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 dit 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 <u>PROFICIENT</u> is the end goal for student progress while in the program.

(Question 1 of 19 - Mandatory)

Question 1 of 19 - Mandator	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.	0 0		0	0	0	0	
Evaluate genetic testing options (1.c.): Determine appropriate genetic testing strategies based on test methodology purpose, validity, reliability, and ethical considerations	0			0	0	0	
Utilize variant interpretation resources (1.c.): Know when and how to use variant interpretation resources appropriately.	0			0	0	0	
Interpret genetic testing results (1.c.): Interpret genetic testing results within the context of clinical presentation and be knowledgeable of testing next steps.	0			0	0	0	
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.	0	0	0	0	0	0	
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.	0	0 0		0 0		0	
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.	.c.): able s from and		0	0	0	0	

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

In-Session Counseling Roles: Intake

 * A performance level of <u>PROFICIENT</u> 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	e With minimal opportunity to d	
Build rapport (3.b.): Use attending skills to actively engage the client throughout the session.	0	0	0	0	0	0
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.			0	0	0	0
Set mutual agenda (3.b.): Integrate client's perceptions and expectations to the session goals and agenda.	0	0	0	0	0	0
Collect family history/pedigree (2.a.): Elicit an organized, comprehensive, and targeted family history and recognize patterns of inheritance.	tory ed, on the sament? Perform hatical on on one of the sament?		0	0	0	0
Collect medical, pregnancy, and/or developmental history (2.a.): Elicit organized, comprehensive, and targeted histories from the client and/or family.			0	0	0	0
Perform risk assessment? calculations (2.b.): Perform appropriate mathematical calculations or utilize ptimal risk models.			0	0	0	0

client and/or family.						
Perform risk assessment? calculations (2.b.): Perform appropriate mathematical calculations or utilize ptimal risk models.	0	0	0	0	0	0
Comments on Intake Roles Po	erformance/Progress (op	tional): (Question 4 of 1	9)			
			//			

In-Session Counseling Roles: Education
*A performance level of PROFICIENT is the end goal for student progress while in the program.

		anda	

	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	
Educate about personal and/or recurrence risks (4.c.): Provide clear and accurate explanations of recurrence risks in a variety of medical and family history scenarios.	0	0 0 0		0	0	0	
Tailor communication to client (4.a., 4.b.): Clearly communicate information to individuals with varying levels of understanding and engagement.	a., 4.b.): Clearly cate information to s with varying inderstanding and		0	0	0	0	
Create and/or utilize visual aids (4.a., 4.b.):Identify or create effective visual or other counseling aids.	0	0	0	0	0	0	
Discuss diagnosis and natural history (1.b.): Convey all necessary genetic, medical, and technical information about the (possible) genetic diagnosis or birth defect including etiology, natural history, and prognosis.	0	0 0 0		0	0	0	
Communicate genetic testing options and possible benefits/limitations/results (2.c., 2.d.): Recommend and explain appropriate testing options, including possible results and their implications, to the client based on available clinical and laboratory data.	0	0	0	0	0 0	0	
Facilitate decision making (3.c.): Facilitate the client's ability to make a decision that is in alignment with their personal values.	0	0	0	0	0	0	
Provide medical management info (1.b.): Describe recommendations for medical management based on the individual client including prevention, surveillance, and/or treatment of genetic conditions or birth defects.	0	0	0	0	0	0	

Comments on Education Roles Performance/Progress (optional):	(Question 6 of 19)	
In-Session Counseling Roles: Counseling		
*A performance level of PROFICIENT is the end goal for student progre	ess while in the program.	

(Question 7 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
Perform psychosocial assessment (3.a.): Evaluate client's feelings, beliefs, and contions to identify underlying unverbalized and verbalized psychosocial needs or emotions.	0	0	0	0	0	0
Provide psychosocial support/counseling (3.a.): Provide short term, client-centered counseling, psychosocial support, which may include anticipatory guidance to the client throughout the session.	0	0	0	0	0	0
Promote psychosocial adaptation (3.c.): Help the client integrate information about risks or diagnosis into their life based on their values.	0	0	0	0	0	0

Comments on Counseling R	oles Performance/Progre	ss (optional): (Question	8 of 19)							
Post-Session Counse *A performance level of PROF	eling Roles ICIENT is the end goal for s	student progress while in the	e program.							
(Question 9 of 19 - Mandator	y)									
	Novice	Advanced Beginner	Competent	Proficient*		ľ	Mastery		N/A	
Role (PBCs)	With significant instructional feedback	With some instructional feedback	With minimal instructive and significant constructive feedback	With some construct and some stylistic feedbac		Wit stylis	th minimal tic feedback	opportun	not have a nity to com role	n plete
Coordinate genetic testing with consideration of individual circumstances and systemic barriers (6.a., 6.b.): Order genetic testing with consideration for client's support and financial resources and potential barriers.	0	0	0	0			0		0	
Coordinate referrals with consideration of individual circumstances and systemic barrier (6.a., 6.b.): Discuss and execute referrals with consideration for client's support and financial resources and potential barriers.	0	0	0	0			0		0	
Identify resources and support materials (6.c.): Find beneficial local, regional, and national support resources and materials.	0	0	0	0			0		0	
Complete written documentation of clinical encounters (4.a., 4.b.): Formulate original, clear, concise, and accurate medical documentation including clinic notes, results letters, or other forms of documentation needed by the clinic and/or client.	0				0					
Engage in case processing, self-assessment, and reflection (7.d.): Effectively reflect on personal performance and feelings from sessions by accurately identifying areas of strength and improvement and developing concrete strategies for growth.	0	0	0 0 0			0		0		
Incorporate previous feedback (7.d.): Integrates previous feedback in an appropriate manner.	p previous 7.d.): Integrates dback in an					0			0	
Comments on Post-Session Progress on Universal Object (Question 11 of 19 - Mandato	<u>tives</u>	ress (optional): (Questic	on 10 of 19)							
Objective (PBC)					Never	Rarely		-	_	_
Shows initiative and interest for	or professional growth (7.d.)			0	0	0	0	0	0
Demonstrates openness to su	upervision and feedback (7.	d.)			0	0	0	0	0	0
Exhibits behaviors that promo	omote an inclusive, just, equitable, and safe environment for all individuals (7.c.)						0	0	0	0
Adheres to the genetic counse	nseling scope of practice (7.a.)					0	0	0	0	0
Follows applicable profession	essional ethical codes (7.b.)					0	0	0	0	0
Organizas and completes ass	and completes assignments or work on time without sacrificing accuracy and reliability						0	0	0	0
Organizes and completes ass	ains appropriate self-control under stress, change, or adverse conditions (7.d.)						0	0	0	0
	ntrol under stress, change,	or adverse conditions (7.d.)			0	0				_
		or adverse conditions (7.d.)			0	0	0	0	0	0
Maintains appropriate self-cor	work environment (6.d.))					0	0	0
Maintains appropriate self-cor Contributes to a collaborative	work environment (6.d.)	ss code		timely manner	0	0	0	_		-

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
Number of unexplained absences (including tardiness more than 1 hour):
Final Clinical Recommendation (Question 14 of 19 - Mandatory)
Unlikely to Succeed Remediation Needs Improvement Good Superior
<u>Current Strengths</u>
(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 O
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. Save For Later Submit