#1 Commitment to Learning

a. demonstrates willingness to evaluate own performance
b. identifies problems and information/learning needs
c. identifies and locates appropriate resources
d. welcomes/seeks new learning opportunities.
e. incorporates new knowledge into clinical performance

How it is DEMONSTRATED

In the **CLASSROOM** the student:
- Stays awake, alert and "engaged" during lecture/lab
- Verbalizes interest and excitement about class, vs. complaining/whining
- Comes early/stays late, asks for feedback on how he/she is doing
- Keeps track of own assignments, deadlines, dates vs. having to be reminded
- Looks up information on own to clarify areas of confusion
- Works hard to learn even when the assignment doesn’t "count for a grade"

In the **CLINIC** the student:
- Makes a visible effort to stay busy during the day, seeing new learning opportunities vs. appearing to be "idle"
  - "Since we don't have any patients scheduled at 11:00, would it be alright if I observed the occupational therapist evaluate a hand patient?"
  - "After our last patient I'd be happy to organize that cabinet of wound care supplies"
- Comes in early or stays late to gain more experience or refine skills
- Brings resources to clinic with him (books, notes, etc.) to use during down time or when he has questions
- Recognizes and verbalizes own clinical weaknesses and takes responsibility for seeking practice opportunities
  - "I know that I don't have enough confidence/skill with electrical stimulation, so if there are any opportunities for me to work on that today I'd love the practice and feedback."
- Prioritizes clinical responsibilities over "personal" matters while in clinic
#2 Interpersonal Skills

a. maintains professional demeanor in all interactions

b. demonstrates respect for all persons including respect for differences in culture, learning style, and lifestyle

c. responds appropriately to unexpected situations

d. interacts confidently with all persons

e. demonstrates understanding, acceptance, and appropriate execution of multiple roles of the student PTA

How it is DEMONSTRATED

In the CLASSROOM the student:
- Uses language and demeanor that is professional and appropriate
- Uses discretion in discussing personal matters with classmates or faculty
- Facilitates an atmosphere of learning in class/lab
- Respects personal space and privacy of others
- Refrains from harassment of any kind
  - Often what you INTEND as a joke or even as a compliment is not perceived as such… there are just certain topics/subjects that are OFF LIMITS
- Demonstrates acceptance of limited knowledge and experience during interactions with faculty and peers
- Addresses differences of opinion with faculty and classmates in a mature and professional manner
- Able to “read” his/hers audience and modifies/“filters” communication accordingly

In the CLINIC the student:
- Refrains from discussing personal matters with patients or facility staff
- Respects the role of the facility’s support staff
- Works effectively with “challenging” patients (listening, re-directing, being empathetic, etc…)
- Exhibits maturity and an appropriate level of confidence in expressing suggestions or needs to clinical instructor (requesting feedback, reminding CI about paperwork, questioning instructions, etc…)
  - “I know we’re really busy with patients this afternoon, but if there’s time first thing in the morning I’d like to go over my MACS with you… I’ve flagged the skills I’d like to go over”
  - “I did learn about transfer techniques this semester, but since I’ve never transferred a hip replacement patient, I would really prefer to watch you do it the first time instead”
- Recognizes in clinical environment role as part of healthcare “team” and as such is willing to accept multiple roles (such as paperwork/billing/filing, cleaning, transporting, organizing, attending meetings/inservices, etc…)


#3 Communication Skills

- Initiates and completes verbal and written communication in a timely manner, choosing appropriate time/place
- Uses English language effectively (grammar, spelling, pronunciation)
- Writes legibly
- Uses effective non-verbal communication
- Adjusts verbal and non-verbal communication to each person and situation
- Listens actively
- Follows all documentation policies and procedures of the facility

How it is DEMONSTRATED

In the **CLASSROOM** the student:
- Uses eye contact, voice volume/intonation and non-verbal communication appropriate to the class/lab/audience
- Uses correct grammar, spelling and expression and legible writing
- Written assignments are organized and sequenced in a logical manner
- “reads” the audience to identify the appropriate time/place for questions, comments, etc.

In the **CLINIC** the student:
- Demonstrates active listening skills through non-verbal communication (eye contact especially) and through restating/reflecting/clarifying
- Recognizes when to adjust verbal or non-verbal communication style and modifies accordingly
- Written clinical documentation (SOAP notes, etc.) are organized and sequenced in a logical manner
- Identifies the appropriate time/place for communication in clinic (what to ask in front of a patient vs. what not to; HIPAA issues, etc.)
**#4 Effective Use of Time and Resources**

- Identifies and prioritizes tasks to be accomplished
- Plans and adheres to a realistic and appropriate schedule
- Uses all available resources effectively, including unscheduled time and alternative treatment delivery methods
- Demonstrates flexibility when presented with unforeseen circumstances
- Performs multiple activities effectively and efficiently

**How it is DEMONSTRATED**

**In the CLASSROOM** the student:
- Arrives to class/lab at or before scheduled time prepared for the class
- Manages assignments, studying, etc., for multiple courses effectively
- Does not require “reminders” for completing/submitting assignments, paperwork, etc..
- Demonstrates flexibility when class/lab activities, exams or comps are “juggled”
- Able to focus on learning without dwelling on past mistakes
- Demonstrates effective/efficient use of unscheduled time
- Plans ahead and prepares in an organized and regular way for exams/assessments vs. “cramming”

**In the CLINIC** the student:
- Arrives to clinic on time or early
- Completes any tasks, projects or research assigned by clinical instructor in a timely manner
- Approaches clinical instructor with question and suggested answer/rationale vs. approaching with open-ended question
  - “Ms. Jones seems to be completing these exercises pretty easily. I have some ideas about progressing her. Can you tell me what you think about adding ______? Instead of ‘What exercises should we do with Ms. Jones next?’”
- Demonstrates strong work-ethic during clinical experience (“stays busy” vs. “sitting around”)
- Able to “multi-task” during clinical experience appropriately and effectively
- Recognizes when and how to appropriate seek assistance with completing tasks
- Uses scheduled time with each patient efficiently
- Manages an entry-level PTA workload effectively
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#5 Use of Constructive Feedback

a. seeks feedback
b. demonstrates positive attitude toward feedback
c. assesses own performance accurately
d. incorporates intrinsic and extrinsic feedback into future experiences
e. provides appropriate feedback to others, including modification of feedback according to recipient’s need.

How it is DEMONSTRATED

In the **CLASSROOM** the student:
- Asks instructor to listen to his/her description of a concept and identify errors
  - “I think that I’m confused about the muscle testing scale… can I describe it to you and have you tell me where I’m getting off track?”
- Asks instructor to observe performance of skill and give feedback
- Able to and comfortable with identifying deficits in own performance or knowledge
- Demonstrates active listening skills (is visibly open/receptive to feedback)

In the **CLINIC** the student:
- Verbalizes to clinical instructor on 1st day of rotation a desire to receive ongoing constructive feedback
- Asks for feedback from CI on a regular basis
  - “With that last patient you watched me treat, is there anything you would have done differently?”
- Exhibits good active listening skills when receiving feedback and a positive attitude toward it
- Verbalizes self-assessment of performance to CI regularly
  - “I felt like my hand placement may have been a little off during that last patient transfer… did you notice that/any suggestions?”
- Clearly incorporates feedback into future experiences (doesn’t make the same mistake twice)
- Seeks feedback from patients and responds appropriately
  - “Mr. Smith, you should feel strong pressure with this treatment but not pain – please let me know how I’m doing with my technique.”
#6 Problem Solving

- Identifies and states problems clearly
- Prioritizes problems
- Considers assets, limitations, and resources
- Identifies possible solutions and probable outcomes
- Implements solutions
- Identifies outcomes and presents recommended modifications to supervising PT or CI

How it is DEMONSTRATED

In the **CLASSROOM** the student:
- In class/lab (among classmates) recognizes identifies problems and works with others to generate appropriate solutions
- Is open to suggestions/feedback from others in generating solutions to problems

In the **CLINIC** the student:
- Could include appropriately managing clinical problems related to:
  - Scheduling, task completion, multi-tasking
  - “Customer service” (patient complaints, requests, etc.)
  - Dilemmas involving other disciplines/departments
#7 Professionalism

a. introduces self as student
b. abides by state practice act, facility and school policies and procedures, and the APTA Standards of Conduct
c. confirms informed consent from patient or responsible party
d. projects professional image (dress and behavior)
e. exercises discretion, including maintenance of confidentiality
f. manages personal affairs in a manner that does not interfere with professional responsibilities
g. respects authority and complies with decisions of those in authority
h. participates in profession-related organizational activities

How it is DEMONSTRATED

In the **CLASSROOM** the student:
- Projects professional image, even when in class/lab attire avoiding “over-exposure” when not explicitly required during a lab activity (low cut tops, very tight clothes, short-shorts, etc.)
  - Distracting “body-art” or grooming
  - Very “sloppy” attire (pajamas, slippers, cut/torn/ragged clothing, etc.)
- Demonstrates “moral” and ethical behavior during interactions in the class/lab environment
  - “flips the switch” (knows when and how to be serious/professional) without prompting
- Refrains from “bad-mouthing” teachers, classmates, clinical instructors, etc.
- Addresses faculty, guest speakers, etc respectfully and formally
- Participates as part of the PTA class “team” (volunteering with class activities, assisting struggling classmate, cleaning up class/lab, etc.)

In the **CLINIC** the student:
- Projects professional appearance in clinical site following the dress code of the facility and the general principles of professional attire
  - Limits joking or communicating with patients/staff in an overly “familiar” manner (even if the patients or staff behave differently)
- Refrains from “bad-mouthing” previous clinical instructors, patients, staff members, classmates, etc.
- Abides by APTA Code of Ethics; demonstrates awareness of state licensure regulations; abides by facility policies and procedures;
- Recognizes own limitations/ scope of expertise and operates within that
- Keeps the **patient** as the priority
#8 Responsibility

a. Arrives prior to the start of all scheduled activities
b. Accepts responsibility for own actions and outcomes
c. Completes projects, duties and assignments without prompting
d. Recognizes need and offers assistance to others
e. Recognizes own limitations and asks for assistance

How it is DEMONSTRATED

In the CLASSROOM the student:

- Comes early/ stays late, asks for feedback on how he/she is doing
- Keeps track of own assignments, deadlines, dates vs. having to be reminded
- Looks up information/seeks answers on own vs asking instructor to answer every question
- Avoids becoming defensive or making excuses for deficits in knowledge or performance; “takes ownership” of skill weaknesses and plays active role in working to improve.
- On team projects/assignments “pulls his weight” vs waiting for other team members to do the work;
- Supports classmates who are struggling with particular concepts/skills

In the CLINIC the student:

- Arrives on time (or better yet, early) to clinic each morning
- Asks about upcoming patients (diagnoses, skills, etc) that he/she is likely to see and prepares during own time for those situations (researches items, reviews class notes/textbook info, etc.)
- Instead of asking “what should I do next with this patient”, identifies information needs, researches those questions, and generates a suggested list of items to ask CI’s opinion on using
- Avoids becoming defensive or making excuses for deficits in knowledge or performance; “takes ownership” of skill weaknesses and plays active role in working to improve
- Identifies MACS skills he/she would like to work on (vs waiting for CI to do so) by making a list or flagging skills; asks for opportunities to practice those; asks for feedback on own performance
- Recognizes patient’s needs and makes effort to meet those (even when considered “not my job” tasks)
- Identifies when a skills is beyond what he/she is prepared to perform safely and asks for assistance, supervision, etc appropriately
- Completes any assignments by CI in a timely manner (reading at home, completing documentation, etc.)
#9 Critical Thinking

a. Raises relevant questions
b. Considers all available information and notes deficiencies in knowledge base
c. Articulates ideas clearly
d. Examines currently accepted practices within context of scientific method
e. Seeks and formulates new and alternative solutions to questions
f. Incorporates new and alternative solutions for enhanced outcomes

In the **CLASSROOM** the student:

- Problem solves “out loud” (when appropriate) so that the instructor can assess critical thinking
- Takes into consideration the “big picture” vs. dwelling on single tasks
  - “Normally that exercise is done in quadruped, but I noticed in the case study that the patient has knee arthritis, so I plan to modify the exercise to be done in sitting”
- Uses ”creativity” with case study and lab assignments
- Critiques own work
  - “I listed TKE’s as an exercise for this case study, but that would be inappropriate since he just had ACL surgery”
  - “If I had put the patient supine instead of sidelying it would be easier to do the exercise since it’s less gravity resisted”

In the **CLINIC** the student:

- Verbalizes rationale for why particular interventions were likely included in the PT's initial eval/ POC
  - “The hamstring stretching listed in the POC is probably to address the flat-back posture and limited straight leg ROM findings in the PT's examination (objective section)”
- Discusses/suggests progressions for interventions and able to give rationale for such
  - “I’m thinking the patient may be ready to progress from a walker to the cane now that his quad strength and balance are significantly improved —
- When a patient’s condition changes, is able to adjust interventions for the day accordingly
  - “Mr. Smith had dialysis this morning and was dizzy and feeling nauseated, so we did ROM exercises in the bed/chair instead of ambulating.”
- Identifies (“catches”) findings in the PT evaluation or medical record that impact intervention selections
  - “I saw that the PT this morning documented a positive Homan’s test and the doctor has ordered a doppler so I need to hold off on any interventions until cleared by both.”
#10 Stress Management

- Recognizes stress in self and others
- Identifies probable source of stress in self and others
- Seeks assistance for self or others when appropriate
- Establishes effective stress management and coping mechanisms
- Prioritizes multiple commitments in personal and professional life

In the **CLASSROOM** the student:
- Able to maintain professional demeanor under stressful circumstances
- Makes strong effort to avoid bringing “personal” issues into class
- Accepts constructive feedback without defensiveness or “visible” stress
- Evaluates own stress management abilities and actively seeks tools/resources for effectively managing
- Tolerates the challenging atmosphere of being in the PTA “class” (20 very different individuals required to spend a great deal of time together while meeting rigorous requirements)

In the **CLINIC** the student:
- Tolerates the challenging atmosphere of a healthcare environment (working with multiple disciplines, “grouchy” patients, demanding supervisors, deadlines, early/late hours, etc..) while maintaining a professional demeanor
- Responds calmly during unexpected or urgent situations
- Expresses concerns or needs at the appropriate place/time and in a calm/professional manner
- Prioritizes multiple commitments effectively