Bridgewater State University
Counselor Education Department
Mental Health Counseling Program
Mental Health Counseling Dual License Program

On-Site Supervisor Handbook

Spring 2024 Edition

Table of Contents

Welcome Site Supervisor, ... 3

Bridgewater State University College of Graduate Studies Mission 4

Master of Education in Mental Health 4

The Curriculum 4

Master of Education in Mental Health Counseling – Dual License 5

The Curriculum 5

Council for Accreditation of Counseling and Related Educational Programs (CACREP) 5

CACREP's Vision, Mission and Core Values: 6

The Nature of Supervision 7

Multicultural Supervision 8

Fieldwork Supervisors Qualifications and Responsibilities 8

On-Site Supervisor 8

Qualifications of On-Site Supervisors 9

On-site Supervisor Responsibilities: 9

University Instructor/Supervisor 9

BSU Seminar Instructor Responsibilities: 10

Collaboration between the On-site Supervisor and BSU Instructor 10

Student Intern Responsibilities: 10

Cancellation of Fieldwork Placement 11

Compensation for Site Supervisors 11

Appendix A: Individualized Fieldwork Agreements 12

Appendix B: Mental Health Counseling Supervision Contract 20

Appendix C: Mental Health Dual License Supervision Contract 22

Appendix D: Site Visit Contract 24

Appendix E: Mental Health Competency Forms 25

Appendix F: Mental Health Evaluation Forms (sent electronically) 34

Appendix G: Mental Health-Dual License School Based Evaluation Forms (sent electronically) 37

Appendix H: Course Voucher Policy 42

Welcome Site Supervisor,

On behalf of the Counselor Education Department, we want to thank you for hosting one of our mental health counseling student interns. The purpose of this handbook is to familiarize you with important elements of our fieldwork process. The handbook will include forms that depict the responsibilities of the site supervisor and student intern. It will also provide information regarding the standards and competencies required by the Department of Counselor Education, Massachusetts Board of Registration of Allied Mental Health and Human Services Professionals, American Counseling Association (ACA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

As part of the Counselor Education Department's accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Section III of the CACREP (2016) standards states, practicum and field experience site supervisors must have "relevant training in counseling supervision." In order to meet CACREP standards, prior to supervising our BSU students, supervisors are required to complete an online Counselor Supervision training, or provide documentation that you have completed Counselor Supervision training elsewhere (i.e.; training, graduate course, etc.).

Hosting a student intern can be a rewarding experience for all involved. A successful fieldwork experience provides students with an unmatched opportunity to apply classroom learning in a hands-on, professional setting. In turn, student interns bring to their fieldwork site, fresh perspectives and ideas, a high-achieving attitude, and an incomparable academic foundation of the elements that make up a mental health counselor.

While students are acting in the field, they are also enrolled in a BSU supervision seminar course. The BSU instructor of this supervision course will schedule conference calls, site visits and/or email with you during the semester. There will also be weekly logs, mid-term/final evaluations, and program evaluations that you will be responsible for completing.

The Department of Counselor Education is hopeful that the student intern, in addition to gaining enriching and useful experience, will be an enthusiastic and capable asset to your agency/clinical setting. We look forward to working with you and hope this will be an enjoyable experience that will continue in the future.

Should you have any questions or want additional information, please feel free to contact the Director of Fieldwork, Dr. Amanda Barudin-Carreiro, at abarudin@bridgew.edu or 508-531-2658.

Bridgewater State University College of Graduate Studies Mission

With a tradition of excellence dating back to 1937, the College of Graduate Studies has established itself as the flagship in the state university system. Drawing on the talent and commitment of a highly credentialed faculty, the college offers a wide range of opportunities for graduate study designed to broaden perspectives, advance careers, increase earning potential and transform lives. The College of Graduate Studies at Bridgewater State University offers an array of graduate degree, licensure and certificate programs to meet the needs of Southeastern Massachusetts and beyond.

Through the College of Graduate Studies — in coordination with Bridgewater's College of Education and Health Sciences, College of Humanities and Social Sciences, Louis M. Ricciardi College of Business and Bartlett College of Science and Mathematics — we offer a variety of graduate degree and certificate programs. These programs enable you to build on the skills learned in your undergraduate major, making you more attractive to prospective employers.

With these relevant, high-quality graduate programs taught by a dedicated faculty comprising strong teachers, mentors and researchers, you'll find that Bridgewater is highly supportive and collaborative. Many courses are project- based and experiential, so you can learn to collaborate while also developing leadership skills.

Master of Education in Mental Health

This 60-credit program is for those seeking licensure as a mental health counselor in Massachusetts by the Board of Registration. Program requirements have been designed to meet current state licensing requirements (CMR 262).

The Curriculum

Core courses of this program include (courses in **bold** are taken prior to entering the field):

- **Counseling Theories and Techniques**
- **Multicultural Counseling**
- Research and Evaluation
- Group I: Theory and Practice of Group Interaction (can be taken concurrently with first 100hrs)
- Group Experience
- Introduction to Career Counseling
- Marital and Family Therapy
- **The Professional Counselor: Standards, Ethics, & Legal Issues**
- **Applied Counseling: Adolescent-Adult**
- **Psychopathology**

- Psychological Assessment
- Substance Use and Addiction Disorders
- Theories of Psychological Development
- Crisis and Trauma Counseling
- Electives (6 credits)
- Fieldwork requirements (15 credits)
    - Advanced Applied/Practicum (3 credits; 100hrs)
    - Internship (12 credits; 600hrs)
- Culminating/Capstone experience

The Mental Health Program adheres to both CACREP and the Massachusetts Board of Registration of Allied Mental Health and Human Services Professionals (262 CMR 2.00) specific standards and requirements that must be met during the fieldwork experience. These standards include but are not limited to:

1) Completion of a supervised practicum experience of 100hrs. in clinical mental health counseling.
2) Completion of a supervised internship of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area.

Master of Education in Mental Health Counseling – Dual License

The Mental Health Counseling-Dual License MEd is a 66-credit program is for those seeking dual licensure as a Licensed Mental Health Counselor (LMHC) in the state of Massachusetts by the Board of Registration and a School Social Worker/School Adjustment Counselor License with the Department of Elementary and Secondary Education. Program requirements have been designed to meet current state licensing requirements (CMR 262) and initial licensure by the Massachusetts Department of Elementary and Secondary Education as a school social worker/school adjustment counselor.

The Curriculum

Core courses of this program include (courses in **bold** are taken prior to entering the field):

- **Counseling Theories and Techniques**
- **Multicultural Counseling**
- Research and Evaluation

- Group I: Theory and Practice of Group Interaction (can be taken concurrently with first 100hrs)
- Group Experience
- Introduction to Career Counseling
- Marital and Family Therapy
- **The Professional Counselor: Standards, Ethics, & Legal Issues**
- **Applied Counseling: Adolescent-Adult**
- Applied Counseling: Pre-adolescent
- **Psychopathology**
- Psychological Assessment
- Substance Use and Addiction Disorders
- Theories of Psychological Development
- Crisis and Trauma Counseling
- Fieldwork requirements (21 credits)
    - Advanced Applied/Practicum (3 credits; 100hrs)
    - Internship (18 credits; 900hrs)

        Mental Health Setting (9 credits; 450hrs)

        School-Based Setting (9 credits; 450hrs)
- Culminating/Capstone experience

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

****

Within the Counselor Education Department at Bridgewater State University both our Mental Health, M.Ed program and our School Counseling M.Ed program are CACREP accredited. This means that there are additional standards set forth that our program and students need to meet. When you are reviewing requirements you will see references made to CACREP 2016 Standards.

CACREP's Vision, Mission and Core Values:

The vision of CACREP is to provide leadership and to promote excellence in professional preparation through the accreditation of counseling and related educational programs. As an accrediting body, CACREP is committed to the development of standards and procedures that reflect the needs of a dynamic, diverse, and complex society. CACREP is dedicated to

1.encouraging and promoting the continuing development and improvement of preparation programs; and
2.preparing counseling and related professionals to provide services consistent with the ideal of optimal human development.

CACREP maintains collaborative relationships with other groups that focus on accreditation, licensing, certification, and the professional development of counselors and related practitioners.

The mission of CACREP is to promote the professional competence of counseling and related practitioners through

- the development of preparation standards;
- the encouragement of excellence in program development; and
- the accreditation of professional preparation programs.

In March 2002, the CACREP Board of Directors developed this Statement of Core Values to provide additional clarification and support for the existing Mission and Vision statements.

The CACREP Board of Directors believes in:

- advancing the counseling profession through quality and excellence in counselor education;
- ensuring a fair, consistent, and ethical decision-making process;
- serving as a responsible leader in protecting the public;
- promoting practices that reflect openness to growth, change and collaboration; and,
- creating and strengthening standards that reflect the needs of society, respect the diversity of instructional approaches and strategies, and encourage program improvement and best practices

The Nature of Supervision

Supervision is one of the most essential aspects of the fieldwork experience. Through supervision, the student intern is able to obtain information concerning their performance, case conceptualization, use of appropriate interventions, and understanding how self-awareness plays a crucial role in their interactions.

Bernard and Goodyear (1998) offer this definition that has come to be accepted within the counseling profession:

> *"Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients she, he, or they see(s), and serving as a gatekeeper of those who are to enter the particular profession"*

Another definition by Powell, D. & Brodsky A. (2004) states that:

> *"Clinical supervision is a disciplined, tutorial process wherein principles are transformed into practical skills, with four overlapping foci: administrative, evaluative, clinical and supportive."*

The Association for Counselor Education and Supervision (ACES) has composed Best Practices in Clinical Supervision as a way to offer guidelines in order to support supervisors in their work. These guidelines can be found by clicking the hyperlink below that will bring to you the April 22nd, 2011 article. ACES Best Practices in Supervision

Multicultural Supervision

Westefeld (2009) defined competent multicultural supervision citing Falander and Shafranske (2004):

> The supervisor possesses *"a working knowledge of the factors that affect worldview;…self-identity, awareness and competence with respect to diversity in the context of self, supervisee, and client or family; competence in multimodal assessment of the multicultural competence of trainees…models diversity and multicultural conceptualization throughout the supervision process; models respect, openness, and curiosity toward all aspects of diversity and its impact on behavior, interaction, and the therapy and supervision process; initiates discussion of diversity factors in supervision".*

The Education Resource Information Center Digest included an article to outline multicultural issues that may arise in supervision. Please click on the hyperlink below to read the April 1994 article Multicultural Supervision

Fieldwork Supervisors Qualifications and Responsibilities

Students have two supervisors that work with them during their fieldwork experience; an on-site supervisor and a university supervisor/class instructor.

On-Site Supervisor

The on-site supervisor provides the student intern with experiences and information that reflect the responsibilities and roles of the professional mental health counselor. The on-site supervisor, prior to signing the supervision contract, may meet with the student to discuss what the student intern is looking for in a fieldwork placement, if that fits in with the mission of the agency/clinical setting, and if the supervisory relationship is a "good match" for both the student intern and the on-site supervisor. Student interns are expected to adhere to on-site supervisors' requests in a professional manner, maintaining open communication that continues throughout the supervisory relationship.

Qualifications of On-Site Supervisors

Massachusetts Board of Registration of Allied Mental Health and Human Services Professionals define an approved supervisor as (CMR 2.02):

A practitioner with three years of Full Time or the equivalent Part Time post-licensure clinical Mental Health Counseling experience who is also:

(a) a Massachusetts Licensed Mental Health Counselor;
(b) a Massachusetts licensed independent clinical social worker;
(c) a Massachusetts licensed marriage and family therapist;
(d) a Massachusetts licensed psychologist with Health Services Provider Certification;
(e) a Massachusetts licensed physician with a sub-specialization in psychiatry;
(f) a Massachusetts licensed nurse practitioner with a sub-specialization in psychiatry; or
(g) where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed under 262 CMR 2.02: Approved Supervisor(a) through (f).

School-based site: Supervisor has a professional level license with the Department of Elementary and Secondary Education for Social Work/School Adjustment Counselor **AND** one of the credentials listed above.

On-site Supervisor Responsibilities:

Responsibilities include but are not limited to: (reference the Supervision Contract for additional responsibilities, Appendix B)

- Possess the appropriate degree, experience, license and/or certification necessary to supervise the intern.
- Have on-going training in Counselor Supervision (CACREP (2016) section III)
- Meet a minimum of one hour weekly with the intern to supervise, discuss and evaluate student progress and performance with counseling cases and the ongoing activities of the counseling role for which the intern is being trained.
- Provide a regularly scheduled Group Supervision meeting of no more than ten mental health supervisees under the direction of an Approved Supervisor for a period of at least one Supervisory Contact Hour. (note: "Peer" supervision groups do not constitute Group Supervision).
- Assist the intern in self-evaluation/reflection.
- Conduct live supervision: Directly observe the intern with a client/group (minimum once per semester).
- Assess intern performance using the provided BSU competency-based Practicum/Internship Evaluation Form during the middle and end of each semester
- Participate in on-site and/or virtual meetings with the assigned BSU seminar instructor and the intern for the purpose of evaluating the intern's progress and to support intern development as a professional counselor.
- Complete a Program Evaluation at the end of the semester.

University Instructor/Supervisor

CACREP (2016) standards require that the Program faculty members serving as individual or group practicum/internship supervisors must have the following:

- Meet with intern in a group seminar for a total of 20 hours per semester

- Relevant experience
- Appropriate credentials/licensure
- Counseling supervision training and experience.

BSU Seminar Instructor Responsibilities:

Responsibilities include but are not limited to:

- Meet with intern in a group seminar for a total of 20 hours per semester.
- Assist the intern in self-evaluation/reflection.
- Assess intern through the use of case presentation(s), video/audiotaped counseling sessions, process recordings, seminar participation, and satisfactory completion of all other fieldwork related program requirements.
- Will make formal (minimum one site visit per semester) and informal communication, as needed, with the on-site supervisor regarding intern progress

Collaboration between the On-site Supervisor and BSU Instructor

The on-site supervisor and the BSU instructor/supervisor will both be responsible for assessing the student intern's progress during their fieldwork experience. Per the Site Visit Contract, supervisors will be contacted via emails, conference calls, and/or site visits to stay updated on the student's progress on gaining experience in the competency areas required for the fieldwork experience. If at any point, you as the on-site supervisor have concerns about the performance of the student intern, you are encouraged to contact the BSU Instructor/Supervisor.

Student Intern Responsibilities:

- Expectations include but are not limited to: (Reference the Competency forms in Appendix C)
- Obtain malpractice insurance.
- Complete Mandated 51A Reporting training.
- Complete Chapter 260 training.
- Assume the range of responsibilities and roles engaged in by counselors in the role for which they are training (e.g., Mental Health Counselor, Mental Health Counselor – School-Based).
- Perform assigned duties in a manner which recognizes, respects, and appropriately responds to client diversity and maintains the highest professional standards/professionalism and knowledge of professional ethics.
- Actively utilize and participate in the supervisory and seminar experience, and to bring any serious issues to the immediate attention of their on-site supervisor and BSU instructor/supervisor.
- Timely completion and submission of all required paperwork each semester to BSU seminar instructor.
- Complete a Site and Site Supervisor evaluation at the end of the semester.

Cancellation of Fieldwork Placement

If at any point an issue may arise, it is expected that a conversation between the site supervisor and BSU instructor occur immediately. If further conversations with other parties (i.e., student, clinic director, director of fieldwork) are necessary, additional conversations will then take place to either remedy the issue or develop a consistently communicated plan that allows the student to ethically terminate with clients, wrap up their experience, and arrange for an alternate placement to complete their fieldwork hours. The Site Supervisor and the student intern may not cancel fieldwork placement without cause. The actions and/or reasons for cancellation should be discussed by the BSU Instructor, Director of Fieldwork, Fieldwork Site Supervisor and Fieldwork intern in advance and prior to any cancellation of fieldwork placement.

Compensation for Site Supervisors

- Site supervisors who are actively supervising a graduate student intern are eligible to receive a course voucher, valid for free tuition towards a BSU course. Please refer to Appendix F for more information.
- Site supervisors who are actively supervising a graduate student intern in a school-based setting also receive 15 Professional Development Points (PDP's) each semester they supervisor a BSU student intern.

Appendix A: Individualized Fieldwork Agreements

Department of Counselor Education
Mental Health Setting
Advanced Applied Fieldwork Agreement

	Semester Fall 20__ Spring 20__ Summer 20__
Course	Adv. Applied
Credits	3
Fieldwork Hours	100
Estimated Hours	Hrs per Wk ___ # of Wks ___

Student information

Student name: _____

Student address: _____
(Street) (City) (Zip code)

Student telephone number:_____

Student email address: _____Student Bear/Banner #:_____

Mental Health Site information

Site name: _____

Site address: _____
(Street) (City) (Zip code)

Site's Distance in miles from BSU Campus: _____

Site telephone number: _____

Supervisor information

Supervisor name: _____

Supervisor email address: _____

Supervisor title: _____

Supervisor telephone number: _____

Academic Degree (e.g. M.Ed. in Mental Health Counseling, M.Ed. in School Counseling, etc.):

_____

What type of Post-Master's counseling experience have you had? (e.g. Outpatient Clinician/Supervisor, Program Director, School Counselor, School Adjustment Counselor, etc.):

_____

Where have you completed training in Counselor Supervision?

_____ BSU Counselor Supervision Workshop (face to face)
_____ BSU Online Counselor Supervision Training
_____ Other (please indicate where you completed your training in supervision. You will need to provide either a certificate of completion/syllabus/ any other appropriate document prior to supervising our student intern) _____.

____ I have not completed training in Counselor Supervision

Describe the process for selecting appropriate clients based on your intern's clinical development level:

_____
_____

Important Notifications:

1. This form must be kept on file in the Department of Counselor Education at Bridgewater State University.
2. Approval of the proposed on site hours will be contingent upon the Director of Fieldwork's professional judgment and best practices.
3. Students are only eligible to complete Fieldwork if all other pre-requisite requirements as stated in their program of study have been satisfied, regardless of future planning this form may indicate.
4. The Department of Counselor Education has the right to approve or deny this application request as a function of their professional gatekeeping.

Site Supervisor signature _____Date: _____

Student signature _____ Date: _____

BSU Fieldwork Director _____ Date: _____

All signatures must be on file with the Department of Counselor Education.

BRIDGEWATER
STATE UNIVERSITY

Department of Counselor Education
Mental Health Counseling Dual License
School-Based Advanced Applied Fieldwork Agreement

	Semester Fall 20__ Spring 20__ Summer 20__
Course	Adv. Applied
Credits	3
Fieldwork Hours	100
Estimated Hours	Hrs per Wk ___ # of Wks ___

Student information

Student name: _____

Student address: _____
(Street) (City) (Zip code)

Student telephone number:_____

Student email address: _____Student Bear/Banner #:_____

School-Based Site information

Site name: _____

Site address: _____
(Street) (City) (Zip code)

Grade Levels in the School: _____

Site's Distance in miles from BSU Campus: _____

Site telephone number: _____

Supervisor information

Supervisor name: _____

Supervisor email address: _____

Supervisor title: _____

Supervisor telephone number: _____

Academic Degree (e.g. M.Ed. in Mental Health Counseling, M.Ed. in School Counseling, etc.):

_____

What type of Post-Master's counseling experience have you had? (e.g. Outpatient Clinician/Supervisor, Program Director, School Counselor, School Adjustment Counselor, etc.):

_____

Where have you completed training in Counselor Supervision?

_____ BSU Counselor Supervision Workshop (face to face)
_____ BSU Online Counselor Supervision Training
_____ Other (please indicate where you completed your training in supervision. You will need to provide either a certificate of completion/syllabus/ any other appropriate document prior to supervising our student intern) _____.

____ I have not completed training in Counselor Supervision

Important Notifications:

1. This form must be kept on file in the Department of Counselor Education at Bridgewater State University.
2. Approval of the proposed on-site hours will be contingent upon the Director of Fieldwork's professional judgment and best practices.
3. Students are only eligible to complete Fieldwork if all other pre-requisite requirements as stated in their program of study have been satisfied, regardless of future planning this form may indicate.
4. The Department of Counselor Education has the right to approve or deny this application request as a function of their professional gatekeeping.

Site Supervisor signature _____Date: _____

Student signature _____ Date: _____

BSU Fieldwork Director _____ Date: _____

All signatures must be on file with the Department of Counselor Education.

Department of Counselor Education
Mental Health Counseling Dual License
School Based Setting Internship Fieldwork Agreement

Only one site may be reflected on this form. Complete only the necessary number of semesters per plan of study. If you are completing more than one semester, use one box per semester.

	Semester Fall 20_ Spring 20__ Summer 20_	**Semester** Fall 20__ Spring 20_ Summer 20__	**Semester** Fall 20__ Spring 20__ Summer 20__	**Semester** Fall 20 __ Spring 20__ Summer 20__
Course	Fieldwork	Fieldwork	Fieldwork	Fieldwork
Credits	3 __ 6 __ 9 __	3 __ 6 __ 9 __	3 __ 6 __ 9 __	3 __ 6 __ 9 __
Fieldwork Hours	150 __ 300 __ 450 __	150 __ 300 __ 450 __	150 __ 300 __ 450 __	150 __ 300 __ 450 __
Estimated Hours	Hrs per Wk ___ # of Wks ___	Hrs per Wk ____ # of Wks ____	Hrs per Wk ___ # of Wks ___	Hrs per Wk ___ # of Wks ___

Student information

Student name: _____

Student address: _____
(Street) (City) (Zip code)

Student telephone number: _____

Student email address: _____Student Bear/Banner #:_____

School-Based Site information

Site name: _____

Site address: _____
(Street) (City) (Zip code)

Grade Levels in the School: _____

Site's Distance in miles from BSU Campus: _____

Site telephone number: _____

Supervisor information

Supervisor name: _____

Supervisor email address: _____

Supervisor title: _____

Supervisor telephone number: _____

Academic Degree (e.g. M.Ed. in Mental Health Counseling, M.Ed. in School Counseling, etc.):

_____

What type of Post-Master's counseling experience have you had? (e.g. Outpatient Clinician/Supervisor, Program Director, School Counselor, School Adjustment Counselor, etc.):

_____

_____

Where have you completed training in Counselor Supervision?

_____ BSU Counselor Supervision Workshop (face to face)
_____ BSU Online Counselor Supervision Training
_____ Other (please indicate where you completed your training in supervision. You will need to provide either a certificate of completion/syllabus/ any other appropriate document prior to supervising our student intern) _____
_____.

____ I have not completed training in Counselor Supervision

Important Notifications:

1. This form must be kept on file in the Department of Counselor Education at Bridgewater State University.
2. Approval of the proposed on site hours will be contingent upon the Director of Fieldwork's professional judgment and best practices.
3. Students are only eligible to complete Fieldwork if all other pre-requisite requirements as stated in their program of study have been satisfied, regardless of future planning this form may indicate.
4. The Department of Counselor Education has the right to approve or deny this application request as a function of their professional gatekeeping.

Site Supervisor signature _____Date: _____

Student signature _____ Date: _____

BSU Fieldwork Director _____ Date: _____

All signatures must be on file with the Department of Counselor Education.

Department of Counselor Education
Mental Health Setting
Internship Fieldwork Agreement

Only one site may be reflected on this form. Complete only the necessary number of semesters per plan of study. If you are completing more than one semester, use one box per semester.

	Semester Fall 20_ Spring 20__ Summer 20_	**Semester** Fall 20__ Spring 20_ Summer 20__	**Semester** Fall 20__ Spring 20__ Summer 20__	**Semester** Fall 20 __ Spring 20__ Summer 20__
Course	Fieldwork	Fieldwork	Fieldwork	Fieldwork
Credits	3 __ 6 __ 9 __	3 __ 6 __ 9 __	3 __ 6 __ 9 __	3 __ 6 __ 9 __
Fieldwork Hours	150 __ 300 __ 450 __	150 __ 300 __ 450 __	150 __ 300 __ 450 __	150 __ 300 __ 450 __
Estimated Hours	Hrs per Wk ___ # of Wks ___	Hrs per Wk ____ # of Wks ____	Hrs per Wk ___ # of Wks ___	Hrs per Wk ___ # of Wks ___

Student information

Student name: _____

Student address: _____
(Street) (City) (Zip code)

Student telephone number: _____

Student email address: _____Student Bear/Banner #:_____

Mental Health Site information

Site name: _____

Site address: _____
(Street) (City) (Zip code)

Grade Levels in the School: _____

Site's Distance in miles from BSU Campus: _____

Site telephone number: _____

Supervisor information

Supervisor name: _____

Supervisor email address: _____

Supervisor title: _____

Supervisor telephone number: _____

Academic Degree (e.g. M.Ed. in Mental Health Counseling, M.Ed. in School Counseling, etc.):

_____

What type of Post-Master's counseling experience have you had? (e.g. Outpatient Clinician/Supervisor, Program Director, School Counselor, School Adjustment Counselor, etc.):

_____

_____

Where have you completed training in Counselor Supervision?

_____ BSU Counselor Supervision Workshop (face to face)
_____ BSU Online Counselor Supervision Training
_____ Other (please indicate where you completed your training in supervision. You will need to provide either a certificate of completion/syllabus/ any other appropriate document prior to supervising our student intern) _____

____ I have not completed training in Counselor Supervision

Describe the process for selecting appropriate clients based on your intern's clinical development level:

_____

_____

Important Notifications:

1. This form must be kept on file in the Department of Counselor Education at Bridgewater State University.
2. Approval of the proposed on site hours will be contingent upon the Director of Fieldwork's professional judgment and best practices.
3. Students are only eligible to complete Fieldwork if all other pre-requisite requirements as stated in their program of study have been satisfied, regardless of future planning this form may indicate.
4. The Department of Counselor Education has the right to approve or deny this application request as a function of their professional gatekeeping.

Site Supervisor signature _____Date: _____

Student signature _____ Date: _____

BSU Fieldwork Director _____ Date: _____

All signatures must be on file with the Department of Counselor Education.

Appendix B: Mental Health Counseling Supervision Contract

Mental Health Counseling M.Ed.

Supervisor Requirements:

Mental Health site: A practitioner with three years of Full Time or the equivalent Part Time post-licensure clinical Mental Health Counseling experience who is also:

(a) a Massachusetts Licensed Mental Health Counselor;

(b) a Massachusetts licensed independent clinical social worker;

(c) a Massachusetts licensed marriage and family therapist;

(d) a Massachusetts licensed psychologist with Health Services Provider Certification;

(e) a Massachusetts licensed physician with a sub-specialization in psychiatry;

(f) a Massachusetts licensed nurse practitioner with a sub-specialization in psychiatry; or

(g) where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed under 262 CMR 2.02: Approved Supervisor(a) through (f).

****

Experiential Requirements:

1. The clinical site in which the student will engage in fieldwork is not an individual private practice.
2. Weekly, on-site, face to face supervision occurs between the student and approved supervisor for at least one Supervisory Contact Hour. **(Initial required)**
3. If the student or the supervisor is away for a week (i.e., on vacation, due to illness, etc.), that supervision meeting must be made up. (i.e., split the one hour of supervision between the week prior to the leave and the week after, making the three week sequence look like: 1.5 hours week before leave, 0 hours week of leave, 1.5 hours week after leave) **(Initial required)**
4. In the event the approved supervisor goes on leave, they are not allowed to "sign off" on supervision hours that they themselves did not complete with the student intern. **(Initial required)**
5. A regularly scheduled Group Supervision meeting of not more than ten mental health supervisees under the direction of an Approved Supervisor for a period of at least one Supervisory Contact Hour. (note: "Peer" supervision groups do not constitute Group Supervision).
6. If the primary supervisor is temporarily unavailable to the student intern, there must be an identified emergency contact person available for the intern. This person, as defined by the licensing board, can be another *clinician, a licensed psychologist, a psychiatric nurse practitioner, or a designated clinical administrator.* **(Initial required)**
7. Regularly scheduled communication between the site supervisor and BSU Instructor will occur throughout the student's experience

    I have read and signed the Site Visit Contract which details the format and frequency of consultation to monitor student learning throughout their fieldwork **(Initial required)**

8. Student interns will not be allowed to provide clients with their own personal phone numbers for scheduling and other site relevant activities.
9. Student interns will not be allowed to dispense medications.
10. Student interns will not be allowed to transport clients.
11. Student interns conducting home-based visits are required to be accompanied by a master's level clinician.
12. Student interns will be provided with the opportunity to attain the competencies required in conjunction with the amount of credit hours the student has enrolled. The student intern is obligated to provide this list of competencies to the site supervisor.
13. During *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group. **(Initial required)**
14. Feedback is extremely valuable. Supervisors are required to complete a Program Evaluation at the end of the semester. Students are required to complete a Site and Site Supervisor evaluation at the end of the semester. These evaluations are distributed by the Director of Fieldwork.
15. In the event that a student intern continues to engage in fieldwork during school breaks (mid-December to mid-January and August) the Director of Fieldwork is the BSU primary contact.
16. Every opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of their interactions with clients shall be provided.

- **Please indicate below whether you will be requiring an audio or video recording or if you will be conducting live supervision. (check at least one)**

  ___ Video or audiotape of client session, with written consent of client. (Preferred)

  ___ Live supervision, with written consent of client. (Please complete and sign the Live Supervision Form so the student can submit to their instructor)

- In the event the intended modality changes please email a brief notification to the faculty instructor.

Refer to the Site Supervisor Handbook for more detailed information that defines the roles and responsibilities of the faculty supervisor, site supervisor, and student during fieldwork. **(Initial required)**

Supervisor Signature: ______Date: _____
Years of Post-Graduation Experience _____ Years of Post License Experience: _____
Supervisor license (s) type: _____ License Number: _____
Student Signature: _____Date:_____
Supervisory Relationship will begin on: _____and end on _____

Appendix C: Mental Health Dual License Supervision Contract

Supervision Contract

Mental Health Counseling – Dual License M.Ed. Program

Supervisor Requirements:

Mental Health site: A practitioner with three years of Full Time or the equivalent Part Time post-licensure clinical Mental Health Counseling experience who is also:

(a) a Massachusetts Licensed Mental Health Counselor;

(b) a Massachusetts licensed independent clinical social worker;

(c) a Massachusetts licensed marriage and family therapist;

(d) a Massachusetts licensed psychologist with Health Services Provider Certification;

(e) a Massachusetts licensed physician with a sub-specialization in psychiatry;

(f) a Massachusetts licensed nurse practitioner with a sub-specialization in psychiatry; or

(g) where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed under 262 CMR 2.02: Approved Supervisor(a) through (f).

School-based site: Supervisor has a professional level license with the Department of Elementary and Secondary Education for Social Work/School Adjustment Counselor AND one of the credentials listed above.

****

Experiential Requirements:

1. The clinical site in which the student will engage in fieldwork is not an individual private practice.
2. Weekly, on-site, face to face supervision occurs between the student and approved supervisor for at least one Supervisory Contact Hour. **(Initial required)**
3. If the student or the supervisor is away for a week (i.e., on vacation, due to illness, etc.), that supervision meeting must be made up. (i.e., split the one hour of supervision between the week prior to the leave and the week after, making the three week sequence look like: 1.5 hours week before leave, 0 hours week of leave, 1.5 hours week after leave) **(Initial required)**
4. In the event the approved supervisor goes on leave, they are not allowed to "sign off" on supervision hours that they themselves did not complete with the student intern. **(Initial required)**
5. A regularly scheduled Group Supervision meeting of not more than ten mental health supervisees under the direction of an Approved Supervisor for a period of at least one Supervisory Contact Hour. (note: "Peer" supervision groups do not constitute Group Supervision).
6. If the primary supervisor is temporarily unavailable to the student intern, there must be an identified emergency contact person available for the intern. **(Initial required)**
   - For mental health settings this person, as defined by the licensing board, can be a *mental health clinician, a licensed rehabilitation counselor, a licensed psychologist, a psychiatric nurse practitioner, or a designated clinical administrator.*
   - For school-based settings this person, as defined by the licensing board, can be the *school administrator, school counselor, school adjustment counselor or a licensed educational psychologist.*
7. Regularly scheduled communication between the site supervisor and BSU Instructor will occur throughout the student's experience

   I have read and signed the Site Visit Contract which details the format and frequency of consultation to monitor student learning throughout their fieldwork **(Initial required)**
8. Student interns will not be allowed to provide clients with their own personal phone numbers for scheduling and other site relevant activities.
9. Student interns will not be allowed to dispense medications.
10. Student interns will not be allowed to transport clients.
11. Student interns conducting home-based visits are required to be accompanied by a clinical master's level staff member
12. Student interns will be provided with the opportunity to attain the competencies required in conjunction with the amount of credit hours the student has enrolled. The student intern is obligated to provide this list of competencies to the site supervisor.

13. During *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group. **(Initial required)**
14. Feedback is extremely valuable. Supervisors are required to complete a Program Evaluation at the end of the semester. Students are required to complete a Site and Site Supervisor evaluation at the end of the semester. These evaluations are distributed by the Director of Fieldwork.
15. In the event that a student intern continues to engage in fieldwork during school breaks (mid-December to mid-January and August) the Director of Fieldwork is the BSU primary contact.
16. Every opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of their interactions with clients shall be provided.

- **Please indicate below whether you will be requiring an audio or video recording or if you will be conducting live supervision. (check at least one)**

  ___ Video or audiotape of client session, with written consent of client. (Preferred)

  ___ Live supervision, with written consent of client. (Please complete and sign the Live Supervision Form so the student can submit to their instructor)

- In the event the intended modality changes please email a brief notification to the faculty instructor.

Refer to the Site Supervisor Handbook for more detailed information that defines the roles and responsibilities of the faculty supervisor, site supervisor, and student during fieldwork. **(Initial required)**

Supervisor Signature: _____Date: _____
Years of Post-Graduation Experience _____ Years of Post License Experience: _____
Supervisor license (s) type: _____ License Number: _____
Type: _____ License Number: _____
Student Signature: _____Date:_____
Supervisory Relationship will begin on: _____and end on _____

Appendix D: Site Visit Contract

Fieldwork Site Supervisor and BSU Instructor
Site Visit/Communication Contract

Regularly scheduled communication between the site supervisor and BSU instructor will occur throughout the student's fieldwork experience. The modality of the site visit (in-person or virtual) will be determined by the site supervisor and the BSU instructor.

During the student's Advanced Applied experience (their first 100hrs) communication between the BSU instructor and site supervisor will consist of email/telephone communication. This type of communication will occur every 3 weeks throughout the semester. Site visit will be scheduled if needed.

During the student's Internship/Practicum experience the BSU Instructor will conduct at least one formal site visit, per semester, where the BSU instructor, BSU student and site supervisor will meet to discuss the student's counseling performance and ability to integrate and apply knowledge. The visit(s) and the visit's modality (in-person or virtual) will be scheduled and determined by the BSU instructor, site supervisor, and student. The areas that will be addressed at each site visit include, but are not limited to the following:

- Student's responsibilities
- Site Supervisor responsibilities
- Cases student is involved with
- Integration of counseling skills/techniques
- Multicultural competency
- Overall professional development
- Use of Supervision (i.e. preparation, self-reflection, etc.)

Student Signature

Site Supervisor Signature

Appendix E: Mental Health Competency Forms

Bridgewater State University

Competency Based Activities/Outcomes
Advanced Applied
Mental Health Counseling and Mental Health Counseling Dual License
Course Numbers: CNMH 570 or CNMH 580

COMPETENCY AREAS **100 Total Hours** **Direct Client Contact** **Minimum of 40 hrs.**	**COMPETENCIES**	**ACTIVITIES**
1. Assessment/Evaluation		
a. Intake	Gather, interpret, and integrate pertinent clinical, developmental, cultural, and other contextual client information and test reports to arrive at accurate diagnostic formulation.	Conduct intakes which include a mental status exam and involve effective use of current DSM and the development of appropriate goals, objectives, and treatment.
b. Brief/Risk Assessment (as need arises)	Demonstrate an initial understanding of the brief/risk assessment process.	Conduct brief/risk assessments as the need arises; demonstrate an understanding of the broad nature of risk assessment.
c. Mandated Reporting (as need arises)	Demonstrate an initial understanding of and compliance with legally mandated reporter role.	In the event that reportable incident arises, student will alert and work with his/her supervisor throughout the reporting process.
2. Counseling	Develop and maintain positive, empathic counseling relationships with clients while effectively responding to client verbal and non-verbal communications.	Treatment activities will reflect an ability to establish effective, informed, and respectful therapeutic relationships with clients and actively involve clients in all phases of counseling.
a. Individual and Family Counseling	Understands counseling theory and stages of development and treatment and effectively translates theory into practice, demonstrates effective record keeping and report writing skills, and remains within the limits of expertise.	Student will provide a minimum of individual and family counseling hours, consisting of both long and short term clients, which are psycho-socio-emotional in nature.

COMPETENCY AREAS **100 Total Hours** **Direct Client Contact** **Minimum of 40 hrs.**	**COMPETENCIES**	**ACTIVITIES**
b. Group Counseling	Understands group theory, process, dynamics, methods, and leadership styles and begins to translate theory into practical application.	Students will observe and/or co-facilitate at least 3 on-going, psycho-socio-emotional group sessions.
COMPETENCY AREAS	**COMPETENCIES**	**ACTIVITIES**
c. Career, academic, lifestyle development, and meaningful work	Understands and provide effective individual and group counseling around the issues of career, avocation, academic concerns and "meaningful work" which respects client diversity and lifestyle.	Will effectively infuse career, avocation, and academic counseling and lifestyle development including translating assessment information and intervention planning as the need arises.
3. Prevention	Demonstrates an initial understanding of community outreach and individual, group, and community based primary and secondary prevention activities.	Will develop and provide primary and secondary prevention activities (as available) that address those at risk or in the early stages of developing a mental health problem.
INDIRECT HOURS		
1. Supervision Required 1 hour a week		
a. Supervision Utilization	Able to effectively utilize supervision.	Will utilize supervision to increase skills, identify and address issues of counter transference, and to address all relevant issues of concern to the attention of the supervisor. Will have ongoing conversations around how financial and regulatory policies influence and impact the delivery of services to stakeholders and clients.
b. Self-reflection	Ability to demonstrate an ability to adequately self-reflect, including an awareness of biases and the ability of avoiding bias imposition on to clients.	Will utilize supervision to demonstrate self-awareness including an understanding of self as a cultural being and ways resulting biases could impact the counseling process.

COMPETENCY AREAS **100 Total Hours** **Direct Client Contact** **Minimum of 40 hrs.**	**COMPETENCIES**	**ACTIVITIES**
5. Consultation		
a. Consultation	Demonstrates an initial understanding of the various models and stages of consultation and begins to develop personal consultation style.	Will use supervision to begin to develop consultation style and, as need arises, will provide consultation to a range of populations.
b. Community Resources	Demonstrates knowledge about a variety of ancillary internal and community based support services; provides information about these services and makes appropriate referrals. Knowledge of public mental health policy as well as the role that financial and regulatory processes impact delivery of services in clinical mental health settings.	Will develop an ongoing resource file of internal and community resources and demonstrate an ability to effectively acquire and share such information and make referrals to clients.
COMPETENCY AREAS	**COMPETENCIES**	**ACTIVITIES**
c. Collaboration	Demonstrates ability to effectively function as a contributing member of a variety of mental health teams; establishes effective collaboration relationships with ancillary providers.	Will be an active and contributing member on a variety of mental health teams both internal and external to the agency.
6. Diversity	Recognizes, respects, and is able to appropriately and effectively respond to client diversity.	All assessment, treatment, prevention, and other fieldwork activities will demonstrate an understanding of and respect for client diversity and context that translates into effective intervention strategies.
7. Ethics, Legal Issues, Professionalism	Understands and maintains the highest professional standards and professionalism.	All assessment, treatment, prevention, and other fieldwork activities will reflect professionalism, an awareness of related legal issues and the current ACA Code of Ethics.
8. Technology	Utilizes technology in assessment, counseling,	Will incorporate technology (e.g. Boardmaker, Kidspiration,

COMPETENCY AREAS 100 Total Hours Direct Client Contact Minimum of 40 hrs.	COMPETENCIES	ACTIVITIES
	prevention, and/or consultation activities.	Powerpoint, Publisher, ect.) into fieldwork activities.

Fieldwork Outcome Measures:

On-site: Supervision content, case summaries, client records, case presentations, observations, review of client tapes/video recordings, written reports, treatment plans.

College-based course: Supervision content, case presentations with audio/videotape, role-play, process recordings, written treatment plan(s) for presented case(s), and joint conferencing between on-site supervisor and college course instructor.

Bridgewater State University

Competency Based Activities/Outcomes
Internship
Mental Health Counseling, Mental Health Dual, and Mental Health CAGS
Course Numbers: CNMH 571, CNMH 582, or CNMH 671

COMPETENCY AREAS Direct Client Contact 150 hr. semester = 60 hrs. 300 hr. semester = 120 hrs. 450 hr. semester = 180 hrs.	COMPETENCIES	ACTIVTIES
1. Assessment/Evaluation		
a. Intake	Gather, interpret, and integrate pertinent clinical, developmental, cultural, and other contextual client information and test reports to arrive at accurate diagnostic formulation.	Conduct intakes which include a mental status exam and involve effective use of current DSM and the development of appropriate goals, objectives, and treatment.
b. Brief/Risk/Crisis Assessment (as need arises)	Demonstrates an initial understanding of the brief/risk assessment process. Demonstrates a structured procedure to assess and manage suicide risk.	Conduct brief/risk assessments as the need arises; demonstrate an understanding of the broad nature of risk assessment.

COMPETENCY AREAS **Direct Client Contact** **150 hr. semester = 60 hrs.** **300 hr. semester = 120 hrs.** **450 hr. semester = 180 hrs.**	**COMPETENCIES**	**ACTIVTIES**
	Demonstrates appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.	
c. Mandated Reporting (as need arises)	Demonstrates an understanding of and compliance with legally mandated reporter role.	In the event that reportable incident arises, student will alert and work with his/her supervisor throughout the reporting process.
2. Counseling	Develop and maintain positive, empathic counseling relationships with clients while effectively responding to client verbal and non-verbal communications.	Treatment activities will reflect an ability to establish effective, informed, and respectful therapeutic relationships with clients and actively involve clients in all phases of counseling.
COMPETENCY AREAS	**COMPETENCIES**	**ACTIVITIES**
a. Individual and Family Counseling	Understands counseling theory and stages of treatment and effectively translates theory into practice, demonstrates effective record keeping and report writing skills, and remains within the limits of expertise.	Student will provide a minimum of individual and family counseling hours, consisting of both long and short term clients, which are psycho-socio-emotional in nature.
b. Group Counseling	Understands group theory, process, dynamics, methods, and leadership styles and begins to translate theory into practical application.	Successfully facilitates or co-facilitates a minimum of one ongoing psycho-socio-emotional group which extends for a minimum of six weeks. Student will work with group members to establish clear rules during the first session, help facilitate group goals and norms, and will maintain necessary documentation.

COMPETENCY AREAS **Direct Client Contact** **150 hr. semester = 60 hrs.** **300 hr. semester = 120 hrs.** **450 hr. semester = 180 hrs.**	**COMPETENCIES**	**ACTIVTIES**
c. Career, academic, and lifestyle development	Understands and provide effective individual and group counseling around the issues of career, avocation, academic concerns, and "meaningful work" which respects client diversity and lifestyle.	Will effectively infuse career, avocation, and academic counseling and lifestyle development including translating assessment information and intervention planning as the need arises.
3. Prevention	Demonstrates an initial understanding of community outreach and individual, group, and community based primary and secondary activities. Understands effective strategies to support client advocacy, influence public policy and promote programs that affect the mental health of clients.	Will help develop and provide (as available) primary and/or secondary prevention activity addressing those at risk or in early stages of developing a mental health problem.
INDIRECT HOURS		
COMPETENCY AREAS	**COMPETENCIES**	**ACTIVITIES**
4. Supervision 1 hr. required each week		
a. Supervision Utilization	Able to effectively utilize supervision.	Will utilize supervision to increase skills, identify and address issues of counter-transference, and to address all relevant issues of concern to the attention of the supervisor. Will have ongoing conversations around how financial and regulatory policies influence and impact the delivery of services to stakeholders and clients.

COMPETENCY AREAS **Direct Client Contact** **150 hr. semester = 60 hrs.** **300 hr. semester = 120 hrs.** **450 hr. semester = 180 hrs.**	**COMPETENCIES**	**ACTIVTIES**
b. Self-reflection	Able to demonstrate an ability to adequately self-reflect, including an awareness of biases and the ability of avoiding bias imposition on to clients.	Will utilize supervision to demonstrate self-awareness including an understanding of self as a cultural being and ways resulting biases could impact the counseling process.
5. Consultation		
a. Theory and Application	Demonstrates an initial understanding of the various models and stages of consultation and begins to develop personal consultation style.	Will use supervision to begin to develop consultation style and, as need arises, will provide consultation to a range of populations.
b. Community Resources	Demonstrates knowledge about a variety of ancillary internal and community based support services; provides information about these services and makes appropriate referrals. Knowledge of the management of mental health services and programs, including areas such as administration, finance, and accountability.	Will develop an ongoing resource file of internal and community resources and demonstrates an ability to effectively acquire and share such information and make referrals to clients.
c. Collaboration	Demonstrates ability to effectively function as a contributing member of a variety of mental health teams; establishes effective collaborative relationships with ancillary providers.	Will be an active and contributing member on a variety of mental health teams both internal and external to the agency and be able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential

COMPETENCY AREAS Direct Client Contact 150 hr. semester = 60 hrs. 300 hr. semester = 120 hrs. 450 hr. semester = 180 hrs.	COMPETENCIES	ACTIVTIES
		diagnosis with collaborating professionals.
COMPETENCY AREAS	**COMPETENCIES**	**ACTIVITIES**
6. Diversity	Recognizes, respects, and is able to appropriately and effectively respond to client diversity.	All fieldwork activities will demonstrate an understanding of and respect for client diversity and context that translates into effective intervention strategies.
7. Ethics, Legal Issues, Professionalism	Understands and maintains the highest professional standards and professionalism. Understands the operation of an emergency management system within clinical mental health agencies and in the community.	All assessment, treatment, prevention and other fieldwork activities will reflect professionalism, an awareness of related legal issues and the current ACA Code of Ethics and MA licensure requirements. Furthermore, student will be knowledgeable and able to execute the site's emergency management system.
8. Technology	Utilizes technology in assessment, counseling, prevention, and/or consultation activities.	Will incorporate technology (e.g. Boardmaker, Kidspiration, Powerpoint, Publisher, etc.) into fieldwork activities.

Fieldwork Outcome Measures:

On-site: Supervision content, case summaries, client records, case presentations, observations, review of client tapes/video recordings, written reports, treatment plans.

College-based course: Supervision content, case presentations with audio/videotape, role-play, process recordings, and written treatment plan(s) for presented case(s), and joint conferencing between on-site supervisor and college course instructor

Appendix F: Mental Health Evaluation Forms (sent electronically)

Bridgewater State University Mental Health Counseling
Supervisor Fieldwork Evaluation Form

This evaluation form is designed to allow the site supervisor to rate the student's level of competence. Please assign a response to each of the following statements by using the scale below. If a competency is not applicable for a particular setting, check "not applicable". Please add comments where appropriate. Please be sure to complete this concurrently with the student or review your responses with the student so they are part of the evaluation process.

3 = Met 2 = In progress to be met 1 = Not met Not applicable

The student demonstrates the ability to:

1. Gather, interpret, and integrate pertinent clinical, developmental, cultural, and other contextual client information and test reports to arrive at accurate diagnostic formulation.

3 2 1 n/a (circle one)

2. Develop and maintain positive, empathic counseling relationships with clients while effectively responding to client verbal and non-verbal communications.

3 2 1 n/a (circle one)

3. Understand counseling theory and stages of development and treatment and effectively translate theory into practice, demonstrating effective record keeping and report writing skills, and remaining within the limits of expertise.

3 2 1 n/a (circle one)

4. Understand group theory, process, dynamics, methods, and leadership styles and translates theory into practical application.

3 2 1 n/a (circle one)

5. Provide effective counseling around the issues of career, avocation, academic concerns, and "meaningful work" which respects client diversity and lifestyle.

3 2 1 n/a (circle one)

6. Understand community outreach and individual, group, and community-based prevention activities.

3 2 1 n/a (circle one)

7. Effectively utilize supervision, including being open to feedback.

3 2 1 n/a (circle one)

8. Adequately self-reflect, including an awareness of biases and the ability of avoiding bias imposition onto clients.

3 2 1 n/a (circle one)

9. Demonstrate knowledge about a variety of ancillary internal and community-based support services; provide information about these services and make appropriate referrals.

3 2 1 n/a (circle one)

10. Effectively function as a contributing member of a variety of mental health teams and establish effective collaborative relationships with ancillary providers.

3 2 1 n/a (circle one)

11. Recognize, respect, and appropriately and effectively respond to client diversity.

3 2 1 n/a (circle one)

12. Understand and maintain the highest professional standards and professionalism.

3 2 1 n/a (circle one)

13. Utilize technology in the provision of counseling services.

3 2 1 n/a (circle one)

Please provide feedback on student's strengths:

Please provide feedback on areas for student to continue working on:

Student, Site Supervisor and BSU Instructor Sign

Bridgewater State University Mental Health Counseling
Student Fieldwork Evaluation Form

This evaluation form is designed to allow the student to rate their level of competence. Please assign a response to each of the following statements by using the scale below. If a competency is not applicable for a particular setting, check "not applicable". Please add comments where appropriate.

3 = Met 2 = In progress to be met 1 = Not met Not applicable

Indicate the level of competence you, as the student intern, demonstrates in the following areas:

The ability to:

1. Gather, interpret, and integrate pertinent clinical, developmental, cultural, and other contextual client information and test reports to arrive at accurate diagnostic formulation.

3 2 1 n/a (circle one)

2. Develop and maintain positive, empathic counseling relationships with clients while effectively responding to client verbal and non-verbal communications.

3 2 1 n/a (circle one)

3. Understand counseling theory and stages of development and treatment and effectively translate theory into practice, demonstrating effective record keeping and report writing skills, and remaining within the limits of expertise.

3 2 1 n/a (circle one)

4. Understand group theory, process, dynamics, methods, and leadership styles and translates theory into practical application.

3 2 1 n/a (circle one)

5. Provide effective counseling around the issues of career, avocation, academic concerns, and "meaningful work" which respects client diversity and lifestyle.

3 2 1 n/a (circle one)

6. Understand community outreach and individual, group, and community-based prevention activities.

3 2 1 n/a (circle one)

7. Effectively utilize supervision, including being open to feedback.

3 2 1 n/a (circle one)

8. Adequately self-reflect, including an awareness of biases and the ability of avoiding bias imposition onto clients.

3 2 1 n/a (circle one)

9. Demonstrate knowledge about a variety of ancillary internal and community-based support services; provide information about these services and make appropriate referrals.

3 2 1 n/a (circle one)

10. Effectively function as a contributing member of a variety of mental health teams and establish effective collaborative relationships with ancillary providers.

3 2 1 n/a (circle one)

11. Recognize, respect, and appropriately and effectively respond to client diversity.

3 2 1 n/a (circle one)

12. Understand and maintain the highest professional standards and professionalism.

3 2 1 n/a (circle one)

13. Utilize technology in the provision of counseling services.

3 2 1 n/a (circle one)

Please provide feedback on your strengths:

Please provide feedback on areas you are continuing to work on:

Student, Site Supervisor and BSU Instructor Sign

Appendix G: Mental Health-Dual License School Based Evaluation Forms (sent electronically)

Bridgewater State University Mental Health Counseling
School Based Fieldwork Evaluation Form

This evaluation form is designed to allow the school based site supervisor to rate the student's level of competence. Please assign a response to each of the following statements by using the scale below. If a competency is not applicable for a particular setting, check "not applicable". Please add comments where appropriate. Please be sure to review your responses with the student so they are part of the evaluation process.

3 = Met 2 = In progress to be met 1 = Not met Not applicable

1. The student is able to apply principals of therapeutic relationships to build positive, empathic relationships with students

3 2 1 n/a (circle one)

2. The student is able to apply theories of normal and abnormal intellectual, social and emotional development when working with students.

3 2 1 n/a (circle one)

3. The student demonstrates an understanding of how learning disorders, including emotional issues, may affect student achievement and their treatment.

3 2 1 n/a (circle one)

4. The student is knowledgeable of strategies and techniques used for the prevention and treatment of substance abuse in Prek-12 students.

3 2 1 n/a (circle one)

5. The student is knowledgeable of strategies and techniques used for the prevention and treatment of physical and sexual abuse, and violence in Prek-12 students.

3 2 1 n/a (circle one)

6. The student is knowledgeable of strategies and techniques used for the prevention and treatment of violence in Prek-12 students.

3 2 1 n/a (circle one)

7. The student demonstrates knowledge of state-of-the-art diagnostic instruments and procedures for testing.

3 2 1 n/a (circle one)

8. The student has demonstrated the ability to interpret testing results as they relate to the student(s) they are working with.

3 2 1 n/a (circle one)

9. The student utilizes effective communication skills to consult and collaborate with families, school personnel, and community members based on student's needs.

3 2 1 n/a (circle one)

10. The student demonstrates knowledge of the criminal justice system with particular reference to the juvenile justice system and organization.

3 2 1 n/a (circle one)

11. The student is knowledgeable of medical conditions and medication related to physical disabilities and learning disorders.

3 2 1 n/a (circle one)

12. The student is aware of how federal and state laws and regulations impacts the legal rights of students and families.

3 2 1 n/a (circle one)

13.The student adheres to professional codes of ethics, legal mandates, and district policies.

3 2 1 n/a (circle one)

14. The student maintains the highest professional, ethical standards and professionalism.

3 2 1 n/a (circle one)

15. The student is open to feedback received from their site supervisor (and any additional parties in the school).

3 2 1 n/a (circle one)

16. The student adequately self-reflects, is aware of their biases, beliefs, and prejudices.

3 2 1 n/a (circle one)

17. The student is able to identify strategies for effective work with the students, parents/guardians as well as administrators and school staff.

3 2 1 n/a (circle one)

18. The student recognizes, respects, and appropriately and effectively respond to diversity among the students, their families and the community.

3 2 1 n/a (circle one)

Please offer feedback on student's strengths with regard to overall counselor competencies:

Please offer feedback on the student's areas of continued improvement needed in regard to overall counselor competencies:

Student, Site Supervisor and BSU Instructor Sign

Bridgewater State University Mental Health Counseling
Student School Based Fieldwork Evaluation Form

This evaluation form is designed to allow the student to rate their school-based level of competence. Please assign a response to each of the following statements by using the scale below. If a competency is not applicable for a particular setting, check "not applicable".

3 = Met 2 = In progress to be met 1 = Not met Not applicable

Indicate the level of competence you, as the student intern, demonstrates in the following areas:

The ability to:

1. Apply principals of therapeutic relationships to build positive, empathic relationships with students

3 2 1 n/a (circle one)

2. Apply theories of normal and abnormal intellectual, social and emotional development when working with students.

3 2 1 n/a (circle one)

3. Demonstrate an understanding of how learning disorders, including emotional issues, may affect student achievement and their treatment.

3 2 1 n/a (circle one)

4. Demonstrate knowledge of strategies and techniques used for the prevention and treatment of substance abuse in Prek-12 students.

3 2 1 n/a (circle one)

5. Demonstrate knowledge of strategies and techniques used for the prevention and treatment of physical and sexual abuse, and violence in Prek-12 students.

3 2 1 n/a (circle one)

6. Demonstrate knowledgeable of strategies and techniques used for the prevention and treatment of violence in Prek-12 students.

3 2 1 n/a (circle one)

7. Demonstrate knowledge of state-of-the-art diagnostic instruments and procedures for testing.

3 2 1 n/a (circle one)

8. Demonstrate the ability to interpret testing results as they relate to the student(s) they are working with.

3 2 1 n/a (circle one)

9. Utilize effective communication skills to consult and collaborate with families, school personnel, and community members based on student's needs.

3 2 1 n/a (circle one)

10. Demonstrate knowledge of the criminal justice system with particular reference to the juvenile justice system and organization.

4 3 2 1 (circle one)

11. Demonstrate knowledge of medical conditions and medication related to physical disabilities and learning disorders.

3 2 1 n/a (circle one)

12. Demonstrate awareness of how federal and state laws and regulations impacts the legal rights of students and families.

3 2 1 n/a (circle one)

13. Adhere to professional codes of ethics, legal mandates, and district policies.

3 2 1 n/a (circle one)

14. Maintain the highest professional, ethical standards and professionalism.

3 2 1 n/a (circle one)

15. Openness to feedback received from your site supervisor (and any additional parties in the school).

3 2 1 n/a (circle one)

16. Adequately self-reflect, is aware biases, beliefs, and prejudices.

3 2 1 n/a (circle one)

17. Identify strategies for effective work with the students, parents/guardians as well as administrators and school staff.

3 2 1 n/a (circle one)

18. Recognize, respect, and appropriately and effectively respond to diversity among the students, their families and the community.

3 2 1 n/a (circle one)

Please offer feedback on your strengths with regard to overall counselor competencies:

Please offer feedback on the areas you are continuing to improve in regard to overall counselor competencies:

Student, Site Supervisor and BSU Instructor Sign

Appendix H: Course Voucher Policy

The Department of Counselor Education
Course Voucher Policy

Site supervisors who supervise a graduate student intern in the Department of Counselor Education are now eligible to receive a course voucher, valid for free tuition towards a BSU course. If a site supervisor for the Department of Counselor Education would like a course voucher they would need to submit a written request on their agency/school letterhead, with the site address, to the Director of Fieldwork in the Counselor Education Department by the Quarter mark in each semester. Quarter marks for fall are when the first quarter ends and the second quarter begins, for spring it is when the third quarter ends and the fourth quarter begins and for summer it is when summer session I ends and summer session II begins. The Director of Fieldwork will notify supervisors of the Quarter mark date at the beginning of the semester to allow time to submit a request. A half fee waiver will be issued for any 3 credit placement a BSU student completes under a site supervisor's supervision. A full fee waiver will be issued for 6 credits or more in any one semester the student completes under a site supervisor's supervision. Here is a breakdown of the waivers based on credit hours:

Fieldwork Experience (Credits/Hours)	Type of Course Voucher
Practicum/Pre-Practicum (3 Credits/100hrs.)	Half Fee Tuition Waiver
Internship/Practicum (3 Credits/150hrs.)	Half Fee Tuition Waive
Internship/Practicum (6 Credits/300hrs.)	Full Fee Tuition Waiver
Internship/Practicum (9 Credits/450hrs.)	Full Fee Tuition Waiver

Course vouchers are distributed by the College of Education and Allied Studies and are valid for one full year. When redeeming your voucher please adhere to the specific Department's course enrollment procedures if applicable, as well as course availability. If an individual would like to request an extension after the one year they can contact the College of Education and Allied Studies for approval. Supervisors will need to provide the original voucher in order to extend the voucher number identifier documented on the voucher. Vouchers can only be transferred to another professional colleague within the same district/agency. If a practitioner within the same district/agency, other than the supervising practitioner uses the voucher, a separate letter must be provided attesting to the change. When redeeming your Course Voucher there is a $100.00 fee that must be paid by check, money order, master charge, or visa and made payable to Bridgewater State University. **If you have any questions regarding the redemption of your voucher please contact the College of Education and Health Sciences at 508-531-1347.**