

Rotation Progress Goals, Evaluation Scale, and Feedback Definitions

Progress Goals on Genetic Counseling Roles:

End of R1	Advanced beginner (roles are completed with some instructional feedback)
End of R2	Approaching competent (roles are completed with decreasing instructional and increasing constructive feedback)
End of R3	Competent (roles are completed with minimal instructive and significant constructive feedback)
End of R4	Approaching proficient (roles are completed with no instructive and decreasing constructive feedback)
End of R5	Proficient or above (roles are completed with some constructive and some stylistic feedback)

*End goal for student progress while in the program is proficiency in all genetic counseling roles

Evaluation Scale:

Novice	Advanced Beginner	Competent	Proficient	Mastery	N/A
With significant instructional feedback	With some instructional feedback	With minimal instructive and significant constructive feedback	With some constructive and some stylistic feedback	With minimal stylistic feedback	Did not have an opportunity to complete role

Feedback Definitions:

Feedback Type	Definition	Examples
Instructional	Student did not attempt or complete a task when expected. Supervisor needs to correct inaccuracies within student's work.	<ul style="list-style-type: none"> Student did not know they needed to create a differential diagnosis as part of case prep, so the supervisor needed to tell them to do it next time. Student identified indication-specific resources to give to a client, but it was not written in lay language. Student provided inaccurate or incomplete information to a client. Student inaccurately determined patient recurrence risk. Student incorrectly accessed a client's psychosocial needs.
Constructive	Student's work no longer has inaccuracies. Supervisor provides more effective ways of organizing and delivering information or accomplishing skills.	<ul style="list-style-type: none"> Student accurately described the phenotype of a syndrome, but the order in which they presented the information either needed to be different or more attuned to the client's immediate needs. Student recognized a psychosocial opportunity and attempted psychosocial counseling strategies, but a different strategy would have been more appropriate. Student creates visual aids that are factually correct but are overly complicated and need to be simplified.
Stylistic	Student is functioning independently, all work is accurate, and delivery and organization is effective. Supervisor suggests alternatives to fine tune or enhance the student's skills, professional development, and reflective practice.	<ul style="list-style-type: none"> Student did a nice job educating a client, but they could consider trying different visual aids to see what effect it may have on client understanding. Student appropriately met the psychosocial needs of a distressed client using reflections and empathy statements, but they could consider using different psychosocial skills in this situation in future such as advanced empathy or confrontation.