

## **Personal and Professional Dispositions Student Acknowledgement Form**

Professional counselors uphold a commitment to develop and maintain specific professional dispositions which are defined in the accreditation standards of the Council for the Accreditation of Counseling and Related Education Programs (CACREP) as “the commitments, characteristics, values, beliefs, and behaviors that influence the counselor’s professional growth and interactions with clients, faculty, supervisors, and peers, including working in a diverse, multicultural, and global society with marginalized populations.” (2024 CACREP Standards, p.35). CACREP standards also require programs assess students on an ongoing basis regarding their “mastery of knowledge, skills, and professional dispositions.” (CACREP, Section 2-C.). Additionally, the American Counseling Association’s Code of Ethics mandates counselor educators provide feedback on professional dispositions. As such, MSU Denver’s Master of Science in Clinical Behavioral Health, Emphasis in Addictions Counseling Graduate Program has identified the following dispositions for training and development: openness, self-awareness, commitment to growth, respect, integrity, and impartiality.

As a student in the program, it is important to familiarize yourself with these dispositions and anticipate periodic review of your student performance based on these dispositions, in alignment with CACREP standards.

### **Openness**

The student shows the willingness and ability to hear, receive, and integrate feedback. The student demonstrates the ability to be open to new knowledge, concepts, and growth experiences.

1. Shows curiosity and solicits others’ perspectives.
2. Demonstrates an openness to new knowledge, concepts, and growth experiences.
3. Ability to receive, examine, and integrate feedback from supervisors, faculty, or peers.
4. Student accepts personal contributions to academic, skills, and comporment deficiencies and acts responsibly to enhance professional effectiveness.
5. Seeks information, clarification, and evaluation on development of knowledge and skills.

### **Self-Awareness**

The student demonstrates congruence and the ability to recognize their own thoughts, feelings, actions, limitations, and understands how these impact relationships. The student actively reflects on self, personal beliefs, values, and potential biases. The student understands the importance of professional wellness and

self-care. Student manifests alertness of how personal beliefs, attitudes, values, and behaviors affect others and uses sound judgment to properly assess situations.

1. Demonstrates self-knowledge, self-acceptance, and emotional stability.
2. Approaches others and information with unconditional positive regard.
3. Student attends to the feelings, experiences, and perceptions of others and consistently honors their autonomy.
4. Demonstrates active listening and awareness of tone, body language, and demeanor.
5. Demonstrates the ability to accurately assess one's strengths and limitations with a growth mindset. Student exhibits ability to control personal stress, self-disclosure, and emotional reactions that may interfere with professional functioning.

### **Commitment to Growth**

Dedication to personal and professional growth in learning and developing a professional counseling identity while following applicable guidance documents. Student exhibits a willingness to engage in self-examination, challenge assumptions, and integrate feedback to reach an adequate level of competency.

1. Engages in the learning process and program/course activities.
2. Engages in the process for growth both professionally and personally.
3. Engages in collaboration and consultation with peers, supervisors, faculty, and staff.
4. Respectfully advocates for self, client/student, and profession, as needed.
5. Behaves as a counselor demonstrating a professional identity aligned with the counseling profession.
6. Behaves in accordance with policies and procedures (syllabi, program policies, student handbook, and related manuals) of the counseling program.

### **Respect**

The student demonstrates an ability to collaborate with colleagues and supervisors in the pursuit of shared goals and understanding. The student recognizes their professional role and maintains core conditions when navigating challenging or conflictual situations. Student communicates with colleagues and supervisors effectively and appropriately. Student interacts with others in a professional manner and effectively navigates interpersonal differences.

1. Demonstrates the ability to extend compassion and assume the best intentions.
2. Treats others with respect and genuineness, and maintains professional boundaries.
3. Student displays a respectful tone and uses open, honest, and accurate statements in dealing with others.

4. Collaborates with others in the pursuit of shared goals and understanding.
5. Recognizes professional role and maintains core conditions when navigating challenging or conflictual situations.

### **Integrity**

Demonstrates honesty, fairness, and responsibility for personal and professional behavior within all interactions. Upholds the values and ethics of the profession as outlined by the ACA and the legal standards of their respective state of practice (if different from Colorado). Student demonstrates ability to acquire and integrate ethical codes, accreditation standards, and institutional policy into one's repertoire of professional behavior in all settings.

1. Demonstrates honesty, fairness, and trustworthiness.
2. Shows consistency in words and actions.
3. Demonstrates responsibility for personal and professional behavior
4. Upholds the values of the ACA Code of Ethics, and/or Ethical Standards as per their specialty.
5. Student punctually attends scheduled meetings, actively contributes in required academic settings, and promotes other students' learning.

### **Impartiality**

Student engages in "Inclusive practices that preserve, support, and affirm a person's diverse heritage, values, language, and cultural identities," (CACREP, Section 5-C).

1. Student displays contextual and cultural competency by valuing the fundamental rights, dignity, and worth of all people – including respect for age, culture, disability, ethnicity, race, religion/spirituality, gender, sexual orientation, marital/partnership status, language preference, socioeconomic status, veteran status, immigration status, or any basis proscribed by law or as defined by potential clients' experience.
2. Student engages in the practice of respectful inquiry to ensure client culture is included in assessment, treatment planning, and counseling services.
3. Student demonstrates a commitment to refrain from any behaviors that could be construed as discriminatory or prejudice in nature.
4. Student reflects on their own cultural identity, examines implicit biases, and demonstrates a commitment to challenge implicit biases held.

**By signing below, I acknowledge I have read and understand the personal and professional dispositions expected of me in MSU Denver's Master of Science in Clinical Behavioral Health, Emphasis in Addictions Counseling Graduate Program.**

Hannah Molloy

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Student name



Student signature

1/29/25

Date