

Student Evaluation Form (Industry/ Laboratory)

Student _____

Rotation Site _____

Rotation # _____ Dates _____ To _____

Supervisor(s) _____

Industry/Laboratory Rotation # _____

Final Recommendation (see page 7)

Section 1: Supervisor Instructions and Guidelines

Supervisor Instructions

This is an assessment tool to help students recognize their skill level in specific areas of genetic counseling practice and to structure personal goals for attaining these skills. Please use a 5-1 scale to assess the student's skill level in each area, where **5 is "strong skill"** and **1 is "weak skill"** (definitions and further guidelines are provided below). If the student did not practice a particular skill, please select N/A. Numerical scores should correlate with what is expected of a student at the **current level of training**. For example, a student may receive a 5 in "Able to work independently with appropriate need of supervision" during their first rotation but later may receive a 3 in their final rotation if this skill does not advance along with their level of training. Results of your assessment are to be reviewed with the student to help target areas for improvement.

Definitions/Guidelines

- 5 - Strong Skill:** outstanding, exceeds expectations for level of training
- 4 - Moderate-Strong Skill:** great, sometimes exceeds expectations of level of training
- 3 - Moderate Skill:** good, meets expectations for level of training
- 2 - Weak-Moderate Skill:** satisfactory, at or below expectations for level of training
- 1 - Weak Skill:** poor, significantly below expectations for level of training
- NA - Not Applicable** (please use sparingly)

Section 2: Competencies

Communications and Counseling Skills	5	4	3	2	1	N/A
	(5 = Strong Skill, 1 = Weak Skill)					
Build rapport and lay the groundwork for a trusting peer-peer relationship						
Communicate effectively						
Document clinical or scientific information clearly and concisely in writing						
Provide clear understanding (including execution) of assigned tasks/assignments						
Explain the technical and medical aspects of testing methods including associated benefits and limitations						
Demonstrate appropriate review of medical information including pedigree analysis						
Identify, synthesize, organize, and summarize pertinent medical and genetic information for use of or indication for genetic testing						
Present case information clearly and concisely in writing and as appropriate to the audience						
Utilize counseling skills (rapport, listening, etc.) in a setting other than a clinical one						
Use professional guidance skills to promote client autonomy and empowerment						
Demonstrate personal psychosocial and ethical awareness of the potential ramifications that test results play by presenting them in a way that improves the manner in which information is presented to the family						

Laboratory/Industry Skills	5	4	3	2	1	N/A
	(5 = Strong Skill, 1 = Weak Skill)					
Demonstrate and utilize a depth and breadth of understanding and knowledge of genetics and genomics core concepts and principles						
Critically assess genetic/genomic, medical and social science literature and information						
Able to provide variant interpretation analysis						
Demonstrate knowledge regarding specimen handling						
Demonstrate knowledge regarding prior-authorization processes for insurance billing						
Demonstrate knowledge regarding the policies of insurance billing, institutional billing, self-pay, and other payment methods with regards to laboratory fees and protocols						
Demonstrate knowledge regarding the utilization of marketing, design, and educational concepts with regards to a laboratory test menu						

Professionalism and Practice	5	4	3	2	1	N/A
(5 = Strong Skill, 1 = Weak Skill)						
Maintain a consistent degree of professionalism in a non-traditional working environment						
Can establish and maintain interdisciplinary professional relationships to function as part of a team						
Seek feedback and/or asks appropriate questions of team members						
Able to work independently with appropriate need of supervision						
Recognize self-limitations and challenges and can create/assist with implementing solutions to overcome or manage these barriers						
Able to provide valuable self-critique and discuss with team members						
Recognize and manage emotional responses to professional interactions						
Respond respectfully to constructive criticism						
Integrate critique into practice						
Able to respond appropriately when "I don't know"						
Establish and maintain clear and consistent personal boundaries						
Demonstrate a self-reflective, evidenced-based, and current approach to genetic counseling practice						
Demonstrate understanding of conflicting variant interpretations or uncertain significance (not enough available data) and/or tolerance for ambiguity						
Act 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						
Demonstrate initiative for continued professional development						

Section 3: Overall Performance

Objectives:

- Shows skills well beyond set objectives
- Meets objectives and shows progress beyond
- Meets objectives satisfactorily
- Meets some objectives, needs help with others
- Not able to meet objectives

Attitude:

- Outstanding interest and enthusiasm
- Very interested and enthusiastic
- Average in interest and enthusiasm
- Somewhat indifferent or unenthusiastic
- Not interested/unenthusiastic

Genetics/Genomics Knowledge Base:

- Outstanding
- Very good
- Average
- Below average
- Poor

Dependability:

- Completely dependable
- Above average in dependability
- Usually dependable
- Sometimes neglectful or careless
- Unreliable

Critical Thinking:

- Outstanding
- Very good
- Good
- Has difficulty
- Poor

Quality of work:

- Excellent
- Very good
- Average
- Below average
- Poor

Rubric

We recognize that there may be skills and qualities that aren't translated into the pre-populated scores from sections 2 and 3. Accordingly, for each of the competency areas below, we have provided you the opportunity to select a numerical score that may or may not vary from the pre-populated one.

	Outstanding (exceptional, exceeds expectations)	Good (above average)	Satisfactory (average)	Marginal/Poor (below average)
Communications and Counseling Skills Populated (from page 5) <input type="text"/> Please manually enter final score	55-32 For expected skill level, consistently demonstrates the ability to convey information with ease in a clear and concise manner, appropriate to audience. Demonstrates solid understanding and practice of skills such as medical and psychosocial assessment, empathy, and informed and value-based decision-making. Consistently able and/or willing to adapt for varied service delivery models.	31-20 For expected skill level, usually demonstrates the ability to convey information with ease in a clear and concise manner, appropriate to audience. Demonstrates understanding and practice of skills such as medical and psychosocial assessment, empathy, and informed and value-based decision-making. Generally able and/or willing to adapt for varied service delivery models.	19-12 For expected skill level, sometimes demonstrates the ability to convey information with ease in a clear and concise manner, appropriate to audience. Seldom demonstrates understanding and practice of skills such as medical and psychosocial assessment, empathy, and informed and value-based decision-making. Sometimes able and/or willing to adapt for varied service delivery models.	11 or less Consistently below expected skill level. Has difficulty demonstrating the ability to convey information with ease in a clear and concise manner, appropriate to audience. Lacks sufficient understanding and practice of skills such as medical and psychosocial assessment, empathy, and informed and value-based decision-making. Unable and/or unwilling to adapt for varied service delivery models.
Laboratory/ Industry Skills Populated (from page 5) <input type="text"/> Please manually enter final score	35-20 Consistently demonstrates thorough knowledge and breadth of understanding of concepts and principles. Employs strong sense of resourcefulness.	19-12 Usually demonstrates thorough knowledge and breadth of understanding of concepts and principles. Employs sense of resourcefulness.	11-6 Sometimes demonstrates thorough knowledge and breadth of understanding of concepts and principles. Needs to improve resourcefulness.	5 or less Does not demonstrate knowledge and breadth of understanding. Lacks resourcefulness.
Professionalism and Practice Populated (from page 5) <input type="text"/> Please manually enter final score	75-60 Consistently exhibits behaviors of an engaged and evolving professional. Has an accurate conception of what they can contribute to the profession. Displays ethical and respectful behavior to all. Demonstrates strong sense of self-awareness and/or accountability.	59-45 Usually exhibits behaviors of an engaged and evolving professional. Has a general conception of what they can contribute to the profession. Regularly displays ethical and respectful behavior to all. Demonstrates sense of self-awareness and/or accountability.	44-35 Sometimes exhibits behaviors of an engaged and evolving professional. Has a broad conception of what they can contribute to the profession. Displays irregular ethical and respectful behavior to all. Demonstrates inconsistent sense of self-awareness and/or accountability.	34 or less Does not demonstrate the behaviors of an engaged and evolving professional. Has inaccurate conception of what they can contribute to the profession. Has difficulty adhering to ethical and respectful behavior. Lacks a sense of self-awareness and/or accountability.
Overall Performance Populated (from page 5) <input type="text"/> Please manually enter final score	90-80 For expected skill level, the student often exceeds expectations. Student shows exceptional skills and development. Is very interested and enthusiastic, dependable, has excellent critical thinking skills and a strong knowledge base. The overall quality of the work is outstanding.	79-65 For expected skill level, the student shows great skill, progression and development and sometimes exceeds expectations. Is interested and enthusiastic, dependable, has good critical thinking skills and knowledge base. The overall quality of the work is good.	64-45 For expected skill level, the student exemplifies skill, progression and development that meets expectations. Is interested and enthusiastic, dependable, has average critical thinking skills and knowledge base, most of the time. The overall quality of the work is average.	44 or less For expected skill level, the student does not adequately meet expectations. Inconsistently shows interest and enthusiasm, dependability. Has difficulty with critical thinking with a weak knowledge base. The overall quality of the work is below average.



Section 4: Comments and Final Recommendations

If there was a presentation(s) required as part of the rotation, please comment briefly upon the student's performance(s).

Please discuss your impression of the student's strengths and weaknesses as demonstrated in this placement/rotation. Please include your suggestions for areas of future focus. Feel free to use additional space as needed.

Score Total Recommendation _____

Key: Pass: 285-140; Pass with reservations: 139-100; Fail: 99 or less

Set Final Recommendation and Plans

- I believe that the student's current level of functioning demonstrates competence at the expected level of training, and that the fieldwork experience has been successfully completed. **(Pass)**

- I believe that the student's current level of functioning demonstrates competence at the expected level of training, and that the fieldwork experience has been successfully completed with reservations **(Pass with reservation and/or remediation)**

- I do not believe the student has demonstrated sufficient performance competency at the expected level of training to successfully complete the fieldwork experience. **(Fail)**

Plans for remediation (if any)

Discussed with Program Director(s) on _____ (date)

Date _____ Signature of Supervisor _____

Date _____ Signature of GC Student _____

Date _____ Signature of Program Director _____