

Ithaca College
Department of Physical Therapy
Guidelines for Professional Behaviors

Behavior	Acceptable	Needs to Improve
1. Commitment to Learning	Prepared, offers insight, self directed learner; identifies own needs and seeks assistance; formulates well thought out questions. Regularly attends and is on time for classes, labs, and clinical internships; responsible for all material whether present in class or absent; notifies instructor of absences in accordance with syllabus.	Uninterested, uninvolved, unprepared; does not take responsibility for own learning. Late for class, often absent.
2. Interpersonal Skills	Initiates discussion to resolve conflicts, actively listens, modifies communication based on listener. Treats others with respect. Communicates with respect and confidence; respects cultural and personal differences including gender, age, and personal space. Uses appropriate posture to reflect attentiveness. Treats others with dignity	Inappropriate non-verbal communication; tends to whine and complain. Sleeps in class; feet are on table/desktop.
3. Communication	Demonstrates appropriate use of English language in verbal, written, and email communication including grammar, spelling, logical organization, and terminology. Recognizes impact of non-verbal communication. Maintains eye contact. Recognizes impact of voice quality and avoids distracting utterances. Modifies written, verbal, and non-verbal communication to meet needs of audiences, i.e., patients/clients, caregivers, colleagues. Able to communicate message in several different ways; maintains open, honest, constructive, and timely communication.	Writes illegibly, unorganized; uses terminology inappropriate for the audience; verbal and nonverbal messages are inconsistent. Uses excessive verbal fillers (e.g. "like", "um", "ya know").
4. Effective Use of Time and Resources	Plans ahead, uses all available resources, formulates clear concise questions and independently seeks answers. Respects time commitments of others. Comes to class (lectures and labs) prepared. Timely completion of all assignments and readings. Dresses appropriately for labs in accordance with syllabus. Actively participates in lectures and labs. Informs instructor if circumstances exist that might affect ability to safely participate.	Asks questions that indicate that the student is unprepared; has not made use of available resources including faculty office hours and Learning Lab. Student is unprepared for lecture/lab.
5. Use of Constructive Feedback	Seeks feedback and incorporates that feedback (including grades, peer/faculty evaluations) to modify behavior; accurately performs self assessment. Actively listens to feedback when provided; compares feedback from a variety of sources and uses it to modify behavior. Demonstrates positive attitude toward feedback from faculty and peers. Gives and receives feedback in a constructive manner.	Is resistant to feedback; unable to recognize own weaknesses; becomes defensive in response to feedback when provided.

Ithaca College
Department of Physical Therapy
Guidelines for Professional Behaviors

Behavior	Acceptable	Needs to Improve
6. Problem Solving	Is able to recognize and define problems, analyze data, generate several solutions for problems, identifies consequences of each solution, selects and implements a solution, and objectively evaluates outcomes. Demonstrates skill in acquiring information using databases and evidence based websites. Synthesizes evidence to inform and perform PT practice. Applies standard, reliable, and valid outcome measures as available for the patient's/client's level of impairment/activity. Supports and participates in continuous quality improvement and PT research.	Lacks ability to identify problems or effectively implement problem solving strategies, unable to develop solutions with well thought out rationale that is based upon the current scientific evidence; unable to identify long range consequences of possible solutions. Does not participate in and/or recognize the value of research and quality improvement.
7. Critical Thinking	Identifies, generates, and evaluates all elements of a logical argument; differentiates facts, illusions, and assumptions; able to distinguish relevant from irrelevant information. Recognizes and accepts clinical ambiguity.	Unable to develop and defend a logical argument that is based on factual information. Becomes caught up in irrelevant information while missing the main points. Can not accept clinical ambiguity. Does not distinguish between relevant and irrelevant information,
8. Professionalism	Projects a professional image in all situations through appearance and interactions including with peers, faculty, staff, clinical supervisors, patients/clients, and during patient demonstrations, field trips, and attending conferences. Wears name tag for all labs and off campus class requirements. Abides by the Ithaca College Student Conduct Code and APTA Code of Ethics.	Frequently and/or consistently demonstrates unprofessional behavior by violating the behaviors in the "acceptable" column.
9. Responsibility	Demonstrates accountability for actions and outcomes. Is dependable, punctual, and timely with all assigned activities. Assumes responsibility for learning and change. Maintains confidentiality of information.	Unreliable, does not fulfill obligations. Places blame on others for the outcomes and consequences of their personal choices and actions. Shares confidential information without prior approval.
10. Stress Management	Prioritizes and organizes commitments and responsibilities to decrease stress. Recognizes stress and stressors in self and others. Identifies and applies stress management techniques. Balances personal and professional commitments. Recognizes when problems are unsolvable. Handles unexpected changes appropriately.	Allows stress to affect professional behavior. Conveys personal stress to others. Unable to recognize stress in others to modify interactions with them.

Ithaca College
Department of Physical Therapy
Guidelines for Professional Behaviors

Comments on above behaviors. Note behavior and add comments below.

Action Plan (Optimally as identified by student):

Instructor's signature: _____ Date: _____.

Student's signature: _____ Date: _____.

Sources: May WW, Morgan BJ, Lemke JC, et al: Model for Ability-Based Assessment n Physical Therapy Education. J of PT Educ.1995; 9(1):3-6; The Comprehensive Professional Behaviours Development Log. The University of Western Ontario School of Physical Therapy, 2004.