

BSW Academic Standards Concerns Form

Date: _____ **Student Name:** _____

Faculty member or agency representative:

The Department of Social Work has set forth standards for students in the BSW Program. Social Work students must maintain the *Academic Standards for Retention* set forth by ASU and the Department of Social Work.

BSW students are expected to abide by ASU's *Code of Student Conduct and Academic Integrity Code*, the National Association of Social Workers' *Code of Ethics*, the BSW Program's Competencies, and the following standards: 1) Scholastic Performance; 2) Professional Identity and Self-Awareness; 3) Ethical Behavior; 4) Interpersonal Relationships; and 5) Commitment to Diversity, Social Justice, and Human Rights. Failure to meet the standards may result in dismissal from the program.

An *Academic Standards Concerns Form* is completed by a faculty member or agency representative when there are concerns about a student's performance. They will discuss the concerns and review the form with the student, except under unusual circumstances. A copy of the *Academic Standards Concerns Form* will be kept in the Department of Social Work.

Signify areas of concern and provide a short narrative that further elaborates concerns. Include the class or context in which the behaviors occur.

Areas of Concern	Level of Concern (1=mild, 2= moderate, 3= serious)	Is it resolved?
1. Scholastic Performance Standards		
Exhibits difficulty in demonstrating scholastic performance standards as developmentally appropriate (e.g., GPA, grades, repeats)	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other. Please Describe:	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
2. Professional Identity and Self-Awareness Standards		
Is frequently absent, tardy, or leaves early	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Turns in incomplete or late assignments; is frequently unprepared for class, service learning, or field; does not meet deadlines	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Sleeps through class, service learning, or field	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Demonstrates disruptive behaviors in class, community, Department- or University-related trips, or service learning/field agency	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Makes inappropriate comments, including inappropriate personal	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>

sharing		
Is unable or unwilling to behave according to professional values; imposes personal values on others	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Demonstrates an inability or unwillingness to work in groups	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Ignores feedback, becomes defensive, or responds inappropriately when feedback is given	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Exhibits evidence of substance abuse	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Exhibits evidence of volatility; demonstrates a lack of self-control	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Demonstrates personal problems and issues that interfere with learning and performance	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Demonstrates inappropriate use of technology or social media	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does not follow established policies and processes; does not provided documentation or applications as requested	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does not demonstrate progressive identification with the profession through behavior, communication (verbal, nonverbal, written), personal reflection, and self-correction	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other. Please Describe:	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
3. Ethical Behavior Standards		
Plagiarizes an assignment, exam, or other activity	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Cheats on an assignment, exam, or other activity	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Demonstrates dishonesty	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does not demonstrate accountability	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other. Please Describe:	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
4. Interpersonal Relationships Standards		
Demonstrates disrespect, disruptive behavior, or lack of cooperation in interactions with instructor, students, or others in the classroom, Department of Social Work, or other settings	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Demonstrates acts of bullying and/or cyber bullying	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does not demonstrate skills that facilitate effective helping relationships	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other. Please Describe:	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
5. Commitment to Diversity, Social Justice, and Human Rights Standards		
Is disrespectful in discussing sensitive issues, such as diversity; is insensitive to the feelings or needs of others	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does not support or encourage open dialogue and increased understanding in the classroom, agency, or other contexts	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other. Please describe:	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies Exhibits difficulty in demonstrating competency(ies) as	Concern	Comments/Notes

developmentally appropriate:		
1. Demonstrate ethical and professional behavior	1 2 3	
2. Engage diversity and difference in practice	1 2 3	
3. Advance human rights and social, economic, and environmental justice	1 2 3	
4. Engage in practice-informed research-informed practice	1 2 3	
5. Engage in policy practice	1 2 3	
6. Engage with individuals, families, groups, organizations, and communities	1 2 3	
7. Assess individuals, families, groups, organizations, and communities	1 2 3	
8. Intervene with individuals, families, groups, organizations, and communities	1 2 3	
9. Evaluate practice with individuals, families, groups, organizations and communities	1 2 3	

Comments - signify areas of concern and provide a short a narrative that further elaborates concerns. Include the class or context in which the behaviors occur:

Student Comments (if desired):

Has student received a copy of this form?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If no, reasons not provided to date:	

Signature of Faculty Member

Date

Signature of BSW Program Director

Date

Signature of Field Director

Date

Signature of Department Chair

Date (as applicable)

Signature of the Student*

Date

*Student's signature signifies receipt of this form, but not necessarily agreement with it.