NWACC
PTA PROGRAM
PROFESSIONAL DEVELOPMENT
EXAMPLE BEHAVIORS FOR CORE ABILITIES

The following are sample behaviors for each Core Ability in the Professional Development Plan. The sample behaviors for each level of each ability are intended to be examples of how an ability is demonstrated, not an all inclusive, exhaustive list; therefore it is not necessary to demonstrate every sample behavior listed to have demonstrated competence at any given level. The sample behaviors will be utilized by faculty and students for guidance in assessing students Core Abilities for the Professional Development Plan.

PTA PROGRAM GOAL FOR PDP:

Upon completion of the Spring Semester, PTA students will attain a minimum mark in the 4th quartile (75-100%) on the visual analog scale for each Core Ability. Participating instructors will assess each student utilizing the Core Abilities during final practical exams. The students score will be obtained by averaging the participating instructors ratings.

Upon completion of Clinical Internship II, 90 percent of students will attain entry level ratings on the CPI.
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.

**EXAMPLE BEHAVIORS:**

**Beginning/Novice Level:**
- Identifies problems
- Formulates appropriate questions
- Identifies and locates appropriate resources
- Demonstrates a positive attitude (motivation) toward learning
- Offers own thoughts and ideas during class to instructor & fellow students
- Identifies need for further information
- Participates in class lecture and lab
- Attends class consistently

**Developmental Level:**
- Prioritizes information needs
- Analyzes and subdivides large questions into components
- Seeks out professional literature/new learning opportunities
- 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
- Appear knowledgeable and confident in lab practical exams
- Serves as a resource for others
- Knowledgeable regarding patient treatments, contraindications, precautions, assessments, ethics, legal issues, documentation
- Utilizes feedback from faculty assessments and student self assessment

**Entry Level:**
- Applies new information and re-evaluates performance
- Accepts 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
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.

**Behavioral Criteria:**

**Beginning/Novice Level:**
- Maintains professional demeanor in all clinical interactions
- Demonstrates interest in patients and mock patients as individuals
- Respects cultural & 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
- Recognizing impact of non-verbal communication (eye contact, active listening, open posture etc.)
- Participates and works as part of the team in small group activities in class or lab
- Emphasis on patient not self during patient interactions.

**Developmental Level:**
- Recognizes impact of non-verbal communication & 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, faculty, and classmates
- Discuss problems with the appropriate individual i.e. faculty/staff or student. Follows appropriate chain of command if unable to resolve problem with individual.
- Assesses response to unexpected experiences with students, staff, CI etc and seeks assistance from appropriate faculty, CI etc if needed.
- Accepts responsibility for others in group activities by following chain of command as needed

**Entry Level**
- 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 in non-threatening manner
- Accommodates differences in learning styles
3. **COMMUNICATION SKILLS:** The ability to communicate effectively (i.e. speaking, body language, reading, writing, listening) for varied audience and purposes.

**Behavioral Criteria:**

**Beginning Level:**
- Demonstrates understanding of basic English (written & verbal)
- Uses correct grammar, accurate spelling, and expression
- Written information is organized and legible for patient documentation, assignments, presentations, etc.
- Recognizes impact of non-verbal communication
- Maintains eye contact if appropriate.
- Communicates appropriately in lab and small groups
- Recognizes differences in communication styles
- Basic understanding of verbal and non-verbal communication techniques, teaching and learning styles, stages of learning, SOAP note documentation

**Developing Level:**
- Utilizes non-verbal communication to augment verbal message
- Restates, reflects, and clarifies message
- Collects necessary information from the patient interview for discharge planning
- In lab practical: introduces self as SPTA, dresses professionally, speaks with confidence, eye contact, speaks clearly, provides patient instructions and information in terms the patient can understand, repeats main ideas, gives mock patient time to respond to directions or questions
- Communicates appropriately and effectively with fellow students, faculty, clinical instructors, and patients
- Provides appropriate feedback to fellow classmates, peers, others
- Communicates with non-verbal messages that are consistent with intended message
- Listens actively and attentively to understand what is being communicated by others i.e. mock patients, patients, classmates, faculty, etc

**Entry Level:**
- Modifies communication (verbal & written) to meet the need of different audiences
- Presents verbal or written message with logical organization & sequencing
- Maintains open & constructive communication
- Patient documentation is organized, clear, concise, legible and meets facility and legal guidelines
- Communicates professional needs and concerns to appropriate people
- Interprets and responds to non-verbal communication of others appropriately
- Assesses effectiveness of own communication and modifies as needed
4. **EFFECTIVE USE OF TIME:** The ability to obtain the maximum benefit from a minimum resource investment of time and resources.

Behavioral Criteria:

Beginner/Novice Level:
- Focuses on tasks at hand without dwelling on past mistakes
- Recognizes own time management issues
- Uses existing resources effectively
- Uses unscheduled time efficiently
- Completes assignments in timely manner
- Coordinates and works with others for group project assignments
- Prepared for class
- Utilizes day planner
- Prioritizes tasks

Developing Level
- Moving forward when mistakes are made
- Sets effective schedule
- Uses resources effectively
- Coordinates schedule with others as needed
- Demonstrates flexibility
- Plans ahead
- Performs mock patient treatment during scheduled lab practical exam time frame in logical & efficient manner
- Identify patient time management problems in clinical setting

Entry Level
- Sets priorities & reorganizes as needed
- Performs multiple tasks simultaneously and delegates when appropriate
- Uses scheduled time with each patient efficiently
- Demonstrates the ability to say no if request made does not add to priorities, or if the activity is in conflict with the set goals
- Makes recommendations for changes in response to patient/clinic time management issues
- Delegates to appropriate personnel as appropriate
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.

**Beginners Novice Level:**
- Demonstrates active listening skills when receiving feedback
- Actively seeks feedback and help
- Demonstrates a positive attitude toward feedback
- Critiques own performance
- Maintains two-way communication

**Developing Level:**
- Assesses own performance accurately and able to substantiate utilizing text and other resources as needed
- 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
- Accepts and integrates feedback from faculty, students, & CI’s
- Provides appropriate feedback to classmates, peers, and others

**Entry Level:**
- Modifies feedback to others according to their learning style
- Reconciles differences with sensitivity
- Considers multiple approaches when giving and responding to feedback
6. **PROBLEM SOLVING:** The ability to recognize and define problems, analyze data, develop and implement solutions, and assess outcomes.

**Beginning/Novice Level**
- Recognizes problems in the academic setting, personal
- States problems clearly
- Describes known solutions to problem
- Identifies resources needed to develop solutions
- Begins to examine multiple solutions to problems
- Knows the basic steps of the problem solving process
- Individual seeks answer or solutions to problems prior to asking for assistance.

**Developing Level**
- Prioritizes problems
- Identifies contributors of problem
- Considers consequences of possible solutions
- Consults with others to clarify problem
- Applies the problem solving process to class/lab case studies and in clinical sites able to provide rationale of treatment choices within the POC etc based on sound principles
- Generates alternative plans when difficulties or obstacles present themselves during the program
- Accepts responsibility for implementing solutions
- Identifies whether he/she possesses the knowledge and skill to competently perform a delegated data collection

**Entry Level**
- Implements solutions
- Reassesses solutions
- Evaluates outcomes
- Weighs advantages and disadvantages of solutions
- Participates in patient status judgments within the clinical environment based on the plan of care established by the physical therapist
- Makes judgments within the context of ethical issues, informed consent, safety considerations, Arkansas PTA Practice Act
- Uses a clinical problem solving process that includes considering decision rules (codes, protocols) critical thinking, data collection, and interpretive processes
- Obtains accurate information by performing selected data collection consistent with the plan of care established by the physical therapist.
- Performs interim data collection to monitor patient status
7. **PROFESSIONALISM:** The ability to exhibit appropriate professional conduct and to represent the professional effectively

**Beginning/Novice Level**
- Basic understanding of Arkansas Physical Therapy Practice Act
- Demonstrates awareness of state licensure regulations
- Abides by facility and program policies and procedures
- Projects professional image
- Demonstrates honesty, compassion, courage and continuous regard for all
- Follows dress code during all public interactions including field trips, class demonstrations etc.
- Presents positive image to others
- Leaves personal problems outside of class/work environment i.e. does NOT discuss personal information with other colleagues in presence of patient
- Utilizes class and lab time well

**Developing Level**
- Identifies positive professional role models
- Discusses societal expectations of the profession
- Acts on moral commitment
- Involves other health care professionals in decision making
- Awareness of ethical and legal issues impact on the profession
- Practices within the plan of care and the PT Practice Act
- Promotes the practice of physical therapy in a positive, professional manner
- Seeks opportunities for leadership
- Abides by state PT Practice Act

**Entry Level:**
- Demonstrates accountability for professional decisions
- Treats patients within scope of expertise
- Discusses role of physical therapy in health care
- Keeps patient as priority
- Maintains confidentiality
8. **RESPONSIBILITY:** The ability to fulfill commitments and to be accountable for actions and outcomes.

**Beginning/Novice Level:**
- Demonstrates dependability by being prepared for and attending class, completing assignments on time, participating and meeting deadlines in group assignments
- Follows through on commitments
- Recognizes own limits
- Accepts responsibility for own actions and outcomes
- Participates in class discussions
- Prepared for lab and works with a variety of students
- Follows infection control guidelines standards
- Provides safe and secure environment for mock patients in lab practicals by providing correct guarding techniques, utilizing gait belt, never leaving patient unattended in unsafe situation, utilizes call bells when appropriate
- Punctual and dependable for class
- Cleans treatment area upon completion in school and clinical settings
- Prepared and on time for clinical affiliations
- Contributes to a safe and secure environment for patients, classmates, and others

**Developing Level:**
- Provides safe and secure environment for patients
- Utilizes acceptable techniques for safe handling of patients interventions
- Offers and accepts assistance
- Completes projects without prompting
- Directs complaints to the proper person in authority
- Provides constructive feedback to the appropriate person
- Encourages colleague accountability
- Initiates and spends downtime in class and clinical affiliations assisting others or engaging in learning activities
- Demonstrates awareness of contraindications and precautions of interventions
- Request assistance when needed

**Entry Level:**
- Dependable, punctual, aware of personal and professional limitations
- Accepts full responsibility for actions and outcomes
9. CRITICAL THINKING: the ability to question logically; to identify, generate and evaluate elements or logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from irrelevant

Beginning/Novice Level:
- Raises relevant questions
- Considers all available information
- Recognizes “holes” in knowledge base
- Articulates ideas
- Provides rationale for treatment choices utilizing objective data
- Aware of complications/precautions, able to demonstrate understanding of implications of complications/precautions

Developing Level:
- Able to distinguish relevant information in a case and formulate treatment strategies within the plan of care with mock patients in lab practicals
- Able to provide rationale for treatment choices based on sound principles, didactic knowledge and patient objective data in an organized, logical, clear manner in lab setting
- Able to demonstrate ability to perform patient treatments with supervision in the clinical setting
- Able to formulate and seek alternative ideas
- Critiques hypotheses and ideas, treatment strategies

Entry Level
- Able to provide rationale for treatment selections, etc. based on sound principles, relevant objective data, and assess effectiveness of treatment selections in the clinical setting.
- Able to provide appropriate and safe treatment within the plan of care in the clinical setting to meet PT goals
- Able to safely alter, progress or withhold treatment based on patient status changes with the physical therapy plan of care
10. **STRESS MANAGEMENT**: the ability to identify sources of stress and develop effective coping behaviors

**Beginning/Novice Level**
- Demonstrate effective affective responses during most situations i.e. exams, practical exams, personal communication
- Recognizes own stress or problems
- Recognizes stress or problems in others
- Seeks assistance as needed
- Maintains professional demeanor in most situations

**Developing Level**
- Maintains balance between professional and personal life
- Accepts constructive criticism appropriately
- Responds appropriately to urgent situations
- Handles unexpected changes appropriately
- Recognizes factors contributing to stress and formulates a plan of action to decrease stress

**Entry Level**
- Recognizes when problems are unsolvable
- Assists others in recognizing stressors
- Demonstrates a preventive approach to stress management
- Demonstrates solutions and positive coping strategies to reduce stress
- Establishes a support network
- Seeks assistance when appropriate
1. Commitment to Learning


Beginning Level | Developmental Level | Entry Level

2. Interpersonal Skills


Beginning Level | Developmental Level | Entry Level

3. Communication Skills


Beginning Level | Developmental Level | Entry Level

4. Effective Use of Time


Beginning Level | Developmental Level | Entry Level

5. Use of Constructive Feedback


Beginning Level | Developmental Level | Entry Level
6. Problem Solving

Beginning Level   Developmental Level   Entry Level

7. Professionalism

Beginning Level   Developmental Level   Entry Level

8. Responsibility

Beginning Level   Developmental Level   Entry Level

9. Critical Thinking

Beginning Level   Developmental Level   Entry Level

10. Stress Management

Beginning Level   Developmental Level   Entry Level

Comments & Examples:
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Date reviewed with student:__________________________
Student’s Signature:________________________________
Assessor’s Signature:________________________________

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