

National Society of
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Counselors

Goal Setting in Student Supervision

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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

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Goal Setting Competencies in Clinical Supervision

Goal Setting Competencies

Genetic Counseling Supervisor Competencies	
Table 5. Competency Domain III: Student Evaluation	
Genetic counselor supervisors:	
Category 1: Goal Setting	<ul style="list-style-type: none"> Set realistic learning goals through discussion with students Identify learning needs of students at various levels of training and experience Recognize that planning and goal setting are critical components of the supervisory process Incorporates the student's developmental level into the goal setting process Incorporates the student's self-identified areas of weakness into the goal setting process Incorporates opportunities available at the particular site into the goal setting process Incorporates the student's past clinical experiences into the goal setting process Incorporates the student's learning priorities into the goal setting process Initiate a renegotiation of rotation goals if needed Incorporates the student's report of feedback from previous supervisors into the goal setting process Use the ABGC practice based competencies in setting goals

Eubanks
Higgins
et al,
2012

Goal Setting in Clinical Supervision

- Findley et al (2015) evaluated GC self-efficacy around 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)

Reciprocal Engagement Model of Supervision

REM: Genetic Counseling Process

Education
Target: Genetic information is key

Individual Attributes
Targets: Patient autonomy must be supported
Patients are resilient
Patient provides feedback

Relationship
Target: Relationship is integral to genetic counseling

Genetic Counseling Outcomes
Patient understands and applies information to:
- Make diagnosis
- Manage condition
- Adapt to situation

REM-S: Genetic Counseling Supervision Process

Education
Target: Learning and applying genetic information are key

Individual Attributes
Targets: Student autonomy must be supported
Students are resilient
Students are capable
Student provides feedback

Relationship
Target: Relationship is integral to genetic counseling supervision

Supervision Outcomes
Student understands and applies information to:
- Independently provide effective services
- Develop professionally
- Engage in self-reflective practice

Note: Each element interacts with every other element. None stands alone or works in isolation.

Fig. 1. Comparison of the reciprocal-engagement model of genetic counseling practice and the reciprocal-engagement model of genetic counseling supervision (McCarthy, Blanch et al, 2007)

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)

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Strategies to Establish Goals With Your Supervisee

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

In Lindbloom, Ten Eyck and Gallon (2005)—Adapted from Stiehl, R. and Bessey, B (1994). The Green Thumb Myth: Managing Learning in High Performance Organizations – A Success Strategy for Trainers and Managers. Second Edition, Corvallis, Oregon: The Learning Organization.


Mentoring Competencies and Clinical Supervision

- The supervisor needs to elicit from and negotiate with the student their preferred styles and methods of learning.
- Contract how progress will be observed and evaluated.
- The supervisor needs to know how to give feedback which guides, corrects, and at the same time encourages.

Lindbloom, Ten Eyck and Gallon (2005)—Adapted from Stiehl, R. and Bessey, B (1994). The Green Thumb Myth: Managing Learning in High Performance Organizations – A Success Strategy for Trainers and Managers. Second Edition, Corvallis, Oregon: The Learning Organization.

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 utilization 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.

•PBC Aligned Domain 1.4

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Goal Setting for Novice vs. Advanced Students

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

Friedman, D & Kaslow, NJ (1986). The development of professional identity in psychotherapists: Six Stages in the supervision process. In FW Kaslow (Ed.) *Supervision and training: Models, dilemmas and challenges*, 29-50. New York: Haworth Press.

Integrated Developmental Model

	Self/Other Awareness	Motivation	Autonomy
Level 1 Beginner	<ul style="list-style-type: none"> Focus on self Little self-evaluation Anxiety about supervisor evaluation "Am I doing it right?" 	<ul style="list-style-type: none"> Skills acquisition "Correct" approach 	<ul style="list-style-type: none"> Very dependent Structure Positive reinforcement Unable to tolerate direct confrontation
Level 2 Intermediate	<ul style="list-style-type: none"> More focus on client Still struggles with balancing focus Can exhibit empathy 	<ul style="list-style-type: none"> Confidence & Incompetence Confusion 	<ul style="list-style-type: none"> Autonomy Dependence Possible resistance
Level 3 Advanced	<ul style="list-style-type: none"> Stay focused on client while keeping self in check 	<ul style="list-style-type: none"> Confidence Some self-doubt 	<ul style="list-style-type: none"> Supervisor = consultant or colleague

(Falender & Shafranske, 2004; Haynes, Corey, & Moulton, 2003)

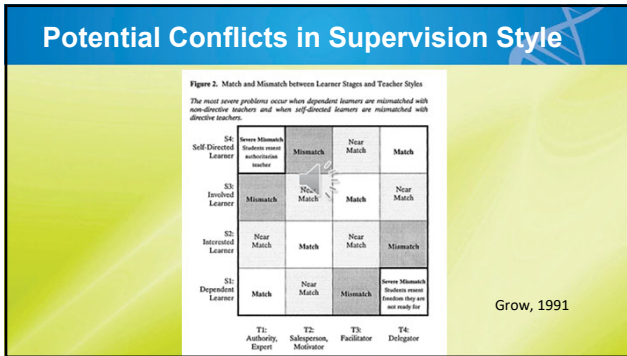
<http://www.ica.org/Content/View/TherapistSupervision/TherapistSupervision03.html>

Grow Staged Self-Directed Learning Model

Figure 1. The Staged Self-Directed Learning Model
The teacher's purpose is to match the learner's stage of self-direction and prepare the learner to advance to higher stages.

Stage	Student	Teacher	Examples
Stage 1	Dependent	Authority Coach	Coaching with immediate feedback, Drill, Informational lecture, Overcoming deficiencies and resistance.
Stage 2	Interested	Motivator, guide	Inspiring lecture plus guided discussion, Goal-setting and learning strategies.
Stage 3	Involved	Facilitator	Discussion facilitated by teacher who participates as equal, Seminar, Group projects.
Stage 4	Self-directed	Consultant, delegator	Internship, dissertation, individual work or self-directed study-group.

Grow 1991



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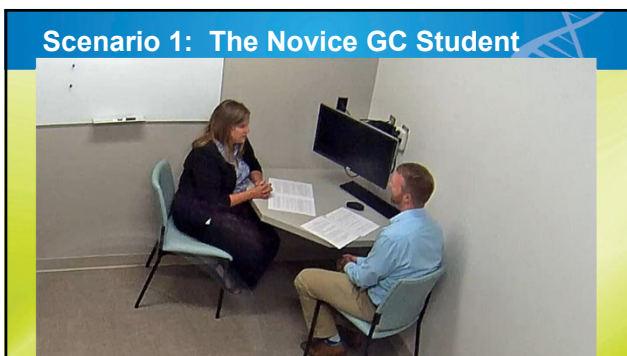
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Clinical Scenarios

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. This 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



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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