

# 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:

## Student Instructions and Guidelines

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

**Beginning level (i.e. Clinical Rotations 1):** 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. Clinical Rotation 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. Clinical 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.

### Student Instructions

This is an assessment tool to help you recognize your 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 your perceived skill level in each area, where 5 is "strong skill" and 1 is "weak skill" (definitions and further guidelines are provided below). If you did not practice a particular skill, please select N/A. Numerical scores should correlate with what is expected of you at the current level of training. Results of your self-assessment are to be reviewed with the supervision team.

### 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: Clinical Competencies

Communications and Counseling Skills	5	4	3	2	1	N/A
	(5 = Strong skill, 1 = Weak skill)					
Establishes rapport with client						
Collaborates with clients for a mutually agreed upon genetic counseling agenda						
Elicits 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						
Risk assessment and probability calculation						
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						

### 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)
<b>Communications and Counseling Skills</b>  Populated (from page 4)  <input type="text"/> Please manually enter final score	<b>95-67</b>  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, informed and value-based decision-making. Consistently able and/or willing to adapt for varied service delivery models.	<b>66-45</b>  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, informed and value-based decision-making. Generally able and/or willing to adapt for varied service delivery models.	<b>44-28</b>  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, informed and value-based decision-making. Sometimes able and/or willing to adapt for varied service delivery models.	<b>27 or less</b>  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, informed and value-based decision-making. Unable and/or unwilling to adapt for varied service delivery models.
<b>Knowledge and Resources</b>  Populated (from page 5)  <input type="text"/> Please manually enter final score	<b>25-19</b>  Consistently demonstrates thorough knowledge and breadth of understanding of concepts and principles. Employs strong sense of resourcefulness.	<b>18-15</b>  Usually demonstrates thorough knowledge and breadth of understanding of concepts and principles. Employs sense of resourcefulness.	<b>14-11</b>  Sometimes demonstrates thorough knowledge and breadth of understanding of concepts and principles. Needs to improve resourcefulness.	<b>10 or less</b>  Does not demonstrate knowledge and breadth of understanding. Lacks resourcefulness.
<b>Professionalism and Practice</b>  Populated (from page 5)  <input type="text"/> Please manually enter final score	<b>75-60</b>  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.	<b>59-45</b>  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.	<b>44-35</b>  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.	<b>34 or less</b>  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.
<b>Overall Performance</b>  Populated (from page 6)  <input type="text"/> Please manually enter final score	<b>90-80</b>  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.	<b>79-65</b>  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.	<b>64-45</b>  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.	<b>44 or less</b>  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.



## Signatures

The above was reviewed with my supervisor(s)

Signature of Genetic Counseling Student \_\_\_\_\_ Date \_\_\_\_\_

Signature of Supervisor \_\_\_\_\_ Date \_\_\_\_\_

*\*Must enter date prior to electronic signature.*