ANGELO STATE UNIVERSITY
College of Health and Human Services
Doctor of Physical Therapy Program

Generic Abilities*

To achieve the highest level of professionalism one must attain competency in professional knowledge, skills and behaviors. Much of the didactic and clinical components of the curriculum focus on knowledge and skills to meet the outcomes of physical therapy education as listed below. Ten behaviors (generic abilities) have been identified by physical therapy clinicians as valuable to success in the profession. Each student is responsible for development of competency in the ten professional behaviors through self-assessment, reflection and planning prior to graduation. Faculty will assist in this development through formal and informal feedback. The ten generic abilities and definitions include:

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 Skill**: the ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to address 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 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 et al. Journal of Physical Therapy Education. 9:1, Spring 1995.

1.   **Commitment to Learning**

Behavioral Criteria

Beginning Level
- 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

Developing Level (builds on preceding level)
- 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 and in-service or research or case study
- Welcomes and/or seeks new learning opportunities

Entry Level (builds on preceding levels)
- 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 limits of application to professional practice
- Researches and studies areas where knowledge base is lacking

Post-Entry Level (builds on preceding levels)
- Questions conventional wisdom
- Formulates and re-evaluates position based on available evidence
- Demonstrates confidence in sharing new knowledge with all staff levels
- Modifies programs and treatments based on newly-learned skills and considerations
- Consults with other allied health professionals and physical therapists for treatment ideas
- Acts as mentor in area of specialty for other staff

2.   **Interpersonal Skills**

Behavioral Criteria

Beginning Level
- Maintains professional demeanor in all clinical and academic interactions
- Demonstrates interest in patients as individuals
- Respects cultural and personal differences of others; is non-judgmental about patient's lifestyles
- Communicates with others in a respectful, confident manner
- Maintains confidentiality in all clinical interactions
- Demonstrates acceptance of limited knowledge and experience

Developing Level (builds on preceding level)
- Recognizes impact on 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

Entry Level (builds on preceding levels)
- 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

Post-Entry Level (builds on preceding levels)
- Recognizes role as a leader
- Builds partnerships with other professionals
- Establishes mentor relationships

3. Communication Skills

Behavioral Criteria

Beginning Level
- Demonstrates understanding of basic English (verbal and written; uses correct grammar, accurate spelling and expression
- Writes legibly
- Recognizes impact of non-verbal communication; maintains eye contact, listens actively

Developing Level (builds on preceding level)
- Utilizes non-verbal communication to augment verbal message
- Restates reflects and clarifies message
- Collects necessary information from the patient interview

Entry Level (builds on preceding levels)
- Modifies communication (verbal and written) to meet the needs of different audiences
- Presents verbal or written message with logical organization and sequencing
- Maintains open and constructive communication
- Utilizes communication technology effectively
- Dictates clearly and concisely

Post-Entry Level (builds on preceding levels)
- Demonstrates ability to write scientific research papers and grants
- Fulfills role as patient advocate
- Communicates professional needs and concerns
- Mediates conflict

4. Effective Use of Time and Resources

Behavioral Criteria

Beginning Level
- 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

Developing Level (builds on preceding level)
- Sets up own schedule
- Coordinates schedule with others
- Demonstrates flexibility
- Plans ahead

Entry Level (builds on preceding levels)
- Sets priorities and reorganizes as 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

Post-Entry Level (builds on preceding levels)
- Uses limited resources creatively
- Manages meeting time effectively
- Takes initiative in covering for absent staff members
- Develops programs and works on projects while maintaining case loads
- Follows up on projects in timely manner
- Advances professional goals while maintaining expected workload

5. Use of Constructive Feedback

Behavioral Criteria

Beginning Level
- Demonstrates active listening skills
- Actively seeks feedback and help
- Demonstrates a positive attitude toward feedback
- Critiques own performance
- Maintains two-way communication

Developing Level (builds on preceding level)
- 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

Entry Level (builds on preceding levels)
- 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

Post-Entry Level (builds on preceding levels)
- Engages in non-judgmental, constructive problem-solving discussions
- Acts as conduit for feedback between multiple sources
- Utilizes feedback when establishing professional goals
- Utilizes self-assessment for professional growth

6. Problem Solving

Behavioral Criteria

Beginning Level
- Recognizes problems
- States problems clearly
- Describes known solutions to problem
- Identifies resources needed to develop solutions
- Begins to examine multiple solutions to problems

Developing Level (builds on preceding level)
- Prioritizes problems
- Identifies contributors to problem
- Considers consequences of possible solutions
- Consults with others to clarify problem

Entry Level (builds on preceding levels)
- Implements solutions
- Reassesses solutions
- Evaluates outcomes
- Updates solutions to problems based on current research
- Accepts responsibility for implementing solutions

Post-Entry Level (builds on preceding levels)
- Weighs advantages
- Participates in outcome studies
- Contributes to formal quality assessment in work environment
- Seeks solutions to community health-related problems

7. Professionalism

Behavioral Criteria

Beginning Level
- 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 positive regard for all

Developing Level (builds on preceding level)
- 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

Entry Level (builds on preceding levels)
- Demonstrates accountability for professional decisions
- Treats patients within the scope of expertise
- Discusses role of physical therapy in health care
- Keeps patient as priority

Post-Entry Level (builds on preceding levels)
- Participates actively in professional organizations
- Attends workshops
- Actively promotes the professions
- Acts in leadership role when needed
- Supports research

8. Responsibility

Behavioral Criteria

Beginning Level
- Demonstrates dependability
- Demonstrates punctuality
- Follows through on commitments
- Recognizes own limits

Developing Level (builds on preceding level)
- Accepts responsibility for actions and outcomes
- Provides safe and secure environment for patients
- Offers and accepts help
- Completes projects without prompting

Entry Level (builds on preceding levels)
- Directs patients to other health care professionals when needed
- Delegates as needed
- Encourages patient accountability

Post-Entry Level (builds on preceding levels)
- Orients and instructs new employees/students
- Promotes clinical education
- Accepts role as team leader
- Facilitates responsibility for program development and modification

9. Critical Thinking

Behavioral Criteria

Beginning Level
- Raises relevant questions
- Considers all available information
- States the results of scientific literature
- Recognizes "holes" in knowledge base
- Articulates ideas

Developing Level (builds on preceding level)
- Feels challenged to examine ideas
- Understands scientific method
- Formulates new ideas
- Seeks alternative ideas
- Formulates alternative hypotheses
- Critiques hypotheses and ideas

Entry Level (builds on preceding levels)
- Exhibits openness to contradictory ideas
- Assesses issues raised by contradictory ideas
- Justifies solutions selected
- Determines effectiveness of applied solutions

Post-Entry Level (builds on preceding levels)
- Distinguishes relevant from irrelevant patient data
- Identifies complex patterns of associations
- Demonstrates beginning intuitive thinking
- Distinguishes when to think intuitively vs. analytically
- Recognizes own biases and suspends judgmental thinking
- Challenges others to think critically

10. Stress Management

Behavioral Criteria

Beginning Level
- Recognizes own stressors or problems
- Recognizes distress or problems in others
- Seeks assistance as needed
- Maintains professional demeanor in all situations

Developing Level (builds on preceding level)
- Maintains balance between professional and personal life
- Demonstrates effective affective responses in all situations
- Accepts constructive feedback
- Establishes outlets to cope with stressors

Entry Level (builds on preceding levels)
- Prioritizes multiple commitments
- Responds calmly to urgent situations
- Tolerates inconsistencies in health-care environment

Post-Entry Level (builds on preceding levels)
- Recognizes when problems are unsolvable
- Assists others in recognizing stressors
- Demonstrates preventive approach to stress management
- Establishes support network for self and clients
- Offers solutions to the reduction of stress within the work environment

ANGELO STATE UNIVERSITY   Name:_____

College of Health and Human Services   Date:_____

Doctor of Physical Therapy Program

GENERIC ABILITIES SELF-ASSESSMENT

This self-assessment exercise is designed to help you assess your current performance within the Angelo State University Doctor of Physical Therapy program and to identify specific areas that you would like to improve. Your academic advisor is available for any questions that you may have regarding this exercise.

Follow the instructions below, using the example to assist you.

Instructions:

1. Reflect on your professional behavior using the behavioral criteria that were provided to you in PT 7550 Fundamentals of Physical Therapist Examination.
2. Assess you performance within the ASU MPT program on each of the ten generic abilities by circling B (Beginning), D (Developing), or E (Entry Level).
3. Consider the feedback that you have received from faculty (academic and clinical), students, and others. Have you requested feedback?
4. In the Professional Behavior box, list one or two behaviors you need to improve.
5. In the Example box, describe where you see your self now and where you would like to see your self (this should reflect specific changes in behavior).
6. In the Plan box, describe how you plan to enhance your present performance. Write your plan in the form of a behavioral objective. It should be measurable and reasonable.

Example:

Professional Behavior	Example	Plan
5. Use of constructive B D E Feedback I would like to improve: Actively seeking feedback and help Demonstrating a positive attitude about feedback	Now: It's hard for me to hear constructive feedback, so I don't really ask for it, and I try to get it over with as fast as possible. Improved: I would like to be able to "use feedback when establishing goals" (D level) and "seek feedback from clients/others" (E level).	I will practice listening to feedback without being defensive by asking for feedback from members of a small group at least twice a month. I will apply this feedback by using as least one suggestion in my next presentation.

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Professional Behavior	Example	Plan for Development
1. Commitment to Learning B D E Comments	Now: Improved	
2. Interpersonal Skills B D E Comments:	Now: Improved	
3. Communication Skills B D E Comments:	Now: Improved:	

Professional Behavior	Example	Plan for Development
4. Effective Use of Time and Resources B D E Comments:	Now: Improved:	
5. Use of Constructive Feedback B D E Comments:	Now: Improved	
6. Problem Solving B D E Comments:	Now: Improved	
Professional Behavior	**Example**	**Plan for Development**
7. Professionalism B D E	Now:	

Comments		
	Improved	
8. Responsibility B D E Comments:	Now: Improved	
9. Critical Thinking B D E Comments:	Now: Improved	

Professional Behavior	Example	Plan for Development

10. Stress Management B D E Comments:	<u>Now</u>: <u>Improved</u>	