

## Professionalism Behavior Assessment Tool (PBAT)

### Professional Behavior Assessment Tool Instructions

For each of the 10 professionalism categories:

1. Reflect on the student's professional behavior using the definitions of and the criteria for each behavior as a guide.
2. Consider the solicited and unsolicited feedback has needed from clinical faculty, patients, others, as well as the student's self-reflections.
3. Review the behavioral criteria, asking yourself: "Has (*student*) demonstrated this behavior and has (*student*) demonstrated the behavior consistently in the context of the academic *and/or clinical* setting, e.g., classroom, lab, interactions with faculty, other professionals, and fellow students? How has (*student*) done so?"
4. Use the Likert scale to identify how frequently you have observed each behavior, ranging from 0 (never/<10% of the time) to 4 (observed >90% of the time). The student's goal is to demonstrate all applicable beginning, developing, and entry-level skills in each of the 10 professionalism categories at a frequency of >90% of the time (scores of 4).
5. Some of the professional behaviors may be impossible to assess or not applicable to the context of certain clinical settings. In this case, enter N/A.

### Next Steps:

5. For any of the 10 professionalism categories, there is blank space below the table of behaviors. Use this space to write down any specific behaviors that you think need enhancement and/or development.
6. Under comments – identify the specific behavior and list any suggestions that may help the student to develop those behaviors.
7. Keep in mind what UF advisors will be looking for as they review the assessment form(s):
  - a) Scale rating,
  - b) **specific** examples that demonstrate competence and support the assessment,
  - c) **specific** behaviors you identify that need enhancement,
  - d) **SPECIFIC and OBJECTIVE PLAN** for continuing to develop competency in professional behaviors.

These professional behaviors, in addition to knowledge and skill, are integral to becoming a successful physical therapist. Make the most of this opportunity to reflect on the progress you are making towards attaining entry-level competence in each of ten professional behaviors.

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Professional behaviors are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession. Ten professional behaviors were identified through a study conducted at UW-Madison in 1991-1992. The ten behaviors and definitions developed are:

Professional Behaviors	Definition
Commitment to Learning	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.
Interpersonal Skills	The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively cultural and ethnic diversity.
Communication Skills	The ability to communicate effectively (i.e. speaking, body language, reading, writing, listening) for varied audiences and purposes.
Effective Use of Time and Resources	The ability to obtain the maximum benefit from a minimum investment of time and resources.
Use of Constructive Feedback	The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
Problem-Solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively.
Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes.
Critical Thinking	The ability to question logically; 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.
Stress Management	The ability to identify sources of stress and to develop effective coping behaviors.

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## RATING SCALE DEFINITIONS

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Never	Rarely	Sometimes	Often	Very Often

### Behavioral Criteria #1. Commitment to Learning

Skill/Level/expected date of accomplishment in curriculum	Date	Date	Date
<b>Beginning Level: Expected date of attainment – end of Semester 2 (4- Very often) prior to single day experiences Semester 3</b>	Score	Score	Score
Identifies problems			
Formulates appropriate questions			
Identifies and locates appropriate resources			
Demonstrates a positive attitude (motivation) toward learning			
Offers own thoughts and ideas			
Identifies need for further information			
<b>Developing Level: (builds on preceding level)</b>	Score	Score	Score
Prioritizes information needs			
Analyzes and subdivides large questions into components			
Seeks out professional literature			
Sets personal and professional goals			
Plans and presents an in-service, research or case studies			
Welcomes and/or seeks new learning opportunities			
<b>Entry Level: (builds on preceding levels)</b>	Score	Score	Score
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 a problem			
Reads articles critically and understands limits of application to professional practice			
Researches and studies areas where knowledge base is lacking			
<b>Post-Entry Level: (builds on preceding levels)</b>	Score	Score	Score
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 new learned skills and considerations			
Consults with other allied health professionals and physical therapists for treatment ideas			
Acts as mentor in area of specialty for other staff			

Comments: (Use back of page if needed)

Specific Examples: a) behaviors that you are competent in b) behaviors that need enhancement/development	Specific development plan for b) behaviors that need enhancement/development.
<b>Provide your specific example here – if you choose this as one of your 3 abilities / skills</b>	<b>Provide specific development plan here - if you choose this as one of your 3 abilities / skills</b>

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**Behavioral Criteria #2. Interpersonal Skills**

Skill/Level/expected date of accomplishment in curriculum	Date	Date	Date
<b>Beginning Level: Expected date of attainment – end of Semester 2 (4- Very often)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Maintains professional demeanor in all academic, personal and clinical interactions			
Demonstrates interest in peers, faculty, guests, and patients as individuals			
Respects cultural and personal differences of others; is non-judgmental about others' lifestyles			
Communicates with others in a respectful, confident manner			
Respects personal space of peers, guests, faculty, and patients.			
Maintains confidentiality in all clinical interactions			
Demonstrates acceptance of limited knowledge and experience			
<b>Developing Level: (builds on preceding level)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Recognizes impact of non-verbal communication and modifies accordingly			
Assumes responsibility for own actions			
Motivates others to achieve			
Establishes trust			
Seeks to gain knowledge and input from others			
Respects role of support staff			
<b>Entry Level: (builds on preceding levels)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Listens to patient but reflects back to original concern			
Works effectively with challenging patients			
Responds effectively to unexpected experiences			
Talks about difficult issues with sensitivity and objectivity			
Delegates to others as needed			
Approaches others to discuss differences in opinion			
Accommodates differences in learning styles			
<b>Post-Entry Level: (builds on preceding levels)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Recognizes role as leader			
Builds partnerships with other professionals			
Establishes mentor relationships			

Comments: (Use back of page if needed)

Specific Examples: a) behaviors that you are competent in b) behaviors that need enhancement/development	Specific development plan for b) behaviors that need enhancement/development.

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**Behavioral Criteria #3. Communication Skills**

Skill/Level/expected date of accomplishment in curriculum	Date	Date	Date
<b>Beginning Level: Expected date of attainment – end of Semester 2 (4- Very often)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Demonstrates understanding of basic English (verbal and written): uses correct grammar, accurate spelling, and expression			
Writes legibly			
Recognizes impact of non-verbal communication, maintains eye contact, listens actively			
Maintains eye contact			
<b>Developing Level: (builds on preceding level)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Utilizes non-verbal communication to augment verbal message			
Restates, reflects and clarifies message			
Collects necessary information from discussion/interview with peer, faculty, TA, staff, and patients.			
<b>Entry Level: (builds on preceding levels)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Modifies communication (verbal and written) to meet the needs of different audiences			
Presents verbal or written message with logical organization and sequencing			
Maintains an open and constructive communication			
Utilizes communication technology differently			
Dictates clearly and concisely			
<b>Post-Entry Level: (builds on preceding levels)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Demonstrates ability to write scientific research papers and grants			
Fulfills role as patient advocate			
Communicates professional needs and concerns			
Mediates conflict			

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**Behavioral Criteria #4. Effective Use of Time and Resources**

Skill/Level/expected date of accomplishment in curriculum	Date	Date	Date
<b>Beginning Level: Expected date of attainment – end of Semester 2 (4- Very often)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Focuses on tasks at hand without dwelling on past mistakes			
Recognizes own resource limitations			
Uses existing resources effectively			
Uses unscheduled time efficiently			
Completes assignments in a timely fashion			
<b>Developing Level: (builds on preceding level)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Sets up own schedule			
Coordinates schedule with others			
Demonstrates flexibility			
Plans ahead			
<b>Entry Level: (builds on preceding levels)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Sets priorities and reorganizes as needed			
Considers patient’s goals in context of patient, clinic, and third-party resources			
Has ability to say “No”			
Performs multiple tasks simultaneously and delegates when appropriate			
Uses scheduled time with each patient efficiently			
<b>Post-Entry Level: (builds on preceding levels)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Uses limited resources creatively			
Manages meeting time effectively			
Takes initiative in covering for absent staff members			
Develops programs and works on projects while maintaining case loads			
Follows up on projects in a timely manner			
Advances professional goals while maintaining expected workload			

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**Behavioral Criteria #5. Use of Constructive Feedback**

Skill/Level/expected date of accomplishment in curriculum	Date	Date	Date
<b>Beginning Level: Expected date of attainment – end of Semester 2 (4- Very often)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Demonstrates active listening skills			
Actively seeks feedback and help			
Demonstrates a positive attitude towards feedback			
Critiques own performance			
Maintains two-way communication			
<b>Developing Level: (builds on preceding level)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Assesses own performance accurately			
Utilizes feedback when establishing pre-professional goals			
Provides constructive and timely feedback when establishing pre-professional goals			
Develops plan of action in response to feedback			
<b>Entry Level: (builds on preceding levels)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Seeks feedback from clients			
Modifies feedback given to clients according to their learning styles			
Reconciles differences with sensitivity			
Considers multiple approaches when responding to feedback			
<b>Post-Entry Level: (builds on preceding levels)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Engages in non-judgmental, constructive problem-solving discussions			
Acts as conduit for feedback between multiple sources			
Utilizes feedback when establishing professional goals			
Utilizes self-assessment for professional growth			

Comments: (Use back of page if needed)

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**Behavioral Criteria #6. Problem-Solving**

Skill/Level/expected date of accomplishment in curriculum	Date	Date	Date
<b>Beginning Level: Expected date of attainment – end of Semester 2 (4- Very often)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Recognizes problems			
States problems clearly			
Describes known solutions to problems			
Identifies resources needed to develop solutions			
Begins to examine multiple solutions to problems			
<b>Developing Level: (builds on preceding level)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Prioritizes problems			
Identifies contributors to problem			
Considers consequences of possible solutions			
Consults with others to clarify problem			
<b>Entry Level: (builds on preceding levels)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Implements solutions			
Reassesses solutions			
Evaluates outcomes			
Updates solutions to problems based on current research			
Accepts responsibility for implementing solutions			
<b>Post-Entry Level: (builds on preceding levels)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Weighs advantages			
Participates in outcome studies			
Contributes to formal quality assessment in work environment			
Seeks solutions to community health-related problems			

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**Behavioral Criteria #7. Professionalism**

Skill/Level/expected date of accomplishment in curriculum	Date	Date	Date
<b>Beginning Level: Expected date of attainment – end of Semester 2 (4- Very often)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Abides by APTA Code of Ethics			
Demonstrates awareness of state licensure regulations			
Abides by facility policies and procedures			
Projects professional image			
Attends professional meetings			
Demonstrates honesty, compassion, courage and continuous regard for all			
<b>Developing Level: (builds on preceding level)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Identifies positive professional role models			
Discusses societal expectations of the profession			
Acts on moral commitment			
Involves other health care professionals in decision-making			
Seeks informed consent from patients			
<b>Entry Level: (builds on preceding levels)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Demonstrates accountability for professional decisions			
Treats patients within scope of expertise			
Discusses role of physical therapy in health care			
Keeps patient as priority			
<b>Post-Entry Level: (builds on preceding levels)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Participates actively in professional organizations			
Attends workshops			
Actively promotes the profession			
Acts in leadership role when needed			
Supports research			

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Specific Examples: a) behaviors that you are competent in b) behaviors that need enhancement/development	Specific development plan for b) behaviors that need enhancement/development.

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**Behavioral Criteria #8. Responsibility**

Skill/Level/expected date of accomplishment in curriculum	Date	Date	Date
<b>Beginning Level: Expected date of attainment – end of Semester 2 (4- Very often)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Demonstrates dependability			
Demonstrates punctuality			
Follows through on commitments			
Recognizes own limitations			
<b>Developing Level: (builds on preceding level)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Accepts responsibility for actions and outcomes			
Provides safe and secure environment for patients			
Offers and accepts help			
Completes projects without prompting			
<b>Entry Level: (builds on preceding levels)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Directs patients to other health-care professionals when needed			
Delegates as needed			
Encourages patient accountability			
<b>Post-Entry Level: (builds on preceding levels)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Orients and instructs new employees/students			
Promotes clinical education			
Accepts role as team leader			
Facilitates responsibility for program development and modification			

Comments: (Use back of page if needed)

Specific Examples: a) behaviors that you are competent in b) behaviors that need enhancement/development	Specific development plan for b) behaviors that need enhancement/development.

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 Never                      Rarely                      Sometimes                      Often                      Very Often

**Behavioral Criteria #9. Critical Thinking**

Skill/Level/expected date of accomplishment in curriculum	Date	Date	Date
<b>Beginning Level: Expected date of attainment – end of Semester 2 (4- Very often)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Raises relevant questions			
Considers all available information			
States the results of scientific literature			
Recognizes “holes” in knowledge base			
Articulates ideas			
<b>Developing Level: (builds on preceding level)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Feels challenged to examine ideas			
Understands scientific method			
Formulates new ideas			
Seeks alternative ideas			
Formulates alternative hypotheses			
Critiques hypotheses and ideas			
<b>Entry Level: (builds on preceding levels)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Exhibits openness to contradictory ideas			
Assesses issues raised by contradictory ideas			
Justifies solutions selected			
Determines effectiveness of applied solutions			
<b>Post-Entry Level: (builds on preceding levels)</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
Distinguishes relevant from irrelevant patient data			
Identifies complex patterns of associations			
Demonstrates beginning intuitive thinking			
Distinguishes when to think intuitively vs. analytically			
Recognizes own biases and suspends judgmental thinking			
Challenges others to think critically			

Comments: (Use back of page if needed)

Specific Examples: a) behaviors that you are competent in b) behaviors that need enhancement/development	Specific development plan for b) behaviors that need enhancement/development.

