



GENETIC COUNSELING GRADUATE PROGRAM STUDENT HANDBOOK

2025-2026 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 contact the Program Manager. We welcome your feedback and look forward to working with you!

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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](#)).

A major element of genetic counseling education is preparation for entry-level practice. The skills necessary for entry-level practice are referred to as the practice-based competencies, which have been defined by ACGC. Prior to graduation, a student will have demonstrated competence in each of the PBCs. The UW GCGP has mapped the PBCs to our curriculum (see **Table I.1**). Throughout your training you will be working toward attaining competence in each PBC through the didactic coursework, fieldwork education, capstone project, and supplemental activities.

Table I.1: UW GCGP PBC Curriculum Mapping

	Genetics and Genomics Expertise			Risk Assessment				Counseling				Communication			Research			Healthcare Systems				Professional Identity			
	1. Apply knowledge of genetics & genomics principles . . .			2. Evaluate personalized genetic risk				3. Promote integration of psychosocial needs and client-centered decision-making . . .				4. Communicate genetics and genomics information . . .			5. Synthesize the evidence base relevant to genetic counseling			6. Demonstrate how genetic counselors fit within the larger healthcare system				7. Embody the values of the genetic counseling profession			
Course	1a	1b	1c	2a	2b	2c	2d	3a	3b	3c	3d	4a	4b	4c	5a	5b	5c	6a	6b	6c	6d	7a	7b	7c	7d
GCNSL 511		x						x	x			x	x	x	x	x		x				x			
GCNSL 513	x	x		x				x	x	x	x	x	x					x	x			x	x	x	x
GCNSL 515	x		x	x	x										x	x									
GCNSL 526	x	x	x	x		x					x				x	x						x			
GCNSL 521		x		x				x	x	x		x	x					x		x					
GCNSL 522	x	x	x	x		x	x	x		x	x	x	x					x	x		x	x	x	x	
GCNSL 523	x	x		x				x	x	x	x	x	x					x	x		x	x	x	x	x
GCNSL 524	x	x	x	x	x	x	x				x			x	x	x	x	x					x	x	x
GCNSL 525	x	x		x			x					x							x			x			
GCNSL 531		x		x				x	x	x	x	x	x					x		x					x
GCNSL 532	x	x		x			x					x						x							x
GCNSL 533	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
GCNSL 534	x	x		x				x	x	x	x	x	x		x	x	x	x			x	x	x	x	x
GCNSL 535	x	x		x		x						x	x		x								x	x	x

	Genetics and Genomics Expertise			Risk Assessment				Counseling				Communication			Research			Healthcare Systems				Professional Identity			
	1. Apply knowledge of genetics & genomics principles . . .			2. Evaluate personalized genetic risk				3. Promote integration of psychosocial needs and client-centered decision-making . . .				4. Communicate genetics and genomics information . . .			5. Synthesize the evidence base relevant to genetic counseling			6. Demonstrate how genetic counselors fit within the larger healthcare system				7. Embody the values of the genetic counseling profession			
Course	1a	1b	1c	2a	2b	2c	2d	3a	3b	3c	3d	4a	4b	4c	5a	5b	5c	6a	6b	6c	6d	7a	7b	7c	7d
GCNSL 536	x	x	x				x												x						
GCNSL 543	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
GCNSL 551																		x				x	x	x	x
GCNSL 553	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
GCNSL 554												x			x	x	x					x			
GCNSL 561	x	x		x		x		x	x	x		x	x									x	x	x	x
GCNSL 563	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
GCNSL 564												x			x	x	x					x			

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 staff and faculty are committed to making student performance and progress expectations clear and reasonable. During your training, you will have at least four meetings with us. These meetings review your performance and progress to ensure you are doing well in your coursework, fieldwork, capstone project, and supplemental activities. These meetings will also focus on ensuring that you are receiving the support and assistance you need to remain on track for graduation.

These meetings will be documented using the [Overall Student Performance Evaluation](#) form and will be conducted by one of the Program Co-Directors. They will occur at the following points in time:

- At the end of autumn 1 quarter
- At the end of spring 1 quarter
- At the beginning of autumn 2 quarter
- At the beginning of winter 2 quarter

You will be invited to schedule each meeting with the Program Director in the corresponding quarter. To request your preferred day and time you will first need to update your [Graduation Checklist](#) in SharePoint. In addition, please come to each meeting having reflected on how your training is progressing, what skills you think require further strengthening, and any questions you have about next steps.

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:

- **Notification:** an early status for a student who has failed to meet expectations for performance or progress of the UW GCGP.
- **Academic Alert:** a designation used for a student who has failed to resolve problems with student performance or progress that the program has previously documented and

communicated to the student by the UW GCGP team or faculty. Notice of academic alert status is sent by the UW GCGP to the UW Graduate School.

- **Final academic alert:** 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 academic alert
 - The steps the student must take to remove the final academic alert
 - The consequences that will be imposed if the student does not take the steps to remove the final academic alert

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 expectations 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.

If a student needs time beyond the 18 months of the program to complete additional cases or to have additional clinical experience in order to meet the expectations of the program, the option to postpone one's graduation quarter is possible based on [Policy 3.6: Graduate Registration Waiver](#). This process allows the student to pay an enrollment waiver fee to the UW Graduate School which will then allow graduation to be postponed, giving the student additional time to meet requirements. The student may then enroll in our Independent Study course (GCNSL 599) as they work to meet any outstanding requirements. This process will only happen in collaboration with GCGP administration.

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 the Program Manager 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 meet with program leadership 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 academic alert. Any student placed on final academic alert who is unable or unwilling to complete the actions necessary to remove the academic alert 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](#) and in [Chapter 110: Scholastic Regulations](#) of the UW Policy Directory. 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. Many instructors will record grades as percentages and then convert them to a 4.0 scale at the end of the quarter. In general, the UW GCGP follows the conversions listed in the table below (see **Table IV.1**).

Table IV.1: Numeric Grade Point Equivalencies

Grade as a Percentage	Grade on 4.0 Scale	Letter Grade
98% or above	4.0	A
96.6%	3.9	A
95.2%	3.8	A-
93.8%	3.7	A-
92.4%	3.6	A-
91%	3.5	A-
89.7%	3.4	B+
88.3%	3.3	B+
86.9%	3.2	B+
85.5%	3.1	B
84.1%	3.0	B
82.7%	2.9	B
81.3%	2.8	B-
79.9%	2.7	B-
Less than 79.9%	2.6 or less	Grade insufficient for a graduate degree

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):** A graduate student, with the approval of the graduate program advisor or supervisory committee chair, may elect to be graded S/NS in any numerically-graded courses for which the student is eligible. If a student does not so elect, then the student will be graded on a numerical basis. If approval is granted, the student must elect the S/NS option when registering or no later than the last day of finals week of the quarter. Numeric grades will not be converted subsequently to S/NS grades (or vice versa). The instructor shall submit a numeric grade to the Registrar, who shall convert grades of 2.7 and above to S and grades lower than 2.7 to NS for graduate students.
- **Registrar's Drop (RD):** Grading for Withdrawals from the University and for Drops from Courses are specified in Scholastic Regulations, [Chapter 113](#). The special provisions pertaining to graduate students are that:
 - Official withdrawal from a course during the first 10 class days of a quarter will not be entered on the permanent academic record. After the first two weeks and through the seventh week of the course, a graduate student may withdraw from a course. A grade of RD will be recorded. No official withdrawal will be permitted after the seventh week of the quarter except under the conditions described in Scholastic Regulations, [Chapter 113, 3.A.4](#).

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](#) (revised as of AUT 2025).

[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 co-directors, 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](#) and the [Student Governance and Policies](#)

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 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.

CIVIL RIGHTS PROTECTIONS AND REPORTING MISCONDUCT

The [Civil Rights Compliance Office \(CRC\)](#) is responsible for compliance with civil rights laws and University policy. Federal and state laws collectively prohibit discrimination based on protected characteristics, including age, citizenship, disability, national origin or shared ancestry, race, sex, gender, veteran status, and more. The CRC serves the University by making it welcoming to all through education, compassionate response, and fair and timely resolution. The University encourages reporting to provide support and resources, offer resolution options, stop the conduct,

prevent its recurrence, and remedy its effects. If you or someone you know has experienced or becomes aware of possible discrimination, harassment, or sexual misconduct, you are encouraged to [make a Civil Rights & Title IX Report](#). Students also have the option of being connected with a [confidential advocate](#) who can listen, provide support, discuss the process of filing a complaint for sexual assault, relationship violence, or stalking, and help navigate the reporting and investigation process.

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 [Civil Right Compliance 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. You can **take the course** [here](#).

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.

At the University of Washington, we remain committed to fostering environments where you can grow and learn through becoming an active campus member. As a UW student, you play a vital role in ensuring that all students feel respected and valued through the organizations you are a member of.

“[Hazing Prevention 101 – College Edition](#)” is a foundational, required online prevention and response course about hazing.

To report a hazing concern for the Seattle Campus, [use this link](#).

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 inclusive 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 and excellent team of 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 [Civil Rights Investigation Office](#). In addition, UW Medicine has a [Bias Reporting Tool](#), which students may use to anonymously report incidents regarding UW Medicine sites or employees. If students would like to talk to a trained UW Medicine professional before submitting a report, they should contact the [Bias Navigator program](#). 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 the Program Manager 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

The success of our students is a top priority. We keep a current list of resources available to students on our website. Please visit our [Student Resources page](#).

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

APPENDICES

APPENDIX 1: CURRICULUM

Year	Quarter	Course	Course Name	Credits	Instructor(s)
1	Autumn	GCNSL 511	Genetic Counseling Theory and Practice I	3	Robin Bennett & Brad Rolf
1	Autumn	GCNSL 513	Clinical Skills I	2	Lauren Puryear
1	Autumn	GCNSL 515	Principles of Human and Medical Genetics	5	Brad Rolf & Danny Miller
1	Autumn	GCNSL 524	Biostatistics in Genetic Counseling	2	Liz Blue
1	Autumn	GCNSL 526	Clinical Embryology	2	Raj Kapur
1	Winter	GCNSL 521	Genetic Counseling Theory and Practice II	3	Robin Bennett & Brad Rolf
1	Winter	GCNSL 522	Reproductive Genetics	3	Lauren Slevin
1	Winter	GCNSL 523	Clinical Skills II	2	Lauren Puryear
1	Winter	GCNSL 525	Pediatric and Biochemical Genetics	3	Jenny Thies
1	Winter	GCNSL 532	Cancer Genetics and Genomics	3	Katie Bergstrom
1	Spring	GCNSL 531	Genetic Counseling Theory and Practice III	3	Robin Bennett & Brad Rolf
1	Spring	GCNSL 533	Clinical Practicum I	2	Roya Mostafavi
1	Spring	GCNSL 534	Research Methods and Design in Genetic Counseling	2	Jessica Mandell
1	Spring	GCNSL 535	Adult Genetics and Common Diseases	3	Lauren Puryear
1	Spring	GCNSL 536	Applied Clinical and Laboratory Genetics	3	Whitney Neufeld-Kaiser
2	Summer	GCNSL 543	Clinical Practicum II	5	Roya Mostafavi
2	Autumn	GCNSL 551	Professional Issues in Genetic Counseling	3	Robin Bennett
2	Autumn	GCNSL 553	Clinical Practicum III	4	Roya Mostafavi

2	Autumn	GCNSL 554	Capstone Project in Genetic Counseling I	3	Brad Rolf
2	Winter	GCNSL 561	Advanced Concepts in Genetic Counseling	3	Lauren Puryear
2	Winter	GCNSL 563	Clinical Practicum IV	4	Roya Mostafavi
2	Winter	GCNSL 564	Capstone Project in Genetic Counseling II	3	Brad Rolf

APPENDIX 2: CAPSTONE PROJECT REQUIREMENTS

Your capstone project will take place throughout your training, 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	If you would like to create your own project, then you need to schedule a meeting with Brad to discuss possible project ideas, a study question, your study design, and potential project advisors.
Winter 1 Quarter	Project Selection Phase	We will present to you a list of capstone projects created by project advisors. These are “pre-approved projects” that do not need to be designed by the student. By the end of this quarter your capstone project will be assigned to you. A ranking form will be used to ensure assignments align with student interests and preferences (this applies to the assignment of pre-approved projects). Student-developed projects will be reviewed and (if approved) assigned by the program. Each student will complete the Capstone Overview Form.
Spring 1 Quarter	Background Research and Project Development Phase	You will do a literature review related to your project in GCNSL 534 Research Design and Methods in Genetic Counseling. Your instructor for the research course will also review your Capstone Overview Form and provide feedback on it. By the end of the quarter you will know whether your study will require IRB review.
Summer Quarter	Active Phase	In addition to your summer rotation, you will be working on your capstone project during summer quarter. A top priority will be getting IRB approval (if needed). Your project will have other tasks that will likely begin during summer quarter, such as survey design, participant recruitment, data collection, etc.). 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 of deliverables required during this quarter. At the end of winter quarter, you will present your capstone work at the annual GCGP Poster Forum.
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CAPSTONE PROJECT REQUIREMENTS:

The learning goals of the capstone project are:

- Demonstrate understanding of the research process as related to relevant PBCs
 - 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
New Student Immersion	Annually on the Monday and Tuesday before classes begin	In-person on the 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 Tues 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 ALL COURSEWORK WITH SATISFACTORY GRADES

There are 22 required courses in the UW GCGP curriculum. Please list the final grade you received for each course in the table below. Please also provide your cumulative GPA.

COURSE #	COURSE TITLE	GRADE
GCNSL 511	Genetic Counseling Theory and Practice I	
GCNSL 513	Clinical Skills I	
GCNSL 515	Principles of Human & Medical Genetics	
GCNSL 526	Clinical Embryology	
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 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

There are several required benchmark assignments for the capstone project. Please list the date of completion for each of these in the table below.

ACTIVITY	DATE OF COMPLETION
Capstone Project Overview Form	
Capstone Project Progress Report	
Capstone Project Abstract	
Capstone Project Poster	
Capstone Project Poster Presentation	

REQUIREMENT 3: COMPLETE ALL REQUIRED SUPPLEMENTAL ACTIVITIES

There are several required supplemental activities (SAs) during your training. Please list the date of completion for each of these in the table below. For the 4 recurring SAs each quarter (Medical Genetics Journal Club, UW Clinic Conference, Medical Genetics Seminar, and GC Journal Club) please list the date on which you completed the last of the four for that quarter.

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

REQUIREMENT 4: COMPLETE ALL FIELDWORK EDUCATION

Specialty	# Participatory Cases
Prenatal	
Pediatric	
Adult	
Cancer	
Other	
TOTAL	

REQUIREMENT 5: DEMONSTRATE ATTAINMENT OF THE PBCs

Competencies and sub-competencies	Documentation of Competence
GENETICS AND GENOMICS EXPERTISE	
1. Apply knowledge of genetics and genomics principles, genetic conditions, and testing technologies to the practice of genetic counseling.	
a) Demonstrate knowledge of genetics and genomics principles and concepts.	Coursework: GCNSL 515, 536, 561
	Fieldwork A:
	Fieldwork B:
	SAs: Journal Club Presentation, Educational Presentation, MedGen Journal Club & Seminar
b) Apply knowledge of genetic conditions to the delivery of genetics services.	Coursework: GCNSL 526, 535, 536
	Fieldwork A:
	Fieldwork B:
	SAs: GC Journal Club, UW Clinic Conference
c) Demonstrate knowledge of genetic testing methodologies and variant interpretation.	Coursework: GCNSL 515, 522, 536
	Fieldwork A:
	Fieldwork B:
RISK ASSESSMENT	

2. Evaluate personalized genetic risk.	
a) Analyze family history to estimate genetic risk.	Coursework: GCNSL 524, 532, 535
	Fieldwork A:
	Fieldwork B:
b) Calculate risk using probability methods and risk models.	Coursework: GCNSL 515, 524
	Fieldwork A:
	Fieldwork B:
c) Integrate clinical and laboratory data into risk assessment.	Coursework: GCNSL 524, 526, 561
	Fieldwork A:
	Fieldwork B:
	SAs: UW Clinic Conference
d) Order genetic tests guided by client-centered risk assessment.	Coursework: GCNSL 525, 532, 536
	Fieldwork A:
	Fieldwork B:
	SAs: UW Clinic Conference
COUNSELING	
3. Promote integration of psychosocial needs and client-centered decision-making into genetic counseling interactions.	
a) Use applicable counseling skills and theories.	Coursework: GCNSL 521, 523, 531
	Fieldwork A:
	Fieldwork B:
b) Establish a working alliance with client.	Coursework: GCNSL 511, 513, 521
	Fieldwork A:
	Fieldwork B:
c) Promote psychosocial adaptation.	Coursework: GCNSL 521, 522, 523
	Fieldwork A:
	Fieldwork B:
	SAs: Patient Advocacy/Support Group Meeting

d) Facilitate client's decision-making process.	Coursework: GCNSL 522, 523, 531
	Fieldwork A:
	Fieldwork B:
	SAs: Educational Presentation
COMMUNICATION	
4. Communicate genetics and genomics information to clients, colleagues, and other community partners.	
a) Tailor communication to specific individuals and audiences.	Coursework: GCNSL 525, 561
	Fieldwork A:
	Fieldwork B:
	SAs: Educational Presentation
b) Use a variety of approaches to communicate genetics and genomic information.	Coursework: GCNSL 511, 513, 523
	Fieldwork A:
	Fieldwork B:
c) Convey probabilities based on client's risk perception and numeracy.	Coursework: GCNSL 511, 524
	Fieldwork A:
	Fieldwork B:
RESEARCH	
5. Synthesize the evidence base relevant to genetic counseling.	
a) Critically interpret data and literature.	Coursework: GCNSL 515, 534, 564
	Fieldwork A:
	Fieldwork B:
	SAs: MedGen Journal Club, GC Journal Club
b) Apply data and literature considering its strengths, weaknesses, and limitations.	Coursework: GCNSL 515, 534, 564
	Fieldwork A:
	Fieldwork B:
	SAs: MedGen Journal Club, GC Journal Club
c) Demonstrate knowledge of how genetic counselors engage and contribute to the research process.	Coursework: GCNSL 534, 554, 564
	Fieldwork A:
	Fieldwork B:
	SAs: GC Journal Club

HEALTHCARE SYSTEMS	
6. Communicate genetics and genomics information to clients, colleagues, and other community partners.	
a) Demonstrate how disparities, inequities, and systemic bias affect access to healthcare for diverse populations.	Coursework: GCNSL 531, 551
	Fieldwork A:
	Fieldwork B:
	SAs: DEI Training
b) Describe the financial considerations in the delivery of genetic services.	Coursework: GCNSL 513, 525
	Fieldwork A:
	Fieldwork B:
	SAs: UW Clinic Conference
c) Advocate for continuity of care.	Coursework: GCNSL 521, 531
	Fieldwork A:
	Fieldwork B:
	SAs: Patient Advocacy/Support Group Meeting
d) Collaborate with members of the Care Team, clients, and other Community Partners.	Coursework: GCNSL 522, 523
	Fieldwork A:
	Fieldwork B:
	SAs: UW Clinic Conference
PROFESSIONAL IDENTITY	
7. Embody the values of the genetic counseling profession.	
a) Adhere to the genetic counselor scope of practice.	Coursework: GCNSL 511, 513, 551
	Fieldwork A:
	Fieldwork B:
b) Follow applicable professional ethical codes.	Coursework: GCNSL 551, 561
	Fieldwork A:
	Fieldwork B:
c) Exhibit behaviors that promote an inclusive, just, equitable, and safe environment for all individuals and communities.	Coursework: GCNSL 523, 534, 551
	Fieldwork A:
	Fieldwork B:

d) Engage in self-reflective practice to promote ongoing growth and development.	Coursework: GCNSL 523, 531, 551
	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.