

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

Instructions:

- The student will become familiar with all ***Beginning Level Criteria*** prior to beginning their 2-week fieldwork assignment.
- Upon completion of the clinical experience, use the highlighter tool on your computer, mark all criteria that describes behaviors you ***typically*** demonstrate.
- The students will complete the self-assessment process by highlighting their level of performance (rarely, occasionally, typically).
- The student will then share their self-assessment with their clinical instructor seeking feedback.
- The student will identify one or two behavioral criteria that merit further attention and develop strategies for personal and professional growth related to those criteria.
- The form is to be submitted using the D2L drop box.
- The student should be prepared to discuss their plan with their course instructor upon their return to campus.

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

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

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

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

<b>The student demonstrates:</b>	<b>Assessment</b>		
<b>1. Critical Thinking:</b> <ul style="list-style-type: none"> <li>• Raises relevant questions</li> <li>• Considers all available information</li> <li>• Articulates ideas</li> <li>• Understands the scientific method</li> <li>• States the results of scientific literature but has not developed the consistent ability to critically appraise findings</li> <li>• Recognizes holes in knowledge base</li> <li>• Demonstrates acceptance of limited knowledge and experience</li> </ul>	<b>Rarely</b>	<b>Occasionally</b>	<b>Typically</b>
	Examples:		
<b>2. Communication:</b> <ul style="list-style-type: none"> <li>• Demonstrates understanding of the English language (verbal &amp; written): uses correct grammar, accurate spelling and expression, legible handwriting</li> <li>• Recognizes impact of non-verbal communication in self and others</li> <li>• Recognizes the verbal and non-verbal characteristics that portray confidence</li> <li>• Utilizes electronic communication appropriately</li> </ul>	<b>Rarely</b>	<b>Occasionally</b>	<b>Typically</b>
	Examples:		
<b>3. Problem Solving:</b> <ul style="list-style-type: none"> <li>• Recognizes problems</li> <li>• States problems clearly</li> <li>• Describes known solutions to problems</li> <li>• Identifies resources needed to develop solutions</li> <li>• Uses technology to search for and locate resources</li> <li>• Identifies possible solutions and probable outcomes</li> </ul>	<b>Rarely</b>	<b>Occasionally</b>	<b>Typically</b>
	Examples:		
<b>4. Interpersonal skills:</b> <ul style="list-style-type: none"> <li>• Maintains professional demeanor in all interactions</li> <li>• Demonstrates interest in patients as individuals</li> <li>• Communicates with others in a respectful and confident manner</li> <li>• Respects differences in personality, lifestyle and learning styles during interactions with all persons</li> <li>• Maintains confidentiality in all interactions</li> <li>• Recognizes the emotions and bias that one brings to all professional interactions</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>• Demonstrates punctuality</li> <li>• Provides a safe and secure environment for patients</li> <li>• Assumes responsibility for actions</li> <li>• Follows through on commitments</li> <li>• Articulates limitations and readiness to learn</li> <li>• Abides by all policies of academic program and clinical facility</li> </ul>	<b>Rarely</b>	<b>Occasionally</b>	<b>Typically</b>
<b>6. Professionalism</b> <ul style="list-style-type: none"> <li>• Abides by all aspects of the academic program honor code and APTA Code of Ethics</li> <li>• Demonstrates awareness of state licensure regulations</li> <li>• Projects professional image</li> <li>• Attends professional meetings</li> <li>• Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers</li> </ul>	<b>Rarely</b>	<b>Occasionally</b>	<b>Typically</b>
<b>7. Use of Constructive Feedback</b> <ul style="list-style-type: none"> <li>• Demonstrates active listening skills</li> <li>• Assesses own performance</li> <li>• Actively seeks feedback from appropriate sources</li> <li>• Demonstrates receptive behavior and positive attitude toward feedback</li> <li>• Incorporates specific feedback into behaviors</li> <li>• Maintains two-way communication without defensiveness</li> </ul>	<b>Rarely</b>	<b>Occasionally</b>	<b>Typically</b>
<b>8. Effective Use of Time and Resources</b> <ul style="list-style-type: none"> <li>• Comes prepared for the day's activities/responsibilities</li> <li>• Identifies resource limitations (i.e. information, time, experience)</li> <li>• Determines when and how much help/assistance is needed</li> <li>• Accesses current evidence in a timely manner</li> <li>• Verbalizes productivity standards and identifies barriers to meeting productivity standards</li> <li>• Self identifies and initiates learning opportunities during unscheduled time</li> </ul>	<b>Rarely</b>	<b>Occasionally</b>	<b>Typically</b>
<b>9. Stress Management</b> <ul style="list-style-type: none"> <li>• Recognizes own stressors</li> <li>• Recognizes distress or problems in others</li> <li>• Seeks assistance as needed</li> <li>• Maintains professional demeanor in all situations</li> </ul>	<b>Rarely</b>	<b>Occasionally</b>	<b>Typically</b>

The student demonstrates	Assessment		
<b>10. Commitment to Learning</b> <ul style="list-style-type: none"> <li>• Prioritizes information needs</li> <li>• Analyzes and subdivides large questions into components</li> <li>• Identifies own learning needs based on previous experiences</li> <li>• Welcomes and/or seeks new learning opportunities</li> <li>• Seeks out professional literature</li> <li>• Plans and presents an in-service, research, or cases studies</li> </ul>	Rarely	Occasionally	Typically
	Examples:          		

**Professional Development Plan:**

Identify one or two professional behaviors for growth	Construct specific strategies targeting identified areas

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

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