

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

Instructions:

- The student will become familiar with all *Entry Level Criteria* prior to beginning their internships.
- 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.

Ten Professional Behaviors
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.

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

Student Name: _____

Date: _____

The student demonstrates:	Assessment		
1. Critical Thinking: <ul style="list-style-type: none"> • 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 	Rarely	Occasionally	Typically
	Examples:		
2. Communication: <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 	Rarely	Occasionally	Typically
	Examples:		
3. Problem Solving: <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 	Rarely	Occasionally	Typically
	Examples:		
4. Interpersonal skills: <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 interaction and modifies own behaviors based on them 	Rarely	Occasionally	Typically
	Examples:		

The student demonstrates:	Assessment		
<p>5. Responsibility</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 	Rarely	Occasionally	Typically
<p>6. Professionalism</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 health care 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 	Rarely	Occasionally	Typically
<p>7. Use of Constructive Feedback</p> <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 	Rarely	Occasionally	Typically

<p>8. Effective Use of Time and Resources</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>Rarely</p>	<p>Occasionally</p>	<p>Typically</p>
<p>Examples:</p>			
<p>9. Stress Management</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>Rarely</p>	<p>Occasionally</p>	<p>Typically</p>
<p>Examples:</p>			
<p>10. Commitment to Learning</p> <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 	<p>Rarely</p>	<p>Occasionally</p>	<p>Typically</p>
<p>Examples:</p>			

Professional Development Plan:

<p>Identify one or two professional behaviors for growth</p>	<p>Construct specific strategies targeting identified areas</p>

Student Signature: _____

Clinical Instructor Signature: _____