



THE OHIO STATE UNIVERSITY

COLLEGE OF MEDICINE

**OHIO STATE UNIVERSITY
DIVISION OF HUMAN GENETICS**

MS in GENETIC COUNSELING

GRADUATE PROGRAM POLICIES AND PROCEDURES MANUAL

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SECTION 1: GENERAL INFORMATION

The Graduate Faculty of The OSU Genetic Counseling Graduate Program (OSU-GCGP) offers one degree: the M.S. in Genetic Counseling. There are two major documents that contain the rules, procedures, and guidelines for graduate students in the OSU-GCGP in the College of Medicine.

The first of these documents is the [Graduate School Handbook](#). The [Graduate School Handbook](#) contains the rules and procedures of the Graduate School of the Ohio State University. These are rules that are applied across the university.

The second document is this document: The OSU-GCGP Policies and Procedures Manual (usually called the GC Student Handbook). The OSU-GCGP Program Policies and Procedures Manual can be found on the Program website.

The OSU-GCGP Program Policies and Procedures Manual is intended to provide graduate students in the OSU-GCGP with guidance in pursuing an advanced program of study in genetic counseling within the College of Medicine. In this manual are statements of the requirements, procedures, and policies for the M.S. degree program offered by the OSU-GCGP. In addition, rules related to graduate studies and adopted by the Graduate Studies Committee are included. The formal mandate of the Graduate Studies Committee is defined in Section XIV of the Graduate School Handbook, which reads:

Each graduate program authorized to offer a graduate degree must have a Graduate Studies Committee. The Graduate Studies Committee oversees and administers its graduate programs and is the liaison between the Graduate School and the Graduate Faculty members in the graduate program.

To assure the high quality of the student experience and the graduate program itself, the graduate faculty of the OSU-GCGP operates under the related rules, regulations, and policies established by the OSU-GCGP, the Graduate School, and the University. Where applicable, and to reduce confusion, some of the material in this Manual is verbatim repetition of material in the Graduate School Handbook. Other portions apply only to graduate students in the OSU-GCGP.

Students are advised to familiarize themselves with the relevant portions of these documents, as many University and Graduate School requirements are not repeated in this manual. It is each student's responsibility to become familiar with and to comply with the various University and School requirements and regulations outlined in the Handbook. By carefully reading the entire Handbook, students should be able to avoid difficulties related to class scheduling, petitions, disciplinary action, and graduation.

In the case of differences in the requirements of the Graduate School and the OSU-GCGP, the stricter of the requirements takes precedence. The Graduate Studies Committee encourages students to bring any conflicting rules or information to the attention of the Committee or the OSU-GCGP Program Leadership. In the case of any conflicts within the Graduate School Handbook or the OSU-GCGP rules or procedures, the Graduate Studies Committee will determine the appropriate solution.

SECTION 2: THE OHIO STATE UNIVERSITY GENETIC COUNSELING GRADUATE PROGRAM

The Master's degree of genetic counseling curriculum is planned and administered to provide the student with a range of knowledge, skills, and behaviors that are required for professional success as a genetic counselor. The educational program addresses foundational knowledge and contemporary issues in medical and psychosocial sciences that are significant to health care and its appropriate delivery to the consumer. The content of the total program is governed, reviewed, and revised in response to historical, political, and social forces as they relate to health care. The OSU-GCGP is accredited by the Accreditation Council for Genetic Counseling.

MISSION

The mission of The Ohio State University Genetic Counseling Graduate Program is to train our graduates to be knowledgeable, compassionate, and scholarly genetic counselors.

PROGRAM GOALS

Graduates of The Ohio State Genetic Counseling Graduate Program will:

- Demonstrate achievement of advanced knowledge in genetics, genomics, and psychosocial counseling for use in evidence based practice.
- Demonstrate the ability to critically think, evaluate and synthesize information from research, as well as produce their own sound and scientific research related to the genetics profession.
- Demonstrate respect and empathy to their patients, peers, learners, supervisors, and other healthcare professionals.
- Achieve positions of leadership within their practice setting, local communities, and national organizations and will provide mentorship to developing genetic counselors.
- Be life-long learners

CURRICULAR GOALS

The curriculum for the graduate program in genetic counseling is designed to provide a foundation in integrated genetic medicine through a selection of core courses. It will proceed to emphasize sub-disciplines based on the expertise of the faculty associated with both didactic curriculum and thesis mentorship. The curriculum will seek to educate individuals capable of conducting independent research with in-depth specialized knowledge in one or more areas. The curriculum is designed to provide a solid educational, technical and experiential foundation for graduate students entering their choice of academic, industrial, regulatory, or other work forces. Finally, the curriculum will seek to provide an environment that nurtures and stimulates the research interests and the intellectual advancement of both students and faculty by providing a forum for scientific and professional discourse.

The OSU GCGP Curricular Goals which are as follows:

1. Knowledge: Graduates of the OSU GCGP will achieve advanced knowledge in genetics, genomics, and psychosocial counseling for use in evidence based practice.
2. Scholarship: Graduates of the OSU GCGP will evaluate and synthesize information from research, as well as produce their own sound and scientific research related to the genetics profession.
3. Compassion: Graduates of the OSU GCGP will respect and empathize with their patients, peers, learners, supervisors, and other healthcare professionals.
4. Leadership: Graduates of the OSU GCGP will achieve positions of leadership within their practice setting, local communities, and national organizations and will provide mentorship to developing genetic counselors.

As such, graduates from this program will possess the following attributes and competencies:

- A thorough knowledge of the principles of human genetics with emphases on Mendelian and non-Mendelian inheritance, population and quantitative genetics, bases of human variation and disease susceptibility, family history taking and pedigree analysis, normal development/abnormal development, human reproduction.
- A unique perspective on the linkage of human genetics to the medical disciplines especially with regard to cytogenetics, biochemical genetics, molecular genetics, embryology/developmental genetics, teratology, and cancer genetics in the identification of the etiology and medical management of disease.
- Mastery of the principles and practice of clinical/medical genetics including clinical features and natural history of a broad range of genetic diseases, complex common disorders and syndromes of unknown etiology, understanding the diagnostic process, understanding genetic testing, utilizing risk assessment skills, and use of genetics literature, databases, and computerized tools.
- A comprehensive understanding of psychosocial content encompassing counseling theory, interviewing techniques, psychosocial development, family dynamics, dynamics of grief and bereavement, ethnocultural sensitivity and competency, and crisis intervention.
- An appreciation of the social, ethical, and legal issues as they pertain to the delivery of genetic services.
- Familiarity with health care delivery systems and principles of public health emphasizing health and social policy, community, regional and national resources, financial/reimbursement issues, and genetics as a component of public health services.
- An ability to develop and deliver appropriate educational materials and lectures to clients, students and colleagues in health and human services.
- A thorough knowledge of planning, organizing and conducting independent research following the norms and standards of the National Institutes of Health and other national research

organizations and societies, and of methods to secure support and independent funding from government and private sources to maintain an independent research program.

- An ability to effectively communicate research findings both orally in small groups or seminars, and in written form in peer-reviewed, published papers to scientists both within and outside the field.
- An understanding of the importance of life-long learning.

CODE OF CONDUCT

The Ohio State University has developed a Code of Student conduct that can be accessed at the following website: the <http://studentconduct.osu.edu/>. In addition, the OSU-GCGP has a "Student Code of Ethics," outlined in this handbook, which defines expectations specific to our students. Each student is responsible for reading and following these expectations.

SECTION 3: PROGRAM ADMINISTRATION & FACULTY

GENETIC COUNSELING GRADUATE PROGRAM GRADUATE STUDIES COMMITTEE AND EXECUTIVE LEADERSHIP

The Graduate Studies Committee consists of the Program Director, who is chair of the Graduate Studies Committee, the Associate Director, and the Medical Director for the OSU-GCGP. The Graduate Studies committee is responsible for the conduct and administration of its graduate program. Included are responsibility for curriculum, admission to the program, evaluation of academic progress, and general oversight of the requirements and rules of the program, although some duties may be delegated to other faculty members and/or committees of the OSU-GCGP.

Actions taken by the committee are subject to approval, modification, or reversal by the OSU COM Leadership. Decisions made by Graduate Studies Committees must comply with Graduate School rules. The Graduate Studies Committee assumes other responsibilities as assigned to it by the Graduate School, the Graduate Faculty members in the graduate program, the head of the academic unit, or the committee members. The committee reports on its actions taken during the year to OSU-GCGP Curriculum Development and Assessment Advisory Board and Graduate Program Faculty.

Name/Title	Telephone Number	E-mail
Dawn C. Allain, MS, LGC Director Graduate Studies Chair Associate Professor, Internal Medicine	293-9713	Dawn.Allain@osumc.edu
Leigha Senter, MS, LGC Associate Director Graduate Studies Committee Member Associate Professor, Internal Medicine	293-7369	Leigha.Senter@osumc.edu
Judith Westman, MD Medical Director Graduate Studies Committee Member Internal Medicine	293-6694	Judith.Westman@osumc.edu
Rachel Flocken Program Coordinator	293-4347	Rachel.Flocken@osumc.edu

GENETIC COUNSELING GRADUATE PROGRAM FACULTY

Graduate students of the OSU-GCGP are enrolled in the Graduate School, not in any of the other university enrollment units. The Graduate Studies Committee in the OSU-GCGP also comes within the jurisdiction of the Graduate School and the Council on Research and Graduate Studies.

Not all people who teach classes at The Ohio State University are members of the Graduate Faculty. Those who are members of the Graduate Faculty can be designated as holding either Category M

status (able to serve on master’s examination committees and serve as advisor for master's degree students), or Category P status (able to serve on master’s or doctoral examination committees, and serve as advisor for master's and doctoral degree students).

Faculty members receive graduate faculty membership only upon the recommendation of the Graduate Studies Committee of a particular unit of the University, such as the OSU-GCGP. Faculty members recognized by the appropriate graduate studies committee thus become members of the graduate faculty of that unit. They do not necessarily have to teach in that unit to be considered part of the unit’s graduate faculty. Table 1 provides a list of Course Directors and Instructors of the OSU-GCGP.

Other non-faculty genetic counselors, physicians, and University staff work on behalf of the OSU-GCGP with students. The work that these individuals provide includes, but is not limited to, the provision of guest lecturers, clinical supervision, committee work and advisory board work.

GENETIC COUNSELING GRADUATE PROGRAM COURSE DIRECTORS/INSTRUCTORS

Name/Title	Telephone Number	E-mail
Dawn Allain, MS, LGC Associate Professor, Internal Medicine	293-9713	Dawn.Allain@osumc.edu
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Heather Hampel, MS, LGC Professor, Internal Medicine	293-7240	Heather.Hampel@osumc.edu
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Katie Ziegler, MS, LGC Prenatal, Mt. Carmel Health System	(380) 898-4074	Katie.Ziegler@mchs.org

COLLEGE OF MEDICINE LEADERSHIP

Name/Title	Telephone Number	E-mail
K. Craig Kent, MD Dean, College of Medicine	292-2600	Sidonia.LaFramboise@osumc.edu
Daniel Clinchot, MD Vice Dean for Education, College of Medicine	688-3104	Sidonia.LaFramboise@osumc.edu

GRADUATE SCHOOL LEADERSHIP

Name/Title	Telephone Number	E-mail
Alicia L. Bertone, DVM, PhD Dean of the Graduate School	247-7413	bertone.1@osu.edu
Theresa Hazelwood Director of Fellowship Services, Graduate School	292-7293	Hazelwood.19@osu.edu
Samuel Jordan Director of Registration Service, Graduate School	292-7257	Jordan.194@osu.edu
Tim Watson Director, Graduate Services	247-7292	Watson.11@osu.edu

SECTION 4: CALENDAR

The OSU-GCGP has established its own Academic Calendar which may not coincide with the University calendar in all instances. The OSU-GCGP follows the University Academic Calendar for holidays and University scheduled breaks **with the exception of fall break and summer session**. The OSU-GCGP does not have a fall break and summer session dates will vary depending on each student's rotation assignments.

Below, under OSU-GCGP Program Dates, are dates and events specific to our program. Students are expected to review the OSU-GCGP schedule each semester, and review each course's syllabi, before making any plans that are contingent on the calendar. It is important to note that dates are subject to change.

University Academic Calendar

Ohio State University Academic Calendar

OSU-GCGP Program Dates

Autumn Semester	
Graduate Program Orientation	Monday through Thursday the week before classes start
Welcome Wine and Cheese Reception	Thursday night of orientation
Fall Potluck	To be determined
National Society of Genetic Counselors - Annual Conference	Second year students To be determined
Spring Semester	
OSU-GCGP Comprehensive Written Examination	Tuesday after Martin Luther King Day
OSU-GCGP Comprehensive Oral Examination	Friday after Martin Luther King Day
Graduate Program Commencement Colloquium	Friday before University Spring Commencement
Graduate Program Pre-Commencement Ceremony	Friday before University Spring Commencement
University Spring Commencement	See University Academic Calendar
Spring Potluck	To be determined
2019 Summer Semester	
First Day of Summer Term *start date depends on clinical placement	First Monday after Spring Commencement
Last Day of Summer Term	Second week of August

COURSES

Autumn Semester			
First year course work		Second Year Course work	
Course Name (Course Director)	Credit Hours	Course Name (Course Director)	Credit Hours
INTMED7000: Foundations in Medicine I (Westman)	2	INTMED7080: Advanced Genetic Counseling I (Allain/Pilarski)	3
INTMED7020: Foundations in Genetics I (Brock/Morales)	3	INTMED7189.06: Clinical Practicum VI (Allain)	2
INTMED7040: Foundations in Genetic Counseling I (Senter)	2	INTMED7189.07: Clinical practicum VII (Allain)	2
INTMED7780: Research Methods (Toland)	2	INTEMD7999.03: Thesis III (Senter)	3
INTMED7189.01: Clinical Practicum I (Allain)	3	INTMED7189.01: Seminar Series I (Allain/Shane)	1
INTMED8050: Current Technologies (Pfau)	2	INTMED7300: Public Health Genetics (Daley)	1
INTMED7189.01: Seminar Series I (Allain/Shane)	1		
Autumn Semester Credit Hours	15	Autumn Semester Credit Hours	13
Spring Semester			
First Year Course Work		Second Year Course Work	
Course Name (Course Director)	Credit Hours	Course Name (Course Director)	Credit Hours
INTMED7010: Foundations in Medicine II (Westman)	2	INTMED8010: The Business of Genetics (Senter)	1
INTMED7030: Foundations in Genetics II (Brock/Jordan)	3	INTMED7090: Advanced Genetic Counseling II (Allain/Pilarski)	3
INTMED7050: Foundations in Genetic Counseling II (Allain)	2	INTMED7189.08: Clinical Practicum VIII (Allain)	2
INTMED7100.01: Advanced Clinical Skills - Reproductive Counseling (Ziegler)	1	INTMED7189.09: Clinical Practicum IX (Allain)	2
INTMED7100.02: Advanced Clinical Skills – Cardiogenetics Counseling (Morales)	1	INTMED7891.02 Seminar Series (Allain/Cassingham/Shane)	1
INTMED7100.03: Advanced Clinical Skills – Pediatric Counseling (Garner)	1	INTMED7999.04: Thesis IV (Senter)	2
INTMED7100.04: Advanced Clinical Skills – Cancer Counseling (Hampel)	1		
INTMED7189.02: Clinical Practicum II (Allain)	1.5		
INTMED7189.03: Clinical Practicum III (Allain)	1.5		
INTMED7891.02: Seminar Series II (Allain/Cassingham/Shane)	1		
INTMED7999.01: Thesis I (Senter)	2		
Spring Semester Credit Hours	17	Spring Semester Credit Hours	11

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Summer Semester	
Course Name (Course Director)	Credit Hours
INTMED7189.04: Clinical Practicum IV (Allain)	5
INTMED7189.05: Clinical Practicum V (Allain)	5
INTMED7999.02: Thesis II (Senter)	2
SUMMER SEMESTER TOTAL CREDIT HOURS	12

ELECTIVE COURSES

Course Name
OSU7717: Interdisciplinary Perspective on Developmental Genetics - LEND Curriculum Fall Semester
OSU7718: Interdisciplinary Perspective on Autism Spectrum - LEND Curriculum Spring Semester
OSUSPHHRNG 5193: Leadership Seminar - LEND Curriculum Spring and Fall Semester

SECTION 5: STANDARDS FOR ENROLLMENT

The Master's degree in Genetic Counseling from The Ohio State University indicates that the individual is a genetic counselor who is competent to practice genetic counseling and is capable of genetic counselor licensure. All graduates are required to demonstrate the knowledge, skills and attitudes needed to provide safe and effective genetic services to diverse patients in a wide variety of clinical settings. Thus, each candidate for admission must possess the skills and qualities required to practice direct patient care regardless of his or her ultimate career goals.

In accordance with the Americans with Disabilities Act as amended, the faculty assembly of the OSU-GCGP requires that the OSU-GCGP will assist the student in making reasonable accommodations which include those assistive devices and strategies that do not change the essential requirements of the curriculum and do not change the standards of performance judged to be acceptable. Assistive strategies that use trained intermediaries to obtain and interpret data from patients on behalf of the student will not be accepted as reasonable.

Prior to receiving reasonable accommodations a student must be evaluated at the Ohio State University Office of Disability Services: <http://ods.osu.edu/>. Students approved through the Office of Disability Services will receive all reasonable accommodations to the study of genetic counseling and for locally administered examinations.

The American Board of Genetic Counseling (ABGC) has an independent approval process for Certification Examination accommodations. For information about the ABGC testing accommodations for the Board Certification Examination, see www.abgc.net.

ORIENTATION

Each year before the first day of Year 1 of the curriculum, the OSU-GCGP requires participation in an orientation program for first-year students. The program includes an official welcome, an overview of the curriculum, introduction to members of the administration, faculty and staff, student life and the learning communities. General information about the College of Medicine and The Ohio State University is also covered. Various activities give students opportunities to get to know their classmates.

Second year students must also attend an orientation program during the first week of the academic year. This orientation will provide an overview of the second year curriculum and thesis expectations; details about the spring semester research colloquium and pre-commencement ceremony; synopsis of responsibilities and goals for attendance at the fall National Society of Genetic Counselors Annual Education Conference; and timeline for final written and oral comprehensive examinations.

Prior to orientation, all students will receive a variety of information from the OSUGCP Program Coordinator to facilitate their matriculation, including course registration information, online computer system registration, request for medical history and immunizations, electronic medical record training, CITI training, HIPAA (Health Insurance Portability and Accountability Act) and Infection Control training.

REGISTRATION

Students will be reminded to register each semester by the OSU-GCGP's Program Coordinator.

Students should promptly make changes in their address or telephone number on the Web at <http://buckeyelink.osu.edu/>. **Students are also required to update addresses and phone numbers with the OSU-GCGP Program Coordinator.** This information must be accurately maintained not only for University records, but also for the protection and benefit of the student.

CREDIT HOURS & RESIDENCY REQUIREMENT

A minimum of 67 graduate credit hours is required to earn a master's degree in Genetic Counseling at The Ohio State University. All of those required credit hours must be completed at this university over a period of at least five semesters. A student must be registered for at least three graduate credit hours the semester or summer term in which graduation is expected.

COMMUNICATION & IDENTIFICATION

E-Mail

Each student is required to have an activated e-mail address within The Ohio State University. The OSU-GCGP will provide assistance with registration during orientation. Administration, faculty and staff will use the firstname.lastname@osumc.edu address assigned to the student for official communications. **Students *may not* forward their emails from the OSUMC address to other email addresses; however, other e-mail address and/or other OSU email addresses such as lastname.number@osu.edu can be forwarded to the osumc.edu address.** This account will be utilized for clinical rotation correspondence, access to the electronic medical system at OSUMC, and completing appropriate regulatory training.

It is the faculty member(s) responsibility to respond to student e-mail inquiries in a timely and professional manner. Students must keep in mind; however, that faculty have responsibilities to the University and Medical Center outside of their OSU-GCGP responsibilities so must allow for a minimum of 1-2 business day turnaround times for *non-urgent* email correspondence. Given that that students also have a heavy course schedule, clinical placement and thesis requirements; they are also allowed a minimum of a 1-2 business day turn around for *non-urgent* matters sent by email from faculty or clinical supervisors.

The OSU-GCGP, College of Medicine, Graduate School, and Student Life use distribution lists for each class year to disseminate information appropriate for the classes. **It is the students and faculty members' responsibility to check e-mail regularly in order to be informed on College events, announcements, and policy changes.**

Cell Phones/Pagers

Cell phones and pagers should be turned to vibrate when in classes, conferences, or clinics. Please refrain from texting or doing personal emails when in class and clinic.

Internet Access on Campus

Virtually everywhere on campus has access to either OSUWMC wireless or OSU wireless. For OSU wireless, students should use their name.# as their username and then their chosen password to connect.

Buckeye Alert Text Messaging System

All students are encouraged to register for the Buckeye Alert Text Messaging System run by OSU Emergency Management. Ohio State's text messaging system is designed to provide rapid notification to alert students, faculty and staff of an emergency situation that requires them to take immediate action to help preserve their safety and security such as disasters, crimes, and severe weather alerts.

Instructions for student text messaging registration are available at:

<http://buckeyealert.osu.edu/sr/>

Use of the Division Equipment and Facilities

Students are provided with resources such as a shared telephone/voicemail, photocopying accessibility, internet connected computers/printers, clinic stationary and other office supplies that are to be used for clinic and class related uses only. Students found to be abusing these privileges will have their privileges revoked. Excessive usage of the departmental printer will result in the students/trainees purchasing any additional cartridges/and or paper required.

Disaster Plans

In the event of a disaster, natural or otherwise, students located at the 2012 Kenny Road Office should assemble in the inner hallway on the first floor. If any student is at another campus location, instructions regarding class meetings and any responses to the disaster will be communicated by email or text message.

Mailboxes

Students have individual mailbox slots in the Division of Human Genetics. **It is the student's responsibility to check their mail slots regularly in order to be informed of Division events or other information.**

Student Identification Cards

Hospital photo IDs are obtained as part of the initial orientation process. Photo IDs can be obtained from Hospital Human Resources and Security, S128 Rhodes Hall (7:00 a.m.-12:00 p.m. and 1:00 p.m. - 4:15 p.m., Monday through Thursday, Friday by appointment only). This ID allows access to hospital buildings for those students who need it. ID cards must be worn at all times when participating in any academic activity involving patient care whether within a hospital or practitioner's office. The hospital ID also allows 24 hour access to student portions of Division of Human Genetics Office.

All students are also required to carry the BuckID card which can be obtained from the BuckID Office, Room 3040 of the Ohio Union (open 9:00 am to 5:00 pm Monday through Friday). Access to university facilities and use of COTA buses require the BuckID. The Buck ID card overrides all other forms of campus identification.

SECTION 6: STUDENT LIFE

FACILITIES

Genetic Counseling Student Carrels

The Division of Human Genetics provides a space where students can study and relax when they have down time. The space is a wireless network environment provided through OSU Guest Services and OSUMC. All personal health information that a student is working on **must be** put in a locked drawer if the student carrel is unattended. **Failure to do so will result in an initial warning. Repetition of offence could result in loss of clinic privileges.**

Computer Access

Computers are available in the Prior Health Science Library for student use. All students will have access to the wireless network within the Division of Human Genetics Office, Graves Halls of the College of Medicine, and the Biomedical Research Tower. Please note that when computer is not in use, students **must** log completely out of the system so that Division files cannot be accessed by unauthorized individuals. **Failure to do so will result in an initial warning. If repeated, it could result in loss of computer access.**

Campus Recreation Facilities

The Recreation and Physical Activity Center (RPAC) is located in the heart of the campus just southeast of the Ohio Stadium at 337 W. 17th Avenue. The center includes over 25,000 square feet of fitness space featuring state-of-the-art cardio and weight equipment. There are also four gyms, four squash courts, 10 racquetball courts, a four-lane jogging/walking track, massage therapy rooms, an aquatic center, and athletic training services. For more information, call (614)292-7671 or visit:

<https://recsports.osu.edu/facilities/recreation-and-physical-activity-center-rpac>.

The Adventure Recreation Center, located on the west edge of campus at 855 Woody Hayes Drive, boasts four hardwood basketball courts (converts to five volleyball courts), two indoor turf fields, free weights, strength training machines, and cardio equipment. There are also day-use locker and individual shower facilities. The ARC also houses the Outdoor Adventure Center (OAC) and includes climbing walls. For information, call 247-8686 or visit: <http://recsports.osu.edu/facilities/adventure-recreation-center-arc>.

The Scarlet and Gray Golf Course, located at 3605 Tremont Road, may be used for a minimal charge. For tee times, call 459-4653.

The University has a department of recreational sports that coordinates intramural sports and various facilities on campus. See: <http://recsports.osu.edu>.

Child Care Center

The Ohio State University Child Care Center, a department of the Office of Human Resources, provides quality child care that allows parents in the university community to participate in and fulfill their responsibilities to the university. Support for academic units is provided by offering opportunities for study and research by students and faculty. The OSU Child Care Center is licensed by the State of Ohio Department/Human Resources.

University students, staff, or faculty who has legal custody and/or is the primary care givers for their children are eligible for child care services. Eligibility is verified at time of enrollment by current pay stubs or paid fee statement. All children are eligible regardless of race, color, national origin, sex, or handicap. A limited number of spaces are available for children identified as needing early intervention service. Children from birth to three years are enrolled through Franklin County MRDD. Children three to six years old are enrolled through Columbus Public Schools. There is no charge for these early intervention services, and wrap-around child care is available for a fee.

For further information or to arrange a visit, go to <https://hr.osu.edu/child-care-program/program-directory/> or call 614-292-4453. The Child Care Center is located at 725 Ackerman Road, Columbus, OH 43202.

PARKING

Parking is handled through the CampusParc, Gateway Plaza, 1560 N. High St. Columbus, OH 43201. Parking spaces are extremely competitive around campus.

Students are eligible to apply for a yearly parking permit. Forms to apply for a permit can be found at the website for Transportation and Parking Services at <http://osu.campusparc.com/>. Students can sign up for a “WC” sticker for parking in the west campus designated parking areas. Students may also purchase a “C” parking tag and use the remote parking in “C” spaces at the Buckeye and West Campus Lots and arrive at the medical center complex by the CABS shuttle. Contact Transportation and Traffic Management for additional details about shuttles (<http://www.tp.osu.edu>). The phone number is 292-9341.

Note: The OSU-GCGP has no control over issues related to Transportation and Parking.

STUDENT HEALTH & INSURANCE

Student Health Insurance

The Ohio State University requires that all students enrolled at least half-time have continuous health insurance coverage. All students, including regional campus students, are automatically enrolled in the Student Health Insurance plan (SHI) upon registration, unless the student obtains an exemption. All domestic students who have coverage through a non-university health insurance plan and who want to waive SHI coverage can do so by completing the online waiver process as described on the SHI website. Students must submit a waiver by the published deadline of their initial term of enrollment

each academic year. Should a student miss a deadline, the student must submit an appeal. The appeal form can be found on the SHI website.

The decision made for the first semester of the academic year remains in effect for the entire year unless a qualifying event occurs. More information on student health insurance is available at <http://www.shi.osu.edu>.

Students who are injured or become ill while enrolled in the OSU-GCGP are responsible for any expenses not covered by their insurance, including injuries during clinical rotations.

Dependents and Domestic Partners: Students may enroll dependent children and domestic partners into the student health insurance plans. Further information about sponsored dependent benefits is available on the Office of Human Resources website.

Liability Coverage

Covered in Liability Coverage Section within Section 8: Academic Affairs

Student Health Services

The Wilce Student Health Center at The Ohio State University is a Joint Commission nationally accredited outpatient facility providing a variety of health care services to the student population. **All students enrolled at OSU are eligible to use the health service, regardless of health insurance coverage.** Medical services include primary care, dental care, sports medicine, preventive medicine, optometry, gynecology, and allergy evaluations and therapy. Support services include radiology, laboratory, and physical therapy. These services and an on-site pharmacy are all available in one, convenient location. The primary website for information about OSU Student Health Services is: <http://shs.osu.edu/>.

The health center is located in the heart of campus, between the main library and the RPAC. The address is 1875 Millikin Road. Appointments may be made by calling (614) 292-4321.

Student Health Services charges fees for most all services performed at the health center. If a student purchased the OSU Student Health Insurance or WilceCare Supplement, claims will be processed automatically according to the benefits to which the student is entitled under the plan. For benefit details, please visit the OSU Student Health Insurance website at <http://shi.osu.edu>.

If students are covered under another health insurance plan, be sure to contact the insurance company prior to the appointment to find out how or if the policy will cover care and prescriptions provided at the health center.

Co-pay and co-insurance amounts for eye exams, dental visits, nutrition visits, and prescriptions are due at the time of service. The health center accepts cash, check, BuckID, Visa, MasterCard, Discover and American Express.

Faculty and others health care professionals who provide sensitive health, psychiatric or psychological care to genetic counseling students will not evaluate student academic performance or participate in

decisions regarding student advancement and/or graduation. Faculty are required to attest that they have not provided such care to students when they complete evaluations, participate in course grading or engage in committee academic review or promotion decisions and must recuse themselves from these academic roles if they have provided such care at any time in the past.

STUDENT COUNSELING SERVICES

Academic Counseling

Academic counseling includes study skill assessment and recommendations for academic improvement, one-on-one and small-group tutoring, and time management evaluations. Students often find the academic challenges of graduate school to be different from undergraduate, and an academic counselor will help them evaluate their challenges and collaborate with the personal counselor on solutions. In addition, academic tutoring is available for students who have experienced significant academic difficulty and referrals. A student-driven resource for academic assistance (TutorNet) is also available on Carmen. Students are also encouraged to utilize the resources and expertise of the OSU Younkin Success Center on 1640 Neil Avenue (Phone 292-4400) for the assistance of learning specialists.

Personal Counseling

Personal problems and mental health concerns can get in the way of realizing your potential in the OSU-GCGP. At times, just talking can make a difference; while other times, more intervention is needed. Counseling services provided to genetic counseling students are confidential as stipulated under the Family Educational Rights and Privacy Act (FERPA). Information regarding counseling is released only with the written permission of the student. Student mental health issues can often include, but are not limited to: adjustment to graduate school, crisis counseling, relationship counseling, academic crises, interpersonal issues, test anxiety, depression and anxiety, grief counseling, substance use, roommate concerns, health concerns, body image issues, serious mental illness, stress, and relaxation strategies.

Counseling and consultation services are available through the Office of Student Life. This office employs licensed mental health professionals who provide counseling to any student. The Office of Student Life can be reached at 614-292-5766, or by e-mail at ccs@studentlife.osu.edu.

Counselors are available to provide behavioral health-related services and can also refer to other services outside that office. It is stated policy that the counselor shall not be in a position to offer any form of academic evaluation for graduate students. This is to reassure students that no conflict of interest would contaminate the counselor-student relationship. To further protect the privacy of genetic counseling students, it is required that all of their medical treatment comes from physicians who will not be in a position to offer any form of academic evaluation, thus protecting the student-educator relationship.

The OSU-GCGP encourages students to take a proactive approach to their own mental health and to seek counseling rather than to deny the existence of problems. Learning how to cope effectively with personal problems and feelings will help students become emotionally balanced clinicians.

STUDENT FINANCIAL SERVICES

http://medicine.osu.edu/students/financial_services/

Student Financial Services provides assistance for a wide variety of financial issues that students are confronted with throughout their education at the College of Medicine as well as immediately upon graduation. Students are encouraged to inquire about any financial issue including buying a house or car, budgeting, eliminating credit card debt, applying for scholarships and loans, and other financial matters. While this office does not provide investment or tax advice, its goal is to educate students about the possible variables involved in any financial decision.

Loans

Federal Government: The federal government offers loans for graduate education. For more information, please contact Tru Shonda Carmicle at trueshonda.carmicle@osumc.edu.

Private Bank: Students may also apply for loans from private banks to help with their graduate education and expenses. Students must have good credit to be approved. The interest rates vary based on the student's credit and the rates offered by different private banks for educational loans. Usually a credit worthy co-signer will improve the interest rate offered by the bank on this type of loan.

Graduate School Fellowships

A Graduate School fellowship is a financial award made by the university directly to a graduate student to provide support during a portion of the graduate degree program. Fellows are selected on the basis of academic merit through a university-wide competition without respect to financial need. Graduate fellows cannot be required to perform a service in return for receiving a stipend.

The Graduate School awards a first-year fellowship (University and Graduate Enrichment) for students applying to begin a graduate program at Ohio State on a competitive basis. The purpose of a first-year fellowship is to attract and retain a diverse, high quality graduate student population. Some first-year fellowships include a second and/or dissertation year of support.

Eligibility: Eligibility criteria for a Graduate School fellowship vary by kind of fellowship. However, recipients of all fellowships must meet the following minimal eligibility criteria. The student:

1. must be admitted to the Graduate School
2. must be pursuing a graduate degree at this university on a full-time basis
3. must maintain good standing in the Graduate School during the period of appointment
4. must maintain reasonable progress toward a graduate degree as determined by the Graduate Studies Committee
5. must hold no other appointment or outside employment during the term of appointment as a Graduate School fellow, except for approved supplemental appointments or fellowships

Nomination: Candidates for the first-year Fellowships are nominated by the Graduate Studies Committee of the local graduate program. *Candidates may not apply directly.*

Procedures have been established for submitting fellowship nominations to the Graduate School. The dates of each fellowship competition and nomination procedures are communicated to each Graduate Studies Committee prior to each competition and are posted on the Graduate School's website. Questions about nominating procedures, deadlines, and related matters should be directed to the Graduate School.

Selection: Selection of students to receive both first-year Fellowships is made by committees of Graduate Faculty appointed by the Dean of the Graduate School for that purpose. The committee establishes detailed procedures and guidelines for the review of nominations

For more information about the first-year fellowship see the [Graduate School Handbook Section X](#).

LEND Fellowship

The LEND Fellowship is an advanced graduate interdisciplinary leadership program of The Ohio State University [Nisonger Center](#). The program is funded by the [Maternal and Child Health Bureau \(MCHB\)](#), and coordinated with clinics and projects at [Nationwide Children's Hospital](#). One genetic counseling graduate student is eligible to participate as a *funded trainee* in the LEND Program. However, any student can elect to be an *unfunded* LEND trainee. Selection as a *funded* LEND trainee is both an honor and a responsibility. Trainees should have a primary interest in neurodevelopmental disorders. It is important to point out that a *funded* LEND traineeship is a full time commitment (approximately 20 hours per week) which the LEND trainee must complete in their second year of the graduate program, in addition to all other OSU Genetic Counseling Graduate Program requirements. *Unfunded* LEND trainees can develop a LEND training plan with the Genetics LEND faculty member. Thus, the time commitment may vary for *unfunded* LEND trainees.

Selection of the LEND trainee is made by the Admissions Committee of the graduate program during the Admissions Interview Process. For more information about the LEND Program see [Appendix M](#).

Tuition Refund Policy

The policy for refunding tuition for students at OSU exactly follows the university's policy. A student is eligible for a full 100% refund of tuition if he/she withdraws prior to the first Friday of any given semester. Tuition is refunded at 75% after the first Friday but before the second Friday of the semester. The student is eligible for a 50% refund of tuition between the second and fourth Friday of the semester. If the student withdraws later than the fourth Friday of the semester, no refund of tuition is granted.

The specific refund dates for each semester are published on the University Registrar's website at www.registrar.osu.edu under the heading of "Important Dates."

Prior to completing registration each semester, all students are required to complete the Financial Responsibility Statement through their Buckeye Link account. This statement details the specific financial obligation that the student assumes when registering for classes. It discloses to the student that by completing registration, he/she may be responsible for at least a portion of tuition associated with that enrollment even if the student does not complete the semester.

UNIVERSITY RESOURCES & WEBSITES

CARMEN

This is the University's web based system for interaction between faculty and students. All courses are listed on Carmen and faculty post updates, grades, discussions, and can also administer online quizzes using the system. <http://carmen.osu.edu>

ExamSoft

The OSU-GCGP utilizes ExamSoft software for administration of the written comprehensive examination and some course midterm and final examinations. Software is available for free and students are assisted with downloading and trialing the software during orientation.

Typhon

The OSU-GCGP utilizes an online system from Typhon Group for tracking and monitoring student fieldwork experiences (clinical cases, volunteer experiences). The Typhon system is also used for to evaluate student's acquisition of practice-based competencies and supervisors and fieldwork sites. Upon matriculation in to the OSU-GCGP students receive a unique student log-in linking to their own personal accounts where they can enter fieldwork encounter logs and manage their portfolio. Accounts are made available to students at no cost, and online tutorials are available.

Buckeyelink

This is the University's web based administrative system. IT is useful for interacting with the university in ways such as: registering each term, letting the university know a student and/or faculty members' official address, checking grades, etc. <http://buckeyelink.osu.edu>

The Ohio State University Graduate School's Graduate School Handbook

This handbook delineates the rules, policies, and guidelines applicable to the graduate community at OSU. <https://gradsch.osu.edu/handbook>

OSU Libraries

There are several libraries on the OSU campus. The main library is located at 1858 Neil Avenue Mall. The Health Sciences Library is the library located on the Medical School Campus at 376 West 10th Avenue. <http://library.osu.edu/>

Younkin Success Center

The Younkin Success Center functions as a hub for services related to student success. Within the Younkin students will find success support resources and services such as: Dennis Learning Center (DLC), Career Counseling and Support Services, University Center for the Advancement of Teaching (UCAT),

Buckeye Careers, Student-Athlete Support Services Office (SASSO), and Counseling and Consultation Service (CCS). <http://younkinsuccess.osu.edu/>

Campus Map

This website provides information about getting around the campus, locations of buildings, and student parking facilities. It also provides information about OSU regional campuses, directions to campus, and locations of visitor parking. <http://www.osu.edu/map/>

CABS Bus

This is the website for the Campus Area Bus Service, which is a free transit service provided by OSU Department of Transportation and Traffic Management. CABS provide frequent and reliable service between remote parking lots and the Central Campus. The website also provides students with information regarding other modes of transportation in the Campus and Columbus area.

<http://ttm.osu.edu/cabs>

COTA Bus

This is the Columbus Ohio Transit Authority Bus Website (<http://www.cota.com/>). They provide bus service from campus to other regions of Columbus. Students can ride using a BuckID. See <https://buckid.osu.edu/> for more information about this program.

Off-Campus Resources

Student Life's Neighborhood Services and Collaboration and Off-Campus and Commuter Student Engagement provide programs and services to meet the needs of The Ohio State University's off-campus and commuter students, and to address the needs of persons wishing to live and engage as a resident of the University community. <http://offcampus.osu.edu>

SECTION 7: PROGRAM POLICIES

The OSU-GCGP adheres to the Graduate School rules and policies, as well the policies of the College of Medicine where the OSU-GCGP is housed. As such, students are expected to follow the rules approved by the Graduate Council and presented in the [Graduate School Handbook](#) and this handbook. In the case of differences in the requirements of the Graduate School and the OSU-GCGP, the stricter of the requirements takes precedence.

GRADUATE SCHOOL RULES

A student who believes that circumstances warrant a waiver of a rule may submit a petition to the Graduate School. Petitions about Graduate School rules must be directed to the Dean of the Graduate School, must include a written statement from the student requesting the waiver of a specific rule and describing the circumstances, and must include written statements from the student's advisor, the course instructor (if appropriate), and the Graduate Studies Committee chair, reacting to the student's request and providing any additional information pertinent to the waiver request.

Graduate Council

University Rules, starting at Section 13 of the Graduate School Handbook summarizes the membership and responsibilities of the Graduate Council, which is the principal advisory body of the Graduate School and which participates in the development of rules, policies, and standards pertaining to graduate education and graduate programs.

See [Section XIII of The Graduate School Handbook](#) for more details about the membership and committee structure of the Graduate Council.

RESEARCH STANDARDS AND MISCONDUCT

The OSU-GCGP adheres to the professional research and scholarship standards of the Graduate School. OSU-GCGP students should make themselves familiar with these standards. The policy can be found in [Appendix C in The Graduate School Handbook](#)

NON-DISCRIMINATION POLICY

The OSU Genetic Counseling Graduate Program prohibits discrimination against any individual applicant or student based on age, color, ethnicity, race, gender, gender identity, sexual orientation, religion or creed, national origin or ancestry, veteran status, marital or parental status in the administration of admissions, educational and other OSU programs. Otherwise qualified persons are not subject to discrimination on the basis of disability. Reasonable accommodation will be provided to persons with disabilities who otherwise meet the standards of the OSU-GCGP.

APPEARANCE REQUIREMENTS & GUIDELINES POLICY

General Expectations of Appearance

The Department of Internal Medicine and Division of Human Genetics is committed to presenting a professional, neat and clean image for our patients, their families, and visitors. The following policy was developed to delineate guidelines regarding professional attire for any *preclinical or clinical patient encounter, whether with actual patients or simulated patients*. These guidelines for professional attire should also be followed anytime a student represents the OSU-GCGP outside of the campus (e.g. while giving presentations, performing service work, attending OSU sponsored events).

Additional guidelines of affiliated hospitals or preceptors shall be observed. Students are expected to inquire prior to wearing any questionable items.

Identification: Always display IDs in a visible location above the waist.

Clothing: All employees are expected to exercise good judgment in their dress and grooming habits. Clothing should be clean, non-revealing (not excessively tight or loose fitting clothes) and in good repair. Following are

Shirts:

- Shirts should be wrinkle-free, clean, and in good repair.
- Tight-fitting or revealing shirts are not permitted.
- Tank tops, halter tops, tops exposing midriff, and spaghetti-strap or shoulder-less dresses or tops are inappropriate.
- Proper undergarments should be worn at all times

Skirts:

- Tight-fitting and revealing skirts are not permitted.
- Skirt length shall be no shorter than three inches above the top of the knee.
- Split skirts and dress shorts are permitted, provided that they fall within skirt guidelines.

Pants:

- Tight-fitting or excessively baggy pants are not permitted.
- Pants should be wrinkle-free, clean, and in good repair.
- Denim pants of any color, spandex, leggings, athletic wear, and sweat suits shall not be worn.

Socks and Hosiery: Socks and hosiery should be worn at all times in the hospital or clinic.

Shoes:

- Shoes should be clean and in good condition.
- Per OSHA regulations, for safety and protection purposes, open toed shoes/sandals are prohibited in any patient care area.

- Casual sandals and canvas sneakers shall not be worn.
- Heels should not be taller than three inches.
- Open toed dress shoes may be worn in non-patient areas (no flip flops, beach sandals or slippers)

Accessories:

- Rings, bracelets, and necklaces are permissible if they are not hazardous to equipment operation or patient contact.
- No more than two earrings per ear are recommended.
- Body piercing is permitted in ears only; no other visible body piercing is permitted.
- Hats are not to be worn inside unless they are required parts of a uniform.
- While representing the College of Medicine, students should not display accessories such as pins, buttons, bracelets, etc. that could potentially make patients feel ill at ease such as those advocating a political party or commenting on a sensitive controversial issue.

Tattoos: Visible tattoos are not permitted. Tattoos should be hidden by clothing or obscuring make-up.

Nails:

- Artificial nails are not permitted.
- Nails should be clean and manicured and kept less than ¼ inch long past the tip of the finger.
- If worn, nail polish should be of a single color and not chipped, cracked, or peeling.
- No nail jewelry or nail art is allowed.

Hygiene:

- Daily healthy hygiene includes clean skin, hair, and teeth; regular use of deodorant/antiperspirants; and regular dental hygiene.
- Makeup should not be distracting and cologne/perfume should not be worn in the clinical environment.

Enforcement

Department managers, attending physicians, and genetic counselor faculty may prohibit any student from working if he/she is wearing clothing that is offensive, unsafe, or not in compliance with the hospital/clinic and department standards. Failure of any student to adhere to the standards will result in corrective action by his/her supervisor. If the issue cannot be resolved at that level, the student will be referred to the Program Leadership Team for corrective action/remediation. Repeated infractions will also result in referral to the Program Leadership Team for possible dismissal due to not achieving competency in Domain IV: Professional Development & Practice ([ACGC Practice Based Competencies](#)).

Note: Exceptions to these requirements for religious preference require prior approval of the supervising Director(s)/Dean's Staff.

SELF-DISCLOSURE & CRIMINAL BACKGROUND CHECK POLICY

All students are required to complete a criminal background check and self-disclosure form. This rationale for these policies, as well as the procedures related to these processes, are described in detail in Section 10: Disclosure, Background Checks, and Toxicology Testing, of this handbook.

SUBSTANCE ABUSE POLICY

Background

The OSU-GCGP adheres to the College of Medicine Substance Abuse Policy which states the following:

The College of Medicine is committed to the health and well-being of patients and of its students. As part of this commitment, The COM complies with and upholds all federal, state and local laws that regulate or prohibit the possession, use or distribution of alcohol or illicit drugs. Students who are impaired by substance abuse endanger patients, themselves, faculty and staff, and other students. As such, all students must complete a Self-Disclosure Form ([Appendix A](#)) annually during orientation.

Substance abuse shall be defined as:

- 1) The use or possession of any drug in a manner prohibited by law; and
- 2) The use of alcohol or any legal drug or other substance in such a way that the user's performance as a professional student is impaired.

The COM recognizes that early treatment is essential for successful rehabilitation and recovery for students with substance abuse. Students are encouraged to voluntarily request referral for treatment before their substance abuse leads to academic or disciplinary problems.

Policy (adapted from the College of Medicine policy)

The College of Medicine policy appropriately establishes substance abuse guidelines and procedures that are similar to those already in place for all other employees of the hospitals in which genetic counseling students' work. Students are prohibited from engaging in substance abuse.

Testing for designated substances will occur on a scheduled basis during first-year orientation. The OSU-GCGP administration also reserves the right to drug test a student at any time that he/she is suspected of substance abuse (on "For Cause" basis) as outlined in Section 9 of this handbook. Prior to testing, students are asked to disclose any substance use and prescription medications to the College administration, who will keep this information confidential.

If a student brings forth a substance abuse issue to the administration or is found to have a substance abuse problem through other means such as, but not limited to, drug testing, the student will meet with the Director(s) to discuss the issue further. In the absence of the Director(s), the College of Medicine Vice Dean for Medical Education will be available. The student will then be referred to an addictionologist for assessment of the problem, who will suggest what treatment and rehabilitation

options are appropriate for the student. The OSU-GCGP Executive Leadership Committee with assistance from the Academic and Behavioral Review Committee will mandate the terms of the rehabilitation.

From the moment a substance abuse problem is deemed to be present, the student will be placed on a leave of absence and will be unable to participate in any clinical activities involving patients or patient care. Additional information regarding procedures and consequences for self-disclosure of substance abuse is delineated in Section 10.

IMMUNIZATIONS & ASSESSMENT OF IMMUNITY

Immunizations & Immunity

All students matriculating in the OSU-GCGP are required to submit a physician-supervised history and physical and to document the following immunizations:

- **Adult diphtheria/tetanus/pertussis (Tdap):** An adult booster given after age 10 and administered within the last ten years. All new boosters should be Tdap.
- **MMR (measles, mumps, rubella):** Two doses of vaccine after the first birthday with a recommendation that one of the doses be after 1980 (many vaccination failures have occurred in those immunized before this date) **or** evidence of immunity by serological titers of antibodies to these three viruses. If a titer result is equivocal or negative, a student will be required to complete two doses of the MMR vaccine even if they had the vaccine previously.
- **Hepatitis B:** All students must provide **BOTH** the 3-dose vaccine series **AND** titer evidence of immunity for Hepatitis B. If the titer result is equivocal or negative, a student will be required to repeat three doses of the Hepatitis B vaccine and re-titer to confirm immunity. At least one dose of the repeated series must be completed prior to matriculation. The second dose must be completed prior to patient contact.
- **PPD intradermal skin test:** Upon entry, a two-step PPD is required of all students except those who have a previous positive reading. All students must update their PPD status annually. An IGRA blood test may be substituted for the PPD and must also be updated annually.
 - Students with a previous positive PD must present chest x-ray results that verify no active disease. Students will complete an annual symptoms questionnaire in subsequent years.
 - Students with a previous negative PPD must have an annual one-step PPD or an IGRA blood test in subsequent years.
- **Varicella (chickenpox):** Two doses of the vaccine given after the first birthday **OR** evidence of immunity by antibody titer to the virus. Past disease incidences are not acceptable for compliance. If a titer result is equivocal or negative, a student will be required to complete two doses of varicella vaccine even if they had the vaccines previously.
- **Polio series:** Documentation is recommended.
- **Influenza Vaccination:** Vaccination is **required annually** for influenza.
- **Additional requirements may be added as required by college mandate.**

Students are encouraged to enroll with My BuckMD at the Wilce Student Health Center in order to have access to their immunization records at any time. This is particularly useful when applying for away electives and gathering information for residencies. Instructions on how to do this are found at <http://shs.osu.edu/mybuckmd/>.

Note: Students without appropriate immunizations will not be permitted to proceed to patient contact situations, such as the Clinical Practicum. Some clinical placement sites may also require additional immunizations and health documentation. Students will be notified of these requirements prior to starting a rotation at the site.

Guidelines for Students Who Contract an Infectious Disease

Students who contract a serious or infectious disease during graduate school must immediately seek appropriate medical care.

Caring for Patients with Infectious Diseases

Human Immunodeficiency Virus (HIV) and Hepatitis B (HBV) are serious health problems in the United States. There has also been an increase in the number of patients with tuberculosis infections. In keeping with the policy of the College of Medicine regarding patient care, genetic counseling students may **not** refuse to assist in the treatment of a patient solely because the patient is infected with HIV, HBV, or other infectious disease.

Genetic counseling students must use universal precautions when in contact with infected patients. Genetic counseling students must also comply with specific clinical departmental guidelines regarding contact with patients who have infectious diseases. Precautions and appropriate safeguards are expected to be used in the treatment of all patients.

UNIVERSAL BLOOD & BODY FLUID PRECAUTIONS

Universal blood and body fluid precautions lessen the risk of exposure to such fluids, and these precautions must be used routinely. While genetic counseling students are not typically in many situations during clinical placements where they are performing procedures that increase their risk of exposure of such fluids, they need to be aware of universal precautions and when exposed act in accordance to OSU-GCGP guidelines.

Students are assigned to several affiliated hospitals as well as University Hospitals. The protocols at each institution are slightly different. The following, however, are common to all facilities:

- Decontaminate (wash with disinfectant) the exposed or contaminated site immediately.
- Make a note of the patient's name, hospital number, attending physician, and location.
- Report to the immediate supervisor (attending or resident physician).
- Have the injury inspected and an incident report filled out by a supervisor (e.g., resident or head nurse).

- Report the injury as soon as possible to Hospital Epidemiology or Student Health. Notify the attending physician of the patient. Usually, this is done by Hospital Epidemiology or OSU Wilce Student Health Center, since it is the hospital's responsibility to have the patient's blood drawn and tests done. The attending physician, though, may order the appropriate testing.
- Go to OSU Wilce Student Health Center or the Emergency Department immediately.
- The injured student's blood may be drawn for baseline serologies at OSU Wilce Student Health Center, an OSU Emergency room or, if the student is out of Franklin County at the nearest emergency room.
- In the event of a needle stick, the student should call the OSU Wilce Student Health Center Appointment Line at 614-292-4321. They should identify themselves as a student who has had a needle stick injury, and they should be routed to the Triage Nurse for an ASAP appointment. Dr. Mary Lynn Kiacz can also be contacted if there are any questions or difficulties. Reports of tests should be sent to the Wilce Student Health Center for follow-up and appropriate medical recording.
- Notify the OSU-GCGP Director (Dawn.Allain@osumc.edu)
- Regardless of where the initial urgent care is received, all follow-up care of a BBFE should be obtained through the Wilce Student Health Center.
- Bills for blood tests and assessment should be submitted to the student's health insurance. Any uncovered costs and bills should be brought to the Director(s) of the OSU-GCGP.

OCCUPATIONAL INJURIES

Occasionally, students will be injured in the course of clinical duties. All injuries in hospitals must be documented with an incident report available at each nursing station. If the injuries are significant, students should seek medical attention from the attending physician or Student Health.

CONSCIENTIOUS OBJECTION POLICY

(Adapted from University of Manitoba)

The OSU-GCGP recognizes that for reasons of commonly-held ethical and religious beliefs, some students may wish not to involve themselves with certain medical procedures or services. Out of respect for such beliefs, the OSU-GCGP will respect conscientious objection by students if all of the following criteria are met:

1. A conscientious objection does not relieve a genetic counseling student from a duty to meet the current standard of timely and acceptable medical care, to engage in full and nonselective disclosure for Informed Consent, to inform patients of their conditions, and referral prognoses, and risks of receiving care services for their illness, condition or health-related request.
2. Patients cannot be abandoned. Any student who wishes to excuse him or herself must find another qualified individual to provide service to patients.

3. A genetic counseling student cannot object to provide a service if the patient's condition, in the judgment of an attending physician, requires immediate action and that student's assistance is required to provide that service.
4. A genetic counseling student shall not object to participate in the care of a specified classification or group of people, or on the basis of particular diseases or states of health or illness.
5. A genetic counseling student shall not object to provide or participate in a health care service if this objection amounts to discrimination.
6. A conscientious objection must not be so broad as to limit a student's general medical education. If a conscientious objection constrains a student's ability to provide the current standard of medical care, the OSU-GCGP may require that student to withdraw from graduate school.
7. An objection to participate in any service or delivery of care does not exempt the student from the responsibility to learn about its indications, contraindications, benefits, and risks. A student will not be exempted to demonstrate this knowledge on any examination.
8. All curricular or clinical time missed through an excused exemption must be made up otherwise.
9. When a conscientious objection might compromise completion of the curriculum, this matter will be discussed by the appropriate evaluation committees, and if necessary, by the appropriate Executive Leadership Committee. Students can represent themselves at these meetings in accordance with College of Medicine policies.
10. If, in the course of a conscientious objection, a student engages in behavior which the OSU-GCGP considers unacceptable for a genetic counselor, the OSU-GCGP may require that student to withdraw from graduate school on the basis of improper professionalism.
11. A student wishing to make a Conscientious Objection Declaration should complete the Conscientious Objection request and declaration form ([Appendix B](#)) and submit to the OSU-GCGP office. This form will be reviewed by the Academic & Behavioral Review Committee, which will make final decisions regarding acceptance or rejection of the student declaration. Any appeals to the decision of the Academic & Behavioral Review Committee will be submitted to the College of Medicine Vice Dean for Education.

ATTENDANCE POLICY

Genetic Counseling Students are expected to attend all scheduled academic activities. An unapproved absence from clinical activities or examinations may result in failure of the course or one of the course components. **In the event of severe weather in which the University closes** students should stay home and not report to classes or clinical placements unless otherwise instructed by the program. In the event of a disaster, natural or otherwise, any students **on campus** should follow the emergency rules for the building in which they are located. **More specific policies regarding attendance and notification of program staff regarding illness and requests for excuse from activities are listed in below.**

Weather Emergencies

The OSU-GCGP has a general policy that classes and clinical rotations are cancelled when the OSU Main Campus is closed. In addition, students often have questions about whether to attend classes and rotations when the OSU Main Campus remains open but a **Snow Emergency** is declared. The first guideline is that student safety is an important priority and students must at all times use their best judgment about personal safety when travel conditions are compromised by poor weather.

Snow Emergency Guidelines:

- **Level 1 Snow Emergency:** Students should plan to attend class/clinical rotations.
- **Level 2 Snow Emergency:** Classes and clinical rotations will be held as scheduled. A student should use their best judgment about personal safety to get to class or their rotation and notify the appropriate course or rotation office if they are unable to get to class safely.
- **Level 3 Snow Emergency:** All roadways are closed to non-emergency personnel. No one else should be out during these conditions unless it is absolutely necessary to travel. Students should not come to class or clinical rotations when a Level 3 Snow Emergency is declared since they are non-emergency personnel

Scheduled Absences

Busy health professionals sometimes find it difficult to balance work and personal responsibilities and needs. However, the OSU COM directs that faculty, staff and trainees be permitted and enabled to attend to important medical and personal needs to maintain health and well-being. While genetic counseling students are encouraged to use unscheduled time for personal needs when possible, some medical, dental, and other personal issues cannot be resolved except during regular business hours. Students may request time off from educational classroom or clinical rotation responsibilities within the days specifically allotted for various rotations. Prior notification and approval of the clinical supervisor is required except in emergent situations.

In addition, students may miss days for previously planned events (weddings, special events, etc.). In these cases, students must authorize the absence at least 1 month prior to the event with the Program Director(s), and then notify any clinical supervisors and course directors individually. The student needs to complete an Absence Form indicating the reason for absence ([Appendix E](#)). Failure to do so will result in deductions in participation grades. For scheduled absences, the student must make up any missed material. The OSU-GCGP will set up a distance learning option, via a WebEx Meeting, only in the following circumstances;

1. The class is being taught in a room with WebEx capabilities and is not an experiential class (i.e. PBL, Clinical Skills Laboratory, laboratory rotation, clinical rotation).
2. The student has provided the necessary one month advanced notice.
3. The student is physically out-of-state or more than 2 hours away from the OSU Campus, and thus unable to attend the class in person.

A scheduled absence is allowed a maximum of 1 time per Academic Semester unless there is an emergent extenuating circumstance.

Interviews and other absences that are scheduled on short notice will be given latitude at the discretion of the Program Director(s), Course Directors, and Clinical Supervisors.

Emergent Absences

Students are not allotted a certain number of “sick days.” The OSU-GCGP is relatively short and absences will affect a student’s ability to learn the material. As such, students are expected to be present for all assigned learning experiences.

In cases of absence for an illness, serious injury, or personal emergency such as a death in the family, the student **must call** the OSU-GCGP office or Clinical Site, as soon as the emergency permits. Upon the student's return to classes and/or clinical placement, it is the student's responsibility to schedule a meeting with the course director or clinical supervisor to discuss how missed work will be made up. Failure to discuss make-up work with the course director or clinical supervisor will be reflected in the course or clinical placement grade.

Students may be required to provide a doctor's note and/or document their absence via the emergent absence form ([Appendix F](#)). This documentation will become part of the student's program academic file.

Chronic Absences and Tardiness

Chronic absences and/or tardiness impact learning in the classroom, impact patient care schedules in a clinical setting, and reflect poorly on an individual's professional motivation and dependability. Each class will have their own attendance policy but repeated tardiness and absence may be reflected in course grades. Tardiness to any required courses, clinical rotations or program events/meetings, and unexcused absences will not be tolerated and will result in a warning. Students who are late for exams will not be allowed additional time. Unexplained or chronic repeated offences could result in dismissal from the OSU-GCGP.

Conflicts between Clinical Work and Classes/Conferences

Interesting or unusual patients may arise at times when classes or ancillary meetings (such as grand rounds or case conferences) are scheduled. Students may opt to be excused from scheduled ancillary meeting per rotation without penalty; advance notification of the Program Director(s) is required. With regard to classes, if a supervisor feels strongly that there is significant merit in seeing a case scheduled during class time, up to one class may be missed with the instructor's permission and without penalty during each rotation. Supervisors must contact the course director and advisor in advance for this to be considered an excused absence.

RELIGIOUS OBSERVATION POLICY

The OSU-GCGP follows the OSU College of Medicine policy on religious observations. This policy holds that every reasonable effort should be made to help students avoid negative academic consequences when religious obligations conflict with academic course requirements. Any student who is unable due to his or her religious beliefs to attend classes or participate in any academic requirement such as assignments, quizzes or examinations shall be provided with an opportunity to make up the assignment or examination or be given a reasonable alternative opportunity to complete their academic requirements without penalty unless it can be demonstrated that such an accommodation would fundamentally change the essential nature of the element of the curriculum, interfere with the delivery of the course, or create an unreasonable burden upon the program. Students who anticipate absences from scheduled required educational activities must notify the course or clinical supervisor at least four weeks in advance of the anticipated absence to request accommodations.

Although the OSU-GCGP makes every effort to accommodate participation in religious holidays and other religious observations, genetic counseling students should recognize that the requirements of patient care and required clinical education are significantly different from standard classroom education. If a course director or clinical supervisor reports that accommodations for a religious observation cannot be made and that this would result in negative academic consequences for the student, the student should contact the OSU-GCGP Director(s) for further consideration.

COM academic faculty and staff are referred to the Interfaith Calendar Website as a resource of religious holidays: <http://www.interfaith-calendar.org/>

LEAVE OF ABSENCE POLICY

The Genetic Counseling Graduate Program follows the Leaves of Absence (LOA) Policy of the College of Medicine. A leave of absence (LOA) may be requested to pursue another academic program, such as studies leading to a PhD or MPH degree, fulfilling a fellowship, or conducting research. Other examples include taking care of personal issues or recovering from an illness.

A leave of absence is requested for a specified time, not shorter than one month or longer than one year, expected when required for an academic program or fellowship. A LOA can only be granted by the OSU-GCGP Executive Leadership with agreement from the COM Vice Dean of Education.

The LOA will be subject to specific conditions as noted on the Request for Leave of Absence Form ([Appendix N](#)). The student usually initiates the LOA request by making an appointment to discuss it with the Program Director. The Program Director helps the student prepare an official request and works with him or her to gain information from the Graduate School, Program Coach, and Academic Advisor regarding the student's current status and any conditions for return. During the LOA the student will receive no credit for work completed in the academic year of the LOA and will be required to resume the curricular year at the beginning of his or her return.

Students on LOA are not eligible for financial aid.

Student requests for an LOA in order to repeat an academic year due to marginal, but not failing, academic performance will not be granted.

The Request for Leave of Absence form is filed in the student's permanent folder as "personal" or "academic" depending on the nature of the request. The Program Director may require a written statement supporting the LOA from the student's healthcare provider when an LOA is requested for health reasons. Requests for other personal reasons must be justified by a detailed written statement from the student. Additional written documentation will be required demonstrating resolution or control of the problems prior to reinstatement of the student.

A list of students on LOA is maintained by the OSU-GCGP Office and is distributed to those involved in granting leaves of absence and maintaining student records and registration. All leaves of absence, for whatever reason, will be documented as the OSU-GCGP is required to account for all periods of time after a student's matriculation.

Request for Reinstatement from LOA

A student must file a request for reinstatement four to six weeks before the intended return date. The procedures for reinstatement after LOA are similar to those followed when the leave was requested. The request is initiated with the Program Director, who helps the student work with Student Financial Services, Counseling, and the Academic Advisor to arrange for reentry. All conditions or stipulations must have been met for the student to be considered for reinstatement.

STUDENT MISTREATMENT POLICY

Standards of Conduct in the Teacher-Learner Relationship and Abuses of this Relationship

The OSU-GCGP adheres to the College of Medicine guidelines regarding the teaching and learning environment. Following is the College of Medicine's philosophy, policies, and mechanisms for handling issues related teacher-learner relationships.

A Climate of Mutual Respect

The OSU College of Medicine has as a core value a climate of mutual respect in the teaching and learning environment. It is committed to promoting a mistreatment free environment for all students, staff, volunteers, and physicians. The College maintains its commitment to prevent student mistreatment through education, by providing support for victims, and by responding with corrective action. In this way, the College assures an educational environment in which students, staff, volunteers, and physicians may raise and resolve issues without fear of intimidation or retaliation. The College is committed to investigating all cases of mistreatment in a prompt, sensitive, confidential, and objective manner.

Mistreatment may be defined as "treatment of a person that is either emotionally or physically damaging; is from someone with power over the recipient of the damage; is not required or not desirable for proper training; could be reasonably expected to cause damage; and may be ongoing." This includes verbal (swearing, humiliation), emotional (neglect, a hostile environment), sexual (physical or verbal advances, discomfiting humor), and physical harassment or assault (threats, harm). To determine if something is mistreatment, one should consider if the activity or action is damaging, unnecessary, undesirable, or ongoing or could reasonably be expected to cause damage.

The following are examples only and are not meant to be inclusive of all types of mistreatment. Furthermore, these examples may not always constitute mistreatment given a specific situation. For example, while "unwanted sexual advances" are clearly an example of sexual harassment, "being stared at" does not always constitute sexual harassment.

Verbal:

- Yelling or shouting at a student
- Humiliation or putdown (e.g., disparaging remarks about being in medicine)
- Racial, ethnic, or sexual orientation discrimination (e.g., slurs, jokes, prejudiced remarks)
- Non-constructive criticism

- Threatening to hit or to cause harm to others

Emotional:

- Being assigned work duties for the purpose of punishment rather than education Having others take credit for your work (e.g., papers, projects, clinical work, or research)
- Creation of a hostile environment
- Exclusion from formal or informal learning settings
- Threats to one's academic standing (e.g., threatening to fail, to lower grades, or to give a poor evaluation)
- Being requested to perform personal duties for supervisors (Examples: getting refreshments such as coffee or picking up cleaning)

Sexual:

- Being stared at or leered at
- Unwelcome sexual comments, jokes, innuendoes, or taunting remarks about one's body, attire, age, gender, sexual orientation, or marital status
- Malicious gossip pertaining to sexual habits
- Display of pornographic, sexually offensive, or degrading pictures
- Unwanted sexual advances, including unnecessary physical contact by touching, pinching, or patting
- Nonconsensual sexual intimacy with or without actual intercourse

Physical:

- Being pushed, shoved, shaken, or tripped
- Being slapped, hit, punched, or kicked
- Assault with a weapon (e.g., needle or surgical instrument)
- Aggressive violation of one's personal space (e.g. "getting in one's face")

Mistreatment is to treat in a harmful, injurious, or offensive way; to attack in words; to speak insultingly, harshly, and unjustly to or about a person; and to revile by name calling or speaking unkindly to an individual in a contentious manner. Mistreatment is further defined to be particularly unnecessary or avoidable acts or words of a negative nature inflicted by one person on another person or persons.

Harassment is verbal or physical conduct that creates an intimidating and/or hostile work or learning environment in which submission to such conduct is a condition of one's professional training.

Discrimination is a behavior, action, interaction, and/or policy that adversely affect one's work because of disparate treatment, disparate impact, or the creation of a hostile or intimidating work or learning environment.

Mechanism for Prompt Handling of Complaints

Staff-to-Student Abuse: Faculty, clinical supervisors, committees, and staff work to create a learning environment that is mistreatment-free and a climate that has at its core mutual respect among students and all personnel. Problems may be reported at any support staff level based on the specific issue and the student's comfort level. Students may report in-person to:

- Course directors(faculty)
- Program Director(s) (faculty)
- Any member of the dean’s staff

They may also submit a Teaching and Learning Environment Incident Report ([Appendix C](#)).

Clinical placements have their own internal structure, based on mutual respect and a dedication to resolve issues of mistreatment at the most effective level, in the timeliest manner. Often the clinical placement personnel are the most effective at resolving mistreatment situations that occur at the rotation sties. Specifically, students should contact the appropriate clinical placement personnel based on the issue and the student’s comfort level including:

- Clinical Placement Coordinator
- Clinical Supervisor

Students may report an incident that occurred in a clinical placement to the OSU-GCGP’s Program Director if they feel more comfortable doing so.

Student-to-Student Mistreatment: If a student feels that the mistreatment involves a breach of ethical behavior by another student, they can report it to the OSU-GCGP Executive Leadership (Director, Associate Director, and Medical Director) or the Vice Dean for Education in the College of Medicine. These types of mistreatment include student-to-student interactions, cheating, plagiarism, or misrepresentation of student work. Other acts of student-to-student mistreatment, such as sexual harassment or racial or ethnic discrimination, may be reported directly to the College of Medicine’s Vice Dean for Education, any faculty member, clinical supervisor, or other staff based on the issue and the student’s level of comfort.

Mechanisms for Resolution of Reports of Student Mistreatment

Whenever an incident of mistreatment is reported, the College shall attempt to resolve the issue in a rapid and efficient manner, thereby maintaining a healthy teaching and learning environment. Depending on the incident, a variety of pathways to resolution may be chosen. The majority of the complaints against faculty or students can be dealt with on a departmental basis, with feedback to the faculty member or student from the OSU-GCGP Director(s). More complex issues involving hospital personnel, community hospitals, or non-faculty mistreatment incidents may require interaction with departmental or divisional education committees, hospital educational offices, hospital ethics committees, directors of nursing, hospital administrators, and/or section/division heads.

The OSU-GCGP Program Executive Leadership through the Mistreatment Incident Report Form, will monitor the resolution of these incidents to assure that appropriate procedures are followed at all times and, where necessary, refer them to the appropriate University resources.

Staff Education

Hospital Staff: Since residents and nurses do not work directly for the College, but work for University Hospitals, the College will suggest to the hospital, and to the individual residency programs, activities that they may wish to undertake to sensitize their staff to student abuse. Staff should be educated as to

the prevalence and types of mistreatment that have been reported specific to the College of Medicine. A copy of the current policy will be available to all department offices and attending OSU faculty.

Attendings, Course Directors, and Clinical Supervisors: The College policy on mistreatment is provided to all faculty of the OSU-GCGP via web-based information.

Specific actions that faculty can take to ensure a professional and mistreatment free environment include:

1. Be certain that all members of the health care team know their roles and expectations, that incidences of mistreatment are discussed, and that students know the appropriate mechanisms by which they can report unprofessional behavior.
2. When a faculty member hears racial, sexist, or gender jokes and comments, they are directed to tell the person making such comments that they consider them inappropriate and unprofessional.
3. Be certain to welcome students of all genders and ethnicity to a given service and to create a comfortable environment for them, and assure them that they have the same opportunities and responsibilities as others on the service.
4. Welcome students as learners and realize that learners are nervous and vulnerable when they are beginning to learn something new. Help break the cycle of “acculturation” that has persisted in the past, which is exemplified by such statements as, “When I was in graduate school, I was treated poorly and you should expect the same.”
5. All health care team members should speak respectfully and honestly so that students are not shocked or disappointed in the way they talk about patients in private.
6. Work professionally with gay, lesbian, and bisexual students and avoid remarks that would make them uncomfortable.
7. Treat students kindly and professionally so that they will treat students in the same way.
8. During monthly or other regularly called meetings, include opportunities for students to communicate and exchange information on their working environment and their educational programs.
9. When designing or redesigning clinical supervisor or faculty evaluation processes, be sure to include items on mistreatment and use the results of these evaluations for constructive criticism as well as praise for student’s behavior.

Student Life Office: In addition, the Office of Student Life will report major College policy changes designed to address abusive situations to the hospitals and departments.

All reports of sexual harassment will be forwarded to the College of Medicine and University office responsible for investigation. Other reports of alleged abuse will be handled on a case-by-case basis. Investigation of anonymous complaints are not possible, but the complaints will be collected, filed in the College of Medicine Vice Dean for Education’s office, and reviewed as new complaints are received to determine if a pattern is present.

ROMANTIC AND/OR SEXUAL RELATIONSHIPS POLICY

What relationships or behaviors are really prohibited?

Teachers (faculty, instructors, staff, graduate assistants, or undergraduate teaching assistants) are prohibited from engaging in romantic or sexual relationships with students in their classes.

Faculty, staff, or instructors, as well as faculty from other universities or individuals from industry are prohibited from engaging in romantic or sexual relationships with students upon whose thesis, dissertation, program, or exam committees they sit or over whom they exercise significant academic or career-determining authority.

Coaches (Staffs, graduate assistants) are prohibited from engaging in romantic or sexual relationships with students that they coach.

Faculty, staff, and student employees are prohibited from engaging in romantic or sexual relationships with students that they **advise**.

Faculty, staff, instructors, graduate assistants, or graduate students are prohibited from engaging in romantic and/or sexual relationships with individuals with whom they are engaged in **counseling relationships**, as is specified by counseling codes of ethics.

Faculty, staff, instructors, graduate students, or undergraduate students are prohibited from engaging in romantic and/or sexual relationships with any individual as defined in their field-specific codes of ethics or professional responsibility.

Faculty members may not serve as graduate school representatives (exam, dissertation defense) for students with whom they are engaged in a romantic and/or sexual relationship.

Supervisors (faculty, staff, or students) are prohibited from engaging in romantic or sexual relationships with employees that they **supervise** (direct reports).

What is a power differential?

An individual need not occupy a direct position of organizational authority over an individual (e.g., supervisor to direct report, teacher to student) for there to be a power differential. Power is present in supervisor-employee, teacher-student, tenured/non-tenured relationships, and power can also derive from differences in gender balance of a group, length of time with the department or university, relative status in a field of scholarship, age variances, etc. For example, it could be that an individual has been in a position or academic program for five years and the other individual is a new hire; this can present a power differential. Another example could be that out of a staff of 20, 19 are female and one is male; this can also present a power differential.

Individuals entering into a consensual relationship in which a power differential exists must recognize that the reasons for entering, maintaining, or terminating such a relationship may be a function of the power differential. According to the American Association of University Professors, "The respect and

trust accorded a professor by a student, as well as the power exercised by the professor in an academic or evaluative role, make voluntary consent by the student suspect.”

An imbalance of power is inherent in the teacher-student relationship, as well as the relationship between a student and a staff member. The student may defer to the teacher or staff person as an expert, a respected figure whose authority is unassailable. This power imbalance can be further exacerbated by the existence of other factors such as race, gender, sexual orientation, international student/scholar status, command of the English language, and previous sexual victimization. (See *Report to the President's Council on Women* from the work group examining the university's policy on consensual relations between faculty and students, January 11, 2005.)

What does institutional power mean?

Institutional power means that one individual occupies a position of authority over another individual. This institutional power can manifest through the ability to make or significantly influence such decisions as:

- Admission to or matriculation through an academic program
- Assignment of grades, determining pass/fail status in the candidacy exam or dissertation defense
- Selection, termination, compensation, promotion, or tenure in the employment setting
- Approval of sick or vacation leave
- Permission to take classes during the work day
- Assignment of resources necessary to do one's job

What are acceptable alternative arrangements?

Acceptable alternative arrangements can be made by working with one's supervisor, chair/director, or dean/vice president. The arrangements must alleviate any actual or perceived conflicts of interest or potential conflicts of interest. They may include altering supervisory or reporting lines; moving a student to another section of the same class; having the teacher switch class sections with another teacher; appointing a different individual to serve on a thesis, dissertation, program, or evaluative committee; moving a student to another position of the same or comparable status and duties; or establishing alternative means of evaluation of academic or work performance, among other options. Having acceptable alternative arrangements made is not an entitlement and if the department determines they are not feasible, the relationship must cease.

Who has a duty to act regarding prohibited relationships?

- Any individual who begins a prohibited relationship must disclose and cooperate in making alternative acceptable arrangements.
- Any human resource professional, faculty or staff supervisor, chair/director, or dean/vice president who becomes aware of a prohibited relationship must seek to ascertain that an acceptable alternative arrangement has been made.
- Any human resource professional, faculty or staff supervisor, chair/director, or dean/vice president who becomes aware of a prohibited relationship for which alternative acceptable arrangements have not been made must report the relationship to the Office of Human Resources. This is the case even across departments, colleges, or units.

Who has a duty to act regarding sexual harassment in general?

Any human resource professional, supervisor, chair/director, or faculty member who becomes aware of information that would lead a reasonable person to believe that sexual harassment has occurred must notify the Office of Human Resources (OHR), Organization and Human Resource Consulting, by ensuring that a Discrimination/Harassment Complaint Form or other appropriate documentation is filed within five working days of becoming aware of the information. The Complaint Form/documentation will initiate collaboration between OHR, Organization and Human Resource Consulting and the unit human resource professional to determine how to proceed with resolving the complaint. Failure to exercise reasonable care by appropriately referring and addressing these complaints may result in personal as well as institutional liability.

What about current prohibited relationships? Do those individuals have to disclose?

Yes. Any individual who is currently in a prohibited relationship must immediately disclose and cooperate in making alternative acceptable arrangements.

What about past prohibited relationships? Do those have to be disclosed?

Past prohibited relationships, in effect and ended before the effective date of this policy (June 1, 2006), must be disclosed only when they create conflicts of interest in the present or future.

Why are these relationships a conflict of interest?

A conflict of interest is a real or seeming incompatibility between one's private interests and one's public or professional duties. The ability to make objective decisions is compromised if there is a romantic and/or sexual relationship between two individuals who have a reporting or evaluative relationship. Other students and faculty may be affected because it places the authority figure in a position to favor or advance one student's interest at the expense of others and implicitly makes obtaining benefits contingent on amorous or sexual favors.

How will same-sex sexual and/or romantic relationships be handled?

These relationships should be handled in the same manner as opposite-sex sexual and/or romantic relationships are handled. Care should be taken not to discriminate against same-sex couples in any way, as the University's Affirmative Action, EEO, and Nondiscrimination policy prohibits discrimination based upon sexual orientation, among other categories. Individuals involved in same-sex sexual and/or romantic relationships that have concerns about disclosing and making alternative acceptable arrangements based upon fear of discrimination should contact the OHR, Organization and Human Resource Consulting at (614)292-2800.

What are the consequences if a violation occurs?

Where a violation of the sexual harassment policy is found, including the “romantic and/or sexual relationships” section, steps will be taken to ensure that the behavior is stopped promptly, or that the relationship is managed appropriately. Appropriate corrective action may range from counseling, written reprimands, suspensions, or other action up to and including dismissal in accordance with established University rules and procedures. The OHR, Organization and Human Resource Consulting will monitor corrective action to ensure compliance.

In cases involving faculty members, corrective measures may be imposed in accordance with chair/dean administrative authority and/or Faculty Rules and Procedures 3335-5-04. For unclassified and classified civil service employees, refer to Human Resources Policy 8.15, Corrective Action. For bargaining unit employees, refer to the appropriate collective bargaining agreement. In cases involving students acting in their employment capacity, measures may be imposed in accordance with Human Resources Policy 10.10, Student Employment; in all other cases, measures may be imposed in accordance with the Code of Student Conduct.

What if I am the only professor who teaches a required class, and I want to initiate a relationship with a student who will have to take the class?

If there is no feasible way to alleviate the conflict of interest, it is not possible to engage in the relationship. Individuals might consider other alternatives:

- Delay the initiation of a relationship until after the student has completed the class.
- Identify a comparable class taught in another department (e.g., a research methods course taught in FAES that is comparable to one taught in Education) and allow the student to apply for permission to substitute the course.
- Arrange an independent study with another qualified professor or practitioner from Ohio State, the immediate community, or another university.
- Arrange for the individual to be graded and guided by an equally qualified colleague at another university.

The conflict of interest must be removed by whatever reasonable means can be identified, without denying or degrading the student’s experience and creativity is invited. Although we encourage departments to be supportive in making alternative acceptable arrangements, they are not required to invest additional resources to do so. Such arrangements are not an entitlement. If acceptable alternative arrangements cannot be made, the relationship must cease.

How soon do I need to notify my supervisor that I am in a relationship?

Relationships generally do not come into existence “out of the blue”; often they evolve over time. If a faculty member is developing an interest in an individual over whom they will almost certainly have supervisory, teaching, evaluation, advising, coaching, or counseling authority, they should think about the extent to which it will be feasible to make acceptable alternative arrangements to entirely avoid the conflict of interest.

If this will not be possible, and the faculty member and student decide to pursue a relationship, the relationship will be prohibited at the point that one individual has authority over the other; that is, at

the point at which the conflict of interest manifests. If a faculty member and student start dating, or become intimate with an individual over whom they have such authority, they are required to immediately notify their supervisor and make alternative acceptable arrangements. It is not acceptable to let the relationship continue for a few weeks or months before doing so.

What options are there for corrective action with tenured faculty?

There are a range of options when addressing violations of policy with faculty, depending on the nature of the violation and the specific fact pattern. Some actions that may be taken are: letters of reprimand placed in the personnel file; loss of salary increase or increases; removal of administrative responsibilities and compensation; removal of privilege of advising graduate students; removal of supervisory privilege over students, faculty, and staff; title change (e.g., removal of named chair); resignation in lieu of detenurization; and initiating the 504 (detenurization) process.

How should this be communicated to faculty, staff, and students?

Deans and department chairs should cover this policy directly with faculty at the first faculty meeting of the year each year. Faculty and staff leaders should review this policy with supervisors and employees on an annual basis.

How can I talk with students/staff who are upset that they cannot be in a relationship with someone who has supervisory responsibility over them?

Listen for understanding and be sensitive. Explain the policy. Read the final report of the Task Force and talk with the individual about all the potential repercussions of such relationships, to the individual, her/his peers, the person in the position of power, the department, and the institution. Refer students to additional resources such as the Student Advocacy Center, Student Life, and Counseling and Consultation Service:

Younkin Success Center (4th Floor)
1640 Neil Avenue (Just South of 11th Avenue)
Phone: 614-292-5766 ccs@studentlife.osu.edu

Refer faculty and staff to the Office of Academic Affairs (614-292-5881), the Employee Assistance Program (1-800-678-6265) and OHR Organization and Human Resource Consulting.

SEXUAL HARASSMENT POLICY

The OSU-GCGP adheres to the OSU Sexual Harassment Policy 1.15. The policy in its entirety is available on the following website:

<http://hr.osu.edu/public/documents/policy/policy115.pdf?t=201489102538>

What are some examples of sexual harassment?

Inappropriate behavior may include:

- Sexual jokes, innuendoes, gestures.

- Unwanted flirtation, advances, or propositions.
- Pressure for sex.
- Leering.
- Display of sexually suggestive objects/visuals.
- Display/transmission of sexually suggestive electronic content.
- Any unnecessary, unwanted physical contact.
- Sexual assaults (if this occurs, call the police immediately and maintain evidence).

What should I do if I feel I have been sexually harassed?

- Document the problem behavior: date, time, place, witnesses, specific behaviors.
- Tell the harasser that the behavior is offensive and that you want it to stop.
- Seek counseling and personal support from the Counseling and Consultation Service (for students: 614-292-5766) or the Employee Assistance Program (for faculty and staff: 1-800678-6265).
- File a complaint with OHR Organization and Human Resource Consulting by calling 614-292-2800 or by sending an e-mail to sexualharassment@osu.edu.
- File an anonymous complaint by calling Ethics Point at 1-866-294-9350 or visiting the Web site: https://secure.ethicspoint.com/domain/en/report_custom.asp?clientid=7689.

What about false allegations?

Sanctions may be imposed on individuals who knowingly or with reckless disregard for the truth make false accusations of sexual harassment. Just because a complaint cannot be proven does not mean that it is false.

Is sexual harassment only male to female? Supervisor to employee? Faculty to student?

Sexual harassment occurs when individuals feel they are the recipients of unwanted sexual attention or behavior. Sexual harassment can happen to or be perpetrated by anyone against anyone else: women, men, students, faculty, staff, supervisors, employees, volunteers, and vendors.

Can I file a *confidential* complaint?

The University cannot promise complete confidentiality. Each situation is resolved as discreetly as possible. Ohio State is obligated to follow up on all allegations. There are times that a one-on-one conversation with the alleged harasser can resolve the situation without revealing the complainant's identity. If this does not work, then it is often necessary to reveal the complainant's identity to conduct an investigation. Students and faculty may make an anonymous complaint to the University Anonymous Reporting Line by calling EthicsPoint toll-free at 1-866-294-9350 or on the Web at:

https://secure.ethicspoint.com/domain/en/report_custom.asp?clientid=7689.

What is the purpose and possible outcome of an investigation?

The purpose of the investigation is to evaluate the allegations of sexual harassment, formulate a response to address the situation, and follow up to ensure that recommended actions have been taken. Outcomes can include: no finding of harassment, finding of inappropriate behavior, finding of harassment, or finding of false allegations. The ultimate goal is to stop the harassment.

Who is typically involved in an investigation?

OHR Organization and Human Resource Consulting conduct investigations. The charged party and the unit human resource professional are notified. Management, the department chair/unit director, and dean/vice president may also be notified. Information will only be shared with individuals who have a “need to know.”

What if I am retaliated against?

Individuals who report sexual harassment or who are involved in the investigation as witnesses are protected against retaliation by University policy as well as state and federal law. The University will take appropriate corrective action toward those individuals who retaliate against someone because he/she filed a complaint, encouraged someone to file a complaint, served as a witness in an investigation, or otherwise participated in an investigation. If a student feels that he/she are being retaliated against, contact OHR Human Resources Organization and Human Resource Consulting immediately at 614-292-2800.

What should I do if I feel in danger?

If something has occurred in the workplace that is causing fear for personal safety, contact University Police at 292-2121 or local police at regional campuses. Then contact OHR Organization and Human Resource Consulting at 614-292-4500. If a student feels in danger in the academic environment; contact the Office of Student Life after contacting the police.

TRAVEL POLICY

Funds to Support Student Travel to Local Professional Meetings

The OSU-GCGP encourages travel to local conferences/meetings for both first- and second-year graduate students. In order to facilitate opportunities for students to participate in local conferences, the OSU-GCGP is willing to reschedule classes provided it works for all the students enrolled in the class and the course instructors. It is important to note that reimbursement by the OSU-GCGP for expenses due to local travel to conferences is not guaranteed. All reimbursement for local meetings will be considered on a case-by-case basis if the OSU-GCGP office is provided with information about the conference prior to the student’s participation.

Funds to Support Student Travel to Professional Meetings

Students in good academic standing will be provided a stipend to travel to the National Society of Genetic Counselors' Annual Conference (NSGC AC) in the fall of their second year. The amount of this stipend may vary year to year. This will be applied only to eligible expenses as described below. **Any costs over the meeting stipend will be incurred by the student.**

For those students approved to attend the conference, absence from clinical rotations and classes are excused during the NSGC AC dates. However, it is the student's responsibility to ensure that their clinical supervisor is aware of the specific dates of their absence.

Authorization to Travel:

1. Approval for travel and its estimated costs, must be documented prior to the trip and available for audit and review.
2. A student may not approve his/her own travel.
3. An OSU Travel Request Form must be filled out by the traveler to request the ability to travel to the conference **before he/she goes anywhere**. This form can be obtained from and submitted by the OSU-GCGP Program Coordinator. The form must be completed *at least* 30 days prior to travel.

Use of Personal Funds:

1. Personal funds used to facilitate travel arrangements will not be reimbursed until after the trip occurs and the Travel Reimbursement Form has been completed and approved by the OSU-GCGP Director.
2. All students should incur the lowest reasonable travel expenses and exercise care to avoid impropriety and/or the appearance of impropriety.
3. Reimbursable expenses to the NSGC AC are limited to transportation, Per Diem, lodging and conference registration when the conference is not held in Columbus.
4. All requests for reimbursement with supporting documentation within 60 days of completion of the trip to obtain reimbursement of travel expenses.

Reimbursements

1. Reimbursement of documented travel expenses is based on reasonable and actual expenses supported by original, itemized receipts where required. On an occasional basis if original receipts are not available, a substitute document can be used.
2. Travel expenses that have been or will be reimbursed to a traveler by a third party must be referenced in the travel system and will not be paid by the university.
3. Reimbursements are processed and approved in the travel system via the OSU-GCGP Program Coordinator.
4. Reimbursements that exceed the travel estimate must be approved by the designated approval authority.

Airfare

1. All flights **must** be arranged through the OSU-GCGP Program Office. Students who book their own flights, rent a car, or use their personal vehicle to attend the NSGC Conference without prior approval will **not** be reimbursed by the OSU-GCGP.

2. Coach class or economy ticket will be purchased for all flights. The lowest reasonable airfare expenses that meet the travel needs should be incurred. First class and business class tickets will **not** be paid for or reimbursed by the OSU-GCGP.
3. Boarding pass must be printed for all legs of the trip and turned in with Travel Reimbursement Form.

Rail

1. Same as airfare regulations.

Personal Vehicles

1. Mileage will be reimbursed for personal vehicles as a primary mode of transportation if the cost does not exceed the least expensive airfare. Additional expenses, including but not limited to hotel expenses and Per Diem, should be considered when comparing the cost of a trip by auto to airfare. Mileage will not be reimbursed for local travel to meetings.
2. Reimbursement for usage of a personal automobile is based on the IRS mileage rate. IRS mileage rate includes all vehicle related expenses (i.e. gasoline, wear and tear and personal auto insurance).
3. Mileage log (including date, odometer readings, destination, and purpose of travel) or other supporting documentation to document mileage distance of trip (e.g. MapQuest) is required upon completion of trip in order to receive reimbursement.
4. Mileage will be reimbursed after the trip is completed, provided the documentation mentioned in #3 above is turned in to the OSU-GCGP office.

Conference Registration Fees:

1. Conference registration fee must be prepaid by the OSU-GCGP prior to any conference early-bird deadlines.
2. Conference rates will only be reimbursed for students at the student-member rate.

Lodging:

1. If lodging is to be covered by the OSU-GCGP in a given year, the OSU-GCGP will reserve the rooms for the graduate students to share at the conference.
2. Should a student wish to stay in a hotel room by themselves or with a non-OSU graduate student then the cost of the room will be at their expense.
3. Minibar, room service, and other incidentals will not be reimbursed by the OSU-GCGP.
4. Students must return an itemized bill for the hotel expenses to the OSU-GCGP when the trip is completed.
5. Internet fees associated with lodging will not be reimbursed.

Meals:

1. Meals will be reimbursed based upon itemized receipts up to the Per Diem expense for the day.
2. Group bills will not be reimbursed. All individuals must provide separate receipts.
3. The Per Diem allowance for the first and last days of travel is *up to* 75% of the full Per Diem rate.
4. Full meal allowances will **not** be paid if a meal is included in a conference registration fee, built into the hotel room rate or replaced by a legitimate business meal (i.e. continental breakfast at conference, sponsored luncheon, program sponsored dinners). In these

instances, the allowance for reimbursement will be adjusted by deducting the appropriate meal percentage (25% - breakfast; 25% - lunch; 50% - dinner) from the full Per Diem allowance for applicable city location.

5. Students must register for at least one sponsored lunch session at a convention. Documentation of sessions attended that provided meals must be provided upon return.
6. Alcohol will not be reimbursed by the OSU-GCGP. Any alcohol purchases must be made on separate receipts from those to be reimbursed.
7. Guest(s)' meals will not be reimbursed by the OSU-GCGP.
8. All itemized receipts for meals must be turned in to the OSU-GCGP within 14 business days after completion of the trip.
9. Maximum tip to be provided is 20%. Receipts with tips above this percentage will not be fully reimbursed.
10. Meal Allowances are paid after the trip is completed and are based upon the federal meal and incidental (Per Diem) rates that vary by city location provided the documentation mentioned in #6 above is turned in to the OSU-GCGP office. Per Diem rates can be found on the [U.S. General Services Administration's Per Diem Rates Website](#).
11. The OSU-GCGP will not reimburse for cab fare to dining establishments.

Miscellaneous Business Expenses:

1. Miscellaneous business expenses (excluding those specifically noted above) considered necessary for business travel may be reimbursed for each expense with original receipts.
 - a. Cab fares receipts for transportation to and from the airport and lodging. As noted under the section titled Meals, the OSU-GCGP will not reimburse for cab fare to dining establishments.
 - b. Baggage fee for one bag to be transported to the meeting location.
 - c. Parking tolls will be reimbursed.

Payments that do not adhere to the above procedures will not be reimbursed. There are no exceptions to this policy.

WORKSPACE POLICY

Graduate students need access to adequate space with proximity to their advisors, faculty, research equipment and students. The OSU-GCGP provides office/carrel space to all students; however, it is important to note that our student workspace is a shared resource. As such, students will be assigned to a shared space by the OSU-GCGP's Program Coordinator. Given that space is one of the University's most important and costly resources, graduate students must adhere to the following rules regarding OSU-GCGP space.

Student Carrels:

1. Assigned space will be reviewed on an annual basis.
2. The assigned workspace and fixed contacts (cabinetry, file drawers) may not be renovated.

Personal Belongings:

1. Personal belongings may be stored in workspace during the time in which the student is using the space.
2. The workspace is not meant for long-term storage of personal belongings.

3. The OSU-GCGP is not responsible for lost or stolen personal belongings.

Telephones:

1. Telephones in faculty offices, clinic space and student carrels are for University or Medical Center Business.
2. Long-distance calls for patient care and/or other clinical services, thesis projects, and coursework may be placed using the OSU Division of Human Genetics phones.
3. Telephones may not be used for personal calls.

Computers:

As part of the physical and social learning infrastructure, the OSU-GCGP, under the auspices of The Ohio State University develops and maintains computers, computer systems, and networks. These **Computing Resources** are intended for university-related purposes, including direct and indirect support of the university's instruction, research, and service missions; university administrative functions; student and campus life activities; and the free exchange of ideas among members of the university community and between the university community and the wider local, national, and world communities.

The rights of academic freedom and freedom of expression apply to the use of university computing resources. So, too, however, do the responsibilities and limitations associated with those rights. The use of university and the OSU-GCGP computing resources, like the use of any other university-provided resource and like any other university-related activity, is subject to the requirements of legal, regulatory, and ethical behavior within the university community. Responsible use of a computing resource does not extend to whatever is technically possible. Although some limitations are built into computer operating systems and networks, those limitations are not the sole restrictions on what is permissible. Students must abide by all applicable restrictions, whether or not they are built into the operating system or network and whether or not they can be circumvented by technical means.

All students that use the computing resources at OSU and within the OSU-GCGP must:

1. Comply with all federal, Ohio, and other applicable laws related to computer use. Examples of such laws, rules, policies, contracts, and licenses include: the Family Educational Rights and Privacy Act (FERPA); Health Insurance Portability and Accountability Act (HIPAA); laws and regulations governing export control, which prohibit the electronic transmission of certain types of information to citizens of specified countries; laws governing libel, privacy, copyright, trademark, obscenity, and child pornography; the Electronic Communications Privacy Act and the Computer Fraud and Abuse Act, which prohibit "hacking," "cracking," and similar activities; the Americans With Disabilities Act as reflected in the Web Accessibility Policy; Code of Student Conduct; Sexual Harassment Policy; Institutional Data Policy; Disclosure or Exposure of Personal Information Policy; and all applicable software licenses.
2. Use only those computing resources they are authorized to use and use them only in the manner and to the extent authorized.
3. Respect the privacy of other users and their accounts, regardless of whether those accounts are securely protected.
4. When not in use and not attended, all users must log off the computer.
5. Refrain from using computing resources for personal commercial purposes or for personal financial or other gain. Personal use of university computing resources for other purposes is permitted when it does not consume a significant amount of those resources, does not interfere with the performance of the user's job or other university responsibilities, and is otherwise in

compliance with this policy. Further limits may be imposed upon personal use in accordance with normal supervisory procedures or as a matter of college, department or unit policy.

6. Students must refrain from stating or implying that they speak on behalf of the university and from using university trademarks and logos without authorization to do so. Affiliation with the university does not, by itself, imply authorization to speak on behalf of the university. This also extends to the use of social media.
7. The university employs various measures to protect the security of its computing resources and of their users' accounts. Users should be aware that the university cannot guarantee such security. Users should engage in "safe computing" practices by establishing appropriate access restrictions for their accounts, guarding their passwords, and changing them regularly. **Accounts and passwords may not be shared with, or used by, persons other than those to whom they have been assigned by the university**
8. Students are responsible for logging off all computers after use. **Computers should never be left logged onto while unattended.** If an unattended computer is found with an active login by a student, the following will occur:
 - a. 1st offence: Student will receive a verbal and written warning which will be put in their academic file.
 - b. 2nd offence: Student will receive a second verbal and written warning which will be put in their academic file. In addition, they will be required to read and sign the computing policy.
 - c. 3rd offence: Student's computing privileges will be revoked.
9. The OSU-GCGP does not routinely monitor individual usage of its computing resources, the university may specifically monitor the activity and access the accounts of individuals users of computing resources, including individual login sessions and communications without notice, under circumstances delineated in the [OSU Computing and Network Policy](#).

The OSU-GCGP will provide one computer per student carrel. As such, computers are a shared-resource between first-and second-year students. Computers are the property of the OSU-GCGP and may not be removed from the premises.

WRITING POLICY

As scholarship is included as a curricular goal by the OSU-GCGP mission, the OSU-GCGP has policies regarding written communication by students for all coursework, presentations, and thesis work.

APA Format:

The OSU-GCGP uses the American Psychological Association (APA) style for oral and written presentations, including thesis documents, in all courses in the OSU-GCGP. Students are also expected to meet the other specific requirements for oral and written course assignments delineated in individual course syllabus by the course director.

Students are encouraged to access and view the tutorials on the [The APA Style website](#) for more information on APA style.

PHOTOGRAPHY POLICY

The OSU-GCGP and its representatives on occasion take photographs for use in print and electronic publications and use on OSU-GCGP social media sites. This policy serves as notice to students of the Program's intent to do so and as a release to the Program of permission to use such images as it deems fit. If a student should object to the use of their photograph, they have the right to withhold its release by filling out the Refusal for Use of Photographs Form ([Appendix D](#))

SECTION 8: ACADEMIC AFFAIRS

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT – FERPA

Faculty and students should be aware of the Family Educational Rights and Privacy Act (FERPA). Graduate students are protected by FERPA - a set of laws enacted in 1974 – which guarantees students the right to review and inspect their educational records, to seek to amend educational records and to have some control over the disclosure of educational record information. Grades should not be posted publicly with student names or other information which would allow a third party to identify the student. Faculty should not give out student personal information or grades to third parties without the express consent of the student.

More detailed information about policies regarding privacy and release of student educational records from the Office of the University Registrar is available at:

http://registrar.osu.edu/policies/privacy_release_student_records.pdf

For those faculty members who wish to learn more about FERPA, there is an online tutorial at the following link: http://registrar.osu.edu/staff/ferpa_instructions.pdf

CURRICULUM DEVELOPMENT & ASSESSMENT ADVISORY BOARD

The OSU Genetic Counseling Graduate Program's (GCGP) Curriculum Development and Assessment Advisory Board (henceforth referred to as the Advisory Board) overarching responsibility will be to assist in the development and ongoing assessment of the graduate program's curriculum. The committee will be responsible for ensuring that the curriculum is in line with the Graduate Program's mission and with the ACGC accreditation standards for the genetic counseling profession.

Responsibilities will include, but not be limited to:

- Development and maintenance of an ability-based curriculum map that documents and assesses appropriate learning of ability-based outcomes and the curriculum sequence to develop critical thinking skills.
- Monitoring the assessment (outcomes) of learning objectives and competencies to be achieved in didactic, problem-based, and clinical/laboratory/advocacy placements.
- Establishment of objective measures and assessment tools for evaluating students, both academically and clinically.
- Development of an ongoing system utilizing internal and external validations to review and subsequently enhance the effectiveness of the curriculum.
- Involvement in strategic planning and future-visioning for the graduate program.
- Reviewing and providing recommendations regarding the program's mission, vision, and curricular objectives.
- Provide expertise and support as needed in areas of recruitment, marketing and fundraising..

MEMBERSHIP:

1. Composition:

- The committee will be comprised of a minimum of 7 members, with a maximum of 14 members, and will be chaired by the Graduate Program Director. Members of the committee will be appointed by the GCGP Program Director. The Program Director will seek names of potential Advisory Board Members from the current members of the Advisory Board and GCGP Faculty.
- Representation on the committee must encompass experience in medical genetics, teaching, clinical supervision, and other related subjects. In addition, the overall expertise of the committee should represent a cross-section of the genetic counseling profession, advocacy community, and the student/alumni population.
- Members must also have appropriate knowledge of the ABGC practice-based competencies, ACGC accreditation standards, as well as the missions of The Ohio State University, The Ohio State University College of Medicine and the OSU-GCGP mission.

2. Term:

- The founding committee will have terms of either 3 or 5 years.
- After the initial stagger of the founding committee members, committee members will have three (3) year terms.
- A term will begin on July 1st.
- A term will end on June 30th.
- After completion of a three year term, members are eligible for reappointment.
- Members cannot serve for more than three (3) consecutive terms; however, after a break the length of one term, they are eligible for reappointment.

Relationship to the Ohio State University

The Advisory Board is expected to offer recommendations to the OSU-GCGP Executive Leadership (Directors and Medical Director). The OSU-GCGP Executive Leadership will take the Advisory Board recommendations under advisement and use them in discussions with Program faculty and the Vice Dean of Education when considering changes to the program curriculum. The final decision on whether recommendations will be implemented will be determined by the OSU-GCGP Program Leadership.

RELATIONSHIP TO THE OHIO STATE UNIVERSITY

The Advisory Board is expected to offer recommendations to the GCGP leadership (Directors and Medical Director). The GCGP leadership will take the Advisory Board recommendations under advisement and use them in discussions with Program faculty and the Vice Dean of Education when considering changes to the program curriculum. The final decision on whether recommendations will be implemented will be determined by the GCGP Program Leadership.

PROCEDURAL RULES

1. Meetings:

- The Advisory Board will meet formally two (2) times per year.
- Additional ad hoc meetings may be requested to address unforeseen programmatic issues that require advisory board input. Written notice of upcoming meetings will be sent to members at least thirty (30) days before a meeting.
- Meetings will be held by conference call or in-person depending on the issues being addressed.

2. Minutes:

- Minutes of each meeting will be retained by the Program.
- Minutes will be sent to Advisory Board members with the agenda for the upcoming meeting.

3. Resignation:

- Members who wish to tender their resignation prior to fulfillment of their term from the Advisory Board should do so in writing to the Program Director.
- The GCGP requests that members who wish to resign give a minimum of 2 weeks' notice.
- In the event that a member resigns from the Advisory Board prior to completing their term, the Program Director will appoint a new committee member to fulfill the remainder of their term.

4. Dismissal:

- Members who are absent without reasonable cause from three successive meetings will be considered to have resigned their seat.
- In the event that a member is dismissed from the Advisory Board, the Program Director will appoint a new committee member to fulfill the remainder of their term.

GRADUATE STUDIES COMMITTEE

The Graduate Studies Committee consists of the Program Director, who is chair of the Graduate Studies Committee, the Associate Director, and the Medical Director for the OSU-GCGP. The Graduate Studies Committee is responsible for the conduct and administration of its graduate program and its general responsibilities are delineated in [Section 14 of The Graduate School Handbook](#). Included are responsibility for curriculum, admission to the program, evaluation of academic progress, and general oversight of the requirements and rules of the program, although some duties may be delegated to other faculty members and/or committees of the OSU-GCGP.

Actions taken by the committee with regard to curricular changes and or program assessment are subject to approval, modification, or reversal by the OSU-GCGP Curriculum Development and Assessment Advisory Board. Decisions made by Graduate Studies Committees must comply with Graduate School rules. The Graduate Studies Committee assumes other responsibilities as assigned to it by the Graduate School, the Graduate Faculty members in the graduate program, the head of the academic unit, or the committee members. The committee reports on its actions taken during the year to OSU-GCGP Curriculum Development and Assessment Advisory Board and Graduate Program Faculty, as well as information pertinent to appropriate committees (Admissions Committee, Thesis committees)

Committee Composition: The chair(s) of the Graduate Studies Committee is the OSU-GCGP Program Director(s). The other members of the committee are the Associate Director(s) and the Medical Director.

Version Date: August 1, 2018

ADMISSIONS COMMITTEE

Mandate

The OSU Genetic Counseling Graduate Program's (GCGP) Admissions Committee overarching responsibility will be to assist in the development of admission criteria and evaluation of applicants to the graduate program. The committee will be responsible for ensuring that the applicants chosen for matriculation in to the GCGP meet the admission criteria and credentials set forth by the GCGP and is in alignment with the Graduate School's Admission standards.

Responsibilities will include, but not be limited to:

- Specifies admission criteria and admission credentials in addition to those required by the Graduate School
- Specifies and monitors the conditions that must be satisfied by applicants admitted in to the GCGP
- Recommends admission of applicants to the GCGP
- Approves changes in a student's admission classification
- Develops measures and assessment tools for evaluating applicants
- Involvement in strategic planning and future-visioning for the graduate program.
- Provide expertise and support as needed in areas of recruitment
- Adheres to Admissions requirements set forth by the Graduate School (see Graduate Handbook).

Membership

1. Composition:

- The committee will be comprised of a minimum of 10 members and will be chaired by the Graduate Program Director. Members of the committee will be appointed by the GCGP Director. The Program Director will seek names of potential Admission Committee Members from the current members of the GCGP Admission Committee, Advisory Board and Faculty.
- Representation on the committee should represent a cross-section of the genetic counseling profession, advocacy community, and the student/alumni population.
- Members must also have appropriate knowledge of the ABGC practice-based competencies, ACGC accreditation standards, as well as the missions of The Ohio State University, The Ohio State University College of Medicine and the OSU-GCGP mission.

2. Term:

- The founding committee will have terms of either 3 or 4 years.
- After the initial stagger of the founding committee members, committee members will have three (3) year terms.
- A term will begin on July 1st.
- A term will end on June 30th.
- After completion of a three year term, members are eligible for reappointment.

- Members cannot serve for more than three (3) consecutive terms; however, after a break the length of one term, they are eligible for reappointment.

Procedural Rules

3. Meetings:

- The Admission Committee will meet formally in September to plan the year's admission process.
- A subset of the Admission Committee will meet all applicants interviewed for Admissions. The subset of members will be determined during the September meeting.
- Additional ad hoc meetings may be requested to address unforeseen programmatic issues that require Admission Committee Members' input.
- The GCGP will make every attempt to send written notice of upcoming meetings to members at least thirty (30) days before a meeting.
- Meetings will be held by conference call or in-person depending on the issues being addressed.

4. Minutes:

- Minutes of each meeting will be retained by the Program.
- Minutes will be sent to Admission Committee members with the agenda for the upcoming meeting.

5. Resignation:

- Members who wish to tender their resignation prior to fulfillment of their term from the Admission Committee should do so in writing to the Program Director.
- The GCGP requests that members who wish to resign give a minimum of 2 weeks' notice.
- In the event that a member resigns from the Admission Committee prior to completing their term, the Program Director will appoint a new committee member to fulfill the remainder of their term, if needed.

6. Dismissal:

- Members who are absent without reasonable cause from three successive meetings will be considered to have resigned their seat.
- In the event that a member is dismissed from the Admission Committee, the Program Director will appoint a new committee member to fulfill the remainder of their term.

GRADUATE PROGRAM FACULTY

According to the [College of Medicine Faculty Handbook](#), all faculty members at the OSU College of Medicine have an obligation to teach. The receipt of a University salary entails a requirement for teaching of students enrolled in University educational programs.

In the Division of Human Genetics this requirement applies principally to the teaching of genetic counseling graduate students, medical students, and residents, but may also be applied to the teaching of undergraduate and other graduate students as well.

Version Date: August 1, 2018

Faculty for the OSU-GCGP will be selected by OSU-GCGP Graduate Studies Committee, with assistance from the Curriculum Development and Assessment Advisory Board. Final review and approval is given by the Graduate School. Appointments will be for a period of two years with option to reappointment for another cycle. Each graduate faculty member is authorized for specific graduate activities within the OSU-GCGP. These activities and the necessary qualifications for each are:

- Teach Graduate Courses: Qualifications: Graduate degree. Course Directors must have evidence of professional activity sufficient to assure awareness of current advances in the discipline or profession. Evidence of effective instruction or effectiveness in other types of professional presentations should be supplied. When possible, teaching evaluations should be provided as evidence of effective instruction. In the case of new appointments, strength of evidence that indicates potential may substitute for experience.
- Serve on graduate student committees: Qualifications: Graduate degree appropriate to the student's degree level. Faculty must have evidence of professional activity or scholarship sufficient to assure awareness of current advances in the discipline or profession. Evidence of effectiveness in advising, participation on graduate student committees, and supervising graduate student research should be supplied for re-appointments. In the case of new appointments, information suggesting potential for providing guidance to graduate students may substitute for participation on committees.
- Direct master's theses: Qualifications: Doctoral or other relevant terminal degree (A combination of a master's degree and scholarly activity may be considered as a substitute). Faculty must have evidence of professional activity and scholarship indicating participation in advances in the discipline or profession. Evidence of successful participation in the advising of graduate students and the direction of master's thesis research should be supplied for re-appointments. In the case of new appointments, information suggesting potential for directing master's theses may substitute for experience.

The same process for nomination to Graduate Faculty will be used for the removal or reduction in responsibility of Graduate Faculty Status when the Graduate Faculty member's status initially provided for continuing research or teaching duties. Before a regular faculty member's graduate faculty activities are reduced, the Director of the OSU-GCGP will write a letter to that faculty member, notifying him or her of the intent to change responsibilities.

ACADEMIC ADVISORS

Academic advisors must be faculty members of the OSU-GCGP holding M or P status and who will be responsible for oversight and guidance on the student's thesis project. Students should select a permanent advisor by the end of the first semester of study. The selection of a permanent advisor is one of the most important decisions a graduate student will make in his or her graduate student life. The choice of advisor can determine the pace of progress through their thesis project and success of a student. The advisor-student relationship is generally one of mutual interdependence, mentorship, research expertise, and even friendship, as each relies on the other in order to achieve various professional objectives

Students are encouraged to talk to several faculty members as well as other graduate students before settling on a permanent advisor. Among the things the students should consider are whether the faculty member is active in ways that meet the student's thesis project objectives, as evidenced by a visible and recent publication record. It also is important that the work styles of the student and advisor are compatible; that they share interests; and that each feels a commitment to the other. It is important also to note that an advisor helps students navigate the program, but both the student and the advisor have responsibilities in making certain a student's graduate experience is rich and rewarding.

Students should consult their advisor about the selection of their thesis advisory committee, development of their protocol, submission to IRB, data collection and analysis, as well as final defense. Students are expected to meet regularly with their Academic Advisor throughout their tenure at OSU. Advisors will also be available at other times if students or faculty have issues to discuss. At the end of beginning of the second year, all students will meet with the Program Director(s) and Associate Director, in addition to their Academic Advisor, to discuss general issues regarding progress towards completion of their thesis and their degree.

At times, the student may feel that a change of advisor is in his or her best professional interests. It is the student's prerogative to change advisor if he/she feels it to be beneficial, and it is inappropriate for the current advisor to attempt to pressure the student into remaining in the relationship if the student does not want to. A student who wants to change advisors but feels uncomfortable approaching the current advisor to discuss the change, or who feels such pressure is being applied, should consult the Program Director or members of the Graduate Studies Committee for assistance.

Graduate Advisor/Student Relationship

Graduate advising is best understood as a relationship between graduate student and faculty advisor where both parties can expect that the other party will follow best practices in fulfilling his or her responsibilities as graduate student or advisor.

The relationship between a graduate student and advisor is one that can have a great impact on the academic achievements and life of a graduate student. This relationship can greatly encourage the academic pursuits of the graduate student, proving to be one of the most influential interactions of the scholar's life. A relationship in which mutual expectations are not understood, however, may diminish a graduate student's potential.

The [Graduate School Handbook](#) outlines the minimum expectations for best practices in graduate advising at The Ohio State University. It is meant to be a spring board for each graduate program to discuss, develop, or reevaluate its local advising expectations and practices. Following are excerpts from the Graduate Advising Best Practices Section of the Graduate School Handbook.

Communication and Graduate Advising

Regular and clear communication is essential to good graduate advising. It is recommended that as much communication as possible occur in person or over the phone to enhance clarity, reduce ambiguity and misunderstanding, and to resolve conflict. Written communication, e.g. via mail and e-mail, is appropriate, especially to document situations and potentially contentious issues. Problems that

arise should be addressed immediately and clearly so that both parties can work to remedy issues in an expedient manner. Graduate students and advisors should recognize that social media can blur the line between professional and personal lives and should be used only if deemed appropriate by both parties.

Graduate Program's Responsibilities

- Establish graduate advising best practices that pertain specifically to the local graduate program and its graduate degrees.
- Maintain a graduate program handbook, including the steps and processes for students to complete degree requirements and grievance procedures for graduate students and advisors.
- Create and maintain an easily accessible online list of information for graduate students that contains links to the *Graduate School Handbook* and other relevant university resources.
- Provide yearly written review of performance for graduate students and advisors.
- Maintain clear communication with students and advisors.
- Hold a yearly orientation to familiarize new students and faculty with the graduate program and the university.

Graduate Advisor Responsibilities

- Conduct advising in an ethical manner, including when recruiting advisees
- Communicate clear intentions, expectations, and requirements to potential and current advisees, including how long the advisor expects to stay in his or her current position and the amount of funding support available to advisees
- Address problems immediately so both parties can remedy issues expediently
- Maintain communication and interact with graduate students in a professional manner
- Communicate clear expectations for time to degree completion and publication expectations
- Provide periodic and regular evaluations of progress toward degree
- Provide timely written feedback on advisee's professional writing (article drafts, dissertation chapter drafts, etc.)
- Give students appropriate credit for their work, e.g. as reflected in author strings in journal articles or books
- Aid in preparing students to be the best professional they can be
- Initiate conversations about academic progress and stay current about degree requirements and procedures
- Initiate conversations with advisee about career goals
- Support traditional and non-traditional career goals
- Help graduate students develop professional skills that will make them competitive for employment in their given field
- Encourage students to take part in activities that will enrich their academic development, e.g. by participating in professional conferences and other networking activities
- Respect advisees' academic and non-academic commitments and responsibilities
- Provide prompt and honest feedback on student's work
- Allow reasonable time for students to prepare requested materials
- Do not require that a student continue to provide a service (e.g. teaching, laboratory management, mentoring of other students, etc.) under terms that can hinder a student's degree completion

Graduate Student Responsibilities

Conduct academic pursuits in an ethical manner and develop professionally.

- Uphold Ohio State's [Code of Student Conduct](#).
- Pursue opportunities that advance career as a graduate student and beyond.

Take ownership of academic progress

- Devote significant and productive time toward degree completion.
- Stay abreast of requirements for degree completion through active and regular discussions with advisor.
- Communicate career goals and concerns related to academic progress clearly.
- Initiate communication with the advisor.

Respect the responsibilities of the advisor

- Maintain open communication with advisor.
- Allow sufficient time for the advisor to provide feedback in advance of deadlines.
- Maintain professionalism by keeping up with graduate student responsibilities even when advisor is not present.

PROGRAM COACHES

Each student will be assigned a Program Coach by the OSU-GCGP Graduate Studies Committee at the beginning of their first year of study. The program coach is responsible for providing the graduate student with instruction and knowledge to help students improve their performance and skills. Program coaches also provide students with advice about general issues regarding progress towards their degrees and advising students as they work toward achieving their short-term graduate school goals and their long-term professional goals. A program coach is there to give feedback and suggestions to improve their practice. They act as a mentor and guide throughout the graduate school program. They can also be there to assist students in academic misconduct, grading disputes, or other programmatic issues.

The student's self-reflective ePortfolio-Charting Professional Growth is a focus of program coaching. The goal of these mandatory ePortfolio self-reflection assignments is to help student's develop their ability to perform lifelong reflective practice and self-directed learning. Over the course of their academic career here at OSU the student will be required to complete and upload 8 self-reflections. We are requesting that the student use these opportunities to reflect upon their educational experiences and performance or other topics of choice related to their learning journey. They may also use these assignments to chart how they might improve performance and achievements. These reflections will be shared with their program coach before their in-person meetings. Program coaches should provide feedback on the student's ability to reflect on their experiences and assist them in establishing goals and plans for their professional success.

The expectation will be that students and Program Coaches meet *in-person*, a minimum of one time during each semester. Over the remainder of the semester, additional meetings can occur at the convenience of the program coach and student either in-person or by telephone as warranted. ***It will be the student's responsibility to schedule the meeting, complete the mentoring form, and upload it to the***

appropriate clinical rotation in CARMEN so that it can be used by the OSU GCGP to verify the meeting occurred.

MENTORING

Being a relatively small program, our student to faculty ratio will be low. This will allow each student a great deal of individualized teaching, advising, and guidance. Program leadership, faculty, course directors, and other instructional faculty are encouraged to maintain open door policies by which students who need additional assistance can obtain guidance. In addition, clinical supervisors are available at site-specific rotations to provide personalized attention to the student.

Beyond the formal academic advisement system described above, the OSU-GCGP also encourages student participation in the NSGC mentoring program. Additionally, we expect that students will develop informal mentors over the course of their training. These mentors may be clinical supervisors and/or program faculty members. The University also provides extensive seminars for graduate students on a range of areas, including courses on public speaking and scientific writing.

Chromie Homies:

To enhance student cohort relationships the OSU-GCGP has developed a student mentoring system. All first-year students are assigned a 2nd year student “chromie homie”. How often students meet with their chromie homie and what activities they do is completely student-driven. However, there may be times when the OSU-GCGP develops activities that draw upon the chromie homie pairs.

OSU-GCGP Success and Beyond Group:

The purpose of this group will be to provide additional support and guidance for both first year and second year students of the OSU-GCGP throughout the course of their two years of study. The group is facilitated by two OSU-GCGP faculty members who are clinical supervisors for the graduate program.

This group will meet approximately every two weeks outside of the program offices. ***With the exception of the first meeting of the academic year, attendance at all other meetings is optional.***

Depending on the topic being covered, meetings can involve individual classes or both classes. Topics covered in the group will include, but are not limited to: self-care, interviewing skills, resume and cover letter writing, new clinic responsibilities, utilizing risk models, preparing for comprehensive exams, etc.

Topics will be selected based on upcoming events or major assignments in the program as well as by student(s) requests. While the focus of most meetings may not be self-care, short check-ins, icebreakers, or relaxation activities will be included at the beginning of each session to promote mindfulness and stress relief.

STUDENT LEARNING ENVIRONMENT

Each August the OSU-GCGP and OSU affiliated clinical training sites welcome new trainees in various health professions. While the primary purpose of the medical center is to provide care for patients, this is also a learning environment for each of our trainees. It is the responsibility of each of us in this community to contribute to the development of a positive learning and work environment for all learners. Many studies have shown that hostile environments negatively affect students and trainees and are detrimental to learning and associated with higher rates of student depression, stress, anxiety and burn-out. Faculty should treat students and trainees as they wish students and trainees to treat their patients.

The OSU-GCGP is cognizant of the fact that many of our learners have very little experience in the clinical environment. Students may be a bit anxious about how they will fit in and what they will experience. Some of the things that the OSU-GCGP will do to improve the learning environment for our trainees include:

- Welcome each student and trainee to the work environment and introduce them to the various team members.
- Orient students to the work place (give a tour) and explain to them the various schedules and activities of the clinic or other work unit.
- Vow to improve the professional environment for faculty, staff and trainees and encourage colleagues to join in this effort. Students are always learning from what they observe – not just from formal lectures and rounds but also from informal interactions –both positive and negative. OSU-GCGP will strive to keep those lessons positive.
- Communicate to trainees that faculty and staff value trainee education and consider it to be a high priority in the medical center.
- Practice appreciative inquiry – don't just criticize shortcomings – also point out and praise good practices and performances by our trainees.
- When possible, optimize flexibility and choice for health profession students to decrease the perception of lack of control (this helps to decrease stress).

GRADING

Maintaining Good Standing in the OSU-GCGP

Graduate students are expected to maintain “Good Standing” in the program. Good Standing consists of maintaining a minimum 3.0 grade point average, demonstrating good commitment to professional standards, and making steady progress toward degree completion.

Minimum Grade Point Average

The Graduate School requires graduate students to maintain a graduate cumulative point-hour ratio (CPHR) of 3.0 or better in all graduate credit courses. **Any student receiving a B- [82.9%], or lower, in any course, may be required to complete remedial work as assigned by the program.** If a student receives an **unsatisfactory grade in the thesis or clinical coursework, the student will be required to repeat or undergo remediation in the clinical rotation or the thesis component in which they received the unsatisfactory grade.** The decision regarding whether repetition or remediation is required is at the discretion of the clinical supervisor and thesis advisor with input and final approval from the OSU GCGP Leadership.

A student whose overall grade average is below B [83.0%], or who has more than one incomplete grade or who fails to make progress towards the degree in accordance with the requirements adopted by the Graduate Faculty, is not meeting academic standards and will be placed on Academic Probation by the Graduate School.

All students receiving financial aid must maintain a B average (3.0/4.0).

Probation: A student whose graduate CPHR falls below 3.0 after nine graduate credit hours have been attempted is placed on probation by the Dean of the Graduate School.

Didactic Courses

A significant portion of graduate student work involves taking courses. Each course has a certain amount of credit hours associated with it. These credit hours are often referred to in this document and elsewhere are credits, where one credit hour equals one credit.

The OSU-GCGP courses are graded A through E. Grades are assigned point values as follows:

Letter Grade	Numerical Grade	Grade Point Value
A	93.0-100.0	4.0 Pts
A-	90.0-92.9	3.7 Pts
B+	87.0-89.9	3.3 Pts
B	83.0-86.9	3.0 Pts
B-	80.0-82.9	2.7 Pts
C+	77.0-79.9	2.3 Pts

C	70.0-76.9	2.0 Pts
D	65.0-69.9	1.0 Pts
E	60.0-64.9	0.0 Pts

Seminar Series (INTMED7891.01-.02) Grading

The OSU-GCGP uses a pass/fail system for the seminar series courses (INTMED7891.01-.02). These grades consist of:

- S = Satisfactory
- U = Unsatisfactory
- I = Incomplete
- P = Progress (issued when grading is required for University purposes, progress is satisfactory, but the curricular component has not been completed.)

Satisfactory: A **Satisfactory** grade indicates students have completed all course assignments, attended greater than 85% of the classes, and actively participated in the case and journal club discussions.

Unsatisfactory: An **Unsatisfactory** grade indicates academic (knowledge, skills and/or behavior) performance is not at an appropriate level upon completion of the course. Additional work is required to bring the performance level to appropriate standards. Required remediation is the decision of the OSU-GCGP Director in collaboration with the Course Directors submitting the unsatisfactory evaluation. Examples of unsatisfactory performance are:

- Case or journal club presentations do not adhere to course requirements.
- Class participation requirement is not met.

College rules mandate that an unsatisfactory grade must be made up within 12 months from the conclusion of the course for which that grade has been assigned. If a Satisfactory grade has not been recorded in the allotted time, the student will not be permitted to pursue any other course work until the remediation is completed. The student will be required to meet with the OSU-GCGP Director, and the failure to remediate may be considered cause for dismissal. A leave of absence will not count into the 12-month timeframe.

Incomplete: An **Incomplete** grade indicates specific requirements of the Seminar Series Course are not yet met. Examples of requirements not met are:

- Class is not attended.
- Assignments are not completed.

Thesis Course (INTMED7999.01-7999.04) Grading

The OSU-GCGP uses a pass/fail system for thesis courses (INTMED7999.01-7999.04). These grades consist of:

- S = Satisfactory
- U = Unsatisfactory
- I = Incomplete
- P = Progress (issued when grading is required for University purposes, progress is satisfactory, but the curricular component has not been completed.)

Satisfactory: A **satisfactory** grade indicates that the student has met or has made significant progress toward reaching semester-specific goals set by the thesis advisor in partnership with the student. To receive a satisfactory grade, the student should demonstrate professionalism (e.g. making and attending meetings with advisor and committee members) and independence (e.g. dedicating appropriate amount of time to thesis work throughout the semester to achieve semester-specific goals). Grade recommendations will be solicited from each thesis advisor before the end of each semester.

Unsatisfactory: An **unsatisfactory** grade indicates that a student has not conducted him/herself professionally or independently. Examples of unsatisfactory behavior include

- Unexcused absence from scheduled meetings
- Lack of progress toward semester-specific goals for reasons within their control (this would not include regulatory barriers like lengthy IRB reviews), or
- Lack of appropriate student time dedicated to the project in a given semester.

Required remediation is the decision of the OSU-GCGP Associate Director in collaboration with the Thesis Chair and Committee members submitting the unsatisfactory evaluation. Grade recommendations will be solicited from each thesis advisor before the end of each semester.

College rules mandate that an unsatisfactory grade must be made up within 12 months from the conclusion of the course for which that grade has been assigned. If a Satisfactory grade has not been recorded in the allotted time, the student will not be permitted to pursue any other thesis work until the remediation is completed. The student will be required to meet with the OSU-GCGP Associate Director, and the failure to remediate may be considered cause for dismissal. A leave of absence will not count into the 12-month timeframe.

Incomplete: An **incomplete** grade indicates specific requirements of the thesis work are not yet met.

Examples of requirements not met are:

- Documentation (manuscript drafts, final manuscript submission) not submitted in time for review by committee or completed by Graduate School deadline.
- Oral examination (defense) not completed by Graduate School deadline.

Academic Advisors are expected to notify a student of an incomplete grade within two weeks of the conclusion of the thesis course. College rules mandate that ALL thesis course requirements must be completed within six months of the end of the course, or the grade will be changed to Unsatisfactory. A leave of absence will not count into that time. The Academic Advisor submitting the changed grade will determine in collaboration with the OSU-GCGP Associate Director the remediation required.

Any grade that has been changed to Unsatisfactory must be properly resolved according to the policy described above under “Unsatisfactory” (i.e., within 12 months from the conclusion of the thesis course, not 12 months from the assignment of the Unsatisfactory grade). No deviation from this policy will be allowed without prior written approval from the OSU-GCGP Associate Director. Any such approval must be received before the 6-month period has expired.

It is the student’s responsibility to arrange make up of incomplete grades in a timely manner. The Thesis Advisor is responsible for issuing an unsatisfactory grade as soon as an incomplete grade has been changed to an Unsatisfactory. The Thesis Advisor will also notify the students, but they should maintain a keen awareness of such deadlines. The clinical placement site substituting an unsatisfactory grade for an incomplete grade is responsible for determining with the OSU-GCGP Associate Director the requirements for remediation of the unsatisfactory grade. These requirements will be communicated to both the student and the OSUGP Leadership.

Clinical Placement Grading

The OSU-GCGP uses a pass/fail system for clinical placements. These grades consist of:

- S = Satisfactory
- U = Unsatisfactory
- I = Incomplete
- P = Progress (issued when grading is required for University purposes, progress is satisfactory, but the curricular component has not been completed.)

Satisfactory: A **satisfactory** grade indicates academic (knowledge, skills and/or behavior) performance is at an appropriate level and all specific requirements of the rotation have been completed.

Unsatisfactory: An **Unsatisfactory** grade indicates academic (knowledge, skills and/or behavior) performance is not at an appropriate level upon completion of the rotation. Additional work is required to bring the performance level to appropriate standards. Required remediation is the decision of the OSU-GCGP Executive Leadership in collaboration with the Clinical Supervisor/Clinical Placement site submitting the unsatisfactory evaluation. Examples of unsatisfactory performance are:

- Clinical skills do not meet expected level.
- Clinical application of knowledge base is inadequate.
- Interpersonal relations need improvement.
- Initiative and self-motivation need improvement.
- Performance standards impaired or not met due to professional, health, mental, psychosocial, and/or emotional problems.

College rules mandate that an unsatisfactory grade must be made up within 12 months from the conclusion of the rotation for which that grade has been assigned. If a Satisfactory grade has not been recorded in the allotted time, the student will not be permitted to pursue any other clinical rotations until the remediation is completed. The student will be required to meet with the OSU-GCGP Director, and the failure to remediate may be considered cause for dismissal. A leave of absence will not count into the 12-month timeframe.

Incomplete: An **Incomplete** grade indicates specific requirements of the rotation are not yet met. Examples of requirements not met are:

- Documentation (letters, papers) due.
- Evaluations not completed.
- Deficiencies in diagnosis and counseling experiences.
- Cases not signed off on.
- Significant clinical time missed.

Clinical placement sites are expected to notify a student of an incomplete grade within two weeks of the conclusion of the rotation. College rules mandate that ALL clinical placement requirements must be completed within six months of the end of the rotation, or the grade will be changed to Unsatisfactory. A leave of absence will not count into that time. The Clinical Supervisor/Placement site submitting the changed grade will determine in collaboration with the OSU-GCGP Director the remediation required.

Any grade that has been changed to Unsatisfactory must be properly resolved according to the policy described above under “Unsatisfactory” (i.e., within 12 months from the conclusion of the rotation, not 12 months from the assignment of the Unsatisfactory grade). No deviation from this policy will be allowed without prior written approval from the OSU-GCGP Director. Any such approval must be received before the 6-month period has expired.

It is the student’s responsibility to arrange make up of incomplete grades through the respective clinical placement sites in a timely manner. The clinical placement site is responsible for issuing an unsatisfactory grade as soon as an incomplete grade has been changed to an Unsatisfactory. The clinical placement site will also notify the students, but they should maintain a keen awareness of such deadlines. The clinical placement site substituting an unsatisfactory grade for an incomplete grade is responsible for determining with the OSU-GCGP Director the requirements for remediation of the unsatisfactory grade. These requirements will be communicated to both the student and the OSUGP Leadership.

Assessments/Evaluations

A combination of standard examinations, papers, standardized patients, and class discussions will be used to determine grades. Course syllabi will outline the course expectations for students. In clinic, supervisors and students will be provided with an evaluation tool and assessment guidelines, as well as learning objectives for the clinical rotation.

All students are expected to show satisfactory progress towards achieving the Practiced-Based Competencies set forth by the Accreditation Council for Genetic Counseling ([see Section 1](http://gceducation.org/Documents/ACGC%20Core%20Competencies%20Brochure_15_Web.pdf)) and the OSU GCGP Program Curricular Goals (Section As such, clinical placement evaluations and course assessments are based upon these competencies and curricular goals.

Course Grading Grievance Procedures

For complete OSU Grievance procedures, see [Faculty Rule 3335-8-23](#).

If an OSU-GCGP graduate student has a complaint regarding a grade the student should take these steps.*

1. First, speak to the class instructor(s) and attempt to resolve the matter. The student is encouraged to bring their Academic Advisor or Program Coach as their advocate and as a neutral third party to the meeting.
2. If the situation is not resolved to the student's satisfaction, the student will present his/her case to the OSU-GCGP Director or Medical Director. The student is encouraged to bring their Academic Advisor or Program Coach as their advocate and as a neutral third party to the meeting. The OSU-GCGP Director also has the authority to invite the Academic Advisor or Program Mentor to any meetings if the Chair believes it is in the best interest of the student.
3. If the situation is still not resolved, the student will submit a detailed written statement (along with any pertinent class material – e.g. syllabus) to the OSU-GCGP Executive Leadership. The committee members will be given a copy of this submission and will consult with both the instructor and the student if necessary. They shall then determine the validity of the grade grievance due to grading procedures. The OSU-GCGP Executive Leadership shall make its findings known in writing to both the student and the instructor within thirty days of the date the student submits pertinent supporting documentation to the OSU-GCGP Executive Leadership. If the OSU-GCGP Executive Leadership finds that a procedural error has occurred and if the instructor declines to accept the findings of the OSU-GCGP Executive Leadership, the OSU-GCGP Executive Leadership shall consider the reasons for not authorizing a grade change given by the instructor and may, upon consideration of these reasons, authorize in writing a grade change to be instituted by the School Director.
4. In cases of instructors no longer affiliated with the university, the findings of the OSU-GCGP Executive Leadership shall be reported to both the student and the instructor. If the instructor chooses not to respond, the judgment of the OSU-GCGP Executive Leadership shall prevail. If the instructor responds and declines to accept the findings of the OSU-GCGP Executive Leadership that a procedural error has occurred, the OSU-GCGP Executive Leadership shall consider the reasons for not authorizing a change given by the instructor. In either case, the OSU-GCGP Executive Leadership may, upon due consideration, authorize in writing a grade change (if such can be determined) to be instituted by the Program Director.

*** An important note about grade changes.** Ohio State's rules allow that grades can be changed only if there has been an error in grade processing or grading procedures. No opportunities or leniencies may be granted to one student that is not granted to all. Thus, a student's grievance that rests on claims of personal hardship cannot be handled as a grade grievance. *Action to change a grade must be initiated before the end of the second succeeding semester.*

Attendance Policy

Genetic counseling students are expected to attend all scheduled academic activities. An unapproved absence from clinical activities or examinations may result in failure of the course or one of the course components. **See Section 6 of OSU-GCGP Policies and Procedures Manual for specific information on sick days, weather emergencies, religious observation policies, scheduled, and unscheduled absences.**

CLINICAL PLACEMENTS

The goal of the clinical training component of the OSU-GCGP will be to provide students with a strong and balanced exposure to a range of clinical genetic counseling areas, both traditional (e.g. prenatal and general pediatric and adult genetic counseling) and new and evolving specialty roles (e.g. management of individuals with metabolic disease, expanded newborn screening, clinical research coordinators, laboratory liaisons,). To achieve this, during the clinical practicum, students will rotate through clinical settings in which patients with disorders having genetic implications are diagnosed, treated and/or discussed so they appreciate the medical needs and implications a genetic disorder can have on an individual or family. Students will be required to participate as the primary genetic counselor under the supervision of ABGC- or American Board of Medical Genetics (ABMG)-certified genetic counselor or an ABMG certified-medical geneticist in order to compile a portfolio with **a minimum of 50 cases** representing a broad spectrum of genetic counseling situations. Students may also rotate through clinical genetic service laboratories.

A list of rotation sites is provided on the OSU-GCGP website (http://medicine.osu.edu/residents/masters_programs/genetic_counseling/pages/index.aspx).

The OSU-GCGP Executive Leadership is responsible for the assignment of clinical training sites which is based upon a variety of factors:

Determination of Clinical Placement Sites

The student's clinical placement assignments will be determined by the OSU-GCGP Program Leadership. Each student will be assigned a variety of placements to ensure comprehensive training in clinical genetics. All students will also observe clinical laboratory operations during their first semesters. The OSU-GCGP Program Leadership may alter a student's planned assignment if necessary based on the student's performance in didactic courses and other activities such as seminars and case conferences, as well as evaluations by the supervisors at previous clinical rotations. Students who receive satisfactory yet concerning evaluations from their clinical rotation supervisor(s) may be required to complete an additional brief clinical rotation at an OSU-based clinic for closer observation (e.g. Division of Human Genetics Medical Genetics or Cancer Genetics clinic). If a student does not satisfy requirements for passing a rotation, he/she is required to enroll for the additional summer semester and complete another clinical rotation which is coordinated by the OSU-GCGP Program Leadership. This student is not eligible for graduation until all program requirements are fulfilled.

Student Preference: A student may request a specific site, particularly a specialty rotation, with the understanding that the availability of sites may be limited or that the OSU-GCGP Program Leadership may decide another training site better suits the student's needs. Students may also arrange, with approval, to attend an ad hoc clinical rotation outside of the Columbus

area during the summer semester or winter break of the second year. The OSU-GCGP Program Leadership has the right to refuse to approve an outside clinical rotation if they feel that it will not be in the best interest of the student's training.

Logistics: Greater than ninety percent of clinical rotation sites are within one hour driving distance. All sites are within 1½ hours driving distance from Columbus. Where the student lives, and their access to a car, will be taken into consideration in determining site placements.

Computer Accessed Patient Information Training

- Ohio State University: The OSU Medical Center uses an electronic medical record (IHIS). Training on the use of the electronic medical record is mandatory for all genetic counseling students prior to the start of clinical rotations. Scheduling for these sessions is coordinated in the OSU-GCGP during the Program Orientation. All genetic counseling students must also meet Human Resources requirements for the Medical Center. Students are required to complete be up to date on immunization requirements, complete all required CBLs, , complete a background check, get a new ID, and do toxicology screen before beginning clinical rotations.
- Off-site clinical placements: Each individual clinical rotation site will have additional requirements that will need to be met in order to complete the clinical rotation. This includes an affiliation agreement which must be approved by the College of Medicine legal department and off-site institution prior to the student beginning their clinical placement. These requirements will be arranged by the OSU-GCGP Program Leadership and the placement clinical supervisors as necessary.

Clinical Supervision of Genetic Counseling Students

The faculty has responsibility for the supervision of genetic counseling students. In their role as faculty they must provide a combination of ***Direct Supervision of Students*** (i.e. the faculty is personally present at key times during the educational process of the genetic counseling student); and ***Indirect Supervision of Students*** where the faculty member is aware of the educational components that the student is participating in. These roles are done in conjunction with and facilitated by the OSU-GCGP Director and Graduate Studies Committee members. In addition faculty is expected to serve as a role model for the student to learn the art and science of Genetic Counseling. Faculty are expected to review and advise on patient care notes and plans and enable students to be an active partner in delivery of care, interacting with patients at each patient encounter. It is the responsibility of the faculty to assign patients and level of care to a genetic counseling student based on the faculty assessment of the expertise and level of training of the student.

Clinical Supervisor Evaluation of and Feedback to Students

An essential role of faculty members in health professional education is to provide evaluation and feedback to learners. Feedback is information about how a trainee's observed performance compares with an accepted performance standard that is given with the intent of assisting the trainee to improve performance. Effective feedback should be frequent, specific and timely and given in a climate of

respect and mutual trust. **Faculty should strive to provide direct observation of genetic counseling student activities in order to give optimal feedback and evaluation.**

Clinical supervisors will be encouraged to review cases with the students immediately after each session and to sign off on their case logs ([Appendix G for example of content](#)). Clinical supervisors are also encouraged to meet often with each student, in addition to formally meeting at the middle and at the end of the placement. This allows for continuous feedback and, progression of the student skills, and lessens the possibility of the student not being aware of a deficiency until the end of the placement. While this may not be feasible in all clinics at all times given busy schedules, at a minimum it serves as a desired goal.

The clinical supervisors are required to review the mid-rotation and final evaluation with the student in-person. For the mid-rotation evaluation supervisors are encouraged to document any concerns they are having in writing for the student and the program; including any action plans put in to place for the remainder of the rotation to remedy the concerns. The mid-rotation evaluations are done using the OSU-GCGP Student Clinical Placement Evaluation in the Typhon system ([Appendix H](#)). At the final rotation evaluation, supervisors are required to complete the OSU-GCGP Program evaluation form in the Typhon system ([Appendix H](#)). Students should receive copies of all written evaluations that are submitted regarding their clinical training. All evaluations will be kept on file in the student's FERPA protected Program electronic record.

It is an important responsibility of each faculty member to complete clinical placement evaluations in an accurate, complete and timely fashion. Students and trainees deserve the feedback provided by evaluations. The OSU-GCGP requires that clinical placement grades be completed in a timely fashion and delayed evaluations can hinder this process. Any questions about evaluations should be addressed to the Program Director(s).

Composite summaries of each student's performance are entered by the OSU-GCGP Director in in the student's official record in the OSU-GCGP electronic file. Evaluations from individual clinical supervisors are also kept on file in the respective departments, as well as in the OSU-GCGP. Any questions regarding departmental grades should be directed to the Program Director.

Past or present health care provider relationship with students and evaluation policy

Faculty and other health care professionals who provide sensitive health, psychiatric or psychological care to genetic counseling students **must not evaluate** student academic performance or participate in decisions regarding student advancement and/or graduation. Faculty are required to attest that they have not provided such care to students when they fill out evaluations or participate in course grading or committee academic review or promotion decisions or to recuse themselves from these academic roles if they have provided such care at any time in the past.

Evaluation of the Clinical Training Site and Supervisor

OSU-GCGP graduate students will complete an evaluation for each placement regarding their experience and supervision. This evaluation instrument, developed based upon published clinical supervisor competencies and similar instruments used in medical education. Our goal is to

provide feedback to supervisors' *in-person* on a yearly or bi-yearly basis. This ensures that supervisors receive feedback in a semi-regular manner, but also protects confidentiality of students allowing them to provide honest evaluations ([Appendix I](#)). It will also assist in the development of annual clinical supervisor training.

Attendance Policy

Genetic counseling students are expected to attend all scheduled academic activities. An unapproved absence from clinical activities or examinations may result in failure of the course or one of the course components. **See Section 6 of OSU-GCGP Policies and Procedures Manual for specific information on sick days, weather emergencies, religious observation policies, scheduled, and unscheduled absences.**

Liability Coverage

Students in the OSU-GCGP are covered by the University Hospitals self-insurance program in amounts of at least \$1 million per occurrence and \$3 million annual aggregate for acts or omissions performed in the scope of their assigned academic course work at OSU Hospitals and Clinics and all OSU owned or operated facilities. Acts or omissions that are intentional or are so careless to be wanton or reckless are not covered.

Genetic counseling graduate students are covered while participating in any required or elective course work at OSU hospitals, affiliates, or institutions within the state of Ohio approved by the Dean for The College of Medicine. They are covered for electives approved by the Vice Dean for Medical Education and outside the state of Ohio through a separate malpractice policy. Proof of coverage is obtained through the office of the Vice Deans. Students are not covered for electives outside of the United States. Check with the Office of Global Health Education at 247-8968 for more information.

In no case will Ohio State provide coverage for nonacademic activities. This includes non- approved volunteer services to non-OSU owned or sponsored groups. No coverage is provided where medical students are performing work for hire, that is, receiving compensation as salary or other benefits.

CLINICAL SKILLS EDUCATION & ASSESSMENT CENTER

<http://medicine.osu.edu/orgs/clinicalskills/Pages/index.aspx>

The College of Medicine's Clinical Skills Education and Assessment Center (CSEAC) is an innovative training facility that uses state-of-the-art technology, low- to high-fidelity simulators, as well as highly trained "standardized patients" to mimic actual patient care experiences. The CSEAC plays an essential role in the implementation of innovative curricula for genetic counseling students, medical students, residents, and other healthcare providers. A major objective has been to ensure that all our graduates have been exposed to an extensive range of skills and procedures, from basic to complex.

The CSEAC simulates actual patient care, both ambulatory and in-patient, and gives medical trainees hands-on clinical skills experience in a safe, controlled environment. With the health care setting's limited hospital stays, diversity of physician faculty, and multiple training sites, the CSEAC provides a means of assuring consistency in education. Genetic counseling students hone their interpersonal skills by conducting histories and information giving on standardized patients (individuals trained to simulate

specific case scenarios) and enhance their technical skills by practicing on task trainers and human patient stimulators.

ACADEMIC ASSISTANCE PROGRAMS

The OSU-GCGP provides academic assistance to students experiencing difficulties. The type of assistance varies depending on the content, student needs, and resources available. For tutoring assistance that is subject related, students should contact the OSU-GCGP Director(s) at 614-293-4347 to obtain assistance. Once contacted, the student will be assigned to a specific faculty member for help.

For a study skills assessment which can include skills coaching, time management and tips for note-taking and test-taking, we also encourage students to contact

The Younkin Success Center
1640 Neil Avenue
Phone: 614-688-4011

If a student has been identified or self-identified for a learning issue and wants to proceed with diagnostic psychometric testing, their own physician can make a referral to their choice of provider or the lab of:

Robert Bornstein, PhD
Ph # (614) 293-4774 (Lab)
FAX# (614)293 – 6058 (Lab)
130N Harding Hospital, 1670 Upham Dr.

If a student has a learning disability or another disability, it is recommended that he/she set up a meeting with a counselor at:

The OSU Office of Disability Services
150 Pomerene Hall
1760 Neil Ave.
614-292-3307
Hours: 7:30 am – 8:30 P (M – Th), 7:30 – 5:00 (Friday)

SECTION 9: PROFESSIONALISM STANDARDS

OSU GRADUATE SCHOOL PROFESSIONAL STANDARDS

Examinations, papers, conducting and reporting research, all integral parts of the academic enterprise, require honesty and fair attribution of ideas. The OSU-GCGP takes the issue to be one of utmost importance. The Ohio State University requires faculty members who suspect Academic Misconduct to take such suspicions to the Committee on Academic Misconduct.

The Graduate Student Code of Research and Scholarly Conduct ([Appendix C in the Graduate School Handbook](#)) describes the Graduate School's general expectations for ethics and conduct in graduate research and scholarship. University processes exist to address allegations of research misconduct by graduate students. To this end, a student who is found guilty of academic misconduct will be classified as being in poor standing and not making satisfactory progress toward the degree. A student found guilty of plagiarism or cheating will lose employment as a graduate associate and be dismissed from the program. Ignorance of the guidelines does not excuse misconduct.

Graduate students are required to observe professional ethical standards in their graduate studies and research. As such, all students in the OSU-GCGP are expected to familiarize themselves with the university guidelines on academic misconduct ([Appendix C in the Graduate Student Handbook](#)). Graduate students have the responsibility to be aware of and to follow these standards. OSU-GCGP students should talk with the Program Director(s), members of the Graduate Studies Committee, or their faculty advisor(s) if they have questions about the specific expectations of the OSU-GCGP.

Research and Scholarly Misconduct

As a recipient of federal funding, the Ohio State University is obligated to have an administrative process for reviewing, investigating, and reporting allegations of research misconduct. The [University Policy and Procedures Concerning Research Misconduct](#) is available on the Office of Research website.

When a Committee of Inquiry, as defined in the [University Policy and Procedures Concerning Research Misconduct](#), forwards allegations of research misconduct by a graduate student to the Graduate School, the Graduate School follows the "Graduate School Policy on the Investigation of Allegations of Research Misconduct by a Graduate Student" ([Appendix C in the Graduate School Handbook](#)).

Academic Misconduct

The University's [Committee on Academic Misconduct](#) is responsible for reviewing charges of academic misconduct against students, including graduate students. The [Code of Student Conduct](#) defines the expectations of students in the area of academic honesty. A copy of the code is available on the website of the University's Office of Student Life.

GRADUATE STUDENT CODE OF RESEARCH AND SCHOLARLY MISCONDUCT

Approved by the Council on Research and Graduate Studies, May 2004

See following website for the University Policy: <https://gradsch.osu.edu/handbook/c-1-research-standards-and-misconduct-graduate-student-code-research-and-scholarly>

ACADEMIC HONOR CODE

Students must demonstrate academic honesty and refrain from dishonorable actions that include, but are not limited to:

- **Cheating:** Allowing another party to do one's work/exam; serving as a substitute for a student in the taking of an exam; possession and/or use of unauthorized study aids/notes during an exam; practicing fraud or deceit; knowingly providing or receiving information during examinations with or without the source's knowledge; and/or sharing information about the content of an exam with a student who has not yet taken the exam.
- **Plagiarism:** Representing another's work as one's own including the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas.
- **Fabrication:** Altering a graded work; falsification of information and resources including laboratory and research results
- **Aid of academic dishonesty:** Intentional facilitation of the above dishonorable actions or any other action deemed in violation of this code.

Students who fail to adhere to these academic standards will be referred to the OSU-GCGP Executive Leadership for determination of adverse actions up to and including dismissal from the College of Medicine.

MEDICAL PROFESSIONAL STANDARDS

The public expects that those in the medical profession will adhere to a set of values that reflect their commitment to excellence, responsibility, respect for all, integrity, prudence and trustworthiness. The OSU-GCGP considers any student enrolled in the Program for the purpose of seeking the MS degree to be an active member of the profession at all times. Commitment to integrity in espousing the values of the profession means that members of the profession (including genetic counseling students) behave in ways that will reflect positively on the profession even when they are not in class or on the grounds of the university or medical center. Students who behave in a manner counter to the values of the medical profession may be subject to adverse actions from the College of Medicine, up to and including dismissal.

Version Date: August 1, 2018

Unprofessional behavior includes but is not limited to:

1. Breaches in patient confidentiality.
2. Public intoxication or substance abuse, including use of alcohol or drugs especially while attending classes and clinical placements.
3. Distribution of material that includes disparaging comments about populations of people.
4. Lack of self-control in encounters with patients, faculty, staff, and other health professionals.
5. Criminal activity.
6. Interpersonal violence.
7. Distribution of defamatory or vulgar comments about faculty of The Ohio State University, employees of the Wexner Medical Center at The Ohio State University Medical Center or any of the following entities: The Ohio State University, the Wexner Medical Center at The Ohio State University or The Ohio State University College of Medicine.
8. Invasion of another's privacy by any means.
9. Misrepresentation of credentials, abilities, or position.

STUDENT PROFESSIONAL HONOR CODE

(Adapted from OSU COM Student Council Honor Code)

OSU-GCGP Students will behave in a manner consistent with the following principles of professionalism in order to foster and maintain a culture that facilitates professionalism:

Altruism

- Assist other students in need.
- Contribute to a positive image of the medical profession.
- Serve the interests and welfare of the patient and the community above our own self-interest.

Honesty and Integrity

- Respect the rights of patients, staff, colleagues, and other health professionals.
- Safeguard patient confidences and privacy within the constraints of the law.
- Deal with confidential information appropriately and discreetly.
- Understand the general principles of ethical behavior and their application to performance expectations of any course of study, examination, or other evaluations.

Caring and Compassion

- Treat each patient as an individual with respect, empathy, and dignity both in the family's presence and in discussions with other members of the health care team.
- Handle issues of sickness, dying, and death in a professional manner with patients and their families.
- Refrain from abusing authority.

Service

- Participate in and contribute to the betterment of the public health community in a productive manner.

- Participate in and contribute to peer groups, local, and/or national organizations.

Excellence and Scholarship

- Recognize one's own deficiencies and endeavor to correct them, requesting help when needed.
- Strive to improve one's self in the integration and transmission of knowledge.
- Collaborate with and assist peers, colleagues, and other health professionals appropriately for the advancement of scientific knowledge and skills.
- Commit to self-directed and lifelong learning.

Respect Teachers, Staff, Colleagues, Patients, and Families

- Treat those with whom they work with respect, trust, and dignity.
- Refrain from engaging in unwanted and inappropriate romantic and sexual behaviors or any other unprofessional behaviors.
- Respect rights such as privacy, confidentiality, informed consent, and others.
- Communicate in a sensitive manner and do not discriminate on the basis of age, gender, intelligence, medical condition, nationality or ethnic origin, physical or mental disability, race, religion, sexual orientation, or socioeconomic status.

Responsibility and Accountability

- Maintain patient care and service as our highest priority.
- Be accountable for deadlines and complete assignments/responsibilities in a timely fashion.
- Recognize and report peers' errors, fraud, poor behavior, deficiency in character, and incompetence.
- Identify one's own limitations and developmental needs, and seek approaches for improvement.
- Present oneself in a professional manner with respect to dress, hygiene, body language, composure, and gestures.

PROFESSIONALISM & SOCIAL NETWORKING

Policy on Social Networking: The Ohio State University College of Medicine

Social networking is a common activity that has the potential to increase our ability to interact with each other in positive ways. However, the ability of the internet to instantly reach millions of people, both within and outside of the medical profession makes it imperative that we take safeguards to insure that social networking does not erode the values of the medical profession or damage the reputation of the profession or the medical center.

Definitions:

Social Networking: The use of various internet sites to connect people via web based technology. This includes but is not limited to Facebook, Myspace, Flickr, web blogs, chat rooms.

Publically Disseminate: to distribute to a wide audience, either through posting to a non-secure website, sending content in an email, posting flyers.

Version Date: August 1, 2018

Values of the Medical Profession: altruism, respect, confidentiality, prudence, tolerance, integrity and a commitment to personal excellence.

The OSU-GCGP adheres to the policy of the OSUCOM regarding student and faculty use of social networking sites, which can be found in the [Professionalism Section](#) of the COM Student Handbook. This policy is delineated below.

Students and Faculty of the College of Medicine:

- Should take steps to insure that their social networking sites have the appropriate privacy settings to avoid inadvertent dissemination of material to audiences beyond their control.
- Should include a disclaimer with postings that clearly states that the expressed opinions belong to the writer alone and do not necessarily reflect the views of the College of Medicine.
- May not write about patients in a manner that could in any way convey the patient's identity, even accidentally. They are cautioned that patients with rare diagnoses, physical appearances, and specific locations within the medical center may be easily identifiable even in the absence of names and medical record numbers.
- May not write defamatory comments about faculty, staff, students, and health professionals within the medical center.
- May not post someone else's work (including from internet sites) without attribution.
- May not post pictures or descriptions that demonstrate participation of students, faculty, or staff engaging in unprofessional behavior
- Faculty within the College of Medicine are strongly discouraged from inviting people who are actively enrolled in the College of Medicine or in the Wexner Medical Center education programs to participate in any social networking community that involves their personal lives. Social networking communities limited to professional work are acceptable.

Consequences

Students who fail to adhere to the standards of professionalism regarding social networking will be referred to the OSU-GCGP Executive Leadership. The same sanctions for social networking transgressions exist as for other professionalism breaches up to and including dismissal from the College of Medicine.

APPEARANCE REQUIREMENTS & GUIDELINES POLICY

See Section 7: Program Policies

Enforcement

Department managers, attending physicians, and genetic counselor faculty may prohibit any student from working if he/she is wearing clothing that is offensive, unsafe, or not in compliance with the hospital/clinic and department standards. Failure of any student to adhere to the standards will result in corrective action by his/her supervisor. If the issue cannot be resolved at that level, the student will be referred to the OSU-GCGP Executive Leadership. Repeated infractions will also result in referral to the OSU-GCGP Executive Leadership.

Note: Exceptions to these requirements for religious preference require prior approval of the supervising Director(s)/Dean's Staff.

SECTION 10: DISCLOSURE, BACKGROUND CHECKS & TOXICOLOGY TESTING

RATIONALE

Many hospitals, child care facilities, and nursing homes now require criminal background checks and toxicology screening of individuals working in their settings due to state legislation and accreditation requirements. These institutions also require healthcare professional students, such as genetic counseling students, to undergo a toxicology screening and criminal background check before participating in any educational activities at their sites.

The OSU-GCGP is committed to providing high-quality education in the foundational and clinical sciences. An integral part of this commitment requires that students function in a professional manner. Professional behavior dictates that an individual will not function when their judgment is altered by the use of legal and/or illegal substances. A drug-free and safe environment is an expectation for the delivery of both educational experiences and patient care. For students with impairment due to active substance abuse or a record of activity unsuitable for patient contact should not be placed in a patient care environment for the protection of our patients.

The American Board of Genetic Counseling Certification Examination and state genetic counselor licensing board applications require self-disclosure of arrests, convictions, and/or court appearances; psychiatric diagnosis, treatment, or hospitalization; medical conditions including drug addiction and alcoholism; use of any chemical substance, including prescribed medications, which may impair the ability to practice; and illegal use of controlled substances.

Any criminal conviction or guilty plea which is related to substance use may be deemed by the state licensing board or the American Board of Genetic Counseling as an indication of substance abuse. These types of convictions are likely to appear on a criminal background check. Evidence of substance abuse often times will prevent an applicant from getting a license to practice, even a temporary one, unless it is also accompanied by evidence of rehabilitation and ongoing sobriety through monitoring in a formal aftercare program.

Based on the requirements of affiliated health care institutions and The OSU-GCGP's desire to facilitate the ability of our graduates to ultimately become licensed providers, a system of self-disclosure, criminal background checks and toxicology screening is in effect.

SELF-DISCLOSURE FORMS AND CRIMINAL BACKGROUND CHECKS

Prior to beginning clinical placements, all students will be fingerprinted and undergo a criminal background check. They will also complete a self-disclosure form annually. **Students are required to disclose reportable events within 1-5 days of their occurrence and must not wait until the annual disclosure to do this.**

The OSU-GCGP shall maintain the criminal records check and self-disclosure reports in a manner that ensures the confidentiality of the results, prevents disclosure pursuant to a public records request, and complies with applicable state and federal requirements.

Consequences

One of the intents of the self-disclosure is to provide assistance to students or applicants who may have a criminal record due to substance use or abuse and who will need appropriate documentation to become licensed. An affirmative response to a self-disclosure item or the existence of a criminal record will not constitute an automatic bar to admission or patient care placement. Students and applicants with a positive background check or self-disclosure will be forwarded to the Academic and Behavioral Committee. The student will be required to provide documentation with court records, physician letters, treatment facility records, and other pertinent records so that an individualized assessment can be performed and recommendations made. The student will be barred from any patient contact until the committee has made a recommendation. In line with policies of the State Medical Board of Ohio, the Academic and Behavioral Committee will consider the following when considering the aspects of criminal activity:

- The nature and seriousness of the crime.
- The extent of the student's past criminal activity.
- The age of the student when the crime was committed.
- The amount of time that has elapsed since the student's last criminal activity.
- The student conduct and scholastic performance before and after the criminal activity.
- Whether the student has completed the terms of any probation or deferred adjudication.
- Evidence of the student's rehabilitation.
- Whether the student fully disclosed the arrest or conviction to the College of Medicine.
- Any other factors the College of Medicine considers relevant.

Refusal to comply with the recommendations of the Academic and Behavioral Committee may result in dismissal from the College. Relapse while in substance abuse/use treatment or aftercare may result in dismissal from the College.

Refusal to complete the self-disclosure or to sign consent to conduct a background check will prevent the student from participating in any patient care activities. Inability to participate in patient care activities does not permit the successful completion of the curriculum at any stage. As such, students will not be eligible for admission, for continuation in the curriculum, or for graduation. These students will be reviewed by the violations committee and will be sent to the College of Medicine Vice Dean for Education for dismissal.

Another intent of this policy is to assist those institutions who provide an educational venue for our students. Some arrests or criminal offenses make it impossible for a student or applicant to participate in patient care activities. These activities/arrests include, but are not limited to, sexual offenses, homicide or murder, abuse of at-risk populations (children, elderly, prisoners, and patients), possession of child pornography, and possession of illegal substances with intent to sell. Inability to participate in patient care activities does not permit the successful completion of the curriculum at any stage. As such, students will not be eligible for admission, continuation in the curriculum, or graduation.

Students and applicants will be asked to self-disclose any arrests or criminal convictions, followed by a criminal background that includes fingerprinting. If the student does not disclose an item subsequently found on a background check, the student will be reviewed by the OSU-GCGP Executive Leadership and will likely be sent to the Vice Dean for Education for dismissal. The cost of the background checks will be borne by the OSU-GCGP.

TOXICOLOGY TESTING

Scheduled Toxicology Testing

1. A toxicology screen is required for all students as they enter into the OSU-GCGP.
2. Students must undergo the required toxicology screening through urine toxicology testing prior to being allowed to interact in the clinical setting.
3. General Issues:
 - a. All testing will be done at the OSU Student Health Center (SHC) according to the SHC testing protocols.
 - b. Costs for scheduled drug testing are the responsibility of the genetic counseling student.
 - c. When performing scheduled screening of genetic counseling students, the substances listed below will be tested through urine toxicology screening:
 - i. Amphetamine
 - ii. Barbiturates
 - iii. Benzodiazepine
 - iv. Cocaine
 - v. Ecstasy
 - vi. Marijuana
 - vii. Methadone
 - viii. Methamphetamine
 - ix. Opiates/Morphine
 - x. Oxycodone
 - xi. Phencyclidine
 - xii. Tricyclic Antidepressants
 - d. Prior to any screening, the individual being tested will be asked by the SHC to declare any medications or other substances that they are actively using. The record of any prescribed medications being used by an individual being tested will remain confidential.
 - e. If an initial positive result is obtained for any of the substances noted above, a confirmatory test will be conducted.

“For Cause” drug and alcohol toxicology testing for genetic counseling students

1. The Genetic Counseling Graduate Program Director(s) or his/her designee may act to order testing “for cause” when concerns are raised regarding the performance, behavior or actions of a genetic counseling student that indicate a reasonable suspicion for impairment with drugs and/or alcohol.

2. "For cause" drug and/or alcohol testing may be ordered when concerns are raised and/or recommendation for drug and/or alcohol testing is made to the Director(s) or his/her designee by any of the following individuals and/or committees: OSU-GCGP Executive Leadership, any faculty member or attending physician, any COM staff member, any fellow genetic counseling student, hospital administrator, other healthcare professional, patient, and/or family member.
3. There will be no opportunity to appeal the order to be tested "for cause."
4. General Issues
 - a. Once testing is ordered, it should be completed immediately and must be completed within two hours. Failure to complete testing in a timely manner may result in summary suspension or other disciplinary action.
 - b. Testing "for cause" will be done under the direct supervision of SHC staff during normal working hours or through the Emergency Department (OSU Main or OSU East) at times when SHC staff is not available.
 - c. Prior to "for cause" testing, the individual being tested will be asked by the SHC to declare any medications or other substances that they are actively using. The record of any prescribed medications being used by an individual being tested will remain confidential.
 - d. When testing "for cause", The above listed substances and/or alcohol will be tested through urine toxicology, blood toxicology, or "breathalyzer" testing as appropriate for the substance(s) of concern.
 - e. If an initial positive result is obtained for any of the substances noted above, a confirmatory test will be conducted.
 - f. Costs of "for cause" testing will be handled through the OSU-GCGP Office.
 - g. The student may request to have independent testing done at a different lab. SHC staff will send a portion of the original sample to the independent lab in order to preserve the chain of custody. If independent testing is requested by the individual being tested, the individual will be responsible for any and all costs of the independent testing.

Test Results

1. Results of toxicology testing for genetic counseling students under this policy will not be posted on the clinical information system and will be handled within the OSU-GCGP administrative structure.
2. Results of all toxicology testing (both screening and "for cause") will be forwarded to the office of the OSU-GCGP.
3. Final results will be stored in a confidential manner in the individual's student file.

The OSU-GCGP shall maintain the toxicology reports in a manner that ensures the confidentiality of the results, prevents disclosure pursuant to a public records request, and complies with applicable state and federal requirements.

Consequences

A student with a positive Toxicology Screen:

1. Will be placed on immediate Leave of Absence (LOA) and all educational and clinical activities will be discontinued.
2. The student's information will be sent to the OSU-GCGP Executive Leadership for action. The OSU-GCGP Executive Leadership does not have to meet with individual students. If the OSU-GCGP Executive Leadership chooses not to meet with the student, a letter outlining any additional information which the student would like the OSU-GCGP Executive Leadership to consider may be submitted. Refusal to comply with the recommendations of the OSU-GCGP Executive Leadership may result in dismissal from the College.
3. If this evaluation reveals no evidence of a substance use issue, the OSU-GCGP Executive Leadership will determine the appropriate course of action.
4. If the evaluation reveals a substance use issue, the student will be required at his/her expense to:
 - Make an appointment with the Counseling and Consultation Services (CCS) at The Ohio State University Younkin Success Center.
 - Attend three one-hour assessment sessions.
 - Sign a release notifying the Vice Dean for Education of the disposition of the visits.
 - Re-test, at the student's expense, prior to returning to a clinical placement.
5. If the student tests positive a second time:
 - The student will be dismissed from the program and will need to petition to re-enter the program.
 - Upon petition to re-enter the program, the student will provide the Vice Dean for Education with documentation for a certified drug and alcohol counselor indicating readiness to return to the program and prognosis for full recovery.
6. Upon returning to the program:
 - The student may be required to appear before the appropriate OSU-GCGP Executive Leadership in order to determine an appropriate academic plan. This plan may require a student to repeat/remediate curriculum.
 - Random drug testing will occur periodically until the student graduates from the program. The Vice Dean for Education will notify students of the required random drug screening which will be completed within five days of notification, at the student's expense.
 - If a positive drug screen occurs, the student will be placed on LOA and will need to petition to re-enter as indicated above.

The OSU-GCGP Coordinator is responsible for the oversight of self-disclosure forms, background checks and toxicology screens. The OSU-GCGP Coordinator will make recommendations to the OSU-GCGP Executive Leadership and the College of Medicine's Vice Dean for Education in regards to positive findings on student background checks and toxicology screening.

SECTION 11: ACADEMIC REVIEW PROCESS

PRE-REVIEW ASSESSMENT

The policy as outlined below describes the necessary steps when reviewing students for concerns about knowledge, skills and behavior. There are pre-review assessment steps that must occur prior to making a decision as to whether or not a formal review is necessary or appropriate. The pre-review assessment is a data-gathering, fact-finding step to assure that there is sufficient information to send the concern on for formal review.

If a knowledge, skill or behavior concern is brought to the attention of anyone in the Medical Center and if the concern cannot be resolved with the individual or individuals involved, then the concern should be discussed with the OSU-GCGP Executive Leadership, , a member of the Curriculum Development and Assessment Committee (Advisory Board) or the COM Vice Dean for Education for guidance to assure that the pre-review assessment has occurred and sufficient information has been collected to warrant referral for formal review and to determine to which review body it should be referred.

Pre-review assessment should include talking with all parties involved and review of pertinent materials. If, through this assessment process, it is determined that there has been a failure to meet the standards, a formal Level 1 or Level I/II referral is required.

Academic reviews are typically triggered by course or clinical placement performance data that do not meet stated requirements. With course or clinical placement failures resulting from failure to meet academic standards, the pre-review involves the review of pertinent data but may not require a meeting with the student. Prior to referral, the student would have received performance data, feedback, and stated standards.

FORMAL REVIEW LEVEL ASSESSMENT

Below are the formal levels of review, with the higher levels used in cases of recommendations for repetition of a major portion of the curriculum or dismissal for knowledge, skills and/or behavior issues.

Level I: Course Director/Clinical Supervisor Review

Each Course Director and Clinical Supervisor is charged with initial and ongoing review of students in that course or clinical placement. When a student fails to meet an academic, noncognitive, or professionalism standard, the student is subject to review. The process designed to be timely and fair, is a review by faculty, not a legal proceeding. Unless there is a recommendation for repetition of a significant portion of the curriculum or dismissal, the review process may end here. However, depending on the severity of the difficulties, the review may proceed to other levels.

Level II: OSU-GCGP Executive Leadership

The OSU-GCGP Executive Leadership reviews all recommendations for repetition of a significant portion of the curriculum or dismissal. Recommendation for repetition or dismissal may come from a Clinical Supervisor, Academic Advisor, or Course Director. Recommendations may be for failure to meet knowledge, skills and behavior standards or failure to progress in acquisition of practice-based competency. If the student is recommended for dismissal, the review process is forwarded to College of Medicine's Vice Dean for Education.

The OSU-GCGP Executive Leadership also provides consultation on course grade grievances if the grievance is not resolved at the course director and program director level. The OSU-GCGP Executive Leadership will consult with the course instructor, Program Coach, Academic Advisor and the student if necessary. They shall then determine the validity of the grade grievance due to grading procedures. The OSU-GCGP Executive Leadership shall make its findings known in writing to both the student and the instructor within thirty days of the date the student submits pertinent supporting documentation to the Director. If the OSU-GCGP Executive Leadership finds that a procedural error has occurred and if the instructor declines to accept the findings of the review OSU-GCGP Executive Leadership, the OSU-GCGP Executive Leadership shall consider the reasons for not authorizing a grade change given by the instructor and may, upon consideration of these reasons, authorize in writing a grade change to be instituted by the Program Director.

The OSU-GCGP Executive Leadership Committee is also responsible for the oversight of the student's ability to meet the background checks and toxicology screens. The OSU-GCGP Executive Leadership will make recommendations to the College of Medicine's Vice Dean for Education in regards to positive findings of background checks and toxicology screening.

Level III: College of Medicine Vice Dean for Education

The College of Medicine's Vice Dean for Education reviews all dismissal recommendations to ensure completeness of significant information available to the OSU-GCGP Executive Leadership. The Vice Dean for Education also ensures that the College's policies and procedures have been followed. The College of Medicine's Vice Dean for Education either forwards the recommendation to the Graduate School or returns the decision to the OSU-GCGP Executive Leadership for re-evaluation.

Level IV: Graduate School

The Graduate School is occasionally called upon to address a complaint by a graduate student related to other academic matters. The Graduate School becomes involved in such matters only after all reasonable local efforts to resolve the problem have failed. In accordance with university policy, complaints of harassment, sexual or otherwise, and allegations of scholarly misconduct are directed to the appropriate offices authorized to address them.

Should the Vice Dean for Medical Education concur on the decision by the OSU-GCGP Executive Leadership to dismiss a student, the decision will be sent to the Graduate School for consideration. The Graduate School dismisses the student or returns the decision to the College of Medicine's Vice Dean for Education. In the event that a student demonstrates behavior felt to be significantly harmful to patients, students, staff, or faculty, the Graduate School may suspend or dismiss a student without Level I, II, or III review process.

REVIEW COMMITTEE STRUCTURE & MANDATES

OSU-GCGP Executive Leadership

Functions of the Executive Leadership: The OSU-GCGP Executive Leadership Team has following responsibilities:

- Review and make recommendations regarding all students in the OSU-GCGP who have been considered for dismissal or repetition of a year for academic, behavioral, or other intervention by Course Directors, Academic Advisors, or Clinical Supervisors.
- Review and make recommendations for student dismissal or remediation should a student fail to successfully pass the OSU-GCGP oral and written comprehensive examinations after two attempts.
- Determine curricular recommendations for students who are reinstated in the OSU-GCGP.
- Make recommendations for a repetition of a substantial portion of the OSU-GCGP curriculum.
- Make recommendations of student dismissal from the OSU-GCGP.
- Make recommendations for action because of any combination of lapses in academic or professional behavior; and

The OSU-GCGP Executive Leadership does not overturn or change grades given by a Course Director or Clinical Placement Site. In considering recommendations for repetition of part of the curriculum or a complete year of the curriculum, dismissal, or interruption of progress, the committee is responsible for reviewing all information related to the student's progress in graduate school, including all basic science and clinical performance and admissions information.

Composition: The OSU-GCGP Executive Leadership consists of the Genetic Counseling Graduate Program Director, Associate Director, and Medical Director.

Review Procedures: A Course Director, Academic Advisor, Clinical Supervisor, or a student can inform the OSU-GCGP Executive Leadership of a recommendation for repetition of a year, dismissal, or other interruption of a student's progress. If possible, the OSU-GCGP Executive Leadership should complete the process no less than two weeks and no more than three weeks following the referral. Under extenuating circumstances or spring vacation periods, the meeting may be delayed by the chair or upon request of the student. The review, however, must proceed in a timely manner.

The student will be informed of the review meeting at least seven calendar days before the scheduled meeting. Written notification will be sent to the student's current University e-mail. Notification includes the time and place of the meeting, the review procedures, and the rights of the student. In addition, the student will have the opportunity to meet with the Genetic Counseling Director(s) or designee who will discuss the procedures, provide advice on selection of an advocate and presentation of information, and answer questions. Prior to the review, the student may inspect his or her College records in accordance with the procedures established by the University.

Review Meeting: A review scheduled with the OSU-GCGP Executive Leadership is considered an administration function of the OSU-GCGP. Attendance is limited to the OSU-GCGP Executive Leadership members, student, one advocate, and participants as indicated below. The student, advocate, and any other invited participants are excused from the meeting before deliberations.

The review meeting by the OSU-GCGP Executive Leadership will be conducted according to the following procedures:

- The student will be afforded the opportunity to meet with the OSU-GCGP Executive Leadership. The student may select one advocate from the College faculty to accompany him or her to the review.
- At the meeting, the student may present any written or oral information pertaining to his or her standing in graduate school.
- The student may invite up to two faculty, clinical supervisors, or health care professionals who can provide relevant information on the student's academic performance.
- The OSU-GCGP Executive Leadership may request additional information or invite other individuals as needed.
- A decision is made by a majority vote of OSU-GCGP Executive Leadership.
- Minutes of the meeting will be taken.
- A summary of the proceedings will be made by the OSU-GCGP Director.

Recommendations: Within five business days, the OSU-GCGP Executive Leadership will send a written report of the recommendations to the student and the College of Medicine's Vice Dean for Education. In addition, the chair or designee will attempt to contact the student by phone regarding the outcome. A report of the recommendations will be included in the student's permanent file.

If the recommendation is for dismissal, the student may be placed on an immediate administrative leave of absence at the discretion of the OSU-GCGP Executive Leadership until the Vice Dean for Medical Education concludes the review.

If the recommendation is for dismissal, the College of Medicine's Vice Dean for Education is informed in writing and, if possible, by phone. Information to be forwarded to College of Medicine's Vice Dean for Education includes, but is not limited to: written conclusion of the OSU-GCGP Executive Leadership; minutes of review meetings; records of the student's academic performance; documentation of problems, including the resolution; if available, written statements from faculty, including the student's academic advisor, program advisor, and advocate; and correspondence with the student regarding the review process.

College of Medicine's Vice Dean for Education

Functions of the Vice Dean for Education: The College of Medicine's Vice Dean for Education has the following responsibilities in the Academic Review Process:

- To review all recommendations for dismissal for completeness of significant information available to the OSU-GCGP Executive Leadership making the decision and to ensure that the College's and the OSU-GCGP's policies and procedures have been followed; and
- To recommend to the Graduate School whether or not a student should be dismissed or reinstated.

Procedure for Dismissal Review: A recommendation for dismissal is automatically reviewed by the Vice Dean for Education. The Vice Dean is responsible for reviewing the determinations of the OSU-

GCGP Executive Leadership, and to ensure that they had access to all significant information and to determine if the College's policies and procedures have been followed.

A recommendation for dismissal should come before the Vice Dean no less than two weeks and no more than three weeks following receipt of the OSU-GCGP Executive Leadership's written recommendation for dismissal and supporting documentation. Under extenuating circumstances, the review meeting may be delayed by the Vice Dean and upon request of the student. The review, however, must proceed in a timely manner. Copies of all materials in the dismissal recommendation are to be forwarded immediately to the Vice Dean.

The student and a member of the OSU-GCGP Executive Leadership are invited to make a presentation or answer questions to the Vice Dean. They only provide information and are not present for the Vice Dean's deliberations. The student's advocate can write a letter but is not invited to present to the Vice Dean. The Vice Dean determines if the prior committees had access to significant information that might influence its decision. General information reviewed includes, but is not limited to:

- Written conclusions of the OSU-GCGP Executive Leadership;
- The student's academic performance;
- Documentation of problems, including their resolution; and
- Written statements from faculty, including the student's advisor and advocate, if available.

In general, guidelines for the College's policies and procedures include the following:

- The student's difficulties and attempts to address them were documented. Documentation indicates that the student was informed of his or her difficulties and the consequences of their continuation. Such paperwork also indicates that requirements for improved performance to meet standards were explained to the student and preferably provided in writing.
- The student had opportunities to address and eliminate these difficulties. Regular or standard methods for support (e.g., tutoring or counseling) were made available. The student was referred to other support services if College resources were not available.
- Once the dismissal process with the OSU-GCGP Executive Leadership began, the student received written notice of the review meetings and dismissal procedures at least seven calendar days before the scheduled meeting.
- Prior to the OSU-GCGP Executive Leadership meetings, the student had the opportunity to discuss the dismissal process with the Genetic Counseling Graduate Program Director(s).
- Prior to the OSU-GCGP Executive Leadership consideration, the student was informed that a College faculty advocate can present information on his or her behalf either in person or in writing.
- The student had the opportunity to present in person and in writing any significant information related to his or her difficulties to the OSU-GCGP Executive Leadership.

If the Vice Dean is concerned about completeness of information or whether the College's procedures were followed, the recommendation is returned to the OSU-GCGP Executive Leadership. Returning a decision for reconsideration means that there is significant new information or a step in the process may have been overlooked.

If the Vice Dean determines that there was access to all significant information and the College's policies and procedures were followed, the recommendation for dismissal is forwarded by the Graduate School

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within 24 hours. With the Graduate School's concurrence, the notification process is initiated. If the Graduate School does not concur, the decision is returned to the Vice Dean and the OSU-GCGP Executive Leadership for re-evaluation.

The OSU-GCGP Director(s) will inform the student of the Vice Dean's conclusions by phone within 24 hours. The Vice Dean will inform the student by letter.

Procedures for Reinstatement Review: The Vice Dean considers all requests for reinstatement by students who have withdrawn from or been dismissed by the College. In general, the Vice Dean will not consider petitions for reinstatement sooner than six months following the student's dismissal or withdrawal from the College.

Following a denial of reinstatement, the Vice Dean will consider a subsequent petition no sooner than six months, except under the most unusual circumstances. In addition, it will not review more than two petitions for an individual.

The OSU-GCGP Executive Leadership may choose to:

- Recommend reinstatement;
- Deny reinstatement; or
- Recommend that the student reapply for admission.

The OSU-GCGP Executive Leadership recommends to the Dean whether the student should be reinstated. With the Dean's concurrence, the Associate Dean for Medical Education will inform the student in writing of the decision. If the decision is to reinstate the student, the appropriate Academic Standing Sub-Committees will determine specific curricular requirements, including performance requirements for remaining in good standing. The Dean or his/her designee, may also construct an individual educational contract that takes into consideration the student's previous performance and may include different requirements for satisfactory completion for the educational program than are in place for students without a history of academic difficulty.

The procedures for determining reinstatement after dismissal and withdrawal are similar.

DISMISSAL

A student who has been dismissed from the university may petition the Graduate Studies Committee for reinstatement to the Graduate School. If the petition is approved, the Graduate Studies Committee must submit the student's petition to the Graduate School for review.

Such a request must be supported by compelling evidence indicating that the student has made substantial changes in his or her ability to meet the College's current cognitive standards, professionalism standards, and graduation requirements. This is in addition to the ones in place when the student was originally admitted.

The process of reinstatement is initiated by the student scheduling a meeting (in person or by phone) with the Associate Dean for Student Life or designee. At that meeting, the Associate Dean will review the reasons for dismissal and discuss information needed to be provided to support a request for reinstatement. If the student chooses to pursue this action, a formal reinstatement request is prepared which includes:

- A **letter** from the student that:
 - Requests reinstatement;
 - Summarizes recent activities that might have an impact on performance; and
 - States how his or her ability to perform has changed since the dismissal, including specific performance problems identified during the dismissal process.
- **Documentation** to support the above (e.g., letters from therapists, proof of completion and grades in courses taken since dismissal).

WITHDRAWAL

A student may elect to withdraw from the OSU-GCGP for academic or personal reasons. **Unlike a leave of absence, a specific return date is not arranged or guaranteed for a student who withdraws from the OSU-GCGP.**

Withdrawal from the university during a semester entails withdrawal from all courses in which a student is enrolled during that semester.

1. Withdrawal from any or all courses requires the approval of the student's advisor
2. Withdrawal requests must be submitted to the Graduate School

Until closing on the fourth Friday of a semester a student may withdraw from any or all courses that began in the same semester with no mark entered on the official permanent record.

After closing on the fourth Friday of a semester and until closing on the tenth Friday of a semester, if a student withdraws from any or all courses that began in the same semester, the Registrar enters the mark "W" on the official permanent record for the courses withdrawn. A dated notation "withdrew" is entered on the official permanent record when the student withdraws from the university.

After closing on the tenth Friday of the semester, students who, because of circumstances beyond their control, find it necessary to withdraw from any or all courses; must file a petition with the Graduate School. Reasons not acceptable for withdrawal include, but are not limited to, the student's performance in the course(s), lack of preparation for the course(s), or dissatisfaction with the subject matter offered in the course(s).

The petition form is available by clicking on the GRADFORMS button on the Graduate School website. Petitions must be approved by the instructor, advisor, and department chair. Petitions are reviewed in the Graduate School. If the Graduate School approves the petition, a copy is filed with the Registrar, who is then authorized to enter the mark "W" on the student's official permanent record, and the instructor(s) of the course(s) is/are so notified. If the petition is denied by the Graduate School, the student continues to be enrolled in the course(s), and a final grade(s) must be reported by the instructor(s).

A student who stops attending a course and does not officially withdraw from it has the final grade of "EN" as reported by the instructor entered on the official permanent record. Such a grade is based on the Rules of the University Faculty.

Military Leave Course Withdrawal: A graduate student who is involuntarily called to active-duty military service should contact the Graduate School for assistance with course withdrawal.

Re-Enrollment

Should a student petition to return to academic studies after withdrawal, he/she must first schedule a meeting with the Genetic Counseling Graduate Program Director(s) or designee. At that meeting, the Executive Leadership Team will review information to support the request, including a letter from the student that requests reinstatement and documentation of how any medical, personal, or academic problems that led to the withdrawal have been resolved.

AVOIDANCE OF CONFLICT IN FACULTY ROLES

Faculty and other healthcare professionals who provide sensitive health, psychiatric, or psychological care to genetic counseling students will not evaluate student academic performance or participate in decisions regarding student advancement and/or graduation. Faculty are required to attest that they have not provided such care to students when they complete evaluations, participate in course grading, or engage in committee academic review or promotion decisions and must recuse themselves from these academic roles if they have provided such care at any time in the past.

SECTION 12: GRADUATION REQUIREMENTS & COMMENCEMENT CEREMONY

PROGRESS TOWARD DEGREE COMPLETION

In order to graduate in a timely manner, the OSU-GCGP has a schedule for completion of particular milestones within the program. This timeline includes information about the time frames to maintain consistent progress within the degree program. Students who do not meet the guidelines may lose graduate associate funding or may lose good standing within the program, which can eventually lead to a request to the Graduate School for restrictions to be placed on any future enrollment.

PROGRAM REQUIREMENTS

Complete the minimum 67 graduate course credits, including thesis and clinical placements credit hours. Log at least 20 hours of volunteer experience, such as volunteering at advocacy events, guest lecturing and presentations, and outreach activities.

THESIS REQUIREMENTS

Thesis Committee

OSU-GCGP students must form a committee composed of at least **three** members (the academic advisor plus two additional members). The advisor and one of the committee members **must** hold membership at the category M level or P status in the OSU-GCGP. Non-Graduate Faculty members may be appointed to the thesis committee by approval of the OSU-GCGP Graduate Studies Committee and by petition to the Graduate School. Non-Graduate Faculty members are in addition to the required two current Ohio State Graduate Faculty members. It is the student's responsibility to solicit faculty participation in the master's thesis committee. Decisions on committee membership should be made in consultation with the student's academic advisor. Members of the student's thesis committee will help decide on issues pertinent to the thesis project that will enable a student to graduate in a timely fashion. It is therefore important to choose an advisor and a thesis committee early in the program. Students should choose an advisor by the end of the first semester in the program, and a thesis committee should be formed by spring semester of the first year BEFORE data collection or study interventions have begun.

Thesis Proposal Development and Submission (See [Appendix J](#) for tentative timeline)

The first step in the thesis procedure is to write a thesis proposal. The proposal should be written in consultation with the student's advisor and members of the thesis committee. After writing the proposal, students must provide the thesis advisor and the committee members with a copy of the proposal for review and comment. At minimum, committee members must be given 10 business days to read, evaluate, and approve the document. Data collection and/or study interventions **cannot be started until approval of the thesis committee**. Outlined below are steps to help guide students through the thesis completion process.

1. Prior to collection of data or initiation of study interventions the student must have the committee review the proposal and sign the thesis proposal approval form ([Appendix K](#)),
 1. A faculty signature provided under "approve" on the form simply signals that a meeting concerning the thesis proposal occurred between the student and members of the committee and that the specific faculty member agrees at the end of the meeting that the outline of the scope of the project is sufficient and detailed enough for the student to move forward with the research effort (i.e., IRB approval, data collection, data analysis, and production of formal thesis). After it is signed by the committee, the form must be returned to the OSU-GCGP office and the student can begin work on a thesis.
 2. The student then prepares the thesis under the supervision of the advisor and the committee.
 3. The thesis draft must be approved by the committee before a student's oral examination (thesis defense). At minimum, committee members must be given 10 business days to read, evaluate, and approve the document each draft of the document prior to date of the defense meeting.
 4. Students are responsible for meeting Graduate School deadlines and specifications for preparation of the thesis. Students should consult the booklet, Graduate School Guidelines for [Graduate School Guidelines for Formatting Theses, Dissertations, and D.M.A. Documents](#), available from the Graduate School.

Thesis Funding

It is the policy of the OSU-GCGP for all graduate students to have a small stipend to support their thesis project. Given that the scope of projects will vary, it is conceivable that this funding may not adequately cover the cost of the project. ***All graduate students will be expected to apply for grant funding.*** Funding opportunities include awards given by the National Society of Genetic Counselors, local foundations, advocacy groups, and University grant cycles such as the [Graduate School's Alumni Grants for Graduate Research and Scholarship](#). The OSU-GCGP will consider additional funding on a case-by-case basis, if additional funding is not secured to offset the overage of the thesis project.

Alumni Grants for Graduate Research and Scholarship

The Graduate School's Alumni Grants for Graduate Research and Scholarship ([AGGRS](#)) Program provides small grants up to \$5,000 to support the research and scholarship of doctoral or terminal master's degree candidates for their dissertations or theses.

Most grants will be made at the \$2,000 or \$3,000 level. Only a small number of awards will be made at the \$5,000 level.

The competition is held twice each year, during autumn and spring semesters. While eligibility is tied to financial need, awards are made on the merit of the proposal, which must be for work that is essential to the dissertation or thesis.

Autumn Deadline: October 22, 2018 (5 p.m.)

Spring Deadline: March 18, 2019 (5 p.m.)

Eligibility: Post-candidacy doctoral or terminal master's degree candidates are eligible to apply. Terminal degree is defined as the highest degree available in a particular field. Funding must be for work that is essential to the dissertation or thesis. Students receiving stipends from associateship, fellowship, or traineeship appointments may apply for AGGRS funding. Previous AGGRS awardees are not eligible for a second award.

Draft

A student must submit a complete, word processed thesis draft to the master's examination committee. The thesis draft must be approved by the master's examination committee before the student takes the examination. The thesis must conform to Graduate School format requirements as described in the "[Graduate School Guidelines for Formatting Theses, Dissertations, and D.M.A. Documents](#)" available on the Graduate School website. ***We strongly recommend that students begin writing in the template provided by the Graduate School from the beginning to minimize formatting problems before graduation.*** Students, advisors, and committee members will be given a "thesis document review" guide ([Appendix L](#)) so that expectations for satisfactory completion are clear.

Thesis Oral Defense for Master's Degree in Genetic Counseling

Students writing a thesis must take an oral examination defending their thesis. This oral examination is the final validation of performance for the master's degree. It is not a second examination on material covered in individual courses. Rather it is an examination of the student's full knowledge in the field of Genetic Counseling and the student's ability to integrate that knowledge as it relates to the thesis.

The examination must be taken during the semester in which the student plans to graduate. The student must be registered for at least three graduate credit hours during that semester. The thesis defense is administered by the student's thesis committee under the auspices of the Graduate Studies Committee of the College of Medicine OSU-GCGP. The student must determine that the Thesis Advisor and at least one member of their committee are category M or P members of the graduate faculty and willing to participate in the thesis defense as specified in this section. The student must provide a copy of the Graduate Examination Procedures to any outside members of his or her thesis committee. Examination procedures are available from the School's Graduate Program Office.

Before a student defends their thesis, the student must have submitted the Application to Graduate electronic form to the Graduate School (247G University Hall) by the deadline set for the *semester in which the student wishes to graduate*. Usually this is the Friday of the third week of classes. The student, advisor and the chair of the Graduate Studies Committee of the OSU-GCGP must all electronically sign the form. The form is available on the Graduate School website at gradforms.osu.edu.

The student will make arrangements for the oral examination with the examination committee. A room for the oral exam (thesis defense) can be reserved by contacting the OSU-GCGP Program Coordinator. The oral examination lasts approximately two hours and should be scheduled during regular university business hours Monday through Friday. At minimum, committee members must be given 10 business days to read, evaluate, and approve the document prior to the oral examination. The oral examination

will ordinarily allow students to amplify or correct statements made in the thesis, but it is not limited to the research material covered in the thesis.

Attendance

For the oral examination, the advisor serves as chair. Except when video conferencing is involved (and pre-approved), all members of the master's examination committee must be present during the entire examination and are expected to participate fully in questioning during the course of the examination and in the discussion and decision on the result. Other faculty members and graduate students may attend the examination for the public presentation but are excused prior to committee questioning, subject to the rules of the Graduate Studies Committee.

Video Conferencing

All master's examinations involving video conferencing must adhere to the Graduate School's guidelines for video conferencing (see [Appendix B of the Graduate School Handbook](#)).

Thesis Oral Examination

Before the beginning of the oral portion of the thesis defense, the committee will discuss (without the student present) the likelihood of success in the examination. After this meeting, the committee will advise the student of the opinion of the committee. The opinion of the committee before the examination is only an opinion based on the written material, and so is not a guarantee of success or failure. Students have the right to take the oral examination even if the student has been advised of a high likelihood of failure. Conversely, a committee may believe there is a high probability of success, but the student may not perform to expectations. In all cases, the committee's opinion beforehand only reflects a judgment about what is likely to happen, and should only be taken as an advisement. If a student decides not to take the oral at the time it is scheduled, the student must sign a statement indicating that decision and this constitutes failure of the exam.

Halting an Oral Examination in Progress

If for reasons of illness, fire, or other emergency, the committee members agree that it is necessary to halt the oral portion of the master's examination, then the examination shall be rescheduled without prejudice to the student. If, however, the committee members unanimously decide that the examination has been sufficient to reach a decision to pass the student, then they shall consider the examination concluded and report the result to the Graduate School.

Results of the Master's Thesis Examination

Decision: The decision on the outcome of the master's examination is reached in the student's absence immediately following the oral examination. Only the master's examination committee members are to be present for discussion of the student's performance and the decision about the outcome. Each examiner indicates judgment by signing the Master's Examination Report form that must be submitted to the Graduate School by the published deadline for the semester or summer term of graduation. The advisor notifies the student and the Graduate Studies Committee of the master's examination committee's decision.

- **Satisfactory:** The student is considered to have completed the master’s examination successfully only when the decision of the master’s examination committee is unanimously affirmative.
- **Unsatisfactory:** If the examination is judged unsatisfactory, the master’s examination committee must decide whether the student will be permitted to take a second master’s examination in that graduate program and must record that decision on the Master’s Examination Report form.

Second Master’s Examination: If a second examination is held, the master’s examination committee must be the same as the original one, unless a substitution is approved by the Dean of the Graduate School. A student who has failed the master’s examination twice in one graduate program is not permitted to take another master’s examination in that program. The second examination may be held in the same semester as the first examination, although this is usually not advisable.

Review: On written appeal by the student or a member of the master’s examination committee, the Graduate School Grievance Committee reviews the master’s examination to ensure its conformity to Graduate School rules and to determine if it was conducted fairly and without prejudice to the student. The Graduate Council has established review procedures called “Graduate Student Grievance Review Guidelines” ([Appendix D of the Graduate School Handbook](#)).

Approval

After making changes to the thesis that are satisfactory to the student’s committee, the student must obtain the signatures of all the committee members on the electronic Thesis Approval Form at gradforms.osu.edu indicating that the thesis is acceptable in meeting the requirements of the master’s degree. Changes to the thesis after the oral defense must be clearly marked (e.g. via “track changes”) so that the committee will be able to quickly locate and approve these revisions. The Thesis Approval form must be submitted to the Graduate School by the published deadline for the semester or summer term of graduation (see Graduate School Handbook for exact details).

Restricted Material

Theses must not include material restricted from publication.

Submission

The thesis must be submitted to the Graduate School by the published deadline for the semester or summer session of graduation. The final thesis must be [submitted electronically](#) as a PDF document to OhioLink, the Ohio Library and Information Network. In addition to copies required by the Graduate School, the student should offer to provide a copy of the bound thesis to the advisor so that he/she is able to approve the document and keep a copy for his or her records.

Post-graduate Publication/Presentation of Thesis

While submitting an abstract of their thesis work and/or publication of a thesis project is not a graduation requirement, the OSU-GCGP strongly encourages students to disseminate their work. In fact, abstract submission and publications are direct measures of the OSU-GCGP's Curricular Goal related to Scholarship. To this end, we recommend the following:

- That Academic Advisors and students work to submit an abstract of thesis findings to the NSGC Annual Conference or another appropriate national conference prior to graduation.
- Submit thesis work for publication. To accomplish this aim, students and Academic Advisors are urged to discuss expectations for publication so that reasonable timelines for submission can be established. It is important to keep in mind when establishing timelines that graduates of the program are often transitioning in to new locations for employment, establishing themselves as new professionals and preparing to sit the ABGC Board Examination. Therefore, it is not unreasonable for it to take up to 1-2 years to submit for publication.

The OSU-GCGP appreciates the importance of publication for faculty members who have devoted their time to mentor and advise students in the completion of their thesis project. Thus, if a graduate of the program fails to adhere to the agreed upon publication time line, the Academic Advisor has the right to move forward with publishing the thesis data. However, the graduate student should still be listed as an author (although they do not have to be first author in this situation).

WRITTEN COMPREHENSIVE EXAMINATION

The OSU-GCGP requires all second year students to sit for a written comprehensive examination in the final semester prior in which they are expected to graduate. This examination is usually proctored in the second week of the semester on the Tuesday after the Martin Luther King Holiday.

The examination represents an assessment of the student's overall acquisition of knowledge and skills within the OSU-GCGP curriculum. The questions have been designed similar to the ABGC Board Examination format, where questions are developed to test student's recall of knowledge, as well as their ability to appropriately and correctly apply and analyze information to address problems and scenarios learned throughout the graduate program curriculum. Questions are derived from the OSU-GCGP coursework and clinical placement experiences.

The examination consists of 120-150 multiple-choice questions, for which students are asked to select the one best answer from four options provided for each question. Students have four (4) hours to complete the examination. Students must receive a 70 or above in order to pass the examination.

Should a student fail to successfully pass the written comprehensive examination they will be required to take the examination again at a date mutually decided upon by the OSU-GCGP Executive Leadership and the student. If a student cannot successfully pass the written comprehensive examination after two attempts, the student's case will be brought before the OSU-GCGP Executive Leadership for recommendation regarding remediation, if any is warranted or dismissal from the OSU-GCGP.

ORAL COMPREHENSIVE EXAMINATION

The OSU-GCGP requires all second year students to sit an oral comprehensive examination in the final semester prior in which they are expected to graduate. This examination is usually proctored in the second week of the semester on the Friday after the Martin Luther King Holiday.

The oral comprehensive examination represents an assessment of the student's overall acquisition of knowledge, skills and ability-based outcomes within the OSU-GCGP curriculum. The oral examination is designed as a case preparation encounter. Students will receive case information (reason for referral, medical and family history, and other pertinent details). They will then be given a set amount of time to case prep. They will then provide their rationale for their differential diagnosis, counseling agenda, and testing recommendations before a panel of OSU Faculty Members. Students will be scored on their oral defense using a grading rubric which will be provided to the students prior to the examination. Students must achieve a grade of 70% to pass the oral defense component of the oral comprehensive evaluation.

Upon completion of the oral defense, the student will then be provided with some type of additional case information (i.e. test result, counseling issue, and/or counseling scenario). The student will then present to the Clinical Skills Center for a standardized patient encounter. Again, the student's interaction with the standardized patient will be scored using a grading rubric which will be provided to the students prior to the standardized patient encounter. Students must receive a 70 or above in order to pass the standardized patient encounter portion of the examination.

Should a student fail to successfully pass the oral comprehensive examination they will be required to take the examination again at a date mutually decided upon by the OSU-GCGP Executive Leadership and the student, and dependent on availability of faculty examiners. If a student cannot successfully pass the oral comprehensive examination after two attempts, the student's case will be brought before the OSU-GCGP Executive Leadership for recommendation regarding remediation, if any is warranted or dismissal from the OSU-GCGP.

GRADUATION

From Section 6.5 of The Graduate School Handbook

It is the dual responsibility of the Graduate Studies Committee and the Dean of the Graduate School to review the student's record and ensure that all degree requirements are completed at the end of the expected semester or summer term of graduation.

Requirements

In addition to the master's degree requirements set forth by the OSU-GCGP Graduate Studies Committee, described in this section, the student:

1. Must have earned a cumulative point-hour ratio of at least 3.0 with receipt of final grades in the University Registrar's Office by the published deadline.
2. Must have final grades for all courses received in the University Registrar's Office by the published deadline.
3. Must have fulfilled all other requirements by the deadlines established by the Graduate School, including but not limited to:

- A. Registration for at least three graduate credit hours during the semester in which graduation is expected.
 - B. Eighty (80) percent of required credit hours must be completed at this university over a period of at least two semesters.
 - C. Satisfactory completion of the master's thesis examination.
 - D. Submit and verify that Thesis Committee has approved and submitted the Report on Final Examination via GRADFORMS immediately following conclusion of oral thesis examination.
 - E. Undergo Thesis Format Check: Bring a complete, paper copy of your thesis document to the Graduate School. Autumn and spring semester hours: 9:00 a.m. – 4:30 p.m.; Summer hours: 9:00 a.m. – 4:00 p.m.
 - F. Convert final thesis document to embedded-font PDF and submit to OhioLINK by the published deadline for the semester or summer term of graduation.
 - G. Submission of the [Application to Graduate](#) form to the Graduate School no later than the third Friday of the semester (or third Friday of summer term) in which graduation is expected.
4. Must have completed all master's degree requirements established by the OSU-GCGP Graduate Studies Committee. This includes:
- A. Completion of a minimum of 67 graduate credit hours.
 - B. Successful submission of an approved and signed ACGC logbook with ***50 core cases over the required practice areas, as set forth by the most recent published ABGC practice analysis.***
 - C. Satisfactory completion of OSU-GCGP Written and Oral Comprehensive Examinations during the semester in which graduation is expected.

Application to Graduate

The following procedures pertain to a master's candidate's last semester of enrollment, which is also the semester of graduation. Students should also consult the complete listing of deadlines and application requirements at www.gradsch.osu.edu. Forms related to graduation and degree examinations are accessed electronically at GRADFORMS.EDU.

Per the [Graduate School's Final Semester Procedures Guidelines](#) to graduate, Master's students must:

1. Submit an [Application to Graduate](#) **by the third Friday of the semester** (or third Friday of May session for summer term commencement). The application is valid for that semester or summer term only. Submitting this application indicates that the student is expected to complete all degree requirements that semester or summer term. The form must be signed by the student, the advisor, and the Graduate Studies Committee chair. The degree plan the student is pursuing and the proposed master's examination committee members must be listed on the form.
2. Complete the master's thesis examination no later than the published deadline for the semester or summer term of graduation. Specific dates for graduation deadlines can be found on the Graduate School Web Site at http://www.gradsch.osu.edu/Depo/PDF/Deadlines_ProfD.pdf.
3. Verify the Report on Final Examination has been completed by the master's thesis examination committee by the published deadline for the semester or summer term of graduation.
4. Bring a complete, paper copy of the formatted thesis document to the Graduate School for a format check. Guidelines for document formatting and sample pages are available on the Graduate School website at gradsch.osu.edu/guidelines.html.

NOTE: For format checks, plan to arrive at least 30 minutes before the office closes. 4:30 p.m. for autumn and spring semesters. 4 p.m. for summer term

5. Once the Graduate Studies Committee approves the final copy, the student is ready to submit the thesis.
6. Convert the thesis document to an embedded-font PDF.

Instructions for users of Word 2007 or 2010 for PC

- a. Have the document open and on screen
 - b. Select **FILE...SAVE AS**
 - c. Select **PDF OR XPS/PDF** (in **SAVE AS TYPE** dropdown)
 - d. Click on **OPTIONS**
 - e. Select **ISO 19005-1 COMPLIANT (PDF/A)**
 - f. Select **OKAY**
 - g. Click **SAVE**
7. Submit the thesis document to [OhioLINK](#). All students must submit the bibliographic information, abstract, and full text. The abstract submitted on OhioLINK is limited to 500 words or less. This requirement does not impact the length of the abstract in the actual document. In the section Publication information, master's students must select the first option in the UMI section – **DO NOT UPLOAD MY ETD** – before exiting the OhioLink website.

NOTE: After the student has uploaded the document be sure to press the button **Submit my ETD** before exiting the OhioLINK website. Complete the submission no later than 8 a.m. on the deadline day to allow for technical difficulties and format correction requests. Documents are reviewed in the order in which they are received. The Graduate School cannot guarantee that documents submitted after 8 a.m. will be processed in time to meet the 5 p.m. deadline (4:30 p.m. during the summer).

8. Look for an e-mail from the Graduate School Graduate School about the submission of the document. Within a few hours of the document submission, the Graduate School will either: notify the student that the document has formatting problems that need to be corrected. If so, the student must make the corrections and upload the revised version to the OhioLINK site or notify the student that the document has been accepted. If so, the student should proceed to step 9.
9. Complete the following items:
 - a. Report on Final Document completed by all members of the committee
 - b. Commencement Absence form (if applicable). If not attending commencement, indicate how diploma should be issued on the Application to Graduate on [GRADFORMS.OSU.EDU](#).
 - c. Delay of Final Document (if applicable). Complete this form on [GRADFORMS.OSU.EDU](#).

NOTE: It is possible to request a delay of the publication of the thesis with OhioLINK. This should be done when the electronic accessibility of the thesis would hinder the student in publishing his or her work with a journal or if the student is waiting on a patent. Students must talk to their advisor about this option. If a student wants to request a delay, a Delay of Final Document form

must be completed and submitted on GRADFORMS.OSU.EDU. These are not sent to UMI/ProQuest for archiving purposes.

RESEARCH COLLOQUIUM

The OSU-GCGP will have a Research Colloquium the Friday prior to The Ohio State University Commencement Ceremony. **Students will be *required* to present brief synopsis of their thesis projects as part of the completion of their Master's degree.** Parents, friends, and relatives are invited to attend.

PRE-COMMENCEMENT CEREMONY

The OSU-GCGP will hold an annual private graduation ceremony for the graduating class. This pre-commencement ceremony will occur the Friday prior to the University Graduation Ceremony, barring unforeseen circumstances, so that the graduates can attend both ceremonies.

APPENDIX A: SELF-DISCLOSURE FORM

Student Name:

If you answer "YES" to any of the following questions, you are required to furnish complete details, including date, place, reason and disposition of the matter. All affirmative answers must be thoroughly explained on a separate sheet of paper. Please note that some questions require very specific and detailed information. Make sure all responses are complete.*

**These questions have been modified from the application for genetic counselor licensure from the State Medical Board of Ohio.*

Question	Yes	No
<p>1. Have you ever been convicted or found guilty of a violation of any law, regardless of the legal jurisdiction in which the act was committed, other than a minor traffic violation? [Note: DUI is not considered a minor traffic violation]</p> <p>Please be advised that you are required to submit copies of all relevant documentation, such as police reports, certified court records and any institutional correspondence and orders.</p>		
<p>2. Have you ever forfeited collateral, bail, or bond for breach or violation of any law, police regulation, or ordinance other than for a minor traffic violation; been summoned into court as a defendant or had any lawsuit (other than a malpractice suit) filed against you?</p> <p><i>Please be advised that you are required to submit copies of all relevant documentation, such as police reports, certified court records and any institutional correspondence and orders.</i></p>		
<p>3. Have you ever been diagnosed as having, or have you been treated for, pedophilia, exhibitionism, or voyeurism? If yes, please explain.</p>		

If you answer "YES" to either question 4 or 5, please provide details on a separate sheet, including date(s) of diagnosis or treatment, and a description of your present condition. Include the name, current mailing address, and telephone number of each person who treated you, as well as each facility where you received treatment, diagnosis and prognosis.

Question	Yes	No
<p>4. Within the last ten years, have you been diagnosed with or have you been treated for, bipolar disorder, schizophrenia, paranoia, or any other psychotic disorder?</p>		
<p>5. Have you, since attaining the age of eighteen or within the last ten years, whichever period is shorter, been admitted to a hospital or any other facility for the treatment of bipolar disorder, schizophrenia, paranoia, or any other psychotic disorder?</p>		

For the purposes of questions 6 - 9, the "ability to practice as a Genetic Counselor" is to be construed to include all of the following:

1. The cognitive capacity to make appropriate clinical assessments and exercise reasoned judgments and to learn and keep abreast of developments in the field of Genetic Counseling; and
2. The ability to communicate those judgments and information to patients and other health care providers, with or without the use of aids or devices, such as voice amplifiers; and
3. The physical capability to perform tasks such as the performance of Genetic Counseling, with or without the use of aids or devices, such as corrective lenses or hearing aids.

"Medical condition" includes physiological, mental, or psychological conditions or disorders, such as but not limited to orthopedic, visual, speech, and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional or mental illness, specific learning disabilities, HIV disease, tuberculosis, drug addiction, and alcoholism.

Question		Yes	No
6.	Do you have, or have you been diagnosed as having, a medical condition which in any way impairs or limits your ability to practice as a Genetic Counselor with reasonable skill and safety? If yes, please explain.		
7.	Are the limitations or impairment caused by your medical condition reduced or ameliorated because you receive ongoing treatment (with or without medication) or participate in a monitoring program? If yes, please explain. If you receive such ongoing treatment or participate in such monitoring program the board will make an individualized assessment of the nature, severity, and duration of the risk associated with an ongoing medical condition so as to determine whether an unrestricted license should be issued, whether conditions should be imposed, or whether you are not eligible for licensure. Have each treating physician submit a letter detailing the dates of treatment, diagnosis and prognosis.		
8.	Are the limitations or impairments caused by your medical condition reduced or ameliorated because of the field of practice, the setting, or the manner in which you have chosen to practice? If yes, please explain.		

"Chemical substances" is to be construed to include alcohol, drugs, or medications including those taken pursuant to a valid prescription for legitimate medical purposes and in accordance with the prescriber's direction, as well as those used illegally.

Question		Yes	No
9a.	Do you use chemical substance(s) which in any way impair or limit your ability to practice as a Genetic Counselor with reasonable skill and safety? If yes, please explain.		
9b.	Are the limitations or impairment caused by your use of chemical substances reduced or ameliorated because you receive ongoing treatment (with or without medication) or participate in a monitoring program? If yes, please explain.		

	If you receive such ongoing treatment or participate in such monitoring program the board will make an individualized assessment of the nature, severity, and duration of the risk associated with an ongoing medical condition so as to determine whether an unrestricted license should be issued, whether conditions should be imposed, or whether you are not eligible for licensure. Have each treating physician submit a letter detailing the dates of treatment, diagnosis and prognosis.		
9c.	Are the limitations or impairments caused by your use of chemical substances reduced or ameliorated because of the field of practice, the setting, or the manner in which you have chosen to practice? if yes, please explain.		
<p>For purposes of question 10 the following phrases or words have the following meaning:</p> <p><i>“Currently” does not mean on the day of, or even in the weeks or months preceding the completion of this application. Rather it means recently enough so that the use of drugs may have an ongoing impact on one’s functioning as a licensee, or within the past two years.</i></p> <p><i>“Illegal use of controlled substances” means the use of controlled substances obtained illegally (e.g. heroin or cocaine) as well as the use of controlled substances which are not obtained pursuant to a valid prescription or not taken in accordance with the direction of a licensed health care practitioner.</i></p>			
Question		Yes	No
10a.	Are you currently engaged in the illegal use of controlled substances?		
10b.	If “YES,” are you currently participating in a supervised rehabilitation program or professional assistance program which monitors you in order to assure that you are not using illegal controlled substances? If yes, please explain.		

APPENDIX B:

CONSCIENTIOUS OBJECTION POLICY

The OSU-GCGP recognizes that for reasons of commonly-held ethical and religious beliefs, some students may wish not to involve themselves with certain medical procedures or services. Out of respect for such beliefs, the OSU-GCGP will respect conscientious objection by students if all of the following criteria are met:

1. A conscientious objection does not relieve a genetic counseling student from a duty to meet the current standard of timely and acceptable medical care, to engage in full and nonselective disclosure for Informed Consent, to inform patients of their conditions, and referral prognoses, and risks of receiving care services for their illness, condition or health-related request.
2. Patients cannot be abandoned. Any student who wishes to excuse him or herself must find another qualified individual to provide service to patients.
3. A genetic counseling student cannot object to provide a service if the patient's condition, in the judgment of an attending physician, requires immediate action and that student's assistance is required to provide that service.
4. A genetic counseling student shall not object to participate in the care of a specified classification or group of people, or on the basis of particular diseases or states of health or illness.
5. A genetic counseling student shall not object to provide or participate in a health care service if this objection amounts to discrimination.
6. A conscientious objection must not be so broad as to limit a student's general medical education. If a conscientious objection constrains a student's ability to provide the current standard of medical care, the OSU-GCGP may require that student to withdraw from graduate school.
7. An objection to participate in any service or delivery of care does not exempt the student from the responsibility to learn about its indications, contraindications, benefits, and risks. A student will not be exempted to demonstrate this knowledge on any examination.
8. All curricular or clinical time missed through an excused exemption must be made up otherwise.
9. When a conscientious objection might compromise completion of the curriculum, this matter will be discussed by the appropriate evaluation committees, and if necessary, by the appropriate Executive Leadership Committee. Students can represent themselves at these meetings in accordance with College of Medicine policies.
10. If, in the course of a conscientious objection, a student engages in behavior which the OSU-GCGP considers unacceptable for a genetic counselor, the OSU-GCGP may require that student to withdraw from graduate school on the basis of improper professionalism.
11. A student wishing to make a Conscientious Objection Declaration should complete the Conscientious Objection request and declaration form (available in the OSU-GCGP Office). Any appeals to the decision of the OSU-GCGP Executive Leadership Team will be submitted to the College of Medicine Vice Dean for Education.

Conscientious Objection Request and Declaration

Student Name: _____

Activity/Service Objected: _____

Date of Activity/Service: _____

Student's Declaration of Objection:

In assertion and practice of this Conscientious Objection:

- I will meet the current standard of medical care, including full and nonselective informed consent and referral.
- I will not abandon any patient, especially in a life threatening situation.
- I will not refuse to assist during a public health emergency.
- I will not discriminate against any selected group(s) of people/patients.
- I will not contravene any code that governs my behavior as a genetic counseling student.
- I remain responsible for cognitive knowledge about the indications, contraindications, benefits and risks of the activity/service to which I object.
- Any curricular time missed due to this objection will be otherwise made up.

Signature: _____

Date: _____

Director(s)' Remarks:		
	YES	NO
This Conscientious Objection meets all policy criteria:		
This Conscientious Objection is to be honored during graduate education at The Ohio State University		
Director(s) Signature:		
Date:		

APPENDIX C:

Teaching and Learning Environment Incident Report Form

Please complete and forward this form marked CONFIDENTIAL to:

OSU-GCGP Executive Leadership
Genetic Counseling Graduate Program
2012 Kenny Road
Columbus, OH 43220

1. When and where did the incident occur?

Date:

Location:

2. Who was involved in the incident? Please provide names and positions.

Does the complainant wish to remain anonymous? ___ Yes ___ No

Action cannot be taken on individual anonymous complaints. Anonymous complaints will be filed and reviewed to monitor for patterns of mistreatment.

3. Who witnessed the incident?

4. What occurred in the incident?

Continued on next page

5. What was done to resolve the incident?

6. Was the incident resolved to all parties' satisfaction? ___ Yes ___ No

7. If **No**, what further action do you recommend?

Appendix D: Refusal for Use of Photographs Form



Please complete this form if you do NOT authorize consent for use of photographs

I **do not** consent to the use of images of myself (photographs, films, or videotapes) taken on ___/___/___, by which I may be identified. These images will **not** be used for educational purposes, including lectures, exhibits, scientific talks, presentations or papers or displayed on the OSU-GCP website and social media.

I understand that my refusal to release these photographs will have no effect on my status in OSU-GCP and The Ohio State University.

Signature: _____

Date: _____

Appendix E: Request for Scheduled Absence Form

Please complete and forward this form to:

Genetic Counseling Graduate Program
2012 Kenny Road
Columbus, OH 43221

Name: _____

1. What dates are you requesting an excused scheduled absence?

2. What event is prompting your requested scheduled absence?
 - a. Event:

 - b. Location of event:

3. Which classes are you missing due to this scheduled absence? Please provide name of course(s), time(s) of course, and name of course director(s).

4. Are you requesting a WebEx Meeting be scheduled so you can participate in the class via distance?
 - Yes
 - No

To be completed by Genetic Counseling Graduate Program Director(s):

Scheduled Absence Approved:	Yes	No
If No: Why?		

Signature of Director(s)

Date

Student is responsible for notifying Course Directors and Clinical Placement Supervisors of the Scheduled Absence, once approved by the Director(s). Student is also responsible for determine how the class material they miss will be made up.

Appendix F: Emergent Absence Form

Please complete and forward this form within one week of return from emergence absence to:

Genetic Counseling Graduate Program
2012 Kenny Road
Columbus, OH 43221

Name: _____

1. Please provide a summary of the emergency that lead to your absence from classes/clinical placement?
2. On what date(s) did this emergence absence occur?
3. Please provide the names of the classes/clinical placement you missed due to this unscheduled emergency absence?
4. When did you notify the course director/clinical supervisor?
5. Did you make plans to make-up the missed work?

Student Signature

Date

To Be Reviewed and Signed by Genetic Counseling Graduate Program Director(s):

Signature of Director(s)

Date

Student is responsible for following up with Course Directors and Clinical Placement Supervisors to determine how the class material they miss will be made up.

Appendix G: Case Log

Genetic Counseling Case Log

Date: _____ Case Number: _____

Student Name: _____

Clinical Supervisor: _____ Supervisor Signature: _____

Was this an observation: Yes No

Telemedicine: Yes No

Indication for Counseling: _____

To be a core case: The clinical interaction must occur *face-to-face*, and have active student participation of at least 1 role in each of the 3 categories of Fundamental Counseling Roles (Management, Education & Counseling). Telemedicine cases, where the student has visual and audio contact with the patient may be counted, but at least 45 of the total core cases must be *in-person* encounters.

Fundamental Clinical Counseling Roles

Management Roles	Yes	No	N/A
Case Preparation- Involves reviewing all relevant information about the client and the indications for genetic counseling prior to the session			
Collection/documentation of medical, developmental and/or pregnancy history- Implies the eliciting of pertinent medical information including pregnancy, development and medical histories and environmental exposures			
Collection/documentation of family history/pedigree- Involves the eliciting of information for and construction of a completed pedigree			
Risk Assessment- Involves pedigree analysis and evaluation of medical and laboratory data to determine recurrence/occurrence risks			
Evaluation/coordination of genetic testing- Includes determining the appropriate genetic test(s), evaluation laboratories, and/or coordinating the testing			
Clinical documentation (clinic notes and letters)- Implies writing clinic notes or letters about the appointment			
Follow up (calls and referrals)- Includes but not limited to conducting further literature review, maintaining contact with the family to address any additional concerns, or identification of other health care professionals or resources for patient care.			

Education Roles	Yes	No	N/A
Develop a counseling plan and agenda- Includes pertinent education issues to address			
Inheritance pattern- Involves educating patients about their personal and/or familial risks			
Diagnosis/prognosis/natural history- Includes conveying genetic, medical and technical information about the diagnosis, etiology, natural and prognosis of genetic conditions and /or birth defects			
Medical Management/prevention/treatment- Includes discussing current medical management, prevention, treatment of genetic conditions and/or birth defects			
Genetic and/or prenatal testing options and possible results/benefits/limitations- Includes explaining the technical and medical aspects of diagnostic and screening methods and reproductive options, including associated risks, benefits, and limitations.			
Results disclosure- Involves interpreting the results and discussing them with the patient; can include the development of teaching aides and the provision of education materials			
Research options/consenting- Involves discussion about the research opportunities and/or			

consenting the patient for the study			
--------------------------------------	--	--	--

Counseling Roles	Yes	No	N/A
Establishing rapport/contracting- This refers to initiating the genetic counseling session, eliciting client concerns and expectations and establishing the agenda			
Psychosocial assessment- Includes eliciting and evaluation social and psychological histories and assessing clients psychosocial needs			
Psychosocial support/counseling- Involves providing short term, client-centered counseling, psychosocial support, and anticipatory guidance to the family as well as addressing client concerns			
Resource identification/referral- Includes helping the client identify local, regional and national support groups and resources in the community			
Case processing/self-assessment/self-reflection: Involves critical thinking about the session; what was done successfully as well as an areas to improve			

Supervisor Notes:

Student Reflection:

Appendix H: Clinical Supervisor Student Evaluation Forms

Assessment of Student Performance – Mid-Rotation Evaluation

Student: _____ Rotation: _____

For the mid-rotation evaluation, please use the sections below to comment on whether the student is meeting skill expectations delineated at beginning of rotation and address which areas the student should focus on over the remaining time in the clinical rotation.

I. Communication Skills	
Elicits pertinent medical history (medical, developmental, pregnancy) Elicits appropriate and inclusive family history Elicits social and psychosocial history Constructs pedigree Contracts with patient Explains genetic & medical information to patient (i.e., natural history; diagnosis, etiology; prognosis; treatment/management)	Explains diagnostic and screening methods to patient or physician (including risks, benefits, & limitations) Demonstrates time management during counseling Prepares concise and clear written documentation of case information (chart notes/letters/lab reports) Verbally summarizes case information for discussion/presentation (ie. team meeting)
Comments on Communication Skills:	

II. Critical Thinking Skills	
Reviews hospital charts and records Reviews relevant scientific literature Appropriately prepares for case Can identify, synthesize, and organize pertinent medical and genetic information for use in genetic counseling Evaluates social and psychosocial history Assesses risk (genetic/teratogenic)	Evaluates clinical and/or testing options (including research) Interprets lab reports/data Identifies resources for patients/physicians Prepares counseling agenda/outline Can modify counseling session based on evaluation of client's understanding and response to information Demonstrates case management skills
Comments on Student's Critical Thinking Skills:	

III. Interpersonal and Counselling Skills	
Can establish rapport & identify major concerns of client Demonstrates flexibility with counseling agenda Employs a variety of interviewing and counselling techniques Elicits patient emotions, concerns, attitudes, and beliefs Interprets patient responses and reactions (verbal/nonverbal) Responds to patient reactions and emerging issues	Can understand, listen, communicate and manage genetic counseling session in a culturally sensitive manner. Identifies legal and ethical issues to discuss with the patient (privacy, confidentiality, non-paternity) Facilitates client decision-making Provides short-term client-centered counseling and psychological support
Comments on student's interpersonal and counseling skills:	

Please note scale for this section is sometimes, usually, always.

V. Professionalism	Never	Rarely	Sometimes	Usually	Always
Demonstrates self-reflection					
Demonstrates self-direction for learning					
Demonstrates professional behavior with clients					
Demonstrates cooperative and collaborative behavior in the multidisciplinary team					
Recognizes own limitations					
Is receptive to feedback					
Integrates feedback into future performance					
Accepts responsibility					
Demonstrates punctuality					
Demonstrates initiative					
Demonstrates a positive attitude					
Demonstrates time management					
Acts in accordance with ethical, legal, and philosophical principles/values of profession (privacy, confidentiality, informed consent)					
Attends case review, rounds, or other educational activities as appropriate					
General Professionalism Comments:					

Overall Comments:

Date reviewed with student: _____ Student's signature: _____

Name/signature of individuals who contributed to this assessment:

Final Assessment of Student Performance

Student: _____

Rotation: _____

Supervisor(s): _____

Date of Rotation: _____

Please assess the student's performance for all skills listed below. A table of definitions and examples is attached. Select the level **that most closely matches** the student's performance by placing a checkmark within each box. A numeric value will be assigned to each level of skill and a total score will be obtained. The raw score will then be translated into a Satisfactory or Unsatisfactory grade.

Level 1 (Emerging Skill): Student is attempting to carry out task/skill or undertake portions of task/skill but needs regular assistance from clinical supervisors to complete task/skill. Stage in learning process is gaining knowledge and comprehension.

Level 2 (Developing Skill): Student demonstrates some competency in the task/skill. Student needs occasional assistance from clinical supervisor (i.e. new application of skill or situation). Stage in learning process is to apply and analyze.

Level 3 (Matured Skill): Student demonstrates competency in the task/skill. Student works independently on task/skill and requires minimal to no assistance from clinical supervisor. Assumes ownership and demonstrates autonomy, executing and reflecting. Stage in learning process is to synthesize and evaluate.

ND (Never Done): Either not performed or opportunity did not present itself in a case.

I. Communication Skills	Level 1	Level 2	Level 3	ND
Elicits pertinent medical history (medical, developmental, pregnancy)				
Elicits appropriate and inclusive family history				
Elicits social and psychosocial history				
Constructs pedigree				
Contracts with patient				
Explains genetic & medical information to patient (i.e., natural history; diagnosis, etiology; prognosis; treatment/management)				
Explains diagnostic and screening methods to patient or physician (including risks, benefits, & limitations)				
Demonstrates time management during counseling				
Prepares concise and clear written documentation of case information (chart notes/letters/lab reports)				
Verbally summarizes case information for discussion/presentation (ie. team meeting)				
Comments on Communication Skills:				

II. Critical Thinking Skills	Level 1	Level 2	Level 3	ND
Reviews hospital charts and records				
Reviews relevant scientific literature				
Appropriately prepares for case				
Can identify, synthesize, and organize pertinent medical and genetic information for use in genetic counseling				
Evaluates social and psychosocial history				
Assesses risk (genetic/teratogenic)				
Evaluates clinical and/or testing options (including research)				
Interprets lab reports/data				
Identifies resources for patients/physicians				
Prepares counseling agenda/outline				
Can modify counseling session based on evaluation of client's understanding and response to information				
Demonstrates case management skills				
Comments on Student's Critical Thinking Skills:				

III. Interpersonal and Counselling Skills	Level 1	Level 2	Level 3	ND
Can establish rapport & identify major concerns of client				
Demonstrates flexibility with counseling agenda				
Employs a variety of interviewing and counselling techniques				
Elicits patient emotions, concerns, attitudes, and beliefs				
Interprets patient responses and reactions (verbal/non verbal)				
Responds to patient reactions and emerging issues				
Can understand, listen, communicate and manage genetic counseling session in a culturally sensitive manner.				
Identifies legal and ethical issues to discuss with the patient (privacy, confidentiality, non-paternity)				
Facilitates client decision-making				
Provides short-term client-centered counseling and psychological support				
Comments on student's interpersonal and counseling skills:				

Please note scale for this section is sometimes, usually, always.

<i>V. Professionalism</i>	Never	Rarely	Sometimes	Usually	Always
Demonstrates self-reflection					
Demonstrates self-direction for learning					
Demonstrates professional behavior with clients					
Demonstrates cooperative and collaborative behavior in the multidisciplinary team					
Recognizes own limitations					
Is receptive to feedback					
Integrates feedback into future performance					
Accepts responsibility					
Demonstrates punctuality					
Demonstrates initiative					
Demonstrates a positive attitude					
Demonstrates time management					
Acts in accordance with ethical, legal, and philosophical principles/values of profession (privacy, confidentiality, informed consent)					
Attends case review, rounds, or other educational activities as appropriate					
General Professionalism Comments:					

Overall Comments:

_____ Satisfactory: Student **has** satisfactorily completed this rotation

_____ Unsatisfactory: Student **has not** satisfactorily completed this rotation and requires remediation.

_____ Incomplete: Student has not completed specific requirements of the rotation.

Student's comments regarding the assessment:

Date reviewed with student: _____ Student's signature: _____

Name/signature of each person that has contributed to this assessment:

Recommend communication of the following for focused supervision in the next rotation (**Optional: Please note that student's signature to agree/decline will be added in private post completion of the assessment.**)

I agree to have this recommendation forwarded to my next clinical supervisor.

Student initial: _____

OR

I decline to have this recommendation forwarded to my next clinical supervisor.

Student initial: _____

Program Director's Comments (optional):

Program Director's Signature: _____ Date: _____

Guidelines for Student Assessment

Level 1 (Emerging Skill):	Student is attempting to carry out task/skill or undertake portions of task/skill but needs regular assistance from clinical supervisors to complete task/skill. Stage in learning process is gaining knowledge and comprehension.
Level 2 (Developing Skill):	Student demonstrates some competency in the task/skill. Student needs occasional assistance from clinical supervisor (i.e. new application of skill or situation). Stage in learning process is to apply and analyze.
Level 3 (Matured Skill):	Student demonstrates competency in the task/skill. Student works independently on task/skill and requires minimal to no assistance from clinical supervisor. Assumes ownership and demonstrates autonomy, executing and reflecting. Stage in learning process is to synthesize and evaluate.
ND (Never Done):	Opportunity presented in a case, but student never did it (counselor/MD did it instead)

Communication Skills	Level 1 (Emerging)	Level 2 (Developing)	Level 3 (Matured)
Elicits medical or family history	Elicits complete history with aid of clinic forms;	Targets the history for ROR; recognizes relevant aspects of the history	Recognizes emerging elements of the history that may support an existing diagnosis or lead to a new diagnosis
Elicits social and psychosocial history	Attempts to elicit social and psychosocial history (e.g. Asks who the client lives with, how s/he feels re diagnosis)	With support, elicits history with greater detail. Attempts to clarify responses and information	Independently elicits social and psychosocial history, demonstrates the ability to do so in more complex situations and builds on client cues
Constructs pedigree	Attempts to draw 3-generation pedigree	Is able to draw complete pedigree with relevant and targeted details	Independently draws an accurate pedigree using standard nomenclature and legends
Contracts with patient	Attempts to contract with patient by setting out agenda for session	Sets out agenda for session and attempts to elicit patient agenda	Independently contracts with patient and is able to individualize contracting based on cultural, social, medical and family history
Explains genetic/medical information to patient or physician	Discusses relevant clinical information, describes basic modes of inheritance	Discusses diagnosis, natural history, empiric risks, complex modes of inheritance	Appropriately modifies discussion based on patient's needs (e.g. educational, language)
Demonstrates time management during counseling	Recognizes existence of time constraints and attempts to keep session on time	Purposefully attempts to keep session on time (e.g. redirecting conversation to keep things on track)	Independently and successfully manages time constraints
Prepares written documentation of case information (chart notes;	Documents the session with guidance or the use of established templates;	Documents session with adequate chart notes; with assistance	Thorough, clear, concise documentation of session; independently identifies

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letters)	requires substantial editing	identifies elements to include in letters; with guidance, tailors letters for clients or professionals	relevant information to include in chart notes and letters; tailors letters to the appropriate level for clients or professionals
Verbally summarizes and presents case information in discussion/presentations	Summarizes the session with guidance or prompts from supervisor	Adequately summarizes case information and identifies key elements to include in case summary with minimal reliance on supervisor	Independently identifies key elements to include in case summary and presents in a thorough, clear, and concise manner

II. Critical Thinking Skills	Level 1 (Emerging)	Level 2 (Developing)	Level 3 (Matured)
Reviews hospital charts and records	Summarizes previously noted medical history and often misses key elements of history	Recognizes and extracts relevant information for use in counseling	Recognizes and seeks out information that may support a differential diagnosis, diagnosis, or risk assessment
Reviews relevant scientific literature	Attempts to perform literature review with direction; reads GeneReview	Performs thorough literature review with some direction	Independently performs targeted literature search and identifies resources most relevant to the case
Evaluates social and psychosocial history	Shows awareness of potential or realized psychosocial issues in discussion with team/supervisor	Shows some independence in assessing/evaluating history; makes attempts to do so face-to-face with client in order to identify relevant issues	Independently assesses and evaluates psychosocial history; recognizes cues presented in the history and addresses/explores them to obtain full understanding of social/psychosocial status
Assesses risk (genetic/teratogenic)	Identifies elements of risk specific to the case and identifies risk assessment tools/methodology	Shows some independence in assessing/evaluating history; makes attempts to do so face-to-face with client in order to identify relevant issues	Independently assesses and evaluates psychosocial history; recognizes cues presented in the history and addresses/explores them to obtain full understanding of social/psychosocial status
Evaluates clinical and/or testing options (including research)	Identifies options and with guidance is able to evaluate them	Shows some independence in evaluating appropriate options	Independently identifies and evaluates the most appropriate and complete array of options for the patient
Interprets lab	Can interpret reports	Demonstrates	Correctly interprets reports

reports/data	with assistance	increased independence at interpreting reports	and critically evaluates for errors, ambiguous or unexpected results.
--------------	-----------------	--	---

III. Interpersonal and Counselling Skills	Level 1 (Emerging)	Level 2 (Developing)	Level 3 (Matured)
Demonstrates flexibility with counseling agenda	Recognizes when prepared agenda does not meet patient needs	With direction or assistance from supervisor is able to modify the counselling session	Independently assesses client needs and modifies session accordingly
Employs a variety of interviewing and counseling techniques	Uses one or two different interviewing techniques	Employs a wide range of interviewing techniques; but does not consider which approach may be more effective	Independently identifies and employs the most appropriate techniques based on individualized patient needs
Elicits patient emotions, concerns, attitudes, and beliefs	Attempts to ask basic questions addressing patient emotions/attitudes	With support, pursues greater detail. Attempts to clarify responses	Utilizes learned counselling techniques to independently elicit patient emotions/attitudes in more complex situations
Interprets patient responses and reactions (verbal/nonverbal)	Recognizes verbal +/- nonverbal patient reactions	Attempts to interpret patient responses. With guidance strives to clarify responses and reactions	Independently interprets responses and reactions. Uses appropriate questioning to clarify meaning
Responds to patient reactions and emerging issues	Recognizes verbal +/- nonverbal patient reactions	Recognizes verbal +/- non-verbal patient reactions and attempts to respond using learned counselling techniques	Recognizes both verbal and non-verbal cues and independently responds to emerging issues by applying appropriate counselling techniques
Facilitates client decision-making	Is able to discuss pros and cons or possible outcomes	Is able to elicit patient views/preferences and facilitates decision-making with assistance	Utilizes learned counselling techniques to independently facilitate patient-centered decision making

Appendix I: Clinical Site/Supervisor Evaluation Forms

Clinical Placement and Supervisor Evaluation

Please complete the following items to evaluation your clinical placement.	EVALUATION 1=Strongly Disagree, 2= Disagree, 3=Neutral, 4= Agree, 5=Strongly Agree				
I had an orientation about the details of the clinical placement during the first week of my placement.	1	2	3	4	5
I had a clear understanding as to whom I was accountable.	1	2	3	4	5
I was provided with an explanation of the roles of other professionals at the clinical placement.	1	2	3	4	5
The clinical placement site created a positive learning environment.	1	2	3	4	5
Feedback by the clinical supervisor on my performance was constructive.	1	2	3	4	5
The clinical supervisor communicated in an open and non-threatening manner.	1	2	3	4	5
The clinical supervisor taught in a manner that encouraged problem-solving.	1	2	3	4	5
The primary clinical supervisor was accessible when needed.	1	2	3	4	5
My clinical supervisor treated me with respect.	1	2	3	4	5
Physicians at the placement site treated genetic counseling students with respect.	1	2	3	4	5
Genetic counselors at the placement site treated genetic counseling students with respect.	1	2	3	4	5
I was given practical training that I will need to practice as a genetic counselor.	1	2	3	4	5
I was provided with opportunities to take on additional roles/responsibilities in clinical cases as the placement progressed.	1	2	3	4	5
I was provided with opportunities for additional experiences outside of the patient care setting (e.g. tumor board, observation of procedures, observation of other professionals).	1	2	3	4	5
I was provided with feedback on a regular basis.	1	2	3	4	5
My clinical supervisor(s) provided me with opportunities to perform a variety of counseling skills.	1	2	3	4	5
My clinical supervisor(s) provided me with clear expectations for my role in each counseling session.	1	2	3	4	5

My clinical supervisor(s) provided me with clear expectations for assignments.	1	2	3	4	5
I felt comfortable addressing concerns with my clinical supervisor(s).	1	2	3	4	5

Please provide feedback on the strengths of this clinical placement:

Please provide concrete recommendations for how the clinical supervisors could strengthen this placement for future students:

Appendix J: Tentative Thesis Timeline

Autumn Semester First Year

December: Develop Thesis Idea
Identify Academic Advisor (Thesis Chair)
Identify Thesis Committee Members

Spring Semester First Year

February: Protocol Written
Protocol Approved by Thesis Committee

April/May: Protocol Approved by IRB

Summer Semester First Year

May- August: Data Collection

July-August: Data Analysis
Begin drafting background and methodology sections of thesis

Autumn Semester Second Year

August – October: Final Data Analysis

October- November: Draft thesis

December Apply to graduate

Spring Semester Second Year

End of January Thesis drafted and submitted to Thesis Committee
Date for defense scheduled

February – 3rd week of April: Defense completed AND approved by committee

3rd-4th week of April: Approved thesis and documents submitted to OhioLink

Appendix K: Thesis Proposal Approval Form

OSU GCP Thesis Proposal Approval Form

Name of Student: _____

Name of Advisor: _____

Proposed Thesis Title: _____

Signatures of committee members:

The undersigned have read the thesis proposal and, by signing, have indicated unanimous approval for the student to proceed, following completion of any conditions specified below.

Name (Print)	OSU ID#	Signature	Date

Conditions to be met before proceeding:

This form and a copy of the thesis proposal must be submitted to the OSU-GCGP Associate Director, who will include it in the student's file.

Appendix L: Rubric for Evaluating MS in Genetic Counseling Thesis and Defense

Rubric for Evaluating MS in Genetic Counseling Thesis and Defense

Committee Members and Students are responsible for being aware of this evaluation rubric in advance of the defense.

(This page will be completed by Graduate Committee and a copy of the rubric will be distributed to the committee, readers and student just prior to the defense)

Student name: _____

Date of Oral Defense: _____

Thesis Title: _____

Thesis Committee Chair: _____

Graduate Committee Members

At the conclusion of the oral defense, **each committee member must complete the attached oral defense response sheet.**

For each attribute that a committee member feels is somewhat or very deficient, a short explanation should be provided.

Confidential Comment sections at the bottom of the rubric are provided for explanations of the reasoning behind the overall evaluation of the examinee's performance if desired. **These comments may be shared with the academic advisor, OSUGCGP graduate studies chair, and program director/associate director.**

Completed forms are to be treated as confidential and are to be turned in to the OSUGCGP Director and/or Associate Director, not to the student.

A summary of written comments and overall evaluation from the committee members **will be provided** to the student and Academic **Advisor (committee Chair).**

Student name: _____

Thesis Oral Defense Rubric – Completed by: _____

Date: _____

Students must at least “meet expectations” in all categories in order to pass.

Attribute for ORAL	Does Not Meet Expectations <i>Provide a short explanation for each attribute that you select in this category.</i>	Meets Expectations	Exceeds Expectations
Overall quality of presentation	<input type="checkbox"/> Poorly organized <input type="checkbox"/> Poor verbal communication of information <input type="checkbox"/> Slides and handouts illegible	<input type="checkbox"/> Appropriately organized <input type="checkbox"/> Good verbal communication of information <input type="checkbox"/> Slides and handouts clear	<input type="checkbox"/> Very well organized <input type="checkbox"/> Excellent verbal communication of information <input type="checkbox"/> Slides and handouts outstanding
Overall breadth and depth of knowledge	<input type="checkbox"/> Presentation unacceptable <input type="checkbox"/> Presentation reveals critical weaknesses in depth of knowledge in subject matter <input type="checkbox"/> Presentation does not reflect critical thinking skills	<input type="checkbox"/> Presentation acceptable <input type="checkbox"/> Presentation reveals some depth of knowledge in subject matter <input type="checkbox"/> Presentation reveals appropriate critical thinking skills	<input type="checkbox"/> Presentation superior <input type="checkbox"/> Presentation reveals exceptional depth of knowledge <input type="checkbox"/> Presentation reveals advanced critical thinking skills
Quality of response to questions	<input type="checkbox"/> Responses are incomplete and require prompting <input type="checkbox"/> Arguments are poorly presented <input type="checkbox"/> Respondent exhibits lack of knowledge in subject area <input type="checkbox"/> Responses do not meet level expected of MS genetic counseling graduate	<input type="checkbox"/> Responses are complete <input type="checkbox"/> Arguments are well organized <input type="checkbox"/> Respondent exhibits adequate knowledge in subject area <input type="checkbox"/> Responses meet level expected of degree program of MS genetic counseling graduate	<input type="checkbox"/> Responses are eloquent <input type="checkbox"/> Arguments are skillfully presented <input type="checkbox"/> Respondent exhibits superior knowledge <input type="checkbox"/> Responses exceed level expected of counseling graduate
Overall Assessment	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations
Confidential Comments:			

Practice-Based Competencies for Genetic Counselors

Domain I: Genetics Expertise and Analysis

1. Demonstrate and utilize a depth and breadth of understanding and knowledge of genetics and genomics core concepts and principles.
2. Critically assess genetic/genomic, medical and social science literature and information

Domain III: Genetics Education

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

Domain IV: Professional Development and Practice

1. Demonstrate understanding of the research process

This review guide for the written thesis document should be used as a guide for thesis committee members to determine whether or not further revisions are necessary. The FINAL document should at least meet expectations in all categories:

Student name: _____

Attribute for WRITTEN thesis document	Does Not Meet Expectations <i>(Provide a short explanation for each attribute that you select in this category.)</i>	Meets Expectations	Exceeds Expectations
Overall quality of science	<input type="checkbox"/> Background literature review is lacks depth and doesn't cover important papers applicable to thesis <input type="checkbox"/> Arguments are incorrect, incoherent, or flawed <input type="checkbox"/> Objectives are poorly defined <input type="checkbox"/> Demonstrates rudimentary critical thinking skills <input type="checkbox"/> Does not reflect understanding of subject matter and associated literature <input type="checkbox"/> Demonstrates poor understanding of theoretical concepts <input type="checkbox"/> Demonstrates limited originality <input type="checkbox"/> Displays limited creativity and insight	<input type="checkbox"/> Background literature review covers primary history and rationale but lacks some depth <input type="checkbox"/> Arguments are coherent and clear <input type="checkbox"/> Objectives are clear <input type="checkbox"/> Demonstrates appropriate critical thinking skills <input type="checkbox"/> Reflects understanding of subject matter and associated literature <input type="checkbox"/> Demonstrates understanding of theoretical concepts <input type="checkbox"/> Demonstrates originality <input type="checkbox"/> Displays creativity and insight	<input type="checkbox"/> Background literature review demonstrates analysis of history and rationale <input type="checkbox"/> Arguments are superior <input type="checkbox"/> Objectives are well-defined <input type="checkbox"/> Exhibits mature, critical thinking skills <input type="checkbox"/> Exhibits mastery of subject matter and associated literature <input type="checkbox"/> Demonstrates mastery of theoretical concepts <input type="checkbox"/> Demonstrates exceptional originality <input type="checkbox"/> Displays exceptional creativity and insight
Contribution to discipline	<input type="checkbox"/> Limited evidence of discovery <input type="checkbox"/> Limited expansion upon previous research <input type="checkbox"/> Limited theoretical or applied significance <input type="checkbox"/> Limited publication impact	<input type="checkbox"/> Appropriate evidence of discovery <input type="checkbox"/> Builds upon previous research <input type="checkbox"/> Reasonable theoretical or applied significance <input type="checkbox"/> Reasonable publication impact	<input type="checkbox"/> Exceptional evidence of discovery <input type="checkbox"/> Greatly extends previous research <input type="checkbox"/> Exceptional theoretical or applied significance <input type="checkbox"/> Exceptional publication impact
Quality of writing	<input type="checkbox"/> Poor writing style - numerous grammatical and spelling errors <input type="checkbox"/> Organization is poor <input type="checkbox"/> Documentation is poor	<input type="checkbox"/> Acceptable writing style - some grammatical errors, no spelling errors <input type="checkbox"/> Organization is logical <input type="checkbox"/> Documentation is adequate	<input type="checkbox"/> Excellent writing style - no grammatical or spelling errors <input type="checkbox"/> Organization is excellent <input type="checkbox"/> Documentation is excellent
Overall Assessment	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations

Practice-Based Competencies for Genetic Counselors

Domain I: Genetics Expertise and Analysis

1. Demonstrate and utilize a depth and breadth of understanding and knowledge of genetics and genomics core concepts and principles.
2. Critically assess genetic/genomic, medical and social science literature and information

Domain IV: Professional Development and Practice

1. Demonstrate understanding of the research process

Domain III: Genetics Education

1. Write concise and understandable clinical and scientific information for audiences of varying Educational backgrounds

Appendix M: LEND PROGRAM

The OSU Leadership Education in Neurodevelopmental Disabilities (LEND) Program

The LEND PROGRAM:

LEND is an advanced graduate interdisciplinary leadership program of The Ohio State University **Nisonger Center**. The program is funded by the **Maternal and Child Health Bureau (MCHB)**, and coordinated with clinics and projects at **Nationwide Children's Hospital**.

The training program teaches MCH leadership competencies through an integrated curriculum of coursework, interdisciplinary clinical and leadership activities, and research. LEND leadership projects focus on health promotion and prevention, early diagnosis, treatment, and follow up care for individuals with neurodevelopmental disabilities (NDD) and their families.

The curriculum includes learning opportunities in urban and rural community based settings and participation on a variety of regional and state projects related to public health services. Trainees learn to critically evaluate and analyze the influence of family, community, and society on the health outcomes of individuals with NDD. Factors relating to culture, the environment, geographic location, and the influence of socio economics on health and healthcare quality and availability are explored, critiqued and analyzed to develop innovative responses to these problems. Family Centered Care is a core tenet of the LEND curriculum.

One genetic counseling graduate student is eligible to participate as a *funded trainee* in the LEND Program. However, any student can elect to be an *unfunded* LEND trainee. Selection as a *funded* LEND trainee is both an honor and a responsibility. Trainees should have a primary interest in neurodevelopmental disorders. It is important to point out that a *funded* LEND traineeship is a full time commitment (approximately 20 hours per week) which the LEND trainee must complete in their second year of the graduate program, in addition to all other OSU Genetic Counseling Graduate Program requirements. *Unfunded* LEND trainees can develop a LEND training plan with the Genetics LEND faculty member. Thus, the time commitment may vary for *unfunded* LEND trainees.

LEND CURRICULUM:

The LEND Core Curriculum consists of academic, clinical, leadership, research, and service learning activities. The curriculum consists of five components: 1) LEND courses, 2) Interdisciplinary clinical experiences in a variety of settings, 3) Leadership development activities and projects, 4) Research mentoring, and 5) Service learning. Each semester trainees enroll in the core curriculum consisting of: a LEND course, Leadership seminar, interdisciplinary clinical training, and leadership activities/projects. This is a nine month traineeship, which includes December and May. You may use your time away from your academic program in December and May to complete LEND requirements.

Each trainee develops an Individual Learning Plan (ILP) under the guidance of his/her LEND Genetic faculty mentor and the LEND Program Leadership to fulfill their remaining requirements. The ILP plays a central role in defining the competencies and skills expected of all trainees and in guiding the training activities and projects in which the trainee will participate. Faculty mentors meet with trainees on a regular basis to monitor and review the trainee's progress.

Each week all *funded* trainees complete 20 hours of LEND related teaching/learning activities: 10 - 15 hours in the core curriculum and the remainder devoted to individual projects. *Unfunded* trainees' time commitment will vary depending on their ILP.

Funded trainees from the genetic counseling graduate program can participate in one of two tracks (Clinical or Research).

- Clinical Focus Trainees pursuing a clinical focus complete a minimum of one 15 week rotation in a Nisonger interdisciplinary clinic, 20 hours of rotation at Nationwide Children's Hospital clinics (or other community clinic), complete a leadership project, complete 30 hours of service learning, and take the core courses. The intent is for the LEND clinical placement does not count as a clinical placement for the graduate program requirements.
- Research Focus Trainees pursuing a research focus complete a 4 week rotation in a Nisonger interdisciplinary clinic, 5 hours of rotation at Nationwide Children's Hospital clinics (or other community clinic), complete a research project, complete 30 hours of service learning, and take LEND core courses. It is possible that the thesis project being done by the OSU GCGP graduate student could act as the LEND programs research component, if the project is related to maternal/child health issues).

Unfunded trainees can select components from either track.

LEND Course Requirements:

- Fall Semester Course: **OSU 7717 - Interdisciplinary Perspective on Developmental Disabilities** (Mondays 4:00 pm – 6:30 pm)
This course is designed to provide students with the latest information about developmental disabilities across the life span from a variety of perspectives including epidemiology, etiology, diagnosis, prevention, treatment, family centered care, education, transition, legislation, advocacy, community integrated supports, systems of care, and program administration. Participants are also introduced to pertinent philosophical, ethical and legal issues concerning this special needs population.
- Spring Semester Course: **OSU 7718 - Interdisciplinary Perspective on Autism Spectrum Disorder.** (Mondays 4:00 pm – 6:00 pm)
This course introduces students to autism spectrum disorders from an interdisciplinary perspective. The goal of the course is to develop the analytical skills necessary to comprehend and formulate an interdisciplinary framework relating to major scientific and theoretical perspectives in evaluation and intervention practices for children and adults with ASD.
- Fall and Spring Semester Course: **OSU SPHHRNG 5193- Leadership Seminar** (Wednesdays 5:00 pm – 6:30 pm)
This seminar presents didactic information, lecturer and trainee led discussion, and directed Nisonger LEND Training Manual 2015 – 2016 7 practice related to the development of leadership skills, with a particular focus on critical MCH leadership competencies and public health and policy concerns. Topics are organized into modular themes which may last 1 – 3 weeks and include topics such as:
 1. Introduction MCH, ADD
 2. Ethics/Professionalism

3. Public Policy and Health
4. MCH Leadership
5. Disability Studies/Cultural Competency
6. Health Parity and Promotion
7. Special Topics
8. Evidence Based Practice in DD: CP, Williams, Spina Bifida

LEND Service Learning Requirements:

Service Learning Trainees are required to complete 30 hours of service based learning prior to completion of their training. Examples of possible experiences include:

- Next Chapter Book Club – Trainees may choose to co-facilitate a book club weekly (for 10 weeks) at a location in the community with a group of 6 – 8 adolescents or adults with intellectual disabilities.
- The Annual Ohio Adult Sibling Conference: Assist with organization and implementation of the Annual Ohio Adult Sibling Conference.
- Williams Syndrome Family Events: The Williams Syndrome program has at least two yearly social events that often include music, updated research findings, speakers, dances and crafts. Trainees can volunteer in a variety of ways; planning events, setting up, taking pictures, actively participating and cleaning up.
- Aspirations: This program is designed to give young adults with Autism Spectrum Disorders (ASD) the opportunity to discuss their own vocational and social experiences in a small group setting and be guided in ways of how to improve their skills in these areas. Group leaders, familiar with Autism Spectrum Disorders facilitate an atmosphere of acceptance and friendship. Developing self-awareness, social insight and independence are central themes of Aspirations.

LEND Clinical Requirement:

- Attendance and participation in the Interdisciplinary Developmental Clinic which is held on Wednesdays or the School Age Autism Clinic which is held on Thursdays.
- Attendance at a variety of community, NCH, and Nisonger clinics to acquire 20 hours of clinical exposure.

LEND Training Goals:

Upon completion of the LEND traineeship, trainees should exhibit the knowledge and skills to achieve the following goals with an acceptable level of competency.

GOAL 1: To provide effective leadership training to a wide range of health related professionals with emphasis on improving health systems and access to quality care for individuals with NDD and their families.

GOAL 2: To develop health professionals with advanced clinical skills including knowledge of transition issues for individuals with NDD.

GOAL 3: To participate in applied research, continuing education, consultation, and technical assistance activities which promote systems of care that improve the health and well-being of individuals with NDD and their families.

GOAL 4: To teach health related professionals to provide culturally and linguistically competent health care services to underserved MCH populations including low income families and individuals with “dual diagnosis” (mental illness and neurodevelopmental disability).

GOAL 5: To prepare health related professionals to address health promotion and health equity including the creation of social and physical environments that promote health, among individuals with NDD.

Appendix N: Request for Leave of Absence Form

Ohio State University Genetic Counseling Graduate Program Request for Leave of Absence Form

This form is used to make and approve leave requests for graduate students in the Ohio State University Genetic Counseling Graduate Program. Requests for leave should be made as far in advance as possible. Leave requests are made on a case-by-case basis and approved at the discretion of the OSU-GCGP Leadership along with consultation of the College of Medicine Vice Dean for Medical Education.

Section I: To be completed by student and submitted to OSU-GCGP Office

Student Name: _____

Current Year: First Year Student Second Year Student

Leave Designation:

Leave of Absence (see definitions on page two; appropriate documentation must be included in support of request)

Personal serious illness/injury

Care for an immediate family member with a serious health condition

Childbirth or adoption

Dates of Requested Absence: From _____ to _____

I certify that the information provided as part of this request is true, accurate and complete. I understand that people, who knowingly and with intent to defraud, requests leave using materially false information is guilty of fraud, which may result in disciplinary action, including action under the Code of Student Conduct.

Signature of Student: _____

Section II: To be completed by OSU-GCGP Leadership

Note: in the case of a leave of absence, the following signatures are required: the Graduate Program Director and the student's Academic Advisor. **Once a decision has been made, a completed copy of the form should be returned to the student requesting leave.**

Action:

Approved

Not approved. Comments (or attach explanation)

Signature, Student's Academic Advisor: _____

Date

Signature, Program Director: _____

Date

Section III: Definitions

Serious Health Condition:

An illness, injury, impairment, or physical/mental condition that meets any one of the following:

- Involves inpatient care in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care
- Continuing treatment by a health care provider that consists of a period of incapacity that also involves treatment multiple times by a health care provider, or treatment at least once by a health care provider that results in a regimen of continuing treatment and continuing incapacity
- Chronic conditions – episodic incapacity (e.g. diabetes, epilepsy), permanent/long-term conditions (e.g. Alzheimer’s, cancer) or multiple treatments (e.g. chemotherapy, dialysis)

Immediate Family:

Spouse, domestic partner, mother, father, sister, brother, daughter, son, grandparent, grandchild, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, grandparent-in-law, grandchild-in-law, or corresponding relatives of the graduate student’s partner, other persons for whom the graduate student is legally responsible, and anyone who stood in loco parentis to the graduate student as a child. To use a leave of absence for the care of a domestic partner or for the corresponding relative of the partner, a completed Affidavit of Domestic Partnership for Funded Graduate Students’ Leaves of Absence must be on file with the Graduate School.

Childbirth/Adoption:

- Birth mother – a female who gives birth to a child
- Father – a male who is legally responsible for child rearing as the male spouse or domestic partner of the birth mother
- Domestic partner – a same- or opposite-sex adult partner who has met the requirements of and has a completed Affidavit of Domestic Partnership on file with the Graduate School
- Adoptive parent – a parent who has taken a child into one’s family, through legal means, to raise as one’s own child