

Student \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

Course \_\_\_\_\_

Semester \_\_\_\_\_

**PROFESSIONAL BEHAVIORS PLAN  
DEPARTMENT OF PHYSICAL THERAPY AND HUMAN PERFORMANCE  
FLORIDA GULF COAST UNIVERSITY**

Generic Ability	Beginning Level Behavioral Criteria*	Developing Level Behavioral Criteria**	Entry Level Behavioral Criteria***
<p><b>1. Commitment to Learning</b> The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.</p>	<ul style="list-style-type: none"> <li>• Identifies problems</li> <li>• Formulates appropriate questions</li> <li>• Identifies and locates appropriate resources</li> <li>• Demonstrates a positive attitude (motivation) toward learning</li> <li>• Offers own thoughts and ideas</li> <li>• Identifies need for further information</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritizes information needs</li> <li>• Analyzes and subdivides large questions into components</li> <li>• Seek out professional literature</li> <li>• Sets personal and professional goals</li> <li>• Identifies own learning needs based on previous experiences</li> <li>• Plans and presents an in-service, or research or case studies</li> <li>• Welcomes and/or seeks new learning opportunities</li> </ul>	<ul style="list-style-type: none"> <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 understands limit of application to professional practice</li> <li>• Researches and studies areas where knowledge base is lacking</li> </ul>
<p><b>Student Level (circle appropriate level)</b></p> <p><b>Emerging      Beginning      Developing      Entry</b></p>		<p>Comments</p>	

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Form Revision 4/2012

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<p><b>2. Interpersonal Skills</b> The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.</p>	<ul style="list-style-type: none"> <li>• Maintains professional demeanor in all clinical /<i>educational</i> interactions</li> <li>• Demonstrates interest in patients/<i>others</i> as individuals</li> <li>• Respects cultural and personal differences of others; is non-judgmental about patients’/<i>others</i> lifestyles</li> <li>• Communicates with others in a respectful, confident manner</li> <li>• Respects personal space of patients and others</li> <li>• Maintains confidentiality in all clinical/<i>colleague</i> interactions</li> <li>• Demonstrates acceptance of limited knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes impact of non-verbal communication and modifies accordingly</li> <li>• Assumes responsibility for own actions</li> <li>• Motivates others to achieve</li> <li>• Establishes trust</li> <li>• Seeks to gain knowledge and input from others</li> <li>• Respects role of support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to patient /<i>others</i> but reflects back to original concern</li> <li>• Works effectively with challenging patients/<i>colleagues</i></li> <li>• Responds effectively to unexpected experiences</li> <li>• Talks about difficult issues with sensitivity and objectivity</li> <li>• Delegates to others as needed</li> <li>• Approaches others to discuss differences in opinion</li> <li>• Accommodates differences in learning styles</li> </ul>
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Form Revision 8/11

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<p><b>3. Communication Skills</b> The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.</p>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of basic English (verbal and written): uses correct grammar, accurate spelling and expression</li> <li>• Writes legibly</li> <li>• Recognizes impact of non-verbal communications: maintains eye contact, listens actively</li> <li>• Maintains eye contact</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes non-verbal communications to augment verbal message</li> <li>• Restates, reflects and clarifies message</li> <li>• Collects necessary information from the patient/<i>peer/faculty</i> interview/</li> </ul>	<ul style="list-style-type: none"> <li>• Modifies communication (verbal and written) to meet the needs of different audiences</li> <li>• Presents verbal or written message with logical organization and sequencing</li> <li>• Maintains open and constructive communication</li> <li>• Utilizes communication technology effectively</li> <li>• Dictates clearly and concisely</li> </ul>
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<p><b>4. Effective Use of Time and Resources</b> The ability to obtain the maximum benefit from a minimum investment of time and resources.</p>	<ul style="list-style-type: none"> <li>• Focuses on tasks at hand without dwelling on past mistakes</li> <li>• Recognizes own resource limitations</li> <li>• Uses existing resources effectively</li> <li>• Uses unscheduled time effectively</li> <li>• Completes assignments in timely fashion</li> </ul>	<ul style="list-style-type: none"> <li>• Sets up own schedule</li> <li>• Coordinates schedule with others</li> <li>• Demonstrates flexibility</li> <li>• Plans ahead</li> </ul>	<ul style="list-style-type: none"> <li>• Sets priorities and recognizes as needed</li> <li>• Considers patient's goals in context of patient, clinic, and third party resources</li> <li>• has ability to say "No"</li> <li>• Performs multiple tasks simultaneously and delegates when appropriate</li> <li>• Uses schedule time with each patient/colleague efficiently</li> </ul>
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<p><b>5. Use of Constructive Feedback</b> The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.</p>	<ul style="list-style-type: none"> <li>• Demonstrates active listening skills</li> <li>• Actively seeks feedback and help</li> <li>• Demonstrates a positive attitude toward feedback</li> <li>• Critiques own performance</li> <li>• Maintains two-way communication</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses own performance accurately</li> <li>• Utilizes feedback when establishing pre-professional goals</li> <li>• Provides constructive and timely feedback when establishing pre-professional goals</li> <li>• Develops plan of action in response to feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks feedback from clients</li> <li>• Modifies feedback given to clients according to their learning styles</li> <li>• Reconciles differences with sensitivity</li> <li>• Considers multiple approaches when responding to feedback</li> </ul>
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<p><b>6. Problem-Solving</b> The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</p>	<ul style="list-style-type: none"> <li>• Recognizes problems</li> <li>• States problems clearly</li> <li>• Describes known solutions to problem</li> <li>• Identifies resources needed to develop solutions</li> <li>• Begins to examine multiple solutions to problems</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritizes problems</li> <li>• Identifies contributors to problem</li> <li>• Considers consequences of possible solutions</li> <li>• Consults with others to clarify problem</li> </ul>	<ul style="list-style-type: none"> <li>• Implements solutions</li> <li>• Reassesses solutions</li> <li>• Evaluates outcomes</li> <li>• Updates solutions to problems based on current research</li> <li>• Accepts responsibility for implementing solutions</li> </ul>
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<b>7. Professionalism</b> The ability to exhibit appropriate professional conduct and to represent the profession effectively.	<ul style="list-style-type: none"> <li>• Abides by NATA, ACSM, NSCA Code of Ethics</li> <li>• Demonstrates awareness of state licensure regulations</li> <li>• Abides by facility/<i>university</i> policies and procedures</li> <li>• Projects professional image</li> <li>• Attends professional meeting</li> <li>• Demonstrates honesty, compassion, courage and continuous regard for all</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies positive professional role models</li> <li>• Discusses societal expectations of the profession</li> <li>• Acts on moral commitment</li> <li>• Involves other health care professionals in decision-making</li> <li>• Seeks informed consent from patients/colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates accountability for professional decisions</li> <li>• Treats patients/clients within scope of expertise</li> <li>• Discusses role of Human Performance and Exercise Science in health care</li> <li>• Keeps patient as priority</li> </ul>
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<b>8. Responsibility</b> The ability to fulfill commitments and to be accountable for actions and outcomes.	<ul style="list-style-type: none"> <li>• Demonstrates dependability</li> <li>• Demonstrates punctuality</li> <li>• Follows through on commitments</li> <li>• Recognizes own limits</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts responsibility for actions and outcomes</li> <li>• Provides safe and secure environment for patients/clients</li> <li>• Offers and accepts help</li> <li>• Completes projects without prompting</li> </ul>	<ul style="list-style-type: none"> <li>• Directs patients to other health care professionals when needed</li> <li>• Delegates as needed</li> <li>• Encourages patient accountability</li> </ul>
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<p><b>9. Critical Thinking</b> The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.</p>	<ul style="list-style-type: none"> <li>• Raises relevant questions</li> <li>• Considers all available information</li> <li>• States the result of scientific literature</li> <li>• Recognizes “holes” in knowledge base</li> <li>• Articulates ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Feels challenged to examine ideas</li> <li>• Understands scientific method</li> <li>• Formulates new ideas</li> <li>• Seeks alternative method</li> <li>• Formulates alternative hypotheses</li> <li>• Critiques hypotheses and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits openness to contradictory ideas</li> <li>• Assesses issues raised by contradictory ideas</li> <li>• Justifies solutions selected</li> <li>• Determines effectiveness of applied solutions</li> </ul>
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<p><b>10. Stress Management</b> The ability to identify sources of stress and to develop effective coping behaviors.</p>	<ul style="list-style-type: none"> <li>• Recognizes own stressors or problems</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>• Maintains balance between professional and personal life</li> <li>• Demonstrates effective affective responses in all situations</li> <li>• Accepts constructive feedback</li> <li>• Establishes outlets to cope with stressors</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritizes multiple commitments</li> <li>• Responds calmly to urgent situations</li> <li>• Tolerates inconsistencies in health-care/<i>university</i> environment</li> </ul>
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