

**Doctor of Physical Therapy Program  
University of Wisconsin-La Crosse  
Professional Behaviors**

Instructions:

- The resident will become familiar with all *Post-Entry Level Criteria* prior to beginning their residency program.
- Upon completion of the clinical experience, use the highlighter tool on your computer, mark all criteria that describes behaviors you typically demonstrate.
- The resident will complete the self-assessment process by circling their level of performance (rarely, occasionally, typically).
- The resident will then share their self-assessment with their clinical mentor seeking feedback.
- The resident will identify one or two behavioral criteria that merit further attention and develop strategies for personal and professional growth related to those criteria.

<b>Ten Professional Behaviors</b>
1. <u>Critical thinking</u> : 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.
2. <u>Communication</u> : The ability to communicate effectively (i.e. verbal, nonverbal, reading, writing, and listening) for varied audiences and purposes.
3. <u>Problem Solving</u> : The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
4. <u>Interpersonal Skills</u> : The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. <u>Responsibility</u> : 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.
6. <u>Professionalism</u> : The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
7. <u>Use of Constructive Feedback</u> : the ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
8. <u>Effective Use of Time and Resources</u> : The ability to manage time and resources effectively to obtain the maximum possible benefit.
9. <u>Stress Management</u> : 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.
10. <u>Commitment to Learning</u> : 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.

**Gundersen Lutheran Sports Physical Therapy Residency Program  
Partnering with UW-La Crosse Physical Therapy Program  
Professional Behaviors – Post-Entry Level**

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>The student demonstrates:</b>	<b>Assessment</b>		
<b>1. Critical Thinking:</b> <ul style="list-style-type: none"> <li>• Develops new knowledge through research, professional writing and/or professional presentations</li> <li>• Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process</li> <li>• Weighs information value based on source and level of evidence</li> <li>• Identifies complex patterns of associations</li> <li>• Distinguishes when to think intuitively vs. analytically</li> <li>• Recognizes own biases and suspends judgmental thinking</li> <li>• Challenges others to think critically</li> </ul>	<b>Rarely</b>	<b>Occasionally</b>	<b>Typically</b>
	Examples:		
<b>2. Communication:</b> <ul style="list-style-type: none"> <li>• Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning</li> <li>• Effectively delivers messages capable of influencing patients, the community and society</li> <li>• Provides education locally, regionally and/or nationally</li> <li>• Mediates conflict</li> </ul>	<b>Rarely</b>	<b>Occasionally</b>	<b>Typically</b>
	Examples:		
<b>3. Problem Solving:</b> <ul style="list-style-type: none"> <li>• Weighs advantages and disadvantages of a solution to a problem</li> <li>• Participates in outcome studies</li> <li>• Participates in formal quality assessment in work environment</li> <li>• Seeks solutions to community health-related problems</li> <li>• Considers second and third order effects of solutions chosen</li> </ul>	<b>Rarely</b>	<b>Occasionally</b>	<b>Typically</b>
	Examples:		
<b>4. Interpersonal skills:</b> <ul style="list-style-type: none"> <li>• Establishes mentor relationships</li> <li>• 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</li> </ul>	<b>Rarely</b>	<b>Occasionally</b>	<b>Typically</b>
	Examples:		

The student demonstrates:	Assessment		
<b>5. Responsibility</b> <ul style="list-style-type: none"> <li>• Recognizes role as a leader</li> <li>• Encourages and displays leadership</li> <li>• Facilitates program development and modification</li> <li>• Promotes clinical training for students and coworkers</li> <li>• Monitors and adapts to changes in the health care system</li> <li>• Promotes service to the community</li> </ul>	<b>Rarely</b>	<b>Occasionally</b>	<b>Typically</b>
	Examples:		
<b>6. Professionalism</b> <ul style="list-style-type: none"> <li>• Actively promotes and advocates for the profession</li> <li>• Pursues leadership roles</li> <li>• Supports research</li> <li>• Participates in program development</li> <li>• Participates in education of the community</li> <li>• Demonstrates the ability to practice effectively in multiple settings</li> <li>• Acts as a clinical instructor</li> <li>• Advocates for the patient, the community and society</li> </ul>	<b>Rarely</b>	<b>Occasionally</b>	<b>Typically</b>
	Examples:		
<b>7. Use of Constructive Feedback</b> <ul style="list-style-type: none"> <li>• Engages in non-judgmental, constructive problem-solving discussions</li> <li>• Acts as conduit for feedback between multiple sources</li> <li>• Seeks feedback from a variety of sources to include students/supervisees/peers/supervisors/patients</li> <li>• Utilizes feedback when analyzing and updating professional goals</li> </ul>	<b>Rarely</b>	<b>Occasionally</b>	<b>Typically</b>
	Examples:		
<b>8. Effective Use of Time and Resources</b> <ul style="list-style-type: none"> <li>• Advances profession by contributing to the body of knowledge (outcomes, case studies, etc)</li> <li>• Applies best evidence considering available resources and constraints</li> <li>• Organizes and prioritizes effectively</li> <li>• Prioritizes multiple demands and situations that arise on a given day</li> <li>• Mentors peers and supervisees in increasing productivity and/or effectiveness without decrement in quality of care</li> </ul>	<b>Rarely</b>	<b>Occasionally</b>	<b>Typically</b>
	Examples:		
<b>9. Stress Management</b> <ul style="list-style-type: none"> <li>• Recognizes when problems are unsolvable</li> <li>• Assists others in recognizing and managing stressors</li> <li>• Demonstrates preventative approach to stress management</li> <li>• Establishes support networks for self and others</li> <li>• Offers solutions to the reduction of stress</li> <li>• Models work/life balance through health/wellness behaviors in professional and personal life</li> </ul>	<b>Rarely</b>	<b>Occasionally</b>	<b>Typically</b>
	Examples:		

The student demonstrates:	Assessment		
<b>10. Commitment to Learning</b> <ul style="list-style-type: none"> <li>• Acts as a mentor not only to other PT's, but to other health professionals</li> <li>• Utilizes mentors who have knowledge available to them</li> <li>• Continues to seek and review relevant literature</li> <li>• Works towards clinical specialty certifications</li> <li>• Seeks specialty training</li> <li>• Is committed to understanding the PT's role in the health care environment today (i.e. wellness clinics, massage therapy, holistic medicine)</li> <li>• Pursues participation in clinical education as an educational opportunity</li> </ul>	<b>Rarely</b>	<b>Occasionally</b>	<b>Typically</b>
	Examples:		

**Professional Development Plan:**

<b>Identify professional behaviors for growth</b>	<b>Construct specific strategies targeting identified areas</b>

**Student Signature:** \_\_\_\_\_

**Clinical Instructor Signature:** \_\_\_\_\_