

# MCC PTA Program

## Professional Behaviors Assessment Tool

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 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 the end of each semester, complete this form.
    - a. Using a Highlighter pen, highlight all criteria that describes behaviors you demonstrate in Beginning Level (column 1), Intermediate Level (column 2), or Entry Level (column 3).
    - b. Give at least one specific example of a time when you demonstrated a behavior from the highest level highlighted.
    - c. Place an "x" along the visual analog scale to indicate the level (B, I, or E) at which you primarily function in each ability. This should be based on your highlighted areas, the specific example, and feedback from your CI.
  5. Share your self assessment with your clinical instructor, specifically seeking his/her feedback.
  6. Sign and return to Program Chair

### **End of Semester Level Expectations:**

1<sup>st</sup> Year Spring: Beginning

1<sup>st</sup> Year Fall: at least 50% criteria at Intermediate Level

2<sup>nd</sup> Year Summer: ALL at Intermediate Level

2<sup>nd</sup> Year Fall: ALL at Entry Level

**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

**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

**Specific Example:**

**Place an "x" on the visual analog scale**

**B I E**

**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

**Specific Example:**

**Place an "x" on the visual analog scale**

**B I E**

<b>3. Problem Solving:</b> The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.		
<b>Beginning Level:</b> 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	<b>Intermediate Level:</b> 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	<b>Entry Level:</b> 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
<b>Specific Example:</b>		<b>Place an “x” on the visual analog scale</b>  

<b>4. Interpersonal Skills:</b> The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.		
<b>Beginning Level:</b> 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	<b>Intermediate Level:</b> 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	<b>Entry Level:</b> 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
<b>Specific Example:</b>		<b>Place an “x” on the visual analog scale</b>  

<p>5. <b>Responsibility:</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.</p>		
<p><b>Beginning Level:</b>          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</p>	<p><b>Intermediate Level:</b>          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</p>	<p><b>Entry Level:</b>          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</p>
<p><b>Specific Example:</b></p>		<p><b>Place an “x” on the visual analog scale</b></p> <p style="text-align: center;"> <span style="border-top: 1px solid black; display: inline-block; width: 100px; margin-right: 20px;">B</span> <span style="border-top: 1px solid black; display: inline-block; width: 100px; margin-right: 20px;">I</span> <span style="border-top: 1px solid black; display: inline-block; width: 100px;">E</span> </p>

<p>6. <b>Professionalism:</b> The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.</p>		
<p><b>Beginning Level:</b>          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</p>	<p><b>Intermediate Level:</b>          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</p>	<p><b>Entry Level:</b>          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 &amp; 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</p>
<p><b>Specific Example:</b></p>		<p><b>Place an “x” on the visual analog scale</b></p> <p style="text-align: center;"> <span style="border-top: 1px solid black; display: inline-block; width: 100px; margin-right: 20px;">B</span> <span style="border-top: 1px solid black; display: inline-block; width: 100px; margin-right: 20px;">I</span> <span style="border-top: 1px solid black; display: inline-block; width: 100px;">E</span> </p>

<p><b>7. <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.</p>		
<p><b><i>Beginning Level:</i></b>          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</p>	<p><b><i>Intermediate Level:</i></b>          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</p>	<p><b><i>Entry Level:</i></b>          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</p>
<p><b>Specific Example:</b></p>		<p><b>Place an “x” on the visual analog scale</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;"><b>B</b></span> <span style="margin-right: 100px;"><b>I</b></span> <span><b>E</b></span> </p>

<p><b>8. <u>Effective Use of Time and Resources:</u></b> The ability to manage time and resources effectively to obtain the maximum possible benefit.</p>		
<p><b><i>Beginning Level:</i></b>          Comes prepared for the day’s activities&amp; 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</p>	<p><b><i>Intermediate Level:</i></b>          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</p>	<p><b><i>Entry Level:</i></b>          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>
<p><b>Specific Example:</b></p>		<p><b>Place an “x” on the visual analog scale</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;"><b>B</b></span> <span style="margin-right: 100px;"><b>I</b></span> <span><b>E</b></span> </p>

<p><b>9. Stress Management:</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.</p>		
<p><b>Beginning Level:</b>  Recognizes own stressors;  Recognizes distress or problems in others; Seeks assistance as needed; Maintains professional demeanor in all situations</p>	<p><b>Intermediate Level:</b>  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</p>	<p><b>Entry Level:</b>  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>
<p><b>Specific Example:</b></p>		<p><b>Place an “x” on the visual analog scale</b></p> <p style="text-align: center;">_____</p> <p style="text-align: center;"><b>B</b>                      <b>I</b>                      <b>E</b></p>

<p><b>10. Commitment to Learning:</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.</p>		
<p><b>Beginning Level:</b>  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</p>	<p><b>Intermediate Level:</b>  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</p>	<p><b>Entry Level:</b>  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>
<p><b>Specific Example:</b></p>		<p><b>Place an “x” on the visual analog scale</b></p> <p style="text-align: center;">_____</p> <p style="text-align: center;"><b>B</b>                      <b>I</b>                      <b>E</b></p>

Based on my Professional Behaviors Assessment, I am setting the following Goals:

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

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

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

Faculty Signature: \_\_\_\_\_

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