



Expect More. Achieve More.

**Department of Counselor Education**  
**Student Handbook**  
**2011-2012**

Department of Counselor Education  
Kelly Gymnasium, Room 104  
Bridgewater, MA 02325

Department of Counselor Education  
 Bridgewater State University  
 Bridgewater, MA 02325

### LEARNING CONTRACT FORM

By signing this form I acknowledge that I have downloaded a copy of The Counselor Education Student Handbook and the Graduate Student Handbook from the Department of Counselor Education and I accept responsibility for the information presented.

I agree I have read the entire handbook and will abide by the policies and procedures and requirements as outlined in the Student Handbooks. I agree to obtain information contained in this material through the Department of Counselor Education department chair, my advisor, fieldwork director or course instructor about contents. I understand that I am responsible for following the most current handbook and will seek out my academic advisor or a member of the faculty regarding any future changes to the Handbook.

I acknowledge that Bridgewater State University has provided me with the opportunity to attain a college e-mail account and to enroll in Blackboard (or Moodle depending on course). I also acknowledge that Bridgewater State University's e-mail account is the formal method of communication with the Counselor Education Department and am therefore responsible to obtain and actively monitor information conveyed via BOTH of these forms of technology.

I agree to abide by the American Counseling Association Code of Ethics (2005) and will follow the appropriate procedures as written in this handbook.

I \_\_\_\_\_ have downloaded a copy of the Bridgewater State University Counselor Education Department Student Handbook and accept responsibility for the information presented therein.

\_\_\_\_\_  
 Signature Date

\_\_\_\_\_  
 Adviser Date

*(copy of signed form must be included in student file during first semester after matriculation)*

# COUNSELOR EDUCATION DEPARTMENT

## HANDBOOK 2011-2012

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# **POLICIES AND PROCEDURES**

## **MISSION STATEMENT**

The Bridgewater State University Graduate Department of Counselor Education prepares professional counselors to provide counseling, consultation, and preventive services to individuals, families, groups, and communities in mental health, student affairs, and PreK-12 educational settings. The faculty embrace a professional identity as counselors and facilitate the development of this professional identity in students by stressing wellness, lifespan development, professional ethics, multicultural competencies, and prevention. The counseling faculty is diverse with regard to background, experience, and counseling orientation, and prepares counselors to help clients effectively respond to developmental, educational, career, mental health and other lifespan challenges. As professional counselors, students in the Department of Counselor Education are educated to think critically, communicate effectively, and responsibly utilize innovative strategies to enhance the practice of counseling in the 21<sup>st</sup> century. The faculty facilitates the ability of students to translate theoretical and philosophical principles into practical application to promote wellness throughout the lifespan. Students graduate prepared to pursue licensure in their respective area of counseling.

## DEPARTMENT PHILOSOPHY, GOALS, AND OBJECTIVES

The faculty and staff in the Department of Counselor Education at Bridgewater State University are committed to helping support students throughout their academic training. We strive to help create a positive, student-focused learning environment that will prepare students to be effective, professional counselors in a variety of settings.

Students in the Department of Counselor Education are involved in training in preparation for providing counseling and support services with diverse populations in specific intended settings (school, college/university, mental health agency, hospital, or other clinical setting) using a variety of treatment modalities (e.g., individual, group, and family). The content areas studied and the field experiences provided will have students aimed at expanding their understanding of human development and the conditions necessary for change and growth.

### **Commitment to Diversity**

The Department of Counselor Education is strongly committed to infusing diversity issues throughout the entire counseling training experience. Students in our program are expected to carefully examine the social, cultural, environmental, and historical issues that can affect client and student well-being. Part of being a culturally competent counselor is being aware of our own biases, perceptions, world views and how these impact the counseling relationship.

Policy of nondiscrimination Bridgewater State University does not discriminate in admission to or access to, or treatment or employment in, any of its educational programs or activities, including scholarships, loans and athletics, on the basis of race, creed, religions, color, gender, marital status, age, sexual orientation, national origin, veteran status or disability.

Orientation The Counselor Education department provides a formal orientation session for students at the beginning of their academic training in accordance with Section F.7.a. Orientation of the American Counseling Association Code of Ethics (2005) which states that orientation to a counseling program is an on-going process and continues throughout the academic training (from the time of application to graduation). In addition to the formal orientation provided to all new students at the beginning of the program, each student is provided informal orientation opportunities throughout the relationship with an academic advisor whose role is to provide students with guidance about choosing a program curriculum, information about practicum and fieldwork experiences, and opportunities to address students' concerns and issues. Advisors serve as the "point person" for ongoing questions or concerns that students may have regarding orientation to the counseling program. This orientation includes (but is not limited to):

Skills and Knowledge The counseling program is designed to provide students with the most current and up-to-date information about the counseling profession, including its historical foundation, counseling theories and models, multicultural training, group process, counseling ethics and professionalism, assessment and research methodologies. Students will also be taught skills that can be used in a variety of counseling settings and contexts.

Training goals and objectives Each counseling program is designed to provide students with the fundamental core subject areas that will prepare students for direct practice in the students chosen

field. Some fields require certification and/or professional licensure. While graduation from our the Bridgewater State University Counseling Department does not automatically guarantee state or national certification or licensure, our program does provide the requisite training.

Self-growth Experiences Because we are a counseling program, our professional identity is centered not only on the growth and development of the clients and students we serve, but also on our own personal and professional growth. In many of the counseling courses offered in the program, faculty will integrate self-growth exercises and opportunities for students' personal awareness and reflection. Self-growth experiences are infused throughout all counseling curriculum and continues even after graduation - it is a lifelong process. Students are encouraged to embrace challenging themselves out of their comfort level in order to increase self-reflection and therefore addressing their own personal qualities, characteristics, experiences, and personal reactions. The ability to achieve mastery in self-reflection is critical to the knowledge and skill set of a competent counselor.

Counseling faculty may encourage students to seek professional help to address any personal concerns that may be affecting their competency or academic performance, as is required by our professional code of ethics (see ACA Code of Ethics (2005) Section F.7.b.).

## CACREP COMMON-CORE PROGRAM OBJECTIVES



The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the following programs in the Department of Counselor education at Bridgewater State University: Mental Health Counseling (M.Ed.), Student Affairs (M.Ed.), and School Counseling (M.Ed.). The Department of Counselor Education at Bridgewater State University has made history by being the first counseling program in the Commonwealth of Massachusetts to achieve this national CACREP accreditation and less than 250 programs nationwide have proven their counseling programs meet the academic quality required to achieve this status. Therefore, the academic goals and objectives of our counseling program are in alignment with the CACREP core criteria.

The following eight CACREP core program objectives are directly cited from Section II, G.1-8. Students are encouraged to review the entire set of standards at <http://www.cacrep.org>. Faculty have infused the CACREP standards throughout course syllabi and learning outcomes.

**Human Growth and Development** – studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

**Social and Cultural Foundation** – studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and

- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

**Helping Relationships** – studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

**Group Work**- studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

**Career and Lifestyle Development**- studies that provide an understanding of career development and related life factors, including all of the following:

- a. career development theories and decision-making models;
- b. career, avocational, educational, occupational and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

**Appraisal** – studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

- a. historical perspectives concerning the nature and meaning of assessment;

- b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

**Research and Program Evaluation** – studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research in advancing the counseling profession;
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. statistical methods used in conducting research and program evaluation;
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

**Professional Orientation** – studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

## **PROGRAM OVERVIEWS**

### **MASTER OF EDUCATION - MENTAL HEALTH COUNSELING (60 Credits)**

Graduates of this program are trained to work with children, adolescents and adults in a variety of mental health settings including clinics, educational and governmental institutions, health care centers and hospitals. This program prepares graduates who intend to become Licensed Mental Health Counselors (LMHC) in the state of Massachusetts and is accredited by CACREP.

### **MASTER OF EDUCATION - MENTAL HEALTH COUNSELING – DUAL LICENSE (66 Credits)**

This program is for those seeking dual licensure as a Licensed Mental Health Counselor 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 and is accredited by CACREP.

### **MASTER OF EDUCATION - SCHOOL COUNSELING (PreK-8 & 5-12) (51 Credits)**

This program prepares students to work in PreK, elementary, middle or secondary school settings in public, private, vocational-technical and charter schools, and prepares students for licensure as a School Counselor with the Department of Elementary and Secondary Education. The program is accredited by CACREP.

### **MASTER OF EDUCATION - STUDENT AFFAIRS (39 Credits)**

Students in this program are trained to use skills for counseling and program development and implementation in a variety of student affairs and higher education settings including academic enhancement/advising, career services, residence life, orientation, counseling athletes, and student activities.

### **CAGS IN MENTAL HEALTH COUNSELING (30 Credits Minimum)**

This CAGS program is designed for individuals with a counseling-related master's degree who plan to become Licensed Mental Health Counselors (LMHC) in the Commonwealth of Massachusetts. This is a minimum of 30 credit hour program.

### **POST MASTER'S LICENSURE IN SCHOOL COUNSELING**

The Post Master's Licensure program is designed for individuals who seek initial licensure as a school counselor, and who possess an applied master's degree in counseling or a related field (i.e. social work, clinical psychology), which has included a formal, supervised internship experience. Each student plans their program of study with a faculty adviser in accordance with the current BSU requirements for licensure as a school counselor, which are aligned with licensure requirements

established by the Massachusetts Department of Elementary and Secondary Education. The program will complement previous master's level coursework and will include all appropriate field experiences and a capstone experience.

## **COUNSELOR EDUCATION GENERAL POLICIES AND INFORMATION**

### **Non-matriculation**

Admission into any of the counseling programs is competitive, with faculty seeking students who exhibit the potential to become highly effective counselors who can contribute to the profession. Applicants are encouraged to review the counseling application for admission requirements specific to the program in which they would like to enroll. Students must submit a completed application with supporting material by October 1 for the spring semester and February 1 for the summer and fall semesters.

Prospective candidates who have not been formally accepted into the program are urged to take course work within the department in order to ensure that the program fits with the prospective students professional goals. Non-matriculated students are encouraged to begin by taking the three core counseling classes (CNGC 528, CNGC 529, CNGC 500, or other courses by instructor approval). Non-matriculated students who are applying to programs with 39 or less credits may request to transfer up to six credits and applications who are applying to programs requiring 40 or more graduate credits may request to transfer up to nine credits.

### **Matriculated Status**

Students are conditionally admitted to one counseling program. All students must successfully complete the three core requirements (CNGC 528, CNGC 529, CNGC 500) to be considered as a master's candidate.

All accepted students must attend an orientation for new students and meet with their faculty advisor upon acceptance, in order to complete their academic program of study.

### **Continuation or Interruption of Course Registration**

In accordance with the College of Graduate Studies policy, students matriculated in the Counselor Education program have six years to complete their selected degree. Also, no course can be older than six years at the time of degree completion.

Should graduate students not enroll in courses during the fall or spring semesters or summer sessions, students will be considered inactive. If students are deemed inactive and wish to register for courses, students must seek reinstatement by contacting the College of Graduate Studies at 508-531-1300 or [gradschool@bridgew.edu](mailto:gradschool@bridgew.edu). This policy is designed to ensure appropriate academic advising and counseling for all graduate students enrolled in degree programs as well as non-degree students.

### **Changing Programs of Study**

Matriculating students who desire to change programs must file a formal petition with the Counseling Programs Committee and meet all admission requirements of the desired program. A student whose petition is approved **must adhere to the specific program requirements in place**

**at the time of approval.** Students can obtain a Change of Program Form from the College of Graduate Studies or downloaded at [www.bridgew.edu/sogs/forms.cfm](http://www.bridgew.edu/sogs/forms.cfm).

### **Course Load**

Full-time graduate study for master's degree and CAGS students is defined, for academic purposes only, as being enrolled in nine or more graduate credits in a given semester. Full-time graduate students may register for up to 15 credits during the fall and spring semesters and up to six credits during each of the two summer sessions. Students wishing to register for more than the maximum credit load must receive permission in writing from their graduate advisers and graduate program coordinators

### **Graduate Assistantships, Research Assistantships and Graduate Scholarships**

Students should be aware of the opportunities for scholarship assistance and research opportunities through the College of Graduate Studies. Student are encouraged to go to the College of Graduate Studies home page to attain the most current and accurate information concerning applications and deadlines.

### **Grade Requirement**

Students must receive a grade of B- or higher in each graduate course or fieldwork experience; students who receive a grade lower than a B- must repeat the course. In addition, students who receive a grade of "F" in a course will be placed on academic probation by the Department. Any student who receives a second grade of "F" will be dismissed from the program. Lastly, students must maintain a GPA of 3.0 or they will be placed on academic probation as outlined in the graduate student handbook.

The College of Graduate Studies policy states that if a student's GPA remains below a 3.0 for a prolonged period the result may be academic dismissal. Students will be made aware, by the College of Graduate Studies, that a GPA of 3.0 has been achieved via postal letter. This letter may be a notification of probation. Students are encouraged to discuss an academic probation with their assigned advisor.

### **Academic Integrity**

Students are required to familiarize themselves with the policy established by the College of Graduate Studies. Furthermore, students are encouraged to consult with faculty concerning questions about professional citations and to always refer to the APA (American Psychology Association) Publication Manual. Students need to be aware that plagiarism is not only NOT tolerated by the College of Graduate Studies or the Counselor Education Department but also the ACA Code of Ethics (2005).

### **Retention and Dismissal Policy**

A student is not only evaluated on acquisition and retention of counseling-based knowledge and information, but also on the level of skill development he or she demonstrates in the academic coursework and fieldwork experiences. In addition, a student's level of professionalism and the ability to give and receive feedback by peers and instructors is a key component to the evaluation criteria of the faculty. Even if a student performs at acceptable graduate level work in didactic information (i.e. good grades on exams, research papers, etc.) students may not successfully compete the program if they do not meet the expected level of counseling skills, demonstrated, as well as maintain the professional and ethical behavior of a counselor-in-training.

Faculty will be giving feedback to students regarding their growth as it relates to their clinical competencies, as well as their professional and behavioral skill development. If a student is found, over time, to be unable to integrate feedback in ways that manifest understanding and development in competency areas requiring growth, a faculty review of a student's performance will occur. An assessment of the student can result in a plan for remediation, academic probation, or dismissal from the program. If the student is at the point of providing direct client care, then the safety and care of the client will take precedent over the student's training and the student may be asked to leave the site until the deficiencies are corrected and the experience will need to be repeated. If it is deemed that the deficiency is too great to remediate or that the behavior is too egregious to endorse the student in the field then the student will be dismissed from the program.

Students may be dismissed from their academic program due to issues that affect their function as a professional counselor in training. These may include, but are not limited to:

1. Dismissal criteria established by the Grad School
2. GPA level
3. Academic dishonesty
4. Ethical Violations
5. Personal concerns (interpersonal/value sets/etc.) that may conflict with professional counseling practice

### **Repeating Courses**

In accordance with the College of Graduate Studies, the Counseling Department allows students to take any specific course more than once. However, only the initial grade achieved will be counted in the assessment of completing the academic requirements in the Counseling Department.

### **Course Audit Policy**

In accordance with Bridgewater State University's Audit Policy, students must acquire a "Course Audit Request Form" from the Registrar's Office. The student will receive no academic credit for the courses nor will a grade be reflected in his or her cumulative grade point average. The following guidelines apply, as outlined by the College's Policy:

1. A student may audit a course subject to the approval of his or her adviser or department chairperson and consent of the instructor.
2. A student is subject to conditions established by the department and/or instructor for the audited course.
3. A student registering for credit has course enrollment preference over an auditing student. Therefore, a student must register for audit only during the drop/add period by submitting forms provided by the Registrar's Office. A student's status as an auditor in a course cannot be changed.
4. A student may register for one audit course per semester. Exceptions may be granted by petition to the appropriate school dean.
5. A student receives no credit for an audited course. The student's academic record will reflect the course enrollment with the notation AU.
6. A student will be charged the same tuition and fees for an audited course as for a course taken for credit.

### **Communication**

Students are expected to maintain professionalism in all forms of communication with peers, faculty, staff, administrators, and site supervisors (i.e. email, written, and verbal). Students should consult the *E-mail as an Official Means of Communication to Students* about the latest policy of communication via technology. Students should recognize that as counseling professionals-in-training that faculty will assess their ability to communicate effectively and professionally with others as an integral part of their learning and growth.

### **Code of Ethics**

Upon formal admittance to the counseling program, each student is expected to be knowledgeable of and integrate into their professional practice the Code of Ethics of the American Counseling Association (2005). Students may obtain a copy of the ACA Code of Ethics (2005) online at [www.counseling.org](http://www.counseling.org) or by contacting 1-800-422-2648 x. 222. All students are expected to read the Code of Ethics in its entirety and to abide by the professional standards expected of members of the counseling profession. It is critical that students understand their obligation to abide by the code of ethics. Students are encouraged to pay particular attention to Section F: Supervision, Training, and Teaching which addresses ethical behavior expected of students and faculty during formal academic training. Students are expected to follow the entire ACA Code of Ethics. If a student becomes a member of another professional organization (i.e. student affairs or school counseling), students are expected to abide by the codes of ethics of those organizations as well.

### **Appeal Process**

Students have the right to appeal a grade given by an instructor, dismissal from the department, or any other faculty action, that appears unfair and not consistent with the standard practice of the counseling department. Students are expected to comply with the most current version of the College of Graduate Studies Graduate Student Handbook which includes the Appeals policy. This policy includes the following steps:

1. Submit a written appeal to the course instructor if the issue is course-related or to the academic adviser if the matter is program related.
2. If unresolved, submit a written appeal to department graduate coordinator (or department chair).
3. If unresolved, submit a written appeal to the appropriate school dean.
4. If unresolved, submit a written appeal to the dean of the College of Graduate Studies.
5. The dean of the College of Graduate Studies will submit graduate student petitions to the Graduate Education Council for review.

### **Advisors**

Each student will be assigned a faculty advisor identified in the acceptance to the program letter. It is the student's responsibility to establish meeting times with this assigned advisor during the first year of achieving matriculation status. Students have the option of changing advisors by attaining the Change of Advisor Form from the College of Graduate Studies. Students must speak to their current advisor **prior** to formally changing advisors.

Students are to meet with their advisors when:

- a) completing and making changes to their Program of Study
- b) selecting an appropriate fieldwork experience site
- c) planning their fieldwork experience
- d) choosing an appropriate elective

- e) selecting capstone experience (and study materials)
- f) completing the Graduation Application

**Graduation Application**

Students completing their programs of study must apply for graduation with the College of Graduate Studies. Deadlines are February 1 for May graduation, June 1 for August graduation, and October 1 for January graduation.

## **CAPSTONE EXPERIENCE**

### **Culminating Experience**

As part of the graduation requirement in the department, students are expected to complete a Capstone Experience which is overseen by members of the Counselor Education faculty. The Capstone Experience focuses on students' ability to integrate counseling and development theory into direct practice. Through the capstone experience, students will demonstrate the counseling competencies that align with current CACREP standards (Council for the Accreditation of Counseling and Related Educational Programs), as well as standards that align within respective programs of study. Students will have the choice of a master's thesis (CNGC 502), taking the CPCE (Counselor Preparation Comprehensive Exam), creating a capstone portfolio (CNGC 585), or a project paper (CNGC 586). Students completing a master's thesis must follow the guidelines established by the College of Graduate Studies. Students who are considering pursuing future doctoral studies are especially encouraged to select the master's thesis option.

Students who do not successfully pass their capstone experience have one additional time to retake the exam or provide a revision of the portfolio, seminar paper, or thesis project pending successful completion of a remediation plan with a faculty advisor.

### **Thesis**

Students who elect to prepare a thesis will be required to complete:

1. CNGC 500 Research and Evaluation
2. CNGC 504 Research and Evaluation II
3. CNGC 502 Research (3 credits) under Major Advisor

### **College of Graduate Studies Thesis Requirements**

A number of departments require or recommend theses in master's degree programs. A thesis, which represents original research in a discipline, is especially recommended if students have future doctoral plans. At the same time, theses allow graduate students, working closely with thesis committees, to spend serious academic time researching a narrowly focused topic in depth and produce an original text, of publishable quality. The culmination is often a text that gives students great academic pride and satisfaction. Students writing master's theses must adhere to the following policies:

(1) All graduate students writing master's theses must have a thesis committee, consisting of a thesis committee chair and two faculty readers. The thesis committee must be approved by the graduate coordinator.

(2) The student writing a thesis must submit a Thesis Proposal Form, with a detailed proposal and signatures of the thesis chair, the two faculty readers, the graduate coordinator and the dean of the College of Graduate Studies. (The Thesis Proposal Form is available for download on the College of Graduate Studies Web page.) This form must be completed and signed in order for students to register for the appropriate research course, which is always the departmental CNGC 502 or CNGC 504 Research course. Students must register for at least six credits of CNGC 502, but the credits can be broken into smaller credit segments and taken over multiple semesters, particularly if students need a *full* academic year to write their theses. Otherwise, students can register for the full six credits during one semester.

(3) After students obtain the necessary signatures, they then take the Thesis Proposal Form to the Registrar's Office to register for the CNGC 502 or CNGC 504 Research course.

(4) Students who have registered for the CNGC 502 or CNGC504 Research course and do not complete their theses in a semester will receive an Incomplete, which will be changed to a letter grade by the theses chairpersons once the theses are completed.

(5) When the thesis is written and *fully* approved by the three members of the thesis committee, the chairperson and readers sign the "approval page" of the thesis, which is placed in the text of the manuscript.

(6) The thesis committee chairperson will acquaint graduate students with the manuscript form and style used in their respective disciplines; graduate students writing theses should examine recent theses in their academic departments.

(7) The student must provide the College of Graduate Studies with a minimum of four copies of the thesis to be bound: one for the Maxwell Library, one for the College of Graduate Studies, one for the students' academic department and one for the student. (Sometimes departments request an additional bound copy.) Students may also request additional bound copies of their theses.

(8) Copies of the completed manuscript must be brought to the College of Graduate Studies, which will arrange for the binding of the copies. A charge of \$12 for each copy will be paid by the graduate students. Students pick up their bound copies in the College of Graduate Studies

(9) Theses must be submitted to the College of Graduate Studies before students are approved for graduation.

(10) The Maxwell Library, which will catalog all theses, acts as the official archive for all theses written as part of graduate-degree programs at Bridgewater State University.

### **Counselor Preparation Comprehensive Examination (CPCE)**

The CPCE is a four hour, 160 multiple-choice exam that covers the eight CACREP core areas. For each of the eight core areas there are 20 questions. Three of these 20 questions are not included in students raw score total (these are test analysis questions used by the CCE for validity investigation purposes). Therefore, a total of 136 questions are used in the calculation of counseling student's score. A successfully completion score is 60% (or 82 test items correct out of 136). Students are encouraged to seek their advisors concerning effective study materials and to review the NBCC website which offers a brief practice test.

To ensure fairness and a sound test-taking environment, the Center for Credentialing & Education, Inc. (CCE) reserves the right to: (1) prohibit a person's participation in the examination, (2) remove a person from participation during the examination administration, or (3) invalidate a person's examination, either directly or through the CCE designated representative, for any action deemed inappropriate in regard to or during the examination. Inappropriate behaviors would include misrepresentation of self, cheating, conveying copyrighted materials in any way, verbal and/or physical disturbance of the examination process, or any other behavior deemed inappropriate and/or unprofessional by CCE.

Eating and drinking will not be allowed in the testing room. However, students are encouraged to drink water and snacks if needed and will be allowed to store them by the door of the testing room. Beepers, cellular phones and calculators are not allowed in the testing room. Students are not responsible to bring anything with them for the testing session, pencils will be provided.

The CPCE will not be corrected by the faculty; the CCE will calculate raw scores that will be provided to the faculty of Bridgewater State University. Upon the completion (grading) of the comprehensive exams students will be provided with the following CPCE information: (1) Pass/Fail status, (2) individual raw scores for each of the eight test areas, (3) mean average of all BSC students and the national scores on each of the eight test areas, (4) standard deviation for BSC and national scores on each of the eight test areas.

### **Capstone Portfolio**

Students will prepare and present a portfolio that infuses key elements of our mission, that is, development of a professional identity as counselors which integrates wellness, lifespan development, professional ethics, multicultural competencies, prevention, and the responsible use of technology. This three credit course is designed to assist students in successfully creating a capstone portfolio that demonstrates mastery of the basic competencies necessary to function as a counseling professional. Students' projects will utilize the core areas of their discipline in accordance with the CACREP (Council for the Accreditation of Counseling and Related Educational Programs) standards. Students must successfully present their final capstone portfolio at a formal capstone defense meeting.

### **Project Paper**

This three credit course is designed to assist students in successfully creating a capstone project paper that demonstrates mastery of the basic competencies necessary to function as a counseling professional. Students' projects will utilize the core areas of their discipline in accordance with the CACREP (Council for the Accreditation of Counseling and Related Educational Programs) standards. Students must successfully present their final capstone project paper at a formal capstone defense meeting.

## PROFESSIONAL ASSOCIATIONS

The Department of Counselor Education believes that part of successful professional development includes membership to professional associations. Students are **strongly** encouraged to join appropriate professional associations (those in line with career goals) such as:

1. American Counseling Association (19 divisions) [www.counseling.org](http://www.counseling.org)
2. Association for Specialists in Group Work [www.asgw.org](http://www.asgw.org)
3. American School Counselor Association [www.schoolcounselor.org](http://www.schoolcounselor.org)
4. American Mental Health Counselors Association [www.amhca.org](http://www.amhca.org)
5. ACPA-College Student Educators International [www.myacpa.org](http://www.myacpa.org)
6. National Association of Student Personnel Administrators [www.naspa.org](http://www.naspa.org)
7. Massachusetts Mental Health Counselors Association [www.mamhca.org](http://www.mamhca.org)
8. Massachusetts School Counselors Association [www.masca.org](http://www.masca.org)
9. Connecticut Counseling Association <http://ccamaincom>

## TECHNOLOGICAL COMPETENCIES

In accordance with CACREP requirements, all students admitted into the Counseling Department are expected to develop appropriate technology competencies. These competencies include: work processing, statistical programs, Blackboard/Moodle, email, data base and web searches.

## HANDBOOK/LEARNING CONTRACT

This handbook has been created in compliance with CACREP, 2009, Section I.L.2.a-e. This, states:

A student handbook is disseminated that includes the following:

- a. mission statement of the academic unit and program objectives;
- b. information about appropriate professional organizations, opportunities for professional involvement, and activities potentially appropriate for students;
- c. written endorsement policy explaining the procedures for recommending students for credentialing and employment;
- d. student retention policy explaining procedures for student remediation and/or dismissal from the program; and
- e. academic appeal policy.

The Department of Counselor Education takes its responsibility and commitment to train professional and ethical counselors and to “protect the public good” very seriously. Faculty are committed to supporting student success, and providing remedial interventions, when needed. However, the department also recognizes that there will be a small number of students for whom it becomes clear that transitioning out of the program is necessary. The department has written this Handbook/Learning Contract that reflects ACA ethical standards, college guidelines, department expectations and requirements, as well as the procedures that will be followed in response to academic, personal and/or professional student-related concerns that may arise. During the new student orientation experience, the department’s Handbook/Learning Contract will be reviewed and discussed with all students; students will sign and receive a hard copy of the contract. Students must sign and receive a copy of the Handbook/Learning Contract to continue to take courses as degree-

seeking students. The contract will also be posted on each of the department's program-specific Blackboard virtual sites. A signed copy will be put in the student's advising file.

Students should consult the latest copy of the Graduate Student Handbook, as well as the College of Graduate Studies website [www.bridgew.edu/SoGS](http://www.bridgew.edu/SoGS) for important information regarding current academic policies, procedures, and forms (i.e. application to graduate, course withdrawal/add, inactive status and reinstatement, academic integrity, etc.). Students should be mindful that the College of Graduate Studies provides updates of the Graduate Student Handbook annually and are expected to abide by the most current version of this document.

### **MASSACHUSETTS LICENSING REQUIREMENTS**

Students who are enrolled in the Mental Health and Mental Health-School Adjustment track are strongly encouraged to become a Licensed Mental Health Counselor (LMHC). The state of Massachusetts has specific requirements that must be met in order to qualify for licensure. For the most current information please visit [www.mass.gov](http://www.mass.gov).

#### **School Counselor Licensure**

Course requirements leading to initial licensure by the Massachusetts Department of Elementary and Secondary Education as a school counselor at the pre-kindergarten through 8<sup>th</sup> grade level (PreK-8) or the 5<sup>th</sup> through 12<sup>th</sup> grade level are outlined based by the School Counseling Program's course requirements. Licensure by the college will result in interstate reciprocity with signatory states as specified under the Interstate Certification Compact. To discuss the various licensure program options, please consult with your advisor. Students are encouraged to review the Massachusetts Department of Elementary and Secondary Education website at [www.doe.mass.edu](http://www.doe.mass.edu).

#### **Mental Health Counseling**

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.

#### **Mental Health Counseling-Dual License**

This 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 and initial licensure by the Massachusetts Department of Elementary and Secondary Education as a school adjustment counselor.

#### **Student Affairs**

Students in the student affairs counseling program will not be eligible for licensure. Graduates of the Student Affairs Counseling Program are trained to utilize skills in counseling and program development and implementation in a variety of higher education and student affairs settings such as: residence life, student activities, academic enhancement/advising and in career services.

#### **Certificate of Advanced Graduate Study - Mental Health Counseling**

Students accepted in the CAGS in Mental Health Counseling program will meet with a faculty adviser and design a program based on the current requirements for licensure in Massachusetts. This

program will complement previous master's level course work but must include an internship and a comprehensive examination.

### NATIONAL BOARD FOR CERTIFIED COUNSELORS REQUIREMENTS

Students are encouraged to become a National Certified Counselor (NCC). The primary credential of the NBCC is the **National Certified Counselor** (NCC). There are currently over 40,000 NCCs in the U.S. and many other countries.

The requirements for obtaining the NCC credential include:

- A graduate degree in counseling (or one with a major study in counseling) from a regionally accredited college or university,
- At least 48 semester hours of graduate-level coursework,
- At least one course in each of nine (9) specified coursework areas,
- At least 3,000 hours of post-Master's counseling experience in an applied setting over a minimum of 24 months
- At least 100 hours of post-Master's direct supervision over a minimum of 24 months with a supervisor who holds an advanced degree in counseling or a closely-related field (social work, psychology, human services or marriage and family therapy), and
- A passing score on the associated **National Counselor Exam** (NCE).

Currently the CPCE capstone experience offered by the Department of Counselor Education is considered a practice test for the NCE (National Counselor Examination). Students interested in seeking further certificate endorsement requirements should contact:

National Board for Certified Counselors  
3 Terrace Way, Suite D, Greensboro, NC 27403-3660  
(336) 547-0607  
<http://www.nbcc.org/>

## CHI SIGMA IOTA



Chi Sigma Iota is the international honor society of professional counseling. It was established in 1985 through the efforts of leaders in the profession of counseling whose desire was to provide recognition for outstanding achievement as well as outstanding service within the profession. CSI was created for counselors-in-training, counselor educators, and professional counselors whose career commitment is to research and service through professional counseling.

Our mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.

Beta Sigma Chi as a chapter of Chi Sigma Iota, and international honor society for students, professional counselors, and counselor educators. Our mission is to promote professionalism, leadership, and excellence in counseling. There are great benefits in becoming a member, including networking with students and professionals in the field, recognition of excellence, and invites to various conferences and workshops.

Matriculated students in a counseling program at Bridgewater State University who have completed at least 9 credits with a minimum GPA of 3.5 may take advantage of all that Beta Sigma Chi has to offer. To join:

1. Go to <http://www.csi.net.org/>
2. Click on membership on left side bar
3. Fill out form (faculty advisors Dr. Theresa Coogan and Dr. M. Nikki Freeburg)
4. Cost \$35.00 annually

## LIABILITY INSURANCE

All fieldwork students are covered by a comprehensive liability insurance policy provided by the college. The insurance carrier is March and Associates.

Students need to be aware that upon completion of their master's counseling degree program at Bridgewater State University they will need to seek out a personal counseling insurance carrier. Students are encouraged to check with the American Counseling Association for carriers in which ACA endorses. There are numerous companies that provide competition for rates. A commonly used company is that of Healthcare Providers Service Organization (HPSO) at [www.hpso.com](http://www.hpso.com).

## CLINICAL EXPERIENCE

### INTRODUCTION

#### Fieldwork Experiences

Field experiences (e.g., practicum or internship) are required of all matriculated students. Depending on the counseling program, students complete between 300 and 1000 hours of supervised fieldwork experience. Each student, in conjunction with an academic adviser, selects an appropriate site that is supervised by an on-site professional while meeting with a Bridgewater State University faculty member for a fieldwork seminar. Most important, students must submit a fieldwork application to the fieldwork director to participate in any fieldwork experience. Fieldwork applications must be completed by April 1 for the fall and summer semesters and by November 1 for the spring semester. Fieldwork application forms are available on each program specific Blackboard site.

#### School Counseling

Students will need to complete 600 hours of fieldwork in a minimum of two semesters and a maximum of four semesters. Students may work 10-30 hours per 15 week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours= three credits; 20 hours per week/300 total hours= six credits; 30 hours per week/450 total hours= nine credits. Students must attend a clinical seminar each semester they are involved in field experience.

#### Mental Health Counseling

Students seeking licensure as a Licensed Mental Health Counselor (LMHC) must complete a minimum of 600 hours of fieldwork at a mental health site. Students may work 10-40 hours per 15-week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours= three credits; 20 hours per week/300 total hours= six credits; 30 hours per week/450 total hours= nine credits; 40 hours per week/600 total hours= 12 credits. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum of two seminars over their 600 total hours/12 credits fieldwork experience.

#### Mental Health Counseling-Dual License

Students pursuing an LMHC and a license as a School Social Worker/School Adjustment Counselor must complete a minimum of 450 hours of fieldwork at a mental health site and also provide a minimum of 450 hours of mental health services fieldwork at an educational site. Students may work 10-40 hours per 15-week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours= three credits; 20 hours per week/300 total hours= six credits; 30 hours per week/450 total hours= nine credits; 40 hours per week/600 total hours= 12 credits. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum of three total seminars.

#### Student Affairs

Students must complete a minimum of 150 fieldwork hours at a site approved by the Counseling Programs Committee.

Postmaster's Licensure in School Counseling (PreK-8 & 5-12)

Students pursuing a license as a school counselor must complete a minimum of 450 hours of fieldwork over at least one semester and at most three semesters at an educational site. Students will register for three credits for each 150 hours of fieldwork they will complete that semester. While completing fieldwork hours, students must attend the accompanying fieldwork seminar class in conjunction with completing their fieldwork hours. The seminar meetings will serve to provide group supervision as well as integrate knowledge and assist with application of theory to practice.

Certificate of Advanced Graduate Study - Mental Health Counseling

Students may work 10-30 hours per 15-week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours= three credits; 20 hours per week/300 total hours= six credits; 30 hours per week/450 total hours= nine credits. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum of two total seminars.

**REQUIREMENTS****Mental Health Counseling and Certificate of Advanced Graduate Study- Mental Health Counseling**Advanced Applied Prerequisites:

CNGC 520 Group Experience (or concurrent)  
 CNGC 528 Counseling and Development  
 CNGC 529 Multicultural Counseling  
 CNMH 534 The Professional Counselor: Standards, Ethics and Legal Issues  
 CNMH 535 Applied Counseling: Adolescent-Adult  
 CNMH 568 Psychopathology  
 Application approved by the Director of Fieldwork  
 Attendance at a Fieldwork Orientation Session

Advanced Applied Experience:

Students must complete supervised practicum experiences that total a minimum of 100 clock hours during one academic term. Each student's practicum includes all of the following (CACREP, 2009, Section III, F. 1-5):

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

Internship Prerequisites (in addition to those listed for Advanced Applied):

CNGC 538 Group I: Theory and Process of Group Interaction

CNGC 563 Psychopharmacology (or concurrent)

CNMH 536 Applied Counseling: Pre-Adolescent (or concurrent)

CNMH 540 Substance Abuse (or concurrent)

CNMH 570 or CNMH 580 Advanced Applied Counseling (Mental Health Counseling *or* Mental Health Counseling-Dual License

Application approved by the Director of Fieldwork

Internship Experience

The program requires completion of a supervised internship in the student's designated program area 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. Each student's internship includes all of the following (CACREP, 2009, Section III.G.):

1. At least 240 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor

**Mental Health Counseling-Dual License**Advanced Applied Prerequisites:

CNGC 520 Group Experience (or concurrent)

CNGC 528 Counseling and Development

CNGC 529 Multicultural Counseling

CNMH 534 The Professional Counselor: Standards, Ethics and Legal Issues

CNMH 535 Applied Counseling: Adolescent-Adult

CNMH 568 Psychopathology

Application approved by the Director of Fieldwork

Attendance at a Fieldwork Orientation Session

Advanced Applied Experience

Students must complete supervised practicum experiences that total a minimum of 100 clock hours during one academic term. Each student's practicum includes all of the following (CACREP, 2009, Section III, F. 1-5):

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.

3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

Internship Prerequisites (in addition to those listed for Advanced Applied):

CNGC 538 Group I: Theory and Process of Group Interaction

CNGC 563 Psychopharmacology (or concurrent)

CNMH 536 Applied Counseling: Pre-Adolescent (or concurrent)

CNMH 540 Substance Abuse (or concurrent)

CNMH 570 or CNMH 580 Advanced Applied Counseling (Mental Health Counseling *or* Mental Health Counseling-Dual License)

Application approved by the Director of Fieldwork

Internship Experience

The program requires completion of a supervised internship in the student's designated program area of 900 (450 in a school setting and 450 in a mental health setting) 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. Each student's internship includes all of the following (CACREP, 2009, Section III.G.):

1. At least 240 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor

**School Counseling (PreK-8 & 5-12)**

Advanced Applied Prerequisites

CNGC 520 Group Experience (or concurrent)

CNGC 528 Counseling and Development

CNGC 529 Multicultural Counseling

CNSC 516 Foundations in School Counseling

CNSC 524 Applied School Counseling

Application approved by the Director of Fieldwork

Attendance at a Fieldwork Orientation Session

Advanced Applied Experience

Students must complete supervised pre-practicum (Advanced Applied) experiences that total a minimum of 100 clock hours during one academic term. Each student's practicum includes all of the following (CACREP, 2009, Section III, F. 1-5):

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

Internship Prerequisites (in addition to those listed for Advanced Applied)

CNGC 538 Group I: Theory and Process of Group Interaction

CNSC 515 Ethical and Legal Issues for the School Counselor

CNSC 523 The School Counselor: Psychological Development and Clinical Issues

CNSC 526 Consultation and Collaboration for School Counselors

CNSC 580 Advanced Applied Counseling-School Counselor

Application approved by the Director of Fieldwork

Internship Experience

The program requires completion of a supervised internship in the student's designated program area 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. Each student's internship includes all of the following (CACREP, 2009, Section III.G.):

1. At least 240 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor

**Postmaster's Licensure in School Counseling – PreK-8 and 5-12**

Advanced Applied Prerequisites

Successful completion of all required post master's courses

Approval of the Counselor Education Department

Application approved by the Director of Fieldwork

Attendance at a Fieldwork Orientation Session

Advanced Applied Experience

Students must complete supervised pre-practicum (Advanced Applied) experiences that total a minimum of 100 clock hours during one academic term. Each student's practicum includes all of the following (CACREP, 2009, Section III, F. 1-5):

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

Internship Prerequisites (in addition to those listed for Advanced Applied)

CNSC 580 Advanced Applied Counseling-School Counselor  
Application approved by the Director of Fieldwork

Internship Experience

The program requires completion of a supervised internship in the student's designated program area of 450 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. Each student's internship includes all of the following (CACREP, 2009, Section III.G.):

1. At least 180 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor

**Student Affairs**Advanced Applied Prerequisites

CNGC 528 Counseling and Development  
CNGC 529 Multicultural Counseling  
CNGC 538 Group I: Theory and Process of Group Interactions  
CNSA 510 Student Development Theory in Higher Education  
CNSA 515 Foundations in Higher Education and Student Affairs

CNSA 520 Ethical, Legal and Professional Issues in Student Affairs  
 CNSA 525 Student Affairs Administration  
 CNSA 530 Applied Counseling for Student Affairs Professionals  
 Application approved by the Director of Fieldwork  
 Attendance at a Fieldwork Orientation Session

#### Advanced Applied Experience

Students must complete supervised practicum experiences that total a minimum of 150 clock hours during one academic term. Each student's practicum includes all of the following (CACREP, 2009, Section III, F. 1-5):

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

#### Internship Prerequisites (in addition to those listed for Advanced Applied)

CNSA 570 Advanced Applied Counseling: Student Affairs Counseling  
 Application approval from the Director of Fieldwork and Training

#### Internship Experience

The program requires completion of a supervised internship in the student's designated program area of 150 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. Each student's internship includes all of the following (CACREP, 2009, Section III.G.):

1. At least 60 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor

### **CORI CHECKS**

CORI checks are initiated between the site and the student.

### **FIELD SITE SELECTION**

Students are required to attend a Fieldwork Orientation prior to entering into their fieldwork experience. During this orientation students will be made aware of current sites that have already approved by the Department of Counselor Education of Bridgewater State University. Students are also encouraged to view the list of approved sites that exists on the department's Blackboard site. Students may make contact with counseling sites that have not been previously approved by the counseling department but approval by the Department of Counselor Education **MUST** be made before the onset of fieldwork.

Students are encouraged to actively seek information about appropriate sites for their fieldwork experiences. For example, peers and faculty members are good sources to uncover if specific sites are in alignment with the student's professional and objective goals. When selecting a site students are encouraged to consider:

1. What is the nature of the clientele?
2. What is the potential number of clients available each week?
3. What type of supervision is provided?
4. How available will the supervisor be during times in which you are seeing clients?
5. Is the supervisor licensed appropriately?
6. What kind of setting/location will you see clients (office, etc.)?
7. How many internship positions do they have open?
8. What forms of recording (video tape, audiotape, etc.) are allowed?
9. What are the expectations of the site and supervisor?
10. Is there a potential for a job opportunity upon completion of master's degree?

### **STUDENT RESPONSIBILITIES FOR FIELDWORK EXPERIENCES**

1. Make sure a proper affiliation agreement between the Department of Counselor Education and the site has been established
2. Inform Fieldwork Director and faculty advisor to make them aware of the site's location
3. Obtain necessary signatures for fieldwork application and forms
4. Use appropriate counseling skills as developed in the "Advanced" counseling courses
5. Maintain ethical and legal standards
6. Evaluate personal struggles, limitations, skill development via the use of supervision
7. Appropriately consult with supervisor, peers, and faculty members
8. Maintain consistent attendance to contracted site hours and supervision
9. Complete weekly logs which document counseling experience and ensure supervisors signature.
10. Turn in weekly logs to faculty member teaching the course connected to your fieldwork experience
11. Complete evaluation forms and return to the Department of Counselor Education by established deadlines

### **RESPONSIBILITIES OF THE ON-SITE FIELD SUPERVISOR**

CACREP (2009, Section III, C.1-4) states the following responsibilities:

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.

2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.

In addition, the faculty in the Department of Counselor Education values the following responsibilities:

1. Ensure that student is provided with appropriate clients
2. Ensure that student is provided with the agreed upon amount of client hours
3. Monitor ethical and legal standards
4. Provide students with a competency based experience which includes activities such as:
  - a. Assessment/evaluation of clients
  - b. Individual counseling
  - c. Group counseling
  - d. Consultation/Liaison activities
  - e. Career/Vocational Academic assessment, guidance, and counseling
  - f. Prevention
  - g. Wellness
  - h. Technology (if available)
  - i. Ethics
  - j. Diversity
5. Provide sufficient supervision and consultation
6. Assist the student in gaining skills in self-reflection/evaluation
7. Maintain necessary licensure
8. Maintain contact with appropriate faculty members in the Department of Counselor Education
9. Complete student evaluation forms

### **RESPONSIBILITIES OF THE FACULTY/DEPARTMENT SUPERVISOR (Course Seminar Instructor)**

CACREP (2009, Section III, A.1-3) states the following responsibilities:

1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.
2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.
3. Relevant supervision training and experience.

In addition, the faculty in the Department of Counselor Education adheres to the following responsibilities:

1. Meeting with students to assist in site selection
2. Procuring new and quality site affiliations for students
3. Monitor ethical and legal conduct of students
4. Making selves available for student supervision and consultation
5. Providing Advanced Applied and Internship Seminars to complement fieldwork experiences
6. Maintain an open line of communication with site supervisors
7. Attend site visits to evaluate students, sites and site supervisors

### **STUDENT EVALUATION FORM**

During their fieldwork experience, students are formally evaluated two times during each fieldwork period – a mid-term evaluation and final evaluation. The mid and final evaluations are completed by the site supervisor and signed by the intern, as well as the faculty supervisor. Site supervisors are

required to review the formal mid and final evaluations with the intern. Interns are required to submit the mid and final evaluation forms into their internship seminar instructor in a timely manner and in accordance with the course expectations.

### **STUDENT EVALUATION OF FIELD SUPERVISOR**

As part of the evaluation process, students are expected to provide a formal evaluation of their field supervisor. Students are to obtain appropriate Field Supervisor evaluation forms (available on the students' respective program Black Board sites) and complete this evaluation during the final week of their experience. Forms are to be returned to their seminar/course instructor in the Department of Counselor Education.

### **STUDENT EVALUATION OF FIELD SETTING**

As part of the evaluation process, students are expected to provide a formal evaluation of their fieldwork site. Students are to obtain appropriate Fieldwork Site evaluation forms (available on the students' respective program Black Board sites) and complete this evaluation during the final week of their experience. Forms are to be returned to their seminar/course instructor in the Department of Counselor Education.

### **RECORDING EQUIPMENT**

Students are encouraged to record client sessions to enhance the supervision experience. Research supports that self-report is the least affective form of supervision (Bernard & Goodyear, 2004). However, ethical procedures in attaining recorded (video, audio, transcripts, etc.) sessions MUST be executed. Suggested procedures are as follows:

1. Ensure that an informed consent form outlining purpose of recording is attained
2. When using new audio or VCR tapes make sure to record at least ten seconds of blank screen to ensure no permanent stamping occurs with a client's image/voice.
3. Do not write clients name or any other identifying information on the media form
4. Do not keep recorded information longer than necessary (usually one week based on frequency of supervision)
5. Mark recordings as "Confidential"
6. Regard the recordings as confidential as the initial session itself

### **RECORD KEEPING**

Students should make themselves aware of HIPAA regulations ([www.HIPAA.org](http://www.HIPAA.org)) Client records should be treated with the maximum amount of confidentiality. This includes site records and any required client presentations connected with a fieldwork course within the Department of Counselor Education. Each field site will have their own policy and procedures and it is the student's responsibility to adhere to those standards.

## **REFERRAL AND TERMINATION OF CLIENTS**

It is the student's responsibility to become knowledgeable about their fieldwork site's policy and procedures for referrals and termination. The following is general guidelines and suggestions.

### Referrals

1. Appropriate when the site and/or counselor do not seem appropriate to meet the needs of the client
2. Fieldwork site and student should generate a list of appropriate sites that are appropriate available for timeliness in referring.
3. Student should consult with fieldwork supervisor prior to referring
4. Referral information should be monitored for accuracy of services and contact information

### Termination

1. May be initiated by the client or the counselor
2. Should be properly processed with the client to ensure no negative effect on the client's continuation of progress
3. Is ideal when the client mutually agrees with the termination
4. Student has properly prepared for the process of termination via supervision and academic course work

## **CONFIDENTIALITY AND THE CODE OF ETHICS**

All students should attain a copy of the most current code of ethics through the American Counseling Association [www.counseling.org](http://www.counseling.org). The ACA Code of Ethics (2005) states:

*Counselors do not share confidential information without client consent or without sound legal or ethical justification. (ACA, 2005, Section B.1.c)*

*At initiation and throughout the counseling process, counselors inform clients of the limitations of confidentiality and seek to identify foreseeable situations in which confidentiality must be breached (ACA, 2005, Section B.1.d.)*

## **INTENT TO HARM SELF OR OTHERS**

Students are encouraged to review the case of Tarasoff vs. The University of California Board of Regents 1976 <http://www.4lawschool.com/torts/uc.htm>. Due to the above mentioned litigation and additional cases a precedence has been established that makes counselors potentially liable for negligence in reporting the intent of a client to harm themselves or others. Therefore, when clients reveal to student interns that there is an intent to harm themselves or someone else the student should IMMEDIATELY consult with their site supervisor and/or faculty members of the Department of Counselor Education.

# Appendices

**Please note that program and fieldwork requirements are subject to change based on licensure requirements. While we have provided sample program and fieldwork forms in this handbook, you should always check on your program specific Blackboard site for the most updated forms and information.**

**DEPARTMENT OF COUNSELOR EDUCATION**  
**WORKSHEET OF COURSE OFFERINGS BY FACULTY (As of April 2011)**

\*\*Subject to change based on department/course needs Students should consult with your advisor prior to scheduling of classes each semester.

Number	Required Courses	Fall	Spring	Summer
CNGC 500	Research & Evaluation (2 sections in the spring)	X	X	
CNGC 520	The Group Experience	X	X	X
CNGC 528	Counseling & Development	X	X	X
CNGC 529	Multicultural Counseling	X	X	X
CNGC 538	Group I: Theory and Practice of Group Interaction	X	X	X
CNGC 539	Introduction to Career Counseling	X	X	X
CNGC 563	Psychopharmacology for Non-Medical Professionals	Odd yrs	X	
CNGC 582	Preventive Counseling		X	X
CNMH 532	Psychological Assessment	X	X	
CNMH 534	The Professional Counselor; Standards, Ethics & Legal	X		
CNMH 535	Applied Counseling: Adolescent- Adult	X	X	
CNMH 536	Applied Counseling: Pre-Adolescent	X		
CNMH 540	Substance Abuse and Dependency (1.5 credits)		X	X
CNMH 564	Theories of Psychological Development	X (2011)	X	
CNMH 568	Psychopathology	X	X	
CNSA 510	Student Development Theory in Higher Education	Odd Yrs		
CNSA 515	Foundations in Higher Education & Student Affairs		Even yrs	
CNSA 520	Ethical, Legal, and Professional Issues in Student Affairs	Even yrs		
CNSA 525	Student Affairs Administration		Odd yrs	
CNSA 530	Helping Skills for Student Affairs Professionals		Odd yrs	
CNSC 515	Legal and Ethical Issues for the School Counselor	X		X
CNSC 516	Foundations in School Counseling	X	X	
CNSC 523	The School Counselor: Psychological Dev & Clinical Issues	X	X	
CNSC 524	Applied School Counseling	X	X	
CNSC 526	Consultation and Collaboration for School Counselors	X		X
	Fieldwork Courses			
CNSC 580	Adv. Applied Counseling – School Counselor: 5-12	X	X	X
CNSC 570	Adv. Applied Counseling – School Counselor: PreK-8	X	X	X
CNMH 570/580	Adv. Applied Counseling – Mental Health Counselor/Dual	X	X	X
CNSA 570	Adv. Applied Counseling – Higher Education Counselor	X	X	X
CNMH 571	Internship: Mental Health Counselor (3-12)	X	X	X
CNMH 582	Internship: Mental Health Counselor – School Based (3-9)	X	X	X
CNMH 671	CAGS Internship: Mental Health Counselor (3-12)	X	X	X
CNSC 571	Practicum: School Counselor (PreK-8) (3-9)	X	X	X
CNSC 581	Practicum: School Counselor (5-12) (3-9 credits)	X	X	X
CNSC 671	Practicum: Post Master's School Counselor PreK-8 (3-9 cr)	X	X	X
CNSC 681	Practicum: Post Master's School Counselor 5-12 (3-9 cr)	X	X	X
CNSA 571	Internship: Student Affairs Counselor (3-12 credits)	X	X	X
	Elective Courses			
CNGC 502	Research (Thesis)	X	X	X
CNGC 503	Directed Study (1-3 credits)	X	X	X
CNGC 504	Research and Evaluation II		X	
CNGC 542	Group II: The Facilitation of the Group Experience			Even yrs
CNGC 544	Introduction to Reality Therapy	X		
CNGC 560	Special Topics (1.5 – 3 credits)	X	X	X
CNGC 561	Grief Counseling			X
CNGC 567	Marital and Family Therapy		X	X

CNGC 585	Capstone in Counseling: Portfolio Project	X	X	
CNGC 586	Capstone in Counseling: Project Paper		X	
CNSA 560	Special Topics in Student Affairs (1.5 - 3 credits)	X	X	X
CNSC 560	Special Topics in School Counseling (1.5 – 3 credits)	X	X	X
CNGC 610	Counselor Supervision	Even yrs		
CNGC 620	Multicultural Counseling II		Even yrs	
CNGC 625	Enhancing Counseling and Prevention through Technology	Even yrs		
CNGC 630	Child and Adolescent Psychopathology		Even yrs	

## Mental Health Counseling

This 60 credit program is for those seeking license as a Mental Health Counselor in the state of Massachusetts. Students will need to meet the requirements of the Massachusetts Board of Registration, which are in effect at the time of your anticipated graduation. Therefore, this working document is based on current regulations. As these regulations may change at any time, it is the student's responsibility to keep abreast of any changes. **Students** are responsible to insure that their program of study meets regulations at the time they apply for licensure. Please check your program specific Blackboard site: **VC261-01 M.Ed. in Counseling – Mental Health Counseling** for updates and changes to the Massachusetts Board of Registration regulations. **Since course offerings depend upon factors such as student enrollment, course offerings may change. It is the student's responsibility to check Blackboard and with their advisor to modify this plan as course offerings change.**

_____	CNGC528*	Counseling and Development (3 credits)
_____	CNGC529*	Multicultural Counseling (3 credits) <i>Prerequisite: CNGC 528 or concurrent</i>
_____	CNGC500*	Research and Evaluation (3 credits)
-----		
_____	CNMH534	The Professional Counselor: Standards, Ethics, & Legal Issues (3 credits)
_____	CNMH535	Applied Counseling: Adolescent-Adult (3 credits) <i>Prerequisite: CNGC 528</i>
_____	CNMH536	Applied Counseling: Pre-Adolescent (3 credits)
_____	CNGC538	Group I: Theory and Process of Group Interaction (3 credits) <i>Prerequisite: CNGC 528</i>
_____	CNMH568	Psychopathology (3 credits) <i>Prerequisite: CNGC 528</i>
-----		
_____	CNMH532	Psychological Assessment (3 credits) <i>Prerequisite: CNGC 500</i>
_____	CNGC539	Introduction to Career Counseling (3 credits)
_____	CNMH564	Theories of Psychological Development (3 credits) <i>Prerequisite: CNGC 528</i>
_____	CNMH540	Substance Abuse and Dependency (1.5 credits)
_____	CNGC563	Psychopharmacology for Non-medical Professionals (3 credits)
_____	CNGC520	Group Experience (Pass/No Pass – 0 credits)
-----		
_____	CNMH570	Advanced Applied Counseling: Mental Health Counselor (100 hours; 3 credits) <i>Prerequisites: CNGC 520 or concurrent, CNGC 528, CNGC 529, CNMH 534, CNMH 535, CNMH 568, and a practicum application approved by the Director of Fieldwork</i>
_____	CNMH571	Internship: Mental Health Counselor (Total of 600 hours; 12 credits)** <i>Prerequisite: CNMH 536 or concurrent, CNGC 538, CNGC 563 or concurrent, CNMH 540 or concurrent, CNMH 570 or CNMH 580, and a Fieldwork application approved by the Director of Fieldwork.</i>
7.5 Credits of Electives (at the 500 level or above)		
_____	_____	1. _____ (3 credits)
_____	_____	2. _____ (3 credits)
_____	_____	3. _____ (1.5 credits)
Capstone experience _____		

\* To be taken within the first 15 credits.

\*\*Students would meet with their advisor to plan their fieldwork experience. Students seeking licensure as a Mental Health Counselor (LMHC) must complete a minimum of 600 hours of fieldwork at a mental health site. Students may work 10-40 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits; 40 hours per week/600 total hours = 12 credits. Students must attend a clinical seminar each semester they are involved in field experience. **This program is for students admitted after May 2010.**

### Mental Health Counseling – Dual License

This 66 credit program is for those seeking dual licensure as a Licensed Mental Health Counselor (LMHC) in the state of Massachusetts and a School Adjustment Counselor License with the Department of Education. Students will need to meet the requirements and regulations set forth by the Massachusetts Board of Registration and the Department of Education that are in effect at the time of your anticipated graduation. Therefore, this working document is based on current regulations. As these regulations may change at any time, it is the student's responsibility to keep abreast of any changes. **Students** are responsible to insure that their program of study meets regulations at the time they apply for licensure. Please check your program specific Blackboard site: VC265-001 M.Ed. in Counseling – Mental Health Counseling – Dual License for updates and changes to the Massachusetts Board of Registration and the Department of Education regulations. **Since course offerings depend upon factors such as student enrollment, course offerings may change. It is the student's responsibility to check Blackboard and with their advisor to modify this plan as course offerings change.**

_____	CNGC528	Counseling and Development (3 credits)
_____	CNGC529	Multicultural Counseling (3 credits) <i>Prerequisite: CNGC 528 or concurrent</i>
_____	CNGC500	Research and Evaluation (3 credits)
-----		
_____	CNMH534	The Professional Counselor: Standards, Ethics, & Legal Issues (3 credits)
_____	CNMH535	Applied Counseling: Adolescent-Adult (3 credits) <i>Prerequisite: CNGC 528</i>
_____	CNMH536	Applied Counseling: Pre-Adolescent (3 credits)
_____	CNGC538	Theory and Process of Group Interaction (3 credits) <i>Prerequisite: CNGC 528</i>
_____	CNMH568	Psychopathology (3 credits) <i>Prerequisite: CNGC 528</i>
_____	CNGC 563	Psychopharmacology for Non-medical Professionals (3 credits)
_____	CNGC 520	Group Experience (Pass/No Pass – 0 credits)
-----		
_____	CNMH532	Psychological Assessment (3 credits) <i>Prerequisite: CNGC 500</i>
_____	CNGC539	Introduction to Career Counseling (3 credits)
_____	CNMH564	Theories of Psychological Development (3 credits) <i>Prerequisite: CNGC 528</i>
_____	CNGC 582	Principles and Methods of Community Counseling & Consultation (3 credits)
_____	CNMH 540	Substance Abuse & Dependency (1.5 credits)
-----		
_____	CNMH580	Advanced Applied Counseling: Mental Health Counselor – Dual License (100 hours; 3 credits) <i>Prerequisites: CNGC 520 or concurrent, CNGC 528, CNGC 529, CNMH 534, CNMH 535, CNMH 568, and a practicum application approved by the Director of Fieldwork</i>
_____	CNMH 571	Internship: Mental Health Counselor (Total of 450 hours; 9 credits)** <i>Prerequisite: CNGC 536 or concurrent, CNGC 538, CNGC 563 or concurrent, CNMH 540 or concurrent, CNMH 570 or CNMH 580, and a fieldwork application approved by the Director of Fieldwork.</i>
_____	CNMH 582	Internship: Mental Health Counselor – Dual License - (Total of 450 hours; 9 credits)** <i>Prerequisite: CNMH 536 or concurrent, CNGC 538, CNGC 563 or concurrent, CNMH 540 or concurrent, CNMH 570 or CNMH 580, and a fieldwork application approved by the Director of Fieldwork.</i>
_____	_____	Four and One Half (4.5) Credits of Electives (at the 500 level or above)
_____	_____	1. _____ (1.5 credits)
_____	_____	2. _____ (3 credits)
_____	_____	Comprehensive Exam _____

\*\*Students would meet with their advisor to plan their fieldwork experience. Students pursuing a LMHC and a license as a School Social Worker/School Adjustment Counselor must complete a minimum of 450 hours of fieldwork at a mental health site and 450 hours at a school-based site mental health site. Students may work 10-40 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester: 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits; 40 hours per week/600 total hours = 12 credits. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum of three total seminars.

**For students admitted after May 1, 2010.**

### School Counseling (PreK-8)

The Master's degree program in School Counseling is an accredited program through the national accrediting body, The Council for Accreditation of Counseling and Related Educational Programs (CACREP). This 51credit program is for those seeking initial licensure as a School Counselor (PreK-8) in the state of Massachusetts by the Department of Elementary and Secondary Education. Students will need to meet the Massachusetts Department of Elementary and Secondary Education regulations, which are in effect at the time of your anticipated graduation. Therefore, this working document is based on current regulations. As these regulations may change at any time, it is the student's responsibility to keep abreast of any changes. **Students** are responsible to insure that their program of study meets regulations at the time they apply for licensure. Please check your program specific Blackboard site: **VC260-01 M.Ed. in Counseling – School Counseling** for updates and changes in Department of Elementary and Secondary Education regulations. Contact the Educator Licensure Office (508-531-1228) if you have questions or would like more information regarding licensure. **Since course offerings depend upon factors such as student enrollment, course offerings may change. It is the student's responsibility to check Blackboard and with their advisor to modify this plan as course offerings change.**

#### General Counseling: Core Courses

_____	CNGC528	Counseling and Development (3 credits)
_____	CNGC529	Multicultural Counseling (3 credits) <i>Prerequisite: CNGC 528 or concurrent</i>
_____	CNGC500	Research and Evaluation (3 credits)
_____	CNGC538	Group I: Theory and Practice of Group Interaction (3 credits) <i>Prereq: CNGC 528</i>
_____	CNGC520	Group Experience (Pass/No Pass – 0 credits)
_____	CNGC539	Introduction to Career Counseling (3 credits)

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#### School Counseling: Core Courses

_____	CNSC 516	Foundations of School Counseling (3 credits) <i>Prerequisite: CNGC 528</i>
_____	CNSC 515	Ethical and Legal Issues for the School Counselor (3 credits)
_____	CNSC523	The School Counselor: Psychological Development and Clinical Issues (3 cr) <i>Prerequisite: CNGC 528 or concurrent, matriculation in the MED or Post-Master's program, or consent of instructor</i>
_____	CNSC524	Applied School Counseling (3 credits) <i>Prerequisites: CNSC 516 or concurrent, and CNGC 528, or concurrent</i>
_____	CNSC 526	Consultation and Collaboration for School Counselors (3 credits)

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#### School Counseling Fieldwork:

_____	CNSC570	Advanced Applied Counseling - School Counselor: (PreK-8) (100 hours; 3 credits) <i>Prerequisites: CNGC 520 or concurrent, CNGC 528, CNGC 529, CNSC 516, CNSC 524, and an application approved by the Director of Fieldwork</i>
_____	CNSC 571	Practicum: School Counselor (PreK-8) (Total of 600 hours; 12 credits**) <i>Prerequisite: CNGC 538, CNSC 515, CNSC 523, CNSC 526, CNSC570 and an application approved by the Director of Fieldwork</i>
_____	_____	Six Credits of Electives (at the 500 level or above)
_____	_____	1. _____
_____	_____	2. _____
_____	_____	Comprehensive Exam _____

\*\*Students would meet with their advisor to plan their fieldwork experience. Students would need to complete their 600 hours of fieldwork in a minimum of two semesters and a maximum of four semesters. Students may work 10-30 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits. Students must attend a clinical seminar each semester they are involved in field experience.

This program is for students admitted after May 1, 2008, revised March 2010.

### School Counseling (5-12)

The Master's degree program in School Counseling is an accredited program through the national accrediting body, The Council for Accreditation of Counseling and Related Educational Programs (CACREP). This 51credit program is for those seeking initial licensure as a School Counselor (5-12) in the state of Massachusetts by the Department of Elementary and Secondary Education. Students will need to meet the Massachusetts Department of Elementary and Secondary Education regulations, which are in effect at the time of your anticipated graduation. Therefore, this working document is based on current regulations. As these regulations may change at any time, it is the student's responsibility to keep abreast of any changes. **Students** are responsible to insure that their program of study meets regulations at the time they apply for licensure. Please check your program specific Blackboard site: **VC260-01 M.Ed. in Counseling – School Counseling** for updates and changes in Department of Elementary and Secondary Education regulations. Contact the Educator Licensure Office (508-531-1228) if you have questions or would like more information regarding licensure. **Since course offerings depend upon factors such as student enrollment, course offerings may change. It is the student's responsibility to check Blackboard and with their advisor to modify this plan as course offerings change.**

#### General Counseling: Core Courses

_____	CNGC528	Counseling and Development (3 credits)
_____	CNGC529	Multicultural Counseling (3 credits) <i>Prerequisite: CNGC 528 or concurrent</i>
_____	CNGC500	Research and Evaluation (3 credits)
_____	CNGC538	Group I: Theory and Practice of Group Interaction (3 credits) <i>Prereq: CNGC 528</i>
_____	CNGC520	Group Experience (Pass/No Pass – 0 credits)
_____	CNGC539	Introduction to Career Counseling (3 credits)

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#### School Counseling: Core Courses

_____	CNSC 516	Foundations of School Counseling (3 credits) <i>Prerequisite: CNGC 528</i>
_____	CNSC 515	Ethical and Legal Issues for the School Counselor (3 credits)
_____	CNSC523	The School Counselor: Psychological Development and Clinical Issues (3 cr) <i>Prerequisite: CNGC 528 or concurrent, matriculation in the MED or Post-Master's program, or consent of instructor</i>
_____	CNSC524	Applied School Counseling (3 credits) <i>Prerequisites: CNSC 516 or concurrent, and CNGC 528 or concurrent</i>
_____	CNSC 526	Consultation and Collaboration for School Counselors (3 credits)

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#### School Counseling Fieldwork:

_____	CNSC580	Advanced Applied Counseling - School Counselor: (5-12) (100 hours; 3 credits) <i>Prerequisites: CNGC 520 or concurrent, CNGC 528, CNGC 529, CNSC 516, CNSC 524, and an application approved by the Director of Fieldwork</i>
_____	CNSC 581	Practicum: School Counselor (5-12) (Total of 600 hours; 12 credits**) <i>Prerequisite: CNGC 538, CNSC 515, CNSC 523, CNSC 526, CNSC580 and an application approved by the Director of Fieldwork</i>
Six Credits of Electives (at the 500 level or above)		
_____	_____	1. _____
_____	_____	2. _____
Comprehensive Exam _____		

\*\*Students would meet with their advisor to plan their fieldwork experience. Students would need to complete their 600 hours of fieldwork in a minimum of two semesters and a maximum of four semesters. Students may work 10-30 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits. Students must attend a clinical seminar each semester they are involved in field experience.

This program is for students admitted after May 1, 2008, revised March 2010

### CAGS in Mental Health Counseling

This Certificate of Advanced Graduate Study is designed for persons with a master's degree in counseling, which has included an applied counseling internship with clinical supervision, who wish to seek licensure as a Mental Health Counselor in the state of Massachusetts. Students will need to meet the requirements of the Massachusetts Board of Registration, which are in effect at the time of their anticipated graduation. Therefore, this working document is based on current regulations. As these regulations may change at any time, it is the student's responsibility to keep abreast of any changes. **Students** are responsible to insure that their program of study meets regulations at the time they apply for licensure. Please check your program specific Blackboard site: **VC264-01 CAGS - Mental Health Counseling** for updates and changes to the Massachusetts Board of Registration regulations. You must complete a minimum of 30 credits and fulfill the following requirements either through your master's degree or with courses and fieldwork experience as part of your CAGS program.

_____	CNGC528	Counseling and Development (3 credits)
_____	CNGC529	Multicultural Counseling (3 credits)
_____	CNGC500	Research and Evaluation (3 credits)
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_____	CNMH534	The Professional Counselor: Standards, Ethics, & Legal Issues (3 credits)
_____	CNMH535	Applied Counseling: Adolescent-Adult (3 credits) <i>Prerequisite: CNGC 528</i>
_____	CNMH536	Applied Counseling: Pre-Adolescent (3 credits)
_____	CNGC538	Theory and Process of Group Interaction (3 credits) <i>Prerequisite: CNGC 528</i>
_____	CNMH568	Psychopathology (3 credits) <i>Prerequisite: CNGC 528</i>
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_____	CNMH532	Psychological Assessment (3 credits)
_____	CNGC539	Introduction to Career Counseling (3 credits)
_____	CNMH564	Theories of Psychological Development (3 credits)
_____	CNGC 563	Psychopharmacology for Non-medical Professionals (3 credits)
_____	CNMH 540	Substance Abuse and Dependency (1.5 credits)
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_____	CNMH570	Advanced Applied Counseling: Mental Health Counselor (100 hours; 3 credits) <i>Prerequisites: CNGC 528, CNGC 529, CNMH 534, CNMH 535, CNMH 568, and a practicum application approved by the Director of Fieldwork</i>
_____	CNMH 671	CAGS Internship: Mental Health Counselor (Total of 600 hours; 12 credits)** <i>Prerequisite:, CNGC 538, CNMH 536 or concurrent, CNGC 563 or concurrent, CNMH 540 or concurrent, CNMH 570, and a fieldwork application approved by the Director of Fieldwork</i>

\*\*Students would meet with their advisor to plan their fieldwork experience. Students may work 10-30 hours per 15 week semester and will register for 3 credits for each 150 hours of field work they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum of two total seminars.

**This program is for students admitted after May 1, 2010.**

**NOTE: CAGS Program Planning is based on the Massachusetts Board of Registration regulations. Therefore, planning is ongoing and subject to change.**

### Post Master's Licensure in School Counseling PreK-8

The Post Master's Certificate program is designed for individuals who seek initial licensure as a school counselor, and who possess an applied degree in counseling or a related field (i.e. social work, clinical psychology), which has included a formal, supervised internship experience. Each student plans their program of study with a faculty advisor in accordance with the current BSC requirements for licensure as a school counselor, which are aligned with licensure requirements established by the Massachusetts Department of Elementary and Secondary Education. The program will complement previous master's level coursework, and will include all appropriate field experiences and a capstone experience. Students will need to meet the Massachusetts Department of Elementary and Secondary Education regulations, which are in effect at the time of their anticipated graduation. Therefore, this working document is based on current regulations. As these regulations may change at any time, it is the student's responsibility to keep abreast of any changes. **Students** are responsible to insure that their program of study meets regulations at the time they apply for licensure. Please check your program specific Blackboard site: **VC263-01Post Masters Certificate Program – School Counseling** for updates and changes in Department of Elementary and Secondary Education regulations. Contact the Educator Licensure Office (508-531-1228) if you have questions or would like more information regarding licensure. **Since course offerings depend upon factors such as student enrollment, course offerings may change. It is the student's responsibility to check Blackboard and with their advisor to modify this plan as course offerings change.**

#### General Counseling: Core Courses

_____	CNGC528	Counseling and Development (3 credits)
_____	CNGC529	Multicultural Counseling (3 credits)
_____	CNGC500	Research and Evaluation (3 credits)
_____	CNGC538	Group I: Theory and Practice of Group Interaction (3 credits)
_____	CNGC539	Introduction to Career Counseling (3 credits)

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#### School Counseling: Core Courses

_____	CNSC 516	Foundations of School Counseling (3 credits)
_____	CNSC 515	Ethical and Legal Issues for the School Counselor (3 credits)
_____	CNSC523	The School Counselor: Psychological Development and Clinical Issues (3 cr)
_____	CNSC524	Applied School Counseling (3 credits)
_____	CNSC 526	Consultation and Collaboration for School Counselors (3 credits)

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#### School Counseling Fieldwork:

_____	CNSC570	Advanced Applied Counseling - School Counselor: (PreK-8) (100 hours; 3 credits) <i>Prerequisites: Successful completion of all required post master's courses, approval of the Counselor Education Department, and an application approved by the Director of Fieldwork</i>
_____	CNSC 671	Practicum: School Counselor (PreK-8) (Total of 450 hours; 9 credits**) <i>Prerequisite: CNSC570 and an application approved by the Director of Fieldwork</i>

\*\*Students would meet with their advisor to plan their fieldwork experience. Students would need to complete their 450 hours of fieldwork in a maximum of three semesters. Students may work 10-30 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits. Students must attend a clinical seminar each semester they are involved in field experience.

This program is for students admitted after May 1, 2011.

### Post Master's Licensure in School Counseling 5-12

The Post Master's Certificate program is designed for individuals who seek initial licensure as a school counselor, and who possess an applied degree in counseling or a related field (i.e. social work, clinical psychology), which has included a formal, supervised internship experience. Each student plans their program of study with a faculty advisor in accordance with the current BSC requirements for licensure as a school counselor, which are aligned with licensure requirements established by the Massachusetts Department of Elementary and Secondary Education. The program will complement previous master's level coursework, and will include all appropriate field experiences and a capstone experience. Students will need to meet the Massachusetts Department of Elementary and Secondary Education regulations, which are in effect at the time of their anticipated graduation. Therefore, this working document is based on current regulations. As these regulations may change at any time, it is the student's responsibility to keep abreast of any changes. **Students** are responsible to insure that their program of study meets regulations at the time they apply for licensure. Please check your program specific Blackboard site: **VC263-01 Post Masters Certificate Program – School Counseling** for updates and changes in Department of Elementary and Secondary Education regulations. Contact the Educator Licensure Office (508-531-1228) if you have questions or would like more information regarding licensure. **Since course offerings depend upon factors such as student enrollment, course offerings may change. It is the student's responsibility to check Blackboard and with their advisor to modify this plan as course offerings change.**

#### General Counseling: Core Courses

_____	CNGC528	Counseling and Development (3 credits)
_____	CNGC529	Multicultural Counseling (3 credits)
_____	CNGC500	Research and Evaluation (3 credits)
_____	CNGC538	Group I: Theory and Practice of Group Interaction (3 credits)
_____	CNGC539	Introduction to Career Counseling (3 credits)

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#### School Counseling: Core Courses

_____	CNSC 516	Foundations of School Counseling (3 credits)
_____	CNSC 515	Ethical and Legal Issues for the School Counselor (3 credits)
_____	CNSC523	The School Counselor: Psychological Development and Clinical Issues (3 cr)
_____	CNSC524	Applied School Counseling (3 credits)
_____	CNSC 526	Consultation and Collaboration for School Counselors (3 credits)

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#### School Counseling Fieldwork:

_____	CNSC580	Advanced Applied Counseling - School Counselor: (5-12) (100 hours; 3 credits) <i>Prerequisites: Successful completion of all required post master's courses, approval of the Counselor Education Department, and a fieldwork application approved by the Director of Fieldwork</i>
_____	CNSC 581	Practicum: School Counselor (5-12) (Total of 600 hours; 12 credits**) <i>Prerequisite: CNSC580 and an application approved by the Director of Fieldwork</i>

\*\*Students would meet with their advisor to plan their fieldwork experience. Students would need to complete their 450 hours of fieldwork in a maximum of three semester. Students may work 10-30 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits. Students must attend a clinical seminar each semester they are involved in field experience.

This program is for students admitted after May 1, 2011

# Fieldwork Forms

**Please refer to your program specific Blackboard site for the most updated fieldwork forms.**

## Advanced Applied/Fieldwork Application Packet Checklist

*Students who want to register for fieldwork must complete this application by the first Monday in November for the Spring semester and the first Monday in April for the summer and/or Fall semesters.*

- \_\_\_\_\_ Is every line of the *Individualized Fieldwork Form* completed?
- \_\_\_\_\_ Is the *Supervision Contract* completed?
- \_\_\_\_\_ Have all of the required signatures been attained?
- \_\_\_\_\_ Have you provided your site supervisor with a copy of the required competencies for your fieldwork experience?
- \_\_\_\_\_ Have you insured that the site supervisor has the necessary licensure to provide supervision? Please note that this responsibility is that of the student and not the Department of Counselor Education.
- \_\_\_\_\_ Have you provided your advisor with an updated copy of your transcripts as proof of meeting pre-requisite academic work?
- \_\_\_\_\_ Have you signed the *Learning Contract* and submitted it to your advisor?
- \_\_\_\_\_ Have you attended a Fieldwork Orientation Session?
- \_\_\_\_\_ Have you initiated the CORI check process (if applicable)?
- \_\_\_\_\_ Have you attained copies and reviewed the appropriate licensure regulations and applications for your program of study?
- \_\_\_\_\_ Have you reviewed the earliest and latest start dates for your fieldwork experience posted on Blackboard? Any hours completed prior to the earliest approved start date may not be documented.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Fieldwork Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Site Supervisor:

Thank you for your interest in participating as a site Supervisor for one of our graduate students from the Department of Counselor Education at Bridgewater State University. The pre- practicum experience is intended to expose the student to the range of responsibilities and roles typically engaged in by counselors in the selected setting. Although students initially may be more heavily involved in “observing” and “assisting” activities with some “full responsibility”, this should change over time. More specifically, by the end of the pre- practicum experience, students will be involved in more “full responsibility” activities.

Pre- practicum sites should be able to provide our students with a competency-based experience in the following areas (when applicable):

- Assessment/evaluation of clients
- Individual Counseling
- Group Counseling
- Consultation/Liaison activities
- Career/Vocational/Academic assessment, guidance, and counseling
- Prevention
- Technology (if available)
- An emphasis on Professional Standards/Ethics and Diversity is expected to be actively integrated throughout the (pre-) practicum experience.

I would like to take this opportunity to outline supervisor, BSU course instructor, and student responsibilities so that you can make an informed decision.

**On-site Supervisor Responsibilities:**

- Meet a minimum of one hour weekly with the student to supervise, discuss and evaluate counseling cases and the ongoing activities of the Counseling role for which the student is being trained. We encourage supervisors to utilize audio/video tapes
- Assist the student in self-evaluation/reflection.
- Assess student performance using the provided BSU competency based (Pre-) Practicum Evaluation Form
- Participate in on-site and/or telephone conferences with the assigned BSU course instructor and the student for the purpose of evaluating the student’s progress and to support student development as a professional school counselor
- Possess the appropriate degree, experience, and license necessary to supervise the student

**BSU Course Instructor Responsibilities:**

- Meet weekly with student in a semester long course (Advanced Applied Counseling)
- Provide instruction on the identified competency areas

- Assist the student in self-evaluation/reflection
- Assess student through the use of case presentation(s), video/audiotaped counseling sessions, process recordings, course participation, and satisfactory completion of all other (pre-) practicum related program requirements
- Communication with the on-site supervisor regarding student progress

Student Responsibilities:

- Actively participate in and fulfill all requirements of the Advanced Applied course
- 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, School Guidance Counselor, or Student Affairs Counselor)
- Perform assigned duties in a manner which recognizes, respects, and appropriately responds to client diversity and maintains the highest professional standards/professionalism
- Actively utilize and participate in the supervisory experience, and to bring any serious issues to the immediate attention of their on-site supervisor and college seminar instructor
- Timely completion and submission of all required paperwork each semester to BSU seminar instructor

I hope that this information is helpful. Please feel free to contact me with any questions you may have. Thank you again.

M. Nikki Freeburg, PhD  
Assistant Professor and Director of Fieldwork  
Department of Counselor Education  
Kelly Gymnasium, Room 110  
Phone 508.531.1490  
Fax 508.531.2961  
[mfreeburg@bridgew.edu](mailto:mfreeburg@bridgew.edu)

Dear Site Supervisor:

Thank you for your interest in participating as a site Supervisor for one of our graduate students in the Counseling Programs at Bridgewater State University. The fieldwork experience is intended to involve the intern in the range of responsibilities and roles typically engaged in by counselors in the selected setting. Interns will primarily be involved in “full responsibility” and “assisting” activities, with minimal “observing”.

All fieldwork sites must be able to provide our students with a competency-based experience in all of the following areas:

- Assessment/evaluation of clients (psycho-socioemotional)
- Individual Counseling
- Group Counseling
- Consultation/Liaison activities
- Career/Vocational/Academic assessment, guidance, and counseling
- Prevention
- Technology
- An emphasis on Professional Standards/Ethics and Diversity is expected to be actively integrated throughout the internship experience.

I would like to take this opportunity to outline supervisor, BSU seminar instructor, and intern responsibilities so that you can make an informed decision.

**On-site Supervisor Responsibilities:**

- 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. We encourage supervisors to utilize audio/video tapes
- Assist the intern in self-evaluation/reflection
- 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, using the developed Activities/Outcomes document as a guide
- Participate in on-site and/or telephone conferences 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
- Possess the appropriate degree, experience, license and/or certification necessary to supervise the intern.

**BSU Seminar Instructor Responsibilities:**

- 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, presentation of technology enhanced prevention project, and satisfactory completion of all other fieldwork related program requirements
- Formal (minimum one on-site visit per semester) and informal communication, as needed, with the on-site supervisor regarding intern progress

Intern Responsibilities:

- 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, School Guidance Counselor, or Student Affairs Counselor)
- Perform assigned duties in a manner which recognizes, respects, and appropriately responds to client diversity and maintains the highest professional standards/professionalism
- 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 college seminar instructor
- Timely completion and submission of all required paperwork each semester to BSU seminar instructor

I hope that this information is helpful. Please feel free to contact me with any questions you may have. Thank you again.

M. Nikki Freeburg, PhD  
Assistant Professor and Director of Fieldwork  
Department of Counselor Education  
Kelly Gymnasium, Room 110  
Phone 508.531.1490  
Fax 508.531.2961  
[mfreeburg@bridgew.edu](mailto:mfreeburg@bridgew.edu)

**Fieldwork Extension Request Form**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Banner ID #: \_\_\_\_\_

- Counseling Program: \_\_\_\_\_ Mental Health  
 \_\_\_\_\_ School Counseling PreK-8 or 5-12 (circle one)  
 \_\_\_\_\_ Student Affairs  
 \_\_\_\_\_ Mental Health Dual License  
 \_\_\_\_\_ CAGS Mental Health  
 \_\_\_\_\_ Post Master’s Certificate in School Counseling  
 PreK-8 or 5-12 (circle one)

Advisor: \_\_\_\_\_

Requesting a **10 day** extension for my fieldwork application in:

\_\_\_\_\_

Course #	Name of Course
Semester: _____	

Reason for request: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Department of Counselor Education  
Individualized Fieldwork Agreement**

***This form must be completed electronically, with the exception of the signatures.*** Only one site may be reflected on this form. Complete only the necessary number of semesters necessary per plan of study. Check the appropriate items by placing an X next to them. Note, in some cases a student may void the first column if Advanced Applied has been completed at a different site.

Check only one:

**School Counseling**

**Mental Health** \_\_\_\_

**Mental Health Dual**

Pre K-8 \_\_\_\_

MH setting \_\_\_\_

5-12 \_\_\_\_

School setting \_\_\_\_

	<b>Semester</b> Fall 20__ Spring 20__ Summer 20__	<b>Semester</b> Fall 20__ Spring 20__ Summer 20__	<b>Semester</b> Fall 20__ Spring 20__ Summer 20__	<b>Semester</b> Fall 20__ Spring 20__ Summer 20__	<b>Semester</b> Fall 20__ Spring 20__ Summer 20__
<b>Course</b>	Adv. Applied	Fieldwork	Fieldwork	Fieldwork	Fieldwork
<b>Credits</b>	3 ____ (check one)	3 ____ 6 ____ 9 ____ 12 ____	3 ____ 6 ____ 9 ____ 12 ____	3 ____ 6 ____ 9 ____ 12 ____	3 ____ 6 ____ 9 ____ 12 ____
<b>Fieldwork Hours</b>	100 ____	150 ____ 300 ____ 450 ____ 600 ____	150 ____ 300 ____ 450 ____ 600 ____	150 ____ 300 ____ 450 ____ 600 ____	150 ____ 300 ____ 450 ____ 600 ____
<b>Estimated Hours</b>	Hrs per Wk ____ # of Wks ____	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 numbers: Day: \_\_\_\_\_ Evening: \_\_\_\_\_

Student email address: \_\_\_\_\_ Student Banner #: \_\_\_\_\_

**Site information**

Site name: \_\_\_\_\_

Site address: \_\_\_\_\_  
(Street) (City) (Zip code)

Site telephone number: \_\_\_\_\_ Site fax number: \_\_\_\_\_

**Supervisor information**

Supervisor name: \_\_\_\_\_

Supervisor email address: \_\_\_\_\_

Supervisor title: \_\_\_\_\_ Degree: \_\_\_\_\_

Supervisor telephone number: \_\_\_\_\_

**Important Notifications:**

1. Original copy of 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 student's advisor's professional judgment and best practices.
3. 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 Advisor signature \_\_\_\_\_ Date: \_\_\_\_\_

BSU Fieldwork Director \_\_\_\_\_ Date: \_\_\_\_\_

**The original copy of all signatures must be on file with the Department of Counselor Education.**



## Department of Counselor Education Individualized Fieldwork Agreement

### Student Affairs

***This form must be completed electronically, with the exception of signatures. Only one site may be reflected on this form. Complete only the necessary number of semesters necessary per plan of study. Check the appropriate items by placing an X next to them. Note, in some cases a student may void the first column if Advanced Applied has been completed at a different site.***

	<b>Semester</b> Fall 20__ Spring 20__ Summer 20__	<b>Semester</b> Fall 20__ Spring 20__ Summer 20__
<b>Course</b>	Adv. Applied	Fieldwork
<b>Credits</b>	3	3
<b>Fieldwork Hours</b>	150	150
<b>Estimated Hours</b>	Hrs per Wk ____ # of Wks ____	Hrs per Wk ____ # of Wks ____

#### Student information

Student name: \_\_\_\_\_

Student address: \_\_\_\_\_  
(Street) (City) (Zip code)

Student telephone numbers: Day: \_\_\_\_\_ Evening: \_\_\_\_\_

Student email address: \_\_\_\_\_ Student Banner #: \_\_\_\_\_

#### Site information

Site name: \_\_\_\_\_

Site address: \_\_\_\_\_  
(Street) (City) (Zip code)

Site telephone number: \_\_\_\_\_ Site fax number: \_\_\_\_\_

**Supervisor information**

Supervisor name: \_\_\_\_\_

Supervisor email address: \_\_\_\_\_

Supervisor title: \_\_\_\_\_ Degree: \_\_\_\_\_

Supervisor telephone number: \_\_\_\_\_

**Important Notifications:**

- 1. Original copy of 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 student’s advisor’s professional judgment and best practices.
- 3. 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 Advisor signature \_\_\_\_\_ Date: \_\_\_\_\_

BSU Fieldwork Director \_\_\_\_\_ Date: \_\_\_\_\_

**The original copy of all signatures must be on file with the Department of Counselor Education.**

**FIELDWORK INFORMATION FORM**

**To be completed on the first day of class (Advanced Applied or Fieldwork).**

Student name \_\_\_\_\_

Address \_\_\_\_\_

Cell Phone \_\_\_\_\_ Home Phone \_\_\_\_\_

Work Phone \_\_\_\_\_ E-Mail Address \_\_\_\_\_

**Site Information**

Site Supervisor \_\_\_\_\_

Site Name \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_

Email \_\_\_\_\_

Fieldwork Schedule (per policy, exact hours need to be evenly distributed throughout the semester):

Monday: (ex. 8 am-3 pm)_____	Daily hours: _____
Tuesday: _____	Daily hours: _____
Wednesday: _____	Daily hours: _____
Thursday: _____	Daily hours: _____
Friday: _____	Daily hours: _____
Saturday: _____	Daily hours: _____
Sunday: _____	Daily hours: _____
	Total weekly hours _____
	Total Semester Hours _____

Day(s) and time of weekly supervision:

\_\_\_\_\_

\_\_\_\_\_  
(Signature of student)

\_\_\_\_\_  
(Date)

## Supervision Contract Mental Health Counseling

### Requirements:

1. Supervisor has a Massachusetts State Licensure Board acknowledged license:
  - a. An LMHC; a currently licensed mental health counselor.
  - b. A CCMHC; a Certified Clinical Mental Health Counselor who holds a currently valid certificate.
  - c. A licensed mental health practitioner who:
    - i. Has a master's degree in social work and is licensed for independent clinical practice.
    - ii. Has a master's degree in marriage and family therapy.
    - iii. Has a doctoral degree in clinical, counseling or developmental psychology or a medical degree with a sub-specialization in psychiatry.
  - d. An out of state supervisor who is a licensed mental health practitioner (n states that have licensure in their discipline) and who meets the qualification for licensure for independent clinical practice in Massachusetts in his/her respective discipline.
2. Supervisor has at least five years of post graduation experience.
3. The clinical site in which the student will engage in fieldwork is neither individual nor group private practice.
4. Supervision hours must be a minimum of 50 consecutive minutes once a week.
5. Individual supervision may not exceed triadic supervision numbers (2 students to 1 approved supervisor)
6. There must be an identified emergency contact person on site at all times that the intern is on site.
7. Student interns will not be allowed to provide clients with their own personal phone numbers or personal email addresses for scheduling and other site relevant activities.
8. Student interns in their first 100 hours of fieldwork must have a minimum of ten hours of individual supervision using direct observation or contemporary audio and/or visual recording techniques.
9. Every opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients shall be provided.
10. Student interns will be provided with the opportunity to attain the necessary individual and group direct client contact hours as defined by the competencies required in conjunction to the amount of credit hours the student has enrolled. The student intern is obligated to provide this list of competencies to the site supervisor.
11. In the event that a student intern continues to engage in fieldwork during the winter break (mid December to mid January) faculty from the Department of Counselor Education will not be available for consultation.

**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** \_\_\_\_\_.

## Supervision Contract - Mental Health Counseling/Dual Licensure

### Requirements:

1. Mental Health site: Supervisor has a Massachusetts State Licensure Board acknowledged license.
  - a. An LMHC; a currently licensed mental health counselor.
  - b. A CCMHC; a Certified Clinical Mental Health Counselor who holds a currently valid certificate.
  - c. A licensed mental health practitioner (someone who has passed the NCMHCE) who:
    - i. Has a master's degree in social work and is licensed for independent clinical practice.
    - ii. Has a master's degree in marriage and family therapy.
    - iii. Has a doctoral degree in clinical, counseling or developmental psychology or a medical degree with a sub-specialization in psychiatry.
  - d. An out of state supervisor who is a licensed mental health practitioner (in states that have licensure in their discipline) and who meets the qualification for licensure for independent clinical practice in Massachusetts in his/her respective discipline.
2. School Adjustment site: Supervisor has a professional level license with the Department of Elementary and Secondary Education (Social Work/School Adjustment Counselor). *Supervisor has at least five years of post graduation experience and one of the above mentioned credentials in item #1).*
3. The clinical site in which the student will engage in fieldwork is neither individual nor group private practice.
4. Supervision hours must be a minimum of 50 consecutive minutes once a week.
5. Individual supervision may not exceed triadic supervision numbers (2 students to 1 approved supervisor)
6. There must be an identified emergency contact person for the intern at all times that the intern is on site.
7. Student interns will not be allowed to provide clients with their own personal phone numbers for scheduling and other site relevant activities.
8. Student interns in their first 100 hours of fieldwork must have a minimum of ten hours of individual supervision using direct observation or contemporary audio and/or visual recording techniques.
9. Every opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients shall be provided.
10. Student interns will be provided with the opportunity to attain the necessary individual and group direct client contact hours as defined by the competencies required in conjunction to the amount of credit hours the student has enrolled. The student intern is obligated to provide this list of competencies to the site supervisor.
11. In the event that a student intern continues to engage in fieldwork during the winter break (mid December to mid January) faculty from the Department of Counselor Education will not be available for consultation.

**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** \_\_\_\_\_.

**Bridgewater State University**  
**Competency Based Activities/Outcomes**  
**Advanced Applied**  
**Mental Health Counseling, Mental Health Dual, and Mental Health CAGS**  
**Course Numbers: CNMH 570 or 580**

<b>COMPETENCY AREAS</b> <b>100 Total hours</b> <b>Direct Client Contact</b> <b>(Min. 40 hours)</b>	<b>COMPETENCIES</b>	<b>ACTIVITIES</b>
<b>1. Assessment/Evaluation</b>		
a. Intake  Recommended hours: 2-3	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 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.
<b>2. Counseling</b>	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  (20 hours required; 30 recommended)	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	COMPETENCIES	ACTIVITIES
b. Group counseling  (3 hours observation/co-facilitation required) required)	Understands group theory, process, dynamics, methods, and leadership styles and begins to translate theory into practical application.	Student will <i>observe and/or co-facilitate</i> at least 3 on-going, psycho-socio-emotional group sessions.
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.
<b>3. Prevention</b>	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.
<b>INDIRECT HOURS</b>		
<b>4. Supervision</b>		
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.
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.
<b>5. Consultation</b>		
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.

COMPETENCY AREAS	COMPETENCIES	ACTIVITIES
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.	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.
<b>6. Diversity</b>	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.
<b>7. Ethics, Legal Issues, Professionalism</b>	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.
<b>8. Technology</b>	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, 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**

<b>COMPETENCY AREAS</b> <b>Direct Client Contact</b> <b>150 hr semester = 60 hrs</b> <b>300 hr semester = 120 hrs</b> <b>450 hr semester = 180 hrs</b> <b>600 hr semester = 240 hrs</b>	<b>COMPETENCIES</b>	<b>ACTIVITIES</b>
<b>1. Assessment/Evaluation</b> Recommended hours: Recommended hours: 150 hr semester = 10 hrs 300 hr semester = 20 hrs 450 hr semester = 30 hrs 600 hr semester = 40 hrs		
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 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.
<b>2. Counseling</b>	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.

<b>COMPETENCY AREAS</b>	<b>COMPETENCIES</b>	<b>ACTIVITIES</b>
<p>a. Individual and family counseling</p> <p>Required hours:</p> <p>150 hr semester = 20 hrs  300 hr semester = 75 hrs  450 hr semester = 115 hrs  600 hr semester = 155 hrs</p>	<p>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.</p>	<p>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.</p>
<p>b. Group counseling</p> <p>Required hours:</p> <p>150 hr semester = 3 hrs  300 hr semester = 10 hrs  450 hr semester = 15 hrs  600 hr semester = 20 hrs</p>	<p>Understands group theory, process, dynamics, methods, and leadership styles and begins to translate theory into practical application.</p>	<p>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.</p>
<p>c. Career, academic, and lifestyle development</p>	<p>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.</p>	<p>Will effectively infuse career, avocation, and academic counseling and lifestyle development including translating assessment information and intervention planning as the need arises.</p>
<p><b>3. Prevention</b></p>	<p>Demonstrates an initial understanding of community outreach and individual, group, and community based primary and secondary activities.</p>	<p>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.</p>

<b>INDIRECT HOURS</b>		
<b>COMPETENCY AREAS</b>	<b>COMPETENCIES</b>	<b>ACTIVITIES</b>
<b>4. Supervision</b> 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.
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.
<b>5. Consultation</b>		
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.	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.

COMPETENCY AREAS	COMPETENCIES	ACTIVITIES
<b>6. Diversity</b>	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.
<b>7. Ethics, Legal Issues, Professionalism</b>	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.
<b>8. Technology</b>	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, written treatment plan(s) for presented case(s), and joint conferencing between on-site supervisor and college course instructor.

**Bridgewater State University Mental Health Counseling  
Fieldwork Evaluation Form**

**Mid-Term**

**Final**

**Student:** \_\_\_\_\_

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.

**4 = met**  
**3 = partially met**  
**2 = not met**  
**1 = 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.

**4                      3                      2                      1                      (circle one)**

Comments:

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

**4                      3                      2                      1                      (circle one)**

Comments:

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.

**4                      3                      2                      1                      (circle one)**

Comments:

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

**4**                      **3**                      **2**                      **1**                      (circle one)

Comments:

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

**4**                      **3**                      **2**                      **1**                      (circle one)

Comments:

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

**4**                      **3**                      **2**                      **1**                      (circle one)

Comments:

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

**4**                      **3**                      **2**                      **1**                      (circle one)

Comments:

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

**4**                      **3**                      **2**                      **1**                      (circle one)

Comments:

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

**4**                      **3**                      **2**                      **1**                      (circle one)

Comments:

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

4                      3                      2                      1                      (circle one)  
Comments:

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

4                      3                      2                      1                      (circle one)  
Comments:

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

4                      3                      2                      1                      (circle one)  
Comments:

13. Utilize technology in the provision of counseling services.

4                      3                      2                      1                      (circle one)  
Comments:

**Please comment on student’s strengths and limitations with regard to overall counselor competencies:**

\_\_\_\_\_  
Site Supervisor/date

\_\_\_\_\_  
Student/date

\_\_\_\_\_  
BSC Seminar Instructor/date

**Supervision Contract  
School Counseling**

**Requirements:**

1. Supervisor has a professional level license with the Department of Elementary and Secondary Education in professional School Guidance.
2. Supervisor has at least three years of post graduation experience.
3. Scheduled supervision must be a minimum of 50 minutes a week.
4. Individual supervision may not exceed triadic supervision numbers (2 students to 1 approved supervisor)
5. There must be an identified emergency contact person at all times that the intern is on site.
6. Student interns will not be allowed to provide clients with their own personal phone numbers for scheduling and other site relevant activities.
7. Every opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients shall be provided.
8. Student interns will be provided with the opportunity to attain the necessary individual and group direct client contact hours as defined by the competencies required in conjunction to the amount of credit hours the student has enrolled. The student intern is obligated to provide this list of competencies to the site supervisor.
9. In the event that a student intern continues to engage in fieldwork during the winter break (mid December to mid January) faculty from the Department of Counselor Education will not be available during winter break for consultation.

**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:** \_\_\_\_\_ **and end on** \_\_\_\_\_.

**Bridgewater State University**  
**Competency Based Activities/Outcomes**  
**School Counseling Pre-Practicum/Advanced Applied**  
**Course Numbers: CNSC 570 or 580**

<b>COMPETENCY AREAS</b> <b>100 Total Hours</b> <b>Direct Client Contact</b> <b>(40 hours)</b>	<b>COMPETENCIES</b>	<b>ACTIVITIES</b>
<b>1. Assessment/Evaluation</b> (2 hours recommended)		
a. Special Education	Demonstrate an initial working knowledge of the Special Education process.	Participation in an IEP and/or 504 assessment; effectively participating in related meetings with staff, family, and ancillary providers.
b. Individual and small/large group appraisal	Demonstrate an initial understanding of individual & school wide assessments (e.g. MCAS, PSAT/SAT) and the ability to effectively communicate the results.	Assists students and parents/guardians with analysis and evaluation of abilities, interests, aptitudes, and achievements. This includes a review of assessment results such as MCAS, PSAT/SAT, college placement tests, vocational assessments, and career interest inventories.
c. Short and long term goal development	Demonstrate the ability to gather interpret, and integrate pertinent developmental, cultural, and other contextual student information, assessment results and up-to-date educational, career and labor market information to help students plan and reach their short and long term goals.	Use assessment results to develop accurate goals, interventions, and other recommendations for the student.
d. Risk assessment (as need arises)	Demonstrate an initial understanding of the risk assessment process.	Conduct risk assessments as the need arises; demonstrate an understanding of the broad nature of risk assessment.

COMPETENCY AREAS	COMPETENCIES	ACTIVITIES
e. Mandated reporting (as need arises)	Demonstrate 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.
<b>2. Counseling</b>	Develop and maintain positive, empathic counseling relationships with students while effectively responding to student verbal and non-verbal communications.	Counseling activities will reflect an ability to establish effective, informed, and respectful therapeutic relationships with students and actively involve students in the process.
a. Individual counseling/ monitoring (20 hours recommended)	Understands counseling theory and stages of normative development among children and adolescents. Effectively translates theory into practice and remains within the limits of expertise.	Student will provide individual counseling to students with identified needs/concerns to clarify needs, provide immediate, short-term interventions, and monitor progress with education and career plans.
b. Crisis Counseling (as need arises)	Understands and effectively delivers crisis counseling as need arises.	Providing counseling and support to students and school staff dealing with crises.
c. Group counseling (3 hours observation and or co-facilitation recommended)	Understands group theory, process, dynamics, methods, and leadership styles and begins to translate theory into practical application in a school setting.	Student will <i>observe and/or co-facilitate</i> at least 3 group sessions with students with identified needs/concerns to clarify needs and provide immediate, short-term interventions.
d. Career, academic, and personal/social development	Understands and infuses into counseling activities the issues of career, avocation, academic concerns, and “meaningful work” which respects student diversity and lifestyle.	Will effectively <i>infuse</i> career, avocation, and academic counseling and lifestyle development including translating assessment information and intervention planning as the need arises.
COMPETENCY AREAS	COMPETENCIES	ACTIVITIES
<b>3. Prevention</b> (3 hours recommended)	Demonstrates an initial understanding of community outreach and individual, group, and community based primary and secondary prevention activities.	
a. Student Peer Helpers and school wide prevention/intervention programs		Will help train (as available) and collaborate with students to act as peer-helpers and/or mediators.

b. Prevention interventions		Will help develop and provide (as available) interventions aimed at reducing the need for crisis management and remediation. Goals include building student's self-worth, resiliency, optimism and future orientation.
c. Crisis/Safety Plans and School Response Teams		Will help develop (as available) school crisis plans and help establish teams to implement school safety, preventative interventions and crisis response.
<b>INDIRECT HOURS</b>		
<b>4. Supervision</b> (1 hour 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.
b. Self-reflection	Demonstrates an ability to adequately self-reflect, including an awareness of biases and the ability of avoiding bias imposition on to students.	Will utilize supervision to demonstrate self-awareness including an understanding of self as a cultural being and ways resulting biases could impact counseling.
<b>COMPETENCY AREAS</b>	<b>COMPETENCIES</b>	<b>ACTIVITIES</b>
<b>5. Consultation</b> (5 hours recommended)		
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 school and community based support services; provides information about these services and makes appropriate referrals.	Will develop an ongoing resource file of school and community resources and refers students and families to community agencies to assist them in managing crises outside the scope of the school counseling program.

c. Collaboration	Demonstrates active involvement in a variety of school and community based teams and partners with parents/guardians, teachers, mentors and others to assist students in utilizing and carrying out their plans and augment their transitions.	Will work collaboratively with school psychologists, adjustment counselors, parents, teachers, and community-based mental health professionals to develop a broad base of support for students and families.
<b>6. Diversity</b>	Recognizes, respects, and is able to appropriately and effectively respond to student diversity.	All assessment, treatment, prevention, and other fieldwork activities will demonstrate an understanding of and respect for student diversity and context that translates into effective intervention.
<b>COMPETENCY AREAS</b>	<b>COMPETENCIES</b>	<b>ACTIVITIES</b>
<b>7. Ethics, Legal Issues, Professionalism</b>	Understands and maintains the highest professional standards and professionalism and acts in accordance with all federal, state and local laws and policies with respect to confidentiality, suspected cases of abuse, and threats of harm or violence.	All assessment, treatment, prevention and other fieldwork activities will reflect professionalism, an awareness of related legal issues and the current ACA and ASCA Code of Ethics.
<b>8. Technology</b>	Incorporation of technology into Primary/Secondary prevention activities as well as any element of the delivery model endorsed by ASCA and MA Model.	Incorporate Boardmaker, Inspiration, Kidspiration, Powerpoint, or Publisher into a prevention activity.

**Fieldwork Outcome Measures:**

**On-site:** Supervision content, student records, case presentations, observations, review of student tapes/video recordings, written reports, counseling 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**  
**School Counseling Practicum**

**Course Numbers: CNSC 571 or 581; CNSC 671 or 681 (Post Master's)**

<b>COMPETENCY AREAS</b> <b>Direct Client Contact</b> <b>150 hr semester = 60 hrs</b> <b>300 hr semester = 120 hrs</b> <b>450 hr semester = 180 hrs</b>	<b>COMPETENCIES</b>	<b>ACTIVITIES</b>
<b>1. Assessment/Evaluation</b> Recommended hours: 150 hr semester = 15 300 hr semester = 30 450 hr semester = 45		
a. Special Education	Demonstrate an initial working knowledge of the Special Education process.	Participation in an IEP and/or 504 assessment; effectively participating in related meetings with staff, family, and ancillary providers.
b. Individual and small/large group appraisal	Demonstrate an initial understanding of individual & school wide assessments (e.g. MCAS, PSAT/SAT) and the ability to effectively communicate the results.	Assists students and parents/guardians with analysis and evaluation of abilities, interests, aptitudes, and achievements. This includes a review of assessment results such as MCAS, PSAT/SAT, college placement tests, vocational assessments, and career interest inventories.
c. Short and long term goal development	Demonstrate the ability to gather interpret, and integrate pertinent clinical, developmental, cultural, and other contextual student information, assessment results and up-to-date educational, career and labor market information to help students plan and reach short and long term goals.	Use assessment results to develop accurate goals, interventions, and other recommendations for the student.

COMPETENCY AREAS	COMPETENCIES	ACTIVITIES
d. Risk assessment (as need arises)	Demonstrate an initial understanding of the risk assessment process.	Conduct risk assessments as the need arises; demonstrate an understanding of the broad nature of risk assessment.
e. Mandated reporting (as need arises)	Demonstrate 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.
<b>2. Counseling</b>	Develop and maintain positive, empathic counseling relationships with students while effectively responding to student verbal and non-verbal communications.	Counseling activities will reflect an ability to establish effective, informed, and respectful therapeutic relationships with students and actively involve students in the process.
a. Individual counseling/ monitoring  Recommended hours: 150 hr semester = 50 hrs 300 hr semester = 100 hrs 450 hr semester = 150 hrs	Understands counseling theory and stages of normative development among children and adolescents. Effectively translates theory into practice and remains within the limits of expertise.	Student will provide individual counseling to students with identified needs/concerns to clarify needs, provide immediate, short-term interventions, and monitor progress with education and career plans.
b. Crisis Counseling (as need arises)	Understands the nature of crises and demonstrates effective crisis counseling.	Providing counseling and support to students and school staff dealing with crises.
c. Group counseling Observation and/or co-facilitation  Recommended hours: 150 hr semester = 6 hrs 300 hr semester = 12 hrs 450 hr semester = 18 hrs	Understands group theory, process, dynamics, methods, and leadership styles and begins to translate theory into practical application in a school setting	Student will facilitate or co-facilitate an on-going counseling group with students with identified needs/concerns to clarify needs and provide immediate, short-term interventions.

COMPETENCY AREAS	COMPETENCIES	ACTIVITIES
d. Career, academic, and personal/social development	Understands and infuses into counseling activities the issues of career, avocation, academic concerns, and “meaningful work” which respects student diversity and lifestyle.	Will effectively <i>infuse</i> career, avocation, and academic counseling and lifestyle development including translating assessment information and intervention planning as the need arises.
<b>3. Prevention</b>  Recommended hours: 150 hr semester = 3 hrs 300 hr semester = 6 hrs 450 hr semester = 9 hrs	Demonstrates an initial understanding of community outreach, individual, group, and community based primary and secondary prevention activities.	
a. Student Peer Helpers and school wide prevention/intervention programs		Will help train (as available) and collaborate with students to act as peer-helpers and/or mediators.
b. Prevention interventions		Will help develop and provide (as available) interventions aimed at reducing the need for crisis management and remediation. Goals include building student’s self-worth, resiliency, optimism and future orientation.
c. Crisis/Safety Plans and School Response Teams		Will help develop (as available) school crisis plans and help establish teams to implement school safety, preventative interventions and crisis response.

<b>INDIRECT HOURS</b>		
<b>COMPETENCY AREAS</b>	<b>COMPETENCIES</b>	<b>ACTIVITIES</b>
<b>4. Supervision</b> 1 hr each week required		
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.
b. Self-reflection	Demonstrates an ability to adequately self-reflect, including an awareness of biases and the ability of avoiding bias imposition on to students.	Will utilize supervision to demonstrate self-awareness including an understanding of self as a cultural being and ways resulting biases could impact counseling.
<b>5. Consultation</b> Recommended hours: 150 hr semester = 10 hrs 300 hr semester = 20 hrs 450 hr semester = 30 hrs		
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 school and community based support services; provides information about these services and makes appropriate referrals.	Will develop an ongoing resource file of school and community resources and refers students and families to community agencies to assist them in managing crises outside the scope of the school counseling program.

COMPETENCY AREAS	COMPETENCIES	ACTIVITIES
c. Collaboration	Demonstrates active involvement in a variety of school and community based teams and partners with parents/guardians, teachers, mentors and others to assist students in utilizing and carrying out their plans and augment their transitions.	Will work collaboratively with school psychologists, adjustment counselors, parents, teachers, and community-based mental health professionals to develop a broad base of support for students and families.
<b>6. Diversity</b>	Recognizes, respects, and is able to appropriately and effectively respond to student diversity.	All assessment, treatment, prevention, and other fieldwork activities will demonstrate an understanding of and respect for student diversity and context that translates into effective intervention.
<b>7. Ethics, Legal Issues, Professionalism</b>	Understands and maintains the highest professional standards and professionalism and acts in accordance with all federal, state and local laws and policies with respect to confidentiality, suspected cases of abuse, and threats of harm or violence.	All assessment, treatment, prevention and other fieldwork activities will reflect professionalism, an awareness of related legal issues and the current ACA and ASCA Code of Ethics.
<b>8. Technology</b>	Incorporation of technology into at least one Primary/Secondary prevention activities as well as any element of the delivery model endorsed by ASCA and MA Model.	Incorporate Boardmaker, Inspiration, Kidspiration, Powerpoint, or Publisher into a prevention activity.

**Fieldwork Outcome Measures:**

**On-site:** Supervision content, student records, case presentations, observations, review of student tapes/video recordings, written reports, counseling 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 School Counseling  
Fieldwork Competencies Evaluation Form**

**Mid-Term**

**Final**

**Student:** \_\_\_\_\_

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.

**4 = met**  
**3 = partially met**  
**2 = not met**  
**1 = not applicable**

**The student effectively:**

1. Demonstrates an initial working knowledge of the Special Education process.

**4                      3                      2                      1                      (circle one)**

Comments:

2. Demonstrates an initial understanding of individual & school wide assessments (e.g. MCAS, PSAT/SAT) and the ability to effectively communicate the results.

**4                      3                      2                      1                      (circle one)**

Comments:

3. Demonstrates the ability to gather interpret, and integrate pertinent clinical, developmental, cultural, and other contextual student information, assessment results and up-to-date educational, career and labor market information to help students plan and reach their short and long term goals.

**4                      3                      2                      1                      (circle one)**

Comments:

4. Develops and maintains positive, empathic counseling relationships with students while effectively responding to student verbal and non-verbal communications.

**4**                      **3**                      **2**                      **1**                      (circle one)

Comments:

5. 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.

**4**                      **3**                      **2**                      **1**                      (circle one)

Comments:

6. Provides counseling and support to students and school staff dealing with crises.

**4**                      **3**                      **2**                      **1**                      (circle one)

Comments:

7. Understands group theory, process, dynamics, methods, and leadership styles and begins to translate theory into practical application.

**4**                      **3**                      **2**                      **1**                      (circle one)

Comments:

8. Understands and infuses into counseling activities the issues of career, avocation, academic concerns, and “meaningful work” which respects student diversity and lifestyle.

**4**                      **3**                      **2**                      **1**                      (circle one)

Comments:

9. Demonstrates an initial understanding of community outreach and individual, group, and community based primary and secondary prevention activities.

**4**                      **3**                      **2**                      **1**                      (circle one)

Comments:

10. Utilizes supervision, including being open to feedback.

**4**                    **3**                    **2**                    **1**                    (circle one)

Comments:

11. Adequately self-reflects, is aware of biases, and has the ability of avoiding bias imposition on to clients.

**4**                    **3**                    **2**                    **1**                    (circle one)

Comments:

12. Demonstrates knowledge about a variety of ancillary internal and community based support services; provides information about these services and makes appropriate referrals.

**4**                    **3**                    **2**                    **1**                    (circle one)

Comments:

13. Functions as a contributing member of a variety of mental health teams and establishes effective collaborative relationships with ancillary providers.

**4**                    **3**                    **2**                    **1**                    (circle one)

Comments:

14. Works collaboratively with school psychologists, adjustment counselors, parents, teachers, and community-based mental health professionals to develop a broad base of support for students and families.

**4**                    **3**                    **2**                    **1**                    (circle one)

Comments:

15. Recognizes, respects, and appropriately and effectively respond to client diversity.

4                      3                      2                      1                      (circle one)

Comments:

16. Understands and maintains the highest professional standards and professionalism and acts in accordance with all federal, state and local laws and policies with respect to confidentiality, suspected cases of abuse, and threats of harm or violence.

4                      3                      2                      1                      (circle one)

Comments:

17. Utilizes technology in the provision of counseling services.

4                      3                      2                      1                      (circle one)

Comments:

**Please comment on student's strengths and limitations with regard to overall counselor competencies:**

\_\_\_\_\_  
Site Supervisor/date

\_\_\_\_\_  
Student/date

\_\_\_\_\_  
BSC Seminar Instructor/date

**Supervision Contract  
Student Affairs Counseling**

**Requirements:**

1. Supervision hours must be a minimum of 50 consecutive minutes once a week.
2. Individual supervision may not exceed triadic supervision numbers (2 students to 1 approved supervisor)
3. There must be an identified emergency contact person at all times that the intern is on site.
4. Student interns will not be allowed to provide clients with their own personal phone numbers for scheduling and other site relevant activities.
5. Every opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients shall be provided.
6. Student interns will be provided with the opportunity to attain the necessary individual and group direct client contact hours as defined by the competencies required in conjunction to the amount of credit hours the student has enrolled. The student intern is obligated to provide this list of competencies to the site supervisor.
7. In the event that a student intern continues to engage in fieldwork during the winter break (mid December to mid January) faculty from the Department of Counselor Education will not be available during winter break for consultation.
8. Supervisors must have a minimum of a master's degree in Student Affairs, Higher Education, Administration or equivalent, and 3 years post graduation full-time Student Affairs related experience.

**Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
 Years of Post Graduation Experience \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisory Relationship will begin on :** \_\_\_\_\_ **and end on** \_\_\_\_\_.

**Bridgewater State University**  
**Competency Based Activities/Outcomes**  
**Student Affairs Practicum and Internship**  
**Course Numbers: CNSA 570 and 571**

<b>COMPETENCY AREAS</b> <b>150 hours total</b> <b>Direct Student Contact</b> <b>(Min. 40 hours)</b>	<b>COMPETENCIES</b>	<b>ACTIVITIES</b>
<b>1. Assessment/Evaluation</b>		
a. Initial Assessment of Students' presenting issues.	Gather, interpret, and integrate pertinent clinical, developmental, cultural, and other contextual client information and test/academic reports to arrive at accurate formulation of students' development issues/needs/concerns.	Utilize a variety of strategies and techniques necessary to gather appropriate information on students' academic, emotional, psychological, spiritual, and physical well-being.
b. Brief/Risk/Crisis assessment (as need arises)	Demonstrate an initial understanding of the brief/risk/crisis assessment process.	Conduct brief/risk/crisis assessments as the need arises; demonstrate an understanding of the broad nature of risk/crisis assessment as it relates to campus population.
c. Mandated reporting (as need arises)	Demonstrate an understanding of and compliance with legally mandated reporter role.	In the event that reportable incident arises, intern will alert and work with his/her supervisor throughout the reporting process. Intern will communicate effectively with student affairs administrators, campus police, and other appropriate personnel.
<b>2. Developmental Counseling</b>	Develop and maintain positive, empathic developmental counseling relationships with students while effectively responding to student verbal and non-verbal communications.	Treatment activities will reflect an ability to establish effective, informed, and respectful therapeutic relationships with students and actively involve students in all phases of the professional relationship.

<p>a. Individual developmental counseling. (30 hours recommended)</p>	<p>Understands counseling, as well as student development theory and effectively translates theory into practice, demonstrates effective record keeping and report writing skills, and remains within the limits of expertise.</p>	<p>Student will provide individual developmental counseling, consisting of both single session and longer term (3-5 minimum) sessions with students addressing developmental, career, and other interpersonal needs.</p>
<b>COMPETENCY AREAS</b>	<b>COMPETENCIES</b>	<b>ACTIVITIES</b>
<p>b. Group facilitation (min. of 10 hours required)</p>	<p>Understands group theory, process, dynamics, methods, and leadership styles and begins to translate theory into practical application.</p>	<p>Student will facilitate or <i>co-facilitate</i> at least 3 single session or on-going group experiences, staff trainings, or other administrative meetings directly related to work with student population. Examples include, but are not limited to: RA/OL Trainings, RA Staff Meetings, Peer Educators Meeting, leadership trainings, committee meetings, group/student organization advising</p>
<p>c. Career/leisure, academic, and lifestyle development</p>	<p>Understands and provide effective individual and group work around the issues of career, avocation, leisure, academic concerns, which respects student diversity and lifestyle.</p>	<p>Will effectively infuse career, avocation, and academic counseling and lifestyle development including translating assessment information and intervention planning as the need arises. Intern will effectively demonstrate use of appropriate career assessments (both formal and informal assessment tools) with students.</p>
<p><b>3. Prevention</b></p>	<p>Demonstrates an initial understanding of campus/community outreach and fosters collaborative relationships with both campus and external resources.</p>	<p>Will develop and provide prevention activities (as available) that address those students at risk or in the early stages of developing a mental health problem, crisis, or developmental</p>

		issue.
<b>Indirect Hours</b>		
<b>COMPETENCY AREAS</b>	<b>COMPETENCIES</b>	<b>ACTIVITIES</b>
<b>4. Supervision</b>		
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.
b. Self-reflection	Able to demonstrate an ability to adequately self-reflect, including an awareness of biases and the ability of avoiding imposing one's personal values or beliefs onto students.	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.
<b>COMPETENCY AREAS</b>	<b>COMPETENCIES</b>	<b>ACTIVITIES</b>
<b>5. Administration</b>		
	Demonstrates an awareness of the role of administrative competencies in student affairs practice.	Will observe and/or directly participate in administrative decisions impacting department/office (when possible).
a. Budgeting/Finance (when appropriate)	Demonstrate an awareness of the role of fiscal decision-making in student affairs practice.	Will observe and/or directly participate in budget development (when possible) and financial decisions impacting department/office.
b. Assessment/Program Evaluation (when appropriate)	Able to appropriately assess the (in)effectiveness of a student affairs program, service, or intervention, on both an individual and department/campus wide level.	Will work to assess (quantitatively and qualitatively) the effectiveness of a department/office program or service when appropriate. (Examples of assessment include: surveys, questionnaires, interviews, observations, focus groups).
c. Advising/Supervision of paraprofessional staff or student leaders (when appropriate)	Able to effectively supervise/advise undergraduate and other paraprofessional staff members, providing mentoring and guidance.	Will effectively provide supervision/advising to student leaders on a variety of issues impacting the department/office.

d. Programming (min. of 10 hours required)	Demonstrate an ability to create programming that is student-centered and helps meet the developmental needs of students on campus.	Be able to plan, execute, and assess campus or area wide programming. (Examples of programming include: campus speakers, trainings, workshops, in-services).
<b>6. Consultation</b>	Demonstrates an initial understanding of the various models and stages of consultation and begins to develop personal consultation style. Intern can demonstrate ability to seek out consultation when appropriate, as well as demonstrate advanced level of serving as a consultant on student development issues for colleagues and other professionals.	Will use supervision to begin to develop consultation style and, as need arises, will provide consultation to a range of populations.
b. Campus/Community resources	Demonstrates knowledge about a variety of campus and community based support services; provides information about these services and makes appropriate referrals to students.	Will develop an ongoing resource file of campus and community resources and demonstrates an ability to effectively acquire and share such information and make referrals to students.
<b>COMPETENCY AREAS</b>	<b>COMPETENCIES</b>	<b>ACTIVITIES</b>
c. Collaboration	Demonstrates ability to effectively function as a contributing member of a student affairs/higher education team; establishes effective collaborative relationships with students, parents, alumni, faculty, staff, and administrators.	Will be an active and contributing member on a minimum of 1-2 student affairs/campus committees related to student life and development.
<b>7. Diversity</b>	Recognizes, respects, and is able to appropriately and effectively respond to campus diversity. Student demonstrates the awareness, knowledge, and skills to effectively work with a	All assessment, treatment, prevention, and other fieldwork activities will demonstrate an understanding of and respect for students from diverse cultural contexts

	variety of culturally diverse populations.	that translates into effective intervention strategies.
<b>8. Ethics, Legal Issues, Professionalism</b>	Understands and maintains the highest professional standards and professionalism. The student has adopted an ethical decision-making model and demonstrates knowledge and use of appropriate student affairs/counseling codes of ethics.	All assessment, treatment, prevention and other fieldwork activities will reflect professionalism, an awareness of related ethic and legal issues in student affairs practice. Students will have knowledge of professional codes of ethics for student affairs (ACPA, NASPA) as well as knowledge of the ACA Code of Ethics.
<b>9. Technology</b>	Utilizes technology in assessment, campus programming, counseling, prevention, and/or consultation activities. Intern is able to utilize technology in ways to enhance student affairs practice.	Will incorporate technology (e.g. Boardmaker, Kidspiration, Powerpoint, Publisher, etc.) into fieldwork activities.

**Fieldwork Outcome Measures:**

**On-site:** Supervision content, case summaries, student records, case presentations, observations, review of student tapes/video recordings, and written reports.

**College-based course:** Supervision content, case presentations with audio/videotape, role-play, process recordings, written summary of students' presenting issues and action plan (goals), and joint conferencing between on-site supervisor and college course instructor.

**Bridgewater State University Student Affairs Counseling  
Fieldwork Evaluation Form**

**Mid-Term**

**Final**

**Student:** \_\_\_\_\_

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.

- 4 = met**  
**3 = partially met**  
**2 = not met**  
**1 = not applicable**

**The student demonstrates the ability to:**

1. Gather, interpret, and integrate pertinent clinical, developmental, cultural, and other contextual student information and test/academic reports to arrive at accurate formulation of students' development issues/needs/concerns.

**4                      3                      2                      1                      (circle one)**

Comments:

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

**4                      3                      2                      1                      (circle one)**

Comments:

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

**4                      3                      2                      1                      (circle one)**

Comments:

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

**4**                      **3**                      **2**                      **1**                      (circle one)

Comments:

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

**4**                      **3**                      **2**                      **1**                      (circle one)

Comments:

6. Understand campus/community outreach and fosters collaborative relationships with both campus and external resources.

**4**                      **3**                      **2**                      **1**                      (circle one)

Comments:

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

**4**                      **3**                      **2**                      **1**                      (circle one)

Comments:

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

**4**                      **3**                      **2**                      **1**                      (circle one)

Comments:

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

**4**                      **3**                      **2**                      **1**                      (circle one)

Comments:

10. Demonstrate an awareness of the role of administration in student affairs practice.

4                      3                      2                      1  
 Comments:

11. Effectively function as a contributing member of a variety of student affairs/higher education teams and establish effective collaborative relationships with students, parents, alumni, faculty, staff, and administrators.

4                      3                      2                      1                      (circle one)  
 Comments:

12. Recognize, respect, and appropriately and effectively respond to student diversity.

4                      3                      2                      1                      (circle one)  
 Comments:

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

4                      3                      2                      1                      (circle one)  
 Comments:

14. Utilize technology to enhance student affairs practice.

4                      3                      2                      1                      (circle one)  
 Comments:

**Please comment on student's strengths and limitations in student affairs practice:**

\_\_\_\_\_  
 Site Supervisor/date

\_\_\_\_\_  
 Student/date

\_\_\_\_\_  
 BSC Seminar Instructor/date

Supervisor's Name: \_\_\_\_\_

Supervision Site: \_\_\_\_\_

Faculty Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

### SUPERVISEE'S EVALUATION OF SUPERVISION SITE

Rate your experience in each category:      1 – Poor      3 – Good      5 – Excellent

1. Adequate space for intern to work

1                  2                  3                  4                  5

2. Opportunity to work with a variety of clientele

1                  2                  3                  4                  5

3. Orientation for new interns

1                  2                  3                  4                  5

4. Office staff support and assistance

1                  2                  3                  4                  5

5. Supplies group supervision

1                  2                  3                  4                  5

6. Sufficient opportunities to fulfill the client contact requirement

1                  2                  3                  4                  5

7. Opportunity to become familiar with professional activities in addition to direct service  
(record-keeping, supervision, information and referral, in-service and staff meetings)

1                  2                  3                  4                  5

8. Opportunity for student to use professional resources such as assessment instruments,  
technologies, print and non-print media, professional literature and research

1                  2                  3                  4                  5

Comments/Suggestions for the Site:

Supervisor's Name: \_\_\_\_\_

Supervision Site: \_\_\_\_\_

Faculty Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

### SUPERVISEE'S EVALUATION OF SITE SUPERVISOR

Rate your experience in each category:      1 – Poor      3 – Good      5 – Excellent

1. Supervisor's attitude toward supervision: dependable, prompt, enthusiastic

1                      2                      3                      4                      5

2. Does supervisor share his/her expertise and suggestions for client treatment?

1                      2                      3                      4                      5

3. Does the supervisor have an encouraging attitude towards the trainee developing his/her own hypothesis regarding clients?

1                      2                      3                      4                      5

4. Does the supervisor show a varied and flexible approach to supervision? (invitation for co-therapy, emergencies, medical consults, readings, workshop participation, sharing of own case)

1                      2                      3                      4                      5

5. Does the supervisor display a willingness to discuss any area of concern in the supervisory relationship? Is he/she open to feedback from the trainee?

1                      2                      3                      4                      5

6. Does the supervisor model and teach professional and ethical behavior?

1                      2                      3                      4                      5

7. Supervisor initiates helpful discussions of your strengths and competencies with you and is willing to help you develop areas needing improvement.

1                      2                      3                      4                      5

*Please turn page over*

8. Supervisor is accessible to you between sessions

1                      2                      3                      4                      5

9. Supervisor shares expectations of supervision

1                      2                      3                      4                      5

10. Supervisor models specific interventions and presents alternative interventions

1                      2                      3                      4                      5

11. Aids in the conceptualization of the client's behavior

1                      2                      3                      4                      5

Comments/Suggestions for the Site Supervisor:

Dear Site Supervisor:

We appreciate the clinical experience opportunity that you have provided to your Bridgewater State College counselor education intern at your site. Based on your experiences as a site supervisor, please take a moment to fill out this survey to help us assess your perception/evaluation of the degree and way in which the Bridgewater State College counselor education department prepares our students. Your feedback is important, as it will help to improve our courses and the fieldwork process for our students and site supervisors.

Using a scale of 1 (very dissatisfied) to 5 (very satisfied), please circle the number you would like to indicate your level of satisfaction with each item

Please rate your intern's preparation (knowledge attainment and clinical skills/application) in the following areas:	Rating Scale:				
	Very Dissatisfied				Very Satisfied
Professionalism/Identity as a Counselor	1	2	3	4	5
Social and Cultural Diversity	1	2	3	4	5
Human Growth and Development	1	2	3	4	5
Career/lifestyle Development	1	2	3	4	5
Helping Relationships & Counseling Theories	1	2	3	4	5
Group Work	1	2	3	4	5
Assessment/Diagnosis	1	2	3	4	5
Research and Program Evaluation	1	2	3	4	5
Use of Technology to Enhance Counseling	1	2	3	4	5
Prevention	1	2	3	4	5
<b>How would you rate your overall experiences with BSC</b>					
Ease of application and paper work requirements	1	2	3	4	5
Working in partnership with BSC instructor to supervise and evaluate students	1	2	3	4	5
Clarity of supervisor, site, college instructor, and student roles/expectations	1	2	3	4	5
Clarity of competencies/skills to be acquired by the student	1	2	3	4	5
Other:	1	2	3	4	5

*Please turn page over*

Do you have any other suggestions or comments about either our course preparation process or the fieldwork experience that would facilitate your supervision of our counseling students or would increase their pre-fieldwork preparation?

Thank you for taking the time to fill out this survey. Please return the completed survey in the enclosed self-addressed stamped envelope.

Name \_\_\_\_\_

Site \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_ E-Mail \_\_\_\_\_