

**PROFESSIONAL BEHAVIORS PLAN
DEPARTMENT OF REHABILITATION SCIENCES
FLORIDA GULF COAST UNIVERSITY**

Generic Ability	Beginning Level Behavioral Criteria*	Developing Level Behavioral Criteria**	Entry Level Behavioral Criteria***
<p>1. 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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Prioritizes information needs • Analyzes and subdivides large questions into components • Seek out professional literature • Sets personal and professional goals • Identifies own learning needs based on previous experiences • Plans and presents an in-service, or research or case studies • Welcomes and/or seeks new learning opportunities 	<ul style="list-style-type: none"> • Applies new information and re-evaluates performance • Accepts that there may be more than one answer to a problem • Recognizes the need to and understands limit of application to professional practice • Researches and studies areas where knowledge base is lacking
<p>Student Level (circle appropriate level)</p> <p>Emerging Beginning Developing Entry</p>		<p>Comments</p>	

Generic Ability	Beginning Level Behavioral Criteria*	Developing Level Behavioral Criteria**	Entry Level Behavioral Criteria***
<p>2. Interpersonal Skills 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"> • Maintains professional demeanor in all clinical /<i>educational</i> interactions • Demonstrates interest in patients/<i>others</i> as individuals • Respects cultural and personal differences of others; is non-judgmental about patients’/<i>others</i> lifestyles • Communicates with others in a respectful, confident manner • Respects personal space of patients and others • Maintains confidentiality in all clinical/<i>colleague</i> interactions • Demonstrates acceptance of limited knowledge and experience 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Listens to patient /<i>others</i> but reflects back to original concern • Works effectively with challenging patients/<i>colleagues</i> • 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
<p>Student Level (circle appropriate level)</p> <p>Emerging Beginning Developing Entry</p>			<p>Comments</p>

Generic Ability	Beginning Level Behavioral Criteria*	Developing Level Behavioral Criteria**	Entry Level Behavioral Criteria***
<p>3. Communication Skills 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"> • Demonstrates understanding of basic English (verbal and written): uses correct grammar, accurate spelling and expression • Writes legibly • Recognizes impact of non-verbal communications: maintains eye contact, listens actively • Maintains eye contact 	<ul style="list-style-type: none"> • Utilizes non-verbal communications to augment verbal message • Restates, reflects and clarifies message • Collects necessary information from the patient/<i>peer/faculty</i> interview/ 	<ul style="list-style-type: none"> • Modifies communication (verbal and written) to meet the needs of different audiences • Presents verbal or written message with logical organization and sequencing • Maintains open and constructive communication • Utilizes communication technology effectively • Dictates clearly and concisely
<p>Student Level (circle appropriate level) Emerging Beginning Developing Entry</p>		<p>Comments</p>	
<p>4. Effective Use of Time and Resources The ability to obtain the maximum benefit from a minimum investment of time and resources.</p>	<ul style="list-style-type: none"> • Focuses on tasks at hand without dwelling on past mistakes • Recognizes own resource limitations • Uses existing resources effectively • Uses unscheduled time effectively • Completes assignments in timely fashion 	<ul style="list-style-type: none"> • Sets up own schedule • Coordinates schedule with others • Demonstrates flexibility • Plans ahead 	<ul style="list-style-type: none"> • Sets priorities and recognizes as needed • Considers client's goals in context of client, clinic, and third party resources • has ability to say "No" • Performs multiple tasks simultaneously and delegates when appropriate • Uses schedule time with each patient/colleague efficiently
<p>Student Level (circle appropriate level) Emerging Beginning Developing Entry</p>		<p>Comments</p>	

Generic Ability	Beginning Level Behavioral Criteria*	Developing Level Behavioral Criteria**	Entry Level Behavioral Criteria***
<p>5. 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.</p>	<ul style="list-style-type: none"> • Demonstrates active listening skills • Actively seeks feedback and help • Demonstrates a positive attitude toward feedback • Critiques own performance • Maintains two-way communication 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>Student Level (circle appropriate level)</p> <p>Emerging Beginning Developing Entry</p>		<p>Comments</p>	
<p>6. Problem-Solving The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</p>	<ul style="list-style-type: none"> • Recognizes problems • States problems clearly • Describes known solutions to problem • Identifies resources needed to develop solutions • Begins to examine multiple solutions to problems 	<ul style="list-style-type: none"> • Prioritizes problems • Identifies contributors to problem • Considers consequences of possible solutions • Consults with others to clarify problem 	<ul style="list-style-type: none"> • Implements solutions • Reassesses solutions • Evaluates outcomes • Updates solutions to problems based on current research • Accepts responsibility for implementing solutions
<p>Student Level (circle appropriate level)</p> <p>Emerging Beginning Developing Entry</p>		<p>Comments</p>	

Generic Ability	Beginning Level Behavioral Criteria*	Developing Level Behavioral Criteria**	Entry Level Behavioral Criteria***
<p>7. Professionalism The ability to exhibit appropriate professional conduct and to represent the profession effectively.</p>	<ul style="list-style-type: none"> • Abides by ACSM, NSCA Code of Ethics • Demonstrates awareness of state licensure regulations • Abides by facility/<i>university</i> policies and procedures • Projects professional image • Attends professional meeting • Demonstrates honesty, compassion, courage and continuous regard for all 	<ul style="list-style-type: none"> • 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/colleagues 	<ul style="list-style-type: none"> • Demonstrates accountability for professional decisions • Treats patients/clients within scope of expertise • Discusses role of Exercise Science in health care • Keeps patient as priority
<p>Student Level (circle appropriate level)</p> <p>Emerging Beginning Developing Entry</p>		<p>Comments</p>	
<p>8. Responsibility The ability to fulfill commitments and to be accountable for actions and outcomes.</p>	<ul style="list-style-type: none"> • Demonstrates dependability • Demonstrates punctuality • Follows through on commitments • Recognizes own limits 	<ul style="list-style-type: none"> • Accepts responsibility for actions and outcomes • Provides safe and secure environment for patients/clients • Offers and accepts help • Completes projects without prompting 	<ul style="list-style-type: none"> • Directs clients/patients to other health care professionals when needed • Delegates as needed • Encourages client accountability
<p>Student Level (circle appropriate level)</p> <p>Emerging Beginning Developing Entry</p>		<p>Comments</p>	

Generic Ability	Beginning Level Behavioral Criteria*	Developing Level Behavioral Criteria**	Entry Level Behavioral Criteria***
<p>9. Critical Thinking 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"> • Raises relevant questions • Considers all available information • States the result of scientific literature • Recognizes “holes” in knowledge base • Articulates ideas 	<ul style="list-style-type: none"> • Feels challenged to examine ideas • Understands scientific method • Formulates new ideas • Seeks alternative method • Formulates alternative hypotheses • Critiques hypotheses and ideas 	<ul style="list-style-type: none"> • Exhibits openness to contradictory ideas • Assesses issues raised by contradictory ideas • Justifies solutions selected • Determines effectiveness of applied solutions
<p>Student Level (circle appropriate level)</p>		<p>Comments</p>	
<p>Emerging</p>	<p>Beginning</p>	<p>Developing</p>	<p>Entry</p>

Generic Ability	Beginning Level Behavioral Criteria*	Developing Level Behavioral Criteria**	Entry Level Behavioral Criteria***
<p>10. Stress Management The ability to identify sources of stress and to develop effective coping behaviors.</p>	<ul style="list-style-type: none"> • Recognizes own stressors or problems • Recognizes distress or problems in others • Seeks assistance as needed • Maintains professional demeanor in all situations 	<ul style="list-style-type: none"> • Maintains balance between professional and personal life • Demonstrates effective affective responses in all situations • Accepts constructive feedback • Establishes outlets to cope with stressors 	<ul style="list-style-type: none"> • Prioritizes multiple commitments • Responds calmly to urgent situations • Tolerates inconsistencies in health-care/<i>university</i> environment
<p>Student Level (circle appropriate level)</p> <p>Emerging Beginning Developing Entry</p>		<p>Comments</p>	