

**Professional Behaviors¹ Assessment
Master of Physical Therapy
University of Saskatchewan**

This form has been designed to assist you in evaluating your current professional behaviors/generic abilities and to help you describe the areas you in which you would like to improve.

DIRECTIONS:

A. The Professional Development Worksheets

1. Read the description of each Professional Behavior and complete the 10 page WORKSHEET document.
2. Become familiar with the behavioral criteria described in each of the levels.

Self assess your performance continually, relative to the Professional Behaviors, using the behavioral criteria. Ask yourself,

“Have I demonstrated this behavior in the context of my PT education (i.e., in the classroom, laboratory, during interactions with faculty and fellow students, during clinical visits, and/or during clinical education experiences)?”

3. Complete the WORKSHEET at designated times (Module 2, 7, and 9). You will be reminded to do this.
 - a) **Highlight using a pen or electronic equivalent**, all criteria that describes behaviors you demonstrate in Beginning (column 1), Intermediate (column 2), Entry Level (column 3) or Post-Entry Level Professional Behaviors.
 - b) Identify the level within which you predominately function.
 - c) Document specific examples of when you demonstrated behaviors from the highest level highlighted.
 - d) For each Professional Behavior, list the areas in which you wish to improve.

NOTE: All generic abilities can be assessed based on interactions in the classroom, laboratory, meetings with faculty, working in groups, studying with classmates, while participating in clinical activities, et cetera. Saying you cannot assess any given ability because you have not completed a formal clinical education experience is NOT acceptable.

Developmental expectations are as follows:

- a) Beginning (B) level behaviors by the end of Module II
 - b) Intermediate (I) level by the end of Module VII
 - c) Entry-level (E) by the completion of Module X
4. Using the work you have done while completing the WORKSHEETS, prioritize two areas for development and complete the PROFESSIONAL DEVELOPMENT PLAN. Meetings will be held

¹ Professional Behaviors were developed by Warren May, Laurie Kontney and Annette Iglarsh (2010) as an update to the Generic Abilities. Professional Behaviors Assessment, Physical Therapy Program, Marquette University – Milwaukee, WI

with your Faculty Advisor at three assessment points (Module 2, 7, and 9) to discuss your progress. At these meetings you will share your self assessment (WORKSHEET) with your Faculty Advisor, specifically seeking his/her feedback. (Please provide a copy of the completed PROFESSIONAL DEVELOPMENT PLAN to your Faculty Advisor in advance of your meeting.

5. Have your Faculty Advisor sign that they have read and discussed your self assessment. The Faculty advisor will collect the completed PROFESSIONAL DEVELOPMENT PLAN and ensure that a copy is filed in the office in a confidential folder. You will be granted access to this form upon request.

Note: a. Sample behaviors (May, Kourtney, Iglarsh, 2010) were modified to meet the needs of the M.P.T.

b. Approved by School of Physical Therapy, Academic Affairs, 2011-06-17; Revisions 2012-01-05.

Student Name _____ Faculty Advisor _____ Date _____

1. Critical Thinking - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

<p>Beginning Level:</p> <ul style="list-style-type: none"> ❖ Raises relevant questions ❖ Considers all available information ❖ Articulates ideas ❖ Understands the scientific method ❖ States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion) ❖ Recognizes holes in knowledge base ❖ Demonstrates acceptance of limited knowledge and experience in knowledge base 	<p>Intermediate Level:</p> <ul style="list-style-type: none"> ❖ Feels challenged to examine ideas ❖ Critically analyzes the literature and applies it to course content and/or patient management ❖ Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas ❖ Seeks alternative ideas ❖ Formulates alternative hypotheses ❖ Critiques hypotheses and ideas at a level consistent with knowledge base ❖ Acknowledges presence of contradictions 	<p>Entry Level:</p> <ul style="list-style-type: none"> ❖ Distinguishes relevant from irrelevant theoretical and patient data when considering problems ❖ Readily formulates and critiques alternative hypotheses and ideas ❖ Synthesizes information and data to generate conclusions, recommendations and new perspectives ❖ Infers applicability of information across populations ❖ Exhibits openness to contradictory ideas ❖ Identifies appropriate measures and determines effectiveness of applied solutions efficiently ❖ Justifies solutions selected 	<p>Post-Entry Level:</p> <ul style="list-style-type: none"> ❖ Develops new knowledge through research, professional writing and/or professional presentations ❖ Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process ❖ Weighs information value based on source and level of evidence ❖ Identifies complex patterns of associations ❖ Distinguishes when to think intuitively vs. analytically ❖ Recognizes own biases and suspends judgmental thinking ❖ Challenges others to think critically
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*I function predominantly in the **beginning/intermediate/entry/post entry** level*

1. *Examples of behaviors to support my self assessment:*
2. *Regarding this Professional Behavior, I would like to improve in the following ways:*

<p>2. Communication - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.</p>			
<p>Beginning Level:</p> <ul style="list-style-type: none"> ❖ Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting ❖ Recognizes impact of non-verbal communication in self and others ❖ Recognizes the verbal and non-verbal characteristics that portray confidence ❖ Utilizes electronic communication appropriately 	<p>Intermediate Level:</p> <ul style="list-style-type: none"> ❖ Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences ❖ Restates, reflects and clarifies message(s) ❖ Communicates collaboratively with both individuals and groups ❖ Collects necessary information from all pertinent individuals in the patient/client management process ❖ Collects necessary information from all pertinent individuals in classroom and group projects ❖ Provides effective education (verbal, non-verbal, written and electronic) ❖ Regularly informs research supervisors of progress 	<p>Entry Level:</p> <ul style="list-style-type: none"> ❖ Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups ❖ Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing ❖ Maintains open and constructive communication ❖ Utilizes communication technology effectively and efficiently 	<p>Post Entry Level:</p> <ul style="list-style-type: none"> ❖ Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning ❖ Effectively delivers messages capable of influencing patients, the community and society ❖ Provides education locally, regionally and/or nationally ❖ Mediates conflict
<p>I function predominantly in the beginning/intermediate/entry/post entry level</p> <ol style="list-style-type: none"> 1. Examples of behaviors to support my self assessment: 2. Regarding this Professional Behavior, I would like to improve in the following ways: 			

3. Problem Solving – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.			
Beginning Level: <ul style="list-style-type: none"> ❖ Recognizes problems ❖ States problems clearly ❖ Describes known solutions to problems ❖ Identifies resources needed to develop solutions ❖ Develops appropriate (effective) search strategies ❖ Uses technology to search for and locate resources ❖ Identifies possible solutions and probable outcomes 	Intermediate Level: <ul style="list-style-type: none"> ❖ Prioritizes problems ❖ Identifies contributors to problems ❖ Consults with others to clarify problems ❖ Appropriately seeks input or guidance ❖ Prioritizes resources (analysis and critique of resources) ❖ Considers consequences of possible solutions 	Entry Level: <ul style="list-style-type: none"> ❖ Independently locates, prioritizes and uses resources to solve problems ❖ Accepts responsibility for implementing solutions ❖ Implements solutions ❖ Reassesses solutions ❖ Evaluates outcomes ❖ Modifies solutions based on the outcome and current evidence ❖ Evaluates generalizability of current evidence to a particular problem 	Post Entry Level: <ul style="list-style-type: none"> ❖ Weighs advantages and disadvantages of a solution to a problem ❖ Participates in outcome studies ❖ Participates in formal quality assessment in work environment ❖ Seeks solutions to community health-related problems ❖ Considers second and third order effects of solutions chosen
I function predominantly in the beginning/intermediate/entry/post entry level			
1. Examples of behaviors to support my self assessment:			
2. Regarding this Professional Behavior, I would like to improve in the following ways:			

4. Interpersonal Skills – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

<p>Beginning Level:</p> <ul style="list-style-type: none"> ❖ Maintains professional demeanor in all interactions ❖ Demonstrates interest in patients as individuals ❖ Communicates with others in a respectful and confident manner ❖ Respects differences in personality, lifestyle and learning styles during interactions with all persons ❖ Maintains confidentiality in all interactions ❖ Recognizes the emotions and bias that one brings to all professional interactions 	<p>Intermediate Level:</p> <ul style="list-style-type: none"> ❖ Recognizes the non-verbal communication and emotions that others bring to professional interactions ❖ Establishes trust ❖ Seeks to gain input from others ❖ Respects role of others ❖ Accommodates differences in learning styles as appropriate 	<p>Entry Level:</p> <ul style="list-style-type: none"> ❖ Demonstrates active listening skills and reflects back to original concern to determine course of action ❖ Responds effectively to unexpected situations ❖ Demonstrates ability to build partnerships ❖ Applies conflict management strategies when dealing with challenging interactions ❖ Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them 	<p>Post Entry Level:</p> <ul style="list-style-type: none"> ❖ Establishes mentor relationships ❖ Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction
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I function predominantly in the **beginning/intermediate/entry/post entry** level

1. Examples of behaviors to support my self assessment::
2. Regarding this Professional Behavior, I would like to improve in the following ways:

<p>5. Responsibility – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities. Specific to this category, students must report on their adherence to punctuality and attendance policy, as well as completion of instructor and module evaluation forms.</p>			
<p>Beginning Level:</p> <ul style="list-style-type: none"> ❖ Provides a safe and secure environment for patients ❖ Assumes responsibility for actions ❖ Follows through on commitments ❖ Articulates limitations and readiness to learn ❖ Abides by all policies of academic program and clinical facility ❖ Responds to academic email in a timely manner ❖ Contributes to the development project plans when working in a group 	<p>Intermediate Level:</p> <ul style="list-style-type: none"> ❖ Displays awareness of and sensitivity to diverse populations ❖ Completes projects without prompting ❖ Delegates tasks as needed ❖ Collaborates with team members, patients and families ❖ Provides evidence-based patient care ❖ Contributes to group process, takes responsibility for tasks 	<p>Entry Level:</p> <ul style="list-style-type: none"> ❖ Educates patients as consumers of health care services ❖ Encourages patient accountability ❖ Directs patients to other health care professionals as needed ❖ Acts as a patient advocate ❖ Promotes evidence-based practice in health care settings ❖ Accepts responsibility for implementing solutions ❖ Demonstrates accountability for all decisions and behaviors in academic and clinical settings 	<p>Post Entry Level:</p> <ul style="list-style-type: none"> ❖ Recognizes role as a leader ❖ Encourages and displays leadership ❖ Facilitates program development and modification ❖ Promotes clinical training for students and coworkers ❖ Monitors and adapts to changes in the health care system ❖ Promotes service to the community
<p>I function predominantly in the beginning/intermediate/entry/post entry level.</p> <p>1. Examples of behaviors to support my self assessment:</p> <p>2. Regarding this Professional Behavior, I would like to improve in the following ways:</p>			
<p>❖ Attendance: Expected at beginning level and should be demonstrated consistently at all levels: Demonstrates punctuality and attendance at all scheduled learning activities, including scheduled 992 or other group-related meetings. Follows policy and procedures for reporting and attending academic or clinical learning activities.</p> <p>I meet this expectation YES NO Regarding this Professional Behavior, I would like to improve in the following ways:</p>			
<p>❖ Evaluation: Expected at beginning level and should be demonstrated consistently at all levels: Accepts responsibility for providing evaluation and constructive feedback to the learning environment by completing module and instructor evaluations in a professional, constructive manner</p> <p>I meet this expectation YES NO Regarding this Professional Behavior, I would like to improve in the following ways:</p>			

<p>6. Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.</p>			
<p>Beginning Level:</p> <ul style="list-style-type: none"> ❖ Abides by all aspects of the U of S Standard of Conduct and the CPA Code of Ethics ❖ Demonstrates awareness of licensure regulations ❖ Projects professional image ❖ Attends professional meetings ❖ Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers 	<p>Intermediate Level:</p> <ul style="list-style-type: none"> ❖ Identifies positive professional role models within the academic and clinical settings ❖ Acts on moral commitment during all academic and clinical activities ❖ Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making ❖ Discusses societal expectations of the profession ❖ Develops professional skills through service to the school and community (e.g., Committees of the School, PTSS, SWITCH) 	<p>Entry Level:</p> <ul style="list-style-type: none"> ❖ Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary ❖ Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity ❖ Seeks excellence in professional practice by participation in professional organizations (eg., Saskatchewan Physiotherapy Association, Canadian Physiotherapy Association) and attendance at sessions or participation in activities that further education/professional development ❖ Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices ❖ Discusses role of physical therapy within the healthcare system and in population health ❖ Demonstrates leadership in collaboration with both individuals and groups 	<p>Post Entry Level:</p> <ul style="list-style-type: none"> ❖ Actively promotes and advocates for the profession ❖ Pursues leadership roles ❖ Supports research ❖ Participates in program development ❖ Participates in education of the community ❖ Demonstrates the ability to practice effectively in multiple settings ❖ Acts as a clinical instructor ❖ Advocates for the patient, the community and society
<p>I function predominantly in the beginning/intermediate/entry/post entry level</p> <ol style="list-style-type: none"> 1. Examples of behaviors that support my self assessment: 2. Regarding this Professional Behavior, I would like to improve in the following ways: 			

7. Use of Constructive Feedback – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

Beginning Level:	Intermediate Level:	Entry Level:	Post Entry Level:
<ul style="list-style-type: none"> ❖ Demonstrates active listening skills ❖ Assesses own performance ❖ Actively seeks feedback from appropriate sources ❖ Demonstrates receptive behavior and positive attitude toward feedback ❖ Incorporates specific feedback into behaviors ❖ Maintains two-way communication without defensiveness 	<ul style="list-style-type: none"> ❖ Critiques own performance accurately ❖ Responds effectively to constructive feedback ❖ Utilizes feedback when establishing professional and patient related goals ❖ Develops and implements a plan of action in response to feedback ❖ Provides constructive and timely feedback 	<ul style="list-style-type: none"> ❖ Independently engages in a continual process of self evaluation of skills, knowledge and abilities ❖ Seeks feedback from patients/clients and peers/mentors ❖ Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities ❖ Uses multiple approaches when responding to feedback ❖ Reconciles differences with sensitivity ❖ Modifies feedback given to patients/clients according to their learning styles 	<ul style="list-style-type: none"> ❖ Engages in non-judgmental, constructive problem-solving discussions ❖ Acts as conduit for feedback between multiple sources ❖ Seeks feedback from a variety of sources to include students/supervisees/peers/supervisors/patients ❖ Utilizes feedback when analyzing and updating professional goals

I function predominantly in the **beginning/intermediate/entry/post entry** level

1. Examples of behaviors to support my self assessment:
2. Regarding this Professional Behavior, I would like to improve in the following ways:

8. Effective Use of Time and Resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.			
<p>Beginning Level:</p> <ul style="list-style-type: none"> ❖ Comes prepared for the day's activities/responsibilities ❖ Identifies resource limitations (i.e. information, time, experience) ❖ Determines when and how much help/assistance is needed ❖ Accesses current evidence in a timely manner ❖ Verbalizes productivity standards and identifies barriers to meeting productivity standards ❖ Self-identifies and initiates learning opportunities during unscheduled time ❖ Maintains academic email accounts appropriately 	<p>Intermediate Level:</p> <ul style="list-style-type: none"> ❖ Utilizes effective methods of searching for evidence for practice decisions ❖ Recognizes own resource contributions ❖ Shares knowledge and collaborates with staff to utilize best current evidence ❖ Discusses and implements strategies for meeting productivity standards ❖ Identifies need for and seeks referrals to other disciplines 	<p>Entry Level:</p> <ul style="list-style-type: none"> ❖ Uses current best evidence ❖ Collaborates with members of the team to maximize the impact of treatment available ❖ Has the ability to set boundaries, negotiate, compromise, and set realistic expectations ❖ Gathers data and effectively interprets and assimilates the data to determine plan of care ❖ Utilizes community resources in discharge planning ❖ Adjusts plans, schedule etc. as patient needs and circumstances dictate ❖ Meets productivity standards of facility while providing quality care and completing non-productive work activities 	<p>Post Entry Level:</p> <ul style="list-style-type: none"> ❖ Advances profession by contributing to the body of knowledge (outcomes, case studies, etc) ❖ Applies best evidence considering available resources and constraints ❖ Organizes and prioritizes effectively ❖ Prioritizes multiple demands and situations that arise on a given day ❖ Mentors peers and supervises in increasing productivity and/or effectiveness without decrement in quality of care
<p>I function predominantly in the beginning/intermediate/entry/post entry level</p> <ol style="list-style-type: none"> 1. Examples of behaviors to support my self assessment: 2. Regarding this Professional Behavior, I would like to improve in the following ways: 			

9. Stress Management – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

<p>Beginning Level:</p> <ul style="list-style-type: none"> ❖ Recognizes own stressors ❖ Recognizes distress or problems in others ❖ Seeks assistance as needed ❖ Maintains professional demeanor in all situations 	<p>Intermediate Level:</p> <ul style="list-style-type: none"> ❖ Actively employs stress management techniques ❖ Reconciles inconsistencies in the educational process ❖ Maintains balance between professional and personal life ❖ Accepts constructive feedback and clarifies expectations ❖ Establishes outlets to cope with stressors 	<p>Entry Level:</p> <ul style="list-style-type: none"> ❖ Demonstrates appropriate affective responses in all situations ❖ Responds calmly to urgent situations with reflection and debriefing as needed ❖ Prioritizes multiple commitments ❖ Reconciles inconsistencies within professional, personal and work/life environments ❖ Demonstrates ability to defuse potential stressors with self and others 	<p>Post Entry Level:</p> <ul style="list-style-type: none"> ❖ Recognizes when problems are unsolvable ❖ Assists others in recognizing and managing stressors ❖ Demonstrates preventative approach to stress management ❖ Establishes support networks for self and others ❖ Offers solutions to the reduction of stress ❖ Models work/life balance through health/wellness behaviors in professional and personal life
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I function predominantly in the **beginning/intermediate/entry/post entry** level

1. Examples of behaviors to support my self assessment:
2. Regarding this Professional Behavior, I would like to improve in the following ways:

10. Commitment to Learning – The ability to self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

Beginning Level:	Intermediate Level:	Entry Level:	Post Entry Level:
<ul style="list-style-type: none"> ❖ Prioritizes information needs ❖ Analyzes and subdivides large questions into components ❖ Identifies own learning needs based on previous experiences ❖ Welcomes and/or seeks new learning opportunities ❖ Seeks out professional literature ❖ Plans and presents an in-service, research or cases studies 	<ul style="list-style-type: none"> ❖ Researches and studies areas where own knowledge base is lacking in order to augment learning and practice ❖ 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 limits of application to professional practice 	<ul style="list-style-type: none"> ❖ Respectfully questions conventional wisdom ❖ Formulates and re-evaluates position based on available evidence ❖ Demonstrates confidence in sharing new knowledge with all staff levels ❖ Modifies programs and treatments based on newly-learned skills and considerations ❖ Consults with other health professionals and physical therapists for treatment ideas 	<ul style="list-style-type: none"> ❖ Acts as a mentor not only to other PT's, but to other health professionals ❖ Utilizes mentors who have knowledge available to them ❖ Continues to seek and review relevant literature ❖ Works towards clinical specialty certifications ❖ Seeks specialty training ❖ Is committed to understanding the PT's role in the health care environment today (i.e. wellness clinics, massage therapy, holistic medicine) ❖ Pursues participation in clinical education as an educational opportunity

I function predominantly in the **beginning/intermediate/entry/post entry** level

1. Examples of behaviors to support my self assessment:
2. Regarding this Professional Behavior, I would like to improve in the following ways:

PROFESSIONAL DEVELOPMENT PLAN:

MODULE: ____ **Name:** _____
(*print*)

Based on my self assessment of my Professional Behaviors and the areas I have identified for improvement, I am setting the following goals:

- 1.
- 2.
- 3.

To accomplish these goals, I will take the following specific actions:

- 1.
- 2.
- 3.

By my signature below, I indicate that I have completed this self assessment and sought feedback from my CI regarding my self assessment.

Student's signature _____ Date _____

Faculty Advisor feedback/suggestions.

Faculty Advisor's signature: _____ Date: _____