



College of Education

**Department of Special Education, Professional
Counseling, & Disability Studies**

Student Assistance Coordinator Program

Internship Handbook

SAC Certification Internship Handbook

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**WILLIAM PATERSON UNIVERSITY
STUDENT ASSISTANCE COORDINATOR CERTIFICATION
INTERNSHIP HANDBOOK**

Introduction

Welcome to the internship component of field experience in the Student Assistance Coordinator (SAC) Certification of the Professional Counseling Program at William Paterson University. This experience is the SAC intern's opportunity to put their formal training into practice. This handbook is designed to provide information that will assist you in helping you complete all requirements of this course.

Definitions

Before beginning, there are a several terms that need to be defined in order for you to have a clear understanding of the SAC intern's internship experience.

SAC Intern – The SAC intern is a student, under supervision by a certified SAC, who has begun their internship experience and has been placed in a field setting.

Internship Placement Site – The site where the internship experience takes place. The site must meet WPU training program standards and provide the SAC intern with the opportunity to perform all activities, under supervision, that a regular staff member employed as a student assistance coordinator would perform.

Internship Orientation – The SAC Coordinators will hold an internship orientation the semester before the placement begins.

Live Supervision – Live supervision is when a supervisor observes the intern in a counseling session in real-time. For the SAC internship, there are two live supervision sessions required. To document this experience, there is a form for supervisors to complete in the appendix.

Site Supervisor – The site supervisor is a designated professional staff member at the placement site who is directly responsible for the supervision of the SAC intern. Site supervisors must be a certified student assistance coordinator (SAC) in New Jersey. The site supervisor must also hold at least a Master's degree in counseling or a closely related field and have worked as a SAC for at least two (2) years, have knowledge of the WPU SAC program, and have relevant training in clinical supervision. The duties of the site supervisor are as follows:

1. Make provisions for orientation of the SAC intern to the site, including procedures for assigning students, emergency procedures, safety procedures, and any site-specific limits to confidentiality.
2. Provide space for the counseling intern to perform their counseling

- responsibilities.
3. Provide at least two (2) live supervision sessions, in which the supervisor observes the intern's counseling, provides feedback, and completes the required documentation (see appendix).
 4. Work with the SAC intern to develop internship goals.
 5. Maintain monthly communication with University Supervisor/Course Instructor.
 6. Maintain responsibility for SAC intern's continuity on site.
 7. Assist in the evaluation of the SAC intern's performance relative to the objectives of the experience.
 8. Provide regular supervision for the SAC intern, not to be less than 30 minutes of face to face supervision per week.

University Supervisor/Course Instructor – The course instructor/university supervisor is the instructor of the Internship (CSP 6120/6180/6860/6870) and provides the interns with weekly supervision. The duties of the University supervisor/course instructor are as follows:

1. Receive status of placement from counseling intern prior to the start of the semester.
2. Provide group supervision of SAC interns.
3. Monitor progress of SAC intern during the internship experience.
4. Maintain monthly communication with site supervisors.
5. Make on-site visits when needed.
6. Initiate resolution of any problem occurring on-site.
7. Review SAC intern's session records.
8. Secure evaluations.
9. Assign final grades.

Selecting and Acquiring a Placement Site

SAC interns must find their own placement sites. The SAC Coordinators will help in any way, but ultimately it is the intern's responsibility to find a site. A SAC intern may be able to use their work site for internship; however, this is contingent on the intern's workload and must be approved by the directors. All sites must be approved by the university. SAC interns are required to have experience in conducting both individual and group counseling and have 30 minutes of face to face site supervision per week. In addition, SAC interns **must** have two live supervision sessions and submit appropriate documentation of these occurrences (see appendix). These requirements should be taken into consideration when selecting an internship site.

SAC interns should contact the appropriate person at the possible placement site and discuss the requirements of the placement with this person. A qualified site supervisor should be identified at the time of this contact. The site supervisor and any other relevant administrators (school principal, school counseling director, and/or superintendent) must sign the internship contract before a site will be approved by the

Coordinators (see appendix for contract). The SAC Coordinators will be available to answer any questions the site supervisor or administrator might have.

Liability Insurance

SAC interns are required to purchase liability insurance for the duration of their internship, even if they are covered at the placement site.

The American Counseling Association (ACA) offers low cost liability insurance for practicum/internship students, however you must be a student member of ACA to take advantage of these low rates. Applications for membership in ACA can be obtained from counseling faculty, from the ACA website at www.counseling.org, or by calling ACA at 1-800-347-6647. This option might be ideal for students who are also in the WPUNJ Professional Counseling Program School Counseling and/or Clinical Mental Health Counseling tracks.

If SAC interns are unable to have a student membership in ACA, liability insurance can be obtained through HPSO. More information on purchasing liability insurance can be found at www.hpso.com or by calling 1-800-982-949.

Placement Hour Requirements

For the Internship (CSP6120/6180/6860/6870) requirement, SAC interns must have a total of 150 clock hours. Of these hours, at least 70 must be direct counseling hours.

*If students are currently enrolled in the WPUNJ Professional Counseling Program School Counseling and/or Clinical Mental Health Counseling tracks, these hours are in addition to the required concentration hours and must be completed with a certified SAC.

Live Supervision Requirements

SAC interns are **required** to have two (2) live supervision sessions. Live supervision is when a supervisor observes the intern's counseling sessions/direct service in real-time. The intern must have immediate feedback from the supervisor after the observation. Site supervisors are required to document the live supervision (see form in appendix).

Counseling Procedures

SAC interns are required (as all counselors are) to make sure their client gives informed consent for counseling. When engaged in specific SAC internship responsibilities, all SAC interns must clearly identify themselves as interns under supervision to all students, parents, teachers, and others. When informing the client of confidentiality and the limits of confidentiality, the SAC intern must inform the client that their case will be discussed with supervisors, who are under the same obligations of confidentiality as the intern.

Competencies

It is essential that the SAC intern acquires certain competencies during the internship experience. The following lists some of these competencies, which are aligned with NJDOE curriculum requirements.

SAC interns must demonstrate knowledge and competency of skills in:

- a. counseling students with drug and alcohol abuse and dependency, as well as related problems;
- b. assessing child and adolescent development, including research-based risk and protective and resiliency factors, in order to support students at risk for school failure;
- c. curriculum planning, implementation, and staff development in chemical health education;
- d. coordination and delivery of intervention and referral services in a school setting, including multidisciplinary interventions teams;
- e. assessment and counseling of drug and alcohol affected students and their families;
- f. coordinate research-based prevention program services in school and community settings;
- g. knowledge of school culture and the dynamics of policy and program development;
- h. knowledge of school law as it relates to substance abuse and related problems.

Grading Procedures

All internship courses (CSP 6120/6180/6860/6870) are pass/fail courses. If the course instructor or the site supervisor has any concerns about the SAC intern's progress, the course instructor will meet with the SAC intern and the site supervisor to discuss these concerns and to determine the appropriate course of action. All requirements of the course must be met before a pass grade will be given.

INTERNSHIP HANDBOOK

APPENDIX

**William Paterson University
Professional Counseling Program
Department of Special Education, Professional Counseling, & Disability Studies
1600 Valley Road, Wayne, NJ 07474**

**Internship Contract for the
Student Assistance Coordinator Program**

Date placement begins _____

SAC Intern Name _____

The above-named student will be completing their internship at _____ . The fieldwork will be completed during the 20__-20__ school year. The SAC intern will be supervised at the site by _____ . The site supervisor is directly responsible for supervision of the SAC intern. This professional must have at least two (2) years' experience as a Student Assistance Coordinator (SAC), a Master's degree in counseling, their certification as a SAC, and relevant training in clinical supervision. **A resume and copy of certification must be provided with this contract.**

Please be advised that the site supervisor is responsible for:

- Orienting the SAC intern to the site, including procedures for assigning students, emergency procedures, district policies, and any site-specific limits to confidentiality (i.e. written consent, appropriate documentation).
- Providing the SAC intern with the space necessary to complete requirements and responsibilities such as individual counseling, group counseling, assessment, substance abuse, prevention, crisis intervention, etc.
- Providing regular supervision for the SAC intern not to be less than 30 minutes of face to face supervision for every week that the counseling intern is on site.

- Providing at least two (2) live supervisions sessions over the course of the internship, in which the supervisor observes the intern in a counseling session/providing direct contact. The supervisor must complete documentation of live supervision (see appendix).
- Maintaining responsibility for SAC intern’s continuity on site and assisting in the evaluation of the SAC intern’s performance.

The requirement of the SAC internship is 150 hours. The Internship hours include a minimum of 70 hours of direct service. The direct service hours consist of individual counseling, group counseling, work with families, consultation, prevention instruction, and crisis intervention. The indirect hours consist of all other activities associated with the SAC placement and supervision.

If you have any further questions, please contact the co-coordinators of the program, Dr. Meredith Drew (drewm2@wpunj.edu, 973-720-3029) and Dr. Michelle Hinkle (hinklem@wpunj.edu, 973-720-3971). Thank you for your time and participation.

By signing below, the site supervisor and school district acknowledge that they are aware of the requirements stated above and agree to have the SAC intern at their school for their Internship experience.

SAC Site Supervisor

Administrator

SAC Intern



**Professional Counseling Program
Student Assistance Coordinator Program
Site Supervisor Data Sheet**

Student Name: _____

Supervisor Name: _____

Site Name: _____

Email: _____ Phone: _____

Credentials: _____

Certification/License: _____

Have you worked in the area of your specialty (student assistance coordinator) for a minimum of two years? (Please check response)

YES NO

Do you have knowledge and understanding of WPU Professional Counseling Program SAC Internship requirements, policies, and procedures? (Please check response)

YES NO

Have you attended training for supervision in counseling? (Please check response)

YES NO

If yes, can you please select the training that you have received?

___ Supervision Class

___ Supervision Training

___ Supervision Workshop

___ Training by Faculty at WPU for Site Supervisors

___ Other (please indicate) _____

Counseling Consent Form

Student Name _____

Phone _____

I agree that a counseling intern in the Student Assistance Coordinator Program at William Paterson University will counsel me. I understand that the SAC intern has completed Master's course work in counseling and/or has earned a Master's in counseling. The SAC intern will be supervised by _____, a faculty member at William Paterson University and by _____, SAC site supervisor. Information gathered in the counseling will be held strictly confidential according to the American Counseling Association Code of Ethics. Exceptions to this confidentiality occur when there is suspected child abuse or imminent danger to the client or to others.

If for any reason you have questions about the counseling or are dissatisfied, you have the right to meet with the SAC intern and/or the supervisors named above.

I have read the above and understand the nature of the supervisory procedures. All my questions have been answered to my satisfaction.

Student Signature

Date

Parent/Guardian Signature

Date

SAC Intern Signature

Date

**William Paterson University
Student Assistance Coordinator Internship
Weekly Log**

Counseling intern _____ Week #: _____ Dates: ___ to _____

| Activity | Number of Hours | | Activity | Number of Hours | |
|--|------------------------|--|--------------------------------|------------------------|--|
| 1. Individual Counseling | | | | | |
| 2. Group Counseling | | | | | |
| 3. Work with Families | | | | | |
| 4. Consultation | | | | | |
| 5. Prevention Instruction | | | | | |
| 6. Crisis Intervention | | | | | |
| 7. Record Keeping (& Report Writing) | | | | | |
| 8. Professional Development (in-service) | | | | | |
| 9. Program Development | | | Total hours: | | |
| 10. University Group Supervision | | | Direct service hours (1-6) | | |
| 11. Individual University Supervision | | | Non-direct service hours (7-9) | | |
| 12. Individual Site Supervision | | | Supervision hours (10-12) | | |

Site Supervisor _____ Date _____

William Paterson University
Student Assistance Coordinator Internship Hours Semester Summary Form

SAC intern _____ Semester _____
Site _____
Site Supervisor _____
University Supervisor _____

Total of weekly hours for:

| | | | |
|-----------------------|-------|------------------------|-------|
| Individual Counseling | _____ | Consultation | _____ |
| Group Counseling | _____ | Prevention Instruction | _____ |
| Work with Families | _____ | Crisis Intervention | _____ |

TOTAL DIRECT SERVICE HOURS FOR SEMESTER _____

Total of weekly hours for:

| | | | |
|------------------------------------|-------|---------------------|-------|
| Record Keeping (Report Writing) | _____ | Program Development | _____ |
| Professional Development | _____ | Other | _____ |

TOTAL NON-DIRECT SERVICE HOURS FOR SEMESTER _____

Total of weekly hours for:

| | | | |
|-----------------------------------|-------|-----------------------------|-------|
| Individual University Supervision | _____ | | |
| University Group Supervision | _____ | Individual Site Supervision | _____ |

TOTAL SUPERVISION HOURS FOR SEMESTER _____

SAC Intern Signature _____ Date _____

Live Supervision Form

Supervisors must complete this form to document live supervision. Two live supervision sessions are required for the SAC internship.

SAC Intern: _____

SAC Supervisor: _____

Internship Site: _____

Date: _____

What type of direct hour activities did the SAC intern complete during this live supervision observation?

What skills did you observe and how did they enhance the counseling interventions and responsibilities consistent with the SAC role in a school?

What areas of improvement can this SAC intern make?

What strengths did the SAC intern demonstrate?

What topics were discussed in supervision following this observation?

SAC Supervisor _____

SAC Intern _____

Student Assistance Coordinator Internship Evaluation Site Supervisor Form

Name _____ Date _____ Semester/year ____ Supervisor Name _____

Below is a list of behavioral objectives pertinent to the counseling profession. Using the four (4) point scale provided, please tell us how competent you feel this counselor trainee is in each of these areas. Please use a pencil or pen and completely fill in one circle for each objective.

1 = Needs Improvement 2 = Progressing 3 = Competent 4 = Advanced

| | | 1 | 2 | 3 | 4 |
|----|--|----------|----------|----------|----------|
| 1 | Demonstrates skills necessary to counsel students with drug and alcohol dependency and related problems | ○ | ○ | ○ | ○ |
| 2 | Demonstrates skills necessary to develop curriculum planning, implementation, and staff development in chemical health education | ○ | ○ | ○ | ○ |
| 3 | Demonstrates the ability to assess child and adolescent development, including research-based risk and protective factors, in order to support students at risk for school failure | ○ | ○ | ○ | ○ |
| 4 | Demonstrates the skills to conduct assessments and counseling of drug and alcohol affected students and their families | ○ | ○ | ○ | ○ |
| 5 | Demonstrates the ability to coordinate research-based prevention program services in school and community settings | ○ | ○ | ○ | ○ |
| 6 | Demonstrates the ability to develop partnerships with parents, guardians, and families | ○ | ○ | ○ | ○ |
| 7 | Demonstrates knowledge of school law as it relates to substance abuse and related problems | ○ | ○ | ○ | ○ |
| 8 | Demonstrates the ability for coordination and delivery of intervention and referral services in a school setting, including multidisciplinary intervention teams | ○ | ○ | ○ | ○ |
| 9 | Demonstrates knowledge of school culture and the dynamics of policy and program development | ○ | ○ | ○ | ○ |
| 10 | Demonstrates skills to work collaboratively with teachers and other school professionals, such as administrators, child study team members, school nurse, and school counselors, in a joint effort to promote student and school success | ○ | ○ | ○ | ○ |

Please give a statement of your judgment of the SAC intern as a prospective student assistance coordinator. You may wish to note specific strengths or weaknesses that may not be sufficiently explained in the preceding items. Please feel free to add an additional page if you feel it is necessary.

Signature of SAC Intern

Date

Signature of SAC Site Supervisor

Date

**William Paterson University Professional Counseling Program
Student Assistance Coordinator Internship Site Supervisor Evaluation Rubric**

| Competency # | Needs improvement (1) | Progressing (2) | Competent (3) | Advanced (4) |
|---------------------|--|--|--|---|
| 1 | Does not, or minimally, demonstrates developing skills necessary to counsel students with drug and alcohol dependency and related problems. | Beginning to demonstrate developing skills necessary to counsel students with drug and alcohol dependency and related problems. | Competently demonstrates developing skills necessary to counsel students with drug and alcohol dependency and related problems, meeting course expectations. | Consistently demonstrates developing skills necessary to counsel students with drug and alcohol dependency and related problems, exceeding course expectations. |
| 2 | Does not, or minimally, demonstrates developing skills necessary to develop curriculum planning, implementation, and staff development in chemical health education. | Beginning to demonstrate the skills necessary to develop curriculum planning, implementation, and staff development in chemical health education. | Competently demonstrates the skills necessary to develop curriculum planning, implementation, and staff development in chemical health education, meeting course expectations. | Consistently demonstrates the skills necessary to develop curriculum planning, implementation, and staff development in chemical health education, exceeding course expectations. |
| 3 | Does not, or minimally, demonstrates development of the ability to assess child and adolescent development, including research-based risk and protective factors, in order to support students at risk for school failure. | Beginning to demonstrate development of the ability to assess child and adolescent development, including research-based risk and protective factors, in order to support students at risk for school failure. | Competently demonstrates the ability to assess child and adolescent development, including research-based risk and protective factors, in order to support students at risk for school failure, meeting course expectations. | Consistently demonstrates the ability to assess child and adolescent development, including research-based risk and protective factors, in order to support students at risk for school failure, exceeding course expectations. |
| 4 | Does not, or minimally, demonstrates the skills to conduct assessments and counseling of drug and alcohol affected students and their families. | Beginning to demonstrate the skills to conduct assessments and counseling of drug and alcohol affected students and their families. | Competently demonstrates the skills to conduct assessments and counseling of drug and alcohol affected students and their families, meeting course expectations. | Consistently demonstrates the skills to conduct assessments and counseling of drug and alcohol affected students and their families, exceeding course expectations. |
| 5 | Does not, or minimally, demonstrates the ability to coordinate research-based prevention program services in school and community settings. | Beginning to demonstrate the ability to coordinate research-based prevention program services in school and community settings. | Competently demonstrate the ability to coordinate research-based prevention program services in school and community settings, meeting course expectations. | Consistently demonstrate the ability to coordinate research-based prevention program services in school and community settings, exceeding course expectations. |
| 6 | Does not, or minimally, demonstrates an understanding of the importance of developing partnerships with parents, guardians, and families. | Beginning to demonstrate an understanding of the importance of developing partnerships with parents, guardians, and families. | Competently demonstrates an understanding of the importance of developing partnerships with parents, guardians, and families, meeting course expectations. | Consistently demonstrates an understanding of the importance of developing partnerships with parents, guardians, and families, exceeding course expectations. |
| 7 | Does not, or minimally, demonstrates knowledge of school law as it relates to substance abuse and related problems. | Beginning to demonstrate knowledge of school law as it relates to substance abuse and related problems. | Competently demonstrates knowledge of school law as it relates to substance abuse and related problems, meeting course expectations. | Consistently demonstrates knowledge of school law as it relates to substance abuse and related problems, exceeding course expectations. |
| 8 | Does not, or minimally, demonstrates the ability for coordination and delivery of intervention and referral services in a school setting, including multidisciplinary intervention settings. | Beginning to demonstrate the ability for coordination and delivery of intervention and referral services in a school setting, including multidisciplinary intervention settings. | Competently demonstrates the ability for coordination and delivery of intervention and referral services in a school setting, including multidisciplinary intervention settings, meeting course expectations. | Consistently demonstrates the ability for coordination and delivery of intervention and referral services in a school setting, including multidisciplinary intervention settings, exceeding course expectations. |
| 9 | Does not, or minimally, demonstrates knowledge of school culture and the dynamics of policy and program development. | Beginning to demonstrate knowledge of school culture and the dynamics of policy and program development. | Competently demonstrates knowledge of school culture and the dynamics of policy and program development, meeting course expectations. | Consistently demonstrates knowledge of school culture and the dynamics of policy and program development, exceeding course expectations. |
| 10 | Does not, or minimally, demonstrates the development of skills to work with other professionals in a joint effort to promote student and school personnel success. | Beginning to demonstrate the development of skills to work with other professionals in a joint effort to promote student and school personnel success. | Competently demonstrates the development of skills to work with other professionals in a joint effort to promote student and school personnel success, meeting course expectations. | Consistently demonstrates the development of skills to work with other professionals in a joint effort to promote student and school personnel success, exceeding course expectations. |

Student Assistance Coordinator Internship Evaluation University Supervisor Form

Name _____ Date _____ Semester/year ____ Supervisor Name _____

Below is a list of behavioral objectives pertinent to the counseling profession. Using the four (4) point scale provided, please tell us how competent you feel this counselor trainee is in each of these areas. Please use a pencil or pen and completely fill in one circle for each objective.

1 = Needs Improvement 2 = Progressing 3 = Competent 4 = Advanced

| | | 1 | 2 | 3 | 4 |
|----|--|----------|----------|----------|----------|
| 1 | Demonstrates skills necessary to counsel students with drug and alcohol dependency and related problems | ○ | ○ | ○ | ○ |
| 2 | Demonstrates skills necessary to develop curriculum planning, implementation, and staff development in chemical health education | ○ | ○ | ○ | ○ |
| 3 | Demonstrates the ability to assess child and adolescent development, including research-based risk and protective factors, in order to support students at risk for school failure | ○ | ○ | ○ | ○ |
| 4 | Demonstrates the skills to conduct assessments and counseling of drug and alcohol affected students and their families | ○ | ○ | ○ | ○ |
| 5 | Demonstrates the ability to coordinate research-based prevention program services in school and community settings | ○ | ○ | ○ | ○ |
| 6 | Demonstrates the ability to develop partnerships with parents, guardians, and families | ○ | ○ | ○ | ○ |
| 7 | Demonstrates knowledge of school law as it relates to substance abuse and related problems | ○ | ○ | ○ | ○ |
| 8 | Demonstrates the ability to coordination and delivery of intervention and referral services in a school setting, including multidisciplinary intervention teams | ○ | ○ | ○ | ○ |
| 9 | Demonstrates knowledge of school culture and the dynamics of policy and program development | ○ | ○ | ○ | ○ |
| 10 | Demonstrates skills to work collaboratively with teachers and other school professionals, such as administrators, child study team members, school nurse, and school counselors, in a joint effort to promote student and school success | ○ | ○ | ○ | ○ |

Please give a statement of your judgment of the SAC intern as a prospective student assistance coordinator. You may wish to note specific strengths or weaknesses that may not be sufficiently explained in the preceding items. Please feel free to add an additional page if you feel it is necessary.

Signature of SAC Intern

Date

Signature of University Supervisor

Date

**William Paterson University Professional Counseling Program
Student Assistance Coordinator Internship University Supervisor Evaluation Rubric**

| Competency # | Needs improvement (1) | Progressing (2) | Competent (3) | Advanced (4) |
|--------------|--|--|--|---|
| 1 | Does not, or minimally, demonstrates developing skills necessary to counsel students with drug and alcohol dependency and related problems. | Beginning to demonstrate developing skills necessary to counsel students with drug and alcohol dependency and related problems. | Competently demonstrates developing skills necessary to counsel students with drug and alcohol dependency and related problems, meeting course expectations. | Consistently demonstrates developing skills necessary to counsel students with drug and alcohol dependency and related problems, exceeding course expectations. |
| 2 | Does not, or minimally, demonstrates developing skills necessary to develop curriculum planning, implementation, and staff development in chemical health education. | Beginning to demonstrate the skills necessary to develop curriculum planning, implementation, and staff development in chemical health education. | Competently demonstrates the skills necessary to develop curriculum planning, implementation, and staff development in chemical health education, meeting course expectations. | Consistently demonstrates the skills necessary to develop curriculum planning, implementation, and staff development in chemical health education, exceeding course expectations. |
| 3 | Does not, or minimally, demonstrates development of the ability to assess child and adolescent development, including research-based risk and protective factors, in order to support students at risk for school failure. | Beginning to demonstrate development of the ability to assess child and adolescent development, including research-based risk and protective factors, in order to support students at risk for school failure. | Competently demonstrates the ability to assess child and adolescent development, including research-based risk and protective factors, in order to support students at risk for school failure, meeting course expectations. | Consistently demonstrates the ability to assess child and adolescent development, including research-based risk and protective factors, in order to support students at risk for school failure, exceeding course expectations. |
| 4 | Does not, or minimally, demonstrates the skills to conduct assessments and counseling of drug and alcohol affected students and their families. | Beginning to demonstrate the skills to conduct assessments and counseling of drug and alcohol affected students and their families. | Competently demonstrates the skills to conduct assessments and counseling of drug and alcohol affected students and their families, meeting course expectations. | Consistently demonstrates the skills to conduct assessments and counseling of drug and alcohol affected students and their families, exceeding course expectations. |
| 5 | Does not, or minimally, demonstrates the ability to coordinate research-based prevention program services in school and community settings. | Beginning to demonstrate the ability to coordinate research-based prevention program services in school and community settings. | Competently demonstrate the ability to coordinate research-based prevention program services in school and community settings, meeting course expectations. | Competently demonstrate the ability to coordinate research-based prevention program services in school and community settings, exceeding course expectations. |
| 6 | Does not, or minimally, demonstrates an understanding of the importance of developing partnerships with parents, guardians, and families. | Beginning to demonstrate an understanding of the importance of developing partnerships with parents, guardians, and families. | Competently demonstrates an understanding of the importance of developing partnerships with parents, guardians, and families, meeting course expectations. | Consistently demonstrates an understanding of the importance of developing partnerships with parents, guardians, and families, exceeding course expectations. |
| 7 | Does not, or minimally demonstrates knowledge of school law as it relates to substance abuse and related problems. | Beginning to demonstrate knowledge of school law as it relates to substance abuse and related problems. | Competently demonstrates knowledge of school law as it relates to substance abuse and related problems, meeting course expectations. | Consistently demonstrates knowledge of school law as it relates to substance abuse and related problems, exceeding course expectations. |
| 8 | Does not, or minimally, demonstrates the ability for coordination and delivery of intervention and referral services in a school setting, including multidisciplinary intervention settings. | Beginning to demonstrate the ability for coordination and delivery of intervention and referral services in a school setting, including multidisciplinary intervention settings. | Competently demonstrates the ability for coordination and delivery of intervention and referral services in a school setting, including multidisciplinary intervention settings, meeting course expectations. | Consistently demonstrates the ability for coordination and delivery of intervention and referral services in a school setting, including multidisciplinary intervention settings, exceeding course expectations. |
| 9 | Does not, or minimally, demonstrates knowledge of school culture and the dynamics of policy and program development. | Beginning to demonstrate knowledge of school culture and the dynamics of policy and program development. | Competently demonstrates knowledge of school culture and the dynamics of policy and program development, meeting course expectations. | Consistently demonstrates knowledge of school culture and the dynamics of policy and program development, exceeding course expectations. |
| 10 | Does not, or minimally, demonstrates the development of skills to work with other professionals in a joint effort to promote student and school personnel success. | Beginning to demonstrate the development of skills to work with other professionals in a joint effort to promote student and school personnel success. | Competently demonstrates the development of skills to work with other professionals in a joint effort to promote student and school personnel success, meeting course expectations. | Consistently demonstrates the development of skills to work with other professionals in a joint effort to promote student and school personnel success, exceeding course expectations. |

Student Assistance Coordinator Internship Self-Evaluation Form

Name _____ Date _____ Semester/Year _____

Below is a list of behavioral objectives pertinent to the counseling profession. Using the 4-point scale provided, please tell us how competent you feel you are in each of these areas. Please use a pencil or pen and completely fill in one circle for each objective.

1 = Needs Improvement 2 = Progressing 3 = Competent 4 = Advanced

| | | 1 | 2 | 3 | 4 |
|----|--|----------|----------|----------|----------|
| 1 | Demonstrates skills necessary to counsel students with drug and alcohol dependency and related problems | ○ | ○ | ○ | ○ |
| 2 | Demonstrates skills necessary to develop curriculum planning, implementation, and staff development in chemical health education | ○ | ○ | ○ | ○ |
| 3 | Demonstrates the ability to assess child and adolescent development, including research-based risk and protective factors, in order to support students at risk for school failure | ○ | ○ | ○ | ○ |
| 4 | Demonstrates the skills to conduct assessments and counseling of drug and alcohol affected students and their families | ○ | ○ | ○ | ○ |
| 5 | Demonstrates the ability to coordinate research-based prevention program services in school and community settings | ○ | ○ | ○ | ○ |
| 6 | Demonstrates the ability to develop partnerships with parents, guardians, and families | ○ | ○ | ○ | ○ |
| 7 | Demonstrates knowledge of school law as it relates to substance abuse and related problems | ○ | ○ | ○ | ○ |
| 8 | Demonstrates the ability to coordination and delivery of intervention and referral services in a school setting, including multidisciplinary intervention teams | ○ | ○ | ○ | ○ |
| 9 | Demonstrates knowledge of school culture and the dynamics of policy and program development | ○ | ○ | ○ | ○ |
| 10 | Demonstrates skills to work collaboratively with teachers and other school professionals, such as administrators, child study team members, school nurse, and school counselors, in a joint effort to promote student and school success | ○ | ○ | ○ | ○ |

Signature of SAC Intern _____

Date _____

**William Paterson University Professional Counseling Program
Student Assistance Coordinator Internship Self-Evaluation Rubric**

| Competency # | Needs improvement (1) | Progressing (2) | Competent (3) | Advanced (4) |
|--------------|---|---|--|---|
| 1 | I did not, or minimally, demonstrated developing skills necessary to counsel students with drug and alcohol dependency and related problems. | I am beginning to demonstrate developing skills necessary to counsel students with drug and alcohol dependency and related problems. | I competently demonstrated developing skills necessary to counsel students with drug and alcohol dependency and related problems, meeting course expectations. | I consistently demonstrated developing skills necessary to counsel students with drug and alcohol dependency and related problems, exceeding course expectations. |
| 2 | I did not, or minimally, demonstrated developing skills necessary to develop curriculum planning, implementation, and staff development in chemical health education. | I am beginning to demonstrate the skills necessary to develop curriculum planning, implementation, and staff development in chemical health education. | I competently demonstrated the skills necessary to develop curriculum planning, implementation, and staff development in chemical health education, meeting course expectations. | I consistently demonstrated the skills necessary to develop curriculum planning, implementation, and staff development in chemical health education, exceeding course expectations. |
| 3 | I did not, or minimally, demonstrated development of the ability to assess child and adolescent development, including research-based risk and protective factors, in order to support students at risk for school failure. | I am beginning to demonstrate development of the ability to assess child and adolescent development, including research-based risk and protective factors, in order to support students at risk for school failure. | I competently demonstrated the ability to assess child and adolescent development, including research-based risk and protective factors, in order to support students at risk for school failure, meeting course expectations. | I consistently demonstrated the ability to assess child and adolescent development, including research-based risk and protective factors, in order to support students at risk for school failure, exceeding course expectations. |
| 4 | I did not, or minimally, demonstrated the skills to conduct assessments and counseling of drug and alcohol affected students and their families. | I am beginning to demonstrate the skills to conduct assessments and counseling of drug and alcohol affected students and their families. | I competently demonstrated the skills to conduct assessments and counseling of drug and alcohol affected students and their families, meeting course expectations. | I consistently demonstrated the skills to conduct assessments and counseling of drug and alcohol affected students and their families, exceeding course expectations. |
| 5 | I did not, or minimally, demonstrated the ability to coordinate research-based prevention program services in school and community settings. | I am beginning to demonstrate the ability to coordinate research-based prevention program services in school and community settings. | I competently demonstrated the ability to coordinate research-based prevention program services in school and community settings, meeting course expectations. | I competently demonstrated the ability to coordinate research-based prevention program services in school and community settings, exceeding course expectations. |
| 6 | I did not, or minimally, demonstrated an understanding of the importance of developing partnerships with parents, guardians, and families. | I am beginning to demonstrate an understanding of the importance of developing partnerships with parents, guardians, and families. | I competently demonstrated an understanding of the importance of developing partnerships with parents, guardians, and families, meeting course expectations. | I consistently demonstrated an understanding of the importance of developing partnerships with parents, guardians, and families, exceeding course expectations. |
| 7 | I did not, or minimally demonstrated knowledge of school law as it relates to substance abuse and related problems. | I am beginning to demonstrate knowledge of school law as it relates to substance abuse and related problems. | I competently demonstrated knowledge of school law as it relates to substance abuse and related problems, meeting course expectations. | I consistently demonstrated knowledge of school law as it relates to substance abuse and related problems, exceeding course expectations. |
| 8 | I did not, or minimally, demonstrated the ability for coordination and delivery of intervention and referral services in a school setting, including multidisciplinary intervention settings. | I am beginning to demonstrate the ability for coordination and delivery of intervention and referral services in a school setting, including multidisciplinary intervention settings. | I competently demonstrated the ability for coordination and delivery of intervention and referral services in a school setting, including multidisciplinary intervention settings, meeting course expectations. | I consistently demonstrated the ability for coordination and delivery of intervention and referral services in a school setting, including multidisciplinary intervention settings, exceeding course expectations. |
| 9 | I did not, or minimally, demonstrated knowledge of school culture and the dynamics of policy and program development. | I am beginning to demonstrate knowledge of school culture and the dynamics of policy and program development. | I competently demonstrate knowledge of school culture and the dynamics of policy and program development, meeting course expectations. | I consistently demonstrated knowledge of school culture and the dynamics of policy and program development, exceeding course expectations. |
| 10 | I did not, or minimally, demonstrated the development of skills to work with other professionals in a joint effort to promote student and school personnel success. | I am beginning to demonstrate the development of skills to work with other professionals in a joint effort to promote student and school personnel success. | I competently demonstrated the development of skills to work with other professionals in a joint effort to promote student and school personnel success, meeting course expectations. | I consistently demonstrated the development of skills to work with other professionals in a joint effort to promote student and school personnel success, exceeding course expectations. |

**Student Assistance Coordinator Internship Evaluation
Student Evaluation of Site Supervisor Form**

Name _____ Date _____ Semester/year _____ Supervisor Name _____

Below is a list of behavioral objectives pertinent to clinical supervision. Using the 4-point scale provided, please tell us how competent you feel this Site Supervisor is in each of these areas. Please use a pencil or pen and completely fill in one circle for each objective.

1 = Needs Improvement 2 = Progressing 3 = Competent 4 = Advanced

| | | 1 | 2 | 3 | 4 |
|----|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | This supervisor helped me feel at ease with the supervision process | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | This supervisor relayed clear expectations of the intern's responsibilities on site | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | This supervisor provided me with specific help in areas that I need to improve and provided me with the opportunity to adequately discuss the major difficulties I am facing with my students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 | This supervisor addressed issues relevant to my current concerns as a SAC intern | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 | This supervisor emphasized the development of my strengths and capabilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 | This supervisor enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 | I feel this supervisor accepted me and respects me as a person | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8 | This supervisor conveyed competence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9 | This supervisor was able to accept feedback from me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10 | This supervisor helped me clarify my counseling objectives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11 | This supervisor gave me useful feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12 | This supervisor allowed and encouraged me to evaluate myself and to understand my underlying motivations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Signature of SAC Intern

Date

William Paterson University Professional Counseling Program
Student Assistance Coordinator Internship Student Site Supervisor Evaluation Rubric

| Competency # | Needs improvement (1) | Progressing (2) | Competent (3) | Advanced (4) |
|--------------|--|--|--|---|
| 1 | Supervisor does not, or minimally, helped me feel at ease with the supervision process | Supervisor began to help me feel at ease with the supervision process | Supervisor competently helped me feel at ease with the supervision process, meeting my understanding of supervision expectations | Supervisor consistently helped me feel at ease with the supervision process, exceeding my understanding of supervision expectations |
| 2 | Supervisor does not, or minimally, relayed clear expectations of my responsibilities on site | Supervisor began to relay clear expectations of my responsibilities on site | Supervisor competently relayed clear expectations of my responsibilities on site, meeting my understanding of supervision expectations | Supervisor consistently relayed clear expectations of my responsibilities on site, exceeding my understanding of supervision expectations |
| 3 | Supervisor does not, or minimally, provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my students | Supervisor began to provide me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my students | Supervisor competently provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my students, meeting my understanding of supervision expectations | Supervisor consistently provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my students, exceeding my understanding of supervision expectations |
| 4 | Supervisor does not, or minimally, addressed issues relevant to my current concerns as a counseling intern | Supervisor began to address issues relevant to my current concerns as a counseling intern | Supervisor competently addressed issues relevant to my current concerns as a counseling intern, meeting my understanding of supervision expectations | Supervisor consistently addressed issues relevant to my current concerns as a counseling intern, exceeding my understanding of supervision expectations |
| 5 | Supervisor does not, or minimally, emphasized the development of my strengths and capabilities | Supervisor began to emphasize the development of my strengths and capabilities | Supervisor competently emphasize the development of my strengths and capabilities, meeting my understanding of supervision expectations | Supervisor consistently emphasized the development of my strengths and capabilities, exceeding my understanding of supervision expectations |
| 6 | Supervisor does not, or minimally, enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling | Supervisor began to enable and encourage me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling | Supervisor competently enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling, meeting my understanding of supervision expectations | Supervisor consistently enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling, exceeding my understanding of supervision expectations |
| 7 | Supervisor does not, or minimally, accepts me and respects me as a person | Supervisor began to accept me and respect me as a person | Supervisor competently accepts me and respects me as a person, meeting my understanding of supervision expectations | Supervisor consistently accepts me and respects me as a person, exceeding my understanding of supervision expectations |
| 8 | Supervisor does not, or minimally, conveyed competence | Supervisor began to convey competence | Supervisor competently conveyed competence, meeting my understanding of supervision expectations | Supervisor consistently conveyed competence s, exceeding my understanding of supervision expectations |
| 9 | Supervisor does not, or minimally, was able to accept feedback from me | Supervisor began to be able to accept feedback from me | Supervisor competently was able to accept feedback from me, meeting my understanding of supervision expectations | Supervisor consistently was able to accept feedback from me, exceeding my understanding of supervision expectations |
| 10 | Supervisor does not, or minimally, helped me clarify my counseling objectives | Supervisor began to help me clarify my counseling objectives | Supervisor competently helped me clarify my counseling objectives, meeting my understanding of supervision expectations | Supervisor consistently helped me clarify my counseling objectives, exceeding my understanding of supervision expectations |
| 11 | Supervisor does not, or minimally, gave me useful feedback | Supervisor began to give me useful feedback | Supervisor competently gave me useful feedback, meeting my understanding of supervision expectations | Supervisor consistently gave me useful feedback, exceeding my understanding of supervision expectations |
| 12 | Supervisor does not, or minimally, allowed and encouraged me to evaluate myself and to understand my underlying motivations | Supervisor began to allow and encourage me to evaluate myself and to understand my underlying motivations | Supervisor competently allowed and encouraged me to evaluate myself and to understand my underlying motivations, meeting my understanding of supervision expectations | Supervisor consistently allowed and encouraged me to evaluate myself and to understand my underlying motivations, exceeding my understanding of supervision expectations |