

UAB Genetic Counseling Program

Session Feedback Form

Session Date: _____

Student: _____

Supervisor: _____

Specific skills	Rating (1=low 5=high)	Comments	Specific skills	Rating (1=low 5=high)	Comments
Contracting: Established a mutually agreed upon agenda with client, explained the GC process, elicited expectations, perceptions and knowledge.	1 2 3 4 5 NA		Testing Information/Results: Explained technical and medical aspects of diagnostic/carrier/reproductive testing in accurate manner.	1 2 3 4 5 NA	
Medical History: Elicited client's pertinent medical information.	1 2 3 4 5 NA		Psychosocial Assessment: Identified family dynamic, client strengths/weaknesses, support systems, coping mechanisms.	1 2 3 4 5 NA	
Pedigree: Constructed a complete pedigree using appropriate notation. Elicited pertinent medical details.	1 2 3 4 5 NA		Psychosocial Support: Elicited questions, empathic statements, build self-esteem, responded to verbal /nonverbal cues. Modified session to maximize client needs.	1 2 3 4 5 NA	
Risk Assessment: Calculated genetic risk based on medical history/family history. Used accurate Mendelian, Bayes, BRCAPro, or empiric risks (teratogen/epidemiological). May include differential diagnoses.	1 2 3 4 5 NA		Decision Making: Promoted client decision making in an unbiased and non-coercive manner. Accepting of the client's emotions/thoughts.	1 2 3 4 5 NA	
Inheritance/Risk Counseling: Conveyed medical information to client in appropriate terms for client education, SES, cultural background.	1 2 3 4 5 NA		Reflection of Feelings: Reflected or reacted to client feelings rather than remaining on intellectual level.	1 2 3 4 5 NA	
Diagnosis/Natural History: Discuss relevant clinical diagnosis or possible dx. Include penetrance, variable expression, mosaicism—as relevant.	1 2 3 4 5 NA		Closing: Questions were answered and a plan for follow up or support was made.	1 2 3 4 5 NA	

Case preparation: Did the student adequately prepare for the case?

Vocabulary level: Was the student's vocabulary appropriate for the client?

Silences: Were silences dealt with in an effective manner?

Duration of Session: Was the session too long or short?

Rapport: Did the student establish good rapport with client?

Resources: Were resources/referral needed for the client?

Verbosity: Did the student (or counselor) dominate the session, interrupt, override or become too wordy?

Self-evaluation: Did the student identify personal issues to discuss and/or strategies to resolve difficult case-related issues?

Professional issues: Were there any breeches of professional conduct or ethics?

COMMENTS: