

2017

# The Comprehensive Professional Behaviours Development Log

Deb Lucy

*Western University*

Doreen J. Bartlett

*Western University, [djbartle@uwo.ca](mailto:djbartle@uwo.ca)*

Tianna D. B. Deluzio

*The University of Western Ontario, [tdeluzi@uwo.ca](mailto:tdeluzi@uwo.ca)*

Follow this and additional works at: <https://ir.lib.uwo.ca/ptpub>



Part of the [Physical Therapy Commons](#)

---

## Citation of this paper:

Lucy, Deb; Bartlett, Doreen J.; and Deluzio, Tianna D. B., "The Comprehensive Professional Behaviours Development Log" (2017).  
*Physical Therapy Publications*. 60.  
<https://ir.lib.uwo.ca/ptpub/60>

# The Comprehensive Professional Behaviours Development Log

## THE COMPREHENSIVE PROFESSIONAL BEHAVIOURS DEVELOPMENT LOG

### INTRODUCTION AND BACKGROUND

MacDonald and colleagues (2001) identified ten key professional behaviours for a physical therapist's development of professionalism. In addition, methods to foster these professional behaviours in physical therapy entry-to-practice programs were published (MacDonald et al., 2002). A first version of the Comprehensive Professional Behaviours Development Log (CPBDL) comprising nine behaviours was developed in 2004 (Bartlett et al., 2006) and revised in 2008 from a three- to a six-item response scale. In 2016-17, the entire document was reviewed and updated to reflect the evolution of practice.

In the School of Physical Therapy at The University of Western Ontario, this comprehensive self-evaluation tool was introduced to students in the first academic term. This introduction was intended to raise students' awareness of the importance of focusing on the development of these professional behaviours, which they were encouraged to continue to monitor throughout the education program. Although this instrument was developed primarily for use by students in entry-to-practice programs, it might 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. This document has been prepared in the context of physical therapy practice in Ontario, Canada and can be modified for use in different jurisdictions.

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

#### *Instructions for Completion*

To facilitate your self-evaluation of competency in each of the key professional areas, representative 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 (using SMART goal format. i.e. each goal should be Specific, Measureable, Action-oriented, Realistic and Time-constrained) in a typed addendum. By recording self-evaluations in different colours over time, you will be able to closely monitor and maintain your professional development.

Name: \_\_\_\_\_

Dates Completed: \_\_\_\_\_  
\_\_\_\_\_

**Key Professional Behaviour: Accountability**

| 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 punctuality   |   |            |                  |                  |               |        |
| 2 Demonstrate dependability (e.g. informs re: absence)  |   |            |                  |                  |               |        |
| 3 Complete assignments and other requests on time   |   |            |                  |                  |               |        |
| 4 Prioritize multiple commitments as needed and seek appropriate assistance with prioritizing and reordering commitments as necessary |   |            |                  |                  |               |        |
| 5 Balance time for work, professional activities and personal responsibilities  |   |            |                  |                  |               |        |
| 6 Accept responsibility for actions and outcomes  |   |            |                  |                  |               |        |
| 7 Critique knowledge and performance accurately using reflective practices to identify learning needs                                 |   |            |                  |                  |               |        |
| 8 Seek resources to address weakness or gaps in knowledge and performance   |   |            |                  |                  |               |        |
| 9 Use existing resources effectively  |   |            |                  |                  |               |        |
| 10 Recognize scope of personal, professional and resource limitations   |   |            |                  |                  |               |        |
| 11 Set realistic personal and professional goals  |   |            |                  |                  |               |        |
| 12 Recognize need for feedback  |   |            |                  |                  |               |        |
| 13 Seek feedback  |   |            |                  |                  |               |        |
| 14 Demonstrate appropriate emotional responses to feedback  |   |            |                  |                  |               |        |
| 15 Develop a plan of action in response to feedback   |   |            |                  |                  |               |        |
| 16 Act on the developed plan of action in response to feedback  |   |            |                  |                  |               |        |
| 17 Respond to unexpected or new experiences by being flexible and adaptable   |   |            |                  |                  |               |        |
| 18 Recognize when a problem is beyond your scope of practice  |   |            |                  |                  |               |        |
| 19 Make choices for clinical placements to promote individual growth across the spectrum of physical therapy practice                 |   |            |                  |                  |               |        |
| 20 Manage and supervise support personnel involved in the delivery of physiotherapy services  |   |            |                  |                  |               |        |

**Key Professional Behaviour: *Adherence to Legal and Ethical Codes 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 Understand and adhere to the current Code of Ethics of the Canadian Physiotherapy Association  |   |            |                  |                  |               |        |
| 2 Understand and adhere to the current Code of Ethics of the College of Physiotherapists of Ontario  |   |            |                  |                  |               |        |
| 3 Understand and adhere to the current Standards of Practice of the College of Physiotherapists of Ontario   |   |            |                  |                  |               |        |
| 4 Understand and adhere to the current legislative frameworks (e.g. the Health Care Consent Act, Ontario's Personal Health Information Act (PHIPA), and the Personal Information Protection and Electronic Documents Act (PIPEDA)) |   |            |                  |                  |               |        |
| 5 Keep all personal health information confidential  |   |            |                  |                  |               |        |
| 6 Be trustworthy with clients, families, faculty and inter-professional colleagues   |   |            |                  |                  |               |        |
| 7 Recognize and manage the power imbalance inherent in all physiotherapist-client relationships  |   |            |                  |                  |               |        |
| 8 Obtain voluntary, ongoing informed consent from client or substitute decision maker, as appropriate, before conducting any clinical practice activity  |   |            |                  |                  |               |        |
| 9 Develop and revise, as necessary, my personal ethical beliefs for use in making decisions  |   |            |                  |                  |               |        |
| 10 Review options for action when faced with ethical dilemmas and consult colleagues as needed   |   |            |                  |                  |               |        |

**Key Professional Behaviour: *Best Evidence and Evidence-Informed 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 Understand and appreciate the variety of sources of knowledge in addition to quantitative scientific method   |   |            |                  |                  |               |        |
| 2 Able to access journal articles and evidence-based websites   |   |            |                  |                  |               |        |
| 3 Demonstrate skill in critically appraising and evaluating information through using databases and evidence-based websites   |   |            |                  |                  |               |        |
| 4 Demonstrate skill in synthesizing existing evidence to inform physical therapy practice   |   |            |                  |                  |               |        |
| 5 Ensure that physiotherapy-related activities (i.e. examination, evaluation, prognosis, intervention, and outcome measurement) reflect best current evidence           |   |            |                  |                  |               |        |
| 6 Understand the importance of using standardized, reliable and valid outcome measures  |   |            |                  |                  |               |        |
| 7 Apply appropriate standardized, reliable and valid outcome measures as available and appropriate for the client's level of impairment, activity, and/or participation |   |            |                  |                  |               |        |
| 8 Support clinical decisions using best available evidence  |   |            |                  |                  |               |        |
| 9 Be aware of the need to appraise information from conference presentations, webinars, and continuing education courses  |   |            |                  |                  |               |        |
| 10 Demonstrate commitment to continuous quality improvement (e.g. client safety initiatives)  |   |            |                  |                  |               |        |
| 11 Engage in activities that support clinical research  |   |            |                  |                  |               |        |

**Key Professional Behaviour: *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 Introduce myself and role to client and others  |   |            |                  |                  |               |        |
| 2 Demonstrate appropriate use and tone of language in verbal, written and electronic communication  |   |            |                  |                  |               |        |
| 3 Use professional or lay terminology as indicated  |   |            |                  |                  |               |        |
| 4 Recognize impact of voice quality and minimize distracting utterances, if possible  |   |            |                  |                  |               |        |
| 5 Maintain open and constructive communication with clients, peers, faculty and healthcare team, especially when difficulties arise                                   |   |            |                  |                  |               |        |
| 6 Engage client in comfortable and culturally respectful manner with regards to eye contact and physical interaction  |   |            |                  |                  |               |        |
| 7 Listen effectively and facilitate discussion to ensure reciprocal exchange of information   |   |            |                  |                  |               |        |
| 8 Restate, reflect and clarify message  |   |            |                  |                  |               |        |
| 9 Acknowledge impact of non-verbal communication and modify communication as required   |   |            |                  |                  |               |        |
| 10 Interpret and respond appropriately to verbal and non-verbal communication of others   |   |            |                  |                  |               |        |
| 11 Use non-verbal communication and/or educational aids to augment verbal message when necessary (e.g. presence of language barrier)                                  |   |            |                  |                  |               |        |
| 12 Understand, seek out and integrate alternative communication strategies to meet specific needs of client (e.g. auditory deficit, cognitive impairment, non-verbal) |   |            |                  |                  |               |        |
| 13 Modify verbal and written communication to meet unique needs of clients, caregivers and colleagues   |   |            |                  |                  |               |        |
| 14 Present verbal or written message with logical organization and sequencing   |   |            |                  |                  |               |        |
| 15 Provide information and respond to questions in a truthful, objective, sensitive and empathetic manner   |   |            |                  |                  |               |        |
| 16 Am receptive without becoming defensive when receiving feedback from faculty, peers, clinical preceptors and colleagues  |   |            |                  |                  |               |        |
| 17 Give feedback in a constructive manner   |   |            |                  |                  |               |        |

**Key Professional Behaviour: *Empathy/Sensitive Practice and Respect***

\**Uniqueness*: includes race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability and conviction for which a pardon has been granted (Canadian Human Rights Commission, 1985)

| 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 privacy and confidentiality in all professional interactions   |   |            |                  |                  |               |        |
| 3 Communicate with others in a respectful manner  |   |            |                  |                  |               |        |
| 4 Respect uniqueness* of others   |   |            |                  |                  |               |        |
| 5 Refrain from judging others' uniqueness   |   |            |                  |                  |               |        |
| 6 Respect personal space of others (e.g. demonstrate appropriate draping techniques; use appropriate handling in assessment/intervention) |   |            |                  |                  |               |        |
| 7 Refrain from making remarks or gestures that may be interpreted as demeaning  |   |            |                  |                  |               |        |
| 8 Maintain professional boundaries in therapeutic relationship with clients, families and substitute decision-makers                      |   |            |                  |                  |               |        |
| 9 Provide appropriate information to clients with empathy, sensitivity and respect  |   |            |                  |                  |               |        |
| 10 Respect client or substitute decision-maker's choices for plan of care and/or withdrawal from care                                     |   |            |                  |                  |               |        |
| 11 Advocate on clients' behalf, within available resources, respecting clients' rights and dignity  |   |            |                  |                  |               |        |
| 12 Respect opinions and recommendations of all healthcare team members  |   |            |                  |                  |               |        |

**Key Professional Behaviour: *Client-Centered Practice*<sup>†</sup>**

<sup>†</sup>In the academic setting, “clients” refers to simulated or visiting clients, patients or clients seen on pre-clinicals, and peers playing the role of a patient or client

\*Uniqueness: includes race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability and conviction for which a pardon has been granted (Canadian Human Rights Commission, 1985)

| 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 Acknowledge and respect others' uniqueness*, language, cognitive capacity and health status   |   |            |                  |                  |               |        |
| 2 Ensure the client is addressed and treated respectfully   |   |            |                  |                  |               |        |
| 3 Empower the client to express his or her needs and concerns   |   |            |                  |                  |               |        |
| 4 Maintain ongoing, effective communication with clients, families and the healthcare team  |   |            |                  |                  |               |        |
| 5 Acknowledge and promote the importance of collaborative goal setting with clients, families and the healthcare team   |   |            |                  |                  |               |        |
| 6 Provide information to clients, families and healthcare team members to help clients make informed decisions about physiotherapy services                   |   |            |                  |                  |               |        |
| 7 Respect the client's right to make an informed choice when deciding about services  |   |            |                  |                  |               |        |
| 8 Ensure client receives services according to individual need (e.g. services that are flexible, accessible and based on personal and environmental contexts) |   |            |                  |                  |               |        |
| 9 Ensure smooth transition of care to and from other team members (e.g. occupational therapist)   |   |            |                  |                  |               |        |
| 10 Ensure smooth transition of clients to and from services in other settings (e.g. inpatient to home care services)  |   |            |                  |                  |               |        |

**Key Professional Behaviour: *Critical Thinking***

| 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 Think analytically, systematically                              |   |            |                  |                  |               |        |
| 2 Can identify relevant information in a case                     |   |            |                  |                  |               |        |
| 3 Identify factors that might contribute to problems              |   |            |                  |                  |               |        |
| 4 Identify patterns of association not easily recognized          |   |            |                  |                  |               |        |
| 5 Identify questions and articulate problems or concerns clearly  |   |            |                  |                  |               |        |
| 6 Prioritize problems   |   |            |                  |                  |               |        |
| 7 Differentiate facts and assumptions                             |   |            |                  |                  |               |        |
| 8 Recognize biases and aim to be non-judgemental                  |   |            |                  |                  |               |        |
| 9 Formulate alternative hypotheses                                |   |            |                  |                  |               |        |
| 10 Formulate a physical diagnosis                                 |   |            |                  |                  |               |        |
| 11 Report or describe known solutions to problems                 |   |            |                  |                  |               |        |
| 12 Critique hypotheses and solutions to problems                  |   |            |                  |                  |               |        |
| 13 Consider consequences of possible solution                     |   |            |                  |                  |               |        |
| 14 Identify resources needed to develop a solution when not known |   |            |                  |                  |               |        |
| 15 Seek solutions through collaboration                           |   |            |                  |                  |               |        |
| 16 Use information effectively in class/lab sessions              |   |            |                  |                  |               |        |

**Key Professional Behaviour: *Upholding 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 Am aware of and promote the standards and values of the profession   |   |            |                  |                  |               |        |
| 2 Understand professional values within societal expectations  |   |            |                  |                  |               |        |
| 3 Recognize personal and professional values and the distinction between them                                |   |            |                  |                  |               |        |
| 4 Abide by all of the academic and professional setting policies and procedures                              |   |            |                  |                  |               |        |
| 5 Demonstrate continuous regard for faculty, staff, students, clients and others                             |   |            |                  |                  |               |        |
| 6 Maintain professional demeanour in all interactions  |   |            |                  |                  |               |        |
| 7 Demonstrate professional behaviour that under no circumstances could be construed as harassment or abuse   |   |            |                  |                  |               |        |
| 8 Be informed of the role of physical therapy in health and society, including health promotion and wellness |   |            |                  |                  |               |        |
| 9 Contribute to professional meetings within the community   |   |            |                  |                  |               |        |
| 10 Collaborate with other health care groups in public education activities                                  |   |            |                  |                  |               |        |
| 11 Identify appropriate professional role models   |   |            |                  |                  |               |        |
| 12 Recognize opportunities to be a leader in various capacities  |   |            |                  |                  |               |        |
| 13 Seek opportunities for leadership   |   |            |                  |                  |               |        |
| 14 Demonstrate leadership  |   |            |                  |                  |               |        |
| 15 Actively promote the profession   |   |            |                  |                  |               |        |

## REFERENCES AND RESOURCES:

Accreditation Council for Canadian Physiotherapy Academic Programs, Canadian Alliance of Physiotherapy Regulators, Canadian Physiotherapy Association & Canadian Council of Physiotherapy University Programs. (October 2009). Essential Competency Profile for Physiotherapists in Canada. Authors, Toronto.

Bartlett DJ, Lucy SD, Bisbee L (2006). Item generation and pilot testing of the Comprehensive Professional Behaviours Development Log. *Journal of Allied Health*. 35: 89-93.

Canadian Human Rights Commission (1985). *Canadian Human Rights Act*. Ottawa, Ontario, Canada. Available at [www.efc.ca/pages/law/Canada/Canada.H-6.head.html](http://www.efc.ca/pages/law/Canada/Canada.H-6.head.html)

College of Physiotherapists of Ontario. (March 2013). Code of Ethics for Physiotherapists. Authors, Toronto.

MacDonald CA, Cox PD, Bartlett DJ, Houghton P. (2002). Consensus on methods to foster physical therapy professional behaviours. *Journal of Physical Therapy Education*. 16:27-36.

MacDonald CA, Houghton P, Cox PD, Bartlett DJ. (2001). Consensus on physical therapy professional behaviours. *Physiotherapy Canada*. 53: 212-222.

## ACKNOWLEDGEMENTS:

We thank the following people for participating in the first draft of the CPBDL: Janet Brown, Denise Connelly, Peter Cox, Pankaj Jogi, Lucy Lessard, Christie MacDonald, Lisa Malbrecht, Emmi Perkins, and Monique Prendergast. The 2017 version of the CPBDL was supported by input from: Heather Gillis, Katlyn Glana, Laura Graham, Tania Larsen, Gabriel Sauve, Troy Seely, Jason Vaillancourt, Olivia Vokes and Darryl Yardley. These groups of dedicated people comprise recent graduates of our program, clinical instructors and professional practice leaders, and faculty members in the School of Physical Therapy at The University of Western Ontario, London Ontario Canada.

Correspondence on the CPBDL should be addressed to Dr. Laura Brunton ([lbrunto3@uwo.ca](mailto:lbrunto3@uwo.ca)) and Dr. Samantha Doralp ([sdoralp2@uwo.ca](mailto:sdoralp2@uwo.ca)).