



Bridgewater State University
Counselor Education Department
Student Affairs
On-Site Supervisor Handbook

Spring 2018 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).

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 (2009) 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 a face to face Counselor Supervision workshop offered by the Counselor Education Department every August, an online Counselor Supervision training, or provide documentation that you have completed Counselor Supervision training elsewhere (i.e.; training, Graduate course, etc.).

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

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

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

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

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)

- Have on-going training in Counselor Supervision
- Meet a minimum of one hour weekly with the intern to supervise, discuss and evaluate student progress and performance with counseling cases and the ongoing activities of the role for which the intern is being trained.
- Assist the intern in self-evaluation/reflection.
- 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.
- Complete a Program Evaluation at the end of the semester.

University Instructor/Supervisor

Credentials for the BSU Instructor/Supervisor are as follows:

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

BSU Seminar Instructor Responsibilities:

Responsibilities include but are not limited to:

- Meet with intern in a group seminar for a total of 20 hours per semester.
- Assist the intern in self-evaluation/reflection.
- Assess intern through the use of case presentation(s), video/audiotaped counseling/helping sessions, seminar participation, and satisfactory completion of all other fieldwork related program requirements.
- Will make formal (minimum one 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.
- 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., Student Affairs Professional).
- Perform assigned duties in a manner which recognizes, respects, and appropriately responds to student diversity and maintains the highest professional standards/professionalism and knowledge of professional ethics.

- Actively utilize and participate in the supervisory and seminar experience, and to bring any serious issues to the immediate attention of their on-site supervisor and BSU instructor/supervisor.
- Timely completion and submission of all required paperwork each semester to BSU seminar instructor.
- Students are required to complete a Site and Site Supervisor evaluation at the end of the semester.

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 E for more information.

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.*

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

Student information

Student name: _____

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

Student telephone numbers: Day: _____ Evening: _____

Student email address: _____ Student Banner #: _____

Site information

Site name: _____

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

Site telephone number: _____ Site fax number: _____

Supervisor information

Supervisor name: _____

Supervisor email address: _____

Supervisor title: _____

Supervisor telephone number: _____

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

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

Where have you completed training in Counselor Supervision?

_____ BSU Counselor Supervision Workshop (face to face)

_____ BSU Online Counselor Supervision Training

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

_____ I have not completed training in Counselor Supervision

Important Notifications:

1. 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.

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. 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.
8. 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:** _____
Degree (Master's or higher): _____ **Years of Post-Graduation Experience** _____
Student Signature: _____ **Date:** _____
Supervisory Relationship will begin on: _____ **and end on** _____.

NOTE: This start and end date can expand across multiple semesters if the experience will be consecutive as indicated by the IFA form. **All dates must fall within the approved "Start and End Dates" issued by the Dept. of Counselor Ed.**

Appendix C: Site Visit Contract



Fieldwork Site Supervisor and BSU Instructor Site Visit/Communication Contract

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

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 on a regular basis 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 Signature: _____ Date: _____

BSU Student Signature: _____ 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 D: Student Affairs Counseling Competency Form

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

COMPETENCY AREAS	COMPETENCIES	ACTIVITES
Direct Student Contact 150 hr. semester = 60 hrs. 300 hr. semester = 120 hrs.		
1. Advising and Supporting	Acquire the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance.	Utilization of higher order capacities for active listening, addressing group dynamics, managing conflict and crisis situations, and partnering with other professionals, departments, and agencies.
a. Initial Assessment of Students' presenting issues	Establish rapport and facilitate reflection. Gather, interpret, and integrate pertinent clinical, developmental, cultural, and other contextual client information and test/academic reports to arrive at accurate formulation of students' development issues/needs/concerns.	Utilize a variety of strategies and techniques necessary to gather appropriate information on students' academic, emotional, psychological, spiritual, and physical well-being.
b. Group and/or Program Facilitation Required hours (minimum) 150 hr. semester = 20 hrs. 300 hr. semester = 40hrs.	Understands group theory, process, dynamics methods, and leadership styles and begins to translate theory into practical application. Mediate differences between or among individuals and groups. Maintain an appropriate degree of confidentiality and know when to break confidentiality in order to protect the student or others. Demonstrate an ability to meet with students to create programming that is student-	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. Be able to plan, execute, and assess campus or area wide

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

	to student verbal and non-verbal communications.	actively involve students in all phases of the professional relationship.
b. Individual Developmental Counseling	Understands counseling, as well as student development theory and effectively translates theory into practice, demonstrates effective record keeping and report writing skills, and remains within the limits of expertise.	Student will provide individual developmental counseling, consisting of both single session and longer term (3-5 minimum) sessions with students addressing developmental, career, and other interpersonal needs.
c. Career/Leisure, Academic, and Lifestyle Development	Understands and provide effective individual and group work around the issues of career, avocation, leisure, academic concerns, which respects student diversity and lifestyle.	Will effectively infuse career, avocation, and academic counseling and lifestyle development including translating assessment information and intervention planning as the need arises. Intern will effectively demonstrate use of appropriate career assessments (both formal and informal assessment tools) with students.
Indirect Hours		
COMPETENCY AREAS	COMPETENCIES	ACTIVITIES
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.
b. Self-reflection	Able to demonstrate an ability to adequately self-reflect, including an awareness of biases and the ability of avoiding imposing one's personal values or beliefs on to students.	Will utilize supervision to demonstrate self-awareness including an understanding of self as a cultural being and ways resulting biases could impact counseling process.
c. Personal Foundations	Demonstrate the knowledge	Student will articulate and

	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.	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.
5. 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)
6. Leadership	Demonstrate the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues.	Student will be able to apply critical application and then to fostering the development of leadership within and among others. This can include working with students, student affairs colleagues, faculty, and community members

7. Values, Philosophy, and History	Demonstrate knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one's current professional practice.	Student will be able to apply their understanding of the profession's history, philosophy, and values to current and future research, scholarship, and practice.
8. Organizational and Human Resources	Demonstrate knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources.	Student will build personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.
a. Budgeting/Finance (when appropriate)	Demonstrate an awareness of the role of fiscal decision-making in student affairs practice.	Will observe and/or directly participate in budget development (when possible) and financial decisions impacting department/office.
b. Assessment/Program Evaluation (when appropriate)	Able to appropriately assess the (in) effectiveness of a student affairs program, service, or intervention, on both an individual and department/campus wide level.	Will work to assess (quantitatively and qualitatively) the effectiveness of a department/office program or service when appropriate. Examples of assessment include: Surveys, Questionnaires, Interviews, Observations, Focus Groups.
c. Advising/Supervision of paraprofessional staff or student leaders (when appropriate)	Able to effectively supervise/advise undergraduate and other paraprofessional staff members, providing	Will effectively provide supervision/advising to student leaders on a variety of issues impacting the department/office.

	mentoring and guidance	
d. Programming	Demonstrate an ability to create programming that is student-centered and helps meet the developmental needs of students on campus.	Be able to plan, execute, and assess campus or area wide programming. Design programs and services to promote student learning and development based on current research. Designing culturally relevant and inclusive programs, services, policies and practices. Examples of programming include: Campus Speakers, Trainings, Work-Shops, In-Services.
e. Campus/Community Resources	Demonstrates knowledge about a variety of campus and community based support services; provides information about these services and makes appropriate referrals to students.	Will develop an ongoing resource file of campus and community resources and demonstrates an ability to effectively acquire and share such information and make referrals to students.
f. Collaboration	Demonstrates ability to effectively function as a contributing member of a student affairs/higher education team; establishes effective collaborative relationships with students, parents, alumni, faculty, staff, and administrators	Will be an active and contributing member on a minimum of 1-2 student affairs/campus committees related to student life and development.
9. Technology	Utilize digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Demonstrate knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within	Will incorporate technology into fieldwork activities. Identify and allocate the technological needs of the department and maintain level of technological knowledge that allows one to effectively use existing technologies in their student affairs practice. Exemplify an innovativeness in the use of technology to engage students and others in

	communities of students, student affairs professionals, faculty members, and colleges and universities as a whole.	learning processes.
10. Social Justice and Inclusion	Demonstrate knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. Students will demonstrate a sense of their own agency and social responsibility that includes others, their community, and the larger global context.	Student will incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.
11. Personal and Ethical Foundations	Demonstrate knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; Student will establish thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth.	Through a process of curiosity, reflection, and self-authorship, all assessment, treatment, prevention, and other fieldwork activities will reflect professionalism, an awareness of related ethic and legal issues in student affairs practice. Students will have knowledge of professional codes of ethics for student affairs (ACPA, NASPA) as well as knowledge of the ACA Code of Ethics. Assist students in ethical decision making and make referrals to more experienced professionals when appropriate.

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

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

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

Appendix E: Student Mid-Term/Final Evaluation

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:

	Met	Partially Met	Not Met	N/A
1. <u>Identity as a Student Affairs Professional:</u> Understands the role and competencies needed in order to function as a contributing member of a variety of student affairs/higher education teams.	1	2	3	4
2. <u>Knowledge of Ethical Professional Practice:</u> Understands and maintains the highest professional, ethical standards while demonstrating leadership when carrying out responsibilities.	1	2	3	4
3. <u>Social and Cultural Diversity/Advocacy/Social Justice:</u> Ability to recognize, respect, and appropriately and effectively respond to student diversity by utilizing advocacy skills to create a multiculturally sensitive environment.	1	2	3	4
4. <u>Knowledge of Student Development Theories:</u> Understands counseling theory and student development theory.	1	2	3	4
5. <u>Application of Student Development Theories:</u> Effectively translates theory into practice, demonstrating effective record keeping and report writing skills while remaining within the limits of expertise.	1	2	3	4

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.

<u>Met</u>	<u>Partially Met</u>	<u>Not Met</u>	<u>N/A</u>
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

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.

	Met	Partially Met	Not Met	N/A
1. <u>Identity as a Student Affairs Professional:</u> Understands the role and competencies needed in order to function as a contributing member of a variety of student affairs/higher education teams.	1	2	3	4
2. <u>Knowledge of Ethical Professional Practice:</u> Understands and maintains the highest professional, ethical standards while demonstrating leadership when carrying out responsibilities.	1	2	3	4
3. <u>Social and Cultural Diversity/Advocacy/Social Justice:</u> Ability to recognize, respect, and appropriately and effectively respond to student diversity by utilizing advocacy skills to create a multiculturally sensitive environment.	1	2	3	4
4. <u>Knowledge of Student Development Theories:</u> Understands counseling theory and student development theory.	1	2	3	4
5. <u>Application of Student Development Theories:</u> Effectively translates theory into practice, demonstrating effective record keeping and report writing skills while remaining within the limits of expertise.	1	2	3	4

	<u>Met</u>	<u>Partially Met</u>	<u>Not Met</u>	<u>N/A</u>
6. <u>Career Information/Career Development</u> : Provides effective counseling around issues of career, avocation, academic concerns, and “meaningful work” with respect to student diversity and lifestyle.	1	2	3	4
7. <u>Helping Relationship Skills/Crisis Intervention/Advising Skills</u> : 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.	1	2	3	4
8. <u>Group Work/Facilitation</u> : Understands group theory, process, dynamics, methods and translates theory into practical application.	1	2	3	4
9. <u>Assessment/Evaluation and Research</u> : 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.	1	2	3	4
10. <u>Consultation and Collaboration with Campus/Community Resources</u> : 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.	1	2	3	4
11. <u>Use of Technology/Social Media in Student Affairs</u> : Ability to incorporate technology into assessment, campus programming, counseling, prevention, and/or consultation activities.	1	2	3	4
12. <u>Knowledge of Student Affairs Administration</u> : Awareness of the role of how the history, philosophy and values of the profession connects to the current role of administration in student affairs practice.	1	2	3	4
13. <u>Use of Supervision</u> : Uses supervision to increase skills, identify and address issues of counter-transference, and to address all relevant issues of concern to the attention of the supervisor.	1	2	3	4
14. <u>Integration of Feedback</u> : Able to receive and implement feedback from supervisors and peers.	1	2	3	4
15. <u>Self-Reflection</u> : Demonstrates an awareness of own biases and shows the ability to avoid imposing biases onto students.	1	2	3	4
16. <u>Cultural Self-Awareness</u> : Utilizes supervision to build self-awareness including an understanding of self as a cultural being and ways resulting biases could impact the counseling process.	1	2	3	4

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.*

Appendix G: Course Voucher Policy for Site Supervisors



The Department of Counselor Education Course Voucher Policy

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

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 Allied Studies at 508-531-1347.**

