

Professional Behaviors Rating Scale

Professional Behavior Area	Professional Behavior Standard	Mid-term goal	Final Score		
Time management /Stress management	1. Meets deadlines for assignments, fieldwork assignments/notes		0	1	2
	2. Prioritizes multiple roles and responsibilities in order to be successful in all		0	1	2
	3. Demonstrates coping strategies to maintain focus on priorities		0	1	2
	4. Demonstrates caring for self as appropriate to the situation		0	1	2
Interpersonal communication	5. Concise		0	1	2
	6. Assertive		0	1	2
	7. Use of language and non-verbal body language appropriate to context		0	1	2
	8. Listens actively		0	1	2
	9. Maintains eye contact		0	1	2
	10. Attends to speaker		0	1	2
	11. Provides feedback constructively		0	1	2
	12. Displays positive attitude using body posture and affect that communicates interest		0	1	2
	13. Actively seeks feedback and modifies behavior accordingly		0	1	2
Written communication	14. Demonstrates correct grammar, spelling, punctuation, and formatting for written assignments		0	1	2
	15. Concise		0	1	2
	16. Well organized		0	1	2
	17. Information relevant to topic and includes supporting details and or evidence		0	1	2
	18. Use of person-first, neutral language		0	1	2
Professional presentation	19. Neat clean appearance and wears clothing, jewelry, make-up appropriate to context		0	1	2
Initiative / Commitment to learning	20. Self-starts projects, tasks, programs		0	1	2
	21. Identifies relevant course resources to direct own learning		0	1	2
	22. Demonstrates curiosity and eagerness for obtaining new information, skills, and professional behaviors		0	1	2
	23. Changes behaviors, skills, and attitudes in response to new learning		0	1	2
Dependability	24. On time for classes, meetings, fieldwork		0	1	2
	25. Adheres to attendance policy		0	1	2
	26. Informs faculty, supervisor, peers, and or clients in timely and appropriate manner if absence or lateness is necessary		0	1	2
	27. Fulfills commitments		0	1	2
Self assessment	28. Completes projects/assignments without prompting		0	1	2
	29. Identifies strengths and weaknesses and identifies strategies and methods to improve weaknesses		0	1	2
Creativity	30. Generates multiple strategies for intervention plans or assignments that are unique		0	1	2

Cooperation and teamwork	31. Works effectively with others		0	1	2
	32. Assists in the learning of others		0	1	2
	33. Collaborates with others		0	1	2
Ethics	34. Adheres to ASHA Code of Ethics		0	1	2
Safety	35. Adheres to safety policy and procedures of the environmental context; responds calmly in urgent situation.		0	1	2
Therapeutic relationships	36. Establishes rapport with clients		0	1	2
	37. Able to focus on client and client's needs vs. own		0	1	2
	38. Maintains professional boundaries		0	1	2
	39. Demonstrates client-centered family-centered perspective in practice		0	1	2
	40. Uses self-reflection and applies self-knowledge to relationships		0	1	2
Supervisory / faculty relationships	41. Initiates clarification of job, role, and performance expectations		0	1	2
	42. Questions and seeks guidance when un-sure		0	1	2
	43. Initiates establishment of professional development goals in supervision and establishes methods to accomplish them		0	1	2
	44. Gives respectful and timely feedback to faculty/supervisor		0	1	2
Flexibility	45. Able to assume multiple roles in response to the needs of the situation		0	1	2
	46. Adapts to changes in the environment, routine, schedule, or needs		0	1	2
Cultural competence	47. Demonstrates respect for cultural differences		0	1	2
	48. Uses neutral, non-judgmental language		0	1	2
	49. Questions rather than assumes		0	1	2

Key:

0 Does not consistently meet this expectation; needs continual guidance and support; frequently fails to meet standard independently; candidate is not yet competent to perform as a provisionally licensed professional

1 Expectation is met in most situations with occasion need for guidance; guidance needed is minimal to moderate; frequently meets standard independently; candidate is competent to perform as a provisionally licensed professional

2 Expectation is met consistently, or exceeded; occasional need for only minimal support; usually meets standard independently; candidate's competence exceeds that typically seen in a provisionally licensed professional

