



SCHOOL OF MEDICINE

Genetic Counseling

**STUDENT
HANDBOOK**

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OVERVIEW OF THE PROGRAM

PROGRAM IN GENETIC COUNSELING MISSION & OBJECTIVES

The mission of the Program in Genetic Counseling at Washington University is to educate future generations of genetic counselors to serve the growing need for diverse, culturally humble, innovative genetic counselors serving patients, working in industry, and conducting research.

The objectives of our program are to provide a rigorous curriculum, broad and robust clinical experiences, and expert research guidance to graduate students who are well-prepared to fill the ever-expanding professional roles in which genetic counselors may be employed.

<https://sites.wustl.edu/gencounseling/program-information/>

WASHINGTON UNIVERSITY MISSION STATEMENT

The mission of Washington University in St. Louis is to act in service of truth through the formation of leaders, the discovery of knowledge and the treatment of patients for the betterment of our region, our nation and our world.

At WashU, we generate, disseminate, and apply knowledge. We foster freedom of inquiry and expression of ideas in our research, teaching and learning.

We aim to create an environment that encourages and supports wide-ranging exploration at the frontier of discovery by embracing diverse perspectives from individuals of all identities and backgrounds. We promote higher education and rigorous research as a fundamental component of an open, vibrant society. We strive to enhance the lives and livelihoods not only of our students, patients, and employees but also of the people of the greater St. Louis community and beyond. We do so by addressing scientific, social, economic, medical, and other challenges in the local, national, and international realms.

OUR GOALS ARE:

- to foster excellence and creativity in our teaching, research, scholarship, patient care and service
- to welcome students, faculty and staff from all backgrounds to create an inclusive, equitable community that is nurturing and intellectually rigorous
- to cultivate in students habits of lifelong learning and critical and ethical thinking, thereby enabling them to be productive members and leaders of a global society
- to contribute positively to our home community of St. Louis, and to effect meaningful, constructive change in our world

TO THIS END WE INTEND:

- to hold ourselves to the highest standards of excellence
- to educate aspiring leaders of great ability from diverse backgrounds
- to encourage faculty and students to be innovative, bold, independent, critical thinkers
- to build an inclusive, equitable, respectful, ethically-principled environment for living, teaching, learning and working for the present and future generations
- to focus on meaningful and measurable outcomes for all of our endeavors

Mission statement approved by the Faculty Senate Council in April 2021 and approved by the Board of Trustees on October 1, 2021.

<https://wustl.edu/about/mission-statement/>

WASHINGTON UNIVERSITY SCHOOL OF MEDICINE VISION & MISSION STATEMENTS

OUR VISION

Washington University School of Medicine will lead in advancing human health through the promotion of wellness and delivery of outstanding health care, innovative research and the education of tomorrow's leaders in biomedicine within a culture that supports diversity, inclusion, critical thinking and creativity.

OUR MISSION

In leading the advancement of human health, Washington University School of Medicine will:

- Cultivate excellence and collegiality within an equitable and inclusive community
- Attract, develop, advance and support a diverse and talented current and future workforce
- Innovate through discoveries and inventions in basic, clinical, translational and population sciences
- Build and support an environment that fosters exceptionally creative research, health care, education and the well-being of our workforce
- Use our academic excellence and scientific rigor to continually advance and enhance health care in a way that ensures access, compassion, high value, equity and evidence-based care for all people in our community, including those who are underserved and uninsured
- Observe the highest standards of ethics, integrity and humanity across all missions
- Apply advances in research, education and health care to the betterment of the human condition locally and globally

The School of Medicine Vision and Mission were approved by the Executive Faculty on Sept. 8, 2021.

<https://medicine.wustl.edu/about/mission/>

WASHINGTON UNIVERSITY SCHOOL OF MEDICINE DIVERSITY STATEMENT

Washington University School of Medicine's culture of collaboration and inclusion is the foundation for success in everything it does. The School of Medicine recognizes that by bringing together people from varying backgrounds, experiences and areas of expertise, it can develop richer solutions to complex scientific questions, train culturally sensitive clinicians and provide health care in a way that best serves our diverse patient population. To support these values, the School of Medicine is deeply committed to building a diverse and inclusive community in which everyone is welcomed and valued. As the School of Medicine engages more fully with the community around it and appeals more broadly to student talent, it has adopted a clearer priority on diversifying its own ranks. Washington University encourages and gives full consideration to all applicants for admission, financial aid and employment regardless of race, color, ethnicity, age, religion, sex, sexual orientation, ability, gender identity or expression, national origin, veteran status, socio-economic status, genetic information. We implement policies and practices that support the inclusion of all such potential students, trainees and employees and are committed to being an institution that is accessible to everyone who learns, conducts research, works and seeks care on our campus. We provide reasonable accommodations to those seeking that assistance.

The diversity statement was revised and endorsed by the School of Medicine Academic Affairs Committee on December 10, 2020. It was approved by the Executive Faculty on January 6, 2021.

<https://medicine.wustl.edu/about/mission/>

WASHINGTON UNIVERSITY NON-DISCRIMINATION STATEMENT

Washington University encourages and gives full consideration to all applicants for admission, financial aid, and employment. The university does not discriminate in access to, or treatment or employment in, its programs and activities on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information. Inquiries about compliance should be addressed to the university's Vice Chancellor for Human Resources, Washington University, Campus Box 1184, One Brookings Drive, St. Louis, MO 63130.

Amended:

January 1993

July 2007

September 2009 (compliance with Genetic Information Nondiscrimination Act, H.R. 493)

September 2011 (compliance with the Don't Ask Don't Tell Repeal Act of 2010)

<https://hr.wustl.edu/items/non-discrimination-statement/>

LAND ACKNOWLEDGEMENT

We acknowledge that Washington University School of Medicine sits on the ancestral land of the Osage, Kickapoo, Kaskaskia, and other tribes who were removed unjustly, and that we in this community are the beneficiaries of that removal. We honor them as we live, work, and study here at the Program in Genetic Counseling.

PROGRAM ACCREDITATION

The Program in Genetic Counseling is recognized as an **Accredited, New Program** by the Accreditation Council for Genetic Counseling (ACGC).

The purpose of accreditation is to ensure that completion of the Program leads to a Master's degree in Genetic Counseling and eligibility for board certification through the American Board of Genetic Counseling (ABGC).

To contact ACGC, please use the contact information below:

Accreditation Council for Genetic Counseling
7918 Jones Branch Drive
Suite 300
McLean, VA 22102 USA

Phone: 703-506-7667

Fax: 703-506-3266

Email: info@gceducation.org

Website: www.gceducation.org

Accreditation & Licensure

The Washington University School of Medicine's Master's Program in Genetic Counseling has been awarded New Program Accreditation Status by the Accreditation Council for Genetic Counseling (ACGC, <https://www.gceducation.org/>). ACGC is the accreditation board for graduate programs in genetic counseling in the United States and Canada. ACGC advances quality in genetic counseling education by developing and maintaining standards for educational and clinical training of genetic counseling students and implementing a peer-review process to evaluate programs. ACGC is a member of the Association of Specialized and Professional Accreditors (ASPA, <https://aspa-usa.org/>). ASPA is dedicated to enhancing quality in higher education through specialized and professional accreditation.

For those states in which genetic counseling licensure is available, the state boards of licensure require that applicants graduate from a U.S. genetic counseling school accredited by ACGC as a condition for licensure. In addition, most state boards of licensure require that U.S. applicants take and pass the American Board of Genetic Counseling (ABGC, <https://www.abgc.net/>) Certification Examination. For U.S. genetic counseling program graduates to be eligible to sit for the ABGC Certification Examination, their school must be accredited by ACGC.

The School of Medicine has determined that, as a result of its ACGC accreditation, its Genetic Counseling program curriculum meets the educational requirements to sit for the ABGC Certification Examination and to pursue licensure in all states and territories of the United States and Washington, DC in which licensure is available.

PROGRAM LEADERSHIP & CONTACT INFORMATION

Program leadership positions include the Program Director, the Associate Director, the Assistant Director, and the Medical Director.

The program leadership is responsible for the following:

- Maintaining program compliance with the ACGC Standards of Accreditation
- Designing, implementing, coordinating, and evaluating program components
- Developing, reviewing and revising the program mission, goals and philosophy through strategic planning
- Developing, reviewing and overseeing the program admissions process
- Coordinating, monitoring and evaluating student clinical experiences
- Coordinating, monitoring and evaluating clinical supervisors
- Coordinating, monitoring and evaluating student didactic training
- Developing and overseeing the budget and administrative responsibilities
- Providing academic counseling of students and ensuring the availability of remedial instruction
- Ensuring program strategic planning and implementation of appropriate recommendations of the Advisory Board
- Research/thesis project coordination, monitoring and evaluation

Leadership & Contact Information

Program Director

Rachael Bradshaw, MS, CGC
bradshawr@wustl.edu

Associate Director

Clinical Fieldwork Coordinator
 Tomi Toler, MS, CGC
ttoler@wustl.edu

Assistant Director

Research Coordinator
 Erin Linnenbringer, PhD, MS, CGC
elinnen@wustl.edu

Medical Director

Marwan Shinawi, MD, FACMG
mshinawi@wustl.edu

Program Coordinator

Elizabeth Yoder
e.yoder@wustl.edu

Program in Genetic Counseling

- **Email:** geneticcounseling@wustl.edu
- **Website:** <https://geneticcounseling.wustl.edu/>
- **Phone:** 314-273-8552
- **Fax:** 314-343-0785

ADVISORY BOARD

The Advisory Board for the Program in Genetic Counseling brings together different voices from various stakeholders in the program. Program Leadership, clinical supervisors, other medical genetics personnel, and a consumer of genetic counseling services come together along with Program Leadership from an outside institution to help advise and provide oversight. The mission of the Advisory board is to help ensure that the Program in Genetic Counseling at WUSM is providing an excellent and supportive educational experience and that graduates are superbly trained to meet the growing genetic counseling workforce needs.

CURRICULUM DESIGN & FRAMEWORK

The program takes place over 21 months: Fall and Spring semesters in the 1st year, the intervening summer between 1st and 2nd year, and Fall and Spring semesters in the 2nd year. The sequence of didactic coursework, clinical fieldwork, research efforts, and supplementary activities are designed to ensure an organic experience for our students as they develop their skills as Genetic Counselors. We have used the [ACGC Practice-Based Competencies for Genetic Counselors](https://www.gceducation.org/) (PBCs, <https://www.gceducation.org/>) intentionally as a framework to ensure that our students' knowledge builds appropriately over time parallel to our expectations for them to transition from observers to limited participants to essentially independently-functioning counselors in clinic. Supplementary activities have been designed to further enrich students' learning and experience related to the PBCs.

Our students take nine didactic courses which have been specifically developed for the program. The course content and pace will be driven specifically to accommodate the learning of this small cohort. We anticipate other learners may take part in some of these courses, particularly **Teratology** and **Clinical Genetics & Genomics I & II**. However, the four semesters of **Introduction to Genetic Counseling I & II** and **Advanced Genetic Counseling I & II** courses have been constructed to supplement and complement their other coursework and we do not anticipate other students enrolling in these courses.

Our students enroll in two additional required and one elective course available to students in other WUSM training programs.

- **Genetics and Genomics of Disease** is also taken by predoctoral students in the Division of Biology and Biomedical Sciences at WUSM.
- Our students also take one 1-credit course offered by the MS in Applied Health Behavior Research program at WUSM. Students who are conducting a quantitative research project will take **Introduction to SPSS** while students who conducting a qualitative research project will enroll in **Introduction to Qualitative Coding and Analysis**.

We anticipate that our students interacting with predoctoral and other Master of Science students will allow for all groups to benefit from this interprofessional educational opportunity.

The PBCs were used to create a curriculum map, ensuring that students' knowledge builds appropriately over time, and guaranteeing student attainment within all four domains:

- Domain I: Genetics Expertise and Analysis
- Domain II: Interpersonal, Psychosocial, and Counseling Skills

- Domain III: Education
- Domain IV: Professional Development and Practice

Required Coursework

Course Title	Course Director(s)	Credit Hours	Number of Weeks
1st Year Fall Semester			
Introduction to Genetic Counseling I	Rachael Bradshaw, MS and Tomi Toler, MS	4	14
Clinical Genetics & Genomics I	Tomi Toler, MS and Marwan Shinawi, MD	3	14
Human Embryology (online course)*	DJ Lowrie Jr, PhD (Univ. of Cincinnati)	2	17 self-paced lectures
Laboratory Genetic Counseling	Meagan Corliss, MS	3	14
Genetic Counseling Journal Club	Katherine King, MD	1	~4 meetings
1st Year Spring Semester			
Introduction to Genetic Counseling II	Rachael Bradshaw, MS and Tomi Toler, MS	4	14
Clinical Genetics & Genomics II	Tomi Toler, MS and Marwan Shinawi, MD	3	14
Genetic Counseling Research Design & Ethics	Erin Linnenbringer, PhD, MS	3	14
Elective Course	Various (***)see list below)	2-3	14 ***
Genetic Counseling Journal Club	Katherine King, MD	1	~4 meetings
1st to 2nd Year Intervening Summer			
Research Project I	Erin Linnenbringer, PhD, MS	1	12
Clinical Fieldwork Rotations I	Tomi Toler, MS	4	12
Introduction to Qualitative Coding and Analysis [^]	Stephen Scroggins, PhD, MSPH	1	5
2nd Year Fall Semester			
Advanced Genetic Counseling I	Rachael Bradshaw, MS and Tomi Toler, MS	4	14
Genetics and Genomics of Disease	Timothy Schedl, PhD	2	14
Introduction to SPSS [^]	Julia Lopez, PhD, MPH, LCSW	1	3
Research Project II	Erin Linnenbringer, PhD, MS	2	14
Clinical Fieldwork Rotations II	Tomi Toler, MS	3	14
Genetic Counseling Journal Club	Katherine King, MD	1	~4 meetings
2nd Year Spring Semester			
Advanced Genetic Counseling II	Rachael Bradshaw, MS and Tomi Toler, MS	4	14
Teratology	Rachael Bradshaw, MS	2	14
Clinical Fieldwork Rotations III	Tomi Toler, MS	3	14
Research Project III	Erin Linnenbringer, PhD, MS	2	14
Genetic Counseling Journal Club	Katherine King, MD	1	~4 meetings

* Students who have completed the Clinical Embryology course through the University of Cincinnati for a letter grade (obtaining a B- or higher) within the last 3 years that can provide documentation of their final grade and date of completion will have their tuition reduced by the cost of the course at the time of matriculation into our program and will not have to repeat the course. Students who have taken a graduate-level Embryology course through another institution for a letter grade (obtaining a B- or higher) within the last 3 years may submit a copy of the syllabus and documentation of their final grade and date of completion. If this course is accepted as a replacement for the University of Cincinnati course, the student will have their tuition reduced by the cost of the University of Cincinnati course at the time of matriculation into our program.

[^] Students will take one of the two data analysis methods courses based on their research project requirement.

Elective Course Listing

Course Title	Credit Hours	Semester
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Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior	3	Spring
Communicating Research Findings to the Media and Lay Audiences	1	January
Counseling Skills for Health Care Professionals	3	Summer
Epidemiology for Clinical Research	3	Spring
Health Education: Methods, Planning, and Evaluation	3	Spring
Health Psychology	3	Summer
Medicine, Healing and Experimentation in the Contours of Black History	3	Spring
Principles of Shared Decision Making and Health Literacy in the Clinical Setting	3	Spring
Scientific Writing and Publishing	2	Spring
Spanish for Healthcare Professionals II	3	Spring

Others as approved by Program Director

Supplemental Activities

Name or Type of Activity	Frequency
Center for Interprofessional Practice and Education ^	3 x/ semester, 1st year Fall semester
Cordell Institute for Policy in Medicine and Law Programming *	1-2 x/ year
Genetic Counseling Student Case Conference *	1 x/ month
Genetics & Genomic Medicine Case Conference *	1 x/ week
Genetics in Pop Culture *	1 x/ month
Observations with genetic counselors ^	~4 total observations, 1st year Fall semester
Observations in Specialty Clinics (Cystic Fibrosis Center, Neurofibromatosis Center, etc.) ^	~4 total observations, 1st year Spring semester
Professional Development Lunch & Learn *	~4 x/ year
Undiagnosed Diseases Network (UDN) Genomics Board Meeting *	4 x/ year

* 1st and 2nd years

^ 1st years only

CLINICAL FIELDWORK

During the first year, students will observe both in clinics staffed by genetics professionals (genetic counselors, geneticists) and in clinics without genetics professionals. During their second year, students participate in clinical fieldwork rotations in a variety of specialties. Each student completes 5 clinical fieldwork rotations:

- Summer – 1 clinical fieldwork rotation, approximately 4 weeks full time, minimum 20 days (160 hours)
- Fall – 2 clinical fieldwork rotations, each for 6 weeks part time, minimum 14 days (112 hours)
- Spring – 2 clinical fieldwork rotations, each for 6 weeks part time, minimum 14 days (112 hours)

RIME Framework Overview

- **R**eporter
 - Consistently good interpersonal skills, reliably obtains histories and communicates findings and medical information, reliable and responsible.
 - Takes ownership of reliable, accurate gathering and reporting of clinical information.
- **I**nterpreter
 - Able to prioritize and analyze patient problems, develop a differential diagnosis and recognize next steps in a workup.
 - Takes ownership of thinking through a problem and has the knowledge, skills and confidence to consistently offer reasonable expectations for clinical findings.
- **M**anager
 - Consistently proposes reasonable diagnostic and management plan incorporating patient (or providers) preferences. Consistently tailors session to meet patients’ informational and psychosocial needs.
 - Takes ownership of developing diagnostic and therapeutic plans in concert with patients (or providers).
- **E**ducator

- Consistent level of knowledge of current medical evidence, demonstrates self-directed learning and contributes to others’ education. Recognizes shades of gray.
- Fulfills a promise of maintaining expertise in one’s self and others, takes ownership of self-correction and self-improvement, leadership in teaching and learning.

Reporter	Interpreter	Manager	Educator
The learner is consistently (>80%) able to demonstrate knowledge (either verbally or written) of foundational counseling skills and theories applicable to both routine and complex client encounters.	The learner is consistently (>80%) able to interpret the relevant counseling skills and theories in context of both routine and complex client encounters.	The learner is consistently (>80%) able to use applicable counseling skills and theories in both routine and complex client encounters.	The learner is consistently (>80%) able to incorporate new information or research of counseling skills and theories into their genetic counseling practice.
Reporter/Interpreter		The learner is consistently (>80%) able to perform the reporter role and sometimes (>50%) able to perform the Interpreter role.	
Interpreter/Manager		The learner is consistently (>80%) able to perform the interpreter role and sometimes (>50%) able to perform the manager role.	
Manager/Educator		The learner is consistently (>80%) able to perform the manager role and sometimes (>50%) able to perform the educator role.	

Adapted from Accreditation Council for Genetic Counseling Practice-Based Competencies

It is expected that the student’s clinical skills development will be incremental and that their counseling skills will increase in complexity over the course of their clinical training. Our program recognizes five levels of student competency, as defined by the RIME medical education framework:

- Beginner Level (1)- Reporter
- Advanced Beginner Level (2)-Reporter/Interpreter
- Intermediate Level (3)-Interpreter
- Intermediate-Advanced Level (4)- Interpreter/Manager
- Advanced Level (5)- Manager/Educator

Students will document their clinical fieldwork training using an online program called Typhon. Please review the Program document **Clinical Fieldwork Rotation Guidelines** for more information regarding supervisor requirements and student logbook requirements (please contact the Associate Director for a copy of the most recent version).

Clinical Fieldwork Rotation Sites

Clinical Fieldwork Rotation Site	Specialty
WUSM St. Louis Children’s Hospital	Pediatrics, General Genetics
WUSM Prenatal Genetics	Prenatal
WUSM Pediatric Cancer Predisposition Clinic	Cancer Specialty
WUSM Siteman Cancer Center	Cancer
SSM Health Cardinal Glennon Children’s Hospital	Pediatrics, General Genetics
SSM Health St. Mary’s Hospital	Prenatal
Saint Louis Fetal Care Institute at CGCH	Prenatal Specialty
SSM Health Hereditary Cancer Services	Cancer
Mercy Perinatal and Fetal Care	Prenatal
Mercy Oncology	Cancer
Mercy Clinical Genetics	General Genetics

Cape Radiation Oncology	Cancer
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Students enrolled at any ACGC accredited genetic counseling program must complete certain requirements to be eligible to sit for the ABGC board certification examination after graduation. This includes a minimum of 50 participatory fieldwork cases with a clinical supervisor that meet the following requirements:

- Current genetic counselor certification by the American Board of Genetic Counseling (ABGC), the Canadian Association of Genetic Counsellors (CAGC), or American Board of Medical Genetics & Genomics (ABMG[G])
- At least one year of experience as a clinical genetic counselor or in relevant fieldwork placement
- Complete one (1) hour per year of training/coursework related to fieldwork supervision; including at least 0.5 hour of training/coursework related to principles of diversity, equity, inclusion, and justice

Supervisors at our Program’s clinical fieldwork rotation sites meet these minimum requirements.

PROGRAM TECHNICAL STANDARDS

Washington University welcomes diverse applicants, including those with physical, sensory, learning, psychological, and chronic disease–related disabilities. The School of Medicine is committed to advocating for its students with disabilities and to educating a genetic counseling workforce that mirrors the diversity of the national population. We aim to be leaders in accessibility and inclusion.

Individuals seeking to graduate from Washington University with a Master of Science in Genetic Counseling degree are expected to gain broad competence in the skills that underlie the practice of genetic counseling. With or without accommodations, they must have the knowledge, attitudes, and skills necessary to meet the Accreditation Council for Genetic Counseling Practice-Based Competencies (<https://www.gceducation.org/>) as well as both the Program in Genetic Counseling’s educational program objectives and the Technical Standards outlined in this document.

Technical standards represent the intellectual, physical, and emotional attributes that any applicant and student must have to successfully participate in and complete the Program in Genetic Counseling. The Program in Genetic Counseling has further defined the essential skills and competencies that a student must demonstrate to complete the curriculum and pursue a career path in genetic counseling. These Technical Standards are included as prerequisites for admission, continuation, and graduation from the Program in Genetic Counseling.

The technical standards for the Program in Genetic Counseling are categorized into the following areas: Observation/Participation; Communication; Behavioral and Social; Intellectual, Conceptual, and Cognitive Abilities; Legal and Ethical Standards.

Standard	Student Requirements
Observation/Participation	<p>Candidates for admission and students enrolled in the program must be able to:</p> <ul style="list-style-type: none"> • Obtain information from demonstrations in classroom and fieldwork instruction • Assess patients and evaluate findings accurately • Participate and engage in interactive activities, which include: <ul style="list-style-type: none"> ○ Obtaining and documenting medical and family histories ○ Evaluating medical documents ○ Discussing testing with patients ○ Coordinating genetic testing ○ Identifying support resources for patients and their families ○ Discussing research participation options with patients
Communication	<p>Candidates for admission and students enrolled in the program must be able to:</p> <ul style="list-style-type: none"> • Communicate clearly, efficiently, and effectively with patients, families, and other members of the healthcare team • Establish therapeutic relationships with patients • Obtain patient history in a timely manner • Record information accurately • Interpret non-verbal aspects of communication

<p>Behavioral and Social</p>	<p>Candidates for admission and students enrolled in the program must possess the emotional health necessary to:</p> <ul style="list-style-type: none"> • Accept constructive feedback • Engage in and contribute to collaborative learning environments including research endeavors, fieldwork settings, the classroom, and interprofessional working teams • Develop therapeutic relationships with patients • Contribute to collaborative interprofessional clinical teams. <p>Care and concern for others, compassion, professionalism, and integrity are all personal qualities expected during the education process.</p>
<p>Intellectual, Conceptual, and Cognitive Abilities</p>	<p>Candidates for admission and students enrolled in the program must possess the cognitive and mental abilities to effectively learn and synthesize complex information delivered throughout the curriculum in a variety of modalities including both virtual and in-person learning.</p>
<p>Legal and Ethical Standards</p>	<p>Candidates for admission and students enrolled in the program must be able to:</p> <ul style="list-style-type: none"> • Maintain and display ethical behaviors comparable with the role of a professional genetic counselor in all interactions with patients, faculty, staff, and students • Possess baseline understanding of legal and ethical decision-making skills associated with patient care and the field of genetic counseling

We will consider for admission any applicant who demonstrates the ability to learn or perform the skills listed in these technical standards. Admissions Committee members are not provided applicants’ demographic information, including their disability status, unless the applicant divulges this information in their personal statement by choice. All applicants are held to the same academic and technical standards for admission, training, and assessment regardless of their disability status. Reasonable accommodations are encouraged and provided as needed for students with disabilities.

We welcome students with disabilities to apply to our school, to disclose their disability, and to collaborate with us to develop accommodations so that they can thrive and do their best work. Individuals who anticipate needing accommodations are encouraged to contact the university’s Disability Resources office (<https://students.wustl.edu/disability-resources/>) for a consultation. Disability Resources will engage in a confidential and interactive process with the student and other personnel as necessary to determine reasonable accommodations. As accommodations are not applied retroactively and may require time to be implemented, they should be requested in a timely manner. Decisions on admission, retention and graduation will not be affected by the need for accommodations.

Applicants to the Program in Genetic Counseling are required to review and attest to their ability to meet these technical standards as part of their application and upon matriculation.

Last approved on October 12, 2023

ACGC PRACTICE-BASED COMPETENCIES FOR GENETIC COUNSELORS

Practice-Based Competencies for Genetic Counselors (ACGC, 2023)							
	Genetics & Genomics Expertise	Risk Assessment	Counseling	Communication	Research	Healthcare Systems	Professional Identity
Competencies	1. Apply knowledge of genetics and genomics principles, genetic conditions, and testing technologies to the practice of genetic counseling.	2. Evaluate personalized genetic risk .	3. Promote integration of psychosocial needs and client-centered decision-making into genetic counseling interactions.	4. Communicate genetics and genomics information to clients , colleagues, and other community partners.	5. Synthesize the evidence base relevant to genetic counseling.	6. Demonstrate how genetic counselors fit within the larger healthcare system .	7. Embody the values of the genetic counseling profession.
Sub-competencies	1.a. Demonstrate knowledge of genetics and genomics principles and concepts.	2.a. Analyze family history to estimate genetic risk .	3.a. Use applicable counseling skills and theories.	4.a. Tailor communication to specific individuals and audiences.	5.a. Critically interpret data and literature.	6.a. Demonstrate how disparities, inequities, and systemic bias affect access to healthcare for diverse populations.	7.a. Adhere to the genetic counselor scope of practice .
	1.b. Apply knowledge of genetic conditions to the delivery of genetics services.	2.b. Calculate risk using probability methods and risk models.	3.b. Establish a working alliance with client .	4.b. Use a variety of approaches to communicate genetics and genomic information.	5.b. Apply data and literature considering its strengths, weaknesses, and limitations.	6.b. Describe the financial considerations in the delivery of genetic services.	7.b. Follow applicable professional ethical codes .
	1.c. Demonstrate knowledge of genetic testing methodologies and variant interpretation .	2.c. Integrate clinical and laboratory data into risk assessment .	3.c. Promote psychosocial adaptation .	4.c. Convey probabilities based on client's risk perception and numeracy .	5.c. Demonstrate knowledge of how genetic counselors engage and contribute to the research process .	6.c. Advocate for continuity of care .	7.c. Exhibit behaviors that promote an inclusive, just, equitable , and safe environment for all individuals and communities.
		2.d. Order genetic tests guided by client-centered risk assessment .	3.d. Facilitate client's decision-making process.	6.d. Collaborate with members of the Care Team, clients , and other Community Partners .			

<https://www.gceducation.org/>

ACADEMIC & UNIVERSITY POLICIES

GRADING SYSTEM

Courses within the Program in Genetic Counseling will either be graded with a standard letter grade system listed below or as Pass/Fail. For letter-graded courses, the scale below unless otherwise outlined in the course syllabus.

<u>Letter Grade</u>	<u>Percent</u>
A	90-100
B	80-89
C	70-79
D	60-69
F	<60

The grade earned in each course is determined by the course instructor(s). Any course for which all requirements have not been fulfilled by a student may be reported by the instructor as “Incomplete.” The instructor thereby indicates that the student's progress in the course is satisfactory, and that the student has been allowed additional time to complete a course in which a passing grade is possible. Students must resolve a grade of “Incomplete” no more than one year from when the grade was issued; however, instructors may choose to grant a student less time to complete the course. If the student does not complete the course in the allowed additional time, a failing grade is reported for the course.

ACADEMIC EXPECTATIONS

Students enrolled in the Program in Genetic Counseling are expected to make satisfactory academic progress toward completion of program requirements. The length of the program is anticipated to be 21 months.

- **Coursework:** Genetic counseling students must successfully complete all required courses with a final grade of 80% or better. A grade of C or less constitutes failing. Each course has specific requirements and evaluation processes.
- **Clinical Fieldwork Rotations:** Genetic counseling students must successfully complete all clinical fieldwork rotations.
 - Individual clinical fieldwork rotations are graded “Pass,” “Pass with Reservations,” or “Fail”; please see sections [Policy for Students Requiring Remediation & Potential Impact on Graduation](#) and [Committee on Academic and Professional Evaluation of Students \(CAPES\)](#) for further information regarding the implications of receiving “Pass with Reservations” or “Fail” for individual clinical fieldwork rotations.
 - The individual courses (Clinical Fieldwork Rotations I, II, and III) are “Pass/Fail” courses.
 - Students must demonstrate appropriate development of clinical skills, professionalism, and competencies during fieldwork rotations. The Associate Director will closely monitor student progress.
- **Research Project:** Genetic counseling students must successfully complete all courses that lead to the completion of a capstone/research project. The individual courses (Research Project I, II, and III) are “Pass/Fail” courses.

GRADE APPEALS

A student who wishes to appeal their grade with the course director should file their request for review by completing the grade appeal form which includes the basis for the appeal. Grade appeals must be filed within 10 business days after the grade has been posted. After the course director considers any appeal, they will indicate the resolution for the appeal on the grade appeal form and forward it to the registrar and the Program Director. A copy of the grade appeal form is available through the Registrar’s Office here: <https://registrar.med.wustl.edu/wp-content/uploads/2015/02/Grade-Appeal-Form.pdf>.

COMMITTEE ON ACADEMIC AND PROFESSIONAL EVALUATION OF STUDENTS (CAPES)

Purpose and Philosophy

The Program in Genetic Counseling (the “Program”) seeks to provide its students with a successful and gratifying experience at WUSM.

By conferring the professional degrees of Master of Science in Genetic Counseling (MS), Washington University certifies the student as competent to undertake a career as a genetic counselor. The University assesses this competency based on each student’s technical knowledge and skills, as well as the student’s personal qualities pertinent to an effective professional life, such as compassion, commitment, and integrity. The Program in Genetic Counseling faculty and staff are typically able to ensure that students proceed through the curriculum, clinical fieldwork, and research project smoothly and effectively and it is the ultimate

responsibility of Program leadership to decide whether each student meets the academic, professional, and ethical standards necessary to practice, teach, or perform research in the profession of Genetic Counseling. The Program may utilize a variety of resources to determine whether students meet the required standards of professionalism, including, but not limited to, the National Society of Genetic Counselors Code of Ethics (<https://www.nsgc.org/Policy-Research-and-Publications/Code-of-Ethics-Conflict-of-Interest>), the Student Handbook, and the [ACGC Practice-Based Competencies for Genetic Counselors](https://www.gceducation.org/) (<https://www.gceducation.org/>).

In cases where students face additional struggles, or when initial attempts fail to resolve the issue(s) jeopardizing a student's successful progress through the Program (see section [Policy for Students Requiring Remediation & Potential Impact on Graduation](#)), the Committee on Academic and Professional Evaluation of Students (the "CAPES" or the "Committee") may be utilized to assist in resolving the issue. CAPES will have jurisdiction to prescribe remedies for academic deficiencies and academic or professional misconduct, up to and including recommendations for suspensions and expulsions. Action to dismiss or expel a student from the Program will be the result of a systematic determination that the student is unable to complete the requirements of the Program successfully based on that student's behavior and/or academic, clinical and professional performance.

In addition to consideration of these matters, CAPES may also work in collaboration with students who have special needs in order to facilitate the student's growth and development; however, students who need accommodations should first seek evaluation and assistance through Disability Resources. In order to perform its job well, the CAPES wants to emphasize that it is the responsibility of the student to communicate any concerns or difficulties which may limit the student's ability to fully participate in the Program. Students are encouraged to communicate with the Program Director, instructors, and/or the CAPES Chair concerning personal or medical situations that may affect performance.

The procedures below have been adopted by the Leadership Team of the Program in Genetic Counseling. It is the student's responsibility to review this document and become acquainted with the standards by which their performance will be evaluated.

A. **General Policies and Procedures**

Unless otherwise noted, the following general policies and procedures apply to the CAPES and any CAPES meeting held pursuant to this Policy:

a. **Responsibility of the Committee**

The CAPES seeks to address each student as an individual, approach matters brought to its attention in a positive manner, and assist students to remediate issues in order to successfully complete the Program. The CAPES has several important roles, including:

- i. Approving promotion of students to a subsequent year of study if their progress is in question;
- ii. Deciding upon certain matters of academic and disciplinary action, including concerns regarding professional behavior brought to CAPES;
- iii. Deciding to grant program transfers and extensions;
- iv. Requiring entry of a student into an individualized study program;
- v. Recommending student use of, or participation in, support services, such as tutoring or counseling; and
- vi. Granting extended programs and leaves of absence.

b. **Membership of the CAPES Committee**

- i. Appointed members: The Committee will be chaired by the Associate Director (APD) and will be comprised of two other members of the Program's instructional faculty, as appointed by the Program Director for a two-year term. Committee membership must number at least three individuals. A faculty member may be re-appointed to serve on CAPES. A list of Committee members shall be maintained by the Program's Director.
- ii. Ex-officio members: The Committee membership may include, in ex-officio capacity, one or more of the following that may attend CAPES meetings as non-voting members: the registrar, the associate dean for student affairs, and the Director of the Student Health Services.
- iii. Recusal from voting: A voting member of the Committee should declare any potential conflicts of interest to the Committee, and the remaining Committee members will determine whether the member should be recused from discussion and voting.

c. **Meeting Frequency**

The CAPES meetings must occur in a timely manner after a specific concern about a student's performance is raised about which CAPES is asked to become involved. Concern may be raised based on standard end-of-semester

grade reviews by the Program Director and Associate Director or when brought by a faculty member directly to the Program Director.

d. Meeting Procedures

- i. Committee meetings are conducted in accordance with Robert's Rules of Order.
- ii. The APD will convene a meeting of the CAPES. The student's case shall be presented to the CAPES in a closed and confidential meeting.
- iii. Guests
 1. A course director, instructor, clinical supervisor, or research mentor who is not a member of the Committee, but who has submitted a concern regarding a student to be discussed at the CAPES meeting, may be present at the meeting to provide information concerning the student's performance but will not be present during deliberations or voting. In the event that a course director, instructor or designated representative is not present or sufficient information has not been forwarded, final action regarding the student at issue will be deferred until adequate information concerning the student's performance is available.
 2. In addition, other individuals who have contact with or information regarding the pertinent student(s) may be asked by the Chair to serve as consultants or advisors on topics relevant to the issues to be determined by the Committee. Appropriate student confidentiality will be maintained.
- iv. Voting and Quorum: A quorum is designated as all three voting members present. A simple majority vote of the members present shall be required for all decisions.
- v. Student Notification and Participation: Any student at risk for immediate, serious, adverse action will receive prompt written notice in advance of the date and time of any Committee meeting at which their performance or conduct will be reviewed as well as the purpose of the review.

A student who receives notice that they are to be considered at a CAPES meeting may be asked to be available to participate in portions of the meeting in person or via telephone to provide additional relevant information. If the student cannot be available, the Committee may either postpone the meeting or may conduct the meeting and take action without the student present.

A student who receives notice that they is to be considered at a CAPES meeting shall be permitted, upon request to the APD no less than two business days in advance of the Committee meeting, to appear before the Committee on their own behalf. At the student's request, they also may be accompanied at the meeting by either (i) a member of the Program's faculty or staff or (ii) a fellow student enrolled in the Program, for guidance and support. The accompanying individual will not be permitted to advocate on behalf of the student or otherwise actively participate in the meeting. Failure of a student to provide reasonable cooperation to the Committee, including but not limited to failure to participate at a scheduled time or failure to provide information requested by the Committee, may be considered a separate instance of professional misconduct, in addition to the underlying issues giving rise to the meeting.

- vi. Meetings may be rescheduled at the discretion of the Chair.

e. Records and Communications

- i. Committee decisions regarding a student's academic performance and/or conduct shall be communicated, in writing, to the student within ten business days of the Committee's meeting.
- ii. All written records of communications to the student shall be maintained in the student's permanent file.
- iii. A record of Committee meeting proceedings shall be made and preserved by the Chair only for purposes of review by the Appeals Committee, as necessary.

B. The Academic and Professional Evaluation of Students

In order to continue their studies in the Program, students must demonstrate the ability to synthesize and apply knowledge and the capability of becoming a safe and effective genetic counselor. In addition, they must demonstrate the principles of professionalism including sound judgment, honesty and integrity, responsibility, a sensitivity and compassion for individual needs, and compliance with applicable laws, policies, and regulations. Serious or repeated breaches of these principles will be referred to the Committee for review.

It is the responsibility of students who feel that personal concerns, health problems, or any other factors may be adversely affecting their performance to bring such matters to the attention of the Program Director.

Should a student be referred to the Committee for an issue(s) involving both academic performance and professionalism concerns, the procedures for Professionalism Concerns will be followed.

a. **CAPES Process for Addressing Academic Performance Concerns**

- i. Academic Performance-Related Concerns are defined as:
 1. **Coursework:** failure to achieve an 80% in any course by the end of the semester
 2. **Clinical Fieldwork Rotations:** receiving a “Fail” grade on any individual fieldwork rotation or “Clinical Fieldwork Rotations I, II, or III” by their end
 3. **Research/Thesis Project:** receiving a “Fail” grade on “Research Project I, II, or III” by their end
 4. **Any other significant academic performance-related deficits**
- ii. Concern may be raised based on standard end-of-semester grade reviews by the Program Director or when brought by a faculty member directly to the Program Director at any time during the academic year.
- iii. In the event that such a concern is raised, the following actions may be taken by the CAPES:
 1. **Mid-Term Warning:** A student will be given a written warning following a Committee meeting if they have course grade average problems in one or more courses. The warning advises the student that they are in danger of failing one or more courses and are, therefore, at risk for additional action by the CAPES after a CAPES end-of-semester meeting.

In addition to meeting with the pertinent course director, fieldwork coordinator, or research mentor, the student must develop an Improvement Plan in consultation with their academic advisor and the Associate Director to be filed with the CAPES.

Specific suggestions for support services and/or remedial activity may be offered in conjunction with the warning to assist the student in correcting deficiencies, including but not limited to tutoring, formal review sessions, structured meetings with instructors, advisors or administration, additional academic requirements or experiences, referral to appropriate University or community resources, or re-examination. Students are expected to take initiative in using support services/resources and in seeking solutions to identified deficiencies.

2. **Probation:** A student may be placed on probation at the end of a semester if they have not passed one or more courses (as defined above), including fieldwork experiences. Students placed on probation for two successive semesters will be considered for dismissal from the Program.

A student placed on probation will be required to submit an Improvement Plan, developed in consultation with a “Responsible Program Leader (RPL).” The RPL will be designated to oversee the student’s remediation. If the student is at-risk based on their performance in coursework, the Program Director will be the RPL. If the student is at-risk based on their performance in clinical fieldwork rotations, Associate Director/Clinical Fieldwork Coordinator will be the RPL. If the student is at-risk based on their performance in the thesis/research project, the Assistant Director/Research Coordinator will be the RPL.

The Improvement Plan must include a specified timeline of activities and a deadline for satisfactory completion of the plan. The plan must then be submitted to the CAPES for consideration and approval. Once the plan is approved and signed by the student, the Program Director, and the RPL (if not the Program Director), a copy is provided to the student and placed in the student’s secure file.

3. **Dismissal:** Based on the totality of the student’s academic performance, the CAPES may recommend dismissal of a student. Examples of circumstances which may result in recommendation for dismissal include but are not limited to the following:
 - a. Students who have failed one course in a semester may or may not be offered an opportunity for remedy by the CAPES. Students may be dismissed from the Program in the event that one course has been failed and the CAPES does not choose to offer a remedy;
 - b. The CAPES may treat a student’s failure of more than one course in a semester as independently sufficient grounds for dismissal;

- c. The CAPES may treat a student's status of being on probation for two or more semesters as independently sufficient grounds for dismissal;
 - d. When a student has been offered an opportunity to remedy a course failure and that student fails to successfully remedy their academic deficiencies in the time frame established by the Committee, they may be dismissed from the Program even if cumulative course grade point averages meet Program standards; and
 - e. When a student fails to achieve the goals of a CAPES-approved Improvement Plan, the student may be dismissed from the Program.
4. **Withdrawal:** A student may request that they be allowed to withdraw from enrollment. Such requests are directed in writing to the Program Director. Unless a student has been granted an extended program or leave of absence by the CAPES, a student may not voluntarily withdraw from a course in the Program without withdrawing from the Program at large.
- b. **CAPES Process for Addressing Academic, Professional Integrity, and Student Conduct Infractions**
In addition to the academic performance expectations set forth above, students are expected to comply with the University's conduct standards as set forth in the University Student Judicial Code, a link to which can be found at <http://www.wustl.edu/policies/#students>. As provided in the University Student Judicial Code, the Program retains jurisdiction to review allegations of academic or professional integrity violations.

Academic or Professional Integrity violations include, but are not limited to: breaches of personal confidence and trust, including cheating, unauthorized use of materials during examinations, or other academic misconduct; abuse, misrepresentations or other seriously improper conduct in relation to patients or colleagues, including breaches of confidentiality; illegality; substance abuse; failure of judgment, including that related to non-compliance in the treatment of any personal medical condition; other misconduct, misrepresentation, or failure in personal actions or in meeting obligations; or behavior that violates the National Society of Genetic Counselors Code of Ethics or State of Missouri laws, so as to raise serious unresolved doubts about the integrity of the student to enter the practice of Genetic Counseling.

Matters involving possible breaches of the University Student Judicial Code or violations of academic or professional integrity shall be brought to the attention of the Program Director. In addition to the General Procedures set forth in Section A, the following procedures apply:

- i. The individual(s) raising the allegations of possible misconduct shall present them in a complaint to the Program Director in writing. Individuals submitting information are reminded of the need for confidentiality regarding all matters of misconduct.
- ii. The Program Director will consider the merits of the complaint and whether it appears to warrant further investigation. The Program Director shall determine, and may consult with the University's Judicial Administrator in making such a determination, whether the alleged conduct, if true, could constitute misconduct under the Judicial Code. If the Program Director determines that the alleged misconduct does not constitute an Academic or Professional Integrity violation but might constitute some other type of misconduct, the Program Director shall refer the matter to the University's Judicial Administrator.
- iii. If the Program Director determines that the alleged misconduct could constitute an Academic or Professional Integrity violation, then the Program Director shall meet with the student to discuss the allegations.
- iv. If the student agrees with the facts presented in the complaint and furthermore admits to committing an Academic or Professional Integrity violation, the student may waive their right to a hearing, and the Program Director may impose sanctions as set forth in section A.a.3. If the student admits the charge but wishes to appear before the CAPES for determination of sanctions, the APD shall convene a meeting of the CAPES to determine imposition of sanctions.
- v. If the student denies the allegations, the APD shall convene a meeting of the CAPES. The student shall be notified of this meeting pursuant to Section A of this Policy and provided a copy of the complaint. The CAPES shall, whenever possible, convene within two weeks after the initial meeting between the student and the Associate Director.
- vi. Should a student be referred to the CAPES for an issue(s) involving both academic performance and professional misconduct, the procedures regarding professional misconduct will be followed.
- vii. The Committee's aim is to provide a fair and prompt review of the complaint and allegations asserted against the student. The Committee is not positioned in an adversarial role against the student, but serves

to review the evidence as presented and determine sanctions if necessary. The CAPES will consider evidence which tends to prove or disprove the alleged conduct.

- viii. If the CAPES finds that the student engaged in misconduct, it may consider additional evidence of prior conduct, evidence as to the charged student's character, the student's academic record, or any other evidence which could assist the CAPES in determining an appropriate sanction.
- ix. A list of expected witnesses, the name and title of accompanying individual, and copies of any documents expected to be presented, either in support of the complaint or in defense of the student charged, shall be provided to the Associate Director no less than five (5) business days prior to the CAPES meeting. Upon request and unless otherwise agreed upon, the student will have access to the documents to be presented no less than two (2) business days in advance of the meeting.
- x. The student may present evidence on their behalf, subject to reasonable limitations as to amount, scope, and format, as determined by the Associate Director.
- xi. The Chair of the CAPES will rule on whether or not specific evidence or testimony will be considered. The CAPES has neither the advantages nor limitations inherent in a court of law.
- xii. The decision as to whether the student committed the alleged misconduct will be made solely on the basis of evidence and testimony presented at the meeting. Innocence of the student will be presumed. A CAPES member must find in favor of the student unless the member is persuaded that it is more likely than not that the student engaged in the misconduct alleged.
- xiii. If the person who has submitted the complaint is a member of the CAPES, that member may provide information regarding the complaint to the CAPES, but will then recuse themselves from deliberations and voting. If the person who has submitted the complaint of misconduct is not a member of CAPES, they will be asked to present the complaint and information regarding the allegations and will then be excused.
- xiv. The record of such proceedings will be held confidentially with access restricted to Committee members, the student accused, and members of the WU Administration involved in the proceedings or on appeal.
- xv. Unless it is determined by the Associate Director that extraordinary circumstances exist, the student will be permitted during the CAPES proceedings to attend class (but not fieldwork experiences) so long as the student does not pose a threat to themselves or others.

c. **Possible Sanctions for Academic or Professional Integrity Violations**

Any Committee decision to sanction a student should be communicated in writing to the student within three (3) business days following the Committee meeting.

i. **Warning or Probation**

A student may be given a warning or placed on probation by the Committee upon a finding that they has engaged in academic or professional misconduct. The Committee may also require some form of remedy and evidence of readiness to function in a professional manner to remove a probationary status, consistent with the options for sanctions set forth in the University Judicial Code.

ii. **Recommendation of Suspension or Expulsion**

The CAPES may not impose the suspension or expulsion of a student for misconduct. Rather, in cases where a student has exhibited significant or repeated academic or professional misconduct, the CAPES may make a recommendation to the Program Director for suspension or expulsion of the student. The Program Director shall have thirty (30) days from the date of receiving such a recommendation from CAPES to decide whether to suspend or expel the student, unless extended by the Program Director upon notice to the student. The Program Director's decision should be communicated in writing to the student and to CAPES within five (5) business days after the decision is made.

C. **Request for Reconsideration by the CAPES**

A student may request that the CAPES reconsider its decision to take adverse action against that student. Such a request may be made for actions concerning the student's Academic Performance and/or Academic or Professional Misconduct.

Note: Actions taken by entities other than the Committee (e.g., the Program Director, Dean or the University Judicial Board) are not subject to requests for reconsideration under this Section C.

Within three (3) business days of the date on which a student receives an adverse decision from CAPES, the student may notify the Associate Director of their intent to request reconsideration of that decision by the CAPES. A written request and rationale for reconsideration must be received by the Associate Director within five (5) business days of the date the student provides initial notice of intent to request reconsideration. A student's request for reconsideration cannot simply be based on a disagreement with the CAPES conclusion and/or imposition of sanctions. Such a request for reconsideration must be based solely on (a) the need for the CAPES to consider additional information which was not previously presented;

and/or (b) a contention that pertinent CAPES procedures were not followed during the original proceeding. If the request is based on a contention that all relevant information was not presented to the CAPES, the request must provide the CAPES with adequate reason why the student did not present this information at the CAPES meeting in question.

The decision to grant a Request for Reconsideration is within the sole discretion of the CAPES. If the Committee decides to reconsider its decision, it shall notify the student in writing of its decision to reconsider and shall reconvene within thirty (30) calendar days of receipt of the written request to reconsider. During the reconsideration process, the student will be permitted to attend class (but not fieldwork experiences) so long as the student does not pose a threat to themselves or others. The Committee may reverse, modify or affirm its original decision based upon its reconsideration and/or input from the student or others.

D. Appeals

a. Appeal to the Program Director of Decisions by CAPES

- i. **Appealable Decisions:** A student may appeal to the Program Director following a finding of an academic or professional integrity violation by CAPES that does not result in a sanction of suspension or expulsion.
- ii. **Appeal Procedures:** Any appeal described in Section D.a.i. above must be made in writing to the Program Director within ten (10) business days after the student receives the final written decision of CAPES (either the initial decision, or a decision denying a timely request for reconsideration, or a decision after reconsideration, if granted). Students are not required to request reconsideration by the Committee prior to appealing to the Program Director; however, if reconsideration is requested, appeal to the Program Director should not be made until the Committee has ruled on the reconsideration request.

The appeal must be limited to the grounds that a fair hearing was not provided, or that the sanction imposed was excessive. Such written appeal must clearly state the grounds for the appeal and must include all supporting information which the student desires to be considered as part of the appeal.

When such appeal is taken, the Program Director shall not substitute their judgment of the facts for that of the CAPES. In deciding the appeal, the Program Director may utilize, at their discretion, an ad hoc appeals committee to advise her on the merits of the appeal. Members of the appeal committee must be faculty members in the Program or at the School of Medicine. Members of the CAPES are not permitted to participate on an appeals committee for decisions on which they voted.

The Program Director shall have thirty (30) calendar days from the date of receipt of the appeal to decide the appeal, unless extended by the Program Director upon notice to the student. The decision of the Program Director shall be final. The Program Director may decide to uphold the decision of CAPES, reverse the decision of CAPES, or remand the matter to CAPES with instructions for additional proceedings. The Program Director's decision should be communicated in writing to the student and to CAPES within five (5) business days after the decision is made.

b. Appeals to the Dean of Decisions by the Program Director to Dismiss, Suspend or Expel

- i. **Appealable Decisions:**
 1. A student may appeal to the Dean of the School of Medicine following a dismissal for academic deficiencies by the Program Director. The decision of the CAPES to impose a warning, probation, or any other sanction for academic performance deficiencies is final and not appealable.
 2. A student may appeal to the Dean of the School of Medicine following a suspension or expulsion for academic or professional integrity violations by the Program Director. The decision of the CAPES, or the Program Director on appeal, to impose a warning, probation, or any other sanction for academic or professional integrity violations is not appealable to the Dean.
- ii. **Appeal Procedures:** Any appeal described in Section D.b.i. above must be made in writing to the Dean within ten (10) business days after the student receives the final written decision of the Program Director. Students are not required to request reconsideration by the Committee prior to appealing to the Dean; however, if reconsideration is requested, appeal to the Dean should not be made until the Committee has ruled on the reconsideration request.

The appeal must be limited to the grounds that a fair hearing was not provided, or that the sanction imposed was excessive. Such written appeal must clearly state the grounds for the appeal and must include all supporting information which the student desires to be considered as part of the appeal.

When such appeal is taken, the Dean shall not substitute their judgment of the facts for that of the CAPES or Program Director. In deciding the appeal, the Dean may utilize, at their discretion, an ad hoc appeals committee to advise her on the merits of the appeal. Members of the appeal committee must be faculty members in the Program or at the School of Medicine. Members of CAPES and the Program Director are not permitted to participate on an appeals committee for decisions on which they voted.

The Dean shall have thirty (30) calendar days from the date of receipt of the appeal to decide the appeal, unless extended by the Dean upon notice to the student, and the decision of the Dean shall be final. The Dean may decide to uphold the decision of the Program Director, reverse the decision of Program Director, or remand the matter to CAPES or the Program Director with instructions for additional proceedings. The Dean's decision should be communicated in writing to the student and to the Program Director within five (5) business days after the decision is made.

WASHINGTON UNIVERSITY POLICIES & PROCEDURES

Washington University's policies, procedures and guidelines assist university students, faculty and administrators in doing the business of the university in ways that are effective, consistent and compliant with university policies. These policies may be viewed by visiting <https://wustl.edu/about/compliance-policies/> and <http://bulletin.wustl.edu/about/policies/>.

Washington University School of Medicine has its own subset of policies, procedures and guidelines which can be viewed by visiting <http://bulletin.wustl.edu/medicine/policies/#university> and <https://medicine.wustl.edu/policies/>.

These resources also apply to members of the general public pursuing business with the university.

Each academic and administrative unit has its own policies and procedures available through the appropriate office.

All policies are subject to change. If you have suggestions or comments, contact the Program Director at 314-273-8552.

For specific policies not outlined in this document, please reference the following sites:

- Drug & Alcohol Policy <http://pages.wustl.edu/prograds/alcohol-service-policy>
- Policy on Consensual Romantic or Sexual Relationships Between Faculty, Staff or Students <https://hr.wustl.edu/items/consensual-relationships/>
- Policy on Demonstrations and Disruptions <https://wustl.edu/about/compliance-policies/governance/demonstrations-disruption/>
- FERPA and Privacy Policy <https://registrar.wustl.edu/student-records/ferpa-privacy/>
- Intellectual Property Policy <https://wustl.edu/about/compliance-policies/intellectual-property-research-policies/intellectual-property/>
- Filming & Photography Policy <https://wustl.edu/about/compliance-policies/media-policies/access-to-campus-for-filming-and-photography/>

COMPUTER USE POLICY

Washington University in St. Louis (WashU) is committed to conducting all university activities in compliance with all applicable laws, regulations, and university policies. WashU has adopted this policy to outline the security measures required to protect electronic information systems and related equipment from unauthorized use.

Objectives

This policy and associated guidance provide direction for appropriate use of computer systems, networks, and information at WashU.

Applicability

This policy is applicable to systems connected to any WashU network segment.

Audience

The audience for this policy is all WashU faculty, staff, and students. It also applies for all other agents of the university with access to WashU information and networks for contracted services. This includes, but not limited to partners, affiliates, contractors, temporary employees, trainees, guests, and volunteers. The titles will be referred collectively hereafter as “WashU community”.

Roles & Responsibilities <https://informationsecurity.wustl.edu/roles-and-responsibilities-policy/>

Policy

This policy seeks to protect the confidentiality, integrity, and availability of the WashU information systems themselves: the computing or networking resources need to be accessible and secure for appropriate use consistent with the mission of WashU; the usurpation of these resources for personal gain, commercial gain, or without authorization is unacceptable.

To manage systems and networks at WashU, comply with regulatory requirements, and enforce the various Information Security Policies, WashU may log, review, retain, prohibit, or in any manner utilize any data or information stored or transmitted via WashU assets.

Relationship to WashU Policies

All WashU policies listed below applies to information technology as well as to other forms of communication and activity. In addition, these policies are fully recognized by the WashU Computer Use Policy. All users are responsible for being aware of and complying with regulations and Information Security Policies. Use of WashU systems or networks that violates any of these policies will be investigated and sanctions may be applied, including termination.

Code of Conduct <https://universitycompliance.wustl.edu/code-of-conduct/>

Intellectual Property Policy <https://wustl.edu/about/compliance-policies/intellectual-property-research-policies/intellectual-property/>

Freedom of expression / Freedom from Harassment <https://hr.wustl.edu/items/discrimination-harassment-policy/>

Social Media Policy <https://socialmedia.wustl.edu/best-practices/social-media-policy/>

WashU students will reference the Student Technology Services Network Use Policy (<https://sts.wustl.edu/network-use-policy/>). When in a faculty or staff position, students are expected to adhere to department and/or school policies for network use.

Use of WashU Resources

WashU resources are shared resources available to further educational, research, medical, service, and university-related activities and missions. The WashU community should abide by federal, state, and city laws, regulations, and university policy.

WashU does not monitor the content of web pages or other online communications and is not responsible for the views expressed by individual users.

The personal use of WashU systems and networks should be limited in nature, scope, and appropriateness.

While the privileges and responsibilities vary between departments and schools, the use of university resources for personal commercial gain or for partisan political purposes (not including the expression of personal political views, debate, and the like) is inappropriate and possibly illegal.

Individual university computer systems and departments have varying access requirements and resources. Departments or schools may implement additional computer use guidelines as necessary. Copies of such additional computer user guidelines must be provided to the Chief Information Security Officer (CISO).

Privacy

Although respect for privacy is fundamental to the university’s policies, understand that almost any information can in principle be read or copied; that some user information is maintained in system logs as part of computer system maintenance; that the university must reserve the right to examine computer files, and that, in rare circumstances, the university may be compelled by law or policy to examine even personal and confidential information stored, transmitted or accessed on university computing facilities.

Access to WashU Secure Systems

WashU provides access to internal and external system resources. Use of these resources may be governed by various state and/or federal regulatory requirements. All authorized users with access to protected information and systems are expected to be aware of

and comply with the regulatory requirements that govern the use of the data as well as the resource. Guidance along with the specific regulatory requirements is provided at WashU through the University's Area Specific Compliance Offices.

WashU community members should be aware of the university's computer and data classification guidelines prior to utilizing external or personal computing resources through the WashU system. These guidelines are available on the CIO.wustl.edu and informationsecurity.wustl.edu websites.

Authentication

WashU community members are responsible for protecting their account credentials (user IDs and passwords). Users should not share credentials used for authentication and access to WashU systems and networks verbally or in electronic or written communications. Unique credentials are required for access WashU systems and networks.

Inappropriate access of WashU resources may significantly impact education, research, and patient care and other university activities.

Personal devices

All devices used to access WashU data or networks must conform to all WashU policies and device protections based upon data classification accessed, stored, or transferred from the device. It is the responsibility of the device owner to secure the system or data. Users may contact the department or school help desk to ensure their personal devices conform.

Misuse of resources

WashU community members are responsible for all activity involving their WashU accounts and are granted privileges and responsibilities with these accounts. These privileges are not to be used to violate any university policy, or city, state, or federal laws or regulations. Access may be revoked in cases of misuse or threat to WashU systems and networks.

WashU community members are not to use the WashU systems or networks to cause harm or perform illegal activities including, but not limited to the following:

- Cause harm to individuals, university data, university network,
- Disable systems, programs, or software
- Email spam or harassment
- Modify or destroy data integrity
- Copyright infringement
- Malicious computer activity

Circumventing WashU policies to compromise the security of an account, system, devices, network, or WashU partner will not be tolerated.

WashU Rights

Access

WashU, through the appropriate systems administrator or management request, may deactivate a user's privileges when deemed reasonably necessary to enhance or preserve the confidentiality, integrity, or availability of the WashU systems or networks.

Monitoring

WashU does not monitor individual system or network usage. Daily system processing and maintenance will log and backup the data. The individual right to privacy may, when personal files may need to be accessed for troubleshooting purposes or to investigate a reported incident, be overridden by authorized personnel to protect the integrity of the university's computer systems.

Security

WashU reserves the right to enforce security controls to preserve the confidentiality, integrity, or availability of the WashU systems or networks. These controls may affect the storage, transmission, and access of confidential and protected information in accordance with WashU policies, regulations, state, and federal laws or regulations.

WashU reserves the right to restrict access to internal or external resources based upon risk to the university systems or networks.

Reporting

WashU community members are responsible for reporting concerns or possible violations of this policy. Email infosec@wustl.edu to report concerns or possible violations. Concerns or violations can also be reported anonymously on the university's hotline at (314) 362-4998.

Investigation

Violations of this policy may lead to an investigation involving but not limited to designated representatives for WashU community, Human Resources, General Counsel, Information Security, Internal Audit, the HIPAA Privacy Office, or other Area Specific Compliance Office.

Sanctions

Violations of this policy may lead to disciplinary action up to and including termination under either the Human Resources corrective action process or the HIPAA Sanction policy.

For questions about this policy, contact your department, school, or unit system manager or email the Chief Information Security Officer (infosec@wustl.edu).

Policy Compliance

The Office of Information Security (OIS) will measure the compliance to this policy through various methods, including, but not limited to – reports, internal/external audits, and feedback to the policy owner. Exceptions to the policy must be approved by the OIS in advance. Non-compliance will be addressed with management, Area Specific Compliance Office, Human Resources, or the Office of Student Conduct.

Related Policies

None

Reference

None

Policy Review

This policy will be reviewed at a minimum every three years.

Title: Computer Use Policy

Version Number: 4.1

Reference Number: PL-01.01

Creation Date: May 31, 1997

Approved By: Security and Privacy Governance Committee

Approval Date: October 10, 2016

Status: Final

Scheduled Review Date: March 1, 2022

Revision Date: November 5, 2021

Revision Approval Date: March 15, 2019

Policy Owner: Office of Information Security

<https://informationsecurity.wustl.edu/computer-use-policy/>

WASHINGTON UNIVERSITY SCHOOL OF MEDICINE SOCIAL MEDIA POLICIES & GUIDE

Faculty, students and staff are charged with unique roles in the areas of patient care and the advancement of medicine. Due to these unique responsibilities, these guidelines seek to serve as an addendum to the Washington University in St. Louis social media policies (<https://socialmedia.wustl.edu/best-practices/social-media-policy/>) and provide further guidance in areas unique to the Washington University School of Medicine's (WUSM) mission.

These guidelines apply to:

- Any university business or the representation of WUSM and Washington University Physicians in or on any social media venues, including those co-sponsored by affiliated institutions where WUSM faculty and staff work. These institutions include but are not limited to BJC HealthCare, Shriners Hospital for Children, the VA Medical Center, Central Institute for the Deaf, and the Rehabilitation Institute of St. Louis.

- Faculty and staff members that identify themselves with WUSM and/or use their WashU email address in social media venues for deliberate professional engagement or casual conversation.

All faculty, students and staff of WUSM are asked to be mindful of their roles in protecting patient confidentiality at all times, including during participation in social media venues.

In addition, if your social media account includes the likeness of any member of the general public – including an individual's **photo, video, audio or testimonial** – you are requested to obtain the necessary consent by obtaining the individual's signature on an official media release form.

We expect all who participate in social media on behalf of WUSM to understand and follow these guidelines and the university's social media policies (<https://socialmedia.wustl.edu/best-practices/social-media-policy/>).

Social media platforms are always evolving. These policies and guidelines apply, but are not limited, to sites such as YouTube, Vimeo, Facebook, Twitter, Instagram, Pinterest, LinkedIn, Flickr, SnapChat, Periscope, iTunes, blogs, web feeds such as RSS, community forums and chat rooms, list serves and other forums.

The Office of Medical Public Affairs oversees the School of Medicine's official presence on social media sites and works in conjunction with the university's Office of Digital Communications Marketing to develop, review, approve, monitor, amend, and when necessary, remove School of Medicine social media pages or sites.

Representation of the School of Medicine on social media platforms can only be initiated through, and authorized by, the Office of Medical Public Affairs.

If you need social media assistance, please contact Medical Public Affairs:

<https://publicaffairs.med.wustl.edu/contact/consultations-strategic-marketing/>

Select sections of the guide included below. Please use the link for full guide materials:

<https://publicaffairs.med.wustl.edu/items/social-media-guide/>

Why use social media?

Social media platforms such as Facebook, Twitter and Instagram offer unique opportunities to connect and communicate with people across the globe.

Washington University School of Medicine supports the use of social media initiatives that seek to share and support its educational, research and clinical missions. Members of our community are asked to be professional, confidential and technically secure, and transparent of their identity in all communications on behalf of the School of Medicine and university.

Patient privacy and HIPAA

Patient privacy is of utmost importance. The site administrator and all participants representing WUSM must follow all existing WUSM policies and guidelines including HIPAA, Release of Information, Conflict of Interest, Intellectual Property, the site's User Terms and Conditions and routine approvals through the appropriate department, division or program.

Security of digital communications

Social media sites like Facebook, Twitter, Doximity and others are considered open systems and may not be used to receive, discuss or transmit electronic patient identifiable health information.

Sending email messages to outside mailboxes and systems (e.g. Facebook, Gmail, Yahoo) is considered unprotected. The only approved methods for sending patient information via the Internet are: 1) Use of an encryption method to render the patient information unreadable while in transit or 2) Written consent in which a patient agrees to transmission of patient information via email.

If these methods are not followed, any emails or communications sent across the public Internet would constitute a breach of patient privacy.

Institutional endorsements not permitted

The University does not permit explicit or implied use of the University's or School of Medicine's names, trademarks, logos or images – including pictures of campus buildings – to endorse any product or service without approval by the Office of Public Affairs or Medical Public Affairs.

Disclosure of conflict of interest

All official social media initiatives related to clinical or health care topics, clinical study recruitment, and/or involving representatives from the clinical practices of WUSM shall include in-line text links to the Conflict of Interest in Clinical Care – Policy and Consulting Agreements Guidelines (<https://physicians.wustl.edu/for-patients/for-your-protection/conflict-of-interest-in-clinical-care/>).

COPYRIGHT AND ELECTRONIC COMMUNICATION

Copyright laws do apply to electronic communications such as e-mail and the World Wide Web. The holder of the copyright is the creator of the information, whether or not a copyright notice is included. Before you post anything on e-mail or to a listserv, ask yourself whether you have the right to distribute that information. The same applies if you are posting to a web site.

As a rule of thumb:

- Sending the text of any published item (article, letter, editorial, etc.) through e-mail, either to an individual or a listserv, violates the copyright unless you first obtain written permission from the copyright holder. So does posting the item to a web site.
- Putting a notice of copyright on an item is insufficient. If you haven't obtained written permission you risk violating copyright.
- If you want to provide the copyrighted information to another person, provide information about the material by describing it briefly and including the source (URL or website) where it can be found.
- If you are the copyright holder, consider whether posting your item on the Internet could damage its printed value. In other words, will people decide not to buy the book or magazine because they've already read the article. Sending an unpublished article through e-mail can raise questions about authorship, and put your right to copyright at risk, so does posting it to a web site.

COPYRIGHT INFRINGEMENT

When you register to use the wired or wireless network at Wash U, you agree to abide by the University's Appropriate Computer Use Policy. We encourage you to review this policy from time to time to ensure your online activities are appropriate in line with the University's code of conduct.

Copyright and file-sharing have become big issues on college campuses everywhere. This mainly (but not exclusively) concerns use of peer-to-peer software to download and upload copyrighted music, movies and software. There are several free services that allow you to download music legally.

Here is a simple way of thinking about copyright:

Copyright law applies to all intellectual works (including articles, books, sound recording, movies, web pages, art work, software, html code, computer graphics, etc...). If you are the author/creator, you are the copyright owner unless you agree in writing to transfer your rights to someone else. Only the copyright owner has the right to reproduce, distribute, perform or display their work. This means that if you can see it, hear it, and/or touch it, it may be copyright protected. So if you weren't the author/creator, you don't have the right to share it, modify it or download it to your computer. If you copy or offer sound recordings to download, you are violating federal copyright law and may be subject to civil fines and criminal penalties.

If you didn't write it, you don't own it.

If you don't own it, you can't share it, upload it or download it.

If you are suspected of violating copyright law, the University mitigation process is as follows:

- 1st offense - You will be contacted by STS to be informed of the infraction and asked to remove any P2P file sharing applications and any unlawfully obtained media. You must also acknowledge receipt of the violation notice sent to you by STS. If you fail to acknowledge receipt of the violation notice within 24 hours, your network access may be revoked. If needed, you may come to STS for education and assistance with removal of any P2P applications and other offending materials.

- 2nd offense - You will be contacted by STS to be informed of the 2nd infraction and your network access will be immediately revoked. You must come to STS with your computer for a formal reprimand and removal of any offending materials by STS staff before your network access is restored.
- 3rd offense - You will have your network access immediately revoked, and you will be referred to University Judicial Authorities. If you are referred to Judicial Authorities, you may:
 - Receive a fine and/or official reprimand
 - Lose privileges to use the University's network
 - Be suspended or expelled from the University

Copyright infringement also carries severe civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information on the laws that outline copyright infringement penalties, please see the web site of the U.S. Copyright Office here. Also, here is additional information about federal regulations.

Educause and the American Council on Education (ACE) encourage the viewing of a video called, 'Campus Downloading' from the Record Industry Association of America (RIAA). Feel free to watch this short video by clicking here.

Additional information can be found on the Washington University Resources on Copyright Law website:
<https://wustl.edu/about/compliance-policies/intellectual-property-research-policies/copyright-information/>.

POLICY FOR STUDENTS WITH DISABILITIES

Washington University welcomes its diverse population of students, including those with physical, sensory, learning, psychological, and chronic disease–related disabilities. We welcome students with disabilities to our school, to disclose their disability, and to collaborate with us to develop accommodations so that they can experience equitable access in their educational environment. Individuals who anticipate needing accommodations are encouraged to review the University's Disability Resources office website and complete a "New Student Application." Disability Resources will engage in a confidential and interactive process with the student and other personnel as necessary to determine reasonable accommodations. As accommodations are not applied retroactively and may require time to be implemented, they should be requested in a timely manner. For questions about this process, students can contact Disability Resources via email (disabilityresources@wustl.edu) or phone (314-935-5970).

ACADEMIC ADVISING RESOURCES

Learning Support is available on both the Medical School and Danforth campuses. For specific resources, see below.

- Tutoring: <https://md.wustl.edu/academics/academic-support/learning-support/>
- Writing Center: <https://writingcenter.wustl.edu/>

STUDENT MISTREATMENT REPORTING AND MONITORING POLICY

—This policy applies to all School of Medicine students.—

I. Student Mistreatment Definition

As explained in our Abusive Conduct (<https://hr.wustl.edu/items/abusive-conduct-policy/>) and Discrimination and Harassment (<https://hr.wustl.edu/items/discrimination-harassment-policy/>) policies, the School of Medicine is committed to maintaining an environment free from behavior that is abusive, discriminatory, harassing (including sexual), or involves the mistreatment (including retaliation) of students or others in the learning and working environment. For definitions and examples of conduct that would be considered mistreatment prohibited by the university, please refer to these policies. Please also be aware that some behaviors require mandatory reporting by certain members of the university community.

This document identifies the mechanisms and protocols for all School of Medicine students, including DBBS students on either campus or at partner institutions, to report mistreatment against them. It identifies mechanisms for bystanders to report student mistreatment they have observed. This document also outlines the systems in place aimed at monitoring, addressing, and preventing mistreatment of students in the learning environment.

II. Steps for Reporting Student Mistreatment

The School of Medicine strongly encourages students who feel they have experienced mistreatment, and those who feel they have witnessed mistreatment of a student, to report it immediately, without fear of retaliation, using the following resources:

1. WashU Learner Mistreatment Incident Report

Students and other community members may submit a report through the WashU Learner Mistreatment Form (https://wustl.ethicspointvp.com/custom/wustl/forms/mgr/form_data.asp?lang=en), which can also be found on the Supporting a Fair Environment (SAFE) website (<https://safereporting.wustl.edu/>). Washington University Human Resources receives all reports and will direct the report to appropriate university or hospital administrator(s) for a prompt response. The reporting portal allows for individuals to submit concerns anonymously if preferred and allows for bidirectional communication through the portal via a password, even if the report is submitted anonymously

2. To any of the following administrators:

- Program Directors (see respective program website or handbook for details)
- Relevant Associate Dean
- Senior Associate Dean and Vice Chancellor for Medical Education

Confidentiality and Anonymous Reporting

When receiving a confidential report, the university will strive to protect, to the greatest extent feasible, the confidentiality of persons reporting mistreatment and of those accused of mistreatment. Because of legal obligations, the university cannot guarantee complete confidentiality where it would conflict with the university's obligation to investigate meaningfully or, where warranted, take corrective action. For example, if a report identifies conduct that would fall within Title IX (<https://hr.wustl.edu/items/discrimination-harassment-policy/>), the university may have an obligation to investigate and take further action that requires disclosure of all or part of the information contained in the report to the person accused as well as to appropriate administrators. In addition, if a report identifies conduct that poses a significant threat to the health or safety of an individual, the university may also need to investigate and take further action that requires disclosure of information contained in the report.

Even when some disclosure of the university's information or sources is necessary, it will be limited to the extent possible. The university will keep confidential all records of complaints, responses and investigations to the extent permitted by law. Anonymous reports may be submitted through the reporting portal. If a reporter wishes to remain anonymous, the university may be limited in its ability to respond and take action with respect to the report.

III. Options for Possible Resolution

Students who believe they have been subjected to mistreatment or other reporters who believe they have witnessed student mistreatment have several options available if they wish to seek resolution of a situation. At any time, they may consult with a Discrimination and Harassment Response Coordinator (see below), whose responsibilities include assisting students, faculty and staff with questions regarding university policies and options for addressing concerns about mistreatment.

If a student or observer feels comfortable without assistance dealing with a situation that does not violate university policy, they can communicate either orally or in writing with the person whose behavior is of concern. The most useful communication clearly describes the conduct of concern, its impact on the student, and a request that the behavior should stop. Frequently, such a communication will cause the behavior to stop, particularly when the person may not be aware of its impact.

If a student or reporter would like to discuss a situation and possible options for resolution with the assistance of someone else, they may also consider (i) asking a trained WUSM SAFE (Supporting A Fair Environment) Committee member to meet with them or to speak to the person whose behavior is of concern or (ii) consulting with one of the Advisors listed below about other potential options to remedy the situation. As previously mentioned, these individuals may be obligated to report the incident or conduct disclosed to the University for further review (e.g., sexual assault or harassment, threat of harm to self or others).

Students may also initiate a more formal complaint process, which could involve a committee hearing, by contacting a Discrimination and Harassment Response Coordinator. If it has not already done so, the university will initiate an investigation into the allegations under the appropriate policy and, if substantiated, take disciplinary action as contemplated by the applicable procedures. For example, if a student asserts that a faculty member has engaged in mistreatment in the form of sexual harassment, the university's Discrimination and Harassment Policy would be followed.

The university will remain in communication with the student throughout the university's investigation and response. The university may be limited in its ability to disclose personnel or other action taken in response to a complaint. The university will only be able to return communication made by anonymous reporters if the reporter creates a password and logs back into the reporting portal to access information on the incident.

IV. Monitoring and Education

The School of Medicine will provide ongoing education to promote a respectful and positive learning environment. The purpose of this education will be to communicate the School's standards of behavior and professionalism for an optimal learning environment and commit to informing students and educators about policies around behavioral expectations and processes for reporting mistreatment. The policies and reporting protocols will be posted in the Bulletin and in the course syllabi, and will be reviewed with students during orientations.

Data from the reports submitted to the portal and to the Deans identified above will be aggregated for review by the SAFE Committee. The SAFE Committee will systematically review on a regular basis these data in addition to internal and external survey data when (a) assessing trends and the overall climate in learning areas at the School of Medicine; (b) making any recommendations for changes to the policies and the reporting and response mechanisms in place; and (c) developing action plans to implement targeted educational interventions based upon the data received. The SAFE committee regularly will report its findings and recommendations to the Academic Affairs Committee. Aggregate reports will also be forwarded to program and/or department chairs regularly for monitoring purposes.

V. Student Advisors

The following is a list of Offices or Advisors who may provide guidance when addressing some of the potential issues discussed in the above guidelines:

- Gender Equity and Title IX Compliance Office <https://titleix.wustl.edu/>
- Discrimination and Harassment Response Coordinator <https://hr.wustl.edu/items/discrimination-harassment-policy/>
- School of Medicine Office of Diversity, Equity and Inclusion <https://diversity.med.wustl.edu/>
- Program-specific advisors (see respective program website or handbook for details)
- Relevant Associate Dean
- Senior Associate Dean and Vice Chancellor for Medical Education

VI. Additional Resources

- School of Medicine Student Ombudsperson (Confidential Resource) <https://ombuds.med.wustl.edu/>
- Ombudsperson for Graduate Students (Confidential Resource) <https://www.mwi.org/washu-ombuds/>
- Relationship and Sexual Violence Prevention Center (Confidential Resource) <https://students.wustl.edu/relationship-sexual-violence-prevention-center/>

Last approved on August 12, 2021

<https://bulletin.wustl.edu/medicine/policies/student-mistreatment/>

DISCRIMINATION AND HARASSMENT POLICY

Washington University is committed to having a positive learning and working environment for its students, faculty and staff. This Policy prohibits discrimination and harassment on the basis of race, color, national origin, age, religion, sex (including sexual harassment and sexual assault), sexual orientation, gender identity or expression, veteran status, disability or genetic information. Such conduct may also violate federal, state or local law.

What is Discrimination?

Discrimination is generally defined as a materially adverse action affecting the terms and conditions of employment or academic status that is taken because of an individual's race, color, national origin, age, religion, sex, sexual orientation, gender identity or expression, veteran status, disability or genetic information.

What is Harassment?

Harassment is a form of discrimination. It is generally defined as unwelcome conduct, on or off campus, that is based on race, color, national origin, age, religion, sex, sexual orientation, gender identity or expression, veteran status, disability or genetic information,

that (1) is subjectively and objectively offensive, (2) is severe or pervasive, and (3) has the purpose or effect of unreasonably interfering with an individual's work or educational performance and creating an abusive, hostile or intimidating environment for work or learning. Whether particular conduct constitutes harassment often depends on the totality of the circumstances.

Sexual harassment is a form of discrimination based on sex. It may include unwelcome sexual advances or other nonconsensual conduct of a sexual nature, when (1) submission to or rejection of such conduct is used as a basis or threatened basis for employment decisions or for academic evaluation, grades, or advancement; or (2) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance and creating an abusive, hostile or intimidating work or academic environment. Sexual violence is a form of sexual harassment and includes physical sexual acts perpetrated against a person's will or when, due to a person's use of drugs and/or alcohol, cognitive impairment or other disability, it would be apparent to a reasonable observer that the person is incapable of giving consent.

Harassment can be written, oral, visual or physical. Some conduct obviously constitutes harassment, such as a threat that a grade or promotion will depend on submission to a sexual advance. But whether particular conduct constitutes harassment will often depend upon the specific context of the situation, including the participants' reasonable understanding of the situation, their past dealings with each other, the nature of their professional relationship (e.g., supervisor-subordinate, professor-student, or colleague), the frequency and severity of the conduct, and the particular setting.

The inquiry can be particularly complex in the classroom and the broader academic community, where the free and open exchange of ideas and viewpoints reflected in the concept of academic freedom may sometimes prove distasteful, disturbing or offensive to some. Indeed, the examination and challenge of assumptions, beliefs or viewpoints that is intrinsic to education may sometimes be disturbing or unwelcome to the individual. Allegations relating to the content of academic instruction and classroom discussion must be evaluated in the context of the subject matter and pedagogical purpose. This Policy is not intended to compromise the University's traditional commitment to academic freedom or to education that encourages students to challenge their own views of themselves and the world.

Conduct Prohibited By Title IX

Title IX of the Educational Amendments of 1972 prohibits a specific subset of the conduct addressed above and in this Policy. Title IX and its implementing regulations prohibit discrimination based on sex (including sexual harassment and sexual violence) in the University's educational programs and activities. Title IX also prohibits retaliation for asserting claims of sex discrimination.

As required by Title IX, Washington University does not discriminate on the basis of sex in its educational programs and activities, in the student admissions process, or in the employment of faculty and staff.

Title IX prohibits certain forms of sexual harassment, specifically conduct on the basis of sex that satisfies one or more of the following (collectively "Prohibited Conduct"):

- An employee of the University conditioning provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct (also known as "quid pro quo" harassment);
- Unwelcome conduct by a University student or employee that, in the view of a reasonable person, is so severe, pervasive, and objectively offensive that it effectively denies an individual equal access to the University's education program or activity (also known as "hostile environment" harassment); or
- Any instance of sexual assault, dating violence, domestic violence, or stalking, as those terms are defined by the Clery Act (20 U.S.C. § 1092(f)) or the Violence Against Women Act (34 U.S.C. § 12291(a)) (also known as "per se" harassment).

To fall within the coverage of Title IX, Prohibited Conduct must take place within an educational program or activity of the University and against a person within the United States. For purposes of Title IX, an "educational program or activity" includes locations, events, or circumstances over which the University exercises substantial control over both the respondent accused of the Prohibited Conduct and the context in which the Prohibited Conduct occurs. Title IX also applies to Prohibited Conduct that occurs in any building owned or controlled by a student organization that is officially recognized by the University.

The University has designated a Title IX Coordinator who is responsible for coordinating the University's efforts to comply with Title IX, and respond to complaints relating to Prohibited Conduct under Title IX. Inquiries about the application of Title IX may be referred to the Title IX Coordinator.

Any person may report to the University's Title IX Coordinator at any time (including during non-business hours) any instance of sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct

that could constitute sex discrimination or sexual harassment), in person, by mail, telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

The Title IX Coordinator's contact information is contained in the Appendix. Complaints or inquiries regarding Title IX may also be submitted to the United States Department of Education's Office of Civil Rights at 400 Maryland Avenue S.W., Washington, DC 20202-1100, by visiting www2.ed.gov, or by calling 1-800-421-3481.

Options for Resolution

If you believe that you have been subjected to discrimination or harassment, you have a number of options. You should select the route you feel most appropriate for your circumstances. However you wish to proceed, you may consult at any time with the Title IX Coordinator and/or a Discrimination and Harassment Response Coordinator (listed in the Appendix), whose responsibilities include assisting students, faculty and staff with questions regarding this Policy and options for addressing concerns about discrimination or harassment. Regardless of how you choose to address your concerns, the University may be required, or may otherwise deem it necessary and protective of the University community, to commence its own investigation and take further action as described below.

If you prefer to address the situation without assistance, you can communicate either orally or in writing with the person whose behavior is of concern. Your communication should clearly identify the conduct that is of concern and indicate that it was unwelcome and offensive and should cease. Such a communication often will cause the unwelcome behavior to stop, particularly where the person may not be aware that the conduct is unwelcome or offensive.

If you would like to discuss other options for addressing the concern, there are a number of resources available to you. As noted above, the Title IX Coordinator and/or a Discrimination and Harassment Response Coordinator listed in the Appendix can provide information about steps that might remedy the situation and can discuss University policy and procedures for initiating and resolving complaints. There are a variety of options for addressing and resolving concerns that may be appropriate for the particular circumstances. For example, intervention of Human Resources, the Title IX Coordinator, supervisors (where the behavior of a faculty or staff member is at issue), the Student Conduct Administrator (where the behavior of a student is at issue), or other University officials can often resolve the issue. Likewise, in certain situations a facilitated discussion between the individuals involved can be an effective means of addressing concerns.

Faculty and staff members also have the option of consulting with the appropriate University ombudsperson.^[1] If you would like to report an incident involving a student, you also may contact the University's Bias Report and Support System and meet with a BRSS team member, who can make referrals to appropriate resources and explain what to expect from each resource.

You may also initiate a more formal complaint process, which may involve a committee hearing, by submitting a written complaint to the Title IX Coordinator or the Discrimination and Harassment Response Coordinator. Depending on the circumstances of your complaint, the Coordinator will investigate the allegations or forward the complaint to the appropriate board, committee, or administrator: for complaints against faculty, to the Discrimination and Harassment Hearing Committee; for complaints against staff, to the Discrimination and Harassment Hearing Committee or the Vice Chancellor for Human Resources; for complaints against students, to the Student Conduct Administrator. Procedures for addressing such complaints are found below and posted online at titleix.wustl.edu or are available from the Title IX Coordinator or a Discrimination and Harassment Response Coordinator.^[2]

- Discrimination Formal Complaint Process <https://hr.wustl.edu/5706-2/>
- Staff Title IX Grievance Process <https://titleix.wustl.edu/faculty-staff/staff-title-ix-grievance-process/>
- Discrimination and Harassment Hearing Committee Procedure <https://hr.wustl.edu/discrimination-and-harassment-hearing-committee-procedures/>
- Faculty Title IX Grievance Process <https://titleix.wustl.edu/faculty-staff/faculty-title-ix-grievance-process/>

Confidentiality

The University will strive to protect, to the greatest extent possible, the confidentiality of persons reporting discrimination and harassment and of those accused of such conduct. However, the University cannot guarantee complete confidentiality where it would conflict with the University's obligation to investigate meaningfully or take corrective action. Even when some disclosure of the University's information or sources is necessary, it will be limited to the extent possible. The University will, to the extent permitted by law, keep confidential all records of complaints, responses and investigations.

If you believe you might have been subjected to discrimination or harassment and want to discuss the matter in a more confidential setting or clarify your feelings about whether and how you wish to proceed, you may want to consult a social worker, therapist or

clergy member who may be permitted by law to assure greater confidentiality. Information about counseling and clergy resources can be found in the University's Safety and Security brochure (available at www.police.wustl.edu). In addition, students may contact the Student Health Services (935-6666 on Danforth Campus; 362-3523 on School of Medicine Campus) and employees may contact the Employee Assistance Program (1-800-765-9124) for confidential assistance and, if desired, referral to other resources. Discussions with Student Health Services and the Employee Assistance Program are confidential and are not considered notice to the University.

Other University Action

The University reserves the right, independent of other complaint or reporting processes, to review allegations of discrimination and harassment and impose disciplinary or remedial actions where warranted. The University also reserves the right, independent of or in conjunction with other complaint or reporting processes, to take interim or remedial measures appropriate to the situation, in accordance with applicable University policies. Examples of such measures include administrative leave, alteration of reporting structures or job duties, temporary suspension, no-contact orders, temporary housing or course/classroom assignment changes, medical and counseling services, restriction of campus activities, or other academic support services and accommodations.

Disciplinary and Remedial Actions

Potential disciplinary and remedial consequences for violations of this Policy include but are not limited to the following:

- an apology to the victim
- required counseling or training
- oral or written reprimand
- loss of salary or benefit, such as sabbatical or research or travel funding
- fine
- transfer or change of job, class or residential assignment or location
- suspension, probation, demotion, termination, dismissal or expulsion

For student offenders, any of the other sanctions set forth in the University Student Conduct Code may also be invoked.

Retaliation and Protection of Rights

The University will not tolerate retaliation against persons who report discrimination or harassment or against those who testify, assist or participate in any investigation, proceeding or hearing involving a complaint of discrimination or harassment. In this context, retaliation means behavior engaged in because of a person's participation in the reporting or investigation of an allegation of discrimination or harassment that adversely affects that person's terms or conditions of employment or education. Any such retaliation – or any encouragement of another to retaliate – is a violation of this Policy, regardless of whether the particular claim of discrimination or harassment is substantiated. If you believe you have been subjected to such retaliation, you may use the procedures described above to seek redress.

The University seeks to protect the rights of all persons, accusers and accused, to fair procedures. Accusations of discrimination or harassment may have injurious far-reaching effects on the careers and lives of accused individuals. Allegations of discrimination or harassment must be made in good faith and not out of malice. Knowingly making a false or frivolous allegation of discrimination or harassment, whether in a formal or informal context, will be treated as a serious offense under this policy. If you have a reasonable basis to believe that a complaint of discrimination or harassment against you was not made in good faith, you may use the procedures of this policy to seek redress.

Obligations of Vigilance and Reporting

The University can respond to specific instances and allegations of discrimination and harassment only if it is aware of them. The University therefore encourages anyone who believes that they have experienced discrimination or harassment to promptly come forward with inquiries, reports or complaints and to seek assistance from the University. In addition, any University employee who becomes aware of instances or allegations of discrimination or harassment by or against a person under their supervisory authority, and any faculty member who becomes aware of instances or allegations of discrimination or harassment against a student, must report it to those charged with responding to such reports, such as a Coordinator, department head, director, or other similar administrator. It shall be the responsibility of these latter individuals to respond to reports of discrimination and harassment or refer them to other University officials for such response.

Any department head, director, or other similar administrator who becomes aware of information indicating a significant likelihood of discrimination or harassment must report such information to the Coordinator. These administrators must respond not only when they receive a specific complaint or report alleging improper activity, but also when such matters come to their attention informally.

Unconfirmed or disputed allegations should be clearly labeled as such and reports should indicate any steps already taken to investigate or otherwise respond. Administrators may wish to consult with a Coordinator prior to investigating or otherwise responding to any situation involving alleged discrimination or harassment.

Education

Education is the best way to prevent discrimination and harassment. Please contact one of the Coordinators below to find out more about available training programs and for information and guidance on how to handle issues involving discrimination and harassment.

Other Policies and Procedures

This Policy and its associated procedures supersede any existing University, school, departmental or other policies and procedures concerning prohibited discrimination and harassment.

[1] Communications with ombudspersons are confidential unless there is an imminent risk of serious physical harm or disclosure is compelled by a court. Communicating a concern to an ombudsperson does not constitute notice to Washington University.

[2] If the complaint alleges a sexual assault or other crime, the complainant may also file a criminal report with the Washington University Police Department or other appropriate law enforcement agency. The Complainant may simultaneously pursue criminal and University disciplinary processes. Ordinarily the University will not delay internal proceedings if criminal charges are filed, but may in its discretion postpone them while criminal proceedings are pending.

Appendix: Title IX/Discrimination and Harassment Response Coordinators

(as of May 1, 2021)

Title IX Coordinator

Jessica Kennedy

314-935-3118

jwkennedy@wustl.edu

Office: Umrath Hall, Room 001

Address: One Brookings Drive, Campus Box 1175

St. Louis, MO 63130

Discrimination and Harassment Response Coordinators

- Chalana Ferguson, Associate Vice Chancellor, Office of Institutional Equity
314-935-2846
Chalana.ferguson@wustl.edu
- Gillian Boscan, Director, Investigations and Conflict Resolution, Office of Institutional Equity
314-935-1139
gillian.boscan@wustl.edu

Office: The Link in the Loop

Address: 621 N. Skinker Blvd, Suite 300, St. Louis, MO 63130

Revised May 18, 2023

<https://hr.wustl.edu/items/discrimination-harassment-policy/>

WUSM POLICY ON DEMONSTRATION AND DISRUPTIONS

In pursuit of its mission to promote teaching and learning, Washington University in St. Louis encourages students, faculty and staff to be bold, independent and creative thinkers.

Fundamental to this process is the creation of an environment that respects the rights of all members of the university community to explore and to discuss questions which interest them, to express opinions and debate issues energetically and publicly, and to demonstrate their concern by orderly means.

Therefore, it is the policy of the university to protect the rights of free speech, assembly and expression by making its facilities available for activities related to the exercise of these rights, including peaceful assembly.

In carrying out this policy the university must also meet its obligations to the university community to maintain a safe and secure atmosphere conducive to academic and educational pursuits; to preserve the dignity and seriousness of university ceremonies; to provide an orderly forum for speakers and events; and to safeguard the right of all faculty, students and staff to carry out their academic and professional activity without coercion, harassment or disruption.

As is true with the society at large, the rights to free speech, assembly and expression in the university community are subject to reasonable restrictions regarding time, place and manner, applied without discrimination toward the content of the viewpoints being expressed. These rights do not include the right to engage in unlawful activity, activity that endangers or imminently threatens to endanger any member of the university community or any of the university's physical facilities, or any activity that disrupts or obstructs the functions of the university or imminently threatens such disruption or obstruction.

As a guideline, examples of disruptive and, therefore, prohibited actions include but are not limited to: preventing an instructor or speaker from giving a lecture, by means of shouts, interruptions, chants or other verbal or audible means; interfering with the audience's view of an instructor or speaker; preventing members of the university community from participating in class, hearing a lecture or taking an examination; disrupting business operations of the university; disrupting use of or access to libraries or residential housing; refusing to leave a building or space that has been declared closed or upon request of a proper authority; obstructing passage within, into, or out of buildings; interfering with prospective student or employer recruitment or university activities for alumni, parents or other invited guests; refusing to leave a closed meeting when unauthorized to attend; and preventing free pedestrian or vehicular movement onto or about campus.

When possible, individuals or groups that engage in disruptive activity in violation of this policy will be warned by a university administrator, and instructed to cease and desist, before disciplinary actions are invoked or other action is taken. If the individual or group persists in engaging in disruptive conduct in violation of this policy, those persons will be subject to disciplinary action, including fines, probation, suspension, expulsion, termination of employment, and/or arrest for violations of the law. Prompt compliance with instructions may be a mitigating factor in any disciplinary proceeding. Members of the university community are responsible for ensuring their guests are aware of this policy and may also be held accountable for the actions of their guests in the event of a violation.

Members of the university community must follow existing university policies regarding reservation of space. Scheduling events through Event Management (<https://eventmanagement.wustl.edu/>) or the appropriate department or school facilitates organized event planning and furthers equitable availability of space. The use of university space shall not imply acceptance or endorsement by the university of the views expressed.

Nothing about this policy should be understood to create rights for anyone who is not a current university student, faculty or staff member.

<https://wustl.edu/about/compliance-policies/governance/demonstrations-disruption/>

WASHINGTON UNIVERSITY SCHOOL OF MEDICINE DRUG AND ALCOHOL POLICY

Washington University is committed to maintaining a safe and healthful environment for members of the University community by promoting a drug-free environment as well as one free of the abuse of alcohol. Violations of this policy will be handled according to existing policies and procedures concerning the conduct of faculty, staff and students.

This policy is adopted in accordance with the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act.

Standards of Conduct

Washington University strictly prohibits the unlawful manufacture, sale, distribution, dispensation, possession or use of controlled substances or alcohol on University property or as a part of any University activity. All faculty, staff and students must comply with this policy as a condition of their employment or enrollment. Faculty and staff members are prohibited from reporting to work under the influence of alcohol, chemicals, or drugs, including legally obtained prescription drugs, which impair one's ability to perform normal work activities. All faculty and staff members must notify their immediate supervisor(s) within five (5) days of any criminal drug statute conviction for a violation occurring in the workplace or in the conduct of University business.

Violations

Violations of the standards of conduct will be dealt with on a case-by-case basis following the policies and procedures applicable to, as appropriate, faculty, staff or students. Sanctions may include, among other things, reprimand, warning, suspension, probation, expulsion or termination. Referral to an appropriate assistance or rehabilitation program also may be appropriate. Referral for prosecution will occur for serious violations. The Drug-Free Workplace Act requires the University: (1) within 10 days after receiving notice that an employee has been convicted of any criminal drug statute violation occurring in the workplace or in the conduct of University business, to notify appropriate government agencies of such conviction; and (2) within 30 days after receiving such notice, to take appropriate personnel action against such employee up to and including termination and/or to require the employee to satisfactorily participate in a drug abuse assistance or rehabilitation program.

Authorized Use of Prescribed Medicine

Faculty and staff members undergoing prescribed medical treatment with any drug that interferes with their work activity must report this treatment to their supervisor. Prescribed medication should be kept in its original container, which identifies the drug, date, and prescribing doctor.

Drug and Alcohol Counseling, Treatment or Rehabilitation or Re-Entry Programs

Early recognition and treatment of drug or alcohol abuse are important for successful rehabilitation, and for reduced personal, family and social disruption. Washington University encourages the earliest possible diagnosis and treatment for drug and alcohol abuse, however, the decision to seek diagnosis and accept treatment for drug or alcohol abuse is the responsibility of the individual. The University encourages faculty, staff and students to seek assistance in dealing with a substance abuse problem, or those problems of a family member, by contacting available resources. University resources include Student Health Services (Danforth Campus, 314-935- 6666); Student and Employee Health (School of Medicine, 314-362-3523), the Psychological Service Center (314-935-6555), the Department of Psychiatry (314-362-7002), and the Employee Assistance Program (1-800-765-9124). Numerous non-University counseling programs exist in the St. Louis metropolitan area. Many programs advertise extensively in local media. Consultation with one's personal physician is advised prior to self-referral to such non-University programs. For further information regarding referral to such programs, contact the Student Health Services, School of Medicine Student and Employee Health, or your private physician.

Health Risks

Drugs: A detailed description of the health risks associated with abuse of controlled substances is provided in the chart, Drug Uses and Effects, published by the U.S. Department of Justice's Drug Enforcement Administration (hr.wustl.edu, Workplace Support, Key Policies); Appendix A. **Alcohol:** Abuse of alcohol can produce severe health risks, including death. Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low-to-moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate-to-high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described. Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver. Women who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicated that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics.

Legal Sanctions

Drugs: The manufacture, possession, sale, distribution, and use of controlled substances are prohibited by federal, state and local law; punishments range from fines to life imprisonment. Section 195.214 of the Missouri statutes makes it a class A felony to distribute or deliver controlled substances on or near University property. Persons convicted of this offense can be sentenced to imprisonment for not less than 10 years. The Federal Controlled Substances Act prohibits the knowing, intentional, and unauthorized manufacture, distribution, or dispensing of any controlled substance or the possession of any controlled substance with intent to manufacture, distribute, or dispense. A detailed description of the penalties associated with illegal drug trafficking is provided in the chart, Federal Trafficking Penalties, published by the U.S. Department of Justice's Drug Enforcement Administration (hr.wustl.edu, Workplace Support, Key Policies); Appendix B. **Alcohol:** Missouri's Liquor Control Law makes it illegal, among other things, for a person under the age of 21 years to purchase, attempt to purchase, or possess any intoxicating liquor (R.S.Mo. Section 311.325). Violation of this provision can result in a fine between \$50 and \$1000 and/or imprisonment for a maximum term of one year. County and municipality ordinances contain similar prohibitions and sanctions.

Loss of Workers' Compensation Benefits

The Missouri Workers' Compensation Act requires the forfeiture of benefits or compensation otherwise payable to an employee when the use of alcohol or non-prescribed controlled drugs is the proximate cause of the employee's injury. At a minimum, the Act provides for a reduction in benefits or compensation when the employee is injured while using alcohol or non-prescribed controlled drugs.

Testing Requirement for Commercial Drivers Licenses (CDLs)

To meet requirements of the U.S. Department of Transportation (DOT), the University has established a drug and alcohol testing program for its employees who are drivers of its commercial motor vehicles requiring commercial driver's licenses (CDLs), and who perform safety-sensitive functions, e.g., operate a vehicle requiring the display of hazardous material placards. This drug and alcohol testing program also applies to applicants selected for hire for designated safety-sensitive positions. Participation in the drug and alcohol testing program is a condition of employment for these positions. This program requires pre-employment drug testing as well as DOT mandated random testing of current employees who are required to have CDLs. Questions regarding this requirement may be directed to the Designated Employee Representative for this program or to Human Resources.

Accidents Involving University-Owned Vehicles

The University reserves the right to require that an employee undergo immediate drug and/or alcohol testing if the employee is involved in a vehicular accident while driving a University owned vehicle. Inspections When the University has reasonable grounds to suspect that an employee unlawfully manufactured, distributed, possessed or used controlled substances, alcohol or drug paraphernalia on University property or at any of its activities, the University reserves the right to inspect the employee's locker, desk, or other University property under the control of the employee.

Workplace Drug Testing

Pre-employment Drug Testing where required by law, or a strong business case exists to protect the safety and welfare of the University and its faculty, staff, students, patients, and other members of the Medical School community, a pre-employment drug screen will be performed on final candidates for certain positions. The recruiter will notify the hiring manager and the final candidate when this requirement exists and conduct the steps necessary to obtain a valid, confidential drug screen. "For Cause" Drug Testing: With Human Resources approval and under the following circumstances, an employee may be required to be tested to determine the presence of drugs or alcohol in an employee's system:

- When there is reasonable suspicion that an employee is under the influence of drugs or alcohol;
- When the employee has been involved in an on-the-job accident or near accident while on University property or business and there is reasonable suspicion that drugs or alcohol may have been a contributing factor;
- When the employee is working in a position where public safety is at risk;
- When monitoring the adherence to a required rehabilitation treatment program and up to two years after completion of the program. If an employee is asked to take a drug test, the supervisor should contact Human Resources and a plan will be made to escort the employee to BarnesCare where sample collection will take place. The employee's department will assume the cost of the test.

<https://hr.wustl.edu/items/wusm-drug-and-alcohol-policy/>

LEAVE OF ABSENCE (LOA) POLICY

- A. **Voluntary LOA:** A student may request a leave of absence for academic or personal reasons by submitting a statement in writing to the Office of Student Affairs. Such a statement should include indication of the beginning and anticipated ending dates and a brief statement of the reason (academic or personal). Requests for leaves of absence must be approved by the associate dean for student affairs. Leaves of absence shall be granted for no more than one year, but in unusual cases may be renewed by the Committee on the Academic and Professional Evaluation of Students (CAPES) for additional time after discussion with the associate dean for student affairs. Students requiring a personal leave of absence for medical reasons must submit a supporting letter from the director of Student Health Services. A written statement of medical clearance will be required before the student may return from such a leave.

Students should be aware that depending on the timing and length of their leave, they may become out of sync with scheduled didactic courses and/or clinical fieldwork rotations. Therefore, a leave of absence may significantly increase the length of a student's time to graduation. Any potential leaves of absence should be discussed with the Program Director as soon as possible so that the student is aware the implications of their leave.

- B. **Involuntary LOA:** If there is a reasonable basis for believing that the continued presence of the student on campus or in clinical fieldwork poses a substantial threat to the student, to patients, or to the rights of others to engage in their normal university functions and activities, the following procedures apply:
- a. The chancellor or his designate may impose an involuntary leave of absence when there is evidence that a student has committed an offense under these rules or the University's Judicial Code, and when there is evidence that the continued presence of the student on the university campus or as a participant in a clinical fieldwork poses a substantial threat to themselves, to patients, or to the rights of others to continue their normal university function and activities.
 - b. Imposition of the involuntary leave of absence may result in denial of access to the campus, prohibition of class attendance and/or prohibition of participation in clinical fieldwork.
 - c. If an involuntary leave of absence is imposed, the suspending authority shall prepare a written notice of the imposition and shall have the notice mailed certified or personally presented to the student. The written notice shall include a brief statement of the reasons therefore and a brief statement of the procedures provided for resolving cases of involuntary leave of absence under these rules.
 - d. The student shall be given an opportunity to appear personally before the suspending authority within five (5) business days from the date of service of the notice of imposition of the involuntary leave of absence. If the student asks to appear personally before the suspending authority, only the following issues shall be considered:
 - i. Whether the suspending authority's information concerning the student's conduct is reliable; and
 - ii. Whether under all the circumstances, there is a reasonable basis for believing that the continued presence of the student on campus or in clinical fieldwork poses a substantial threat to the student, to patients, or to the rights of others to engage in their normal university functions and activities.
 - e. Within one week of the date of imposition of the involuntary leave of absence, the suspending authority shall either file a statement of charges against the student with the University Judicial Board, and shall have the statement or charges served, by mail or personal service, upon the student and the dean of the school or college or director of the program in which the student is enrolled, or initiate proceedings under these rules to convene a Disciplinary Committee.
 - f. A temporary suspension shall end
 - i. when rescinded by the suspending authority, or
 - ii. upon the failure of the suspending authority to promptly file a statement of charges with the University Judicial Board or a Disciplinary Committee, or
 - iii. when the case is heard and decided by the University Judicial Board or the Disciplinary Committee.

Return of students from involuntary leave of absence requires clearance of both the director of Student Health Services and the associate dean for student affairs.

- C. **LOA Impact on Financial Aid:** Students receiving financial aid should be advised that at the end of sixty (60) days or more leave of absence, the grace period for loan repayment during a leave of absence may be exhausted. In such cases there will be an obligation for the student to start payments. According to the federal rules under which loans are made, the use of a grace period during a leave of absence will generally mean that the schedule for loan repayment may be changed. Students who are receiving financial assistance should consult with the Financial Aid Office to determine the implications of a leave of absence for their financial aid.
- D. **LOA Impact on Tuition:** A student returning from a leave of absence of one year duration or less will maintain the same tuition rate. Students returning after more than one year leave of absence will assume the tuition rate of the class they are rejoining. Appeals of this policy should be submitted in writing to the registrar. Please refer to the [Financial Information](#) section on Registration, Payments, and Withdrawal & Refunds Policy and the effect of a leave of absence on tuition and other financially related matters.
- E. **University Medical LOA Policy:** <https://students.wustl.edu/medical-leave-absence/>

TOBACCO-FREE POLICY

In an effort to provide a healthy, comfortable and productive work and learning environment for students, faculty and staff, all Washington University in St. Louis campuses are entirely smoke and tobacco free.

Under the policy, smoking and the use of all other tobacco products is prohibited on the entire campus. Smoking also is prohibited inside vehicles parked in campus parking lots.

This policy applies to all university community members, including visitors and those attending athletic and alumni events.

Tobacco-Free Policy

Washington University is committed to providing a healthy, comfortable and productive work and learning environment for all students, faculty and staff. Research shows that tobacco use in general, including smoking and breathing secondhand smoke, constitutes a significant health hazard. The university strictly prohibits all smoking and other uses of tobacco products within all university buildings and on university property, at all times.

This policy applies to all, including students, faculty, staff, patients, contractors and visitors.

For the purpose of this policy, “tobacco” is defined to include, but not limited to, any lit cigarette, cigar, pipe, bidi, clove cigarette, electronic cigarette (e-cigarette), personal vaporizer and any other smoking product; and smokeless or spit tobacco, also known as dip, chew, snuff or snus in any form.

- The use, distribution or sale of tobacco, including any smoking device, or carrying of any lit smoking instrument, in university-owned, leased or occupied facilities or on university-leased, owned, or occupied property*, at events on university properties, or in university-owned, rented or leased vehicles, is prohibited. This includes:
 - all campuses;
 - parking facilities and lots (including in personal vehicles);
 - university buildings located near city/municipality owned sidewalks, within 20 feet of entryways or exits, near air intakes, or near fire/explosion hazards;
 - off-campus housing managed by Residential Life; and
 - fraternity chapter houses managed by Greek Life.
 - Tobacco-free areas <https://wustl.edu/wp-content/uploads/2014/09/tobacco-free-map.pdf>
- If individuals within the university community smoke or use tobacco products off university properties, they are expected to be respectful of residents, hospitals and businesses neighboring the university campuses and properties. They should not loiter in front of homes, businesses or hospitals near university campuses or properties, and must discard tobacco products in appropriate receptacles.
- The free distribution of tobacco products on university property is prohibited.
- No tobacco-related advertising or sponsorship shall be permitted on university property, at university-sponsored events or in publications produced by the university.
- Violations of this policy may result in disciplinary action.

** Facilities fully managed and maintained by Quadrangle Housing, such as the residential portion of the Lewis Center, are not subject to this policy.*

Enforcement

The tobacco-free policy is a community health initiative. We are all responsible for implementing and enforcing this policy. It is important that we all work to promote good health and support an environment free of tobacco.

Ultimately, our hope is to achieve voluntary compliance with the tobacco-free policy, aided by community enforcement of its terms. There are clear challenges associated with the enforcement of this policy; however, similar to all university policies, we each have a responsibility to comply. While not preferred, if necessary, disciplinary actions for violations, tailored to each constituency within the community, may be implemented. The university has worked with student and faculty/staff committees from throughout the university to ensure that input from each of these groups regarding obstacles and solutions was taken into account before policy implementation.

Tobacco Cessation Programs

Washington University recognizes that quitting tobacco use can be a significant personal challenge. To assist those who wish to quit smoking, Washington University and other organizations offer free or reduced-cost smoking-cessation programs.

For Students

Information on smoking and tobacco cessation is available through the Habif Health & Wellness Center. Substance abuse specialists are available to work with students who would like an individualized quitting plan, continued support in quitting or nicotine replacement medication. For more information, contact the Habif Health & Wellness Center at 314-935-6666.

For Faculty and Staff

Resources to help faculty and staff quit smoking are available on <http://wellnessconnection.wustl.edu>.

<https://wustl.edu/about/compliance-policies/university-space-facilities/tobacco-free-policy/>

WASHINGTON UNIVERSITY MANDATORY INFLUENZA VACCINE POLICY

Effective July 1, 2013 • Revised October 1, 2021

Influenza (flu) is a significant public health issue. For vaccine-preventable diseases such as influenza, the most effective way to reduce transmission is immunization. According to the Centers for Disease Control Advisory Committee on Immunization Practices, everyone six months of age and older should get an influenza vaccine every season, with rare exception.

This policy is intended to maximize influenza vaccination rates among all faculty, staff, trainees and students of Washington University, as well as non-employed personnel who provide services on-site, with the goal of protecting patients, employees, students and others affiliated with the University and the broader community from influenza infection.

Policy

As a condition of employment, enrollment and/or access to Washington University facilities, all Washington University faculty, staff, trainees (including postdocs, residents and fellows) and students must receive an annual influenza vaccination by the annual deadline, unless granted an exemption for medical contraindications or religious beliefs. The deadline for vaccinations will be announced on an annual basis dependent upon community conditions; requests for exemptions must be received 2 weeks before the announced deadline. Individuals who assume positions after the annual deadline but before March 31 (or a later date as determined by Occupational Health Services/Student Health Services) will be required to receive an influenza vaccination or an exemption within 10 days of commencing such roles. The requirement also applies to independent contractors, temporary agency personnel, non-appointees, volunteers, and vendors.

Influenza vaccination will be provided free of charge to all University faculty, staff, trainees and students. Those who obtain influenza vaccination through other providers will be required to provide documentation of vaccination that is acceptable to the University in its sole discretion.

In advance of the annual onset of influenza season and when the most current vaccination recommendations are published by the Centers for Disease Control and Prevention, the University will inform personnel about (1) vaccination requirements; (2) dates when vaccination is available; (3) procedures for receiving vaccination; (4) procedures for submitting written documentation of vaccination obtained outside of the University; (5) procedures for requesting an exemption; and (6) consequences of failing to obtain vaccination.

For safety reasons, individuals covered by this policy who contract influenza will be expected to remain home.

Supervisors and managers are to ensure that all personnel are vaccinated against influenza each year unless an exemption has been granted.

This policy is not intended to cover non-affiliated visitors whose presence on campus is only incidental.

Exemptions

Medical: Exemptions to mandatory vaccination may be granted based on certain medical contraindications, including history or documented test indications of severe allergy to the vaccine or its components and history of Guillain-Barré syndrome. Individuals seeking a medical exemption must submit an exemption request form and documentation of medical contraindications (see Appendix 1) at least 2 weeks prior to the stated deadline. Unless otherwise determined by the University, medical exemptions are valid only for the flu season in which they are granted. If individuals who have received a medical exemption subsequently choose to receive the vaccination, they must provide acceptable medical certification before receiving vaccination from the University.

Religious: Exemptions to mandatory vaccination may be granted based on sincerely held religious beliefs, practices or observances. Individuals seeking a religious exemption must submit an exemption request form and any requested documentation (see Appendix 2) at least 2 weeks prior to the stated deadline. Unless otherwise determined by the University, religious exemptions are valid only for the flu season in which they are granted.

Infection control procedures: For the safety of patients and others during influenza season, individuals who are granted an exemption may be required to wear a surgical or isolation mask on campus and may be denied access to certain areas.

Denial of exemption: In certain circumstances, it may be necessary to deny a requested exemption where performance of the individual's duties without vaccination would pose an undue hardship or require substantial alterations to essential job or program requirements.

Compliance

Individuals who fail to obtain an influenza vaccination or exemption by the announced deadline may be subject to an unpaid suspension or academic suspension for a period of up to 30 and/or a suspension of their ability to access Washington University facilities.

If an influenza vaccination or exemption has not been obtained by the end of the 30-day period, or by the deadline, individuals may be subject to further remedial and disciplinary action, including but not limited to denial of access to University facilities, suspension or dismissal from applicable programs, and/or termination of employment or service contract.

Vaccine Shortage Contingency

In the event of an influenza vaccine shortage, the University will determine an appropriate distribution plan for the available vaccine. Influenza vaccine will be offered to individuals based on risk to patients or other University populations, job function, and risk of exposure to influenza. Priority will be given to those at highest risk after consultation with relevant medical experts. Those who are prioritized to receive vaccine will be held to the mandatory standard of this policy, while others will be excused from that standard for the duration of the vaccine shortage period.

<https://flu.wustl.edu/policy/>

COVID-19 VACCINE POLICY

COVID-19 vaccination is required for all WashU employees and trainees. Vaccines are also available for dependents, spouses and domestic partners of employees and students. Booster doses are available for eligible individuals.

<https://covid19.med.wustl.edu/vaccines/washu-employee-student-vaccination/>

WITHDRAWAL/REFUND POLICY

Refund Options

Students have the option to receive refunds via direct deposit or check.

- Direct Deposit — This is the fastest way to receive refunds. Visit WebSTAC (<https://acadinfo.wustl.edu/>) to set up your refunds for direct deposit.
 - The university will first attempt to disburse funds to the US checking or savings account on the student's WebSTAC under Billing & Bear Bucks – Pay/View My Bill – eRefund. If an account is not set up under eRefund Direct Deposit, a paper check will be issued. Once a refund has been processed by the university, it will be placed into the designated bank account within 1 – 3 business days.
 - Students can add or change a refund enable bank account in WebSTAC. This feature can be found on the refund disbursement tab under Billing & Bear Bucks – Pay/View My Bill – eRefund. Note: Additions and changes to enabled bank accounts will become effective within 3 – 5 business days.
- Check — Checks are issued in cases where a refund enabled bank account has not been established. An email will be sent to the student informing them that a refund check is available for pick-up at a designated location.
 - Checks that are not picked up by the student within two weeks will be mailed to the student. Undergraduate student checks will be mailed to the WebSTAC home address and graduate student checks will be mailed to the WebSTAC local address.
 - Checks are made payable to the student. Exception: When a student account has a payment plan contract, the check will be made payable to the contract holder after the contract has been paid in full.

Excess Title IV Funds

Per Title IV federal regulations, the university can only deduct qualifying expenses from student's federal awards unless prior written consent from the student is received. This means that even if a student has unpaid non-qualifying charges, the university will issue a refund to the student for the excess amount (federal awards less qualifying expenses). Students will be responsible for paying non-

qualifying expenses. Students who wish to have non-qualifying expenses deducted from federal awards must complete an Excess Title IV Funds Usage Authorization form (<https://financialservices.wustl.edu/wp-content/uploads/2019/11/Title-IV.pdf>).

Qualifying expenses includes tuition, student fees, and room and board cost billed by the university. Non-qualifying expenses include prior balances due, library fines, parking fees, internet charges, etc.

Credit Balances

There is a 7 day refund waiting period for payments made on-line and a 14 day waiting period for payments made by check.

<https://financialservices.wustl.edu/student-accounts/student-refunds/>

WASHINGTON UNIVERSITY STUDENT ACCESS SYSTEM POLICY (WEBSTAC)

WebSTAC Login: <https://acadinfo.wustl.edu/>

WebSTAC (<https://registrar.wustl.edu/webstac/>) is a student's access point to their academic record at Washington University in St. Louis.

Using WebSTAC tools, students can add and drop classes, check grades, request an official transcript, print an unofficial transcript, as well as review student billing information, interact with Dining Services, Campus Card Services and Residential Life program sites.

Access to certain items like registration may vary according to the student's academic division and standing.

To access WebSTAC, one must have WUSTL Key, which includes a login ID and password. New students to the university generally receive WUSTL Key login ID/password information during the summer before arriving on campus, or upon obtaining a WUSTL student ID card.

If you have a WUSTL Key, but have forgotten the login ID and/or password, go to the WebSTAC home page and click the gray login button. From there, click on either the "Forgot Login ID" or "Forgot Password?" link.

Former students who need assistance accessing WebSTAC can contact the Office of the University Registrar (<https://registrar.wustl.edu/>).

WASHINGTON UNIVERSITY BULLETIN

The *Bulletin* is the catalog of programs, degree requirements, courses that may be offered and course descriptions, pertinent university policies and faculty for students earning a degree at Washington University in St. Louis.

<https://bulletin.wustl.edu/>

WASHU MED SUPPORTING A FAIR ENVIRONMENT (SAFE)

Washington University School of Medicine strives to support all learners, faculty and staff in the academic medical center in providing an environment conducive to learning, research and high-quality patient care. We aspire to a work and learning environment characterized by inclusive excellence, free from behavior that is harassing, threatening or intimidating, where all people witness and experience respect, collegiality and collaboration. All members of our community are responsible for contributing to these goals in the medical center environments of patient care, research and education.

Report a professionalism accolade or concern about the learning environment: <https://safereporting.wustl.edu/>

PROGRAM IN GENETIC COUNSELING REGULATIONS & POLICIES

ACADEMIC INTEGRITY

Philosophy

The Program in Genetic Counseling provides an educational environment in which individuals with diverse backgrounds and interests assemble to become genetic counselors and advance the practice and knowledge base of the Genetic Counseling profession. While we are diverse in our interests, certain responsibilities are common to all of us. One essential responsibility is that we all contribute to the development of an environment that facilitates respect for others; life-long learning; and development and professional growth.

Organizational Culture

If the Program in Genetic Counseling is to meet its goals, all members of the Program must share essential values. The standards of behavior that reflect these values are set forth in the Washington University Judicial Code. The Program in Genetic Counseling affirms and supports these standards. It is critical that all be committed to the following:

Professional Growth and Academic Excellence

The profession looks to the Program to provide accurate assessments of student performance in the learning process. The primary objectives of the curriculum are the pursuit and advancement of knowledge and the professional growth of students.

Academic Freedom

The Program affirms the right of each faculty member to develop courses and establish evaluation criteria within the bounds set by the faculty as a whole for the curriculum. It is essential that this freedom be maintained. The Program further supports the right and responsibility of all individuals to exercise free speech and to express their academic views in a respectful and thoughtful manner that is conducive to academic development.

Individual Differences

The Program in Genetic Counseling neither condones nor tolerates discrimination of any kind, relating to national origin, age, race or ethnic background, disability, gender, sexual preference or orientation, or religious association. All members of the Program are expected to respect individual differences and to learn from the richness of thought and perspective that this environment provides.

The Physical Environment

Actions which deface or damage the University's facilities will not be tolerated.

CODE OF ACADEMIC INTEGRITY

Academic freedom is essential to faculty and student pursuit of intellectual inquiry and research. This freedom brings certain responsibilities. In general, we expect all to show respect for order, ethics, and the rights of others. Students should have a working knowledge of the National Society of Genetic Counselor's Code of Ethics (<https://www.nsgc.org/Policy-Research-and-Publications/Code-of-Ethics-Conflict-of-Interest>). In particular, we expect all to support academic integrity, individually and collectively.

Student Responsibilities

Academic integrity depends on each person's commitment to learn and present their work honestly and truthfully. Examples of practices which violate academic integrity include but are not limited to the following:

- Submitting the same work for more than one course without explicitly obtaining the instructor's permission.
- Falsifying data.
- Submitting another's work as one's own.
- Failing to acknowledge ideas or language taken from other sources.
- Willfully damaging or impeding the efforts or works of others.
- Stealing, defacing, or damaging academic facilities or materials.
- Signing another person's name on any school document.

- Using prepared materials or consultants in writing an examination or other assigned work without the permission of the instructor.
- Collaborating with other students planning or engaging in any form of academic dishonesty.
- Sharing work with other students for assignments where individual work is expected.
- Cheating on an exam by reference to notes or another's work during the exam without the instructor's permission.
- Tolerating academic dishonesty or other breaches of academic integrity.

Each student is expected to exercise individual academic integrity and to assume responsibility for ensuring that others support academic integrity. If a student witnesses activity that compromises academic integrity, they are expected to take appropriate action to discourage this activity. This may involve confronting the individual(s) and/or reporting the activity and the individual(s) involved to the instructor or to the Chair of the Committee on Academic and Professional Evaluation of Students (CAPES). Also, refer to University Student Judicial Code: <https://wustl.edu/about/compliance-policies/academic-policies/university-student-judicial-code/>.

Faculty Responsibilities

Program faculty members exercise two central functions: education of students for careers as genetic counselors, and research or service that contributes to the advancement of knowledge. Faculty members are granted academic freedom in pursuit of their central functions but also have clear responsibilities to the students and the institution, particularly with regard to the educational function. Faculty members create an atmosphere conducive to learning by:

- Evaluating each student's academic performance impartially.
- Giving examinations in such a way as to minimize the potential for academic dishonesty.
- Informing students in the course syllabus of the expectations concerning appropriate behavior in completing course assignments.
- Responding promptly and consistently to any concerns about or allegations of academic misconduct.
- Maintaining a climate for academic integrity during examinations and addressing any problems that may arise.

ACADEMIC RESPONSIBILITIES

Written Work

Well-written and meticulously documented reports and presentations are some of the major means of advancing scientific knowledge. To ease communication, a specific, consistent style for organizing and presenting information should be adopted. The format for written reports and presentations in genetic counseling is based on APA (American Psychological Association) style. Whenever acknowledging the work of another author (e.g., in a literature review), the writer must accurately identify the source. APA style uses an author-date format. Refer to the APA manual for proper formatting of citations. The Publication Manual of the American Psychological Association is available at the Medical School Library (<https://spokane.wustl.edu:443/record=b7042764~S3>).

Plagiarism is considered a breach of professional ethics and University policy. Please refer to the University Student Judicial Code (<https://wustl.edu/about/compliance-policies/academic-policies/university-student-judicial-code/>).

Written work and presentations should be reviewed prior to submission. Errors in spelling, grammar and punctuation are not acceptable. Professional standards require the student to master communication skills. At the instructor's discretion, repeated problems may result in a lowered grade. Students who need to improve their writing skills are encouraged to use the Writing Center on the Danforth Campus.

Use of AI for Academic Work

Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. If you are unsure about whether something may be plagiarism or academic dishonesty, please contact the Course Director to discuss the issue.

Examinations

Students are required to take all examinations at the specified time. A student may be excused from this rule for extenuating circumstances at the discretion of the course director.

In the event of inability to attend a scheduled examination due to illness, unless extenuating circumstances exist, the student is required to inform the course director prior to the examination and to be evaluated by the Student Health Service. In the event the student cannot reach the relevant course director, the student should contact the Program Director.

Clinical Fieldwork

Clinical fieldwork is an integral part of the student's preparation for practice. Students apply knowledge and practice skills learned in the classroom in a variety of fieldwork settings. As the student progresses through the program, the student's role during the fieldwork experience shifts from observer to supervised professional. Formal clinical fieldwork rotations will begin in the summer between students' first and second years and throughout the second year. All fieldwork rotations must be successfully completed to continue in the program and graduate from the University.

Students are mentored and supervised during their clinical fieldwork rotations by professionals affiliated with the fieldwork site. The Clinical Fieldwork Coordinator at the Program in Genetic Counseling is the link between the school and the fieldwork sites. Students are responsible for arranging transportation and housing (if applicable) for all fieldwork experiences. Faculty members are resources for suggestions regarding transportation and housing.

APPOINTMENTS WITH FACULTY

Faculty post office hours on the course syllabus each semester. An appointment can be scheduled online or by e-mail based on faculty preference.

Please be aware that faculty have meetings, and activities in the community, and within the University that take them away from their offices. The faculty will always be available on an appointment basis. You may also communicate with faculty by e-mail.

ATTENDANCE

In order to achieve the requisite knowledge, skills, and professional behaviors of a genetic counselor, prompt and regular attendance is expected for all classes. It is the student's responsibility to make class attendance a top priority. This will require organization of personal schedules, medical appointments, and life events, as possible, to attend every class experience.

Students are expected to attend class when experiencing symptoms from a health condition or personal event that is routinely encountered in daily life, such as common cold, crutch use, backache, relationship issues, weddings, etc. Students should not attend class if they have a current health condition, symptom, or experience that renders them unsafe to perform the student role; or a health condition that can be easily transmitted to others.

Course assignment deadlines and grading criteria will remain as published. Many learning experiences cannot be replicated, such as attendance requirements, participation assignments, and testing situations. Absence from class will affect some grading experiences and may impact the course grade, which may result in referral to The Committee on Academic and Professional Evaluation of Students (CAPES). The Program Director will be notified if students do not adhere to this policy. An official Concern Form may be completed.

The **student** must follow this procedure for every class absence:

1. Email the course directors of every class that will be missed PRIOR to the class meeting time. If the instructor(s) for the session is different from the course director, the student must also email the instructor(s). Guest lecturers should not be notified.
2. Initiate a discussion with each course director regarding experiences that were missed *prior* to returning to the next class session.
3. Secure and learn material that was covered during the missed class session(s).
4. Submit a written request to the course director(s) that states the specific modification *and* provide written evidence supporting the need for the absence *if* a request for revision of deadlines and/or allowances for make-up work is made. Only written notes from a treating health care provider or person deemed appropriate for the situation surrounding the absence will be accepted. *The course director(s) may or may not accept the student's request.*

Note: Absence from class for other educational events, such as professional conference presentation or attendance, will be managed on a case-by-case basis. The **student** must communicate the absence to all course directors *early* in the process of planning participation in the other educational events in order to allow adequate time for planning.

Classes will be in session unless Washington University closes because of inclement weather. Students involved in fieldwork on a regularly scheduled basis should contact their fieldwork facility for information regarding attendance and reporting times.

Washington University recognized individual students' choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their professors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

PROFESSIONAL BEHAVIOR

Professionalism is expected in all situations at all times. The genetic counseling student must consistently demonstrate professionalism towards lecturers, instructors, peers, preceptors and proctors, program officials, and other health care professionals. Nonprofessional behavior is demonstrated by being disrespectful and/or disrupting class, and will not be tolerated. Disrespectful and disruptive behaviors include, but are not limited to the following:

- Use of cell phones other than in an emergency
- Disruptive and inattentive actions during classroom or other synchronous sessions
- Improper use of computers and all personal devices
- Confrontational discussions/communications

If a student is exhibiting non-professional behavior, she/he will be asked to terminate the inappropriate communication or behavior and/or may be asked to leave the session/clinical area. Non-professional behavior will be reported to the Program Director who will document this in the student file. Reports of non-professional behavior may in referral to The Committee on Academic and Professional Evaluation of Students (CAPES).

DRESS CODE

All students are expected to maintain good grooming and dress appropriately for the work they are performing. Clothing is to be neat, clean, and in good repair. It should be of sufficient length, weight, and fit to be modest when performing any activity required. Clothing that reveals bare backs or midriffs are generally not acceptable attire. Students are expected to follow dress code and identification badge policy of the affiliated hospital or clinic in which they are assigned. Open-toed shoes are not allowed.

BACKGROUND CHECKS

All new students in the Program in Genetic Counseling must complete a background check and drug screening prior to enrollment. Matriculation is conditional based on background check and drug screening results. Students may request an attestation from the School of Medicine Registrar for use with fieldwork sites requesting verification of background checks.

GRIEVANCE PROCEDURES

When students have concerns, problems, or complaints regarding the educational program, they should adhere to the following course(s) of action:

- If the issue relates to a particular course, the student should outline and delineate the nature of the concern to the appropriate course director at the time the issue arises. The course director may request a written statement of the problem, particularly if resolution of the issue requires consideration by others.
- If the course director does not satisfactorily resolve the issue, the student should speak to the Program Director.
- If a student wishes to lodge a formal grievance, it should be submitted in writing to the Program Director.

Students may also voice concerns through the Course Evaluations at the end of the semester. However, because it is always best to address these issues in a timely manner, we encourage students to initiate communication directly with the professor or instructor and their advisor, as described above, at the time the issue arises.

HEALTH INFORMATION PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

Washington University health care providers respect the confidentiality of our patient's health information by observing the highest standards of ethics and integrity. As part of extended orientation, all students receive Washington University School of Medicine mandatory training on the Health Information Portability and Accountability Act. Training must be completed at the level of "Workforce with Protected Health Information Contact" prior to any access to PHI (Protected Health Information).

POLICY FOR STUDENTS REQUIRING REMEDIATION & POTENTIAL IMPACT ON GRADUATION

Completion of the Program in Genetic Counseling requires successful completion of all required components of the program including the didactic coursework, clinical fieldwork rotations (formally enrolled in as courses: Clinical Fieldwork Rotations I, II, and III), and the research project (formally enrolled in as courses: Research Project I, II, and III). The requirements for successful completion of each course are defined in the respective course syllabus. Students who are at risk of not passing a course and therefore requiring remediation will be subject to the following protocol:

1. Any student who is at risk for not passing a course, including the Clinical Fieldwork Rotation or the Research Project courses, will be notified no later than the halfway point of the course/individual clinical fieldwork rotation by their clinical supervisor course director, and/or program director.
2. At that time, the student will meet with their clinical supervisor, course director, and/or program director to discuss a formal remediation plan.
3. If the remediation plan is met successfully by the end date of the course/individual clinical fieldwork rotation, no further remediation is required and the student will be considered as having met that requirement for the program and maintain eligibility for graduation on the anticipated date.
4. If the remediation is not met successfully by the end date of the course/individual clinical fieldwork rotation, or if the student's individual clinical fieldwork rotation is graded as "pass with reservations," the student will meet again with their course director and/or program director (always to include at least one member of program leadership) to discuss a formal plan for secondary remediation.
5. When possible, the additional remediation will be scheduled to be completed ahead of the date by which graduation lists must be finalized by the Registrar's office to allow for that student to graduate at Spring commencement as planned.
6. For any student undergoing secondary remediation, there will be clear and consistent communication with the course director and/or program director as to the student's progress through that remediation plan.
7. If the secondary remediation plan is met successfully, the student will be able to graduate at Spring commencement as planned.
8. If the student fails to successfully complete their secondary remediation plan they will be given a failing grade for that course. If that course takes place during Spring semester of the student's 2nd year in the program, they will not be eligible to graduate at Spring commencement.
9. For students who fail secondary remediation and therefore fail a course, a tertiary remediation plan will be created by the clinical fieldwork coordinator, research coordinator, and/or program director. This plan will be designed to be completed by the next possible commencement date.
10. Students who are not able to graduate during Spring commencement their 2nd year because they must undergo tertiary remediation will be required to enroll in a 1-credit course during the term(s) during which they are completing this remediation plan (e.g. Clinical Fieldwork Rotation IV, Research Project IV). This will allow them to maintain student health coverage and student status for loan deferment. Students will be charged tuition for that 1 credit for the term(s) in which they are enrolled and remediating. Program leadership may choose to grant an exception to the 1 credit charge if the student was unable to satisfactorily complete the given program requirement due to: illness or injury that required hospitalization and/or an extended recovery period; death of a partner or immediate family member; loss of home or shelter; other significant factors that are beyond the control of the student and are reviewed on a case-by-case basis.
11. If the student completes the tertiary remediation plan in time to qualify for the next possible commencement date, they will graduate at that time.
12. If the student fails to complete their tertiary remediation plan in time for the next possible commencement date, they will return to step #9.
13. If the student fails to complete a tertiary remediation plan after two attempts, or if the student's effort at their earlier remediation plans is unacceptable, program leadership may consider terminating the student's placement in the program.

In rare instances, this remediation plan will not be sufficient and involvement of the [Committee on Academic and Professional Evaluation of Students \(CAPES\)](#) may be necessary."

CONFERRING DEGREES

Upon successful completion of the Program in Genetic Counseling, the student will be eligible to receive a **Master of Science in Genetic Counseling** from the Washington University School of Medicine. Granting of the degree is not contingent upon the student passing an external certification exam.

RETENTION OF MATERIALS

Examinations, clinical fieldwork evaluations, and professional behavior evaluations are maintained by the program for a period of at least 30 days after the posting of the student's final grade report. If a grade appeal has not been filed in that time, the program may destroy the examinations and evaluations.

Student Records: Each student's online file shall contain the following while in the program:

1. Application form
2. Copy of official college transcripts
3. Record of transcript evaluation

Permanent Student Records: Academic transcript (maintained by the WUSM Registrar or home institution registrar) on record with: legal name, grades/credits, dates of admission and completion.

Documentation related to any student withdrawal or dismissal is maintained in the online, secure shared drive for the program. Only program leadership have access to these electronic files. Additionally, any changes to the student's status is held with the WUSM Registrar's Office.

Documentation of any counseling reports/sessions is maintained for a minimum of two years. Each student shall have access to their records. No portion of the student's record shall be released without written approval from the student.

LAPTOP POLICY

Program in Genetic Counseling students are required to have a laptop. Information about minimum and recommended requirements for laptops can be found on the WashU Tech Den website (<https://techden.wustl.edu/selecting-a-laptop/school-of-medicine/>). Washington University in St. Louis students can acquire Microsoft Office at no cost, for further information please visit the Information Technology website (<https://it.wustl.edu/items/office-for-home/>).

COMMITMENT TO DIVERSITY, EQUITY, & INCLUSION

The Program in Genetic Counseling affirms our commitment to diversity, equity, and inclusion.

WE WELCOME

ALL Races & Ethnicities

ALL Religions

ALL Countries of Origin

ALL Sexual Orientations

ALL Genders

ALL Ages & Abilities



Washington University School of Medicine in St. Louis