BAYLOR COLLEGE OF MEDICINE GENETIC COUNSELING TRAINING PROGRAM

GRADUATE STUDENT MANUAL
2019-2020

Manual Materials: Course overviews, thesis guidelines and clinical information.

As a student enrolled in the Baylor College of Medicine School of Health Professions Genetic Counseling Program (GCP), you should be knowledgeable of the College's policies, rules, regulations, and administrative procedures that affect you. This Student Manual provides guidelines and policies for the GCP. Students are responsible for all the information presented in this book.

While every effort has been made to verify the accuracy of information, Baylor College of Medicine reserves the freedom to change, without notice, degree requirements, curriculum, courses, teaching personnel, rules, regulations, tuition, fees, and any other information published herein. This publication is not to be regarded as a contract.

Further information can be obtained from personnel in the following offices:

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Houston, Texas 77030
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School of Health Professions Baylor College of Medicine
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Baylor College of Medicine admits students of any race, sex, religion, marital status, sexual orientation, color, national or ethnic origin, disability, or age to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, sex, religion, marital status, sexual orientation, color, national or ethnic origin, disability, or age, in administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other school-administered programs.

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Baylor College of Medicine

History: Baylor College of Medicine, a private medical school, was chartered by the State of Texas in 1900 and organized as the University of Dallas Medical Department, an independent, nonsectarian institution. In 1903, it became affiliated with Baylor University in Waco as Baylor University School of Medicine. The College moved to Houston in 1943 and became the nucleus of the Texas Medical Center. Baylor College of Medicine separated from Baylor University in 1969 and became an independent corporation.

Mission: Baylor College of Medicine is a health sciences university that creates and applies science and discoveries to further education, healthcare and community service locally and globally.

Department of Molecular and Human Genetics

History: The Department of Molecular and Human Genetics (DMHG) was formally established in the early 1990s by Dr. Arthur L. Beaudet. Prior to its establishment, genetic activities began in the 1970s with the arrival of Dr. Tom Caskey and Dr. Arthur Beaudet from the NIH. Now under the leadership of Chairman, Dr. Brendan Lee, the DMHG is the largest and most integrated genetics department in the world with more NIH funded research than all other Genetics Departments nationally. The DMHG's tripartite mission integrates research, clinical affairs, and diagnostic lab medicine in all daily aspects.

Mission: Transforming Medicine with the Practice and Science of Genetics:
Our department integrates basic research in genetic and genomic mechanisms; translational research in disease models; clinical trials in rare and common genetic diseases; medical genetics care; and cutting edge genetic diagnostic services.

School of Health Professions

History: The Division of Allied Health Sciences began in 1976 as a component of Baylor College of Medicine's (BCM) Department of Community Medicine. In 1988, the Division was transferred to the Dean of Medical Education's Office. In 2004, the Academic Council approved the conversion of the Division to an independent School of Allied Health Sciences administratively positioned to answer directly to the Executive Vice President and Executive Dean of the College. Currently, the Dean answers directly to the Provost of the College. In April 2018, the BCM Board of Trustees voted to approve the change of the name from the School of Allied Health Sciences to the School of Health Professions (SHP).

Mission: To promote the well-being of the people of Texas and beyond by educating outstanding health professionals, providing quality health care services, and contributing to research to improve health professions education and health care delivery.

Accreditation: Baylor College of Medicine and the Genetic Counseling Training Program are accredited as follows:

Baylor College of Medicine is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award masters and doctorate degrees. Contact the

Commission on Colleges at 1866 Southern Lane, Decatur, GA 3 033-4097 or call (404) 679-4500 for questions about the accreditation of Baylor College of Medicine.

Baylor College of Medicine is legally authorized to grant degrees, and grant credits toward degrees, in the State of Texas by the Texas Higher Education Coordinating Board (P.O. Box 12788, Austin, TX, 78711, 512-427-6225).

The Genetic Counseling Program is accredited by the Accreditation Council for Genetic Counseling (ACGC). Visit the College's accreditation page for information about other accrediting agencies that review Baylor College of Medicine's educational programs.

BAYLOR COLLEGE OF MEDICINE GENETIC COUNSELING PROGRAM

Welcome to the Genetic Counseling Program (GCP) in the School of Health Professions (SHP) at Baylor College of Medicine (BCM)! We are pleased that you have chosen to attend the BCM GCP.

This Manual was created to provide you with general information about the Program, the DMHG, the SHP, and BCM. As you proceed through your Program and provide us with feedback on additional information to include that would be helpful for future classes. REFER TO THIS MANUAL AS NEEDED OVER THE NEXT TWO YEARS.

"GENETIC COUNSELING is the process of helping people understand and adapt to the medical, psychological and familial implications of genetic contributions to disease. This process integrates:

- Interpretation of family and medical histories to assess the chance of disease occurrence or recurrence.
- Education about inheritance, testing, management, prevention, resources and research.
- Counseling to promote informed choices and adaptation to the risk or condition."

National Society of Genetic Counselors, 2005; A new definition of Genetic Counseling: National Society of Genetic Counselors' Task Force report. National Society of Genetic Counselors' Definition Task Force, Resta R, Biesecker BB, Bennett RL, Blum S, Hahn SE, Strecker MN, Williams JL, J Genet Couns. 2006 Apr;15(2):77-83.

Who are Genetic Counselors?

Genetic counselors are professionals who have specialized education in genetics and counseling and provide personalized education to individuals as they make decisions about their genetic health. Today, there are more than 4,000 certified genetic counselors. Genetic counselors have advanced training in medical genetics *and* counseling to interpret genetic test results, and to guide and support patients seeking more information about such things as:

- How inherited diseases and conditions might affect them or their families.
- How family and medical histories may impact the chance of disease occurrence or recurrence.

- Which genetic tests may or may not be right for them, and interpretation of their test results
- How to make the most informed choices about their healthcare

Many genetic counselors work in a clinic or hospital settings, and often work with obstetricians, clinical geneticists, oncologists and other doctors. Like physicians, genetic counselors can work in a variety of settings and provide different services. They may provide general care, or specialize in one or more areas, including:

- Prenatal and Preconception
- Pediatric
- Cancer
- Cardiovascular
- Neurology
- Research
- Industry/Laboratory

http://www.nsgc.org/page/whoaregcs

The role of genetic counselors is quickly expanding. We look forward to seeing how you will contribute to our growing field.

PROGRAM MISSION & VISION STATEMENTS:

Mission: The Baylor College of Medicine Genetic Counseling Program provides students a transformative education in genomic medicine and the practice of genetic counseling. The outstanding clinical, laboratory, and research faculty will empower graduates to be empathic professionals with effective critical thinking skills.

Vision: As leaders of genomic medicine integration, our graduates will serve as indispensable navigators of genetic service delivery.

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OVERVIEW

During their graduate education in the SHP, students will learn the principles of genetic counseling and medical genetics and their application to clinical genetics healthcare. The knowledge and clinical skills acquired will prepare you to function as a competent and empathic genetic counselor in a wide range of settings and roles. The curriculum of the Program has been designed to provide students with in-depth knowledge regarding principles of human and medical genetics, the psychosocial impact of genetic disorders, and the research process in genetic counseling. Students will obtain basic content through course work and learn to apply the information through clinical and laboratory rotations and the thesis project. In addition, students will gain experience through attendance and presentations in conferences, seminars, and journal clubs. All of these activities will enable the student to meet the clinical competencies as outlined by the Accreditation Council for Genetic Counseling (ACGC). .

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE

The SHP offers a Master of Science degree in Genetic Counseling that requires 62 credit hours: 49 didactic and 13 clinical..

Course Requirements

You MUST achieve a grade of B or above in all classes throughout the Program. A grade of C or less constitutes failing. Each course in the Program has specific requirements and evaluation processes. If any course grade is below a B, the student will be required to demonstrate his or her mastery of the material (for example, retaking the course and earning at least a B) as decided by the Program Director (PD) and the course director in order to successfully complete the Program. Additionally, each student must demonstrate appropriate development of clinical skills, professionalism and competencies during rotations. Successful completion of all clinical rotations is required. The APD will closely monitor student progress. If there is a concern regarding academic performance, the Program leadership will work with the student to remedy such difficulties on a case-by-case basis. Tutoring is available.

Comprehensive Examination

A comprehensive examination is given in the of spring semester of the second year for all students. The exam is comprised of three parts: a written section, a role play, and an oral section. A student must pass all three sections to meet Program graduation requirements.

- **Written:** The written section is a multiple choice and short answer examination that covers the didactic courses and clinical genetic counseling material covered during the GCP to be taken by all second year students who have performed satisfactorily in all aspects of the Program. Portions of the exam are patterned after the certification examination given by the American Board of Genetic Counseling, but there is no intent to "teach to the board exam".

- **Role Play:** Students will engage in a role play, which will allow them to demonstrate their psychosocial skills and genetics knowledge.

- **Oral**: This portion of the Comprehensive Exam allows students to further demonstrate their knowledge base of human and medical genetics and genetic counseling. The oral exam committee is composed of the Program Leadership and two or three additional faculty. Students are given genetic counseling scenarios to discuss, asked general knowledge questions in any area of the curriculum and may be requested to clarify answers given in the written examination.

Students must attain a score of 70% or above to pass the written examination. A Comprehensive Examination committee, composed of the Program Leadership and two or three additional faculty selected by the PD and APD, will reach consensus on the student's performance on the role play and oral sections to determine if the student has passed these sections of the comprehensive examination.

If a student fails a section of the examination, the Comprehensive Examination Committee will provide opportunities for the student to rectify the deficiency, such as having the student take another written examination or repeat the oral or role play sections. Committee members may also decide that additional course or clinical work is necessary in order to meet the requirements of the Program.

Thesis

The Program requires a thesis for the completion of the master's degree. The thesis must be submitted in the form of a manuscript suitable for publication. This scholarly project may be original research or an extension of existing research involving a clinical or counseling project, or may be laboratory-based project relating to some aspect of genetic counseling. The faculty will advise students regarding appropriate topics and projects. They will assist each student in identifying an appropriate thesis chair and other faculty members from the DMHG or other departments to compose the student's thesis committee. At least one member of the Program faculty will sit on each thesis committee. The committee is charged with assisting the student in defining the area of research and carrying out the project.

Together, the student and the committee will determine the research schedule. Students begin to garner ideas considering possible projects at the start of spring semester of their first year. In early spring, students will identify a thesis chair and meet with the Thesis I course director and Program Leadership to discuss their ideas for possible projects. As a part of Thesis I, students will draft a proposal of their research project and set a date for the committee to meet for a proposal presentation. During the initial committee meeting, each student formally presents the thesis proposal to the committee members and works with the thesis committee to finalize the project.

All students will receive training in the Institutional Review Board (IRB) submission process as a part of Thesis I. Students whose projects involve human subjects will begin drafting their proposals for IRB (and to other institutional IRBs, as appropriate) as soon as the committee approves the project. The final written proposal will need to receive approval before the end of the spring semester in the first year. Failure to have drafted a proposal to submit to the thesis committee will result in receiving an "incomplete" for Thesis I.

During the summer semester, students continue to work on their chosen projects. During the fall and spring semesters of their second year, students will continue to collect, analyze, and summarize their data. As they near the completion of their thesis projects in the spring of their second year, students will be required to present their theses at an open colloquium that will be held at the Baylor College of Medicine. In addition, in Thesis III, students will prepare for and defend their thesis projects during an oral defense in the presence of their thesis committees. The oral presentation will be open to attendance by all Department of Molecular and Human Genetics (DMHG) faculty, staff, students and trainees. Pass/fail of the defense will be determined by the thesis committee only.

Maximum Time Allowed

All the requirements for the master's degree must be completed within two consecutive years unless there is an excused leave of absence. Due to the nature of the clinical rotations, students are required to complete the didactic and clinical course work within the 21 months of the Program. However, if additional time is necessary to finish thesis work, the length of the student's course of study may need to be extended. A master's candidate who is enrolled in Thesis III may, with a written request and approval of the thesis committee and the PD, receive an incomplete in the course and continue work on the thesis for up to four weeks after the graduation date without incurring additional tuition. A student who does not complete and successfully defend the thesis with the approved four-week extension will be required to pay tuition for an additional semester in order to continue work on the project. All requirements for graduation must met within the additional semester in order for the

degree to be conferred.

SUPPLEMENTARY ACTIVITIES

Students will maintain a portfolio which will include summaries documenting supplemental activities and class related assignments from courses including the journal clubs and counseling outlines from counseling courses. As part of this portfolio, students will provide written feedback about each supplemental activity that is not a requirement of a clinical rotation/practicum to the Program Leadership. Discussion time regarding these experiences will be provided during Foundations of Genetic Counseling I & II and Advanced Genetic Counseling I & II.

TEACHING/PUBLIC PRESENTATIONS: variable

Students will be expected to formally present topics of interest at various clinical genetics meetings throughout their training. Students may also have the opportunity to gain experience in presenting information regarding genetic counseling, the career of genetic counseling or some aspect of clinical genetics, to lay, student and/or professional audiences outside of the Program. Students will be asked to present as requests are received by the DMHG or the Program.

Under the guidance of the PD and other genetic counseling faculty, the student will have an opportunity to prepare and give such talks. In some situations, materials for presentations may be provided to students to facilitate their presentations. Any slides or other visual aids such as pamphlets created by the student will become part of the student's portfolio. Students are expected to work with faculty to design and collect evaluations of their presentations from participants, event organizers, and supervising genetic counselors, as suitable, to become part of the student's portfolio.

CURRICULUM

FIRST YEAR (34 semester credit hours)

All first-year students in the GCP are expected to complete the required courses of the first year of the Program for a total of 34 credits, receiving a minimum of a B grade. Students will also participate in other activities such as clinical conferences, departmental seminars, Journal Club, etc. Students will begin to identify projects suitable for consideration for thesis work. It is required that the thesis proposal will be presented during spring semester.

First Year, FALL (15 semester credit hours)

Foundations of Genetic Counseling I
Course Number: GCFGC 64001
(Credits: 4, Fall)
Course Director: Daniel Riconda, MS, CGC
Course Description This course is designed provide students with the foundation on which to build the skills to be a successful genetic counselor. Students will explore contexts and situations in genetic counseling that practicing genetic counselors are likely to face. They will learn procedures for obtaining an accurate and relevant family history, constructing a pedigree, assessing modes of inheritance, making a diagnosis, determining risks, and assessing the need for psychosocial support and will explore diverse counseling theories. The course will include an overview of the history of the profession to provide a framework for understanding the current state of the profession. Students will be introduced to subspecialties within the profession through focused three-week blocks covering

prenatal, pediatric, adult, and cancer genetic counseling and will obtain foundational knowledge specific to these subspecialties. They will also explore the role of genetic counselors in working with clients with various psychosocial needs.

Medical Genetics I
Course Number: GCMEG 63001
(Credits: 3, Fall)
Course Co-Directors: Lindsay Burrage, MD, Ph.D. & Pilar Magoulas, MS, CGC
Course Description: This course is designed for genetic counseling students in their first year of training. This course provides an overview of fundamental principles of cytogenetics, molecular genetics, cancer genetics, population genetics, biochemical genetics and skeletal genetics. This course will be taken in sequence with the Medical Genetics II with both live and pre-recorded lectures. This course will combine didactic lectures with case studies, problem sets, quizzes, and short presentations by the students to reinforce topics presented in the lectures. For example, there are three hours per week: One hour will be live, one hour will be video and one hour will include a combination of topic reviews, assignments, quizzes, and short presentations.

Embryology
Course number: GCEMB 62003
(Credits: 2, Fall)
Course Co-Directors: Mary Brandt, MD & Salma Nassef MS, CGC
Course Description: This course is designed for genetic counseling students in their first year of training. Students will understand the basics of normal human development and will apply this knowledge to a comprehensive understanding of the anatomy of the newborn and adult. Additionally, this course provides a basis for explaining the etiology and process of developmental anomalies. It also provides an introduction to the treatment of patients with congenital anomalies and counseling options for families of affected individuals.

Health Behavioral Counseling
Course Number: HPHBC 62201
(Credits: 2, Fall)
Course Co-Directors: Beth Garland, Ph.D., & Josh Utay, M.Ed., CPO
Course Description: This course will explore the theory and practice of counseling for health behavior change with a focus on application of Motivational Interviewing skills to health-risk behaviors. The stages of behavior change will be introduced using the frameworks of the Transtheoretical Model, social learning theories, and self-determination theory. Elements of the therapeutic alliance and the principles of harm reduction will be introduced along with aligning with the patient through strategic health behavior change counseling. Modeling through role-play will be used to develop and refine the student's ability to identify behavioral risks, assess readiness for change, and use effective communication skills to elicit the patient's commitment to change. Observations of self-help and patient support group sessions will be used to further socialize students to the degree to which individuals are committed to change. Students will be prepared to incorporate the identification of risk and assessment of readiness to change into written reports of workups of patients. These experiences should help the student develop an intimate understanding of the process of change and thereby increase empathy for patients attempting to adhere to challenging treatment regimens and improve their own health behaviors.

Preparing for Genetic Counseling in Practice
Course Number: GCGCP 61001
(Credits 1, Fall)
Course Director: Salma Nassef, MS, CGC & Sarah Huguenard, MS, CGC

Course Description: This course is designed to provide students with a practical foundation in preparing for clinical participation in various practice areas. This hands-on course will build on didactic content learned from Foundations of Genetic Counseling I and serve as an applied course. Students will have the opportunity to practice chart review, interpretation of screening and testing reports, pedigree risk assessments, online risk models, simulated coordination of testing, application of practice guidelines in a clinical context, completion of requisition forms, and identification of genetic testing options based on insurance considerations. This practice-based exploration of clinical genetic counseling will equip students to participate in patient care on clinical rotations.

Research Methods in Genetic Counseling
Course Number: GCRGC 61001
(Credits 1, Fall)
Course Director: Sarah Scollon, MS, CGC
Course Description: This course will introduce students to the tools necessary to conduct clinical research studies in genetics and the foundations necessary for their thesis project. Students will discuss current topics significant to the field of genetic counseling and the roles of genetic counselors in the field of research. The course will explore how research designs including quantitative, qualitative, and outcomes research are utilized in the field of genetic counseling. Students will be introduced to the use of interview and survey techniques in genetic counseling research as well as the basics in obtaining research funding. Courses will be a combination of lecture, student discussion and presentation.

Journal Club I
Course Number: GCJOC 61001
(Credit 1, Fall)
Course Director: Tanya Eble, MS, CGC & Lauren Westerfield, MS, CGC
Course Description: This course covers a review of current literature relating to advancements in genetic counseling, including the risk, diagnosis, and management of genetic diseases. Through this course, students will be able to: 1) review published literature and summarize significant findings, 2) analyze and critically evaluate data from the literature, and 3) present relevant data to provide an overview of key findings published in the literature.

Clinical Practicum I*
Course Number: GCCLP 71001
(Credits 1, Fall)
Course Co-Directors: Tanya Eble, MS, CGC; Salma Nassef, MS, CGC; & Andrea Lewis, MS, CGC
Course Description: Each Clinical Practicum I through V introduces students to a new clinical training experience with the opportunity to observe cases in a variety of clinical settings. At each site, students observe cases one day per week on a rotating schedule under the supervision of genetic counselors or other medical staff. This is an opportunity for students to familiarize themselves with different components of the genetic counseling session, observe different counseling styles, and compare and contrast how different clinical sites operate. At the conclusion of the fall semester, students should be able to prepare for a case and to obtain a three-generation family pedigree. Additional skill acquisition may occur at the discretion of the clinical supervisors.
*Clinical Practicum I, II, IV, and V will each be completed at a different site, cumulatively to expose each student to the following four core specialty clinical services. Fall Practicum III is not intended as a core clinical specialty, as described in that course description. Most of the following sites are confirmed and await affiliation contracts pending the BCM approval process for the MSGC educational program. A template for affiliation agreements has been approved by General Counsel and has been vetted by directors at several of these sites.

Proposed Clinical Practicum Sites:

Prenatal: Harris Health/Ben Taub General Hospital; Texas Children's Pavilion for Women; TCH community clinics (Sugarland, Katy, Woodlands, Northwest); Methodist Hospital; Fetal Center; The Center for Women and Children for the Texas Children's Health Plan; Consultagene Clinic;

Pediatric (also cancer): Texas Children's Pediatric; The Center for Women and Children for the Texas Children's Health Plan; TCH Woodlands; TCH West Campus

Adult (also Cancer): Harris Health/Smith Clinic; VA; McNair

Cancer: Lester and Sue Smith Breast Center at Baylor College of Medicine;

Outreach (samples: distant, out-of-state, or global practicum placements may be considered for advanced practicum students only on an individual basis, pending verification of state authorization and vetting by program leadership):

- The Children's Hospital of San Antonio

First Year, SPRING (19 semester credit hours)

Foundations of Genetic Counseling II
Course Number: GCFGC 63002
(Credits: 3, Spring)
Course Director: Daniel Riconda, MS, CGC
Course Description: This course is designed continue to equip students for their ongoing clinical rotations. Emphasis will be on learning to communicate effectively a broad spectrum of genetic concepts to patients. This includes communicating both orally and in writing information about genetic disorders, procedures, laboratory tests, and risks. Students will practice oral presentation skills and develop patient education aids, which they will use in directed role-plays and standardized patient encounters. They will build upon the skills obtained in Foundations of Genetic Counseling I and will learn how to facilitate decision making, conduct psychosocial assessments, practice critical thinking, and employ ethical practice in genetic counseling. They will also build upon the specialty knowledge base obtained in Foundations of Genetic Counseling I to obtain more detailed knowledge particular to the subspecialties, including prenatal, pediatrics, adult, cancer, and laboratory sciences.

Medical Genetics II
Course Number: GCMEG 63002
(Credits 3, Spring)
Course Director: Lindsay Burrage, MD, Ph.D. & Pilar Magoulas, MS, CGC
Course Description: This course is designed for genetic counseling students in their first year of training. This course provides an overview of genetic disorders encountered in prenatal genetics, pediatric genetics and, adult genetics, as well as advanced topics in biochemical genetics. An emphasis will be placed on etiology, diagnosis, prognosis, differential diagnosis, and management of these disorders. This course will be taken in sequence with Medical Genetics I with both live and pre-recorded lectures. This course will combine didactic lectures with case studies, problem sets, quizzes, short presentations by the students, and direct patient and parent interaction to reinforce topics presented in the lectures. For example, there are three hours per week: One hour will be live, one hour will be video and one hour will include a combination of topic reviews, assignments, quizzes, and short presentations.

Medical Ethics
Course Number: GCETH 62201
(Credits 2, Spring)
Course Director: Christi Guerrini, JD, MPH
Course Description: This course introduces students from the School of Allied Health Sciences and the School of Medicine to basic concepts and terms of clinical ethics and to use of the Ethics-Work-Up to resolve clinical ethics cases. The course is comprised of didactic lectures for all learners (live and pre-recorded), small group sessions with a genetic counseling focus, and clinical ethics rounds. Topics covered include professionalism, confidentiality and privacy, informed consent, decision-making capacity, end-of-life decision making, health policy and responsible resource management, and ethical issues in human subject research.

Ethical and Legal Issues in Human Genetics: Ethics
Course Number: GCELI 61000
(Credit 1, Spring)
Course Director: Sarah Huguenard, MS, CGC
Course Description: This course focuses on the legal and ethical issues in the practice of genetic counseling and clinical genetics. The course will utilize small group genetic counseling focused sessions in combination with other learners. The NSGC Code of Ethics will also be discussed and applied in clinical and research case scenarios. Through the exploration of topics such as eugenics, incidental findings through genetic testing including non-paternity and consanguinity, genetic privacy and GINA, and prenatal testing/PGD students will begin to appreciate ethical considerations and ethical decision making within the scope of clinical practice.

Fundamentals in Epidemiology
Course Number: GCFEP 62000
(Credits 2, Spring)
Course Director: Michael Scheurer, Ph.D. & Philip Lupo, Ph.D.
Course Description: This course introduces the basic principles and methods of epidemiology, with an emphasis on critical thinking, analytic skills, and application to clinical practice and research. Topics include outcome measures, methods of adjustment, surveillance, quantitative study designs, and sources of data. The course is designed for professionals intending to engage in, collaborate in, or interpret the results of epidemiological research as a substantial component of their career.

Genetic Epidemiology and Population Genetics
Course Number: GCEPG 61000
(Credits 1, Spring)
Course Director: Philip Lupo, Ph.D.
Course Description: This introductory level course in genetic epidemiology will build upon the topics covered in foundations in epidemiology with focus on the design of studies to identify disease-gene associations. The lectures concentrate on the two most common study designs for genetic association studies: case-control studies and case-parent trios, and address disease-gene associations, gene-environment interactions, and maternal genetic effects. Students will learn about study design and data analysis through class lectures, independent readings, completion of problem sets, and class discussions.

The objectives of this course are to provide the student with an understanding of complex genetic diseases; population genetics; common designs for studies of disease-gene association; approaches for evaluating gene-environment interactions; and approaches for assessing maternal genetic effects. At the conclusion of the course, students will be able to design case-control and family-based studies to detect disease-gene associations, and should have an understanding of the various statistical

approaches that can be used to analyze the resulting data.

Thesis I
Course Number: GCTHE 81001
(Credits 1, Spring)
Course Director: Sarah Scollon, MS, CGC
Course Description: This course will continue the work begun in Genetic Counseling Research Methods. The course is designed to prepare students for submission of their thesis projects. This course will provide the framework for development of strong thesis projects from evaluation of ideas through execution of the project to publication of the data. Students will learn about choosing research mentors, writing human research protocols, obtaining informed consent, developing research projects, study design, and presentation of research in the form of abstracts and posters. Through this course, students will present ideas and outlines of their thesis project for evaluation by their instructors and peers and will submit a protocol to the IRB for their thesis project. Thesis Advisory Committee members will be identified and thesis proposal will be presented to class and advisors for candidacy.

Psychosocial Practicum I
Course Number: GCPSP 62001
(Credits: 2, Spring)
Course Co-Directors: Salma Nassef, MS, CGC; Patti Robbins-Furman, MS, CGC; & Tammy Solomon, MS, CGC
Course Description: This course is designed to introduce and expand on various concepts pertaining to psychosocial aspects of a genetic counseling session. This will be a combined class incorporating both first and second year genetic counseling students. Students will learn through didactic lectures, group discussion, role-plays, interactive sessions, and reflective exercises. Through the exploration of topics such as ethics, cultural competency, difficult patients, and autonomy, students will be able to develop skills specific to clinical practice.

Journal Club II
Course Number: GCJOC 61002
(Credit 1, Spring)
Course Director: Tanya Eble, MS, CGC & Lauren Westerfield, MS, CGC
Course Description: This course covers a review of current literature relating to advancements in genetic counseling, including the risk, diagnosis, and management of genetic diseases. Through this course, students will be able to: 1) review published literature and summarize significant findings, 2) analyze and critically evaluate data from the literature, and 3) present relevant data to provide an overview of key findings published in the literature.

Clinical Practicum II (for site listings, see Clinical Practicum I, First Year, Fall)
Course Number: GCCLP 72002
(Credits 2, Spring)
Course Co-Directors: Tanya Eble, MS, CGC; Salma Nassef, MS, CGC; & Andrea Lewis, MS, CGC
Course Description: Students will rotate through three clinical sites for 6-week blocks. During this semester students begin to take on additional case responsibilities. These responsibilities may include case preparation, including review of the medical records and literature, obtaining family, medical and pregnancy histories, providing inheritance counseling, presenting cases to the medical staff, participating in case conferences, and composing counseling letters.

Laboratory Course
Course Number: GCLAB 71000

(Credits: 1, Spring I)
Course Director: Pat Ward, MS, CGC & Sandra Peacock, MS, CGC
Course Description: This course is designed for genetic counseling students at the end of their first year of training. Through this course students will become familiar with molecular, biochemical, and cytogenetic techniques, including PCR, sequencing, next generation sequencing, CMA, tandem mass spectrometry, organic and amino acid analysis, cell culture, banding, and karyotyping. Additionally, through this course students will understand the basics of the role of a laboratory genetic counselor.

SECOND YEAR (28 semester credit hours)

Students will complete 28 semester credit hours during the course of their second year. This will include 8 credit hours for their thesis over two semesters. Additionally, they will have 10 credit hours of clinical practicum – 2 hours in the second year between June and July, 4 hours between August and December and 4 hours in the spring semester. The thesis defense will be scheduled in April or May.

Second Year, FALL (15 semester credit hours)

Clinical Practicum III (for site listings, see Clinical Practicum I, First Year, Fall)
Course Number: GCCLP 72003
(Credits 2, Fall (June-July))
Course Director: Daniel Riconda, MS, CGC & Salma Nassef, MS, CGC
Course Description: This rotation provides students with extensive clinical training and increasing case responsibilities. Students will participate in a (minimum) 5 week full time practicum. The internship can be in or outside of the state of Texas for students in good standing pending student interest and clinic site availability. Practicum III provides students with the opportunity to train in varied geographic settings, to work with novel patient populations, and to pursue individual clinical interests.

Advanced Genetic Counseling I
Course Number: GCAGC 62001
(Credits: 2, Fall)
Course Director: Daniel Riconda, MS, CGC
Course Description: This course continues the work begun in Foundations of Genetic Counseling I and II. This course includes a discussion of the current state of the genetic counseling profession with a focus on current professional issues, including issues such as professional development, standards of practice, expanded roles of genetic counselors and cultural competency. The course will introduce student thesis projects as a group and address presentation skills as well as preparation for job searching and interviewing.

Thesis II
Course Number: GCTHE 84002
(Credits: 4, Fall)
Course Director: Sarah Elsea, PhD
Course Description: The MSGC Program in Genetic Counseling requires completion of a research thesis. This course will continue the work begun in Research Methods in Genetic Counseling & Thesis I. Students will gather data related to their IRB approved graduate level research project developed in Thesis I under the supervision of a thesis advisory committee. Students will begin data analysis of their IRB approved graduate thesis project developed. The experience will be structured such that students are expected to meet with their primary thesis advisor at least once a week and the full advisory committee at least once a month for the purposes of ongoing project oversight, implementation, data

analysis and interpretation of results, and summarizing results.

Journal Club III
Course Number: GCJOC 61003
(Credit 1, Fall)
Course Director: Tanya Eble, MS, CGC & Lauren Westerfield, MS, CGC
Course Description: This course covers a review of current literature relating to advancements in genetic counseling, including the risk, diagnosis, and management of genetic diseases. Through this course, students will be able to: 1) review published literature and summarize significant findings, 2) analyze and critically evaluate data from the literature, and 3) present relevant data to provide an overview of key findings published in the literature.

Variant Interpretation and Counseling
Course Number: GCVIC 62000
(Credits 2, Fall)
Course Director: Patricia Ward, MS
Course Description: Gene curation helps the healthcare provider assess and classify the role of a variant found in a gene's sequence and its potential role in a disease. In this course, students will learn the process of variant classification in laboratory result interpretation. This course is designed to provide students with the foundation on which to build the skills to utilize databases and other resources to aide in the classification and re-classification of novel gene variants as well as previously described gene variants. Genetic counseling students and other learners taking this course will also be asked to contribute to writing and critically reviewing laboratory reports on exome sequencing, gene panel sequencing, and other genetic testing methodologies. Students will have option of shadowing Clinical Genomics Scientists from the Clinical Genomic Interpretation division at Baylor Genetics to learn how professional society guidelines of variant classifications are used in clinical interpretation. Students will also be introduced to bioinformatics and how they may be used to inform genetic testing methodologies and reporting.

Clinical Practicum IV (for site listings, see Clinical Practicum I, 1st Year, Fall)
Course Number: GCCLP 74004 CPRAC
(Credits 4, Fall (August – December))
Course Co-Directors: Tanya Eble, MS, CGC; Salma Nassef, MS, CGC; & Andrea Lewis, MS, CGC
Course Description: Students will rotate through two eight-week blocks each semester. During this semester students will take on full cases including case preparation, counseling the full session, test coordination, and follow up as needed. Through this rotation and with continuation into clinical practicum V, the students will rotate through the three main specialties (prenatal, pediatric, and adult).

2nd Year, SPRING (13 semester credit hours)

Advanced Genetic Counseling II
Course Number: GCAGC 62002
(Credits: 2, Spring)
Course Director: Daniel Riconda, MS, CGC
Course Description: This course focuses on advanced topics within the profession of genetic counseling. It will provide the framework for discussion and understanding of such topics as licensure, billing and reimbursement for services, supervision, and compassion fatigue and burn out, board preparation and genetic counseling outcomes as well as legal and ethical issues within the practice of genetic counseling.

Psychosocial Practicum II
Course Number: GCPSP 62002
(Credits: 2, Spring)
Course Co-Directors: Salma Nassef, MS, CGC; Patti Robbins-Furman, MS, CGC; & Tammy Solomon, MS, CGC
Course Description: This course is designed to introduce students to concepts pertaining to psychosocial aspects of a genetic counseling session. This will be a combined class incorporating both first and second year genetic counseling students. Students will learn through didactic lectures, group discussion, role-plays, interactive sessions, and reflective exercises. Through the exploration of topics such as ethics, cultural competency, difficult patients, and autonomy, students will develop skills specific to clinical practice.

Thesis III
Course Number: GCTHE 84003
(Credits: 4, Spring)
Course Director: Sarah Elsea, PhD
Course Description: The experience will be structured such that students are expected to meet with their primary thesis advisor at least once a week and the full advisory committee at least once a month for the purposes of ongoing project oversight, implementation, data analysis and interpretation of results, and summarizing results. Students will prepare manuscript and/or abstract for submission to a reputable national journal or national conference. In addition, they will orally present their dissertation in an open colloquium and then participate in a closed oral defense after their presentation with their thesis advisory committee.

Journal Club IV
Course Number: GCJOC 61004
(Credit: 1, Spring)
Course Director: Tanya Eble, MS, CGC & Lauren Westerfield, MS, CGC
Course Description: This course covers a review of current literature relating to advancements in genetic counseling, including the risk, diagnosis, and management of genetic diseases. It also includes attendance at genetics case conferences at least twice a month. Through this course, students will be able to: 1) review published literature and summarize significant findings, 2) analyze and critically evaluate data from the literature, and 3) present relevant data to provide an overview of key findings published in the literature.

Clinical Practicum V (for site listings, see Clinical Practicum I, 1st Year, Fall)
Course Number: GCCLP 74005
(Credits 4, Spring)
Course Co-Directors: Tanya Eble, MS, CGC; Salma Nassef, MS, CGC; & Andrea Lewis, MS, CGC
Course Description: This rotation is a continuation of the Clinical Practicum IV course. Students will rotate through two 8-week blocks in this semester. The first block will be in one of the core specialties (prenatal, pediatric, and adult). During this semester students will take on full cases including case preparation, counseling the full session, test coordination, and follow up as needed. The second block will be reserved for their desired specialty, remediation if needed, and/or a specialty rotation.

Graduation Requirements:

- 62 Credits (49 didactic and 13 clinical)
- Successfully passing the comprehensive exam (as defined by PD, APD, and comprehensive examination committee)
- Completion/successful defense of thesis (as defined by thesis committee, PD, and APD)

COURSE CURRICULUM

Fall Year 1

Course* identifiers	Course ** number	Course Name	Credits	Term
GCFGC	64001	Foundations of Genetic Counseling I	4	Fall 3
HPHBC	62201	Health Behavioral Counseling	2	Fall 3
GCMEG	63001	Medical Genetics I	3	Fall 3
GCGCP	61001	Preparing for Genetic Counseling in Practice	1	Fall 3
GCEMB	62003	Embryology	2	Fall 3
GCRGC	61001	Research Methods in Genetic Counseling	1	Fall 3
GCJOC	61001	Journal Club I	1	Fall 3
GCCLP	71001	Clinical Practicum I	1	Fall 3

Total credits = 15

Spring Year 1

Course* identifiers	Course ** number	Course Name	Credits	Term
GCFGC	63002	Foundations of Genetic Counseling II	3	Spring 1
GCETH	62000	Medical Ethics	2	Spring 2
GCMEG	63002	Medical Genetics II	3	Spring 1
GCELI	61000	Ethical and Legal Issues in Human Genetics: Ethics	1	Spring 1
GCFEP	62000	Fundamentals in Epidemiology	2	Spring 1
GCEPG	61000	Genetic Epidemiology and Population Genetics	1	Spring 2
GCTHE	81001	Thesis I	1	Spring 1
GCPSP	62001	Psychosocial Practicum I	2	Spring 1
GCJOC	61002	Journal Club II	1	Spring 1
GCCLP	72002	Clinical Practicum II	2	Spring 1

GCLAB	71000	Laboratory Course	1	Spring 3

Total credits = 19

Summer

Course* identifiers	Course ** number	Course Name	Credits	Term
GCCLP	74003	Clinical Practicum III (Summer)	2	summer

Fall Year 2

Course* identifiers	Course ** number	Course Name	Credits	Term
GCAGC	62001	Advanced Genetic Counseling I	2	Fall 2
GCTHE	84002	Thesis II	4	Fall 2
GCJOC	61003	Journal Club III	1	Fall 2
GCVIC	62000	Variant Interpretation and Counseling	2	Fall 2
GCCLP	74004	Clinical Practicum IV	4	Fall 2

Total credits = 15 (including summer rotation)

Spring Year 2

Course* identifiers	Course** number	Course Name	Credits	Term
GCAGC	62002	Advanced Genetic Counseling II	2	Spring 1
GCPSP	62002	Psychosocial Practicum II	2	Spring 1
GCTHE	84003	Thesis III	4	Spring 1
GCJOC	61004	Journal Club IV	1	Spring 1
GCCLP	74005	Clinical Practicum V	4	Spring1

Total credits = 13
Total credit hours = 62

*SHP assigns each course a 5-character alphabetic code reflecting the school (HP) or Program with which it is affiliated (GC) and its content.
** Each course is assigned a 5-digit numeric designation. The first digit reflects the course level. 6xxxx = basic science courses; 7xxxx = clinical science courses; 8xxxx = specialized or other higher level courses. Second digit reflects the number of semester hours awarded for successful completion. Third through fifth digits are unique numbering for each Program to use in clustering its courses.

EXAMINATIONS

The GCP examinations are administered through ExamSoft, a cloud-based exam management tool. All students are required to have a laptop computer that can be used for electronic examinations. Certain types of exams may also be administered on paper, using standardized patient simulations, or as oral exams, as appropriate.

The following policies must be observed for all exams:

- All personal belongings (backpacks, purses, tablets, cell phones, smart watches, calculators, scratch paper, pens/pencils, etc.) must be placed at the front of the room.
- If the exam is being given via ExamSoft, each student must have a privacy screen installed on his/her laptop prior to the start of the exam.
- The examination **MUST** be completed within the allotted time. Incomplete exams will be evaluated and scored as is.
- Students may leave the room to use the restroom; however, no additional time will be allowed to finish the exam. If the exam is being given via ExamSoft, a student may need a resume code from the proctor to restart the exam. Only one student may leave the room at a time.
- Students should answer each question to the best of their abilities, being sure to follow all instructions.
- Scratch paper and pencils will be provided. Students may write notes on the scratch paper, however, only answers uploaded into ExamSoft (or entered on the Scantron or paper exam) will be counted toward the student's grade. The scratch paper and pencils must be returned to the proctor at the end of the exam.
- Students may use the calculator available through ExamSoft. Students may not use any other calculator or similar device.
- After finishing an exam in ExamSoft, click the "exit/save" button on the tool bar and then close the exam. When prompted, select "exit and upload." A green screen indicates that the student has successfully uploaded the exam. Students MUST show the green screen to the proctor in order to be dismissed from the classroom.
- Any suspected unethical during the exam will result in immediate uploading of the exam and a grade of zero.
- The College recognizes honesty and integrity as essential to the academic functions of the College. The following rules are promulgated in the interest of protecting the validity of the College's grades and degrees, and to assist students in developing standards and attitudes appropriate to academic life and the practice of health care. Violation of academic rules can result in dismissal from the College.
- No student shall receive assistance not authorized by an instructor in the preparation of any assignment, laboratory exercise, report, or examination submitted as a requirement for an

academic course or rotation.

- No student shall knowingly give unauthorized assistance to another student in such preparation.
- No person shall sell, give, lend, or otherwise furnish to any unauthorized person material that can be shown to contain the questions or answers to any examination to be given at any subsequent date, in any course of study offered by the College, excluding questions and answers supplied by the department for the purpose of review.
- Any persons taking, or attempting to take, steal, or otherwise procure in any unauthorized manner any material pertaining to the conduct of a class, including examinations, laboratory equipment, etc., shall be in violation of this regulation.
- Students can be disqualified from taking or continuing to sit for an exam and/or be dismissed from Baylor College of Medicine if the College, at its sole discretion, determines through any reasonable method such as observation or testimony by eyewitnesses, including but not limited to, any of the following forms of academic dishonesty including:
    - Cheating,
    - Plagiarism without proper citation,
    - Unauthorized disclosure of test questions to other students, or
    - Unauthorized disclosure of test answers to other students.

Didactic Grades

Students are required to score 76% or higher on each individual course module within the School of Health Professions. In courses offered in other Schools such as the School of Medicine, the criteria for a B will be outlined in the course syllabus. For modules in which a student scores less than 76%, remediation of the module will be required. A successful remedial attempt will result in a grade of 76% for the module. An unsuccessful remedial attempt will result in a failing course grade. The grading scale will be as follows:

Grade	Score Range	Quality Points	Interpretation
A	90 – 100	4.0	Exceptional performance
B	76 – 89	3.0	Performance meeting expectations
C	70 – 75	2.0	Unsatisfactory performance (failure)
D	65 – 69	1.0	Unsatisfactory performance (failure)
F	0-64	0.0	Unsatisfactory performance (failure)

Late Submissions

All assignments are due by the stated due date and time or when specified by the course director. Assignments received after this time are considered late. In special circumstances, course directors may grant extensions for assignments. A student who wishes to apply for an extension should contact the course director immediately to discuss his or her circumstances. Assignments submitted after the due date and without an agreed upon extension will be penalized as follows: a 10% penalty for the first day after the missed deadline and a subsequent 5% penalty per day for the next six calendar days after the due date (including Saturdays and Sundays). No assignments will be accepted more than seven calendar days past the due date except in exceptional circumstances and in consultation with the course director.

CLINICAL ROTATIONS

Description

Students will be oriented at each institution where they have a clinical rotation by the supervising genetic counselors at the time of their rotations. Institutional services, expectations, roles and responsibilities will be addressed in detail at that time.

Students must satisfactorily complete all rotations of clinical practicum. Rotations include the following areas: Prenatal Genetics, Pediatric Genetics, Adult Genetics, Cancer Genetics, and Specialty Clinics.

Clinical Practicum I is comprised of observational clinical rotations in the first semester that introduce students to a variety of clinical settings. At each site, students observe cases one half day to one full day per week on a rotating schedule under the supervision of genetic counselors or other medical staff. This is an opportunity for students to familiarize themselves with different components of the genetic counseling session, observe different counseling styles, and compare and contrast how different clinical sites operate.

Clinical Practicum II in the spring semester, students will rotate through three clinical areas for 6-week blocks. During this semester students begin to take on additional case responsibilities as they attend clinic 1-2 days per week.

Summer Practicum III provides students the opportunity to train in varied geographic settings, to work with novel patient populations, and to pursue individual clinical interests. This rotation provides students with extensive clinical training and increasing case responsibilities. Over the summer, students participate in a five-week full time practicum (up to 240 hrs.). The internship can be in or outside of the state of Texas for students in good standing pending student interest and clinic site availability and approval (vis a vie an executed affiliation agreement).

In Clinical Practicums IV & V students will rotate through two eight-week blocks each semester. During this semester students will take on full cases including case preparation, counseling the full session, test coordination, and follow up as needed as they attend clinic 2-3 days per week.

The specific rotation schedule for each student will be assigned by the APD during in advance of your first day at the clinical site.

Each clinical rotation will provide students with opportunities to have first-hand experience with individuals and families affected by a broad range of genetic disorders. The intent of each rotation will be to expose students to the natural history and management of common genetic conditions and birth defects and to the relevant psychosocial issues involved in each case. During these clinical experiences students will be required to observe and practice a range of genetic counseling functions, including preparing for cases; obtaining medical and family histories; assessing and explaining risks; performing psychosocial assessments; communicating information about disease characteristics, inheritance, and natural history; providing anticipatory guidance and supportive counseling; identifying and using medical and community resources; communicating information to other health care professionals; and case management and follow-up.

The rotation sites include:

- Prenatal: Harris Health/Ben Taub General Hospital; Texas Children's Pavilion for Women; TCH community clinics (Sugarland, Katy, Woodlands, Northwest); Methodist Hospital; Fetal Center; The Center for Women and Children for the Texas Children's Health Plan (Greenspoint and Southwest); Consultagene Clinic
- Pediatric: Texas Children's Hospital (TCH) Main campus; The Center for Women and Children for the Texas Children's Health Plan; TCH Woodlands; TCH West Campus
- Adult (including Cancer): Harris Health/Smith Clinic; VA; McNair
- Cancer:; Lester and Sue Smith Breast Center at Baylor College of Medicine; Consultagene Clinic
- Outreach (samples: distant, out-of-state, or global practicum placements may be considered for advanced practicum students only on an individual basis, pending verification of state authorization and vetting by Program leadership):
    - The Children's Hospital of San Antonio

Clinical Rotation Grading

Grading is on an A, B and F basis. Successful completion of **EACH** clinical rotation is required to graduate from the Program. Specific requirements for achievement in clinical rotations will be provided and outlined by the student's clinical supervisors during each rotation. These may include, but are not limited to, preparing for cases weekly (chart review, literature search on appropriate topics pertaining to each case, obtaining additional information – lab data, hospital records, etc.), meeting with the supervising counselor prior to each case (at a time agreed upon by the student and the counselor) to discuss counseling issues and strategies. In addition, the student may be asked to prepare a pre- case counseling outline and write-up. The pre-case write-up will be the basis for case review and discussion with the supervising counselor. The pre-case may be required (see individual clinical rotation requirements) prior to seeing the patient in order for the student to actually see the case.

Following each case, clinic notes, letters, post case write-ups and other additional information requested must be submitted in a timely manner (see specific clinical rotation information). Failure to meet expected deadlines more than three times for case write-ups, letters, etc., will result in a failing grade for the rotation and the student will either need to repeat the rotation or be asked to withdraw from the Program. A student who does not perform satisfactorily and meet the requirements of the practice-based competencies will not receive a passing grade for the clinical placement. Consistent with the remediation process later in this manual (pages 35 and 36), the Course Director for the clinical rotation will evaluate the student for areas of focused skill deficits and if a single area of weakness is identified, will direct a targeted remediation; if there are multiple deficiencies, the Course Director will report the original failing grade to the PD to begin a process of comprehensive remediation. Both targeted and comprehensive remediation of clinical skills deficiencies will result in a written remediation plan including required outcomes and a timeline to be signed by the student and the Course Director in the case of a targeted remediation, and signed by the student, the Course Director and the PD in the case of a comprehensive remediation. Remediation activities may include, but are not limited to, additional clinical work or use of simulation with faculty and/or standardized patients with a focus on an identified deficiency or deficiencies. In addition, the final clinical rotation for a given student can be assigned by Program leadership in order to shore up areas of weakness that have been identified through previous clinical rotations.

Practicum/Rotation Objectives

The clinical practicum supports the development of practice-based competencies as outlined by the Accreditation Council for Genetic Counseling and represents practice areas that define activities of a genetic counselor. These competencies fall into the following domains: communication skills; critical-thinking skills; interpersonal, counseling, and psychosocial assessment skills; and professional ethics and values. During each rotation, students will be assessed on skills necessary for achievement of each competency as outlined in specific objectives.

By the end of each rotation, the student will demonstrate progress in the following competencies:

- establish a mutually agreed upon genetic counseling agenda with the client
- elicit an appropriate and inclusive family history
- elicit pertinent medical information including pregnancy, developmental and medical histories
- elicit a social and psychosocial history
- convey genetic, medical, and technical information including, diagnosis, etiology, natural history, prognosis, and treatment/management of genetic conditions, and /or birth defects to clients with a variety of educational, socioeconomic, and ethnocultural backgrounds
- explain the technical and medical aspects of diagnostic and screening methods and limitations
- understand, listen to, communicate, and manage a genetic counseling case in a culturally responsive manner
- document and present case information clearly and concisely, both orally and in writing, as appropriate for the audience
- assess and calculate genetic and teratogenic risks
- evaluate a social and psychosocial history
- identify, synthesize, organize and summarize pertinent medical and genetic information for use in genetic counseling
- demonstrate successful case management skills
- assess client understanding and response to information and its implications to modify a counseling session as needed
- identify and access resources and services
- identify and access information resources pertinent to clinical genetics and counseling
- establish rapport, identify major concerns, and respond to emerging issues of a client or family
- elicit and interpret individual and family experiences, behaviors, emotions, perceptions, and attitudes that clarify beliefs and values
- use a range of interviewing techniques
- provide short-term, client-centered counseling and psychological support
- promote client decision-making in an unbiased, non-coercive manner
- establish and maintain inter-and intra-disciplinary professional relationships to function as part of a health care delivery team
- act in accordance with the ethical, legal, and philosophical principles and values of the profession
- serve as an advocate for clients
- introduce research options and issues to clients and families
- recognize his or her own limitations in knowledge and capabilities regarding medical, psychosocial, and ethnocultural issues and seek consultation or refer clients when needed
- demonstrate initiative for continued professional growth

LOGBOOKS

Each student will maintain a logbook of **ALL** patients he/she sees **including all observations**. This log should include all information needed to satisfy documentation of the student's role in each case as well as detailed notes on the cases and counseling strategies. The logbook should reflect the depth and breadth of the student's clinical experience. The Typhon system will be the electronic logbook tracking system. Logbooks will be reviewed by the PD and rotation supervisor at the end of each clinical rotation, as well as by the supervisor involved with the case. Additionally, all student cases will be reviewed and must be completed to the satisfaction of the supervising genetic counselor, physician, and PD prior to the student leaving the Program.

Patient identifiers (such as patient hospital number) must never be used on the logbook. The Typhon system will auto assign a unique identifier for each case entered.

Specific expectations during each rotation for each clinical site will be given to the student prior to starting the rotation (see clinical rotation manual). Students will also meet with their rotation supervisor(s) at mid-rotation and at the end of the rotation to discuss feedback and progress.

Each student, over the period of four semesters plus the summer, will be expected to obtain a minimum of 50 supervised cases and other materials documenting their clinical training. These materials become a permanent part of the student's portfolio, maintained in the Typhon management system, and will be collected by the PD prior to the student graduating the Program. In each clinical setting in which cases will be eligible to be included in their logbook, the student will have direct supervision by a certified genetic counselor and/or medical geneticist. The student must complete a total of 13 credit hours of Clinical Practicum (1 credit in the fall of year one, 2 credits in the spring of year one, 2 credit hours in the summer; 4 credit hours in the fall of year two and 4 credit hours for the final spring semester) for a minimum of 720 hours of clinical practicum.

Students will have an exit interview with the PD and APD to review the logbook and other materials before leaving BCM.

Finally, prior to starting each rotation, each student will identify specific goals that the student wishes to accomplish during that rotation. Students will continue to add and build upon the list of goals at the beginning of each new rotation and will review them with the supervising counselor(s) at the beginning and end of a rotation. It is anticipated that by the end of the Program, the students will have achieved the goals that they and Program faculty have set.

University Academic Calendar, Holidays, and Vacation

Graduate students in the SHP are officially registered for the entire year and as such are expected to dedicate full time to course work, clinical training and study. Graduate students in the professional schools are subject to the SHP Calendar, which specifies the holidays they may observe each year. Thus, graduate students in the Genetic Counseling Training Program are expected to be present throughout the entire semester, regardless of whether or not classes, etc., are in session. Official holidays include Labor Day, two days at Thanksgiving, two weeks for Christmas/New Year's break, Martin Luther King Day, one week spring break and July 4th.

Requests for excused absences based on religious observance, sick leave or medical or family

emergencies will be considered on a case by case basis. Even if an excused absence is granted, the student will be responsible for completing all missed assignments, required classwork and examinations.

Vacation times will be planned and discussed with the appropriate clinical faculty or supervising genetic counselors, etc. At least one months' advanced notice is required. Final approval must be given by the PD.

Attendance

Students are expected to attend all required conferences, classes, clinical assignments and rotations, even when a rotation is off campus. If the student is ill or must miss a conference, class or clinical assignment, the student must contact the appropriate supervising genetic counselor, professor or PD to notify them that they are ill. During clinical rotations, if a student misses more than 6 days during the rotation, the student will be expected to repeat that rotation in order to receive a passing grade. All requests for excused absences must be made in writing and approved by the course director and Program leadership. If the student misses a significant portion of required attendance at clinical conferences or classes, the student may be asked to extend their course of study to make up deficiencies.

Financial Aid

Each student is responsible for obtaining his or her own financial aid. The Office of Student Financial Aid supports the mission, vision, and values of Baylor College of Medicine (https://www.bcm.edu/education/schools/school-of-health-professions/programs/doctor-of-nursing-practice-nurse-anesthesia/admissions/tuition-and-fees The telephone number is 713-798-4603 and the email address is finaid@bcm.edu. Financial arrangements should be made by the time the student registers for each semester. Fall and spring semester tuition bills are sent directly to the student. BCM reviews tuition charges annually, and reserves the right to change the amount of tuition and fees and/or to amend the method of charging tuition and fees without notice. Any changes in school tuition or fees will apply to all students enrolled in the school, regardless of the date of matriculation.

Other expenses include the Program-related fees and health insurance fees if the student does not have health insurance outside of the Program. Students who have alternate medical insurance may waive the Aetna Student Health Program fee each semester by completing a waiver form. Students are given the opportunity to waive out of the Aetna Student Health Program if their alternate coverage meets the BCM waiver criteria. A student may submit a waiver of coverage:

1. During the Annual Student Insurance Change Period
2. As an incoming student
3. As a result of a qualifying life event (birth, marriage, commencement of employment, etc.)

Billing for the Student Health Program is charged to the student's tuition bill and administered through the Student Account Services Office. For questions in regards to health charges or due credits please contact their office directly.

Students may work part time as long as it does not interfere with Program requirements including didactic coursework and class times, clinical rotation responsibilities and thesis work. Students may contact the Office of Student Employment which assists students seeking part-time employment on

and off campus during the academic year.

During the second year of training, students will be given a $1,000 stipend to be applied to expenses incurred to attend the Annual Conference of the NSGC. This stipend will only be available to students that attend this conference (typically held in the fall).

Student Lockers

Students will be assigned a combination locker while enrolled in the Program.

Internet

Each student at BCM receives free access to email services. Students will receive an ID number and directions for accessing the internet at home and this will be reviewed again during orientation. Moreover, the campus is wireless, so students should be able to access the internet from anywhere on campus if their laptops have wireless capability. Network security requirements for personal computers will need to meet guidelines established by the BCM IT security team (Acceptable Use policy, article 8.9: https://www.bcm.edu/education/schools/school-of-health-professions/current-students/handbook/regulations-concerning-conduct).

Netiquette

All communications in discussions boards, chat forums, and via other online tools should be composed with tact, fairness, and common courtesy. Students should keep in mind that communication cues, such as body language, tone, and expression, are absent in an online forum and, as a result, misunderstandings can occur. Students are encouraged to be cautious about the wording and tenor of all communication and to observe basic netiquette guidelines. All communications should represent graduate level grammar, spelling, and syntax.

All students have the right to appropriately express opinions in discussions and other online forums. Attempts to dominate a discussion by posting threads excessively, intentionally changing the discussion topic, exhibiting an inappropriate or argumentative attitude or other disruptive behavior will not be permitted.

For more information about online netiquette and the BCM social media policy, visit the following sites: https://intranet.bcm.edu/?tmp=/pa/socialmedia http://online.uwc.edu/academics/how-online-education-works/online-etiquette http://www.albion.com/netiquette/corerules.html

Email Communication

Students must use their BCM email accounts for all Program communication. When submitting questions or coursework via email, students should observe the instructor's guidelines regarding subject lines, attachment types, and file naming conventions. Instructors may request that students put the course name or course ID in the subject field, use a particular naming convention for attachments, or request assignments in a particular format or file type. Following these guidelines will help ensure efficient communication between instructors and students.
Failure to comply with these guidelines may result in a delayed reply or misplaced coursework.

Technical Difficulties

All students are encouraged to have a back-up plan for internet/computer access should they experience technical difficulties with their primary computer or internet service provider. If a student experiences technical difficulties (e.g., internet outage, power outage, weather-related issues) that prevent him or her from submitting an assignment, the student should contact the instructor immediately via phone or other communication method. The instructor will advise the student how to proceed with submitting the coursework.

Libraries

Students have access to the TMC library. The majority of journals and texts useful to genetic counseling students can be found in either the TMC Library or online through the library. Hard copies of the Journal of Genetic Counseling are available in the Program offices. This is the PD's personal subscription (the Journal of Genetic Counseling issues from 1/2004-present are on-line only). Students may use the TMC library at any time. Books, journals and reprints may NOT be removed, but copies may be made at the library. Other facilities will let the students know what reference materials they have access to during rotations.

Student Office Space at Rotation Sites

Office space (cubicle area or other arrangement) has been made available to students when they are involved in clinical rotations at the various institutions. Each genetics center will provide students with access to patient records and materials including computer access to on-line databases as appropriate. **NO PATIENT RECORDS ARE TO BE REMOVED FROM ANY GENETICS CENTER – NOR MAY ANY PATIENT DATA BE COPIED AND TAKEN OUT OF THE FACILITY.** Office space at the various institutions is very limited. Please do NOT use hallways or secretaries' office areas as gathering or meeting places. Students should **NEVER** telephone patients or discuss patient related matters in any public area (including elevators, lunch room, etc.) other than those that have been designated by your supervisors. NO personal calls or texting should be made or received at your rotation site unless there is an emergency.

Confidentiality Agreements and HIPAA Training

Students must sign Confidentiality Agreements with the various institutions prior to participating in any clinical activities including observations and clinic conferences. This is to preserve patient confidentiality. Due to new regulations under HIPAA – new guidelines regarding maintaining patient confidentiality have been instituted. In this regard, students may **NOT** copy and maintain any patient records including the pedigree. All pre-case and post-case write-ups must have patient names, etc., blacked out.

Professionalism and Dress Code

Business casual attire and demeanor is expected when seeing patients or when otherwise engaging in professional activities at all clinical rotation sites. Students should wear their student badges at all times when involved in any patient situation. Check with the clinic regarding dress codes. Some facilities are stricter than others. In general, blouse and skirt or coat and tie, dress or pantsuit is appropriate attire when seeing families in the clinic area. NOTE: Blue jeans, shorts, t- shirts or tank tops, very short skirts or tops that are low cut or do not cover the abdomen, heavy boots or shoes, sneakers, etc., are not appropriate clothing for the clinical areas. Body piercing and tattoos cannot be visible to patients. Additionally, if a student is seeing patients on consults and will be in the

patient areas, they should be dressed as if they were seeing patients. Chewing gum, eating or drinking when seeing patients is unprofessional and should never be done.

Dress in the department is casual and you may wear jeans and other casual clothing. If your clothes are felt to be inappropriate, you may be asked to leave and/or change.

Please address faculty formally as warranted by their academic or professional title (Dr., Professor, etc.) unless they instruct otherwise. In the clinical setting when seeing patients, **ALWAYS** address the faculty member formally. Also, be sure to ask the counselors how they would like to be addressed in a professional setting – many counselors do not use a nickname when seeing patients. Professionalism also includes how you interact with others in the classroom, the clinic or at any time you are on campus or representing the Program off of the campus. As you will hear us say many times, "you are always on stage".

Textbooks

We have tried to keep required texts to a minimum. However, we highly suggest that students purchase or have available the following texts (approximately ~$850). All of these texts are used in the Program-related courses. The most economical is to purchase them online – where prices may be reduced.

Required Books:

- Foundations of GC I & II
    - Uhlmann WR, Schuette JL, Yashar BM, A Guide To Genetic Counseling, 2nd. Ed., Wiley-Blackwell, 2009, ISBN 978-0470179659.
    - Bennett, RL, The Practical Guide to the Genetic Family History, 2nd Ed., March 2010, Wiley-Blackwell, ISBN: 978-0-470-04072-0, 386 pages.
    - Schneider KA, Counseling About Cancer: Strategies For Genetic Counseling, 3rd Ed., Wiley-Liss, Inc. 2012, ISBN 978-0-470-08150-1.
    - Young, ID, Introduction to Risk Calculation in Genetic Counseling. 3rd Ed., Oxford University Press, 2006. ISBN 978-0195305272
- Foundations of GC II
    - Veach, P, LeRoy, B, and Bartels, D, (2018). Facilitating the Genetic Counseling Process: A practice manual. 2nd Ed., Springer., ISBN 978-3-319-74798-9
    - Psychosocial Genetic Counseling. By Jon Weil. Oxford University Press, New York 10016, 2000, 297 pp. ISBN: 9780195120660
    - Gardiner and Sutherland, Chromosomal Abnormalities and Genetic Counseling, Oxford Univ Press, 4th Ed. ISBN 978-0195375336
- Advanced GC I & II
    - LeRoy, B, McCarthy-Veach, P, and Bartels, D, Genetic Counseling Practice: Advanced concepts and skills. Wiley-Blackwell, New York, 2010. ISBN-13: 978-0470183557
- Research Methods in GC
    - MacFarlane, IM, Veach, P, LeRoy, B, Genetic Counseling Research: A Practical Guide, 2014, Oxford Univ Press, ISBN 978-0199359097
- Laboratory and Variant Interpretation and Counseling
    - Goodenberger, ML, Thomas, BC, & Kruisselbrink , T, (2017). Practical Genetic Counseling for the Laboratory (1st ed.). S.l.: Oxford University Press. ISBN 978-0190604929
- Health Behavioral Counseling
    - Douaihy A, Kelly TM, Gold M (Eds.). Motivational Interviewing*: A guide*

for medical trainees. New York: Oxford University Press. 2014. ISBN 978-0199958184

- Moyers, TB, Manuel, JK, & Ernst, D, (2014). Motivational Interviewing Treatment Integrity Coding Manual 4.1. Unpublished manual. (41 pgs). Available through Blackboard learning system account

- Ethical and Legal Issues in Human Gentics
  - Berliner JL (2015) Ethical Dilemmas in Genetics and Genetic Counseling, Oxford University Press ISBN: 978-0-19-994489-7

Not required but strongly recommended and referenced:

- Fundamentals in Epidemiology & Genetic Epidemiology and PopulationGenetics
  - Oleckno W, Essential Epidemiology: Principles and Applications, 1st Ed., 2002. Waveland Press. ISBN: 1577662164
  - Rothman, KJ. Epidemiology: An introduction. 2002. Oxford University Press. ISBN: 0195135547
- Embryology
  - Langman Medical Embryology Us Ed Pb, Sadler, Lippincott Williams&Wilkins ISBN 978-1-4511-1342-6
- Medical Genetics I & II
  - Nussbaum, McInnes, Willard (2015) Thompson and Thompson Genetics in Medicine, 8th Ed.; Saunders, ISBN10 1437706967
  - Saul, RA, (2013) Medical Genetics in Pediatric Practice; American Academy of Pediatrics, ISBN 978-1-58110-496-7

Other recommended texts:

- Kenneth Jones, editor. Smith's Recognizable Patterns of Human Malformations. 7th Ed. W.B. Saunders Company, Philadelphia, 2013. ISBN-10: 1437706967 $80
- Robertson, D and Williams, GH, Clinical and Translational Science: Principles of Human Research, 2nd Ed., Elsevier (Academic Press), 2016; ISBN-13: 978-0128021019Clarke, Angus, Harper's Practical Genetic Counselling, Eighth Edition (new Ed in October, 2019)
- William Reardon. The Bedside Dysmorphologist. Oxford University Press, New York, 2007. $54 ISBN 978-0195300451
- Medical dictionary – any good medical dictionary is fine. $30-$40

All of the required texts will be available in the Program office and/or the TMC library. A visual aids flip chart book is very helpful for role plays in these courses as well. Books needed for courses not listed above will be assigned by the instructors for those courses (Health Behavioral Counseling, Medical Ethics and Fundamentals of Epidemiology).

Academic Integrity

The importance of academic integrity cannot be over-emphasized. Throughout the course of their professional careers, genetic counselors are expected to maintain academic integrity. The SHP has prepared a detailed document about BCM's academic integrity policy (Regulations Concerning Conduct). It is the responsibility of each incoming student to read the SHP Student Handbook section on Regulations Concerning Conduct. The URL for this section of the Handbook is https://www.bcm.edu/education/schools/school-of-health-professions/current-students/handbook/regulations-concerning-conduct.

College policy states, "Honesty and integrity are essential to the academic functions of the SHP." Anything a student writes, whether it is for a course, clinical rotation or thesis document, must be entirely in their/your own words. Plagiarism is prohibited. Plagiarism includes "an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of the author's words as one's own, as by not crediting the original author." (dictionary.com). Whether intentionally or unintentionally, making extensive use of sources without acknowledging them (including the internet) is interpreted as acts of plagiarism. Quotations, paraphrases and borrowed information must be properly referenced.

Copyright

All course materials, including online content, are property of Baylor College of Medicine and may not be shared, distributed, or published outside the College. Students are authorized to view, copy, and print documents as needed for successful completion of coursework. Contents may not be copied for personal, commercial, or non-commercial use.

Course participants retain copyright of all course assignments and posts; however, these materials may be used for educational purposes within the given course, or future courses. In group projects, only the portion of the work completed by that individual is copyrighted by that individual.

Students must observe all applicable restrictions when obtaining copyrighted material from libraries and other sources. The copyright law of the United States (Title 17, United States Code) limits the use of photocopying and reproductions of copyrighted material. Copies may not be used for any other purpose than private study, scholarship, or research. Materials may not be shared, posted, or otherwise distributed without permission from the copyright holder.

Student Record Keeping

It is imperative that students maintain complete and accurate records of not only their clinical learning experiences, but also their time commitment for other learning activities. Students in the clinical phase of the Program may be asked to enter both case logs and time logs in Typhon Group's AHST Student Tracking System on a daily basis. Maintaining case and time logs is a professional responsibility of each individual student.

Advising

The student's major advisor for the Program will be the PD. The PD and APD are available to assist students with all aspects of the Program as well as personal issues if the student so

desires. Additionally, each student will be assigned a GC faculty mentor at the start of the Program.

During clinical rotations, the supervising genetic counselor of that rotation should be the student's first choice for a resource person. However, a student may also wish to discuss counseling styles, strategies, etc., with other counselors to get a broader perspective. If a counselor feels that information brought to their attention by the student should be shared with the PD, the counselor is expected to inform the student of such.

Remediation

Ideally, students who are struggling will be identified as early as possible in didactic and clinical coursework. This will be achieved through frequent assessment and monitoring of the students attainment of the practice based competencies.

1. Students must achieve a final passing grade of B or better in all courses.
2. Only final course grades can result in formal academic action by the PD or Health Professions Student Promotions Committee (HPSPC, e.g., academic probation, dismissal).
3. When a student achieves a final grade of C, D, or F, the Course Director and/or Program Leadership will evaluate for areas of focused knowledge deficits.
    a. If a single area of focused knowledge deficit is identified, the Course Director may direct a targeted remediation in the area of weakness.
        i. Targeted remediation should occur prior to the HPSPC meeting; if this is not possible, the Course Director reports a grade of incomplete (I) to the PD and confers with the Program on a date the remediation will be completed.
        ii. Successful targeted remediation results in the lowest passing grade in that course (B) being reported as a final grade to the PD.
        iii. Unsuccessful targeted remediation results in the original failing grade (C, D, or F) being reported as a final grade to the PD.
    b. If more than one area of knowledge deficit is identified, the student is not eligible for targeted remediation and the original failing grade (C, D, or F) is reported as a final grade to the PD.
4. If a student has a single failing final course grade, the PD places the student on academic probation, and arranges comprehensive remediation of the course. The PD can authorize comprehensive remediation of two failing final course grades, provided they do not occur concurrently.
    a. Comprehensive remediation includes a course examination and/or clinical remediation activities representing all course content areas.
        i. Successful comprehensive remediation will result in the lowest passing grade (B) in the course being reported as a final grade to the PD. The PD will report this grade to the Office of the Registrar.
        ii. Failure of comprehensive remediation results in the original failing grade (C, D, or F) being reported as a final grade to the PD. The PD will report this grade to the Office of the Registrar and refer the matter to the HPSPC. The HPSPC may require the student to repeat the course in its entirety, or other actions deemed appropriate.
5. If a student has two or more concurrent failing final course grades (C, D, or F), the PD places the student on academic probation, does not authorize remediation, and refers the matter to the HPSPC. The HPSPC will consider options deemed appropriate, including dismissal.
6. If, after successfully remediating two failing final course grades, a student has a third failing

final course grade, the PD places the student on academic probation, does not authorize remediation, and refers the matter to the HPSPC. The HPSPC will consider options deemed appropriate, including dismissal.

Article 9.7 Academic Performance – Periodic promotion and ultimately recommendation to the President of the College to grant the Master of Science degree require the satisfactory completion of all required courses, examinations and credits as well as demonstration by the student that he or she is capable of conduct appropriate within the discipline for which he or she is receiving education and training.

In the case of a student whose academic performance has been unsatisfactory in one or more courses or clinical rotations, the Health Professions Student Promotions Committee may require the student to:

1. take a special make-up examination;
2. be placed on Academic Probation;
3. enroll in a remedial course of study;
4. repeat specific courses or rotations even if previously passed;
5. repeat an academic year of study;
6. withdraw from the College;
7. be dismissed from the College and not be allowed to pursue further studies at the institution; and/or
8. comply with other actions as appropriate.

Reference Article 5.13.5 Final Grades of the SHP Student Handbook for additional information can be found in the Handbook. Students who are required to repeat a didactic or clinical course are responsible for the same academic work and examinations as required of other students taking the course. It is contrary to policy to offer an examination or re-examination to a student who has been suspended, withdrawn, dismissed, or is on a leave of absence.

BCM publishes a course repeat policy to explicate the Baylor College of Medicine (BCM) criteria for calculating repeats in coursework. The full policy is available in the BCM Policy and Procedure Manual.
http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.09

Learning Environment

When situations arise that could impede success in learning, students should access support and report concerns. Students may address concerns directly with faculty, staff, Program Directors, and deans, and should review the following policies regarding grievances, mistreatment, and qualifying disabilities.

Reports through avenues described below are addressed confidentially to the extent possible to resolve the issue. BCM enforces an anti-retaliation policy to encourage everyone at BCM to take proper steps to point out problems and to recommend solutions.

The Ombudsman

The Ombudsman's office provides confidential guidance to any member of the BCM community for handling problems, conflicts, and concerns. (https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&policy_number=32.1.01)

Student Grievances

BCM is committed to treating all students respectfully and fairly and providing a quality educational environment and experience. Student Services Policy 23.8.01 describes how to appeal a grade, adverse academic action, other academic issue, or conduct, and to report nonacademic, professionalism, and mistreatment issues (https://www.bcm.edu/education/academic-faculty-affairs/student-services/student-appeals-grievances). Report grievances using the **Integrity Hotline** (https://secure.ethicspoint.com, 855-764-7292) or via the Intranet (www.bcm.ethicspoint.com). Appeals of grades and adverse academic actions must occur within 10 days of the grade being posted to the Student Portal or within 10 business days following personal notice of an adverse action.

Mistreatment Reports

BCM is committed to providing a safe and supportive environment for all members of the BCM community. All individuals have the right to be free from all forms of sex and gender-based discrimination, which includes sexual harassment, acts of sexual violence, domestic violence, dating violence and stalking. BCM enforces policies related to Harassment, Discrimination, and Retaliation (https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&policy_number=02.2.25) and sexual misconduct and other prohibited conduct (https://media.bcm.edu/documents/2015/88/02.2.26-sexual-harassment-and-sexual-violence-policy-web.pdf). These policies define prohibited conduct, describe mechanisms for reporting alleged violations, explain BCM's centralized investigation and adjudication procedures, and identify potential disciplinary actions and remedies. Report prohibited conduct you experience or witness via the **Integrity Hotline** (https://secure.ethicspoint.com) or the Intranet (www.bcm.ethicspoint.com). Anonymous reports are investigated to the extent allowed by the information provided, and a system exists to provide confidential follow-up about steps taken.

Disability Services

BCM is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws including the Americans with Disabilities Act of 1990, as amended in 2008, and Section 504 of the Rehabilitation Act of 1973. The goal is to provide students with disabilities access to needed resources so that they are afforded every opportunity to do their best work. Further information about these services is available at: https://media.bcm.edu/documents/2015/6c/23.1.07-student-disability-policy-web.pdf. Students with documented disabilities can seek accommodations by contacting Student Disability Services (713-798-8137) or by the Title IX Coordinator, Ms. Mikiba Morehead (mikiba.morehead@bcm.edu). If an accommodation is granted, the student is responsible for informing the course director of the approved accommodation prior to the first examination.

OTHER

Background Check/TB Testing/Immunizations

Students are required to have criminal background check as they enter the Program. Results are sent directly to the student as well as to the PD. A positive response on the background check will not automatically preclude admission, however, such findings will be reviewed by the Program Admissions committee who will make a recommendation regarding acceptance into the GCP.

Please note that results of any of the criminal background checks may be shared with any of the affiliated hospitals at their request. Students may undergo additional background checks according to policies of affiliated hospitals as well.

TB testing/Immunization Records: Students are required to have an annual TB (Tuberculin) test as well as to submit documentation of current immunization records.

Student IDs

Students will be issued IDs at the start of orientation. These student ID badges will be used throughout the Program. Replacement of lost or damaged badges will incur an additional cost to the student. All ID badges must be returned to the Program administrative assistant at the time of graduation.

CAMPUS RESOURCES

The BCM campus has a number of resources available to graduate students. Student wellness is a priority and links to relevant resources are found here: https://www.bcm.edu/education/academic-faculty-affairs/student-services/student-wellness.

In particular, graduate students have access to these resources:

- Student wellness is essential to academic progress at Baylor College of Medicine. To support this philosophy, Baylor maintains the BCM Health Care Program for Students (the Program). Baylor requires that all individuals enrolled in any Baylor academic program elect coverage through the Program or are enrolled in alternative coverage that meets all of the waiver requirements established by the College. For the 19/20 academic year coverage for the BCM Health Care Program is provided by Blue Cross and Blue Shield. Additionally, Academic Health Plans (AHP) is a student health insurance administrator that will assist with enrolling or waiving coverage. Benefit coverage and cost information along with waive requirements can be found here. Students will be provided information during orientation on how to enroll or waive coverage.
- Counseling services are available to students who experience a variety of difficult personal and interpersonal challenges. Graduate school can be very demanding and adjusting to these challenges is not always easy. There are two options available to students. The Student and House Staff Mental Health Services (Phone: (713) 798-4881) and counseling services provided by an independent third party called WellConnect (Phone: (866) 640-4777). We recommend that students feel free to utilize these services at any time. Please refer to the Student Wellness Mental Health website for additional information: https://www.bcm.edu/education/academic-faculty-affairs/student-services/student-wellness/emotional-mental-health-wellness.

HOUSING

Even though Houston is a big city with a thriving economy, the cost-of-living is low and housing options are relatively inexpensive, especially compared to other big cities and other parts of the country. Most graduate students live off campus in one of the pleasant residential neighborhoods within walking or biking distance of the College. There is a variety of very reasonably priced housing available in the Houston area. Information about housing can be obtained from https://www.bcm.edu/about-us/life-in-houston/living-in-houston/housing.

SOURCES OF ADDITIONAL INFORMATION

SHP Student Handbook: contains a description of the General Academic Rules and Policies governing SHP Students as set forth by the BCM and the SHP. https://www.bcm.edu/education/schools/school-of-allied-health-sciences/current-students/handbook.

Click on the Code of Conduct to read the BCM policy.

In advance of matriculation, all students must complete online training on HIPAA (confidentiality & privacy), Infection control (universal precautions), Blood Borne Pathogens, & Code of Conduct. Student conduct, professionalism, privacy and IT security will also be covered during your orientation.

Student Services Guide: contains additional information about Student Affairs, Student Activities, Academic Services, Other Campus Services, College Policies and Regulations, and a general guide to Houston Cultural Activities. https://www.bcm.edu/education/academic-faculty-affairs/student-services.