

Name

Date

Student Disposition Review

All dimensions are evaluated based on student performance in programmatic, academic, clinical, supervisor, and interpersonal contexts.

| | No Problems Observed | Problems Observed | Excelling In this area |
|---|----------------------|-------------------|------------------------|
| Career goals in relationship to the program/program fit <ul style="list-style-type: none"> • Formulation of realistic professional goals for self | | | |
| Aptitude for graduate study – GPA & Grades | | | |
| Potential success in forming effective and culturally relevant interpersonal relationships in individual and group context <ul style="list-style-type: none"> • Demonstration of concern for client welfare. • Demonstration of appropriate client-counselor relationships • Sensitivity to client issues. • Acknowledgement of effective interactions with: <ul style="list-style-type: none"> ○ Clients of any age ○ Parents or family members of clients ○ Professional in the field and at the work site • Sensitivity to the needs, resources and priorities for individual from different cultural backgrounds (including differences in SES, gender, disability, sexual orientation, race, etc.) • Adheres to the CES Program's Commitment to Diversity | | | |
| Openness to self-examination <ul style="list-style-type: none"> • Awareness of impact on colleagues (faculty and students). • Demonstrates appropriate boundaries with others • Use of Supervision <ul style="list-style-type: none"> ○ Appropriate preparation ○ Accepts responsibility for learning ○ Openness to feedback/suggestions ○ Application of learning to practice | | | |
| Openness to personal development <ul style="list-style-type: none"> • Willingness to self-disclose and/or explore a personal issue which affects professional functioning. • Appropriately self-reliant • Appropriately self-critical • Effective management of personal stress | | | |
| Openness to professional development <ul style="list-style-type: none"> • Demonstration of application of ACA or ASCA Ethical Guidelines • Demonstration of knowledge/application of other statutes regulating professional practice (e.g., licensure and legal regulations). • Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by faculty; instructors; practica, internship, and other field based partners to be appropriate for educational settings. • Appropriate involvement in professional development activities (e.g. professional associations) • Appropriate interaction with peers, colleagues, staff, trainees, etc. • Completion of assigned task in a timely fashion and in an acceptable format. | | | |

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| <ul style="list-style-type: none">• Lack of professional interference because of own adjustment problems and/or emotional responses, as reflected by ability to maintain appropriate level of concentration, focus, and commitment to graduate study and professional demeanor in academic, social, and field-based settings.• Appropriate self-initiated professional development (e.g. self initiated study | | | |
| Satisfactory Skill and Professional Behavior Evaluations (if applicable) | | | |
| Counseling Skills and Techniques | | | |
| Practicum I | | | |
| School Counseling Practicum | | | |
| Practicum II | | | |
| Internship I | | | |
| Internship II | | | |

See pg. 6 & 7 of the CES Master's programs Brochure and Student Handbook

See pgs. 16-18 of the CES Master's programs Brochure and Student Handbook for KPIs related to program requirements.

Comments: