

SCHOOL OF PHARMACY AND HEALTH SCIENCES

MASTER OF SCIENCE IN HUMAN GENETICS AND GENETIC COUNSELING

Progress and Self-Evaluation Form (Clinical)

PART 2

Goals

At the beginning of this rotation, you identified three goals for this rotation. Please comment below on whether these goals were accomplished by the completion of the rotation. If goals were not met (or were not to your satisfaction), reflect on why and what can be done in future settings.

Goal 1 _____ Yes ___ No ___

Comments/Reflection

Goal 2 _____ Yes ___ No ___

Comments/Reflection

Goal 3 _____ Yes ___ No ___

Comments/Reflection

Overall, I feel that I have improved my skills in the following areas (i.e. management, education, counseling, professionalism, etc.):

I would like to concentrate on developing the following skills during future practice:

Additional Comments:

Assessment

This section is an assessment tool to help you recognize your skill level in all areas of genetic counseling practice and to structure personal goals for attaining these skills. Please use a 5-1 scale for self-assessment skill, where 5 is "strongly agree" and 1 is "strongly disagree." If you did not practice a particular skill, please select N/A. Results of your self assessment are to be reviewed with the supervision team. Please use the following definitions to interpret skill level.

The skills below have been adapted from the ACGC's Practice Based Competencies (2013) which describe areas of proficiency.

Beginning level (i.e. Rotations 1, 2): This is the level of skill expected of a beginning student with little to no genetic counseling clinical experience. At this level, student demonstrates basic knowledge, takes on portions of tasks, and may be inconsistent and/or requires moderate supervision. Students at this level are working towards proficiency in the following basic skills: case preparation, obtaining pedigree, identification of specific components of a session, familiarity with procedures, repetition, practice, writing chart notes, patient letters, conducting follow up, establishing rapport, and beginning to identify psychosocial issues.

Intermediate level (i.e. Rotations 2, 3): This is the level expected of a student with some genetic counseling clinical experience. The student demonstrates the ability to apply knowledge when analyzing a situation or addressing more complex aspects of area. At this level, the student requires some supervision and shows varied consistency in demonstrating higher skill levels. Students should continue to increase role in genetic counseling session, be eager to develop skills, and begin to address psychosocial issues and integrate session components. Students should be able to lead the majority of the session.

Advanced level (i.e. Rotations 4, 5): This is the level of skill demonstrated by an entry-level genetic counseling professional. Student has advanced skills, consistently performs with autonomy, and requires little-to-no supervision. Student demonstrates ability to function independently, handle a full session, accept more complex cases, enhance well-developed skills, and master practice-based competencies.



Communications and Counseling Skills	5	4	3	2	1	N/A
(5 = Strongly Agree, 1 = Strongly Disagree)						
Establishes rapport with client						
Collaborates with clients for a mutually agreed upon genetic counseling agenda						
Elicits social, psychosocial, and family histories that are comprehensive, appropriate, and inclusive						
Elicits a comprehensive social and psychosocial history						
Obtains pertinent medical information including pregnancy, developmental, and medical histories						
Identifies, synthesizes, organizes, and summarizes pertinent medical and genetic information for use in genetic counseling						
Presents case information clearly and concisely in writing and as appropriate to the audience						
Explains the technical and medical aspects of diagnostic and screening methods and reproductive options including associated risks, benefits, and limitations						
Conveys genetic, medical, and technical information (including but not limited to diagnosis, etiology, natural history, prognosis, and treatment/management of genetic conditions) clearly and concisely as appropriate to the audience						
Assesses risks and probabilities accurately						
Effectively provides short-term, client-centered counseling and psychological support						
Facilitates decision-making						
Maintains comfortable and appropriate pace for client						
Has awareness of timing and keeps session focused, on-track, and orderly						
Responds to client's questions accurately, directly, and in a timely fashion						
Can assess client understanding and response to information and its implications to modify a counseling session as needed / able to adapt discussion to meet client's needs						
Maintains open and receptive body language, consistent eye contact, and respectful facial expressions						
Is aware of values and biases and their impact						
Utilizes a range of interviewing techniques						

Knowledge and Resources	5	4	3	2	1	N/A
	(5 = Strong skill, 1 = Weak skill)					
Demonstrates a depth and breadth of understanding and knowledge of the core concepts and principles of both genetics and genomics						
Critically assesses genetic/genomic, medical, and social science literature and information						
Identifies, assesses, facilitates, and/or integrates genetic testing options in genetic counseling practice						
Identifies and/or accesses local, regional, and national resources and services						
Develops follow-up plan including management recommendations and/or identifies options for research						

Professionalism and Practice	5	4	3	2	1	N/A
	(5 = Strong skill, 1 = Weak skill)					
Establishes and maintains interdisciplinary professional relationships to function as part of a health care delivery team						
Seeks feedback and/or asks appropriate questions of team members						
Able to work independently with appropriate need of supervision						
Recognizes self-limitations and challenges and can create/assist with implementing solutions to overcome or manage these barriers						
Able to “process session,” self-reflect, and/or provide valuable self-critique in discussion with team members						
Recognizes and manages emotional responses to professional interactions						
Responds respectfully to constructive criticism						
Integrates critique into practice						
Able to respond appropriately when “I don’t know”						
Establishes and maintains clear and consistent personal boundaries						
Demonstrates a self-reflective, evidenced-based, and current approach to genetic counseling practice						
Demonstrates tolerance for ambiguity						
Demonstrates risk-taking and willingness to expose oneself to uncomfortable situations						
Acts in accordance with the ethical, legal, and philosophical principles and values of the genetic counseling profession and the policies of one’s institution or organization						
Demonstrates initiative for continued professional development						

Signatures

The above was reviewed with my supervisor(s)

Signature of Genetic Counseling Student _____ Date _____

Signature of Supervisor _____ Date _____

Signature of Program Director _____ Date _____