



Bridgewater State University
Counselor Education Department
School Counseling
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 School 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 indicators/competencies required by the Department of Counselor Education, American Counseling Association (ACA) American School Counselor Association (ASCA), The Department of Elementary and Secondary Education (DESE) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

As part of the Counselor Education Department's accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Section III of the CACREP (2016) standards states, practicum and field experience site supervisors must have "relevant training in counseling supervision." In order to meet CACREP standards, prior to supervising our BSU students, supervisors are required to complete 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 school 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 school counseling.

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 school. 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 School Counseling

Graduates of the School Counseling MEd program at Bridgewater State University are trained to work in either Pre-K, elementary, middle or secondary school settings found in public, non-public, vocational technical and charter schools.

The MEd in School Counseling program offers you:

- Diverse faculty with extensive experience in a variety of school counseling settings
- Development of critical thinking skills, as well as oral and written communication capabilities
- Professional development opportunities at local, state and national levels
- Opportunities to actively participate in state, local and national conferences and gatherings
- Small classes facilitating a more personalized learning experience
- Professional leadership skills and development
- Affordable tuition, whether you live in state or out of state

This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP); the only program in Massachusetts to receive that distinction.

School Counseling Curriculum

This 51-credit graduate program puts you on the path to licensure by the Massachusetts Department of Elementary and Secondary Education as a school counselor in two distinct licensure settings:

- School Counseling Initial Licensure Program (Pre-K-8)
- School Counseling Initial Licensure Program (5-12)

Licensure by the university will result in interstate reciprocity with signatory states as specified under the Interstate Certification Compact.

Core courses of this program include:

- Multicultural Counseling
- Research and Evaluation
- Group I: Theory and Practice of Group Interaction
- Group Experience
- Introduction to Career Counseling
- Counseling Theories and Techniques for School Counselors
- Foundations of School Counseling
- Ethical and Legal Issues for the School Counselor
- The School Counselor: Psychological Development and Clinical Issues
- Applied School Counseling
- Consultation and Collaboration for School Counselors
- Special Education Issues for School Counselors

The School Counseling Program adheres to both CACREP and the Department of Elementary and Secondary Education (DESE) 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 a traditional school setting. 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 school counselor appropriate to the designated program area.

The School Counseling MEd program is endorsed by the Department of Secondary and Elementary Education (DESE) and accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Post Master's in School Counseling (Prek-8 & 5-12) Curriculum

This program is designed for those individuals who seek initial licensure as a School Counselor (PreK-8 or 5-12) who already hold a master's degree in an applied counseling or a related field (i.e. social work, clinical psychology), which has included a formal, supervised internship experience. Students must fulfill the requirements of the 51 credit School Counseling Program using courses from their already completed master's degree and with additional courses as listed in the Program of Studies. Licensure by the college will result in interstate reciprocity with signatory states as specified under the Interstate Certification Compact. To discuss the various certification program options, please consult with your advisor.

Core courses of this program include:

- Multicultural Counseling
- Research and Evaluation
- Group I: Theory and Practice of Group Interaction
- Introduction to Career Counseling
- Counseling Theories and Techniques for School Counselors
- Foundations of School Counseling
- Ethical and Legal Issues for the School Counselor
- The School Counselor: Psychological Development and Clinical Issues
- Applied School Counseling
- Consultation and Collaboration for School Counselors
- Special Education Issues for School Counselors

The Post Master's Licensing program is not accredited by CACREP but it is informed by CACREP standards, thus resulting in students taking some course that are a part of the CACREP M.Ed. program, but as a whole the Post Master's Licensing program does not fall under CACREP accreditation.

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 Post Master's School Counseling Program (Prek-8 & 5-12) is not under the CACREP accreditation but does adhere to CACREP standards.*

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 professional school 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 school, 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

- Supervisor has a professional level license with the Department of Elementary and Secondary Education in professional School Guidance Counseling for at least the level in which the student is seeking licensure
- At least three years of post-graduation experience as a School Guidance Counselor.
- Supervisor is currently working as a school guidance counselor as their primary role and their job description is consistent with the role of a school guidance counselor.

On-site Supervisor Responsibilities:

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

- Have on-going training in Counselor Supervision (CACREP (2016) section III)
- Meet a minimum of one hour weekly with the intern to supervise, discuss and evaluate student progress and performance with counseling cases and the ongoing activities of the counseling role for which the intern is being trained.
- 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 Indicator based Pre Practicum/Practicum Evaluation Form during the middle and end of each semester, using the developed Competencies/Activities document as a guide.

- Participate in on-site and/or telephone conferences with the assigned BSU seminar instructor and the intern for the purpose of evaluating the intern's progress and to support intern development as a professional counselor.
- Possess the appropriate degree, experience, license and/or certification necessary to supervise the intern.
- Complete a Program Evaluation at the end of the semester.

University Instructor/Supervisor

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

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

BSU Seminar Instructor Responsibilities:

Responsibilities include but are not limited to:

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

- 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.
- 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.
- Site supervisors who are actively supervising a graduate student intern are also receive 15 Professional Development Points (PDP's) each semester they supervisor a BSU student intern.

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:

School Counseling

Mental Health ____

Mental Health Dual

Pre K-8 ____

MH setting ____

5-12 ____

School setting ____

	Semester Fall 20__ Spring 20__ Summer 20__				
Course	Adv. Applied	Fieldwork	Fieldwork	Fieldwork	Fieldwork
Credits	3 ____ (check one)	3 ____ 6 ____ 9 ____			
Fieldwork Hours	100 ____	150 ____ 300 ____ 450 ____	150 ____ 300 ____ 450 ____	150 ____ 300 ____ 450 ____	150 ____ 300 ____ 450 ____
Estimated Hours	Hrs per Wk ____ # of Wks ____				

Student information

Student name: _____

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

Student telephone numbers: Day: _____ Evening: _____

Student email address: _____ Student Banner #: _____

Site information

Site name: _____

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

Site telephone number: _____ Site fax number: _____

Supervisor information

Supervisor name: _____

Supervisor email address: _____

Supervisor title: _____

Supervisor telephone number: _____

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

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

Where have you completed training in Counselor Supervision?

_____ BSU Counselor Supervision Workshop (face to face)

_____ BSU Online Counselor Supervision Training

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

_____ I have not completed training in Counselor Supervision

Important Notifications:

1. Original copy of this form must be kept on file in the Department of Counselor Education at Bridgewater State University.
2. Approval of the proposed on site hours will be contingent upon the Director of Fieldwork’s professional judgment and best practices.
3. Students are only eligible to complete Fieldwork if all other pre-requisite requirements as stated in their program of study have been satisfied, regardless of future planning this form may indicate.
4. The Department of Counselor Education has the right to approve or deny this application request as a function of their professional gatekeeping.

Site Supervisor signature _____ Date: _____

Student signature _____ Date: _____

BSU Fieldwork Director _____ Date: _____

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

Appendix B: School Counseling Supervision Contract

Supervision Contract School Counseling Programs

Supervisor Requirements:

1. Supervisor has a professional level license with the Department of Elementary and Secondary Education in professional School Guidance Counseling for at least the level in which the student is seeking licensure (Prek-8 or 5-12)
2. At least three years of post-graduation experience as a School Guidance Counselor.
3. The site supervisor must be employed as a “School (Guidance) Counselor” in the school throughout the time of supervision. The job description of the position must be in line with that of a School Guidance Counselor as defined by the Department of Elementary and Secondary Education.

Experiential Requirements:

1. Supervision hours must be a minimum of 50 minutes once a week. This can be achieved through scheduled meeting times during the week which need to be a minimum of 15-20 minutes per supervision time to total 50 minutes per 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. BSU student interns will not be allowed to provide students with their own personal phone numbers for scheduling and other site relevant activities.
5. BSU student interns will be provided with the opportunity to attain the indicators required in conjunction with the amount of credit hours the student has enrolled. The BSU student intern is obligated to provide this list of indicators 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 students 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 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: _____ License Number: _____

Student Signature: _____ **Date:** _____

Supervisory Relationship will begin on: _____ **and end on** _____.

Appendix C: Site Visit Contract



Fieldwork Site Supervisor and BSU Instructor Site Visit/Communication Contract

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

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: School Counseling Indicator Forms (Pre-Practicum)

Bridgewater State University
School Counseling Advanced Applied (100 total hours)
 BSU Supervision Course No.'s: CNSC 570 or 580

These indicators represent a collective experience that we would like the student to engage in during their training based on the ASCA National Model for School Counseling as well as the DESE and MaModel framework. Many indicators state a minimum number of required hours the student must engage in during that semester for that indicator. The methods/strategies described are intended to provide examples of ways in which the indicators could be met. Please contact BSU Instructor for additional assistance to brainstorm methods/strategies to fulfill indicators, if needed. Students are responsible for keeping record of their experiences using the BSU Electronic logs, which are designed to match this form. Supervisors will complete a Mid-Term & Final Evaluation each semester assessing the student based on the indicators summarized below. Successful completion of this initial Advanced Applied Experience will allow the student to continue forward to their Practicum requirements.

INDICATORS	METHODS/STRATEGIES
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Direct Student Services Minimum of 40 total hours completed with exposure across all areas included in this section	
Individual Student Planning * Required 15 hour minimum	Demonstrates understanding of the School Counselor's role to provide individual counseling to students with identified needs/concerns to clarify needs, provide immediate, short-term interventions, and monitor progress related across all ASCA Domains (e.g., academic, personal/social, career).
Small Group Student Planning (not psychoeducational group work)	Demonstrates understanding and application of Individual Student Planning elements with topics across all ASCA Domains (e.g., academic, personal/social, career) through a small group format. These are task groups that may meet only once, and do not utilize structural and planning elements for psychoeducational or counseling groups.
Psychoeducational and/or Counseling Growth Group Work * Required 3 hour minimum	Demonstrates an initial understanding and application of group theory, application and practice appropriate to the developmental level of the students. All elements of group work will be demonstrated including but, not limited to: intentional planning of sessions to address Initial, Working and Termination stages of the group process. Groups may

	be co-facilitated or individually led.
Data Outcomes and Assessment * Required 2 hour minimum	Demonstrate an initial understanding of technology and programs that are used in schools to provide data (e.g., IPass, Naviance, X2, SchoolBrains, MMS, EZAnalyze) as well as individual and school wide assessments (e.g., MCAS, PSAT?SAT, ACT, AccuPlacer, PARCC, Naviance Assessments, Choices, Bridges, Career Crusing) and the ability to effectively communicate the results.
INDICATORS	METHODS/STRATGIES
Special Education * Required 2 hour minimum	Demonstrate an initial working knowledge of the Special Education process. Participates in an IEP and/or 504 assessment; effectively participating in related meetings with staff, family and ancillary providers.
School Counseling Core Curriculum * Required 2 hour minimum	This curriculum consists of structured lessons designed to help students attain desired competencies and to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.
Responsive Services	Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.
Mandated Reporting (as need arises)	Demonstrate an understanding of and compliance with legally mandated reporter role. In the event that a reportable incident arises, students will alert and work with his/her supervisor throughout the reporting process.
Crisis Counseling and Risk Assessment (as need arises)	Understands the nature of crises and demonstrates effective crisis counseling. Demonstrate an initial understanding of the risk assessment process.
Indirect Student Services	
Maximum of 60 hours completed with this section	
Supervision * Required 50-mintues weekly	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. Demonstrates an ability to adequately self-reflect, including an awareness of biases and the ability of avoiding bias imposition on to students.

Indirect Student Services	Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referral for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.
Legal, Ethical Issues and Professionalism	Student will have knowledge of the history, philosophy, and trends in school counseling and educational systems. Demonstrates continued awareness and practice of related legal, ethical, and professional issues in accordance with the school and districts' policies; ASCA Ethical Standards for School Counseling and ACA Code of Ethics; state and national programs (e.g.; Common Core, PAARC) and other related initiatives that impact the work of a Professional School Counselor. Demonstrates knowledge of and acts in accordance with all federal, state, and local laws and policies with respect to confidentiality, suspected cases of abuse and threats of harm or violence.
Direct Student Services Minimum of 40 total hours completed with exposure across all areas included in this section	
Individual Student Planning * Required 15 hour minimum	Demonstrates understanding of the School Counselor's role to provide individual counseling to students with identified needs/concerns to clarify needs, provide immediate, short-term interventions, and monitor progress related across all ASCA Domains (e.g., academic, personal/social, career).
Small Group Student Planning (not psychoeducational group work)	Demonstrates understanding and application of Individual Student Planning elements with topics across all ASCA Domains (e.g., academic, personal/social, career) through a small group format. These are task groups that may meet only once, and do not utilize structural and planning elements for psychoeducational or counseling groups.
Psychoeducational and/or Counseling Growth Group Work * Required 3 hour minimum	Demonstrates an initial understanding and application of group theory, application and practice appropriate to the developmental level of the students. All elements of group work will be demonstrated including but, not limited to: intentional planning of sessions to address Initial, Working and Termination stages of the group process. Groups may be co-facilitated or individually led.
Data Outcomes and Assessment	Demonstrate an initial understanding of technology and

* Required 2 hour minimum	programs that are used in schools to provide data (e.g., IPass, Naviance, X2, SchoolBrains, MMS, EZAnalyze) as well as individual and school wide assessments (e.g., MCAS, PSAT?SAT, ACT, AccuPlacer, PARCC, Naviance Assessments, Choices, Bridges, Career Crusing) and the ability to effectively communicate the results.
INDICATORS	METHODS/STRATGIES
Special Education * Required 2 hour minimum	Demonstrate an initial working knowledge of the Special Education process. Participates in an IEP and/or 504 assessment; effectively participating in related meetings with staff, family and ancillary providers.
School Counseling Core Curriculum * Required 2 hour minimum	This curriculum consists of structured lessons designed to help students attain desired competencies and to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.
Responsive Services	Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.
Mandated Reporting (as need arises)	Demonstrate an understanding of and compliance with legally mandated reporter role. In the event that a reportable incident arises, students will alert and work with his/her supervisor throughout the reporting process.
Crisis Counseling and Risk Assessment (as need arises)	Understands the nature of crises and demonstrates effective crisis counseling. Demonstrate an initial understanding of the risk assessment process.
Indirect Student Services Maximum of 60 hours completed with this section	
Supervision * Required 50-mintues weekly	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. Demonstrates an ability to adequately self-reflect, including an awareness of biases and the ability of avoiding bias imposition on to students.
Indirect Student Services	Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referral for additional assistance,

	consultation and collaboration with parents, teachers, other educators and community organizations.
Legal, Ethical Issues and Professionalism	Student will have knowledge of the history, philosophy, and trends in school counseling and educational systems. Demonstrates continued awareness and practice of related legal, ethical, and professional issues in accordance with the school and districts' policies; ASCA Ethical Standards for School Counseling and ACA Code of Ethics; state and national programs (e.g.; Common Core, PAARC) and other related initiatives that impact the work of a Professional School Counselor. Demonstrates knowledge of and acts in accordance with all federal, state, and local laws and policies with respect to confidentiality, suspected cases of abuse and threats of harm or violence.

Fieldwork Outcome Measures:

On-site: Supervision content, student records, case presentations, observations, review of student tapes/video recordings, written reports, counseling 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.

Appendix E: School Counseling Indicator Forms (Practicum)

Bridgewater State University

School Counseling Practicum (600 total hours)

BSU Supervision Course No.'s: CNSC 571 or 581; CNSC 671 or 681 (Post Master's)

These indicators represent a collective experience that we would like the student to engage in during their training based on the ASCA National Model for School Counseling as well as the DESE and MaModel frameworks. Many indicators state a minimum number of required hours the student must engage in during that semester for that indicator. The methods/strategies described are intended to provide examples of ways in which the indicators could be met. Please contact the BSU Instructor for additional assistance to brainstorm methods/strategies to fulfill indicators, if needed. Students are responsible for keeping record of their experiences using the BSU Electronic logs, which are designed to match this form. Supervisors will complete a Mid-Term and Final Evaluation each semester assessing the student based on the indicators summarized below. Students will complete their Practicum experience in as few as two semesters and as many as four semesters. Students may complete 150, 300, or 450 hours in any given semester. Successful completion of the first semester of Practicum is required before beginning the collection of any additional hours.

INDICATORS	METHODS/STRATEGIES
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Direct Student Services	
150 hours = Minimum of 60 total hours completed with exposure across all areas included in this section 300 hours = Minimum of 120 total hours completed with exposure across all areas included in this section 450 hours = Minimum of 180 total hours completed with exposure across all areas included in this section	
Individual Student Planning * Required 25 hours for 150 hours * Required 60 hours for 300 hours * Required 90 hours for 450hours	Demonstrates understanding of the School Counselor's role to provide individual counseling to students with identified needs/concerns to clarify needs, provide immediate, short-term interventions, and monitor progress related across all ASCA Domains (e.g., academic, personal/social, career).
Small Group Student Planning (not psychoeducational group work)	Demonstrates understanding and application of Individual Student Planning elements with topics across all ASCA Domains (e.g., academic, personal/social, career) through a small group format. These are task groups that may meet only once, and do no utilize structural and planning elements for psychoeducational or counseling groups.
Psychoeducational and/or Counseling Growth Group Work * Required 5 hours for 150 hours	Demonstrates an initial understanding and application of group theory, application and practice appropriate to the developmental level of the students. All elements of group work will be

<ul style="list-style-type: none"> * Required 8 hours for 300 hours * Required 10 hours for 450 hours 	<p>demonstrated including but, not limited to: intentional planning of an identified need area/topic; screening of members; planning of sessions to address Initial, Working, and Termination stages of the group process. Groups may be co-facilitated or individually led.</p>
<p>Data Outcomes and Assessment</p> <ul style="list-style-type: none"> * Required 10 hours for 150 hours * Required 15 hours for 300 hours * Required 20 hours for 450 hours 	<p>Demonstrates an initial understanding of technology and programs that are used in schools to provide data (e.g., IPass, Naviance, X2, SchoolBrains, MMS, EZAnalyze) as well as individual and school wide assessments (e.g., MCAS, PSAT/SAT, ACT, AccuPlacer, Naviance Assessments, Choices, Bridges, Career Crusing) and the ability to effectively communicate the results.</p>
<p>Special education</p> <ul style="list-style-type: none"> * Required 4 hours for 150 hours * Required 8 hours for 300 hours * Required 12 hours for 450 hours 	<p>Demonstrate an initial working knowledge of the Special Education process. Participates in an IEP and/or 504 assessment; effectively participating in related meeting with staff, family, and ancillary providers.</p>
<p>School Counseling Core Curriculum</p> <ul style="list-style-type: none"> * Required 4 hours for 150 hours * Required 8 hours for 300 hours * Required 12 hours for 450 hours 	<p>This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitude and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.</p>
<p>Responsive Services</p>	<p>Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.</p>
<p>Mandated Reporting (as need arises)</p>	<p>Demonstrate an understanding of and compliance with legally mandated reporter role. In the event that reportable incident arises, student will alert and work with his/her supervisor throughout the reporting process.</p>
<p>Crisis Counseling and Risk Assessment (as need arises)</p>	<p>Understands the nature of crises and demonstrates effective crisis counseling. Demonstrates an initial understanding of the risk assessment process.</p>

Indirect Student Services	
150 hours.=Maximum of 90 hours completed with this section 300 hours.= Maximum of 180 hours completed with this section 450 hours = Maximum of 270 hours completed with this section.	
Supervision * Required 50-minutes weekly	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. Demonstrate an ability to adequately self-reflect, including awareness of biases and the ability of avoiding bias imposition on to students.
Indirect Student Services	Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organization.
Legal, Ethical Issues and Professionalism	Student will have knowledge of the history, philosophy, and trends in school counseling and educational systems. Demonstrates continued awareness and practice of related legal, ethical and professional issues in accordance with the school and districts' policies; ASCA Ethical Standards for School Counseling and ACA Code of Ethics; state and national programs (e.g., Common Core, PAARC) and other related initiatives that impact the work of a Professional School Counselor. Demonstrates knowledge of and acts in accordance with all federal, state and local laws and policies with respect to confidentiality, suspected cases of abuse, and threats of harm or violence.
Direct Student Services	
150 hours = Minimum of 60 total hours completed with exposure across all areas included in this section 300 hours = Minimum of 120 total hours completed with exposure across all areas included in this section 450 hours = Minimum of 180 total hours completed with exposure across all areas included in this section	
Individual Student Planning * Required 25 hours for 150 hours * Required 60 hours for 300 hours * Required 90 hours for 450hours	Demonstrates understanding of the School Counselor's role to provide individual counseling to students with identified needs/concerns to clarify needs, provide immediate, short-term interventions, and monitor progress related across all ASCA Domains (e.g., academic, personal/social, career).

<p>Small Group Student Planning (not psychoeducational group work)</p>	<p>Demonstrates understanding and application of Individual Student Planning elements with topics across all ASCA Domains (e.g., academic, personal/social, career) through a small group format. These are task groups that may meet only once, and do not utilize structural and planning elements for psychoeducational or counseling groups.</p>
<p>Psychoeducational and/or Counseling Growth Group Work</p> <p>* Required 5 hours for 150 hours * Required 8 hours for 300 hours * Required 10 hours for 450 hours</p>	<p>Demonstrates an initial understanding and application of group theory, application and practice appropriate to the developmental level of the students. All elements of group work will be demonstrated including but, not limited to: intentional planning of an identified need area/topic; screening of members; planning of sessions to address Initial, Working, and Termination stages of the group process. Groups may be co-facilitated or individually led.</p>
<p>Data Outcomes and Assessment</p> <p>* Required 10 hours for 150 hours * Required 15 hours for 300 hours * Required 20 hours for 450 hours</p>	<p>Demonstrates an initial understanding of technology and programs that are used in schools to provide data (e.g., IPass, Naviance, X2, SchoolBrains, MMS, EZAnalyze) as well as individual and school wide assessments (e.g., MCAS, PSAT/SAT, ACT, AccuPlacer, Naviance Assessments, Choices, Bridges, Career Crusing) and the ability to effectively communicate the results.</p>
<p>Special education</p> <p>* Required 4 hours for 150 hours * Required 8 hours for 300 hours * Required 12 hours for 450 hours</p>	<p>Demonstrate an initial working knowledge of the Special Education process. Participates in an IEP and/or 504 assessment; effectively participating in related meeting with staff, family, and ancillary providers.</p>
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Indirect Student Services 150 hours.=Maximum of 90 hours completed with this section 300 hours.= Maximum of 180 hours completed with this section 450 hours = Maximum of 270 hours completed with this section.	
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Fieldwork Outcome Measures:

On-site: Supervision content, student records, case presentations, observations, review of student tapes/video recordings, written reports, counseling 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.

Please provide feedback on students strengths and areas to continue working on:

Student date

Site Supervisor date _____
BSU Fieldwork Instructor date

Appendix G: Course Voucher Policy



The Department of Counselor Education Course Voucher Policy

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

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

Course vouchers are distributed by the College of Education and Allied Studies and are valid for one full year. When redeeming your voucher please adhere to the specific Department's course enrollment procedures if applicable, as well as course availability. If an individual would like to request an extension after the one year they can contact the College of Education and Allied Studies for approval. Supervisors will need to provide the original voucher in order to extend the voucher number identifier documented on the voucher. Vouchers can only be transferred to another professional colleague within the same district/agency. If a practitioner within the same

district/agency, other than the supervising practitioner uses the voucher, a separate letter must be provided attesting to the change. When redeeming your Course Voucher there is a \$100.00 fee that must be paid by check, money order, master charge, or visa and made payable to Bridgewater State University. **If you have any questions regarding the redemption of your voucher please contact the College of Education and Allied Studies at 508-531-1347.**