

**Professional Behaviors<sup>1</sup> Assessment  
Master of Physical Therapy  
University of Saskatchewan**

This form has been designed to assist you in evaluating your current professional behaviors/generic abilities and to help you describe the areas you in which you would like to improve.

**DIRECTIONS:**

**A. The Professional Development Worksheets**

1. Read the description of each Professional Behavior and complete the 10 page WORKSHEET document.
2. Become familiar with the behavioral criteria described in each of the levels.

Self assess your performance continually, relative to the Professional Behaviors, using the behavioral criteria. Ask yourself,

**“Have I demonstrated this behavior in the context of my PT education (i.e., in the classroom, laboratory, during interactions with faculty and fellow students, during clinical visits, and/or during clinical education experiences)?”**

3. Complete the WORKSHEET at designated times (Module 2, 7, and 9). You will be reminded to do this.
  - a) **Highlight using a pen or electronic equivalent**, all criteria that describes behaviors you demonstrate in Beginning (column 1), Intermediate (column 2), Entry Level (column 3) or Post-Entry Level Professional Behaviors.
  - b) Identify the level within which you predominately function.
  - c) Document specific examples of when you demonstrated behaviors from the highest level highlighted.
  - d) For each Professional Behavior, list the areas in which you wish to improve.

NOTE: All generic abilities can be assessed based on interactions in the classroom, laboratory, meetings with faculty, working in groups, studying with classmates, while participating in clinical activities, et cetera. Saying you cannot assess any given ability because you have not completed a formal clinical education experience is NOT acceptable.

Developmental expectations are as follows:

- a) Beginning (B) level behaviors by the end of Module II
  - b) Intermediate (I) level by the end of Module VII
  - c) Entry-level (E) by the completion of Module X
4. Using the work you have done while completing the WORKSHEETS, prioritize two areas for development and complete the PROFESSIONAL DEVELOPMENT PLAN. Meetings will be held

---

<sup>1</sup> Professional Behaviors were developed by Warren May, Laurie Kontney and Annette Iglarsh (2010) as an update to the Generic Abilities. Professional Behaviors Assessment, Physical Therapy Program, Marquette University – Milwaukee, WI

Professional Behaviors Assessment\*, Master of Physical Therapy, University of Saskatchewan  
WORKSHEET 2011-06-17; Revisions: 2012-01-05

with your Faculty Advisor at three assessment points (Module 2, 7, and 9) to discuss your progress. At these meetings you will share your self assessment (WORKSHEET) with your Faculty Advisor, specifically seeking his/her feedback. (Please provide a copy of the completed PROFESSIONAL DEVELOPMENT PLAN to your Faculty Advisor in advance of your meeting.)

5. Have your Faculty Advisor sign the Professional Behaviours Assessment SIGNATURE PAGE indicating that they have read and discussed your self assessment with you. Students will maintain the PROFESSIONAL DEVELOPMENT PLAN for future Modules. Students are responsible for submitting the signed SIGNATURE PAGES to their instructor in Professional Practice 2 (Module 2) and Professional Practice 4 (Module 9).

- Note:**
- a. **Sample behaviors (May, Kourtney, Iglarsh, 2010) were modified to meet the needs of the M.P.T.**
  - b. **Approved by School of Physical Therapy, Academic Affairs, 2011-06-17; Revisions 2012-01-05.**

Professional Behaviors Assessment\*, Master of Physical Therapy, University of Saskatchewan  
 WORKSHEET 2011-06-17; Revisions: 2012-01-05

Student Name \_\_\_\_\_ Faculty Advisor \_\_\_\_\_ Date \_\_\_\_\_

**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.

<p><b>Beginning Level:</b></p> <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 (i.e. methodology and conclusion)</li> <li>❖ Recognizes holes in knowledge base</li> <li>❖ Demonstrates acceptance of limited knowledge and experience in knowledge base</li> </ul>	<p><b>Intermediate Level:</b></p> <ul style="list-style-type: none"> <li>❖ Feels challenged to examine ideas</li> <li>❖ Critically analyzes the literature and applies it to course content and/or patient management</li> <li>❖ Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas</li> <li>❖ Seeks alternative ideas</li> <li>❖ Formulates alternative hypotheses</li> <li>❖ Critiques hypotheses and ideas at a level consistent with knowledge base</li> <li>❖ Acknowledges presence of contradictions</li> </ul>	<p><b>Entry Level:</b></p> <ul style="list-style-type: none"> <li>❖ Distinguishes relevant from irrelevant theoretical and patient data when considering problems</li> <li>❖ Readily formulates and critiques alternative hypotheses and ideas</li> <li>❖ Synthesizes information and data to generate conclusions, recommendations and new perspectives</li> <li>❖ Infers applicability of information across populations</li> <li>❖ Exhibits openness to contradictory ideas</li> <li>❖ Identifies appropriate measures and determines effectiveness of applied solutions efficiently</li> <li>❖ Justifies solutions selected</li> </ul>	<p><b>Post-Entry Level:</b></p> <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>
--	---	--	--

*I function predominantly in the **beginning/intermediate/entry/post entry** level*

1. *Examples of behaviors to support my self assessment:*

2. *Regarding this Professional Behavior, I would like to improve in the following ways:*



<b>3. Problem Solving</b> – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.			
<p><b>Beginning Level:</b></p> <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>❖ Develops appropriate (effective) search strategies</li> <li>❖ Uses technology to search for and locate resources</li> <li>❖ Identifies possible solutions and probable outcomes</li> </ul>	<p><b>Intermediate Level:</b></p> <ul style="list-style-type: none"> <li>❖ Prioritizes problems</li> <li>❖ Identifies contributors to problems</li> <li>❖ Consults with others to clarify problems</li> <li>❖ Appropriately seeks input or guidance</li> <li>❖ Prioritizes resources (analysis and critique of resources)</li> <li>❖ Considers consequences of possible solutions</li> </ul>	<p><b>Entry Level:</b></p> <ul style="list-style-type: none"> <li>❖ Independently locates, prioritizes and uses resources to solve problems</li> <li>❖ Accepts responsibility for implementing solutions</li> <li>❖ Implements solutions</li> <li>❖ Reassesses solutions</li> <li>❖ Evaluates outcomes</li> <li>❖ Modifies solutions based on the outcome and current evidence</li> <li>❖ Evaluates generalizability of current evidence to a particular problem</li> </ul>	<p><b>Post Entry Level:</b></p> <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>

I function predominantly in the **beginning/intermediate/entry/post entry** level

1. Examples of behaviors to support my self assessment:

2. Regarding this Professional Behavior, I would like to improve in the following ways:



<p><b>5. 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. Specific to this category, students must report on their adherence to punctuality and attendance policy, as well as completion of instructor and module evaluation forms.</p>			
<p><b>Beginning Level:</b></p> <ul style="list-style-type: none"> <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> <li>❖ Responds to academic email in a timely manner</li> <li>❖ Contributes to the development project plans when working in a group</li> </ul>	<p><b>Intermediate Level:</b></p> <ul style="list-style-type: none"> <li>❖ Displays awareness of and sensitivity to diverse populations</li> <li>❖ Completes projects without prompting</li> <li>❖ Delegates tasks as needed</li> <li>❖ Collaborates with team members, patients and families</li> <li>❖ Provides evidence-based patient care</li> <li>❖ Contributes to group process, takes responsibility for tasks</li> </ul>	<p><b>Entry Level:</b></p> <ul style="list-style-type: none"> <li>❖ Educates patients as consumers of health care services</li> <li>❖ Encourages patient accountability</li> <li>❖ Directs patients to other health care professionals as needed</li> <li>❖ Acts as a patient advocate</li> <li>❖ Promotes evidence-based practice in health care settings</li> <li>❖ Accepts responsibility for implementing solutions</li> <li>❖ Demonstrates accountability for all decisions and behaviors in academic and clinical settings</li> </ul>	<p><b>Post Entry Level:</b></p> <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>
<p>I function predominantly in the <b>beginning/intermediate/entry/post entry</b> level.</p> <p>1. Examples of behaviors to support my self assessment:</p>  <p>2. Regarding this Professional Behavior, I would like to improve in the following ways:</p>			
<p>❖ <b>Attendance: Expected at beginning level and should be demonstrated consistently at all levels:</b>                  Demonstrates punctuality and attendance at all scheduled learning activities, including scheduled 992 or other group-related meetings. Follows policy and procedures for reporting and attending academic or clinical learning activities.</p> <p>I meet this expectation      YES      NO</p> <p>Regarding this Professional Behavior, I would like to improve in the following ways:</p>			

❖ **Evaluation: Expected at beginning level and should be demonstrated consistently at all levels:**

Accepts responsibility for providing evaluation and constructive feedback to the learning environment by completing module and instructor evaluations in a professional, constructive manner

I meet this expectation    YES    NO

Regarding this Professional Behavior, I would like to improve in the following ways:





**7. Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

<p><b>Beginning Level:</b></p> <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>	<p><b>Intermediate Level:</b></p> <ul style="list-style-type: none"> <li>❖ Critiques own performance accurately</li> <li>❖ Responds effectively to constructive feedback</li> <li>❖ Utilizes feedback when establishing professional and patient related goals</li> <li>❖ Develops and implements a plan of action in response to feedback</li> <li>❖ Provides constructive and timely feedback</li> </ul>	<p><b>Entry Level:</b></p> <ul style="list-style-type: none"> <li>❖ Independently engages in a continual process of self evaluation of skills, knowledge and abilities</li> <li>❖ Seeks feedback from patients/clients and peers/mentors</li> <li>❖ Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities</li> <li>❖ Uses multiple approaches when responding to feedback</li> <li>❖ Reconciles differences with sensitivity</li> <li>❖ Modifies feedback given to patients/clients according to their learning styles</li> </ul>	<p><b>Post Entry Level:</b></p> <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>
--	--	---	---

I function predominantly in the **beginning/intermediate/entry/post entry** level

1. Examples of behaviors to support my self assessment:

2. Regarding this Professional Behavior, I would like to improve in the following ways:



**9. Stress Management** – 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.

<b>Beginning Level:</b>	<b>Intermediate Level:</b>	<b>Entry Level:</b>	<b>Post Entry Level:</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>	<ul style="list-style-type: none"> <li>❖ Actively employs stress management techniques</li> <li>❖ Reconciles inconsistencies in the educational process</li> <li>❖ Maintains balance between professional and personal life</li> <li>❖ Accepts constructive feedback and clarifies expectations</li> <li>❖ Establishes outlets to cope with stressors</li> </ul>	<ul style="list-style-type: none"> <li>❖ Demonstrates appropriate affective responses in all situations</li> <li>❖ Responds calmly to urgent situations with reflection and debriefing as needed</li> <li>❖ Prioritizes multiple commitments</li> <li>❖ Reconciles inconsistencies within professional, personal and work/life environments</li> <li>❖ Demonstrates ability to defuse potential stressors with self and others</li> </ul>	<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>

I function predominantly in the **beginning/intermediate/entry/post entry** level

1. Examples of behaviors to support my self assessment:

  
  
  

2. Regarding this Professional Behavior, I would like to improve in the following ways:

<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></p> <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>	<p><b>Intermediate Level:</b></p> <ul style="list-style-type: none"> <li>❖ Researches and studies areas where own knowledge base is lacking in order to augment learning and practice</li> <li>❖ Applies new information and re-evaluates performance</li> <li>❖ Accepts that there may be more than one answer to a problem</li> <li>❖ Recognizes the need to and is able to verify solutions to problems</li> <li>❖ Reads articles critically and understands limits of application to professional practice</li> </ul>	<p><b>Entry Level:</b></p> <ul style="list-style-type: none"> <li>❖ Respectfully questions conventional wisdom</li> <li>❖ Formulates and re-evaluates position based on available evidence</li> <li>❖ Demonstrates confidence in sharing new knowledge with all staff levels</li> <li>❖ Modifies programs and treatments based on newly-learned skills and considerations</li> <li>❖ Consults with other health professionals and physical therapists for treatment ideas</li> </ul>	<p><b>Post Entry Level:</b></p> <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>
<p>I function predominantly in the <b>beginning/intermediate/entry/post entry</b> level</p> <p>1. Examples of behaviors to support my self assessment:</p> <p>2. Regarding this Professional Behavior, I would like to improve in the following ways:</p>			

**PROFESSIONAL DEVELOPMENT PLAN:**

**MODULE: \_\_ Name: (*print*)**

**Based on my self assessment of my Professional Behaviors and the areas I have identified for improvement, I am setting the following goals:**

- 1.
- 2.
- 3.

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

- 1.
- 2.
- 3.

By my signature below, I indicate that I have completed this self assessment and sought feedback from my CI regarding my self assessment.

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Advisor feedback/suggestions.

Faculty Advisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_