

West Texas A&M University
Master of Science in Social Work (MSSW) Program
Rubric for Assessing Professional Behaviors (RAPB)

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the following 15 professional behavior areas listed below to be considered for or to maintain a field placement, as these are the expected professional behaviors of social work interns and professional social workers.

Student: _____	Semester: _____
Date of Review: _____	Class or Context of Review: _____

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
1. Attendance: Attends classes and related meetings	Student has missed a significant (as determined by the instructor) number of classes and/or a sufficient number of meetings to impair performance	Student has missed several classes and/or moderate number meetings such that it impacts performance.	Student attends almost all classes and/or attends almost all meetings such that absence does not impact/impair performance.	Student attends all classes and/or meetings.
2. Punctuality: Is punctual and present	Student has been significantly late to class/meetings or left early from class/meetings 3 or more times in a semester	Student has occasionally (no more than 2 times) been late to class/meetings or left early from class/meetings in a semester.	Student is on time to class/meetings and stays until the end except in truly rare or unusual circumstances that are considered excusable by the professor	Student is always on time and stays until the end of class/meetings
3. Initiation of Communication: Initiates communication with the professor/supervisor	Student rarely contacts the instructor or supervisor to inform of tardiness/absence, and/or student provides no reason for tardiness/absence.	Student may contact the professor or supervisor to inform of tardiness or absence, but generally does so after the occurrence.	Student almost always contacts the professor or supervisor prior to the occurrence to inform of tardiness or absence. In rare instances when this is not done prior, the student contacts the	Student always contacts the professor or supervisor prior to the beginning of class to inform of anticipated tardiness/absence except in an emergency and then contracts the

			professor or supervisor immediately after.	professor/supervisor immediately after.
4. Respect: Demonstrates respect and support in relationships	Student is frequently disrespectful to and non-supportive of classmates, staff, faculty, and/or community members	Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty, and/or community members	Student is rarely disrespectful to classmates, staff, and/or faculty. Student almost always demonstrates support in these relationships and interactions	Student is never disrespectful to classmates, staff and/or faculty. Student always demonstrates support in these relationships or interactions
5. Self-Awareness	Student rarely shows self-awareness about the impact of verbal and non-verbal communications.	Student occasionally shows self-awareness about the impact of verbal and non-verbal communications.	Student usually shows self-awareness about the impact of verbal and non-verbal communications.	Student always shows self-awareness about the impact of verbal and non-verbal communications.
6. Diversity Awareness: Demonstrates awareness and responsiveness to diversity	Student's classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people	Student occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions	Student's classroom or other student related interactions almost always reflect for and appreciation of diverse opinions, experiences, and/or people.	Student's classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people.
7. Collegiality: Demonstrates collegiality and collaborative interactions	Student rarely demonstrates collaborative skills in work with others, and/or student has poor relationships with classmates or others involved in student learning	Student is occasionally reluctant to collaborate with others and/or struggles with maintaining positive relationships.	Student almost always works collaboratively with team members, and/or student almost always engages positively with others.	Student always works collaboratively with all team members, and/or student always engages positively with others.
8. Course Engagement: Demonstrates appropriate engagement in class activities/discussions	Student rarely engages in class activities/discussions and does not make an effort to do so following feedback. Student may frequently monopolize the	Student occasionally engages in class activities and discussions and makes some effort to do so following feedback. Student	Student almost always engages in class activities and discussions and rarely monopolizes the learning space in a way that limits others' engagement and/or	Student always engages in class activities /discussions and never monopolizes the learning space in a way that it limits others' engagement and/or the learning

	learning space, limiting others' engagement and/or inhibiting the learning environment	may occasionally monopolize the learning space, limiting others' engagement and/or inhibiting the learning environment	the learning environment.	environment.
9. Written Expression: Strives for a high level of written expression	Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a D or F.	Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>low</u> C.	Student's writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>high</u> C.	Student's writing demonstrates good to excellent content, grammar, spelling, structure, and/or flow. Writing grades are/would be a B or A.
10. Initiative & Reliability: Demonstrates initiative, reliability and dependability	Student rarely takes initiative to plan work and complete it in a timely manner, and/or student rarely gets assignments done and submitted on time.	Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class minimally prepared and occasionally missing assignment due dates	Student almost always takes initiative to plan work and complete it in a timely manner, and/or work is almost always submitted on time.	Student always takes initiative to plan and complete work in a timely manner, and/or is always submitted on time.
11. Responsiveness to Feedback: Demonstrates evidence of motivation to improve oneself	Student has not demonstrated receptiveness to suggestions and feedback from others and therefore, makes no effort to adjust performance accordingly.	Student is usually receptive to suggestions and feedback but does not adjust performance accordingly.	Student is almost always receptive to suggestions or feedback and adjusts performance accordingly.	Student is always receptive to suggestions or feedback from others and adjusts performance accordingly.
12. Compliance with professional Requirements: Demonstrates compliance with the professional conduct policy in the MSSW Program, WTAMU	Student demonstrates significant problems in complying with Program requirements, University requirements, and/or the Field	Student occasionally demonstrates non-compliance with the Program requirements, University requirements, and/or the Field	Student almost always demonstrates compliance with the Program requirements, University requirements, and/or the Field	Student always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.

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13. Compliance with the NASW Code of Ethics and the Texas Code of Conduct. Demonstrates compliance with the Code of Ethics in its entirety and the Texas Code of Conduct.	Student is consistently non-compliant with one or more components of the Code of Ethics or the Texas Code of Conduct.	Student is only moderately compliant with components of the Code of Ethics or the Texas Code of Conduct.	Student is almost always compliant with the Code of Ethics or the Texas Code of Conduct.	Student consistently demonstrates compliance with the Code of Ethics or the Texas Code of Conduct.
14. Quality and Quantity of Work: Strives for high quality work that meets assignment guidelines.	Student submits assignments that frequently lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete.	Student submits assignments that occasionally lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete.	Student rarely submits assignments that lack neatness, accuracy, organization, and thoroughness, The work submitted is general complete.	Student always submits assignments that are neat, accurate, organized, and thorough. The work submitted is always complete.
15. Professional Appearance: Displays professional appearance that does not interfere with professional relationships/responsibilities.	Student's professional attire and presentation is consistently inappropriate for professional and classroom settings.	Student's professional attire and presentation is frequently inappropriate for professional and classroom settings.	Student's appearance is routinely appropriate for classroom and professional settings.	Student's appearance is consistently appropriate for classroom and professional settings.

Comments (regarding ratings):

Action Plan (attach additional pages if necessary):

Professor's signature: _____ Date: _____

Student's signature: _____ Date: _____

(Adapted with permission from the University of Vermont Department of Social Work, created 6/17/10 and Texas A&M University- Central Texas, updated 2/2014; updated August 2014 by WTAMU for the MSSW Program)