

This evaluation is to be completed by the supervisor and then reviewed with the student. Please consult the definitions for progress goals, feedback types, and level (novice to mastery) and evaluate the student with all of these in mind. Please mark N/A if the student did not have an opportunity to perform that role.

Progress Goals by Rotation

End of R1= Advanced beginner (roles are completed with some instructional feedback)

End of R2= Approaching competent (roles are completed with decreasing instructional and increasing constructive feedback)

End of R3= Competent (roles are completed with minimal instructive and significant constructive feedback)

End of R4= Approaching proficient (roles are completed with no instructive and decreasing constructive feedback)

End of R5= Proficient or above (roles are completed with some constructive and some stylistic feedback)

Feedback Definitions:

Instructional Feedback=student did not attempt or complete a task when expected. Supervisor needs to correct inaccuracies within student's work.

Examples: Student did not know they needed to create a differential diagnosis as part of case prep, so the supervisor needed to tell them to do it next time. Student identified indication-specific resources to give to a client, but it was not written in lay language. Student provided inaccurate or incomplete information to a client. Student inaccurately determined patient recurrence risk. Student incorrectly accessed a client's psychosocial needs.

Constructive Feedback=student's work no longer has inaccuracies. Supervisor provides more effective ways of organizing and delivering information or accomplishing skills.

Examples: Student accurately described the phenotype of a syndrome, but the order in which they presented the information either needed to be different or more attuned to the client's immediate needs. Student recognized a psychosocial opportunity and attempted psychosocial counseling strategies, but a different strategy would have been more appropriate. Student creates visual aids that are factually correct but are overly complicated and need to be simplified.

Stylistic Feedback=student is functioning independently, all work is accurate, and delivery and organization is effective. Supervisor suggests alternatives to fine tune or enhance the student's skills, professional development, and reflective practice.

Examples: Student did a nice job educating a client, but they could consider trying different visual aids to see what effect it may have on client understanding. Student appropriately met the psychosocial needs of a distressed client using reflections and empathy statements, but they could consider using different psychosocial skills in this situation in future such as advanced empathy or confrontation.

Pre-Session Counseling Roles

*A performance level of **PROFICIENT** is the end goal for student progress while in the program.

(Question 1 of 19 - Mandatory)

	Novice	Advanced Beginner	Competent	Proficient*	Mastery	N/A
Role (Practice-Based Competencies/PBCs)	With significant instructional feedback	With some instructional feedback	With minimal instructive and significant constructive feedback	With some constructive and some stylistic feedback	With minimal stylistic feedback	Did not have an opportunity to complete role
Case prep (1.a.): Perform comprehensive review of relevant information about the client and the indication for genetic counseling prior to the session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate genetic testing options (1.c.): Determine appropriate genetic testing strategies based on test methodology purpose, validity, reliability, and ethical considerations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize variant interpretation resources (1.c.): Know when and how to use variant interpretation resources appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret genetic testing results (1.c.): Interpret genetic testing results within the context of clinical presentation and be knowledgeable of testing next steps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a counseling plan/agenda (1.b.): Create a thorough plan and agenda for the session that includes pertinent education and counseling issues specific to the client's indication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate primary literature into counseling process (5.a., 5.b., 5.c.): Know how to critically interpret and apply data and literature appropriately given the individual client.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate and assess applicable research options (5.a., 5.b., 5.c.): Locate and evaluate information on applicable research opportunities from appropriate sources and communicate these options when appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Pre-Session Roles Performance/Progress (optional): (Question 2 of 19)

In-Session Counseling Roles: Intake

*A performance level of PROFICIENT is the end goal for student progress while in the program.

(Question 3 of 19 - Mandatory)

	Novice	Advanced Beginner	Competent	Proficient*	Mastery	N/A
Role (PBCs)	With significant instructional feedback	With some instructional feedback	With minimal instructive and significant constructive feedback	With some constructive and some stylistic feedback	With minimal stylistic feedback	Did not have an opportunity to complete role
Build rapport (3.b.): Use attending skills to actively engage the client throughout the session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in contracting (3.b.): Gain understanding of the client's prior knowledge of the referral and/or indication and their goals for the session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set mutual agenda (3.b.): Integrate client's perceptions and expectations to the session goals and agenda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collect family history/pedigree (2.a.): Elicit an organized, comprehensive, and targeted family history and recognize patterns of inheritance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collect medical, pregnancy, and/or developmental history (2.a.): Elicit organized, comprehensive, and targeted histories from the client and/or family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform risk assessment? calculations (2.b.): Perform appropriate mathematical calculations or utilize ptimal risk models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Intake Roles Performance/Progress (optional): (Question 4 of 19)

*A performance level of PROFICIENT is the end goal for student progress while in the program.

[illegible]

Comments on Education Notes Performance Progress (optional): (question 6 of 16)

*A performance level of PROFICIENT is the end goal for student progress while in the program.

[illegible]

*A performance level of PROFICIENT is the end goal for student progress while in the program.

[illegible][illegible]

Comments on Universal Objectives (optional): (Question 12 of 19)

Overall Comments Regarding Student's Rotation Performance in Clinic and Assignments:

(Question 13 of 19 - Mandatory)

Number of eligible logbook cases student was able to obtain	<div></div>
Number of unexplained absences (including tardiness more than 1 hour):	<div></div>

Final Clinical Recommendation (Question 14 of 19 - Mandatory)

<input type="radio"/> Unlikely to Succeed	<input type="radio"/> Remediation Needed	<input type="radio"/> Needs Improvement	<input type="radio"/> Adequate	<input type="radio"/> Good	<input type="radio"/> Superior
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Current Strengths

(Question 15 of 19 - Mandatory)

Recommendations for Improvement/Further Skill Development

(Question 16 of 19 - Mandatory)

List 3 Future Goals (set these with the student).

(Question 17 of 19)

Supervisor comments and reasoning behind "Final Clinical Recommendation" given above:

(Question 18 of 19 - Mandatory)

(Question 19 of 19 - Mandatory)

	Yes	No
I have reviewed this evaluation with the student	<input type="radio"/>	<input type="radio"/>

Review your answers in this evaluation. If you are satisfied with the evaluation, click the **SUBMIT** button below. Once submitted, evaluations are no longer available for you to make further changes.

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