

Generic professional skills:	1	2	3	4	5	N/O
1. Access, use, evaluate current, reliable health knowledge.	○	○	○	○	○	○
2. Exhibit grant writing skills.	○	○	○	○	○	○
3. Demonstrate word processing computer skills.	○	○	○	○	○	○
4. Read, interpret, and use research information.	○	○	○	○	○	○
5. Demonstrate problem-solving skills.	○	○	○	○	○	○
6. Develop appropriate educational materials.	○	○	○	○	○	○
7. Use audiovisual equipment skillfully and appropriately.	○	○	○	○	○	○
8. Demonstrate teaching skills.	○	○	○	○	○	○
9. Demonstrate promotional/publicity skills.	○	○	○	○	○	○
10. Use knowledge of learning styles in development of presentations.	○	○	○	○	○	○
11. Sensitive to individual differences.	○	○	○	○	○	○
12. Know how and where to refer clients/students for further help and information within organizational guidelines.	○	○	○	○	○	○
13. Develop a professional network.	○	○	○	○	○	○
14. Show a positive work attitude and ethic.	○	○	○	○	○	○
15. Demonstrate a willingness to work beyond minimum expectations.	○	○	○	○	○	○
16. Display professional appearance appropriate to the organization.	○	○	○	○	○	○
Organizational skills:	1	2	3	4	5	N/O
17. Develop goals and objectives before beginning a project.	○	○	○	○	○	○
18. Use effective and appropriate strategies to meet the objectives.	○	○	○	○	○	○
19. Develop/select evaluation/assessment plans.	○	○	○	○	○	○
20. Complete tasks in a timely fashion.	○	○	○	○	○	○
21. Establish priorities for the day/week.	○	○	○	○	○	○
22. Estimate realistically time needed to complete a task.	○	○	○	○	○	○
23. Conform to negotiated work hours.	○	○	○	○	○	○
24. Exhibit competency in teaching/presentations routine, e.g., starting a class/session, taking up and distributing papers, pacing.	○	○	○	○	○	○

Communication skills:	1	2	3	4	5	N/O
25. Demonstrate logical, clear, organized writing skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Exhibits letter/memo writing skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Spell accurately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Listen to instructions with comprehension.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Follow through with instructions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Display positive/accepting body language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Listen empathetically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Respond appropriately to questions from clients/students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Respond appropriately to questions from staff/peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Initiate conversation/interaction with clients/students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Initiate conversation/interaction with staff/peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Participate effectively in small/large groups as a member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Participate effectively in small/large groups as a leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal attributes:	1	2	3	4	5	N/O
38. Exhibit confidence in professional ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Show respect for clients/students/colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Interact appropriately with colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Demonstrates cultural, gender, racial sensitivity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Interact in a non-judgmental manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Show tact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Demonstrate dependability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Show ability to interact with diverse audiences (e.g., staff, clients, students).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Respond appropriately to constructive criticism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Use appropriate organizational resources (supervisors, materials, technology, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Demonstrate ability to be a self-starter/initiator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Take appropriate level of risk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Identify work opportunities and tasks to accomplish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Demonstrate creativity in thinking and ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Demonstrate the ability to operationalize ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Demonstrate positive, assertive results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall evaluation:	1	2	3	4	5
54. My overall evaluation of this student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

55. If you had a position available for this student, would you consider hiring him/her?

- ☐ Yes
☐ No

56. What suggestions do you have for preparing this student for the health profession?

Signature

Thank you! Please return this form in the addressed envelope provided.

Developed by the faculty of the Department of Health Science, Towson University