



*PROGRAM
PROSPECTUS
FALL 2009*

GENETIC COUNSELING PROGRAM

Department of Human Genetics
University of Michigan Medical School
4909 Buhl Ann Arbor, Michigan 48109-0618

Accredited by the American Board of Genetic Counseling

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INTRODUCTION

Greetings from the University of Michigan Genetic Counseling Program. This prospectus is intended to help you learn more about graduate training at the University of Michigan. If you have questions about any of the information in this booklet or would like some additional information please contact the Program Director or Assistant Program Director and/or visit our website: <http://www.hg.med.umich.edu/GCWeb/index.html>

Our faculty and students welcome visits from prospective applicants to discuss the profession and our training program. If you are going to be in the Ann Arbor area, please let us know so we can set up a time to meet on campus. Alternatively we may be able to identify an alumnus of our program who would be able to talk with you closer to your own home.

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GENETIC COUNSELING

Genetic Counseling is a dynamic, challenging and rapidly growing subspecialty within the field of human genetics. Graduate study in genetic counseling combines course work in molecular genetics, medical genetics, and counseling techniques with mentored clinical internships. This course of study provides trainees with a broad knowledge base in basic, translational, and applied genetics that is essential to their success as genetic counselors over the course of their professional careers. Graduates of genetic counseling training programs receive a Master of Science. Genetic counselors work in a variety of settings, including adult, pediatric, and prenatal genetics clinics; specialty clinics (e.g. cystic fibrosis, hemophilia, and cancer genetics); public health genetics programs; human genetics research; public policy; the biotechnology industry and human genetics education. For more information on the field of genetic counseling please refer to the web site of the National Society of Genetic Counselors (NSGC, <http://www.nsgc.org/>).

THE UM GENETIC COUNSELING PROGRAM

In 1956 the first genetics clinic and the first Department of Human Genetics in the United States were established at the University of Michigan. The Master's Degree Program in Genetic Counseling was founded here in 1979 just ten years after the first genetic counseling training program was established at Sarah Lawrence University. This makes it one of the most well established programs in the country and exemplifies our long history of innovation in clinical service and education in Human Genetics that are hallmarks of the University of Michigan medical community.

The University of Michigan Genetic Counseling Program is dedicated to training genetic counselors that are able to meet the current challenges and to help shape the future of genetic counseling and genomic medicine. We provide an individualized, integrated and supportive graduate training environment comprised of:

- A comprehensive and rigorous academic curriculum
- Diverse clinical experiences
- A broad spectrum of research opportunities that supports the development of genetic counseling clinical scholars.

Most importantly, our graduate training program is responsive to the interests and unique needs of individual students. The program generally accepts up to 6 students per year for admission.

The Genetic Counseling Program is located within the Department of Human Genetics, a basic science department of the Medical School and has strong affiliations with multiple clinical departments and schools on the Michigan campus. These include the Medical School, the University of Michigan Health Care System and our Schools of Public Health and Social Work; all of which are ranked in the top 10% of programs nationally.

Our core curriculum takes full advantage of our affiliation with a basic science department; genetic counseling students receive the same training as the PhD students in the foundations of genetics and have multiple opportunities to work with faculty involved in cutting edge research in genetics and genomic medicine. Students begin their clinical work in the first semester of training and participate in an integrated sequence of increasing case management and counseling responsibilities that permits them to rapidly develop independence and confidence as clinicians.

Our innovative course of study in the medical, scientific and counseling aspects of human genetics and genetic counseling supports the development of critical thinkers with integrated analytic and clinical skills. Our graduates emerge as extremely well rounded clinicians, who are ready to meet the current challenges in clinical genetic medicine and are able to help guide the evolving practice of genetic counseling and genomic medicine.

The Program is administered jointly with the Rackham School of Graduate Studies and is fully accredited by The American Board of Genetic Counseling (ABGC). The University of Michigan is also recognized by the American Board of Medical Genetics (ABMG) to train individuals in Clinical Genetics, Clinical Molecular Genetics, Cytogenetics and Biochemical Genetics. Our graduates are eligible for certification in Genetic Counseling by the ABGC and enjoy exceptional employment opportunities in a variety of settings throughout the country. Many of our alumni have achieved national recognition for their leadership roles both within the genetic counseling community and the medical genetics community at large.

EXECUTIVE FACULTY

Beverly M. Yashar, M.S., Ph.D., *Program Director* obtained her PhD in genetics from the University of North Carolina-Chapel Hill and her MS in genetic counseling from the University of Michigan. She has worked in a wide variety of genetics settings including basic research labs, clinical genetics clinics and a family studies core. Her research interests include the genetics of aging and common complex diseases. She is involved in curriculum development, teaching classes and seminars and student supervision during clinical rotations.

Elizabeth Petty, M.D., *Medical Director* obtained her M.D. degree from the University of Wisconsin and completed her genetics fellowship at Yale University. Dr. Petty is certified in pediatrics, molecular genetics and clinical genetics. Her research interests include the identification of genes regulating cell division and malignant progression. She teaches and supervises students during clinical rotations.

Monica Marvin, M.S., *Assistant Program Director* obtained her Masters Degree in genetic counseling from the University of Michigan in 1994. Prior to returning to the University of Michigan in 2005, she worked in a variety of clinical settings including prenatal, pediatrics, and adult genetics at New Jersey Medical School and Spectrum Health in Grand Rapids, MI. Monica coordinates clinical rotations, teaches classes, supervises students, and is involved in curriculum development. She is currently the President of the Michigan Association of Genetic Counselors.

Jane Schuette, M.S., *Clinical Instructor* is a clinical instructor in the genetic counseling program. She graduated from Sarah Lawrence College in 1980 and worked at Mt. Sinai Medical Center and Long Island Jewish Hospital in the New York area before joining the University of Michigan faculty in 1991. Jane, Wendy Uhlmann and Diane Baker (past director of the Michigan genetic counseling program) are co-editors of the book "A Guide to Genetic Counseling," the first textbook on the principles and practice of genetic counseling. Jane teaches Interdisciplinary Care, mentors case conference and supervises students during clinical rotations.

Wendy Uhlmann, M.S., *Clinical Instructor* graduated from the University of Michigan Genetic Counseling Program in 1987 and worked in reproductive genetics at Wayne State University in Detroit before joining the faculty at Michigan in 1993. Wendy is a past president of the National Society of Genetic Counselors, and is active nationally in genetic policy issues as a member of the Secretary's Advisory Committee on Genetic Testing (SACGT) Work Group on Informed Consent and the American Society of Human Genetics Social Issues Committee. Wendy teaches and supervises students during clinical rotations.

CURRICULUM OVERVIEW

The University of Michigan program is structured to provide students with individualized training that supports the development of comprehensive genetic counseling skills through early clinical involvement and strong didactic course work. The Michigan program is a two-year program composed of five consecutive semesters. Students enter in the fall and graduate 20 months later in April.

The curriculum consists of three main components: 1) coursework, 2) clinical training and 3) research. A wide variety of supplemental activities complement each of these components. The program is designed so that, with the exception of the third semester (summer), students participate in coursework, clinical training, and research activities every semester, allowing for complementary learning opportunities. The summer is devoted exclusively to clinical training.

COURSE WORK

Educational training in the Michigan program prepares students to face the current and future demands of the rapidly evolving fields of genetic counseling, human genetics and genomics. Coursework provides students with a comprehensive understanding of the medical, scientific, counseling and ethical aspects of these disciplines and supports the development of critical thinkers with integrated analytical and clinical skills.

The core curriculum takes full advantage of our affiliation with a basic science department and provides students with extensive training in molecular and applied medical genetics. Genetic counseling students receive the same training in the foundations of human genetics as PhD students and the medical genetic class is a required course for our physicians training in the Medical Genetics Fellowship Program.

Genetic counseling classroom training covers both applied and theoretical aspects of genetic counseling practice and is taught by experienced clinicians. Classroom teaching is highly interactive and utilizes multimedia approaches that include role plays with peers and professional actors and supervision groups that are led by both peers and senior genetic counselors. Our small class sizes allow individual attention to each student's needs and support a nurturing academic environment.

Genetic counseling classroom work and clinical training are sequenced to provide an integrated approach to the development of clinical skills. In each academic semester, didactic and clinical training occur simultaneously and are complementary. This allows students to immediately begin applying the concepts they are discussing in their coursework to their clinical training. Students are also concurrently utilizing the classroom to begin working on advanced clinical skills.

In every semester, students also have the opportunity to consider ethical dimensions of clinical practice and the intersections between the clinical and public faces of genetic counseling and genetics including the translation of research into health care services, policy initiatives and public health genetics. Lastly, electives provide students with the opportunity to train in a wide variety of complementary disciplines (public health, psychology, social work, and nursing).

REQUIRED COURSES BY SEMESTER

SEMESTER I (fall)

[HG 541] Gene Structure and Regulation: (3 Credits) This course provides training in current molecular genetic investigation. Introductory lectures cover recombinant DNA and molecular genetic methodology, stressing overall experimental strategies. A combination of classic and current papers accompany the lecture material (1-2 papers per lecture), supported by readings from recent texts (particularly *Recombinant DNA: Genes and Genomes*, Watson et al., 3rd ed.). The course covers both the fundamentals and the current research methods for analysis of gene structure and gene expression, including transcriptional and posttranscriptional control. Modern genomics is introduced via discussion of the Human Genome Project. Topics in gene mapping and identification, genetic heterogeneity and comparative genomics are covered using examples from current literature. Developmental genetics and strategies of developmental regulation will be presented, and comparison made between the temporal and spatial control of gene expression in vertebrates and invertebrates. Genetic engineering topics include gene targeting and transgenesis, with applications to understanding tissue specific control of gene expression and mechanisms underlying human disease. The basics of DNA recombination, repair, and transposition are covered in relationship to cancer, evolution, and mutagenesis. ***Prerequisites: In addition to a college-level introductory biology class, a more advanced class in either genetics or biochemistry is required.***

[HG 544] Basic Concepts in Population and Statistical Genetics: (3 Credits) The concepts and analytic methods for studying variation in human populations are the subject matter of this course. The topics covered include the distribution of genetic variation, major forces of genetic stasis and change, quantitative traits, linkage analysis, association tests, and the role of the environment. We take a problem solving approach and present the basic models of population, quantitative, and statistical genetics at a mathematical level appropriate to students in the life sciences. Our focus is on current human genetics research. However, most of what we present is broadly useful and applies to natural populations of other species.

[HG640] Genetic Counseling Seminar I: Clinical Skills/Peer Supervision Group: (3 Credits) This seminar introduces first year genetic counseling students to the basic clinical tools employed in a general genetics setting including: case preparation; patient telephone intake; obtaining family, pregnancy, health, and developmental histories; communicating inheritance patterns; team approaches to service delivery; medical documentation; laboratory services; community resources; genetic support groups and risk management. This material is taught through both lectures and interactive class activities that consider these topics within the context of the professional setting.

This weekly class is supplemented by a peer supervision group consisting of first year genetic counseling students. This component supports the development of clinical genetic counseling skills through case presentations and discussions of case management. Discussion of specific student cases (both typical and atypical) between students and faculty is used to support the development of skills in communication, critical thinking, interpersonal counseling, psychosocial assessment and professional ethics.

[HG641] Reproductive Genetics: (2 Credits) This course provides an understanding of reproductive genetics and the skills necessary for case preparation and management. All aspects of reproductive genetic counseling are covered including prenatal testing, maternal screening, teratogen exposures, ultrasound evaluation, carrier testing,

pregnancy loss, and pregnancy termination. Case preparation for cytogenetic, biochemical and molecular indications is emphasized.

[HG642] Research Skills: (1 Credit) This year long course provides students with an overview of the research process and emphasizes fundamental skills needed in both quantitative and qualitative research. The material considered in this class will enable students to understand and evaluate critical elements in the practice of research and to develop skills in hypothesis generation, data acquisition, analysis and interpretation.

[HG821] Student Seminar: (1 Credit) This course is designed to increase student knowledge in current topics in genetics-related research. Small groups of student presenters and a faculty mentor select a broad topic in human genetics, review the current literature and design and present a seminar series that evaluates current knowledge in this area from multiple research perspectives. Students have the opportunity to develop skills in critical analysis, group discussion and public speaking. In the first semester, genetic counseling students observe.

[ANAT 401] Introduction to the Human Body: (4 Credits) In this semester long-course, students are introduced to the major anatomical systems of the human body and given the opportunity to understand the complexity of integrating these multiple structures into a functioning unit. Each system is considered from the perspective of embryology, gross anatomy and histology. Through a combination of lectures and laboratory exercises, students will learn how current hypotheses and understanding of structure and function are based in our classical understanding of the human body before and after birth.

SEMESTER II (winter)

[HG542] Molecular Basis of Human Genetic Disease: (3 Credits) This course emphasizes the principles and methods of genetics and molecular genetics as they relate to human disease. The course covers the topics of monogenic traits, complex genetic disorders, non-Mendelian inheritance, cytogenetics and copy number variants, and cancer genetics. In each section, principles of genetics are presented by way of illustration with human genetic diseases. Papers from the current and classic literature will supplement lecture material. HG 541 is a prerequisite for this course.

[HG643] Research Skills: (1 Credit) This is a continuation of Research Skills from semester I and focuses on helping students identify topics of interest for their research projects. This process is heavily mentored by program faculty, with the ultimate goal of defining the objective and specific aims for the student project.

[HG644] Interdisciplinary Care: (1 Credit) This half-semester seminar provides an orientation to the interdisciplinary care that is typically required by patients seen in a general genetics clinic. The seminar follows a discussion format with assigned reading, invited speakers, a tour of hospital units. Topics covered include cardiac evaluation, audiological assessment, psychological testing, routine obstetrical case management, and the pediatric ICU.

[HG645] Cancer Genetics: (1 Credit) This half semester course provides an introduction to the cancer genetics specialty. Covered topics include the biology of cancer, inherited colorectal cancer syndromes, inherited breast/ovarian cancer syndromes, rare inherited cancer syndromes, genetic counseling for cancer risk, and genetic testing for cancer syndromes. Students learn and practice the use of risk assessment models.

[HG646] Applied Clinical Genetics: (1 Credit) This half-semester course focuses on risk assessment and factors to consider when ordering a genetic test. Topics to be covered include pedigree analysis, Bayesian analysis, overview of genetic testing/cytogenetic methodologies, practice guidelines for different genetic tests and insurance coverage. Predictive genetic testing and ethical issues raised by genetic testing will also be discussed. Actual cases will be used in this course and students will also be encouraged to include some of their own clinical cases for discussion.

[HG647] Medical Embryology: (2 Credits) This course provides a working structural knowledge of how the normal human body develops from the fertilized egg. The fundamental mechanisms underlying normal developmental processes and the basic principles underlying abnormal development are covered. The nature of mechanisms that result in specific congenital malformations is addressed.

[HG648] GC Seminar II-Placing the Client Front and Center/Peer Supervision Group: (3 Credits) This seminar is for first year genetic counseling students and is focused on considering the application of interviewing skills, empathy, active listening, identifying the client's reality, managing awkward moments, and using the supervision relationship to the development of their genetic counseling skills. The first hour is an interactive session in which students discuss and present their assignments from the previous week. The second hour is a didactic session on the application of genetic counseling skills to specific case circumstances. Material from videotapes, cases students are currently seeing and role plays are used as illustrations. Each student will conduct one seminar on a topic they select in consultation with the course instructor.

This weekly class is supplemented by a peer supervision group consisting of first and second year students. This component supports the development of clinical genetic counseling skills through case presentations and discussions of case management. Discussion of specific student cases (both typical and atypical) between students and faculty is used to support the development of skills in communication, critical thinking, interpersonal counseling, psychosocial assessment and professional ethics.

[HG659] Clinical Internship: (1 Credit) (see clinical training)

[HG822] Student Seminar: (1 Credit) See description from semester I. In semester II, genetic counseling students give a presentation.

SEMESTER III (summer)

No course work and no tuition. You will complete two seven-week full time rotations

SEMESTER IV (fall)

[HG649] Genetic Counseling Seminar III-Advanced Counseling Skills/Peer Supervision Group: (3 credits) This seminar focuses on the psychotherapeutic aspect of genetic counseling by exploring theories of short-term, relationship-based, client-centered and family system counseling. Simulated patient sessions allow students to work in real-time on their counseling techniques.

This weekly class is supplemented by a peer supervision group consisting of second year students. This component supports the development of clinical genetic counseling skills through case presentations and discussions of case management. Discussion of specific student cases (both typical and atypical) between students and faculty is used to support

the development of skills in communication, critical thinking, interpersonal counseling, psychosocial assessment and professional ethics.

[HG650] Medical Genetics: (1 credit) This year-long course covers the basic principles of medical genetics and their application to clinical medicine. Topics include a broad spectrum of genetic conditions ranging from chromosome disorders (e.g. sex chromosome disorders, microdeletion syndromes) and monogenic conditions (e.g. cystic fibrosis, Ehlers-Danlos syndromes, Wilson's disease) to complex genetic conditions (e.g. psychiatric disorders) that illustrate principles of medical genetics.

[HG659] Clinical Internship: (2 credits) See clinical training

[HG821] Student Seminar: (1 credit) See description from semester I. In semester III genetic counseling students give another presentation.

[SW617] Death, Loss & Grief: (3 credits) This course examines philosophical, cultural, and religious views pertaining to death. Cultural and age variations in preparing and responding to death and dying are also explored. The course also examines cognitive and emotional reactions to death and dying by individual family members, and gives special attention to adaptations presented by caretakers.

[HG800] Research: (2 credits)

SEMESTER V (winter)

[HG651] Medical Genetics: (1 credit) Part II of our year-long course on the basic principles of medical genetics and their application to clinical medicine. See HG650 for more description.

[HG652] Genetic Counseling Seminar IV. Professional Development/Peer Supervision Group (3 credits) This is a seminar for second year genetic counseling students that considers professional development and expanding roles for genetics and genetic counselors - including academic, research and industry applications along with specialty and multi-disciplinary clinics. Students will look at the impact of scientific discovery, legislative action and public opinion. Emphasis is placed on legal, social and ethical issues in genetic service delivery. Discussions will be based on current events and individual cases.

This weekly class is supplemented by a peer supervision group consisting of first and second year students. This component supports the development of clinical genetic counseling skills through case presentations and discussions of case management. Discussion of specific student cases (both typical and atypical) between students and faculty is used to support the development of skills in communication, critical thinking, interpersonal counseling, psychosocial assessment and professional ethics.

[HG659] Clinical Internship: (2 credits) See clinical training

[HG800] Research: (3 credits)

[HG822] Student Seminar: (1 credit) See description from semester I. Students do not give a presentation this semester.

ELECTIVES

In addition to the core courses, in 3 out of 4 academic semesters students take one to two elective courses in other departments and schools within the University. Electives are chosen based on the individual interests of the student and are important in allowing our trainees to work with students and faculty with a broad range of perspectives on genetics in the Medical School, as well as the Schools of Public Health, Nursing, Social Work and Psychology. A more extensive listing is available from the complete course directory of the respective departments. Electives may be taken in the following departments:

- Health Behavior and Health Education, School of Public Health
- Health Services Management and Policy, School of Public Health
- Public Health Policy and Administration, School of Public Health
- Department of Psychology
- Department of Sociology
- School of Social Work

Sample of Electives

Chronic Illness This course utilizes a life span approach to chronic illness. The impact of the chronic illness on the individual and family system is explored as well as the reciprocal relationship involving both individual and family impact on the chronic illness.

Counseling and the Health Decision Process This course examines counseling in health decisions as an interchange between counselor and client which requires the effective communication of information relevant to the health decision/condition, as well as recognition of each participant's differing backgrounds, perspectives, and motivations.

Developmental Disturbances in Childhood This course describes many of the behavioral disturbances of childhood, including symptoms, prognosis, treatments, and management.

Ethical Considerations for Health Professionals This course examines the ethical dimensions of health care in the United States. Important moral dilemmas and ethical issues are identified, and various historical, philosophical and cultural influences on health care are reviewed. Using a case approach, students apply ethical guidelines to specific health care problems, including access to care, maintaining patient autonomy and selecting health interventions.

Foundations of Maternal & Infant Health This course provides an opportunity for developing increased knowledge and understanding of three central maternal and child health areas: 1) the health of infants up to six weeks of age and the health of women in their childbearing years; 2) interventions to meet their health problems at the individual, family and community levels; and 3) current governmental program concepts in maternal and infant care and family planning.

Genetics in Epidemiology This course offers an introduction to genetics and the analytical methods relevant to epidemiology. Emphasis is on the use of genetics to help describe disease frequency and distribution to gain insight into biological etiologies.

Health Organizations and Administration This is an introductory course that considers the problems of achieving results through health service organizations.

Introduction to Biostatistics This course introduces fundamental statistical concepts related to the practice of public health: descriptive statistics; probability; sampling; statistical distributions; estimation; hypothesis testing; chi-square tests; simple and multiple linear regressions; one-way ANOVA.

Introduction to Medical Sociology This course considers a number of important issues in the sociological study of health and illness.

Issues in Public Health Genetics This course focuses on ethical, legal, and social issues and analysis arising from the increasing application of genetic technologies to the health of individuals and populations.

Mental Disorders and Deviant Behavior of Children and Youth This course focuses on dysfunctional behavior in children and youth due to interpersonal difficulties or developmental disabilities, its observation, description, and assessment.

Multiculturalism and Health Education This course focuses on the meaning of ethnicity and social group membership as factors in one's identity and effectiveness as a public health professional. As a result of taking this course students will be better equipped as professionals to self-reflexively assess their own attitudes about the "other" and to identify, design and implement effective strategies for health education in multicultural settings.

Principles of Health Behavior This course provides an overview of psychosocial factors related to health and illness behavior; process of belief and behavior change in relation to health, including strategies for change at the individual, group, and community level.

Psychosocial Factors in Health Related Behavior This course reviews the psychological and social determinants of health, illness, and sick role behavior, emphasizing the decisional bases for health related actions.

Public Communication Campaigns in Health This course provides a review of factors involved in the design of health communication campaigns. Implications of persuasive communication models for changing health behavior; role of mass media and interpersonal influence; social marketing; formative and summative evaluation of campaigns.

Public Health Policy Issues in Women's Health This course will explore current public health policy issues in U.S. women's health, providing students with the skills necessary to analyze women's health issues from a policy perspective. Current policy issues will be identified and analyzed for a wide variety of women's health issues.

CLINICAL TRAINING

Clinical training is an integral part of the Michigan curriculum and is structured to provide students with increasing counseling responsibilities in a variety of genetics and multidisciplinary clinics. With over 20 permanent clinical genetics sites, our clinical training covers the entire current scope of practice of genetic medicine. In 1941 the first genetics clinic in the world was founded at The University of Michigan. Since that time there has been incredible growth in our clinical genetics programs, which now include nationally respected genetics clinics in pediatrics, adult medicine, neurology, cancer, prenatal, cardiovascular, biochemical, and ophthalmic disciplines. In addition, students can train at a variety of innovative subspecialty clinics that include: neurogenetics, cystic fibrosis, and hereditary hearing loss. Students are also prepared for the expanded mainstream of genetic counseling and genomic medicine with rotations in clinical laboratories and in public health genetics.

Clinical training starts in the first semester and continues throughout the entire program. The opportunity to take on clinical responsibilities early in training enables our students to rapidly develop independence and confidence as clinicians and to gain expertise in multiple clinical settings. During the third (summer) semester students are able to individualize their clinical training and have the option of designing their own summer rotation. This process is heavily mentored and provides additional opportunities for diversifying clinical training.

One-on-one clinical mentoring is an essential component of our clinical training and is provided in a wide range of settings. Senior genetic counseling clinical supervisors are an important part of our training model and students have the opportunity to work closely with highly experienced genetic counselors and genetic physicians. In addition, an individualized clinical training plan is developed for each student. Students regularly meet with senior program faculty to evaluate their progress.

Our small class size affords all of our students with multiple opportunities to work in-depth with patients and families with a wide variety of genetic conditions. As a result our students are able to develop a rich clinical logbook that demonstrates comprehensive training.

CLINICAL TRAINING BY SEMESTER

The **first semester** introduces students to clinical training with the opportunity to observe cases in a variety of clinical settings. Students observe cases on a rotating weekly schedule in clinics under the supervision of genetic counselors or other medical staff. This is an opportunity for students to familiarize themselves with different components of the genetic counseling session, observe different counseling styles, and compare and contrast how different clinical sites operate.

In the **second semester** students rotate through one clinical site for ten weeks, spending at least one day in clinic per week. During this semester students begin to take on case responsibilities. These responsibilities may include case preparation, including review of the medical records and literature, obtaining family, medical and pregnancy histories, providing inheritance counseling, presenting cases to the medical staff, participating in case conferences, and composing counseling letters.

The **third semester** (summer) provides students with extensive clinical training and increasing case responsibilities. Over the summer, students participate in two seven week full time internships (280 hrs each). One of these internships is in the state of Michigan. The second summer internship is generally located outside Ann Arbor. This provides students with the opportunity to train in varied geographic settings, to work with novel patient populations and to pursue individual clinical interests.

The **fourth semester** begins with a two-week observational rotation in the cytogenetic and molecular diagnostic laboratories at the University of Michigan. Students then complete one 6-week internship consisting of 1-½ days per week. Students assume full responsibility for cases during this semester.

During the **fifth and final semester**, students begin with another 6-week internship consisting of 1 ½ days per week with full responsibility for assigned cases. If a student's clinical training and research project are in good standing, during the second half of the final semester, students have the option of participating in a half semester non-traditional clinical internship. These optional internships allow students to work in a wide variety of clinical settings and to begin developing an understanding of the impact of genomic medicine.

CLINICAL TRAINING SITES AND SUPERVISORS

M Perinatal Assessment Center

Supervisors: Beth Dugan, MS, CGC
Carrie Couyoumjian, MS, CGC
Autumn Tansky, MS, CGC

The Perinatal Assessment Center provides a full range of consultative and diagnostic services, including genetic counseling, prenatal diagnosis (chorionic villus sampling, amniocentesis, umbilical cord sampling), prenatal screening (first trimester screening, second trimester maternal serum screening, ultrasound, carrier testing, etc) and perinatal consultation and management. The Perinatal Assessment Center is staffed by three genetic counselors and multiple perinatologists.

M Pediatric Genetics Clinic

Primary Supervisor: Jane Schuette, MS, CGC

The Pediatric Genetics Clinic provides service in the diagnosis, treatment and prevention of birth defects, structural abnormalities, inherited diseases, chromosomal abnormalities and mental retardation. It is staffed by five clinical geneticists and two genetic counselors, Jane Schuette, MS and Beverly Yashar, MS, PhD.

M Medical Genetics Clinic

Primary Supervisor: Wendy Uhlmann, MS, CGC

The Medical Genetics Clinic provides counseling for adult patients who either have or are at-risk for a genetic condition. Services provided include diagnosis, care management, genetic counseling and genetic testing. It is staffed by four clinical geneticists and one genetic counselor, Wendy Uhlmann, MS.

M Breast and Ovarian Cancer Risk Evaluation Clinic

Primary Supervisor: Kara Milliron, MS, CGC

The Breast and Ovarian Cancer Risk Evaluation Program provides individuals with an accurate assessment of their personal risk for developing breast and other related cancers and offers a plan for follow-up and preventive care. It is staffed by medical oncologist and clinic director, Sofia Merajver, MD, PhD and genetic counselor, Kara Milliron, MS.

M Cancer Genetics Clinic

Supervisors: Jessica Everett, MS, CGC
Monica Marvin, MS, CGC
Victoria Raymond, MS, CGC

The Cancer Genetics Clinic provides counseling for all types of cancer including: familial colon cancer, breast cancer, ovarian cancer, cancer of the uterus, prostate cancer, melanoma, thyroid cancer, sarcoma, childhood cancers and other less common tumors. It is staffed by medical oncologist, and clinic director, Stephen Gruber, MD, PhD and three genetic counselors.

M Genetics Outreach Program

Primary Supervisor: Jane Schuette, MS, CGC

The Division of Pediatric Genetics conducts genetics field clinics in Traverse City, Gaylord and Marquette, Michigan. Outreach clinics are a unique opportunity to evaluate and manage genetics patients in diverse settings.

M Ophthalmic Genetics

Primary Supervisor: Kari Branham, MS, CGC

The Ophthalmic Genetics Clinic is a specialty clinic which provides services primarily to patients with or at risk for inherited retinal diseases such as Stargardt's disease, Best Disease, and Retinitis pigmentosa. Part of this rotation also includes experience in the Ophthalmic Molecular Genetics Diagnostics Laboratory. The clinic is staffed by ophthalmologist, John Heckenlively, MD and genetic counselor, Kari Branham, MS.

M Biochemical Genetics

Medical Director: Jeff Innis, MD, PhD

The Biochemical Genetics Clinic is a specialty clinic that provides services primarily to patients with known or suspected metabolic conditions. The clinic is staffed by two biochemical geneticists and four clinical geneticists.

M Cardiovascular Genetics

Medical Director: Sharlene Day, MD
Primary Supervisor: Rajani Aatre, MS, CGC

The Hypertrophic Cardiomyopathy Clinic provides comprehensive, state-of-the-art diagnostic and testing services for adult and pediatric patients and their families. Services provided include diagnosis, risk stratification, familial screening, and genetic counseling. The clinic is staffed by cardiologist Sharlene Day, MD and genetic counselor, Rajani Aatre, MS.

OFFCAMPUS CLINICAL TRAINING SITES

Beaumont Hospital: Reproductive, Pediatric and Cancer Genetics

Bronson Hospital: Reproductive Genetics

Children's Hospital of Michigan: Pediatric & Metabolic Genetics

Henry Ford Hospital: Reproductive, Medical, & Cancer Genetics

Hutzel Hospital: Reproductive Genetics

Michigan State University: Reproductive, Pediatric Genetics & Cancer Genetics

Oakwood Hospital: General, Cancer & Reproductive Genetics

Spectrum Health: Reproductive, Pediatric, and Cancer Genetics

NONTRADITIONAL TRAINING OPPORTUNITIES

If a student's clinical training and research project are in good standing, during the second half of the final semester, students have the option of participating in a half semester non-traditional clinical internship. These optional internships allow students to work in a wide variety of clinical settings and to begin developing an understanding of the impact of genomic medicine.

SAMPLE NONTRADITIONAL ROTATION SITES



Neurogenetics Disorder Clinic
Reproductive Endocrinology
Teratology/Fetal Pathology



Pediatric Plastic Surgery
Cystic Fibrosis Center
Sickle Cell Clinic

RESEARCH

During the two-year program, students are responsible for developing an individualized scholarly project in collaboration with a member of the faculty. This research project allows students to develop skills that will enhance intellectual development and critical thinking. Our research program is driven by the interests of the individual student and takes advantage of the wide variety of genetics initiatives on the University of Michigan campus and within the state of Michigan. In previous years research projects have focused on gene identification, public policy, education, qualitative inquiry, professional development and clinical practice. Students have had the chance to present and publish their results in local, regional and national forums.

This first hand experience with the research process allows our students to develop new skills that may include but are not limited to: generating and testing a hypothesis, working with the IRB to develop a study involving human subjects, performing bench work in the laboratory, survey design, interviewing, statistical analysis, collaborating with mentors and committee members, writing proposals, developing scientific presentations (both written and oral) and writing manuscripts. During the first year of training students take a research skills class that helps them identify an area of interest and prepares them for the development and implementation of their research idea. The hope is that at the conclusion of their research projects, students will be contributing new knowledge to the field of genetics and the practice of genetic counseling. Since each student's research project grows out of their own interests, each student's research experience and "lessons learned" are unique.

RECENT GENETIC COUNSELING STUDENT RESEARCH PROJECTS

Topic	Primary Mentor	Secondary Mentor
The Link Between Genetic Explanations for Disease, Health Attitudes & Behaviors: Impact on Genetic Counseling & Public Health	Toby Jayartne, PhD School of Public Health	Beverly Yashar, M.S. Ph.D. Department of Human Genetics
Insurance Reimbursement for Genetic Testing: What Are Patients Billed after a Test is Ordered?	Wendy Uhlmann, M.S. Division of Molecular Medicine & Genetics	Beverly Yashar, M.S., Ph.D. Department of Human Genetics
Genetic Testing for Bipolar Disorder: Exploring Patients' Attitudes and Receptivity	Margit Burmeister, Ph.D. Department of Human Genetics	Elizabeth Petty, M.D. Division of Molecular Medicine & Genetics
Licensure of Genetic Counselors: A Survey of Michigan Genetic Service Providers	Wendy Uhlmann, M.S. Division of Molecular Medicine & Genetics	Monica Marvin, M.S. Department of Human Genetics
Living At-Risk: The Sibling's Perspective of Early-onset Alzheimer's Disease	Scott Roberts, Ph.D. School of Public Health	Wendy Uhlmann, M.S. Division of Molecular Medicine & Genetics
Developing Patient Educational Booklets for Inherited Retinal Disease	Kari Branham, M.S. Department of Ophthalmology	Beverly Yashar, M.S. Ph.D. Department of Human Genetics

SUPPLEMENTAL ACTIVITIES

A variety of educational and clinical opportunities are integral to the genetic counselor training program at Michigan. These include:

Departmental Retreat In the fall of each year, all faculty and students in the Department of Human Genetics participate in a weekend retreat. This annual event brings together the research and clinical arms of our department and features a variety of events supporting both professional and personal development.

Laboratory Rotations In the second year of training, students complete rotations in the cytogenetics and molecular diagnostics laboratories.

Multicultural Book Club Each semester, the genetic counseling faculty and students read and discuss books that address issues related to health care and cultural diversity.

Professional Meetings Students attend short courses sponsored by the National Society of Genetic Counselors during their first year of training and the annual meetings of the American Society of Human Genetics and National Society of Genetic Counselors during the fall of their second year.

Reproductive Loss Series This is a monthly series led by an adjunct Clinical Instructor in Psychology and Adjunct Associate Professor of Obstetrics and Gynecology and addresses a number of issues related to reproductive loss.

Teaching Opportunities Students are afforded a variety of teaching opportunities. These include the active participation of second year students in the Reproductive Genetics class to the first year students, mentoring in the student seminar program and in case conference, and community-based out-reach activities in local school systems.

A variety of lectures, conferences, and seminars by faculty and visiting lecturers occur on a regular basis in the medical center, department of human genetics and affiliated departments.

The following web sites can give you some insights into our campus wide activities:

<http://www.med.umich.edu/>

<http://www.medicineatmichigan.org/magazine/default.asp>

<http://www.med.umich.edu/medschool/enews/>

<http://www.med.umich.edu/prmc/applause/>

<http://www2.med.umich.edu/prmc/bulletin/index.cfm>

<http://www.med.umich.edu/insideview/>

<http://www.lsi.umich.edu/>

DUAL DEGREE PROGRAMS

Starting in 2009, interested students may pursue a course of study leading to an MS in Genetic Counseling and an MPH in Public Health (Health Behavior and Health Education). This innovative training program will allow students to address emerging health care issues at the intersection of clinical and public health genetics. This training will require a 3-year course of study and interested students will need to apply to and be accepted by graduate programs in both schools.

If you are interested in learning more about this educational program, please contact the Program Directors for additional information: Beverly Yashar (yashar@umich.edu - 734.763.2933) in the Genetic Counseling Program or Scott Roberts (jscottr@umich.edu - 734.936.9854) in the School of Public Health.

In addition students may take advantage of the wide variety of academic programs on our campus and pursue additional academic interdisciplinary programs via a student initiated dual degree program. This will allow students to pursue a MS in Genetic Counseling and a second graduate degree in the student's additional field of interest. Please speak directly with the Program Director if this is of interest to you.

APPLYING TO THE PROGRAM

The application deadline for admission in the fall semester of 2009 is January 15, 2009.

PROGRAM PREREQUISITES

1) Undergraduate degree:

B.S. or B.A. Most students major in the biological sciences, but this is not required.

2) Transcripts documenting:

- science courses up through and including biochemistry
- at least one upper level human genetics course (300 or 400 level if this is available at your institution)
- a general statistics course

3) Graduate Record Examination (GRE):

- **General Test:** Verbal, Analytical, and Quantitative (GRE scores must be no more than 5 years old)

To receive the current GRE Information and Registration Bulletin, go to <http://www.gre.org/>. You can also contact your college or university office of student records, or write to: Graduate Record Examinations, Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541-6000. Phone: (609)771-7670. Fax: (609)771-7906.

4) Advocacy Experience:

Advocacy experience helps demonstrate a candidate's comfort with taking on some of the responsibilities of a counseling or supportive role. This may be accomplished through a volunteer or paid position with a community-based agency such as a crisis intervention program, Planned Parenthood affiliate, domestic violence program, hospice program, etc.; through a position as a resident assistant or student advisor; or through some related activity.

The advocacy experience should provide sufficient opportunity to work in a responsible, one-on-one (in person or by telephone) relationship with a variety of individuals seeking information, resources, guidance, counseling or other support services made available through the sponsoring agency or organization. Advocacy experience typically includes some form of reporting or performance review in which the trainee receives training in interpersonal skills and ongoing supervision. Most applicants complete this experience on a part-time basis in the evenings and weekends while attending school or working full-time.

ADMISSIONS PROCESS

The application and fees for admission for the fall of 2009 are due by January 15, 2009. We believe that it is very important for applicants to have the opportunity to meet with faculty and students, gather first-hand knowledge about our Genetic Counseling Program, and explore the University and the city of Ann Arbor. Thus we invite qualified applicants for daylong on-site interviews that are generally scheduled in March and April. The visit includes individual interviews with the Program Director, Assistant Program Director, Department of Human Genetics faculty, supervising genetic counselors, and current students. Upon completion of all interviews the Admissions Committee selects up to six applicants for offers of admission. These offers are announced in late April on a universal offer date determined each year by the Association of Genetic Counseling Program Directors. In 2009 this will occur on April 24th.

Offers to interview are based upon a review of multiple sources of information pertaining to an applicant's knowledge, skills, and ability. This includes consideration of: undergraduate cumulative grade point, course work in science (including biochemistry, human genetics and statistics) and non-science classes, GRE scores, letters of recommendation, advocacy experience, work experience, and written responses to essay questions. We are interested in applicants with a balanced profile; therefore, we do not view any single area of performance in isolation. The use of multiple criteria helps to ensure that there is no disadvantage to applicants for whom English is not a first language or to those who are returning to school. If you are selected for an interview, you will be contacted in mid-to-late February.

APPLICATION INSTRUCTIONS

Applicants to the Genetic Counseling Program should submit their application online through the Rackham Graduate School. The application deadline is January 15, 2009. The online application will be available beginning in late August at:

<https://apply.embark.com/Grad/UMich/Rackham/ProgramA/38/>

Please contact the Assistant Program Director at monicama@umich.edu if any questions arise regarding the online application.

Rackham Graduate School Application

Please complete the entire application as instructed on the Rackham website. In the preliminary information, for question number 4, select **Human Genetics MS-Genetic Counseling** from the drop down menu. The program code for your Rackham application is 00237. Listed below are additional instructions specific to the Genetic Counseling Program.

Page 1: Complete as requested

Page 2: Confirm Intended Graduate Program appears as “Human Genetics MS- Genetics Counseling. Complete as requested. Note: Transcripts will be uploaded on pages 8, 9, and 10.

Page 3: Complete as requested. When entering recommendations, please note that we require three letters of recommendation. Be sure to register your recommenders by clicking at the appropriate place at the very bottom of the page. A supervisor from your advocacy experience must write one letter. The other letters may be from anyone who can comment on your academic, employment or volunteer experience. If for some reason it is not possible to get a letter related to your advocacy experience, please submit an explanation that clarifies why your advocacy supervisor did not write a letter. Such an explanation can be submitted on page 11 of the online application.

Page 4: Complete as requested

Page 5: Statement of Purpose

Please write responses to the following three questions. Your responses to questions one and two can be answered individually or in one comprehensive essay. In either format, your answer to the first two questions should not exceed 1000 words in total. Your answers should be uploaded into the online application as directed.

1. Describe a situation from the recent past in which you played a helping role for someone and how this experience has been instructive to you.
2. What aspects of training and/or working as a genetic counselor do you think present potential challenges for individuals entering this field?
3. Describe your advocacy experience including the training you received and the activities, services, or programs in which you were involved.

Page 6: Personal Statement

Please respond to the following question, specifically addressing graduate training in genetic counseling. Your personal statement should be limited to 500 words. Your response should be uploaded into the online application as directed.

How have your personal background and life experiences, including social, cultural, familial, educational, or other opportunities or challenges, motivated your decision to pursue a graduate degree at the University of Michigan? This is not an Academic Statement of Purpose, but a discussion of the personal journey that has led to your decision to seek a graduate degree.

Page 7: Upload a copy of your curriculum vitae or resume as directed.

Pages 8, 9, and 10: To expedite the processing of your online application, upload an electronic image of your transcript(s). The admission committee can make a decision based upon your submission of an electronic transcript. If you have trouble uploading your transcript as a PDF document, please contact Assistant Program Director, Monica Marvin at (734) 647-7399 or Embark Support at 1-415-615-1805.

In addition, all applicants **must** mail official academic records/transcripts from all undergraduate and graduate institutions to the Rackham Graduate School.

Rackham Graduate School
Attn: Transcripts / U-M ID# (if Known) OR Date of Birth (mm/dd/yyyy)
915 E. Washington Street
Ann Arbor MI 48109-1070
USA

Page 11: If you've had an interesting, challenging, or significant personal experience that is not brought out in your application, please upload this information here. The admissions committee will spend a great deal of time and care reviewing each application; it is worth your time to let them know who you are, what you've done, and what you hope to do. In addition you may use this space to include any additional information about your application that you believe the Admissions Committee should know.

Additional Materials

GRE scores: GRE scores should be forwarded to the University of Michigan Genetic Counseling Program, using institution code **1839** and the department code **0210** on your GRE distribution request. We require the General GRE (verbal, analytical, and quantitative). GRE scores must be no more than five years old.

APPLICATION CHECKLIST

- Complete online Rackham Graduate School Application, including:
 - Application Form, pages 1 through 11
 - Register three individuals to submit letters of recommendation (page 3 of application). One letter should be from your advocacy experience.
 - Statement of Purpose (3 essay questions on page 5 of application)
 - Personal Statement (page 6 of application)
 - Upload Curriculum Vitae or Resume (page 7 of application)
 - Upload all transcripts electronically (pages 8, 9, and 10 of application)
 - Submit official copies of your transcript(s) to Rackham Graduate School
 - Additional Information (optional-page 11 of application)

- Submit general GRE scores using institution code **1839** and department code **0210** on your GRE distribution request

- Submit application fees to Rackham Graduate School

ALL MATERIALS MUST BE SUBMITTED BY JANUARY 15, 2009

FREQUENTLY ASKED ADMISSIONS QUESTIONS

What is the University of Michigan looking for in a successful candidate?

We might be looking for you. We are looking for applicants who are balanced in their academic preparedness, (GREs, GPA and transcripts), have had an appropriate advocacy experience, and who can share some of themselves and their life experiences in responding to the essay questions. An applicant who is exceptionally strong in one area is not at any advantage and a non-traditional academic experience that might include exploring other majors, working, delaying graduation, repeating a course, or other experiences is not a disadvantage. Returning or foreign students are welcomed. We do not require a minimum GPA or GRE scores. However in the past successful applicants have generally scored on average (considering all 3 tests) at greater than the 50th percentile on the GRE. If you've performed poorly in a particular academic area, tell us about it. If you've had an interesting, challenging, or significant personal experience that is not brought out in your application, please include this information in the additional information section of the Rackham application. The admissions committee will spend a great deal of time and care reviewing each application; it is worth your time to let them know who you are, what you've done, and what you hope to do.

Whom should I ask to write letters of recommendation?

Two of the three letters of recommendation should provide input from people in responsible positions who can comment on your academic, employment, or volunteer performance, character and interests. For undergraduates this often means professors, academic advisors, or employers. The third letter must be written by someone who is able to assess your advocacy experience. Letters from people who really know you, rather than from people who have impressive titles, are the most valuable. If you have been out of school for several years it may be more appropriate for your letters to come from individuals who know you now, rather than from college professors who will be less acquainted with your work and activities since graduation.

What sort of advocacy experience is Michigan looking for?

This experience can cover a broad range of undertakings, since different communities provide access to different advocacy opportunities. Overall, the experience should provide you with: 1) training in interviewing, crisis intervention, or other interpersonal communication skills, 2) an opportunity to work one-on-one, in person or by phone, with clients from a variety of backgrounds, and 3) supervision in some form. The advocacy experience should give you an opportunity to work with individuals around issues that do not have a 'right' or 'wrong' outcome, but are measured by the client's sense that they have made their own choice. Community programs that can typically provide this type of experience include, but are not limited to: crisis intervention, unplanned pregnancy, domestic violence, teen runaway, hospice programs and various support groups.

What should be included in my responses to the essay questions?

Simply put, we want to hear more about you. The application itself provides a guide to your academic and employment timeline. The essays are an opportunity for you to tell us about your experiences and your thinking. This is your chance to let the admissions committee really learn more about who you are. It is a good idea to have someone with professional experience, of any type, read and critique your essay responses before you submit your application.

Does Michigan have rolling admissions or offer delayed admissions?

No. All applications received by January 15th are given equal consideration and are considered only for enrollment in the following fall.

Is the residency of an applicant considered in the admissions process?

No, it is not. We make no distinction in our admissions process between in-state, out-of-state or foreign applicants.

How many students apply? How many are accepted?

Each year we receive an average of 60-70 applications. The admission committee, composed of faculty and students, selects applicants for interviews and up to six will then be accepted into the program.

Do you look at my combined GRE scores or certain sections? Are my MCAT scores acceptable instead of GRE scores?

We look at each of your GRE scores (verbal, analytical, and quantitative) separately. No one section is more important than another. If you feel your scores do not reflect your abilities or some circumstance affected your performance, please include an explanation in your application. The usefulness of GREs is in their universality – unlike GPAs and letters of recommendation, the GRE is one commonality between all of our applicants. Since an MCAT score is not comparable, we do not accept MCAT scores in lieu of the GREs.

Can I visit the Genetic Counseling Program?

Yes! If you are interested please call Dr. Beverly Yashar at (734) 763-2933. Your visit could include a meeting with the director of the program and other faculty members, as well as meeting current students if classes are in session. The Genetic Counseling Program is on the Medical Campus. Central Campus is only a few blocks away, and is the site of undergraduate classes as well as many student services. Walking tours of the Central Campus are available through the University. Call the Huetwell Visitors Center at (734) 647-5692 for information.

How are my transcripts evaluated?

Transcripts will be examined for confirmation that the prerequisite courses have been successfully completed. Specifically, this will include: 1) an upper level human genetics course (generally this means a 300-400 level course, even though the title may include the word 'introduction'); 2) biochemistry (one semester is sufficient and each university will have different science prerequisites for enrollment in biochemistry); and 3) a general, introductory statistics course. In addition, we will be interested in the courses taken within your major and electives taken in other areas. If you are presently enrolled in a course that would qualify as a prerequisite and won't therefore appear on your official transcript, be sure that this is brought to our attention. In short, we look at all years and all courses during your undergraduate experience.

When and where are interviews held?

Interviews are held during March and April in Ann Arbor, and are an opportunity for applicants to meet both faculty and students and to learn more about the program and the University and Ann Arbor communities.

Are there additional experiences that could strengthen my application?

Many of our successful applicants have taken the time to meet with practicing genetic counselors. This experience allows them to gather first-hand knowledge about the profession. If you live in a community that has genetic counselors, we encourage you to meet with them to talk about their professional experiences and possibly to job shadow. If this is not possible, then you might arrange to talk with a counselor via e-mail or over the phone. The information gathered can give you very helpful insights. You can find genetic counselors willing to talk with prospective students by going to the web site for the National Society of Genetic Counselors (www.nsgc.org) and clicking on the "Quick Link" entitled "Find a Counselor."

PROGRAM EXPENSES

Cost of Study

The graduate training program at Michigan is 5 semesters long and includes 4 academic semesters (two in the 1st year and two in the 2nd year) and a clinical semester that occurs during the summer between the 1st and 2nd academic years. There are no tuition or registration fees during the third semester containing the summer clinical internships. Therefore, students pay tuition for only four of the five training semesters. The 2007-2008 tuition rates (including fees) were \$7,779 per semester for Michigan residents and \$15,734 per semester for out-of-state residents.

A variety of resources is available to help our students support their educational training at Michigan. Resources include:

- Department-based academic scholarships (available to students who are not Michigan residents)
- Educational stipends from the McTague Educational Endowment to support student travel to educational conferences (available to both 1st and 2nd year students)
- The Neel Genetic Counseling Research Fellowship, a competitive fellowship for eligible second year students
- Graduate student instructor (GSI) positions. Genetic counseling students are eligible to apply for GSI positions in a variety of departments. In the past, students have taught undergraduate courses in biology, biochemistry, and biological anthropology. Compensation for GSI positions includes a tuition waiver and monthly stipend during semesters employed as a GSI. For more information see <http://www.umich.edu/~hrra/acadhr/grads/postings.html>
- Work-study programs and other employment. Genetic counseling students have been highly successful in securing work study positions. These positions have included working as research assistants for groups studying the genetics of colon cancer, prostate cancer and retinal disease and serving as clinical assistants to MD geneticists. For more information see <http://www.studentemployment.umich.edu/>
- Loans – federal, regional, state and local.

More specific fellowships are listed at the Fellowships office of the Rackham graduate school (<http://www.rackham.umich.edu/Fellowships/>) and the Center for Education for Women (<http://www.umich.edu/~cew/>). Applicants should also consider exploring scholarship directories available at their local libraries and campus career services offices.

To be considered for all possible forms of aid, a Free Application for Federal Student Aid (FAFSA) form must be completed between January 1 and the end of March 15, 2009. Students who complete their applications by February 15 will receive earlier notifications about the amount of their award. Contact the Financial Aid Office (<http://www.finaid.umich.edu/>) for more information about the FAFSA application.

Prospective applicants should feel free to contact the Program Director (yashar@umich.edu) if they have specific questions.

Cost of Living

A wide variety of housing arrangements are available to students living in Ann Arbor. The Housing Information Office (<http://www.housing.umich.edu>) provides detailed information on all housing resources along with maintaining lists of people searching for roommates or housemates.

On Campus Housing: The University offers graduate housing on the North Campus in the Baits Houses, where the cost of a single room for two terms during the 2006-2007 year ranged from \$5,040 to \$5,200 (meals not included).

Off Campus Housing: Many graduate students live in apartments or rent rooms in private homes. In 2006, rooms cost on average \$620 per month. Efficiency apartments in the Central Campus area averaged \$773 per month; one-bedroom apartments averaged \$802 per month and 2-bedrooms averaged \$1112 per month.

Co-op Housing: An economical alternative is the North Campus student co-ops, which provide single rooms with board, utilities, local phone, and laundry facilities for about \$620 to \$695 per month (2006-2007). Contracts are for the 8-month academic year; summer rates are significantly cheaper. Co-ops require a small work commitment from members, as well as an up-front member share purchase and a membership fee. The shares are refunded after you leave the co-op. About 50% of the students housed at the North Campus co-ops are graduate students.

Family Housing: For students with spouses or families, the University Family Housing complexes offer a wide variety of units. Fall 2007 rates for furnished units include efficiencies at \$645, one-bedroom apartments from \$636 to \$737, and two bedrooms at \$1112. Three-bedroom units are also available, as well as unfurnished units of all sizes (except efficiencies). Utilities and local phone are included.

Health Care Coverage

The Department of Human Genetics provides health insurance for all genetic counseling students who do not have health insurance coverage.

ABOUT ANN ARBOR

Ann Arbor, located along the scenic Huron River valley, is a residential town with a permanent population of about 110,000 and a student population that includes approximately 34,550 University of Michigan students. The University of Michigan (U-M) was established at its Ann Arbor location in 1837 where it has enjoyed a long and rich history. The University possesses dozens of libraries, museums, and learning and computing centers. The U-M Medical Center is one of the largest and most progressive health care facilities in the country. The city and the campus are geographically intertwined with pockets of shops, restaurants, and businesses located between the various campuses.

University and community recreational, concert, theater, dance, art, film societies, and seasonal events are plentiful. Lecture series from many University departments are open to the public. The University encompasses many student organizations, athletic and recreational services, performance groups, political/social activism organizations, and special interest groups. Ann Arbor has a history of active political expression and as soon as an address is established, students may register to vote. The popular U-M spectator sports offer reduced ticket prices to students. The Department of Recreational Sports provides an assortment of activities and intramural sports at five drop-in facilities. Additionally, the city offers a variety of recreational facilities including swimming pools, ice rinks, parks, bike trails, canoe rentals, tennis courts and basketball courts. The Great Lakes provide excellent day-trip excursions, and Chicago and Toronto offer wonderful weekend trips.

You can learn more about Ann Arbor <http://www.arborweb.com/> & <http://annarbor.org/>

