Expect More. Achieve More.

Department of Counselor Education

Student Handbook

2022-2023

DEPARTMENT OF COUNSELOR EDUCATION
STUDENT HANDBOOK 2022-2023
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Department of Counselor Education
Bridgewater State University
Bridgewater, MA 02325

LEARNING CONTRACT FORM

By signing this form, I acknowledge that I have downloaded a copy of The Counselor Education Student Handbook and the Graduate Student Handbook from the Department of Counselor Education and I accept responsibility for the information presented.

I agree I have read the entire handbook and will abide by the policies and procedures and requirements as outlined in the Student Handbooks. I agree to obtain information contained in this material through the Department of Counselor Education department chair, my advisor, fieldwork director or course instructor about contents. I understand that I am responsible for following the most current handbook and will seek out my academic advisor or a member of the faculty regarding any future changes to the Handbook.

I acknowledge that Bridgewater State University has provided me with the opportunity to attain a college e-mail account and to enroll in Blackboard. I also acknowledge that Bridgewater State University's e-mail account is the formal method of communication with the Counselor Education Department and am therefore responsible to obtain and actively monitor information conveyed via BOTH forms of technology.

I agree to abide by the American Counseling Association Code of Ethics (2014) and will follow the appropriate procedures as written in this handbook.

I _____ have downloaded a copy of the Bridgewater State University Counselor Education Department Student Handbook and accept responsibility for the information presented therein.

_____

_Signature Date

_____

Advisor Date

(copy of this signed form must be included in student file during first semester after matriculation. Please return your signed learning contract to either the Department Administrative Assistant or your advisor)

This form is included in the New Student Orientation. This is included only for your information

POLICIES AND PROCEDURES

MISSION STATEMENT

The principle mission of the Department of Counselor Education at Bridgewater State University is to prepare high quality master's level counselors for various settings in Massachusetts and the nation. More specifically, we prepare; quality School Counselors to serve students, families, and communities in PreK-12 educational settings; Clinical Mental Health Counselors to serve individuals, families, and/or groups in community, non-profit, or private agencies; and Student Affairs Counselors to serve as academic advisors, career advisors, residential hall advisors, or likewise in institutes of higher education.

Program Objectives

Our objectives are to:

- Guide students in understanding their roles and responsibilities within the ethical and legal guidelines germane to counseling and student affairs professions.
- Foster the development of expertise in counseling skills.
- Instill a commitment to uphold best practices within counseling and student affairs professions.
- Cultivate diversity and social justice competence within counseling and student affairs professions.

DEPARTMENT PHILOSOPHY, GOALS, AND OBJECTIVES

The faculty and staff in the Department of Counselor Education at Bridgewater State University are committed to helping support students throughout their academic training. We strive to help create a positive, student-focused learning environment that will prepare students to be effective, professional counselors in a variety of settings.

Students in the Department of Counselor Education are involved in training in preparation for providing counseling and support services with diverse populations in specific intended settings (school, college/university, mental health agency, hospital, or other clinical setting) using a variety of treatment modalities (e.g., individual, group, and family). The content areas studied, and the field experiences provided will have students aimed at expanding their understanding of human development and the conditions necessary for change and growth.

Commitment to Diversity

The Department of Counselor Education is strongly committed to infusing diversity issues throughout the entire counseling training experience. Students in our program are expected to carefully examine the social, cultural, environmental, and historical issues that can affect client and student well-being. Part of being a culturally competent counselor is being aware of our own biases, perceptions, world views and how these impact the counseling relationship.

Policy of nondiscrimination Bridgewater State University does not discriminate in admission to or access to, or treatment or employment in any of its educational programs or activities, including scholarships, loans, and athletics, on the basis of race, creed, religions, color, gender, marital status, age, sexual orientation, national origin, veteran status, or disability.

Orientation The Counselor Education department provides a formal orientation session for students at the beginning of their academic training in accordance with Section F.8.a. Program Information and Orientation of the American Counseling Association Code of Ethics (2014), which states that orientation to a counseling program is an on-going process and continues throughout the academic training (from the time of application to graduation). In addition to the formal orientation provided to all new students at the beginning of the program, each student is provided informal orientation opportunities throughout the relationship with an academic advisor whose role is to provide students with guidance about choosing a program curriculum, information about practicum and fieldwork experiences, and opportunities to address students' concerns and issues. Advisors serve as the "point person" for ongoing questions or concerns that students may have regarding orientation to the counseling program. This orientation includes (but is not limited to):

Skills and Knowledge The counseling program is designed to provide students with the most current and up-to-date information about the counseling profession, including its historical foundation, counseling theories and models, multicultural training, group process, counseling ethics and professionalism, assessment, and research methodologies. Students will also be taught skills that can be used in a variety of counseling settings and contexts.

Training Goals and Objectives Each counseling program is designed to provide students with the fundamental core subject areas that will prepare students for direct practice in the students chosen field. Some fields require certification and/or professional licensure. While graduation from Bridgewater State University Counseling Department

does not automatically guarantee state or national certification or licensure, our program does provide the requisite training.

Self-Growth Experiences Because we are a counseling program, our professional identity is centered not only on the growth and development of the clients and students we serve, but also on our own personal and professional growth. In many of the counseling courses offered in the program, faculty will integrate self-growth exercises and opportunities for students' personal awareness and reflection. Self-growth experiences are infused throughout all counseling curricula and continues even after graduation - it is a lifelong process. Students are encouraged to embrace challenging themselves out of their comfort level in order to increase self-reflection and therefore addressing their own personal qualities, characteristics, experiences, and personal reactions. The ability to achieve mastery in self-reflection is critical to the knowledge and skill set of a competent counselor.

Counseling faculty may encourage students to seek professional help to address any personal concerns that may be affecting their competency or academic performance, as is required by our professional code of ethics (see ACA Code of Ethics (2014) Section F.8.c Addressing Personal Concerns).

All students enrolled in at least one course at Bridgewater State University (BSU) are eligible for free counseling services at BSU's Weygand Hall Wellness Center. The wellness center and the department of counselor education are two separate entities. According to the Weygand Hall Wellness Center website, their mission is, "to offer counseling services to students experiencing adjustment and psychological difficulties and to support the BSU community to help a diverse student population achieve academic and personal success.

CACREP COMMON-CORE PROGRAM OBJECTIVES

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the following programs in the Department of Counselor education at Bridgewater State University: Mental Health Counseling (M.Ed.) and School Counseling (M.Ed.). The Department of Counselor Education at Bridgewater State University has made history by being the first counseling program in the Commonwealth of Massachusetts to achieve this national CACREP accreditation and less than 250 programs nationwide have proven their counseling programs meet the academic quality required to achieve this status. Therefore, the academic goals and objectives of our counseling program are in alignment with the CACREP core criteria.

The following eight CACREP core program objectives are directly cited from Section II, G.1-8. Students are encouraged to review the entire set of standards at http://www.cacrep.org. Faculty have infused the CACREP standards throughout course syllabi and learning outcomes.

1. **PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**
   a. history and philosophy of the counseling profession and its specialty areas
   b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
   c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
   d. the role and process of the professional counselor advocating on behalf of the profession
   e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
   f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
   g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

h. current labor market information relevant to opportunities for practice within the counseling profession
i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
j. technology's impact on the counseling profession
k. strategies for personal and professional self-evaluation and implications for practice
l. self-care strategies appropriate to the counselor role
m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
c. multicultural counseling competencies
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
e. the effects of power and privilege for counselors and clients
f. help-seeking behaviors of diverse clients
g. the impact of spiritual beliefs on clients' and counselors' worldviews
h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

a. theories of individual and family development across the lifespan
b. theories of learning
c. theories of normal and abnormal personality development
d. theories and etiology of addictions and addictive behaviors
e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
f. systemic and environmental factors that affect human development, functioning, and behavior
g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
h. a general framework for understanding differing abilities and strategies for differentiated interventions
i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT

a. theories and models of career development, counseling, and decision making
b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
d. approaches for assessing the conditions of the work environment on clients' life experiences
e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
f. strategies for career development program planning, organization, implementation, administration, and evaluation
g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
h. strategies for facilitating client skill development for career, educational, and life-work planning and management
i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
j. ethical and culturally relevant strategies for addressing career development

5. COUNSELING AND HELPING RELATIONSHIPS

a. theories and models of counseling
b. a systems approach to conceptualizing clients
c. theories, models, and strategies for understanding and practicing consultation
d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
e. the impact of technology on the counseling process
f. counselor characteristics and behaviors that influence the counseling process
g. essential interviewing, counseling, and case conceptualization skills
h. developmentally relevant counseling treatment or intervention plans
i. development of measurable outcomes for clients
j. evidence-based counseling strategies and techniques for prevention and intervention
k. strategies to promote client understanding of and access to a variety of community-based resources
l. suicide prevention models and strategies

m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
n. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

a. theoretical foundations of group counseling and group work
b. dynamics associated with group process and development
c. therapeutic factors and how they contribute to group effectiveness
d. characteristics and functions of effective group leaders
e. approaches to group formation, including recruiting, screening, and selecting members
f. types of groups and other considerations that affect conducting groups in varied settings
g. ethical and culturally relevant strategies for designing and facilitating groups
h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT AND TESTING

a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
b. methods of effectively preparing for and conducting initial assessment meetings
c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
d. procedures for identifying trauma and abuse and for reporting abuse
e. use of assessments for diagnostic and intervention planning purposes
f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
h. reliability and validity in the use of assessments
i. use of assessments relevant to academic/educational, career, personal, and social development
j. use of environmental assessments and systematic behavioral observations
k. use of symptom checklists, and personality and psychological testing
l. use of assessment results to diagnose developmental, behavioral, and mental disorders

m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
b. identification of evidence-based counseling practices
c. needs assessments
d. development of outcome measures for counseling programs
e. evaluation of counseling interventions and programs
f. qualitative, quantitative, and mixed research methods
g. designs used in research and program evaluation
h. statistical methods used in conducting research and program evaluation
i. analysis and use of data in counseling
j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

PROGRAM OVERVIEWS

MASTER OF EDUCATION - MENTAL HEALTH COUNSELING (60 Credits)

Graduates of this program are trained to work with children, adolescents, and adults in a variety of mental health settings including clinics, educational and governmental institutions, health care centers and hospitals. This program prepares graduates who intend to become Licensed Mental Health Counselors (LMHC) in the Commonwealth of Massachusetts and is accredited by CACREP.

MASTER OF EDUCATION - MENTAL HEALTH COUNSELING – DUAL LICENSE (66 Credits)

This program is for those seeking dual licensure as a Licensed Mental Health Counselor in the Commonwealth of Massachusetts by the Board of Registration and a School Social Worker/School Adjustment Counselor license with the Department of Elementary and Secondary Education and is accredited by CACREP.

MASTER OF EDUCATION - SCHOOL COUNSELING (PreK-8 & 5-12) (60 Credits)

This program prepares students to work in PreK, elementary, middle, or secondary school settings in public, private, vocational-technical and charter schools, and prepares students for licensure as a School Counselor with the Department of Elementary and Secondary Education. The program is accredited by CACREP.

MASTER OF EDUCATION - STUDENT AFFAIRS (39 Credits)

Students in this program are trained to use skills for counseling and program development and implementation in a variety of student affairs and higher education settings including academic enhancement/advising, career services, residence life, orientation, counseling athletes, and student activities.

Program of Study Post Master's in School Adjustment Counseling

The Postmaster's Licensure program is designed for individuals who seek initial licensure as a school adjustment counselor/social worker, and who already possess an applied master's degree in counseling or a related field (e.g., social work, clinical psychology), which has included a formal, supervised internship experience. Each student plans their program of study with a faculty advisor in accordance with the current BSU requirements for licensure as a school adjustment counselor/social worker, which are aligned with licensure requirements established by the Massachusetts Department of Elementary and Secondary Education. The program will complement previous master's level course work, and it will include all appropriate field experiences. This program is for students admitted after Fall 2021.

Program of Study Post Master's in School Counseling

The Post Master's Licensing program is designed for individuals who seek initial licensure as a School Counselor in the state of Massachusetts by the Department of Elementary and Secondary Education, and who possess an applied degree in counseling or a related field (social work, clinical psychology), which has included a formal, supervised internship experience. This working document is based on current licensing regulations. This program is for students admitted after Fall 2021.

Academic Credit Hour Definition

A graduate academic credit hour is equivalent to one hour of classroom or direct faculty instruction and a minimum of three hours of out-of-class student work each week for approximately 15 weeks of each semester. Therefore, a three-credit class has an expectation of approximately three hours of classroom or direct faculty instruction and a minimum of nine hours of out-of-class student work over that same time period. An equivalent amount of engagement is required for laboratory work, internships, practica, studio work, web-based courses, and other academic work leading to the award of credit hours.

COUNSELOR EDUCATION GENERAL POLICIES AND INFORMATION

Non-matriculation

Admission into any of the counseling programs is competitive, with faculty seeking students who exhibit the potential to become highly effective counselors who can contribute to the profession. Applicants are encouraged to review the counseling application for admission requirements specific to the program in which they would like to enroll. Students must submit a completed application with supporting material by October 1 for the spring semester and February 1 for the summer and fall semesters.

Prospective candidates who have not been formally accepted into the program are urged to contact the DGCE Chair or Department Chair for assistance in enrolling in a course as a non-matriculated student because many of our courses are open to matriculated students only. Please note: **Your grade(s) and behavior in any graduate class you choose to take as a non-matriculated student may be considered as a part of your application package to any of the programs in the Department of Counselor Education at BSU.**

Prior to matriculation, students can enroll in up to six graduate credits in most programs with 39 or fewer credits. In programs requiring 40 or more graduate credits, students may enroll in up to nine graduate credits.

Not more than six graduate credits, taken both prior to and after acceptance, can be transferred from other accredited graduate schools. Rather than enrolling in graduate courses at other institutions, matriculated students should make every attempt to enroll in Bridgewater State University graduate courses, which will assist them in successfully completing their graduate programs. It does not include prerequisites. Program exceptions are noted in the appropriate department sections of this catalog.

Approval of transfer credit is subject to the following conditions: 1) that not more than six credits being transferred are from an accredited institution other than Bridgewater State University; 2) that a grade of "B" or better has been earned in all courses being transferred; 3) that courses being transferred have not been used to fulfill the requirements of another degree at any institution and 4) that graduate transfer credits may not be more than six years old at the time program requirements are completed.

Bridgewater State University does not accept credits for courses completed at non-accredited institutions.

All courses to be used as transfer credit in a graduate degree program must have the approval of the student's advisor and DGCE Chair prior to submitting for final approval to the dean of the College of Graduate Studies. An official transcript of courses taken at another accredited institution must be submitted for approval with the Transfer Credit

Request form that can be found on the College of Graduate Studies intranet website. A copy of the course syllabus and/or course descriptions may be requested. Students are strongly urged to process the form for transfer credit early in their graduate degree program.

The Department of Counselor Education policy on BSU undergraduate students enrolling in graduate level courses within the department is that students are welcome to enroll in the following courses: CNGC 500 Research and Evaluation, CNGC 528 Counseling Theories and Techniques, CNSA 515 Foundations in Student Affairs. Undergraduate students that take graduate level counselor education courses must be aware that if they choose later to apply and are accepted into one of the counselor education programs (Mental Health, Mental Health Dual, School Counseling) the required credit hours will not be reduced due to already taking a course. In order to ensure licensure eligibility and meet accreditation standards, 60 credits must be completed at the graduate level for Mental Health and School Counseling professionals. However, students will not be required to repeat the course. For example, if a student takes CNGC 500 as an undergraduate student and then is later admitted into the Mental Health program, they will be required to complete the minimum of 60 credits as a graduate level student. Forms will be completed by the student with their advisor to indicate competency met for CNGC 500 and the student would have to select one of the elective courses to replace the missing credits.

The Department has created an early admissions program for BSU seniors in their last semester who have expressed an interest in a career in student affairs/in the student affairs counseling program. This would enable undergraduate students in their final semester to take up to two graduate courses during their senior year which may be counted toward both their undergraduate and graduate degree with permission of the undergraduate advisor and the DGCE coordinator.

Matriculated Status

All accepted students must participate in an orientation for new students and meet with their faculty advisor upon acceptance, to complete their academic program of study. New Student Orientation will be offered virtually. Students who do not participate in the New Student Orientation may be blocked from registering for courses.

Some students may be required to meet with the Graduate Writing Fellow as a condition to their acceptance. These students will be informed of any conditions upon their first meeting with their advisor as well as in their acceptance letter.

Continuation or Interruption of Course Registration (Reinstatement)

Graduate students have six years to complete their degree programs. Should graduate students not enroll in courses during two semesters (consecutive spring and fall) students will be considered inactive. If students are deemed inactive and wish to register for courses, they must complete a reinstatement form available from the College of Graduate Studies intranet site or by calling 508.531.1300. This policy is designed to ensure appropriate academic advising and counseling for all graduate students enrolled in degree programs including non-degree students.

Change of Program

All requests to change from one graduate program to another are subject to departmental approval. Students wishing to change programs must complete the Change of Program Form. If additional requirements are needed (ie: MTELs or GRE's) they must be submitted with your change form. This form may be accessed through the student portal and found on the Printable Forms page of the Office of Graduate Student Services Website. Please turn this form into the Administrative Assistant before submitting to Graduate Student Services. The form will be circulated for appropriate approval and signatures before being submitted to Graduate Admissions.

Course Load

Full-time graduate study for master's degree students is defined, for academic purposes only, as being enrolled in nine or more graduate credits in each semester. Full-time graduate students may register for up to 15 credits during both the fall and spring semesters and up to 14 credits during the two summer sessions. However, this is not recommended. Students wishing to register for more than 9 credits per semester are strongly encouraged to meet with their graduate advisor and graduate program coordinator. It is important to remember that one graduate course is often equal to two undergraduate courses.

Graduate Assistantships, Research Assistantships, Graduate Writing Fellow and Graduate Scholarships

Students should be aware of the opportunities for scholarship assistance and research opportunities through the College of Graduate Studies. Student are encouraged to go to the College of Graduate Studies intranet site to attain the most current and accurate information concerning applications and deadlines.

Grade Requirement

Students must receive a grade of "B-" or higher in each graduate course or fieldwork experience; students who receive a grade lower than a "B-" must repeat the course. In addition, students who receive a grade of "F" in any course will be placed on academic probation by the department. Any student who receives a second grade of "F" will be dismissed from the program. Lastly, students must maintain a GPA of 3.0 or they will be placed on academic probation as outlined in the graduate student handbook.

If a student's GPA remains below a 3.0 for a prolonged period, this could result in academic dismissal. The College of Graduate Studies will inform the student should their GPA drop below 3.0. Students are encouraged to discuss academic probation with their assigned advisor.

Academic Integrity

Students are required to familiarize themselves with the policy established by the College of Graduate Studies. Furthermore, students are encouraged to consult with faculty concerning questions about professional citations and to always refer to the APA (American Psychology Association) Publication Manual. Students need to be aware that plagiarism is **NOT** tolerated by the College of Graduate Studies or the Counselor Education Department and by the ACA Code of Ethics (2014). After an investigation, the student may be dismissed from the program.

Retention and Dismissal Policy

A student is not only evaluated on acquisition and retention of counseling-based knowledge and information, but also on the level of skill development he or she demonstrates in the academic coursework and fieldwork experiences. In addition, a student's level of professionalism and the ability to give and receive feedback by peers and instructors is a key component to the evaluation criteria of the faculty. Even if a student performs at acceptable graduate level work in didactic information (i.e., good grades on exams, research papers, etc.), students may not successfully complete the program if they do not meet the expected level of counseling skills, demonstrated, as well as maintain the professional and ethical behavior of a counselor-in-training.

Faculty will be giving feedback to students regarding their growth as it relates to their clinical competencies, as well as their professional and behavioral skill development. If a student is found, over time, to be unable to integrate feedback in ways that manifest understanding and development in competency areas requiring growth, a faculty review of a student's performance will occur. An assessment of the student can result in a plan

for remediation, academic probation, or dismissal from the program. If the student is at the point of providing direct client care, then the safety and care of the client will take precedent over the student's training, and the student may be asked to leave the site until the deficiencies are corrected. The experience will then need to be repeated. If it is deemed that the deficiency is too great to remediate or that the behavior is too egregious to endorse the student in the field, then the student will be dismissed from the program.

Students may be dismissed from their academic program due to issues that affect their function as a professional counselor in training. These may include, but are not limited to:

1. Dismissal criteria established by the College of Graduate Studies, CoGS
2. GPA level
3. Academic dishonesty
4. Ethical violations
5. Personal concerns (interpersonal/value sets/etc.) that may conflict with professional counseling practice

In our roles as gatekeepers for the profession, The Department of Counselor Education faculty have implemented an ongoing process for monitoring student concerns and maintaining communication of student concerns.

Student Support Form

BRIDGEWATER
STATE UNIVERSITY

DEPARTMENT OF COUNSELOR EDUCATION
STUDENT SUPPORT FORM FOR ONGOING COMPETENCY EVALUATION (OCE FORM)

Date _____

Name of Faculty/Staff Member _____

Name of Student _____

Student's Program of Study _____

FOCUS OF SUPPORT: (Check as many areas as applicable):

- ☐ Time Management
- ☐ Academic Performance
- ☐ Professionalism/Ethical
- ☐ Communication (Email/phone/face-to-face with Faculty/Staff
- ☐ Communication (Email/phone/face-to-face with Peers
- ☐ Classroom performance
- ☐ Clinical Skills
- ☐ Fieldwork
- ☐ Excessive absences/tardiness
- ☐ Other _____

Description (Substantiate information):

Date of Discussion with Student/Student Meeting:
_____

Outcome of Student Meeting (Including discussion of potential strategic plan):

Date of Discussion with Instructor/Director of Fieldwork (If warranted):
_____
Date of Discussion with Faculty Advisor (if warranted):
_____
Date of Discussion with Department Chair (if warranted):
_____
Date of Discussion with Academic Dean (if warranted):
_____

STRATEGIC PLAN:

I HAVE REVIEWED THIS PLAN WITH MY FACULTY MEMBER AND DEPARTMENT CHAIR AND AGREE TO COMPLETE THIS PLAN AS WRITTEN:

Student Signature/Date _____

Faculty Signature/Date _____

Received by Department Chair Signature/Date _____

PROGRESS REPORT:
__ SITUATION HAS BEEN RESOLVED.
__ SITUATION IS BEING RESOLVED.
__SUFFICIENT PROGRESS HAS NOT BEEN DEMONSTRATED

Signature/Date _____

Below is the Protocol for using the OCE form.

PROTOCOL FOR UTILIZING

THE ONGOING COMPETENCY EVALUATION (OCE FORM)

1. When an individual part-time or full-time faculty member (or advisor) has a concern about a student and identifies a student issue/concern, the faculty member will engage in a 1:1 conversation with the student regarding the issue or concern. If the faculty and student can create a plan to remediate the issue/concern and it is resolved, the OCE form should be submitted to the department chair and no further action needs to be taken.

2. Once a faculty member has met 1:1 with the student and the outcome of the meeting is:

a) The student disagrees with the issue/concern,

b) The student agrees to address the issue/concern but has demonstrated no progress, or

c) The student issue/concern has worsened, then…….

The faculty member consults with the Academic Advisor (or Director of Fieldwork if the related course is fieldwork). During summer sessions Academic Advisors are not responsible for advising and therefore the DGCE Chair is consulted. However, the Academic Advisor must be invited, have one week to respond to the invitation, but not required to attend. The faculty member and advisor/DGCE Chair and/or Director of Fieldwork develop a strategy for following up on the issue and meeting with the student. Prior to the meeting with the student, one person (instructor, advisor, DGCE Chair, Director of Fieldwork) needs to be identified as the "meeting lead". The meeting lead should be collaboratively selected by the intervening team based on the unique conditions and with the goal of selecting the person that will best be situated to support the student ongoing. The meeting lead will head the conversation in the meeting and convey the proposed strategy. In addition, they will be responsible for ensuring that measurable goals

are identified, timelines established, and will monitor the execution of the plan. The lead also submits the new OCE form to the department chair.

If after consulting with the student issue/concern is resolved, then no further action is needed.

3. If the student issue/concern is not resolved, then the meeting lead (as identified above) contacts the Department Chair. If the Department Chair was the original faculty member with the concern the DGCE Chair and/or another faculty member may be requested to join in the remediation as proxy. The student, meeting lead, and department chair will have an additional meeting completing a new OCE form. At that time, the department chair becomes responsible for monitoring the new plan. If the chair and the meeting lead can reach a resolution to address the issue/concern with the student, then no further action is needed.

4. If the student issue/concern is not resolved after department chair intervention, and the student does not follow the remediation/support plan as outlined, then the appropriate academic dean is contacted in which remediation/dismissal will be explored.

Repeating Courses

The College of Graduate Studies will allow graduate students, with advisor and program coordinator approval, to repeat only one graduate course for which they have received a grade of "B-" or less. Although all courses and grades will appear on the student's transcript, credit for the course will be awarded only once unless otherwise stated in the university catalog. The repeated grade will replace the prior grade in the students' GPA regardless of which grade is higher. Only courses taken at Bridgewater State University and repeated at Bridgewater will be eligible for use under this policy. Students are required to complete the Course Repeat Request form which can be found on the College of Graduate Studies intranet site.

The Department of Counselor Education has added to the CoGS policy:

Any student who receives a B- or lower in any course offered through our department has an Ongoing Competency Form (or the most recently drafted form of retention/dismissal policy) filled out and submitted to the chair. The chair is then required to keep the form and monitor for an additional B- and make the Advisor aware.

If the second repeat course application is submitted, which must be accompanied with another Ongoing Competency form, it is up to the chair and the advisor to uphold policy and deny the request as outlined in the Repeat Course Policy of the College of Graduate Studies and in accordance with the Grading Policy that stated all course grades must be above a B-.

Notes: Repeating courses taken in a previous semester may affect certain federal and state benefits, various financial-aid programs, loans, scholarships, and social security benefits, in addition to athletic eligibility and veteran's benefits. The Veterans Administration will not pay for a repeated course in which a passing grade has been previously earned. Satisfactory academic progress requirements must be met for continued financial-aid eligibility.

Students with more than one failed course will be required to meet with their advisor.

Course Audit Policy

In accordance with Bridgewater State University's Audit Policy, students must acquire a "Course Audit Request Form" from the Registrar's Office or from the Registrar's intranet site. The student will receive no academic credit for the courses, nor will a grade be reflected in his or her cumulative grade point average. The following guidelines apply, as outlined by the College's Policy:

1. A student may audit a course subject to the approval of his or her advisor or department chairperson and consent of the instructor.
2. A student is subject to conditions established by the department and/or instructor for the audited course.
3. A student registering for credit has course enrollment preference over an auditing student. Therefore, a student must register for audit only during the drop/add period by submitting forms provided by the Registrar's Office. A student's status as an auditor in a course cannot be changed.
4. A student may register for one audit course per semester. Exceptions may be granted by petition to the appropriate school dean.
5. A student receives no credit for an audited course. The student's academic record will reflect the course enrollment with the notation AU.
6. A student will be charged the same tuition and fees for an audited course as for a course taken for credit.

Communication

Students are expected to maintain professionalism in all forms of communication with peers, faculty, staff, administrators, and site supervisors (i.e., email, written, and verbal). Students should consult the *E-mail as an Official Means of Communication to Students* about the latest policy of communication via technology. Students should recognize that

as counseling professionals-in-training that faculty will assess their ability to communicate effectively and professionally with others as an integral part of their learning and growth.

Code of Ethics

Upon formal admittance to the counseling program, each student is expected to be knowledgeable of and integrate into their professional practice the Code of Ethics of the American Counseling Association (2014). Students may obtain a copy of the ACA Code of Ethics (2014) online at www.counseling.org or by contacting 1-800-422-2648 x. 222. All students are expected to read the Code of Ethics in its entirety and to abide by the professional standards expected of members of the counseling profession. It is critical that students understand their obligation to abide by the Code of Ethics. Students are encouraged to pay particular attention to Section F: Supervision, Training, and Teaching which addresses ethical behavior expected of students and faculty during formal academic training. Students are expected to follow the entire ACA Code of Ethics. If a student becomes a member of another professional organization (i.e., student affairs or school counseling), students are expected to abide by the codes of ethics of those organizations as well.

Appeal Process

Graduate students, who experience problems pertaining to graduate policies, including academic performance, program requirements or other academic issues, may petition to have the matter considered through the established review process of the College of Graduate Studies.

1. Submit a written appeal to the course instructor if the issue is course-related or to the academic advisor if the matter is program related.
2. If unresolved, submit a written appeal to the department graduate coordinator (or department chair).
3. If unresolved, submit a written appeal to the appropriate college dean.
4. If unresolved, submit a written appeal to the dean of the College of Graduate Studies.
5. The dean of the College of Graduate Studies will submit graduate student petitions to the Graduate Education Council for review.

Advisors

Each student will be assigned a faculty advisor identified in the acceptance to the program letter. It is the student's responsibility to establish meeting times with this assigned advisor during the first semester of achieving matriculation status. Students have the option of changing advisors by downloading the Change of Advisor Form from the College of Graduate Studies' intranet site. Some examples of when a students should meet with their advisors are:

a) completing and making changes to their Program of Study
b) Planning fieldwork experience and selecting an appropriate fieldwork experience site
c) choosing an appropriate elective
d) completing the Graduation Application
e) when you have met your benchmark credit review points as described in the assessment manual.

Please be aware that faculty advising is offered from September 1 through May 31. During the summer session, the Department DGCE Chair will provide advising if a student is in need.

Non-Matriculated students will be assigned to the Department DGCE Chair for advising.

Department of Counselor Education Policy on Independent Studies

Courses considered core classes based on the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards and curriculum are not eligible to be offered to students in the Department of Counselor Education at Bridgewater State University in an independent study format. The rationale for this is that in order to maintain our CACREP accreditation, we must comply with the 2016 standards set forth by the accrediting body.

The 2016 standards state:

> *Evaluation in the program includes opportunities for counselor education program faculty to comprehensively evaluate overall program effectiveness. Assessment of students' knowledge, skills, and professional dispositions is integral. Evaluation data will help program faculty reflect on aspects of the program that work well and those that need improvement and will inform programmatic and curricular decisions. (Section 4)*

The Department of Counselor Education voted on January 24, 2019 to approve a process within the department by which students' knowledge, skills, and dispositions will be assessed via the eight core CACREP courses: Counseling Theories (528), Group (538), Research (500), Multicultural (529), Theories of Psych Development (564) Ethics (534), Career Counseling (539) and Assessment (532) as well as in their fieldwork experience. In addition to the eight core classes, there are class requirements specific to mental health and school counseling specializations that also require a rigorous assessment of students' knowledge, skills, and dispositions via key performance indicators.

These courses require student collaborative work involving class presentations to prepare them for their future professional roles, skill development such as role playing and interviewing techniques, and peer supervision. Given, the significant amount of student classroom live counseling activities, it would be impossible for counseling students to replicate these highly interactive learning modes in an independent study course and meet required course competencies. It would also not allow the faculty to observe, coach, and evaluate graduate students in the role of counselor when practicing with their peers, a necessary first step prior to working with students and clients in the field. In addition, in spring 2017, in response to previous CACREP site visit feedback, our state-of-the-art Counselor Education Lab went into use. We use this lab and its video features to provide live and direct supervision as well as to engage students in practice helping sessions. Use of the lab is paramount in assessing students' readiness for fieldwork. An independent study would not allow students to benefit from the use of the lab due to the one-on-one nature of an independent study.

The following core courses use the lab: CNGC538 Group I: Theory and Practice of Group Interaction, CNGC520 Group Experience, CNMH535 Applied Counseling: Adolescent-Adult, CNMH536 Applied Counseling: Pre-Adolescent, CNMH 568 Psychopathology, CNSC 524 Applied School Counseling, and CNSA 530 Helping Skills for Student Affairs Professionals.

As such, the following courses are NOT eligible to be taught as independent studies:

General Counseling: Core Courses

CNGC500 Research and Evaluation
CNGC520 Group Experience (Pass/No Pass – 0 credits) *Co-requisite: CNGC 538*
CNGC528 Counseling Theories and Techniques
CNGC529 Multicultural Counseling
CNGC 532 Psychological Assessment
CNGC538 Group I: Theory and Practice of Group Interaction
CNGC539 Introduction to Career Counseling
CNGC 583 Crisis and Trauma Counseling
CNGC 567 Marital and Family Therapy

Mental Health Counseling: Core Courses

CNMH534 The Professional Counselor: Standards, Ethics, & Legal Issues

CNMH535 Applied Counseling: Adolescent-Adult
CNMH536 Applied Counseling: Children and Adolescents (Dual licensure requirement)
CNMH568 Psychopathology
CNMH 540 Substance use and Addiction Disorder
CNMH564 Theories of Psychological Development

School Counseling: Core Courses

CNSC 515 Ethical and Legal Issues for the School Counselor
CNSC 516 Foundations of School Counseling
CNSC 517 Evidence-Based School Counseling Practices
CNSC 520 Development through the Lifespan for School Counselors
CNSC 521 Clinical Issues for School Counselors
CNSC 524 Applied School Counseling
CNSC 526 Consultation and Collaboration for School Counselors

The counseling programs, in alignment with CACREP standards are 60/66 credits. Students have flexibility within the 60/66-credit program to take elective classes. Since the elective classes are not part of the comprehensive CACREP required assessment plan, should a student need to take an elective and for some reason is not able to enroll in said elective in the regularly scheduled semesters, these courses may be offered as independent studies under the discretion of the full-time BSU faculty member who is teaching the course. In order to teach the course as an independent study, faculty members must have expertise in the topic (i.e., prior experience teaching the course). In addition, students are responsible for securing approval from *both* the Department Chair and their Advisor to take the course as an independent study.

The following courses are eligible for independent studies:

CNGC 588 Suicide: Prevention, intervention, postvention
CNGC 508 Creativity in Counseling
CNGC 574 Wellness
CNGC 587 Counseling the Military Family

Students occasionally take an elective outside the Department of Counselor Education. This must be approved by their advisor to better meet their career goals and licensure requirements. Students who do take a course outside the Department of Counselor Education must transfer that course in as they would any other course for transfer.

Students must submit a completed Application for Graduate Directed or Independent Study form. The required form, “Directed or Independent Study Course Registration Form”, may be accessed through the student portal and found on the Printable Forms page of the Office of Graduate Student Services Website. It must be approved and on file in the student’s academic department, the College of Graduate Studies dean’s office, and submitted to the Registrar’s Office by the last day of the drop/add period for the semester.

Directed Study

Graduate students are permitted to undertake a Directed Study when they desire to study selected topics in their field. Enrollment in a directed study is limited to students who have been accepted into a graduate program at BSU and have completed a minimum of 15 graduate credits. Students must take these courses under the supervision of a faculty member. A directed study may not be used to substitute for courses that are required in the program or to study topics that are covered in required or elective courses in the program.

Students must submit a completed Application for Graduate Directed or Independent Study form. The required form, "Directed or Independent Study Course Registration Form", may be accessed through the student portal and found on the Printable Forms page of the Office of Graduate Student Services Website. It must be approved and on file in the student's academic department, the College of Graduate Studies dean's office, and submitted to the Registrar's Office by the last day of the drop/add period for the semester.

Withdrawal from Courses

In order to request a late withdrawal from one or more courses – but not all courses – the student should complete a Course Withdrawal Form found through the student portal on the Registrar's Printable Forms website. This completed form should accompany a detailed letter written to the College of Graduate Studies dean outlining the extraordinary circumstances (e.g., sudden illness, a death in the family) that have prevented them from withdrawing from the course(s) by the published deadline. The letter should also include supporting documentation from the course instructor(s) and the student's DGCE Chair.

This documentation should be submitted to the Office of Graduate Student Services for the dean's review and decision which is final and not subject to further appeal. The Office of Graduate Student Services will notify the student of the dean's decision.
If the request is approved, the course withdrawal form and all documentation will be submitted to the Registrar's Office for processing. Please refer to the Registrar's Bridgenet page for refund information. Please note that staff and faculty of the department are not able to approve or provide information on refunds.

If graduate students fall below full-time status after withdrawing from a course, they should be aware that eligibility for some sources of financial aid and health insurance may be affected.

Course withdrawals will be indicated on students' transcripts with a "W" and will not affect the calculation of students' grade point averages.

Withdrawal from the University

Students who decide to withdraw from a graduate program must notify the College of Graduate Studies of their intentions in writing as soon as possible. Students should also consult course withdrawal procedures and refund policies indicated in the university catalog. Withdrawal forms are available at the College of Graduate Studies intranet site.

Voluntary Medical Withdrawal

The university understands that students may experience physical or psychological situations that may significantly impair their ability to function successfully or safely in their role as students. In those situations, students may request a medical withdrawal. The goal of a medical withdrawal is to ensure that students return to the university with an increased opportunity for success.

Unless the student can demonstrate that the ability to complete selected courses was not affected by the medical condition, medical withdrawals apply to all courses taken in the given semester.

The university uses an individualized process that allows students to request a medical withdrawal so that they can receive treatment, return to the university, and successfully achieve their academic goals. Any conditions placed upon the student at the time of the medical withdrawal may be incorporated into a written agreement with the student and may result in a hold being placed on the student's account.

It is important to note that a medical withdrawal does not exempt the student from their financial obligation to the university and does not guarantee a refund or partial refund. The student may still be responsible for any outstanding fees, fines, or costs. In extraordinary circumstances, the university may, in its sole discretion, provide a refund.

Additionally, the student may be responsible for repayment of financial aid if mandated by the federal government. If a student has received financial aid and withdraws before completing 60% of the semester (for extraordinary reasons or not), the U.S. Department of Education requires the university to perform a Return of Title IV calculation to determine what financial aid must be returned to the federal government.

Graduation Dates and Application Process

Though the University holds an annual commencement ceremony in May, the University also has two additional graduation dates (December, and August). Students graduating in December and August are encouraged to attend the May commencement ceremony. To participate in the graduate commencement ceremony, please follow the step outlined below

Graduation Application

The application to graduate, for each term, will be open from registration to the end of the degree month; however, we encourage you to apply once you have registered in all your final requirements and not later than the recommendations below to ensure timely review and troubleshooting.

You MUST apply for when you will be COMPLETING and not for ceremony date! Your application, once approved, may qualify you to participate.

Program completion month	Graduate program applications due
December	October 1
May	February 1
August	June 1

If you find that you cannot apply or cannot access the application for the term you believe you should be earning your degree, please email graduatestudies@bridgew.edu for assistance.

By submitting your application, you agree that:

- all degree or certificate requirements will be complete by the Graduation date of the term selected, including ALL outstanding IN grades (regardless of if those classes are needed for degree) meet or exceed all GPA minimums and satisfactorily complete program exit requirements (graduate students only).
- if transferring in any of my final requirements, pre-approval and proof of registration are on file or will be shortly submitted to the College of Graduate studies at graduatestudies@bridgew.edu (for Graduate students).
- will be registered for Student Teaching, Practicum, Internship, Directed Study not later than the end of the drop/add period of the selected degree term. (If you are applying after the drop/add date and your registration is still outstanding, your application may be rejected.)

Once you have made sure all the above has been completed, you may now proceed to Step 2, which is available from your Student Profile in InfoBear. On the side bar, towards the bottom you will see a spot “apply to graduate”. Once at Step 3, you will be able to view any Graduation Application Issues. If you entered a special character as part of your Diploma Name, it would not display properly in View. You may check your name by emailing degree_audit@bridgew.edu. Your application will not be reviewed or provide

an update status on applications until after Add/Drop ends. Additional information can be found on the *Graduation Central Webpage.*

Diploma Information:
All BSU certificates and diplomas are mailed to the address on file 6-8 weeks after the end of the completion term. Only the primary major degree type is printed on BSU diplomas. Majors are not printed. The whole of your award information appears on your transcript.

It is your responsibility to ensure your address in InfoBear is correct and up to date. The address change form and process are available from the Registrar's Office website. ***Please note that degree or certificate mailing cannot be completed if you have certain holds or outstanding debts to the University. Please visit your Student Profile to check for holds and work with the appropriate offices to clear them.***

Degree Conferral and Diploma:
Conferral of a degree occurs when the Registrar finalizes the student's academic record and confirms that all requirements have been satisfied. Diplomas are not distributed at the Commencement Ceremony and are only produced after the final clearance process has been completed for all students. Participation in the Commencement Ceremony does not constitute conferral of the degree. Similarly, inclusion of a student's name in such publications as the commencement program does not confirm eligibility for the degree.

If your employer is requesting a letter of completion from your program, this letter cannot come from The Department of Counselor Education or any faculty member or Chairperson of the department. You will need to contact Graduate Student Services for this type of letter. You can call 508-531-1100 or email graduatestudies@bridgew.edu

Students often need to request an official transcript that reflects degree conferral at the end of the semester for proof of program completion. Please be aware that degrees are posted to transcripts after all student records have been reviewed and finalized. This may take approximately 3 weeks after final grades are posted. You will be notified by email as soon as degrees have been conferred and posted.

Failure to file an application before the deadline may postpone degree conferral. Any questions regarding graduate commencement and requirements should be directed to the graduation coordinator in the College of Graduate Studies at 508-531-1100.

Deadlines

Graduate students are reminded of their responsibility to consult the College of Graduate Studies intranet website for deadlines and dates for admission and applications to graduate. Students in the Department of Counselor Education are also reminded to regularly check the Counselor Education Central Blackboard site as well as their program specific Blackboard site for important information and updates. Most often email reminders are sent to Counselor Education students, however, it is ultimately the student's responsibility to know deadlines.

Statute of Limitations

All graduate program requirements, including the capstone experience, must be completed within six years of the date of the student's first course taken at BSU. No graduate course offered for a master's degree may be more than six years old at the time program requirements are completed. If graduate students cannot complete degree requirements within the six-year limit because of extraordinary circumstances, they may file written appeals, requesting reasonable extension from the College of Graduate Studies.

Endorsement/Recommendation Policy

Procedure for Credentialing and Employment Recommendations

The department of counselor education prepares students for job-seeking, credentialing, and employment throughout the entire program.

1. Students must complete the mandatory online "New Student Orientation". Within the orientation, students learn strategies to professionally request letters of reference for fieldwork placement, scholarships, and employment.
2. All students are required to take the Career Counseling course which includes a visit from the Career Services Office of BSU in which students are informed of best practices for resume writing and cover letters for seeking employment in their program specific area.
3. In each program specific ethics class, students also create a portfolio, inclusive of trainings, certifications, and steps they will take from the time they enter fieldwork to find employment.
4. During their final semester, students are required to have an exit interview with the Director of Fieldwork. The student's progression throughout the program and their fieldwork experience are discussed. The student reflects upon their growth and development as a counselor and explores future career options and

goals. All licensure and credentialing procedures are reviewed, and post-graduation employment is addressed.

5. All requests for endorsement for credentialing and employment recommendations post-graduation should be sent in writing via email to both the academic advisor of record and the Director of Fieldwork. Due to processing time, which may include department review, students should anticipate a minimum of 30 days for a response. In this written request, students need to include:
    a. The students full name while enrolled (in case of name changes), BSU student identification number (Banner ID), dates of enrollment, and program of study.
    b. Any official and supportive documentation
    c. A brief explanation of the request.

Capstone Protocol

Capstone Protocol for students admitted Fall 2021 and later will be required to take the CPCE exam during their final semester of Internship.

<u>CPCE Exam Capstone Requirements and Process:</u>

1. Students are required to meet a score threshold on each of their required exam areas (see below), as well as a minimum overall score of 82 (60%) for Mental Health and School Counseling programs and 61 (60%) for Student Affairs. If the minimum score in each section as well as the overall minimum score is met, there are no further actions, and the student will have met their capstone requirement.
2. Students who do not meet the minimum threshold for one (or more) of the eight sections for Mental Health and School Counseling programs and six sections for Student Affairs must:
    a. Meet with their advisor to formulate a "Portfolio Defense Plan", see Appendix J. *Please note that during the summer semester the Department Chair acts as advisor for all students.*
    b. Complete the necessary additional "Competency Defense Assignment" for each of the sections that the minimum score was not achieved. A passing score on the Cognitive Grading Rubrics (Appendix A) for the assignment must be met for the capstone requirement to be met.
3. Students who do not meet the minimum threshold for the total required minimum score must:

a. Meet with their advisor to formulate a "Portfolio Defense Plan", see Appendix J. *Please note that during the summer semester the Department Chair acts as advisor for all students*

b. Complete the necessary additional "Global Knowledge Attainment" activity, see Appendix J. A passing score on the Cognitive and Affective Grading Rubrics (Appendix A and B) for the assignment must be met for the capstone requirement to be met.

Outcome Examples:

A. Beth received a total score of 80 but received a score of nine or higher in each of the content areas she was required to pass. She is required to complete the "Global Knowledge Attainment" assignment in coordination with her advisor's guidance.
B. Beth received a total score of 82 but in one of the sections she scored below a nine. She is required to complete the "Capstone Assignment" for that section in coordination with advisor's guidance.
C. Beth received a total score of 80 and received a score below nine in one of the content areas. She is required to complete the "Global Knowledge Attainment" assignment and the "Capstone Assignment" for that section. Both in coordination with their advisor's guidance

Mental Health and School Counseling Program Minimum Required Scores by Section

Ethics	Group	Helping	Research	Human	Social	Career	Assessment
9	9	9	9	9	9	9	9

Student Affairs Program Minimum Required Scores by Section

Ethics	Group	Helping	Research	Human	Social	Career	Assessment
9	9	9	9	0	9	9	0

Students wishing to prepare for the CPCE are encouraged to refer to the list of study resources available by going to the **CPCE Exam folder** on the **Counselor Ed central blackboard page**. In the past, students have created study groups with fellow test takers.

Students will only be allowed one attempt to pass the CPCE exam, per the department policy. If a student is not successful with their attempt, they will need to discuss their options with their advisor.

The cost of the CPCE exam depends on the format you choose:

The CPCE-APB	**The CPCE-OnVue**	**CPCE-CBT**
Will continue to be offered for students wishing to test on campus at the testing center. We will continue to offer the exam in April, Summer and November, usually the first Friday. We have had some schedule changes due to Covid but hope to be able to go back to our regular dates and times soon.	Web based exam via the OnVue platform. OnVue examination allows students to take the exam in a secure online environment. This could be your home or office. **Due to a variety of technical and physical limitations related to internet-based test administrations, CCE is **unable to provide special examination accommodations**	This exam is offered at a Pearson Vue testing center.

	through the Pearson VUE online test delivery and proctoring service for the CPCE.	
Dates available for the CPCE-APB format: First Friday in April and November. An exam date in July based on staffing at the testing center. You will have 240 minutes to test, 4 hours. The times of the exam are 11am-3pm.	**Dates available for CPCE OnVue**: Because only a certain number of students can test each day, you will be asked to schedule the exam the first week in April, first week in July and the first week in November. The time you choose to take the exam is completely up to what fits best in your schedule. You will have 240 minutes to test, 4 hours.	If interested in this option, contact the Department of Counselor Ed Administrative Assistant.
Administration of exam: On campus, at the testing center. A Proctor will be present, and students will be able to utilize their **approved accommodations** if needed.	**Administration of exam:** OnVUE examination administration, with online proctoring, allows applicants to take examinations in a secure online environment from their homes or offices. With just a simple check-in process, involving ID verification, face-matching technology, and a live greeter, the students can test without leaving the comfort of home.	
Cost of exam: $40 paid to testing center at BSU for proctor, $75 paid to Pearson for the exam.	The cost is $150.	The cost is $150.

The Department of Counselor Education offers the CPCE exam three times a year (on campus), typically the first Friday in April, the first Friday in November. Summer exams are scheduled at the discretion of the Testing Center due to limited staffing in the summer.

The OnVue exam is taken on your own time in a secure place of your choosing. The department requests that you choose a time during the first week in April, first week in November and the same week in the summer the exam is offered at the testing center.

Regardless of the format students choose the deadlines to apply to the department to take the CPCE are March 1, June 1, and October 1. Students are provided a link to enroll

in the CPCE exam. Deadlines for submitting applications are firm. Consideration will not be given to applications submitted after the deadline.

PROFESSIONAL ASSOCIATIONS

The Department of Counselor Education believes that part of successful professional development includes membership to professional associations. Students are **strongly** encouraged to join appropriate professional associations (those in line with career goals) such as:

1. American Counseling Association (19 divisions) www.counseling.org
2. American School Counselor Association www.schoolcounselor.org
3. American Mental Health Counselors Association www.amhca.org
4. National Association of Student Personnel Administrators www.naspa.org
5. Massachusetts Mental Health Counselors Association www.mamhca.org
6. Massachusetts School Counselors Association www.masca.org
7. Council for Accreditation of Counseling & Related Educational Programs https://www.cacrep.org/

TECHNOLOGICAL COMPETENCIES

In accordance with CACREP requirements, all students admitted into the Counseling Department are expected to develop appropriate technology competencies. These competencies include word processing, statistical programs, Blackboard, email, data base and web searches.

HANDBOOK/LEARNING CONTRACT

This handbook has been created in compliance with CACREP, 2016, Section I.L.2.a-e, which states:

A student handbook is disseminated that includes the following:

a. mission statement of the academic unit and program objectives;
b. information about appropriate professional organizations, opportunities for professional involvement, and activities potentially appropriate for students;
c. written endorsement policy explaining the procedures for recommending students for credentialing and employment;
d. student retention policy explaining procedures for student remediation and/or dismissal from the program; and
e. academic appeal policy.

The Department of Counselor Education takes its responsibility and commitment to train professional and ethical counselors and to "protect the public good" very seriously. Faculty are committed to supporting student success and providing remedial interventions, when needed. However, the department also recognizes that there will be a small number of students for whom it becomes clear that transitioning out of the program is necessary. The department has written this Handbook/Learning Contract that reflects ACA ethical standards, university guidelines, department expectations and requirements, as well as the procedures that will be followed in response to academic, personal and/or professional student-related concerns that may arise. During the new student orientation experience, the department's Handbook/Learning Contract will be reviewed and discussed with all students; students will sign and receive a hard copy of the contract. Students must sign and receive a copy of the Handbook/Learning Contract to continue to take courses as degree-seeking students. The contract will also be posted on the department's Counselor Education Central Blackboard site. A signed copy will be put in the student's advising file.

Students should consult the latest copy of the Graduate Student Handbook, as well as the College of Graduate Studies website https://www.bridgew.edu/admissions/graduate for important information regarding current academic policies, procedures, and forms (i.e. application to graduate, course withdrawal/add, inactive status and reinstatement, academic integrity, etc.). Students should be mindful that the College of Graduate Studies provides updates of the Graduate Student Handbook annually and students are expected to abide by the most current version of this document.

MASSACHUSETTS LICENSING REQUIREMENTS

Students who are enrolled in the Mental Health and Mental Health – Dual License programs are strongly encouraged to seek licensure as a Licensed Mental Health Counselor (LMHC). The Commonwealth of Massachusetts has specific requirements that must be met to qualify for licensure. For the most current information, please visit www.mass.gov.

School Counselor Licensure

Course requirements leading to initial licensure by the Massachusetts Department of Elementary and Secondary Education as a school counselor at the PreK-8 or the 5-12 grade level are outlined based by the School Counseling Program's course requirements. Licensure by the university will result in interstate reciprocity with signatory states as specified under the Interstate Certification Compact. To discuss the various licensure program options, please consult with your advisor. Students are encouraged to review the Massachusetts Department of Elementary and Secondary Education website at www.doe.mass.edu for current licensure requirements.

Mental Health Counseling

This 60-credit program is for those seeking licensure as a mental health counselor (LMHC) in Massachusetts by the Board of Registration. Program requirements have been designed to meet current state licensing requirements.

Mental Health Counseling-Dual License

This 66-credit program is for those seeking dual licensure as a Licensed Mental Health Counselor (LMHC) in the Commonwealth of Massachusetts by the Board of Registration and a School Social Worker/School Adjustment Counselor License with the Department of Elementary and Secondary Education. Program requirements have been designed to meet current state licensing requirements and initial licensure by the Massachusetts Department of Elementary and Secondary Education as a school adjustment counselor.

Student Affairs

Students in the Student Affairs counseling program will not be eligible for licensure. Graduates of the Student Affairs Counseling Program are trained to utilize skills in counseling and program development and implementation in a variety of higher education and student affairs settings such as: residence life, student activities, academic enhancement/advising and in career services.

NATIONAL BOARD FOR CERTIFIED COUNSELORS' REQUIREMENTS

Students are encouraged to become a National Certified Counselor (NCC). The primary credential of the NBCC is the **National Certified Counselor** (NCC). There are currently over 40,000 NCCs in the U.S. and many other countries.
The requirements for obtaining the NCC credential include:

- A graduate degree in counseling (or one with a major study in counseling) from a regionally accredited college or university,
- At least 48 semester hours of graduate-level coursework,
- At least one course in each of nine (9) specified coursework areas,
- At least 3,000 hours of post-master's counseling experience in an applied setting over a minimum of 24 months,
- At least 100 hours of post-Master's direct supervision over a minimum of 24 months with a supervisor who holds an advanced degree in counseling or a closely-related field (social work, psychology, human services or marriage and family therapy), and
- A passing score on the associated **National Counselor Exam** (NCE).

Currently the CPCE capstone experience offered by the Department of Counselor Education is considered a practice test for the NCE (National Counselor Examination).

Students interested in seeking further certificate endorsement requirements should contact:

National Board for Certified Counselors
3 Terrace Way, Suite D, Greensboro, NC 27403-3660
(336) 547-0607
http://www.nbcc.org/

Chi Sigma Iota

Chi Sigma Iota is the international honor society of professional counseling. It was established in 1985 through the efforts of leaders in the profession of counseling whose desire was to provide recognition for outstanding achievement as well as outstanding service within the profession. CSI was created for counselors-in-training, counselor educators, and professional counselors whose career commitment is to research and service through professional counseling.

Our mission is to promote scholarship, research, professionalism, leadership, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.

Beta Sigma Chi is a chapter of Chi Sigma Iota, an international honor society for students, professional counselors, and counselor educators. Our mission is to promote professionalism, leadership, and excellence in counseling. There are great benefits in becoming a member, including networking with students and professionals in the field, recognition of excellence, and invites to various conferences and workshops.

Matriculated students in a counseling program at Bridgewater State University who have completed at least 9 credits with a minimum GPA of 3.5 may take advantage of all that Beta Sigma Chi has to offer. To join:

1. Go to http://www.csi.net.org/
2. Click on membership on left side bar.
3. Fill out form
4. Cost $35.00 annually.

Questions about the organization, membership qualifications, or other areas should be address to the faculty advisors Dr. April Megginson and Dr. Kevin Duquette.

Chi Sigma Alpha is the international honor society for graduate students, alumni, faculty, and student affairs professionals enrolled in student affairs and higher education programs. This organization was founded in 2001 at Virginia Polytechnic Institute and State University in Blacksburg, VA. Chi Sigma Alpha was founded to promote and recognize excellence in academics, research, and service to the profession of student affairs. Chi Sigma Alpha has now expanded to include over 200 individuals and 27 chapters to membership since its formation.

The Upsilon chapter of Chi Sigma Alpha was established at Bridgewater State University in fall 2015. The mission of the chapter is to support the mission of the organization and provide opportunities for personal and professional growth to its membership.

Matriculated students within the student affairs counseling program at Bridgewater State University are eligible for membership. Candidates must possess a minimum of a 3.0 GPA and have completed 6 credits of counselor education coursework. The membership process is as follows:

1.) The current CSA president and advisors will reach out to potential candidates for interest.
2.) Candidates must accept an invitation to join membership.
3.) Dues are $50 when inducted and $40 annually.

Questions about the organization, membership qualifications, or other areas should be address to the faculty advisor Dr. Katherine Bender (kbender@bridgew.edu).

CLINICAL EXPERIENCE

INTRODUCTION

Fieldwork Experiences

Field experiences (e.g., practicum or internship) are required of all matriculated students. Depending on the counseling program, students complete between 300 and 1000 hours of supervised fieldwork experience. Each student, in conjunction with the Director of Fieldwork, selects an appropriate site that is supervised by an on-site professional while meeting with a Bridgewater State University faculty member for a fieldwork seminar. Most important, students must attend a mandatory, program specific fieldwork orientation, at least one semester prior to the semester the student intends to begin fieldwork and submit a fieldwork application, by the semester specific deadline date, to the director of fieldwork to participate in any fieldwork experience. Fieldwork applications must be completed by the first Monday in April for summer, the first Monday in June for fall, and the first Monday in November for spring. Fieldwork application forms are available on the Counselor Education Fieldwork Blackboard site.

Liability Insurance

All fieldwork students are required to provide proof of liability insurance before beginning fieldwork. Liability coverage needs to be 1,000,000 to 3,000,000 aggregate coverage. Suggested sources of insurance are ACA (www.counseling.org), MaMHCA (www.mamhca.org/) and HPSO (www.hpso.com).

Fieldwork Requirements

School Counseling

Students will need to complete a 100 hour Advanced Applied/Pre-Practicum experience. Students will be registered for three credits and will attend a weekly seminar class throughout the semester. Students are required to complete 600 hours of Practicum experience in a minimum of two semesters and a maximum of four semesters. Students may work 10-30 hours per 15-week semester and will be registered for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours= three credits; 20 hours per week/300 total hours= six credits; 30 hours per week/450 total hours= nine credits. While completing fieldwork hours,

students must attend a semester long fieldwork seminar supervision class in conjunction with completing their fieldwork hours. Please note that while Practicum is offered in the fall, spring, and summer semesters, students completing hours in a school-based site may only take 3 credits (150 hours) of practicum in the summer semesters.

Mental Health Counseling

Students seeking licensure as a Licensed Mental Health Counselor (LMHC) must complete a 100 hour Advanced Applied/Practicum experience. Students will be registered for three credits and will attend a weekly seminar class throughout the semester. Students are then required to complete a minimum of 600 hours of Internship at a mental health site. Students may work 10-30 hours per 15-week semester and will be registered for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours= three credits; 20 hours per week/300 total hours= six credits; 30 hours per week/450 total hours= nine credits. While completing fieldwork hours, students must attend a semester long fieldwork supervision seminar class in conjunction with completing their fieldwork hours.

Mental Health Counseling-Dual License

Students seeking licensure as a Licensed Mental Health Counselor (LMHC) and an initial level license as a School Adjustment Counselor (SAC) must complete a 100 hour Advanced Applied/Practicum experience. Students will be registered for three credits and will attend a weekly seminar class throughout the semester. Students are then required to complete a minimum of 450 hours of fieldwork at a mental health site and complete a minimum of 450 hours of fieldwork at a school-based site. Students may work 10-30 hours per 15-week semester and will be registered for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours= three credits; 20 hours per week/300 total hours= six credits; 30 hours per week/450 total hours= nine credits. Students can complete hours at a mental health site and a school-based site within the same semester. While completing fieldwork hours, students must attend a semester long fieldwork supervision seminar class in conjunction with completing their fieldwork hours. Please note that while Internship is offered in the fall, spring, and summer semesters, students completing hours in a school-based site may only take 3 credits (150 hours) of internship in the summer semesters.

Student Affairs

Students must complete a minimum of a 300-hour Internship experience. Students may work 10-20 hours per 15-week semester and will be registered for three credits for each 150 hours of fieldwork they complete that semester. For example, 10 hours per week/150 total hours= three credits; 20 hours per week/300 total hours = six credits. Please note that while Internship is offered in the fall, spring, and summer semesters,

students may only take 3 credits (150 hours) of internship in the summer semesters. While completing fieldwork hours, students must attend a semester long fieldwork supervision seminar class in conjunction with completing their fieldwork hours.

Postmaster's Licensure in School Counseling (PreK-8 & 5-12)

Students pursuing a license as a School Counselor must complete a 100 hour Advanced Applied/Pre-Practicum experience. Students will be registered for three credits and will attend a weekly seminar class throughout the semester. Students are then required to complete a minimum of 450 hours of Practicum experience over at least one semester and at most three semesters at a school-based site. Students will be registered for three credits for each 150 hours of fieldwork they will complete that semester. While completing fieldwork hours, students must attend a semester long fieldwork supervision seminar class in conjunction with completing their fieldwork hours. Please note that while Practicum is offered in the fall, spring, and summer semesters, students completing hours in a school-based site may only take 3 credits (150 hours) of internship in the summer semesters.

REQUIREMENTS

Mental Health Counseling

Advanced Applied Prerequisites:

- CNGC 520 Group Experience (Co-requisite: CNGC 538) or concurrently
- CNGC 538 Group I: Theory and Practice of Group Interventions (Co-requisite: CNGC 520) or concurrently
- CNGC 528 Counseling Theories and Techniques
- CNGC 529 Multicultural Counseling
- CNMH 534 The Professional Counselor: Standards, Ethics, & Legal Issues
- CNMH 535 Applied Counseling: Adolescent-Adult (prerequisite CNGC 528)
- CNMH 568 Psychopathology Prerequisite CNGC 528 & CNMH 564; or taken concurrently
- A complete passing grade in all identified prerequisites is required before beginning fieldwork
- Attendance at a mandatory program specific fieldwork orientation session at least one semester prior to fieldwork
- Approved fieldwork application by the Director of Fieldwork

Advanced Applied Experience:

Students must complete supervised practicum experiences that total a minimum of 100 clock hours during one academic term. Each student's practicum includes all the following (CACREP, 2016, Section III):

A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.

B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

<u>Internship Prerequisites (in addition to those listed for Advanced Applied):</u>

- CNMH 540 Counseling Substance Related and Addictive Disorders (or concurrent)
- CNGC 567 Marital and Family Therapy (or concurrent)
- CNMH 570/CNMH 580 Advanced Applied Counseling: Mental Health Counseling/ Advanced Applied Counseling: Mental Health Counseling-Dual License
- A complete passing grade in all identified prerequisites is required before the student progresses into Internship
- Approved fieldwork application by the Director of Fieldwork

<u>Internship Experience</u>

The program requires completion of a supervised internship of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the mental

health program area. Each student's internship includes all the following (CACREP, 2016, Section III):

A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
K. Internship students complete at least 240 clock hours of direct service.
L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Mental Health Counseling-Dual License

Advanced Applied Prerequisites:

- CNGC 520 Group Experience (Co-requisite: CNGC 538) or concurrent
- CNGC 538 Group I: Theory and Practice of Group Interventions (Co-requisite: CNGC 520) or concurrent
- CNGC 528 Counseling Theories and Techniques
- CNGC 529 Multicultural Counseling
- CNMH 534 The Professional Counselor: Standards, Ethics, & Legal Issues
- CNMH 535 Applied Counseling: Adolescent-Adult (prerequisite CNGC 528)

- CNMH 568 Psychopathology (Prerequisite CNGC 528 & CNMH 564; or taken concurrently)
- A complete passing grade in all identified prerequisites is required before beginning fieldwork
- Attendance at a mandatory program specific fieldwork orientation session at least one semester prior to fieldwork
- Approved fieldwork application by the Director of Fieldwork

Advanced Applied Experience

Students must complete supervised practicum experiences that total a minimum of 100 clock hours during one academic term. Each student's practicum includes all the following (CACREP, 2016, Section III):

A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Internship Prerequisites (in addition to those listed for Advanced Applied):

- CNMH 536 Applied Skills, Children and Adolescents (Prerequisite: CNGC 528)
- CNMH 540 Counseling Substance Related and Addictive Disorders (or concurrent)
- CNGC 567 Marital and Family Therapy (or concurrent)
- CNMH 570/CNMH 580 Advanced Applied Counseling: Mental Health Counseling/ Advanced Applied Counseling: Mental Health Counseling-Dual License
- A complete passing grade in all identified prerequisites is required before the student progresses into Internship
- Approved fieldwork application by the Director of Fieldwork

Internship Experience

The program requires completion of a supervised internship of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the mental health program area. Each student's internship includes all the following (CACREP, 2016, Section III):

A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
K. Internship students complete at least 240 clock hours of direct service.
L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group

supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

School Counseling (PreK-8 & 5-12)

Advanced Applied Prerequisites

- CNGC 520 Group Experience (*co-requisite CNGC 538*) or concurrent
- CNGC 538 Group I: Theory and Practice of Group Interactions (*co-requisite CNGC 520*) or concurrent
- CNGC 528 Counseling Theories and Techniques
- CNGC 529 Multicultural Counseling
- CNSC 515 Ethical and Legal Issues for the School Counselor (or concurrent) CNSC 516 Foundations of School Counseling
- CNSC 521 Clinical Issues in School Counseling (or concurrent and a prerequisite of CNSC 520 Development through the Lifespan for School Counselor)
- CNSC 524 Applied School Counseling (*prerequisite CNGC 528 or concurrent & CNSC 516 or concurrent)*
- A complete passing grade in all identified prerequisites is required before beginning fieldwork
- Attendance at a mandatory program specific fieldwork orientation session at least one semester prior to fieldwork
- Approved fieldwork application by the Director of Fieldwork

Advanced Applied/Pre-Practicum Experience

Students must complete supervised pre-practicum (PreK-8 or 5-12) experiences that total a minimum of 100 clock hours during one academic term. Each student's practicum includes all the following (CACREP, 2016, Section III):

A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

<u>Practicum Prerequisites (in addition to those listed for Advanced Applied):</u>

- CNSC 570/CNSC 580 Advanced Applied Counseling for School Counselors
- A complete passing grade in all identified prerequisites is required before the student progresses into Internship
- Approved fieldwork application by the Director of Fieldwork

<u>Internship/Practicum Experience (600 hours; 12 credits)</u>

The program requires completion of a supervised internship in the student's designated program area (PreK-8 or 5-12) of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all the following (CACREP, 2016, Section III):

A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
K. Internship students complete at least 240 clock hours of direct service.
L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Postmaster's Licensure in School Counseling – PreK-8 and 5-12

Advanced Applied Prerequisites

- Successful completion of all required Post Master's courses
- Approval of the Counselor Education Department
- Attendance at a mandatory program specific fieldwork orientation session at least one semester prior to fieldwork
- Application approved by the Director of Fieldwork

Advanced Applied Experience

Students must complete supervised pre-practicum (PreK-8 or 5-12) experiences that total a minimum of 100 clock hours during one academic term. Each student's practicum includes all the following (CACREP, 2016, Section III):

A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

<u>Practicum Prerequisites (in addition to those listed for Advanced Applied)</u>

- CNSC 570/CNSC 580 Advanced Applied Counseling-School Counselor
- Approved fieldwork application by the Director of Fieldwork

<u>Practicum Experience</u>

The program requires completion of a supervised internship in the student's designated program area (PreK-8 or 5-12) of 450 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all the following (CACREP, 2016, Section III):

A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
J. After successful completion of the practicum, students complete 600 clock

hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

K. Internship students complete at least 240 clock hours of direct service.

L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Student Affairs

Internship Prerequisites:

- CNGC 520 Group Experience (*co-requisite CNGC 538*)
- CNGC 538 Group I: Theory and Practice of Group Interaction (*co-requisite CNGC 520*)
- CNGC 528 Counseling Theories and Techniques*****
- CNGC 529 Multicultural Counseling
- CNSA 510 Student Development Theory in Higher Education
- CNSA 515 Foundations in Higher Education & Student Affairs*****
- CNSA 520 Ethical, Legal, and Professional Issues in Student Affairs
- CNSA 525 Student Affairs Administration*
- CNSA 530 Helping Skills for Student Affairs Professionals
- A complete passing grade in all identified prerequisites is required before beginning fieldwork
- A complete passing grade in all identified prerequisites is required before the student progresses into Internship
- Attendance at a mandatory program specific fieldwork orientation session at least one semester prior to fieldwork
- Approved fieldwork application by the Director of Fieldwork

**** If students are seeking to take these pre-requisite classes concurrently with fieldwork, students need to obtain approval from the Student Affairs program director and fieldwork director***

Internship Experience (300 hours; 6 credits)

The program requires completion of a supervised Internship experience where students must complete a minimum of 300 clock hours. Each student's practicum includes all the following:

1. At least 120 clock hours of direct service with actual students individually and leading groups that contributes to the development of counseling skills and

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's performance throughout the practicum, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor

CORI CHECKS

CORI checks are initiated between the site and the student.

FIELDWORK ORIENTATION

Students are required to attend a program specific fieldwork orientation which corresponds with their anticipated fieldwork start date. Students may choose to attend the orientation more than once if it would be helpful. Students can attend as many orientations as needed. Fieldwork orientation sessions will share key information about the overall fieldwork requirements for their specific program offered in the Counselor Education Department, review program specific requirements, review the application process, forms, and deadlines, talk about requirements for sites and site supervisors, licensure for your field, and helpful resources to reference throughout the entire fieldwork process. Students will also be made aware of current sites that have already been approved by the Department of Counselor Education of Bridgewater State University.

PRE-FIELDWORK MEETING

Students who attend a fieldwork orientation and students who are enrolled in their program specific skills course (i.e. CNMH 535, CNSC 524, CNSA 530) will meet with the Director of Fieldwork to discuss their individualized fieldwork plans and goals. This will provide a one-on-one consultation for the student to ask any specific questions, obtain information about sites and supervisors, and receive assistance in developing their fieldwork plans. Students will receive a summary of their pre-fieldwork meeting to help them with their fieldwork experience. The instructor of the Advanced Applied courses will also receive a copy of the student's pre-fieldwork meeting summary to help support their continued growth and development.

FIELD SITE SELECTION

Students secure their own sites for their fieldwork experience. Students are encouraged to view the list of approved sites that exists on the Department's Fieldwork Blackboard site. Students may also contact sites that have not been previously approved by the Counselor Education Department but approval by the Director of Fieldwork must be made before the onset of fieldwork. Fieldwork sites should be within a 1-hour drive from Bridgewater State University. If the site is located further than 1 hour, approval from Director of Fieldwork is needed.

Students are encouraged to actively seek information about appropriate sites for their fieldwork experiences, through the Director of Fieldwork, Faculty members, peers, and site websites, to make sure the specific sites are in alignment with the student's professional and objective goals. When selecting a site, students are encouraged to consider the following (this is not a comprehensive list refer to the Fieldwork Orientation PowerPoint and pre-fieldwork meeting summary for more information):

1. What are the demographics of the clients/students?
2. What is the potential number of clients/students available each week?
3. What type of supervision is provided?
4. How available will the supervisor be during times in which you are on-site?
5. Is the supervisor licensed appropriately?
6. What kind of setting/location will you see clients/students in (office, etc.)?
7. How many internship positions do they have open?
8. What forms of recording (video tape, audiotape, etc.) are allowed?
9. What are the expectations of the site and supervisor?
10. Is there a potential for a job opportunity upon completion of master's degree?

STUDENT RESPONSIBILITIES FOR FIELDWORK EXPERIENCES

1. Make sure a fieldwork agreement, supervision contract, and site visit contract is completed between the Department of Counselor Education and the site
2. Complete Mandated Reporting Training
3. Complete Training for Licensed Professionals to Meet Chapter 260 Requirements
4. Obtain Malpractice Insurance (1 mil/3 mil coverage)
5. Obtain necessary signatures for fieldwork application and forms
6. Use appropriate counseling skills as developed in the "Advanced" counseling skills courses
7. Maintain ethical and legal standards
8. Evaluate personal struggles, limitations, skill development via the use of supervision
9. Appropriately consult with supervisor, peers, and faculty members
10. Maintain consistent attendance to contracted site hours and supervision

11. Complete weekly logs which document counseling experience and ensure supervisor's signature is on final log of logbook.
12. Complete evaluation forms and return to the Department of Counselor Education by established deadlines
13. Follow any additional program specific requirements set forth by the Department of Counselor Education

RESPONSIBILITIES OF THE ON-SITE FIELD SUPERVISOR

CACREP (2016, Section III, P.) states the following responsibilities:

1. a minimum of a master's degree, preferably in counseling, or a related profession,
2. relevant certifications and/or licenses,
3. a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled,
4. knowledge of the program's expectations, requirements, and evaluation procedures for students, and
5. relevant training in counseling supervision.

In addition, the faculty in the Department of Counselor Education values the following responsibilities:

1. Ensure that student is provided with appropriate clients/students
2. Ensure that student is provided with the agreed upon amount of direct and indirect hours
3. Monitor ethical and legal standards
4. Provide students with a competency-based experience which includes activities

   such as:

   a. Assessment/evaluation of clients
   b. Individual counseling
   c. Group counseling
   d. Consultation/Liaison activities
   e. Career/Vocational Academic assessment, guidance, and counseling
   f. Prevention
   g. Wellness
   h. Technology (if available)
   i. Ethics
   j. Diversity

5. Provide sufficient supervision and consultation (individual and group supervision)
6. Assist the student in gaining skills in self-reflection/evaluation

7. Maintain necessary licensure
8. Maintain contact with appropriate faculty members in the Department of Counselor Education
9. Complete student evaluation forms
10. Complete program evaluation at the end of the semester

RESPONSIBILITIES OF THE BSU SEMINAR INSTRUCTOR

CACREP (2016, Section III, N.) states the following responsibilities:

1. relevant experience,
2. professional credentials, and
3. counseling supervision training and experience.

In addition, the faculty in the Department of Counselor Education adheres to the following responsibilities:

1. Meeting with students to discuss site selection/responsibilities
2. Procuring new and quality site affiliations for students (if applicable)
3. Monitor ethical and legal conduct of students
4. Making selves available for student supervision and consultation
5. Providing Advanced Applied and Internship Seminars to complement fieldwork experiences
6. Maintain an open line of communication with site supervisors
7. Attend site visits to evaluate students, sites, and site supervisors

STUDENT EVALUATION FORM

During the fieldwork experience, students are formally evaluated two times during each fieldwork semester– a mid-term evaluation and final evaluation. The midterm and final evaluations are completed by the site supervisor and signed by the faculty supervisor. The student is also responsible for completing a self mid-term and final evaluation that gets submitted to their BSU Instructor along with their site supervisor evaluation. Site supervisors are required to complete and/or review the formal midterm and final evaluations with the intern. Midterm and final evaluation forms are sent electronically by the Director of Fieldwork. Interns are required to submit the midterm and final evaluation forms to their seminar instructor in a timely manner and in accordance with the course expectations. For school-based placements in the summer, only a final evaluation is required.

STUDENT EVALUATION OF FIELD SUPERVISOR

As part of the evaluation process, students are expected to provide a formal evaluation of their fieldwork supervisor. Students complete the fieldwork supervisor evaluation form in their last seminar class meeting of the semester. Forms are to be returned to their seminar/course instructor in the Department of Counselor Education.

STUDENT EVALUATION OF FIELD SETTING

As part of the evaluation process, students are expected to provide a formal evaluation of their fieldwork site. Students complete the fieldwork site evaluation form in their last seminar class meeting in the semester. Forms are to be returned to their seminar/course instructor in the Department of Counselor Education.

RECORDING EQUIPMENT

Students are required to record client sessions to enhance the supervision experience. Research supports that self-report is the least affective form of supervision (Bernard & Goodyear, 2004). However, ethical procedures in attaining recorded (video, audio, transcripts, etc.) sessions must be executed. The Department of Counselor Education's Media Handling Policy is reviewed in the first seminar class of each semester and students are required to sign and follow best practices when upholding confidentially and protecting PHI. Suggested procedures are as follows:

1. Ensure that an informed consent form outlining purpose of recording is attained. If your field site does not have their own, please use Bridgewater State University's Adult or Minor Consent forms
2. When using new audio/video recording devices, make sure to record at least ten seconds of blank screen to ensure no permanent stamping occurs with a clients image/voice.
3. Do not write clients name or any other identifying information on the media form
4. Do not keep recorded information longer than necessary (usually one week based on frequency of supervision)
5. Mark recordings as "Confidential"
6. Store recordings on a device that is encrypted and/or password protected
7. Regard the recordings as confidential as the initial session itself

RECORD KEEPING

Students should make themselves aware of HIPAA regulations (www.HIPAA.org) and FERPA regulations. Client/student records should be treated with the maximum amount of confidentiality. This includes site records and any required client/student presentations connected with a fieldwork course within the Department of Counselor

Education. Each field site will have their own policy and procedures and it is the student's responsibility to adhere to those standards.

REFERRAL AND TERMINATION OF CLIENTS

It is the student's responsibility to become knowledgeable about their fieldwork site's policy and procedures for referrals and termination. The following is general guidelines and suggestions:

Referrals:

1. Appropriate when the site and/or counselor do not seem appropriate to meet the needs of the client
2. Fieldwork site and student should generate a list of appropriate sites that have timely availability for referrals
3. Student should consult with fieldwork supervisor prior to referring
4. Referral information should be monitored for accuracy of services and contact information

Termination:

1. May be initiated by the client or the counselor
2. Should be properly processed with the client to ensure no negative effect on the client's continuation of progress
3. Is ideal when the client mutually agrees with the termination
4. Student has properly prepared for the process of termination via supervision and academic course work

CONFIDENTIALITY AND THE CODE OF ETHICS

All students should attain a copy of the most current code of ethics through the American Counseling Association www.counseling.org. The ACA Code of Ethics (2014) states:

> *Counselors protect the confidential information of prospective and current clients. Counselors disclose information only with appropriate consent or with sound legal or ethical justification.* (ACA, 2014, Section B.1.c)
>
> *At initiation and throughout the counseling process, counselors inform clients of the limitations of confidentiality and seek to identify situations in which confidentiality must be breached* (ACA, 2014, Section B.1.d.)

Students should also reference their appropriate code of ethics based on their program of study.

Mental Health:

ACA Code of Ethics http://www.counseling.org/Resources/aca-code-of-ethics.pdf

AMHCA Code of Ethics: http://connections.amhca.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=d4e10fcb-2f3c-c701-aa1d-5d0f53b8bc14

School Counseling:

ASCA Ethical Standards: https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf

Student Affairs:

ACPA Ethical Standards: http://www.myacpa.org/sites/default/files/Ethical_Principles_Standards.pdf

NASPA Ethical Standards: https://www.naspa.org/images/uploads/main/CASethicsstatement.pdf

INTENT TO HARM SELF OR OTHERS

Students are encouraged to review the case of Tarasoff vs. The University of California Board of Regents 1976 http://www.4lawschool.com/torts/uc.htm. Due to the above-mentioned litigation and additional cases, a precedence has been established that makes counselors potentially liable for negligence in reporting the intent of a client to harm themselves or others. Therefore, when clients reveal to student interns that there is an intent to harm themselves or someone else, the student should IMMEDIATELY consult with their site supervisor and/or faculty instructor in the Department of Counselor Education.

CANCELLATION OF FIELDWORK PLACEMENT

Issues at a fieldwork site should be discussed promptly with the fieldwork site supervisor, BSU Instructor, and Director of Fieldwork. The Fieldwork Site Supervisor and the Fieldwork 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. In addition, if remediation is required the issue will then be discussed and documented by the Counselor Education Department Chair, BSU Instructor, Fieldwork Director, and Fieldwork Intern to note next steps. If applicable, it is the fieldwork intern's responsibility to follow up with steps needed to complete fieldwork requirements for their designated program of study.

STUDENT LEAVE POLICY

If a student has been on a leave of absence for more than 1 year (3 semesters) and is eligible to begin the fieldwork experience (Advanced Applied/Practicum/Internship) the student will be required to complete a live demonstration of a mock counseling session

to the faculty. The student would also be required to take a 3-credit graduate course within the department (determined by the graduate coordinator), as well as attend a Fieldwork Orientation. If there have been any significant changes to counseling content (i.e., revised versions of ethical codes, DSM updates, changes/revisions of multicultural and other competency standards etc.), the student must do a "refresher/update" class related to that competency area. The student would also need to submit an updated degree audit for review.

FIELDWORK EXIT MEETING

During their final semester, students are required to have an exit interview with the Director of Fieldwork. Student's will be expected to complete the exit survey prior to this meeting. The student's progression throughout the program and their fieldwork experience are discussed. The student reflects upon their growth and development as a counselor and explores future career options and goals. All licensure and credentialing procedures are reviewed, and post-graduation employment is addressed.