

The Behavioral Assessment Tool (BAT)

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There are five categories of skill level, 0-4 (poor to excellent, or novice to expert), as you watch the performance make tick marks under the number which best describes the behavior observed. You will observe many behaviors in the performance; score one person, not the team. At the conclusion, summarize your assessment by circling the number that best describes the participant's performance in relation to the characteristics listed (the number with the greatest tick marks). This is a behaviorally anchored rating system (BARS), if behaviors fall between the two described anchors, tick the coinciding number (1 or 3). Remain specific to the behavior observed

1. Knowledge of the Environment

Appears disoriented; is unfamiliar with equipment; fails to ask questions of others in the environment.		Seems somewhat familiar with equipment, asks questions of others in the environment after struggling on their own, appears somewhat familiar with environment.		Appears familiar with surroundings; appears thoroughly familiar with all equipment; readily queries others in the environment when questions arise.
Poor (0 points) Novice	Partially Acceptable (1 point)	Acceptable (2 points) Competent	Above Average (3 points)	Excellent (4 points) Expert

2. Anticipation of and Planning for Potential Problems

Does not appear prepared for the case; does not inquire of others to gather information; fails to assemble appropriate personnel; fails to react to changing circumstances as case evolves.		May ask 2 to 3 important questions regarding the patient; displays some understanding of possible problems and consequences; may not recognize predictable situations but adapts to changing circumstances; insures presence of necessary personnel and equipment.		Asks pertinent questions indicating an in-depth understanding of potential problems and subsequent consequences of the evolving case; does not appear surprised by predictable situations; insures presence of all necessary personnel and equipment.
Poor (0 points) Novice	Partially Acceptable (1 point)	Acceptable (2 points) Competent	Above Average (3 points)	Excellent (4 points) Expert

3. Assumption of Leadership Role

Fails to clearly identify himself/herself; stands back, takes a "hands off" approach; appears nervous, "rattled", uncomfortable; fails to inspire confidence.		Identifies self after questioned; enters the situation and takes "hands on" approach when asked to; assumes leadership role but does not clearly coordinate activities of team.		Clearly identifies himself/herself as responsible for patient care; readily enters the situation, takes a "hands on" approach when necessary; coordinates activities of all team members; calmly inspires confidence in leadership.
Poor (0 points) Novice	Partially Acceptable (1 point)	Acceptable (2 points) Competent	Above Average (3 points)	Excellent (4 points) Expert

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4. Communication with Other Team Members

States problem in incorrect or confusing terminology; does not speak clearly; voice is either too soft or too loud; "talks down" to team members; does not clearly identify to whom he/she is speaking ("thin air" communications).		Identifies problem but may not communicate clearly to others; tone of voice varies from soft to loud but audible by others in team; clearly identifies those to whom he/she speaks the majority of the time; requests cooperation and listens to others most of the time.		Specific in problem definition; speaks clearly, succinctly, and in even tones; can easily be heard by the other members of the team; clearly identifies those to whom he/she speaks; encourages cooperation; listens to others; clarifies ambiguous communication.	
Poor (0 points) Novice	Partially Acceptable (1 point)	Acceptable (2 points) Competent		Above Average (3 points)	Excellent (4 points) Expert

5. Distribution of Workload/Delegation of Responsibility

Tries to "do it all"; fails to recognize the (potential) contributions of all care providers; does little or nothing when his/her assistance is required; asks that others exceed their abilities without providing appropriate guidance.		Delegates workload appropriately; assigns specific tasks to care providers but may not utilize those around to the best of their ability.		Clearly assigns specific tasks to specific care providers; recognizes when other personnel may be over-extended and assists or relieves them as indicated; provides appropriate level of supervision.	
Poor (0 points) Novice	Partially Acceptable (1 point)	Acceptable (2 points) Competent		Above Average (3 points)	Excellent (4 points) Expert

6. Attention Allocation

Becomes caught up in the details and fails to see the "big picture"; does not prioritize demands for attention; easily distracted; unable to "tune out" unimportant input such as background noise.		Recognizes "big picture" and able to tune out the majority of unnecessary details; adequately prioritizes; avoids fixation errors.		Cognizant of details yet adequately monitors patient's overall condition; does not become distracted; prioritizes well; avoids fixation errors.	
Poor (0 points) Novice	Partially Acceptable (1 point)	Acceptable (2 points) Competent		Above Average (3 points)	Excellent (4 points) Expert

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7. Utilization of all Information

Does not incorporate historical information into approach to patient; fails to recognize Disease states requiring intervention; is slow to recognize emergency situations; ignores part of data in formulating a diagnosis; avoids reaching a conclusion despite a reasonable data base; fails to continually reassess; persists in original course despite indications to change.		Incorporates pertinent historical information into approach to patient; interprets most physical findings accurately; assess need for intervention; recognizes changes in patient condition; re-assesses patient status as needed.		Incorporates pertinent historical information into approach to patient; interprets physical findings accurately; repeats examination when findings are equivocal or obscure; correctly assesses need for intervention; readily recognizes changes in patient condition and keeps assessment of patient and management plan current; persistent in seeking information.	
Poor (0 points) Novice	Partially Acceptable (1 point)	Acceptable (2 points) Competent	Above Average (3 points)	Excellent (4 points) Expert	

8. Utilization of Resources

Fails to recognize professional skills of others; does not recognize potential alternatives when presented with equipment or personnel failures.		Utilizes expertise of other team members appropriately most of the time; may struggle with equipment or personnel failures but eventually problem solves for other solutions.		Solicits and incorporates expertise of other caretakers appropriately; reacts to equipment or personnel failures by identifying alternative solutions.	
Poor (0 points) Novice	Partially Acceptable (1 point)	Acceptable (2 points) Competent	Above Average (3 points)	Excellent (4 points) Expert	

9. Recognizes Limitations/Calls for Help Early Enough

Fails to recognize own limitations; does not request assistance when needed; recognizes own limitations but attempts to exceed these limitations, thereby placing patient at risk; calls for help when not indicated.		Recognizes own limitations in knowledge and skill but delays calling for help.		Recognizes when at his/her limits in medical knowledge and technical skill and readily asks for assistance; recognizes situations where additional help will be required and requests such assistance early.	
Poor (0 points) Novice	Partially Acceptable (1 point)	Acceptable (2 points) Competent	Above Average (3 points)	Excellent (4 points) Expert	

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10. Professional Behavior/Interpersonal Skills

Engages in unnecessary conversation; makes inappropriate comments; uses profanity; shows little concern for patient's comfort; approach to family members is demeaning, abrupt, clumsy or otherwise inappropriate; lacks communication skills; is unable to give or take advice gracefully; becomes defensive.		Keeps unnecessary conversation to a minimum; language and approach are professional most of the time; regards family with a caring attitude; recognizes and responds to the majority of nonverbal and verbal cues; supervises and teaches in a non threatening manner.		Maintains composure; does not engage in unnecessary conversation; language and approach are professional at all times; demonstrates a caring attitude toward patients and families; recognizes and responds to nonverbal and attitudinal cues; encourages input from other team members; supervises and teaches effectively; non-judgmental; non-defensive.	
Poor (0 points) Novice	Partially Acceptable (1 point)	Acceptable (2 points) Competent	Above Average (3 points)	Excellent (4 points) Expert	