

The School of Social Work
The University of Texas at Austin
Rubric for Assessing Professional Behaviors

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the 15 professional behavior areas listed below to be considered for a field placement, as these are the expected professional behaviors of social work interns and professional social workers. This form should be completed electronically to allow full expansion of the category range “Evidence to support rating:”.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	Score
1. Attendance: Attends classes and related meetings	I have missed 20% or more of total class time in one or more of my classes.	I have missed class for reasons that are not necessarily rare or unusual but rather for my own convenience.	I attend all of my classes except in rare or unusual circumstances.	I attend all my classes.	
Evidence to support rating:					
2. Punctuality: Is punctual and present	I have been late to class or left early from class three or more times in any given semester.	I have occasionally been late to class or left early from class but no more than twice per semester.	I am on time and stay until the end for all of my classes except in rare or unusual circumstances.	I am always on time and stay until all of my classes end.	
Evidence to support rating:					
3. Communication: Manages communications and contacts	I don't usually contact the instructor to inform her/him of my tardiness to or absence from class and therefore, provide no rationale.	I contact the classroom instructor or Field Instructor to inform her/him of my tardiness/absence, but I do it after my presence was expected.	I contact the instructor prior to the beginning of class (or Field) to inform him/her of tardiness or absence except in emergencies and then I contact the instructor immediately thereafter.	I always contact my instructor prior to the beginning of class (or Field) to inform her/him of anticipated tardiness, illness, etc.	
Evidence to support rating:					
4. Respect: Demonstrates respect and support in relationships	I am frequently disrespectful to and non-supportive of classmates, staff, faculty or clients.	I am occasionally disrespectful to and non-supportive of classmates, staff, faculty or clients.	I am usually respectful and supportive to classmates, staff, faculty, and clients.	I am always respectful and supportive to classmates, staff, faculty and clients.	
Evidence to support rating:					
5. Self-Awareness: Demonstrates self-awareness	I rarely show self-awareness about the impact of my verbal and non-verbal communications.	I only occasionally show self-awareness about the impact of my verbal and non-verbal communications.	I almost always maintain a high level of self-awareness about the impact of my verbal and non-verbal communications.	I always maintain a high level of self-awareness about the impact of my verbal and non-verbal communications.	
Evidence to support rating:					
6. Diversity Awareness: Demonstrates awareness and	My classroom interactions rarely reflect respect and	My classroom interactions only occasionally reflect	My classroom interactions almost always	My classroom interactions always reflect and	

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responsiveness to diversity	appreciation of diverse opinions, experiences, and/or people.	respect and appreciation of diverse opinions, experiences, and/or people.	reflect respect and appreciation of diverse opinions, experiences, and/or people.	appreciation of diverse opinions, experiences, and/or people.	
Evidence to support rating:					
7. Collegiality: Demonstrates collegiality and collaborative interactions	I have not demonstrated collaborative skills in my work with others, and my relationships with my classmates have been affected by this.	I am reluctant to collaborate with others and struggle with maintaining positive relationships.	I almost always work collaboratively with all team members while relating easily and positively with others.	I always work collaboratively with all team members, while relating easily and positively with others.	
Evidence to support rating:					
8. Oral Expression: Strives for a high level of oral expression	I consistently get feedback from instructors that my oral expression is unprofessional.	My professional oral expression is challenging for others to understand. It may contain grammatical errors or slang words or it may be poorly organized.	I am usually articulate and professional in my oral expression.	I am always articulate and professional in my oral expression.	
Evidence to support rating:					
9. Written Expression: Strives for a high level of written expression	I consistently get feedback from instructors that my written expression is unacceptable or unprofessional. Papers may not be accepted without revisions, or grades may be reduced significantly because of the writing.	My written work lacks clarity and has some errors. When asked to use APA guidelines, I do this incorrectly.	I almost always express ideas/concepts clearly with very few errors and use APA guidelines when required.	I always express ideas/concepts clearly with an absence of errors, and I use APA referencing accurately.	
Evidence to support rating:					
10. Initiative & Reliability: Demonstrates initiative, reliability and dependability	I rarely take initiative to plan my work and complete it in a timely manner. I rarely get the reading done or leave enough time to turn in my best work.	I only occasionally take initiative to plan my work and complete it in a timely manner, resulting in coming to class without having done the reading or not allowing enough time to complete and print written assignments.	I almost always take initiative to plan my work and complete it in a timely manner.	I always take initiative to plan my work and complete it in a timely manner.	
Evidence to support rating:					
11. Responsiveness to	I have not demonstrated that	I am usually receptive to	I am almost always receptive	I am always receptive to	

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Feedback: Demonstrates evidence of motivation to improve oneself.	I am receptive to suggestions and feedback from others, and, therefore, make no effort to adjust my performance accordingly.	suggestions and feedback but I don't adjust my performance accordingly.	to suggestions and feedback and adjust my performance accordingly.	suggestions and feedback from others, and I adjust my performance accordingly.	
Evidence to support rating:					
12. Compliance with Professional Requirements: Demonstrates compliance with the professional conduct policy in the Social Work Program and Field Education Manual	I demonstrate significant problems in complying with the Social Work Program requirements.	I only moderately demonstrate compliance with the Social Work Program requirements.	I almost always demonstrate compliance with the Social Work Program requirements.	I consistently demonstrate compliance with the Social Work Program.	
Evidence to support rating:					
13. Compliance with the NASW Code of Ethics: Demonstrates compliance with the Code of Ethics in its entirety	I am unaware of the NASW Code of Ethics.	My knowledge of the NASW Code of Ethics is not evident in my thinking or my behavior.	I respect the NASW Code of Ethics which is evident in both my thinking and behavior.	I consistently demonstrate leadership with my colleagues in discussions of ethical issues.	
Evidence to support rating:					
14. Responsiveness to Communication: Uses departmental communications	I never check my UT-designated e-mail account (the one the School has on record), and therefore I am unresponsive to the contents of these communications.	I rarely check my UT-designated e-mail account (the one the School has on record), and my response to the contents of these communications is therefore delayed or non-existent.	I consistently check UT-designated e-mail account (the one the School has on record). I consistently respond in a timely manner.	I consistently demonstrate leadership with my colleagues and supervisors with regard to e-mail and other methods of communication.	
Evidence to support rating:					
15. Professional Appearance: Displays professional appearance that does not interfere with professional relationships/responsibilities.	I don't see the connection between my style of dress and the professional impression I communicate. I rarely come to class and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity.	I am unclear about the connection between my style of dress and the professional impression I communicate. I occasionally come to class and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity.	I understand the connection between my style of dress and the professional impression I communicate. I usually come to class and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity. For example, my clothing could be described as clean, neat and	I understand and can explain the connection between my style of dress and the professional impression I communicate. I always come to class and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity.	

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			modest. I choose not to wear hats or sunglasses indoors.		
Evidence to support rating:					

Student's name: _____

Program of study: BSW MSSW

Student's signature: _____

Date: _____

UT-SSW Representative's name: _____

Title: _____

UT-SSW Representative's signature: _____

Date: _____