

## Professional Behaviour Rubric (PBR<sup>®</sup>) and Guide<sup>®</sup>

*Please note, you are free to use the guide with acknowledgement of the authors.*

*For questions or collaboration, please contact ([diane.mackenzie@dal.ca](mailto:diane.mackenzie@dal.ca)).*

MacKenzie, D. Merritt, B.K., Holstead, R., & Sarty, G.E. (2020). Professional practice behaviour tool development: identification and validation of key indicators. *British Journal of Occupational Therapy*, 83(7), 432-446.  
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### Background

The original Professional Behaviour Rubric (PBR Copyright © 2004 MacKenzie, D., Landry, K., Beagan, B., & Champion, M.) was designed as an educational tool for students to provide consistent and structured formative or summative feedback on behaviours observed during learning opportunities in classroom and practice settings at Dalhousie University. The original PBR included 12 indicators and were based upon focus groups with students, faculty and fieldwork coordinators associated with Dalhousie University. The original PBR also was integrated into the Entry Level Practice policies and procedures for its use with students while enrolled in courses or fieldwork at Dalhousie University.

Subsequently MacKenzie et al., (2020) conducted a research study using a modified Delphi design to discover, update and validate the PBR indicators for both educational and practice settings. The research design included a search of the current literature, review of professional practice documents, five focus groups with interested and affected parties from across Canada (including students, practitioners, practice administrators, faculty members, and regulators) and a cross-sectional online survey completed in Atlantic Canada. The research study produced an updated PBR with 17 indicators that can be used not only for students, but for the occupational therapy practice continuum from student to practitioner. The guide to support the indicators was updated in 2024.

### PBR Rubric and Guide

This guide was developed to provide some description for each indicator (but note the examples are not exhaustive). The PBR reporting form and plan for remediation or follow-up is provided (pages 2 - 3) together with the general description of the indicators with some examples (pages 4-8).

### Suggested Use

- The updated PBR guide (2024) is meant to be an educational tool to assist with awareness and development or maintenance of professional behaviour along the spectrum of development within a self-regulated profession - from new learners to experienced practitioners.
  - **Users of the PBR should consider how principles of equity, diversity, inclusion and accessibility inform professional behaviour expectations within their specific context.**
- The PBR checklist and associated documentation of learning plan can be used for both formative and summative assessments
- It is recommended that your site develop a policy and procedure guideline so the use of the rubric is clearly communicated and expectations for its use with articulation to other policies (e.g. professional unsuitability) are known.

### PBR Form Navigation

- **Click** on the PBR indicator number for the corresponding definition and *example of an interaction which meets OR does not meet expectations*. Please note these are only examples and the rubric is designed to be flexible to work with the site-specific expectations and policies.

## Professional Behaviour Rubric - PBR<sup>®</sup>

In a self-regulated profession, individuals are expected to monitor themselves and hold colleagues accountable to professional behaviour expectations. The observable PBR indicators are intended to guide the development and maintenance of professional behaviour. For the specific and contextual expectations please refer to the policies and procedures for course, fieldwork and/or practice settings.

<b>Individual:</b>	<b>Evaluator:</b>	<b>Date:</b>
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### PBR<sup>®</sup> Indicators <sup>a</sup>

Professional Interactions and Responsibility	Needs Improvement	Meets Expectations	Indicator Comments/Examples
<a href="#">1.</a> Gives adequate notice and explanation for absenteeism	<input type="checkbox"/>	<input type="checkbox"/>	
<a href="#">2.</a> Demonstrates respect for the time of others <sup>b</sup>	<input type="checkbox"/>	<input type="checkbox"/>	
<a href="#">3.</a> Demonstrates time management skills	<input type="checkbox"/>	<input type="checkbox"/>	
<a href="#">4.</a> Engages in an ethical and safe manner across all contexts	<input type="checkbox"/>	<input type="checkbox"/>	
<a href="#">5.</a> Actions reflect awareness of professional boundaries	<input type="checkbox"/>	<input type="checkbox"/>	
<a href="#">6.</a> Demonstrates respectful and inclusive behaviours	<input type="checkbox"/>	<input type="checkbox"/>	
<a href="#">7.</a> Shows ability to balance own needs with the needs of others <sup>b</sup>	<input type="checkbox"/>	<input type="checkbox"/>	
<a href="#">8.</a> Contributes effectively as a team player	<input type="checkbox"/>	<input type="checkbox"/>	
<a href="#">9.</a> Self-monitors appearance suited to learning and/or practice environment	<input type="checkbox"/>	<input type="checkbox"/>	
<a href="#">10.</a> Shows respect for the dignity of others <sup>b</sup>	<input type="checkbox"/>	<input type="checkbox"/>	
<a href="#">11.</a> Prepared to interact and is accountable across contexts	<input type="checkbox"/>	<input type="checkbox"/>	
Communication	Indicator Comments/Examples		
<a href="#">12.</a> Uses language and communication that meets context and audience expectation	<input type="checkbox"/>	<input type="checkbox"/>	
<a href="#">13.</a> Demonstrates body language appropriate to the context and audience	<input type="checkbox"/>	<input type="checkbox"/>	
<a href="#">14.</a> Follows appropriate lines of communication	<input type="checkbox"/>	<input type="checkbox"/>	
<a href="#">15.</a> Gives constructive feedback effectively	<input type="checkbox"/>	<input type="checkbox"/>	
<a href="#">16.</a> Receives constructive feedback effectively	<input type="checkbox"/>	<input type="checkbox"/>	
<a href="#">17.</a> Demonstrates ethical and responsible use of electronic communication, including social media	<input type="checkbox"/>	<input type="checkbox"/>	

<sup>a</sup> Consider how principles of equity, diversity, inclusion and accessibility inform behaviour expectations

<sup>b</sup> Others may refer to: clients/patient, family members, colleagues, guests, instructors, preceptors, etc.

**Original research:** MacKenzie, D. Merritt, B.K., Holstead, R., & Sarty, G.E. (2020). Professional practice behaviour tool development: identification and validation of key indicators. *British Journal of Occupational Therapy*, 83(7), 432-446.  
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**Do you have any concerns regarding the professionalism of this individual?** ☐ No ☐ Yes

*If yes - please document details below*

**Comments:** (Please provide observable details of a challenge and/or areas of excellence) including date(s) of observation

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**Directions for Future Learning:** (Please record learning plan with specific outcome requirements for success)

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**Evaluator's Signature:**

**Position:**

**Date Reviewed:**

**Individual's Comments**

**I have read the report and discussed this PBR with the evaluator(s)** ☐ Yes ☐ No

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**Individual's Signature:**

**Position:**

**Date Reviewed:**

**Original research:** MacKenzie, D. Merritt, B.K., Holstead, R., & Sarty, G.E. (2020). Professional practice behaviour tool development: identification and validation of key indicators. *British Journal of Occupational Therapy*, 83(7), 432-446. <https://doi.org/10.1177/0308022619879361>

**PBR GUIDE<sup>®</sup> Indicator Descriptions and Examples<sup>a</sup>** (Please note: indicator examples are not exhaustive)

Professional Interactions and Responsibility
<p><b>1. Gives adequate notice and explanation for absenteeism</b></p> <p>The individual provides notification ahead of time and in accordance with established policies</p> <ul style="list-style-type: none"> <li> <b>Example of an interaction which meets expectations:</b>                      The individual sends notification as soon as possible (in accordance with the set policy) regarding absenteeism or lateness with directive on plan of action.                 </li> <li> <b>Example of an interaction which does not meet expectations:</b>                      With a clear policy in place for notification of any absenteeism or lateness, the person was observed to arrive late or is absent without notice.                 </li> </ul>
<p><b>2. Demonstrates respect for the time of others<sup>b</sup></b></p> <p>The individual demonstrates respect towards the needs of others' time constraints in meetings or consultations.</p> <ul style="list-style-type: none"> <li> <b>Example of an interaction which does meet expectations:</b>                      The individual is on time, prepared, actively listens, engaged in the interaction, and contributes relevant comments or questions                 </li> <li> <b>Example of an interaction which does not meet expectations:</b>                      The individual:                     <ul style="list-style-type: none"> <li>- shows up late for a meeting, which requires colleague to wait or spend extra time debriefing.</li> <li>- spends the majority of the time distracted by technology not pertinent to the meeting, not listening, or actively talking over other participants (e.g., dominating the conversation).</li> </ul> </li> </ul>
<p><b>3. Demonstrates time management skills</b></p> <p>The individual plans and completes tasks as scheduled and shows up to scheduled events on time.</p> <ul style="list-style-type: none"> <li> <b>Example of an interaction which meets expectations:</b>                      The individual completes all required documentation and/or task requirements to the expected standards and timeframes.                 </li> <li> <b>Example of an interaction which does not meet expectations:</b>                      The individual's last minute preparation results in sub-standard work and/or late submission.                 </li> </ul>
<p><b>4. Engages in an ethical and safe manner across all contexts</b></p> <p>The individual follows the ethical code of practice and understands risk management.</p> <ul style="list-style-type: none"> <li> <b>Examples of an interactions which meets expectations:</b>                      The individual demonstrates self-awareness during all encounters with consideration of honesty and transparency.                      The individual's interactions with clients and colleagues results in a safe practice and safer environments.                 </li> <li> <b>Examples of an interactions which does not meet expectations:</b>                      The individual demonstrates a breach of the code of ethics (e.g., breach of confidentiality).                      The individual's action, or lack of action, results in an unsafe client encounter or practice environment.                 </li> </ul>

**PBR GUIDE® Indicator Descriptions and Examples<sup>a</sup>** (Please note: indicator examples are not exhaustive)

Professional Interactions and Responsibility (continued)
<p><b>5. Actions reflect awareness of professional boundaries</b></p> <p>The individual is genuine and personable - but not personal - while establishing rapport and maintaining a professional relationship.</p> <ul style="list-style-type: none"> <li> <b>Example of an interaction which meets expectations:</b> <p>The individual establishes a self-monitored trusting relationship that is based upon the professional boundaries (e.g., ethical/legal standards)</p> <p>Individual works within their role and/or scope of practice.</p> </li> <li> <b>Examples of an interaction which does not meet expectations:</b> <p>The individual:</p> <ul style="list-style-type: none"> <li>- does not recognize or acknowledge that their behaviour demonstrates a position of power in the relationship</li> <li>- does not recognize the impact of oversharing personal information and/or crossing the professional boundary (e.g., personal, political, faith based, etc.)</li> <li>- does not follow established policies around receiving gifts or personal favours</li> </ul> </li> </ul>
<p><b>6. Demonstrates respectful and inclusive behaviours</b></p> <p>The individual is attentive to social and physical boundaries with others in the environment.</p> <ul style="list-style-type: none"> <li> <b>Example of an interaction which meets expectations:</b> <ul style="list-style-type: none"> <li>- The individual interacts with others with an awareness of social cues and expectations within the context.</li> <li>- Individual interacts with others, demonstrating inclusive behaviours (e.g., listening to all voices during a meeting, consideration of culturally safer and inclusive relationships, awareness of individual and systemic bias)</li> </ul> </li> <li> <b>Example of an interaction which does not meet expectations:</b> <ul style="list-style-type: none"> <li>- The individual interrupts others, does not listen, does not respect the personal space of others, demonstrates derogatory behaviours, , and/or is disruptive when entering a shared space.</li> <li>- Demonstrates behaviours that do not consider other voices or that silence others</li> </ul> </li> </ul>
<p><b>7. Shows ability to balance own needs with the needs of others<sup>b</sup></b></p> <p>The individual is aware and able to suspend their external personal needs and focus on the task or interaction.</p> <ul style="list-style-type: none"> <li> <b>Example of an interaction which meets expectations:</b> <p>The individual prioritizes the needs of the client or colleague(s) and is able to manage personal demands external to the professional relationship.</p> </li> <li> <b>Example of an interaction which does not meet expectations:</b> <p>The individual prioritizes their own personal needs and diminishes the needs of others (e.g., the individual is not considerate of the needs of others when planning and engaging in practice encounters and/or scheduling meetings).</p> </li> </ul>

**PBR GUIDE<sup>®</sup> Indicator Descriptions and Examples<sup>a</sup>** (Please note: indicator examples are not exhaustive)

Professional Interactions and Responsibility (continued)
<p><b>8. Contributes effectively as a team player</b></p> <p>The individual works collaboratively within a group structure and is open to consider other opinions and viewpoints regardless of setting.</p> <ul style="list-style-type: none"> <li>• <b>Example of an interaction which meets expectations:</b> The individual contributes to the team environment through shared decision-making and distribution of workload.</li> <li>• <b>Example of an interaction which does not meet expectations:</b> The individual does not cooperatively share in the workload and may only volunteer for items of personal interest or gain.</li> </ul>
<p><b>9. Self-monitors appearance suited to learning and/or practice environment</b></p> <p>The individual adheres to the policies within the respective environment to ensure safe practice. This may include adapting appearance to meet the standard of practice for the client and environment.</p> <ul style="list-style-type: none"> <li>• <b>Example of an interaction which meets expectations:</b> The individual dresses to meet the demands and safety requirements of the practice setting (e.g., clothing is not revealing and/or avoids sexualizing the learning/work environment – regardless of gender)</li> <li>• <b>Example of an interaction which does not meet expectations:</b> The individual's appearance is in violation of the policies set out by the setting or facility which places the client or therapist at risk (e.g., style of clothing and/or shoes does not adhere to safety policies and protocols, violent images on display)</li> </ul>
<p><b>10. Shows respect for the dignity of others<sup>b</sup></b></p> <p>The individual avoids language or behaviours that might reasonably be experienced as derogatory on the basis of race, class, gender, disability, sexual orientation that creates a hostile learning/work environment.</p> <ul style="list-style-type: none"> <li>• <b>Example of an interaction which meets expectations:</b> The individual's language and behaviours are inclusive.</li> <li>• <b>Example of an interaction which does not meet expectations:</b> The individual's language and behaviour are dismissive and causes the client/colleague embarrassment or shame.</li> </ul>
<p><b>11. Prepared to interact and is accountable across contexts</b></p> <p>The individual engages in self-directed learning and is accountable and responsible for their actions.</p> <ul style="list-style-type: none"> <li>• <b>Example of an interaction which meets expectations:</b> The individual acknowledges a knowledge gap and takes action to implement a learning plan to improve practice.</li> <li>• <b>Example of an interaction which does not meet expectations:</b> The individual is not prepared, not aware of their limitations and/or does not acknowledge their responsibility for their performance or client impact.</li> </ul>

**PBR GUIDE<sup>®</sup> Indicator Descriptions and Examples<sup>a</sup>** (Please note: indicator examples are not exhaustive)

Communication
<p><b>12. Uses language and communication that meets context and audience expectations</b></p> <p>The individual demonstrates the ability to adjust language and communication to the level of the audience and environmental context.</p> <ul style="list-style-type: none"> <li>• <b>Example of an interaction which meets expectations:</b> The individual uses language to meet the expectations for the interaction.</li> <li>• <b>Example of an interaction which does not meet expectations:</b> The individual uses a level of language that is too formal, informal or degrading and is unable to adapt to the needs of the audience.</li> </ul>
<p><b>13. Demonstrates body language appropriate to the context and audience</b></p> <p>The individual's body language does not interfere with developing and/or maintaining therapeutic rapport with the audience.</p> <ul style="list-style-type: none"> <li>• <b>Example of an interaction which meets expectations:</b> The individual's gestures or body position provide additional cues to facilitate understanding and knowledge transfer.</li> <li>• <b>Example of an interaction which does not meet expectations:</b> The individual's body language or facial expression (e.g., eye rolling) do not offer helpful information or are contrary to the context or message being delivered.</li> </ul>
<p><b>14. Follows appropriate lines of communication</b></p> <p>The individual ideally resolves conflict with others<sup>b</sup> by addressing the issue directly with the person first prior to mediation.</p> <ul style="list-style-type: none"> <li>• <b>Example of an interaction which meets expectations:</b> Before approaching other colleagues and supervisors, the individual first communicates with the person directly involved with the perceived conflict.</li> <li>• <b>Example of an interaction which does not meet expectations:</b> The individual does not attempt to resolve conflict with the individual and engages in gossip or complaining unproductively.</li> </ul>
<p><b>15. Gives constructive feedback effectively</b></p> <p>The individual effectively provides feedback in an objective and supportive manner that focuses on attainable outcomes.</p> <ul style="list-style-type: none"> <li>• <b>Example of an interaction which meets expectations:</b> The individual communicates in a non-threatening, professional and positive manner that is solution focused.</li> <li>• <b>Examples of an interaction which does not meet expectations:</b> The individual <ul style="list-style-type: none"> <li>• uses personal attacks on character rather than are not productive or solution focused for change.</li> <li>• withholds feedback.</li> </ul> </li> </ul>

**PBR GUIDE<sup>®</sup> Indicator Descriptions and Examples<sup>a</sup>** (Please note: indicator examples are not exhaustive)

<b>Communication (continued)</b>
<p><b>16. Receives constructive feedback effectively</b></p> <p>The individual receives feedback in a manner that facilitates self-reflection and promotes positive change management.</p> <ul style="list-style-type: none"> <li>• <b>Example of an interaction which meets expectations:</b> The individual seeks and is open to receiving feedback to promote personal and professional growth.</li> <li>• <b>Example of an interaction which does not meet expectations:</b> The individual is defensive, is not able to receive the feedback in a depersonalized manner and unable to use the feedback for change.</li> </ul>
<p><b>17. Demonstrates ethical and responsible use of electronic communication and social media</b></p> <p>The individual's electronic communication is confidential, respectful, safe, and in compliance with site policies. The use of social media complies with the ethical and site policies.</p> <ul style="list-style-type: none"> <li>• <b>Examples of an interaction which meets expectations:</b> The individual: <ul style="list-style-type: none"> <li>• completes all electronic records in accordance with policies.</li> <li>• obtains consent prior to sharing any information in an online forum.</li> </ul> </li> <li>• <b>Examples of an interaction which does not meet expectations:</b> In an online forum, the individual: <ul style="list-style-type: none"> <li>• shares confidential information.</li> <li>• defames others.<sup>b</sup></li> <li>• engages in bullying of others.<sup>b</sup></li> </ul> </li> </ul>

<sup>a</sup> Consider how principles of equity, diversity, inclusion and accessibility inform behaviour expectations

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