

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

Instructions:

- The student will become familiar with all *Intermediate Level Criteria* prior to beginning their 4-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.

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 – Intermediate Level**

Student Name: _____

Date: _____

The student demonstrates:	Assessment		
1. Critical Thinking: <ul style="list-style-type: none"> • 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 	Rarely	Occasionally	Typically
	Examples:		
2. Communication: <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 • Provides effective education (verbal, non-verbal, written, and electronic) 	Rarely	Occasionally	Typically
	Examples:		
3. Problem Solving: <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 	Rarely	Occasionally	Typically
	Examples:		
4. Interpersonal skills: <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 	Rarely	Occasionally	Typically
	Examples:		

The student demonstrates:	Assessment		
5. Responsibility <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 	Rarely	Occasionally	Typically
	Examples:		
6. Professionalism <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 settings • 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 	Rarely	Occasionally	Typically
	Examples:		
7. Use of Constructive Feedback <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 	Rarely	Occasionally	Typically
	Examples:		
8. Effective Use of Time and Resources <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 	Rarely	Occasionally	Typically
	Examples:		
9. Stress Management <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 	Rarely	Occasionally	Typically
	Examples:		

The student demonstrates	Assessment		
10. Commitment to Learning <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 	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: _____