

WEBVTT

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00:06:04.980 --> 00:06:07.500

MaryAnn Campion (she/her): Hello everyone we're going to get started in just a minute.

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00:06:09.810 --> 00:06:14.220

MaryAnn Campion (she/her): And Sarah and tasty if you can let me know if you can see my slides and hear me okay.

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00:06:15.300 --> 00:06:15.750

MaryAnn Campion (she/her): looks good.

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00:06:32.430 --> 00:07:13.980

MaryAnn Campion (she/her): we'll wait till 1230.

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00:07:17.790 --> 00:07:27.930

MaryAnn Campion (she/her): Okay we're going to go ahead and get started welcome everyone, my name is Marianne campion I am the director of the master's program and human genetics and genetic counseling here at Stanford.

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00:07:28.350 --> 00:07:34.410

MaryAnn Campion (she/her): I have with me today, one of our second year students Sarah Sturm and our program coordinator tasty from him.

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00:07:34.740 --> 00:07:42.750

MaryAnn Campion (she/her): So the three of us are here to answer questions that you may have we're going to try to include all the information that you asked about in the.

8

00:07:43.320 --> 00:07:50.760

MaryAnn Campion (she/her): Registration survey, but if there's anything we missed, you can add that to the chat or the Q amp a and Sarah will feel those to me at the end.

9

00:07:51.960 --> 00:07:59.730

MaryAnn Campion (she/her): We are both actually all three of us are open for questions, although I don't believe that tasty is going to be able to stay with us the whole time, but if there's something that we don't get to.

10

00:08:00.180 --> 00:08:05.460

MaryAnn Campion (she/her): In today's our know that you're welcome to submit an email through our web form.

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00:08:06.360 --> 00:08:13.770

MaryAnn Campion (she/her): And my presentation will probably be 30 minutes or less, which means we'll have at least half an hour for questions at the end.

12

00:08:14.490 --> 00:08:25.860

MaryAnn Campion (she/her): So without further ado, let me tell you a little bit about our program it's about 10 years since we graduated our first class, I think we actually just graduated class number 11 so we were.

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00:08:27.060 --> 00:08:40.320

MaryAnn Campion (she/her): Starting and 20 are 2008 we received full accreditation from AC DC and 2011 and then now we have three accreditation all the way till 2025 when will resubmit.

14

00:08:41.400 --> 00:08:56.280

MaryAnn Campion (she/her): We are housed in the school of medicine at Stanford and the medical campus at Stanford consists of the school of medicine, as well as the adult hospital and the children's hospital that you see listed here, so it really makes for a very organic area to.

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00:08:57.330 --> 00:09:03.900

MaryAnn Campion (she/her): In immerse yourself both academically and clinically in everything that is happening in genetics on campus.

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00:09:06.900 --> 00:09:18.900

MaryAnn Campion (she/her): So what is our program all about I really wanted to start with our vision and mission statements, because I think they're critically important to give you a sense of what it is we hope that you'd be focusing on if you were here with us for two years.

17

00:09:19.530 --> 00:09:21.210

MaryAnn Campion (she/her): So i'm going to read our vision statement.

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00:09:21.870 --> 00:09:38.250

MaryAnn Campion (she/her): Which is a lot of words, but we felt every word was uniquely important, so our vision is to build a genetic counseling community that embraces and powers includes respects educates and supports patients colleagues students and partners from all walks of life.

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00:09:39.030 --> 00:09:47.010

MaryAnn Campion (she/her): That vision is built into everything that we do in the curriculum and so, if you want to learn more about it, I encourage you to check out our.

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00:09:47.250 --> 00:09:54.120

MaryAnn Campion (she/her): Diversity equity and inclusion action and outreach committee which you can see the website listed here, as well as our logo on the right.

21

00:09:54.960 --> 00:10:03.150

MaryAnn Campion (she/her): that's where we put a lot of energy into making sure that we're communicating with both internal and external stakeholders about the importance of.

22

00:10:03.390 --> 00:10:13.830

MaryAnn Campion (she/her): This being a space where every one contributing is truly respected and included and has a sense of belonging, based on all of their identity dimensions.

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00:10:14.340 --> 00:10:21.180

MaryAnn Campion (she/her): So as a part of that effort we've been doing a lot of work to try to make sure our classrooms are more inclusive we've got an inclusive.

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00:10:21.510 --> 00:10:31.140

MaryAnn Campion (she/her): Teaching guide that we share with all the course instructors, as well as a lecture guideline which is intended to be used by everyone who lectures in any of our classes.

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00:10:31.920 --> 00:10:36.900

MaryAnn Campion (she/her): We have a rotation supplement where we encourage students and their supervisors to talk through.

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00:10:37.620 --> 00:10:48.240

MaryAnn Campion (she/her): The API issues at large, as well as personal and specific experiences with micro aggressions and how to make sure that there is cultural competence and humility in the rotation.

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00:10:49.230 --> 00:10:52.350

MaryAnn Campion (she/her): We also do a variety of outreach events with.

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00:10:53.100 --> 00:11:00.270

MaryAnn Campion (she/her): People in the Community, as well as prospective applicants, we have a professional development seminar series that we host monthly.

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00:11:00.570 --> 00:11:12.900

MaryAnn Campion (she/her): For our students alumni and practicing counselors to talk about some of these issues more in detail, and these are just a few examples, but if you check out our website you'll see a lot more about what we have going on in that space.

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00:11:15.030 --> 00:11:26.190

MaryAnn Campion (she/her): I also wanted to introduce you to our current leadership team so that's me there on the left, and we also have Andrea handsome con who's our associate program director and Kelly remind who is our research director.

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00:11:26.460 --> 00:11:36.300

MaryAnn Campion (she/her): And luanne hudgets who is our medical director and this picture here is from our recent orientation hike and picnic that we did with all of the.

32

00:11:36.630 --> 00:11:44.880

MaryAnn Campion (she/her): first and second year students at the beginning of the year, so we really try to take advantage of this beautiful landscape in which we live, to make sure that we are.

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00:11:45.900 --> 00:11:49.200

MaryAnn Campion (she/her): immersing students in the full Bay area experience, while they're here.

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00:11:51.510 --> 00:12:01.980

MaryAnn Campion (she/her): Beyond the leadership team we've got a really deep bench and what I mean by that is there are over 50 genetic counselors on campus that work with our students in some capacity.

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00:12:02.130 --> 00:12:16.290

MaryAnn Campion (she/her): Some of them serve as rotation supervisors others our research mentors others lecture or guest facilitate in the classroom or serve on our advisory board our admissions committee and some do many of those things.

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00:12:16.560 --> 00:12:24.210

MaryAnn Campion (she/her): But they come from a variety of different specialties so you'll see that we've got the the classics so prenatal pediatrics and cancer.

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00:12:24.390 --> 00:12:30.270

MaryAnn Campion (she/her): But then we also have genetic counselors working and specialties cardiology neurology and fertility.

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00:12:30.510 --> 00:12:44.520

MaryAnn Campion (she/her): As well as a pretty robust clinical genomics program as well as a research genomics genetic testing optimization, which is often called test stewardship or lab utilization management and then the undiagnosed Diseases Network.

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00:12:45.990 --> 00:12:52.590

MaryAnn Campion (she/her): In addition to the genetic counseling team, we have a variety of other educational partners that our students learn from so we have.

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00:12:52.980 --> 00:13:05.070

MaryAnn Campion (she/her): A large, I believe I recently heard it was the largest medical genetics and fellows and training program in the country, so a really lovely group of.

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00:13:05.460 --> 00:13:14.280

MaryAnn Campion (she/her): Medical geneticist and residents and fellows who are learning right alongside our genetic counseling students and then we've got the lab directors so.

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00:13:14.640 --> 00:13:23.610

MaryAnn Campion (she/her): You know molecular lab side of labs you

know mix lab all of those individuals come and teach in our classes and our students spend some time observing there as well.

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00:13:24.090 --> 00:13:34.470

MaryAnn Campion (she/her): And then, a big group of researchers so we're actually housed in the department of genetics within the school of medicine, so our faculty colleagues, and then the students.

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00:13:34.890 --> 00:13:52.500

MaryAnn Campion (she/her): PhD equivalence have a variety of spaces, where they can overlap as well, so that we're learning from the bench scientists on Stanford and they're learning from us how to translate their complex scientific discoveries into real world, healthcare and personnel and precision medicine.

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00:13:55.140 --> 00:14:00.030

MaryAnn Campion (she/her): So this is an overview of the program from a structural standpoint.

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00:14:00.390 --> 00:14:06.660

MaryAnn Campion (she/her): And the first year, which is three academic quarters that's where we provide the majority of coursework.

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00:14:06.840 --> 00:14:18.150

MaryAnn Campion (she/her): So, especially in the fall students in the fall it probably feels a lot like undergrad and that there's five or six classes that are being taken much like a full time job as a student.

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00:14:18.690 --> 00:14:26.460

MaryAnn Campion (she/her): These courses are focused in the scientific and the clinical spaces of genetic counseling but also in the counseling techniques and.

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00:14:27.840 --> 00:14:35.550

MaryAnn Campion (she/her): Foundations, as well as biomedical ethics and then in winter we start to add in all of the other components.

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00:14:35.880 --> 00:14:45.480

MaryAnn Campion (she/her): So in the winter students start to think about their research project and enroll in a two quarter research course that's also when they begin their rotations and we're going to

talk more about those in a minute.

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00:14:46.020 --> 00:14:52.920

MaryAnn Campion (she/her): And that's also when they might start to take electives so built into the curriculum is the expectation that students will take.

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00:14:53.400 --> 00:15:02.220

MaryAnn Campion (she/her): At least two electives one in the research domain and it could be about research methodology or design or another research.

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00:15:03.210 --> 00:15:06.300

MaryAnn Campion (she/her): area that they want to develop a skill or expertise in.

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00:15:07.020 --> 00:15:17.100

MaryAnn Campion (she/her): And it might be something that's going to apply to their research project where say they want to learn stats and they take a class on our or spss or qualitative research.

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00:15:17.520 --> 00:15:23.280

MaryAnn Campion (she/her): or it could be just a research course that they think will benefit them in their career development both of those are fine.

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00:15:24.120 --> 00:15:34.530

MaryAnn Campion (she/her): And then the other elective lane, is that we want students to take at least one course and an area that they're just uniquely interested in we really try to provide as many opportunities as we can.

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00:15:34.770 --> 00:15:47.790

MaryAnn Campion (she/her): for students to tailor their experience to their own personal interest in background, as well as their career goals so electives can be taken anytime in the two years, with the exception of the very first quarter.

58

00:15:48.780 --> 00:15:58.440

MaryAnn Campion (she/her): And then, in the summer students engaged in a full time rotation so in the academic year the rotations are what we call part time, which means they're about the equivalent of two days.

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00:15:58.650 --> 00:16:10.860

MaryAnn Campion (she/her): But in the summer it's a full time rotation, so it should feel a lot like a job and we want students to have that experience so that they learn more about case management and the behind the scenes stuff that happens in the.

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00:16:11.520 --> 00:16:16.950

MaryAnn Campion (she/her): Various genetic counseling positions that they might be considering for their own first job.

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00:16:18.090 --> 00:16:20.460

MaryAnn Campion (she/her): they're also getting their research projects underway.

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00:16:20.850 --> 00:16:30.000

MaryAnn Campion (she/her): So after they finished the winter and spring research courses that's when they have a research question identified and a committee identified to work with.

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00:16:30.300 --> 00:16:40.200

MaryAnn Campion (she/her): They write up their IRB and once that gets approved, and then they start to execute their project and much of that will take place in the second year, but the summer is really when they.

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00:16:41.430 --> 00:16:45.090

MaryAnn Campion (she/her): firm up their question and committee and get their IRB together.

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00:16:46.710 --> 00:16:52.590

MaryAnn Campion (she/her): And then, in the second year, which again is three academic quarters the rotations returned to being part time.

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00:16:53.160 --> 00:17:01.830

MaryAnn Campion (she/her): There are only two courses that you take during your second year at one is an advanced genetic counseling techniques course in what is our.

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00:17:02.280 --> 00:17:05.280

MaryAnn Campion (she/her): Excuse me, what is our medical genetics

green rounds.

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00:17:06.180 --> 00:17:15.450

MaryAnn Campion (she/her): Both of those can actually be taken remotely so if we have a student who would prefer to live elsewhere for part or all of their second year, that is an option.

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00:17:15.840 --> 00:17:27.540

MaryAnn Campion (she/her): Though when we talk about rotations will discuss what's required to ensure that our rotation is feasible and another location, otherwise the vast majority of our students are living here in the Bay area for two years.

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00:17:28.860 --> 00:17:36.690

MaryAnn Campion (she/her): And then the second year has a much deeper dive into the execution of the research project and, as I mentioned students can continue to take electives.

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00:17:37.470 --> 00:17:53.640

MaryAnn Campion (she/her): For those of you that are from undergrad or academic backgrounds where you are on semesters rather than quarters, it can take some getting used to the quarter system moves much faster, but it does allow for a lot more breadth of topics which I think students really enjoy.

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00:17:56.160 --> 00:18:07.680

MaryAnn Campion (she/her): So here are a few highlights around our coursework so the majority of classes are just for genetic counseling students, but there are a few that they take with other learners on campus.

73

00:18:08.010 --> 00:18:13.110

MaryAnn Campion (she/her): And particular there's an embryology class that they take with the medical students and PA students.

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00:18:13.440 --> 00:18:23.430

MaryAnn Campion (she/her): Several of the biomedical ethics classes are taken with other trainees so it's a nice opportunity to learn more about healthcare outside of just the genetic counseling lane.

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00:18:24.390 --> 00:18:29.280

MaryAnn Campion (she/her): you'll see here and blue this idea of just

in time clinical applications.

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00:18:29.820 --> 00:18:40.950

MaryAnn Campion (she/her): So all of the clinical coursework is taught through online modules that students take at the same time, they rotate in that space, so the idea is that.

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00:18:41.310 --> 00:18:47.940

MaryAnn Campion (she/her): If you're in a prenatal rotation, we want you learning the prenatal medical and scientific information at the same time.

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00:18:48.300 --> 00:19:02.400

MaryAnn Campion (she/her): If you learn it a year earlier than it will likely have changed by the time you get to your rotation, or if you don't take that course until after you've rotated, then you can feel really lost so just in time learning means that you are learning it at the same time you're applying it.

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00:19:04.140 --> 00:19:12.450

MaryAnn Campion (she/her): We have to psychosocial courses and professional issues courses that are a year long so that takes you the entire first year and the entire second year.

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00:19:12.750 --> 00:19:22.320

MaryAnn Campion (she/her): And that's really meant to provide an Arc so that students always feel they've got the connection to their cohort and they know kind of where they started and where they're headed.

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00:19:23.280 --> 00:19:30.270

MaryAnn Campion (she/her): we've talked about the research seminar that's primarily an online course with regular and.

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00:19:30.930 --> 00:19:38.340

MaryAnn Campion (she/her): synchronous interactions as well, so, while a lot of the modules are embedded in an online platform.

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00:19:38.610 --> 00:19:51.930

MaryAnn Campion (she/her): It does require weekly engagement between the instructor and the students to ensure that they're moving their research projects along and then there are a few in person or live

components as well.

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00:19:53.400 --> 00:20:00.870

MaryAnn Campion (she/her): i've mentioned biomedical ethics, a couple of times we're really lucky to have the Stanford Center for bioethics right across the street.

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00:20:01.170 --> 00:20:10.860

MaryAnn Campion (she/her): And so many of their faculty are involved in our program either in teaching core courses or in serving on research projects, and then they also have a.

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00:20:11.430 --> 00:20:16.770

MaryAnn Campion (she/her): monthly seminar series that a lot of our students attend as a great way to make sure that if they are.

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00:20:17.130 --> 00:20:26.340

MaryAnn Campion (she/her): doing a ethics based research project that they've got the right target audience, to help them figure out how to frame the project, as well as the written product.

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00:20:27.270 --> 00:20:38.040

MaryAnn Campion (she/her): And then obviously we've got a lot of clinics or excuse me particular focus on the molecular genetics and genomics too, so in the fall of your first year, you would be taking.

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00:20:38.550 --> 00:20:51.150

MaryAnn Campion (she/her): foundational courses in molecular genetics, making sure everybody's on the same page and then laboratory genetics and testing so that everybody understands the way genetic testing currently.

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00:20:51.570 --> 00:20:59.370

MaryAnn Campion (she/her): operates and then starting to take classes and clinical genetics so really seeing how does this play out in medical genetics clinics.

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00:21:03.270 --> 00:21:10.020

MaryAnn Campion (she/her): Moving on from there and talking about rotations so one thing that was important to the leadership that got this.

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00:21:10.560 --> 00:21:20.790

MaryAnn Campion (she/her): program started was the idea of starting rotations early and making sure that students have the opportunity to get their feet wet and a variety of specialties so.

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00:21:21.120 --> 00:21:35.460

MaryAnn Campion (she/her): everyone's rotation sequence is going to look different, and that is because those placements are made, based on students interest their strengths and weaknesses, there are professional and career goals.

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00:21:35.760 --> 00:21:44.280

MaryAnn Campion (she/her): and making sure that they have the opportunity to demonstrate all of the what we call practice based competencies that are required of entry level genetic counselors.

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00:21:44.760 --> 00:21:52.230

MaryAnn Campion (she/her): So every student is going to get placements in the core domains prenatal pediatric or what we call general genetics and cancer.

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00:21:52.650 --> 00:21:59.370

MaryAnn Campion (she/her): Everyone is also going to get some exposure and the specialties but not every student is going to rotate in every specialty.

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00:22:00.030 --> 00:22:11.070

MaryAnn Campion (she/her): So, for example, if your specialty rotations were in pediatric cancer in cardiology we'd still make sure you learned about neurology and fertility through the online courses.

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00:22:12.180 --> 00:22:25.860

MaryAnn Campion (she/her): We also ensure that everybody has at least one rotation that's primarily focused on genomics are very interpretation, but the setting for that can vary so for some students, that will be an industry others it'll be in a research setting.

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00:22:26.040 --> 00:22:33.000

MaryAnn Campion (she/her): or a lab setting and some it will even be complemented through a clinical rotation that does a lot of very interpretation.

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00:22:34.470 --> 00:22:48.120

MaryAnn Campion (she/her): So, once you add all of that, together, most students will get about eight to 10 placements total and they range from five to 10 weeks, but, as I mentioned, no two students will have the exact same sequence or areas of focus.

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00:22:49.140 --> 00:22:58.500

MaryAnn Campion (she/her): We also added on the opportunity for students to substitute an independent project, in place of a five week rotation, so if there was a.

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00:23:00.000 --> 00:23:06.000

MaryAnn Campion (she/her): topic area that they were particularly interested in that they weren't going to be able to take an elective on or.

103

00:23:06.660 --> 00:23:17.400

MaryAnn Campion (she/her): focus their research on but they still wanted to do a deep dive then they could do that as an independent project in lieu of one of their rotations and as long as everyone was.

104

00:23:17.880 --> 00:23:30.210

MaryAnn Campion (she/her): You know, as long as that individual was demonstrating competency, and all of the other areas, then we felt that that was a really good use of time and a nice way to let students tailor their training a little bit further.

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00:23:31.890 --> 00:23:39.180

MaryAnn Campion (she/her): As I mentioned before, there are opportunities to complete distance rotations during the summer, and the second year, but those are very much.

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00:23:39.480 --> 00:23:49.320

MaryAnn Campion (she/her): Restricted based on location, so if it's a location where we already have affiliation agreements and we've been sending students there for a long time it's pretty easy to coordinate.

107

00:23:49.890 --> 00:23:54.840

MaryAnn Campion (she/her): If it's in a city that has a different genetic counseling training program it's probably going to be impossible.

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00:23:55.440 --> 00:24:01.980

MaryAnn Campion (she/her): We also often get questions about international rotations and those are ones that we have been able to organize in the past.

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00:24:02.280 --> 00:24:14.820

MaryAnn Campion (she/her): But under the same caveats so if it's a place that we've worked with before and there are genetic providers that are happy and eager to take on a student for the summer or during their second year, then we can make that work.

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00:24:15.120 --> 00:24:23.610

MaryAnn Campion (she/her): And it can be a really nice complement to that students training, but if it's a space that we have not a contact, we have not made in the past and there.

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00:24:24.090 --> 00:24:30.690

MaryAnn Campion (she/her): aren't readily identifiable genetic service providers there, then it may be a non starter so that's something to think about.

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00:24:30.960 --> 00:24:39.360

MaryAnn Campion (she/her): If you were interested in potentially doing a summer or second year rotation somewhere else, and you really wanted to talk about it before admissions.

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00:24:39.600 --> 00:24:52.230

MaryAnn Campion (she/her): you're welcome to reach out if you had a very specific question that might influence, whether you applied to Stanford or not feel free to reach out to us about that, but otherwise that's all stuff that we would discuss during interviews.

114

00:24:54.300 --> 00:25:04.320

MaryAnn Campion (she/her): And then to talk for a minute about research our students really will end up landing on projects in a wide variety of content areas, and we have no.

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00:25:04.740 --> 00:25:09.270

MaryAnn Campion (she/her): expectation that they follow a particular type of research.

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00:25:09.780 --> 00:25:19.260

MaryAnn Campion (she/her): To us, the most important goals are that they learn about the research process, and they have the opportunity to really be the lead investigator on a question.

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00:25:19.560 --> 00:25:25.020

MaryAnn Campion (she/her): But for some students it's going to be important to them that they come up with that question on their own and will support them in that.

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00:25:25.350 --> 00:25:31.380

MaryAnn Campion (she/her): For others, they feel that it's a much better fit if they join a pre existing team or a question that's been.

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00:25:31.740 --> 00:25:39.900

MaryAnn Campion (she/her): pitched by faculty Member or maybe it's a follow up question to a project a student did a few years before and that's perfectly fine too.

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00:25:40.230 --> 00:25:52.590

MaryAnn Campion (she/her): So, while some students will spend more time on the development of the research question, others will spend more time on the execution or the analysis or the right up and all of that is okay.

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00:25:53.700 --> 00:26:02.790

MaryAnn Campion (she/her): Each student will have a committee and that usually consists of one or two genetic counselors and perhaps one other healthcare provider or perhaps a.

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00:26:03.750 --> 00:26:11.010

MaryAnn Campion (she/her): methodology expert So if you are doing a qualitative project you'd probably want somebody with some good qualitative experience on your committee.

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00:26:11.310 --> 00:26:19.080

MaryAnn Campion (she/her): And our research director helps each student determine who the right players would be on their committee students don't have to go out there and find those people themselves.

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00:26:20.490 --> 00:26:30.180

MaryAnn Campion (she/her): The outputs for outcomes from the project or that each student will have a paper of publishable quality and we hope they'll submit to a journal it's not a requirement but.

125

00:26:30.420 --> 00:26:42.330

MaryAnn Campion (she/her): We asked them to write it up in the format that would be required by their Journal of interest interest to make that a really easy and smooth transition if that's the way it goes.

126

00:26:42.870 --> 00:26:47.670

MaryAnn Campion (she/her): And then we also require that every student give a presentation at the end of the year to our.

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00:26:48.360 --> 00:27:00.810

MaryAnn Campion (she/her): faculty students and families right before graduation all the students also will produce a poster and have an abstract written that again is ready to be submitted to a national or even international conference.

128

00:27:02.340 --> 00:27:06.930

MaryAnn Campion (she/her): Our publication rates over 50% at this point within two years of graduation so.

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00:27:07.560 --> 00:27:16.320

MaryAnn Campion (she/her): It over half will end up making it into published literature and typically those that don't are either because they didn't end up.

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00:27:16.530 --> 00:27:28.050

MaryAnn Campion (she/her): leading to the results that were anticipated or students lives get busy after they graduate and all of that is very normal, but we want to support those who really do want to get something into the literature.

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00:27:31.350 --> 00:27:40.740

MaryAnn Campion (she/her): So i've covered the three biggest arms of the program the coursework the rotations and the research, but there are a variety of other opportunities that are available.

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00:27:41.130 --> 00:27:51.750

MaryAnn Campion (she/her): So during your two years of training, these are some of the activities that you will either be required to

participate in, or are out there if they fit your interest, so the first one i'll talk about is.

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00:27:52.020 --> 00:27:57.690

MaryAnn Campion (she/her): Medical genetics grand rounds, this is actually a course, so this is something that students do attend all six quarters.

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00:27:58.020 --> 00:28:10.050

MaryAnn Campion (she/her): But it's unique because it's not taught in the way that you might think of the traditional class instead every week there's a different presenter and all of our second year students will present at grand rounds all of the.

135

00:28:10.680 --> 00:28:22.050

MaryAnn Campion (she/her): Medical genetics residents and fellows will present a lot of the Faculty present it's a really nice way to hear a deep dive into a current or emerging topic and medical genetics.

136

00:28:23.520 --> 00:28:31.980

MaryAnn Campion (she/her): monthly, we have a human genetics journal club where it's actually a kind of team science approach, so one of our gc students plus one of the.

137

00:28:32.190 --> 00:28:41.820

MaryAnn Campion (she/her): genetics fellows plus a couple of faculty members will identify an article that recently came out that we think is going to make a really big impact, but might be complicated.

138

00:28:42.060 --> 00:28:51.720

MaryAnn Campion (she/her): And then the presenting team will distill it down to the most important take home messages and clinical applications and students and trainees from all over can come to that, if they want.

139

00:28:52.860 --> 00:29:04.770

MaryAnn Campion (she/her): And then, most of the clinical specialties will have a case conference once a week or once a month, those are open to trainees, there are a variety of lectures throughout the university that are open to anyone on campus.

140

00:29:05.820 --> 00:29:09.900

MaryAnn Campion (she/her): We try to ensure that students get some direct experience.

141

00:29:10.860 --> 00:29:26.820

MaryAnn Campion (she/her): Of the lives of patients that have genetic conditions disabilities or diagnoses and one way to do that is through a program we have called Operation house call where we match each student with a family that has a child, with down syndrome, so that.

142

00:29:27.420 --> 00:29:38.520

MaryAnn Campion (she/her): Non clinical interactions can happen and students can learn about the lived experience, so what happens at home, what happens at therapy or at school, as opposed to what happens at a hospital.

143

00:29:40.380 --> 00:29:54.150

MaryAnn Campion (she/her): We also have a service and outreach requirement, which is 20 hours total so it's a low bar and a small ask, but the purpose of it is to ensure that students are really required and supported and.

144

00:29:54.630 --> 00:30:01.980

MaryAnn Campion (she/her): Participating and Community engagement in whatever way feels important to them so for some that could be.

145

00:30:02.460 --> 00:30:16.650

MaryAnn Campion (she/her): Given a variety of talks at local or were virtual platforms, maybe with high schools or colleges, for others it will be working with underserved or under resourced groups around the bay area or wherever they're living.

146

00:30:17.220 --> 00:30:31.110

MaryAnn Campion (she/her): could be working in more D I specifically related spaces so again, we want students to pick spaces that are really meaningful and purposeful so that the intentionality is what drives fulfilling that requirement.

147

00:30:32.790 --> 00:30:44.190

MaryAnn Campion (she/her): Our students do a fair amount of public speaking, so we have a variety of both small and big presentations built into the curriculum sometimes their individual sometimes they're in pairs.

148

00:30:44.910 --> 00:30:51.750

MaryAnn Campion (she/her): Getting back to the idea of team science, we want to make sure students are ready for that part of their professional journeys.

149

00:30:52.380 --> 00:31:06.330

MaryAnn Campion (she/her): We tell students, we can't promise you'll love public speaking, by the time you finish, but we can promise you'll be much more comfortable in that space and that's something that can be really intimidating so we want to provide a safe foundation for people to develop those skills.

150

00:31:09.150 --> 00:31:19.410

MaryAnn Campion (she/her): So, moving on to admissions and there are a variety of things that we've changed in the past few years, and so it's really important that we pause here and talk about why.

151

00:31:20.250 --> 00:31:27.780

MaryAnn Campion (she/her): So, as you can see, under criteria, we do expect students to have a strong foundation and scientific and academic preparation.

152

00:31:28.260 --> 00:31:34.680

MaryAnn Campion (she/her): And that is likely, going to be in areas such as psychology biology chemistry in genetics.

153

00:31:35.010 --> 00:31:43.620

MaryAnn Campion (she/her): And a lot of students are going to get that exposure through traditional coursework in order to be prepared to build upon that knowledge once they arrive.

154

00:31:43.950 --> 00:32:03.030

MaryAnn Campion (she/her): But for other people they're going to get that foundation through a job or through a volunteer experience so rather than requiring specific prerequisites we just want people to demonstrate a depth and breadth of exposure in those areas and whatever combination is best fits their situation.

155

00:32:04.860 --> 00:32:17.160

MaryAnn Campion (she/her): jerry's are not required, and in fact we are no longer even looking at them here so that's not something that we would want you to include in your application and as i'm sure

you've probably seen out there in the.

156

00:32:18.240 --> 00:32:30.480

MaryAnn Campion (she/her): The news and in the literature there's a growing body of evidence that shows that Jerry scores do not equate to academic graduate success or professional success, so we are not using them at all anymore.

157

00:32:31.740 --> 00:32:43.950

MaryAnn Campion (she/her): Your the next four bullets are really where we dig in so your CV is where you would list all of your experiences that you think will give us a good sense of what leads you to this place now.

158

00:32:44.250 --> 00:32:55.050

MaryAnn Campion (she/her): And why the exposures you've had have contributed to you being certain, this is what you want to do so, you can include as much detail as you would like, on your CV if you think it would be helpful.

159

00:32:56.310 --> 00:33:03.510

MaryAnn Campion (she/her): Your references are going to be people who can speak to different parts of you and I encourage applicants to choose recommender.

160

00:33:03.930 --> 00:33:13.140

MaryAnn Campion (she/her): Who will complement what we're already going to see and not repeat it so, for example, if you have a 4.0 and your biology.

161

00:33:13.500 --> 00:33:21.210

MaryAnn Campion (she/her): Major if we get three letters from biology professors, we already knew, you are strong in biology that's not going to really tell us a whole lot.

162

00:33:21.660 --> 00:33:38.490

MaryAnn Campion (she/her): So, instead, you might want to think about having one academic reference, but then two other references, who can speak to your leadership skills your counseling skills your teamwork skills psycho social whatever else will complement what we will already see from your transcript or CV.

163

00:33:39.900 --> 00:33:53.280

MaryAnn Campion (she/her): Your personal statement is where you can really think about how all of those experiences and who you are, as a person, are merging together and why this program, in particular, would be a good fit for you.

164

00:33:54.000 --> 00:34:00.270

MaryAnn Campion (she/her): And then the supplemental essays was added on, I want to say four or five years ago, because we wanted to have a way to.

165

00:34:00.870 --> 00:34:03.630

MaryAnn Campion (she/her): Give applicants the chance to show us how they think.

166

00:34:03.900 --> 00:34:17.400

MaryAnn Campion (she/her): there truly is no right answer you, the purpose of that essay is not for you to show us how smart, you are it's for you to show us what you do when you're approaching, something that you don't know a lot about and you want to learn what what's the process that you take.

167

00:34:18.510 --> 00:34:27.180

MaryAnn Campion (she/her): In order to be as holistic as possible, we have different members of our leadership team reviewing each of those subjective components.

168

00:34:27.750 --> 00:34:40.440

MaryAnn Campion (she/her): blah in a blinded fashion, so, for example, I read all the personal statement, but I do not have any names attached or any other details and that's because we really are trying to be as objective and agnostic as possible.

169

00:34:41.940 --> 00:34:57.630

MaryAnn Campion (she/her): On a similar vein when it comes time to phone interview and interview people in person or by zoom we're not sharing additional information about the applicants with other people who will be interviewing because we want them to come in as unbiased as possible.

170

00:34:58.950 --> 00:35:07.920

MaryAnn Campion (she/her): So now let's talk about what the different steps look like so here are the numbers from last year, but I you'll

see I put an asterisk beside the number of applications that we got.

171

00:35:08.340 --> 00:35:17.100

MaryAnn Campion (she/her): I do think that was a one off because of coven We certainly saw a dramatic increase in Medical School applications and other types of graduate.

172

00:35:17.430 --> 00:35:33.000

MaryAnn Campion (she/her): Education last year it's hard to know if that increase will persist, this year, but before that we were very consistently getting about 150 applications per year, so we saw a 50% increase last year and I don't know we'll see that again.

173

00:35:34.260 --> 00:35:43.950

MaryAnn Campion (she/her): But from the total number of applicants that we receive we typically will select about 70 for a short 10 to 15 minute phone interview.

174

00:35:44.370 --> 00:35:57.480

MaryAnn Campion (she/her): This is not something that will make or break the chances of being invited for a final interview, it is truly just a means by which we hope to get to know the applicant behind the paper application better.

175

00:35:58.410 --> 00:36:10.770

MaryAnn Campion (she/her): When all we have is what submitted online, we have a hard time really getting a holistic view of who you are so the phone interview is going to include questions that are much more just about getting to know you they're going to have.

176

00:36:11.250 --> 00:36:16.050

MaryAnn Campion (she/her): Very little to do with your preparedness or fit for genetic counseling.

177

00:36:17.400 --> 00:36:27.300

MaryAnn Campion (she/her): So from the phone interviews that we do, we will typically select between 40 and 50 individuals for a final interview does vary from one year to the next.

178

00:36:28.890 --> 00:36:38.160

MaryAnn Campion (she/her): The final interviews historically were in person, then they went to entirely by zoom because of coven but we had

made the decision before.

179

00:36:38.730 --> 00:36:47.790

MaryAnn Campion (she/her): That we would continue to offer them virtually as a means to minimize logistic and financial barriers for candidates.

180

00:36:48.240 --> 00:36:55.620

MaryAnn Campion (she/her): We are not entirely sure where we will land for this coming cycle, we will either be entirely virtual or we will offer both.

181

00:36:55.950 --> 00:37:07.440

MaryAnn Campion (she/her): And we will allow applicants to decide which they prefer but we're going to try to ensure that the experience is the same, regardless of what format someone chooses for their interview.

182

00:37:09.960 --> 00:37:12.510

MaryAnn Campion (she/her): I think i've got yes timeline.

183

00:37:14.250 --> 00:37:26.790

MaryAnn Campion (she/her): The applications for this year are due at the end of November, and we will typically let everyone know in late January or early February, the status of their application so have they been selected for a phone interview or not.

184

00:37:27.330 --> 00:37:36.000

MaryAnn Campion (she/her): And then phone interviews take place around the same time and then typically we do our final interviews and March and April and we'll see what.

185

00:37:37.050 --> 00:37:50.280

MaryAnn Campion (she/her): combo of formats that includes if we have an in person interview as an option we have historically included student dinners and tours etc, but again that's tbd at this point.

186

00:37:51.300 --> 00:38:00.510

MaryAnn Campion (she/her): And then acceptances the national match Day, which for 2022 it will be April 22 so it'll be easy to remember 2222.

187

00:38:02.460 --> 00:38:10.200

MaryAnn Campion (she/her): A lot of applicants will ask you know what, what can I do to set myself apart, and I have a lot of empathy for you there, because I know that is something that feels like.

188

00:38:10.230 --> 00:38:17.820

MaryAnn Campion (she/her): The the Holy Grail or the million dollar question, so I wanted to share some common themes that I think bring together a lot of successful applicants.

189

00:38:18.600 --> 00:38:30.960

MaryAnn Campion (she/her): One is the ability to demonstrate strong critical thinking and interpersonal skills, you could do that through your personal statement, it could be mentioned in your reference letters, or even something that we could elucidate from your CV.

190

00:38:32.490 --> 00:38:43.500

MaryAnn Campion (she/her): Lifelong adaptable learners so what when you're at Stanford you won't be memorizing a lot of facts but, rather, you will learn how to be resourceful and find the information you need when you need it.

191

00:38:43.710 --> 00:38:49.530

MaryAnn Campion (she/her): So if we see a history of that in the way that you think that can indicate to us that might be a good fit for you.

192

00:38:51.210 --> 00:39:00.450

MaryAnn Campion (she/her): Successful applicants are also often those who are really ready to share their own background and learn from others and to broaden their perspective, while they're here.

193

00:39:02.340 --> 00:39:14.880

MaryAnn Campion (she/her): The majority of our students, if not all, are also very much committed to improving access and addressing the diverse cultural needs of the patient population and the general public, as well as the genetic counseling profession.

194

00:39:15.300 --> 00:39:28.200

MaryAnn Campion (she/her): So people who are willing to really kind of step up to the plate into some of those vulnerable spaces and then just people who enjoy being challenged, knowing that they want to push

themselves a little bit further than they might have otherwise.

195

00:39:30.390 --> 00:39:41.910

MaryAnn Campion (she/her): So financial aid we recognize that the cost of tuition here at Stanford can be quite a burden, you can see there some numbers for the class of 2023, so there are current first years.

196

00:39:42.180 --> 00:39:59.010

MaryAnn Campion (she/her): The total tuition at Stanford is close to 90,000 but everyone has the opportunity to be in our work, study program and that ends up being about 14 to \$15,000 off tuition for all students, so that means that.

197

00:39:59.460 --> 00:40:11.910

MaryAnn Campion (she/her): Really, we are looking at about 75,000 total for the baseline cost on top of that, we typically will have some additional money that we can put towards scholarships.

198

00:40:12.240 --> 00:40:20.550

MaryAnn Campion (she/her): It varies from year to year, but it might be for scholarships that are each \$5,000 and two scholarships that are \$15,000.

199

00:40:21.060 --> 00:40:26.850

MaryAnn Campion (she/her): And each of those options would be listed as a different track within the system so.

200

00:40:27.690 --> 00:40:39.360

MaryAnn Campion (she/her): Individuals who interview would know that when it comes time to rank they could say whether or not they'd like to attend Stanford, no matter what or whether they would like to attend Stanford, but only if they work to be a recipient of one of the scholarships.

201

00:40:40.770 --> 00:40:49.620

MaryAnn Campion (she/her): We also have a program called the night Hennessy scholars, I believe the deadline was actually yesterday, so if this is not something you've heard about.

202

00:40:49.920 --> 00:40:53.250

MaryAnn Campion (she/her): before now, it would not apply for this year, but it could apply in the future.

203

00:40:53.790 --> 00:41:05.310

MaryAnn Campion (she/her): It is a very prestigious scholarship it is full tuition room and board, plus a variety of other things for two to three years of training, depending on what graduate program the scholars in.

204

00:41:05.790 --> 00:41:09.840

MaryAnn Campion (she/her): So that is something to look into if you're thinking about applying in future years.

205

00:41:10.560 --> 00:41:15.720

MaryAnn Campion (she/her): And then we also just try to talk with students about the various loan programs that are out there.

206

00:41:15.960 --> 00:41:29.430

MaryAnn Campion (she/her): And we want people to strongly look at the financial implications, before they apply as opposed to after the fact, so there are some national programs that might allow whatever loans are remaining after 10 years to be waived.

207

00:41:30.060 --> 00:41:39.270

MaryAnn Campion (she/her): There are also some jobs that you can enter where they will have loan forgiveness, as part of the package so all things to think about.

208

00:41:41.460 --> 00:41:52.410

MaryAnn Campion (she/her): And here, a couple more pictures of our students and alumni you can see that they come from all over the globe, a lot of them do speak of second or third language you can live on or off campus when you're here.

209

00:41:52.890 --> 00:42:00.150

MaryAnn Campion (she/her): The majority live on campus though some, especially those who are from the bay area will choose to stay where they are and just commute in.

210

00:42:01.260 --> 00:42:09.840

MaryAnn Campion (she/her): We really try to encourage each cohort to decide for themselves how they are going to develop a cohesive collaborative and nurturing Group and

211

00:42:10.350 --> 00:42:18.360

MaryAnn Campion (she/her): Sarah can speak to that in a little bit too, because at this point it can feel very competitive to get into training programs and I get that but.

212

00:42:18.660 --> 00:42:28.050

MaryAnn Campion (she/her): It is so important that when students arrive in a training program that they work to build each other up and the idea that if everyone is rowing together the boat will rise.

213

00:42:29.820 --> 00:42:39.180

MaryAnn Campion (she/her): Here are the stats on our three most recent cohorts Obviously these numbers do change from one year to the next, right now, our first time board pass rate is at about 88%.

214

00:42:39.990 --> 00:42:49.860

MaryAnn Campion (she/her): For those who have been looking for a job post graduation hundred percent have found one and a genetic counseling space and we haven't had any students who have left the Program.

215

00:42:52.230 --> 00:42:59.490

MaryAnn Campion (she/her): here's just a lovely image of the variety of places where our students work and once they graduate I think it's nice to say that it represents.

216

00:43:00.120 --> 00:43:12.990

MaryAnn Campion (she/her): University hospitals and academic medical centers as well as Community hospitals or health centers industry research lab public health, public policy education advocacy really wide spectrum.

217

00:43:15.840 --> 00:43:16.290

MaryAnn Campion (she/her): whoops.

218

00:43:17.340 --> 00:43:22.620

MaryAnn Campion (she/her): here's a picture of our current students Just to give you a sense of who we have with us this year.

219

00:43:24.240 --> 00:43:35.370

MaryAnn Campion (she/her): And here are a couple of quotes that I

think really speak to why students choose Stanford when they do so, the first one you'll probably find during interviews that one program just feels like it fits best with your personality.

220

00:43:35.760 --> 00:43:46.860

MaryAnn Campion (she/her): that's what happened for me at Stanford the physicians genetic counselors and students, I met were have a tight, you were rigorous demanding of themselves and those around them, yet at the same time, fair kind approachable enthusiasts.

221

00:43:47.460 --> 00:43:54.780

MaryAnn Campion (she/her): So that really gets at the idea that a lot of what will help you decide what program is the right fit is going to just be a gut instinct.

222

00:43:55.890 --> 00:44:02.910

MaryAnn Campion (she/her): This other quote stands for stanford's program strikes the perfect balance between current genetic knowledge cutting edge research.

223

00:44:03.180 --> 00:44:12.930

MaryAnn Campion (she/her): and experience honing our essential listening and empathic skills it's a challenging program but with the exceptional education provided, I find myself surpassing even my own expectations.

224

00:44:13.620 --> 00:44:20.550

MaryAnn Campion (she/her): So this gets it the idea that it's hard graduate school is challenging no doubt and finding work life balance can feel.

225

00:44:21.270 --> 00:44:27.900

MaryAnn Campion (she/her): elusive at times, I think our students know that that is something that we really do want to help them.

226

00:44:28.560 --> 00:44:41.490

MaryAnn Campion (she/her): And that this program should never get in the way of someone's mental physical or emotional health but finding the right balance, there is it's quite challenging and it's something that every student continues to work on from one month to the next.

227

00:44:42.840 --> 00:44:45.210

MaryAnn Campion (she/her): But while it's challenging it all should should be fun.

228

00:44:46.860 --> 00:44:54.720

MaryAnn Campion (she/her): And then, I just wanted to include this because I thought it was a really neat opportunity for participating and research if you're planning to apply for.

229

00:44:55.020 --> 00:45:09.390

MaryAnn Campion (she/her): This year or next year, actually, I think it started last year, so if you're applying for admission for this coming cycle it's a research, study being done out of the University of Texas at Houston so take a quick screenshot of that qr code if you're interested in participating.

230

00:45:11.220 --> 00:45:28.980

MaryAnn Campion (she/her): And with that I will close the beautiful picture of Stanford and our website and email address i'm going to stop screen sharing and Sarah can let me know if there's any questions I didn't address, and we can start to get to some in the Q amp a in the chat as well.

231

00:45:37.980 --> 00:45:41.010

Sarah Sturm (she/her), 2nd Year GC Student: Stanford was planning, this year, if you guys have a number.

232

00:45:42.240 --> 00:45:43.380

MaryAnn Campion (she/her): Sorry, could you say that again.

233

00:45:44.190 --> 00:45:45.000

Sarah Sturm (she/her), 2nd Year GC Student: Sir, can you hear me now.

234

00:45:45.330 --> 00:45:50.340

Sarah Sturm (she/her), 2nd Year GC Student: yeah perfect there's a question about how many students Stanford with planning to accept this year.

235

00:45:50.760 --> 00:45:53.280

MaryAnn Campion (she/her): Oh it'll probably be 14 again potentially.

236

00:45:53.280 --> 00:45:55.410

MaryAnn Campion (she/her): 15 but we wouldn't go higher than that.

237

00:46:06.480 --> 00:46:08.460

MaryAnn Campion (she/her): What else do you see in the chat.

238

00:46:14.040 --> 00:46:18.000

Sarah Sturm (she/her), 2nd Year GC Student: I think 15 I read going back and forth trying to answer them as they came in.

239

00:46:19.620 --> 00:46:29.460

Sarah Sturm (she/her), 2nd Year GC Student: But just general questions about maybe coming to the genetic counseling field later on or help people prepare, which I know you touched on something you wanted to highlight anything.

240

00:46:29.700 --> 00:46:36.810

MaryAnn Campion (she/her): yeah actually thanks for bringing that up I didn't mean to mention that our students come from a really wide variety of backgrounds, so I.

241

00:46:36.960 --> 00:46:39.990

MaryAnn Campion (she/her): A few years ago, we ran the numbers and I think our average student.

242

00:46:40.350 --> 00:46:49.140

MaryAnn Campion (she/her): had been out of undergrad for two or three years, which meant that in each cohort will have one or two from undergrad, but we have many that commerce second or third careers.

243

00:46:49.320 --> 00:46:57.360

MaryAnn Campion (she/her): And that is completely acceptable, and in fact I don't want anyone to think that their application would be viewed differently, because they don't come from a traditional background.

244

00:46:57.630 --> 00:47:09.750

MaryAnn Campion (she/her): So if you have another advanced degree, if you are an international applicant if you were an English major all of those are welcome, there are many different paths someone can take to this program.

245

00:47:14.790 --> 00:47:16.320

MaryAnn Campion (she/her): One other thing I realized, I wanted to.

246

00:47:16.860 --> 00:47:27.000

MaryAnn Campion (she/her): Mention was a little bit more about our mentoring system so every student does get matched with an academic advisor that comes from our leadership team, but we have a variety of.

247

00:47:27.240 --> 00:47:37.290

MaryAnn Campion (she/her): Other mentors built into so every student will have like every new student will have a second year who's a mentor every second year we'll have a practicing genetic counselor who serves as a professional mentor.

248

00:47:37.770 --> 00:47:47.040

MaryAnn Campion (she/her): We have individuals who serve as talk mentors which are the people who help you prepare for one of those public speaking engagements so mentoring, is something we really value.

249

00:47:53.760 --> 00:47:58.380

MaryAnn Campion (she/her): I think there was also a question about what types of work, study placements are available.

250

00:47:58.620 --> 00:48:06.750

MaryAnn Campion (she/her): Those vary quite widely so some are going to be working with one of our genetic counseling groups on campus so one of the clinical groups or lab or research groups.

251

00:48:07.020 --> 00:48:16.800

MaryAnn Campion (she/her): But it could also be ta for genetics course perhaps the one that's taught to the medical students or the physician assistant students working at one of the.

252

00:48:17.730 --> 00:48:24.000

MaryAnn Campion (she/her): Community genetics education spaces such as Stanford at the tech the tech museum down in San Jose.

253

00:48:24.840 --> 00:48:33.930

MaryAnn Campion (she/her): Really, a wide variety of different places, someone might be for their work, study, it also tends to be a different spot for your first year versus your second.

254

00:48:34.440 --> 00:48:50.070

MaryAnn Campion (she/her): And we once we survey all of our collaborators and find out who would like a work, study student for the upcoming year we write a description put that into a survey and allow students to rank them so that students usually end up with one of their top choices.

255

00:49:06.300 --> 00:49:07.500

MaryAnn Campion (she/her): What else should we address.

256

00:49:13.980 --> 00:49:16.200

Sarah Sturm (she/her), 2nd Year GC Student: coming to see if I can lump sum of these together.

257

00:49:17.370 --> 00:49:18.180

MaryAnn Campion (she/her): Take your time.

258

00:49:19.170 --> 00:49:27.540

Sarah Sturm (she/her), 2nd Year GC Student: A lot of questions from potential international applicants about if they could do it from a different country than the US or if the certain language requirement.

259

00:49:28.440 --> 00:49:38.610

MaryAnn Campion (she/her): So Stanford as an institution does require the TOEFL unless you had your undergraduate training at a English speaking institution.

260

00:49:39.540 --> 00:49:45.870

MaryAnn Campion (she/her): But that's the only language requirement there we currently do require everyone plan to be in person.

261

00:49:46.290 --> 00:49:52.170

MaryAnn Campion (she/her): During their training so it's not something it's not a program that could be enrolled in intentionally to be remote.

262

00:49:52.590 --> 00:50:05.580

MaryAnn Campion (she/her): As I mentioned, there are sometimes opportunities to spend part or all of your second year remote, but not your first, obviously we did pivot to virtual for last year during co

but this year we are back to being completely in person.

263

00:50:06.060 --> 00:50:14.100

MaryAnn Campion (she/her): With the understanding that we may need to have one offs where students can attend due to exposures or other health concerns.

264

00:50:26.340 --> 00:50:32.880

Sarah Sturm (she/her), 2nd Year GC Student: Also, do you have the link to the research, study I knew this will be recorded if people want to see it later, but some people are saying they didn't have a chance.

265

00:50:32.910 --> 00:50:33.960

To get that linkedin.

266

00:50:40.380 --> 00:50:42.450

MaryAnn Campion (she/her): Let me see if I can drop it in the chat.

267

00:50:44.880 --> 00:50:49.740

MaryAnn Campion (she/her): Actually I don't think they even had the link I think they just have the qr code, let me put it back up.

268

00:51:00.300 --> 00:51:01.560

MaryAnn Campion (she/her): All right, can you see that.

269

00:51:11.970 --> 00:51:12.690

Sarah Sturm (she/her), 2nd Year GC Student: Hopefully that works.

270

00:51:13.890 --> 00:51:17.430

Sarah Sturm (she/her), 2nd Year GC Student: Pretty quick Google, as far as like fine.

271

00:51:20.850 --> 00:51:22.290

MaryAnn Campion (she/her): Alright i'll leave it up for another second.

272

00:51:26.460 --> 00:51:36.720

MaryAnn Campion (she/her): I see a question are re applicants looked at differently, no absolutely not and, in the sense that it certainly isn't held against you, if anything, I would say re applicants.

273

00:51:37.290 --> 00:51:53.580

MaryAnn Campion (she/her): We recognize that if they're still interested in the field, a year later, they certainly got resilience and they got a strong commitment to this being what they want to do, and so that is an advantage, most of our classes have at least one or two re applicants in each cohort.

274

00:51:58.620 --> 00:52:07.110

Sarah Sturm (she/her), 2nd Year GC Student: also see there's a question about genetic counseling applications are so competitive, what do you do to kind of reduce competition among classes.

275

00:52:07.560 --> 00:52:16.560

Sarah Sturm (she/her), 2nd Year GC Student: And just from my my student perspective i'd say it's not competitive in my class at all, I think, does a great job about fostering Community when you're my classes like.

276

00:52:16.950 --> 00:52:25.650

Sarah Sturm (she/her), 2nd Year GC Student: We all made it and we work together on assignments to get along really well, but although applications being very special and very competitive once you get in.

277

00:52:26.130 --> 00:52:35.460

Sarah Sturm (she/her), 2nd Year GC Student: it's a lot calmer and more collaborative environment because be working together in the future we're all learning the same thing, so I wouldn't worry about it being competitive once we've given.

278

00:52:36.660 --> 00:52:41.280

Sarah Sturm (she/her), 2nd Year GC Student: The first year, the really nice all of my classes nice our second user a nice so you're in good hands.

279

00:53:25.980 --> 00:53:28.470

Sarah Sturm (she/her), 2nd Year GC Student: This little bit slow on scrolling down and keep coming in, so I.

280

00:53:28.710 --> 00:53:29.640

Know rob my cat.

281

00:53:31.650 --> 00:53:37.500

Sarah Sturm (she/her), 2nd Year GC Student: Your question about what our classes like lots of group work exam heavy as Marianne was talking about the first year is.

282

00:53:38.130 --> 00:53:52.170

Sarah Sturm (she/her), 2nd Year GC Student: Definitely more like undergrad you do exams you write papers like areas more presentation based there's less classes more focus on reputation so kind of a mix of group work and exams more in the first year, less than a second.

283

00:53:55.500 --> 00:53:56.910

Sarah Sturm (she/her), 2nd Year GC Student: And then, what drew me to Stanford.

284

00:53:57.990 --> 00:54:09.810

Sarah Sturm (she/her), 2nd Year GC Student: So what does it mean specifically I really liked the Community, I think it didn't hurt that my boyfriend was also in the area, so I was hoping to jump ship from east coast to West Coast so.

285

00:54:10.320 --> 00:54:11.640

Sarah Sturm (she/her), 2nd Year GC Student: A large variety of factors.

286

00:54:11.970 --> 00:54:13.650

Sarah Sturm (she/her), 2nd Year GC Student: brought me here, but I think.

287

00:54:13.830 --> 00:54:20.670

Sarah Sturm (she/her), 2nd Year GC Student: The culture and Stanford emphasis on really expanding citizenship diversity inclusion issues.

288

00:54:20.730 --> 00:54:27.750

Sarah Sturm (she/her), 2nd Year GC Student: The opportunities to take different elective wasn't it every program but also do me the amount of rotations we get to take.

289

00:54:28.080 --> 00:54:34.920

Sarah Sturm (she/her), 2nd Year GC Student: Things there are a lot of factors that being said, I have friends that are at different programs

and loving it I think it's really important to.

290

00:54:35.340 --> 00:54:43.650

Sarah Sturm (she/her), 2nd Year GC Student: Think about your goals and what you want to get from a program it's not a one size fits all so think about what's important to you think about how programs line up with that.

291

00:54:54.720 --> 00:55:07.020

MaryAnn Champion (she/her): tasty and Sarah I can see that you've been answering a fair amount that is in the Q amp a if you would like for me to just start answering specific ones, let me know but i'll leave it to you to guide.

292

00:55:09.060 --> 00:55:13.200

tacy framhein (she/her): We also received a couple questions on the chat it looks like as well.

293

00:55:21.000 --> 00:55:23.760

MaryAnn Champion (she/her): I think a few people may be asking about lack of.

294

00:55:23.760 --> 00:55:34.050

MaryAnn Champion (she/her): experience, I can only speak for Stanford though I think this does apply to other programs that admissions committees are going to understand that coven has certainly changed the amount of experiences that are available.

295

00:55:34.320 --> 00:55:44.850

MaryAnn Champion (she/her): But there are a lot of online ways to get exposure to the field, whether it be webinars or online courses watching standardized and simulated patients or counseling sessions.

296

00:55:45.450 --> 00:55:57.000

MaryAnn Champion (she/her): Having informal Q and a's and chats or informational interviews with people, so I wouldn't worry too much about at least on our end about checking specific boxes it's really more about.

297

00:55:57.540 --> 00:56:06.270

MaryAnn Champion (she/her): What have you learned from those experiences so if you have time to get more experiences before you

apply, I encourage you to pick ones that really feel meaningful to you.

298

00:56:07.290 --> 00:56:14.700

MaryAnn Campion (she/her): similar to what I said about the service and outreach requirement we want you to be choosing things that you're excited about not just to check a box.

299

00:56:15.120 --> 00:56:29.580

MaryAnn Campion (she/her): That also applies to coursework if you were an English major and you feel like you want to demonstrate some solid understanding and proficiency in the sciences pick classes that are exciting don't don't pick it based on the title or where it's offered.

300

00:56:36.990 --> 00:56:40.050

MaryAnn Campion (she/her): Sarah i'm seeing a question of can you describe your typical day.

301

00:56:42.690 --> 00:56:51.390

Sarah Sturm (she/her), 2nd Year GC Student: hmm I can vary quite a lot depending on I guess what semester, and then what rotation, I am in so i'll decide today.

302

00:56:51.960 --> 00:57:02.010

Sarah Sturm (she/her), 2nd Year GC Student: I don't know if it's difficult but happy to answer more specific questions, so this morning I got up I prepared for our class, I have this evening with Marianne kind of reviewing reading.

303

00:57:02.520 --> 00:57:07.380

Sarah Sturm (she/her), 2nd Year GC Student: I was in a remote clinical rotation, with the cancer clinic so I had prepared to patients.

304

00:57:08.310 --> 00:57:22.470

Sarah Sturm (she/her), 2nd Year GC Student: prepared to see two stations, I should say that was my Supervisor to discuss that solid patient super interesting case second patient cancelled, but happened sometimes give me time to sneak downstairs eat lunch grab some more snacks pet my cat.

305

00:57:23.550 --> 00:57:27.840

Sarah Sturm (she/her), 2nd Year GC Student: Later on, today I have

this webinar afterwards i'll pack CAP had to campus.

306

00:57:28.020 --> 00:57:32.970

Sarah Sturm (she/her), 2nd Year GC Student: Do my class in person, my classmates and then maybe go rock climbing tonight, if I have time.

307

00:57:33.630 --> 00:57:40.380

Sarah Sturm (she/her), 2nd Year GC Student: Somebody is online campus for, and I might be working really hard on my thesis picture the IRB then other days I might only have.

308

00:57:41.190 --> 00:57:53.130

Sarah Sturm (she/her), 2nd Year GC Student: One patient that cancels it could be a lot lighter it can vary quite a bit I know some of my classmates take on more responsibilities than you'd be have left so room for flexibility with with schedules, but that was my day.

309

00:57:54.810 --> 00:57:55.080

Sarah Sturm (she/her), 2nd Year GC Student: So.

310

00:57:55.110 --> 00:58:06.270

MaryAnn Champion (she/her): Nice summary little of everything, and I think that's probably a good thing to think about is that graduate school in general, and certainly here it's juggling a lot of balls and there will be more.

311

00:58:06.690 --> 00:58:20.820

MaryAnn Champion (she/her): Opportunities in a day than you could possibly have time for so prioritizing what's really important to your personal career goals and to balancing your mental and physical and emotional health is something that is.

312

00:58:21.840 --> 00:58:34.680

MaryAnn Champion (she/her): More important, I think, during graduate school than another life phases, because everything around it was interesting there's very little that's offered that's not appealing on some level, so you have to decide and given take.

313

00:58:39.510 --> 00:58:45.750

MaryAnn Champion (she/her): I see a few questions related to this, this count for this experience does this count for that class i'm not going to answer those.

314

00:58:46.020 --> 00:58:53.310

MaryAnn Campion (she/her): Specifically, because we probably be here all day, but I want to speak very broadly and, again, I can only speak for one admissions committee but.

315

00:58:54.120 --> 00:59:05.490

MaryAnn Campion (she/her): We, we are not going to care what the title of an experiences or the title of the classes, or how long you did it or when you did or how long ago you did it we are really looking more.

316

00:59:06.120 --> 00:59:18.870

MaryAnn Campion (she/her): holistically and globally, at your understanding of the field and your the evidence, you have for why this field is a good fit for you and why this program specifically is a good fit for you.

317

00:59:19.500 --> 00:59:27.390

MaryAnn Campion (she/her): So for every experience or class you've taken think about how that may or may not demonstrate the preparedness and fit.

318

00:59:36.060 --> 00:59:38.040

tacy framhein (she/her): Marianne there a couple questions about.

319

00:59:39.240 --> 00:59:44.040

tacy framhein (she/her): Interest in concurrently pursuing PhDs or pursuing PhDs after a program.

320

00:59:44.760 --> 00:59:45.870

MaryAnn Campion (she/her): So we've never had anybody.

321

00:59:45.900 --> 00:59:50.880

MaryAnn Campion (she/her): pursue a PhD concurrently and I don't think that would be feasible and the number of hours in the day.

322

00:59:51.360 --> 01:00:08.670

MaryAnn Campion (she/her): That being said, we have had many who have come in with a PhD and a couple that have pursued a PhD afterwards, but that order has been less common i'm saying with like a master's in public health or a education degree, there are variety of combinations

we've seen, but never anything concurrent.

323

01:00:13.530 --> 01:00:23.460

MaryAnn Campion (she/her): I think I saw a related question about potentially wanting to pursue a PhD in genetics and that it leads to such a completely different career that.

324

01:00:23.730 --> 01:00:35.340

MaryAnn Campion (she/her): enrolling in this program would not prepare you for that, and so that that's important to think about what like what is your career goal to determine whether or not you need one or more degrees.

325

01:00:43.320 --> 01:00:50.160

MaryAnn Campion (she/her): Do many Stanford gsb students get a job from Stanford help yeah and we have over 50 counselors on campus and.

326

01:00:51.090 --> 01:01:05.430

MaryAnn Campion (she/her): Maybe a third of them actually probably less maybe a quarter of them were graduates of this program so those that do want to stay local sometimes like staying within the Stanford family, but many of our graduates who stay local will also go and work at.

327

01:01:05.970 --> 01:01:14.310

MaryAnn Campion (she/her): Kaiser or Pam for ucsf and many will go to other parts of the country or the world so it's really a wide spectrum there.

328

01:01:18.750 --> 01:01:22.020

Sarah Sturm (she/her), 2nd Year GC Student: be another question, I can answer to about the justin time courses.

329

01:01:23.460 --> 01:01:30.060

Sarah Sturm (she/her), 2nd Year GC Student: I think it can go either way, as far as whether you want to take it with your classmates or, if you want to do it on your own.

330

01:01:30.630 --> 01:01:39.630

Sarah Sturm (she/her), 2nd Year GC Student: For example, I was in a prenatal rotation when none of my classmates so maybe not something that they were looking to take a prenatal course, at the same time

they were taking their cancer.

331

01:01:39.630 --> 01:01:40.050
elected.

332

01:01:41.430 --> 01:01:46.740
Sarah Sturm (she/her), 2nd Year GC Student: with other people's rotations of lined up I knew that they got together and work shared note.

333

01:01:47.280 --> 01:01:47.580
Sarah Sturm (she/her), 2nd Year GC Student: I think.

334

01:01:48.210 --> 01:01:51.120
Sarah Sturm (she/her), 2nd Year GC Student: All of my classmates and I have been happy to share and talk about things.

335

01:01:51.570 --> 01:02:04.620
Sarah Sturm (she/her), 2nd Year GC Student: Sometimes it works, but you can take it with other people sometimes it doesn't depend on your study preferences to and it's sometimes it's late at night when I want to watch lectures are like right before a case in the morning, this doesn't always line up well with other people.

336

01:02:15.960 --> 01:02:32.010
MaryAnn Champion (she/her): I see a question about the fact that we shared some tips on ways to make your application memorable or standing on could we share some common mistakes, the main one that comes to mind, for me, is submitting an application that to any program not just Stanford that is.

337

01:02:33.330 --> 01:02:43.470
MaryAnn Champion (she/her): The same application, you would submit anywhere else, so, for instance, if you write one personal statement and submit that same statement to 10 programs none of those programs are going to get a sense of whether.

338

01:02:43.800 --> 01:02:46.410
MaryAnn Champion (she/her): That program, in particular, would be a good fit for you.

339

01:02:46.770 --> 01:02:57.780

MaryAnn Campion (she/her): They might be able to conclude that genetic counseling would be a good fit for you, but not you've really done your homework about what makes that program unique and why you chose to apply there so that's the main advice I would give you.

340

01:02:58.860 --> 01:03:08.040

MaryAnn Campion (she/her): And then I already talked about the recommendations so just choosing recommender is who can speak to different parts of you that will complement your application.

341

01:03:17.850 --> 01:03:22.590

Sarah Sturm (she/her), 2nd Year GC Student: Not the thing some good questions when we're talking about one of our students to it's.

342

01:03:23.640 --> 01:03:24.870

Sarah Sturm (she/her), 2nd Year GC Student: highlighted in a podcast.

343

01:03:25.350 --> 01:03:36.090

Sarah Sturm (she/her), 2nd Year GC Student: or she has a career in project management, some people are asking how you go into the pharma industry kind of what are non traditional path or students might have taken or know what do we do to support that.

344

01:03:36.660 --> 01:03:44.880

MaryAnn Campion (she/her): yeah I think that's super common from Stanford grads and that's very fitting with Stanford as an institution and the bay area as a culture and that.

345

01:03:45.390 --> 01:03:56.640

MaryAnn Campion (she/her): People are going into spaces that might not have existed a year or five or 10 years ago and there's just a lot of support to try things, and if it doesn't work out and come back and try something different.

346

01:03:57.270 --> 01:04:05.970

MaryAnn Campion (she/her): There is no fear of failure in this culture, and I think that's something I really enjoyed as a faculty Member, the encouragement to take risks and.

347

01:04:07.050 --> 01:04:15.840

MaryAnn Campion (she/her): and see where it takes you as opposed to

always playing it safe so lots of our graduates will go into spaces that might seem non traditional.

348

01:04:16.410 --> 01:04:33.810

MaryAnn Campion (she/her): In the literature, but are not at all non traditional anymore same skill set very transferable so as I mentioned, with that slide of the different logos we really do have graduates who are working in every one of those spaces and and doing it very happily and successfully.

349

01:04:38.430 --> 01:04:40.740

MaryAnn Campion (she/her): Right I realized we're getting to the end of the hour.

350

01:04:41.790 --> 01:04:49.980

MaryAnn Campion (she/her): and hopefully we got to most things, I see that we've answered over 50 questions in the Q amp a and hopefully most in the chat.

351

01:04:52.140 --> 01:04:55.590

MaryAnn Campion (she/her): The Stanford provide workshops for application CD writing.

352

01:04:56.430 --> 01:05:04.470

MaryAnn Campion (she/her): Are you asking about i'm not sure if you're asking about the genetic counseling program specifically or about Stanford as a university and we certainly help our.

353

01:05:04.800 --> 01:05:16.800

MaryAnn Campion (she/her): Our master students and crafting their CDs and cover letters when applying for jobs if you're talking about applying to get into a program here, there are some good.

354

01:05:17.190 --> 01:05:24.810

MaryAnn Campion (she/her): Opportunities i've seen on Twitter and elsewhere, where there are people offering to assist with some of those nuanced questions.

355

01:05:32.610 --> 01:05:35.940

MaryAnn Campion (she/her): tasty and Sarah do you see anything else that we could get to quickly.

356

01:05:39.150 --> 01:05:51.570

Sarah Sturm (she/her), 2nd Year GC Student: Quick when I came in twice, but they were asking if you suggest, seeking employment or research opportunities between graduation from undergrad and applying and whether or not people are at a disadvantage if they come straight from undergrad.

357

01:05:52.050 --> 01:05:54.720

MaryAnn Campion (she/her): Not necessarily but that wouldn't.

358

01:05:55.800 --> 01:06:07.380

MaryAnn Campion (she/her): assume that they got a lot of experiences when they were an undergrad so it's not uncommon for our applicants who have several years out of undergrad to have more experiences just because they've had more time to acquire them.

359

01:06:07.830 --> 01:06:22.650

MaryAnn Campion (she/her): But the students, we do accept straight from undergrad just knew early on that genetic counseling was what they wanted to do, and they started acquiring experiences 4567 plus years ago that's just harder to do when you're 18 1920.

360

01:06:26.670 --> 01:06:28.380

MaryAnn Campion (she/her): Okay, well, I think we should probably wrap.

361

01:06:28.380 --> 01:06:36.360

MaryAnn Campion (she/her): up a big thank you to everyone for attending Thank you to tasty and Sarah for hanging with me and trying to get some questions answered.

362

01:06:36.870 --> 01:06:49.140

MaryAnn Campion (she/her): best of luck to all of you, whether you're applying to our program or other programs for even whether you go into a completely different fields I just really appreciate you spending the hour with us, so thank you very much we'll sign off.