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Welcome Site Supervisor

On behalf of the Counselor Education Department, we want to thank you for hosting our School Counseling student intern. 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), Department of Elementary and Secondary Education (DESE) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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Counseling and Related Educational Programs (CACREP), Section III of the CACREP (2016) standards
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required to complete an online Counselor Supervision training, or provide documentation that you have
completed Counselor Supervision training elsewhere (i.e.; training graduate course, etc.).

Hosting a student intern can be a rewarding experience. A successful fieldwork experience provides students with an unmatched opportunity to apply classroom learning in a professional school setting. In turn, student interns bring to their fieldwork 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, Dr. Amanda Barudin Carreiro at abarudincarreiro@bridgew.edu 508-531-2658.

Core courses of this program include (courses in bold are taken prior to entering the field)

- x Multicultural Counseling
- x Research and Evaluation
- x Group I: Theory and Practice of Group Interaction
- x Group Experience
- x Introduction to Career Counseling
- x Ethical and Legal Issues for the School Counselor
- x Foundations in School Counseling
- x Evidence Based School Counseling Practices
- x Counseling Theories and Techniques
- x Development through the Lifespan for School Counselors
- x Applied School Counseling
- x Consultation and Collaboration for School Counselors
- x Clinical Issues in School Counseling
- x Crisis and Trauma in the Schools
- x Fieldwork requirements (9 credits)
 - o Practicum (9 credits; 450 hrs)

7 KH 3 RVW 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 0 (G SURJUDP EXW DV D ZKROH WKH 3RVW 0DVWHU V /LFH CACREPAccreditation.

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

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

- x the development of preparation standards;
- x the encouragement of excellence in program development; and
- x 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

- x advancing the counseling profession through quality and excellence in counselor education;
- x ensuring a fair, consistent, and ethical decision-making process;
- x serving as a responsible leader in protecting the public;
- x promoting practices that reflect openness to growth, change and collaboration; and,
- x 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

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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 of 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

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

transformed into practical skills, with four overlapping foci: administrative, evaluative,
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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 you the April 22nd, 2011 article. [ACES Best Practices in Supervision](#)

Multicultural Supervision

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

The supervisor possesses the ability, knowledge and competence with respect to diversity in the context of se

Qualifications of On-Site Supervisors

- x Supervisor has a professional level license with i

- x Will make formal (minimum one 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 supervisors will be contacted via emails, conference calls, and/or site visits to stay updated on WKH VWXGHQW LQWHUQV SURJUHPLVHVLICWkt,HLU ILHOG. 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:

- x Expectations include but are not limited to: (Reference the Competency forms in Appendix C)
- x Obtain malpractice insurance.
- x Complete Mandated 61A Reporting training.
- x Complete Chapter 260 training.
- x Assume the range of responsibilities and roles engaged in by counselors in the role for which they are training
- x Perform assigned duties in a manner which recognizes, respects, and appropriately responds to client diversity and maintains the highest professional standards/professionalism and knowledge of professional ethics.
- x Actively utilize and participate in the supervisory and seminar experience, and to bring any serious issues to the immediate attention of the on-site supervisor and BSU instructor/supervisor.
- x Timely completion and submission of all required paperwork each semester to BSU seminar instructor
- x Complete a Site and Site Supervisor evaluation at the end of the semester.

Cancellation of Fieldwork Placement

If at any point an issue may arise, it is expected that a conversation between the site supervisor and BSU instructor occur immediately. If further conversations with other parties (i.e., student, clinic director, director of fieldwork) are necessary, additional conversations will then take place to either remedy the issue or develop a consistently communicated plan that allows the student to ethically terminate with students wrap up their experience, and arrange for an alternate placement to complete the fieldwork hours. The Site Supervisor and the student intern may not cancel fieldwork placement without cause. The actions and/or reasons for cancellation should be discussed by the BSU Instructor, Director of Fieldwork, Fieldwork Site Supervisor and Fieldwork intern in advance and prior to any cancellation of fieldwork placement.

Compensation for Site Supervisors

x Site supervisors who are actively supervising graduate student internships are eligible to receive a course voucher, valid for free tuition towards a BSU course. Please refer to Appendix E for more information.

x Site supervisors who are actively supervising graduate student internships also receive 15 Professional Development Points.

Appendix A: Individualized Fieldwork Agreements

Department of Counselor Education
School Counseling
Advanced Applied Fieldwork Agreement

	Semester Fall20__ Spring 20__ Summer 20__
Course	Adv. Applied
Credits	3
Fieldwork Hours	100
Estimated Hours	Hrs per Wk ____ # of Wks ____

Student information

Student name: _____

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

Student telephone number: _____

Student email address: _____ Student Bear/Banner #: _____

Site information

Site name: _____

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

Supervisor title: _____

Supervisor telephone number: _____

Academic Degree (e.g. M.Ed. in Mental Health Counseling, M.Ed. in Sc

Department of Counselor Education
School Counseling
Practicum Fieldwork Agreement

Only one site may be reflected on this form. Complete only the necessary number of semesters per plan of study. If you are completing more than one semester, use one box per semester.

Semester
Fall 20__
Spring 20__

Supervisor email address: _____

Appendix B: School Counseling Supervision Contract

Supervision Contract
School Counseling Programs

Supervisor Requirements:

1. Supervisor has a professional level license with Department of Elementary and Secondary Education in professional School Guidance Counseling for at least the level in which the student is seeking licensure (Pre-K or 5-12)
2. At least three years of post-graduation experience as a School Guidance Counselor
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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. Weekly, on-site, face to face supervision occurs between the student and approved supervisor for 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 25 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. If the primary supervisor is temporarily unavailable to the student intern, there must be an identified emergency contact person available for the intern. This person, as defined by the licensing board, can be the school administrator, school counselor, school adjustment counselor or a licensed educational psychologist.
4. If the student or the supervisor is away for a week (i.e., on vacation, due to illness, etc.), that supervision meeting must be made up. (i.e., split the one hour of supervision between the week prior to the leave and the week after, making the three week sequence look like: 1.5 hours week before leave, 0 hours week of leave, 1.5 hours week after leave)
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hours that they ny HV RQ OHD d P O J R H V ã™iã ye (5.)-2.8 (ence lo)-2.004 (ok)-3.998 (l)2.996 (ik)

11. Feedback is extremely valuable. Supervisors are required to complete a Program Evaluation at the end of the semester. St

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
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determined by the site supervisor and the BSU instructor.

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instructor and site supervisor will consist of email/telecommunication. This type of communication
will occur every 3 weeks throughout the semester. Site visit will be scheduled if needed.

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Appendix D: School Counseling Competency Form (Pre-Practicum)

Bridgewater State University
School Counseling Advanced Applied (100 total hours)
BSU Supervision Course Numbers CNSC 570 or CNSC 580

These competencies 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 competencies state a minimum number of required hours the student must engage in during that semester for that competency. The methods/strategies described are intended to provide examples of ways in which the competencies could be met. Please contact BSU Instructor for additional assistance to brainstorm methods/strategies to complete competencies if needed. Students are responsible for keeping record of their experiences using the BSU ELEC logs, which are designed to match this form. Superv (m)6ct

Psychoeducational and/or Counselin Demonstrates an i
Growth Group Work

<p>Supervision * Required 50 minutes weekly (can be obtained in 15 20 increments throughout the week)</p>	<p>Will utilize supervision to increase skills, identify and address issues of concern to the teacher, and to address 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.</p>
<p>Indirect Student Services</p>	<p>Indirect services are provided on behalf of students as a UHVXOW RI WKH VFKRRO FRXQV including referral for additional assistance, consultation and collaboration with parents, teachers, other educational and community organizations.</p>
<p>Legal, Ethical Issues and Professionalism</p>	<p>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 DFFRUGDQFH ZLWK WKH NACAC 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 1.4</p>

These competencies 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 competencies state a minimum number of required hours; the student must engage in during that semester for that competency. 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 competencies 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 and Final Evaluation each semester assessing the student based on the competencies 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.

COMPETENCIES	METHODS/STRATEGIES
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	Demonstrates understanding of the School & community with identified needs/concerns to clarify needs, provide immediate, short-term interventions, and monitor progress related across all SCA 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

	screening of members; planning of sessions to address Initial, Working, and Termination stages of the group process. Groups may be facilitated or individually led.
and Assessment	Demonstrates an initial understanding of technology and programs that are used in schools to provide (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.
n	Demonstrate an initial working knowledge of the Special Education process. Participates in an IEP and/or 504 assessment; actively participating in related meeting with staff, family, and ancillary providers.
ng Core Curriculum	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 integrated into the overall curriculum and is systematically presented to students by school counselors in collaboration with other professional educators in the classroom and group activities.
Responsive Services	Responsive services are activities designed to meet the needs of individual students. These 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, student 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. Demonstrates an initial understanding of the risk assessment process.
Indirect Student Services	

<p>Supervision * Required 50 minutes weekly (can be obtained in 15-20 increments throughout the week)</p>	<p>Will utilize supervision to increase skills, identify and address issues of concern to the student, and to address all relevant issues of concern to the student of the supervisor. Demonstrate an ability to adequately self-reflect, including awareness of bias and the ability of avoiding bias imposition on to students.</p>
<p>Indirect Student Services</p>	<p>Indirect services are provided on behalf of students as a result of referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organization.</p>
<p>Legal, Ethical Issues and Professionalism</p>	<p>Student will have knowledge of the history, philosophy, and trends in school counseling and educational system. Demonstrates continued awareness and practice of related legal, ethical and professional issues in accordance with the school's code of ethics and the WSCA 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.</p>

Fieldwork Outcome Measures:

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

University-based course: Supervision content, case presentations with audio/video tape playback, process recordings, written treatment plan(s) for presented case(s), and joint conferencing between supervisor and college course instructor.

Appendix F: School Counseling Evaluation Form (Sent Electronically)

Bridgewater State University School Counseling
Site Supervisor and Student Midterm and Final Evaluation Form

Student: _____

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their professional competence as a Professional School Counselor. This assessment infuses
benchmarks from the MaModel, the ASCA National Model and the Department of Elementary and
Secondary Education Counselor Evaluation tool. Based on where you would expect the graduate
student intern to be, at this stage of their academic and professional development, please assign a
response to each of the following statements by using the scale below. If a competency is not
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concurrently with the student or review your responses with the student so they are part of the
evaluation process.

- 3 = consistent with professional practice
- 2 = proficient
- 1 = needs additional improvement
- n/a = not applicable at this level

The student demonstrates familiarity with Massachusetts Curriculum Frameworks and their use
in advising and supporting students they are working with.

3

2

The student demonstrates knowledge of the psychology of learning (cognitive, social, physical, mental illness, and emotional development)

3 2 1 n/a (circle one)

The student demonstrates an understanding of the diagnosis and treatment of learning and behavioral disorders.

3 2 1 n/a (circle one)

The student is knowledgeable of strategies used for the prevention and treatment of substance use, maltreatment and neglect, and violence in Pre-K-12 students.

3 2 1 n/a (circle one)

The student models the philosophy, principles, and empirically supported practices of a professional school counselor.

3 2 1 n/a (circle one)

3 2 1 n/a (circle one)

The student has knowledge of research in counseling (i.e., statistics, research design, data collection and program evaluation)

3 2 1 n/a (circle one)

The student demonstrates skills in group counseling.

3 2 1 n/a (circle one)

The student can consult and collaborate with parents, teachers, administrators, and the community.

3 2 1 n/a (circle one)

The student demonstrates skills in engaging families and students to provide

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 occur 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 FRPSOHWHV XQGHU D VLWH VXSHUYLVRUU. For 6 Credits by the end of the first quarter. Full fee waivers based on credit hours:

Fieldwork Experience (Credits/Hours)	Type of Course Voucher
Practicum/PrePracticum (3Credits/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. If a supervisor would like to request an extension after the one year they can contact the College of Education and Allied Studies for approval. Supervisors

payable to Bridgewater State University if you have any q8 (ny)-3.0tTf n