



Bridgewater State University
Counselor Education Department
Mental Health Counseling Program
Mental Health Counseling Dual License Program
On-Site Supervisor Handbook
Spring 2020 Edition

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Dear Site Supervisor,

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

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

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

While students are acting in the field, they are also enrolled in a BSU supervision seminar course. The BSU instructor of this supervision course will schedule conference calls 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 Agency/Clinical Setting. We look forward to working with you and hope this will be an enjoyable experience that will continue in the future.

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

Bridgewater State University College of Graduate Studies

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.

Led by scholars, researchers, teachers and practitioners from the graduate faculty, our offerings include a variety of nationally accredited master's degree programs in professional studies, education, arts and sciences, and business. Working in close collaboration with the College of Humanities & Social Sciences, Ricciardi College of Business, Bartlett College of Science & Mathematics and the College of Education & Allied Studies, the College of Graduate Studies ensures high-quality, research-based, stimulating and intellectually challenging experiences to those who seek expertise in their professions and a commitment to life-long learning and scholarship.

Master of Education in Mental Health

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

The Mental Health Counseling - Dual License MEd at Bridgewater State University offers:

- Diverse faculty with extensive teaching and administrative experience in the fields of mental health counseling
- Development of critical thinking skills, as well as oral and written communication capabilities
- Small classes facilitating a more personalized learning experience
- Affordable tuition, whether you live in state or out of state
- Provides a comfortable learning environment for older, non-traditional graduate students

The Curriculum

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.

Core courses of this program include:

- Counseling and Development
- Multicultural Counseling
- Research and Evaluation
- Group I: Theory and Practice of Group Interaction
- Group Experience
- Introduction to Career Counseling
- Psychopharmacology for Non-Medical Professional
- The Professional Counselor: Standards, Ethics, & Legal Issues
- Applied Counseling: Adolescent-Adult
- Applied Counseling: Pre-Adolescent
- Psychopathology
- Psychological Assessment
- Substance Abuse and Dependency
- Theories of Psychological Development

The Mental Health Program adheres to both CACREP and the Massachusetts Board of Registration of Allied Mental Health and Human Services Professionals (262 CMR 2.00) specific standards and requirements that must be met during the fieldwork experience. These standards include, but are not limited to 1.) Completion of a supervised practicum experience of 100hrs. in clinical mental health counseling. 2.) Completion of a supervised internship of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area.

- Certificate of Advanced Graduate Studies (CAGS) and Dual License Concentration programs also offered at Bridgewater State University. The CAGS and Dual License Program are not accredited by CACREP but it is informed by CACREP standards, thus resulting in students taking some course that are a part of the CACREP M.Ed. Mental Health program.

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

Within the Counselor Education Department at Bridgewater State University both our Mental Health, M.Ed program and our School Counseling M.Ed program are CACREP accredited. This means that there are additional standards set forth that our program and students need to meet. When you are reviewing requirements you will see references made to CACREP 2016 Standards. All additional programs within the Counselor Education Department, (Mental Health Dual License, CAGS in Mental Health, Post Master's in School Counseling and Student Affairs), are held to CACREP standards as well, to ensure that all students are provided with a well-rounded and academically enriching experience.

CACREP's Vision, Mission and Core Values:

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

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

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

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

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

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

The CACREP Board of Directors believes in

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

** Note: The CAGS and Mental Health Dual License programs are not under the CACREP accreditation.*

The Nature of Supervision

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

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

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

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

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

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

Multicultural Supervision

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

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

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

Fieldwork Supervisors

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

On-Site Supervisor

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

Qualifications of On-Site Supervisors

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

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

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

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

On-site Supervisor Responsibilities:

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

- Have on-going training in Counselor Supervision (CACREP (2016) section III)
- Meet a minimum of one hour weekly with the intern to supervise, discuss and evaluate student progress and performance with counseling cases and the ongoing activities of the counseling role for which the intern is being trained.
- Provide a regularly scheduled Group Supervision meeting of not more than ten mental health supervisees under the direction of an Approved Supervisor for a period of at least

one Supervisory Contact Hour. (note: "Peer" supervision groups do not constitute Group Supervision).

- 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 Competency/Activity 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.
- Complete a Program Evaluation at the end of the semester.

University Instructor/Supervisor

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

- Meet with intern in a group seminar for a total of 20 hours per semester
- Relevant experience
- Appropriate credentials/licensure
- Counseling supervision training and experience.

BSU Seminar Instructor Responsibilities:

Responsibilities include but are not limited to:

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

Collaboration between the On-site Supervisor and BSU Instructor

The on-site supervisor and the BSU instructor/supervisor will both be responsible for assessing the student intern's progress during their fieldwork experience. Per the Site Visit Contract that is signed by you, as the on-site supervisor student and BSU Instructor, supervisors will be scheduling conference calls and/or site visits as a way 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 training in Mandated Reporting.
- Assume the range of responsibilities and roles engaged in by counselors in the role for which they are training (e.g., Mental Health Counselor, Mental Health Counselor – School-Based).
- Perform assigned duties in a manner which recognizes, respects, and appropriately responds to client diversity and maintains the highest professional standards/professionalism and knowledge of professional ethics
- Actively utilize and participate in the supervisory and seminar experience, and to bring any serious issues to the immediate attention of their on-site supervisor and BSU instructor/supervisor.
- Timely completion and submission of all required paperwork each semester to BSU seminar instructor.
- Complete a Site and Site Supervisor evaluation at the end of the semester.

Compensation for Site Supervisors

- Site supervisors are able to attend Continuing Education trainings offered through the Department of Counselor Education's Professional Development Center at a reduced rate.
- Site supervisors who are actively supervising a graduate student intern are able to attend the annual Counselor Supervision training offered by the Department of Counselor Education's Professional Development Center for free. Site supervisors who are not actively supervising a BSU student can attend for a reduced rate.
- Site supervisors who are actively supervising a graduate student intern are eligible to receive a course voucher, valid for free tuition towards a BSU course. Please refer to Appendix F for more information.
- Site supervisors who are actively supervising a graduate student intern in a school based setting also receive 15 Professional Development Points (PDP's) each semester they supervisor a BSU student intern.

Appendix A: Individualized Fieldwork Agreements



Department of Counselor Education Individualized Advanced Applied 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.

Check only one:

School Counseling

Pre K-8 ____

5-12 ____

Mental Health ____

Mental Health Dual

MH setting ____

School setting ____

	Semester Fall 20__ Spring 20__ Summer 20__
Course	Adv. Applied
Credits	3 ____ (check one)
Fieldwork Hours	100 ____
Estimated Hours	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's Distance in miles from BSU Campus: _____

Site telephone number: _____ Site fax number: _____

Supervisor information

Supervisor name: _____

Supervisor email address: _____

Supervisor title: _____

Supervisor telephone number: _____

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

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

Where have you completed training in Counselor Supervision?

_____ BSU Counselor Supervision Workshop (face to face)

_____ BSU Online Counselor Supervision Training

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

_____ I have not completed training in Counselor Supervision

Important Notifications:

1. 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 Director of Fieldwork's professional judgment and best practices.
3. Students are only eligible to complete Fieldwork if all other pre-requisite requirements as stated in their program of study have been satisfied, regardless of future planning this form may indicate.
4. The Department of Counselor Education has the right to approve or deny this application request as a function of their professional gatekeeping.

Site Supervisor signature _____ Date: _____

Student signature _____ Date: _____

BSU Fieldwork Director _____ Date: _____

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



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.

Check only one:

School Counseling

Pre K-8 ____

5-12 ____

Mental Health ____

Mental Health Dual

MH setting ____

School setting ____

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

Student information

Student name: _____

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

Student telephone numbers: Day: _____ Evening: _____

Student email address: _____ Student Banner #: _____

Site information

Site name: _____

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

Site's Distance in miles from BSU Campus: _____

Site telephone number: _____ Site fax number: _____

Supervisor information

Supervisor name: _____

Supervisor email address: _____

Supervisor title: _____

Supervisor telephone number: _____

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

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

Where have you completed training in Counselor Supervision?

_____ BSU Counselor Supervision Workshop (face to face)

_____ BSU Online Counselor Supervision Training

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

_____ I have not completed training in Counselor Supervision

Important Notifications:

1. 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 Director of Fieldwork's professional judgment and best practices.
3. Students are only eligible to complete Fieldwork if all other pre-requisite requirements as stated in their program of study have been satisfied, regardless of future planning this form may indicate.
4. The Department of Counselor Education has the right to approve or deny this application request as a function of their professional gatekeeping.

Site Supervisor signature _____ Date: _____

Student signature _____ Date: _____

BSU Fieldwork Director _____ Date: _____

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

Appendix B: Mental Health Counseling Supervision Contract

Supervision Contract Mental Health Counseling M.Ed. & CAGS Programs

Supervisor Requirements:

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

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

Experiential Requirements:

1. The clinical site in which the student will engage in fieldwork is neither individual nor group private practice.
2. Weekly, on-site, face to face supervision occurs between the student and approved supervisor for at least one Supervisory Contact Hour.
3. A regularly scheduled Group Supervision meeting of not more than ten mental health supervisees under the direction of an Approved Supervisor for a period of at least one Supervisory Contact Hour. (note: "Peer" supervision groups do not constitute Group Supervision).
4. There must be an identified emergency contact person for the intern at all times that the intern is on site.
5. Regularly scheduled communication between the site supervisor and BSU Instructor will occur throughout the student's experience
6. Student interns will not be allowed to provide clients with their own personal phone numbers for scheduling and other site relevant activities.
7. Student interns will not be allowed to dispense medications.
8. Student interns will not be allowed to transport clients.
9. Student interns conducting home-based visits are required to be accompanied by a clinical master's level staff member
10. 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.
11. 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.
12. 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.
13. In the event that a student intern continues to engage in fieldwork during school breaks (mid-December to mid-January and August) the Director of Fieldwork is the BSU primary contact.

Supervisor Signature: _____ **Date:** _____

Years of Post-Graduation Experience _____ **Years of Post License Experience:** _____

Supervisor license (s) type: _____ **License Number:** _____

Type: _____ License Number: _____

Student Signature: _____ Date: _____

Supervisory Relationship will begin on: _____ and end on _____

Appendix C: Mental Health Dual License Supervision Contract

Supervision Contract

Mental Health Counseling – Dual License M.Ed. Program

Supervisor Requirements:

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

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

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

Experiential Requirements:

1. The clinical site in which the student will engage in fieldwork is neither individual nor group private practice.
2. Weekly, on-site, face to face supervision occurs between the student and approved supervisor for at least one Supervisory Contact Hour.
3. A regularly scheduled Group Supervision meeting of not more than ten mental health supervisees under the direction of an Approved Supervisor for a period of at least one Supervisory Contact Hour. (note: "Peer" supervision groups do not constitute Group Supervision).
4. There must be an identified emergency contact person for the intern at all times that the intern is on site.
5. Regularly scheduled communication between the site supervisor and BSU Instructor will occur throughout the student's experience
6. Student interns will not be allowed to provide clients with their own personal phone numbers for scheduling and other site relevant activities.
7. Student interns will not be allowed to dispense medications.
8. Student interns will not be allowed to transport clients.
9. Student interns conducting home-based visits are required to be accompanied by a clinical master's level staff member
10. 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.
11. 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.
12. 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.
13. In the event that a student intern continues to engage in fieldwork during school breaks (mid-December to mid-January and August) the Director of Fieldwork is the BSU primary contact.

Supervisor Signature: _____ Date: _____

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

Appendix D: Site Visit Contract



Fieldwork Site Supervisor and BSU Instructor Site Visit/Communication Contract

Regularly scheduled communication between the site supervisor and BSU instructor will occur throughout the student's fieldwork experience.

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

During the student's Internship/Practicum experience the BSU Instructor will conduct at least one formal face to face 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) will be scheduled 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.)

Site Supervisor Print Name: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

BSU Student Print Name: _____ Date: _____

BSU Student Signature: _____ Date: _____

BSU Instructor Print Name: _____ Date: _____

BSU Instructor Signature: _____ Date: _____

Note: The Fieldwork Director will obtain BSU Instructor signatures after the BSU student is enrolled into their appropriate fieldwork seminar course.

Appendix E: Mental Health Competency Forms

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

COMPETENCY AREAS 100 Total Hours Direct Client Contact Minimum of 40 hrs.	COMPETENCIES	ACTIVITIES
1. Assessment/Evaluation		
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 initial understanding of and compliance with legally mandated reporter role.	In the event that reportable incident arises, student will alert and work with his/her supervisor throughout the reporting process.
2. Counseling	Develop and maintain positive, empathic counseling relationships with clients while effectively responding to client verbal and non-verbal communications.	Treatment activities will reflect an ability to establish effective, informed, and respectful therapeutic relationships with clients and actively involve clients in all phases of counseling.

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

COMPETENCY AREAS 100 Total Hours Direct Client Contact Minimum of 40 hrs.	COMPETENCIES	ACTIVITIES
		services to stakeholders and clients.
b. Self-reflection	Ability to demonstrate an ability to adequately self-reflect, including an awareness of biases and the ability of avoiding bias imposition on to clients.	Will utilize supervision to demonstrate self-awareness including an understanding of self as a cultural being and ways resulting biases could impact the counseling process.
5. Consultation		
a. Consultation	Demonstrates an initial understanding of the various models and stages of consultation and begins to develop personal consultation style.	Will use supervision to begin to develop consultation style and, as need arises, will provide consultation to a range of populations.
b. Community Resources	Demonstrates knowledge about a variety of ancillary internal and community based support services; provides information about these services and makes appropriate referrals. Knowledge of public mental health policy as well as the role that financial and regulatory processes impact delivery of services in clinical mental health settings.	Will develop an ongoing resource file of internal and community resources and demonstrate an ability to effectively acquire and share such information and make referrals to clients.
COMPETENCY AREAS	COMPETENCIES	ACTIVITIES
c. Collaboration	Demonstrates ability to effectively function as a contributing member of a variety of mental health teams; establishes effective collaboration relationships with ancillary providers.	Will be an active and contributing member on a variety of mental health teams both internal and external to the agency.
6. Diversity	Recognizes, respects, and is able to appropriately and effectively respond to client diversity.	All assessment, treatment, prevention, and other fieldwork activities will demonstrate an understanding of and respect for client diversity and context that translates into effective intervention strategies.

COMPETENCY AREAS 100 Total Hours Direct Client Contact Minimum of 40 hrs.	COMPETENCIES	ACTIVITIES
7. Ethics, Legal Issues, Professionalism	Understands and maintains the highest professional standards and professionalism.	All assessment, treatment, prevention, and other fieldwork activities will reflect professionalism, an awareness of related legal issues and the current ACA Code of Ethics.
8. Technology	Utilizes technology in assessment, counseling, prevention, and/or consultation activities.	Will incorporate technology (e.g. Boardmaker, Kidspiration, Powerpoint, Publisher, ect.) into fieldwork activities.

Fieldwork Outcome Measures:

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

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

Bridgewater State University
Competency Based Activities/Outcomes
Internship

Mental Health Counseling, Mental Health Dual, and Mental Health CAGS
Course Numbers: CNMH 571, CNMH 582, or CNMH 671

COMPETENCY AREAS Direct Client Contact 150 hr. semester = 60 hrs. 300 hr. semester = 120 hrs. 450 hr. semester = 180 hrs.	COMPETENCIES	ACTIVITIES
1. Assessment/Evaluation Recommended Hours: 150 hr. semester = 10 hrs. 300 hr. semester = 20 hrs. 450 hr. semester = 30hrs. 600 hr. semester = 40 hrs.		
a. Intake	Gather, interpret, and integrate pertinent clinical,	Conduct intakes which include a mental status exam

COMPETENCY AREAS Direct Client Contact 150 hr. semester = 60 hrs. 300 hr. semester = 120 hrs. 450 hr. semester = 180 hrs.	COMPETENCIES	ACTIVITIES
	developmental, cultural, and other contextual client information and test reports to arrive at accurate diagnostic formulation.	and involve effective use of current DSM and the development of appropriate goals, objectives, and treatment.
b. Brief/Risk/Crisis Assessment (as need arises)	Demonstrates an initial understanding of the brief/risk assessment process. Demonstrates a structured procedure to assess and manage suicide risk. Demonstrates appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.	Conduct brief/risk assessments as the need arises; demonstrate an understanding of the broad nature of risk assessment.
c. Mandated Reporting (as need arises)	Demonstrates an understanding of and compliance with legally mandated reporter role.	In the event that reportable incident arises, student will alert and work with his/her supervisor throughout the reporting process.
2. Counseling	Develop and maintain positive, empathic counseling relationships with clients while effectively responding to client verbal and non-verbal communications.	Treatment activities will reflect an ability to establish effective, informed, and respectful therapeutic relationships with clients and actively involve clients in all phases of counseling.
COMPETENCY AREAS	COMPETENCIES	ACTIVITIES
a. Individual and Family Counseling Required hours: 150 hr. semester = 20 hrs. 300 hr. semester = 75 hrs. 450 hr. semester = 115 hrs.	Understands counseling theory and stages of treatment and effectively translates theory into practice, demonstrates effective record keeping and report writing skills, and	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 Direct Client Contact 150 hr. semester = 60 hrs. 300 hr. semester = 120 hrs. 450 hr. semester = 180 hrs.	COMPETENCIES	ACTIVITIES
	remains within the limits of expertise.	
b. Group Counseling Required hours: 150 hr. semester = 3 hrs. 300 hr. semester = 10 hrs. 450 hr. semester = 15 hrs.	Understands group theory, process, dynamics, methods, and leadership styles and begins to translate theory into practical application.	Successfully facilitates or co-facilitates a minimum of one ongoing psycho-socio-emotional group which extends for a minimum of six weeks. Student will work with group members to establish clear rules during the first session, help facilitate group goals and norms, and will maintain necessary documentation.
c. Career, academic, and lifestyle development	Understands and provide effective individual and group counseling around the issues of career, avocation, academic concerns, and “meaningful work” which respects client diversity and lifestyle.	Will effectively infuse career, avocation, and academic counseling and lifestyle development including translating assessment information and intervention planning as the need arises.
3. Prevention	Demonstrates an initial understanding of community outreach and individual, group, and community based primary and secondary activities. Understands effective strategies to support client advocacy, influence public policy and promote programs that affect the mental health of clients.	Will help develop and provide (as available) primary and/or secondary prevention activity addressing those at risk or in early stages of developing a mental health problem.
INDIRECT HOURS		
COMPETENCY AREAS	COMPETENCIES	ACTIVITIES
4. Supervision		

COMPETENCY AREAS Direct Client Contact 150 hr. semester = 60 hrs. 300 hr. semester = 120 hrs. 450 hr. semester = 180 hrs.	COMPETENCIES	ACTIVITIES
1 hr. required each week		
a. Supervision Utilization Weekly interaction that averages one hour per week of individual and/or triadic	Able to effectively utilize supervision.	Will utilize supervision to increase skills, identify and address issues of counter-transference, and to address all relevant issues of concern to the attention of the supervisor. Will have ongoing conversations around how financial and regulatory policies influence and impact the delivery of services to stakeholders and clients.
b. Self-reflection	Able to demonstrate an ability to adequately self-reflect, including an awareness of biases and the ability of avoiding bias imposition on to clients.	Will utilize supervision to demonstrate self-awareness including an understanding of self as a cultural being and ways resulting biases could impact the counseling process.
5. Consultation		
a. Theory and Application	Demonstrates an initial understanding of the various models and stages of consultation and begins to develop personal consultation style.	Will use supervision to begin to develop consultation style and, as need arises, will provide consultation to a range of populations.
b. Community Resources	Demonstrates knowledge about a variety of ancillary internal and community based support services; provides information about these services and makes appropriate referrals. Knowledge of the management of mental health	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.

COMPETENCY AREAS Direct Client Contact 150 hr. semester = 60 hrs. 300 hr. semester = 120 hrs. 450 hr. semester = 180 hrs.	COMPETENCIES	ACTIVITIES
	services and programs, including areas such as administration, finance, and accountability.	
c. Collaboration	Demonstrates ability to effectively function as a contributing member of a variety of mental health teams; establishes effective collaborative relationships with ancillary providers.	Will be an active and contributing member on a variety of mental health teams both internal and external to the agency and be able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
COMPETENCY AREAS	COMPETENCIES	ACTIVITIES
6. Diversity	Recognizes, respects, and is able to appropriately and effectively respond to client diversity.	All fieldwork activities will demonstrate an understanding of and respect for client diversity and context that translates into effective intervention strategies.
7. Ethics, Legal Issues, Professionalism	Understands and maintains the highest professional standards and professionalism. Understands the operation of an emergency management system within clinical mental health agencies and in the community.	All assessment, treatment, prevention and other fieldwork activities will reflect professionalism, an awareness of related legal issues and the current ACA Code of Ethics and MA licensure requirements. Furthermore, student will be knowledgeable and able to execute the site's emergency management system.

COMPETENCY AREAS Direct Client Contact 150 hr. semester = 60 hrs. 300 hr. semester = 120 hrs. 450 hr. semester = 180 hrs.	COMPETENCIES	ACTIVITIES
8. Technology	Utilizes technology in assessment, counseling, prevention, and/or consultation activities.	Will incorporate technology (e.g. Boardmaker, Kidspiration, Powerpoint, Publisher, etc.) into fieldwork activities.

Fieldwork Outcome Measures:

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

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

Appendix F: Mental Health Evaluation Form (sent electronically)

Bridgewater State University Mental Health Counseling Clinical 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)

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)

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)

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

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

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)**

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

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

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

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

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

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

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

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

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)**

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

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

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

4

3

2

1 (circle one)

13. Utilize technology in the provision of counseling services.

4

3

2

1 (circle one)

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

Site Supervisor/date

Student/date

BSC Seminar Instructor/date

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

- Mid-Term
- Final

Student: _____

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

3 = met

2 = partially met

1 = not met

n/a = not applicable at this level

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

3

2

1

n/a (circle one)

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

3

2

1

n/a (circle one)

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

3

2

1

n/a (circle one)

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

3

2

1

n/a (circle one)

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

3

2

1

n/a (circle one)

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

3

2

1

n/a (circle one)

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

3	2	1	n/a (circle one)
----------	----------	----------	-------------------------

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

3	2	1	n/a (circle one)
----------	----------	----------	-------------------------

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

3	2	1	n/a (circle one)
----------	----------	----------	-------------------------

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

3	2	1	n/a (circle one)
----------	----------	----------	-------------------------

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

3	2	1	n/a (circle one)
----------	----------	----------	-------------------------

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

3	2	1	n/a (circle one)
----------	----------	----------	-------------------------

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

3	2	1	n/a (circle one)
----------	----------	----------	-------------------------

The student maintains the highest professional standards and professionalism.

3	2	1	n/a (circle one)
----------	----------	----------	-------------------------

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

3	2	1	n/a (circle one)
----------	----------	----------	-------------------------

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

3

2

1

n/a (circle one)

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

3

2

1

n/a (circle one)

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

3

2

1

n/a (circle one)

Please provide feedback on student's strengths:

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

Student, Site Supervisor and BSU Instructor Sign

Appendix H: Course Voucher Policy



The Department of Counselor Education Course Voucher Policy

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

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

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

