Minnesota State University, Mankato  
Department of Counseling and Student Personnel:  
Evaluation of Candidate Dispositions

All CSP students must demonstrate, at minimum, an intermediate level of performance on all of the dispositions listed below. A disposition is a state of mind that leads one to act in certain ways; dispositions are reflected through behaviors. Dispositions are assessed throughout the program, and a final documentation of all dispositions is required before a CSP student will be approved for graduation. Student performance will be assessed according to these levels:

<table>
<thead>
<tr>
<th>Domain A: Professionalism</th>
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<tbody>
<tr>
<td>Dispositions</td>
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<tr>
<td>Unaware Novice Intermedi ate Professional</td>
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<tr>
<td>Professional demeanor</td>
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<tr>
<td>Relationships with others</td>
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<tr>
<td>General work attitude and enthusiasm</td>
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<tr>
<td>Commitment to professional development</td>
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<tr>
<td>Integrity</td>
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<td>Professional judgment</td>
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<td>Comments:</td>
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<td>Dispositions</td>
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**Domain B: Planning, Preparation and Productivity**

**Dependability, conscientiousness, responsibility**
- Arrives on time to academic and professional commitments.
- Meets attendance obligations and expectations.
- Accepts personal responsibility for one’s own actions and behaviors.
- Is punctual and reliable in the completion of assignments and correspondence during coursework and clinical supervision.
- Arrives able to perform professional tasks and functions, including the exercise of sound judgment.

**Effort and preparation**
- Arrives prepared to perform professional tasks and meet academic or professional responsibilities.
- Demonstrates thoughtful preparation and effort commensurate with professional or academic expectations.

**Productivity**
- Completes assigned tasks on schedule.
- Works effectively as part of a group, as well as independently.

**Comments:**

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**Domain C: Commitment to Developing Professional Competencies**

**Commitment to developing multicultural competencies**
- Demonstrates appreciation for diversity.
- Understands and respects diverse backgrounds, beliefs, and values of students, clients and colleagues.
- Seeks feedback about multicultural knowledge and skills and uses this feedback to improve professional functioning.

**Commitment to developing interpersonal competencies**
- Seeks and uses feedback about one’s personal and interpersonal functioning and uses this feedback to improve professional functioning.
- Demonstrates respect, clear communication, and a commitment to collaborative problem solving when facing interpersonal differences.

**Commitment to developing counseling or student development competencies**
- Recognizes one’s own professional competencies and shares them with peers, supervisors, and faculty.
- Seeks feedback from peers, supervisors, and faculty about one’s professional knowledge and skills and uses this feedback to improve professional functioning.
- Demonstrates willingness to learn new modes of service delivery and use a variety of resources.
- Demonstrates willingness to use technology as a tool in service delivery.
- Demonstrates commitment to improving practice through data collection, assessment and program evaluation.
- Demonstrates commitment to lifelong learning.

**Comments:**

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<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Behaviors</th>
<th>Assessment Level</th>
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