

**Student Generic Abilities Assessment**  
**Physical Therapy Program**  
**University of Wisconsin - La Crosse**

Student Name \_\_\_\_\_  
Clinical Facility \_\_\_\_\_  
Clinical Instructor \_\_\_\_\_  
Clinical Dates \_\_\_\_\_

- Directions:
1. Read the description of each generic ability.
  2. Become familiar with the behavioral criteria described in each of the levels.
  3. Self-assess your performance continually, relative to the generic abilities, using the behavioral criteria.
  4. At the end of the clinical experience, complete this form.
    - a) Using a Highlighter Pen, highlight all criteria that describes behaviors you demonstrate in Beginning (column 1), Developing (column 2) or Entry Level (column 3) generic abilities.
    - b) Give at least one specific example of a time when you demonstrated a behavior from the highest level highlighted.
    - c) Place an “x” along the visual analog scale to indicate the level (B, D, or E) at which you *primarily* function in each ability. This should be based on your highlighted areas, the specific example, and feedback from your CI.
    - d) Set goals and an action plan to meet those goals.
  5. Share your self-assessment with your clinical instructor, specifically seeking his/her feedback.
  6. Sign and return to the DCE.

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

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.

**Beginning Level Behaviors:** 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 Behaviors:** 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 inservice, or research or case study; welcomes and/or seeks new learning opportunities.

**Entry Level Behaviors:** 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.

**Strengths:**

**Limitaitons:**

2. **INTERPERSONAL SKILLS:** The ability to interact effectively with patients; families; colleagues; other health care professionals; and community and to deal effectively with cultural and ethnic diversity issues.

**Beginning Level Behaviors:** 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.

**Developing Level Behaviors:** 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.

**Entry Level Behaviors:** 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.

**Strengths:**

**Limitations:**

3. **COMMUNICATION SKILLS:** The ability to communicate effectively (i.e.: speaking, body language, reading, writing, listening) for varied audiences and purposes.

**Beginning Level Behaviors:** Demonstrates understanding of basic English (verbal and written): uses correct grammar, accurate spelling and expression; writes legibly; recognizes impact on non-verbal communication; listens actively; maintains eye contact.

**Developing Level Behaviors:** Utilizes non-verbal communication to augment verbal message; restates, reflects and clarifies message; collects necessary information from the patient interview.

**Entry Level Behaviors:** Modifies communication (verbal and written) to meet 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.

**Strengths:**

**Limitations:**

4. **RESPONSIBILITY:** The ability to fulfill commitments and to be accountable for actions and outcomes.

**Beginning Level Behaviors:** Demonstrates dependability, demonstrates punctuality; follows through on commitments; recognizes own limits.

**Developing Level Behaviors:** Accepts responsibility for actions and outcomes; provides safe and secure environment for patients; offers and accepts help; completes projects without prompting.

**Entry Level Behaviors:** Directs patients to other health care professionals when needed; delegates as needed; encourages patient accountability.

**Strengths:**

**Limitations:**









<p><b>Beginning Level Behaviors:</b> Abides by APTA Code of Ethics; demonstrates awareness of state licensure regulation; abides by facility policies and procedures; projects professional image; attends professional meetings; demonstrates honesty, compassion, courage and continuous regard for all.</p>	<p><b>Developing Level Behaviors:</b> Identifies positive 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.</p>	<p><b>Entry Level Behaviors:</b> Demonstrates accountability for professional decisions; treats patients within scope of expertise; discusses role of physical therapy health care; keeps patient as priority.</p>
<p><b>Strengths:</b></p> <p><b>Limitations:</b></p>		
<p>6. 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.</p>		
<p><b>Beginning Level Behaviors:</b> Demonstrates active listening skills; actively seeks feedback and help; demonstrates a positive attitude toward feedback; critiques own performance; maintains two-way information.</p>	<p><b>Developing Level Behaviors:</b> Assess 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.</p>	<p><b>Entry Level Behaviors:</b> Seeks feedback from clients; modifies feedback given to clients according to their learning styles; reconciles difference with sensitivity; considers multiple approaches when responding to feedback.</p>
<p><b>Strengths:</b></p> <p><b>Limitations:</b></p>		

7. <b>PROBLEM SOLVING:</b> The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.		
<b>Beginning Level Behaviors:</b> Recognizes problems; states problems clearly; describes known solutions to problem; identifies resources needed to develop solutions; begins to examine multiple solutions to problems.	<b>Developing Level Behaviors:</b> Prioritizes problems; identifies contributors to problems; considers consequences of possible solutions; consults with others to clarify problem.	<b>Entry Level Behaviors:</b> Implements solutions; reassesses solutions; evaluates outcomes; updates solutions to problems based on current research; accepts responsibility for implementation of solutions.
<b>Strengths:</b>		
<b>Limitations:</b>		
8. <b>CRITICAL THINKING:</b> 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.		
<b>Beginning Level Behaviors:</b> Raises relevant question; considers all available information; states the results of scientific literature; recognizes “holes” in knowledge base; articulates ideas.	<b>Developing Level Behaviors:</b> Feels challenged to examine ideas; understands scientific method; formulates new ideas; seeks alternative ideas; formulates alternative hypotheses; critiques hypotheses and ideas.	<b>Entry Level Behaviors:</b> Exhibits openness to contradictory ideas; assesses issues raised by contradictory ideas; justifies solutions selected; determines effectiveness of applied solutions
<b>Strengths:</b>		
<b>Limitations:</b>		

9. STRESS MANAGEMENT: The ability to identify sources of stress and to develop effective coping behaviors.		
<b>Beginning Level Behaviors:</b> Recognizes own stressors or problems; recognizes distress or problems in others; seeks assistance as needed; maintains professional demeanor in all situations.	<b>Developing Level Behaviors:</b> Maintains balance between professional and personal life; demonstrates effective affective responses in all situations; accepts constructive feedback; establishes outlets to cope with stressors.	<b>Entry Level Behaviors:</b> Prioritizes multiple commitments; responds calmly to urgent situations; tolerates inconsistencies in health care environment.
<b>Strengths:</b>		
<b>Limitations:</b>		
10. EFFECTIVE USE OF TIME AND RESOURCES: The ability to obtain the maximum benefit from a minimum investment of time and resources.		
<b>Beginning Level Behaviors:</b> 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.	<b>Developing Level Behaviors:</b> Sets up own schedule; coordinates schedule with others; demonstrates flexibility; plans ahead.	<b>Entry Level Behaviors:</b> Sets priority and reorganizes when needed; considers patient goals in context of patient clinic and third party resources; has ability to say “No”; performs multiple tasks simultaneously and delegate when appropriate; uses scheduled time with each patient efficiently.
<b>Strengths:</b>		
<b>Limitations:</b>		

**Professional Development Plan:**

**Based on my Generic Abilities Assessment, I am setting the following goals:**

**To accomplish these goals, I will take the following specific actions:**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_