

THE UNIVERSITY OF WESTERN ONTARIO SCHOOL OF PHYSICAL THERAPY

The Comprehensive Professional Behaviours Development Log

THE COMPREHENSIVE PROFESSIONAL BEHAVIOURS DEVELOPMENT LOG

INTRODUCTION AND BACKGROUND

Based on the work of MacDonald and her colleagues (2001), ten key professional behaviours have been identified for a physical therapist's development of professionalism. In addition, methods to foster these professional behaviours in physical therapy entry-to-practice and formal and informal continuing education programs have been published (2002). Further work has now been completed to create a comprehensive tool comprising nine behaviours (two of the ten behaviours have been pooled) that students and practicing physical therapists can use to evaluate their development and maintenance of competence in the key professional behaviours (Bartlett et al, 2006). Although this instrument has been developed primarily for use by students in entry-to-practice programs, it will also be useful to practicing clinicians who wish to provide evidence to managers and licensing bodies about their continuing competency with respect to professional behaviours.

In the School of Physical Therapy (SPT) at The University of Western Ontario, this comprehensive self-evaluation tool, which has been abbreviated the CPBDL, is introduced to students in the first academic term. This first introduction is intended to raise students' awareness of the importance of focusing on the development of these professional behaviours, which they will continue to monitor throughout the education program and, ideally, also when they begin independent physical therapy practice.

SELF-EVALUATION: THE KEY TO DEVELOPING AND MAINTAINING PROFESSIONAL BEHAVIOURS

To facilitate your self-evaluation of competency in each of the key professional areas, representative behavioural criteria have been identified on the following pages. To complete the evaluation, first read through the behavioural criteria for each of the key professional behaviours. Next, indicate how consistently you are currently performing the behaviour (i.e. check in the appropriate box). Based on your evaluation of your stage of development prepare an action plan for each behaviour in a typed addendum. By recording self-evaluations in different colours over time, you will be able to closely monitor your development and maintenance. New forms can be downloaded from the SPT website (accessed through <http://www.uwo.ca/fhs>) as needed.

Name: _____

Dates Completed: _____

Key Professional Behaviour: *Accountability*

- Take responsibility for own actions in all areas of practice; recognize and internalize results of actions
- Respond in an appropriate way to effectively deal with both positive and negative outcomes and take actions to rectify any professional incompetencies or insufficiencies
- Trust is paramount to clients and peers; i.e. trust to stay current in practice, treat clients well and competently and contribute to the profession
- Stay abreast of changes in service and service delivery models and evidence-based practice to enhance client care and the profession
- Recognize and carry out the obligation and duty to do the best for clients, employers, colleagues and the profession

Professional Behavioural Criteria	Do I perform this behaviour consistently?					
	No opportunity	Not at all	Some of the time	Most of the time	Almost always	Always
1 Complete assignments and other requests on time						
2 Recognize my resource limitations						
3 Use existing resources effectively						
4 Demonstrate punctuality						
5 Demonstrate dependability (e.g., informs re: absence)						
6 Accept responsibility for actions and outcomes						
7 Recognize need for feedback						
8 Establish trust with peers and faculty						
9 Critique my performance accurately						
10 Develop and act on a plan of action in response to feedback						
11 Establish personal goals						
12 Work effectively with colleagues						
13 Maintain balance between professional/personal life						
14 Seek appropriate assistance to prioritize and reorder multiple commitments						
15 Demonstrate appropriate affective responses to situations						
16 Make appropriate choices for clinical placements to promote individual growth						
17 Set realistic personal and professional goals						
18 Able to prioritize multiple commitments as needed						
19 Respond appropriately to unexpected/new experiences						
20 Seek and act on feedback						
21 Delegate responsibility to others appropriately						
22 Know personal and professional limitations						
23 Seek resources to address weakness or gaps in knowledge and performance						

Key Professional Behaviour: *Adherence to Legal and Ethical Codes of Practice*

- Understand the rationale behind current professional and regulatory codes of ethics and be aware of the consequences of breaching them
- Understand the rationale behind professional boundaries and be aware of the consequence of not respecting them
- Facilitate informed client decision-making and obtain informed consent
- Ensure confidentiality in all interactions (verbal & written) with clients, families and other providers

Professional Behavioural Criteria	Do I perform this behaviour consistently?					
	No opportunity	Not at all	Some of the time	Most of the time	Almost always	Always
1 Am aware of the Code of Ethics of the Canadian Physiotherapy Association						
2 Am aware of the Code of Ethics and Standards of Practice of the College of Physiotherapists of Ontario						
3 Am aware of legislative frameworks, e.g. the Health Care Consent Act						
4 Treat information from medical records, examinations, photographs, and/or videotapes associated with clients and cases confidential						
5 Introduce myself and ask for informed consent before conducting any clinical practice activity						
6 Recognize the power imbalance inherent in all physiotherapist-client relationships						
7 Develop and revise as necessary my personal ethical framework for use in making decisions						
8 Review options for action when faced with difficult decisions and consult colleagues as needed						
9 Abide by all professional codes of ethics						
10 Uphold all professional standards of practice						
11 Involve others in informed decision-making						

Key Professional Behaviour: *Best Evidence and Evidence-Based Practice*

- Use standardized measures (when available) to evaluate the outcome of physical therapy interventions
- Continue to expand individual knowledge base and contribute to the knowledge base of the profession
- Incorporate valid research findings into practice and discontinue using interventions that are determined to be ineffective
- Participate in the critical appraisal of new and existing techniques and methodologies on an ongoing basis
- Take an active role in research whenever possible

Professional Behavioural Criteria	Do I perform this behaviour consistently?					
	No opportunity	Not at all	Some of the time	Most of the time	Almost always	Always
1 Am aware of the need to use standardized, reliable and valid outcome measures						
2 Am aware of acquiring knowledge, i.e., use of data bases such as CINAHL or Medline, or evidence-based websites						
3 Demonstrate skill in acquiring information through using data bases and evidence based web sites						
4 Demonstrate skill in synthesizing existing evidence to inform PT practice						
5 Apply standardized, reliable and valid outcome measures as available and appropriate for the patient's level of impairment, activity, and/or participation						
6 Ensure that physiotherapy-related activities reflect current scientific evidence (i.e., examination, evaluation, prognosis, intervention and outcomes)						
7 Demonstrate routine integration of evidence into clinical decisions						
8 Demonstrate commitment to continuous quality improvement						
9 Support and participate in physiotherapy research						

Key Professional Behaviour: *Client-Centered Practice**

- Facilitate the goal setting process with clients to establish goals that meet their needs
- Consider clients' goals and collaborate with clients to develop an intervention plan to meet their needs
- Encourage and support clients in assuming control over determinants of health and/or advocate on behalf of clients whose goals cannot be achieved within the physical therapy setting/system
- Use a holistic approach to client care
- Develop, participate in and respect an integrated team approach
- Involve clients and/or caregivers in decision-making about intervention plans

* In the academic setting, "clients" refers to simulated or visiting patients, patients seen on pre-clinicals, and peers playing the role of a patient or client

Professional Behavioural Criteria	Do I perform this behaviour consistently?					
	No opportunity	Not at all	Some of the time	Most of the time	Almost always	Always
1 Recognize and respect others' unique mix of characteristics, including gender, age, ethnic origin, religion, culture, language, sexual orientation, and health status						
2 Recognize the importance of collaborative goal setting with clients and others						
3 Respect the client's right to make an informed choice when deciding about services						
4 Ensure the client is addressed and treated respectfully						
5 Maintain ongoing and constructive communication with clients						
6 Provide information to help clients make informed decisions about physiotherapy services						
7 Answer clients' questions truthfully, objectively and as completely as possible						
8 Assist the client to express his or her needs						
9 Ensure client receives services according to individual need (i.e. flexible, accessible, contextually congruent)						
10 Ensure smooth transition for care by other team members (e.g. occupational therapist)						
11 Ensure smooth transition for clients to services in other settings (e.g. inpatient to home care services)						

Key Professional Behaviour: *Communication*

- Use appropriate verbal, non-verbal and written communication
- Recognize the importance of the therapeutic benefits of communication by utilization of interactive communication skills including verbal, non-verbal and active listening
- Give appropriate constructive feedback and receive all forms of feedback with objectivity
- Adhere to established professional and regulatory standards for all forms of communication

Professional Behavioural Criteria	Do I perform this behaviour consistently?					
	No opportunity	Not at all	Some of the time	Most of the time	Almost always	Always
1 Demonstrate appropriate use of English - verbally and in writing (including Email communication)						
2 Introduce myself to client and others						
3 Recognize impact of non-verbal communication and modifies non-verbal communication as required						
4 Maintain eye contact						
5 Listen actively						
6 Demonstrate a positive attitude toward feedback (i.e., is receptive without becoming defensive) from faculty and peers						
7 Recognize impact of voice quality and avoids distracting utterances						
8 Restate, reflect and clarify message						
9 Use professional terminology appropriately						
10 Use non-verbal communication to augment verbal message when necessary (e.g. presence of language barrier)						
11 Interpret and respond appropriately to verbal/non-verbal communication of others						
12 Give and receive feedback in a constructive manner						
13 Modify written and verbal communication to meet needs of different audiences, i.e., clients, care-givers, colleagues						
14 Present verbal or written message with logical organization and sequencing and appropriate use of communication technology						
15 Maintain open and constructive communication						

Key Professional Behaviour: *Critical Thinking*

- Use models for clinical decision making and clinical judgment
- Incorporate the evolving knowledge base into practice
- Continually assess and improve problem-solving skills by searching for alternative explanations of a problem
- Continually participate in the critical appraisal of practice

Professional Behavioural Criteria	Do I perform this behaviour consistently?					
	No opportunity	Not at all	Some of the time	Most of the time	Almost always	Always
1 Can describe the basic steps of a critical-thinking process						
2 Raise relevant questions and states problem clearly						
3 Use information effectively in class/lab sessions						
4 Understand and accept scientific method						
5 Think analytically, systematically						
6 Report or describe known solutions to problems						
7 Can distinguish relevant information in a case						
8 Identify and articulate problems						
9 Prioritize problems						
10 Identify contributors to problems						
11 Identify resources needed to develop solution when not known						
12 Formulate alternative hypotheses/plans						
13 Critique hypotheses and solutions to problems						
14 Differentiate facts and assumptions						
15 Identify patterns of associations not easily recognized						
16 Recognize my biases/suspend judgemental thinking						
17 Recognize unsolvable problems						
18 Consider consequences of possible solution						
19 Seek solutions through collaboration						

Key Professional Behaviour: Empathy / Sensitive Practice and Respect

Empathy / Sensitive Practice:

- Possess awareness of own beliefs and values and do not impose these beliefs on others (for example, clients, peers, faculty)
- Maintain objectivity within the scope of physical therapy practice
- Exhibit sensitivity and respect for the needs and values of individuals from all cultures
- Ensure clients' dignity; right to privacy and confidentiality
- Recognize that there are psychosocial factors that will affect clients' behaviour and ability to participate in treatment

Respect:

- Possess respect for self, for the profession, for clients and for other professionals
- Respect the uniqueness and autonomy of individuals
- Practice with honesty and integrity

Professional Behavioural Criteria	Do I perform this behaviour consistently?					
	No opportunity	Not at all	Some of the time	Most of the time	Almost always	Always
1 Understand and demonstrate empathy and interest in others						
2 Maintain confidentiality in all professional interactions						
3 Communicate with others in a respectful manner						
4 Respect cultural and personal differences of others; am non-judgemental about others' lifestyles						
5 Respect personal space/professional boundaries of others (eg demonstrates appropriate draping techniques; uses appropriate handling in assessment / intervention)						
6 Reconcile differences in cultural values appropriately						
7 Refrain from making remarks or gestures that may be interpreted as demeaning						
8 Maintain appropriate client/practitioner relationship						
9 Provide information to clients in ways that will prevent harm to clients and provide appropriate emotional support						
10 Act on clients' behalf respecting clients' rights and dignity						

Key Professional Behaviour: *Lifelong Learning*

- Take initiative to ensure continued acquisition and application of knowledge and technology through participation in professional development activities
- Promote research and participate in research when possible
- Participate in reflective practice and incorporate required change in practice
- Participate in mentorship to aid in the development of skills and behaviours in others as well as own skills and ideas

Professional Behavioural Criteria	Do I perform this behaviour consistently?					
	No opportunity	Not at all	Some of the time	Most of the time	Almost always	Always
1 Demonstrate positive attitude toward learning						
2 Identify and locate appropriate resources for learning						
3 Offer my thoughts and ideas in written and/or verbal format						
4 Identify need for further information						
5 Use a collaborative approach for learning						
6 Prioritize information needs						
7 Identify learning needs based on previous experiences						
8 Set personal and professional goals						
9 Monitor my progress						
10 Analyze and subdivide large questions into components						
11 Embrace learning as a lifelong process						
12 Seek out professional literature						
13 Seek out additional learning opportunities						
14 Motivate others to participate in ongoing learning opportunities						
15 Critique sources of information such as research articles, websites, conference presentations and continuing education courses						
16 Apply new information and re-evaluate performance						
17 Formulate and re-evaluate position based on available evidence						
18 Act as a mentor to others						

Key Professional Behaviour: *Professional Image*

- Present professional qualifications honestly
- Wear professional attire appropriate to the professional setting
- Provide physical therapy services in a clean, safe, accessible area
- Participate in educating other health care professionals and the public about physical therapy
- Advocate for the profession and participate in the promotion and marketing of physical therapy
- Display confidence and humility in knowledge

Professional Behavioural Criteria	Do I perform this behaviour consistently?					
	No opportunity	Not at all	Some of the time	Most of the time	Almost always	Always
1 Abide by all of the appropriate professional setting policies and procedures						
2 Demonstrate continuous regard for faculty, staff, students, clients and others involved in the professional setting						
3 Recognize personal and professional values						
4 Maintain professional demeanour in all interactions with peers and others						
5 Willingly accept leadership responsibilities						
6 Demonstrate professional behaviour that under no circumstances could be construed as harassment or abuse of clients, colleagues, associates						
7 Discuss professional values and societal expectations						
8 Discuss role of physical therapy in health and society						
9 Identify appropriate professional role models						
10 Seek opportunities for leadership						
11 Attend meetings of local professional association						
12 Participate in other professional activities						
13 Actively promote the profession through community service						
14 Collaborate with other health care groups in public education activities						
15 Am aware of and promotes the standards and values of the profession.						
16 Demonstrate leadership						

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