Learning Objectives

• Compare goal setting skills used for novice genetic counseling students versus advanced genetic counseling students in supervision

• Evaluate skills demonstrated in role plays to integrate Practice Based Competencies in goal setting

Goal Setting Competencies


Goal setting competencies receiving the lowest mean ratings were:

• “I can use the ABGC practice-based competencies to set goals” (83.7)
• “I can identify learning needs of a student at various levels of experience” (84.4)
Goal Setting in REM-S

- “Establishment of goals and expectations for students is also essential for the student’s ongoing growth and development. Contracting, clarifying expectations, and goal setting are important strategies for establishing a working relationship between a student and supervisor. The prevalence of this supervisor strategy suggests goal setting is not limited to the beginning of the clinical rotation; it is an ongoing process as described in the REM-S.”

(Wherley et al., 2015)

Goal Setting in Supervision

- Clear learning goals and/or objectives provide tangible indicators which help to engage learners in the activity and enable the determination of progress toward the expected level of knowledge and skills to be gained. Allowing students to also develop their own personal goals and objectives, will also provide a sense of ownership and facilitate deeper engagement with their learning.

(Wherley et al., 2015)

REM-S on Goal Setting

- Two key strategies promote general and tailored instruction in supervision:
  - Contracting: establishing a supervision agreement
  - Engaging the student in a goal setting process
- Establishing concrete learning goals with sequential steps for their attainment helps to focus both teaching and evaluation processes in supervision.
- Goal setting competencies incorporate students’ developmental level, feedback from previous supervisors, past clinical experiences, and self-identified growth areas.

(McCarthy Veach and LeRoy 2009) (Borders et al. 2006)

Mentoring Competencies and Clinical Supervision

- Agree on working together toward improving the supervisee’s counseling skills.
- The learning goal must be clearly defined, and there needs to be agreement to work together to help the counselor attain competency in the skill chosen.
- Break goal into constituent parts:
  - a) the knowledge
  - b) the skills
  - c) the attitudes necessary to attain competency

Effective Goals are SMART

- Where is the learner in terms of their learning, the level they have reached, past experience, and understanding of learning needs and goals?
- What are the learning goals in terms of knowledge, technical skills and attitudes? You may be observing more than one of these learning domains at the same time.

SMART Goals

Here is an example of a SMART learning goal that might be part of a student’s learning plan.

“By the end of this placement, I will be able to correctly identify the most appropriate genetic testing strategy and laboratory utilized in a prenatal case 80% of the time without assistance from my supervisor.”

This goal is:
- **Specific** because it states exactly what is to be achieved
- **Measurable** because the outcome can be observed
- **Attainable** because the student has the necessary knowledge, skills and/or experience to achieve the goal
- **Realistic** because it relates to what is expected of the student; and
- **Time-bound** as it has a specific timeline and deadlines.

Six Stages of the Supervision Process

- Six Stages of the Supervision Process - Adapted for Genetic Counseling
- Excitement and Anticipatory Anxiety
- Dependency and Identification
- Activity and Continued Dependency
- Exuberance and Taking Charge
- Identity and Independence
- Calm and Collegiality


Integrated Developmental Model

<table>
<thead>
<tr>
<th>Level</th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Focus on self</td>
<td>Focus on client</td>
<td>Focus on client</td>
</tr>
<tr>
<td>Skills</td>
<td>Little self-evaluation</td>
<td>Some self-evaluation</td>
<td>Enough self-evaluation</td>
</tr>
<tr>
<td>Attitudes</td>
<td>Feelings of incompetence</td>
<td>Confident but uncertain</td>
<td>Confident and competent</td>
</tr>
<tr>
<td>Behaviors</td>
<td>Obstructive</td>
<td>Collaborative</td>
<td>Supportive</td>
</tr>
<tr>
<td>Other</td>
<td>Positive reinforcement</td>
<td>Neutral</td>
<td>Negative reinforcement</td>
</tr>
</tbody>
</table>

Level 1: Beginner
- Focus on self
- Little self-evaluation
- Feeling of incompetence
- Obstructive
- Positive reinforcement

Level 2: Intermediate
- More focus on client
- Still struggles with balancing focus
- Can exhibit empathy
- Confidence ⇰ Incompetence ⇰ Confusion
- Autonomy ⇰ Dependence

Level 3: Advanced
- Stay focused on client while keeping self in check
- Confidence ⇰ Incompetence
- Supervisor = consultant or colleague
- Superspecialist

Grow 1991

Grow Staged Self-Directed Learning Model

<table>
<thead>
<tr>
<th>Stage</th>
<th>Student</th>
<th>Teacher</th>
<th>Remarks</th>
</tr>
</thead>
</table>
| 1     | Dependent | Authority | Coach
- Checking with interns
| 2     | Independent | Mentor | Checking with interns/Coaching/Institutional support/Delegating supervision |
| 3     | Involved | Facilitator | Discussion facilitated by teacher who participates as equal member (Deep project) |
| 4     | Self-directed | Consultant, delegate | Internship, Dissertation, individual work or self-directed study/group |

(Falender & Shafranske, 2004; Hayes, Corey, & Moulton, 2003)
Clinical Scenario 1: The Novice GC Student

- A clinical supervisor in a cancer clinic is meeting with a genetic counseling student who is starting their first formal rotation in the summer between 1st and 2nd year. The student and supervisor met the prior week to provide orientation to the clinic, discuss rotation expectations and evaluation structure. The student’s prior clinical rotation was observation only at a different cancer setting. The student was asked to come the first day of clinic with goals for this summer rotation, and completed a goal setting worksheet.

During the video:

- What tenets of REM-S are supported by the GC Supervisor?
- How does goal setting align with the PBC?
- How does the supervisor align with the student’s developmental stage?

Scenario 1: The Novice GC Student Debrief

- REM-S Tenet 1 – Contract and engage student in goal setting
- REM-S Tenet 1 – Assist student in adjusting counseling goals based on ongoing assessment – remind student we can adjust goal as needed
- REM-S Tenet 3 - Make a plan for progression from observation to participation in genetic counseling session
Clinical Scenario 2: The Advanced GC Student

- A clinical supervisor in a prenatal clinic is meeting with a genetic counseling student who is starting their last rotation before graduation. The student and supervisor met the prior week to provide orientation to the clinic, discuss rotation expectations and evaluation structure. The student has already had one prenatal rotation during the prior year. Today is the first day of the rotation and the student was asked to come with a completed goal setting worksheet.

During the video:

- What tenets of REM-S are supported by the GC Supervisor?
- How does goal setting align with the PBC?
- What SMART goals do you observe?

Scenario 2: The Advanced GC Student

Debrief

- REM-S Tenet 1 – Goal 1: contract and engage student in goal setting
- REM-S Tenet 1 – Goal 3: assist student in adjusting counseling goals based on ongoing assessment - remind student we can adjust goals as needed
- REM-S Tenet 3 - Goal 3: make a plan for progression from observation to participation in genetic counseling session

Scenario 2: The Advanced GC Student

Debrief

- PBC Domain II, #12 – Adapt GC skills to varied service delivery models
- PBC Domain III, #15 – write concise medical record documentation
- PBC Domain I, #4 – identify testing, ordering and facilitation of testing.

Summary

- Goal setting is a critical competency in the REM-S, and an area where genetic counselors can increase their self efficacy and competency
- Strategies to facilitate goal setting include setting SMART goals, and engaging students in the goal setting process
- Novice and advanced genetic counseling students differ in their developmental needs for goal setting in clinical supervision
THANK YOU!

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Click link below to complete evaluation and submit CEU request:

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