum. The UAB lab rotation typically occurs during the two weeks following Spring semester exams. These dates may vary slightly each year due to availability of lab directors and conflicts with national conferences. The 4 week summer clinical rotation is arranged during a time convenient for the training site, supervisor, and student. The rotations that occur during the second year of training (Fall and Spring) typically begin the second week of August and end the week of Spring exams. These dates are subject to slight variation due to demands on clinical placements and the clinical training site. Conflicts for students who are unable to commit to these dates will be considered by the program on a case by case basis and accommodations will be made to assure students successfully complete all required rotations.

The clinical experience component of graduate training provides students with a breadth of experience in traditional and non-traditional areas of genetic counseling. The ACGC core competencies, ABGC practice analysis, and board certification guidelines were all considered in the development of this portion of the program. The clinical experience begins as a part of the didactic coursework offered in the first year. Introducing students to the clinic early in the program is designed to offer a clinical perspective to the information discussed in the classroom and to foster the development of critical

thinking about genetic counseling principles early in each student’s education. Each student will complete 1 four week summer rotation and 4 seven to eight week clinical rotations during the fall and spring of the second year. Rotation types include prenatal, pediatric, specialty clinics, cancer, adult, laboratory, and research genetic counseling. There are 4 required rotations (which offer a combination of the above specialties) and one additional rotation. Rotations are designed to allow students to use their last rotation as an elective rotation to repeat in an area of personal interest, to gain the type of logbook cases still needed, or for remediation as needed. Students will incorporate their clinical experiences from rotations into their second year courses through teaching and reflection on the genetic counseling process. Documentation for clinical experience will consist of evaluations and the internal program logbook (TaskStream). Rotation hours are represented as credit hours, and syllabi and grades are reported for each rotation.

Rotation 1	Rotation II	Rotation III	Rotation IV	Rotation V
Summer	Fall, 2nd Year	Fall, 2nd Year	Spring, 2nd Year	Spring, 2nd Year
4 Weeks	7-8 Weeks	7-8 Weeks	7-8 Weeks	7-8 Weeks
140-180 Hours per Rotation	2-3 Days or 14-24 Hours Weekly	2-3 Days or 14-24 Hours Weekly	2-3 Days or 14-24 Hours Weekly	2-3 Days or 14-24 Hours Weekly

Student’s responsibilities and rotation expectations/policies are further outlined in the **UAB Genetic Counseling Program Rotation Manual**, which will be distributed to students and reviewed with students prior to their first rotation. The manual also contains the list of approved on-campus and off-campus rotation sites. This includes the hospital names and locations, the contact information, and names of specific clinics approved.

TaskStream information: TaskStream is a web based portfolio system that will be utilized to monitor the cases students collect and their rotation performance. Each student is required to obtain a subscription to this service at a cost of \$49.99/year (Cost is quoted for 2018). For enrollment information please see: <http://www1.taskstream.com/>. Students will be oriented to this system and student subscription will be discussed further during class prior to the students’ first rotations.

STUDENT TRAVEL FUND

A Student Travel Fund was established in 2017 to assist UAB Genetic Counseling Training Program (GCTP) students with costs associated with off-site clinical rotations occurring during their second year of training. Disbursements are dependent on the amount of monies in the fund, and are not guaranteed in any way. Should funds be available, a maximum level of approved funding will then be awarded to a student. The process by which these funds can be requested is outlined in the *Student Travel Funds Distribution Policy and Procedure*.

School of Health Professions- Genetic Counseling Program

Policy Name: Student Travel Funds Distribution Policy and Procedure

Date Approved: 6/1/2018

Approver(s): Patricia Z. Page, Jessica Denton, Shameria Littleton

Background: Beginning in the Fall of 2017, a travel fund was established to assist UAB Genetic Counseling Training Program (GCTP) students with costs associated with off-site clinical rotations occurring during their second year of training. This policy is intended to outline the process by which these funds could be distributed to students. Travel is defined as mileage, airfare, or hotel costs.

Policy Content: Depending on the amount of funds available, monies included in the travel fund will be used for student assistance according to the following priorities:

- Travel to the UAB campus from the site of the clinical rotation for the last week of the program and graduation. May also include hotel costs for this time period.
- Travel between the UAB campus and the site of the clinical rotation for remediation. May also include hotel costs for this time period.
- Travel between two non-UAB clinical rotation sites during a transition between rotations.
- Travel between UAB and clinical rotation sites.

Funds cannot be used for travel from the student's permanent residence to UAB or from the student's permanent residence to an offsite clinical rotation.

Funds for mileage will be reimbursed after they have been incurred. Receipts should be turned into CDS administrative staff in a timely manner. Hotel stays and flights must be directly arranged through CDS administration staff.

Procedure: The potential availability of the Student Travel Fund to assist with student travel will be included in the Student Handbook and discussed during orientation. Funds can be requested any time after successful completion of the first year in the program. In order to be considered, the student must be in good standing. A maximum level of approved funding will then be awarded at the discretion of the Program Director and Assistant Director, taking into account the financial need and anticipated overall amount of program-related travel costs for the applicants.

FINANCIAL ASSISTANCE AND CLINICAL TRAINING TRACKS

Off-site clinical rotations in Year 2 may impact the estimated cost of the program and differ by training track. Students may request an adjustment to the amount of financial assistance awarded them by direct request to the UAB Financial Aid Office (<https://www.uab.edu/students/paying-for-college/>; 205-934-8312.)

EVALUATION OF CLINICAL PERFORMANCE

Students will be evaluated throughout their clinical training based on expected skills during training. Please see the Cross-Rotation Objectives for more details. Students will have the opportunity to evaluate their clinical supervisor and the clinical experience. This information will be shared with the clinical site and personnel following graduation. Students must successfully complete each clinical rotation to fulfill the clinical requirements for graduation. They also must obtain the required cases for the ABGC certification exam as a requirement for graduation.

Cross-Rotation Objectives			
Role/Competence	Beginning student should be able to:	Intermediate student should be able to:	Advanced student should be able to:
Case preparation	Identify applicable tests; prepare written case plan or session guide; perform chart review.	Know where to find information (e.g. databases); perform adequate lit search; assess what information is relevant to family's situation and what additional info is needed for the indication.	Prepare to order applicable tests; independently obtain insurance preauthorization/LMN, prepare diagnostic differential, and/or evaluate the indication for referral.
Collect/document medical, pregnancy, and/or developmental history	Elicit a complete medical history with the aid of any forms used by the clinic; present relevant highlights of medical history in case conference, when appropriate.	Target the medical history to the indication for referral; succinctly present medical history to the attending or in case conference, when appropriate.	Recognize emerging elements of the medical history that may support an existing diagnosis or lead to a new diagnosis and discuss these elements with the attending; integrate psychosocial elements to the visit into the medical history, when appropriate (e.g. clients' feelings about past events).
Collect/document family history/pedigree	Elicit and record a family history within 30 minutes; present relevant highlights of family history in case conference, when appropriate.	Target the family history to the indication for referral; finish most pedigrees (three generations) within 20 minutes using correct notation; succinctly present family history to the attending or in case conference, when appropriate.	Recognize emerging elements of the family history that may support existing diagnosis or lead to new diagnosis; discuss these elements with the attending; integrate psychosocial elements to the visit into the family history, when appropriate (e.g. grief, family dynamics, cultural sensitivity).

Risk assessment	Identify elements of risk specific to the case; identify appropriate risk assessment tools/methodology.	Comprehensively identify elements of risk (e.g., pedigree, medical data, lab data, environmental/lifestyle factors) and perform risk assessment/calculation of recurrence/occurrence	Correctly assess, calculate, and interpret risks of recurrence/occurrence within the context of the medical/family history.
Evaluate/ coordinate genetic testing	Identify and discuss appropriate testing options for the family/patient.	Demonstrate synthesis of testing logistics to evaluate testing options. Adequately prepare paperwork for discharge and testing ordered.	Help the family identify the usefulness of the test/results in their overall situation; in consultation with attending, recommend tests (e.g., specific labs) and referrals; coordinate testing when elected by pt.
Clinical documentation	Document basic case presentation as a clinic note or letter. Recognize legal importance of medical documentation and confidentiality.	Document complete case presentation and case management as a clinic note or letter	Document complete case presentation and case management and encounter, with proper syntax and appropriate readability in a clinic note or letter, in accordance with site standards and professional guidelines
Follow-up	Assist in the establishment of a case management plan or identify additional concerns to manage post-session	Help participate in post-session needs (i.e., conduct literature review for unanswered questions/concerns, identify other professionals or resources for unmet pt needs).	Direct clients to resources appropriate for the specific family's needs (i.e. setting or type of support, response to health disparity); respond to their post-session needs.
Develop counseling plan/agenda	Develop a basic counseling plan and agenda	Develop a thorough counseling plan and agenda that includes pertinent education issues to address	Develop a thorough counseling plan and agenda that includes pertinent education issues to address and use to guide a session
Educate about inheritance patterns	Understands etiology of inheritance patterns, recognizes red flags that differentiate potential inheritance patterns, and can provide written explanations of the patterns	Able to educate patients about basic modes of inheritance in language appropriate for the patient	Able to educate patients about modes of inheritance and discuss familial implications of disease.

Provides risk counseling	Explains Mendelian inheritance and risk factors relevant to the case.	Discuss empiric risk information; describe complex modes of inheritance. Educate patients about their personal and/or familial risks.	Discuss factors that contribute to risk assessment and help families incorporate risk information into their lives/decisions.
Discussion of diagnosis & natural history	Discuss relevant clinical information and clinical features; describe reduced penetrance, variable expression.	Discuss possible diagnosis; assess client's reaction to and understanding of diagnostic and natural history information. Convey genetic, medical, and technical information about the diagnosis, etiology, natural history, and prognosis of genetic conditions and/or birth defects.	Help client integrate diagnostic and natural history information into their lives and fully understand the diagnostic process. Uses language appropriate for disability awareness.
Provides medical management/prevention/treatment information	Can compile resources and recommendations for medical management, prevention, treatment, and surveillance information.	Aware of current medical management, prevention, surveillance, and treatment of genetic conditions and/or birth defects.	Describes recommendations for medical management, prevention, surveillance, and treatment of genetic conditions and/or birth defects. Appropriately uses the continuum of directiveness/non-directiveness.
Reviews genetic and/or prenatal testing options and possible b/l/results	Compiles organized info describing the technical and medical aspects of diagnostic and screening tests and reproductive options, including associated risks, results, benefits, limitations, sensitivity and specificity. Includes visual aids to facilitate decision making.	Review the technical and medical aspects of diagnostic and screening tests and reproductive options, including associated risks, results, benefits, limitations, sensitivity and specificity.	Facilitates informed decision making via informed consent regarding testing. Considers or makes patient aware of contributing factors such as discrimination, issues of financial or reimbursement context, their values, and adheres to patient autonomy.
Results disclosure	Adequately prepares for results disclosure - including consideration of items such as timing, context of family history, age, etc.	Provides a balanced description of diagnoses and discusses positive, negative, or inconclusive test result with patient via phone or in person. Can include development of visual teaching aids or provision of educational materials.	Interprets results and discusses them with the family/pt with values and language appropriate for family. Reviews etiology and implications of result.

Research options/ consent	Appreciate the value of research in genetic counseling	Demonstrate awareness of how to identify research opportunities for patients as relevant.	When indicated, discuss research opportunities and/or consent the patient for the study in compliance with site and IRB standards
Rapport/ Contracting	Initiate the GC session. Create an agenda for the session and present it to the client.	Elicit the clients' concerns, perceptions, expectations, and knowledge of genetic counseling and the purpose of the visit. Describe the genetic counseling process.	Apply the client's perceptions and expectations of GC and the purpose of the visit to the agenda. Amend/establish the agenda based on the clients' needs and understanding, and as needed throughout the session (not only at initiation).
Psychosocial assessment	Assess client's psychosocial needs, beliefs, or emotions. Identify and record basic elements (e.g. marital status, occupation, age, gender)	Elicit and/or evaluate social and psychosocial histories to recognize and record more detailed elements of psychosocial assessment (e.g. unresolved grief, fear, anger)	Develop and/or discuss a plan with patients for needed psychosocial work, state, or needs (e.g. crisis intervention, referral, decision-making tools, reaction to illness)
Psychosocial support/counseling	Build alliance with patient/family; Use basic psychosocial skills (e.g., use empathic statements appropriately, use active listening, open ended questions, reflection, normalization). Attend to verbal and non-verbal clues.	Discuss clinical information while assessing client's reaction and gauging understanding of information; use psychosocial strategies to address client needs (e.g. build self-esteem, understand their experience, validate their belief) and to facilitate their understanding, retention, perception, and decision making. Recognize instances of transference and/or countertransference.	Provide short term, client-centered counseling, psychosocial support, and anticipatory guidance to the family as well as addressing client concerns. Help the client/family integrate the information into his/her life based on their values; integrate psychosocial activities with other activities of the GC session; use advance psychosocial strategies (e.g. confrontation, discussion their adaptation or coping mechanism). Maintains professional boundaries by ensuring directive statements, self-disclosure, and self-involving responses are in best interest of patient.

Resources identification/referral	Identify patient resources, including local, regional, and national support groups or resources. May include information on genetic discrimination and related legislation.	Evaluate the different resources/referrals available. Awareness of GC scope of practice.	Identify appropriate medical referrals independently (ie. knows when to refer for dietician, surgeon, etc.); design, conduct, and assess the case management plan (resources/referrals).
Case processing/ Self-assessment/ Reflection	Identify difficult personal issues, values, biases, and case-related issues and discuss with supervisor; maintain patient confidentiality. Seek feedback and respond appropriately.	Build alliances with members of team and outside professionals; use strategies to resolve difficult personal and case-related issues. Can discuss what went well and what areas need to improve. Accept responsibility for one's physical and emotional health and its impact on professional performance.	Critically thinks about the session in active reflection. Recognize breaches of professional conduct in self or others (e.g., conflict of interest, professional boundaries); plans and carry out a strategy to remedy the situation. Demonstrates ability to self-reflect and engage in self-care and initiative for life-long learning.

Note: The areas of competence are the ACGC education/management/counseling roles for the logbook. The rest of the table gives examples of cross-rotation expectations. It is not an exhaustive list and is intended to help guide students (and supervisors) toward understanding (and being able to effectively discuss) professional development of GC skills over time. Supervisors need to take these into account when filling out evaluation forms. It is not necessary for each student to meet each objective in order to complete a successful rotation. Fulfillment of roles should progressively advance and attention is drawn to beginner, intermediate, and advanced skills for each role above.

CPR TRAINING

Some rotation sites require that students complete CPR training before attending their rotation. UAB and Children's Hospital rotations do not require CPR training. Information on how to take this course locally will be provided to students if needed.

BLOODBORNE PATHOGEN TRAINING

To complete the online Bloodborne Pathogen training course (BIO300), UAB students should go to the following website: <https://www.uab.edu/learningsystem/>. This training should be completed prior to the beginning of GC 650 as preparation for the clinical lab rotation.

Enter your blazer ID to complete the online training course. After completing the online course (which takes approximately 1-2 hours), you will take a test. The course involves online reading and tests, and successful completion will generate a certificate that should be presented to the course instructor on or before the first day of the GC 650 course.

You can log into BlazerNet to see your score and print your certificate for all courses taken throughout this learning management system. www.uab.edu/blazernet. The course provides certification for two years.

GRADUATE PROJECT INFORMATION

NON-THESIS PLAN II PROJECT:

All students will complete a non-thesis graduate Plan II project. The UAB Graduate School recognizes two principal paths, known as Plan I and Plan II, which lead to the master's degree. Plan II may not require research and does not require a formal thesis, but a minimum of 30 semester hours of appropriate graduate work must be completed in good academic standing. Although thesis research is not required as part of a Plan II course of study, the student is expected to gain insight into the techniques of problem posing and problem solving and to use these insights to prepare a written report. A plan of study/course curriculum outline is required for all Plan II master's students when submitting the application for degree (before graduation). The curriculum is outlined below, and detailed in the syllabi mentioned.

Completion of this Plan II project is designed to meet the ACGC professional practice based competencies 18a-g and 20a, which state that the student must "Demonstrate understanding of the research process" and "Display initiative for lifelong learning."

Objectives of the Plan II project include:

- 1) Demonstrate the ability to formulate a research question and an understanding of the research process.
- 2) Implement a project or scholarly activity that will contribute to the field of genetics, with the projects' rationale and objectives clearly defined and the research methodology outlined and described.
- 3) Plan and execute a thorough search and review of the literature. Identify resources, critically assess genetic/genomic, medical and social science literature and information, and generate a literature review that reflects organization, summarization, and synthesizing of information. (ACGC PBC #7).
- 4) Communicate and collaborate with a faculty committee to gather feedback, review project plans, and meet program deadlines.
- 5) Create written work that is at the appropriate level for submitting for publication in a professional journal or presentation at a professional conference.
- 6) Engage in self-reflection/evaluation of writing and the peer review process.
- 7) Display an initiative for lifelong learning (ACGC PBC #20).
- 8) Experience presenting research findings or project outcomes to professionals through oral presentation and development of visual aids. Effectively give a presentation on genetics, genomics and genetic counseling issues while assessing and determining the educational goals and learning objectives based on the needs and characteristics of the audience. Present using a delivery style that results in effective communication to the intended audience that is clear and unambiguous. (ACGC PBC #16).
- 9) Recognize and acknowledge situations that result in a real or perceived conflict of interest. (ACGC PBC #17).
- 10) Describe the importance of human subjects' protection and the role of the Institutional Review Board (IRB) process (ACGC PBC #18). Complete IRB training.
- 11) Articulate the value of research to enhance the practice of genetic counseling (ACGC PBC #18).
- 12) Apply knowledge of research methodology and study design to critically evaluate research outcomes (ACGC PBC #18).
- 13) Learn to appropriately cite and reference published work.
- 14) If applicable to the project, appreciate the role of statistics and data analysis, with focus on interpreting results and applying them to the research question or project as applicable.
- 15) Demonstrate the ability to acquire the minimum of 30 semester hours of appropriate graduate work, which must be completed in good academic standing within the 21 month timeframe of the program.

Note: Specific requirements related to deadlines are found within the Project Manual, which is distributed separately to students. Details regarding the process for choosing an acceptable project idea and producing an acceptable final manuscript are also within that manual.

OVERALL PROJECT TIMELINE:

All Plan II projects should be completed within the 21 month time frame of the program. However, if a student is unable to fully complete his or her project but is making significant progress, an extension may be considered. The student must notify the program director in writing as soon as possible if they feel an extension will be needed. The student must work with the program director, advisor, and project committee to arrange for a timeline of the extension. The student must also remain registered for non-thesis research credit until the project is complete. If an extension is granted, the maximum extension period is one year. The student will graduate in the term in which he or she completes the project.

UAB GC Program – Project Timeline

Fall First Year	Spring First Year
<p>“WHAT will I do?”</p> <p>Complete IRB training online</p> <p>Decide on topic/question/project</p> <p>Confirm plan with advisor by the end of the term</p> <p>Confirm project committee members by the end of the term</p>	<p>“HOW will I do it?”</p> <p>Literature search and review – to determine sufficient and current information available and applicable to project</p> <p>Exposure to writing scientific paper (via elective CDS 625)</p> <p>Committee meeting to determine design/plan for implementation and confirm survey design</p> <p>Complete written proposal (IRB submission if applicable) describing project plan</p>
Fall Second Year	Spring Second Year
<p>“NOW, I am doing it.”</p> <p>GC 698 (2 hours) – weekly class meetings</p> <p>Implement project /plan – responsibilities for this will vary by project - and analyze data as relevant</p> <p>Begin to draft manuscript</p> <p>Committee meeting to get feedback on introduction and methods section, and status of data collection</p>	<p>“SEE what I’ve done.”</p> <p>GC 698 (2 hours) – weekly class meetings</p> <p>Complete and turn in final written manuscript</p> <p>Committee meeting to review results and final paper</p> <p>Encourage submission for publication to a journal or abstract for professional meeting presentation (submit abstract to UAB Graduate Research Day and NSGC Conference)</p> <p>Oral defense with committee</p> <p>Oral/visual presentation</p> <p>Submit electronic copy to advisor and submit electronic and written copy to program director</p>

PROJECT COMMITTEES

Each student will have a project committee. Committees are expected to include at least 2 people and will likely include genetic counselors, medical geneticists, PhD researchers, and other health professionals with appropriate qualifications in the field of interest. Committee members should commit to being involved in the project through the time of graduation for the student. **A project manual will be given to students and faculty to provide helpful guidelines and expectations for the project.**

Committee meetings are scheduled by the student. The students are responsible for creating an agenda for these meetings and distributing them in advance. The face-to-face meetings are organized to facilitate discussion about the plans for the project, progress of the project, development of the paper, and final presentation. The first committee meeting should be held during the Spring of the student's first year. Additional involvement through email revision of papers and email feedback are expected.

In most cases, the project committee advisor will be the genetic counselor on the committee. While all committee members are essential to the development of a successful student project, the committee advisor is someone who has been designated to spearhead efforts with the student - specifically related to attention to time management and process supervision. Some projects may lend themselves to having another professional (not a GC) serve as the advisor, and this is acceptable.

PROJECT BUDGET

The UAB Genetic Counseling Program does not have a budget for student projects. Students who desire funding for their project should consider funding opportunities through various outside organizations (e.g. NSGC Special Interest Groups), which have their own applications. More information on this is found in the Project Manual, which students will receive separately. Students are encouraged to pursue these after discussion with the program director. Students are expected to be prepared to cover other project-related costs that do not receive funding, which could include cost of copies, mailing costs, survey purchase costs, etc. There is no guarantee that the program will have funding to supplement any specific project, and if there are concerns about feasibility of the budget, a conclusion regarding costs, funding, and student expense should be resolved by the student prior to proceeding beyond the topic selection process. Students will have access to Survey Monkey and RedCap as options for survey platforms. Statistics consultants are also made available to students.

REQUIRED SUPPLEMENTARY MEETINGS

A document with a list of required meetings will be provided during orientation.

REQUIRED SUPPLEMENTAL ACTIVITIES

Students will engage in the following opportunities each semester, and turn in a log the last week of classes. Program directors may verify this information and misrepresentation of participation or attendance will be viewed as non-academic misconduct.

Professional Development Activities (First and second year students)

Lifelong learning and professional development are fundamental components of professional growth and development. UAB offers a wide variety of opportunities for students beyond standard course work to expand their general understanding of genetics and medicine. Professional Development Activities encourage students to participate in these offerings and are a required component of GC 560: Genetic Counseling Journal Club. Each student is required to acquire **6 professional development activities each semester** and turn in the completed log to the GC 560 course instructor at the end of each semester.

Activities that meet this requirement include:

- Attending a lecture on a genetics topics
- Giving a lecture on a genetic topics
- Attending a lecture or symposium on a related topic (epidemiology, cancer, support group, ethical/legal debates, public health, etc.)
- Friday Genetics Seminar (Schedule at <https://www.uab.edu/medicine/genetics/news-events/seminar-series>)

Notice of campus and community events will be communicated to students as they arise. Students are required to get other events approved by program directors ahead of time. **Presentations, lectures and required supplemental activities attended as a class or program requirement cannot be counted toward these activities.**

UAB
Genetic Counseling Training Program
Professional Development Logbook

6 REQUIRED ACTIVITIES PER SEMESTER

Name of Student

Date	Name of Speaker	Topic/Activity	# of Contact Hours	Population/Audience	Summary of event including key points and application of clinical practice

COMMUNITY SERVICE AND CIVIC RESPONSIBILITY (First and Second Years)

As health care providers and members of a university community, service to our supporting community is important and enables one to better understand the individuals in the community that they serve. We encourage students to participate in volunteer work during the program. A log of activities will be collected at the end of each year.

COMMUNITY INVOLVEMENT OPPORTUNITIES

Information about events and volunteer needs are listed below, along with contact information.

SERVICE LEARNING:

- Community involvement as organized through course GC 600

Information about events and volunteer needs are listed below, along with contact information.

SYNDROME SUPPORT GROUPS:

- Neurofibromatosis (NF) Walks: approximately 2 per year
 - One organized by NF Inc. (www.nfnetwork.org)
 - One organized by The Children's Tumor Foundation (www.ctf.org)
 - UAB Annual NF Awareness Day sponsored by Dept of Genetics (<http://medicine.uab.edu/genetics/80728/> or contact Alicia Gomes, MS)
- Tuberous Sclerosis (TS) Support Group (www.tsalliance.org or local chapter chairperson is Carole Pitard at ccpitard@yahoo.com)
 - TS Annual Fundraiser Walk
 - TS Annual Fundraiser Second Hand Sale
 - TS Support Group Meetings: 3-4 per year (volunteers to help organize or provide childcare)
- Turner Syndrome Society Support Group
 - www.turnersyndrome.org
 - Contact local Alabama chapter chairperson for information on events and volunteer needs: Krista Jones (kristamartinjones@gmail.com)
- Cystic Fibrosis Foundation
 - www.cff.org
 - Contact the local Alabama Chapter for information on events and volunteer needs: alabama@cff.org or phone: (205) 870-8565
- Families of SMA (Spinal Muscular Atrophy)
 - www.fsma.org
 - Contact the local Alabama Chapter for information on events and volunteer needs: alabama@fsma.org or phone: (205) 979-6493
- Check local papers for information about other local support groups

CANCER VOLUNTEER OPPORTUNITIES

- American Cancer Society
 - Volunteer Services: <http://www.cancer.org/Involved/Volunteer/index>

- Race for the Cure: Susan G. Komen Foundation
 - www.komenalabama.org
- Relay for Life (American Cancer Society)
 - <http://www.cancer.org/Involved/Participate/RelayForLife/index>
- Cancer Support Groups
 - <http://www.cancer.org/Treatment/SupportProgramsServices/index>
 - http://www3.ccc.uab.edu/index.php?option=com_content&view=article&id=177%3Acancer-center-support-groups&catid=36&Itemid=99

CRISIS COUNSELING/GRIEF SUPPORT

- Birmingham Crisis Center
 - Serving unmet needs of people experiencing personal crisis or mental health issues by responding with services that promote coping, emotional health and well being. This includes Rape Response, Teen Link, Crisis Counseling, and other services.
 - <http://www.crisiscenterbham.com/>
- Community Grief Support Service
 - Volunteers welcome: <http://communitygriefsupport.org/>
- The Amelia Center (Children’s Hospital System)
 - At The Amelia Center, a compassionate and caring group of professional grief counselors and support staff provide counseling and support to parents and families grieving the death of a child. Children, teenagers, young adults (19-21), and their caregivers grieving the death of someone in their life.
 - www.ameliacenter.org
- Sav-A-Life
 - Faith based counseling for unplanned pregnancies (for teens and uninsured), including medical visits, ultrasound, and education regarding pregnancy and STD testing and management
 - Meredith 979-0302, meredithmoorer@savalife.org
 - <http://savalife.org/HowtoHelp/Volunteer.aspx>
 - Involves 18 hour CareNet training, which occurs twice per year
- YMCA
 - Check with your local YMCA. They may have opportunities for you to become involved in a crisis counseling program.
- Victim Services of Cullman
 - <http://www.vsocullman.org/volunteer>

HOSPITAL VOLUNTEERING

- Volunteer at UAB Hospital
 - Volunteer Services: 205.934.4270
 - <https://www.uabmedicine.org/volunteer-services>
 - Email: volunteerservices@uabmc.edu

- Volunteer at UAB Comprehensive Cancer Center
 - Callie Dunaway at (205) 996-5364 or volunteer@ccc.uab.edu.
 - http://www3.ccc.uab.edu/index.php?option=com_content&view=article&id=114&Itemid=124
- Volunteer at Children’s Hospital
 - Volunteer Services: <https://www.childrensal.org/volunteer>
 - Volunteer Services: (205) 939-5199

VOLUNTEER OPPORTUNITIES with SPECIAL NEEDS POPULATIONS

- The Exceptional Foundation
 - At The Exceptional Foundation, our mission is to meet the social and recreational needs of the mentally and/or physically challenged individuals in the greater Birmingham Area. Volunteers welcome.
 - Phone (205) 870-0776
 - www.exceptionalfoundation.org
- Special Olympics
 - Volunteers Welcome. Phone: 334-242-3383
 - http://www.specialolympics.org/Locations/Special_Olympics_NA_Alabama.aspx
- South Highland Presbyterian Church
 - “Sunday Club” for adults with disabilities/psychiatric illness
 - <http://www.southhighland.org/outreach/Local-Missions>
 - Contact Christina Hurst (options to serve meals, prepare meals, or drive the bus)
- Alabama Institute for the Deaf and Blind
 - Volunteer Opportunities: Contact Brownie Giles or Larscene Turk (205)328-3989
- Magic Moments
 - Phone: (205) 939-9372 or info@magicmoments.org
 - <http://www.magicmoments.org/index.php>
- Mitchell’s Place
 - A center specializing in services for children, adolescents and families affected by Autism Spectrum Disorders (ASD)
 - <http://www.mitchells-place.com/volunteer.html>
- Glenwood Autism and Behavioral Health Services
 - They have in-patient facilities and schools not only for kids with autism but also for kids with psychiatric or adjustment disorders.
 - Volunteers welcome: <http://glenwood.org/>
- The Red Barn
 - Horse riding, camps, and other experiences for children and adults with physical, cognitive, and emotional disabilities or special circumstances

- Details on volunteer opportunities: <http://theredbarn.org/volunteer/> You do not need to know anything about horses to volunteer!
- Special Equestrians
 - <https://www.specialequest.org/volunteers>
 - Therapeutic horseback riding and equine assisted activities to persons with physical, mental, developmental, and emotional disabilities.
- March of Dimes
 - Volunteers welcome: <http://www.marchofdimes.com/alabama>
- VSA Alabama: 1915 4th Avenue South, Birmingham, Alabama 3523, Phone 205.307.6300
 - <http://vsaalabama.org/>
 - VSA Alabama is a statewide, non-profit organization dedicated to serving children and adults with disabilities and chronic illnesses through the arts. We offer visual arts, drama, creative writing, drumming and rhythm, creative movement, music therapy, and art therapy programming. Opportunities for volunteers and internships available

OTHER RELEVANT VOLUNTEER OPPORTUNITIES:

- Girls, Inc. of Central Alabama
 - Provides after school programs for school-age girls of diverse racial and economic backgrounds. Girls Inc.
 - Programming includes: science, math, technology, career development, economic literacy, English & creative writing, healthy living, arts, sports and cultural enrichment.
 - 4 week summer camp on UAB's campus
 - Volunteers need to be college age or older. More information: <http://www.girlsinccentral-al.org/how-to-help/volunteer.html>
- Volunteer Match Online
 - <http://www.volunteermatch.org/search/index.jsp?r=msa&l=35987>
- Ronald McDonald House of Alabama
 - <https://www.rmhca.org/volunteer/individual-volunteers/>
 - Individual volunteers do many different things such as cleaning the kitchen and common areas, preparing [pop tabs](#) for recycling, sprucing up our courtyard, serving as a House ambassador at community events, completing administrative tasks, and more.
- The WellHouse
 - <http://www.the-wellhouse.org/home/volunteer/>
 - The WellHouse seeks to rescue and provide opportunities for restoration to victims of human trafficking
- Penelope House
 - <http://www.penelopehouse.org/make-a-difference.html>
 - The mission of Penelope House is to provide safety, protection, and support to the victims of Domestic Violence and their children through the provision shelter, advocacy, and individual and community education.
- Pathways Home

- <http://www.pathwayshome.org/how-you-can-help/volunteer.html>
- Pathways is a United Way agency that serves 1,300 women and children experiencing homelessness in the Birmingham area each year
- Jimmy Hale Mission
 - <https://jimmiehalemission.com/>
 - A multi-faceted ministry with several programs including a homeless shelter for men, a shelter for women and children, after-school Bible clubs, recovery programs, learning centers and fundraising thrift stores.
- Birmingham Aids Outreach
 - <http://www.birminghamaidsoutreach.org/>
- Impact Mentoring
 - <http://www.impactmentor.org/index.html>
 - IMPACT Mentoring provides one-on-one mentoring services to children in the Jefferson County area who have been impacted by incarceration or children with disabilities through matching them with caring, adult mentors who have been thoroughly screened and trained.
- Community of Hope Health Clinic
 - <https://www.communityofhopeclinic.com/volunteer>
 - The Community of Hope Health Clinic (CHHC) is a medical mission that provides non-emergent medical care to Shelby County adults ages 19 – 64 and have no health insurance and whose household income is at or below 200% of the poverty level.
- Good Samaritan Health Clinic
 - <http://www.goodsamaritancullman.com/volunteer/vol.html>
 - Primary health and wellness care to low-income, uninsured individuals in need of a medical home
- Firehouse Men’s Shelter
 - <https://firehouseshelter.com/get-involved/volunteer/>

UAB
Genetic Counseling Training Program
Community Involvement Logbook

COLLECTED AT THE END OF EACH ACADEMIC YEAR

Name of Student

Date	Name of Organization	Roles Performed	# of Contact Hours	Population Involved	# of Attendees

NATIONAL SOCIETY OF GENETIC COUNSELING CODE OF ETHICS

A Code of Ethics is a document which attempts to clarify and guide the conduct of a professional so that the goals and values of the profession might best be served.

Preamble:

Genetic counselors are health professionals with specialized education, training, and experience in medical genetics and counseling. The National Society of Genetic Counselors (NSGC) is the leading voice, authority and advocate for the genetic counseling profession. As such, the NSGC is an organization that furthers the professional interests of genetic counselors, promotes a network for communication within the profession, and deals with issues relevant to human genetics. With the establishment of this code of ethics the NSGC affirms the ethical responsibilities of its members and provides them with guidance in their relationships with self, clients, colleagues, and society. NSGC members are expected to be aware of the ethical implications of their professional actions and to adhere to the guidelines and principles set forth in this code.

Introduction

A code of ethics is a document that attempts to clarify and guide the conduct of a professional so that the goals and values of the profession might best be served. The NSGC Code of Ethics is based upon the relationships genetic counselors have with themselves, their clients, their colleagues, and society. Each major section of this code begins with an explanation of one of these relationships, along with some of its values and characteristics. These values are drawn from the ethical principles of autonomy, beneficence, non-maleficence, and justice. Although certain values are found in more than one relationship, these common values result in different guidelines within each relationship.

No set of guidelines can provide all the assistance needed in every situation, especially when different relationships appear to conflict. Therefore, when considered appropriate for this code, specific guidelines for prioritizing the relationships have been stated. In other areas, some ambiguity remains, allowing for the experience of genetic counselors to provide the proper balance in responding to difficult situations.

Section I: Genetic Counselors Themselves

Genetic counselors value competence, integrity, veracity, dignity, and self-respect in themselves as well as in each other. Therefore, in order to be the best possible human resource to themselves, their clients, their colleagues, and society, genetic counselors strive to:

1. Seek out and acquire sufficient and relevant information required for any given situation.
2. Continue their education and training.
3. Keep abreast of current standards of practice.
4. Recognize the limits of their own knowledge, expertise, and therefore competence in any given situation.
5. Accurately represent their experience, competence and credentials, including training and academic degrees.
6. Acknowledge and disclose circumstances that may result in a real or perceived conflict of interest.

7. Avoid relationships and activities that interfere with professional judgment or objectivity.
8. Be responsible for their own physical and emotional health as it impacts on their professional performance.

Section II: Genetic Counselors and Their Clients

The counselor-client relationship is based on values of care and respect for the client's autonomy, individuality, welfare, and freedom. The primary concern of genetic counselors is the interests of their clients. Therefore, genetic counselors strive to:

1. Serve those who seek services regardless of personal or external interests or biases.
2. Clarify and define their professional role(s) and relationships with clients, and provide an accurate description of their services.
3. Respect their clients' beliefs, inclinations, circumstances, feelings, family relationships and cultural traditions.
4. Enable their clients to make informed decisions, free of coercion, by providing or illuminating the necessary facts, and clarifying the alternatives and anticipated consequences.
5. Refer clients to other qualified professionals when they are unable to support the clients.
6. Maintain information received from clients as confidential, unless released by the client or disclosure is required by law.
7. Avoid the exploitation of their clients for personal advantage, profit, or interest.

Section III: Genetic Counselors and Their Colleagues

The genetic counselors' relationships with other genetic counselors, students, and other health professionals are based on mutual respect, caring, cooperation, and support. Therefore, genetic counselors strive to:

1. Share their knowledge and provide mentorship and guidance for the professional development of other genetic counselors, students and colleagues.
2. Respect and value the knowledge, perspectives, contributions, and areas of competence of colleagues and students, and collaborate with them in providing the highest quality of service.
3. Encourage ethical behavior of colleagues.
4. Assure that individuals under their supervision undertake responsibilities that are commensurate with their knowledge, experience and training.
5. Maintain appropriate limits to avoid the potential for exploitation in their relationships with students and colleagues.

Section IV: Genetic Counselors and Society

The relationships of genetic counselors with society include interest and participation in activities that have the purpose of promoting the well-being of society and access to health care. Therefore, genetic counselors, individually or through their professional organizations, strive to:

1. Keep abreast of societal developments that may endanger the physical and psychological health of individuals.
2. Promote policies that aim to prevent discrimination.
3. Oppose the use of genetic information as the basis for discrimination.
4. Participate in activities necessary to bring about socially responsible change.
5. Serve as a source of reliable information and expert opinion for policymakers and public officials.
6. Keep the public informed and educated about the impact on society of new technological and scientific advances and the possible changes in society that may result from the application of these findings.
7. Support policies that assure ethically responsible research.
8. Adhere to laws and regulations of society. However, when such laws are in conflict with the principles of the profession, genetic counselors work toward change that will benefit the public interest.

Adopted 1/92 by the National Society of Genetic Counselors, Inc., and revised 12/04, 1/06.