



UNIVERSITY *of* WASHINGTON

GENETIC COUNSELING GRADUATE PROGRAM STUDENT HANDBOOK

2023-2024 Academic Year

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INTRODUCTION

Welcome to the University of Washington Genetic Counseling Graduate Program (UW GCGP)! We're so glad that you're here.

This handbook will be a resource for you throughout our program. It contains information about program requirements, policies, and procedures, as well as links to broader UW policies and resources. If there is ever a conflict between this handbook and UW policy, university policy supersedes anything written here.

The UW GCGP administration updates this handbook before the start of each academic year. In general, the handbook is only updated once per year unless it is necessary to update it with an important policy or process change. You can find the latest version on our website at: <https://genetic-counseling-masters.uw.edu/students/resources>.

If you have any questions or suggestions for this handbook, please Peg Cheng at pcheng@uw.edu. We welcome your feedback and look forward to working with you!

Name	Role	Email
Robin Bennett	Program Director	robinb@uw.edu
Brad Rolf	Associate Program Director	barolf@uw.edu
Gail Jarvik	Medical Director	medgen@uw.edu
Penny Chow	Director of Fieldwork Education	pchow@uw.edu
Peg Cheng	Administrator of Program Operations	pcheng@uw.edu
Tyler Hearing	Program Assistant	hearit@uw.edu

WHO TO CONTACT

Here are the primary contact(s) for core areas and responsibilities at the UW GCGP. If you need help with any of these areas, get in touch with the primary contact.

Area/Responsibility	Primary	Secondary
Accommodations: students	Peg	
Accounting	Tyler	
Admissions Process	Peg	Tyler
Admissions Committee	Robin	Brad
Advisory Board	Robin	
Alum Relations	Peg & Robin	
Budgeting & Finance	Robin & Brad	Tyler
Capstone Projects	Brad	
Career Services: students & alums	Peg	
Castlebranch	Tyler	
Compliance – Standards	Robin	
Compliance – PBCs	Robin	
Curriculum	Robin	Brad
DEI Committee	Robin	
DEIJ Trainings	Peg	Robin
Events	Peg & Tyler	
Faculty Support	Robin	Brad
Fellowships & Scholarships	Peg	Robin
Fieldwork	Penny	
Fundraising	Robin	
GCGP@UW email	Tyler	
Graduation	Peg	Tyler
Graduation Petitions	Peg	
Info Sessions	Peg	
LEND Program	Robin	
Personnel	Robin	Brad
Prospective Student Inquiries	Tyler	
Purchasing	Tyler	
Reaccreditation	Robin	
Recruitment Events	Peg	Penny
Site Supervisors	Penny	
Social Media	Peg	Tyler
Student Onboarding	Tyler	
Student Services	Peg	Tyler
Student Satisfactory Progress Meetings	Robin	Brad & Penny
Time Schedule	Peg	
Travel	Tyler	
Typhon	Penny	Tyler
Warren Alpert Fellowship	Robin	Tyler & Brad
Website	Peg	Tyler

SECTION I: DEGREE REQUIREMENTS

In order to graduate with a Master of Science in Genetic Counseling, you must meet all of the requirements listed below. Details about each requirement are provided below the list.

1. Complete all 66 credit hours of the UW GCGP curriculum with grades that meet UW Graduate School requirements (see below)
2. Complete a capstone project, including a poster presentation
3. Complete all required supplemental activities
4. Complete all required fieldwork cases
5. Demonstrate mastery of all of the Practice-Based Competencies (PBCs) published by the Accreditation Council for Genetic Counseling (ACGC)
6. Satisfy all of the [University of Washington Master's Degree Requirements](#).

REQUIREMENT 1: COMPLETE THE CURRICULUM WITH SATISFACTORY GRADES

- You must complete all of the courses in the UW GCGP curriculum. A copy of the curriculum is available later in this handbook in [APPENDIX 1: CURRICULUM](#).
- To be considered complete, you must earn a numeric grade of 2.7 or above, or have a grade of Satisfactory or Credit ('S' or 'CR'), for each course. A description of the University of Washington's grading system is available in the [GRADES](#) section of this handbook.
- You must maintain a minimum cumulative grade point average (GPA) of 3.00.

REQUIREMENT 2: COMPLETE A CAPSTONE PROJECT

You must complete a capstone project, including creating and presenting a poster that summarizes your capstone project work. Further details about capstone project requirements are available in [APPENDIX 2: CAPSTONE PROJECT REQUIREMENTS](#).

REQUIREMENT 3: COMPLETE ALL REQUIRED SUPPLEMENTAL ACTIVITIES

You must complete all of the program's required Supplemental activities. Further details about required Supplemental activities are available in [APPENDIX 3: REQUIRED SUPPLEMENTAL ACTIVITIES](#).

REQUIREMENT 4: COMPLETE ALL REQUIRED FIELDWORK CASES

While doing fieldwork rotations, you must document a minimum of 50 participatory cases that demonstrate your involvement in fundamental roles in management, education, and counseling. These cases must be distributed across a range of specialties (prenatal, pediatric, adult, cancer). While we require a *minimum* of 50 cases, we recommend that you complete 100 cases or more in order to be competitive in your genetic counseling job search. Further details about core case requirements are available in your Clinical Practicum syllabus.

REQUIREMENT 5: DEMONSTRATE MASTERY OF ALL PRACTICE-BASED COMPETENCIES

In order to graduate, you must demonstrate that you have developed competency in each of the Practice-Based Competencies (PBCs) published by the [Accreditation Council for Genetic Counseling \(ACGC\)](#). Over the course of your training, you will maintain a checklist in SharePoint to document your progress toward this goal.

REQUIREMENT 6: SATISFY ALL UW MASTER'S DEGREE REQUIREMENTS

In addition to the degree requirements specified by the UW GCGP, you must satisfy all of the [University of Washington's Master's degree requirements](#) in order to complete the program and be conferred a Master of Science in Genetic Counseling degree. Upon successful completion of these requirements, you will be eligible for graduation.

Throughout your training, you will track your progress toward graduation using the UW GCGP Graduation Checklist (see [APPENDIX 4: GRADUATION CHECKLIST](#)).

SECTION II: PROGRESS AND REMEDIATION

As a student in the UW Graduate School, you are required to maintain satisfactory progress and performance as you work toward completing your degree. The UW policies about academic performance and progress are specified in [Policy 3.7](#).

The UW GCGP team and faculty are committed to making performance and progress expectations clear and reasonable. Over the course of your training, you will have **five meetings** with us. These meetings will occur at the following points in time:

- At the start of autumn 1 quarter: Peg Cheng
- At the end of autumn 1 quarter: Robin Bennett or Brad Rolf
- At the end of spring 1 quarter: Robin Bennett or Brad Rolf
- At the end of the summer 1 quarter: Penny Chow
- At the end of autumn 2 quarter: Robin Bennett or Brad Rolf

The purpose of these meetings is to review your performance and progress to ensure that you are doing well in your coursework, fieldwork, capstone project, and supplemental activities. During these meeting we will also ensure that you are receiving the support and assistance you need to remain on track for graduation. Come to each meeting with an overall sense of how your training is progressing, what skills you think require further strengthening, and any questions you have about next steps. We will review your graduation checklist in SharePoint during each meeting and will update it together with notes and action items from the meeting.

If you are found to have unsatisfactory performance and progress, you will meet with the UW GCGP team or faculty to create a plan that will ensure that you return to a satisfactory level of performance and progress. During the meeting, a written summary of the performance issue will be added to your SharePoint file. The process for addressing unsatisfactory performance and progress has three levels:

- **Warning:** a designation that a student has not met the performance and progress standards of the UW GCGP
- **Probation:** a designation that a student has not resolved the issues of their unsatisfactory performance and progress as communicated to them by the UW GCGP team or faculty. Notice of probationary status is sent by the UW GCGP to the UW Graduate School.
- **Final probation:** a designation that a student has not resolved the issues of their unsatisfactory performance and progress as communicated to the UW Graduate School, accompanied by a letter documenting the following.
 - The reason the student is being placed on final probation
 - The steps the student must take to remove the final probation
 - The consequences that will be imposed if the student does not take the steps to remove the final probation

REMEDIATION

We recognize that some students may struggle to achieve competence in some of the program's requirements. If you fall behind or are struggling to achieve competencies, you will meet with the program team and/or faculty to discuss the area(s) of insufficient progress and performance and then develop an individualized plan to address and remediate these deficits. Our approach to remediation will be determined by the setting in which your progress and performance is insufficient; namely, didactic coursework, clinical fieldwork training, and/or supplemental activities.

- **Remediation for didactic coursework** – Instructors will monitor your progress and performance throughout the quarter. If your progress and performance do not meet expectation early in the course, then the instructor will work with you to identify the concepts that you are struggling with and develop a plan to improve your progress and performance. For example, some remediation plans may include redoing an assignment, completing an additional assignment (such as an essay, short presentation, or study questions), working with a peer study group, or participating in supplemental instruction during office hours with the course instructor. In extreme cases, it may be necessary for you to retake a course in order to earn a passing grade. If you need to retake a course, you will register and pay for that course during the next time that it is offered. On a case-by-case basis, supervised independent study with the instructor after the end of a course may be considered for students who demonstrated good progress and performance for the majority of the course, but who fell short of earning the minimum grade of 2.7 in the course.
- **Remediation for clinical fieldwork**
 - **Insufficient Number of Cases** – If the number of countable cases collected during the rotation is insufficient, your remediation plan will be determined by the size of the gap. For small gaps in one practice setting (e.g., cancer or prenatal), the rotation may be extended by one week into the time between quarters in order to give you time to conduct the necessary number of countable cases. For large gaps in a practice setting, an additional rotation may be required in order to provide you with sufficient exposure. This additional rotation will either replace a future rotation in a setting in which you already have an acceptable number of cases, or an additional rotation will be added to the end of your training prior to graduation. This may result in a delay in graduation and in additional credit fees. We expect this to be a rare occurrence.
 - **Insufficient Performance** – In cases where one or more supervisors find that your performance during a fieldwork rotation does not meet program expectations, an individualized remediation plan will be created. If the deficiencies in performance are specific to one practice setting (e.g., cancer or prenatal), then a determination will be made as to whether an additional rotation in that setting is required. If an additional rotation is required, then that rotation will either replace a future rotation in a setting in which your performance was sufficient (provided that you have an acceptable number of cases in that setting), or it will be added to the end of your training prior to graduation. This may result in a delay in graduation and in additional credit fees. We expect this to be a rare occurrence.

For cases where your deficiencies are not isolated to one practice setting, supervisors will provide feedback to program leadership, who will then meet with you in order to discuss your performance. Any student in this situation will be asked to complete a self-assessment prior to meeting with program leadership, and you will have the opportunity to provide feedback about your performance in rotations. Together, you and program leadership will create a plan to address the area(s) where you are struggling. These plans will include specific strategies that you will employ during your rotations in order to improve your performance, and a timeline of progress goals and performance re-evaluation.

SECTION III: DISCONTINUATION

All students enrolled in the UW GCGP are expected to maintain enrollment status (also called graduate status) continuously from the time of admission until graduation. Students experiencing hardships are strongly encouraged to contact Peg Cheng, Administrator of Program Operations, as soon as possible so that accommodations, when available, can be made. In some cases, it may be necessary for a student to take a leave of absence from the UW GCGP. Students choosing to do so must adhere to the leave of absence policy outlined below.

LEAVE OF ABSENCE

If, during the course of training, a student wishes to take time off for one or more academic quarters, then that student must request Graduate On-Leave Status, as specified in [Policy 3.5](#). This policy states that graduate students must be enrolled either as full-time or part-time students or have an official on-leave status. Students who do not maintain continuous enrollment or have on-leave status will be considered to have resigned from the UW Graduate School. Any student who is considering requesting an on-leave status for one or more academic quarters should discuss their situation with program leadership. Students may request on-leave status through [MyGrad](#).

According to UW Graduate School policy, students may take up to six years (inclusive of periods of time when the student has on-leave status) to satisfy the requirements of a master's degree.

WITHDRAWAL

A student may choose to permanently withdraw from the UW GCGP at any time. For more information, please see the [UW withdrawal policies](#). We strongly recommend that students considering withdrawal first meeting with Peg Cheng, Administrator of Program Operations, to discuss their reason(s) for withdrawing and whether or not any accommodations can be made to allow for continued enrollment and success in the program.

DISMISSAL

All students must maintain a minimum 3.0 cumulative and quarterly GPA and demonstrate adequate progress and performance for all UW GCGP requirements. Any student who does not meet these standards will be placed on probation. Any student placed on final probation who is unable or unwilling to complete the actions necessary to remove the probation will be dismissed from the UW GCGP according to the policies outlined in [Policy 3.7](#). In addition, violations of the Student Code of Conduct may result in dismissal if determined to be necessary at the end of a Student Conduct Process (see [SECTION V: STANDARDS OF STUDENT CONDUCT](#) for more details).

SECTION IV: GRADES AND ACADEMIC STANDARDS

GRADES

The UW GCGP follows the UW Graduate School's grading guidelines set forth in [Policy 1.1](#). All courses in the UW GCGP will be graded either with numeric grades or on a credit/no credit basis. Numeric grades will be on a 4.0 scale (see **Table IV.1**).

Table IV.1: Numeric Grade Point Equivalencies

Numeric Grade Point Equivalent	Letter Grade
4.0	A
3.8	A-
3.4	B+
3.0	B
2.7	B-
2.4	C+
2.0	C

Each student must earn a minimum of 2.7 in every course graded on a numeric scale in order for that course to be counted toward completion of the Master of Science in Genetic Counseling. The UW Graduate School requires a minimum cumulative grade point average (GPA) of 3.0 for graduation.

For courses graded on a credit/no credit basis, the successful completion of the course will be determined by the instructor(s) based on the standards specified in the course syllabus. Courses graded in this manner will receive a grade of either credit (CR) or no credit (NC).

The following grades may also be awarded:

- **Incomplete (I):** By permission of the course instructor(s), a grade of Incomplete (I) may be given in certain circumstances. Students requesting an incomplete must have attended class sessions up to the final two weeks of a quarter and during that time turned in satisfactory work. Students who are given an incomplete for a course will be allowed to complete the requirements of the course. Upon successful completion of the course requirements, the instructor(s) will change the student's grade. Students must complete the requirements of a course within two years of receiving a grade of Incomplete (I); otherwise, it will remain on their transcript and the student will be required to repeat the course. Student requests for a grade of incomplete will only be considered if:
 - The student feels as though they are unable to complete the requirements of the course due to circumstances outside of their control
 - The student can provide the instructor(s) with proof of their claim of circumstances outside of their control
- **No grade (N):** No grade is only used for the UW GCGP Capstone I and Capstone II courses. A grade of N indicates that sufficient progress is being made, but that completion of the project is required for full evaluation. Once a student has completed their capstone, the instructor will change the N grade to either CR/NC.
- **Satisfactory/Not-satisfactory (S/NS):** Courses that are graded on a numeric scale may be taken on a S/NS basis with permission of the Graduate Program Coordinator, if eligible. Students electing to be graded in this

way will receive a numeric grade from the course instructor(s), which will be converted by the Registrar. If you are considering changing a course to S/NS, we recommend that you meet with Brad Rolf, Associate Program Director, first to discuss the situation and reasoning for changing your grade.

- Grades of 2.7 and above will be converted to S by the Registrar
 - Grades below 2.7 will be converted to NS by the Registrar
- **Withdrawal (W):** the grade recorded on a transcript when a course is dropped by the student. Please see the [Withdrawal Policies](#) for more information.
 - **Hardship Withdrawal (HW):** a grade indicating withdrawal occurring after week 7 in an academic quarter due to hardship. Please see the [Hardship Withdrawal Policy](#) for more information.

GRIEVANCES

UW GCGP students who believe that they have not been treated fairly may file a grievance with the UW Graduate School. The UW Graduate School grievance process is outlined in [Policy 3.8](#).

[Policy 3.8](#) doesn't apply in a few circumstances, including contesting a grade. UW GCGP students who believe that an error was made in the assignment of their grade, or that they were not evaluated fairly in a single course and wish to petition for a grade change, may do so according to the process outlined in the [UW Policy Directory](#). First, a student who believes that such an error has been made shall discuss the matter with the course instructor(s). This discussion should take place as soon as possible and must be initiated within three months of the grade assignment in question. If the student is not satisfied with the discussion with the course instructor(s), then the student may send a written appeal to the chair of the Department of Medicine with the instructor(s) copied. Within 10 calendar days of receipt, the chair will discuss the petition with the instructor(s) and determine whether or not the grade was assigned fairly or otherwise. If the decision is made to change the student's grade, then the instructor(s) will contact the Registrar and change the grade.

ACADEMIC MISCONDUCT

Students in the UW GCGP are expected to adhere to the University of Washington's standards of academic honesty and integrity. These standards are outlined in [Chapter 209](#), section 7.C., of the UW Policy Directory. Academic misconduct is specified in [WAC 478-121-107](#) and includes the following:

- Cheating
- Falsification
- Plagiarism
- Unauthorized collaboration
- Engaging in prohibited behavior
- Submitting the same work for separate courses without the permission of the instructor(s)
- Taking deliberate action to destroy or damage another person's academic work
- Recording and/or disseminating instructional content without either the permission of the instructor(s) or prior approval as an accommodation for a disability

Students who engage in academic misconduct may be subject to adjudicative proceedings as outlined in [Chapter 209](#), section 8, of the UW Policy Directory and in [Chapter 34.05 RCW](#). In some cases, resolution of student academic misconduct may be settled informally as specified by [RCW 34.05.060](#). For matters that can be settled informally, students will meet with, at a minimum, the program director, associate program director, and course instructor(s). Other members of the UW GCGP faculty may also be present depending on the nature and circumstances of the misconduct.

RESOLUTION OF MISCONDUCT

Following the deliberation of program leadership, course instructor(s), and other UW GCGP stakeholders, a decision about disciplinary sanctions will be made. Disciplinary sanctions are outlined in [WAC 478-121-210](#) and include:

- Disciplinary reprimand
- Disciplinary probation
- Restitution
- Loss of privileges
- Suspension
- Dismissal
- Sanctions for hazing

The determination about which sanction(s) to impose will be determined by the program leadership, course instructor(s), and other UW GCGP stakeholders. In accordance with [WAC 478-121-210](#), this body will consider factors including but not limited to:

- The seriousness, severity, pervasiveness, and duration of the misconduct
- The nature of the misconduct
- The impact of the misconduct on the UW GCGP and University community
- The student's past disciplinary record with the UW GCGP and the University of Washington
- Whether the student has accepted responsibility for their misconduct
- The maintenance of a safe and respectful environment free of discrimination and conducive to learning
- Other mitigating or compelling factors

SECTION V: STANDARDS OF STUDENT CONDUCT

STUDENT CONDUCT

During their training, all UW GCGP students are expected to conduct themselves in a professional and conscientious manner in all settings, including classrooms, offices, University of Washington facilities, clinical rotation sites, and on-campus housing. All students are expected to abide by site policies during fieldwork experiences. General expectations of student conduct include but are not limited to:

- Maintaining high standards of academic integrity and honesty
- Refraining from conduct that violates the rights, privileges, and property of others
- Refraining from conduct that disrupts learning and other university operations
- Refraining from conduct that could cause harm to other persons
- Complying with the University of Washington [Student Conduct Code](#) as well as the rules, policies, and procedures of Student Governance set forth by the University of Washington

In addition to the standards of conduct outlined in [WAC 478-121](#), UW GCGP students are expected to follow the policies and procedures contained in the Chapters 209 and 210 of the University of Washington [Student Governance Policy](#).

- [Chapter 209](#): Student Conduct Policy for Academic Misconduct and Behavioral Misconduct
- [Chapter 210](#): Student Conduct Policy for Discriminatory and Sexual Harassment, Intimate Partner Violence, Sexual Misconduct, Stalking, and Retaliation

Every student has the right and the responsibility to report behavior that may violate the University of Washington Student Conduct Code. Examples of such behavior include observing a student cheating on a test or witnessing theft or sexual harassment. Violations of student conduct should be reported to [Community Standards and Student Conduct \(CSSC\)](#). Reports can be filed electronically using the [Report It](#) online form. Alternatively, students may contact CSSC via email at cssc@uw.edu or via telephone at (206) 685-6194.

The University of Washington will provide a prompt, fair, and impartial investigation of all reported violations of the Student Conduct Code. Students who have questions or concerns regarding an alleged violation of the Student Conduct Code should contact CSSC.

SEX- AND GENDER-BASED VIOLENCE AND HARASSMENT

The University of Washington prohibits sex- and gender-based violence and harassment through [numerous policies](#). We expect students, faculty, and staff to act professionally and respectfully in all work, learning, and research environments.

Sexual harassment (as defined in Chapter 210 of the Student Conduct Code) is not tolerated at the University of Washington. Sexual harassment, as defined in [WAC 478-121-153](#), consists of unwelcome sexual advances, requests for sexual favors, and electronic conduct of a sexual nature. Students who believe that they have been the victim of sexual harassment should immediately contact the UW GCGP team and they can also contact [SafeCampus](#) at 206-685-7233.

Husky Prevention & Response by the [Title IX Investigation Office](#) is a foundational, **required online prevention and response course** about sex- and gender-based violence and harassment. New and returning freshman, transfer, graduate, and professional students at all UW campuses and locations are required to complete the UW Title IX course. **To take the course, [go here](#).**

The [Title IX Investigation Office](#) also handles all UW investigations into claims of student sexual misconduct. Students who are the victim or witness of sexual harassment should contact the Title IX Investigation Office to file a complaint. Students will have the option of being connected with a [confidential advocate](#) who can listen, provide support, discuss the process of filing a complaint, and help navigate the reporting and investigation process.

COMPUTER ABUSES

The University of Washington provides computer access to students at a number of locations on campus. Students are responsible for adhering to the University of Washington [computer use policy](#) and are expected to refrain from computer abuse as defined in [WAC 478-121-117](#).

RESEARCH MISCONDUCT

Students in the UW GCGP are expected to conduct all research efforts with integrity. Research misconduct is defined in [WAC 478-121-143](#) and includes plagiarism, falsification of data, and fabrication of research data and results. Presidential [Executive Order 61](#) further elaborates on the University's Research Misconduct Policy.

ABUSE OF OTHERS, HARASSMENT, AND BULLYING

Under no circumstances will the UW GCGP tolerate the abuse of others, harassment, or bullying. Abuse of others is defined in [WAC 478-121-103](#) and consists of actions that threaten the health and safety of others. Harassment and bullying is defined in [WAC 478-121-133](#) and covers language and conduct that create an offensive, hostile, or intimidating environment or that interfere with a person's academic work, performance, or ability to benefit from university activities and services.

VIOLATIONS OF THE STUDENT CONDUCT CODE

Violations of the Student Conduct Code will trigger the [Student Conduct Process](#). During a student conduct process, every student is afforded the following [student rights](#):

- Be accompanied to all proceedings and hearings by an advisor (who may or may not be an attorney)
- Be provided notice and an opportunity to be heard prior to the imposition of any disciplinary sanction (if found responsible for violating the Student Conduct Code)
- Petition for the disqualification of the Presiding Officer
- Provide a statement, present relevant evidence, and provide witnesses for further consideration by the Presiding Officer during fact finding
- Not be compelled to give self-incriminating evidence
- Be informed of all orders issued in the conduct proceeding
- Be informed if a full hearing is initiated by the Conduct Officer
- Request an agreed settlement to your conduct matter
- Request an administrative review of an Initial Order
- Attend all applicable conduct proceedings

PROFESSIONAL CONDUCT

As a GCGP student, you will rotate through various fieldwork sites during your training. You will be expected to follow the policies and procedures for each site, including but not limited to, site specific dress codes, computer usage policies, and rules around displaying ID badges. For guidance, you may refer to the [UW Medicine Policy on Professional Conduct](#).

SECTION VI: DIVERSITY, INCLUSION, AND EQUAL OPPORTUNITY

The UW GCGP is committed to creating and maintaining a safe and comfortable learning environment for all students. Every student will be afforded the same rights, opportunities, and respect in all aspects of their training.

NONDISCRIMINATION AND AFFIRMATIVE ACTION

The University of Washington has a policy of promoting an environment that is free from discrimination, harassment, or retaliation. This policy is detailed in [Presidential Executive Order 31](#). The UW GCGP adheres strictly to this policy and will not tolerate harassment or any behavior considered to be discriminatory on the basis of race, color, creed, religion, national origin, citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, genetic information, disability, or veteran status.

DIVERSITY, ANTI-RACISM, AND EQUITY

The UW GCGP is committed to the values of [diversity, anti-racism, and equity](#). In our program, all voices are important, and no one counts more than another. In keeping with our mission and vision, the program team and faculty will:

- Cultivate and foster a climate of inclusivity by acknowledging and addressing issues of equity and social justice
- Attract, retain, and graduate a diverse and excellent student body
- Attract and retain a diverse faculty and staff
- Provide transparency for our diversity goals

EQUAL OPPORTUNITY

All students within the UW GCGP will be afforded equal opportunity in all aspects of their training. Specifically, every student will have equivalent opportunities in their didactic coursework, clinical rotations, supplemental activities, and capstone projects. Students who believe that they have been denied equal opportunity on the basis of race, color, creed, religion, national origin, citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, genetic information, disability, or veteran status are strongly encouraged to discuss the matter with a member of the faculty or program leadership.

Students who do not feel comfortable reporting their concerns to a member of the faculty or program leadership are encouraged to report their concerns to the [University Complaint Investigation and Resolution Office \(UCIRO\)](#). In addition, UW Medicine has a [Bias Reporting Tool](#), which students may use to anonymously report incidents regarding UW Medicine sites or employees. As stated above, the UW GCGP adheres to all of the provisions outlined in [Presidential Executive Order 31](#); therefore, no student should fear retaliation based on complaints related to equal opportunity.

ACCESS AND ACCOMMODATIONS

Your experience in this program is important to us. If you have already established accommodations with [Disability Resources for Students \(DRS\)](#), please communicate your approved accommodations to your instructor or to Peg Cheng at your earliest convenience so we can discuss your needs.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), we recommend that you contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations

for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s), and DRS. It is the policy and practice of the UW to create inclusive and accessible learning environments consistent with federal and state law.

RELIGIOUS ACCOMMODATIONS

Washington state law requires that UW accommodate student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of any course by using the [Religious Accommodations Request form](#).

COMMITMENT TO AN INCLUSIVE LEARNING ENVIRONMENT

Your experience in the UW GCGP is important to us. Diverse backgrounds, embodiments, and experiences are essential to the critical thinking endeavor at the heart of University education. In the UW GCGP, students, faculty, and staff are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
3. To encourage students with concerns about classroom climate to talk to their instructor, mentor, a member of the UW GCGP Leadership team; use the [UW Medicine Bias Reporting Tool](#); or contact Sean Greenlee in the [Department of Medicine's Office of Diversity, Equity and Inclusion](#).

Bias Concerns: Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, program team members, mentors, or site supervisors.

Pronouns: We believe that being an ally is not just about intention, it's also about behavior. We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone's gender just by looking at them. So, we invite everyone to share their pronouns.

SECTION VII: STUDENT RESOURCES

We keep a current list of student resources and services on our website and update it throughout the year. Please visit our [Student Resources page](#).

For UW graduate student information and resources, please visit <https://grad.uw.edu>.

APPENDICES

APPENDIX 1: CURRICULUM

Course #	Course Title	Credits	Brief Description
GCNSL 511	Genetic Counseling Theory and Practice I	3	This course will introduce students to genetic counseling principles and techniques. Topics include eliciting and interpreting family history, contracting, risk communication, health literacy, and facilitated decision-making. Students will also begin to explore cultural and psychosocial issues that influence the genetic counseling process.
GCNSL 512	Financial, Legal, Ethical & Social Issues in Genetics	3	This core course offered by the Institute for Public Health Genetics introduces the ethical, legal, financial, and social issues arising as genetic or genomic knowledge and technologies are developed and made available to individuals and populations. Students will learn to identify and anticipate potential ethical, legal, social, and policy concerns that arise with emerging technologies when applied in clinical or public health contexts. In this course, we will examine public health genetics issues from diverse disciplinary perspectives.
GCNSL 513	Clinical Skills I	2	This course will familiarize students with the typical structure of a clinical genetics visit. Students will practice chart review, basic pedigree construction, literature search, and creating a diagnostic differential. The course will also cover basic tenets of patient privacy, professional ethics, and self-care. As part of the course students will also attend observations in a clinical genetics clinic, a UW clinical genetics laboratory, and the Washington State Newborn Screening Laboratory.
GCNSL 515	Principles of Human & Medical Genetics	5	This course will reintroduce and reinforce basic concepts in genetics, such as the cell cycle, DNA synthesis, and Mendelian inheritance. It will also provide instruction in the foundational principles of clinical human genetics including genetic mechanisms of disease, genetic testing technologies, genetic variation, and population genetics. Students will be taught to recognize cardinal features of common genetic disorders.
GCNSL 521	Genetic Counseling Theory and Practice II	3	This course is a continuation of Genetic Counseling Theory and Practice I. Topics include communication throughout the lifespan, disability and chronic illness, and grief and loss. Students will be introduced to counseling theories, models, and techniques.
GCNSL 522	Reproductive Genetics	3	This course combines case-based learning, presentations from topic experts, and class discussion to prepare students for clinical practice in reproductive genetic counseling. Topics include: ethical and legal considerations in reproductive genetics; evaluation for infertility, recurrent pregnancy loss, and stillbirth; assisted reproductive technologies; pre-implantation genetic testing; the normal course of pregnancy; prenatal screening and diagnostic testing (ultrasound, cell-free DNA aneuploidy screening, carrier screening, maternal serum screening, CVS, amniocentesis); teratology; fetal treatment and intervention; perinatal loss and bereavement; and pregnancy management including parenting, adoption, and termination.
GCNSL 523	Clinical Skills II	2	This course is a continuation of Introduction to Clinical Skills. Students will continue to practice genetic counseling skills, will observe genetic counseling sessions in a variety of practice settings, and will have opportunity for reflection, role-play, and other activities to prepare for the transition to preceptorship.

GCNSL 524	Biostatistics in Genetic Counseling	2	This course introduces the statistical methods used to evaluate individual and relatives' probability of a condition or carrier status with genetic data, integrating data from patients and populations: pedigrees, genetics principles, and probability. The course will also empower students to better evaluate and critique the literature relevant to genetic counseling and genotype-phenotype relationships. Specific topics include an overview of basic probability, odds ratios and recurrence risk, penetrance and expressivity, Bayes' Theorem, kinship estimation, and genetic epidemiological approaches including linkage analysis and association testing.
GCNSL 525	Pediatric/Biochemical Genetics	3	Course content will include referral indications, history intake (medical, developmental, and family), diagnostic testing approaches, and resource identification in the context of pediatric and biochemical genetics clinics. Students will be introduced to dysmorphology and common genetic disorders, including inherited errors of metabolism and the biochemical systems involved.
GCNSL 526	Clinical Embryology	2	This course will provide a comprehensive overview of human embryonic development spanning from the process of gametogenesis to the neonatal period. Major emphasis will be placed on the timing and modulation of gastrulation and organogenesis. Other core topics will include molecular mechanisms of development, abnormal embryonic development, and the impact of teratogens.
GCNSL 531	Genetic Counseling Theory & Practice III	3	This course is a continuation of Genetic Counseling Theory and Practice I and II. Students will discuss and practice the application of counseling theories, models, and techniques. Cases and topics will be drawn from the instructor's and students' clinical experiences. Guest speakers will address factors that impact the counseling relationship, such as mental health issues, cultural differences, and language barriers.
GCNSL 532	Cancer Genetics and Genomics	2	This course will focus on the approach to genetic evaluation and testing, risk assessment and genetic counseling for familial and hereditary cancer syndromes. Major cancer syndromes will be reviewed and considerations for somatic and germline testing will be emphasized. Didactic lectures will be combined with case analysis.
GCNSL 533	Clinical Practicum I	1	Practicum in novice-level genetic counseling skills. First-year genetic counseling students assume increasing responsibility during clinical genetics visits. With strong guidance from clinical supervisor, students develop basic genetic counseling skills including contracting, patient intake, family history collection, risk assessment, patient education, and psychosocial counseling.
GCNSL 534	Research Design and Methods in Genetic Counseling	2	This course explores how genetic counselors can be active leaders and interpreters of scientific research. We will begin by understanding pre-to research processes including research design ethics and Institutional Review Board, conducting literature reviews, grantsmanship, and building research teams. Through case-studies and role play, we will practice recruiting participants to research studies, collecting quantitative and qualitative data, and communicating research results to patients, families, and colleagues. Throughout the course, we will focus on interpretation of research and results through critical review of scientific literature.

GCNSL 535	Adult Genetics and Common Diseases	3	This course will utilize a case-based approach to adult clinical genetics. Students will work in small groups to research and present three cases during the quarter. In addition, content experts will be invited to speak about their areas of expertise related to some of the cases.
GCNSL 536	Applied Clinical & Laboratory Genetics	2	This course combines case-based learning, class discussion, and direct laboratory experience to introduce wet-lab methods, measures of analytic and clinical validity, and results interpretation processes used in cytogenetics, molecular genetics and biochemical genetic testing. Students will gain skills in test selection and strategy as well as in communicating test results; become familiar with components of a laboratory report, including nomenclature describing cytogenetics and molecular genetics results; understand the regulatory oversight of genetics laboratories and the differences between research and clinical testing; and observe the role of the genetic counselor within the laboratory setting.
GCNSL 543	Clinical Practicum II	5	Practicum in intermediate-level genetic counseling skills. First-year genetic counseling students assume increasing responsibility during clinical genetics visits. With guidance from clinical supervisor, students refine their genetic counseling skills including contracting, patient intake, family history collection, risk assessment, patient education, and psychosocial counseling.
GCNSL 551	Professional Issues in Genetic Counseling	3	Building on skills mastered in the genetic counseling theory and practice series and clinical fieldwork, this course will focus on topics in the professional practice of genetic counseling. The course will use the National Society of Genetic Counselors Code of Ethics as a foundation to explore complex interfaces with conflict of interest, professional boundaries, resiliency and self-care, and social justice. We will review developing practice guidelines, preparing for entry into the genetic counseling workforce, leadership and continuing professional development. Readings will be assigned based on topics and explored in class discussions, small group work and presentations.
GCNSL 553	Clinical Practicum III	4	Practicum in advanced-level genetic counseling skills. Second-year genetic counseling students rapidly assume increasing responsibility during clinical genetics visits. With minimal guidance from clinical supervisor, students demonstrate their proficiency in genetic counseling skills including contracting, patient intake, family history collection, risk assessment, patient education, and psychosocial counseling.
GCNSL 554	Capstone Project in Genetic Counseling I	3	Each student is required to complete a capstone project in fulfillment of their Master's degree in Genetic Counseling. Projects may take many forms, and students are encouraged to select a topic or area about which they feel strongly. Most capstone projects will be completed individually; however, group projects will be considered if warranted by the amount of effort needed to complete them.
GCNSL 561	Advanced Concepts in Genetic Counseling	3	This course gives advanced genetic counseling students the opportunity to analyze and discuss real cases that involve difficult psychosocial issues. Students will draw on their rotation experiences and previous coursework as they explore possible approaches to counseling situations. Discussions will be facilitated by the instructor and other genetic counselors with a variety of professional experiences.
GCNSL 563	Clinical Practicum IV	4	Practicum in advanced-level genetic counseling skills. Second-year genetic counseling students assume near-total responsibility for clinical

			genetics visits. With minimal guidance from clinical supervisor, students will demonstrate their mastery of genetic counseling skills including contracting, patient intake, family history collection, risk assessment, patient education, and psychosocial counseling.
GCNSL 564	Capstone Project in Genetic Counseling II	3	This course is a continuation of Capstone I. Each student is required to complete a capstone project in fulfillment of their Master's degree in Genetic Counseling. Projects may take many forms, and students are encouraged to select a topic or area about which they feel strongly. Most capstone projects will be completed individually; however, group projects will be considered if warranted by the amount of effort needed to complete them.

APPENDIX 2: CAPSTONE PROJECT REQUIREMENTS

Your capstone project will be part of your training from orientation through graduation, but much of the work for your project will occur in the summer between your first and second year and in the autumn of your second year. The table below outlines our expectations for the overall timeline for your capstone project.

Timepoint	Project Phase	Progress Target
New Student Immersion	Pre-planning Phase	We will give you an introduction to capstone project requirements, what makes a good project, etc. This is meant to give you the opportunity to start brainstorming a project if you want to choose your own instead of selecting one from the list.
Autumn 1 Quarter	Brainstorming Phase	We will present to you a list of approved capstone projects with project advisors. If you would like to create your own project then you should begin to think about possible project ideas. Specifically, you should begin thinking about a study question, study design, and potential project advisors.
Winter 1 Quarter	Project Selection Phase	During this quarter you should select your project, including presenting your idea to Program Leadership if you want to do something that's not on the list of pre-approved project ideas.
Spring 1 Quarter	Background Research and Project Development Phase	You should have selected your capstone project by the beginning of this quarter. You'll do a literature review related to your project in GCNSL 534 Research Design and Methods in Genetic Counseling; see syllabus for details.
Summer Quarter	Active Phase	As time allows, you should be working on your capstone project during the summer quarter. Many projects will have tasks (e.g. data collection, tool development, process improvement, etc.) that may be difficult to complete if left solely for the autumn 2 and winter 2 quarters. Before beginning your summer rotation, you should discuss project needs and expectations with your project advisor and set reasonable progress goals for the summer.
Autumn 2 Quarter	Data Collection and/or Analysis Phase	You will have protected time through GCNSL 554 which you should use to work on your project; see syllabus for details of deliverables required during this quarter.
Winter 2 Quarter	Conclusion Phase	You will have protected time through GCNSL 564 which you should use to finish your project; see syllabus for details.

CAPSTONE PROJECT REQUIREMENTS:

The learning goals of the capstone project are:

- PBC Domain IV.18. Demonstrate understanding of the research process
 - Articulate the value of research to enhance the practice of genetic counseling
 - Demonstrate an ability to formulate a research question
 - Recognize the various roles a genetic counselor can play on a research team and identify opportunities to participate in and/or lead research studies
 - Identify available research-related resources
 - Apply knowledge of research methodology and study design to critically evaluate research outcomes

Examples of capstone project types:

- Analysis of research data collected under an Institutional Review Board (IRB)-approved or IRB-exempt study
- Creation of an educational tool for clinical use
- Creation of a patient- or provider-facing resource for clinical use
- A quality improvement project for a clinic

Elements of a robust capstone project:

- Topic is relevant to the current practice of genetic counseling
- There is sufficient peer-reviewed scientific and medical literature on the topic to conduct a thorough literature review with at least 10 publications with primary data.
- Capstone projects should:
 - Have a clear scientific question that can be addressed with data that can be reasonably collected over the span of 2-3 months or with data that have already been collected but not analyzed
 - Create a well-defined tool (e.g., a decision aid, a risk-assessment tool, a clinical application, etc.) that does not currently exist which could be applied to a clinical or laboratory workflow in a setting where patients or clients with genetic indications are being served
 - Create a well-defined, patient-facing or provider-facing educational resource that does not currently exist which could be used in a clinical or laboratory setting where patients or clients with genetic indications are being served

Given all the demands on your time and the specific requirements of capstone projects, it is expected that most students will select a capstone project that has already been approved by the program. To facilitate the selection of capstone projects, the program will maintain a running list of available projects from which you may choose. Each project will have a project advisor who you may contact with questions about the goals and expectations of the project. Project assignments will be made on a first-come, first-served basis, meaning that the first student who contacts the project advisor and asks to work on the project will be assigned that project, subject to project advisor approval.

Students who wish to create their own project will need to present their idea to program leadership for review as early as possible, but by the mid-point of the winter 1 quarter at the latest. The program leadership will determine whether the project meets all of the criteria for capstone projects and can reasonably be completed over the course of your training. At the time of the presentation, you should have a person (preferably a faculty member or clinical supervisor) in mind who would be willing to serve as the project advisor.

APPENDIX 3: REQUIRED SUPPLEMENTAL ACTIVITIES

In addition to your classes, rotations, and capstone project, there are several supplemental activities (SAs) that are required as part of the program. Some SAs will only be required once during your training. Others will be required multiple times. The tables below summarize the SAs and their attendance requirements. Additional information about the required SAs is provided in the “Supplemental Activities – Guidance to Students” document posted on Canvas.

Table: One-Time Supplemental Activities

Supplemental Activity	Occurrence	Location	Expectation	Documentation of Completion
Immersion Days	Annually on the Monday and Tuesday before classes begin	In-person at UW Seattle Campus	Attend annually	Sign-in sheet
Give a journal club presentation	To be arranged by student (see below)	Variable	Complete once during your training	None. Students will be evaluated by a member of the faculty.
Educational Presentation to a Lay Audience	To be arranged by student	Variable	Complete once during your training	Complete the “SA Form – Genetics Presentation”
Patient Advocacy/Support Group Meeting	To be arranged by student	Variable	Complete once during your training	Complete the “SA Form – Advocacy Support Group Meeting”
Diversity Training	To be arranged by UW GCGP Leadership	To be arranged by UW GCGP Leadership	Attend once during your training	Sign-in sheet

Table: Recurring Supplemental Activities

Supplemental Activity	Occurrence	Location	Attendance Expectation	Documentation of Attendance
Medical Genetics Journal Club	Weekly on Weds from 8:30-9:30am	In-person in HSB K 250 Virtual via Zoom	Attend weekly	Once per quarter complete the SA Form – Recurring Supplementary Activities
UW Clinic Conference	Weekly on Weds from 9:30-10:30am	In-person in HSB K 250 Virtual via Zoom	Attend weekly	Once per quarter complete the SA Form – Recurring Supplementary Activities
Medical Genetics Seminar	Weekly on Fri from 12:30-1:30pm	In-person in HSB K 069 Virtual via Zoom	Attend weekly	Once per quarter complete the SA Form – Recurring Supplementary Activities
Genetic Counseling Journal Club	Monthly on the 3 rd Weds from 4:00-5:00pm	Virtual via Zoom	Attend monthly	Once per quarter complete the SA Form – Recurring Supplementary Activities
MED 522	Weekly on Fri from 9:00-11:00am	In-person in HSB K 250 Virtual via Zoom	Optional	N/A
LEND Seminar	Weekly on Mon from 12:30-1:30pm	Virtual via Zoom	Optional	N/A

APPENDIX 4: GRADUATION CHECKLIST

This form will be updated throughout the student's time in the program. This checklist will be formally reviewed with the student, with a written copy provided to the student and included in the student's file, during the last of the scheduled one-on-one meeting with Program Leadership in the winter quarter of the student's second year.

Student name (First and Last)	
Date Reviewed with student	
Reviewer(s)	

REQUIREMENT 1: Complete the Curriculum with Satisfactory Grades

COURSE #	COURSE TITLE	GRADE
GCNSL 511	Genetic Counseling Theory and Practice I	
GCNSL 512	Financial, Ethical, Legal & Social Issues in Genetics	
GCNSL 513	Clinical Skills I	
GCNSL 515	Principles of Human & Medical Genetics	
GCNSL 521	Genetic Counseling Theory and Practice II	
GCNSL 522	Reproductive Genetics	
GCNSL 523	Clinical Skills II	
GCNSL 524	Biostatistics in Genetic Counseling	
GCNSL 525	Pediatric/Biochemical Genetics	
GCNSL 526	Clinical Embryology	
GCNSL 531	Genetic Counseling Theory & Practice III	
GCNSL 532	Cancer Genetics and Genomics	
GCNSL 533	Clinical Practicum I	
GCNSL 534	Research Design and Methods in Genetic Counseling	
GCNSL 535	Adult Genetics & Common Diseases	
GCNSL 536	Applied Clinical & Laboratory Genetics	
GCNSL 543	Clinical Practicum II	
GCNSL 551	Professional Issues in Genetic Counseling	
GCNSL 553	Clinical Practicum III	
GCNSL 554	Capstone Project in Genetic Counseling I	
GCNSL 561	Advanced Concepts in Genetic Counseling	
GCNSL 563	Clinical Practicum IV	
GCNSL 564	Capstone Project in Genetic Counseling II	
	CUMULATIVE GPA	

REQUIREMENT 2: Complete a Capstone Project

Summary of progress on capstone project:

[Provide summary of student’s capstone work]

REQUIREMENT 3: Complete All Required Supplemental Activities

ACTIVITY	DATE OF COMPLETION
One-time Supplemental Activities	
• New Student Immersion	
• Give a journal club presentation	
• Educational Presentation to a Lay Audience	
• Patient Advocacy/Support Group Meeting	
• Diversity Training	
• ABGC Practice Exam	
Recurring Supplement Activities (UW Medical Genetics Journal Club, UW Clinic Conference, UW Medical Genetics Seminar, and Genetic Counseling Journal Club)	
• Year 1 – Autumn quarter	
• Year 1 – Winter quarter	
• Year 1 – Spring quarter	
• Year 2 – Autumn quarter	
• Year 2 – Winter quarter	

REQUIREMENT 4: Complete All Required Clinical Cases

Specialty	Core Cases Completed
Prenatal	
Pediatric	
Adult	
Cancer	
Other	
TOTAL	

REQUIREMENT 5: Demonstrate Mastery of All Practice-Based Competencies

	Documentation of Competence	Initials of Program Leadership
DOMAIN I: GENETICS EXPERTISE AND ANALYSIS		
1. Demonstrate and utilize a depth and breadth of understanding and knowledge of genetics and genomics core concepts and principles.	Coursework: GCNSL 522, 525, 532	
	Fieldwork A:	
	Fieldwork B:	
2. Integrate knowledge of psychosocial aspects of conditions with a genetic component to promote client well-being.	Coursework: GCNSL 512, 521, 531	
	Fieldwork A:	
	Fieldwork B:	
3. Construct relevant, targeted, and comprehensive personal and family histories and pedigrees.	Coursework: GCNSL 511, 513, 521	
	Fieldwork A:	
	Fieldwork B:	
4. Identify, assess, order, facilitate, and integrate genetic/genomic testing options in genetic counseling practice (including molecular and non-molecular testing that directly impacts assessment of inherited risk).	Coursework: GCNSL 522, 523, 536	
	Fieldwork A:	
	Fieldwork B:	
5. Assess individuals' and their relatives' probability of conditions with a genetic component or carrier status based on their pedigree, test result(s), and other pertinent information.	Coursework: GCNSL 511, 522, 524	
	Fieldwork A:	
	Fieldwork B:	
6. Demonstrate the skills necessary to successfully manage a genetic counseling case.	Coursework: GCNSL 511, 523, 561	
	Fieldwork A:	
	Fieldwork B:	
7. Critically assess genetic/genomic, medical, and social science literature and information.	Coursework: GCNSL 523, 534, 561	
	Fieldwork A:	
	Fieldwork B:	
	SAs: GC Journal Club	
DOMAIN II: INTERPERSONAL, PSYCHOSOCIAL, AND COUNSELING SKILLS		
8. Establish a mutually agreed upon genetic counseling agenda with the client.	Coursework: GCNSL 511, 521	
	Fieldwork A:	
	Fieldwork B:	
9. Employ active listening and interviewing skills to identify, assess, and empathically respond to stated and emerging concerns.	Coursework: GCNSL 511, 521, 531	
	Fieldwork A:	
	Fieldwork B:	
	Coursework: GCNSL 521, 531, 561	

10. Use a range of genetic counseling skills and models to facilitate informed decision-making and adaptation to genetic risks or conditions.	Fieldwork A:	
	Fieldwork B:	
11. Promote client-centered, informed, noncoercive and value-based decision-making.	Coursework: GCNSL 521, 531, 561	
	Fieldwork A:	
	Fieldwork B:	
12. Understand how to adapt genetic counseling skills for varied service delivery models.	Coursework: GCNSL 531, 561	
	Fieldwork A:	
	Fieldwork B:	
13. Apply genetic counseling skills in a culturally responsive and respectful manner to all clients.	Coursework: GCNSL 521, 561	
	Fieldwork A:	
	Fieldwork B:	
DOMAIN III: EDUCATION		
14. Effectively educate clients about a wide range of genetics and genomics information based on their needs, their characteristics, and the circumstances of the encounter.	Coursework: GCNSL 521, 531, 561	
	Fieldwork A:	
	Fieldwork B:	
	SAs: Educational Presentation	
15. Write concise and understandable clinical and scientific information for audiences of varying educational backgrounds.	Coursework: GCNSL 511, 513, 561	
	Fieldwork A:	
	Fieldwork B:	
16. Effectively give a presentation on genetics, genomics, and genetic counseling issues.	Coursework: GCNSL 525, 535	
	Fieldwork A:	
	SAs: Educational Presentation	
DOMIAN IV: PROFESSIONAL DEVELOPMENT AND PRACTICE		
17. Act in accordance with the ethical, legal, and philosophical principles and values of the genetic counseling profession and the policies of one's institution or organization.	Coursework: GCNSL 551	
	Fieldwork A:	
	Fieldwork B:	
18. Demonstrate understanding of the research process.	Coursework: GCNSL 534	
	Fieldwork A:	
19. Advocate for individuals, families, communities, and the genetic counseling profession.	Coursework: GCNSL 551	
	Fieldwork A:	
	SAs: Patient Advocacy	
20. Demonstrate a self-reflective, evidenced-based, and current approach to genetic counseling practice.	Coursework: GCNSL 551, 561	
	Fieldwork A:	
	Fieldwork B:	

21. Understand the methods, roles, and responsibilities of the process of clinical supervision of trainees.	Coursework: GCNSL 523, 561	
	Fieldwork A:	
22. Establish and maintain professional interdisciplinary relationships in both team and one-on-one settings and recognize one's role in the larger healthcare system.	Coursework: GCNSL 551, 561	
	Fieldwork A:	
	Fieldwork B:	

REQUIREMENT 6: SATISFY ALL UW MASTER'S DEGREE REQUIREMENTS

All requirements of the University of Washington Graduate School have been met	Choose an item.
Date of Master's Degree Request Filing	Click or tap to enter a date.