

Professional Dispositions Competency Assessment--RI

PDCA—RI (Revised--Incident Report)

Student Name: _____ Date of Filing: _____
 Person Filing the Report: _____ Date of Incident: _____

Instructions: 1) Check the DISPOSITIONAL box most closely associated with the nature of the feedback you wish to offer. If desired, more than one box may be checked. 2) Write a detailed explanation of the situation leading to the filing of the form; be as specific as possible and please use behavioral terms. 3) Check the level of concern (R/Y/B/G) in the box on the far right using key below. 4) In the space provided describe the student's behavior as it relates to the expected standard. 4) Recommend specific action in the space provided; and 5) If a group decision occurs, record the decision of the group in the space provided. Note: If this form becomes part of the student's academic file, per FERPA students may have legal access to this records.

- Green:** You consider this student **outstanding**, and would like to foster ideas about special opportunities that could be given to the student.
Blue: You have some concerns, but do not believe the situation warrants remediation or gatekeeping strategies. A Blue signifies that additional **faculty support or encouragement** is needed.
Yellow: You have some concerns and are **recommending remediation**.
Red: You have very strong concerns and are recommending **gatekeeping (suspension or dismissal)**, with or without remediation (but with due process).

	DESCRIPTION OF THE BEHAVIORS ASSOCIATED WITH THE DISPOSITIONAL AREA	Check one
<input type="checkbox"/>	<p>Conscientiousness: Meets Expectation-- A generally consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling.</p> <p>Conscientiousness: Below Expectation-- A generally consistent pattern of behaviors such as: difficulty meeting responsibilities in a timely fashion; excessive class absences; tardiness; missing appointments or other obligations without prior notice; difficulty following directions; last minute work; lack of preparation; ineffective management of appointments/scheduling.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Coping and Self-Care: Meets Expectation-- Consistently displays the following behaviors: ability to articulate a consistent approach to personal wellness; well groomed; seeks health care as needed. Lack of evidence of behaviors indicative of excessive use of substances. Energetic in academic and professional commitments; displays behaviors indicative of effective time management. Not overextended.</p> <p>Coping and Self-Care: Below Expectation-- Inability to show evidence of a consistent approach to personal wellness; lack of coping and self-care strategies. Displays for extended period of time one or more of the following behaviors: Disheveled physical appearance; poor hygiene; poor grooming; short tempered; fatigued or overcommitted to an extent that academic or professional behavior is negatively impacted. Lack of time management; behaviors indicative of excessive use of substances.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Openness: Meets Expectation-- Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged. Able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.</p> <p>Openness: Below Expectation-- Professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experience, or dogmatic world-view. Lacks curiosity about new or novel situations. Alternatively, may not temper thrill-seeking behavior with good judgment.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Cooperativeness: Meets Expectation-- Behaviors that evidence cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; a general display of helpful behaviors; collaborative.</p> <p>Cooperativeness: Below Expectation-- Behaviors that evidence a lack of cooperation, such as defensiveness; engaging in power struggles with authority figures; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; overtly challenging supervisors; and/or a lack of willingness to accept influence.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Moral Reasoning: Meets Expectation-- No evidence of manipulating; falsehoods; reliable and truthful in dealings with others. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws. Reflects Kohlberg's social system/social relationships perspective.)</p> <p>Moral Reasoning: Below Expectation-- Evidence of dishonest behavior such as plagiarism, cheating; manipulating; lack of integrity; falsehoods; Engagement in illegal activities. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws. (Reflects Kohlberg's blind egoism.)</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R

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<input type="checkbox"/>	<p>Interpersonal Skills: Meets Expectation-- Accurately reads and appropriately responds to social cues; energetically engages in relationships and with the external world; appropriately warm in relationships; demonstrates the capacity to interact effectively with others; dresses appropriately for the context of the situation; manages conflict appropriately; speaks up/contributes ideas in academic and professional situations.</p> <p>Interpersonal Skills: Below Expectation-- Limited capacity to accurately read and appropriately respond to social cues; lack of engagement with the external world; lack of warmth or excessive warmth. Evidence of a pattern of one or more of the following: inappropriate statements, behavior, and/or dress for context of the situation; excessive shyness, rudeness and/or dominance; lack of energy in relationships; boundary problems; difficulty managing conflict; often socially awkward; chooses not to speak up in academic or professional settings.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Cultural Sensitivity: Meets Expectation--Behaviors that suggest tolerance for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual’s identity and how those influence the counseling process; comfortable with differences; aware of one’s own heritage; respects differences.</p> <p>Cultural Sensitivity: Below Expectation--Behaviors that suggest a need for growth in cultural awareness and/or sensitivity, such as a lack of awareness of diversity factors; lack of awareness of one’s own cultural heritage; lack of respect for cultural differences; closed minded; intolerance for differences; adherence to a ‘one size fits all’ model of counseling; behavior reflecting racist or discriminatory attitudes.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Self-Awareness: Meets Expectation--Consistently displays the following: the ability to accurately report goals, motives, strengths, and weaknesses; can (if needed) produce documentation of their efforts to respond to professional or academic weaknesses; capacity to accurately identify poor habits; demonstrated ability to predict the impact of their own behavior on others and/or on groups or organizations.</p> <p>Self-Awareness: Below Expectation-- Displays one or more of the following: demonstrates limited ability to accurately report goals, motives, strengths and weaknesses; shows minimal effort in responding to professional or academic weaknesses; difficulty identifying poor habits; limited capacity to predict the impact of their own behavior on others and/or on groups or organizations.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Emotional Stability: Meets Expectation--Evidence of behaviors appropriate for clinical settings, such as (but not limited to) consistently making positive contributions in academic and clinical settings, attentive body language, emotionally appropriate responses to peers, faculty, and supervisors; calm verbal and behavioral responses to frustrating situations.</p> <p>Emotional Stability: Below Expectation--Evidence of behaviors not appropriate for clinical settings, such as (but not limited to) outbursts, excessive crying, inappropriate humor, lawless behavior, sexually inappropriate behavior, disinterested responses, over-talkative, lethargic, agitated verbal or behavioral responses to frustrating situations.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Ethical Behavior: Meets Expectation--Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws.</p> <p>Ethical Behavior: Below Expectation-- Evidence of one or more of the following behaviors: ethical breaches or unprofessional conduct. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws.</p>	<input type="checkbox"/> G <input type="checkbox"/> B <input type="checkbox"/> Y <input type="checkbox"/> R
<p>Description of Behavior:</p>		
<p>Recommended Response:</p>		
<p>Decision/Action:</p>		