TABLE OF CONTENTS

Section 1: Introduction

Section 2: The Ohio State University Genetic Counseling Program
  • Mission
  • Program Goals
  • Curricular Goals

Section 3: Program Administration and Faculty
  • Genetic Counseling Program Executive Leadership
  • Genetic Counseling Program Course Directors
  • Genetic Counseling Program Faculty
  • College of Medicine Leadership
  • Graduate School Leadership

Section 4: Calendars
  • Academic Calendar
  • Courses

Section 5: Program Policies
  • Non-Discrimination Policy
  • Faculty Supervision of Genetic Counseling Students
  • Family Educational Rights & Privacy Act – FERPA
  • Communication
  • Student/Trainee Learning Environment
  • Faculty Evaluation of and Feedback to Students
  • Student Mistreatment Policy
  • Sexual Harassment Policy
  • Romantic and/or Sexual Relationships Policy
  • Student Health and Safety
  • Substance Abuse Policy

Section 6: Academic Affairs
  • Curriculum Development & Assessment Advisory Board
  • Graduate Studies Committee
  • Graduate Program Faculty
  • Academic Advisors
  • Course Directors
  • Clinical Supervisors
  • Grading
  • Clinical Placements
  • Academic Assistance Programs

Section 7: Professionalism Standards
  • OSU Graduate School Professional Standards
  • Medical Professional Standards
  • Graduate Student Code of Research and Scholarly Misconduct
  • Academic Honor Code
• Professionalism & Social Networking
• Appearance Requirements & Guidelines

Section 8: Academic Review Process
• Pre-Review Assessment
• Formal Review Level Assessment
• Review Committees Structure & Mandates
• Dismissal
• Withdrawal
• Avoidance of Conflict in Faculty Roles

Appendix
• Teaching & Learning Environment Incident Report
SECTION 1: INTRODUCTION

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 historical, political, and social forces as they relate to health care. The Master’s of Genetic Counseling Program is accredited by the Accreditation Council for Genetic Counseling, PO Box 15632, Lenexa, KS, 66285.

The Genetic Counseling Program Faculty Handbook contains all the College of Medicine, Graduate School, and Genetic Counseling Program polices related to faculty/student interactions. Faculty members are held accountable to upholding these policies in their engagement with student learners. Faculty questions or concerns which are not responded to in this Handbook should be referred to the Genetic Counseling Program Co- Directors or to the College of Medicine Vice Dean for Education for review, discussion and possible action. Faculty are encouraged to maintain frequent contact with their faculty advisors for assistance with academic, personal or career matters.

This handbook is meant only to define the teaching rules and policies of the Genetic Counseling Program. The College of Medicine has a wealth of resources to assist its faculty members in their day to day careers and in overall career advancement and achievement. In addition, there are a variety of policies and guidelines that have been created to assure the high quality and integrity of the University, the College and its faculty. Those policies can be found in the College of Medicine Faculty Handbook.

Faculty should also become familiar with the Genetic Counseling Program Student Handbook. The Genetic Counseling Program Student Handbook delineates all of the policies that govern student standards for enrollment, student life, program policies, academic affairs, professionalism standards, disclosure, background checks, & toxicology testing, the academic review process, as well as graduation requirement.
SECTION 2: THE OHIO STATE UNIVERSITY GENETIC COUNSELING PROGRAM

It is fundamental to the educational mission of the Genetic Counseling Program that each faculty member know the Mission, Program Goals, and Curricular Goals of the Genetic Counseling Program Curriculum, as well as the specific educational objectives relevant to each part of the curriculum in which they teach. These objectives have been determined to be vital to the educational curriculum by committees of faculty educators. Each course or clinical placement director will inform their faculty of educational objectives specific to each course in which they teach.

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

PROGRAM GOALS
Graduates of The Ohio State Genetic Counseling Program will:

- Have a strong foundation of knowledge in genetics, medicine, and counseling.
- Have a strong professional identify.
- Be thought leaders in their jobs and the profession.
- Approach their work in a scholarly manner and contribute to the scientific literature.
- Have self-awareness and understanding of their professional strengths, weaknesses and limitations.
- Use critical thinking skills.
- Embody the principles of empathy, compassion, respect for diversity, advocacy, and ethics in their professional roles.
- 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.

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.
## SECTION 3: PROGRAM ADMINISTRATION & FACULTY

### GENETIC COUNSELING PROGRAM EXECUTIVE LEADERSHIP

<table>
<thead>
<tr>
<th>Name/Title</th>
<th>Telephone Number</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dawn C. Allain, MS, CGC Co-Director Assistant Professor, Internal Medicine</td>
<td>203-9713</td>
<td><a href="mailto:Dawn.Allain@osumc.edu">Dawn.Allain@osumc.edu</a></td>
</tr>
<tr>
<td>Heather Hampel, MS, CGC Co-director Professor, Internal Medicine</td>
<td>293-7240</td>
<td><a href="mailto:Heather.Hampel@osumc.edu">Heather.Hampel@osumc.edu</a></td>
</tr>
<tr>
<td>Kandamurugu Manickam, MD Medical Director Assistant Professor, Pediatrics &amp; Internal Medicine</td>
<td>293-6694</td>
<td><a href="mailto:Kandamurugu.Manickam@osumc.edu">Kandamurugu.Manickam@osumc.edu</a></td>
</tr>
<tr>
<td>Leigha Senter, MS, CGC Director Clinical Supervision Associate Professor, Internal Medicine</td>
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<td><a href="mailto:Leigha.Senter@osumc.edu">Leigha.Senter@osumc.edu</a></td>
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<tr>
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<td><a href="mailto:Praacnaa.Colestock@osumc.edu">Praacnaa.Colestock@osumc.edu</a></td>
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### GENETIC COUNSELING PROGRAM COURSE DIRECTORS

<table>
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<tbody>
<tr>
<td>Shannon Garner MS, CGG Genetic Counselor, Pediatrics</td>
<td>722-3540</td>
<td><a href="mailto:Shannon.Garner@nationwidechildrens.org">Shannon.Garner@nationwidechildrens.org</a></td>
</tr>
<tr>
<td>Devon Lamb-Thrush, MS, CGC Clinical Assistant Professor, Pediatrics</td>
<td>722-5346</td>
<td><a href="mailto:Devon.Lambthrush@nationwidechildrens.org">Devon.Lambthrush@nationwidechildrens.org</a></td>
</tr>
<tr>
<td>Rebecca Nagy, MS, CGC Associate Professor, Internal Medicine</td>
<td>293-9099</td>
<td><a href="mailto:Rebecca.Nagy@osumc.edu">Rebecca.Nagy@osumc.edu</a></td>
</tr>
<tr>
<td>Robert Pilarski, MS, CGC Associate Professor, Internal Medicine</td>
<td>293-7774</td>
<td><a href="mailto:Robert.Pilarski@osumc.edu">Robert.Pilarski@osumc.edu</a></td>
</tr>
<tr>
<td>Robert Pyatt, PhD Assistant Professor, Pathology</td>
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<td><a href="mailto:Robert.Pyatt@nationwidechildrens.org">Robert.Pyatt@nationwidechildrens.org</a></td>
</tr>
<tr>
<td>Allison Seward Daley, MS, CGC Genetic Counselor, Neurology</td>
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<td>Amy Sturm, MS, CGC Associate Professor, Internal Medicine</td>
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</tr>
<tr>
<td>Amanda Toland, PhD Associate Professor, MVIMG</td>
<td>247-8185</td>
<td><a href="mailto:Amanda.Toland@osumc.edu">Amanda.Toland@osumc.edu</a></td>
</tr>
<tr>
<td>Judith Westman, MD Professor, Internal Medicine</td>
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<td><a href="mailto:judith.westman@osumc.edu">judith.westman@osumc.edu</a></td>
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<td>Katie Ziegler, MS, CGC Genetic Counselor, Obstetrics &amp; Gynecology</td>
<td>293-4716</td>
<td><a href="mailto:Katie.Ziegler@osumc.edu">Katie.Ziegler@osumc.edu</a></td>
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## GENETIC COUNSELING PROGRAM FACULTY

<table>
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<tr>
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<tbody>
<tr>
<td>Doreen Agnese, MD Associate Professor, Internal Medicine</td>
<td>293-6694</td>
<td><a href="mailto:Doreen.Agnese@osumc.edu">Doreen.Agnese@osumc.edu</a></td>
</tr>
<tr>
<td>Ray Hershberger, MD Division Director, Human Genetics Professor, Internal Medicine</td>
<td>688-1305</td>
<td>ray.hershberger.osu.mc.edu</td>
</tr>
<tr>
<td>Dale Hedges, PhD Research Assistant Professor, Internal Medicine</td>
<td>688-1580</td>
<td><a href="mailto:Dale.hedges@osumc.edu">Dale.hedges@osumc.edu</a></td>
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<tr>
<td>Dan Kinnamon, PhD Research Assistant Professor, Internal Medicine</td>
<td>688-9340</td>
<td><a href="mailto:Daniel.Kinnamon@osumc.edu">Daniel.Kinnamon@osumc.edu</a></td>
</tr>
<tr>
<td>Ana Morales, MS, CGC Assistant Professor, Internal Medicine</td>
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</tr>
<tr>
<td>Rachel Pearlman, MS, CGC Program Manager, Genetic Screening</td>
<td>293-5740</td>
<td><a href="mailto:Rachel.Pearlman@osumc.edu">Rachel.Pearlman@osumc.edu</a></td>
</tr>
<tr>
<td>Jennifer Roggenbuck, MS, CGC Assistant Professor, Internal Medicine</td>
<td>688-7838</td>
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</tr>
<tr>
<td>Kate Shane-Carson, MS, CGC Assistant Professor, Internal Medicine</td>
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</tr>
<tr>
<td>Kevin Sweet, MS, CGC Associate Professor, Internal Medicine</td>
<td>296-2835</td>
<td><a href="mailto:Kevin.Sweet@osumc.edu">Kevin.Sweet@osumc.edu</a></td>
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## COLLEGE OF MEDICINE LEADERSHIP

<table>
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<tr>
<th>Name/Title</th>
<th>Telephone Number</th>
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<tbody>
<tr>
<td>Edmund Funai, MD Interim Dean, College of Medicine</td>
<td>292-2600</td>
<td><a href="mailto:Renee.troyer@osumc.edu">Renee.troyer@osumc.edu</a></td>
</tr>
<tr>
<td>Daniel Clinchot, MD Vice Dean for Education, College of Medicine</td>
<td>688-3104</td>
<td><a href="mailto:Renee.troyer@osumc.edu">Renee.troyer@osumc.edu</a></td>
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## GRADUATE SCHOOL LEADERSHIP

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<th>Name/Title</th>
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<tr>
<td>Patrick S. Osmer Vice Provost for Graduate Studies Dean of Graduate School</td>
<td>292-6031</td>
<td><a href="mailto:Osmer.1@osu.edu">Osmer.1@osu.edu</a></td>
</tr>
<tr>
<td>Scott Herness, Associate Dean of the Graduate School</td>
<td>292-9490</td>
<td><a href="mailto:Herness.1@osu.edu">Herness.1@osu.edu</a></td>
</tr>
<tr>
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</tr>
<tr>
<td>Katherine Eckstrand</td>
<td>Director of Fellowship Services, Graduate School</td>
<td>292-9490</td>
</tr>
<tr>
<td>Samuel Jordan</td>
<td>Director of Registration Service, Graduate School</td>
<td>292-6031</td>
</tr>
<tr>
<td>Tim Watson</td>
<td>Director, Graduate Services</td>
<td>247-7292</td>
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## SECTION 4: CALENDAR

### ACADEMIC CALENDAR

#### 2014-2015 Academic Calendar

<table>
<thead>
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<td>Graduate Program Orientation</td>
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<td>Labor Day (no classes; office closed)</td>
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<tr>
<td>First Day of Classes</td>
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<tr>
<td>Martin Luther King Day (no classes)</td>
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<td>First Day of Spring Break</td>
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<td>Memorial Day (no classes; offices closed)</td>
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#### 2015-2016 Academic Calendar

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### COURSES

#### Autumn Semester - First Year

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<td>INTMED8050</td>
<td>Current Technologies</td>
<td>2</td>
<td>Robert Pyatt, PhD</td>
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<td>INTMED7000</td>
<td>Foundations in Medicine I</td>
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<td>Judith Westman, MD</td>
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<td>INTMED7020</td>
<td>Foundations in Genetics I</td>
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<td>Kandamurugu Manickam, MD</td>
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<td>INTMED7040</td>
<td>Foundations in Genetic Counseling I</td>
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<td>Heather Hampel, MS</td>
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<td>INTMED7780</td>
<td>Research Methods</td>
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<td>Amanda Toland, PhD</td>
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<tr>
<td>INTMED7189.01</td>
<td>Clinical Practicum I</td>
<td>3</td>
<td>Leigha Senter, MS</td>
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#### Spring Semester - First Year

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<tbody>
<tr>
<td>INTMED7010</td>
<td>Foundations in Medicine II</td>
<td>2</td>
<td>Judith Westman, MD</td>
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<tr>
<td>INTMED7030</td>
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<td>Kandamurugu Manickam, MD</td>
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<tr>
<td>INTMED7050</td>
<td>Foundations in Genetic Counseling II</td>
<td>1</td>
<td>Leigha Senter, MS, Dawn Allain, MS</td>
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<tr>
<td>INTMED7100.01</td>
<td>Advanced Clinical Skills - Reproductive Counseling</td>
<td>1</td>
<td>Katie Ziegler, MS</td>
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<tr>
<td>INTMED7100.02</td>
<td>Advanced Clinical Skills – Adult Counseling</td>
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<td>Amy Sturm, MS</td>
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<td>INTMED7100.03</td>
<td>Advanced Clinical Skills – Pediatric Counseling</td>
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<td>Shannon Garner, MS</td>
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<td>Rebecca Nagy, MS</td>
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<tr>
<td>INTMED7189.02</td>
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<td>INTMED7189.03</td>
<td>Clinical Practicum III</td>
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<tr>
<td>INTMED7999.01</td>
<td>Thesis I</td>
<td>3</td>
<td>Heather Hampel, MS</td>
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Genetic Counseling Program Faculty Handbook v.1 2014
## May/Summer Semester

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<tr>
<td>INTMED7189.04</td>
<td>Clinical Practicum IV</td>
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<td>Leigha Senter, MS</td>
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<td>INTMED7189.05</td>
<td>Clinical Practicum V</td>
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<td>Leigha Senter, MS</td>
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<td>INTMED7999.02</td>
<td>Thesis II</td>
<td>4</td>
<td>Heather Hampel, MS</td>
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## Autumn Semester – Second Year

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<tr>
<td>INTMED7080</td>
<td>Advanced Genetic Counseling I</td>
<td>3</td>
<td>Dawn Allain, MS</td>
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<td></td>
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<td>Robert Pilarski, MS</td>
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<tr>
<td>INTMED8010</td>
<td>Business of Genetics</td>
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<td>Devon Lamb-Thrush, MS</td>
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<td>INTMED7189.06</td>
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<td>INTMED7999.03</td>
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<td>Heather Hampel, MS</td>
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## Spring Semester – Second Year

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<td>INTMED7090</td>
<td>Advanced Genetic Counseling II</td>
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<td>Dawn Allain, MS</td>
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<td></td>
<td>Robert Pilarski, MS</td>
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<tr>
<td>INTMED7300</td>
<td>Public Health Genetics</td>
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<td>Alison Daley, MS</td>
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<td>Heather Hampel, MS</td>
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SECTION 5: PROGRAM POLICIES

The Genetic Counseling Program adheres to the Graduate School rules and policies, as well the policies of the College of Medicine where the Genetic Counseling Program is housed. As such, faculty are expected to follow the rules approved by the Graduate Council and presented in the Graduate School Handbook, the College of Medicine Faculty Handbook, and this handbook.

NON-DISCRIMINATION POLICY

The OSU Genetic Counseling 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 genetic counseling program.

FACULTY SUPERVISION OF GENETIC COUNSELING STUDENTS

The faculty have 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 Director of Clinical Supervision. In addition faculty are 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.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT – FERPA

Faculty should be aware of the Family Educational Rights and Privacy Act (FERPA). Medical 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_tutorial/main.asp
COMMUNICATION

E-Mail

Each student is required to have an activated e-mail address within The Ohio State University. Administration, faculty and staff will use the firstname.lastname@osumc.edu address assigned to the student for official communications. This account will be utilized for clinical rotation correspondence, access to the electronic medical system at OSUMC, and completing appropriate regulatory training. Faculty may not use non-OSUMC address to communicate with students.

It is the faculty's responsibility to respond to student e-mail inquiries in a timely and professional manner. It is also the faculty's responsibility to check their e-mail regularly in order to be informed of the Genetic Counseling Program events, announcements, and policy changes.

STUDENT/TRAINEE LEARNING ENVIRONMENT

Each August the OSU Genetic Counseling Program 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, let us remember that 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.

Please remember that many of our learners have very little experience in the clinical environment. They may be a bit anxious about how they will fit in and what they will experience. Some of the things that we can do to improve the learning environment for our trainees include:

- Welcome each student and trainee to the work environment; introduce them to the various team members.
- Orient the students to the work place (give a tour) and explain to them the various schedules and activities of their clinic or other work unit.
- Vow to improve the professional environment for faculty, staff and trainees and encourage your colleagues to join you 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. Let’s 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).

FACULTY EVALUATION OF AND FEEDBACK TO STUDENTS

An essential role of faculty members in medical 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.

It is most important that students be given formative feedback regularly along the course of a rotation or course including mid-rotation feedback so that they have an opportunity to improve their performance before the final evaluation. Faculty should strive to provide direct observation of genetic counseling student activities in order to give optimal feedback and evaluation.

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

Please see section 6: Academic Affairs for more information about grading, evaluations, and assessments in coursework and clinical placements.

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.

STUDENT MISTREATMENT POLICY

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

The Genetic Counseling Program 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, discomforting 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 affects one’s work because of disparate treatment, disparate impact, or the creation of a hostile or intimidating work or learning environment.

Facilitating an environment that discourages student/trainee abuse

Specific actions that attending physicians, staff and residents can take to ensure an abuse free environment for medical students and other trainees include:

1. Be certain that all members of the health care team know their roles and expectations, that all incidents of abuse are acknowledged and discussed rather than ignored, and that students know the appropriate mechanisms by which they can report unprofessional behavior.

2. When faculty or staff hear racial, sexist, or gender jokes and comments, they are directed to tell the person making such comments that they consider them inappropriate and unprofessional. Students and trainees should also be supported by bystanders when they speak up to complain about such comments or actions.

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 like crap 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.
7. Treat residents and interns kindly and professionally so that they will treat students in the same way.

8. During monthly or other regularly called meetings, include opportunities for residents to communicate and exchange information on their working environment and their educational programs.

9. When designing or redesigning clerkship or faculty evaluation processes, be sure to include items on abuse and use the results of these evaluations for constructive criticism as well as praise for attending and residents’ behavior.

10. Establish an e-mail address whereby house staff can communicate questions and concerns to be addressed directly and confidentially.

**Mechanism for Prompt Handling of Complaints**

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 to:

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

**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 sites. For this reasons, students are encouraged to 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 Genetic Counseling Program’s Director of Clinical Supervision if they feel more comfortable doing so.

**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 Genetic Counseling Program Co-Director(s) or Director of Clinical Supervision. 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, or
section/division heads.

The Genetic Counseling Program’s Academic & Behavioral Review Committee, through the
Mistreatment Incident Report Form (Appendix), 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.

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.

SEXUAL HARASSMENT POLICY
The Genetic Counseling Program adheres to the OSU Sexual Harassment Policy 1.15 Exerpts are
presented below; the policy in its entirety is available on the following website:

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

The University administration, faculty, staff, student employees, and volunteers are responsible for
assuring that the University maintains an environment for work and study free from sexual harassment.
Sexual harassment is unlawful and impedes the realization of the University’s mission of distinction in
education, scholarship, and service. Sexual harassment violates the dignity of individuals and will not be
tolerated. The University community seeks to eliminate sexual harassment through education and by
encouraging faculty, staff, student employees, and volunteers to report concerns or complaints. Prompt
corrective measures will be taken to stop sexual harassment whenever it occurs.

Policy Guidelines

Definition: Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and
other physical or verbal conduct of a sexual nature when it meets any of the following:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an
   individual’s employment or academic status.

2. Submission to or rejection of such conduct by an individual is used as the basis for employment
   or academic decisions affecting such individual.

3. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or
   academic performance or creating an intimidating, hostile, or offensive environment for
   working, learning, or living on campus. Sexual harassment can occur between any individuals
   associated with the University, e.g., an employee and a supervisor; coworkers; faculty members;
a faculty, staff member, or student and a customer, vendor, or contractor; students; or a
   student and a faculty member.
Examples of Sexual Harassment: Examples of sexual harassment include, but are not limited to:

1. Some incidents of physical assault.

2. Direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, or letters of recommendation.

3. Direct propositions of a sexual nature and/or subtle pressure for sexual activity that is unwanted and unreasonably interferes with a person’s work or academic environment.

4. A pattern of conduct that unreasonably interferes with the work or academic environment (not legitimately related to the subject matter of a course) including:
   a. Sexual comments or inappropriate references to gender.
   b. Sexually explicit statements, questions, jokes, or anecdotes regardless of the means of communication (oral, written, electronic, etc.).
   c. Unwanted touching, patting, hugging, brushing against a person’s body, or staring.
   d. Inquiries and commentaries about sexual activity, experience, or orientation.
   e. The display of inappropriate sexually oriented materials in a location where others can view them.

ROMANTIC AND/OR SEXUAL RELATIONSHIPS POLICY

Romantic and/or sexual relationships between individuals in a supervisory, teaching, evaluation, advising, coaching, or counseling relationship constitute a conflict of interest. The person in the position of higher institutional authority has the responsibility to eliminate the conflict of interest. The conflict of interest must be eliminated in a way which minimizes potential for harming the person with lower institutional authority.

Faculty, staff, and students who are in the position to influence academic or employment decisions about others with whom they are in a romantic and/or sexual relationship should recuse themselves from such decisions.

In the event of an allegation of sexual harassment, the University will strictly scrutinize a defense based upon consent when the facts establish that an institutional power differential existed within the relationship.

Prohibited relationships

1. Romantic and/or sexual relationships between faculty/staff/graduate associates/undergraduate TAs and students, and between attending physicians and medical residents/interns/fellows, cannot continue whenever there are supervisory, teaching, evaluation, advising, coaching, or counseling responsibilities for the student. Alternative academic/supervisory arrangements must be made to avoid being in a prohibited relationship; if acceptable alternative arrangements are not feasible, the relationship cannot continue.
2. No person involved in a romantic and/or sexual relationship will have direct responsibility for evaluating the performance or for making decisions regarding the hiring, promotion, tenure, compensation, or termination of the other party to the relationship. Supervisors, including faculty supervisors, must take immediate steps to make acceptable alternative arrangements regarding their supervisory responsibility for the other party to avoid an actual or apparent conflict of interest. If acceptable alternative arrangements are not feasible, the relationship cannot continue.

3. Notification responsibilities to avoid prohibited relationships:

   • University faculty/staff/graduate associates/undergraduate TAs must notify their supervisor (e.g. dean, chair, vice president, direct supervisor, etc.) of any prohibited relationship in which they are involved; and, have a duty to cooperate in making acceptable alternative arrangements. The Office of Human Resources, Organization and Human Resource Consulting, is available to facilitate or consult with parties about notification and making acceptable alternative arrangements.

   • Individuals who engage in prohibited relationships (i.e., who do not notify their supervisors and do not make acceptable alternative arrangements) are in violation of this policy. Supervisors, including faculty supervisors, who obtain information that would lead a reasonable person to believe that the Romantic and/or Sexual Relationships section of this policy has been violated, have an institutional duty to report the violation to the Office of Human Resources, Organization and Human Resource Consulting.

   • Individuals in positions of power, who engage in a series of exploitive sexual or romantic relationships, whether or not notification has occurred, may be held in violation of the romantic and/or sexual relationship policy.

4. Acceptable alternative arrangements:

   • Acceptable alternative arrangements means removing any supervisory, teaching, evaluation, advising, coaching, or counseling responsibilities between the person with institutional power and the student or employee. The alternative arrangements should avoid negative consequences for the student or employee; if acceptable alternative arrangements are not feasible, the relationship cannot continue.

**Corrective Action**

After a thorough review of the facts, corrective action will be taken with any faculty/staff/ student employee who violates this romantic and/or sexual relationship policy by:

   • Entering into or engaging in a prohibited relationship without notification and without making immediate acceptable alternative arrangements, or

   • Failing to follow any part of this policy, or
• Failing to implement any responsibility of supervisors as identified in this policy. This applies to all supervisors, including faculty who serve in supervisory roles.

• The corrective action process will be in accordance with university policies, faculty rules, or Code of Student Conduct.

• An individual who promptly provides notification of a prohibited relationship and cooperates in making acceptable alternative arrangements in a timely manner will not be held in violation of the romantic and/or sexual relationship policy.

Important Advisory Statement on Romantic/Sexual Relationships

Individuals in positions of power must be aware that romantic or sexual relationships with students are fraught with danger for exploitation and pose a legal risk to both the individual and the institution.

There are special risks in any sexual or romantic relationship between individuals in inherently unequal positions of power. These relationships may be subject to concerns about the validity of consent and unfair treatment of other students or employees. Such relationships can undermine the atmosphere of trust essential to the educational process and the employment relationship. They may, moreover, be less consensual than the individual whose position confers power believes. The apparent consensual nature of the relationship is inherently suspect due to the fundamental asymmetry of power in the relationship and it thus may be difficult to establish consent as a defense to a charge. Even when both parties consented at the outset to a romantic or sexual involvement, this past consent does not remove grounds for or preclude a charge or subsequent finding of sexual harassment based upon subsequent unwelcome conduct.

The greater the institutional power differential that exists the greater risk there is for exploited consent. Exploited consent exists when consent to a relationship is given as a function of the position of power one occupies over another within an institution.

Many international students, faculty, and staff come from cultures in which deference to any authority figure is important and sexual harassment laws do not exist. Some individuals may be especially vulnerable to exploitive relationships given cultural, language, and immigration/visa issues. Faculty, staff, and students should be very careful to avoid relationships that may be exploitive in nature. The University discourages romantic and/or sexual relationships between faculty and students, for all the reasons provided above.

The University strongly discourages romantic and/or sexual relationships between faculty and graduate students when in the same department; between faculty and undergraduate students majoring in the faculty member’s area of expertise; when the faculty member has any influence over academic judgments about the student; and, in any context when the perceived power differential may be significant.

Finally, it is important to be aware that in some cases non-consensual relations may constitute sexual harassment, and allegedly consensual relations that “go bad” may later result in allegations of sexual harassment.

Duty to Act
Any Human Resource Professional (HRP); supervisor, including faculty supervisors; chair/director; or faculty member who becomes aware of information that would lead a reasonable person to believe that sexual harassment has occurred will notify the Office of Human Resources, 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 the Office of Human Resources, Organization and Human Resource Consulting and the unit HRP to determine how to proceed with resolving the complaint.

**Regulations**

**Confidentiality and non-retaliation:** The University will make every reasonable effort to conduct all proceedings in a manner that will protect the confidentiality of all parties. Parties to the complaint should treat the matter under investigation with discretion and respect for the reputation of all parties involved.

University policy and state and federal law prohibit retaliation against an individual for reporting sexual harassment, or for participating in an investigation. Retaliation is a serious violation that can subject the offender to sanctions independent of the merits of the sexual harassment allegation. The University has a compelling obligation to address allegations and suspected instances of sexual harassment when it obtains information that would lead a reasonable person to believe that this policy has been violated. The University is not precluded from taking any action it deems appropriate, including informing the alleged harasser of the complaint and pursuing an investigation even in cases when the complainant is reluctant to proceed. The complainant will be notified in advance when such action is necessary.

**Corrective measures:** When it has been determined that sexual harassment has occurred, steps will be taken to ensure the harassment is stopped immediately. Corrective measures consistent with the severity of the offense will be imposed consistent with applicable University procedures and may include sanctions.

Sanctions imposed on the harasser may include, but are not limited to, a reprimand, suspension, or dismissal from the University. In the event that a record of such sanctions will become a part of the harasser’s personnel records, prior notice will be given to the harasser. Sanctions also may be imposed on any individual with a duty to act (under this policy and associated procedures) who fails to respond to a complaint of sexual harassment in a manner consistent with the provisions of this policy and the associated procedures. The complainant will be informed of the corrective measures taken.

**STUDENT HEALTH AND SAFETY**

**Policies regarding Genetic Counseling Student Access to Health Care**

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 clerkship responsibilities within the days specifically allotted for various rotations. Prior notification and approval of the clinical supervisor is required except in emergent situations.

Faculty should learn the rules about excused absences from specific educational experiences including clinical rotations and facilitate genetic counseling student efforts to meet personal needs and optimize physical and mental health. These policies are in the Genetic Counseling Program Student Handbook.

Policies regarding medical student exposure to blood / body fluids

Universal blood and body fluid precautions lessen the risk of exposure to such fluids, and these precautions must be used routinely. Genetic counseling students are typically not in many situations during clinical placements where breaks in skin (“sharps” injuries) or mucosal contact may expose them to possibly infectious blood or body fluids. However, faculty should know the policies regarding what genetic counseling students should do once an exposure to potential pathogens through blood or other bodily fluids has occurred and should help to facilitate the completion of the recommended interventions.

It is important to note that genetic counseling students are not medical center employees and should not be sent to employee health. Instead medical students should be counseled and treated for BBF exposures through student health or the emergency department.

The policy for BBF from the OSU Genetic Counseling Program Student Handbook includes:

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 your 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 Director of Clinical Supervision (Leigha.senter@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 Co-Directors of the Genetic Counseling Program.

SUBSTANCE ABUSE POLICY

The Genetic Counseling Program 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. 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 Genetic Counseling Program administration also reserves the right to drug test a student at any time that he or she is suspected of substance abuse (on “For Cause” basis) as outlined in Section 10 of the Genetic Counseling Program Student 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. Faculty who suspect a genetic counseling student of intoxication should immediately call the Genetic Counseling Program Co-Director(s) or Director of Clinical Supervision (293-4347) to set up “for cause” drug testing.
SECTION 6: ACADEMIC AFFAIRS

CURRICULUM DEVELOPMENT & ASSESSMENT ADVISORY BOARD

The overarching responsibility of the OSU Genetic Counseling Graduate Program’s Curriculum Development and Assessment Advisory Board is to assist in the development and ongoing assessment of the graduate program’s curriculum. The advisory board will be responsible for ensuring that the curriculum is in line with the Graduate Program’s mission, the University’s mission, and with the ACGC accreditation standards for the genetic counseling profession.

Functions of the Advisory Board

Responsibilities include, but are 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.
- Description 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.

Composition of the Advisory Board

- The Advisory Board will be chaired by the Genetic Counseling Program’s Co-Directors.
- The Advisory Board will be comprised of a minimum of 7 members, with a maximum of 13 members.
- Members of the committee will be appointed by the Co-Directors of the Genetic Counseling Program.
- 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 practiced-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 Genetic Counseling Program mission.
- 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 with options for reappointment.

GRADUATE STUDIES COMMITTEE

The Graduate Studies Committee is responsible for the conduct and administration of its graduate programs, although some duties may be delegated to other faculty members. Actions taken by the
committee are subject to approval, modification, or reversal by the Graduate Faculty members in the graduate program. 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 Graduate Faculty members in the graduate program.

**Functions of the Committee**

The following list summarizes the responsibilities of the Graduate Studies Committee. This list is not exhaustive.

**Rules:** Formulates rules and procedures relevant to the genetic counseling programs within the policies established by the Curriculum Assessment Advisory Board, the Graduate Council and the Graduate Faculty members in the graduate program.
- Publishes and makes available to students and faculty in the graduate program a graduate program handbook containing the policies, rules, and procedures relevant to its own graduate programs.
- Establishes procedures for assigning and changing advisors.
- Considers and acts on student petitions that pertain to its rules.
- Considers and recommends action to the Graduate Council on student petitions that pertain to the policies and rules of the Graduate Council or the university faculty.
- Establishes rules respecting thesis master’s degree programs.

**Curricula, Program Changes, and Graduate Courses:** Considers and recommends action on curricula, program changes, and graduate courses proposed for graduate credit to Graduate Council.
- Considers and acts on requests for non-Graduate Faculty members to teach courses for graduate credit (5000-8000-level courses)
- May propose other plan options for tagged master’s degrees to the Graduate Council

**Graduate Faculty:** Appoints faculty for Category M membership on the Graduate Faculty and nominates faculty for Category P membership to the Graduate School. Also, approves emeritus faculty members to continue specified Graduate Faculty functions and reviews Graduate Faculty membership.

**Admission:** 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 students admitted in the conditional classification.
- Approves provisional classification extensions and may withdraw the provisional offer of admission or recommend denial of further registration.
- Approves changes in a student’s admission classification.
- Approves extensions of the English as a Second Language time limit.

**Other:** In addition to enforcing Graduate School rules regarding master’s degree programs, the Graduate Studies Committee
• Establishes rules and procedures for the conduct of the master’s thesis dissertation and examination, including attendance by graduate students and faculty members other than the master’s examination committee members
• Reviews student records to ensure that master’s degree requirements are met

Committee Composition: The chair(s) of the Graduate Studies Committee are the Genetic Counseling Program Co-Directors. The other members of the committee are the Director of Clinical Supervision and the Medical Director of the Genetic Counseling Program.

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 Genetic Counseling Program this requirement applies principally to the teaching of genetic counseling and medical students, but may also be applied to the teaching of undergraduate and other graduate students as well.

Faculty for the Genetic Counseling Program will be selected by Genetic Counseling Program Graduate Studies Committee, with assistance from the Curriculum Development and Assessment Advisory Board. Final review and approval is given by the Graduate Council. Appointments will be for a period of two years with option to reappointment for another cycle.

The graduate faculty is selected from the University faculty on the basis of academic training, experience, demonstrated potential for creative work and scholarly research, and evidence of the ability and competency essential to directing and supervising graduate students in their pursuit of advanced knowledge. Each graduate faculty member is authorized for specific graduate activities within the Genetic Counseling Program. 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. Records of any pertinent comments of Graduate Council Representatives on program committees will be reviewed. In the case of new appointments, information suggesting potential for directing master's theses may substitute for experience.

A courtesy faculty member may be appointed to the Graduate Faculty when appropriately qualified for the purpose of teaching a graduate level course, directing theses, or serving on a graduate student's committee. An affiliate faculty member is eligible to be appointed to the Graduate Faculty when appropriately qualified, typically for minor participation in graduate instructional activities (activities 1 or 3 above). For more information see the policy on Courtesy Faculty and Affiliate Faculty Policy document published by the OSU office of Human Resources.

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 head or chair of the academic unit will write a letter to that faculty member, notifying him or her of the intent to change responsibilities. Cases in which the faculty member was hired for a fixed term/assignment, retired, died, moved or became inactive will be exempt from the removal process.

Graduate faculty members with the appropriate authorized activities will occasionally be called upon to act as a Graduate Council Representative (GCR). A GCR is required on the committees of master's degree students who are writing a thesis, on Master of Arts in Interdisciplinary Studies committees, and on all doctoral committees. As the title suggests, a GCR is the representative of the Graduate Council on a graduate student's committee and interprets institutional policy concerning graduate degree requirements.

**ACADEMIC ADVISORS**

**Overview**

Each student will be assigned an Academic Advisor at the beginning of their first year of study. Students are expected to meet with their advisor twice a semester 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 the first year and the beginning of the second year, all students will meet with the Program Co-Directors in addition to their academic advisor, to discuss general issues regarding progress towards their degree.

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 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.

Students who are experiencing academic or personal concerns can make an appointment at the OSU Counseling and Consultation Service, which offers confidential counseling and therapy to help address personal, mental health, academic and career concerns (http://ccs.osu.edu).
Beyond the formal academic advisement system described above, the Genetic Counseling Program also encourages 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.

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 Advising Best Practices section of 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. This document was created in 2012 by the Council of Graduate Students in consultation with the Graduate School and approved by the Graduate Council. 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

Appointments

Academic Advisors will be selected and appointed by the Graduate Studies Committee, with assistance as needed from the Curriculum Development and Assessment Advisory Board. Academic Advisors will be appointed for two year terms, the length of time a student is expected to be in the program. There are no limitations for how many times a faculty member can be an Academic Advisor. However, it is recommended that they are an Advisor to no more than 4 students at one time.

Dismissal
Academic Advisors for the Genetic Counseling Program must adhere by all of the Genetic Counseling Program, College of Medicine and Graduate School’s policies. These policies are delineated in this handbook, as well as the College of Medicine Faculty and Teaching Handbooks, and the Graduate School Handbook. Faculty who are found non-compliant with these policies may be dismissed by the Graduate Studies Committee from their course director duties. In addition, if after careful consideration of a Academic Advisor’s student evaluations, Graduate Studies Committee determines that the Academic Advisor does not adhere to the Genetic Counseling Program’s expectations and goals, an Academic Advisor may be dismissed from their duties.

Resignation

Should an Academic Advisor elect to resign from their tenure as an advisor, they must submit a letter to the Graduate Studies Committee informing them of their decision. It is requested that if it is at all possible, the Academic Advisor provide written notification of resignation at least 4 weeks prior to the resignation, in order to allow enough time for the Graduate Studies Committee to identify a replacement.

COURSE DIRECTORS

Appointments

Course Directors will be selected and appointed by the Graduate Studies Committee, with assistance as needed from the Curriculum Development and Assessment Advisory Board. Course Directors will be appointed for three year tenure. There are no limitations for how many times the Graduate Studies Committee opts to renew the Course Directors tenure.

Teaching Evaluations

Documentation of teaching evaluations is critically important for faculty reviews and for ongoing curriculum assessment of the Genetic Counseling Program. In addition, documentation of teaching evaluations is particularly for promotion evaluations within the faculty members department.

Annual reviews will be conducted with the Genetic Counseling Program Co-Director(s) in person with the faculty member. These reviews will include review and discussion of student evaluations of the Course Director. Annual reviews will be taken into consideration at the time of a Course Directors’ re-appointment to teaching.

Dismissal

Course Directors for the Genetic Counseling Program must adhere by all of the Genetic Counseling Program, College of Medicine and Graduate School’s policies. These policies are delineated in this handbook, as well as the College of Medicine Faculty and Teaching Handbooks, and the Graduate School Handbook. Faculty who are found non-compliant with these policies may be dismissed by the Graduate Studies Committee from their course director duties. In addition, if after careful consideration of a Course Directors’ student evaluations and/or annual reviews by the Graduate Studies Committee and the Curriculum Development and Assessment Advisory Board, it is determined that the Course Director does not adhere to the Genetic Counseling Program’s expectations and goals, a course director may be dismissed from their duties.
Resignation

Should a Course Director elect to resign from their tenure as a Course Director, they must submit a letter to the Graduate Studies Committee informing them of their decision. It is requested that if it is at all possible, Course Directors provide written notification of resignation at least 4 weeks prior to the start of their course, in order to allow enough time for the Graduate Studies Committee to identify a replacement.

CLINICAL SUPERVISORS

Appointments

Clinical Supervisors and Clinical Placement sites will be selected by the Director of Clinical Supervision, with assistance as needed, from the Graduate Studies Committee. Clinical Supervisors (and Clinical Rotation sites) will be selected on an annual basis. There are no limitations for how many times the Director of Clinical Supervision opts to renew the Clinical Supervisors tenure.

Teaching Evaluations

Documentation of teaching evaluations is critically important for faculty reviews and for ongoing curriculum assessment of the Genetic Counseling Program. In addition, documentation of teaching evaluations is particularly for promotion evaluations within the faculty members department.

Reviews will be conducted with the Director of Clinical Supervision with assistance as needed by the Program Co-Director(s). These reviews will include review and discussion of student evaluations of the Clinical Supervisor and the Clinical Placement Site. Student evaluations and reviews by the Director of Clinical Supervision will be taken into consideration at the time of a Clinical Supervisor’s (and Clinical placement site) re-appointment.

Dismissal

Clinical Supervisors for the Genetic Counseling Program must adhere by all of the Genetic Counseling Program, College of Medicine and Graduate School’s policies regarding supervision of learners. These policies are delineated in this handbook, as well as the College of Medicine Faculty and Teaching Handbooks, and the Graduate School Handbook. Faculty who are found non-compliant with these policies may be dismissed by the Director of Clinical Supervision from their supervision duties. In addition, if after careful consideration of a Clinical Supervisor’s student evaluations and/or reviews by the Director of Clinical Supervision and the Graduate Studies Committee, it is determined that the Clinical Supervisor is not adhering to the Genetic Counseling Program’s expectations and goals, a Clinical Supervisor may be dismissed from their duties.

Resignation

Should a Clinical Supervisor elect to resign from their tenure as a Clinical Supervisor, they must submit a letter to the Director of Clinical Supervision informing them of their decision. It is requested that if it is
at all possible, Clinical Supervisors provide written notification of resignation at least 4 weeks prior to the start of a student’s clinical placement, in order to allow enough time for the Director of Clinical Supervision to identify a new clinical rotation site.

**GRADING**

**Didactic Courses**
To be in good standing in the Graduate School, a student must maintain a graduate cumulative point-hour ratio (CPHR) of 3.0 or better in all graduate credit courses and must maintain reasonable progress toward Graduate School or graduate program requirements.

The Genetic Counseling Program courses are graded A through E with a required minimum grade average of B present in all work. Any student receiving a grade lower than B- in any course or clinical rotation may be required to complete remedial work as assigned by the program. A student whose overall grade average is below B, 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 can be placed on probation.

**Clinical Placements**

The Genetic Counseling Program 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.)

**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 a grading rubric and learning objectives at the beginning of each clinical rotation.

**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 Genetic Counseling Program Handbook 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-GCP 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, adult predictive testing). 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 will also rotate through clinical genetic service laboratories.

The Genetic Counseling Program Director of Clinical Supervision 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 performance in didactic courses and other activities such as seminars and case conferences, as well as evaluations by the supervisors at previous clinical rotations will be used by the Genetic Counseling Program Director of Clinical Supervision as indicators of which clinical setting will be most beneficial for the student (e.g. a high volume, pediatric setting with multiple supervisors versus a community-based prenatal setting with more individualized supervision). Students who receive satisfactory yet concerning evaluations from their clinical rotation supervisor(s) are required to complete an additional brief clinical rotation at an OSU 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 or she is required to enroll for the additional summer semester and complete a fourth 12 week rotation which is coordinated by the Genetic Counseling Program Director of Clinical Supervision. This student is not eligible for graduation until all program requirements are fulfilled.

**Supervision: Feedback Regarding Student Progress**

Clinical supervisors will be encouraged to review cases with the students immediately after each session and to meet approximately weekly 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 final evaluation with the student in person.

The OSU-GCP has developed a student evaluation form based upon instruments that are used by currently established genetic counseling training programs. Evaluations may be submitted to the programs via email with electronic signatures, fax or mail. Students will receive copies of all written evaluations that are submitted regarding their clinical training which will be uploaded into their electronic portfolios.

Composite summaries of each student’s performance are entered by the Genetic Counseling Program Director of Clinical Supervision in the CARMEN system. These summaries are part of the official student record in the Genetic Counseling Program office. Evaluations from individual clinical supervisors are kept on file in the respective departments, as well as in the Genetic Counseling Program. Any questions regarding departmental grades should be directed to the Director of Clinical Supervision.
Grades:

The Genetic Counseling Program 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.)

 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 Genetic Counseling Program Director of Clinical Supervision and/or the Co-Directors 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 Genetic Counseling Program Director of Clinical Supervision and Co-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 Genetic Counseling Program Director of Clinical Supervision 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 Genetic Counseling Program Director of Clinical Supervision. 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 Genetic Counseling Program Director of Clinical Supervision the requirements for remediation of the Unsatisfactory grade. These requirements will be communicated to both the student and the Med 3-4 Office.

**Evaluation of the Clinical Training Site and Supervisor**

OSU-GCP graduate students will complete an evaluation form 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 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. 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 Genetic Counseling Program Handbook for specific information on sick days, weather emergencies, religious observation policies, scheduled and unscheduled absences.

**Liability Coverage**

Students in the Genetic Counseling Program 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 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.

**ACADEMIC ASSISTANCE PROGRAMS**

The Genetic Counseling Program 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 Genetic Counseling Program Director(s) at 614-293-4347 to obtain assistance. Once contacted, the student will be assigned to a specific faculty member on the Tutor Team 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 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 7: PROFESSIONALISM STANDARDS

OSU GRADUATE SCHOOL PROFESSIONAL STANDARDS

Graduate students are required to observe professional ethical standards in their graduate studies and research. Graduate students should talk with the Genetic Counseling Program Executive Leadership, their faculty advisors or their Graduate Studies Committee chair if they have questions about the specific expectations of the Genetic Counseling Graduate Program. 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. Graduate students have the responsibility to be aware of and to follow these standards.

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.

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 Genetic Counseling Program 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.

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.

GRADUATE STUDENT CODE OF RESEARCH AND SCHOLARLY MISCONDUCT
Approved by the Council on Research and Graduate Studies, May 2004

Graduate students and Graduate Faculty aspire to professional behavior that is consistent with the highest ethical and moral standards. The Graduate School at The Ohio State University expects that graduate students will demonstrate responsibility and integrity in pursuing their creative and scholarly interests. The academic enterprise is dependent upon such behavior. Graduate students are responsible for learning about appropriate standards for ethical research and scholarly conduct and for following all university policies related to ethical research and scholarly conduct.

When graduate students join the Ohio State community, they become members of disciplinary, scholarly, and professional communities that extend beyond the university. Graduate students are expected to learn, respect, and abide by the professional codes of ethics and responsibilities that are commonly accepted in their field of study or area of research. These codes include but are not limited to the following: a responsibility to contribute an original body of work to one’s chosen discipline and the recognition that one’s work is based on the work of others which must be respected and properly acknowledged. Graduate students also have the responsibility to treat university faculty, staff, and other students respectfully and professionally.

Graduate Faculty, advisors, and graduate programs should actively encourage their students to participate as members of their chosen disciplinary, scholarly, and professional communities. Graduate students should be encouraged to seek and share knowledge wherever and whenever possible. Academic advisors and other faculty members should educate graduate students through example and discussion, addressing such issues as academic honesty, research, publication, recruitment, and hiring practices, and applicable fellowship and graduate associateship responsibilities. Disciplinary codes of ethics and norms should be discussed among graduate students and faculty. Such communication is a means of setting high standards of behavior in graduate study and beyond.

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 Academic & Behavioral Review Committee for determination of adverse actions up to and including dismissal from the College of Medicine.

**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, Flicker, 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.

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

The Genetic Counseling Program adheres to the policy of the OSUCOM regarding student and faculty use of social networking sites. 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 Academic & Behavioral Review Committee. 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

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. Additional guidelines of affiliated hospitals or preceptors shall be observed. Students are expected to inquire prior to wearing any questionable items. These guidelines for professional attire should also be followed anytime a student represents the Genetic Counseling Program outside of the campus while giving presentations, performing service work, etc.

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 shoulderless 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 or 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 Academic & Behavioral Review Committee. Repeated infractions will also result in referral to the Academic & Behavioral Review Committee.

*Note: Exceptions to these requirements for religious preference require prior approval of the supervising Co-Director’s/Dean’s Staff.*
SECTION 8: 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 Genetic Counseling Program Executive Leadership, a member of the Academic & Behavioral Review Committee, a member of the Curriculum Development and Assessment Committee or member of the Dean’s staff 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 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: Academic & Behavioral Review Committee

This Genetic Counseling Program’s Academic & Behavioral Review Committee review all recommendations for repetition of a significant portion of the curriculum or dismissal.
Recommendation for repetition or dismissal may come from a Clinical Supervisor, Course Director or the Dean’s staff. Recommendations may be for failure to meet knowledge, skills and behavior standards. If the student is recommended for dismissal, the review process is forwarded to College of Medicine’s Vice Dean for Education.

The Academic & Behavioral Review Committee is also responsible for the oversight of the student’s ability to meet the background checks and toxicology screens. The Academic & Behavioral Review Committee 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 Academic & Behavioral Review Committee. 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 Academic & Behavioral Review Committee 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 Academic & Behavioral Review Committee 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**

**Academic & Behavioral Review Committee (ABRC)**

*Functions of the Committee:* The Genetic Counseling Program Executive Leadership Team has assigned the Academic & and Behavioral Review Committee the following responsibilities:

- Review and make recommendations regarding all students who have been considered for dismissal or repetition of a year for academic, behavioral, or other intervention by Course Directors or Clinical Supervisors.
- Determine curricular recommendations for students who are reinstated;
- Make recommendations for a repetition of a substantial portion of the curriculum;
• Make recommendations of dismissal
• Make recommendations for action because of any combination of lapses in academic or professional behavior; and

The Academic & Behavioral Review Committee does not overturn or change grades given by a Course Director or Clinical Placement Site. In considering recommendations for repetition of a year, 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.

Committee Composition: The chair of the Academic & Behavioral Review Committee is appointed annually by the Genetic Counseling Program Directors in consultation with the other members of the Executive Leadership Committee. Members should not be concurrent members of the Executive Leadership Committee.

A quorum is five members. Decisions are made by a majority of members voting. An abstention does not count as a vote. The chair of the committee does vote. Any member can designate an alternate with the approval of the committee chair. Voting is open ballot unless a member requests a closed ballot.

The 7 members of the committee are as follows:

• Two Genetic Counseling Program Course Directors
• Two Ohio State University Faculty or Staff Member
• Three Genetic Counseling Program Clinical Supervisors

Review Procedures: A Course Director, Clinical Supervisor, or a student can inform the Academic & Behavioral Review Committee of a recommendation for repetition of a year, dismissal, or other interruption of a student’s progress. If possible, the Academic & Behavioral Review Committee 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 home address by 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 Co-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 Academic & Behavioral Review Committee is considered an administration function of the Genetic Counseling Graduate Program. Attendance is limited to the committee 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 Academic & Behavioral Review Committee will be conducted according to the following procedures:
• The student will be afforded the opportunity to meet with the Academic & Behavioral Review Committee. 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 committee may request additional information or invite other individuals as needed.
• The chair has the authority to control the conduct of the proceedings.
• A decision is made by a majority vote of the members voting.
• Minutes of the meeting will be taken.
• A summary of the proceedings will be made by the chair.

Recommendations: Within five business days, the chair 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 Genetic Counseling Program Executive Committee 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 Academic & Behavioral Review Committee; 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 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 Academic & Behavioral Review Committee making the decision and to ensure that the College’s and the Genetic Counseling Program’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 Academic & Behavioral Review Committee, 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 Academic & Behavioral Review Committee’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 the chair of the Academic & Behavioral Review Committee 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 Academic & Behavioral Review Committee;
- 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 Academic & Behavioral Review Committee 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 Academic & Behavioral Review Committee meetings, the student had the opportunity to discuss the dismissal process with the Genetic Counseling Program Co-Directors.
- Prior to the Academic & Behavioral Review Committee 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 Academic & Behavioral Review Committee.

If the Vice Dean is concerned about completeness of information or whether the College’s procedures were followed, the recommendation is returned to the Academic & Behavioral Review Committee. 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 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 Academic Review Board for re-evaluation.

The Genetic Counseling Program Co-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 Academic Review Board may choose to:
- Recommend reinstatement;
- Deny reinstatement; or
- Recommend that the student reapply for admission.

The board 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:
  o Requests reinstatement;
  o Summarizes recent activities that might have an impact on performance; and
  o 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 Genetic Counseling Program 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 Genetic Counseling Program.**

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 “withdrawn” 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 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 or she must first schedule a meeting with the Genetic Counseling Program Co-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. The request is sent to the Academic & Behavioral Review Committee for consideration.

**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.
APPENDIX:

Teaching and Learning Environment Incident Report Form

Please complete and forward this form marked CONFIDENTIAL to:

Chair, Academic & Behavioral Review Committee
Genetic Counseling Program
2001 Polaris Parkway, Ste. 1000
Columbus, OH 43240

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?