

STUDENT GENERIC ABILITIES SELF-ASSESSMENT

Physical Therapy Program
University of Wisconsin-Madison

Student - Clinical Experiences

General Instructions - Student

1. Read description and definitions of Generic Abilities - page 2.
2. Become familiar with behavioral criteria for each level - pages 3 & 4.
3. **Self-assess your performance.** At mid-term and upon completion of your clinical, **highlight (or underline) the sample behaviors you feel you have consistently performed.**
4. Based upon your self-assessment, complete page 5 of the Generic Abilities. Rank each GA along the visual analog scale and provide a brief example of the highest sample behavior you have demonstrated thus far in the clinical experience.
5. Ask your Clinical Instructor to review and discuss your self-assessment, then sign page 5, signifying that they agree with your assessment.
6. Return entire packet to ACCE, University of Wisconsin-Madison upon completion of this experience.

PLEASE NOTE:

1. The criteria provide **examples** of behaviors required for competence at a given level.
2. **It is NOT necessary for the student to demonstrate all of the criteria to be considered competent at a given level. However, if a behavior is not highlighted because it is a problem area, comments are required on page 5.**

Student _____
(Please Print)

Clinical Instructor _____
(Please Print)

Facility _____ City/State _____

PT Program _____ Rotation (# or type) _____

Generic Abilities*

Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession. Ten generic abilities were identified through a study conducted at UW-Madison in 1991-92. The ten abilities and definitions developed are:

Generic Ability	Definition
1. Commitment to Learning	The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2. Interpersonal Skills	The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
3. Communication Skills	The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
4. Effective Use of Time and Resources	The ability to obtain the maximum benefit from a minimum investment of time and resources.
5. Use of Constructive Feedback	The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6. Problem-Solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7. Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8. Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes.
9. Critical Thinking	The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10. Stress Management	The ability to identify sources of stress and to develop effective coping behaviors.

* *Developed by the Physical Therapy Program, University of Wisconsin-Madison, May, W., et al. Journal of Physical Therapy Education. 9:1, Spring 1995.*

Generic Abilities	Beginning Level Behavioral Criteria	Developing Level Behavioral Criteria	Entry Level Behavioral Criteria
1. Commitment to Learning	Identifies problems; formulates appropriate questions; identifies and locates appropriate resources; demonstrates a positive attitude (motivation) toward learning; offers own thoughts and ideas; identifies need for further information	Prioritizes information needs; analyzes and subdivides large questions into components; seeks out professional literature; sets personal and professional goals; identifies own learning needs based on previous experiences; plans and presents an in-service, or research or case studies; welcomes and/or seeks new learning opportunities	Applies new information and re-evaluates performance; accepts that there may be more than one answer to a problem; recognizes the need to and is able to verify solutions to problems; reads articles critically and understands the limits of application to professional practice; researches and studies areas where knowledge base is lacking
2. Interpersonal Skills	Maintains professional demeanor in all clinical interactions; demonstrates interest in patients as individuals; respects cultural and personal differences of others; is non-judgmental about patients' lifestyles; communicates with others in a respectful, confident manner; respects personal space of patients and others; maintains confidentiality in all clinical interactions; demonstrates acceptance of limited knowledge and experience	Recognizes impact of non-verbal communication and modifies accordingly; assumes responsibility for own actions; motivates others to achieve; establishes trust; seeks to gain knowledge and input from others; respects role of support staff	Listens to patient but reflects back to original concern; works effectively with challenging patients; responds effectively to unexpected experiences; talks about difficult issues with sensitivity and objectivity; delegates to others as needed; approaches others to discuss differences in opinion; accommodates differences in learning styles
3. Communication Skills	Demonstrates understanding of basic English (verbal and written): uses correct grammar, accurate spelling and expression; writes legibly; recognizes impact of non-verbal communication: listens actively; maintains eye contact	Utilizes non-verbal communication to augment verbal message; restates, reflects and clarifies message; collects necessary information from the patient interview	Modifies communication (verbal and written) to meet needs of different audiences; presents verbal or written messages with logical organization and sequencing; maintains open and constructive communication; utilizes communication technology effectively; dictates clearly and concisely
4. Effective Use of Time and Resources	Focuses on tasks at hand without dwelling on past mistakes; recognizes own resource limitations; uses existing resources effectively; uses unscheduled time efficiently; completes assignments in timely fashion	Sets up own schedule; coordinates schedule with others; demonstrates flexibility; plans ahead	Sets priorities and reorganizes when needed; considers patient's goals in context of patient, clinic and third party resources; has ability to say "No"; performs multiple tasks simultaneously and delegates when appropriate; uses scheduled time with each patient efficiently

Instructions: Highlight all criteria that describes the student's performance

5. Use of Constructive Feedback	Demonstrates active listening skills; actively seeks feedback and help; demonstrates a positive attitude toward feedback; critiques own performance; maintains two-way information	Assesses own performance accurately; utilizes feedback when establishing pre-professional goals; provides constructive and timely feedback when establishing pre-professional goals; develops plan of action in response to feedback	Seeks feedback from clients; modifies feedback given to clients according to their learning styles; reconciles differences with sensitivity; considers multiple approaches when responding to feedback
6. Problem- Solving	Recognizes problems; states problems clearly; describes known solutions to problem; identifies resources needed to develop solutions; begins to examine multiple solutions to problems	Prioritizes problems; identifies contributors to problem; considers consequences of possible solutions; consults with others to clarify problem	Implements solutions; reassesses solutions; evaluates outcomes; updates solutions to problems based on current research; accepts responsibility for implementing of solutions
7. Professionalism	Abides by APTA Code of Ethics; demonstrates awareness of state licensure regulations; abides by facility policies and procedures; projects professional image; attends professional meetings; demonstrates honesty, compassion, courage and continuous regard for all	Identifies positive professional role models; discusses societal expectations of the profession; acts on moral commitment; involves other health care professionals in decision-making; seeks informed consent from patients	Demonstrates accountability for professional decisions; treats patients within scope of expertise; discusses role of physical therapy in health care; keeps patient as priority
8. Responsibility	Demonstrates dependability; demonstrates punctuality; follows through on commitments; recognizes own limits	Accepts responsibility for actions and outcomes; provides safe and secure environment for patients; offers and accepts help; completes projects without prompting	Directs patients to other health care professionals when needed; delegates as needed; encourages patient accountability
9. Critical Thinking	Raises relevant questions; considers all available information; states the results of scientific literature; recognizes holes in knowledge base; articulates ideas	Feels challenged to examine ideas; understands scientific method; formulates new ideas; seeks alternative ideas; formulates alternative hypotheses; critiques hypotheses and ideas	Exhibits openness to contradictory ideas; assess issues raised by contradictory ideas; justifies solutions selected; determines effectiveness of applied solutions
10. Stress Management	Recognizes own stressors or problems; recognizes distress or problems in others; seeks assistance as needed; maintains professional demeanor in all situations	Maintains balance between professional and personal life; demonstrates effective affective responses in all situations; accepts constructive feedback; establishes outlets to cope with stressors	Prioritizes multiple commitments; responds calmly to urgent situations; tolerates inconsistencies in health care environment

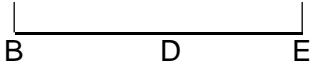
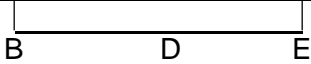
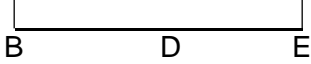
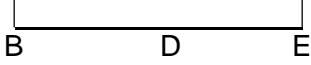
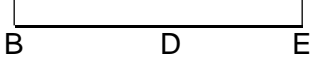
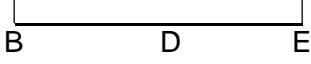
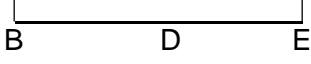
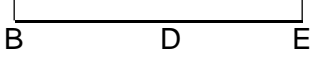
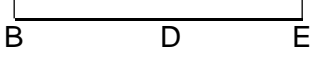
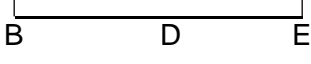
Behavioral Criteria Refined 11\96

Instructions: Highlight all criteria that describes the student's performance

Generic Abilities Mid-term and Final Assessment

Instructions: Assess each ability based on your self-assessment (highlighted areas - page 3 & 4) by circling appropriate level. Mark the scale to reflect your **mid-term** and **final** assessment. Examples are required to justify level marked. Please sign and date the assessment.

B=Beginning Level **D**=Developing Level **E**=Entry Level

1. Commitment to Learning Comments & Examples: _____ _____	
2. Interpersonal Skills Comments & Examples: _____ _____	
3. Communication Skills Comments & Examples: _____ _____	
4. Effective Use of Time & Resources Comments & Examples: _____ _____	
5. Use of Constructive Feedback Comments & Examples: _____ _____	
6. Problem Solving Comments & Examples: _____ _____	
7. Professionalism Comments & Examples: _____ _____	
8. Responsibility Comments & Examples: _____ _____	
9. Critical Thinking Comments & Examples: _____ _____	
10. Stress Management Comments & Examples: _____ _____	

Facility _____ **Rotation (# or type)** _____

Mid-term
Student _____ Date _____
(Signature)

Clinical Instructor _____ Date _____
(Signature)

Final
Student _____ Date _____
(Signature)

Clinical Instructor _____ Date _____
(Signature)