**Professional Behaviors Assessment**

**Physical Therapy Program**

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Directions: 1. Read the description of each Professional Behavior.

2. Become familiar with the behavioral criteria described in each of the levels.

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

4. At midterm and at the end of the internship, complete this form.

a) Using a Highlighter Pen, highlight 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. Please use different color pens to denote midterm vs. final.

d) For each Professional Behavior, list the areas in which you wish to improve. Please use different color pens to denote midterm vs. final.

5. Share your self assessment with your advisor, specifically seeking his/her feedback.

\*\*Professional Behaviors were developed by Warren May, Laurie Kontney and Annette Iglarsh (2010) as an update to the Generic Abilities.

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| **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. | | | |
| ***Beginning Level:***  ❖ 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 | ***Intermediate Level:***  ❖ Feels challenged to examine ideas  ❖ Critically analyzes the literature and applies it to 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 | ***Entry Level:***  ❖ Distinguishes relevant from irrelevant patient data  ❖ Readily formulates and critiques alternative hypotheses and ideas  ❖ Infers applicability of information across  populations  ❖ Exhibits openness to contradictory ideas  ❖ Identifies appropriate measures and determines  effectiveness of applied  solutions efficiently  ❖ Justifies solutions selected | ***Post-Entry Level:***  ❖ 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 |
| *I function predominantly in the* ***beginning/intermediate/entry/post entry*** *level*  *.*  *Examples of behaviors to support my self assessment:* I tend to analyze test questions and scenarios very carefully to make sure I cover everything I need to. I am able to use evidence more and research that I have learned to help me rule in and rule out answers. This applies to my clinical reasoning as well. My ICE experiences have allowed me to have to think outside of the box quickly to come up with solutions on the fly.  *Regarding this Professional Behavior, I would like to improve in the following ways:* Now that my critical thinking has grown, I would like to expand on it by being more confident in my choices and coming to conclusions more efficiently. | | | |

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| **2. Communication -** The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes. | | | |
| ***Beginning Level:***  ❖ 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 | ***Intermediate Level:***  ❖ 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  ❖ Provides effective education  (verbal, non-verbal, written and electronic) | ***Entry Level:***  ❖ 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 | ***Post Entry Level:***  ❖ 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 |
| I function predominantly in the **beginning/intermediate/entry/post entry** level  .  Examples of behaviors to support my self assessment: I consider myself to have good communication skills in order to keep a good structure in classes and the clinic. I like things to run smoothly, and I think communication is a huge aspect of making that happen. With the confidence that I have gained, I am able to communicate more often and logically with my peers and others.  Regarding this Professional Behavior, I would like to improve in the following ways: I can improve my communication by being more involved in my clinicals. During my ICE experiences, I really enjoyed observing and seeing what was going on and jumping in when prompted. For my first clinical, I plan to be much more outgoing and establish myself as someone who wants to get a lot out of this opportunity. | | | |

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| **3. Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes. | | | |
| ***Beginning Level:***  ❖ Recognizes problems  ❖ States problems clearly  ❖ Describes known solutions to problems  ❖ Identifies resources needed to develop solutions  ❖ Uses technology to search for and locate resources  ❖ Identifies possible solutions  and probable outcomes | ***Intermediate Level:***  ❖ 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:***  ❖ 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:***  ❖ 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  .  Examples of behaviors to support my self assessment: My problem solving skills are very thorough and calculated to make sure I come up with the best possible solution for any problem thrown my way. I tend to solve my problems methodically, which helps give me more confidence in my solutions. I will always seek help when it is needed and love to discuss with others when my problems occur.  Regarding this Professional Behavior, I would like to improve in the following ways: I can improve by once again speeding up my decision making process. I feel like I can develop and come up with solutions faster in the future whereas right now I tend to take a little bit longer to get to the right answer. | | | |

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| **4. Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner. | | | |
| ***Beginning Level:***  ❖ 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 | ***Intermediate Level:***  ❖ 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 | ***Entry Level:***  ❖ 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 | ***Post Entry Level:***  ❖ 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 |
| I function predominantly in the **beginning/intermediate/entry/post entry** level  .  Examples of behaviors to support my self assessment::I can hold a conversation with my peers and patients well which can promote rapport which is a positive factor in the healing process. I am able to distinguish people with a higher role than me as well to not overstep my boundaries.  Regarding this Professional Behavior, I would like to improve in the following ways: I can improve this by trying to slow down when I am working with a patient. Sometimes I am tasked with something new to me or something that I am not used to, and it can be hard for me to carry out a conversation while I am doing things. It can also be difficult for me to steer the conversation when a patient is not being compliant. | | | |

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| **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. | | | |
| ***Beginning Level:***  ❖ Demonstrates punctuality  ❖ 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 | ***Intermediate Level:***  ❖ 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 | ***Entry Level:***  ❖ 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 | ***Post Entry Level:***  ❖ 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 |
| I function predominantly in the **beginning/intermediate/entry/post entry** level  .  Examples of behaviors to support my self assessment: I have grown in this quite a bit throughout my first year. After ICE and my pro bono experiences, it really made me excited to start my clinical so I can spend more than 1-2 sessions with a person. I am excited to join them on their path to recovery and encourage them and inform them during the process. I was excited to do this for pro bono and ICE, but the experiences were just for us to get a feel for what clinic is like so I was unable to spend multiple weeks with these patients.  Regarding this Professional Behavior, I would like to improve in the following ways: I would like to improve by being held more accountable and taking my opportunities and using them as best I can. I would love to have a good amount of control/say in my clinical experiences to where I am being active as soon as possible and not just observing. | | | |

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| **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. | | | |
| ***Beginning Level:***  ❖ Abides by all aspects of the academic program  honor code and the APTA Code of Ethics  ❖ Demonstrates awareness of state 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 | ***Intermediate Level:***  ❖ 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 | ***Entry Level:***  ❖ 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 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 | ***Post Entry Level:***  ❖ 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 |

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

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Examples of behaviors that support my self assessment: My professionalism has grown through being around my peers mostly. I see a lot of professional qualities from my cohort, and it makes me want to strive to be like them. Also from the guest speakers and how the faculty carry themselves, I respect when someone is professional, and it makes me want to be more engaged with the activities at hand.

Regarding this Professional Behavior, I would like to improve in the following ways: To become more professional, I really need to get into that first clinical experience and get used to being around patients more and figure out the difference between clinical life and classroom life. My professional qualities can grow in many different ways, but being around a team of therapists that work well together is one the best ways I can do that.

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| **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:***  ❖ 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 | ***Intermediate Level:***  ❖ 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 | ***Entry Level:***  ❖ 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 | ***Post Entry Level:***  ❖ 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  .  Examples of behaviors to support my self assessment: This first year of PT school, I have had to accept many times that I am going to be wrong and learn from my mistakes. At the start, I took constructive feedback harshly and would get overly anxious for exams or practical’s. Now understanding that I want to be the best therapist I can, I have the mindset of I will either succeed, or I will learn something from the experience. This mindset has really helped my grow in my professionalism.  Regarding this Professional Behavior, I would like to improve in the following ways: I will not only be open to my own constructive feedback, but I can grow in this more by providing constructive feedback to others. I enjoy when people give me feedback because it is typically something that I will not fail on again. Giving someone else this opportunity is something that can improve. | | | |

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| **8. Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit. | | | |
| ***Beginning Level:***  ❖ 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 | ***Intermediate Level:***  ❖ 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 | ***Entry Level:***  ❖ 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 | ***Post Entry Level:***  ❖ 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 supervisees in increasing  productivity and/or  effectiveness without decrement in quality of care |
| I function predominantly in the **beginning/intermediate/entry/post entry** level  .  Examples of behaviors to support my self assessment: I think I have very good time management skills being able to manage a sport, weights, class, practical’s, clinical experiences, studying, part time work, volunteering, and my own leisure time. I was able to hold these skills to a high standard throughout my first year and only plan to grow on it more.    Regarding this Professional Behavior, I would like to improve in the following ways: I can improve by getting more ahead on work that I am able to do. I still tend to wait to do things until a day or 2 before, so it would be nice to knock things out early and give myself even more time to work with during my busy weeks. | | | |

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| **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. | | | |
| ***Beginning Level:***  ❖ Recognizes own stressors  ❖ Recognizes distress or problems in others  ❖ Seeks assistance as needed  ❖ Maintains professional demeanor in all situations | ***Intermediate Level:***  ❖ 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 | ***Entry Level:***  ❖ 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 | ***Post Entry Level:***  ❖ 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 |
| I function predominantly in the **beginning/intermediate/entry/post entry** level  .  Examples of behaviors to support my self assessment: Being a student athlete, I have had many stressors throughout my years and have developed ways to manage my stress. Whether it is golfing or grilling on my porch, I have many strategies to manage stress and deload after my busy days.  Regarding this Professional Behavior, I would like to improve in the following ways: In the future, this ties back into time management. If I can manage my time better earlier on, I will therefore be less stressed. Going into my clinicals, I plan to have my weeks somewhat planned out to take some stress off of myself when I am trying to figure out how much time I have for leisure and part time work after a 40 hour week at my clinical site. | | | |

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| **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:***  ❖ 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 | ***Intermediate Level:***  ❖ 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 | ***Entry Level:***  ❖ 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 | ***Post Entry Level:***  ❖ 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  .  Examples of behaviors to support my self assessment: I have developed a good commitment to learning after my first year and want to continue learning to be the best PT I can be. Some strategies I do to support this is that I have incorporated many different types of study methods as I prepare for exam. I would have loved to stick to my original way of studying, but I needed a boost in order to continue passing exams. As I learn more, I will begin to get more confidence about clinical scenarios with my CI and my peers.  Regarding this Professional Behavior, I would like to improve in the following ways: To improve, I will continue to always ask for feedback and advice on things I am unsure of. I think failure is a great way for me to continue to learn as well. | | | |

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**Professional Development Plan:**

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

* Become more engaged in my learning experiences; ask questions, verify with my CI, etc
* Continue to develop new strategies for time and stress management to make my clinical more enjoyable therefore being more engaged while I am working
* Develop my problem solving by gaining more knowledge and understanding to make decisions quicker
* Continue to hold myself accountable at a high level to promote professionalism to be the best PT I can

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

* Be engaged and vocal with my peers and CI
* Plan out my days in advance
* Focus more on my study time and utilize my time wisely
* Accept feedback always with a positive attitude and use it to motivate myself and grow

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



Student Signature

Date

Advisor signature:

Date:

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