CENTRAL CONNECTICUT STATE UNIVERSITY

**Department of Counselor Education and Family Therapy**

# School Counseling Clinical Application (COMPLETE PRIOR TO CNSL 503 OCTOBER 15 FOR SPRING AND FEBRUARY 15 FOR FALL)

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_ Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please complete this chart to demonstrate your progress in required coursework:

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| **Completed Required Courses** |
| **Number** | **Course Name** | **Instructor** | **Semester** | **Year** | **Grade** |
| **500** | **Group Dynamics** |  |  |  |  |
| **501** | **Theories and Techniques in Counseling** |  |  |  |  |
| **504** | **Professional Issues in Counseling** |  |  |  |  |
| **520** | **Professional School Counseling I** |  |  |  |  |
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| **In-progress Required Courses** |
| **Number** | **Course Name** | **Instructor** |  |  |  |
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| **Planned Required Courses** |
| **Number** | **Course Name** | **Instructor** | **Semester** | **Year** |  |
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| **Elective Courses** |
| **Number** | **Course Name** | **Instructor** | **Semester** | **Year** | **Grade** |
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Instructions: In the following section, rate yourself using the *Rating Scale*.

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| **RATING SCALE**  |
| **SCORE** | **IDENTIFIER** | **DESCRIPTION** |
| **4** | **Exemplary** | The student consistently demonstrates an **advanced ability** to meet this standard, skill and/or disposition expected of a counselor-in-training. |
| **3** | **Proficient** | The student consistently demonstrates a **competent ability** to meet this standard, skill and/or disposition expected of a counselor-in-training. |
| **2** | **Developing** | The student demonstrates a **restricted but emerging ability** to meet this standard, skill and/or disposition expected of a counselor-in-training. |
| **1** | **Unsatisfactory** | The student demonstrates an **inadequate ability (and possibly harmful)** to meet this standard, skill and/or disposition expected of a counselor-in-training. |

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| **Items** | **4** | **3** | **2** | **1** |
| 1 | I understand advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (1.e.; Obj. 3) |  |  |  |  |
| 2 | I use self-care strategies appropriate to the counselor role (1.l.; Obj. 5) |  |  |  |  |
| 3 | I understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (2.d.; Obj. 7) |  |  |  |  |
| 4 | I know strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (2.h.; Obj. 5) |  |  |  |  |
| 5 | I know ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (3.i.; Obj. 6) |  |  |  |  |
| 6 | I know approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (4.b.; Obj. 4) |  |  |  |  |
| 7 | I understand dynamics associated with group process and development (6.b.; Obj. 2) |  |  |  |  |
| 8 | I know how to use of assessments for diagnostic and intervention planning purposes (7.e.; Obj. 4) |  |  |  |  |
| 9 | I know how to use of assessments relevant to academic/educational, career, personal, and social development (7.i.; Obj. 4) |  |  |  |  |
| 10 | I know advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (1.e.; Obj. 3) |  |  |  |  |
| 11 | I know models of school-based collaboration and consultation (SC 1.d.; Obj. 11) |  |  |  |  |
| 12 | I understand school counselor roles as leaders, advocates, and systems change agents in P-12 schools (SC 2.a.; Obj. 13) |  |  |  |  |
| 13 | I understand school counselor roles in relation to college and career readiness (SC 2.c.; Obj. 12) |  |  |  |  |
| 14 | I understand school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (SC 2.e.; Obj. 14) |  |  |  |  |
| 15 | I understand legal and ethical considerations specific to school counseling (SC 2.n.; Obj. 15) |  |  |  |  |
| 16 | I know how to design and evaluate a school counseling program (SC 3.b.; Obj. 16) |  |  |  |  |
| 17 | I understand how to design core curriculum (SC 3.c.; Obj. 12) and develop lesson plans, classroom management strategies, and differentiated instructional strategies (SC 3.c.; Obj. 12) |  |  |  |  |
| 18 | I understand how to develop lesson plans (SC 3.c.; Obj. 12) |  |  |  |  |
| 19 | I know strategies for classroom management (SC 3.c.; Obj. 12) |  |  |  |  |
| 20 | I know how to differentiate instruction (SC 3.c.; Obj. 12) |  |  |  |  |
| 21 | I know how to use of accountability data to inform decision making (SC 3.n.; Obj. 13) |  |  |  |  |

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| **DISPOSITION** | Adapted from *CASEL TOOL: Personal Assessment and Reflection—SEL Competencies for School Leaders, Staff, and Adults* | **4** | **3** | **2** | **1** |
| **Self-Awareness** |
| **Emotional Self-Awareness** | The student is able to identify, recognize, and name his/her/their emotions in the moment.  |  |  |  |  |
| The student can recognize the relationship between his/her/their feelings and my reactions to people and situations.  |  |  |  |  |
| **Accurate Self Perception** | The student knows and is realistic about his/her/their strengths and limitations.  |  |  |  |  |
| The student encourages others to tell him/her/them how his/her/their actions have affected others.  |  |  |  |  |
| The student knows how his/her/their own needs, biases, and values affect the decisions he/she/they make **(2.d.; Obj. 7).** |  |  |  |  |
| **Self-Confidence** | The student believes he/she/they have what it takes to influence my his/her/their destiny and lead others effectively.  |  |  |  |  |
| The student feels confident that he/she/they can handle whatever comes along with calm self-assurance and a relaxed presence **(Obj. 5).**  |  |  |  |  |
| **Optimism** | The student believes that most experiences help him/her/them learn and grow **(Obj. 5).**  |  |  |  |  |
| The student can see the positive even in negative situations **(Obj. 5).**  |  |  |  |  |
| **Self-Management** | **4** | **3** | **2** | **1** |
| **Self-Control** | The student finds ways to manage his/her/their emotions and channel them in useful ways without harming anyone **(3.i.; Obj. 6).**  |  |  |  |  |
| The student stays calm, clear-headed, and unflappable under high stress and during a crisis.  |  |  |  |  |
| **Setting and Achieving Goals** | The student has high personal standards that motivate him/her/them to seek performance improvements for oneself and those he/she/they lead **(3.i.; Obj. 6).**  |  |  |  |  |
| The student is pragmatic, setting measurable, challenging, and attainable goals.  |  |  |  |  |
| **Adaptability** | The student accepts new challenges and adjust to change.  |  |  |  |  |
| The student modifies his/her/their thinking in the face of new information and realities.  |  |  |  |  |
| **Organizational Skills** | The student can juggle multiple demands without losing focus or energy **(1.l.; Obj. 5).** |  |  |  |  |
| The student can balance work life with personal renewal time **(1.l.; Obj. 5).**  |  |  |  |  |
| **Social Awareness** | **4** | **3** | **2** | **1** |
| **Empathy** | The student listens actively and can grasp another person’s perspective and feelings from both verbal and nonverbal cues.  |  |  |  |  |
| **Respect for Others** | The student projects a belief that, in general, people are doing their best, and we can expect the best of them **(4.b.; Obj. 4).** |  |  |  |  |
| **Appreciation of Diversity** | The student appreciates and gets along with people of diverse backgrounds and cultures in the community and utilizes inclusionary practices to ensure all voices are represented **(2.d.; Obj. 7).**  |  |  |  |  |
| **Organizational Awareness** | The student is astute in organizational situations and is able to identify crucial social networks **(6.b.; Obj. 2).**  |  |  |  |  |
| The student understands the organizational forces at work, guiding values, and unspoken rules that operate among people **(6.b.; Obj. 2).**  |  |  |  |  |
| **Relationship Skills** | **4** | **3** | **2** | **1** |
| **Communication** | The student fosters an emotionally nurturing and safe environment for staff, students/ clients, families, and community members **(3.1; Obj. 6).**  |  |  |  |  |
| The student is open and authentic with others about his/her/their values and beliefs, goals, and guiding principles **(3.i.; Obj. 6).** |  |  |  |  |
| The student communicates with and encourages interaction with clients and stakeholders **(Obj. 10).**  |  |  |  |  |
| They student can articulate ideas that are important to him/her/them in ways that motivate others to become involved **(2.d.; Obj. 7).**  |  |  |  |  |
| **Building Relationships** | The student has a genuine interest in cultivating people’s growth and developing their SEL skills **(3.i.; Obj. 6).** |  |  |  |  |
| The student is able to openly admit mistakes and shortcomings to self and others **(2.d.; Obj. 7).** |  |  |  |  |
| The student tries to understand the perspective and experiences of others before I offer suggestions.  |  |  |  |  |
| The student gives timely and constructive feedback as a coach and mentor.  |  |  |  |  |
| **Conflict Management** | The student is comfortable dealing with conflict, listening to feelings from all parties and helping them understand different perspectives **(2.d.; Obj. 7).**  |  |  |  |  |
| The student is able to guide conflicting parties to find a common solution **(6.b.; Obj. 2).** |  |  |  |  |
| **Teamwork and Collaboration** | The student is good at teamwork and collaboration and generates a collegial atmosphere that inspires us all **(Obj. 8).**  |  |  |  |  |
| The student builds relationships with members of diverse groups **(2.d; Obj. 7).**  |  |  |  |  |
| The student involves key stakeholders in important decision-making tasks to ensure all involved are making wise choices.  |  |  |  |  |
| The student embodies teamwork in his/her/their leadership style and personal behaviors as a role model for others.  |  |  |  |  |
| **Responsible Decision-Making** | **4** | **3** | **2** | **1** |
| **Problem Identification and Situation Analysis** | The student is able to define the core of the problem and differentiate it from solution options **(3.i.; Obj. 6).** |  |  |  |  |
| The student is able to recognize the need for change, to challenge the status quo, and to encourage new thinking **(2.h.; Obj. 5).**  |  |  |  |  |
| The student can conduct a needs analysis and involve the staff to identify problems before starting a new initiative **(7.e.; Obj. 4).**  |  |  |  |  |
| **Problem Solving** | The student involves others to generate multiple solutions and predict the outcome (of each solution) for key problems. |  |  |  |  |
| The student finds practical and respectful ways to overcome barriers, even when it comes to making decisions that may not be popular **(2.h.; Obj. 5).**  |  |  |  |  |
| **Evaluation and Reflection** | The student uses more than one measure to assess progress toward social, emotional, and academic goals **(7.i.; Obj. 4).** |  |  |  |  |
| The student provides opportunities for self-reflection and group reflection on progress toward goals and the process used **(6.b.; Obj. 2).** |  |  |  |  |
| **Personal, Moral & Ethical Responsibility** | The student treats other people in the way he/she/they would want to be treated **(3.i.; Obj. 6).**  |  |  |  |  |
| The student encourages community service activities for others, including clients.  |  |  |  |  |

## I understand that the faculty will, in addition to this information, be meeting with me review my past C3s. Also, I am responsible for submitting my proof of liability insurance and a copy of my transcript with this application.

## Applicant’s Comments (not required):

## Student’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Application Received by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Developed 5.2020