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

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

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

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

Should you have any questions or want additional information, please feel free to contact the Director of Fieldwork, 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 Student Affairs**

The Student Affairs Counseling MEd at Bridgewater State University trains you to utilize valuable skills in counseling and program development, as well as in implementation in a variety of higher education and student affairs settings such as residence life, student activities, academic enhancement/advising and in career services.

The Master of Education in Student Affairs Counseling offers you:

- Diverse faculty with extensive experience in various fields of student affairs counseling
- Students have the opportunity to garner valuable insight through internships and through participating in national student affairs counseling conferences
- 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

The MEd in Student Affairs Counseling at Bridgewater offers students a quality curriculum taught by an excellent faculty at an affordable price.

**Internships – Building Knowledge, Growing Relationships**

An internship is a unique and essential part of the learning experience in the Student Affairs Counseling Program. It’s where classroom learning comes alive, providing you with countless opportunities to apply theoretical knowledge to real-life situations—as well as to explore career choices and assess your own special interests. For many students of the program, internships
have helped forge important professional relationships, while others have led to permanent positions.

**The Curriculum**

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

Core courses of this program include:

- Counseling and Development
- Multicultural Counseling
- Research and Evaluation
- Group I: Theory and Practice of Group Interaction
- Group Experience
- Introduction to Career Counseling
- Student Development Theory in Higher Education
- Foundations in Higher Education & Student Affairs
- Ethical, Legal, and Professional Issues in Student Affairs
- Student Affairs Administration
- Helping Skills for Student Affairs Professionals

The Student Affairs Program requires a total of a 300 hour internship split between 2 semesters, completing 150 hours during each semester.

Students have the opportunity to garner valuable insight through internships and through participating in national student affairs counseling conferences.
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. 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”.
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 Z:\Supervision Articles\Multicultural Supervision.pdf

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

Qualifications of On-Site Supervisors

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

On-site Supervisor Responsibilities:

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

- Meet a minimum of one hour weekly with the intern to supervise, discuss and evaluate student progress and performance with counseling cases and the ongoing activities of the role for which the intern is being trained.
- Assist the intern in self-evaluation/reflection.
- Directly observe the intern with a student/group (minimum once per semester).
- Assess intern performance using the provided BSU competency based Internship Evaluation Form during the middle and end of each semester, 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 student affairs professional.
- Possess the appropriate degree, experience, license and/or certification necessary to supervise the intern.
University Instructor/Supervisor

Credentials for the BSU Instructor/Supervisor are as follows:

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

BSU Seminar Instructor Responsibilities:

Responsibilities include but are not limited to:

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

Collaboration between the On-site Supervisor and BSU Instructor

The on-site supervisor and the BSU instructor-supervisor will both be responsible for assessing the student intern’s progress during their fieldwork experience. 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., Student Affairs Professional).
- Perform assigned duties in a manner which recognizes, respects, and appropriately responds to student diversity and maintains the highest professional standards/professionalism and knowledge of professional ethics.
- Actively utilize and participate in the supervisory and seminar experience, and to bring any serious issues to the immediate attention of their on-site supervisor and BSU instructor-supervisor.
- Timely completion and submission of all required paperwork each semester to BSU seminar instructor.
Appendix A: Student Affairs Individualized Fieldwork Agreement

Department of Counselor Education
Individualized Fieldwork Agreement

Student Affairs

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

<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>Internship I (Advanced Applied)</td>
<td>3</td>
<td>150</td>
<td>Hrs per Wk ___</td>
</tr>
<tr>
<td>Spring 20__</td>
<td></td>
<td></td>
<td></td>
<td># of Wks ___</td>
</tr>
<tr>
<td>Summer 20__</td>
<td>Internship II</td>
<td>3</td>
<td>150</td>
<td>Hrs per Wk ___</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></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 student’s advisor’s professional judgment and best practices.
3. The Department of Counselor Education has the right to approve or deny this application request as a function of their professional gatekeeping.

Site Supervisor signature  __________________________________________ Date: __________
Student signature  _______________________________________________ Date: __________
BSU Fieldwork Director  ___________________________________________ Date: __________

*The original copy of all signatures must be on file with the Department of Counselor Education.*
Appendix B: Student Affairs Counseling Supervision Contract

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

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Experiential Requirements:
1. Supervision hours must be a minimum of 50 consecutive minutes once a week.
2. Individual supervision may not exceed triadic supervision numbers (2 students to 1 approved supervisor)
3. There must be an identified emergency contact person for the intern at all times that the intern is on site.
4. Student interns will not be allowed to provide clients with their own personal phone numbers for scheduling and other site relevant activities.
5. 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.
6. 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.
7. In the event that a student intern continues to engage in fieldwork during the winter break (mid December to mid January and August) the Director of Fieldwork is the BSU primary contact.

Supervisor Signature: ____________________________ Date: _________
Master’s Degree earned: ________________________ Years of Post-Graduation Experience _____
Student Signature: ____________________________ Date: __________
Supervisory Relationship will begin on: __________ and end on _____________.

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### Appendix C: Student Affairs Counseling Competency Form

**Bridgewater State University**  
**Competency Based Activities/Outcomes**  
**Based on the ACPA/NASPA Competencies**  
**Student Affairs Advanced Applied (Internship I) and Internship II**  
**Course Numbers: CNSA 570 and 571**

<table>
<thead>
<tr>
<th>COMPETENCY AREAS 150 HOURS TOTAL</th>
<th>COMPETENCIES</th>
<th>ACTIVITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Student Contact (Minimum 60 hours)</td>
<td>Acquire the knowledge, skills and attitudes needed to provide counseling and advising support, direction, feedback, referral and guidance to individuals and groups</td>
<td>Utilize active listening skills, facilitate problem-solving, decision making and goal setting with students and colleagues. Demonstrate culturally appropriate advising, helping, coaching and counseling strategies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Advising and Helping</th>
<th>Establish rapport and facilitate reflection. Gather, interpret, and integrate pertinent clinical, developmental, cultural, and other contextual client information and test/academic reports to arrive at accurate formulation of students’ development issues/needs/concerns.</th>
<th>Utilize a variety of strategies and techniques necessary to gather appropriate information on students’ academic, emotional, psychological, spiritual, and physical well-being.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Initial Assessment of Students’ presenting issues</td>
<td>Understands group theory, process, dynamics methods, and leadership styles and begins to translate theory into practical application. Mediate differences between or among individuals and groups. Maintain an appropriate degree of confidentiality and know when to break confidentiality in order to protect the student or others.</td>
<td>Student will facilitate or co-facilitate at least 3 single session or on-going group experiences, staff trainings, or other administrative meetings directly related to work with student population. Examples include, but not limited to: RA/OL Trainings, RA Staff Meetings, Leadership trainings, Committee Meetings, Group/student Organization Advising.</td>
</tr>
<tr>
<td>b. Group Facilitation * Required 20 hours minimum</td>
<td>Demonstrate an understanding of and compliance with legally mandated reporter role.</td>
<td>In the event that reportable incident arises, intern will alert and work with his/her supervisor throughout the reporting process. Intern will communicate effectively with student affairs administrators, campus police, and other appropriate personnel.</td>
</tr>
<tr>
<td>c. Mandated Reporting (as need arises)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>COMPETENCY AREAS</th>
<th>COMPETENCIES</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Student learning and Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Developmental Counseling</td>
<td>Demonstrate an initial understanding of the brief/risk/crisis assessment process. Identify patterns of behavior that signal mental health concerns. Be aware of accurate and helpful mental health information for students, faculty and staff.</td>
<td>Conduct brief/risk/crisis assessments as the need arises; demonstrate an understanding of the broad nature of risk/crisis/assessment as it relates to campus population.</td>
</tr>
<tr>
<td>e. Prevention</td>
<td>Demonstrate an initial understanding of campus/community outreach and fosters collaborative relationships with both campus and external resources. Consult with mental health practitioners as needed.</td>
<td>Will develop and provide prevention activities (as available) that address those students at risk or in the early stages of developing a mental health problem, crisis, or developmental issue. Develop avenues for student involvement and utilize technology to promote awareness and de-stigmatization of mental health issues.</td>
</tr>
</tbody>
</table>

**COMPETENCIES**

- | Demonstrate an initial understanding of the brief/risk/crisis assessment process. Identify patterns of behavior that signal mental health concerns. Be aware of accurate and helpful mental health information for students, faculty and staff. | Conduct brief/risk/crisis assessments as the need arises; demonstrate an understanding of the broad nature of risk/crisis/assessment as it relates to campus population. |

**ACTIVITIES**

- | Demonstrate an initial understanding of campus/community outreach and fosters collaborative relationships with both campus and external resources. Consult with mental health practitioners as needed. | Will develop and provide prevention activities (as available) that address those students at risk or in the early stages of developing a mental health problem, crisis, or developmental issue. Develop avenues for student involvement and utilize technology to promote awareness and de-stigmatization of mental health issues. |

**COMPETENCY AREAS**

- 2. Student learning and Development
  - a. Developmental Counseling
  - b. Individual Developmental Counseling (40 hours recommended)
  - c. Career/Leisure, Academic, and Lifestyle Development

**ACTIVITIES**

- | Develop and maintain positive, empathic, developmental counseling relationships with students while effectively responding to student verbal and non-verbal communications. | Treatment activities will reflect an ability to establish effective, informed, and respectful therapeutic relationships with students and actively involve students in all phases of the professional relationship. |

**COMPETENCIES**

- | Understands counseling, as well as student development theory and effectively translates theory into practice, demonstrates effective record keeping and report writing skills, and remains within the limits of expertise. | Student will provide individual developmental counseling, consisting of both single session and longer term (3-5 minimum) sessions with students addressing developmental, career, and other interpersonal needs. |

**ACTIVITIES**

- | Understands and provide effective individual and group work around the issues of career, avocation, leisure, academic concerns, which respects student diversity and lifestyle. | Will effectively infuse career, avocation, and academic counseling and lifestyle development including translating assessment information and intervention planning as the need arises. Intern will effectively demonstrate use of appropriate career assessments (both formal and informal assessment tools) with students. |
| 3. Assessment, Evaluation and Research (AER) | Ability to use, design, conduct and critique qualitative and quantitative AER analyses. Manage organizations using AER processes and results obtained from them. Shape political and ethical climate surrounding AER processes and uses on campus. Be able to explain necessity to follow institutional and divisional procedures and policies with regard to upholding ethical assessment, evaluation and other research activities. Be able to prioritize program and learning outcomes with organization goals and values. Use culturally appropriate terminology and methods to construct/conduct basis surveys and other instruments. | Student will contribute to the understanding of colleagues, faculty and others on campus about the AER processes to learning outcomes and goals at the student, department, division and institutional levels. Apply concepts and procedures of qualitative and quantitative research, evaluation and assessment. Interview candidates, design protocol, participate in analysis teams. Facilitate/Co-Facilitate/supervisor others to design and analyze qualitative/quantitative students and evaluation, assessment and other research activities (when applicable) |

<table>
<thead>
<tr>
<th>Indirect Hours</th>
<th>COMPETENCY AREAS</th>
<th>COMPETENCIES</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Supervision</td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
<td></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 imposing one’s personal values or beliefs on to students.</td>
<td>Will utilize supervision to demonstrate self-awareness including an understanding of self as a cultural being and ways resulting biases could impact counseling process.</td>
<td></td>
</tr>
<tr>
<td>c. Personal Foundations</td>
<td>Demonstrate the knowledge and skills to maintain emotional, physical, social, environmental, relational, spiritual and intellectual wellness. Ability to maintain excellence and integrity in work and aware of one’s own areas of strength and growth.</td>
<td>Student will articulate and engage in self-care activities to try to maintain a healthy balance between professional and personal responsibilities. Show awareness of how one’s own wellness can impact one’s work.</td>
<td></td>
</tr>
<tr>
<td>5. Leadership</td>
<td>Demonstrate knowledge, skills and attitudes required of a leader</td>
<td>Student will observe and employ various leadership models in</td>
<td></td>
</tr>
</tbody>
</table>
in both an individual capacity and within a process of how individuals work together effectively to envision, plan, effect change and respond to internal and external populations and issues. Understand basic fundamentals of teamwork and teambuilding.

<table>
<thead>
<tr>
<th>6. History, Philosophy, and Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Administration</td>
</tr>
<tr>
<td>Demonstrates an awareness of the role of administrative competencies in student affairs practice. Build knowledge, skills and attitudes that connect the history, philosophy and values of the profession to one’s current professional practice.</td>
</tr>
<tr>
<td>Will observe and/or directly participate in administrative decisions impacting department/office (when possible). Model and teach the principles of the profession to colleagues and/or supervisees.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Human and Organizational Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Budgeting/Finance (when appropriate)</td>
</tr>
<tr>
<td>Will observe and/or directly participate in budget development (when possible) and financial decisions impacting department/office.</td>
</tr>
<tr>
<td>b. Assessment/Program Evaluation (when appropriate)</td>
</tr>
<tr>
<td>Will work to assess (quantitatively and qualitatively) the effectiveness of a department/office program or service when appropriate. Examples of assessment include: Surveys, Questionnaires, Interviews, Observations, Focus Groups.</td>
</tr>
<tr>
<td>c. Advising/Supervision of paraprofessional staff or student leaders (when appropriate)</td>
</tr>
<tr>
<td>Will effectively provide supervision/advising to student leaders on a variety of issues impacting the department/office.</td>
</tr>
<tr>
<td>d. Programming * Required 10 hours minimum</td>
</tr>
<tr>
<td>Be able to plan, execute, and assess campus or area wide programming. Design programs and services to promote student learning and development based on current research. Designing culturally relevant and inclusive programs, services, policies and practices. Examples of programming include: Campus</td>
</tr>
<tr>
<td>COMPETENCY AREAS</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td><strong>e. Technology</strong></td>
</tr>
<tr>
<td><strong>COMPETENCY AREAS</strong></td>
</tr>
<tr>
<td><strong>a. Campus/Community Resources</strong></td>
</tr>
<tr>
<td><strong>b. Collaboration</strong></td>
</tr>
<tr>
<td><strong>9. Equity, Diversity and Inclusion</strong></td>
</tr>
<tr>
<td>10. Ethics and Professional Practice</td>
</tr>
<tr>
<td>9. Law, Policy and Governance</td>
</tr>
</tbody>
</table>

**Fieldwork Outcome Measures:**

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

**College-Based Course:** Supervision content, case presentations with audio/videotape, role-play, process recordings, written summary of students’ presenting issues and action plan (goals) and joint conferencing between on-site supervisor and college course instructor.
Central to the substance and structure of our professional development initiatives are the ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners. The complete report from the Joint Task Force on Professional competencies and Standards can be found at: http://www.myacpa.org.

**Professional Competency Areas**

*Advising and Helping:* Addresses the knowledge, skills and attitudes related to providing counseling and advising support, direction, feedback, critique, referral, and guidance to individuals and groups.

*Assessment, Evaluation, and Research (AER):* Focuses on the ability to use, design, conduct and critique qualitative and quantitative AER analyses; to manage organizations using AER processes and the results obtained from them; and to shape the political and ethical climate surrounding AER processes and uses on campus.

*Equity, Diversity & Inclusions* Includes the knowledge, skills, and attitudes needed to create learning environments that are enriched with diverse views and people. It is also designed to create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices.

*Ethical Professional Practice:* Pertains to the knowledge, skills, and attitudes needed to understand and apply ethical standards to one’s work. While ethics is an integral component of all the competencies, this competency area focuses specifically on the integration of ethics into all aspects of self and professional practice.

*History, Philosophy & Values:* Involves knowledge, skills and attitudes that connect the history, philosophy and values of the profession to one’s current professional practice. This competency area embodies the foundations of the profession from which current and future research and practice will grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding or our history, philosophy and values.
**Human & Organizational Resources:** Includes knowledge, skills and attitudes used in the selection, supervision, motivation, and formal evaluation of staff; conflict resolution; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology use, crisis management, risk management and sustainable resources.

**Law, Policy & Governance:** Includes the knowledge, skills and attitudes relating to policy development processes used in various contexts, the application of legal constructs, and the understanding of governance structures and their impact on one’s professional practice.

**Leadership:** Addresses the knowledge, skills and attitudes required of a leader, whether it be a positional leader or a member of the staff, in both an individual capacity and within a process of how individuals work together effectively to envision, plan, effect change in organizations, and respond to internal and external constituencies and issues.

**Personal Foundations:** Involves the knowledge, skills and attitudes needed to maintain emotional, physical, social, environmental, relational, spiritual, and intellectual wellness; be self-directed and self-reflective; maintain excellence and integrity in work; be comfortable with ambiguity; be aware of one’s own areas of strength and growth; have a passion for work; and remain curious.

**Student Learning & Development:** Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs practice, as well as understanding teaching and training theory and practice.

*Competency areas adapted from ACPA/NASPA Joint Task Force on Professional Competencies and Standards (Report, July 2010). Full Version can be found at [http://www2.mycpa.org/img/Professional_Competencies.pdf](http://www2.mycpa.org/img/Professional_Competencies.pdf)*

*Endorsed by each association’s governing bodies on July 24, 2010*
Appendix E: Student Mid-Term/Final Evaluation

Counseling Skills Evaluation Form
Bridgewater State University; Counselor Education Department
Student Affairs Counseling Program
Student Version

Student Name: ____________________________________________

On-Site Supervisor Name: __________________________________________

Semester:   _____Fall
              _____Spring
              _____Summer

Instructions: This evaluation form is designed to allow the student intern to rate the level of competence acquired in each designated area/skill set. 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 at the end of the evaluation.

Use the following scale to rate yourself/the student intern.

1= Not Applicable; 2= Not Met; 3= Partially Met; 4= Met

As a student intern, you demonstrate competence in the following areas:

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

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

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

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

5. Application of Student Development Theories: Effectively translates theory into practice, demonstrating effective record keeping and report writing skills while remaining within the limits of expertise.
6. **Career Information/Career Development:** Provides effective counseling around issues of career, avocation, academic concerns, and “meaningful work” with respect to student diversity and lifestyle.

7. **Helping Relationship Skills/Crisis Intervention/Advising Skills:** Develop and maintain positive, empathic counseling relationships with students, while being able to identify patterns of behavior that signal mental health concerns and provide appropriate referrals.

8. **Group Work/Facilitation:** Understands group theory, process, dynamics, methods and translates theory into practical application.

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

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

11. **Use of Technology/Social Media in Student Affairs:** Ability to incorporate technology into assessment, campus programming, counseling, prevention, and/or consultation activities.

12. **Knowledge of Student Affairs Administration:** Awareness of the role of how the history, philosophy and values of the profession connects to the current role of administration in student affairs practice.

13. **Use of Supervision:** Uses supervision to increase skills, identify and address issues of counter-transference, and to address all relevant issues of concern to the attention of the supervisor.

14. **Integration of Feedback:** Able to receive and implement feedback from supervisors and peers.

15. **Self-Reflection:** Demonstrates an awareness of own biases and shows the ability to avoid imposing biases onto students.

16. **Cultural Self-Awareness:** Utilizes supervision to build self-awareness including an understanding of self as a cultural being and ways resulting biases could impact the counseling process.
Student’s Strengths: __________________________________________________________
___________________________________________________________________________
__________________________________________________________________________.

Student’s Growth Areas: ______________________________________________________
____________________________________________________________________________
___________________________________________________________________________.

Comments: _________________________________________________________________
____________________________________________________________________________
_________________________________________________________________________.

__________________________   ______________________
Student Signature           Date

* Note: Please attach this completed, signed evaluation, with the On-Site Supervisor’s completed, signed evaluation, before handing in to your BSU Instructor.
Appendix F: On-Site Supervisor Mid-Term/Final Evaluation

Counseling Skills Evaluation Form
Bridgewater State University; Counselor Education Department
Student Affairs Counseling Program
On-Site Supervisor Version

Student Name: ____________________________________________
On-Site Supervisor Name: ____________________________________

Semester:   ______Fall
________Spring
________Summer

Instructions: This evaluation form is designed to allow the on-site supervisor to rate the level of competence acquired in each designated area/skill set. 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 at the end of the evaluation.

Use the following scale to rate yourself/the student intern.
1= Not Applicable;   2= Not Met;   3= Partially Met;   4= Met

Your student intern demonstrates competence in the following areas:

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

2. **Knowledge of Ethical Professional Practice:** Understands and maintains the highest professional, ethical standards while demonstrating leadership when carrying out responsibilities.

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

4. **Knowledge of Student Development Theories:** Understands counseling theory and student development theory.

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

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Student’s Strengths: ________________________________

__________________________________________________

________________________________________________________________________________

Student’s Growth Areas: ________________________________

__________________________________________________

________________________________________________________________________________

Comments: ________________________________

__________________________________________________

________________________________________________________________________________

Site Supervisor Signature                                  Date

BSU Instructor Signature                                  Date

* Note: Please attach this completed, signed evaluation, with the Student’s completed, signed evaluation, before handing in to your BSU Instructor.