Bridgewater State University
Counselor Education Department
Mental Health
On-Site Supervisor Handbook

Spring 2014 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).

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 Fieldwork Director, Amanda Barudin, at amanda.barudin@bridgew.edu or 508-531-2658.

Sincerely,

Amanda Barudin, LMHC
Director of Fieldwork
Bridgewater State University College of Graduate Studies

Since 1937, the College of Graduate Studies at Bridgewater State University has offered 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. The College of Graduate Studies ensures high-quality, research-based, stimulating and intellectually challenging educational experiences to those who seek expertise and leadership in their professions and a commitment to lifelong learning and scholarship.

Bridgewater State University remains steadfast in its dual mission to educate citizens to be the best they can be and to use its intellectual, scientific and technological resources to advance the economic and cultural life of the region and beyond.

Master of Education in Mental Health

The Mental Health Counseling MEd at Bridgewater State University offers graduates training in a variety of mental health settings: clinics, hospitals, health care centers, educational and governmental institutions with children, adolescents and adults. This program prepares graduates who intend to become Licensed Mental Health Counselors (LMHC) in the state of Massachusetts.

The MEd in Mental Health Counseling offers you:

- 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 Mental Health Counseling program at Bridgewater is the only one of its kind accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in Massachusetts.

Internships – Building Knowledge, Growing Relationship
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.
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 2009 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 22\textsuperscript{nd}, 2011 article. Z:\Supervision Articles\ACES-Best-Practices-in-clinical-supervision-document-FINAL.pdf

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”.
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 mental health practitioner with five years of full time or the equivalent part time postgraduate clinical mental health counseling experience and has a Massachusetts State Licensure Board acknowledged license.

(a) An LMHC; a currently licensed mental health counselor
(b) A CCMHC; a Certified Clinical Mental Health Counselor who holds a currently valid certificate.
(c) a licensed mental health practitioner who:
   - has a master's degree in social work and is licensed for independent clinical practice;
   - has a master's degree in marriage and family therapy;
   - has a doctoral degree in clinical, counseling or developmental psychology or a medical degree with a sub-specialization in psychiatry.
(d) A licensed mental health practitioner who has:
   - a master's or doctoral degree in rehabilitation counseling, pastoral counseling, psychiatric nursing, developmental or educational psychology, or other related fields (see 262 CMR 2.02: Related Field); successfully completed a Supervised Clinical Experience; and achieved a passing score on the NCCMHC licensure examination.
(e) An out of state supervisor who is a licensed mental health practitioner (in states that
have licensure in their discipline) and who meets the qualifications for licensure for independent clinical practice in Massachusetts in his/her respective discipline.

**On-site Supervisor Responsibilities:**

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

- 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.
- 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.

**University Instructor/Supervisor**

CACREP (2009) standards require that the Program faculty members serving as individual or group practicum/internship supervisors must have the following:

- A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program Meet with intern in a group seminar for a total of 20 hours per semester
- 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 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. 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.
- 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.
Appendix A: Individualized Fieldwork Agreement

Department of Counselor Education
Individualized Fieldwork Agreement

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

Check only one:

<table>
<thead>
<tr>
<th>School Counseling</th>
<th>Mental Health</th>
<th>Mental Health Dual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre K-8</td>
<td>___</td>
<td>MH setting ___</td>
</tr>
<tr>
<td>5-12</td>
<td>___</td>
<td>School setting ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
<th>Fieldwork Hours</th>
<th>Estimated Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 20</td>
<td>Adv.</td>
<td>3</td>
<td>100</td>
<td>Hrs per Wk ___</td>
</tr>
<tr>
<td>Spring 20</td>
<td>Applied</td>
<td>(check one)</td>
<td>150 _ 300 _ 450 _ 600 _</td>
<td># of Wks ___</td>
</tr>
<tr>
<td>Summer 20</td>
<td></td>
<td>3 _ 6 _ 9 _ 12 _</td>
<td>150 _ 300 _ 450 _ 600 _</td>
<td>Hrs per Wk ___</td>
</tr>
<tr>
<td></td>
<td>Fieldwork</td>
<td>6 _ 12 _</td>
<td>150 _ 300 _ 450 _ 600 _</td>
<td># of Wks ___</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9 _ 12 _</td>
<td>150 _ 300 _ 450 _ 600 _</td>
<td>Hrs per Wk ___</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9 _ 12 _</td>
<td>150 _ 300 _ 450 _ 600 _</td>
<td># of Wks ___</td>
</tr>
</tbody>
</table>

Student information
Student name: _________________________________________________________________

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

Student telephone numbers: Day: __________________ Evening: __________________________

Student email address: __________________________ Student Banner #: __________________

Site information
Site name: _________________________________________________________________

Site address: ________________________________________________________________
(Street) (City) (Zip code)
Site telephone number: __________________________ Site fax number: __________________________

**Supervisor information**
Supervisor name: _________________________________________________________________
Supervisor email address: ________________________________________________________
Supervisor title: ____________________________ Degree: ____________________________
Supervisor telephone number: ______________________________________________________

**Important Notifications:**
1. Original copy of this form must be kept on file in the Department of Counselor Education at Bridgewater State University.
2. Approval of the proposed on site hours will be contingent upon the 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: Supervisor must have five years of full time or the equivalent part time postgraduate clinical mental health counseling experience and has a Massachusetts State Licensure Board acknowledged license
(a) An LMHC; a currently licensed mental health counselor
(b) A CCMHC; a Certified Clinical Mental Health Counselor who holds a currently valid certificate.
(c) A licensed mental health practitioner who:
has a master's degree in social work and is licensed for independent clinical practice;
has a master's degree in marriage and family therapy;
has a doctoral degree in clinical, counseling or developmental psychology or a medical degree with a sub-specialization in psychiatry.
(d) A licensed mental health practitioner who has:
a master's or doctoral degree in rehabilitation counseling, pastoral counseling, psychiatric nursing, developmental or educational psychology, or other related fields (see 262 CMR 2.02: Related Field); successfully completed a Supervised Clinical Experience; and achieved a passing score on the NCCMHC licensure examination.
(e) An out of state supervisor who is a licensed mental health practitioner (in states that have licensure in their discipline) and who meets the qualifications for licensure for independent clinical practice in Massachusetts in his/her respective discipline.

Experiential Requirements:
1. The clinical site in which the student will engage in fieldwork is neither individual nor group private practice.
2. Supervision hours must be a minimum of 50 consecutive minutes once a week.
3. Individual supervision may not exceed triadic supervision numbers (2 students to 1 approved supervisor)
4. There must be an identified emergency contact person for the intern at all times that the intern is on site.
5. Student interns will not be allowed to provide clients with their own personal phone numbers for scheduling and other site relevant activities.
6. Student interns will not be allowed to dispense medications.
7. Student interns will not be allowed to transport clients.
8. Student interns conducting home-based visits are required to be accompanied by a clinical staff member and/or supervisor
9. 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.
10. 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.
11. 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: Supervisor must have five years of full time or the equivalent part time postgraduate clinical mental health counseling experience and has a Massachusetts State Licensure Board acknowledged license.
(a) An LMHC; a currently licensed mental health counselor
(b) A CCMHC; a Certified Clinical Mental Health Counselor who holds a currently valid certificate.
(c) a licensed mental health practitioner who:
has a master's degree in social work and is licensed for independent clinical practice;
has a master's degree in marriage and family therapy;
has a doctoral degree in clinical, counseling or developmental psychology or a medical degree with a subspecialization in psychiatry.
(d) A licensed mental health practitioner who has:
a master's or doctoral degree in rehabilitation counseling, pastoral counseling, psychiatric nursing, developmental or educational psychology, or other related fields (see 262 CMR 2.02: Related Field);
successfully completed a Supervised Clinical Experience; and achieved a passing score on the NCCMHC licensure examination.
(e) An out of state supervisor who is a licensed mental health practitioner (in states that have licensure in their discipline) and who meets the qualifications for licensure for independent clinical practice in Massachusetts in his/her respective discipline.

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. Supervision hours must be a minimum of 50 consecutive minutes once a week.
3. Individual supervision may not exceed triadic supervision numbers (2 students to 1 approved supervisor)
4. There must be an identified emergency contact person for the intern at all times that the intern is on site.
5. Student interns will not be allowed to provide clients with their own personal phone numbers for scheduling and other site relevant activities.
6. Student interns will not be allowed to dispense medications.
7. Student interns will not be allowed to transport clients.
8. Student interns conducting home-based visits are required to be accompanied by a clinical staff member and/or supervisor
9. 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.
10. 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.
11. 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: 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

<table>
<thead>
<tr>
<th>COMPETENCY AREAS</th>
<th>COMPETENCIES</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Assessment/Evaluation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Intake</td>
<td>Gather, interpret, and integrate pertinent clinical, developmental, cultural, and other contextual client information and test reports to arrive at accurate diagnostic formulation.</td>
<td>Conduct intakes which include a mental status exam and involve effective use of current DSM and the development of appropriate goals, objectives, and treatment.</td>
</tr>
<tr>
<td>Recommended hours: 2-3</td>
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</tr>
<tr>
<td>b. Brief/Risk Assessment (as need arises)</td>
<td>Demonstrate an initial understanding of the brief/risk assessment process.</td>
<td>Conduct brief/risk assessments as the need arises; demonstrate an understanding of the broad nature of risk assessment.</td>
</tr>
<tr>
<td>c. Mandated Reporting (as need arises)</td>
<td>Demonstrate an initial understanding of and compliance with legally mandated reporter role.</td>
<td>In the event that reportable incident arises, student will alert and work with his/her supervisor throughout the reporting process.</td>
</tr>
<tr>
<td><strong>2. Counseling</strong></td>
<td></td>
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</tr>
<tr>
<td>a. Individual and Family Counseling (20 hours required; 30 recommended)</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>b. Group Counseling (3 hrs. observation/co-facilitate at least 3 on-going)</td>
<td>Understands group theory, process, dynamics, methods, and</td>
<td>Students will observe and/or co-facilitate at least 3 on-going,</td>
</tr>
<tr>
<td>Competency Areas</td>
<td>Competencies</td>
<td>Activities</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>C. Career, academic, lifestyle</td>
<td>Understands and provide effective individual and group counseling around the</td>
<td>Will effectively infuse career, avocation, and academic counseling and lifestyle development including translating assessment information and intervention planning as the need arises.</td>
</tr>
<tr>
<td>development, and meaningful work</td>
<td>issues of career, avocation, academic concerns and “meaningful work” which</td>
<td></td>
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<tr>
<td></td>
<td>respects client diversity and lifestyle.</td>
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<tr>
<td>3. Prevention</td>
<td>Demonstrates an initial understanding of community outreach and individual,</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>group, and community based primary and secondary prevention activities.</td>
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<tr>
<td>INDIRECT HOURS</td>
<td></td>
<td></td>
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<tr>
<td>4. Supervision</td>
<td></td>
<td></td>
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<tr>
<td>a. Supervision Utilization</td>
<td>Able to effectively utilize supervision.</td>
<td>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.</td>
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<tr>
<td>b. Self-reflection</td>
<td>Ability to demonstrate an ability to adequately self-reflect, including an</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>awareness of biases and the ability of avoiding bias imposition on to clients.</td>
<td></td>
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<tr>
<td>5. Consultation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Consultation</td>
<td>Demonstrates an initial understanding of the various models and stages of</td>
<td>Will use supervision to begin to develop consultation style and, as need arises, will provide consultation to a range of populations.</td>
</tr>
<tr>
<td></td>
<td>consultation and begins to develop personal consultation style.</td>
<td></td>
</tr>
<tr>
<td>b. Community Resources</td>
<td>Demonstrates knowledge about a variety of ancillary internal and community</td>
<td>Will develop an ongoing resource file of internal and community resources and demonstrate an ability to effectively acquire and share</td>
</tr>
<tr>
<td></td>
<td>based support services; provides information about these services and makes</td>
<td></td>
</tr>
<tr>
<td>COMPETENCY AREAS</td>
<td>COMPETENCIES</td>
<td>ACTIVITIES</td>
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<tr>
<td>c. Collaboration</td>
<td>Demonstrates ability to effectively function as a contributing member of a variety of mental health teams; establishes effective collaboration relationships with ancillary providers.</td>
<td>Will be an active and contributing member on a variety of mental health teams both internal and external to the agency.</td>
</tr>
<tr>
<td>6. Diversity</td>
<td>Recognizes, respects, and is able to appropriately and effectively respond to client diversity.</td>
<td>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.</td>
</tr>
<tr>
<td>7. Ethics, Legal Issues,</td>
<td>Understands and maintains the highest professional standards and professionalism.</td>
<td>All assessment, treatment, prevention, and other fieldwork activities will reflect professionalism, an awareness of related legal issues and the current ACA Code of Ethics.</td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Technology</td>
<td>Utilizes technology in assessment, counseling, prevention, and/or consultation activities.</td>
<td>Will incorporate technology (e.g. Boardmaker, Kidspiration, Powerpoint, Publisher, ect.) into fieldwork activities.</td>
</tr>
</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>COMPETENCY AREAS</th>
<th>COMPTENCIES</th>
<th>ACTIVTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Client Contact</td>
<td>150 hr. semester = 60 hrs. 300 hr. semester = 120 hrs. 450 hr. semester = 180 hrs. 600 hr. semester = 240 hrs.</td>
<td></td>
</tr>
<tr>
<td>1. Assessment/Evaluation</td>
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<tr>
<td>Recommended Hours: 150 hr. semester = 10 hrs. 300 hr. semester = 20 hrs. 450 hr. semester = 30 hrs. 600 hr. semester = 40 hrs.</td>
<td></td>
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<tr>
<td>a. Intake</td>
<td>Gather, interpret, and integrate pertinent clinical, developmental, cultural, and other contextual client information and test reports to arrive at accurate diagnostic formulation.</td>
<td>Conduct intakes which include a mental status exam and involve effective use of current DSM and the development of appropriate goals, objectives, and treatment.</td>
</tr>
<tr>
<td>b. Brief/Risk/Crisis Assessment (as need arises)</td>
<td>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.</td>
<td>Conduct brief/risk assessments as the need arises; demonstrate an understanding of the broad nature of risk assessment.</td>
</tr>
<tr>
<td>c. Mandated Reporting (as need arises)</td>
<td>Demonstrates an understanding of and compliance with legally mandated reporter role.</td>
<td>In the event that reportable incident arises, student will alert and work with his/her supervisor throughout the reporting process.</td>
</tr>
<tr>
<td>2. Counseling</td>
<td>Develop and maintain</td>
<td>Treatment activities will</td>
</tr>
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</table>
positive, empathic counseling relationships with clients while effectively responding to client verbal and non-verbal communications. reflect an ability to establish effective, informed, and respectful therapeutic relationships with clients and actively involve clients in all phases of counseling.

<table>
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<th>ACTIVITIES</th>
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</thead>
<tbody>
<tr>
<td><strong>a. Individual and Family Counseling</strong>&lt;br&gt;Required hours:&lt;br&gt;150 hr. semester = 20 hrs.&lt;br&gt;300 hr. semester = 75 hrs.&lt;br&gt;450 hr. semester = 115 hrs.&lt;br&gt;600 hr. semester = 155 hrs.</td>
<td>Understands counseling theory and stages of treatment and effectively translates theory into practice, demonstrates effective record keeping and report writing skills, and remains within the limits of expertise.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>b. Group Counseling</strong>&lt;br&gt;Required hours:&lt;br&gt;150 hr. semester = 3 hrs.&lt;br&gt;300 hr. semester = 10 hrs.&lt;br&gt;450 hr. semester = 15 hrs.&lt;br&gt;600 hr. semester = 20 hrs.</td>
<td>Understands group theory, process, dynamics, methods, and leadership styles and begins to translate theory into practical application.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>c. Career, academic, and lifestyle development</strong></td>
<td>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.</td>
<td>Will effectively infuse career, avocation, and academic counseling and lifestyle development including translating assessment information and intervention planning as the need arises.</td>
</tr>
<tr>
<td><strong>3. Prevention</strong></td>
<td>Demonstrates an initial understanding of community outreach and individual, group, and community based primary and secondary activities.</td>
<td>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.</td>
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advocacy, influence public policy and promote programs that affect the mental health of clients.

<table>
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<tr>
<th>INDIRECT HOURS</th>
<th>COMPETENCY AREAS</th>
<th>COMPETENCIES</th>
<th>ACTIVITIES</th>
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<tbody>
<tr>
<td></td>
<td>4. Supervision</td>
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<td>1 hr. required each week</td>
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<tr>
<td>a. Supervision Utilization</td>
<td>Weekly interaction that averages one hour per week of individual and/or triadic</td>
<td>Able to effectively utilize supervision.</td>
<td>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.</td>
</tr>
<tr>
<td>b. Self-reflection</td>
<td>Able to demonstrate an ability to adequately self-reflect, including an awareness of biases and the ability of avoiding bias imposition on to clients.</td>
<td>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.</td>
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<td></td>
<td>5. Consultation</td>
<td></td>
<td></td>
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<tr>
<td>a. Theory and Application</td>
<td>Demonstrates an initial understanding of the various models and stages of consultation and begins to develop personal consultation style.</td>
<td>Will use supervision to begin to develop consultation style and, as need arises, will provide consultation to a range of populations.</td>
<td></td>
</tr>
<tr>
<td>b. Community Resources</td>
<td>Demonstrates knowledge about a variety of ancillary internal and community based support services; provides information about these services and makes appropriate referrals.</td>
<td>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.</td>
<td></td>
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<tr>
<td>c. Collaboration</td>
<td>Demonstrates ability to effectively function as a contributing member of a variety of mental health teams; establishes effective collaborative relationships with ancillary providers.</td>
<td>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</td>
<td></td>
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</table>
and discuss the differential diagnosis with collaborating professionals.

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<tbody>
<tr>
<td><strong>6. Diversity</strong></td>
<td>Recognizes, respects, and is able to appropriately and effectively respond to client diversity.</td>
<td>All fieldwork activities will demonstrate an understanding of and respect for client diversity and context that translates into effective intervention strategies.</td>
</tr>
<tr>
<td><strong>7. Ethics, Legal Issues, Professionalism</strong></td>
<td>Understands and maintains the highest professional standards and professionalism.</td>
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<td></td>
<td>Understands the operation of an emergency management system within clinical mental health agencies and in the community.</td>
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<td>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.</td>
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<tr>
<td></td>
<td>Furthermore, student will be knowledgeable and able to execute the site’s emergency management system.</td>
<td></td>
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<tr>
<td><strong>8. Technology</strong></td>
<td>Utilizes technology in assessment, counseling, prevention, and/or consultation activities.</td>
<td>Will incorporate technology (e.g. Boardmaker, Kidspiration, Powerpoint, Publisher, etc.) into fieldwork activities.</td>
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Appendix E: Mental Health Evaluation Form

Bridgewater State University Mental Health Counseling
Fieldwork Evaluation Form

-o Mid-Term
-o Final

Student: _________________________________

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

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

The student demonstrates the ability to:

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

   4  3  2  1 (circle one)

   Comments:

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

   4  3  2  1 (circle one)

   Comments:

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

   4  3  2  1 (circle one)

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

4 3 2 1 (circle one)
Comments:

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

4 3 2 1 (circle one)
Comments:

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

4 3 2 1 (circle one)
Comments:

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

4 3 2 1 (circle one)
Comments:

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

4 3 2 1 (circle one)
Comments:

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

4 3 2 1 (circle one)
Comments:
10. Effectively function as a contributing member of a variety of mental health teams and establish effective collaborative relationships with ancillary providers.

\[
\begin{array}{cccc}
4 & 3 & 2 & 1 \\
\end{array}
\] (circle one)

Comments:

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

\[
\begin{array}{cccc}
4 & 3 & 2 & 1 \\
\end{array}
\] (circle one)

Comments:

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

\[
\begin{array}{cccc}
4 & 3 & 2 & 1 \\
\end{array}
\] (circle one)

Comments:

13. Utilize technology in the provision of counseling services.

\[
\begin{array}{cccc}
4 & 3 & 2 & 1 \\
\end{array}
\] (circle one)

Comments:

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

_________________________________________________________________________

Site Supervisor/date  Student/date  

_________________________________________________________________________

BSC Seminar Instructor/date