

Candidate Disposition Assessment

Directions: Please evaluate students toward the end of the semester and based on what you'd like to see them at the end of their programs in field practice. We expect students to meet or exceed expectations once they complete their field placement experiences. Descriptors are listed as evaluation guidelines for each of the dispositions. Included with each disposition are examples of behavioral indicators. Each indicator is offered as a suggested behavior, and not as a conclusive determining factor. Please check the appropriate box for each of the dispositions. Note that "client/student" refers to the individual whom the counseling student is working with as a counselor.

Student Name: _____ **Date:** _____

Evaluator's Name: _____

Evaluator's Role (check one): Coun200 instructor Coun/Rehab208 instructor
 Coun/Rehab238 Instructor Field Placement Supervisor

Rating Scales

0 = not observed 1 = inadequate 2 = Progressing 3 = Meets expectation 4= Exceeds expectations

DISPOSITION	0	1	2	3	4
Reflection. Examples of behavioral indicators include, but are not limited to:					
Ability to use reflection to continually evaluate and seek improvements on the impact of his/her choices and actions on others (e.g., students, parents, and other professionals in the learning community).					

<p>Ability to reflect on one’s opinions, attitudes and behaviors, as well as the motivations behind these</p>					
<p>Ability to use reflection to apply, assess, reflect upon, and adjust counseling strategies to different needs of clients/students.</p>					
<p>Ability to use reflection in daily practice for thoughtful use of communication (written, verbal), technical skills, clinical training, emotions and values.</p>					
<p>Ability to use reflection to accept and incorporate suggestions in subsequent practice.</p>					
<p>Ability to use reflection as a desire to fully understand concepts and discover the answer to a problem</p>					
<p>Ability to use reflection to tolerate divergent or conflicting views and treat all viewpoints alike, prior to subsequent analysis and evaluation</p>					
<p>Ability to use reflection to demonstrate accurate self-analysis regarding one’s own strengths and weaknesses.</p>					
<p>Ability to use reflection to demonstrate self-regulation and the capacity to cope with stressful situations</p>					
<p>Ability to use reflection in efforts of being resilient and motivated to persist at working through complex tasks</p>					

Ability to use reflection to collect accurate data and incorporate it into the reflective process to conceptualize cases.					
Ability to use reflection to be open to corrective feedback with non-defensive responses.					
DISPOSITION	0	1	2	3	4
Critical thinking. Examples of behavioral indicators include, but are not limited to:					
Student is able to integrate the knowledge about themselves, their clients, counseling theories, and counseling interventions to facilitate a positive change in clients' lives.					
Student utilizes critical thinking to serve their clients not only through individual counseling sessions but also systemic-level efforts to promote clients' access to different resources.					
Utilizes critical thinking in assessing data to adjust counseling approaches, consultation practices, or program implementation.					
Student work (e.g., case studies, group process evaluations, article critiques) indicates an ability to use critical thinking in identifying problems, strengths, and solutions.					
The student is able to remain intellectually engaged while employing a curious stance (i.e., seek understanding) to client behaviors.					

<p>The student is able to use data to support their stance, thus eliminating a heavy reliance on personal bias.</p>					
<p>The student is able to think critically about data that is being presented by the client (i.e., non-verbal behavior & explicit behaviors).</p>					
<p>The student is able to critically think about the implications and generalizations of their clinical interventions with clients.</p>					
<p>Professional ethics. Examples of behavioral indicators include, but are not limited to:</p>					
<p>Recognizes the importance of research and seeks appropriate empirical findings to inform counseling for clients/students with diverse needs.</p>					
<p>Shows commitment to ethical conduct in accordance to American Counseling Association and University code of ethics.</p>					
<p>Actively advocates for client/student and encourages client/student self-advocacy.</p>					
<p>Works within the system to meet the needs of clients/students and their families.</p>					
<p>Respects the confidentiality of clients/students and their parents in accordance to ACA ethical standards, FERPA, and HIPPA.</p>					

Solicits and gives thoughtful consideration to alternative & contradictory opinions.					
Maintain professional and ethical boundaries per professional association ethical guidelines created by ACA and other professional organizations in your field.					
Maintain a positive working relationship with peers/colleagues and/or other personnels in field placement.					
Views and includes clients/students as partners in the educational and/or counseling process.					
Exhibits care for quality in the preparation and implementation of work responsibilities with clients/students.					
Adheres to ethical standards and state laws for counselors.					
Maintain and adheres to a self-care plan.					
Valuing diversity. Examples of behavioral indicators include, but are not limited to:					
Identify clients' needs by integrating and interpreting data from diverse sources (e.g., formal/informal assessments, student behavior & feedback, & parent responses)					
Develop intervention plans compatible with diverse needs of clients/students and their multiple cultural identities (ex. ethnicity,					

<p>gender, culture, abilities, values, beliefs, sexual orientations, affectional orientation, and interests etc).</p>					
<p>Accommodates and serves all clients/students in culturally relevant ways, including those from diverse backgrounds, experiences, and cultures.</p>					
<p>Respects and understands clients/students as individuals with differing personal and family backgrounds; diversity of skills, talents, and interests; and is sensitive to community and cultural norms.</p>					
<p>Identifies guidelines and strategies to advocate for or facilitate the academic and social inclusion of clients/students with exceptionalities (ex. diversity of needs and abilities) within educational institutions and communities.</p>					
<p>Understand and apply social and historical context in conceptualizing cases.</p>					
<p>Able to make sound ethical decisions within diverse cultural contexts.</p>					
<p>Able to define culture as more than just race/ethnicity; exploring intra-group differences as well as inter-group differences; using caution in examining majority/minority comparisons in research and practice.</p>					
<p>Is aware of historically marginalized groups and knowledgeable to the struggles that they had had to overcome and still deal with</p>					

Is aware of own biases, values, and beliefs that might differ from that of their clients/students					
Is able to validate perspectives of clients/students that might be different from their own					
Takes a cultural humility stance (avoiding stereotypes and prescriptive stances) and is open to the client/student teaching them about their culture					
Familiarize themselves with key historical events and social movements that have influenced attitudes, values and behaviors of groups of people.					
Collaboration. Examples of behavioral indicators include, but are not limited to:					
Demonstrates the ability to work creatively and collaboratively with colleagues, parents/families, and the community.					
Values clients/students/families as partners in the counseling/educational process.					
(Field Placement) Collaborates with key community partners/school personnel and clients/students/families in all phases of intervention when possible.					
(Field Placement) Communicates on the progress of clients/students, as needed, to parents and/or involved parties with proper consent.					

Works well with others to develop opportunities for peer and client/student learning.					
Plans and collaborates to ensure that appropriate supports for smooth transitions are in place.					
Demonstrates consistent & advanced respectfulness and thoughtfulness within all professional interactions					
Life-long learning. Examples of behavioral indicators include, but are not limited to:					
Seeks out opportunities for professional development (ex. attendance at workshops, in-service trainings, conferences etc.) using the information learned to improve counseling practice.					
Seeks out opportunities to improve and benefit the community (ex. extracurricular activities, student associations, and other community services such as Big Brothers, Big Sisters).					
Demonstrates a positive attitude toward learning					
Demonstrates intellectual and academic curiosity.					
Maintains membership in professional organizations.					
Personal philosophy statement includes goals for professional development.					

Understanding the unique and ever changing dynamics of the concepts which underlie culture and commit themselves in life-long learning to understanding their clients as complex, multidimensional, cultural beings.					
Presents an area of expertise or interest to teachers/other professionals, and/or parents at local, state, national or international conferences or trainings.					