

Kansas State University Social Work Program Professional Performance Standards

These standards are examples of behaviors that are consistent with and necessary for the successful attainment of Competency 1, required by the Council on Social Work Education, the accrediting body of the Social Work Program at Kansas State University. Competency 1 is: **Demonstrate Ethical and Professional Behavior.**

Following each standard are specific examples of behaviors that violate and/or are not consistent with attainment of each standard. As a Social Work student you will be held accountable for meeting Competency 1 in order to successfully complete each class and obtain a Social Work degree from Kansas State University.

Competency 1: Demonstrate Ethical and Professional Behavior: **Professional Performance Standards**

1. Performance

a. Standards:

- i. Plans and organizes work effectively
- ii. Turns in assignments that are complete and on time
- iii. Communicates with instructors in a timely manner to request any special attention needed for class attendance and/or completion of assignments
- iv. Attends class regularly and is on time
- v. Maintains the GPA standards of the program
- vi. Obtains a C or better in all Social Work courses

b. Indicators of concern:

- i. Poor organizational skills
- ii. Repeated requests for extensions on assignments and exams
- iii. Late or incomplete assignments
- iv. Multiple absences from class or field placement
- v. Lying, cheating or plagiarizing
- vi. Low grades

2. Conduct/Behavior

a. Standards:

- i. Demonstrates ability to work cooperatively with others
- ii. Actively participates in class
- iii. Shows respect for others' opinions
- iv. Open to feedback from peers and faculty
- v. Demonstrates a willingness to understand diversity in people
- vi. Conducts himself or herself according to the NASW Code of Ethics
- vii. Passes criminal background checks and child abuse clearances

b. Indicators of concern:

- i. Creates interpersonal conflict in class
- ii. Uncooperative or unwilling to participate in class activities

- iii. Consistently late for class or field placement or leaves class or field placement early
- iv. Inattentive during class
 - v. Directs demeaning remarks towards others in class
- vi. Appears unwilling or unable to accept feedback from faculty or peers
- vii. Monopolizes class discussion
- viii. Unwilling or unable to develop an understanding of people or worldviews different from oneself or one's own
- ix. Discriminatory behavior or harassment towards others
- x. Unethical professional behavior and/or unwillingness to uphold social work code of ethics and social work values
- xi. Academic misconduct
- xii. Inability to pass criminal background checks and child abuse clearances
- xiii. Lack of respect to clients, peers, professors, and supervisors

3. Self-awareness and self-control

a. Standards:

- i. Uses self-disclosure appropriately
- ii. Able to engage in discussion and processing of uncomfortable topics
- iii. Deals appropriately with issues that arouse emotions
- iv. Demonstrates an awareness of one's personal limits
- v. Understands the effects of one's behavior on others
- vi. Able to form positive working relationships with clients, faculty, supervisors, and peers
- vii. Able to work toward resolving one's personal issues that may negatively affect performance in the classroom, field placement, or the profession

b. Indicators of concern:

- i. Unable or unwilling to work through unresolved personal issues
- ii. Unable or unwilling to control emotional reactions
- iii. Demonstrates behavior consistent with impairment as a result of using alcohol or illicit drugs
- iv. Demonstrates a lack of self-awareness or self-control of problems that interfere with his or her ability to work effectively with clients, faculty, supervisors, or peers
- v. Makes verbal or physical threats to faculty, peers, clients, supervisors, or others
- vi. Demonstrates lack of judgment, decision-making, or problem solving skills
 - 1. Unable to form effective relationships with clients, faculty, supervisors, or peers

4. Communication skills

a. Standards:

- i. Demonstrates ability to follow the conventions of writing in written documents
- ii. Demonstrates good organization of writing that follows a logical sequence
- iii. Demonstrates use of critical thinking skills in communication
- iv. Able to clearly articulate ideas, thoughts, and concepts
- v. Able to communicate clearly with clients, supervisors, peers, and faculty
- vi. Communicate honestly and consistently

b. Indicators of concern:

- i. Unable to express information clearly and concisely orally and/or in writing
- ii. Unable to master the conventions of writing in written documents
- iii. Unable to communicate clearly with clients, supervisors, peers, and faculty
- iv. Failure to recognize and address issues that are detrimental to perform adequately in the program