

Professional Behaviour Development Rubric¹

Student Name: _____ Date: _____

1. Appropriate Behaviour	Developing	Competent	Exemplary
<i>Attitude:</i> The attitude of the student is positive, friendly, helpful, courteous, person-centred, optimistic, and team oriented.			
<i>Appearance:</i> The appearance of the student is appropriate: hair and body are clean; no noticeable body odour and scent free; clothes are clean, wrinkle free, and appropriate; wears name tag; appropriate footwear and minimal jewellery and nails are clean, short, and polish-free.			
<i>Integrity:</i> The student interacts with people in a respectful manner: their manner is honest, ethical, sincere, reliable, empathic, and committed.			
<i>Technology:</i> The student uses technology (e.g., mobile phone, including photo and video recording features; computer; social media) in alignment with established policies and procedures. Does not use personal communication or media devices inappropriately.			
<i>Comments (examples and suggestions):</i>			

2. Respect for self and others	Developing	Competent	Exemplary
<i>Communication (Verbal and Non-Verbal):</i> The student communicates in an appropriate manner, verbally and non-verbally. Verbal communication is appropriate: able to speak in turn without interrupting others, takes into consideration tone			

¹ ©Continuing Care Assistant Program. (2013). *Professional Behaviour Development Rubric*. Nova Scotia.

Note: This sample tool has been included to align with Suggested Course Assessment 6. in the Practice Experience in Multi-Level and/or Complex Care course and Suggested Course Assessment 3. in the Practice Experience in Home Support, Assisted Living and/or Group Home course. It could be further adapted for use as a self-assessment by the student.

and volume, does not speak too quickly or unclearly, avoids use of profanity and slang, appropriate self-disclosure. Is considerate of non-verbal communication (e.g., posture, facial expressions, and other body language).			
<i>Communication (Written):</i> The student communicates in an appropriate manner in written communication. Written documentation is legible, with correct spelling and grammar, objective (fact-based), and uses appropriate terms and abbreviations. E-communication, such as text messages and emails, are written in a suitable manner, taking into consideration the relationship with the recipient. For example, informal “SMS language” such as common texting abbreviations are avoided when communicating with the instructor or practice education site personnel.			
<i>Nonjudgemental:</i> The student demonstrates a nonjudgmental attitude in all settings: respecting diversity, differing opinions and beliefs. Displays a positive approach to differences.			
<i>Caring:</i> The student displays a caring attitude with clients/ team in all settings. Actively listens, and is kind, respectful, gentle, thoughtful, considerate, compassionate, sincere, person-centred, concerned, team oriented.			
<i>Team Player:</i> The student demonstrates they are a positive team player. Contributes to the group, committed to team goals, shares the workload, participates in tasks, accountable for actions, takes a multi-disciplinary approach.			
<i>Comments (examples and suggestions):</i>			

3. Commitment	Developing	Competent	Exemplary
<i>Time Management:</i> The student manages their time effectively. Student is punctual, prepared, and efficient. Student can effectively prioritize and multitask and is dependable.			

<p><i>Adaptability:</i> The student displays a positive attitude when adapting to changes such as shifts in team/group members or shifts in environment such as increased workload, changes in client assignment, and practising in diverse settings.</p>			
<p><i>Stress Management:</i> The student manages their stress appropriately by demonstrating: awareness of and management of triggers (precipitating factors), able to accept when situations cannot be changed, utilizes and continues to develop individual coping skills, maintains professional boundaries effectively (leaves personal life at home), prioritizes appropriately.</p>			
<p>Comments (examples and suggestions):</p>			

4. Competence	Developing	Competent	Exemplary
<p><i>Accountability:</i> The student demonstrates accountability through appropriate application of skills and knowledge, staying informed of learning goals and requirements, asking questions and seeking guidance, recognizing client status, reporting issues and changes, and advocating for the client.</p>			
<p><i>Continuous Learning:</i> The student demonstrates continuous learning by openly offering, receiving, and applying feedback; seeking out learning opportunities; attending available in-services and workshops; and focusing on personal and professional development.</p>			
<p><i>Problem-Solving:</i> The student demonstrates problem-solving skills: uses critical thinking skills, follows policies and procedures, understands chain of command, maintains calm and competent presence in unforeseen situations/circumstances.</p>			
<p>Comments (examples and suggestions):</p>			