

**UAB** THE UNIVERSITY OF  
ALABAMA AT BIRMINGHAM.

SCHOOL OF HEALTH PROFESSIONS

# UAB Genetic Counseling Program Clinical Training Video

## Evaluations

# OUTLINE

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List of evaluations for each rotation

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How to evaluate a student

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Rotation grading

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Student evaluation of the site and supervisor

# Rotation Evaluations

Completed  
by the  
**students**

- Case debriefing
- Evaluation of the rotation site
- Evaluation of the supervisor

Completed  
by the  
**supervisor(s)**

- Case debriefing
- Case sign off
- Midpoint evaluation
- Final evaluation

# Evaluating Students

## Case Debriefing

- After each clinic
- Reflective practice
- What went well
- Areas for improvement

## Case Sign Off

- After student enters cases
- Review entry and confirm or reject
- Indicate what needs to be revised

## Midpoint Evaluation

- Midpoint of rotation
- In-person
- Student and APD
- Review progress and goals
- Adjust as needed
- Check in on assignments
- Not used for grading

## Final Evaluation

- End of rotation
- In-person
- Student and APD
- Discuss progress and goals
- Set future goals
- Used for grading

# Midpoint and Final Evaluations

## Sections

- Overall Performance
- Communication and Education Skills
- Critical Thinking Skills
- Interpersonal, Counseling and Psychosocial Assessment
- Ethics and Values
- Professionalism
- Strengths
- Areas for Improvement
- Future Goals
- Final Ranking

## Ratings

- Below Expectations
- Approaching Basic Expectations
- Meets Expectation
- Above Expectations
- Exceeds Expectations
- Comment boxes
- Final ranking

# Evaluating Students-Helpful Tools and Tips

Cross Rotation  
Objectives

Syllabi  
Objectives

Program  
Directors

Cumulative

Objective

Gather Input

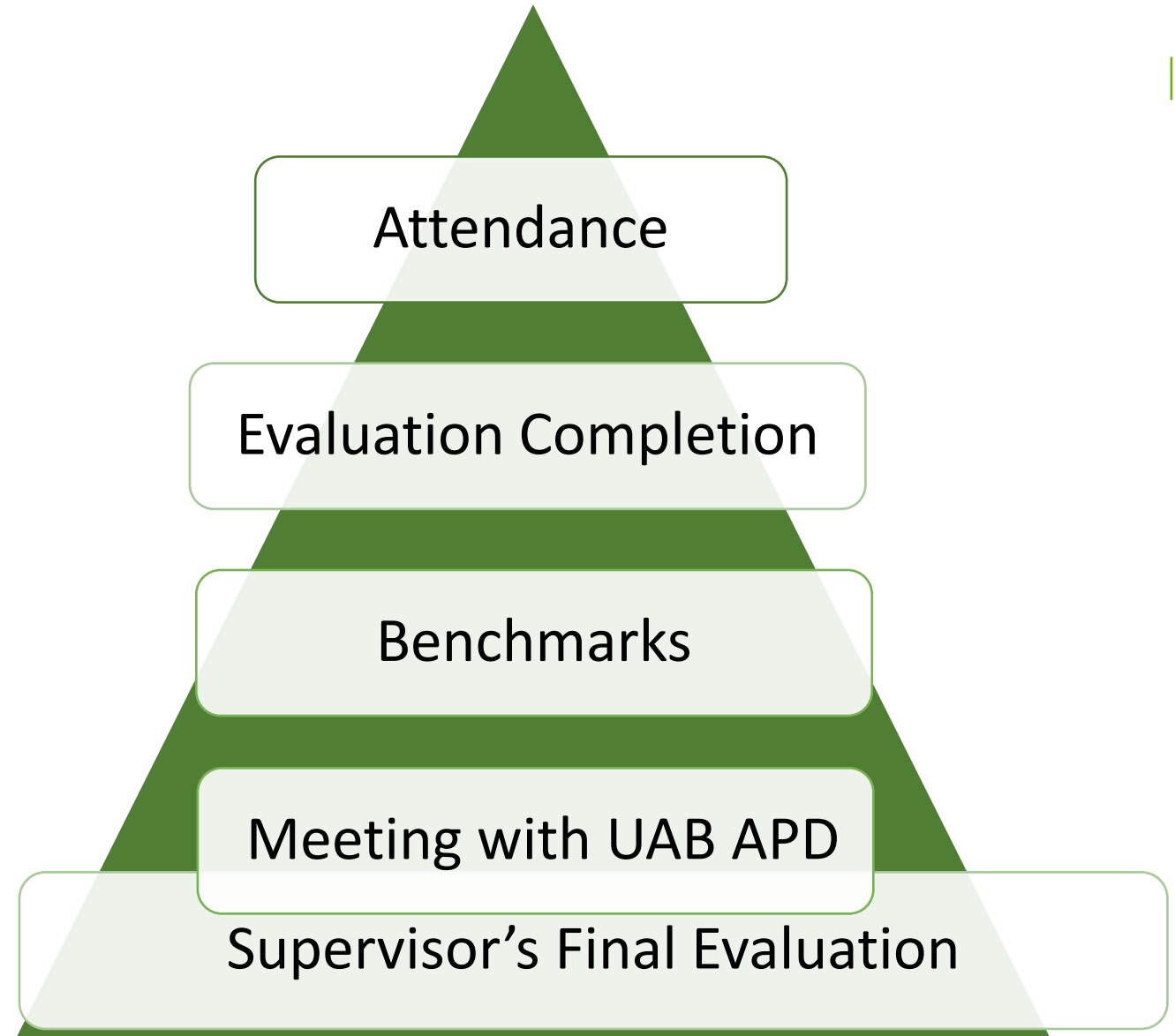
# Cross Rotation Objectives

Rotation Number	Level of Performance by the END of the Rotation
1	100% Beginner
2	50% Beginner/50% Intermediate
3	100% Intermediate
4	50% Intermediate/50% Advanced
5	100% Advanced

Cross-Rotation Objectives – Genetic Counseling			
Role/Competence	Beginning student should be able to:	Intermediate student should be able to:	Advanced student should be able to:
Case preparation	Identify applicable tests; prepare written case plan or session guide; perform chart review.	Know where to find information (e.g. databases); perform adequate lit search; assess what information is relevant to family's situation and what additional info is needed for the indication.	Prepare to order applicable tests; independently obtain insurance preauthorization/LMN, prepare diagnostic differential, and/or evaluate the indication for referral.
Collect/document medical, pregnancy, and/or developmental history	Elicit a complete medical history with the aid of any forms used by the clinic; present relevant highlights of medical history in case conference, when appropriate.	Target the medical history to the indication for referral; succinctly present medical history to the attending or in case conference, when appropriate.	Recognize emerging elements of the medical history that may support an existing diagnosis or lead to a new diagnosis and discuss these elements with the attending; integrate psychosocial elements to the visit into the medical history, when appropriate (e.g. clients' feelings about past events).
Provides medical management/prevention/treatment information	Can compile resources and recommendations for medical management, prevention, treatment, and surveillance information.	Aware of current medical management, prevention, surveillance, and treatment of genetic conditions and/or birth defects.	Describes recommendations for medical management, prevention, surveillance, and treatment of genetic conditions and/or birth defects. Appropriately uses the continuum of directiveness/non-directiveness.
Reviews genetic and/or prenatal testing options and possible b1/results	Compiles organized info describing the technical and medical aspects of diagnostic and screening tests and reproductive options, including associated risks, results, benefits, limitations, sensitivity and specificity. Includes visual aids to facilitate decision making.	Review the technical and medical aspects of diagnostic and screening tests and reproductive options, including associated risks, results, benefits, limitations, sensitivity and specificity.	Facilitates informed decision making via informed consent regarding testing. Considers or makes patient aware of contributing factors such as discrimination, issues of financial or reimbursement context, their values, and adheres to patient autonomy.
Results disclosure	Adequately prepares for results disclosure - including consideration of items such as timing, context of family history, age, etc	Provides a balanced description of diagnoses and discusses positive, negative, or inconclusive test result with patient via phone or in person. Can include development of visual teaching aids or provision of educational materials.	Interprets results and discusses them with the family/pt with values and language appropriate for family. Reviews etiology and implications of result.
Psychosocial assessment	Assess client's psychosocial needs, beliefs, or emotions. Identify and record basic elements (e.g. marital status, occupation, age, gender)	Elicit and/or evaluate social and psychosocial histories to recognize and record more detailed elements of psychosocial assessment (e.g. unresolved grief, fear, anger)	Develop and/or discuss a plan with patients for needed psychosocial work, state, or needs (e.g. crisis intervention, referral, decision-making tools, reaction to illness)
Psychosocial support/counseling	Build alliance with patient/family; Use basic psychosocial skills (e.g., use empathic statements appropriately, use active listening, open ended questions, reflection, normalization). Attend to verbal and non-verbal clues.	Discuss clinical information while assessing client's reaction and gauging understanding of information; use psychosocial strategies to address client needs (e.g. build self-esteem, understand their experience, validate their belief) and to facilitate their understanding, retention, perception, and decision making. Recognize instances of transference and/or countertransference.	Provide short term, client-centered counseling, psychosocial support, and anticipatory guidance to the family as well as addressing client concerns. Help the client/family integrate the information into his/her life based on their values; integrate psychosocial activities with other activities of the GC session; use advance psychosocial strategies (e.g. confrontation, discussion their adaptation or coping mechanism). Maintains professional boundaries by ensuring directive statements, self-disclosure, and self-involving responses are in best interest of patient.

# Rotation Grading

- Supervisors do not assign grades to students
- UAB Program Directors calculate grades
- Supervisors will not be aware of the students' grades for any rotation unless necessary
- UAB Program Directors will transition students to their next supervisor





# Student Evaluation of the Site and Supervisor

## Evaluation of the rotation site

- Completed by final date of rotation
- Shared at final evaluation meeting
- Evaluates:
  - Organization
  - Opportunities
  - Feedback
  - Strengths/Areas for improvement

## Evaluation of the supervisor(s)

- Completed after the rotation
- Anonymous
- Received after student graduates
- Evaluates:
  - Characteristics
  - Expectations
  - Clinical experience

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THANK YOU FOR WATCHING

Evaluations