



**Bridgewater State University  
Counselor Education Department  
Student Affairs Program**

**On-Site Supervisor Handbook**

**Spring 2024 Edition**

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### **Welcome Site Supervisor,**

On behalf of the Counselor Education Department, we want to thank you for hosting one of our Student Affairs student interns. The purpose of this handbook is to familiarize you with important elements of our fieldwork process. The handbook will include forms that depict the responsibilities of the site supervisor and student intern. It will also provide information regarding the standards and competencies required by the Department of Counselor Education, American Counseling Association (ACA) and College Student Educators International (ACPA)/Student Affairs Administrators in Higher Education (NASPA).

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

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

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

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

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

### **Bridgewater State University College of Graduate Studies Mission**

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

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

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

### **Master of Education in Student Affairs**

The Master of Education (MEd) in Student Affairs Counseling at Bridgewater State University can provide you with the solid leadership and management skills required to excel in student affairs in a time when the relationship between students and educators is constantly evolving. If you are committed to helping the leaders of the future succeed during this formative period of their youth, this program can help you do more to provide a positive leadership role. 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, student leadership, academic advising and career services.

### **The Curriculum**

This 39-credit program is designed for those students interested in careers in higher education and student affairs.

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

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

- Group I: Theory and Practice of Group Interaction (can be taken concurrently with first 150hrs)
- Group Experience
- Introduction to Career Counseling
- **Student Development Theory in Higher Education**
- **Foundations in Higher Education Counseling for Student Affairs Practice**
- **Ethical, Legal, and Professional Issues in Student Affairs**
- Student Affairs Administration
- **Helping Skills for Student Affairs Professionals**
- Elective (3 credits)
- Fieldwork (6 credits)
  - The Student Affairs Program requires a total of a 300 hour internship split between 2 semesters, completing 150 hours during each semester.
- Culminating/Capstone experience

### **The Nature of Supervision**

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

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

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

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

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

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

### **Multicultural Supervision**

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

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

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

### **Fieldwork Supervisors Qualifications and Responsibilities**

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

#### **On-Site Supervisor**

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

#### **Qualifications of On-Site Supervisors**

- Supervisors must have a minimum of a master’s degree in Student Affairs, Higher Education, Administration or equivalent.
- At least 3 years post-graduation full-time Student Affairs related experience.

### **On-site Supervisor Responsibilities:**

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

- Possess the appropriate degree, experience, license and/or certification necessary to supervise the intern.
- Have on-going training in Counselor Supervision
- 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 role for which the intern is being trained.
- Assist the intern in self-evaluation/reflection.
- Conduct live supervision: Directly observe the intern with a student/group (minimum once per semester).
- Assess intern performance using the provided BSU competency-based Internship Evaluation Form during the middle and end of each semester
- Participate in on-site and/or virtual meetings with the assigned BSU seminar instructor and the intern for the purpose of evaluating the intern's progress and to support intern development as a professional counselor.
- Complete a Program Evaluation at the end of the semester.

### **University Instructor/Supervisor**

Credentials for the BSU Instructor/Supervisor are as follows:

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

### **BSU Seminar Instructor Responsibilities:**

Responsibilities include but are not limited to:

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

### **Collaboration between the On-site Supervisor and BSU Instructor**

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

### **Student Intern Responsibilities:**

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

### **Cancellation of Fieldwork Placement**

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

**Compensation for Site Supervisors**

Site supervisors who are actively supervising a graduate student intern are eligible to receive a course voucher, valid for free tuition towards a BSU course. Please refer to Appendix E for more information.

**Appendix A: Student Affairs Individualized Fieldwork Agreement**



**Department of Counselor Education  
Student Affairs  
Internship Fieldwork Agreement**

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

	<b>Semester</b> Fall 20__ Spring 20__ Summer 20__	<b>Semester</b> Fall 20__ Spring 20__ Summer 20__
<b>Course</b>	Internship	Internship
<b>Credits</b>	3 __ 6 __	3 __ 6 __
<b>Fieldwork Hours</b>	150 __ 300 __	150 __ 300 __
<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 number: \_\_\_\_\_

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

**Site information**

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

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

Site's Distance in miles from BSU Campus: \_\_\_\_\_

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

**Supervisor information**

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

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

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

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

Academic Degree (ex. M.Ed. in Student Affairs Counseling, M.A. in Higher Ed., etc.): \_\_\_\_\_

Post-Master's Higher Ed. Experience (ex. Academic Advising, Residence Life Program Director, etc.): \_\_\_\_\_

Where have you completed training in Counselor Supervision?

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

\_\_\_\_\_ I have not completed training in Counselor Supervision

**Important Notifications:**

1. This form must be kept on file in the Department of Counselor Education at Bridgewater State University.
2. Approval of the proposed on-site hours will be contingent upon the Director of Fieldwork's professional judgment and best practices.
3. The Department of Counselor Education has the right to approve or deny this application request as a function of their professional gatekeeping.

Site Supervisor signature \_\_\_\_\_ Date: \_\_\_\_\_

Student signature \_\_\_\_\_ Date: \_\_\_\_\_

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

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

**Appendix B: Student Affairs Counseling Supervision Contract**

**Student Affairs Counseling  
Supervisor Requirements:**

**Supervisor Requirements:**

- 1. Supervisors must have a minimum of a master’s degree in Student Affairs, Higher Education, Administration or equivalent
- 2. At least 3 years post-graduation full-time Student Affairs related experience.

\*\*\*\*\*

**Experiential Requirements:**

- 1. Weekly, on-site, face to face supervision occurs between the student and approved supervisor for 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. If the student or the supervisor is away for a week (i.e., on vacation, due to illness, etc.), that supervision meeting must be made up. (i.e., split the one hour of supervision between the week prior to the leave and the week after, making the three week sequence look like: 1.5 hours week before leave, 0 hours week of leave, 1.5 hours week after leave)
- 4. In the event the approved supervisor goes on leave, they are not allowed to “sign off” on supervision hours that they themselves did not complete with the student intern.
- 5. If the primary supervisor is temporarily unavailable to the student intern, there must be an identified emergency contact person available for the intern.
- 6. Regularly scheduled communication between the site supervisor and BSU Instructor will occur throughout the student’s experience
  - I have read and signed the Site Visit Contract which details the format and frequency of consultation to monitor student learning throughout their fieldwork
- 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 will be provided with the opportunity to attain the competencies required in conjunction with the amount of credit hours the student has enrolled. The student intern is obligated to provide this list of competencies to the site supervisor.
- 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. Feedback is extremely valuable. Supervisors are required to complete a Program Evaluation at the end of the semester. Students are required to complete a Site and Site Supervisor evaluation at the end of the semester. These evaluations are distributed by the Director of Fieldwork.
- 11. In the event that a student intern continues to engage in fieldwork during the winter break (mid-December to mid-January and August) the Director of Fieldwork is the BSU primary contact.

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

**Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Degree (Master’s or higher):** \_\_\_\_\_ **Years of Post-Graduation Experience** \_\_\_\_\_  
**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Supervisory Relationship will begin on:** \_\_\_\_\_ **and end on** \_\_\_\_\_.

## **Appendix C: Site Visit Contract**



### Fieldwork Site Supervisor and BSU Instructor Site Visit/Communication Contract

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

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

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

**Appendix D: Student Affairs Counseling Competency Form**

**Bridgewater State University**  
**Competency Based Activities/Outcomes**  
**Based on the NASPA Competencies**  
**Student Affairs Internship**  
**Course Number: CNSA 571**

<b>COMPETENCY AREAS</b> <b>Direct Student Contact</b> <b>150 hr. semester = 60 hrs.</b> <b>300 hr. semester = 120 hrs.</b>	<b>COMPETENCIES</b>	<b>ACTIVITES</b>
<b>1. Advising and Supporting</b>	Acquire the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance.	Utilization of higher order capacities for active listening, addressing group dynamics, managing conflict and crisis situations, and partnering with other professionals, departments, and agencies.
a. Initial Assessment of Students' presenting issues	Establish rapport and facilitate reflection. 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. Group and/or Program Facilitation	Understands group theory, process, dynamics methods, and leadership styles and begins to translate theory into practical application. Mediate differences between or among individuals and groups. Maintain an appropriate degree of confidentiality and know when to break confidentiality in order to protect the student or others.  Demonstrate an ability to meet with students to create	Student will facilitate or co-facilitate single sessions or on-going group experiences, staff trainings, or other administrative meetings directly related to work with student population. Examples include, but not limited to: RA/OL Trainings, RA Staff Meetings, Leadership trainings, Committee Meetings, Group/student Organization Advising.  Be able to plan, execute, and assess campus or area wide

	programming that is student-centered and helps meet the developmental needs of students on campus.	programming. Design programs and services to promote student learning and development based on current research. Design culturally relevant and inclusive programs, services, policies and practices.
d. Brief/Risk/Crisis Assessments (as need arises)	Demonstrate an initial understanding of the brief/risk/crisis assessment process. Identify patterns of behavior that signal mental health concerns. Be aware of accurate and helpful mental health information for students, faculty and staff.	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.
e. Prevention	Demonstrates and initial understanding of campus/community outreach and fosters collaborative relationships with both campus and external resources. Consult with mental health practitioners as needed	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 issue. Develop avenues for student involvement and utilize technology to promote awareness and de-stigmatization of mental health issues.
<b>2. Student Learning and Development</b>	Understand the concepts and principles of student development and learning theory by developing the ability to apply theory to improve and inform student affairs and teaching practice.	Will develop a critical understanding of learning and development theories and their use in constructing learning outcomes. Being able to utilize various forms of programs and applications within increasingly large and complex venues.
a.. Developmental Counseling	Develop and maintain positive, empathic, developmental counseling relationships with students while effectively responding	Treatment activities will reflect an ability to establish effective, informed, and respectful therapeutic relationships with students and actively involve students

	to student verbal and non-verbal communications.	in all phases of the professional relationship.
b. Individual Developmental Counseling	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.	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.
c. Career/Leisure, Academic, and Lifestyle Development	Understands and provide effective individual and group work around the issues of career, avocation, leisure, academic concerns, which respects student 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. Intern will effectively demonstrate use of appropriate career assessments (both formal and informal assessment tools) with students.
<b>3. Leadership</b>	Demonstrate the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues.	Student will be able to apply critical application and then to fostering the development of leadership within and among others. This can include working with students, student affairs colleagues, faculty, and community members
<b>4. Social Justice and Inclusion</b>	Demonstrate knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression,	Student will incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing

	privilege, and power. Students will demonstrate a sense of their own agency and social responsibility that includes others, their community, and the larger global context.	past and current harms on campus communities.
<b>Indirect Hours</b>		
<b>5. 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 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 process.
c. Personal Foundations	Demonstrate the knowledge and skills to maintain emotional, physical, social, environmental, relational, spiritual and intellectual wellness. Ability to maintain excellence and integrity in work and aware of one's own areas of strength and growth.	Student will articulate and engage in self-care activities to try to maintain a healthy balance between professional and personal responsibilities. Show awareness of how one's own wellness can impact one's work.
<b>6. Assessment, Evaluation and Research (AER)</b>	Ability to use, design, conduct and critique qualitative and quantitative AER analyses. Manage organizations using AER processes and results obtained from them. Shape political and ethical climate surrounding AER processes and uses on campus.	Student will contribute to the understanding of colleagues, faculty and others on campus about the AER processes to learning outcomes and goals at the student, department, division and institutional levels. Apply concepts and procedures of qualitative and quantitative research,

	Be able to explain necessity to follow institutional and divisional procedures and policies with regard to upholding ethical assessment, evaluation and other research activities. Be able to prioritize program and learning outcomes with organization goals and values. Use culturally appropriate terminology and methods to construct/conduct basis surveys and other instruments.	evaluation and assessment. Interview candidates, design protocol, participate in analysis teams. Facilitate/Co-Facilitate/supervisor others to design and analyze qualitative/quantitative students and evaluation, assessment and other research activities (when applicable)
<b>7. Values, Philosophy, and History</b>	Demonstrate knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one's current professional practice.	Student will be able to apply their understanding of the profession's history, philosophy, and values to current and future research, scholarship, and practice.
<b>8. Organizational and Human Resources</b>	Demonstrate knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources.	Student will build personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.
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.

<p>b. Assessment/Program Evaluation (when appropriate)</p>	<p>Able to appropriately assess the (in) effectiveness of a student affairs program, service, or intervention, on both an individual and department/campus wide level.</p>	<p>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.</p>
<p>c. Advising/Supervision of paraprofessional staff or student leaders (when appropriate)</p>	<p>Able to effectively supervise/advise undergraduate and other paraprofessional staff members, providing mentoring and guidance</p>	<p>Will effectively provide supervision/advising to student leaders on a variety of issues impacting the department/office.</p>
<p>d. Programming</p>	<p>Demonstrate an ability to create programming that is student-centered and helps meet the developmental needs of students on campus.</p>	<p>Be able to plan, execute, and assess campus or area wide programming. Design programs and services to promote student learning and development based on current research. Designing culturally relevant and inclusive programs, services, policies and practices. Examples of programming include: Campus Speakers, Trainings, Work-Shops, In-Services.</p>
<p>e. Campus/Community Resources</p>	<p>Demonstrates knowledge about a variety of campus and community based support services; provides information about these services and makes appropriate referrals to students.</p>	<p>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.</p>
<p>f. Collaboration</p>	<p>Demonstrates ability to effectively function as a contributing member of a student affairs/higher education team; establishes effective collaborative</p>	<p>Will be an active and contributing member on a minimum of 1-2 student affairs/campus committees related to student life and development.</p>

	relationships with students, parents, alumni, faculty, staff, and administrators	
<b>9. Technology</b>	Utilize digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Demonstrate knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities as a whole.	Will incorporate technology into fieldwork activities. Identify and allocate the technological needs of the department and maintain level of technological knowledge that allows one to effectively use existing technologies in their student affairs practice. Exemplify an innovativeness in the use of technology to engage students and others in learning processes.
<b>10. Personal and Ethical Foundations</b>	Demonstrate knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; Student will establish thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth.	Through a process of curiosity, reflection, and self-authorship, 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. Assist students in ethical decision making and make referrals to more experienced professionals when appropriate.

<p><b>11. Law, Policy and Governance</b></p>	<p>Demonstrate knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice.</p>	<p>Will observe how institutional policies and practices are consistent with federal and state/province law. Student will implement best practices of the profession and will appropriately consult with students or represent student's voice in department, divisional and institutional policy development efforts.</p>
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**Fieldwork Outcome Measures:**

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

**University-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 university course instructor

**Appendix E: Student Mid-Term/Final Evaluation (Sent Electronically)**

Instructions: This evaluation form is designed to allow the student intern to indicate the level of competence demonstrated in each of the designated competencies. Please assign a response to each of the following statements based on the level of demonstrated competence in each area/skill set. If a competency is not applicable for a particular setting, check "not applicable".

Student Name (Type Below):

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On-Site Supervisor Name (Type Below):

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

Foundational      Intermediate      Advanced      Not Applicable

A.) Identity as a Student Affairs Professional: Understands the role and competencies needed in order to function as a contributing member of a variety of student affairs/higher education teams.

                

B.) Knowledge of Ethical Professional Practice: Understands and maintains the highest professional standards while demonstrating leadership when carrying out responsibilities.

                

C.) Social and Cultural Diversity/Advocacy/Social Justice: Ability to recognize, respect, and appropriately and effectively respond to student diversity by utilizing advocacy skills to create a multiculturally sensitive environment.

                

D.) Knowledge of Student Development Theories: Understands counseling theory and student development theory.

                

E.) Application of Student Development Theories: Effectively translates theory into practice, demonstrating effective record-keeping and report-writing skills while remaining within the limits of expertise.

                

F.) Career Information/Career Development: Provides effective counseling around issues of career, avocation, academic concerns, and "meaningful work" with respect to student diversity and lifestyle.

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

Foundational      Intermediate      Advanced      Not Applicable

G.) Helping Relationship Skills/Crisis Intervention/Advising

Skills: Develop and maintain positive, emphatic counseling relationships with students, while being able to identify patterns of behavior that signal mental health concerns, and provide appropriate referrals.

                

H.) Group Work/Facilitation:

Understands group theory, process, dynamics, methods, and translates theory into practical application.

                

I.) Assessment/Evaluation and Research:

Shown ability to use, design, conduct, and critique qualitative and quantitative AER analyses by gathering, interpreting and integrating pertinent clinical, developmental, cultural, and other contextual student information and test/academic reports to arrive at accurate formulation of students developmental issues/needs/concerns.

                

J.) Consultation and Collaboration with Campus/Community

Resources: Establishes effective collaborative relationships with students, parents, alumni, faculty, staff, and administration and has knowledge of campus and community supports and services in order to make appropriate referrals to internal and external resources.

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

Foundational      Intermediate      Advanced      Not Applicable

<p>K.) <u>Use of Technology/Social Media in Student Affairs:</u> Ability to incorporate technology into assessment, campus programming, counseling, prevention, and/or consultation activities.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>L.) <u>Knowledge of Student Affairs Administration:</u> Awareness of the role of how the history, philosophy, and values of the profession connects to the current role of administration in student affairs practice.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>M.) <u>Use of Supervision:</u> Uses 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.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>N.) <u>Integration of Feedback:</u> Able to receive and implement feedback from supervisors and peers.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>O.) <u>Self-Reflection:</u> Demonstrates an awareness of own biases and shows the ability to avoid imposing biases onto students.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>P.) <u>Cultural Self-Awareness:</u> Utilizes supervision to build self-awareness including an understanding of self as a cultural being and ways resulting biases could impact the counseling process.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student's Strengths/Areas of Growth:

## **Appendix F: On-Site Supervisor Mid-Term/Final Evaluation**

Instructions: This evaluation form is designed to allow the on-site supervisor to indicate the level of competence the student intern demonstrates in each of the designated competencies. Please assign a response to each of the following statements based on the level of demonstrated competence in each area/skill set. If a competency is not applicable for a particular setting, check "not applicable". Please be sure to complete this concurrently with the student or review your responses with the student so they are part of the evaluation process.

Student Name (Type Below):

On-Site Supervisor Name (Type Below):

Please indicate if this is the Midterm or Final

Midterm

Final

<p><b>Indicate the level of competence the student intern demonstrates in the following areas:</b></p>	<p>Foundational</p>	<p>Intermediate</p>	<p>Advanced</p>	<p>Not Applicable</p>
<p>A.) Identity as a Student Affairs Professional: Understands the role and competencies needed in order to function as a contributing member of a variety of student affairs/higher education teams. Understands and maintains the highest professional standards while demonstrating leadership when carrying out responsibilities.</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p>B.) Social and Cultural Diversity/Advocacy/Social Justice: Ability to recognize, respect, and appropriately and effectively respond to student diversity. Demonstrates advocacy skills to create a multiculturally sensitive environment. Articulates a foundational understanding of social justice.</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p>C.) Knowledge of Student Development Theories: Understands Counseling theory and student development theory. Effectively translates theory into practice, demonstrating effective record keeping and report writing skills while remaining within the limits of expertise.</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>

**Indicate the level of competence the student intern demonstrates in the following areas:**

Foundational

Intermediate

Advanced

Not Applicable

D.) Career Information/Career Development: Provides effective counseling around issues of career, avocation, academic concerns, and "meaningful work" with respect to student diversity and lifestyle.





E.) Helping Relationships Skills/Crisis Intervention/Advising Skills: Develop and maintain positive, empathic counseling relationships with students while effectively responding to verbal and non-verbal communication. Identify patterns of behavior that signal mental health concerns and provide appropriate referrals. Articulate ways to promote awareness and destigmatization of mental health issues.





F.) Group Work/Facilitation: Understands group theory, process, dynamics, methods and translates theory into practical application. Mediate differences between or among individuals and groups.

Indicate the level of competence the student intern demonstrates in the following areas:	Foundational	Intermediate	Advanced	Not Applicable
<p>G.) Assessment/Evaluations and Research: 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. Shown ability to use, design, conduct, and critique qualitative and quantitative AER analyses.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>H.) Consultation and Collaboration with Campus/Community Resources: Establishes effective collaborative relationships with students, parents, alumni, faculty, staff, and administration. Knowledge of campus and community supports and services. Able to provide information about services and make appropriate referrals to internal/external resources.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate the level of competence the student intern demonstrates in the following areas:	Foundational	Intermediate	Advanced	Not Applicable
<p>I.) Use of Technology/Social Media in Student Affairs:            Ability to incorporate technology into assessment, campus programming, counseling, prevention, and/or consultation activities. Shown the ability to use technology in ways to enhance student affairs practice.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>J.) Knowledge of Student Affairs Administration:            Awareness of the role of administration in student affairs practice. Demonstrates knowledge of how the history, philosophy, and values of the professional connects to current professional practice.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>K.) Use of Supervision/Integration of Feedback: Uses 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. Able to receive and implement feedback from supervisors and peers.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Indicate the level of competence the student intern demonstrates in the following areas:**

Foundational

Intermediate

Advanced

Not Applicable

L.) Self-Reflection/Self-Awareness: Demonstrates an awareness of own biases and shows ability to avoid imposing biases onto students. Utilizes supervision to build self-awareness including an understanding of self as a cultural being and ways resulting biases could impact counseling process.



Student's Strengths:

Student's Growth Areas:

**On-Site Supervisor Signature:**

**BSU Instructor Signature:**

## **Appendix G: Course Voucher Policy for Site Supervisors**



### **The Department of Counselor Education Course Voucher Policy**

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

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

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