

Generic Abilities	Beginning Level Behavioral Criteria	Developing Level Behavioral Criteria	Entry Level Behavioral Criteria
<p>1. <span style="float: left;"><b>Novice</b></span> <span style="float: right;"><b>Entry-level</b></span></p>			
<p><b>Commitment to learning</b></p>	<p>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</p> <p><i>Demonstrates awareness of own strengths and limitations; seeks guidance to address limitations;</i></p> <p>Recognizes inadequate knowledge; seeks out appropriate resources, faculty members, or mentors; develops strategies to maximize learning; Recognizes their own individual learning style(s) and learning needs; participates in on-line classroom discussions; communicates with instructor about all class absences, whenever possible prior to the absence; comes to class prepared to participate in classroom activities</p>	<p>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-services, or research or case study; welcomes and/or seeks new learning opportunities</p> <p><i>Establishes a plan for professional development; participates in opportunities for professional growth;</i></p> <p>Completes additional study based on patient caseload, or identified learning needs; initiates new topics in on-line classroom discussions; focuses on learning needs rather than exam performance.</p>	<p>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</p> <p><i>Demonstrates knowledge of current professional issues and practice; accepts responsibility for continuous professional learning;</i></p>
<p>2. <span style="float: left;"><b>Novice</b></span> <span style="float: right;"><b>Entry-level</b></span></p>			
<p><b>Interpersonal Skills</b></p>	<p>Maintains professional demeanor in all professional 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</p> <p><i>Maintains privacy and modesty of patients and classmates; Respects personal and cultural differences; maintains respect for classmates, instructors, faculty, other professionals, and patients.</i></p> <p>Classroom Examples: Demonstrates interest in other students comments and questions in class; encourages participation from classmates; respects needs of classmates and is flexible with sign-ups for practical exams, observations, and activities.</p>	<p>Recognizes impact of non-verbal communication and modifies accordingly; assumes responsibility for their own actions; motivates others to achieve; establishes trust; seeks to gain knowledge and input from others; respects role of support staff</p> <p>Seeks feedback from classmates and other professionals about how they are being perceived, and considers feedback when modifying styles of interaction;</p> <p>Classroom Example: Resolves conflicts and scheduling issues through negotiation with classmates.</p>	<p>Listens to patient but reflects back to original concern; works effectively with challenging patients; responds effectively to unexpected circumstances; 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</p>

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<p><b>Communication Skills</b></p>	<p>Demonstrates understanding of basic English (verbal and written); able to project voice adequately; uses correct grammar, accurate spelling and expression; writes legibly; recognizes impact of non-verbal communicate (in self, classmates, faculty and patients); listens actively; maintains eye contact</p> <p><i>Maintains productive working relationship with classmates, faculty, other professionals, patients, and families; manages conflict in constructive ways; demonstrates professionally and technically correct verbal and written communications</i></p> <p><i>Classroom Examples:</i> Contributes to classroom discussion (live and on-line) regularly through comments and questions; proof reads written work and eliminates errors; Maintains respect for others in classroom by following classroom discussion protocol i.e. raising hand</p>	<p>Utilizes non-verbal communication to augment verbal message; restates, reflects, and clarifies message; collects necessary information from the patient interview</p> <p><i>Initiates communication in difficult situations; selects appropriate person with whom to communicate; Interprets and responds to the nonverbal communication of others</i></p> <p>Presents thoughts in an organized fashion in written and verbal interactions; effectively restates the comments of others (patients or classmates), demonstrates basic knowledge of various communication tools, and when they are most appropriately used (email, phone, written, face to face).</p>	<p>Modifies communication (verbal and written) to meet the 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</p> <p><i>Evaluates the effectiveness of his/her own communication and modifies communication accordingly</i></p>
<p>4. <span style="float: left;">Novice</span> <span style="float: right;">Entry-level</span></p> <hr style="width: 100%;"/>			
<p><b>Effective Use of Time and Resources</b></p>	<p>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 a timely fashion</p> <p><i>Identifies tasks that are appropriate for delegation in a clinical setting</i></p> <p><i>Classroom Examples:</i> Completes individual work for group projects responsibly and on time; is prompt for class, meetings, clinic activities; communicates appropriately if unable to be on time or if unable to attend scheduled activity.</p>	<p>Sets up own schedule; coordinates schedule with others; demonstrates flexibility; plans ahead</p> <p><i>Delegates appropriately to clinical support personnel;</i></p> <p>Able to appropriately prioritize demands of classroom activities, clinical education responsibilities, work, community, and family/friends.</p>	<p>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</p> <p><i>Monitors care delivered by support personnel, and provides appropriate feedback to support personnel;</i></p>

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<p><b>Use of constructive Feedback</b></p>	<p>Demonstrates active listening skills; actively seeks feedback and help; demonstrates a positive attitude toward feedback; critiques own performance; maintains two-way information</p> <p><i>Accepts criticism without defensiveness;</i></p> <p>Provides constructive feedback on course, instructor, faculty, and peer evaluations; seeks faculty, CI, and classmate feedback in deficient areas; incorporates feedback from others and self-assessment when identifying areas of weakness</p> <p>Classroom Example: Switches partners with lab activities frequently in order to receive more feedback;</p>	<p>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</p> <p>Uses identified areas of limitations to set goals for clinical rotations, additional study, and practice; follows through on action plan for improvement; provides thorough feedback to classmates about performance of skills in lab, classroom, and group activities.</p>	<p>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</p>
<p>6. <span style="float: left;"><b>Novice</b></span> <span style="float: right;"><b>Entry-level</b></span></p> <hr style="width: 100%; border: 0.5px solid black;"/>			
<p><b>Problem-solving</b></p>	<p>Recognizes problems and makes a commitment to solve the problem; states problems clearly; describes known solutions to problem; identifies resources needed to develop solutions; begins to examine multiple solutions to problems</p> <p><i>Makes choices after considering the consequences to self and others;</i></p>	<p>Prioritizes problems; identifies contributors to problem; considers consequences of possible solutions; consults with others to clarify problem</p> <p><i>Utilizes information from multiple data sources to make decisions; Presents cogent and concise arguments or rationale for clinical decisions; Describes sources of error in the collection of clinical data;</i></p> <p>Able to appropriately prioritize demands of classroom activities, clinical education responsibilities, work, community, and family/friends in order to complete tasks.</p>	<p>Implements solutions; reassesses solutions; evaluates outcomes; updates solutions to problems based on current research; accepts responsibility for implementing solutions</p> <p><i>Demonstrates an ability to make clinical decisions in ambiguous situations; Distinguishes practices based on traditional beliefs from practices that are scientifically based;</i></p>

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<p><b>Professionalism</b></p>	<p>Abides by the 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</p> <p><i>Adapts to change;</i></p> <p>Follows the UNC Honor Code; demonstrates commitment to the community and profession through volunteerism and community involvement; maintains the privacy of patients during all interactions;</p>	<p>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</p> <p><i>Recognizes situations in which ethical questions are present; identifies situations in which legal questions are present</i></p> <p>Acts as role model for incoming students</p>	<p>Demonstrates accountability for professional decisions; treats patients within scope of expertise; discusses role of physical therapy in health care; keeps patient as priority</p> <p><i>Reports violations of ethical practice; reports violations of laws governing practice of PT; Advocates for Physical therapy</i></p> <p><i>Involved in organizations, professional associations, and other activities in areas of professional interest.</i></p>
<p>8. <span style="float: left;"><b>Novice</b></span> <span style="float: right;"><b>Entry-level</b></span></p> <hr style="width: 100%; border: 0.5px solid black;"/>			
<p><b>Responsibility</b></p>	<p>Demonstrates dependability; demonstrates punctuality; follows through on commitments; recognizes own limits</p> <p><i>Wears attire consistent with the expectation of the environment, demonstrates initiative (ex: uses time in clinical setting to learn about professional topics),</i></p> <p>Follows up on needs for additional study and completes work to bring skills up to adequate level</p> <p>Classroom Examples: Makes sure personal information is up to date with Div of PT; follow through and complete immunizations, CPR certification, health ins documentation, bio, goals, etc with minimal reminders; Keeps classroom spaces clean and free of clutter; reports equipment problems; assists in maintaining classroom security.</p>	<p>Accepts responsibility for actions and outcomes; provides safe and secure environment for patients; offers and accepts help; completes projects without prompting</p> <p><i>Assists in assessing resources, advocates for patient needs;</i></p>	<p>Directs patients to other health care professionals when needed; delegates as needed; encourages patient accountability</p>

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<p>9.</p> <p style="text-align: center;"><b>Novice</b> <span style="float: right;"><b>Entry-level</b></span></p> 			
<p><b>Critical Thinking</b></p>	<p>Raises relevant questions; considers all available information; states results of scientific literature; recognizes “holes” in knowledge base; articulates ideas</p> <p>Looks for support in literature, and from valid sources for material presented.</p>	<p>Feels challenged to examine ideas; understands scientific method; formulates new ideas; seeks alternative ideas; formulates alternative hypotheses; critiques hypotheses and ideas</p>	<p>Exhibits openness to contradictory ideas; assess issues raised by contradictory ideas; justifies solutions selected; determines effectiveness of applied solutions</p> <p>Makes clinical decisions based on sound judgment, experience, and scientific evidence when possible.</p>
<p>10.</p> <p style="text-align: center;"><b>Novice</b> <span style="float: right;"><b>Entry-level</b></span></p> 			
<p><b>Stress Management</b></p>	<p>Recognizes own stressors or problems; recognizes distress or problems in others; seeks assistance as needed; maintains professional demeanor in all situations</p> <p>Able to manage conflict with faculty, CI's, classmates, and patients in a productive manner.</p>	<p>Maintains balance between professional and personal life; demonstrates effective affective responses in all situations; accepts constructive feedback; establishes outlets to cope with stressors</p> <p>Recognizes the ambiguity inherent in the profession of physical therapy, seeks appropriate resources and evidence to make sound judgments.</p>	<p>Prioritizes multiple commitments; responds calmly to urgent situations; tolerates inconsistencies in health care environment</p>