Assessment of Professional Behaviors & Academic Performance in Social Work

University of Nebraska at Kearney

(*When completed this form becomes part of the student’s permanent record.)*

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty member raising concern:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course:\_\_\_\_\_\_\_\_\_\_\_

*If all behaviors in a category are not of concern, highlight or circle those that do apply.*

|  |  |  |
| --- | --- | --- |
|  | **STANDARDS FOR PROFESSIONAL BEHAVIOR** | **Concerns** |
| 1 | Attendance: punctual, communicates absences ahead and plans with instructor, is present and engaged in entire class.  | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 2 | Work performance: meets requirements or expectations; work turned in complete and on time; well prepared for class. | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 3 | Feedback: receptive to constructive criticism; takes ownership of problems; understands issues and is open to making positive change. | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 4 | Exhibits core social work values and behaviors without interference of personal and/or religious values.  | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 5 | Able to communicate effectively in group settings, collaborate, share work load and is respectful of group members time and effort. | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 6 | Demonstrates professional behaviors in class (e.g. only necessary chatting with others contributing to class discussion; using cell-phone or computer only for class activities; communicate with others in the way that respects other’s contribution to discussion and instructor’s ability to conduct class, etc.).  | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 7 | Recognizes value of learning beyond grades received; able to respectfully discuss grades and other assignment feedback. | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 8 | Maintains appropriate boundaries including limited sharing of information helpful to others in the class.  | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 9 | Meets expectations of student readiness including being alert and focused, engaged in class discussion, providing feedback and participating in class activities. | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 10 | Respectful in discussing sensitive issues that undermine the civil and human rights of various groups or compromises professional principles and practice and NASW Code of Ethics. | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 11 | Maintains stable emotional state to support learning and academic performance.  | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 12 | Acknowledges, seeks help to resolve, and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with judgment, academic performance, and/or interactions with clients, peers, supervisors, faculty, and other relevant parties. | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 13 | Displays honesty and follows all guidelines in student code of conduct as well as displays a strong sense of academic integrity | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 14 | Relates interpersonally in a manner that is respectful, non-manipulative, non-disruptive, nondiscriminatory, non-judgmental and characterized by maturity. | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 15 | Completes work independently and takes responsibility for own learning and academic performance | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 16 | Has not been convicted of a violent crime or other felony. | Meet the standards |  |
| Do not meet the standards |  |
| 17 | Shows positive coping skills, such as control of self and ability to manage school and program expectations. | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 18 | Professional oral and written communication skills; ability to use correct grammar; ability to articulate points in a professional manner; use of formal language in written assignments. | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 19 | Able to form healthy and/or productive relationships with others; supportive of others; courteous; positive social skills, aware of impact of own behavior on others. | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
|  | **The items below are particularly relevant to the online learning environment.** Student fails to follow proper netiquette as evidenced by an absence of any of the following: |  |  |
| 20 | Due dates are met consistently. | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 21 | Realistic expectations with response times pertaining to self and instructors. | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 22 | Checks email on a regular basis and responds in a timely manner to feedback or requests from instructors or other students. | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 23 | Sends appropriate number of emails.  | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
| 24 | Participation in discussion boards is respectful and on task; discussion board posts are proof read with no spelling errors and grammatically correct.  | Far below the standards |  |
| Moderately below the standards |  |
| Slightly below the standards |  |
|  | **ADDITIONAL AREAS TO ADDRESS** |  |  |
|  |  |  |  |
|  |  |  |  |

Short narrative that further elaborates concerns:

Plan for corrective action:

Student response:

Student signature: Date:

Faculty signature: Date:

Academic Advisor signature: Date: