UAB Genetic Counseling Program
Clinical Training Video

Evaluations
List of evaluations for each rotation

How to evaluate a student

Rotation grading

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

<table>
<thead>
<tr>
<th>Case Debriefing</th>
<th>Case Sign Off</th>
<th>Midpoint Evaluation</th>
<th>Final Evaluation</th>
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</thead>
</table>
| • After each clinic  
  • Reflective practice  
  • What went well  
  • Areas for improvement | • After student enters cases  
  • Review entry and confirm or reject  
  • Indicate what needs to be revised | • Midpoint of rotation  
  • In-person  
  • Student and APD  
  • Review progress and goals  
  • Adjust as needed  
  • Check in on assignments  
  • Not used for grading | • 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
- Objective
- Gather Input
# Cross Rotation Objectives

<table>
<thead>
<tr>
<th>Rotation Number</th>
<th>Level of Performance by the END of the Rotation</th>
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<tbody>
<tr>
<td>1</td>
<td>100% Beginner</td>
</tr>
<tr>
<td>2</td>
<td>50% Beginner/50% Intermediate</td>
</tr>
<tr>
<td>3</td>
<td>100% Intermediate</td>
</tr>
<tr>
<td>4</td>
<td>50% Intermediate/50% Advanced</td>
</tr>
<tr>
<td>5</td>
<td>100% Advanced</td>
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</tbody>
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## SCHOOL OF HEALTH PROFESSIONS

### Cross-Rotation Objectives – Genetic Counseling

<table>
<thead>
<tr>
<th>Role/Competence</th>
<th>Beginning student should be able to:</th>
<th>Intermediate student should be able to:</th>
<th>Advanced student should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case preparation</td>
<td>Identify applicable tests; prepare written case plan or session guide; perform client review</td>
<td>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 lit indication.</td>
<td>Prepare to order applicable tests; independently obtain insurance preauthorization/LMN; prepare diagnostic differential, and/or evaluate the indication for referral.</td>
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<tr>
<td>Collect/document medical, pregnancy, and/or developmental history</td>
<td>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.</td>
<td>Target the medical history to the indication for referral; succinctly present medical history to attending or in case conference, when appropriate.</td>
<td>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., client’s feelings about past events).</td>
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<tr>
<td>Provides medical management, prevention, and/or treatment information</td>
<td>Can compile resources and recommendations for medical management, prevention, treatment, and surveillance information.</td>
<td>Aware of current medical management, prevention, surveillance, and treatment of genetic conditions and/or birth defects.</td>
<td>Describes recommendations for medical management, prevention, surveillance, and treatment of genetic conditions and/or birth defects. Appropriately uses the continuum of directivity versus non-directivity</td>
</tr>
<tr>
<td>Reviews genetic and/or prenatal testing options and possible b results</td>
<td>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.</td>
<td>Revises the technical and medical aspects of diagnostic and screening tests and reproductive options, including associated risks, results, benefits, limitations, sensitivity, and specificity.</td>
<td>Facilitates informed decision making via informed consent regarding testing. Considers or makes patient aware of contributing factors such as demographics, issues of financial or reimbursement context, their values, and adheres to patient autonomy.</td>
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<tr>
<td>Results disclosure</td>
<td>Adequately prepares for results disclosure - including consideration of items such as timing, context of family history, age, etc.</td>
<td>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 informational materials.</td>
<td>Interprets results and discusses them with the family/patient and values and language appropriate for family. Reviews etiology and implications of result.</td>
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<tr>
<td>Psychosocial assessment</td>
<td>Assess client’s psychosocial needs, beliefs, or emotions. Identify and record basic elements (e.g., marital status, occupation, age, gender)</td>
<td>Effect and/or evaluate social and psychosocial history to recognize and record more detailed elements of psychosocial assessment (e.g., unresolved grief, fear, anger)</td>
<td>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)</td>
</tr>
<tr>
<td>Psychosocial support/counseling</td>
<td>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.</td>
<td>Discuss clinical information while assessing client’s reaction and gaining 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.</td>
<td>Provide short-term, client-centered counseling, psychosocial support, and anticipatory guidance to the family as well as addressing 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 mechanisms). Maintains professional boundaries by ensuring directive statements, self-disclosure, and self-involving responses are in best interest of patient.</td>
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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
THANK YOU FOR WATCHING

Evaluations